UNIVERSITY OF MINNESOTA

University Plan, Performance, and Accountability Report

2002-2003

Office of the Executive Vice President and Provost

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

♻ Contains a minimum 10 percent postconsumer material.

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2002-2003
EXECUTIVE SUMMARY

A. Academic Excellence

National Rankings

- University of Florida: In 2002, the University of Minnesota ranked among the top three public research universities and among the top 10 of all research universities.
- National Research Council (NRC): Overall institutional rank was 9th among public universities and 20th among 274 ranked institutions in 1995. (NRC anticipates publishing its next update in 2003-05.)
- U.S. News: In the fall 2002 *Best Colleges* guide, the University of Minnesota Twin Cities' undergraduate programs were ranked in the second tier (group ranked 52nd to 129th) of all doctoral universities and were ranked 20th among public doctoral universities.

Faculty Awards and Academy Memberships

- In 2002, the University ranked 10th among 110 public universities with 35 national academy members.
- Individual faculty members received 28 significant national or international awards in 2000, 31 in 2001, and 28 in 2002. The University's ranking decreased to 10th among public and 17th among all institutions.

Faculty Salary and Compensation

- The University increased faculty salaries over the rate of inflation in each of the past five years.
- In 2001-02, the average full professor salary at UMTC was $97,600, placing the University 11th among the top 14 NRC-ranked public institutions. On the coordinate campuses, UMD ranked 13th among 16 peer institutions in full professor salaries; UMM, 7th among 14 peer institutions; and UMC 5th among six peer institutions.

Faculty Hiring and Retention

- In 2001-02, the University experienced a net attrition rate of 3.8 percent in faculty. Attrition has averaged 5.1 percent over the past decade.
- Between 1996 and 2000, the University lost a significant portion of its faculty. Hiring has begun to rebound, with a net increase of 66 faculty in 2001 and 56 in 2002.

Library Resources

- In 2001, 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 17th in numbers of volumes owned (5.9 million), 23rd in periodical subscriptions (41,018), and 16th in annual expenditures (over $30 million).
- These indicators (other than interlibrary loans), as well as circulation and reference queries, have declined over the past six years.

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 five years, combined with internally reallocated resources, externally leveraged funds, and capital investments, these initiatives have leveraged a total of over $362 million.
- Through these investments, 87.5 new faculty positions have been or are being filled, buildings have been constructed or renovated to create state of the art labs, and new research and academic programs have been or 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 key programs in the physical sciences, arts, and humanities.
- These targeted investments over the past five years, combining legislative funds, new resources, private giving, and capital funding, total over $1.2 billion.

Sponsored Funding

- Between 2000 and 2002, sponsored funding awards from all sources increased from $455 million to $526.6 million, a 16 percent increase.
- In 2002, the University was ranked 8th among public research universities and 12th among all

research universities based on total research expenditures in FY 2001.
- Between 1990 and 2000, total federal obligations to higher education increased an average of 4 percent per year. Over this period, the University of Minnesota's share of federal obligations increased by an average of 6 percent per year, from $181,694,000 to $309,632,000.
- Between 1997 and 2002, the average amount of sponsored funding requested by tenured/ tenure-track faculty increased by 109 percent, from $260,000 to $542,000. Average awards increased by 52 percent, from $127,000 to $194,000 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 229 in 2001 and 237 in 2002.
- The University ranked 4th in start-ups in 2000, up from a ranking of 7th in 1999.
- Patent applications increased by 102 percent, from 44 in 1998 to 89 in 2002.
- The number of patents issued decreased by 5 percent, from 40 in 1998 to 38 in 2002.
- In FY 2002, 65 new licenses were received; the total number of active licenses is now 514.
- Royalties and fees collected annually increased from $16.8 million in 2001 to $26.5 million in 2002.

Implications for 2003-2004 Planning and Initiatives
- The University is sustaining 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.
- Questions for the future include determining investment priorities for 2003-04, 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 almost $10 million to improve undergraduate education. Improvements include freshmen seminars, undergraduate research, study abroad, writing intensive courses, interdisciplinary minors, renewed new student 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 2002, it increased to 74.7 and is still moving toward the 77th percentile goal.
- In 2002, the Twin Cities campus exceeded this goal, with the mean rank of new freshmen reaching 77.8 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 Ten institutions. The Big Ten 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 2002, the proportion of UMTC freshmen in the top 25 percent of their high school classes was 65 percent; at UMC, 23 percent; at UMD, 42 percent; and at UMM, 66 percent.

Acceptance Rate
- UMTC's freshman acceptance rate in 1998-99 of 77 percent placed it 6th among public Big Ten universities.
- UMTC has become slightly more selective in recent years; its acceptance rate was 79.4 percent in 1997 and 74.4 percent for the class

entering in fall 2002. The University system-wide has also become slightly more selective, moving from an acceptance rate of 81.6 percent in 1997 to 76.3 percent in 2002.

Freshmen of Color

- The goal set in the 1999 Institutional Level Measures was 16 percent students of color.
- With 18.5 percent freshmen of color in 2002, UMTC has exceeded its goal.
- In 2002, with 6.2 percent freshmen of color, UMD exceeded its 5 percent goal.
- UMM set a high goal of 18 percent; its proportion of students of color decreased slightly between 2001 and 2002.
- UMC saw a decline in percentage of freshmen of color from 6.6 percent in 2001 to 4.4 percent in 2002.

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. For the fall 2001 cohort, first-year retention was 84.6 percent, among the lowest in the Big Ten.
- In 2000, U.S. News ranked UMTC 32nd 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 84.6 percent in 2001. Rates at UMM and UMD have been fairly level, while UMC's have declined slightly.
- The second-year retention rate at UMTC has improved slightly from 69.9 percent in 1994 to 76.3 percent in 2000.
- Retention rates for students of color are approaching those of white students: 79.0 percent at UMTC and 74.5 percent at UMD; at UMM, retention of students of color (84.1 percent) exceeded that of white students (82.5 percent) in 2001.

Diversity

- Students of color have proportionately increased over the past five years. In 2001, the proportion of students of color was 17.7 percent, slightly above the system-wide goal.

Student Satisfaction (Data will be updated in 2003)

- The University's goal is to increase satisfaction toward a consistent rating above "5," on a six-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 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

- The University's goal is that 50 percent of graduating seniors will have had a study abroad experience.
- A total of 1,056 UMTC undergraduates (20 percent) studied abroad in 2001-02.
- In 2000-01, UMTC was 15th among large U.S. universities in its study abroad participation rate.

Campus Safety

- Burglary, arson, motor vehicle theft, and forcible sex offenses decreased on the Twin Cities campus between 1998 and 2001, while they increased on many college campuses.
- Liquor law violations on the Twin Cities campus decreased from 499 in 2000 to 416 in 2001. Narcotic law violations referred for disciplinary action increased from 44 in 2000 to 49 in 2001.
- UMTC is increasing its investment in education and prevention to address these safety issues.

Residential Living

- In fall 2002, 78 percent of UMTC freshmen lived in University housing; the proportion has increased gradually since 1998.
- 81 percent of students still live off campus.

Graduation Rates

- The University of Minnesota under-performs its predicted six-year graduation rate. UMTC has been among the three Big Ten public institutions with the lowest four- and five-year graduation rates.
- The Twin Cities campus is making steady and substantial progress in increasing overall four-, five-, and six-year graduation rates as well as rates for students of color. The overall four-year graduation rate increased from 15.2 percent for students matriculating in 1992 to 28.6 percent for students matriculating in 1998; five-year rates increased from 36.6 percent to 48.4 percent; and six-year rates increased from 45.0 percent to 54.1 percent. The Crookston campus showed similar improvements, while the graduation rates on the Duluth and Morris campuses were largely unchanged.
- Improving graduation rates is one of the University's greatest areas of concern and attention. Recent investments in the first-year

and undergraduate experience, the establishment of a minimum 13-credit course load in fall 2002, and other initiatives are intended to further improve graduation rates.

Degrees Conferred

- Since 1996, the number of degrees conferred each year has remained level, but increased in 2002 to 11,000.
- The number of bachelor's degrees UMTC 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 five 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 1997-98 and 2001-02, applications to the Graduate School increased by 7 percent, from 15,560 to 16,169. The number of matriculations also increased, from 3,148 in FY 1998 to 3,534 in FY 2002.
- The yield rate (the percentage of students admitted who actually matriculate) decreased slightly, from 53 percent in FY 1998 to 51 percent in FY 2002.

Graduate Student Satisfaction

Overall satisfaction among graduate/professional students has gradually increased, from 4.65 in 1997 to 4.75 in 2001 (on a six-point scale).

Graduate Student Graduation Rates

- At the master's level, students complete their degrees in approximately 2.5 years.
- At the doctoral level, most students over the past five years have completed their degrees within six years, faster than the national median of 7.3.

Graduate and Professional Degrees Conferred

- In 2000, the University of Minnesota Twin Cities was first among its peers in the number of master's degrees it conferred – 2,856, a 13 percent increase from 1996. The number declined to 2,341 in 2001 but increased to 2,474 in 2002.
- 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 three years.
  - In fall 2002, 862 courses used Web CT and the number of students involved increased to 59,256.

Implications for 2003-2004 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.

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 mandated that in 2001-02 the University develop a plan and report to delineate progress of the Academic Health Center (AHC) 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. The AHC has developed such a plan and has reported its progress in the University's *2003 Academic Priorities Report*.

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 has just been launched in fall 2002.

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

- In a random telephone survey of Minnesota residents in 2002, the University's average satisfaction rating was 6.98 out of a possible 10.
- Enhancing research and technology capabilities, creating a sense of state pride, preparing the workforce of the future, and enhancing the state's quality of life were identified as the most important University contributions to the state.

On-Line Library Holdings and Service

- In 2002, there were 550,000 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 2002, 16,000 e-journals and 7,594 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 percent between 1996 and 2000, but declined 7 percent from 2000 to 2002.
- In 2002, 1,109 students from the metropolitan area transferred to UMTC, 121 to UMD, 11 to UMM, and 12 to UMC.

Students Participating in Community Service

- The University's goal is to involve 4,000 UMTC undergraduates annually in community service.
- In 2001-02, over 3,250 undergraduate students participated in community service or service learning experiences.

Implications for Planning and Initiatives for 2003-2004

Setting Priorities and Measuring Results. Engagement is the University's newest area of development for institutional and compact-level measures.

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 addressed expectations and priorities for outreach activities at the University. In addition, the provost established an administrative advisory committee on public engagement and outreach that reviewed and advised on policies, priorities, resources, models, and accountability for public engagement and outreach activities. All committees recommended ongoing central leadership, and a Council on Public Engagement was appointed in June 2002.

Special Areas of Focus.

- 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 engagement will be improved.
- A Technology Enhanced Learning (TEL) website and news channel will be made available to the public and the University community.

D. Strengthening the University Community: Human Resources

Faculty 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 2001-02 was near or above the mean among peer public institutions. This reflects, in part, the increased cost of health insurance.
- Beginning in 2001-02, the University significantly modified 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 4.5 percent between 2000 and 2001.
- For 2001, University total benefits and time off for a given base pay amount exceeded by $3,000 the benefits in comparable jobs in the private sector market.

Faculty and Staff Development

- Investment through the Office of Human Resources in staff and faculty development programs has grown by 58 percent over the past four years. Increased investments have resulted in a 49 percent increase between 1999 and 2002 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 four years, the number of faculty participating in the Mid-Career Teaching Program has gone from 10 in its pilot year to 36 in 2002.

Leaves

- The number of faculty and professional development leaves has remained steady over the past six years.
- Single quarter/semester leaves decreased by 22 percent, from 83 in 1997 to 68 in 2002.
- The number of sabbatical leaves increased approximately 13 percent over the same period, from 98 in 1997 to 111 in 2002.

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 internal training of employees.
- Provided 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 was 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 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 2001-02, the University-wide proportion of employees of color was 10.2 percent.
- 8.8 percent of the professional and administrative staff were persons of color.
- In October 2002, 14 percent of University of Minnesota faculty self-identified as faculty of color, up from 11 percent in 1999. The Big Ten average was 14.8 percent in 2002.
- In 1999, 26 percent of University faculty were women, compared to the Committee on Institutional Cooperation (CIC) average of 23 percent. In 2002, 28 percent of University faculty were women.

Implications for Planning and Initiatives for 2003-2004

Diversity. As noted in the September 12, 2002 "Annual Diversity Report" 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 direction and benchmark 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.

E. Facilities

The University has successfully implemented a four-year capital plan, begun in 1998, which called for investing nearly $760 million to preserve historic areas of the University's campuses and to modernize classroom and lab space in support of academic initiatives.

Classrooms

- The Twin Cities campus has 303 centrally managed, general purpose classrooms, with over 23,000 seats, comprising approximately 300,000 square feet.
- Another 224 classrooms and 360 labs and studios are managed by colleges/departments.

Efficiency

Energy Consumption.

- Since 1991, the University's energy consumption has decreased by roughly 5 percent, despite an overall net increase in space, a significant growth in computers and associated equipment, and new space that is more sophisticated and with higher energy consumption than decommissioned space.

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.

Capital Project Outcomes

- Of the 370 capital projects completed in the past year, 292 (70 percent) were completed on time and with a balance returned.

Classroom Technology Upgrade Plan

- It is a priority to upgrade classrooms on all campuses.
- Under the direction of the Office of Classroom Management, a seven-year classroom technology upgrade plan has been developed for the Twin Cities campus.
- Technology upgrades of classrooms have increased 114 percent between 2000 and 2002.

Student Satisfaction with Classrooms

- Student satisfaction with the classroom physical environment has increased modestly each year over the past six years.
- Satisfaction with UMC's classrooms was highest, at 4.35; satisfaction was 3.90 at UMD, 3.77 at UMTC, and 3.46 at UMM.

Implications for Planning and Initiatives for 2003-2004

The University is responsible for operating and maintaining more than 700 buildings spread over its four campuses, six research and outreach centers, three field stations, and its collaborative center in Rochester. 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.

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. By fall 2002, 91 percent of all applications were automated.
- Web One-Stop Service: The Web One-Stop service includes the course guide, class schedule, section status, web site search, department lookups, and more.
- The goal of Financial FormsNirvana (FFN) is to achieve at least 95 percent usage for all documents available in FFN.
    - As of June 2002, FFN usage is at 87.9 percent of transactions capable of this processing method.
    - For FY 98 – FY 02, FFN usage has resulted in a 58 percent decrease in the number of documents that were processed centrally, or approximately 313,000 documents.

Domain Popularity

- Institution-wide, the University Web page receives approximately 40 million hits per day.
- There are 100 million computer communications between on- and off-campus sites per day.
- The University is ranked 5th in the Big Ten and 12th among all universities by "unique audience visits." The University is ranked 1st in the Big Ten and 8th among all universities by "pages viewed."

Implications for 2003-2004 Planning and Initiatives
Questions for future consideration:

- What infrastructure should be built 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 standards should be established for core areas of performance related to fiscal and human resources?

G. Finances

Debt Capacity/Credit Profile

- The University enjoys high credit ratings for its general obligation funds from Moody's Investors Service and Standard and Poor's Corporation. Determined by objective, external agencies, these ratings reflect the University's excellent management, financial controls, and moderate debt levels.

Consolidated Endowment Fund (CEF)

- Long term performance of the CEF has exceeded its goal to preserve the inflation adjusted value of the fund, and produced a return enabling 5 percent to be withdrawn to fund University programs.

Endowment

- Between 1997 and 2000, the combined University endowment nearly doubled, but between 2000 and 2002, it declined from $1.807 billion to $1.501 billion.
- In 2001, with over $1.65 billion, UMTC's combined endowment ranked 5th among public, and 24th among all research institutions.

Voluntary Giving

- Between 1997 and 2001, private gifts to the University increased by 68 percent, from $136 to $228 million.
- The University's rank for 2001 among public institutions in annual giving was 5th, up from its rank of 8th for 2000; its rank among all institutions also rose from 20th to 15th.
- The number of alumni donors has gradually increased, from 31,599 in 1997 to 37,431 in 2002. (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 24,236 in 2002. (The peak was 26,218, also in 1994.)
- Dollars donated by alumni have increased by 375 percent over the past 10 years, from $11.3 million in 1992 to $53.7 million in 2002,

reflecting the success of the University Campaign.

Return on Invested Funds

- For the year ending June 30, 2002, the annualized return for the University of Minnesota Foundation was 0.67 percent, compared to 0.43 percent in 2001, maintaining the University's position in the top quartile among peer institutions.
- Over the period 1997-2002, the UM Foundation rate of return averaged 7.8 percent.

Implications for 2003-2004 planning and initiatives

The University must address key implications of its efforts to date:

- Does the University have the right balance of investment priorities?
- Is the University adequately planning for the possibility that, in the near future, available endowed income will decline rather than grow?

I. Introduction

A. Purpose and Background

Purpose

The University's 2002-2003 Plan, Performance, and Accountability Report is an accounting of how well the University has met its goals over the last five years and represents an updating of the University's first Plan, Performance, and Accountability report completed in December 2001.[1]

This report is intended to answer three 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 seven-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 four additional sections: Human Resources; Facilities; Institutional Efficiency and Effectiveness; and Finances.
- 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 seven areas.
  - Discussion of the strategy and initiatives to achieve goals in each area.

[1] Significant revisions of the Plan, Performance, and Accountability Report are planned once every two years (in even years) with data reviewed and updated each odd year.

    - 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

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 was initially submitted to the Board of Regents in December 2001 and February 2002, and thereafter will be submitted annually. This report will be posted on the Web after it has been approved by the Board of Regents in February 2003.

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 14, in phases, between 1994 and 1996.

The measures were not intended to be used for external ranking purposes. 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."

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 all colleges and universities 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 are 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.

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 1997-2002. For core University data, the exception is enrollment data, which are updated through fall 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 developed internally based on Big Ten and other top public universities, 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	**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

University Goals	Institutional Level Measures and Performance Indicators
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

University Goals	Institutional Level Measures and Performance Indicators
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; to recognize and celebrate the contributions of faculty and staff to teaching, research, and service; and to 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. **Community and Shared Values.** To fulfill the social obligation for our University community, society, and state that transcends 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 to 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. Facilities	
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. ▪ Invest strategically in our existing buildings to preserve their rich heritage and to enhance their programmatic effectiveness ▪ Invest in the physical environment to foster aesthetic integrity and formal and informal human interaction ▪ Match facilities to programmatic need ▪ Manage our physical assets efficiently and in accordance with regulatory requirements and well-accepted industry standards for preventative maintenance and productivity	**Quality and Safety of Facilities** Classrooms meeting quality and utilization standards **Technology upgrades in classrooms** Student satisfaction Energy consumption Renewal/new facility ratio Capital project oversight

University Goals	Institutional Level Measures and Performance Indicators
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**

G. Finances	
▪ 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 ▪ Maintain a strong balance sheet that provides liquidity and financial flexibility to support the University's mission ▪ Ensure that each long-term debt financing of the University of Minnesota is completed in the most cost efficient way and in accordance with the highest standards of industry, law, and governmental practices ▪ Maximize returns of the various University of Minnesota portfolios	**Investment and Voluntary Support** Size of endowment Voluntary giving Alumni donors Return on invested funds **Financial Procedures** Incentives for Managed Growth Compact process Institutional Revenue Sharing Leveraging investments **Financial Health** Audited financial statements Budgeted revenues by source Debt capacity/credit profiles Returns on invested assets

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 10 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.

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 $69 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 four years are summarized in relationship to institutional goals in the table below. For FY 2002, an additional $6,838,145 was invested in institutional priorities, representing an increase of 11 percent from the past three years.

Cumulative Compact Investments 1998-2002
Relationship to Institutional Goals and Measures*

Academic Excellence: Faculty and Reputation	**Total Investment**
Initiatives	$22,370,369
Students: Undergraduate, Graduate, and Professional	
Undergraduate Initiative	$9,984,313
Graduate and Professional Education	$5,764,069
Engagement: Access and Outreach	
Technology (Access)**	$9,501,524
Outreach	$3,786,653
Strengthening the University Community: Human Resources	
Diversity	$713,090
Review/Training	$85,000
International	$175,000
Facilities	
Facilities	$9,907,820
Institutional Efficiency and Effectiveness	
Technology Infrastructure	$7,156,936
TOTAL COMPACT INVESTMENTS	**$69,444,774**
*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. ** Total technology investments across all areas = $15,010,374.	

Source: Office of Budget and Finance

Reallocations in Support of Institutional Priorities

- **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, most of which are restricted in their use; 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.

- **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 or the state appropriation would need to be significantly larger 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 funds. 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. 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 10 years through resignation, retirement, or death. Over the past five years, this movement has averaged 120 positions each year that have become open. The replacement of these faculty is key to the University's continuing competitiveness; it maintains its 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 campus 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 then-President Yudof and his administration. Among these actions are:

- **Closing units.** The University has made 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 five 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.)

- **Streamlining key business processes**: **The Enterprise Systems Project**. Over the past five years, the University has self-funded its migration from outmoded management information 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, the addition of 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 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, need 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, in January 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; and 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

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

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 undergraduate initiatives/ 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

Facilities

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

Instructional cost profiles

Finance

Audited financial statements

Budgeted revenues by source

Debt capacity/credit profiles

Returns on invested assets

Endowment and fundraising rankings

Trends in voluntary giving

Compact Data Sets

This Plan, Performance, and Accountability Report uses 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 2002 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; 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 of degrees and programs, and a supportive institutional climate. Through world-class research, scholarship, and artistic activities, it also aims to generate long-term solutions for the challenges facing the state, the nation, and the world and to enhance the quality of life for the people of the state and nation. Finally, the University has a critical role in listening and responding to society, providing broad access to programs and resources and effectively meeting social challenges.

Reputation

The University of Minnesota intends to advance its national and international reputation as one of the top public universities in the United States, for innovation and excellence in teaching, research, and outreach, and 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, significantly leveraging state investments in the University. 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. Importantly, only the University of Florida's and the National Research Council's studies include the University's graduate programs in arriving at their rankings. The U.S. News ranking is of the undergraduate program and considers graduate education only from the standpoint of defining the institutional type. (A summary of various rankings is provided in Table 2 on page 30.)[i]

Chart A.
University of Minnesota Rankings Summary

Ranking	Graduate Program Y/N	Source
UMTC among top 3 public, and top 10 of all research universities	Y	University of Florida (2002)
UMTC 20th among public doctoral universities; 2nd tier of all doctoral institutions	N	U.S. News (2002)
UMTC 9th among public doctoral institutions; 20th among all doctoral institutions	Y	National Research Council (1995)
UMC 4th among top 4 comprehensive public Midwestern colleges	N	U.S. News (2002)
UMD 9th among top 12 public midwestern masters' universities	N	U.S. News (2002)
UMM 4th among top 5 national public liberal arts colleges	N	U.S. News (2002)

Chart B
University of Minnesota Ranking 2000, 2001, 2002
University of Florida Study[ii]

2000 (for 1999)

Overall ranking: in top 5-10 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	532	15	8
Median SAT***	1165	213	43

2001 (for 2000)

Overall ranking: in top 6-11 publics; in top 6-11 of all

FY 2000	$ or #	Rank among all	Rank among publics	Change 2000-2001
Total Research Expenditures	$ 356,529,000	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	+

2002 (for 2001)

Overall ranking: in top 7-9 publics; in top 4-10 of all

FY 2001	$ or #	Rank among all	Rank among publics	Change 2001-2002
Total Research Expenditures	$411,380,000	12	7	+
Federal Research	$229,958,000	15	7	0
Endowment Assets	$1,650,969,000	24	5	-
Annual Giving	$228,926,00	15	5	+
National Academy Members	35	25	10	0
Faculty Awards	28	17	10	-
Doctorates Granted	632	5	5	+
Postdoc Appointees	626	15	7	+
Median SAT***	1203	161	28	+

Source: TheCenter, The Top American Research Universities, 2002; 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.

***Most University of Minnesota freshmen take the ACT; the University of Florida uses a conversion table provided by the College Board to generate comparable SAT equivalent scores.

Comparing 2001 and 2002 UMTC Ranking:

- University of Florida rankings are based on previous fiscal year's data.
- Eight of nine UMTC measures were in top 10 of all public universities.
- In 2001-2002, UMTC improved its ranking on five measures and had a steady ranking for two others.
- In 2001-2002, UMTC dropped in ranking on only two measures.
- Only three public universities, the University of Minnesota-Twin Cities, the University of California-Berkeley and the University of Michigan, were ranked among the top 10 of all American research universities. (2002 University of Florida top 10 universities, Top 3: Harvard, MIT, Stanford; Top 4-10: Columbia, Duke, Johns Hopkins, University of California-Berkeley, University of Pennsylvania, 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. The University improved its ranking on this variable from 37 (public) and 182 (all) in 2001, to 28 (public) and 161 (all) in 2002.

National Research Council[iii]

NRC Institutional Ranking.

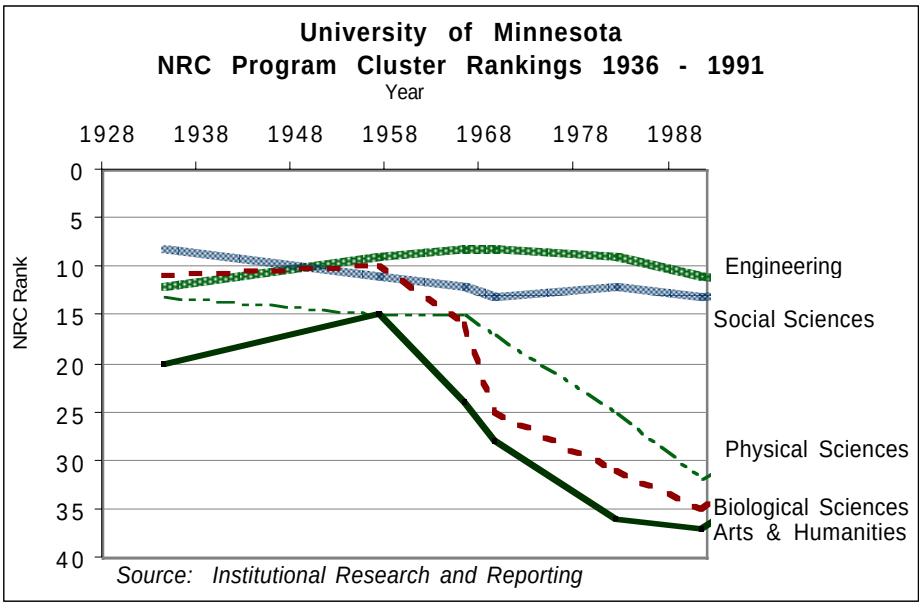
- NRC discourages creating general institutional rankings from combinations of individual program ranks; this is, however, a sufficiently common practice that the rankings are worth noting here.
- Overall institutional rank was 9th among public universities and 20th among 274 ranked institutions in 1995. (NRC anticipates publishing its next update in 2003-2005.)
- According to the 1995 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 1995 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, and social and behavioral sciences.

Chart C



- 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 programs make up approximately 23 percent of the University's nonsponsored budget (in FY 02). These rankings do not, therefore, capture completely the strength of public, land-grant universities.
- Changes in rankings between 1969 and 1995 show significant variations among program clusters. Between 1969 and 1995,
  - 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 10; UMTC had just one (engineering).
- Strongest ("Distinguished") UM programs by 1995 NRC rank included the following. (See Table 1 on page 29 for full list of program rankings.)

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

- It is likely that the NRC study under development will be significantly different from past studies in validating longitudinal data. If the study proceeds along anticipated timelines, the "year of study" will be the 2002-03 academic year.

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 2002, the University of Minnesota-Twin Cities' undergraduate programs:

- Were ranked in the second tier (groups ranked 52nd to 129th) of all doctoral universities.
- Were ranked 20th among all public doctoral universities.
- Slightly increased its ranking in several variables.

Chart D
U.S. News Ranking: UMTC, 2000-2002

Variable	2000 Ranking	2001 Ranking	2002 Ranking
Reputation	3.8 (5.0 highest)	3.8	3.9
Freshmen retention rate	84%	83%	83%
Predicted graduation rate	55%	55%	55%
Actual graduation rate	51% (1999)	50% (2000)	51% (2001)
Overperformance/underperformance	-4	-5	-4
% classes under 20	51%	53%	47%
% classes with 50 or more	17%	16%	18%
% full time faculty	96%	96%	96%
SAT/ACT (25th – 75th percentile)	22-27	22-28	22-28
Freshmen in top 10% of h.s. class	29%	30%	29%
Acceptance rate	73%	75%	76%
Alumni giving	9%	9%	11%

Source: U.S. News, America's Best Colleges, 2000, 2001, 2002;
http://www.usnews.com/usnews/edu/college/rankings/rankindex.htm

Chart E
Ranking Systems Compared

	University of Florida Top Research Universities 2002	**U.S. News Best Colleges 2002**	
		All Doctoral	Public Doctoral
Harvard	top 3	2	
MIT	top 3	4	
Stanford	top 3	4	
Columbia	top 4-10	10	
Duke	top 4-10	4	
Johns Hopkins	top 4-10	15	
University of California-Berkeley	top 4-10	20	1
University of Pennsylvania	top 4-10	4	
University of Michigan	top 4-10	25	3
University of Minnesota-Twin Cities	top 4-10	2nd tier	20

Source: Office of the Executive Vice President and Provost

Academic Health Center Rankings

Rankings from various sources 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, the Medical School's primary care programs, and several nursing specialties are highly ranked by U.S. News.
- The School of Nursing increased its NIH ranking dramatically between 2001 and 2002, from 34th to 14th.
- U.S. News ranked the Medical School 36th overall in 2002. Among Big 10 medical schools, Michigan was ranked 8th, Northwestern 22nd, Iowa 30th, and Wisconsin 31st.
- The Gourman Report ranked AHC schools more favorably – many are in the top 25 to 30 percent of all schools. Many of the higher-ranked schools are private.
- The School of Public Health is one of the top public health schools in the country, according to NIH rankings.
- NIH award rankings place the University comparatively high – 19th nationally in terms of NIH awards.
- The Medical School's NIH 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). It does not reflect the quality or productivity of the faculty, and grant awards per faculty member have increased.
- The NIH rankings for the College of Pharmacy and the College of Veterinary Medicine declined slightly since last year. NIH rankings for these colleges are less useful indicators of research quality and productivity since much of their research is funded by other federal agencies or the private sector.

Chart F
Academic Health Center
National Rankings, Most Recent Studies

AHC School/Program	NIH (2001)	NRC (1995)	U.S. News (2002)	Gourman Report (1995, 1997)
Dentistry	12			11
Medical School – Twin Cities	27			15
Overall MD Program (Research)			36	
Family Medicine			14	
Primary Care (MD)			14	
Occupational Therapy			23 (2001)	
Physical Therapy			28 (2000)	
Neurosciences		34		
Pharmacology		21		
Medical School – Duluth			14	
Family Practice			14	
Rural Medicine Specialty			8	
Nursing	14		27 (2000)	13
Adult Medical/Surgery			10 (2000)	
Public Health Nursing			7 (2000)	
Midwifery Specialty			19 (1999)	
Pharmacy	32		5 (1999)	7
Public Health	3		7 (2000)	
Veterinary Medicine	12		11 (2000)	8

Source: Academic Health Center

Faculty Awards and Academy Memberships

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

	2000 (1999 data)	2001 (2000 data)	2002 (2001 data)
National Academy Memberships			
Number	36	36	35
Rank among publics	10	10	10
Rank among all	23	23	25
Faculty Awards			
Number	28	31	28
Rank among publics	9	6	10
Rank among all	19	14	17

Source: TheCenter, America's Top Research Universities, 2002

- With 35 national academy members, the University placed 10th among 110 public universities. (See Table 3 on page 33). There is a significant gap between this position and the 9th-ranking 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).

- Individual faculty members received 28 significant national or international awards in 2000, 31 in 2001, and 28 in 2002. The University's ranking decreased to 10th among public and 17th among all institutions in 2002.

Faculty Salary and Compensation

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 2001-02, the average full professor salary at the University of Minnesota-Twin Cities was $97,600, placing the University 11th among peer, public, NRC-ranked universities.
- When total compensation of full professors 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 ranked 6th.
- The campuses in each peer group are chosen because they are representative of the kinds of campuses against which the University of Minnesota's campuses compete in recruiting and retaining faculty. In other respects, however, the campuses in these peer groups may be very different from one another.
- The comparison of salaries and compensation across campuses is inherently imperfect because campuses differ in many ways (e.g., mix of disciplines). Cost-of-living differences, tax burden differences, and variation in fringe benefits that determine overall compensation levels only add to the imperfection. It is nevertheless important to track the competition carefully.

Chart H
Full Professor Salary and Compensation Compared

NRC Ranking	Institution	Average Full Professor Salary, 2001-02	Average Full Professor Compensation, 2001-02
1	UC-Berkeley	$115,900	$148,600
8	UC-Los Angeles	$115,700	$148,500
3	Cornell	$110,600	$141,200
4	Michigan	$108,900	$133,300
15	UC-San Diego	$106,200	$136,500
30	UC-Santa Barbara	$104,900	$135,000
23	North Carolina	$103,400	$121,800
19	Illinois	$100,900	$118,700
14	Texas	$ 98,800	$117,800
26	Penn State	$ 98,100	$117,800
20	Minnesota	$ 97,600	$126,100
12	Wisconsin	$ 92,900	$115,100
27	Purdue	$ 90,500	$116,100
16	Washington	$ 90,100	$109,700

Source: Office of Institutional Research and Reporting

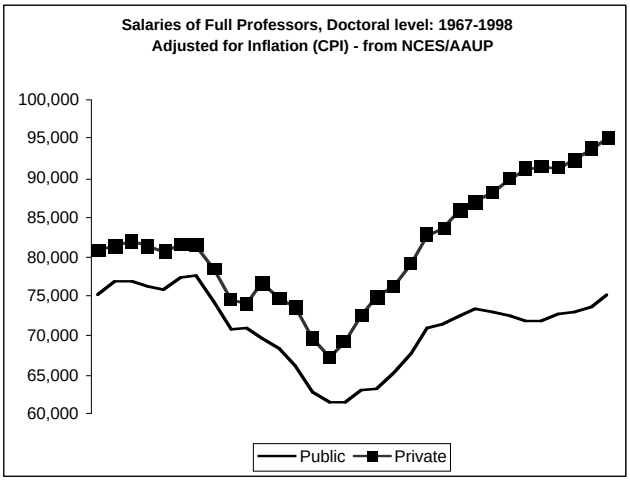
- The peer group for the Twin Cities campus is the nation's top 30 research campuses (16 private, 14 public) as determined by National Research Council rankings.

- Over the past 30 years there has been an ever-widening gap between salaries in private institutions and salaries in public institutions. According to AAUP data, since 1984-85 this gap has increased from 11.3 percent to 22.4 percent.
- The Twin Cities campus dropped a rank in FY 2002 for both full professors (from 20th to 21st) and associate professors (from 17th to 18th) in overall compensation. The rank of assistant professors improved from 19th to 17th. Among public institutions, full professors remained 6th and associate professors 4th, while the rank of assistant professors improved from 6th to 4th.
- Salaries for full professors on the Twin Cities campus dropped a rank in FY 2002, from 26th to 27th. Salaries of associate professors rose one spot, from 24th to 23rd, while the position of assistant professors remained unchanged at 27th. The only change in Minnesota's rank among the 14 public institutions in the peer group was an increase in rank for associate professors from 9th to 8th. The rank of full professors and assistant professors remained the same, with both in 11th place out of 14.
- For FY 2002, Duluth campus compensation was strong at all three ranks, with full professors, associate professors, and assistant professors ranking 6th, 2nd, and 4th respectively among their peers.
- The position of Morris campus salaries and compensation in its peer group has changed very little from FY 2001. A major concern at Morris is that salaries for assistant professors are low in comparison to peer institutions (12th of 14). However, total compensation is strong for all three ranks, with assistant professors and associate professors both ranking 4th and full professors ranking 5th.
- The position of the Crookston campus in its peer group is relatively unchanged from FY 2001. Most importantly, Crookston ranks first in both salaries and compensation for assistant professors.
- See Table 4 on page 34 for more detail.

<u>Trends</u>.

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

Chart I



Source: Institutional Research and Reporting

- 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 five years. (See Table 4 on page 34.) 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 2001-02 compared with peer institutions.

Chart J
Mean Compensation Increase, University of Minnesota and Peers
2001-2002

	Full Prof	Assoc Prof	Assist Prof
Top 30	3.9%	3.0%	4.2%
Twin Cities	5.0%	5.7%	6.2%
UMD Peer Group	4.4%	3.2%	4.0%
UMD*	na	na	na
UMM Peer Group	5.3%	3.7%	4.4%
UMM	4.3%	2.6%	4.4%
UMC Peer Group	3.0%	2.0%	1.7%
UMC	4.7%	16.8%	8.1%

*Duluth campus salary and compensation information reported in FY 2001 in the AAUP survey was submitted prior to the contract settlement and hence is not meaningful.

Source: Office of Institutional Research and Reporting

Faculty Hiring and Retention

Trends.

- In 2001-2002, the University experienced a net faculty attrition rate of 3.8 percent; the rate averaged 5.1 percent over the period 1990-2002.
- 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. Successful hiring has begun to rebound, with net faculty increases of 66 in 2001 and 56 in 2002.
- Over the same period, a small but growing number of faculty of color were successfully hired, beyond the number leaving each year. Between 1998 and 2002, the net number of new faculty of color was 75. (See Section II.D for more detail on faculty and staff diversity.)

Chart K
Faculty Attrition
1999-2002 and 1990-2002

	1999-2000	2000-2001	2001-2002	1990-2002 Average
Men	6.3%	5.4%	3.6%	5.2%
Women	5.2%	5.2%	4.3%	4.7%
Faculty of Color	5.4%	6.5%	5.2%	5.1%
Total average	**5.6%**	**5.3%**	**3.8%**	**5.1%**

Source: Office of Human Resources

Library Resources and Services

- 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 providing service across the state.
- University Libraries rank 17th among 111 ranked libraries in numbers of volumes owned (5,979,843 in 2001); this position has been steady since 1996. In 2001, the Libraries ranked 23rd in periodical subscriptions (41,018), down from 11th in 1996, and 16th in annual expenditures (over $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 and may, in part, be attributed to an increased use of online resources as well as budget stress introduced by new technology.
- The University Libraries' rankings in key service areas are steady or improving, even where absolute numbers have declined.
- In the targeted service area of library instruction sessions (e.g., class orientations; tutorials on complex indices; seminars on specific research topics), University Libraries numbers are increasing, and ranking has improved from 56th to 24th since 1996.

Chart L
University Libraries
Trends and Rankings 1996-2001

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
2001	5,979,843	41,048	225,944	$ 30,139,362	656,259	198,143	1,065	17,828
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
2001	17	23	1	16	35	19	24	21

Comparison Ratios

	Volumes Owned/Ph.D. Fields	Reference Queries/Total FT Students	Total Circulation/Total FT 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
2001	44,961	7	22
Rank			
1996	52	40	32
1997	49	34	44
1998	43	49	50
1999	81	38	51
2000	87	38	64
2001	90	44	73

Data is for Twin Cities only.

Source: University Libraries; Association of Research Libraries

Investments.

Over the period 1998-2001, the University 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 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, $63.47 million for the Walter Library remodeling, which includes the new Science and Engineering Library and the Digital Media Center, and $25.8 million for the Duluth Library.

Academic Interdisciplinary Initiatives and New Investments in Academic Priorities

The strategic investments initiated by then-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 invested resources, externally leveraged funds, and capital investments. By 2001 they represented an extraordinary investment of over $362 million to date, including new and renovated buildings.

These investments are intended to accomplish three 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 these investments has been the ability to strengthen academic departments. With over 80 percent of the positions filled by fall 2002, 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.

Chart M
Academic Interdisciplinary Initiative Investments, 1998-2002

	New Positions	1998 State Appropriation	Institutional Funds	Externally Leveraged Funds	Total Academic Investment	Related Capital Investments
Digital Technology	20	$4,500,000	$1,483,000	$23,800,642	$29,783,642	$53,600,000
Molecular and Cellular Biology	41	$7,375,000	$6,090,000	$56,353,847	$69,818,847	$106,372,000
Design	2.5	$1,150,000	$261,000	$3,010,000	$4,421,000	$28,882,000
New Media	8	$1,700,000	$567,000	$20,000,000	$22,267,000	$18,000,000
Agricultural Research/ Outreach	8	$2,250,000	$610,000	$6,224,312	$9,084,312	$14,977,000
UMC (Agriculture)	2	$600,000	$300,000	$374,000	$1,274,000	
UMD (Biology, Design, Ag)	6	$1,000,000	$682,000	$782,000	$2,464,000	
UMM (Agriculture)		$50,000		$797,000	$847,000	
Total	**87.5**	**$18,625,000**	**$9,993,000**	**$111,341,801**	**$139,959,801**	**$221,831,000**

Source: Office of the Executive Vice President and Provost

Chart N
Academic Interdisciplinary Initiatives – 2001-02 Highlights

Digital Technology – 16 of 20 positions filled as of fall 2002	▪ Wei-Chung Hsu, an expert on computer architecture and compiler technologies, received $514,453 from Intel and $75,000 from Unisys for his work with binary codes and translation. ▪ George Karypis, computer science and engineering, received four NSF grants totaling $2.2 million for his studies of graph partitioning, cluster computing, scalable algorithms in scientific data sets, and turbulent flow analysis. ▪ Hans Othmer, mathematics, received a grant of $1,160,000 from NIH for the study of dynamic pattern in chemically-reacting systems and $707,000 from NSF for research related to microscale biomedical devices. ▪ Nikos Sidiropoulos, an expert on wireless applications, received grants totaling $385,000 from NSF and an additional $170,000 from the Army Research Laboratory.
Molecular and Cellular Biology – Approximately 30 of 41 positions filled as of fall 2002	▪ Anja Bielinsky, biochemistry, molecular biology, and biophysics, received $720,000 from the American Cancer Society for the study of DNA replication origins in yeast. ▪ Claudia Schmidt-Dannert, biochemistry, molecular biology, and biophysics, received $625,000 from David and Lucile Packard Foundation for research in the use of microbial cells as chemical factories. ▪ UMD professor Mary Oursler received a new grant of $25,000 from Eli Lilly for research related to treatment of pathological bone loss; in addition, the Department of the Army renewed her grant for regulating tumor growth progression. ▪ UMD professor Matthew Andrews received $75,000 from the U.S. Army Research Office and $13,000 from the Minnesota Medical Foundation for research related to hibernation in mammals.
Design – 2.5 positions filled as of fall 2002	▪ The $1 million gift received in April 2001 from Target Corporation was used to support Design Camp 2002 and will also fund the Twin Cities Design Celebration 2003 and a second design camp scheduled for summer 2003. ▪ The Design Institute partnered with Walker Art Center and AIA Minnesota on a series of lectures by internationally known architects and designers.
New Media – 7 of 8 positions filled as of fall 2002	▪ The Institute for New Media Studies received a private deferred gift of $1.25 million. ▪ New Directions for the News, a leading media think tank, provided a grant of $35,000 to support work in the area of digital storytelling. ▪ Total external funds leveraged by the initiative to date approximate $20 million.
Agriculture – 8 positions filled as of fall 2002	▪ UMM received a second grant of $187,000 from the Blandin Foundation to assist the Center for Small Towns in its overall operation and services. ▪ UMC secured $75,000 annually for four years from Veden Foundation and $25,000 annually for four years from Bremer Foundation for rural economic development activity. ▪ An additional $894,312 in contracts and grants has been leveraged since January 2002, including $574,197 from Minnesota Soybean Research and Promotion Council and $115,721 from Minnesota Wheat Research and Promotion Council.
Related Investments	
Joint degree programs and new minors	▪ Joint degree programs: biology, science, and environment; public health practice-veterinary public health ▪ Interdisciplinary minors: new media studies; foreign studies (UMD); bioinformatics (master's and doctoral); nanoparticle sciences and engineering (master's and doctoral)

The original interdisciplinary initiatives were also selected, in part, to strengthen program areas at the University that had, as the NRC 1995 study revealed, slipped in national rankings. The chart 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 chart. 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 $1.2 billion. Taking strategic investments beyond the interdisciplinary initiatives to include the legislative medical endowment, compact and capital investments, together with private giving, the University made its largest investment – nearly $894 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. 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 important; see Section II.B.)

Chart O
Systemwide Investments in Priority Areas
1998-2002

NRC Rank 1995	Category	Legislative Investments[1]	Internal Investments[2]	Related Capital Investments[3]	Total Legislative & University Investments	Private Giving	Total New Investments
35 (27*)	Biological Sciences / Medical Research	$7,375,000	$13,930,607	$187,395,000	$733,945,607	$160,042,536	$893,988,143
	Medical Ed. Endowment	523,900,000	1,345,000				
10	Engineering / Computer Science	4,500,000	3,590,770	70,030,000	78,120,770	47,172,059	125,292,829
13	Social / Behavioral Sciences	3,250,000	2,321,120	22,049,000	27,620,120	29,436,280	57,056,400
30	Physical Sciences/ Mathematics		3,697,530	28,507,000	32,204,530	22,879,947	55,084,477
37	Arts and Humanities		2,104,476	44,510,000	46,614,476	25,768,184	72,382,660
	Total to FY 02	**$ 539,025,000**	**$26,989,503**	**$352,491,000**	**$918,505,503**	**$285,299,006**	**$1,203,804,509**

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

Chart P

Examples of Compact Investments	
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 was invested in outstanding units across all campuses to create and fill faculty positions.
- Additional investments were 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.

Chart Q
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 Hennepin County Medical Center (HCMC); radiology with Veterans Administration 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 $24.3 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 as it competes with premier institutions throughout the nation for outstanding faculty, staff, and students. 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 University Research," submitted by the Interim Vice President for Research to the Board of Regents, November 8, 2002.)

Sponsored Funding

Ranking.

- The University was ranked 9th among public research universities and 13th among all research universities based on total research expenditures in FY 2000 (the most recent year for national comparisons). Total research expenditures include both sponsored and institutional expenditures on organizational research.
- Its ranking was slightly higher than in FY 1999, when it was 10th among public institutions, and 15th among all institutions in federal research expenditures (see Table 5 on page 39).
- The University's position in federal research was 8th based on FY 2000 compared with other public institutions. Its rank among all research institutions was 16th in FY 2000.
- Between 1990 and 2000, total federal obligations to higher education for research increased an average of 4 percent per year, from $15.205 billion to $19.879 billion.
- Over the same period, the University of Minnesota's share of federal obligations increased by an average of 6 percent per year (more than the average available increase), from $181,694,000 to $309,632,000; it ranked 12th in federal obligations in FY 2000 (see Table 7 on page 41).

Chart R
University of Minnesota Ranking, Research Expenditures
(University of Florida Study)
2000 to 2002

	2000 (1999 data)	2001 (2000 data)	2002 (2001 data)
Total Research			
Amount	$ 345,910,000	$ 358,247,000	$ 411,380,000
Rank among publics	9	10	8
Rank among all	13	15	12
Federal Research			
Amount	$ 204,741,000	$ 207,761,000	$ 229,958,000
Rank among publics	7	7	7
Rank among all	14	16	15

Source: TheCenter, The Top American Research Universities, 2000, 2001, and 2002

Trends.

Chart S

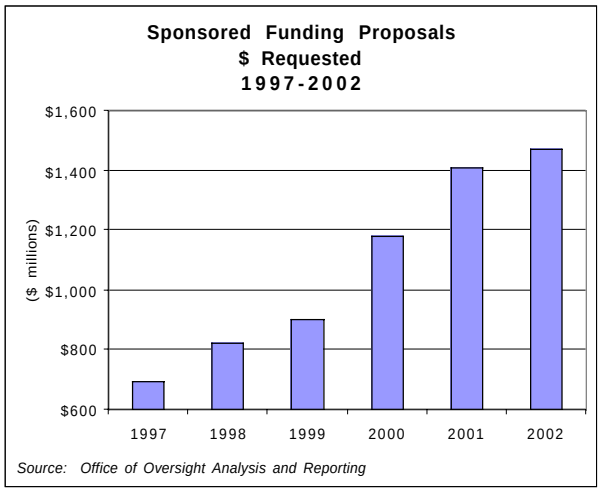
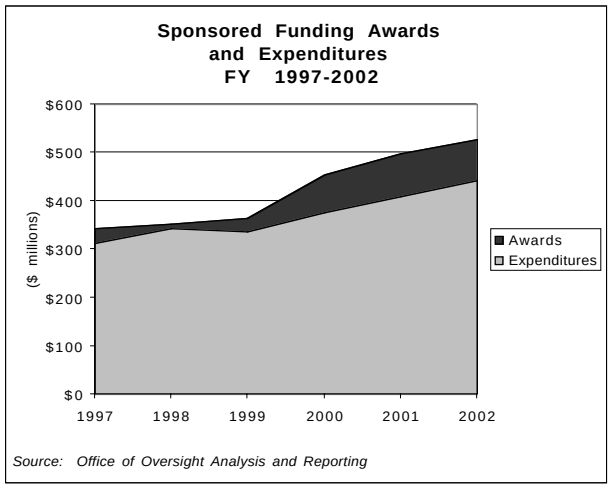


Chart T



- Between 2001 and 2002, sponsored funding awards from all sources increased from $498 million to $526.6 million, nearly a 6 percent increase.
- The amount requested in proposals increased by 5 percent in 2002; this continues to reflect faculty and academic staff initiative and strengthening the prospect that the trend in increased awards and expenditures will continue in 2003 and beyond.
- Average percentage change between 1997 and 2002 was a 16 percent increase in requested dollars; 9 percent increase in dollars awarded; and 7 percent increase in annual expenditures.
- See Table 6 on page 40 for six-year trends by college and campus.

Chart U
Sponsored Funding Trends FY 1997-2002
($1,000s)

	1997	1998	1999	2000	2001	2002
Proposals submitted #	3929	4061	4072	4340	4668	4860
Proposals submitted $	$ 698.1	$ 824.5	$ 904.4	$1,180.1	$1,406.7	$1,470.3
Awards #	2862	2953	3148	3212	3180	3210
Awards $	$ 343.3	$ 350.1	$ 364.9	$ 455.1	$ 498.4	$526.6
Expenditures $	$ 312.3	$ 343.5	$ 335.5	$ 376.5	$ 410.5	$443.1*
% change $ requested		18%	10%	30%	19%	5%
% change $ awards		2%	4%	25%	10%	6%
% change $ expenditures		10.0%	-2.3%	12.2%	9.0%	8%

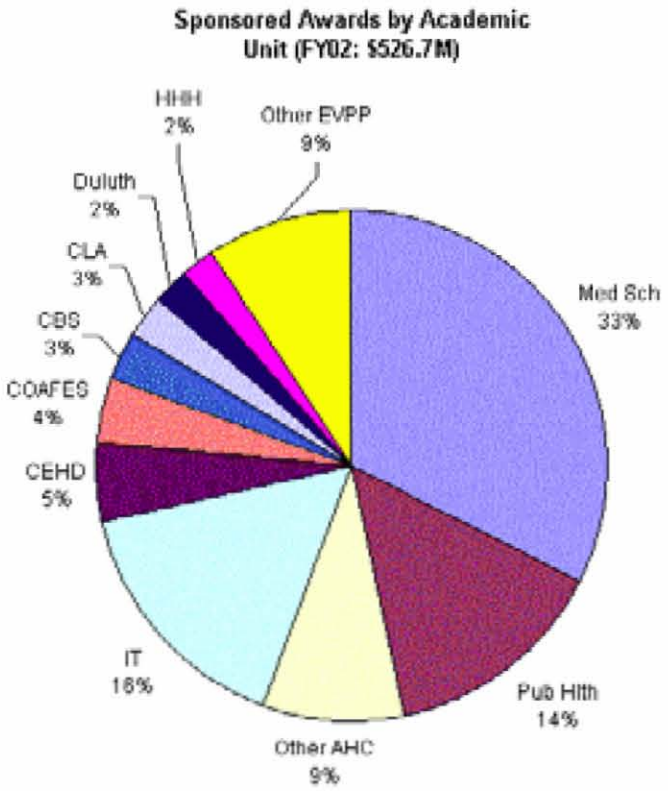
Source: Office of Oversight Analysis and Reporting *preliminary

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

	1997	1998	1999	2000	2001	2002
Institutional	312,288	350,057	364,949	455,199	498,400	526,642
Twin Cities	300,184	338,723	355,805	441,296	486,375	512,468
Duluth*	11,296	107,484	8,221	12,561	11,376	12,149
Morris	258	198	120	678	126	700
Crookston	550	488	803	664	523	1,325

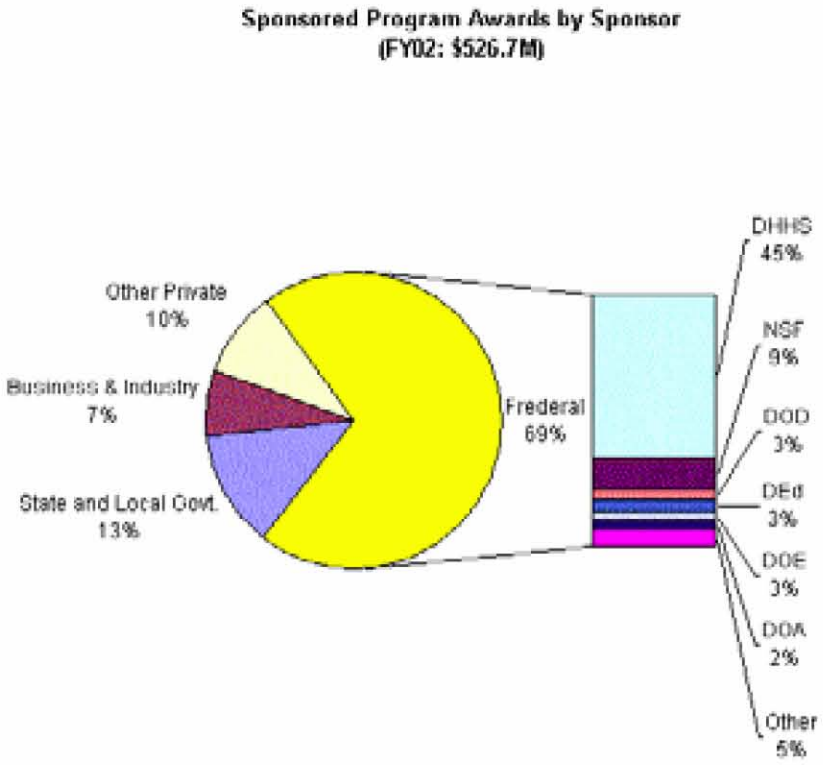
*Awards for UMD Medical School are included in Twin Cities figure above.
Source: Office of Oversight Analysis and Reporting

Chart W



Source: Office of the Vice President for Research

Chart X



Source: Office of the Vice President for Research

Research Productivity.

- Research productivity of faculty is also increasing. Between 1997 and 2002, the average amount of sponsored funding requested by tenured/tenure-track faculty increased by 109 percent, from $260,000 to $542,000. This reflects in part the increase in large-scale, multi-disciplinary funding proposals.
- Average award amounts increased by 52 percent, from $127,000 to $194,000 per faculty member.

Chart Y
Sponsored Funding per Tenured/Tenure-Track Faculty

	1997	1998	1999	2000	2001	2002	Change over 6 years
Grant & Contract Proposals: $s	$259,629	$325,876	$352,455	$428,654	$523,131	$542,346	109%
Grant & Contract Proposals: #	1.46	1.61	1.59	1.56	1.72	1.79	23%
Grant & Contract Awards: $s	$127,684	$138,582	$142,206	$172,620	$185,348	$194,246	52%
Grant & Contract Awards: #	1.06	1.17	1.23	1.15	1.18	1.18	11%
Expenditures: $	$95,276	$111,684	$107,468	$117,041	$105,541	n.a.	n.a

Source: Office of Institutional Research and Reporting

Technology Commercialization: Inventions, Patents, and Licenses

The University's goal is to continue expanding its technology transfer activities and increasing its effectiveness in moving University technologies to the marketplace to benefit the public.

Ranking.

The University maintains its position among the 20 top universities, and among the top 10 in many categories, for example:

- 4th in start-up companies
- 8th in intellectual property disclosures received
- 9th in license agreements executed
- 14th in income
- 14th in research expenditures

(Rankings based on FY 2000 Association of University Technology Managers (AUTM) Survey and NSF Survey on research expenditures.)

Chart Z
Technology Commercialization
University of Minnesota Ranking

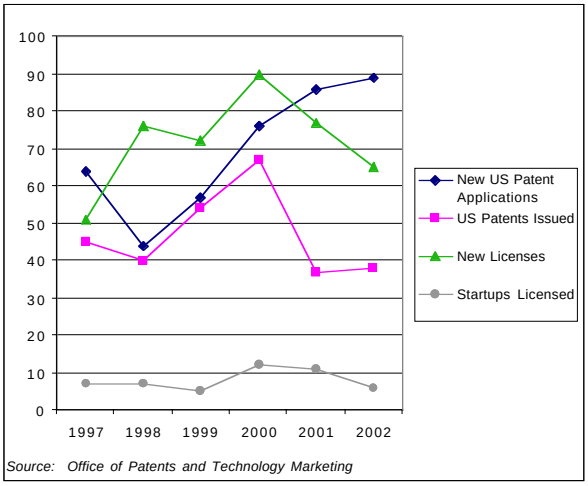
	1999	2000
Industry Sponsored Research	18*	20*
Licenses and Options Executed	13	9
Active Licenses	8	11
License Income	22	13
Invention Disclosures	8	8
Total and New U.S. Patent Applications Filed	25	17
U.S. Patents Issued	14	11
Start-up Companies	7	4

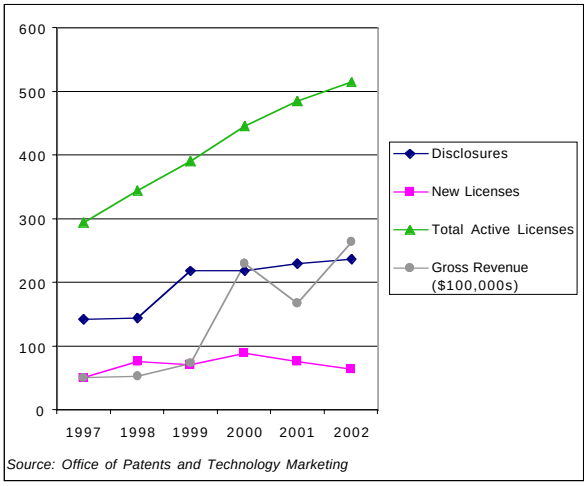
Source: Office of Patents and Technology Marketing; AUTM

**Source: National Science Foundation*

Trends.

Chart AA
Technology Commercialization Trends
1998-2002





- Between FY 1998 and FY 2002, most measures of technology transfer increased, with a few exceptions.
- New technology disclosures increased by 65 percent, from 144 to 237.
- Patent applications submitted annually increased by 102 percent, from 44 to 89.
- Number of patents issued decreased by 5 percent, from 40 to 38.
- Licensed start-ups decreased by 14 percent, from seven to six.
- Total number of active licenses is now 514, a 49 percent increase over the 344 active in FY 1998.
- Royalties generated by University-developed technologies totaled $26.5 million in FY 2002.

Chart BB
University of Minnesota Technology Commercialization
Summary Trends

	FY 98	FY 02	% Change FY98-FY02
Disclosures	144	237	65%
New US Patent Applications	44	89	102%
US Patents Issued	40	38	-5%
Licenses			
New	76	65	-14%
Start-ups licensed	7	6	-14%
Total active licenses	344	514	49%
Gross Revenues (in $ millions)	$5.3	$26.5	400%
Patent Cost Reimbursement	$0.9	$1.1	22%

Source: Office of Patents & Technology Marketing. Generated 8/02.

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 for 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.

The University expects to maintain, if not improve, its standing in the national rankings compiled by the AUTM during future fiscal years. Initiatives to help reach this goal and improve technology transfer activity include:

- Hosting seminars which bring members of the business and industry community together with University researchers to facilitate discussions and investments in available technologies;
- Collaborating with efforts to establish incubator sites near campuses;
- Developing sources of funding for early stage technologies;
- Working with the Carlson School of Management, including the New Business Development Enterprise, to nurture University start-ups and other technology transfer business opportunities;
- Continuing to use the Technology Transfer Advisory Committee (TTAC) for feedback and input on technologies; and
- Improving access to information on the University's research capabilities and licensable technologies via the Web.

Implications for 2003-2004 Planning and Initiatives

The University has long been a national and international leader in research and serves as an important component of the state's economic engine. Its research programs attract outstanding faculty and students from a national and international pool. Many students are actively recruited by Minnesota employers looking for highly motivated, well-educated staff. The University's research programs may be thought of as a valuable Minnesota industry in and of themselves, attracting over $526 million in sponsored funds, bringing back to Minnesota $370 million from the federal government. The U.S. Department of Commerce estimates that 39 jobs are created in Minnesota for every $1 million spent on research by colleges or universities in this state. Amazingly, the University attracts over 98 percent of all the sponsored research performed by colleges and universities in Minnesota. 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 significant 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, post-9/11 federal regulations, 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.

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. 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* every year since 2000. 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 10 years by the National Research Council (NRC), a service of the National Academy of Arts and Sciences, most recently in 1995. NRC ranking is the "usual" measure to define the "top five public universities." The focus is on research-doctoral programs; the 1995 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 1995 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	1995 Faculty Ranking	1995 Program Ranking
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 1995	US News			Gourman 1997
		Earlier rank	2001 rank	2002 rank	
Engineering		23 (2000)	20	21	12
Aerospace Engineering	12			19	12
Bioengineering/Biomedical	17.5		21	21	17
Chemical Engineering	1	3 (2000)	3	2	1
Civil Engineering	13	16 (2000)	17	17	13
Computer Engineering		19 (2000)			
Electric/Electronic Communication	18	21 (2000)	21		18
Materials Engineering	17		21	19	17
Mechanical Engineering	8	9 (2000)	10	9	8
Chemistry	21	20 (1999)		22	23
Analytical Chemistry				12	
Inorganic Chemistry				10	1
Physical Chemistry					1
Polymer Chemistry		8 (1999)			
Computer Science	47			35	
Geology	31	21 (1999)			
Hydrogeology		7 (1999)			
Geosciences					26
Mathematics	14	17 (1999)		16	17
Applied Mathematics		4 (1999)		9	
Physics	22.5	24 (1999)		24	24
Astrophysics & Astronomy	24				20
Biological Sciences				29	
Medicine					15
Audiology		8 (2000)			3
Biochemistry & Molecular Biology	39				
Biostatistics	45				
Cell Biology	34				33
Clinical Nursing, Adult/Med-Surg		10 (2000)			
Clinical Nursing, Comm/Pulb Hlth		7 (2000)			
Clinical Psychology		2 (2000)	5		4
Dentistry					11
Family Medicine (UMTC)			9	14	
Family Medicine (UMD)			13	14	
Microbiology					22
Molecular & General Genetics	39				
Neurosciences	34				34
Nursing		27 (2000)			13
Occupational Therapy		13 (2000)	23		
Pharmacology	21				22
Pharmacy					7
Physical Therapy		28 (2000)			
Physiology	72.5				
Primary Care (UMTC)			11	14	
Primary Care (UMD)			8	14	
Public Health		7 (2000)			7
Research			35	36	
Rural Medicine (UMD)			6	8	
Rural Medicine (UMTC)			19		
Social Work		19 (2000)			10
Speech-Lang Pathology (UMTC)		14 (2000)			3
Speech-Lang Pathology (UMD)		95 (2000)			

Program	NRC 1995	US News			Gourman 1997
		Earlier rank	2001 rank	2002 rank	
Veterinary Medicine		11 (2000)			8
Public Affairs		18 (2000)	12		
City Management & Urban Policy			20		
Health Policy & Management		10 (2000)	7		
Nonprofit Management		11 (2000)	3		
Public Management Admin		24 (2000)	13		12
Public Policy Analysis		12 (2000)	13		
Social Policy			11		
Law			19	18	19
Healthcare Law				12	
International Law			14	20	
Business				24	
International Business				23	
Management			30		
Business & Management PhD					30
Executive MBA				16	28
General Management			29	23	
Health Services Administration		4 (2000)			
Industrial/Labor Relations					6
M.I.S.			6	5	
Marketing			25		
Part-time MBA			12	11	
Production/Operations Management			21	19	
UG Business Degree			14		
Education		14 (2000)	20	12	
Administration/Supervision			12	19	
Counseling/Personnel Services		3 (2000)	2	5	
Curriculum/Instruction		13 (2000)	18	19	
Education Policy			14	20	
Educational Psychology		6 (2000)	6	6	
Elementary Education		11 (2000)	11	13	
Higher Education Administration		15 (2000)	11	13	
Secondary Education		13 (2000)	11	16	
Special Education		5 (2000)	8	7	
Vocational/Technical		5 (2000)	3	3	
Agricultural Sciences					9
Agricultural Economics					4
Agricultural Engineering					6
Agronomy/Soil Sciences					5
Botany					16
Entomology					5
Food Sciences & Nutrition (UG)					10 (1996)
Horticulture					8
Plant Pathology					7
Cell & Developmental Biology	37				
Ecology, Evolution & Behavior	15				
Nutrition					15
Forestry					6
Architecture		13 (1997)			28
Landscape Architecture					16

Program	NRC 1995	US News			Gourman 1997
		Earlier rank	2000 rank	2001 rank	
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 (2000)	11		10
Industrial Organization		13 (2000)			
International Economics		15 (2000)			
Macroeconomics		5 (2000)	6		
Microeconomics		11 (2000)	12		
English	36		34		35
Gender & Literature		16 (2000)	14		
Literary Criticism & Theory			19		
Medieval Literature		13 (2000)			
Fine Arts		55 (1997)			
French	26.5				26
Geography	3				1
German	11				18
History	21.5	19 (2000)	19		25
European History		19 (2000)	14		
Modern U.S. History			18		
Women's History		11 (2000)	7		
Institute of Child Development			3		4
Developmental Psychology		1 (2000)	1		7
Journalism					4
Music	30.5	30 (1997)			32
Philosophy	32				31
Political Science	13	15 (2000)	15		14
American Politics		11 (2000)	9		
Political Theory		7 (2000)	7		
Psychology	7	9 (2000)	11		5
Cognitive Psychology					5
Experimental Psychology		18 (2000)			2
Industrial/Organizational Psych		2 (2000)	2		2
Personality					4
Sensation & Perception					5
Social Psychology		11 (2000)			9
Sociology	24	19 (2000)	22		20
Historical Sociology		13 (2000)	6		
Spanish	27.5				26
Statistics	13				10

Table 3
Top 25 Institutions
in National Academy Membership (2001)

	Number of Members	National Rank	Rank among Peers (Public/Private)
Harvard University	265	1	1
Stanford University	243	2	2
Massachusetts Institute of Technology	232	3	3
University of California - Berkeley	199	4	1
Yale University	108	5	4
California Institute of Technology	93	6	5
University of California - San Diego	93	6	2
University of Pennsylvania	87	8	6
Cornell University	80	9	7
University of Washington – Seattle	78	10	3
Columbia University	77	11	8
Princeton University	76	12	9
University of Wisconsin - Madison	69	13	4
University of California – San Francisco	68	14	5
Johns Hopkins University	64	15	10
University of Michigan – Ann Arbor	62	16	6
University of California - Los Angeles	58	17	7
University of Chicago	56	18	11
University of Illinois - Urbana-Champaign	54	19	8
University of Texas - Austin	52	20	9
Rockefeller University	43	21	12
Duke University	42	22	13
Washington University	37	23	14
University of Southern California	36	24	15
University of Minnesota - Twin Cities	35	25	10

Source: TheCenter, The Top American Research Universities, 2002

Table 4A. Faculty Salaries for Twin Cities Peer Group (sorted by FY02 salaries of full professors)

	NRC Rank	2001-2002 Full Prof	2001-2002 Assoc Prof	2001-2002 Asst Prof	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
Harvard University	5	144.7	85.2	75.0	135.2	79.2	71.6	128.9	71.6	66.5	122.1	69.6	63.8	116.8	64.3	60.9
Princeton University	6	131.7	85.9	65.3	125.7	80.2	62.6	120.0	71.9	56.0	114.9	68.8	54.3	110.3	65.4	51.0
Yale University	11	131.2	72.7	60.6	124.1	69.4	58.0	119.0	67.3	54.7	113.1	64.4	52.2	108.4	60.5	49.7
Stanford University	2	131.0	92.7	73.9	126.7	88.1	69.1	121.1	81.2	65.8	117.0	79.8	63.6	111.0	75.3	60.1
University of Chicago	7	129.2	81.7	69.6	124.8	79.5	67.1	118.5	75.7	68.5	112.0	72.3	65.5	106.0	68.0	61.4
University of Pennsylvania	9	128.0	90.8	76.7	120.3	83.5	73.1	114.8	80.5	67.0	108.4	72.6	65.1	104.6	69.7	62.0
California Inst. of Tech.	17	127.7	88.4	79.0	122.2	85.9	73.4	118.4	81.0	69.9	114.6	79.7	66.1	110.2	77.9	63.5
New York University	24	126.4	78.4	70.2	120.8	76.0	66.7	116.1	75.0	63.6	110.0	71.7	61.0	106.4	68.4	57.2
Columbia University	13	125.5	81.4	65.0	120.2	76.0	60.0	113.4	72.2	57.0	109.2	69.5	55.0	103.6	65.2	52.5
Massachusetts Inst. of Tech.	10	123.2	82.9	74.8	117.0	78.7	72.1	111.7	75.1	66.3	107.0	73.4	63.0	104.2	70.3	61.0
Northwestern University	21	122.3	80.3	69.1	116.2	78.5	65.8	111.2	73.4	62.4	106.6	70.8	59.8	101.4	67.4	58.5
Duke University	22	118.8	79.0	67.8	113.6	75.7	62.5	108.0	72.6	59.0	105.9	69.1	57.0	100.9	65.8	54.3
Univ.of Calif.-Berkeley	1	115.9	73.7	66.2	113.6	73.2	62.5	108.7	69.6	60.1	103.6	68.3	57.0	92.7	61.1	52.0
Univ.of Calif.-Los Angeles	8	115.7	73.2	63.5	112.7	72.4	63.0	106.1	67.4	58.3	101.4	65.4	54.7	92.6	60.7	52.0
Cornell U-Endowed Colleges	3	110.6	81.4	69.2	103.0	75.8	66.4	97.9	72.3	61.4	93.5	67.3	59.0	89.9	64.2	56.2
Univ.of Michigan-Ann Arbor	4	108.9	76.3	61.7	105.2	73.3	59.7	100.9	71.8	57.7	96.7	68.2	54.5	91.9	65.9	53.0
Carnegie-Mellon University	29	108.8	78.5	69.8	105.0	73.5	68.1	99.7	69.7	63.2	97.0	66.7	59.6	93.9	66.1	56.2
Univ.of Calif.-San Diego	15	106.2	67.8	58.9	104.3	67.0	58.2	99.7	65.0	55.6	96.6	64.1	53.7	88.3	59.4	49.1
Johns Hopkins	18	105.0	72.0	60.1	93.6	68.6	57.0	90.0	66.0	54.8	87.0	62.9	53.6	91.1	61.2	51.3
Univ.of Calif.-Santa Barbara	30	104.9	65.5	57.6	102.2	65.8	55.6	96.7	63.4	53.2	94.2	61.7	51.0	86.2	56.2	47.2
Univ. of N.C. at Chapel Hill	23	103.4	72.2	60.3	100.9	71.4	58.5	93.8	67.4	55.2	88.7	65.2	51.2	86.0	61.8	49.2
Brown University	25	101.8	68.1	58.3	96.6	64.8	55.5	91.8	61.7	53.0	89.0	59.7	50.9	85.9	58.2	49.7
Univ. of Illinois-Urbana	19	100.9	69.9	60.4	95.6	66.3	56.8	91.6	63.4	54.1	86.8	60.6	52.3	83.6	58.4	51.2
Univ. of Texas at Austin	14	98.8	63.5	60.0	94.1	60.8	57.3	89.4	58.2	54.2	84.4	54.6	50.6	82.4	53.7	49.7
SUNY at Stony Brook	28	98.3	72.7	59.1	93.8	67.3	55.6	88.0	62.8	49.8	84.0	60.2	48.1	80.9	58.0	43.7
Penn State Univ.-Main Campus	26	98.1	66.5	56.0	93.8	63.4	52.7	89.9	60.4	50.2	86.1	58.0	47.4	83.1	56.0	45.8
Univ. Minnesota-Twin Cities	20	97.6	69.2	58.2	93.6	66.1	55.4	89.5	63.9	53.6	85.6	61.7	51.3	81.0	57.5	48.6
Univ. Wisconsin-Madison	12	92.9	70.2	59.8	90.4	68.0	59.8	84.5	64.8	55.4	77.6	58.7	52.1	73.9	55.5	50.6
Purdue Univ.-Main Campus	27	90.5	62.7	55.7	87.4	60.6	53.0	86.9	60.1	51.4	84.6	57.7	48.8	80.8	55.2	46.8
University of Washington	16	90.1	65.5	58.3	85.5	62.6	53.6	80.6	58.4	51.4	75.6	55.1	48.1	73.0	52.9	47.6
Top 30: Mean w/o MN		113.5	75.8	64.9	108.4	72.6	61.9	103.4	69.0	58.5	98.9	66.1	55.8	94.5	62.9	53.2
Top 30: Dev from Mean #		-15.9	-6.7	-6.7	-14.8	-6.6	-6.5	-13.8	-5.1	-4.9	-13.3	-4.4	-4.5	-13.5	-5.4	-4.6
Top 30: Dev from Mean %		-14.0%	-8.8%	-10.3%	-13.6%	-9.0%	-10.5%	-13.4%	-7.3%	-8.3%	-13.4%	-6.6%	-8.1%	-14.3%	-8.5%	-8.7%
Top 30: Rank		27th	23rd	27th	26th	24th	27th	25th	22nd	24th	25th	22nd	22nd	26th	24th	25th
Top Public 14: Mean w/o MN		101.9	69.2	59.8	98.4	67.1	57.4	93.6	64.1	54.3	89.3	61.4	51.5	84.3	58.1	49.1
Top Public 14: Dev from Mean #		-4.3	0.0	-1.6	-4.8	-1.0	-2.0	-4.1	-0.2	-0.7	-3.7	0.3	-0.2	-3.3	-0.6	-0.5
Top Public 14: Dev from Mean %		-4.2%	0.0%	-2.6%	-4.9%	-1.6%	-3.5%	-4.4%	-0.2%	-1.3%	-4.1%	0.5%	-0.4%	-3.9%	-1.0%	-1.0%
Top Public 14: Rank		11th	8th	11th	11th	9th	11th	9th	7th	9th	9th	7th	7th	10th	8th	9th
MN Increase over Prior Year		4.3%	4.7%	5.1%	4.6%	3.4%	3.3%	4.6%	3.6%	4.5%	5.7%	7.3%	5.6%	8.3%	9.3%	5.9%
Mean of Peer Group over Prior Year		3.5%	3.1%	4.2%	4.9%	5.3%	5.8%	4.5%	4.4%	4.8%	4.7%	5.1%	4.9%	4.3%	4.7%	4.3%

Table 4B. Faculty Compensation for Twin Cities Peer Group (sorted by FY02 compensation of full professors)

	NRC Rank	2001-2002 Full Prof	2001-2002 Assoc Prof	2001-2002 Asst Prof	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
Harvard University	5	174.8	103.6	90.0	157.8	94.0	84.3	156.8	87.6	80.7	148.4	85.0	77.4	141.9	78.5	73.9
University of Pennsylvania	9	166.9	119.9	102.1	159.5	112.0	98.6	151.9	107.8	90.3	135.9	92.3	83.1	130.6	88.3	79.0
New York University	24	165.8	104.4	93.5	159.3	100.8	88.5	153.1	99.5	84.5	144.1	95.0	81.0	139.8	90.2	75.9
Princeton University	6	160.7	105.8	81.0	152.4	99.5	77.8	145.0	89.1	69.3	139.5	85.2	67.4	134.1	80.9	63.0
Stanford University	2	157.8	116.9	97.1	150.9	107.8	86.1	144.2	99.6	81.9	139.1	97.6	79.1	131.7	91.8	74.5
Yale University	11	155.7	90.2	73.7	148.2	85.4	70.5	142.4	82.3	66.1	135.1	79.0	64.0	130.1	74.2	61.2
California Inst. of Tech.	17	155.4	106.5	94.5	138.7	101.8	89.8	140.8	102.1	93.2	142.1	99.9	81.6	136.6	97.3	78.4
University of Chicago	7	154.3	102.7	88.8	148.2	99.0	84.9	140.8	94.4	86.1	133.9	90.3	82.5	127.1	85.7	77.6
Massachusetts Inst. of Tech.	10	153.4	105.3	95.6	144.8	99.3	91.1	138.6	95.4	84.7	132.4	92.2	80.0	129.3	88.9	77.8
Univ.of Calif.-Berkeley	1	148.6	94.5	85.0	144.1	94.4	80.6	136.8	90.5	78.8	130.8	87.7	73.2	117.5	78.6	66.9
Univ.of Calif.-Los Angeles	8	148.5	93.9	81.5	143.1	93.4	81.4	133.4	87.5	76.3	128.2	84.1	70.4	117.5	78.2	67.0
Columbia University	13	148.0	102.0	83.5	141.8	95.3	78.3	139.7	90.3	72.1	131.8	89.6	73.4	125.7	80.6	65.7
Northwestern University	21	147.4	98.7	83.5	140.0	96.5	79.5	134.0	90.2	75.5	128.4	87.0	72.3	122.2	82.9	70.8
Duke University	22	145.3	97.9	80.9	140.4	94.8	75.8	133.8	90.6	71.7	130.9	86.6	69.2	124.7	82.5	65.9
Cornell U-Endowed Colleges	3	141.2	107.6	93.4	130.5	99.3	88.1	125.2	95.1	81.1	119.8	88.1	77.7	114.8	84.0	73.7
Univ.of Calif.-San Diego	15	136.5	87.0	75.6	132.8	86.6	75.1	125.7	84.4	72.8	122.3	82.3	69.0	112.2	76.5	63.1
Carnegie-Mellon University	29	135.4	99.9	89.1	131.0	93.5	86.6	123.2	88.4	79.7	115.5	81.6	72.2	111.6	80.4	68.3
Univ.of Calif.-Santa Barbara	30	135.0	84.3	74.1	130.1	84.9	71.7	122.0	82.2	69.5	119.3	79.2	65.4	109.6	72.3	60.8
Univ.of Michigan-Ann Arbor	4	133.3	96.6	79.6	128.3	92.4	76.5	122.8	90.2	73.7	116.9	85.2	69.2	111.1	82.2	67.2
Johns Hopkins	18	133.1	92.2	77.2	115.2	84.9	71.0	110.8	81.6	68.3	108.0	78.8	67.6	110.1	75.0	63.4
Univ. Minnesota-Twin Cities	20	126.1	92.0	78.9	120.1	87.0	74.3	113.9	83.2	70.9	108.0	80.1	67.7	102.2	74.8	64.0
Brown University	25	124.6	84.4	72.4	119.1	81.0	69.5	112.5	76.1	65.3	110.3	74.3	63.4	106.6	73.3	63.2
Univ. of N.C. at Chapel Hill	23	121.8	87.0	73.4	117.9	84.9	69.8	109.1	79.6	65.3	104.7	78.0	61.4	101.6	74.0	59.2
SUNY at Stony Brook	28	119.6	88.7	72.3	118.7	85.6	69.9	111.4	80.1	62.3	105.7	76.5	60.2	101.9	73.8	54.9
Univ. of Illinois-Urbana	19	118.7	84.2	73.7	111.7	79.3	68.6	105.8	74.9	64.6	99.6	71.0	62.1	95.4	67.7	59.9
Univ. of Texas at Austin	14	117.8	78.2	72.9	111.4	74.1	69.0	105.9	71.1	65.5	100.0	66.7	61.5	97.5	65.6	60.5
Penn State Univ.-Main Campus	26	117.7	82.1	69.1	112.2	78.2	65.0	108.6	75.1	62.5	103.9	72.0	58.9	100.4	69.6	56.8
Purdue Univ.-Main Campus	27	116.1	82.0	72.1	111.3	78.4	68.1	110.6	77.7	65.7	107.7	74.5	62.5	102.7	71.3	59.9
Univ. Wisconsin-Madison	12	115.5	89.3	77.4	111.6	85.9	76.3	104.0	82.1	71.3	96.5	75.5	67.7	92.0	70.4	64.6
University of Washington	16	109.7	80.9	70.5	104.2	77.5	65.6	97.5	71.6	61.8	91.9	65.1	57.5	89.5	65.7	58.6
Top 30: Mean w/o MN		140.0	95.4	81.8	132.9	91.1	77.9	127.1	86.8	73.8	121.5	82.8	70.0	116.1	78.6	66.6
Top 30: Dev from Mean #		-13.9	-3.4	-3.0	-12.8	-4.0	-3.6	-13.2	-3.6	-3.0	-13.5	-2.7	-2.3	-13.9	-3.8	-2.6
Top 30: Dev from Mean %		-9.9%	-3.6%	-3.6%	-9.7%	-4.4%	-4.6%	-10.4%	-4.1%	-4.0%	-11.1%	-3.2%	-3.3%	-11.9%	-4.9%	-3.9%
Top 30: Rank		21st	18th	17th	20th	17th	19th	20th	18th	18th	22nd	18th	17th	23rd	19th	17th
Top Public 14: Mean w/o MN		126.1	86.8	75.2	121.3	84.3	72.1	114.9	80.5	68.5	109.8	76.8	64.5	103.8	72.8	61.5
Top Public 14: Dev. from Mean #		0.0	5.1	3.7	-1.2	2.7	2.1	-1.0	2.7	2.4	-1.8	3.3	3.2	-1.6	2.0	2.5
Top Public 14: Dev. from Mean %		0.0%	5.9%	4.9%	-1.0%	3.3%	3.0%	-0.8%	3.3%	3.5%	-1.6%	4.4%	4.9%	-1.5%	2.8%	4.1%
Top Public 14: Rank		6th	4th	4th	6th	4th	6th	6th	5th	6th	6th	5th	5th	7th	5th	5th
MN Increase over Prior Year		5.0%	5.7%	6.2%	5.4%	4.6%	4.8%	5.5%	3.9%	4.7%	5.7%	7.1%	5.8%	8.3%	9.5%	6.1%
Mean of Peer Group over Prior Year		3.9%	3.0%	4..2%	4.6%	4.9%	5.5%	4.7%	4.9%	5.4%	4.7%	5.3%	5.1%	4.2%	4.6%	4.1%

Table 4C. Faculty Salaries and Compensation for Crookston Peer Group

SALARIES

	2001-2002			2000-2001			1999-2000			1998-1999		
	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof
Pittsburg State University	70.2	54.5	44.5	60.6	51.5	42.1	57.6	49.4	39.8	53.3	44.7	36.4
Univ. Wisconsin-Stout	63.8	52.0	45.4	62.7	50.9	44.7	59.6	48.4	43.5	57.2	46.2	41.3
Ferris State University	62.9	55.4	46.9	61.9	54.0	46.6	57.2	51.8	45.3	59.0	50.9	44.9
SUNY Coll. Tech. at Alfred	59.5	48.1	41.4	57.9	46.3	40.4	54.2	46.1	38.1	54.0	44.2	35.5
Univ. Minnesota-Crookston	58.3	54.2	46.9	56.8	46.6	44.2	54.9	51.8	44.3	54.3	51.0	43.2
University Southern Colorado	58.2	48.3	43.6	55.8	46.6	42.4	54.0	46.0	40.3	52.9	46.1	39.4
Worcester Institute	n.a.	n.a.	n.a.									
Mean w/o MN	62.9	51.7	44.3	59.8	49.8	43.3	56.5	48.4	41.4	55.3	46.4	39.5
Dev from Mean #	-4.6	2.5	2.6	-3.0	-3.2	1.0	-1.6	3.5	2.9	-1.0	4.6	3.7
Dev from Mean %	-7.3%	4.8%	5.8%	-5.2%	-6.9%	2.2%	-2.9%	6.7%	6.5%	-1.8%	9.0%	8.6%
Rank of 6	5th	3rd	1st	5th	4th	3rd	5th	3rd	3rd	4th	2nd	3rd
UMC Increase over Prior Year	2.7%	16.1%	6.0%	3.4%	-10.0%	-0.1%	1.2%	1.6%	2.5%	6.3%	6.5%	4.9%
Mean of Peer Group over Prior Year	5.3%	3.7%	2.5%	5.8%	3.1%	4.5%	2.2%	4.2%	4.8%	1.9%	2.5%	2.3%

COMPENSATION

	2001-2002			2000-2001			1999-2000			1998-1999		
	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof
Pittsburg State University	84.0	66.8	55.1	74.4	63.6	52.6	71.8	62.2	50.1	64.6	54.0	43.8
Ferris State University	82.9	74.5	65.1	83.3	73.8	64.7	76.0	70.7	64.2	76.1	67.9	62.0
Univ. Wisconsin-Stout	82.5	68.6	60.9	80.0	66.0	58.9	75.9	62.6	56.8	73.4	60.2	54.5
Univ. Minnesota-Crookston	80.1	75.0	66.3	76.5	64.2	61.3	72.9	69.2	60.1	71.2	67.2	57.8
SUNY Coll. Tech. at Alfred	71.4	57.9	49.9	74.4	59.9	51.4	69.5	59.6	48.4	68.9	57.0	45.6
University Southern Colorado	69.3	57.6	51.9	66.4	55.5	50.5	64.4	54.8	48.0	63.0	54.9	46.9
Worcester Institute	n.a.	n.a.	n.a.									
Mean w/o MN	78.0	65.1	56.6	75.7	63.8	55.6	71.5	62.0	53.5	69.2	58.8	50.6
Dev from Mean #	2.1	10.0	9.7	0.8	0.5	5.7	1.4	7.2	6.6	2.0	8.4	7.2
Dev from Mean %	2.6%	15.3%	17.2%	1.0%	0.7%	9.3%	1.9%	10.4%	10.9%	2.8%	12.5%	12.5%
Rank of 6	4th	1st	1st	3rd	3rd	2nd	4th	3rd	3rd	4th	3rd	3rd
UMC Increase over Prior Year	4.7%	16.8%	8.1%	4.9%	-7.1%	2.1%	2.4%	2.9%	3.9%	6.1%	6.3%	4.9%
Mean of Peer Group over Prior Year	3.0%	2.9%	4.0%	5.9%	2.9%	4.0%	3.3%	5.4%	5.8%	1.5%	1.7%	2.0%

Table 4D. Faculty Salaries and Compensation for Morris Peer Group

SALARIES

	2001-2002			2000-2001			1999-2000			1998-1999		
	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof
Carleton College	91.1	64.3	54.9	82.2	60.9	50.6	79.6	59.5	47.7	77.4	58.3	46.2
Ramapo Coll. of NJ	85.2	66.4	52.1	81.1	64.2	50.3	77.6	62.0	49.6	76.7	61.5	47.2
Macalester College	84.6	64.0	48.9	82.9	62.1	48.3	80.1	60.3	45.2	77.3	59.5	45.9
St. Mary's Coll.of Maryland	75.8	57.4	43.4	74.7	55.4	41.9	72.4	55.5	41.1	70.0	54.7	40.3
Mary Washington College	75.3	56.2	42.2	68.4	53.2	41.3	64.0	50.7	41.2	62.1	49.2	40.0
Hamline University	72.0	53.6	38.7	70.0	51.7	38.9	64.7	47.5	34.7	60.8	45.7	32.9
Univ. Minnesota-Morris	68.9	53.9	39.7	66.7	53.3	38.7	67.2	51.4	38.7	64.9	49.4	37.8
Univ. of N.C. at Asheville	68.0	50.7	42.8	67.3	51.6	40.9	65.2	49.9	38.8	64.2	49.4	37.2
St. Olaf College	68.0	55.4	43.4	65.5	53.5	42.4	62.7	51.9	40.3	60.0	49.1	39.5
St. John's University	67.5	51.7	43.2	62.2	48.9	40.7	60.9	47.6	38.7	58.8	46.5	37.0
Gustavus Adolphus Coll.	66.4	54.1	45.3	64.3	52.4	43.7	61.1	49.9	42.3	60.2	48.5	40.9
College of Saint Benedict	64.0	51.9	43.2	57.9	49.9	42.0	55.9	48.3	40.0	54.7	48.1	39.6
Concordia College-Moorhead	61.7	50.9	43.3	60.8	50.9	41.0	60.6	49.6	40.5	59.1	44.3	39.0
Univ.of Maine - Farmington	53.3	42.6	34.8	52.8	44.1	34.8	50.7	41.4	33.8	51.9	42.4	34.3
Mean w/o MN	71.8	55.3	44.3	68.5	53.8	42.8	65.8	51.9	41.1	64.1	50.6	40.0
Dev from Mean #	-2.9	-1.5	-4.6	-1.7	-0.4	-4.1	1.4	-0.5	-2.4	0.8	-1.2	-2.2
Dev from Mean %	-4.1%	-2.7%	-10.4%	-2.6%	-0.8%	-10.6%	2.1%	-0.9%	-6.1%	1.2%	-2.3%	-5.8%
Rank of 14	7th	8th	12th	8th	6th	13th	5th	6th	12th	5th	5th	10th
UMM Increase over Prior Year	3.2%	1.0%	2.5%	-0.7%	3.7%	0.1%	3.6%	4.1%	2.4%	3.8%	5.1%	-2.1%
Mean of Peer Group over Prior Year	4.8%	2.9%	3.5%	4.1%	3.6%	4.3%	2.7%	2.6%	2.7%	3.5%	4.1%	3.3%

COMPENSATION

	2001-2002			2000-2001			1999-2000			1998-1999		
	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof
Carleton College	118.0	85.4	73.9	107.0	80.9	67.3	103.1	78.8	63.3	99.4	76.1	60.6
Ramapo Coll. of NJ	107.2	83.5	65.6	101.6	80.4	63.0	98.3	78.6	62.8	92.8	75.2	58.7
Macalester College	106.7	82.6	61.1	102.8	78.2	59.2	99.8	73.9	55.1	95.3	73.5	55.8
St. Mary's Coll.of Maryland	94.3	72.2	55.5	92.0	68.7	52.7	89.7	69.3	51.8	86.8	68.2	50.2
Mary Washington College	93.9	71.0	54.3	86.3	67.9	53.5	78.8	63.0	52.0	76.5	61.2	50.5
Univ. Minnesota-Morris	93.1	75.0	57.9	89.3	73.1	55.5	88.7	69.6	54.3	84.6	65.9	51.9
Hamline University	90.3	68.1	50.1	86.7	64.6	49.2	79.3	57.7	40.7	76.0	56.1	40.2
St. John's University	86.9	65.7	53.1	79.8	62.1	50.1	80.5	61.1	45.6	76.1	59.3	44.8
St. Olaf College	85.8	68.8	54.5	79.8	65.6	52.4	76.2	62.9	49.4	72.5	59.5	47.9
College of Saint Benedict	83.7	68.3	54.0	76.3	65.5	52.0	72.2	63.5	49.9	66.8	58.4	48.1
Univ. of N.C. at Asheville	82.2	62.0	53.1	80.5	62.2	49.9	77.5	59.9	46.9	77.1	59.8	45.4
Gustavus Adolphus Coll.	81.4	67.2	56.4	80.3	64.6	53.6	76.5	60.9	52.2	74.6	58.5	49.5
Concordia Coll. Moorhead	74.2	61.2	52.0	73.7	61.7	49.7	72.7	59.0	48.2	69.9	52.6	46.6
Univ.of Maine - Farmington	68.3	55.5	45.2	67.3	56.9	45.1	64.6	54.0	43.9	65.4	53.7	44.1
Mean w/o MN	90.2	70.1	56.1	85.7	67.7	53.7	82.2	64.8	50.9	79.2	62.5	49.4
Dev from Mean #	2.9	4.9	1.9	3.6	5.4	1.8	6.5	4.8	3.3	5.4	3.4	2.5
Dev from Mean %	3.2%	6.9%	3.4%	4.0%	7.4%	3.3%	7.3%	6.9%	6.2%	6.4%	5.2%	4.8%
Rank of 14	6th	4th	4th	5th	4th	4th	5th	4th	4th	5th	5th	4th
UMM Increase over Prior Year	4.3%	2.6%	4.4%	0.7%	5.0%	2.3%	4.9%	5.6%	4.6%	4.3%	5.4%	-0.8%
Mean of Peer Group over Prior Year	5.3%	3.7%	4.4%	4.2%	4.4%	5.4%	3.9%	3.8%	3.0%	4.5%	4.7%	3.2%

Table 4E. Faculty Salaries and Compensation for Duluth Peer Group

SALARIES

	2001-2002			2000-2001*			1999-2000			1998-1999		
	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof
Villanova University	97.4	67.2	55.3				91.6	62.8	53.9	89.3	60.6	51.3
University of Nevada-Reno	90.4	65.9	52.2				84.3	60.9	49.3	81.9	60.5	49.0
Univ. of Nevada-Las Vegas	88.6	67.4	52.7				81.5	61.5	47.4	78.7	59.5	46.8
Univ. of Central Florida	84.7	62.4	49.9				75.2	57.6	46.4	70.4	54.9	44.2
Old Dominion University	84.3	59.9	51.6				75.1	55.7	46.9	72.9	54.1	45.5
University of New Hampshire	83.9	63.1	49.8				76.8	58.8	46.2	74.6	57.1	44.8
Univ. of N.C. at Charlotte	82.8	61.3	53.7				73.6	55.3	46.1	69.7	52.5	44.0
Univ. of Colorado at Denver	82.0	60.6	53.3				74.4	55.2	47.8	72.0	53.9	47.0
Univ. Wisconsin-Milwaukee	80.6	62.8	54.3				73.5	57.7	49.7	70.6	55.0	47.1
Marquette University	80.5	62.8	53.8				76.8	59.3	49.2	73.7	57.6	46.6
Oakland University	79.9	62.0	53.7				73.2	58.6	48.7	72.2	57.5	46.3
Wright State University-Main	79.3	58.5	48.8				73.8	54.6	45.4	75.6	55.5	45.7
Univ. Minnesota Duluth	78.8	63.6	49.7				72.8	59.4	47.5	71.0	57.4	46.4
Cleveland State University	78.2	60.5	46.2				72.0	56.3	45.3	69.9	55.1	43.3
Florida Atlantic University	75.8	57.6	48.8				72.7	55.8	45.4	69.6	53.6	44.3
Univ. of Maine at Orono	68.5	56.5	47.3				62.6	51.7	44.2	64.0	51.6	44.7
U Massachusetts-Dartmouth	n.a.	n.a.	n.a.				71.9	60.7	52.7	69.9	58.3	52.8
Mean w/o MN	82.5	61.9	51.4	78.9	60.0	49.6	75.6	57.6	47.8	73.4	56.1	46.5
Dev from Mean #	-3.7	1.7	-1.7				-2.8	1.7	-0.3	-2.4	1.3	-0.1
Dev from Mean %	-4.5%	2.7%	-3.3%				-3.7%	3.0%	-0.7%	-3.3%	2.3%	-0.1%
Rank of 17 (of 16 in '02)	13th	4th	12th				13th	5th	8th	10th	7th	8th
MN Increase over Prior Year	n.a.	n.a.	n.a.				2.5%	3.4%	2.3%	5.5%	6.8%	5.4%
Mean of Peer Group over Prior Year	4.5%	3.1%	3.8%	4.5%	4.1%	3.7%	2.9%	2.8%	2.8%	3.8%	4.0%	3.2%

COMPENSATION

	2001-2002			2000-2001*			1999-2000			1998-1999		
	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof	Full Prof	Assoc Prof	Asst Prof
Villanova University	121.2	86.4	71.4				114.0	81.1	70.2	110.6	78.5	67.5
University of New Hampshire	108.0	83.8	68.2				95.8	74.6	59.8	93.0	72.4	58.0
Old Dominion University	106.3	77.4	67.1				92.6	69.8	59.2	89.9	67.8	57.5
Oakland University	106.2	83.9	73.3				97.9	78.5	65.3	95.6	77.2	62.9
University of Central Florida	104.5	77.5	61.9				98.4	76.1	62.0	91.3	71.7	58.2
Univ. Minnesota Duluth	104.3	85.9	69.2				94.5	78.2	63.9	91.2	74.9	61.7
Univ. of Nevada-Las Vegas	104.2	80.4	64.0				95.8	73.4	57.6	92.0	70.5	56.2
University of Nevada-Reno	104.1	77.1	62.0				97.0	71.1	58.3	94.1	70.5	57.8
Marquette University	103.3	81.7	67.7				97.4	76.9	61.5	94.0	74.3	58.6
Univ. Wisconsin-Milwaukee	101.7	81.1	71.1				92.0	73.6	64.1	89.0	70.8	61.3
Univ. of N.C. at Charlotte	99.2	74.6	65.9				86.7	65.9	55.2	83.2	63.3	53.3
Wright State University-Main	97.1	73.3	61.1				89.9	67.7	56.8	91.7	68.6	57.3
Cleveland State University	95.9	75.5	59.1				87.3	69.3	56.6	84.7	67.7	54.1
Univ. of Colorado at Denver	95.8	74.4	67.1				87.2	68.0	60.6	87.2	68.2	60.8
Florida Atlantic University	92.3	70.6	60.0				93.5	72.4	59.5	88.4	68.7	57.3
Univ. of Maine at Orono	86.1	71.6	60.0				78.8	65.9	56.2	79.2	64.5	56.0
U Massachusetts-Dartmouth	n.a.	n.a.	n.a.				96.4	81.5	71.2	92.2	77.1	69.8
Mean w/o MN	101.7	78.0	65.3	97.4	75.5	62.8	93.8	72.9	60.9	91.0	70.7	59.2
Dev from Mean #	2.6	8.0	3.9				0.7	5.4	3.0	0.2	4.2	2.5
Dev from Mean %	2.5%	10.3%	5.9%				0.7%	7.4%	4.9%	0.2%	5.9%	4.3%
Rank of 17 (of 16 in '02)	6th	2nd	4th				9th	4th	5th	10th	4th	4th
MN Increase over Prior Year	n.a.	n.a.	n.a.				3.6%	4.5%	3.5%	10.1%	11.6%	13.0%
Mean of Peer Group over Prior Year	4.4%	3.2%	4.0%	3.9%	3.7%	3.2%	3.1%	3.0%	2.9%	3.8%	4.0%	3.4%

Table 5
Science and Engineering Research and Development Expenditures
Top 15 Universities

Federal Fiscal Year 2000

INSTITUTION	Dollars in Millions
Johns Hopkins University*	901
University of Wisconsin, Madison	554
University of Michigan	552
University of California, Los Angeles	531
University of Washington	530
University of California, San Diego	519
University of California, Berkeley	519
Stanford University	455
University of California, San Francisco	443
University of Pennsylvania	430
Pennsylvania State University	428
Massachusetts Institute of Technology	426
University of Minnesota	411
Cornell University	410
Texas A&M University	397

* Includes Applied Physics Laboratory at Johns Hopkins University

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

Table 6 University of Minnesota Expenditures of Sponsored Programs
FY 1997-2002
By College/Campus
($1,000s)

COLLEGE	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	% Change 2001-2002	Average Annual % Change 1997-2002
Medical School	104312	108892	110107	111235	121387	140273	16%	6%
Dentistry, School of	4743	5096	4891	4532	4676	5088	9%	2%
Pharmacy, College of	3392	3457	3754	4000	3477	3475	0%	1%
Nursing, School of	2547	2476	2486	2309	3219	4246	32%	16%
Public Health, School of	35665	37339	34922	42796	57934	70645	22%	16%
Veterinary Medicine, Coll. of	5106	5029	5440	6423	7664	6628	-14%	6%
Other Academic Health Ctr	3181	3822	4646	12138	14735	16409	11%	47%
UMD-School of Medicine	2675	2743	2754	3028	3304	3454	5%	5%
Total Academic Health Ctr	161621	168854	169000	186462	216397	250219	16%	9%
Institute of Technology	65428	83967	69146	90016	83371	70982	-15%	4%
Ag, Food, Environmental Sci.	13671	14552	14734	13688	16819	17911	6%	6%
Arch. & Landscape Arch.	452	838	1323	802	1232	1297	5%	33%
Biological Sciences, Coll. of	10992	12451	13546	12935	13181	14622	11%	6%
Education & Human Dev.	11810	12512	14633	16810	19230	21716	13%	13%
Human Ecology, College of	3460	3664	4216	4522	5224	6797	30%	15%
Liberal Arts, College of	8747	9286	9049	9744	10421	11845	14%	6%
Libraries, University	N/A	N/A	N/A	326	455	344	-24%	N/A
Natural Resources, Coll. of	3334	4553	4889	6068	7522	6767	-10%	16%
Management, Carlson Sch.	1581	1602	1864	1948	2118	827	-61%	-6%
HHH Inst of Public Affairs	3960	3336	2540	3452	4407	7376	67%	18%
Law School	220	275	182	427	89	592	565%	122%
General College	1564	1564	1698	2089	1778	1412	-20%	-1%
Ag Exp Sta/MN Ext Service	2695	5859	5846	5559	6254	6098	-2%	25%
University College	531	627	448	376	450	390	-13%	-4%
Other TC Provost	5226	51	614	N/A	N/A	N/A	N/A	N/A
Total Twin Cities Provost	133671	155137	144728	168762	172552	168975	-2%	5%
VP for Research	5877	6044	6608	6587	7251	7652	6%	6%
UM-Duluth	8622	8635	10228	10224	11209	12426	11%	8%
UM-Morris	258	179	271	460	335	623	86%	30%
UM-Crookston	550	604	773	655	589	780	32%	9%
Other Units*	1689	4087	3920	3383	2155	2431	13%	20%
GRAND TOTAL	***312288***	***343540***	***335528***	***376531***	***410487***	***443107***	***8%***	***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 1990-2000 (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
2000	$19,879.2	10%	309,632	18%	12
Average change 1990-2000		3.8%		6.1%	

Source: Office of Oversight, Analysis, and Reporting

Table 8

University of Minnesota Technology Transfer Data \a

	FY 98	FY 99	FY 00	FY 01	FY 02	% Change FY98-FY02
Disclosures \b	144	219	218	229	237	65%
New US Patent Applications \c	44	57	76	86	89	102%
US Patents Issued \d	40	54	67	37	38	-5%
Licenses \e						
New	76	72	90	77	65	-14%
Start-ups licensed	7	5	12	11	6	-14%
Total active licenses	344	391	447	486	514	49%
Gross Revenues \f \g	$5.3	$7.3	$23.1	$16.8	$26.5	400%
Patent Cost Reimbursement \h	$0.9	$1.1	$1.3	$1.1	$1.1	22%

Source: Office of Patents & Technology Marketing. Generated 7/02. Dollar amounts represented in millions.

\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 from FY00 forward is principally from Carbovir license and from Net Perceptions stock (FY00 only).*

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

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 an 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 $313 million over the past five years. These include compact investments of almost $10 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. A total of $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 $3.1 million of centrally funded financial aid. Curriculum and teaching are also 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 five 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 and professional 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 II.F.

1. Undergraduate Education

Improving the Undergraduate Experience

Improving undergraduate education is one of the University's highest priorities. Between 1998 and 2002, 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 better prepares students to take their place in work and society. It may take four to six years to fully assess the impact of these initiatives, which ultimately should be seen in improved retention, graduation, and student satisfaction rates. However, 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).

Chart A
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 2000-01 130 seminars in 2001-02	1999 – 400 students (8%) 2000 – 1,875 students (38%) 2001 – 1,900 (35%) 2002 – 2,003 (38%)	Sufficient freshman seminar capacity to provide all freshmen with a seminar experience
Undergraduate Research (to include all University sponsored undergraduate research programs) UROP – 297 faculty systemwide participated in 2001-02 Summer 2002 – 163 faculty involved in 8 summer research programs targeted to under-represented students	 272 TC UROP students in 2002 Summer programs – 186 TC undergraduates in 2002 from under-represented groups	 UROP – 1,000 students per year Summer programs – 200 under-represented students per year
Study Abroad Students can select from 252 study abroad programs in about 80 countries. Figures show the numbers of undergraduates studying abroad each year and the percentage of that year's graduating class that they represent. This is how the percentage is calculated each year for institutions across the U.S.	UMTC: 1997-98 – 779 students (16%) 1998-99 – 715 students (14%) 1999-2000 – 988 students (20%) 2000-01 – 1,065 students (22%) 2001-02 – 1,056 students (20%) UMD: 1997-98 – 100 students (9%) 1998-99 – 105 students (8%) 1999-2000 – 109 students (9%) 2000-01 – 160 students (14%) 2001-02 – 214 students (17%) UMM: 1997-98 – 103 students (28%) 1998-99 – 113 students (33%) 1999-2000 – 88 students (25%) 2000-01 – 129 students (40%) UMC (has just begun sending students abroad): 2001-02 – 1 student 2002-03 – 11 students (5%)	50% of graduating students
Writing Intensive Courses Students complete four writing-intensive courses during their college careers.	Required for all students	There are sufficient course seats for students to fulfill the requirement.
Interdisciplinary Minors 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), Foreign Studies (UMD)	2001 – 300+ students 2002 data not yet available.	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 – 235 students in 11 learning communities (CLA, GC) 2000 – 200 students in 10 learning communities (CLA, GC) 2001 – 182 students in 11 learning communities (CLA, CBS) 2002 – 175-180 students in 12 learning communities (CLA, CBS)	Enhance academic success for students of color; build community; enhance multicultural awareness and involvement
Service Learning/Community Service	3,250 students in 2001-02 at UMTC	4,000 in 2002-03 at UMTC Facilitate intensive learning experience for students
Convocation 120+ faculty participate each year at UMTC	'98, '99, '00, '01, '02 4,000 UMTC students participated each year.	Continue annually – all freshmen
Advising and Student Support Services Increased Web advising resources	Improved service for all students	Improve student satisfaction with advising
Freshman Orientation	5,205 students (nearly 100 percent of incoming freshmen) attended in summer 2002.	Enhance first-year experience for all freshmen
Residential Living/Learning Communities Also include new first-year experience halls New houses in 2002: Pre-Health Sciences House (2 houses) Residential College redesigned as a First-Year program	7,126 total capacity for student housing (including residence halls, apartments, and co-ops) in 2002-03 (4.7% increase over 2001-02) 5,332 total students in residence halls, 2002-03 1,000 students in 22 living-learning communities in 02-03	26 houses planned for fall 2003
Take Your Professor to Lunch	Approximately 200 students and 35 faculty members in 2001-02	1,000 students per year

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

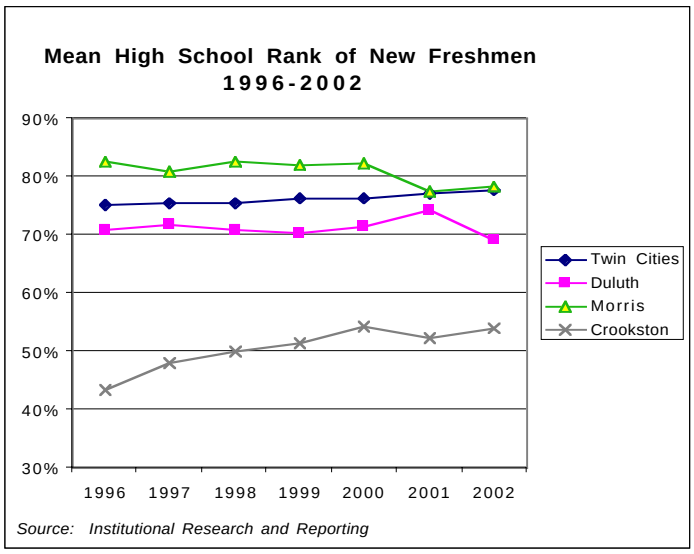
Indicators: new freshmen mean high school rank and percent in top 25 percent of class; acceptance rates

Characteristics of Entering Students

Mean High School Rank

Trends.

Chart B



- In 1997, system-wide, the mean high school rank of the entering freshman class was 73.9. By 2002, it has increased to 74.7, up slightly from the previous year, and still moving toward the 77th percentile goal set in the 1999 Institutional Level Measures.
- In 2002, the Twin Cities campus has continued to exceed this goal slightly, with the mean rank of new freshmen reaching 77.8 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.

Chart C
Mean High School Rank of Entering Students

Fiscal Year	1996	1997	1998	1999	2000	2001	2002
Twin Cities	75.2%	75.3%	75.5%	76.2%	76.3%	77.1%	77.8%
Duluth	70.9%	71.8%	70.8%	70.2%	71.4%	74.4%	69.1%
Morris	82.7%	81.0%	82.7%	82.1%	82.4%	77.3%	78.3%
Crookston	43.3%	48.0%	50.0%	51.3%	54.4%	52.3%	54.1%
University Total	73.5%	73.9%	74.1%	74.1%	74.6%	74.4%	74.7%

Source: Institutional Research and Reporting

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 Ten institutions. (Excluding General College yields 75.1 percent in the top quartile). The Big Ten average was 69 percent:

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

Big Ten 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 on page 33.)
- Between 1991 and 2002, the proportion of Twin Cities freshmen in the top 25 percent of their high school classes increased from 56 percent to 65 percent.
- At Crookston, the proportion in the top 25 percent increased from 16 percent to 23 percent.
- The proportion of freshmen in the top 25 percent of their high school classes decreased at Duluth (50 percent to 42 percent) and Morris (88 percent to 66 percent).
- Between 2001 and 2002, the proportion of freshmen in the top 25 percent of their high school classes increased on the Twin Cities campus (63 percent to 65 percent) and at Morris (63 percent to 66 percent). Duluth and Crookston showed slight declines, 1 percent and 2 percent respectively.

Acceptance Rate

- The following charts show freshman acceptance rates for the University's four campuses and Twin Cities campus peer institutions.
- Although the acceptance rate is a rough measure of how selective a campus is, it must be used carefully for two reasons:
    1) Large campuses in small states will almost always have a higher admittance rate than similar campuses in large states, simply because the campuses in small states receive fewer applications.
    2) This measure is affected by "student self selection," meaning that students do not apply to a campus because they know they will not be admitted.

Ranking.

- Acceptance rates are one measure of an institution's selectivity; the lower the proportion of students accepted, the higher the school's selectivity. Acceptance rate is a function of both the size of the applicant pool and its depth.
- UMTC's freshman acceptance rate in 1998-99 of 77 percent placed it sixth among public Big Ten universities.
- All Big Ten 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.

Chart E

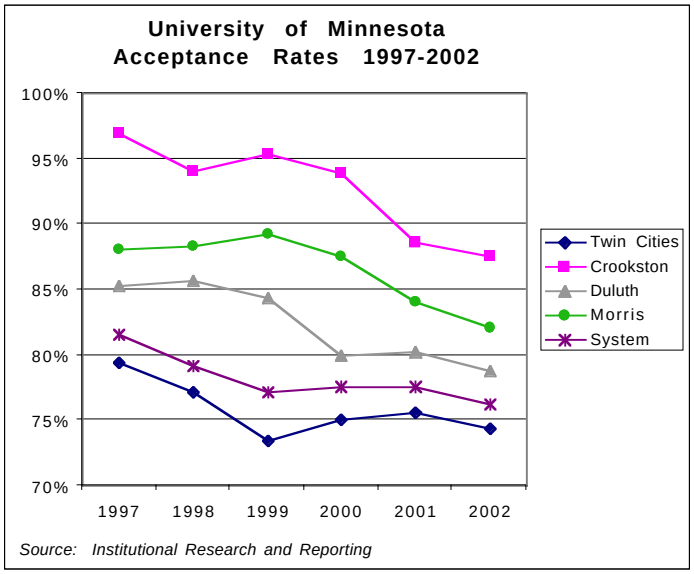
Overall Freshman Acceptance Rate 1998-99

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.

Chart F



- UMTC has become slightly more selective in recent years; its acceptance rate was 79.4 percent in 1997, 75.6 percent for the class entering in fall 2001, and 74.4 percent for the class entering in fall 2002.
- 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 and 76.3 percent in 2002.

Chart G
Acceptance Rates 1997-2002

	97	98	99	00	01	02
Twin Cities	79.4	77.2	73.5	75.1	75.6	74.4
Crookston	97.0	94.0	95.3	93.9	88.6	87.5
Duluth	85.2	85.6	84.4	79.9	80.2	78.8
Morris	88.0	88.3	89.2	87.5	84.1	82.1
System	81.6	79.2	77.2	77.5	77.5	76.3

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 18.5 percent freshmen of color in 2002, UMTC continues to exceed its goal.
- In 2002, with 6.2 percent freshmen of color, UMD exceeded its 5 percent goal.
- UMM set a high goal of 18 percent; its proportion of students of color decreased to 13 percent in 2002.

- Although a formal goal for UMC has not been set, its proportion of freshmen of color has decreased by 2 percent.
- These results are noteworthy in comparison with the 7.7 percent proportion of Minnesota ACT test takers who were students of color.

Chart H

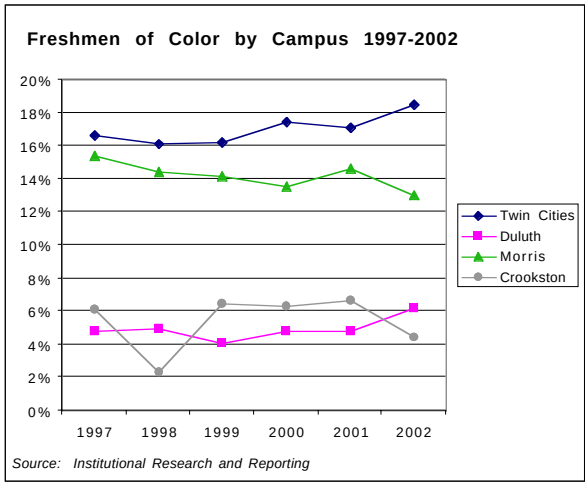


Chart I

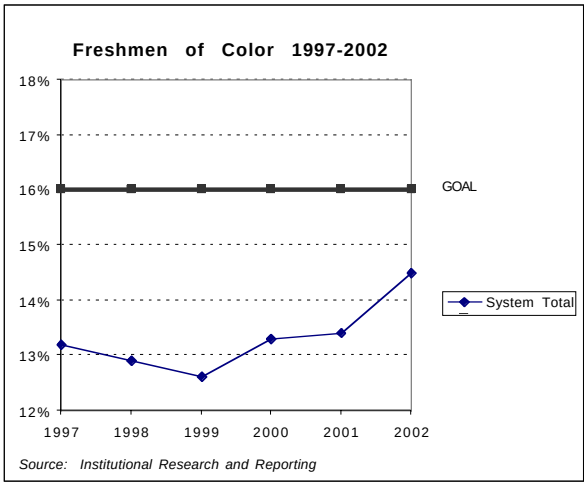


Chart J
Percentage of Entering Freshmen of Color

	1997	1998	1999	2000	2001	2002	1999 Goal
Twin Cities	16.6%	16.1%	16.2%	17.4%	17.1%	18.5%	16.5%
Duluth	4.8%	5.0%	4.1%	4.8%	4.8%	6.2%	5%
Morris	15.4%	14.4%	14.2%	13.5%	14.6%	13.0%	18%
Crookston	6.1%	2.3%	6.5%	6.3%	6.6%	4.4%	TBD
University Total	13.2%	12.9%	12.6%	13.3%	13.4%	14.5%	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

Rankings.

Chart L. Retention Rates for AAU* Institutions

	Cohort: Fall of 2000	Cohort: Fall of 1999	Cohort: Fall of 1998
	1st Year Ret	2nd Year Ret	3rd Year Ret
Cornell	96.2%		
Virginia	96.0%	90.3%	89.4%
Carnegie Mellon	92.7%	89.6%	87.5%
Michigan	94.8%	89.6%	86.4%
U North Carolina	95.0%	88.8%	85.7%
UC-Berkeley	95.8%	90.4%	84.8%
Penn St	92.7%	87.0%	84.4%
UCLA	96.9%	90.5%	84.4%
UC-San Diego	96.1%	89.0%	83.9%
Illinois	92.0%	86.0%	83.5%
Wisconsin	90.3%	82.9%	80.8%
UC-Irvine	92.2%	84.4%	79.8%
Texas A&M	88.3%	84.4%	79.7%
UC-Davis	91.6%	83.0%	79.6%
Maryland	91.2%	84.5%	79.1%
Rutgers	87.3%	79.1%	78.3%
Texas	92.0%	83.8%	78.2%
Michigan St	89.9%	83.8%	77.8%
UC-S Barbara	91.2%	83.2%	77.5%
Indiana	86.8%	81.2%	76.9%
U Washington	90.7%	81.9%	76.1%
Toronto	89.0%	80.6%	73.0%
Iowa St	83.7%	76.8%	72.4%
Colorado	82.1%	74.2%	71.8%
Iowa	81.7%	74.3%	71.2%
Missouri	84.0%	73.4%	71.0%
Purdue	87.5%	75.0%	69.0%
Oregon	82.3%	72.2%	68.0%
Ohio St	86.0%	75.8%	66.0%
Minnesota	83.3%	73.9%	65.9%
Nebraska	79.5%	72.0%	65.7%
Kansas	78.1%	70.9%	65.1%
SUNY-Buffalo	84.7%	71.8%	64.7%
SUNY-St Brook	84.8%	70.3%	63.2%
McGill	90.1%	84.0%	62.8%
Arizona	78.4%	64.2%	55.6%

*Association of American Universities

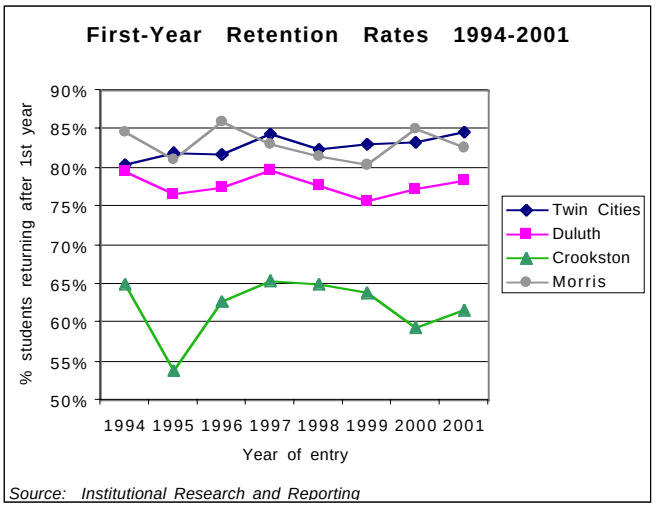
Source: Institutional Research and Reporting

- The table on the previous page shows the most recent retention rates for the Twin Cities campus and selected peer public institutions.
- For the most recent comparative data available, the University's first-year retention rate was 83.3 percent, the lowest in the Big Ten. Illinois, Michigan, Penn State, and Wisconsin all had first-year retention rates over 90 percent.

Trends.

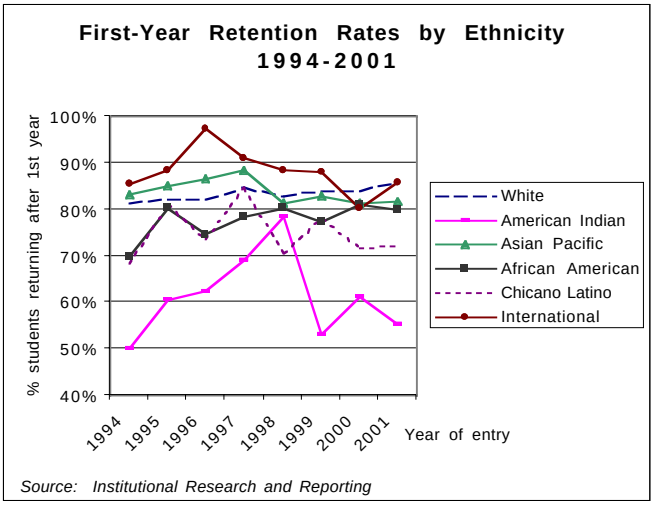
- Since 1992, the Twin Cities campus has shown steady improvement in first-year retention rates, moving from 78.6 percent in 1992 to 84.6 percent in 2001, the latest year for which data are available.
- The first-year retention rates at Morris, Duluth, and Crookston have been fairly level.
- The 2001 report, "Improving our Graduation Rates" (http://www.umn.edu/evpp/gradrate/) provides considerable detail on these trends and their multiple causes, and proposes specific strategies to improve in this area (see Graduation section below).

Chart M



- The second-year retention rate at the Twin Cities campus has improved from 67.1 percent in 1992 to 73.6 percent in 2000.
- Retention rates for students of color are approaching those of white students, and even exceeded the retention rates of white students in 2001 at Morris.
- The retention rate for students of color entering in fall 2001 was 79.0 percent in the Twin Cities, 74.5 percent in Duluth, 84.1 percent in Morris, and 41.7 percent in Crookston.
- As shown in Chart N on the next page, first-year retention rates for white students have risen steadily from 81.2 percent in 1994 to 85.8 percent in 2001.

Chart N



Student Experience – Diversity

Trends.

Chart O

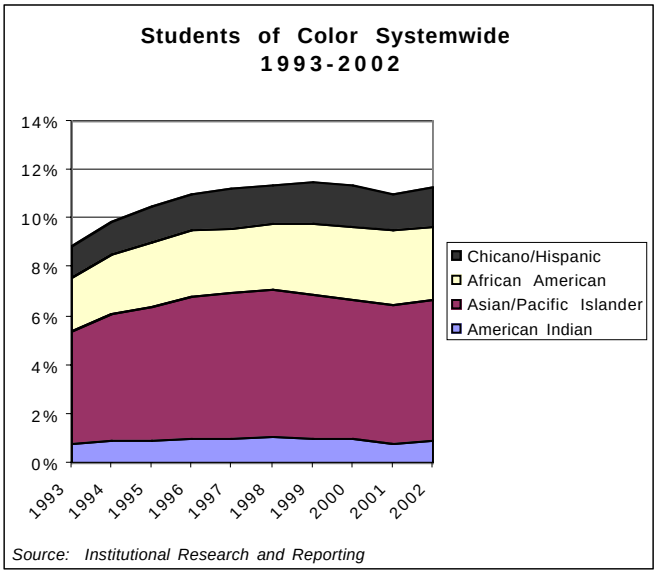
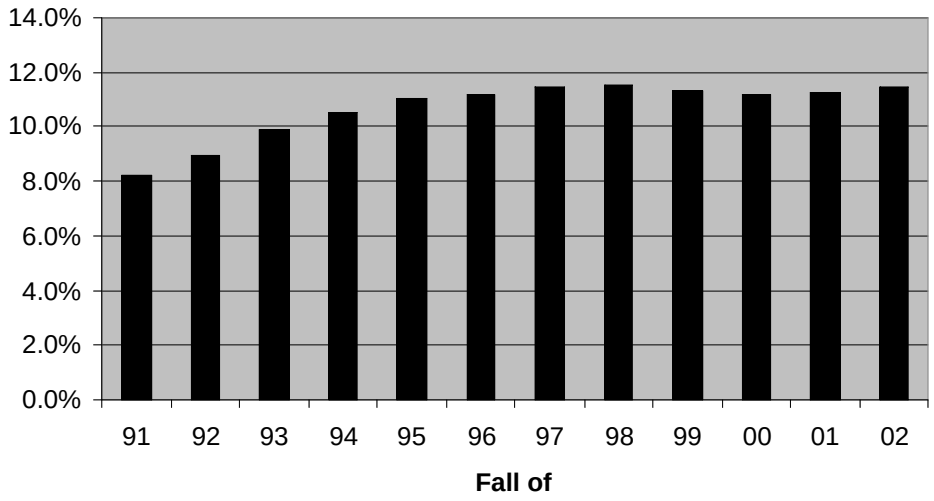


Chart P
Students of Color Systemwide
Fall 1991 – Fall 2002



Source: Institutional Research and Reporting

- 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; and the President's Distinguished Faculty Mentoring Program.
- While the University's student body is significantly more diverse than 10 years ago, the number of students of color has remained fairly constant over the past six years.
- Although less than 8 percent of Minnesota's college-ready high school graduates in the spring of 2002 were students of color (as measured by students who took the ACT), students of color were 18.5 percent of new freshmen on the Twin Cities campus in the fall of 2002 and 13 percent on the Morris campus.

<u>International Students</u>

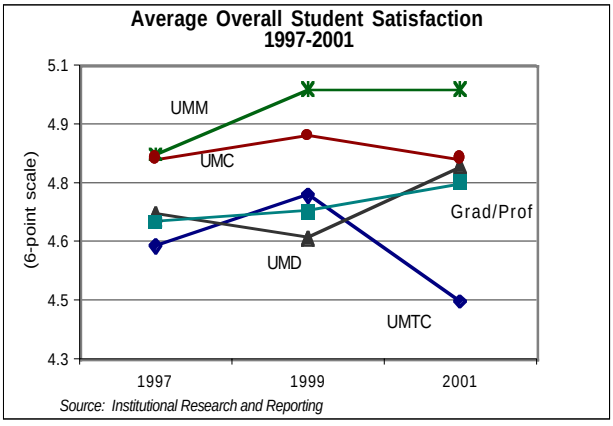
- For fall 2002 there are 3,410 international students enrolled and an additional 1,000 scholars on campus from about 130 countries. (The University ranks in the top 20 research institutions in the number of international students.) About 75 percent of the students are in professional or graduate programs and about 40 percent are female. The largest single group comes from China and the region of East Asia. These students and scholars contribute in numerous ways to our classes, research programs, and extracurricular programs on campus and in the community.
- Since 9/11, federal mandates for tracking international students have triggered much extra work in redesigning current systems and advising for international students, scholars, and their advisors.

Student Satisfaction

Trends.

- The chart below shows overall student satisfaction from the student experience survey that is conducted every other year.
- This measure showed improvement over the period 1997 to 2001 for undergraduate students at Morris and Duluth and for graduate and professional students, and little change at Crookston.
- Undergraduate students on the Twin Cities campus were less satisfied in 2001 than in 1999 and 1997, which is likely attributed to three issues: semester conversion, initial problems with the new student information system, and construction that affected facilities that are heavily used by undergraduate students (e.g., Coffman Union and Walter Library).

Chart Q



- Student satisfaction remains relatively high on all campuses, with some changes from 1999. Our goal is to increase satisfaction toward a consistent rating above "5" on all campuses.
- UMM students continue to have the highest overall levels of satisfaction.
- 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/.
- The next student experience survey will be conducted in the spring of 2003.

Chart R
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.

Chart S
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 on page 37).
- A new initiative in 2001-02 focuses 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 indicated that they are seeking careers in the health sciences.

Chart T
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.

Ranking.

- In 2000-01 (the most recent year of comparisons), UMTC was 15th among large universities in study abroad participation rate. The majority of the top 19 of these schools are public institutions. (See Institute of International Education's "Open Doors" report at http://www.opendoor.iienetwork.org.)
- The average increase nationally has been 45 percent in student participation in study abroad; it was 50 percent for UMTC between 1997-98 and 2000-01.

Chart U
Study Abroad 2000-01

Rank and Institution	# Students in Study Abroad Program 2000-01
1. Michigan State	1835
2. University of Texas-Austin	1633
3. New York University	1471
4. Florida State University	1464
5. University of Illinois -Champaign	1369
6. University of North Carolina – Chapel Hill	1286
7. Indiana University at Bloomington	1268
8. University of Wisconsin-Madison	1253
9. Arizona State University	1248
10. Brigham Young University	1235
11. University of Pennsylvania	1231
12. University of Georgia	1229
13. University of Arizona	1214
14. Ohio State University – Main Campus	1201
15. University of Minnesota – Twin Cities	1199
16. University of Southern California	1160
17. University of Kansas	1141
18. University of Notre Dame	1133
19. Pennsylvania State University Park Campus	1124

Source: http://www.opendoors.iienetwork.org

Trends.

- Students can select from 252 study abroad programs in about 80 countries.
- In 2001-02, 1,056 UMTC undergraduates studied aboard, a 48 percent increase from 1998-99. Although the total number of undergraduates studying abroad held steady from 2000-01 to 2001-02, the number of students participating in short term programs decreased, which we believe relates to 9/11 and the downturn in the economy.

- Almost 70 percent of these students participated in long-term programs from eight weeks to a year in duration. The number one destination was the UK/Ireland and Western Europe as a region, with about one-third going to non-English speaking countries.
- Short-term programs, typically three weeks in duration, involved 32 percent of study abroad enrollment through 25 faculty-led programs in a variety of countries.
- Cost and lack of curriculum integration are cited by students as the two major disincentives for studying abroad. The University is aggressively addressing both issues with a $225,000 recurring allocation from central administration for study abroad scholarships and a major initiative on curriculum integration on all four campuses.
- A $900,000 Bush Foundation grant was used to fund 17 curriculum integration workshops for 237 faculty and advisers, and international site visits for 30 faculty and advisers from all four campuses. The goal of this work is to assist programs in identifying study abroad programs around the world that fit into each of more than 200 undergraduate majors on the four campuses.
- The University of Minnesota is one of four universities involved in a new three-year grant of $548,732 from the Department of Education for research on the variables that impact student learning during study abroad.
- In addition to study abroad, many students participate in international volunteer programs, work, and internships. While it is difficult to give actual statistics on these less-structured activities, we know that the International Service and Travel Center (ISTC) assisted 6,061 students on a walk-in basis; 2,600 students attended ISTC program presentations; and 46 students participated in work abroad programs in the UK. In addition, we know of 69 medical students and master's or professional degree students who gained international experience in one of more than 20 countries.

Campus Safety

- In 2001, the Twin Cities campus remained relatively crime free. In many areas, crime decreased, including areas in which campus crime increased nationally.
- Burglary, arson, motor vehicle theft, and forcible sex offenses decreased on campus between 1998 and 2001. Nationwide, the incidence of burglary and arson increased on many college campuses.
- Between 2000 and 2001, there were increases in only two areas related to narcotic and weapon law violations, areas in which there were increases nationally as well.
- Arrests for liquor law violations on the Twin Cities campus decreased from 499 in 2000 to 416 in 2001. During the same period, liquor law violations referred for disciplinary action decreased from 841 to 614.
- Narcotic law violations referred for disciplinary action increased from 44 in 2000 to 49 in 2001, while arrests in this category dropped from 78 to 47.
- In 2001 there were two arrests and eight referrals for disciplinary action for weapon law violations.
- The Twin Cities campus is increasing its investment in education and prevention programs to address these safety issues.
- The University heightened security measures in response to the September 11, 2001 attacks in New York and Washington D.C., providing information sessions, a "Security Updates" Web page (http://www1.umn.edu/urelate/security/), and links to additional resources.
- For more detail, see Table 5 on page 38.

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. Examples of such activities can be found in the Engagement section of this report.

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 2002, 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 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 2002, UMTC had a total capacity of 7,126 for student housing, an increase of 4.7 percent over the 2001-02 capacity of 6,801: 5,332 in residence halls, 970 in apartments, and 824 in cooperatives. In addition, 393 students were assigned to expanded housing locations.

- In fall 2002, 78 percent of freshmen lived in University housing; the proportion has increased gradually since 1998.
- Among freshmen students, 998 identified themselves as commuters; of this number, 856 indicated that they live with their parents or another relative.
- 81 percent of all students still live off campus.
- Residential housing is a positive predictor of student retention, graduation rates, and satisfaction.

Chart V
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%
2002	5188	4024	78%

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: four-, five-, and six-year graduation rates for undergraduates and undergraduates of color

Ranking.

The University of Minnesota under-performs its predicted six-year graduation rate. Compared to peer institutions, UMTC has been among the three Big Ten public institutions with the lowest four- and five-year graduation rates.

Chart W. Graduation Rates for AAU Institutions

Big Ten Publics	4 yr. graduation rate (Fall 1997 cohort)	5 yr. graduation rate (Fall 1996 cohort)	6 yr. graduation rate (Fall 1995 cohort)
University of Michigan	65.4%	81.3%	83.0%
University of Illinois Urbana-Champaign	57.4%	76.9%	77.7%
Pennsylvania State University	48.2%	76.5%	80.9%
Indiana University	45.1%	64.5%	67.3%
University of Wisconsin	41.0%	72.0%	76.9%
University of Iowa	37.3%	61.1%	64.7%
Michigan State University	34.3%	65.1%	70.0%
Purdue University	31.2%	58.9%	64.0%
Ohio State University	29.1%	52.4%	56.0%
Minnesota	27.3%	46.9%	50.3%
Other AAU Campuses			
Cornell	84.1%	87.7%	90.6%
Virginia	83.0%	90.7%	92.1%
McGill	76.9%	79.8%	81.6%
North Carolina	69.4%	78.5%	78.9%
Carnegie Mellon	66.2%	79.6%	78.5%
Catholic U	55.7%	63.7%	66.1%
Florida	49.1%	71.0%	70.2%
Toronto	48.2%	70.1%	73.5%
UC-San Diego	46.6%	73.4%	81.7%
Rutgers	46.4%	66.6%	72.1%
UC-Berkeley	45.7%	76.0%	82.1%
UC-Santa Barbara	44.6%	66.9%	68.2%
UC-Los Angeles	43.8%	73.9%	81.1%
Maryland	42.3%	63.7%	64.3%
Washington	39.7%	64.8%	70.1%
Oregon	36.7%	55.6%	59.1%
Colorado	36.7%	62.4%	65.4%
Missouri	36.5%	60.2%	64.6%
Texas	36.4%	64.8%	70.3%
SUNY-Stonybrook	33.5%	52.3%	53.6%
SUNY-Buffalo	32.9%	51.5%	55.8%
UC-Davis	32.4%	69.2%	74.9%
UC-Irvine	31.8%	63.6%	69.9%
Texas A&M	31.5%	67.4%	74.1%
Arizona	29.0%	49.3%	55.2%
Kansas	28.7%	51.6%	56.4%
Iowa State	27.0%	59.0%	63.7%
Nebraska	21.1%	45.3%	53.2%

Source: Institutional Research and Reporting

Trends.

The University is achieving steady improvements in graduation rates.

- Four-, five-, and six-year graduation rates on the Twin Cities campus have gone up every year since 1992. Four-year rates have improved from 15.2 percent in 1992 to 28.6 percent in 1998; five-year rates from 36.6 percent in 1992 to 48.4 percent in 1997; and six-year rates from 45.0 percent in 1992 to 54.1 percent in 1996.
- The Morris campus had the highest rates: 39.5 percent for four-year graduation (students matriculating in 1998); 55.1 percent for five-year graduation (students matriculating in 1997); and 63.2 percent for six-year graduation (students matriculating in 1996).
- Although rates are generally lowest on the Crookston campus, the most recent cohorts showed improvements in four-, five-, and six-year graduation rates over the previous year.
- There is still some distance to go toward the system goal of a 50 percent five-year graduation rate. Five-year graduation rates for students matriculating in 1997 were 48.4 percent on the Twin Cities campus, 46.6 percent at Duluth, 55.1 percent at Morris, and 38.4 percent at Crookston.

Chart X
University of Minnesota Graduation Rates
for First-Time, Full-Time New Entering Freshmen, by Campus

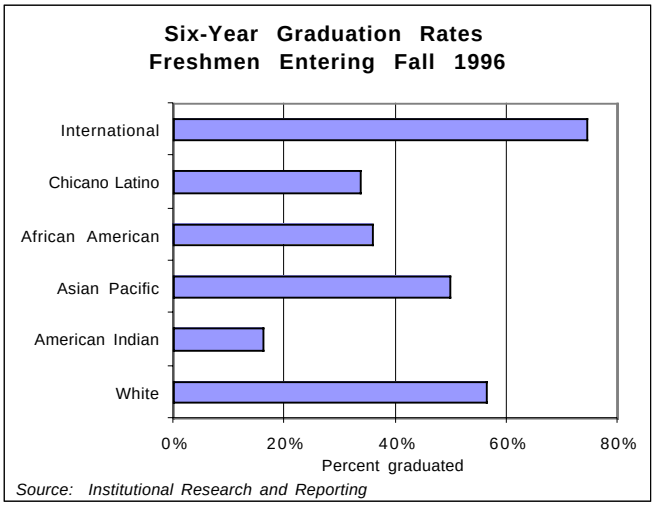
Year of Entry:	**1992**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**
4-Year Graduation Rates							
Twin Cities	15.2%	17.9%	18.3%	24.2%	26.1%	27.8%	28.6%
Duluth	22.9%	21.5%	23.0%	27.0%	25.8%	23.4%	22.5%
Morris	44.0%	43.5%	46.1%	45.3%	45.4%	37.7%	39.5%
Crookston	–	17.0%	29.2%	23.9%	19.3%	23.3%	26.3%
5-Year Graduation Rates							
Twin Cities	36.6%	40.3%	43.3%	45.0%	47.6%	48.4%	
Duluth	45.1%	44.3%	44.6%	44.7%	46.8%	46.6%	
Morris	56.5%	60.8%	62.5%	59.0%	61.7%	55.1%	
Crookston	–	28.0%	40.0%	32.8%	34.8%	38.4%	
6-Year Graduation Rates							
Twin Cities	45.0%	48.4%	50.1%	51.6%	54.1%		
Duluth	51.3%	50.6%	50.8%	50.1%	51.1%		
Morris	62.4%	64.0%	68.0%	61.4%	63.2%		
Crookston	–	31.0%	45.8%	34.3%	39.1%		

Source: Institutional Research and Reporting

Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Morris and graduated from Duluth is counted as a Morris graduate). The University also reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus, and therefore shows rates somewhat lower than the University rates above.

- Improving graduation rates continues to be a major area of attention and action.
- Based on the 2001 study, “Improving Our Graduation Rates,” significant investments have been made in the first-year and undergraduate experience programs.
- In fall 2002, President Bruininks established a minimum course load (13 credits), with exceptions only in cases of special hardship.
- Broader-scale plans 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 (paying more attention to retention in the junior and senior years, finding better ways to identify students who may be at risk, continuing to increase grant-based student aid to help reduce students’ dependence on work).
- For the freshman class matriculating in fall 1996, six-year graduation rates varied considerably among students of different ethnic backgrounds. The rate for white students was 56.3 percent, up from 52.1 percent for the class matriculating in 1994. Asian/Pacific Islanders had the highest rate of any ethnic group, 49.7 percent, up from 43.8 percent for the 1994 cohort. American Indian students had the lowest rate, 16.2 percent.
- This is an important area of improvement that is being addressed through the inter-related strategies and initiatives noted earlier in the Diversity section.

Chart Y



Undergraduate Degrees Conferred

Ranking.

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

Chart Z
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 (undergraduate, graduate, and professional) conferred by the University each year has remained essentially level at slightly over 10,000, although in 2002 it increased to over 11,000.
- The number of undergraduate degrees increased on all campuses except Morris.
- This trend is noteworthy because it continued through the early years of implementation of semester conversion.
- In 2002, Crookston granted more than 200 baccalaureate degrees for the first time.
- Engineering accounted for exactly 10 percent of the total baccalaureate, master's, and Ph.D. degrees awarded.

Chart AA
Degrees Conferred 1996-2002

	1996	1997	1998	1999	2000	2001	2002	% change 1996-2002
TC – total	8876	8747	8857	9019	9090	8451	9044	+ 2%
TC – UG	4897	4890	4978	5132	4922	4804	5332	+ 9%
UMD – total	1395	1170	1301	1480	1408	1370	1431	+ 3%
UMD – UG	1203	1005	1147	1293	1218	1164	1221	+ 1%
UMM – total	362	450	384	347	340	315	304	- 16%
UMC – total	122	137	191	216	153	194	238	+ 95%
System – total	10755	10504	10733	11062	10991	10330	11017	+ 2%

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:

Chart BB
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

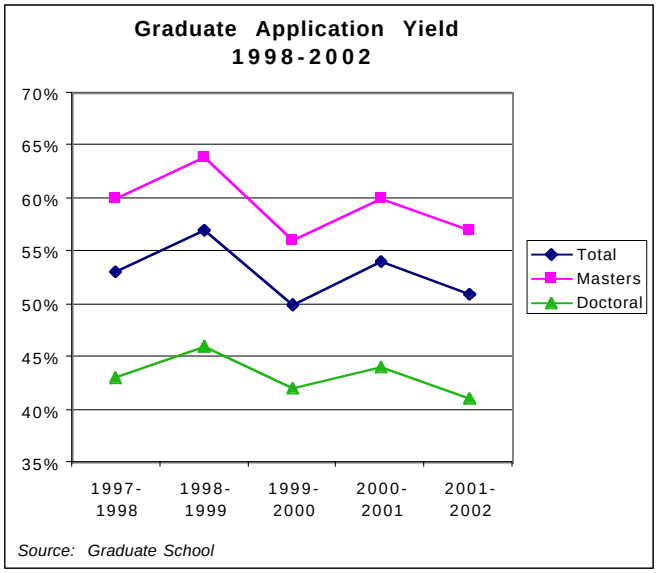
Graduate Student Selectivity

Trends.

Applications and Yield

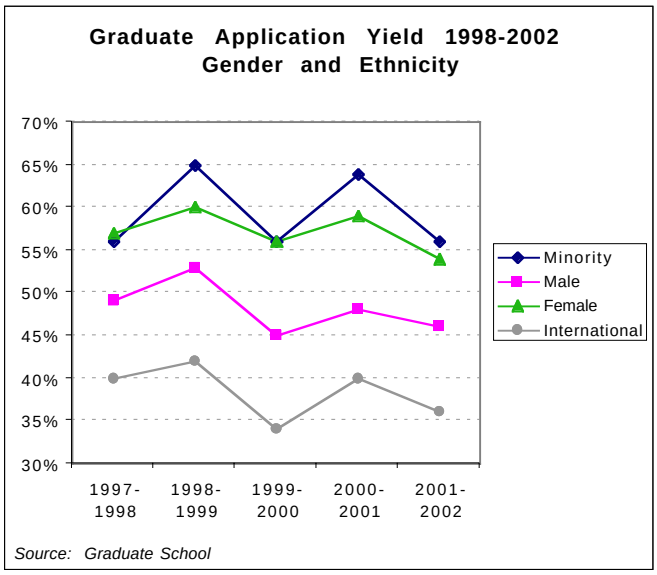
- Between 1997-98 and 2001-02, total applications to the Graduate School increased by 7 percent, from 15,560 to 16,619. The net number of matriculations also increased, from 3,148 in FY 1998 to 3,534 in FY 2002. (See Table 8 on page 41.) The yield rate (number of students matriculating compared with students admitted) decreased slightly, from 53 percent in FY 1998 to 51 percent in FY 2002.
- These data are provided as a baseline; national comparisons and trends will be tracked in the future.

Chart CC



- 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 averaged around 40 percent over the past five years.
- The rate for female students averaged around 59 percent between 1997 and 2001; the rate for male students was comparatively stable, averaging around 50 percent over this period.

Chart DD



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 2002, over $4 million was 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.
- Dual degree program with major in public health practice-veterinary public health.
- Interdisciplinary minors, both master's and doctoral, in bioinformatics and nanoparticle sciences and engineering.
- 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.

Chart EE

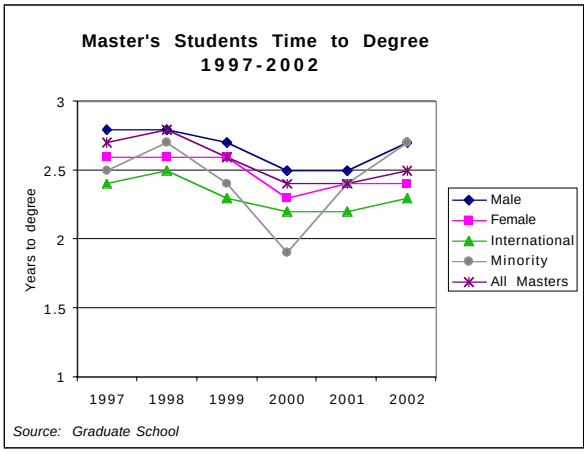
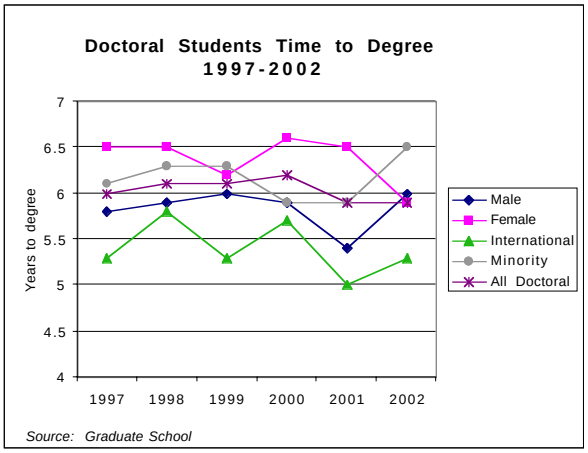


Chart FF



- At the master's level, students complete their degrees in approximately 2.5 years.
- The overall rate went down very slightly (2.8 to 2.5 years) between 1998 and 2002.
- International and female students tended to complete their degrees slightly more quickly.
- See Table 9 on page 42 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 six years completed their degree within approximately six years. The median time to degree was shortest for international students.
- 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 1996-2002

Ranking.

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

Chart GG
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

Trends.

Chart HH
Graduate and Professional Degrees Conferred

	1996	1997	1998	1999	2000	2001	2002	% change 1996-2002
TC – MA	2530	2458	2441	2556	2856	2341	2474	- 2%
TC – Doct/Prof	1449	1399	1438	1331	1312	1306	1238	-15%
UMD – MA	192	165	154	187	190	206	210	+ 9%
System – Total MA/Doct/Professional	4171	4022	4033	4074	4358	3853	3922	- 6%

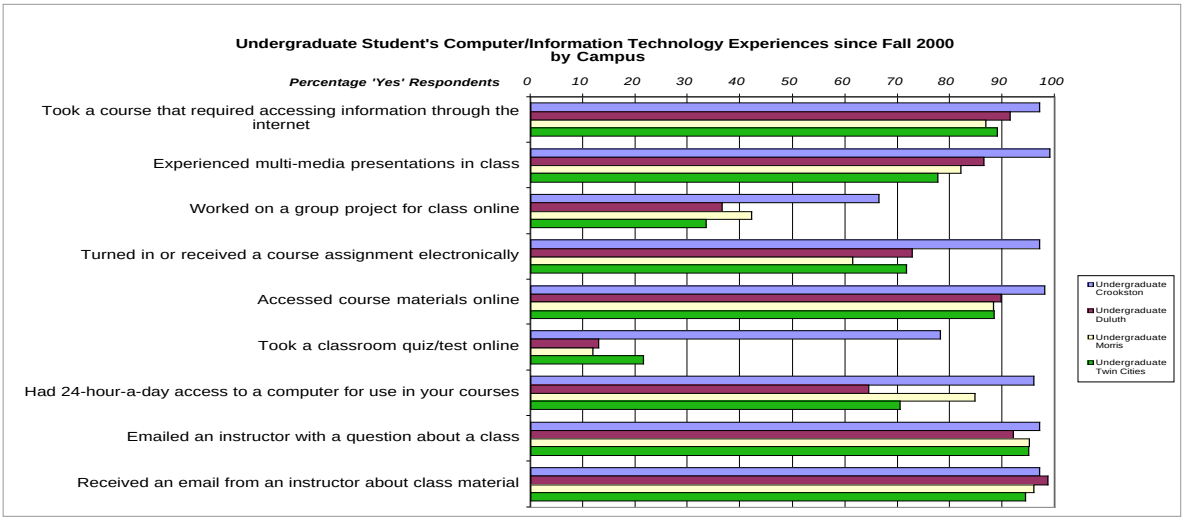
Source: Institutional Research and Reporting

- Of the doctoral degrees awarded, including first professional (e.g., M.D., D.D.S., J.D.), 60 percent were in engineering, mathematics, and the physical, biological, and life sciences.
- 32 percent of the doctoral/first professional degrees awarded were in the social and behavioral sciences, education, law, and management.
- Approximately 70 percent of the degrees in the Academic Health Center were awarded to Minnesota residents. This reflects its 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.

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.

Chart II



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 three years. WebCT supports creation of electronic classroom materials and management of classroom activities.

- Systemwide in spring 2002 there were 701 courses using WebCT, with 44,924 student seats.
- In fall 2002, 862 courses used WebCT and the total number of student seats increased to 59,256.

Chart JJ
Use of WebCT

Semester	Courses: T.C. Campus	Courses: Other Campuses	% of Courses	# of Student Seats
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
Spring 02	611	90	13.2%	44,924
Fall 02	736	126	16.0%	59,256

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 2003-2004 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 $315 million between 1998 and 2002 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; and support for digital technology use by faculty in teaching and research; and
- Student support and service enhancements, including streamlining and enhancing the financial aid process; providing additional support for financial aid; and continued investments to improve the student enterprise systems.

Characteristics of entering freshmen. Over the past five years, the University has gradually moved closer 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.

Student diversity goals. The University has also moved closer 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 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 mandated that in 2001-02 the University develop a plan and report to delineate progress of the Academic Health Center, in cooperation with the Department of Health, in meeting the goals and outcomes that "shall (1) develop new strategies for health care delivery and professional training in this state, taking into account the state's changing racial and ethnic composition; (2) develop new strategies to meet the health care workforce needs in the state; and (3) base these strategies on analysis of the population's health status and opportunities for 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 conducts assessment of academic achievement and student experience. For the past decade, the assessment of student learning has been a growing national trend and has become an important component of institutional accreditation review. In July 2002, the Twin Cities Learning Assessment Council was established to formulate a conceptual framework and organize

an institutional approach to assessing student learning outcomes on the Twin Cities campus. Under the umbrella of this council, all colleges on the Twin Cities campus will develop or update assessment plans specific to their unit. Increasing institutional emphasis on the assessment of student learning will promote improvement in the teaching and learning process, as well as strengthen the University's ability to evaluate the outcomes of its investments in academic initiatives.

Appendix: Examples of International Programs, Twin Cities Campus

Exchange programs: More than 250 exchange programs for students and faculty, including Medical School's program with the Karolinska Institute in Sweden.
Executive MBA: Programs offered by Carlson School of Management in Poland, Austria, and China.
Customized leadership training program: Initiated by China Center in spring 2002 for mid-career Chinese professionals, with courses taught by University faculty in market economics, management trends, leadership, and globalization; the first participants were 17 city government employees from Beijing.
Comparative and international development education: M.A. and Ph.D. programs offered by College of Education and Human Development; 163 students enrolled in 2001-02.
Intercultural orientation: 10-day State Department program conducted by International Student and Scholar Services office since 1994 for junior faculty and students from the Newly Independent States prior to their placement as visiting scholars and students at U.S. universities; two programs will be offered in 2002-03.
College of Liberal Arts programs: ▪ Instruction in more than 30 foreign languages. ▪ Global Studies major with over 400 students enrolled. ▪ Foreign Language Immersion Program in German, Spanish, or French, with over 50 students enrolled.
Center for Advanced Research in Language Acquisition (CARLA): One of nine national language research centers; received grants of $1.7 million for core funding to assist study abroad participant experiences and to assist state's teachers of English language learners; over 1,100 workshop participants since 1996.
Minnesota Agricultural Student Trainee (MAST) internship program: Internship placements in 21 states during 2001-02 for 190 trainees from 37 countries; 25 percent from Latin American countries.
International development programs: ▪ Humphrey Institute's Center for Nations in Transition program in Ukraine to enhance management and education. ▪ College of Agricultural, Food, and Environmental Sciences' Agricultural Trade and Investment Project in Senegal.
International travel grants: Total of $110,000 awarded to approximately 135 faculty and staff on all four campuses to attend international conferences, conduct research, or explore international program initiatives in 2000-01.
International faculty, fellows, and medical residents: ▪ 20 international faculty hired in 2001-02, compared to 22 hired in 2000-01. ▪ Approximately 1,000 international postdoctoral fellows, medical residents, and others currently on campus conducting research and expanding their expertise.

Table 1
High School Rank of Freshmen

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Twin Cities												
Top 10%	27%	26%	26%	28%	26%	28%	27%	28%	29%	30%	29%	30%
75-89	29%	30%	29%	31%	30%	32%	32%	32%	31%	32%	34%	36%
50-74	28%	28%	28%	30%	32%	29%	29%	28%	30%	28%	28%	27%
Below 50	16%	16%	17%	12%	13%	11%	12%	12%	10%	11%	9%	8%
Top 25%	56%	56%	55%	58%	55%	60%	60%	60%	60%	62%	63%	65%
Duluth												
Top 10%	19%	19%	17%	19%	16%	18%	18%	19%	18%	19%	18%	16%
75-89	31%	29%	30%	28%	29%	30%	30%	29%	27%	29%	25%	26%
50-74	38%	39%	39%	38%	40%	40%	39%	39%	39%	38%	40%	41%
Below 50	12%	13%	14%	15%	15%	13%	13%	14%	16%	14%	16%	17%
Top 25%	50%	48%	47%	47%	45%	47%	48%	47%	46%	48%	43%	42%
Morris												
Top 10%	62%	57%	53%	54%	45%	44%	39%	44%	43%	41%	32%	33%
75-89	27%	30%	30%	28%	34%	33%	33%	30%	31%	33%	31%	33%
50-74	11%	13%	14%	16%	18%	19%	24%	23%	22%	22%	28%	26%
Below 50	1%	1%	2%	2%	3%	5%	4%	3%	3%	3%	9%	8%
Top 25%	88%	86%	84%	82%	79%	77%	72%	74%	74%	74%	63%	66%
Crookston												
Top 10%	3%	4%	3%	4%	4%	2%	4%	7%	7%	10%	7%	5%
75-89	13%	8%	13%	12%	13%	8%	16%	14%	13%	16%	18%	18%
50-74	26%	32%	23%	24%	31%	28%	26%	30%	33%	29%	29%	32%
Below 50	58%	56%	62%	60%	52%	61%	54%	50%	47%	45%	46%	45%
Top 25%	16%	12%	15%	16%	18%	11%	20%	21%	21%	26%	25%	23%

Source: Institutional Research and Reporting

Table 2
Proportion of Students by Ethnicity 1997-2002

Fiscal Year	1997	1998	1999	2000	2001	2002
SYSTEM						
American Indian	1.0%	1.0%	1.0%	1.0%	0.8%	0.9%
Asian/Pacific Islander	5.8%	5.8%	5.7%	5.5%	5.6%	5.8%
African American	2.5%	2.6%	2.8%	2.9%	2.9%	3.0%
Chicano/Hispanic	1.5%	1.6%	1.7%	1.6%	1.5%	1.6%
International	5.5%	5.5%	5.6%	5.5%	5.9%	6.4%
Caucasian	81.3%	80.6%	80.6%	77.9%	77.0%	76.1%
Not Reported	2.3%	2.8%	2.7%	5.6%	6.3%	6.2%
DULUTH						
American Indian	1.1%	1.0%	1.1%	1.1%	0.9%	1.1%
Asian/Pacific Islander	2.4%	2.5%	2.5%	2.0%	1.8%	1.9%
African American	0.7%	0.6%	0.9%	0.8%	0.8%	1.0%
Chicano/Hispanic	0.8%	0.8%	0.9%	0.8%	0.8%	0.9%
International	1.4%	1.3%	1.4%	1.7%	1.8%	2.0%
Caucasian	91.9%	91.5%	91.2%	89.8%	90.6%	90.3%
Not Reported	1.6%	2.2%	2.1%	3.8%	3.3%	2.9%
TWIN CITIES						
American Indian	0.7%	0.8%	0.7%	0.7%	0.6%	0.7%
Asian/Pacific Islander	6.9%	6.9%	6.8%	6.5%	6.6%	6.9%
African American	2.8%	3.0%	3.1%	3.3%	3.3%	3.4%
Chicano/Hispanic	1.7%	1.8%	1.9%	1.8%	1.7%	1.7%
International	6.8%	6.8%	6.8%	6.5%	7.1%	7.8%
Caucasian	78.4%	77.9%	77.7%	74.9%	74.3%	73.1%
Not Reported	2.7%	2.8%	3.0%	6.3%	6.4%	6.3%
CROOKSTON						
American Indian	1.7%	1.8%	1.3%	1.2%	0.8%	0.7%
Asian/Pacific Islander	0.7%	0.6%	0.7%	0.8%	0.9%	1.3%
African American	0.8%	0.6%	0.8%	1.2%	1.4%	1.2%
Chicano/Hispanic	1.1%	0.8%	1.2%	1.3%	0.9%	0.8%
International	1.3%	1.1%	1.3%	1.2%	1.3%	1.3%
Caucasian	94.1%	89.8%	93.2%	91.4%	77.4%	75.8%
Not Reported	0.2%	5.3%	1.4%	3.0%	17.3%	18.9%
MORRIS						
American Indian	5.0%	5.5%	6.5%	6.8%	5.9%	6.4%
Asian/Pacific Islander	3.1%	2.4%	2.7%	2.5%	2.6%	2.9%
African American	4.2%	5.6%	5.5%	5.2%	5.6%	4.7%
Chicano/Hispanic	1.9%	1.6%	1.1%	1.2%	1.4%	1.4%
International	0.9%	1.3%	0.4%	0.8%	0.3%	0.8%
Caucasian	84.4%	83.3%	82.8%	83.0%	81.5%	80.4%
Not Reported	0.5%	0.4%	0.9%	0.5%	2.7%	3.4%

Source: Institutional Research and Reporting

Table 3
University of Minnesota First- and Second-year Retention Rates
for First-time, Full-time New Entering Students, by Year of Matriculation and Race
1992-2001

Year of Matriculation	Student Category	Twin Cities Campus		Duluth Campus	
		1-yr Retention	2-yr Retention	1-yr Retention	2-yr Retention
Fall 1992	**White Students**	79.2	68.2	80.4	68.2
	Students of Color	75.6	62.1	67.4	52.2
	Overall	**78.6**	**67.1**	**79.9**	**67.6**
Fall 1993	**White Students**	80.3	70.7	77.9	66.1
	Students of Color	78.0	66.7	70.7	60.0
	Overall	**79.9**	**69.9**	**77.5**	**65.7**
Fall 1994	**White Students**	81.1	70.9	79.6	67.1
	Students of Color	76.3	65.3	75.7	60.8
	Overall	**80.3**	**69.9**	**79.4**	**66.8**
Fall 1995	**White Students**	82.0	71.4	77.3	65.2
	Students of Color	81.7	69.0	65.1	55.8
	Overall	**82.0**	**71.0**	**76.5**	**64.0**
Fall 1996	**White Students**	82.0	74.3	77.8	67.3
	Students of Color	80.9	69.6	69.4	54.1
	Overall	**81.8**	**73.6**	**77.4**	**66.5**
Fall 1997	**White Students**	84.6	73.4	80.0	68.2
	Students of Color	83.9	70.0	75.6	58.5
	Overall	**84.5**	**72.9**	**79.8**	**67.7**
Fall 1998	**White Students**	82.9	72.0	77.9	64.4
	Students of Color	79.3	63.2	75.0	65.9
	Overall	**82.3**	**70.6**	**77.7**	**64.4**
Fall 1999	**White Students**	83.9	75.2	75.9	66.1
	Students of Color	79.0	68.4	72.3	59.0
	Overall	**83.1**	**74.1**	**75.1**	**65.9**
Fall 2000	**White Students**	84.0	74.9	77.4	68.7
	Students of Color	79.5	67.9	73.5	59.8
	Overall	**83.2**	**73.6**	**77.2**	**68.3**
Fall 2001	**White Students**	85.7		78.5	
	Students of Color	79.0		74.5	
	Overall	**84.6**		**78.3**	

Table 3
University of Minnesota First- and Second-year Retention Rates
for First-time, Full-time New Entering Students, by Year of Matriculation and Race
1992-2001

Year of Matriculation	Student Category	Morris Campus			Crookston Campus	
		1-yr Retention	2-yr Retention		1-yr Retention	2-yr Retention
Fall 1992	**White Students**	85.2	68.2		---	---
	Students of Color	75.0	57.8			
	Overall	**84.1**	**71.8**			
Fall 1993	**White Students**	86.6	73.1		58.0	46.0
	Students of Color	84.4	78.1		0.0	0.0
	Overall	**86.4**	**73.6**		**58.0**	**46.0**
Fall 1994	**White Students**	85.7	74.5		66.1	54.2
	Students of Color	77.1	65.6		0.0	0.0
	Overall	**84.7**	**73.4**		**65.0**	**53.3**
Fall 1995	**White Students**	81.4	72.9		54.3	42.5
	Students of Color	79.1	58.2		42.9	14.3
	Overall	**81.1**	**71.0**		**53.7**	**41.0**
Fall 1996	**White Students**	86.9	76.4		64.9	52.6
	Students of Color	80.6	65.3		14.3	0.0
	Overall	**86.0**	**74.9**		**62.7**	**50.3**
Fall 1997	**White Students**	82.6	74.4		65.8	53.3
	Students of Color	85.9	54.9		57.1	42.9
	Overall	**83.1**	**71.4**		**65.4**	**52.8**
Fall 1998	**White Students**	82.7	66.7		65.7	49.4
	Students of Color	74.0	61.0		40.0	40.0
	Overall	**81.1**	**65.9**		**64.9**	**49.1**
Fall 1999	**White Students**	83.8	71.2		66.2	46.1
	Students of Color	59.4	56.3		28.6	28.6
	Overall	**80.4**	**69.1**		**63.8**	**45.0**
Fall 2000	**White Students**	85.5	73.0		59.4	43.9
	Students of Color	81.7	58.3		60.0	53.3
	Overall	**85.0**	**71.1**		**59.4**	**44.5**
Fall 2001	**White Students**	82.5			62.8	
	Students of Color	84.1			41.7	
	Overall	**82.7**			**61.6**	

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	2001	1999-2000
On-campus					
Forcible Sex Offenses	56	45	18	14	Decreased
Burglary	49	45	36	33	Increased
Motor Vehicle Theft	17	11	13	12	Decreased
Arson	6	3	4	0	Increased
On-campus Student Residence *(of the crimes reported above, the following occurred in student residences)*					
Forcible Sex Offenses	6	7	11	13	69.1% on-campus in 2000 occurred in residence halls
Burglary	10	13	5	6	41.3% on-campus in 2000 occurred in residence halls
Motor Vehicle Theft	5	1	3	9	8.2% on-campus in 2000 occurred in residence halls
Arson	5	1	3	0	51.5% on-campus in 2000 occurred in residence halls
Alcohol, Drug, and Weapons Violations					
Liquor Law Arrests	409	344	499	416	Decreased
Liquor Law Violations Referred for Disciplinary Action	n/a	736	841	614	Increased
Narcotic Law Arrests	105	102	78	47	Decreased
Narcotic Law Violations Referred for Disciplinary Action	n/a	27	44	49	Increased
Weapon Law Arrests	4	8	8	2	Increased
Weapon Law Violations Referred for Disciplinary Action	n/a	2	2	6	Increased

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
University of Minnesota Graduation Rates for First-time, Full-time New Entering Students, by Year of Matriculation and Race, 1992-1998

Year of Matriculation	Student Category	Twin Cities Campus			Duluth Campus		
		4-Year	5-Year	6-Year	4-Year	5-Year	6-Year
Fall 1992	White Students	17.1	39.2	47.1	23.5	45.8	52.2
	Students of Color	6.1	24.6	34.9	8.7	26.1	28.3
	Overall	**15.2**	**36.6**	**45.0**	**22.9**	**45.1**	**51.3**
Fall 1993	White Students	19.3	43.1	51.0	21.7	44.7	50.9
	Students of Color	12.0	27.7	36.8	17.3	36.0	44.0
	Overall	**17.9**	**40.3**	**48.4**	**21.5**	**44.3**	**50.6**
Fall 1994	White Students	19.4	45.7	52.2	23.4	45.5	51.7
	Students of Color	13.4	32.1	40.2	16.2	29.7	35.1
	Overall	**18.3**	**43.3**	**50.1**	**23.0**	**44.6**	**50.8**
Fall 1995	White Students	25.8	47.4	53.9	27.8	45.6	51.2
	Students of Color	16.3	33.1	40.3	14.0	29.1	32.6
	Overall	**24.2**	**45.0**	**51.6**	**27.0**	**44.7**	**50.1**
Fall 1996	White Students	27.7	49.8	56.2	26.9	48.4	52.7
	Students of Color	17.4	35.6	42.6	7.1	20.4	23.5
	Overall	**26.1**	**47.6**	**54.1**	**25.8**	**46.8**	**51.1**
Fall 1997	White Students	29.2	50.3		24.2	47.4	
	Students of Color	20.5	38.8		7.3	30.5	
	Overall	**27.8**	**48.4**		**23.4**	**46.6**	
Fall 1998	White Students	30.6			22.9		
	Students of Color	18.4			15.9		
	Overall	**28.6**			**22.5**		

Year of Matriculation	Student Category	Morris Campus			Crookston Campus		
		4-Year	5-Year	6-Year	4-Year	5-Year	6-Year
Fall 1992	White Students	45.2	57.5	63.5			
	Students of Color	34.4	48.4	53.1	---	---	---
	Overall	**44.0**	**56.5**	**62.4**			
Fall 1993	White Students	45.0	61.6	64.4	17.0	28.0	31.0
	Students of Color	31.3	54.7	60.9	---	---	---
	Overall	**43.5**	**60.8**	**64.0**	**17.0**	**28.0**	**31.0**
Fall 1994	White Students	48.9	65.1	70.2	29.7	40.7	46.6
	Students of Color	24.6	42.6	50.8	0.0	0.0	0.0
	Overall	**46.1**	**62.5**	**68.0**	**29.2**	**40.0**	**45.8**
Fall 1995	White Students	48.6	62.4	64.4	24.4	33.9	35.4
	Students of Color	23.9	37.3	41.8	14.3	14.3	14.3
	Overall	**45.3**	**59.0**	**61.4**	**23.9**	**32.8**	**34.3**
Fall 1996	White Students	49.1	64.9	66.4	20.1	36.4	40.9
	Students of Color	22.2	41.7	43.1	0.0	0.0	0.0
	Overall	**45.4**	**61.7**	**63.2**	**19.3**	**34.8**	**39.1**
Fall 1997	White Students	40.0	58.7		24.3	39.5	
	Students of Color	25.4	35.2		14.3	14.3	
	Overall	**37.7**	**55.1**		**23.3**	**38.4**	
Fall 1998	White Students	41.1			26.5		
	Students of Color	29.9			20.0		
	Overall	**39.5**			**26.3**		

Table 7
Graduation Rates for University of Minnesota
First-Time, Full-Time New Entering Freshmen Students of Color

		4th Year		5th Year		6th Year	
Entry Term	Campus	%	Total Count	%	Total Count	%	Total Count
Fall 1992	Duluth	8.7%	46	26.1%	46	28.3%	46
	Morris	34.4%	64	48.4%	64	53.1%	64
	Twin Cities	6.1%	541	24.6%	541	34.9%	541
	Total	**9.1%**	**651**	**27.0%**	**651**	**36.3%**	**651**
Fall 1993	Duluth	17.3%	75	36.0%	75	44.0%	75
	Morris	31.3%	64	54.7%	64	60.9%	64
	Twin Cities	12.0%	631	27.7%	631	36.8%	631
	Total	**14.2%**	**770**	**30.8%**	**770**	**39.5%**	**770**
Fall 1994	Crookston	0.0%	2	0.0%	2	0.0%	2
	Duluth	16.2%	74	29.7%	74	35.1%	74
	Morris	24.6%	61	42.6%	61	50.8%	61
	Twin Cities	13.4%	599	32.1%	599	40.2%	599
	Total	**14.5%**	**736**	**32.6%**	**736**	**40.5%**	**736**
Fall 1995	Crookston	14.3%	7	14.3%	7	14.3%	7
	Duluth	14.0%	86	29.1%	86	32.6%	86
	Morris	23.9%	67	37.3%	67	41.8%	67
	Twin Cities	16.3%	704	33.1%	704	40.3%	704
	Total	**16.6%**	**864**	**32.9%**	**864**	**48.3%**	**864**
Fall 1996	Crookston	0.0%	7	0.0%	7	0.0%	7
	Duluth	7.1%	98	20.4%	98	23.5%	98
	Morris	22.2%	72	41.7%	72	43.1%	72
	Twin Cities	17.4%	638	35.6%	638	42.6%	638
	Total	**16.4%**	**815**	**43.4%**	**815**	**51.1%**	**815**
Fall 1997	Crookston	14.3%	7	14.3%	7		
	Duluth	7.3%	82	30.5%	82		
	Morris	25.4%	71	35.2%	71		
	Twin Cities	20.5%	721	38.8%	721		
	Total	**19.6%**	**881**	**37.6%**	**881**		
Fall 1998	Crookston	0.0%	5				
	Duluth	15.9%	88				
	Morris	29.9%	77				
	Twin Cities	18.4%	798				
	Total	**19.0%**	**968**				

Source: Institutional Research and Reporting

Table 8
Graduate Applicant Selectivity 1998-2002

	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
	N	%of Apps	%of Admits	N	%of Apps	%of Admits	N	%of Apps	%of Admits	N	%of Apps	%of Admits	N	%of Apps	%of Admits
Applications	15,560			14,732			16,260			16,058			16,619		
Masters	7,801			7,348			7,979			7,690			8,121		
Doctoral	7,759			7,384			8,281			8,368			8,498		
Male	6,919			6,544			7,387			7,345			7,604		
Female	6,568			6,162			6,554			6,395			6,529		
International	5,284			5,233			6,629			6,559			6,572		
Minority	982			1,009			882			828			951		
Admits	5,905	38%		6,027	41%		6,314	39%		6,607	41%		6,978	42%	
Masters	3,588	46%		3,636	49%		3,811	48%		3,967	52%		4,129	51%	
Doctoral	2,317	30%		2,391	32%		2,503	30%		2,640	32%		2,849	34%	
Male	2,464	36%		2,511	38%		2,746	37%		2,796	38%		2,986	39%	
Female	2,435	37%		2,485	40%		2,529	39%		2,763	43%		2,904	44%	
International	1,504	28%		1,592	30%		1,836	28%		2,005	31%		2,155	33%	
Minority	357	36%		420	42%		333	38%		362	44%		423	44%	
Matriculations	3,148	20%	53%	3,423	23%	57%	3,187	20%	50%	3,543	22%	54%	3,534	21%	51%
Masters	2,162	28%	60%	2,312	31%	64%	2,147	27%	56%	2,394	31%	60%	2,370	29%	57%
Doctoral	986	13%	43%	1,111	15%	46%	1,040	13%	42%	1,149	14%	44%	1,164	14%	41%
Male	1,208	17%	49%	1,330	20%	53%	1,247	17%	45%	1,353	18%	48%	1,369	18%	46%
Female	1,390	21%	57%	1,488	24%	60%	1,417	22%	56%	1,622	25%	59%	1,562	24%	54%
International	604	11%	40%	661	13%	42%	621	9%	34%	792	12%	40%	785	12%	36%
Minority	199	20%	56%	274	27%	65%	188	21%	56%	231	28%	64%	235	25%	56%

1. An academic year is (first) summer term through spring term. For example, 2000-2001 means summer session 2000 through spring semester 2001.
2. Includes only applications for degree-seeking students (certificate, masters, and doctorate). That is, it does not include professional development applications.
3. "Masters" rows include counts for certificates.
4. "Minority" includes Black, American Indian, Asian, and Hispanic/Chicago/Latino applicants who are citizens or permanent residents. Ethnicity is self-reported.
5. Includes applications for the Twin Cities and Duluth campuses.

Source: Graduate School

Table 9
Graduate Student Time to Degree

Graduate and Professional Degrees Conferred	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002	
	N	METTD	N	METTD	N	METTD	N	METTD	N	METTD
Masters & Certificates	2,669	2.6	2,784	2.5	2,923	2.3	2,578	2.3	2,735	2.4
Male	1,189	2.7	1,178	2.5	1,298	2.3	1,123	2.3	1,249	2.3
Female	1,404	2.6	1,606	2.5	1,622	2.3	1,451	2.3	1,480	2.4
International	358	2.1	330	2.0	423	2.1	419	2.0	450	2.1
Minority	192	2.5	193	2.2	228	1.9	223	2.4	214	2.6
Professional College Doctorates	726	3.7	681	3.7	725	3.6	677	3.6	674	3.6
Male	386	3.7	333	3.7	357	3.6	335	3.6	321	3.6
Female	340	3.7	348	3.7	368	3.6	340	3.6	351	3.6
International	24	3.2	8	3.2	12	3.0	8	3.0	10	3.6
Minority	85	3.7	98	3.7	105	3.6	71	3.6	73	3.6
Graduate School Doctorates	715	6.1	654	6.1	686	6.2	635	5.9	565	6.0
Male	439	5.9	363	6.0	383	5.9	335	5.4	308	6.0
Female	276	6.7	291	6.3	303	6.8	300	6.5	257	5.9
International	208	5.8	181	5.3	197	5.7	201	5.0	190	5.3
Minority	45	6.3	55	6.6	56	6.1	43	5.8	37	6.5

1. “Professional College Doctorates” includes DDS, MD, PharmD, JD, and DVM degrees.
2. “Graduate School Doctorates” includes PhD, EdD, DMA, and DPT degrees.
3. Reporting of gender is optional, so male+female may not equal the total.
4. "Minority" includes Black, American Indian, Asian, and Hispanic/Chicano/Latino degree recipients who are citizens or permanent residents. Ethnicity is self-reported.
5. "METTD" is short for median elapsed time to degree, expressed in years, from the first term of degree-seeking enrollment.

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 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 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 its 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 for this section.

Access

The University of Minnesota intends that its resources and services be easily accessible for students and the public; that high-quality academic programs of all types be readily accessible for qualified students on its campuses and through distributed education; and that technology be used to make learning responsive to professional, personal enrichment, and workforce needs of individuals and employers when and where it is needed.

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 its students, faculty, and staff are engaged in the development of civic responsibility that uses their academic expertise and experience; that we use technology to make readily accessible information about the University's multitude of programs and services widely 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

University of Minnesota Importance to State

- Telephone interviews were conducted in November 2002 with 609 Minnesota residents ages 21 and older selected at random.
- Of 11 possible goals, respondents ranked the most important goals for the University as managing its financial resources, keeping tuition affordable, maintaining a world-class medical school, and demonstrating accountability to the public.
- Of six possible contributions, enhancing research and technology capabilities, creating a sense of state pride, preparing the workforce of the future, and enhancing the state's quality of life were seen as the most important University contributions to the state.

Chart A
Importance of the University's Contributions to the State
November 2002 Citizen Survey

	Mean*
Enhancing the state's research and technology capabilities	7.85
Creating a sense of state pride	7.46
Preparing the workforce of the future	7.36
Enhancing the state's quality of life	7.27
Keeping young people in the state	6.83
Attracting businesses and employers to the state	6.61

*on a ten-point scale

Source: University Relations; Frank N. Magid Associates, Inc.

Citizen Satisfaction.

- The University's average rating in the November 2002 citizen survey was 6.98 out of a possible 10.
- 93 percent of respondents had a favorable or very favorable opinion of the University as an educational institution.
- 65 percent named it one of the three best midwestern universities
- 52 percent indicated they were likely or very likely to recommend the University of Minnesota to a student.

Chart B
November 2002 Summary of Citizen Satisfaction Scores

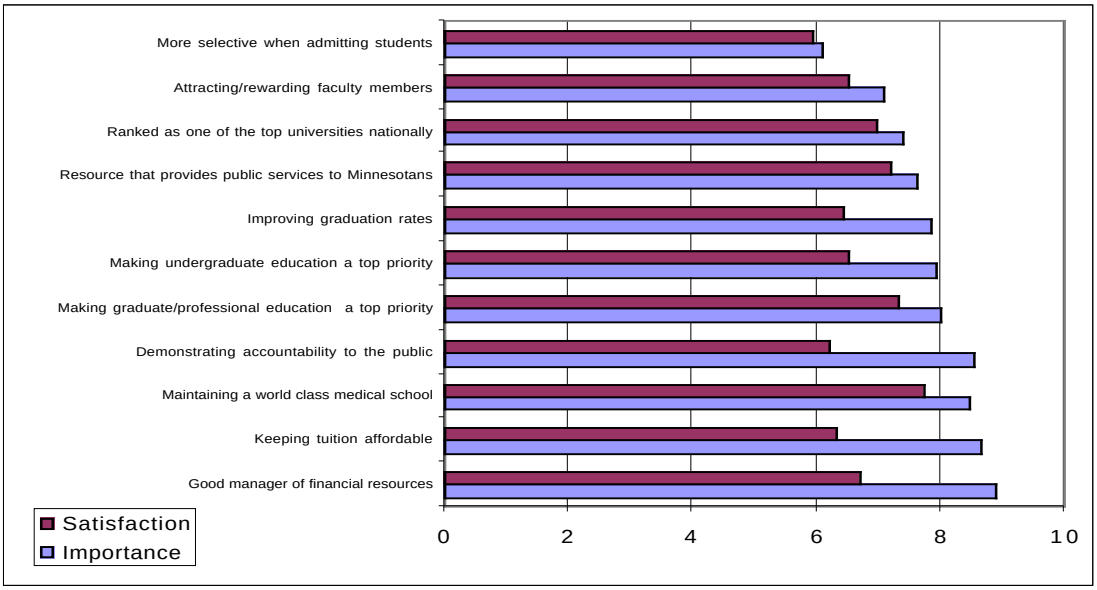
	Mean*
Maintaining a world-class medical school	7.74
Providing public services to Minnesotans	7.22
Ranking as one of the top universities nationally	6.97
Making graduate/professional education a top priority	7.03
Keeping tuition affordable	6.32
Demonstrating accountability to the public	6.21

*on a ten-point scale

Source: University Relations; Frank N. Magid Associates, Inc.

- The biggest gaps between importance and satisfaction were in management of financial resources, keeping tuition affordable, and demonstrating accountability to the public.

Chart C
Citizen Impressions of University's Importance to State Compared to Citizen Satisfaction



Source: University Relations; Frank N. Magid Associates, Inc

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

Trends

- Digital collections have grown considerably in recent years and promote access for all users of University Library resources.
- On-line tools increased almost 600 percent between 1995 and 2002.
- The libraries receive 550,000 hits on their home Web page every day.

Chart D
Online Library Resources

	1995	1998	2001	2002
On-line databases, indexing and abstracting tools	39	122	198	267
CD-ROMs	200	--	3,475	3,709
Electronic journals	--	--	9,300	16,000
Catalogued full-text electronic resources (e-books, government publications)*	--	--	14,549	7,594
Locally created digital files (images, sound files, texts)	NA	NA	NA	12,000
Average daily access to lib.umn.edu	--	--	300,000	550,000

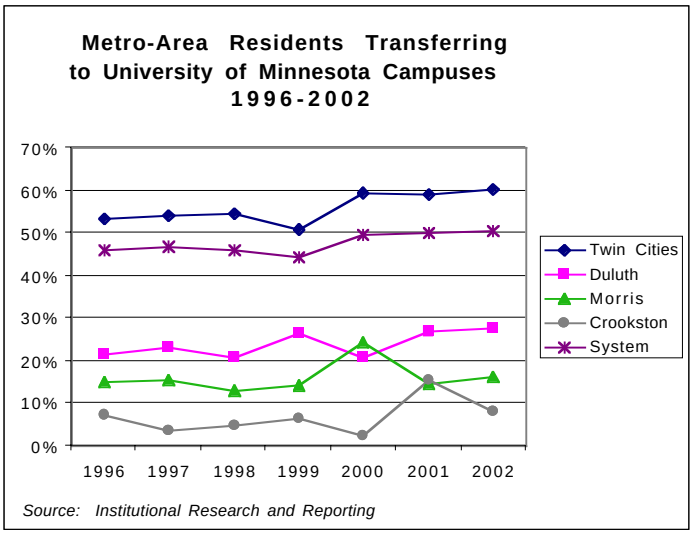
*Beginning in 2002, some items now counted as locally created files.

Metro-Area Transfer Students

Trends

- Metropolitan-area students transfer to all University of Minnesota campuses; the largest proportion transfer to the Twin Cities campus.
- The total number of metro-area transfers to University of Minnesota campuses decreased by 7 percent between 2000 and 2002, from 1,349 to 1,253.
- As retention rates improve, the number of spots open for transfer students is reduced.
- In 2002, the proportion of transfer students from the metropolitan area increased on the Twin Cities, Morris and Duluth campuses; it declined on the Crookston campus. (See Tables 3 and 4 on pages 8-9 for more detail.)
- In 2002, 1,109 students from the metropolitan area transferred to UMTC, 121 to UMD, 11 to UMM, and 12 to UMC, for a total of 1,253 transfer students.

Chart E



Students Participating in Community Service

- In 2001-02, over 50 courses in 10 colleges on the Twin Cities campus provided the opportunity for undergraduate students to participate in service-learning experiences. Our goal is to increase the number of courses offered in current departments and to expand the range of departments offering these courses by including two new departments each year.
- On the Twin Cities campus, over 3,250 undergraduate students participated in community service or service-learning experiences in 2001-02. Our goal is to increase that number to 4,000 in 2002-03. Over 600 students participated in the pre-service training and reflection series in 2001-02; the goal is to increase this to 700 students in 2002-03.
- Examples of service-learning activities on all four campuses include:
  - 550 UMTC student tutors work in metropolitan area schools to improve literacy through the America Reads program. Students also work with adult residents of the community to teach and tutor English language learning, citizenship, basic reading, math, and computer skills.
  - Dental hygiene students participate in service-learning work at off-site clinics such as the Indian Health Board Clinic, Model Cities Clinic, and the traveling clinics doing dental health in greater Minnesota communities.
  - On the Morris campus, students write poetry and other works based on stories of Alzheimer's patients at a local nursing home. Students also study the economic impact of a local ethanol plant.
  - In Crookston during the past year, students worked on nutrition education in local schools, analyzed systems problems encountered by a dairy farmer, and helped save an endangered sand dune in Fertile, Minnesota.
  - 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.

Public Engagement Initiative

The Public Engagement Initiative is an effort to enhance the land-grant mission by redefining in contemporary terms the University's public contributions and community partnerships and by strengthening public engagement as an institutional priority that affects core activities of research, teaching, and external connections. Last year three different groups addressed issues associated with public engagement: an ad hoc committee of the Board of Regents, a deans advisory panel on public engagement, and a task force on civic engagement. The three groups made various recommendations, but all agreed on the need for central leadership of this initiative through a council on public engagement, accountable to the provost, which would serve as a catalyst for encouraging, coordinating, and evaluating engaged activities throughout the University and for promoting greater understanding and support for an engaged institution in the public at large.

The Council on Public Engagement was appointed in June 2002, with its first meeting in October. The council is facilitating and monitoring practical measures within colleges, programs, and other units in order to enhance effectiveness as an engaged university, including development of appropriate measures for assessing public engagement as an indicator of institutional performance. The council will submit to the provost an annual report describing its activities and accomplishments for the year.

Engaged University Initiative

The University of Minnesota has been recognized as a national leader in the engaged university movement because of its uniquely comprehensive approach and its emphasis on the intellectual, cultural, political, and structural dimensions of engagement. The University has taken the lead on the Engaged University Initiative, a cross-institutional effort among members of the Committee on Institutional Cooperation (CIC). This initiative will coordinate parallel intellectual and practical activities among some of the country's leading research institutions.

Implications for Planning and Initiatives for 2003-2004

Compact Investments and Collegiate/Campus Outreach Activities. See the appendix for this section 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. This doesn't reflect the technology expenditures made to increase accessibility, most notably through the Internet System for Education and Employment Knowledge (ISEEK).

Setting Priorities and Measuring Results. Engagement is the University's newest area of development for institutional and Compact-level measures. Indicators will be identified that can help evaluate engagement work, and measures will be developed to assess how the University of Minnesota will be different in five years as a result of engagement. The University will analyze the resources devoted to engagement in the practice of teaching and research, as well as in explicit engagement activities. Indicators, measures, and initial data will be reported in the 2004 University Plan, Performance, and Accountability Report.

Engaged activities, programs, and scholarly work will be considered in discipline-appropriate ways in recruitment, merit, promotion, and tenure decisions. Such practices are already in place in some units.

Over the past several years, considerable priority has been given to restructuring and focusing the resources, priorities, and strategies for outreach. These efforts have included substantial restructuring of Continuing Education and the Extension Service and 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.

Special Areas of Focus for 2002-2003

- 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.
- Lifelong learning news on the portal and a lifelong learning Website are being developed to consolidate the University's efforts related to lifelong learning and to provide improved access to learning communities.
- An outreach plan will be requested from colleges as part of their Compacts, 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.
- A Technology Enhanced Learning (TEL) website and news channel will be launched which will aggregate technology/teaching resources and make them available to the public and the University community.

Table 1
Fall 1996-2002 New Undergraduate Transfers
by Home Location and Campus

Twin Cities	1996	1997	1998	1999	2000	2001	2002
TC Metro, 7-county	1,005	1,040	1,097	1,047	1,233	1,147	1,109
Other MN	357	384	352	455	357	342	330
Other States	428	409	459	492	436	355	338
Foreign	84	86	102	59	45	84	58
Unattributed	7	1	0	0	0	17	3
Total	1,881	1,920	2,010	2,053	2,071	1,945	1,838

Duluth	1996	1997	1998	1999	2000	2001	2002
TC Metro, 7-county	84	87	93	113	90	110	121
Other MN	242	251	282	267	277	232	246
Other States	57	35	65	42	64	63	65
Foreign	6	5	7	1	0	0	1
Unattributed	3	1	0	0	0	4	4
Total	392	379	447	423	431	409	437

Morris	1996	1997	1998	1999	2000	2001	2002
TC Metro, 7-county	10	12	13	11	23	12	11
Other MN	36	25	56	42	48	40	38
Other States	18	24	21	25	23	28	17
Foreign	3	14	10	0	0	0	1
Unattributed	0	3	0	0	0	2	0
Total	67	78	100	78	94	82	67

Crookston	1996	1997	1998	1999	2000	2001	2002
TC Metro, 7-county	5	2	3	6	3	22	12
Other MN	46	31	33	59	59	70	64
Other States	16	21	24	29	67	45	65
Foreign	0	1	0	0	0	0	0
Unattributed	0	0	0	0	0	7	6
Total	67	55	60	94	129	144	147

System	1996	1997	1998	1999	2000	2001	2002
TC Metro, 7-county	1,104	1,141	1,206	1,177	1,349	1,291	1,253
Other MN	681	691	723	823	741	684	678
Other States	519	489	569	588	590	491	485
Foreign	93	106	119	60	45	84	60
Unattributed	10	5	0	0	0	30	13
Total	2,407	2,432	2,617	2,648	2,725	2,580	2,489

Source: Institutional Research and Reporting

Table 2
Fall 1996-2002 New Undergraduate Transfers
by Home Location and Campus Percentages

Twin Cities	1996	1997	1998	1999	2000	2001	2002
TC Metro, 7-county	53.4%	54.2%	54.6%	51.0%	59.5%	59.0%	60.3%
Other MN	19.0%	20.0%	17.5%	22.2%	17.2%	17.6%	18.0%
Other States	22.8%	21.3%	22.8%	24.0%	21.1%	18.3%	18.4%
Foreign	4.5%	4.5%	5.1%	2.9%	2.2%	4.3%	3.2%
Unattributed	0.4%	0.1%	0.0%	0.0%	0.0%	0.9%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%

Duluth	1996	1997	1998	1999	2000	2001	2002
TC Metro, 7-county	21.4%	23.0%	20.8%	26.6%	20.9%	26.9%	27.7%
Other MN	61.7%	66.2%	63.1%	63.2%	64.3%	56.7%	56.3%
Other States	14.5%	9.2%	14.5%	9.9%	14.8%	15.4%	14.9%
Foreign	1.5%	1.3%	1.6%	0.2%	0.0%	0.0%	0.2%
Unattributed	0.8%	0.3%	0.0%	0.0%	0.0%	1.0%	0.9%
Total	100%	100%	100%	100%	100%	100%	100%

Morris	1996	1997	1998	1999	2000	2001	2002
TC Metro, 7-county	14.9%	15.4%	13.0%	14.2%	24.5%	14.6%	16.4%
Other MN	53.7%	32.1%	56.0%	53.7%	51.1%	48.8%	56.7%
Other States	26.9%	30.8%	21.0%	32.1%	24.5%	34.1%	25.4%
Foreign	4.5%	17.9%	10.0%	0.0%	0.0%	0.0%	1.5%
Unattributed	0.0%	3.8%	0.0%	0.0%	0.0%	2.4%	0.0%
Total	100%	100%	100%	100%	100%	100%	100%

Crookston	1996	1997	1998	1999	2000	2001	2002
TC Metro, 7-county	7.5%	3.6%	5.0%	6.6%	2.3%	15.3%	8.2%
Other MN	68.7%	56.4%	55.0%	62.6%	45.7%	48.6%	43.5%
Other States	23.9%	38.2%	40.0%	30.9%	51.9%	31.3%	44.2%
Foreign	0.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Unattributed	0.0%	0.0%	0.0%	0.0%	0.0%	4.9%	4.1%
Total	100%	100%	100%	100%	100%	100%	100%

System	1996	1997	1998	1999	2000	2001	2002
TC Metro, 7-county	45.9%	46.9%	46.1%	44.4%	49.5%	50.0%	50.3%
Other MN	28.3%	28.4%	27.6%	31.1%	27.2%	26.5%	27.2%
Other States	21.6%	20.1%	21.7%	22.2%	21.7%	19.0%	19.5%
Foreign	3.9%	4.4%	4.5%	2.3%	1.7%	3.3%	2.4%
Unattributed	0.4%	0.2%	0.0%	0.0%	0.0%	1.2%	0.5%
Total	100%	100%	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 ▪ programs for new immigrants ▪ Workforce Development Conference ▪ 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 ▪ Lifelong learning channel on the portal provides current information from throughout the University to lifelong learners ▪ Lifelong learning Web pages aggregate information from throughout the University in a single location with connections to courses, registration, and advising
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 ▪ $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 TEL news channel and TEL Website – designed to be part of the My U and My AHC portals, these services aggregate news and resources about technology enhanced learning from throughout the system and provide a single source of information and updates

University Libraries	▪ 14,549 catalogued e-books/government publications and other full-text resources are now in University Libraries collections
	▪ 550,000 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, including 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**
	  ▪ **MnCAP** – 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
	  ▪ **Metropolitan Higher Education Consortium**
	  ▪ Preliminary efforts to establish a statewide P-16 council
	  ▪ **CollegeEd** – a pilot program with the public school districts of Minneapolis, St. Paul, and Robbinsdale to increase college awareness and postsecondary aspirations of 7th graders

Expanding Outreach: Regional and Statewide Service, Partnerships, and Community Engagement	
Public Engagement Initiative	**Council on Public Engagement** – appointed in June 2002 to provide leadership in encouraging, coordinating, and evaluating engaged activities throughout the University and to promote greater understanding and support for an engaged institution in the public at large.
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: ▪ Children, Youth, and Families Consortium ▪ 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 focuses on bioterrorism, food safety, and prevention of infectious disease ▪ Joint project with MnSCU to address the health care needs of the northwestern part of Minnesota. This collaborative effort involving the EVPP's office, AHC, UMC, and MnSCU is developing a comprehensive analysis of needs in the region and working on joint efforts to meet those needs through higher education and community partnerships.

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 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; we help develop the human capital present in groups who have traditionally been underrepresented in higher education; and we 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's goal since 1997 has been to increase compensation to bring average faculty salary from the bottom quartile to the mean of the University's peer cohorts.

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

- Investments in faculty salaries through 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, an increase in health insurance coverage choices. On the Twin Cities campus, faculty salaries for every position lost ground compared with peer public institutions (see Section II.A.).
- Begun in 2001-02, the University significantly modified 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, "2001-02 University of Minnesota Faculty Salary Comparisons," was presented to the Board of Regents in April 2002.

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

The University's total compensation philosophy regarding staff employees reflects four principles:

1) Competitive labor market salary and benefit levels should be achieved and maintained.
2) There must be internal equity among University classifications to ensure that employees are compensated fairly in relation to the responsibilities, duties, knowledge, and skills of their jobs.
3) Colleges and units should establish recognition, reward, and incentive strategies that support their goals and Compact agreements.
4) Compensation program design and management must be flexible to meet University/college/unit needs.

- Overall, wages for civil service and bargaining unit employees increased an average of 4.5 percent between 2000 and 2001.

Chart A
Staff Demographics Wage Changes 1999-2001

	Hourly	Annual	% Change over Previous Year
1998-99			
Average	$16.27	$33,842	
1999-00			
Average	$17.40	$36,192	6.5%
2000-01			
Average	$18.18	$37,814	4.5%

Source: Office of Human Resources

Chart B
C.S./B.U. Benefit Comparison
(2001)

	University of Minnesota	Public Sector	Private Sector
Assumed Base Pay	$36,888	$36,888	$36,888
Total Cash Benefits & Time Off	$18,053 (48.9% of base)	$18,526 (50.2% of base)	$15,014 (40.7% of base)
Increase from 1999	12.2%	13.6%	9.6%

Source: Office of Human Resources

Analysis shows that there are problems in the positioning of certain occupational groups within their competitive labor markets. Since the University will continue to have limited fiscal ability to deal with this issue, it is necessary to produce a coherent organization-wide strategy that allocates limited resources to where they are most needed. During 2000-01, we made improvements in various areas.

- Our gap with the information technology market narrowed. Through a combination of improved classification efforts (i.e., job banding) and resource allocation decisions, the University moved from 15 percent below market to around 5 percent below market.
- Improvements in our ability to track relevant market position and movement provided information on where the University has a lag-market problem and where we are paying more than market. This facilitates better resource allocation decisions.
- Establishing the University minimum pay rate at $12 an hour improved the market position for some of our employee groups.
- The completion of the overtime study of 2,500 staff jobs found 650 needed to be classified as overtime eligible per federal regulations. This study improved the University's legal compliance and reduced the amount of resources that were being allocated inappropriately.
- We continue to experience problems with our research jobs. Their position with the market has not improved and continues to lag the market by a significant margin.

- If job banding and resource allocation efforts can be directed toward research jobs, we hope to attain the same positive results as was the case with information technology jobs.
- 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 (cook).
- Scientists and info tech professionals were compensated at the lowest proportion of the market rate in this sample (89.7 and 94 percent, respectively).

Chart C
Market Relationships/Wage Comparisons

U of M Job Title	# of U of M Employees	U of M as % of Market 2000	U of M as % of Market 2001
Info Tech Professional	713	-15.5%	-6.0%
Scientist	213	-15.6%	-10.3%
Buildings & Grounds Worker	604	+11.1%	+11.3%
Cook	51	+13.5%	+12.3%
Principal Admin. Specialist	491	-2.3%	+1.3%

Source: Office of Human Resources

For more detail, see the annual report on staff compensation that was presented to the Board of Regents in April 2002.

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.

Chart D
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 and Technology Strategies"
	International T.A. Programs
	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
	President's Emerging Leaders Program
	Orientation Program for New Department Chairs
	Service Improvement Program
	Human Resource Policy Training
	Employee Assistance Training Programs

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

Chart E
Enrollments and Professional Development/Training Expenditures
1999-2002

	1999	2000	2001	2002
Enrollments	14,464	16,223	19,536	21,584
Expenditures	$2,087,341	$2,198,736	$2,732,545	$3,203,977

Training investment

- Investment through the Office of Human Resources in the University's staff and faculty development programs has grown by about 58 percent over the past four years (see below for listing and descriptions of programs). New training has been provided on all campuses in key areas such as Enterprise Systems, service improvement, and the development of human resource professionals.
- Ongoing training programs for University employees have been offered by other offices within the University, especially Academic and Distributed Computing Services, Environmental Health and Safety, and the Office of the Vice President for Research.
- Increased investments resulted in significantly increased enrollments – a 49 percent increase between 1999 and 2002.
- Investments were also made to improve advising and classrooms (see Student and Facilities sections).

Trends

Teacher and instructional staff development

- Teaching enrichment programs are offered 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.
- Programs offered to graduate students saw the most growth in 2002, with a 43 percent increase in enrollments in the Preparing Future Faculty Program and a 26 percent increase in the International TA Program. The Teaching Enrichment Series, which attracts both graduate students and faculty, saw a 22 percent increase in attendance.
- Technology and other innovative strategies to strengthen teaching were employed on all four campuses: 13 Digital Media Center Technology Enhanced Learning grants, 18 customized TEL training sessions, 92 TAs certified for Web course development in FY 2002.
- The $990,000 grant from the Bush Foundation for "Enhancing Student Learning Through Innovative Teaching & Technology Strategies" was implemented on the Twin Cities campus. Faculty from the College of Liberal Arts, the Carlson School of Management, and the College of Agricultural, Food & Environmental Sciences, with support from the Center for Teaching and Learning Services and the Digital Media Center, designed and carried out projects for improving student learning.
- Excellent teaching is rewarded through the Morse Alumni Teaching Award and the Graduate and Professional Teaching Award (which provide a permanent salary increase and significant public recognition), and the Academy of Distinguished Teachers. Since 1965, 285 faculty have received the Morse Alumni Teaching Award, with up to eight awards offered each year. Since 1998, 32 faculty have received the Graduate and Professional Teaching Award, with up to eight awards each year.

Chart F
Teaching Development Programs
Participation 1999-2002

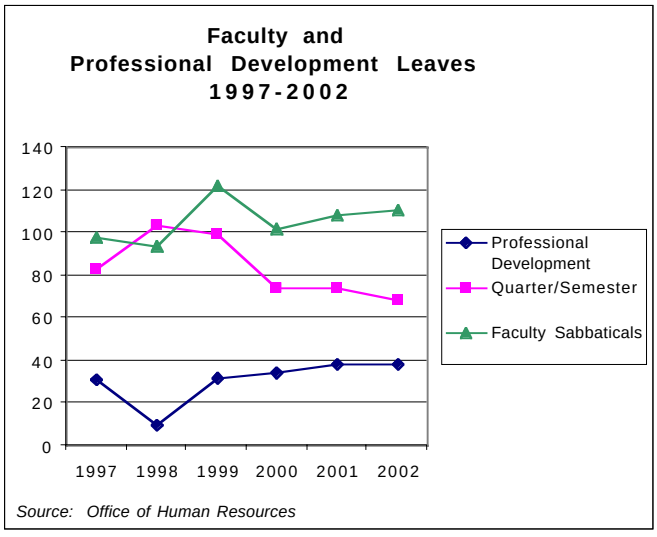
	1999	2000	2001	2002
Bush Early Career Faculty Program	31	37	38	36
Mid-Career Teaching Program	10	29	40	36
Teaching Enrichment Series	1109	1189	1290	1647
Preparing Future Faculty	261	137	124	218
International TA SPEAK test	335	366	393	450
International TA Coursework	260	241	291	384

Source: Office of Human Resources

Leaves

- Faculty and professional development leaves are used by a comparatively small proportion of faculty and staff each year; the overall number has stayed about the same over the past six years.
- The number of single quarter/semester leaves decreased by 22 percent over the past six years (83 in 1997, 68 in 2002).
- The number of sabbatical leaves increased approximately 13 percent over the same period, from 98 in 1997 to 111 in 2002. The University provided over $785,000 in bridge funding to encourage additional sabbaticals in 2001-02.

Chart G



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:

- a faculty development leave policy/program that provides opportunity for supplemental income to encourage participation;
- more extensive training to help faculty prepare grant proposals.; and
- 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); and
- Implemented a centralized training administration database to capture, monitor, and report on the internal training of employees.

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

- President’s Emerging Leaders Program
- Women’s Leadership Institute and Women’s Leadership Award
- Presidential Senior Leadership Initiatives

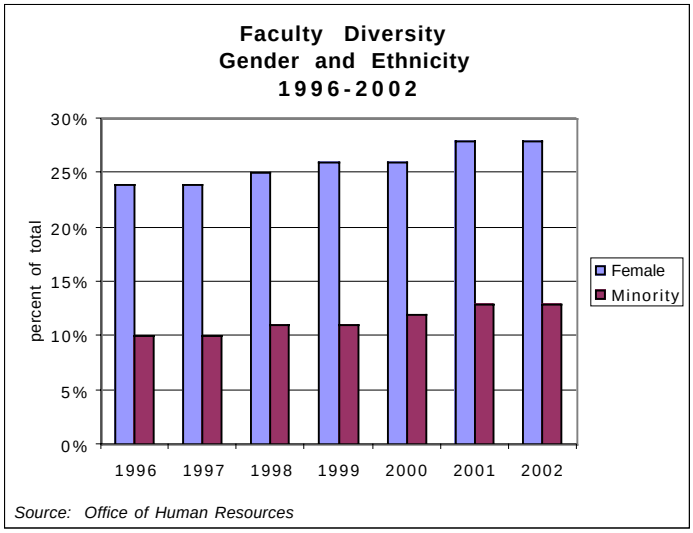
Multicultural and International Distinctiveness: Increase participation of under-represented groups

Indicators: faculty diversity; staff diversity

Faculty and Staff Multicultural Distinctiveness

Trends.

Chart H



Source: Office of Human Resources

- In 2001-02, by head-count, the University-wide proportion of employees of color was 10.2 percent.
- In 2001-02, 13.1 percent of the total faculty were persons of color. Of these, 1.9 percent were African-American; 0.7 percent were American Indian; 8.4 percent were Asian/Pacific American; and 2.1 percent were Chicano/Latino.
- 8.3 percent of the professional and administrative staff were persons of color in 2000-2001; in 2001-2002 the proportion increased to 8.8 percent.
- These figures represent modest increases in the proportion of faculty and staff of color over the past five years.
- In October 2002, 14 percent of University of Minnesota faculty self-identified as faculty of color, up from 11 percent in 1999. The Big Ten average was 14.8 percent in 2002.
- In 1999, 26 percent of University faculty were women, compared to the Committee on Institutional Cooperation (CIC) average of 23 percent.
- In 2002, 28 percent of University faculty were women.

Chart I
System Wide Tenured/Tenure-Track Faculty of Color
2001-2002

Ethnicity	# of Faculty	% of Faculty of Color	% of Total Faculty
African-American	55	14.2	1.9
American Indian	22	5.7	0.7
Asian/Pacific American	249	64.3	8.4
Chicano/Latino	61	15.8	2.1
Total	387	100.0	13.1

Source: Office of Human Resources

Chart J
Faculty of Color by Campus
2001-2002

	African-American	American Indian	Asian/Pacific American	Chicano/Latino	Total
Crookston	1	0	1	0	2
Duluth	4	6	25	6	41
Morris	3	1	6	3	13
Twin Cities	47	15	217	52	331
System Total	55	22	249	61	387

Source: Office of Human Resources

Chart K

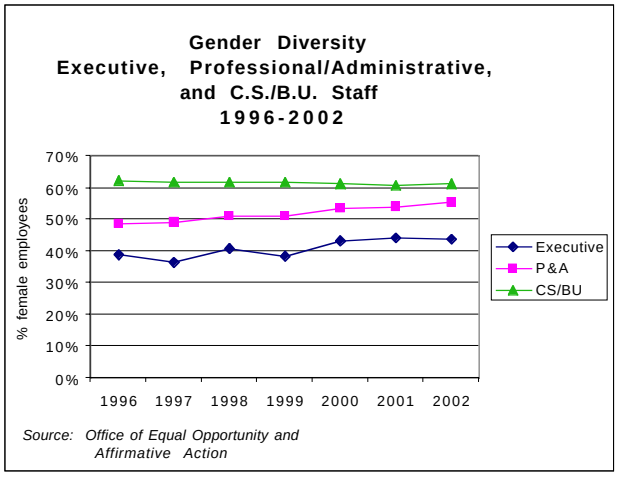
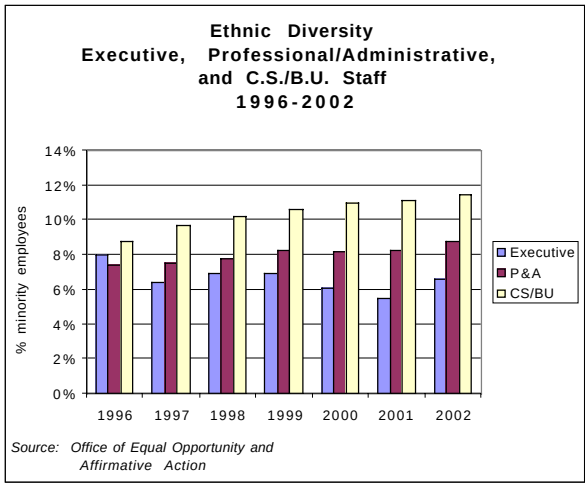


Chart L



- The University of Minnesota has been a leader in the fields of equal opportunity and diversity, from early policies on sexual harassment and the creation of the Office of Equal Opportunity

and Affirmative Action to the current Multicultural Affairs model integrating the work of the Ethnic Minority 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

The University invested $1,158,251 in FY 2002 to support bridge funding for 26 new faculty of color on all four University of Minnesota campuses. In addition, over $5 million annually is invested in a variety of diversity programs for faculty, staff, and students through the Office of Multicultural Affairs.

Chart M
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.
	Sponsoring the second national conference on "Keeping Our Faculties: Recruiting and Retaining Our Faculty of Color" in April 2002.
	Annual sessions on navigating the tenure process for tenure-track professors.
	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	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; 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; development of National Initiative for Women in Higher Education
	Diversity Institute and Office of Equal Opportunity and Affirmative Action: 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.
	Implementation in fall 2001 of an exit interview form for all employees (enhancing unit exit practices).
	Creation of a Religious/Spiritual/Cultural Holiday Calendar, available on the Web.
	Workshops on working and learning with our Muslim community.
	Development of an innovative educational session on sexual harassment, demonstrating diversity in its development including full accessibility for people with disabilities, delivered on CD-ROM (known as PORTAL, the Power of Respect to Affect Lives).
	Initiation of a faculty/staff climate survey for 2002-03.
	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 Summer Research Opportunities Program
	Required professional education on core issues of discrimination and equal opportunity for all employees.
	Enhanced recruiting information (e.g., search tips and information about schools with large numbers of graduates of color in particular disciplines).

International Distinctiveness

- The University received a $900,000 Bush Foundation grant to integrate advising and curriculum development into study abroad programs.
- Through the Compact Process, $175,000 has been invested in international education to expand study abroad and student support programs. Another $225,000 has been assigned to study abroad scholarships and fees have been put in place to better serve internationals.
- Training programs and expansion of other programs are underway in China.
- The indicator for study abroad is presented in the Student Section, II.B.

Implications for 2003-2004 Planning and Initiatives

Diversity**.** As noted in the September 2002 "Annual Diversity Report" to 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 five 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. In FY 2002-03, investments include inflationary salary adjustments of 3 percent, with an additional 1 percent increase in the faculty salary pool (to a total of 4 percent) to improve the competitive position of faculty salaries.

II. E. Facilities

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. Sound facilities not only play an important role in the university's ability to deliver quality programs, they are a key element in the University's ability to compete with other universities for talent and sponsored research funds.

The University of Minnesota is responsible for more than 700 buildings spread over its four campuses, six research and outreach centers, three field stations, and its collaborative center in Rochester. With more than 25 million square feet of space within the system, one of the country's largest libraries, and some of the world's most sophisticated research laboratories, the sound stewardship of the University's facilities is essential to achieving excellence in its mission.

The 1998 bonding package was the first installment in then-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 has now successfully implemented this four-year capital plan.

The new goals established for facilities are:

1) Investing strategically in our existing buildings to preserve their rich heritage and to enhance their programmatic effectiveness.
2) Investing in the physical environment to foster aesthetic integrity and formal and informal human interaction.
3) Matching facilities to programmatic need.
4) Managing our physical assets efficiently and in accordance with regulatory requirements and well-accepted industry standards for preventative maintenance and productivity.

This section focuses on the Twin Cities campus. See the appendix for this section 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.

Invest strategically in our existing buildings to preserve their rich heritage and to enhance their programmatic effectiveness.

Indicators: classrooms meeting quality/utilization standards; technology upgrades in classrooms; facilities condition needs index

- Northrop Mall has been designated as a University Historic District. Capital investments in Mall facilities since 1998 have been targeted strategically 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 design planning or awaiting funding stage.
- The $21 million renovation of Jackson hall has been completed. This renovation project paved the way for the demolition of the Owre-Millard-Lyon complex (fall 1999) and the construction of the Molecular and Cellular Biology Building ($70M), which was completed in spring 2002.
- Renovation of Walter Digital Technology Center ($55.9M) was completed.
- Under the new media initiative, Ford Hall and Murphy Hall were renovated ($20M combined).
  - Amundson Hall, $4.6 million
  - Architecture, $28.1 million
  - Hockey and tennis facility, $20 million
  - Mechanical Engineering, $23.8 million
  - "Roof, Windows, and Walls" initiative, $35 million
- Other investments in facilities in the past four years include:
  - Plant Growth Facilities in St. Paul is under construction.
  - Arts on the River, a replacement facility for the Studio Arts program, is under construction.

Classrooms

Classroom Quality /Utilization.

- The Twin Cities campus has a total of 303 centrally managed, general purpose classrooms, with over 23,000 student seats, comprising approximately 300,000 square feet in 63 buildings.
- Another 224 classrooms and 360 labs and studios are under college/departmental management.
- Demand for central classrooms has increased significantly since semester conversion, from 10,200 sections per quarter under the old system to 14,000 sections per semester. On the Twin Cities campus, 57 percent of classes are held in general purpose classrooms.
- High demand and turbulence in the supply of classrooms due to construction and a large number of classes taught at non-standard times have necessitated the use of temporary central classrooms to house classes at the beginning of each semester since conversion in fall 1999.
- Utilization of central classrooms is 61 percent over the class day. During the period of peak demand from 9 a.m. to 2 p.m., utilization is 68 percent. A major effort has been initiated with departments and colleges to improve utilization.

- The Custodial Performance Improvement Initiative has been started to address the need for improved custodial service in classrooms and public spaces.
- The Twin Cities campus continues to realize dividends from the policy of focusing on upgrades to classroom facilities, furnishings, and technology during renovation or construction projects. The Ford, Murphy, Architecture, and Molecular & Cellular Biology Building projects have combined to bring 28 properly equipped, remodeled, and refurnished classrooms into the central classroom inventory.
- However, 73 percent of central classrooms are not accessible by ADA standards.

Technology Upgrades.

- Upgrading classrooms is a priority for all campuses.
- Implementation of the General Purpose Classroom Technology Upgrade Plan continues in the Twin Cities. While the rate of progress is significant, faculty demand for technology-equipped classrooms outpaces availability. The planned completion is the end of FY 2004, but this deadline might need to be extended due to likely funding shortfalls.
- Three phase plan:

Chart A

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 ▪ 108 central classrooms fully upgraded to "projection capable" standard by fall 2002. ▪ Another 46 central classrooms contain some, but not all, projection capabilities. ▪ 100 Twin Cities central classrooms have fully operational wireless capability in place.
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.

- The Twin Cities campus began the fall 2002 semester with 51 percent of general purpose classrooms projection capable and internet connected. This represents a 114 percent improvement since the tech upgrade program began in the summer of 2000.
- Tech upgrade installations significantly increased in 2002 because of a partnership initiative between colleges/departments and the Office of Classroom Management to leverage resources. Under this initiative, 27 classrooms containing 2,431 student seats were upgraded and 15 departments established priority scheduling arrangements in these rooms. In addition, four underused departmental classrooms were converted to high-utilization, technology-equipped central classrooms.

Facilities Condition Needs Index

The Facilities Condition Needs Index (FCNI) is a new measure created as a result of the University's Facilities Condition Analysis (FCA), scheduled for completion in spring 2003. The FCA is a physical inspection of facilities and supporting systems which notes the existing condition of the building, identifies maintenance and renewal needs over a period of 10 years, and establishes budget level cost estimates for correcting identified deficiencies. The FCNI is an industry standard that will be benchmarked to other higher education institutions. It will be used to prioritize capital budget requests.

Invest in the physical environment to foster aesthetic integrity and formal and informal human interaction.

Indicators: Specific indicators and data will be developed for the 2004 report.

The University's primary mission of creating and exchanging knowledge requires a physical environment that fosters formal and informal human interaction. A strong sense of community is essential if the necessary interaction is to occur among the diverse groups of people who come to the University's campuses. At the University of Minnesota, that demand for personal interaction and a sense of community continues to grow.

- Riverbend Commons Development, fully implemented in 2002, reconnects the University to the Mississippi River and improves the quality of the student experience. The development encompassed the renovation of Coffman Union, construction of additional student housing, replacement of parking along East River Road with a below-grade parking garage, creation of a landscaped mall from Coffman to the East River Road over the parking garage, and improvement of vehicular and pedestrian circulation along Washington Avenue and East River Road.
- The University continues to add housing capacity for its students. The recently completed Riverbend Commons housing facility has added 425 beds. Additions to Frontier Hall and Middlebrook Hall have been completed, adding 150 beds and 200 beds, respectively.

Match facilities to programmatic need.

Indicators: faculty/staff facility satisfaction, student satisfaction

Trends.

Faculty/Staff Facility Satisfaction

Data on Twin Cities facility-related issues is gathered on an annual basis through a facilities management survey of faculty and staff to measure the overall suitability of the University's research, administration, and operations facilities. Customer satisfaction is measured on a 5.0 scale. The chart below shows survey results from 1998, 1999, and 2000. Results are not shown

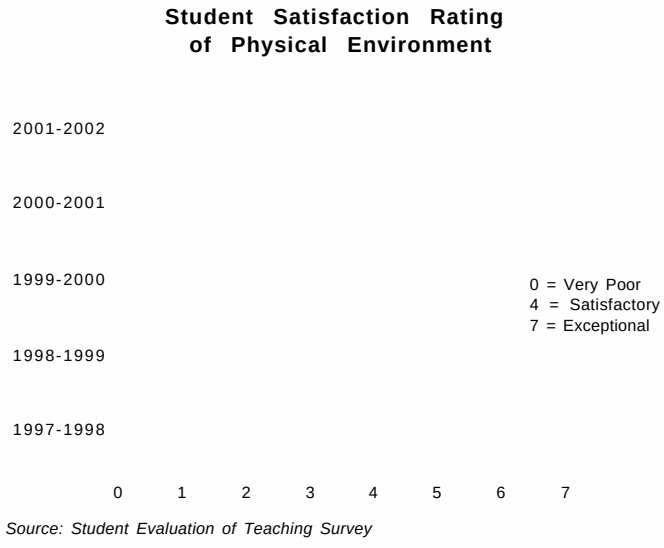
for 2001 because point-of-service surveys instead of overall customer satisfaction surveys were conducted that year. Customer satisfaction surveys will be completed in 2002.

Chart B

Student Satisfaction.

- Data on the suitability of classroom space is gathered on the standard course evaluation form completed by students at the end of each semester. This information is used to measure the overall suitability of the University's teaching facilities.

Chart C



Source: Student Evaluation of Teaching Survey

- Student satisfaction with the classroom physical environment has increased modestly each year over the past six years. The highest rate of increase (2.02 and 2.23 percent) occurred between 1998 and 1999, and 1999 and 2000.
- In the 2001 Student Experiences survey, the evaluation of the quality of Twin Cities classrooms showed a slight increase from 1999, from 3.66 to 3.77.
- Satisfaction with Crookston's classrooms was highest, at 4.35.

Chart D
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

Manage our physical assets efficiently and in accordance with regulatory requirements, and well-accepted industry standards for preventative maintenance and productivity.

Indicators: energy conservation; renewal/new facility ratio; facilities stewardship proficiency; capital project oversight

Efficiency

Trends.

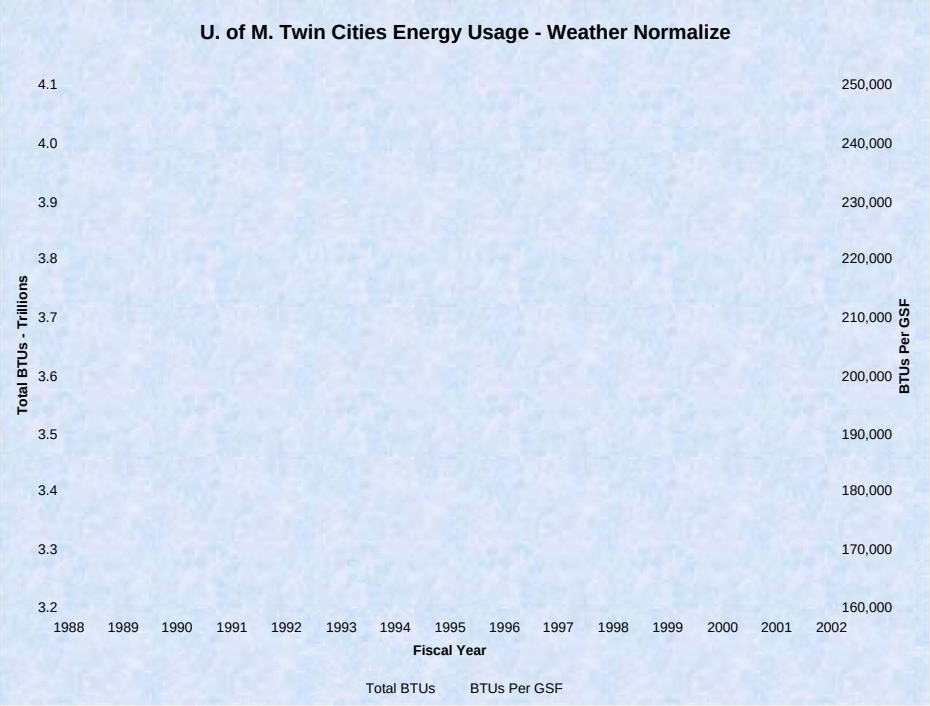
Energy Conservation

Conservation has allowed total energy production (MMBTU's per square foot) to decline roughly 5 percent from a FY91 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

As indicated on the energy chart below, emphasis on efficient energy use has resulted in a continual decrease of our energy usage.

Chart E

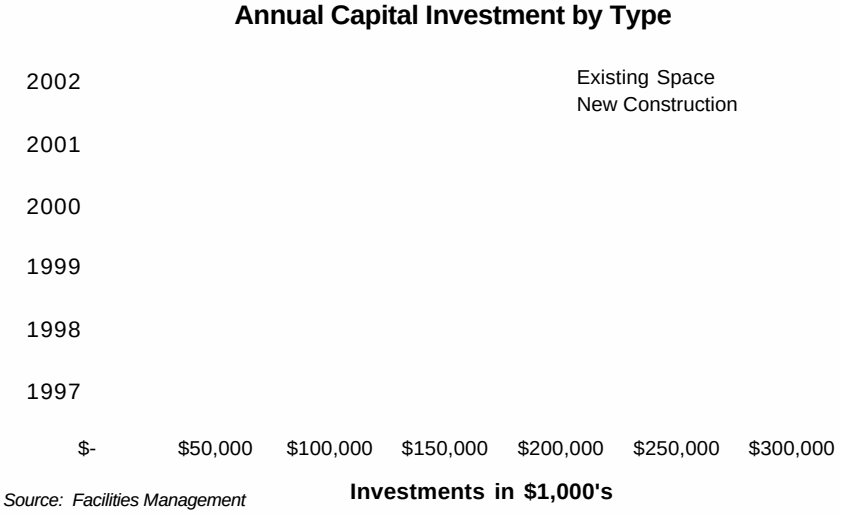


Source: University Services

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.

Chart F



Source: Facilities Management

Facilities Stewardship Proficiency

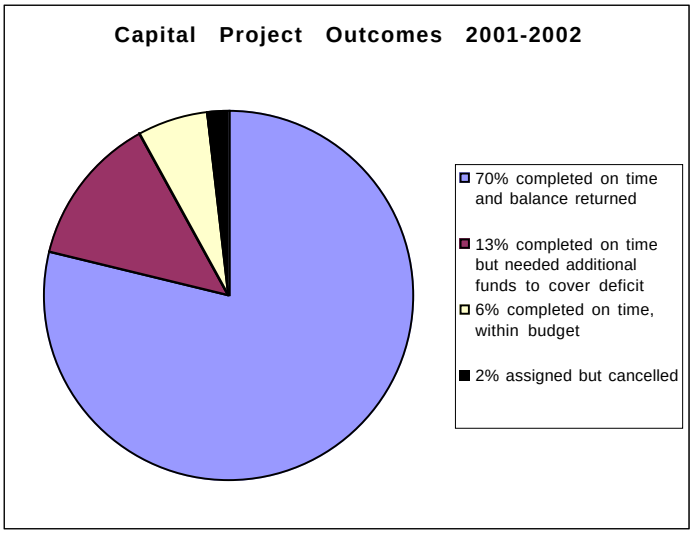
Data gathered from Twin Cities Facilities Management's externally benchmarked job standards and work order records will be used to develop an overall productivity measure for both maintenance and repair operations. This information will be used to compare efficiency and performance against nationally recognized standards.

Capital Project Oversight

Capital project outcomes are monitored to determine if work is progressing and completed according to plan.

- Review of the 370 capital projects completed in the past year shows that 292 were completed on time and with a balance returned.
- 48 projects were completed on time but needed additional funds to cover a deficit.
- 23 projects were completed on time and within budget.
- 7 projects were cancelled.

Chart G



Source: University Services

Implications for Planning and Initiatives for 2003-2004

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. A total of 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 Facilities
(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. The new housing units at Riverbend Commons are home to 425 additional students. Additions to Frontier Hall and Middlebrook Hall l added 150 beds and 200 beds, respectively. Total residential hall spaces available in 1999-2000 was 5,459 (capacity), plus 276 in expanded housing; and 5,627 (capacity) plus 242 in expanded housing in 2000-01. In 2002-03 total capacity for student housing, including residence halls, apartments, and co-ops, is 7,126. ▪ 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. ▪ The AHC is facing a critical shortage of research and education space that is seriously affecting faculty recruitment. With the opening of the Molecular and Cellular Biology Building (a replacement facility), the AHC is more than 250,000 square feet short of academic space. To help address the shortage, the AHC is renting an off-campus office building, moving some programs to the Fairview Riverside campus, developing a system to assign research space based on productivity, converting and renovating 22,500 square feet of shop, office, bookstore, and underutilized library space for AHC education programs, proceeding with design for the translational research facility, conducting a pre-design study for a new off-campus clinic building, and studying the highest use of the resulting release space.

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.

In addition to these traditional measures, President Bruininks has established a new Enhanced Service and Productivity Initiative in an effort to leverage recent investments in technology systems, heighten awareness of the competitive marketplace, aggressively recommit to the highest level of service to our students, streamline key business practices, and seize opportunities for revenue generation through better use of physical and human resources.

Specifically, the initiative encompasses four overarching goals:

1) enhance the service quality in central or campus-based units that deliver high volume transactions and services to students;
2) further leverage the University's investment in enterprise-wide technology systems;
3) identify opportunities to bolster the University's internal economy; and
4) ensure that non-academic service/support units that deliver a broad range of services in support of the University's mission operate with quality, efficiency, and appropriate levels of service for the constituent groups they serve.

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. Another $9.3 million has been invested to improve the academic technology infrastructure.

In light of higher tuition rates and declining state support, the University now more than ever needs to place the highest priority on fiscal resourcefulness, institutional efficiency, and quality student services to remain competitive in the changing market. With capabilities now made available by new technologies, and with a history of strong working partnerships that exist among faculty, staff, and administration, we can think creatively about ways the University can seize natural opportunities to enhance service and productivity while at the same time reducing unnecessary costs across the entire University of Minnesota system.

Use technologies to improve the academic infrastructure and service delivery.

Indicators: domain popularity; email usage; satisfaction ratings

Trends.

Chart A
Use of Centrally Supported Web and Email Technology

40 million/day	University Web page hits from outside the institution
100 million/day	Other on-campus to off-campus, or off-campus to on-campus, computer communication sessions (Email, file transfer, etc.)
586,000/day	Enterprise System hits per day (One-Stop, etc.)
647,000/day	Email messages delivered to students, faculty, staff
1.4 million/day	Email queries and transactions

Source: Office of Information Technology

Domain popularity

- The University of Minnesota's electronic domain (umn.edu) is a valuable institutional property/asset because it is the foundation upon which the University builds its Web presence to the world.
- The University of Minnesota is ranked fifth in the Big Ten and 12th among all universities by "unique audience" visits. The University is ranked first in the Big Ten and eighth among all universities by "pages viewed." *(Source: Nielson/Netratings US Audience Measurement by Universities, August 2002)*

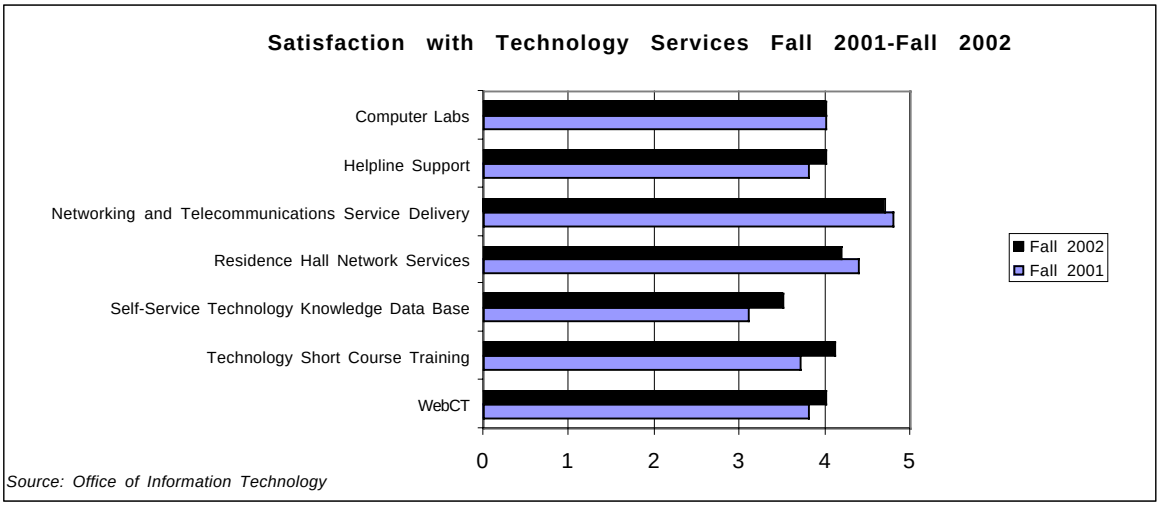
Email usage

- The University's central email servers deliver 647,000 messages per day.
- The servers handle approximately 1.4 million mail queries/requests per day.

Customer satisfaction

- The Office of Information Technology facilitates year-round continuous customer satisfaction surveys. Results are folded into the strategic planning process and are used to make service adjustments.
- Satisfaction ratings are based on a five-point Likert scale where "1" is the lowest rating and "5" is the highest.

Chart B



Source: Office of Information Technology

- Satisfaction with technology services increased in four out of seven areas from fall 2001 to fall 2002.
- The greatest improvement was satisfaction with the self-service technology knowledge data base, which went up 13 percent.
- Only two areas, networking and telecommunications service delivery and residence hall network services, had lower scores in 2002 than in 2001. Satisfaction in these areas declined 2 percent and 5 percent, respectively.

Technology and Service Improvements

Leveraging Technology Investments

Through the Compact Process from 1999 to 2002, over $16 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:

Chart C
Technology Investments

Priorities	Outcomes
Digital Libraries	Hired seven new digital librarians. Significant increases in our digital holdings and access to on-line databases. Invested further in Digital Library labs.
Technology enhanced classrooms	Currently have over 150 technology enhanced central classrooms on the Twin Cities campus and an additional 50 on the coordinate campuses, representing 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 four 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:

Chart D
Technology Infrastructure Investments

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

Admissions.

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

Paperless Financial Aid Process.

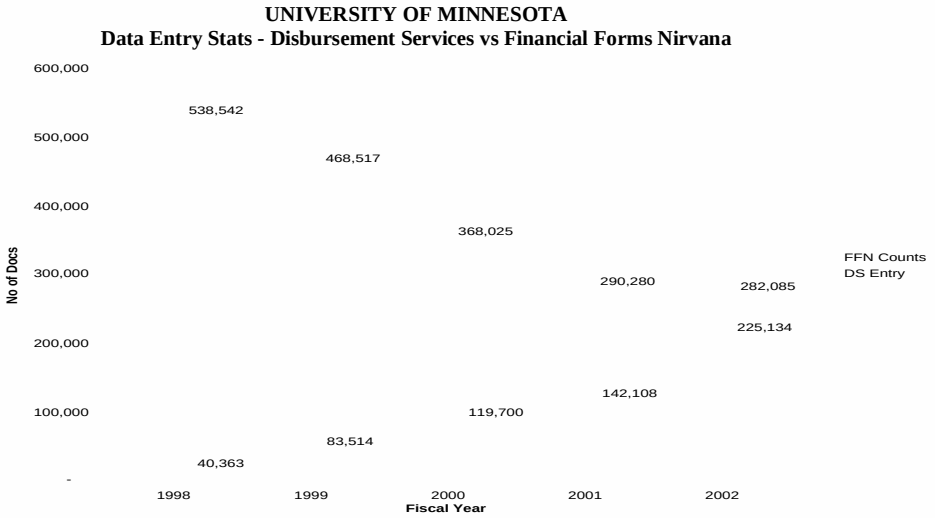
- The University of Minnesota is the first institution in the country to offer a financial aid process that is paperless from beginning to end.
- The University received the 2002 Educause "Award for Excellence in Administrative Information Systems" for its implementation of paperless financial aid.
- In fall 2002, 91 percent of all financial aid applications were automated, up from 84 percent in spring 2002.

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.
- As of June 30, 2002, FFN usage was approximately 87.9 percent for those transactions capable of being processed in FFN.
- For fiscal years 1998-2002, FFN usage has resulted in a 58 percent decrease in the number of documents that were processed centrally, or approximately 313,000 documents annually.
- Central data entry staffing levels have been reduced by approximately 56 percent (10 FTEs) over this period, resulting in cumulative cost savings of approximately $800,000.
- The following graph illustrates the increase in FFN usage, and the decrease in reliance on central data entry, for fiscal years 1998-2002.

Chart E

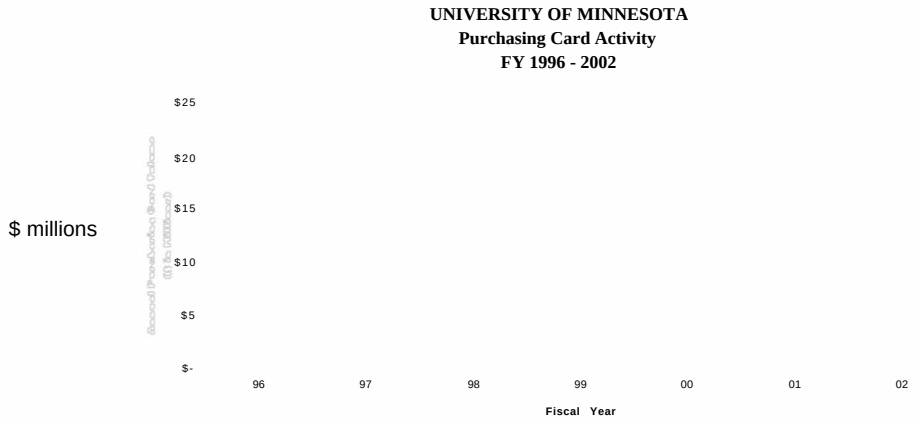


Source: Controller's Office

Procurement

- The University has invested in technology to reduce the cost of procuring many goods and services.
- The University's Purchasing Card program, which has been in existence since 1996, allows departments to purchase certain goods, supplies, and standard services using a University purchasing (charge) card issued to a University employee.
- Administrative procedures have been streamlined for purchasing card activity. Web technology allows coding and approval of the purchase to be performed online, within the buyer's department, resulting in a procurement process that is faster, cheaper, and easier.
- The following graph illustrates the dollar volume increase in purchases made with the purchasing card over the last six years.

Chart F



Source: Controller's Office

Human Resources Self Service (HRSS).

- On-line pay statements, which eliminate the need to print pay statements for employees who use direct deposit services, were introduced at the University in July 2002. Web-based pay statements were referenced 111,564 times in July 2002 and 113,191 times in August 2002.

Portal

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.

Electronic Grants Management System (EGMS)

The EGMS 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.

University Web Strategy.

In fall 2002, the University will introduce a new design and structure for its top-level Web sites, as well as new, customizable Web portals designed for both internal and external audiences. Portals will allow users to create personalized, dynamic Web pages with information “channels” they select from around the University. Channels will include general information (news headlines, sports scores, event postings) or individualized content (class assignments, syllabi, financial account balances). Portals will also provide an infrastructure for users to develop learning communities around specific areas of interest. This type of functionality will enhance our service culture and help users learn more about University research, expertise, and other available resources.

The Academic Health Center launched the first University portal using this new Web architecture in fall 2002. Early services include using the portal framework to inform Medical School students about information specific to their year of study; conducting compliance training related to the Health Insurance Portability and Accountability Act for all AHC employees; and creating communities of learners around specific health-related issues. A more comprehensive, University-wide portal will be launched in 2003.

Revising the overall look and functionality of our Web sites—including secondary pages and collegiate-level home pages—will allow us to develop stronger, deeper relationships with both internal and external users; to better serve our various constituencies; and to increase design continuity and visual identity, making the user experience more consistently satisfying. In addition, the internal work being done to launch the new design and architecture will result in more effective sharing of resources, expertise, and content, thereby increasing the return on investment in Web development activities while decreasing redundancy in time, effort, and financial expenditures.

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 syllabi, discussion groups, and quizzes.
- In spring 2002, 611 courses used WebCT, with a total enrollment of 44,924. This represents a 7 percent increase in enrollment over spring 2001.
- Institutional efficiencies are optimized by also using WebCT for training, seminars, research groups, and committees.

Web One-Stop Service.

Recent patterns of Web use peaked in late fall through mid-spring of 2002, and then declined during the early summer, reflecting variations in the academic cycle.

Chart G
One-Stop

Web page	URL	Aug 02	Jul 02	Jun 02
Course Guide	onestop.umn.edu/guide	416,278	214,110	220,180
Class Schedule	onestop.umn.edu/schedule	1,222,746	647,554	750,980
Section Status	onestop.umn.edu/sectionstatus	161,162	80,830	88,698
Web Site Search	search.umn.edu/	192,456	153,887	134,975
Student Evaluation of Teaching	www.umn.edu/tc/course-eval	1,601	868	985
One-Stop Department Lookup	www.umn.edu/tc/onestop/depts.cgi	40,818	33,432	31,641
Total		2,035,061	1,130,681	1,227,459

Source: Office of Information Technology

Portfolio

Developed by the University of Minnesota Duluth, Portfolio is a Web-based application that creates efficiencies, effectiveness, and data-driven intelligence in the undergraduate advising process. By leveraging feeds from PeopleSoft, students can declare and demonstrate personal and academic achievements, then electronically share their portfolio with colleagues, faculty, advisors, and prospective employers as an electronic resume. The Portfolio Web site is http://portfolio.umn.edu/

Chart H
Portfolio

	Number of Users	
	July 2002	August 2002
Crookston	548	557
Duluth	5,121	5,234
Morris	432	466
Twin Cities	10,228	10,615
Other, not identified by campus	1,163	1,143
Total	17,091	18,015

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

Instructional cost profiles will be included in the 2003-2004 report.

Implications for 2003-2004 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 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.

II.G. Finances

Context and Background

To successfully carry out its mission and remain accountable to all its constituents, the University of Minnesota must maintain a position of strong financial health. While a number of specific indicators illustrate this strength, a general overview of how a large enterprise such as the University of Minnesota compares with other American public research universities is helpful to understand the similarities and differences among institutions, and the unique position held by the University of Minnesota among its peers. Comparisons are described in terms of institutional characteristics, revenues, and the University's three-part mission of instruction, research, and public service. A broad historical perspective is also included, showing how different fund sources have changed to reflect overall growth in enrollments since 1945.

This section articulates specific financial goals regarding:

- sound balance sheets
- balanced revenue streams
- well-managed expenditures
- positive cash flows
- managed long-term debt
- maximized returns of portfolios
- successful fundraising and voluntary support

Numerous indicators supporting these goals show that the University of Minnesota is fiscally sound and in a strong position to continue to manage strategically its financial resources.

Funding Sources for the University of Minnesota

University funding comes from a variety of sources, as shown below.

Chart A
Funding of Mission Activities: University Total

Fund Source Type	% of Total
State General Appropriation	30.2%
State Special Appropriation	5.1%
Tuition Revenue	16.8%
Federal	16.0%
MN Grants and Contracts	2.6%
Indirect Cost Recovery	3.4%
Other Current Restricted	15.8%
Other Current Unrestricted	9.1%
Auxiliary	1.0%
Total	100.0%

Comparison with Peer Institutions

Universities are organized in many different ways. Comparison is possible only at the campus level, and even then comparison is difficult because the institutional characteristics of campuses vary significantly. This is illustrated in Chart B, which shows the five main factors that determine the level of revenue and expenditures for a public research university campus:

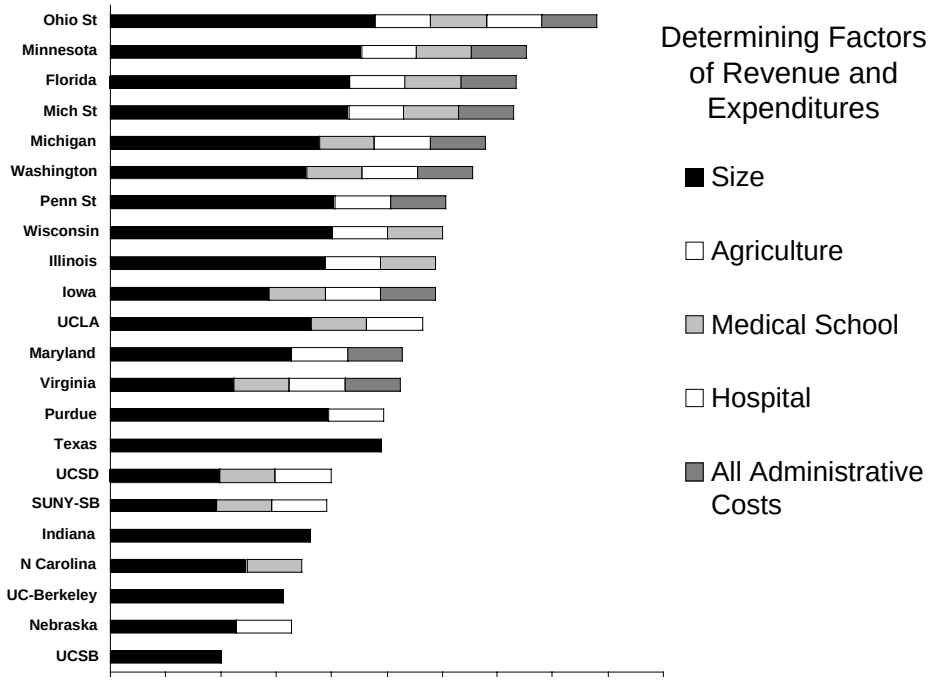
1) Size. The size of a campus in terms of student enrollment (and therefore number of employees) is a major factor.
2) Agriculture. Relatively few campuses have major agricultural programs and an extension service, but those that do will have a much higher level of revenue and expenditures than those that do not.
3) Medical School. Medical schools and academic health centers generate very high levels of revenue and expenditures.
4) Hospital. The hospital revenue and expenditures on major campuses such as Michigan and UCLA are 30 percent or more of total revenue and expenditures – and more than the total revenue and expenditures for most of the nation's higher education campuses.
5) All Administrative Costs. Many campuses (e.g., Wisconsin-Madison, Texas-Austin, UCLA) are part of large university systems with separate system offices that carry much of the administrative cost. Others such as Minnesota and Michigan are multi-campus universities, and for these campuses much of the cost of administering the university is reported as a cost for the main campus. The same is true of single-campus universities such as the University of Iowa.

The breadth of academic programs and administrative responsibilities on the Twin Cities campus is much greater than at many research university campuses. The Twin Cities campus has agricultural programs, an extension service, and an academic health center built around a major medical school.

Like Minnesota, Wisconsin also concentrates responsibilities in a single campus, the University of Wisconsin, Madison. A major difference, however, is that the University of Wisconsin has a separate system office with a very large budget. The University of Wisconsin Extension Service, for example, is budgeted through the system office, not the Madison campus. Nearly all administrative costs for the University of Minnesota are reported as Twin Cities campus costs, since there is no system office. The Ohio State University, Columbus and the University of Florida, Gainesville are the only other major university campuses that have both agricultural programs and academic health centers.

Chart B presents an attempt to graphically characterize the complexity of the 22 most highly regarded public universities based on the five characteristics above. The reader is cautioned not to read too much into the scale of Chart B but instead use it as a helpful heuristic.

Chart B
Institutional Characteristics: Campus Size, Programs, Administration



Charts C-J provide comparison information for the institutions shown above in Chart B. Chart C shows enrollment, to emphasize that the Twin Cities campus has the nation's third largest enrollment. The remaining figures provide revenue and expenditure information. Charts E-G refer to "education and general" revenue and expenditures. These are revenue and expenditures that support the mission activities of instruction, research, and public service, expenses and revenues associated with hospitals and auxiliaries excluded.

Chart C
FY2000 Total Enrollment

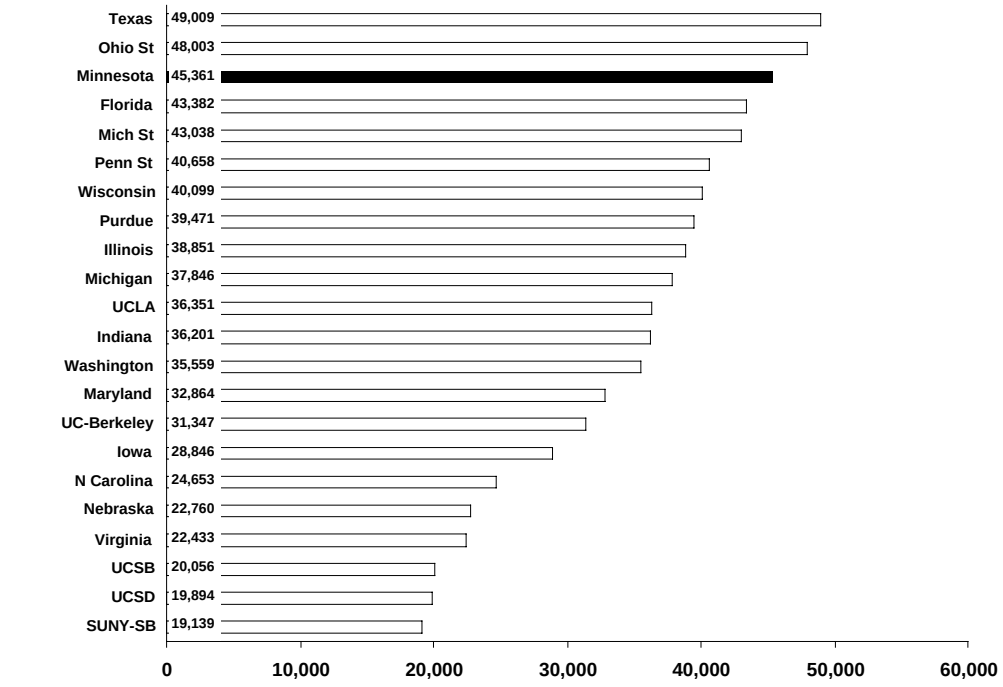


Chart D
FY2000 Total Revenue

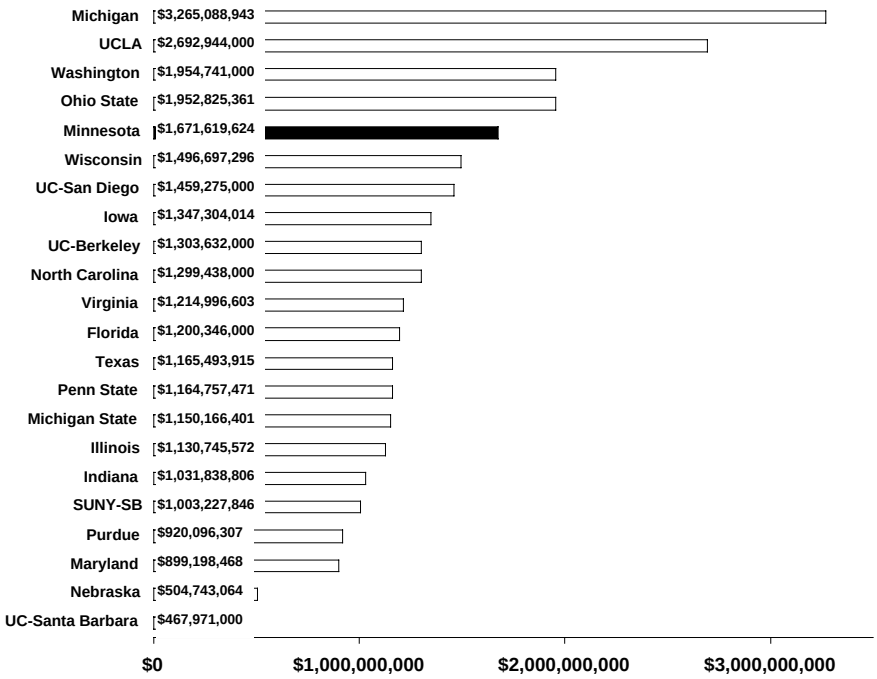


Chart E
FY 2000 Total Education and General Revenue

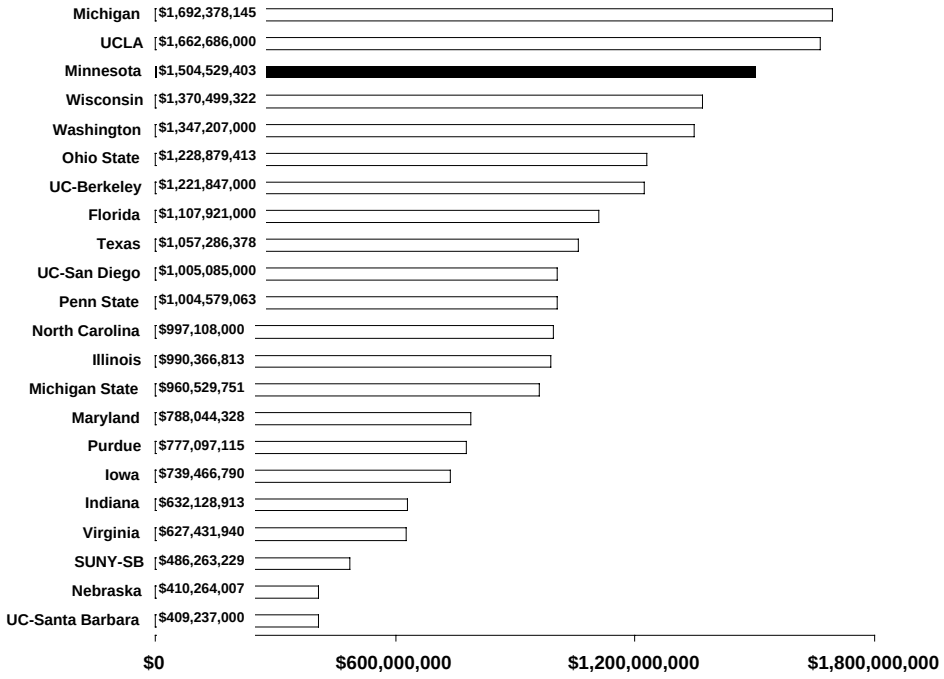


Chart F
FY2000 Education & General Revenue by Fund Source

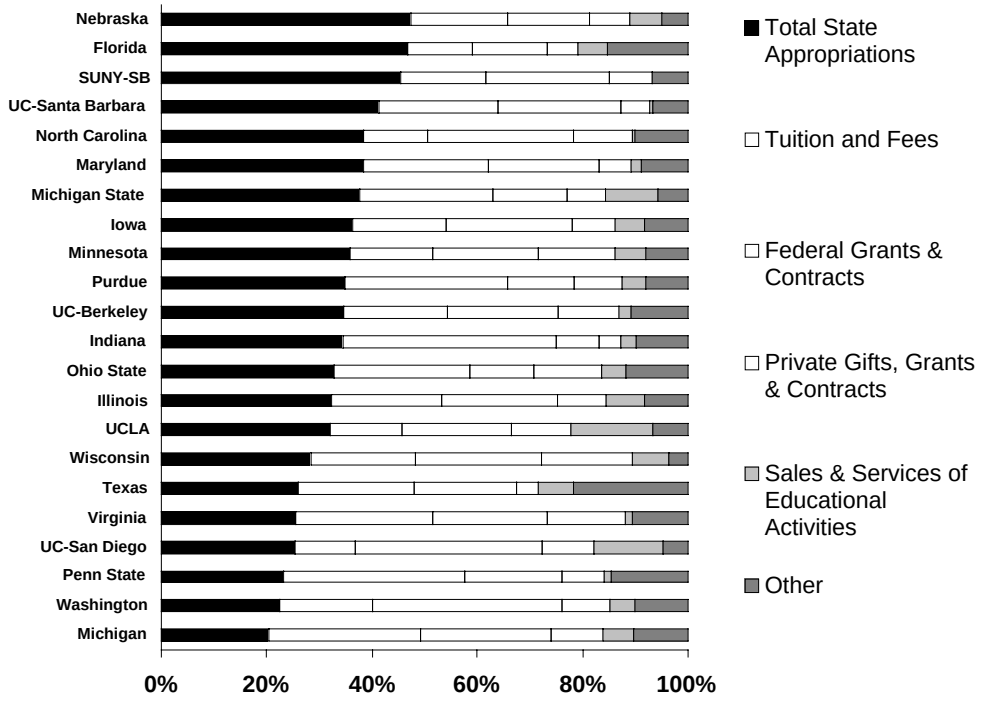


Chart G
FY2000 Total Educational and General Expenditures

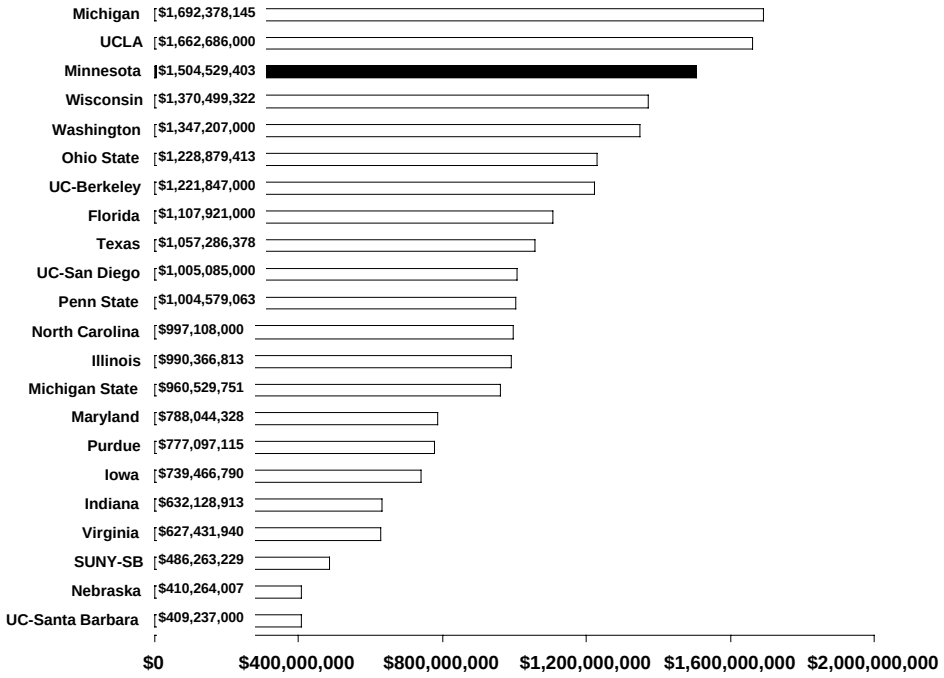


Chart H
FY2000 Direct Expenditures for Instruction

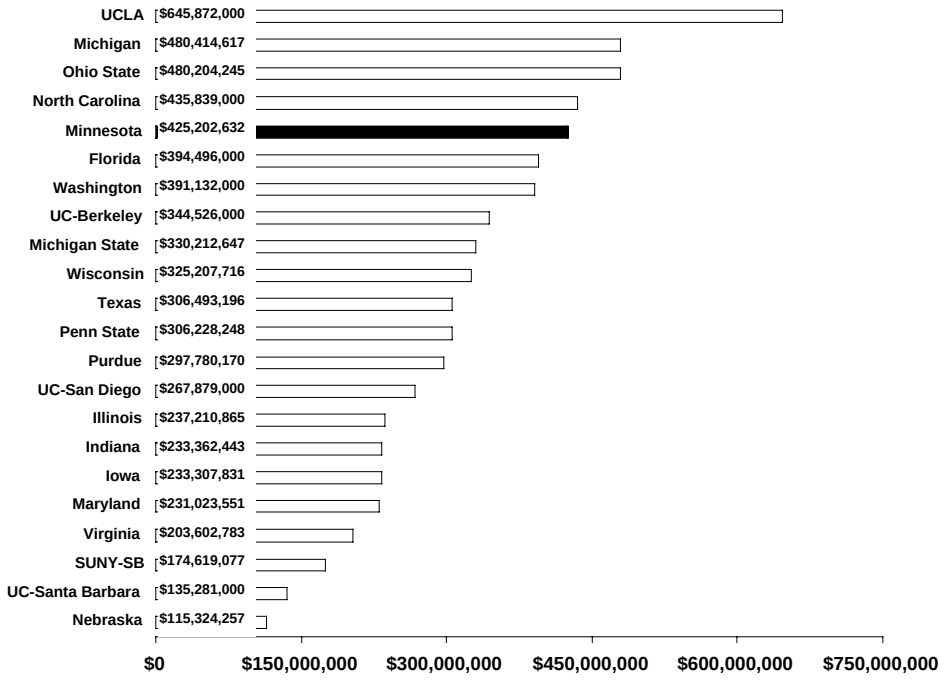


Chart I
FY2000 Direct Expenditures for Research

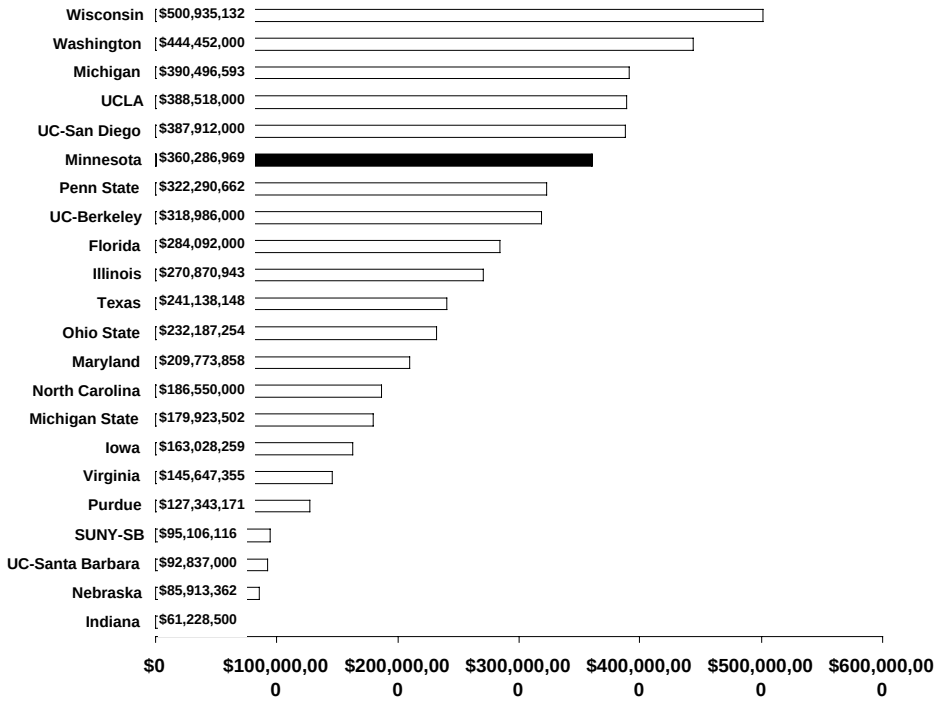
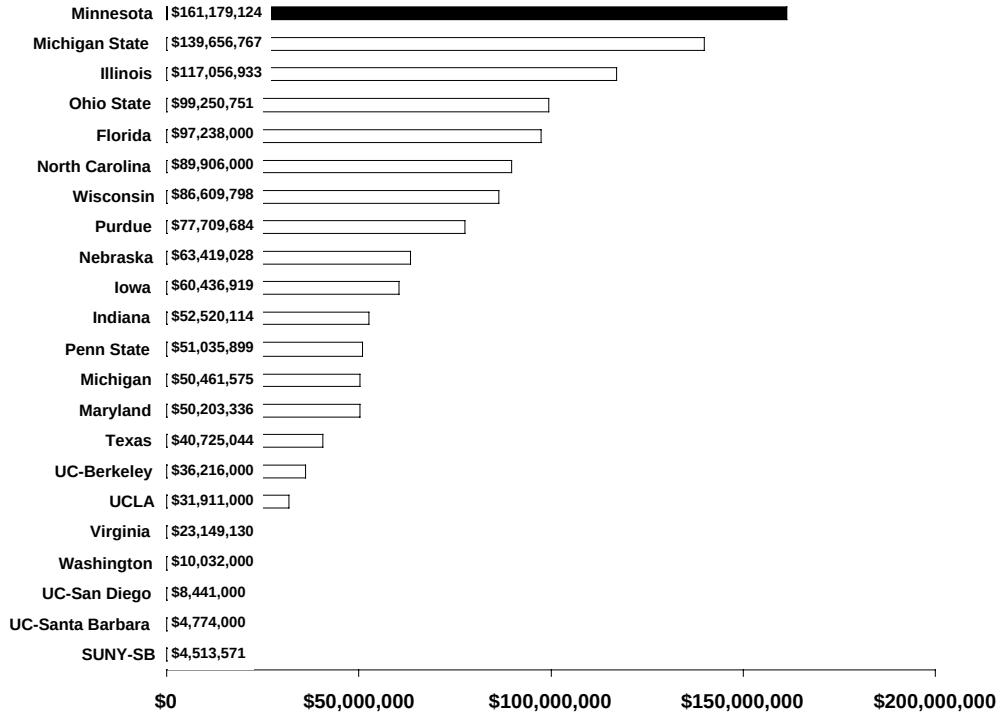


Chart J
FY2000 Direct Expenditures for Public Service



Although most people associate the University of Minnesota Extension Service with public service, it accounted for just $50 million of the $161 million in Twin Cities campus public service expenditures in FY 2000. The Twin Cities campus has a broad range of public service programs, including non-credit instruction (e.g., conferences and workshops) in every college, state-wide outreach efforts to K-12 schools in the College of Education and Human Development, and extensive clinical activities in the Medical School, the School of Dentistry, and the College of Veterinary Medicine. In addition, the Minnesota Geological Survey and the Veterinary Diagnostic Laboratory are University departments that do public service work often conducted by state agencies in other parts of the country.

Chart K
University Campuses and Colleges: FY2001 Expenditures by Source

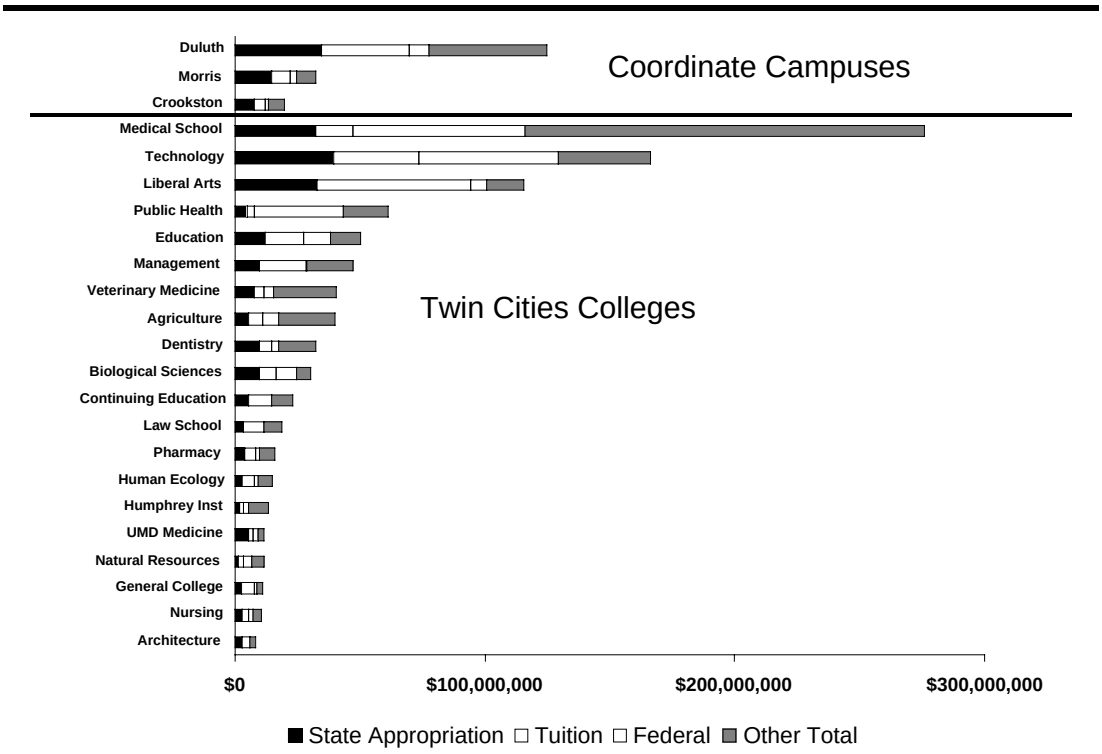
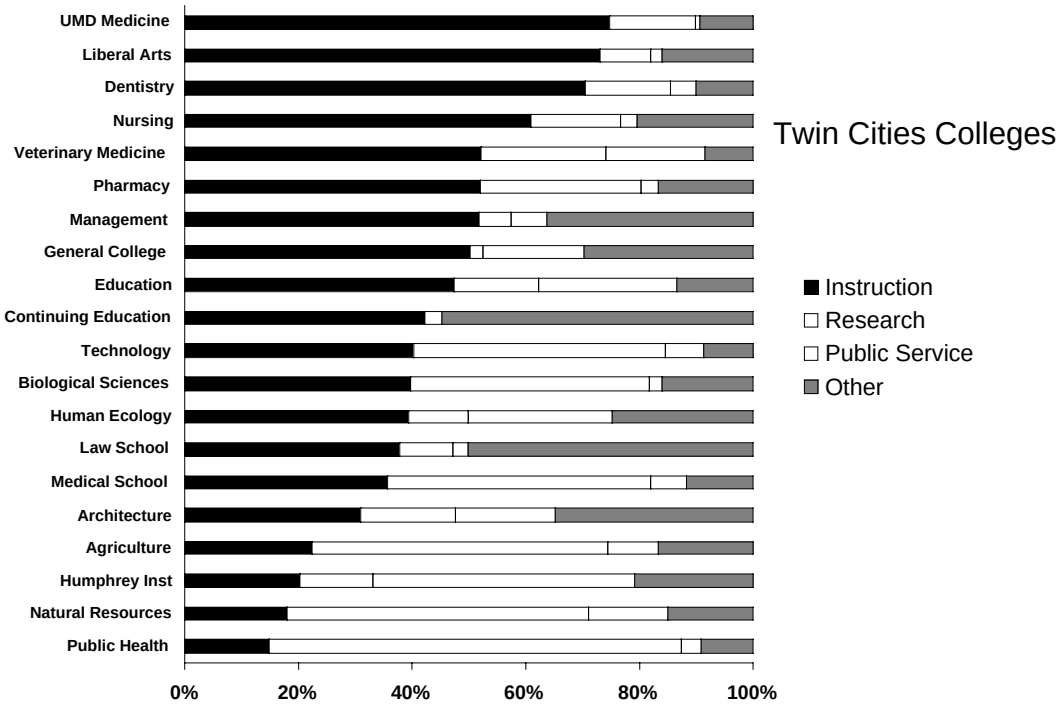


Chart L
Twin Cities Colleges: FY2001 Distribution of Expenditures by Source



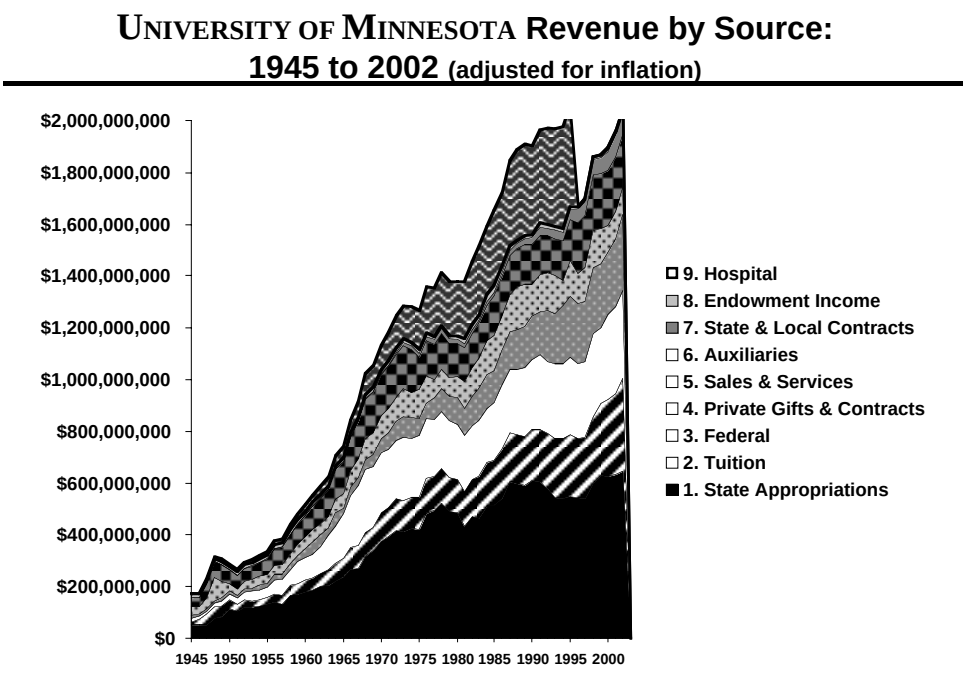
Conclusion

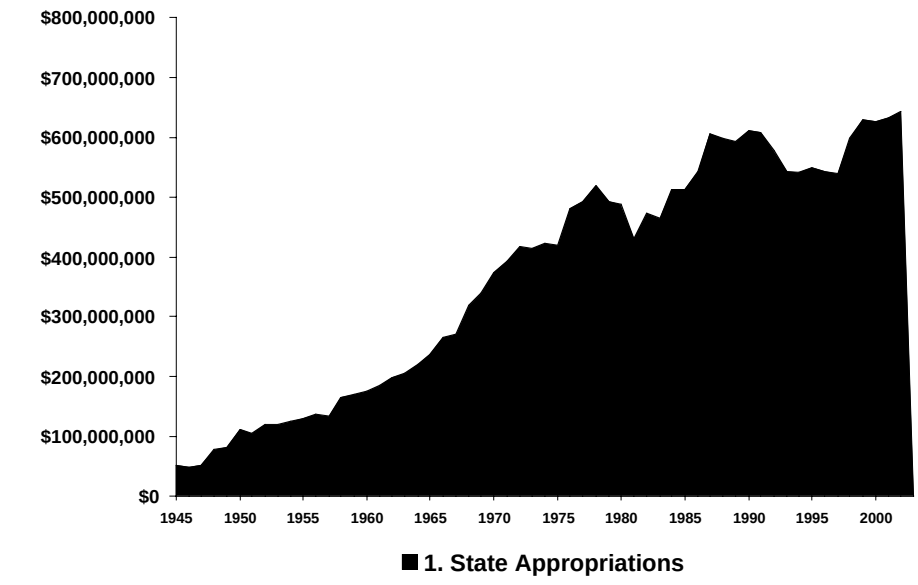
Chart M provides historical perspective on funding for the University of Minnesota over the period FY 1945 to FY 2002 by fund source, adjusted for inflation (CPI). The trend is generally upwards for most fund sources, roughly mirroring the growth in University enrollment. The level of state support has had peaks and valleys that generally follow the bad times and boom times of the economy. The sale of the University Hospital resulted in a significant decline in revenues (and expenditures). Revenue from private gifts and contracts is one of the fastest growing revenue sources. Tuition revenue is an increasingly important fund source

The figures following Chart M show the trend for each fund source. Note that the scale is different in each of these figures.

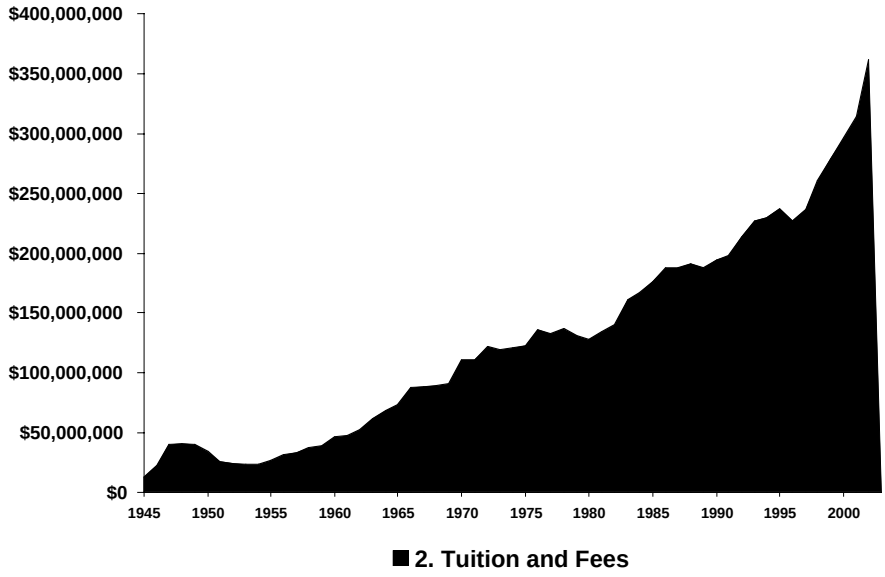
Note also the following: the unusual pattern for endowment income is because in 1987 the state agreed to transfer income from the Permanent University Fund from the University's operating budget to endowment accounts in order to endow faculty chairs and professorships as part of the University's capital campaign. The greatest increase in federal funds was during the period between Sputnik and the first Apollo lunar landing.

Chart M
University of Minnesota Revenue by Source: 1945 to 2002

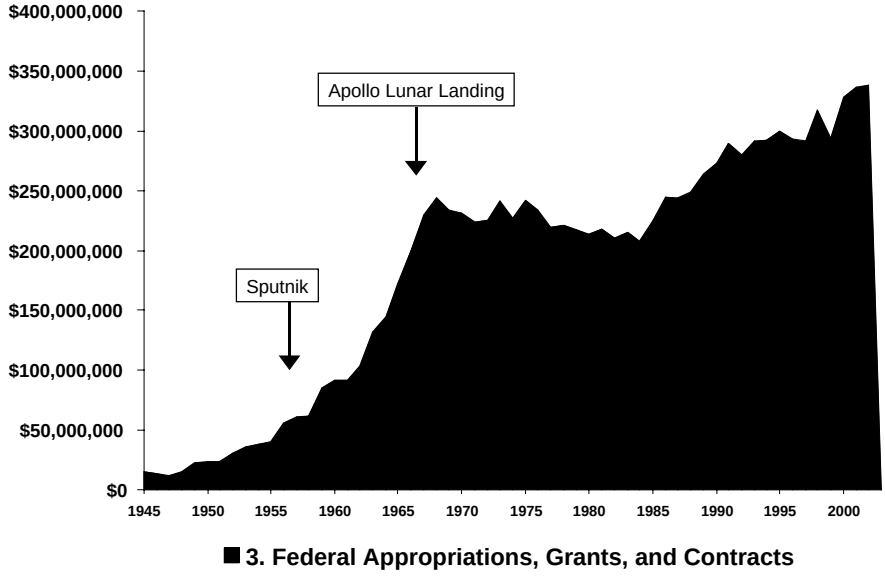




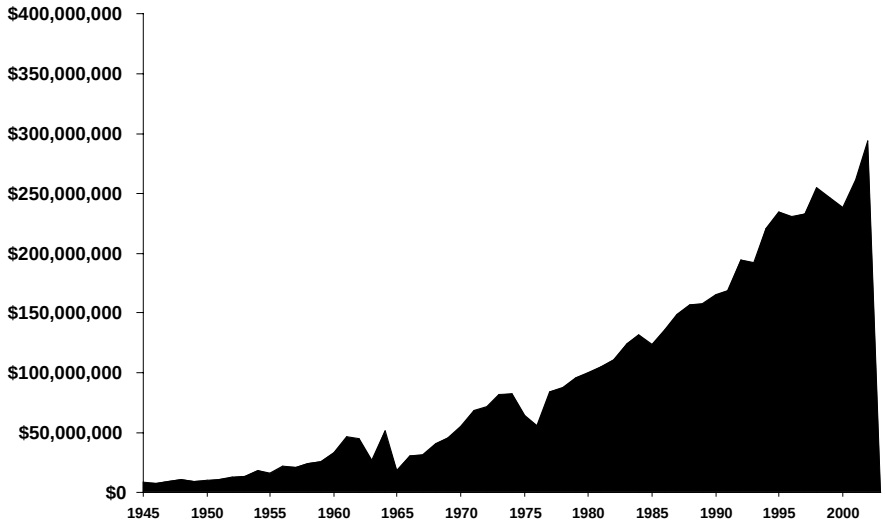
UNIVERSITY OF MINNESOTA Revenue by Source: 1945 to 2002 (adjusted for inflation)



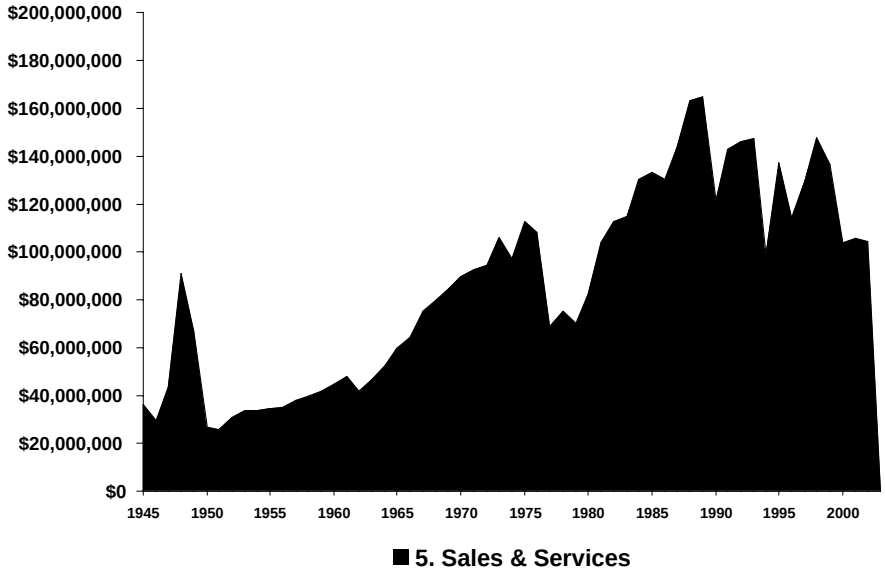
UNIVERSITY OF MINNESOTA Revenue by Source: 1945 to 2002 (adjusted for inflation)



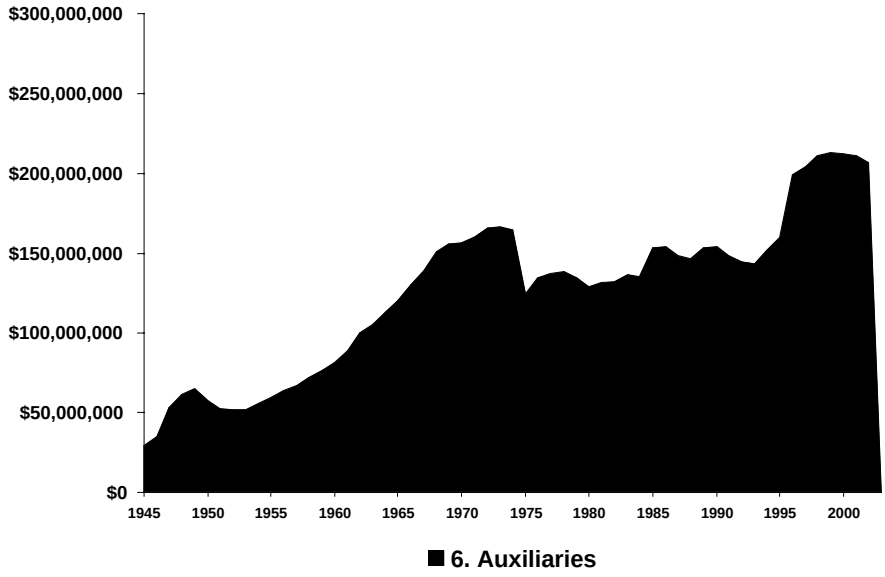
UNIVERSITY OF MINNESOTA Revenue by Source: 1945 to 2002 (adjusted for inflation)



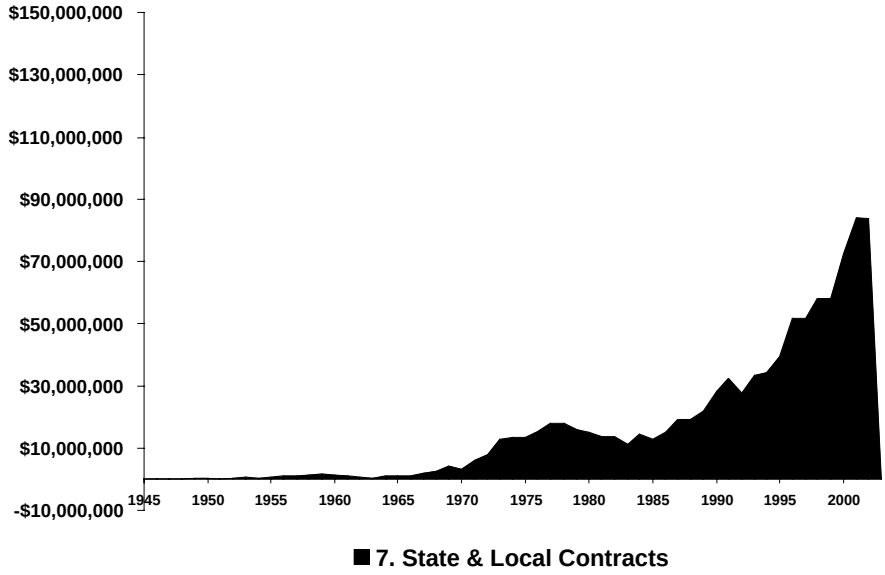
UNIVERSITY OF MINNESOTA Revenue by Source: 1945 to 2002 (adjusted for inflation)



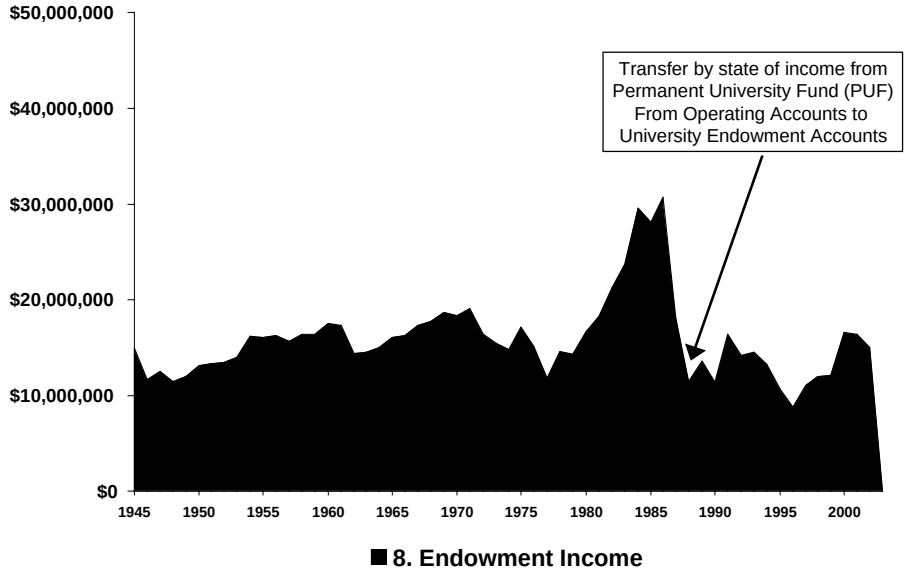
UNIVERSITY OF MINNESOTA Revenue by Source: 1945 to 2002 (adjusted for inflation)



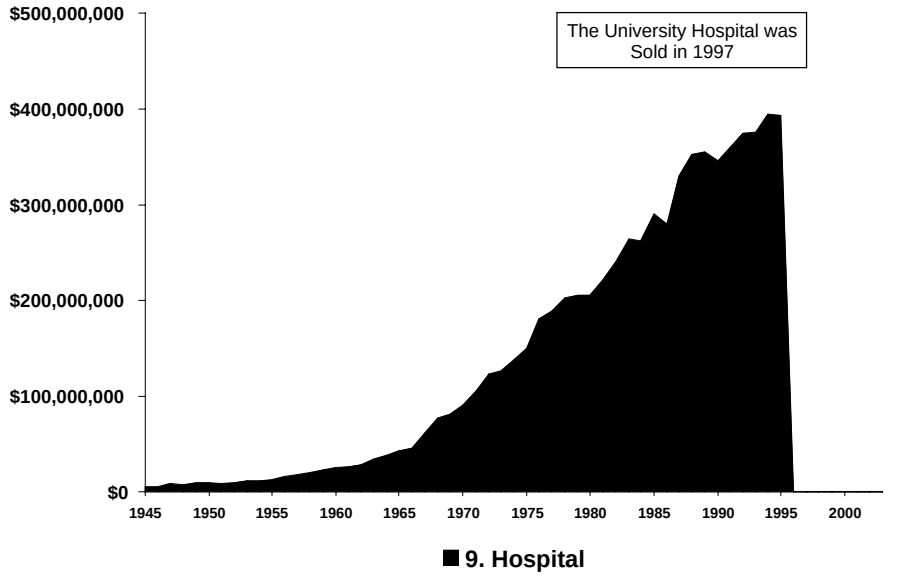
UNIVERSITY OF MINNESOTA Revenue by Source: 1945 to 2002 (adjusted for inflation)



UNIVERSITY OF MINNESOTA Revenue by Source: 1945 to 2002 (adjusted for inflation)



UNIVERSITY OF MINNESOTA Revenue by Source: 1945 to 2002 (adjusted for inflation)



To maintain a strong balance sheet that provides liquidity and financial flexibility to support the University's mission.

Indicators: audited financial statements

Annual Financial Statements

Assets, Liabilities, and Net Assets

The University's consolidated assets, liabilities, and net assets as of June 30, 2002 are summarized below (in thousands of dollars):

	June 30, 2002
Current assets	$ 511,457
Capital assets, net	1,789,695
Other noncurrent assets	1,063,686
Total assets	3,364,838
Current liabilities	629,255
Noncurrent liabilities	564,280
Total liabilities	1,193,535
Unrestricted	334,989
Restricted – expendable	486,067
Restricted - nonexpendable	188,742
Invested in capital assets, net of related debt	1,161,505
Net assets	$2,171,303

Current assets at June 30, 2002 totaled $511.5 million, consisting primarily of cash and cash equivalents of $149.6, securities lending collateral of $31.0, and net receivables of $306.1. State appropriations receivable totaled $131.0 million, while receivables from students amounted to $46.0 million net of estimated uncollectible amounts, including student loans scheduled for collection within the next year. Sponsored program, and trade and other receivables, net of allowances, totaled approximately $77.8 million and $51.3 million respectively as of June 30, 2002. Although we would prefer to highlight comparative data from similar-sized institutions, this data is based on a new reporting format. As such, it represents baseline data for future reports and comparative trends.

Capital assets, net of accumulated depreciation, totaled $1,789.7 million, and included significant investment in buildings and infrastructure assets of $1,279.4 million, and construction-in-progress of another $204.0 million. Other noncurrent assets totaled $1,063.7 million, including long-term endowment and other investments of $913.2 million, unspent bond proceeds that are earmarked for approved capital projects, and the portion of student loan receivables scheduled for collection beyond June 2003.

Current liabilities totaled $629.3 million and consisted primarily of accounts payable, securities lending collateral, and accrued liabilities and other, including significant expected obligations under

the University's self-insured medical plan. Current liabilities also included revenue related to summer session tuition that was deferred to fiscal year 2003, funds received in advance of expenditures on sponsored accounts, and the current portion of bonds payable.

Noncurrent liabilities, totaling $564.3 million, included primarily principal amounts due on University bonds, and vacation and other compensation-related liabilities that are payable beyond June 2003.

Revenues, Expenses and Changes in Net Assets

The University's consolidated revenues, expenses, and changes in net assets for the year ended June 30, 2002 are summarized as follows (in thousands of dollars):

	Year Ended June 30, 2002
Operating revenues:	
Student tuition and fees (net)	$ 293,127
Grants and contracts	508,328
Auxiliary enterprises (net)	206,721
Educational activities	104,422
Federal appropriations	18,215
Other revenues	4,833
Total operating revenues	1,135,646
Operating expenses (see following table)	2,005,138
Operating loss	(869,492)
Nonoperating revenues (expenses):	
State appropriations	643,088
Grants and gifts	203,895
Net investment loss	(56,719)
Interest expense	(22,400)
Other nonoperating expenses (net)	(1,432)
Decrease before other items	(103,060)
Capital appropriations	81,711
Capital and endowment gifts and grants	23,631
Total other revenues	105,342
Increase in Net Assets	$2,282

To maintain a balanced stream of revenues that funds the University's mission, while minimizing the University's dependence on any one source of funds.

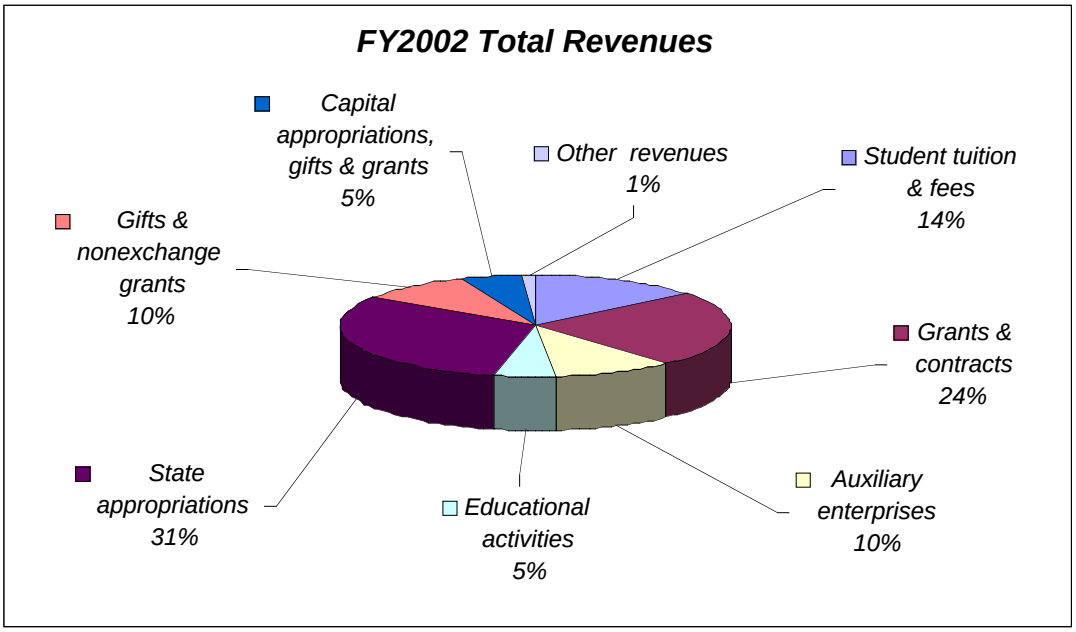
Indicators: budgeted revenues by source

Revenues

One of the University's strengths is that it is not overly dependent on any of its four main sources of revenue: student tuition and fees, grants and contracts, sales by auxiliary and educational units, and state appropriations.

The following graph illustrates the sources of the University's operating and nonoperating revenues for the year ended June 30, 2002.

Chart N



For the year ended June 30, 2002, student tuition and fees totaled $293.1 million, net of $68.3 million of scholarship allowances; auxiliary revenues of $206.7 million were net of $7.4 million of scholarship allowances.

Grants and contracts from the federal government totaled $319.8 million in fiscal year 2002, with an additional $188.5 million from other government and private sources, all primarily related to the funding of research, instruction, and public service programs. For the most part, we recognize sponsored revenues when the University expends the funds on projects.

State operating appropriations totaled $643.1 million. This funding, in addition to other sources of unrestricted revenue (tuition; educational and auxiliary activities) and nonoperating grants totaling $114.8 million, funded a number of University priorities including:

- competitive compensation plans for faculty and staff;

- various academic initiatives;
- enhancement of services to students including technology improvements, upgrades to the financial aid process, and the conduct of freshman seminars; and
- increases in facilities costs.

Other significant sources of revenue to the University in fiscal year 2002 included donations and gifts in support of operating expenses of $89.1 million, and gifts for capital purposes that totaled $21.5 million.

Capital appropriations occur biennially, and the amount appropriated by the State of Minnesota for fiscal year 2002 totaled $97.9 million, including funding for preservation and replacement of campus facilities, classroom improvements, and new construction and renovation of facilities on three campuses. The University records state capital appropriation revenue only when approved capital expenditures have been incurred, however, and thus recorded revenue for the year ended June 30, 2002 of $81.7 million.

To manage University expenditures within available resources, to support the University's mission, facilities, and infrastructure.

Indicators: audited financial statements

Expenses

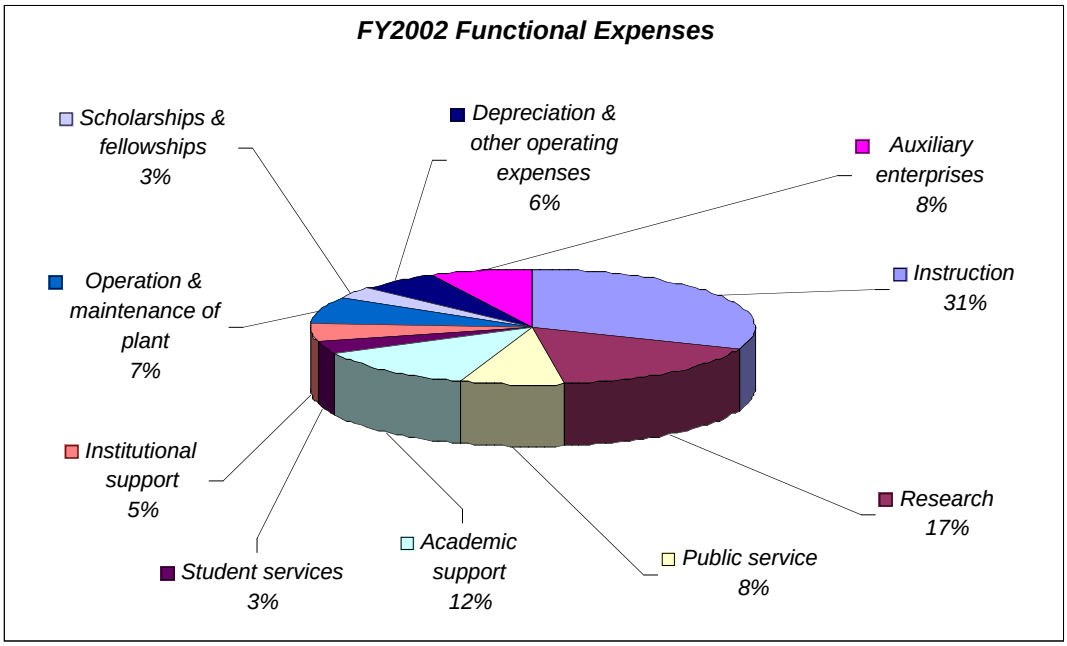
The University's expenses for the year ended June 30, 2002, broken down by functional and natural category, are as follows (in thousands of dollars). Functional category represents the programmatic nature of expenses, e.g., instructional and research expenses. Natural category represents the nature of particular expenditures, e.g., payroll.

Chart O

	Natural Expenses				
	Compensation & Benefits	**Supplies & Services**	**Scholarships & Fellowships**	**Depreciation**	**Total**
Function					
Instruction	$ 519,180	$ 103,039			$ 622,219
Research	215,972	117,856			333,828
Public service	107,749	44,488			152,237
Academic support	182,216	61,819			244,035
Student services	55,707	11,288			66,995
Institutional support	99,424	9,214			108,638
Operation and maintenance of plant	79,901	68,351			148,252
Scholarships and fellowships	3,669	245	$55,075		58,989
Auxiliary enterprises	63,370	87,048			150,418
Depreciation				$119,041	119,041
Other expenses		486			486
Total	$1,327,188	$503,834	$55,075	$119,041	$2,005,138

Total expenses by functional category are illustrated below:

Chart P



Across the majority of functional categories, salaries, benefits, and other compensation-related expenditures continued to represent the most significant expense to the University. Early in the fiscal year, the University initiated a self-insured health plan, moving away from the Minnesota State Employee Group Insurance Program (SEGIP) that the University had been a participant in since 1964. The change was made in the interest of gaining more control over the management of health care benefits, containing the rising cost of health care (which is projected to increase 20 percent per year through 2004), and tailoring benefits to meet the expressed needs of employees.

To generate positive cash flows to finance the institution's operations, debt service, and capital needs.

Indicators: audited financial statements

Cash Flows

The University's cash flows for the year ended June 30, 2002 are summarized below (in thousands of dollars).

	Year Ended June 30, 2002
Cash provided (used) by:	
Operating activities	$(760,429)
Noncapital financing activities	878,968
Capital and related financing activities	(62,292)
Investing activities	28,338
Net change in cash	84,585
Cash, beginning of the year	154,037
Cash, end of the year	$ 238,622

The University generated positive cash flows for the year as of June 30, 2002. Cash and cash equivalents increased $84.6 million due to the inflow of funds provided by noncapital financing and investing activities, offset by the use of funds for capital acquisitions and related financing activities. The most significant sources of cash provided by noncapital financing activities included state appropriations totaling $684.7 million, grants of $99.6 million, and gifts of $88.2 million in fiscal year 2002. Cash inflows for capital acquisitions from state appropriations, gifts and grants, and bonds issued during the year funded the University's equipment needs and ongoing renovation and construction initiatives.

Describing cash flows is part of the new accounting changes for the University and for all higher educational institutions, which explains why there is no benchmark data to help us evaluate the amount of end of the year cash. University auditors, however, recently stated that our end of the year cash was a very positive indicator of the University's financial health.

To ensure that each long-term debt financing of the University of Minnesota is completed in the most cost efficient way and in accordance with the highest standards of the industry, law, and governmental practices.

Indicators: audited financial statements, debt capacity/credit profiles

Debt Management

The goal of debt management is to ensure that each long-term debt financing of the University of Minnesota is completed in the most cost efficient and professional manner and in accordance with the highest standards of the industry, law, and governmental practices.

Debt financing allows the University to pay for an asset over a period of time, up to its useful life, rather than pay for it at the time of purchase. This is a financially responsible practice for certain types of capital investments within appropriate limitations and at market interest rates. Debt financing may be financially beneficial if borrowing rates are below investment returns or if the University invests in capital assets that provide investment returns or cost savings which are larger than the costs of borrowing. Since debt financing capital is limited and our demand for debt may exceed the supply at some point in time, it is imperative that borrowings are structured to effectively utilize this resource.

Current Board of Regents' policy focuses on these objectives:

- Maintain the University's long-term (AA/AA) and short-term (P-1/A-1+) credit ratings
- Minimize borrowing costs
- Limit issuance of revenue bonds due to uncertain internal revenue streams and higher costs of debt service
- Align maturity of debt with life expectancy of projects to be financed
- Issue debt for qualified capital projects only and not for operating and maintenance costs

Long-term debt will be issued primarily to finance capital expenditures. Short-term debt and a line of credit may be employed to finance short-term liquidity needs. The University's approach and strategy to debt management includes:

1) Focusing administrative management of debt on the overall portfolio of debt rather than individual debt transactions. Broad guidelines are set for identifying and managing debt capacity, fixed and floating rate mix, and use of various financing instruments.
2) Linking the debt structure and external debt service requirements with the capital budget process. This allows multiple project needs to be accommodated in a single borrowing, reducing the use of debt capacity for issuance costs. In addition, the amount and timing of borrowings will take into account arbitrage restrictions and opportunities.
3) Maintaining the highest acceptable credit rating that permits issuing debt and financing capital projects at favorable interest rates. This supports seeking the lowest-cost source of financing available.

Two committees exist for the purpose of accomplishing the above objectives. The Debt Management Advisory Committee (DMAC), chaired by a member of the Board of Regents, is made up of committee members from the external finance community. DMAC advises the Finance and Operations Committee of the Board of Regents on debt management issues. In doing so, the

group formulates, evaluates, and monitors coherent debt management policies designed to serve the financial objectives of the University of Minnesota. The Debt Oversight Group (DOG) consists of members in executive leadership positions across University functional areas. DOG provides oversight and review of day-to-day decisions made by the Debt Process Team (DPT) and individuals responsible for debt compliance. The DPT, consisting of individuals with financial responsibilities relating to debt in various University central units, meets regularly for purposes of discussion and documentation of the University processes relating to external debt, including identifying unit responsibilities for the various functions/components of the debt process.

Current Outstanding Debt

The outstanding debt as of June 30, 2002 is shown in the table below.

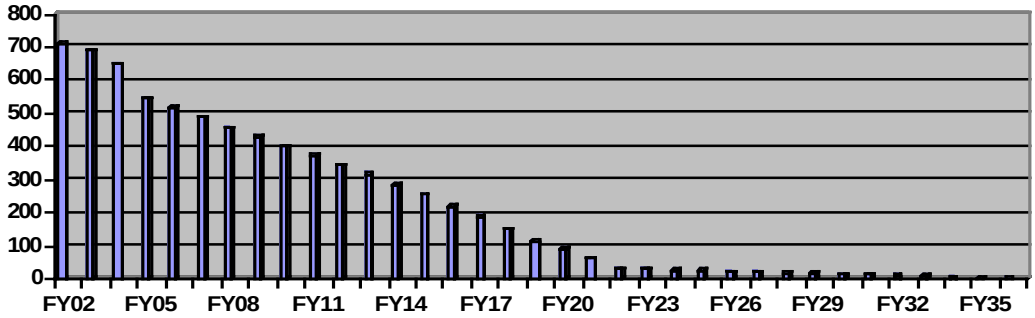
Chart Q
Current Outstanding Debt

	Interest Rate	*Swap Rate (%)*	*Due at Various Dates Thru*	*Ending Balance June 30, 2002*
General Obligation Bonds				
▪ Series 2001C	Weekly floating rates	4.4%	2036	$ 159,950,000
▪ Series 2001B	Weekly floating rates	4.33%	2011	3,500,000
▪ Series 2001A	Weekly floating rates	3.08%	2008	16,500,000
▪ Series 1999A	Weekly floating rates	4.16%	2034	192,600,000
▪ Series 1996A	4.5% to 5.75%		2021	184,748,000
▪ Series 1993A	4.8%		2003	84,000,000
Obligations to the state of Minnesota pursuant to infrastructure development bonds	4.0% to 6.9%		2021	60,003,000
Auxiliary revenue bonds	3%		2013	10,815,000
Total bonds payable				$ 712,116,000
Capital leases and other	2.2% to 8.00%		2011	7,158,000
Total				$ 719,274,000

Debt Reduction

The following chart reflects the anticipated reduction in the University's outstanding bonds payable, assuming principal payments under existing amortization schedules and a refinancing of $71 million of the Series 1993A bonds in FY2004:

Chart R
Anticipated Reduction in Bonds Payable



This reflects reduction of 44 percent of outstanding bonds payable by 2010 and 88 percent reduction by 2020.

Debt Capacity/Credit Profile

The University enjoys high credit ratings for its general obligation bonds from Moody's Investors Service (Moody's) - Aa2 - and Standard & Poor's Corporation (S&P) - AA. These credit ratings permit the University to borrow at a low interest cost and are a reflection of the University's excellent management, financial controls, economic conditions, and moderate debt levels.

The University provides information to credit rating services, upon request, as they review their ratings on outstanding debt issues. The Treasurer informs the credit rating service(s) regarding material changes in financial condition and developing events that may influence outstanding or future ratings.

Moody's maintains key financial ratios for institutions in their database. The following charts reflect key Moody's ratios, comparing the University's ratios for FY01, FY00 and FY99 to the 2001 medians for Aa2- and Aa3-rated institutions.

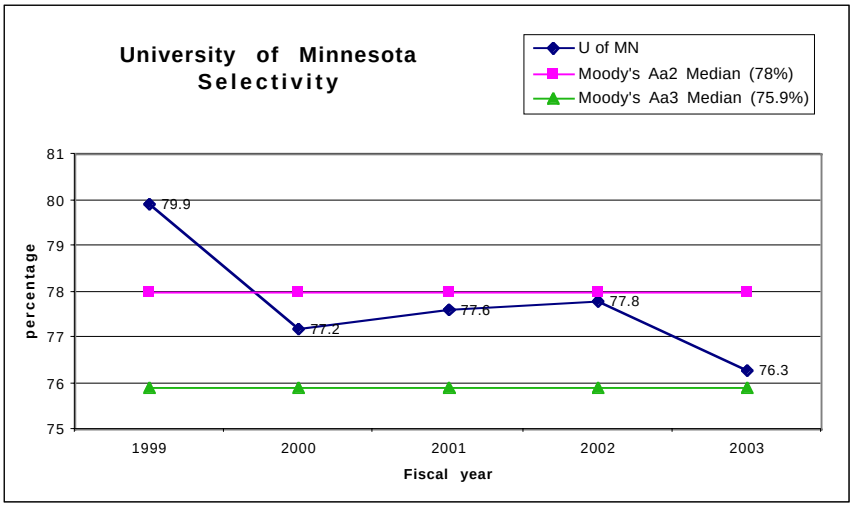
Chart S
Moody's Financial Ratios

Selected Public University Ratios	Public Institutions Medians By Rating Category				
	University of Minnesota			2001 Medians	
	6/30/01	6/30/00	6/30/99	Moody's "Aa2"	Moody's "Aa3"
Market Position:					
Selectivity Ratio	77.6%	77.2%	79.9%	78.0%	75.9%
Matriculation Ratio	46.6%	48.0%	48.3%	46.0%	48.5%
Net tuition per student ($)	$4,077	$3,770	$3,618	$5,272	$3,644
State appropriation per student ($)	$12,475	$12,143	$11,404	$9,604	$9,510
Education expenses per student ($)	$32,905	$31,895	$28,790	$26,143	$22,648
Unrestricted tuition discount (%)	14.9%	16.7%	14.6%	13.6%	1636%
Total tuition discount (%)	34.1%	34.3%	32.8%	27.7%	26.8%

The selectivity ratio is a reflection of how "selective" the University is in accepting students. It is calculated by taking the number of acceptances divided by the number of applicants. The desired trend for this ratio is downward, i.e., the lower the ratio, the more selective the institution is in accepting students for admittance.

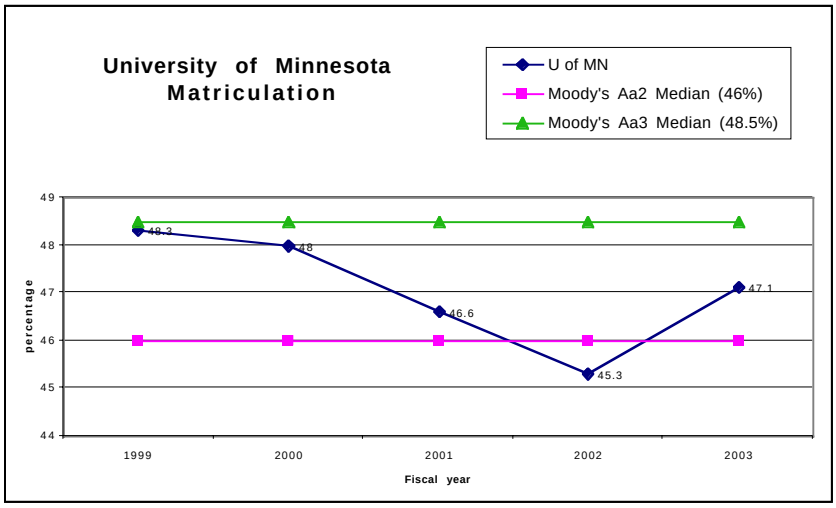
Moody's "Aa3" median is 75.9 percent; the "Aa2" median is 78.0 percent. As shown on the following chart, the University is on a downward trend since 1999, and is solidly within the two medians.

Chart T



Matriculation is the percentage of students who actually enroll to the number of acceptances. The desired trend of this ratio is upward. As shown in the graph below, though the University trend had been downward for the last couple of years, the trend has shifted for the fall of 2002 (47.1 percent compared to the 45.3 percent for fall of 2001). The current 47.1 percent is solidly in the middle of the "Aa2" and "Aa3" medians of 46.0 percent and 48.5 percent respectively.

Chart U



Capital ratios measure financial resources, in varying degrees of liquidity, relative to debt.

Chart V
Capital Ratios

Selected Public University Ratios	Public Institutions Medians By Rating Category				
	University of Minnesota			2001 Medians	
	6/30/01	6/30/00	6/30/99	Moodys "Aa2"	Moodys "Aa3"
Capital Ratios:					
Unrestricted operating resources to debt (%)	41.1%	64.1%	64.5%	76.9%	61.3%
Expendable resources to debt (%)	184.4%	192.3%	268.8%	209.1%	140.3%
Total resources to debt (%)	297.8%	448.9%	385.9%	296.4%	266.2%
Gross debt service to operations (%)	2.1% *	1.8%	1.3%	2.0%	2.3%

**Includes approximately $180 million in General Obligation Bonds that were issued in FY02.*

The "Aa" minimum guideline for Total Resources to Debt is 200 percent. As shown in the chart above, the University is well above the minimum guideline in this area. The "Aa" maximum guideline for Debt Service to Operations is 5 percent. Again, the University is well below the maximum and solidly in the "Aa" category of institutions.

Moody's does not expect the new GASB reporting requirements to impact the credit quality for public universities or cause significant adjustments to their methodology used to measure the financial strength and market position of public colleges and universities. There will be some minor adjustments in Moody's current methodology to reflect the new titles or reporting standards in the public universities' financial statements.

Debt capacity and credit ratings are not a function of financial ratios alone, but are highly dependent on an institution's evolving overall financial strength, market position and strategy, future fundraising, revenue producing capability, and debt structure, which are in turn consistent with its fundamental credit position. Management's risk tolerance will often be the final arbiter of debt capacity for a particular institution. Analysis of student demand, market position, and financial indicators places the University solidly in the strong "Aa" category. These indicators suggest a high level of debt capacity for the University.

Debt capacity is not a static concept but rather changes over time as an organization's fundamental credit factors evolve. As a result, an institution's debt capacity could increase for a variety of reasons independent of leverage measures. For example, if enrollment grows, state funding strengthens, external gifts increase, or endowment levels improve, an institution's debt capacity is expanded to some degree. Conversely, debt capacity could decline if student demand or operating performance were to weaken, or if other fundamental credit factors worsened.

To maximize returns of the University's various portfolios.
Indicators: returns on invested assets

Invested Assets

The University of Minnesota has invested assets residing in four distinct investment pools: Consolidated Endowment Fund (CEF), Temporary Investment Pool (TIP), Group Income Pool (GIP), and RUMINCO reserves.

The level of assets in each pool as of June 30, 2002 was:

Consolidated Endowment Fund	$ 554.8 million
Temporary Investment Pool	$ 455.0 million
Group Income Pool	$ 43.8 million
RUMINCO, Ltd.	$ 24.2 million
TOTAL	*$1,077.8 million*

Consolidated Endowment Fund (CEF)

The CEF contains a broadly diversified group of asset classes. The overall objectives for the CEF are:

1) to preserve the inflation adjusted value of the fund; and
2) to maximize total return (income plus capital appreciation) with a goal of at least 500 basis points annually above inflation (as measured by the Consumer Price Index) over three- to five-year trailing periods.

Regents policy for the CEF includes spending guidelines which provide fund distributions to University departments for expenditures for current operations. These distributions amount to approximately 5-6 percent of average market value on a three-year trailing basis. CEF total return for the fiscal year ended June 30, 2002 was -11.5 percent compared to its benchmark return of -11.3 percent. During the most recent year, the fund distributed $37.9 million.

Chart W

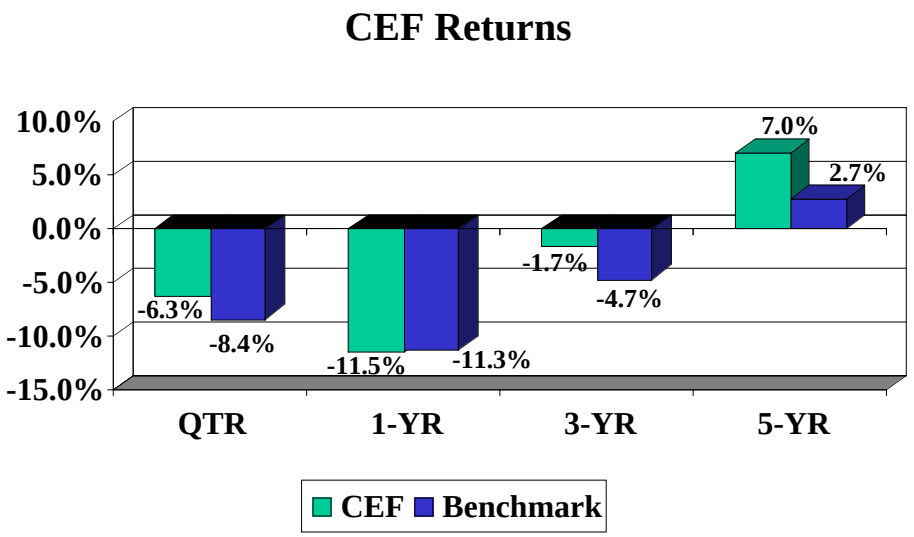
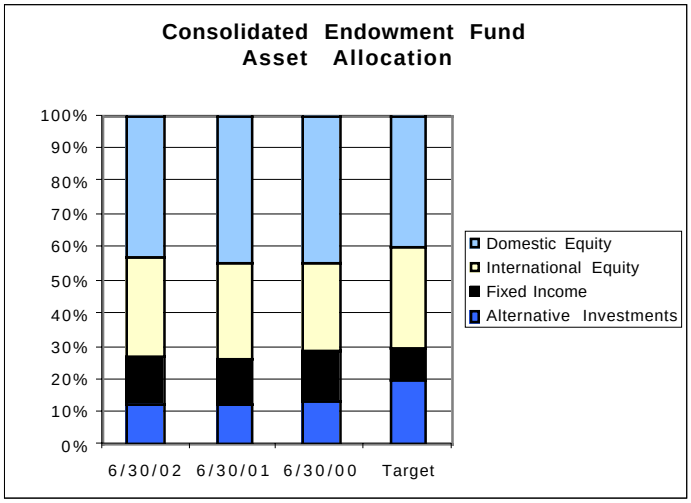


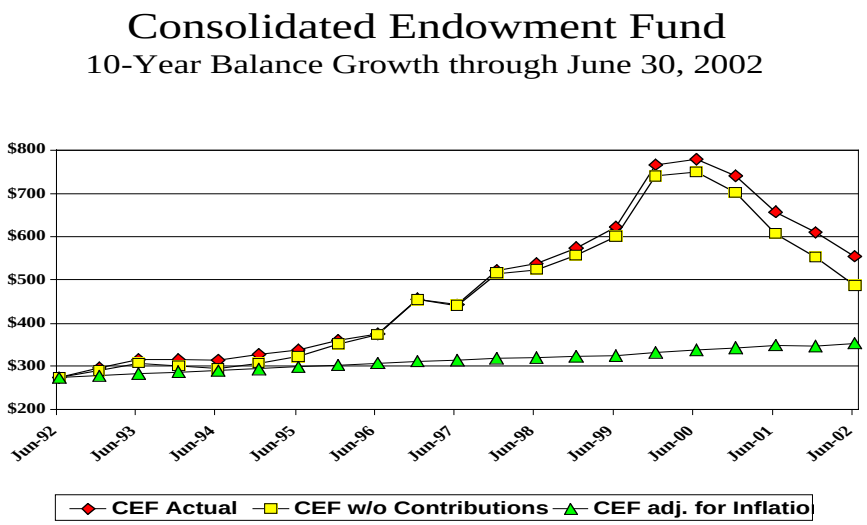
Chart X



	6/30/02	6/30/01	6/30/00	Target	Range
Alternative Investments	12.7%	12.8%	13.0%	20.0%	15-25%
Fixed Income	14.2%	13.4%	15.9%	10.0%	5-15%
International Equity	30.2%	28.8%	26.6%	30.0%	20-40%
Domestic Equity	42.9%	45.0%	44.5%	40.0%	30-50%
	100.0%	100.0%	100.0%	100.0%	

During the fiscal year ending June 30, 2002, alternative investments included investments in venture capital funds, hedge funds, real estate, and private equity. Alternative investments along with domestic equity, international equity, and fixed income are compared to representative benchmarks. Their performance is tracked over one-, three-, five-, and ten-year periods.

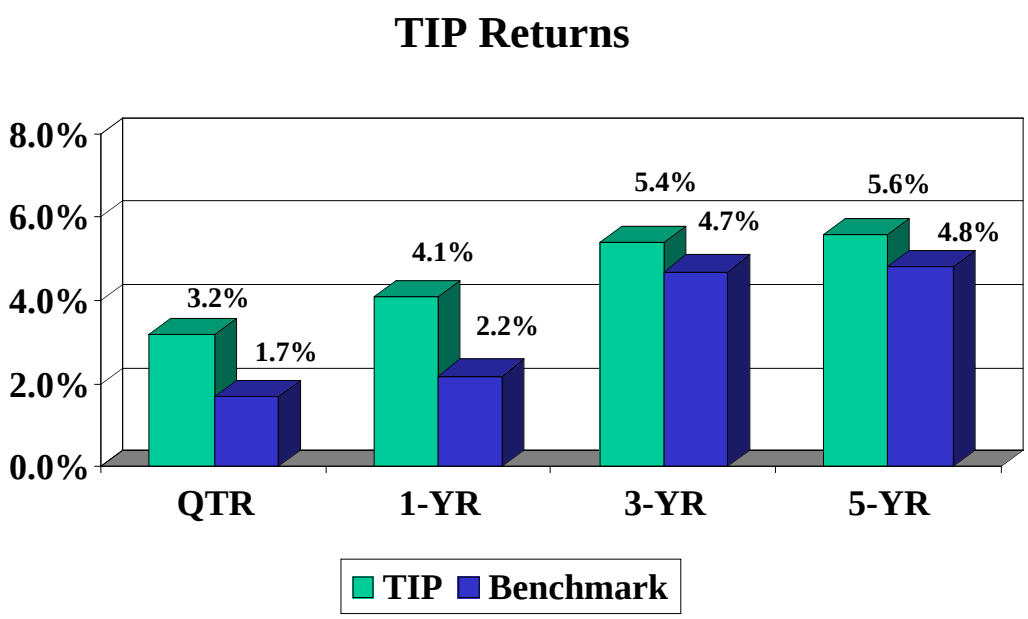
Chart Y



Long term performance of the CEF, when measured over five- and ten-year periods, has met or exceeded its goal to preserve the inflation adjusted value of the fund, and produced a return enabling 5 percent to be withdrawn to fund University programs.

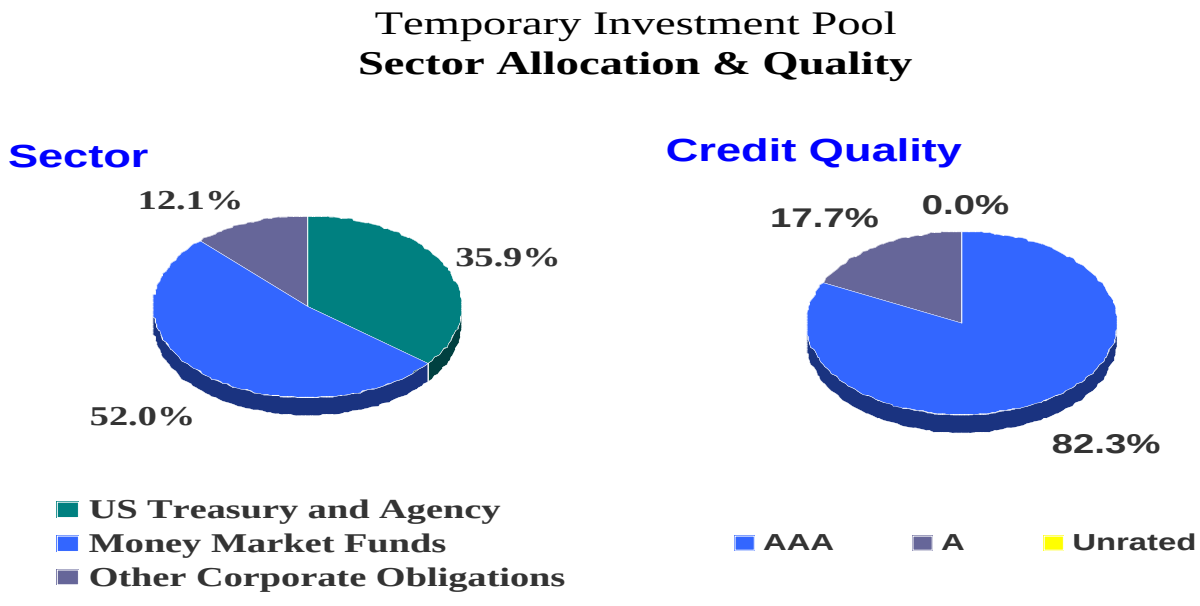
Temporary Investment Pool (TIP)

Chart Z



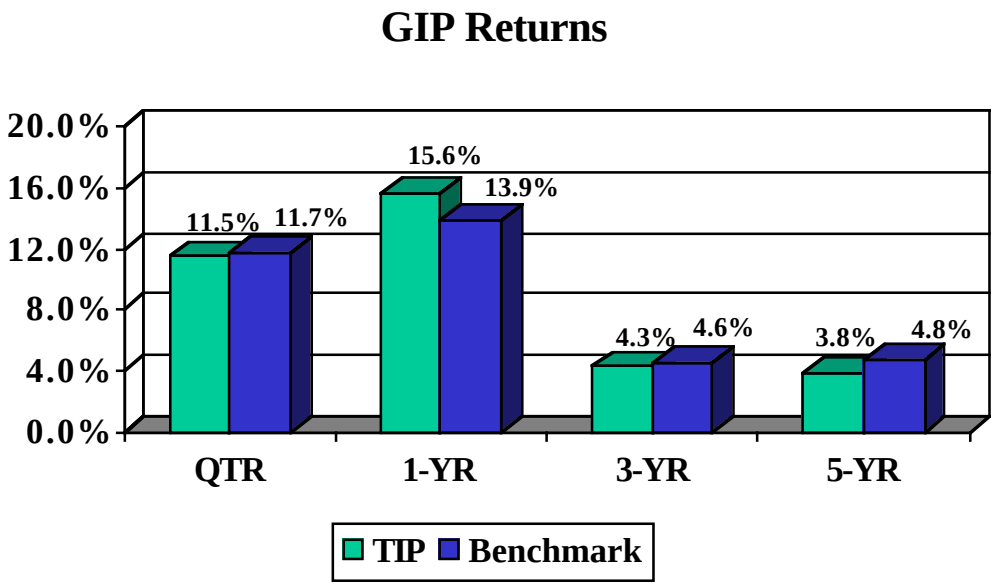
The TIP is a pool of cash generated from the operations of the University. This operating capital is invested in short-term securities intended to provide significant protection of principal amounts, and investment returns exceeding the 13-week T-Bill. By managing a diversified portfolio of primarily government securities, and agency obligations, the portfolio has consistently exceeded the selected benchmark.

Chart AA



Group Income Pool (GIP)

Chart BB



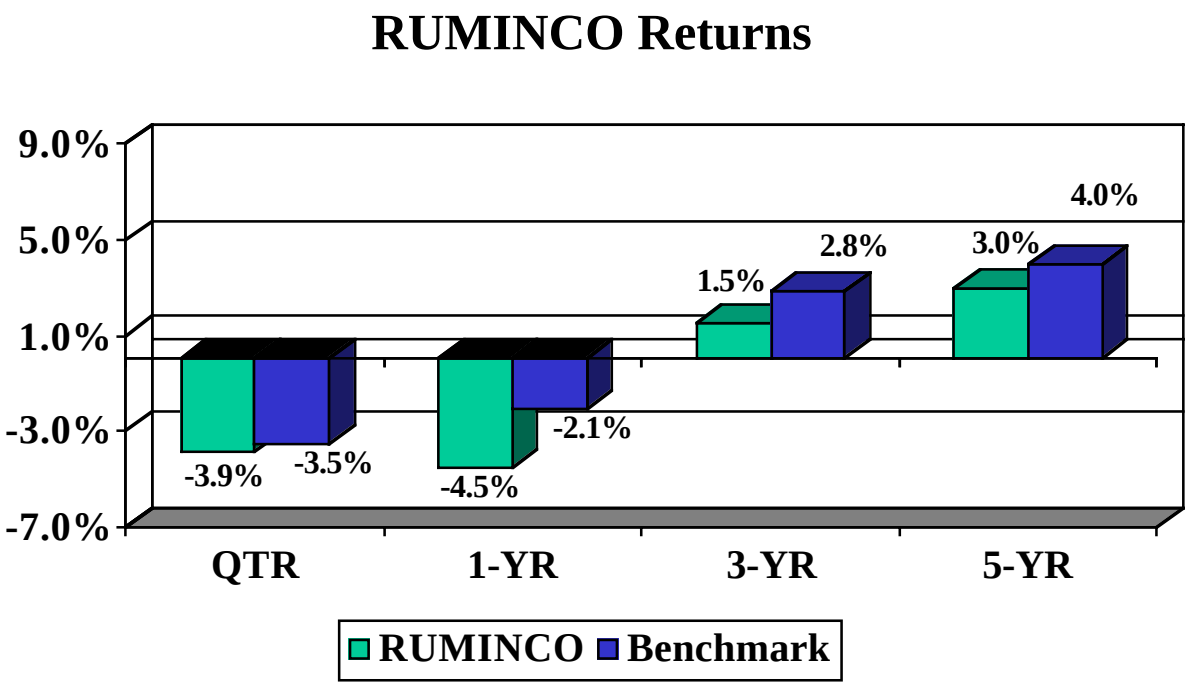
GIP is a pool of assets belonging to various departments of the University that have been directed toward asset classes that have intermediate or longer-term investment horizons as compared to those employed by the TIP. GIP is invested primarily in a broad range of fixed income investments through the use of outside investment managers.

RUMINCO Reserves

The RUMINCO portfolio is the underlying reserves of the wholly owned insurance subsidiary of the University. Those reserves are intended to address the potential exposure to the University for the self-insured or the deductible portions of various property, casualty, health, or workers compensation policies in effect.

The goal of the fund is to enable the program to be self-funding, and to maintain stable or slightly declining insurance premiums. The asset allocation of the fund is 40 percent domestic equity, 45 percent intermediate and long-term fixed income securities, and 15 percent to absolute return strategies. The assets are managed by outside investment managers and the fund has performed somewhat below its benchmark over the last five years.

Chart CC



Summary

The University has historically accomplished its objectives of maximizing the return in each portfolio by adjusting allocations to asset classes, and selecting and monitoring high quality investment managers.

The University, in conjunction with the Investment Advisory Board and independent consultants, will continue to actively re-evaluate the asset allocation mix, the investment policies, and investment managers to insure the highest likelihood of meeting or exceeding the target performance criteria given the current economic conditions. In addition, the University is actively considering a wider array of financial instruments intended to reduce volatility and increase the benefits of diversification. During 2003, more sophisticated analytical tools and better financial tracking systems will be introduced that will enable the staff in the Office of Asset Management to respond tactically and more strategically to changes in the capital markets.

* All investment return and portfolio allocation information is as of June 30, 2002.

To 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 2001, with over $1.65 billion, the University of Minnesota Twin Cities' combined endowment ranked 5th among public, and 24th among all research institutions, according to the 2002 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 7th in 2001.
- 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 rank for 2001 among public institutions in annual giving was 5th, up from its rank of 8th for 2000, according to University of Florida rankings (6th and 9th in the VSE survey for the corresponding years).
- Its rank among all institutions also rose, from 20th to 15th, according to the University of Florida's recent rankings study, or 16th according to the VSE survey (See Table 1 on page 37).
- Total funds received increased by 18 percent.
- If the single largest gift (in the $30 - $70 million range) to each of the top 20 schools is taken out, the University would rank 13th among all institutions, and 4th among public institutions. Minnesota, Pennsylvania, Washington, Michigan, and University of California, Berkeley were the only institutions whose largest individual gift during FY 2001 was less than $20 million.
- The 2002 U.S. News *Best Colleges* ranking reported that 11 percent of University of Minnesota Twin Cities alumni made voluntary gifts to the University.

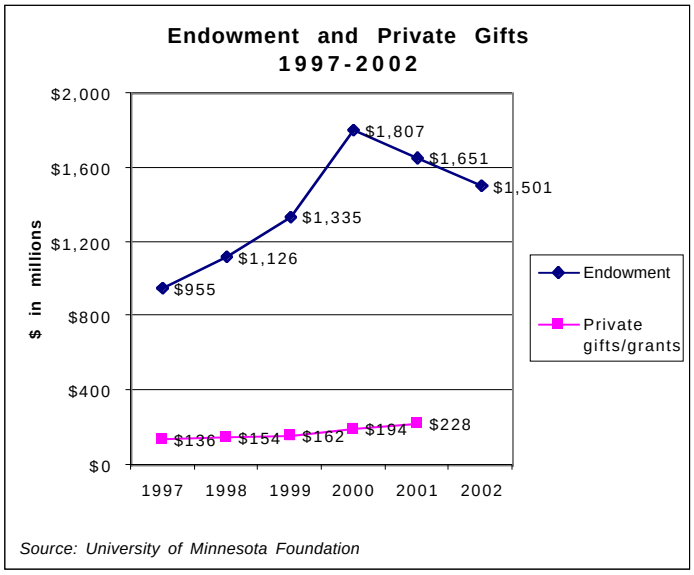
Chart DD
University of Minnesota Ranking, Fundraising and Endowment
(University of Florida Study)
2000-2002

	2000 (for 1999)	2001 (for 2000)	2002 (for 2001)
Endowment Assets			
Amount	$ 1,509,769,000	$ 1,809,305,000	$ 1,650,969,000
Rank among publics	4	4	5
Rank among all	23	23	24
Annual Giving			
Amount	$ 161,966,000	$ 193,950,000	$ 228,926,000
Rank among publics	6	8	5
Rank among all	18	20	15

Source: TheCenter, The Top American Research Universities, 2002

Trends.

Chart EE



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. The endowment declined further in 2002, to $1.501 billion.

Voluntary Giving

Between 1997 and 2001, private gifts and grants made to the University increased by 68 percent, from $136 million to $228 million.

Alumni Giving

Chart FF

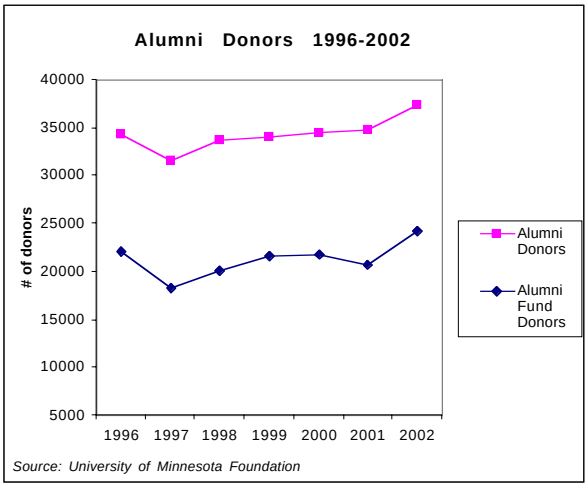
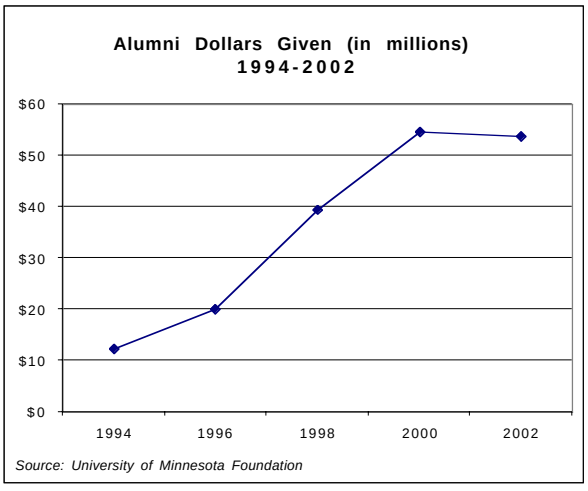


Chart GG



- The number of alumni donors has gradually increased, from 31,599 in 1997 to 37,431 in 2002, an 18 percent increase.
- The trend among annual fund donors follows a similar upward path, increasing from 18,276 in 1997 to 24,236 in 2002. This represents a 33 percent increase.
- Dollars donated by alumni have increased by 375 percent over the past 10 years, from $11.3 million in 1992 to $53.7 million in 2002, reflecting the success of Campaign Minnesota.

Return on Invested Funds

- For the year ending June 30, 2002, the annualized return for the University of Minnesota Foundation was 0.67 percent, compared to 0.43 in 2001. This rate of return maintains the University's position in the top quartile among peer institutions, based on preliminary results. For the quarter ending June 30, 2002, this rate of return places the University in the top 5 percent with a return of -0.8 percent. (See Table 2 on page 37.)
- Over the period 1997-2002, the UM Foundation rate of return averaged 7.80 percent.

Table 1

Voluntary Support Rankings 2001
($ in millions)

1.	Harvard	$683
2.	Stanford	$469
3.	Columbia	$359
4.	Yale	$350
5.	Johns Hopkins	$347
6.	Cornell	$309
7.	Indiana	$301
8.	Emory	$298
9.	UW Madison	$292
10.	U Pennsylvania	$286
11.	USC	$281
12.	UCSF	$272
13.	Duke	$264
14.	UCLA	$264
15.	U Washington	$232
16.	U Minnesota	$228
17.	U Michigan	$218
18.	Ohio State	$210
19.	UC Berkeley	$203
20.	Michigan State	$202

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

Table 2
University of Minnesota Foundation
Investment Pool Returns
National Patterns

	1-year (2001-2002)		3-year (1999-2002)		5-year (1997-2002)	
Mean	-4.26		2.32		6.96	
Median	-4.45		1.78		6.50	
N	339		319		291	
Percentile						
	National	UMF	National	UMF	National	UMF
5th	2.16		8.91		12.10	
25th	-2.27	0.67	4.35	6.09	8.35	
75th	-6.61		-0.09		5.30	7.80
95th	-9.70		-2.45		3.21	

Source: University of Minnesota Foundation; Cambridge Associates

Table 3
University Medical Foundation Assets
As of September 30, 2002

	Amount (000s)	Percent
Bond Segment	$63,108	38.8%
Domestic Equity Segment	$92,191	56.5%
International Equity Segment	$7,579	4.7%
Total Endowment	$162,878	100.0%
Special Programs Segment	$32,935	100.0%

Table 4
University Medical Foundation
Investment Performance
As of September 30, 2002

	Quarter		1 Year		3 Years		5 Years		10 Years	
	Actual	Index	Actual	Index	Actual	Index	Actual	Index	Actual	Index
Bond Segment	4.0%	4.6%	6.1%	8.6%	9.5%	10.8%	7.5%	7.8%	7.2%	7.4%
Domestic Equity	-17.8%	-18.0%	-22.9%	-18.6%	-17.6%	-11.4%	-2.8%	-1.5%	9.3%	9.1%
International Equity	-17.6%	-19.7%	-12.8%	-15.5%	-13.2%	-14.6%	n/a	n/a	n/a	n/a
Total Endowment	-9.8%	-9.0%	-12.0%	-6.4%	-8.0%	-2.6%	1.5%	3.3%	9.0%	8.8%
Special Programs	0.4%	0.4%	1.9%	2.0%	4.2%	4.0%	4.9%	4.3%	n/a	n/a

III. Institutional Priorities: Crookston

Academic Excellence – Faculty, Reputation

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

Investing in Best Departments

- **Reallocation Investments:** A new Degree Program Improvement process approved by UMC's Faculty Assembly was implemented in fall 2002. It provides systematic data and requires that one-third of UMC's degree programs will be reviewed each year. This will allow the completion of the process before the next Higher Learning Commission accreditation visit in 2005. It also facilitates degree program investment changes as they occur.
- **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 and accompanying software for all faculty, the Instructional Technology Center (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 2002 this increased to 17 probationary appointments (of 42 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.
- 94.2 percent rate the quality of instruction in their major field as “excellent/very good/good”

- **Assessment:** A comprehensive plan for assessing student learning outcomes is being implemented that will provide campus wide and individual program data. These data will be used to provide direction for changes in curriculum and instruction.

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 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 growth from 913 (1998) to 1,400 undergraduate students.

UMC is at a substantial competitive disadvantage to regional colleges in the relative cost of attendance. UMC’s total direct costs (tuition and fees) increased to $6,103 in 2002-03. Direct costs at other regional baccalaureate institutions range from $3,562 to $4,475, making UMC from 49 to 71 percent more expensive than area North Dakota colleges (University of North Dakota, North Dakota State University, Mayville State) and from 36 to 58 percent more expensive than Bemidji State University and Minnesota State-Moorhead.

Investments to Strengthen the Undergraduate Experience

- **Student Retention:** During the summer of 2002 UMC initiated a four-day Summer Start program for new freshmen.
- **Technology Advancement:** The Kiehle renovation, which included a new consolidated technology center with help desk, server room, student technology development center, and faculty development lab, was completed.
- **Student Profile:** The admissions policy changed from “open” to “traditional” effective with the class entering fall 2001.
- **Profile of Freshmen Goals:**
  - Increase number from 300 to 350 by 2006
  - Increase average ACT composite from 20 to 22.1
  - Increase average high school rank from 51.9 to 57
  - Increase number of students of color from 6 percent to 7.5 percent of undergraduate enrollment and international students from 2.7 percent to 5 percent by 2006
  - Improve three-year average retention rate, 1st year to 2nd year, from 62 percent to 75 percent
  - Improve the six-year cohort graduation rate from 35.4 percent (three-year average) to 50 percent

- **Diversity Counselor:** Since 1995, enrollment of undergraduate students of color has increased 79 percent. In 2001-02, UMC added a 50 percent time student life diversity coordinator with the goal 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. This position has been increased to 75 percent time.

Measuring Results

- **Student Retention:** Over the past three years, the retention rate from first year to second year averaged 62 percent. Ninety-one percent of new entering freshmen participated in the three-day orientation program in fall 2002.
- **Graduates:** In FY02, 231 baccalaureate degrees were awarded, with a six-year cohort graduation rate of 35.4 percent (three-year average). The goal is 275 bachelors' degree graduates annually, with a graduation rate of 50 percent.
- **Technology:** In September 1993 UMC became the first university to provide each full-time student and faculty member with a portable notebook computer. Ninety-four percent of graduates rate incorporation of technology in major as excellent/good.
- **Recognition:** UMC was rated #1 Baccalaureate II "wired college" by Yahoo Online Magazine 2000 and was rated as a "Best College" by *US News & World Report* for the 5th consecutive year in 2002.
- **Academic Profile:** The average NHS ACT Composite score is currently 20.8, with a goal of 22.1. The average high school rank is currently 53.6 with a goal of 57.
- **Service Learning:**
  - Currently 46 percent of graduates have participated; the goal is 100 percent.
  - In 2001-02, one-third of the faculty integrated service learning in their courses, with students donating 20,820 hours of service to the community.
  - UMC clubs and organizations provided 2,259 hours of direct service in a myriad of projects ranging from sponsoring a community-wide children's carnival to working with Habitat for Humanity.
  - In 2002, a total of 2,339 students participated in service learning projects. Of those students, 795 continued with ongoing service after the initial project.
- **Student Satisfaction**
  - **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; 36 percent were involved in four or more.
    - 80.4 percent "strongly agree/agree" that University offices were friendly and helpful.
    - 68.9 percent have a friend from a different country.
    - 52 percent "strongly agree/agree" that extracurricular activities were a valuable part of their college experiences.
  - **Student Satisfaction Survey, Spring 2002**
    - 81.6 percent of students are "very or moderately satisfied" with their overall experiences at UMC.
    - 73.2 percent rate the size of classes as "excellent/very good."
    - 66.2 percent rate adviser's attitude toward them as "excellent/very good."
    - 62.2 percent rate quality of faculty in their program of study as "excellent/very good."

Engagement - Access and Outreach

Each campus of the University of Minnesota shares in the University's access and outreach mission. 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.

Expanding Access: Educational Programs

- **First Generation Students:** For students entering fall 2002, 32.8 percent of the parents have never attended college and 60.8 percent do not have a bachelor's degree.
- **Access:** UMC is a traditional admission college that serves students in the top half of their high school class or with an ACT score of 21 or higher.
- **Minority Recruitment:** UMC is an active participant with the St. Paul Public Schools Multicultural Excellence Program (MEP). A half-time admissions staff position is dedicated to multicultural recruitment and serves in a leadership role with the Minnesota Admissions Counselors of Color (MnACC). Points of contact have been established with White Earth and Red Lake Tribal communities. Several joint events have occurred this past year.
- **International Recruitment:** International recruitment and domestic recruiting processes were merged in August 2002. Professional development and training has been scheduled.
- **Web-Delivered Distance Education:** UMC is an active member in the Distributive Learning Workshop that focuses on the development of high-end, computer-mediated courseware. UMC has provided college courses via the Internet since 1993, delivering convenience and flexibility and providing students with quality education, curriculum, faculty, and resources.
- **Program Articulation:** There are articulated programs with community and technical colleges for nearly all baccalaureate degrees. In fall 2002 articulation agreements with Northwest Technical College in East Grand Forks were revised to improve student transfer activities.
- **B.S. Program Off Site Access:** The B.S. degree in hotel, restaurant, and institutional management is available at Southwest State University in Marshall. The bachelor of manufacturing degree is available in Warroad and courses leading to it are available in the Twin Cities.
- **College in High School**: UMC has partnerships with 26 area high schools with an enrollment of approximately 800 students. Standards for delivery of concurrent credit are being reviewed and revised.
- **New Programs**: UMC plans to expand career choices by providing additional applied degrees and a pre-professional path in the health sciences. A cooperative venture among the Provost's Office, Academic Health Center, MnSCU, and UMC has been developed to assess the health professional needs of rural northwest Minnesota.

Expanding Outreach: Regional and Statewide Service and Community Engagement

- **Valley Technology Park**, launched in response to the lack of technical expertise in rural businesses and communities, opened in 1999 as a collaborative venture involving local government and UMC.

- **Northern Great Plains, Inc**. was initiated in 1990 with a focus on trade in the Red River Valley and has expanded to include projects in agriculture and natural resources, information technologies, and economic vitality in five states and two provinces. It annually secures about $500,000 in contracts and grants.
- **Northwest Minnesota Health Care Purchasing Alliance** was initiated with a $50,000 Minnesota legislative grant to develop affordable health care coverage for area residents.
- **Veden Chair in Rural Development** is a $1.5 million endowed chair established to support rural development programming through faculty fellowships.
- **Center for Adult Learning** serves professionals, organizations, businesses, industries, young adults, and senior citizens, providing 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 percentage of students admitted with a scholarship offer from 47 percent in 2001 to 62 percent in 2002.
- **Advanced Standing/Transfer Students:** The number of NAS students admitted in fall 2002 was 147. The goal is to increase this number to 200 by fall 2006.
- **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 were decreases in enrollment at Northwest Technical College in East Grand Forks from 695 in FY 2000 to 480 in FY 2001, primarily due to NTC's decision to offer its own general education courses. College in the High School enrollment increased from 780 in FY 2000 to 816 in FY 2001. Post-Secondary Enrollment Options 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:** Distance learning course offerings increased from 20 in fall 2000 to 37 in fall 2001. In the fall 2002 class schedule, a total of 33 courses in 16 academic areas were offered. Enrollment increased from 119 in fall 2000 to 247 in fall 2001. Student numbers increased from 86 in fall 2000 to 176 in fall 2001.

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.

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

- **Faculty Development:** Provide 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 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

UMC uses the following measures of progress toward human resources goals:

- **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 new employee orientation, ITC training, grant writing, and supervisory training programs.

- **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.

Facilities

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.

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.
- **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:** The $6.5 million renovation and expansion of Kiehle Building was completed in fall 2002. The renovation maintained the distinctive architecture of the original building, built in 1910. Kiehle Building houses 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.
- **Early Childhood:** The 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.

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

- **Student Center:** The 2002 legislative session provided $7.7 million for replacement of Bede Hall with a Student Services Building. 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 1,500 students. It will strengthen the undergraduate experience and improve 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. Construction is expected to begin in May 2003 with occupancy in fall 2004.
- **Knutson:** An addition to the Knutson athletic complex for recreational and intramural sports is in the planning stage. 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.
- **Facilities Management Replacement and Heating Plant Upgrade:** The top campus priority in the FY04 capital budget calls for the relocation of existing shop facilities to the North Campus (to include space for campus maintenance, fleet operations, and general storage), as well as the replacement of three 1950 coal boilers with gas boilers. Relocating these buildings to the North Campus will allow for needed improvements in facilities and will provide the space needed to improve campus access and the general appearance of the "backyard." The new gas boilers will provide reliable back-up steam to the main coal boiler and additional steam when needed in the near future. Estimated cost of this project is $4.0 million.
- **Residential Life:** UMC plans to install fire sprinklers and upgrade fire alarms to Skyberg in summer 2003. McCall Hall was sprinkled in fall 2001. Planning also calls for construction of an 80-bed apartment facility for occupancy fall 2005. This, however, will only result in a net addition of 30 beds, as the planned demolition of Robertson Hall will eliminate 50 beds.

Measuring Results

- **Graduating Student Experiences Survey, Spring 2001**
  - **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

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.

Service Improvements

- **Leveraging Technology:** UMC provides all students, faculty, and staff with computers for 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 technology. 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, and 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 was 24:1. The goal is to reduce 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.

Measuring Results

- **Student/Faculty Ratio:** Increased from 18:1 to 24:1 (35 percent)
- **Operating and Maintenance Cost:** Student cost per FYE 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, and staff surveys, such as satisfaction, P&A reappointment review, student services fee, etc., are Web based.

III. Institutional Priorities: Duluth

Academic Excellence – Faculty, Reputation

Investing in Best Departments

- **Campus-wide faculty position pool**: Open faculty lines are returned to the vice chancellor for academic administration; positions are returned to collegiate units to enhance high quality programs, to develop high priority instructional areas, and to meet departmental needs based on student demand.

Investments to Strengthen Interdisciplinary and Legislative Initiatives

- **Design Initiative**: Funding is provided to the Visualization and Digital Imaging Laboratory to provide hardware and software to support faculty media research and presentations.
- **State Agricultural Special – Freshwater**: UMD continues to emphasize freshwater research and teaching with additional investment in freshwater studies.

Investments in Curriculum

- **Departments and programs:** Create new programs, majors, minors, or areas of study to match UMD strengths with regional and statewide need.
- **Freshman seminar**: UMD provides funding to increase number of freshman seminar sections.
- **Study abroad**: Support scholarships and staff hires under the University of Minnesota/Bush Foundation study abroad initiative.

Investments in Research/Creative Activity

- **Research support**: UMD continues to provide funding and services to support faculty research/creative activity.
- **Investments in technology**
  - **Tech Camp**: Continue to support Information Technology Systems and Services' Tech Camp, a one-week workshop for faculty who wish to improve their technology skills to enhance teaching and learning in their courses. Faculty who participate get a laptop computer and advanced software. Twenty faculty participated in FY02.
  - **Handheld Computer Initiative**: In FY02, the College of Science and Engineering initiated a handheld wireless computer project to improve teaching and learning. Ten faculty were engaged in curriculum modification for courses using the handheld computer. An additional 50 faculty were provided Compaq iPAQ computers.

Measuring Results

- For FY02, faculty position pool reallocation of lines resulted in new tenure track positions in education, German studies, media studies, and graphic design. In addition, tenure-track positions were added to management studies and biology to meet student demand. A total of 18 new tenure-track faculty were hired.
- Two new faculty were hired in FY02 to enhance UMD's programs in information science technology, one in computer science and one in finance, management, and information systems.

- The theatre department again gained national honors, as the play “The Movie Game” was one of five from across the nation selected for the American College Theatre Festival at the Kennedy Performing Arts Center in Washington, DC. Numerous other awards were gained by UMD students in the competition, including the Mark Twain Comic Playwriting Award.
- Laboratory facilities and startup funding of $150,000 was provided to freshwater research.
- A major in mechanical engineering, a major in German studies, and a minor in journalism were added.
- 20 faculty, staff, and administrators were involved in study abroad curriculum evaluation and development.
- $110,000 was provided to the Large Lakes Observatory to facilitate research on the Blue Heron, UMD’s modern Great lakes research vessel.
- $100,000 of matching money was provided to the Northland Advanced Transportation Systems Research Laboratories to facilitate transportation research. A new research facility was completed on I-35 south of Cloquet, Minnesota.
- Research proposals submitted to outside agencies totaled $42,129,393; 192, totaling $14,214,787, were funded. For ongoing projects, research grants and contracts total $33,189,652. Gerald Niemi, director of the Natural Resources Research Institute Center for Water and the Environment, received $6 million from the Environmental Protection Agency to establish a water quality baseline and indications for the Great Lakes watershed.

Students

Investments to Strengthen the Undergraduate Experience

- **Advising**: Continue development of the electronic portfolio as many departments integrate its use into everyday advising practice. The Advisement Coordination Center developed a network among advising programs across the campus and has developed advising models and collegiate advising initiatives. The Center continues to serve as UMD’s advisory coordination site for delivery of improved services. An electronic “academic planner” is being developed.
- **Undergraduate Research Opportunities Program (UROP)**: Promote opportunities for undergraduate research and creative activity and invest an additional $75,000 in the program.
- **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, electronic portfolio, values and ethics, learning styles, relationship and conflict management.
- **Laptop Initiative**: A total of 249 accounting, education-early childhood, theatre-design emphasis, and journalism students are provided laptops to use in their major courses, which have been modified to take advantage of the laptop, both in the classroom and laboratory and at home or in the dorm.
- **Wireless Computer Initiative**: 250 first year students in electrical and computer engineering, chemical engineering, industrial engineering, and computer science participated in the iPAQ handheld computer program in FY02. These students were required to purchase a computer over a four-semester period. Eight classrooms and numerous buildings and common areas, such as dorm lounges, dining halls, etc., have been equipped to provide wireless access.
- **American Indian Student Initiatives:** Provide support for programs to meet the needs of American Indian students. Research has shown that American Indian teacher candidates profit by attending colleges in a supportive American Indian environment like the tribal college.

The curriculum is modified to include American Indian culture and values. A cooperative program in partnership with Fond du Lac Tribal and Community College (FDLTCC) allows the last two years of the major in elementary education to be completed at FDLTCC. Students are enrolled at UMD for degree purposes but courses are offered at FDLTCC.

- **Program and Curriculum Initiatives**: Provide funding to new programs to meet student needs.

Measuring Results

- Chancellor Martin received the National Academic Advising Association (NACADA) Pacesetter Advising Award for the UMD advising initiative.
- Twelve student affairs staff and the director of the Advisement Coordination Center attended the NACADA summer institute in Colorado Springs, Colorado in July 2002. The advising teams worked on campus-wide designs for applying and integrating best practices in a division.
- In an FY02 survey, seniors rated the overall quality of advising provided to them as 2.6 on a seven-point scale, where 1 equaled "excellent," 2 "very good," 3 "good," etc.; 76 percent of respondents rated the overall quality of advising as excellent, very good, or good.
- Tom Brown, national consultant on advising, presented a one-day workshop in August 2002 for senior administrators (chancellor, vice chancellors, deans). He also worked with academic and support staff, including housing staff, on issues related to improvement of advising.
- Funding was provided for 104 UROP students and for 15 student presenters at the National Conference on Undergraduate Research; an additional 520 students participated in undergraduate research or independent study. In a report entitled "Academic Excellence: The Source Book," authored by The Research Corporation, UMD was ranked as one of the top institutions in the U.S. for research opportunities for math and science undergraduate students.
- 815 students enrolled in 32 sections of ICL in FY02. Instruction on how to utilize the electronic portfolio was added to the curriculum.
- Classroom technology upgrades for teaching and learning have been accomplished. All (68) general purpose classrooms have Ethernet connections for instructional use. Approximately 60 percent of the classrooms have a built in computer/video projector. It is anticipated that by the end of fall semester 2002 this will increase to 75 percent. Four classrooms have hard-wired Ethernet ports for student use and 12 have wireless connectivity. General purpose classrooms are centrally scheduled; faculty request classroom technology to fit teaching style. Additional portable computer and projection equipment is owned by collegiate units; equipment can also be checked out from the Information Technology Systems and Services library.
- 28 American Indian educators from across the northland received their Masters of Education degree in May 2002.
- A learning communities program was developed for undecided NHS in the College of Liberal Arts.
- Funding was made available to develop a financial markets laboratory for undergraduate finance majors. A classroom was remodeled and equipped with state-of-the-art financial markets hardware and software. Students invest real money; Joe Artim, previously a large fund financial manager, coordinates the study activity. 16 undergraduate students in finance were the first class to take advantage of the laboratory.
- The School of Business and Economics began offering its Masters of Business Administration degree on-site at Rochester. Market evaluation was carried out in partnership with University

of Minnesota Rochester. Curriculum was modified to fit a weekend delivery format; students can complete the program in 2-1/2 years.

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.
  - Used in preK-12 classrooms for teaching and learning with a diversity and rural focus on addressing the digital divide.
- **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)**
  - Provide college-level courses in local high schools through the College in the Schools program; 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.
  - 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
  - Cohorts run in Duluth, International Falls, and at UMM. MSEM reaches out to working engineers across the state.
- **Social Work Distance Education Masters Program, CEHSP:** Provide an opportunity for American Indian professionals to obtain a masters degree in social work.
- **Fond du Lac Tribal and Community College Teacher Education Program:** Provide an opportunity for American Indian students to obtain an education degree.
- **SFA Kindermusik, Kinderkeys, and Suzuki Programs**
  - Provide lessons and performance experience to young children.
  - 300 elementary students are enrolled in music programs and participate in performances each year.

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)**
  - Assisted Iron Range businesses to grow and improve their profits.
  - Entered into an agreement with Cook County to assist small businesses in the county.
  - Through the Kaufmann Entrepreneur Internship program, provided support for student experiences in new and emerging firms.
- **Chester Park Lab School**:
  - 340 Chester Park students (the entire student body) participated in a variety of performances last year, both as the audience for UMD music offerings, and in their own winter and spring concerts and the kindergarten spring sing, which UMD students helped them prepare and present.
  - Approximately 400 Chester Park parents attended one or more of the student performances during the school year.
  - 60 UMD students—12 music majors and 48 non-music majors—worked with Chester Park students during the 2001-02 school year.
  - 28 UMD music students, including a choir, a percussion ensemble, and piano students, performed for Chester Park students.
  - 113 UMD students worked at Chester Park through the Darland Programs last year.
  - 12 UMD education students participated in Arrowhead Preparing Tomorrow's Teachers to Use Technology (APT3) collaboratories at Chester Park last year.
  - 12 UMD faculty participated in professional projects, such as APT3 collaboratories, at Chester Park last year.

- **Social Work Distance Education Masters Program (CEHSP)**
  - Utilized Title IV-E funds to partner with Bemidji State University and Hibbing Community College to offer the MSW through the Child Welfare Scholar program.
- **NRRI**
  - Leveraged $3.8 million of State Special funds into an operating budget of $13.8 million. In FY02, total external sales were $600,000.
  - Minerals
    - With support from the Minnesota Department of Natural Resources, established a taconite concentrator modeling and simulation center at the Coleraine Minerals Research Laboratory.
    - Received $720,000 in federal support to study mercury removal.
    - Continued work on iron ore and its products.
    - Investigated potential of taconite mining byproducts to be used as an aggregate in road construction.
  - Forestry/forest products
    - Under the auspices of a limited liability corporation (NaturTek), studied birch bark compounds for their antibacterial and anti-fungal properties.
    - Developed an in-place assessment method for wood structures.
    - Investigated methods by which wood products companies could remain competitive.
  - Peat/peat products
    - Studied improved and more efficient methods of peat harvesting.
  - Water and the environment
    - With funding from the EPA, studied environmental indicators for the Great Lakes Basin.
    - Continued on-going study of boreal owl ecology in Minnesota.
    - Utilized Global Positioning System for stream imaging.
    - In cooperation with the University of North Dakota, examined hydrologic fluxes and beaver pond succession.
- **BBER**
  - Continued workforce analyses in northeastern Minnesota.
  - Developed a “reader friendly” version of the document “Economic Impact of Scenic Byways.”
- **Minnesota Sea Grant Program**
  - In 2001, there were 13 professionals and four students on staff.
  - The media relations program generated 94 reporter contacts, resulting in stories that reached 13.7 million people.
  - The Web site received 5 million hits from 43,000 people in 100 different countries.
  - The publication center filled 1,500 orders.

Strengthening the University Community: Human Resources

Enhancing Leadership and Managerial Effectiveness

- **Training**: 17 personal/professional development workshops and nine supervisory training workshops were held, with a total of 248 participants.

- **Orientation/Employee Benefits**: 41 orientation sessions were attended by over 75 percent of new hires. 16 employee benefits ITV workshops were attended by 896 participants.
- **Outstanding Service Awards**: A number of staff are recognized each year for their outstanding contributions to the mission of their departments and UMD.
- **Outstanding Adviser Awards**: Five faculty members each year are given the Outstanding Adviser Award. Each award recipient is given $500 and an additional $500 goes to his/her department to support its advising program.

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. Over a four-year period, over 25 percent of UMD faculty (120) participated in Tech Camp. Twenty of these faculty also completed Advanced Tech Camp to further their skills. The Technophytes Cohort, funded by the Bush Foundation, began in 2001 and is aimed at technological "late bloomers." Twenty faculty participated in 2001-02 and 19 are participating in 2002-03.
- **Chancellor's Award for Distinguished Research**: Each year, UMD selects one faculty member to receive this award and $1,000 prize, and hosts a community-wide research lecture and reception.

Recruiting and Retaining a Diverse Faculty and Staff

- **Target of Opportunity (TOP) Funding**: Funding is used to increase the number of faculty of color. Two FTE faculty were hired using TOP funds and two were hired using Bridge funds.
- **Chancellor's Diversity Initiative**: Approximately $35,000 is invested annually in this program, which enables UMD to recruit a more diverse faculty and student body. During the past year, three visiting scholars gave residencies and lectures, and worked with students and faculty individually.

III. Institutional Priorities: Morris

UMM: A Public Liberal Arts College

UMM aspires to be the best public liberal arts college in America and seeks 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 to its region and people and intends 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 in 2002 as the number four 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 three or four priorities for her/his area, and the group determines up to five 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 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: visibility, resources, recruitment/retention, and communication.

Visibility

Success in virtually all 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 UMM intends to confront.

Marketing

UMM plans to create and implement an integrated institutional marketing plan. To do this, a position which would pull together the range of fragmented marketing efforts currently in place – in admissions, fund raising, etc. – has been proposed. During fall 2002, in cooperation with the Office of the Vice President for University Relations, plans were initiated to bring a marketing consultant to campus. *MEASURE:* Create an integrated marketing plan during the 2002-03 academic year.

Current Efforts and Results

Several publications have been revamped, and work continues to upgrade the quality of others, especially but not exclusively in admissions. UMM has 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 again as the top public liberal arts college in the entire Midwest. Enrollment is at a good level and has been modestly rising over the past half-dozen years. *MEASURES:* Fund raising has exceeded expectations and should meet and exceed the Capital Campaign goal. Enrollment should continue to grow toward 2,000 with quality remaining steady or improving.

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 the campus's service presence and visibility in the community and region. UMM is developing a leading service-learning program, a strong presence in public radio and TV (with the production of two popular television programs), and work in local schools (e.g., TREC – Teaching Reading Enabling Children – program, etc.) *See Appendix I.*

Resources

UMM remains 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, UMM will:

- meet and exceed its 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. A new science building was completed in 2000 and and in January 2002 a 60,000 sq. ft. renovated old science facility was opened. Funding is sought for an $8 million rehabilitation of social science classroom and office space in the Social

Sciences Building. Funding was approved by both the Minnesota House and Senate in the 2002 session, but vetoed by the Governor. The renovation is currently ranked #3 on a supplemental capital appropriations list being prepared for the 2003 Legislature. 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.

- Plans call for growing modestly to 2,000 students, while maintaining very high admissions standards. *MEASURE:* over 1,910 students by fall 2003; 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, UMM plans to continue to develop a more robust scholarship program, emphasizing both entering and returning students. In 2001-02 the vice chancellor for academic affairs created a retention task force, whose recommendations will be considered and implemented. *MEASURE:* add to the number of presidential scholarships; meet Capital Campaign goal of $2 million for recurring scholarships; implement task force suggestions.
- UMM has successfully created a diverse student body: approximately 15 percent of students are students of color; 8 percent are American Indians. The campus supports 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. The goal is to maintain the level of diversity on campus, to remain a leader in campus diversity within Minnesota, and to try to increase the representation of traditionally less represented groups, e.g., Asian Americans, Hispanic Americans, etc. UMM also seeks 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.
- UMM's biggest challenge to faculty recruitment and retention remains spousal employment. Imaginative and productive solutions to this problem are being explored, 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. 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 is needed. *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 and to find funding for such a plan.
- UMM has shown, and will continue to show, relentless efforts to develop and improve its academic programs. All first-year students enroll in a required freshman seminar. All attend,

with their families, an opening convocation. In recent years, new majors have been added in anthropology, statistics, and women's studies. Three new faculty positions have been added as part of the University's freshman seminar initiative. Lab support personnel have been added in the sciences. Temporary positions have been converted to tenure track. The 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.

- UMM has begun to develop and promote an ambitious plan to send all UMM students abroad, as a group, during the May term between their sophomore and junior years. During the coming academic year, widespread consensus concerning this plan will be built on campus, and funding for it will be sought from a variety of sources. *MEASURE:* have in place by fall semester of 2004-05 a plan to take all UMM sophomores abroad in May 2006.

Communications

To be more efficient, productive, and humane, UMM needs to articulate its identity as a college, to tell the story of its accomplishments and the successes of its graduates, and to improve internal conversations. These communications efforts are particularly important at a point of dramatic transition in the central administration of the University, and in the executive and legislative branches of Minnesota state government. The communications plan includes:

- defining 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.
- re-examining the nature of its communications and the most important messages it seeks to share with each of those constituencies.
- devising and revising strategies for most effectively communicating the messages to be sent.

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. In 2002, UMM is ranked by U.S. News as 4th among the "top five public national liberal arts colleges;" UMM 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 UMM's goal, however, to make measurable progress in each of these key areas. 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. The plan presents a powerfully integrated agenda for advancing the college.

Appendix I

UMM…Serving the 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.

- Partner 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 UMM students for elementary school children
  - Science demonstrations at local supermarkets
- 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

Measures of Student Development and Campus Life at University of Minnesota, Morris

Who are UMM Students?

- 80 percent from Minnesota, with the remaining 20 percent from 29 other states and eight 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 percentage 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 four-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 instructor feedback, availability, and 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 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.

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 in July 1999. Its mission, based on academic partnerships that have grown with other institutions in southeastern Minnesota, is to provide high-quality baccalaureate, professional, and graduate education and noncredit educational opportunities and to respond to the economic, cultural, and research needs of Rochester, southeastern Minnesota, and, when appropriate, regions beyond the Minnesota border. To achieve these goals, UMR will continue to increase credit and noncredit course production, to increase revenues, to build its relationships with Rochester business and community groups, to establish financial support for research, and to enhance its collaboration with its higher education partners in Rochester.

Academic Excellence

Investing to Strengthen Academic Programs

- **High-priority disciplines**: During the past three years, the focus has been placed on academic programming in the disciplines of education/social services, information technology, business, and health care delivery. These disciplines relate directly to southeastern Minnesota economic development, research, and outreach needs, and each area will continue to be significant in the future growth of programming. Within these disciplines, special emphasis will be devoted to developing programming in the health care professions and information technology.
- **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. During the 2001-02 academic year, the following degree programs were implemented:
  - Master of Public Health, featuring a relationship with the Mayo Medical School whereby students can concurrently earn an MD degree with Mayo and an MPH with UM
  - Master of Business Administration
  - Bachelors of Applied Science in manufacturing technology
  - Certificate in translation, designed to serve Rochester's large immigrant population

  The 2002-03 academic year will bring implementation of the Master of Social Work and Bachelor of Science in nursing degree programs, plus two additional tracks in the Master of Public Health program, and an advanced certificate in translation program. Additional programs in advanced stages of development include a master's degree program in special education and bachelor's degrees in information technology infrastructure, respiratory care, radiation therapy, and medical technology.

Investments to Strengthen Interdisciplinary Initiatives

- The assistant director for industrial liaison for the Digital Technology Center initiative is based in Rochester and is charged with the responsibility of identifying industry research needs and making connections with University resources. These activities resulted in the initial phase of the application process for UMR's first patent and the development of community relationships for working with local public and private energy groups to generate grants and contracts.

- Rochester-based education faculty collaborated with IBM to win a grant that provided funding for IBM staff, UMR faculty, public school teachers, and others to develop a two-week curriculum for high school teachers of computer science.
- UMR participated with University Center Rochester partner institutions, the Greater Rochester Area University Center Advisory Committee, the Southern Minnesota Initiative Fund, and others to plan and conduct a two-day conference dealing with distance learning and educational technological innovation.
- UMR received its first research grant of $50,000 this summer from the Sota Tec funds. The project's long-term objective is the development of efficient methods for solving the magnitude-only restoration problem. This software project is a refinement of a method developed by a UMR faculty member and is related to UMR's first patent application filed in 2002.
- An important provision of the spring 2002 revision of "Academic Leadership and Programs for Higher Education in Rochester" is the leadership that UMR administration will provide in the review of credit and noncredit academic programming at the University Center Rochester. This study will be conducted during the fall and spring semesters and will focus on insuring greater articulation, efficiency, and cross-referencing of curriculum across degree programs at the University Center Rochester.

Students

Investments to Strengthen the Undergraduate Experience

- **Credit enrollments**: As outlined previously, upper-division and graduate academic programs will continue to be developed. Many students pursuing the new programs are currently enrolled in prerequisite coursework at University Center Rochester partner institutions. New UMR programming has been designed to take advantage of higher education opportunities currently available in the southeastern Minnesota region. Credit-hour production increased approximately 17 percent from fall 2001 to fall 2002.
- **Noncredit enrollments**: The goal for noncredit enrollments was to achieve an increase of 25 percent by fall 2002, through rigorous recruitment in target industries, cooperative relationships among UCR partners, and a robust advertising campaign. The headcount increased 32 percent from the 2000 academic year to the 2001 academic year, surpassing the goal in a single year. This trend is projected to continue.
- **Student recruitment**: During the months prior to fall semester 2002, a significant marketing campaign was initiated, with television, radio, magazine, newspaper, and billboard advertising, plus more than 20 individual group presentations throughout the community. Fall 2002 enrollment increases illustrate the effectiveness of the strategy. A recently completed independent study of higher education awareness, attitude, and usage indicated that the unaided recognition of UM Rochester in southeastern Minnesota has grown from 26 percent in 2001 to 40 percent in 2002.
- **Student scholarships:** Student scholarships and foundation accounts will continue to be developed through a fundraising campaign. During the past year, UMR worked with the UMR Advisory Committee to develop and implement a strategy for increasing student scholarships. In conjunction with the UM Foundation, activities included preparation of an initial and revised business plan, focus groups, and a retreat with community leaders. Over the next year, fundraising efforts will continue with the "silent phase" of the development process. During the

past year, three new scholarships were established and the strategic initiative fund grew modestly.

- **Technology – Telepro Project:** The TelePro project was completed during spring 2002, with a few elements in the plan yet to be finished. This initiative has greatly enhanced the potential quality of distance learning capabilities in the areas of instructional television, computer-based instruction, and streaming video. As new academic programming is developed and implemented, special attention will be given to identifying courses and programs that are suitable for packaging in a distance-learning format. The long-range plan is to involve UMR in greater use of media for instruction, to collaborate with other campuses in developing and expanding a research agenda on issues connected with distance learning, and to take advantage of Rochester's workforce as a potential resource for adjunct faculty recruitment to the UMTC and other regions of the state.
- **Student data**: The use of UM student reporting systems will be improved to assure accurate data collection and credit attribution. The Collegeware student contact tracking system was purchased by the University Center Rochester and will be implemented over the next year. This initiative will involve all UCR partner institutions and will permit more effective tracking of student inquiries for all disciplines and institutions.

Measuring Results

- Seventy-one percent of courses offered during fall 2001 and 65 percent of spring 2002 courses were taught via ITV, Internet, and UNITE.
- Selected student demographic data are provided below. (Note that students are not required to provide this information on their application forms, so data reflects only those students who voluntarily completed this section of the form.)

Student Status and Age (Spring 2002)

	Age 18 - 22	Age 23 – 28	Age 29 – 34	Age 35 - 40	Age 41 - 46	Age 47 - 52	Age 53+
Undergraduate Male	0	6	2	1	2	5	0
Undergraduate Female	0	6	6	5	8	5	1
Graduate Male	1	25	25	11	9	8	3
Graduate Female	1	13	17	16	22	20	4
TOTAL	2	50	50	33	41	38	8

Student Status and Ethnicity (Spring 2002)

	Caucasian	African American	Asian	Native American	Hispanic	Unknown
Undergraduate Male	9	1	0	0	0	5
Undergraduate Female	23	0	1	0	1	6
Graduate Male	73	3	3	3	1	19
Graduate Female	93	0	4	1	1	20
TOTAL	198	4	8	4	3	50

- The student headcount increased both fall and spring semesters (7 percent and 14 percent, respectively); however, credit-hour production was essentially unchanged. The two primary reasons for this outcome were: a downturn in the local economy causing more students to seek education with reduced academic loads, and the introduction of new degree programs which require that students complete lower-division prerequisite coursework prior to enrolling in upper-division courses. An increase in credit-hour production is anticipated for fall semester 2002.

Credit Courses

Credit Courses	Fall 1999	Fall 2000	Fall 2001	% Increase 01-02
Headcount	Data not available	323	346	7%
Credits Generated	1,065	1289	1276	-1%

Credit Courses	Spring 2000	Spring 2001	Spring 2002	% Increase 01-02
Headcount	Data not available	285	326	14%
Credits Generated	805	1218	1239	2%

Credit Courses	Fall 1999 Spring 2000	Fall 2000 Spring 2001	Fall 2001 Spring 2002	% Increase 00-01 to 01-02
Total Credits Generated	1870	2507	2515	.3%

These numbers do not include the 56 students on the UMTC campus who took courses originating from UM Rochester or the six students in the University of Minnesota Talented Youth Math Program (UMTYMP) taught by a Rochester faculty member.

Noncredit Courses

UM Rochester strives to serve the city of 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 yielded substantial (32 percent) growth during the past year.

Advanced Level Noncredit Courses, Workshops, Seminars

Non-Credit Courses	Fall 1999	Fall 2000	Fall 2001	% Increase 01-02
Headcount	145	195	223	14%

Non-Credit Courses	Spring 2000	Spring 2001	Spring 2002	% Increase 01-02
Headcount	87	381	539	41%

Non-Credit Courses	Fall 1999 Spring 2000	Fall 2000 Spring 2001	Fall 2001 Spring 2002	% Increase 00-01 to 01-02
Total Headcount	232	576	762	32%

Engagement: Access and Outreach

Expanding Access: Educational Programs

The preceding information demonstrates UMR's extension of regional access to the University's learning, research, and outreach programs.

- **Distance learning**: One of UMR's priorities is to take advantage of distance delivery of instruction to create learning experiences that provide convenience, quality, and productivity of courses and programs.
  - Plans will be developed for increasing 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.
  - The Master of Social Work and Bachelor of Science in Nursing programs each present the didactic elements of the course work via instructional television. Technological and human resource problems and strengths are being identified and will be incorporated into the development of future degree programs. While the Master of Business Administration program is being delivered on-site in Rochester by UM Duluth faculty, weather may prevent faculty or students from being able to attend all class sessions in Rochester. In anticipation of these challenges, distance learning protocols are being developed that will offset the impact of such potential problems.

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 University's regents to advise on short-range plans for program development, faculty recruitment, availability and use of adjunct faculty, estimates of cost, timetables for providing programming in Rochester, and other assistance as requested. The committee has been especially active in assisting with fundraising activities for scholarships and institutional strategic initiatives.
  - **Greater Rochester Area University Center Advisory Committee (GRAUC):** This group is comprised of leaders representing a broad cross-section of the Rochester community including 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.
  - **University Center Rochester Advisory Board:** The board membership includes 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 10 southeastern Minnesota school districts, Mayo Clinic, 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.

Strengthening the University Community: Human Resources

Recruiting and Retaining a Diverse Faculty and Staff

- **New staff**: UM Rochester is staffed by 24 employees. These positions include academic, student support, and administrative functions. Four of these current employees and four new faculty for spring 2003 are employed in support of the new Bachelor of Science in Nursing program.

Enhancing Leadership and Managerial Effectiveness

- **Staff development**: A significant advantage enjoyed by a new unit 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 was brought to Rochester.
- UMR staff and faculty are actively involved in UMTC committees. During the 2002-03 academic year, the associate to the provost will participate in the Emerging Leaders program, will serve on the Training Advisory Committee, and will represent UMR on the UM Steering Committee of the Great Service Initiative (GSI). In addition, a program director represents UMR on the UM Council on Public Engagement.

Institutional Efficiency and Excellence

Service Improvements

- A significant element of the spring 2002 revision of "Academic Leadership and Programs for Higher Education in Rochester" is a mandate for UM Rochester administration to provide leadership in the review of student services. The purpose of this review is to develop a more coordinated student services operation for information, marketing, advising, admission, registration, and other relevant student services.
- During the 2001-02 academic year, a student services survey was administered to assess a range of issues of concern to baccalaureate and graduate students. These data were analyzed and presented to the program directors and support staff for review and action. One of the primary student recommendations was a request for new student orientation that centered on use of OneStop. Student orientations were accordingly provided. The effectiveness of sessions was assessed and refinements to the orientation will be instituted with the incoming class in spring 2003.
- **Community awareness**: Enhancing community awareness of the opportunities at UM Rochester is an important activity. In addition to extending the information and marketing campaign addressed earlier in this report, modifications to the Web page will continue in response to expressed needs of current and potential students.

Implications for 2003-2004 Planning and Initiatives

The mission of UM Rochester is to provide high-quality baccalaureate, professional, and graduate education and noncredit educational program opportunities and to respond to the economic, cultural, and research needs of Rochester, southeastern Minnesota, and, when appropriate,

regions beyond the Minnesota border. The primary challenges for realizing this mission are to: a) increase the number of academic and noncredit programs available in Rochester, b) increase student enrollment, and c) increase revenues. Initiatives to meet these challenges include:

- Expand the marketing campaign to inform the region about UM Rochester and motivate residents to pursue formal education at UM Rochester.
- Further strengthen UM Rochester relationships with stakeholders – Rochester and southeastern Minnesota communities, advisory groups, for-profit and nonprofit organizations, and government leaders.
- Implement the transition from the university allocation model of funding to an IMG model.
- Seek opportunities for obtaining grants and contracts.
- Create a fundraising strategy for increasing the number of Rochester-based scholarships and graduate research assistantships.
- Create a fundraising strategy for increasing the level of resources available to support curricular development, educational technology innovation, and recruitment of students and faculty.
- Continue to identify regional educational needs and provide programming to satisfy those needs.

Appendix A: 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 of Minnesota Total** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total Headcount Students (Fall)	**48,943**	**48,524**	**47,647**	**48,091**	**48,690**	**49,184**	**51,832**	**58,196**	**59,089**	**60,373**
Undergraduate	34,158	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	9,811	10,074	10,506	10,739
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	8,131	8,048
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%	1.1%	1.0%	1.0%	0.8%	0.9%
Asian/Pacific Islander	4.6%	5.2%	5.5%	5.8%	6.0%	6.0%	5.9%	5.7%	5.7%	5.8%
African American	2.2%	2.4%	2.6%	2.7%	2.6%	2.7%	2.9%	3.0%	3.0%	3.0%
Chicano/Hispanic	1.3%	1.4%	1.5%	1.5%	1.6%	1.6%	1.7%	1.7%	1.5%	1.6%
International	6.1%	6.1%	5.8%	5.6%	5.7%	5.7%	5.7%	5.6%	6.0%	6.4%
Caucasian	80.7%	81.8%	81.0%	80.9%	80.8%	80.0%	80.0%	77.3%	76.3%	76.1%
Not Reported	4.3%	2.3%	2.7%	2.4%	2.4%	2.8%	2.8%	5.8%	6.5%	6.2%
Total Headcount Students by Gender (%)										
Female	47.9%	48.2%	48.8%	49.5%	50.4%	50.7%	51.4%	52.0%	52.2%	51.8%
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%	71.3%	72.5%	74.8%	74.4%
Non-resident	25.0%	26.0%	27.2%	28.1%	28.3%	28.9%	28.7%	27.5%	25.2%	25.6%
Total FYE Students	**52,910**	**52,318**	**52,099**	**52,668**	**51,879**	**50,793**	**52,543**	**51,982**	**53,501**	**56,263**
Lower Division	18,599	18,242	18,006	18,866	18,692	18,061	18,979	17,997	18,652	19,531
Upper Division	19,274	18,847	18,359	18,914	19,004	18,717	19,489	20,201	19,681	20,631
Graduate & Professional	15,037	15,229	15,734	14,888	14,183	14,015	14,075	13,784	15,168	16,101
Total Degrees Awarded	**10,704**	**10,607**	**10,718**	**10,755**	**10,504**	**10,733**	**11,062**	**11,099**	**10,330**	**11,017**
Undergraduate Degrees	7,136	6,914	6,901	6,584	6,482	6,700	6,988	6,633	6,477	7,095
Masters Degrees	2,351	2,352	2,449	2,722	2,623	2,595	2,743	3,070	2,547	2,684
Doctoral and 1st Prof Degrees	1,217	1,341	1,368	1,449	1,399	1,438	1,331	1,396	1,306	1,238
Retention Rates (for Freshmen Admitted Fall of Fiscal Year)										
First Year Retention	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	na
Second Year Retention	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	na	na
Graduation Rates (for Freshmen Admitted Fall of Fiscal Year)										
Four-Year Graduation Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	na	na	na	na
Five-Year Graduation Rate	0.0%	0.0%	0.0%	0.0%	0.0%	na	na	na	na	na
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

UNIVERSITY OF MINNESOTA | **University of Minnesota Total** | **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
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)	**8.6%**	**8.8%**	**9.2%**	**9.7%**	**9.7%**	**10.5%**	**11.2%**	**11.5%**	**11.8%**	**10.2%**
Civil Service	7.8%	8.0%	8.3%	9.2%	8.8%	9.8%	10.2%	10.7%	10.6%	11.1%
Administrative	7.3%	7.9%	7.6%	7.8%	7.9%	7.3%	7.7%	7.9%	8.1%	8.0%
Tenured/Tenure Track Faculty	6.9%	6.8%	6.8%	7.8%	8.0%	8.3%	9.4%	10.4%	10.7%	11.3%
Other Faculty	5.0%	5.4%	6.0%	6.1%	6.2%	7.1%	8.4%	8.2%	7.7%	7.6%
Professional	5.6%	5.5%	5.5%	6.7%	7.1%	7.7%	8.1%	8.5%	8.2%	8.4%
Women Employees (% Tot HC)	**56.0%**	**56.3%**	**56.2%**	**56.1%**	**51.5%**	**51.8%**	**52.2%**	**52.4%**	**53.0%**	**53.1%**
Civil Service	67.6%	67.5%	67.1%	66.5%	62.1%	62.3%	61.9%	61.8%	61.7%	61.5%
Administrative	51.3%	48.8%	49.2%	51.2%	52.4%	53.5%	54.7%	54.1%	56.6%	57.5%
Tenured/Tenure Track Faculty	22.1%	22.2%	22.6%	23.7%	24.1%	24.7%	26.1%	26.4%	27.8%	28.3%
Other Faculty	25.2%	28.5%	28.2%	31.4%	31.6%	33.5%	33.3%	35.0%	35.9%	35.0%
Professional	44.0%	45.9%	46.6%	47.4%	47.3%	46.8%	48.9%	49.5%	51.2%	50.8%
Assignable Square Footage	**na**	**na**	**na**	**na**	**na**	**20,950,783**	**na**	**13,679,592**	**na**	**na**
Office/Conference	na	na	na	na	na	3,405,145	na	3,373,674	na	na
Classroom/Laboratory	na	na	na	na	na	3,205,971	na	3,028,669	na	na
All Other Space	na	na	na	na	na	14,339,667	na	7,277,340	na	na
Expenditures by Fund Source	$1,526,158,988	$1,573,804,165	$1,685,402,884	$1,677,092,995	$1,622,392,254	$1,565,213,124	$1,708,087,059	$1,761,095,762	$1,819,806,343	$1,937,790,149
State O&M + Tuition	$552,279,168	$546,185,655	$587,179,898	$616,992,062	$613,249,243	$637,401,401	$686,234,067	$749,133,768	$773,865,518	$836,753,027
Indirect Cost Recovery	$28,452,575	$35,541,936	$36,602,880	$40,274,180	$47,742,757	$46,802,111	$51,679,910	$51,293,612	$57,422,884	$63,594,548
Central Reserves	$15,084,086	$17,639,639	$9,710,643	$0	$129,872	-$279,904	$22,187,284	$748,623	-$908,164	-$805,309
Auxiliaries & ISOs	$113,296,652	$122,893,536	$130,924,765	$137,506,669	$138,763,124	$176,144,211	$168,680,602	$148,210,706	$158,854,675	$160,634,343
Other Current Unrestricted Funds	$356,511,177	$360,878,263	$383,822,425	$343,935,443	$268,094,562	$136,818,560	$191,664,709	$183,079,443	$141,826,556	$137,495,009
Federal Appr; Grants & Contracts	$200,050,849	$204,153,724	$213,757,665	$208,330,154	$210,005,278	$234,751,881	$227,151,969	$255,050,470	$269,255,532	$288,404,001
State Special Appropriations	$82,372,423	$78,585,024	$86,441,588	$88,147,914	$83,233,072	$67,993,912	$71,799,114	$80,589,304	$91,413,205	$102,931,177
State of MN Grants & Contracts	$29,735,755	$33,243,540	$34,204,074	$39,122,753	$40,821,908	$45,128,062	$53,681,806	$50,894,075	$57,954,471	$59,251,784
Other Current Restricted Funds	$148,376,302	$174,682,849	$202,758,946	$202,783,820	$220,352,438	$220,452,890	$235,007,596	$242,095,761	$270,121,665	$289,531,571
Expenditures by Object	$1,526,158,988	$1,573,804,165	$1,685,402,884	$1,677,092,995	$1,622,392,254	$1,565,213,124	$1,708,087,059	$1,761,095,762	$1,819,806,343	$1,937,790,149
Total Salaries	$825,751,735	$832,303,744	$890,225,812	$892,799,753	$861,009,825	$806,335,201	$870,765,332	$967,004,870	$990,716,644	$1,051,387,328
Fringe Benefits	$111,740,162	$188,068,185	$208,253,785	$209,582,663	$198,400,594	$190,715,825	$203,442,132	$225,436,246	$250,455,737	$283,138,440
Student Financial Aid	$64,779,147	$67,347,075	$71,870,325	$77,653,896	$78,687,556	$85,992,236	$94,885,614	$94,205,066	$101,428,403	$116,930,232
Other Expenditures	$671,310,346	$646,526,309	$683,949,700	$673,973,819	$657,377,436	$660,023,731	$713,739,610	$658,307,052	$674,183,128	$703,850,412
Internal Sales	-$147,422,403	-$160,441,147	-$168,896,738	-$176,917,136	-$173,083,157	-$177,853,869	-$174,745,628	-$183,857,473	-$196,977,570	-$217,516,262
Exp for Salary/Fringe Benefits (%)	61.1%	64.9%	65.6%	65.6%	64.5%	62.2%	61.3%	67.7%	68.5%	na
Other Expenditures (%)	38.9%	35.1%	34.4%	34.4%	35.5%	37.8%	38.7%	32.3%	31.5%	na

UNIVERSITY OF MINNESOTA **University of Minnesota Total** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Grant & Contract Proposals										
Dollars	$640,080,822	$668,331,421	$765,351,824	$685,547,980	$696,126,258	$819,011,187	$847,381,351	$1,110,579,657	$1,327,682,249	na
Number of Proposals	4,014	4,301	4,234	4,174	3,908	4,023	3,813	4,129	4,338	na
Grant & Contract Awards										
Dollars	$261,125,286	$248,441,096	$406,460,290	$335,316,219	$342,031,257	$348,739,574	$346,330,406	$430,543,880	$461,158,725	na
Number of Awards	2,977	2,769	3,852	3,145	2,851	2,935	2,938	3,053	2,955	na
Voluntary Support										
Gift Production	na	na	na	$67,734,435	$99,325,804	$134,163,233	$133,571,796	$182,573,066	$157,267,290	na
Gifts Receipted	na	na	na	$66,084,368	$62,297,242	$91,491,397	$97,430,278	$100,197,504	$86,951,652	na
Carry Forward (Non-Sponsored)	**na**	**na**	**$269,824,045**	**$317,444,284**	**$321,146,447**	**$367,166,912**	**$396,982,125**	**$435,225,508**	**$451,780,592**	**$475,626,975**
Trends and Ratios										
Employee Groups as % of Total Employees (Head Count)										
Civil Service	67.0%	67.6%	67.6%	66.1%	58.3%	57.3%	57.0%	56.5%	55.7%	55.4%
Administrative	4.5%	4.7%	4.9%	5.3%	6.7%	7.1%	7.3%	7.9%	8.3%	9.0%
Tenured/Tenure Track Faculty	15.8%	16.0%	16.0%	15.3%	17.6%	16.5%	16.0%	15.9%	15.4%	15.2%
Other Faculty	3.4%	2.9%	2.9%	3.3%	4.3%	5.0%	5.5%	5.3%	5.4%	5.4%
Professional	9.3%	8.8%	8.6%	9.9%	13.1%	14.1%	14.2%	14.4%	15.2%	15.0%
HC T/TT Faculty as % of Tot Fac	82.3%	84.5%	84.8%	82.1%	80.3%	76.8%	74.4%	74.9%	74.1%	73.7%
Measures per Tenured/Tenure Track Head Count Faculty										
Undergraduate Students	11.8	12.0	12.1	12.4	12.4	13.4	14.0	14.1	14.0	14.3
Graduate/Professional Students	4.2	4.4	4.5	4.5	4.6	4.8	4.9	4.8	4.9	5.0
Lower Division FYE Students	6.5	6.5	6.6	7.0	7.0	7.2	7.4	6.8	7.0	7.2
Upper Division FYE Students	6.7	6.7	6.8	7.0	7.1	7.4	7.4	7.5	7.2	7.6
Grad & Prof FYE Students	5.2	5.4	5.8	5.5	5.3	5.5	5.6	5.3	5.8	5.9
Total FYE Students	18.4	18.7	19.2	19.6	19.3	20.1	20.4	19.7	19.9	20.8
Civil Service Staff	4.24	4.23	4.22	4.33	3.30	3.47	3.57	3.55	3.61	3.65
Administrative Staff	0.28	0.29	0.31	0.35	0.38	0.43	0.46	0.50	0.54	0.59
Other Faculty	0.21	0.18	0.18	0.22	0.25	0.30	0.34	0.33	0.35	0.36
Professional Staff	0.59	0.55	0.54	0.65	0.74	0.85	0.89	0.91	0.98	0.99
Total Other Staff	5.32	5.26	5.25	5.54	4.67	5.05	5.26	5.30	5.48	5.60
Grant & Contract Proposals: $s	$222,019	$238,775	$282,418	$255,230	$258,879	$324,232	$330,234	$421,153	$493,746	na
Grant & Contract Proposals: #	1.39	1.54	1.56	1.55	1.45	1.59	1.49	1.57	1.61	na
Grant & Contract Awards: $s	$90,574	$88,761	$149,985	$124,839	$127,196	$138,060	$134,969	$163,270	$171,498	na
Grant & Contract Awards: #	1.03	0.99	1.42	1.17	1.06	1.16	1.14	1.16	1.10	na
Undergraduate Degrees	2.5	2.5	2.5	2.5	2.4	2.7	2.7	2.5	2.4	2.6
Graduate/Professional Degrees	1.2	1.3	1.4	1.6	1.5	1.6	1.6	1.7	1.4	1.4
Total Degrees	3.7	3.8	4.0	4.0	3.9	4.2	4.3	4.2	3.8	4.1

UNIVERSITY OF MINNESOTA **University of Minnesota Total** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Measures per Total Head Count Faculty										
Undergraduate Students	9.8	10.1	10.3	10.2	10.0	10.3	10.4	10.6	10.4	10.6
Graduate/Professional Students	3.5	3.7	3.9	3.7	3.7	3.7	3.6	3.6	3.6	3.7
Lower Division FYE Students	5.3	5.5	5.6	5.8	5.6	5.5	5.5	5.1	5.2	5.3
Upper Division FYE Students	5.5	5.7	5.7	5.8	5.7	5.7	5.5	5.7	5.3	5.6
Grad & Prof FYE Students	4.3	4.6	4.9	4.6	4.2	4.3	4.2	4.0	4.3	4.4
Total FYE Students	15.1	15.8	16.3	16.1	15.5	15.5	15.2	14.8	14.8	15.3
Non-Sponsored Carry Forward as % of Total Unrestricted Expenditures										
	na	na	23.4%	27.8%	29.5%	35.5%	35.4%	38.4%	39.9%	39.7%

UNIVERSITY OF MINNESOTA **Twin Cities Campus (includes UMD Medical School)** **Basic Data Series: 10 Year Trends**

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**	**39,762**	**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	9,459	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%	0.8%	0.8%	0.8%	0.7%	0.7%	0.6%	0.7%
Asian/Pacific Islander	5.4%	6.1%	6.5%	6.9%	7.2%	7.2%	7.1%	6.8%	6.9%	6.9%
African American	2.5%	2.8%	2.9%	3.1%	2.9%	3.1%	3.2%	3.4%	3.4%	3.4%
Chicano/Hispanic	1.4%	1.6%	1.6%	1.7%	1.8%	1.9%	2.0%	1.9%	1.7%	1.7%
International	7.3%	7.3%	7.1%	6.9%	7.0%	7.0%	7.1%	6.7%	7.4%	7.8%
Caucasian	77.4%	78.9%	77.9%	78.0%	77.6%	77.1%	76.9%	74.0%	73.3%	73.1%
Not Reported	5.2%	2.6%	3.2%	2.8%	2.8%	2.9%	3.1%	6.5%	6.6%	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**	**41,888**	**40,654**	**41,670**	**44,104**
Lower Division	12,899	12,545	12,487	13,260	13,061	12,478	12,881	12,064	12,294	13,224
Upper Division	15,844	15,348	14,835	15,322	15,429	15,073	15,288	15,318	14,730	15,282
Graduate & Professional	14,717	14,932	15,407	14,605	13,902	13,738	13,719	13,272	14,646	15,598
Total Degrees Awarded	**8,918**	**8,787**	**8,804**	**8,876**	**8,747**	**8,857**	**9,019**	**9,189**	**8,451**	**9,044**
Undergraduate Degrees	5,481	5,221	5,165	4,897	4,890	4,978	5,132	4,922	4,804	5,332
Masters Degrees	2,220	2,225	2,271	2,530	2,458	2,441	2,556	2,871	2,341	2,474
Doctoral and 1st Prof Degrees	1,217	1,341	1,368	1,449	1,399	1,438	1,331	1,396	1,306	1,238
Retention Rates (for Freshmen Admitted Fall of Fiscal Year)										
First Year Retention	78.1%	79.9%	80.3%	82.0%	81.9%	84.5%	82.4%	83.1%	83.5%	na
Second Year Retention	66.4%	69.9%	69.9%	71.0%	73.6%	72.9%	70.6%	74.2%	na	na
Graduation Rates (for Freshmen Admitted Fall of Fiscal Year)										
Four-Year Graduation Rate	14.9%	18.0%	18.3%	24.1%	26.0%	27.5%	na	na	na	na
Five-Year Graduation Rate	36.1%	40.4%	43.1%	44.6%	47.1%	na	na	na	na	na
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

UNIVERSITY OF MINNESOTA **Twin Cities Campus (includes UMD Medical School)** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
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)	**8.9%**	**9.0%**	**9.4%**	**9.9%**	**10.0%**	**10.9%**	**11.7%**	**12.0%**	**12.4%**	**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%
Women Employees (% Tot HC)	**56.9%**	**57.2%**	**57.0%**	**56.8%**	**51.7%**	**52.1%**	**52.4%**	**52.6%**	**53.1%**	**53.2%**
Civil Service	68.4%	68.2%	67.7%	67.0%	62.3%	62.5%	61.7%	61.7%	61.6%	61.4%
Administrative	53.6%	50.8%	51.5%	53.3%	54.3%	55.7%	57.1%	56.6%	59.1%	59.5%
Tenured/Tenure Track Faculty	21.5%	21.6%	21.8%	23.0%	23.2%	23.8%	25.6%	25.6%	26.8%	27.5%
Other Faculty	22.4%	26.6%	25.4%	28.1%	27.0%	29.3%	28.2%	28.6%	29.6%	29.2%
Professional	43.6%	45.8%	46.7%	47.7%	47.1%	47.2%	49.2%	50.2%	51.6%	51.3%
Assignable Square Footage	**na**	**na**	**na**	**na**	**na**	**18,743,984**	**na**	**11,410,667**	**na**	**na**
Office/Conference	na	na	na	na	na	3,084,186	na	3,056,308	na	na
Classroom/Laboratory	na	na	na	na	na	2,731,552	na	2,619,304	na	na
All Other Space	na	na	na	na	na	12,928,246	na	5,735,137	na	na
Expenditures by Fund Source	$1,407,305,360	$1,454,451,505	$1,562,529,250	$1,548,760,465	$1,490,541,807	$1,427,219,294	$1,552,334,108	$1,597,256,795	$1,642,727,699	$1,743,955,975
State O&M + Tuition	$484,757,294	$481,724,385	$517,806,761	$544,461,745	$537,409,624	$558,350,650	$595,635,095	$653,310,764	$670,023,861	$725,092,320
Indirect Cost Recovery	$28,039,087	$35,053,525	$35,833,566	$39,677,666	$47,054,589	$45,822,456	$50,814,702	$49,945,229	$56,034,640	$61,996,302
Central Reserves	$14,076,821	$16,533,911	$9,161,970	$0	$129,872	-$279,904	$22,187,284	$748,623	-$908,164	-$805,309
Auxiliaries & ISOs	$89,768,927	$98,897,345	$108,314,841	$113,350,735	$115,077,655	$152,130,022	$143,481,442	$121,039,652	$130,471,299	$129,484,669
Other Current Unrestricted Funds	$353,073,284	$357,117,066	$380,362,472	$339,815,658	$264,082,559	$132,042,709	$185,790,422	$176,470,850	$134,326,885	$127,120,320
Federal Appr; Grants & Contracts	$189,753,131	$194,692,623	$204,710,390	$200,510,877	$201,336,489	$224,592,229	$216,583,319	$244,847,705	$257,713,034	$274,710,389
State Special Appropriations	$79,211,830	$75,062,185	$83,080,777	$84,544,590	$79,671,945	$64,243,931	$68,445,538	$76,554,412	$86,823,603	$98,411,308
State of MN Grants & Contracts	$26,045,394	$26,494,897	$27,685,174	$31,717,326	$32,635,618	$36,958,276	$42,746,024	$40,961,648	$46,660,923	$47,020,929
Other Current Restricted Funds	$142,579,591	$168,875,570	$195,573,299	$194,681,868	$213,143,457	$213,358,926	$226,650,281	$233,377,912	$261,581,619	$280,925,047
Expenditures by Object	$1,407,305,360	$1,454,451,505	$1,562,529,250	$1,548,760,465	$1,490,541,807	$1,427,219,294	$1,552,334,108	$1,597,256,795	$1,642,727,699	$1,743,955,975
Total Salaries	$763,238,430	$771,563,611	$826,116,973	$826,736,337	$794,143,050	$736,323,214	$791,900,384	$881,925,358	$899,489,631	$954,767,941
Fringe Benefits	$96,018,050	$175,170,272	$193,580,820	$193,635,409	$181,655,785	$173,549,700	$185,342,972	$206,405,357	$229,115,744	$257,218,790
Student Financial Aid	$54,353,655	$54,487,380	$59,728,518	$63,989,136	$63,834,874	$69,302,357	$75,619,961	$76,088,520	$81,642,886	$95,166,847
Other Expenditures	$634,788,700	$606,173,313	$644,384,230	$633,116,248	$613,684,481	$610,650,043	$661,563,946	$602,204,481	$614,520,962	$639,193,010
Internal Sales	-$141,093,475	-$152,943,071	-$161,281,291	-$168,716,665	-$162,776,383	-$162,606,022	-$162,093,155	-$169,366,921	-$182,041,525	-$202,390,613
Exp for Salary/Fringe Benefits (%)	60.7%	65.2%	65.7%	65.7%	64.6%	62.1%	61.2%	68.1%	69.1%	na
Other Expenditures (%)	39.3%	34.8%	34.3%	34.3%	35.4%	37.9%	38.8%	31.9%	30.9%	na

UNIVERSITY OF MINNESOTA **Twin Cities Campus (includes UMD Medical School)** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Grant & Contract Proposals										
Dollars	$619,862,022	$637,439,021	$737,530,053	$652,363,307	$673,429,385	$798,216,098	$835,464,694	$1,092,382,447	$1,308,341,785	na
Number of Proposals	3,818	4,042	3,988	3,911	3,670	3,775	3,683	4,014	4,211	na
Grant & Contract Awards										
Dollars	$253,725,662	$241,623,061	$397,484,283	$324,915,585	$333,771,679	$337,405,210	$341,640,090	$424,812,025	$456,813,095	na
Number of Awards	2,809	2,624	3,694	2,967	2,686	2,769	2,864	2,966	2,878	na
Voluntary Support										
Gift Production	na	na	na	$62,623,409	$94,002,293	$130,003,190	$128,889,339	$165,042,613	$155,520,397	na
Gifts Receipted	na	na	na	$61,967,023	$57,859,537	$88,325,564	$93,628,653	$95,540,354	$85,903,884	na
Carry Forward (Non-Sponsored)	**na**	**na**	**$253,718,180**	**$299,860,004**	**$298,028,380**	**$337,412,743**	**$359,296,222**	**$392,082,333**	**$407,225,963**	**$426,624,378**
Trends and Ratios										
Employee Groups as % of Total Employees (Head Count)										
Civil Service	68.1%	68.6%	68.7%	67.4%	58.9%	57.8%	57.6%	57.2%	56.2%	56.0%
Administrative	4.2%	4.5%	4.7%	5.1%	6.6%	7.0%	7.2%	7.9%	8.3%	9.1%
Tenured/Tenure Track Faculty	14.9%	15.1%	15.1%	14.4%	16.9%	15.8%	15.4%	15.3%	14.8%	14.6%
Other Faculty	3.3%	2.8%	2.7%	3.0%	3.9%	4.5%	4.8%	4.6%	4.6%	4.6%
Professional	9.5%	9.0%	8.9%	10.1%	13.6%	14.9%	14.9%	15.1%	16.1%	15.8%
HC T/TT Faculty as % of Tot Fac	81.8%	84.1%	85.0%	82.7%	81.1%	77.7%	76.2%	77.1%	76.1%	75.9%
Measures per Tenured/Tenure Track Head Count Faculty										
Undergraduate Students	9.9	9.9	10.0	10.3	10.3	11.3	11.8	12.0	11.9	12.0
Graduate/Professional Students	4.8	5.0	5.1	5.1	5.2	5.5	5.6	5.5	5.6	5.7
Lower Division FYE Students	5.2	5.2	5.4	5.8	5.7	5.8	5.9	5.4	5.4	5.7
Upper Division FYE Students	6.4	6.4	6.4	6.7	6.7	7.0	6.8	6.7	6.3	6.6
Grad & Prof FYE Students	6.0	6.2	6.6	6.4	6.1	6.4	6.4	6.1	6.6	6.8
Total FYE Students	17.6	17.8	18.3	18.8	18.5	19.2	19.1	18.2	18.3	19.2
Civil Service Staff	4.58	4.55	4.55	4.69	3.48	3.66	3.74	3.73	3.80	3.84
Administrative Staff	0.28	0.30	0.31	0.36	0.39	0.44	0.47	0.52	0.56	0.62
Other Faculty	0.22	0.19	0.18	0.21	0.23	0.29	0.31	0.30	0.31	0.32
Professional Staff	0.64	0.60	0.59	0.71	0.81	0.94	0.97	0.98	1.09	1.08
Total Other Staff	5.73	5.63	5.62	5.96	4.92	5.33	5.49	5.53	5.76	5.87
Grant & Contract Proposals: $s	$251,465	$264,607	$316,401	$283,760	$294,074	$371,782	$381,317	$486,368	$575,095	na
Grant & Contract Proposals: #	1.55	1.68	1.71	1.70	1.60	1.76	1.68	1.79	1.85	na
Grant & Contract Awards: $s	$102,931	$100,300	$170,521	$141,329	$145,752	$157,152	$155,929	$189,142	$200,797	na
Grant & Contract Awards: #	1.14	1.09	1.58	1.29	1.17	1.29	1.31	1.32	1.27	na
Undergraduate Degrees	2.2	2.2	2.2	2.1	2.1	2.3	2.3	2.2	2.1	2.3
Graduate/Professional Degrees	1.4	1.5	1.6	1.7	1.7	1.8	1.8	1.9	1.6	1.6
Total Degrees	3.6	3.6	3.8	3.9	3.8	4.1	4.1	4.0	3.7	3.9

UNIVERSITY OF MINNESOTA **Twin Cities Campus (includes UMD Medical School)** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Measures per Total Head Count Faculty										
Undergraduate Students	8.1	8.3	8.5	8.5	8.4	8.8	9.0	9.3	9.0	9.1
Graduate/Professional Students	3.9	4.2	4.4	4.3	4.2	4.3	4.2	4.2	4.3	4.3
Lower Division FYE Students	4.3	4.4	4.6	4.8	4.6	4.5	4.5	4.2	4.1	4.4
Upper Division FYE Students	5.3	5.4	5.4	5.5	5.5	5.5	5.2	5.2	4.8	5.0
Grad & Prof FYE Students	4.9	5.2	5.6	5.3	4.9	5.0	4.9	4.7	5.0	5.1
Total FYE Students	14.4	15.0	15.6	15.5	15.0	14.9	14.6	14.0	13.9	14.6
Non-Sponsored Carry Forward as % of Total Unrestricted Expenditures										
	na	na	24.0%	28.8%	30.3%	36.4%	36.0%	39.1%	41.1%	40.9%

UNIVERSITY OF MINNESOTA **Crookston Campus** **Basic Data Series: 10 Year Trends**

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**	**1,416**	**1,601**	**1,457**
Lower Division	909	910	849	952	987	982	1,042	1,033	1,164	923
Upper Division	17	125	194	225	254	291	299	383	437	534
Graduate & Professional	0	0	0	0	0	0	0	0	0	0
Total Degrees Awarded	**142**	**121**	**135**	**122**	**137**	**191**	**216**	**153**	**194**	**238**
Undergraduate Degrees	142	121	135	122	137	191	216	153	194	238
Masters Degrees	0	0	0	0	0	0	0	0	0	0
Doctoral and 1st Prof Degrees	0	0	0	0	0	0	0	0	0	0
Retention Rates (for Freshmen Admitted Fall of Fiscal Year)										
First Year Retention	0.0%	58.0%	65.0%	53.7%	62.7%	65.4%	64.9%	63.8%	59.4%	na
Second Year Retention	0.0%	46.0%	53.3%	41.0%	50.3%	52.8%	49.1%	45.0%	na	na
Graduation Rates (for Freshmen Admitted Fall of Fiscal Year)										
Four-Year Graduation Rate	0.0%	17.0%	29.2%	23.9%	19.3%	23.3%	na	na	na	na
Five-Year Graduation Rate	0.0%	28.0%	40.0%	32.8%	34.8%	na	na	na	na	na
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

UNIVERSITY OF MINNESOTA **Crookston Campus** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
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)	**4.3%**	**3.0%**	**2.6%**	**3.3%**	**4.4%**	**3.4%**	**4.0%**	**4.6%**	**4.1%**	**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%
Women Employees (% Tot HC)	**44.7%**	**44.5%**	**44.5%**	**46.7%**	**52.2%**	**48.8%**	**53.3%**	**49.8%**	**49.1%**	**50.0%**
Civil Service	58.3%	56.5%	55.7%	54.8%	61.5%	62.8%	65.7%	65.0%	62.7%	62.9%
Administrative	26.1%	27.8%	27.8%	30.4%	42.3%	36.4%	36.1%	25.6%	31.6%	35.0%
Tenured/Tenure Track Faculty	26.4%	26.3%	25.7%	28.6%	28.1%	26.7%	31.3%	30.3%	30.0%	31.0%
Other Faculty	0.0%	0.0%	0.0%	0.0%	0.0%	27.3%	41.7%	50.0%	50.0%	37.5%
Professional	53.3%	40.0%	46.2%	56.8%	57.4%	48.6%	58.1%	50.0%	45.8%	50.0%
Assignable Square Footage	**na**	**na**	**na**	**na**	**na**	**307,070**	**na**	**260,346**	**na**	**na**
Office/Conference	na	na	na	na	na	33,224	na	30,059	na	na
Classroom/Laboratory	na	na	na	na	na	60,400	na	33,464	na	na
All Other Space	na	na	na	na	na	213,446	na	196,824	na	na
Expenditures by Fund Source	$11,266,407	$13,583,176	$12,179,305	$13,592,716	$14,611,734	$15,753,069	$17,163,815	$18,648,422	$19,774,203	$21,623,112
State O&M + Tuition	$7,142,959	$7,127,502	$8,191,691	$8,471,448	$9,208,411	$9,691,830	$10,607,027	$11,498,744	$11,891,515	$12,896,444
Indirect Cost Recovery	$397	$6,326	$0	$0	$0	$985	-$336	$656	$8,508	$0
Central Reserves	$79,050	$219,748	$39,841	$0	$0	$0	$0	$0	$0	$0
Auxiliaries & ISOs	$1,655,913	$3,632,764	$1,816,733	$2,849,135	$2,590,192	$2,993,092	$3,082,843	$3,440,840	$3,962,667	$3,966,531
Other Current Unrestricted Funds	$173,320	$148,805	$90,868	-$80,859	$229,608	-$21,840	$10,882	$291,540	$157,056	$839,489
Federal Appr; Grants & Contracts	$1,255,007	$1,030,973	$1,037,436	$967,796	$1,079,220	$1,254,815	$1,528,696	$1,470,560	$1,586,132	$1,793,707
State Special Appropriations	$67,530	$72,340	$78,922	$57,284	$69,277	$68	$132,542	$200,344	$226,986	$218,952
State of MN Grants & Contracts	$558,130	$804,722	$19,580	$404,612	$682,951	$1,010,753	$966,485	$1,003,973	$1,013,425	$1,053,514
Other Current Restricted Funds	$334,100	$539,998	$904,235	$923,300	$752,076	$823,365	$835,675	$741,764	$927,915	$854,476
Expenditures by Object	$11,266,407	$13,583,176	$12,179,305	$13,592,716	$14,611,734	$15,753,069	$17,163,815	$18,648,422	$19,774,203	$21,623,112
Total Salaries	$5,641,946	$5,779,905	$6,412,462	$6,835,721	$7,069,279	$7,547,121	$8,259,092	$9,228,899	$9,881,302	$10,493,810
Fringe Benefits	$1,454,497	$1,268,356	$1,438,824	$1,590,622	$1,648,099	$1,730,453	$1,823,730	$1,992,922	$2,237,885	$2,736,611
Student Financial Aid	$1,340,208	$1,703,879	$965,424	$1,377,506	$1,702,088	$2,150,525	$2,377,830	$2,532,237	$2,802,573	$2,949,943
Other Expenditures	$2,829,857	$4,831,036	$3,362,594	$3,806,501	$4,224,142	$4,355,160	$4,792,264	$4,986,745	$4,957,874	$5,556,449
Internal Sales	-$100	$0	$0	-$17,634	-$31,874	-$30,189	-$89,100	-$92,382	-$105,430	-$113,701
Exp for Salary/Fringe Benefits (%)	63.1%	51.9%	64.5%	62.0%	59.7%	58.9%	58.7%	60.2%	61.3%	na
Other Expenditures (%)	36.9%	48.1%	35.5%	38.0%	40.3%	41.1%	41.3%	39.8%	38.7%	na

UNIVERSITY OF MINNESOTA **Crookston Campus** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
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	na
Number of Proposals	8	11	26	12	16	12	9	14	13	na
Grant & Contract Awards										
Dollars	$386,993	$308,964	$1,337,627	$554,966	$482,183	$488,484	$802,792	$664,311	$522,739	na
Number of Awards	7	6	19	18	13	8	8	11	5	na
Voluntary Support										
Gift Production	na	na	na	$549,993	$711,301	$698,371	$765,982	$1,068,142	$717,212	na
Gifts Receipted	na	na	na	$561,138	$222,433	$951,872	$374,341	$562,447	$545,070	na
Carry Forward (Non-Sponsored)	**na**	**na**	**$1,651,072**	**$2,212,720**	**$2,615,431**	**$3,280,619**	**$4,204,875**	**$4,326,638**	**$4,702,081**	**$4,263,164**
Trends and Ratios										
Employee Groups as % of Total Employees (Head Count)										
Civil Service	51.1%	56.1%	56.8%	46.7%	47.3%	46.3%	45.3%	43.1%	50.0%	43.9%
Administrative	12.2%	11.0%	11.6%	12.8%	12.8%	16.3%	16.0%	16.3%	17.3%	15.2%
Tenured/Tenure Track Faculty	28.2%	23.2%	22.6%	19.4%	15.8%	14.8%	14.2%	13.8%	18.2%	15.9%
Other Faculty	0.5%	0.6%	0.6%	0.6%	1.0%	5.4%	5.3%	5.9%	3.6%	3.0%
Professional	8.0%	9.1%	8.4%	20.6%	23.2%	17.2%	19.1%	20.9%	10.9%	22.0%
HC T/TT Faculty as % of Tot Fac	98.1%	97.4%	97.2%	97.2%	94.1%	73.2%	72.7%	70.2%	83.3%	84.0%
Measures per Tenured/Tenure Track Head Count Faculty										
Undergraduate Students	15.1	21.6	22.6	24.0	27.7	29.6	28.5	30.4	29.5	27.5
Graduate/Professional Students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lower Division FYE Students	17.2	23.9	24.3	27.2	30.8	32.7	32.6	32.4	30.1	22.0
Upper Division FYE Students	0.3	3.3	5.5	6.4	7.9	9.7	9.3	11.6	10.9	12.7
Grad & Prof FYE Students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total FYE Students	17.5	27.2	29.8	33.6	38.8	42.4	41.9	44.0	41.0	34.7
Civil Service Staff	1.81	2.42	2.51	2.40	3.00	3.13	3.19	3.12	2.75	2.76
Administrative Staff	0.43	0.47	0.51	0.66	0.81	1.10	1.13	1.18	0.95	0.95
Other Faculty	0.02	0.03	0.03	0.03	0.06	0.37	0.38	0.42	0.20	0.19
Professional Staff	0.28	0.39	0.37	1.06	1.47	1.17	1.34	1.52	0.60	1.38
Total Other Staff	2.55	3.32	3.43	4.14	5.34	5.77	6.03	6.24	4.50	5.29
Grant & Contract Proposals: $s	$5,054	$54,424	$42,408	$13,869	$27,919	$39,178	$45,546	$24,514	$79,542	na
Grant & Contract Proposals: #	0.15	0.29	0.74	0.34	0.50	0.40	0.28	0.42	0.33	na
Grant & Contract Awards: $s	$7,302	$8,131	$38,218	$15,856	$15,068	$16,283	$25,087	$20,131	$13,068	na
Grant & Contract Awards: #	0.13	0.16	0.54	0.51	0.41	0.27	0.25	0.33	0.13	na
Undergraduate Degrees	2.7	3.2	3.9	3.5	4.3	6.4	6.8	4.6	4.9	5.7
Graduate/Professional Degrees	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Degrees	2.7	3.2	3.9	3.5	4.3	6.4	6.8	4.6	4.9	5.7

UNIVERSITY OF MINNESOTA **Crookston Campus** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Measures per Total Head Count Faculty										
Undergraduate Students	14.8	21.1	21.9	23.4	26.1	21.6	20.8	21.3	24.6	23.1
Graduate/Professional Students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lower Division FYE Students	16.8	23.3	23.6	26.4	29.0	24.0	23.7	22.7	25.0	18.5
Upper Division FYE Students	0.3	3.2	5.4	6.3	7.5	7.1	6.8	8.1	9.1	10.7
Grad & Prof FYE Students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total FYE Students	17.1	26.5	29.0	32.7	36.5	31.0	30.5	30.9	34.1	29.1
Non-Sponsored Carry Forward as % of Total Unrestricted Expenditures										
	na	na	16.3%	19.7%	21.7%	25.9%	30.7%	28.4%	29.4%	24.1%

UNIVERSITY OF MINNESOTA **Duluth Campus (without Medical School)** **Basic Data Series: 10 Year Trends**

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**	**8,368**	**8,953**	**9,243**
Undergraduate	7,088	7,011	6,858	6,806	6,917	6,893	7,208	7,473	7,809	8,181
Graduate	353	356	378	363	334	288	352	436	477	463
Professional	0	0	0	0	0	0	0	0	0	0
Unclassified	79	91	101	115	85	90	101	459	667	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%	90.3%
Not Reported	1.2%	1.0%	1.2%	1.8%	1.6%	2.2%	2.1%	3.8%	3.3%	2.9%
Total Headcount Students by Gender (%)										
Female	47.0%	47.3%	47.3%	47.1%	48.6%	48.8%	49.7%	50.7%	51.3%	51.3%
Male	53.0%	52.7%	52.7%	52.9%	51.4%	51.2%	50.3%	48.7%	48.6%	48.4%
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%	88.2%
Non-resident	10.1%	10.9%	11.8%	12.6%	12.3%	12.1%	12.4%	11.7%	11.6%	11.8%
Total FYE Students	**6,628**	**6,545**	**6,466**	**6,394**	**6,349**	**6,390**	**7,298**	**7,964**	**8,296**	**8,653**
Lower Division	3,580	3,524	3,473	3,469	3,478	3,489	3,851	3,890	4,190	4,329
Upper Division	2,728	2,724	2,666	2,642	2,590	2,624	3,114	3,603	3,636	3,884
Graduate & Professional	320	297	327	283	281	277	333	471	470	440
Total Degrees Awarded	**1,283**	**1,368**	**1,486**	**1,395**	**1,170**	**1,301**	**1,480**	**1,417**	**1,370**	**1,431**
Undergraduate Degrees	1,152	1,241	1,308	1,203	1,005	1,147	1,293	1,218	1,164	1,221
Masters Degrees	131	127	178	192	165	154	187	199	206	210
Doctoral and 1st Prof Degrees	0	0	0	0	0	0	0	0	0	0
Retention Rates (for Freshmen Admitted Fall of Fiscal Year)										
First Year Retention	78.7%	77.5%	79.8%	76.9%	77.9%	80.3%	77.7%	75.8%	77.5%	na
Second Year Retention	66.0%	65.7%	67.6%	64.3%	67.2%	67.7%	64.4%	66.1%	na	na
Graduation Rates (for Freshmen Admitted Fall of Fiscal Year)										
Four-Year Graduation Rate	21.8%	21.5%	23.0%	26.9%	25.8%	23.1%	na	na	na	na
Five-Year Graduation Rate	43.8%	44.3%	44.6%	44.6%	46.1%	na	na	na	na	na
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

UNIVERSITY OF MINNESOTA **Duluth Campus (without Medical School)** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
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)	**5.8%**	**6.9%**	**6.9%**	**7.8%**	**7.2%**	**6.9%**	**7.3%**	**7.4%**	**7.4%**	**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%
Women Employees (% Tot HC)	**46.7%**	**46.1%**	**46.9%**	**48.3%**	**49.7%**	**48.8%**	**50.6%**	**51.0%**	**51.8%**	**52.7%**
Civil Service	56.8%	56.9%	58.2%	60.4%	60.1%	59.0%	61.7%	61.7%	61.5%	62.5%
Administrative	41.5%	39.3%	36.1%	38.1%	40.6%	38.8%	39.0%	36.1%	36.7%	40.0%
Tenured/Tenure Track Faculty	25.1%	25.3%	26.7%	26.8%	26.9%	26.8%	27.5%	28.2%	30.3%	30.8%
Other Faculty	46.3%	41.7%	46.0%	50.0%	55.2%	55.0%	52.2%	57.5%	58.2%	57.5%
Professional	45.3%	38.2%	34.5%	35.5%	45.6%	37.5%	40.0%	37.9%	40.6%	42.9%
Assignable Square Footage	**na**	**na**	**na**	**na**	**na**	**1,438,930**	**na**	**1,529,897**	**na**	**na**
Office/Conference	na	na	na	na	na	232,512	na	232,190	na	na
Classroom/Laboratory	na	na	na	na	na	359,793	na	311,253	na	na
All Other Space	na	na	na	na	na	846,625	na	986,460	na	na
Expenditures by Fund Source	$82,168,082	$83,212,371	$87,218,399	$89,127,488	$92,144,077	$96,020,550	$109,919,218	$114,813,923	$124,931,896	$137,254,957
State O&M + Tuition	$44,138,651	$43,897,608	$46,526,597	$48,047,070	$50,358,736	$52,468,591	$61,217,858	$64,306,817	$69,884,313	$75,928,171
Indirect Cost Recovery	$353,673	$426,513	$736,481	$552,927	$630,191	$928,837	$805,818	$1,289,236	$1,319,729	$1,526,384
Central Reserves	$911,864	$660,998	$494,271	$0	$0	$0	$0	$0	$0	$0
Auxiliaries & ISOs	$17,579,397	$16,196,457	$16,847,820	$16,661,452	$16,802,548	$16,636,087	$17,589,594	$18,911,000	$19,482,598	$21,169,887
Other Current Unrestricted Funds	$2,262,489	$3,071,763	$2,660,455	$3,781,495	$3,647,479	$4,495,322	$5,643,418	$5,879,152	$7,155,155	$9,102,382
Federal Appr; Grants & Contracts	$6,899,926	$6,356,558	$5,828,224	$4,959,515	$5,659,576	$6,881,249	$6,803,685	$6,479,354	$7,538,820	$9,270,132
State Special Appropriations	$3,012,912	$3,354,005	$3,176,347	$3,351,282	$3,334,923	$3,618,400	$3,195,488	$3,805,290	$4,215,863	$4,143,426
State of MN Grants & Contracts	$1,883,443	$4,489,222	$5,173,398	$5,497,382	$6,024,970	$5,486,396	$8,015,573	$7,082,524	$8,370,207	$9,182,742
Other Current Restricted Funds	$5,125,726	$4,759,248	$5,774,806	$6,276,364	$5,685,653	$5,505,669	$6,647,785	$7,060,550	$6,965,211	$6,931,832
Expenditures by Object	$82,168,082	$83,212,371	$87,218,399	$89,127,488	$92,144,077	$96,020,550	$109,919,218	$114,813,923	$124,931,896	$137,254,957
Total Salaries	$43,671,738	$43,660,347	$45,823,879	$46,418,080	$47,298,393	$49,664,297	$56,818,144	$61,201,457	$65,692,448	$69,783,515
Fringe Benefits	$10,963,354	$9,351,031	$10,652,591	$11,536,657	$12,076,729	$12,382,428	$13,165,265	$13,778,357	$15,488,393	$18,874,590
Student Financial Aid	$5,423,490	$7,341,289	$7,356,069	$8,374,138	$9,087,381	$10,324,153	$11,736,611	$10,782,125	$12,495,543	$13,807,223
Other Expenditures	$27,627,076	$29,666,621	$30,178,538	$30,127,971	$33,191,680	$38,138,766	$40,119,341	$42,848,287	$45,473,449	$49,223,418
Internal Sales	-$5,517,575	-$6,806,917	-$6,792,677	-$7,329,358	-$9,510,107	-$14,489,095	-$11,920,143	-$13,796,302	-$14,217,936	-$14,433,789
Exp for Salary/Fringe Benefits (%)	66.5%	63.8%	64.8%	65.1%	64.5%	64.7%	63.7%	64.8%	65.0%	na
Other Expenditures (%)	33.5%	36.2%	35.2%	34.9%	35.5%	35.3%	36.3%	35.2%	35.0%	na

UNIVERSITY OF MINNESOTA **Duluth Campus (without Medical School)** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
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	na
Number of Proposals	164	207	195	223	199	203	186	226	184	na
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	na
Number of Awards	145	133	111	140	139	141	135	169	154	na
Voluntary Support										
Gift Production	na	na	na	$4,294,376	$3,908,286	$2,163,232	$3,166,704	$14,384,963	$0	na
Gifts Receipted	na	na	na	$3,279,820	$3,979,826	$1,921,891	$2,593,028	$3,490,894	$0	na
Carry Forward (Non-Sponsored)	**na**	**na**	**$14,689,123**	**$16,165,107**	**$20,039,358**	**$24,957,804**	**$30,536,498**	**$36,040,778**	**$38,360,311**	**$42,374,121**
Trends and Ratios										
Employee Groups as % of Total Employees (Head Count)										
Civil Service	57.7%	58.7%	58.0%	56.0%	55.8%	55.7%	54.0%	53.0%	53.2%	52.9%
Administrative	5.9%	5.8%	5.9%	5.9%	5.6%	5.8%	6.2%	6.3%	6.9%	7.1%
Tenured/Tenure Track Faculty	24.9%	25.6%	25.7%	25.7%	24.1%	22.7%	20.5%	20.2%	19.6%	19.8%
Other Faculty	3.7%	3.4%	4.8%	6.7%	8.4%	9.5%	12.9%	13.2%	13.4%	13.7%
Professional	7.8%	6.5%	5.6%	5.8%	6.0%	6.3%	6.4%	7.2%	6.8%	6.5%
HC T/TT Faculty as % of Tot Fac	87.0%	88.2%	84.2%	79.3%	74.1%	70.5%	61.3%	60.5%	59.4%	59.1%
Measures per Tenured/Tenure Track Head Count Faculty										
Undergraduate Students	25.8	26.1	25.8	24.7	25.2	26.4	28.3	28.1	28.2	29.3
Graduate/Professional Students	1.3	1.3	1.4	1.3	1.2	1.1	1.4	1.6	1.7	1.7
Lower Division FYE Students	13.0	13.1	13.1	12.6	12.6	13.4	15.1	14.6	15.2	15.5
Upper Division FYE Students	9.9	10.1	10.0	9.6	9.4	10.1	12.2	13.5	13.1	13.9
Grad & Prof FYE Students	1.2	1.1	1.2	1.0	1.0	1.1	1.3	1.8	1.8	1.6
Total FYE Students	24.1	24.3	24.3	23.2	23.1	24.5	28.6	29.9	30.1	31.0
Civil Service Staff	2.31	2.29	2.26	2.18	2.31	2.46	2.64	2.62	2.71	2.67
Administrative Staff	0.24	0.23	0.23	0.23	0.23	0.26	0.30	0.31	0.35	0.36
Other Faculty	0.15	0.13	0.19	0.26	0.35	0.42	0.63	0.65	0.68	0.69
Professional Staff	0.31	0.25	0.22	0.22	0.25	0.28	0.31	0.36	0.35	0.33
Total Other Staff	3.01	2.91	2.89	2.90	3.14	3.41	3.89	3.94	4.09	4.04
Grant & Contract Proposals: $s	$70,004	$94,419	$95,914	$116,940	$76,865	$72,515	$74,337	$187,268	$114,744	na
Grant & Contract Proposals: #	0.60	0.77	0.73	0.81	0.72	0.78	0.73	0.85	0.66	na
Grant & Contract Awards: $s	$24,704	$23,960	$27,755	$33,870	$27,834	$40,796	$32,240	$47,221	$41,068	na
Grant & Contract Awards: #	0.53	0.49	0.42	0.51	0.51	0.54	0.53	0.64	0.56	na
Undergraduate Degrees	4.2	4.6	4.9	4.4	3.7	4.4	5.1	4.6	4.2	4.4
Graduate/Professional Degrees	0.5	0.5	0.7	0.7	0.6	0.6	0.7	0.7	0.7	0.8
Total Degrees	4.7	5.1	5.6	5.1	4.3	5.0	5.8	5.3	4.9	5.1

UNIVERSITY OF MINNESOTA **Duluth Campus (without Medical School)** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Measures per Total Head Count Faculty										
Undergraduate Students	22.4	23.0	21.7	19.6	18.6	18.6	17.3	17.0	16.8	17.3
Graduate/Professional Students	1.1	1.2	1.2	1.0	0.9	0.8	0.8	1.0	1.0	0.9
Lower Division FYE Students	11.3	11.6	11.0	10.0	9.4	9.4	9.3	8.8	9.0	9.2
Upper Division FYE Students	8.6	8.9	8.4	7.6	7.0	7.1	7.5	8.1	7.8	8.2
Grad & Prof FYE Students	1.0	1.0	1.0	0.8	0.8	0.7	0.8	1.1	1.1	0.9
Total FYE Students	21.0	21.5	20.5	18.4	17.1	17.3	17.5	18.1	17.9	18.3
Non-Sponsored Carry Forward as % of Total Unrestricted Expenditures										
	na	na	21.9%	23.4%	28.1%	33.5%	35.8%	38.4%	39.2%	39.3%

UNIVERSITY OF MINNESOTA **Morris Campus** **Basic Data Series: 10 Year Trends**

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**	**1,861**	**1,854**	**1,923**
Lower Division	1,211	1,263	1,197	1,185	1,166	1,112	1,180	994	992	1,035
Upper Division	685	650	664	725	731	729	727	867	862	888
Graduate & Professional	0	0	0	0	0	0	0	0	0	0
Total Degrees Awarded	**361**	**331**	**293**	**362**	**450**	**384**	**347**	**340**	**315**	**304**
Undergraduate Degrees	361	331	293	362	450	384	347	340	315	304
Masters Degrees	0	0	0	0	0	0	0	0	0	0
Doctoral and 1st Prof Degrees	0	0	0	0	0	0	0	0	0	0
Retention Rates (for Freshmen Admitted Fall of Fiscal Year)										
First Year Retention	83.8%	86.4%	84.9%	81.9%	87.0%	83.5%	81.4%	80.4%	85.0%	na
Second Year Retention	72.9%	73.6%	74.8%	73.4%	75.9%	71.4%	65.9%	69.3%	na	na
Graduation Rates (for Freshmen Admitted Fall of Fiscal Year)										
Four-Year Graduation Rate	44.0%	43.5%	45.6%	45.3%	45.4%	37.3%	na	na	na	na
Five-Year Graduation Rate	57.0%	60.8%	62.3%	59.0%	61.5%	na	na	na	na	na
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

UNIVERSITY OF MINNESOTA **Morris Campus** **Basic Data Series: 10 Year Trends**

Fiscal Year	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**
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)	**9.1%**	**9.2%**	**8.9%**	**9.5%**	**10.1%**	**9.3%**	**9.0%**	**7.1%**	**9.1%**	**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%
Women Employees (% Tot HC)	**50.0%**	**52.3%**	**51.6%**	**50.0%**	**51.1%**	**51.3%**	**51.5%**	**52.0%**	**54.9%**	**52.4%**
Civil Service	60.6%	64.7%	64.5%	63.5%	65.1%	62.4%	65.5%	63.8%	65.0%	64.6%
Administrative	37.0%	29.2%	29.2%	36.0%	32.4%	36.4%	37.5%	45.5%	47.1%	48.6%
Tenured/Tenure Track Faculty	27.8%	27.7%	29.5%	31.6%	37.0%	38.6%	35.2%	38.0%	42.3%	41.1%
Other Faculty	51.9%	47.8%	40.0%	39.4%	40.7%	46.2%	46.4%	42.3%	41.4%	31.6%
Professional	60.0%	76.0%	71.4%	47.8%	45.2%	46.2%	40.0%	40.5%	53.1%	42.6%
Assignable Square Footage	**na**	**na**	**na**	**na**	**na**	**460,799**	**na**	**478,682**	**na**	**na**
Office/Conference	na	na	na	na	na	55,223	na	55,117	na	na
Classroom/Laboratory	na	na	na	na	na	54,226	na	64,648	na	na
All Other Space	na	na	na	na	na	351,350	na	358,919	na	na
Expenditures by Fund Source	**$22,649,420**	**$22,446,846**	**$23,475,930**	**$25,614,332**	**$25,094,636**	**$26,220,212**	**$28,669,918**	**$30,376,621**	**$32,372,545**	**$34,956,106**
State O&M + Tuition	$13,516,059	$13,435,194	$14,654,850	$16,011,799	$16,272,472	$16,890,329	$18,774,088	$20,017,443	$22,065,829	$22,836,091
Indirect Cost Recovery	$59,417	$55,571	$32,833	$43,588	$57,977	$49,833	$59,727	$58,491	$60,007	$71,862
Central Reserves	$15,148	$376,465	$14,561	$0	$0	$0	$0	$0	$0	$0
Auxiliaries & ISOs	$4,206,367	$4,045,447	$3,945,371	$4,645,347	$4,292,729	$4,385,010	$4,526,723	$4,819,214	$4,938,111	$6,013,255
Other Current Unrestricted Funds	$1,139,010	$409,723	$708,630	$419,149	$134,916	$302,370	$219,988	$437,901	$187,461	$432,818
Federal Appr; Grants & Contracts	$2,075,471	$2,077,147	$2,181,614	$1,891,966	$1,929,994	$2,023,588	$2,236,269	$2,252,850	$2,417,546	$2,629,773
State Special Appropriations	$80,025	$96,495	$105,543	$194,757	$156,927	$131,512	$25,546	$29,258	$146,754	$157,492
State of MN Grants & Contracts	$1,246,263	$1,454,669	$1,325,922	$1,503,433	$1,478,369	$1,672,638	$1,953,724	$1,845,930	$1,909,917	$1,994,599
Other Current Restricted Funds	$311,660	$496,135	$506,607	$904,294	$771,252	$764,930	$873,855	$915,535	$646,920	$820,216
Expenditures by Object	**$22,649,420**	**$22,446,846**	**$23,475,930**	**$25,614,332**	**$25,094,636**	**$26,220,212**	**$28,669,918**	**$30,376,621**	**$32,372,545**	**$34,956,106**
Total Salaries	$11,260,279	$11,299,880	$11,872,498	$12,809,615	$12,499,104	$12,800,569	$13,787,712	$14,649,156	$15,653,262	$16,342,063
Fringe Benefits	$2,781,429	$2,278,526	$2,581,550	$2,819,975	$3,019,981	$3,053,243	$3,110,166	$3,259,610	$3,613,716	$4,308,448
Student Financial Aid	$3,603,891	$3,808,556	$3,820,315	$3,913,116	$4,063,213	$4,215,201	$5,151,212	$4,802,184	$4,487,401	$5,006,219
Other Expenditures	$5,814,464	$5,751,044	$6,024,338	$6,925,105	$6,277,133	$6,879,762	$7,264,059	$8,267,540	$9,230,844	$9,877,535
Internal Sales	-$810,641	-$691,159	-$822,770	-$853,479	-$764,794	-$728,563	-$643,231	-$601,868	-$612,678	-$578,159
Exp for Salary/Fringe Benefits (%)	62.0%	60.5%	61.6%	61.0%	61.8%	60.5%	58.9%	59.0%	59.5%	59.1%
Other Expenditures (%)	38.0%	39.5%	38.4%	39.0%	38.2%	39.5%	41.1%	41.0%	40.5%	40.9%

UNIVERSITY OF MINNESOTA **Morris Campus** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
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	na
Number of Proposals	24	41	25	28	23	33	33	20	30	na
Grant & Contract Awards										
Dollars	$219,096	$63,748	$255,430	$497,495	$123,089	$198,088	$120,280	$677,851	$125,728	na
Number of Awards	16	6	28	20	13	17	15	18	12	na
Voluntary Support										
Gift Production	na	na	na	$266,657	$703,924	$1,298,440	$749,771	$2,077,348	$1,029,681	na
Gifts Receipted	na	na	na	$276,387	$235,446	$292,070	$834,256	$603,809	$502,698	na
Carry Forward (Non-Sponsored)	**na**	**na**	**-$234,330**	**-$793,547**	**$463,279**	**$1,515,745**	**$2,944,530**	**$2,775,759**	**$1,492,237**	**$2,365,312**

Trends and Ratios

Employee Groups as % of Total Employees (Head Count)										
Civil Service	51.9%	52.3%	52.9%	50.3%	48.3%	49.6%	48.5%	49.3%	48.5%	48.3%
Administrative	7.5%	7.4%	7.6%	7.9%	9.6%	9.6%	8.8%	8.7%	8.4%	9.0%
Tenured/Tenure Track Faculty	24.9%	25.5%	24.8%	24.1%	25.8%	25.7%	24.1%	24.1%	23.9%	22.0%
Other Faculty	7.5%	7.1%	8.0%	10.4%	7.6%	7.6%	7.7%	6.8%	7.1%	9.3%
Professional	8.3%	7.7%	6.7%	7.3%	8.7%	7.6%	11.0%	11.0%	12.1%	11.5%
HC T/TT Faculty as % of Tot Fac	76.9%	78.3%	75.7%	69.7%	77.3%	77.2%	75.9%	78.0%	77.0%	70.3%
Measures per Tenured/Tenure Track Head Count Faculty										
Undergraduate Students	21.3	23.2	24.6	25.6	21.3	21.6	21.7	19.4	18.1	20.1
Graduate/Professional Students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lower Division FYE Students	13.5	15.2	15.3	15.6	12.7	12.6	13.4	10.6	10.2	11.5
Upper Division FYE Students	7.6	7.8	8.5	9.5	7.9	8.3	8.3	9.2	8.9	9.9
Grad & Prof FYE Students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total FYE Students	21.1	23.0	23.9	25.1	20.6	20.9	21.7	19.8	19.1	21.4
Civil Service Staff	2.09	2.05	2.13	2.09	1.87	1.93	2.01	2.04	2.03	2.20
Administrative Staff	0.30	0.29	0.31	0.33	0.37	0.38	0.36	0.36	0.35	0.41
Other Faculty	0.30	0.28	0.32	0.43	0.29	0.30	0.32	0.28	0.30	0.42
Professional Staff	0.33	0.30	0.27	0.30	0.34	0.30	0.45	0.46	0.51	0.52
Total Other Staff	3.02	2.92	3.03	3.16	2.87	2.90	3.15	3.14	3.19	3.56
Grant & Contract Proposals: $s	$7,776	$41,273	$10,568	$5,578	$7,236	$7,879	$12,529	$43,838	$28,581	na
Grant & Contract Proposals: #	0.27	0.49	0.32	0.37	0.25	0.38	0.38	0.22	0.31	na
Grant & Contract Awards: $s	$2,434	$768	$3,275	$6,546	$1,338	$2,251	$1,367	$7,368	$1,296	na
Grant & Contract Awards: #	0.18	0.07	0.36	0.26	0.14	0.19	0.17	0.20	0.12	na
Undergraduate Degrees	4.0	4.0	3.8	4.8	4.9	4.4	3.9	3.7	3.2	3.4
Graduate/Professional Degrees	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Degrees	4.0	4.0	3.8	4.8	4.9	4.4	3.9	3.7	3.2	3.4

UNIVERSITY OF MINNESOTA **Morris Campus** **Basic Data Series: 10 Year Trends**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Measures per Total Head Count Faculty										
Undergraduate Students	16.4	18.2	18.6	17.8	16.5	16.7	16.5	15.1	14.0	14.2
Graduate/Professional Students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lower Division FYE Students	10.4	11.9	11.6	10.9	9.8	9.8	10.2	8.3	7.9	8.1
Upper Division FYE Students	5.9	6.1	6.4	6.7	6.1	6.4	6.3	7.2	6.8	6.9
Grad & Prof FYE Students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total FYE Students	16.2	18.0	18.1	17.5	15.9	16.1	16.4	15.5	14.7	15.0
Non-Sponsored Carry Forward as % of Total Unrestricted Expenditures										
	na	na	-1.2%	-3.7%	2.2%	7.0%	12.5%	10.9%	5.5%	8.1%