

Executive Summary

“...[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, citizens, the state legislature, the federal government, the Board of Regents, alumni, students, parents, employers, and many others have held the University accountable for fulfilling its fundamental land-grant mission of teaching, research, and outreach.

Over the years, the ways in which the University has demonstrated its accountability and its progress in meeting mission-related goals have been many – legislative reports and testimony, financial reports, accreditation reviews, and collegiate and unit annual reports to their constituencies.

Origins of the Report

In 2000, the Regents asked University 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; a 2002-03 update was produced in December 2002. The 2003-04 edition is the third produced for the Board of Regents.

For the first time, *Accountable to U: 2003-04 University Plan, Performance, and Accountability Report* represents the University’s principal annual report to the State, as mandated by the 2003 Legislature.

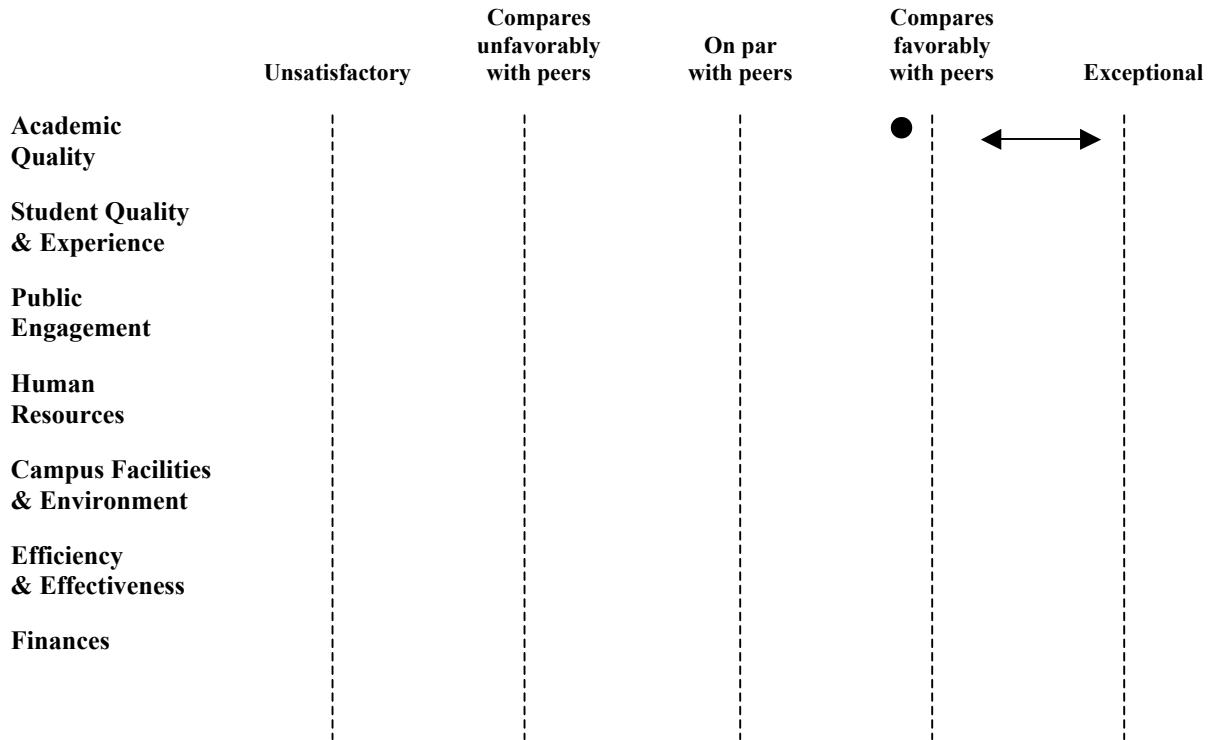
Organization of the Report

The 2003-04 report provides an overview of the University of Minnesota and its academic priorities (Section 1), accountability measures for each campus (Sections 2-6), as well as University-wide measures related to public engagement (Section 7), efficiency and effectiveness (Section 8), and finances (Section 9).

The Executive Summary represents the initial effort of the University’s executive leadership to develop a concise self-assessment of University performance, as requested by the Board of Regents. The Self-Assessment Scorecard includes seven performance areas: academic quality, student quality and experience, public engagement, human resources, campus facilities and environment, efficiency and effectiveness, and finances.

Following the scorecard in each area are key findings that were instrumental in the performance assessment.

University Performance: Self-Assessment Scorecard



Key:

- Arrow right = most or all indicators moving in a positive direction
- Arrow left = some indicators are cause for concern
- Arrow left and right = indicators show mixed results and outlook

Academic Quality

The University of Minnesota strives to maintain and enhance its position as a leading land-grant institution in the nation. Of particular note:

- The University continues to rank among the premier public and private research universities in the U.S. according to the University of Florida’s annual publication, *The Top American Research Universities*.
- Over the past four years, the University has outperformed its national competitors and public Big Ten peers in total research expenditures and federal research expenditures.

- The University’s production of doctoral degrees has declined at a faster rate than its national top 10 competitors and its Big Ten public university peers over the past four years; however, the University awarded more than 11,500 degrees of all types (doctoral, first-professional, master’s, bachelor’s, and associate) in 2002-03, the most ever.
- The University’s average number of faculty awards in various disciplines has declined at a faster rate over the past two years than its national competitors, thereby affecting its overall University of Florida ranking.

Student Quality and Experience

The University has placed a high priority on attracting, retaining and graduating highly qualified students at the undergraduate, graduate, and first-professional levels and assuring and enhancing their educational experience. This emphasis has begun to show promising results:

- The Twin Cities campus, while not performing as well as it aspires to against its Association of American University public institution competitors and Big Ten public university competitors, continues to show sustained, long-term improvement in attracting, retaining, and graduating undergraduate students. The four-year graduation rate exceeded 30 percent in 2002-03 for the first time since the University has measured graduation rates, and the first-year retention rate of 86 percent was also the highest ever.
- The coordinate campuses at Duluth, Morris, and Crookston have had more mixed results according to multiple measures for undergraduate students.
- Graduate and first-professional student indicators of quality continue to be comparable to peer institutions; time-to-degree completion remains on par with peer institutions.
- Undergraduate student satisfaction on all campuses in most areas of measurement has shown overall improvement over previous results; graduate student satisfaction also has improved.

Public Engagement

The University is making a renewed commitment to its outreach and service mission – or public engagement – and taking steps to work and communicate more

effectively with the public, private, and non-profit sectors, communities, and citizens:

- The University has made dramatic increases in annual licensing income from its technology commercialization efforts over the past five years.
- Citizen surveys show a high level of understanding of and satisfaction with the University's unique role in the state and its valuable contributions in teaching, research, and public engagement. Results also showed, however, a continuing trend that the University is not perceived as an efficient manager of its financial resources and is judged as not doing everything it can to keep tuition rates low.
- A recent economic impact study showed the University generated more than \$513 million through research and created 39 jobs for each \$1 million in research expenditures.
- Extension Service provided a high level of service to citizens throughout its transition to a regional service center framework.

Human Resources

Attracting, retaining, and supporting the continued development of faculty and staff is required for the University to remain competitive with its national and international research university peers. The University's goal is to bring average salary and compensation for faculty and staff to the mean of their peer cohorts.

- Faculty salary and compensation on the Twin Cities campus continue to lag behind the peer group average at the full, associate, and assistant professor levels; Duluth and Morris faculty salary figures are closer to their peer groups' averages,

and average compensation at all levels exceeds that of their peer groups' averages; at Crookston, two of the three faculty ranks' average salary is higher than its peer group average, and average compensation at all levels exceeds that of its peer groups' averages.

- Staff compensation levels are competitive with comparable local and national peer groups.

Campus Facilities and Environment

The University of Minnesota's teaching, research, outreach, and administrative facilities throughout the state require sound stewardship and measurement of results:

- A new Facilities Condition Needs Index showed University buildings to be in the mid-range of condition among other higher education institutions using this measure.
- Over 90 percent of FY 2003 capital projects were completed within budget or returned a positive balance; 45 percent of projects were completed on time, a 5 percent gain over the previous year.
- University campuses continue to provide an overall safe and secure environment for students to live (including more and better on-campus housing), faculty and staff to work, and visitors to enjoy, as evidenced by campus safety and security statistics.

Efficiency and Effectiveness

The University has launched a broad range of initiatives that leverage fiscal resourcefulness, institutional efficiency, and quality services to improve and enhance the educational experience of students at all levels:

- Use of enterprise systems has yielded significant service improvements and cost savings in areas such as financial aid.

- The President's Enhanced Service and Productivity Initiative is placing increased emphasis on showing measurable results in providing such student services as online course scheduling, academic planning, portfolio, and financial transactions.
- Technology-Enhanced Learning (TEL) and enterprise-wide technology applications are being used to support the University's core teaching, research, and public service mission.
- Total energy consumption has been reduced by 15 percent since 1991 despite increased energy demand, net increases in space, and more sophisticated equipment and technology.

Finances

The University has managed its financial resources well despite significant reductions in state support, a national recession, and a challenging philanthropic environment:

- The University continues to earn the second highest credit ratings from Moody's (Aa2) and Standard & Poor's (AA).
- Campaign Minnesota raised \$1.66 billion for endowment and ongoing support, one of the largest campaigns ever in the U.S.
- Over the past four years, the University's average endowment assets were flat, compared to double-digit average increases among the top-rated public and private research universities nationally and among its Big Ten public competitors.
- Annual giving to the University outperformed the top 10 public and private research university and Big Ten public university averages.

