

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Friday, September 12, 2008

9:00 - 11:30 a.m.

600 McNamara Alumni Center, Boardroom

Board Members

Patricia Simmons, Chair
Clyde Allen, Vice Chair
Anthony Baraga
Dallas Bohnsack
Linda Cohen
John Frobenius
Venora Hung
Steven Hunter
Dean Johnson
David Larson
David Metzen
Maureen Ramirez

AGENDA

1. Recognition of Regents Professors - R. Bruininks (p. 2)
2. Introduction of UMF President & CEO - R. Bruininks (p. 4)
3. Approval of Minutes - Action - P. Simmons
4. Report of the President - R. Bruininks
5. Report of the Chair - P. Simmons
6. Receive and File Reports (pp. 5-52)
 - A. Annual Report on Legal Matters
 - B. Quarterly Report of Grant & Contract Activity
 - C. Annual Asset Management Report
7. Report of the All-University Honors Committee - Review/Action - R. Bruininks (p. 53)
8. Gifts - Review/Action - S. Goldstein (pp. 54-70)
9. Quarterly Summary of Expenditures - Review/Action - P. Simmons (pp. 71-74)
10. Report of the Faculty Consultative Committee - E. Hoover (pp. 75-77)
11. *University Plan, Performance & Accountability Report* - Review - R. Bruininks/
T. Sullivan (pp. 78-233)
12. State Biennial Budget Request 2009-2011 - Review - R. Bruininks (pp. 234-235)
13. Report of the Educational Planning & Policy Committee - D. Larson
14. Report of the Facilities Committee - D. Metzen
15. Report of the Audit Committee - L. Cohen
16. Report of the Faculty, Staff & Student Affairs Committee - J. Frobenius
17. Report of the Finance & Operations Committee - S. Hunter
18. Report of the Litigation Review Committee - A. Baraga
19. Old Business
20. New Business
21. Adjournment



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

September 12, 2008

Agenda Item: Recognition of Regents Professors

review review/action action discussion

Presenters: President Robert H. Bruininks

Purpose:

policy background/context oversight strategic positioning

To recognize four newly appointed Regents Professors at the University of Minnesota:

Professor Allen Goldman, Institute of Technology
Professor Steven Ruggles, College of Liberal Arts
Professor Eric Sheppard, College of Liberal Arts
Professor Madelon Sprengnether, College of Liberal Arts

Outline of Key Points/Policy Issues:

Professor Allen Goldman is a professor of physics and astronomy at the University. He has conducted groundbreaking research in the area of condensed matter physics, including superconductivity, low-dimensional electronics systems, and the superconducting-metal-insulator transition. He is described by his colleagues around the world as a "towering giant in the field of condensed matter physics," and "one of the premier experimentalists in the field worldwide."

Professor Steven Ruggles is a professor of history at the University. He has emerged as one of the most widely known historical demographers in the world. Colleagues describe him as a "scholar of astonishing breadth of knowledge and productivity whose work has reshaped the field of historical demography and has had a profound effect on the fields of sociology, economics, and history."

Professor Eric Sheppard is a professor of geography at the University. His contributions are recognized globally and have transformed the core understanding of the space economy, urban transformation, regional development, globalization and geographic science. His colleagues describe him as a "towering intellect, a universally admired educator and a highly respected leader."

Professor Madelon Sprengnether is a professor of english at the University. She is a nationally and internationally recognized scholar in the field of literature, women's studies and psychoanalysis, and the study of human psychological functioning and behavior. Her work is described as "profoundly creative, original, interdisciplinary, and transformative."

Background Information:

Appointment of these Regents Professors was approved by the Board of Regents on June 13, 2008, and exemplify the University's strong commitment to recruiting, mentoring, rewarding, and retaining world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

The Regents Professorship was established in 1965. It is the highest recognition given by the University to a member of its faculty for outstanding academic distinction in scholarly or artistic work, teaching, or contributions to the public good. Once designated a Regents Professor, faculty members hold the title for as long as they remain at the University.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

September 12, 2008

Agenda Item: Introduction of UMF President and CEO

review review/action action discussion

Presenters: President Robert H. Bruininks

Purpose:

policy background/context oversight strategic positioning

To introduce L. Steven Goldstein as the new University of Minnesota Foundation President and Chief Executive Officer to the Board of Regents and University community.

Outline of Key Points/Policy Issues:

Background Information:

L. Steven Goldstein graduated from the University of Minnesota in 1973 with a degree in history, at which point he began a 13-year career with Carmichael-Lynch Advertising, eventually becoming senior vice president, and later serving in such leadership positions as vice president and general manager of WCCO Radio, co-founder of Colfax Communications, and chairman of Internet Broadcasting. Steven has been a trustee of the University of Minnesota Foundation since 2000 and vice president of strategic initiatives since 2005, focusing on developing new revenue streams to support the University's strategic goals. He has extensive volunteer nonprofit experience, including past service as president of the University of Minnesota Alumni Association, and board member of the Walker Art Center, Blake School, Minneapolis Foundation, and Greater Twin Cities United Way; Steven is currently a trustee of the Bush Foundation.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

September 12, 2008

Agenda Item: Receive and File Reports

review review/action action discussion

Presenters: Regent Patricia Simmons

Purpose:

policy background/context oversight strategic positioning

Outline of Key Points/Policy Issues:

Background Information:

There are three items for receipt and filing:

1. Annual Report on Legal Matters
2. Quarterly Report of Grant & Contract Activity
3. Annual Asset Management Report

Office of the General Counsel

Annual Report | 2008



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

MISSION STATEMENT OF THE OFFICE OF THE GENERAL COUNSEL

- To safeguard the constitutional authority of the Board of Regents and those who act in its behalf to govern the University effectively.
- To represent the University in adversarial forums zealously and in accordance with the highest standards of integrity and ethics.
- To protect the University's legal interests in all transactions, thereby protecting the investment of the citizens of Minnesota in the University.
- To provide preventive legal services and counsel to University officials so that all the institution's activities comply with applicable laws and University policies.
- To protect the principles of due process in the University's treatment of faculty, staff, students and all other members of the University community.

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INTRODUCTION

Twenty-seven years ago the Office of the General Counsel was created to accomplish two goals for the University of Minnesota: ensure the best possible litigation outcomes, and minimize legal problems by offering proactive legal services. This report describes how we attained these objectives during FY 2008.

OGC meets the legal needs of one of the largest, most complex research universities in the world by offering highly specialized legal services in many areas, including:

- litigation in federal and state courts and administrative forums
- patent, trademark, and copyright law
- technology licensing and commercialization
- employment and labor relations
- health care law and medical malpractice
- sponsored research agreements
- regulatory compliance
- public finance and governance
- purchasing and sales of goods and services
- real estate transactions and eminent domain
- conflict of interest, ethics, and public disclosure laws
- constitutional law
- research misconduct
- international law and immigration
- sports law

Few universities in the United States have an in-house law office that offers this range of expertise. We invite you to learn more about us at www.ogc.umn.edu.

OGC continues its enviable tradition of achieving outstanding litigation outcomes for the University, winning over 90% of the contested cases that were not settled over the past five years. This year, for example, we won a U.S. district court decision that preserves our medical residents' exemption from FICA taxes, a position that has saved the University and our residents tens of millions of dollars. In Hennepin County District Court we vindicated the right of Athletic Director Joel Maturi and Men's Basketball Coach Tubby Smith to hire an assistant coach of their choice.

This year OGC attorneys provided vital assistance on a wide range of matters, including the master development of UMore Park, the construction of our new TCF Bank Stadium, and the Central Corridor Light Rail Transit project. We provided counsel on a set of new long-term food and beverage contracts worth over \$140 million to the University. And we provided labor counsel and strategic advice during last fall's labor strike by three AFSCME unions on the Twin Cities campus.



During FY 2008 OGC undertook two important initiatives in the areas of patent law and international programs. In March we welcomed Andrew Rozycki as the University's first in-house Senior Patent Counsel. He will lead a new patent law group within OGC, one of a mere handful of university law offices that possess an in-house patent law capacity. Before joining OGC, Andrew served as corporate patent counsel for biopharmaceutical and medical device companies, and was a Patent Examiner with the U.S. Patent Office.

He received his B.S. from the College of William and Mary, and his law degree from Hamline University Law School.

Recognizing the increasing importance of the University's international research and education activities, OGC this year dramatically increased its transnational legal services to assist Associate Vice President Meredith McQuaid and provide counsel on a system-wide basis regarding regulatory, tax, employment and other legal aspects of doing business globally. OGC also played an important role on several committees addressing international compliance risks and liabilities.

The Office of Institutional Compliance, which reports to the President's office with a dotted reporting line to the General Counsel, experienced a year of growth and transition. In April we were fortunate to welcome Lynn Zentner as the Office's new Director. I have known Lynn for many years during her distinguished service as an Assistant U.S. Attorney and in the legal department at Medtronic. Lynn received her B.A. from the University, a master's degree from Temple University, and her J.D. degree from William Mitchell.

Other staff transitions this year included the retirement of our valued colleague Sandra Martell, who served ably for eight years as Associate General Counsel and as our first Director of Transactional Law Services. We also welcomed Kenneth Tyra to serve as Associate General Counsel during Ken Larson's sabbatical. Tyra's practice focuses on real estate, including the UMore Park master development project. He was previously a business executive and a partner in Dorsey & Whitney's real estate department. Ken received both his A.B. and J.D. degrees from the University of Michigan.

As you review this report, I hope you see reflected in its pages what I observe daily: the extraordinary diligence and skill that our legal team is proud to provide to this great University.

Mark B. Rotenberg
General Counsel

LITIGATION ACTIVITY

The University had a successful year in contested matters in federal and state courts, arbitrations, grievances and before administrative agencies. In matters that were not settled, the University won 38, lost 4, and had mixed results in 1.

Over the past five years, OGC has achieved a remarkably high rate of success in contested matters. As the chart illustrates, in contested cases that were not settled between FY 2004 - FY2008, the University won 185 cases, lost 12 cases, and achieved mixed results in 2 cases. Our 92% success rate over the past five years demonstrates that OGC is ready, willing, and able to litigate cases and prevail whenever settlement is not appropriate and achievable.

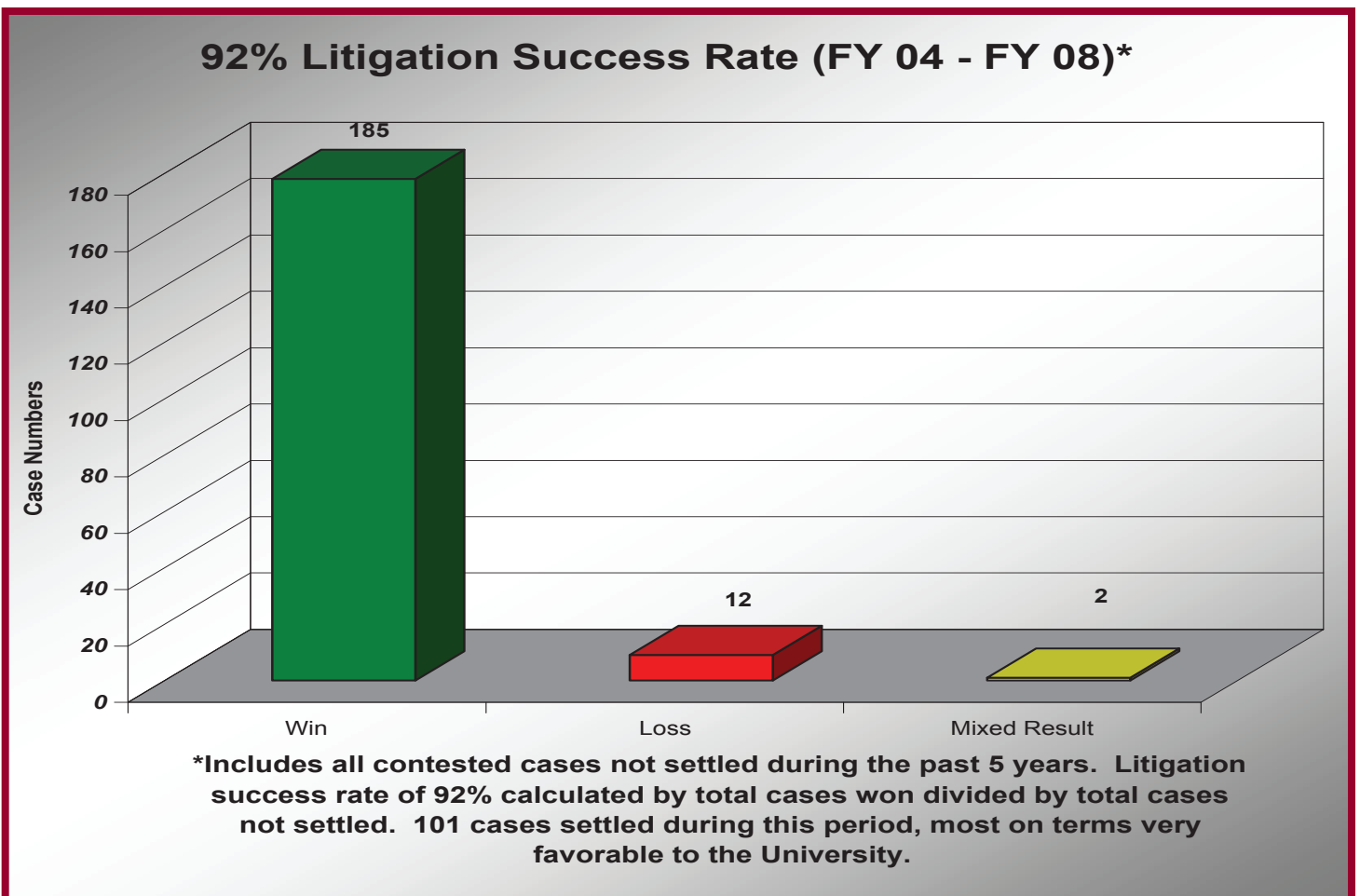
Equally noteworthy is the size of the financial recoveries OGC has obtained for the University. While the overwhelming majority of our litigation is defense-oriented, since 1997 OGC has obtained recoveries for the University totaling nearly \$400 million.¹ Few American universities have enjoyed these sustained levels of achievement from their attorneys.

As in past years, the University was represented in litigation principally by OGC litigators and paralegals, rather than by outside counsel. OGC staff handled a wide variety of contested claims that confronted the University, including constitutional issues, contracts, employment law, personal injury, and other legal claims. The University's legal team is one of the few in the country with the capacity and skill to handle substantial litigation matters in-house, and provides cost-effective litigation services with very favorable results for the University.

COURT DECISIONS

The University is fortunate that the number of lawsuits brought against it has declined gradually over the past several years. This decline is attributable not to any national or local litigation trends, but to specific steps OGC and our University clients have taken, including:

- increased educational and preventive law efforts;
- increased awareness and availability of alternative dispute resolution processes within the University to resolve potential legal claims;
- establishing legal precedents that reduce court cases and encourage internal dispute resolution; and



¹ Recovered dollars include over \$338 million (patents), \$44 million (federal tax recoveries), \$6 million (securities), \$2 million (contracts), \$2.8 million (trusts and estates), \$2 million (environmental), and \$200,000 (royalties).

- reinforcing the deterrent effect of many court rulings favorable to the University over the years.

The University, however, does remain subject to considerable litigation because of its size and diversity of activities. Examples of the wide range of cases OGC handled this year include:

UNIVERSITY LITIGATION IN SUPPORT OF MEDICAL RESIDENTS.

The University and the Mayo Clinic separately initiated litigation last year against the federal government seeking to reaffirm the principle that medical residents are students and therefore exempt from making FICA tax payments under the law. The University previously litigated the imposition of FICA taxes on its medical residents' stipends and received a favorable ruling from the U.S. Court of Appeals in 1998. That litigation resulted in a recovery of over \$40 million for the University and our residents. In 2004 the IRS promulgated new rules attempting to reverse the result in that case. On April 1, 2008 U.S. District Judge Richard Kyle ruled in favor of the University, invalidated the IRS rules, and found that University medical residents are students. Both the University and the Mayo cases currently are on appeal before the U.S. Court of Appeals. A decision is expected in 2009.



Medical residents and the University could save millions in FICA taxes as a result of a federal court victory this year.

DEFENDING ASSISTANT BASKETBALL COACH HIRING DECISION.

A disappointed job applicant, James Williams, sued the University and the Athletic Director alleging that Men's Basketball Coach Tubby Smith offered him a job as an assistant men's basketball coach, but that the University wrongfully prevented him from assuming that position. He asserted a number of state law claims, including breach of contract and negligent misrepresentation, as well as federal constitutional claims. In March 2008 the Hennepin County District Court dismissed all of Williams's claims. This case is now on appeal to the Minnesota Court of Appeals.

UNIVERSITY CLAIM FOR PATENT INFRINGEMENT. In order to protect the University's and its faculty's intellectual property, this past year the University brought claims in U.S. District Court against AGA Medical Corp. for infringement of several University-owned patents related to a septal occluder device, which is used to repair holes in human hearts. A portion of the University claims were dismissed, but may be reinstated pending a related proceeding before the U.S. Patent and Trademark Office. The remainder of the case currently is in active discovery.

DEFENDING A FACULTY DISCIPLINARY DECISION. On June 10, 2008 the Minnesota Court of Appeals affirmed the decision of the University President to suspend Professor Robert Tennyson for one year without pay or benefits. The professor had appealed the decision of the President which was based on the recommendation of the Senate Judicial Committee (SJC). Following a lengthy process, the SJC found that Tennyson engaged in unprofessional behavior and recommended the suspension. The Court of Appeals decided that the President's decision and suspension were supported by the evidence.

UNIVERSITY CLAIM AGAINST BIOTECH LICENSEE. Under an exclusive license agreement with Acera Biosciences, Inc. (Acera) involving four patent applications related to the creation and addition of sugar molecules to sugar compounds in pharmaceuticals, including antibiotics, Acera agreed to reimburse the University for costs incurred to seek both domestic and foreign patents. The University incurred over \$330,000 in expenses for patent protection and sued Acera for failure to reimburse the University. In June 2008 the Hennepin County District Court agreed with the University and entered judgment against Acera for \$341,018.50.

LABOR ARBITRATIONS, GRIEVANCES, AND ADMINISTRATIVE AGENCY CHARGES

During the past year, OGC attorneys represented the University in 13 labor arbitrations and grievances, resulting in 8 favorable findings, 4 losses, and 1 mixed result. An additional 15 cases were settled prior to hearing, and 15 more cases are pending as of August 2008. OGC also represented the University on seven civil rights administrative agency charges, all of which resulted in no probable cause findings for the University. In one significant case, Zeresnai, the arbitrator upheld the University's right to post an employee's area assignment while the employee is on leave if operational reasons require it, and to reassign the employee to a floater assignment upon return. This finding, and the management flexibility it provided, is important to achieving Facilities Management's transformation goals.

INTERNAL UNIVERSITY PROCEEDINGS AND INVESTIGATIONS

INTERNAL UNIVERSITY PROCEEDINGS. This year OGC represented and provided counsel to University officials in numerous proceedings before the Twin Cities Campus Committee on Student Behavior and the Senate Judicial Committee (SJC). OGC also assisted the University President in carrying out his responsibilities as final decision maker in three SJC cases under the Tenure Code. These University internal proceedings often raise difficult procedural and substantive legal questions, and require careful balancing of legal interests.

OGC also provided extensive legal support in a number of significant academic misconduct proceedings conducted pursuant to Regents policy and federal regulations. OGC's work included collecting and securing relevant evidence, providing procedural advice to protect the rights of respondents and complainants, and assisting faculty-led investigation panels to formulate appropriate inquiries, evaluate evidence using proper legal standards, and prepare investigation reports. One of these matters involved ten separate research studies conducted over a span of several years. Another matter raised complex scientific and legal issues involving high-profile University research.

INVESTIGATIONS BY OGC. As in previous years, the Board of Regents and University administration have relied upon OGC to conduct a number of confidential investigations into various allegations of wrongdoing. These

included employment, health and safety, environmental, and conflict of interest matters.

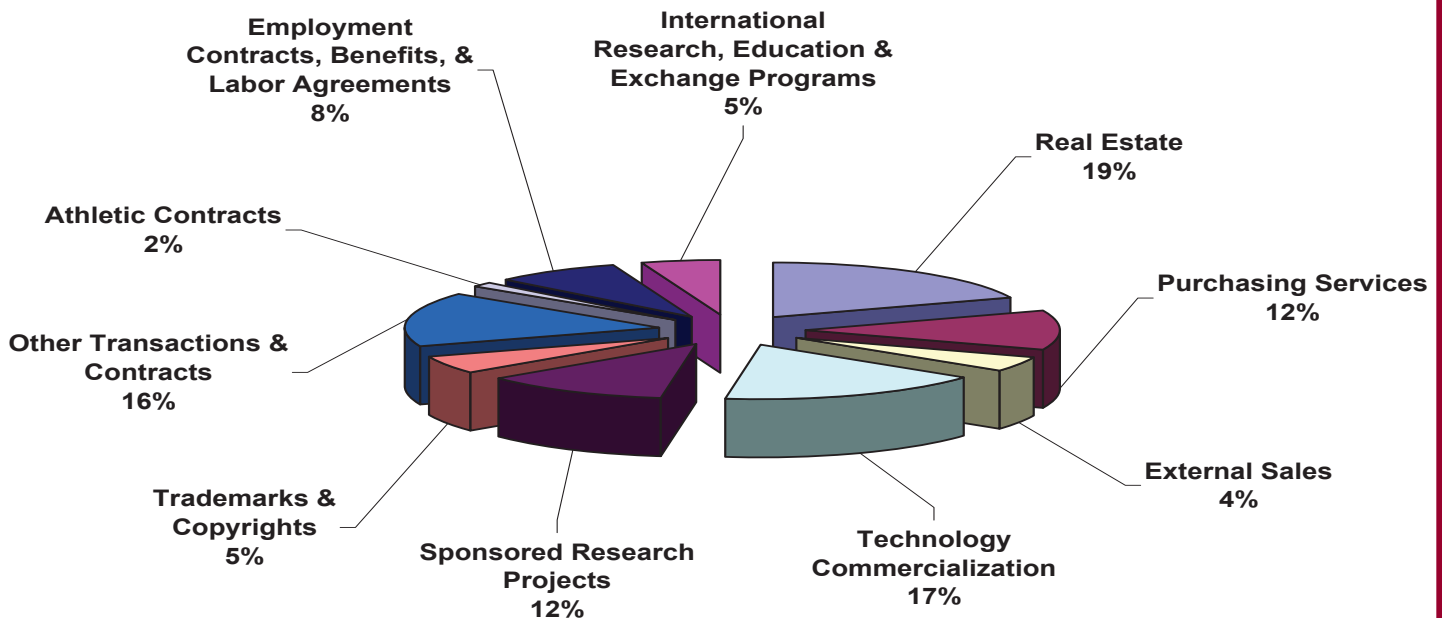
SETTLEMENTS

OGC resolved eight claims involving payments of \$2,000 or more through settlement this year. Four of these settlements were covered by insurance and four involved payments by various University units; they ranged from \$3,000 to \$120,000. A number of other employment-related claims were settled without any payments or only nominal payments.

TRANSACTIONAL ACTIVITY

Each year the University enters into many thousands of purchase, sale and other commercial transactions. Every item of University property used by a student, professor or staff member is acquired under some agreement. Every University visiting researcher, lecturer, or artist is hired under some agreement. Every purchase of software and research equipment is made with some agreement. To enjoy a meal at University Dining Services, to park on campus, or to conduct online research in a University library, agreements of various kinds must be prepared and executed. And, of course, every research project funded by a government agency or private party, and every agreement to offer the University's discoveries to the public through licensing, requires an agreement.

OGC's Transactional Law Services



Board of Regents policy requires OGC to evaluate and protect the University's interests in all these agreements. In order to handle many thousands of University contracts thoughtfully and efficiently, OGC has developed standard contract forms and provides training to those who regularly use them. The Contract Library, accessible at www.ogc1.umn.edu/contracts/library, contains 210 form contracts; 124 were revised and 14 new form contracts were added just last year. These standard contracts make it possible for University administrators to sign contracts on behalf of the University without the necessity of individualized legal review. Using one of these standard agreements developed by OGC facilitates speedier transactions without compromising the University's interest in minimizing legal and other risks.

TECHNOLOGY COMMERCIALIZATION AND PATENT PROTECTION

Working closely with the Vice President of Research and the Office for Technology Commercialization (OTC), OGC hired the University's first in-house Senior Patent Counsel, Andrew Rozycki, who will head a new patent law group within OGC. The creation of an internal patent law function will afford the University significant cost savings in pursuing patent protection within the United States and abroad for University technologies, will enhance daily synergies between in-house patent counsel and OTC, and will create closer relationships with University inventors that may spur additional invention disclosures. OGC's patent practice group will have particular strengths in the areas of pharmaceutical and polymeric chemistry, biochemistry and bioprocesses, agricultural chemicals and biosystems, medical technologies and devices, electrical engineering, and computer hardware and software.

Dissemination of University discoveries, including commercialization of new ideas, is a core mission of the Uni-



The University's first in-house Senior Patent Counsel, Andrew Rozycki, discussing patent protection issues.

versity. Faculty create hundreds of inventions and new ideas each year, and licensing them to third parties, including start-up companies, is essential for society to benefit from the University's work. This past year OTC undertook a review of its technology licensing practices

and OGC assisted this effort by substantially revising form patent and software license agreements. OGC designed and implemented a new process for managing technology licensing transactions and conducted training sessions with OTC's technology strategy managers and technology marketing managers on patent law and technology licensing.

Examples of OGC's work in support of commercialization and licensing of University technologies include:

INTRAVENOUS TREATMENT FOR SEVERELY INJURED TRAUMA VICTIMS. UMD researchers developed a patented treatment delivered intravenously for severely injured trauma victims. The treatment extends the "golden hour" for accident victims: if medical treatment can be started within an hour of a traumatic accident, the victim's chances of recovery improve. OGC assisted in forming a new corporation, Vital Medix, to commercialize this break-through treatment. The University is the company's majority shareholder. University officials estimate that the University's equity interest in the company, after a product has been approved by the federal government and successfully marketed, could be worth several million dollars.

CHEMICAL DEVELOPMENT FOR REDUCTION OF SEA LAMPREY POPULATION. OTC worked with OGC to reach an agreement with the Great Lakes Fisheries Commission that may reduce the over-population of dangerous and non-native sea lamprey (eel-like fish) in the Great Lakes. University researchers developed a chemical that mimics the scent of a female sea lamprey and can be used to lure and trap male sea lampreys. The agreement facilitates the Commission's use of the chemical in the Great Lakes, and opens the door for more Commission-funded research at the University.

NANOPARTICLE FILM DEPOSITION TECHNOLOGIES. University researchers developed nanoparticle film deposition technologies on which two patents have been issued. OGC assisted OTC in licensing the technology to Rushford Hypersonic, a Minnesota company, for use on products in the industrial tooling and coating applications industries. The company eventually expects to create 40 to 60 jobs at its Minnesota facility and will provide the University with funding for a graduate research assistantship in the nanotechnology research program.

RESEARCH AGREEMENTS AND SPONSORED PROJECTS

A key component of the University's mission is conducting and sharing with the world the results of research. Each year, working with the Vice President for Research and the Sponsored Projects Administration (SPA), OGC provides legal counsel for hundreds of sponsored research projects, including research grants and contracts

with agencies of the United States government, the State of Minnesota and other states, corporations and foundations. A few of the notable agreements concluded in the past year include:

SIEMENS MASTER RESEARCH AGREEMENT. Working with the Office of the Vice President for Research, the Academic Health Center, OTC, and SPA, OGC negotiated a Master Research Agreement with Siemens Medical Solutions USA (Siemens). This agreement provides for Siemens to support research at the University and permits University researchers, at no cost, access to state of the art MRI equipment and related software.

MASONIC CANCER CENTER AT THE UNIVERSITY OF MINNESOTA. OGC worked with the Senior Vice President for the Academic Health Center, representatives of the Minnesota Medical Foundation, the Vice President for Research, and SPA, to finalize a donation of \$65 million for cancer research by Minnesota Masonic Charities. This is the single largest gift ever made to the University. The funds will be used to support research projects related to finding a cure for cancer and the treatment,



The Masonic Cancer Center received a \$65 million gift from the Minnesota Masonic Charities, the largest gift ever made to the University.

care and comfort of individuals afflicted with cancer and other related diseases.

LUPUS COLLABORATIONS. The University has long been an international leader in research on systemic lupus erythematosus, a complex autoimmune disease that frequently strikes young women. OGC completed negotiating a series of agreements that will support ongoing collaboration between University researchers and others. The agreements provided for transfer and sharing of samples and data and, in the case of Genentech, provided an initial two years of funding for continuing collaborative research.

HENNEPIN COUNTY MASTER AGREEMENT. Working with SPA and the Office for External Sales, OGC negotiated a master agreement covering both research agreements and sales contracts with Hennepin County. The master contract will streamline the processing of transactions with this important governmental partner.

COPYRIGHTS AND TRADEMARKS

OGC devoted significant effort this year to University policy development relating to copyrights and trademarks. In the wake of a new Board of Regents policy and recent changes in federal law, the University has undertaken a review of its policies and practices for managing the copyrighted works it owns and the works of others used by faculty, staff and students. Examples of OGC work in support of specific copyright and trademark matters include:

I-TUNES U PROJECT. Following steps taken by other major universities to make more of their academic works available on the web, the University joined i-Tunes U. OGC negotiated the terms of the agreement that permits the University to post course materials, lectures, and other campus events on i-Tunes for free, world-wide downloading.



The University joined the i-Tunes U Project, enabling students to download course materials, lectures and other campus events for free on i-Tunes.

MMPI COPYRIGHT ISSUES. OGC advised the University of Minnesota Press on a variety of concerns regarding the Minnesota Multiphasic Personality Inventory (MMPI), including copyright infringement, licensing, and author contracts. OGC responded to questions and requests for information regarding the Fake Bad Scale, a portion of the MMPI that has been the subject of considerable debate in the academic community.

SCHOOL OF NURSING ONLINE COURSES. OGC assisted the School of Nursing with challenging copyright issues in connection with its creation of online continuing education courses and materials. OGC also developed an agreement between the University and faculty authors to clarify ownership rights in relation to the online materials.

GOLDY TRADEMARKS. OGC worked closely this year with the Vice President for University Relations and her team to unify and strengthen the University's image across its many constituencies. We also registered the Running Goldy and Leaning Goldy trademarks (the latter after an initial denial by the U.S. Patent and Trademark Office).



REAL ESTATE TRANSACTIONS AND DEVELOPMENT

OGC was deeply involved this year with the University's wide-ranging real estate activities. Examples of this activity include:

UMORE PARK. OGC worked closely under the direction of the Vice President for Statewide Strategic Resource Development on numerous aspects of this exciting project involving approximately 5,000 acres owned by the University located in Rosemount and Empire Township. OGC dealt with mandatory and voluntary environmental reviews, as well as issues related to gravel mining opportunities and the proposed master-planned development of UMore Park. OGC also is providing a detailed evaluation of organizational and governance alternatives for the project.

VERMILLION HIGHLANDS. OGC provided counsel in support of the University's ongoing role in Vermillion Highlands, a research, recreation and wildlife management area of approximately 3,000 acres adjacent to UMore Park, and jointly managed by the University and the Minnesota Department of Natural Resources.

TCF BANK STADIUM. OGC provided ongoing legal services regarding TCF Bank Stadium, principally focused on environmental matters, a Gold Country retail store lease, the Tribal Plaza, and acquisition of easement parcels.



The new TCF Bank Stadium.

CENTRAL CORRIDOR LIGHT RAIL TRANSIT PROJECT. OGC provided detailed legal, regulatory, and environmental assistance regarding the Central Corridor Light Rail Transit Project, which is planned to operate through the center of the Minneapolis campus.

NORTHSIDE SHOPPING CENTER. OGC represented the University in its purchase of the Northside Shopping Center in Minneapolis. The property will be redeveloped as part of the University's new Urban Research and Outreach Center.

AMBULATORY CARE CLINIC. OGC provided assistance in the acquisition of property for the new Ambulatory Care Clinic to be built in conjunction with Fairview Health Services and University of Minnesota Physicians.



A view of the I-35W Bridge collapse from the University's Tandem Accelerator Building. OGC worked on a number of significant legal issues related to this tragic event.

I-35W MISSISSIPPI RIVER BRIDGE COLLAPSE. OGC advised on multiple fronts in response to the I-35W bridge collapse. Issues included providing advice on an agreement with the National Transportation Safety Board (NTSB) that provided NTSB with on-site support (in the form of students to help with the investigation), while assuring that other researchers in the Department of Civil Engineering would not be subject to stringent NTSB confidentiality rules; arranging for relocation of University equipment/facilities adjacent to the collapse site; and providing space to crews working on recovery and reconstruction. OGC also provided counsel on obtaining compensation for the University's losses, and worked with the Legislature to assure that any legislation providing compensation to victims would identify the University as a state entity that will not be subject to lawsuits.

DULUTH ENTERTAINMENT AND CONVENTION CENTER. OGC helped prepare an agreement with the Duluth Entertainment and Convention Center for a new UMD Bulldog men's and women's hockey arena.

UM-ROCHESTER CAMPUS. OGC prepared leases for the University's new Rochester campus.

ITASCA RESEARCH CENTER. OGC negotiated an agreement with the Minnesota Department of Natural Resources for the issuance of bonds to improve the Itasca Research Center.

OGC also handled an ever-increasing number of construction contracts, space leases, ground leases, easements, licenses and use agreements. One indicator: in

the past fiscal year OGC reviewed approximately 500 contracts for use of non-University facilities by University colleges, departments and centers.

COMMERCIAL TRANSACTIONS

OGC provided legal advice on nearly 600 purchasing contracts, in addition to hundreds of contracts involving external sales and other commercial matters. While working on many hundreds of contracts that otherwise received little attention, OGC also provided legal counsel on many higher profile commercial transactions. A few examples include:

FOOD AND BEVERAGE CONTRACTS. Last year OGC assisted University Services and the President's RFP Executive Steering Committee in preparing a comprehensive, elaborately detailed Request for Proposal (RFP) and developing related evaluation criteria for the University's food and beverage requirements. This year OGC played a central role in successfully negotiating the resulting contracts, which include:

- **COCA-COLA AGREEMENT.** This 10-year agreement with the Coca-Cola Company (Coke) covers all University campuses and provides an estimated \$38 million to the University, including \$1.4 million per year to support University academic and student initiatives, \$450,000 per year in athletics sponsorships, \$750,000 per year in guaranteed commissions, and \$268,000 in scholarships for economically disadvantaged incoming freshmen at the University. The University and many members of the University community were concerned about some of Coke's business practices, especially in operations venues. The Coke agreement also contains strong corporate responsibility language committing Coke to advancing the goals set forth in the United Nations Global Compact for responsible water usage and fair labor practices.



This year OGC provided key assistance on multi-year food and beverage contracts worth over \$140 million to the University.

- **ARAMARK AND SODEXO AGREEMENTS.** The 12-year agreement with ARAMARK for dining services on the Twin Cities campus (worth an estimated \$96 million to the University), and the 10-year contract with Sodexo to provide dining services on the Crookston and Morris campuses (worth an estimated \$7 million to the University) both require the vendors to meet detailed performance measures and to commit themselves to important principles of (i) supporting women, minority, and disabled owned businesses; (ii) ensuring corporate responsibility, (iii) providing healthful food choices, and (iv) conducting their operations in a manner that promotes the goals of sustainability and recycling.
- **TAHER AGREEMENT.** A 10-year contract with Taher, a Minnesota-based company, to provide non-beverage vending services on the Morris, Rochester, and Twin Cities campuses, is worth an estimated \$2.7 million to the University. The contract's provisions also address corporate responsibility, support of targeted group businesses, and the promotion of healthful food choices.

MORRIS BIOMASS PROJECT. One of the Morris campus' important energy-related projects is studying the use of biomass for fuel. The Morris campus will utilize approximately 3,000 tons of corn stover, native grasses, soybean straw, and hybrid poplar between December 1, 2007 and November 30, 2008. OGC worked with Morris to develop the RFP for acquiring the biomass, as well as preparing the resulting contracts for the biomass and the communication pieces explaining the program to local area growers.

NEW GOPHER GOLD™ CARD. OGC assisted the U Card Office in negotiating terms and conditions of agreements with various card designers and suppliers, as well as software and hardware vendors, to create the new Gopher Gold™ card. The U Card Office envisions that, with the added flexibility and safety of having the value of the card stored on servers rather than on the card, the card will be used much more widely. Because the new card has some features of a debit card, OGC assisted the U Card Office in preparing the Gopher Gold™ Account Holder Terms and Conditions to assure compliance with state and federal regulations for such cards.

REPUBLICAN NATIONAL CONVENTION PLANNING: UNIVERSITY DEPARTMENT OF PUBLIC SAFETY JOINT POWERS AGREEMENT.

The City of St. Paul has entered into agreements with each of the surrounding local jurisdictions to obtain assistance from other police departments if needed during the Republican National Convention. OGC assisted the University Police Department (UMPD) to negotiate an agreement that provides assistance from UMPD, while 16 at the same time assuring that individual officers would

not be overworked and that the Twin Cities campus would not be left with an insufficient force or incur any additional expenses.

SPIF GRANT. With the benefit of a grant from the Office of Service and Continuous Improvement, OGC developed a library of alternative terms and conditions for contracts used by SPA. That “term bank” is presented in two ways: a searchable chart of terms, with OGC’s explanation for when the alternatives are appropriate, and as an “interview” that automatically assembles appropriate terms and conditions into a contract.

OFFICE OF PURCHASING SERVICES. OGC assisted the Office of Purchasing Services (Purchasing) with numerous unit purchases over \$50,000. If a vendor is not willing to use a standard University form, OGC assists Purchasing to negotiate contract terms that comply with University policies and the law. These contracts range from highly technical (such as the WiFi system for the Twin Cities Campus and the Voice Over Internet Protocol telephone system for Crookston) to basic-but-critical (such as arranging transportation for Gopher teams travelling to tournaments). OGC assists in negotiating particular contracts under the \$50,000 threshold where legal counsel is important. Examples include:

- software for the “husky-cam” for streaming video of the GoNorth! program of the College of Education and Human Development;
- approximately 30 licenses for databases or e-journals for the University Library;
- blood analysis modules for the Veterinary Medicine Laboratory; and
- various use, service, and other agreements for BOREAS-Net, a fiber-optic ring among the University and several other institutions.

AGREEMENT WITH ALUMNI ASSOCIATION. OGC assisted the Vice President for University Relations in negotiations culminating in a Memorandum of Understanding with the University of Minnesota Alumni Association (UMAA), that ensures the University will have meaningful representation on UMAA’s board of directors, enhances financial and programmatic accountability, and provides a mechanism for prompt University-UMAA discussion and resolution of common issues.



Carlson School of Management students touring Copenhagen, Denmark, while attending an international business ethics seminar.

LEGAL ADVICE AND PREVENTIVE LAW ACTIVITIES

Much of OGC’s most important work is providing legal advice and education to help prevent legal difficulties before they turn into litigation. OGC advises, counsels, and conducts training in numerous areas including labor and employment, affirmative action, University policy development, privacy, intellectual property, academic research, environmental law, and business and financial transactions. These extensive legal counseling and training activities reduce the number of grievances, administrative charges, and lawsuits, and create a working and learning environment where ethical behavior and legal compliance are norms at the University. The following are a few of the more important legal counseling and preventive law training activities undertaken this year:

INTERNATIONAL RESEARCH, TEACHING AND STUDY ABROAD ACTIVITIES. As the University moves towards its goal to become one of the top three public research universities in the world, international education and research play a vital role. The University currently is engaged in international activities in more than 130 countries, each with its own set of laws and regulations, and these activities likely will grow substantially in the future. Recognizing the increasing importance of the University’s international research and education activities, OGC this year dramatically increased its legal services to assist the Associate Vice President and Dean of the Office of International Programs and provide counsel on a system-wide basis regarding regulatory, tax, employment and other legal aspects of doing business globally. OGC also played an important role on several committees addressing international compliance risks and liabilities.

The Carlson School of Management (CSOM) now requires an international experience for every undergraduate student. Over the past year OGC helped

draft contracts for approximately two dozen CSOM student exchange relationships with institutions in 18 countries. OGC also worked with other Twin Cities campus units and with the Crookston, Morris and Duluth campuses on various international transactional activities. As an example, OGC successfully assisted in

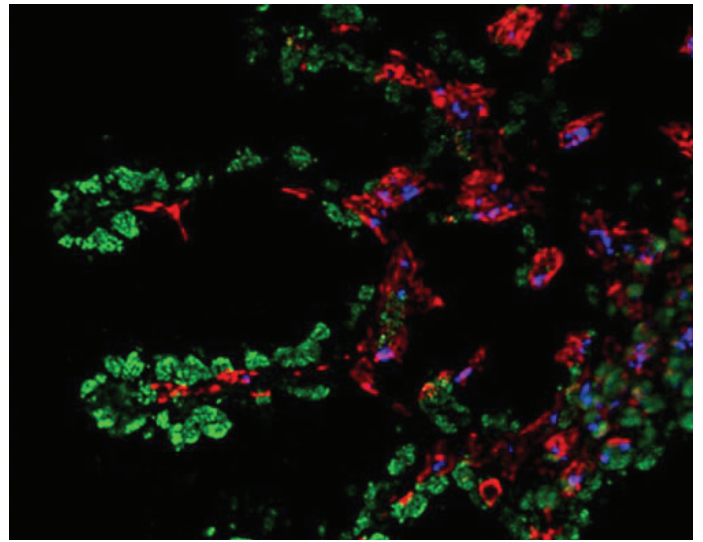
the execution of a Confucius Institute agreement under which the Confucius Institute (HANBAN) of Beijing, China will pay the University a minimum of \$1.1 million in connection with the installation at the University of the only Confucius Institute in Minnesota.

LABOR LAW COUNSEL DURING AFSCME STRIKE. Last fall, OGC provided legal and strategic advice on a labor strike by the University's three AFSCME unions. OGC participation included preparation of injunction papers, creation of strike instructions and guidelines, review of public communications, working with University Police to monitor and respond to picketing incidents, responding to threats of unfair labor practices, working with the Student Affairs Office concerning rallies, staffing the Strike Control Center, and dealing with vendors and laborers on picket line issues. The University managed through the strike without any unfair labor practice charges.

HEALTH SERVICE DELIVERY PLANNING AND ADVICE. OGC provided a range of important advice to the Academic Health Center this year regarding initiatives and relationships with health service organizations that are closely affiliated with the University, including:

- **AMBULATORY CARE CENTER AND CHILDREN'S INPATIENT FACILITY.** OGC has been deeply involved in planning for, and creating initial agreements regarding, a new Ambulatory Care Center and children's inpatient facility with Fairview Health Services and University of Minnesota Physicians.
- **UNIVERSITY OF MINNESOTA PHYSICIANS (UMP).** As UMP grows and develops, OGC works closely with UMP and its counsel to ensure that appropriate academic requirements are incorporated as a fundamental aspect of any new relationships or ventures. This role has been especially active in the past year, as UMP developed several new clinics (Maple Grove, downtown, on campus), new partnerships and programs within existing practices (Cardiology Practice, Park Nicollet), and a new Hospital Dental Practice.
- **COLLEGE OF PHARMACY.** OGC worked closely with the College of Pharmacy to establish its new practice plan with a significant focus on medication management, to create relationships and agreements for medication management practices on the Duluth campus, and develop affiliation agreements that place faculty members in private sites (such as Walgreens) to coordinate training activities there.

EMBRYONIC STEM CELL OVERSIGHT COMMITTEE. OGC provided key assistance to the Embryonic Stem Cell Oversight (ESCRO) Steering Committee evaluating National Academy of Sciences guidelines and developing a series



An embryonic pancreas growing in culture. "Stem cell research, and regenerative medicine generally, will have as much impact on our lives in the 21st century as did motor cars, antibiotics, and computers in the 20th." - Jonathan Slack, Director, University Stem Cell Institute

of recommendations for the establishment, jurisdiction and role of the ESCRO Committee. In addition to providing legal advice, an OGC attorney also assumed the role of Acting Chair while the Committee Chair was on an unanticipated leave.

CONFLICT OF INTEREST REVIEW. OGC provides comprehensive legal support for the University's conflict of interest oversight system, advising the three conflict of interest review committees on all significant individual and institutional conflict of interest cases. An OGC representative participates in initial screenings of cases at the Executive Committee level, attends the meetings of the full committee to assist members in evaluating potential conflicts, considers past committee precedents, and develops management plans.

INTERNATIONAL WORKERS' RIGHTS ISSUES. OGC oversees compliance with University policy prohibiting the use of sweatshop labor in the production of University logo apparel. OGC leads a committee charged by the President to review the University's current workers' rights policy, and an OGC attorney serves as the University's representative to the Workers Rights Consortium.

MEDICAL RESIDENTS TRAINING. OGC continues to provide risk management training to residents in the Medical School by teaching didactic sessions in the residency training programs, and by providing day-to-day advice when risk related issues arise.

OPENNESS IN RESEARCH/EXPORT CONTROL COMPLIANCE. OGC plays a central role in helping the University comply with U.S. export control laws and regulations in a manner that does not compromise the core principle



OGC plays a central role in helping the University comply with U.S. export control laws and regulations in a manner that does not compromise openness in University-based research.

of openness in University-based research. OGC participated in national working groups hosted by university membership organizations that provided inputs for the U.S. Commerce Department's recent re-evaluation of how export controls affect university research, particularly under the "deemed export" rule. OGC also provided data for a national survey which showed that export control restrictions on university-based research continue to be a problem. In response to that survey, the U.S. Department of Defense (DOD) recently announced initiatives, including an interim rule, aimed at resolving this problem in a way that is acceptable to universities, and OGC is participating in a national working group that will comment on DOD's change of course.

REGENTS POLICIES AND UNIVERSITY ADMINISTRATIVE

POLICIES. This year the Board of Regents completed its multi-year systematic review of Regents policies, and OGC played a leading role in helping the Regents Policy Review Committee review and revise the policies. OGC worked with various vice presidents to review and revise regental policies affecting their units. OGC is now working with the vice presidents and the University's Policy Office in a multi-year, systematic review of the many administrative policies that implement the Regents policies. Notable examples of work in this area in the past year include the Regents Policies on International Education and Engagement; Copyrights; and Commercialization of Intellectual Property Rights.

INSTITUTIONAL COMPLIANCE OFFICE

The Office of Institutional Compliance (OIC) reports to the President through his Vice President and Chief of Staff, with a dotted reporting line to the General Counsel. OIC also reports through the Vice President and Chief of Staff to the Audit Committee of the Board of Regents. OIC maintains a Web site on compliance-related issues at www.instcomp.umn.edu.

This has been a year of transition for OIC. Former OGC attorney Thomas Schumacher, who ably led OIC as Director since its inception in 2002, left his position in August 2007 to become a compliance officer at Medtronic. Another former OGC attorney, Susan Rafferty, served diligently and creatively as Interim Director until Lynn Zentner became the new OIC Director in April 2008. In spring 2007 the University Policy Office merged with OIC, broadening OIC's scope of work. The University Policy Office maintains a Web site at www.policy.umn.edu/upo.

The University's compliance program is modeled in large part after the Federal Sentencing Guidelines. OIC works with and has compliance-related oversight responsibility for more than thirty-three different risk areas across the University, including intercollegiate athletics, human subjects research, equal opportunity and affirmative action, housing, public safety, conflicts of interest, and environmental health and safety. Each of these areas has a Compliance Partner, a University employee with operational responsibility to assure compliance with laws, regulations and University policies. OIC works with these Compliance Partners and coordinates closely with OGC and the University's Office of Internal Audit to ensure an integrated approach to the identification and resolution of compliance-related issues and to establish compliance-related priorities.

In connection with this partnership, OIC manages the legal compliance reporting process which requires each Compliance Partner to submit twice annually to OGC a report of identified legal risks and to categorize each identified risk as either significant, major or minor. Each Compliance Partner also provides a narrative summary describing the risk and the efforts undertaken to manage or eliminate the risk. In connection with the submission of these reports, OIC meets at least annually with each Compliance Partner. This combined process facilitates the identification and management of risks, the identification of trends, and facilitates the resolution of issues that might otherwise expose the University to legal liability for failure to comply with applicable laws, regulations, and University policies.

19 OIC also manages a confidential online and telephone

reporting service known as UReport, which provides members of the University Community with a way to report, anonymously if desired, suspected violations of laws and University policies. During year ended June 30, 2008 a total of 161 reports were submitted: 29% of them were anonymous, and 20% were deemed to be credible allegations of a violation of law or University policy.

OIC also sponsors, supports and participates in several compliance-related University committees or programs including the Compliance Partners Educational Program, the Research Compliance Committee, the HIPAA Steering Committee, the Occupational Health and Safety Steering Committee, the International Risks and Liabilities Committee, and the Executive Oversight Compliance Committee which is the guiding body for OIC.

ATHLETIC COMPLIANCE OFFICE

The Athletic Compliance Office, which reports to the General Counsel, works with all of intercollegiate athletics regarding The National Collegiate Athletic Association (NCAA), Big Ten Conference, and Western Collegiate Hockey Association (WCHA) rules. This consists of working with 25 teams and over 700 student-athletes. In addition, the Athletic Compliance Office works closely with the McNamara Academic Center, Admissions, Financial Aid, and Registrar's offices. The functions of the Athletic Compliance Office include education, policy and procedure development, monitoring rules compliance, and investigation and enforcement of rules. We invite you to visit our Web site at www.ogc.umn.edu (click on "Athletic Compliance").

As required by the NCAA every ten years, the University has conducted a NCAA Certification Self-Study. This self-study consists of three major components: Academic Integrity; Equity and Student-Athlete Well-Being; and Governance and Rules Compliance. The Athletic Compliance Office has been deeply involved in the Governance and Rules Compliance component of the University's self-study.

Over the course of the 2007-08 academic year, the Athletic Compliance Office conducted more than 38 educational seminars regarding rules compliance for units within athletics, across campus, and in the Twin Cities area. Over 1700 individuals

attended these seminars. In addition, the Athletic Compliance Office met with every team to review NCAA rules during the first and second weeks of school. For the fifth straight year, the Athletic Compliance Office in conjunction with the Kinesiology Department offered a special course for credit on NCAA governance issues in higher education which attracted more than 20 students.

The Athletic Compliance Office conducted over 50 rules infraction investigations this past year and submitted 19 reports of violations to the NCAA and Big Ten Conference. Under NCAA guidelines, all of these violations were considered to be secondary infractions. The Athletic Compliance Office also submitted over 25 requests for waivers or variances of either NCAA or Big Ten rules.

In September 2007 we were proud to name the Athletic Compliance Office after our dear colleague Frank Kara, the long-time Director of Athletic Compliance, who passed away on July 28, 2007.

In addition, the Intercollegiate Athletic Department together with OGC was proud to award the inaugural Frank Kara Integrity Award to Jean Freeman, former head women's swimming coach. This award will be presented annually to a University employee or representative of the University's athletic interests who provides outstanding service to the Athletic Department that best exemplifies integrity, honesty and character. In addition, the National Association for Athletics Compliance (NAAC) has established a national award in Frank Kara's name. Amy Folan, Associate Athletic Director for Compliance at the University of Texas, was the first recipient of the NAAC Frank Kara Compliance Award.



RECORDS AND INFORMATION MANAGEMENT OFFICE

The Records and Information Management Office, which reports to the General Counsel, coordinates the development and implementation of a strategic plan for departmental and University-wide records management; provides advice, training and direction on federal, state and institutional records management requirements; and oversees the collection, use, and dissemination of data in accordance with the Minnesota Government Data Practices Act (DPA) and other state and federal information disclosure laws. We invite you to visit our Web site at www.ogc.umn.edu (click on “Records and Information Management”).

This year the office responded to 51 requests from the media and 141 requests from the public for information about University contracts, bids, budgets, salaries, athletics, research, construction, audits and other matters.

The office has continued its work with University units to develop tailored records retention schedules, and implement record removal programs that maintain institutional records. The office worked with many University offices implementing Image Now, the University’s enterprise-wide imaging system, and continued training University staff on the appropriate methods for retention and disposal of data. The office also has provided content for the Research Data Management online training course for University employees.

The Coordinator of the Records and Information Management Office, Susan McKinney, co-chairs the University’s privacy committee, which addresses increasing public concern about privacy protection for electronic and traditional paper-based data. The privacy committee maintains a Web site on data security and privacy issues; we invite you to visit it at <http://privacy.ahc.umn.edu/>.



REPORT ON THE USE OF OUTSIDE COUNSEL

The total sum paid from OGC’s budget to outside counsel for FY 08 was \$1,220,571. This amount constitutes an increase over FY 07 spending that is primarily due to the cost of the medical residents FICA litigation described in the Litigation Activity section of this report. Total outside counsel legal expenditures incurred by the University during this fiscal year were \$5,047,403, a majority of which was related to insurance defense and patent and technology commercialization matters. This amount also constitutes an increase over FY 07 expenditures, and is primarily attributable to the medical residents FICA litigation and increases in spending on patents and technology commercialization.

Board of Regents Policy requires OGC to carefully manage the cost of all outside counsel retained to provide legal services to the University. While professional qualifications are the foremost criteria we use to select outside counsel, OGC also seeks attorneys who provide reasonable rates and demonstrate economical use of attorney and staff resources. We routinely request and often receive discounted hourly rates from our outside counsel. OGC typically requires written budgets from outside counsel on matters that may incur large fees and strictly enforces the University’s expense limitations and payment policies.

The use of in-house counsel is far more economical for the University, as costs per hour for comparable legal services performed in-house are approximately 40% less than those of outside counsel. In addition, and beyond the issue of cost, the quality of legal services the University receives is enhanced by OGC’s comprehensive knowledge of the University’s unique structure, operations, strategic priorities and mission. This reduces preparation time that would be required by outside counsel less familiar with the University, and provides more focused counseling tailored to the unique issues facing particular University clients. Routine feedback from our clients suggests that OGC provides high quality legal services on a level at least equal to that provided by leading private firms.

In an effort to build on our success with in-house counsel covering many practice areas, OGC has begun developing a new in-house patent practice described in the Transactional Activity section of this report. We expect this development will significantly reduce outside patent prosecution costs and allow us to be more selective and cost-effective in our use of outside patent counsel.

BIOGRAPHICAL NOTES

GENERAL COUNSEL

MARK B. ROTENBERG, General Counsel. Mark has served as the University's Chief Legal Officer since 1992. Before coming to the University, Mark was a partner at Dorsey & Whitney in Minneapolis, specializing in employment litigation and labor law. Previously he served in the Department of Justice's Office of Legal Counsel, which provides legal counsel to the President, the White House staff, and heads of federal executive departments and agencies. He also served in Washington as law clerk to Judge Patricia M. Wald on the United States Court of Appeals, D.C. Circuit. Mark earned his B.A., magna cum laude, from Brandeis University, and J.D., M.Phil. and M.A. degrees from Columbia University where he served as editor of the Columbia Law Review and was twice named Harlan Fiske Stone Scholar in the Law School. For years Mark has been an Adjunct Professor at the University of Minnesota Law School, teaching a seminar on the constitutional powers of the presidency, and an Adjunct Professor in the University's College of Liberal Arts, teaching a seminar on public education and the Constitution. During the spring semester 2004, Mark was on sabbatical as Visiting Professor at the Hebrew University Law School in Jerusalem. Mark has argued and won cases in the U.S. Supreme Court, U.S. Court of Appeals, Minnesota Supreme Court, Minnesota Court of Appeals, and other forums. He is a member of the American Law Institute, and has been named a "Super Lawyer" by Minnesota Law & Politics and Twin Cities Business Monthly.

OGC ATTORNEYS

DONALD M. AMUNDSON, Associate General Counsel. Don joined OGC in 1996. He is a member of the Transactional Law Services Group, and focuses his work on international and general business matters, as well as patent and technology transfer and intellectual property issues. Prior to joining OGC, Don practiced law at Dorsey & Whitney as well as in-house work for several corporations. Don graduated from St. Olaf College with a baccalaureate degree summa cum laude from St. Olaf College and received his law degree cum laude from the University of Minnesota in 1980.

BRENT P. BENRUD, Associate General Counsel. Brent joined OGC in 2005. He practices in the areas of labor, employment and litigation. Before joining OGC, Brent was a shareholder in the law firm of Stettner, Miller and Cohn, P.C., in Denver, Colorado. He represented public school districts, community colleges and school-related professional organizations in a variety of labor, employment, litigation and school law matters. Brent received his B.A. magna cum laude in 1989 from Luther College, in Decorah, Iowa and his J.D. cum laude from the University of Minnesota Law School in 1992.

MARK A. BOHNHORST, Associate General Counsel. Mark has served since 1992. His practice previously focused on civil litigation, including health science and research matters. Since 2001, Mark has been part of the Transactional Law Services Group and practices in the areas of research contracts and compliance. Prior to joining OGC, Mark was the litigation coordinator for Southern Minnesota Regional Legal Services. He is a graduate of the University of Chicago, received his law degree magna cum laude from the University of Minnesota Law School in 1975, and served as law clerk to U.S. District Judge Earl Larson.

GARY L. BRISBIN, Associate General Counsel. Gary joined OGC's Transactional Law Services Group in 2006. His practice is focused primarily on general commercial matters, especially purchasing, software and telecommunications. Before joining OGC, Gary was General Counsel of McQuay International and before that Director of Legal Affairs, Strategic Development, and Community Relations at Cummins Power Generation. He received a B.S. with high honors from the University of Minnesota College of Education in 1971, and a J.D. cum laude from the University of Minnesota Law School in 1979.

GREGORY C. BROWN, Associate General Counsel. Greg joined OGC in 1991. He is a member of the Transactional Law Services Group whose primary areas of practice involve patent and technology transfer, intellectual property and business matters. Prior to coming to the University, Greg worked at the law firm of Leonard, Street and Deinard. Greg graduated from the University of Michigan Business School in 1980 and its Law School in 1984.

SHELLEY CARTHEN WATSON, Associate General Counsel. Shelley joined OGC in 1999. Her practice is primarily devoted to labor and employment matters. Prior to coming to the University, Shelley was a partner with the law firm of Robins, Kaplan, Miller & Ciresi, and served as Deputy Commissioner of the Minnesota Department of Human Rights, and as Executive Director of the Hennepin County Bar Association and Hennepin County Bar Foundation. An honors graduate of Macalester College, she received her law degree from Northwestern University School of Law in 1985. Shelley currently serves as a member of the Board of Directors of the National Association of College and University Attorneys.

WILLIAM P. DONOHUE, Deputy General Counsel and Director of Litigation Services. Bill has been Deputy General Counsel since 1996 and has served in OGC since 1982. Bill guides the overall administration of the office and coordinates all University litigation. Prior to coming to OGC, Bill was on the staff of the Minnesota Attorney General. Bill is a graduate of Carleton College, and received his law degree cum laude from the University of Minnesota in 1974. He has taught Higher Education and the Law through the College of Education for several years.

KEITH A. DUNDER, Academic Health Center Counsel. Keith has served as Academic Health Center Counsel, and formerly the University's Hospital Counsel, since 1990, and practices in the areas of health care law and tort litigation. He is a former member of the Governing Council of the Health Law Section of the Minnesota State Bar Association and former co-chair of the Medical-Legal Committee of the Hennepin County Bar Association. Keith graduated cum laude from the University of Minnesota Law School in 1978. He served as an associate and partner at Mahoney, Doherty & Mahoney, and as a partner at Rossini & Dunder, where he concentrated in litigation and health care law.

JENNIFER L. FRISCH, Associate General Counsel. Jennifer has served since 2003. Jennifer's practice is primarily devoted to litigation. Prior to coming to OGC, she was an attorney at Kelly & Berens, P.A. During the 1997-98 academic year, Jennifer was Adjunct Professor of Law at William Mitchell College of Law. In 1992, she received her undergraduate degree magna cum laude from Macalester College. In 1995, she received her law degree cum laude from the University of Minnesota Law School, where she received the Best Oralist award and was Managing Director of the Maynard Pirsig Moot Court.

ARNIE H. FRISHMAN, Associate General Counsel. Arnie joined OGC in 1998. He is a member of the Transactional Law Services Group whose primary areas of practice involve complex business transactions, sponsored research, external sales and technology transfer. Prior to coming to OGC, he was an associate with the law firm of Dorsey & Whitney. He is a summa cum laude graduate of the University of the South at Sewanee, and received his law degree from Columbia University School of Law in 1992, and a master's in Education from Harvard University in 1988. During his recent sabbatical in Israel, Arnie practiced with the law firm of Pearl, Cohen, Zedek, Latzer in the field of patent licensing and software development. He was admitted to the Israel Bar in 2007.

KENNETH A. LARSON, Associate General Counsel and Director of Transactional Law Services. Ken joined OGC's Transactional Law Services Group in 2001 and has been its Director since 2003. Ken practices primarily in the area of real estate law, and also counsels clients in a broad range of commercial matters. Prior to joining the General Counsel's office, Ken was a shareholder in the law firm of Head, Seifert & VanderWeide, P.A., and an Assistant Ramsey County Attorney. He is an honors graduate of Macalester College and received his law degree cum laude from the University of Minnesota in 1975.

CAROLINE MIDDLETON, Associate General Counsel. Caroline joined OGC in 2007, and practices in the areas of construction, real estate and other commercial matters, particularly regarding the TCF Bank Stadium project. Prior to coming to OGC, Caroline practiced law at Latham & Watkins in Washington, D.C., and Leonard, Street and Deinard in Minneapolis. Caroline received her B.A. summa cum laude in 1998 from the University of Minnesota. She received her J.D. with highest honors from George Washington University Law School in 2002.

ROSALIE W. O'BRIEN, Associate General Counsel. Rosalie joined OGC's Transactional Law Services Group in 2004. Before coming to the University, she was a partner practicing corporate law in the St. Louis office of Sonnenschein Nath & Rosenthal. Rosalie also practiced law with firms in Chicago, Illinois and Richmond, Virginia, and is a certified public accountant. She earned her B.S. in accounting from the University of Illinois, with college honors and high distinction in accounting, and her J.D. in 1987 from Northwestern University School of Law, where she was a member of the Law Review. She also attended the University of Virginia Law School. Before embarking on her legal and accounting career, Rosalie was a violinist in the Milwaukee Symphony Orchestra.

ANDREW G. ROZYCKI, Associate General Counsel and Senior Patent Counsel. Andrew joined OGC in March 2008 as the University's first full-time in-house patent counsel. He prepares and prosecutes patent applications, strategizes regarding patent protection, conducts patentability and infringement opinions, and works to evaluate and prioritize inventions, and domestic and foreign patent enforcement. Prior to coming to OGC, Andrew served as corporate patent counsel for biopharmaceutical and medical device companies, and served as a Patent Examiner with the U.S. Patent Office in the pharmaceutical and biotechnology areas. He received his B.S. from the College of William and Mary, and his law degree from Hamline University School of Law.

BARBARA L. SHIELS, Associate General Counsel. Barbara has served since 1983. Her practice focuses on health sciences research, including human and animal subject regulations, academic misconduct, and student issues. Barbara recently served as a member of the board of directors of the National Association of College and University Attorneys. She is a summa cum laude graduate of Gustavus Adolphus College and received her law degree cum laude from the University of Minnesota in 1983.

BRIAN J. SLOVUT, Associate General Counsel. Brian joined OGC in 2003 and practices primarily in the area of litigation. Before joining OGC, he was a partner in the law firm of Hinshaw & Culbertson in Minneapolis, and an associate with Popham Haik. He received his law degree magna cum laude from the University of Minnesota Law School in 1993, where he served as an Associate Editor of the Minnesota Law Review and was a member of the Order of the Coif. Brian also served as a law clerk on the Minnesota Supreme Court.

TRACY M. SMITH, Associate General Counsel. Tracy has served since 1994. She practices in litigation and provides advice in the areas of student affairs, employment, privacy and data practices. Prior to coming to OGC, she served as law clerk to Judge Max Rosenn, United States Court of Appeals for the Third Circuit. Tracy was also an Assistant Attorney General for the State of Minnesota. She is a cum laude graduate of Georgetown University and received her law degree magna cum laude from the University of Minnesota in 1988, where she was articles editor of the Minnesota Law Review and a member of the Order of the Coif.

KENNETH T. TYRA, Associate General Counsel. Ken joined OGC's Transactional Law Services Group March, 2008. His practice focuses on real estate and related administrative and governmental matters, including the University's UMore Park master development. Prior to coming to OGC, Ken was a business executive, and a partner at Dorsey & Whitney in Minneapolis and Denver. Ken received his A.B., with highest distinction in 1979 from the University of Michigan College of Literature Sciences and the Arts, and his J.D. from the University of Michigan Law School in 1982.

INSTITUTIONAL COMPLIANCE OFFICE

LYNN ZENTNER, Director. Lynn joined the University in April 2008. Her responsibilities include oversight of four University-wide programs – compliance, delegations of authority, University Policy Office, and conflicts of interest. Before coming to the University, Lynn worked in the corporate legal department at Medtronic, served as an Assistant U.S. Attorney, served as Legal Counsel to the Executive Office for U.S. Attorneys at the Department of Justice in Washington, D.C., and was in private practice at Robins, Kaplan, Miller and Ciresi, and at Oskie Reuter Hamilton Sofio and Zentner. Lynn received her undergraduate degree from the University of Minnesota, a master's degree from Temple University in Philadelphia, and her J.D. from William Mitchell College of Law.

SOPHIA ANEMA, Coordinator. Sophia joined the Office of Institutional Compliance in 2003. Previously, she worked in a variety of units at United HealthGroup as a project manager for ten years. Sophia received her bachelor degree from Yale University and her master's degree in theology from Oxford University, England. Her primary duties include managing the University's anonymous hotline, overseeing the Delegations of Authority process, and supporting compliance initiatives in several units.

ATHLETIC COMPLIANCE OFFICE

J.T. BRUETT, Director. J.T. joined the Office of Athletic Compliance in 2001, coming from the University of Illinois at Chicago where he served as Compliance Director and, previous to that, Assistant Baseball Coach. He graduated with a bachelor's degree from the University of Minnesota in 1993 and received his master's degree in Athletic Administration from the University of Illinois at Chicago in 2000. J.T. assists on a wide range of compliance activities relating to NCAA and Big Ten Conference rules for the Intercollegiate Athletics Department.

KEVIN FITZGERALD, Assistant Director. Kevin became a member of the Office of Athletic Compliance in 2007, coming from the University of Alabama at Birmingham where he was previously the Assistant Director of Compliance. He received his bachelor's degree from the University of Wisconsin-Lacrosse and master's degree in Sports Administration from the University of Louisville. Kevin assists with a wide range of compliance activities relating to Big Ten Conference and NCAA rules focusing primarily on auditing and monitoring.

HEATH SENOUR, Associate Director. Heath became a member of the Office of Athletic Compliance in July 2008, coming from Stony Brook University where he was the Assistant Athletic Director for Compliance. He also held compliance positions at Oregon State, Oakland University and Midwestern State. Heath received his bachelor's degree in Sport Management at Robert Morris University and his master's degree in business administration from Midwestern State. Heath assists with a wide range of compliance activities relating to Big Ten Conference and NCAA rules with a primary focus on academic eligibility and rules interpretations.

JAMES PRASKA, Assistant Director-Scholarships. Jim joined the Office of Athletic Compliance in 2001. Previously, Jim worked as the Student Accounts Manager at the College of St. Catherine and, prior to that, worked in Student Accounts at Hamline University, both in St. Paul. From 1997-1999 he interned in the Office of Athletic Compliance. In 1992, Jim graduated with a bachelor's degree from Wartburg College in Waverly, Iowa, and he earned his master's degree in Public Administration in 1999 from Hamline University. Jim's primary duties involve all aspects of coordinating and processing athletic scholarships for the Intercollegiate Athletics Department.

EMILY WOOD, Assistant Director-Eligibility Services. Emily became a member of the Office of Athletic Compliance in 2006. She was previously the Director of Operations for the University women's hockey team. She received her bachelor's degree from the University of Minnesota in 2001, and is currently finishing her master's degree in Sports Psychology. Emily assists with a variety of compliance duties, focusing on initial student-athlete eligibility and the NCAA Clearinghouse.

RECORDS AND INFORMATION MANAGEMENT OFFICE

SUSAN MCKINNEY, Coordinator. Susan has been the Coordinator of Records and Information Management since 1995. She previously served for ten years as the Director of Records Management at the University of Florida. Susan received her M.A. in History with an archival, museum and editing studies concentration from Duquesne University in 1982, and Certification in Records Management in 1993. Coordinator McKinney currently serves as Chair of the Board of ARMA International, a professional association of over 11,000. She also serves as host of the records management listserv, and is an internationally known speaker on records management issues.

This report is an annual publication of:
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612.624.4100

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Page 7: Professor Bruce Hammer, Williams Lab/CIA-MR

Page 9: Jacob Crawford, Crawford Media, on behalf of Carlson School of Management

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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, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

UNIVERSITY OF MINNESOTA

Meeting of the Board of Regents



**Quarterly Report of Grant/Contract
and Technology Transfer Activity**

**Fiscal Year 2008
Fourth Quarter Data: March - June, 2008**

Produced by: Office of the Vice President for Research

Version date: 8/18/2008

University of Minnesota Quarterly Report of Grant/Contract and Technology Transfer Activity Award Summary

Fiscal Year 2008 - Fourth Quarter: March - June, 2008

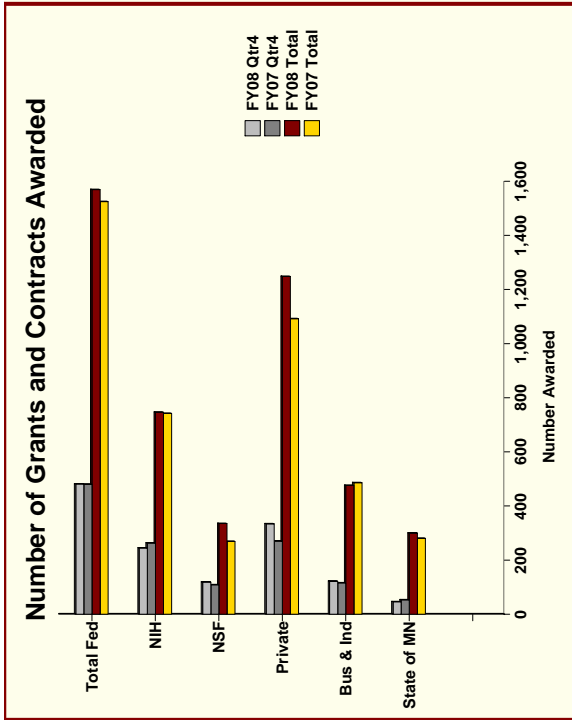


Figure 1: Number of Awards by Source.
Fourth quarter (Qtr4) and fiscal year-end total comparisons for FY08 versus FY07.
(For Qtr4 numerical data, see attached Table 1.)

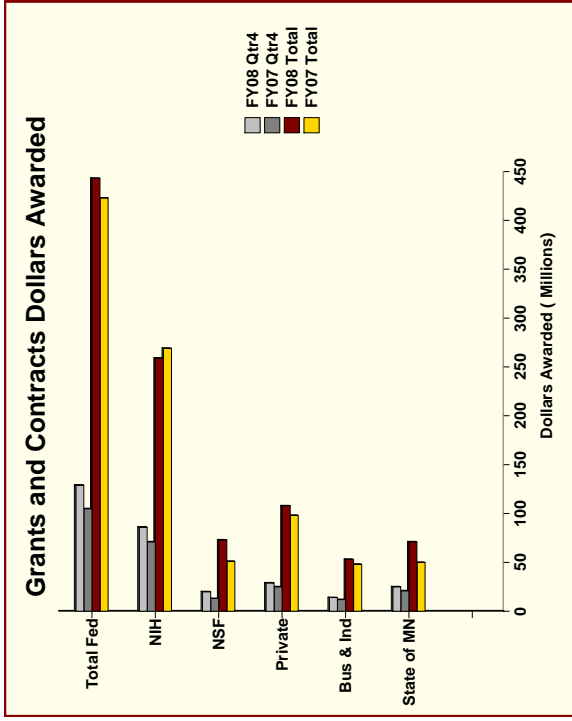


Figure 2: Award Totals by Source.
Fourth quarter (Qtr4) and fiscal year-end total comparisons for FY08 versus FY07.
(For Qtr4 numerical data, see attached Table 2.)

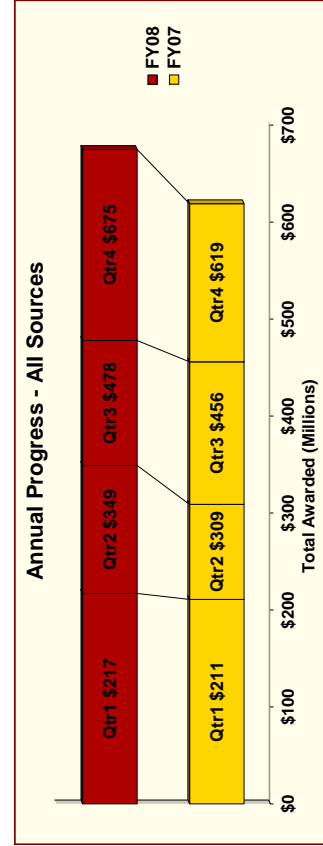


Figure 3: Annual Progress - All Sources.
FY08 awards from all sources increased by 9.0% compared to FY07.

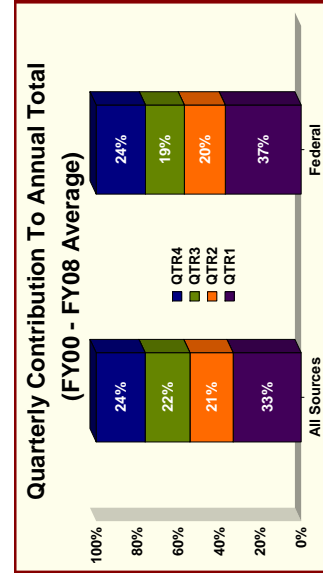


Figure 4: Quarterly contributions as a percent of year-to-end total (FY00-FY08 Average).

University of Minnesota
Quarterly Report of Grant/Contract and Technology Transfer Activity
College Award Summary
Fiscal Year 2008 - Fourth Quarter: March - June, 2008

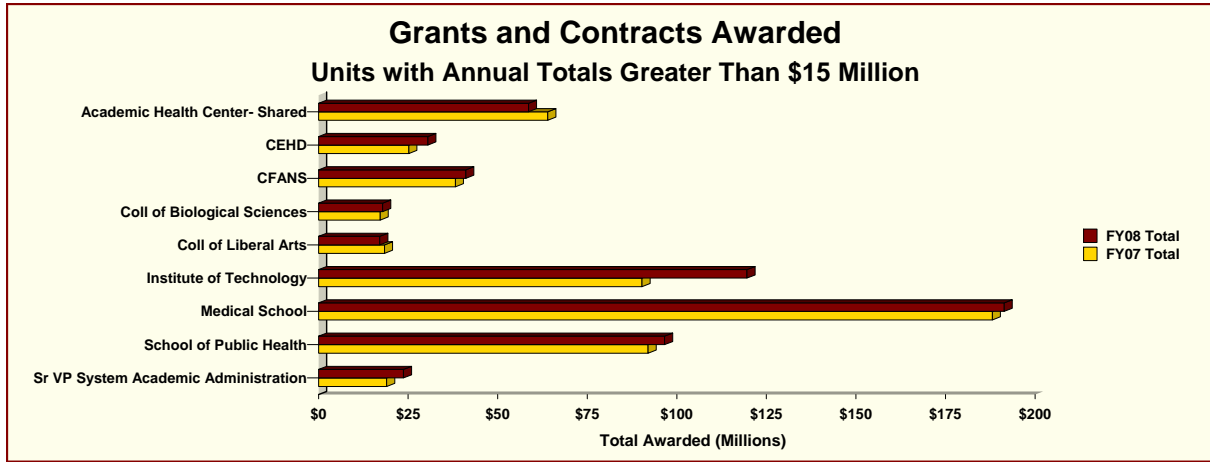


Figure 5.

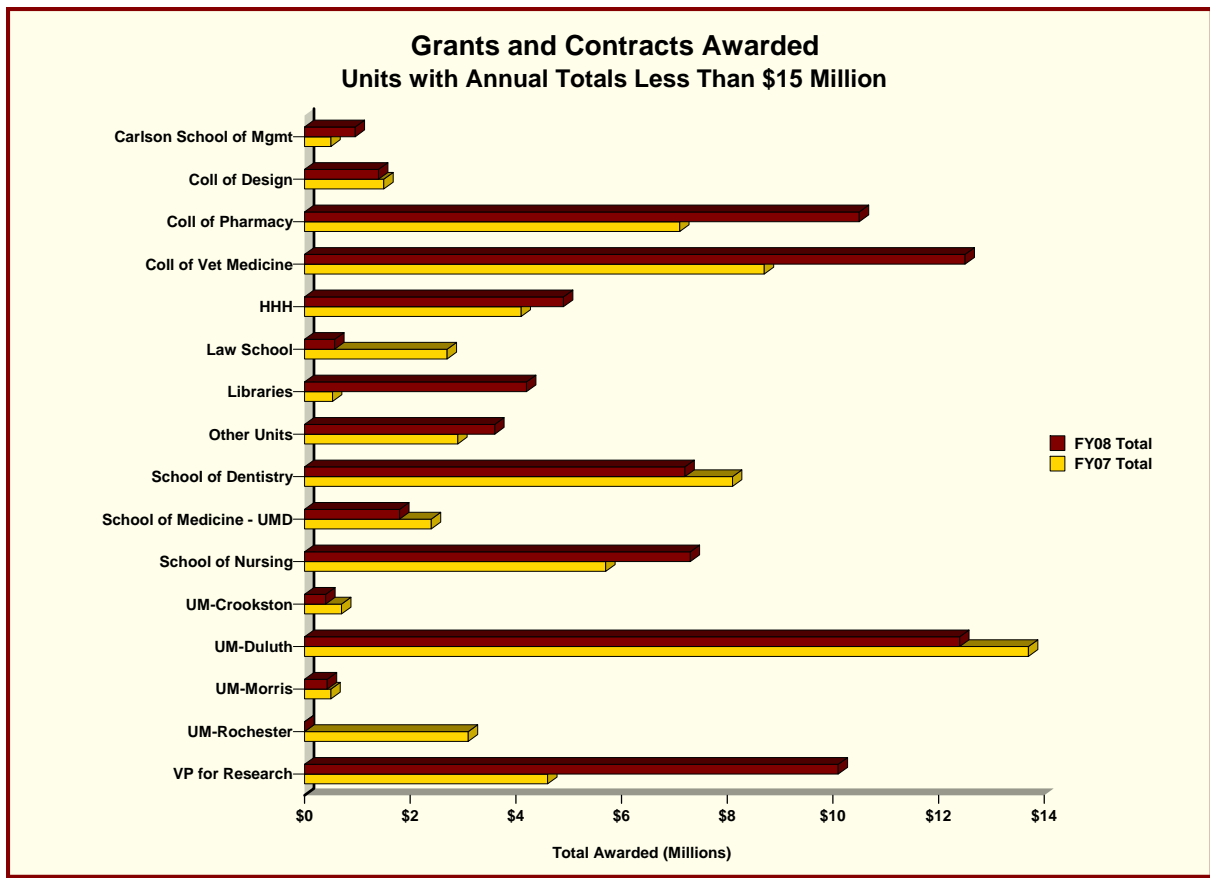


Figure 6. Other Units includes Auxiliary Services, VP for Equity and Diversity, and Public Safety.

University of Minnesota
Quarterly Report of Grant/Contract and Technology Transfer Activity
Agency Award Summary

Fiscal Year 2008 - Fourth Quarter: March - June, 2008
 Quarter 4 and Fiscal Year total comparisons

Table 1: Number of Awards

Agency	Quarter 4			YTD
	FY07	FY08	FY07	
<i>Total Fed</i>	480	481	1525	1569
<i>NIH</i>	263	245	742	746
<i>NSF</i>	109	119	269	335
<i>Private</i>	270	334	1092	1248
<i>Bus & Ind</i>	116	122	486	476
<i>State of MN</i>	53	46	280	300
TOTAL	919	983	3383	3593

Table 2: Total Awarded (Millions)

Agency	Quarter 4			YTD	% Change
	FY07	FY08	FY07		
<i>Total Fed</i>	\$105	\$129	\$423	\$443	4.7%
<i>NIH</i>	\$71	\$86	\$269	\$259	-3.6%
<i>NSF</i>	\$13	\$20	\$51	\$73	44.8%
<i>Private</i>	\$25	\$29	\$98	\$108	10.2%
<i>Bus & Ind</i>	\$12	\$14	\$48	\$53	10.5%
<i>State of MN</i>	\$21	\$25	\$50	\$71	42.5%
TOTAL	\$163	\$197	\$619	\$675	9.0%

University of Minnesota
Quarterly Report of Grant/Contract and Technology Transfer Activity
Technology Transfer Activity Summary
Fiscal Year 2008 - Fourth Quarter: March - June, 2008

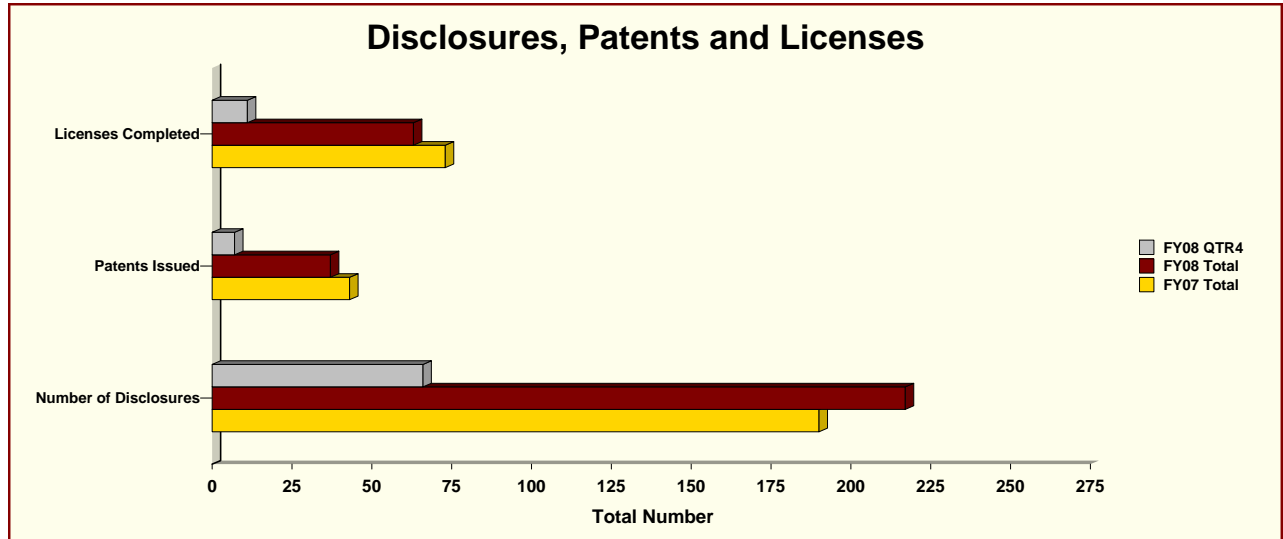


Figure 7: Number of Disclosures Submitted, Patents Issued and License Agreements Completed. Comparison of FY08 Qtr4 and FY08 total to FY07 Total.

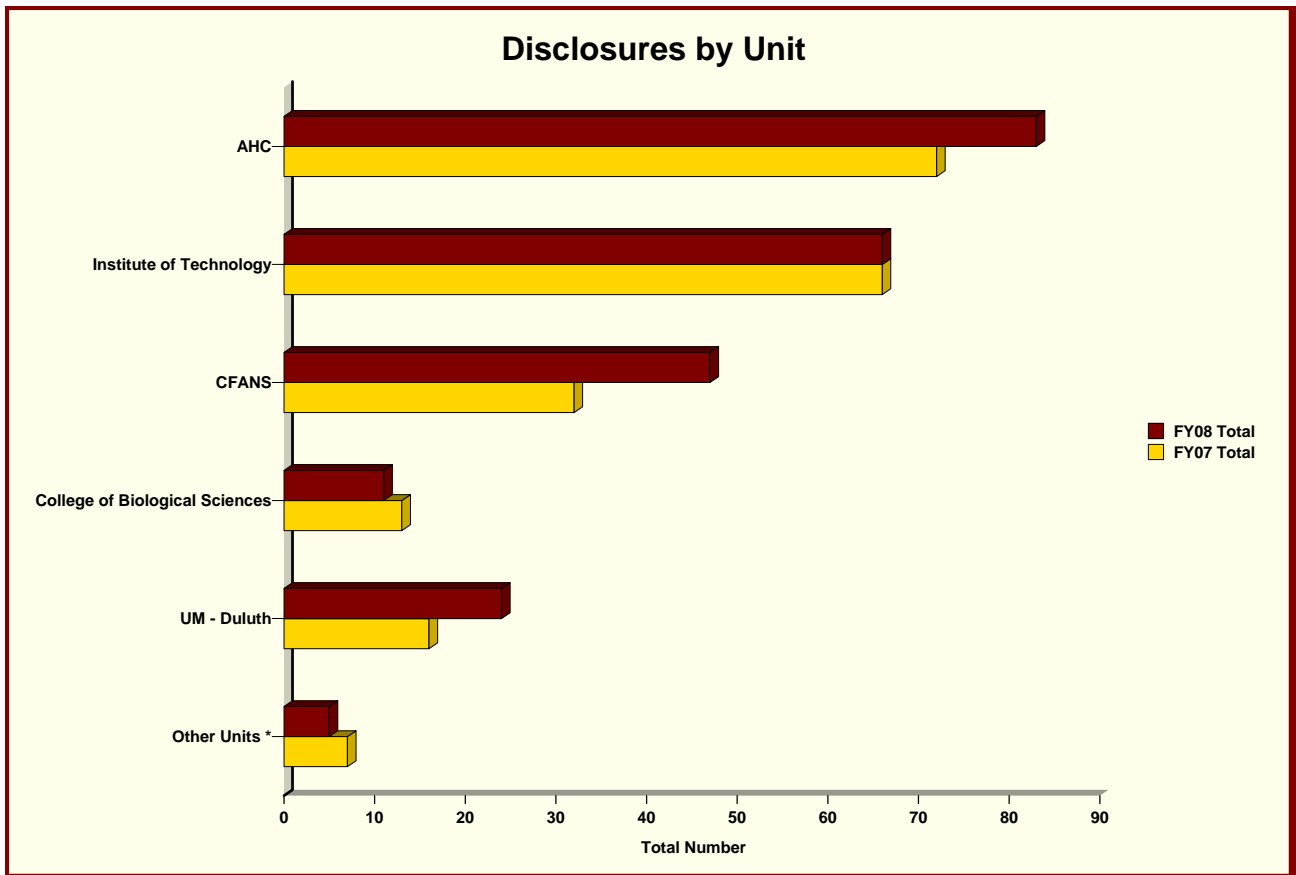


Figure 8: Number of Disclosures to the Office of Technology Commercialization. Comparison of FY08 total to FY07 Total.
 *Other Units includes non-science and technology units.

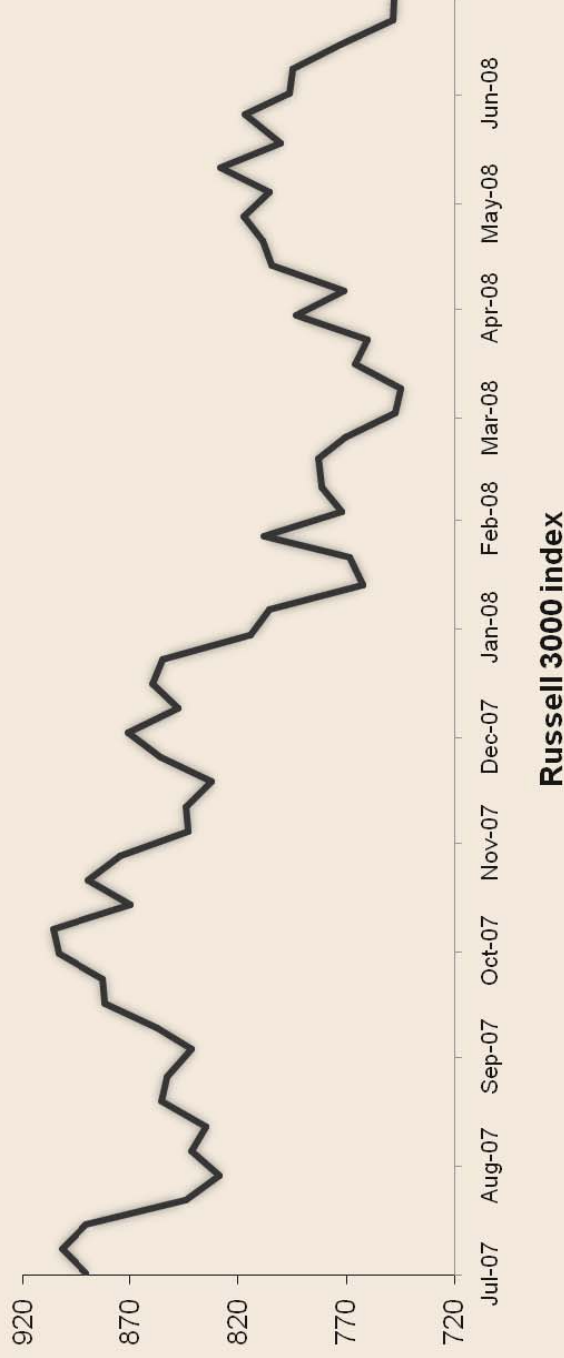
Annual Report

**University of Minnesota
Office of Investments & Banking**

June 30, 2008

Economic Setting

- Subprime, Alt-A melt down
- Lending liquidity crisis
- Fed dropped Fed funds rate to 2.00%
- Oil spiked to \$146/barrel
- Domestic stocks dropped by 12.7%
- International stocks dropped by 10.6%
- Financial stocks dropped by 41%



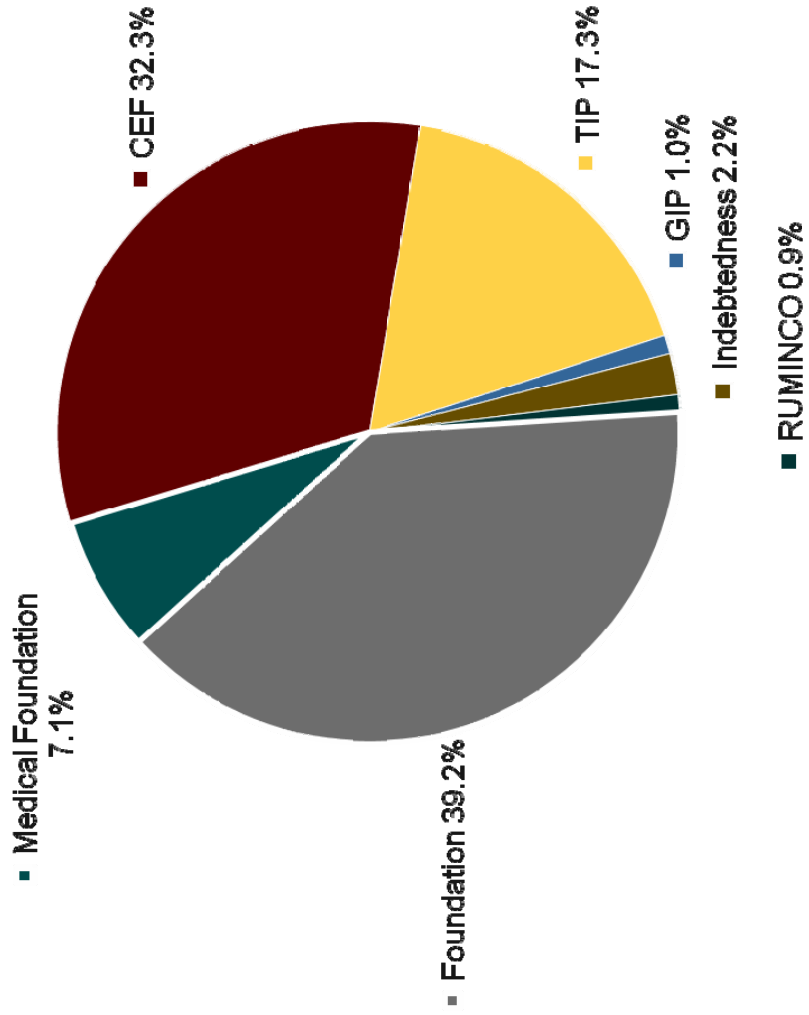
Russell 3000 index

Value of Funds

U of M Managed Funds	June 2008	June 2007 (\$ in millions)	June 2006
Consolidated Endowment Fund (CEF) *	1,140.3**	1,167.7	869.6
Long-Term Reserves (GIP) ***	33.9	31.3	31.4
Short-Term Reserves (TIP) *** (market value)	612.0	548.4	661.0
Invested Assets Related to Indebtedness	76.3	171.2	9.7
<u>Total</u>	<u>1,881.9</u>	<u>1,918.6</u>	<u>1,571.7</u>
Other			
U of M Foundation Managed Funds	1,384.7	1,413.0	1,196.5
MN Medical Foundation Funds	248.8	262.0	223.8
RUMINCO Ltd.	31.9	39.1	31.1
Basic Faculty Retirement Plan	2,401.3	2,511.9	2,259.3
* <i>Includes the Market Value for the Permanent University Fund</i>	471.8	482.2	407.4
** <i>Includes Original \$120 million TIP and \$20 million GIP investments</i>			
*** <i>Balances exclude investment in CEF</i>			

University Funds

Total: \$3.6 billion



Highlights

Total Assets: \$1.14 billion

One year return	-4.8%	Benchmark	0.2%
-----------------	-------	-----------	------

CEF

- \$75.9 million contribution
- \$45.5 million distribution
- \$27.4 million decrease over the previous year end
- Includes investments of \$120 million from TIP and \$20 million from GIP

Positive Attribution	Negative Attribution
Equity Hedge Funds Emerging Markets Private Capital(VC, Buyout) Distressed Debt Timber	Domestic Equity (core & small cap) Intl. Equity (core & small cap) Fixed Income (core bonds) Real Assets (REITs)

Highlights

TIP

* Excludes
CEF
Investment

Book Value: \$617.6 million

One year return	3.8%	Benchmark	6.2%
------------------------	-------------	------------------	-------------

- \$69.2 million increase over the previous year end
- \$21.9 million transferred to central reserves

GIP

* Includes
CEF
Investment

Total Assets: \$53.3 million

One year return	2.7%	Benchmark	7.1%
------------------------	-------------	------------------	-------------

- \$2.0 million increase over the previous year end

Highlights

RUMINCO

Total Assets: \$31.9 million

One year return	-18.3%	Benchmark	-6.9%
-----------------	--------	-----------	-------

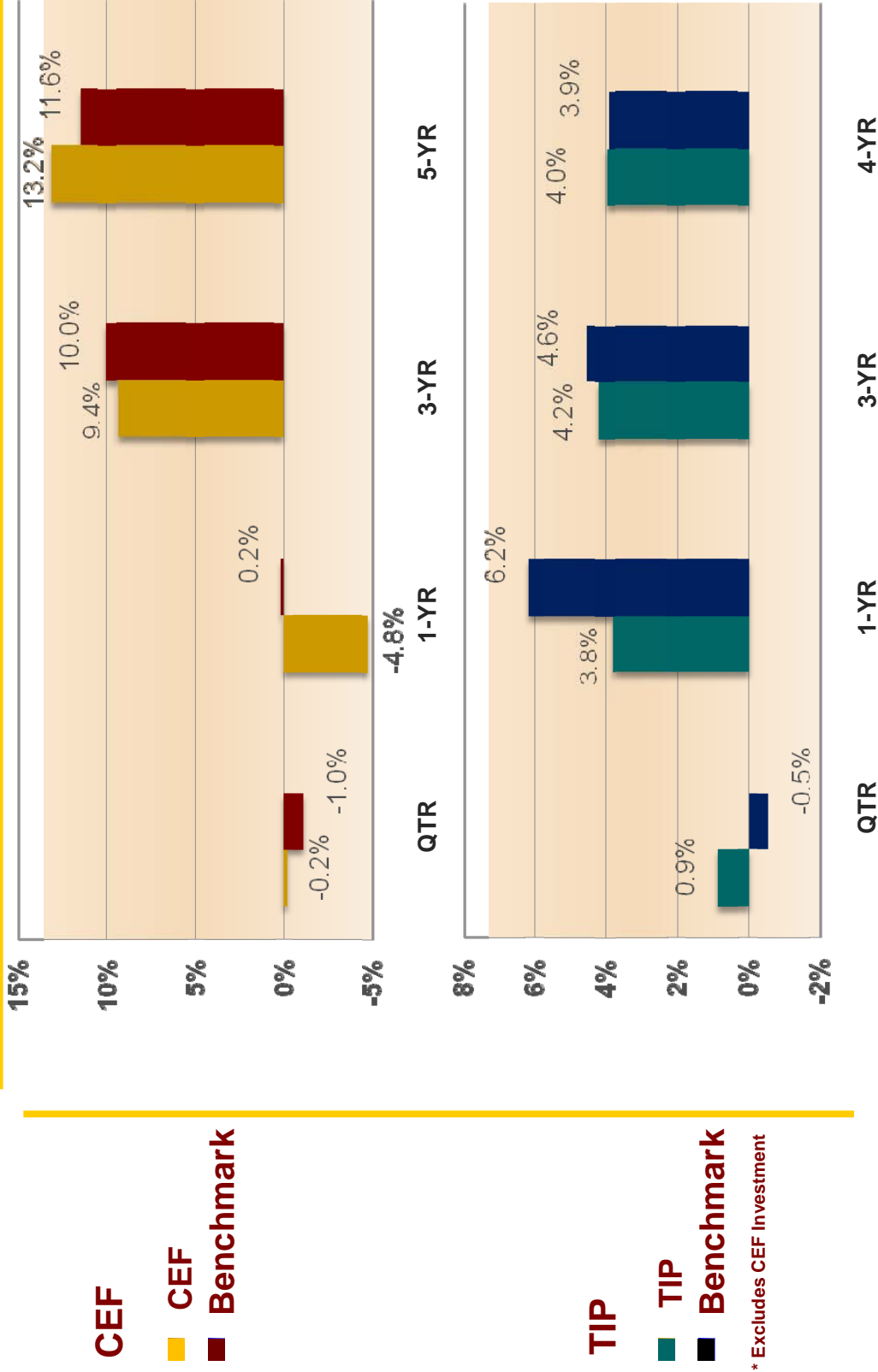
- \$ 7.3 million decrease over the previous year end

Long Term Debt

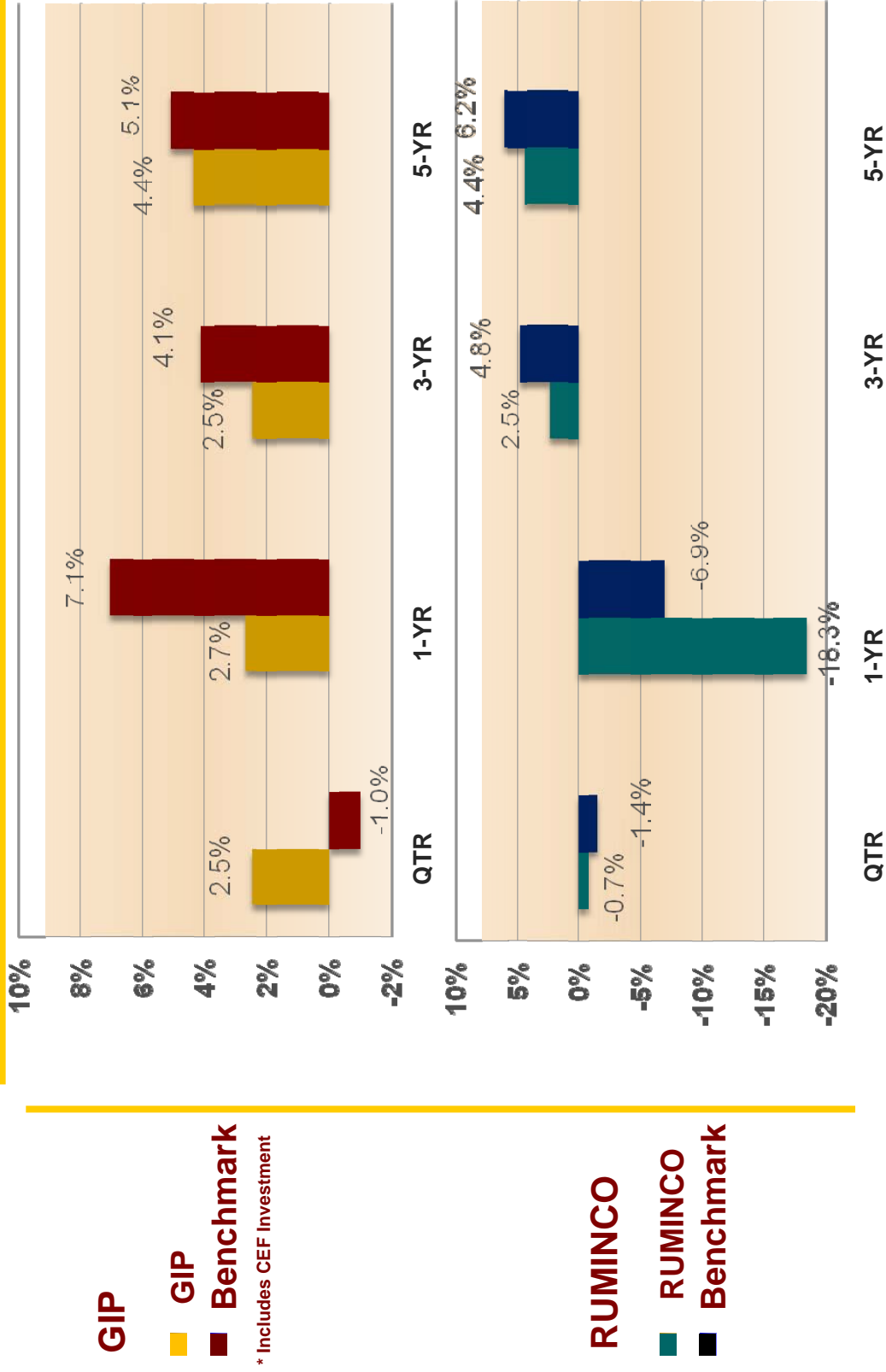
**Total outstanding debt obligation of the University:
\$ 807.2 million**

University Issued Fixed Rate Debt *	\$502.3 million
University Issued Variable Rate Debt *	\$118.6 million
State Issued Infrastructure Development Bonds (IDBs)	\$51.8 million
State Supported Debt (2006) Revenue Bond)	\$134.5million
* Adjusted for interest rate swaps	

Portfolio Returns

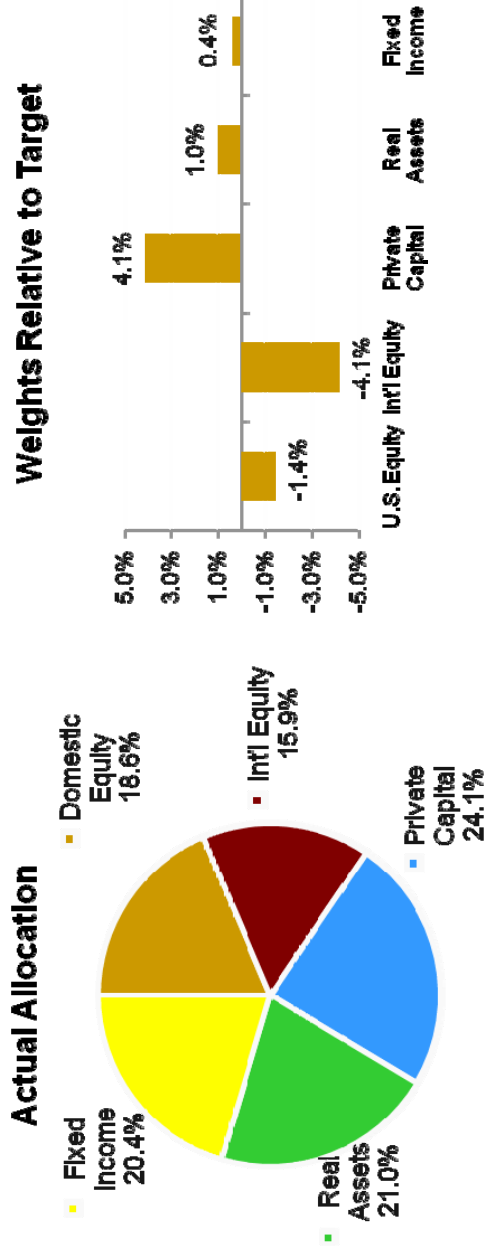


Portfolio Returns



CEF Analysis Asset Allocation Strategy

Target	06/30/08	06/30/07	06/30/06	Range
Public Equity	34.5%	50.0%	55.6%	35-45%
Private Capital	24.1%	15.2%	11.3%	15-25%
Real Assets	21.0%	16.5%	12.6%	15-25%
Fixed Income	20.4%	18.3%	11.7%	15-25%

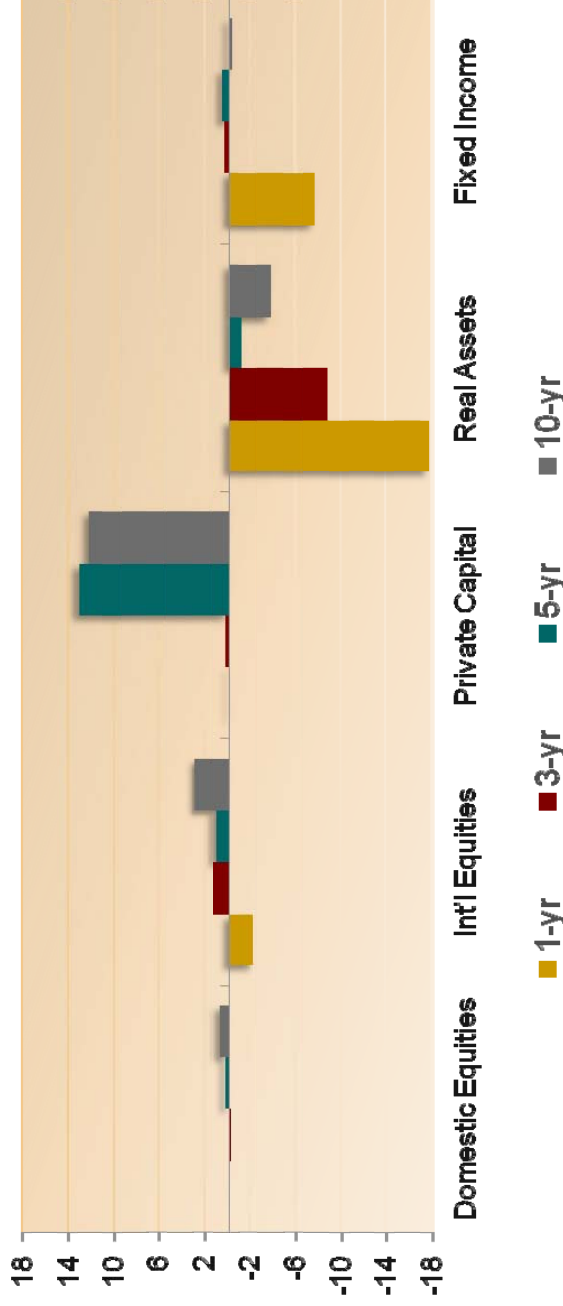


CEF Analysis Asset Class & Benchmark Returns

Asset Class & Benchmark Returns (%)	1 year	3 year	5 year	10 year
Domestic Equity	-12.7	4.5	8.7	4.3
<i>Russell 3000</i>	-12.7	4.7	8.4	3.5
International Equity	-12.9	14.2	17.8	8.6
<i>MSCI EAFE</i>	-10.6	12.8	16.7	5.8
Private Capital	10.9	20.1	33.0	25.8
<i>Venture Economics</i>	11.0	19.8	19.9	13.5
Real Assets	-4.2	8.1	13.9	8.9
<i>NCREIF</i>	13.6	16.8	15.2	12.7
Fixed Income	-0.5	4.5	4.5	5.4
<i>Lehman Agg</i>	7.1	4.1	3.9	5.7
■ = Return meets or exceeds Benchmark				
CEF Total Return (%)	-4.8	9.4	13.2	7.6
<i>CEF Dynamic Custom Index</i>	0.2	10.0	11.6	5.4
<i>70 Russell 3000/ 30 LB AGG</i>	-6.9	4.7	7.1	4.5

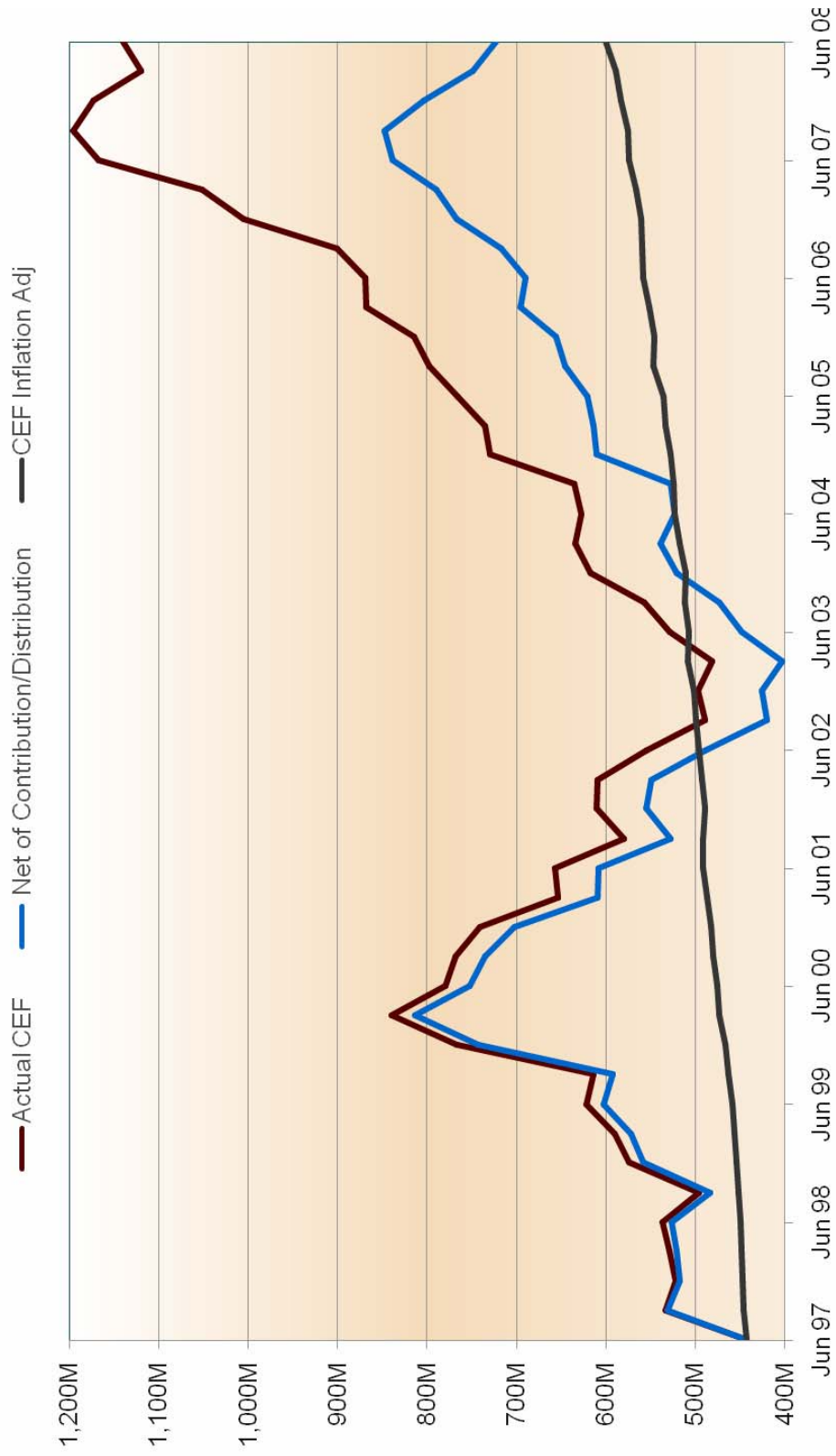
CEF Analysis Returns Analysis

Returns Relative to Benchmarks (%)



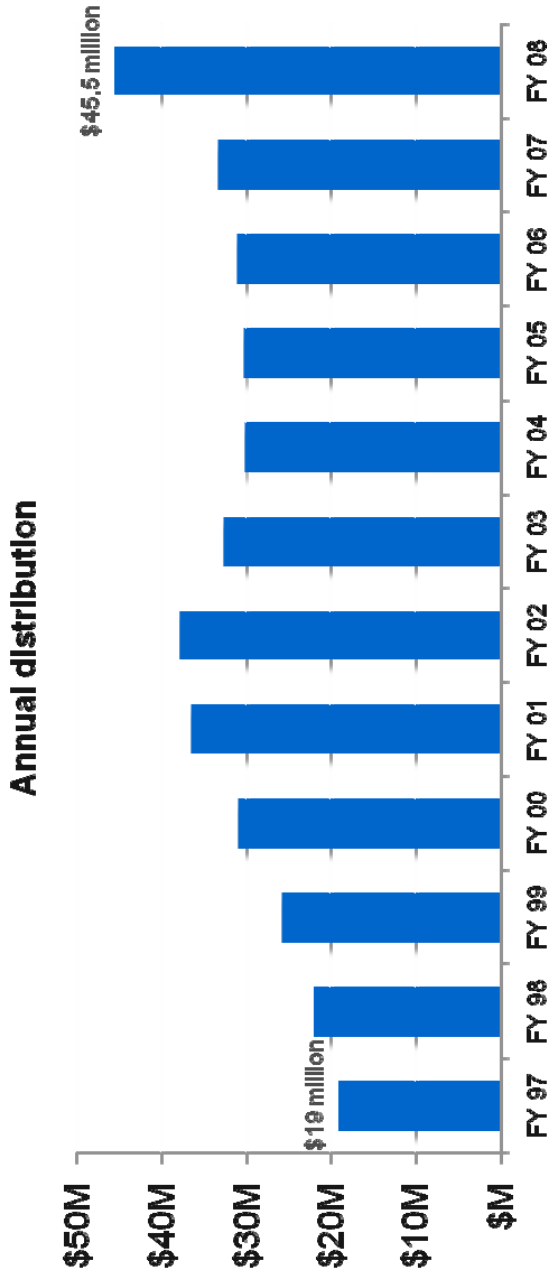
	Domestic Equities	Int'l Equities	Private Capital	Real Assets	Fixed Income
1-yr	0	-2.3	-0.1	-17.8	-7.6
3-yr	-0.2	1.4	0.3	-8.7	0.4
5-yr	0.3	1.1	13.1	-1.3	0.6
10-yr	0.8	2.8	12.3	-3.8	-0.3

CEF Analysis CEF Performance vs. Inflation



CEF Analysis Spending Policy

- Payout Rate FY07:4.7%
- Reduce to 4.5% in FY09
- 10 Year Cumulative Distribution: \$374.8 million



TIP Analysis

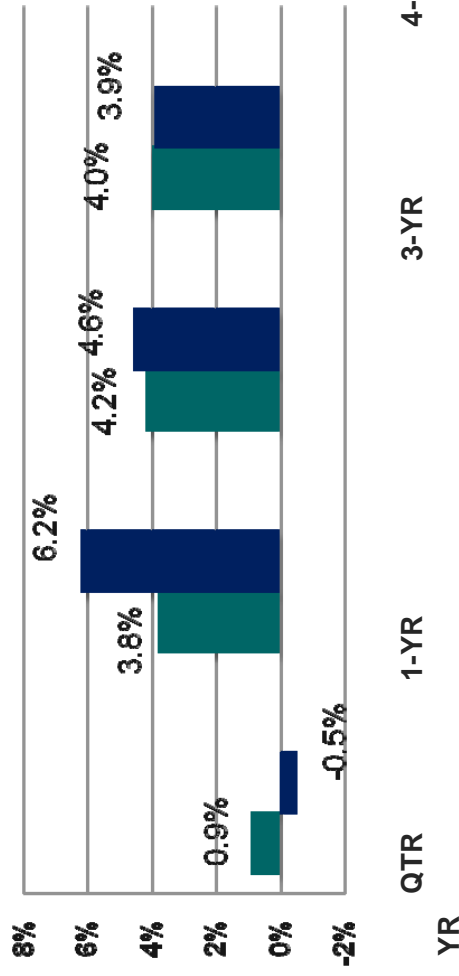
Book value: \$617.6 million

- Balance excludes \$119.3 million market value invested in CEF
- Average duration: 0.78
- Average credit rating: AA
- Current Yield: 3.10%

Portfolio Characteristics

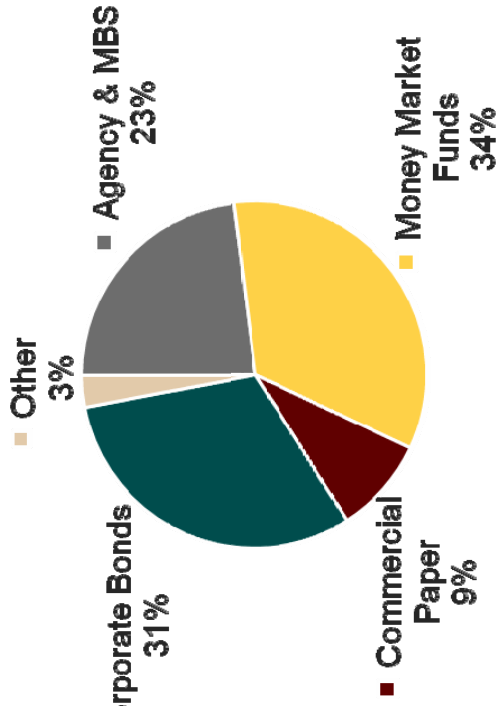
Total Returns

- TIP
- Benchmark
70% ML 1-3 Yr Treasuries
30% 91 day Treasury Bill

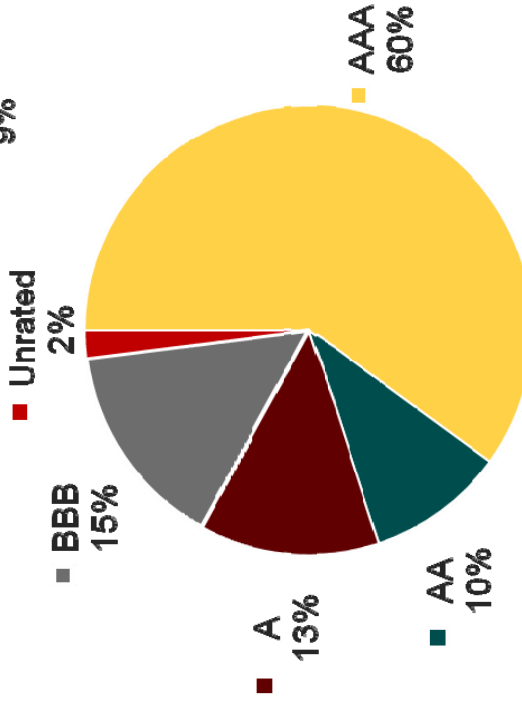


TIP Analysis

Sector Exposure



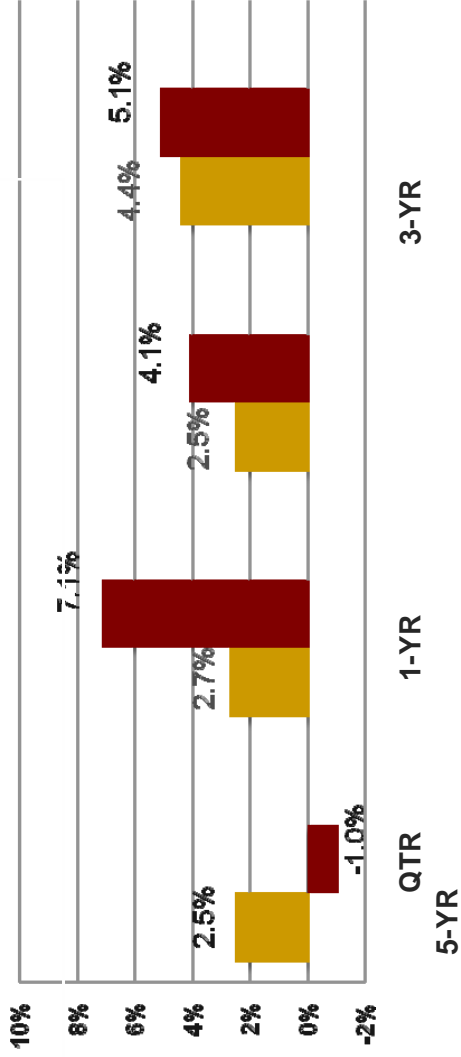
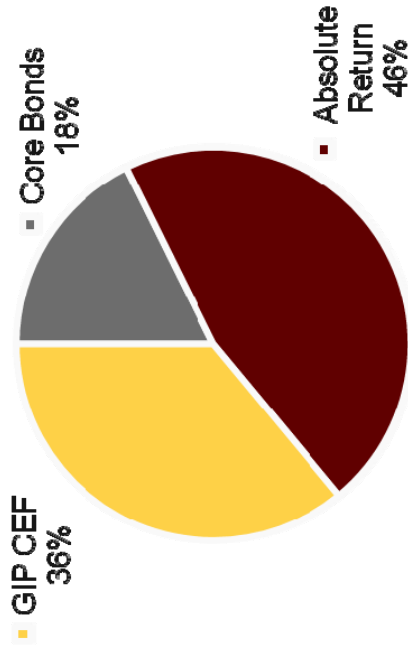
Credit Quality



GIP Analysis

Total Assets: \$53.3 Million

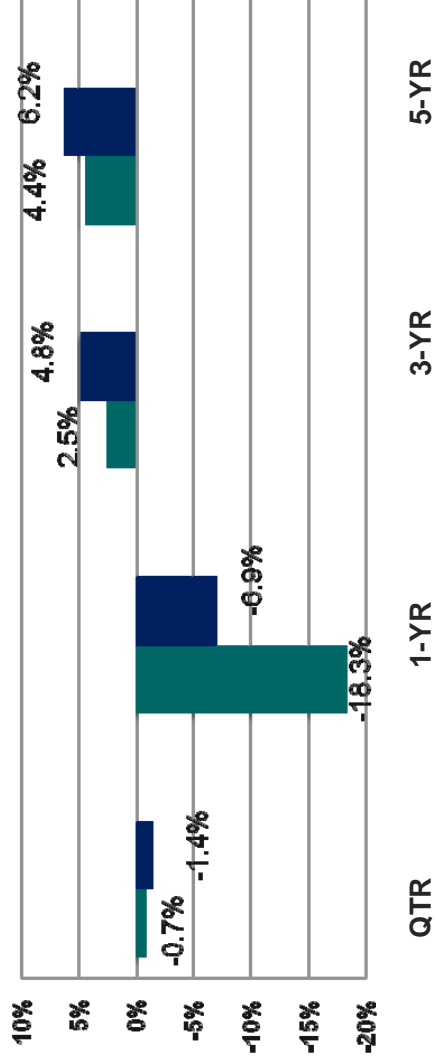
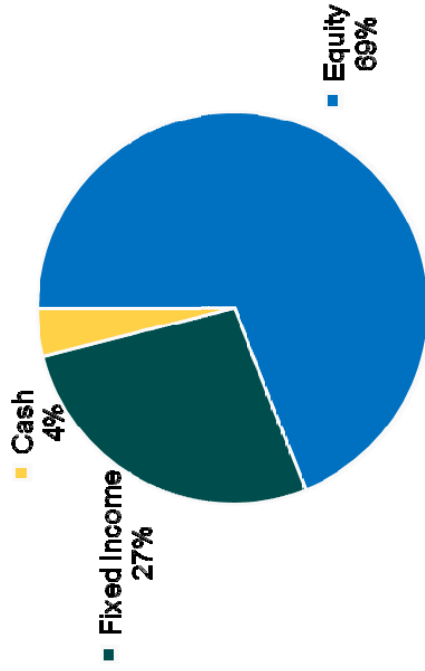
Includes \$19.4 million invested in CEF (market value)



GIP
Benchmark
100% LB AGG

RUMINCO Analysis

Total Assets: \$31.9 Million

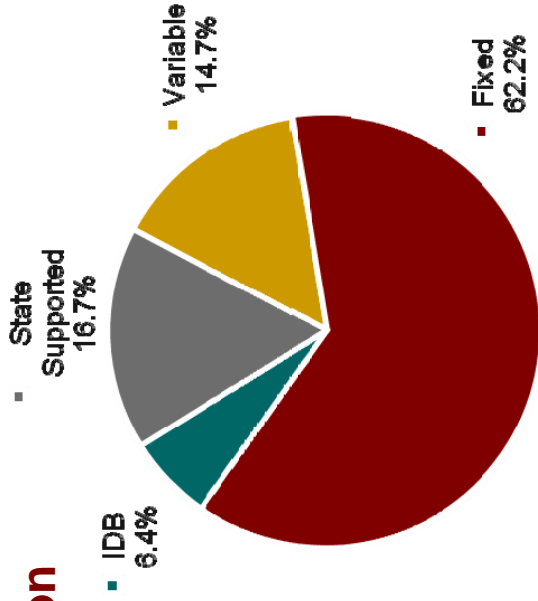


RUMINCO
Benchmark

15% Lehman Gov
1-3, 15% Lehman
Aggregate, 70%
Russell 3000

Long Term Debt Analysis

Total Debt: \$807.2 Million



Long term Debt	In \$ millions	Weighted Average rate
University Issued Fixed Rate Debt	502.3	4.92%
University Issued Variable Rate Debt	118.6	1.59%
University Issued Debt	620.9	4.28%
State Issued Infrastructure Development Bonds (IDBs)	51.8	5.06%
University Supported Debt	672.7	4.34%
State Supported Debt (2006 Revenue Bond)	134.5	3.82%
Total University Debt	807.2	4.26%

Targeted Manager Statement

The University and the Office of Investments & Banking (OIB) recognizes the opportunity of working with targeted investment managers which are defined as emerging investment managers (less than \$250 million under management) and minority / women owned investment firms.

The OIB has an open door policy when interviewing investment managers and will make every effort to consider targeted managers consistent with the financial and fiduciary responsibilities of the University.

The following demonstrates recent relationships the University has had with targeted investment managers.

Hired Targeted Managers*	Terminated Targeted Managers	Search Candidate Interviewed
Vesbridge Partners		Stone Arch
Timbervest		Piper Clean Tech
Emergence Capital		El Dorado Ventures
Ignition		Castle Peak
		Spell Capital
* Hired in FY07 or FY 08		



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

September 12, 2008

Agenda Item: Report of the All-University Honors Committee

review review/action action discussion

Presenters: President Robert H. Bruininks

Purpose:

policy background/context oversight strategic positioning

To adopt the recommendation endorsed by President Robert H. Bruininks and the All-University Honors Committee.

Outline of Key Points/Policy Issues:

Background Information:

The recommendation was forwarded in a letter dated August 25, 2008, from President Robert H. Bruininks to members of the Board of Regents.

President's Recommendation for Action:

The President recommends that the Board of Regents adopt the report of the All-University Honors Committee.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

September 12, 2008

Agenda Item: Gifts

review review/action action discussion

Presenters: Foundation President L. Steven Goldstein

Purpose:

policy background/context oversight strategic positioning

Outline of Key Points/Policy Issues:

Background Information:

President's Recommendation for Action:

The President recommends that the Summary Report of Gifts to the University of Minnesota for two months through July 31, 2008 are hereby approved.

**MEETING OF THE BOARD OF REGENTS
GIFTS TO BENEFIT THE UNIVERSITY OF MINNESOTA
SUMMARY REPORT***

September 12 , 2008 Regents Meeting

	<u>June</u>		<u>Year-to-Date</u>	
	<u>2008</u>	<u>2007</u>	<u>07/01/07 06/30/08</u>	<u>07/01/06 06/30/07</u>
U of M Gift Receiving	\$ 52,345	\$ 55,564	\$ 5,653,498	\$ 1,063,065
4-H Foundation	120,005	32,409	2,274,601	2,072,083
Arboretum Foundation	1,800,189	505,971	4,839,761	4,954,118
MN Medical Foundation	7,529,300	1,558,214	122,219,754	56,656,531
Univ of MN Foundation	<u>10,209,230</u>	<u>47,947,226</u>	<u>154,484,572</u>	<u>185,768,185</u>
Total Gift Activity	<u>\$ 19,711,069</u>	<u>\$ 50,099,384</u>	<u>\$ 289,472,186</u>	<u>\$ 250,513,982</u>

*Detail on gifts of \$5,000 and over is attached.

Pledges are recorded when the commitment is made. To avoid double reporting, any receipts which are payments on pledges are excluded from the report amount.

Gifts to benefit the University of Minnesota

Gifts received in June 2008

<u>Donor</u>	<u>Rec'd by</u>	<u>Gift/Pledge</u>	<u>Purpose of gift</u>
<u>\$1 Million and Over</u>			
Fred C. and Katherine B. Andersen Foundation	UM/MMF	Gift/Pledge	Medicine, Minnesota Landscape Arboretum
Children's Cancer Research Fund	MMF	Gift	Pediatrics
<u>\$500,000 - \$1,000,000</u>			
Cargill Incorporated	UMF	Gift/Pledge	Carlson School of Management, Institute of Technology
Curtis B. Kellar Estate	UMF	Gift	Law School
Anonymous	UMF	Pledge	Carlson School of Management
<u>\$250,000 - \$500,000</u>			
Dorothy C. Calafiore Estate	UMF	Gift	School of Nursing
Whitney MacMillan	UM	Pledge	Minnesota Landscape Arboretum
<u>\$100,000 - \$250,000</u>			
Lester Breslow	MMF	Gift	Special Initiatives
Gyrus ACMI Incorporated	MMF	Pledge	Urologic Surgery
Hormel Foundation	UMF	Gift	Graduate School
Jeannine Rivet and Warren Herreid	UM	Pledge	Minnesota Landscape Arboretum
Edith Carlson-O'Rourke Estate	UMF	Gift	Weisman Art Museum
Anonymous	UMF	Gift	College of Education and Human Development
The McKnight Foundation	UMF	Pledge	Bell Museum of Natural History
R. and D. Systems Incorporated	UMF	Gift	College of Biological Sciences
Robert W. Goltz	MMF	Gift	Dermatology
Goal Line Club	UMF	Gift	Department of Intercollegiate Athletics
Charles M. Denny Jr. and Carol E. Denny	UMF	Gift	Humphrey Institute of Public Affairs
The Scrooby Foundation	UM	Pledge	Minnesota Landscape Arboretum
Starkey Hearing Foundation	MMF	Gift	International Hearing Foundation
Lucius L. and Rhonda N. Fowler	UM	Pledge	Minnesota Landscape Arboretum
Leon Satran	MMF	Pledge	Scholarships
James W. Nelson	UMF	Pledge	On Campus Stadium
Guy Grove Family Foundation	UMF	Gift	College of Liberal Arts
George A. Mairs	MMF	Gift	Orthopaedic Surgery
Frederick C. and Christine H. Meyer	UM	Pledge	Minnesota Landscape Arboretum
Carlos H. Schenck	MMF	Pledge	Scholarships
Anonymous	UMF	Pledge	University of Minnesota, Duluth

\$50,000 - \$100,000

Edelstein Family Foundation	UMF	Gift	College of Liberal Arts
Nancy L. Cook Estate	UMF	Gift	School of Nursing
Medtronic Incorporated	MMF	Gift	Medicine
Karen Wyckoff Rein in Sarcoma Fund	MMF	Gift	Masonic Cancer Center, University of Minnesota
Robert B. Henton Residuary Trust	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Raymond V. Hatting Estate	UMF	Gift	Institute of Technology, On Campus Stadium
National 4-H Council	UM	Gift	4H Foundation
National Sports Center	MMF	Gift	Masonic Cancer Center, University of Minnesota
Robert P. Hastay Estate	UMF	Gift	Raptor Center
Microsoft Corporation	UMF/MMF	Gift	Institute of Technology
E. Reuben and Gladys Flora Grant Charitable Trust	UMF	Pledge	Institute of Technology
Mary Lee L. Dayton	UM	Gift	Minnesota Landscape Arboretum
William H. Burgum Estate	UMF	Gift	Institute of Technology
Texas Instruments Incorporated	UMF	Gift	Institute of Technology
Target Foundation	UMF	Gift	Weisman Art Museum
Minnesota Lions Eye Bank Incorporated	MMF	Gift	Ophthalmology
Min Chung Technology Company Ltd	UMF	Gift	Institute of Technology
John G. and Margaret M. Ordway Jr.	UM	Pledge	Minnesota Landscape Arboretum
Dr. Jeanne T. Lupton	UMF	Gift	College of Education and Human Development
Corning Incorporated	UMF	Gift	Carlson School of Management
Clayton Kaufman	MMF	Gift	Special Initiatives
Alvin E. and Mary Agnes McQuinn	UM	Pledge	Minnesota Landscape Arboretum

\$25,000 - \$50,000

William E. and Harriet T. Ludwick	UM	Gift	Minnesota Landscape Arboretum
Agilent Technologies Foundation	UMF	Gift	Institute of Technology
Public Interest Projects Incorporated	UMF	Gift	College of Liberal Arts
P. and D. Kahn Philanthropic Fund-Jewish Community Fund	UMF	Gift	Institute of Technology
The Mosaic Company	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Minnesota Landscape Arboretum Auxiliary	UM	Gift	Minnesota Landscape Arboretum
Abbott Fund Matching Grant Plan	MMF	Gift	Medicine
Elmer and Eleanor Andersen Foundation	UM	Pledge	Minnesota Landscape Arboretum
Cook Medical Incorporated	MMF	Gift	Medicine

\$25,000 - \$50,000

Pfizer Incorporated	UMF/UM	Gift	College of Veterinary Medicine, College of Food, Agricultural and Natural Resource Sciences, Minnesota Landscape Arboretum
Thomas F. Jasper	UMF	Pledge	On Campus Stadium
Boston Scientific Corporation	UMF	Gift	Institute of Technology
Ankeny Family Fund-Minneapolis Foundation	UM	Gift	Minnesota Landscape Arboretum
Ellen M. Saul	MMF	Gift	Pediatrics
GTC Nutrition	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Stephen and Sheila Lieberman Family Philanthropic Fund	UMF	Gift	College of Liberal Arts
Syngenta Crop Protection Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
William J. Koziak	UMF	Pledge	On Campus Stadium
Thomas G. Rothstein	UMF	Pledge	On Campus Stadium
Terry and Debra Lynner	UMF	Pledge	Law School
Martin and Brown Foundation	UM	Gift	Minnesota Landscape Arboretum
Mark L. Jeter	UMF	Pledge	On Campus Stadium
James N. Andersen Sr. and Patricia M. Andersen	UMF	Pledge	On Campus Stadium
Gary A. and Beverly A. Beckmann	UMF	Pledge	On Campus Stadium
eBioscience	MMF	Gift	Academic Health Center
EBI, LP	MMF	Gift	Orthopaedic Surgery
David C. Ewald	UMF	Pledge	On Campus Stadium
Xcel Energy Foundation	UMF/UM	Gift/Pledge	Various Colleges
Target Corporation	UMF	Gift	Humphrey Institute of Public Affairs
MN Annual Conference-United Methodist Church	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Balchem Corporation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
William F. Messerli	UM	Pledge	Minnesota Landscape Arboretum
Suburban Radiologic Consultants, Ltd	MMF	Gift	Radiology
Piper Jaffray Companies Foundation	UMF	Gift	Weisman Art Museum
Patricia A. Lyon	UMF	Pledge	On Campus Stadium
Novartis Animal Health US Incorporated	UMF	Gift	College of Veterinary Medicine
Leonard R. Olds and Hugh Rouse	UMF	Gift	Libraries
Keen Incorporated	UMF	Gift	Institute of Technology
John R. Camp	UMF	Gift	College of Liberal Arts
Ecolab Incorporated	UMF	Gift	Institute of Technology
Alice and Fred Wall Family Foundation	UM	Gift	Minnesota Landscape Arboretum
Abbott Laboratories	MMF	Gift	Pediatrics

\$10,000 - \$25,000

Bayer CropScience LP	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
The Minneapolis Foundation	MMF	Gift	Medical School Administration
General Mills Foundation	UMF/UM	Pledge	Various Colleges
William H. Dudley Family Fund- Minneapolis Foundation	UMF	Gift	Carlson School of Management
The Pentair Foundation	UM	Gift	Minnesota Landscape Arboretum
Teambackers	UMF	Gift	University of Minnesota, Crookston
Sigvald R. Svendsen	MMF	Gift	Cancer
Minnesota Golf Course	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Superintendents Association			Orthopaedic Surgery, Raptor Center
Micro Control Company	MMF	Gift	College of Education and Human Development
FHL Foundation Incorporated	UMF	Gift	Carlson School of Management
Deloitte Foundation	UMF	Pledge	Masonic Cancer Center, University of Minnesota
Eva Constantine	MMF	Gift	Various Colleges
Wells Fargo Foundation	UMF	Gift/Pledge	Masonic Cancer Center, University of Minnesota
Community Health Charities Minnesota	MMF	Gift	Scholarships
Elizabeth C. Wagner Trust	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Monsanto Company	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Marjorie H. Watkins	UMF	Gift	College of Liberal Arts, Weisman Art Museum, Minnesota Landscape Arboretum
Greystone Foundation	UMF/UM	Gift	College of Food, Agricultural and Natural Resource Sciences
Frank B. Hubachek	UMF	Gift	Neurology
National Multiple Sclerosis Society, MN Chapter	MMF	Gift	Office of International Programs
Whitney Foundation	UMF	Pledge	College of Design
Robert Soman	UM	Gift	College of Liberal Arts
Pharmaceutical Research/Manufacturers of America Ion Corporation	UMF	Gift	Department of Intercollegiate Athletics
HRK Foundation	MMF	Gift	Medicine
Dr. Glenn F. and Shirlee A. Benson	UMF	Pledge	School of Dentistry
Minnesota Honey Producers Association	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
IntriCon Corporation	UMF	Gift	Carlson School of Management
Prince Agri Products Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
The Presto Foundation	UMF	Gift	Carlson School of Management
Julie E. Oswald	UMF	Gift	College of Education and Human Development, Center for Spirituality and Healing
Boss Foundation	UMF/UM	Gift	Minnesota Landscape Arboretum, Weisman Art Museum

\$10,000 - \$25,000

Minneapolis Heart Institute Foundation	MMF	Gift	Integrative Biology and Physiology
Stephen and Isabella Keating	UM	Gift	Minnesota Landscape Arboretum
The Coca-Cola Company	UMF	Gift	Department of Intercollegiate Athletics
Gene F. French	MMF	Gift	Neurosurgery
Dr. Lawrence C. and Delores M. Weaver	UMF	Gift	College of Pharmacy
Alice Warren Gaarden Fund-Minneapolis Foundation	UMF	Gift	Institute of Technology
Louise H. Huff	UM	Gift	Minnesota Landscape Arboretum
3M Company	UMF	Gift	Various Colleges
William M. Hannay III	UMF	Pledge	Law School
Weingart Foundation	UMF	Gift	Law School
The RHM Foundation	MMF	Gift	Diabetes Institute for Immunology and Transplantation
Sheldon C. Siegel	MMF	Gift	Pediatrics
Robert A. Kierlin and Mary Burrichter	UMF	Gift	Carlson School of Management
Maria I. Schuh	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Lyle D. Hoxtell	UMF	Gift	University of Minnesota, Morris
Laura Lowry	UM	Gift	Minnesota Landscape Arboretum
John E. Ptak	MMF	Gift	Physical Therapy Program
James I. and Susan G. Swenson	UMF	Gift	University of Minnesota, Duluth
Hamilton Sundstrand Administrative Services	UMF	Gift	Institute of Technology
Haggerty Family Foundation	UM	Gift	Minnesota Landscape Arboretum
Florida Plant Specialists LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
First Group	UMF	Gift	University of Minnesota, Duluth
Fast Break Club	UMF	Gift	Department of Intercollegiate Athletics
Daulton Foundation	MMF	Gift	Integrative Biology and Physiology
Curtis L. Carlson Family Foundation	UMF	Gift/Pledge	Carlson School of Management
Chub Hensley	UMF	Pledge	On Campus Stadium
Christopher J. Holland	UM	Gift	University of Minnesota, Crookston
Charles W. Oswald	UM	Gift	Minnesota Landscape Arboretum
Charles A. and Carolyn M. Russell	UMF	Gift	University of Minnesota, Duluth
Bruce and Joan Richard Family Fund-St. Paul Foundation	UMF	Gift	Carlson School of Management
Bonnie Jones and Randolph Jones Jr.	UMF	Gift	Department of Intercollegiate Athletics
Bevan Yueh	MMF	Pledge	Otolaryngology
BASF Corporation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Avery Dennison Corporation	UMF	Gift	Institute of Technology

\$10,000 - \$25,000

ARAMARK Corporation	UMF	Gift	Department of Intercollegiate Athletics
Aljon Tool Incorporated	UMF	Gift	On Campus Stadium
Alfred W. Erickson Foundation	MMF	Gift	Diabetes Institute for Immunology and Transplantation

\$5,000 - \$10,000

Benjamin F. Nelson Estate	UMF	Gift	Academic Health Center
Bon-Ton Stores Incorporated	MMF	Gift	Masonic Cancer Center, University of Minnesota
Savlov Consulting Incorporated	UMF	Gift	Department of Intercollegiate Athletics
Hysitron Incorporated	UMF	Gift	Institute of Technology
American Institute of Chemical Engineers-Twin Cities Section	UMF	Gift	University of Minnesota, Duluth
Erwin L. Weber Trust	UMF	Gift	Scholarships
KKE Architects Charitable Foundation	UMF	Gift	College of Design
Thrivent Financial for Lutherans Foundation	UMF	Gift	College of Education and Human Development
Wells Fargo Bank NA	UMF	Gift	Carlson School of Management
Kay E. Dobbs	MMF	Gift	Diabetes Institute for Immunology and Transplantation
The Medtronic Foundation	UMF	Gift	Carlson School of Management
Wells Family Foundation Incorporated	UM	Gift	Minnesota Landscape Arboretum
TerraMax Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Rosen's Diversified Incorporated	UMF	Gift	Carlson School of Management
Richard C. Newman	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Nidus Laboratories Incorporated	MMF	Gift	Dermatology
Medpoint Communications Incorporated	UMF	Gift	School of Nursing
Martha E. Bennett	UM	Gift	Minnesota Landscape Arboretum
Avicenna Technology Incorporated	UMF	Gift	Institute of Technology
Donald Weesner Foundation/US Bank Charitable Fund	UM	Gift	Minnesota Landscape Arboretum
Dell Computer	UM	Gift	Minnesota Landscape Arboretum
Rush Creek Golf Club LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Troy A. Pearson	MMF	Gift	Diabetes Institute for Immunology and Transplantation
Fox Sports Net	UMF	Gift	Department of Intercollegiate Athletics
Golden Dunkers Booster Club Incorporated	UMF	Gift	Department of Intercollegiate Athletics
Muriel M. Orcutt Estate	UMF	Gift	Libraries
Louis V. and Francine Y. Nanne	UMF	Gift	Department of Intercollegiate Athletics

\$5,000 - \$10,000

3M Foundation Incorporated	UMF/UM	Pledge	Various Colleges
Anonymous	MMF	Gift	Scholarships
The James Ford Bell Foundation	UMF	Gift	Bell Museum of Natural History
Merchant and Gould PC	UM	Gift	4H Foundation
Dellwood Foundation Incorporated	UMF/UM	Gift	Minnesota Landscape Arboretum, Bell Museum of Natural History, Raptor Center
Capen Family Fund-Fidelity	UM	Gift	Minnesota Landscape Arboretum
Investments Charitable Gift Fund			
Amgen Incorporated	MMF	Gift	Unrestricted
Clay E. Morel	MMF	Gift	Diabetes Institute for Immunology and Transplantation
Dr. Douglas W. Anderson	UM	Gift	School of Dentistry
Rosemount Incorporated	UM	Pledge	Minnesota Landscape Arboretum
Bailey Nurseries Foundation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Gopher Golf Booster Club	UMF	Gift	Department of Intercollegiate Athletics
Clinton A. Schroeder	UMF	Gift	On Campus Stadium
William J. Kane	MMF	Pledge	Orthopaedic Surgery
William Grossman Fund-Jewish Communal Fund	UMF	Gift	College of Liberal Arts
Valerie K. and Timothy E. Doherty	UMF	Gift	Unrestricted
Treasure Island Resort and Casino	MMF	Gift	Diabetes Institute for Immunology and Transplantation
Timothy J. McGough	MMF	Gift	Diabetes Institute for Immunology and Transplantation
Thomas J. Moore	UMF	Gift	Law School
The Wilsnack Fund	UMF	Gift	College of Veterinary Medicine
The Patch Foundation	UMF	Gift	Scholarships
Team Personnel Services Incorporated	MMF	Gift	Diabetes Institute for Immunology and Transplantation
Susan Kent Anderson	UM	Gift	Minnesota Landscape Arboretum
Smith Gardens Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Robert J. Anderson	MMF	Gift	Diabetes Institute for Immunology and Transplantation
Richard T. Ostlund	MMF	Gift	Diabetes Institute for Immunology and Transplantation
Prospect Creek Foundation	UMF	Gift	College of Liberal Arts
Parsinen Kaplan Rosberg and Gotlieb PA	MMF	Gift	Pediatrics
Pamela R. Farless	UMF	Gift	College of Liberal Arts
North Central States Regional Council- Carpenters	UMF	Pledge	On Campus Stadium
Michael D. Root and Tamara Goldstein Root	UMF	Pledge	Weisman Art Museum
Merrill Lynch and Company Foundation Incorporated	UMF	Pledge	College of Liberal Arts
Marilyn A. Beddor	UM	Gift	Minnesota Landscape Arboretum
Marc F. Swiontkowski	MMF	Pledge	Orthopaedic Surgery

\$5,000 - \$10,000

M. Charles and Colleen Swope	UMF	Gift	Law School
Leonard C. Hoeft	UM	Gift	Minnesota Landscape Arboretum
Land O' Lakes Incorporated	UM	Gift	4H Foundation
Kristin K. and Jeffery J. Lamberty	UMF	Pledge	University of Minnesota, Morris
Khan Family Fund-Saint Paul Foundation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Kenneth H. Dahlberg	UM	Gift	Minnesota Landscape Arboretum
Kenneth C. Glaser	UMF	Gift	Carlson School of Management
John G. Grabowski	MMF	Pledge	University of Minnesota Medical School Duluth Campus
Howard Greenberg Gallery LLC	UMF	Gift	Graduate School
Holmes/CSM Family Foundation	UM	Gift	Minnesota Landscape Arboretum
Grand Portage Reservation Tribal Council	UMF	Gift	University of Minnesota, Duluth
Eve K. Benesh	UM	Gift	Minnesota Landscape Arboretum
Dr. Venkateswarlu Pothapragada	UMF	Gift	College of Biological Sciences
Dr. Timothy S. and Rebecca Brown	UMF	Gift	University of Minnesota, Morris
Dr. Miriam Segall	UMF	Gift	Department of Intercollegiate Athletics
Dr. Michael Henry Incorporated	UMF	Gift	School of Dentistry
Donna J. Dobbs	MMF	Gift	Diabetes Institute for Immunology and Transplantation
Dean B. Chenoweth	UMF	Gift	Institute of Technology
Davisco Foods International Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
David J. and Clo Mary Girk	UMF	Gift	On Campus Stadium
David D. and Martha E. Kadue	UMF	Gift	Law School
Crown Fixtures Incorporated	UMF	Pledge	On Campus Stadium
Chorzempa Family Foundation	MMF	Gift	Masonic Cancer Center, University of Minnesota
Charles M. and Jill M. Koosman	UMF	Gift	Graduate School
Chacké Y. Scallen	MMF	Gift	Surgery
Carlson Fund-The New York Community Trust	UMF	Gift	Carlson School of Management
Canine Rehabilitation Institute	UMF	Gift	College of Veterinary Medicine
Benjamin S. Oehler	UM	Gift	Minnesota Landscape Arboretum
Baxter Healthcare Corporation	UMF	Gift	Academic Health Center
B. John Lindahl Jr.	UM	Gift	Minnesota Landscape Arboretum
Association of Registered Interior Designers of Ontario	UMF	Gift	College of Design
Art and Martha Kaemmer Fund-HRK Foundation	UMF	Gift	Weisman Art Museum
Anonymous	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Ann and Gordon Getty Foundation	UMF	Gift	College of Liberal Arts
Andrew and Kathleen Cecere	UMF	Gift	Carlson School of Management

**MEETING OF THE BOARD OF REGENTS
GIFTS TO BENEFIT THE UNIVERSITY OF MINNESOTA
SUMMARY REPORT***

September 12, 2008 Regents Meeting

	<u>July</u>		<u>Year-to-Date</u>	
	<u>2008</u>	<u>2007</u>	<u>07/01/08 07/31/08</u>	<u>07/01/07 07/31/07</u>
U of M Gift Receiving	2,660	77,801	2,660	77,801
4-H Foundation	22,165	26,199	22,165	26,199
Arboretum Foundation	326,540	50,073	326,540	50,073
MN Medical Foundation	2,473,273	2,679,389	2,473,273	2,679,389
Univ of MN Foundation	<u>5,490,183</u>	<u>19,196,048</u>	<u>5,490,183</u>	<u>19,196,048</u>
Total Gift Activity	<u>\$ 8,314,821</u>	<u>\$ 22,029,510</u>	<u>\$ 8,314,821</u>	<u>\$ 22,029,510</u>

*Detail on gifts of \$5,000 and over is attached.

Pledges are recorded when the commitment is made. To avoid double reporting, any receipts which are payments on pledges are excluded from the report amount.

Gifts to benefit the University of Minnesota

Gifts received in July 2008

<u>Donor</u>	<u>Rec'd by</u>	<u>Gift/Pledge</u>	<u>Purpose of gift</u>
<u>\$1 Million and Over</u>			
S. Allen Mackler Jr. Estate	UMF	Gift	Libraries
<u>\$500,000 - \$1,000,000</u>			
Fairview Health Services	MMF	Gift	Medical School Administration
Rose S. Ling	UMF	Gift	Institute of Technology
<u>\$250,000 - \$500,000</u>			
3M Foundation Incorporated	UMF	Gift/Pledge	Various Colleges
Stanley S. Alseth Estate	UMF	Gift	University of Minnesota, Crookston
Frederick J. Bollum	MMF	Gift	Biochemistry, Molecular Biology and Biophysics
<u>\$100,000 - \$250,000</u>			
Dr. JoAnne Schmidt O'Brien	UMF	Gift	College of Veterinary Medicine
WDM Foundation	UMF	Pledge	Minnesota Landscape Arboretum
Muriel Whiteside	MMF	Gift	Medical School Duluth (UMD)
Mollie Weinberg	UMF	Gift	College of Education and Human Development
Rosemount Incorporated	UMF	Gift/Pledge	On Campus Stadium, Scholarships, Department of Intercollegiate Athletics
University of Minnesota Physicians	MMF	Gift	Otolaryngology
Patrick and Aimee Butler Family Foundation	UMF	Gift/Pledge	Weisman Art Museum, Bell Museum of Natural History
The Hubbard Broadcasting Foundation	UMF	Pledge	Veteran's Tribute
<u>\$50,000 - \$100,000</u>			
3M Company	UMF	Gift	School of Dentistry, Carlson School of Management
Ralph W. Bachman Estate	UMF	Gift	Scholarships
Boston Scientific Corporation	UMF	Gift	Institute of Technology
Association for Computing Machinery Incorporated	UMF	Gift	Libraries
The Energy Foundaton	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Pioneer Hi-Bred International Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Gerald R. McKay Estate	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences

\$50,000 - \$100,000

American Legion and Auxiliary Heart Research Foundation	MMF	Gift	Pediatrics
LaVerne I. and Marvin L. Colness	UMF	Gift	University of Minnesota, Duluth
Zorada E. Hoge	UMF	Gift	School of Nursing
Island Cove Ventures Company	UMF	Pledge	On Campus Stadium
Eugene U. and Mary F. Frey Family Fund-St. Paul Foundation	UMF	Gift	Humphrey Institute of Public Affairs
Dr. Patrick F. Flynn	UMF	Gift	Institute of Technology
Archie W. and Grace Berry Foundation	UMF	Gift	Raptor Center
Alice Tweed Tuohy Foundation	UMF	Gift	University of Minnesota, Duluth
AICE	UMF	Gift	College of Liberal Arts

\$25,000 - \$50,000

Hella Mears Hueg	UMF	Gift	College of Liberal Arts
GTC Nutrition LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
General Mills Incorporated	UMF/MMF	Gift	Carlson School of Management, SPH Epidemiology and Community Health
Mary I. Berens Estate	UM	Gift	Minnesota Landscape Arboretum
Katherine R. Lillehei Charitable Lead Trusts	UMF	Gift	School of Nursing
Abbott Laboratories	MMF	Gift	Pediatrics
Ameriprise Financial Services Incorporated	UMF	Gift	Weisman Art Museum
Frank and Carol Trestman Family Philanthropic Fund	UMF	Gift	College of Liberal Arts
Juliette L. Primeau	UM	Pledge	Minnesota Landscape Arboretum
Jacqueline S. Kinderwater Estate	UMF	Gift	College of Liberal Arts
Pfizer Incorporated	UMF	Gift	Carlson School of Management
Mark C. Engasser	MMF	Pledge	Orthopaedic Surgery
International Myeloma Foundation	MMF	Gift	Genetics, Cell Biology and Development
Dr. N. Marbury Efimenco	UMF	Gift	College of Liberal Arts
Ned Levine and Associates	UMF	Gift	Institute of Technology
Marvin and Betty Borman Foundation	UMF	Gift	College of Liberal Arts
Betty R. Croonquist	UMF	Gift	Department of Intercollegiate Athletics
Will Rogers Institute	MMF	Gift	Medicine
The Weidt Group Incorporated	UMF	Pledge	College of Design
Robert R. Hopper	UMF	Pledge	College of Veterinary Medicine
Robert D. Gunn	UMF	Gift	Institute of Technology
Pro Staff Personnel Services	MMF	Gift	Diabetes Institute
John M. and Laura D. Pitzl	UMF	Pledge	University of Minnesota, Duluth
John C. Goetz	UMF	Pledge	Law School
Jeffrey R. and Nancy L. Selleck	UMF	Pledge	On Campus Stadium
Bryan S. Reichel	UMF	Pledge	On Campus Stadium
Bruce A. Richard	UMF	Pledge	Institute of Technology

\$10,000 - \$25,000

Theodore C. and Linda K. Johnson	UMF	Gift	College of Design
Community Health Charities Minnesota	MMF	Gift	Masonic Cancer Center, University of Minnesota
Mendon F. Schutt Family Fund-Minneapolis Foundation	UMF	Gift	College of Education and Human Development
Syngenta Crop Protection Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
SurModics Incorporated	UMF	Gift	Institute of Technology
Timothy E. and Valerie K. Doherty	UMF	Gift	Carlson School of Management
Liberty Diversified Industries	UMF	Gift	On Campus Stadium
BAE Systems	UMF	Pledge	On Campus Stadium
Ames Construction Incorporated	UMF	Gift	Department of Intercollegiate Athletics
Medtronic Incorporated	MMF	Gift	Medicine
Dwight D. Opperman	UMF	Gift	Department of Intercollegiate Athletics
Roger L. Hale and Eleanor L. Hall	UMF	Pledge	Weisman Art Museum
Richard E. Braun and Nancy Nyquist Braun	UMF	Pledge	University of Minnesota, Duluth
Randolph Jones Jr. and Bonnie Jones	UMF	Gift	Department of Intercollegiate Athletics
Oswald Family Foundation	UMF	Gift	College of Education and Human Development
LandCor Incorporated	UMF	Gift	Raptor Center
Anglo American Exploration (USA) Incorporated	UMF	Gift	University of Minnesota, Duluth
Leventis Foundation	UMF	Gift	College of Liberal Arts
Edmund Tulloch Estate	UMF	Gift	Unrestricted
Minnesota Society Oral Maxillofacial Surgery	UMF	Gift	School of Dentistry
Federated Mutual Insurance Company	UMF	Gift	Department of Intercollegiate Athletics
The Ryan Foundation for MPS Children	MMF	Gift	Pediatrics
PIC USA Incorporated	UMF	Gift	College of Veterinary Medicine
Max Kade Foundation Incorporated	UMF	Gift	College of Liberal Arts
Piper Jaffray Companies	UMF/MMF	Gift	Department of Intercollegiate Athletics, Therapeutic Radiology
Anonymous	MMF	Gift	Therapeutic Radiology
Verna DeLeo Mallek	UMF	Gift	Academic Health Center
Shakopee Mdewakanton Sioux Community	MMF	Gift	Neurology
MTM Investments LLP	UMF	Pledge	On Campus Stadium
Linda and Robert Barrows Fund-Minneapolis Jewish Federation	UMF	Gift	College of Liberal Arts
John E. Ganoe	MMF	Gift	Diabetes Institute
George Family Foundation	UMF	Gift	Center for Spirituality and Healing
AgStar Financial Services	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences

\$5,000 - \$10,000

Knutson Construction Services Company	UMF	Gift	Department of Intercollegiate Athletics
Anchor Wall Systems	UMF	Gift	Department of Intercollegiate Athletics
Louis V. and Francine Y. Nanne	UMF	Gift	On Campus Stadium, Department of Intercollegiate Athletics
Trudy J. Richter	UMF	Gift	Academic Health Center
Minnesota Grape Growers Association	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Michael A. Crooks	MMF	Gift	Diabetes Institute
Dr. William H. and Mary E. Holleman	UMF	Gift	Raptor Center
Noel P. Rahn	UMF	Gift	Department of Intercollegiate Athletics
The Balcony Club	UMF	Gift	Department of Intercollegiate Athletics
Marguerite Henry Family Trust	UMF	Gift	College of Education and Human Development
Graco Foundation	UMF	Pledge	Carlson School of Management
Bruce B. Dayton	UMF	Gift	Center for Spirituality and Healing
Minneapolis Commodores	MMF	Gift	Medicine
Wheelock Whitney	UMF	Gift	Carlson School of Management
Mary Alden	UM	Gift	Minnesota Landscape Arboretum
Accenture LLP	UMF	Gift	Carlson School of Management
Gopher Golf Booster Club	UMF	Gift	Department of Intercollegiate Athletics
The National Collegiate Athletic Association	MMF	Gift	Orthopaedic Surgery
P. and J. Medical Incorporated	MMF	Gift	Orthopaedic Surgery
Genzyme Corporation	MMF	Gift	Pediatrics
Evan Johnson	UMF	Gift/Pledge	On Campus Stadium
Erickson Metals Corporation	UMF	Gift	Department of Intercollegiate Athletics
Dr. Huber R. Warner	UMF	Pledge	College of Biological Sciences
Donald R. Elwood and Kristine Veith	UMF	Gift	Department of Intercollegiate Athletics
Larry A. and Diane Zavadil	UMF	Gift	Department of Intercollegiate Athletics
Valspar Corporation	UMF	Gift	Department of Intercollegiate Athletics
Albert T. and Catherine C. Annexstad	UMF	Gift	Department of Intercollegiate Athletics
Betty Clarkson McCollom	UMF	Gift	Institute of Technology
William J. Newpower	UMF	Gift	Department of Intercollegiate Athletics
Weber Marketing/Promotions Incorporated	UMF	Gift	Department of Intercollegiate Athletics
Timothy and Judith A. Dove	UMF	Gift	Department of Intercollegiate Athletics

\$5,000 - \$10,000

Opus Corporation	UMF	Gift	Department of Intercollegiate Athletics
Old Dutch Foods Incorporated	UMF	Gift	Department of Intercollegiate Athletics
Michael K. Steinhauser	UMF	Gift	Department of Intercollegiate Athletics
M. A. Mortenson Company	UMF	Gift	Department of Intercollegiate Athletics
Lyman Lumber Company	UMF	Gift	Department of Intercollegiate Athletics
Jax Cafe Incorporated	UMF	Gift	Department of Intercollegiate Athletics
Hubbard Broadcasting Incorporated	UMF	Gift	Department of Intercollegiate Athletics
Frank J. and Kathleen P. Hamel	UMF	Gift	Department of Intercollegiate Athletics
Flynn Gaskins and Bennett LLP	UMF	Gift	Department of Intercollegiate Athletics
Daniel D. Riley	UMF	Gift	Department of Intercollegiate Athletics
Citrus Systems Incorporated	UMF	Gift	Department of Intercollegiate Athletics
C. J. Duffey Paper Company	UMF	Gift	Department of Intercollegiate Athletics
Plastics International	UMF	Gift	Department of Intercollegiate Athletics
Mark VII Distributors Incorporated	UMF	Gift	Department of Intercollegiate Athletics
Griggs Cooper and Company	UMF	Gift	Department of Intercollegiate Athletics
Dale E. and Jeri L. Peterson	UMF	Gift	Department of Intercollegiate Athletics
Anthony Garofalo Education Fund-St. Paul Foundation	UMF	Gift	Scholarships
Thomson North American Legal	UMF	Pledge	College of Veterinary Medicine
Melrose Telephone Company	UMF	Gift	Department of Intercollegiate Athletics
Edward A. and Karayn R. Cunnington	UMF	Gift	Department of Intercollegiate Athletics
Paul R. Ramseth	UMF	Gift	On Campus Stadium
Emerson Electric Company	UMF	Gift	Institute of Technology
Lillian F. Wallace Charitable Trust	MMF	Gift	Masonic Cancer Center, University of Minnesota
Valley Queen Cheese Factory Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Validus Consulting Incorporated	MMF	Gift	Pediatrics
US Bank National Association	UMF	Gift	Raptor Center
Travis A. Lien	UMF	Gift	College of Liberal Arts, On Campus Stadium
Transwestern	MMF	Gift	Diabetes Institute
Tom Emmel	UMF	Pledge	On Campus Stadium

\$5,000 - \$10,000

The Phileona Foundation	MMF	Gift	Neurology
Stone Pier Foundation	UMF	Pledge	Minnesota Landscape Arboretum
PJM Interconnection	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Pepsico Foundation Incorporated	UMF	Pledge	Department of Intercollegiate Athletics
National Cattlemen's Foundation Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Minnesota Community Foundation	MMF	Gift	Diabetes Institute
Leslie W. and Carolyn V. Collins Charitable Fund	UMF	Gift	College of Pharmacy
Land O' Lakes Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Josh T. and Susan S. Killian	UMF	Pledge	On Campus Stadium
John C. Feltl	MMF	Gift	Diabetes Institute
Jean-Marc Patenaude	MMF	Gift	Pediatrics
Janet S. Yee	MMF	Gift	Masonic Cancer Center, University of Minnesota
James E. Richard	UMF	Gift	Department of Intercollegiate Athletics
Irving Harris Foundation	UMF	Gift	College of Education and Human Development
Hormel Foods Corporation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Gina H. and Richard H. King	UMF	Gift	College of Veterinary Medicine
First District Association	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
ELCA Foundation	MMF	Gift	Ophthalmology
Dr. Miriam Segall	UMF	Gift	College of Liberal Arts
Dr. Lois J. and John R. Cutler	UMF	Pledge	College of Design
Dr. James B. Dworkin	UMF	Gift	Carlson School of Management
Diversified Laboratory Testing LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Digital River Incorporated	UMF	Gift	Institute of Technology
Clyde R. McCullough	UMF	Pledge	On Campus Stadium
Anonymous	MMF	Gift	SPH Environmental and Occupational Health
Anonymous	MMF	Gift	SPH Environmental and Occupational Health
Advanced Food Products LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

September 12, 2008

Agenda Item: Quarterly Summary of Expenditures

review review/action action discussion

Presenters: Regent Patricia Simmons

Purpose:

policy background/context oversight strategic positioning

To provide a quarterly report regarding budget expenditures from the Office of the Board of Regents, the Office of the President, and Eastcliff operations and maintenance.

Outline of Key Points/Policy Issues:

Background Information:

President's Recommendation for Action:

The President recommends that the Summary of Expenditures be approved.

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
SUMMARY OF EXPENDITURES
GENERAL OPERATIONS AND MAINTENANCE FUND
TWELVE MONTHS ENDING JUNE 30, 2008

	CURRENT YEAR			PRIOR YEAR		
	CURRENT BUDGET 2007/08	REVENUES/ EXPENDITURES YTD 2007/08	PERCENT EXPENDED	CURRENT BUDGET 2006/07	REVENUES/ EXPENDITURES YTD 2006/07	PERCENT EXPENDED
Beginning Balance (Prior Year Carryforward)						
Revenues						
Total Current Year Allocation	\$51,026	\$51,026		\$67,718	\$67,718	
Net Transfers	\$808,004	\$20,000 * (\$15,319) **		\$766,262	\$26,271 *** \$31,219 ****	
Total Resources	\$859,030	\$863,711		\$833,980	\$891,470	
Expenditures						
Salaries	\$497,862	\$452,007	90.8%	\$437,484	\$470,070	107.4%
Fringe Benefits	\$159,610	\$138,113	86.5%	\$149,024	\$153,576	103.1%
Supplies, Expenses, Equipment	\$203,723	\$202,367	99.3%	\$233,498	\$221,799	95.0%
Total Expenditures	\$861,195	\$792,487	92.0%	\$820,006	\$845,445	103.1%
Ending Balance	<u>(\$2,165)</u>	<u>\$71,224</u>		<u>\$13,974</u>	<u>\$46,025</u>	

*Funds transferred to cover 2007 coordinate campus visit.

**Funds transferred to Morris budget to cover expenses incurred by the Morris campus for 2007 Board of Regents meetings.

***Funds transferred to cover 2006 coordinate campus visit to Crookston and technical improvements for Boardroom.

****Funds transferred to cover additional .5 FTE in Board Office.

UNIVERSITY OF MINNESOTA
PRESIDENT'S OFFICE
SUMMARY OF EXPENDITURES
GENERAL OPERATIONS AND MAINTENANCE FUND
TWELVE MONTHS ENDING JUNE 30TH, 2008 (4TH Quarter)
(Unaudited)

	CURRENT YEAR			PRIOR YEAR		
	CURRENT BUDGET 2007/08	REVENUES/ EXPENDITURES YTD 2007/08	PERCENT EXPENDED	CURRENT BUDGET 2006/07	REVENUES/ EXPENDITURES YTD 2006/07	PERCENT EXPENDED
Beginning Balance (Prior Year Carry forward)	\$315,316	\$315,316		\$393,213	\$393,213	
Revenues						
Total Current Year Allocation	\$3,938,824	\$4,087,271		\$3,851,587	\$4,151,579	
Total Resources	<u>\$4,254,140</u>	<u>\$4,402,587</u>		<u>\$4,244,800</u>	<u>\$4,544,792</u>	
Expenditures						
President's Office Salaries	\$1,427,354	\$1,438,023	100.7%	\$1,488,301	\$1,503,035	101.0%
President's Office Fringe Benefits	\$709,380	\$721,499	101.7%	\$695,475	\$607,199	87.3%
Supplies, Expense, Equipment Ofc of the President-General Operations	\$128,129	\$209,300	163.4%	\$137,890	\$282,218	204.7%
Eastcliff Management Office Salaries	\$98,412	\$93,937	95.5%	\$90,777	\$87,555	96.5%
Eastcliff Management Office Fringe Benefits	\$32,181	\$25,582	79.5%	\$32,771	\$27,472	83.8%
Supplies, Expense, Equipment Eastcliff Management Ofc-General Operations	\$19,911	\$42,701	214.5%	\$25,435	\$94,491	371.5%
President's Travel&External Relations	\$28,358	\$18,708	66.0%	\$28,874	\$18,357	63.6%
Fund Transfers	\$43,416	\$53,066	122.2%	\$6,391	\$113,272	1772.4%
President's Discretionary	\$995,000	\$907,295	91.2%	\$859,865	\$799,118	92.9%
University Wide Memberships	\$376,077	\$306,458	81.5%	\$376,077	\$407,494	108.4%
Ofc of Inst Compliance Salaries	\$196,005	\$201,143	102.6%	\$183,426	\$182,804	99.7%
Ofc of Inst Compliance Fringe Benefits	\$62,050	\$61,875	99.7%	\$58,852	\$58,169	98.8%
Supplies, Expense, Equipment Ofc of Inst Compliance	\$37,054	\$31,197	84.2%	\$42,288	\$48,291	114.2%
Total Expenditures	<u>\$4,153,327</u>	<u>\$4,110,783</u>	99.0%	<u>\$4,026,422</u>	<u>\$4,229,477</u>	105.0%
Ending Balance	<u><u>\$100,813</u></u>	<u><u>\$291,804</u></u>		<u><u>\$218,378</u></u>	<u><u>\$315,316</u></u>	

**UNIVERSITY OF MINNESOTA
EASTCLIFF OPERATIONS
SUMMARY OF EXPENDITURES
GENERAL OPERATIONS AND MAINTENANCE FUND
TWELVE MONTHS ENDING JUNE 30, 2008
(UNAUDITED)**

	CURRENT YEAR			PRIOR YEAR		
	CURRENT BUDGET 2007-08	REVENUES/ EXPENDITURES YTD 2007-08	PERCENT EXPENDED	PRIOR BUDGET 2006-07	REVENUES/ EXPENDITURES YTD 2006-07	PERCENT EXPENDED
Beginning Balance (Prior Year Carryforward)*	\$0	\$344		\$0	\$1,295	
Revenues						
Total Current Year Allocation**	\$244,205	\$244,205		\$201,530	\$201,530	
Transfer In					\$18,000	
Total Resources	<u>\$244,205</u>	<u>\$244,549</u>		<u>\$201,530</u>	<u>\$220,825</u>	
Expenditures						
Household Maintenance						
Salaries, Fringes	\$17,767	\$19,759	111.2%	\$17,767	\$19,526	109.9%
Supplies, Expense, Equipment	\$226,438	\$201,765	89.1%	\$183,763	\$199,660	108.7%
Household Maintenance Total	<u>\$244,205</u>	<u>\$221,524</u>	<u>90.7%</u>	<u>\$201,530</u>	<u>\$219,186</u>	<u>108.8%</u>
Transfer to/(from) the Project Reserve		\$23,025			\$1,295	
Ending Balance	<u><u>\$0</u></u>	<u><u>\$0</u></u>		<u><u>\$0</u></u>	<u><u>\$344</u></u>	

Notes:

* "Prior Year Carryforward" was taken off of this report because it is used for Eastcliff capital and renewal projects rather than operating purposes.

Eastcliff project reporting to the board is part of the normal capital project reporting process.

** Eastcliff's budget was not increased for 5 years (until FY '08).



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

September 12, 2008

Agenda Item: Report of the Faculty Consultative Committee

review review/action action discussion

Presenters: Professor Emily Hoover

Purpose:

policy background/context oversight strategic positioning

To provide the Board of Regents with an update on the goals and accomplishments of the Faculty Consultative Committee throughout the year.

Outline of Key Points/Policy Issues:

Background Information:

It is customary for the chair of the Faculty Consultative Committee to provide quarterly updates to the Board of Regents.

Faculty Consultative Committee Report to the Board of Regents

September 12, 2008

Madam Chair, Members of the Board, President Bruininks, Representatives to the Board, thank you for the opportunity to comment on some activities and plans on the faculty agenda.

As we begin the new academic year, the Faculty Consultative Committee members look forward to working with the administration and the Board of Regents to strengthen the University of Minnesota. The Faculty Consultative Committee is comprised of ten faculty elected by peers, nine from the Twin Cities campus and one from Morris. Additional members include the past FCC chair, Vice Chair of the University Senate, chairs of the Senate committees on research, faculty affairs, educational policy, and finance and planning; one representative from Duluth; and our two faculty legislative liaisons. This group of faculty meets weekly throughout the year to discuss, debate, and confer with individuals from across the University system on a diverse array of issues.

One of the first issues we will be discussing is the report from our subcommittee on Metrics and Measurements, which we appointed last year and which has worked extremely hard to produce an extraordinarily good report. The charge to the subcommittee was to respond to the work of the Strategic Positioning Metrics and Measurements Task Force and propose additional measures which address the quality of scholarly and creative activities of the faculty. The committee, chaired by Professor Windsor from the Department of Speech, Language, and Hearing Sciences, has recommended measures that could be used to compare the Twin Cities campus with peer institutions. These measures are designed to represent the UM-TC as a whole. We will work in concert with the administration to adopt these recommendations.

Another subcommittee has worked since last fall to edit, revise, and organize all of the University's educational policies. It has been an enormous task, but these policies affect the delivery of the educational mission of the University every day. Open forums with faculty and staff will occur this fall. After comments and suggestions have been gathered, the policies will be brought to the Faculty Senate for discussion and then for final approval. We hope to complete this review by the end of the academic year. While these policies do not require Board action, I would be glad to review them with you if you wish.

Strong communication is an important attribute in all organizations. The FCC will be hosting open forums with faculty on educational policies. The FCC will also meet with department heads/chairs and the TC Deans Council. These meetings will continue to foster communication among groups making up the University.

Additionally, we have identified several other issues for our agenda as we begin the year including, for example, the long-term financing of the University, intercollegiate research and the role of centers vis-à-vis core academic departments, the impact of the budget model, graduation and retention, and effective communication within the University. The FCC began the year with a two-day retreat to explore issues and to consider what additional topics should

be placed on our agenda. We cannot predict now what other issues will arise during the year, but we look forward to working with the Board and the administration to address them in the spirit of cooperation.

The effective collaboration among the Regents, the administration, and the faculty governance system has been a foundation for the University's success to date and will be into the future. We believe that the University's policies, procedures, and programs emerge significantly stronger because of this collaboration.

Respectfully submitted,

Emily Hoover
Chair, Faculty Consultative Committee
Morse-Alumni Distinguished Teaching Professor of Horticulture
Department of Horticultural Science



UNIVERSITY OF MINNESOTA BOARD OF REGENTS

Board of Regents

September 12, 2008

Agenda Item: University Plan, Performance, and Accountability Report

review review/action action discussion

Presenters: President Robert H. Bruininks
Senior Vice President/Provost E. Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

To inform the Board about the University's overall performance during the previous year relative to its competitors, past results, and strategic positioning goals as reported in the *2008 Accountable to U: University Plan, Performance, and Accountability Report*. To provide the Board an opportunity to discuss the major trends and implications for the University of the findings and conclusions in the report.

Outline of Key Points/Policy Issues:

Is the University meeting its accountability responsibilities through the *University Plan, Performance, and Accountability Report*?

Does the report provide the Board of Regents with adequate and timely information to fulfill its accountability role?

Does the report accurately reflect the University's aspirational goal, strategic positioning efforts, and measurements of progress?

Background Information:

In 2000, the Board approved the creation of the *University Plan, Performance, and Accountability Report*. In its resolution, the Board noted that "...holds itself accountable to the public for accomplishing the mission of the University" and that the report was to become the principal annual documentation of that accountability. The first report was published in 2001. In December 2005, the Educational Planning and Policy Committee took steps to ensure the report was aligned with the University's strategic positioning efforts. In May 2006, the Board revised the timetable for the production of the report to each September. The 2008 edition is the seventh edition produced for the Board of Regents.

President's Recommendation for Action:

The President recommends that the Board accept the 2008 *University Plan, Performance, and Accountability Report*.



REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

**UNIVERSITY PLAN, PERFORMANCE,
AND ACCOUNTABILITY REPORT**

WHEREAS, the president of the University and the Board of Regents (Board) are entrusted with the responsibility in their oversight of the University to be good stewards of the public interest, resources, and facilities; and

WHEREAS, it is the responsibility of the Board, in cooperation with the president, to articulate the directions and priorities of the institution; identify and analyze the critical issues and challenges confronting the University; assess its operations; and evaluate the performance and success of its colleges and campuses; and

WHEREAS, it was resolved that the *University Plan, Performance, and Accountability Report* (Report) shall include the priorities of the institution; statistical profiles of the University at the campus level; selected statistics related to system trends; University-wide strategies to achieve goals; summaries of accomplishments and investments; progress in institutional performance measures; and summaries of special institutional studies and reports; and

WHEREAS, on the recommendation of the senior vice president for academic affairs and provost, the president of the University requests the Board accept the 2008 Report; and

NOW, THEREFORE, BE IT RESOLVED that the Board accepts the 2008 Report as submitted by the administration.

UNIVERSITY OF MINNESOTA



Accountable to U

2008

University Plan, Performance, and Accountability Report

**Office of the Senior Vice President
for Academic Affairs and Provost
University of Minnesota
Minneapolis, Minnesota**

September 2008



REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

**UNIVERSITY PLAN, PERFORMANCE,
AND ACCOUNTABILITY REPORT**

WHEREAS, the president of the University and the Board of Regents (Board) are entrusted with the responsibility in their oversight of the University to be good stewards of the public interest, resources, and facilities; and

WHEREAS, it is the responsibility of the Board, in cooperation with the president, to articulate the directions and priorities of the institution; identify and analyze the critical issues and challenges confronting the University; assess its operations; and evaluate the performance and success of its colleges and campuses; and

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WHEREAS, on the recommendation of the senior vice president for academic affairs and provost, the president of the University requests the Board accept the 2008 Report; and

NOW, THEREFORE, BE IT RESOLVED that the Board accepts the 2008 Report as submitted by the administration.

Accountable to U

2008 University Plan, Performance, and Accountability Report

**Office of the Senior Vice President
of Academic Affairs and Provost
University of Minnesota
Minneapolis, Minnesota**

September 2008

Contact:

Office of the Senior Vice President for Academic Affairs and Provost
University of Minnesota
234 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455
612-625-0051
<http://www.academic.umn.edu/provost>

This publication is available in alternative formats upon request.
Please contact Joseph Shultz, Ph.D., 612-626-6544.

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, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

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

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NOTE: This report includes text adapted from *Transforming the U for the 21st Century: President's Strategic Positioning Report to the Board of Regents, September 2007.*

Executive Summary

The 2008 edition of the *University Plan, Performance, and Accountability Report* summarizes: 1) the major strategic initiatives under way, 2) the measures of progress within each of the University's four strategic "pillars," and 3) the University's rank relative to the 10 competitor institutions¹ of the Twin Cities campus. Data cited are the most recent available (generally 2007). Detailed information on these measures is included in Section 2 of the report. Comparable measures for the University's coordinate campuses are included in Sections 3-6 of the report.

Exceptional Students: Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.		
Top 10% of High School Class <i>p. 22</i>	2007: 44% 5 Years Ago: 30%	11 th rankings not available
Average ACT Score <i>p. 24</i>	2007: 25.9 5 Years Ago: 24.7	
Freshmen Students of Color <i>p. 26</i>	2007: 20.1% 5 Years Ago: 18.5%	
2-Year Retention Rate <i>p. 27</i>	Class of 2005: 78.4 5 Years Ago: 73.9	10 th rankings not available
6-Year Graduation Rate <i>p. 30</i>	Class of 2001: 63.6% 5 Years Ago: 54.2%	11 th rankings not available
Doctoral Degrees Granted <i>p. 34</i>	2007: 819 (+46.3%) 5 Years Ago: 560	2 nd 9 th
Study Abroad Students <i>p. 37</i>	2006: 1,981 (+65.2%) 5 Years Ago: 1,199	4 th 4 th
International Students Enrolled <i>p. 39</i>	2006: 3,701 (+10.3%) 5 Years Ago: 3,356	8 th 8 th
International Scholars <i>p. 41</i>	2006: 1,337 (+5.2%) 5 Years Ago: 1,271	7 th 9 th
Undergraduate Student Satisfaction <i>p. 43</i>	2007: 4.93 10 Years Ago: 4.6 on 6-point scale	
Graduate Student Satisfaction <i>p. 45</i>	2007: 5.06 10 Years Ago: 4.65 on 6-point scale	

¹ Florida, Illinois, Michigan, Ohio State, Penn State, Texas, UC—Berkeley, UC—Los Angeles, Washington, Wisconsin

Exceptional Faculty and Staff: Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

National Academy Members <i>p. 51</i>	2006: 36 (+2.9) 5 Years Ago: 35	8 th	
		8 th	
Faculty Awards <i>p. 53</i>	2006: 24 (-14.3%) 5 Years Ago: 28	9 th	
		7 th	
Post-Doctoral Appointees <i>p. 55</i>	2006: 669 (+8.8%) 5 Years Ago: 615	4 th	
		5 th	
Female Faculty (tenured/tenure-track) <i>p. 57</i>	2007: 29.8% 3 Years Ago: 27.8%		
Faculty of Color (tenured/tenure-track) <i>p. 57</i>	2007: 13.8% 3 Years Ago: 12.8%		
Full Professor Salary <i>p. 59</i>	2007: \$121,273 (+24.2%) 5 Years Ago: \$97,613	8 th	
		7 th	
Associate Professor Salary <i>p. 59</i>	2007: \$84,342 (+21.9%) 5 Years Ago: \$69,173	5 th	
		6 th	
Assistant Professor Salary <i>p. 59</i>	2007: \$72,334 (+24.2%) 5 Years Ago: \$58,236	7 th	
		7 th	

Exceptional Innovation: Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and the world.

Total Research Expenditures <i>p. 71</i>	2006: \$595 million (+28.8%) 5 Years Ago: \$462 million	7 th	
		6 th	
Libraries <i>p. 74</i>	2007: 0.91 index score 4 Years Ago: 0.75 index score	9 th	
		8 th	

Exceptional Organization: Be responsible stewards of resources, focused on service, driven by performance, and known as the best among our peers.

Endowment Assets <i>p. 84</i>	2007: \$2.8 billion (+86.8%) 5 Years Ago: \$1.5 billion	4 th	
		4 th	
Voluntary Support <i>p. 86</i>	2007: \$289 million (+23.7%) 5 Years Ago: \$233 million	5 th	
		3 rd	
Facilities Condition Needs Index <i>p. 88</i>	2007: 0.41 (national cohort average: 0.31) 2006: 0.41 (national cohort average: 0.32)		

Introduction

The University of Minnesota’s vision is clear: to transform this great institution into one of the world’s top three public research universities within a decade.

The purpose of “top three” is to urge the University to live up to its proud heritage of achievement and public responsibility. We aspire, not to ranking, but to *stature* and *distinction*. Achieving this aspiration requires a deep, abiding cultural commitment to excellence in everything we do, from the education of our students to the advancement of knowledge for the public good.

The Board of Regents’ 2005 endorsement of this vision and the changes it calls for are based on enduring values that have guided the University since its founding:

- **Excellence and Innovation**—We are heirs to a legacy of innovation at the University, where people of average means but extraordinary imagination set the highest standards and achieve world-class results.
- **Discovery and the Search for Truth**—We must share knowledge to advance our quality of life and the economy of Minnesota, the nation, and the world.
- **Affordability and Diversity**—We must ensure that talented people from every income level, every neighborhood, and every kind of background can find a

place at the University and succeed here. The University is committed to access to success for all its students, faculty, and staff.

- **Academic Integrity**—We must reconstruct a deeper sense of community and respect—across disciplines, across employee groups, and among students and teachers.
- **Results**—We are committed to student progress and learning; the enrollment of tens of thousands of diverse, talented students who seek their future here each year; strengthened academic leadership in areas of comparative advantage; strengthened faculty and staff culture, premised on continuous improvement; and reduced operating costs.
- **Service and Stewardship**—We want this University to be known as much for how well it manages itself as it is for research breakthroughs and high-quality education programs.

The University has undertaken a comprehensive strategic review of its mission, academic and administrative strengths and weaknesses, institutional culture, and core values; the state, national, and global competitive environment in which it operates; demographic trends affecting its students, faculty, and staff; and the myriad long-term financial issues affecting public research universities.

Introduction

Following this review, the Board of Regents affirmed that the University must strengthen its role as Minnesota's only major research university, as its land-grant institution, and as the state's primary magnet for students, faculty, professionals, entrepreneurs, and civic and artistic leaders.

The Four Pillars

Within this comprehensive strategic review, the University identified four "pillars" upon which its efforts to achieve the vision would be based:

- **Exceptional Students:** Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.

- **Exceptional Faculty and Staff:** Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.
- **Exceptional Organization:** Be responsible stewards of resources, focused on service, driven by performance, and known as the best among our peers.
- **Exceptional Innovation:** Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and the world.

The 2008 edition of the *University Plan, Performance, and Accountability Report* summarizes 1) the major initiatives under way and 2) the measures of progress within each of these four "pillar" areas.

University of Minnesota Mission

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission, carried out on multiple campuses and throughout the state, is threefold:

- **Research and Discovery:** Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
- **Teaching and Learning:** Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
- **Outreach and Public Service:** Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; assists individuals, institutions, and communities in responding to a continuously changing world; is conscious of and responsive to the needs of the many communities it is committed to serving; creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and inspires, sets high expectations for, and empowers individuals within its community. [Adopted 1-14-08; amended 2-8-08]

Introduction

History

The University of Minnesota was founded as a preparatory school in 1851, seven years before the territory of Minnesota became a state. Financial problems forced the school to close during the Civil War, but with the help of Minneapolis entrepreneur John Sargent Pillsbury, it reopened in 1867. Known as the father of the University, Pillsbury, who was a University regent, state senator, and governor, used his influence to establish the school as the official recipient of public support from the Morrill Land-Grant Act, designating it as Minnesota's land-grant university.

William Watts Folwell was inaugurated as the first president of the University in 1869. In 1873, two students received the first bachelor of arts degrees. In 1888, the first doctor of philosophy degree was awarded. The Duluth campus joined the University in 1947; the Morris campus opened in 1960, and the Crookston campus in 1966. The Waseca campus closed in 1992. The Rochester campus, offering programs since 1966, was designated a coordinate campus in 2006.

Today the University is a statewide resource that makes a significant impact on Minnesota's economy, society, and culture. With more than 65,000 students enrolled in high-quality programs in the Twin Cities, Duluth, Crookston, Morris, Rochester, and around the globe, the University is a key educational asset for the state, the region, the nation, and the world.

The University is one of the state's most important assets and its economic and intellectual engine. As a top research institution, it serves as a magnet and a means of growth for talented people, a place where ideas and innovations flourish, and where discoveries and services advance Minnesota's economy and quality of life.

As a land-grant institution, the University is strongly connected to Minnesota's communities, large and small, partnering with the public to apply its research for the benefit of the state and its citizens through public engagement.

Enrollment: Total enrollment at the University's campuses for fall 2007 was 65,476. Sixty-two percent of registered students were undergraduates. Non-degree seeking students represented 10 percent of total enrollment.

Degrees Granted: University graduates play a unique role in keeping Minnesota competitive and connected in an increasingly knowledge-based economy and global society. The University awarded 13,591 degrees in 2007-08, including 11,304 total degrees and 6,618 bachelor's degrees on the Twin Cities campus and, on the Duluth campus, 1,759 total degrees and 1,545 bachelor's degrees.

Forty-one percent of the degrees awarded on the Twin Cities campus in 2007-08 were graduate and first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine).

University of Minnesota degrees by campus, 2007-08.

<u>Degree</u>	<u>Twin Cities</u>	<u>Duluth</u>	<u>Morris</u>	<u>Crookston</u>	<u>Total</u>
Associate	0	0	0	12	12
Undergraduate	6,618	1,545	311	205	8,679
Master's	3,019	214	0	0	3,233
First Professional	848	0	0	0	848
Doctoral	819	0	0	0	819
Total	11,304	1,759	311	217	13,591

Source: Office of Institutional Research, University of Minnesota

State’s Only Major Research Institution:

The University of Minnesota is the state’s only major research university. This sets Minnesota apart from the many states that have at least two major research institutions (e.g., Michigan and Michigan State; Iowa and Iowa State; Indiana and Purdue). The University of Minnesota’s research comprises 98.8 percent of sponsored academic research in Minnesota’s higher education institutions—more than one-half billion dollars each year—and creates an estimated 20,000 jobs in Minnesota’s private economy.

A National Public Research University: The Twin Cities campus ranks consistently within the top eight public research universities in the nation. It is also among the nation’s most comprehensive institutions, one of only a few campuses nationally that have agricultural programs as well as an academic health center with a major medical school.

The University prides itself on strong programs and departments—from theater and dance to chemical engineering and economics—and its breadth provides unique interdisciplinary strengths, particularly in the life sciences.

State’s Economic Driver: In economic terms, the University also provides significant return on the state’s investment. For every dollar of state support, the University brings in over \$3.00 of other revenues and generates millions of dollars in economic activity.

Importance of State Support: State appropriations, an essential and the most flexible source of funding, provided 23 percent of University of Minnesota revenue in FY 2007-08. Research grants and contracts provided another 24 percent of revenues while tuition and fees provided 19 percent. Private fundraising is an increasingly important source of funding within the University’s diverse revenue mix, but this source represents less than 9 percent of the annual operating budget. Most private

funds are dedicated to the support of specific activities and cannot be used for general budget needs. Earnings from endowments provide 2 percent of the University’s revenue.

Governance: The University’s founding, in 1851, predates statehood by seven years. It is governed by a 12-member Board of Regents elected by the legislature. Eight members are elected to represent Minnesota’s eight congressional districts and four are elected at large. (See Appendix B for current members.)

Distinct Mission: The statutory mission of the University of Minnesota is to “*offer undergraduate, graduate, and professional instruction through the doctoral degree, and...be the primary state-supported academic agency for research and extension services.*” (Minnesota Statutes 135A.052).

Accreditation: The University of Minnesota has been accredited continuously by the North Central Association of Colleges and Schools since 1913. The University is accredited to offer the bachelor’s, master’s, doctoral, and first-professional degrees. In addition to this institutional accreditation, the University holds professional and specialized accreditation in over 200 programs. Accreditation of the University’s Twin Cities campus was last recertified in 2005.

Economical Management: The University of Minnesota has no separate “system” office. This is an economical management structure, since the University’s senior officers double as the chief operating officers for the Twin Cities campus. The University’s auditor, Deloitte & Touche, commented in November 2004: “The University has really tightened itself up. It is an excellent example of an organization that is very focused and very efficient. I’d call it a model of fiscal responsibility.”

Statewide Presence: The University’s flagship campus in the Twin Cities is complemented by four coordinate campuses (Duluth,

Introduction

Morris, Crookston, and Rochester), six agricultural experiment stations, one forestry center, 18 regional extension offices, and extension personnel in counties throughout the state.

The University's public engagement programs (e.g., Extension; clinics in medicine, dentistry, veterinary medicine, and law; outreach to K-12 education; etc.) touch more than 1,000,000 people annually.

Organization of the 2008 Report

The 2008 accountability report is organized around the four pillars of the University's aspirational goal. The report provides a performance baseline for the University, an assessment of how well the University is doing in meeting

its goals, and where additional efforts are required when performance is not consistent with its aspirations.

The 2008 report provides an Executive Summary; an overview of the University of Minnesota (Introduction); a description of the University's approach to accountability reporting (Section 1); accountability measures for the Twin Cities campus (Section 2) and accountability measures for the University's coordinate campuses (Sections 3-6).

The appendices include links to key data sources and additional information, the current Board of Regents roster, and a list of University administrative officers.

Introduction

1: Accountability

“...[The regents shall] make a report annually, to the Legislature...exhibiting the state and progress of the University...and such other information as they may deem proper, or may from time to time be required of them.”

– University charter, 1851 Territorial Laws, Chapter 3, Section 16

Since the University of Minnesota’s inception 157 years ago, citizens, the state legislature, the federal government, the Board of Regents, alumni, students, parents, employers, and many others have held it accountable for fulfilling its fundamental land-grant mission of teaching, research, and public engagement.

Over the years, the ways in which the University has demonstrated its accountability and its progress in meeting mission-related goals have been many. These include required reports, such as:

- Institutional accreditation of each campus by its regional accrediting agency (Higher Learning Commission of North Central Association of Schools and Colleges) and over 200 programs by specialized accrediting agencies, such as the American Medical Association, American Bar Association, Accreditation Board of Engineering and Technology, and the National Council for Accreditation of Teacher Education.
- Monthly, quarterly, and annually mandated reports to the Board of Regents, such as student admissions and progress, faculty promotion and tenure, University operating and capital budgets, student tuition rates, independent auditors’ report, campus master plan, real estate

transactions, gifts report, asset management report, controller’s report, purchases of goods and services over \$250,000, new and changed academic programs, academic unit strategic plans, NCAA reports on student-athletes, and Presidential performance reviews.

- Compliance reports to such agencies as the U.S. Department of Education, National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, HIPAA, Family Educational Rights and Privacy Act, University Institutional Review Board, City of Minneapolis, Hennepin County, and Minnesota Office of Higher Education.
- Public testimony to local, state, and federal units of government.
- Assessment and evaluation reports to philanthropic foundations.

In addition, the University produces regular reports on a voluntary basis, such as:

- *Annual University Plan, Performance, and Accountability Report.*
- Regular and frequent reports to the public on survey findings, including citizen, alumni, student, and employer satisfaction.

1: Accountability

- Regular reports to the public through the University’s participation in higher education consortia, such as the Committee for Institutional Cooperation, Association of American Universities, National Association of State Universities and Land Grant Colleges, and American Council on Education.

Origins of the Accountability Report

In 2000, the Board of Regents asked the University’s administration to review three institutional reports—the institutional measures, the unit compact plans, and the annual academic plan and report—to determine the feasibility of providing a single, consolidated report each year rather than three individual reports.

In November 2000, the Board approved the creation of the *University Plan, Performance, and Accountability Report*. In its resolution, the Board noted that it “...holds itself accountable to the public for accomplishing the mission of the University” and that the report was to become the principal annual documentation of that accountability.

The first report was published in 2001. The 2008 edition of the *University Plan, Performance, and Accountability Report* is the seventh produced for the Board of Regents.

Measuring Our Progress

Within this framework and through this report, the University continues its commitment to establish and improve processes to best support and analyze the University’s progress toward its aspirational goal. In this effort, the University is guided by these principles:

- Reflect the University’s aspirational goal.
- Be transparent regarding the methodology used for creating metrics.

- Rely on measures that are relevant, reliable, and valid.
- Measure outcomes rather than inputs, whenever possible.
- Contain benchmarks against which progress can be measured.
- Measure progress against an identified comparison group.
- Provide meaningful policy direction for improvement.
- Be able to be developed, revised, and updated regularly at reasonable cost.

Comparison Group Institutions

The University has identified 10 public research university flagship campuses as the primary group for comparison with the Twin Cities campus:

Ohio State University—Columbus
Pennsylvania State University—University Park
University of California—Berkeley
University of California—Los Angeles
University of Florida
University of Illinois—Urbana-Champaign
University of Michigan—Ann Arbor
University of Texas—Austin
University of Washington—Seattle
University of Wisconsin—Madison

Similar comparison groups for the coordinate campuses are under development.

Performance Measures

A limited number of measures have been identified to assess the University’s performance and progress toward achieving its aspirational goal within each of the four pillars (exceptional students, exceptional faculty and staff, exceptional innovation, and exceptional organization). The University continues to review other measures within each pillar area, on an ongoing basis, to determine their effective-

1: Accountability

ness in monitoring and improving the University's performance.

The performance measures appearing in this accountability report are categorized within the framework of *Transforming the U for the*

21st Century: President's Strategic Positioning Report to the Board of Regents (September 2007). For the Twin Cities campus, the performance measures, trends, analysis, and conclusions appear on the following pages:

Exceptional Students	
	Pages
Student Quality	22-25
Student Diversity	26
Student Outcomes	
Retention	27-29
Timely Graduation	30-33
Degrees Conferred	34-35
Global Engagement	
Study Abroad	37-38
International Students	39-40
International Scholars	41-42
Student Satisfaction	43-46

Exceptional Faculty and Staff	
National Academy Members	51-52
Faculty Awards	53-54
Post-Doctoral Appointees	55-56
Faculty and Staff Diversity	57-58
Faculty Salary and Compensation	59-61
Employee Satisfaction	62-63

Exceptional Innovation	
Total Research Expenditures	71-73
Library Quality	74-75
Citizen Satisfaction	76-78

Exceptional Organization	
Financial Strength	
Endowment Assets	84-85
Voluntary Support	86-87
Facilities Condition Needs	88

1: Accountability

2: Twin Cities Campus

The University of Minnesota’s flagship campus is situated on the banks of the Mississippi River near downtown Minneapolis with an additional campus in the rolling hills of St. Paul. The Twin Cities campus has the most comprehensive academic programs of any institution

in Minnesota—encompassing agricultural and professional programs as well as an academic health center built around a major medical school. It is also the nation’s second largest public university campus as measured by enrollment.

Twin Cities Campus At A Glance																													
<p>Founded 1851</p> <p>Leadership Robert H. Bruininks, President E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost Frank B. Cerra, Senior Vice President for Health Sciences Robert J. Jones, Senior Vice President for System Academic Administration</p> <p>Colleges/Schools Allied Health Programs Biological Sciences Continuing Education Dentistry Design Education and Human Development Food, Agricultural and Natural Resource Sciences Graduate School Law Liberal Arts Management Medicine Nursing Pharmacy Public Affairs Public Health Technology Veterinary Medicine Minnesota Extension</p>	<p>Degrees/majors Offered 139 undergraduate degree programs; 131 master’s degree programs; 104 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine</p> <p>Fall 2007 Enrollment</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Undergraduate</td> <td style="text-align: right;">28,403</td> </tr> <tr> <td style="padding-left: 20px;">Graduate</td> <td style="text-align: right;">14,167</td> </tr> <tr> <td style="padding-left: 20px;">Professional*</td> <td style="text-align: right;">3,616</td> </tr> <tr> <td style="padding-left: 20px;">Non-degree</td> <td style="text-align: right;">4,397</td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td style="text-align: right; border-top: 1px solid black;">50,583</td> </tr> </table> <p><small>*includes students in University’s School of Medicine and College of Pharmacy on the Duluth campus</small></p> <p>Faculty Size (FY 2007)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Tenured/Tenure Track</td> <td style="text-align: right;">2,494</td> </tr> <tr> <td style="padding-left: 20px;">Other Faculty</td> <td style="text-align: right;">897</td> </tr> </table> <p>Degrees Awarded (FY 2007)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Undergraduate</td> <td style="text-align: right;">6,618</td> </tr> <tr> <td style="padding-left: 20px;">Master’s</td> <td style="text-align: right;">3,019</td> </tr> <tr> <td style="padding-left: 20px;">Doctoral and First-Professional</td> <td style="text-align: right;">1,667</td> </tr> </table> <p>Alumni (FY 2007)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Alumni Association Members</td> <td style="text-align: right;">64,000</td> </tr> <tr> <td style="padding-left: 20px;">Living Alumni</td> <td style="text-align: right;">399,637</td> </tr> </table> <p>Staff (FY 2007)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Civil Service and Bargaining Unit</td> <td style="text-align: right;">8,885</td> </tr> <tr> <td style="padding-left: 20px;">Professional and Administrative</td> <td style="text-align: right;">4,777</td> </tr> </table> <p>Number of Buildings 253 (12,972,000 a.s.f.)</p> <p>Expenditures (FY 2007) \$2,290,621,607</p>	Undergraduate	28,403	Graduate	14,167	Professional*	3,616	Non-degree	4,397	Total	50,583	Tenured/Tenure Track	2,494	Other Faculty	897	Undergraduate	6,618	Master’s	3,019	Doctoral and First-Professional	1,667	Alumni Association Members	64,000	Living Alumni	399,637	Civil Service and Bargaining Unit	8,885	Professional and Administrative	4,777
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2: Twin Cities Campus

Exceptional Students

Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.

To achieve its “Exceptional Students” strategic goal, the University has invested \$73 million in the first three years of strategic positioning towards achieving the following objectives:

- Make the University a destination of choice for students who reflect the diversity of our community and world, and are sought after because of their unique talents, skills, and experiences.
- Educate and support all students to assume positions of leadership in the community, state, nation, and the world.
- Provide students with the most advanced, sophisticated, and comprehensive technology tools to enhance their learning experience.
- Globalize students’ experience, recruit students from around the world, and provide an education to prepare students to become global citizens and leaders.

Undergraduate Education

At the undergraduate level, the University is focusing on strengthening the preparation of prospective students, ensuring that the best students are attracted to apply for admission, and ensuring affordable access for all admitted students. Once students are enrolled, the University is enhancing its efforts to ease their transition, providing strong academic and advising support, developing new programs to make their undergraduate experience distinctive, and specifying University-wide student learning outcomes and assessment, regardless of the student’s major and academic interests.

Strengthen Student Preparation: Ensuring that every citizen earns a postsecondary credential or degree is essential to keeping Minnesota’s workforce competitive in the 21st century. The University is developing a comprehensive strategy to help the state’s elementary and secondary schools reach that goal. Two key components of that strategy include:

The **College Readiness Consortium** is helping to build and broaden the pipeline to higher education through partnerships with preK-12 schools and districts, higher education institutions, community organizations, government agencies, and businesses. In its first year of operation in 2006, the Consortium led the University’s successful launch of the Minnesota Principals Academy, an executive development program that helps school leaders across the state create and sustain high-performing schools that put every student on the path to post-secondary success. In late 2008, the Consortium will launch a Web-based clearinghouse of University resources available for families and educators.

The **Minnesota P-16 Partnership** brings together leaders of the state’s K-12 and higher education systems, governmental agencies, non-profits, and business organizations to create a seamless educational system that begins in early childhood and extends to the completion of postsecondary education. President Bruininks is currently serving as chair of the Partnership.

The Partnership’s priorities include: 1) developing a clear, holistic definition of postsecondary readiness, 2) integrating college and workforce expectations into Minnesota’s K-12 academic standards in science, 3) strengthen-

2: Twin Cities Campus

ing instructional capacity in science, and 4) creating a longitudinal data system to track progress.

Attract the Best Students: Top students are attracted to the University by unique educational opportunities and scholarships. To continue to attract such students, the University is increasing the number of **National Merit Scholars** in the freshman class via newly created sponsored merit scholarships and discipline-specific awards. National Merit Scholars have increased in the freshmen class from 40 in 2003 to 96 in 2007. The University is also establishing special opportunities for top students, including expanded **fast-track options for early admission** of qualified undergraduates to University graduate or professional programs.

Ensure Affordable Access: Many talented and promising students need financial assistance to realize their goals. The University is working to ensure that all students who come to the University prepared to learn and succeed will be able to afford their college education.

Started in 2005, the **University of Minnesota Founders Free Tuition Program** guarantees grant and gift assistance at least equal to tuition and required fees for all incoming students who are Minnesota residents and eligible for federal Pell grants. (About two-thirds of students from families earning less than \$50,000 per year are eligible for a Pell grant.) When fully implemented, the program will provide more than \$20 million in support to more than 4,700 low-income students.

Financial support for students is also the centerpiece of the **Promise of Tomorrow Scholarship Drive**, the largest scholarship fundraising drive in the University's 157-year history. In the five years since the campaign began, more than \$233 million has been raised for undergraduate scholarships and graduate fellowships. These privately funded scholarships and fellowships assist more than 7,000 stu-

dents—up 50 percent from five years ago. As part of this scholarship drive, the President's Matching Scholarship program has received \$57 million in gifts for 557 new scholarships while the 21st Century Fellowship program has received \$62 million for 417 new fellowships.

Support New Students' Transition: Even the best students sometimes struggle to make the transition from high school to college or from home to campus life, and too often, academically successful students leave the University without completing their degrees. In order to improve students' transition to college, foster greater success, and ensure timely graduation, the University has started a broad range of initiatives, including:

A new **Welcome Week Program**, started in August 2008, is complementing the University's award-winning orientation program. The five-day Welcome Week is required for all Twin Cities campus freshmen and consists of academic support programs, community-building activities for residential and commuter students, and social events.

The **Bridge to Academic Excellence**, now in its second year, is a summer and year-long transitional program designed to prepare students, who have little or no experience of how college or university systems operate, for the University's academic rigors, particularly in math, science, writing, and other "gateway courses." Admitted students who need additional support receive "high-touch" academic support and other programs that give them the opportunity to succeed. The program is designed to meet their academic needs while also helping the University contact these students, track their progress, and offer assistance along the way.

Provide Academic and Advising Support: Beyond these targeted efforts, the University continues to invest in technologies that support better student planning, community engagement, and timely graduation. Key efforts in-

2: Twin Cities Campus

clude the online **Graduation Planner**, **Student Engagement Planner**, and the **MyU student portal** as well as the **SMART Learning Commons** and the **Multicultural Center for Academic Excellence**.

The newly enhanced student portal helps students, at a single online location, register for classes, access course materials, contact faculty and advisors, access grades and student accounts, chat with classmates, find journal articles in the library, learn about potential careers, and keep up with current news.

Provide A Distinctive Experience: The University is committed to providing students with a distinctive, world-class liberal education and strong work in a field of study. It is focusing on initiatives that enrich students' experience and equip them for a complex global society:

All baccalaureate degrees offered by any of the colleges on the University of Minnesota Twin Cities campus include a set of **liberal education requirements**. The Council on Liberal Education, a body composed of faculty and student representatives, is responsible for administering the requirements. The Council has made recommendations designed to strengthen the quality of liberal education at the University; the recommendations were approved by the Twin Cities Assembly in April 2008 and will go into effect for students entering the University in fall 2010.

The **Department of Writing Studies**, started in 2007, offers a comprehensive, integrated first-year writing program, houses an expanded writing center, and is leading the transformation of the University's writing-intensive requirement into a pioneering **Writing-Enriched Curriculum**. Over 170 sections of first-year writing courses are now offered.

The **University Honors Program** integrates collegiate-based honors programs on the Twin Cities campus into an exciting, unified program that welcomed its first students in 2008. One-

on-one faculty interactions are a hallmark of this program, enabling the University to recruit a larger, more diverse pool of accomplished, talented students from across the state and throughout the world. More than 600 students have been enrolled in the first year.

The **Undergraduate Research Opportunities Program (UROP)** is expanding to enrich the role research can play in undergraduate education at a major research university. UROP provides stipends of up to \$1,400 and research expenses of up to \$300 for undergraduate students working with a University faculty mentor. In 2007-08, 408 students participated in the UROP program on the Twin Cities campus.

The UROP expansion is a key element in a broader strategy to insure that all undergraduates have the opportunity for a mentored scholarly, creative, professional or research experience. The University's goal is to raise undergraduate participation in University research, including UROP and other opportunities, from 30 percent to 50 percent.

In addition, the University is working to expand student participation in **freshman seminars** from 40 percent to a goal of over 50 percent. Nearly 125 seminars are being offered in the 2008-09 academic year.

Set Student Learning and Development

Outcomes: The University is ensuring that graduates enter the world prepared to take their place as lifelong learners and global citizens. The development of campus-wide **student learning outcomes**, in tandem with the new liberal education requirements, help faculty to develop curricula, plan courses, construct learning activities, and assess the learning that occurs in every aspect of the student experience: classes, service-learning, research opportunities, internships, and learning abroad.

In 2007, the University Senate endorsed the new student learning outcomes now being im-

2: Twin Cities Campus

plemented at collegiate and departmental levels across the campus. The learning outcomes state that at the time of receiving a bachelor's degree, students:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understand diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and life-long learning

Student development outcomes, also approved in 2007, help enable students to function as citizens of the University and of the broader community. These outcomes include:

- responsibility/accountability
- independence/interdependence
- goal orientation
- self-awareness
- resilience
- appreciation of differences
- tolerance of ambiguity

The outcomes reinforce that learning takes place throughout a student's University experience and can be assessed in the context of student employment, undergraduate research experiences, service-learning opportunities, internships, learning abroad, and a variety of curricular and co-curricular activities. Taken together, the student learning and development

outcomes underscore the important partnership of students, faculty, and staff in supporting learning in the broadest sense.

These and other initiatives during the past decade have resulted in continuous improvement across the undergraduate experience, as shown in Table 2-1.

Graduate Education

Graduate education of the highest quality is critical for any successful research university. The University is committed to recruiting the most promising and talented students from Minnesota and around the world, offering them an outstanding education, and insuring that they graduate prepared to succeed in their chosen fields. Examples of current strategic initiatives are described below.

Facilitate Interdisciplinary Research, Education, and Training:

Breakthroughs in knowledge increasingly require the ability to address problems that cannot always be solved by a single discipline. It is incumbent on the University, therefore, to engage graduate students in interdisciplinary inquiry and help them develop the capacity to work effectively on collaborative teams.

The Graduate School's **Office of Interdisciplinary Initiatives** provides seed grants and training grants for interdisciplinary and innovative graduate education, is organizing a national consortium for peer institutions focused on fostering interdisciplinary inquiry, and is establishing the University as a national leader in advancing policies and practices that facilitate and promote interdisciplinary inquiry.

Reform Doctoral Education:

The Graduate School is leading an initiative to improve timely degree completion, spur innovation in curricula and pedagogy, and establish benchmarks for graduate student progress. Included in this initiative is the University's participation (one of 29 North American universities)

2: Twin Cities Campus

Table 2-1. The undergraduate experience at the University of Minnesota-Twin Cities, 1997 and 2007.

	1997	2007	Change
Undergraduate enrollment	24,292	32,294	+8,002
Freshman class size (fall)	4,526	5,280	+754
Applications for admission (freshman)	12,805	26,073	+13,268
Percent of entering freshmen who are students of color	17%	20%	+3%
Percent of freshmen in the top 10% of their high school class	27%	44%	+17%
Percent of undergraduates who identify themselves as commuter students [†]	47%	35%	-12%
Percent of undergraduates who participated in student organizations or activities [‡]	50%	74%	+24%
Percent of students not working at a paid job while in school*	26%	26%	0%
Percent of students rating the overall quality of academic programs as excellent, very good, or good*	78%	89%	+11%
Percent of students rating classroom quality as excellent, very good, or good*	42%	82%	+40%
Percent satisfied*	83%	94%	+11%
Four-year graduation rate**	20%	45%	+25%
Five-year graduation rate**	46%	60%	+14%
Six-year graduation rate**	56%	63%	+7%

[†] Roger Harrold, "Student Interest Survey, 1971-2006," University of Minnesota, data from 1996 and 2006 surveys.

* Student Experience Survey

**Initial graduation rates are for the 1992 entering cohort.

in the **Ph.D. Completion Project**, an in-depth study of doctoral education by the Council of Graduate Schools. This project is producing comprehensive data on attrition from doctoral study and completion of Ph.D. programs and participating institutions are sharing best practices to improve results.

Support Professional Development: The Graduate School is offering professional development workshops for graduate students and postdoctoral fellows that enhance their preparation for careers in academe, industry, and other options. The Office of Postdoctoral Affairs in the Graduate School provides sup-

port and resources to 1,100 postdoctoral students in 120 departments and 14 colleges at the University. This initiative is supported by expanded career advising and placement assistance within each graduate program.

Provide Financial Support: Over the past two years, the University increased support by over \$16 million for Graduate School grants and fellowships to support students. The University is also enhancing block grants and fellowships in fields of excellence and in others with the demonstrated potential to become excellent. The Graduate School has also in-

2: Twin Cities Campus

creased the number of multi-year financial packages to recruit top students

In addition, the Graduate School recently hired a development officer to raise private funds to support graduate fellowships in conjunction with academic units and to support interdisciplinary initiatives. These include the Diversity of Views and Experiences (DOVE) fellowships awarded to first-year graduate students from underrepresented groups.

Enhance Graduate Program Quality: The Graduate School's well-established process of academic program review engages outside experts for periodic review of the quality of graduate programs. The University also participates in the National Research Council's assessment of doctoral programs, which is critical to measuring program quality from a national perspective.

Health Professional Education

The University graduates two-thirds of Minnesota's health professional workforce. This is an essential leadership responsibility of the University in supporting Minnesota's future. As the University's Academic Health Center (AHC) looks to the future, it sees education of new health professionals as its mark of distinction.

The AHC seeks to be recognized for high-quality inter-professional education and care delivery, as well as for using contemporary educational models that are learner-centered and technology-rich, within an environment of learning and continuous improvement, and in facilities supportive of continuous learning. The AHC is educating students to be patient-centered, evidence- and best-practice based, team-trained, systems-oriented, civically engaged and capable with information systems.

To achieve this vision of transforming health professional education and meeting Minne-

sota's health professional workforce needs, the AHC has focused on the following initiatives:

Launch the Center for Interprofessional Education: Collaboration and teamwork across the health professions are keys to transforming the care delivery system and promoting better health. Inter-professional education brings together students from different programs to learn collaboratively and to function as health care teams. The Center promotes, implements, supports, and evaluates inter-professional education, including new courses, activities, and programs for all health professional students.

Implement Knowledge Management Systems: Health professional education and practice are undergoing profound transformations driven by the explosion of new information and demand for new knowledge. Educational models are becoming more learner-focused, students are becoming more diverse in background and experience, and technology innovations are creating entirely new environments and opportunities for learning.

The AHC is developing knowledge management systems to address this knowledge explosion while leveraging new opportunities and innovations to ensure that students, faculty, and staff are capable, life-long, continuous, and collaborative learners.

Support New Models of Education: The University is building a highly innovative and comprehensive learner-centered education platform to support life-long learning and progress towards core competencies in the health professions. Piloted first in the AHC's Center for Allied Health Programs, this initiative is leveraging the University's wide range of technology assets.

Concurrent with these efforts, the AHC is:

- Supporting **curricular innovation** in the schools and colleges of the AHC, such as

2: Twin Cities Campus

the MED2010 Initiative in the Medical School, the establishment of the Doctorate of Nursing Practice in the School of Nursing, and the establishment of the Center for Allied Health Programs.

- Continuing to engage in thoughtful **workforce planning** with the University’s many community partners.
- Seeking a stable, long-term **financial framework** that supports sustainable growth in health professional programs, acknowledging that they are expensive, that they currently rely on a fragile web of funding sources, and that demand for health professionals continues to grow.
- Creating awareness of **health careers**, acting creatively to populate the pipeline of students interested in the health sci-

ences, reaching far back among K-12 students to stimulate and nurture interest in the health sciences, and making targeted efforts to work with the state’s diverse populations to develop strategies leading to a more diverse health professional workforce.

- Establishing the **AHC Academic Council**, comprised of AHC faculty, to review and provide counsel on new health professional academic programs and contribute to strategic oversight of academic program development.

Performance Measures

Performance measures that support the goal of “Exceptional Students” are detailed on the following pages:

Student Quality	Pages 22-25
Student Diversity	Page 26
Student Outcomes	
Retention	Pages 27-29
Timely Graduation	Pages 30-33
Degrees Conferred	Pages 34-35
Global Engagement	
Study Abroad	Pages 37-38
International Students	Pages 39-40
International Scholars	Pages 41-42
Student Satisfaction	Pages 43-46

Student Quality

Students are admitted to the colleges of the University of Minnesota-Twin Cities on a competitive basis using a full range of quantitative and qualitative review factors. The University admits undergraduates who have demonstrated the ability to complete a course of study and graduate, and who will be challenged by the rigor of instruction and research at the University.

Analysis: The profile of new freshmen at the Twin Cities campus has improved significantly over the past 10 years. From 1998 to 2007 the proportion of new freshmen in the top 10 percent of their high school graduating classes increased from 28 percent to 44 percent, and the proportion in the top 25 percent increased from 60 percent to 84 percent (Tables 2-2 and 2-3 and Figure 2-1). The average high school rank percentile increased from 75.5 to 84.8, and the average ACT composite score increased from 24.6 in 1998 to 25.9 in 2007 (Figure 2-2 and Table 2-4).

These gains in student quality have been driven by increases in the number of freshman applicants. To increase student quality, an institution must be more selective in its admissions, either by decreasing the number of students it accepts or by increasing the number of applicants. The number of applicants rose from 14,480 in 1998 to 26,073 in 2007, an increase of 80 percent (Figure 2-3), far surpassing the 10 percent growth in Minnesota high school graduates during this period.

The large increases in applicants can be attributed to an increased understanding by prospective students and their parents of the improvements made in undergraduate education at the University, an understanding that has been

vigorously developed by the Office of Admissions and its strategic partners within and outside of the University. The Twin Cities campus has made a concerted effort to employ state-of-the-art marketing methods and to provide outstanding customer service to potential students.

Despite the large gains made in student quality over the last decade, the University still lags behind the high levels of student preparation at other universities in the comparative group. Looking at the first-time, full-time subgroup of freshmen used for national comparisons, the University's 44 percent from the top 10 percent of high school classes represents considerable progress, but it is far below the comparative group's 2007 average of 73 percent.

Conclusion: The University has made considerable progress in improving student quality, but moving up relative to the comparison group will be a challenge. Because quality is driven by selectivity, the University has a built-in disadvantage relative to the comparison group. All the other institutions are the flagship public universities in states with larger populations and larger numbers of high school graduates than Minnesota. They also have a larger natural pool from which to draw students, and therefore can be more selective.

Additionally, the high school graduate pool in Minnesota will be getting smaller. From 2008 to 2014, there is projected to be a 9 percent decline in the number of Minnesota high school graduates (Figure 2-4). This decrease in the already relatively small pool will make the task of continuing to improve student quality even more challenging.

Student Quality

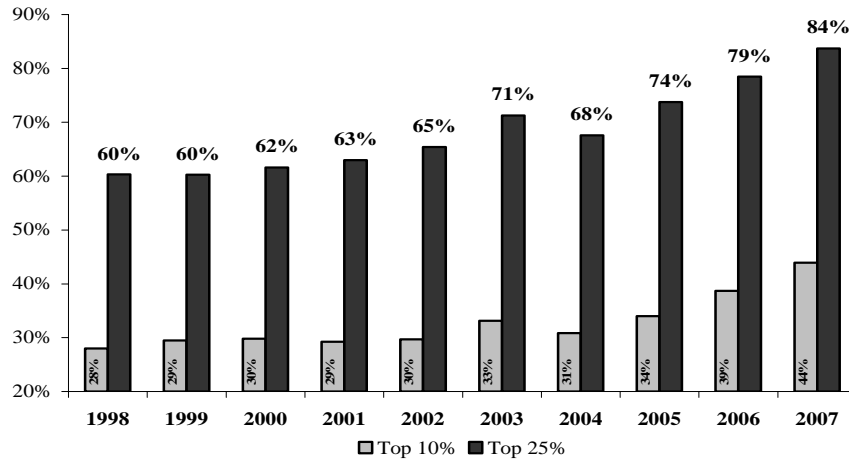
Table 2-2. High school rank of freshmen, University of Minnesota–Twin Cities, 1998-2007.

Rank	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
90-99 %	28%	29%	30%	29%	30%	33%	31%	34%	39%	44%
75-89	32	31	32	34	36	38	37	40	40	40
50-74	28	30	28	28	27	22	26	23	20	15
1-49	12	10	11	9	8	6	6	3	2	2

Source: Office of Institutional Research, University of Minnesota.

Note: percentages may not total 100% because of rounding

Figure 2-1. Percentage of new freshmen in the top 10% and top 25% of their high school classes, University of Minnesota–Twin Cities, 1998-2007.



Source: Office of Institutional Research, University of Minnesota.

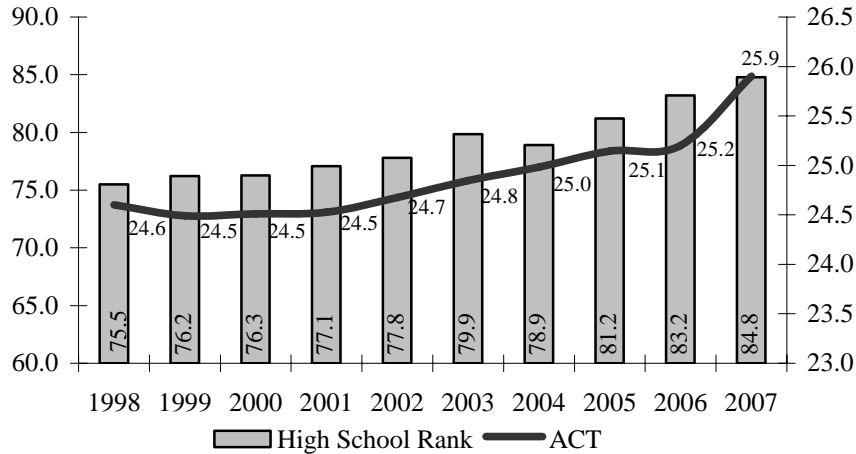
Table 2-3. Percentage of freshmen in top 10 percent of high school class for U of M-Twin Cities and comparative group institutions, 2007-08.

Rank	Institution	2007-08
1	University of California - Berkeley	98%
2	University of California - Los Angeles	97
3	University of Michigan - Ann Arbor	92
4	University of Washington - Seattle	86
5	University of Florida	76
6	University of Texas - Austin	69
7	University of Wisconsin - Madison	60
8	University of Illinois - Urbana-Champaign	55
9	Ohio State University - Columbus	52
10	Pennsylvania State University - Univ. Park	45
11	University of Minnesota - Twin Cities	44

Source: Institutional reports to the Common Data Set

Student Quality

Figure 2-2. Average high school rank percentile and ACT composite scores of University of Minnesota–Twin Cities freshmen, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

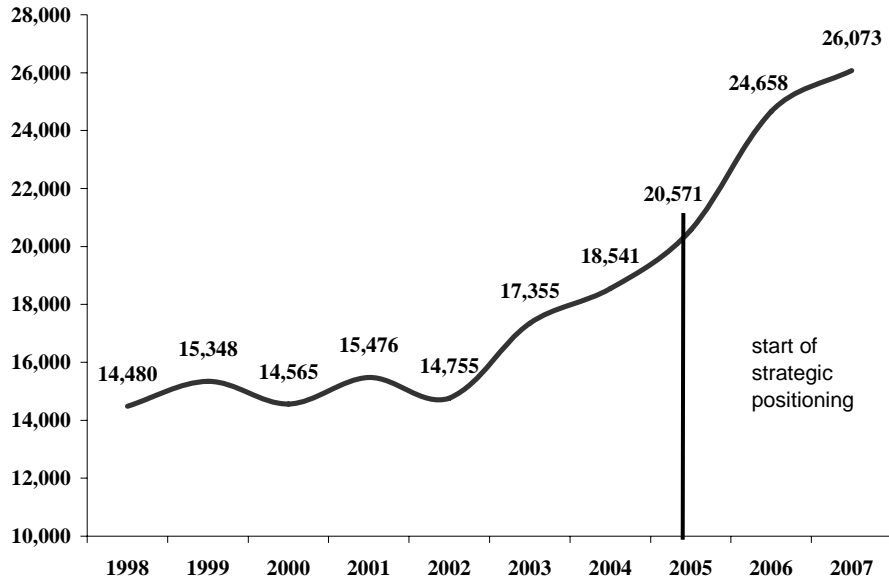
Table 2-4. SAT and ACT scores of new, entering freshmen at comparative group institutions, 2007.

Institution in Alphabetical Order	ACT Composite		SAT (Verbal and Math)	
	25th-75th percentiles	% Reporting	25th-75th percentiles	% Reporting
Ohio State University - Columbus	25 - 29	87%	1130 - 1330	61%
Pennsylvania State University - University Park	NA	12%	1090 - 1300	85%
University of California - Berkeley	NA	-	1220 - 1470	99%
University of California - Los Angeles	28 - 31	34%	1360 - 1480	99%
University of Florida	25 - 29	25%	1140 - 1360	75%
University of Illinois - Urbana-Champaign	26 - 31	89%	1170 - 1410	24%
University of Michigan - Ann Arbor	27 - 31	74%	1220 - 1420	53%
University of Minnesota - Twin Cities	24 - 29	94%	1120 - 1380	18%
University of Texas - Austin	23 - 29	40%	1110 - 1370	94%
University of Washington - Seattle	23 - 29	28%	1090 - 1320	94%
University of Wisconsin - Madison	26 - 30	84%	1170 - 1380	28%

Source: Institutional reports to the Common Data Set

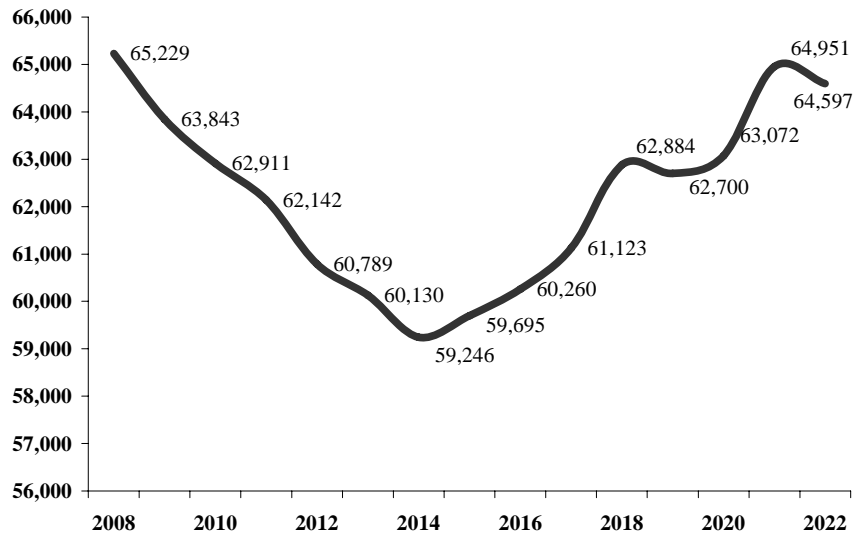
Student Quality

Figure 2-3. New freshman applications, University of Minnesota-Twin Cities, 1998-2007.



Source: Office of Institutional Research, University of Minnesota.

Figure 2-4. Projected Minnesota high school graduates, 2008-2022.



Source: Office of Institutional Research, University of Minnesota.

Student Diversity

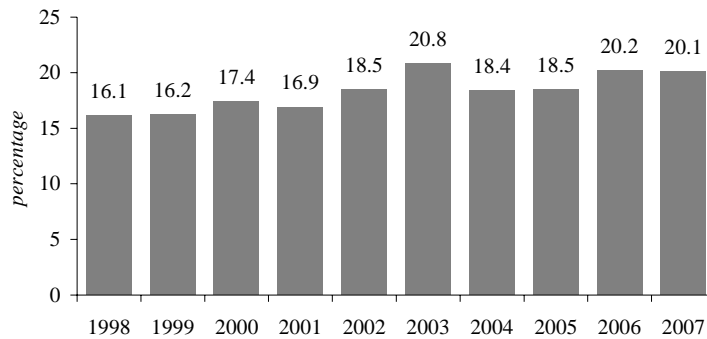
The University is committed to achieving excellence through diversity and strives to foster a diverse, respectful, and welcoming environment.

Analysis: In the past decade, the percentage of freshmen of color increased from 16.1 percent in 1998 to 20.1 percent in the fall of 2007, as shown in Figure 2-5.

Enrollment increases among students of color over the past decade have occurred primarily among Asian American and African American students, as shown in Table 2-5.

Conclusion: Thirty percent of Minnesota’s high school graduates by 2018 will be students of color, compared to 13 percent in 2004. The University will enroll an increasing number of students of color for whom English is not their first language and a larger number of international students. The University’s Office of the Vice President and Vice Provost for Equity and Diversity is leading the effort to capitalize on the opportunities and address the challenges presented by these changing demographics, which will help improve student success.

Figure 2-5. Percentage of entering freshmen of color, University of Minnesota - Twin Cities, fall 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Table 2-5. Proportion of students by racial/ethnic group, University of Minnesota - Twin Cities, Fall 1998-Fall 2007.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	3.1%	3.3%	3.3%	3.4%	3.5%	3.6%	3.7%	3.7%	3.9%	4.1%
American Indian	0.7	0.7	0.6	0.7	0.6	0.6	0.6	0.8	0.8	0.8
Asian/Pacific Islander	6.8	6.5	6.6	6.9	7	7.5	7.6	7.9	8.1	8.0
Caucasian	77.7	74.9	74.3	73.1	73.1	72.5	72.3	72.5	73.0	71.7
Chicano/Hispanic	1.9	1.8	1.7	1.7	1.8	1.8	1.9	2.0	2.0	2.1
International	6.8	6.5	7.1	7.8	7.8	7.5	7.2	7.1	7.0	7.3
Not Reported	3	6.3	6.4	6.3	6.2	6.4	6.7	6.0	5.2	6.0

Source: Office of Institutional Research, University of Minnesota

Student Outcomes: Retention

Undergraduate Retention Rates (Five-Year Comparison)	1 st Year Retention	2 nd Year Retention	3 rd Year Retention
	87.9% (Up 3.5 points)	78.4% (Up 4.5 points)	76.4% (Up 6.0 points)

The Twin Cities campus long has been at or near the bottom of its public research university comparative group in terms of undergraduate retention and graduation rates. In 2000-01, a campus-wide task force examined the reasons for these low rates and developed specific recommendations to enhance retention and graduation rates. These recommendations, along with previous efforts in the mid- to late-1990s, have led to substantial improvements.

Analysis: Figure 2-6 shows first-, second-, and third-year retention rates for all students matriculating during 1997-2006. The most recent results show that all rates are at or near their highest levels in the past decade. The Twin Cities campus achieved a first-year retention rate of 87.9 percent, up from 86.2 percent the previous year. The second-year retention rate fell slightly to 78.4 percent, following the cohort effect of the previous year’s dip in first-year retention.

The third-year retention rate increased from 75.0 to 76.4 percent, but will be expected to fall slightly next year as part of the same cohort effect. One issue of concern is that the University loses ground relative to the comparison schools with each year that passes after matriculation. The University has come closer on retention from the first to the second year but the gap grows each year after that.

The University is studying this gap to try to determine what steps can be taken to close it.

Figure 2-7 shows first-, second-, and third-year retention rates for students of color matriculating during 1997-2006. First-year retention rose to 84.1 percent, up from 81.3 percent in 2005. Second- and third-year retention, meanwhile, fell to 69.1 and 66.2 percent, respectively. Some of this dip is related to the cohort effect noted above, but this decline requires further analysis.

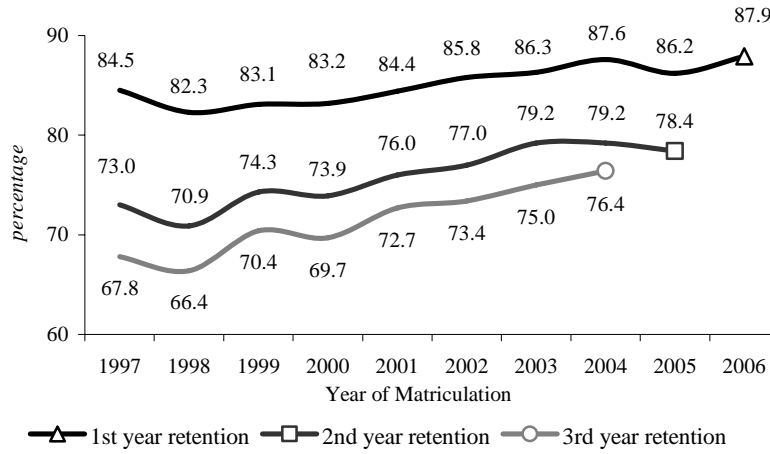
Table 2-6 shows that the University’s first- and second-year retention rates, although improving, continue to rank at the bottom of the comparative group.

Conclusion: Although significant progress has been made in improving retention rates, the University will need to increase its efforts in order to move up in the rankings within its comparative group. While the University has been improving substantially, the comparative group, especially those near the University in graduation rates, are also improving.

In 2006, the University set new graduation rate targets that support the University’s top-three aspirational goal. In order to achieve the new graduation-rate targets, retention rates will need to improve commensurately.

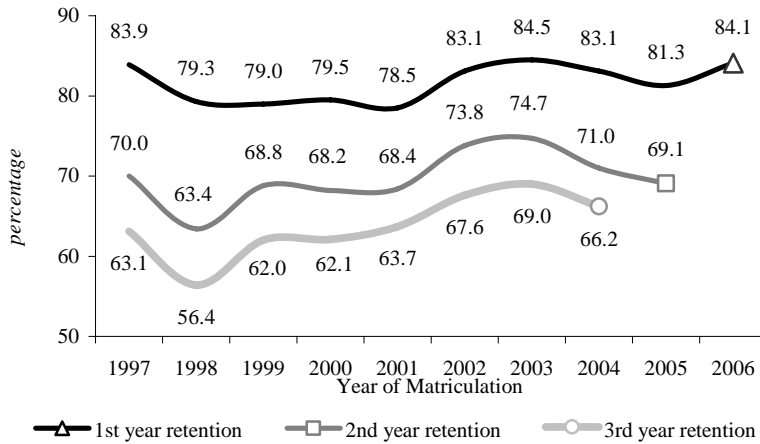
2: Twin Cities Campus

Figure 2-6. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Twin Cities, 1997-2006.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Figure 2-7. University of Minnesota – Twin Cities first-, second-, and third-year retention rates (percentage) for students of color, 1997 – 2006.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

2: Twin Cities Campus

Student Outcomes: Retention

Table 2-6. First-, second-, and third-year retention rates of U of M-Twin Cities' and comparative group institutions' students in 2004, 2005, and 2006 entering class cohorts (ranked by 2nd-year rate).

Rank	Institution	1- year Retention (Fall 2006 Cohort)	2-year Retention (Fall 2005 Cohort)	3-year Retention (Fall 2004 cohort)
1	University of California - Berkeley	97.1%	93.3%	89.7%
2	University of Michigan - Ann Arbor	96.0%	92.5%	88.5%
3	University of California - Los Angeles	97.1%	91.5%	88.2%
4	Pennsylvania State University - Univ. Park	93.6%	89.8%	86.6%
5	University of Wisconsin - Madison	93.2%	87.9%	85.4%
6	University of Texas - Austin	91.9%	87.6%	81.6%
7	University of Illinois - Urbana-Champaign	93.1%	86.7%	83.8%
8	University of Washington - Seattle	92.9%	86.4%	79.2%
9	Ohio State University - Columbus	92.4%	86.1%	79.6%
10	University of Minnesota - Twin Cities	87.7%	78.2%	72.5%
-	University of Florida	NA	NA	NA

Source: 2007-2008 CSRDE Retention Peer Report

Note: The rates shown above, which are slightly lower than those in Figure 2.7 are taken from the IPEDS national database, which includes only students who matriculated at and graduated from the same campus.

Student Outcomes: Timely Graduation

Undergraduate Graduation Rates (Five-Year Comparison)	4-Year Rate		5-Year Rate		6-Year Rate	
	Actual	2012 Goal	Actual	2012 Goal	Actual	2012 Goal
	44.9% (Up 16.0 points)	60%	60.5% (Up 11.7 points)	75%	63.6% (Up 9.4 points)	80%

In 2005, the University, including the Twin Cities campus, set specific goals to improve graduation rates from their historically low levels. In January 2007, the University raised the 2012 undergraduate goals for the Twin Cities campus as follows:

- four-year graduation rate of 60 percent,
- five-year graduate rate of 75 percent,
- six-year graduation rate of 80 percent.

These goals, if achieved, will reduce the educational costs to students as well as to the University and also should improve the University’s performance relative to its competitors.

Analysis: Current results show continued improvement in graduation rates; over the past decade improvements have ranged from over 13 to nearly 27 percentage points. Graduation rates for students of color also have improved significantly, particularly four- and five-year rates.

Figure 2-8 shows the four-, five-, and six-year graduation rates for students matriculating during 1994-2003. Since 1994, all rates have improved substantially:

- four-year rates increased by 26.6 percentage points,
- five-year rates increased by 17.2 percentage points,
- six-year rates increased by 13.5 percentage points.

Students of color lagged behind these overall graduation rates, but still showed significant gains, as shown in Figure 2-9. During the 10-year period:

- four-year rates improved 17.9 percentage points,
- five-year rates improved by 15.8 percentage points,
- six-year rates improved by 8.4 percentage points.

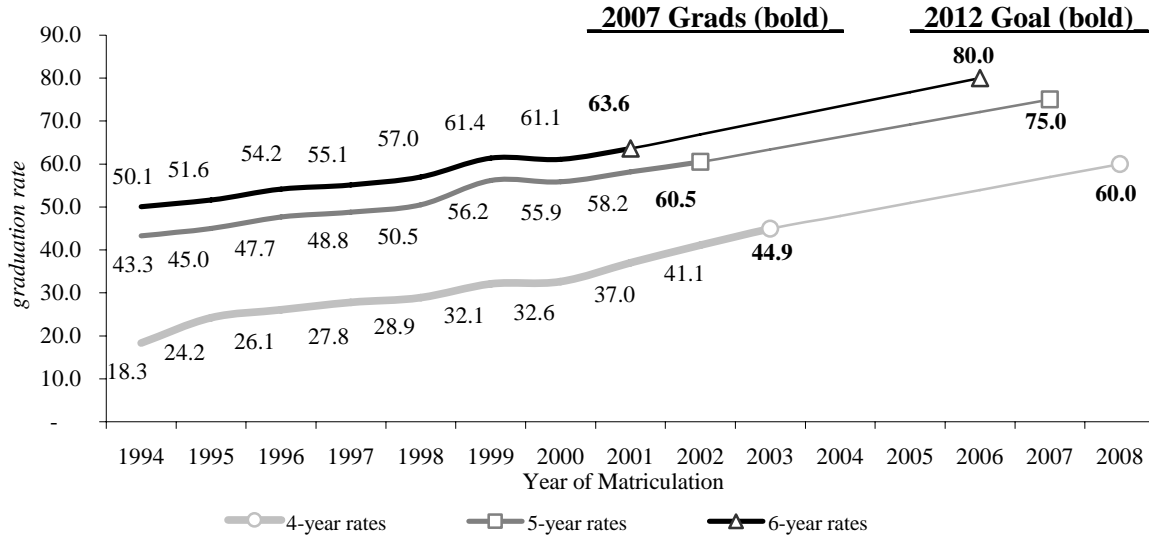
Table 2-7 shows the most recent graduation rate data for the University’s comparative group institutions. Although it is making progress, the University of Minnesota – Twin Cities still ranks at the bottom of this group in graduation rates.

However, its four-year graduation rate has nearly caught up to Ohio State and is only 4.4 percentage points behind the University of Wisconsin-Madison. In 1999 the Twin Cities campus’s four-year rate was 11 percentage points lower than Madison’s; since then, they have improved but the University has improved more.

Conclusion: In order to reach its aspirational goal, the University will need to continue to improve graduation rates. Continued investments, such as those described earlier in this section, are focused on achieving this goal.

Student Outcomes: Timely Graduation

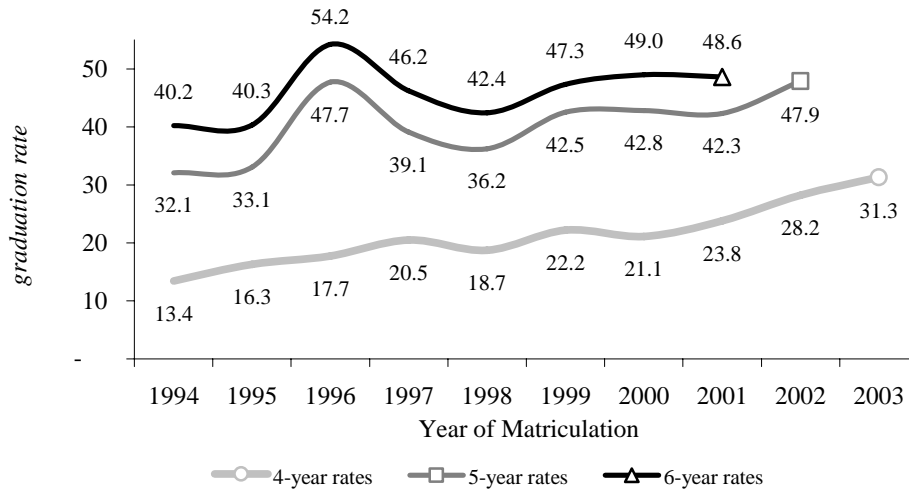
Figure 2-8. 4-, 5-, and 6-year graduation rates, University of Minnesota–Twin Cities, 2007 (Classes beginning in 1994-2003) and 2012 goal.



Source: University of Minnesota 2006 NHS Student Graduation/Retention Report

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

Figure 2-9. Graduation rates for students of color, University of Minnesota – Twin Cities, 2007 (Classes beginning in 1994-2003).



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
See note above for Figure 2-8.

Student Outcomes: Timely Graduation

Table 2-7. Graduation rates: University of Minnesota-Twin Cities and comparative group institutions, 2007 (Classes beginning in 2001-2003), ranked by 6-year rate.

Rank	Institution	4-year Rate (Fall 2003)	5-year Rate (Fall 2002)	6-year Rate (Fall 2001)
1	Pennsylvania State University - Univ. Park	67.6%	89.2%	91.0%
2	University of California - Los Angeles	64.8%	86.0%	89.9%
3	University of Michigan - Ann Arbor	72.7%	85.5%	88.3%
4	University of California - Berkeley	66.3%	86.4%	88.1%
5	University of Illinois - Urbana-Champaign	64.7%	80.5%	81.6%
6	University of Florida	57.4%	76.2%	80.7%
7	University of Wisconsin - Madison	49.1%	78.7%	80.1%
8	University of Texas - Austin	50.9%	72.9%	77.4%
9	University of Washington - Seattle	53.7%	73.0%	75.3%
10	Ohio State University - Columbus	46.2%	68.1%	71.2%
11	University of Minnesota - Twin Cities	44.7%	60.2%	63.4%

Source: 2007-2008 CSRDE Retention Peer Report.

Note: The rates shown above, which are slightly lower than those in Figure 2.8 are taken from the IPEDS national database, which includes only students who matriculated at and graduated from the same campus.

Student Outcomes: Timely Graduation

Graduate Students

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

Analysis: Table 2-8 shows this measure for the previous six academic years. The University’s performance is in line with other leading research universities. Among the more notable findings:

- At the master’s level, the median time to degree of 2.6 years represents reasonable degree progress.
- At the doctoral level, the median time-to-degree is 5.7 years. The length of time-to-degree is related to fields of study; students in the science and engineering fields generally complete their degrees earlier than students pursuing degrees in the social sciences and humanities.

Conclusions: Graduate schools nationally are working to decrease times-to-degree, with a focus on those fields of doctoral education that require excessively lengthy time investments for students.

The University is participating in a national study by the Council of Graduate Schools (CGS) to improve outcomes. In a pilot study, the Graduate School is working with 14 graduate programs to gather and report data on completion and attrition, and to test intervention strategies derived from the CGS study (e.g., better orientation and mentoring, clearer program rules, exit interviews) that will improve completion.

As part of its commitment to assisting its graduate programs with the development of plans to ensure timely graduation of their students, the Graduate School will share the results of the pilot study with other University graduate programs. The results also will be shared nationally among research and project partners with the goal of developing a set of best practices.

Table 2-8. Median elapsed time to degree for University of Minnesota master’s and doctoral students, 2001-2007.

	2001-2002	2002-2003	2003-04	2004-05	2005-06	2006-07
Master’s Degree Students – All	2.5	2.6	2.6	2.5	2.5	2.6
Male	2.7	2.6	2.6	2.7	2.7	2.7
Female	2.4	2.5	2.5	2.4	2.3	2.4
Students of Color	2.7	2.7	2.7	2.4	2.2	2.7
International Students	2.3	2.3	2.6	2.6	2.7	2.3
Doctoral Students – All	5.9	5.9	5.6	5.8	5.7	5.7
Male	6.0	5.8	5.4	5.8	5.7	5.8
Female	5.9	6.2	5.8	5.8	5.7	5.5
Students of Color	6.5	6.7	5.7	6.3	6.2	6.0
International Students	5.3	5.2	5.1	5.4	5.3	5.5

Source: The Graduate School, University of Minnesota.

Student Outcomes: Degrees Conferred

U of M Rank Within Comparative Group				
	Doctoral	Master's	First-Professional	Bachelor's
This Year	2 nd	3 rd	2 nd	9 th
Last Year	4 th	3 rd	3 rd	9 th
5 Years Ago	9 th	4 th	4 th	11 th

Analysis: Consistent with having the second-largest enrollment of any public university campus in the nation, the Twin Cities campus also ranks highly in the production of degrees at all levels. As shown in Tables 2-9 and 2-10, the Twin Cities campus ranks 2nd within its comparative group for the number of doctoral degrees conferred, 3rd in master's degree, 2nd in first-professional degrees, and 9th in bachelor's degrees.

Conclusion: While it is important to track the number of degrees conferred, in terms of contributing to the state's educated work force, qualitative factors also need to be taken into

account. Accordingly, the University is focusing on producing degrees that reflect a balance of external demand, capacity, and resources to ensure that quality is maintained and enhanced. In line with that approach, the Graduate School engages in regular review of its graduate programs to ensure quality.

Particularly in doctoral education, being in the top ranks of degree production is a measure of influence through placement of graduates in academe, industry, and other sectors over time. Beyond that, the University is developing alternative measures of quality to ensure excellent graduate programs.

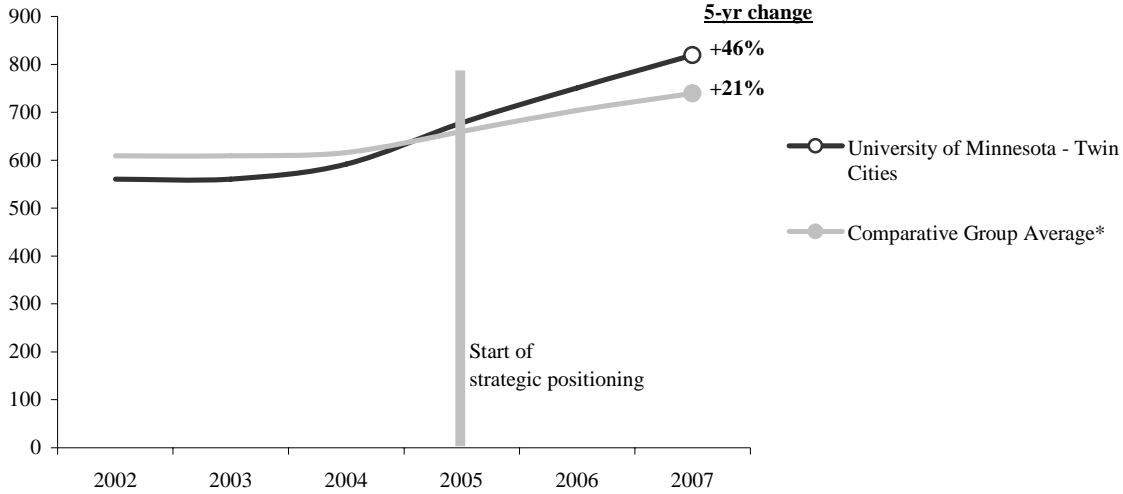
Table 2-9. Degrees conferred: University of Minnesota-Twin Cities and comparative group institutions, 2007.

Rank	Institution	Doctor's degree	Master's degree	First-prof. degree	Bachelor's degree
1	University of California - Berkeley	895	1,966 (9)	385 (9)	6,629 (8)
2	University of Minnesota - Twin Cities	819	3,019 (3)	848 (2)	6,618 (9)
3	University of Michigan - Ann Arbor	789	3,347 (1)	707 (5)	5,941 (11)
4	University of Florida	784	3,142 (2)	1,163 (1)	8,569 (3)
5	University of Texas - Austin	779	2,710 (4)	553 (7)	8,521 (4)
6	University of Wisconsin - Madison	773	1,844 (10)	711 (4)	6,040 (10)
7	University of California - Los Angeles	734	2,298 (8)	573 (6)	6,990 (7)
8	University of Illinois - Urbana-Champaign	698	2,582 (7)	320 (10)	7,035 (5)
9	Ohio State University - Columbus	667	2,635 (5)	834 (3)	9,067 (2)
10	Pennsylvania State Univ. - University Park	646	1,131 (11)	18 (11)	9,604 (1)
11	University of Washington - Seattle	631	2,631 (6)	498 (8)	7,024 (6)

Source: *Top American Research Universities: The Center for Measuring University Performance, 2007.*

Student Outcomes: Degrees Conferred

Figure 2-10. Doctoral degrees conferred, U of M-Twin Cities and comparative group, 2002-2007.



Source: *Top American Research Universities*: The Center for Measuring University Performance, 2007.

Table 2-10. Doctoral degrees conferred, U of M-Twin Cities and comparative group, 2002-2007.

	2002	2003	2004	2005	2006	2007	5-Yr % Change
University of Minnesota - Twin Cities	560	560	592	678	751	819	46.3%
% Change	-	0.0%	5.7%	14.5%	10.8%	9.1%	-
Comparative Group Average*	609	609	616	660	704	740	21.4%
% Change	-	0.0%	1.0%	7.2%	6.7%	5.1%	-
Rank	9th	9th	7th	5th	4th	2nd	

* Excludes University of Minnesota - Twin Cities

Source: *Top American Research Universities*: The Center for Measuring University Performance, 2007.

Global Engagement

The goal to become one of the top universities in the world requires the University of Minnesota to be a global university. The development and pursuit of an international strategy is a prerequisite to achieving that goal, and the University's strategy and tactics are beginning to bear fruit.

In addition to increased study abroad participation and the number of international students on campus, the University is developing its international portfolio in other key areas, such as faculty engagement, curricular development, and international partnerships and projects.

The number of Fulbright scholars from the University of Minnesota is on the rise, as is the amount of funding provided to international research projects; student enrollment is increasing in second and third languages beyond

the introductory level; more scholarly articles are being co-authored with a non-U.S. scholar, and participation by faculty in international research efforts is also increasing.

The University has a long tradition of international programs and exchange, forming a solid foundation upon which to build. Recent efforts to identify key international academic initiatives through the commitment of human and financial resources allow the University to focus its efforts, inspire research, and generate global change at home and abroad.

In addition to tracking the traditional measures of internationalization included in this report, the Office of International Programs is working to identify other meaningful metrics for self-evaluation as well as for comparison to peer institutions.

Involvement in Study Abroad

<u>U of M Rank Within Comparative Group</u>	
This Year	4th
Last Year	3rd
5 Years Ago	4th

Analysis: The Twin Cities campus ranks 4th among comparative group institutions in the number of students studying abroad, as shown in Table 2-11. Figure 2-11 shows the increase in Twin Cities campus students’ involvement in study abroad relative to its comparative group. As a percentage of undergraduate degrees granted, the Twin Cities campus has improved from 15.7 percent in 1998 to 30.0 percent in 2006, or 13.3 percentage points closer to its stated goal of 50 percent (Figure 2-12).

Conclusion: The University continues to work toward its 50 percent participation goal, while maintaining its commitment to offering a broad range of programs, especially those of semester-length or longer, and concentrating on all curricula. The pioneering efforts in curriculum integration are internationally recognized and emulated as a best practice in

making an international experience a part of any field of study. The University is also working to expand its definition of “international experience” to better track, reflect, and legitimize the range of activities that students engage in globally (such as volunteering or interning).

The Carlson School of Management is implementing a pioneering policy requiring all undergraduates to have an international experience. This policy emerged from the growing recognition of the importance of global experience for life planning and career development purposes. In addition, the Learning Abroad Center is increasingly involved in helping students understand the value of their experiences abroad as they engage with the global community.

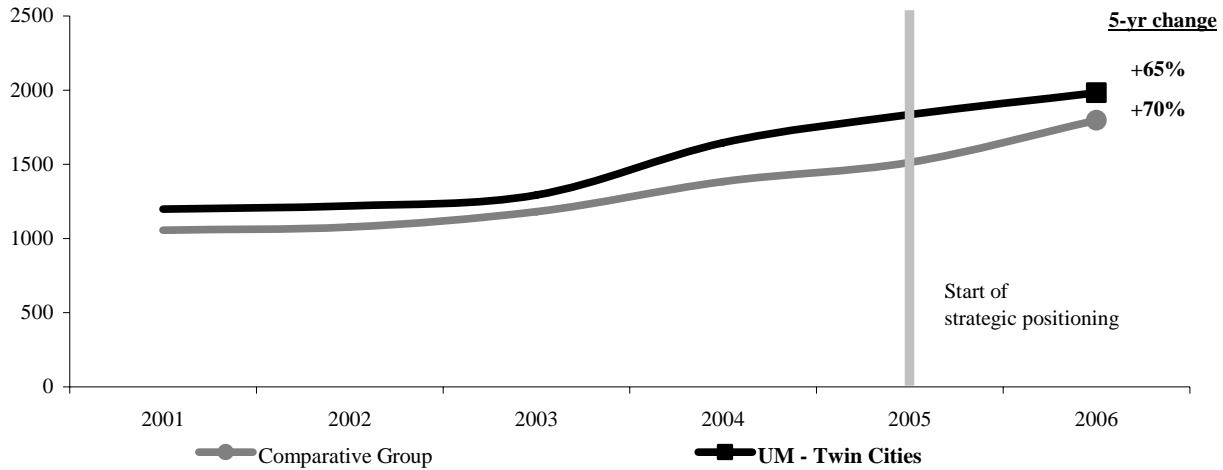
Table 2-11. Involvement in study abroad: U of M-Twin Cities vs. comparative institutions, 2006.

All Publics Rank	Rank	Institution	2006	1-Yr % Change	5-Yr % Change
2	1	University of Texas - Austin	2,244	3.5%	37.4%
3	2	Pennsylvania State University - Univ. Park	2,168	4.0%	92.9%
4	3	University of Illinois - Urbana-Champaign	1,988	14.3%	45.2%
5	4	University of Minnesota - Twin Cities	1,981	7.9%	65.2%
6	5	University of California - Los Angeles	1,966	254.2%	754.8%
7	6	University of Florida	1,926	6.7%	76.4%
9	7	Ohio State University - Columbus	1,858	17.6%	54.7%
11	8	University of Washington - Seattle	1,724	8.7%	71.0%
13	9	University of Michigan - Ann Arbor	1,701	34.7%	80.4%
14	10	University of Wisconsin - Madison	1,616	0.3%	29.0%
39	11	University of California - Berkeley	767	3.2%	9.9%

Source: *Open Doors Report: 2007*, Institute of International Education.

Involvement in Study Abroad

Figure 2-11. Involvement in study abroad: U of M-Twin Cities and comparative group, 2001-2006.



Source: *Open Doors Report: 2007*, Institute of International Education.

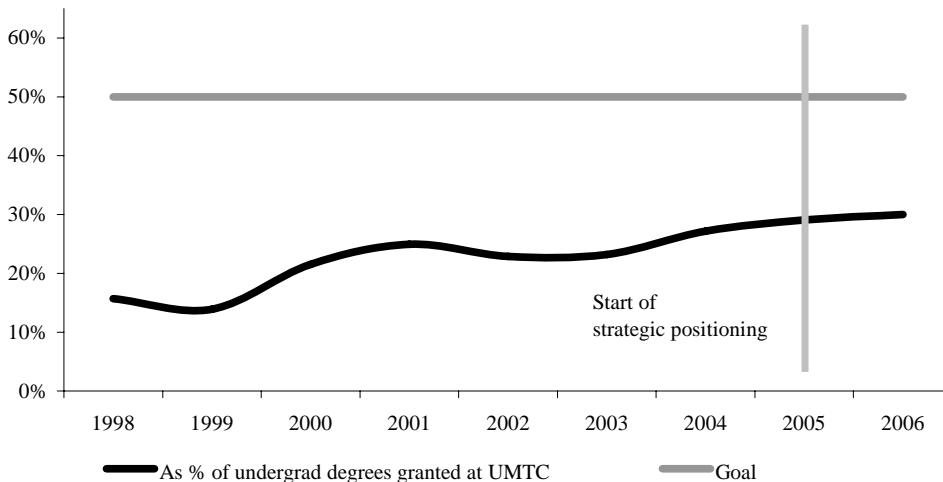
Table 2-12. Involvement in study abroad: U of M-Twin Cities and comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	1,055	1,077	1,181	1,385	1,514	1,796	70.2%
% Change	-	2.1%	9.6%	17.3%	9.3%	18.7%	-
UMTC	1,199	1,219	1,294	1,644	1,836	1,981	65.2%
% Change	-	1.7%	6.2%	27.0%	11.7%	7.9%	-
UMTC Rank	4 th	4 th	6 th	3 rd	3 rd	4 th	-

* Excludes University of Minnesota - Twin Cities

Source: *Open Doors Report: 2007*, Institute of International Education.

Figure 2-12. Twin Cities campus undergraduates studying abroad as a percentage of degrees granted, 1998-2006.



Source: Office of Institutional Research, University of Minnesota.

International Student Enrollment

U of M Rank Within Comparative Group	
This Year	8th
Last Year	7th
5 Years Ago	8th

Analysis: The number of international students enrolled in United States higher education institutions continues to rebound after years of stagnation attributed in part to 9/11, rising tuition, and increased competition from other countries.

The University of Minnesota, which had been losing ground over the past five years in terms of actual international student enrollment—most dramatically at the undergraduate level—is showing two continuous years of growth, ranking 8th among comparative institutions.

As Tables 2-13 and 2-14 and Figure 2-13 show, while the comparative group’s average international student enrollment over the past five years increased by nearly 17 percent, the University’s increase was only 10 percent.

Conclusion: For the past three years, the University has undertaken a variety of measures to ensure strong enrollments by highly qualified international students, with a special focus on undergraduates, including increased recruitment efforts, creation of scholarships, and improved programs and services to increase retention.

After five years of small increases and decreases in the actual number of international students, the University posted a solid 9.4 percent increase in 2006. In fall 2007, the number of international freshmen nearly doubled and that number is expected to double again in fall 2008. In addition to increasing the numbers of international students, the University also seeks to increase the diversity and academic caliber of international students.

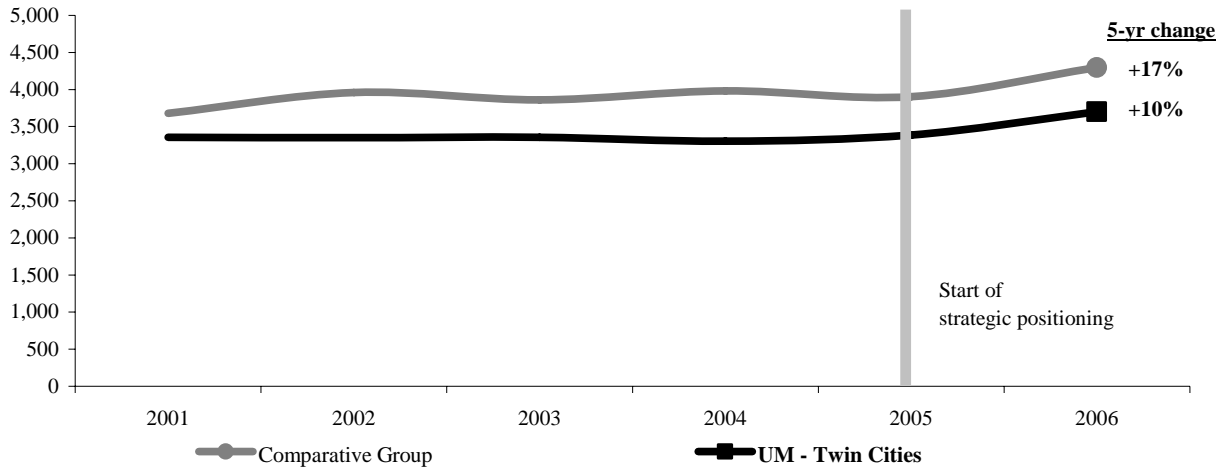
Table 2-13. International student enrollment: U of M-Twin Cities vs. comparative institutions, 2006.

All Publics Rank	Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of Illinois - Urbana-Champaign	5,685	15.9%	32.6%
3	2	University of Michigan - Ann Arbor	5,429	16.8%	30.9%
4	3	University of Texas - Austin	5,303	-1.7%	13.5%
5	4	University of California - Los Angeles	4,704	18.2%	68.4%
6	5	Ohio State University - Columbus	4,345	-2.9%	1.0%
10	6	University of Florida	3,921	4.6%	1.0%
12	7	University of Wisconsin - Madison	3,829	13.3%	2.3%
13	8	University of Minnesota - Twin Cities	3,701	9.4%	10.3%
14	9	Pennsylvania State University - Univ. Park	3,681	15.1%	5.7%
19	10	University of California - Berkeley	3,167	18.0%	15.8%
21	11	University of Washington - Seattle	2,884	10.1%	5.4%

Source: *Open Doors Report: 2007*, Institute of International Education.

International Student Enrollment

Figure 2-13. International student enrollment: U of M-Twin Cities and comparative group, 2001-2006.



Source: *Open Doors Report: 2007*, Institute of International Education.

Table 2-14. International student enrollment: U of M-Twin Cities and comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	3,679	3,961	3,860	3,981	3,904	4,295	16.7%
% Change	-	7.7%	-2.5%	3.1%	-1.9%	10.0%	-
UMTC	3,356	3,351	3,357	3,302	3,384	3,701	10.3%
% Change	-	-0.1%	0.2%	-1.6%	2.5%	9.4%	-
UMTC Rank	8 th	9 th	8 th	8 th	7 th	8 th	-

* Excludes University of Minnesota - Twin Cities

Source: *Open Doors Report: 2007*, Institute of International Education.

International Scholars

U of M Rank Within Comparative Group	
This Year	7th
Last Year	8th
4 Years Ago	9th

Analysis: Although the University ranks 7th in the actual number of international scholars—an increase from 8th last year—it has lost ground within the comparative group. Tables 2-15 and 2-16 show that the number of international scholars at the University has increased by 5 percent over the past five years, while comparative group institutions have increased their number of international scholars by an average of nearly 25 percent. In 2006,

however, the University had the highest growth among the group.

Conclusion: Hosting of international scholars is dependent on the demand from individual colleges and departments. The University continues to encourage and support colleges and departments to attract high-quality researchers, scholars, and post-doctoral appointees from around the world.

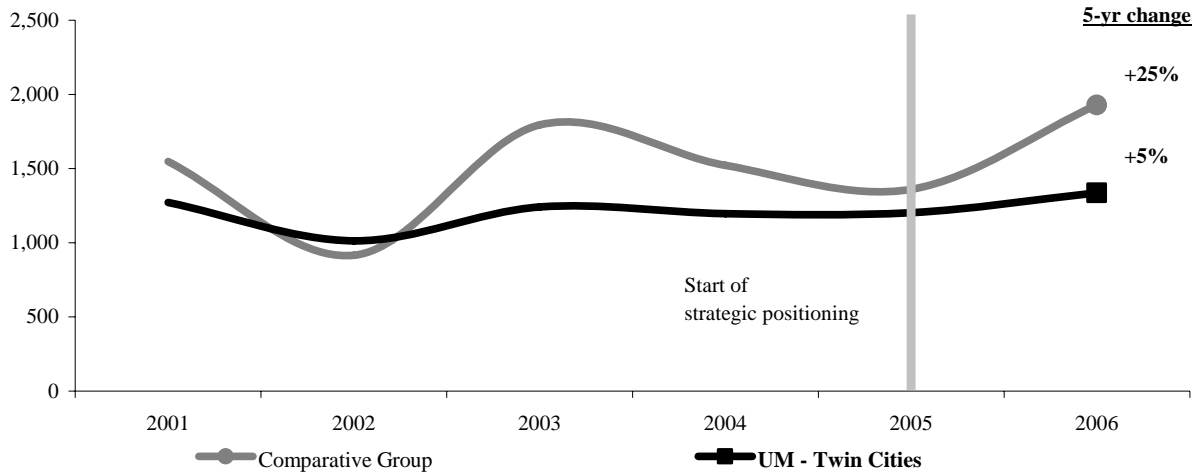
Table 2-15. International scholars: U of M-Twin Cities and comparative institutions, 2006.

All Publics Rank	Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of California - Berkeley	2,398	6.8%	1.4%
3	2	University of California - Los Angeles	2,258	6.0%	-9.5%
5	3	University of Washington - Seattle	1,954	-1.0%	31.2%
7	4	University of Florida	1,610	NA	22.2%
8	5	Ohio State University - Columbus	1,503	-6.5%	9.1%
9	6	University of Illinois - Urbana-Champaign	1,438	-11.6%	-11.4%
10	7	University of Minnesota - Twin Cities	1,337	11.2%	5.2%
12	8	University of Michigan - Ann Arbor	1,162	NA	-13.4%
13	9	University of Wisconsin - Madison	1,150	-6.7%	1.9%
18	10	University of Texas - Austin	1,050	-6.3%	9.1%
22	11	Pennsylvania State University - University Park	907	-45.3%	-33.8%

Source: *Open Doors Report: 2007*, Institute of International Education.

International Scholars

Figure 2-14. International scholars: U of M-Twin Cities and comparative group, 2001-2006.



Source: *Open Doors Report: 2007*, Institute of International Education.

Table 2-16. International scholars: U of M-Twin Cities and comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	1,547	916	1,794	1,522	1,359	1,929	24.7%
% Change	-	-40.8%	95.7%	-15.1%	-10.7%	41.9%	-
UMTC	1,271	1,013	1,241	1,196	1,202	1,337	5.2%
% Change	-	-20.3%	22.5%	-3.6%	0.5%	11.2%	-
UMTC Rank	9 th	7 th	8 th	7 th	8 th	7 th	-

Source: *Open Doors Report: 2007*, Institute of International Education.

* Excludes University of Minnesota - Twin Cities

Undergraduate and Graduate Student Satisfaction

Over the past 10 years the University has placed an increasing emphasis on improving the student experience. To measure student satisfaction with these efforts, every other year since 1997 the University has administered the Student Experiences Survey (SES). The latest SES was administered to a random sample of students during spring semester 2007.

Analysis: The results of the 2007 SES show improvement in many satisfaction categories among undergraduate and graduate students and among students of color. As shown in Figure 2-15, gains were registered in undergraduates' overall satisfaction, quality of classrooms, and cost of attendance. Undergraduate satisfaction declined slightly in terms of ratings of academic program quality, availability of places to study, and overall physical environment.

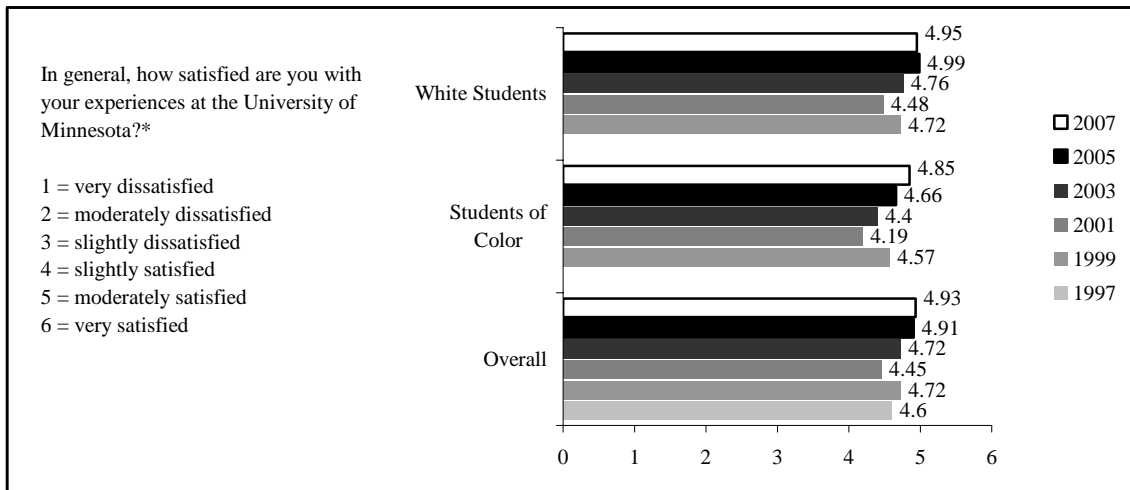
Figure 2-16 shows that graduate students' overall satisfaction improved as did their satisfaction with classroom quality, availability of

study spaces, and cost of attendance. Satisfaction declined slightly in the areas of academic program quality, and campus physical environment.

Conclusion: With the University's increased emphasis on addressing affordability issues, principally through the Founders Opportunity Scholarships for undergraduates and fellowships and grants for graduate students, the University anticipates continued improvement in student satisfaction with the cost of attendance.

The \$175 million Founders Opportunity Scholarship program ensures that all undergraduate students from Minnesota—including transfer students as well as qualified incoming freshmen—who are eligible for a federal Pell Grant will be guaranteed scholarships and grants to cover 100 percent of their tuition and required fees. About two-thirds of students from families earning less than \$50,000 per year are eligible for a Pell grant.

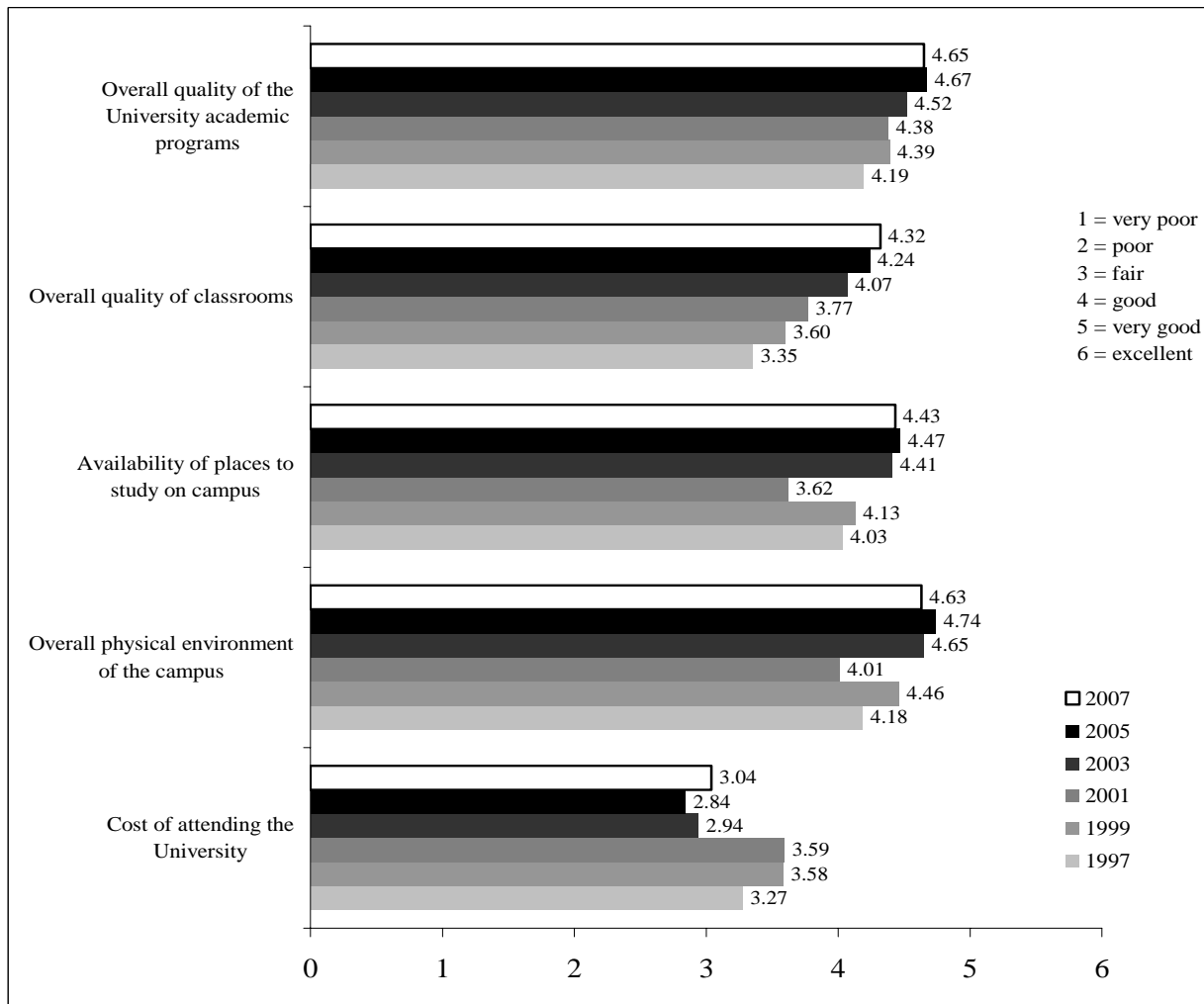
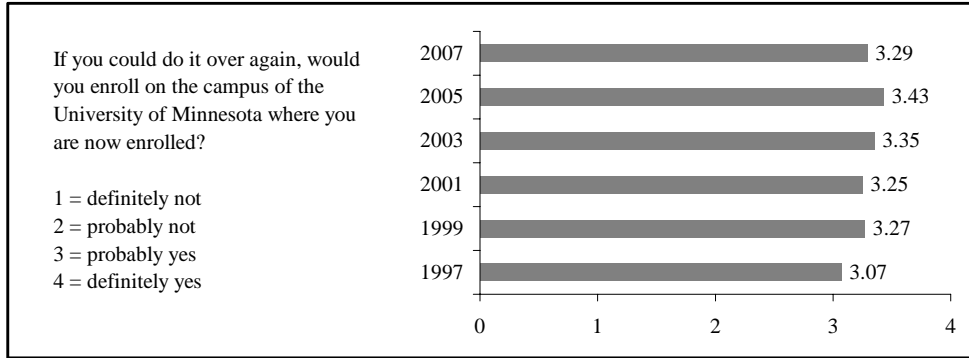
Figures 2-15. Undergraduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.



*Respondents in 1997 to 2005 were asked "In general, how satisfied are you now with your experiences at the University of Minnesota since fall semester started?"

Undergraduate Student Satisfaction

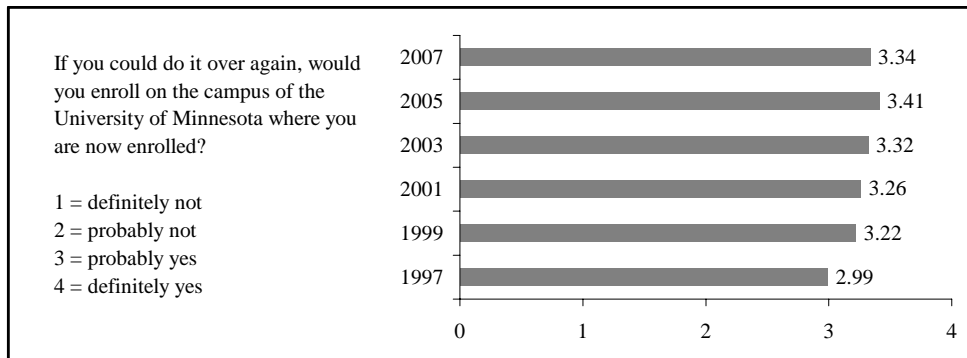
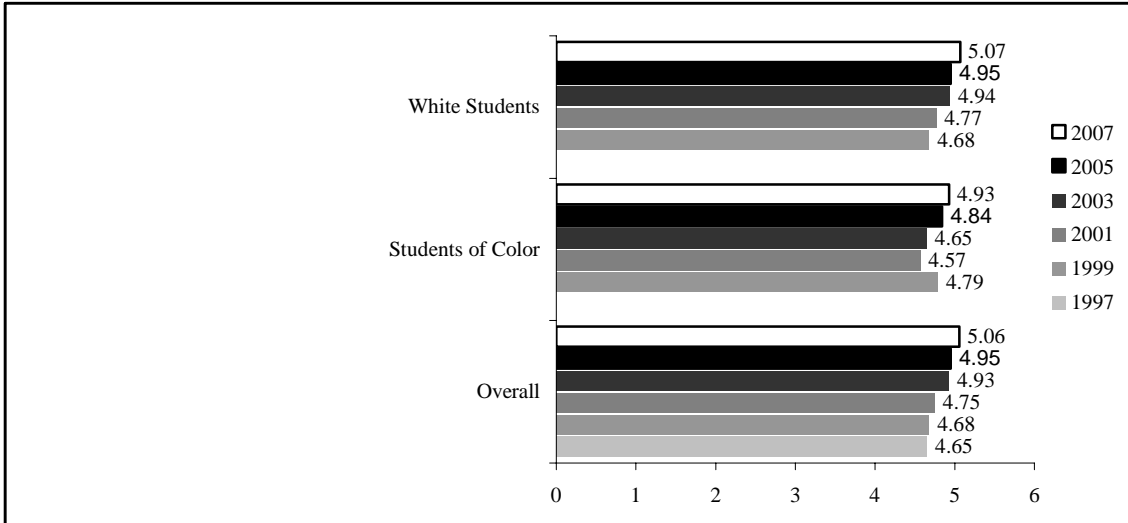
Figures 2-15 (continued). Undergraduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.



Source: Office of Institutional Research, University of Minnesota.

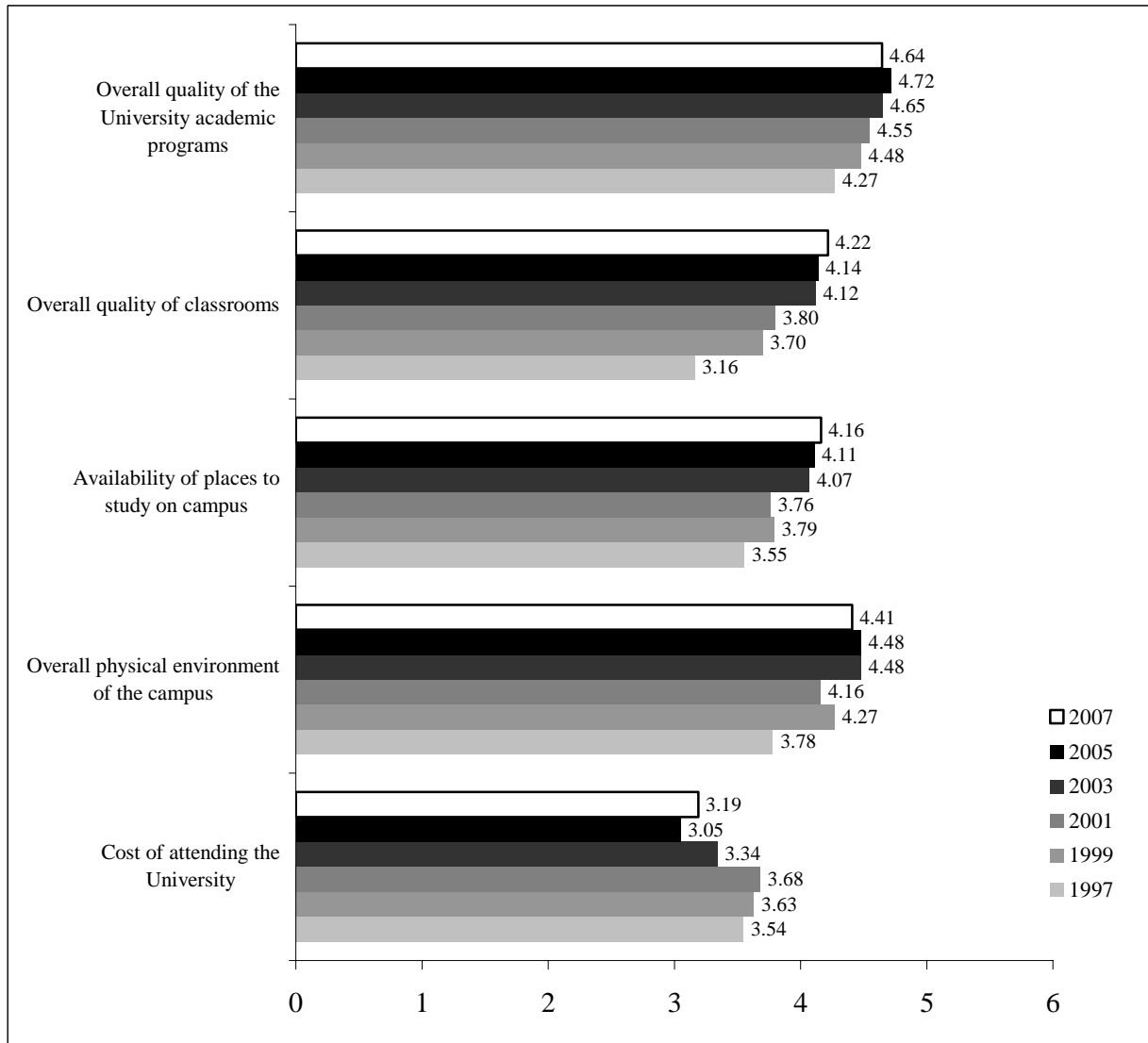
Graduate Student Satisfaction

Figures 2-16. Graduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.



Graduate Student Satisfaction

Figures 2-16 (continued). Graduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.



Source: Office of Institutional Research, University of Minnesota.

Exceptional Faculty and Staff

Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

To achieve this strategic goal, the University has invested \$89 million in the first three years of strategic positioning towards achieving the following objectives:

- Recruit identify, support, and reward stars on the rise.
- Create a robust culture of collaboration that encourages and rewards boldness, imagination, and innovation.
- Hire, develop, and place diverse faculty and staff in positions which match their skills and abilities with organizational needs.
- Strengthen the performance evaluation and reward systems to fully engage, motivate, and challenge faculty and staff.
- Significantly increase the number of faculty receiving awards of distinction.

The University's excellence stems from the quality of its human capital—exceptional faculty and staff. They are critical to recruiting and retaining the best and brightest students; attracting research funding to the University; garnering the attention of other world-class scholars; and strengthening the University's impact on society.

Faculty

The University of Minnesota has many outstanding faculty members. But the baby-boom generation will enter retirement age in the next decade, and the University will need to hire 1,000 faculty members (2/3 replacement, 1/3 new) in the next five years. To achieve excellence, the University will not only need to con-

tinue to recruit great faculty, but also provide the environment, infrastructure, mentoring, inspiration, high standards, rewards, and recognition required to retain them. Strategies to address these challenges are being implemented throughout the University.

Recruiting the Best and Brightest: Since selection of new faculty is the most important factor determining each academic department's research productivity, the University is raising recruitment standards across the institution. To that end, the University is promoting a culture across all colleges and departments to:

Hire for excellence, not simply to fill a slot for the long-term. To achieve this, search committee chairs receive in-depth training, and departments are required to define how the faculty position will advance the department. In addition, the University identifies and proactively recruits nationally and internationally recognized candidates whether they have applied for a position or not.

Ensure strategic hiring of faculty to strengthen areas of existing excellence, enhance areas on the verge of excellence, and target specific needs.

Establish strategic partnerships with institutions that have rich histories of educating scholars from under-represented groups and with individuals who have served as mentors for diverse scholars.

Hold departments and colleges accountable for excellence and diversity in hiring by asking for specific strategic plans and results from previous years during annual budget-compact discussions.

Develop more competitive compensation and benefits packages through special merit increases and preventive retention packages for high-performing faculty.

Facilitate spousal and partner hires, implement family-friendly policies, and initiate a system-wide review of human resource policies and guidelines to ensure that existing rules advance the University's recruitment goals.

Enhancing the Research Environment: The University strives to provide faculty with an environment in which to flourish. Major investments are being made in systems and processes that support faculty scholarship and optimize use of existing resources, including grants-in-aid programs, dedicated research time, and administrative services. An advisory committee of prominent researchers and scholars informs decisions on collaborative research opportunities, infrastructure funding, and research space issues. Additional administrative service support for the development of large collaborative and interdisciplinary research proposals is provided through the Collaborative Research Services Office.

Providing Mentoring and Support: Mentoring and support are critical to the development and success of new faculty. All now receive a three-day **New Faculty Orientation program** to introduce them to the University's teaching, research, and public engagement mission; establish a sense of community across departmental and collegiate boundaries; and expose them to the breadth and culture of the University and the Twin Cities area.

Enhance existing training programs for department heads, chairs, and faculty members through the Provost's Department Chairs Leadership Program and other initiatives.

Strengthen opportunities for faculty interaction, including several new cross-collegiate interdisciplinary institutes and centers, to build

collegiality across campus, departmental, and collegiate boundaries.

In addition, the University's **Center for Teaching and Learning** is a key component in the ongoing support of teaching excellence for faculty at all stages of their careers. The Center offers a wide range of workshops, seminars, and online information and provides such services as observation of teaching, review of materials, student focus groups, private coaching, and consultation.

Rewarding Excellence: The University rewards excellence in teaching and research in part through collegiate awards and University-wide honors. The University's academic leaders have strengthened and improved promotion and tenure policies, standards, and procedures to create a culture of rigorous peer review that recognizes the breadth and diversity of academic work at the University and establishes clearly articulated criteria and sufficient resources. In addition, the University has focused on the following initiatives:

Expand all-University chairs and professorships to strengthen recruitment and retention of outstanding faculty—the University has identified potential matching funds for as many as 25 new chairs or professorships (which have increased from 17 in 1985 to 404 in 2007).

Expand Regents Professor awards, both in number and amount, and continue to recognize scholarly excellence through internal awards including McKnight professorships, fellowships and chairs; the Scholar's Walk and Wall of Discovery; teaching awards including Morse-Alumni and the Graduate and Professional Awards, and advising through the Tate Advising Awards.

Facilitate national recognition by increasing faculty nominations for prestigious awards, honorary appointments, and professional academic recognition.

Compensate faculty for their performance by increasing the pool of funds available for merit pay and market-competitive merit increases. Since 2005, special compensation for exceptional faculty (above and beyond general compensation increases) totals \$32 million.

Staff

Investing in the success of all University employees is key to achieving the institution's long-term objectives. The University is committed to creating an environment where every individual understands what is expected, is fully engaged in his or her work, is supported to innovate and continuously improve, understands how performance will be assessed and rewarded, and has confidence in leadership.

Engaging employees: Engaged employees are a high priority, with success marked by employees who feel they are an important, valued part of the institution, understand how their responsibilities contribute to the overall mission, and are proud of their identity as a University employee. This is being accomplished through focused efforts to:

Create a strong start for new employees, including orientation practices that provide a broad overview of the University's history, mission, values, organization, and leadership and that promote strong University citizenship.

Develop leadership capacity, knowledge, skills, and abilities that enhance position competence and University citizenship through initiatives such as the President's Emerging Leaders program (over 150 participants since 2001), the Office of Service and Continuous Improvement's Transformational Leadership Program, Leading from Where You Are Program (for Civil Service and Bargaining Unit female staff), and orientation programs for new faculty and deans.

Promote a healthy work environment that enhances productivity; supports individual and group success; is responsibly managed; and fosters inclusiveness, employee well being, and the assurance of safety.

Evaluating performance: Performance management is a shared process that includes assessing, managing, planning, and improving an employee's performance to promote development that serves the individual and the organization. To ensure effective institutional management, a strong performance management system for all types of employees is needed.

Effective performance management systems should serve the individual employee as well as the organization. The system must be holistic and supported by trained managers and supervisors who understand and can articulate the differences in performance levels.

Development of such a system at the University began with a new approach to reviews for deans and senior administrators that is comprehensive and streamlined. More timely feedback to leaders, along with thoughtful analysis, helps them to make timely adjustments for success.

In addition, the University's position management system supports the recruitment, development, and performance management of employees by tracking the requirements of a position as individuals leave and others are hired. University pay systems also are analyzed to ensure linkages with competencies and performance management systems as they are defined.

Performance Measures

Performance measures that support the goal of "Exceptional Faculty and Staff" are detailed on the following pages:

National Academy Members	Pages 51-52
Faculty Awards	Pages 53-54
Post-Doctoral Appointees	Pages 55-56
Faculty and Staff Diversity	Pages 57-58
Faculty Salary and Compensation	Pages 59-61
Faculty and Staff Satisfaction	Pages 62-63

NRC Rankings

The federally chartered, non-profit National Research Council (NRC) is expected to disseminate the results of a national report on U.S. Ph.D. programs in late 2008. The report will offer assessments of three major aspects of doctoral education:

- **Research Impact**: Citations and publications per faculty member, honors and awards, etc.
- **Student Support and Outcomes**: Fraction of students with full support, time to degree, attrition rate, fraction with a position in a relevant field on graduation, etc.
- **Diversity of Academic Environment**: Fractions of students and faculty that are female and minority.

The new NRC rankings will differ significantly from the previous rankings (1995) in

several important ways. First, a greater number of graduate fields will be evaluated. For example, the rankings will now include agricultural sciences, biomedical fields in medical schools, and some programs in professional schools.

Second, the new rankings will be based on quantitative data and, unlike the 1995 rankings, will not be subjective or reputation-based.

Third, greater attention will be paid to assessing the graduate student experience, not the scholarly reputation of program faculty.

Thus, it will be difficult to compare 1995 rankings (based on subjective reputational surveys) with the new rankings (based on quantitative data that attempt, imperfectly, to estimate scholarly performance and quality).

National Academy Members

<u>University of Minnesota Rank</u>			<i>These prestigious honors are granted by the National Academies of Sciences and Engineering and the Institute of Medicine, which serve as private, nonprofit organizations to the federal government on science, technology, and medicine.</i>
	<u>Within Comparative Group</u>	<u>Among All Publics</u>	
This Year	8th	11th	
Last Year	8th	11th	
5 Years Ago	8th	10th	

Analysis: The number of University faculty members who have been selected for National Academy membership has remained relatively constant over the past five years (Figure 2-16 and Table 2-18). While the University has maintained its rank within its comparative group, other institutions are adding National Academy members to their institutions. Furthermore, the highest ranked institutions on this measure have more than twice as many members as does the University (Table 2-17).

Conclusion: The University has many deserving faculty in a range of disciplines whose qualifications and contributions to their fields may not have been adequately brought forward. In 2006, the Provost appointed a full-time coordinator for faculty awards to identify and facilitate the nomina-

tion of outstanding faculty. In addition, a working group of National Academies members was formed to develop strategies for putting forth nominations.

In 2007, three University faculty members were inducted into the American Academy of Arts and Sciences—the highest number in any year since 1993. One faculty member was inducted into the National Academy of Sciences, the first since 2002.

While 2008 proved to be a more challenging year relative to such inductions, with the continued efforts of the coordinator and the National Academies working group, the University expects the number of national and international faculty awards received by University faculty to continue to increase in the coming years.

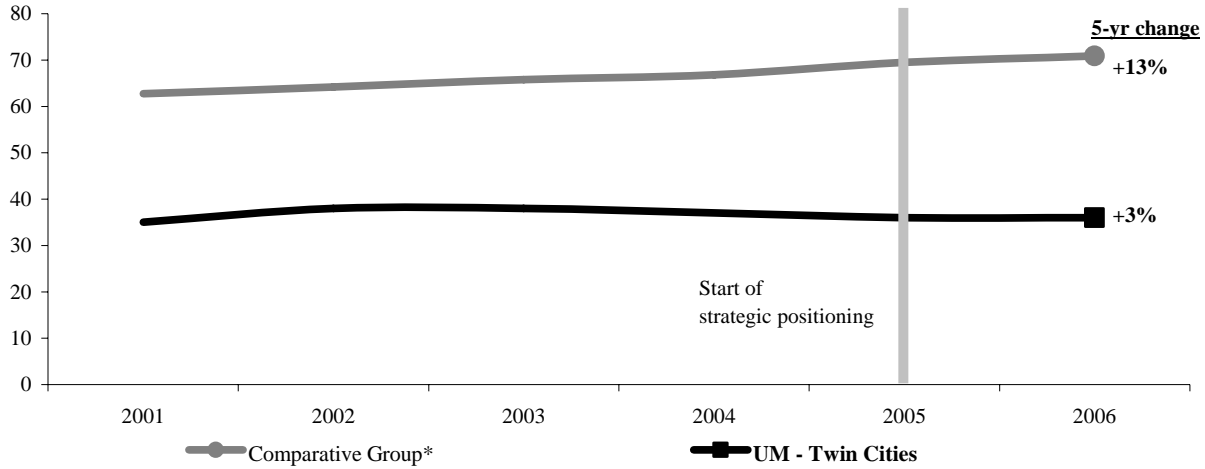
Table 2-17. National Academy members: U of M-Twin Cities and comparative group institutions, 2006.

All Publics Rank	Comparative Group Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of California - Berkeley	211	-0.5%	6.0%
4	2	University of Washington - Seattle	86	1.2%	10.3%
5	3	University of California - Los Angeles	76	4.1%	31.0%
5	3	University of Michigan - Ann Arbor	76	4.1%	22.6%
7	5	University of Wisconsin - Madison	71	0.0%	2.9%
8	6	University of Texas - Austin	61	8.9%	17.3%
9	7	University of Illinois - Urbana-Champaign	56	1.8%	3.7%
11	8	University of Minnesota - Twin Cities	36	0.0%	2.9%
18	9	Pennsylvania State University - Univ. Park	30	7.1%	30.4%
25	10	Ohio State University - Columbus	22	0.0%	46.7%
27	11	University of Florida	20	0.0%	17.6%

Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2007.

National Academy Members

Figure 2-16. National Academy Members: U of M-Twin Cities vs. comparative group, 2001-2006.



Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2007.

Table 2-18. National Academy Members: U of M-Twin Cities vs. comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	63	64	66	67	70	71	13.1%
% Change	-	2.4%	2.5%	1.5%	4.0%	2.0%	-
UMTC	35	38	38	37	36	36	2.9%
% Change	-	8.6%	0.0%	-2.6%	-2.7%	0.0%	-
UMTC Rank	8 th	8 th	8 th	8 th	8 th	8 th	-

* Excludes University of Minnesota - Twin Cities

Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2007.

Faculty Awards

University of Minnesota Rank			<i>Included in this measure are prominent grant and fellowship programs in the arts, humanities, science, engineering, and health fields, e.g., Fulbright, MacArthur, National Endowment for the Humanities, National Institutes of Health, Pew Charitable Trusts, etc.</i>
	<u>Within Comparative Group</u>	<u>Among All Publics</u>	
This Year	9th	12th	
Last Year	8th	14th	
5 Years Ago	7th	12th	

Analysis: The University currently ranks 9th within its comparative group on this measure, and 12th among all public research universities (Table 2-19). Although the number of external faculty awards fluctuates from year to year, the University’s ranking and its share of awards have declined compared to five years ago (Figure 2-17 and Table 2-20). However, 2006 marked the third straight year of improvement in the number of awardees.

Conclusion: The University has many deserving faculty in a range of disciplines whose qualifications and contributions to

their fields may not have been adequately brought forward. In 2006, the Provost appointed a full-time coordinator for faculty awards to identify and facilitate the nomination of outstanding faculty.

The coordinator has built a database of national and international faculty awards to track award opportunities, is establishing ongoing relationships with key contacts in each collegiate unit to identify potential award nominees, and is working to increase publicity for national and international award winners.

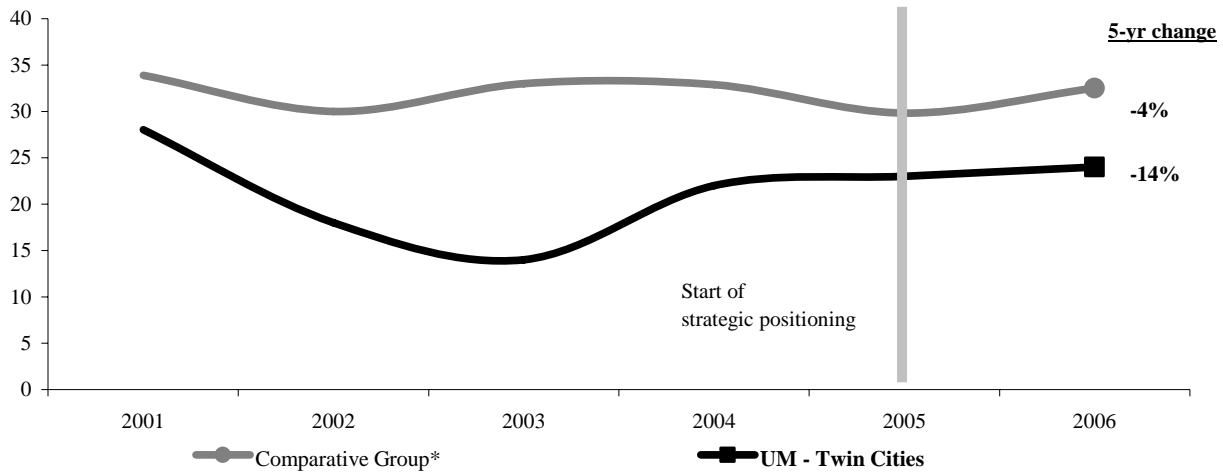
Table 2-19. Faculty awards: U of M-Twin Cities and comparative group institutions, 2006.

All Publics Rank	Comparative Group Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of Michigan - Ann Arbor	51	21.4%	-1.9%
3	2	University of California - Berkeley	44	10.0%	-6.4%
4	3	University of Wisconsin - Madison	42	0.0%	23.5%
4	3	University of California - Los Angeles	42	16.7%	7.7%
7	5	Pennsylvania State University - Univ. Park	28	33.3%	7.7%
8	6	University of Washington - Seattle	27	-6.9%	-27.0%
8	6	University of Texas - Austin	27	8.0%	17.4%
11	8	University of Florida	25	31.6%	4.2%
12	9	University of Minnesota - Twin Cities	24	4.3%	-14.3%
14	10	University of Illinois - Urbana-Champaign	22	-15.4%	-35.3%
20	11	Ohio State University - Columbus	17	-5.6%	-26.1%

Source: *The Top American Research Universities: The Center for Measuring University Performance, 2007.*

Faculty Awards

Figure 2-17. Faculty awards: U of M-Twin Cities vs. comparative group, 2001-2006.



Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2007.

Table 2-20. Faculty awards: U of M-Twin Cities vs. comparative group institutions, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	34	30	33	33	30	33	-4.1%
% Change	-	-11.5%	10.0%	-0.3%	-9.4%	9.1%	-
UMTC	28	18	14	22	23	24	-14.3%
% Change	-	-35.7%	-22.2%	57.1%	4.5%	4.3%	-
UMTC Rank	7th	10th	11th	9th	8th	9th	-

* Excludes University of Minnesota - Twin Cities

Source: *The Top American Research Universities*: Center for Measuring University Performance, 2007.

Post-Doctoral Appointees

<u>University of Minnesota Rank</u>			<i>Post-doctoral appointees, who hold a science and engineering Ph.D., M.D., D.D.S., or D.V.M. degree (or foreign degrees equivalent to U.S. doctorates), devote their primary effort to additional training through research activities or study in an academic department under temporary appointments carrying no academic rank.</i>
	<u>Within Comparative Group</u>	<u>Among All Publics</u>	
This Year	4th	7th	
Last Year	5th	9th	
5 Years Ago	5th	8th	

Analysis: The University has increased the number of post-doctoral appointees while maintaining its ranking within the comparative group over the past five years as shown in Figure 2-18. However, the University’s number of appointees is 300-400 fewer than the top two institutions (Table 2-21).

Conclusion: The University’s ability to host post-doctoral appointees is, in part, determined by the resources available to the appointing department. The steady progress made in increasing the number of post-

doctoral appointees was thwarted in 2003 following the state’s budget reduction. This resulted in a decision by the University, collegiate units, and departments to reallocate funds to graduate student support.

However, with more recent investments made by the Minnesota Legislature, and with the University’s additional internal re-allocation of funds, the number of appointees has increased and is expected to continue to do so in the coming years.

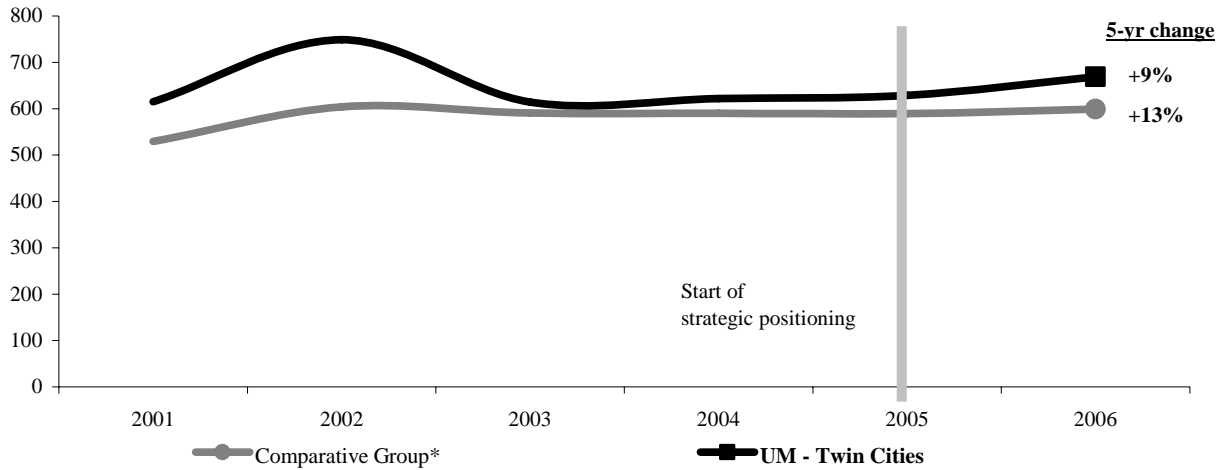
Table 2-21. Post-doctoral appointees: U of M-Twin Cities and comparative group institutions, 2006.

All Publics Rank	Comparative Group Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of California - Los Angeles	1,094	7.4%	29.2%
3	2	University of Washington - Seattle	963	-7.7%	2.7%
5	3	University of California - Berkeley	774	7.5%	-13.6%
7	4	University of Minnesota - Twin Cities	669	6.4%	8.8%
11	5	University of Michigan - Ann Arbor	603	-5.6%	-3.4%
12	6	University of Florida	602	2.6%	18.0%
13	7	University of Wisconsin - Madison	595	20.9%	27.4%
15	8	University of Illinois - Urbana-Champaign	416	5.1%	59.4%
19	9	Ohio State University - Columbus	400	-5.7%	41.3%
24	10	Pennsylvania State University - Univ. Park	341	-2.3%	32.2%
43	11	University of Texas - Austin	205	-9.3%	-1.0%

Source: *The Top American Research Universities*: Center for Measuring University Performance, 2007.

Post-Doctoral Appointees

Figure 2-18. Post-doctoral appointees: U of M-Twin Cities vs. comparative group, 2001-2006.



Source: *The Top American Research Universities*: Center for Measuring University Performance, 2007.

Table 2-22. Post-doctoral appointees: U of M-Twin Cities vs. comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	529	604	591	590	590	599	13.3%
% Change	-	14.1%	-2.1%	-0.1%	-0.1%	1.7%	-
UMTC	615	749	614	622	629	669	8.8%
% Change	-	21.8%	-18.0%	1.2%	1.2%	6.4%	-
UMTC Rank	5th	5th	4th	5th	5th	4th	-

* Excludes University of Minnesota - Twin Cities

Source: *The Top American Research Universities*: Center for Measuring University Performance, 2007.

Faculty and Staff Diversity

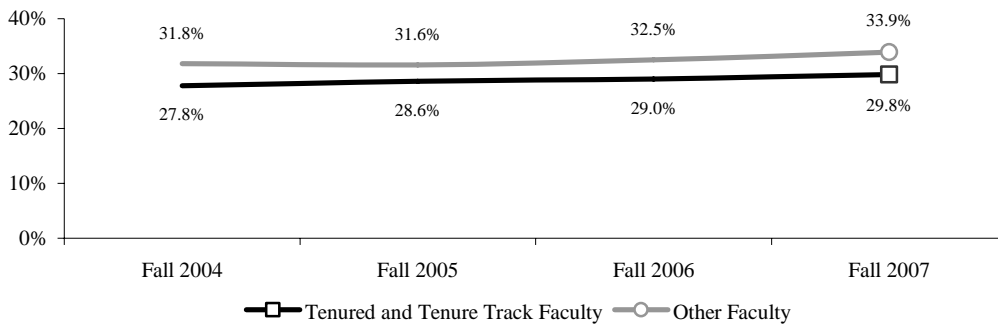
Analysis: Hiring and retaining faculty and staff of color as well as female faculty and staff on the Twin Cities campus has been steady for the past four years. In each case, the percentages have increased modestly, as shown in Figures 2-19, 2-20, 2-22, and 2-23. In particular, females are well represented among all three employee groups (Figure 2-22). Among faculty of color, Asian/Pacific Islanders and Blacks represent an increasing proportion, while the number of American Indian and Chicano/Hispanic faculty have declined slightly (Figure 2-21).

Conclusion: Recruiting and retaining a diverse faculty and staff is one of the University's highest priorities. The University is focusing on developing and promoting female faculty, particularly in fields where women have been underrepresented for some time.

In addition, the University is working with academic departments to provide bridge funding in order to take advantage of opportunities to hire exceptional diverse faculty, helping support faculty spousal hires, supporting graduate student admission strategies, and developing additional post-doctoral appointee opportunities. In addition to recruiting for faculty diversity, the University is focusing on promotion and retention strategies as well.

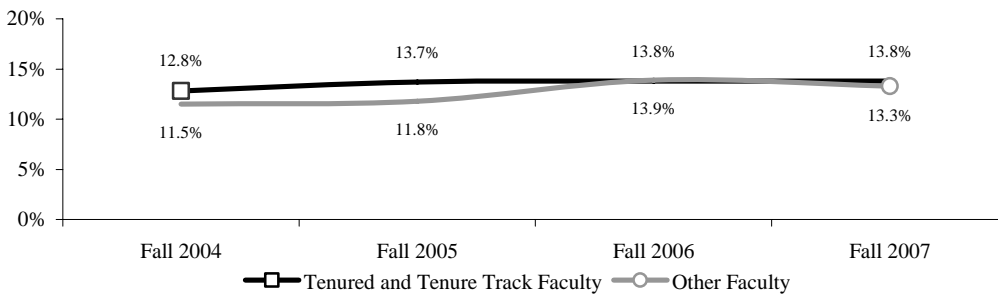
On the staff side, the University has initiated a variety of programs to support the development of civil service, bargaining unit, and professional and academic female staff and staff of color. These efforts include not only attempts to increase numbers, but also to identify and address institutional and cultural barriers, including climate issues.

Figure 2-19. Percentage of female faculty, University of Minnesota – Twin Cities, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

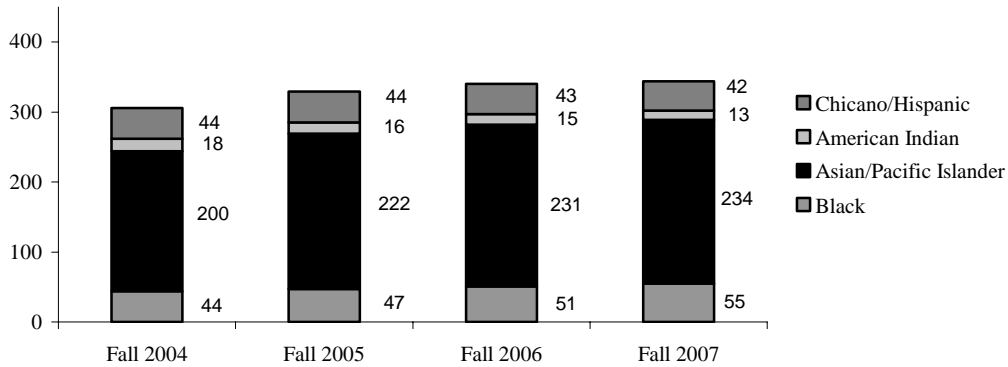
Figure 2-20. Percentage of faculty of color, University of Minnesota – Twin Cities, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

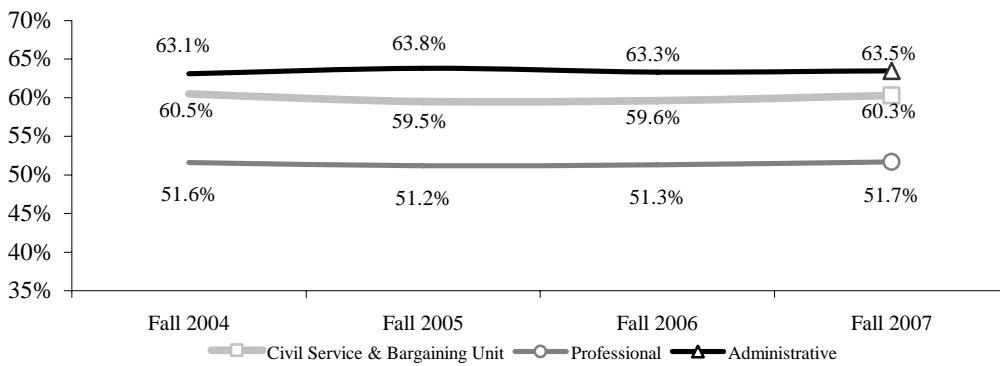
Faculty and Staff Diversity

Figure 2-21. Diversity of tenured and tenure-track faculty, University of Minnesota – Twin Cities, 2004-2007.



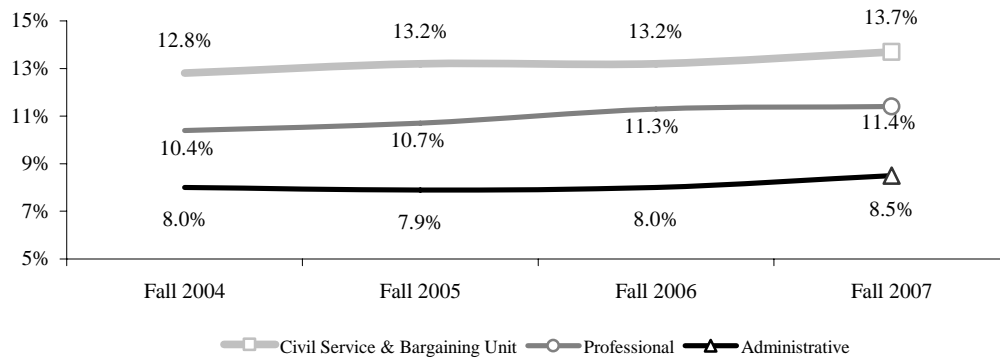
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 2-22. Percentage of female staff employee, University of Minnesota – Twin Cities, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 2-23. Percentage of staff of color, University of Minnesota – Twin Cities, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

Faculty Salary and Compensation

	U of M Salary Rank Within Comparative Group			U of M Compensation Rank Within Comparative Group		
	Professor	Associate Professor	Assistant Professor	Professor	Associate Professor	Assistant Professor
This Year	8 th	5 th	7 th	4 th	3 rd	3 rd
Last Year	8 th	5 th	7 th	4 th	3 rd	2 nd
5 Years Ago	7 th	6 th	7 th	-	-	-

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty). Comparisons across institutions and campuses, however, are imperfect because they differ by mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection. Also, changes in average salary reflect not only increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will differ from ones stipulated in annual salary plans. These differences will vary from year to year, and can be significant when the cohort sizes are relatively small.

Analysis: In 2003-04, the University lost ground to its comparative group due to the im-

pact of the state’s budget reduction to the institution (Figure 2-24). In the last three years, however, the University has made significant progress, and over the five-year period the University outperformed the comparative group average. In 2007-08, the University ranked 8th at the full professor level, 5th at the associate professor level, and 7th at the assistant professor level. The University ranks near the top of its comparative group in total compensation (Table 2-24). Its total compensation ranks 4th at the professor, 3rd at the associate, and 3rd at the assistant professor levels.

Conclusion: As part of its strategic positioning efforts, the University has added \$32 million to merit-based faculty salaries on top of a 3 percent increase to the base, but it will take a sustained effort in future years to improve the University’s standing within its peer group.

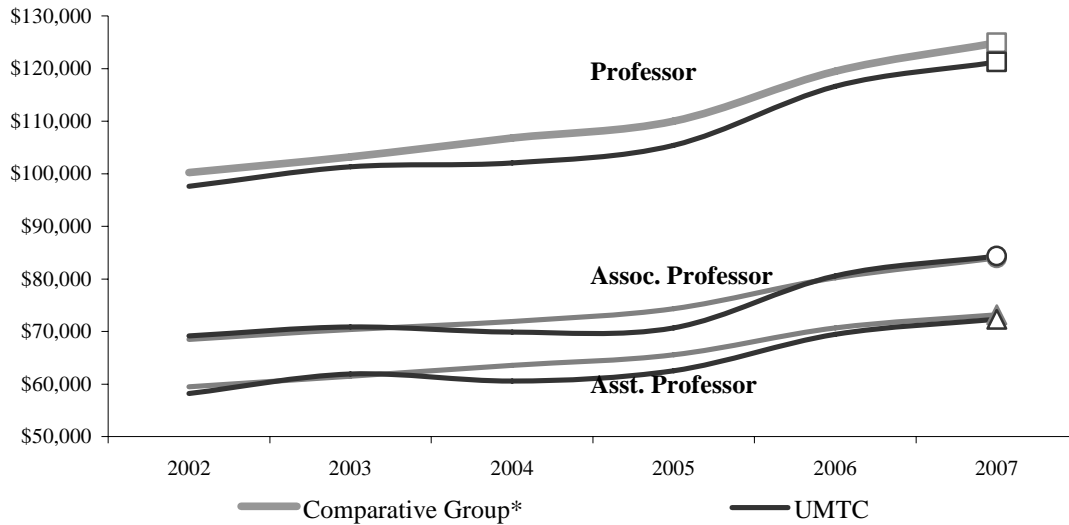
Table 2-23. Faculty salary: U of M-Twin Cities and comparative group institutions, 2007.

Rank	Institutions	Professor	5-Yr % Change	Associate Professor	5-Yr % Change	Assistant Professor	5-Yr % Change
1	University of California - Los Angeles	\$141,969	22.7%	\$90,740 (2)	24.0%	\$76,768 (4)	20.9%
2	University of California - Berkeley	140,966	21.7%	94,385 (1)	28.0%	78,468 (2)	18.4%
3	University of Michigan - Ann Arbor	137,034	25.9%	89,056 (3)	16.8%	79,304 (1)	28.5%
4	University of Texas - Austin	126,018	27.5%	81,269 (8)	28.0%	77,574 (3)	29.3%
5	University of Illinois - Urbana-Champaign	125,683	24.5%	82,235 (7)	17.7%	73,687 (6)	21.9%
6	Pennsylvania State University - Univ. Park	125,402	27.8%	84,986 (4)	27.7%	69,527 (9)	24.1%
7	Ohio State University - Columbus	121,552	29.7%	\$80,451 (9)	26.6%	70,912 (8)	28.5%
8	University of Minnesota - Twin Cities	121,273	24.2%	84,342 (5)	21.9%	72,334 (7)	24.2%
9	University of Washington - Seattle	116,380	29.2%	83,440 (6)	27.3%	73,897 (5)	26.8%
10	University of Florida	109,272	25.8%	73,006 (11)	16.9%	62,535 (11)	16.5%
11	University of Wisconsin - Madison	104,700	12.7%	80,282 (10)	14.4%	69,133 (10)	15.7%

Source: Office of Institutional Research, University of Minnesota.

Faculty Salary and Compensation

Figure 2-24. Faculty salary: U of M-Twin Cities vs. selected comparative group institutions, 2002-2007.



Source: Office of Institutional Research, University of Minnesota.

Table 2-24. Faculty salary: U of M-Twin Cities and comparative group institutions, 2002-2007.

	2002	2003	2004	2005	2006	2007	5-Yr % Change
<u>Professor</u>							
Comparative Group Average*	\$100,197	\$103,217	\$106,782	\$109,992	\$119,457	\$124,898	24.7%
University of Minnesota - Twin Cities	97,613	101,323	102,012	105,362	116,596	121,273	24.2%
<u>Associate Professor</u>							
Comparative Group Average*	\$68,472	\$70,350	\$71,894	\$74,296	\$80,236	\$83,985	22.7%
University of Minnesota - Twin Cities	69,173	70,870	69,879	70,676	80,560	84,342	21.9%
<u>Assistant Professor</u>							
Comparative Group Average*	\$59,491	\$61,492	\$63,537	\$65,544	\$70,640	\$73,180	23.0%
University of Minnesota - Twin Cities	58,236	61,941	60,585	62,525	69,429	72,334	24.2%

Source: Office of Institutional Research, University of Minnesota.

* Excludes University of Minnesota - Twin Cities

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Table 2-25. Faculty compensation: U of M-Twin Cities and comparative group institutions, 2007.

Rank	Institutions	Professor	1-Yr % Change	Associate Professor	1-Yr % Change	Assistant Professor	1-Yr % Change
1	University of California - Los Angeles	\$185,151	7.1%	\$120,721 (2)	8.0%	\$103,145 (2)	6.8%
2	University of California - Berkeley	184,006	8.0%	125,552 (1)	9.2%	105,572 (1)	3.8%
3	University of Michigan - Ann Arbor	165,677	5.1%	112,108 (4)	3.4%	100,718 (4)	6.2%
4	University of Minnesota - Twin Cities	159,700	4.6%	116,500 (3)	5.3%	102,100 (3)	5.0%
5	Pennsylvania State University - Univ. Park	152,960	4.3%	106,252 (5)	4.6%	86,381 (10)	2.4%
6	University of Illinois - Urbana-Champaign	151,028	3.6%	102,505 (8)	3.0%	92,961 (6)	2.5%
7	Ohio State University - Columbus	149,917	3.1%	102,023 (9)	3.6%	90,655 (8)	1.3%
8	University of Texas - Austin	149,255	4.0%	99,339 (10)	4.4%	94,137 (5)	3.8%
9	University of Washington - Seattle	141,836	6.9%	102,738 (7)	8.0%	90,120 (9)	5.0%
10	University of Florida	135,820	1.3%	93,949 (11)	-0.5%	80,178 (11)	-0.3%
11	University of Wisconsin - Madison	133,831	1.3%	105,209 (6)	2.7%	92,133 (7)	4.6%

Source: Office of Institutional Research, University of Minnesota.

Faculty and Staff Satisfaction

Large employers recognize the value of continuously monitoring employee attitudes and perspectives on the workplace. Level of satisfaction with compensation, benefits, supervisor behaviors, and work-life support play an important role in an individual's decision to stay or leave. With this monitoring goal in mind, the Pulse Survey was commissioned in 2004 by the University's central administration and conducted in partnership with the Human Resources Research Institute of the Carlson School of Management.

The second Pulse Survey was conducted in February 2006. Approximately 4,500 faculty and staff responded to the 2006 survey. The survey asked a variety of questions about employees' job experiences and attitudes about their jobs, departments, and the University. The survey examined the following areas:

- job satisfaction
- pay and benefits
- supervisor and departmental support
- University climate
- retention and considerations in leaving
- life outside of work
- characteristics of the respondents

Faculty Results: Across a number of indicators, results suggest that faculty respondents feel quite good about their jobs at the University (75 percent satisfied or above). Some of the most favorable results were in the following areas:

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

- satisfaction with department chair or responsible administrator
- intentions to remain at the University
- general well-being outside of work

Faculty were more moderately favorable or neutral about:

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

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

- Overall job satisfaction and satisfaction with the University as an employer
- Satisfaction with coworkers
- Satisfaction with supervisors
- Satisfaction with benefits
- Intentions to remain at the University
- General well-being outside of work

Staff respondents were more moderately favorable or neutral about:

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

Conclusions: The results from these first two surveys suggest the University must continue to address the issue of salary levels. Retention of faculty and staff will depend on increasing

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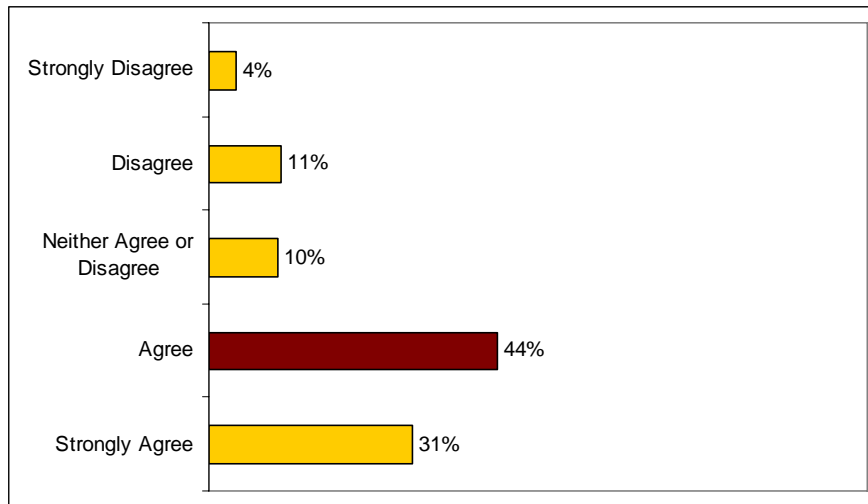
the University's competitive position in this area. While University benefits programs are viewed as a positive feature of employment, good benefits cannot compensate for erosion of base salaries against comparative institutions.

Efforts to better prepare supervisors and managers appear to be paying off, as the survey indicates many employees feel positive about the quality of their supervisors and managers.

More attention to career development opportunities seems particularly important for staff employees, many of whom remain at the University for their careers.

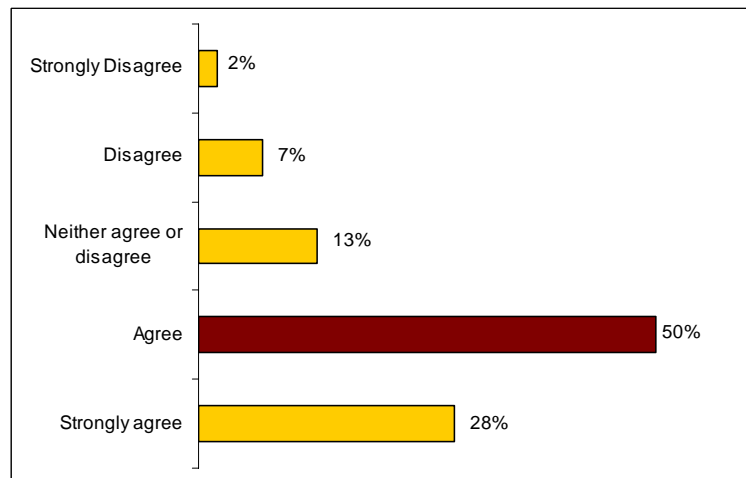
The Pulse Survey will be an ongoing University-wide effort to "take the pulse" of University employees. In the years to come, similar surveys will be administered to track changes in the satisfaction of University employees.

Figure 2-25. Faculty response to the question: "Overall, I am satisfied with my employment at the University," University of Minnesota – Twin Cities, 2006.



Source: Human Resources Research Institute, Carlson School of Management.

Figure 2-26. Staff response to the question: "Overall, I am satisfied with my employment at the University," University of Minnesota – Twin Cities, 2006.



Source: Human Resources Research Institute, Carlson School of Management.

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Exceptional Innovation

Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and the world.

To achieve this strategic goal, the University has invested \$72 million in the first three years of strategic positioning towards achieving the following objectives:

- Foster an environment of creativity that encourages evolution of dynamic fields of inquiry.
- Invest in strong core disciplines while supporting cross disciplinary, collaborative inquiry.
- Fully leverage academic, research, and community partnerships and alliances to provide leadership in a global context.
- Develop innovative strategies to accelerate the efficient, effective transfer and use of knowledge for the public good.

Exceptional innovation requires developing new models of collaboration that enable the University to engage partners in problem-solving, inspire new ideas and breakthrough discoveries, address critical problems, and serve Minnesota, the nation, and the world.

Creating Academic Synergies

The University's 2007 realignment of academic units helped advance interdisciplinary inquiry and research, enhance curricular choices and content for students, and provide more effective, efficient service. These changes brought initial savings of \$3-4 million, with more savings expected over the next five years, all of which are being reinvested in academic initiatives. These changes also mean more tuition revenue for other units with enrollment growth. The realignment included:

The **College of Design** encompasses all of the University's design disciplines—graphic, apparel, and interior design; retail merchandising; housing studies; architecture, and landscape architecture. It combines the former College of Human Ecology's Department of Design, Housing, and Apparel with the former College of Architecture and Landscape Architecture. The new college strengthens the University's leadership in academic research and education in design and establishes it as one of the nation's pre-eminent design colleges.

The **College of Education and Human Development** joined the former College of Education and Human Development with the former General College and the former College of Human Ecology's Department of Family Social Science and School of Social Work. The new college is poised to become a world leader in creating and advancing knowledge in education, family systems, human welfare, and human development across the lifespan.

The **College of Food, Agricultural and Natural Resource Sciences** joined the former College of Natural Resources, the former College of Human Ecology's Department of Food Science and Nutrition, and the former College of Agricultural, Food and Environmental Sciences to create a nationally distinctive college poised to enhance the University's biological and social science contributions to the environment, agriculture, human health, food systems, and natural resources.

Advancing Interdisciplinary Research and Education

The University is seeking to maintain and strengthen excellence not only in its traditional

academic programs but also by cultivating new programs that cross disciplinary boundaries. Fostering interdisciplinary activity is a critical institutional priority. With more than 350 interdisciplinary programs, centers, and majors, the University's commitment to interdisciplinary research, education, and public engagement is not new. The University is building on this tradition with focused investment in major interdisciplinary initiatives, including:

Incentives for **cross-college collaboration** as part of the budget-compact process that guides central investments in the colleges.

Support for selected, newly formed **centers of interdisciplinary inquiry** that foster collaboration, such as the Institute for Advanced Study, the Institute on the Environment, the Institute for Translational Neuroscience, and the Institute for the Advancement of Science and Technology.

Continued investment in **interdisciplinary initiatives** in the Arts and Humanities; Biocatalysis; Brain Function Across the Lifespan; Children, Youth, and Families; Environment and Renewable Energy; Healthy Foods, Healthy Lives; Law and Values in Health, Environment, and the Life Sciences; and Translational Research in Human Health.

Changes in policies to ensure that interdisciplinary work is adequately valued in the tenure and promotion process, and changes in policies to allow for equitable distribution of indirect cost recovery for interdisciplinary grants.

Development of **leadership capacity** for interdisciplinary initiatives and of active networks of interdisciplinary scholars and artists. In addition, the University is providing technical and managerial assistance to faculty interdisciplinary teams, including finding additional funding, developing staffing and leadership plans, and building community partnerships.

Interdisciplinary Education: The University's leadership in fostering inquiry across disciplinary boundaries extends to its education mission and the preparation of future faculty and leaders in other sectors.

The Graduate School is supporting the development of interdisciplinary education programs in areas of strength at the University and is providing matching funds for faculty training grants that support the implementation of best practices.

At the undergraduate level, the University is helping students explore a range of disciplines on the way to choosing a major or majors. The University is exploring new possibilities for undergraduate interdisciplinary research, seminars, and internship opportunities.

Cultural Support: Traditional academic culture can present barriers to interdisciplinary work. University faculty and administrators are working together to change institutional policies and practices to ensure that collaborative work is adequately valued, especially in the tenure and promotion process. In addition, the University is focusing on other recognition and incentive mechanisms for collaborative contributions to research and education.

Transforming Health Care Research, Education, and Service

The University's health-sciences disciplines focus on the movement of knowledge from discovery to its application and dissemination—bringing research to reality by developing new ways to prevent, diagnose, or treat disease and improve the health status of individuals and communities. This process, along with the education of future health professionals, is shaping the future of health care.

The University's ability to shape the future of health care relies on strong clinical sciences. Encompassing clinical research, clinical care and practice, and the experiential education of

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future health professionals, the clinical sciences comprise the final stage of bringing new knowledge to the treatment and prevention of disease.

Strong clinical sciences are essential for: training future health professionals; ensuring that discoveries come to fruition in new therapies, treatments, and cures; developing new models of care and prevention; improving the health of communities; and supporting the bio-science economy of Minnesota. Through clinical revenues, the clinical sciences also provide critical funding for the education and research missions of the University's Academic Health Center schools and colleges.

Creating Research Corridors of Discovery:

Research corridors are conceptual passageways for biomedical and health research, moving a new idea or new knowledge to its end either as a new way to prevent disease, a new treatment or a new product, or a new industry for Minnesota.

Developing these corridors requires new faculty and facilities and strengthened support and infrastructure for clinical and translational research. The University is combining the expertise of disciplines in the natural, physical, and social sciences with the health sciences as well as partnerships with the private sector and broader community.

The health sciences faculty is defining and developing the following initial research corridors: **heart and cardiovascular disease, cancer, diabetes, brain, nerve and muscle diseases, emerging infectious diseases, drug design and development, and health care evaluation and improvement.**

Recruiting Outstanding New Faculty: Improving the University's competitive position in the health sciences requires hiring 500 new exceptional faculty over the next 10 years. New faculty are key to supporting the basic

science engine of new discovery and to supporting the clinical sciences.

Strengthening Research Support and Infra-

structure: The Academic Health Center is undertaking three initiatives to provide more efficient and effective support for clinical and translational research:

The **Institute for Clinical and Translational Research**, a highly visible and physical academic home, will support and reward clinical and translational research by coordinating and integrating several existing components of clinical and translational research across disciplines, institutions, and communities.

Interdisciplinary informatics is an interdisciplinary and inter-professional field of scholarship that applies computer, information, and cognitive sciences to promote the effective, efficient use and analysis of information to improve health, clinical trials, and health care innovation.

The **Center for Translational Medicine** will support the efforts of University investigators to translate basic discoveries that hold promise for improved health care and clinical practice into clinical trials. The center will speed testing of new treatment strategies in human and animal patients by working with basic scientists and clinical investigators to provide needed scientific and administrative support.

Building New Research Facilities: The University has a severe shortage of bioscience research space for its current faculty and cannot hire additional faculty without new facilities. For Minnesota to remain strong and competitive in the biosciences and to support research that will connect basic discovery with application to health care and improved health status, major new state-of-the-art facilities are needed.

The Academic Health Center is taking the lead in developing a master plan encompassing all

AHC schools. A key component of this initiative is the **Minnesota Biomedical Research Program**, a landmark \$292 million project (\$219 million from the state, plus \$73 million funded by the University) to build four world-class science facilities on the East Bank campus.

Strengthening Clinical Practice: Clinical practice is essential to fulfilling the mission of health professional schools. Faculty must practice their disciplines in order to teach the next generation of health professionals and to engage in translating new knowledge to patient care and community health. Practice revenue also provides an important revenue stream for the health professional schools. To strengthen clinical practice, the University is:

Creating an environment that **values and rewards excellence**, innovation, and quality improvements in health care. The AHC schools and colleges are weaving this objective into integrated reviews of academic personnel plans, promotion and tenure procedures, unit constitutions, and annual faculty reviews.

Developing **inter-professional models of acute, chronic, and preventive care** that transform care delivery. New care models employ health professional teams and innovative care systems. This effort dovetails with the AHC's commitment to build and strengthen inter-professional education for all health professional students.

Creating **new facilities for care, research, and training.** University of Minnesota Physicians (UMP) Clinics are overcrowded, worn, inefficient, and difficult for patients to reach. The University will build a new UMP Clinic that meets patient needs, supports health professional education, clinical research, and inter-professional care teams, and enables UMP to be viable in Minnesota's health care market. The University also plans to replace Children's Hospital in partnership with Fairview Health System. These new and retrofitted facilities

will provide state-of-the-art clinical care to children and will consolidate programs in an optimal physical environment.

Supporting the Biosciences in Minnesota: The University is partnering with Minnesota's bioscience community to leverage strengths and jointly develop and implement a plan for the future of biosciences in the state. Minnesota has long been a world leader in biosciences, primarily in medical devices and the health industry, and much of the technology that supports this sector has come from the University of Minnesota. Minnesota is now presented with new opportunities to become a world leader in industrial and agricultural applications, while further enhancing its world position in devices and health technology.

Engaging Government, Industry, and the Public

As a land-grant public research university, the University is committed to partnering with diverse external constituencies in order to: share knowledge and resources; enrich scholarship, research, and creative activity; enhance teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The University is advancing this commitment by aligning its academic programs and offerings to the needs of society, by reaching out to and partnering with the public to address issues of common concern, and by facilitating the transfer of knowledge.

The **Council on Public Engagement (COPE)** incorporates public engagement as a permanent and pervasive priority in teaching, learning, and research activities throughout the University. The Office of Public Engagement works with COPE to catalyze, facilitate, advocate, coordinate, connect, communicate, and

align engaged initiatives across the University and with external constituencies.

The University has a special, highly visible relationship with the communities near the Twin Cities campus and other urban areas. The **University Northside Partnership (UNP)** is a pilot opportunity to develop sustainable engagement with multiple metro partners. The UNP is focusing initially on three broad initiatives that support the critical goals of building human capacity, strengthening communities, and promoting urban health.

The University's **Consortium for Metropolitan Studies** links the centers, programs, and faculty and staff engaged in teaching, research, and public engagement related to metropolitan change and development.

Often regarded as the University's public engagement arm for rural areas, many **University of Minnesota Extension** programs are now tailored specifically to urban participants as well, such as the Family Formation Project that serves urban, unmarried, new-parent couples seeking to form a stable family.

Community Partnerships for Health: The Academic Health Center and its schools and colleges have partnered with communities and regions to establish programs that meet regional and community needs while providing education and training opportunities for health professional students.

The four **Minnesota Area Health Education Centers (AHEC)** help Minnesota communities identify and address community health and health workforce needs, support community-based faculty and other health professionals through continuing education, support professional and inter-professional education for health professions students, and nurture an interest in health professions among youth.

Statewide Strategic Resource Development: The Office of the Vice President for Statewide

Strategic Resource Development is anchored in the University's role in and responsibility for economic development. Its priorities include oversight and management of real estate assets, with emphasis on UMore Park, support of technology commercialization, and fostering of economic development opportunities and public engagement.

Research and Technology Commercialization: The University's role in generating new knowledge and innovation through basic and applied research is critical to economic development and quality of life. Not only do University researchers contribute useful discoveries and knowledge to society, they also help spark invention, establish start-up companies, foster growth, and create jobs. In addition, successful researchers attract additional revenue and talent to the University.

Commercialization of intellectual property is an essential element of the University's research and public engagement missions, and a requirement of the federal Bayh-Dole Act of 1980. Translation of the University's discovery economy to useful commercial products enhancing the quality of life of the public represents an important form of outreach and a tangible return on the public investment in research. In short, technology transfer represents a modern manifestation of one of the founding principles of land-grant universities.

Commercialization of University-based technologies, if done well, also can provide a flexible revenue stream to support the University's education, research, and public engagement mission. While the University boasts a strong technology transfer history, recent assessments suggest that new approaches to commercialization are necessary to remain competitive, enhance performance, and optimize return on investment.

After a comprehensive review and analysis, the University is launching a new commercialization program characterized by:

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Identifying **the most promising research** to serve society, generate meaningful licenses, and spawn successful start-up companies.

Providing **business expertise** and **innovation grants** to nurture the most worthy projects into fundable business opportunities.

Providing **seed-stage venture capital** to launch these high-risk, high-reward start-ups.

Identifying and encouraging **technology development** in areas of high-impact, unmet needs.

Establishing **long-term research relationships** with strategic corporate partners in areas of economic importance to Minnesota.

The new **Academic and Corporate Relations Center** is charged with nurturing and managing effective partnerships with local industries; enhancing accessibility to University faculty, students, centers, institutes, and graduate interdisciplinary programs; and identifying opportunities for research collaborations.

Performance Measures

Performance measures that support the goal of “Exceptional Innovation” are detailed on the following pages:

Total Research Expenditures	Pages 71-73
Library Quality	Pages 74-75
Citizen Satisfaction	Pages 76-78

Total Research Expenditures

<u>University of Minnesota Rank</u>		
	<u>Within Comparative Group</u>	<u>Among All Publics</u>
This Year	7th	9th
Last Year	8th	10th
5 Years Ago	6th	9th

This measure includes “all activities specifically organized to produce research outcomes that are separately budgeted and accounted for.” It is the most consistent measure of external research support.

Analysis: The University ranks 9th in total research expenditures among public universities (Table 2-26), up from 10th in the previous year. It should be noted, however, that these rankings are very dynamic in nature. For example, only \$30 million separates the public universities ranked 9th, 10th and 11th (Figure 2-27). This serves to illustrate that even relatively small changes in funding have the potential for substantial impact on those institutions’ rankings.

It is also important to consider the effects of different growth rates among peer institutions (Figure 2-28). Over the past 10 years this key performance metric has varied widely among these institutions. The average annual growth rate for all comparators was 11.0 percent in 2004, 15.4 percent in 2005 and 4.6 percent in 2006.

The University of Minnesota’s growth rate for the same period was 3.5 percent, 4.4 percent and 8.4 percent. This increase was second only to the University of Washington among all public research universities included in the National Science Foundation’s top 20 universities analysis and served to move the University of Minnesota back up to 9th in the rankings.

Finally, it is important to note that the funding “gap”—the difference in total research expenditures at the University of Minnesota and the 3rd-ranked public institution—was reduced by nearly 14 percent in FY 2006.

Conclusions: The University of Minnesota performed at an exceptionally high level in FY 2006, and outperformed many of its peers. Given the performance of previous years, this impressive growth deserves acknowledgment. However, a single year’s performance should by no means be viewed as either a trend or a predictor. The volatility of the federal research budget and the relatively narrow gap between those universities ranked 9th, 10th and 11th are but two of the variables that could have a profound impact on these rankings.

As one strategy to strengthen its performance, the University is aggressively pursuing key opportunities for research support by targeting existing strengths and comparative advantages. This exercise is critically important given that large, complex, interdisciplinary (often inter-institutional) research initiatives are increasingly common.

As part of strategic planning, the newly established Office of Collaborative Research Services is supporting faculty by providing information, guides, search tools and training to help develop and pursue large, complex, interdisciplinary research programs.

Confronted with a shrinking federal research budget, the University is redoubling its efforts to establish productive research collaborations with strategic corporate partners. Identification and utilization of unrestricted funding for research support will also help to close the gap between the University and its national competition.

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Implementing organizational, operational, policy, and cultural changes in response to recommendations from strategic positioning

task forces will further enable the University to compete more aggressively for research dollars.

Table 2-26. Total research expenditures: ranking of University of Minnesota and public universities, 2004-2006 (University of Minnesota comparative group institutions in bold).

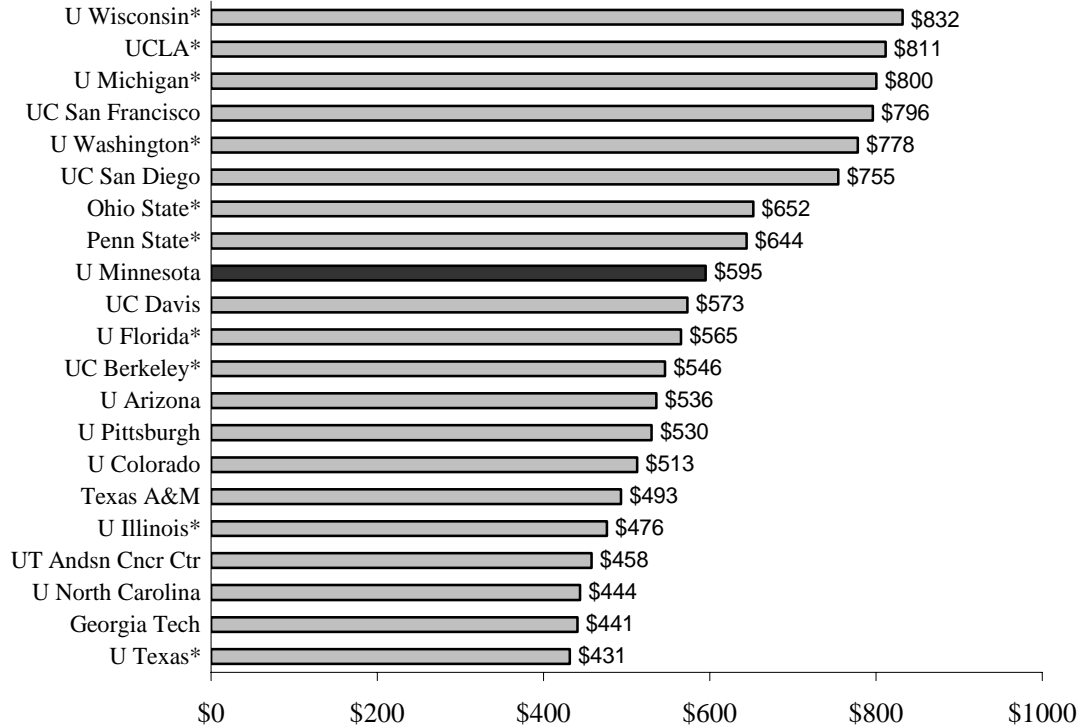
	2004	2005	2006
University of Wisconsin - Madison	3	2	1
University of California - Los Angeles	1	3	2
University of Michigan - Ann Arbor	2	1	3
University of California - San Francisco	4	4	4
University of Washington - Seattle	5	6	5
University of California - San Diego	6	5	6
Ohio State University - Columbus	10	8	7
Pennsylvania State University - Univ. Park	7	7	8
University of Minnesota	8	10	9
University of California - Davis	11	11	10
University of Florida	17	12	11
University of California - Berkeley	8	9	12
University of Arizona	14	13	13
University of Pittsburgh	15	15	14
University of Colorado	13	14	15
Texas A&M University	16	17	16
University of Illinois - Urbana-Champaign	12	16	17
U TX M.D. Anderson Cancer Ctr.	22	21	18
University of North Carolina - Chapel Hill	18	18	19
Georgia Institute of Technology	19	19	20
University of Texas - Austin	21	20	21

Note: Figures for University of Minnesota include all campuses.

Source: National Science Foundation

2: Twin Cities Campus

Figure 2-27. Total research expenditures: University of Minnesota and public universities, 2006 (in millions of dollars).

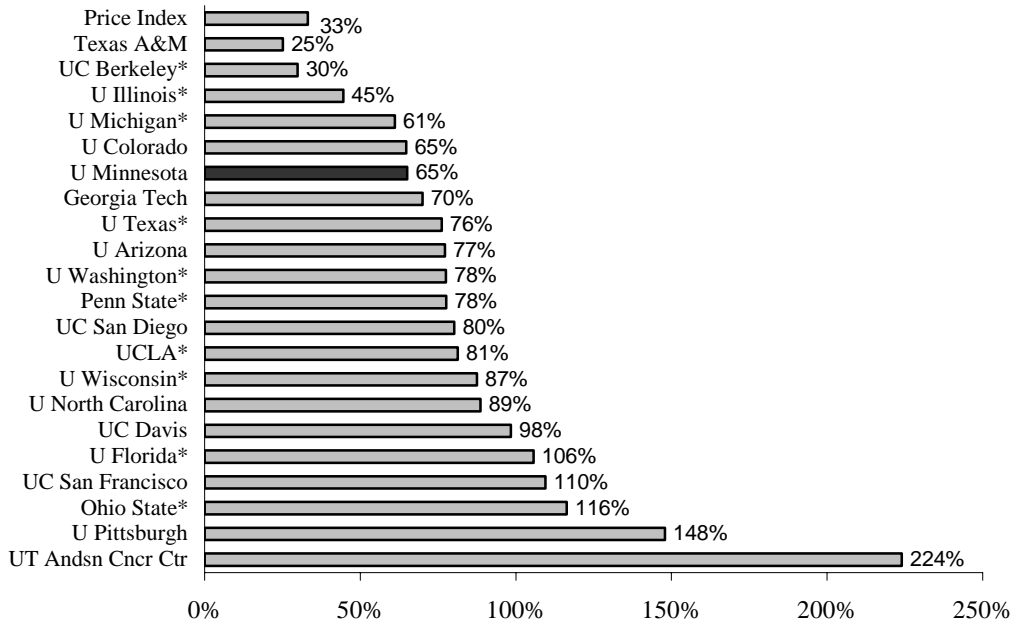


* Comparative Group Institution

Note: Figures for University of Minnesota include all campuses.

Source: National Science Foundation

Figure 2-28. Total research expenditures: percent increase for University of Minnesota and public universities, 1998-2006.



* Comparative Group Institution

Note: Figures for University of Minnesota include all campuses.

Source: National Science Foundation

Library Resources

<u>University of Minnesota Rank</u>		
	<u>Within Comparative Group</u>	<u>Among All Publics</u>
This Year	9 th	9 th
Last Year	8 th	8 th
4 Years Ago	8 th	9 th

Substantial new investments have been made in the last three years to strengthen the University Libraries' support of the academic mission. A total of \$33 million has been invested in the University Libraries since the beginning of strategic positioning efforts.

The University Libraries, comprising 14 locations on the Twin Cities campus, provide collections, access, and service to students, researchers, and citizens. As such, the Libraries are a key component in the educational and information infrastructure for Minnesota.

In addition, the Libraries provide service support to several independent libraries (e.g., Law, Journalism, and the coordinate campus libraries). Over 6.8 million volumes are held in five large facilities as well as specialized branch libraries. With nearly 2 million user visits to campus libraries annually, the Libraries remain a critical and heavily used resource for the University. In 2006-07, the Libraries website received 4.1 million virtual visits.

University Libraries Rankings: The Association of Research Libraries (ARL) has made significant changes in how it calculates rankings of academic member libraries. It has

moved away from measures of collection size to a new index focused on expenditures (total library expenditures, salaries and wages for professional staff, expenditures for total library materials, and number of professional and support staff). ARL is also developing a services-based index that combines three factors: collections, services, and collaborative relationships. This is linked to an additional project to begin collecting more qualitative data. Comparative data from these initiatives may be available in the future.

According to the new ARL methodology, as shown in Table 2-30, the University of Minnesota currently ranks 9th within its public research university comparative group as well as all public universities, and 16th among the ARL's 113 members. In 2003, the University ranked 8th within its comparative group, 9th among all public universities, and 18th among the ARL's 113 members.

Online Library Resources: Digital collections have grown considerably in recent years and promote access for all University Libraries users. Table 2-31 shows the growth of online library resources during 2003-2007.

2: Twin Cities Campus

Library Resources

Table 2-30. U.S. public research university library rankings, 2007.

All Publics	Comp. Rank	Institutions	Index Score	Total Expenditures	Salaries & Wage Staff	Materials Expenditures	Prof & Support Staff
1	1	University of California - Berkeley	1.93	\$53,231,754	\$16,494,886	\$19,715,862	445
2	2	University of Michigan - Ann Arbor	1.71	50,591,407	12,150,966	20,521,937	485
3	3	University of California - Los Angeles	1.68	51,792,128	12,470,133	14,893,015	459
4	4	Pennsylvania State University - Univ. Park	1.61	50,251,356	9,708,146	18,306,551	544
5	5	University of Texas - Austin	1.28	45,044,095	8,773,908	17,847,024	453
6	6	University of Illinois - Urbana-Champaign	1.09	41,919,073	11,732,551	14,530,720	409
7	7	University of Washington - Seattle	1.09	41,583,736	11,076,296	16,161,944	398
8	8	University of Wisconsin - Madison	1.04	41,536,552	13,665,209	11,242,567	391
9	9	University of Minnesota - Twin Cities	0.91	39,927,096	7,328,185	15,695,613	319
10	10	Ohio State University - Columbus	0.42	32,480,575	8,204,846	11,448,889	295
17	11	University of Florida	0.07	27,443,254	6,439,058	10,446,743	295

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

Table 2-31. Online library resources of University Libraries, University of Minnesota, 2003-07.

Resource	2003	2004	2005	2006	2007
Electronic reference sources*	304	415	447	481	729
Electronic journals	21,582	21,783	32,399	35,060	45,953
Electronic books (e-texts including government documents)*	19,847	192,975	202,160	235,635	266,182
Locally created digital files (images, sound files, texts)	13,000	14,000	20,032	58,152	94,885**
InfoPoint electronic reference queries	5,443	5,679	6,134	6,275	8,448***

Source: University Libraries, University of Minnesota.

*Note: Category definitions have been adjusted to align with reporting categories for statistics submitted to the Association of Research Libraries. Prior to 2004, "Electronic reference sources" were reported as "On-line databases, indexing, and abstracting tools" and "Electronic books" were reported as "Catalogued full-text electronic resources."

** This is a comparable figure; the increase reflects the availability of images through the statewide program "Minnesota Reflections" hosted locally, and the growth of the University Digital Conservancy. A more inclusive definition of "locally created digital files" includes entries in the AgEcon Search full-text database maintained by the Libraries and entries in the UThink weblog system. Total with AgEcon Search and UThink: 304,058

*** This figure is for electronic reference queries specifically through the InfoPoint virtual reference service. Throughout the library system, there were more than 18,000 electronic reference transactions, including emails.

Citizen Satisfaction

Minnesotans' overall satisfaction with the University remains strong, according to a December 2007 telephone survey of 852 state residents. Half report a personal connection and believe that the University offers high-quality education and a world-class medical school—two qualities consistently ranked as priorities.

In addition, Minnesotans overwhelmingly support the goal of becoming a top-three research university. Results also indicate that in addition to positive overall satisfaction and favorability level, the intensity of that satisfaction is climbing.

A majority of respondents (57 percent) is favorable toward the University and have a personal connection to the University. Overall satisfaction levels with the University of Minnesota increased to 56 percent in 2007 (Figure 2-29)—up from 50 percent in 2006.

Much of this positive shift is believed to be tied to the Driven to Discover™ campaign, which focused on reaching Minnesota opinion leaders with key messages about curing chronic diseases, discovering innovative ways to teach and prepare future professionals, and discovering innovative solutions to society's issues. The market research indicates that the University has made significant strides in reaching this opinion leader segment. More specifically, from 2006 to 2007 among opinion leaders there was:

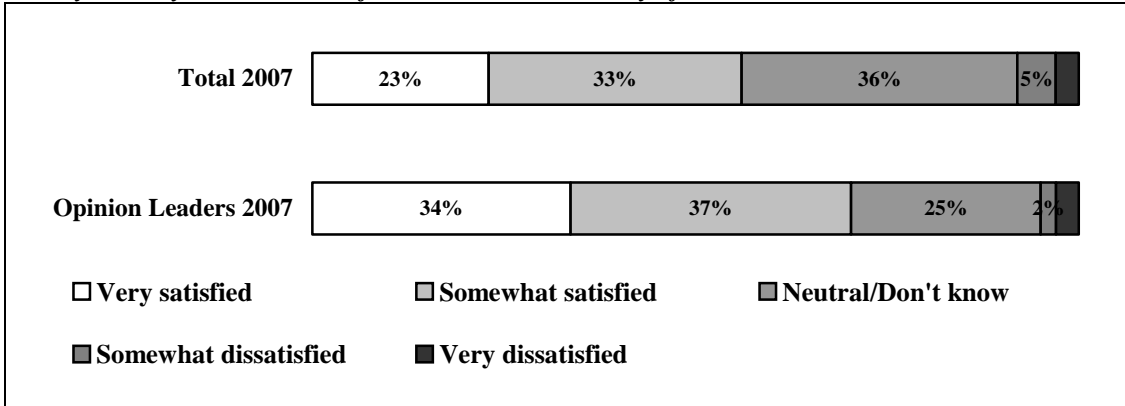
- An increase of 12 percent who stated what they heard, saw or read made them feel more favorable about the University, with 8 percent more stating they feel “much more favorable.”
- An increase of 12 percent who believe the University provides a high quality graduate and undergraduate education.
- An increase of 11 percent who believe the University discovers innovative solutions to world problems.
- An increase of 13 percent who believe the University discovers cures for chronic diseases.
- An increase of 9 percent who favor the University's goal to become one of the top three public research universities in the world.

Unfavorable feelings toward the University have dropped, particularly among opinion leaders, as compared to the previous year. The reasons cited most often for unfavorable feelings include financial management and tuition affordability.

Opinion leaders are more connected and in a wider variety of ways to the University than respondents overall, as shown in Figure 2-30. Sixty-seven percent of opinion leaders reported a University connection compared with 51 percent for those overall.

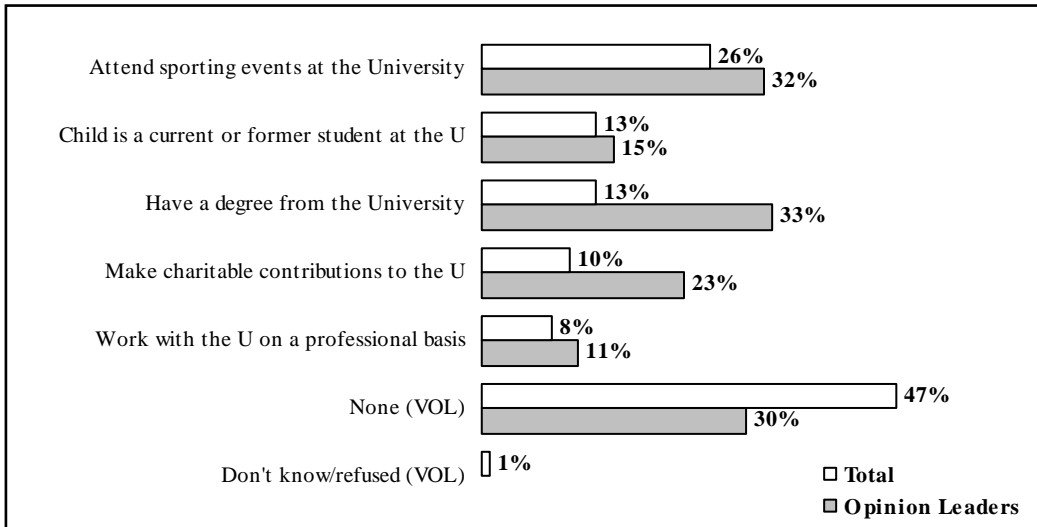
2: Twin Cities Campus

Figure 2-29. Minnesotans' satisfaction with the University of Minnesota, response to the question: "How would you rate your overall satisfaction with the University of Minnesota?"



Source: KRC Research.

Figure 2-30. Minnesotans' personal connection to the University of Minnesota, response to the question: "In which of the following ways are you connected with the University of Minnesota? Do you ...?"



Source: KRC Research.

Performance and Goals

Priorities for the University remain consistent with previous survey results, although "keeping tuition affordable" dropped five points in importance. Minnesotans place the highest priority for the University on good financial management (especially opinion leaders), quality education, and accessibility.

Attributes considered both important and descriptive of the University include:

- Providing a high-quality education
- Having a world-class medical school
- Providing a good value for the tuition dollars
- Discovering cures for chronic diseases
- Creating a well-trained workforce

Strategic Positioning

More than two-thirds of Minnesotans say being a top-three research university is an important goal for the University. However, just under half believe being a top-three university is currently descriptive of the University.

Awareness of the University's strategic positioning initiative is low, but when given a brief description of the initiative, nearly eight in 10 Minnesotans favor it—including half who strongly support the initiative.

Seventy-four percent of respondents said ensuring students have access to one of the best educations possible was a very or somewhat convincing reason for supporting strategic positioning.

Conclusions

The University is demonstrating how its strategic positioning effort creates new momentum and opportunities to connect with Minnesotans and inform them about its unique role as the state's only public research university. That includes making a case for the importance of investing in the University to make it one of the best in the world so that it can continue to fulfill its role as the state's talent magnet and economic engine.

At the same time, a sustained, multi-pronged communications effort is needed to help Minnesotans better understand the impact of its research, education, and public engagement on their lives and communities. Continued annual market surveys will help assess the progress of that repositioning and communications initiative.

Exceptional Organization

Be responsible stewards of resources, focused on service, driven by performance, and known as the best among our peers.

To achieve the “Exceptional Organization” strategic goal, the University has invested \$120 million in the last four years of strategic positioning towards achieving the following objectives:

- Adopt best practices and embrace enterprise-standard business practices, processes, and technology to achieve efficient, effective, and productive operations.
- Promote nimble decision-making using data, information, research, and analysis.
- Achieve a shared services administrative structure.
- Align resources to support strategic priorities.
- Commit to service and results that are best among peers.

“We must be as well known for our stewardship of public resources and the quality of our management,” says President Bruininks, “as we are for education, research and public engagement. This requires an exceptional organization working to support our academic responsibilities.”

The University’s goal is to be the best among peers, focused on service, and driven by performance. To achieve this goal, the University is creating a new model of administrative support that clearly defines the roles, responsibilities, and accountability of academic and administrative units; maximizes value and improves quality and efficiency; and responds more quickly to changing needs and dynamic external factors. Instilling a system-wide commitment to excellence requires moving

beyond continuous improvement and into an era of transformative change throughout the organization.

Enhancing Diversity

Faculty, staff, and students are helping to move the University’s equity and diversity work from the margins of the institution’s mission to its core. Nationally, since the implementation of affirmative action policies in the 1970s, “diversity” has primarily focused on race, and much of the work of the last 30 years has focused on making institutions and organizations look racially diverse. The University is expanding this definition by:

Helping colleges and units across the system to develop their own **strategic diversity plans**, including admissions policies and processes, faculty and staff recruitment, and curriculum and research redesign.

Exploring the creation of an **Equity and Diversity Research Institute** that would be the signature program of the University’s equity and diversity faculty initiatives and would produce and support scholarship by and about underrepresented groups and cultures.

Launching the **System-wide Equity and Diversity Action Network**, a cohort of University professionals whose primary job responsibilities are related to equity and diversity.

Sponsoring a year-long, campus-wide series of **open forums** on identity for faculty, staff, and students.

Improving internal and external **communications** related to diversity and identity issues.

Focus on Service

During their work and daily interactions, all members of the University community are service providers. Articulating the values expected of this community is an important step in creating a culture of service.

Service to students: In many cases, the keys to improving service to students are found in a common-sense approach to day-to-day activities, such as:

Enhancing the effectiveness of **student communications** to ensure that they receive, read, and act on information from the University.

Ensuring **optimal hours** of operation at University buildings including libraries, dining facilities, financial services, and health services.

Re-engineering **student service processes** as appropriate to maximize efficiency and convenience while minimizing financial costs, staff time, and frustrating delays.

Service to Faculty, Staff, and Units: To improve the level of service to faculty, staff, and units system-wide, the University is:

Re-engineering the **research proposal routing** process to gather necessary information more efficiently, streamline approvals even when multiple academic units are involved, improve accountability, eliminate redundancy, and implement business process improvements suggested by customers.

Improving centralized **course, classroom, research facilities, and technology scheduling.**

Enhancing Library Technology and Information Services: Renewed investment in University Libraries has enabled the simultaneous development of collections, technology infrastructure, and new forms of service—all of which have contributed to interdisciplinary research and collaboration. The University

Libraries also have launched numerous technological initiatives that impact the research process, including:

The **University Digital Conservancy**, which provides the infrastructure to preserve and make accessible the digital assets of the University.

OneSearch, a “meta-search” engine that enables scholars to search across multiple indexes and journal databases.

Subscription **news-feed services** for interdisciplinary fields that automatically deliver lists of new research publications to research communities via e-mail.

Customized views of library content and services based on an individual’s affiliation, status, academic program, or courses.

UThink, the **University’s blog service** hosted by the University Libraries, supports and catalyzes collaboration and exchange and is now thought to be the largest academic blog in North America.

The Department of Public Safety has strengthened partnerships and enhanced services through innovative solutions and effective measurement. Specific initiatives that materially advance the strategic goals of the University strategic positioning and result in measured excellence in public safety, service, and stewardship include:

Development of the Department of Public Safety Strategic Plan. Anchored in the university’s strategic positioning framework, the plan sets forth critical strategic priorities for the Department through 2010.

Development of a system-wide Emergency Management strategic work plan that increases effectiveness of mitigation, response and recovery operations.

Revision of the Central Security Infrastructure Improvement Program to proactively identify and implement security projects that address critical physical and electronic systems essential to the operations of the University

Planning, Management, Tracking, and Measurement

The University is establishing uniform standards and systems to reduce duplicative processes that create high cost, consume unnecessary institutional energy, and produce inconsistent results. Where appropriate, effective single-enterprise solutions are reducing complexity, achieving cost savings, enhancing service and better outcomes, and allowing faculty, staff, and students to focus their energies on their primary activities rather than on navigating operational labyrinths.

Information-Based Decision-Making: Current priorities in this area include:

Improving the validity and availability of **management data** to address gaps, standardize definitions, and promote accessibility of information.

Strengthening the **compact process** by requiring alignment between unit plans and the University's top-three goal and requiring leaders to develop, assess, and respond to core performance measures of progress. The compact process provides a framework for University leaders, faculty, and staff to discuss past and future strategic goals, budget issues, and mutual responsibilities.

Financial Planning Systems, Budgeting, and Accountability: The University's new Enterprise Financial System, launched in July 2008, will provide better tools for financial management and better information for management decision-making; enhance data analysis capabilities; and provide greater support for organizational goals.

In addition, a new, transparent, and responsive **enterprise-wide budget model** supports the stated values of the institution, allows for long-term financial investments, and addresses the overhead needs of the University, while providing reliable, stable, and predictable incentives for sound financial planning and strong fiscal management.

Capital Planning: The University has embarked on a comprehensive update of its master plan and capital planning process. This initiative includes:

Assessing the condition of facilities through a **comprehensive inspection** of the University's campus facilities and infrastructure portfolio.

Updating the University's **master plan** that will guide campus planning and development for the next 10 years.

Utilizing a systematic, automated **capital project delivery** method that clearly defines project phases, standard tasks, and methodologies to deliver projects in order to meet each project's scope, quality, schedule, and budget.

Shared Services, Single-Enterprise Systems, and Best Practices: The University is a large, complex organization—each academic unit has different needs, operates in different competitive environments, and responds to different external forces. At the same time, in order to compete with peer institutions, the University is working to provide shared or consolidated services where there are significant economies of scale or a critical mass of expertise required to provide effective services, or where emerging issues can be addressed effectively only by pooling resources across schools or units.

Managing Facilities: The University has implemented major changes in its facilities management (FM) systems to become a customer-focused organization with a culture of accountability, delivering cost-effective, quality

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service to students, faculty, staff, and academic units. The result of this work is FM's smaller, multidisciplinary teams who work closely with University departments and units. Teams provide a single source of contact for building residents, developing personalized service and stronger relationships.

FM has taken its transformation to the next level by implementing its balanced scorecard and managing for results. FM has developed a monthly scorecard of key performance measures, clearly defined those measures, and reports them on its website. University leadership uses the information to inform decision-making and allocate resources appropriately; customers have access to the information to ensure accountability; and employees can see how their work impacts FM's goals.

Technology Planning: As one of the University's three most significant cost drivers (along with human resources and facilities), technology expenditures demand careful consideration and planning to enable the University to optimally position resources to take advantage of technological advances and meet evolving needs. Current efforts include:

The **OIT Pipeline**, a six-year information technology planning framework similar in scope and vision to the University's six-year capital plan. The goals of the plan include providing University leadership with the right information to make major information technology investment and prioritization decisions, aligning those decisions with University goals and strategies, leveraging existing technology more effectively, and delivering higher-quality solutions on time and more efficiently.

Sustainability and Environmental Impact: The University has demonstrated its commitment to sustainability and has made significant strides in implementing the Board of Regents policy. Recent commitments include:

Formation of the **Institute on the Environment** to conduct interdisciplinary research addressing complex environmental questions, including renewable energy, policy, economics and ecosystems.

Participation in the **Chicago Climate Exchange (CCX)**, a voluntary, legally binding multi-sector market for reducing and trading greenhouse gas emissions. The University is the fourth educational institution and the largest public research university to join CCX. The University recently achieved a 38 percent reduction in emissions from its baseline.

Use of oat hulls biomass for 5 percent of the steam production at the Minneapolis campus heating plant.

Participation with Xcel Energy, in the **Energy Design Assistance program**, which provides input and guidance for energy-efficient designs for new construction and renovations.

Pursuing **LEED™** (Leadership in Energy and Environmental Design) certification for the new 50,000-seat TCF Bank Stadium, Science Teaching and Student Services Building, and the new Bell Museum of Natural History.

Establishment of the University-wide **Sustainability Goals and Outcomes Committee**, comprised of faculty, staff, and students.

Celebration of the University's 25th anniversary of its **recycling program** in October 2008.

Increased use of locally purchased foods, **recycling, and composting** (including biodegradable packaging), in University Dining Services. UDS also placed 2nd out of 400 participating schools in a national competition called RecycleMania.

Increased **transit ridership** by 146 percent since 2000 by offering students, faculty, and staff a low-cost, unlimited ride transit pass that

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is good on every bus and rail route in the Twin Cities.

The program has been a tremendous success with more than 20,000 students using the U-Pass program in fall 2007, reducing more than 50,000 vehicle miles and saving more than 2,000 gallons of gasoline daily. The reduced driving also eliminates more than

220 tons of carbon monoxide and 4,500 tons of carbon dioxide emissions annually.

Performance Measures

Performance measures that support the goal of “Exceptional Organization” are detailed on the following pages:

Financial Strength	
Endowment Assets	Pages 84-85
Voluntary Support	Pages 86-87
Facilities Condition	Pages 88

Total Endowment Assets

<u>University of Minnesota Rank</u>			<i>This measure represents the market value of an institution's endowment assets as of June 30, including returns on investments but excluding investment fees and other withdrawals. Total endowment assets reported for the University of Minnesota include endowment assets of the University of Minnesota, University of Minnesota Foundation, and Minnesota Medical Foundation.</i>
	<u>Within Comparative Group</u>	<u>Among All Publics</u>	
This Year	4th	6th	
Last Year	4th	6th	
5 Years Ago	4th	6th	

Analysis: The National Association of College and University Business Officers (NACUBO) publishes an annual survey of college and university endowments. Although the survey receives national attention, it is limited in its usefulness as a comparative measure because it looks at only one factor—the overall size of the endowment—which does not provide any insights into other considerations such as the size of the institution, number of students, or operating budget.

Taking into account these limitations, the University maintained its 4th place ranking within the comparative group on this measure.

Among all public research universities, the University maintained its 6th place ranking (Table 2-32). Over the past five years, the University has increased its endowment by nearly 87 percent (Figure 2-31).

Conclusion: The University needs to place continued emphasis on increasing its endowment in order to support its aspirational goal. Sustained endowment growth, coupled with continued high performance in investment management, supports Board of Regents policies designed to achieve the University's strategic objectives.

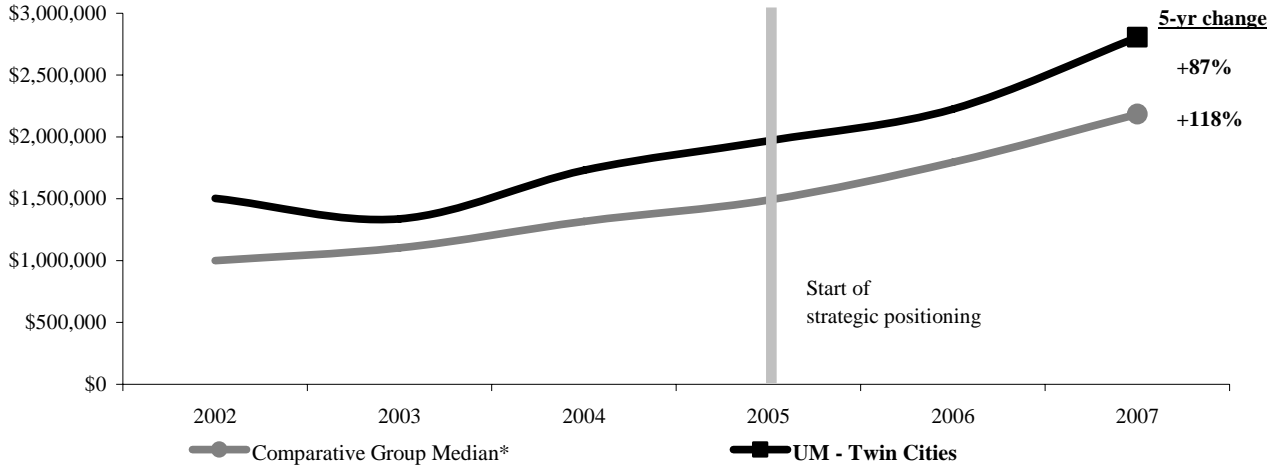
Table 2-32. Total endowment assets: U of M - Twin Cities and comparative group institutions (in thousands of dollars), 2007.

All Publics Rank	Comparative Group Rank	Institution	2007	1-Yr % Change	5-Yr % Change
1	1	University of Texas System	\$15,613,672	18.0%	80.9%
2	2	University of Michigan - Ann Arbor	7,089,830	25.4%	110.0%
4	3	University of California System	6,439,436	16.2%	53.4%
6	4	University of Minnesota - Twin Cities	2,804,466	26.1%	86.8%
7	5	Ohio State University - Columbus	2,338,103	17.1%	143.5%
9	6	University of Washington - Seattle	2,184,374	21.7%	96.5%
11	7	University of Wisconsin - Madison	1,645,250	15.4%	64.4%
12	8	Pennsylvania State University - Univ. Park	1,590,000	19.9%	128.7%
14	9	University of Illinois System	1,515,387	21.0%	71.8%
19	10	University of Florida	1,219,026	22.4%	108.9%

Source: NACUBO Endowment Study, National Association of College and University Business Officers, 2007

Total Endowment Assets

Figure 2-31. Total endowment assets: U of M-Twin Cities vs. comparative group, 2002-2007 (in thousands of dollars).



Source: NACUBO Endowment Study, National Association of College and University Business Officers, 2007

Table 2-33. Total endowment assets: U of M-Twin Cities vs. comparative group, 2002-2007 (in thousands of dollars).

	2002	2003	2004	2005	2006	2007	5 Yr % Change
Comp. Median*	\$1,000,857	\$1,103,197	\$1,315,894	\$1,489,924	\$1,794,370	\$2,184,374	118.3%
% Change	-	10.2%	19.3%	13.2%	20.4%	21.7%	-
UMTC	1,501,394	1,336,020	1,730,063	1,968,930	2,224,308	2,804,466	86.8%
% Change	-	-11.0%	29.5%	13.8%	13.0%	26.1%	-
UMTC Rank	4th	4th	4th	4th	4th	4th	-

* Excludes University of Minnesota - Twin Cities

Source: NACUBO Endowment Study, National Association of College and University Business Officers, 2007

Voluntary Support

<u>University of Minnesota Rank</u>			<i>“Voluntary support” includes contributions received during the fiscal year in cash, securities, company products, and other property from alumni, non-alumni, corporations, foundations, religious organizations, and other groups. Excluded are public funds, investment earnings held by the institution, and unfulfilled pledges.</i>
	<u>Within Comparative Group</u>	<u>Among All Publics</u>	
This Year	5 th	5 th	
Last Year	4 th	4 th	
5 Years Ago	3 rd	4 th	

Analysis: The University has maintained its place within the top tier of public research universities in terms of voluntary support for the past five years. In 2007, the University ranked 5th within the comparative group on this measure and 5th among all public research universities.

Voluntary support of the University has increased steadily since 2002, as shown in Figure 2-32. Over the past five years, vol-

untary support has increased by 23.7 percent, compared to the 26.1 percent increase of the comparative group (Table 2-35). (Annual figures can fluctuate significantly as a result of campaigns and major gifts.)

Conclusion: Continued emphasis on voluntary support will provide the University with increased flexibility in funding its academic mission and making progress toward its aspirational goal.

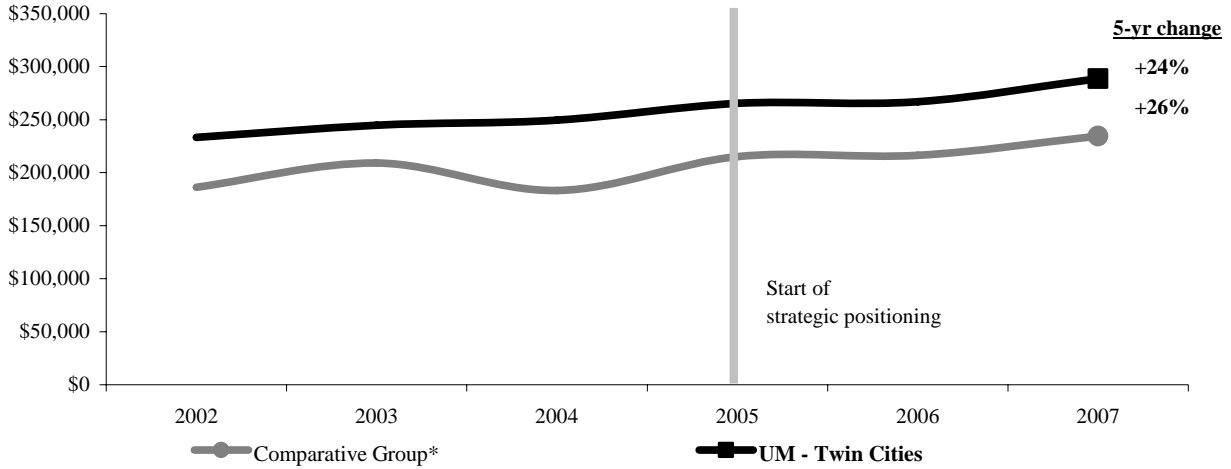
Table 2-34. Voluntary support: U of M - Twin Cities and comparative group institutions (in thousands of dollars), 2007.

All Publics Rank	Comparative Group Rank	Institution	2007	1-Yr % Change	5-Yr % Change
1	1	University of California - Los Angeles	364,779	14.0%	29.2%
2	2	University of Wisconsin - Madison	\$325,336	-0.2%	5.9%
3	3	University of Washington - Seattle	300,199	-5.0%	29.5%
4	4	University of Michigan - Ann Arbor	293,403	16.9%	81.8%
5	5	University of Minnesota - Twin Cities	288,750	8.1%	23.7%
10	6	University of California - Berkeley	242,601	-1.4%	8.7%
11	7	University of Texas - Austin	228,758	30.0%	47.3%
12	8	Ohio State University - Columbus	225,558	7.4%	25.7%
14	9	Pennsylvania State University - Univ. Park	182,857	13.6%	29.7%
15	10	University of Florida	182,617	16.3%	1.8%
-	-	University of Illinois - Urbana-Champaign	NA	-	-

Source: *Voluntary Support of Education*, Council for Aid to Education, 2006

Voluntary Support

Figure 2-32. Voluntary support: U of M-Twin Cities vs. comparative group, 2002-2007 (in thousands of dollars).



Source: *Voluntary Support of Education*, Council for Aid to Education, 2006

Table 2-35. Voluntary support: U of M-Twin Cities vs. comparative group, 2002-2007 (in thousands of dollars).

	2002	2003	2004	2005	2006	2007	5 Yr % Change
Comparative Group*	\$186,108	\$209,197	\$183,024	\$215,259	\$216,300	\$234,611	26.1%
% Change	-	12.4%	-12.5%	17.6%	0.5%	8.5%	-
UMTC	233,338	244,851	249,782	265,499	267,000	288,750	23.7%
% Change	-	4.9%	2.0%	6.3%	0.6%	8.1%	-
UMTC Rank	3rd	5th	4th	3rd	4th	5th	-

* Excludes University of Minnesota - Twin Cities

Source: *Voluntary Support of Education*, Council for Aid to Education, 2006

Facilities Condition

Analysis: The Facilities Condition Needs Index is a ratio of the cost to maintain reliable operations over the next 10 years to the cost of replacing all facilities. The index is used to monitor the condition of buildings; a small index value indicates better conditions than does a large index value. The Twin Cities campus has a higher 10-Year Needs/Replacement of its facilities than the national average (ISES). Table 2-35 shows the Twin Cities campus’s estimated replacement value, projected 10-year needs and FCNI value. Figure 2-32 shows that the Twin Cities FCNI value since 2002 is higher

than that of the Intelligent Systems and Engineering Services (ISES) client average during the past two years.

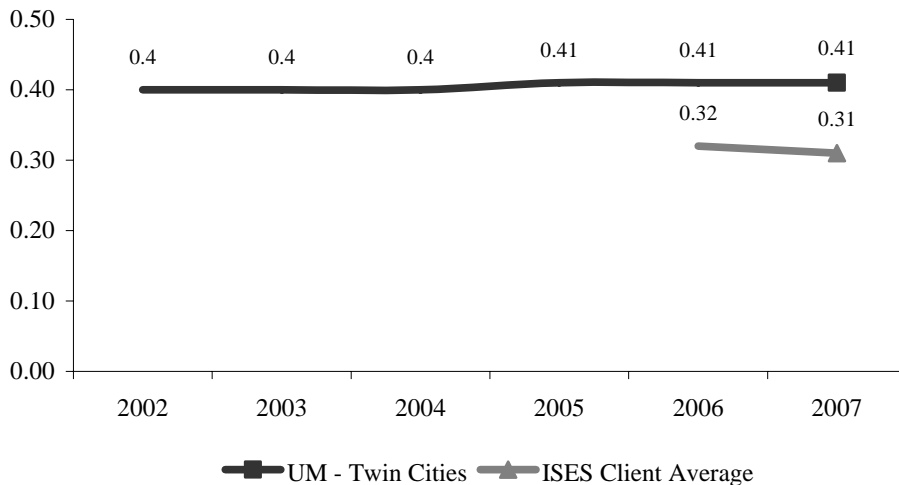
Conclusion: The University continues to develop strategies to address facilities needs, such as working with departments to use Facilities Condition Assessment (FCA) information to support capital and program needs, use FCA data to transform the Department of Facilities Management into a more strategic organization, and target available resources to mitigate risks and support academic priorities.

Table 2-35. University of Minnesota -Twin Cities condition assessment, 2006-2007.

	2007	2006
Building Gross Square Feet	22,954,460	23,077,992
Estimated Replacement Value	\$4,922,656,473	\$4,783,922,712
Projected 10-year Needs	\$2,022,472,280	\$1,949,121,867
10-year Needs/Replacement Value (FCNI)	0.41	0.41

Source: Office of University Services, University of Minnesota.

Figure 2-33. University of Minnesota -Twin Cities FCNI and ISES Client Average, 2002-2007.



Source: Office of University Services, University of Minnesota.

University of Minnesota Coordinate Campuses

Within the shared mission and values of the University of Minnesota are the distinctive contributions of the coordinate campuses in Duluth, Morris, Crookston, and Rochester. Each campus aims to pursue excellence while investing in well-differentiated strengths and strategic priorities that create unique added value for the University and the state.

Each campus in the University system has a responsibility, consistent with its history and mission, to move toward making the University one of the top three public research institutions in the world. The coordinate campuses are conducting a thorough evaluation of their missions, priorities, strengths, and future directions as part of this institutional commitment.

This evaluation is carefully examining the current status of the campus and its programs and determining where change is needed to address current trends and anticipate future needs.

Specifically, the coordinate campuses are:

- Evaluating background data about demographic, programmatic, and fiscal issues facing the campus.

- Addressing enrollment issues and associated financial considerations.
- Identifying ways to partner with the other campuses and with Twin Cities campus colleges and units to leverage complementary strengths and identify efficiencies.
- Establishing a financial and academic accountability framework under which the campus will operate.
- Developing operating assumptions that lead to successful implementation of goals.
- Developing measures by which progress toward goals will be assessed.

The coordinate campuses are in the process of developing these strategic plans for further review by the University and their various constituencies.

The sections which follow provide current overviews of the coordinate campuses and their performance on key measures.

3: University of Minnesota Duluth

The University of Minnesota Duluth (UMD) serves northeastern Minnesota, the state, and the nation as a medium-sized, broad-based university dedicated to excellence in all its programs and operations. As a university community in which knowledge is sought as well as taught, its faculty recognize the importance of scholarship and service, the intrinsic value of research, and the significance of a primary commitment to quality instruction.

Undergraduate students can choose from 12 bachelor's degrees in 75 majors. In addition to

a two-year program at the University's School of Medicine and a four-year College of Pharmacy program, UMD offers graduate programs in 19 fields and six cooperative programs offered through the Twin Cities campus. Providing an alternative to large research universities and small liberal arts colleges, UMD attracts students looking for a personalized learning experience on a medium-sized campus of a major university. The campus is set on 244 acres overlooking Lake Superior.

Duluth Campus At A Glance

Founded

1895

Leadership

Kathryn A. Martin, Chancellor

Colleges/Schools

Business and Economics
 Continuing Education
 Education and Human Service Professions
 Fine Arts
 Liberal Arts
 Medicine
 Pharmacy
 Science and Engineering

Degrees and Majors Offered

Undergraduate degrees in 75 majors.
 Graduate programs in 19 fields, plus six cooperative programs offered through the Twin Cities campus.
 Two-year program at the School of Medicine and a four-year College of Pharmacy program.

Number of Buildings

54 (1,679,000 assignable square feet)

Degrees Awarded (FY2007)

Undergraduate	1,545
Master's	214

Fall 2007 Enrollment *

Undergraduate	9,184
Graduate	739
Non-degree	938
Total	10,861

*School of Medicine and College of Pharmacy students are counted as part of Twin Cities campus enrollment.

Faculty (Fall 2007)*

Tenured/Tenure Track	329
Other Faculty	205

*Does not include Duluth faculty in the University's School of Medicine or College of Pharmacy, which are counted as part of the Twin Cities campus

Alumni (FY 2007)

Living Alumni	53,799
---------------	--------

Staff (FY 2007)

Civil Service/ Bargaining Unit	783
Professional and Administrative	222

Expenditures (FY 2007)

\$173,312,585

Central to UMD's mission is high-quality teaching nurtured by the research and artistic efforts of its faculty. This undergraduate focus is not at the exclusion of graduate programs, but with the keen expectation that UMD's selected graduate and professional programs will support its mission and the undergraduate learning experience. Further, UMD acknowledges its Sea Grant designation and obligations to the history of the land grant university. UMD values and provides an inclusive, diverse community, with special emphasis on American Indian education.

UMD's programmatic focus is on the core liberal arts and sciences, maintaining a strong commitment to professional programs in the sciences and engineering, the arts, business, education, medicine, and pharmacy. Future development includes strengthening the core liberal arts and sciences, K-12 professional development in education, and strengthened relationships with regional and Iron Range community colleges.

Ultimately, UMD's challenge is to provide innovative solutions to issues challenging the future of northeastern Minnesota, to make a difference in people's lives in the state and elsewhere, and to contribute meaningfully to quality of life through improving public policy and finding solutions to problems that impact people's lives. To do these things, UMD is providing:

Exceptional undergraduate education by building on current academic program strengths and considering selected new programs. To improve the quality of the undergraduate experience and continue improved retention and graduation rates, UMD is:

- Continuing to assess strengths and weaknesses in academic advising programs and implement best practices to increase retention and student satisfaction.

- Focusing on student learning through the development and assessment of measurable outcomes.
- Implementing a revised liberal education program.
- Nurturing quality teaching and continuing to emphasize undergraduate research and scholarly effort.
- Adding facilities for classrooms, laboratories, and offices to meet increased enrollment demand.
- Fully integrating ePortfolio and implementing the online Graduation Planner to assist students with degree planning.
- Strengthening faculty engagement with students by increasing funding for smaller freshman classes.
- Continuing efforts to recruit and retain more honors students.
- Increasing student participation in study abroad experiences and developing a plan for managed growth of study abroad programs.
- Engaging parents as partners in recruitment and retention efforts.
- Addressing the issue of under-prepared students in freshman-level courses.
- Recruiting and retaining more undergraduates from underrepresented groups, with special emphasis on Native American students, international students, and non-native English speakers.
- Developing additional colloquia that enhance cultural competence among students, faculty, and staff.
- Strengthening its relationships with the tribal colleges to facilitate partnerships and student recruitment and off-campus

3: Duluth Campus

degree delivery. Capital funding will be requested to create an American Indian Learning Resource Center.

Exceptional graduate education by taking steps to recruit excellent graduate students and to increase enrollment in under-enrolled graduate programs. These steps include:

- Establishing “best size” enrollment goals for each graduate program.
- Developing program-specific recruitment activities.
- Launching a campaign to publicize UMD graduate education in general.
- Increasing graduate teaching and research assistant stipends to be competitive with those at comparable institutions, and to develop new sources for external and private funding for scholarships and fellowships.
- Supporting new graduate degrees, such as the Ed.D. and a multi-campus Ph.D. program in Integrated Biosciences.
- Increasing the number of University of Minnesota Graduate School faculty and increasing the number of UMD faculty serving as advisors to doctoral students.

An exceptional organization, including increased availability and use of technology to serve students and support the research enterprise. Plans are in place to upgrade the campus data network and computer systems and to develop high-technology classrooms and labs in the new Civil Engineering building. Faculty training in the use of technology in the classroom continues with the 11th round of Tech Camp, a week-long, hands-on program that has upgraded the technology skills of over 200 faculty. UMD proposes to enhance student learning, research, and writing by creating a state-of-the-art information commons to combine library resources, technology, and student

services. UMD will continue to place emphasis on the recruitment and retention of faculty and staff from under-represented groups.

Exceptional innovation through research and partnerships. UMD will continue to focus on those areas for which the campus holds a national reputation and/or satisfies regional need, while at the same time selectively developing new areas of research, scholarship, and artistic activity. Areas of research emphasis include:

- Water resources (Minnesota Sea Grant, Center for Water and Environment, Large Lakes Observatory, physical and biological sciences in the College of Science and Engineering)
- American Indian research and education (College of Education and Human Service Professions, College of Liberal Arts, American Indian Learning Resource Center)
- Mining and processing ferrous and non-ferrous minerals (Natural Resources Research Institute)
- Interdisciplinary programs in biosciences (College of Science and Engineering along with University of Minnesota School of Medicine Duluth and College of Pharmacy Duluth)

UMD will facilitate the active participation of UMD faculty and staff in presidential initiatives and other system programs, including a system-wide research expertise database and serving on University research committees. UMD will work to secure recognition for faculty achievements in research and scholarship and seek to host more national and international conferences, workshops, and seminars.

UMD will continue to service the region and state in economic development (Natural Resource Research Institute, Center for Economic Development, Bureau of Business and Economic Research). Faculty hiring will be

3: Duluth Campus

encouraged in areas that overlap UMD strengths and additional resources provided to productive areas. Faced with a decline in federal research dollars, UMD seeks to develop alternate funding sources.

UMD has a long and rich history of partnering with public and private organizations. One key partnership is with school districts and other preK-12 organizations and educators. UMD is currently collaborating with school districts to enhance and coordinate professional development for teachers, and is evaluating and redesigning its teacher preparation programs. In partnership with tribal and community colleges UMD is expanding its pre-K-12 initiatives by developing alternative teacher education models to serve Native American populations.

Students

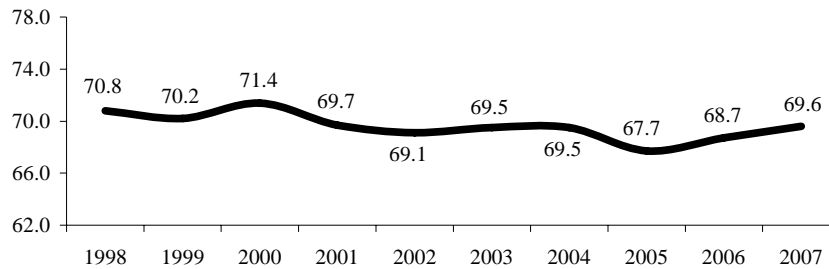
Figure 3-1 and Table 3-1 provide trend data for average high school rank percentile and high

school rank of new, entering freshmen for 1998-2007.

In 2007, the average high school rank percentile increased over the previous year while the percentage of new entering freshmen at the top 10 percent of their high school class remained the same. Both of these measures have remained relatively flat over the last decade. These data reflect UMD's efforts to maintain academic preparation standards of entering students while providing access in accordance with its public institution mission.

Figure 3-2 shows that the average ACT score of new, entering freshmen at UMD also has remained flat, increasing slightly from 23.1 in 1998 to 23.4 in 2007. During the same period, UMD has maintained consistent entrance requirements while gradually increasing new high school student enrollment by over 500 students.

Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota Duluth, 1998–2007.



Source: Office of Institutional Research, University of Minnesota.

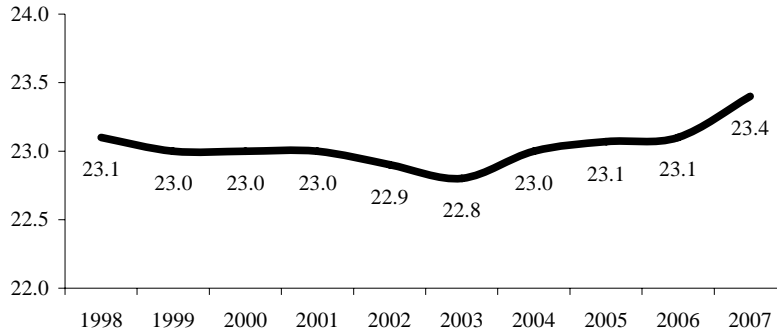
Table 3-1. High school rank of freshmen, University of Minnesota Duluth, 1998-2007.

Rank	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
90-99 %	19%	18%	19%	18%	16%	16%	17%	14%	16%	16%
75-89	29	27	29	25	26	28	26	25	26	27
50-74	39	39	38	40	41	40	40	42	41	43
1-49	14	16	14	16	17	16	17	19	18	15

Source: Office of Institutional Research, University of Minnesota

3: Duluth Campus

Figure 3-2. Average ACT score of new, entering freshmen, University of Minnesota Duluth, 1998-2007.



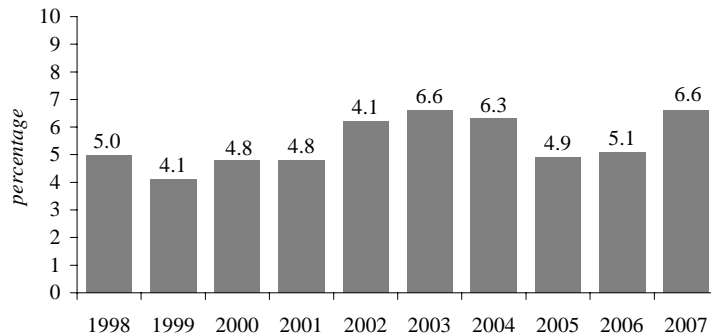
Source: Office of Institutional Research, University of Minnesota.

Diversity

UMD has placed a high priority on diversity and creating an environment that is open, accepting, and just. To this end, one key strategy is to increase the diversity of the campus community. In 2007, UMD had the highest

proportion of entering freshmen of color since 2003 (see Figure 3-3). Table 3-4 shows that the proportions of students by race and ethnicity has remained relatively constant over the past 10 years.

Figure 3-3. Percentage of entering freshmen of color, University of Minnesota Duluth, fall 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Table 3-2. Proportion of students by racial/ethnic group, University of Minnesota Duluth, 1998-2007.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	0.9%	0.8%	0.8%	1.0%	1.2%	1.2%	1.3%	1.3%	1.3%	1.2%
American Indian	1.1	1.1	0.9	1.1	1.0	1.1	1.2	1.2	1.1	1.2
Asian/Pacific Islander	2.5	2.0	1.8	1.9	2.2	2.4	2.5	2.6	2.6	2.6
Caucasian	91.2	89.8	90.6	90.3	90.0	89.0	88.3	88.3	87.5	87.6
Chicano/Hispanic	0.9	0.8	0.8	0.9	0.8	0.9	0.9	1.0	0.8	1.0
International	1.4	1.7	1.8	2.0	2.2	2.3	2.1	1.9	1.9	1.9
Not Reported	2.1	3.8	3.3	2.9	2.6	3.1	3.8	3.8	4.7	4.6

Source: Office of Institutional Research, University of Minnesota

3: Duluth Campus

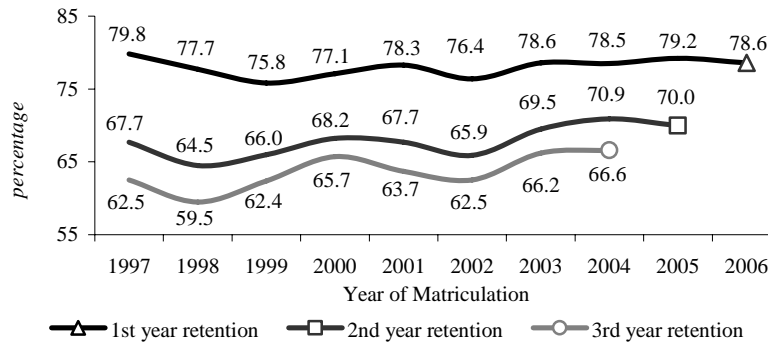
Retention and Graduation Rates

Retention Rates: Figure 3-4 shows first-, second- and third-year student retention rates for students matriculating during 1997-2006. The second- and third-year retention rates have improved over the decade, while the first-year retention rate has remained relatively unchanged over the decade. Third-year retention rates reached a new high in the last reporting period.

retention increased slightly over the previous year, while second-year retention decreased by 6.6 percentage points. All students-of-color retention rates are higher than they were for those who matriculated in 1997. Third-year rates for students of color showed the most improvement over the decade (12.3 percentage points) followed by second-year rates (5.2 percentage points), and first-year rates (0.7 percentage points).

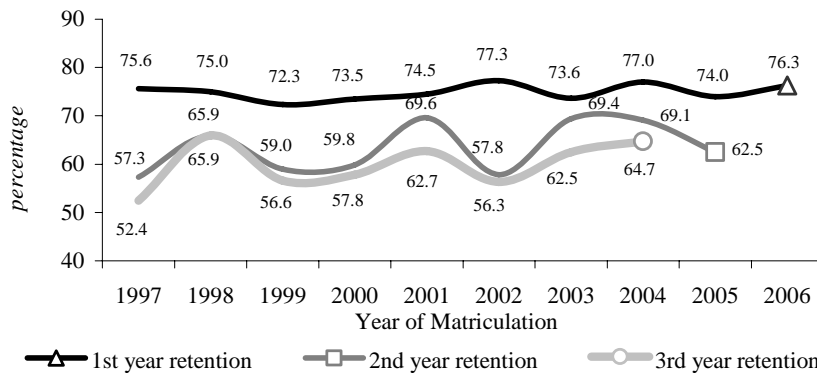
Figure 3-5 compares retention rates of students of color for 1997-2006. First- and third-year

Figure 3-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota Duluth, 1997-2006.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Figure 3-5. University of Minnesota Duluth first-, second-, and third-year retention rates (percentage) for students of color, 1997-2006.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

3: Duluth Campus

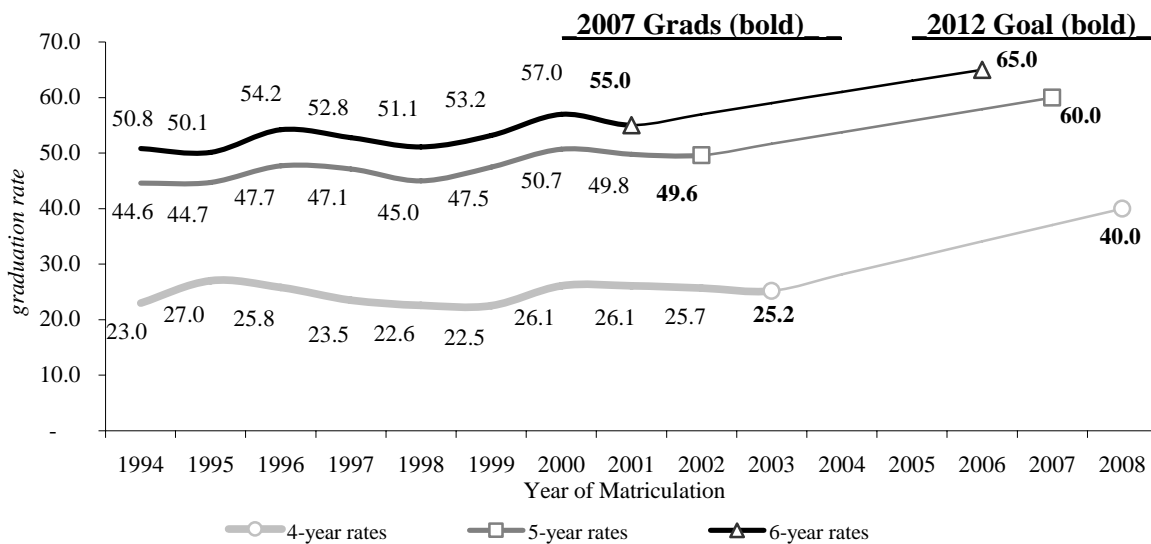
Graduation Rates: UMD has established four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 60 percent, and 65 percent, respectively.

Figure 3-6 shows four-, five-, and six-year graduation rates for students matriculating in 1994-2003. While all three graduation rates declined slightly from the previous year, all rates improved over the decade. Four-year

rates improved 2.2 percentage points, five-year rates improved 5.0 percentage points, and six-year rates improved 4.2 percentage points.

For students of color, the six-year graduation rate improved significantly from the previous year (9.8 percentage points), as shown in Figure 3-7, while the four- and five-year rates fell. Over the decade, all three graduation rates were higher.

Figure 3-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Duluth, 1994-2003 (Classes beginning in 1994-2003) and 2012 goal.

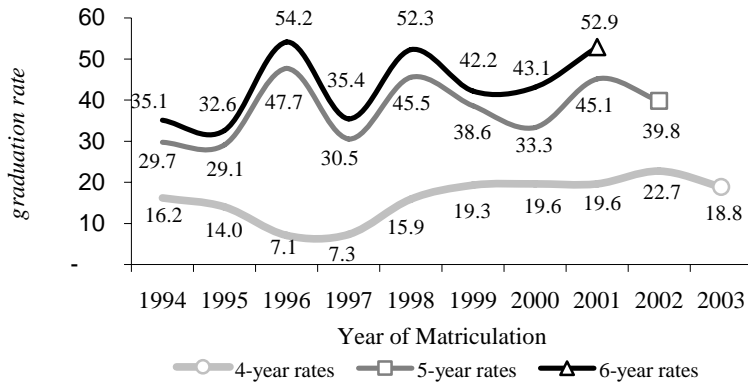


Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

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

3: Duluth Campus

Figure 3-7. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota Duluth, 1994-2003.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
 Note: See note for Figure 3-6 above.

Student Satisfaction

The University has placed increased emphasis on improving the student experience. The Student Experiences Survey has been administered every other year since 1997 to measure results.

Recent results reflect a number of UMD priorities. The campus’s attempt to diversify its community and provide support for students of color has been met with an increase of general satisfaction by students of color. The campus also has made substantial improvements in its physical environment with the addition of new buildings and upgraded classrooms.

While undergraduate and graduate students show increased satisfaction with the quality of

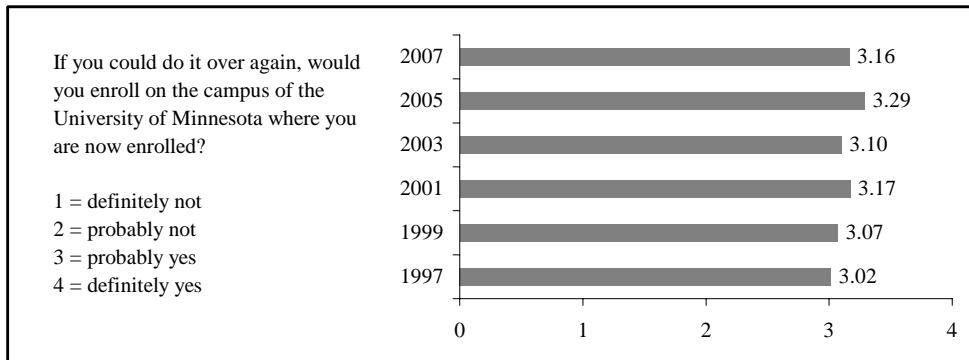
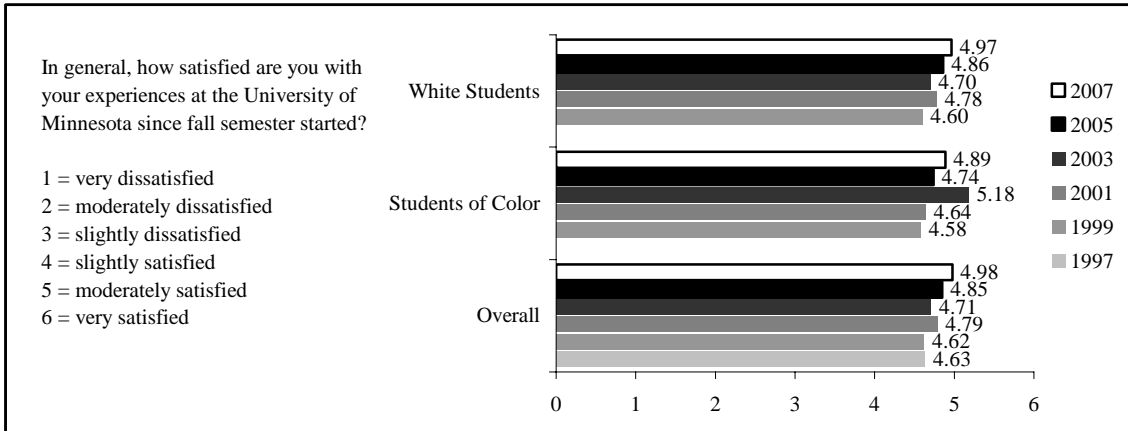
classrooms, the overall physical environment and the availability of places to study show modest declines. This may be due to the temporary disruption caused by construction.

Also, after a sharp dip in satisfaction regarding the cost of attendance in 2003 (due to significant budget cuts that year by the Minnesota Legislature), satisfaction has increased the past two years on this measure.

Figure 3-8 summarizes undergraduate student responses in the 10 survey areas. Figure 3-9 shows findings from the graduate student survey.

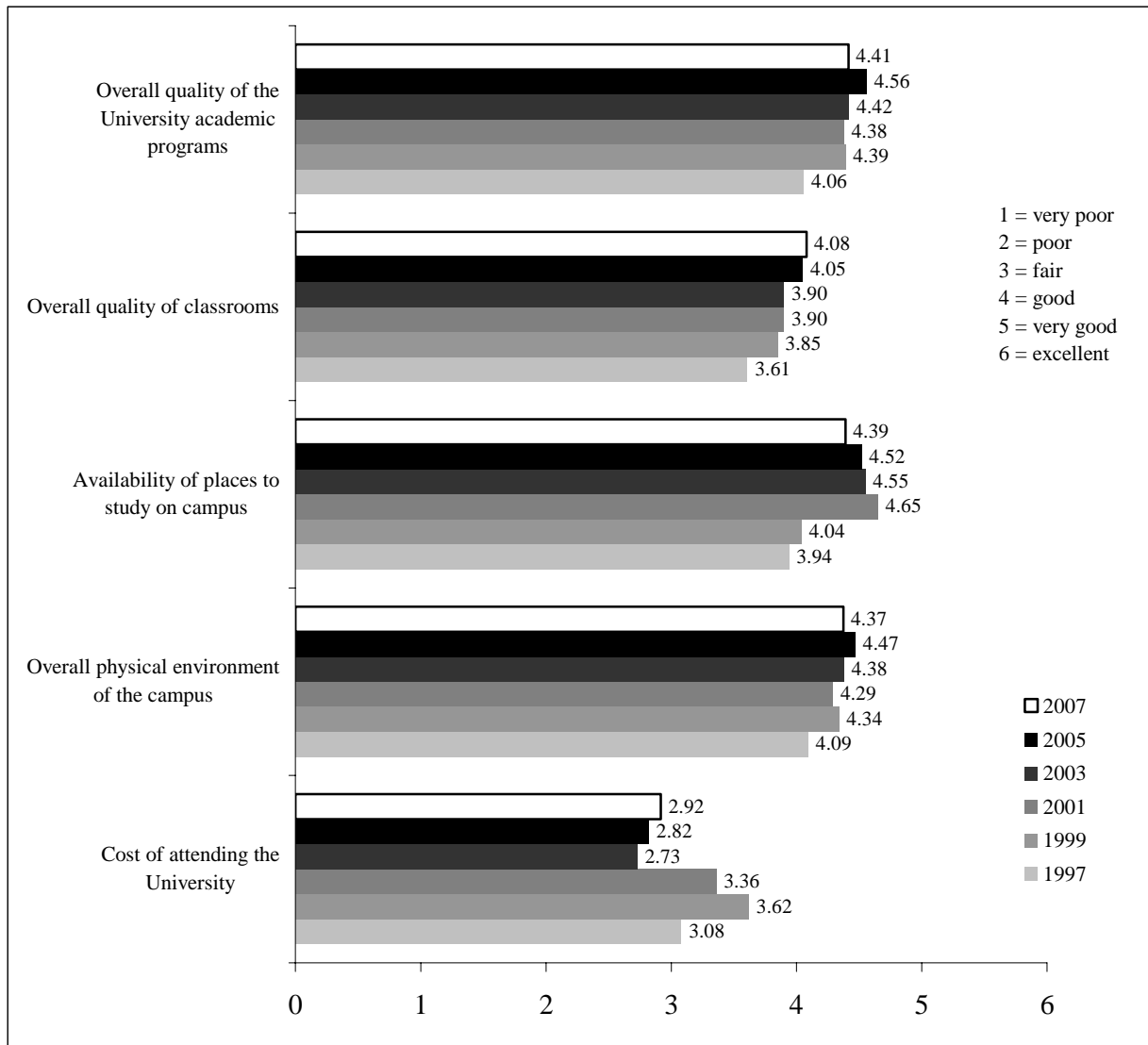
3: Duluth Campus

Figure 3-8. Undergraduate student experiences survey results, University of Minnesota Duluth, 1997-2007.



3: Duluth Campus

Figure 3-8 (continued). UMD undergraduate student experiences survey.

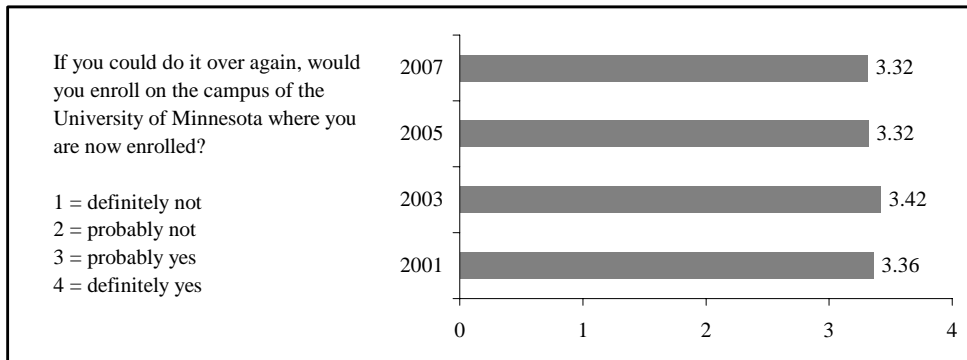
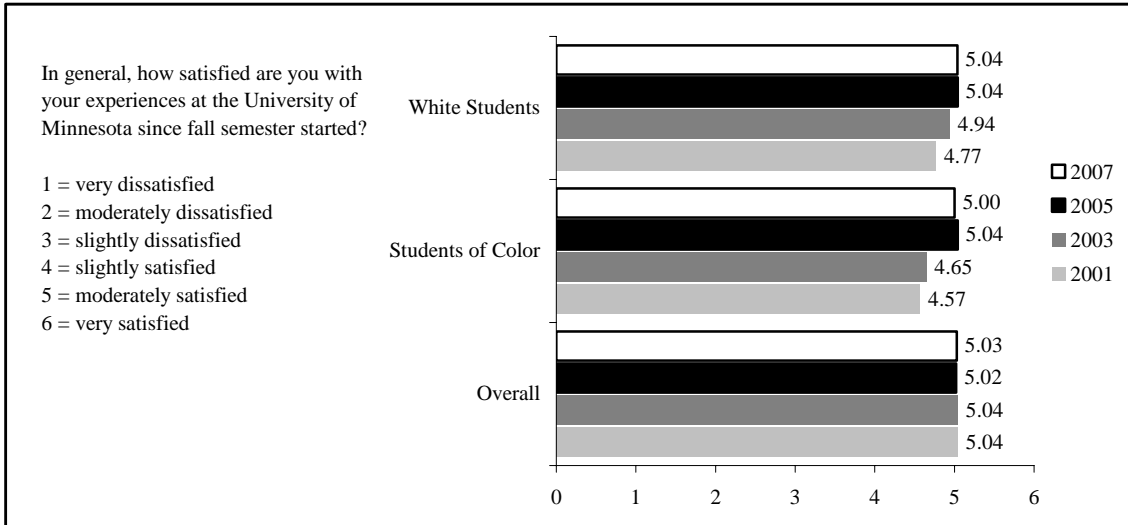


Source: Office of Institutional Research, University of Minnesota.

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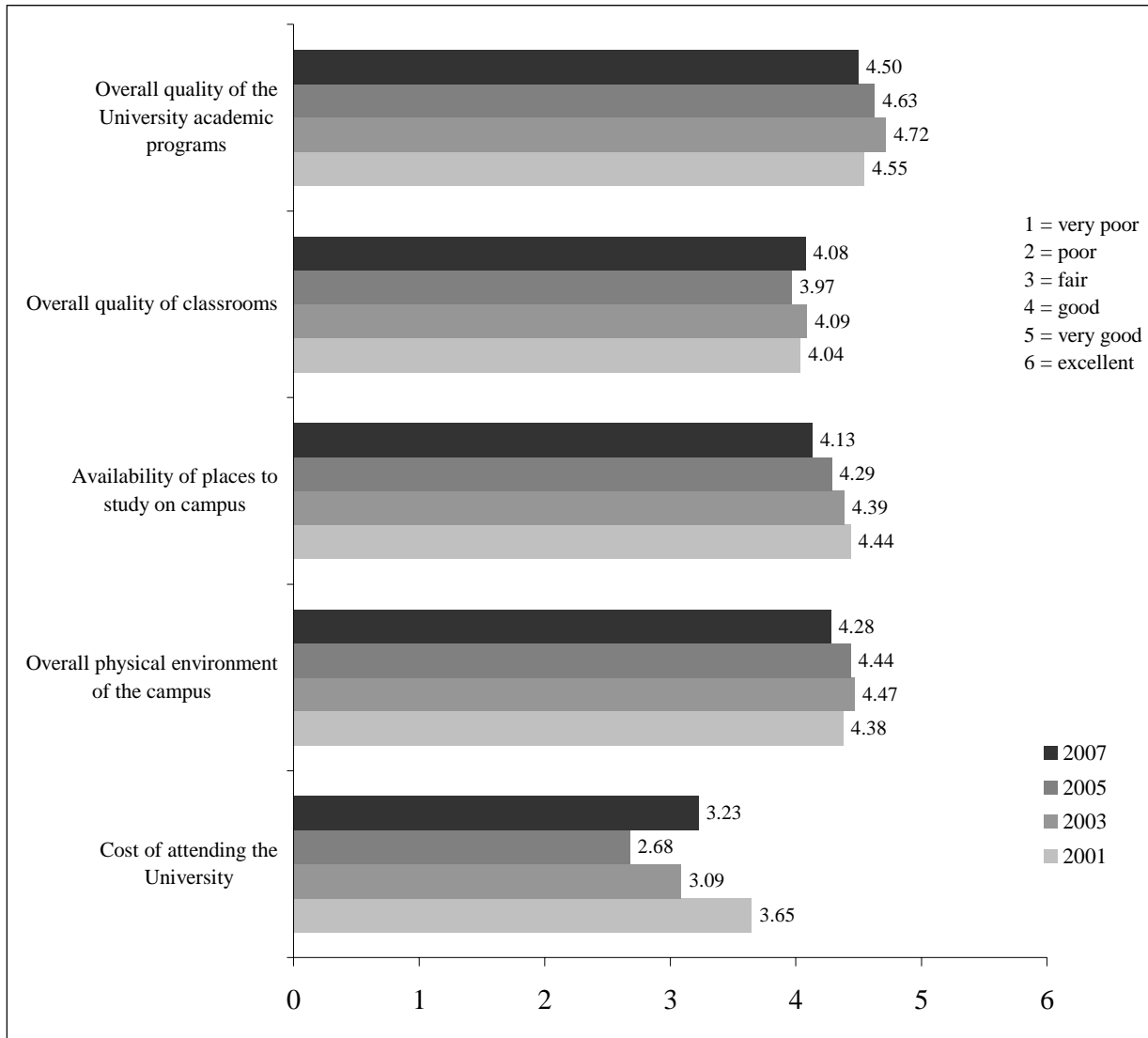
3: Duluth Campus

Figure 3-9. Graduate student experiences survey results, University of Minnesota Duluth, 2001-2007.



3: Duluth Campus

Figure 3-9 continued. Graduate student experiences survey results, University of Minnesota Duluth, 2001-2007.



Source: Office of Institutional Research, University of Minnesota.

Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation nationwide surveys of full-time instructional faculty (excluding medical school faculty). The data in Tables 3-3 and 3-4 are presented primarily to show changes in the comparative group data.

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

In addition, it is important to emphasize that changes in average salary reflect not only sal-

ary increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

Average salary and compensation for UMD faculty are shown relative to the UMD comparative group institutions in Tables 3-3 – 3-7.

Medical School and College of Pharmacy faculty are excluded from Duluth salary and compensation figures. These faculty are included in the Twin Cities campus data.

Table 3-3. Average faculty salary for UMD and comparative group institutions, 2004-05 and 2007-08.

Average Salary

Category	2004-2005	2007-2008
<u>Full Professor</u>		
Comparative Group Average* 3 Year % Change	\$90,835	\$101,646 +11.9%
UM – Duluth 3 Year % Change	\$80,921	\$87,101 +7.6%
<u>Associate Professor</u>		
Comparative Group Average* 3 Year % Change	\$67,731	\$75,456 +11.4%
UM – Duluth 3 Year % Change	\$66,947	\$69,721 +4.1%
<u>Assistant Professor</u>		
Comparative Group Average* 3 Year % Change	\$56,568	\$63,721 +12.6%
UM – Duluth 3 Year % Change	\$51,110	\$55,093 +7.8%

Source: Association of American University Professors Faculty Compensation Survey.

* Average excluding University of Minnesota Duluth.

3: Duluth Campus

Table 3-4. Average faculty compensation for UMD and comparative group institutions, 2004-05 – 2007-08.

Average Compensation

Category	2004-2005	2007-2008
<u>Full Professor</u>		
Comparative Group Average* 3 Year % Change	\$113,108	\$128,924 +14.0%
UM – Duluth 3 Year % Change	\$108,617	\$123,800 +14.0%
<u>Associate Professor</u>		
Comparative Group Average* 3 Year % Change	\$86,470	\$97,935 +13.3%
UM – Duluth 3 Year % Change	\$91,643	\$102,800 +12.2%
<u>Assistant Professor</u>		
Comparative Group Average* 3 Year % Change	\$73,250	\$82,913 +13.2%
UM – Duluth 3 Year % Change	\$72,409	\$85,100 +17.5%

Source: Association of American University Professors Faculty Compensation Survey.

* Average excluding University of Minnesota Duluth.

Full Professors

Table 3-5. Full professor average salary and compensation for University of Minnesota Duluth and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Villanova University	\$115,013	1	Villanova University	\$144,987
2	University of Nevada-Las Vegas	114,539	2	University of Central Florida	143,975
3	University of Central Florida	112,348	3	University of Massachusetts-Dartmouth	140,159
4	Marquette University	107,965	4	Marquette University	138,861
5	University of North Carolina-Charlotte	105,041	5	University of Nevada-Las Vegas	135,592
6	University of Colorado-Denver	104,505	6	University of North Carolina-Charlotte	129,462
7	University of Massachusetts-Dartmouth	100,135	7	Old Dominion University	126,315
8	Old Dominion University	98,960	8	University of Colorado-Denver	124,662
9	Wright State University-Main	97,509	9	University of Minnesota-Duluth	123,800
10	Cleveland State University	96,552	10	University of Michigan-Dearborn	123,584
11	University of Michigan-Dearborn	95,301	11	Oakland University	122,504
12	Florida Atlantic University	94,086	12	Wright State University-Main	121,783
13	Oakland University	91,400	13	Cleveland State University	121,360
14	University of Wisconsin-Milwaukee	89,702	14	University of Wisconsin-Milwaukee	116,547
15	University of Minnesota-Duluth	87,101	15	Florida Atlantic University	115,150

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

3: Duluth Campus

Associate Professors

Table 3-6. Associate professor average salary and compensation for University of Minnesota Duluth and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Nevada-Las Vegas	\$85,516	1	University of Massachusetts-Dartmouth	\$109,888
2	Villanova University	83,456	2	Villanova University	108,484
3	University of Colorado-Denver	79,832	3	Marquette University	106,262
4	Marquette University	78,555	4	University of Nevada-Las Vegas	103,061
5	University of Massachusetts-Dartmouth	78,002	5	University of Minnesota-Duluth	102,800
6	University of Central Florida	77,619	6	University of Central Florida	100,005
7	University of North Carolina-Charlotte	77,229	7	University of Michigan-Dearborn	98,358
8	University of Michigan-Dearborn	76,038	8	Oakland University	97,580
9	Old Dominion University	71,032	9	University of North Carolina-Charlotte	97,026
10	Wright State University-Main	70,584	10	University of Colorado-Denver	96,752
11	Cleveland State University	70,517	11	Old Dominion University	93,058
12	Oakland University	69,881	12	University of Wisconsin-Milwaukee	91,936
13	University of Minnesota-Duluth	69,721	13	Cleveland State University	91,425
14	Florida Atlantic University	69,268	14	Wright State University-Main	90,699
15	University of Wisconsin-Milwaukee	68,856	15	Florida Atlantic University	86,571

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

Assistant Professors

Table 3-7. Assistant professor average salary and compensation for University of Minnesota Duluth and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Marquette University	\$68,480	1	University of Massachusetts-Dartmouth	\$94,512
2	University of Michigan-Dearborn	67,036	2	Marquette University	89,462
3	University of Massachusetts-Dartmouth	66,982	3	University of Michigan-Dearborn	86,671
4	University of North Carolina-Charlotte	66,977	4	University of Minnesota-Duluth	85,100
5	University of Colorado-Denver	66,957	5	University of North Carolina-Charlotte	84,828
6	University of Nevada-Las Vegas	66,239	6	Villanova University	84,714
7	Villanova University	65,516	7	Oakland University	82,840
8	Florida Atlantic University	62,581	8	University of Colorado-Denver	81,912
9	University of Central Florida	61,898	9	University of Nevada-Las Vegas	81,391
10	Old Dominion University	61,201	10	University of Wisconsin-Milwaukee	81,331
11	Wright State University-Main	60,707	11	Old Dominion University	80,451
12	Oakland University	60,470	12	University of Central Florida	79,742
13	University of Wisconsin-Milwaukee	59,990	13	Wright State University-Main	78,849
14	Cleveland State University	56,739	14	Florida Atlantic University	78,489
15	University of Minnesota-Duluth	55,093	15	Cleveland State University	75,602

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008.

3: Duluth Campus

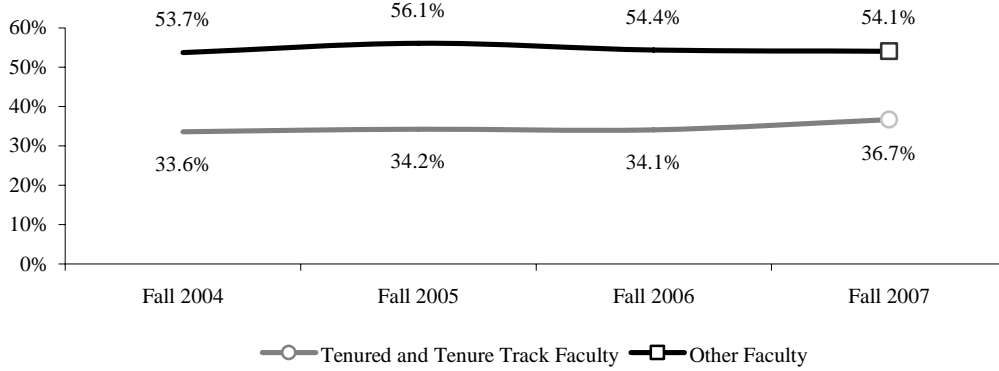
Faculty Diversity

Figure 3-10 shows the percentage of female tenured/tenure track faculty and other faculty for the period 2004-2007. The percentage of tenured and tenure-track female faculty has increased by nearly three percentage points while the percentage of other female faculty is

only slightly higher than the previous year.

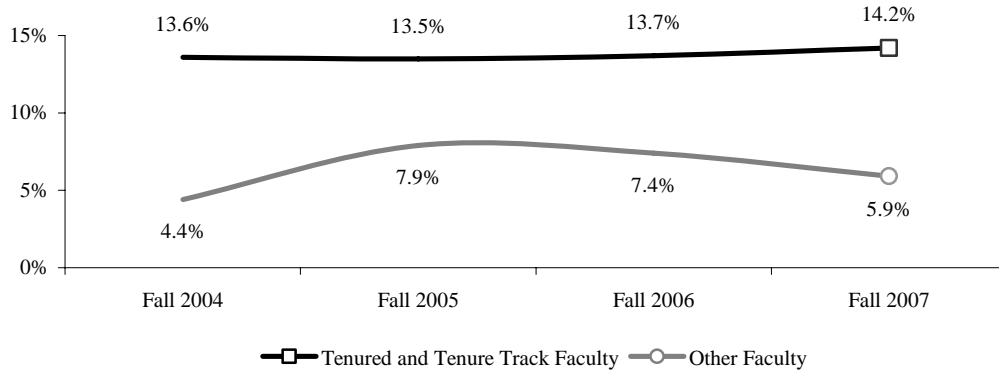
Figure 3-11 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. The number of faculty of color at UMD has increased since 2004.

Figure 3-10. Percentage of female faculty at University of Minnesota Duluth, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 3-11. Percentage of faculty of color at University of Minnesota Duluth, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

3: Duluth Campus

Staff Diversity

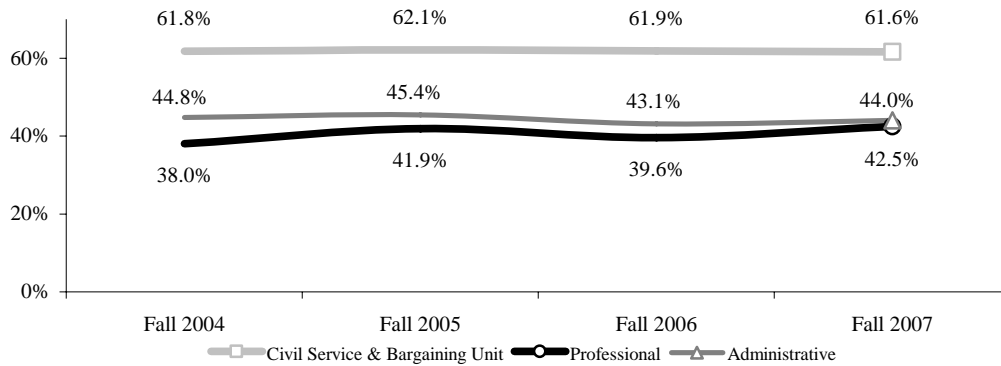
In 2007, the University of Minnesota Duluth had 1,005 staff in the Administrative, Professional, and Civil Service/Bargaining Unit (CS/BU) classifications.

Figures 3-12 and 3-13 show the percentage of female staff and staff of color, respectively,

during the period 2004-2007 for each of the three staff classifications.

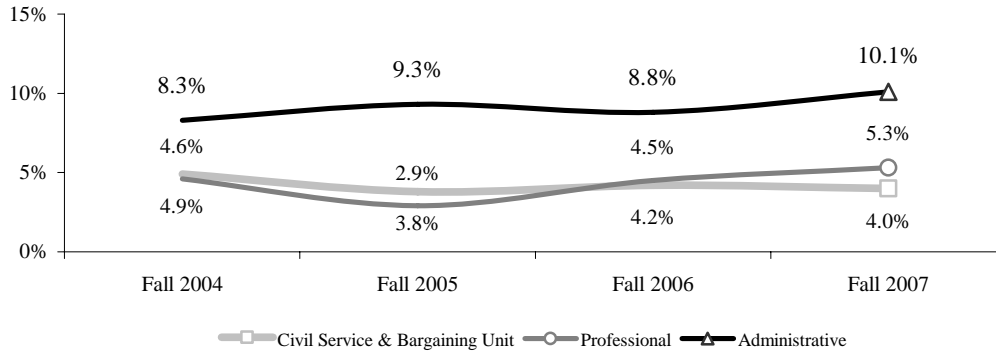
Between 2004 and 2007, the number of administrative and professional staff of color at UMD increased while the portion of civil service and bargaining unit staff of color decreased slightly.

Figure 3-12. Percentage of female staff employees, University of Minnesota Duluth, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 3-13. Percentage of staff of color, University of Minnesota Duluth, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

3: Duluth Campus

4: University of Minnesota Morris

The mission of the University of Minnesota, Morris is to provide an undergraduate liberal arts education of uncompromising rigor to students from around the region, the nation, and the world. This mission has been at the core of the Morris campus since it opened its doors in 1960 and builds on the legacy of the previous educational institutions located here: the American Indian Boarding school dating to the late 19th century and the agricultural boarding high school and experiment station of the first half of the twentieth century.

UMM values students who exhibit high academic potential and high motivation, and who are hard working and self-starters; faculty

members who excel as undergraduate teachers and successfully pursue a serious scholarly agenda, with measurable results; and staff who understand their important role in the educational process and do their work with prideful excellence.

Morris campus culture is characterized by an unwavering commitment to the liberal arts and to undergraduate learning and teaching, significant diversity (especially recognizing American Indian heritage), the thoughtful integration of the curricular, co-curricular and extracurricular aspects of the student experience, and service to the community.

Morris Campus At A Glance			
Founded 1959		Degrees Awarded (FY2007) Undergraduate	311
Leadership Jacqueline Johnson, Chancellor		Faculty Size (FY 2007) Tenured/Tenure Track Other Faculty	107 8
Divisions Education Humanities Interdisciplinary Studies Science and Mathematics Social Sciences		Undergraduate Degrees Awarded (FY 2007) 311	
Degrees Offered Bachelor of Arts		Living Alumni (FY 2007) 20,756 (graduates and non-grads)	
Academic Programs Offered 32 majors; 8 pre-professional programs		Staff (FY 2007) Civil Service/ Bargaining Unit Professional and Administrative	199 112
Fall 2007 Enrollment Undergraduate Non-degree Total	1,543 <u>143</u> 1,686	Number of Buildings 28 (561,000 assignable square feet)	
		Expenditures (FY 2007) \$37,648,504	

4: Morris Campus

As a public liberal arts college, Morris is deeply connected to its region and its people and is committed to offering access to students from all economic, social, and cultural backgrounds.

The Morris strategic plan builds on its reputation as a nationally ranked public liberal arts college and as a leader in environmental and sustainability issues. UMM is committed to outstanding teaching and learning, research, genuine outreach, engagement, and diversity. The residential academic setting fosters authentic relationships, and the University serves as an educational and cultural resource for the region, nation, and world. A personalized educational experience prepares graduates to be global citizens who are inter-culturally competent, civically engaged, and effective stewards of their environments.

The student-centered goals of the Morris strategic plan build on the exceptionally high participation rates and success of students in: study abroad, research and creative activities (including publications and presentations), service learning, civic engagement, leadership experiences, co-curricular activities, and graduate and professional study.

To be successful in achieving its goals and ensuring relevance in the 21st century, UMM is pursuing excellence in its students, faculty and staff, organizational attributes, and innovation. Accomplishments this year in each of these categories are described below.

Exceptional Students

To achieve its exceptional students/exceptional undergraduate strategic goal, the University of Minnesota Morris has enhanced academic programming and student support and has invested in recruitment and marketing, increased scholarship funding, and improved retention and graduation rates in some areas. Specifically, in the past year, UMM has:

- Completed the first steps in developing a cohesive, year-long **First Year Experience**.
- Created the **Academic Center for Enrichment** to better align services and provide opportunities for all students to participate in activities to enrich academics, research, and outreach in a personally engaging community environment.
- Increased system-leading participation rates in **study abroad and undergraduate research**. A total of 33.5 percent of Morris students participated in study abroad in 2007-08, a 7.9 percent increase compared to 2002. In addition, 57 percent of Morris students participated in faculty-mentored undergraduate research or artistic production in 2007-08, an increase of 18 percent over the preceding year.
- Expanded the **Undergraduate Research Symposium** from 67 presentations in 2007 to 73 in 2008, a 9 percent increase.
- Increased student participation and success in **national scholarship competitions**, achieving two new national scholarships/fellowships in 2007-08, the Morris Udall Scholarship and the Kilam Fellowship.
- Implemented two new **merit-based scholarship programs** in Fall 2007. Data as of August 2008 suggest significant increases in the quality of entering students, particularly those from the top 5 and 10 percent of their graduating classes. —
- Enhanced the ability to attract a **more diverse student population** by adding a **new multicultural admissions counselor** position in fall 2007. Enrollment data as of August 2008 suggest UMM will experience significant increases in

4: Morris Campus

enrollment of entering students of color in fall 2008. –

- Continued the legacy of **high enrollment of American Indian students**, which has nearly doubled in a 10-year period, from 99 students in fall 1997 to 180 students in fall 2007.
- Increased the number of **international students** in line with strategic goals, with significant increases of new international students anticipated fall 2008 and retention rates that parallel those of other students.
- Added **JV soccer** and **men's cross country** to Division III athletics in fall 2007 to enhance ability to attract talented scholar athletes.

Exceptional Faculty and Staff

The Morris campus has extraordinarily gifted and dedicated faculty and staff. To better support faculty and staff, UMM has:

- Improved **faculty compensation** by 4.7 percent from fall 2006 to fall 2007.
- Sponsored faculty participation in the **CIC leadership program** and in the **President's Emerging Leadership Program**.
- Added two new **Horace T. Morse award winners** for excellence in undergraduate teaching: 19 percent of Morris current tenured/tenure-track faculty are Morse award winners.

Exceptional Organization

An exceptional organization enhances the student experience and better aligns faculty and staff resources with student enrollment and program needs. This in turn results in better academic and student services and greater efficiency and resource utilization. New invest-

ments in state-of-the-art, flexible-use facilities will enhance student recruitment, facilitate community building and co-curricular activities, and better connect the campus with the external community. In the past year in an effort to achieve these goals UMM has:

- Renovated outdated **residential life facilities** to meet student expectations, including investments of \$1 million in new furnishings and renovations of resident living spaces in 1970s-constructed Clayton A. Gay Hall and created handi-capped-accessible residential life office spaces.
- Initiated preliminary plans/design phase for new **Green Prairie Living and Learning Residence Hall**—first new residence hall since 1970s.
- Updated the **Campus Master Plan**, including historic preservation, environmental and technological master plans.
- Increased **gifts and donations** to UMM by 24 percent during 2007-08.
- Secured funding through Minnesota's capital bonding process for the renovation of the existing Community Services building to a **new Gateway Center** to co-locate units that interact with external audiences.
- Implemented design plans to **renovate dining facilities** in the summer of 2009 with new Sodexo contract to better meet the needs of students and improve their experience.
- **Assessed alumni attitudes and satisfaction** with their University experience through a marketing and branding initiative. Key findings included: 96 percent of alumni are satisfied overall with their UMM experience and 95 percent would recommend UMM to a prospective student

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- Alumni annual giving increased 19 percent in FY 2008 (compared to 12 percent increase system wide).

Exceptional Innovation

Morris has continued to secure its niche as an exceptional undergraduate-focused institution, creating an educational experience that transpires in a living and learning laboratory. Morris has also advanced in its system, state, and national leadership and recognition in renewable energy and sustainability initiatives. In the past year UMM has:

- Provided **leadership through the West Central Initiative, Wired Grant** and other venues to promote innovative solutions to the economic, demographic, and energy challenges of West Central Minnesota.
- Developed and expanded **partnerships** with other campuses in the University system and entities such as the West Central Research and Outreach Center and the Office of Public Engagement.
- Initiated planning to enhance **summer and break programs** with new attention focused on energy and sustainability niche.
- Incorporated **civic engagement** into teaching, learning, and research activities by providing opportunities for students to engage with regional communities through programs such as the expansion of the K-12 Tutoring, Reading, Enabling Children (TREC) program to additional student populations.
- Continued to leverage UMM's green campus initiatives and energy research platform to become a **model energy-self-sufficient campus** through wind generation, biomass heating and cooling, and expanded use of "green" vehicles (Figures 4-1 and 4-2). Accomplishments include: biomass plant construction completed in June 2008; approval received for Clean Renewable Energy Bonds; and exploration initiated for Energy Service Contract.
- Continued progress toward energy self-sufficiency and dramatically reduced carbon footprint as illustrated in Figures 4-1 and 4-2.

4: Morris Campus

Figure 4-1. University of Minnesota Morris total energy use by source, 2004-2012.

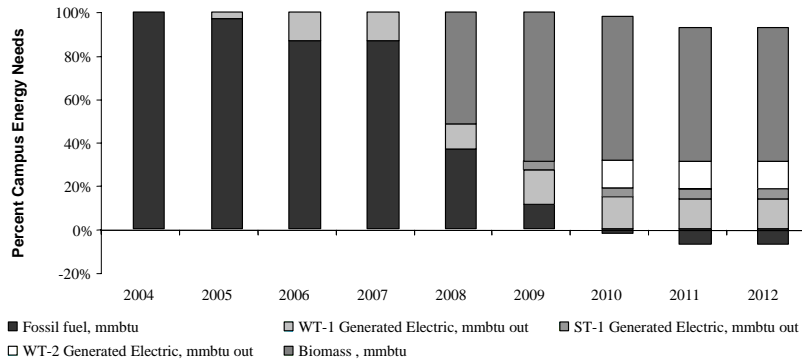
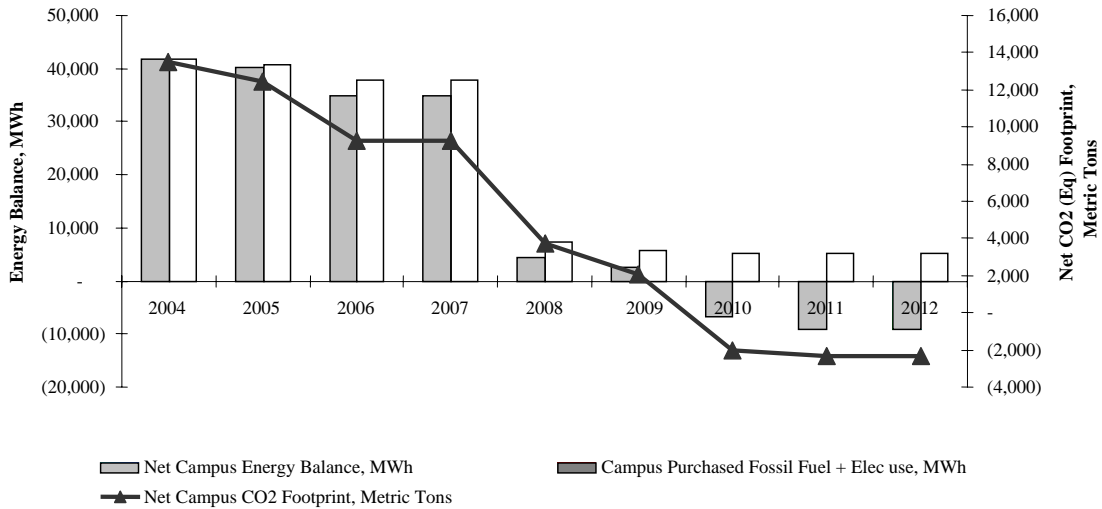


Figure 4-2. University of Minnesota Morris net energy balance, 2004-2012.



4: Morris Campus

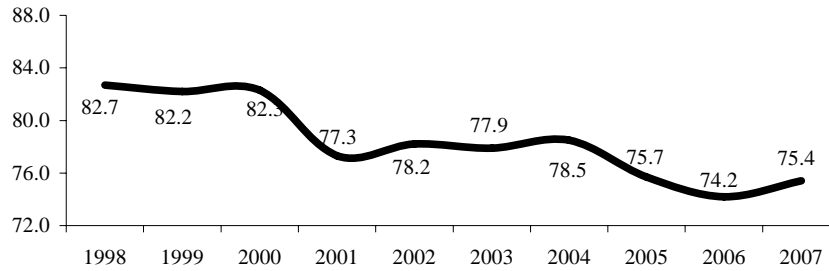
Student Data

Figures 4-3, 4-4, and 4-5 and Tables 4-1 and 4-2 provide detailed information on the demographics of UMM students over the past decade. Recent declines in new entering student profiles are being addressed in UMM's new strategic planning efforts. In 2007, the average high school rank of new, entering freshmen rose slightly. In the same year, the aver-

age ACT score rose to 25.0 from 24.5 the previous year.

The college's commitment to diversity, recognizing its location in a rural, small town in a region of racial, ethnic, and religious homogeneity, is reflected in over 16 percent of 2007 freshmen who were students of color.

Figure 4-3. Average high school rank percentile of new, entering freshmen, University of Minnesota Morris, 1998-2007.



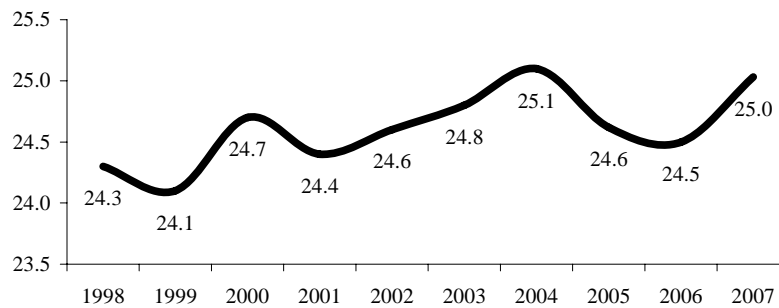
Source: Office of Institutional Research, University of Minnesota.

Table 4-1. High school rank of freshmen, University of Minnesota Morris, 1998-2007.

Rank	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
90-99 %	43%	43%	41%	32%	33%	32%	35%	32%	28%	25%
75-89	30	31	33	31	33	32	31	28	28	34
50-74	23	22	22	28	26	28	25	28	31	31
1-49	3	3	3	9	8	8	8	12	13	10

Source: Office of Institutional Research, University of Minnesota.

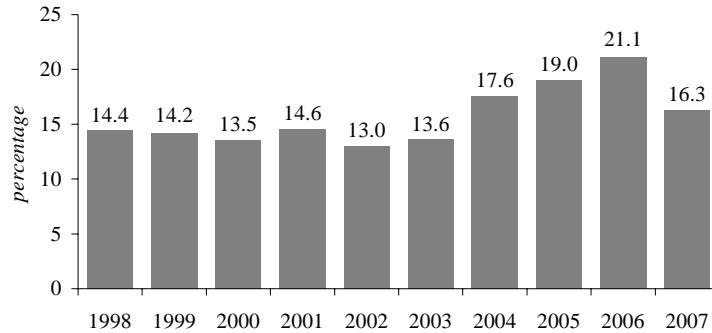
Figure 4-4. Average ACT score of new, entering freshmen, University of Minnesota Morris, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

4: Morris Campus

Figure 4-5. Percentage of entering freshmen of color, University of Minnesota Morris, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Table 4-2. Proportion of students by racial/ethnic group, University of Minnesota Morris, 1998-2007.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	5.5%	5.2%	5.6%	4.7%	3.4%	2.8%	2.2%	1.9%	2.1%	1.8%
American Indian	6.5	6.7	5.9	6.4	6.5	7.2	7.8	8.8	10.2	10.7
Asian/Pacific Islander	2.7	2.5	2.6	2.9	2.7	3.1	3.1	2.7	3.5	3.1
Caucasian	82.8	82.9	81.5	80.4	80.7	80.4	79.3	78.0	74.5	73.8
Chicano/Hispanic	1.1	1.2	1.4	1.4	1.6	1.5	1.5	1.4	1.5	1.7
International	0.4	0.8	0.3	0.8	1.1	1.1	1.2	1.1	1.7	2.7
Not Reported	0.9	0.7	2.7	3.4	3.9	3.9	4.8	6.1	6.5	6.1

Source: Office of Institutional Research, University of Minnesota

Retention and Graduation Rates

UMM has set four-, five-, and six-year graduation rate goals for 2012 of 60 percent, 75 percent, and 80 percent, respectively.

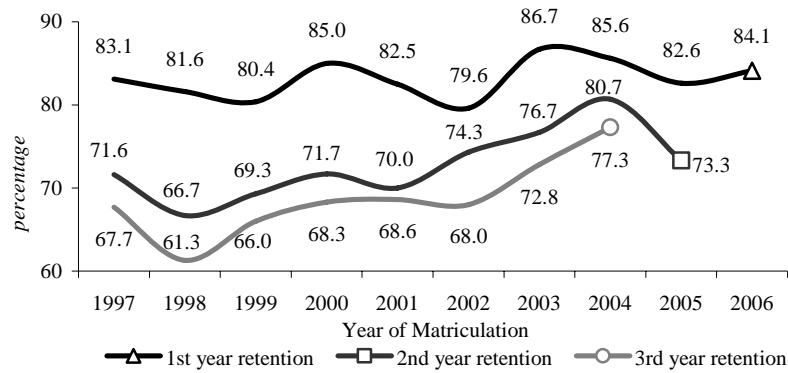
Figures 4-6 and 4-7 show UMM's retention rates over the past decade. First- and third-year retention rates at Morris rose 1.5 percentage points and 4.5 percentage points, respectively, over the previous year, while second-year retention fell 7.4 percentage points. Retention rates for students of color are close to or better than those of all students, as first- and third-year rates have shown marked improvement.

Figures 4-8 and 4-9 provide information on graduation rates for students matriculating during 1994-2003.

Four-, five-, and six-year graduation rates at UMM have traditionally been high on a national scale for public institutions. However, the trend over the past eight years has been generally flat, although showing slight improvement in the last several years. Five- and six-year graduation rates for students of color have improved steadily in recent years.

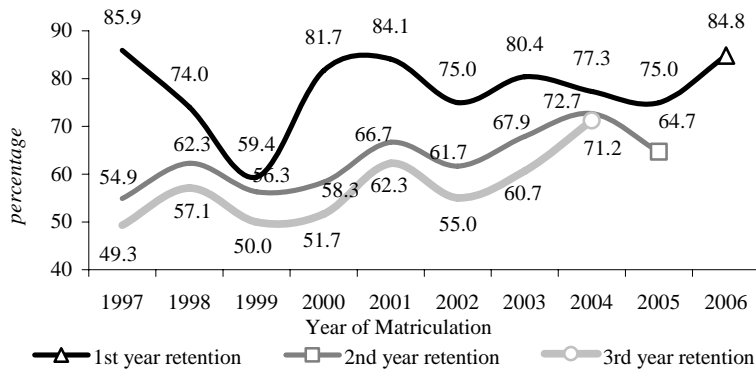
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Figure 4-6. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota Morris, 1997-2006.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

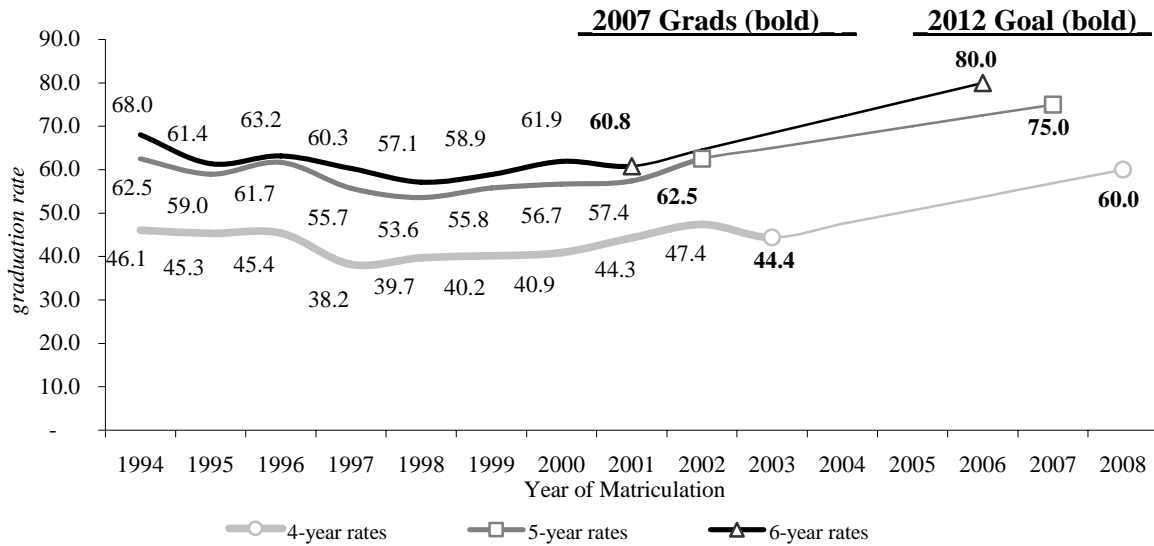
Figure 4-7. University of Minnesota Morris first-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students of color, 1997-2006.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

4: Morris Campus

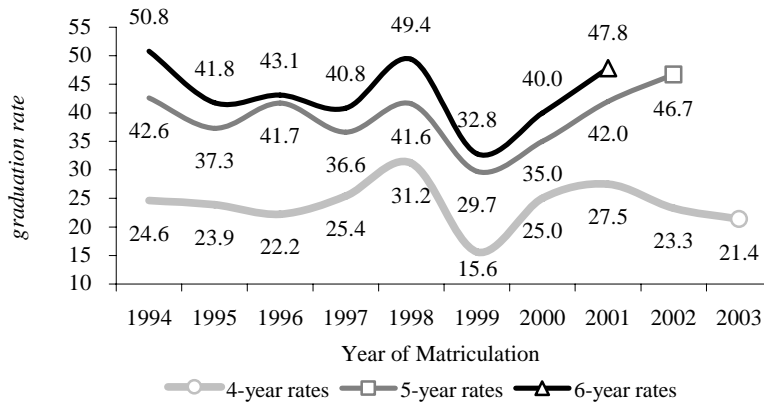
Figure 4-8. 4-, 5-, and 6-year graduation rates, University of Minnesota – Morris, 2007 (Classes beginning in 1994-2003) and 2012 goal.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

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

Figure 4-9. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota Morris, 2007 (Classes beginning in 1994-2003).



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Student Satisfaction

Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been administered periodically since 1997 to meas-

ure results. UMM students report the highest level of satisfaction of any within the University of Minnesota system.

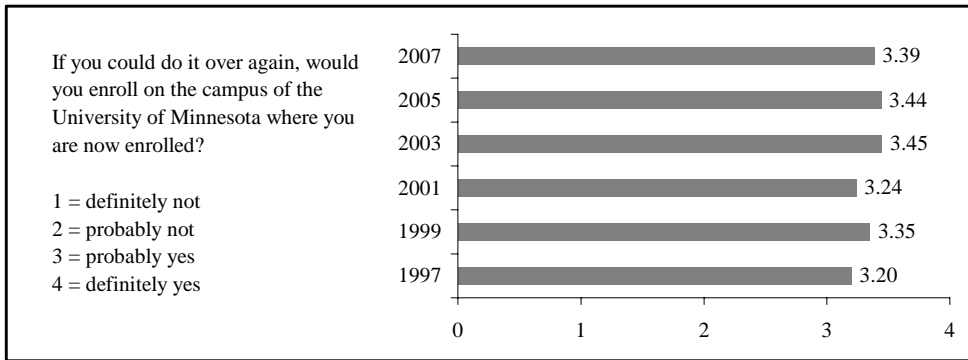
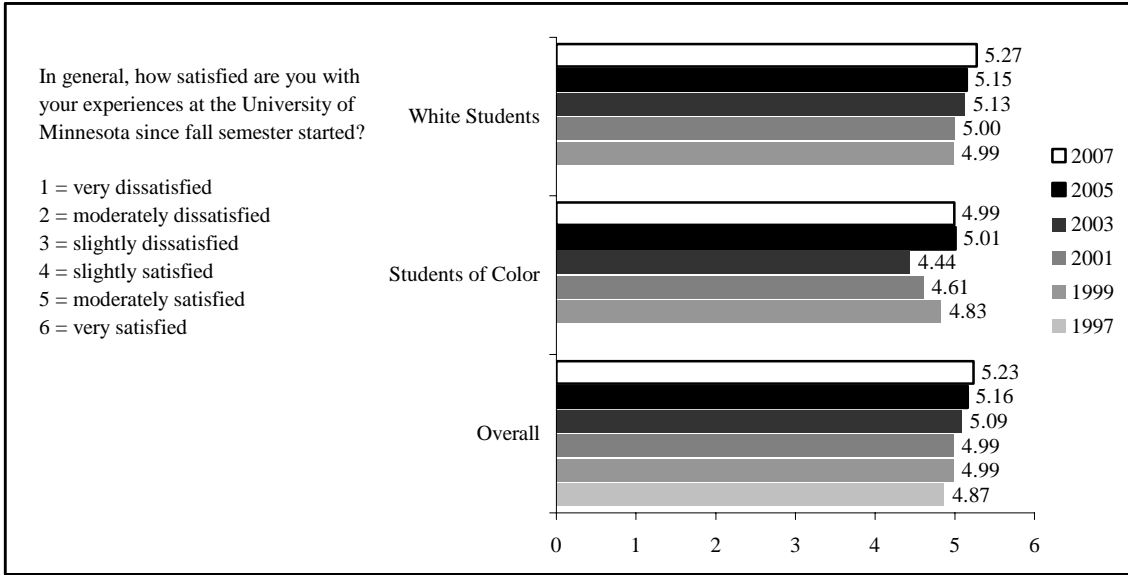
Figure 4-10 summarizes the responses in 10 key areas at UMM. Gains were achieved in overall satisfaction, classroom quality, avail-

4: Morris Campus

ability of places to study, overall physical environment, and cost of attendance. The level of overall satisfaction among students of color

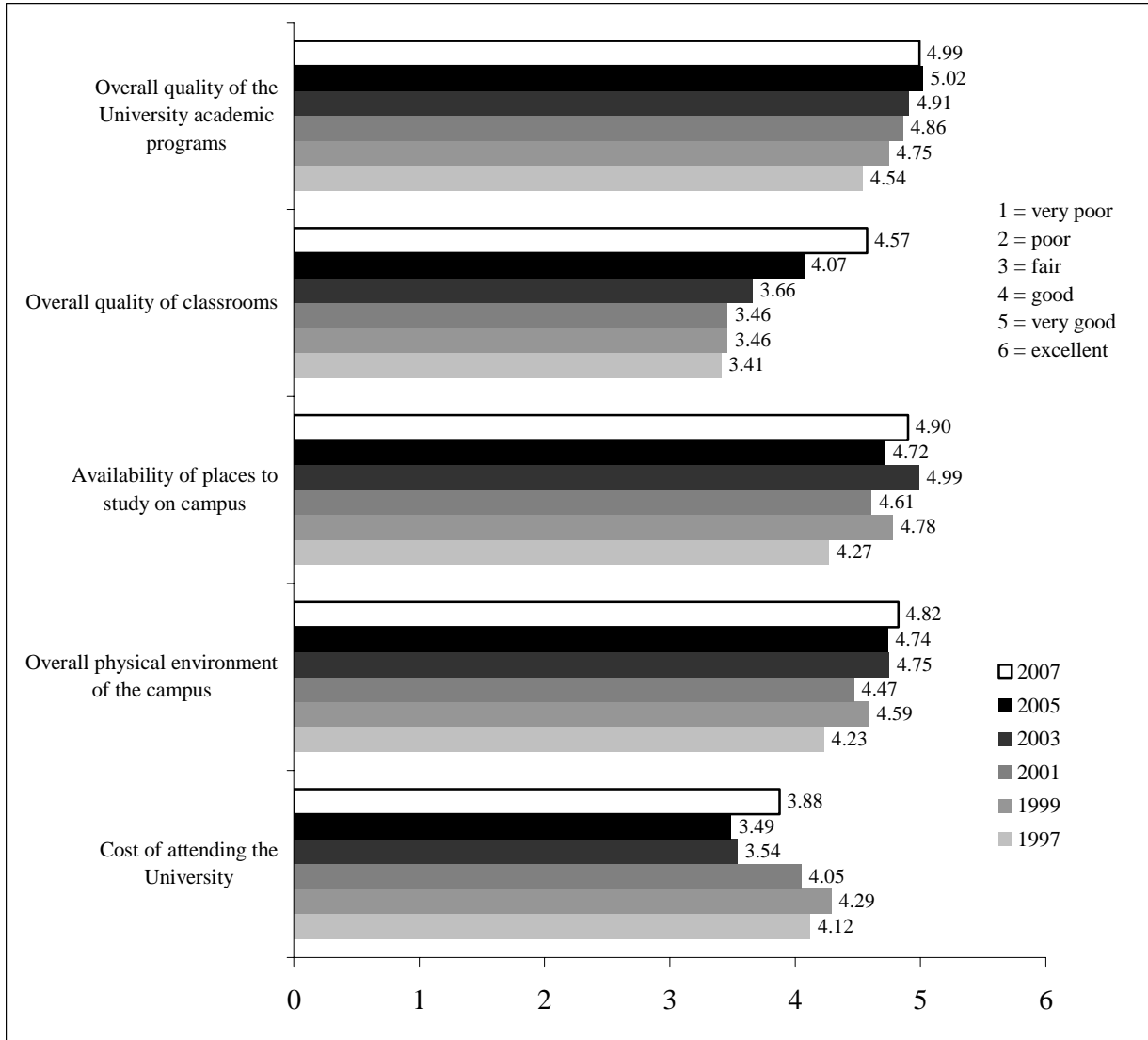
was virtually unchanged as was all students' satisfaction with academic quality.

Figure 4-10. Undergraduate student experiences survey results, University of Minnesota Morris, 1997-2007.



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Figure 4-10 (continued). Morris campus undergraduate student experiences survey results, 1997-2007.



Source: Office of Institutional Research, University of Minnesota.

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Faculty Salary and Compensation

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

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

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also are influenced by retirements, promotions, and

new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

UMM's comparative group of 13 public and private institutions nationwide is representative of the kinds of campuses with which UMM competes in recruiting and retaining faculty.

As Tables 4-3 and 4-4 indicate, UMM faculty salaries at all levels are below the average of its comparative group, while compensation is above the comparative group average at all levels.

Table 4-3. Average faculty salary for University of Minnesota Morris and comparative group institutions, 2004-05 – 2007-08.

Average Salary

Category	2004-2005	2005-2006	2006-2007	2007-2008
<u>Full Professor</u>				
Comparative Group Average*	\$76,296	\$78,732	\$82,120	\$84,528
% Change		+3.2%	+4.3%	+2.9%
UM – Morris	\$70,130	\$72,536	\$73,563	\$75,880
% Change		+3.4%	+1.4%	+3.1%
<u>Associate Professor</u>				
Comparative Group Average*	\$59,176	\$60,602	\$63,368	\$65,799
% Change		+2.4%	+4.6%	+3.8%
UM – Morris	\$54,910	\$56,847	\$59,732	\$61,084
% Change		+3.5%	+5.1%	+2.3%
<u>Assistant Professor</u>				
Comparative Group Average*	\$48,673	\$50,160	\$52,882	\$54,409
% Change		+3.1%	+5.4%	+2.9%
UM – Morris	\$42,555	\$44,727	\$48,243	\$50,192
% Change		+5.1%	+7.9%	+4.0%

* Average excluding University of Minnesota Morris.

Source: Association of American University Professors Faculty Compensation Survey.

4: Morris Campus

Table 4-4. Average faculty compensation for University of Minnesota Morris and comparative group institutions, 2004-05 – 2007-08.

Average Compensation

Category	2004-2005	2005-2006	2006-2007	2007-2008
<u>Full Professor</u>				
Comparative Group Average*	\$97,443	\$100,825	\$105,402	\$108,773
% Change		3.5%	+4.5%	+3.2%
UM – Morris	\$96,021	\$100,399	\$104,421	\$110,200
% Change		+4.6%	+4.0%	+5.5%
<u>Associate Professor</u>				
Comparative Group Average*	\$75,889	\$78,108	\$81,768	\$85,013
% Change		+2.9%	+4.7%	+4.0%
UM – Morris	\$77,536	\$81,407	\$87,678	\$92,400
% Change		+5.0%	+7.7%	+5.4%
<u>Assistant Professor</u>				
Comparative Group Average*	\$62,637	\$64,496	\$68,073	\$70,356
% Change		+3.0%	+5.5%	+3.4%
UM – Morris	\$62,531	\$66,736	\$73,771	\$79,200
% Change		+6.7%	+10.5%	+7.4%

* Average excluding University of Minnesota Morris.

Source: Association of American University Professors Faculty Compensation Survey.

Tables 4-5, 4-6, and 4-7 show UMM faculty salary and compensation averages at the full-, associate-, and assistant-level ranks relative to its comparative group. For 2006-07, while average salary ranked in the bottom half at the

full, associate, and assistant professor levels, average compensation ranked in the top third at all levels.

4: Morris Campus

Full Professors

Table 4-5. Full professor average salary and compensation for University of Minnesota Morris and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Carleton College	\$108,670	1	Carleton College	\$141,147
2	Macalester College	105,168	2	Ramapo College-New Jersey	139,982
3	Ramapo College-New Jersey	105,131	3	Macalester College	136,488
4	St. Olaf College	85,953	4	St. Olaf College	112,611
5	University of Mary-Washington	84,799	5	University of Minnesota-Morris	110,200
6	University North Carolina-Asheville	83,982	6	University of Mary-Washington	107,089
7	College of Saint Benedict	79,093	7	Saint John's University	105,347
8	Saint John's University	78,648	8	College of Saint Benedict	103,577
9	Gustavus Adolphus College	77,497	9	University North Carolina-Asheville	103,047
10	University of Minnesota-Morris	75,880	10	Gustavus Adolphus College	102,459
11	Hamline University	74,020	11	Hamline University	93,168
12	Concordia College-Moorhead	73,946	12	University of Maine-Farmington	90,995
13	St. Mary's College-Maryland	72,536	13	St. Mary's College-Maryland	89,733
14	University of Maine-Farmington	69,423	14	Concordia College-Moorhead	88,401

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

Associate Professors

Table 4-6. Associate professor average salary and compensation for University of Minnesota Morris and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Ramapo College-New Jersey	\$83,644	1	Ramapo College-New Jersey	\$111,372
2	Macalester College	79,369	2	Carleton College	102,633
3	Carleton College	77,383	3	Macalester College	101,413
4	St. Olaf College	68,326	4	University of Minnesota-Morris	92,400
5	University North Carolina-Asheville	65,496	5	St. Olaf College	91,765
6	University of Mary-Washington	64,071	6	University of Mary-Washington	84,509
7	Saint John's University	62,922	7	Saint John's University	84,292
8	College of Saint Benedict	62,885	8	College of Saint Benedict	82,006
9	Gustavus Adolphus College	62,487	9	University North Carolina-Asheville	81,514
10	University of Minnesota-Morris	61,084	10	Gustavus Adolphus College	77,795
11	Concordia College-Moorhead	59,465	11	University of Maine-Farmington	73,451
12	St. Mary's College-Maryland	57,750	12	Concordia College-Moorhead	72,003
13	Hamline University	56,822	13	Hamline University	71,521
14	University of Maine-Farmington	54,761	14	St. Mary's College-Maryland	70,890

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

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Assistant Professors

Table 4-7. Assistant professor average salary and compensation for University of Minnesota Morris and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Carleton College	\$66,373	1	Carleton College	\$88,333
2	Ramapo College-New Jersey	64,001	2	Ramapo College-New Jersey	85,217
3	Macalester College	62,319	3	University of Minnesota-Morris	79,200
4	University North Carolina-Asheville	57,717	4	Macalester College	79,094
5	St. Olaf College	54,780	5	University North Carolina-Asheville	72,130
6	Gustavus Adolphus College	53,630	6	St. Olaf College	71,320
7	Saint John's University	52,284	7	University of Mary-Washington	69,612
8	College of Saint Benedict	52,027	8	Saint John's University	68,230
9	Concordia College-Moorhead	51,476	9	College of Saint Benedict	67,468
10	University of Minnesota-Morris	50,192	10	Gustavus Adolphus College	66,914
11	University of Mary-Washington	50,107	11	University of Maine-Farmington	62,186
12	Hamline University	48,886	12	Concordia College-Moorhead	62,007
13	St. Mary's College-Maryland	48,063	13	Hamline University	61,531
14	University of Maine-Farmington	45,658	14	St. Mary's College-Maryland	60,587

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

Faculty and Staff Diversity

Figure 4-11 shows the percentage of female tenured/tenure track faculty and other faculty for the period 2004-2007.

Figure 4-12 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

Figures 4-13 and 4-14 show the percentage of female staff and staff of color, respectively,

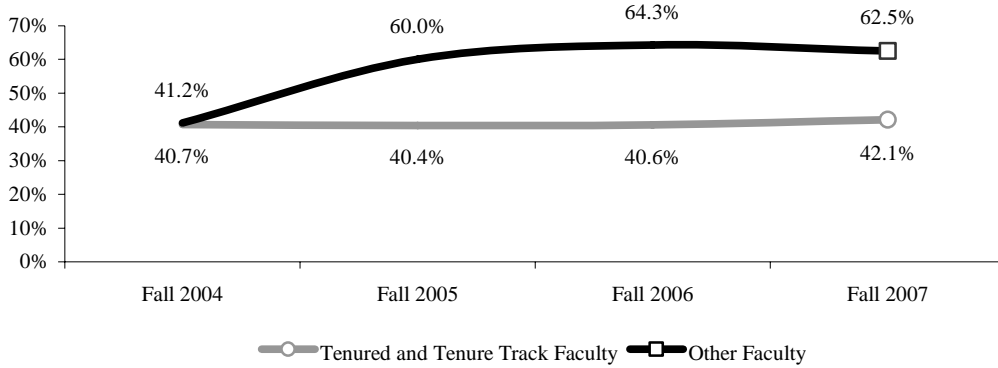
during the period 2004-2007 for each of the three staff classifications.

In 2007, 67 percent of UMM staff in the Administrative, Professional, and Civil Service/Bargaining Unit (CS/BU) classifications were female, the highest percentage of any University of Minnesota campus.

The percentage of staff of color was about the same in 2006 as in 2007.

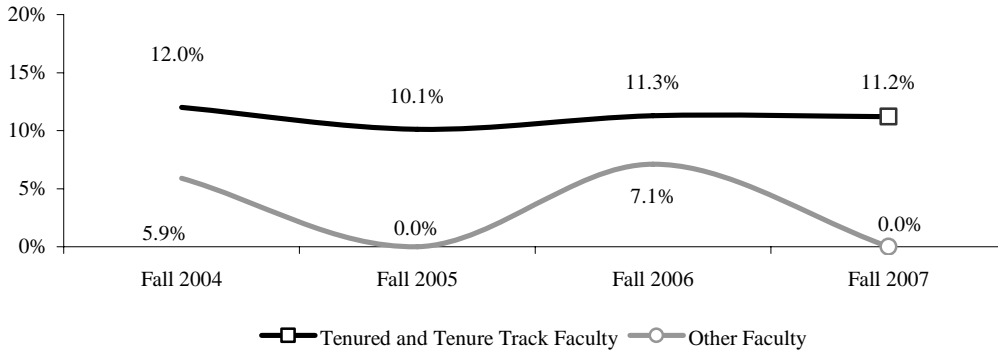
4: Morris Campus

Figure 4-11. Female faculty at University of Minnesota Morris, 2004-2007.



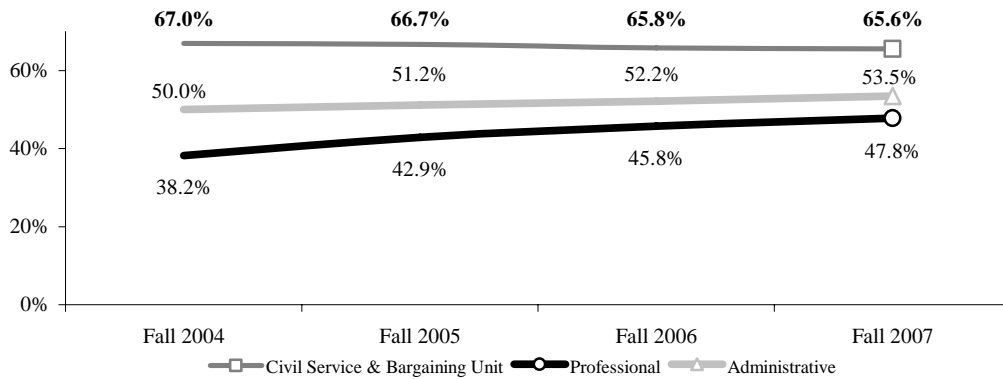
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 4-12. Faculty of color at University of Minnesota Morris, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

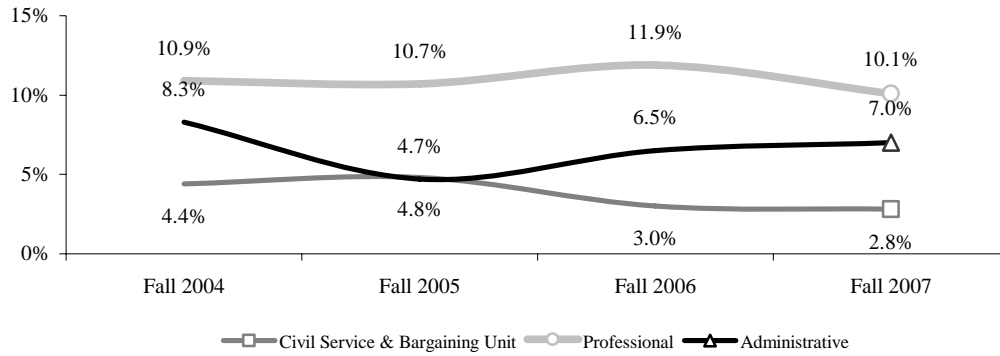
Figure 4-13. Percentage of female staff employees, University of Minnesota Morris, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

4: Morris Campus

Figure 4-14. Percentage of staff of color, University of Minnesota Morris, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

4: Morris Campus

5: University of Minnesota, Crookston

The University of Minnesota, Crookston (UMC), established in 1965 on the foundation of the Northwest School of Agriculture, provides its unique contribution through applied, career-oriented learning programs that combine theory, practice and experimentation in a technologically rich environment.

The Crookston campus delivers a personal and exceptional hands-on educational experience where students become leaders; innovate with technology; explore through learning and research and earn a University of Minnesota degree. Graduates secure a quality career and are successful in competing in the global marketplace. The campus provides 27 undergraduate degree programs and 50 concentrations, including new, enhanced programs in agronomy, biology, horticulture and equine science and animal science with pre-veterinary options.

Unique programs include aviation and natural resources law enforcement. The highly successful business program continues to be in demand. More than \$1 million in merit and competitive scholarships are awarded annually. New facilities include a new student center and modern apartment-style living and learning area named Centennial Hall.

UMC has established a vision for its future as an innovative, competitive, and culturally transformed campus known for its exceptional undergraduate experience and for the unparalleled value it creates for the region. The campus strives to be distinctive, and at the same time, firmly aligned with the University's core purposes. UMC will be known for graduates that are known for superior technology and communication skills, strong leadership potential, and the ability not just to get a job, but to create jobs for the region and the state.

Crookston Campus At A Glance

Founded 1905		Undergraduate Degrees Awarded (FY 2007)	205
Leadership Charles Casey, Chancellor		Faculty Size (FY 2007)	
		Tenured/Tenure Track	41
		Other Faculty	6
Degrees Offered Bachelor of Applied Health Bachelor of Science Bachelor of Manufacturing Management		Alumni (FY 2007)	
		Living Alumni	10,110
Academic Programs Offered 27 four-year degrees		Staff (FY 2007)	
		Civil Service/ Bargaining Unit	114
		Professional and Administrative	94
Fall 2007 Enrollment		Number of Buildings	34 (370,376 assignable square feet)
Undergraduate	1,142	Expenditures (FY 2007)	\$27,018,024
Non-degree	<u>1,204</u>		
Total	2,346		

UMC will accomplish its goals through:

Exceptional undergraduate education.

UMC is working to calculate how many students its physical plant can accommodate and develop a time-certain plan to reach that capacity. Specific, program-by-program goals and strategies to increase new high school and advanced standing recruitment, year-to-year retention, and graduation rates will be developed.

UMC must expand its choice of degree programs to attract more students and retain them for four years. New programs should: be mission driven, meet demonstrable student and employer demand, leverage existing strengths and capacities, be based on solid cost-benefit estimates, and have an exit strategy.

Recruiting more international students presents an opportunity for the Crookston campus to simultaneously attract a larger and more diverse student body, and potentially contribute to the region's economic development by attracting talented students and faculty from around the world. UMC will also focus on preparing all students to succeed in a global marketplace.

A unique commitment to experiential learning differentiates UMC from its peers by adding quality to the curriculum and value to the undergraduate experience. UMC students gain valuable real world experience to complement experiential learning opportunities embedded in the regular curriculum. Internship and service learning programs are strong and should remain so. A campus-wide emphasis on undergraduate research is consistent with the University's research goal and the campus commitment to experiential learning. It also underscores the need to increase support for faculty research. Interdisciplinary, collaborative research is a campus priority.

An exceptional organization. Moving forward requires strong and steady leadership, consistency in both message and action, and long-term commitment to core values. Broad dialogue is necessary to ensure a shared expectation for change. In its traditional service area of nearby counties, many perceive UMC as offering a limited portfolio of technical programs, consistent with the mission of the campus 20 years ago. Strategic positioning offers an ideal opportunity for UMC to define its identity and craft a message for the future that firmly aligns UMC with the University system brand, Driven to Discover™.

The University of Minnesota system is rightly known as the economic engine of the state, but personal income in northwestern counties lags behind the metro area and the gap is growing. As the system's most important and visible presence in the region, the Crookston campus should resolve to be and be seen as an economic engine for northwest Minnesota. UMC should strengthen its presence as the regional hub of activity for creative talent of all kinds—teachers and scientists, entrepreneurs and business builders, social service providers and community leaders.

The University of Minnesota, Crookston seeks to become northwestern Minnesota's preferred provider of high-value, applied, career-oriented undergraduate education that prepares diverse and deserving learners for rewarding careers and better lives.

UMC strives to enhance the well-being of the region by offering outcome-oriented, teaching-focused, applied, career-oriented professional programs that prepare graduates for career success and for community leadership in a multi-racial and multicultural world; deploy innovative technology-based formats and delivery systems so all ambitious and intellectually curious students can acquire a University

5: Crookston Campus

of Minnesota education; generate and preserve knowledge, understanding, and creativity by conducting high-quality applied research and scholarly work with an emphasis on the needs of northwestern Minnesota, but with potential application across the state, nation, and world; and extend, exchange, and apply knowledge that enriches society and solves problems.

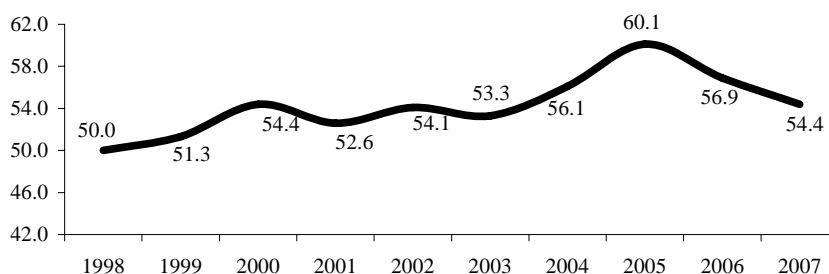
Students

Figures 5-1 – 5-3 and Tables 5-1 and 5-2 provide detailed information on UMC student demographics over the past decade.

Though the college has made progress in terms of the profile of new entering students in the past decade, the average high school class rank of new, entering freshmen fell to 54.4 percent in 2007. The average ACT composite score was 20.7 in 2007, slightly lower than the previous year. (The average ACT score for the nation in 2008 was 21.1 out of a possible 36 points.)

Progress in improving the diversity of the student population is noteworthy. In fall 2007, 11.6 percent of new freshmen were students of color, 4.2 percentage points higher than the previous year.

Figure 5-1. Average high school rank percentile of new, entering freshmen, University of Minnesota, Crookston, 1998-2007.



Source: Office of Institutional Research, University of Minnesota.

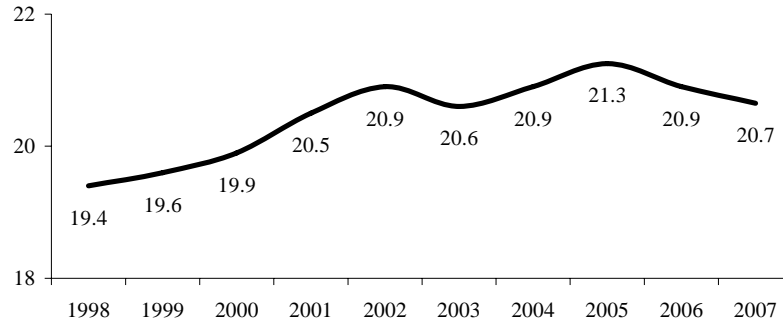
Table 5-1. High school rank of freshmen, University of Minnesota, Crookston, 1998-2007.

Rank	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
90-99 %	7%	7%	10%	7%	5%	6%	9%	14%	8%	8%
75-89	14	13	16	18	18	16	21	18	18	16
50-74	30	33	29	29	32	35	29	35	38	33
1-49	50	47	45	46	45	43	41	33	35	44

Source: Office of Institutional Research, University of Minnesota

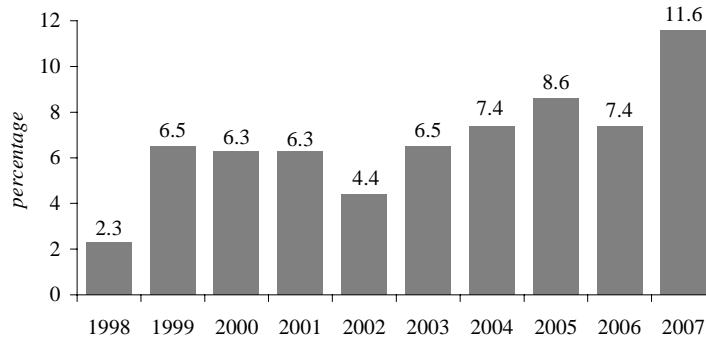
5: Crookston Campus

Figure 5-2. Average ACT score of new, entering freshmen, University of Minnesota, Crookston, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Figure 5-3. Percentage of entering freshmen of color, University of Minnesota, Crookston, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Table 5-2. Proportion of undergraduate students by racial/ethnic group, University of Minnesota, Crookston, 1998-2007.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	0.8%	1.2%	1.4%	1.2%	1.1%	1.5%	1.4%	2.2%	1.9%	2.5%
American Indian	1.3	1.2	0.8	0.7	0.7	0.8	1.1	1.1	1.0	0.9
Asian/Pacific Islander	0.7	0.8	0.9	1.3	1.1	1.2	1.2	1.4	1.1	1.2
Caucasian	93.2	91.4	77.4	75.8	72.5	75.1	79	82.1	61.2	57.5
Chicano/Hispanic	1.2	1.3	0.9	0.8	0.7	1.1	1.4	1.1	0.9	1.1
International	1.3	1.2	1.3	1.3	1.5	1.6	1.7	1.4	2.3	3.9
Not Reported	1.4	3	17.3	18.9	22.4	18.8	14.2	10.6	31.6	32.9

Note: Excludes CHIS (College in the High School Program) students

Source: Office of the Registrar, University of Minnesota, Crookston

Retention and Graduation Rates

Figures 5-4 and 5-5 show UMC’s retention rates over the past decade. First-, second-, and third-year retention rates increased from the previous year. In particular, UMC’s second-year retention rate rose markedly, from 52.8 to 57.2. Because of the small number of UMC students of color, retention rates fluctuate widely from year to year and meaningful comparisons cannot be made.

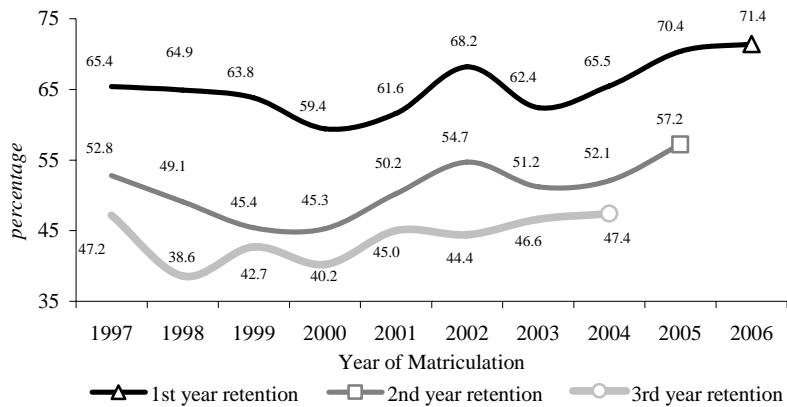
Figure 5-6 shows the graduation rate trends for Crookston students matriculating during 1994 to 2003. All rates declined over the period, although five- and six-year graduation rates

improved (3.8 and 6.4 points, respectively) in the most recent reporting period.

UMC is focusing on addressing the underlying factors that will ultimately improve campus retention and graduation rates. As existing academic programs are strengthened, and student life programming and facilities are improved, both retention and graduation rates are expected to increase.

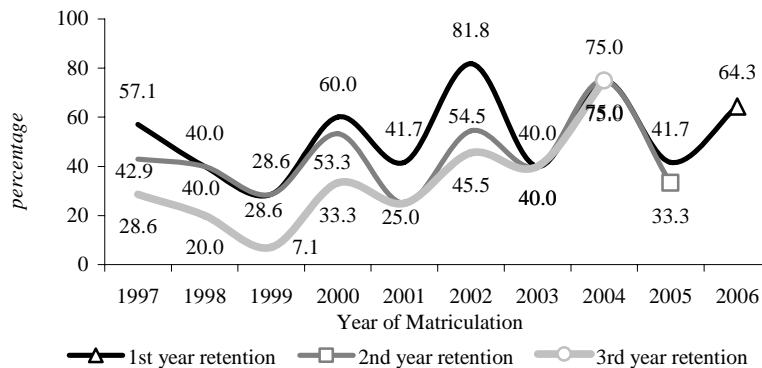
UMC has established four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 50 percent, and 55 percent, respectively.

Figure 5-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota, Crookston, 1997-2006.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

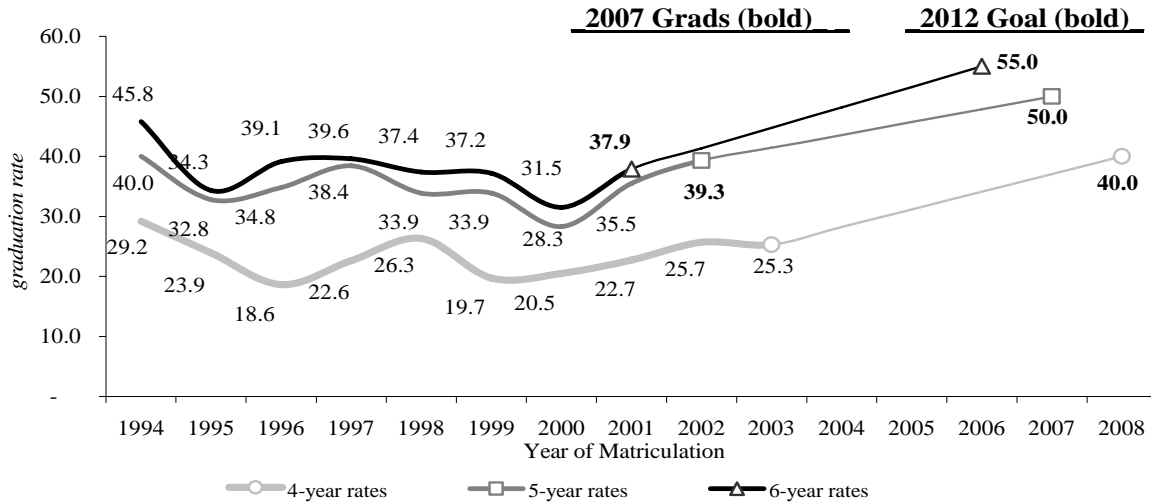
Figure 5-5. University of Minnesota, Crookston first-, second-, and third-year retention rates (percentage) for students of color, 1997-2006.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

5: Crookston Campus

Figure 5-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Crookston, 2006 (Classes beginning in 1994-2003) and 2012 goal.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

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

Student Satisfaction

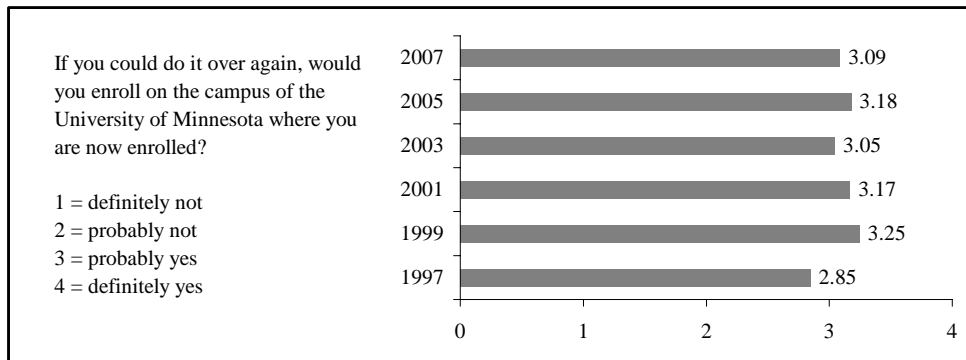
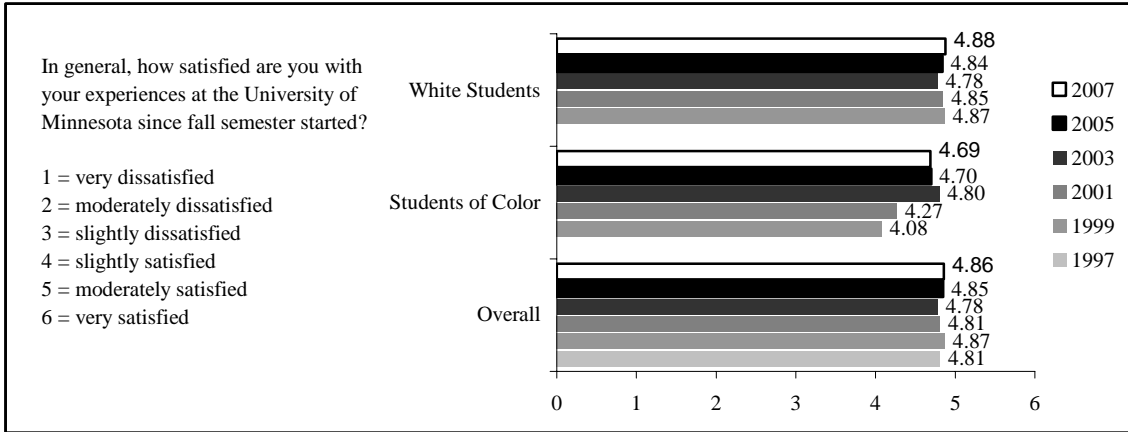
Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been administered periodically since 1997 to measure results.

Figure 5-7 summarizes the responses in 10 key areas at UMC. In general, the ratings reflect a

high degree of satisfaction by students with their educational experience. The largest one-year improvements occurred in students' ratings of the cost of education and the availability of study spaces. The largest decline occurred in students' ratings of overall academic quality. Other satisfaction measures were largely unchanged from the previous year.

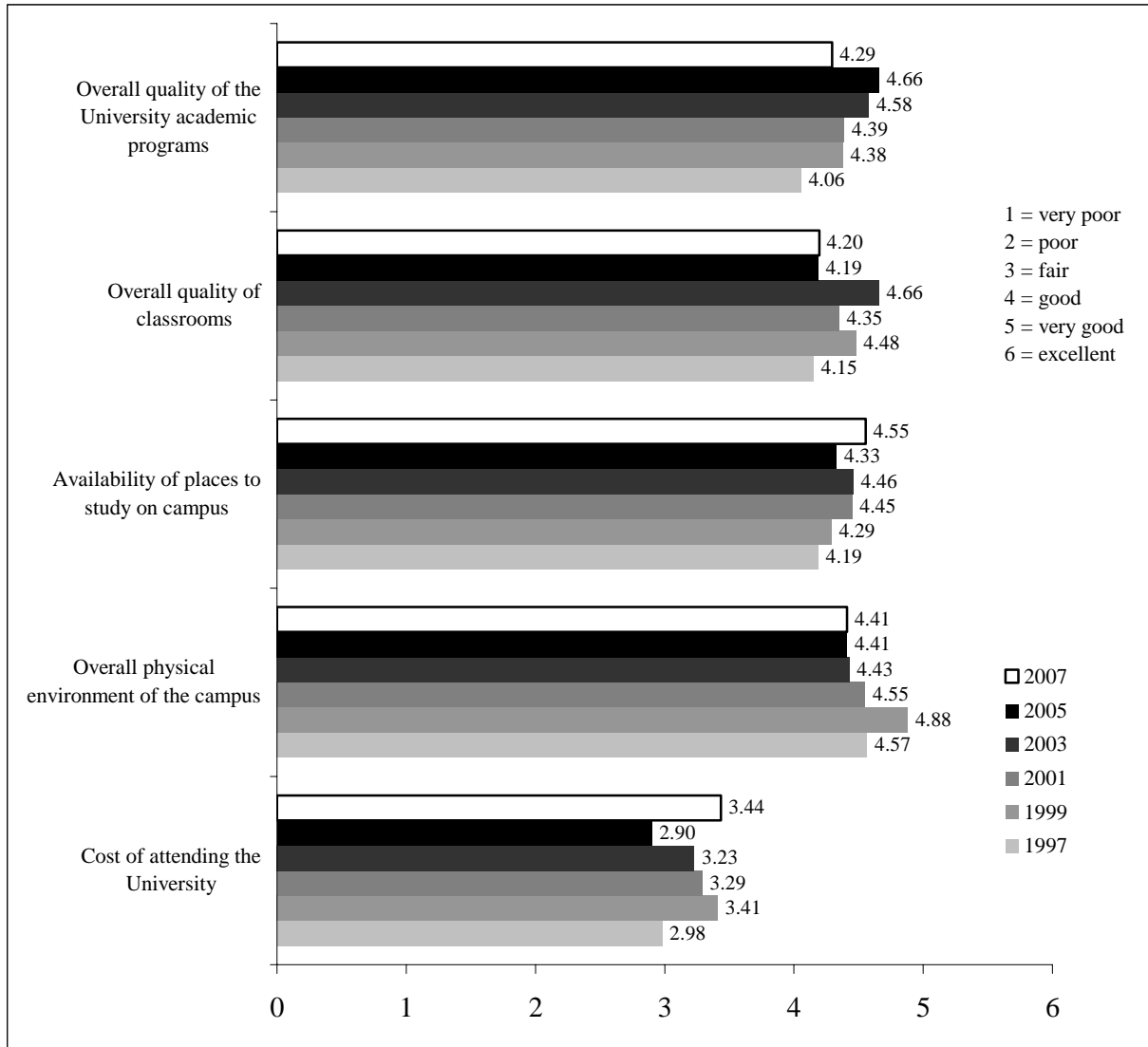
5: Crookston Campus

Figure 5-7. Undergraduate student experiences survey results, University of Minnesota, Crookston, 1997-2007.



5: Crookston Campus

Figure 5-7 (continued). Crookston campus undergraduate student experiences survey results. 1997-2007.



Source: Office of Institutional Research, University of Minnesota.

Faculty Salary and Compensation

Comparisons based on American Association of University Professors (AAUP) annual nationwide surveys cover full-time instructional faculty. The Crookston campus’s salary and compensation comparative group of 10 institutions is representative of the kinds of campuses with which UMC competes in recruiting and retaining faculty.

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

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also are influenced by retirements, promotions, and

new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

As shown in Tables 5-3 – 5-7, UMC outperformed its comparative group institutions in average salaries and compensation for faculty at the professor, associate professor, and assistant professor levels.

For full professors, UMC faculty rank 6th in average salary and 1st in average compensation. At the associate professor level, UMC faculty rank 2nd in average salary and 1st in average compensation. At the assistant professor level, UMC faculty rank 1st in average salary and 1st in average compensation.

Table 5-3. Average faculty salary for University of Minnesota, Crookston and comparative group institutions, 2004-05 to 2007-08.

Average Salary

Category	2004-2005	2005-2006	2006-2007	2007-2008
<u>Full Professor</u>				
Comparative Group Average*	\$65,510	\$66,924	\$69,317	\$71,385
% Change		+2.2%	+3.6%	+3.0%
UM, Crookston	\$74,009	\$73,251	\$75,989	\$71,159
% Change		-1.0%	+3.7%	-6.36%
<u>Associate Professor</u>				
Comparative Group Average*	\$53,924	\$55,519	\$57,423	\$59,005
% Change		+3.0%	+3.4%	+2.8%
UM, Crookston	\$60,847	\$61,386	\$59,797	\$63,430
% Change		+0.9%	-2.6%	+6.1%
<u>Assistant Professor</u>				
Comparative Group Average*	\$44,447	\$45,911	\$47,920	\$50,105
% Change		+3.3%	+4.4%	+4.5%
UM, Crookston	\$52,046	\$50,649	\$53,920	\$55,656
% Change		-2.7%	+6.5%	+3.2%

Source: Association of American University Professors Faculty Compensation Survey.

*Average excluding University of Minnesota, Crookston

5: Crookston Campus

Table 5-4. Average faculty compensation for University of Minnesota, Crookston and comparative group institutions, 2004-05 to 2007-08.

Average Compensation

Category	2004-2005	2005-2006	2006-2007	2007-2008
<u>Full Professor</u>				
Comparative Group Average*	\$84,047	\$86,549	\$89,431	\$91,602
% Change		+3.0%	+3.3%	+2.4%
UM, Crookston	\$100,732	\$101,265	\$107,358	\$104,500
% Change		+0.5%	+6.0%	-2.7%
<u>Associate Professor</u>				
Comparative Group Average*	\$70,689	\$72,985	\$75,497	\$77,200
% Change		+3.2%	+3.4%	+2.3%
UM, Crookston	\$84,751	\$86,901	\$87,753	\$95,500
% Change		+2.5%	+1.0%	+8.8%
<u>Assistant Professor</u>				
Comparative Group Average*	\$58,759	\$61,085	\$64,015	\$66,222
% Change		+4.0%	+4.8%	+3.4%
UM, Crookston	\$74,058	\$73,904	\$80,643	\$85,300
% Change		-0.2%	+9.1%	+5.8%

Source: Association of American University Professors Faculty Compensation Survey.

*Average excluding University of Minnesota, Crookston

Full Professors

Table 5-5. Full professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Delaware Valley College	\$76,481	1	University of Minnesota-Crookston	\$104,500
2	University of Minnesota-Morris	75,880	2	University of Minnesota-Morris	104,162
3	Bemidji State University	73,103	3	Delaware Valley College	95,099
4	Dakota State University	72,064	4	Bemidji State University	93,693
5	University of Pittsburgh-Johnstown	71,516	5	University of Wisconsin-Stout	93,433
6	University of Minnesota-Crookston	71,159	6	University of Maine-Farmington	90,995
7	University of Wisconsin-Stout	70,031	7	University of Wisconsin-River Falls	88,849
8	University of Maine-Farmington	69,423	8	University of Pittsburgh-Johnstown	88,007
9	Northern State University	67,782	9	Dakota State University	87,436
10	University of Wisconsin-River Falls	66,182	10	Northern State University	82,743

Source: Association of American University Professors Faculty Compensation Survey.

5: Crookston Campus

Associate Professors

Table 5-6. Associate professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Dakota State University	\$66,422	1	University of Minnesota-Crookston	\$95,500
2	University of Minnesota-Crookston	63,430	2	University of Minnesota-Morris	85,606
3	University of Minnesota-Morris	61,084	3	Dakota State University	81,005
4	University of Pittsburgh-Johnstown	60,408	4	University of Pittsburgh-Johnstown	78,330
5	Delaware Valley College	58,439	5	University of Wisconsin-Stout	78,314
6	Bemidji State University	58,152	6	University of Wisconsin-River Falls	78,273
7	University of Wisconsin-Stout	57,372	7	Delaware Valley College	74,875
8	University of Wisconsin-River Falls	57,357	8	Bemidji State University	74,422
9	Northern State University	57,055	9	University of Maine-Farmington	73,451
10	University of Maine-Farmington	54,761	10	Northern State University	70,523

Source: Association of American University Professors Faculty Compensation Survey.

Assistant Professors

Table 5-7. Assistant professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Minnesota-Crookston	\$55,656	1	University of Minnesota-Crookston	\$85,300
2	Dakota State University	55,617	2	University of Minnesota-Morris	71,179
3	Bemidji State University	51,441	3	University of Wisconsin-Stout	70,975
4	University of Wisconsin-Stout	51,224	4	University of Wisconsin-River Falls	70,710
5	University of Wisconsin-River Falls	51,017	5	Dakota State University	68,690
6	Delaware Valley College	50,267	6	Bemidji State University	65,965
7	University of Minnesota-Morris	50,192	7	University of Pittsburgh-Johnstown	63,836
8	University of Pittsburgh-Johnstown	48,488	8	Delaware Valley College	63,343
9	Northern State University	47,040	9	University of Maine-Farmington	62,186
10	University of Maine-Farmington	45,658	10	Northern State University	59,113

Source: Association of American University Professors Faculty Compensation Survey.

Faculty and Staff Diversity

UMC aspires to enrich further the life of the campus by attracting and retaining a more diverse faculty and staff. The campus has made deliberate attempts to increase the number of faculty and staff of color, and continues to work to overcome potential barriers related to its rural geographic location.

Figure 5-8 shows the percentage of female tenured/tenure track faculty and other faculty for the period 2004-2007.

Figure 5-9 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

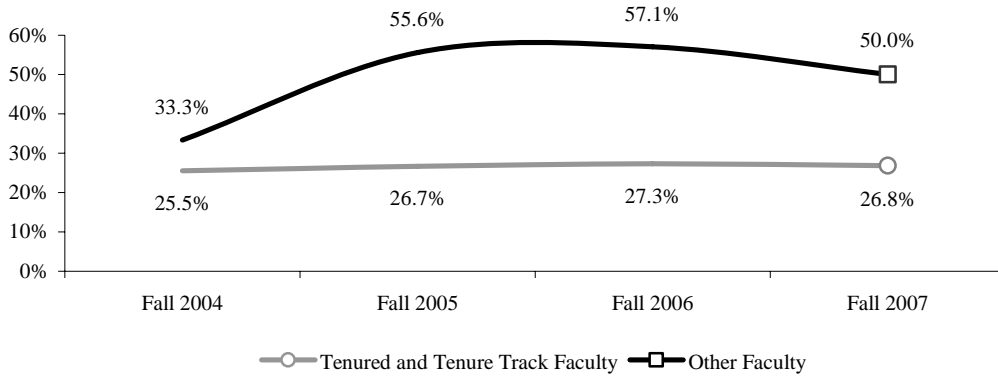
Figures 5-10 and 5-11 show the percentage of female staff and staff of color, respectively, during the period 2004-2007 for each of the three staff classifications.

Note: The Crookston campus has only 54 faculty members, considerably fewer than other

5: Crookston Campus

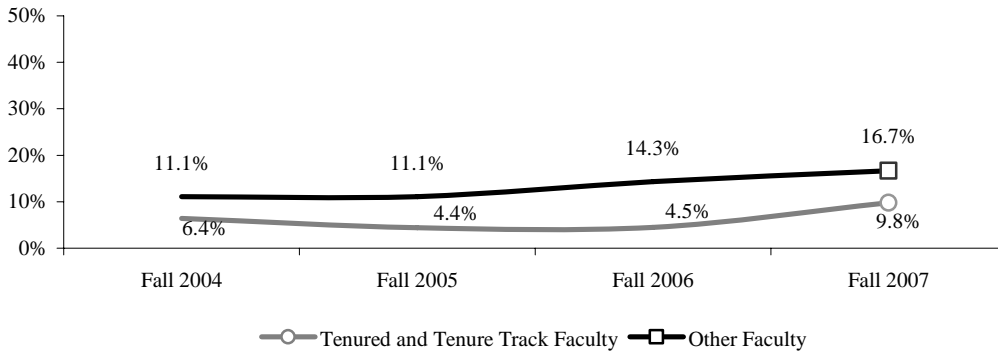
University of Minnesota campuses. Adding or subtracting even one person among faculty of color from year to year can cause annual fluctuations.

Figure 5-8. Female faculty at University of Minnesota, Crookston, 2004-2007.



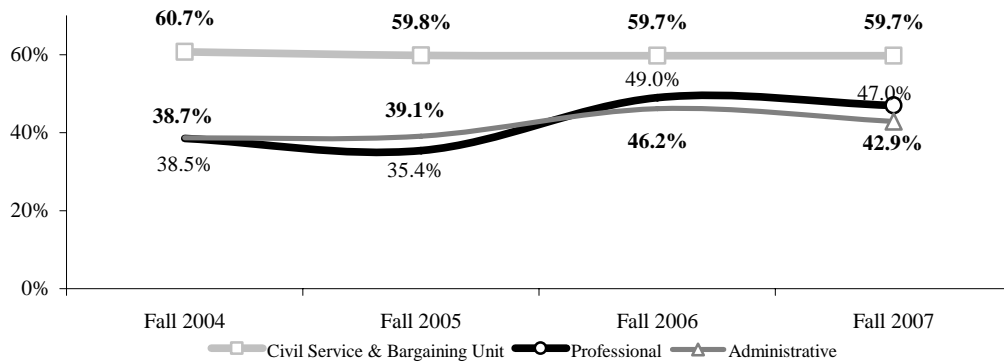
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 5-9. Faculty of color at University of Minnesota, Crookston, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

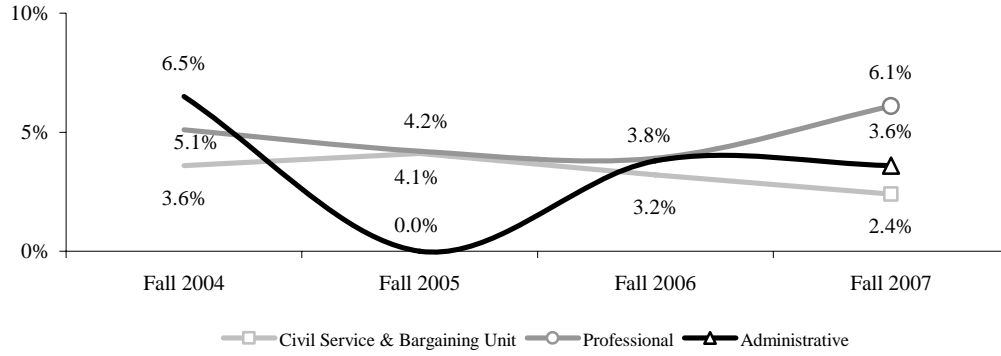
Figure 5-10. Percentage of female staff employees, University of Minnesota, Crookston, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

5: Crookston Campus

Figure 5-11. Percentage of staff of color, University of Minnesota, Crookston, 2004-2007.



Source: Office of Institutional Research, University of Minnesota Planning Data.

5: Crookston Campus

6: University of Minnesota Rochester

The strategic direction for University of Minnesota Rochester (UMR) is to become a distinctive campus of the University, providing quality academic programming, research, and public engagement with emphasis in health sciences, informatics, technology, and related fields. This future will be realized by focusing on the needs of southeastern Minnesota and the strengths of its resources, especially public-private partnerships and collaborations with the Mayo Clinic, IBM, and other health care and high technology industries.

UMR has expanded into a distinctive campus with its own facilities and faculty. Rochester is home to internationally recognized institutions including the Mayo Clinic, IBM, and more than 30 high technology businesses that contribute billions of dollars to Minnesota's economy in promising fields such as the bio-sciences and nanotechnology.

As the campus and academic programs continue to be developed, public-private partnerships with these organizations will be sought to enhance opportunities for shared facilities and faculty. Innovative relationships of this type will enhance the depth and breadth of efforts to develop collaborative academic programming and leading-edge instructional delivery systems.

The strategic goals being undertaken by UMR support the University's strategic goals, responding to regional and state constituent needs, developing strategic public-private education and research partnerships, effectively communicating the University's message, and accomplishing these outcomes in a financially responsible manner.

Exceptional undergraduate and graduate education are offered in part by selecting undergraduate, graduate, and professional aca-

demically degree programs that closely match strengths and resources of the region with the needs and resources of partners and students. Academic degree programs are in various stages of development and implementation.

The Master's in Healthcare Administration (MHA) Part-Time Option for Working Professionals held its first class in fall 2006. The purpose of the MHA program is to expand career growth opportunities for working health-care professionals in and around the Rochester area. As of spring 2008, eight students were formally admitted to the program with an additional 34 participating in classes as non-degree-seeking students. Additional program candidates are currently in the admissions review process by the School of Public Health Admissions Committee. At capacity, the program is expected to enroll 20 program candidates per academic year.

In fall 2008, the M.S. in Biostatistics program at the UMR campus will begin offering courses via interactive television, web-based courses, and adjunct faculty. The Biostatistics degree program is a collaboration with the School of Public Health and Mayo Clinic. The program was approved by the Board of Regents in June 2008. It is expected that students will be enrolled part-time and able to complete the curriculum within three to five years.

Also commencing at UMR in fall 2008 is a Rochester cohort of the Minnesota Principals' Academy. The Academy's curriculum for public school leaders focuses on instructional leadership and the role of the principal in creating and sustaining high-performing K-12 schools. Participants in the UMR cohort are expected to number 20.

A new University interdisciplinary graduate program, administered in Rochester, will train

6: Rochester Campus

the leaders of tomorrow in Biomedical Informatics and Computation Biology (BICB). The BICB program, a UMR collaboration with the University of Minnesota Twin Cities, Mayo Clinic, IBM, and the Hormel Institute, will offer M.S. and Ph.D. programs in this vibrant and fast-paced field. These degree programs were approved by the Board of Regents in July with classes commencing fall 2008.

The BICB program was established as a way to harness the Rochester region's strong resources in education, medicine, and technology to create world-class graduate and research programs in two of bioscience's fastest-growing fields: biomedical informatics and computational biology. Currently more than 40 investigators have invested the resources to initiate new interdisciplinary and multi-institutional research projects.

As a result, new lines of research, new interactions, and even new resources in the form of federal competitive grant funding have developed. BICB has supported three broad research areas: data mining of clinical data, machine learning to predict disease state, and computational methods for rational drug design. UMR has funded nine collaborative research projects, 15 graduate traineeships, and one post-doctoral associate.

The University of Minnesota Rochester is developing a new baccalaureate degree program proposed to be instituted fall 2009. The Bachelor of Science in Health Sciences (BSHS) will provide education and training for students interested in health professions career programs, post-baccalaureate education, and professional degrees. Students will share a common curriculum during the first two to three years, with the remainder of the degree program targeted to the students' career aspirations and preparation for post-baccalaureate programs and professional schools in the health sciences.

The Center for Learning Innovation (CLI) is the organizational structure that will take a research-based approach to learning and assessment in the development and implementation of this curriculum. CLI will promote a learner-centered, technology-enhanced, competency-based, and community-integrated learning environment in which ongoing assessment will guide and monitor student achievement of measurable objectives and will be the basis for data-driven research on learning.

The Center will serve as a laboratory for learning and lead the development of the integrated curriculum for baccalaureate degrees in the health sciences and will work in collaboration with regional businesses and industry to provide unique educational opportunities for students.

Exceptional faculty, on-site and from the Twin Cities and Duluth campuses as well as joint resident faculty appointed from collaborating organizations, have been and will continue to provide teaching and research services for UMR. The number of on-site faculty in Rochester will be increasing with the implementation of the Center for Learning Innovation (CLI). The on-site program staff can be categorized into three areas: design faculty, student-based faculty, and post-doctoral fellows. Initially UMR expects to add eight faculty and four post-doctoral fellows to serve students in fall 2009.

As additional academic programs and research initiatives are established, the number of Rochester-based faculty will continue to grow. Policies related to faculty engagement at UMR are guided by a 7.12 document, currently under review.

Exceptional leadership at UMR has a new organizational structure in place. Reorganization of the leadership structure has been completed, resulting in leadership positions to include Student Services, Institutional Ad-

6: Rochester Campus

vancement, Partnership Programs, Academic Affairs, and Operations and Finance.

UMR is developing its campus and policies and procedures working closely with expertise throughout the University. Guidance is provided through ad hoc committees with membership selected or appointed by leaders in the area.

It is also imperative to establish a financial model to support the growth of the campus. Thanks to collaborative initiatives, especially among the Greater Rochester Advocates for Universities and Colleges, community and political leaders, state legislative leaders, and the University, state funding has been secured to support initial growth in academic programs and facilities. UMR and University leaders will continue to review financial scenarios that reflect the direction of UMR growth, and develop comprehensive plans for obtaining additional short- and long-term funding.

The UMR Campus Master Plan Committee is nearing completion of the master plan and complying with University requirements for future changes and expansion. The committee's report is scheduled for review fall 2008. Discussions with community leaders representing the city, county, economic development board, Rochester Downtown Alliance, community action groups, and local businesses have been an integral part of this strategic effort.

The newly completed campus, located in the heart of downtown Rochester, maintains the capacity for up to 1,400 students. The campus includes 17 classrooms, seven of which have

interactive television (ITV) capabilities. Classes at the campus commenced in fall 2007 with approximately 400 students enrolled. Next steps toward campus completion include finalizing space for new educational programming slated to begin fall 2009.

Exceptional innovation occurs through research and partnerships. One of the most critical, powerful, and dramatic trends in southeastern Minnesota is the growth in investments in bioscience and technology collaborations. This growth represents a confluence of efforts, primarily among the University, Mayo Clinic, and IBM. Business leaders are working to define ways to capture and build upon state-of-the-art technologies in Rochester, and they envision the University having a major role to play in advancing the education, science, and application of these initiatives.

Through its own programs and partnership programs with other University campuses, UMR provides a strong higher education foundation in health professions, technology, business, education, and social services; responds to the educational, economic, research, and cultural needs of southeastern Minnesota; and is establishing itself as the regional higher education institution of choice for students pursuing career preparation in selected health science and technology professions.

Emphasis will continue to be given to development of programming in areas that relate directly to the region's economic vitality—health sciences and technology—including partnerships with the Mayo Clinic and IBM, and other area businesses and organizations.

6: Rochester Campus

Current UMR Programs (cooperating U of M campus noted)	
<p>Undergraduate Programs Clinical Laboratory Science (B.S.)—Twin Cities Graphic Design (B.F.A.)—Duluth Information Technology Infrastructure (B.A.Sc.)—Twin Cities Manufacturing Technology, (B.A.Sc.)—Twin Cities Nursing (B.S.N.)—Twin Cities Respiratory Care (B.A.Sc.)—Twin Cities and Mayo School of Health Sciences Studio Art (B.F.A.)—Duluth</p> <p>Graduate Programs Adult Education (M.A., M.Ed., Ed.D., Ph.D.)—Twin Cities Biomedical Informatics and Computation Biology (M.S., Ph.D.)—Twin Cities Biostatistics (M.S.)—Twin Cities</p>	<p>Graduate Programs (continued) Business Administration (M.B.A.)—Duluth Computer Science (M.S., M.C.S.)—Twin Cities Curriculum and Instruction: Elementary Education; Learning Technologies; Interdisciplinary Focus/ Middle School Education (M.Ed.)—Twin Cities Educational Leadership (Ed.D.)—Twin Cities Electrical Engineering (M.S.)—Twin Cities Healthcare Administration (M.H.A.)—Twin Cities Higher Education (Ed.D.)—Twin Cities Human Resource Development (M.A., M.Ed., Ed.D., Ph.D.)—Twin Cities Occupational Therapy (M.O.T.)—Twin Cities Public Health (M.P.H.)—Twin Cities and Mayo Medical School Social Work (M.S.W.)—Twin Cities</p>

Appendix A: Key Data Sources and Web Links

Key Data Sources

Association of American Universities	www.aau.edu
Association of Research Libraries	www.arl.org
Association of University Technology Managers	www.autm.net
Institute of International Education	www.iie.org
National Center for Education Statistics	http://nces.ed.gov/ipeds
National Institutes of Health	www.nih.gov
National Research Council	www.nas.edu/nrc
National Science Foundation	www.nsf.gov
The Center for Measuring University Performance	http://mup.asu.edu

University of Minnesota Links

Twin Cities Campus	www.umn.edu
Duluth Campus	www.d.umn.edu
Morris Campus	www.mrs.umn.edu
Crookston Campus	www.crk.umn.edu
Rochester Campus	www.r.umn.edu
University of Minnesota Extension	www.extension.umn.edu

University of Minnesota Links (continued)

Research and Outreach Centers

North Central Center at Grand Rapids	http://ncroc.cfans.umn.edu
Northwest Center at Crookston	www.nwroc.umn.edu
Southern Center at Waseca	http://sroc.cfans.umn.edu
Southwest Center at Lamberton	http://swroc.cfans.umn.edu
UMore Park at Rosemount	http://umorepark.cfans.umn.edu
West Central Center at Morris	http://wcroc.cfans.umn.edu

Academic Health Center

www.ahc.umn.edu

Board of Regents

www.umn.edu/regents

Controller's Office

<http://process.umn.edu/cont>

Council on Public Engagement

www.umn.edu/civic

Minnesota Medical Foundation

www.mmf.umn.edu

Office of Budget and Finance

www.budget.umn.edu

Office of Senior Vice President and Provost

www.evpp.umn.edu

Office of Institutional Research

www.irr.umn.edu

Office of International Programs

www.international.umn.edu

Office of Oversight, Analysis, and Reporting

www.oar.umn.edu

Office of Planning

www.academic.umn.edu/planning

Office of the President

www.umn.edu/pres/

Office of Vice President for Research

www.research.umn.edu

University Libraries

www.lib.umn.edu

University of Minnesota Alumni Association

www.alumni.umn.edu

University of Minnesota Foundation

www.giving.umn.edu/foundation

University Relations/Government Relations

www.umn.edu/govrel

Appendix B: Board of Regents

Honorable Patricia Simmons, Chair

Congressional District 1
Elected in 2003
Term expires in 2009

Honorable Clyde E. Allen, Jr., Vice Chair

Congressional District 7
Elected in 2003
Term expires in 2009

Honorable Anthony R. Baraga

Congressional District 8
Elected in 1999, 2005
Term expires in 2011

Honorable Dallas Bohnsack

Congressional District 2
Elected in 1999, 2005
Term expires in 2011

Honorable Maureen Cisneros

At Large
Elected in 2007
Term expires in 2013

Honorable Linda Cohen

At Large
Elected in 2007
Term expires in 2013

Honorable John Frobenius

Congressional District 6
Elected in 2003
Term expires in 2009

Honorable Venora Hung

Congressional District 5
Elected in 2007
Term expires in 2013

Honorable Steven Hunter

At Large
Elected in 2005
Term expires in 2011

Honorable Dean Johnson

At Large
Elected in 2007
Term expires in 2013

Honorable David Larson

Congressional District 3
Elected in 2005
Term expires in 2011

Honorable David R. Metzen

Congressional District 4
Elected in 1997, 2003
Term expires in 2009

Ann D. Cieslak

Executive Director and Corporate Secretary
600 McNamara Alumni Center
200 Oak Street S.E.
University of Minnesota
Minneapolis, MN 55455-2020

Appendix C: Administrative Officers

Robert H. Bruininks	President
E. Thomas Sullivan	Senior Vice President for Academic Affairs & Provost
Frank B. Cerra	Senior Vice President for Health Sciences
Robert J. Jones	Senior Vice President for System Academic Administration
Kathryn F. Brown	Vice President and Chief of Staff
Charles Muscoplat	Vice President for Statewide Strategic Resource Development
Rusty Barceló	Vice President and Vice Provost for Equity and Diversity
Carol Carrier	Vice President for Human Resources
Karen L. Himle	Vice President for University Relations
R. Timothy Mulcahy	Vice President for Research
Steve Cawley	Vice President for Information Technology and CIO
Kathleen O'Brien	Vice President for University Services
Richard Pfutzenreuter	Vice President and Chief Financial Officer
Steven Rosenstone	Vice President for Scholarly and Cultural Affairs
Mark B. Rotenberg	General Counsel
Meredith M. McQuaid	Associate Vice President and Dean for International Programs
Robert B. Kvavik	Associate Vice President for Planning
Alfred D. Sullivan	Special Assistant to the President
Kathryn A. Martin	Chancellor, University of Minnesota, Duluth
Jacqueline Johnson	Chancellor, University of Minnesota, Morris
Charles Casey	Chancellor, University of Minnesota, Crookston
Stephen Lehmkuhle	Chancellor, University of Minnesota, Rochester
Joel Maturi	Director, Intercollegiate Athletics



UNIVERSITY OF MINNESOTA BOARD OF REGENTS

Board of Regents

September 12, 2008

Agenda Item: State Biennial Budget Request 2010–2011

review review/action action discussion

Presenters: President Robert H. Bruininks

Purpose:

policy background/context oversight strategic positioning

The University of Minnesota will submit a preliminary 2010–2011 biennial budget request to the State of Minnesota in mid-October and must finalize the request by November. This request will be reviewed by the Governor and recommendations will be forwarded to the 2009 Minnesota Legislature. The Board of Regents will review the President's Recommended 2010–2011 Biennial Budget Request at the September Board of Regents meeting. The Board will be asked to vote on the University of Minnesota's 2010–2011 Biennial Budget Request at the October meeting.

Outline of Key Points/Policy Issues:

The University's biennial budget request to the State of Minnesota for fiscal years 2009-10 and 2010-11 was developed in alignment with the goals and priorities of the University's long-range strategic plan. This strategic plan is the foundation for the transformative change underway at the University, including our continued commitment to providing a distinctive educational experience for all of our students, to the support and development of our extraordinary faculty and staff, and to exceptional innovation in everything we do—from creating and sharing new knowledge to managing our resources more efficiently. While the University's aspirations outlined in the strategic plan remain in place, this year's biennial budget request is balanced against an awareness that the state may face significant financial challenges given current economic conditions.

The following key principles were used in the development of this year's biennial budget request:

- Faculty and staff are the backbone of the University. Without continued investment in faculty and staff—our human capital—the University stands to lose very talented employees and jeopardize our competitiveness.
- The University is a key component in advancing the economic viability, health and wellness of Minnesota's citizens. The University of Minnesota, through its unique contribution in research, education and outreach adds to the long-term economic vitality and overall quality of life in the state.

- The University's ability to recruit talented and promising students, regardless of income level, and to provide them with the highest quality educational experience, must be enhanced.

Background Information:

2010–2011 Biennial Budget Proposal

The University of Minnesota’s 2010–2011 Biennial Budget Proposal reflects a realistic and responsible statement of the University’s financial needs in relationship to its responsibilities and the state support necessary to fulfill its mission for the State of Minnesota.

Research and educational institutions like the University of Minnesota play an increasingly important leadership role in creating regional economic growth and improving citizens’ quality of life. The University provides human capital, advanced knowledge, and public engagement that are predicated on sustained and predictable state support. Strong state support is critical to the University’s ability to leverage other resources including federal grants, private giving, and business partnerships. Absent this critical state support, the University’s programs will inevitably decline in quality, and the benefits and advantages it provides the state will drastically diminish, leaving Minnesota without the educated citizenry, competitive resources, and knowledge base necessary to meet the challenges in the coming decades.

The University’s 2010–2011 biennial budget request to the State of Minnesota is presented below in three sections:

- 2010–2011 Biennial Budget Principles
- Request for New State Funds
- University-Funded Components

2010–2011 Biennial Budget Principles

The University’s biennial budget request to the State of Minnesota for fiscal years 2009–2010 and 2010–2011 was developed in alignment with the goals and priorities of the University’s long-range strategic plan. This strategic plan is the foundation for the transformative change underway at the University, including our continued commitment to providing a distinctive educational experience for all of our students, to the support and development of our extraordinary faculty and staff, and to exceptional innovation in everything we do—from creating and sharing new knowledge to managing our resources more efficiently. Although the University’s aspirations outlined in the strategic plan remain in place, this year’s biennial budget request to the state is balanced against an awareness that the state may face significant financial challenges given current economic conditions.

The development of this year’s biennial budget request focused on the following key principles:

- Faculty and staff are the backbone of the University. Without continued investment in faculty and staff—our human capital—the University stands to lose very talented employees and jeopardize our competitiveness.

- The University is a key component in advancing the economic viability, health and wellness of Minnesota’s citizens. The University of Minnesota, through its unique contribution in research, education and outreach adds to the long-term economic vitality and overall quality of life in the state.
- The University’s ability to recruit talented and promising students, regardless of income level, and to provide them with the highest quality educational experience, must be enhanced

The resulting plan includes an increase of \$54.5 million in the first year of the biennium followed by an increase of \$32.2 million in the second year of the biennium. This represents a 9.8% increase in state appropriations when compared to the previous biennium, to fund the most critical costs facing the University and to support investments necessary to Minnesota’s economy and its families. The table below highlights the resource framework of the request:

	Increase over FY09	Increase over FY10	2010–2011 Biennium
	FY2010	FY2011	(biennial math)
Core Compensation (State Share)	\$36,500,000	\$22,200,000	\$95,200,000
Middle Income Scholarship	\$8,000,000	\$0	\$16,000,000
Research Enhancement Fund	\$10,000,000	\$10,000,000	\$30,000,000
Total Legislative Request – New State Appropriation	\$54,500,000	\$32,200,000	\$141,200,000

Request for New State Funds

Core Compensation (State Share)

The University is a people-driven institution. It is the faculty, staff and students that conduct the research, instruct and serve the students, develop the programs, maintain the infrastructure, and transact the business. As a result, *approximately two-thirds* of the University’s annual all-funds operating budget is devoted to compensation

It is a priority of the University to reward performance and recognize the economic realities faced by its employees. This request to the state for the 2010–2011 biennium is based on a general salary increase in each year of 3.00% plus the associated fringe benefit costs—for compensation funded with state appropriation and tuition only. (There are multiple fund sources for compensation at the University, e.g. grants, contracts, external sales, and clinical income. Fifty-seven percent of the University’s total compensation is

funded by state appropriation and tuition; 43% is funded through these other sources.) In recognition of the critically important role employees play in achieving the strategic goals of the University, we are requesting \$36.5 million in FY10 and an additional \$22.2 million in FY11 – 73% of the projected increase in compensation costs on those state and tuition funded salaries.

University faculty and staff are facing significant cost increases themselves due to dramatic cost increases associated with the cost of living. The Consumer Price Index, computed by the Bureau of Labor Statistics for all urban consumers (CPI-U), measures the average change in prices over time of goods and services purchased by households. In the past year (July 2007 to July 2008), the CPI-U increased 5.6%. Several components of the CPI-U are increasing at alarming rates for the first seven months of 2008: energy costs increased 33.1%, on top of a 17.4% in 2007. Food costs rose 7.6%, after increasing 4.9% in 2007. The University must recognize a modest increase in the cost of living and provide rewards for exemplary performance. When the University last faced a serious budget reduction in the 2004–2005 biennium, salaries were frozen. The University cannot ask its employees to bear this burden again if we are to remain competitive. And competitive pressure from other higher education institutions that actively recruit our faculty remains a challenge that the University must address. Recruitment of new faculty and the retention of existing faculty is a critical component in maintaining the quality and productivity of the University.

University of Minnesota Middle Income Scholarship Program

The proposed University of Minnesota Middle Income Scholarship Program, which would begin in 2009–2010, is designed to provide new University scholarship support to students who are Minnesota residents and mostly from families with incomes between \$50,000 and \$100,000.

Scholarships and grants from public and private sources represent one of the most promising means of discounting costs and keeping higher education affordable for students and families. The University has greatly expanded such support for students in the past five years. Currently, more than 20,000 undergraduate students receive scholarships from the University and many others receive federal and state need-based grants. However, there are still many Minnesota students from middle income families who receive little or no grant or scholarship support. These are the students the new scholarship program is designed to help.

The specific targets for the proposed University of Minnesota Middle Income Scholarship Program are students with an expected family contribution up to \$8,000 more than the highest Pell-eligible level. (The expected family contribution, or EFC, is the amount that a family is expected to contribute to their student's education as determined by a federal financial aid needs analysis. Currently students are eligible for a federal Pell grant if they have an EFC of \$4,731 or less. These are the students supported by the University's Founders Free Tuition Program.) Using formulas in place for the current academic year, the EFC range for a student to be eligible for the new Middle

Income Scholarship Program would be \$4,732 to \$12,732. The median family income level for students who would be eligible is about \$80,000.

The scholarship program is projected to provide support for 4,100 undergraduate students annually, who are Minnesota residents. Award amounts from the new program will range from \$4,000 for students from lower middle income families (e.g., \$50,000) to a minimum of \$500 for students from higher middle income families (e.g., \$100,000). These award amounts will effectively reduce the resident tuition amount by 40 percent for the lower middle income students and 5 percent for the higher middle income students. The average award amount is projected to be \$1,720.

The University of Minnesota Middle Income Scholarship Program, together with the University's other scholarship programs, will bring the total number of resident students who receive grant and/or scholarship assistance to more than 16,000. This support will help 65 percent of resident undergraduate students during their first four years. In order to increase overall student support, the University is asking the state to fund this new middle income scholarship program, targeted to middle income families. We are requesting a recurring \$8.0 million in the first year of the biennium.

Research Enhancement Program

Minnesota's state economist, Tom Stinson, argues that investment in research to maintain the state's competitive position is one of the most critical ingredients to job creation and economic growth. For example, the recent research and report by the University's Institute on the Environment that assisted the state in its conservation and environmental planning is a strong example of the University's contribution to public policy in the state. The University continues to increase its external research support and the resulting innovation and economic benefits of its more than \$600M research portfolio.

New research is increasingly dependent on more complex and sophisticated research infrastructure (non-capital aspects of institutional resources essential for supporting research programs). The University's high-end research laboratories and support services must keep pace with the increased demand for access to their services and the need for the latest state-of-the-art research equipment and the specially trained staff necessary to operate them. The University of Minnesota's competitive status for research funding, recruitment and retention of top-notch faculty, and the ability to attract the best and brightest students to the state will be greatly enhanced by continued investment in the University's research infrastructure. The University is at a tipping point with regard to establishing the infrastructure needed to be competitive in areas of historic strength today and to be leaders in emerging fields of strategic relevance to the University and the State of Minnesota in the immediate future. New investment in research infrastructure, including the personnel with specialized training to support research efforts and develop cutting-edge advancements in experimental methodologies, is among the University's most urgent needs and top budgetary priorities.

Support requested in this category of the biennial budget is targeted for critical campus-wide research resource needs that cannot be addressed by individual faculty, departments or colleges. Moreover, these needs cannot be supported by existing grants and contracts. A prime example is the University's research computing infrastructure. Once primarily the domain of physicists, engineers and computer scientists, high-end computing and the research resources needed to compute contemporary algorithms or to mine extremely large data sets are now the norm in virtually all areas of research, including the biological sciences, genomics and proteomics, environmental informatics, health informatics, agriculture, applied economics, imaging and drug development. This increased demand is evidenced by a tripling of the number of total users of our high-end computing facilities in the past ten years. Currently an estimated 3,500 researchers make regular use of these facilities. The facilities will be more heavily used as additional faculty are hired in computationally intensive research areas. The current status of these resources is not compatible with the University's long-term research vitality.

Additionally, the impact of the University's research computing infrastructure extends well beyond our own research programs. It is a resource supporting Minnesota's private economy and other state colleges and post-secondary schools within the state, with users in Duluth, Morris, Mankato, St. Cloud, Rochester, Austin, Waseca and St. Peter. These users, too, will benefit from a renewed investment in our computational capabilities.

Research infrastructure investment is also needed to upgrade machine shops and related shop services that support the design, construction and testing of one-of-a-kind pieces of equipment specifically designed to address the unique needs of individual or groups of experimentalists, primarily in the physical sciences. We also need to up-grade existing shop equipment to be state-of-the-art in order to manufacture the type of equipment necessary to compete in the 21st century. New investment in the University's shop-support infrastructure is needed in order for the U to take advantage of new opportunities in engineering and the physical sciences that will result from passage of the America COMPETES Act. Federal funding for the physical sciences is expected to increase for the first time in many years and the University must be positioned to compete for Minnesota's share.

Research infrastructure investments will be used to strengthen critical research infrastructure and to continue programmatic initiatives that have been identified as essential to the U's research agenda. A representative example of a programmatic priority that requires continued investment to achieve its full potential is the new Institute on the Environment, which will expand its portfolio to address critical environmental issues of relevance to Minnesota and the nation. The infrastructure and programmatic examples provided above will be primary beneficiaries, though a limited number of similar infrastructure and research program needs will also qualify. This request to the state for the 2010–2011 biennium is \$10.0 million in the first year of the biennium and an additional \$10.0 million in the second year of the biennium.

University Funded Components

In addition to funding requested from the state of Minnesota, the overall financial framework for the next biennium includes a commitment by the U of M to increase other sources of support and to manage available resources efficiently. The University recognizes that tuition revenue must play a continuing role in helping to cover the cost increases of ensuring the quality of programs at the University. We also recognize the growing importance of seeking new efficiencies, cost savings, and internal reallocation within current operations to solve some of our pressing budget needs. In support of three key areas of investment – remaining costs of compensation, core academic support, and educational and instructional programs (described below) – the University is planning for an annual tuition increase of 4.5% and an annual internal reallocation of 1% in each of the next two years. These planning assumptions are based on the success of the proposed state request, and can be revisited should the state appropriation fall short of the proposal.

The University will use its tuition and internal funds to cover costs in the areas of compensation, core academic support, and educational and instructional programs, in addition to the priorities for investment identified in the biennial budget proposal to the state.

University Share of Core Compensation Costs

Seventy-three percent of the projected compensation cost increase supported by state appropriation and tuition funds is being requested from the state. The University will fund the remaining 27% of compensation costs on these funds. This ratio (73%/27%) results from applying 47% of the projected tuition increase to the projected compensation increase in these funds. Because tuition currently represents 47% of the total of state appropriation and tuition combined, it is appropriate to apply that same proportion of new tuition to these costs. Thus, nearly half of the projected increased tuition revenues are needed to cover the level of projected increase in compensation and fringe benefits. In addition, the University will fund 100% of the compensation cost increases for salaries paid by other fund sources.

Core Academic Support

Each year, the University faces cost increases for facility operations, including debt service, utilities, leases and new building operations. In addition, required funding obligations include increases for student aid programs such as the Founders Fee Tuition Program, safety and contractual commitments for items such as research lab monitoring and system hardware and software maintenance agreements, and basic infrastructure support such as technology improvements or inflation on supplies. These costs will be supported by University resources.

Educational and Instructional Programs

A critical part of improving the quality of the University involves investing in key academic initiatives. Through the compact planning and budget process each year, unit-level strategic priorities are discussed, and decisions are made on which items are the most critical to fund in advancing the University's goals. In recent years, this essential

pool of investment funds has allowed the University to launch or continue to support items such as the Center for Translational Medicine, the Medical Devices Initiative, the Institute on the Environment, Library Collection Development, Graduate Student Fellowships, Informatics, the Honors Program, additional scholarships for low-income students, and many other important activities across campuses and colleges. This academic planning and budget process will continue to be a part of setting annual budgets.

The University of Minnesota’s 2010–2011 biennial budget proposal supports Minnesota’s students, citizens, and economy. Together with the state’s help, even in tough economic times, we can maintain the value of past investments and ensure the future vitality of the University and the state.