

UNIVERSITY OF MINNESOTA

FACTS

UNIVERSITY OF MINNESOTA

1985

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About the University

The University of Minnesota is one of the top 15 or 20 universities in the United States. It is both the state land-grant university, with a strong tradition of education and public service, and a major research institution, with scholars of national and international reputation.

The Twin Cities campus, its largest campus, is made up of 18 colleges and offers the full range of academic and professional degrees. A comprehensive campus in Duluth offers undergraduate and graduate programs. The Morris campus (in western Minnesota) offers a four-year liberal arts program. Two-year technical colleges in Crookston (in northwestern Minnesota) and Waseca (in southern Minnesota) provide paraprofessional and technical education, primarily in agriculture-related fields.

Other important parts of the University are the Hormel Institute in Austin, the Lake Itasca Forestry and Biological Station in Itasca State Park, the Gray Freshwater Biological Institute at Navarre, the Cloquet Forestry Center, the Cedar Creek Natural History Area near Bethel, the Rosemount Research Center, the Horticultural Research Center at Excelsior, the Landscape Arboretum near Chanhassen, the Sand Plain Experimental Field at Becker, and the agricultural experiment stations at Rosemount, Crookston, Grand Rapids, Lamberton, Morris, and Waseca. Through its Agricultural Extension Service, the University is present in each of Minnesota's 87 counties.

The University is the primary center in Minnesota (and parts of the surrounding region) for instruction and research in the health sciences, law, engineering, agriculture, and forestry: it offers all of the graduate-level programs in these fields. In all the arts and sciences and in teacher preparation the University is the only doctorate-granting institution in the state.

History

The University of Minnesota was founded as a preparatory school in 1851, seven years before the territory of Minnesota became a state. The school struggled financially in its early years and was forced to close during the Civil War. But the institution survived, partly because of the guidance and financial help of Minneapolis busi-

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nessman John Sargent Pillsbury, who served as a University regent, state senator, and governor, and is known today as the "Father of the University." The Morrill Act or Land-Grant Act, signed into law by President Lincoln in 1862, also played a big part in the school's survival. The act gave each state a grant of land within its borders; the income from the land was to be used to provide education for people of the state.

The preparatory school reopened in 1867. Two years later, after a major reorganization, it became a full-fledged institution of higher education. On December 22, 1869, William Watts Folwell was inaugurated as the first president of the University. In his inaugural address, he foretold a great "federation of schools," a university "not merely from the people, but for the people." There were only nine faculty members and 18 students that year. Four years later, at the first commencement, two students received bachelor of arts degrees.

The state constitution provides for University autonomy in the management of its internal affairs. The University's charter, drawn up and adopted by the territorial assembly and approved by an act of the U.S. Congress, delegated to the Board of Regents the right to govern the University. In the state constitution, all the "rights, immunities, franchises, and endowments" granted by the charter were "perpetuated unto" the University.

In a test case in 1928, the Minnesota Supreme Court held that the Board of Regents is constitutionally independent of all other executive authority. In 1977 the court ruled that the legislature cannot intrude on the internal control of the University, but can impose reasonable conditions on the use of state funds.

The University is now one of the largest in the United States, as well as being a major research institution. Fall quarter 1984 enrollment was 56,050 daytime students and more than 22,000 extension class students.

The Duluth campus joined the University in 1947, the Morris campus opened in 1960, the Crookston campus in 1966, and the Waseca campus in 1971.

University Presidents

William Watts Folwell, 1869-1884
Cyrus Northrop, 1884-1911
George E. Vincent, 1911-1917
Marion L. Burton, 1917-1920
Lotus D. Coffman, 1920-1938
Guy Stanton Ford, 1938-1941
Walter C. Coffey, 1941-1945
James Lewis Morrill, 1945-1960
O. Meredith Wilson, 1960-1967
Malcolm Moos, 1967-1974
C. Peter Magrath, 1974-1984
Kenneth H. Keller, 1985-

Board of Regents

The 12-member Board of Regents is the governing body of the University. The legislature chooses one regent from each of Minnesota's eight congressional districts and four from the state at large. One of the four at-large regents must be a University student or have been graduated from the University within the five years prior to election. Regents serve without pay for six-year terms. Vacancies that occur when the legislature is not in session are filled by the governor. The president of the University is ex officio president of the Board of Regents.

Regents are listed below with hometown, legislative district, and year term expires.

Wendell R. Anderson, Wayzata, District 6, 1991
Charles H. Casey, West Concord, District 1, 1991
Willis K. Drake, Minnetonka, District 3, 1987
Erwin L. Goldfine, Duluth, District 8, 1987
Wally Hilke, St. Paul, At Large, 1989
David M. Lebedoff, Minneapolis, District 5, 1989
Verne E. Long, Pipestone, District 6, 1987
Charles F. McGuigan, Marshall, At Large, 1989
Wenda W. Moore, Minneapolis, At Large, 1989
David K. Roe, St. Paul, At Large, 1987
Stanley D. Sahlstrom, Crookston, District 7, 1991
Mary T. Schertler, St. Paul, District 4, 1991

The board meets the second Friday of each month. Business is first reviewed by one or more of the standing committees (Educational Policy and Long-Range Planning; Faculty, Staff, and Student Affairs; Physical Plant and Investments; Budget and Legislative Coordinating), which meet the day before the board meeting. The Committee of the Whole reviews major business immediately before the board meeting.

Academic Programs

The University was 7th among public institutions in the United States and 17th among all public and private institutions according to a recent National Academy of Sciences ranking of arts and sciences. (The ranking does not include professional schools or agricultural-related fields.) By any measure, it is a first-rate institution of graduate and undergraduate education and scholarly research.

Top-ranked programs are in such diverse areas as chemical engineering, journalism, geography, and architecture. Most national rankings are based on graduate programs and research, but undergraduate students also benefit when a department is strong and when faculty members are actively engaged in research.

Degrees Granted

Students may earn undergraduate and graduate degrees in more than 250 fields of study. Since June 1873, when the first two degrees were awarded, the University has granted a total of 386,920 degrees (through June 1985). During the 1984-85 academic year, 11,080 students received diplomas. Seventy percent of all graduates stay in Minnesota for their first job.

Included in the total number of degrees granted through June 1985 are 15,970 doctor of philosophy degrees, the first of which was awarded in 1888. In 1984-85, the University presented degrees to 505 Ph.D. candidates.

Tuition Rates (per quarter, 1985-86)

Since fall quarter 1982, tuition has been assessed on a per-credit basis. A typical College of Liberal Arts student taking 14 to 18 credits would pay tuition of \$545 and fees of \$91.10 per quarter. Some of the basic tuition rates follow:

	Resident	Nonresident
Duluth, Morris, Crookston, Waseca, Twin Cities — lower division	\$ 38.90/credit	\$106.98/credit
Liberal Arts — upper division	\$ 40.54/credit	\$106.98/credit
Technology — upper division	\$ 48.99/credit	\$134.72/credit
Veterinary Medicine	\$114.22/credit	\$228.44/credit

Student Services Fees (per quarter, 1985-86)

Twin Cities, \$91.10
Crookston, \$56.50
Duluth, \$65.60
Morris, \$70.00
Waseca, \$48.75

Enrollment (fall quarter 1984)

	Men	Women	Total
Agriculture	763	432	1,195
Biological Sciences	240	164	404
Dental Hygiene		48	48
Dentistry	358	122	480
Education	858	1,547	2,405
Forestry	277	77	354
General College	1,948	1,341	3,289
Graduate School	4,210	3,255	7,465
Home Economics	117	1,228	1,345
Law	425	305	730
Liberal Arts	7,759	8,192	15,951
Management	813	664	1,477
Medical School	1,342	673	2,015
Medical Technology	11	51	62
Mortuary Science	65	14	79
Nursing	48	338	386
Occupational Therapy	3	66	69
Pharmacy	145	158	303
Physical Therapy	7	51	58
Public Health	82	199	281
Technology	4,773	1,033	5,806
University College	51	93	144
Veterinary Medicine	154	159	313
Total Twin Cities	24,449	20,210	44,659
Crookston	557	588	1,145
Duluth	4,034	3,427	7,461
Morris	811	854	1,665
Waseca	587	533	1,120
Total Collegiate	30,438	25,612	56,050
Extension Classes			22,522
Grand Total			78,572

Minority enrollment on all campuses totaled 3,307. Individual totals include Asian and Pacific island, 1,471; black, 954; Hispanic, 480; and American Indian or Alaskan, 402.

There are more than 2,535 international students and 380 scholars from 100 different countries.

Admissions Policy

Each college of the University sets its own admission requirements. Grades, test scores, completion of prerequisites, and, in some instances, personal statements and counselor or teacher recommendations are considered. Admission is open to all qualified students, regardless of race, creed, color, sex, national origin, or handicap.

Private Support and Research Funds

In 1983-84, the University received \$66.9 million in private support given by alumni, corporations, foundations and others. The University of Minnesota Foundation, established in 1962, along with the 4-H Foundation, the Minnesota Landscape Arboretum Foundation, the Minnesota Medical Foundation, the Williams Fund, the Patty Berg Fund, and the David Winfield Fund, help raise money.

In addition, the University receives some \$100 million a year in federal research grants and contracts. In a national ranking, the University was 5th among public institutions in terms of the federal money received and 13th overall.

Research Achievements

Research accomplishments at the University have improved the lives — sometimes even saved the lives — of people throughout the world.

Among the achievements have been the continuing success of the world's leading kidney transplant center, development of the phenomenally successful wheat variety known as Era wheat, development of the world's first total body X-ray scanner, a major contribution to the invention of synthetic rubber in World War II, the isolation of uranium isotope U-235, the design of Mars exploration experiments using a mass spectrometer, development of emergency survival rations for soldiers, elimination of wheat rust and other plant diseases, virtual elimination of dozens of poultry and livestock diseases, the production of a live calf from freeze-dried sperm, and development of the taconite process.

In addition to the research projects that have obvious benefits, the University is a center for the basic research that makes later breakthroughs possible.

Public Service and Outreach

More than 150 University programs reach out to Minnesotans, solving problems and bringing to communities in the state the University's vast store of knowledge. The Agricultural Extension Service, for example, reaches almost a third of the people in Minnesota each year through almost 22,000 educational programs.

University of Minnesota Hospitals

The University of Minnesota Hospitals complex serves a wide region: of the 19,991 patients admitted in 1983-84, 55 percent were from outside the Twin Cities area. The hospitals are responsible for many medical firsts, including the first open heart surgery, which took place here in 1954. Today the University of Minnesota is recognized as the organ transplant center of the world.

Libraries

The University of Minnesota Libraries system on the Twin Cities campus has more than 4 million cataloged volumes, as well as the government documents depository. Collections of distinction are children's literature, exploration and travel, history of medicine, architecture, and social welfare.

Citizens throughout the state can borrow materials from all the libraries through MINITEX (Minnesota Interlibrary Teletype Exchange), a system that links academic and public libraries.

Faculty and Staff (February 1985)

The University employs 4,388 persons full time and 1,103 part time on its academic staff. The civil service staff is composed of 8,308 full-time and 4,001 part-time staff members. These figures do not include student employees.

Regents' Professors

The regents' professorship, established by the Board of Regents in 1965, is the highest honor the University can give members of its faculty. Each regents' professor receives an annual stipend of \$5,000 from the University of Minnesota Foundation as long as he or she remains on the active faculty of the University. The first five regents' professors were named in June 1966. As of June 1984 the following faculty members had been designated regents' professors.

Regents' Professor of Chemical Engineering
Neal R. Amundson (1967-77)

Regents' Professor of Music Dominick Argento
(1980)

Regents' Professor of Chemical Engineering
Rutherford Aris (1978)

Regents' Professor of Biochemistry Wallace D.
Armstrong (1974, retired)

Regents' Professor of Neurology A.B. Baker
(1973-76, retired)

Regents' Professor of History and Philosophy
of Education Robert H. Beck (1976)

Regents' Professor of Humanities John Berry-
man (1969-72, deceased)

Regents' Professor of Geography John R. Bor-
chert (1981)

Regents' Professor of Economics John S.
Chipman (1981)

Regents' Professor of Plant Pathology Clyde M.
Christensen (1973-74, retired)

Regents' Professor of Genetics Ralph E. Com-
stock (1968-81, retired)

Regents' Professor of Chemistry Bryce Craw-
ford, Jr. (1982-85, retired)

Regents' Professor of Biochemistry Stanley
Dagley (1980)

Regents' Professor of Ecology and Behavioral
Biology Margaret Bryan Davis (1982)

Regents' Professor of Mechanical Engineering
Ernst R.G. Eckert (1966-73, retired)

Regents' Professor of Higher Education Ruth E.
Eckert (1972-73, retired)

Regents' Professor of Philosophy Herbert Feigl
(1967-71, retired)

Regents' Professor of Pediatrics and Microbiol-
ogy Robert A. Good (1969-72)

Regents' Professor of Ecology and Botany
Eville Gorham (1984)

Regents' Professor of Oral Pathology Robert J.
Gorlin (1978)

Regents' Professor of Economics Walter W.
Heller (1967)

Regents' Professor of Family Sociology Reuben
L. Hill (1973-83, retired)

Regents' Professor of Anthropology E. Adam-
son Hoebel (1966-72, retired)

Regents' Professor of Economics Leonid Hur-
wicz (1969)

Regents' Professor of History Tom B. Jones
(1970-77, retired)

Regents' Professor of Studio Arts Warren
MacKenzie (1984)

Regents' Professor of Mathematics Lawrence
Markus (1980)

Regents' Professor of Classical Studies William
A. McDonald (1973-80, retired)

Regents' Professor of Psychology Paul E.
Meehl (1968)

Regents' Professor of Physics and Astronomy
Edward P. Ney (1974)

Regents' Professor of Physics Alfred O.C. Nier
(1966-80, retired)

Regents' Professor of Mathematics James B.
Serrin, Jr. (1968)

Regents' Professor of Medicine and Compar-
ative Medicine Wesley W. Spink (1967-73,
retired)

Regents' Professor of English Allen Tate (1966-
68, deceased)

Regents' Professor of Political Science John E.
Turner (1974)

Regents' Professor of Surgery Richard L. Varco
(1974-80, retired)

Regents' Professor of Physiology Maurice B.
Visscher (1967-70, deceased)

Regents' Professor of Surgery Owen H. Wan-
gensteen (1966-67, deceased)

Regents' Professor of Medicine Cecil J. Watson
(1968-69, retired)

Regents' Professor of Microbiology Dennis
Watson (1980-84, retired)

Regents' Professor of Pediatrics and Laboratory
Medicine and Pathology James G. White
(1984)

Regents' Professor of Geology, Ecology, and
Botany Herbert E. Wright (1974)

Alumni

Many University alumni have achieved distinc-
tion. Three have won Nobel Prizes: Norman Bor-
laug, Walter Brattain, and Melvin Calvin.

Leaders in public affairs include Elmer L.
Andersen, Wendell Anderson, Warren Burger,
Everett Dirksen, Donald Fraser, Orville Freeman,
Hubert Humphrey, Walter Judd, Harold Le-
Vander, Eugene McCarthy, Walter Mondale,
Wayne Morse, Harold Stassen, Carl Stokes, Roy
Wilkins, Whitney M. Young, Jr., and Luther
Youngdahl. Leaders in medicine include Chris-
tian Barnard, Robert A. Good, C. Walton Lille-
hei, Norman Shumway, and Owen Wangensteen.

In sports and entertainment, well-known
alumni are Patty Berg, Bernie Bierman, Herb

Brooks, Dan Devine, Carl Eller, Paul Giel, Bud Grant, Clarence ("Biggie") Munn, Bronko Nagurski, Charles ("Bud") Wilkinson, Dave Winfield, John Astin, Olivia Cole, Bob Dylan, Henry Fonda, Peter Graves, Linda Kelsey, Gale Sondergaard, and Robert Vaughn.

Other notable alumni include journalists Hedley Donovan, Harry Reasoner, Carl Rowan, Harrison Salisbury, Max Shulman, and Eric Sevareid; astronaut Donald ("Deke") Slayton; and balloonist and clergywoman Jeannette Piccard.

The Minnesota Alumni Association, formed by alumni in 1904, represents more than 30,000 members and an alumni body of more than 220,000. There are 11 nationwide chapters and 26 Twin Cities constituent alumni societies representing most of the University's colleges.

Honorary Degrees

Honorary degrees are conferred sparingly by the University of Minnesota. The first was given in 1925, and as of spring 1985 only 65 had been given. Recipients have included Hubert H. Humphrey (1966), James P. Shannon (1966), John H. Van Vleck (1971), Harold E. Stassen (1972), John Bardeen (1973), Roy Wilkins (1976), Walter F. Mondale (1978), and Warren E. Burger (1978).

Nobel Prize Winners

George Stigler (former faculty), Economics, 1982
John H. Van Vleck (former faculty), Physics, 1977
Saul Bellow (former faculty), Literature, 1976
William N. Lipscomb (former faculty), Chemistry, 1976
Norman C. Borlaug (alumnus), Peace Prize, 1970
Melvin Calvin (alumnus), Chemistry, 1961
John Bardeen (former faculty), Physics, 1956, 1972
Walter H. Brattain (alumnus), Physics, 1956
Philip S. Hench (faculty, deceased), Medicine, 1950
Edward C. Kendall (faculty, deceased), Medicine, 1950
Ernest O. Lawrence (alumnus, deceased), Physics, 1939
Arthur Compton (faculty, deceased), Physics, 1927

COMMITMENT TO FOCUS

A plan for sharpening the focus of the University and enhancing its quality has been proposed by President Kenneth H. Keller, endorsed by the regents, and widely supported in the University community and throughout the state.

The Keller proposals are rooted in the University's long-range planning process. Some of the 23 specific recommendations may still be changed, and many of them depend on funding decisions, but there is agreement within the University on the overall direction.

The goal is to move into the top five among public universities in the country: excellent in teaching, excellent in research, and responsive to the needs of society. To achieve the goal, the University must maintain the quality of its best programs and improve the quality of those programs that best fit its role as an international research university, a land-grant institution, and a metropolitan university.

The plan acknowledges that the University will not be all things at the undergraduate level. The recommendations are designed to strengthen the University by focusing on programs that complement rather than compete with others in the state.

Undergraduate enrollments would be allowed to decrease as the size of high school graduation classes declines. The ratio of undergraduate to graduate students would be brought more in line with the ratio at other top universities. To reach the right balance, the University would work to improve the financial support of graduate students to maintain their current numbers (or to increase their numbers in certain fields), recruit high-ability undergraduates who can best benefit from the University's programs, and improve the quality of undergraduate programs.

Quality and Access

An important goal is to ensure that public undergraduate programs of the highest quality, the kind possible only at a research university, are available to Minnesotans regardless of their economic status. Quality and access, which sometimes seem to be competing values, would both be strengthened in meeting this goal.

The idea is not to turn students away but to take advantage of a projected enrollment decline by improving the educational experience for those students who attend the University. The result for undergraduates would be more individual attention from faculty, better student services, and an enriched educational experience.

Improvement of the undergraduate experience will not be left to chance as enrollments fall. Several of the recommendations are aimed at improving the quality of lower division (freshman and sophomore) courses and organizing them in a more coordinated way.

The plan is to offer choice to students. Once it is clear that the University offers a high-quality, rigorous education, students can decide if that is what they want. The University would encourage rigor in its programs and then welcome all who want the challenge.

Increased support would be given to students who enter the University with the ability to succeed but with some deficits in their preparation. Beyond opening its doors to students with different backgrounds, the University would do more to help them earn four-year degrees.

To make access meaningful, the University would work to ensure that the nature of its programs, its expectations, and its entrance requirements are clearly understood by prospective students so that they can prepare for them adequately and enter them knowledgeably.

Entrance Standards

Entrance standards would be raised and unified across all Twin Cities undergraduate colleges except the General College, which would continue to be an open door to the University. The uniform entrance standards would also

apply to the Duluth and Morris campuses. Higher standards would be set in terms of courses taken in high school, not increases in the grade point average required.

Clearly defined standards will help high schools plan their offerings and students choose their courses. In the past, entrance requirements have varied from college to college and from campus to campus within the University, and a confusing message has been conveyed to prospective students, advisers, and parents.

By unifying the requirements and ensuring that they are appropriately rigorous, the University can play a useful role both in encouraging high school students to enrich their programs of preparation and in encouraging school boards to increase the availability of appropriate courses. Beyond setting the standards, the University will offer its help to the schools.

If a high school is unable to offer all the necessary courses, these students will not be turned away. During a transitional period, students who lack some of the requirements will be given a chance to enter the University and take the courses on a remedial basis.

Five Campuses

In its commitment to focus, the University would build on the unique strengths of each of its five campuses.

The Twin Cities campus offers the advantages that are found only at a first-rate research university: faculty members who are making important contributions to knowledge, teacher-scholars who are bringing the excitement of discovery into the classroom, all the resources of one of the leading scholarly institutions in the world. In addition, it offers the cultural opportunities of a large metropolitan area. The combination of a top research university in a leading metropolitan area, although not unique, is unusual among universities in the United States.

The size and diversity of the Duluth campus make it, in many ways, an independent, comprehensive university, and it is also in a metropolitan area. The campus can function as the land-grant university for the northeast region of the state,

giving particular attention to the needs of the region in its research, outreach, and service programs. Like the Twin Cities campus, the Duluth campus would be strengthened by a narrowing of focus in its undergraduate programs.

The Morris campus offers one of the most exciting opportunities in public education in the country: the chance to attend the kind of small liberal arts college that is usually found only in the private sector. In the focus plan, the campus would be encouraged to take advantage of its size to develop an integrated core curriculum. Support for Morris would be based primarily on the need to maintain program integrity rather than on enrollments.

The distinctive characteristic of the Crookston and Waseca campuses is their unmatched capacity for providing technical agricultural education. Their proximity to branch stations of the Agricultural Experiment Station and their working relationships with faculty and programs on the St. Paul campus enhance that capacity. The plan is to strengthen those connections and build on the agricultural programs that the two campuses are best suited to offer.

Administrative Officers

The president of the University is responsible to the Board of Regents. The president is the chief executive officer of the University and the representative of the faculty and the University to the Board of Regents.

Five vice presidents divide the responsibilities of administering the University; each of the coordinate campuses is administered by a provost.

University Organization

President Kenneth H. Keller

Office of Equal Opportunity and Affirmative Action

Acting Vice President for Academic Affairs and Provost, V. Rama Murthy

Academic Divisions

- Institute of Agriculture, Forestry, and Home Economics
- College of Biological Sciences
- Continuing Education and Extension
- College of Education
- General College
- Graduate School
- Humphrey Institute of Public Affairs
- Law School
- College of Liberal Arts
- School of Management
- Institute of Technology
- University College
- College of Veterinary Medicine
- Office of Academic Personnel System
- Departments of Aerospace Studies, Military Science, and Naval Science (Air Force, Army, and Naval ROTC)
- University Art Museum
- University Computer Services
- Department of Concerts and Lectures
- Educational Development Programs
- Graduate Assistants Office
- Office of International Programs
- University Libraries
- University of Minnesota Press
- Center for Urban and Regional Affairs

Vice President for Agriculture, Forestry, and Home Economics, Richard J. Sauer

Academic Divisions

College of Agriculture

College of Forestry

College of Home Economics

Agricultural Experiment Station

Agricultural Extension Service

Vice President for Finance and Operations, David M. Lilly

Accounting Records and Services

Administrative Data Processing Department

Audits

Bursar's Office

Office of Associate Vice President for Development and Alumni Relations

Office of Investments and Cash Management

Management Planning and Information Services

Office of Director of Personnel

Physical Planning

Physical Plant Operations

Purchasing Department

Office of Research and Technology

Transfer Administration

Support Services and Operations

University Property/Casualty Insurance

Vice President and General Counsel Stephen S. Dunham

Office of University Attorney

Vice President for Health Sciences, Neal A. Vanselow

Academic Divisions

School of Dentistry

Medical School

Mortuary Science

School of Nursing

College of Pharmacy

School of Public Health

Alcohol and Other Drug Abuse Programming

Allied Health Professions

Biomedical Graphic Communications

Comprehensive Epilepsy Program

Health Sciences Continuing Education

Health Sciences Learning Resources

Health Sciences Minority Program

Health Sciences Outreach

Health Sciences Public Relations

Health Sciences Student Services

Center for Health Services Research

University of Minnesota Hospitals

Vice President for Institutional Relations, Stanley B. Kegler

Congressional Relations (federal)

Governmental Relations (state)

Institutional Relations (other educational systems)

University Relations

Vice President for Student Affairs, Frank B. Wilderson

Athletic Facilities Department

Boynton Health Service

Chemical Use and Abuse Counseling

Housing Office

Intercollegiate Athletics Academic Counseling

International Student Adviser's Office

Department of Men's Intercollegiate Athletics

Office of Minority and Special Student Affairs

Department of Police

Student Activities Office

Student Development Centers

University Student Legal Service

Student Support Services

Department of Women's Intercollegiate Athletics

Chancellor, University of Minnesota, Duluth, Robert L. Heller

Chancellor, University of Minnesota, Morris, John Q. Imholte

Chancellor, University of Minnesota Technical College, Crookston, Donald G. Sargeant

Chancellor, University of Minnesota Technical College, Waseca, Edward C. Frederick

University Senate

The University Senate has legislative control over all-University educational matters, but not over the internal affairs of an individual college or school, unless they affect the interests of other colleges or the University as a whole. Authority for educational matters concerning an individual campus is delegated to campus assemblies.

Senate members are elected within each school and college. Colleges are allotted one faculty senator per 20 regular faculty members; every college has at least one senator. Faculty senators, who hold office for three years, also serve on their campus assemblies. Student representation on the senate began in 1969. There are 228 faculty and student senate members—about two thirds faculty and one third student.

The University president chairs the senate and a vice chairperson is elected each year by the senate from its membership. The senate meets at least once each quarter of the academic year. There are five senate committees: the Consultative Committee, the Committee on Educational Policy, the Committee on Faculty Affairs, the Judicial Committee, and the Committee on Social Concerns. Standing and operations committees report through the senate committees.

The Senate Consultative Committee (SCC) serves as the executive committee of the senate; it includes student as well as faculty representatives. (Members are listed in the front of the Student-Staff Directory.) The SCC meets with the president at least quarterly to discuss policy.

Campus Assemblies

Each campus is governed by an assembly that adopts its own constitution and bylaws. Faculty, students, and staff serve on all campus assemblies.

Student Government

On the Twin Cities campus, the Minnesota Student Association Forum is the student governing body. It is made up of 62 senators elected from the various colleges and approximately 40 representatives elected from the student body at large, from minority groups, and from student organizations. The senators also serve on the University Senate.

Student governing bodies at the coordinate campuses are the Duluth Student Association; the Morris Campus Student Association; the Student Senate at Crookston; and the Waseca Student Association.

Residence Halls

Approximately 10 percent of the students on the Twin Cities campus (4,554) live in residence halls. At Duluth, 2,241 live in residence halls or campus apartments, at Morris 978, at Crookston 478, and at Waseca 500.

1985-86 quarterly room and board rates in Twin Cities dormitories range from \$806 to \$1,052. Quarterly rates at Duluth are \$811 to \$935 in residence halls, and \$479 to \$532 in apartments; at Morris \$774 to \$897, and \$447 in apartments; at Crookston \$647 to \$911, and \$613 in

apartments; and at Waseca \$718 to \$836, and \$440 in apartments. Prices vary based on meal plans and number of people occupying a unit. Rooms with limited meal plans are available on all campuses.

Sororities and Fraternities

There are 7 professional and 14 social sororities and 23 professional and 27 social fraternities on the Twin Cities campus. Social sorority membership in fall quarter 1984 was 919; social fraternity membership was 1,232. Sororities and fraternities provide living accommodations for more than 2,000 students.

The Duluth campus has one national service and three social sororities and one national service and two social fraternities. There are two fraternities and one sorority at Morris.

Athletics

On the Twin Cities campus there are 11 men's intercollegiate athletic teams—baseball, basketball, cross country, football, golf, gymnastics, hockey, swimming, tennis, track, and wrestling. The Gopher football team has won six national championships, the last in 1960, and 16 Big Ten titles, the last in 1967. The baseball team has captured 11 Big Ten titles since 1956, and three NCAA championships (1956, 1960, and 1964). The basketball team won eight Big Ten Conference championships, most recently in 1982. The hockey team won the NCAA championship in 1974, 1976, and 1979. The gymnastics team won the Big Ten title five years in a row (1976-80), and again in 1984, and the tennis team tied for the title in 1981.

There are nine women's intercollegiate teams—basketball, cross country, golf, gymnastics, softball, swimming and diving, tennis, track and field, and volleyball—and one varsity club sport—crew. The women's program became a member of the Big Ten Conference in 1981 and also competes under the auspices of the NCAA in Division I. Six sports finished in the top four in the Big Ten in 1983-84. Minnesota had its first female national champion in 1980-81 in the 3-meter diving competition.

The Hubert H. Humphrey Metrodome seats 62,500 for football, Williams Arena seats 17,250 for basketball, and Mariucci Arena seats 7,572 for

hockey. Bierman Field is the site of a 2,300-seat baseball stadium and a nine-lane synthetic surface running track with seating for 1,000.

At Duluth the UMD Bulldogs compete in nine men's and six women's varsity sports as members of the Northern Intercollegiate Conference, the Western Collegiate Hockey Association, and the National Association of Intercollegiate Athletics for Women. Men compete in baseball, basketball, cross country, football, golf, hockey, tennis, track, and wrestling. Women compete in basketball, cross country, softball, tennis, track, and volleyball. Football games and track meets are held at the 4,000-seat Griggs Field, hockey games are played in the 5,400-seat Duluth Arena, and baseball games are played at Wade Stadium.

At Morris the Cougars have men's varsity teams in baseball, basketball, football, golf, tennis, track, and wrestling in the Northern Intercollegiate Conference; and women's teams in basketball, tennis, track, and volleyball in the Northern Sun Conference.

At Crookston the Trojans compete in the northern division of the Minnesota Junior College Conference. Men's sports include baseball, basketball, football, hockey, track, and wrestling. Women compete in basketball, softball, track, and volleyball.

At Waseca the Rams compete in the Minnesota Junior College Conference. Men's teams include basketball, cross country, football, golf, track, and wrestling; women's include basketball, cross country, golf, softball, track, and volleyball.

Campus Mascots

Minnesota has been called the Gopher State since 1857. In the early 1930s, when Minnesota Gopher football teams were national champions, local newspaper reporters described them as the "golden-shirted horde" and the "golden swarm" because of their yellow or "golden-colored" jerseys. This brought about the name the Golden Gophers, which has stuck for Twin Cities campus athletic teams.

The mascot at the University of Minnesota, Duluth, is the Bulldog. The name was selected in the 1930s by the Lettermen's Club when the school was still the Duluth State Teachers College.

The Morris mascot is the Cougar, a name chosen in a campus-wide referendum in 1961.

The mascot at the University of Minnesota, Crookston, is the Trojan. The name was chosen in a contest conducted by the student association when the campus was established in 1966.

The Waseca athletic teams are known as the Rams.

School Colors

Because the University's colors varied during the early years, William Watts Folwell, first president of the University, appointed English instructor Augusta Norwood Smith to choose permanent school colors. Smith, "a woman of excellent taste," according to Folwell, chose maroon and gold, the University's colors today. First used sometime between 1876 and 1880, the colors were not officially approved by the regents until March 1940.

Songs

"Hail! Minnesota," the University alma mater, was written by Truman Rickard, a member of the class of 1904, for use in a 1904 class play. A second verse was written by University student Arthur Upson in 1905. In 1945, the song became the official anthem of the state of Minnesota.

The "Minnesota Rouser," sung at most University athletic events, was written by Floyd M. Hutsell in 1909 in response to a contest sponsored by the Minneapolis *Tribune*. Hutsell, a Minneapolis choir director and voice teacher, won \$100 in the contest to choose a fight song for the University.

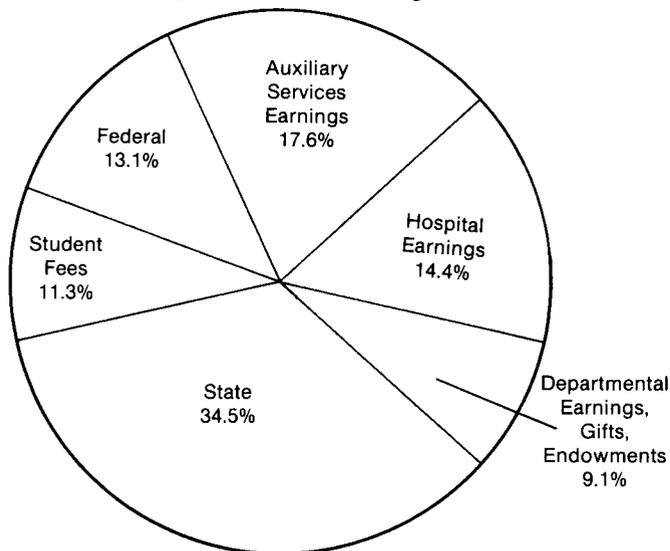
University Seal

The antique lamp on the regents' seal represents the metaphysical sciences; the telescope, the physical sciences; the plow, the industrial arts; and the pallet with brushes, the fine arts. The Latin motto means "a common bond for all the arts." The embossed seal is used for documents as the official seal of the University; central officers may use a reproduction of the seal for official University purposes.

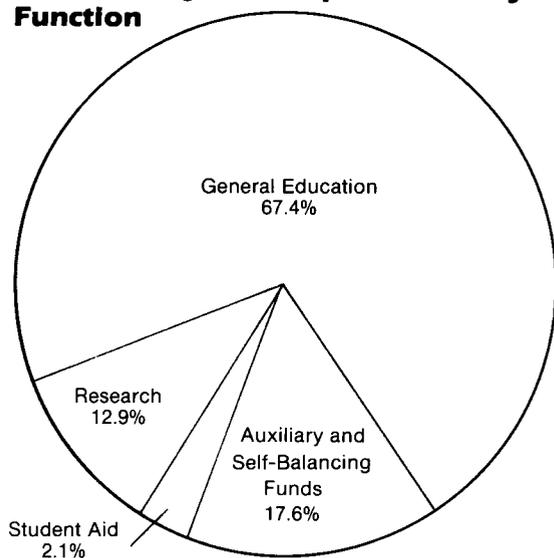
President's Home

Eastcliff, home of the University president, was given by the Edward Brooks family to the University in 1958. Brooks, a prominent Northwest lumberman, built the home in 1922. The 18-room white Georgian colonial house occupies a two-acre site that includes a swimming pool, a tennis court, and flower gardens. The home and grounds at 176 Mississippi River Boulevard in St. Paul are maintained by the University.

1985-86 Projected Income by Source



1985-86 Projected Expenditures by Function



Financial Status

Operating Budget for 1985-86	\$1,023,982,441
Sources of revenue for 1985-86:	
State appropriations, grants, contracts	352,784,700
Student fees	115,890,689
Federal appropriations, grants, contracts	134,010,055
Private & local gifts, grants, contracts	64,915,700
Earnings	348,949,642
Endowment income	7,432,300
Total	\$1,023,982,441

University Land (estimates as of June 30, 1984)

Campuses	Acres
Minneapolis	238
St. Paul	752
Duluth	288
Morris (includes experiment station)	1,203
Crookston (includes experiment station)	1,626
Waseca (includes experiment station)	848
Branch Stations	18,706
Total	23,661

Total Building Valuation (by campus as of June 30, 1984)

Campuses	Book Value
Minneapolis	\$490,675,226
St. Paul	130,508,795
Duluth	62,764,507
Morris	19,621,018
Crookston	14,986,781
Waseca	8,993,800
Rosemount Research Center	465,461
Off-Campus Buildings	14,820,748
Branch Stations	12,739,944
Total	\$755,576,280

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

Facts was prepared by University Relations, 6 Morrill Hall, 100 Church Street S.E., University of Minnesota, Minneapolis, Minnesota 55455; telephone (612) 373-2126.

August 1985