Introduction

The College will continue to pursue our new vision and priorities that were initiated in fiscal year 2001-02 and outlined in our previous Compact.

This is a College of 11 disciplinary departments, one division, six Research and Outreach Centers, 224 faculty members, 390 graduate students, 440 support staff members – which translates into 21 budgeted areas. The College’s research and outreach missions are supported in part by the Minnesota Agricultural Experiment Station and the University of Minnesota Extension Service. The majority of faculty members and many support staff members have joint appointments with the Experiment Station and Extension. Reflecting its land grant partnership roots, the College’s mission of teaching, research, and outreach is supported on a recurring basis by University Operations and Maintenance funds, state funds via the legislative “state special” and federal formula funds, as well as grants and gifts.

The College has implemented five broad priorities that are bound by an overarching priority theme of emphasizing exemplary education, which includes the teaching of undergraduate and graduate students, outreach in its many forms and life long learning. The priorities are: Promoting safe and healthy foods, Improving environmental quality, Enhancing agricultural systems, Revitalizing Minnesota’s rural communities and Serving urban communities. More important, this successful process has brought us forward to the implementation and action phase – work that continues and expands.

The compact between the Executive Vice President and Provost and the Dean of the College of Agricultural, Food and Environmental Sciences for 2002-03 includes the following:

Major Long-Term Goals and Priorities from Previous Compacts:

Overall Progress and Outcomes -College Priorities:

A Priority Process Steering Committee was established in May 2000 to oversee the development of the priorities though a process involving faculty, students, staff and citizens. The committee has continued to work with faculty groups and others to develop the initiatives and goals for each identified priority. The Steering Committee makes recommendations to the Dean for initiative funding.

An “Implementation Team” was identified and appointed for each of the six priorities. These teams consist of faculty who have been developing initiatives for funding.

A total of nine initiatives have been developed and will be funded by the College and the Provost's office. The Steering Committee is currently in the process of meeting with Implementation Team chairs and individuals appointed to be oversight contacts for each initiative to clarify expectations associated with their respective roles.

The funding for the new initiative will be provided from a $150,000 recurring allocation from the Provost’s office and $150,000 recurring from college resources (mainly reallocation).

The goals and priorities described under headings 1 through 6 are supported by the activities in the departments and Research and Outreach Centers. These goals were described in greater detail in the FY01-02 Compact Appendix. The following also includes a summary of progress and outcomes to date.

A. Exemplary Education:

1) Vision. To be nationally and internationally recognized for exemplary research-based undergraduate and graduate education and outreach in its many forms that promotes professional competence in agricultural, food and environmental sciences and a sense of social responsibility.
The College is committed to serving the needs of the citizens of Minnesota through research-based graduate and undergraduate education, outreach and the College’s integrated relationship with the University of Minnesota Extension Service. Education based on research is what makes the College unique and distinguishes it from other higher education institutions in Minnesota.

Outcomes and Progress: The Implementation team developed two Initiatives for funding.

a. Building Communities of Teaching: Faculty and Staff Development for Exemplary Education.

b. Building Student Learning Communities: Integrating Experiential Learning, Service Learning and Technology-Enhanced Learning in Research-Based Education.

These proposals are currently being reviewed by the steering committee and recommendations for funding will be forwarded to the Dean for approval. If funded, these projects will begin Fall Semester 2002.

COAFES is committed to serving the needs of the citizens of Minnesota through research-based education and outreach. Overall, the initiatives will promote faculty competence in teaching as well as student retention and graduation rates.

All faculty will be encouraged and recruited to participate in the Building Communities of Teaching initiative. The Office of the Associate Dean will keep records of the number of faculty and staff involved in these enrichment activities. This initiative will advance the goal of exemplary education by doing the following:

• Involving significant numbers of faculty in activities to improve their teaching
• Providing recognition of such activity through the normal merit/salary process
• Providing yearly progress reports describing faculty community activities as well as a description of how individual members have altered their teaching. This report will include a self-evaluation as well as comments from students regarding their opinions of various new pedagogical techniques used in the classes of these faculty/staff.

Again, indications of improving our College’s teaching capacities will include increasing enrollment in the College and in specific courses, positive student comments and evaluations, an increasing percentage of College faculty attending and being engaged in teaching-enrichment activities, and an increase in retention and graduation rates.

All students will be encouraged to be part of the Student Learning Communities (SLC) initiative. This initiative will advance the goal of exemplary education by doing the following:

• Defining courses in common for incoming first-year students coupled with an integrating seminar
• Investigating the establishment of similar experiences for transfer students to develop cohorts and integrating seminars
• Establishing programs that link cohorts of students with COAFES faculty, or with persons outside the University but who have strong links to the College, such as the Minnesota Regional Partnerships

Coordinators for each major area will be asked to submit a brief report to the SLC Subcommittee of the College Curriculum Committee. These reports will provide:

• the goals and outcomes for SLC initiatives within the major or program
• the number of students involved in SLCs within that major/program and descriptions of the SLCs employed (e.g. courses in common, field tours, capstone experiences, mentoring, etc.)
• summaries of student evaluations of the SLC experiences (quantitative and qualitative)
• summaries of faculty evaluations of SLC experiences
  (quantitative and qualitative)

Reports will be shared with the College Curriculum Committee
as well as more broadly within the College governance
structure and with the University's Council of Undergraduate
Deans as appropriate.

2). New Partnerships:

The College has recently signed a partnership agreement with
The Agricultural and Food Sciences Academy (AFSA). The
partnership agreement contains the following key components
and principles:

- Joint Programming/Recruitment.
- Transportation Sponsorship.
- Partnership Coordination.
- Joint Marketing/Promotion.
- Preferred Access.
- Faculty Expertise.
- Equipment and Facilities.
- Campus Tours/Presentation.
- Partnership Oversight.

The College has 2+2 partnership programs with the following:

- Southwest State U
- Rochester (RCTC)
- UM-Crookston
- Central Lakes
- Dakota Co. Tech
- Fond du Lac Tribal
- South Central Tech College
- Ridgewater
- MN West

Outcomes and Progress: As noted in the COAEFS' priority
statements, maintaining a tradition of excellence in teaching
and learning and continuing our commitment to attracting high-
quality students into undergraduate and graduate programs is
crucial. Quality programs and the opportunities those programs
afford for extra-curricular and curricular experiences are
important to attract top students from inner city, suburban, and
rural areas.

The AFSA partnership has as a key goal that of attracting top
students from the inner city and suburban areas. Furthermore,
in collaboration with AFSA instructors, COAEFS faculty will
develop learning modules and workshop experiences that
promote experiential learning and that promote relationships
with K-12 instructors and institutions.

The College's partnerships with other higher-education
institutions help better serve Minnesota citizens. The College
has a unique partnership with Southwest State University in
Marshall, Minnesota, for example. There, the College offers
three majors - agricultural industries and marketing, crops and
soils management, and scientific and technical communication -
where students can be graduated with a University of
Minnesota degree. The College joined with Southwest State
University to graduate our second class of joint program
students in Spring 2002.

Over the past year COAEFS has positioned the faculty and
departments involved with these partnerships to begin the
development of "hybrid" courses (part online, part face to face)
in support of these partnership programs (a TEL initiative). We
also have repositioned an admissions and advising counselor to
work closely with the community and technical college
partnerships, fostering relationships with these institutions,
finalizing articulation agreements, and enhancing the readiness
of these transfer students for work in COAEFS programs.

B. Promoting Safe and Healthy Foods:

1). Vision. To foster a healthier population with an improved quality of
life by linking the development, production, processing, and distribution
of foods that are safe and promote health.
The interrelationships among agriculture, food and human health are obvious, yet extraordinarily complex. They affect all people, rural and urban, local and international alike. Food used to be viewed as simply providing nourishment. Now there is an increasing emphasis on how plant and animal products can significantly affect health. At the same time, people are increasingly concerned about food safety, food production, processing and handling practices.

The College strives to conduct research in a variety of areas, such as:

- Enhancing naturally occurring, beneficial compounds in fresh fruits and vegetables
- Incorporating more vitamins and minerals into crops
- Improving the fatty acid profiles of grains and soybeans to reduce fat and cholesterol
- Developing processing and distribution methods that minimize deterioration of food characteristics en route to consumers
- Assessing international market trends

It will apply the tools of biotechnology and genomics with an emphasis on food safety, environmental safety, ethical approaches and consumer confidence. The College will also explore alternative plant and animal materials as potential sources of health-promoting products, and pursue research that supports the enhanced business management and marketing opportunities for Minnesota food products that will benefit farmers, consumers and the economy.

**Outcomes and Progress:** The Implementation team developed one Initiative for funding.

a. Promoting Safe and Healthy Foods Initiative.

This proposal is currently being reviewed by the steering committee and recommendations for funding will be forwarded to the Dean for approval. If funded, work on this project will begin Fall Semester 2002.

The goal of this initiative “Promoting Safe and Healthy Food” is to create a healthier and more educated population with an improved quality of life and graduates of the College that are knowledgeable and skilled in the relationships of agriculture, food, and health by building a bridge to carry education and research knowledge to the public directly and through Health Care Providers and community leadership. This initiative will develop integrated curricula, degree programs, certificate programs and continuing education opportunities for students, community, healthcare providers and physicians that promote safe and healthy foods.

2). Molecular and Cellular Biology:

The Molecular and Cellular Biology goal highlights the interrelationships among the College’s six priorities. In this case, it directly integrates Promoting Safe and Healthy Foods and Enhancing Agricultural Systems.

3). Follow-up to the National Food for Health Conference:

The College invited the Academic Health Center to join as a host partner to convene the 14th annual National Agricultural Biotechnology Council conference at the University of Minnesota May 19-21, 2002. The College chose “Foods for Health” – the integration of agriculture and medicine – as the conference theme, consistent with this College priority. The conference is a springboard to new research and expanded collaborations across the College and the Academic Health Center, which positions the University of Minnesota on the forefront of this interdisciplinary focus. The conference also brings health institutions and food and health companies in Minnesota together with University faculty to explore new relationships.

C. Improving Environmental Quality:

1). Vision. To expand the focus on environmental issues related to food production, the natural resource base that sustains and improves that production and the landscape, integrating the importance of water quality, soil quality and air quality.

There is an increasing need for research and education that helps to improve environmental quality. As more people in Minnesota use limited resources, competing uses can often result in social and public policy conflicts.
Agricultural production systems and urban-based activities have many effects on the environment. The College plays a key role in policy discussions by providing research-based information on issues such as:

- Environmental sustainability – working with urban organizations and homeowners as well as farm operations of all sizes to address the impacts of horticultural and agricultural production on air, water, soil and other natural resources.
- Risks, costs and benefits – assessing the implications of various production technologies and their impact on both the environment and the food chain.
- Water issues – encouraging water management and water quality in urban and rural watersheds and addressing runoff and erosion control.
- Global climate change – exploring the impact of food production systems on greenhouse gas emissions, the storage of carbon in the ecosystem as organic matter and the reduction of nitrogen usage.

**Outcomes and Progress:** The Implementation team developed one Initiative for funding.

a. **Nutrient Cycling in Minnesota Cropping and Livestock Systems.**

This proposal is currently being reviewed by the steering committee and recommendation for funding will be forwarded to the Dean for approval. If funded, this project will begin Fall Semester 2002.

The goal of this initiative “Nutrient Cycling in Minnesota Cropping and Livestock Systems” is to identify the agronomic, economic and environmental impacts of various nutrient management strategies by gaining a better understanding of nutrient cycling in alternative and conventional production systems and the impact of proposed solutions to real and perceived problems. Progress towards these goals will require building a Working Group, and a Research and Extension Implementation Team. Effectiveness of results from both research and extension will be evaluated through discussions with key stakeholders and impact and number of publications.

2). **Agricultural, Food and Environmental Ethics Program**

The Agricultural, Food and Environmental Ethics Program goal highlights the interrelationships among the College’s six priorities. In this case, it directly integrates Promoting safe and healthy food, Improving environmental quality, Enhancing agricultural systems, Revitalizing Minnesota’s rural communities and Serving urban communities.

The rapid growth in agricultural technology and changes in the rural landscape require a stronger academic presence to generate knowledge and offer public information and education. Pursuit of questions regarding consumer attitudes, values, religious beliefs, ethics, regulatory issues and public policy in a public forum are a component of the leadership this College must offer to citizens and scientists alike. The Executive Vice President and Provost committed $50,000 recurring to this program beginning in fiscal year 2001-02.

**Indicators of progress:**
- Center developed
- Research grant dollars

**Outcomes and Progress:**

A Center of Agricultural, Food, and Environmental Ethics is currently being developed. Dr. Dan Philippon has been appointed as Program Director. An Advisory committee has been appointed to help in the development of the Center.

The proposed mission of the Center will be: To offer educational programs and courses, conduct original interdisciplinary research, and foster public discussion and debate about the ethics of agricultural research, production, and distribution; food consumption; and the human relationship to the nonhuman environment. The Program is intercollegiate and interdisciplinary and welcomes a range of perspectives and values that reflect the concerns and interests of its audience.

Additional information on the advisory committee and activities of the Program can be found on the website:
D. Enhancing Agricultural Systems:

1). Vision. To be a leader in education and research on systems that will produce, process and distribute plant and animal products in an economically, environmentally and socially sustainable manner.

Today’s agricultural and horticultural production results from combinations of large and small producers, full-time and part-time producers, traditional, organic and non-traditional producers, and commercial and hobby producers. Unique agricultural and horticultural production systems are ideally profitable and sustainable. For some time, the trend has been toward either diversifying to fill niche markets, or increasing the size of the farming operation to capitalize on economics of scale. The challenge is to develop agricultural production systems that produce wholesome food and fiber products that the market demands at competitive prices, while preserving a healthy environment for future generations.

The College serves producers, processors and citizens by emphasizing research and education about systems that will be economically, environmentally and socially sustainable. The College enhances its focus on basic and applied research activities in the following areas, to name but a few:

- Integration of diversified crops into Minnesota’s farming systems
- Environmental quality and impact
- Human health and safety
- Production systems, business structures, planning and marketing
- Global comparative production systems

Outcomes and Progress: The Implementation team developed one Initiative for funding.

a. Integrating Minnesota’s Food Systems.

This proposal is currently being reviewed by the steering committee and recommendation for funding will be forwarded to the Dean for approval. If funded, this project will begin Fall Semester 2002.

The goal of this initiative “Integrating Minnesota’s Food Systems” is to develop an active program of cooperation and participation among key faculty from across the College to support:

- Functional communication links among departments.
- Establish a cooperative approach to designing an undergraduate honors initiative or freshman experience focusing on integrated food systems.
- Identify appropriate interdisciplinary research initiatives.
- Develop and organize a seminar/symposium program.
- Solicit applications from students and faculty for research support.

2). Molecular and Cellular Biology (see p. 4)

E. Revitalizing Minnesota’s Rural Communities:

1). Vision. To work innovatively with rural communities to help them retain and build their vitality.

Rural Minnesota faces many demographic, social, political, technological and economic changes. With change comes the challenge of maintaining an engaged society, addressing the out-migration of youth, providing for aging citizens, supporting new immigrants and reconciling views on land uses.

A vital community is socially, environmentally and economically active and healthy. To achieve this vitality, a community must have adequate resources to meet the needs of both the people and the rural landscape. The College emphasizes a systems approach as it helps to address the circumstances of people and their environments. This means emphasizing the interrelationships among people, natural resources and the economy. The College’s six Research and Outreach Centers are key mechanisms that share interactive research, education and outreach with citizens and communities across the state. They are:

- North Central Research and Outreach Center at Grand Rapids
• Northwest Research and Outreach Center at Crookston
• Rosemount Research and Outreach Center at Rosemount
• Southern Research and Outreach Center at Waseca
• Southwest Research and Outreach Center at Lamberton
• West Central Research and Outreach Center at Morris

Outcomes and Progress: The Implementation team developed two Initiatives for funding.

a. Funding for COAFES Students to Work on Local Food Systems Issues.

b. K-12 Food System Education.

These proposals are currently being reviewed by the steering committee and recommendations for funding will be forwarded to the Dean for approval. If funded, these projects will begin Fall Semester 2002.

The goal of the “Local Food Systems Initiative” is to provide funding for internships and assistantships for COAFES students who would like to work with communities on local food systems issues.

The goal of the “K-12 Food Systems Education Initiative” is to promote and support the inclusion of the understanding of the food system in the professional opportunities offered by the University to K-12 educators.

2). Expanding Rural Entrepreneurship

The College, through its Department of Applied Economics, is proposing the new Center for the Study of the Minnesota Economy, which will provide economic data and analysis to support efforts to position Minnesota for economic success in the 21st century by providing professional, unbiased and credible information on the economy. The Center’s research program will focus on statewide and regional aggregates, on the sources of statewide growth and on identifying how changes in major forces such as productivity, capital investment, labor quality and demographics will affect state economic growth. In addition, the Business Retention and Expansion program, applied research and Extension program will initiate new activities in the next 12 months.

The program helps community leaders understand the concerns of their local businesses and the ways the community can assist them in becoming more productive.

Indicator of progress:

♦ Creation of the Center of the Study of the Minnesota Economy.
♦ Continuing enhancement of Regional Sustainable Partnership networks.

F. Serving Urban Communities:

1) Vision. To focus agricultural, food and environmental expertise on issues concerning urban communities and environments and strengthen efforts to meet urban needs.

Urban communities, small towns and Minnesota’s main streets face issues relating to environmental quality, management of recreational and aesthetic landscapes and land use decisions.

Working together, faculty from across the university, governmental representatives, consumers and industry groups can address essential urban issues. The College seeks to focus research, teaching and outreach programs on land use planning, water quality, landscape design and landscape management in urban settings.

Expanded urban outreach programs will provide urban citizens and urban industries such as food processing, vegetable production, nursery, turf, floriculture and landscaping with research-based information.

The Minnesota Landscape Arboretum, within the Department of Horticultural Science, is a key research and outreach component of the College’s urban focus. The Arboretum features 1,000 acres of unique gardens open to the public, in addition to conducting horticultural research and offering educational opportunities.

Outcomes and Progress: The Implementation team developed two Initiatives for funding.

a. Feasibility Study of the UMORE Park

b. Learning Habitats: Models for Neighborhood Schools.
These proposals are currently being reviewed by the steering committee and recommendations for funding will be forwarded to the Dean for approval. If funded, these projects will begin Fall Semester 2002.

The goal of the “UMORE Park Initiative” is to determine the potential of UMORE Park as a center of excellence of solving environmental problems related to urban development. External support and careful site analysis are necessary.

The goal of the “Learning Habitats: Models for Neighborhood Schools” is to conduct research and education projects in neighborhoods to create model learning landscapes. This initiative entails the design, installation, and maintenance of models for schoolyard habitat plantings to be used for teaching science and environmental education at urban schools and to hold teacher conferences to introduce the concept to urban school systems.

2). New Partnerships:
- Continue the role of the Center for Rural Design
- Develop research and engagement of programming at the Rosemount Research and Outreach Center

The college has contributed $400,000 on a recurring basis toward these partnerships.

New Long-Term Goals/Priorities:

A. Outreach:

The College is committed to continuing its strong emphasis on outreach to the citizens of Minnesota. While all faculty in the College are expected to contribute to outreach programs throughout the year, which is evaluated in their annual performance review, the backbone of the outreach effort in the College is through the relationship with the University of Minnesota Extension Service. In addition, the College also provides outreach and civic engagement through its interdisciplinary centers, departmental programs, Minnesota Landscape Arboretum, and through the College's six Research and Outreach Centers located in Crookston, Grand Rapids, Lamberton, Morris, Rosemount and Waseca.

There is public demand with regards to the work of the College, which includes food production and safety, biotechnology, yard and garden, community development, and environmental quality. Almost one-half of the faculty have a formal Extension appointment and this provides a thorough complement of research-based programs that are conducted throughout the state involving all disciplines in the College.

Current outreach priorities in the College revolve around: a) safe and bountiful food production systems, b) technology-enhanced agricultural production systems; and c) environmentally-friendly gardens and “greenspace.” Virtually 75% of the College’s faculty will be directly or indirectly involved with these priority outreach efforts. The majority of the outreach efforts conducted by the College are enhanced and/or supported by external constituents, from state regulatory agencies to state commodity groups to local advocacy groups. Partnering with these constituents provides a stronger outreach voice and creates numerous logistical efficiencies and increases impact effectiveness. Another key strategy for effective and efficient outreach is through the natural connection with the 87 county Extension offices and their efforts in delivering needs-based educational programming throughout the state.

Performance measures for the outreach efforts of the College will be evaluated with a combination of indicators. While impact cannot be qualitatively measured with this indicator, the number of programs, as well as reference/resource requests, can indicate a relationship to the demand. Program evaluations, which are expected with all of our major outreach programs, will provide indicators as to the impact of the information being delivered. Applied research grants—both number and quantity—indicate a level of success for the College’s outreach effort as virtually all applied research authorizers insist on outreach components in the project. The last indicator that must be integrated with the others is the revenue generated via the educational outreach programs. The College is endorsing a “business” model that will relate the value of our outreach programs with revenue generation.

Indicators of progress:
- Number of programs.
- Program evaluation of all major outreach programs.
Applied research grants.
Revenue generation from outreach programs.
Development of a College-wide business model for revenue generation from outreach programs.

B. Diversity

The College of Agricultural, Food and Environmental Sciences is committed to promoting the principles of equal opportunity, affirmative action, and multiculturalism where all individuals are valued, respected, and unobstructed in their pursuit of excellence. Our goal is to create a workplace and classroom environment that embraces diversity and is free of intolerance. Multiculturalism promotes an understanding that the human experience includes, but is not limited to, age, culture, ethnicity, gender, sexual orientation, disabled status, race, or religion.

The College is dedicated to broadening our diversity goals, which include the following efforts:

- Continue to monitor and build on our affirmative action goals with respect to faculty and staff hires. New ways of recruiting through networking and a variety of minority and women’s publications continue to afford new opportunities in this area. Our goal is to make steady progress in diversifying our faculty and staff to bring us closer to the representation that is proportional to that of Minnesota’s increasingly diverse population.

- Continue to provide leadership within the University community to support programs such as “A Working Respect” which explored topics of gender, power, equality and diversity.

- Expand opportunity for University faculty and staff to participate in diversity and disability workshops.

- Initiate a diversity recruitment plan with our new urban partner, the Agricultural Food and Sciences Academy, to support and encourage enrollment of underrepresented groups into the new high school.

As a part of our existing commitment to sustain and encourage cultural diversity and biodiversity leading to the long-term resiliency of human communities and ecosystems, the College emphasizes recruiting and retaining undergraduate and graduate students, as well as faculty from culturally diverse ethnic backgrounds, consistent with its overarching priority: Emphasizing Exemplary Education.

The College sponsors several programs that support students from culturally diverse ethnic minorities, including:

- Diversity and Food Systems Scholars’ Program -- a scholarship program for undergraduate students
- Minorities in Agriculture, Natural Resources and Related Sciences – an extracurricular student organization
- Minnesota Agricultural Student Trainee program – an exchange program bringing students from diverse international locales for multi-week learning opportunities and experiences
- Off-campus study programs – faculty-led study abroad experiences that afford students the opportunity to learn about diverse cultures in a variety of international contexts
- Woodlands Wisdom Confederation – an undergraduate joint degree program that offers baccalaureate degrees in food science, dietetics and nutrition using American Indian culturally-based curriculum. The joint degree program is affiliated with the College, partner colleges within the University of Minnesota and six tribal colleges in the region.

In addition, the College offers the Undergraduate Honors Program featuring courses that provide curricular opportunities to learn more about diverse cultural approaches and traditions. Specific courses have included “Native American Environmental Perspectives,” “The Migrant Farm Worker Experience” and “Foods as Medicine.”

The College also sponsors programs that provide unique outreach opportunities to diverse communities. They include:
• **Pathways to Educational Partnerships** -- This statewide, culturally specific community gardening program works with reservation-based Native American communities to establish multiple gardening sites, build horticultural capacities, and restore the physical health of American Indians in Minnesota.

• **Native American Research and Outreach Center** -- a new partnership between the White Earth Tribal College and the College that is designed to establish a model center for indigenous inquiry and learning focusing on water issues in the region.

• **Office of International Programs** -- implements programs and creates partnerships that address agricultural, food and environmental sciences issues internationally and enjoys partnerships with countries from China to Russia to Senegal.

• **New Immigrant Farmers Program** -- Based at the Rosemount Research and Outreach Center, this successful program provides land, tools and gardening advice to new immigrants from traditionally agricultural cultures (Somalia, Southeast Asia, East Africa and others).

**Indicators of progress:**

♦ Develop a support system of students of color within the College.

♦ Increased diversity of incoming students
  - 10% for FY02-03
  - 15% for FY03-04
  - 20% for FY04-05

♦ Increased diversity of Faculty and Staff.

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C. Biology Programs:

1). **Molecular and Cellular Biology:**

The College continues to play a central role in enhancing the leadership position of the University of Minnesota in cellular and molecular biology, a Presidential academic initiative. It joins with the Colleges of Biological Sciences, Veterinary Medicine and other Academic Health Center groups to emphasize interdisciplinary research and teaching to connect science to significant industrial applications across plant, animal and medical fields. Areas of development include bioinformatics, genomics, imaging and proteomics.

**Indicators of progress:**

♦ Microbial & Plant Genomics Bldg – 2003 completion.

♦ Biotechnology major/ or academic minors.


♦ Research grants dollars.

2). **Plant Biology:**

Consistent with the University’s commitment to Cellular and Molecular Genetics, COAFES and the College of Biological Sciences has formed a new fully shared Department of Plant Biology. Faculty FTS’s and budgets are being split between the two colleges, which will co-administer all programs. Reconfiguration of this department is occurring through (a) a management of selected current CBS faculty lines to COAFES, and (b) a reassignment of selected COAFES lines into the department.

Minnesota Agricultural Experiment Station funding has been redirected to the department by both Colleges on a recurring basis. Additional funding for graduate student assistantships have also been provided to the department by both Colleges.

**Indicators of progress:**

♦ Joint faculty positions (current faculty)

♦ Joint hiring of new faculty

♦ Graduate student number

♦ ICR generation

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Enrollment Management and Graduation:

The College enrollment management plan is the response of COAFES Major Coordinators to Provost Bruininks’ call for strategic planning of
enrollment management processes. The plan first defines enrollment management and its elements, provides an overview of enrollment goals for each major, and outlines the enrollment management strategies for each COAFES major.

A. Definition of Enrollment Management:

Enrollment management is the process of defining enrollment goals and establishing procedures to reach these goals, thereby providing UMN and COAFES with the mechanisms to control its size, shape, and character. Enrollment management can be defined as a process, or an activity, that influences the size, the shape, and the characteristics of a student body by directing a unit’s efforts in marketing, recruitment, and admissions as well as pricing and financial aid, its research agenda, orientation, retention studies, and student services. It is not simply an administrative process (revised from Enrollment Management: An Integrated Approach by Hossler).

The goal of enrollment management is “to analyze current enrollment information and estimated future trends, articulate college goals related to enrollment, model the budgetary impacts of potential enrollment trends and confidently propose a plan of action related to these factors” (Provost Bruininks’ memo dated Jan. 28, 2002).

B. Elements of Enrollment Management:

Enrollment Management includes the following considerations:

- Current and projected enrollment levels and characteristics (next five years).
- A statement of enrollment goals and the rationale for those goals, including specific goals and strategies for improving retention and graduation rates.
- A demographic scan of recruitment pools, analyzing potential changes in future recruitment opportunities.
- An analysis of external factors (e.g., competition) that will influence recruitment and enrollment of students.
- Current data on student retention and graduation rates.
- Specific unit strategies for improving student retention and graduation rates.
- Proposed changes to University policies that could better enable us to meet our goals and a commitment to discuss such changes in light of their impact on other colleges.

C. Overview of COAFES Enrollment, Retention, and Graduation – Undergraduate Students.

This overview discusses COAFES enrollment goals, retention and graduation rates, strategies for improving these rates, and suggested policy changes.

1) COAFES enrollment goals (next 5 years):

COAFES majors plan to increase their enrollment by about 30%, from 1075 students in 2001-02 to 1534 students in 2006-07.

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<tr>
<td>COAFES Total Students</td>
<td>1075</td>
<td>1158</td>
<td>1262</td>
<td>1361</td>
<td>1460</td>
<td>1534</td>
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2) Enrollment Goals by COAFES Major

This table shows the enrollment goals of each COAFES major for the next 5 years. Please note that only the last row (COAFES total students) reflects the number of students. The other rows reflect the majors (as reported by major coordinators) rather than students because majors include students with double majors, students in internships, and students in partnership programs.
To achieve this goal, COAFES majors will use the following strategies:

- Emphasize recruiting in urban and suburban schools.
- Establish new areas of emphasis in programs to respond to new job markets.
- Mentor and select students from the Agricultural and Food Science Academy.
- Increase the recruitment of students currently employed in relevant industries.
- Develop collaborative programs with secondary and postsecondary schools.

- Increase the number of scholarships, work-study, and summer employment opportunities.
- Continue FFA involvement, Science Fairs, and other such activities.
- Maintain nationally reputed programs.
- Pursue joint degree programs with foreign institutions.
- Highlight the quality of graduates to industry.
- Market the unique small-campus, small-community atmosphere of the St. Paul campus.
- Study the needs of potential students by means of focus groups and other methods.
- Improve communication of programs, including newsletters and Web sites.
- Designate major-specific support personnel for recruitment purposes.
- Consult with the Vice Provost for Undergraduate Studies regarding the impact of this enrollment strategy on the academic resources of other colleges.

3) COAFES Retention Rates and Goals:

Retention Rates

The table below shows the rates for first through fifth-year student retention in COAFES, compared to the U of M as a whole, as applicable from 1993 to 2000.

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<tr>
<th>Year</th>
<th>In-take</th>
<th>1st-year retention (%)</th>
<th>2nd-year retention (%)</th>
<th>3rd-year retention (%)</th>
<th>4th-year retention (%)</th>
<th>5th-year retention (%)</th>
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<td>COAFE S</td>
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<tr>
<td>1993</td>
<td>86</td>
<td>77.9</td>
<td>79.9</td>
<td>69.8</td>
<td>69.9</td>
<td>64.0</td>
</tr>
<tr>
<td>1994</td>
<td>110</td>
<td>89.1</td>
<td>80.3</td>
<td>76.4</td>
<td>69.9</td>
<td>71.8</td>
</tr>
<tr>
<td>1995</td>
<td>154</td>
<td>86.4</td>
<td>82.0</td>
<td>79.2</td>
<td>71.0</td>
<td>78.3</td>
</tr>
<tr>
<td>1996</td>
<td>106</td>
<td>85.8</td>
<td>81.9</td>
<td>77.4</td>
<td>73.6</td>
<td>72.6</td>
</tr>
<tr>
<td>1997</td>
<td>115</td>
<td>91.3</td>
<td>84.5</td>
<td>82.6</td>
<td>72.9</td>
<td>75.7</td>
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<tr>
<td>1998</td>
<td>171</td>
<td>81.9</td>
<td>82.4</td>
<td>73.7</td>
<td>70.6</td>
<td>62.6</td>
</tr>
<tr>
<td>1999</td>
<td>148</td>
<td>85.8</td>
<td>83.1</td>
<td>77.0</td>
<td>74.2</td>
<td>NA</td>
</tr>
<tr>
<td>2000</td>
<td>177</td>
<td>80.8</td>
<td>83.5</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Graduation Rates
The table below shows the rates for fourth through sixth-year graduation in COAFES, compared to the U of M as a whole, as applicable from 1993 to 1997.

<table>
<thead>
<tr>
<th>Year In-take</th>
<th>4th-year graduation (%)</th>
<th>5th-year graduation (%)</th>
<th>6th-year graduation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COAFES</td>
<td>U of M</td>
<td>COAFES</td>
</tr>
<tr>
<td>1993</td>
<td>86</td>
<td>19.8</td>
<td>18.0</td>
</tr>
<tr>
<td>1994</td>
<td>110</td>
<td>27.3</td>
<td>18.3</td>
</tr>
<tr>
<td>1995</td>
<td>154</td>
<td>25.3</td>
<td>24.1</td>
</tr>
<tr>
<td>1996</td>
<td>106</td>
<td>19.8</td>
<td>26.0</td>
</tr>
<tr>
<td>1997</td>
<td>115</td>
<td>33.9</td>
<td>27.5</td>
</tr>
<tr>
<td>Average</td>
<td>25.22</td>
<td>22.78</td>
<td>45.98</td>
</tr>
</tbody>
</table>

COAFES plans to improve its retention and graduation rates by pursuing the following strategies:

- Increase the number of scholarships, work-study, and summer employment opportunities
- Add more faculty and teaching specialists to teach and advise students
- Provide more flexible offerings, such as online courses, weekend or evening courses, more foundation course options to meet students’ scheduling needs
- Use more instructional and communications technologies
- Implement learning communities, more small-group work, and other cohort options
- Study the needs of current students by means of focus groups and other methods
- Improve advising (e.g. orientation courses that require plans of study; faculty training)
- Improve communication with students (e.g. undergraduate advising handbook, program planning guides, e-mail reminders to students to meet with their advisors before registering for courses, etc.)
- Improve teaching facilities and methods (e.g. Technology-Enhanced Learning)

4) Proposed changes to University policies

To support these enrollment, retention, and graduation strategies, the following changes to University policies should be discussed in the areas of tuition, resources, incentive and reward structures, and processes:

Tuition
- Ensure support for programs that do not offer courses that are required by other majors.
- Keep tuition affordable as it begins to move beyond the reach of many potential students.
- Give more credit for lab sections than for lectures because lab sections are more expensive and more intensive.

Resources
- Provide funding for department-specific newsletters for industry/alumni and better communication, e.g. Web sites and other media.
- Provide cutting-edge information technology in classrooms to make high-tech majors credible, improve career placement for students, and allow teachers to enhance learning with technology.
- Fund new faculty positions to develop new areas of emphasis (e.g. leadership, bioprocessing, food) necessary for program expansion.

Incentive and reward structures
- Provide incentives to faculty for recruitment and program promotion.
- Provide incentives to faculty for commitment to advising.
- Provide incentives, resources, and reward structures for faculty interested in developing creative teaching approaches, online courses, and other technology-enhanced courses.

Processes
- Increase efforts in industry-specific recruiting.
- Use extension educators as recruiters; prevent cuts in extension to avoid reduction in face-to-face contact with potential clients.
- Encourage advertising of majors in one college to students in other colleges.
• Create clear policies for faculty developing online learning opportunities.
• Create a graduation clearance system that optimizes graduation processes.

D. Overview of COAFES Enrollment, Retention, and Graduation – Graduate Students.

1) Current enrollment and enrollment goals:

Currently there are 380 graduate students in COAFES. The college has 12 major graduate programs managed through the Graduate School and one Master of Agriculture program in Horticulture, managed by COAFES.

<table>
<thead>
<tr>
<th>Graduate Majors in COAFES</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural &amp; Applied Economics</td>
<td>69</td>
</tr>
<tr>
<td>Animal Sciences</td>
<td>35</td>
</tr>
<tr>
<td>Applied Plant Sciences *</td>
<td>55</td>
</tr>
<tr>
<td>Biosystems and Agricultural Engineering</td>
<td>14</td>
</tr>
<tr>
<td>Entomology</td>
<td>35</td>
</tr>
<tr>
<td>Food Science **</td>
<td>26</td>
</tr>
<tr>
<td>Nutrition **</td>
<td>21</td>
</tr>
<tr>
<td>Plant Bio Sciences ***</td>
<td>26</td>
</tr>
<tr>
<td>Plant Pathology</td>
<td>17</td>
</tr>
<tr>
<td>Rhetoric and STC</td>
<td>31</td>
</tr>
<tr>
<td>Scientific and Technical Communication</td>
<td>26</td>
</tr>
<tr>
<td>Soil Science</td>
<td>25</td>
</tr>
</tbody>
</table>

| Total Students                  | 380     |

Masters of Agriculture in Horticulture****

*Indicates sub-plans of Agronomy, Horticulture and Plant Breeding
**Programs jointly administered by CHE, numbers represent 50% of total enrollment
***Indicates interdisciplinary program (contains all students registered for a given term)
****Departmental masters degree (not through the Graduate School)

Enrollment projections remain modest across the programs, with most programs planning to maintain current enrollment levels and grow by only a few students per year. Most programs have lost faculty over the past five years, resulting in some cases in less graduate students than in previous years (e.g., in 1995, COAFES had 453 graduate students). However, a few programs predict substantial growth over the next five years; these include Agricultural and Applied Economics (20 additional students), Animal Sciences (30), Food Science (40) and Plant Pathology (10). Thus, a major goal would be to return to nearly 500 graduate students by 2007.

A number of programs hope to increase their overall recruiting efforts through securing research grants with graduate student support, recruiting students through strengthening industry affiliations, and accommodating mid-career students. We are aware that our graduate stipends are relatively low relative to cost of living, and it is clear that this is an impediment in recruiting elite graduate students. Also, the very full curricula of most of the graduate programs that we draw from is an additional barrier to enrollment.

Our primary need for attracting good students is funding. As the DGS for Soil Science noted, it is increasingly difficult to fund students, especially PhD students, on two-year competitive grants. A PI does not know whether he or she has won the grant until after the best students have made their commitments to graduate programs, and the funding is not guaranteed beyond two years, when a PhD degree takes three or four years to complete.

The college will submit a report to the Provost by March 15, 2003 that considers strategies for improved leveraging of internal resources (state, ICR, endowments) in relationship to research funding to improve support for graduate students.

2) COAFES Retention Rates and Goals for graduate students:

Overall retention and graduate rates in COAFES graduate programs are high (90%+). Programs annually evaluate the degree program status of the graduate students. This is of value for the student, the advisor and for the DGS in evaluating the degree progress. It also ensures the timely completion of degree requirements, ensures that M.S./Ph.D. quality research is being conducted which will meet thesis requirements, and
increases the interaction between the student and his/her thesis committee.

As an example of a retention strategy soon to be implemented, the evaluation process in the Food Science program will consist of the "Annual Food Science Graduate Student Progress Report" form completed by the student and his/her advisor. This form will serve to summarize degree program progress and to identify any concerns. The form is submitted to the DGS. If performance necessitates discussion or action, the DGS, the Food Science Quality Control Committee, the advisor, and the student will hold a meeting to attempt mediation. When a student’s performance and/or progress does not meet program requirements, he/she shall be notified by the DGS or his/her advisor. If the deficiencies endanger the student’s status in the graduate program, he/she shall be promptly informed.

Research expectations will be made clear to the graduate student by his/her faculty research advisor. The evaluation of research progress serves to keep the student and advisor focused on the timely completion of the degree. The faculty research advisor will determine satisfactory research progress; however, it is recommended that the student actively involve his/her thesis committee. If satisfactory research progress is not being made, the advisor must inform the student in writing (the "Annual Food Science Graduate Student Progress Report" form) and must indicate the conditions necessary for satisfactory progress. If satisfactory progress is not made by the end of the following semester, the advisor may dismiss the student. In the final year of graduate study, the Ph.D. student should meet with his/her thesis committee members (as a group or individually) at least 6 months prior to the expected completion date. This meeting is to discuss/outline any additional work or identify any clarifications needed for completion of the thesis investigation.

The "Annual Food Science Graduate Student Progress Report" form will become a permanent record of accomplishment and will be maintained in the graduate student’s departmental file. This form must be submitted to the DGS each year, irrespective of the type of appointment. The yearly report is due on March 15 of each year in the program. The form will be forwarded to the DGS for final approval. A copy will be returned to the student and to the advisor. A student’s continued participation in the Food Science graduate program is contingent upon submission of the "Annual Food Science Graduate Student Progress Report" by March 15. A student’s registration may be put on hold if this form is not submitted to the DGS by March 15.

3) Proposed Changes to University Policies:

Changes in the cost of supporting graduate students, additional TA funding to bring in a pool of students who have flexibility in their choice of research programs, and alternative funding streams for competitive students are indicated as needs by all of our graduate programs.

Facilities Issues

Facilities improvements currently in the construction/bid phase:

a)  Swine grow-finish unit at Southern Research and Outreach Center at Waseca
b)  Phase I of the Plant Growth Facility – St. Paul Campus
c)  Microbial and Plant Genomics building – St. Paul Campus
d)  Phase 1 – Visitors Centers Arboretum, site development

The following projects are included in the FY02-03 Capital Request.

a)  Phase II – Plant Growth Facility – St. Paul Campus
b)  Farm Shop/Maintenance Building – North Central Research and Outreach Center at Grand Rapids
c)  Remodeling/ITV Expansion – Southern Research and Outreach Center at Waseca
d)  Lab and Office Building – Northwest Research and Outreach Center at Crookston

The following projects are in the pre-design phase and will be considered for the FY04-05 Capital Request.

a)  North Project on St. Paul Campus (remodel of Hodson Hall)
b)  Remodeling/Expansion of Administrative Building at the West Central Research and Outreach Center in Morris.
c)  Remodeling/Expansion of the Feed Mill at the Southern Research and Outreach Center in Waseca.
Financial Issues

1. The College is currently developing a financial plan to fund new priorities and goals. Options we are considering include:

   a) Internal reallocations - including an assessment on all funds to “reinvest” in the new priorities.
   b) Increased revenues from non-public sources such as grants and gifts to invest in the new priorities.
   c) Increased total Indirect Cost Recovery (ICR) by seeking grants that pay total allowed ICR. This increase in ICR would be invested in the new priorities.
   d) Increased number of endowed chair faculty positions. Our goal is to have at least one endowed chair per department.
   e) Redirection grants for faculty that are willing and able to redirect their research/extension/teaching to the new priority areas. The College will provide up to $75,000 in redirection grants in 2001-02.

2. Tuition – The agreed upon tuition revenue estimate for the College is $7,200,000 for fiscal year 2002-03.

3. ICR – The agreed upon ICR revenue estimate for the College is $871,990 for fiscal year 2002-03.

4. Report on New Funding – By June 15, 2002, the College will report to the Executive Vice President and Provost on the internal distribution of the $150,000 of recurring funding for priority areas in fiscal year 2001-02 (see allocation summary below).

5. Financial Projections – see Attachment to this compact document.

Compact Development
In September 1999, when Charles Muscoplat was appointed Vice President and Dean of the College, faculty leaders were discussing the need to identify priorities for the future. They wanted to create guideposts that would (1) support the goals and needs of citizens in the state, and (2) determine ways to make best use of the College's human, financial, and physical resources. In April 2000, the Dean hosted a day-long retreat for the College leadership – Research and Outreach Center and departmental heads -- to support and encourage this effort. By September 2000 the College had draft text on six major theme areas that was discussed and debated during an all-faculty meeting. The Dean has provided staff and financial support to enthusiastically encourage this grassroots effort that has further evolved into an inclusive process of listening to and learning from our students, our staff, our faculty and citizens. In November, staff and students provided their views and goals for the future of the College, and in December over 400 citizens participated in the College’s “listening sessions” at eight locations across the state to describe their concerns, needs and hopes for the future. This input was used to develop the FY01-02 Compact.

The original Priority Steering Committee and a Faculty Implementation Team for each of our six priorities continues and has established guidelines for implementing the initiatives. The FY02-03 was developed with input from the steering committee, the implementation teams and Department and Research and Outreach Heads.

Information on priority activities have been shared with the Civic Engagement Task Force at all stages as a model for active interactions and partnerships with citizens and organizations.

Data Profile
For a display of planning data related to the College of Agricultural, Food and Environmental Sciences, refer to a link off the University web site managed by the Office of Institutional Research and Reporting at http://www.irr.umn.edu. This site contains standard financial, staffing and student information.

Report Summary

- The College will report to the Executive Vice President and Provost on the internal distribution of the $150,000 recurring funding for priority areas in fiscal year 2001-02. Report will be submitted by June 15, 2002.
- The college will report to the Provost on strategies for improved leveraging of internal resources in relationship to research funding to improve support for graduate students. The report will be submitted by March 15, 2003.
### Historical Allocation Summary
**FY99 through FY02 Compact Investments**

<table>
<thead>
<tr>
<th>Fund</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochester/SSU</td>
<td>25,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Davis Position-Applied Econ.</td>
<td>27,300</td>
<td>28,000</td>
<td>21,322</td>
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<tr>
<td>New Dean Support</td>
<td>55,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Freshmen Seminars</td>
<td>30,000</td>
<td>14,000</td>
<td>8,000</td>
<td></td>
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<tr>
<td>Writing Intensive Courses</td>
<td>10,950</td>
<td>10,950</td>
<td>10,950</td>
<td></td>
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<tr>
<td>Molecular/Cellular Biology</td>
<td></td>
<td>425,459</td>
<td></td>
<td></td>
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<tr>
<td>Woodlands Wisdom</td>
<td></td>
<td>80,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support General Mills Chair</td>
<td></td>
<td>50,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag., Food &amp; Env. Ethics</td>
<td></td>
<td>50,000</td>
<td>50,000</td>
<td></td>
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<tr>
<td>Dean’s Priority Position</td>
<td>100,000</td>
<td></td>
<td></td>
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<tr>
<td>Priority Funding</td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>25,000</strong></td>
<td><strong>123,250</strong></td>
<td><strong>382,950</strong></td>
<td><strong>240,272</strong></td>
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</table>

### Central Allocation Summary – FY2002-03

<table>
<thead>
<tr>
<th>Fund</th>
<th>Recurring</th>
<th>Nonrecurring</th>
</tr>
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<tbody>
<tr>
<td>Writing Intensive Courses</td>
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<td>Freshmen Seminars</td>
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<tr>
<td>Phased Davis Position Funding</td>
<td>15,922</td>
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<tr>
<td>Ctr. For Study of MN Economy</td>
<td>50,000</td>
<td></td>
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<tr>
<td>Advising</td>
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<td></td>
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<tr>
<td><strong>Total FY02-03</strong></td>
<td><strong>$0</strong></td>
<td><strong>$99,922</strong></td>
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</tbody>
</table>
Financial Issues Data Template

Major Revenue Sources
From Robert Bruininks April 3, 2002 Memo (Areas of Emphasis in 2003 Compacts)

<table>
<thead>
<tr>
<th>Revenue Sources</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03*</th>
<th>FY04*</th>
<th>FY05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>A. O&amp;M</td>
<td>$8,886,823</td>
<td>$9,621,603</td>
<td>$10,061,738</td>
<td>$10,799,781</td>
<td>$12,083,957</td>
<td>$13,307,044</td>
<td>$14,485,295</td>
<td>$15,806,558</td>
</tr>
<tr>
<td>% of Total</td>
<td>18.8%</td>
<td>19.6%</td>
<td>18.8%</td>
<td>19.4%</td>
<td>19.9%</td>
<td>21.1%</td>
<td>21.9%</td>
<td>22.7%</td>
</tr>
<tr>
<td>B. Tuition</td>
<td>$4,558,399</td>
<td>$4,861,844</td>
<td>$4,987,682</td>
<td>$5,491,066</td>
<td>$6,244,767</td>
<td>$7,200,000</td>
<td>$8,195,040</td>
<td>$9,327,595</td>
</tr>
<tr>
<td>% of Total</td>
<td>9.7%</td>
<td>9.9%</td>
<td>9.3%</td>
<td>9.9%</td>
<td>10.3%</td>
<td>11.4%</td>
<td>12.4%</td>
<td>13.4%</td>
</tr>
<tr>
<td>C. State Special (MAES)</td>
<td>$23,838,854</td>
<td>$24,135,426</td>
<td>$26,875,364</td>
<td>$27,115,324</td>
<td>$29,743,324</td>
<td>$30,077,475</td>
<td>$30,979,799</td>
<td>$31,909,193</td>
</tr>
<tr>
<td>% of Total</td>
<td>50.6%</td>
<td>49.3%</td>
<td>50.2%</td>
<td>48.8%</td>
<td>49.0%</td>
<td>47.7%</td>
<td>46.9%</td>
<td>45.7%</td>
</tr>
<tr>
<td>D. State Special (MES)</td>
<td>$5,982,375</td>
<td>$6,265,888</td>
<td>$6,195,239</td>
<td>$6,482,828</td>
<td>$6,485,758</td>
<td>$6,180,331</td>
<td>$5,865,741</td>
<td>$6,041,713</td>
</tr>
<tr>
<td>% of Total</td>
<td>12.7%</td>
<td>12.8%</td>
<td>11.6%</td>
<td>11.7%</td>
<td>10.7%</td>
<td>9.8%</td>
<td>8.9%</td>
<td>8.7%</td>
</tr>
<tr>
<td>E. ICR</td>
<td>$526,695</td>
<td>$556,026</td>
<td>$689,387</td>
<td>$799,578</td>
<td>$909,377</td>
<td>$871,900</td>
<td>$898,150</td>
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</tr>
<tr>
<td>% of Total</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.3%</td>
<td>1.4%</td>
<td>1.5%</td>
<td>1.4%</td>
<td>1.4%</td>
<td>1.3%</td>
</tr>
<tr>
<td>F. Endowment Earnings</td>
<td>$3,364,718</td>
<td>$3,530,004</td>
<td>$4,690,173</td>
<td>$4,913,958</td>
<td>$5,251,383</td>
<td>$5,408,925</td>
<td>$5,571,192</td>
<td>$5,738,328</td>
</tr>
<tr>
<td>% of Total</td>
<td>7.1%</td>
<td>7.2%</td>
<td>8.8%</td>
<td>8.8%</td>
<td>8.6%</td>
<td>8.6%</td>
<td>8.4%</td>
<td>8.2%</td>
</tr>
</tbody>
</table>


Noted Assumptions by Revenue Source:
A. O&M - (subsidy portion) increases 3.0% per year on average
B. Tuition - estimates base on an annual rate increase of 5.0% plus an enrollment increase of 8.4% starting FY04
C. State Special (Ag Experiment Station) - includes GAR funds, assumes a 3.0% annual increase after FY03
D. State Special (Minnesota Extension Service) - includes Extension funds, assumes a 3.0% annual increase after FY03
E. ICR - change in the distribution rate from centeral for FY03, after FY03 assumes 3.0% annual increases
F. Endowment Earnings - assumes a 3.0% annual increase after FY03
* Extension funds will be reduced by approximately $500,000 per year

Planned use of balances in unrestricted funds:
The College carries balances in several accounts, such as ICR, tuition, and experiment station funds. The planned use of these funds include:
- New faculty hires
- New faculty set-up packages
- Loan repayment
- Remodeling of labs and classrooms
- Technology upgrades in classrooms
- Faculty development grants
- Grant matches
- Uncollectible sponsored projects
- Equipment purchase matches
- Partnership agreements with SSU and Rochester
- Center funding
- Support for new programs