

1: Accountability

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

Over the years, the ways in which the University has demonstrated its accountability and its progress in meeting mission-related goals have been many. These include required reports, such as:

- Institutional accreditation of each campus by its regional accrediting agency (Higher Learning Commission of North Central Association of Schools and Colleges) and over 200 programs by specialized accrediting agencies, such as the American Medical Association, American Bar Association, Accreditation Board of Engineering and Technology, and National Council for Accreditation of Teacher Education.
- Monthly, quarterly, and annually mandated reports to the Board of Regents, such as student admissions and progress, faculty promotion and tenure, University operating and capital budgets, student tuition rates, independent auditors’ report, campus master plan, real estate

transactions, gifts report, asset management report, controller’s report, purchases of goods and services over \$250,000, new and changed academic programs, academic unit strategic plans, NCAA reports on student-athletes, and Presidential performance reviews.

- Compliance reports to such agencies as the U.S. Department of Education, National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, HIPAA, Family Educational Rights and Privacy Act, University Institutional Review Board, City of Minneapolis, Hennepin County, and Minnesota Office of Higher Education.
- Public testimony to local, state, and federal units of government.
- Assessment and evaluation reports to philanthropic foundations.

In addition, the University produces regular reports on a voluntary basis, such as:

- *Annual University Plan, Performance, and Accountability Report.*
- Regular and frequent reports to the public on survey findings, including citizen, alumni, student, and employer satisfaction.

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- Regular reports to the public through the University's participation in higher education consortia, such as the Committee for Institutional Cooperation, Association of American Universities, National Association of State Universities and Land Grant Colleges, and American Council on Education.

Origins of the Accountability Report

In 2000, the Regents asked the University's 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 2007 edition of the *University Plan, Performance, and Accountability Report* is the sixth produced for the Board of Regents.

Measuring Our Progress

Within this framework, the University has created the Metrics Steering Committee to identify the right metrics and establish processes to best support and analyze the University's progress toward its aspirational goal. In its work, the steering committee is being guided by these principles:

- Reflect the University's aspirational goal.
- Be transparent regarding the methodology used for creating metrics.

- Rely on measures that are relevant, reliable, and valid.
- Measure outcomes rather than inputs, whenever possible.
- Contain benchmarks against which progress can be measured.
- Measure progress against an identified comparison group.
- Provide meaningful policy direction for improvement.
- Be able to be developed, revised, and updated regularly at reasonable cost.

Comparison Group Institutions

The Metrics Steering Committee has confirmed 10 public research university flagship campuses as the primary group for comparison with the Twin Cities campus:

Ohio State University—Columbus
Pennsylvania State University—University Park
University of California—Berkeley
University of California—Los Angeles
University of Florida
University of Illinois—Urbana-Champaign
University of Michigan—Ann Arbor
University of Texas—Austin
University of Washington—Seattle
University of Wisconsin—Madison

Similar comparison groups for the coordinate campuses are currently under development.

Performance Measures

The committee also has identified a limited number of measures to assess the University's performance and progress toward achieving its aspirational goal within each of the four pillars (exceptional students, exceptional faculty and staff, exceptional innovation, and exceptional organization). In addition, the committee is reviewing other measures within each pillar

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area, on an ongoing basis, to determine their effectiveness in monitoring and improving the University's performance.

The performance measures appearing in this accountability report are categorized within the framework of *Transforming the U for the*

21st Century: President's Strategic Positioning Report to the Board of Regents (September 2007). For the Twin Cities campus, the performance measures, trends, analysis, and conclusions appear on the following pages:

Exceptional Students	
	Pages
Student Quality	22-25
Student Diversity	26
Student Outcomes	
Retention	27-28
Timely Graduation	29-32
Degrees Conferred	33-34
International Involvement	
Study Abroad	36-37
International Students	38-39
International Scholars	40-41
Student Satisfaction	42-45

Exceptional Faculty and Staff	
National Academy Members	50-51
Faculty Awards	52-53
Post-Doctoral Appointees	54-55
Faculty and Staff Diversity	56-57
Faculty Salary and Compensation	58-59
Employee Satisfaction	60-61

Exceptional Innovation	
Research Expenditures	
Total	68-69
Federal	70-71
Library Quality	72-73
Citizen Satisfaction	74-76

Exceptional Organization	
Financial Strength	
Endowment Assets	81-82
Annual Giving	83-84

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