

Introduction

“...[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 155 years ago, 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 public engagement.

At the beginning of the 21st century, the University has set as its aspirational goal to become one of the top three public research universities in the world within the next decade.

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 com-

munities 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.

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.

Today the University of Minnesota is a state-wide resource that makes a significant impact on the economy, society, and culture of Minnesota. 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 of Minnesota is one of the state's most important assets—it is 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 materially 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 of Minnesota's campuses for fall 2005 was 65,489. Sixty-two percent of registered students were undergraduates. Non-degree seeking students represented 10 percent of total enrollment.

Degrees Granted: The University of Minnesota awarded 12,356 degrees in 2004-05, including over 10,341 total degrees and over 6,000 bachelor's degrees on the Twin Cities campus and, on the Duluth campus, over 1,700 total degrees and over 1,500 bachelor's degrees.

Thirty-one percent of the degrees awarded on the Twin Cities campus were graduate and first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine). University graduates play a unique role in keeping Minnesota competitive and connected in our increasingly knowledge-based economy and global society.

Introduction

Table 1-1. University of Minnesota degrees by campus, 2004-05.

<u>Degree</u>	<u>Twin Cities</u>	<u>Duluth</u>	<u>Morris</u>	<u>Crookston</u>	<u>Total</u>
Associate	0	0	0	21	21
Undergraduate	6,087	1,632	348	203	8,270
Master's	2,798	192	0	0	2,990
First Professional	777	0	0	0	777
Doctoral	678	0	0	0	678
Total	10,340	1,824	348	224	12,736

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.

Nationally Ranked Public Research University:

The Twin Cities campus ranks consistently within the top seven public research universities in the nation, according to a University of Florida study. It is also among the nation's most comprehensive institutions, one of only four 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 2004-05, 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 2005 (down from 26 percent in 2004 and 30 percent in FY 2003). Grants and contracts provided another 26 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 10 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 of Minnesota was founded in 1851, predating statehood by seven years. It is governed by a 12-member Board of Regents, which is 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 continuously accredited by the North Central Association of Colleges and Schools since 1913. (The most recent comprehensive evaluation of the Twin Cities campus resulted in continued accreditation with no additional reports or follow-up visits required.) 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 nearly 200 programs.

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 of Minnesota has four established campuses (Twin Cities, Duluth, Morris, Crookston), a developing cooperative campus in Rochester, six agricultural experiment stations, one forestry center, 18 regional extension offices, and extension personnel in counties throughout the state.

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

Origins of the Accountability Report

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.

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. The 2005-06 edition of the *University Plan, Performance, and Accountability Report* is the fifth produced for the Board of Regents. Starting with the 2003-04 edition, the report also serves as the University of Minnesota's principal annual report to the State, as mandated by the 2003 Legislature.

Organization of the 2005-06 Report

The University of Minnesota aspires to become one of the top three public research universities in the world within the next 10 years. The 2005-06 accountability report encompasses an initial effort to align the report with this goal and to establish meaningful measures of progress.

The report is informed by the University's extensive strategic positioning efforts undertaken during 2005 and continuing into 2006.

In particular, the report reflects the work of the Strategic Positioning Metrics and Measurement Task Force and its work in identifying University-wide measures of progress toward the University's aspirational goal.

Introduction

The 2005-06 report provides an overview of the University of Minnesota (Introduction), an essay by President Robert Bruininks on the University's aspirations for the coming decade (Section 1), accountability measures for the flagship Twin Cities campus (Section 2), accountability measures for the University's co-

ordinate campuses (Section 3), and updated information required by Minnesota state statute (Section 4).

The appendices include links to key data sources and additional information and the current Board of Regents roster.

Introduction