

# Executive Summary

The 2007 edition of the *University Plan, Performance, and Accountability Report* summarizes the major strategic initiatives under way, the measures of progress within each of the University's four strategic "pillars," and rank relative to the 10 competitor institutions<sup>1</sup> of the Twin Cities campus. Data cited are the most recent available. 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.

<b>Exceptional Students: Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.</b>		
Top 10% of High School Class p. 22	5 Years Ago: 29% 2006: 39%	rankings not available 10 <sup>th</sup>
Average ACT Score p. 24	5 Years Ago: 24.5 2006: 25.2	rankings not available 10 <sup>th</sup>
Freshmen Students of Color p. 26	5 Years Ago: 16.9% 2006: 20.2%	
2-Year Retention Rate p. 27	5 Years Ago: 74.3 Class of 2004: 79.2	rankings not available 10 <sup>th</sup>
6-Year Graduation Rate p. 29	5 Years Ago: 27.8% Class of 2000: 40.7%	rankings not available 11 <sup>th</sup>
Doctoral Degrees Granted p. 33	5 Years Ago: 632 2006: 751 (+19%)	5 <sup>th</sup> 4 <sup>th</sup>
Study Abroad Students p. 36	5 Years Ago: 1,058 2005: 1,836 (+73.5%)	6 <sup>th</sup> 3 <sup>rd</sup>
International Students Enrolled p. 38	5 Years Ago: 3,356 2005: 3,384 (+1%)	6 <sup>th</sup> 7 <sup>th</sup>
International Scholars p. 40	4 Years Ago: 1,271 2005: 1,202 (-5%)	9 <sup>th</sup> 8 <sup>th</sup>
Undergraduate Student Satisfaction p. 42	10 Years Ago: 4.6 on 6-point scale 2007: 4.93	
Graduate Student Satisfaction p. 44	10 Years Ago: 4.65 on 6-point scale 2007: 5.06	

<sup>1</sup> Florida, Illinois, Michigan, Ohio State, Penn State, Texas, UC—Berkeley, UCLA, 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 p. 50	5 Years Ago: 36 2005: 36 (no change)	8 <sup>th</sup>	
		8 <sup>th</sup>	
Faculty Awards p.52	5 Years Ago: 31 2005: 23 (-26%)	6 <sup>th</sup>	
		8 <sup>th</sup>	
Post-Doctoral Appointees p. 54	5 Years Ago: 626 2005: 629 (+0.5%)	5 <sup>th</sup>	
		5 <sup>th</sup>	
Female Faculty (tenure/tenure-track) p. 56	5 Years Ago: 27% 2006: 29%	rankings not available	
		rankings not available	
Faculty of Color (tenure/tenure-track) p. 56	5 Years Ago: 11% 2006: 14%	rankings not available	
		rankings not available	
Full Professor Salary p. 58	5 Years Ago: \$93,627 2006: \$116,596 (+25%)	7 <sup>th</sup>	
		8 <sup>th</sup>	
Associate Professor Salary p. 58	5 Years Ago: \$66,055 2006: \$80,560 (+22%)	6 <sup>th</sup>	
		5 <sup>th</sup>	
Assistant Professor Salary p. 58	5 Years Ago: \$55,399 2006: \$69,429 (+25%)	7 <sup>th</sup>	
		7 <sup>th</sup>	

**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 p. 68	5 Years Ago: \$411 million 2005: \$549 million (+33%)	6 <sup>th</sup>	
		8 <sup>th</sup>	
Federal Research Expenditures p. 70	5 Years Ago: \$230 million 2005: \$320 million (+39%)	5 <sup>th</sup>	
Libraries p. 72	3 Years Ago: 0.75 index score 2006: 0.90 index score	8 <sup>th</sup>	
		8 <sup>th</sup>	

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

Endowment Assets p. 81	5 Years Ago: \$1.7 billion 2006: \$2.2 billion (+35%)	3 <sup>rd</sup>	
		2 <sup>nd</sup>	
Annual Giving p. 83	5 Years Ago: \$229 million 2006: \$267 million (+17%)	4 <sup>th</sup>	
		4 <sup>th</sup>	

# 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.

“Top three” is audacious; its purpose is to urge us to live up to our 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 world-class standards and achieved 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.
- **Access and Diversity**—To ensure that talented people from every income level, every neighborhood, and every kind of background can find a place at the Uni-

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

- **Academic Integrity**—To reconstruct a deeper sense of community and respect—across disciplines, across employee groups, and among students and teachers.
- **Results**—A commitment 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, one 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 or high-quality education programs.

Over the past three years, 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.

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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 2007 edition of the *University Plan, Performance, and Accountability Report* summarizes the major initiatives under way and 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; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers individuals within its community.

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**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 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 2006 was 65,489. 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 13,283 degrees in 2006-07, including 10,817 total degrees and 6,319 bachelor's degrees on the Twin Cities campus and, on the Duluth campus, 1,841 total degrees and 1,627 bachelor's degrees.

Forty-one percent of the degrees awarded on the Twin Cities campus in 2006-07 were graduate and first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine).

**University of Minnesota degrees by campus, 2006-07.**

<u>Degree</u>	<u>Twin Cities</u>	<u>Duluth</u>	<u>Morris</u>	<u>Crookston</u>	<u>Total</u>
Associate	0	0	0	29	29
Undergraduate	6,319	1,627	374	222	8,542
Master's	2,962	214	0	0	3,176
First Professional	785	0	0	0	785
Doctoral	751	0	0	0	751
<b>Total</b>	10,817	1,841	374	251	13,283

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). Its 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 seven 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 FY 2006-07, for every dollar of state support, the University brought in \$3.42 of other revenues and generated millions of dollars in economic activity.

**Importance of State Support:** State appropriations, an essential and the most flexible source of funding, provided 25 percent of University of Minnesota revenue in FY 2006-07. Research grants and contracts provided another 24 percent of revenues while tuition and fees provided 20 percent. Private fundraising is an increasingly important source of funding within the University’s diverse revenue mix, but this source represents less than 8 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,

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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 2007 Report**

The 2007 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 2007 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.

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