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**University Plan, Performance,
and Accountability Report**

**Office of the Provost
University of Minnesota**

Minneapolis, Minnesota

May 2006

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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.

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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**Cited Minnesota Statutes
for
University Plan, Performance, and Accountability Report**

Minnesota Session Laws 2003, Chapter 133-S.F. No. 675:

An act relating to higher education; appropriating money for educational and related purposes to the higher education services office, board of trustees of the Minnesota state colleges and universities, board of regents of the university of Minnesota...

Article 1, Section 4, Subd. 6. Accountability:

The board shall continue to submit the data and information enumerated in Laws 2001, First Special Session chapter 1, article 1, section 4, subdivision 5, in the board's university plan, performance, and accountability report. For the purposes of those reports, a first generation student is a student neither of whose parents received any postsecondary education.

Minnesota Session Laws 2001, 1st Special Session, Chapter 1-S.F. No 11:

An act relating to education; appropriating money for education and related purposes to the higher education services office, board of trustees of the Minnesota state colleges and universities, board of regents of the University of Minnesota...

Article 1, Section 4, Subd. 5. Accountability:

- (a) By February 1 of each even-numbered year, the board must submit a report to the chairs of the appropriate education committees of the legislature describing the following: (1) how it allocated the state appropriations made to the system in the omnibus higher education funding bill in the odd-numbered year; (2) the tuition rates and fees set by the board; and (3) the amount of state money used to leverage money from other funding sources and the level of support from those sources.
- (b) By February 15, 2002, and each odd-numbered year, thereafter, the board of regents of the University of Minnesota must submit a report to the commissioner of finance and the chairs of the higher education finance committees delineating: (1) the five undergraduate degree programs determined to be of highest priority to the system, and the revenue necessary to advance each program to be a center of excellence; (2) the reallocation of money and curricular and staffing changes, by campus and program, made to advance the system's priorities; (3) baseline data, and the methodology used to measure, the number of first generation students admitted systemwide, together with a plan to increase both the recruitment and retention through graduation of these students; (4) progress towards increasing the percentage of students graduating within four, five, and six years as reported in IPEDS. Data should be provided for each institution by race, ethnicity, and gender. Data provided should include information on successful retention strategies and the money allocated to enhance student retention; (5) progress towards increasing the revenue received, from all sources, to support research activities. Data provided should include information on the increase in funding from each source; and (6) progress of the academic health center in meeting the goals and outcomes in paragraph (c) including how money appropriated from the medical endowment fund contributed to meeting specific workforce training and health education goals for the academic health center.
- (c) The Academic Health Center, in cooperation with the department of health, shall: (1) develop new strategies for health care delivery and professional training in this state that takes into account the changing racial and ethnic composition of this state; (2) develop new strategies to meet the health care workforce needs in the state; and (3) base these strategies on analysis of the population's health status and opportunities for improvement.