

## Perspectives on Institutional Accountability and Public Engagement

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### 1: Roots of 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

*“...[the board shall] preserve institutional autonomy, recognizing that the preservation of autonomy requires accountability, [and shall] monitor and evaluate the performance of the institution in achieving its goals and mission.”*

- Board of Regents bylaws, Subd. 1 (f-g)

*“...[the board] holds itself accountable to the public for accomplishing the mission of the University....Fundamental planning documents [are] required to come to the Board [including the] University Plan, Performance, and Accountability Report.”*

- Board Operations and Agenda Guidelines, Sections I and II

### 2: Purposes of University Plan, Performance, and Accountability Report

1. articulates the mission and vision of the University
2. identifies critical issues and challenges confronting the University
3. sets forth major goals, objectives, and timelines for the ongoing pursuit of the teaching, research, and outreach functions of the University
4. publicly demonstrates the University’s accountability for progress in reaching its stated goals and objectives
5. links planning, performance evaluation, and resource allocation at the system and campus/college level
6. illustrates and analyzes longitudinal trends in key areas
7. provides a means for comparisons with peer institutions
8. identifies areas for continued work
9. identifies next steps, major directions, and policy issues
10. proposes adjustments to the University’s goals and objectives
11. sets the framework for the University budget

### 3: 2002-2003 University Plan, Performance and Accountability Report

#### Executive Summary – Engagement: Access and Outreach

Between 1998 and 2001, the University centrally invested nearly \$3 million in research-linked, engagement-related activities, in addition to a wide range of college and campus-based activities.

#### **Citizen Satisfaction**

In a random telephone survey of Minnesota residents in 2002, the University's average satisfaction rating was 6.98 out of a possible 10.

Enhancing research and technology capabilities, creating a sense of state pride, preparing the workforce of the future, and enhancing the state's quality of life were identified as the most important University contributions to the state.

#### **On-Line Library Holdings and Service**

In 2002, there were 550,000 average daily "hits" on the main library Web page, [www.lib.umn.edu](http://www.lib.umn.edu).

In 1995, the libraries had few catalogued electronic journals or full-text electronic resources; by 2002, 16,000 e-journals and 7,594 full-text electronic resources were part of its collections.

#### **Metro-Area Transfer Students**

The total number of metro-area transfers to University of Minnesota campuses increased by 22 percent between 1996 and 2000, but declined 7 percent from 2000 to 2002. In 2002, 1,109 students from the metropolitan area transferred to UMTC, 121 to UMD, 11 to UMM, and 12 to UMC.

#### **Students Participating in Community Service**

The University's goal is to involve 4,000 UMTC undergraduates annually in community service. In 2001-02, over 3,250 undergraduate students participated in community service or service learning experiences.

#### **Implications for Planning and Initiatives for 2003-2004**

Setting Priorities and Measuring Results. Engagement is the University's newest area of development for institutional and compact-level measures. Over the past several years, priority has been given to restructuring and focusing the resources, priorities, and strategies for outreach, including the establishment in 1999 of the Outstanding Community Service Awards and restructuring of Continuing Education and the Extension Service. In 2001-02, an ad hoc committee of the Board of Regents addressed expectations and priorities for outreach activities at the University. In addition, the provost established an administrative advisory committee on public engagement and outreach that reviewed and advised on policies, priorities, resources, models, and accountability for public engagement and outreach activities. All committees recommended ongoing central leadership, and a Council on Public Engagement was appointed in June 2002.

Special Areas of Focus. A public access portal is under development that will enable users to construct a customized personal portal with University information of most interest to them.

An outreach plan will be requested from colleges as part of their compact.

Measures to evaluate needs, quality, and impact of University engagement will be improved.

A Technology Enhanced Learning (TEL) website and news channel will be made available to the public and the University community.

*Note: The complete public engagement section of the report is available at:*  
[www.evpp.umn.edu/uplan/2002/engagement.pdf](http://www.evpp.umn.edu/uplan/2002/engagement.pdf)

**4: University Stakeholders**

<b>To Whom Is the University Accountable?</b>	
<p style="text-align: center;"><b><u>External</u></b></p> <ul style="list-style-type: none"><li>• Board of Regents</li><li>• federal, state and local governments<ul style="list-style-type: none"><li>○ elected officials</li><li>○ agencies</li><li>○ regulators</li><li>○ funders</li></ul></li><li>• alumni</li><li>• donors<ul style="list-style-type: none"><li>○ individuals</li><li>○ corporations</li><li>○ foundations</li></ul></li><li>• employers</li><li>• non-profit and community organizations</li><li>• private sector organizations</li><li>• other higher education institutions</li><li>• higher education associations</li><li>• professional communities, associations</li><li>• K-12 education</li><li>• accrediting organizations<ul style="list-style-type: none"><li>○ institutional</li><li>○ collegiate, departmental/unit</li></ul></li><li>• news media</li><li>• individual citizens, parents</li></ul>	<p style="text-align: center;"><b><u>Internal</u></b></p> <ul style="list-style-type: none"><li>• faculty</li><li>• students (and their parents)</li><li>• staff</li><li>• administrators</li><li>• volunteers</li></ul>

**5: Accountability Reporting**

<b>Attributes of Effective Accountability Reporting</b>
<ul style="list-style-type: none"><li>• user friendly – easy to find, use, understand, transport, and reproduce</li><li>• user powerful – ability to customize and personalize reports and information</li><li>• available any time, any place</li><li>• accurate information</li><li>• clearly communicated in language that people understand</li><li>• professionally presented</li><li>• continuously updated</li><li>• supports University’s commitment to transparency</li><li>• useful for decision-making</li><li>• interactive with external and internal constituencies</li><li>• provides specific names and contact methods for more information</li></ul>