

2: Twin Cities Campus

A. Campus Profile

The University of Minnesota – Twin Cities is a classic Big Ten campus set on the banks of the Mississippi River near downtown Minneapolis with an additional campus in the rolling hills of St. Paul. Not only does the Twin Cities campus have the most comprehensive

academic programs of any institution in Minnesota – encompassing both agricultural and professional programs and an academic health center built around a major medical school – it is also the nation’s second largest university campus as measured by enrollment.

Founded

1851

Leadership

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

Colleges/Schools

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

Degrees/majors offered

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

Fall 2004 Enrollment

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

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

Faculty Size (FY 2004)

Tenured/Tenure Track	2,377
Other Faculty	739

Degrees Awarded (FY 2004)

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

Alumni (FY 2004)

Alumni Association Members	55,518
Living Alumni	365,000

Staff (FY 2004)

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

Number of Buildings

253 (12,972,000 assignable square feet)

Expenditures (FY 2004)

\$1,899,018,319

B. Academic Quality

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

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

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

Rankings

Higher education institutions are ranked and rated by numerous sources. Most of them are commercial and purport to provide consumers with precise measures of quality and distinctions between and among individual institutions. Despite numerous limitations and methodological flaws, these ranking are used by consumers and cited by colleges and universities with the highest ratings.

There is no single, consistent peer group for all of the indicators included in this report. National comparisons focus on a variety of peer groups defined in different ways depending on the topic. Each ranking system has its own inconsistencies and

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

Quality Indicators

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

- doctorates granted (Tables 2-2 and 2-3),
- National Academy members (Tables 2-4 and 2-5),
- faculty awards (Tables 2-6 and 2-7),
- post-doctoral appointees (Tables 2-8 and 2-9),
- total research expenditures (Tables 2-28 and 2-29),
- federal research expenditures (Tables 2-30 and 2-31),
- endowment assets (Tables 9-14 and 9-15),
- annual giving (Tables 9-18 and 9-19).

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

endowment assets of \$177 million were not included.

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

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

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

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

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

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

Doctoral Degrees Conferred

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

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

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

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

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

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

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

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

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

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

¹ Excluding University of Minnesota.

National Academy Members

These prestigious honors are granted by the National Academies of Sciences and Engineering and the Institute of Medicine.

These private, nonprofit organizations serve as advisors to the federal government on science, technology, and medicine.

Table 2-4 shows that in 2003 the University of Minnesota – Twin Cities ranked 25th in the nation (from 23rd in 2002) and 11th among public research universities (no change from the previous year).

Table 2-5 shows the University’s number of National Academy members from 1999 to 2003 and its performance relative to top-10

public and private research universities and top-10 public research universities only. The number of National Academy members at the University increased at a slightly lower rate (5.6 percent) than the average increase among the top-10 public and private universities in this category (7.1 percent) and the top-10 public universities (6.5 percent).

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

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

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

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

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

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

¹ Excluding University of Minnesota.

Faculty Awards

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

Table 2-6 shows that in 2003 the University of Minnesota – Twin Cities ranked 43rd nationally (from 31st in 2002) and 19th among public research universities (from 18th in 2002)

in the number of these faculty awards – a marked drop in a period of two years.

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

Table 2-6. Number of faculty awards in the arts, humanities, science, engineering, and health for top 10 U.S. public and private research universities and University of Minnesota – Twin Cities, 2003.

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

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

Table 2-7. Average number of faculty awards in the arts, humanities, science, engineering, and health for top 10 U.S. public and private research universities and University of Minnesota – Twin Cities, 1999-2003.

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

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

¹ Excluding University of Minnesota.

Post-Doctoral Appointees

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

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

5th among public research universities (from 7th in 2001) in the number of appointees.

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

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

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

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

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

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

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

¹ Excluding University of Minnesota.

Internationalization

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

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

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

ability to provide leadership to both their nation and internationally.

In following these principles, the University: encourages learning abroad and conducting international research; engages foreign nationals as faculty; recruits foreign nationals as undergraduate and graduate students, postdoctoral appointees, and fellows; seeks to bring international issues and global perspectives to the curriculum; and builds relationships with international institutions.

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

The University has more than 250 exchange agreements and many informal linkages with institutions around the world, which provide

opportunities for students and faculty to study, conduct research, develop contacts, and interact with people of different cultures.

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

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

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

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

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

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

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

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

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

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

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

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

Table 2-12. Students enrolled in U.S. research universities participating in study abroad, 2001-02 and 2002-03.

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

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

Undergraduate Rankings

Table 2-13 shows the University's national reputation ranking among Big Ten public universities and its performance relative to

incoming freshmen and class size as compiled by *U.S. News & World Report* for 2005.

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

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

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

Graduate Program Rankings

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

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

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

(reputation for scholarly quality, effectiveness in doctoral education) in a nationwide survey of over 10,000 faculty members.

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

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

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

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

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

U.S. News & World Report Rankings: Table 2-15 shows 42 graduate programs on the University’s Twin Cities campus that achieved

a nationally high ranking in the last five years in *U.S. News & World Report*’s annual survey. Not all programs are ranked every year.

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

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

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

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

Source: *America's Best Graduate Schools, U.S. News & World Report, 1999-2004.*

*All programs are not ranked every year.

C. Academic Health Center

The University's Academic Health Center (AHC) includes six schools and colleges – medicine (Twin Cities and Duluth), public health, nursing, dentistry, pharmacy, and veterinary medicine – as well as allied health programs in physical therapy, occupational therapy, medical technology, health information science, and mortuary science.

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

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

In 2000, the University's Board of Regents approved a new AHC vision, which includes the following seven principles:

- create and prepare the new health professionals for Minnesota;
- sustain the vitality and excellence of Minnesota's health research;

- expedite the dissemination and application of new knowledge into the promotion of health and delivery of health care in Minnesota;
- develop and provide new models of health promotion and care for Minnesota;
- reduce health disparities in Minnesota and address the needs of the state's diverse populations;
- use information technology to transform how we educate, conduct research, and provide service to individuals and communities in Minnesota; and
- build a culture of service and accountability to Minnesota.

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

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

- develop interdisciplinary and community-based health professional education;
- meet the state’s health professional workforce needs;
- improve access to AHC research, information, and new technology; and
- build community support for funding of health professional education and research.

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

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

The AHC’s efforts to develop new strategies to meet health care workforce needs in the state for those professions within its mission is hampered by recent significant cuts in state funding to the University. The AHC is working with a range of partners to determine

new models for educating several disciplines currently within the Medical School to ensure continued program support with different sources of funding.

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

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

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

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

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

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

Source: *America’s Best Graduate Schools, U.S. News & World Report*, 2000-2004.

*Not all programs are ranked every year.

D. University Libraries

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

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

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

University Libraries Rankings: As shown in Table 2-17, the University of Minnesota

currently ranks 19th among the 113 North American university library members of the Association of Research Libraries (ARL), a drop of five places (from 14th) since 2000.

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

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

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

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

Rank	University	Volumes in Library	Volumes Added	Current Serials	Total Expenditures	Permanent Staff
1	Harvard University	15,181,349	288,584	103,638	\$99,746,303	1,169
2	Yale University	11,114,308	217,881	61,649	56,500,431	591
3	UC – Berkeley	9,572,462	203,950	81,121	52,575,033	468
4	University of Toronto	9,755,704	245,194	56,299	43,844,739	548
5	University of Michigan	7,800,389	173,081	74,664	48,193,379	497
6	University of Illinois	10,015,321	159,658	90,147	32,996,914	399
7	UC – Los Angeles	7,576,790	145,519	79,283	40,044,840	403
8	Cornell University	7,120,301	188,278	61,814	39,759,708	444
9	Columbia University	7,697,488	152,388	56,974	41,507,277	444
10	University of Texas	8,322,944	147,170	50,396	36,671,492	476
11	University of Wisconsin	7,232,850	114,047	58,439	39,281,520	431
12	Indiana University	6,647,355	141,685	59,439	31,030,300	330
13	Pennsylvania State University	4,779,165	98,771	45,917	41,819,383	562
14	University of Washington	6,436,960	164,617	48,740	28,464,332	359
15	University of North Carolina	5,492,451	133,945	50,640	28,662,816	341
16	Princeton University	6,224,270	131,300	35,502	33,134,612	349
17	New York University	4,176,065	132,417	44,066	34,451,768	356
18	University of Chicago	6,977,186	157,403	41,268	25,862,601	254
19	University of Minnesota	6,200,669	117,177	36,900	31,413,131	312
20	Duke University	5,360,303	131,051	38,112	32,315,593	304

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

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

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

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

Online Library Resources: Digital collections have grown considerably in recent years and promote access for all University Libraries users. Online tools increased almost 800 percent between 1995 and 2004.

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

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

percentages may underestimate use of Libraries-licensed content.

A smaller percentage of these groups use physical libraries with the same frequency. The picture for undergraduates is quite different, with equal use of physical and virtual library resources reported.

The Libraries have recently launched an undergraduate services initiative to address the unique needs of this constituency. The initiative includes a new Information Commons in Wilson Library, which incorporates reference, writing, and technology support in one location.

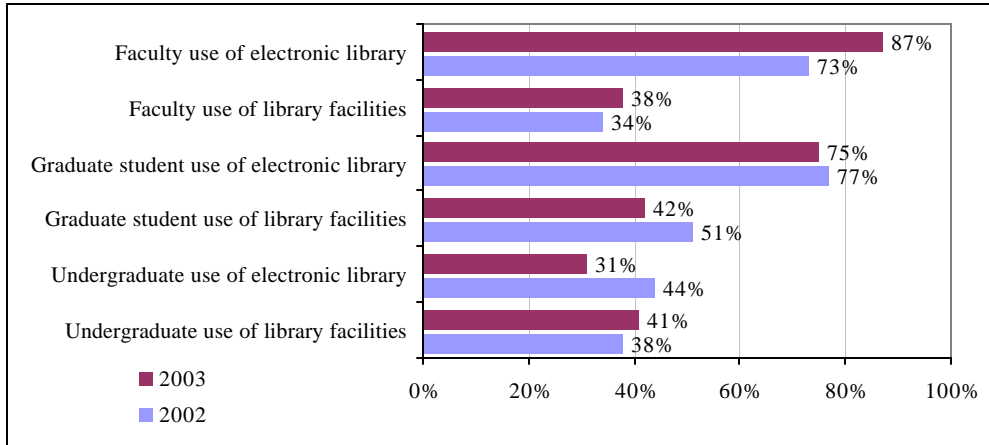
Table 2-19. Online library resources of University Libraries, University of Minnesota, 2001-04.

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

Source: University Libraries, University of Minnesota.

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

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



Source: University Libraries, University of Minnesota.

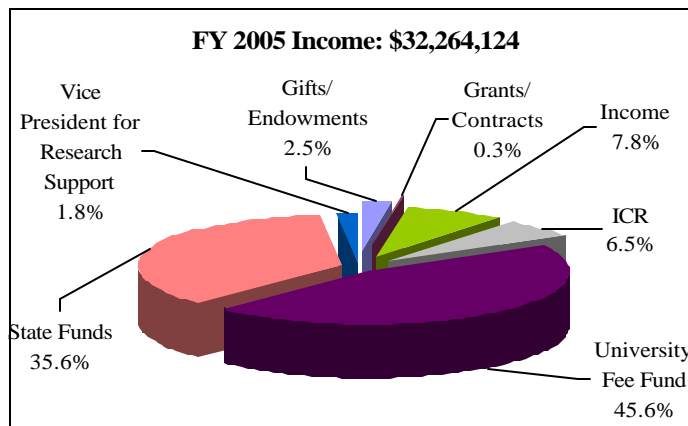
University Libraries Revenue: The majority of the Libraries’ non-sponsored funding comes from state funds and tuition, University fees, and an allocation of central indirect cost revenues, as shown in Figure 2-2.

Institutional support of the University Libraries, as reflected in library expenditures as a percentage of University expenditures,

decreased from 2.3 percent in 1996 to 1.8 percent in 2002.

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

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



Source: University Libraries, University of Minnesota.

E. University Research

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

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

As one of the country's premier research institutions, and the only one of its kind in the state, the University of Minnesota takes seriously its mission to discover new medical treatments, develop new technologies, and expand the bounds of human knowledge through extensive research programs. Achieving this mission depends directly on the quality of the University's faculty and their ability to compete for external funding to support their research, scholarly, and other activities.

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

While sponsored funding is a key measure of research activities and quality, there are other

significant factors, such as the University Libraries, that contribute to and help support a strong research infrastructure.

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

Research Proposals and Awards

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

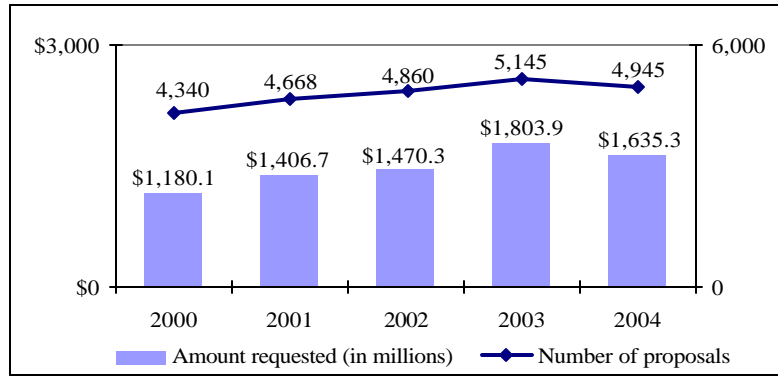
Figures 2-3 and 2-4 show the University's performance in terms of the number of proposals submitted and awarded and the amount of those proposals.

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

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

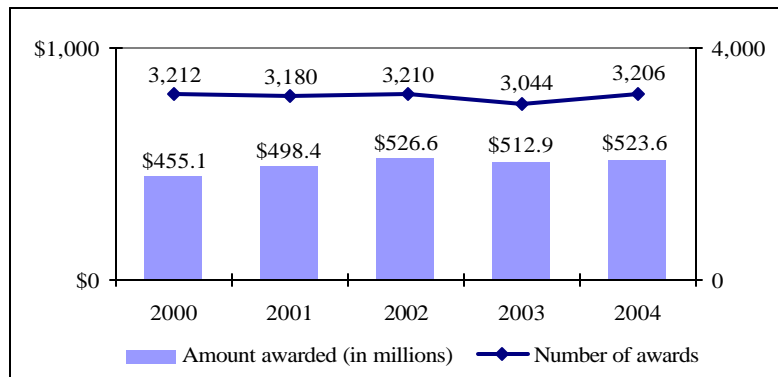
Figure 2-6 shows grant and contract awards by source. Only 5.6 percent of grant and contract awards came from state and local governments in FY 2004. In FY 2003, state and local governments provided 15 percent of total grant and contract awards.

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



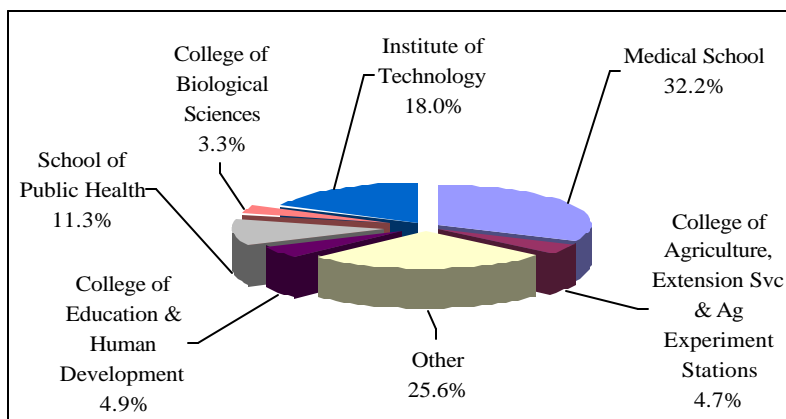
Source: Office of Oversight, Analysis, and Reporting, University of Minnesota.

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



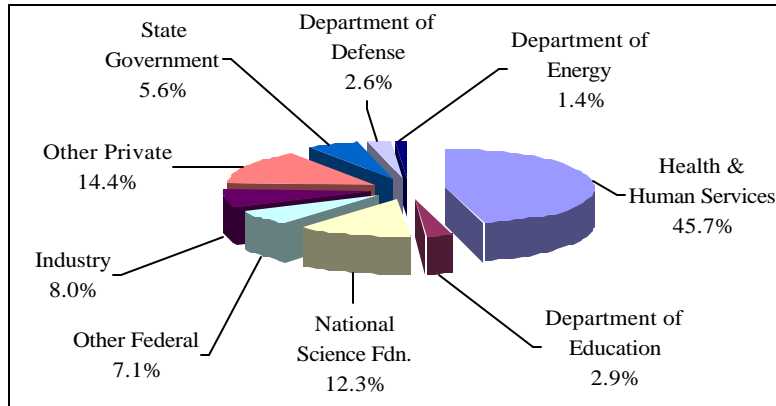
Source: Office of Oversight, Analysis, and Reporting, University of Minnesota.

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



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

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



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

NIH Research Grants

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

As shown in Table 2-20, in FY 2003 the University ranked 20th among all institutions

(unchanged from FY 2002) and 10th among public universities (from 9th in FY 2002) in total NIH awards.

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

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

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

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

Dentistry: The University’s School of Dentistry received \$1.6 million less in FY 2003 than in FY 2002 and dropped from 2nd to

3rd place among all schools of dentistry. FY 2003 rankings are shown in Table 2-21.

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

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

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

Medicine: The University of Minnesota Medical School had a 9.6 percent increase in NIH awards from FY 2002 to FY 2003 but dropped from 29th to 31st in rank among all

schools of medicine and from 14th to 15th among public schools. FY 2003 rankings are shown in Table 2-22.

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

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

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

Nursing: NIH funds awarded to the University’s School of Nursing in FY 2003 increased 34.6 percent over FY 2002 and it moved up in rank from 36th to 28th among all

schools of nursing and from 24th to 20th among public schools. FY 2003 rankings are shown in Table 2-23.

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

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

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

Pharmacy: NIH funds awarded to the University’s College of Pharmacy increased 64.3 percent from FY 2002 to FY 2003. The College moved up five positions in rank

among all schools of pharmacy and also among public schools. FY 2003 rankings are shown in Table 2-24.

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

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

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

Public Health: NIH funds awarded to the University’s School of Public Health in FY 2003 were \$7.2 million less than in FY 2002. The School lost its first-place position among

public schools and dropped from 3rd to 4th place among all schools of public health. FY 2003 rankings are shown in Table 2-25.

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

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

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

Veterinary Medicine: The University’s College of Veterinary Medicine NIH awards in FY 2003 were \$3.7 million less than in FY 2002. It dropped from 10th to 13th place

among all schools of veterinary medicine and from 9th to 10th place among public institutions. FY 2003 rankings are shown in Table 2-26.

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

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

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

NSF Research Grants

Table 2-27 shows that the University of Minnesota – Twin Cities ranked 15th in funding awarded by the National Science Foundation in FY 2004, a drop of three places

despite a 1.3 percent increase in the total awarded. The University retained its 8th place ranking among public research universities.

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

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

Source: *FY 2004 Award Summary*, National Science Foundation.

Research Expenditures

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

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

For both measures, over the past five years the University of Minnesota – Twin Cities has

ranked consistently in the top 15 of public and private research universities and in the top 10 of public research universities.

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

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

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

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

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

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

¹Percent change based on constant 1983 dollars.

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

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

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

¹ Excluding University of Minnesota in 2001.

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

Over the past decade, when the percentage increase in federal research expenditures is calculated in constant 1983 dollars, the

University was outperformed by all but four of the institutions in the two top-10 lists for 2002.

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

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

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

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

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

¹ Percent change based on constant 1983 dollars.

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

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

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

¹ Excluding University of Minnesota in 2001.

Research Results and Technology

Commercialization: An integral part of the University’s land-grant mission is to seek practical application for research results to benefit the public and support state and

regional economic vitality. The University’s technology commercialization activities and results are described in detail in Section 7: Public Engagement and Outreach.

F. Undergraduate Students

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

Over the past decade, the campus has made targeted investments in: 1) improving the first-year experience; 2) improving course access; 3) instituting a 13-credit minimum policy; 4) expanding opportunities for international experience and research; 5) fostering connections between curricular and co-curricular activities; 6) using technology such as Web-based student registration and course information systems to improve student support; and 7) creating a better environment for learning, including strengthened academic advising and student support services, as well as new and refurbished classrooms, labs, and student housing.

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

Quality of Entering Students

Students are admitted to the colleges of the University of Minnesota – Twin Cities on a competitive basis using a full range of qualitative and quantitative review factors. The University admits undergraduate students who have demonstrated the ability to complete

a course of study and graduate, and who will be challenged by the rigor of instruction and research at the University.

The quality of incoming undergraduate students at the Twin Cities campus has improved significantly over the past 10 years. These improvements occurred at the same time as the number of new freshmen increased by 40 percent.

High School Rank

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

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

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

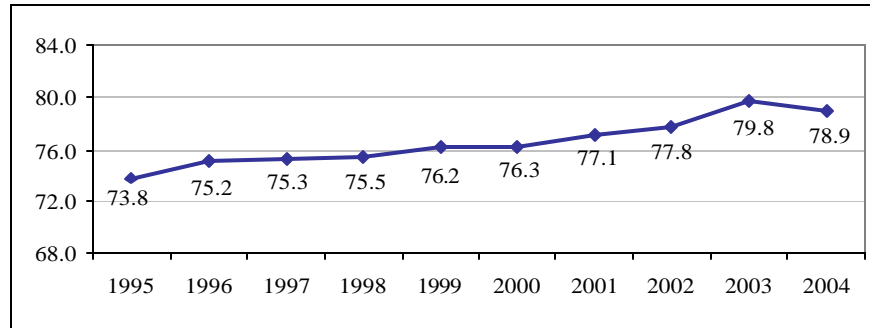
Table 2-32. High school rank of freshmen, University of Minnesota – Twin Cities, 1995-2004.

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

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

Twin Cities Campus

Figure 2-7. Average high school rank percentile of new, entering freshmen, Twin Cities campus, 1995-2004.



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

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

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

**includes part time students

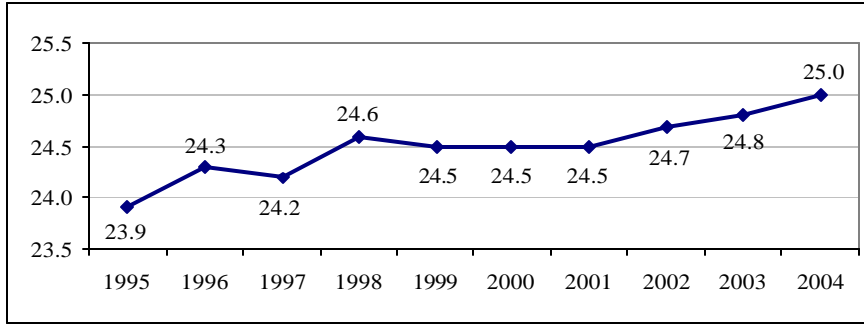
Source: Institutional Research and Reporting (1998-99); *America's Best Colleges: 2005*, *U.S. News & World Report*

ACT Scores

Figure 2-8 shows that average test scores of entering students have shown similar gains over the past decade – from an average ACT

score of 23.9 in 1995 to 25.0 in 2004, an all-time high for the Twin Cities campus.

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



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

Student Diversity

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

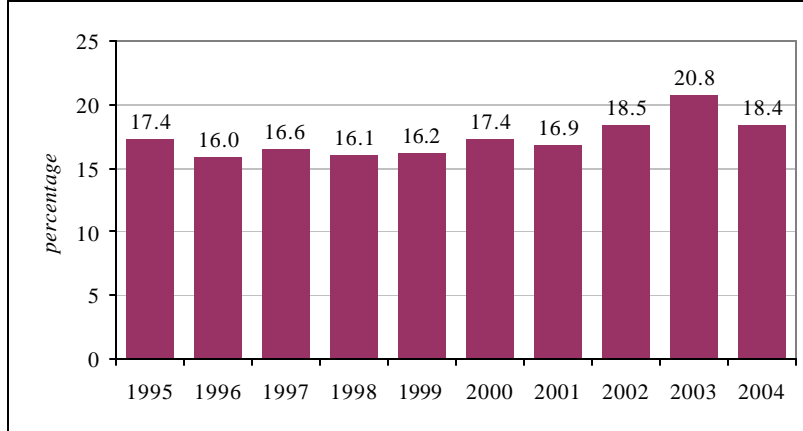
- Enrollment increases among students of color over the past decade have occurred primarily among Asian American and African American students.

- Retention rates for students of color have improved even as their enrollments have increased.

In the past decade, the percentage of freshmen of color increased from 17.4 percent in 1995 to 18.4 percent in the fall of 2004, as shown in Figure 2-9.

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

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



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

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

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

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

Note: Prior to fall 2004, Twin Cities enrollment figures included students in the Duluth School of Medicine.

First-Generation Students

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

“First-generation student” is not a common demographic characteristic used by universities in recruiting students or collecting data. However, through the national CIRP (Cooperative Institutional Research Program) survey of new freshmen, the University has data that can be used to estimate the proportion of students admitted in fall 2003 who reported themselves as “first generation.”

For those matriculating on the Twin Cities campus in fall 2003 (the most recent CIRP data available), 12.2 percent indicated that

their parents had only a high school diploma. Among these students, there was a dichotomy: 25.9 percent of students of color identified themselves as first generation, while only 8.4 percent of white students did so.

Undergraduate Experience Initiatives

The First Year Experience Project, launched in 1998, seeks to improve the undergraduate experience and support learning inside and outside the classroom. The project’s primary goals are to improve retention and graduation rates and to increase student satisfaction with their college experience.

Specific initiatives instituted include:

Freshman Seminars: Over 115 seminars, enrolling about 1,700 students, were offered in fall 2004 across a wide variety of disciplines.

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

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

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

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

Living/Learning Communities: In fall 2004, 850 students participated in 21 living/learning communities in the residence halls.

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

Council for Enhancing Student Learning

In 2002, the Twin Cities campus launched a comprehensive initiative to enhance student success at all levels and across all academic units. This initiative is helping to strengthen academic quality by focusing on improving teaching and learning and increasing student retention and graduation rates.

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

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

Among the Council's 2003-04 accomplishments were:

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

Retention Rates

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

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

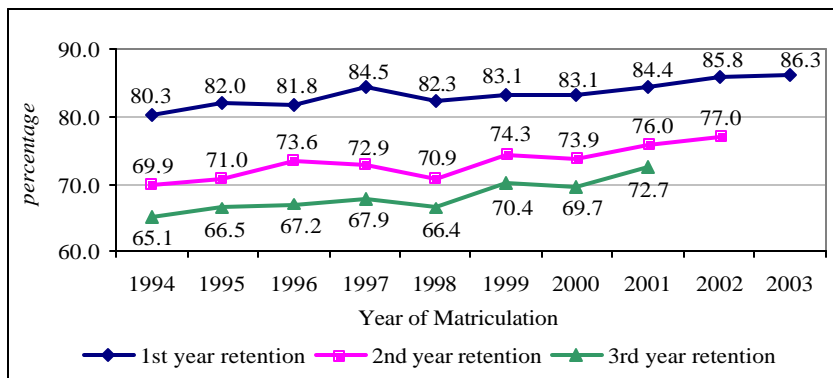
All Students: Figure 2-10 shows first-, second-, and third-year retention rates for 1994-2003. Among the findings for 2002-03:

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

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

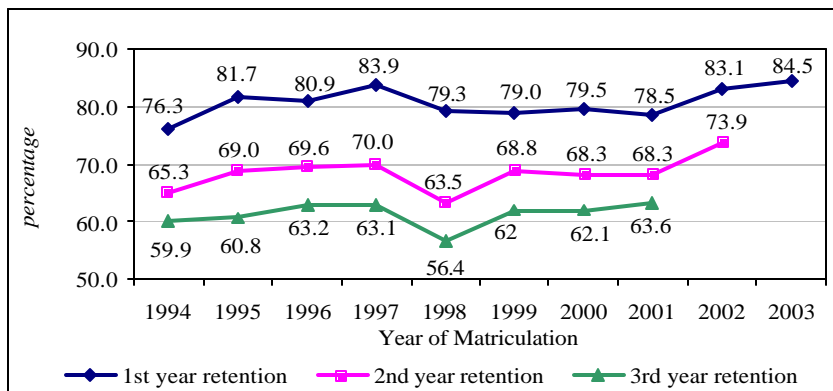
- first-year rates for students of color lag those of all students by less than 2 percentage points;
- second-year rates are only 3.1 percentage points lower;
- only third-year rates continue to show a considerable gap (just over 9 percentage points) for students of color compared to all students.

Figure 2-10. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Twin Cities, 1994-2003.



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

Figure 2-11. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students of color, by year of matriculation, University of Minnesota – Twin Cities, 1994-2003.



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

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

Table 2-35 compares the retention and graduation rates of freshmen who participated in freshman seminars and those who did not during 1998-2002. Since 1998, more than 225

faculty members have taught at least one freshman seminar. During that time, the number of freshman seminars has grown from 20 to more than 125.

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

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

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

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

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

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

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

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

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

**includes part time students

Graduation Rates

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

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

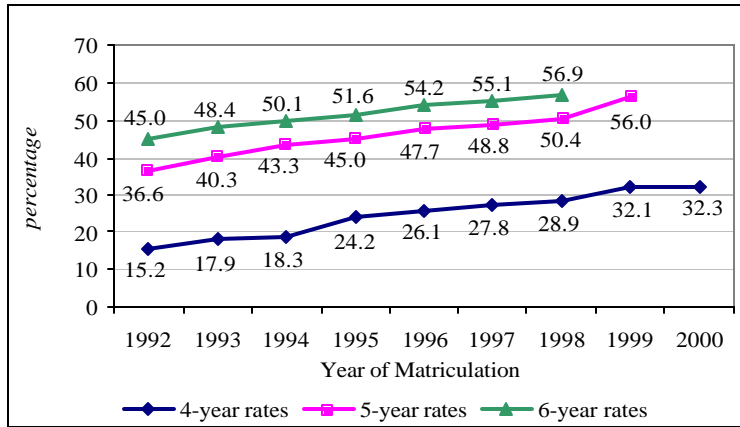
Figure 2-12 shows the four-, five-, and six-year graduation rates for the 1992-2000 years of matriculation. All graduation rates have improved substantially over the last nine years:

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

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

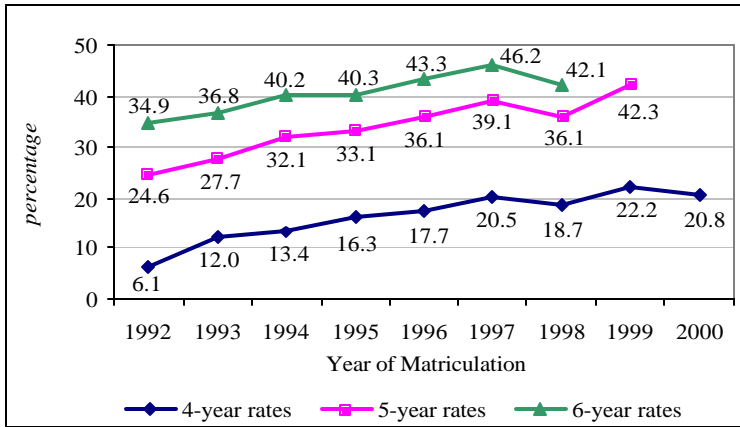
- four-year rates improved 7.2 percentage points,
- five-year rates by 17.7 percentage points,
- six-year rates by 14.7 percentage points.

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



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

Figure 2-13. 4-, 5-, and 6-year graduation rates for Twin Cities campus students of color, 1992-2000.



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

AAU Comparison: Table 2-37 shows the most recent comparative graduation rate data for the top public institutions in the Association of American Universities. The University of Minnesota – Twin Cities still

ranks at or near the bottom of this group in graduation rates, but with continued improvement efforts, as described above, there is every expectation that the University’s standing will improve.

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

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

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

**includes part time students

Undergraduate Student Satisfaction

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

students enrolled on the four campuses during spring semester 2003. The survey will be administered again in 2005.

The results of the 2003 SES survey show overall improvement in most areas over the results for 2001. The 2001 results were probably low in some areas because of the disruption caused by the change to the

semester system and because of the extensive construction activity on the Twin Cities

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

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

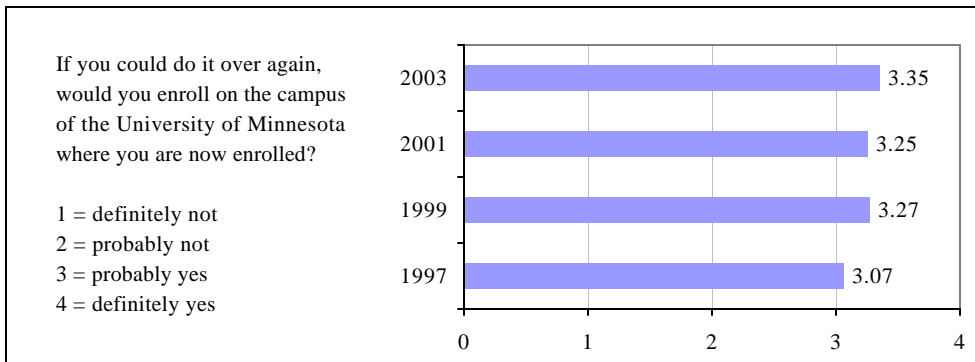
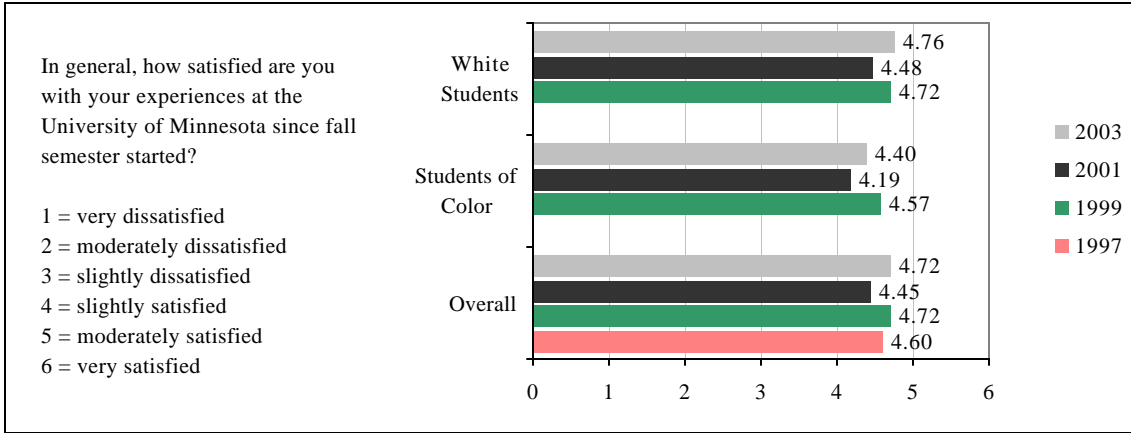
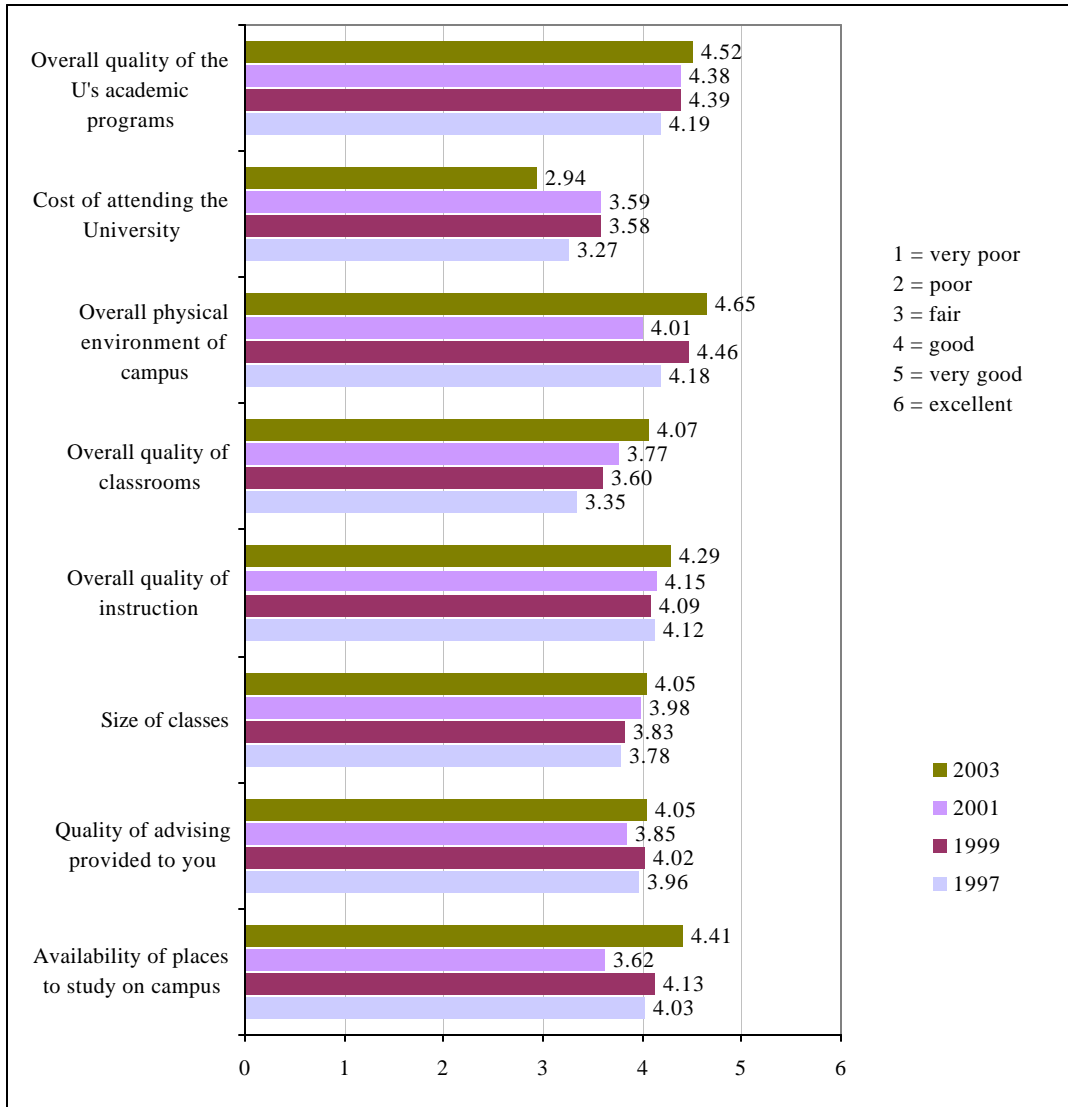


Figure 2-14 (continued). Twin Cities campus undergraduate student experiences survey results.



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

G. Graduate and First-Professional Students

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

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

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

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

The University has one of the nation's largest and most productive graduate schools, ranking 11th in the latest survey of Ph.D. production. It also offers one of the nation's most comprehensive selections of graduate programs, about 230, enrolling nearly 14,000 students. Graduate and first-professional students constitute about 30 percent of the Twin Cities campus's enrollment and about 40 percent of the degrees awarded each year.

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

Fall 2004 Profile

Fall semester new graduate student enrollment in 2004 increased by 1 percent over the previous year, helped, in part, by a 2 percent gain in new international student enrollment. Enrollments increased despite decreased applications. Total applications dropped from

11,697 to 10,981 – a loss of 6 percent. Even more pronounced was the 16 percent decrease in international applications, from 5,363 to 4,486. Applications from U.S. citizens and permanent residents continued to increase, up 2.5 percent, as well as enrollments, which increased 0.5 percent.

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

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

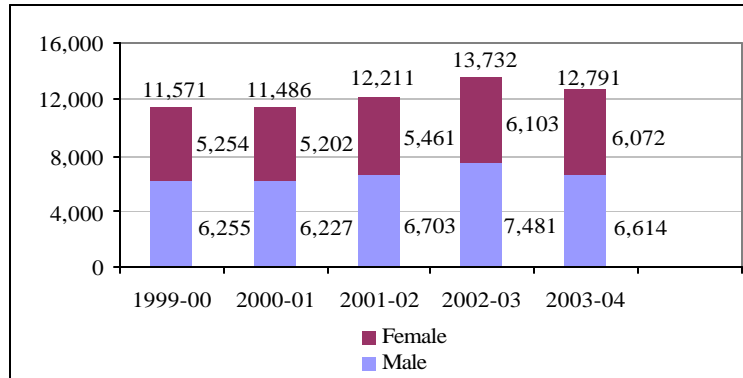
Gender

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

Figure 2-15 shows the recent demographics of male and female graduate applicants. In 2003-04, 47 percent of graduate school applicants were females, up from 44-45 percent in the previous four years.

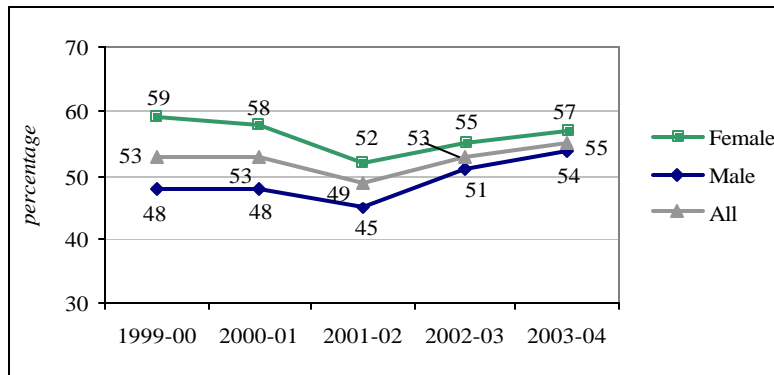
Figure 2-16 shows the yield (percentage of admitted students who matriculated) for male and female graduate school applicants.

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



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

Figure 2-16. University of Minnesota Graduate School yield for males and females, 1999-2004.



Source: Graduate School, University of Minnesota.

International Students, Students of Color

International students have made up an increasing proportion of applicants and matriculants, particularly, though not exclusively, in science and engineering. This trend is reversing at the University of Minnesota and across the country because of greater difficulty in obtaining student visas since September 11, 2001 and because of enhanced competition with other countries for the best foreign students.

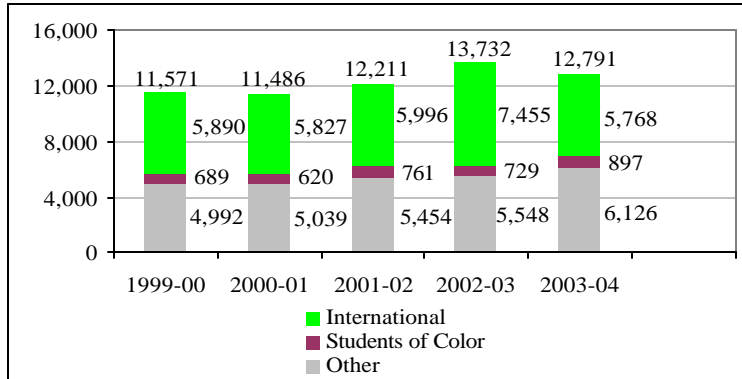
Early indications for the 2003-04 academic year are that domestic student applications are

increasing, while international student applications will continue to show substantial declines.

Figure 2-17 shows the recent demographics of graduate applicants in terms of international students and students of color. Minorities represented 7 percent of all applicants, up from 5-6 percent in the previous four years.

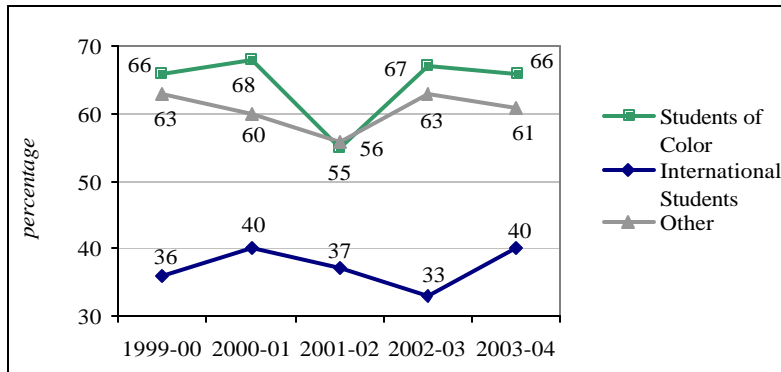
Figure 2-18 shows the yield (percentage of admitted students who matriculated) for international students and students of color.

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



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

Figure 2-18. University of Minnesota Graduate School yield for international students and students of color, 1999-2004.



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

Timely Graduation

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

Table 2-38 shows this measure for the previous five academic years. The

University's performance is in line with other leading research universities. Among the more notable findings:

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

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

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

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

Source: Graduate School, University of Minnesota.

Graduate and Professional Student Satisfaction

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

Figure 2-19 shows the results of the Student Experiences Survey of graduate and professional students on the Twin Cities campus for the period 1997-2003. The survey will be administered again in 2005.

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

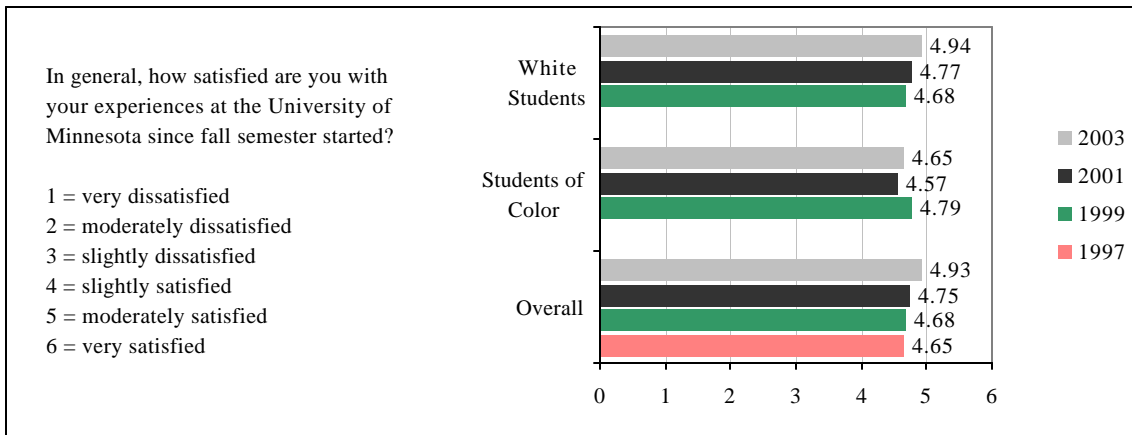
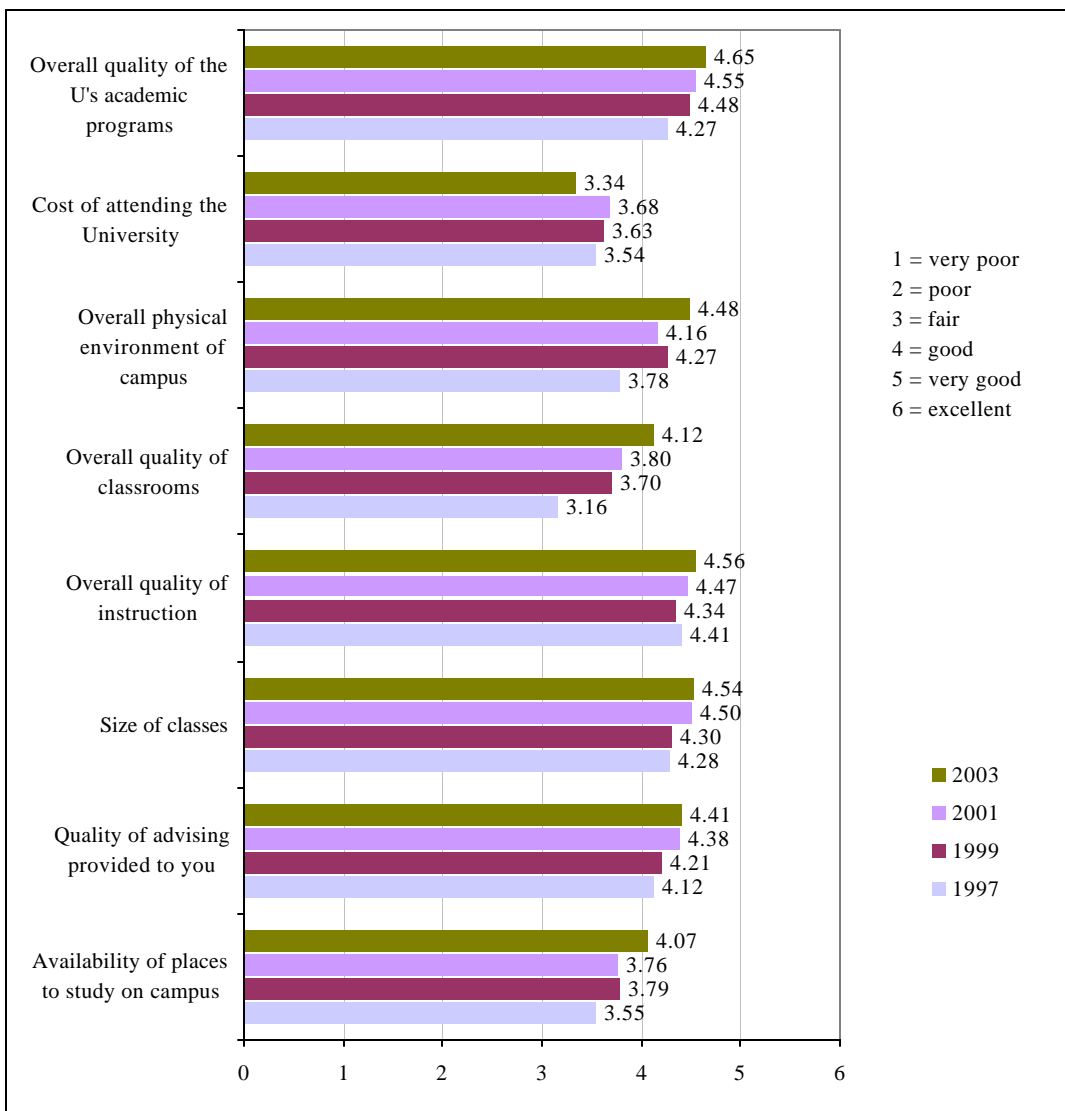
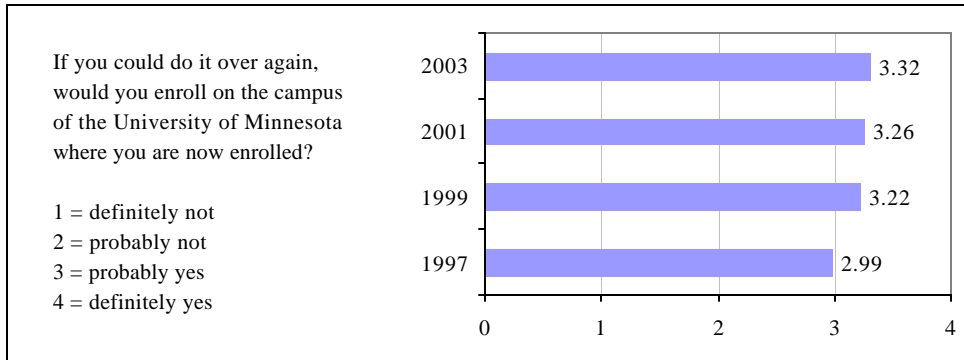


Figure 2-19 (continued). Graduate student experiences survey results.



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

H. Intercollegiate Athletics

The Twin Cities campus offers intercollegiate competition in 25 men's and women's sports:

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

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

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

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

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

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

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

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

Source: National Association of Collegiate Directors of Athletics.

Academic Performance

Nearly half of all University of Minnesota – Twin Cities student-athletes had grade-point averages of 3.0 or above, and 182 student-athletes were named to the Academic All-Big Ten Team.

According to the most recent federally mandated annual graduation rate report produced by the NCAA, national student-athlete graduation rates are climbing and are higher than those of the general student body.

Minnesota Gopher student-athletes mirror this trend: according to the 2004 NCAA report, their six-year graduation rate is 4 percentage points higher than that of the general student body.

More detailed information on NCAA graduation rates for student-athletes receiving athletics aid among Big Ten public universities and Division I institutions is provided in Tables 2-40 and 2-41, which show six-year graduation rates for freshmen entering in 1994, 1995, 1996, and 1997.

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

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

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

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

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

Source: *NCAA Graduation Rates Report: 2004*

*excluding University of Minnesota – Twin Cities

Financial Performance

Table 2-42 shows the 2003-04 operating revenues and expenditures for the University of Minnesota – Twin Cities athletics department. In 2003-04, revenues for the

University of Minnesota – Twin Cities athletics department exceeded expenditures by \$867,646, a 168 percent increase over the previous year.

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

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

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

Athletic Fundraising

Table 2-43 shows overall fundraising results for athletics for the past four years. Although the number of donors in 2004 was lower than

during the previous year, the total amount of gifts and pledges to athletics grew by \$1.3 million, a 14 percent increase.

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

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

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

I. Human Resources

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

Values and Goals

The human resource system works to achieve the University's commitment to the open exchange of ideas in an environment that:

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

Based on these values, the University's primary human resources goal is to attract, retain, and develop top talent. This is accomplished through these objectives:

- provide a competitive total rewards package.

- create and sustain great work environments
- ensure responsible conduct and accountability
- recognize and reward excellence
- demonstrate exemplary leadership
- promote administrative efficiency, effectiveness and continuous improvement

Faculty Salary and Compensation

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

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

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

Peer Group Comparisons

The Twin Cities campus's peer group – the nation's top 30 research universities (16

private, 14 public) – is representative of the kinds of campuses with which the Twin Cities campus competes in recruiting and retaining faculty.

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

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

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

From 2002-03 to 2003-04:

- At the full professor level, the University of Minnesota – Twin Cities maintained its 27th-place ranking among AAU institutions and its relative position among

Big Ten peers for average salary and average compensation.

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

The University of Minnesota – Twin Cities maintained its ranking of 20th among AAU institutions for average compensation while the University of Wisconsin – Madison dropped to 21st place.

- At the assistant professor level, the University of Minnesota – Twin Cities dropped from 22nd to 28th place in average salary among AAU institutions, and Big Ten peers Pennsylvania State University and the University of Illinois – Urbana-Champaign moved ahead of it.

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

Twin Cities Campus

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

Average Salary

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

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

*Average excluding University of Minnesota – Twin Cities

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

Average Compensation

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

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

*Average excluding University of Minnesota – Twin Cities

Full Professors

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

Average Salary			2003-04	Average Compensation		
Rank	Top 30 AAU Institutions	Salary	Rank	Top 30 AAU Institutions	Comp	
1	Harvard University	\$157,500	1	Harvard University	\$193,000	
2	Princeton University	145,600	2	University of Pennsylvania	183,800	
3	Stanford University	142,600	3	Stanford University	182,900	
4	University of Chicago	141,300	4	Princeton University	177,600	
5	Yale University	138,800	5	New York University	176,000	
10	Northwestern University	131,900	10	Columbia University	162,300	
15	University of California – Los Angeles	122,400	15	University of California – Los Angeles	157,500	
20	Johns Hopkins University	111,800	20	Carnegie-Mellon University	141,600	
25	University of Texas – Austin	103,200	22	University of Minnesota – Twin Cities	131,800	
27	University of Minnesota – Twin Cities	102,000	25	Pennsylvania State University	129,600	
30	University of Washington	93,200	30	University of Washington	113,800	
Big Ten Public Universities in Top 30			Big Ten Public Universities in Top 30			
16	University of Michigan – Ann Arbor	\$117,800	19	University of Michigan – Ann Arbor	\$142,400	
22	Pennsylvania State University	108,000	22	University of Minnesota – Twin Cities	131,800	
23	University of Illinois – Urbana-Champaign	107,000	24	University of Illinois – Urbana-Champaign	129,800	
27	University of Minnesota – Twin Cities	102,000	25	Pennsylvania State University	129,600	
28	Purdue University – West Lafayette	97,200	27	Purdue University – West Lafayette	125,700	
29	University of Wisconsin – Madison	96,200	29	University of Wisconsin – Madison	120,200	

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

Associate Professors

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

Average Salary			2003-04	Average Compensation		
Rank	Top 30 AAU Institutions	Salary	Rank	Top 30 AAU Institutions	Comp	
1	Stanford University	\$98,700	1	Stanford University	\$132,600	
2	California Institute of Technology	94,900	2	University of Pennsylvania	125,900	
3	University of Pennsylvania	93,200	3	Cornell University	121,500	
4	Princeton University	92,400	4	Massachusetts Institute of Technology	116,700	
5	Harvard University	91,900	5	California Institute of Technology	115,300	
10	Northwestern University	86,900	10	New York University	110,100	
15	Yale University	78,500	15	University of California – Berkeley	100,500	
20	University of North Carolina – Chapel Hill	74,100	15	University of California – Los Angeles	100,500	
25	University of California – Santa Barbara	70,000	20	University of Minnesota – Twin Cities	93,900	
26	University of Minnesota – Twin Cities	69,900	25	Purdue University	90,800	
30	University of Texas – Austin	64,900	30	University of Texas – Austin	79,700	
Big Ten Public Universities in Top 30			Big Ten Public Universities in Top 30			
14	University of Michigan – Ann Arbor	\$80,900	14	University of Michigan – Ann Arbor	\$100,800	
22	University of Wisconsin – Madison	73,300	20	University of Minnesota – Twin Cities	93,900	
23	Pennsylvania State University	72,400	21	University of Wisconsin – Madison	93,800	
24	University of Illinois – Urbana-Champaign	72,000	25	Purdue University – West Lafayette	90,800	
26	University of Minnesota – Twin Cities	69,900	27	University of Illinois – Urbana-Champaign	90,300	
28	Purdue University – West Lafayette	68,800	28	Pennsylvania State University	89,100	

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

Assistant Professors

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

Average Salary			2003-04			Average Compensation		
Rank	Top 30 AAU Institutions	Salary	Rank	Top 30 AAU Institutions	Comp			
1	California Institute of Technology	\$84,100	1	University of Pennsylvania	\$111,700			
2	Massachusetts Institute of Technology	82,600	2	Cornell University	107,100			
3	Harvard University	82,100	3	Massachusetts Institute of Technology	105,900			
3	University of Pennsylvania	82,100	4	Stanford University	104,000			
5	Stanford University	78,900	5	California Institute of Technology	102,100			
10	University of Chicago	72,300	10	Northwestern University	92,000			
15	University of Michigan – Ann Arbor	66,700	15	University of Michigan – Ann Arbor	84,300			
20	University of Wisconsin – Madison	63,600	17	University of Minnesota – Twin Cities	82,700			
25	University of North Carolina – Chapel Hill	61,800	20	Brown University	81,500			
28	University of Minnesota – Twin Cities	60,600	20	Yale University	81,500			
30	University of California – Santa Barbara	60,000	25	State University of NY – Stony Brook	78,400			
			30	University of Texas – Austin	75,600			
	Big Ten Public Universities in Top 30			Big Ten Public Universities in Top 30				
15	University of Michigan – Ann Arbor	\$66,700	15	University of Michigan – Ann Arbor	\$84,300			
18	University of Illinois – Urbana-Champaign	64,500	17	University of Minnesota – Twin Cities	82,700			
20	University of Wisconsin – Madison	63,600	18	University of Wisconsin – Madison	82,600			
23	Pennsylvania State University	62,500	19	University of Illinois – Urbana-Champaign	81,800			
28	University of Minnesota – Twin Cities	60,600	24	Purdue University – West Lafayette	79,700			
29	Purdue University – West Lafayette	60,500	27	Pennsylvania State University	76,300			

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

Staff Compensation

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

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

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

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

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

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

Recruitment and turnover data do not reflect any impact to date, but a continuation of lower

than market increases will lead to problems with recruitment and retention in the future.

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

Year	Hourly	Annual	Increase From Previous Year
1999	\$16.27	\$33,842	n.a.
2000	\$17.40	\$36,192	+6.5%
2001	\$18.18	\$37,814	+4.5%
2002	\$18.83	\$39,166	+4.5%
2003	\$19.07	\$39,666	+1.3%

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

Table 2-50. Benefit comparisons for an assumed base pay of \$39,220 for University of Minnesota – Twin Cities civil service and collective bargaining unit employees and comparable public and private sector employees, 2002.

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

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

Benefits: Health Care

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

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

Covering approximately 16,500 faculty and staff, as well as an equal number of their

dependents, the University’s UPlan is a significant and growing portion of the University’s overall budget.

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

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

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

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

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

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

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

The first re-bidding process since implementing the UPlan is currently under way. New vendor contracts will be placed in

2006 using improved purchasing methodologies as well as the latest pharmacy benefits management strategies and several health improvement programs.

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

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

Retirement

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

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

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

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

Faculty and Staff Attitudes

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

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

- job satisfaction
- pay and benefits
- supervisor and departmental support
- University climate
- retention and considerations in leaving

- Life Outside of Work
- Characteristics of the Respondents

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Faculty and Staff Diversity

The recruitment and retention of a diverse faculty and staff remains one of the most challenging and important issues facing higher education. The University remains committed

to recruiting and retaining a diverse faculty and staff.

This commitment is exemplified in the University's mission statement, which clearly articulates diversity as a core goal and strategic initiative: "...share that knowledge, understanding, and creativity...in a strong and diverse community of learners and teachers, and prepare...students...for active roles in a multiracial and multicultural world....[T]he University strives to sustain an open exchange of ideas in an... atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance..."

The Twin Cities campus has made modest but steady progress in hiring and retaining faculty and staff of color over the past eight years. Figure 2-20 shows that between 1996 and 2003, the percentage of female tenured/tenure-track faculty and other female faculty increased from 23.6 percent to 27.9 percent and from 27.2 percent to 30.7 percent, respectively.

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

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

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

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

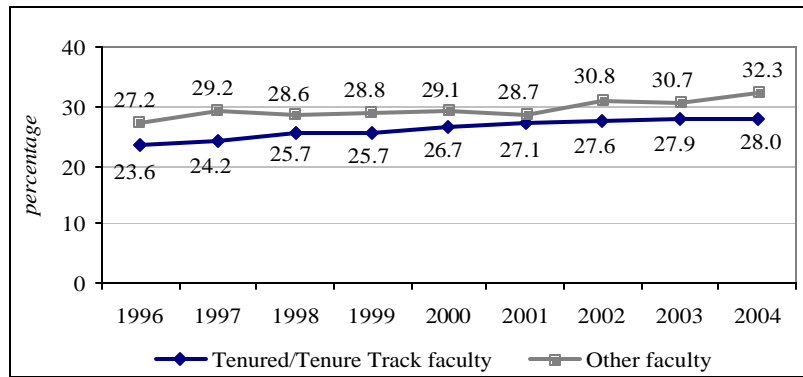
Figure 2-23 shows that similar gains were made in terms of the percentage of female staff employees in the executive and professional and administrative categories, while the civil service/collective bargaining unit category showed a slight decline.

Figure 2-24 shows that during 1996-2004 the percentage of staff members of color increased

only in the civil service/collective bargaining unit category, while remaining unchanged among executive staff of color and declining slightly within the professional and administrative category.

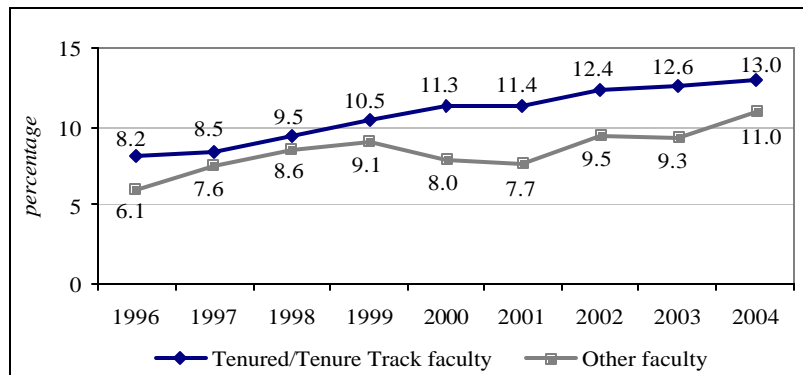
Individuals in executive and administrative positions may also be tenured faculty. For the purposes of this report, each person was counted only once, according to his/her primary appointment.

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



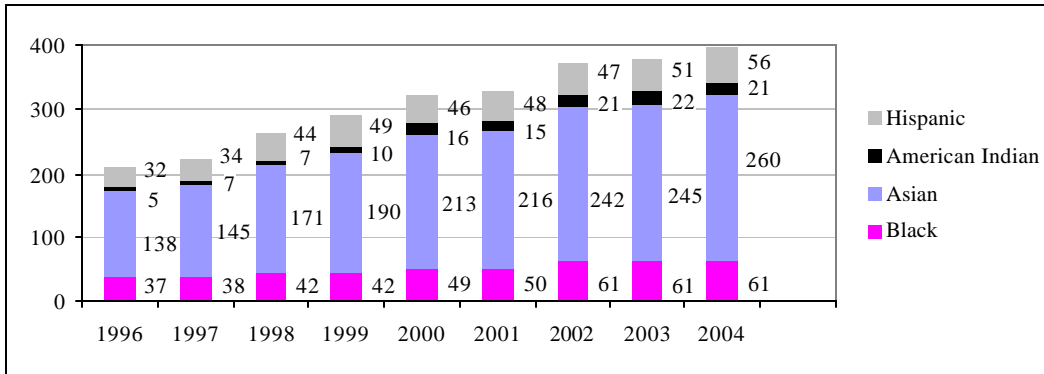
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

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



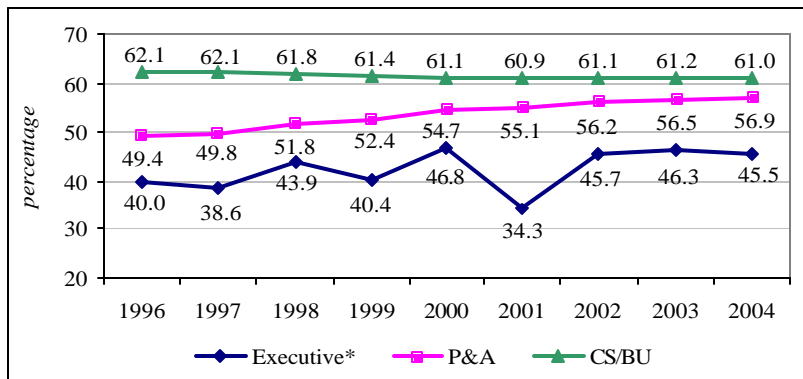
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

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



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

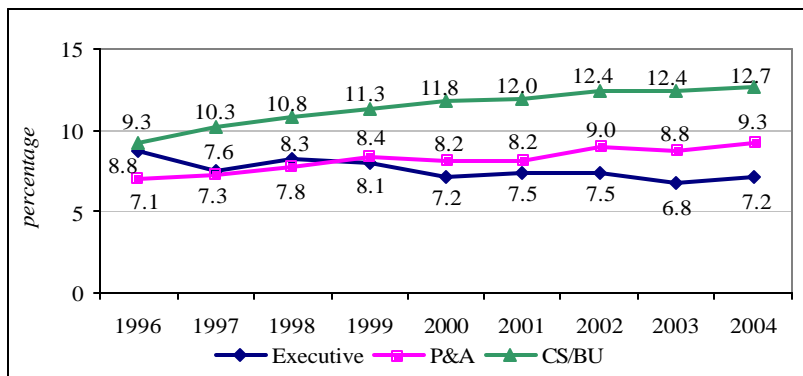
Figure 2-23. Percentage of female staff employees, University of Minnesota – Twin Cities, 1996-2004.



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

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

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



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

Training and Development

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

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

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

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

Employee Career Development staff provide centralized career planning and transition

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

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

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

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

J. Campus Facilities and Environment

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

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

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

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

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

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

divisions and academic units to build campus awareness of safety issues.

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

Sustainability and Stewardship

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

Building toward sustainability, several initiatives have been undertaken:

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

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

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

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

While the University's current boiler configuration requires that oat hulls be mixed with and burned together with coal, a goal of this project is to determine whether or not oat hulls could be burned in combination with

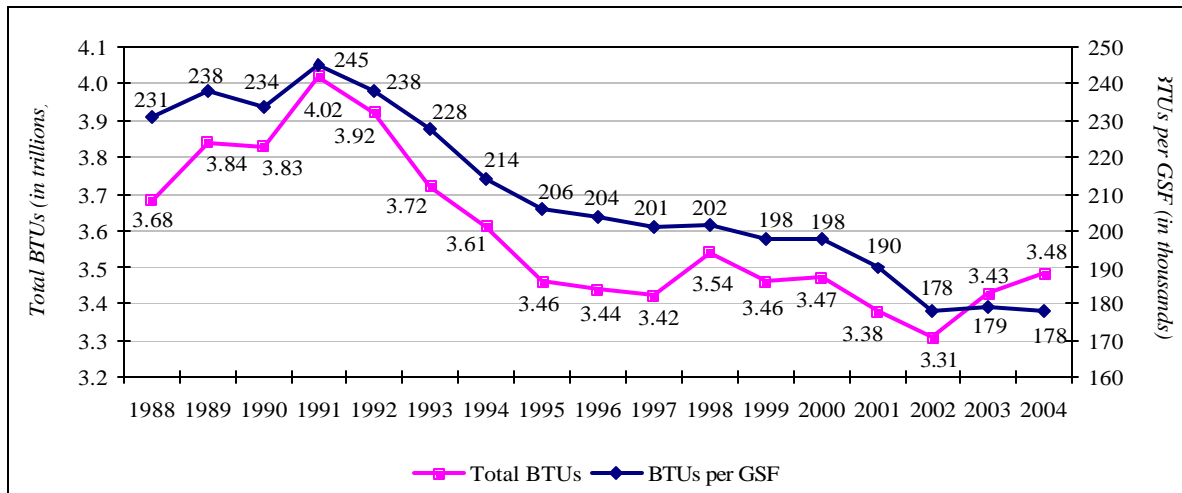
natural gas or by themselves. Planning is under way to formalize a partnership with General Mills and to receive the necessary permits to make this biomass alternative a regular part of the University's fuel mix. In addition to the environmental benefits of the project, the burning of oat hulls has the potential to create financial benefits as well.

Energy Conservation: Conservation measures have allowed total energy consumption to be reduced by about 15 percent since FY 1991. These savings have been realized despite:

- an overall net increase in space;
- new space being more sophisticated and having higher energy consumption than decommissioned space;
- significant growth in the number of computers and associated equipment.

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

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



Source: Office of University Services, University of Minnesota.

Transit: Earlier this year, the Twin Cities campus was named one of the Best Workplaces for CommutersSM by the U.S. Environmental Protection Agency and U.S.

Department of Transportation. This is a national designation honoring the University's commitment to alternative transportation by offering incentives such as the UPass and

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

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

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

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

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

Facilities Condition and Capital Investment: The Facilities Condition Needs Index (FCNI) compares a facility's deficiencies in timely maintenance against its estimated replacement value. The result is expressed on a 0 – 1 scale; a higher number indicates a greater need for maintenance. The

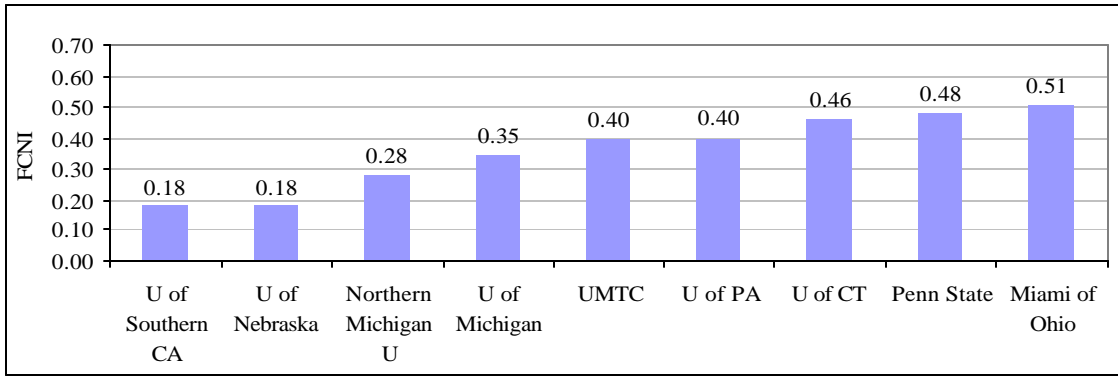
FCNI allows the University to compare its facilities' condition to that of other institutions and to compare facilities across the campus. A comprehensive analysis in 2003 assigned the Twin Cities campus an initial composite FCNI of 0.40, i.e., an estimated 40 percent of the replacement value of facilities will need attention over the next 10 years.

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

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

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

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



Source: Office of University Services, University of Minnesota.

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

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

a model research site for pollution prevention.

Safety and Security

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

Table 2-51 shows crime, alcohol, drug, and weapons violation statistics for the Twin Cities campus for 2000-04. Low levels of campus crime mirrored results in Minneapolis, which experienced a nearly 4 percent decline (year-to-date) over the 2003. A 2002-03 survey rated the statement, “The University of Minnesota campus is a safe place to work and attend school,” at an average of 4.8 on a six-point scale.

Table 2-51. On-campus criminal offenses at University of Minnesota – Twin Cities, 2000-2004.

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

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

¹ Through October 2004.

² The increase in reported burglary is attributable to adhering to the correct standards of the Uniform Crime Report and the Cleary Act, as opposed to an actual increase in offenses.

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

Quality Service

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

Residential Life: To help improve students’ educational experience, the University has placed a high priority on providing more and better on-campus housing. Through these efforts, 77.2 percent of first-year students now live on campus, up from 72 percent in 1998 (22.6 percent of all undergraduate students reside on campus). A 2003 study showed that

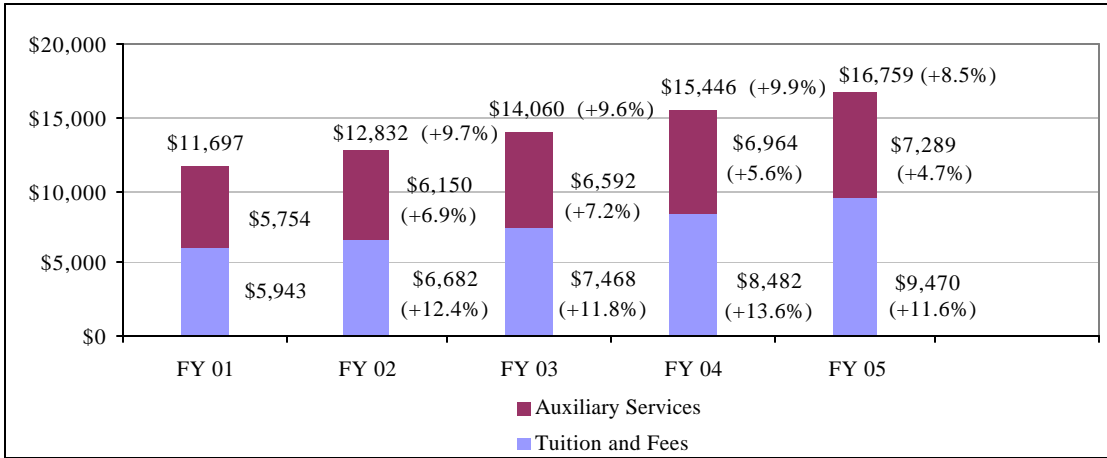
first-year students who lived on campus had a weighted-average GPA of 3.12 compared to an off-campus rate of 2.86.

Auxiliary Services: Auxiliary services include student service operations such as the bookstores, housing and residential life, transportation, and other support services. When developing its operations and business plans, the University of Minnesota considers all costs of attendance, including tuition, student service and technology fees, books, room and board, and transportation costs.

This comprehensive view of the actual costs incurred by students is necessary in developing financial aid packages and is important in informing decisions regarding tuition, fees, and rates. The University tracks and seeks to reduce these costs as a percentage of the total cost to students.

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

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



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

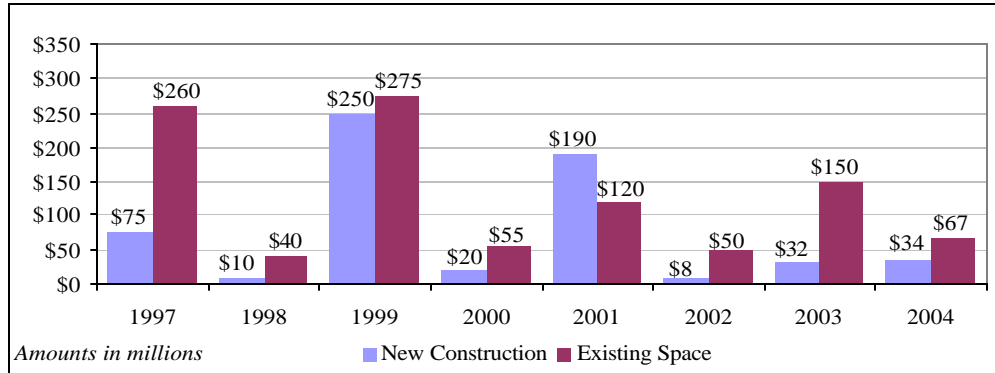
Capital Improvement: While investing in current infrastructure through maintenance and renovation is a priority, new technology, new realms of knowledge, and the Minnesota climate create a demand for new construction as well. During the year:

- 193 renovation and new construction projects were started and 267 old projects were completed. \$260 million was expended on construction projects during this period.
- System-wide, 34 capital projects valued at \$450 million are in progress. In addition, 274 smaller projects valued at \$420 million were underway as of June 30, 2004.
- 86 percent of projects completed in FY 2004 were delivered on or under budget; \$6.2 million in unspent balances were returned to the funding sources.

- 9 percent of the completed projects exceeded budget estimates, requiring \$437,000 of additional funding.
- 5 percent of the completed projects were insurance-related.
- 77 percent of completed projects were finished on time or ahead of schedule, a 25 percent improvement over FY 2003.

Figure 2-28 shows annual capital investment in existing space and new construction from 1997 to 2004. In five of the past six years, capital budget funds for renovation of existing space have exceeded funds for new construction. Over this period, investment in new construction has been less than one-third the investment in renovation of existing space.

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



Source: University Services, University of Minnesota.

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

Fifty-seven percent of Twin Cities campus classes are held in 293 centrally-managed, general purpose classrooms (with 20,520 student seats, comprising 316,913 square feet in 52 buildings). Colleges or departments manage another 265 classrooms and 426 labs

and studios. Demand for central classrooms has consistently increased over the past five years to its current rate of 14,000 sections per semester. Yet use of these classrooms is 61 percent over the class day; during peak demand hours use increases to 68 percent. A major effort has been initiated with departments and colleges to improve usage by shifting more classes to off-peak hours. In the past two years, the number of technology-equipped classrooms has increased, including those with wireless networking capability.

