

The University of Texas System

Mission Statement

The mission of The University of Texas System is to provide high-quality educational opportunities for the enhancement of the human resources of Texas, the nation, and the world through intellectual and personal growth.

This comprehensive mission statement applies to the varied elements and complexities of a large group of academic and health institutions. Individually, these institutions have distinct missions, histories, cultures, goals, programs, and challenges. Collectively, these institutions share a common vision and a fundamental commitment to enhance the lives of individuals and to advance a free society. Through one or more of its individual institutions, The University of Texas System seeks:

- To provide superior, accessible, affordable instruction and learning opportunities to undergraduate, graduate, and professional school students from a wide range of social, ethnic, cultural, and economic backgrounds, thereby preparing educated, productive citizens who can meet the rigorous challenges of an increasingly diverse society and an ever-changing global community;
- To cultivate in students the ethical and moral values that are the basis of a humane social order;
- To engage in high-quality, innovative research that entails the discovery, dissemination, and application of knowledge;
- To render service to the public that produces economic, technical, social, cultural, and educational benefits through interactions with individuals and with local, Texas, national, and international organizations and communities;
- To provide excellent, affordable, and compassionate patient care through hospitals and clinics that are of central importance to programs of teaching, scholarship, research, and service associated with medicine and related health sciences;
- To enrich and expand the appreciation and preservation of our civilization through the arts, scholarly endeavors, and programs and events which demonstrate the intellectual, physical, and performance skills and accomplishments of individuals and groups;
- To serve as a leader of higher education in Texas and to encourage the support and development of a superior, seamless system of education – from pre-kindergarten through advanced post-graduate programs, and encompassing life-long learning and continuing education.

To accomplish its mission, The University of Texas System must:

- Attract and support serious and promising students from many cultures who are dedicated to the pursuit of broad, general educational experiences, in combination with the pursuit of areas of personal, professional, or special interest;
- Acquire, retain, and nourish a high-quality, dedicated, diverse faculty of competence, distinction, and uncompromising integrity;
- Recruit and appropriately recognize exemplary administrators and staff members who provide leadership and support of the educational enterprise in an energetic, creative, caring, and responsible manner;
- Create and sustain physical environments that enhance and complement educational goals, including appropriate classrooms, libraries, laboratories, hospitals, clinics, computer and advanced technological facilities, as well as university centers, museums, performance facilities, athletic spaces, and other resources consistent with institutional objectives;
- Encourage public and private-sector support of higher education through interaction and involvement with alumni, elected officials, civic, business, community and educational leaders, and the general public.

[Approved Feb. 2004]

Executive Order

BY THE
GOVERNOR OF THE STATE OF TEXAS

Executive Department
Austin, Texas
January 22, 2004

EXECUTIVE ORDER
RP 31

Relating to accountability of higher education systems and institutions.

WHEREAS, the people of the State of Texas expect the state to provide the highest quality of higher education; and

WHEREAS, Texas public institutions of higher education and the systems in which they operate are funded by both public funds and tuition paid by private citizens; and

WHEREAS, the public has the right to demand complete accountability for its investment in institutions of education; and

WHEREAS, public K-12 education has been required to provide comprehensive accountability to the citizens of Texas for more than 10 years; and

WHEREAS, systems and institutions of higher education must be able to clearly define the need for additional state-funding in a manner which will justify the public's continued investment of resources;

NOW, THEREFORE, I, Rick Perry, Governor of the State of Texas, by virtue of the power and authority vested in me by the constitution and laws of the State of Texas, do hereby order the following:

The boards of regents for public institutions of higher education in the state shall direct that each institution and system work with the Higher Education Coordinating Board to create a comprehensive system of accountability.

This system will provide the citizens of Texas, the Governor, and the Legislature with the information necessary to determine the effectiveness and quality of the education students receive at individual institutions. It will also provide the basis to evaluate the institutions' use of state resources.

This system of accountability shall be approved by the Boards of Regents and the Texas Higher Education Coordinating Board no later than December 17, 2004.

This executive order supersedes all previous orders inconsistent with its terms and shall remain in effect and in full force until modified, amended, rescinded, or superseded by me or by a succeeding Governor.

Given under my hand this the 22nd day of January, 2004.

RICK PERRY
Governor

Attested by:

GEOFFREY S. CONNOR
Secretary of State

Introduction

Background and Purpose

The University of Texas System Board of Regents and Chancellor Mark G. Yudof continue to emphasize the increasingly important role that accountability will play in the U. T. System's future planning and activities. In 2002, they proposed development of an integrated and strategic approach to U. T. System accountability and performance studies and reporting for the Chancellor, the Board, public policy makers, and other internal and external audiences.

Most simply, accountability means "measuring the effectiveness of what you do." An effective accountability system clearly defines an organization's mission, goals, priorities, initiatives, and where it intends to add value, and lays out measures or indicators of progress toward those goals. This kind of accountability system makes it possible to answer questions that help advance institutional improvement:

"Where do The University of Texas System and the nine academic and six health-related institutions seek to excel?"

"How does U. T. intend to act strategically to accomplish its goals?"

"How well are the System and institutions doing to achieve their goals and add value; what needs to be done next?"

This framework reflects the U. T. System's ongoing commitment to foster and monitor its overall accountability, including institution and System functions that contribute to its academic, health care, and service missions. The report provides information and analysis that demonstrate how U. T. institutions add value, contribute to state goals, and how they compare with peers. It emphasizes results and implications for future planning to support continued improvement by the System and U. T. System institutions. The data displayed in this report provide a baseline of institutional performance; multi-year information is displayed where available to establish trend lines and will provide the basis for reviewing institutions and establishing benchmarks for future performance. The report will be used by the System in conjunction with other documents such as each institution's Compact and each president's Presidential Work Plan, to evaluate performance and establish expectations of each institution.

Many stakeholders have an interest in U. T.'s accountability. This report will serve internal and external accountability purposes and will be used as a management tool. It is intended for the U. T. System itself—its Board, System officials, and campus administrators, faculty, staff, and students. It is also intended to be a public document for elected and appointed officials, students, alumni, parents, patients, donors, grantors, and other members of the public interested in U. T.'s plans and performance.

Report Scope

As the U. T. System gains responsibility for certain decision-making, we will show how we will ensure U. T.'s accountability for the results of those decisions and demonstrate that we are efficient and responsible stewards of public resources.

- While this report is designed to serve U. T. System needs, it also responds to Governor Rick Perry's January 22, 2004, Executive Order RP 31 relating to accountability of higher education systems and institutions, and should complement the statewide accountability system developed in the past year. The U. T. System accountability framework builds on the strong foundation established by the State, the Board of Regents, U. T. System administration offices and institutions.

The U. T. System accountability framework encompasses all functions within the System and among academic and health-related institutions that support their academic, health care, and service missions.

Accountability is linked to other activities that are related to, but not the same as, this project:

- Assessment of learning – this is a vital and growing activity for the U. T. System. Over time, results from the U. T. System’s learning assessment initiative will provide important data for future editions of this report.
- The U. T. System Compact process – Development of institutions’ System-level Compacts is aligned with accountability and performance reporting.
- Compliance – this relates specifically to legally mandated processes and reporting activities. Information from compliance reports may contribute to accountability studies, but accountability does not replace or subsume compliance activities.
- Quality and process improvement – higher education institutions, at every level, can use quality principles to improve service. The U. T. System has undertaken a number of initiatives that will support or provide information for the accountability report. Examples include: redesigned travel forms, faculty satisfaction survey, Office of Technology and Information Services customer satisfaction surveys, inclusion of service in employee evaluation forms, etc.
- Budget process – accountability information may be used in making resource allocation decisions.

Report Framework

- This report is organized according to the five-part framework intended to highlight and track U. T. System institutions’ impact in areas that are of high importance for the System, and that relate to key state goals:
 - I. Student Access and Success
 - II. Teaching, Research, and Health Care Excellence
 - III. Service to and Collaborations with the Community
 - IV. Organizational Efficiency and Productivity
 - V. Profiles for each U. T. institution, including:
 - Institutional Rankings
 - Mission Statement
 - Comparisons with Peer Institutions
 - Centers of Excellence
- Within this framework, performance measures are aligned with System values, goals, and priorities in each area. They include:
 - Performance Measures: provide data on activities for which institutions will be held accountable. These measures emphasize outcomes, e.g., graduation rates, but also include some measures of progress, e.g., retention rates that will help address any trends before they become major problems.
 - Contextual Measures: provide important background information on institutional context.
 - Measures Suggested for Future Development: important topics for which consistent data will not be available within the current study period but that should be pursued in the next edition.

Report Development and Data Sources

System-wide representation

In early 2003, the Chancellor established a System-wide accountability working group to help develop the accountability strategy, identify and define performance indicators and benchmarks, and refine the studies and report. Representation includes faculty and staff from campuses and individuals from appropriate System offices.

Consultation

Throughout the development process, the U. T. System continues to communicate with policy-makers in Texas about what is needed to address state priorities, and in other states to gather ideas about other models for higher education accountability.

Data sources

- Where possible, data are presented for the most recent five fiscal or academic years.
- Coordinating Board and Legislative Budget Board definitions and data are used wherever possible.
- For new measures, U. T. institutions provided data.
- Comparisons with peer institutions use measures for which information is available from national data sets.

Related U. T. System Accountability Initiatives

Institutional Compacts

In 2003-04, The University of Texas System instituted the development of compacts for each U. T. institution. The compacts are written agreements between the Chancellor of the University of Texas System and the presidents of each of the System's academic and health institutions that summarize the institution's major goals and priorities, strategic directions, and specific tactics to achieve its goals. These compacts reflect the unique goals and character of each institution, highlighting action plans, progress, and outcomes. Faculty, staff, and students helped to create these compacts, so that a shared plan and vision resulted. The System administration's commitment of resources and time to support each institution's initiatives is included in every compact. Covering the fiscal years ending 2005 and 2006, the compacts were completed in the summer of 2004. They will be updated annually; updates for the second year of the cycle will be completed by August 2005.

For more information and to view each Compact, visit the U. T. System's institutional improvement Web site, at <http://www.utssystem.edu/news/wag/>.

U. T. System National Symposium on Accountability in Higher Education: "A New Compact for Higher Education: Accountability, Deregulation, and Institutional Improvement"

On October 27- 28, 2004, The University of Texas System hosted a unique national symposium on accountability, deregulation, and institutional improvement in higher education. The state's first accountability symposium drew leaders in the field, with keynote addresses by Dame Marjorie Scardino, president of the media group Pearson (which owns the Penguin group, educational testing companies, *The Economist* and *The Financial Times*), Margaret Spellings, Assistant Domestic Policy Advisor to President George W. Bush, and University of Virginia President John Casteen. Other speakers – leaders in higher education and public policy – came from the Florida Board of Education, the University of Georgia System, the University of Colorado, California State University, and major national higher education think tanks and policy groups.

For more information on the symposium, and to view video clips of each presentation, visit the symposium Web site, at: <http://www.utssystem.edu/cha/AcctSymp2004/homepage.htm>.