



**ACADEMIC AFFAIRS COMMITTEE  
THE UNIVERSITY OF TEXAS SYSTEM  
BOARD OF REGENTS  
AGENDA**

January 7, 2003  
11:40 a.m. – 2:00 p.m.  
Board Room, 9<sup>th</sup> Floor, Ashbel Smith Hall  
Austin, Texas

- 11:40 a.m. 1. **Report on Legislative Budget Board Performance Measures (Joint Meeting with Health Affairs Committee)** *Dr. Kerker*  
(Tab 1)
- 12:00 p.m.-12:30 p.m. **Break for Special Meeting of the Board**
- 12:35 p.m. 2. **Welcome and Opening Remarks** *Chairman Krier*
- 12:45 p.m. 3. **Report by the Executive Vice Chancellor for Academic Affairs** *Dr. Sullivan*
  - U. T. Austin: Flat Rate Tuition Pilot Project (Tab 3)
- 12:55 p.m. 4. **U. T. San Antonio: Proposed Bachelor of Applied Arts and Sciences Degree** *Dr. Sullivan*  
(Tab 4)
- 1:15 p.m. 5. **Report on New Degrees and Administrative Changes for Fiscal Year 2002** *Dr. Sullivan*  
(Tab 5)
6. **February Board of Regents' Meeting Agenda Action Items**
- 1:30 p.m. a. **U. T. Arlington: Land Acquisition/Condemnation 1108 South Oak Street (Pattern Terrace Apartments)** *Mr. Wilson*  
[Action Item]  
(Tab 6a)
- 1:35 p.m. b. **U. T. Austin: Authorization to Sell Approximately 1,489 Acres of Land in the H. B. Littlefield Survey, S.C. Bundick League, Galveston County, Texas** *Mr. Wilson*  
[Action Item]  
(Tab 6b)



# Strategic Planning and Budgeting System Performance Measures

Academic Affairs Committee  
January 7, 2003

# Strategic Planning and Budgeting System

- Adopted by Governor and LBB in 1992
- Recognizes relationship between:
  - Funding and Performance
  - Accountability and Resource Allocation
  - Spending and Results
- Starting Point For Appropriations Requests

# Performance Measures as a Critical Component

## Performance Measures:

- . Measure Progress Towards State Goals
- . Establish Relationship Between Appropriations and Results

# Types of Performance Measures

## Outcome Measures - Quantifiable Indicators of Public Benefit

- . Graduation Rates
- . State Licensure Exam Pass Rates
- . % Lower Division Courses Taught by Tenured Faculty
- . External Research Expenditures as a Percentage of State Research Expenditures

# Types of Performance Measures

- Output Measures - Quantifiable Indicators of Production
  - . Number of Undergraduate Degrees Awarded
  - . Number of Minority Graduates
  - . Number of Community College Transfer Graduates

# Types of Performance Measures

## Efficiency Measures - Quantifiable Measure of Efficient Productivity

- . Space Utilization of Classrooms
- . Space Utilization of Laboratories



# Key Performance Measures

- Deemed Most Important
- Included in General Appropriation Act

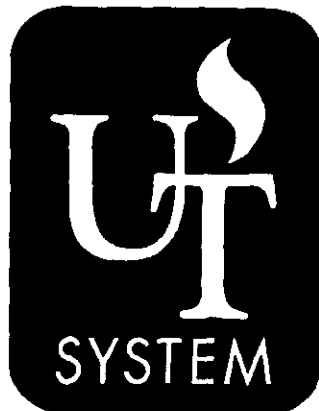
# Types of Performance Measures

## Explanatory/Input Measures - Indicator of Factors That Affect an Institution's Performance

- . Undergraduate Enrollment
- . Number of Minority Students Enrolled
- . Faculty/Student Ratio

**THE UNIVERSITY OF TEXAS SYSTEM**

**PERFORMANCE MEASURES  
BACKGROUND INFORMATION**



**ACADEMIC AFFAIRS COMMITTEE**

**January 2003**

# Table of Contents

Background..... 1

Performance Measures – Academic Institutions ..... 2

Key Performance Measures for U. T. Institutions..... 4

Appendix: Descriptions of Key Performance Measures – U. T. Institutions only ..... 7

# Background

## Strategic Planning and Budgeting System (SPB)

In 1992, the Governor and the Legislative Budget Board (LBB) adopted a Strategic Planning and Budgeting system (SPB) to allocate state government resources. SPB recognizes relationships between funding and performance, between accountability and resource allocation and most importantly, between spending and results. To measure state agencies progress toward meeting state-identified goals and establish the relationship between state appropriations and results, a system of performance measurement was deemed a critical component of the SPB. As a practical matter, due to the nature of the funding mechanisms for institutions of higher education, the performance-based budgeting system has had minimal impact on higher education funding.

Strategic planning and budgeting structures serve as the starting point for developing an agency's biennial budget request. Agencies work with the LBB and GOBP to develop a budget structure that reflects the agencies strategic plans, goals and objectives, and spending priorities. Even though higher education is exempted from the state's strategic planning requirements, institutions still develop and follow approved budget structures.

## Performance Measures

The Strategic Planning and Budgeting performance measurement system includes four types of performance measures: outcome, output, efficiency, and explanatory/input. The following are definitions of the measures:

<u>Outcome Measure</u>	A quantifiable indicator of the public and customer benefits from an agency's actions
<u>Output Measure</u>	A quantifiable indicator of the number of goods or services an agency produces
<u>Efficiency Measure</u>	A quantifiable indicator of productivity expressed in unit costs, units of time, or other ratio-based units
<u>Explanatory/Input Measure</u>	An indicator of factors, agency resources, or requests received that affect a state entity's performance.

## Key Performance Measures

Institutions of higher education work with the LBB and GOBPP to determine which measures are deemed to be the most important. These "key" measures are included in the General Appropriations Act each biennium.

# Performance Measures Academic Institutions

✓ Indicates key performance measure for one or more U.T. component

## Outcome Measures

- ✓ Percent of First-time, Full-time, Degree-seeking Freshmen Who Earn a Baccalaureate Degree Within Six Academic Years
- Percent of First-time, Full-time, Degree-seeking White Freshmen Who Earn a Baccalaureate Degree Within Six Academic Years (also for Hispanic, Black and Other Freshmen)
- ✓ Retention Rate of First-time, Full-time, Degree-seeking Freshmen Students After One Academic Year
- Retention Rate of First-time, Full-time, Degree-seeking White Freshmen Students After One Academic Year (also for Hispanic, Black and Other Freshmen)
- ✓ Amount Expended for Administrative Costs as a Percent of Operating Budget
- Percent of Semester Credit Hour Courses Completed
- ✓ Certification Rate of Teacher Education Graduates (formerly Pass Rate of ExCET Exam)
- Retention Rate of TASP Students Requiring Developmental Education After One Academic Year
- ✓ Percent of Baccalaureate Graduates Who Are First Generation College Graduates
- Percent of Incoming Full-time Undergraduate Transfer Students Who Graduate Within Four Years (Four year institutions only)
- ✓ Percent of Lower Division Courses Taught by Tenured or Tenure-Track Faculty
- ✓ State Licensure Exam Pass Rate of Law Graduates
- ✓ State Licensure Exam Pass Rate of Engineering Graduates
- ✓ State Licensure Exam Pass Rate of Nursing Graduates
- ✓ State Licensure Exam Pass Rate of Pharmacy Graduates
- State Licensure Exam Pass Rate of Veterinary Medicine Graduates
- ✓ Dollar Amount of External or Sponsored Research Funds (in millions)
- External or Sponsored Research Funds as a Percent of State Appropriations
- Amount of External Research Funds Expended as a Percentage of Funds Appropriated for Research
- ✓ Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within Four Years (Upper-level Institutions Only)
- Percent of Full-time, Degree-seeking White Transfer Students Who Earn a Baccalaureate Degree Within Four Academic Years (also for Hispanic, Black and Other Transfer Students) (Upper level institutions only)
- ✓ Retention Rate of Full-time, Degree-seeking Transfer Students After One Academic Year (Upper level institutions only)
- Retention Rate of Full-time, Degree-seeking White Transfer Students After One Academic Year (also for Hispanic, Black and Other Transfer Students) (Upper level institutions only)
- Total Net Book Value of Inventoried Property Lost or Stolen
- Percent of Total Inventoried Property Reported as Lost or Stolen
- Percent of Endowed Chairs Unfilled for All or Part of the Fiscal Year
- Average Number of Months Endowed Chairs Remain Vacant

## Output Measures

- Number of Undergraduate Degrees Awarded
- Number of Minority Graduates
- Number of Students Who Successfully Complete Developmental Education (formerly Number of Successfully Remediated Students)
- Number of Community College Transfer Graduates

## Efficiency Measures

- Space Utilization Rate of Classrooms
- Space Utilization Rate of Labs

# Performance Measures Academic Institutions

✓ Indicates key performance measure for one or more U.T. component

## Explanatory/Input Measures

- Faculty/Student Ratio
- Number of Minority Students Enrolled
- Number of Community College Transfer Students Enrolled
- Number of Semester Credit Hours Completed
- Number of Semester Credit Hours
- Number of Students Enrolled as of the Twelfth Class Day

# Descriptions of Key Performance Measures – U. T. Institutions

Performance Measure	2001 Actual	2002 Estimated	2003 Projected
<b>General Academic Institutions</b>			
<b><u>U. T. at Arlington</u></b>			
• % 1st-time, Full-time, Degree-seeking Frsh Earn Degree in 6 Yrs	30.80%	30.60%	30.60%
• Retention Rate of 1st-time, Full-time, Degree-seeking Frsh after 1 Yr	68.80%	69.00%	70.30%
• Administrative Cost As a Percent of Total Expenditures	9.76%	10.60%	10.40%
• Certification Rate of Teacher Education Graduates	75.40%	62.70%	63.30%
• % of Baccalaureate Graduates Who Are 1st Generation College Graduates	53.80%	55.60%	55.60%
• % Lower Division Courses Taught by Tenured Faculty	32.20%	36.20%	36.40%
• State Licensure Pass Rate of Engineering Graduates	78.00%	79.00%	79.00%
• State Licensure Pass Rate of Nursing Graduates	92.20%	90.00%	90.00%
• Dollar Value of External or Sponsored Research Funds (in Millions)	11.62	9.00	10.00
<b><u>U. T. at Austin</u></b>			
• % 1st-time, Full-time, Degree-seeking Frsh Earn Degree in 6 Yrs	70.30%	68.70%	68.70%
• Retention Rate of 1st-time, Full-time, Degree-seeking Frsh after 1 Yr	92.00%	90.30%	90.30%
• Administrative Cost As a Percent of Total Expenditures	5.80%	5.70%	5.70%
• Certification Rate of Teacher Education Graduates	78.00%	75.50%	75.50%
• % of Baccalaureate Graduates Who Are 1st Generation College Graduates	21.50%	29.00%	29.00%
• % Lower Division Courses Taught by Tenured Faculty	34.50%	40.00%	41.00%
• State Licensure Pass Rate of Law Graduates	93.40%	92.00%	92.00%
• State Licensure Pass Rate of Engineering Graduates	93.80%	90.00%	92.00%
• State Licensure Pass Rate of Nursing Graduates	96.00%	92.00%	92.00%
• State Licensure Pass Rate of Pharmacy Graduates	98.20%	98.00%	98.00%
• Dollar Value of External or Sponsored Research Funds (in Millions)	214.20	183.00	185.00
<b><u>U. T. at Brownsville</u></b>			
• Administrative Cost As a Percent of Total Expenditures	9.80%	11.40%	11.40%
• Certification Rate of Teacher Education Graduates	42.00%	41.60%	42.00%
• % of Baccalaureate Graduates Who Are 1st Generation College Graduates	74.90%	75.80%	75.80%
<b><u>U. T. at Dallas</u></b>			
• % 1st-time, Full-time, Degree-seeking Frsh Earn Degree in 6 Yrs	55.10%	52.00%	53.00%
• Retention Rate of 1st-time, Full-time, Degree-seeking Frsh after 1 Yr	77.80%	79.50%	80.90%
• Administrative Cost As a Percent of Total Expenditures	9.50%	9.50%	9.50%
• % of Baccalaureate Graduates Who Are 1st Generation College Graduates	45.70%	45.20%	45.20%
• % Lower Division Courses Taught by Tenured Faculty	28.60%	34.00%	35.00%
• Dollar Value of External or Sponsored Research Funds (in Millions)	11.50	12.40	13.00



# Descriptions of Key Performance Measures – U. T. Institutions

Performance Measure	2001 Actual	2002 Estimated	2003 Projected
<b><u>U. T. at El Paso</u></b>			
• % 1st-time, Full-time, Degree-seeking Frsh Earn Degree in 6 Yrs	25.70%	25.50%	26.00%
• Retention Rate of 1st-time, Full-time, Degree-seeking Frsh after 1 Yr	68.10%	70.20%	71.40%
• Administrative Cost As a Percent of Total Expenditures	10.20%	9.60%	9.60%
• Certification Rate of Teacher Education Graduates	59.60%	79.90%	79.90%
• % of Baccalaureate Graduates Who Are 1st Generation College Graduates	62.40%	61.80%	61.80%
• % Lower Division Courses Taught by Tenured Faculty	40.10%	50.90%	51.00%
• State Licensure Pass Rate of Engineering Graduates	69.80%	82.40%	82.40%
• State Licensure Pass Rate of Nursing Graduates	94.70%	91.50%	92.00%
• Dollar Value of External or Sponsored Research Funds (in Millions)	24.60	13.10	13.60
<b><u>U. T. - Pan American</u></b>			
• % 1st-time, Full-time, Degree-seeking Frsh Earn Degree in 6 Yrs	23.32%	27.00%	29.00%
• Retention Rate of 1st-time, Full-time, Degree-seeking Frsh after 1 Yr	60.73%	66.00%	67.00%
• Administrative Cost As a Percent of Total Expenditures	10.26%	10.50%	10.00%
• Certification Rate of Teacher Education Graduates	35.50%	32.30%	32.60%
• % of Baccalaureate Graduates Who Are 1st Generation College Graduates	58.32%	79.00%	79.00%
• % Lower Division Courses Taught by Tenured Faculty	40.70%	48.00%	49.00%
• State Licensure Pass Rate of Nursing Graduates	84.10%	91.80%	91.80%
• Dollar Value of External or Sponsored Research Funds (in Millions)	2.13	2.25	2.50
<b><u>U. T. Permian Basin</u></b>			
• % 1st-time, Full-time, Degree-seeking Frsh Earn Degree in 6 Yrs	22.30%	31.00%	31.00%
• Retention Rate of 1st-time, Full-time, Degree-seeking Frsh after 1 Yr	56.30%	64.90%	64.90%
• Administrative Cost As a Percent of Total Expenditures	12.30%	12.50%	12.50%
• Certification Rate of Teacher Education Graduates	56.70%	68.30%	69.00%
• % of Baccalaureate Graduates Who Are 1st Generation College Graduates	35.00%	43.50%	43.50%
• % Lower Division Courses Taught by Tenured Faculty	47.60%	53.70%	53.70%
<b><u>U. T. at San Antonio</u></b>			
• % 1st-time, Full-time, Degree-seeking Frsh Earn Degree in 6 Yrs	25.20%	26.70%	27.30%
• Retention Rate of 1st-time, Full-time, Degree-seeking Frsh after 1 Yr	63.50%	62.60%	63.70%
• Administrative Cost As a Percent of Total Expenditures	11.30%	11.40%	11.40%
• Certification Rate of Teacher Education Graduates	90.50%	90.00%	90.00%
• % of Baccalaureate Graduates Who Are 1st Generation College Graduates	58.50%	56.00%	56.00%
• % Lower Division Courses Taught by Tenured Faculty	28.80%	38.90%	38.90%
• State Licensure Pass Rate of Engineering Graduates	78.80%	66.00%	67.00%
• Dollar Value of External or Sponsored Research Funds (in Millions)	8.20	7.00	7.50

# Descriptions of Key Performance Measures – U. T. Institutions

<b>Performance Measure</b>	<b>2001 Actual</b>	<b>2002 Estimated</b>	<b>2003 Projected</b>
<b><u>U. T. at Tyler</u></b>			
• Retention Rate of 1st-time, Full-time, Degree-seeking Frsh after 1 Yr	60.00%	74.00%	75.00%
• Administrative Cost As a Percent of Total Expenditures	12.55%	14.90%	14.00%
• Certification Rate of Teacher Education Graduates	82.30%	88.00%	88.00%
• % of Baccalaureate Graduates Who Are 1st Generation College Graduates	41.00%	41.00%	41.00%
• % Lower Division Courses Taught by Tenured Faculty	65.00%	61.60%	61.60%
• State Licensure Pass Rate of Nursing Graduates	89.80%	98.00%	98.00%

## Descriptions of Key Performance Measures – U. T. Institutions

Performance Measure		2001 Actual	2002 Estimated	2003 Projected
Measure	Short Definition	Purpose/ Importance		
<b>ACADEMIC INSTITUTIONS</b>				
Percent of First-time, Full-time, Degree-seeking Freshmen Who Earn a Baccalaureate Degree Within Six Academic Years	The percent of those students classified as first-time, full-time, degree-seeking freshmen, who earn a baccalaureate degree within six years of their entrance as freshmen.	This measure provides an indication of the persistence to graduation for a freshmen cohort.		
Retention Rate of First-time, Full-time, Degree-seeking Freshmen Students After One Academic Year	Percent of first-time, full-time, degree-seeking freshmen who enter in the fall semester, who are still enrolled after one academic year.	This measure provides an indication of the rate at which students survive the freshmen year and continue as sophomores. Weaknesses in this area indicate a need for retention strategies. High retention rates generally translate into high graduation rates.		
Amount Expended for Administrative Costs as a Percent of Operating Budget	The percentage of funds expended for administrative costs as a percent of operating budget. Administrative costs are Institutional Support expenditure items as designated in the institution's annual financial reports included in the following subcategories: executive management, fiscal operations, general administration and logistical services, administrative computing support, and public relations/development.	This measure provides an indicator of the proportion of the operating budget being spent on administrative costs.		
Certification Rate of Teacher Education Graduates (formerly Pass Rate of ExCET Exam)	The percentage of the institution's undergraduate teacher education program graduates attempting the state licensing examination who become certified to teach by the State Board of Educator Certification (SBEC) either before graduation from the program, or within the twelve months immediately following graduation from the program.	This measure provides an indicator of the effectiveness of the institution's undergraduate teacher education program at producing certified teachers.		
Percent of Baccalaureate Graduates Who Are First Generation College Graduates	Percentage of graduating baccalaureate students whose parents did not graduate from college. Parents are defined only as birth parents, adoptive parents, or legal guardians.	This measure provides an indicator of the proportion of graduates who are first generation in their family to graduate college. May be a factor of enhanced student services provided to students to increase their chances of success. When compared longitudinally, may indicate increased participation rates.		
Percent of Lower Division Courses Taught by Tenured or Tenure-Track Faculty	The percent of lower division class sections taught by tenured or tenure-track faculty.	This measure provides an indication of the rate at which experienced teachers are used to teach lower division (freshmen and sophomore) classes at the institution.		
State Licensure Exam Pass Rate of Law Graduates	The percentage of the institution's law program graduates attempting the state licensure examination that pass all parts either before graduation from the program or within the twelve months immediately following graduation.	This measure provides an indicator of the effectiveness of the institution's law program.		
State Licensure Exam Pass Rate of Engineering Graduates	The percentage of the institution's undergraduate engineering program graduates attempting the state licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation or any required internship.	This measure provides an indicator of the effectiveness of the institution's undergraduate engineering program.		

## Descriptions of Key Performance Measures – U. T. Institutions

Performance Measure	2001 Actual	2002 Estimated	2003 Projected
State Licensure Exam Pass Rate of Nursing Graduates	The percentage of the institution's nursing program graduates attempting the state licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program.		
State Licensure Exam Pass Rate of Pharmacy Graduates	The percentage of the institution's pharmacy program graduates attempting the licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program. All parts are defined as both the NAPLEX and the Texas Jurisprudence exam if both are attempted.		
Dollar Amount of External or Sponsored Research Funds (in millions)	The dollar value of funds expended for the conduct of research and development from sources other than appropriated state and local funds.		
Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within Four Years (Upper-level Institutions Only)	The percent of those students classified as full-time, degree-seeking transfer students who transfer into the institution with at least 60 accepted semester credit hours, and earn a baccalaureate degree within four years of their entrance. Full-time is defined as taking 12 semester credit hours.		
Retention Rate of Full-time, Degree-seeking Transfer Students After One Academic Year (Upper level institutions only)	Percent of full-time, degree-seeking transfer students who enter in the fall semester with at least 60 accepted semester credit hours, which are still enrolled after one academic year. Full-time is defined as taking 12 semester credit hours.		

OFFICE OF ACADEMIC AFFAIRS  
THE UNIVERSITY OF TEXAS SYSTEM ADMINISTRATION  
601 Colorado Street  
Austin, Texas 78701-2982

Dr. Teresa A. Sullivan  
*Executive Vice Chancellor  
for Academic Affairs*  
512/499-4233  
512/499-4240 fax

December 19, 2002

MEMORANDUM

TO: Members of the Board of Regents

Chairman Miller	Regent Estrada
Vice-Chairman Clements	Regent Krier
Vice-Chairman Hunt	Regent Oxford
Vice-Chairman Riter	Regent Sanchez
	Regent Craven

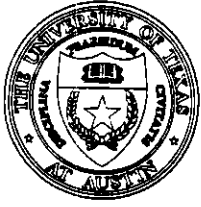
FROM: Teresa A. Sullivan 

SUBJECT: Update on the U. T. Austin Flat Rate Tuition Project

---

I'm pleased to share with you the interim report on the U. T. Austin Flat Rate Tuition Project. The results of the first semester of the project indicate that students participating in the project are taking more courses than prior to the initiative and are on track to decrease the average time to graduation. While these are data from only one semester, the results are encouraging.

I will briefly discuss this project and the early results during the January 7<sup>th</sup> meeting of the Academic Affairs Committee.



OFFICE OF THE PRESIDENT  
THE UNIVERSITY OF TEXAS AT AUSTIN

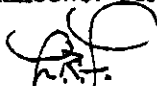
---

P.O. Box T • Austin, TX 78713-8920  
512-471-1232 • FAX 512-471-8102

MEMORANDUM

December 18, 2002

TO: Chairman Charles Miller  
Chancellor Mark G. Yudof  
Executive Vice Chancellor Teresa A. Sullivan

FROM: Larry R. Faulkner 

RE: Report to the Legislature – UT Austin Flat Rate Tuition Pilot Project

Enclosed is UT Austin's *Interim* Report on the Flat Rate Tuition Pilot Project that was authorized by the 2001 Legislature and the Board of Regents. We are encouraged by the project results to date. The data from the first semester of operation shows that students in the pilot are taking more courses than prior to this initiative and are on track to decrease the average time to graduation.

Please let me know if you have any comments on the report. It is due to the Legislature this month and I plan to mail it at the end of this week.

LRF:p

Enclosure

cc: Provost Sheldon Ekland-Olson  
Executive Vice Provost Stephen A. Monti  
Vice President James W. Vick  
Vice President Patricia C. Ohlendorf  
Associate Vice President Gwen W. Grigsby  
Counsel Francie A. Frederick  
Associate Vice Chancellor Tom A. Scott

## UT Austin Flat Rate Tuition Pilot Project

### Interim Report

### December 2002

House Bill 3524, authored by Representative Scott Hochberg and sponsored by Senator Judith Zaffirini, approved by the 77<sup>th</sup> Legislature and signed by the Governor, authorized the University of Texas at Austin to establish a flat rate tuition pilot project for certain undergraduate students for the period September 1, 2002 through September 1, 2005. Under the terms of the legislation, the pilot project tuition included all academic program costs, including all charges designated as tuition, mandatory fees, and incidental fees. It did not include voluntary fees. The University was authorized to establish the pilot project in two colleges designated by the Board of Regents and the Board could not require a full-time student under the pilot project to pay tuition for more than 14 semester credit hours. The legislation directed the Board of Regents to evaluate the effect of the flat rate tuition charged under the pilot project on the number of semester credit hours taken by the students included in the project each semester and to report these results to the legislature not later than December 31, 2002 and December 31, 2004.

The practical goal of this pilot project is to provide undergraduate students an incentive to take more courses each semester, which will decrease the average time to graduation, and then permit the University to admit a larger entering class. Reducing the time to graduation also lowers the cost of education for the students and their families.

At its May 9, 2002 meeting, the Board of Regents approved the UT Austin proposal to establish a flat rate tuition pilot project in the colleges of Liberal Arts and Natural Sciences to begin with the fall 2002 semester and continue for three years, through the 2004-05 academic year. Each year, a new flat rate tuition will be determined for each college based on the level of tuition, mandatory fees and charges, and college and course incidental fees and charges in effect for that year. At the same meeting the Board also approved the flat rate tuition for each college for the 2002-03 academic year. The full-time student rate was based on a 14-hour per semester course load, and there was no restriction on the number of hours a full-time student may take when registered at this rate.

New students admitted to Liberal Arts and Natural Sciences and students continuing in those colleges were informed of the pilot project during summer 2002, and the first registration for classes under the provisions of the pilot project occurred in fall 2002. Since the University has only one semester of experience under the pilot project, this report must be viewed as a preliminary, interim

report on the impact of the pilot project on the number of semester credit hours taken.

The two colleges chosen to participate in the pilot project, Liberal Arts and Natural Sciences, represent approximately 53% of the undergraduate students enrolled in the University. Further, the average undergraduate semester credit hour (SCH) course load for these students in fall 2001, the fall semester before the start of the pilot project, was 12.54 SCH for Liberal Arts students and 12.58 SCH for Natural Sciences students while the average for all the other colleges was 13.08 SCH. Thus the Liberal Arts and Natural Sciences colleges held the greatest potential to benefit from participation in the pilot project.

The enrollment data for Liberal Arts and Natural Sciences undergraduate students for fall 2002 and fall 2001 are summarized in the Tables 1 and 2. The fall 2001 data represent the enrollment patterns for these students under the traditional tuition system where students paid for only the semester hours taken, while the fall 2002 data reflect the enrollment patterns for these students during the first semester under flat rate tuition pilot project. In summary, all of the comparative measures for both the average course load information (Table 1) and for the student headcount data (Table 2) strongly support the conclusion that flat rate tuition did provide an incentive for the undergraduate students in the two pilot project colleges to take more classes. Before discussing these data in detail, however, it is prudent to restate the caution that these conclusions are based on data for a single semester only and should be considered as interim or provisional indicators of the outcome of the pilot project. While more definitive results will have to wait until data for additional semesters are available, there is every reason to expect the provisional results described below will continue.

The average course load for Liberal Arts and Natural Sciences students increased by 0.37 SCH, and 0.36 SCH, respectively, from fall 2001 to fall 2002, while the average course load for students all other colleges in the University increased by only 0.08 SCH (Table 1). Thus the increase for students participating in the pilot project was some four times that of students not participating in this project.

In fall 2001, the average course loads for Liberal Arts and Natural Science students were 12.54 SCH and 12.58 SCH, respectively, and the average for the rest of the University was 13.08 SCH. In fall 2002, the average course loads for Liberal Arts and Natural Sciences were 12.91 SCH and 12.94 SCH and the average for the rest of the University was 13.16. Thus in fall 2001 the gap between the average course loads in Liberal Arts and Natural Sciences and the rest of the University was 0.42 – 0.44 SCH, and in fall 2002 it was 0.22-0.25 SCH, a reduction of almost 50%.



The tuition for full time students in the pilot project, that is, those taking 12 SCH or more is based on 14 SCH, but they can take as many hours as they like. Comparison of the headcount data in Table 2 for fall 2001 with that for fall 2002 further confirms that the flat rate tuition has encouraged students to take 14 SCH or more. In fall 2001, 34.7% of the combined students in Liberal Arts and Natural Sciences took 14 SCH or more. In fall 2002, the percentage increased substantially to 43.6%. It is noteworthy that in colleges other than Liberal Arts and Natural Sciences no such dramatic change took place—in those other colleges the percentage of students taking over 14 SCH went from 45.1% in fall 2001 to 45.6% in fall 2002. It seems reasonable to attribute this difference in behavior to the inception of the flat tuition project. More detail, including figures for Liberal Arts and Natural Sciences separately, can be found in Table 2. In particular one can see that the major contributing group in the shift to 14 hours or more in Liberal Arts and Natural Sciences was the group that had been taking 12 or 13 hours in fall 2001.

Overall, the increases in enrollment patterns for the two colleges are remarkably similar, which further suggests that the enrollment pattern changes are truly driven by the financial incentives incorporated into the pilot project and are not a reflection of some discipline specific phenomenon.

Again with the caveat that these conclusions are based on the results of a single semester, undergraduate students in the pilot project colleges are taking more courses than they did prior to this initiative, and thus are on track to decrease the average time to their graduation. This result is quite encouraging and the University looks forward to further confirmation as data on the enrollment patterns for future semesters become available.

**Table 1. Average Course Load by College**

	Fall 2001	Fall 2002	Change
Liberal Arts	12.54 SCH	12.91 SCH	0.37 SCH
Natural Sciences	12.58 SCH	12.94 SCH	0.36 SCH
Other Colleges	13.08 SCH	13.16 SCH	0.08 SCH

**Table 2. Course Load: Headcount by College and Hours**

	Fall 2001		Fall 2002	
	Headcount	Percent	Headcount	Percent
<b>Liberal Arts</b>				
1-11 SCH	1,607	13.6%	1,425	11.7%
12-13 SCH	6,046	51.1%	5,386	44.3%
14+ SCH	<u>4,174</u>	35.3%	<u>5,346</u>	44.0%
Total	11,827		12,157	
<b>Natural Sciences</b>				
1-11 SCH	1,200	14.1%	1,120	12.6%
12-13 SCH	4,443	52.0%	3,948	44.4%
14+ SCH	<u>2,894</u>	33.9%	<u>3,829</u>	43.0%
Total	8,537		8,897	
<b>Other Colleges</b>				
1-11 SCH	1,774	9.7%	1,614	8.7%
12-13 SCH	8,243	45.2%	8,501	45.7%
14+ SCH	<u>8,227</u>	45.1%	<u>8,492</u>	45.6%
Total	18,244		18,607	

U. T. San Antonio: Request for Authorization to Establish a Bachelor of Applied Arts and Sciences Degree Program and Approval to Submit the Proposed Degree Program to the Coordinating Board for Approval (Catalog Change)

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and President Romo that authorization be granted to establish a Bachelor of Applied Arts and Sciences (BAAS) degree program at U. T. San Antonio; to submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action; and to authorize the Executive Vice Chancellor for Academic Affairs to certify on behalf of the Board of Regents that relevant Coordinating Board criteria for approval by the Commissioner of Higher Education have been met. The proposed BAAS degree program is consistent with the U. T. San Antonio Table of Programs and institutional plans for offering quality degree programs to meet student needs.

Upon approval by the Coordinating Board, the next appropriate catalog published at U. T. San Antonio will be amended to reflect this action

BACKGROUND INFORMATION

Program Description

The Bachelor of Applied Arts and Sciences (BAAS) builds on the Associate of Applied Arts and Sciences (AAS), the community college's occupational-technical two-year degree. It does so by expanding on the area of specialization represented by the AAS, completing the general education requirements for the bachelor's degree and adding electives to constitute at least 124 hours as is typical of all bachelor's degree. The curriculum proposed by U.T. San Antonio is comparable to the curriculum of BAAS programs offered by other institutions in Texas and elsewhere. It has the same general education requirements as for other bachelor's degrees at U. T. San Antonio including a specific course in Interdisciplinary Studies. Students transfer from the community college a coherent program of 30 to 36 semester credit hours of applied science. U. T. San Antonio build on that transfer program with a focused plan of study consisting of at least 24 semester credit hours of upper-level courses. U. T. San Antonio also has a 15 semester credit hour minor. In addition to the course work for the general education requirements, focused plan of study, and the minor, students will take electives to reach a minimum of 124 semester credit hours, the hour requirements typical of all bachelors degrees.

### Need/Demand

Many students complete two-year degree programs in technical areas in order to quickly enter the labor market. Later, as they advanced toward management positions or develop an interest in teaching in their technical field, they recognize the need for a bachelor's degree. In San Antonio, there are 42,000 students in the Alamo Community College District. There are a large number of graduates from the community college district institutions with technical degrees. San Antonio also has members of the military who have graduated with two-year technical degrees from institutions around the world including the Community College of the Air Force. UTSA estimates that between 100 and 200 students per year will be enrolled in this program.

### Program Quality

U. T. San Antonio offers strong courses in support of its existing bachelors degree programs. Students in this program will enroll in the same courses as students in other programs. No new courses will be developed and no special sections will be offered for BAAS students. Thus, it is assured that students will meet the same baccalaureate degree requirements standards as other UTSA students.

### Program Costs

No additional cost will be incurred as a result of offering this degree program. All students will be enrolled in existing courses currently being offered in support of other degree programs.

New Degrees & Administrative Changes, FY 2002

	<b>DEGREES APPROVED BY THE COORDINATING BOARD</b>	<b>PENDING COORDINATING BOARD APPROVAL</b>	<b>ADMINISTRATIVE CHANGES</b>
BACHELOR	21	3	5
DOCTORAL	8	8	1
MASTER	12	6	6
OTHER		1	11

Fiscal Year 2001-2002  
Status of Program and Administrative Proposals  
Degrees Approved by the Coordinating Board

U. T. Arlington

BS in Accounting to the list of degrees available within the Professional Program in Accounting (PPIA)

Executive Master of Business Administration program at the Tongji University in Shanghai, China

Bachelor of Arts degree with major in Biology

Bachelor of Criminology and Criminal Justice

Executive Master of Business Administration

Request to phase out the Master of Arts in Teaching degree with major in Humanities

Bachelor of Science in Public Relations

Bachelor of Science in Biological Chemistry

Master of Arts in Teaching English to Speakers of Other Languages

International Master of Business Administration

Cooperative Doctor of Philosophy program in Public and Urban Administration with the Universidad Autonoma de Nuevo Leon (UANL) in Monterrey, Mexico

Doctoral program in Urban Administration to include a Ph.D. in Urban Planning and Public Policy

Master of Science degree program in Physiology of Exercise

Bachelor of Social Work completion program on the McLennan Community College campus in Waco, TX

Bachelors of Arts in Modern Languages

U. T. Austin

Bachelor of Science in Kinesiology degree with major in Sport Management

Bachelor of Science degree with a major in Psychology in addition to the existing Bachelor of Arts degree

Name change

- Bachelor of Arts with a major in Kinesiology to Bachelor of Arts with a major in Kinesiology and Health;
- Bachelor of Arts with a major in Czech to Bachelor of Arts with a major in Czech Language and Culture;
- Bachelor of Arts with a major in Russian and Slavic Studies to Bachelor of Arts with a major in Russian Language and Culture

Fiscal Year 2001-2002  
Status of Program and Administrative Proposals  
Degrees Approved by the Coordinating Board

Bachelor of Science in Kinesiology with major in Athletic Training

Bachelor of Arts with major in Urban Studies

U. T. Brownsville

Master of Education Degree Program in Bilingual Education

Bachelor of Science degree with major in Engineering Physics

Bachelor of Applied Technology

U. T. Dallas

Doctor of Philosophy degree in Computer Engineering

Doctor of Philosophy degree in Software Engineering

Doctor of Philosophy degree in Telecommunications Engineering

Doctor of Chemistry with a major in Chemistry to a Doctor of Philosophy degree with a major in Chemistry

Bachelor of Science and Master of Science with majors in Accounting to majors in Accounting and Information Management

U. T. El Paso

Master of Science with a major in Bioinformatics

U. T. Pan American

Curricular Changes:

- BBA-Accounting;
- BBA-Economics;
- BA-Economics;
- BBA-Marketing;
- BBA-Computer Information Systems;
- BS-Computer Science;
- BS-Computer Science (Teacher Certification);
- BSCS-Computer Science

Bachelor of Science in Criminal Justice degree with a major in Criminal Justice, and to phase out the Bachelor of Science in Criminal Justice degrees with a majors in Corrections and in Police Administration

Master of Music with a major in Music

Fiscal Year 2001-2002  
Status of Program and Administrative Proposals  
Degrees Approved by the Coordinating Board

U. T. Permian Basin

Bachelor of Fine Arts degree with a major in Art

Consolidate the existing Bachelor of Arts degree with major in Speech and the BA degree with major in Mass Communication into a single BA degree with major in Communication.

U. T. San Antonio

Bachelor of Business Administration degree with major in Actuarial Science

Doctor of Philosophy degree with major in Business Administration with programs in: Accounting; Finance; Information Technology; and Management and Organization Studies

Doctor of Philosophy degree with major in English

To change the existing program in Statistics leading to the Bachelor of Science degree with major in Mathematics to a Bachelor of Science degree with major in Statistics; and to change the existing program in Statistics leading to the Master of Science degree with major in Mathematics to a Master of Science degree with major in Statistics

U. T. Tyler

Master of Science with major in Criminal Justice

Master of Science with a major in Sociology

Master of Fine Arts in Studio Art



Fiscal Year 2001-2002  
Pending Coordinating Board Approval

U. T. Arlington

Establishment of a Doctor of Philosophy degree in Nursing

Establishment of a Master of Arts in Communication

U. T. Austin

Propose to create a Master of Landscape Architecture

Propose an Option III - Engineering Circuit Design to the Master of Science in Engineering degree

U. T. Brownsville

Propose to create a Master of Accountancy degree

U. T. Dallas

Establishment of a Doctor of Executive Leadership degree (withdrawn for program modification)

Requests approval for a nonsubstantive change in its current table of doctoral degree offerings in the fields of Political Science and Economics

Propose to create a Master of Science in Bioinformatics and Computational Biology

U. T. El Paso

Establishment of a Doctor of Philosophy degree in International Business

Establishment of a Doctor of Philosophy degree in Civil Engineering

Establishment of a Doctor of Philosophy degree in Rhetoric and Composition

Propose to create a Master of Fine Arts in Music Theatre

U. T. Pan American

Propose changes to the Bachelor of Science in Middle School Mathematics certification program and Bachelor of Science in Interdisciplinary Studies - EC-4 Generalist and EC-4 Bilingual Generalist certification

U. T. Permian Basin

Propose to create a Bachelor of Science degree with major in Information Systems

Propose to create a Bachelor of Social Work degree with major in Social Work

Fiscal Year 2001-2002  
Pending Coordinating Board Approval

U. T. San Antonio

Establishment of a Doctor of Philosophy in Cell and Molecular Biology

Establishment of a Doctor of Philosophy in Environmental Science and Engineering

Establishment of a Ph.D. program in Biomedical Engineering offered jointly by UTHSCSA and UTSA

U. T. San Antonio/U. T. Health Science Center-San Antonio

Approval for planning authority to develop a Sports Sciences Program in collaboration with UTSA and UTAUS

Fiscal Year 2001-2002  
Status of Program and Administrative Proposals  
Administrative Changes

U. T. Arlington

Proposes administrative change to move the program in Environmental Science and Engineering from the Graduate School to the College of Science

U. T. Austin

Request an administrative change to the name of the Graduate School of Library and Information Science (GSLIS) to the School of Information

Bachelor of Science in Interdisciplinary Studies, Certification: Mathematics / Science Grades 4-8, the Coordinating Board was unable to approve, it did not meet the CB requirements

Proposes an administrative change to rename the Department of Middle Eastern Languages and Cultures to the Department of Middle Eastern Studies

Proposes to change the program name of the Executive Software Engineering Program to Software Engineering Program

Proposes to change the degree designation for the Master of Science in Architectural Studies (Architectural History Concentration) to Master of Arts (with a major in Architectural History)

U. T. Brownsville

To divide the Department of Physical Sciences into a Department of Chemistry and Environmental Science and a Department of Physics and Astronomy

On behalf of the U. T. Board of Regents, approval granted to offer the existing BSN Completion Program via distance education to the Knapp Medical Center in Weslaco

UTB and Texas Southmost College propose for a Master of Science in Biology

Propose to add an 18-Hour Concentration in Music to the current Master of Arts in Interdisciplinary Studies Program (Because of the nonsubstantive nature of the request, this change has been approved under the authority delegated by the U. T. Board of Regents)

U. T. Dallas

On behalf of the U. T. Board of Regents, approval granted to offer the existing Masters of Science in Management and Administrative Sciences degree online

On behalf of the U. T. Board of Regents, approval granted to offer the existing Master of Public Affairs degree to students at 1901 Main Street, Dallas, TX.

Fiscal Year 2001-2002  
Status of Program and Administrative Proposals  
Administrative Changes

U. T. Pan American

Request to change the name of the existing Department of School Administration and Supervision to the Department of Educational Leadership

Request to create a School of Engineering and Computer Science within the College of Science and Engineering

Revised undergraduate degree program, Bachelor of Arts in Social Studies Certification: Social Studies Grades 8-12

Propose modification to the Bachelor of Arts in Dance

Propose modification to the undergraduate Speech Communications Option in the Communication Department

Propose modifications to existing teacher preparation: Bachelor of Interdisciplinary Studies-English Language Arts/Reading 4-8 (Interdisciplinary Academic Major with any minor); Bachelor of Interdisciplinary Studies-English Language Arts/Reading 4-8 (Interdisciplinary Academic Major with Reading Delivery System); Bachelor of Arts in English-English Language Arts/Reading 8-12 Certification; and Bachelor of Interdisciplinary Studies-Science 4-8 Certification.

U. T. San Antonio

Request to increase the number of semester credit hours in the existing Master of Arts degree with a major in Counseling from 36 semester credit hours to 48 SCH, based upon the educational standards for professional licensure in Texas

Request to establish the School of Architecture as a stand-alone school

The eligibility of the following courses for field-based funding:

- C&I 4203 Approaches to Teaching Math and Science, Grades 4-8
- C&I 4603 The Secondary School Methods
- EDP 3603 Introduction to Exceptionality
- EDP 3633 Behavior Management of Exceptional Children
- EDP 3653 Practicum in Special Education
- EDP 3663 Practicum in Special Education
- EDP 4653 Advanced Undergraduate Practicum in Special Education
- RDG 3733 Reading Problems
- RDG 3773 Introduction to Content Area Reading Secondary
- RDG 4733 Literacy Problems
- RDG 4103 Reading Comprehension
- BBL 4033 Assessing Language and Learning in BBL Contexts
- BBL 4063 Bilingual Approaches to Content-Based Learning
- BBL 4073 Language Arts in Bilingual Programs

Establishment of a Doctor of Philosophy in Music Psychology degree

Proposal to expand the formal names of three departments in the College of Engineering, letter from Coordinating Board stating: because the programs do not, as yet, exist in the College, we cannot approve.

**Proposals Withdrawn**

U. T. Permian Basin - B.A. in Drama

U. T. Arlington: Request for Determination of Necessity and Authorization to Acquire Real Property Located at 1108 South Oak Street, Arlington, Tarrant County, Texas; Authorization to Take All Necessary Actions Needed to Acquire the Above Property Through Purchase or Condemnation; and Authorization to Execute All Documents Related Thereto

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Executive Vice Chancellor for Business Affairs, and President Witt that the U. T. Board of Regents:

- a. Determine that it is necessary for U. T. Arlington to acquire, through condemnation proceedings, if necessary, the real property located at 1108 South Oak Street in Arlington, Tarrant County, Texas, at a price not exceeding its fair market value as determined by an MAI appraisal or by the determination of the court
- b. Authorize the Executive Vice Chancellor for Business Affairs or the Executive Director of Real Estate to take all steps necessary to acquire the subject property; to execute all documents, instruments, and other agreements; to initiate a condemnation action of the subject property, if necessary, through the U. T. System Office of General Counsel and the Office of the Attorney General of Texas; and to take all such actions deemed necessary or desirable to carry out the purpose and intent of the foregoing recommendations.

BACKGROUND INFORMATION

U. T. Arlington wishes to acquire the Patton Terrace Apartments property, which consists of approximately 21,000 square feet of total land area and a 20-unit apartment complex. The subject apartment complex was built in 1961. The property exists in a strategic location within the approved master plan acquisition zone for the U. T. Arlington campus, and is needed in order to expand existing parking facilities that are inadequate due to an increase in student enrollment. The property is appraised at \$330,000, which is well below the owner's asking price of \$470,000. After acquisition, the improvements will be demolished in order to construct a parking lot.

U. T. Austin: Archer M. Huntington Museum Fund - Request for Authorization to Sell Approximately 1,490 Acres of Land Located in Galveston County, Texas, to Scenic Galveston, Inc., and Authorization to Execute All Documents Related Thereto

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Executive Vice Chancellor for Business Affairs, and President Faulkner that authorization be given for the U. T. System Real Estate Office, on behalf of U. T. Austin, to sell approximately 1,490 acres of land in the H.B. Littlefield Survey, S.C. Bundick League, Galveston County, Texas, to Scenic Galveston, Inc. for \$1,900,000.

It is further recommended that the Executive Director of Real Estate be authorized to execute all documents, instruments, and other agreements and to take all further actions deemed necessary or advisable to carry out the purpose and intent of the foregoing recommendation.

BACKGROUND INFORMATION

The property, which originally contained approximately 4,500 acres, was received from Archer M. Huntington in 1927. This last remnant of the subject property is located near Texas City, Texas, southeast of the intersection of IH-45, SH-146 and Loop 197 in South Galveston County at the southern tip of the mainland. Proceeds from the sale will be used to benefit the Jack S. Blanton Museum of Art, within the terms of the original Archer M. Huntington gift. A five-acre portion of the tract is currently leased to 25 residential tenants as waterfront campsites, and the Galveston Municipal Airport leases a small site for an airport marker. The annual income from the leases is \$23,379.

Other terms of the contract include the reservation of any mineral interests and a research easement for the purpose of conducting ecological, biological and historical research on the property. The sale price is supported by an appraisal prepared by James J. Jeffries, MAI, of Round Rock, Texas.

According to an engineering report prepared by Shiner Moseley and Associates, Inc., the property is burdened with significant environmental conditions that appear to severely limit its development potential. Approximately 78% of the property appears to be jurisdictional wetlands and subject to federal regulation under

Section 404 of the Clean Water Act. Scenic Galveston, Inc., intends to encumber the property with a conservation easement in order to permanently preserve the wildlife habitat in the area.



U. T. Board of Regents: Proposed Amendments to the Regents' Rules and Regulations, Part One, Chapter II to Amend Section 12 Related to the Vice Chancellor for Governmental Relations and Add New Sections 10 (Vice Chancellor for Educational System Alignment) and 15 (Vice Chancellor for Research and Technology Transfer)

RECOMMENDATION

The Chancellor, with the concurrence of the Executive Vice Chancellor for Academic Affairs, the Executive Vice Chancellor for Business Affairs, the Acting Executive Vice Chancellor for Health Affairs, and the Vice Chancellor and General Counsel, recommends that the Regents' Rules and Regulations, Part One, Chapter II be amended as set forth below in congressional style:

- a. Add New Section 10, related to the Vice Chancellor for Educational System Alignment, as follows:

Sec. 10. Vice Chancellor for Educational System Alignment

The Vice Chancellor for Educational System Alignment reports to and is responsible to the Executive Vice Chancellor for Academic Affairs. The Vice Chancellor for Educational System Alignment provides staff responsibility to the Executive Vice Chancellor for Academic Affairs for the coordination of effective representation of the U. T. System with the public education system of Texas. The Vice Chancellor for Educational System Alignment shall have direct access, as needed, to consult with the Chancellor on issues related to public education.

10.1 Appointment and Termination

The Vice Chancellor for Educational System Alignment shall be appointed by the Chancellor. The Vice Chancellor for Educational System Alignment shall hold office without fixed term, subject to the pleasure of the Executive Vice Chancellor for Academic Affairs and the Chancellor.

10.2 Duties and Responsibilities

The primary responsibilities of the Vice Chancellor for Educational System Alignment include:

- 10.21 Providing assistance to the Chancellor and other U. T. System officials in the execution of their responsibilities.

- 10.22 Representing the Board of Regents and other officials of The University of Texas System in its relations with all organizations and agencies involved with public education.
- 10.23 Making recommendations to the Chancellor in the area of public policy as it affects the relationship of the public education system.
- 10.24 Informing appropriate administrative officers of current operations and long-range developments in public education that may affect the System.
- 10.25 Maintaining and distributing information to and advising appropriate System Administration and component institution officials in order to assure proper action by the System with respect to public education programs and activities.
- 10.26 Interacting with educational officials at all levels regarding the mission, needs, and issues of the U. T. System.
- 10.27 Directing the administration of the U. T. System Office of Educational System Alignment and defining the job responsibilities, the assignment of duties, and supervising staff members employed in or assigned to work in the Educational System Alignment area.
- 10.28 Supervising and directing the operations of the U. T. TeleCampus, including coordination of all activities related to a virtual campus and assessment of distance education effectiveness in the U. T. System.
- 10.29 Performing such other duties as may be assigned by the Chancellor.

b. Amend Section 12, related to the Vice Chancellor for Governmental Relations as follows:

Sec. 12. Vice Chancellor for Governmental Relations and Policy

The Vice Chancellor for Governmental Relations and Policy reports to the Chancellor and is responsible for coordinating the effective representation of the System in the area of governmental affairs as set out in Subsection 12.2 of this Chapter. The Vice Chancellor for Governmental Relations and Policy has direct access to the Board of Regents of The University of Texas System and is expected to work directly with appropriate committees of the Board in discharging the duties of the office.

12.1 Appointment

The Vice Chancellor for Governmental Relations and Policy shall be appointed by the Chancellor and shall hold office without fixed term, subject to the pleasure of the Chancellor.

12.2 Duties and Responsibilities

The primary responsibilities of the Vice Chancellor for Governmental Relations and Policy include:

12.21 Providing assistance to the Chancellor and other U. T. System officials in the execution of their responsibilities.

12.22 Representing the Board of Regents of The University of Texas System in its relations with State of Texas and local legislative bodies and agencies.

12.23 Making recommendations to the Chancellor in the area of public policy as it affects the relationship of the System with State of Texas and local governments.

12.24 Informing appropriate administrative officers of current operations and long-range developments on the State level, which may affect the System.

12.25 Maintaining and distributing information and advising appropriate System Administration and component institution officials, in order to assure proper action by the System with respect to State of Texas and local governmental programs and activities.

12.26 Defining the job responsibilities, the assignment of duties, and supervising staff members employed in or assigned to work in the governmental affairs area.

12.27 Performing such other duties as may be assigned by the Chancellor.

- c. Add New Section 15, related to the Vice Chancellor for Research and Technology Transfer as follows:

Sec. 15. Vice Chancellor for Research and Technology Transfer

The Vice Chancellor for Research and Technology Transfer reports to the Chancellor, and is responsible for efforts to enhance and coordinate research and technology development and transfer matters related to The University of Texas System.

15.1 Appointment

The Vice Chancellor for Research and Technology Transfer shall be appointed by the Chancellor and shall hold office without fixed term, subject to the pleasure of the Chancellor.

15.2 Duties and Responsibilities

The primary responsibilities of the Vice Chancellor for Research and Technology Transfer include:

- 15.21 Developing and implementing strategies to expand and enhance research funding to U. T. System institutions.
- 15.22 Facilitating collaboration among U. T. System institutions to develop joint proposals to increase grants and contracts from external sources.
- 15.23 Assisting U. T. System institutions with compliance and accountability issues related to research and technology development and transfer.
- 15.24 Fostering effective relationships among the university community, governmental entities, foundations and institutes, and the private sector, to promote research and technology development activities.
- 15.25 Enhancing efforts to improve technology management and development activities.
- 15.26 Reviewing and assessing the performance of technology management and development activities.
- 15.27 Performing such other duties as may be assigned by the Chancellor.

- d. Renumber sections as appropriate to display Vice Chancellor titles in alphabetical order as appropriate.

BACKGROUND INFORMATION

Amendment of the Regents' Rules and Regulations, Part One, Chapter II, Section 12 will change the title of the Vice Chancellor for Governmental Relations to Vice Chancellor for Governmental Relations and Policy.

Further Amendments of the Regents' Rules: add language detailing the responsibilities of the new positions of Vice Chancellor for Educational System Alignment and Vice Chancellor for Research and Technology Transfer

U. T. Austin - Applied Computational Engineering and Sciences Building -  
Fourth Floor Finish Out: Request for Approval to Amend the FY 2002-2007  
Capital Improvement Program and the FY 2002-2003 Capital Budget to  
Include Project

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Executive Vice Chancellor for Business Affairs, and President Faulkner that the U. T. Board of Regents amend the FY 2002-2007 Capital Improvement Program and the FY 2002-2003 Capital Budget to include the Applied Computational Engineering and Sciences Building Fourth Floor Finish Out at U. T. Austin at a preliminary project cost of \$3,000,000 with funding from Gifts and Grants.

BACKGROUND INFORMATION

The Applied Computational Engineering and Sciences Building Fourth Floor Finish Out at U. T. Austin will complete the mechanical systems for this area.

This off-cycle project has been approved by U. T. System staff and meets the criteria for inclusion in the Capital Improvement Program.

This project was presented to the Academic Affairs Committee and the Facilities Planning and Construction Committee in January 2003.

U. T. Austin - Jack S. Blanton Museum of Art - Phase II: Request for Approval to Amend the FY 2002-2007 Capital Improvement Program and the FY 2002-2003 Capital Budget to Include Project

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Business Affairs, the Executive Vice Chancellor for Academic Affairs, and President Faulkner that the U. T. Board of Regents amend the FY 2002-2007 Capital Improvement Program and the FY 2002-2003 Capital Budget to include the Jack S. Blanton Museum of Art – Phase II at U. T. Austin at a preliminary project cost of \$25,000,000 with funding from Gifts and Grants.

BACKGROUND INFORMATION

The Jack S. Blanton Museum of Art – Phase II at U. T. Austin will include administrative offices, education space, and visitor amenities to support the current Phase I project.

This off-cycle project has been approved by U. T. System staff and meets the criteria for inclusion in the Capital Improvement Program.

This project was presented to the Academic Affairs Committee and the Facilities Planning and Construction Committee in January 2003.

U. T. Tyler - Student Dormitory and Academic Excellence Center: Request to Amend the FY 2002-2007 Capital Improvement Program and the FY 2002-2003 Capital Budget to Include Project

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Executive Vice Chancellor for Business Affairs, and President Mabry that the U. T. Board of Regents include the Student Dormitory and Academic Excellence Center project at U. T. Tyler at a preliminary project cost of \$13,960,000 with funding from Revenue Financing System Bond Proceeds.

BACKGROUND INFORMATION

The Student Dormitory and Academic Excellence Center at U. T. Tyler will provide approximately 200 beds to the campus. The facility will be the first dormitory-type building to be constructed on campus. The building will consist of approximately 73,200 gross square feet and will include dormitory rooms, lounge areas, centralized laundry facilities and kitchen, and offices for dormitory staff.

There is a strong demand for affordable housing due to increasing enrollment for freshmen and sophomore students. The dormitory will serve as an honors dormitory that will add incentive to students and increase retention efforts.

This off-cycle project has been approved by U. T. System staff and meets the criteria for inclusion in the Capital Improvement Program.

This project was presented to the Academic Affairs Committee and the Facilities Planning and Construction Committee in January 2003.

U. T. Tyler - Student Resident Home II: Request to Amend the FY 2002-2007 Capital Improvement Program and the FY 2002-2003 Capital Budget to Include Project

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Executive Vice Chancellor for Business Affairs, and President Mabry that the U. T. Board of Regents amend the FY 2002-2007 Capital Improvement Program and the FY 2002-2003 Capital Budget to include the Student Resident Home II project at U. T. Tyler at a preliminary project cost of \$1,900,000 with funding from Revenue Financing System Bond Proceeds.

BACKGROUND INFORMATION

This facility will be the second residence-type home to be constructed on campus and will include 16 bedrooms housing two students each and two bedrooms housing 1 student each for ADA purposes. In addition, the residence will provide living quarters for an advisor, three lounge/parlor/study areas, a kitchen, and laundry facilities.

Additional student housing is needed due to the removal of legislative caps on student enrollment at U. T. Tyler.

This off-cycle project has been approved by U. T. System staff and meets the criteria for inclusion in the Capital Improvement Program.

This project was presented to the Academic Affairs Committee and the Facilities Planning and Construction Committee in January 2003.



U. T. Dallas: Request to Amend Capital Improvement Program for Founders/Founders Annex/Berkner Complex

RECOMMENDATION

To be formalized later.

BACKGROUND INFORMATION

On November 8, 2001 the Board of Regents approved funding for the Founders/Founders Annex/Berkner Complex rehabilitation with a Total Project Cost of \$36,993,750 (\$15,000,000 in PUF and \$21,993,750 in Tuition Revenue Bond Proceeds). After further investigation and consideration, U. T. Dallas is requesting the scope of the project be amended to include new construction as partial replacement for the Founders/Berkner Complex. This change in scope will not affect the funding amount nor source of funds for the project. Based on the allocation of Tuition Revenue Bonds for this project, this proposed change in scope will be brought forward for review and discussion with the Texas Higher Education Coordinating Board and necessary Texas Legislative and Governor's Office representatives.