

# University Plan, Performance, and Accountability Report 2001

## KEY FINDINGS AND IMPLICATIONS

### A. Academic Excellence

#### National Rankings

- University of Florida: In 2001, the University of Minnesota ranked among the top three public research universities and among the top 11 of all research universities.
- National Research Council: Overall institutional rank was 9<sup>th</sup> among public universities and 20<sup>th</sup> among 274 ranked institutions in 1993. (NRC anticipates publishing its next update in 2003-05.)
- U.S. News: In the fall 2001 *Best Colleges* guide, the University of Minnesota Twin Cities' undergraduate programs were ranked in the second tier (group ranked 53<sup>rd</sup> to 131<sup>st</sup>) of all doctoral universities and were ranked 19<sup>th</sup> among public doctoral universities.

#### Faculty Awards and Academy Memberships

- In 2001, the University ranked 10<sup>th</sup> among public universities with 36 national academy members.
- Individual faculty members received 28 awards in 2000 and 31 in 2001, when the University's ranking increased to 6<sup>th</sup> among public and 14<sup>th</sup> among all institutions.

#### Faculty Salary and Compensation

- Over the past four years, the University has invested nearly \$66 million through the Compact Process to improve faculty compensation and establish 160 new positions.
- The University increased faculty salaries over the rate of inflation in each of the past four years.
- In 2000-01, the average full professor salary at UMTC was \$93,600, placing the University 11<sup>th</sup> among public institutions in NRC rankings. On the coordinate campuses, UMD ranked 13<sup>th</sup> among 17 peer institutions in full professor salaries; UMM, 12<sup>th</sup> among 14 peer institutions; and UMC 4<sup>th</sup> among six peer institutions.

#### Faculty Hiring and Retention

- In 1999-2000, the University experienced a net attrition rate of 5.6 in faculty. Attrition has averaged 5.1 percent over the past decade.
- Between 1996 and 2001, the University lost a significant portion of its faculty. Hiring has begun to rebound, with a net increase of 64 faculty in 1999, and 100 in 2000.

#### Academic Interdisciplinary Initiatives and New Investments in Academic Priorities

- Expanded investments in five initiatives – Digital Technology, Molecular and Cellular Biology, New Media, Design, and Agricultural Research and Outreach – were seeded with a 1998 supplemental legislative appropriation of \$18,625,000.
- Over the past four years, combined with internally reallocated resources, externally leveraged funds, and capital investments, these initiatives have leveraged a total of over \$315 million.
- Through these investments, 87.5 new faculty positions are being filled, new buildings constructed and others renovated to create state of the art labs, and new research and academic programs are being developed.
- More broadly, the University has made strategic choices to strengthen areas in which it has been highly ranked, such as engineering; to strengthen areas in which its ranking has slipped, such as biological sciences and medical research; and to support at lesser levels the physical sciences, arts, and humanities.
- These targeted investments over the past four years, combining legislative funds, new resources, private giving, and capital funding, total over \$1 billion.

#### New Investments in Priority Areas 1998-2001 Systemwide

NRC Ranking 1993	Academic Interdisciplinary Initiatives and Other Priority Areas	Total New Investments
35	Biological Sciences and Medical Research*	\$888,354,068
10	Engineering and Digital Technology	\$109,484,175
13	Social and Behavioral Sciences	\$55,617,357
30	Physical Sciences	\$53,389,276
37	Arts and Humanities	\$68,381,360
	<b>Total to Sept. '01</b>	<b>\$1,175,227,235</b>

\*Medical School was ranked 27 by NIH in 2000.

### **Sponsored Funding**

- Between 2000 and 2001, sponsored funding awards from all sources increased from \$455 million to \$498.4 million, nearly a ten percent increase.
- In 2001, the University was ranked 10<sup>th</sup> among public research universities and 15<sup>th</sup> among all research universities based on total research expenditures in FY 1999
- Between 1990 and 1999, total federal obligations to higher education increased an average of three percent per year. Over this period, the University of Minnesota's share of federal obligations increased by an average of five percent per year, from \$181,694,000 to \$261,406,000.
- Between 1997 and 2001, the average amount of sponsored funding requested by tenured/tenure-track faculty increased by 101 percent, from \$260,000 to \$523,000. Average awards increased by 45 percent, from \$127,000 to \$185,000 per faculty member.

### **Technology Commercialization: Inventions, Patents, and Licenses**

- Among 190 institutions surveyed by the Association of University Technology Managers in 1999, the University ranked 8<sup>th</sup> in new technology disclosures; disclosures were 227 in 2001.
- Patent applications increased by 14 percent, from 64 in 1997 to 73 in 2001.
- The number of patents issued decreased by 20 percent, from 45 in 1997 to 36 in 2001.
- In 1999, the University ranked 8<sup>th</sup> in the number of active licenses. In FY 2000, 88 new licenses were received; the total number of active licenses is now 483.
- Royalties and fees collected annually increased by 234 percent over the past five years, from \$5 million to \$16.8 million in 2001.

### **Endowment**

- Between 1997 and 2000, the combined University endowment nearly doubled, then declined slightly from 2000 to 2001.
- In 2000, with over \$1.8 billion, UMTC's combined endowment ranked 4<sup>th</sup> among public, and 23<sup>rd</sup> among all research institutions. In 2001, the endowment decreased to \$1.6 billion.

### **Voluntary Giving**

- Between 1997 and 2000, private gifts to the University increased by 42.6 percent, from \$136 to \$194 million.
- The University's rank for 2000 among public institutions in annual giving was 8<sup>th</sup>, down from

its rank of 6<sup>th</sup> for 1999; its rank among all institutions declined from 18 to 20.

- The number of alumni donors has gradually increased, from 31,599 in 1997 to 34,517 in 2000. (The peak over the past 10 years was 38,368 in 1994.) The number of annual fund donors rose from 18,276 in 1997 to 21,829 in 2000. (The peak was 26,218, also in 1994.)
- Dollars donated by alumni have increased by 575 percent over the past six years, from \$12.4 million in 1990 to \$54.7 million in 2000, reflecting the success of the University Campaign.

### **Return on Invested Funds**

- For the year ending June 30, 2001, the annualized return for the University of Minnesota Foundation was .43 percent, placing the University in the top quartile among peer institutions.
- Over the period 1997-2001, the UM Foundation rate of return averaged 11.17 percent, placing the University near the median among peers in return on invested funds.

### **Library Resources**

- In 2000, University Libraries led in numbers of loans to other libraries, among the 111 libraries ranked by the Association of Research Libraries.
- University Libraries were ranked 17 in numbers of volumes owned (nearly 5.9 million), 19 in periodical subscriptions (41,618), and 151 in annual expenditures (nearly \$30 million).
- These indicators, as well as circulation, reference queries, and periodical subscriptions, have declined over the past six years.

### **Implications for 2002-2003 Planning and Initiatives**

- The University is maintaining momentum in some areas, such as engineering and social sciences, and is rebuilding through targeted investments in others, such as biological sciences and humanities.
- Faculty have been quite successful in obtaining sponsored funding, patents, and licenses. However, the University's peers are also experiencing growth in these areas.
- To compete successfully in sponsored funding, the University must sustain its capacity to recruit and retain top faculty; well trained and highly motivated support staff; high quality graduate students; well-equipped and well maintained laboratories; access to the latest information technologies; and continuing enhancement of its grants management system.

- To address this continuing challenge, the University must address key implications of its efforts to date:
  - 1) Does the University have the right balance of investment priorities?
  - 2) Is the University reallocating funds to higher priorities at an appropriate level?
  - 3) Should the University consider initiating an investment strategy for arts and humanities and physical sciences?
- 4) How would the University finance such efforts?
- Additional questions for the future include determining investment priorities for 2002-03, such as computer science, biological and medical sciences, and future areas of opportunity such as nanotechnology, chemistry, natural sciences, aging, cognitive neuroscience, and other fields of research and education.

## **B. Students: Undergraduate, Graduate, and Professional**

### **1. Undergraduate Students**

Over the past four years, the University has made a cumulative investment of \$8 million to improve undergraduate education. Improvements include freshmen seminars, undergraduate research, study abroad, writing intensive courses, interdisciplinary minors, renewed convocation, improved orientation and advising, and expanded residential living.

#### **Mean High School Rank**

- In 1997, system-wide, the mean high school rank of entering freshmen was 73.9. By 2001, it had increased to 74.4 and is still moving toward the 77<sup>th</sup> percentile goal.
- In 2001, the Twin Cities campus exceeded this goal, with the mean rank of new freshmen reaching 77.1 percent, the highest ever reached on this campus.

#### **Freshmen in Top 25 Percent of High School Class**

- In 1998-99, 60 percent of UMTC freshmen came from the top 25 percent of their high school classes, placing the University 5<sup>th</sup> among public Big 10 institutions. The Big 10 average was 69 percent.
- System-wide, the proportion of freshmen in the top 25 percent of their high school classes has remained stable at 56 or 57 percent. There has been significant variation among campuses. In 2001, the proportion of UMTC freshmen in the top 25 percent of their high school classes was 63 percent; at UMC, 25 percent; at UMD 43 percent; and at UMM, 63 percent.

#### **Acceptance Rate**

- UMTC's freshman acceptance rate in 1998-99 of 77 percent placed it 6<sup>th</sup> among public Big 10 universities.
- UMTC has become slightly more selective in recent years; its acceptance rate was 79 percent in 1997, and 75.6 percent for the class

entering in fall 2001. The University system-wide has also become slightly more selective, moving from an acceptance rate of 81.6 percent in 1997 to 77.5 percent in 2001.

#### **Freshmen of Color**

- The goal set in the 1999 Institutional Level Measures was 16 percent students of color.
- With 17.1 percent freshmen of color in 2001, UMTC has exceeded its goal.
- In 2001, with 4.8 percent freshmen of color, UMD was very close to its 5 percent goal.
- UMM set a high goal of 18 percent; its proportion of students of color increased slightly between 2000 and 2001.
- Although a formal goal for UMC was not set, its proportion of freshmen of color has increased from 6.1 percent in 1997 to 6.6 percent in 2001.

#### **Retention Rates**

- In first- and second-year retention of students, the Twin Cities campus lags behind its peers, according to a recent Association of American Universities Data Exchange survey. In 1998-99, our first-year retention rate was 83 percent, among the lowest in the Big 10.
- In 2000, U.S. News ranked UMTC 32, among top 50 public institutions, in freshmen retention.
- Since 1992, the Twin Cities campus has shown steady improvement in first-year retention rates, moving from 78.6 percent in 1992 to 83.2 percent in 1999. The first-year retention rate at UMC also shows an upward trend. Rates at UMM and UMD have been fairly level.
- Second-year retention rates have changed little since 1992, remaining near 70 percent.
- Retention rates for students of color are approaching those of white students: 79.2 percent at UMTC, 72.3 percent at UMD, and 59.4 percent at UMM for students entering in fall 1999.

### **Diversity**

- Students of color have proportionately increased over the past five years. In 2001, the proportion of students of color was 16.7 percent, slightly above the system-wide goal.
- 82 percent of students of color come from Minnesota.

### **Student Satisfaction**

- Our goal is to increase satisfaction toward a rating of "6," on a 6-point scale, on all campuses.
- Between 1999 and 2001, undergraduate UMTC student satisfaction declined from 4.72 to 4.45, a change which is likely attributable to semester conversion, problems implementing the PeopleSoft system, and construction that has temporarily closed Coffman Union.
- UMM students continue to have the highest overall levels of satisfaction.
- Students of color show a slightly lower level of satisfaction.

### **Study Abroad**

- Our goal is that 50 percent of graduating seniors will have had a study abroad experience.
- A total of 1,275 students on the Twin Cities campus studied abroad in 2000-01.
- In 1997-98, UMTC was 19<sup>th</sup> among all U.S. colleges in their study abroad participation rate.

### **Campus Safety**

- Burglary, arson, motor vehicle theft, and forcible sex offenses decreased on campus between 1998 and 2000, while they increased on many college campuses.
- Liquor law violations on the Twin Cities campus increased from 736 in 1999 to 1,310 in 2000. Narcotic law violations increased from 27 in 1999 to 50 in 2000. Violations in these two areas increased nationally as well.
- UMTC is increasing its investment in education and prevention to address these safety issues.

### **Residential Living**

- In 2000-01, 74 percent of UMTC freshmen lived in University housing; the proportion has increased gradually since 1998. This is partly related to major, longer-term trends: a decline in the number identifying themselves as commuters and a decline in the number living at home.
- 81 percent of students still live off campus, comparable to the 85 percent rate at the University of Texas, but much higher than the 63 percent rate at the University of Michigan.

### **Graduation Rates**

- The University of Minnesota under-performs its predicted 6-year graduation rate. UMTC has been among the three Big 10 public institutions with the lowest 4- and 5-year graduation rates.
- Five-year graduation rates for students entering in 1994 were 42.3 percent at UMTC, 43.1 percent for UMD, and 62 percent for UMM. While this represents an upward trend, there is still significant distance to go toward the system goal of a 50 percent 5-year graduation rate.
- The trends are lower for students of color. 30.6 percent students of color, entering in 1994, graduated in five years at UMTC; 26.7 percent at UMD; and 40 percent at UMM.
- This is one of the University's greatest areas of concern and attention. Recent investments in the first-year and undergraduate experience, and recommendations from the new study "Improving Our Graduation Rates," (including such measures as establishing a minimum 13-credit course load), are intended to improve students' graduation rates.

### **Undergraduate Degrees Conferred**

- Since 1996, the number of undergraduate degrees conferred each year has declined slightly on all campuses except Crookston.
- The number of bachelor's degrees the University awards (4,880, or 54 percent of total degrees in 2000) is low, considering its enrollment, compared with peer institutions.

## **2. Graduate and Professional Students**

Over the past four years, over \$4 million has been invested through the Compact Process to improve graduate and professional academic programs with increased graduate fellowships, enhanced academic health center programs, and efforts to recruit and retain a larger proportion of graduate students of color.

### **Graduate Student Selectivity – Applications and Yield.**

- Between 1996-97 and 2000-01, applications to the Graduate School decreased by 9 percent, from 13,443 to 12,228. The number of matriculations, however, increased, from 2,231 in FY 1997 to 2,538 in FY 2001.
- The yield rate (number of students matriculating compared with students admitted) decreased slightly, from 55 percent in FY 1997 to 52 percent in FY 2001.

### **Graduate Student Satisfaction**

Overall satisfaction among graduate/professional students has gradually increased, from 4.5 in 1997 to 4.8 in 2001 (on a 6-point scale).

### **Graduate Student Graduation Rates**

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

### **Graduate and Professional Degrees Conferred**

- The University of Minnesota Twin Cities was first among its peers in the number of masters degrees it conferred – 2,856 in 2000, a 13 percent increase from 1996. The number declined to 2,341 in 2001.
- For 1999-2000, Minnesota ranked second in numbers of first professional degrees conferred.
- Approximately 70 percent of the degrees in the Academic Health Center were awarded to Minnesota residents.

### **3. Technology to Enhance Learning**

The University has invested over \$14 million through the Compact Process in broad teaching and learning improvements. Availability and use of technology-enhanced classes and services have increased dramatically.

- According to the spring 2001 Student Experiences Survey, information technology resources are being used by the large majority of students in their courses. Over 93 percent of respondents had received an email from an instructor about class material.
- Use of WebCT, a classroom management and electronic authoring tool that expedites learning, has grown significantly over the past two years.
  - In fall 2001, 865 courses utilized Web CT and the number of students involved increased to 44,808.
  - Classes using Web CT doubled on the coordinate campuses between spring and fall 2001.

### **Implications for 2002-2003 Planning and Initiatives**

Characteristics of entering freshmen. Over the past five years, the University has moved close to reaching its goals for mean high school rank and targeted readiness of new freshmen. At this point, the University should consider whether goals in

these areas should be changed, and what the policy implications of these changes would be.

- Future goals include improving the aptitude, achievement, and preparation of entering students, and the diversity and retention of new students.

Quality of the undergraduate experience. The University intends to continue strengthening the undergraduate experience on all campuses. This strategy will target those policies and activities that will improve student achievement, satisfaction, retention, and graduation rates.

- What policies and strategies should be implemented?
- How and to what level will we sustain and expand the intensive experiences for undergraduates?
- How and in what ways will we continue to bring diverse groups of students together in an academic context?

Student diversity goals. The University has also moved close to reaching its goal for proportion of students of color among new freshmen.

- The University should now consider whether it requires new goals, and the policy implications of possible changes.
- Continued work is needed to improve retention and graduation rates of its students of color.
- Work must continue with schools and the community to improve the graduation rates, preparation for postsecondary education, and the educational outcomes of preK-12 students and training of their teachers.

Academic Health Center. The Legislature has mandated that, in 2001-02, the University develop a plan and report to delineate progress of the Academic Health Center in meeting the goals and outcomes that shall (1) develop new strategies for health care delivery and professional training in the state; (2) develop new strategies to meet the health care workforce needs in the state; (3) base these strategies on analysis of the population's health status and opportunities for its improvement.

Assessing student learning. The University, through its academic units, the undergraduate initiative, student development initiatives, the Center for Teaching and Learning, and many other areas, regularly assesses student experience and academic achievement.

- More work is needed to formulate a conceptual framework and institutional approach to assessing student learning outcomes. A special learning assessment initiative is being launched in 2001-02.

## C. Engagement: Access and Outreach

Between 1998 and 2001, the University centrally invested nearly \$3 million in research-linked engagement-related activities, in addition to a wide range of college and campus-based activities.

### Citizen Satisfaction

- Citizen satisfaction has averaged just over 62 percent when “very” and “somewhat” satisfied responses are combined. The combined satisfaction response reached 70 percent in 2000.
- The “dissatisfied” ratings have remained low – under 10 percent – over the past seven years.

### On-Line Library Holdings and Service

- The University has invested over \$3 million over the past four years to enhance the libraries’ digital resources. Indicators show that use of the resources is high.
- In 2001, there were 300,000 average daily “hits” on the main library Web page, [lib.umn.edu](http://lib.umn.edu).
- In 1995, the libraries had few catalogued electronic journals or full-text electronic resources; by 2001, 9,300 e-journals and 14,549 full-text electronic resources were part of its collections.

### Metro-Area Transfer Students

- The total number of metro-area transfers to University of Minnesota campuses increased by 22.19 percent between 1996 and 2000, from 1,104 to 1,349.
- In 2000, 1,233 students from the metropolitan area transferred to UMTC, 90 to UMD, 23 to UMM, and 3 to UMC.

### Students Participating in Community Service

- The University’s goal is to involve 4,000 undergraduates annually in community service.
- In 2000-01, 3,000 undergraduate students participated in community service or service learning experiences.

### Implications for planning and initiatives for 2001-2002

#### Setting Priorities and Measuring Results.

Engagement is the University’s newest area of development for institutional and compact-level measures. Important contributions to this development will come from the review of outreach needs and activities in units across the University, and reports issued in 2001 by the Civic Engagement Task Force, the Distributed Learning Task Force, the Nonprofit Management Task Force, and studies conducted by the Associate Vice President for Outreach.

Over the past several years, priority has been given to restructuring and focusing the resources, priorities, and strategies for outreach, including the establishment in 1999 of the Outstanding Community Service Awards and restructuring of Continuing Education and the Extension Service.

In 2001-02, an ad hoc committee of the Board of Regents will address expectations and priorities for outreach activities at the University. In addition, the Provost has established an administrative advisory committee on public engagement and outreach that will review and advise on policies, priorities, resources, models, and accountability for public engagement and outreach activities. These discussions will help delineate future priorities for outreach, funding options, and more robust measures and indicators of success.

#### Special Areas of Focus for 2001-2002.

- A website is being developed that will describe the outreach mission and examples of the many ways the University connects with the community.
- A public access portal is under development that will enable users to construct a customized personal portal with University information of most interest to them.
- An outreach plan will be requested from colleges as part of their compact.
- Measures to evaluate needs, quality, and impact of University outreach will be improved.

## D. Strengthening the University Community: Human Resources

### Faculty Compensation

- Between 1999-2001, \$65 million – nearly half of the total compact investment – has been allocated to compensation.

- The University’s goal since 1997 has been to bring the average faculty salary from the bottom quartile to the mean of the campuses’ peer cohorts. On the Twin Cities campus, faculty

salaries for every position lost ground compared with peers.

- Total faculty compensation on all four campuses in 2000-01 was near or above the mean among peer public institutions. This reflects, in part, the increase in health insurance.
- Beginning in 2001-02, the University is significantly modifying its health insurance plans through its new self-designed system, thereby slowing the rate of increased costs and providing more employee choices.

#### **Staff Compensation**

- Overall wages for civil service and bargaining unit employees increased an average of 6.5 percent between 1999 and 2000, and 5.0 percent between 2000 and 2001.
- For 1999, University total benefits and time off for a given base pay amount exceeded by nearly \$2,000 and 5 percent the benefits in comparable jobs in the local market.

#### **Faculty and Staff Development**

- Investment through the Office of Human Resources in staff and faculty development programs has grown by 30 percent over the past three years. Increased investments have resulted in a 35 percent increase between 1999 and 2001 in enrollment in job-related educational programs.
- Excellent teaching is rewarded through the Morse Alumni Teaching Award, the Graduate and Professional Teaching Award, and the Academy of Distinguished Teachers.
- Over the past three years, the number of faculty participating in the Mid-Career Teaching Program has quadrupled, from 10 in its pilot year to 40 in 2001; participation in the Teaching Enrichment Series increased by 10 percent.

#### **Leaves**

- The number of faculty and professional development leaves increased over the past five years.
- Single quarter/semester leaves decreased by 11 percent, from 83 in 1997 to 74 in 2001.
- The number of sabbatical leaves increased approximately ten percent over the same period, from 98 in 1997 to 108 in 2001. Through the Compact Process, \$725,000, together with college contributions, has been invested to increase the compensation for sabbatical leaves.

#### **Enhancing Leadership and Managerial Effectiveness**

The University:

- Established an infrastructure to ensure that staff receive training in new Enterprise systems.
- Implemented a centralized database to monitor and report on internal training of employees.
- Provides mandatory training: for supervisors new to the University and/or to supervision; for senior-level administrators new to their University role; for principal investigators on management of their sponsored grant activities. Training is also provided for new department heads and chairs.
- Established leadership development programs: President's Emerging Leaders Program; Presidential Senior Leadership Initiatives; Women's Leadership Institute and Women's Leadership Award.

#### **Faculty and Staff Multicultural Distinctiveness**

- Through the Compact Process, nearly \$1,000,000 has been invested over the past four years in programs to support diversity. This includes over \$500,000 for sign-language interpreters.
- Over this period, modest increases have occurred in proportions of faculty and staff of color and female faculty and staff.
- In 2000-01, the University-wide proportion of employees of color was 10.4 percent.
- 8.3 percent of the professional and administrative staff were persons of color.
- In 1999, Committee on Institutional Cooperation (CIC) institutions had, on average, 13 percent faculty of color; the University's proportion was 11 percent.
- In 1999 and again in 2000-01, 26 percent of University faculty were women, compared to the CIC average of 23 percent in 1999.

#### **Implications for 2002-03**

Diversity. As noted in the June 7, 2001 "Annual Diversity Discussion" with the Board of Regents, in many ways the University of Minnesota has been a leader in fields of equal opportunity and diversity. As we look to the future, important policy issues arise:

- The University should consider the need for a comprehensive strategic plan for equal opportunity and diversity in order to define our direction and benchmark our progress.
- The University should pursue ways to provide professional development opportunities for all employees, particularly supervisory/management/administrative employees, to assure they have the tools their life experiences may not have provided to work in a multicultural

and multiracial environment successfully, and to be leaders and models of inclusive actions.

Compensation. The University has long been a national and international leader in research, and serves as one of the primary economic engines of the state. The University is under-investing in its support for faculty salaries in comparison to its major competitors, public and private. If this continues, the University is likely to lose its competitive position in critical areas of research and education. It will become increasingly difficult to recruit the quality of faculty needed to keep the University at the forefront of American universities.

- To attract and retain employees in the current job market, the University needs to ensure that its faculty and staff are not losing ground in compensation and opportunities for professional development.
- Its 2002-03 investment priorities include improved competitive compensation for faculty and targeted staff recruitment and retention.
- The University will invest \$55,574,267 in FY 2001-02 and an additional \$44,940,755 in 2002-03 to provide an inflationary salary adjustment for all employees, establish a minimum level of compensation for full-time employees, and cover extraordinary health insurance costs.

## E. Physical Heritage and Integrity

Through the Compact Process, investments of nearly \$9,000,000 have been made to strengthen the University's teaching and learning facilities.

### Classrooms

- Twin Cities campus has 298 centrally managed, general purpose classrooms, with nearly 23,000 seats, comprising approximately 300,000 square feet.
- Another 225 classrooms and 360 labs and studios are managed by colleges/departments
- The overall quality of Twin Cities classroom custodial service is at 3.5+ on the Association of Physical Plant Administrators (APPA) scale of 1 (best) to 5 (weakest). Our aim is to attain the national standard of APPA 2; this would require an investment of \$2 million/year.
- There is \$20 million of deferred maintenance and upgrade costs in Twin Cities classrooms.
- 73 percent of central classrooms are not accessible by ADA standards.

### Efficiency

#### Energy Consumption.

- Since 1993, the University's energy consumption has decreased by nearly 20 percent.
- The greatest rate of decrease is projected to occur between 2001 and 2002.

#### Renewal/New Facility Ratio.

- Since 1997, in every year except 2001, capital budget funds for renovation of existing space have exceeded funds for new construction.
- On average, between 1997 and 2002, investment in new construction has been one third the investment in existing space.

- 963 projects over this period have provided 1.9 million square feet of new space and 1.6 million square feet of renovated space.

### Classroom Technology Upgrade Plan

- Under the direction of a new Office of Classroom Management, a seven-year classroom technology upgrade plan has been developed for the Twin Cities campus.
- Through the Compact Process, \$2.7 million has been invested between 1999 and 2001 in classroom technology upgrades. It is a priority to upgrade classrooms on all campuses.
- The goal is to establish student connectivity in 60 percent of central classrooms. By FY 2001, approximately 30 had percent reached this status.

### Student Satisfaction with Classrooms

- In the 2001 Student Experiences Survey, the evaluation of the quality of Twin Cities classrooms showed a slight increase from 1999, from 3.6 to 3.77 (on a five-point scale).
- Satisfaction with UMC's classrooms was highest, at 4.35; satisfaction was 3.9 at UMD and 3.46 at UMM.

### Implications for Planning and Initiatives for 2002-2003

The University is responsible for operating and maintaining more than 350 major buildings, among 1,000 total structures across all campuses. Its inventory includes some of the oldest and most historically significant buildings in the state.

- The University will have continued responsibility to pay utility inflation costs, operate and maintain buildings, renew aging building

systems, and meet the increased costs of debt payments.

There is a growing realization that a classroom is a teaching and learning system. It is technology-intensive and requires planning, management, and

recurring funding for life-cycle maintenance, equipment replacement costs, and support staffing.

- The University will need to consider the kind of infrastructure it needs to build today to meet the teaching and learning needs of the future.

## F. Institutional Efficiency and Effectiveness

Through the Compact Process, over \$15 million has been invested to strengthen support for student services and classroom technology, faculty and staff development, access, and other service and management improvements. An additional \$9.3 million has been invested in the academic technology infrastructure.

### Domain popularity

- Institution-wide, the University receives approximately 8.12 million hits per day. Over seven million of these are attributed to the Twin Cities campus.
- Students, faculty, and staff use automated, Web-based systems and processes approximately 300,000 times per business day.

### Email usage

- The University's central email servers deliver 522,471 messages per day.
- The servers handle approximately 1.1 million mail queries/requests per day.

### Technology and Service Improvements

Improvements have been made in the following areas:

- Admissions: 80 percent of all admission applications were handled electronically in 2000-01.
- Paperless Financial Aid Process: Effective April 23, 2001, the University of Minnesota became the first institution in the country to offer a paperless student financial aid application process. This improvement will have an impact on the 30,000 students who use some form of need-based financial aid.
- Web One-Stop Service: The Web One-Stop service includes the course guide, class schedule, section status, web site search, department lookups, and more. In January 2001, usage peaked at 1,639,619 "hits."
- The goal of Financial FormsNirvana (FFN) is to achieve at least 95 percent usage for all documents available in FFN.
  - Approximately one-third of University purchases were done electronically in 2000-01.

- Through spring 2001, FFN usage had resulted in a 22 percent decrease in the number of documents that were processed centrally, or approximately 66,000 documents.

### Instructional Cost Profiles

These ratios help illustrate and measure the University's efficiency. Over the past three years, the most significant trend has been that funds leveraged by state O&M and SS dollars have increased, while O&M revenue per FYE student has decreased or barely held level.

### Additional Funds Leveraged for Each O&M/SS Dollar

- 21 percent of the University's instructional costs are funded from non-state O&M appropriation or tuition revenue, including private practice income and income from endowments. The level of support from these other sources is up slightly from 1995, when it was 20 percent.
- Without these other funds (approximately \$130 million), tuition would need to be 50 percent higher or the state appropriation significantly larger to fund programs at current levels.

### State Support

- Between 1998 and 2001, state support per FYE student increased seven percent, from \$10,007 to \$10,704.
- State support per tenured/tenure-track faculty for the system increased from \$201,841 to \$219,225 between 1998 and 2001, a nearly 9 percent increase.

### Tuition

- Tuition per tenured/tenure-track faculty has increased by 17.3 percent between 1998-2001, to \$94,515 in 2001, nearly twice the rate of state support per tenured/tenure-track faculty over this period.
- Tuition as a percent of instructional expenditures is gradually increasing, from 44.9 percent in 1999 to 51.3 percent in 2001 for the system.

### **Instructional Expenditures**

- Between 1997 and 2000, expenditures per FYE student for instruction increased 12.5 percent.
- In FY 2000, the Twin Cities campus ranked 8<sup>th</sup> among public research universities, and 3<sup>rd</sup> in the Big 10 in instructional expenditures per student.
- In FY 1999, for the system as a whole, fully allocated instructional costs per FYE student were \$11,806. O&M funds represented 79 percent of this total (\$9,332).
- Between 1997 and 2000, direct expenditures for instruction per degree increased 10.3 percent.

### **FYE Students per Tenured/Tenure-Track Faculty**

- From 1993 through 1997, the number of undergraduate students per faculty member was 12.4 or less. Since 1997, the number has increased to 14 students per faculty member.
- The number of graduate students per faculty member has remained nearly constant, around 5.5 over this period.

### **Degrees Awarded per Tenured/Tenure Track Faculty**

- Between 1992 and 2001, total degrees awarded per faculty member has fluctuated between 3.6 and 4.0.
- In 1999-2000, UMTC averaged 4.3 degrees awarded per faculty member, ranking 13<sup>th</sup>, compared with 16 other top public NCR-ranked and CIC universities.

### **Implications for 2002-2003 planning and initiatives**

Questions for future consideration:

- What infrastructure do we need to build today to meet the teaching, learning, and service needs of the future?
- What type of technology support and investments will faculty need to remain competitive?
- What is the “rate of return” (monetary and nonmonetary) on our infrastructure investments and what is an appropriate rate of return to expect?
- What will be the expectations for and nature of the fiscal support for the University as the sources of funding continue to shift away from a “traditional” land-grant, public university model?
- What standards should be established for core areas of performance related to fiscal and human resources?