

Meeting No. 930

THE MINUTES OF THE BOARD OF REGENTS
OF
THE UNIVERSITY OF TEXAS SYSTEM

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May 10-11, 2000

Austin, Texas

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OF
THE UNIVERSITY OF TEXAS SYSTEM
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AUSTIN, TEXAS

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MEETING NO. 930

WEDNESDAY, MAY 10, 2000.--The members of the Board of Regents of The University of Texas System convened at 2:05 p.m. on Wednesday, May 10, 2000, in the Board Room on the Ninth Floor, Ashbel Smith Hall, 201 West Seventh Street, Austin, Texas, with the following in attendance:

ATTENDANCE.--

<u>Present</u>	<u>Absent</u>
Chairman Evans, presiding	
Vice-Chairman Loeffler	
Vice-Chairman Clements	
Regent Hunt	
Regent Miller	
Regent Oxford	
Regent Riter	
Regent Romero	
Regent Sanchez	

Executive Secretary Frederick

Chairman Evans announced a quorum present and called the meeting to order.

ANNUAL MEETING WITH REPRESENTATIVES OF THE UNIVERSITY OF TEXAS
SYSTEM STUDENT ADVISORY COUNCIL

On behalf of the Board, Chairman Evans welcomed the following Executive members of The University of Texas System Student Advisory Council to the meeting and asked Chair Matthew Mireles to make the appropriate introductions and to begin the discussions per the [agenda](#) which was before the Board and which is on file in the Office of the Board of Regents.

Mr. Matthew Mireles, The University of Texas Health Science Center at Houston,
Chair

Mr. James King, The University of Texas Health Science Center at Houston,
Vice-Chair

Mr. Steven King, The University of Texas at Brownsville, Secretary

Mr. Spencer Gould, The University of Texas Medical Branch at Galveston,
Historian

Ms. Jessica Ford, The University of Texas of the Permian Basin, Chair of the
Academic Affairs Committee

Ms. Jennifer Stine, The University of Texas Health Science Center at San
Antonio, Chair of the Graduate Affairs Committee

Mr. Guy DeMasellis, The University of Texas Medical Branch at Galveston, Chair
of the Minority and Multicultural Affairs Committee

Ms. Ashley Gillespie, The University of Texas Southwestern Medical Center at
Dallas, Vice-Chair of the Tuition and Fees Committee

Ms. Jamie Poe, The University of Texas of the Permian Basin, Vice-Chair of the
Student Rights Committee

Chair Mireles stated that the past year was a successful time for the Student Advisory Council. Members of the Council listed above discussed recommendations to the Board as presented in the [1999-2000 Annual Report](#) which is on file in the Office of the Board of Regents.

Council Chairman Mireles thanked Dr. Homer Peña, Executive Director for South Texas Program Development for the U. T. System, and Ms. Patricia Culler of the U. T. System Office of Academic Affairs for their support of the Council. He then introduced Mr. Arturo Barrio, incoming Chair of the Student Advisory Council, who said he is looking forward to working with the Board.

In closing, Chairman Evans expressed appreciation for the time and effort the Council has devoted to student concerns within the U. T. System and assured the students that they will receive a response to the recommendations included in the May 1, 2000, letter to Chancellor Cunningham. He thanked the Council for bringing these matters before the Board.

RECESS TO EXECUTIVE SESSION.--At 3:45 p.m., the Board recessed to convene in Executive Session pursuant to Texas Government Code Sections 551.071 and 551.074 to consider the matters listed on the Executive Session agenda.

RECONVENE IN OPEN SESSION.--At 5:15 p.m., the Board reconvened in open session.

EXECUTIVE SESSION OF THE BOARD OF REGENTS

Chairman Evans reported that the Board had met in Executive Session to discuss matters in accordance with Texas Government Code Sections 551.071 and 551.074.

In response to an inquiry from Chairman Evans regarding the wishes of the Board, the following actions were taken on the two litigation items. No action was taken on the remaining items discussed in Executive Session.

1. U. T. Medical Branch - Galveston: Settlement of Medical Liability Litigation -- Aaron and Angie Perdue

Regent Oxford moved that the Chancellor and the Office of General Counsel be authorized to settle, on behalf of physicians employed by The University of Texas Medical Branch at Galveston, the medical liability litigation brought by Aaron and Angie Perdue in accordance with the proposal presented in Executive Session.

The motion was duly seconded and carried without objection.

2. U. T. Health Science Center - San Antonio: Settlement of Medical Liability Litigation -- Larry Nicholson

Upon motion of Vice-Chairman Loeffler, duly seconded, the Chancellor and the Office of General Counsel were authorized to settle, on behalf of physicians employed by The University of Texas Health Science Center at San Antonio, the medical liability litigation brought by Larry Nicholson in accordance with the proposal presented in Executive Session.

3. U. T. System: Presentation of an Update on the *Hopwood v. State of Texas* Litigation

Mr. Ray Farabee, Vice Chancellor and General Counsel, updated the U. T. Board of Regents on the *Hopwood v. State of Texas* litigation. No action was taken on this item.

4. U. T. System: Discussion of Compensation for Interim Chancellor Burck Effective June 1, 2000

The Board discussed compensation for Executive Vice Chancellor Burck, who would become Interim Chancellor of The University of Texas System effective June 1, 2000. No action was taken on this item.

5. U. T. System: Discussion of Individuals Being Considered for Position of Chancellor

The Board heard discussion of individuals being considered for the position of Chancellor of The University of Texas System. This discussion was recessed and continued on May 11, 2000.

RECESS.--At 5:20 p.m., Chairman Evans announced that the Board would recess to reconvene in Executive Session on Thursday, May 11, at 7:30 a.m. in the Conference Room on the Ninth Floor, Ashbel Smith Hall, 201 West Seventh Street, Austin, Texas.

THURSDAY, MAY 11, 2000.--The members of the Board of Regents of The University of Texas System reconvened at 7:35 a.m. on Thursday, May 11, 2000, in the Conference Room on the Ninth Floor, Ashbel Smith Hall, 201 West Seventh Street, Austin, Texas, with the following in attendance:

ATTENDANCE.--

<u>Present</u> _____	<u>Absent</u> _____
Chairman Evans, presiding	
Vice-Chairman Loeffler	
Vice-Chairman Clements	
Regent Hunt	
Regent Miller	
Regent Oxford	
Regent Riter	
Regent Romero	
Regent Sanchez	
 Executive Secretary Frederick	

Chairman Evans announced a quorum present and called the meeting to order.

RECESS TO EXECUTIVE SESSION.--At 7:35 a.m., Chairman Evans announced that the Board would recess to Executive Session pursuant to Texas Government Code Section 551.074 to consider personnel matters.

RECONVENE IN OPEN SESSION.--At 8:15 a.m., the Board reconvened in open session.

EXECUTIVE SESSION OF THE BOARD OF REGENTS

Chairman Evans reported that the Board had met in Executive Session to discuss matters in accordance with Texas Government Code Section 551.074 and noted that the real estate item (Texas Government Code Section 551.072) had been withdrawn from consideration.

1. U. T. Permian Basin: Request for Approval to Lease Campus Land to The Presidential Museum, Approval to Take Necessary Actions, and Authorization to Execute All Documents Related Thereto (Withdrawn)

Chairman Evans reported that the proposed item related to a lease of campus land to The Presidential Museum at The University of Texas of the Permian Basin was withdrawn from consideration.

2. U. T. System: Discussion of Individuals Being Considered for Position of Chancellor

The Board heard discussion of individuals being considered for the position of Chancellor of The University of Texas System. No action was taken on this item.

U. T. BOARD OF REGENTS: APPROVAL OF MINUTES OF REGULAR MEETING HELD FEBRUARY 9-10, 2000, AND SPECIAL MEETING HELD APRIL 14, 2000.-- Upon motion of Vice-Chairman Loeffler, seconded by Regent Hunt, the Minutes of the regular meeting of the Board of Regents of The University of Texas System held on February 9-10, 2000, in Houston, Texas, were approved as distributed by the Executive Secretary. The official copy of these Minutes is recorded in the Permanent Minutes, Volume XLVII, Pages 256 - 570.

Upon motion of Vice-Chairman Loeffler, seconded by Regent Hunt, the Minutes of the special meeting of the Board of Regents of The University of Texas System held on April 14, 2000, in Austin, Texas, were approved as distributed by the Executive Secretary. The official copy of these Minutes is recorded in the Permanent Minutes, Volume XLVII, Pages 571 - 577.

SPECIAL ITEMS

1. U. T. Board of Regents - Regents' Rules and Regulations, Part One: Amendment to Chapter II, Section 14, Subsection 14.1, Subdivision 14.11 (Advisory Committee for Selection of a President)

The Board amended the Regents' Rules and Regulations, Part One, Chapter II, Section 14, Subsection 14.1, Subdivision 14.11, regarding an advisory committee for selection of a president, as set forth below:

Sec. 14. Presidents of Component Institutions.

14.1 The Board selects the president of each component institution.

14.11 When there is a vacancy or it is known that there is to be a vacancy in the office of a president of a component institution having faculty and students and the Board does not have candidate(s) from recent searches at other component institutions, from within the U. T. System, and/or of national prominence from outside the U. T. System to advance for consideration, an Advisory Committee shall be established to recommend candidates to the Board. The Executive Vice Chancellor for Health Affairs or the Executive Vice Chancellor for Academic Affairs shall be chairman of the Advisory Committee. In circumstances where this Executive Vice Chancellor may be a candidate for the office, the chairman of the Advisory Committee shall be the Chancellor or the Chancellor's designee. In addition to the chairman, committee membership is as follows:

...

Not more than two representatives of the component's external constituency who have demonstrated a deep interest in and support of the institution, its programs and its role in community activities to be appointed by the Chairman of the Board of Regents. Where a component institution has a statewide mission; special area programmatic relationships or partnerships with junior or community colleges, private universities or public schools, business/corporate entities, community or public service agencies; or other unique constituencies, the Chairman of the Board of Regents may appoint additional representatives.

Campus constituent groups with responsibility for selection of Advisory Committee representatives are expected to consider diversity, particularly as it relates to minority and female representation. Unless there are unusual delays in faculty, staff or student representative selection which postpone initiation of the committee process, the Chairman of the Board will make his or her appointments to the Advisory Committee after campus selections in order to maximize the prospect that the total committee composition reflects diversity.

See the Item for the Record on Page 106 relating to the Advisory Committee for the Selection of a President at The University of Texas Health Science Center at San Antonio.

2. U. T. Board of Regents - Regents' Rules and Regulations: Approval to Amend Part One, Chapter I, Section 7 (Committees and Other Appointments), Subsection 7.1, Subdivisions 7.15 through 7.18; Section 8 (Procedure), Subsection 8.5, Subdivision 8.52 and Subsection 8.6; and Part Two, Chapter II, Section 6 (Legislative Appropriation Requests)

The Board amended the Regents' Rules and Regulations as set forth below:

- a. Part One, Chapter I, Section 7 (Committees and Other Appointments), Subsection 7.1, Subdivisions 7.15 through 7.18 was amended to read as follows:

Sec. 7. Committees and Other Appointments.

...

7.15 Duties of the Business Affairs and Audit Committee.--The Business Affairs and Audit Committee shall:

7.151 Recommend appropriate Board action with respect to any recommendations by the Chancellor related to the appointment, promotion, and dismissal of such System Administration business affairs officers as report directly or indirectly to the Chancellor.

- 7.152 Recommend to the Board compensation for the System Administration and the rates of professional compensation.
- 7.153 Make recommendations to the Board on matters related to employee personnel programs, fringe benefits, retirement programs, and labor relations in the System Administration and the component institutions.
- 7.154 Obtain, review, and report to the Board on State Auditor's Reports and Management Letters and System and institutional internal audit reports.
- 7.155 Approve the System-wide internal audit plan.
- 7.156 Transmit to the Chancellor, subject to the prior approval of the Board, such instructions as it deems necessary for the implementation of appropriate internal auditing practices.
- 7.157 Initiate System and institutional audits as deemed necessary to ensure management control within The University of Texas System. (In this regard, the System Director of Audits reports to the Chairman of the Business Affairs and Audit Committee.)
- 7.158 Make recommendations to the Board on matters relating to the fiscal management of The University of Texas System Administration and each component institution of the System.
- 7.159 Consider and recommend to the Board the operating budgets of The University of Texas System Administration and each component institution of the System.
- 7.15(10) Propose to the Board appropriations of funds and modifications of or additions to such appropriations.
- 7.15(11) Make recommendations to the Board on matters that commit the U. T. System or any component to operating expenditures in future fiscal years.
- 7.15(12) Consider and make recommendations to the Board concerning the availability of funds for, and application of funds to, capital improvement requests.
- 7.15(13) Make recommendations on matters relating to management of the lands constituting the permanent endowment of the University, including oversight of the offices of University Lands - Surface and Mineral Interests.

- 7.16 Duties of the Academic Affairs Committee.--The Academic Affairs Committee shall:
- 7.161 Report to the Board on the instructional, research, and professional service programs and activities of the general academic components.
 - 7.162 Report to the Board on policies relating to soliciting and securing gifts for the University's general academic institutions.
 - 7.163 Consider and report to the Board on matters affecting the libraries of the general academic institutions.
 - 7.164 Review proposed substantive changes in the degree program inventory and the academic administrative structure; and recommend to the Board approval or disapproval of such changes.
 - 7.165 Report and recommend to the Board approval of matters related to education in the general academic institutions.
 - 7.166 Recommend appropriate Board action with respect to any recommendations by the Chancellor related to the appointment, promotion, and dismissal of such institutional officers as may be appropriate in the general academic institutions.
 - 7.167 Consider and report to the Board on matters relating to the research, training, and community service activities at the general academic institutions.
 - 7.168 Recommend appropriate Board action with respect to any recommendations by the Chancellor related to the appointment, promotion, and dismissal of such System Administration academic affairs officers as report directly or indirectly to the Chancellor.
 - 7.169 Make recommendations concerning capital improvement priorities related to the approved missions of the general academic institutions.
- 7.17 Duties of the Health Affairs Committee.--The Health Affairs Committee shall:
- 7.171 Consider and report to the Board on matters concerned with substantive aspects of policies and programs related to the academic philosophy and objectives of the health-related institutions; with University relations; and with health-related academic planning, instruction, and research.

- 7.172 Report and recommend to the Board approval of matters relating to education in the health-related institutions.
- 7.173 Recommend appropriate Board action with respect to any recommendations by the Chancellor related to the appointment, promotion, and dismissal of such institutional officers as may be appropriate in the health-related institutions.
- 7.174 Consider and report to the Board on matters relating to the research, training, and community service activities of the health-related institutions.
- 7.175 Consider and report to the Board on matters affecting the libraries of the health-related institutions.
- 7.176 Report to the Board on policies relating to soliciting and securing gifts for the University's health-related institutions.
- 7.177 With respect to each Hospital, clinic and patient-care facility owned by The University of Texas System:
 - 7.1771 Counsel with the Executive Vice Chancellor for Health Affairs regarding the bylaws, and rules and regulations of the medical staff;
 - 7.1772 Review and make recommendations to the Board concerning mechanisms and controls for the achievement and maintenance of high standards of professional practices in and at the Hospital, clinic or patient-care facility.
- 7.178 Recommend appropriate Board action with respect to any recommendations by the Chancellor related to the appointment, promotion, and dismissal of such System Administration health affairs officers as report directly or indirectly to the Chancellor.
- 7.179 Make recommendations concerning capital improvement priorities related to the approved missions of the health-related institutions.
- 7.18 Duties of the Facilities Planning and Construction Committee.--The Facilities Planning and Construction Committee shall:
 - 7.181 Consider matters relating to the acquisition and use of the grounds and buildings on campus and campus-related real property of The University of Texas System.

- 7.182 Review proposed construction projects and make decisions on the selection of architects for projects determined to be of special interest to the Board; approve plans and accept bids for construction projects.
- 7.183 Make recommendations to the Board on the award and execution of construction and equipment contracts.
- 7.184 Make recommendations to the Board with respect to the naming of University buildings and other major facilities.

b. Part One, Chapter I, Section 8, Subsection 8.5, Subdivision 8.52, relating to the procedure for addressing the Board of Regents, was amended as follows:

8.52 Except upon invitation of the Board, the Chairman of the Board, the Chancellor, or the appropriate Executive Vice Chancellor, no person shall appear before the Board or any committee thereof unless that person files with the Executive Secretary to the Board a written request explaining the purpose of such appearance at least three days before the date of such appearance and unless the Chairman of the Board, the appropriate Committee Chairman, or at least three members of the Board, shall approve the request. It is understood, however, that the president of a component institution or his or her delegate and/or the president or chair of the student or faculty governance organization(s) or his or her delegate may appear without prior notice or request before the Board or any committee whenever the matter under consideration directly affects the component institution represented by such person. Persons requesting to appear must identify the subject of their remarks, which must be directly related to a matter on the Agenda for consideration by the Board. Whenever time and other circumstances permit, the person making the request shall first consult with the president, or his or her delegate, of such institution regarding the purpose of the appearance prior to the meeting of the Board or committee. Insofar as possible, any person who appears before the Board shall provide a written statement of the substance of such person's presentation to the Board, and such written statement shall be delivered to the Executive Secretary to the Board in sufficient time for copies to be distributed to the Regents prior to the meeting.

Any person appearing before the Board or a committee shall be subject to restrictions on time, place and manner as may be prescribed by the Chairman or a majority of the Board or by the Chairman or a majority of a committee. The Chairman or a majority of the Board may prescribe sanctions against any person exceeding established time, place or manner limits; disrupting a meeting of the Board or a committee of the Board; or violating any provision of the Regents' Rules and Regulations. Sanctions may include the refusal to allow such person to speak again to the Board or committees of the Board for up to one year.

- c. Part One, Chapter I, Section 8, Subsection 8.6 was amended as follows:
 - 8.6 Report to Press on Actions of Board.--Reports on matters of public interest will be given to the press as promptly as possible during or after each meeting. These press reports shall be under the direction of the Chairman of the Board, the Chancellor or their designated representatives.
- d. Part Two, Chapter II, Section 6 (Legislative Appropriation Requests) was amended as follows:

Sec. 6. Legislative Appropriation Requests.

- 6.1 Legislative appropriation requests, biennial or otherwise, shall be prepared in conformity with the Detailed Instructions for Agencies of Higher Education as prescribed by the Legislative Budget Board and the Governor's Office of Budget and Planning.
- 6.2 Appropriation requests for all component institutions shall be prepared by the president in conformity with these instructions and approved by the Executive Vice Chancellor for Health Affairs, the Executive Vice Chancellor for Business Affairs, the Executive Vice Chancellor for Academic Affairs, and the Chancellor.
- 6.3 Appropriation requests shall be submitted to the Legislative Budget Board, to the Governor's Budget and Planning Office, and to other State offices as required in the form and at the time prescribed.

The nonsubstantive amendments to the Regents' Rules and Regulations, Part One, Chapter I, Section 7, Subsection 7.1, Subdivisions 7.15 through 7.18 regarding committees and other appointments, streamline and conform this Subsection to current committee processes, following delegation by the U. T. Board of Regents of certain approvals to The University of Texas System and the component institutions in 1997.

The amendments to Part One, Chapter I, Section 8, Subsection 8.5, Subdivision 8.52 of the Rules make the timing of requests to address the Board more flexible for a requestor by requiring that the request be submitted at least three days prior to the desired appearance.

The amendment to the Regents' Rules, Part One, Chapter I, Section 8, Subsection 8.6 authorizes the Office of Development and External Relations to provide press information prior to the end of a regular meeting.

Amendments to Part Two, Chapter II, Section 6 conform the text of the Regents' Rules to current practice related to Legislative Appropriation Requests (LAR) by indicating that each president will prepare the LAR with final approval by the Executive Vice Chancellors for Health Affairs, Business Affairs, and Academic Affairs, and the Chancellor prior to submission.

3. U. T. System: Approval of Goals Statement for Distance Education

Upon recommendation of the Special Committee on Telecommunications and Technology Transfer, chaired by Regent A. R. (Tony) Sanchez, Jr., the Board approved the Goals Statement for Distance Education in The University of Texas System as set forth below. This statement provides a Mission Statement and operating principles for the UT TeleCampus, identifies target market groups, and provides general and specific Distance Education goals.

DISTANCE EDUCATION IN THE UNIVERSITY OF TEXAS SYSTEM

Background

The Board of Regents of The University of Texas System remains unalterably committed to a fundamental principle: access to education for all Texans is

the cornerstone for what Texas will be in the 21st Century. Decisions and actions based on this principle are driven by several well documented facts:

- In order for Texas to provide a better future for all Texans and in order for Texas to continue to be competitive nationally and internationally, Texas must produce more college graduates.
- Our knowledge-based economy will require more educated Texans.
- Current matriculation and graduation rates will be insufficient to produce the additional 20,000 undergraduate degrees that Texas must produce annually on a per capita basis simply to achieve the average national degree production rate.
- For the foreseeable future, funding from traditional sources will be insufficient to construct campus facilities at a rate that will accommodate the anticipated surge in the college student population.

UT TeleCampus

The Board of Regents of The University of Texas System established the UT TeleCampus as the central point for distance education services throughout the U. T. System. The creation of the TeleCampus was based on the following observations:

1. Increased access to educational opportunities and the sharing of educational resources and intellectual capital can have a dramatic impact on education.
2. Information technology and the appropriate use of distance education have the greatest potential for providing better access to educational opportunities to more Texans in the shortest amount of time.

Mission Statement

The mission of the UT TeleCampus is to empower the component institutions of The University of Texas System to be world-class leaders in distance education and to take full advantage of the economies of scale inherent in distance learning technologies.

Operating Principles for the UT TeleCampus

1. All matters of curriculum, course content, student performance and related academic matters remain the responsibility of the accredited component institutions and their faculties. Faculty members will also have a significant voice in determining the technology format or structure of his/her course.

Courses developed on platforms other than the VCampus platform (e. g., WebCT) can be accessed through the TeleCampus subject to only a few constraints: adherence to the Principles of Good Practice published by the Texas Higher Education Coordinating Board and a statement from the faculty author(s) that accepted copyright and intellectual property principles have not been violated.

2. The UT TeleCampus will support the faculty members of the component institutions and the distance learning students in much the same way that the facilities and staff of a physical campus support faculty and students. Services will include provision of online library services, records and registration services, and high quality virtual classrooms. In addition, the TeleCampus will assist and train faculty and staff in the design and delivery of Web-based courses and with copyright and related intellectual property issues.
3. The UT TeleCampus will promote the U. T. name and build market recognition for all component institutions while also encouraging each component to build its own name recognition within its markets.
4. While supporting each component in the development of its own distance learning programs, the TeleCampus will also facilitate the development of cooperative programs using the most appropriate specialists from multiple components.
5. Tuition and fees for TeleCampus courses will be determined by the individual components or, in the case of cooperative programs, by all of the cooperating institutions. Revenues including formula funds will accrue to the institutions teaching the courses.
6. During the development period, the UT TeleCampus will provide financial incentives as a catalyst for institutions and their faculties to develop and offer TeleCampus courses and programs. Incentives will be used to develop instructional expertise and the capacity to offer distance learning instruction.

7. All U. T. System component institutions will be expected to be active participants in distance education activities administered by the UT TeleCampus.

Distance Education Goals -- General

1. During the next five years, the UT TeleCampus will provide a range of programs that are comprehensive, market driven, and based on the needs of Texans as defined most recently by the November 1998 Report of the Texas Strategic Economic Development Planning Commission.
2. These programs should focus on the following Target Market Groups:
 - (a) Business and Industry Learners
 - (b) U. T. Component Campus Students
 - (c) Workforce and Credentials Development
 - (d) Students in Health Education and the Allied Health Professions
 - (e) High School Students
3. Programs administered by the UT TeleCampus should focus on Service, Quality, Consistency, and Opportunity.
 - Service: Provide distance education students, associated faculty, and administrators with a superior, service-oriented organization from which to conduct administrative, support, and distance learning activities.
 - Quality: Create a process that encourages collaboration between U. T. System component institutions and faculty members in the development of high quality distance education courses and programs.
 - Consistency: Enhance the quantity and quality of educational resource options and services available to current and future U. T. System students by promulgating consistent standards for component institutions.
 - Opportunity: Support the economic and workforce development needs of Texas, including those identified in the State's Strategic Economic Development Plan.

Distance Education Goals -- Specific

1. By Fall 2000, enroll at least 500 students in courses administered by the UT TeleCampus.
2. By Fall 2001, at least one in-service program for public school teachers will be available through the TeleCampus.
3. By Fall 2001, the TeleCampus will be a recognized provider of learning resources and learning assistance to public school students.
4. By Fall 2001, all U. T. component institutions will have used the TeleCampus to deliver at least one credit or continuing education course.
5. By Fall 2001, the TeleCampus will be able to transfer student registration and grade records transparently between the student's home institution and the institution providing the distance learning course.
6. By Fall 2001, some TeleCampus courses will be taught in multiple sections and may be licensed to institutions other than the originating component institution.
7. By Fall 2001, it will be possible to meet the core curriculum requirements of all components with courses delivered by the TeleCampus.
8. By Fall 2001, all U. T. components will have an active cadre of faculty and staff who utilize the TeleCampus for delivery of distance education.
9. By Fall 2001, the TeleCampus will be a major provider of in-service education for public school teachers.

4. U. T. Board of Regents and U. T. Austin: Appointment of (a) Mr. Robert K. Moses, Jr., Houston, Texas, as Regental Representative to the Intercollegiate Athletics Council for Men and (b) George Willeford III, M.D., Austin, Texas, as Regental Representative to the Intercollegiate Athletics Council for Women Effective September 1, 2000 (Reappointments)

Approval was given to reappoint the following as Regental representatives to The University of Texas at Austin Intercollegiate Athletics Council for Men and the Intercollegiate Athletics Council for Women each for a four-year term beginning September 1, 2000:

- a. Mr. Robert K. Moses, Jr., Houston, Texas, to the Intercollegiate Athletics Council for Men
- b. George Willeford III, M.D., Austin, Texas, to the Intercollegiate Athletics Council for Women.

Mr. Moses, who is active in many aspects of the men's athletic program, is a well respected Houston businessman and civic leader who won both All Southwest Conference and All American honors on the U. T. Austin football team.

Dr. Willeford, a gastroenterologist in private practice in Austin and a graduate of U. T. Austin and The University of Texas Southwestern Medical School at Dallas, is an active supporter of many aspects of the women's athletic program.

Mr. Moses and Dr. Willeford were first appointed to the respective Councils on September 1, 1996.

MATTERS RELATED TO THE UNIVERSITY OF TEXAS INVESTMENT MANAGEMENT COMPANY (UTIMCO)

1. U. T. System: Report on Investments for the Fiscal Quarter Ended February 29, 2000

On behalf of The University of Texas Investment Management Company (UTIMCO), Regent Sanchez, a member of the UTIMCO Board, summarized the Report on Investments for The University of Texas System for the fiscal

quarter ended February 29, 2000, for the Permanent University Fund, Permanent Health Fund, Long Term Fund, Short Intermediate Term Fund, and Separately Invested Assets.

Report by Regent Sanchez on Behalf of UTIMCO

Mr. Chairman and members of the Board, I am pleased to summarize on behalf of UTIMCO the investments for The University of Texas System for the fiscal quarter ended February 29, 2000.

Pages 23 - 27 contain the Summary Reports on Investments for the fiscal quarter ended February 29, 2000. Beginning in February, UTIMCO began the process of converting the Permanent University Fund (PUF) to the same asset allocation currently in place for the Permanent Health Fund (PHF) and the Long Term Fund (LTF). This process requires that UTIMCO realign portfolio managers to create identical asset allocations and underlying portfolios across all three endowment funds upon completion.

Item a on Page 23 presents the summary report for Permanent University Fund (PUF) Investments. PUF Investments began the quarter with a market value of \$7.7 billion. During the quarter, contributions of mineral income from PUF Lands equaled \$19.0 million, up 69.6% versus receipts for the second quarter of the prior fiscal year. Total investment return was \$430.1 million. The PUF distributed \$220.3 million to the Available University Fund (AUF) during the quarter. This amount represented the PUF distribution to the AUF for the fiscal year ended August 31, 2000, as approved by the U. T. Board of Regents at its November 11, 1999 meeting. PUF market value ended the quarter at \$7.9 billion.

Quarter-end asset allocation was 71% broadly defined equities, 13% fixed income, and 16% money market funds versus an unconstrained neutral allocation of 80% equities and 20% fixed income. The high percentage in money market funds is transitory and reflected a point in time between the sale of fixed income assets and purchase of new securities in asset classes where the PUF had been underweighted. Within equities, quarter-end allocation was 34% U. S. large and mid cap stocks, 8% U. S. small cap stocks, 7% non-U. S. equities, 14% alternative equities, and 8% inflation hedging.

Total net investment return for the quarter was 5.7% versus the neutral policy portfolio return of 3.8%. The fixed income portfolio posted a net total return of (1.5%) for the quarter versus .4% for the Lehman Aggregate Bond Index. Equities, as an asset class, posted higher relative returns with the S&P 500 Index and Russell 3000 Index posting returns of 10.2% and 3.2%, respectively. The PUF's equity portfolios (including non-U. S. portfolios) produced a net return of 4.3%. Finally, alternative equities produced a 28.2% net return for the quarter, and inflation hedging assets posted a 10.7% net return.

Item b on Page 24 reports summary activity for the Permanent Health Fund (PHF). The PHF was funded on August 30, 1999, and is only six months old. During the quarter, a contribution in the amount of \$10 million was received from The University of North Texas Health Science Center at Fort Worth.

Quarter-end asset allocation was 74% broadly defined equities, 18% fixed income and 8% money market funds. Within equities, quarter-end allocation was 26% U. S. large and mid cap stocks, 10% U. S. small cap stocks, 19% non-U. S. equities, and 8% inflation hedging. Alternative equities had a weighting of 11% versus a neutral weighting of 25%. The alternative equity asset class will take several years to become fully funded. Total net investment return for the quarter was 5.1% versus the neutral policy portfolio return of 3.8%. PHF market value ended the quarter at \$965.3 million.

Item c on Page 25 reports summary activity for the Long Term Fund (LTF). During the quarter, net contributions totaled \$27.5 million representing a 60.8% increase over the second quarter of the prior fiscal year. Investment return was \$214.1 million. Distributions to the 5,210 endowment and other accounts underlying the LTF totaled \$26.7 million; an increase of 5.95% versus the second quarter of the prior year. The Fund's market value closed the quarter at \$3.0 billion.

Asset allocation at quarter-end was 76% broadly defined equities, 20% fixed income, and 4% money market funds. Within equities, U. S. small cap and non-U. S. equities were slightly overweighted at 10% and 16%, respectively, of total assets. U. S. large and mid cap equities were on target at 25% while alternative equities were underweighted at 18% versus a neutral weighting of 25%. Inflation hedging investments were on target at 7%. Total net investment return for the quarter was 7.6% versus the neutral policy portfolio return of 3.8%.

Item d on Page 26 presents summary activity for the Short Intermediate Term Fund. During the quarter, the Fund received net contributions of \$9.7 million. It earned \$2.5 million in total return and incurred expenses of \$200 thousand. Distributions to the U. T. System component institutions equaled \$28.7 million, resulting in a quarter-end Fund value of \$1.9 billion versus \$1.9 billion at the beginning of the quarter. Total return on the Fund was .13% for the quarter versus the Fund's performance benchmark of .75%.

Item e on Page 27 presents book and market value of cash, fixed income, equity and other securities held in funds outside of internal investment pools. Total cash and equivalents, consisting primarily of component operating funds held in the Dreyfus money market fund, increased by \$61 million to \$816 million during the second quarter. Asset values for the remaining asset classes were fixed income securities: \$76 million versus \$71 million at previous quarter-end; equities: \$85 million versus \$73 million at previous quarter-end; and other investments of \$8 million versus \$7 million at previous quarter-end.

a. PERMANENT UNIVERSITY FUND

Summary Investment Report at February 29, 2000

PERMANENT UNIVERSITY FUND (1)
INVESTMENT SUMMARY REPORT
(\$ millions)

	FY98-99	FY99-00		
	Full Year	1st Qtr	2nd Qtr	Year-to-date
Beginning Net Assets	6,517.1	7,465.6	7,697.9	7,465.6
PUF Lands Receipts (2)	54.3	18.6	19.0	37.6
Investment Return (3)	1,158.1	279.3	430.1	709.4
Expenses (3)	-	-	(1.9)	(1.9)
Distributions to AUF (3)	(263.9)	(65.6)	(220.3)	(285.9)
Ending Net Assets	<u>7,465.6</u>	<u>7,697.9</u>	<u>7,924.8</u>	<u>7,924.8</u>
AUF Distribution:				
From PUF Investments (3)	263.9	65.6	220.3	285.9
From Surface Income	9.5	1.5	2.1	3.6
Total	<u>273.4</u>	<u>67.1</u>	<u>222.4</u>	<u>289.5</u>

Report prepared in accordance with Sec. 51.0032 of the Texas Education Code.

(1) General - The Investment Summary Report excludes PUF Lands mineral and surface interests with estimated August 31, 1999 values of \$558.8 million and \$156.3 million, respectively.

(2) PUF Land Receipts - As of February 29, 2000: 1,255,783 acres under lease; 518,557 producing acres; 3,324 active leases; and 2,046 producing leases.

(3) Restatements - The Investment Summary Report was restated to a presentation which is consistent with the reporting of other endowment funds managed by UTIMCO. With the passage of the PUF's constitutional amendment, distributions to the AUF will be from the total investment return of the PUF. Total investment return includes investment income, realized and unrealized gains. The PUF's constitutional amendment also provided that expenses of managing the PUF lands and investments shall be paid by the PUF.

b. PERMANENT HEALTH FUND

Summary Investment Report at February 29, 2000

PERMANENT HEALTH FUND
SUMMARY REPORT
(\$ millions)

	FY98-99	FY99-00		
	Full Year	1st Qtr	2nd Qtr	Year-to-date
Beginning Net Assets	-	890.3	918.2	890.3
Contributions (1)	890.0	-	10.0	10.0
Investment Return	0.3	38.5	47.9	86.4
Expenses	-	(0.6)	(0.7)	(1.3)
Distributions (Payout)	-	(10.0)	(10.1)	(20.1)
Ending Net Assets	890.3	918.2	965.3	965.3
Net Asset Value per Unit	1.000284	1.031672	1.072895	
No. of Units (End of Period)	890,000,000	890,000,000	899,692,999	
Distribution Rate per Unit	-	0.01125	0.01125	

Report prepared in accordance with Sec. 51.0032 of the Texas Education Code.

(1) Funded 8/30/99

c. LONG TERM FUND

Summary Investment Report at February 29, 2000

LONG TERM FUND
SUMMARY REPORT
(\$ millions)

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	FY98-99	FY99-00		
	Full Year	1st Qtr	2nd Qtr	Year-To-Date
Beginning Net Assets	2,147.7	2,602.3	2,755.6	2,602.3
Net Contributions	85.0	23.1	27.5	50.6
Investment Return	482.5	158.2	214.1	372.3
Receipt of Funds from System for UTIMCO Fee	2.2	0.5	0.5	1.0
Expenses	(8.3)	(1.9)	(3.8)	(5.7)
Distributions (Payout)	(101.5)	(26.4)	(26.7)	(53.1)
Distribution of Gain on Participant Withdrawals	(5.3)	(0.2)	(0.2)	(0.4)
Ending Net Assets	2,602.3	2,755.6	2,967.0	2,967.0
Net Asset Value per Unit	5.347	5.612	5.983	
No. of Units (End of Period)	486,701,841	490,996,364	495,867,447	
Distribution Rate per Unit	0.210	0.05375	0.05375	

Report prepared in accordance with Sec. 51.0032 of the Texas Education Code.

d. SHORT INTERMEDIATE TERM FUND

Summary Investment Report at February 29, 2000

SHORT INTERMEDIATE TERM FUND
SUMMARY REPORT
(\$ millions)

	FY98-99	FY99-00		
	Full Year	1st Qtr	2nd Qtr	Year-to-Date
Beginning Net Assets	1,809.6	1,769.4	1,903.3	1,769.4
Contributions (Net of Withdrawals)	13.2	143.9	9.7	153.6
Investment Return	53.4	16.7	2.5	19.2
Expenses	(0.5)	(0.1)	(0.2)	(0.3)
Distributions of Income	(106.3)	(26.6)	(28.7)	(55.3)
Ending Net Assets	1,769.4	1,903.3	1,886.6	1,886.6
Net Asset Value per Unit	9.895	9.841	9.705	
No. of Units (End of Period)	178,813,160	193,409,210	194,396,131	

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Report prepared in accordance with Sec. 51.0032 of the Texas Education Code.

c. SEPARATELY INVESTED ASSETS

Summary Investment Report at February 29, 2000

SEPARATELY INVESTED ASSETS
SUMMARY REPORT
(\$ thousands)

ASSET TYPES	FUND TYPE													
	CURRENT PURPOSE				ENDOWMENT & SIMILAR FUNDS		ANNUITY & LIFE INCOME FUNDS		AGENCY FUNDS		OPERATING FUNDS		TOTAL	
	DESIGNATED		RESTRICTED		BOOK	MARKET	BOOK	MARKET	BOOK	MARKET	BOOK	MARKET	BOOK	MARKET
Cash & Equivalents:														
Beginning value 12/1/99	3,474	3,474	1,336	1,336	28,291	28,291	320	320	3	3	722,045	722,045	755,469	755,469
Increase/(Decrease)	358	358	1,278	1,278	32,006	32,006	(23)	(23)	-	-	27,159	27,159	60,778	60,778
Ending value 2/29/00	3,832	3,832	2,614	2,614	60,297	60,297	297	297	3	3	749,204	749,204	816,247	816,247
Debt Securities:														
Beginning value 12/1/99	-	-	7	5	54,097	52,723	7,982	8,082	-	-	10,164	10,108	72,250	70,918
Increase/(Decrease)	-	-	36	26	(228)	(1,203)	1,711	1,480	-	-	5,199	5,056	6,718	5,359
Ending value 2/29/00	-	-	43	31	53,869	51,520	9,693	9,562	-	-	15,363	15,164	78,968	76,277
Equity Securities:														
Beginning value 12/1/99	42	5,233	5,341	5,492	21,046	37,299	6,864	8,007	-	-	15,794	16,698	49,087	72,729
Increase/(Decrease)	-	7,632	(2,841)	(2,214)	208	191	(2,140)	(1,664)	-	-	8,384	7,926	3,611	11,871
Ending value 2/29/00	42	12,865	2,500	3,278	21,254	37,490	4,724	6,343	-	-	24,178	24,624	52,698	84,600
Other:														
Beginning value 12/1/99	-	-	64	64	483	483	5,850	6,768	-	-	-	-	6,397	7,315
Increase/(Decrease)	-	-	41	41	(1)	(1)	1,400	718	-	-	-	-	1,440	758
Ending value 2/29/00	-	-	105	105	482	482	7,250	7,486	-	-	-	-	7,837	8,073

Report prepared in accordance with Sec. 51.0032 of the Texas Education Code.
Details of individual assets by account furnished upon request.

2. U. T. System: Approval of Increases in the Annual Distributions from the Permanent University Fund, Permanent Health Fund, and the Long Term Fund

Upon recommendation of The University of Texas Investment Management Company (UTIMCO) Board of Directors, the Board:

- a. Approved that the fiscal year distribution from the Permanent University Fund (PUF) to the Available University Fund (AUF) be increased by 2.5% from \$309,202,401 to \$317,081,112 effective September 1, 2000
- b. Approved that the annual distribution rate for the Permanent Health Fund (PHF) be increased by 2.2% from \$0.045 per unit to \$0.046 per unit effective November 30, 2000
- c. Approved that the annual distribution rate for The University of Texas System Long Term Fund (LTF) be increased by 14% from \$0.215 per unit to \$0.245 per unit effective May 31, 2000.

The PUF Investment Policy, approved by the U. T. Board of Regents on February 9, 2000, states that the annual distribution from the PUF to the AUF shall be an amount equal to 4.5% of the trailing 12 quarter average of the

net asset value of the Fund for the quarter ending February of each fiscal year. Per this formula, the amount to be distributed from the PUF for Fiscal Year 2000-2001 is \$317,081,112 as calculated below:

<u>Quarter Ended</u>	<u>Net Asset Value</u>
5/31/97	\$ 6,048,911,841
8/31/97	6,368,277,993
11/30/97	6,615,090,882
2/28/98	6,976,387,446
5/31/98	7,112,953,989
8/31/98	6,517,087,231
11/30/98	7,188,931,905
2/28/99	7,202,068,320
5/31/99	7,437,047,422
8/31/99	7,465,560,698
11/30/99	7,697,888,965
2/29/00	<u>7,924,756,395</u>
	\$ 84,554,963,087
Number of quarters	<u>12</u>
Average Net Asset Value	\$ 7,046,246,924
Distribution Percentage	<u>4.5%</u>
FY2000-01 Distribution	<u>\$ 317,081,112</u>

Article VII, Section 18 of the Texas Constitution requires that the amount of distributions to the AUF be determined by the U. T. Board of Regents in a manner intended to provide the AUF with a stable and predictable stream of annual distributions and to maintain over time the purchasing power of PUF investments and annual distributions to the AUF. The Constitution further limits the U. T. Board of Regents' discretion to set annual PUF distributions to the satisfaction of three tests:

1. The amount of PUF distributions to the AUF in a fiscal year must be not less than the amount needed to pay the principal and interest due and owing in that fiscal year on PUF bonds and notes. The distribution of \$317,081,112 is substantially greater than PUF Bonds Debt Service of \$125,839,337 projected for FY 2000-2001:

<u>System</u>	<u>Debt Service</u>
U. T.	\$ 76,511,337
TAMU	<u>49,328,000</u>
Total	\$ 125,839,337

Sources: UTS Office of Finance
TAMUS Office of Treasury Services

2. The U. T. Board of Regents may not increase annual PUF distributions to the AUF (except as necessary to pay PUF debt service) if the purchasing power of PUF investments for any rolling 10-year period has not been preserved. As the schedule below indicates, the U. T. Board of Regents may increase the FY 1999-2000 distribution of \$309,202,401 by 2.5% because the average annual increase in the rate of growth of the value of PUF investments (net of expenses, inflation and distributions) for the trailing 10-year period ended February 29, 2000, was 4.04%.

<u>Average Annual</u>	<u>%</u>
Rate of Total Return	12.52%
Expense Rate	(0.00%) (1)
Inflation Rate	(2.86%)
Distribution Rate	<u>(5.62%)</u>
Net Real Return	4.04%

(1) Paid from AUF until 1/01/00

3. The annual distribution from the PUF to the AUF during any fiscal year made by the U. T. Board of Regents may not exceed an amount equal to 7% of the average net fair market value of PUF investment assets as determined by the Board (except as necessary to pay PUF bonds debt service). The annual distribution rate calculated using the trailing 12 quarter average value of the PUF is within the 7% maximum allowable distribution rate.

Value of PUF Investments (1)	Distribution	Distribution as a % of Value of PUF Investments	Maximum Allowed Rate
\$7,046,246,924	\$317,081,112	4.50%	7.00%

(1) Source: UTIMCO

The spending formulas under the LTF and the PHF Investment Policy Statements increase distributions from each Fund at the rate of inflation subject to a distribution range of 3.5% to 5.5% of the average market value of the LTF assets and PHF assets for each Fund's respective trailing 12 fiscal quarters.

The 2.2% increase in PHF distribution rate is based on the PHF Investment Policy mandate to increase annual distributions by the rate of inflation and in consideration of the Fund's six-month life. The average increase in the consumer price index for the prior three years as of November 30, 1999, is 2.0%.

The 14% increase in the LTF distribution rate will recognize the above average rate of growth in the market value of LTF assets and provide an expected distribution rate at least equal to 4% of the value of initial endowment contributions through the 15-month period ended August 31, 2001.

3. U. T. Board of Regents: Approval of Appointment of Ms. Susan M. Byrne, Mr. Woody L. Hunt, and Mr. A. W. "Dub" Riter, Jr., to the Audit and Ethics Committee of The University of Texas Investment Management Company (UTIMCO)

Section 66.08 of the Texas Education Code requires that the U. T. Board of Regents approve the appointment of members of the Audit and Ethics Committee of the Board of Directors of The University of Texas Investment Management Company (UTIMCO).

In accordance therewith, the Board approved the appointment of Ms. Susan M. Byrne, Mr. Woody L. Hunt, and Mr. A. W. "Dub" Riter, Jr., to the Audit and Ethics Committee of the UTIMCO Board of Directors to serve until their successors are chosen and qualify or until their earlier resignation or removal.

It was noted that Mr. A. W. "Dub" Riter, Jr., will serve as Chair of the Audit and Ethics Committee.

RECESS FOR COMMITTEE MEETINGS AND COMMITTEE REPORTS TO THE BOARD.--At 8:36 a.m., the Board recessed for the meetings of the Standing Committees, and Chairman Evans announced that at the conclusion of each committee meeting the Board would reconvene to approve the report and recommendations of that committee.

The meetings of the Standing Committees were conducted in open session and the reports and recommendations thereof are set forth on the following pages.

REPORTS AND RECOMMENDATIONS OF STANDING COMMITTEES

REPORT OF EXECUTIVE COMMITTEE (Page 32).--Chairman Evans reported that there were no items referred from the Executive Committee to the Board pursuant to Section 7, Subsection 7.1, Subdivision 7.14 of Chapter I of Part One of the Regents' Rules and Regulations.

REPORT AND RECOMMENDATIONS OF THE BUSINESS AFFAIRS AND AUDIT COMMITTEE (Pages 33 - 51).--Committee Chairman Riter reported that the Business Affairs and Audit Committee met in open session to consider those matters on its agenda and to formulate recommendations for the U. T. Board of Regents. Unless otherwise indicated, the actions set forth in the Minute Orders which follow were recommended by the Business Affairs and Audit Committee and approved in open session and without objection by the U. T. Board of Regents:

1. U. T. System: Approval of Chancellor's Docket No. 101 (Catalog Change)

Upon recommendation of the Business Affairs and Audit Committee, the Board approved Chancellor's Docket No. 101 in the form distributed by the Executive Secretary. It is attached following Page 110 in the official copies of the Minutes and is made a part of the record of this meeting.

It was expressly authorized that any contracts or other documents or instruments approved therein may be executed by the appropriate officials of the respective institution involved.

To avoid any appearance of a possible conflict of interest, Vice-Chairman Clements was recorded as abstaining from any vote on Item 2 on Page HD - 2 of The University of Texas Southwestern Medical Center at Dallas Docket related to a gift from The Honorable William P. Clements, Jr.

2. U. T. Board of Regents - Regents' Rules and Regulations, Part Two: Amendments to Chapter VI, Sections 2 through 11 (Staff Benefits)

The Board amended the Regents' Rules and Regulations, Part Two, Chapter VI, Sections 2 through 11, relating to staff benefits, to read as set forth below:

Sec. 2. Optional Retirement Program.

- 2.1 Eligibility standards for participation in the Optional Retirement Program (O.R.P.) shall be established pursuant to Texas Government Code Section 830.001 et seq. and eligibility rules adopted by the Texas Higher Education Coordinating Board.

- 2.2 In consultation with the Office of the Executive Vice Chancellor for Business Affairs and in accordance with federal and State laws and regulations, the Director of Human Resources is authorized to issue on a periodic basis a Request for Proposals which contains the criteria a life insurance or mutual fund vendor must meet and continue to meet for selection and retention as an authorized vendor under the Optional Retirement Program. The Board of Regents shall select those companies accepted as vendors, based upon recommendation from the Director of Human Resources with the concurrence of the Executive Vice Chancellor for Business Affairs. Within a reasonable time period following selection by the Board of Regents, each vendor must execute a contract for products and services. The contract must be acceptable to The University of Texas System and must include the selection criteria contained in the Request for Proposals.
- 2.3 Each O.R.P. participant shall be permitted up to four changes of O.R.P. vendors per year, provided each change is to a company on the currently authorized vendor list. All O.R.P. vendor changes shall be in accordance with institutional policy governing such changes.
- 2.4 Transfers of O.R.P. accounts may be made only to one of the currently authorized O.R.P. vendors. The change may be made only on the first day of a month.

Sec. 3. University of Texas Governmental Retirement Arrangement.

- 3.1 The Board of Regents of The University of Texas System has established a "governmental excess benefits plan" for the Optional Retirement Program, authorized under Internal Revenue Code Section 415(m) and Texas Government Code Section 830.004 and designated as The University of Texas Governmental Retirement Arrangement (UTGRA).
- 3.2 Eligibility for participation shall be based on an employee's date of initial participation in the Optional Retirement Program and the employee's level of earnings.

- 3.3 Participation in the program and all subsequent distributions shall be in accordance with the plan documents.
- 3.4 All funds participating in UTGRA including the monthly State contribution, amounts reduced from each participant's salary, and any subsequent investment earnings are the property of the Board of Regents until such time as an authorized distribution is executed in accordance with the plan document.
- 3.5 The Board of Regents shall, at its discretion, authorize an external organization to provide trustee services and record keeping services for UTGRA.

Sec. 4. Tax Sheltered Annuities.

- 4.1 Pursuant to Article 6228a-5, Vernon's Texas Civil Statutes, an employee may purchase Tax Sheltered Annuities (T.S.A.) from a company authorized to engage in business in the State of Texas, provided the products are authorized for Internal Revenue Code Section 403(b) participation.
- 4.2 The University of Texas System Office of Human Resources, in consultation with the Office of the Executive Vice Chancellor for Business Affairs, shall maintain a listing of companies authorized to offer annuities or other investments under the Tax Sheltered Annuity Program.

Sec. 5. Employee Group Insurance and Health Benefits.

- 5.1 All group insurance, health benefit programs and cafeteria plans authorized by law for employees of the U. T. System and its component institutions shall be administered by the Chancellor on behalf of the Board.
- 5.2 The Chancellor shall provide for the planning, implementation, management, and administration of the employee

group insurance and health benefit programs through such U. T. System committees and administrators as the Chancellor deems appropriate.

- 5.3 The Chancellor will submit for review and approval by the Board, recommendations on matters regarding the employee group insurance program.

Sec. 6. Workers' Compensation Insurance.

- 6.1 Pursuant to Texas Labor Code Section 503.001 et seq., a self-insured System-wide Workers' Compensation Insurance (W.C.I.) Program will provide certain benefits for injuries sustained in the course and scope of employment.
- 6.2 The Office of Business and Administrative Services shall investigate injuries, with the assistance of other appropriate System and component institution offices.
- 6.3 The component institutions shall be responsible for reporting all work-related injuries to the Office of Business and Administrative Services. The Office of Business and Administrative Services shall file reports of lost time injuries and occupational diseases with the Texas Workers' Compensation Commission (T.W.C.C.).
- 6.4 The Office of Business and Administrative Services shall coordinate occupational safety and health activities.
- 6.5 The Office of General Counsel shall be responsible for a determination on appeal of T.W.C.C. decisions.
- 6.6 A percentage of annual payroll, as approved by the Executive Vice Chancellor for Business Affairs, shall be set aside to fund the Workers' Compensation Insurance Fund (W.C.I. Fund).
 - 6.61 Each institutional chief business officer shall be responsible for the transmission of amounts to be added to the W.C.I. Fund for all salaries paid, as instructed by the Office of Business and

Administrative Services, for receipt into the W.C.I. Fund no later than 20 days after the end of each month.

6.62 The W.C.I. Fund must be deposited or invested in the same manner as other local institutional funds as specified in these Rules and Regulations.

6.7 The Office of Business and Administrative Services shall be responsible for processing all W.C.I. claims for medical care and compensation.

6.8 The Office of Business and Administrative Services shall prepare an annual report on the status of the W.C.I. Fund for the U. T. Board of Regents.

Sec. 7. Unemployment Compensation Insurance Program.

7.1 The System-wide Unemployment Compensation Insurance (U.C.I.) Program will provide weekly benefits as specified in Section 207.001 et seq., Texas Labor Code.

7.2 The Unemployment Compensation Insurance Fund (U.C.I. Fund) is established by the U. T. Board of Regents to be deposited or invested in the same manner as other local institutional funds as specified in Part Two, Chapter III, Section 4 of these Rules and Regulations. The Office of Human Resources shall administer funding by assessment on all salary sources excluding those salaries paid from State General Revenue as provided in Subsection 7.24 below.

7.21 The System will reimburse the State from the U.C.I. Fund for claims charge-backs paid by the State Comptroller for former employees whose salaries were paid from sources other than State General Revenue.

7.22 Claims charge-backs for former employees whose salaries were paid from State General Revenue shall be referred to each component institution for reimbursement of one-half of the claim paid by the State Comptroller.

- 7.23 The U.C.I. Fund shall at all times operate under principles established by the U. S. Department of Health and Human Services.
- 7.24 Assessment rates shall be calculated to provide minimum U.C.I. Fund balance fluctuations and maximum rate stability. Each institutional chief business officer shall be responsible for the transmission of such assessed amounts, as instructed by the Office of Human Resources, for receipt into the U.C.I. Fund no later than 20 days after the end of the month.
- 7.25 Expenditures from the U.C.I. Fund shall be limited to direct costs in accordance with Office of Management and Budget Circular A-21.

7.3 The Office of Human Resources, working in coordination with appropriate System and component institution offices, shall administer the U.C.I. Program, provide assistance as necessary to component institutions, and represent System Administration in appeals to the Texas Workforce Commission (T.W.C.).

7.4 The Office of General Counsel shall be responsible for a determination on appeals of T.W.C. decisions.

7.5 The Office of Human Resources shall prepare an annual report on the status of the U.C.I. Fund for the U. T. Board of Regents.

Sec. 8. Social Security (Old Age and Survivors Insurance).

Pursuant to 42 U.S.C. Sections 410 through 418, all employees must participate in the Social Security Program, except for those employees specifically exempted from participation such as student employees in accordance with applicable agreements between the State of Texas and the Social Security Administration.

Sec. 9. Deferred Compensation Plan.

As authorized by Chapter 609, Texas Government Code, any employee may participate in the Deferred Compensation Plan.

Sec. 10. U. S. Savings Bonds.

All employees shall be provided the opportunity to participate in the purchase of U. S. Savings Bonds by payroll deduction.

Sec. 11. Availability of Benefit Descriptions.

The Director of Employee Group Insurance Programs and the Director of Human Resources, through coordination with each of the component institutions, shall insure that up-to-date accurate descriptions of the participation and eligibility requirements for all employee benefits and programs are conveniently available to all prospective and current employees at System Administration offices and at all component institutions.

The revisions to former Section 3 of the Regents' Rules, concerning the Tax Sheltered Annuity Program, reflect changes to State law that permit an employee to participate with any company that is authorized to do business in the State of Texas and provide products that are in compliance with Internal Revenue Code Section 403(b). These amendments to the Regents' Rules and Regulations, Part Two, Chapter VI, Sections 2 through 11, formally repeal the "Conditions to be Met by Organizations Seeking Authorization to Write Tax Sheltered Annuities or Other Investments for Employees of The University of Texas System" approved by the U. T. Board of Regents in December 1981, and amended in October 1983. These Conditions, although outdated, form the basis of the list of companies authorized to offer annuities or other investments referenced in former Subsection 3.2.

3. U. T. Board of Regents: Adoption of Resolution for the Permanent University Fund Flexible Rate Notes Interim Financing Program

Upon recommendation of the Business Affairs and Audit Committee, the Board adopted a [Resolution](#) for the Permanent University Fund Flexible Rate Notes Interim Financing Program (substantially in the form on file in the Office of the Board of Regents) amending the Permanent University Fund Variable Rate Notes Interim Financing Program to:

- a. Authorize the issuance of obligations in an aggregate principal amount outstanding at any one time not to exceed \$250,000,000 to provide interim financing to pay project costs for eligible projects
- b. Authorize such obligations to be issued, sold, and delivered as flexible rate notes and prescribe the terms, features, and characteristics of such notes
- c. Approve and authorize certain officers and employees, on behalf of the Board of Regents of The University of Texas System, to sell and to deliver such notes, within the limitations and procedures specified therein
- d. Make certain covenants and agreements in connection therewith, and
- e. Resolve other matters incident and related to the issuance, sale, security, and delivery of such notes.

The Flexible Rate Notes Interim Financing Program replaces a similar program for Variable Rate Notes authorized by the U. T. Board of Regents on April 14, 1994. The prior program became obsolete when an amendment to the Texas Constitution, adopted on November 2, 1999, altered the source of, and method for, determining distributions to the Available University Fund. The initial installment of notes issued pursuant to the new program will be used to refund all outstanding notes, in the principal amount of \$30,000,000, issued under the prior program. The remainder of the proceeds of the initial installment, net of the costs of issuance of such notes, will be used to pay project costs of eligible projects.

In addition to authorizing the issuance of notes, adoption of the Resolution provides approval of a Credit Agreement with Bank One, NA, and authorizes appropriate U. T. System officials to execute the agreement and to make necessary changes, additions, or amendments to the related Trust Agreement with the Comptroller of Public Accounts of the State of Texas, the Issuing and Paying Agent/Registrar Agreement with Bankers Trust Company, and the Re-marketing Agreement with Goldman, Sachs & Company and Bankers Trust Company. Copies of these agreements are on file in the U. T. System Office of Finance.

Mr. R. D. Burck, Executive Vice Chancellor for Business Affairs, introduced Mr. Terry Hull, the new Director of Finance for the U. T. System and welcomed him to the U. T. family.

4. U. T. System: Appointment of Delta Dental, Irving, Texas, as Plan Administrator and United Dental Care of Texas, Inc., a Protective Life Company, Birmingham, Alabama, as Carrier for the Dental Program to be Effective September 1, 2000

Committee Chairman Riter noted that supplemental material related to the proposed appointment of a plan administrator and carrier for employees and retirees of The University of Texas System for the dental program was before the Board on yellow paper.

In accordance therewith, and upon recommendation of the Chancellor and the Executive Vice Chancellor for Business Affairs, the Board approved the appointment of an indemnity dental plan administrator and a fully-insured dental maintenance organization (DMO) to serve employees and retirees of the U. T. System effective September 1, 2000, as follows:

- a. Delta Dental, Irving, Texas, as administrator of a self-funded indemnity plan to serve employees and retirees of the U. T. System
- b. United Dental Care of Texas, Inc., a protective life company, Birmingham, Alabama, as a fully-insured DMO to serve as the carrier for employees and retirees in the Austin, Dallas, El Paso, Galveston, Houston, and San Antonio areas.

The contracts were awarded to Delta Dental, Irving, Texas, and United Dental Care of Texas, Inc., a protective life company, Birmingham, Alabama, based on their good customer service as providers of the current dental plans, lower cost, and ability to meet the needs of the U. T. System.

See Item 5 below for group dental monthly premium rates.

5. U. T. System: Approval of Monthly Premiums for Medical, Dental and Vision Plans and Health Maintenance Organizations (HMOs) Effective September 1, 2000

Supplemental material related to recommended monthly insurance premiums for employees and retirees of The University of Texas System was before the Board on yellow paper.

Upon recommendation of the Chancellor and the Executive Vice Chancellor for Business Affairs, the Board approved the monthly premiums as shown in the tables on Pages 43 - 46 for U. T. System self-funded medical, dental, and vision plans and health maintenance organizations (HMOs) to be effective September 1, 2000. It is noted that the premium rates for the Texas Universities Health Plan (TUHP) Point-of-Service Houston/Galveston and UTMB Healthcare Systems HMO Galveston plans were reduced from rates proposed in the supplemental material on yellow paper.

SELF-FUNDED MEDICAL PLAN MONTHLY PREMIUM RATES FOR FY 2000-2001	
	CIGNA UT SELECT PLAN
Coverage Level	
Subscriber Only	\$221.09
Subscriber and Spouse	\$433.34
Subscriber and Child(ren)	\$395.75
Subscriber and Family	\$601.36

SELF-FUNDED POINT-OF-SERVICE PLANS MONTHLY PREMIUM RATES FOR FY 2000-2001		
	TEXAS UNIVERSITIES HEALTH PLAN (TUHP) POINT-OF-SERVICE HOUSTON/GALVESTON	TEXAS UNIVERSITIES HEALTH PLAN (TUHP) POINT-OF-SERVICE DALLAS
Coverage Level		
Subscriber Only	\$221.09	\$233.25
Subscriber and Spouse	\$433.34	\$457.17
Subscriber and Child(ren)	\$395.75	\$417.52
Subscriber and Family	\$601.36	\$634.44

SELF-FUNDED POINT-OF-SERVICE PLANS MONTHLY PREMIUM RATES FOR FY 2000-2001			
	UNITED HEALTHCARE POINT-OF-SERVICE AUSTIN	UNITED HEALTHCARE POINT-OF-SERVICE SAN ANTONIO	TEXAS UNIVERSITIES HEALTH PLAN (TUHP) POINT-OF-SERVICE SAN ANTONIO
Coverage Level			
Subscriber Only	\$221.09	\$221.09	\$221.09
Subscriber and Spouse	\$430.00	\$430.00	\$425.33
Subscriber and Child(ren)	\$390.00	\$390.00	\$387.67
Subscriber and Family	\$585.00	\$585.00	\$567.24

FULLY-INSURED HMO MONTHLY PREMIUM RATES FOR FY 2000-2001	
	HUMANA HMO AUSTIN
Coverage Level	
Subscriber Only	\$216.84
Subscriber and Spouse	\$433.70
Subscriber and Child(ren)	\$390.32
Subscriber and Family	\$596.34

FULLY-INSURED HMO MONTHLY PREMIUM RATES FOR FY 2000-2001			
	PRUDENTIAL HMO AUSTIN	PRUDENTIAL HMO EL PASO	PRUDENTIAL HMO SAN ANTONIO
Coverage Level			
Subscriber Only	\$219.64	\$221.09	\$192.85
Subscriber and Spouse	\$436.71	\$434.08	\$362.81
Subscriber and Child(ren)	\$394.13	\$405.09	\$327.44
Subscriber and Family	\$574.00	\$611.15	\$476.88

FULLY-INSURED HMO MONTHLY PREMIUM RATES FOR FY 2000-2001		
	PRUDENTIAL HMO HOUSTON	UTMB HEALTHCARE SYSTEMS HMO GALVESTON
Coverage Level		
Subscriber Only	\$218.23	\$195.15
Subscriber and Spouse	\$426.90	\$376.20
Subscriber and Child(ren)	\$386.23	\$346.38
Subscriber and Family	\$560.56	\$522.79

DENTAL PLAN MONTHLY PREMIUMS FOR FY 2000-2001*		
	U. T. SYSTEM SELF-FUNDED DELTA DENTAL	UNITED DENTAL FULLY-INSURED (DENTAL HMO)
Coverage Level		
Subscriber Only	\$24.45	\$10.73
Subscriber and Spouse	\$46.43	\$19.94
Subscriber and Child(ren)	\$51.18	\$26.20
Subscriber and Family	\$72.77	\$31.50
*The dental plan, which has been required for employees, will be voluntary effective September 1, 2000.		

MONTHLY SMOKER PREMIUM RATE
A rate of \$10.00 will be added to either a U. T. System self-funded medical or dental plan for employees and retirees who do not sign an affidavit stating they are nonsmokers unless the employee or retiree is covered by the automatic plan.

FULLY-INSURED VISION PLAN MONTHLY PREMIUM RATES FOR FY 2000-2001	
	SUPERIOR VISION PLAN
Coverage Level	
Subscriber Only	\$7.22
Subscriber and Spouse	\$11.20
Subscriber and Child(ren)	\$11.46
Subscriber and Family	\$18.48

The above premium rates reflect the largest health premium rate increases in over a decade. Executive Vice Chancellor Burck said the rates reflect a 12.5% increase over premiums last year and stated that contributing factors include increases in hospital and physician fees of about 10% as a result of the Balanced Budget Act for Medicare and an approximately 25% increase in the cost of prescription drug benefits due to the development and use of many new drugs. Both The Texas A&M University System and the State of Texas Employees Retirement System have experienced even greater rate increases (approximately 25%) for reduced benefits.

The premium rates shown for the self-funded medical plans were increased based on past and projected claims experience and were recommended by Rudd & Wisdom, Inc., a nationally recognized actuarial firm based in Austin, Texas.

Due to large increases in premium rates for the FY 2000-2001 plan year and the decreasing number of providers in the networks, the U. T. Southwestern Health Plan HMO in Dallas and the NYLCare Valley EPO in the Rio Grande Valley will no longer be offered.

The dental plans will become voluntary plans and the Prevent Delta Dental Plan will not be offered since premium sharing funds will no longer be available to offset the cost of the plans. See Item 4 on Page 41 regarding selection of the dental plan administrator and carrier.

The vision plan premium rates were provided by Superior Vision Plan and represent a slight and reasonable increase to employees and retirees.

Mr. Daniel Stewart, the new Director of Employee Group Insurance for the U. T. System, explained in general about the increases and indicated he was pleased that the rates increased by only 12.5%.

6. U. T. System: Appointment of Merck-Medco Managed Care, Inc., Franklin Lakes, New Jersey, as Administrator for the Self-Funded Prescription Drug Program to be Effective September 1, 2000

Committee Chairman Riter noted that a recommendation related to the proposed appointment of an administrator for the self-funded prescription drug program for employees and retirees of The University of Texas System was before the Board on yellow paper.

In accordance therewith, and upon recommendation of the Chancellor and the Executive Vice Chancellor for Business Affairs, the Board approved the appointment of Merck-Medco Managed Care, Inc., Franklin Lakes, New Jersey, as the administrator for the self-funded outpatient prescription drug program for the U. T. System to be effective September 1, 2000.

The U. T. System contract was awarded to Merck-Medco Managed Care, Inc., on the basis of its customer service, lower cost, technological advances, and ability to customize services to meet the needs of the U. T. System.

7. U. T. Austin - C. B. Smith, Sr. Centennial Chairs in United States - Mexico Relations: Request for Approval to Sell Approximately 19.9357 Acres of Land Located on Teri Road, Austin, Travis County, Texas, and Authorization to Execute All Documents Related Thereto (Withdrawn)

The item related to the C. B. Smith, Sr. Centennial Chairs in United States - Mexico Relations at The University of Texas at Austin was withdrawn from consideration.

8. U. T. El Paso - Expansion of Swimming and Fitness Center: Appropriation of Funds and Authorization of Expenditure and Approval of Use of Revenue Financing System Parity Debt, Receipt of Parity Debt Certificate, and Finding of Fact with Regard to Financial Capacity

Upon recommendation of the Business Affairs and Audit Committee, the Board appropriated funds and authorized expenditure of \$400,000 from Revenue Financing System Bond Proceeds for the Expansion of Swimming

and Fitness Center project at The University of Texas at El Paso. While this project size is below the required review threshold of the U. T. Board of Regents, Board approval is needed for the issuance of the bonds.

In compliance with Section 5 of the Amended and Restated Master Resolution Establishing The University of Texas System Revenue Financing System, adopted by the U. T. Board of Regents on February 14, 1991, and amended on October 8, 1993, and August 14, 1997, and upon delivery of the Certificate of an Authorized Representative as set out on Page 50, the Board resolved that:

- a. Parity Debt shall be issued to pay the project's cost, including any project costs prior to the issuance of such Parity Debt
- b. Sufficient funds will be available to meet the financial obligations of the U. T. System, including sufficient Pledged Revenues as defined in the Master Resolution to satisfy the Annual Debt Service Requirements of the Financing System, and to meet all financial obligations of the U. T. Board of Regents relating to the Financing System
- c. U. T. El Paso, which is a "Member" as such term is used in the Master Resolution, possesses the financial capacity to satisfy its direct obligation as defined in the Master Resolution relating to the issuance by the U. T. Board of Regents of tax-exempt Parity Debt in the aggregate amount of \$400,000
- d. This resolution satisfies the official intent requirements set forth in Section 1.150-2 of the U. S. Treasury Regulations.

The Expansion of Swimming and Fitness Center project at U. T. El Paso consists of the construction of 6,000 square feet of additional space for fitness equipment, a new control/observation desk, and storage.

The total estimated cost of the project, including \$600,000 for construction and \$300,000 for equipment, is \$900,000. Funding for the project is \$500,000 from Local Funds and \$400,000 from Revenue Financing System Bond Proceeds.

PARITY DEBT CERTIFICATE OF U. T. SYSTEM REPRESENTATIVE

I, the undersigned Director of Finance of The University of Texas System, a U. T. System Representative under the Amended and Restated Master Resolution Establishing The University of Texas System Revenue Financing System, (the "Master Resolution"), adopted by the U. T. Board of Regents ("Board") on February 14, 1991, and amended on October 8, 1993, and August 14, 1997, do hereby execute this certificate for the benefit of the Board pursuant to Section 5(a)(ii) of the Master Resolution in connection with the authorization by the Board to issue "Parity Debt" to finance the construction cost of the Expansion of Swimming and Fitness Center at U. T. El Paso, and do certify that to the best of my knowledge, the Board is in compliance with and not in default of any terms, provisions, and conditions in the Master Resolution, the First Supplemental Resolution Establishing the Revenue Financing System Commercial Paper Program ("First Supplemental"), the Second Supplemental Resolution, the Third Supplemental Resolution, the Fourth Supplemental Resolution, the Fifth Supplemental Resolution, the Sixth Supplemental Resolution, the Seventh Supplemental Resolution, the Eighth Supplemental Resolution, and the Ninth Supplemental Resolution.

EXECUTED this 5th day of April, 2000

/s/ Terry Hull
Director of Finance

INFORMATIONAL REPORT

U. T. System: Presentation of the March 2000 Monthly Financial Report

Mr. R. D. Burck, Executive Vice Chancellor for Business Affairs, reviewed the March 2000 Monthly Financial Report for The University of Texas System and emphasized that there were no variances from budget which did not have reasonable explanations. Executive Vice Chancellor Burck noted, however, that The University of Texas Health Science Center at Houston is working on a business plan to improve their financial picture.

A copy of [The University of Texas System Monthly Financial Report](#) as of March 2000 is on file in the Office of the Board of Regents.

REPORT AND RECOMMENDATIONS OF THE ACADEMIC AFFAIRS COMMITTEE (Pages 52 - 67).--Committee Chairman Miller reported that the Academic Affairs Committee met in open session to consider those matters on its agenda and to formulate recommendations for the U. T. Board of Regents. Unless otherwise indicated, the actions set forth in the Minute Orders which follow were recommended by the Academic Affairs Committee and approved in open session and without objection by the U. T. Board of Regents:

1. U. T. System: Authorization to Submit to the Coordinating Board Revised Mission Statements for U. T. El Paso, U. T. Health Science Center - Houston, U. T. M. D. Anderson Cancer Center and U. T. Health Center - Tyler

Committee Chairman Miller introduced Dr. Joseph H. Stafford, Associate Vice Chancellor for Academic Affairs, who stated that the mission statements for The University of Texas System are periodically rewritten or fine-tuned as part of a biannual strategic planning process. Dr. Stafford stated that although there were no substantive changes before the Board, the Coordinating Board and the Southern Association of Colleges and Schools require formal Board approval of any changes to the mission statements.

Upon recommendation of the Academic Affairs and Health Affairs Committees, authorization was granted for The University of Texas System Administration to submit revised mission statements for The University of Texas at El Paso, The University of Texas Health Science Center at Houston, The University of Texas M. D. Anderson Cancer Center, and The University of Texas Health Center at Tyler as set out in their entirety on Pages 54 – 58 to the Texas Higher Education Coordinating Board. The other component institutions recommended no changes to their currently-approved Mission Statements.

Section 61.051 of the Texas Education Code requires the Texas Higher Education Coordinating Board to review periodically the Role and Mission Statements offered by public institutions of higher education. In July 1998, the Coordinating Board reviewed and approved Mission Statements for all U. T. System institutions. The mission statement for U. T. Health Science Center - Houston was last revised in February 1999.

Copies of the currently-approved Mission Statements are on file in the U. T. System Offices of Academic Affairs and Health Affairs, as appropriate. It is anticipated that the Coordinating Board will act upon these materials at its July 2000 meeting. Following approval, the final versions will be on file in the Offices of Academic Affairs and Health Affairs, as appropriate.

The University of Texas at El Paso

Mission Statement

UTEP's Vision

The University of Texas at El Paso (UTEP) commits itself to providing quality higher education to a diverse student population. The University aims to extend the greatest possible educational access to a region which has been geographically isolated with limited economic and educational opportunities for many of its people. UTEP will ensure that all of its graduates obtain the best education possible, one which is equal, and in some respects superior, to that of other institutions so that UTEP's graduates will be competitive in the global marketplace. UTEP also envisions using its binational location to create and maintain multicultural, inter-American educational and research collaborations among students, faculty, institutions and industries, especially in northern Mexico.

Through the accomplishment of its mission and goals via continuous improvement, UTEP aspires to be a model of educational leadership in a changing economic, technological and social environment. The UTEP community -- faculty, students, staff and administrators -- commits itself to the two ideals of excellence and access. In addition, it accepts a strict standard of accountability for UTEP's institutional effectiveness as the University educates students who will be the leaders of the 21st Century.

UTEP's Mission

The University of Texas at El Paso (UTEP) is dedicated to teaching and to the creation, interpretation, application and dissemination of knowledge. UTEP prepares its students to meet lifelong intellectual, ethical and career challenges through quality educational programs, excellence in research and in scholarly and artistic production, and innovative student programs and services, which are created by responsive faculty, students, staff and administrators.

As a component of The University of Texas System, UTEP accepts as its mandate the provision of higher education to the residents of El Paso and the surrounding region. Because of the international and multicultural characteristics of this region, the University provides its students and faculty with distinctive opportunities for learning, teaching, research, artistic endeavors, cultural experiences and service.

The University of Texas Health Science Center at Houston

Mission Statement

The University of Texas Health Science Center at Houston is a component of The University of Texas System committed to the finest instruction, academic performance, and clinical training of students in the major health disciplines; and in the instruction and training of biomedical research scholars - all toward improvement of the health of Texans.

As an academic health science center, U. T. Health Science Center - Houston educates selected undergraduate medical and dental professional, graduate and post-graduate students in their individual disciplines and in aspects of health, disease and the mysteries of the biomedical sciences, particularly those that cross disciplinary boundaries. U. T. Health Science Center - Houston offers sixteen distinct degree programs and seven joint degree programs to over 3,000 of these students each year. Students learn from faculty scholars who have in-depth and broad-ranging expertise in the predominant health disciplines and the biomedical sciences. The faculty conduct research both to extend human knowledge related to health and to develop and maintain their own scholarly and professional expertise. Students and trainees have many opportunities to participate in these research pursuits.

The comprehensiveness of this University provides an environment beneficial both to individual health disciplines and to interdisciplinary and collaborative endeavors in teaching, research and service. Interdisciplinary projects and activities bring faculty and students together in a rich learning environment. Collaboration among faculty across the six schools and colleague institutions in the Texas Medical Center produce scholarly innovations in research and services. The academic units of U. T. Health Science Center - Houston include:

- Dental Branch (established 1905, joined U. T. 1943)*
- Graduate School of Biomedical Sciences (1963)*
- School of Public Health (1967)*
- Medical School (1970)*
- School of Nursing (1972)*
- School of Allied Health Sciences (1973)*

*This academic unit offers degrees and programs with subjects limited to health-related fields.

U. T. Health Science Center - Houston responds to the health care manpower needs of the citizens of Texas, the city of Houston, and Harris County and its surrounding counties. With over 200 clinical affiliates in the State, U. T. Health Science Center - Houston provides health professions students with a variety of clinical and community-based experiences. Primary clinical affiliates are the Memorial Hermann Hospital and the L.B.J. General Hospital and Neighborhood Health Centers of the Harris County Hospital District. The Harris County Psychiatric Center (HCPC) is a unique clinical affiliate managed by the U. T. Health Science Center - Houston that is committed to advances in mental health services and care as well as education of mental health-care professionals. Many and varied community-based sites and internships are available to students for experiences outside the clinical setting. With such varied opportunities to learn by doing in urban, suburban and rural environments, U. T. Health Science Center - Houston students are trained where Texans live.

To benefit the local community and the entire State of Texas, U. T. Health Science Center - Houston offers a variety of continuing education and outreach programs to assist practicing health professionals in utilizing the latest findings of research and practice in clinical and biomedical fields. Through these professional enhancement programs, practitioners adopt new modalities for the treatment and prevention of disease. Other outreach efforts and programs are aimed at promoting science and math as well as careers in health care to young students in grades K-12 and to undergraduate institutions. U. T. Health Science Center - Houston aspires to create new opportunities for students to enter the health and science professions and thus address future challenges to the health of the citizens of the State of Texas.

The University of Texas M. D. Anderson Cancer Center

Mission Statement

The mission of The University of Texas M. D. Anderson Cancer Center is to eliminate cancer in Texas, the nation, and the world through outstanding integrated programs in patient care, research, education, and prevention.

The University of Texas Health Center at Tyler

Mission Statement

The University of Texas Health Center at Tyler will provide the citizens of Texas with leadership and excellence in the diagnosis, treatment, and prevention of diseases, and in primary patient care, biomedical research and health education with an emphasis on cardiopulmonary disease.

2. U. T. Arlington: Establishment of a Master of Arts in Interdisciplinary Science; Approval to Submit the Degree Program to the Coordinating Board for Approval (Catalog Change); and Authorization of Certification that Coordinating Board Criteria for Approval Are Met

The Academic Affairs Committee recommended and the Board:

- a. Established a Master of Arts in Interdisciplinary Science at The University of Texas at Arlington
- b. Authorized submission of the proposal to the Texas Higher Education Coordinating Board for review and appropriate action
- c. Authorized the Executive Vice Chancellor for Academic Affairs to certify on behalf of the U. T. Board of Regents that relevant Coordinating Board criteria for approval by the Commissioner of Higher Education have been met.

The Master's degree program is consistent with U. T. Arlington's Table of Programs and institutional plans for offering quality degree programs to meet student needs.

This 36 semester credit hour Master of Arts in Interdisciplinary Science at U. T. Arlington has been designed primarily to serve science teachers in the Dallas-Fort Worth Metroplex. The program, which will be administered by the College of Science, will also be valuable to engineers, policy analysts, and others who need breadth of scientific knowledge rather than research depth in a single scientific discipline. In addition to the normal admissions requirements for the U. T. Arlington graduate school, students will be required to have completed a minimum of four formal science classes at the under-graduate level plus a calculus course.

The University estimates that there will be at least 100 new students (38 full-time equivalent) enrolled in the program within five years. The program will be taught primarily by tenured and tenure-track faculty involved in research and doctoral education in the sciences. The curriculum will use courses which, although similar to the courses taught in the research-oriented Master of Science program, are designed to emphasize breadth and integration of the sciences. Scientific rigor with emphasis upon interpreting research results will be a defining characteristic of the program.

By building the individual courses as modifications of existing courses and scheduling their delivery as substitution for other courses being taught, the University will be able to offer this program while incurring only modest new costs. The estimated five-year cost is \$808,000. Revenue from the new students is anticipated to be in excess of \$1.29 million.

The program meets all applicable Coordinating Board criteria (8) for degree programs that may be approved by the Commissioner of Higher Education on behalf of the Coordinating Board.

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

3. U. T. Pan American: Authorization to Establish a Master of Science in Engineering with Options in Manufacturing, Mechanical, and Electrical Engineering and Approval to Submit the Degree Program to the Coordinating Board for Approval (Catalog Change)

Upon recommendation of the Academic Affairs Committee, the Board authorized the establishment of a Master of Science in Engineering with Options in Manufacturing, Mechanical, and Electrical Engineering at The University of Texas - Pan American and approved submission of the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

The Master's degree program is consistent with U. T. Pan American's Table of Programs and institutional plans for offering quality degree programs to meet student needs.

U. T. Pan American will offer a Master of Science in Engineering degree with options in manufacturing engineering, mechanical engineering, and electrical engineering to be administered by the Engineering Department with primary responsibilities within each option assigned to the program directors for those disciplines. Students will be permitted to choose elective courses from any of the three disciplines that best meet their individual educational objectives. Within each option, students will have the opportunity to take a course work-only degree with 36 semester credit hours of class work, a professional practicum degree with 30 hours of course work and six hours of practicum, or a thesis degree with 24 hours of course work and a minimum of six hours of

Master's-level thesis work. The development of the complete degree program was part of the University's plan since the establishment of engineering programs in 1992. The University has been offering some graduate-level course work in engineering since the Fall of 1997.

U. T. Pan American estimates that within five years there will be more than 160 students (in excess of 72 full-time equivalent) enrolled in the three options of this program. The program will be offered by faculty who have been teaching undergraduate programs in the same disciplines since 1992. Most of the faculty who will contribute to the program are tenured or on tenure-track. Laboratory courses will be supported by excellent laboratory facilities in the Engineering Building, which was completed in 1996. Of special note is the strength of the manufacturing laboratories.

Within the first five years, the University anticipates hiring five additional faculty members who will support this program. Over the five years, U. T. Pan American anticipates reallocation of \$1.05 million from the program development funds for the South Texas/Border Initiative and the allocation of an additional \$0.82 million of new funding. The University anticipates that annual revenues will exceed expenditures beginning in year three.

The program meets seven of the eight (8) applicable Coordinating Board criteria for degree programs that may be approved by the Commissioner of Higher Education on behalf of the Coordinating Board. The new costs for the first five years of program operation will exceed \$1,000,000; therefore, the degree program does not meet the Certification for Approval of a New Bachelor's and Master's Level Degree Programs by the Commissioner and must be approved by the Coordinating Board.

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

4. U. T. San Antonio: Authorization to Reorganize the Academic Structure and to Submit the Proposed Organizational Structure to the Coordinating Board for Approval (Catalog Change)

An additional item, which was before the Board on yellow paper, was added to the agenda relating to a proposal to reorganize the academic structure of The University of Texas at San Antonio.

In accordance therewith, the Board granted authorization to reorganize the academic structure of U. T. San Antonio as set forth below, with explanatory notes, and to submit the proposed reorganization to the Texas Higher Education Coordinating Board for review and appropriate action:

Proposed Alignment of Colleges and Academic Departments or Schools

Colleges

Business

Fine and Liberal Arts

Departments/Schools

(Up to three new departments may be created from these existing divisions over the next five years.)

Accounting and Information Systems*

Economics and Finance*

Management and Marketing*

School of Architecture and Interior Design
(Could be relocated into College of Urban Professional Programs)

Art*

Communications

Music*

English, Classics, and Philosophy*

Foreign Languages*

History and Anthropology *(May later split into two departments)*

Political Science and Geography

Psychology

Sociology

**Colleges
(cont.)**

Science

Education
and Human
Development

Engineering

Urban
Professional
Programs

Departments/Schools (cont.)

Computer Science*

Physical Sciences* (*Includes Chemistry
and Physics*)

Environmental Sciences

Life Sciences*

Mathematics* (*May be divided into two or
three units*)

Current division of Education* (*Will later
split into three departments*)

Bicultural-Bilingual Studies

(*Will later split into three departments*)

(*This would be the home of a future School
of Social Work.*)

Criminal Justice

Public Administration

*These are currently divisions which will transition into traditional departments.

Further, the Board authorized the President of U. T. San Antonio to make minor modifications to the academic structure upon approval by the Executive Vice Chancellor for Academic Affairs and subsequent approval by the Commissioner of Higher Education.

U. T. San Antonio currently has four colleges and 17 multidisciplinary divisions within those colleges. The division-based organizational structure was developed in the early 1980s in an attempt to cut administrative costs and to foster interdisciplinary programs. While this academic structure was successful in reducing administrative costs for many years, it was not very successful in fostering interdisciplinary work. As the University has grown in size and complexity, the organizational structure has become a clear disadvantage and no longer provides opportunities for reducing administrative costs.

Four colleges will be replaced with six colleges, and the multidisciplinary academic divisions will be replaced with traditional academic departments or schools. A College of Engineering will be formed from the Engineering Division within the current College of Science and Engineering, and a College of Education and Human Development will be formed from units within the current College of Social and Behavioral Sciences. The current College of Fine Arts will be expanded and become the College of Fine and Liberal Arts. A new College of Urban Professional Programs will be created and housed on the Downtown Campus. The other two colleges will be a College of Business and a College of Science.

Although the restructuring creates two more colleges than currently exist, no significant cost will be incurred. The cost of creating new colleges will be offset by the estimated \$500,000 to be saved in the transition of rotating department chairs rather than division heads. There will be no change in the academic curriculum or in the staffing for teaching and research.

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

INFORMATIONAL REPORTS

1. U. T. System: Report on the Strategic Planning Process and Agency Strategic Plans

Dr. Joseph H. Stafford, Associate Vice Chancellor for Academic Affairs, reported on the strategic planning process and the Agency Strategic Plans of all the component institutions of The University of Texas System. The plans are to be submitted to the Legislative Budget Office and the Governor's Office of Budget and Planning by June 1, 2000. Dr. Stafford stated the U. T. System has a good strategic planning process and that he plans to recommend, as part of the legislative program, the simplification of Agency Strategic Plans for public universities. Dr. Stafford noted that these plans include significant items the components are achieving and planning items that the Regents have been advised about during the last biennium. He stated there is more emphasis in this legislative appropriations cycle on accommodating enrollment growth because the State demographics are changing, and K-12 performance is rising with the result being an expected increase in enrollment. He noted the U. T. System continues to emphasize

retention and student services and stated that more information will be included on K-16 issues in the future. The health science centers have highlighted research and disease prevention throughout their reports. Distance education will be a particularly strong emphasis in plans for The University of Texas at Arlington, The University of Texas at Brownsville, and The University of Texas of the Permian Basin. Dr. Stafford noted a few highlights of the ongoing planning issues developed during the last biennium: the Center for Border Biomedical and Health Sciences Research and the Center for Law and Border Studies at The University of Texas at El Paso, Starr County Upper Level Center at The University of Texas - Pan American, growth issues at The University of Texas M. D. Anderson Cancer Center, the Regional Academic Health Center and the Laredo Extension Campus at The University of Texas Health Science Center at San Antonio. In response to a question from Chairman Evans about the type of performance data being reviewed to substantiate the need to be ready to serve more K-12 graduates, Dr. Stafford noted that there have been dramatic increases in TAAS scores in the 8th and 10th grades since the first administration of the test in 1993. If these performance increases carry through to 12th grade, Dr. Stafford indicated there should be a dramatic increase in freshman enrollments in a few years.

Regent Miller noted that Governor George W. Bush has enhanced and encouraged the accountability programs and that the students who were in the 3rd grade when the accountability program started are now graduating from high school. Thus, they are the first ones to benefit from the accountability program for their entire K-12 education. He stated that the goal is to have fewer dropouts and to have these children better prepared for higher education. Chairman Evans thanked Committee Chairman Miller and Dr. Stafford for their leadership in this important endeavor.

2. U. T. System: Reports on K-16 Activities

Regent Miller introduced Dr. Felipe Alanis, Assistant Vice Chancellor for Academic Affairs, who presented an update on the development of Algebra I Professional Development Modules designed to reach 1,500 Algebra I teachers in the next two years under a pilot program to better prepare teachers to better assist students to succeed in college. Utilizing Web-based tools, this technology will transcend time and space to allow teachers to use the program on demand with available support systems such as the UT TeleCampus. Dr. Alanis applauded The University of Texas component

institutions, as the program tapped key mathematic experts to act as an advisory team on the content development side. The first two modules will be developed by August 2000 and the remaining eight by December 2000 with distribution by early Fall 2000 on a limited basis.

Regent Miller stated that Dr. Alanis is focusing on Algebra I under Executive Vice Chancellor Sharpe's leadership because it is one of the more predictive factors for student success in achieving higher education.

Committee Chairman Miller then introduced President Miguel Nevárez from The University of Texas - Pan American to discuss the "Access and Success Initiative" including the University Scholars and Advanced Placement programs. President Nevárez stated that the initiatives will help increase the number of students completing their degrees through early intervention at the K-12 level. He introduced Mr. Bud Frankenberger, Interim Vice President for Enrollment and Student Services, who gave a [presentation](#) on K-12 Collaboration Choices and K-16 Initiatives which is on file in the Office of the Board of Regents. Mr. Frankenberger stated that the Texas Scholars program is a joint venture between educators and business persons which trains business people to visit 8th grade students and talk about the global economy and the level of preparation needed to succeed in today's economy. The Advanced Placement Institutes offer training to high school teachers who teach high quality instructional programs. The Concurrent Enrollment program provides an opportunity for high school students who are academically talented to enroll in a course at U. T. Pan American while still in high school. The University Scholars program was developed to encourage participation in both Advanced Placement and Concurrent Enrollment and is a full four-year scholarship given to students achieving high standards.

Mr. Frankenberger noted the success of the program by the numbers of students participating and student retention rates.

Committee Chairman Miller thanked Dr. Nevárez and Mr. Frankenberger for their presentation. He stated it is important to let students know they can achieve in college, to continue the work with K-12 to have higher quality curriculums in high school to help prepare students, and to maximize scholarships for students in need.

President Nevárez noted that U. T. Pan American received a total of \$2.2 million from the Texas Grant Program which is the largest award received in the State and the award for next year has been set at \$3.2 million. Regent Miller stated this new scholarship was created during the last legislative session for students completing a higher education preparatory curriculum and demonstrating financial need. Regent Hunt noted that the award rate has been surprisingly low with 75% of the requests to the Texas Grant being rejected on the grounds of students not completing the required curriculum. He stated that awards are going to higher income students than intended, and the time lag for some students needs to be addressed through changes in preparation at the high school level.

In conclusion, Regent Miller stated that he would like to recognize one of the most generous and important grantors of scholarships in the State. Regent Miller called on Dr. Ricardo Romo, President of The University of Texas at San Antonio, who introduced Mr. Vidal Trevino of Laredo, Texas, consultant to the D. D. Hachar Trust Foundation. Dr. Romo noted that Mr. Trevino administers an extraordinary program for scholarships; in the last eight years more than 5,000 students from Webb County, including students at The University of Texas at Austin and U. T. San Antonio have received support from the Foundation. President Romo recognized Mr. Trevino as a catalyst for change and bold initiatives, which will now include continued support for law school, Master of Arts programs, doctoral programs, and support of the Laredo/San Antonio health partnership at The University of Texas Health Science Center at San Antonio. Dr. Romo declared Mr. Trevino a valiant fighter for education, and said he was proud to introduce Mr. Vidal Trevino who has previously been recognized as Mr. South Texas.

Mr. Trevino thanked the Board for the opportunity to speak and credited Mr. D. D. Hachar for helping the young people of Laredo. He said there are currently 600 students in 62 different institutions throughout the country benefiting from scholarships and various health and education projects that reflect the Foundation's commitment to education and health and to the U. T. System.

Following a standing ovation for Mr. Trevino, Chairman Evans thanked Regent Miller for the heartwarming presentations, which touched every member of the Board and remarked on the marvelous accomplishments brought before the Board. In reference to Chancellor Cunningham, Chairman Evans said these opportunities for the U. T. System began with a Chancellor with a vision and a Chancellor who challenged the people of South Texas. Mr. Evans noted that these great success stories do not happen overnight but begin with leaders who set the standards high and believe in the children of South Texas.

REPORT AND RECOMMENDATIONS OF THE HEALTH AFFAIRS COMMITTEE
(Pages 68 - 77).--Committee Chairman Loeffler reported that the Health Affairs Committee met in open session to consider those matters on its agenda and to formulate recommendations for the U. T. Board of Regents. Unless otherwise indicated, the actions set forth in the Minute Orders which follow were recommended by the Health Affairs Committee and approved in open session and without objection by the U. T. Board of Regents:

1. U. T. System: Amendment of Article VII (Limits of Liability), Section A, Subsection 1, and Section B of The University of Texas System Professional Medical Liability Benefit Plan

The Board, upon recommendation of the Health Affairs Committee, amended Article VII, Section A, Subsection 1, and Section B of The University of Texas System Professional Medical Liability Benefit Plan as set forth below to provide a per incident limitation on Plan liability which was inadvertently omitted in the basic Plan document adopted by the U. T. Board of Regents on February 12, 1998.

ARTICLE VII LIMITS OF LIABILITY

- A. The Plan's liability shall not exceed the limits of liability stated below, and such stated limits shall be applied as follows:
 1. The "per claim" limit of liability is the maximum liability the Plan can owe for a claim first made during an annual period of this Plan and covered by this Plan as a Plan Incident. A single "per claim" limit of liability shall be applicable to a Plan Incident regardless of the number of claims made, lawsuits filed, or physicians involved in a Plan Incident, and regardless of the number of annual periods involved with any Plan Incident. If a Plan Incident involves injuries to more than one patient such as in obstetrical services to the mother and fetus/child or children, a single "per claim" limit of liability shall be applicable for all such claims and resulting lawsuits. Likewise, a single "per claim" limit of liability shall be applicable to all claims by both the patient and by the family members or the heirs or estate of such patient, including derivative claims, claims for loss of consortium, claims of beneficiaries under the Texas Wrongful Death Statute and claims for mental anguish and related injuries associated with bystander perception or reaction to

the injuries sustained by the patient. Plan coverage limits of liability, therefore, will not be stacked, added or combined in any manner to increase liability under this Plan even though multiple claimants, multiple claims or injuries, multiple lawsuits, or annual periods may be involved within a Plan Incident.

...

- B. When a claim is first made during an annual period as to the Participant, and thereafter, during the same or a subsequent annual period, one or more additional claims or lawsuits are reported arising out of, directly or indirectly, the same Plan Incident, all such subsequent claims or lawsuits shall be considered to have been first made against such Participant at the same time and during the same annual period as such claim was initially reported, and a single "per claim" limit of liability shall be applicable.

"First made" means a claim first reported in writing to the Plan during the annual period of the Plan.

"Plan Incident" means any and all injuries and compensatory damages arising out of: the same, connected or related patient services rendered by the Participant or by anyone for whom such Participant has coverage under the Plan for vicarious liability.

Limits of Liability Schedule

The following limits shall apply unless lower liability limits are set by law, in which case the lower limits shall apply:

Staff Physician.....	\$500,000.00 per claim
.....	\$1,500,000.00 per all claims
Resident and Fellows	\$100,000.00 per claim
.....	\$300,000.00 per all claims
Medical Student.....	\$25,000.00 per claim
Annual Aggregate for all claims for all participants.....	\$30,000,000.00

Per Incident Limitation

Liability shall be limited to \$2,000,000.00 per incident regardless of the number of the claimants or physicians involved in an incident.

....

Pursuant to the authority of Chapter 59 of the Texas Education Code, the U. T. Board of Regents adopted The University of Texas System Professional Medical Liability Self-Insurance Plan to provide medical liability coverage for certain medical staff and medical students of the U. T. System effective April 1, 1977.

Effective February 12, 1998, the U. T. Board of Regents rescinded The University of Texas System Plan for Professional Medical Liability Self-Insurance and adopted The University of Texas System Professional Medical Liability Benefit Plan. The basic Plan document was revised by the law firm of Davis and Wilkerson to incorporate changes in Texas insurance law since the Plan's inception and to clarify certain ambiguous sections of the Plan.

The annual aggregate was last changed in 1998 and is increased to reflect actuarial experience and trends over the past two years. Since the initial adoption, the Plan was amended by the U. T. Board of Regents in February 1999 to correct wording of Article V, Section 4, Subsection R, relating to exclusion for coverage of participants.

See Item 2 below related to premium rates for this Plan.

2. U. T. System: Approval to Decrease the Institutional Premium Charge for The University of Texas System Professional Medical Liability Benefit Plan Effective September 1, 2000

Upon recommendation of the Health Affairs Committee, the Board approved a decrease in the premium rates for The University of Texas System Professional Medical Liability Benefit Plan for U. T. System faculty physicians and resident physicians effective September 1, 2000, with 50% of the premium reduction based on the actuarially determined experience of each U. T. System health component by risk class, and 50% based upon an across-the-board reduction of 11.5%.

Pursuant to the authority of Chapter 59 of the Texas Education Code, the U. T. Board of Regents adopted The University of Texas System Professional Medical Liability Benefit Plan to provide coverage for certain medical staff and medical students of the U. T. System. The Plan (formerly known as the Professional Medical Liability Self-Insurance Plan) went into effect on April 1, 1977, and is funded by the payment of premiums from the Medical Service, Research and Development Plans of the component health institutions of the U. T. System. On May 13, 1999, the U. T. Board of Regents approved a 7% decrease in premium rates for the Plan effective September 1, 1999.

Currently, 5,346 staff and resident physicians, with basic liability limits of \$500,000 per claim for staff physicians and \$100,000 for residents and fellows, are covered by the Plan. A total of 3,345 medical students enrolled in the Plan pay \$25 a year for \$25,000 coverage.

See Item 1 on Page 68 related to revisions to The University of Texas System Professional Medical Liability Benefit Plan.

3. U. T. System: Authorization to Set Aside 2% of Dental School Tuition for Certain Loan Repayments

Texas Education Code Section 61.910 requires that the governing board of health institutions with dental schools set aside 2% of tuition charges for resident students enrolled in a degree program for training dentists. The amount set aside is to be transferred to the Texas Comptroller of Public Accounts for the purpose of repayment of certain student loans made to dental students.

In accordance therewith, the Board authorized health institutions with dental schools in The University of Texas System to set aside 2% of tuition charges for resident students registered in these schools for certain loan repayments as required by Texas Education Code Section 61.910 enacted by the 76th Texas Legislature, Regular Session, effective September 1, 1999. The U. T. System dental schools are located at The University of Texas Health Science Center at Houston and The University of Texas Health Science Center at San Antonio.

4. U. T. Southwestern Medical Center - Dallas: Establishment of a Master of Physician Assistant Studies; Authorization to Submit the Proposal to the Coordinating Board for Approval (Catalog Change); and Authorization of Certification that Coordinating Board Criteria for Approval Are Met

The Health Affairs Committee recommended and the Board:

- a. Established a Master of Physician Assistant Studies at The University of Texas Southwestern Medical Center at Dallas
- b. Authorized submission of the proposal to the Texas Higher Education Coordinating Board for review and appropriate action
- c. Authorized the Executive Vice Chancellor for Health Affairs to certify on behalf of the U. T. Board of Regents that relevant Coordinating Board criteria for approval by the Commissioner of Higher Education have been met.

The Master of Physician Assistant Studies degree program is consistent with the approved Table of Programs and institutional plans for offering quality degree programs to meet student needs at U. T. Southwestern Medical Center - Dallas.

This degree program will be offered through the School of Allied Health Sciences at U. T. Southwestern Medical Center - Dallas and will replace the current baccalaureate degree in the School of Allied Health Sciences. The Master of Physician Assistant Studies degree will address the unmet need for physician assistants in the State of Texas. The degree is an eight semester, 118 semester credit hour program that will include graduate-level didactic and clinical education in research methodology, evidence-based medicine, health promotion, disease prevention, and professional practice issues. The first class of 36 students is projected to enroll in May 2001.

The curriculum will include basic science courses including a full cadaver dissection lab; Patient Evaluation I, II, and III; Clinical Medicine I, II, and III; Pathology; Pharmacology; Health Promotion and Disease Prevention; Integration Skills I and II; Psychiatry; and Analysis in Medical Research.

The clinical portion will include 11 rotations varying from four to eight weeks in length and located primarily in inner city and rural sites.

Presently, there are 6.4 full-time equivalent faculty members and numerous volunteer adjunct faculty. No additional costs are projected or requested to fund the program. Existing program funds are from State appropriations, federal grant funds, and faculty service plan clinical income.

The program meets all applicable Coordinating Board criteria (8) for degree programs that may be approved by the Commissioner of Higher Education on behalf of the Coordinating Board.

Upon approval by the Coordinating Board, the next appropriate catalog published at U. T. Southwestern Medical Center - Dallas will be amended to reflect this action.

5. U. T. Medical Branch - Galveston: Authorization to Establish a Master of Physician Assistant Studies; Approval to Submit the Proposal to the Coordinating Board for Approval (Catalog Change); and Authorization of Certification that Coordinating Board Criteria Are Met

Upon recommendation of the Health Affairs Committee, the Board:

- a. Established a Master of Physician Assistant Studies at The University of Texas Medical Branch at Galveston
- b. Authorized submission of the proposal to the Texas Higher Education Coordinating Board for review and appropriate action
- c. Authorized the Executive Vice Chancellor for Health Affairs to certify on behalf of the U. T. Board of Regents that relevant Coordinating Board criteria for approval by the Commissioner of Higher Education have been met.

The Master of Physician Assistant Studies degree program is consistent with the approved Table of Programs and institutional plans for offering quality degree programs to meet student needs at U. T. Medical Branch - Galveston.

The degree program will be offered through the School of Allied Health Sciences at U. T. Medical Branch - Galveston and will replace the current baccalaureate Physician Assistant Studies degree program. The Master of Physician Assistant Studies degree will address the unmet need for physician assistants in the State of Texas. The degree is a 26-month, 92 semester credit hour program that will include 42 semester credit hours in the didactic

and 50 semester credit hours in the clinical phase including research. Efforts will be made to attract students who possess the academic, leadership, and service skills, and interest in furthering the goal of providing optimal health care. Efforts will also be made to attract minority practitioners with the expressed interest of practicing in underserved areas of the State. The first class of students is projected to enroll in June 2001.

Presently, there are 7.2 full-time equivalent faculty members in the Physician Assistant Program. No additional costs are projected or requested to fund the program. Sources of funds are State appropriations, grants, and tuition and fees.

The program meets all applicable Coordinating Board criteria (8) for degree programs that may be approved by the Commissioner of Higher Education on behalf of the Coordinating Board.

Upon Coordinating Board approval, the next appropriate catalog published at U. T. Medical Branch - Galveston will be amended to reflect this action.

6. U. T. Health Science Center - Houston - Build-out of the Ninth Floor of the Denton A. Cooley Building and Purchase of Equipment for the Institute of Molecular Medicine (IMM): Approval to Amend the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget to Include Project; Authorization of Institutional Management of Project; and Appropriation of Funds

Upon recommendation of the Health Affairs Committee, the Board:

- a. Amended the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget to include the Build-out of the Ninth Floor of the Denton A. Cooley Building and Purchase of Equipment for the Institute of Molecular Medicine (IMM) project at The University of Texas Health Science Center at Houston at a total project cost of \$8,700,000, with funding from Permanent University Fund Bond Proceeds

- b. Authorized U. T. Health Science Center - Houston to manage the total project budget, appoint architects, approve facility programs, prepare final plans, award contracts, and purchase equipment associated with the project
- c. Appropriated funds of \$8,700,000 from Permanent University Fund Bond Proceeds.

The project consists of the build-out of the ninth floor of the Texas Heart Institute's new Denton A. Cooley Building, which is currently under construction, for use by the U. T. Health Science Center - Houston Institute of Molecular Medicine (IMM). The Texas Heart Institute offered U. T. Health Science Center - Houston an opportunity to lease the ninth floor, and this project will build out this floor for wet labs and offices to accommodate the growth of the IMM and research related to cardiovascular disease.

A contract is currently being finalized with Philo and Wilke Architects for design of the project, and the construction work will be accomplished by the Texas Heart Institute's general contractor, Linbeck Construction Corporation. The lease will include a build-out allowance which is to be determined by the negotiated guaranteed maximum price. The total cost for this phase of the work is \$8,500,000. Expenditure of the funds authorized is contingent upon approval by the Chancellor and Executive Vice Chancellor for Health Affairs of an agreement to lease or purchase the ninth floor of the Cooley Building.

U. T. Health Science Center - Houston has a documented shortage of quality research space that is affecting the ability to recruit high potential researchers. It will be several years before the next major research facility is complete at U. T. Health Science Center - Houston. The offer by the Texas Heart Institute represents an opportunity for U. T. Health Science Center - Houston to obtain additional high quality research space within a short time frame. This lease/purchase represents cooperation between institutions endorsed by Regent Oxford in his comments at the end of the Health Affairs Committee meeting.

Included in the total project cost is an allocation of \$200,000 for the purchase of x-ray diffraction equipment to support the research of a newly recruited x-ray crystallographer. This equipment will be installed at the existing IMM leased space at the Texas A&M University Institute for Biosciences and Technology Building.

A 1994 Memorandum of Understanding (MOU) made \$15,000,000 in Permanent University Fund Bond Proceeds available for the development of the IMM. This allocation of \$8,500,000 for build-out and \$200,000 for equipment from Permanent University Fund Bond Proceeds will leave \$1,400,000 remaining of the 1994 MOU. The purchase of additional equipment for the IMM will be requested by U. T. Health Science Center - Houston from the remaining funds at a future date.

Approval of this item amends the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget to build out the ninth floor of the Denton A. Cooley Building and purchase equipment for the Institute of Molecular Medicine at U. T. Health Science Center - Houston at a total project cost of \$8,700,000, with funding from Permanent University Fund Bond Proceeds.

7. U. T. M. D. Anderson Cancer Center - Ambulatory Clinical Building: Amendment of the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget to Include Project

The Board, upon recommendation of the Health Affairs Committee, amended the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget to include the Ambulatory Clinical Building project at The University of Texas M. D. Anderson Cancer Center at a preliminary project cost of \$299,000,000, with funding of \$240,000,000 from Revenue Financing System Bond Proceeds and \$59,000,000 from Hospital Revenues.

The Ambulatory Clinical Building project at U. T. M. D. Anderson Cancer Center involves the construction of a new 12 to 15-story facility of approximately 600,000 gross square feet, which will include centers and clinics, outpatient diagnostic treatment/surgery space, imaging services, staff offices, administrative and support services, and a parking garage to house approximately 2,400 vehicles. The project, which will be located on the Houston Main Building (HMB) site, will comprise Phase I of the HMB site development. The Ambulatory Clinical Building will connect to the Alkek Tower via an above-grade pedestrian bridge that extends through the Texas Medical Center's Parking Garage 2. U. T. M. D. Anderson Cancer Center has provided an option for The University of Texas Health Science Center at Houston to lease 80,000 square feet of the new building to accommodate growth of that institution.

This project responds to a deficit of over 120,000 square feet in exam and procedure space in the main complex for clinical purposes, unmet needs in diagnostic imaging, ambulatory treatment and surgery, and other support services such as pharmacy and laboratory medicine. The project also accelerates U. T. M. D. Anderson Cancer Center's Campus Master Plan in order to meet these demands for services and space. Over this phased development plan, the HMB site could eventually include 1.5 million square feet of clinical space.

Approval of this item amends the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget to include the Ambulatory Clinical Building project at a preliminary project cost of \$299,000,000, with funding of \$240,000,000 from Revenue Financing System Bond Proceeds and \$59,000,000 from Hospital Revenues.

As this project was determined to be "of special interest" to the Board during the Facilities Planning and Construction Committee meeting on April 3, 2000, Chairman Evans appointed Regent Patrick C. Oxford and Regent Raul R. Romero to serve as members of the institutional Architect Selection Advisory Committee as authorized by Part Two, Chapter VIII, Section 1, Subsection 1.3 of the Regents' Rules and Regulations.

At the conclusion of the Health Affairs Committee meeting, Regent Oxford pointed out the initiative to lease space between The University of Texas Health Science Center at Houston and Texas Heart Institute will have great long-term positive ramifications for the Health Science Center. Regent Oxford also noted that U. T. Health Science Center - Houston may be able to utilize new clinical care space at U. T. M. D. Anderson, which is a great plus for the program.

REPORT AND RECOMMENDATIONS OF THE FACILITIES PLANNING AND CONSTRUCTION COMMITTEE (Pages 78 - 95).--Committee Chairman Clements reported that the Facilities Planning and Construction Committee met in open session to consider those matters on its agenda and to formulate recommendations for the U. T. Board of Regents. Unless otherwise indicated, the actions set forth in the Minute Orders which follow were recommended by the Facilities Planning and Construction Committee and approved in open session and without objection by the U. T. Board of Regents:

1. U. T. System: Approval of Campus Master Plans for U. T. Arlington, U. T. Brownsville, U. T. Dallas, U. T. Tyler, U. T. M. D. Anderson Cancer Center, and U. T. Health Center - Tyler

Following a presentation made to the Facilities Planning and Construction Committee (FPCC) on July 7, 1998, which outlined the status of existing campus master planning efforts at each University of Texas System component institution, the Committee members requested that each Campus Master Plan address specific elements and that a summary of this information be available at U. T. System.

Upon recommendation of the Facilities Planning and Construction Committee, Campus Master Plans were approved for The University of Texas at Arlington, The University of Texas at Brownsville, The University of Texas at Dallas, The University of Texas at Tyler, The University of Texas M. D. Anderson Cancer Center, and The University of Texas Health Center at Tyler.

Campus Master Plans for four other component institutions were approved by the Board at the February 10, 2000 meeting and drafts of additional Campus Master Plans for other U. T. System component institutions have been submitted to the FPCC. Executive Summaries of these Plans will be brought before the U. T. Board of Regents as these reviews are completed.

2. U. T. Arlington - Residence Hall (Project No. 301-991): Authorization to Redesignate Project as Arlington Hall

The Facilities Planning and Construction Committee recommended and the Board redesignated the Residence Hall project at The University of Texas at Arlington as Arlington Hall, which was the name of the first residence hall constructed on the campus at the start of the 20th Century (1902-03).

Approval of this item amends the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget to redesignate the Residence Hall project at U. T. Arlington as Arlington Hall.

3. U. T. Austin: Approval to Rename The Commons at the J. J. Pickle Research Campus as the J. Neils Thompson Commons Building (Regents' Rules and Regulations, Part One, Chapter VIII, Section 1, Honorific Namings)

Approval was given to rename The Commons at the J. J. Pickle Research Campus at The University of Texas at Austin as the J. Neils Thompson Commons Building to recognize the significant contributions and commitment of Professor J. Neils Thompson, first Director of the Research Campus.

The facility, which is a primary gathering place on the Research Campus, includes meeting and conference rooms and the campus cafeteria.

Fifty years ago, Professor Thompson was responsible for the University acquiring the 400 acres, now known as the J. J. Pickle Research Campus, to accommodate the growing need for research facilities. As Director of the Research Campus, Professor Thompson oversaw the origination and maintenance of preeminent research programs in a variety of engineering and natural science disciplines. He was an internationally renowned civil engineer and member of the National Academies of Science and Engineering. Professor Thompson was also prized in the classroom and supervised a large number of M.S. and Ph.D. students and an active research program in several engineering fields.

The naming of the J. Neils Thompson Commons Building at the J. J. Pickle Research Campus at U. T. Austin is consistent with the Regents' Rules and Regulations, Part One, Chapter VIII, Section 1, regarding honorific namings, and institutional guidelines on the naming of buildings.

4. U. T. Austin - McDonald Observatory Visitors' Center (Project No. 102-921):
Approval to Revise Total Project Cost and Appropriation of Funds and
Authorization of Expenditure

Upon recommendation of the Facilities Planning and Construction Committee, the Board:

- a. Revised the total project cost for the McDonald Observatory Visitors' Center at The University of Texas at Austin from \$4,275,000 to \$5,750,000
- b. Appropriated additional funds and authorized expenditure of \$1,475,000, with funding from Gifts and Grants.

The McDonald Observatory Visitors' Center at U. T. Austin is included in the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget at a total project cost of \$4,275,000, with total project funding from Gifts and Grants.

This project will renovate 2,150 gross square feet in the existing Visitors' Center for staff offices; a new building of approximately 11,000 gross square feet to house an auditorium, classroom, exhibit space, additional public rest rooms, office space, and increased storage; and an outdoor Astronomy Park for amateur astronomy, public education, and donor recognition.

Design development plans for this project were approved by the U. T. Board of Regents in November 1997. The project has been delayed, pending receipt of gift funding. With the generous support of donors, gift funding has been secured and the project can proceed. The funding increase is a result of moving funds for the purchase of exhibits, furnishings, and equipment, which were previously outside of the capital project budget, into the total project cost and of cost escalations that have occurred since the initial design.

Approval of this item amends the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget to increase the total project cost for the McDonald Observatory Visitors' Center project at U. T. Austin from \$4,275,000 to \$5,750,000, with additional funding of \$1,475,000 from Gifts and Grants.

5. U. T. Dallas - McDermott Library Renovation - Phase II (Project No. 302-928):
Authorization to Revise Total Project Cost and Appropriation of Funds

The Facilities Planning and Construction Committee recommended and the Board:

- a. Revised the total project cost for the McDermott Library Renovation - Phase II at The University of Texas at Dallas from \$1,000,000 to \$3,000,000
- b. Appropriated additional funds of \$2,000,000, with funding from Gifts and Grants.

The McDermott Library Renovation - Phase II project at U. T. Dallas is included in the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget at a total project cost of \$1,000,000, with funding from Permanent University Fund Bond Proceeds.

This project, which was originally scheduled for institutional management, will include additional renovation to upgrade the Library to meet life safety requirements and to improve operational efficiencies. The revised scope makes the project more appropriate for management by the Office of Facilities Planning and Construction.

Approval of the McDermott Library Renovation - Phase II project at U. T. Dallas amends the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget to increase the total project cost from \$1,000,000 to \$3,000,000, with additional funding of \$2,000,000 from Gifts and Grants.

6. U. T. El Paso - Student Housing (Project No. 201-009): Approval of Design Development Plans; Approval of Total Project Cost; Appropriation of Funds and Authorization of Expenditure; and Approval of Use of Revenue Financing System Parity Debt, Receipt of Parity Debt Certificate, and Finding of Fact with Regard to Financial Capacity

Following a presentation on the Student Housing project at The University of Texas at El Paso by Mr. Sidney J. Sanders, Director, Office of Facilities Planning and Construction for The University of Texas System, the Board:

- a. Approved design development plans for the Student Housing project at U. T. El Paso
- b. Approved a total project cost of \$15,000,000
- c. Appropriated funds and authorized expenditure of \$15,000,000, with funding from Revenue Financing System Bond Proceeds.

In compliance with Section 5 of the Amended and Restated Master Resolution Establishing The University of Texas System Revenue Financing System, adopted by the U. T. Board of Regents on February 14, 1991, and amended on October 8, 1993, and August 14, 1997, and upon delivery of the Certificate of an Authorized Representative as set out on Page 84, the Board resolved that:

- a. Parity Debt shall be issued to pay the project's cost, including any project costs prior to the issuance of such Parity Debt
- b. Sufficient funds will be available to meet the financial obligations of the U. T. System, including sufficient Pledged Revenues as defined in the Master Resolution to satisfy the Annual Debt Service Requirements of the Financing System, and to meet all financial obligations of the U. T. Board of Regents relating to the Financing System
- c. U. T. El Paso, which is a "Member" as such term is used in the Master Resolution, possesses the financial capacity to satisfy its direct obligation as defined in the Master

Resolution relating to the issuance by the U. T. Board of Regents of tax-exempt Parity Debt in the aggregate amount of \$15,000,000

- d. This resolution satisfies the official intent requirements set forth in Section 1.150-2 of the U. S. Treasury Regulations.

The Student Housing project at U. T. El Paso is included in the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget at a preliminary project cost of \$15,000,000, with funding from Revenue Financing System Bond Proceeds.

Approximately 126,000 gross square feet of new apartment housing will be constructed to accommodate over 400 residents. The new housing, which will be located at the northeast end of the campus, will be divided into multiple buildings. Each building, or group of buildings, will have a resident assistant and laundry facility. Spaces will include a combination of four-bedroom and two-bedroom suites and efficiencies that will provide varying levels of privacy and affordability. In addition to residential living facilities, there will be a special function/commons area, including an assembly/lecture hall and administrative offices. Exterior commons areas will include a sand volleyball court, outdoor gazebos, picnic/seating areas, and open activity areas.

PARITY DEBT CERTIFICATE OF U. T. SYSTEM REPRESENTATIVE

I, the undersigned Director of Finance of The University of Texas System, a U. T. System Representative under the Amended and Restated Master Resolution Establishing The University of Texas System Revenue Financing System, (the "Master Resolution"), adopted by the U. T. Board of Regents ("Board") on February 14, 1991, and amended on October 8, 1993, and August 14, 1997, do hereby execute this certificate for the benefit of the Board pursuant to Section 5(a)(ii) of the Master Resolution in connection with the authorization by the Board to issue "Parity Debt" to finance the construction cost of the Student Housing project at U. T. El Paso, and do certify that to the best of my knowledge, the Board is in compliance with and not in default of any terms, provisions, and conditions in the Master Resolution, the First Supplemental Resolution Establishing the Revenue Financing System Commercial Paper Program ("First Supplemental"), the Second Supplemental Resolution, the Third Supplemental Resolution, the Fourth Supplemental Resolution, the Fifth Supplemental Resolution, the Sixth Supplemental Resolution, the Seventh Supplemental Resolution, the Eighth Supplemental Resolution, and the Ninth Supplemental Resolution.

EXECUTED this 5th day of April, 2000

/s/ Terry Hull
Director of Finance

7. U. T. Pan American - Campus Entrance/Traffic Flow: Authorization of Institutional Management of Project

Upon recommendation of the Facilities Planning and Construction Committee, the Board authorized The University of Texas - Pan American to provide local management of the Campus Entrance/Traffic Flow project including administration of project budgets, appointment of architects, approval of facility programs, preparation of final plans, and award of contracts.

The FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget include the Campus Entrance/Traffic Flow project at U. T. Pan American, with funding of \$3,325,000 from Designated Tuition. This project will consist of a new entry drive encircling a landscaped plaza to provide an easily identifiable "front door" to the campus. Road improvements will simplify access and traffic circulation from University Drive into the campus and redefine the roadway for safer, more efficient use. The plaza will showcase the rich landscape heritage of the region and will also include 57 visitor parking spaces.

The creation of a new entry to the campus is a high priority for implementation of the Campus Master Plan for U. T. Pan American approved by the U. T. Board of Regents on February 10, 2000. U. T. Pan American will follow normal procedures of programming, selection of architects/engineers through the Request for Qualifications/Request for Proposal process, bidding, and construction administration. However, this project will be brought before the U. T. Board of Regents' Facilities Planning and Construction Committee for design review prior to the bidding process.

Due to the extensive work that will impact access to the campus, the U. T. Pan American Campus Entrance/Traffic Flow project will be divided into a number of phases. Detailed scheduling with facilities operating personnel and staff will be necessary to coordinate construction activities with minimal disruption to traffic. Because of the small, multiphased nature of the work, it has been determined that U. T. Pan American is best able to manage this project.

8. U. T. Tyler - Longview University Center (Project No. 802-949): Approval to Name the First Building at the Longview University Center as the Neal and Peggy Garland Hall (Regents' Rules and Regulations, Part One, Chapter VIII, Section 1, Honorific Namings)

Approval was given to name the first building at the Longview University Center (formerly Longview Higher Education Center) at The University of Texas at Tyler as the Neal and Peggy Garland Hall to recognize the significant contribution and commitment that Mr. and Mrs. Neal Garland of Longview, Texas, have made to the new facility at U. T. Tyler.

The Longview University Center project at U. T. Tyler is included in the FY 2000-2005 Capital Improvement Program at a total project cost of \$5,500,000. The new 24,000 square foot building, the first building in the Longview University Center planned development, will house network-ready classrooms, interactive video access, network file servers, a technology library, and faculty and support staff offices. Site development includes planned pedestrian areas, vehicular access and circulation, parking for approximately 200 vehicles, and infrastructure development.

Mr. and Mrs. Garland were the driving force behind the creation of the Longview University Center, as well as the selection of U. T. Tyler to operate the new facility. They have made a commitment of \$1,000,000 for the construction of this facility, with the additional commitment of an estimated \$600,000 to provide scholarships for students when the Center opens. Their total commitment of \$1,600,000 represents approximately 32% of the total estimated project cost.

The naming of the Neal and Peggy Garland Hall at U. T. Tyler is consistent with the Regents' Rules and Regulations, Part One, Chapter VIII, Section 1, and institutional guidelines on the honorific naming of buildings.

Committee member Riter applauded the naming and said he was excited about the contributions of Mr. and Mrs. Garland to this important project.

9. U. T. Medical Branch - Galveston - BSL-4 Laboratory Facility (Project No. 601-989): Approval of Design Development Plans; Approval of Total Project Cost; and Appropriation of Funds and Authorization of Expenditure

Following a presentation by Mr. Sidney J. Sanders, Director, Office of Facilities Planning and Construction for The University of Texas System, and upon recommendation of the Facilities Planning and Construction Committee, the Board:

- a. Approved design development plans for the BSL-4 Laboratory Facility project at The University of Texas Medical Branch at Galveston
- b. Approved a total project cost of \$7,500,000
- c. Appropriated funds and authorized expenditure of \$7,500,000, with funding from Gifts and Grants.

The BSL-4 Laboratory Facility project at the U. T. Medical Branch - Galveston is included in the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget with a total project cost of \$7,500,000, with funding from Gifts and Grants.

This project consists of a three-story addition to the existing Keiller Building and some renovation work within the building to accommodate the addition. The combination of new work and renovation work will be approximately 12,500 gross square feet. Biosafety level-4 (BSL-4) containment laboratories are technically advanced facilities built with proven construction and engineering technologies to contain potentially fatal diseases.

This project supports the institution's Strategic Plan of being a preeminent research facility of national and international importance, built upon interdisciplinary collaborative research, which meets the draft Campus Master Plan emphasis of responding to changes in the health-care industry, as these relate to patient care, teaching, and research.

Committee Chairman Clements remarked that, because the facility is a laboratory, few windows are included in the design.

See Item 10 on Page 88 relating to the renovation of support facilities for this project.

10. U. T. Medical Branch - Galveston - Multipurpose Research Building: Redesignation of the Repair and Rehabilitation Project as the Research Facilities Expansion Project and Appropriation of Funds

Upon recommendation of the Facilities Planning and Construction Committee, the Board:

- a. Approved redesignation of the Multipurpose Research Building repair and rehabilitation project at The University of Texas Medical Branch at Galveston as the Research Facilities Expansion project
- b. Appropriated funds of \$30,000,000 from Gifts and Grants and \$18,000,000 from Permanent University Fund Bond Proceeds.

The Multipurpose Research Building project at U. T. Medical Branch - Galveston is included in the FY 2000-2005 Capital Improvement Program at a preliminary project cost of \$48,000,000, with funding of \$30,000,000 from Gifts and Grants and \$18,000,000 from Permanent University Fund Bond Proceeds.

This project will renovate approximately 200,000 gross square feet of existing campus clinical facilities to enable U. T. Medical Branch - Galveston to provide the laboratory, office, and support space and resources necessary for important research activities including the BSL-4 Laboratory Facility project currently under design (see Item 9 on Page 87) which will have a dramatic catalytic effect on the growing research program. The draft Campus Master Plan calls for the shift of clinical activities to the east side of the campus to allow more appropriate physical access for patients and visitors. This shift will create opportunities for facility reuse. The University Hospital Clinics Building at approximately 200,000 gross square feet will be the largest increment of space vacated by the shift in clinical facilities.

Approval of this item allows the Research Facilities Expansion project to proceed with project design which will be brought to the Chancellor for approval of design development plans and authorization of expenditure of funds at a future date.

11. U. T. Health Science Center - Houston - Brownsville Public Health Division of the Regional Academic Health Center (RAHC) (Project No. 701-995): Approval of Design Development Plans; Approval of Total Project Cost; Appropriation of Funds and Authorization of Expenditure; and Approval of Use of Revenue Financing System Parity Debt, Receipt of Parity Debt Certificate, and Finding of Fact with Regard to Financial Capacity

Following a presentation on the Brownsville Public Health Division of the Regional Academic Health Center (RAHC) at The University of Texas Health Science Center at Houston by Mr. Sidney J. Sanders, Director, Office of Facilities Planning and Construction at The University of Texas System, the Board:

- a. Approved design development plans for the Brownsville Public Health Division of the RAHC for U. T. Health Science Center - Houston
- b. Approved a total project cost of \$5,000,000
- c. Appropriated funds and authorized expenditure of \$5,000,000, with funding from Tuition Revenue Bond Proceeds for total project funding.

In compliance with Section 5 of the Amended and Restated Master Resolution Establishing The University of Texas System Revenue Financing System, adopted by the U. T. Board of Regents on February 14, 1991, and amended on October 8, 1993, and August 14, 1997, and upon delivery of the Certificate of an Authorized Representative as set out on Page 91, the Board resolved that:

- a. Parity Debt shall be issued to pay the project's cost, including any project costs prior to the issuance of such Parity Debt
- b. Sufficient funds will be available to meet the financial obligations of the U. T. System, including sufficient Pledged Revenues as defined in the Master Resolution to satisfy the Annual Debt Service Requirements of the Financing System, and to meet all financial obligations of the U. T. Board of Regents relating to the Financing System

- c. U. T. component institutions, which are "Members" as such term is used in the Master Resolution, possess the financial capacity to satisfy their direct obligation as defined in the Master Resolution relating to the issuance by the U. T. Board of Regents of tax-exempt Parity Debt in the aggregate amount of \$5,000,000
- d. This resolution satisfies the official intent requirements set forth in Section 1.150-2 of the U. S. Treasury Regulations.

The Brownsville Public Health Division of the RAHC project for the U. T. Health Science Center - Houston is included in the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget at a preliminary project cost of \$5,000,000, with funding from Tuition Revenue Bond Proceeds. The 74th Texas Legislature established a Lower Rio Grande Valley Regional Academic Health Center (RAHC). Establishment of a School of Public Health branch operation will be the responsibility of U. T. Health Science Center - Houston.

The project will construct a new 25,000 gross square foot building on The University of Texas at Brownsville campus for a School of Public Health for the RAHC. The facility is being designed to conform with the architectural character of U. T. Brownsville.

The project will provide state-of-the-art learning facilities, space for ongoing related research, and a series of shared support spaces that promote interaction and community among the scientists and staff. The building will contain administrative offices, classrooms with distance learning capabilities, project rooms, study areas, biosafety level-2 laboratories and building service areas.

In 1997, the 75th Texas Legislature authorized \$30,000,000 of tuition bonds to be issued for the RAHC project. The issuance of the \$25,000,000 tuition bonds for the Harlingen Medical Education Division of the RAHC was approved by the U. T. Board of Regents at the February 10, 2000 meeting. An additional \$5,000,000 of tuition bond authority remains for the Brownsville Public Health Division of the RAHC.

PARITY DEBT CERTIFICATE OF U. T. SYSTEM REPRESENTATIVE

I, the undersigned Director of Finance of The University of Texas System, a U. T. System Representative under the Amended and Restated Master Resolution Establishing The University of Texas System Revenue Financing System, (the "Master Resolution"), adopted by the U. T. Board of Regents ("Board") on February 14, 1991, and amended on October 8, 1993, and August 14, 1997, do hereby execute this certificate for the benefit of the Board pursuant to Section 5(a)(ii) of the Master Resolution in connection with the authorization by the Board to issue "Parity Debt" to finance the construction cost of the Brownsville Public Health Division of the RAHC, and do certify that to the best of my knowledge, the Board is in compliance with and not in default of any terms, provisions, and conditions in the Master Resolution, the First Supplemental Resolution Establishing the Revenue Financing System Commercial Paper Program ("First Supplemental"), the Second Supplemental Resolution, the Third Supplemental Resolution, the Fourth Supplemental Resolution, the Fifth Supplemental Resolution, the Sixth Supplemental Resolution, the Seventh Supplemental Resolution, the Eighth Supplemental Resolution, and the Ninth Supplemental Resolution.

EXECUTED this 5th day of April, 2000

/s/ Terry Hull
Director of Finance

12. U. T. M. D. Anderson Cancer Center - Basic Sciences Research Building: Approval of Revised Preliminary Project Cost; Approval of Design Development Plans for Basic Sciences Research Building, Phase I - Utilities Infrastructure Prework and Excavation; and Appropriation of Funds and Authorization of Expenditure

Mr. Sidney J. Sanders, Director, Office of Facilities Planning and Construction for The University of Texas System, presented the design development plans for the Basic Sciences Research Building at The University of Texas M. D. Anderson Cancer Center. Based upon this presentation and upon recommendation by the Facilities Planning and Construction Committee, the Board:

- a. Revised the preliminary project cost for the Basic Sciences Research Building at U. T. M. D. Anderson Cancer Center from \$137,200,000 to \$174,600,000, with additional funds of \$37,400,000 from Hospital Revenues
- b. Approved design development plans for Basic Sciences Research Building, Phase I - Utilities Infrastructure Prework and Excavation
- c. Appropriated funds and authorized expenditure of \$10,000,000 for Basic Sciences Research Building, Phase I - Utilities Infrastructure Prework and Excavation, with funding from Gifts and Grants.

The Basic Sciences Research Building project at U. T. M. D. Anderson Cancer Center is included in the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget at a preliminary project cost of \$137,200,000, with funding of \$30,000,000 from Permanent University Fund Bond Proceeds, \$32,200,000 from Revenue Financing System Bond Proceeds, and \$75,000,000 from Gifts and Grants.

Planning for the phased development of an animal research facility and negotiations for the joint Texas Medical Center Research Campus development were pending at the time the FY 2000-2005 Capital Improvement Program was submitted. U. T. M. D. Anderson Cancer Center has now completed the programming for the vivarium and negotiations with the Texas Medical Center and Baylor College of Medicine, and the Basic Sciences Research Building requires additional space for proper facility functionality as part of a multibuilding complex.

The site for the project is the Texas Medical Center K-Lot. Baylor College of Medicine and the Texas Medical Center are planning simultaneous construction of facilities on adjacent sites during the construction of the Basic Sciences Research Building. A detailed site utility master plan was commissioned during December 1999. U. T. M. D. Anderson Cancer Center's analysis of the plan indicates that utility prework must begin prior to the start of the major excavation. Further, U. T. M. D. Anderson Cancer Center must begin excavation simultaneously with the excavation of the Texas Medical Center Parking Garage to avoid premium costs for retention systems. The excavation work for the project will mean inadequate access to the Bertner Complex dock for 18 months; therefore, an alternative pathway will be created in advance of the excavation work.

Baylor College of Medicine has signed a Memorandum of Understanding to contribute to the cost of the utility corridor infrastructure on a pro rata basis. The Baylor College of Medicine contribution is subject to approval of its Research Tower project (northeast of the K-Lot site) and confirmation of its use of the utility corridor infrastructure, if any, in the future.

The appropriation of \$10,000,000 for the Basic Sciences Research Building, Phase I – Utilities Infrastructure Prework and Excavation is included in the \$137,200,000 preliminary project cost of the Basic Sciences Research Building project.

President Mendelsohn addressed the funding from Gifts and Grants and Regent Oxford emphasized the cooperative effort of this project with the Baylor College of Medicine such as the joint classrooms and commended the U. T. System for the cooperative efforts of the various component institutions.

13. U. T. M. D. Anderson Cancer Center - Bone Marrow Transplantation Laboratory: Authorization of Institutional Management of Project

Upon recommendation of the Facilities Planning and Construction Committee, the Board authorized The University of Texas M. D. Anderson Cancer Center to locally manage the total project budgets, appoint architects, approve facility programs, prepare final plans, and award contracts associated with the Bone Marrow Transplantation Laboratory project.

The Bone Marrow Transplantation Laboratory project at U. T. M. D. Anderson Cancer Center is included in the FY 2000-2005 Capital Improvement Program and the FY 2000-2001 Capital Budget, with funding of \$4,100,000 from Hospital Revenues.

U. T. M. D. Anderson Cancer Center requires a lab to support cellular and molecular therapeutics that meets existing U. S. Food and Drug Administration (FDA) regulations. The FDA has indicated that biological agents and extensively-manipulated hematopoietic cellular transplants must be prepared under Good Manufacturing Practices (GMP) conditions and has issued regulations governing marrow and blood stem cell transplantation. This lab is critical for the Bone Marrow Transplantation (BMT) program, which is directed towards optimization of cellular and molecular therapy delivered as autologous or allogeneic blood and marrow transplants.

This project will renovate approximately 15,000 gross square feet on the 14th floor of the Lutheran Hospital Pavilion to accommodate a GMP group, BMT laboratory facility, and office support. This renovation will require total demolition and rebuild of the building, including mechanical, electrical, and plumbing systems, to meet FDA requirements.

U. T. M. D. Anderson Cancer Center has developed a staff of professional project managers that are trained to execute clinical renovation projects under the difficult conditions of construction in occupied space. They are also trained to maintain specialized conditions required in hospital operations such as infection control, Joint Commission on Accreditation of Healthcare Organizations interim life safety codes, and critical utility systems. They also work closely with facilities operating personnel and medical/nursing staff to coordinate construction activities with minimal disruption. Because of the nature of the work and the specialized ability of U. T. M. D. Anderson Cancer Center personnel, it has been determined that U. T. M. D. Anderson Cancer Center is best able to manage the Bone Marrow Transplantation Laboratory project.

* * * * *

At the conclusion of the Facilities Planning and Construction Committee meeting, Committee Chairman Clements reported that, since the last regular meeting, the Chancellor had approved three (3) general construction contracts totaling \$80,430,339 which included participation of 6.63% by Historically Underutilized Businesses, 5.13% by women-owned firms and 1.50% by minority-owned firms. In addition, four (4) architect/engineer contracts totaling \$1,363,800 have been awarded since the last meeting for participation of 12.51% by Historically Underutilized Businesses, 0.22% by women-owned firms and 12.29% by minority-owned firms.

RECONVENE.--At 10:06 a.m., the Board reconvened as a committee of the whole to consider those items remaining on the agenda.

REPORT OF BOARD FOR LEASE OF UNIVERSITY LANDS

The Board for Lease of University Lands met and held an oil and gas lease sale on November 17, 1999, in Houston, Texas. Tracts totaling 30,637.184 acres of Permanent University Fund lands will be offered for lease in the Regular Oil and Gas Lease Sale No. 97 to be held on May 17, 2000, at the Center for Energy and Economic Diversification in Midland, Texas.

REPORT OF SPECIAL COMMITTEE

U. T. Board of Regents: Report of Ad Hoc Long Range Planning Committee

Committee Chairman Hunt reported on the activities of the U. T. Board of Regents' ad hoc Long Range Planning Committee including meetings with Lt. Governor Rick Perry, Comptroller Carole Keeton Rylander, Texas Higher Education Coordinating Board Chair Pam Willeford and Commissioner Don Brown, and Mr. Glenn Smith of Public Strategies, Inc. Regent Hunt reported on deregulation and future liaison activities of the Committee and said that a preliminary report from the Committee should be ready by early October. A copy of [Regent Hunt's report](#) is on file in the Office of the Board of Regents.

OTHER MATTERS

1. U. T. System: Report of Summary of Gift Acceptance and Related Administrative Actions Conforming to Board Policy for December 1, 1999 Through February 29, 2000

Vice Chancellor for Development and External Relations Perry reviewed the Summary of Gift Acceptance and Related Administrative Actions Conforming to Board Policy for The University of Texas System for the period December 1, 1999 through February 29, 2000, as set forth on Pages 98 - 102.

Vice Chancellor Perry reported 220 items conforming to Board policy were approved including the acceptance of \$26,491,189 in gifts. Other matching contributions from previously accepted Board-held matching funds totaled \$2,231,294.66, transfers of endowment funds totaled \$1,010,000, and transfers of previously accepted funds totaled \$971,195.02.

Mrs. Perry noted that this report includes only those funds that relate to endowments, estates, and other funds managed by the U. T. System Office of Development and External Relations.

ACCEPTANCE OF GIFTS HELD BY BOARD
December 1, 1999 Through February 29, 2000

# ALL ITEMS	COMPONENT INSTITUTION	ASSET TYPES							MATCHING FUNDS	TOTAL VALUE
		CASH	SECURITIES	REAL ESTATE	PLEDGES	OTHER	TRANSEERS			
3	U. T. Arlington	\$ 48,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 48,000
60	U. T. Austin	\$ 6,898,678	\$ 4,640,423	\$ -	\$ 4,290,354	\$ -	\$ 1,153,500	\$ -	\$ 15,972,956 *	
3	U. T. Dallas	\$ -	\$ 10,106	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,106	
9	U. T. El Paso	\$ 274,415	\$ -	\$ -	\$ 13,000	\$ -	\$ -	\$ -	\$ 287,415	
39	U. T. Pan American	\$ 499,718	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 499,718	
3	U. T. Brownsville	\$ 28,600	\$ -	\$ -	\$ 6,400	\$ -	\$ 100,000	\$ -	\$ 135,000	
2	U. T. San Antonio	\$ 16,220	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,220	
4	U. T. Tyler	\$ 1,335,884	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,335,884	
56	U. T. SWMC-Dallas	\$ 1,484,290	\$ 1,250,000	\$ -	\$ 1,039,943	\$ -	\$ 1,471,195	\$ 2,231,295	\$ 4,274,233 *	
14	U. T. M.B.-Galveston	\$ 205,002	\$ 130,862	\$ -	\$ -	\$ -	\$ 121,575	\$ -	\$ 457,439	
11	UTHSC-Houston	\$ 475,749	\$ 99,251	\$ -	\$ 610,200	\$ -	\$ 18,817	\$ -	\$ 1,204,017	
7	UTHSC-San Antonio	\$ 397,470	\$ 59,830	\$ -	\$ -	\$ -	\$ 16,500	\$ -	\$ 473,800	
9	UTMDACC	\$ 1,072,941	\$ 35,960	\$ -	\$ 500,000	\$ -	\$ 167,500	\$ -	\$ 1,776,400	
220	TOTAL	\$ 12,736,967	\$ 6,226,432	\$ -	\$ 6,459,898	\$ -	\$ 3,049,087	\$ 2,231,295	\$ 26,491,189	

* Not included in total: U. T. Austin - \$1,010,000 transfer of endowment funds;
U. T. SWMC-Dallas - \$2,231,294.66 of Board-held matching funds and \$ 971,195.02 transfer of previously accepted funds.

NOTE: Compiled by Office of Development and External Relations

CLASSIFICATION OF GIFTS AND OTHER ACTIONS

December 1, 1999 Through February 29, 2000

COMPONENT INSTITUTION	ENDOWMENTS	CHARITABLE REMAINDER TRUSTS	POOLED INCOME FUND	REMAINDER INTERESTS	HELD IN TRUST BY OTHERS	CURRENT PURPOSE	OTHER
U. T. Arlington	3	---	---	---	---	---	---
U. T. Austin	57	---	---	---	3	---	---
U. T. Dallas	3	---	---	---	---	---	---
U. T. El Paso	9	---	---	---	---	---	---
U. T. Pan American	2	---	---	---	37	---	---
U. T. Brownsville	3	---	---	---	---	---	---
U. T. San Antonio	2	---	---	---	---	---	---
U. T. Tyler	4	---	---	---	---	---	---
U. T. SWMC-Dallas	20	---	---	---	36	2	---
U. T. M.B.-Galveston	14	---	---	---	---	---	---
UTHSC-Houston	10	---	---	---	1	---	---
UTHSC-San Antonio	7	---	---	---	---	---	---
UTMDACC	6	---	---	---	---	3	---
TOTAL	140	0	0	0	77	5	0

PURPOSES OF GIFTS HELD BY BOARD AND OTHERS

December 1, 1999 Through February 29, 2000

COMPONENT INSTITUTION	ENDOWMENT								CURRENT PURPOSE	OTHER PURPOSE
	DIST. CHAIR	CHAIR	DIST. PROF'SHIP	PROF'SHIP	FACULTY FELLOWSHIP	GRADUATE FELLOWSHIP	SCHOLARSHIP	OTHER		
U. T. Arlington	---	---	---	---	---	---	3	---	---	---
U. T. Austin	---	4	---	---	1	2	28	19	---	---
U. T. Dallas	---	---	---	---	---	---	---	1	---	---
U. T. El Paso	---	---	---	---	---	---	5	3	---	---
U. T. Pan American	---	---	---	1	---	---	22	5	1	---
U. T. Brownsville	---	---	---	---	---	---	3	---	---	---
U. T. San Antonio	---	---	---	---	---	---	1	---	---	---
U. T. Tyler	---	---	---	---	---	---	3	1	---	---
U. T. SWMC-Dallas	4	5	---	1	---	---	12	25	2	---
U. T. M.B.-Galveston	---	---	---	2	---	---	7	4	---	---
UTHSC-Houston	---	2	1	1	---	---	2	3	---	---
UTHSC-San Antonio	---	---	1	2	---	---	2	2	---	---
UTMDACC	---	---	---	---	---	---	---	3	3	---
TOTAL	4	11	2	7	1	2	88	66	6	0

Total purposes may not equal the total number of items because some items pertain to multiple purposes.

OTHER ADMINISTRATIVE ACTIONS
December 1, 1999 Through February 29, 2000

COMPONENT INSTITUTION	ESTABLISH ENDOWMENT	REDESIGNATE ENDOWMENT LEVEL	OTHER REDESIGNATION	DISSOLVE ENDOWMENT	APPROVE/ALLOCATE MATCHING	ACCEPT TRUSTEESHIP	OTHER
U. T. Arlington	3	--	--	--	--	--	--
U. T. Austin	53	--	7	--	--	--	--
U. T. Dallas	1	--	1	1	--	--	--
U. T. El Paso	8	--	1	--	--	--	--
U. T. Pan American	28	--	8	2	--	--	--
U. T. Brownsville	3	--	--	--	--	--	--
U. T. San Antonio	1	--	1	--	--	--	--
U. T. Tyler	3	--	--	--	--	--	--
U. T. SWMC-Dallas	42	5	7	--	8	--	--
U. T. M.B.-Galveston	13	--	1	--	--	--	--
UTHSC-Houston	6	3	4	--	--	--	--
UTHSC-San Antonio	6	1	1	--	--	--	--
UTMDACC	3	2	2	--	--	--	--
TOTAL	170	11	33	3	8	0	0

COMPARATIVE SUMMARY OF GIFTS ACCEPTED VIA THE OFFICIAL ADMINISTRATIVE PROCESS

December 1, 1999 Through February 29, 2000

COMPONENT INSTITUTION	FY 1999 FULL YEAR	FISCAL YEAR 2000			
		9/1/99 - 11/30/99	12/1/99 - 2/29/00	3/1/00 - 5/31/00	FULL YEAR
U. T. System	\$ 95,000	\$ -	\$ -	\$ -	\$ -
U. T. Arlington	\$ 612,441	\$ 22,916	\$ 48,000	\$ -	\$ -
U. T. Austin	\$ 17,668,529	\$ 5,153,374	\$ 15,972,956	\$ -	\$ -
U. T. Dallas	\$ 1,060,674	\$ 1,320,979	\$ 10,106	\$ -	\$ -
U. T. El Paso	\$ 3,180,702	\$ 239,960	\$ 287,415	\$ -	\$ -
U. T. Pan American	\$ 60,674	\$ -	\$ 499,718	\$ -	\$ -
U. T. Brownsville	\$ 110,674	\$ -	\$ 135,000	\$ -	\$ -
U. T. Permian Basin	\$ 210,674	\$ -	\$ -	\$ -	\$ -
U. T. San Antonio	\$ 680,768	\$ 171,056	\$ 16,220	\$ -	\$ -
U. T. Tyler	\$ 260,749	\$ -	\$ 1,335,884	\$ -	\$ -
U. T. SWMC-Dallas	\$ 7,802,087	\$ 1,158,831	\$ 4,274,233	\$ -	\$ -
U. T. M.B.-Galveston	\$ 7,563,732	\$ 1,298,292	\$ 457,439	\$ -	\$ -
UTHSC-Houston	\$ 2,987,214	\$ 20,000	\$ 1,204,017	\$ -	\$ -
UTHSC-San Antonio	\$ 1,375,242	\$ 376,216	\$ 473,800	\$ -	\$ -
UTMDACC	\$ 7,330,854	\$ 632,484	\$ 1,776,400	\$ -	\$ -
UTHC-Tyler	\$ 1,294,378	\$ -	\$ -	\$ -	\$ -
Multi-Component	\$ 170,000	\$ -	\$ -	\$ -	\$ -
TOTAL	\$ 52,464,391	\$ 10,394,108	\$ 26,491,189	\$ -	\$ -

2. U. T. System: Report on Activities of the Office of Federal Relations

Mr. Mark A. Franz, Vice Chancellor for Federal Relations, reported on the activities of The University of Texas System Office of Federal Relations, based in Washington, D. C., during its first year of operation. He spoke of the need for the University to become more competitive in obtaining federal funding and said he will work on improving early notification of funding opportunities. Vice Chancellor Franz reported on the new office staff for the Office of Federal Relations including an Assistant Vice Chancellor position. A copy of his PowerPoint [presentation](#) is on file in the Office of the Board of Regents.

Chairman Evans called attention to all University officials to be alert for federal monies and commended Dr. Diana Natalicio, President of The University of Texas at El Paso, for her efforts in obtaining federal funding. He charged Chancellor-Designate Burck with development of a tracking system so U. T. can stay focused on federal funding opportunities.

3. U. T. Board of Regents: Presentation of Certificate of Appreciation to Dr. Mario J. Gonzalez, Vice Chancellor for Information Technology and Distance Education

Chairman Evans noted that Dr. Mario J. Gonzalez, Vice Chancellor for Information Technology and Distance Education for The University of Texas System, would retire from his administrative position effective May 31, 2000. He commended Vice Chancellor Gonzalez for his leadership on the South Texas/Border Initiative and in distance education including the launch of the UT TeleCampus. Chairman Evans then presented the following certificate of appreciation to Dr. Gonzalez:

CERTIFICATE OF APPRECIATION

The Board of Regents

Expresses to

MARIO J. GONZALEZ, B.S., M.S., Ph.D.

Its Sincere Appreciation for His
Distinguished Service

as

Associate Vice Chancellor for South Texas/
Border Area Development

and

Vice Chancellor for Information Technology
and Distance Education

at

The University of Texas System

1993 - 2000

Adopted by unanimous vote this 11th day of May 2000

(signed by all members of the Board)

Following a round of applause, Vice Chancellor Gonzalez accepted the accolade as a symbol of appreciation for his service to the U. T. System.

4. U. T. Board of Regents: Presentation of Certificate of Appreciation to Dr. William H. Cunningham, Chancellor

In presenting the following certificate of appreciation to Dr. William H. Cunningham, who would retire as Chancellor of The University of Texas System on May 31, 2000, Chairman Evans commended Chancellor Cunningham for his unsurpassed leadership, vision, and passion for higher education. Chairman Evans said that there could not be, anywhere in American higher education, a more dedicated, energetic, and insightful leader than Dr. Cunningham and commended his many outstanding advances in the past eight years as Chancellor for the U. T. System. Chairman Evans emphasized the positive impact that Chancellor Cunningham's leadership has had on the State of Texas and said that, because of his leadership, the lives of all children in Texas are better.

CERTIFICATE OF APPRECIATION

The Board of Regents

Expresses to

WILLIAM H. CUNNINGHAM, B.B.A., M.B.A., Ph.D.

Deep and Sincere Appreciation for His
Thoughtful Vision, Exceptional Leadership,
Distinguished Service, and Wise Counsel

as

Professor
The University of Texas at Austin
1971 - 1982

Dean
The University of Texas at Austin
1982 - 1985

President
The University of Texas at Austin
1985 - 1992

and
Chancellor
The University of Texas System
1992 - 2000

Adopted by unanimous vote this 11th day of May 2000

(signed by all members of the Board)

Following a standing ovation, Chancellor Cunningham graciously accepted this accolade and expressed his sincere appreciation to the Board for the opportunity to serve the U. T. System. He said it had been an honor to work with the Board of Regents on many exciting projects and thanked the members of the Board for their commitment to higher education.

ITEM FOR THE RECORD

U. T. Health Science Center - San Antonio: Appointment of Advisory Committee for the Selection of a President

The membership of the Advisory Committee for the Selection of a President for The University of Texas Health Science Center at San Antonio is herewith reported for the record. This committee has been constituted pursuant to the Regents' Rules and Regulations, Part One, Chapter II, Section 14, as revised in Item 1 on Page 7, and includes an additional community/external representative appointment by Chairman Evans. Chairman Evans stated that Ricardo G. Cigarroa, M.D., had been named to serve as a community/external representative but could not serve due to his responsibilities as a member of the Coordinating Board.

Advisory Committee for the Selection of a President
for
The University of Texas Health Science Center at San Antonio

System Administration Representatives

Chancellor William H. Cunningham*
Executive Vice Chancellor for Health Affairs Charles B. Mullins
(Chairman)

Board of Regents

Regent Tom Loeffler
Regent A. R. (Tony) Sanchez, Jr.

Presidents

Kern Wildenthal, M.D., President, The University of Texas Southwestern Medical
Center at Dallas
John Mendelsohn, M.D., President, The University of Texas M. D. Anderson
Cancer Center

Faculty Representatives

Barbara H. Boucher, Ph.D., Assistant Professor of Physical Therapy
Lawrence B. Harkless, D.P.M., Professor in the Podiatry Residency Training
Program
Archie A. Jones, D.D.S., Associate Professor of Periodontics

Dean

Steven A. Wartman, M.D., Dean of the Medical School

Student Representatives

Ms. Christine Burgess, Medical School
Ms. Jennifer Stine, Graduate School of Biomedical Sciences

*Executive Vice Chancellor Burck will join the search committee as Interim
Chancellor effective June 1, 2000.

Alumni Association Representative

C. Roger Macias, D.D.S., President of the Alumni Association, Dental School

Nonfaculty Employees

Ms. Judy P. Wolf, Vice President for University Relations

Ms. Noemi Trejo, Administrative Assistant II, Office of the Vice President and
Chief Information Officer

Community/External Representatives

Dr. Juliet V. Garcia

Mrs. Jocelyn L. Straus

Mr. Gary Woods

RECESS TO EXECUTIVE SESSION.--At 11:20 a.m., the Board recessed to convene in Executive Session pursuant to Texas Government Code Section 551.073 to consider a negotiated contract for a prospective gift posted with the Secretary of State.

RECONVENE IN OPEN SESSION.--At 11:37 a.m., the Board reconvened in open session.

EXECUTIVE SESSION OF THE BOARD OF REGENTS

Chairman Evans reported that the Board had met in Executive Session to discuss a negotiated gift in accordance with Texas Government Code Section 551.073. In response to an inquiry from Chairman Evans regarding the wishes of the Board, the following action was taken:

U. T. Austin: Approval to Accept a Negotiated Gift from the McCombs Foundation, San Antonio, Texas, for the Benefit of the School of Business (Formerly College of Business Administration and Graduate School of Business) and Approval to Rename the School of Business as the Red McCombs School of Business Effective Immediately

In accordance with the proposal presented in Executive Session, Vice-Chairman Loeffler read the following resolution:

WHEREAS, The McCombs Foundation of San Antonio, Texas, at the direction of Red and Charline McCombs, has offered an extraordinary gift in support of the School of Business at The University of Texas at Austin;

WHEREAS, The scale and nature of the gift are such that the School is enabled by the gift itself to undertake a well-defined series of improvements that can elevate it into a more preeminent group of national peers, consisting of the top five programs among public universities and the top ten among all universities, public or private;

WHEREAS, Red McCombs has established a remarkable record of civic contribution and personal achievement in business over a distinguished career;

WHEREAS, The dean, the faculty leadership, the alumni leadership of the School, and the administrative leadership of the University and System are clearly in agreement that the name and achievements of Red McCombs embody the reputation and aspirations of the School;

WHEREAS, All also agree that it is appropriate to recognize the McCombs family in a distinctive and exceptional manner because their contribution will enable the School of Business to serve Texas at a significantly higher level;

I HEREBY MOVE that the U. T. Board of Regents approve the acceptance of the offered gift from the McCombs Foundation for the benefit of the School of Business at The University of Texas at Austin; and

I FURTHER MOVE that, with enormous appreciation for a great philanthropic commitment by Red and Charline McCombs, the Board name the School of Business at U. T. Austin as the Red McCombs School of Business, effective immediately.

The motions were duly seconded and carried without objection.

It was noted that the Commissioner of Higher Education had approved the re-naming of the College of Business Administration and Graduate School of Business at U. T. Austin as the School of Business on May 9, 2000.

SCHEDULED MEETING.--Chairman Evans announced that the next scheduled meeting of the U. T. Board of Regents would be held on August 9-10, 2000, in Austin.

ADJOURNMENT.--There being no further business, the meeting was adjourned at 11:42 a.m.

/s/ Francie A. Frederick
Executive Secretary

June 13, 2000

**THE UNIVERSITY OF TEXAS SYSTEM ADMINISTRATION
CHANCELLOR'S DOCKET NO. 101**

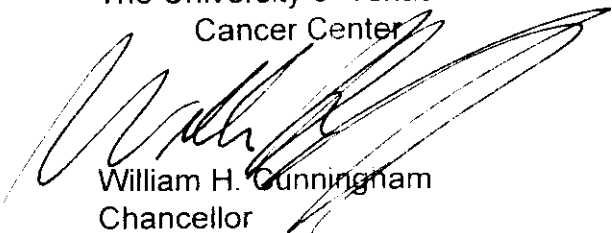
April 4, 2000

TO MEMBERS OF THE BUSINESS AFFAIRS AND AUDIT COMMITTEE:

A. W. "Dub" Riter, Jr., Chairman
Woody L. Hunt
Patrick C. Oxford

The Docket for The University of Texas System Administration and the Dockets recommended by the Chief Administrative Officers concerned and prepared by the component institutions listed below are herewith submitted for ratification or approval as appropriate at the meeting of the U. T. System Board of Regents on May 11, 2000. The Executive Vice Chancellor for Health Affairs, the Executive Vice Chancellor for Business Affairs, the Executive Vice Chancellor for Academic Affairs and I concur in these recommendations.

<u>Institutions</u>	<u>Pages</u>
The University of Texas System Administration	C - 1 through C - 23
The University of Texas at Arlington	AR - 1 through AR - 35
The University of Texas at Austin	A - 1 through A - 38
The University of Texas at Brownsville	B - 1 through B - 22
The University of Texas at Dallas	D - 1 through D - 12
The University of Texas at El Paso	EP - 1 through EP - 16
The University of Texas – Pan American	PA - 1 through PA - 14
The University of Texas of the Permian Basin	PB - 1 through PB - 7
The University of Texas at San Antonio	SA - 1 through SA - 33
The University of Texas at Tyler	TA - 1 through TA - 7
The University of Texas Southwestern Medical Center at Dallas	HD - 1 through HD - 32
The University of Texas Medical Branch at Galveston	G - 1 through G - 12
The University of Texas Health Science Center at Houston	HH - 1 through HH - 4
The University of Texas Health Science Center at San Antonio	HS - 1 through HS - 7
The University of Texas M. D. Anderson Cancer Center	CC - 1 through CC - 11



William H. Cunningham
Chancellor

xc: Other Members of
the Board

THE UNIVERSITY OF TEXAS SYSTEM ADMINISTRATION
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

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Real Estate Office Report.....	C - 6
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THE UNIVERSITY OF TEXAS SYSTEM ADMINISTRATION
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

CONTRACTS

The following contract or agreement has been awarded, has been administratively approved by the Chancellor (or his delegate) and is recommended for ratification by the U. T. Board of Regents.

**GENERAL CONTRACTS
(FUNDS GOING OUT)**

1. Agency: Hobbs Group, Inc.
Funds: Not to exceed \$600,000. The fee is based on \$300 million in construction project values being included in the program and is subject to adjustment.
Period: May 11, 2000 through May 10, 2004 with an option to renew the agreement for two additional one-year terms.
Description: Hobbs Group will manage Phase III of the Rolling Owner-Controlled Insurance Program (ROCIP) to include: designing, marketing and implementing the insurance program, providing policyholder services, safety and loss control services and claims management services.

THE UNIVERSITY OF TEXAS SYSTEM ADMINISTRATION
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

AMENDMENTS TO THE 1999-2000 BUDGET

The following Requests for Budget Changes (RBC) have been administratively approved as required by the appropriate Executive Vice Chancellor and by the Chancellor and are recommended for ratification by the U. T. Board of Regents.

TRANSFER OF FUNDS

RBC #

1.	Amount of Transfer:	\$807,200	D12, D13
	From:	Interest on PUF Bond Proceeds	
	To:	Unallocated Proceeds from Sale of PUF bonds	

To change the source of funds for U. T. Austin J. Connally Center, Project Number 102-814. Permanent University Fund (PUF) Bond Proceeds are being returned from the project and are being replaced by Interest on PUF Bond Proceeds as the funding source. Original approval of the project was by the Board of Regents in October 1993 and the PUF Bond appropriation in the amount of \$7,100,000 was established in May 1995.

THE UNIVERSITY OF TEXAS SYSTEM ADMINISTRATION
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

OTHER FISCAL ITEMS

ELIMINATION OF THE MEMORANDUMS OF UNDERSTANDING

Summary:

Elimination of the Memorandums of Understanding ("MOU") between the Board of Regents of the University of Texas System and UT- Arlington , UT- Austin , UT-Southwestern Medical Center, UT-Health Center Tyler and UT- HSC Houston. The MOUs were entered into during the moratorium on PUF spending and are no longer necessary due to the constitutional amendment affecting the Permanent University Fund (PUF) approved by the voters of Texas, on November 2, 1999.

Background:

The Board of Regents of the University of Texas System entered into six Memorandums of Understanding ("MOU") with five University of Texas System components, from October 8, 1992 through March 9, 1994. The purpose of which, was to adopt a guideline in determinations of budgets to reflect efforts to stabilize Available University Fund ("AUF") reserves and address the following circumstances:

1. Gift money had been raised for the construction of specific projects on the premise that PUF funds would also be expended on construction costs for the same projects.
2. Economic returns on Permanent University Fund investments, precipitated by lower interest rates necessitated the re-evaluation of The University of Texas System Capital Improvement Plan and suspension of new construction projects.
3. The component had sufficient institutional funds to meet debt service obligations if applicable conditions requiring transfer of funds occurred.

The condition necessary to effect a transfer of funds from the component to the University of Texas System, is defined in each MOU as a fiscal year where actual AUF distribution is less than the level specified for that fiscal year, given projections for AUF distributions at the time the MOU was executed.

The constitutional amendment affecting the Permanent University Fund approved by the voters of Texas, on November 2, 1999, significantly affects the MOUs. Prior to passage of the amendment, the AUF consisted of all dividends, interest, and other income of the Permanent University Fund (less expenses attributable to the administration of the Permanent University Fund), including the net income attributable to the surface of Permanent University Fund land. The Available University Fund now consists of distributions from the "total return" on all

THE UNIVERSITY OF TEXAS SYSTEM ADMINISTRATION
 U. T. BOARD OF REGENTS' MEETING
 MAY 11, 2000

OTHER FISCAL ITEMS (Continued)

ELIMINATION OF THE MEMORANDUMS OF UNDERSTANDING (Continued)

investment assets of the Permanent University Fund, including the net income attributable to the surface of Permanent University Fund land, in the amounts determined by the UT Board. This change in the definition of the AUF distribution fundamentally differs from the methodology employed in defining the trigger events in the MOUs. The effect is to obligate the components to a transfer of funds based on AUF distributions determined by the UT Board, rather than on the economic effects on PUF income.

Therefore, it is recommended that the Board of Regents nullify the six MOUs, as listed below:

Memorandums of Understanding ("MOU") with University of Texas System

Date of MOU Institution		Amount of Project	Project
Series A			
10/8/92	Southwestern Medical Center	20,000,000	N.Campus Ph II
12/3/92	Arlington	1,000,000	Ransom Hall
12/3/92	Tyler Health Center	5,000,000	Ambulatory Care
12/3/92	Austin	13,000,000	Molecular Bio. Bldg.
Series B			
3/9/94	Southwestern Medical Center	20,000,000	N.Campus Ph III
3/9/94	HSC Houston ^{1/}	15,000,000	Inst. of Molecular Med.
	Total	74,000,000	

^{1/} To date approximately \$10.1 million not appropriated

**THE UNIVERSITY OF TEXAS SYSTEM
BOARD OF REGENTS' MEETING
MAY 11, 2000
REAL ESTATE ASSETS
Managed by U.T. System Real Estate Office
Summary Report at February 29, 2000**

FUND TYPE

	Current Purpose Restricted		Endowment & Similar Funds		Annuity & Life Income Funds		TOTAL	
	Book	Market	Book	Market	Book	Market	Book	Market
Land & Buildings: Ending Value 11/30/99	4,609,323	18,823,435	21,958,419	97,376,499	1,213,970	858,247	27,781,712	117,058,181
Increase or Decrease	(98,753)	(19,494)	(300)	(201,927)	0	0	(99,053)	(221,421)
Ending Value 02/29/00	4,510,570	18,803,941	21,958,119	97,174,572	1,213,970	858,247	27,682,659	116,836,760
Other Real Estate: Ending Value 11/30/99	119,305	119,305	360,023	360,023			479,328	479,328
Increase or Decrease	11,117	11,117	(2,581)	(2,581)	0	0	8,536	8,536
Ending Value 02/29/00	130,422	130,422	357,442	357,442			487,864	487,864

C
-0

Report prepared in accordance with Sec. 51.0032 of the Texas Education Code.
Details of individual assets by account furnished on request.

The University of Texas System

PHYSICIAN/DENTAL PRACTICE PLANS
Quarterly Financial Report
(Unaudited)

For the Six Months Ending February 29, 2000

**The University of Texas System
Comparison of Projected Year-to-Date Margins
to Actual Year-to-Date Margins
For the Six Months Ending February 29, 2000**

	<u>Projected Year-to-Date Operating Margin</u>	<u>Actual Year-to-Date Operating Margin</u>	<u>Variance</u>
U.T.S.M.C. at Dallas	\$ (6,570,771)	(1,769,693)	4,801,078 (1)
U.T.M.B. at Galveston	223,008	(1,091,382)	(1,314,390)
U.T.H.S.C. at Houston	(7,239,992)	(954,664)	6,285,328 (2)
U.T.H.S.C. at San Antonio - MSRDP	1,910,326	(6,917,337)	(8,827,663) (3)
U.T.H.S.C. at San Antonio - DSRDP	11,471	(162,997)	(174,468)
U.T.M.D. Anderson Cancer Center	(3,612,042)	2,121,676	5,733,718 (4)
U.T.H.C. at Tyler	<u>(179,360)</u>	<u>328,539</u>	<u>507,899</u>
Combined Operating Margins	<u>\$ (15,457,360)</u>	<u>(8,445,858)</u>	<u>7,011,502</u>

- (1) U.T.S.M.C. at Dallas - Gross physician charges and Other Income are a combined \$6 million higher than originally budgeted.
- (2) U.T.H.S.C. at Houston - Contractual revenues are \$5.6 million over the projected allocation through February, thus accounting for the positive margin. Of this amount, \$4.3 million relates to a quarterly positive adjustment to the value of accounts receivable.
- (3) U.T. H. S. C. at San Antonio - MSRDP recently changed the method of payment from University Hospital. In September 1999 receipts from University Hospital changed from contractual monthly payments to payment for services. This change has caused a \$3.2 million margin deficit since the revenue for these payments are recorded when received, or on a cash basis. This deficit should decrease at year end when accruals related to this revenue are recorded.

The remainder of the negative margin is the result of deficit spending patterns in various MSRDP departments. The university is in the process of analyzing Plan operations and closely reviewing clinical departments' spending patterns to ensure they fit within revenue flows

- (4) U.T.M.D. Anderson Cancer Center's gross physician charges are \$5 million higher than originally budgeted. The remainder of the variance is attributable to lower salaries and benefit expenditures due to vacant positions.

The University of Texas System
MSRDP/DSRDP/PRS Year-to-Date Summary of Operations
For the Six Months Ending February 29, 2000

	For the Year Ended August 31, 2000			
	Total Budget	Budget Allocation Year-to-Date	Cumulative Year-to-Date Actual	Variance Over (Under)
Beginning Fund Balance, September 1, 1999	\$ 354,187,241	354,187,241	354,187,241	-
Restatements	-	-	(4,509,656)	(4,509,656) (1)
Restated Beginning Fund Balance, September 1, 1999	<u>354,187,241</u>	<u>354,187,241</u>	<u>349,677,585</u>	<u>(4,509,656)</u>
Revenues				
Medicare	-	-	26,357,391	-
Medicaid	-	-	21,023,562	-
Commercial Insurance	-	-	75,936,886	-
Contractual Income	-	-	130,670,514	-
Private Pay	-	-	26,721,006	-
Other	-	-	12,671,421	-
Interest Income	-	-	3,887,482	-
Other Income	-	-	33,411,893	-
Total Revenues - per Monthly Financial Report	<u>638,448,420</u>	<u>305,963,061</u>	<u>330,680,155</u>	<u>24,717,094</u>
Expenditures				
Faculty Salaries	241,707,523	124,272,747	131,394,968	7,122,221
Other Salaries	119,345,330	58,709,847	60,797,061	2,087,214
Fringe Benefits	116,350,588	61,587,371	64,514,718	2,927,347
Maintenance and Operations	119,510,567	54,822,768	59,230,895	4,408,127
Professional Liability Insurance	23,896,948	12,067,818	11,059,872	(1,007,946)
Capital Outlay	10,184,299	4,153,071	6,006,128	1,853,057 (2)
Other (Travel, Official Functions)	10,090,612	4,829,320	5,071,415	242,095
Total Expenditures - per Monthly Financial Report	<u>641,085,867</u>	<u>320,442,942</u>	<u>338,075,057</u>	<u>17,632,115</u>
Debt Service	3,141,515	977,479	1,050,956	73,477
Total Expenditures and Debt Service	<u>644,227,382</u>	<u>321,420,421</u>	<u>339,126,013</u>	<u>17,705,592</u>
Year-to-Date Operating Margin	<u>(5,778,962)</u>	<u>(15,457,360)</u>	<u>(8,445,858)</u>	<u>7,011,502</u>
Other Additions/Deductions				
Other Additions	-	-	892,447	892,447 (4)
Other Deductions	(6,083,735)	(3,404,983)	(6,490,384)	(3,085,401) (3)
	<u>(6,083,735)</u>	<u>(3,404,983)</u>	<u>(5,597,937)</u>	<u>(2,192,954)</u>
Net Increase/(Decrease) in Fund Balance	<u>(11,862,697)</u>	<u>(18,862,343)</u>	<u>(14,043,795)</u>	<u>4,818,548</u>
Ending Fund Balance, February 29, 2000	<u>\$ 342,324,544</u>	<u>335,324,898</u>	<u>335,633,790</u>	<u>308,892</u>

THE UNIVERSITY OF TEXAS SYSTEM
Explanations of Variances to Practice Plans
Summary of Operations
For the Six Months Ending February 29, 2000

Explanations are provided for variances equal to or greater than 10% of the year-to-date allocated budget and greater than \$500,000.

Restatements to Beginning Fund Balance

- (1) The restatement to beginning fund balance for *U.T.H.S.C. Houston* relates to refunds of revenue collected in prior periods. *U.T.H.S.C. San Antonio*'s restatement is due to payments to University Health Systems related to last year. *U.T. Health Center at Tyler*'s restatement relates to prior period adjustments to accounts receivables.

Expenditures and Other Deductions

- (2) Capital Outlay – The \$1.9 million (44.6%) variance over budget is primarily attributable to *U.T.H.S.C. Houston* (\$1.1 million) where to the Medical School expended unbudgeted funds to renovate labs, construct a new executive conference center, and to purchase various pieces of capital equipment. Additionally, the Pathology department purchased a new computer system.
- (3) Other Deductions – The \$3.1 million (90.6%) variance over budget is largely attributable to *U.T.S.M.C. Dallas* (\$2.2 million) and *U.T.H.S.C. San Antonio* (\$379,000).

U.T.S.M.C. Dallas' variance is due to an unbudgeted transfer to establish endowments.

U.T.H.S.C. San Antonio's variance is the result of a transfer from the president's account in MSRDP to the medical dean in *Other Designated*.

Revenues and Other Additions

- (4) Other Additions – The \$892,000 variance is primarily attributable to *U.T.S.M.C. Dallas* (\$650,000) and *U.T.H.S.C. San Antonio* (\$175,000).

U.T.S.M.C. Dallas' variance is a due to an unbudgeted transfer from Plant Funds for the Radiation Oncology Center.

U.T.H.S.C. San Antonio's variance is due to loan payments from the 5.01(a) corporation to MSRDP.

GLOSSARY OF TERMS

CAPITAL OUTLAY -- *Cost of capital acquisitions funded from plan resources not reported in "Debt Service" below.*

COMMERCIAL INSURANCE -- *Income received from insurance agencies.*

CONTRACTUAL INCOME -- *Income received for contractual physician services to affiliated hospitals and contractual physician services to the Texas Department of Criminal Justice at U.T. Medical Branch at Galveston.*

DEBT SERVICE -- *Principal and interest paid on any debt, i.e., building construction, renovation, lease-purchase agreements, etc.*

FACULTY SALARIES -- *All faculty salary payments including salary augmentation.*

FRINGE BENEFITS -- *Group insurance premiums (net of premium sharing) paid by the plan, supplemental retirement annuities, parking, and mandatory state benefits (retirement, OASI, WCI, premium sharing, etc.).*

INTEREST INCOME -- *Income earned from investments.*

MAINTENANCE AND OPERATIONS -- *All expenditures not classified elsewhere, i.e., utilities, supplies, repairs and maintenance, shipping and postage, etc.*

MEDICAID -- *Income received from the State of Texas for the care of certain indigent patients.*

MEDICARE -- *Income received from the Federal government for the care of certain indigent patients.*

MSRDP/DSRDP/PRS -- *Medical Services Research and Development Plan/Dental Services Research and Development Plan/Physicians' Referral Service. These plans are trust funds established by the U.T. Board of Regents that operate under approved bylaws, authorizing the specific types of expenditures that can be made. The expenditures in these plans come from the services provided by physicians' services to patients and include outlays for supplies, equipment, salaries, and staff benefits.*

OTHER ADDITIONS -- *Transfers from non-practice plan funds, which are not budgeted.*

OTHER DEDUCTIONS -- *Annual change in Accrued Compensable Absences payable and transfers to non-practice plan funds for the establishment of quasi-endowments, to provide funding for new programs outside the plan, to provide reimbursement for services rendered, and to provide salary and program enhancement supplements.*

OTHER EXPENDITURES:

TRAVEL -- *All costs associated with travel.*

OFFICIAL FUNCTIONS -- *Business related events, which are of documented benefit to the institution.*

OTHER -- *Other revenue items not identified elsewhere, and net change in Accounts Receivable.*

OTHER INCOME -- *Income not related to patient care.*

OTHER SALARIES:

RESIDENT SALARIES -- *Salaries paid to resident physicians.*

STAFF SALARIES -- *All non-faculty salary payments, excluding resident salaries.*

PRIVATE PAY -- *Income received from individuals.*

PROFESSIONAL LIABILITY INSURANCE -- *Professional liability insurance premiums paid by the institution on behalf of plan members.*

The University of Texas Southwestern Medical Center at Dallas
MSRDP/DSRDP/PRS Year-to-Date Summary of Operations
For the Six Months Ending February 29, 2000

	For the Year Ended August 31, 2000			
	Total Budget	Budget Allocation Year-to-Date	Cumulative Year-to-Date Actual	Variance Over (Under)
Beginning Fund Balance, September 1, 1999	\$ 146,050,572	146,050,572	146,050,572	-
Revenues				
Medicare	-	-	7,794,842	-
Medicaid	-	-	8,830,668	-
Commercial Insurance	-	-	35,619,197	-
Contractual Income	-	-	32,468,335	-
Private Pay	-	-	6,180,757	-
Other	-	-	2,718,921	-
Interest Income	-	-	689,290	-
Other Income	-	-	7,501,934	-
Total Revenues - per Monthly Financial Report	<u>196,611,600</u>	<u>95,775,899</u>	<u>101,803,944</u>	<u>6,028,045</u>
Expenditures				
Faculty Salaries	71,963,981	39,234,762	40,239,324	1,004,562
Other Salaries	33,757,891	16,885,697	17,970,922	1,085,225
Fringe Benefits	25,683,392	16,016,163	15,328,095	(688,068)
Maintenance and Operations	48,096,747	21,865,032	22,644,133	779,101
Professional Liability Insurance	7,824,815	3,917,885	2,667,937	(1,249,948)
Capital Outlay	4,738,748	2,298,293	2,466,814	168,521
Other (Travel, Official Functions)	2,591,909	1,166,359	1,205,456	39,097
Total Expenditures - per Monthly Financial Report	<u>194,657,483</u>	<u>101,384,191</u>	<u>102,522,681</u>	<u>1,138,490</u>
Debt Service	3,111,515	962,479	1,050,956	88,477
Total Expenditures and Debt Service	<u>197,768,998</u>	<u>102,346,670</u>	<u>103,573,637</u>	<u>1,226,967</u>
Year-to-Date Operating Margin	<u>(1,157,398)</u>	<u>(6,570,771)</u>	<u>(1,769,693)</u>	<u>4,801,078</u>
Other Additions/Deductions				
Other Additions	-	-	650,000	650,000
Other Deductions	(1,461,702)	(1,093,966)	(3,267,247)	(2,173,281)
	<u>(1,461,702)</u>	<u>(1,093,966)</u>	<u>(2,617,247)</u>	<u>(1,523,281)</u>
Net Increase/(Decrease) in Fund Balance	<u>(2,619,100)</u>	<u>(7,664,737)</u>	<u>(4,386,940)</u>	<u>3,277,797</u>
Ending Fund Balance, February 29, 2000	<u>\$ 143,431,472</u>	<u>138,385,835</u>	<u>141,663,632</u>	<u>3,277,797</u>

**The University of Texas Medical Branch at Galveston
MSRDP/DSRDP/PRS Year-to-Date Summary of Operations
For the Six Months Ending February 29, 2000**

	For the Year Ended August 31, 2000			
	Total Budget	Budget Allocation Year-to-Date	Cumulative Year-to-Date Actual	Variance Over (Under)
Beginning Fund Balance, September 1, 1999	\$ 37,960,849	37,960,849	37,960,849	-
Revenues				
Medicare	-	-	4,430,729	-
Medicaid	-	-	6,276,086	-
Commercial Insurance	-	-	2,406,262	-
Contractual Income	-	-	10,990,428	-
Private Pay	-	-	9,537,459	-
Other	-	-	8,104,680	-
Interest Income	-	-	595,685	-
Other Income	-	-	17,105,448	-
Total Revenues - per Monthly Financial Report	<u>118,646,677</u>	<u>59,323,340</u>	<u>59,446,777</u>	<u>123,437</u>
Expenditures				
Faculty Salaries	46,407,264	23,053,632	22,670,998	(382,634)
Other Salaries	32,055,666	16,102,834	16,502,743	399,909
Fringe Benefits	16,328,208	7,989,104	9,610,104	1,621,000
Maintenance and Operations	16,885,383	8,442,692	7,119,092	(1,323,600)
Professional Liability Insurance	4,285,217	2,142,608	3,132,998	990,390
Capital Outlay	711,539	355,770	620,401	264,631
Other (Travel, Official Functions)	1,927,384	1,013,692	881,823	(131,869)
Total Expenditures - per Monthly Financial Report	<u>118,600,661</u>	<u>59,100,332</u>	<u>60,538,159</u>	<u>1,437,827</u>
Debt Service	-	-	-	-
Total Expenditures and Debt Service	<u>118,600,661</u>	<u>59,100,332</u>	<u>60,538,159</u>	<u>1,437,827</u>
Year-to-Date Operating Margin	<u>46,016</u>	<u>223,008</u>	<u>(1,091,382)</u>	<u>(1,314,390)</u>
Other Additions/Deductions				
Other Additions	-	-	65,420	65,420
Other Deductions	-	-	(186,647)	(186,647)
	-	-	(121,227)	(121,227)
Net Increase/(Decrease) in Fund Balance	<u>46,016</u>	<u>223,008</u>	<u>(1,212,609)</u>	<u>(1,435,617)</u>
Ending Fund Balance, February 29, 2000	<u>\$ 38,006,865</u>	<u>38,183,857</u>	<u>36,748,240</u>	<u>(1,435,617)</u>

The University of Texas Health Science Center at Houston
MSRDP/DSRDP/PRS Year-to-Date Summary of Operations
For the Six Months Ending February 29, 2000

	For the Year Ended August 31, 2000			
	Total Budget	Budget Allocation Year-to-Date	Cumulative Year-to-Date Actual	Variance Over (Under)
Beginning Fund Balance, September 1, 1999	\$ 41,653,442	41,653,442	41,653,442	-
Restatements			(2,189,421)	(2,189,421)
Restated Beginning Fund Balance, September 1, 1999	<u>41,653,442</u>	<u>41,653,442</u>	<u>39,464,021</u>	<u>(2,189,421)</u>
Revenues				
Medicare	-	-	-	-
Medicaid	-	-	-	-
Commercial Insurance	-	-	-	-
Contractual Income	-	-	217,429	-
Private Pay	-	-	54,507,580	-
Other	-	-	-	-
Interest Income	-	-	-	-
Other Income	-	-	459,537	-
Total Revenues - per Monthly Financial Report	<u>111,707,937</u>	<u>50,479,418</u>	<u>56,335,981</u>	<u>5,856,563</u>
Expenditures				
Faculty Salaries	48,559,724	24,533,925	23,891,022	(642,903)
Other Salaries	23,028,533	10,342,844	10,850,476	507,632
Fringe Benefits	16,481,659	9,382,491	8,981,875	(400,616)
Maintenance and Operations	24,383,459	10,738,212	9,767,563	(970,649)
Professional Liability Insurance	2,974,044	1,700,889	1,472,380	(228,509)
Capital Outlay	639,352	319,676	1,432,663	1,112,987
Other (Travel, Official Functions)	1,372,746	686,373	894,666	208,293
Total Expenditures - per Monthly Financial Report	<u>117,439,517</u>	<u>57,704,410</u>	<u>57,290,645</u>	<u>(413,765)</u>
Debt Service	30,000	15,000	-	(15,000)
Total Expenditures and Debt Service	<u>117,469,517</u>	<u>57,719,410</u>	<u>57,290,645</u>	<u>(428,765)</u>
Year-to-Date Operating Margin	<u>(5,761,580)</u>	<u>(7,239,992)</u>	<u>(954,664)</u>	<u>6,285,328</u>
Other Additions/Deductions				
Other Additions	-	-	-	-
Other Deductions	(4,622,033)	(2,311,017)	(2,655,869)	(344,852)
	<u>(4,622,033)</u>	<u>(2,311,017)</u>	<u>(2,655,869)</u>	<u>(344,852)</u>
Net Increase/(Decrease) in Fund Balance	<u>(10,383,613)</u>	<u>(9,551,009)</u>	<u>(3,610,533)</u>	<u>5,940,476</u>
Ending Fund Balance, February 29, 2000	<u>\$ 31,269,829</u>	<u>32,102,433</u>	<u>35,853,488</u>	<u>3,751,055</u>

The University of Texas Health Science Center at San Antonio
MSRDP/PRS Year-to-Date Summary of Operations
For the Six Months Ending February 29, 2000

	For the Year Ended August 31, 2000			
	Total Budget	Budget Allocation Year-to-Date	Cumulative Year-to-Date Actual	Variance Over (Under)
Beginning Fund Balance, September 1, 1999	\$ 30,144,183	30,144,183	30,144,183	-
Restatements			(1,340,788)	(1,340,788)
Restated Beginning Fund Balance, September 1, 1999	<u>30,144,183</u>	<u>30,144,183</u>	<u>28,803,395</u>	<u>(1,340,788)</u>
Revenues				
Medicare	-	-	3,047,016	-
Medicaid	-	-	4,423,205	-
Commercial Insurance	-	-	20,046,474	-
Contractual Income	-	-	-	-
Private Pay	-	-	1,555,696	-
Other	-	-	-	-
Interest Income	-	-	553,297	-
Other Income	-	-	5,940,917	-
Total Revenues - per Monthly Financial Report	<u>56,782,000</u>	<u>28,149,318</u>	<u>35,566,605</u>	<u>7,417,287</u>
Expenditures				
Faculty Salaries	17,852,000	9,000,000	15,806,956	6,806,956
Other Salaries	8,323,000	4,300,000	5,585,229	1,285,229
Fringe Benefits	10,500,000	4,500,000	7,202,289	2,702,289
Maintenance and Operations	11,267,000	5,388,992	10,873,044	5,484,052
Professional Liability Insurance	4,600,000	2,200,000	1,977,761	(222,239)
Capital Outlay	570,000	250,000	540,776	290,776
Other (Travel, Official Functions)	1,100,000	600,000	497,887	(102,113)
Total Expenditures - per Monthly Financial Report	<u>54,212,000</u>	<u>26,238,992</u>	<u>42,483,942</u>	<u>16,244,950</u>
Debt Service	-	-	-	-
Total Expenditures and Debt Service	<u>54,212,000</u>	<u>26,238,992</u>	<u>42,483,942</u>	<u>16,244,950</u>
Year-to-Date Operating Margin	<u>2,570,000</u>	<u>1,910,326</u>	<u>(6,917,337)</u>	<u>(8,827,663)</u>
Other Additions/Deductions				
Other Additions	-	-	174,673	174,673
Other Deductions	-	-	(379,311)	(379,311)
	-	-	(204,638)	(204,638)
Net Increase/(Decrease) in Fund Balance	<u>2,570,000</u>	<u>1,910,326</u>	<u>(7,121,975)</u>	<u>(9,032,301)</u>
Ending Fund Balance, February 29, 2000	<u>\$ 32,714,183</u>	<u>32,054,509</u>	<u>21,681,420</u>	<u>(10,373,089)</u>

The University of Texas Health Science Center at San Antonio
DSRDP Year-to-Date Summary of Operations
For the Six Months Ending February 29, 2000

	For the Year Ended August 31, 2000			
	Total Budget	Budget Allocation Year-to-Date	Cumulative Year-to-Date Actual	Variance Over (Under)
Beginning Fund Balance, September 1, 1999	\$ 5,751,064	5,751,064	5,751,064	-
Revenues				
Medicare	-	-	-	-
Medicaid	-	-	-	-
Commercial Insurance	-	-	216,111	-
Contractual Income	-	-	-	-
Private Pay	-	-	969,393	-
Other	-	-	-	-
Interest Income	-	-	73,536	-
Other Income	-	-	17,358	-
Total Revenues - per Monthly Financial Report	<u>3,667,000</u>	<u>1,761,471</u>	<u>1,276,398</u>	<u>(485,073)</u>
Expenditures				
Faculty Salaries	423,700	200,000	158,264	(41,736)
Other Salaries	933,300	455,000	500,735	45,735
Fringe Benefits	354,100	198,000	155,494	(42,506)
Maintenance and Operations	1,166,900	600,000	503,962	(96,038)
Professional Liability Insurance	-	-	-	-
Capital Outlay	2,100,000	217,000	30,994	(186,006)
Other (Travel, Official Functions)	165,000	80,000	89,946	9,946
Total Expenditures - per Monthly Financial Report	<u>5,143,000</u>	<u>1,750,000</u>	<u>1,439,395</u>	<u>(310,605)</u>
Debt Service	-	-	-	-
Total Expenditures and Debt Service	<u>5,143,000</u>	<u>1,750,000</u>	<u>1,439,395</u>	<u>(310,605)</u>
Year-to-Date Operating Margin	<u>(1,476,000)</u>	<u>11,471</u>	<u>(162,997)</u>	<u>(174,468)</u>
Other Additions/Deductions				
Other Additions	-	-	2,354	2,354
Other Deductions	-	-	(1,310)	(1,310)
	-	-	1,044	1,044
Net Increase/(Decrease) in Fund Balance	<u>(1,476,000)</u>	<u>11,471</u>	<u>(161,953)</u>	<u>(173,424)</u>
Ending Fund Balance, February 29, 2000	<u>\$ 4,275,064</u>	<u>5,762,535</u>	<u>5,589,111</u>	<u>(173,424)</u>

The University of Texas M.D. Anderson Cancer Center
MSRDP/DSRDP/PRS Year-to-Date Summary of Operations
For the Six Months Ending February 29, 2000

	For the Year Ended August 31, 2000			
	Total Budget	Budget Allocation Year-to-Date	Cumulative Year-to-Date Actual	Variance Over (Under)
Beginning Fund Balance, September 1, 1999	\$ 89,028,738	89,028,738	89,028,738	-
Revenues				
Medicare	-	-	8,849,576	-
Medicaid	-	-	721,896	-
Commercial Insurance	-	-	15,693,493	-
Contractual Income	-	-	32,619,694	-
Private Pay	-	-	7,717,622	-
Other	-	-	1,847,820	-
Interest Income	-	-	1,494,458	-
Other Income	-	-	1,423,423	-
Total Revenues - per Monthly Financial Report	<u>140,482,598</u>	<u>65,377,671</u>	<u>70,367,982</u>	<u>4,990,311</u>
Expenditures				
Faculty Salaries	50,266,173	25,133,088	25,392,263	259,175
Other Salaries	20,058,513	10,029,258	8,798,066	(1,231,192)
Fringe Benefits	45,695,668	22,847,833	22,603,436	(244,397)
Maintenance and Operations	16,541,514	7,203,058	7,561,400	358,342
Professional Liability Insurance	3,712,872	1,856,436	1,556,913	(299,523)
Capital Outlay	1,424,660	712,332	914,480	202,148
Other (Travel, Official Functions)	2,783,198	1,207,708	1,419,748	212,040
Total Expenditures - per Monthly Financial Report	<u>140,482,598</u>	<u>68,989,713</u>	<u>68,246,306</u>	<u>(743,407)</u>
Debt Service	-	-	-	-
Total Expenditures and Debt Service	<u>140,482,598</u>	<u>68,989,713</u>	<u>68,246,306</u>	<u>(743,407)</u>
Year-to-Date Operating Margin	<u>-</u>	<u>(3,612,042)</u>	<u>2,121,676</u>	<u>5,733,718</u>
Other Additions/Deductions				
Other Additions	-	-	-	-
Other Deductions	-	-	-	-
Net Increase/(Decrease) in Fund Balance	<u>-</u>	<u>(3,612,042)</u>	<u>2,121,676</u>	<u>5,733,718</u>
Ending Fund Balance, February 29, 2000	<u>\$ 89,028,738</u>	<u>85,416,696</u>	<u>91,150,414</u>	<u>5,733,718</u>

The University of Texas Health Center at Tyler
MSRDP/DSRDP/PRS Year-to-Date Summary of Operations
For the Three Months Ending February 29, 2000

	For the Year Ended August 31, 2000			
	Total Budget	Budget Allocation Year-to-Date	Cumulative Year-to-Date Actual	Variance Over (Under)
Beginning Fund Balance, September 1, 1999	\$ 3,598,393	3,598,393	3,598,393	-
Restatements			(979,447)	(979,447)
Restated Beginning Fund Balance, September 1, 1999	<u>3,598,393</u>	<u>3,598,393</u>	<u>2,618,946</u>	<u>(979,447)</u>
Revenues				
Medicare	-	-	2,235,228	-
Medicaid	-	-	771,707	-
Commercial Insurance	-	-	1,737,920	-
Contractual Income	-	-	84,477	-
Private Pay	-	-	760,079	-
Other	-	-	-	-
Interest Income	-	-	21,679	-
Other Income	-	-	271,378	-
Total Revenues - per Monthly Financial Report	<u>10,550,608</u>	<u>5,095,944</u>	<u>5,882,468</u>	<u>786,524</u>
Expenditures				
Faculty Salaries	6,234,681	3,117,340	3,236,141	118,801
Other Salaries	1,188,427	594,214	588,890	(5,324)
Fringe Benefits	1,307,561	653,780	633,425	(20,355)
Maintenance and Operations	1,169,564	584,782	761,701	176,919
Professional Liability Insurance	500,000	250,000	251,883	1,883
Capital Outlay	-	-	-	-
Other (Travel, Official Functions)	150,375	75,188	81,889	6,701
Total Expenditures - per Monthly Financial Report	<u>10,550,608</u>	<u>5,275,304</u>	<u>5,553,929</u>	<u>278,625</u>
Debt Service	-	-	-	-
Total Expenditures and Debt Service	<u>10,550,608</u>	<u>5,275,304</u>	<u>5,553,929</u>	<u>278,625</u>
Year-to-Date Operating Margin	<u>-</u>	<u>(179,360)</u>	<u>328,539</u>	<u>507,899</u>
Other Additions/Deductions				
Other Additions	-	-	-	-
Other Deductions	-	-	-	-
Net Increase/(Decrease) in Fund Balance	<u>-</u>	<u>(179,360)</u>	<u>328,539</u>	<u>507,899</u>
Ending Fund Balance, February 29, 2000	<u>\$ 3,598,393</u>	<u>3,419,033</u>	<u>2,947,485</u>	<u>(471,548)</u>

THE UNIVERSITY OF TEXAS HEALTH COMPONENT INSTITUTIONS
MSRDP/PRS/DSRDP/AHFSP INFORMATION: MSRDP/PRS YEAR-TO-DATE
SUMMARY OF OPERATIONS - ACCRUAL BASIS OF ACCOUNTING
FOR THE QUARTER ENDING FEBRUARY 29, 2000

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	UTSWMC-DALLAS	UTMB-GALVESTON	UTHSC-HOUSTON	UTHSC-SAN ANTONIO	UTMDACC-HOUSTON	UTHC-TYLER	TOTAL
Beginning Fund Balance, 9/1/99	\$146,050,572	\$37,960,849	\$39,464,021	\$28,803,395	\$89,028,738	\$3,598,393	\$344,905,968
Gross Charges	\$227,679,908	\$115,952,853	\$106,706,562	\$85,097,669	\$136,832,312	\$12,795,072	\$685,064,376
Un-sponsored Charity Care	\$98,967,653	\$27,657,413	\$34,092,005	\$30,492,984	\$12,232,945	\$1,435,480	\$204,878,480
Professional Courtesy	\$63,181	\$41,803	(\$86,731)	\$97,405	\$910,844	\$0	\$1,026,502
Contractual Adjustments	\$43,662,857	\$33,298,271	\$29,567,523	\$12,453,353	\$41,440,702	\$4,660,573	\$165,083,279
Bad Debt Write-offs	\$6,165,336	\$9,669,711	\$13,956,718	\$16,776,306	\$3,204,794	\$158,941	\$49,931,806
Other Unreimbursed Medical Costs	\$4,857,899	\$3,576,693	\$688,179	\$138,353	\$2,276,024	\$158,985	\$11,696,133
Change in Accounts Receivable	\$8,035,584	\$1,343,310	(\$6,479,673)	(\$9,874,040)	\$9,316,901	\$857,316	\$3,199,398
TOTAL LESS	\$161,752,510	\$75,587,201	\$71,738,021	\$50,084,361	\$69,382,210	\$7,271,295	\$435,815,598
Net Collections	\$65,927,398	\$40,365,653	\$34,968,542	\$35,013,308	\$67,450,102	\$5,523,779	\$249,248,778
Investment Revenues	\$689,290	\$595,685	\$459,537	\$553,297	\$1,494,458	\$21,679	\$3,813,946
Other Additions	\$35,837,255	\$18,550,859	\$20,907,903	\$174,673	\$1,423,424	\$337,011	\$77,231,125
TOTAL REVENUES AND OTHER ADDITIONS	\$102,453,943	\$59,512,197	\$56,335,982	\$35,741,278	\$70,367,984	\$5,882,469	\$330,293,849
Expenditures and Other Deductions: Faculty Salaries	\$40,239,324	\$22,670,999	\$23,891,022	\$15,806,956	\$25,392,262	\$3,236,141	\$131,236,704
Staff Salaries	\$17,970,922	\$14,948,029	\$10,850,476	\$5,585,229	\$8,798,066	\$588,890	\$58,741,612
Resident Salaries	\$0	\$1,554,714	\$0	\$0	\$0	\$0	\$1,554,714
Fringe Benefits	\$15,328,095	\$9,610,104	\$8,981,875	\$7,202,289	\$22,603,436	\$633,425	\$64,359,224
Maintenance and Operations	\$22,644,133	\$7,119,092	\$9,767,563	\$10,873,044	\$7,318,321	\$761,702	\$58,483,855
Professional Liability Insurance	\$2,667,937	\$3,132,998	\$1,472,380	\$1,977,761	\$1,556,913	\$251,883	\$11,059,872
Debt Service	\$1,050,956	\$0	\$0	\$0	\$0	\$0	\$1,050,956
Travel	\$989,392	\$791,086	\$288,186	\$442,784	\$1,419,748	\$75,826	\$4,007,022
Capital Outlay	\$2,466,813	\$620,401	\$1,432,663	\$540,776	\$914,480	\$0	\$5,975,133
Official Functions	\$216,064	\$90,736	\$606,480	\$55,103	\$243,081	\$6,063	\$1,217,527
Change in Inventory	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New Programs: Transfer to Endowment	\$2,019,250	\$0	\$0	\$0	\$0	\$0	\$2,019,250
Other	\$1,247,997	\$186,647	\$2,655,869	\$379,311	\$0	\$979,447	\$5,449,271
TOTAL NEW PROGRAMS	\$3,267,247	\$186,647	\$2,655,869	\$379,311	\$0	\$979,447	\$7,468,521
TOTAL EXPENDITURES AND OTHER DEDUCTIONS	\$106,840,883	\$60,724,806	\$59,946,514	\$42,863,253	\$68,246,307	\$6,533,377	\$345,155,140
Excess of Revenues and Other Additions over Expenditures and Other Deductions	(\$4,386,940)	(\$1,212,609)	(\$3,610,532)	(\$7,121,975)	\$2,121,677	(\$650,908)	(\$14,861,291)
NET CHANGE IN ACCOUNTS RECEIVABLE	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Ending Fund Balance, 2/29/00	\$141,663,632	\$36,748,240	\$35,853,489	\$21,681,420	\$91,150,415	\$2,947,485	\$330,044,677

Prepared By: U.T. System Office of Health Affairs

Source: U.T. System Health Institutions' Submissions

Summary of Balances for all Institutions are outlined on the next sheet.

**MSRDP/PRS SUMMARY OF OPERATIONS - ENDING FUND BALANCES WERE COMPOSED OF THE FOLLOWING
NOTES FOR THE QUARTER ENDING FEBRUARY 29,2000**

U.T. SOUTHWESTERN MEDICAL CENTER AT DALLAS	
UNRESTRICTED	
RESERVED	
Orders and Contracts	\$8,291,276
Accounts Receivable	\$38,073,846
Prepaid Expenses	\$2,739
Inventory	
UNRESERVED	
Allocated	
MSRDP Operating Funds	\$77,238,375
Reserves for Reimbursement-Third Party Payor Adjustment	\$6,686,588
Retirement of Indebtedness	\$11,370,807
Unallocated	
TOTAL:	\$141,663,631

U.T. HEALTH SCIENCE CENTER AT SAN ANTONIO	
UNRESTRICTED	
RESERVED	
Orders and Contracts Outstanding	\$1,328,486
Accounts Receivable	\$14,230,947
Other Specific Projects	\$5,123
Inventory	\$0
UNRESERVED	
Allocated	
Provision for future Operating Budget	\$0
MSRDP Operating Funds	\$6,116,864
Capital Projects - Retirement of Indebtedness	\$0
Unallocated	\$0
TOTAL:	\$21,681,420

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U.T. M.D. ANDERSON CANCER CENTER	
UNRESTRICTED	
RESERVED: Reimbursement for Third Party Payor Adjustments	\$3,083,277
Orders and Contracts Outstanding	\$34,775,603
Accounts Receivable	\$43,494,301
UNRESERVED	
PRS Operating Funds	
Allocation for Clinical Biostatistical Unit	
Allocation for Professional Revenue Enhancement	
	\$9,797,234
TOTAL:	\$91,150,415

U.T. MEDICAL BRANCH AT GALVESTON	
UNRESTRICTED	
RESERVED	
Orders and Contracts Outstanding	\$5,436,962
Accounts Receivable	\$18,468,970
Other Specific Projects	
Inventory	
UNRESERVED	
Allocated	
MSRDP Operations	\$12,842,308
Equipment	
Capital Projects - Retirement of Indebtedness	
Unallocated	
TOTAL:	\$36,748,240

U.T. HEALTH CENTER AT TYLER	
UNRESTRICTED	
RESERVED	
Orders and Contracts Outstanding	\$3,341,038
Accounts Receivable	\$2,449,971
Prepaid Expenses	\$0
Compensable Absences	\$0
501 A Plan	\$0
UNRESERVED - Allocated	
MSRDP Operating Funds	(\$2,843,524)
Equipment	\$0
Future Operating Budget	
TOTAL:	\$2,947,485

U.T. HEALTH SCIENCE CENTER HOUSTON	
UNRESTRICTED	
RESERVED	
Orders and Contracts Outstanding	\$47,972,713
Reserve for Accounts Receivable	\$24,055,839
Reserve for Prepaid Expenses	\$0
Reserve for Inventories	(\$38,426)
UNRESERVED - Allocated	
MSRDP Operating Funds	(\$36,136,637)
TOTAL:	\$35,853,489

**THE UNIVERSITY OF TEXAS SYSTEM HEALTH COMPONENT INSTITUTIONS
ALLIED HEALTH FACULTY SERVICES PLAN
SOUTHWESTERN MEDICAL CENTER AT DALLAS**

**SUMMARY OF OPERATIONS
FOR THE QUARTER ENDING FEBRUARY 29, 2000**

Beginning Fund Balance, 9/1/99		\$1,915,068
Gross Charges		\$849,303
Less: Refunds (Patients, Insur. Co., Other)	\$12,717	
Un-sponsored Charity Care	\$1,239	
Professional Courtesy	\$6,570	
Contractual Adjustments	\$237,440	
Bad Debt Write-offs	\$24,004	
Other Unreimbursed Medical Costs	\$3,762	
Change in Accounts Receivable	\$55,007	
TOTAL LESS		\$340,739
Net Collections		\$508,565
Investment Revenues		\$5,834
Other Additions		\$191,406
TOTAL REVENUES AND OTHER ADDITIONS		\$705,805
Expenditures and Other Deductions: Faculty Salaries		\$180,939
Staff Salaries		\$175,406
Fringe Benefits		\$94,015
Maintenance and Operations		\$138,052
Travel		\$10,832
Capital Outlay		\$6,742
Official Functions		\$3,036
New Programs		(\$28,788)
TOTAL EXPENDITURES AND OTHER DEDUCTIONS		\$580,234
Excess of Revenues and Other Additions over Expenditures and Other Deductions		\$125,572
NET CHANGE IN ACCOUNTS RECEIVABLE		\$0
Ending Fund Balance, 2/29/00		\$2,040,640

NOTE: ENDING FUND BALANCE WAS COMPOSED OF THE FOLLOWING:

UNRESTRICTED: Reserved		
Orders and Contracts		\$57,761
Accounts Receivable		\$447,628
UNRESERVED: Allocated		
FSP Operating Funds		\$1,535,251
TOTAL		\$2,040,640

Prepared By: *U.T. System Office of Health Affairs*
Source: *U.T. Southwestern Medical Center at Dallas*

**THE UNIVERSITY OF TEXAS SYSTEM HEALTH COMPONENT INSTITUTIONS
DENTAL SERVICES RESEARCH AND DEVELOPMENT PLAN
HEALTH SCIENCE CENTER AT SAN ANTONIO**

**SUMMARY OF OPERATIONS
FOR THE QUARTER ENDING FEBRUARY 29, 2000**

Beginning Fund Balance, 9/1/99			\$5,751,064
Gross Charges			\$1,202,862
Less: Refunds to Insurance Carriers for Overpayments	\$0		
Un-sponsored Charity Care	\$0		
Professional Courtesy	\$0		
Contractual Adjustments	\$0		
Bad Debt Write-offs	\$0		
Other Unreimbursed Medical Costs	\$0		
Change in Accounts Receivable	\$0		
TOTAL LESS			\$0
Net Collections			\$1,202,862
Investment Revenues			\$73,536
Other Additions			\$2,354
TOTAL REVENUES AND OTHER ADDITIONS			\$1,278,752
Expenditures and Other Deductions: Faculty Salaries			\$158,264
Staff Salaries			\$500,735
Fringe Benefits			\$155,494
Maintenance and Operations			\$535,796
Travel			\$58,112
Capital Outlay			\$30,994
Official Functions			\$0
New Programs			\$1,310
TOTAL EXPENDITURES AND OTHER DEDUCTIONS			\$1,440,705
Excess of Revenues and Other Additions over Expenditures and Other Deductions			(\$161,953)
NET CHANGE IN ACCOUNTS RECEIVABLE			\$0
Ending Fund Balance, 02/29/00			\$5,589,111

NOTE: ENDING FUND BALANCE WAS COMPOSED OF THE FOLLOWING:

UNRESTRICTED: Reserved			
Orders and Contracts Outstanding			\$342,462
Accounts Receivable			\$533,869
UNRESERVED: Allocated			
DSRDP Operating Funds			\$4,712,780
TOTAL			\$5,589,111

Prepared By: U.T. System Office of Health Affairs
Source: U.T. Health Science Center at San Antonio

**THE UNIVERSITY OF TEXAS SYSTEM
MSRDP/PRS/DSRDP/AHFSP INFORMATION:
MSRDP/PRS ANNUAL OFFICIAL FUNCTIONS EXCEEDING \$2,500
FOR THE QUARTER ENDING FEBRUARY 29, 2000**

INSTITUTION	Cost	Attendance	Average Expense Per Person
UTSWMC-Dallas	\$7,248	200	\$36.24
UTMB-Galveston	\$79,016	2,670	\$29.59
UTHSC-Houston	\$128,676	4,223	\$30.47
UTHSC-San Antonio	\$71,500	5,467	\$13.08
UTMDACC-Houston	\$243,081	7,326	\$33.18
UTHC-Tyler	\$6,063	1,200	\$5.05
TOTAL	\$535,584	21,086	\$25.40

Prepared By: U. T. System Office of Health Affairs
Source: Health Component Institutions

THE UNIVERSITY OF TEXAS AT ARLINGTON
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

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THE UNIVERSITY OF TEXAS AT ARLINGTON
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

GIFTS

The following gift has been received, has been administratively approved by the President and is recommended for ratification by the U. T. Board of Regents.

1. Donor Name: Digital Networking Solutions*
College/School/ Department: College of Engineering
Purpose: Network hardware to connect the College of Engineering
Network Services to the U. T. Arlington network
Asset Type: Equipment
Value: \$659,325

* No letter of transmittal from the donor

THE UNIVERSITY OF TEXAS AT ARLINGTON
U. T. BOARD OF REGENTS' MEETING
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CONTRACTS

The following contracts or agreements have been awarded, have been administratively approved by the President (or his delegate) and are recommended for ratification by the U. T. Board of Regents.

GENERAL CONTRACTS

(FUNDS COMING IN)

1. Agency: ARAMARK Educational Services, Inc.
Funds: 8% of net Cash Plan revenue; 8% of net Catering Plan revenue; 20% of net Board Plan revenue; 15% of net Maverick Stadium Concession Operation revenue over \$1,000 per event
Period: May 11, 2000 through June 30, 2010
Description: Full service food, alcoholic beverage, and non-alcoholic beverage services: Cash Plan, Board Plan, Short-term Meal Plan, Catering Plan, Maverick Stadium Concession Operations Plan, and additional related services as may be requested by the University.

(FUNDS GOING OUT)

2. Agency: TXU Lone Star Gas and TXU Lone Star Pipeline
Funds: \$2,500,000
Period: November 1, 1998 through October 31, 2008
Description: TXU will receive natural gas at various locations in Waller and Ellis Counties and redeliver natural gas to U. T. Arlington via TXU pipeline transmission and distribution systems

THE UNIVERSITY OF TEXAS AT ARLINGTON
U. T. BOARD OF REGENTS' MEETING
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DEVELOPMENTAL EDUCATIONAL PLAN

The following Developmental Educational Plan for The University of Texas at Arlington has been administratively approved by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents. The Texas Higher Education Coordinating Board has required each institution to adopt a written plan for the assessment and placement of entering undergraduate students by June 2000. The plan will be submitted to the Coordinating Board for approval. The initial plans are being submitted to the Board of Regents for approval pursuant to Coordinating Board regulations. It is recommended that the Board authorize the Executive Vice Chancellor for Academic Affairs to approve modifications and amendments to the initial plan.

**Development Education Plan
The University of Texas at Arlington
March 1, 2000**

TASP policies and developmental education at The University of Texas at Arlington have undergone significant revision and change during the past two years in response to the recommendations of a special University Task Force convened to review the program in the Fall of 1997. Even more recently, the program has been reviewed in response to the National Center for Developmental Education guidelines for conducting a self-study of Developmental Education Programs. This report describes both the program modifications made during the past two years in response to the University Task Force recommendations and the evaluation and modifications planned as a result of the self-study. Both efforts have influenced the local interpretation of TASP policy and the delivery of developmental education at this University in significant ways.

In the Fall of 1997 a Task Force on Developmental Education at UTA was convened and charged with the responsibility for improving developmental education at the University and also for revising local TASP policies to conform to new state TASP requirements. The Task Force spent the majority of its time determining how the academic departments of mathematics and English, along with the academic support services of the office of Students Obtaining Academic Readiness (SOAR), the Writing Center, and the Math Clinic, could cooperate to an optimum degree to help more UTA students achieve success both in developmental education and on the test itself.

The Task Force made a number of recommendations, all of them now fully implemented, for improving both the quality and quantity of TASP instruction and for the implementation of TASP policy. To improve instruction, the capacity for course-based

THE UNIVERSITY OF TEXAS AT ARLINGTON
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

developmental education was increased so that all TASP students are now enrolled in organized courses in the Mathematics and English departments. To help accomplish this in the English department, a Program Coordinator for Developmental Reading and Writing was hired. The Coordinator completely revised the reading and writing courses in the department and put a new program in place to train the instructors who teach these classes. The focus of instruction in these classes is now on developing reading and writing skills. Required test preparation labs taught by SOAR, the academic support unit at UTA, were attached to each of the English classes. These labs now provide additional drill and practice in reading and writing along with direct instruction on how to negotiate the TASP test itself. In addition, new English as a Second Language (ESL) sections of developmental reading and writing, including labs, along with a faculty development program for the instructors who teach these classes, are now in place. In Mathematics, a second developmental mathematics class was added which now allows for two levels of TASP mathematics instruction. Further support for these classes is available to students through the Math Clinic. Finally, a manual that provides detailed information about academic support and other useful services for TASP students was compiled and published both in hard copy and on the University Website.

The Task Force also recommended new UTA policies be implemented in response to the new TASP legislation of 1997-1998. Policies were developed to identify B-or-better courses, to define completion of developmental education, to clarify the grading system for developmental courses, to establish transfer policy for students who have taken developmental courses or B-or-better courses elsewhere, and to plan for testing of all TASP students by Fall 1998.

An expanded Task Force, made up of both developmental faculty and administrators, met Spring 2000 semester to conduct the self study of developmental education programs and TASP policies recommended by the National Center for Developmental Education. This exercise has encouraged the institution to examine what it now does and to make plans for future improvement. The self-study has identified UTA's strong institutional commitment to the statewide TASP program. The administrator responsible for developmental education on our campus reports directly to the Provost, our chief academic officer, and the new Task Force functions as the Advisory Committee. At least 75% of the institution's developmental education activities are funded with "hard" money. The developmental education component is of superior quality. UTA also informs students about TASP requirements early and consistently and scrupulously adheres to state TASP requirements.

THE UNIVERSITY OF TEXAS AT ARLINGTON
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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

The remainder of this report describes in further detail how UTA currently interprets and administers TASP policy, delivers developmental education, and evaluates programs. The report concludes with a list of present strengths along with plans for future improvements that were identified as a result of the self-study.

TASP Policy Implementation

Informing Students

Upon written or oral request of admission criteria, students are mailed an application that contains information regarding the TASP test requirements (see Appendix A*). A section of the University Undergraduate Catalog (see Appendix B*) lists TASP information. Also the Office of Undergraduate Admissions, the University Advising Center, and Measurement & Testing Services provide information about TASP test requirements on their respective websites.

Recruiting staff from the Office of Undergraduate Admissions meet regularly with high schools, and send a variety of publications that outline TASP requirements to local and/or feeder schools. All students applying for admission to UTA are advised of TASP and other academic requirements as part of the admissions process.

Other sources of information about TASP requirements include a letter sent to students from the Office of Undergraduate Admissions (see Appendix C*), New and Transfer Student Orientation, campus bulletin boards, and developmental education faculty announcements.

TASP Program Structure and Organization

The University TASP Liaison Officer oversees policy interpretation and policy implementation. This includes interfacing with the Office of Academic Information Systems for TASP programming, with Admissions, with the Registrar including records, registration, and reports, and with Academic Advising. Additionally, the TASP Liaison Officer is responsible for the coordination of the developmental education program. The TASP Liaison reports to the Vice President for Undergraduate Academic and Student Affairs, who has direct responsibility for the University's TASP Program, and who reports to the chief academic officer. An on-going TASP Advisory Committee meets to discuss and recommend policy and program changes. The committee is composed of members across the campus community, including developmental educators.

THE UNIVERSITY OF TEXAS AT ARLINGTON
U. T. BOARD OF REGENTS' MEETING
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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Admissions & Records

To meet the requirements of Texas Education Code Section 51.306, students applying for admission must provide official high school transcripts as delineated by THECB. Official SAT/ACT/TAAS scores used for TASP exemption purposes must also be provided. A temporary waiver of official document form, with ensuing restrictions, may be used in the event unofficial documents are initially provided by the student (see Appendix D*). If a TASP Exemption as defined by THECB is not met, students must take the TASP test or an approved Alternative Test prior to enrolling.

Transfer students may submit scores from any of the Alternative Tests used for TASP purposes. Such scores must be listed on the official transcript, addendum to the transcript, or be in the form of an official score report, as defined by THECB. UTA official transcripts list students' TASP status, including exemption qualifiers, TASP/Alternative test scores, and THECB designated coursework that is used for TASP completion.

The Registrar's Office is responsible for downloading TASP scores from National Evaluation Systems Score Distribution System. Both the TASP Liaison and the TASP Advisor have access to the Score Distribution System. Additionally, in the Admissions Office, transcript evaluators use the Score Distribution System to access individual scores of students applying to UTA. The TASP Liaison specifies the TASP status codes used by Admissions, Registrar, and Academic Advising offices, based on TASP policy interpretation (see Appendix E*).

UTA provides Quick-TASP testing during peak enrollment periods. However, students with documented mitigating circumstances that have precluded them from taking a TASP/Alternative test are permitted to enroll for one semester. Such students are required to take the TASP/Alternative test before registering for a subsequent semester.

The requirements of Texas Education Code Section 50.306 may also be met by the B-or-better rule. For transfer students from out-of-state or private institutions, B-or-better coursework may be used to satisfy the TASP test requirements. TASP test requirements that are not met using transfer coursework must be met by taking the TASP/Alternative test prior to enrolling in any college credit courses. Students failing any section are required to take developmental education in the corresponding area. Specific information regarding B-or-better completion is discussed in the Advising section of this report.

THE UNIVERSITY OF TEXAS AT ARLINGTON
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Texas Education Code Section 51.306 stipulates, "if the TASP test results indicate that developmental education is necessary in any area tested, the institution shall refer the student to developmental courses or other developmental programs made available by the institution." UTA students with failing TASP/Alternative scores, as defined by THECB, must enroll in developmental education immediately. Developmental education options include English and Mathematics. Developmental English courses in Reading and Writing are provided for native and non-native speakers. Mathematics has two developmental education levels, and placement is contingent upon the level of failing TASP Math scores. During the registration process, all other course selection is restricted until the student is enrolled in developmental education. The exception to this requirement is students who have a "Casual Student" TASP status. Such students may delay developmental education until they enroll under a different admission status. Enrollment in developmental education is required of students until they successfully complete the course. Students who do not pass TASP or earn a passing grade in developmental education are restricted from registering in other courses until the appropriate developmental education course is selected.

Advising

The University Advising Center employs a designated TASP advisor who assists students with TASP related concerns. The TASP advisor helps students select the appropriate developmental education coursework.

Students who fail the Reading section of TASP have the option of enrolling in either English 0300 with lab, or English 0301 (ESL) with lab. Concurrent enrollment in English 1301 (freshman composition) is also permitted. Students who fail the Writing section of the TASP, or who fail both Reading and Writing TASP sections, take English 0300 with lab or English 0301 (ESL) with lab (see Appendix F*).

Selecting Math developmental education courses based on TASP scores is automated. Students who have scores of 0-219 must take Math 0301 (TASP Preparation). Students scoring 220-229 must enroll in Math 0302 (Introductory Algebra).

In addition the TASP advisor provides guidance for students who seek to complete TASP requirements through the B-or-better rule. Completion of TASP through B-or-better can be accomplished two ways at UTA. The first way is through the B-or-better sequence. After successfully completing developmental coursework students may retake the appropriate section of the TASP. If students fail their second TASP attempt, then enrollment in an appropriate B-or-better course is warranted. In order to become

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TASP complete, the student must earn a grade of A or B in the B-or-better course. The second way students may become TASP complete is through B-or-better concurrent enrollment. Students may enroll in the appropriate developmental education course and enroll in the appropriate B-or-better course in the same semester. Students who earn a passing grade in developmental education and an A or B in the appropriate B-or-better course become TASP complete.

B-or-better courses offered at UTA are: English 1301 and 1302, English 2309, 2319, 2329, Psychology 1315, History 1311 and 1312, Political Science 2311 and 2312; Math 1302 and 1303. Students transferring in designated mathematics courses that have MATH 1302 (College Algebra) as a prerequisite may use such coursework for B-or-better completion in the TASP test math section.

Students who earn a grade of C in a B-or-better course may retake TASP and/or attempt a different B-or-better course the next semester. Students earning a Z grade (in progress), must retake the same B-or-better course the next semester. They may also retake the TASP test. Students earning a grade of F must return to developmental education the following semester. Students may also retake the TASP test. Students with a grade of W/Drop in a B-or-better course must retake TASP and/or attempt a B-or-better course the next semester.

Attendance

In compliance with THECB requirements to monitor students' participation in developmental education until TASP requirements are met, UTA adheres to a Developmental Education Attendance Policy (see Appendix G*). Monitoring of student participation in appropriate developmental education is accomplished through a cooperative effort between the academic department and the TASP advisor. Each student in developmental education signs an acknowledgement of TASP Developmental Course Attendance Policy. Information about the attendance policy is also provided on the course syllabi (see Appendix H*). The course/lab instructors take attendance daily, and excessive absences are reported to the TASP advisor.

Students enrolled in TASP developmental courses may accrue no more than 6 absences in a MWF class, no more than 4 absences in a MW or TTH class, and no more than three absences for a SOAR lab. Missing a portion of a class or lab (including tardiness or leaving early) may be reported as an absence. UTA policy dictates that students who fail to comply with the mandatory attendance policies for TASP developmental courses will be automatically dropped from all courses at the University.

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Depending on the date of the drop, a student may be withdrawn from the University without reimbursement of tuition or fees. The drop date will also determine whether a student receives a W or an F in the course(s) (see Appendix I*). Before students are dropped, they are notified in writing and are invited to provide documentation of mitigating circumstances within a 7-day period. An appeal process is available to those students who believe their circumstances warrant an exception.

In compliance with THECB TASP policy, students are not permitted to enroll in any 3000 or 4000 level courses until they have completed the TASP test requirements. Students are notified in writing that they will be dropped from their classes if they do not adjust their schedules to comply with this policy (see Appendix J*).

Evaluation of Texas Academic Skills Program

Departments offering developmental education coordinate with each other regularly. Goals and objectives are reviewed and revised as necessary. An overarching University statement of goals and objectives is in development and will be disseminated annually to faculty who teach developmental education courses and the core curriculum and to staff involved with developmental education.

The CBM002 report provides valuable feedback to UTA regarding the developmental education program. The Legislative Budget Board documents titled "Number of Successfully Remediated Students," and "Retention of TASP Students" contain information on developmental education at UTA. The TASP Liaison internally evaluates, by discipline, the retention of TASP students from one semester to the next semester. This assessment technique is currently undergoing programming changes.

On the academic departmental level, the English Department tracks the students through ensuing TASP test scores. The Mathematics Department tracks effectiveness of developmental education on the basis of grades in developmental education. Internal reports generated from University records provide each department with pertinent information regarding students enrolled in developmental education.

The University's annual report in the future will include an executive summary, reports from Mathematics, English, SOAR and Linguistics performance measures, and other relevant data and information from Institutional Research and Planning.

UTA's mission statement states, "UTA will provide an environment that fosters broad-based education as well as professional studies designed to facilitate successful

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careers, personal development and community services.” This statement includes developmental education. Unlike community colleges that have the legislative mandate of providing remedial and compensatory education consistent with open-admission policies, four-year institutions do not have this mandate nor do they have open-admission policies. That does not negate the role and responsibility of four-year institutions to provide effective programs of developmental education. UTA will continue to discuss and make known to the campus community its role in developmental education and how that program is a critical component of student success in academic degree programs. Progressive evaluation of the Texas Academic Skills Program will ensure the University’s continued commitment to provide and improve the institution’s developmental education program.

Structure of Developmental Education Program

Characteristics of Developmental Education Courses

Developmental education courses in reading, writing, and math at the University of Texas at Arlington emphasize mastery learning and include individualized instruction. Courses in reading and writing are provided for native and non-native speakers, and courses in math are provided on two levels based on TASP and Math Placement Test scores. Instructors are thus able to tailor course material to student needs. Students in all developmental courses earn a P, Z, or F. The P grade reflects a student average of seventy percent or above in the course; the Z grade indicates a student average of sixty to sixty-nine percent in mathematics courses, and progress but not completion in English courses; and the F grade indicates a student average of below sixty percent. Grades are based on student performance on tests, quizzes, and other assignments, as well as final departmental exams. Students must continue in developmental education until they earn a P grade or a passing score on the reading and writing portions of the TASP test.

Developmental education courses in reading and writing include a lab component offered through SOAR which provides computer-based instruction, individual tutoring, and the opportunity for students to engage in a variety of activities which accommodate individual learning styles. Students enrolled in math developmental courses may access Math Clinic supplemental materials, including videos and computer-based programs. Developmental education courses are offered in a variety of time slots during the day, evening, and weekend to accommodate student schedules, and an Internet-based course in reading and writing, which will allow students to work according to their own schedules, will be available beginning Fall 2000.

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Classes and Labs

Reading and Writing Classes and Labs

Developmental education courses in reading and writing are offered for native and non-native speakers. English 0300 is a basic reading and writing course designed to prepare students for English 1301, to assist students in passing the TASP test, and to prepare students for all college-level work. English 0300 is designed to meet the needs of students whose first language is English. English 0301, like English 0300, provides instruction in reading and writing to prepare students for first-year English courses, the TASP test, and all college-level work, but English 0301 is designed to assist those students whose first language is not English. English 0301 is taught by instructors from the Linguistics Department who are experts in second language acquisition.

Although the TASP treats reading and writing as separate issues, English 0300 and 0301 combine instruction because reading and writing are reciprocal processes in which skills in one area inform and develop skills in the other. Instruction areas include time management and study skills, comprehension of college level reading material, reading to generate ideas for writing and discussion, prereading and postreading techniques, summary writing, and essay writing. Students work on purpose and audience, focus and development, unity, and effective organizational patterns both in reading selections and in their own writing. They also learn to recognize and produce effective sentences that rely on standard edited American English. Specifically TASP oriented instruction includes practice in taking multiple choice tests and in writing timed in-class essays.

Students in English 0300 and English 0301 enroll in labs that are offered through SOAR. The labs provide individualized instruction based on student TASP scores and diagnostic tests, and instruction includes both paper-and-pencil and computer-based activities. Labs function as a supplement to English courses and provide students with an additional opportunity to increase mastery in their weakest skill areas with the objective of preparing them for the TASP test. Lab instructors assign exercises based on each student's TASP subscore skills and diagnostic scores received from English 0300 and 0301 instructors. Students receive assignments instructors judge will best accommodate their needs. Adjustments in the assignments are made as the students progress during the semester. Instructors for English 0300, 0301, and SOAR labs are evaluated by students each semester. Records on student success in developmental courses, which chart students' TASP pass rates following enrollment in developmental education, are kept and updated each semester. Student feedback and student

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success statistics are used to further refine and improve English 0300 and 0301 courses and labs.

Plans for improvement in reading and writing developmental courses and labs will focus on greater integration of English courses and labs through more efficient communication about what is being taught in courses and labs.

Distance Education English 0300

Beginning Fall 2000, UTA will offer English 0300 through the Center for Distance Education. English 0300 will be available to students on-campus, at home, or at work via the Internet, and it will fulfill all TASP requirements for developmental education in reading and writing. Distance Education English 0300 will allow students to complete developmental education while employed and before attending on-campus college courses. This class will also ease scheduling pressures for on-campus students. Students enrolled in English 0300 will have the opportunity to access student support services in the Writing Center using the OWL (Online Writing Lab). Additional on-line tutoring provided by other academic support services on campus is in the process of development.

Mathematics Classes and Math Clinic

Developmental courses in mathematics are provided on two levels based on TASP scores. Math 0301 provides a review of topics in algebra and geometry covered on the TASP including algebraic operations, linear equations and inequalities, polynomials, rational expressions, factoring, exponents and radicals, quadratic equations, basic geometry concepts, word problem strategies, and data interpretation and analysis. Math 0301 is targeted for students who have scored below a 220 on the TASP test. Students are evaluated through a combination of quizzes, tests, and a comprehensive departmental final exam. Math 0302 centers its instruction on intermediate algebra, and its goal is to prepare students for college level algebra. Students are placed in Math 0302 if their TASP test mathematics score falls between 220 and 229 or if their TASP test mathematics score is 230 or higher but their Math Placement Test score is 10 or lower. Students may also voluntarily enroll in mathematics developmental education.

Support for students enrolled in developmental Math courses includes the SOAR Program which offers cost-share tutorial services for students enrolled in Math 0301 and 0302. In addition, the Math Clinic supports students enrolled in Math 0302 and includes a resource library containing textbooks and solution manuals, files containing old tests and worksheets, and a variety of other related books, as well as departmental

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assignment sheets, formula summary sheets, skills building programs, interactive videos, and tutors who provide support, encouragement, and instruction. Additional math materials, including videotapes, are available in the Science Learning Center.

Success of the mathematics developmental education program is determined through student pass rates in Math 0301 and 0302, student course evaluations, and student progress in completing TASP requirements within two years of their first TASP test failure.

Plans for continued improvement to the Math developmental education program include the possible addition of a SOAR lab component. Students enrolled in Math 0301 and 0302 would co-enroll in a SOAR lab that would provide supplemental instruction, practice, and tutorial support for the organized classes.

Academic Support

Writing Center

The Writing Center at UTA provides free tutoring by undergraduate and graduate peer tutors to help students solve writing problems at all stages of the process from generating ideas to polishing the final draft. Moreover, tutors will help with writing projects of any kind. Students may walk in and sign up for tutoring, or they may make an appointment in advance. Special grammar workshops as well as opportunities to join writing groups that meet regularly to discuss works in progress are offered each semester. Workshops, tutoring, and writing groups are free to all UTA students.

The Writing Center also has a Macintosh computer lab with Internet and e-mail access. Tutors are available to help students with word processing, e-mail, and Internet research.

OWL (Online Writing Lab)

Writing Center tutors are also available on-line via the Internet. Students can e-mail questions or submit papers to Writing Center tutors for suggestions. The OWL provides students with access to Writing Center tutors from home or work and allows students to submit papers and questions as the need arises. Writing Center tutors respond to questions and provide suggestions for essay improvement during regular Writing Center hours. Beginning Fall 2000, the OWL will be a primary means of tutorial support for students enrolled in Distance Education English 0300.

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Math Clinic

The Math Clinic at UTA provides support for students with math anxiety, underdeveloped math skills, and a host of other related student math problems. The Math Clinic helps students move from math failure and insecurity to math success and confidence using programs that combine student determination with support, encouragement, and instruction from Math Clinic tutors.

The clinic supports students enrolled in eight undergraduate courses: Elementary Algebra, College Algebra, Elementary Statistics, Trigonometry, Algebra and Trigonometry, Analytic Geometry, Business Algebra, and Business Calculus.

The Math Clinic has a resource library containing the textbooks and solution manuals for all of the supported courses, files containing old tests and worksheets, and a variety of related books. Students can check these out for use in the clinic. In addition, the clinic keeps copies of the departmental assignment sheets and formula summary sheets for various courses. Some of these resources, skills-building programs, and interactive videos are available via computer.

Science Learning Center

The Science Learning Center facilitates the learning of science and mathematics by providing self-study modules for students. The Science Learning Center is available to all students taking science and mathematics courses. The Science Learning Center personnel assist students in selecting the material that is appropriate for a particular course.

Specific materials available in the Science Learning Center include a series of videotapes in mathematics to support courses in Business Math, Analytic Geometry, Calculus, and Differential Equations. In addition, the Science Learning Center contains study modules in Biology, Chemistry, and Physics, and numerous readings provided by instructors for several different courses in Psychology. Materials in the Science Learning Center include videotapes, models, slide cassettes, and CD-ROMs as well as special materials such as sample exams, study guides, and reference materials for many courses.

The Science Learning Center includes a Mac Lab maintained by ACS. The lab has 18 Power Macintosh computers all connected to a laser printer and file server equipped with the software applications Microsoft Word, Word Perfect, Microsoft Excel,

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Mathematica, PageMaker, MacDrawPro, SuperPaint, PowerPoint, Think C and Think Pascal.

SOAR (Students Obtaining Academic Readiness)

SOAR services include the following three major components.

1. Student Support Services

The purpose of SOAR-Student Support Services is to retain and graduate UTA students. Priority is given to students who meet two of the following requirements: neither parent obtained a 4-year college degree; the student is physically disabled (this can include hearing, sight, mobility, learning, or other disability); or the student meets a required income level. Students receiving full Pell Grants probably meet the required income level. Meeting the above criteria does not mean automatic qualification for enrollment in SSS. Students must meet with an SSS counselor to determine academic need and eligibility.

Student support services include tutoring, in which qualified tutors work with small groups on a weekly basis; counseling, in which professional counselors provide academic, career, personal, and post-graduate education counseling; a computer lab, in which software learning programs enhance academic and study skills; and seminars relating to academic success and university life, which are given on a regular basis.

2. Cost-Share Tutorial

The Cost-Share Tutorial Program provides low-cost academic assistance to any UTA student. Developmental math and reading courses are among its course offerings. Faculty provide assistance in the recruitment and recommendation of tutors, and the tutors are certified by the College Reading and Learning Association. They participate in tutor training each semester. Cost-Share tutors utilize a variety of tutoring techniques, and interpersonal communication is emphasized. Students may arrange to meet with tutors by telephone or by leaving tutoring requests on the bulletin board in the Cost-Share office. Individual tutoring is scheduled at mutually convenient times and may occur anytime from 7:00 a.m. to 10:00 p.m. seven days per week at public locations on campus. Study groups led by a tutor may also be formed for 4-10 students, and they meet once or twice per week throughout the semester.

Plans for the improvement of Cost-Share tutoring include advertising the availability of tutorial services in developmental English and Mathematics classes, coordinating tutor

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training among all academic support tutorial services, standardizing tutor wages, and increasing faculty involvement.

3. Supplemental Instruction

Supplemental instruction is currently offered for regular coursework in Business, Liberal Arts, and Science, and is available for selected 1000, 2000, and 3000 level courses. Prior to the beginning of each semester, high risk courses are identified for supplemental instruction support. Faculty for these courses are contacted to make recommendations for SI leaders, and all SI leaders and supervisors receive training according to the University of Missouri-Kansas City model. Student success in SI is evaluated through statistics prepared after each course exam comparing SI students with non-SI students attending the same class.

Plans for improvement of SI include adding supplemental instruction for developmental mathematics and enlisting the aid of the Office of Institutional Research and Planning to generate the statistics for evaluation reports.

Learning Assistance Center

Plans for the future improvement of the current academic support programs at UTA include their consolidation in a single site on campus. At this time, the Writing Center is located in the Central Library, and the remaining academic support programs are located within individual departments. A proposal to consolidate all academic support programs within a Learning Resource Center in the new Main Library is being considered. In addition to physical consolidation of academic support programs, a document containing all information about academic support services on campus has been developed for distribution to students at orientation, to prospective new freshman and transfer students, and as an attachment to course syllabi. In order to provide increased access to academic support services, on-line tutoring in all academic support areas has been proposed and is currently being considered for implementation

Support for Students Continuing to Fail TASP

The University of Texas at Arlington has implemented a developmental education sequence in which any student enrolled in the university who has not passed all portions of the TASP test is required to enroll in developmental education in each area of deficiency. The developmental courses which fulfill TASP requirements for development in reading and writing are English 0300 (native speakers of English) and English 0301 (ESL). The developmental courses which fulfill TASP requirements for development in math are Math 0301 (for students scoring 219 or below on TASP)

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and Math 0302 (for students scoring 220-229 on TASP). All students must remain in developmental education until they have successfully completed their developmental courses by earning a grade of "P" or until they have passed all portions of the TASP test. Once students have earned a grade of "P" in their developmental courses, they are allowed to enroll in B-or-better courses designated by the Coordinating Board.

The University of Texas at Arlington does not require continuous enrollment in developmental education after the student has earned a "P" in developmental education because the university believes that once a student has demonstrated proficiency in these courses, the student should then be allowed to demonstrate proficiency in college-level coursework. B-or-better courses allow students who may not be able to demonstrate reading, writing, or math proficiency through the TASP test to demonstrate their ability in the classroom.

Most students enrolled in reading and writing development and who retake the TASP test following enrollment pass the TASP test upon retake. Those who choose not to retake the TASP test immediately following completion of developmental courses enroll in B-or-better courses. Students enrolled in B-or-better courses are encouraged to make use of academic support programs including the Writing Center, Math Clinic, Science Learning Center, Supplemental Instruction, and Cost-Share tutoring.

Because of the high success rate of students in developmental education and in B-or-better courses following them, the university has not implemented additional programs for students continuing to fail the TASP following developmental education. Students who fail the TASP test after successfully completing developmental education or who are unable to demonstrate proficiency in B-or-better courses are allowed to retake developmental courses, but are not required to do so.

Suggested improvements to the developmental education sequence which would specifically meet the needs of those students who continue to fail the TASP following developmental education include advertising the availability of SOAR lab sections and encouraging students to take advantage of all other academic support services on campus.

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Developmental Education Faculty at UTA

The Coordinator of Developmental Reading and Writing in the English department has a Ph.D. in English and a full-time, nine-month appointment as program coordinator. The opportunity to teach classes in the summer is also available. The Coordinator teaches four sections of the TASP reading and writing course each semester and trains graduate teaching assistants to teach additional sections of this course. The Coordinator participates in the training of the graduate assistants from the Linguistics Department who teach the ESL sections. In addition to the training provided by the Coordinator, all graduate students who teach developmental classes in reading and writing complete a three-hour summer course in the theory and pedagogy of reading and writing.

In the mathematics department, two lecturers with full teaching loads of four classes a semester are responsible for the developmental classes in math. The department is seeking a third development mathematics lecturer at the present time.

In the SOAR academic support program, all of the instructors hired to teach the TASP reading and writing labs work from a common syllabus and participate in a training program to prepare them for teaching.

At UTA, all instructors teach developmental classes because they want to, almost all of them have M.A. or equivalent degrees, and, with the exception of one or two ESL instructors, they all have 18 graduate hours in the subject they are teaching. The ESL instructors are graduate students who will soon meet the 18-hour requirement. Furthermore, each of the instructors teaching ESL at the present time has had considerable experience teaching English as a Second Language in other countries. We can affirm that some of the best instructors on campus teach the developmental courses.

Faculty and Staff Development

No one at UTA teaches a developmental English class, a mathematics class, or a SOAR lab without prior training in both subject matter and pedagogy. As a result of the recent self-study, however, it has become clear that the University can provide more opportunities for professional development for these instructors. This will become a goal for the future.

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Summary: Best Practices and Future Plans

UTA affirms the following as its best practices:

1. The developmental classes in English, ESL, and mathematics are well designed, tailored to individual student's needs, and taught by well trained professionals. Syllabi that set out TASP policy and course requirements are available for both courses. The chief aim of these courses is not just to pass the TASP test, but to prepare students to succeed in their future University courses.
2. The TASP labs taught by SOAR personnel provide students with needed test preparation instruction that is much more appropriately taught in a lab format than in the organized classes in the departments.
3. The developmental education courses and activities are grounded in theories of adult development and learning. Furthermore, all courses have been recently redesigned and improved.
4. The permanent faculty who teach these courses have training at the MA or Ph.D. level, and graduate teaching assistants who teach these classes are working on advanced degrees. Faculty training programs are in place for all new faculty who teach these courses.
5. A high level of coordination is in place between the developmental courses in reading and writing and SOAR.
6. Additional tutoring in reading, writing, and mathematics is available through the Cost Share Tutoring Program, which is a component of SOAR.
7. The space and facilities of learning assistance units and the developmental education courses are at least the equivalent of other comparable units on campus.
8. The administrator who serves as the campus TASP Liaison devotes at least 50% of her time to this task. She scrupulously maintains TASP data and makes it widely available on campus.
9. A full-time TASP advisor is assigned to the Advising Office. She works with all new TASP students to help them schedule classes and comply with TASP requirements.
10. A new Distance Education TASP reading and writing course will be available fall 2000 for students who want to take this course on the Internet.

The recent self-study has revealed that UTA can improve its developmental education and implementation of TASP policies in the following ways:

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1. Better coordination of developmental mathematics and SOAR support services is a goal for the future. Required academic support for the mathematics classes can help TASP math students achieve more success. Possibilities for such support include SOAR mathematics labs similar to those attached to English classes and Video-Supplemental Instruction (VSI) for mathematics. Such initiatives will allow more opportunities for individual instruction in mathematics.
2. The possibility of developing a TASP distance education course in mathematics is being explored.
3. Developmental faculty will be supplied with improved opportunities for professional development. These will include professional development plans for faculty, an accessible library of developmental education literature, and opportunities for attending and presenting papers at conferences and workshops.
4. A new and revised University Success course is in the planning phases. This course will help TASP and other students learn the academic skills required for successful college study.
5. A centralized Learning Assistance Center is projected as a possible component for the new Library that is part of the University Master Plan. At present Learning Assistance exists at UTA, but it is decentralized. The four units on campus that deliver learning assistance include SOAR, the Writing Center, the Math Clinic, and the Science Learning Lab.
6. More complete information about TASP will be supplied to all admissions officers, recruiters, and faculty advisors in the departments.
7. An improved evaluation plan that provides for both formative and summative evaluation needs to be designed. Although the University gathers considerable data about TASP programming, better interpretation and dissemination of those data is needed.
8. An annual report on developmental education and TASP test results should be prepared annually and distributed to the chief academic officer, other key administrators, developmental education faculty, and staff members who facilitate the TASP program.

- * Appendices are on file in the UTA Office of the Vice President for Undergraduate Academic and Student Affairs.

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AMENDMENTS TO THE 1999-00 BUDGET

The following Requests for Budget Changes (RBC's) have been administratively approved as required by the Executive Vice Chancellor for Academic Affairs and are recommended for ratification by the U. T. Board of Regents.

The term "rate" for academic institutions is the full-time nine-month base rate and for health institutions is the full-time twelve-month base rate; for all other personnel it is the full-time rate, the appointee receiving a proportionate amount depending upon the fraction of time for which the individual is appointed and the period of appointment. Source of funds for payment of salaries, unless otherwise shown, is the departmental salaries account.

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
<u>APPOINTMENTS AND PROMOTIONS</u>					
SCHOOL OF ARCHITECTURE					
Office of the Dean					
1. Carroll L. Wright Jr.					067
From: Associate Professor (T)		100	09	\$59,305	
To: Dean	09/01-08/31	100	12	90,000	
Administrative Supplement	09/01-08/31	SUPLT	01	2,300	
Associate Professor (T)	09/01-05/31	0	09	59,305	
COLLEGE OF BUSINESS ADMINISTRATION					
Office of the Dean					
Economics					
2. Daniel D. Himarios					075
From: Chair and Professor (T)		100	09	82,827	
Administrative Supplement		SUPLT	09	7,500	
To: Dean	01/01-08/31	100	12	142,000	
Professor (T)	01/01-05/31	0	09	82,827	

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<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
COLLEGE OF BUSINESS ADMINISTRATION					
Office of the Dean					
Accounting					
3. John M Beehler					096
From: Associate Dean		100	12	\$116,425	
Associate Professor (T)		0	09	83,014	
To: Associate Professor and					
Chair (T)	01/16-05/31	100	09	83,014	
Administrative					
Supplement	01/16-05/31	SUPLT	4.5	3,113	
Office of the Dean					
Management					
4. David A. Gray					098
From: Associate Professor (T)		100	09	72,840	
To: Associate Dean	01/16-08/31	100	12	104,403	
Associate Professor (T)	01/16-05/31	0	09	72,840	
COLLEGE OF ENGINEERING					
Office of the Dean					
Computer Science Engineering					
5. Bill D. Carroll					071
From: Professor (T)		100	09	98,500	
To: Dean	01/01-08/31	100	12	145,000	
Professor (T)	01/01-05/31	0	09	98,500	

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<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
COLLEGE OF SCIENCE					
Physics					
6. John L. Fry					066
From: Professor (T)		100	09	\$74,636	
To: Professor (T) and Chair	9/1-5/31	100	09	74,636	
Administrative Supplement	9/1-5/31	SUPLT	09	7,000	
COLLEGE OF LIBERAL ARTS					
Sociology and Anthropology					
7. Raymond A. Eve					063
From: Professor (T)		100	09	50,500	
To: Professor (T) and Associate Chair	9/1-5/31	100	09	50,500	
Art and Art History					
8. Anthony Anderson					097
From: Professor (T)		100	09	60,602	
To: Professor (T) and Chair	9/1-5/31	100	09	60,602	
Administrative Supplement	1/16-5/31	SUPLT	4.5	3,000	

THE UNIVERSITY OF TEXAS AT ARLINGTON
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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
UTA/FORT WORTH RIVERBEND CAMPUS					
President's Office					
Mechanical and Aerospace Engineering					
9. J. Ronald Bailey					095
From: Dean of Engineering		100	12	\$160,000	
Professor (T)		0	09	111,625	
To: Vice President of Riverbend					
Campus	1/1-5/31	50	12	160,000	
Professor (T)	1/1-5/31	50	09	111,625	
Administrative Supplement	1/1-5/31	SUPLT	05	2,326	
OFFICE OF THE PROVOST					
Provost's Office					
Sociology and Anthropology					
10. Dana L. Dunn					100
From: Senior Vice Provost for					
Academic Affairs		100	12	95,000	
Associate Professor (T)		0	09	53,312	
To: Vice President for					
Academic Affairs	2/1-8/31	100	12	115,000	
Associate Professor (T)	2/1-5/31	0	09	60,000	

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PARKING AND TRAFFIC REGULATIONS

The following listing summarizes the substantive changes proposed to Parking and Traffic Regulations of The University of Texas at Arlington. They have been approved by the Executive Vice Chancellor for Academic Affairs and the Office of General Counsel and are incorporated in model regulations approved by the U. T. Board of Regents. These regulations supersede all prior Parking and Traffic Regulations and continue in effect until modified.

Parking and Traffic Regulations for 2000-01

<u>Page Number(s)</u>	<u>Summary of Proposed Substantive Change</u>
1	Section I. E. revised to include abbreviation for new residence hall, Arlington Hall.
4	Section I. P. revised to include "jaywalking" citations.
4	Sections II. revised to include motorcycles.
14	Section V. A. 2. revised to include abbreviation for new residence hall, Arlington Hall.
15	Section VI. A. revised to designate July and August only for filing of payroll deduction for parking permit form.
18	Section VI. K. 5. revised to include fee of \$52.00 per hang tag if registering a vehicle and a motorcycle.
19	Section VI. M. revised to include Disabled Veteran (DAV) tags.
27	Section VIII. E. revised to include "jaywalking" citations.
30	Section VIII. J. c. revised to include reference to waiving only one permit citation enforcement fee of \$35 every three fiscal years.
30	Section IX. revised to update shuttle bus information.

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FEES AND MISCELLANEOUS CHARGES

HOUSING RATES

(including Apartments, Dormitory Rooms, Residence Halls)

Ratification is recommended for the following housing, board, and rental rates to be effective beginning with the Fall Semester 2000. The rates have been administratively approved by the Executive Vice Chancellor for Academic Affairs.

Following Regental approval, the appropriate component catalog will be amended to reflect these new rates.

<u>UNIVERSITY RESIDENCE HALLS</u>	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
Arlington*			
Double Economy - Academic year		\$2,700	
Double Economy - 9 Month		3,070	
Double Economy - 12 Month		4,097	
Double Large - Academic year		2,840	
Double Large - 9 Month		3,229	
Double Large - 12 Month		4,310	
Double Super - Academic year		3,150	
Double Super - 9 Month		3,580	
Double Super - 12 Month		4,778	
Single Economy - Academic year		3,600	
Single Economy - 9 Month		4,091	
Single Economy - 12 Month		5,460	
Single Large - Academic year		3,740	
Single Large - 9 Month		4,251	
Single Large - 12 Month		5,673	
Single Super - Academic year		4,050	
Single Super - 9 Month		4,604	
Single Super - 12 Month		6,145	

* New residence hall

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FEES AND MISCELLANEOUS CHARGES (Continued)

HOUSING RATES

<u>UNIVERSITY RESIDENCE HALLS</u>	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
Brazos			
Double Occupancy Rate - Academic year	\$1,554	\$1,790	15.19%
Double Occupancy Rate - 9 Month		1,989	
Double Occupancy Rate - 12 Month		2,677	
Private Occupancy Rate - Academic year	2,642	3,040	15.06%
Private Occupancy Rate - 9 Month		3,378	
Private Occupancy Rate - 12 Month		4,547	
Lipscomb North			
Double Occupancy Rate - Academic year	1,686	1,950	15.66%
Private Occupancy Rate - Academic year	2,866	3,300	15.14%
Lipscomb South			
Double Occupancy Rate - Academic year	1,752	2,020	15.30%
Private Occupancy Rate - Academic year	2,978	3,430	15.18%
Pachl			
Double Occupancy Rate - Academic year	1,514	1,750	15.59%
Private Occupancy Rate - Academic year	2,574	2,970	15.38%
Trinity			
Double Occupancy Rate - Academic year	1,727	1,990	15.23%
Private Occupancy Rate - Academic year	2,936	3,380	15.12%

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FEES AND MISCELLANEOUS CHARGES (Continued)

HOUSING RATES

<u>For each summer session</u>	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
Brazos Hall**			
Double Occupancy Rate - Summer Term	\$590	\$590	0%
Private Occupancy Rate - Summer Term	1,003	1,005	.19%
Arlington*			
Double Economy - Summer Semester		650	
Double Large - Summer Semester		700	
Single Economy - Summer Semester		800	
Single Large - Summer Semester		830	
Single Super - Summer Semester		900	
<u>Daily for guests/conferences**</u>			
All Halls except Arlington Hall*			
Double Occupancy - per night, per person	12	13	8.33%
Arlington Hall*			
Single Occupancy - per night, per person		40	
Double Occupancy - per night, per person		25	

* New residence hall

** Summer school housing previously in Lipscomb Hall

THE UNIVERSITY OF TEXAS AT ARLINGTON
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FEES AND MISCELLANEOUS CHARGES (Continued)

BOARD RATES

	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
<u>Fall or spring semester/per semester</u>			
19 meals/7 days		\$880	
14 meals/7 days plus \$75 Dining Dollars		880	
14 meals/7 days		825	
10 meals/7 days plus \$125 Dining Dollars		825	

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FEES AND MISCELLANEOUS CHARGES (Continued)

RENTAL RATES

<u>Per month</u>	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
<u>UNIVERSITY-OWNED APARTMENTS</u>			
Autumn Hollow			
Efficiency	*\$285	*\$305	7.02%
Border Trail			
1 bedroom	393	416	5.85%
2 bedroom	506	531	4.94%
Campus View			
1 bedroom	*350	*372	6.29%
3 bedroom	*519	*549	5.78%
Center Point			
1 bedroom	*321	*339	5.61%
2 bedroom	*465	*490	5.38%
Cooper Chase			
1 bedroom	422	444	5.21%
2 bedroom	557	587	5.39%
Cottonwood Ridge N.			
1 bedroom	370	387	4.59%
Cottonwood Ridge S.			
1 bedroom	370	387	4.59%
2 bedroom	418	443	5.98%
Creek Bend			
1 bedroom	401	421	4.99%
Studio	413	433	4.84%
Forest Glen			
1 bedroom	367	387	5.45%
1 bedroom	372	392	5.38%
2 bedroom	490	515	5.10%
2 bedroom	495	520	5.05%

* Resident pays electric bill

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FEES AND MISCELLANEOUS CHARGES (Continued)

RENTAL RATES

<u>Per month</u>	<u>Current</u> <u>Rates</u>	<u>Proposed</u> <u>Rates</u>	<u>Percent</u> <u>Increase</u>
<u>UNIVERSITY-OWNED APARTMENTS</u>			
Garden Club			
1 bedroom	\$422	444	5.21%
2 bedroom	557	587	5.39%
Maple Square			
1 bedroom	399	419	5.01%
1 bedroom	414	434	4.83%
Oak Landing			
Efficiency	316	336	6.33%
1 bedroom	411	431	4.87%
1 bedroom	423	443	4.73%
Pecan Place			
1 bedroom	402	422	4.98%
Shady Park			
1 bedroom	353	375	5.67%
University Village			
1 bedroom	*393	*411	4.58%
1 bedroom	*408	*426	4.41%
1 bedroom	*413	*431	4.36%
1 bedroom	*433	*451	4.16%
1 bedroom	*433	*451	4.16%
West Crossing			
1 bedroom	*353	*373	5.67%
2 bedroom	*487	*512	5.13%
Woodland Springs			
1 bedroom	*375	*395	5.33%

* Resident pays electric bill

THE UNIVERSITY OF TEXAS AT ARLINGTON
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FEEES AND MISCELLANEOUS CHARGES (Continued)

RENTAL RATES

<u>Per month</u>	<u>Current</u>	<u>Proposed</u>	<u>Percent</u>
<u>UNIVERSITY-OWNED HOUSES</u>	<u>Rates</u>	<u>Rates</u>	<u>Increase</u>
409 S. Davis	\$597	\$737	***23.45%
415 S. Davis	458	583	***27.29%
417 S. Davis (Removed)	352	0	-100.00%
419 S. Davis	603	693	***14.93%
1003 W. Fourth	477	517	***8.39%
1006 W. Fourth (Removed)	458	0	-100.00%
1104 W. Fourth (UTA Use)	427	0	-100.00%
703 Kerby	670	725	8.21%
707 Kerby	670	695	3.73%
1202 S. Oak	720	745	3.47%
1218 S. Oak	720	745	3.47%
1230 S. Oak	658	733	***11.40%
1322-A S. Oak	540	565	4.63%
1322-B S. Oak	740	765	3.38%
1326 S. Oak	715	740	3.50%
1330 S. Oak	613	638	4.08%
1102-A S. Pecan	382	402	5.24%
1102-B S. Pecan	382	402	5.24%
1104-A S. Pecan	382	402	5.24%
1104-B S. Pecan	382	402	5.24%
1214 S. Pecan	477	502	5.24%
1222 S. Pecan	654	679	3.82%
1302 S. Pecan	568	593	4.40%
1020 W. Second	428	468	***9.35%
1040 W. Second	620	660	***6.45%
706 Shady Lane (Removed)	477	0	-100.00%
101 Southdale	530	630	***18.87%
103 Southdale	435	500	***14.94%
104 Southdale	475	530	***11.58%

***Indicates significant property modifications

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FEES AND MISCELLANEOUS CHARGES (Continued)

RENTAL RATES

<u>Per month</u>	<u>Current</u> <u>Rates</u>	<u>Proposed</u> <u>Rates</u>	<u>Percent</u> <u>Increase</u>
<u>UNIVERSITY-OWNED APARTMENTS</u>			
105 Southdale	\$500	\$530	6.00%
107 Southdale	500	530	6.00%
108 Southdale	500	530	6.00%
109 Southdale	500	530	6.00%
110 Southdale	500	530	6.00%
111 Southdale	500	530	6.00%
112 Southdale	500	530	6.00%
113 Southdale	447	530	***18.57%
114 Southdale	433	630	***45.50%
115 Southdale	500	530	6.00%
116 Southdale	500	530	6.00%
117 Southdale	505	535	5.94%
118 Southdale	435	530	***21.84%
119 Southdale	500	530	6.00%
120 Southdale	500	530	6.00%
121 Southdale	475	505	6.32%
122 Southdale	500	530	6.00%
123 Southdale	500	530	6.00%
125 Southdale	500	530	6.00%
703 Summit	402	442	***9.95%
705 Summit	588	628	***6.80%
709 Summit	456	496	***8.77%

***Indicates significant property modifications

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FEES AND MISCELLANEOUS CHARGES (Continued)

TUITION CHARGES FOR STUDENTS WITH EXCESS HOURS

Ratification is recommended for the following tuition charges to students enrolled with excess hours for the 2000-01 academic year as authorized by Section 54.066 and Section 54.068 of the Texas Education Code.

Following Regental approval, the appropriate component catalog will be amended to reflect these new rates.

<u>Academic Program</u>	<u>Current Fee</u>		<u>Proposed Fee</u>	
	<u>Resident</u>	<u>Non-Resident</u>	<u>Resident</u>	<u>Non-Resident</u>
Certain doctoral students with in excess of 99 doctoral hours	\$330 per semester credit hour (non-resident tuition of \$254 plus \$38 graduate student differential plus \$38 designated) or \$76 per semester credit hour plus the non-resident rate set by the Coordinating Board	N/A	\$335 per semester credit hour (non-resident tuition of \$255 plus \$40 graduate student differential plus \$40 designated) or \$80 per semester credit hour plus the non-resident rate set by the Coordinating Board *	N/A

- The base non-resident tuition rate is set annually by the Texas Higher Education Coordinating Board. If the base non-resident tuition rate changes from \$255, the total tuition rate will change accordingly. The total tuition rate will be the non-resident rate set by the Coordinating Board plus \$40 per hour graduate student differential plus \$40 per hour designated tuition

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GIFTS

The following gifts have been received, have been administratively approved by the President (or his delegate) and are recommended for ratification by the U. T. Board of Regents.

1. Donor Name: Austin Community Foundation
(Gift from Mr. & Mrs. William C. Nowlin, Jr.)
College/School/ Department: College of Natural Sciences
McDonald Observatory
Purpose: Building construction
Asset Type: Cash
Value: \$666,666.67 (1st payment on \$2M pledge)
2. Donor Name: Chevron U.S.A. Production Company
College/School/ Department: College of Natural Sciences
Department of Geological Sciences
Purpose: Student training in the exploration geophysics program
Asset Type: 3D Seismic data and digital well data
Value: \$6,000,000
3. Donor Name: Gerber Technology, Inc.
College/School/ Department: College of Natural Sciences
Department of Human Ecology
Purpose: Increase student awareness of current needs of the apparel industry
Asset Type: Pattern Design 2000 and Product Data Management software
Value: \$510,000
4. Donor Name: Mr. and Mrs. Baine P. Kerr
College/School/ Department: College of Liberal Arts
Purpose: Mildred Caldwell and Baine Perkins Kerr Centennial Chair in English History and Culture \$500,000.00
Sam Jamot Brown and Sharon Brown Professorship in British Studies \$ 53,788.28
Asset Type: 8,475 shares of Wal-Mart Stores Inc. common stock
Value: \$553,788.28

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GIFTS (Continued)

5. Donor Name: McCombs Foundation
College/School/ Department: Intercollegiate Athletics
The Longhorn Legacy
Purpose: Construction projects benefiting the women's athletics program
Asset Type: Cash
Value: \$1,000,000 (2nd payment on \$3M pledge)
6. Donor Name: Perkins-Prothro Foundation
College/School/ Department: Harry Ransom Humanities Research Center
Purpose: Support HRHRC reconstruction projects
Asset Type: 13,100 shares of Unitrin Inc. common stock
Value: \$500,256.25 (3rd payment on \$1,250,000 pledge)
7. Donor Name: Mr. and Mrs. Charles N. Prothro
College/School/ Department: Harry Ransom Humanities Research Center
Purpose: Support HRHRC reconstruction projects
Asset Type: 8,450 shares of Warner-Lambert Co. common stock
Value: \$713,760.94 (4th payment on \$1,250,000 pledge)
8. Donor Name: Schlumberger Technology Corporation-GeoQuest
College/School/ Department: College of Natural Sciences
Institute for Geophysics
Purpose: Research
Asset Type: GeoQuest Interactive Exploration System (IESX) Software
Value: \$4,341,160
9. Donor Name: Mr. and Mrs. Charles E. Seay
College/School/ Department: College of Liberal Arts
Purpose: For construction of the Sarah M. and Charles E. Seay Psychology,
Child Development, and Family Relationships Building
Asset Type: Cash
Value: \$1,250,000 (1st payment on \$5M pledge)

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CONTRACTS

The following contracts or agreements have been awarded, have been administratively approved by the President (or his delegate) and are recommended for ratification by the U. T. Board of Regents.

GENERAL CONTRACTS

(FUNDS COMING IN)

1. Agency: Army
Funds: \$2,223,000
Period: December 30, 1999 – December 21, 2000
Description: Planning and coordination of technical research activities at the Institute of Advanced Technology Extramural Center in the Army Research Laboratory Federated Laboratory Structure

2. Agency: Army
Funds: \$2,956,000
Period: December 20, 2000-December 21, 2000
Description: Planning and coordination of technical research activities at the Institute of Advanced Technology Extramural Center in the Army Research Laboratory Federated Laboratory Structure

3. Agency: National Aeronautics and Space Administration
Funds: \$1,400,500
Period: August 12, 1997 – December 31, 2000
Description: Gravity Recovery and Climate Experiment

4. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$2,000,000
Period: December 10, 1999 – December 9, 2000
Description: Analyze particular aspects of performance of submarine sonars in detection and localization, test new algorithms for performance improvements, develop specifications for new processing algorithms, and test the resulting implementations of these algorithms

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GENERAL CONTRACTS (Continued)

5. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$582,000
Period: January 12, 2000 – April 11, 2001
Description: To provide a robust automated detection, tracking, and classification system for surface ship active sonar
6. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$9,427,000
Period: January 12, 2000 – November 11, 2003
Description: To configure a variant of the Deep Submergence Obstacle Avoidance Sonar that is specifically configured for the missions, physical arrangement, and operating characteristics of advanced platforms
7. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$643,000
Period: January 12, 2000 – April 11, 2002
Description: ARL will participate in system integration and test activities associated with ICD-GPS-211B in coordination with NIMA, USAF SMC/CZGA, and SMC/CZGA support contractors
8. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$720,000
Period: January 10, 2000 – January 9, 2001
Description: To identify, catalog, and correct operational/functional deficiencies of the National Imagery and Mapping Agency GPS Monitor Station Network

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GENERAL CONTRACTS (Continued)

9. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$802,000 additional
Period: December 16, 1999 – December 31, 2000
Description: The additional enhancements that will be added to the existing task include incorporation of the SORTMERG and FIXWEATHER functions
10. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$600,000
Period: December 21, 1999 – June 20, 2001
Description: Provide the detailed hardware and software design changes to the AN/BQS-15 console that are necessary to implement the control and data interface for the Mapping function
11. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$1,800,000
Period: January 21, 2000 – January 20, 2001
Description: Process and analyze acoustic data collected on ADS and Shallow Water Acoustic Measurement Instrumentation arrays deployed during the Fleet Exercise Test
12. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$1,100,000
Period: February 8, 2000 – March 7, 2001
Description: Evaluate advanced technologies in machine learning and active databases, develop proofs-of-concept and implement them into deployable systems

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GENERAL CONTRACTS (Continued)

13. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$3,546,900
Period: December 15, 1999 – August 16, 2001
Description: Transition the fieldable prototype Launch Area Determination System into a final configuration system in preparation for system full operational capability
14. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$1,315,000
Period: February 22, 2000 – February 21, 2002
Description: Define and test software requirements for the AN/SQQ-89(V)15 Forward Fit System
15. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$968,000
Period: January 21, 2000 – January 20, 2001
Description: Develop the environmental processing capabilities required for IUSS sensors as processed by the NCAP system
16. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$678,000
Period: December 22, 1999 – January 12, 2001
Description: Provides refurbishment of the advanced high frequency sonar onboard the Submarine NR-1 and provides assistance in re-installation and test
17. Agency: Office of Naval Research
Naval Sea Systems Command
Funds: \$900,000
Period: January 6, 2000 – January 5, 2003
Description: Develop signal processing to improve passive submarine classification by employing high frequency sensor inputs and fusion of high and mid-frequency data

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GENERAL CONTRACTS (Continued)

18. Agency: SEMATECH, Inc.
Funds: \$2,110,129
Period: December 1, 1999 – December 31, 2002
Description: 157nm Resist and Process Research

**NON-INTELLECTUAL PROPERTY-RELATED SPONSORED RESEARCH
AGREEMENTS-FOREIGN**

(FUNDS COMING IN)

19. Country: Australia
Grantor: Garvan Institute of Medical Research
No.: 99/067
New Funds: None
Current period: September 20, 1999 – September 19, 2004
Title/Description: Human A1, A2a, A2b, and A3 Receptor cDNAs
20. Country: Belgium
Grantor: Janssen Research Foundation
No.: UTA00-072
New Funds: None
Current period: December 3, 1999 – December 2, 2006
Title/Description: PCR Product Encoding the Human H1 Histamine Receptor
Cloned in pRcCMV Plasmid
21. Country: Canada
Grantor: PanCanadian
No.: UTA00-163
New Funds: \$35,000
Current period: January 1, 2000 – December 31, 2000
Title/Description: Characterizing Carbonate Reservoirs

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CONTRACTS (Continued)

**NON-INTELLECTUAL PROPERTY-RELATED SPONSORED RESEARCH
AGREEMENTS-FOREIGN**

(FUNDS COMING IN)

22. Country: Canada
Grantor: PanCanadian
No.: UTA00-158
New Funds: \$30,000
Current period: January 1, 2000 – December 31, 2000
Title/Description: Scale Modeling of the Development of Hydrocarbon Structural Traps
23. Country: France
Grantor: Elf Exploration Production
No.: UTA00-126
New Funds: \$3,800
Current period: October 1, 1999 - October 15, 1999
Title/Description: Organization of a Field Trip Along the Pecos River
24. Country: Germany
Grantor: Artemis Pharmaceuticals
No.: UTA00-268
New Funds: None
Current period: February 8, 2000 – February 7, 2005
Title/Description: Recombinant Influenza
25. Country: Germany
Grantor: MorphoSys AG
No.: UTA00-124
New Funds: \$40,000
Current period: December 20, 1999 – June 30, 2000
Title/Description: Plasmid DNA Encoding the Genes of Two Single Chain Antibodies (scFv)

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CONTRACTS (Continued)

**NON-INTELLECTUAL PROPERTY-RELATED SPONSORED RESEARCH
AGREEMENTS-FOREIGN**

(FUNDS COMING IN)

26. Country: Germany
Grantor: Gottlieb Daimler – Und Karl Benz -Stiftung
No.: Amendment No. 1 to 18-04/99
New Funds: \$59,375 additional funds
Current period: April 1, 1999 – March 31, 2001
Title/Description: Group Interaction in High Risk Environment
27. Country: Japan
Grantor: Japan National Oil Corporation
No.: UTA00-161
New Funds: \$35,000
Current period: January 1, 2000 – December 31, 2000
Title/Description: Characterizing Heterogeneity Style in Fluvial-Deltaic Reservoirs
28. Country: Switzerland
Grantor: Université de Lausanne
No.: October 14, 1999
New Funds: None
Current period: October 14, 1999 – October 13, 2004
Title/Description: Distribution of material pSG5-SRC1a
29. Country: United Kingdom
Grantor: Merck, Sharp & Dohme, Ltd.
No.: UTA00-049
New Funds: None
Current period: October 19, 1999 – October 18, 2004
Title/Description: GABA-A Receptor Genetically Modified Mice

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CONTRACTS (Continued)

**NON-INTELLECTUAL PROPERTY-RELATED SPONSORED RESEARCH
AGREEMENTS-FOREIGN**

(FUNDS COMING IN)

30. Country: United Kingdom
Grantor: Merck, Sharp & Dohme, Ltd.
No.: UTA00-157
New Funds: None
Current period: December 17, 1999 - December 16, 2004
Title/Description: GABA-A Receptor Alpha 1 and Beta 2 Knockout Mice
31. Country: United Kingdom
Grantor: The Sainsbury Laboratory
No.: UTA00-269
New Funds: None
Current period: February 7, 2000 – December 31, 2004
Title/Description: Virus Induced Gene Silencing Experiments in Plants infected by the PVX Virus Vectors
32. Country: United Kingdom
Grantor: University of Leicester
No.: UTA00-059
New Funds: None
Current period: March 1, 2000 – March 31, 2000
Title/Description: Visiting Scientist – Dr. Gerald M. Cohen
33. Country: Venezuela
Grantor: Geohidra Consultores C.A.
No.: UTA00-093
New Funds: \$118,785
Current period: November 15, 1999 – November 14, 2002
Title/Description: Geographic Information System of the National Parks and Natural Monuments, Phase 1, Pilot Project

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CONTRACTS (Continued)

**NON-INTELLECTUAL PROPERTY-RELATED SPONSORED RESEARCH
AGREEMENTS-FOREIGN**

(FUNDS COMING IN)

34.	Country:	Venezuela
	Grantor:	PDVSA Petróleo y Gas, S.A.
	No.:	UTA00-247
	New Funds:	\$35,000
	Current period:	September 1, 1999 – August 31, 2000
	Title/Description:	Characterizing Reservoir Fractures and Faults

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DEVELOPMENTAL EDUCATIONAL PLAN

The following Developmental Educational Plan for The University of Texas at Austin has been administratively approved by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents. The Texas Higher Education Coordinating Board rules require each institution to adopt a written plan for the assessment and placement of entering undergraduate students by June 2000. These plans must be approved by the governing board and provided to the Coordinating Board. The initial plans are being submitted to the Board of Regents for approval pursuant to Coordinating Board regulations. It is recommended that the Board authorize the Executive Vice Chancellor for Academic Affairs to approve modifications and amendments to the initial plan.

The Texas Academic Skills Program (TASP) is a state-legislated program designated to improve student success in college. There are two components of the program: (1) the TASP Test, to diagnose students' basic skills in reading, mathematics, and writing, and (2) developmental instruction, to strengthen those academic skills needing improvement. In the Fall of 1999, the Texas Higher Education Coordinating Board adopted new policy for The Texas Academic Skills Program. These changes allowed colleges and universities more flexibility in applying TASP rules; at the same time each institution was required to adopt "a developmental education plan for the assessment and placement of undergraduate students entering the institution." This document sets forth the developmental plan for the University of Texas at Austin.

**UT AUSTIN TASP/DEVELOPMENTAL EDUCATION
ORGANIZATIONAL STRUCTURE**

The University of Texas at Austin enrolls an average of 215 students a semester in developmental education. Seventy percent are enrolled in non-credit, independent study; thirty percent are enrolled in three credit courses.

The UT TASP office reports to the Vice-Provost. TASP office responsibilities include:

- Interpreting TASP rules and regulations.
- Coordinating Developmental Studies classes.
- Disseminating TASP information to UT students, advisors, faculty, staff and administrators.
- Advising individual students about TASP rules.
- Monitoring student TASP compliance and developmental progress.
- Monitoring UT compliance with TASP rules and regulations.
- Preparing program recommendations and budget estimates.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

The TASP Coordinator works closely with the Director of the UT Learning Center who is responsible for maintaining the non-credit independent studies courses. The UT Learning Center is a UT student service that offers both group and individualized programs to help students maximize their academic potential.

DEVELOPMENTAL STUDIES AT UT AUSTIN

When Must a Student Enroll in Developmental Studies?

Students who have scored below the state-set standards on any TASP subtest – mathematics 230, reading 230 and writing 220 out of 300 - are required to enroll in developmental studies every semester until all three sections of the TASP Test are passed except in the following cases:

- Students who have qualified for Senate Bill 944 - an alternative way to complete the TASP requirement for students with learning disabilities - and completed their developmental program may choose not to enroll in Developmental Studies during the semester in which they plan to retake the TASP Test.
- Students who have completed their developmental programs, but have not retaken the TASP Test, are allowed to enroll without taking a Developmental Studies course. They are advised to take a TASP Test as soon as possible. If they neglect to do so, they are required to enroll in Developmental Studies the following semester.
- Students who have been offered provisional admission and choose to participate in the Provisional Program are not required to enroll in developmental studies during their provisional semester. (Provisional students must earn a 2.25 semester grade-point-average and not fail any of these courses to gain regular admission to UT Austin.) They are strongly encouraged by the TASP advisers to enroll in programs such as group tutoring, supplementary instruction, and other services specifically designed by the UT Learning Center to help students succeed in the required Provisional Program courses.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Overview of Courses

Both credit and non-credit courses are offered at UT Austin. DEV 300M (mathematics), 300R (reading), 300W (writing) and 300W-ESL (writing, with English as a second language) are taught in small classroom settings. These are classes for credit that are included in the student's course load; however, they do not count toward graduation. DEV 000M, 000R, and 000W are non-credit, independent study courses taught by the UT Learning Center. Students schedule regular, required times to attend the Center's learning labs.

Course-based Developmental Studies

Basic Reading Skills (DEV 300R)

The emphasis of this course is on increased proficiency of comprehension skills, vocabulary development, and strategies for reading improvement. Topics include main ideas, supporting details, patterns of organization, mapping, summarizing, roots, prefixes, suffixes, inferences, the authors point of view, fact versus opinion, denotation and connotation, bias, figurative language, note-taking strategy, and specific reading strategies. The class meets twice a week for ninety minutes.

Placement Criteria:

- need for classroom structure
- scores falling on the lower end of the scale, especially below 200
- students with learning disabilities
- students expressing an interest in completing TASP through the 'B Rule'

Basic Math and Algebra Skills Review (DEV 300M)

This review course is designed for students who want the structure of a classroom setting and who do not need extensive remediation. The course focuses on reviewing the types of problems found on the mathematics portion of the TASP test, as well as test-taking strategies and skills. This course is not intended to teach students all the content covered on the mathematics portion of the TASP test. The class meets twice a week, for seventy-five minutes.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Placement Criteria:

- close to passing the TASP Test
- passed three years of high school math
- need for classroom structure

Developmental Mathematics I (DEV 301M)

The first of a two-course sequence combines arithmetic skills with beginning algebra. The arithmetic content includes operations with whole numbers, fractions, and decimals, ratio and proportions and percent. The algebra content focuses on variables, straight line graphs, setting up and solving word problems, and relating simple algebraic concepts to geometry. The class meets twice a week, for ninety minutes.

Placement Criteria:

- scores falling on the lower end of the scale, especially below 200
- less than three years of high school mathematics
- need for classroom structure
- learning disabilities

Developmental Mathematics II (DEV 302M)

The second of a two-course sequence includes solving linear equations, solving systems of equations, integer, exponents and scientific notation, factoring polynomials, rational expressions and equations, radical expressions, and more geometric problems. The class meets twice a week for ninety minutes.

Placement Criteria:

- completion of DEV 302M with a grade of 'S'

Basic Writing Skills (DEV 300W)

The emphasis of this course is on methods of composition, review of grammar, sentence structure, punctuation and spelling. Attention is on planning, writing, and revising works. Topics covered are thesis statements, topic, sentence development, paragraph development, essay development and draft process, the revision process, sentence patterns and punctuation, summarizing, and peer editing. The class meets twice a week for ninety minutes.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Basic Writing Skills (DEV 300W) (Continued)

Placement Criteria:

- scores falling on the lower end of the scale, especially below 200
- need for classroom structure
- learning disabilities
- students planning to complete the TASP requirement through the 'B Rule'

Basic Writing Skills (DEV 300W-ESL)

This course focuses on developing organizational skills necessary to write persuasive essays. During the course of the semester, students learn to brainstorm, prioritize ideas generated from brainstorming, create outlines, write thesis statements and topic statements. To put all these skills into practice, the students write essays, which include rough drafts and rewrites; several of these are in-class essays. Peer editing and self-editing skills are practiced and developed throughout the course. In addition, a grammar review is provided, with emphasis on grammatical structures, which are particularly troublesome and detrimental to clear writing such as subject-verb agreement, verb tense, fragments, and run-ons. The class meets twice a week for ninety minutes.

Placement Criteria:

- scores falling on the lower end of the scale, especially below 200
- English as a second language

Non-Course-Based Developmental Studies

Developmental Studies 000 (DEV 000) is an independent study program designed to provide educational support to students who have failed the reading, writing, or mathematics subtests of the TASP. It is a non-credit course and takes place in the UT Learning Center's labs. During the fall and spring semesters this is a nine-week course requiring students to attend 150 minutes each week for a total of 1350 minutes. During the summer sessions it lasts four weeks requiring 150 minutes a week for a total of 600 minutes. A grade of satisfactory (S) or unsatisfactory (U) is given based on the student's mastery test, assignments and participation.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Basic Mathematics Skill Development (DEV 000M)

DEV 000M is designed to prepare students for the mathematics section of the TASP test. The course is also intended to provide students with the math skills necessary to succeed in future college-level mathematics courses. The program consists of five levels: fundamental math, algebra 1, algebra 2, geometry and problem solving. Students work in two of these areas during the nine-week course. Recent TASP scores determine placement in the program. Students are expected to complete weekly assignments and will be given a mastery test in one of their areas of study.

Placement Criteria:

- scores on the higher end of the scale, especially above 220
- highly motivated to pass the TASP Test
- good work habits, able to work independently
- having enrolled in DEV 300M or 302M without subsequently passing the TASP math subtest

Basic Reading Skill Development (DEV 000R)

DEV 000R is an independent study course designed to prepare students for both the TASP subtest and college-level reading assignments. The course consists of an evaluation using previous test scores and diagnostic test to determine reading deficiencies. A peer counselor is assigned to work with each student throughout the nine-week semester. The student will meet with that peer counselor once a week for instruction, and will work from a folder of individualized assignments during each week. Students have the opportunity to test out of DEV 000R at any time competency is achieved. A mastery posttest is given at the end of the nine weeks.

Placement Criteria:

- scores on the higher end of the scale, especially above 220
- highly motivated to pass the TASP Test
- good work habits, able to work independently
- having enrolled in DEV 300R without subsequently passing the TASP reading subtest

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Basic Writing Skill Development (DEV 000W)

DEV 000W is an independent study course designed to prepare students not only for the TASP subtest, but for college-level writing as well. The course consists of an evaluation using previous test scores and diagnostic test to determine writing deficiencies. A peer counselor is assigned to work with each student for the nine week TASP semester. The student will meet with that peer counselor once a week for instruction, and will work from folder of individualized assignments during each week. Students have the opportunity to test out of DEV 000W at any time competency is achieved. A mastery post test is given at the end of the nine weeks.

Placement Criteria:

- scores on the higher end of the scale, especially above 220
- highly motivated to pass the TASP Test
- good work habits, able to work independently
- having enrolled in DEV 300W, or 300W-ESL without subsequently passing the TASP writing subtest

Policies to Require and Monitor Participation in Developmental Studies

UT Austin uses a prevention model to monitor participation in Developmental Studies. Students sign a contract describing the course, its requirements, and the participation policy when they register for Developmental Studies. Both attendance and completion of assignments define participation.

DEV 000 – Independent Study at the UT Learning Center

- Students schedule their lab times or lectures during orientation and are given the course syllabus outlining objectives, requirements, and attendance policies.
- Students who miss sessions must reschedule with the instructor.
- Students are required to attend the lab for 150 minutes a week.
- Students log into a computer before they begin their lab assignments, and log out when they are finished. This computer record is printed on a roster and sent to the TASP Office at the end of each week.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

DEV 000 – Independent Study at the UT Learning Center (Continued)

- When students do not complete their weekly assignments, their lab time for that week is canceled.
- Each week students who are 70 minutes to 150 minutes behind are sent a letter from the TASP Office reminding them that attendance is mandatory and they must make up their time. In addition the UT Learning Center instructors email an attendance total to each student.
- The TASP Office sends a strongly worded letter to students who are behind by more than 150 minutes informing them that they must reduce their attendance deficit to below 150 minutes or they will be withdrawn from the following week.
- Copies of TASP Office letters are sent to the UT Learning Center and put in the student's files so their status can be discussed with the instructors and make-up time can be scheduled.
- TASP Office staff contact students by email and/or telephone to advise them to attend their scheduled lab time and schedule make-up time.
- Students who do not make up their lab minutes and remain more than 150 minutes behind are withdrawn from the University.

DEV 300 – Three Credit Courses

- Students must not miss more than three classes during the semester, including excused absences. Each instructor places the attendance policy on the course syllabus.
- The instructor informs the TASP Office when a student has missed more than three classes with a "Report of Excessive Absences" form. Instructors list how a student can make up their missed assignments and make up the time they have missed. Often students will be required to attend the instructor's office hours or go to the UT Learning Center to complete assignments.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

DEV 300 – Three Credit Courses (Continued)

- The TASP Coordinator sends a letter to the student along with the “Report of Excessive Absences.” Students are given a date by which their missed time must be made up. Frequently they are required to meet with the TASP Coordinator.
- Students are withdrawn from the University if they do not respond to warnings, do not make up assignments and continue to miss classes.

Intervention if a student does not pass the TASP test

The following strategies are in place to support students who take multiple semesters of developmental studies.

- Students with learning disabilities meet with the TASP Coordinator, the developmental studies instructor, and a representative from the Services for Students with Disabilities Office to discuss special accommodations, SB 944 rules, and completion goals.
- Students who have taken developmental studies (either DEV 300 or DEV 000) and then failed the retake of the TASP test are assigned to tutors in the UT Learning Center if they are enrolled in DEV 000.
- Students who have failed the TASP after taking developmental studies are often referred to the UT Learning Center for diagnostic testing in such areas as test anxiety or learning disabilities.

Grading System

Developmental Studies courses are graded on a satisfactory (S) and unsatisfactory (U) basis. Neither grade has an effect on students' grade-point average. Making a semester grade of Satisfactory (S) indicates sufficient progress in the course but not necessarily “successful completion” of the developmental program.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Grading System (Continued)

THE 'B OR BETTER RULE'

The 'B or Better Rule' is an alternative way to complete the TASP requirement. Students must complete their developmental programs (see below) and subsequently retake the corresponding section of the TASP Test. If the student does not pass, he or she may enroll in a course designated by The Texas Higher Education Coordinating Board as a 'B Course' without enrolling in developmental studies. If the student earns a B, the TASP requirement is completed. 'B Courses' are restricted to students who have passed the TASP Test or completed their developmental program. The following is a list of UT courses that correspond to 'B Courses' under the common numbering system

Writing:

E 306: (ENGL 1301 – Composition I); or
E 309K: (ENGL 1203 – Composition II)

Reading:

HIS 315K, 315L: (HIST 1301, 1302 – U.S. History);
ENG 316K: (ENGL 2321, 2322, 2323 –British Literature) (ENGL 2331, 2332, 2333-
World Literature) (ENGL 2326, 2327, 2328-American Literature);
PSY 301: (PSYCH 2301-General Psychology); or
GOV 310L, 312L, GOV 3US, GOV3TX: (GOVT 2301, 2302, 2305, 2306 – American
Government)

Mathematics:

M 302: (MATH 1332, 1333- College Mathematics)
M 301: (MATH 1314 – College Algebra); or
M 304E: (MATH 1316 – Plane Trigonometry)

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Requirements for Completion of Developmental Studies

Completion of a developmental program is essential in order to use the 'B Rule' or Senate Bill 944 - for students with learning disabilities - as an alternative way to complete the TASP requirement. Once a student has completed the program, the instructor sends a certification letter to the TASP Coordinator. The individual's instructor on the basis of the following criteria determines completion of the developmental program.

In general, completion of a developmental program at UT Austin is based on:

- Completion of required coursework.
- Above average assignment grades.
- Passing an exit test.

Completion of the mathematics developmental program includes mastery of:

- Fundamental mathematics.
- Algebra.
- Geometry.
- Problem solving.

To complete the developmental writing program instructors expect students to recognize and use the following skills:

- Purpose and audience.
- Unity, focus, and development.
- Effective sentences.
- Edited American English usage.

To complete the developmental reading program students must demonstrate competency in skill areas such as:

- Determining the meaning of words and phrases.
- Understanding the main idea and supporting details in written material.
- Identifying a writer's purpose, point of view, and intended meaning.
- Analyzing the relationship among ideas in written material.
- Using critical reasoning skills to evaluate written material.
- Applying study skills to reading assignments.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Requirements for Completion of Developmental Studies (Continued)

Developmental instructors meet periodically to discuss criteria for completion of the developmental programs and the material included in the exit test. Although the structure of DEV 000 and DEV 300 differs, the criteria for completion are uniform. Appropriate accommodations are made for students with certified learning disabilities.

Concurrent Enrollment in 'B Courses'

The TASP Office advises students with regard to taking a 'B Course' along with developmental studies. If a student has particularly low scores in the related section of the TASP Test, the student will be advised to take developmental studies first. The following guidelines are used to advise students with regard to concurrent enrollment.

- **Writing:** Students scoring 201 to 219 and scoring a 5 on the essay are allowed to enroll concurrently in E 306 or 309K and developmental writing; students with lower scores are advised to take developmental writing before enrolling in E 306 or E 309K.
- **Math:** Students scoring 220 to 229 are allowed to enroll concurrently in developmental mathematics and M 301 or M 302; students with lower scores are advised to put off enrolling in college level mathematics courses until they are better prepared.
- **Reading:** Students scoring 220 to 229 are allowed to enroll concurrently in developmental reading and one of the following courses – E316K, HIS 315K & L, PSY 301, GOV 310L & 312L; students with lower scores are advised to put off enrolling in a college level reading intensive course until they are better prepared.
- In the case where a student has already taken a Developmental Studies class but has not retaken the TASP Test or completed the developmental program; the instructor is consulted to determine whether it is in the best interest of a student to concurrently enroll in a related 'B Course' while continuing Developmental Studies.

Students who Concurrently Enroll in B Courses and Ignore or Fail Developmental Studies

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Students are expected to actively participate in Developmental Studies whether or not they are concurrently enrolled in a 'B Course'. (See 'Policies to Require and Monitor Participation in Developmental Studies') Students must enroll in Developmental Studies the subsequent semester if they have not satisfactorily completed their developmental program, even if they earn B's in their 'B Courses'.

Students who do not earn a B

Students who do not earn a 'B' in their 'B Courses' will be required to enroll in Developmental Studies the subsequent semester. Students' individual situations are taken into account during the advising process. If appropriate, they are referred to the UT Learning Center for diagnostic testing. In some cases they are encouraged to retake the TASP Test as soon as possible.

PROVISIONS FOR TRANSFERRING STUDENTS

Students transferring from a Texas public college or university who are in the middle of their developmental program are given the option to take a diagnostic test. This gives the instructor a better indication of the students' skill level. As the receiving institution we can also administer an exit test if students have competency to determine whether the developmental program has been completed. Then the student can proceed into a 'B Course' if desired.

One quarter of students transferring to the University of Texas at Austin come from Austin Community College. In the case where a student has started a developmental program at ACC and transfers to UT before finishing the course sequence, we arrange for the student to finish the program at ACC while enrolled at UT Austin. This is particularly important in the case of students enrolled in developmental mathematics.

ENROLLING UNTESTED STUDENTS

Very few students are enrolled at UT Austin without having been tested. Students in the following situations are considered for a waiver:

- Students who were admitted after the last administration of an alternative TASP test on the UT campus.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

ENROLLING UNTESTED STUDENTS (CONTINUED)

- Students - usually international students - who arrive on campus after the last administration of an alternative TASP Test on the UT campus.
- Students who have a disability and UT cannot provide appropriate accommodations for the alternative TASP test given on this campus.

THE UNDERGRADUATE ADVISING PROGRAM

UT Austin has an extensive academic advising program. Many people in the campus community contribute to the advising process, including faculty, staff, students and professional advisers. Each college's dean's office provides academic advising to students with undeclared majors. Academic departments provide academic advising through faculty and staff. Special advising offices, such as The Health Professions Office, have been established to advise special populations. The TASP Office informs advisers about TASP requirements and the special advising needs of students in developmental studies.

PROVIDING FOR QUALITY AND ACCOUNTABILITY

Students evaluate Developmental Studies 300 courses and instructors through the Course-Instructor Survey administered each semester by the UT Measurement and Evaluation Center. Examples of items include "course well organized", "instructor well prepared", and "adequacy of text and materials." Students evaluate Developmental Studies 000 courses and instructors through a survey administered by the UT Learning Center. All results are sent to the TASP Office.

The TASP Office tracks the success of students in special populations such as students admitted to the University of Texas at Austin through the Provisional Program and students for whom English is a second language. In addition, the UT Measurement and Evaluation Center creates a profile of developmental education students each semester.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

PROVIDING FOR QUALITY AND ACCOUNTABILITY (CONTINUED)

Developmental Studies instructors, the Director of the UT Learning Center, and the TASP Coordinator meet at least once a semester to discuss the developmental program as a whole and assure a coordinated effort. In the fall, 1999, the group carefully evaluated the program using a set of guidelines developed by the National Center for Developmental Education and published in the TASP Policy Manual. Several modifications to the developmental program at UT Austin were accomplished as a result of the evaluation. The same evaluation will be repeated every three years.

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AMENDMENTS TO THE 1999-00 BUDGET

The following Requests for Budget Changes (RBC's) have been administratively approved as required by the Executive Vice Chancellor for Academic Affairs and are recommended for ratification by the U. T. Board of Regents.

The term "rate" for academic institutions is the full-time nine-month base rate and for health institutions is the full-time twelve-month base rate; for all other personnel it is the full-time rate, the appointee receiving a proportionate amount depending upon the fraction of time for which the individual is appointed and the period of appointment. Source of funds for payment of salaries, unless otherwise shown, is the departmental salaries account.

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC#</u>
			<u>No. Mos.</u>	<u>Rate</u>	
<u>APPOINTMENTS AND PROMOTIONS</u>					
INSTRUCTION					
COLLEGE OF EDUCATION					
Educational Psychology					
1. Earl Jennings (T)					093
From: Professor		33	09	67,535	
To: Professor Emeritus	1/16-5/31				
COLLEGE OF ENGINEERING					
Electrical and Computer Engineering					
2. William F. Weldon (T)					094
From: Professor		0	09	136,086	
Josey Centennial Professorship in Energy Resources Center for Electromechanics	SUPLT		09	6,000	
		100	12	199,190	
To: Professor Emeritus	1/16-5/31				

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC#</u>
			<u>No. Mos.</u>	<u>Rate</u>	
COLLEGE OF FINE ARTS					
Office of the Dean					
3. Robert Freeman (T)					096
Dean – Fine Arts	3/01-8/31	100	12	155,000	
Effie Marie Cain Regents Chair in Fine Arts	3/01-8/31	SUPLT	12	15,000	
Professor – Music	3/01-5/31	0	09	110,000	

Source of Funds:

\$77,500 Dean's Office – Fine Arts
7,500 Effie Marie Cain Chair
\$85,000 Total Compensation

Theater and Dance

Associate Professor

4. Franchelle Dorn (T) 1/16-5/31 100 09 54,500 098

SCHOOL OF LAW

5. Mark L. Ascher (T) 099

Professor 1/16-5/31 0 09 127,870
 Sylvan Lang
 Professorship 1/16-5/31 SUPLT 09 10,000
 Research Associate –
 Law School 1/16-5/31 100 09 127,870

Source of Funds:

\$63,935 Law School
5,000 Lang Professorship
\$68,935 Total Compensation

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC#</u>
			<u>No. Mos.</u>	<u>Rate</u>	
COLLEGE OF LIBERAL ARTS					
Philosophy					
6. Aloysius P. Martinich (T)					113
From: Professor		50	09	67,850	
Professor – Faculty Development Program		50	09	67,850	
To: Professor	9/1-5/31	50	09	67,850	
Professor – Faculty Development Program	9/1-5/31	50	09	67,850	
Roy Allison Vaughan Centennial Professorship in Philosophy	9/1-5/31	SUPLT	09	4,000	
Source of Funds:					
\$ 33,925	Philosophy				
33,925	Faculty Development Program				
<u>4,000</u>	Vaughan Professorship				
<u>\$ 71,850</u>	Total Compensation				

COLLEGE OF NATURAL SCIENCES

Astronomy

7. John Kormendy (T) 103

From: Research Scientist		0	12	206,667	
To: Professor	1/16-5/31	100	09	130,000	
Curtis T. Vaughan, Jr. Centennial Chair in Astronomy	1/16-5/31	SUPLT	09	25,000	

Source of Funds:

\$ 65,000	Astronomy
<u>12,500</u>	Vaughan Chair
<u>\$ 77,500</u>	Total Compensation

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC#</u>
			<u>No. Mos.</u>	<u>Rate</u>	
COLLEGE OF NATURAL SCIENCES (Continued)					
Geological Sciences					
8. Robert E. Boyer (T)					105
From: Professor		100	09	102,000	
Peter T. Flawn Centennial Chair					
In Geology		SUPLT	09	12,500	
To: Professor Emeritus	1/16-5/31				
SCHOOL OF SOCIAL WORK					
9. King E. Davis (T)					106
Professor	1/16-5/31	72	09	97,000	
Robert Lee Sutherland Chair in					
Mental Health and Social					
Policy	1/16-5/31	28	09	97,000	
Robert Lee Sutherland Chair in					
Mental Health and Social					
Policy	1/16-5/31	SUPLT	09	20,000	
Source of Funds:					
\$ 35,000					Social Work
<u>23,500</u>					Sutherland Chair
<u>\$ 58,500</u>					Total Compensation

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>TRANSFERS OF FUNDS</u>	<u>RBC#</u>
AVAILABLE UNIVERSITY FUND	
10. Amount of Transfer	\$ 3,327,618 108
From: U. T. System AUF Income	
To: U. T. Austin AUF Excellence Fund	
To record transfer from Income to the U. T. Austin Available University Fund (AUF) Excellence Fund as a result of Board of Regents action on February 10, 2000.	
SERVICE DEPARTMENTS FUNDS (REVOLVING FUNDS)	
11. Amount of Transfer:	\$ 500,000 109
From: Computation Center – Operating Income	
To: Computation Center – Maintenance, Operation and Equipment	
Transfer 1998-99 balance forward income to expense account to cover underestimated 1999-00 expenses and expenditures related to the Internet 2 Project.	
DESIGNATED FUNDS	
12. Amount of Transfer:	\$ 166,277 084
From: Dean of Natural Sciences Instructional Technology Fee – Operating Income	
To: Dean of Natural Sciences Instructional Technology Fee – Maintenance, Operation, and Equipment	
Balance forward income transferred to expense account to cover annual expenditures for data network improvements for College of Natural Sciences buildings.	

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

TRANSFERS OF FUNDS

RBC#

DESIGNATED FUNDS (Continued)

13. Amount of Transfer:	\$ 124,167	112
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From: Liberal Arts – Instructional Technology
 Fee – Operating Income

To: Liberal Arts – Instructional Technology
 Fee – Dean's Office Other Expenses

Transfer to provide funds for 1999/00 expenditures for building network upgrades, equipping multimedia auditoriums, and multimedia course development.

PLANT FUNDS

14. Amount of Transfer:	\$ 755,000	085
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From: College of Natural Sciences Fee Loan For the Will C. Hogg Building Renovation	513,475	
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1998/00 Academic Space Improvements	61,525	
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1998/00 Physical Plant Repair Projects Funded from Designated Tuition	130,000	
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Americans with Disabilities Act Capital Improvement Projects Phase 1 Designated Tuition	50,000	
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To: Will C. Hogg Building – First Floor Renovation	755,000	
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To provide funding for renovation of the first floor of the Will C. Hogg building for the expansion of the Natural Sciences student career center and advising facilities.

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

TRANSFERS OF FUNDS

RBC#

PLANT FUNDS (Continued)

15. Amount of Transfer:	\$ 2,000,000	086
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From: Pooled Plant Fund Balances

To: 1999-00 Academic Remodeling –
 Provost Controlled

To set up a new project allocation account funded from Pooled Plant Fund Balances. The Office of the Executive Vice President and Provost will identify projects to be funded from this source account.

16. Amount of Transfer:	\$ 308,000	087
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From: Intercollegiate Athletics for Men –
 Various Donors, Various Purposes

To: Darrell K. Royal – Texas Memorial Stadium –
 Renovate T-Room

To provide funding for renovation of the T-Room: finishes, casework, carpet, and furnishings.

17. Amount of Transfer:	\$ 203,929	088
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From: Student Health Services – Building Fee	79,328	
Dean of Students – Student Services		
Building Fee	124,601	

To: Student Services Building – Install White Noise System	203,929	
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To provide funding to install a White Noise System for soundproofing the Student Services Building.

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>TRANSFERS OF FUNDS</u>		<u>RBC#</u>
PLANT FUNDS (Continued)		
18. Amount of Transfer:	\$ 175,000	089
From: Intercollegiate Athletics for Men – Various Donors, Various Purposes		
To: L. Theo Bellmont Hall – Renovate Offices and Locker Room		
To provide funding to renovate the existing offices and locker room for new office suites.		
19. Amount of Transfer:	\$ 100,000	090
From: Applied Research Laboratories – Fixed Fee Income		
To: Pickle Research Campus – Applied Research Laboratories Expansion – UT Managed		
To provide funding for UT Managed Work for the Applied Research Laboratories expansion.		
20. Amount of Transfer:	\$ 320,000	091
From: Bureau of Economic Geology – Permian Basin Core		
To: Off Campus – Midland Core Research Center Extension		
To provide funding for extending the size of the Midland Core Research Center.		

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

TRANSFERS OF FUNDS

RBC#

PLANT FUNDS (Continued)

21. Amount of Transfer: \$ 151,000 092

From: Liberal Arts Media Center Instructional
Technology – Miscellaneous Expenditures

To: Batts Hall – Classroom, Storage, and
Office Renovation

To provide funding for classroom, storage, and office renovation in Batts Hall.

22. Amount of Transfer: \$ 300,000 110

From: Pooled Plant Fund Balance

To: Townes Hall – Flood Damage
Repair Work

To provide funding for flood damage repair work in Townes Hall.

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FEES AND MISCELLANEOUS CHARGES (Continued)

MEDICAL SERVICES FEES

Ratification is recommended for the following medical services fees to be effective beginning with the Fall Semester of 2000. The fees have been administratively approved by the Executive Vice Chancellor for Academic Affairs.

Following Regental approval, the appropriate component catalog will be amended to reflect these new rates.

	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
<u>For each regular semester</u>	\$57.75	\$57.76	0.00%
Maximum	\$57.75	\$57.76	0.00%

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FEES AND MISCELLANEOUS CHARGES (Continued)

**HOUSING AND BOARD RATES
(including Apartments, Dormitory Rooms, Residence Halls)**

Ratification is recommended for the following housing rates to be effective beginning with the Fall Semester 2000. The rates have been administratively approved by the Executive Vice Chancellor for Academic Affairs.

Following Regental approval, the appropriate component catalog will be amended to reflect these new rates.

Housing Rates

	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
<u>UNIVERSITY RESIDENCE HALLS</u>			
<u>Long session rates (September – May)</u>			
Existing Double Rooms	\$2,673	\$2,823	5.61%
Existing Single Rooms	\$4,277	\$4,517	5.61%
Existing Double Rooms rented as singles	\$5,346	\$5,646	5.61%
New Double Rooms	\$3,250	\$3,400	4.62%
New Single Rooms	\$5,200	\$5,440	4.62%
New Double Rooms rented as singles	\$6,500	\$6,800	4.62%

(A premium of \$300 will be paid for rooms with connecting or private bathroom facilities).

Rental Rates

STUDENT HOUSING UNITS – UNIVERSITY COOPERATIVES

**Monthly Rental Per Co-Op Resident
Paid to the University**

Air conditioned double rooms	\$ 137	\$153.65	12.15%
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DEVELOPMENTAL EDUCATIONAL PLAN

The following Developmental Educational Plan for The University of Texas at Brownsville has been administratively approved by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents. The Texas Higher Education Coordinating Board rules require each institution to adopt a written plan for the assessment and placement of entering undergraduate students by June 2000. These plans must be approved by the governing board and provided to the Coordinating Board. The initial plans are being submitted to the Board of Regents for approval pursuant to Coordinating Board regulations. It is recommended that the Board authorize the Executive Vice Chancellor for Academic Affairs to approve modifications and amendments to the initial plan.

Mission and Goals of Developmental Education

The central mission of the developmental education program at The University of Texas at Brownsville and Texas Southmost College is to prepare students for success in college and to promote student development.

This mission is accomplished by

1. Developing in each student the skills, attitudes, and behaviors needed for attaining academic, career, and life goals.
2. Ensuring proper course placement through assessment and academic advising.
3. Enabling students to acquire competencies needed for success in college-level courses through a mix of credit and noncredit-based remediation.
4. Assisting students to develop and improve their critical thinking skills for problem solving and better understanding of multiple perspectives.
5. Enhancing the retention of students by establishing and maintaining effective policies, courses, and services.
6. Instilling in students the awareness that they are ultimately responsible for their educational success.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Quality and Accountability of Developmental Education Program

The developmental education program is decentralized at UTB/TSC. Courses are taught through individual academic departments located in three separate colleges/schools, and the Learning Assistance Center provides most of the academic support services. In addition, students receive assistance from the Counseling Center and Advising Center. The English and mathematics departments have established developmental education standing committees comprised of full-time faculty in the departments. The Director of Developmental Education serves as *ex officio* member of both committees. The quality of the developmental education program is measured primarily through summative evaluation techniques conducted by the developmental committees and the Director of Developmental Education.

Program reviews are completed every five years in the developmental reading, writing, and mathematics areas to assess the strengths and weaknesses of the program. The writing and mathematics program reviews are slated to be completed by fall 2000; the reading program review was completed in March 2000. Additionally, the Director of Developmental Education holistically evaluates the developmental education program annually as a unit and makes recommendation for overall program improvements and coordination.

In addition to the program reviews, developmental reading, writing, and mathematics faculty review end of semester quantitative measures including comparative data on post-developmental TASP pass rates, performance on departmental final exams and papers, and college-level success of post-developmental students. Each semester, the mathematics department administers departmental final examinations to compare the performance of students across sections. The departmental final provides accountability by promoting consistency in instruction across sections. In addition, information collected through tracking the performance of students on the departmental final exam has been used to compare student performance with various modes of instruction. Similarly, the English faculty incorporate holistically scored writing samples in their developmental and composition courses as an assessment of their program. The information provides feedback on the effectiveness of the curriculum.

The institution also considers two other measures to determine the quality of its developmental education program. These measures include (a) the TASP pass rates of post-developmental students and (b) the average score gains in TASP scores after

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

students receive remediation. At the end of each semester, data are collected of students enrolled in each course level of developmental reading, writing, and mathematics who repeated the corresponding portion of the TASP Test. These data are analyzed and reports are made available to the Provost and the academic departments delivering the developmental instruction. The information is used to make curricular revisions, recommend policy changes, and improve support services to students.

Performance in college-level courses has been routinely tracked by the Office of Data Management and Reporting in the past to identify courses in which students are and are not adequately prepared. For example, data on students' performance (i.e., grades and course completion) in Composition I and College Algebra have been used by academic departments in continuous improvement efforts of corresponding developmental courses. This year, an assessment was added to the college-level course to determine differences in students' skill levels between students placed directly into college-level courses based on placement test scores versus students who enrolled in college-level writing and math after completing the developmental course sequence. This information is used in the self-study reports and to make recommendations for changes in curriculum and policies in the developmental education program.

Improvement in and Effective Delivery of Developmental Education

Individual units responsible for delivering developmental education programs and noncourse-based activities have assumed the responsibility for delivering and continuously improving effective developmental education at UTB/TSC. Because between 70 and 80 percent of entering UTB/TSC students require remediation in one or more areas, a considerable amount of time and effort is spent to ensure that the developmental education program addresses students' learning needs in ameliorating basic skills deficiencies and preparing them for success in college. The Director of Developmental Education collaborates with the individual units to support their efforts in continuously improving the effective delivery of developmental education.

Formative evaluation of the developmental education program has been incorporated within the program to ensure continuous improvement. Formative evaluations are conducted periodically to provide quick feedback so that changes can be made to improve the program as time passes. The feedback is used to maintain program

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

strengths and correct weaknesses and deficiencies not previously seen. For example, individual instructors teaching developmental courses regularly use Classroom Assessment Techniques (CATs) in varying degrees to obtain feedback on what, how much, and how well their students are learning. This information is used to refocus their teaching to help students make their learning more efficient and more effective.

In addition, two other documents are currently being adapted for the purposes of formative evaluation of the development education program as a unit: *Evaluating for Improvement: Self-Study Guidelines for Developmental Education Programs in Texas Public Colleges and Universities* by the National Center for Developmental Education and *NADE Self-Evaluation Guides: Models for Assessing Learning Assistance/ Developmental Education Programs* by the NADE Professional Standards and Evaluation Committee. The guides include questions that the institution is encouraged to consider for improving the effective delivery of the developmental education program. For additional information, please see the Program Evaluation section of this document.

Path Students Take to Meet TEC 51.306 Requirements

Students who enter UTB/TSC are required to take (or have taken) the TASP test or an approved alternative test prior to enrolling in collegiate-level course work. Although students have an option of completing alternative tests including COMPASS, ASSET with Writing, MAPS, and ACCUPLACER, ASSET with Writing is the only alternative test offered by the Testing Office at UTB/TSC. UTB/TSC must have official TASP scores on file prior to initial course registration. TASP test fees are paid by the student. Students who believe they qualify for TASP fee waivers are encouraged to contact the Financial Aid Office.

A student whose performance is below the standard for tested skill areas must participate continuously in a developmental program. Continuously means that during each semester in which a student is enrolled for classes, the student must be enrolled in and participate in a developmental program. Students who fail to remain in a state-required developmental program are automatically withdrawn from all college-level courses. Currently, there are two ways students may exit the developmental education program in which they are participating. First, students enrolled in a developmental program are considered remediated after passing their TASP retake. Second, students who complete the entire developmental education program must retake that portion of

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

the TASP for which developmental education was required before they may enroll in a college-level course in that area.

A student may not enroll in any upper division course in which completion would give the student 60 or more semester credit hours or the equivalent until the student's TASP test results meet or exceed the minimum standards in each skill area for which developmental education was required, or the student has earned a grade of "B" or better in specified courses. The following courses are available to UTB/TSC students pursuing the "B" or better option:

- Writing: ENGL 1301 Composition I
- Reading: HIST 1301 or 1302 U.S. History I and II; PSYC 2301 Introduction to Psychology; and GOVT 2301 and 2302 American Government I and II
- Mathematics: MATH 1332 Math for Liberal Arts; MATH 1314 College Algebra; MATH 1316 Trigonometry

UTB/TSC also offers other courses from the Coordinating Board's authorized "B" or Better course list, but it is not advised that students be permitted to enroll in these courses until they have successfully completed all developmental education requirements. Students may obtain this list of "B" or better courses in the Advising Center, Tandy Hall 214.

TASP test exemptions are granted in the following circumstances:

- Students who earned at least three (3) credit hours of college-level work prior to Fall 1989.
- Students who have official score reports on file for any of the following:
 - ACT composite score of 23 or higher with individual math and English scores of no less than 19. Scores can be no more than five years old.
 - SAT total score of 1070 or higher on tests taken April 1, 1995 or later, with verbal and math scores of no less than 500. For tests taken prior to April 1, 1995, SAT combined score of 970 with a minimum of 420 on the verbal and 470 on the mathematics test. Scores can be no more than five years old.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

- Exit-level TAAS scores of 1770 on writing, and a Texas Learning Index (TLI) of 86 on mathematics and 89 on reading. TAAS scores can be no more than three years old.
- Blind and deaf students who have three or more college level credit hours prior to September 1, 1995, are TASP exempt.
 - Effective September 1, 1995, students who are deaf are required to take the Stanford Achievement Test.
 - Blind students are required to take the TASP test with appropriate accommodations.
- Those in certificate programs of one year or less (42 or fewer credit hours). For students who subsequently choose to seek a degree or Level-Two certificate, all developmental education and TASP requirements apply.

Note: There are no exemptions available to students seeking teacher certification.

TASP temporary waivers are granted to:

- Non-degree seeking students enrolled on a temporary basis for one semester who are also enrolled in a private or out-of-state institution of higher education. For these individuals, a temporary waiver may be granted by providing documentation that they were enrolled in a private or out-of-state institution in the preceding semester.
- Non-degree seeking students who will be 55 years of age or older on the first class day of a term or semester. These individual may receive a temporary waiver, renewable each semester, as long as the student remains non-degree seeking. The student must sign a request for this exemption prior to enrolling in each semester.
- Students diagnosed by a qualified professional as having dyslexia or related disorders or a specific learning disability in mathematics. These individuals must
- register for the TASP test during the regular registration period and request appropriate accommodations, or, if accommodations are not sought, provide

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notice of the disability by submitting appropriate documentation directly to the Texas Higher Education Coordinating Board. Students determined by the Coordinating Board to meet the criteria and who complete the developmental program prescribed by the institution may be required to retake the test once but may not be referred to additional developmental courses or other developmental programs, or precluded from enrolling in upper division courses because of their performance on the TASP test.

Advising Programs

At UTB/TSC, academic advising is an on-going process that assists students to develop and pursue educational and career goals and to achieve academic success. Academic advisors inform, support, and encourage students to become self-directed in their educational planning. Academic advising is concerned with helping students in educational and career success. By providing guidance, support, and decision-making skills, academic advisors empower students to become responsible consumers of their education.

The Director of Academic Advising, who reports to the Provost and Vice President for Academic Affairs and the Vice President for Student Affairs, coordinates all advising activities for the traditional UTB/TSC undergraduate academic programs. The advising staff in the Advising Center provides all advising for incoming freshmen and transfer students, developmental students, and undeclared students. Additional advising for undeclared students is provided through the Counseling Center. Incoming students are required to meet with an academic advisor in the Advising Center. During the mandatory and primarily informational advising meeting, advisors assist students to:

- learn about academic policies and procedures, such as assessment and placement, TASP requirements, and developmental education requirements;
- develop a plan for completing developmental requirements (if required)
- learn about educational opportunities and degree requirements, such as:
 - Certificate (1-year) programs
 - Associate Degree programs
 - Baccalaureate Degree programs
 - Major and minor options
 - Teaching certification requirements

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

- Professional school requirements (pre-law, pre-med)
- Transfer requirements

- select, schedule and register for classes for the semester.

After students' first semester, they are encouraged to meet with an academic advisor to receive current academic guidance that ensures a smooth and timely completion of academic goals. However, advising is not mandatory. The advisors in the Advising Center are responsible for monitoring students' progress on their developmental education requirements each semester. If students do not comply with their developmental education plan by taking appropriate courses, they are blocked from registering, and are required to consult with an advisor to register.

An early alert system is another advising activity used to monitoring students' progress in developmental-level courses during the semester. Its primary purposes are to serve as an intervention by informing students about problems they are having in their developmental classes and to provide support by encouraging students to take specific courses of action to improve their situations. Faculty teaching developmental courses report students who are not performing satisfactorily in their class and indicate specific reasons for the insufficient progress. Students are alerted by letter of the name of the class(es) in which they are not making satisfactory progress, the professor's name, the reasons for insufficient progress, recommended courses of action, and contact persons to discuss the situation further. Students who stop attending classes completely and individuals with notices in more than one class receive personal contact from a counselor to discuss their situations further.

Declared students who have completed their developmental education requirements are assigned to faculty advisors. Faculty advisors assist students with

- strategies for helping them succeed in college, career, and life;
- internship possibilities;
- identifying campus resources which they would benefit from using;
- academic problems;
- undergraduate research opportunities;

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

- graduating with honors;
- career, professional, and discipline-specific opportunities;
- graduate school options and graduate school admissions procedures;
- tutoring availability
- minors
- involvement in professional organizations;
- scheduling concerns and specific course options in major and general education courses;
- educational goals; and
- basic academic and university policies.

Again, faculty advising is not mandatory. However, after students declare a major they are required to meet with their faculty advisor to obtain an official degree plan. Occupational-technical degree plans are issued at the appropriate department.

When Students Shall Begin Developmental Education

Students who fail one or more portions of the TASP Test or an approved alternative test are considered below college level in the area(s) in which they did not pass. Consequently, students are required to begin developmental activities upon their first semester of enrollment, and they must continue their developmental education activities each semester until they achieve passing scores on all sections of the TASP Test. Students who are required to complete remediation in all three areas of reading, writing, and mathematics must begin their reading and writing requirements first. In conjunction with an academic advisor from the Advising Center, students will determine the appropriate sequence of developmental courses and noncourse-based remediation activities. Students are not permitted to withdraw from a developmental course except under extenuating circumstances and with the permission of their academic dean.

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Students who satisfy the developmental education course requirements but are still unable to pass the TASP test continue their remediation through either course-based or noncredit-based TASP preparation laboratories. The course-based TASP preparation labs consist of both computer tutorials and direct instruction. The noncredit-based individualized and group remediation programs are available as well. They are offered through the Learning Assistance Center (see following section for specific list of credit and non-credit based developmental activities).

What Developmental Education Must Be Taken

The developmental education program consists of credit-based courses in reading, writing, and mathematics and non-course based remediation activities offered primarily through the Learning Assistance Center. Most students with deficiencies in their basic skills are advised to take semester-long developmental courses. The specific level of course placement is determined through placement testing using ACT's ASSET that is required of students who do not pass one or more parts of the TASP Test or approved alternative test. Initial course placement is closely linked to academic advising.

Currently, course-based remediation includes four levels of developmental reading, three levels of developmental mathematics, and two levels of developmental writing. Each of these courses are three semester hours totaling 27 semester hours. The following lists the specific courses in each area:

Reading	READ 0300 College Reading I READ 0320 College Reading II READ 0321 College Reading II READ 0322 College Reading IV
Mathematics	MATH 0320 Basic Mathematics MATH 0321 Introductory Algebra MATH 0322 Intermediate Algebra
Writing	ENGL 0320 College Writing Skills I ENGL 0321 College Writing Skills II

In addition to these courses, one credit hour TASP Preparation Laboratories are offered in the above areas for students requiring continuous remediation after having successfully completed all developmental levels in their area(s) of deficiency.

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Noncredit-based remediation includes noncourse based TASP preparation laboratories in reading, writing, and mathematics offered by the Learning Assistance Center. Students may enroll in the RTC (Reading Tutorial Class) 1000, WTC (Writing Tutorial Class) 1000 and MTC (Mathematics Tutorial Class) 1000 courses only after completing all course-based options. These non-credit courses involve individualized tutoring or small group instruction delivered by a certified tutor or learning specialist. Generally, students either participate in noncredit-based activities in conjunction with their developmental coursework or after having successfully completed their developmental courses without having passed the appropriate TASP Test. Also, a noncredit-based STING (Students Together Involving Networking & Guiding) Support Lab is required for all first-time students placed into any remedial courses. STING is led by an upper class peer mentor and meets two hours per week. The program incorporates study strategies, group study, and TASP preparation activities.

Criteria for Meeting Developmental Requirement

Students who fail one or more sections of the TASP Test are placed directly into developmental education courses corresponding to the areas of deficiency and determined by the performance levels on the placement test. Students are encouraged to successfully complete the developmental courses (and noncourse-based remediation activities) as prescribed by the academic advisor before retaking the appropriate section(s) of the TASP Test.

It is recommended that students enrolled in developmental courses complete their entire developmental sequence before enrolling in the corresponding college-level course. Students who successfully complete their prescribe developmental education course sequence and still fail the retake of the TASP Test are permitted to pursue the "B" or better option. Under this option, students must take the "B" or better course concurrently with a one credit hour lab related to the area of skill deficiency or with the noncredit-based tutorial course. Students who successfully complete the one credit hour lab course and concurrently earn a grade of "B" or better in an appropriate approved course are not required to retake the TASP Test, and in this case, their development education requirements are considered to be fulfilled.

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Policies to Require and Monitor Participation in Developmental Education

A number of policies are in place to require that students with deficiencies in basic skills areas participate in appropriate developmental education activities. The academic advisors in the Advising Center collaborate with faculty teaching developmental education courses, Counseling staff, and Learning Assistance Center personnel to monitor students' progress to ascertain that they are fully participating in the required development education activities.

1. Students who enter UTB/TSC are required to submit official scores from the TASP Test or an approved alternative test prior to enrollment.
2. Students who fail one or more sections of the TASP Test are required to complete placement tests in their areas of deficiency to determine the performance level for initial course placement.
3. Students whose performance is below the standard for tested skill areas are required to participate continuously in developmental activities to remediate their area(s) of deficiency.
4. Incoming new and transfer students must meet with an academic advisor in the Advising Center prior to initial course registration. The academic advisor prescribes a recommended developmental education sequence to remediate basic skill deficiencies. Through the registration system, students are blocked from taking courses other than those approved by the academic advisor.
5. Students may not drop developmental course(s) before or during the semester except under extenuating circumstances and with the permission of their academic dean.
6. An early alert system monitors students' progress in all developmental-level courses during the semester. In this system, the developmental education faculty provide feedback to the advising and counseling staff to indicate if students are making satisfactory progress.
7. Students who fail the TASP retake may be allowed to take a collegiate level course approved the Board according to institutional guidelines. Students who

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earn a grade of "B" or better in such a course in the skill area in which a deficit was assessed will not be required to achieve the minimum passing standard on the TASP Test and shall not be prohibited from graduating or continuing with their program of study.

8. Students who complete 27 or more hours of developmental education but still have not completed their developmental requirements (i.e., passed all sections of TASP or successfully exercised the "B" or better option) are identified by the Advising Center and required to develop an educational plan with their advisor.
9. Students who have not passed all parts of the TASP Test may not register for any upper-level (3/4000-level) courses if the number of college hours they already have earned plus the number of hours for which they wish to register totals 60 or more. Concurrent enrollment students and international students are subject to the same TASP requirements as all other students.

Provisions for Transfer Students

Degree-seeking students transferring to the University of Texas at Brownsville and Texas Southmost College from another Texas public institution must fulfill the same TASP requirements as native students. Transfer students are responsible for ensuring that UTB/TSC receives official TASP Test or an approved alternative test scores prior to initial course enrollment. Official scores may be sent directly from the testing company or reported on an official transcript. Academic advisors in the Advising Center review the TASP Test scores and transcripts of previous coursework completed at another institution with transfer students during the initial advising session. An official transfer credit evaluation is completed by the Enrollment Official after official transcripts are received. Students who have successfully completed developmental education courses at the previous institution will continue their developmental program by enrolling in the next appropriate developmental course level until they have retaken and passed the failed section(s) of the TASP Test. In addition, students who transfer courses approved by the Board with a "B" or better may use these courses to satisfy the TASP requirements in the area. The academic advisor prescribes a developmental education program for the remaining skill areas in order to assist the transfer student to comply with TASP requirements. Students are limited to lower division and developmental coursework until all TASP requirements are satisfied.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Degree-seeking students transferring to UTB/TSC from a private or out-of-state institution with 60 or more accumulated college-level semester credit hours may use transferred courses that are equivalent to the corresponding courses approved by the Board in the "B" or better option. Such students must have earned a course grade of "B" or higher in each of the three skill areas. If not, the student must be tested for the remaining skill area(s) and must comply with all TASP requirements. Students transferring with fewer than 60 hours must meet TASP requirements prior to enrolling in college-level coursework corresponding to the area of deficiency. Students must submit scores from the TASP Test or an approved alternative test prior to initial course enrollment. The academic advisor in the Advising Center will determine initial course equivalency. Students who successfully completed all developmental coursework at the previous institution but did not subsequently pass the corresponding section(s) of the TASP Test are placed into either a laboratory or tutorial course. The academic advisor prescribes a developmental education program for the remaining skill areas in order to assist the transfer student to comply with TASP requirements. Students may not enroll in any upper-division coursework until they satisfy all TASP requirements.

Transfer students from private or out-of-state institutions who are enrolling at UTB/TSC on a temporary basis only may be waived from the TASP requirements after submitting their transcripts. Transfer students from a Texas public institution who are enrolling at UTB/TSC on a temporary basis only must comply with TASP regulations outlined above.

Placement Testing and Performance Levels

Placement testing is an integral part of the institution's developmental education program. Students who fail one or more sections of the TASP Test are required to participate in placement testing to determine the extent of remediation required and for initial course placement. Currently, UTB/TSC offers the ASSET with Writing as its approved TASP alternative test; students who do not meet the passing standard are automatically placed into a developmental course according to the scores on the test. For placement testing, the University currently uses the ASSET exam for entering students that have failed one or more sections of the state mandated TASP exam. ASSET is an ACT product that is used to assess basic academic skills in the three areas, including Writing Skills, Numerical Skills, and Reading Skills. Each section is timed, and testing personnel ensure that testing procedures are standardized and

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

consistent across testing administrations. Students are placed into specific developmental course levels according to cut scores established by the Academic Departments and the Testing Office. The following provides guidelines for performance standards used to place students into developmental or collegiate-level courses.

Writing Skills

<u>Scale Scores</u>	<u>Course Placement</u>
23-37	ENGL 0320
38-45	ENGL 0321
46-54	ENGL 1301

Reading Skills

<u>Scale Scores</u>	<u>Course Placement</u>
23-29	Refer to Language Institute
30-41	READ 0300
42-53	Passed Reading requirement

Note: Students who place into READ 0300 are replaced into specific developmental reading course levels after taking a placement test during the first developmental reading class. The placement test is specific to the courseware program currently in use.

Numerical Skills

<u>Scale Scores</u>	<u>Course Placement</u>
23-40	Math 0320
41-55	Eligible to take ASSET Elementary Algebra Test

Elementary Algebra

<u>Scale Scores</u>	<u>Course Placement</u>
23-41	MATH 0321 Introductory Algebra
43-55	Eligible to take ASSET Intermediate Algebra Test

Intermediate Algebra

<u>Scale Scores</u>	<u>Course Placement</u>
23-45	MATH 0322 Intermediate Algebra
46-55	Eligible to take ASSET College Algebra Test

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

College Algebra

<u>Scale Scores</u>	<u>Course Placement</u>
23-44	MATH 1314 College Algebra
45-55	MATH 1316 Trigonometry

In addition, a Second-Tier Test is offered during the first week of the semester by the Department of Mathematics and in basic writing courses to students who believe that they have been inappropriately placed.

Concurrent Enrollment in College-Level Courses

Students are limited to lower division and developmental coursework until all TASP requirements are satisfied. Students are not permitted to begin college-level courses without evidence that they possess the basic skills necessary to have a reasonable chance of being successful (i.e., passing TASP scores or successful completion of developmental work in the area of deficiency). However, occupational technology courses and selected general education courses are open to all developmental students, regardless of their area(s) and degree of deficiency. Hence, students may enroll in these courses and developmental education activities simultaneously, and the general education courses open to all students include the following:

UNIV 1301	University Experience	3 credit hours
SPCH 1315	Fundamentals of Speech	3 credit hours
MUSI 1306	Music Appreciation	3 credit hours
ARTS 1301	Art Appreciation	3 credit hours
BUSI 1301	Introduction to Business	3 credit hours
CRIJ 1301	Introduction to Criminal Justice	3 credit hours
SPAN 1313	Elementary Spanish I	3 credit hours
SPAN 1314	Elementary Spanish II	3 credit hours
SPAN 1373	Basic Spanish for Bilinguals I	3 credit hours
SPAN 1374	Basic Spanish for Bilinguals II	3 credit hours
SPAN 2311	Intermediate Spanish I	3 credit hours
SPAN 2312	Intermediate Spanish II	3 credit hours
KINE 11XX	Kinesiology Activity	1 credit hour

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

In addition, students who have passed all areas of the TASP Test except mathematics may enroll in any lower-level course that does not have a math prerequisite. Conversely, students who have not passed writing but have passed reading and mathematics sections of the TASP Test may enroll in lower-level math courses.

Students who successfully complete the developmental program(s)—usually in the form of developmental courses—prescribed by their academic advisor and fail the retake of their TASP Test may be permitted to enroll in a college-level course approved by the Board in an effort to earn a grade of “B” or better. However, this college-level class must be taken concurrently with the developmental education lab course related to the area of deficiency or with supporting noncourse-based remediation activities including the noncredit-based tutorial courses (i.e., RTC 1000, WTC 1000, and MTC 1000). Students who do not receive a “B” or better in the approved course are advised to retake the college-level course along with a laboratory or tutorial class.

Requirements for Completion of Required Developmental Education Program

A student whose performance is below the standard for tested skill areas on the TASP or other approved test must participate continuously in a developmental program. Continuous participation is defined as being enrolled in and attending as required either course-based developmental education or noncourse-based developmental education activities. Students have completed their developmental education program prescribed by their academic advisor when one of the following conditions have been met:

1. Students who have successfully passed all sections of TASP and who have met the prerequisites of the college-level composition and mathematics courses are considered college-ready and are permitted to enroll in any course in which they meet prerequisites. Prerequisites for English Composition I are (a) a grade of “A” in Basic Writing I, (b) a grade of “A”, “B”, or “C” in Basic Writing II, or (c) placement based on assessment scores. Prerequisites for College Algebra are (a) Intermediate Algebra with a minimum grade of “C” or (b) equivalent as determined by the mathematics assessment test. Currently, however, students may discontinue their developmental activities in reading, writing, and mathematics after successfully passing the TASP Reading Test.
2. Students are considered college-ready if they earn a “B” or better in their area(s) of deficiency in a course approved by the Board after having retaken and failed one or more parts of the TASP Test. As mentioned previously, students may

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pursue the "B" or better option after successfully completing all developmental courses and still not having passed the retake of their TASP Test.

Program Evaluation

The developmental education program at UTB/TSC incorporates formative and summative evaluation to measure its effectiveness. Formative evaluations are those used to improve the effectiveness of the developmental education program. The formative evaluations we have put in place focus on improving the process to lead to increased effectiveness and to make continuous program improvements. Formative evaluations are conducted periodically to maintain program strengths and make improvements. Formative evaluation of the developmental education program includes the following:

1. Incorporating Classroom Assessment Techniques (CATs). Classroom Assessment is designed to improve the quality of students learning. Many instructors of developmental education courses employ a number of simple CATs to get feedback from students on their learning. The CATs have been useful in uncovering gaps in understanding before they become serious impediments to further learning.
2. Comparing the developmental program with benchmark data. The document entitled *Evaluating for Improvement: Self-Study Guidelines for Developmental Education Programs in Texas Public Colleges and Universities* by the National Center for Developmental Education will serve as a guide to evaluate UTB/TSC's developmental education program. The guide, based on the best practices of Texas public colleges and universities judged to be effective in delivering developmental education, provides benchmark data with which to compare our program. A Likert scale is used to assess 14 specific areas, ranging from program structure/organization and characteristics of developmental faculty to tutoring and learning assistance programs. The guide includes questions that the institution is encouraged to consider for improving the effective delivery of the developmental education program.
3. Using professional organization certification process guidelines. The *NADE Self-Evaluation Guides: Models for Assessing Learning Assistance/*

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Developmental Education Programs by the National Association of Developmental Education (NADE) Professional Standards and Evaluation Committee will be used periodically to assess the current status of the developmental program and will assist us in making continuous improvements. Conducting frequent self-evaluations of the developmental education program not only facilitates continued dialog among stakeholders of the program, but it also encourages on-going monitoring of progress and reprioritizing of action plans. This type of evaluation will gain importance as our institution begins its official progress on becoming certified by a nationally recognized Developmental Education entity by Fall 2005.

Summative evaluations have been conducted by individual units offering developmental education courses and noncourse-based activities to determine how well the program is meeting its intended goals. Summative evaluation of the developmental education program includes the following:

1. Program reviews. Program reviews of developmental reading, writing, and mathematics courses are conducted every five years. The program reviews include program overview, current operations, performance data and recommendations for program improvements. In addition, the Director of Developmental Education conducts a holistic annual program review of all developmental education activities.
2. Post-semester reports. At the end of each semester, quantitative data are collected and analyzed to determine program effectiveness. Measures include studies on post-developmental TASP pass rates, performance on departmental final exams and papers, and college-level success of post-developmental students. This information is used to make curricular revisions, to recommend changes in policy, and to enhance the overall quality of the developmental education program.
3. Tracking systems. The Office of Data Management and Reporting and the Director of Developmental Education are developing a tracking system to monitor student performance and measure program effectiveness.

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AMENDMENTS TO THE 1999-00 BUDGET

The following Requests for Budget Changes (RBC's) have been administratively approved as required by the Executive Vice Chancellor for Academic Affairs and are recommended for ratification by the U. T. Board of Regents.

The term "rate" for academic institutions is the full-time nine-month base rate and for health institutions is the full-time twelve-month base rate; for all other personnel it is the full-time rate, the appointee receiving a proportionate amount depending upon the fraction of time for which the individual is appointed and the period of appointment. Source of funds for payment of salaries, unless otherwise shown, is the departmental salaries account.

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
<u>APPOINTMENTS AND PROMOTIONS</u>					
COLLEGE OF SCIENCE, MATH & TECHNOLOGY					
Physical Sciences					
1. Mario C. Diaz (T)					1
From: Associate Professor	09/01-05/31	100	09	48,911	
To: Associate Professor/ Chair	09/01-05/31 09/01-05/31	100 SUPLT	09 09	48,911 8,000	
Computer Information Systems					
2. Blanca Lozano (T)					5
From: Assistant Professor		100	09	39,421	
To: Assistant Professor Program Director	09/01-05/31 09/01-05/31	100 SUPLT	09 09	39,421 800	
COLLEGE OF LIBERAL ARTS					
Modern Languages					
Assistant Professor					
3. Dorothy Boven (T)	09/01-05/31	100	09	37,396	7

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<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SCHOOL OF EDUCATION					
Curriculum and Instruction					
4. Gayle Brogdon (T)					10
From: Associate Professor		100	09	52,536	
To: Associate Professor/	09/01-05/31	100	09	52,536	
Academic Resources	09/01-08/31	SUPLT	12	16,751	
Coord. Certification Officer					

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DEVELOPMENTAL EDUCATIONAL PLAN

The following Developmental Educational Plan for The University of Texas at Dallas has been administratively approved by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents. The Texas Higher Education Coordinating Board rules require each institution to adopt a written plan for the assessment and placement of entering undergraduate students by June 2000. These plans must be approved by the governing board and provided to the Coordinating Board. The initial plans are being submitted to the Board of Regents for approval pursuant to Coordinating Board regulations. It is recommended that the Board authorize the Executive Vice Chancellor for Academic Affairs to approve modifications and amendments to the initial plan.

The University of Texas at Dallas

The Learning Resources Unit of Undergraduate Studies provides Developmental Education for the UTD campus. When undergraduate students first register at UTD, they are immediately TASP liable. If they are not previously either TASP exempt or TASP waived, undergraduate students must take the Quick TASP, TASP, or the Computer TASP examination prior to the beginning of their first semester at UTD. UTD does not accept alternative tests for TASP purposes unless a student accumulates collegiate-level course work during the same semester at the same public institution where the student took an alternative test.

EXCEPTIONAL CIRCUMSTANCES

The only "exceptional circumstances under which students who have not been tested may enroll in college-level course work at UTD are limited to those specified in Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314(a)(2)(A),(B),(C), and (D).

- documented illness, injury or other bonafide emergency which prevents a student from testing;
- diagnosed and documented disability for which reasonable and appropriate accommodations could not be provided by the institution in a timely manner;
- deaf students who arrive on campus without having taken the Stanford Achievement Test prior to enrollment may be allowed to enter school but are required to take the Stanford at the next regularly scheduled offering.
- after all reasonable institutional testing opportunities have passed and additional students, through no fault of their own, have not been tested."

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

ADVISING

The Director of Undergraduate Advising is located in the Office of Undergraduate Studies. The Director of Advising or one of two additional professional advisors advises all students with undeclared majors. Students with declared majors are advised in their respective schools. Professional academic advisors are available in Arts and Humanities, Computer Science and Electrical Engineering, General Studies, Human Development, Management, Natural Sciences and Mathematics, and Social Sciences. The academic advisors are knowledgeable about UTD's majors and support services and are experienced in helping students build sound educational plans. In addition, if the academic advisors need clarification with regard to TASP compliance and Developmental Education, the TASP Liaison Officer is available for assistance.

ENROLLMENT INTO DEVELOPMENTAL EDUCATION

Students who are required to take the TASP examination and do not successfully pass all three sections will be required to register for Developmental Education courses for all areas in which they did not achieve the minimum passing score. Their enrollment in Developmental Education on the UTD campus is required during the first semester that they attend UTD. If at any time during the semester an audit reports a student in violation of this policy, that student will be immediately transferred into the appropriate Developmental Education course and dropped from a collegiate level course that is in the same content area. UTD students must take their Developmental Education on the UTD campus.

PLACEMENT INTO DEVELOPMENTAL EDUCATION COURSES

Developmental Education coursework is designed to build upon existing skills in order to facilitate student success in the core curriculum at UTD. The Developmental Education courses that are offered are as follows:

- DMTH OV93 Fundamentals of Math and Elementary Algebra
- DRDG OV92 Reading for Success
- DWTG OV91 Writing for Success

Students are required to remain in Developmental Education until they pass the TASP examination in the particular content area in which they had previously failed. If students do not pass the TASP examination after one semester of developmental coursework, they re-enroll in the same course, but their assignments are individualized to avoid redundancy. Since "institutions are charged with the responsibility that students not be permitted to enter college-level courses without evidence that they possess the basic skills necessary to have a reasonable chance of success", students are not permitted to be enrolled in "college-level and developmental work in the same content area simultaneously."

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

POLICIES THAT MONITOR STUDENTS' PARTICIPATION AND ATTENDANCE IN DEVELOPMENTAL EDUCATION

Students who are required to enroll in Developmental Education because they have failed one or more parts of the TASP examination are subject to the following policies. Students sign a contract that states they understand class attendance is mandatory and if they are absent and do not follow the procedure in the contract, they will be withdrawn from the University of Texas at Dallas for the semester with no refund. Since the classes are small, instructors can either take attendance themselves or have the students sign an attendance roster. Students are advised when they are in jeopardy of being withdrawn; an attempt is also made to contact their advisor. The Director of Learning Resources reports those students who are not in compliance to the Director of Admissions, and the Director sends a letter to any student who is withdrawn. A copy of the letter is sent to the Undergraduate Dean. Students who are required to be in Developmental Education for TASP purposes may not drop a developmental course unless they pass the TASP examination or they are withdrawing from all university courses for the semester. All drop forms are to be signed by the TASP Liaison Officer.

STUDENT COMPLETION OF REQUIRED DEVELOPMENTAL EDUCATION

In order to complete successfully any required Developmental Education course, students must comply with the mandatory attendance policy, complete assignments, quizzes, and tests with an overall minimum average of 70% in the course or courses in which they are enrolled. Students are then required to re-take the TASP examination. If they fail any part of the TASP examination, students are required to re-enroll in Developmental Education coursework in all content areas of the TASP they have not passed.

PROVISIONS FOR TRANSFERRING STUDENTS

"Students transferring to The University of Texas at Dallas from private or out-of-state institutions must meet TASP requirements (be tested or exempted) prior to being allowed to enroll in any collegiate-level work. Students who transfer with 60 or more accumulated semester credit hours or the equivalent to UTD from a private or out-of-state institution may use transferred courses which are given common course numbers corresponding to courses approved by the Board to satisfy TASP requirements. Students must have earned a course grade of "B" or higher in each of the three skill areas. If not, the student must be tested for the remaining skill areas and must comply with all other TASP requirements." Texas Education Code Section 51.306 (b).

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Students transferring from other public institutions of higher education in the state of Texas must be either TASP exempted or comply with the UTD policies for Developmental Education set forth in this document. Once any student accumulates 60 hours of collegiate-level course work, he or she may not enroll in any upper level courses until all three areas of the TASP examination have either been exempted or passed.

QUALITY AND ACCOUNTABILITY OF THE DEVELOPMENTAL EDUCATION PROGRAM

The Developmental Education Program at The University of Texas at Dallas strives to meet the following standards that are included in the NADE Self Evaluation Guides: Models for Assessing... Developmental Education Programs, edited by the National Association of Developmental Education (NADE) Professional Standards and Evaluation Committee.

Program

- Recognition of the importance of the DEP's contribution to students' academic success is reflected through adequate funding.
- The DEP is responsive to the developmental and demographic profiles of students served.
- The DEP is made available to all students (including special populations) who are identified as needing it, within the constraints of the budget, staff, and mission of the institution.
- The DEP recognizes its role, along with other academic and support areas, in providing positive educational experiences for students.
- The DEP staff who teach developmental courses are knowledgeable about other support services and encourage students to take advantage of them.
- Developmental course offerings are appropriate for the needs and previous academic preparation of students enrolled in the institution.

Content

- A detailed syllabus outlining course objectives, grading procedures and content exists for each developmental course.
- Material in each developmental course is carefully sequenced.
- Accurate course descriptions exist for all developmental courses.
- Course objectives and content for developmental courses are consistent with established learning theory.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Human Resources

- All faculty/staff are qualified on the basis of relevant graduate education or an appropriate combination of education and experience.
- All faculty/staff are proficient in communication, diagnosis, assessment, and evaluation as related to the discipline/skills taught.
- All faculty/staff who hold joint appointments in the developmental program are committed to the philosophy, objectives, and priorities of the program and have qualifications in the discipline of their teaching assignment.
- A mentoring plan exists for part-time teachers, graduate assistants and those new in the field.
- Salary and fringe benefits for all developmental faculty/staff are commensurate with those of similar positions at the institution and in the region.

Facilities

- Adequate classroom and tutoring areas are provided for the developmental courses.
- All facilities are accessible to the physically challenged and in compliance with all relevant federal, state and local health and safety requirements.
- Ancillary facilities such as the library and computer center are easily available.

Legal Responsibilities

- Faculty/staff members are knowledgeable about and responsive to relevant civil and criminal laws related to their role and function in the institution.

Equal Opportunity, Access and Affirmative Action

- Throughout the DEP, both the spirit and the intent of equal opportunity laws are evident.
- The facilities, courses, and services of the DEP are accessible to all day, evening, part-time and full-time students.
- Modifications of the facilities, courses and services within the DEP are commensurate with the assessed needs of the entire student population.

METHODS FOR IMPROVEMENT IN THE EFFECTIVE DELIVERY OF THE DEVELOPMENTAL EDUCATION PROGRAM

The Developmental Education Program at The University of Texas at Dallas strives to meet the following standards that are included in the NADE Self Evaluation Guides: Models for Assessing...Developmental Education Programs, edited by the NADE Professional Standards and Evaluation Committee.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Funding

- Funding is adequate to carry out the DEP's designated mission and goals.
- Available funds are adequate for professional development and staff training for faculty/staff teaching developmental courses.
- Institutional memberships in appropriate professional organizations and subscriptions to professional publications are obtained.
- Funding exists for texts, materials, and audiovisual equipment to supplement classroom activities.
- Funding is adequate to support tutoring programs, labs, and personnel attached to the developmental courses.
- Funding is available to provide individual assistance in developmental courses for students with special needs.

Awareness of Individual Differences

- The DEP provides a resource that enhances institutional awareness of the needs of all students including various cultural and ethnic groups, the physically challenged, and the learning disabled.
- The DEP assists all students, including minority students, the physically challenged, and the learning disabled to identify, prioritize, and meet their educational and developmental needs.
- The DEP facilitates student understanding of unique cultures and heritages.
- The DEP provides assistance to those students whose native language is not English.

Delivery of Courses

- Developmental courses are offered at a variety of times during both daytime and evening hours.
- Developmental classes are not larger than 18 students.
- Developmental courses are taught by properly qualified faculty/staff members.
- Part-time faculty/staff of developmental courses are supervised by a full-time faculty/staff member.
- Regular student assessment is integrated with instruction in the developmental courses.
- Common evaluation standards of students exist among all developmental courses in the same discipline.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

**MECHANISMS AND STANDARDS FOR EFFECTIVENESS EVALUATION OF
UTD'S DEVELOPMENTAL EDUCATION PROGRAM**

- Evaluation data include responses from students, instructors, and other significant contributors.
- Evaluation is an on-going, continuous process.

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AMENDMENTS TO THE 1999-00 BUDGET

The following Requests for Budget Changes (RBC's) have been administratively approved as required by the Executive Vice Chancellor for Academic Affairs and are recommended for ratification by the U. T. Board of Regents.

<u>TRANSFERS OF FUNDS</u>		<u>RBC #</u>
<u>GENERAL REVENUE</u>		
1.	Amount of Transfer: \$121,457	9
From:	The Texas Higher Education Coordinating Board	
To:	Texas Grant Program	
	To record receipt of funds from the Texas Higher Education Coordinating Board to establish the Texas Grant Program.	
2.	Amount of Transfer: \$27,167	10
From:	Utilities	
To:	E&G State Support - Revenue	
	To reduce the General Revenue Appropriation for 2000-01 General Appropriations Act, Article IX, Section 9-11.14 (Vehicles).	
3.	Amount of Transfer \$494,060	14
From:	The Texas Higher Education Coordinating Board	
To:	TARP Advanced Research Coordinating Board Award	
	To adjust TARP award to the actual level of funding by the Coordinating Board.	

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

TRANSFERS OF FUNDS

GENERAL REVENUE (Continued)

RBC #

4.	Amount of Transfer	\$318,550	15
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From: The Texas Higher Education Coordinating Board

To: TATP Advanced Technology Coordinating Board Award

To adjust TATP award to the actual level of funding by the Coordinating Board.

DESIGNATED FUNDS

5.	Amount of Transfer:	\$1,000,000	11
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From: Designated Tuition

To: Academic Excellence Scholarship – Designated

To change source of funding for the Academic Excellence Scholarship.

AUXILIARY ENTERPRISES

6.	Amount of Transfer	\$550,000	12
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From: Waterview V

To: Student Life Annex

To provide funds for Food Service Project.

7.	Amount of Transfer	\$450,000	13
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From: Waterview VI

To: Student Life Annex

To provide funds for Food Service Project.

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FEES AND MISCELLANEOUS CHARGES

Ratification is recommended for the following new fees and miscellaneous charges for the 2000-01 academic year. These fees have been administratively approved by the Executive Vice Chancellor for Academic Affairs.

Laboratory Fees

<u>Course Number</u>	<u>Course Title</u>	<u>Proposed Fee</u>
BIO 4261	Biomolecular Modeling	\$ 30
BIO 4382	Adv. Molecular Biology Lab	30
GEOS 2410	Gemstones	30
GEOS 3432	Introduction to Fossils	30
GEOS 3463	Petrology	30
GEOS 5342	Facies Analysis in Clastic Environments	30
GEOS 5409	Field Trip	30
GEOS 5441	Facies and Stratigraphic Analysis	30
GEOS 5443	Carbonate Sedimentary Environments	30
GEOS 5464	Mineral Resources	30
GEOS 6393	Computational Seismology	30
GEOS 6462	Hydrothermal Ore Deposits	30
PHYS 4112	Advanced Physics Lab	30
PHYS 4373	Physical Measurements Lab	30
TE 3101	Electrical Network Analysis Lab	30

Course Specific Incidental Fees

PHIN 2102	Racquetball II	15
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FEES AND MISCELLANEOUS CHARGES (Continued)

DESIGNATED TUITION

Ratification is recommended for the following designated tuition rate to be effective beginning with the Fall Semester of 2000. The proposed rate increase has been the subject of discussion at a public forum as required by statute and has been administratively approved by the Executive Vice Chancellor for Academic Affairs.

Following Regental approval, the appropriate component catalog will be amended to reflect these new rates.

	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
<u>Per Semester Credit Hour</u>	\$38	\$40	5.26%

DIFFERENTIAL GRADUATE TUITION CHARGES

Ratification is recommended for the following differential graduate tuition charges for the 2000-01 academic year. The fees have been the subject of discussion with representative students and have been administratively approved by the Executive Vice Chancellor for Academic Affairs. A portion of the increase will be used for financial assistance for students impacted by the increase.

Following Regental approval, the appropriate component catalog will be amended to reflect these new rates.

<u>Academic Program</u>	<u>Current Fee</u>		<u>Proposed Fee</u>	
	<u>Resident</u>	<u>Non-Res.</u>	<u>Resident</u>	<u>Non-Res.</u>
All	\$76	\$330	\$80	\$335

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CONTRACTS

The following contract or agreement has been awarded, has been administratively approved by the President (or his/her delegate) and is recommended for ratification by the U. T. Board of Regents.

**NON-INTELLECTUAL PROPERTY-RELATED SPONSORED RESEARCH
AGREEMENT - FOREIGN**

(FUNDS COMING IN)

1. Country: Japan
Grantor: Techno Consultants, Inc.
No.: Research Service Agreement dated November 1, 1999
New Funds: \$27,306
Current Period: Six months starting on date of full payment.
Title/Description: The program is aimed at the research of optimum heat and electricity supply systems using solar pond contributing to the reliability and diversification of electrical power systems. "Generation of Electricity with a Salinity Gradient Solar Pond".

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AFFILIATION AGREEMENT - FOREIGN

The following non-standard affiliation agreement has been administratively approved as to form and content by the Executive Vice Chancellor for Academic Affairs and the Office of General Counsel. The University of Texas at El Paso and the other entity will co-sponsor exchange programs in areas of interest and benefit to both institutions to promote interest in teaching and research activities and to deepen the understanding of economic, cultural and social environments of the respective institutions.

1. Country: Mexico
Facility: Archivo General de la Nacion, Mexico City
Date: Effective November 9, 1999
Purpose: The University of Texas at El Paso and the Archivo General de la Nacion will co-sponsor a program of exchange and collaboration in the areas of historical research and the teaching of archival studies, to the benefit of both institutions.

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DEVELOPMENTAL EDUCATIONAL PLAN

The following Developmental Educational Plan for The University of Texas at El Paso has been administratively approved by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents. The Texas Higher Education Coordinating Board has required each institution to adopt a written plan for the assessment and placement of entering undergraduate students by June 2000. The plan will be submitted to the Coordinating Board for approval. The initial plans are being submitted to the Board of Regents for approval pursuant to Coordinating Board regulations. It is recommended that the Board authorize the Executive Vice Chancellor for Academic Affairs to approve modifications and amendments to the initial plan.

**INSTITUTIONAL DEVELOPMENTAL EDUCATION ACCOUNTABILITY PLAN
THE UNIVERSITY OF TEXAS AT EL PASO (UTEP)**

BACKGROUND

In response to the Texas Higher Education Coordinating Board's (THECB's) policy of October 1999, the Provost at The University of Texas at El Paso assembled a Developmental Education Accountability Plan Task Force to create the institution's Developmental Education Accountability Plan. Chaired by the Associate Vice President for Undergraduate Studies, the task force included representatives from the Academic Advising Center (including the TASP Coordinator), the English and Mathematical Sciences Departments, the Tutoring and Learning Center, the Registrar's Office, the Admissions' Office, and the Student Testing and Assessment Center. UTEP's Developmental Education Accountability Plan has been constructed by a team whose efforts to refine their understanding of best practices is ongoing.

Mirroring the efforts of the Entering Student Program at The University of Texas at El Paso, the Developmental Education Accountability Plan integrates student affairs and academic affairs in the joint goal of successfully moving students through the Developmental Education Program and into college-level course work as efficiently and effectively as possible.

DEVELOPMENTAL EDUCATION PATH

UTEP has a Developmental Education Program that guides students through pre-collegiate, course-based developmental education in Mathematics, Reading, and

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Writing. The Developmental Education Program also includes options offered by the Tutoring and Learning Center in computer-assisted instruction (CAI) and non-course-based instruction. The Developmental Education Program insures that students remain TASP-compliant and that they receive effective instruction designed to facilitate their success on the TASP examination. Entering Students who do not meet the Texas Higher Education Coordinating Board criteria for TASP exemption must take the TASP exam and participate in developmental education. These students fall into one of the following categories:

- Students who have not yet attempted TASP and whose MAPS scores do not meet criteria for enrollment into college-level courses, as set by the Mathematical Sciences and English Departments, must enroll in developmental education. (Note: UTEP uses the MAPS test as the alternative test to TASP, as approved by the THECB. For TASP purposes, the MAPS test can only be taken once; for placement purposes, the MAPS test can be taken more than once.)
- Students who have failed one or more areas of TASP or who do not meet the English and Mathematical Sciences Department prerequisites for enrollment in college-level courses are placed in developmental education.

Presently, UTEP recognizes only the exceptional circumstances as identified in Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314(a) (2) (A), (B), (C), and (D).

Placement in Developmental Education

Students are placed in developmental education as explained in Table 1, Course-Based Developmental Education Placement, and Table 2, Non-Course-Based Developmental Education Placement.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Table 1, Course-Based Developmental Education Placement

TASP AREA	UTEP Developmental Course	Placement Criteria	Completion Criteria
MATH	MATH 0310 Introductory Algebra	<ul style="list-style-type: none"> • Have not taken a math course • Have placement score of 600-612 on MAPS test 	<ul style="list-style-type: none"> • Grade of "S"
MATH	MATH 0311 Intermediate Algebra	<ul style="list-style-type: none"> • Have passed MATH 0310 with a grade of "S" • Have placement score of 613-713 on MAPS test 	<ul style="list-style-type: none"> • Grade of "C" or better
READING	ENGL 0310 Basic Reading and Communication Skills	<ul style="list-style-type: none"> • Have not taken an English course • Have placement score of 113 or less on MAPS test • If placement score exceeds 114 on MAPS test, TASP requirements are satisfied 	<ul style="list-style-type: none"> • Grade of "S"
WRITING	ENGL 0310 Basic Reading and Communication Skills	<ul style="list-style-type: none"> • Have placement score below 311 on MAPS test 	<ul style="list-style-type: none"> • Grade of "S"
WRITING	ENGL 0311 Basic English Composition	<ul style="list-style-type: none"> • Have passed ENGL 0310 with a grade of "S" • Have placement score of 312-318 on MAPS test 	<ul style="list-style-type: none"> • Grade of "C" or better

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Table 2, Non-Course-Based Developmental Education Placement

TASP Area	UTEP Non-Course Based Developmental Education	Placement Criteria	Completion Criteria
MATH	TLC 0024 Computer Assisted Instruction	<ul style="list-style-type: none"> • Failed the TASP after successful completion of Developmental Math courses • Not completed Developmental Math course* 	<ul style="list-style-type: none"> • Completed curriculum • Satisfied attendance policy
READING	TLC 0003 College Reading Skills	<ul style="list-style-type: none"> • Placed into ENGL 0311 but obtained a failing score on reading placement • Not completed Developmental Reading course* 	<ul style="list-style-type: none"> • Grade of "S"
READING	TLC 0013 Bilingual College Reading	<ul style="list-style-type: none"> • ESL students who placed into ESOL 1510 	<ul style="list-style-type: none"> • Grade of "S"
READING	TLC 0025 Computer Assisted Instruction	<ul style="list-style-type: none"> • Failed the TASP after successful completion of Developmental Reading course • Not completed Developmental Reading sequence* 	<ul style="list-style-type: none"> • Completed curriculum • Satisfied attendance policy

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Table 2, Non-Course-Based Developmental Education Placement (Continued)

WRITING	TLC 0017 Bilingual TASP Composition Lab	<ul style="list-style-type: none"> ESL students who placed into ESOL 1306 and ESOL 1309 	<ul style="list-style-type: none"> Grade of "S"
WRITING	TLC 0026 Computer Assisted Instruction	<ul style="list-style-type: none"> Failed the TASP after successful completion of writing course Not completed Developmental Writing sequence 	<ul style="list-style-type: none"> Completed curriculum Satisfied attendance policy
ALL	TLC 0001 College Study Skills	<ul style="list-style-type: none"> First-semester provisionally admitted students (START Program) 	<ul style="list-style-type: none"> Grade of "S"
ALL	TLC 0002 Lab for Extended START Student	<ul style="list-style-type: none"> Second-semester provisional students (START Program) 	<ul style="list-style-type: none"> Grade of "S"
ALL	TLC 0011 Bilingual Study Skills	<ul style="list-style-type: none"> ESL students who placed into ESOL 1810 	<ul style="list-style-type: none"> Grade of "S"
ALL	TLC 0021 SSSP Study Skills	<ul style="list-style-type: none"> First-semester student participants in the Student Support Services Program 	<ul style="list-style-type: none"> Grade of "S"
ALL	TLC 0023 SSSP College Reading/Critical Thinking	<ul style="list-style-type: none"> Second-semester student participants in the Student Support Services Program 	<ul style="list-style-type: none"> Grade of "S"

*Used when the developmental course is closed.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Completion of Developmental Education Program

Completing the Developmental Education Program is closely linked to students passing all components of TASP. A TASP-affected student has completed the required developmental program in Math, Reading, and/or Writing when the following criteria are met:

MATH: a grade of "C" or better in MATH 0311, or
a score of 230 or higher on Math TASP exam, or
a score of "B" or better in a THECB-designated "B" or better course for
Math

READING: a grade of "S" in ENGL 0310, or
a score of 230 or higher on the Reading TASP exam, or
a score of "B" or higher in a THECB-designated "B" or better course for
Reading

WRITING: a grade of "C" or better in ENGL 0311, or
a score of 220 or higher on the Writing TASP exam, or
a score of "B" or better in a THECB-designated "B" or better course for
Writing

Students retake the TASP examination after completing the developmental sequence in the areas of need.

"B" or Better Courses in UTEP's Developmental Education Program

Designated "B" or better courses allow students to meet their TASP requirements by enrolling in college-level courses as specified by the THECB.

"B" or better courses are integrated in UTEP's Developmental Education Program as explained in Table 3.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Table 3, "B" or Better Policy

TATASP Area	Criteria	TASP Satisfied
Deficient in one or more areas (Math, Reading, and/or Writing)	Passing grades in Developmental courses for each area of deficiency	Grade of "B" or better in designated course or passing score on TASP test
Unsuccessful attempt of "B" or better course	Reenrollment in study skills courses for deficient area	Grade of "B" or better in designated course or passing score on TASP test

The following courses are designated "B" or better courses at UTEP:

MATH: MATH 1508

READING: ENGL 2311, ENGL 2312, ENGL 2315, ENGL 2316, HIST 1301, HIST 1302, POLS 2310, POLS 2311, PSYC 1301

WRITING: ENGL 1311, ENGL 1312

MONITORING STUDENTS' CONTINUED PARTICIPATION IN DEVELOPMENTAL EDUCATION

Students' participation in the Developmental Education Program is monitored in the following ways:

- TASP-affected students must enroll and participate in continuous developmental education activities until they fulfill both state and institutional requirements for TASP. Failure to remain TASP-compliant prevents students from earning any college credit hours for the semester.
- Students enrolled in the course-based Developmental Education Program must attend class as scheduled. If a student drops, or is dropped by the instructor before the official deadline for drops and withdrawals, a report is generated listing the "dropped" students and the TASP Coordinator sends a letter informing the student of TASP noncompliance. It is then the student's responsibility to respond and become compliant as directed. If the student fails to do so, the student is withdrawn from all courses for that semester.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

- Students enrolled in the CAI component of the Developmental Education Program must complete 18 hours of CAI. The Tutoring and Learning Center generates a report listing the lab hours that the student has completed (if any). If a student fails to attend the CAI session, the TASP Coordinator sends a letter informing the student of TASP noncompliance. If a student fails to make up deficient time within a designated period of time, the student is withdrawn from all courses for that semester.

TRANSFER STUDENTS

- Students who transfer to UTEP from a Texas public institution must meet TASP requirements prior to enrolling in any college-level course work.
- Students transferring to UTEP from private or out-of-state institutions must meet TASP requirements prior to enrolling in any college-level course work. Students may use transferred courses which correspond to the THECB-approved courses to satisfy TASP requirements. A student must have earned a course grade of "B" or better in each of the three skill areas. Otherwise, the student must be tested for the remaining skill areas and must comply with all other TASP requirements.

ADVISING PROGRAMS

UTEP's Academic Advising Center takes the lead in promoting the advancement and philosophy of advising to enhance student development. The Academic Advising Center prepares each Entering Student (freshman, transfer, and returning) at the University for intellectual, social, and career challenges through collaborative relationships. The following Advising Model has been designed to serve all UTEP students; it specifically addresses all Entering Students who have to meet TASP requirements.

The goals of UTEP's Academic Advising Center are:

To empower students to become self-sufficient through teaching and modeling.

- To listen to students and to accurately assess their needs,
- To provide information on curriculum, University services, and policies and procedures

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

To develop relationships among students, advisors, the UTEP community, and the surrounding area.

- To aggressively track and monitor Entering Students (freshmen, transfer, and returning) in a consistent manner,
- To establish a seamless and effective campus-wide advising and referral process,
- To build upon and improve the overall image and reputation of UTEP in the community and surrounding area

To encourage students to explore opportunities that will maximize their strengths. This environment fosters the freedom for individual students to make well-defined decisions about their lives.

- To ensure students understand the registration process and how to choose courses based upon their short- and long-term goals,
- To provide a student-friendly and supportive environment,
- To establish learning contracts with students that assist them in identifying their potential,
- To provide on-going developmental support to "at-risk" students

To be innovators and active participants in the field of academic advising in order to filter, interpret, and disseminate information to students, the University, and communities locally, regionally, nationally, and internationally.

- To provide well-trained advising professionals to students,
- To actively educate students, campus, and the community on issues in higher education via newsletters, web pages, and e-mail distributions,
- To have a presence on campus and in the community

To continuously collect and analyze data in an effort to understand and improve the effectiveness of the Academic Advising Center's philosophy and delivery of services.

- To determine if existing services as well as policies and procedures promote maximum individual student growth opportunities,
- To deliver state-of-the-art services, determined by individual student needs,
- To encourage campus administration to support the value of quality academic advising,
- To identify and address the critical issues facing students in the near future

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

This comprehensive Advising Model continues with faculty advisors in the student-declared major. Faculty advisors advise students on major and minor area requirements and work with students to complete and approve degree plans.

PROVISIONS FOR AN EFFECTIVE DEVELOPMENTAL EDUCATION PROGRAM

Developmental Math

- Developmental Math faculty monitor results in the Developmental Math courses each year.
- The Mathematical Sciences Department reviews the developmental education curriculum, pass rates, and program effectiveness regularly.
- The Mathematical Sciences Department is increasing contact hours in developmental education in order to improve pass rates.
- Students' attendance in math classes is mandatory. Any student absent 3 days in succession is dropped.
- Developmental Math classes are capped at 30 to allow for faculty-student interaction.
- For Science, Math, and Engineering majors, Developmental Math classes are clustered with an English composition course, either a developmental or a college-level course, and with the University Seminar.
- UTEP has a large bilingual population; consequently, UTEP is piloting MATH 0311 in Spanish in Fall 2000 (language skills may place students lower than need be).

Developmental English Writing and Reading

- Developmental English instructors are required to attend regular training sessions to discuss and apply pedagogical principles appropriate for writing and reading classroom practices.
- Developmental English course syllabi reflect current theory in developmental education.
- ENGL 0311's grading mode is a standard mode (A, B, C, D, F). Even though the grade is not used toward a cumulative GPA, the granting of a grade in the class motivates students to achieve their potential.
- Attendance is mandatory; students out of compliance with this policy are dropped.
- If a student in ENGL 0310 (1) receives an "A" on all essays (including the final exam), (2) has an "A" or very high "B" overall average for the course, (3) has passed

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the writing portion of the TASP, and (4) his/her instructor initiates the waiver process, then the student can be waived into ENGL 1311.

- In Developmental English courses, supplemental tutoring is required for all essays written by students.
- Statistics reflecting pass-fail rates in Developmental English courses are compiled at the end of each academic year.
- TASP-like assignments are included in the Developmental Writing and Reading curricula.
- Goals and measurable objectives for student performance in Developmental English courses are in place.
- A Basic Reading and Communication Skills Committee (ENGL 0310) oversees the Developmental Reading curricula.
- A Basic English Composition Committee (ENGL 0311) oversees the Developmental Writing curricula.
- Computer technology is integrated into the teaching of Developmental English courses through classroom instruction, lab support, and ancillary materials available with adopted textbooks.
- Evaluation and measurement of the Writing and Reading Developmental Education Programs include the following:
 - Study of content and performance correlations between Developmental English and college-level English;
 - Implementation of a system for tracking student performance in college-level English after successfully attempting Developmental English;
 - Tracking of student success in courses in other disciplines taken after completion of developmental education in English;
 - Validity of examinations and major written assignments in Developmental Writing and Reading courses

Tutoring and Learning Center

- CAI Laboratory personnel collaborate regularly with the TASP Coordinator to insure students are TASP-compliant.
- Tutoring and Learning Center personnel participate actively in curricula related to developmental education.
- Writing, Reading, and Math Lab personnel regularly participate in professional development activities, including workshops conducted by English Department

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

faculty members, participation in English Department faculty development seminars, and attendance at regional and national developmental education conferences.

Accountability

The TASP component of the Academic Advising Center monitors, reports, and tracks the following regarding TASP requirements.

- The number of students who entered the developmental program during the year because of TASP or MAPS.
- The grade distribution in developmental education courses each term and by type of instruction.
- The percentage of students successfully completing the TASP who participated in developmental education.
- The TASP pass rate for students passing developmental education courses.
- The TASP pass rate for students earning a "B" or better in an appropriate TASP course.

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OTHER FISCAL ITEMS

EMPLOYMENT AGREEMENTS

The following agreement has been awarded, has been approved by the Executive Vice Chancellor for Academic Affairs, and is recommended for ratification by the U. T. Board of Regents. Such employment under this agreement is subject to the Constitution and Bylaws of the National Collegiate Athletic Association, any intercollegiate athletic conference of which The University of Texas at El Paso is a member, and the Rules and Regulations of the Board of Regents of The University of Texas System and The University of Texas at El Paso. The violation of the provisions of such constitution, bylaws, rules or regulations shall be grounds for suspension without pay or dismissal.

1. Item: Head Men's Basketball Coach
Funds: \$120,000 annually
Period: September 10, 1999 through August 31, 2005
Description: Agreement for employment of Head Men's Basketball Coach, Jason H. Rabedeaux, for the above-designated period following the standard coach's employment contract prepared by the Office of General Counsel.

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DEVELOPMENTAL EDUCATIONAL PLAN

The following Developmental Educational Plan for The University of Texas – Pan American has been administratively approved by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents. The Texas Higher Education Coordinating Board rules require each institution to adopt a written plan for the assessment and placement of entering undergraduate students by June 2000. These plans must be approved by the governing board and provided to the Coordinating Board. The initial plans are being submitted to the Board of Regents for approval pursuant to Coordinating Board regulations. It is recommended that the Board authorize the Executive Vice Chancellor for Academic Affairs to approve modifications and amendments to the initial plan.

OVERVIEW

The developmental education program at the University of Texas-Pan American integrates student services and academic components designed to expedite the student's journey from developmental education to college level courses.

UTPA has in place the following steps for completing Texas Education Code Section 51.306 requirements:

- ◆ The application process: taking required placement tests and submitting scores;
- ◆ Advisement: attending mandatory advisement sessions;
- ◆ Course-Based Developmental Education and Non-Course-Based Developmental Education;
- ◆ Continuous participation in developmental education for students who have not met TASP requirements
- ◆ Completion of developmental programs upon fulfillment of criteria established by the Math Department, by the English Department, and by the Learning Assistance Center.

DEVELOPMENTAL EDUCATION REQUIREMENTS

To meet the requirements of Texas Education Code Section 51.306, UTPA has in place Course-Based Developmental Education (CBDE) and Non Course-Based Developmental Education (NCBDE). The two paths ensure that students remain TASP compliant and that they receive effective instruction designed to facilitate their success on TASP.

Entering freshmen who do not meet THECB criteria for TASP exemption must take the TASP exam and participate in developmental education based on the following criteria:

- ◆ Students who have not yet attempted TASP and whose ACT scores do not meet criteria for enrollment in college level courses set by the Mathematics and English Departments must enroll in appropriate CBDE or NCBDE.

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- ◆ Students who have failed one or more areas of TASP or who do not meet English and Math Department prerequisites for enrollment in college level courses are placed in CBDE or NCBDE.

In addition to the situations specified in Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314(a)(2)(A),(B),(C), and (D), UTPA recognizes the following exceptional circumstances that permit students to enroll in college-level coursework without TASP scores:

- ◆ Out-of-state students who arrive on campus within one week of the first day of class must attend orientation and must test at the next available test date (Quick TASP scheduled by the University Testing Office.)
- ◆ Students certified as hearing impaired who arrive on campus without having taken the Stanford Achievement Test prior to enrollment may be allowed to enter school but are required to take the Stanford at the next regularly scheduled offering.

Students are placed in **CBDE** as explained in Table 1.

TASP Area	UTPA CBDE	Enrollment criteria	Exit Criteria
Math	Math 1300 Elementary Algebra	<ul style="list-style-type: none"> ▪ for students whose Math ACT score is below 15 and who have not yet attempted the TASP Math exam; ▪ for students whose Math ACT score is below 15 and whose TASP Math score is below 230. 	Grade of C or better
Math	Math 1334 Intermediate Algebra	<ul style="list-style-type: none"> ▪ for students whose Math ACT score is from 15-19 and who have not yet attempted the TASP Math exam; ▪ for students whose Math ACT score is below 20 and whose Math TASP score is 230-259.* ▪ for students who have passed Math 1300 and whose Math TASP score is below 260.* 	Grade of C or better
Writing	English 1320 Basic Writing	<ul style="list-style-type: none"> ▪ for students whose English ACT score is below 24 and who have not yet attempted the TASP Writing exam; ▪ for students whose Writing TASP score is below 240.* 	Grade of P (Pass) Or Score of 240 on TASP Writing during the semester student is enrolled in English 1320
Reading	English 1310 Reading and Vocabulary	<ul style="list-style-type: none"> ▪ for students whose combined English and Reading ACT scores total less than 34 and who have not yet attempted the TASP Reading exam; ▪ for students whose Reading TASP score is below 230. 	Grade of P (Pass) Or Score of 230 on TASP Reading during the semester student is enrolled in English 1310

*TASP score is based on departmental "passing" standard

Table 1

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Students are placed in NCBDE as shown in Table 2.

TASP Area and UTPA NCBDE	Enrollment criteria	Exit Criteria
MATH		
Math Laboratory 1: Computer-Assisted Instruction	<ul style="list-style-type: none"> ▪ for students who have never enrolled in Math CBDE whose Math TASP score is less than 200 ▪ for students with no Math TASP score and whose Math ACT is below 15 on the MACT ▪ for students who were unable to enroll in other NCBDE 	Satisfactory completion of CAI curriculum and lab attendance requirements
Math Laboratory 2: intermediate algebra	<ul style="list-style-type: none"> ▪ for students who have failed Math 1300 ▪ for students whose Math TASP score is 200-229 and Math ACT is below 15 ▪ for students who completed the CAI curriculum but have not yet passed the TASP Math exam 	Satisfactory completion of lab curriculum and lab attendance requirements
Math Laboratory 2: college algebra	<ul style="list-style-type: none"> ▪ for students who passed Math 1300 and/or failed Math 1334 ▪ for students whose Math TASP score is 200-229 ▪ for students whose Math ACT score is 15-19 	Satisfactory completion of lab curriculum and lab attendance requirements
Math Laboratory 3	<ul style="list-style-type: none"> ▪ for students who have passed Math 1300 and Math 1334 with a grade of C or better, who have not yet passed the TASP Math exam* ▪ for students whose Math ACT is greater than 19 who have not yet passed the TASP Math exam 	Satisfactory completion of lab curriculum and lab attendance requirements
WRITING		
Writing Laboratory 1: Computer-Assisted Instruction	<ul style="list-style-type: none"> ▪ for students who should be in CBDE (Writing TASP score below 200) but who were unable to enroll in English 1320 or other NCBDE 	Satisfactory completion of CAI curriculum and lab attendance requirements
Writing Laboratory 2	<ul style="list-style-type: none"> ▪ for students whose Writing TASP score is 200-219 but who have not passed English 1320; ▪ for students who completed the CAI curriculum but have not yet passed the TASP Writing exam 	Satisfactory completion of lab curriculum and lab attendance requirements
Writing Laboratory 3	<ul style="list-style-type: none"> ▪ for students who have passed English 1320, but have not yet passed the TASP Writing exam* 	Satisfactory completion of lab curriculum and lab attendance requirements
READING		
Reading Laboratory 1: Computer-Assisted Instruction	<ul style="list-style-type: none"> ▪ for students who should be in CBDE (Reading TASP score below 200) but who were unable to enroll in English 1310 or other NCBDE 	Satisfactory completion of CAI curriculum and lab attendance requirements
Reading Laboratory 2	<ul style="list-style-type: none"> ▪ for students whose Reading TASP score is 200-229 and have not passed English 1310 ▪ for students who completed the CAI curriculum but have not yet passed the TASP Reading exam 	Satisfactory completion of lab curriculum and lab attendance requirements
Reading Laboratory 3	<ul style="list-style-type: none"> ▪ for students who have passed English 1310, but have not yet passed the TASP Reading exam* 	Satisfactory completion of lab curriculum and lab attendance requirements

*See Table 3 for "B" or Better exceptions

**Table 2
DEVELOPMENTAL EDUCATIONAL PLAN (Continued)**

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Provisions for Monitoring Participation in CBDE or NCBDE

The student's participation in required CBDE or NCBDE is monitored in the following ways:

- ◆ TASP affected students must enroll and participate in continuous developmental education activity until they fulfill both state and institutional requirements for TASP clearance. Failure to remain TASP compliant prevents students from earning any college credit hours for the semester.
- ◆ Students enrolled in CBDE must attend class as scheduled. If a student drops, or is dropped by the instructor before the official, published deadline for drops and withdrawals, the Office of Admissions generates a report listing the "dropped" students and the TASP Coordinator sends a letter informing the student of TASP noncompliance. It is then the student's responsibility to respond and come into compliance as directed. If the student fails to do so, the student is then withdrawn from all courses for that semester.
- ◆ Students enrolled in NCBDE must attend as scheduled by the Lab Supervisor. If a student fails to attend, the TASP Coordinator sends a letter informing the student of TASP noncompliance. The Office of Admissions generates a report listing the lab hours that the student has completed (if any) and a copy is sent to each Lab Supervisor for verification. If a student fails to make up deficient time within a designated period of time, the student is then withdrawn from all courses for that semester. If an extenuating or legitimate reason exists, the student may be reinstated into all classes on the condition that all TASP requirements have been met.

Requirements for Completion of Developmental Education

A TASP-affected student has completed the required developmental program when the following criteria are met:

- | | |
|----------|---|
| Math: | a grade of C or better in Math 1334, or
a score of 260 or higher on the Math TASP exam, or
a score of "B" or higher in a THECB-designated "B" or better course for Math |
| Writing: | a grade of P in English 1320, or
a score of 240 or higher on the Writing TASP exam, or
a score of "B" or higher in a THECB-designated "B" or better course for Writing |
| Reading: | a grade of P in English 1310, or
a score of 230 or higher on the Reading TASP exam, or
a score of "B" or higher in a THECB-designated "B" or better course for Reading |

"B" or Better Courses in UTPA's Developmental Education Program

Designated "B" or better courses allow students with TASP deficiencies in specific academic areas to meet their TASP requirements by enrolling in college-level courses in the same area of the deficiency(ies).

"B" or better courses are integrated in UTPA's developmental education plan as explained in Table 3.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

TASP status	Prerequisites for enrollment in B or better courses	Additional required developmental education	TASP clearance in designated area
Deficiency in more than one TASP area	Passing score(s) in designated CBDE for area(s) of deficiency required prior to enrollment in "B" or better course	CBDE or NCBDE in an area of deficiency (different area recommended)	Grade of B or higher in designated B or better course-or passing TASP score in designated area
	No previous DE activity required because of ACT scores: Math: 20+ Writing: 24+ Reading: 34+ combined English and Reading	CBDE or NCBDE in an area of deficiency (same area recommended)	Grade of B or higher in designated B or better course or passing TASP score in designated area
Deficiency in only <u>one</u> TASP area with no previous attempts at a "B" or better course	Passing score in CBDE in area of deficiency	NCBDE recommended (but not required)	Grade of B or higher in designated B or better course or passing TASP score in designated area
Unsuccessful (graded) attempt of a "B" or better course(s) at UTPA or another institution	Compliance with UTPA's previous CBDE/NCBDE policies or other institution's CBDE/NCBDE policies	CBDE or NCBDE in an area of deficiency (same area recommended)	Grade of B or higher in designated B or better course or passing TASP score in designated area

Table 3

The following UTPA courses are designated "B" or better courses:

Reading: HIST 2313, HIST 2314, POLS 2313, POLS 2314, PSY 1310, ENG 2305, ENG 2307, ENG 2303

Math: MATH 1321, MATH 1322, MATH 1340, MATH 1356, MATH 1357, MATH 1358, MATH 1360, MATH 1370, MATH 1401, MATH 1402

Writing: ENG 1301, ENG 1302

In exceptional circumstances, students may be permitted to enroll in "B" or better courses without meeting the criteria specified in Table 3. In these circumstances, students must obtain written recommendations from two or more faculty members, written clearance from the appropriate department chair(s), written clearance from the appropriate academic dean(s).

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Transfer students

- ◆ Students transferring to UTPA from private or out-of-state institutions must meet TASP requirements prior to enrolling in any college level coursework. Students may use transferred courses which correspond to THECB-approved courses to satisfy TASP requirements. A student must have earned a course grade of "B" or higher in each of the three skill areas. Otherwise, the student must be tested for the remaining skill areas and must comply with all other TASP requirements.
- ◆ Students who transfer to UTPA from a Texas public institution must meet TASP requirements prior to enrolling in any college level course work. Students having completed some or all developmental requirements will be accepted if the Office of Admissions & Records determines its equivalency to UTPA developmental courses (unofficial evaluation at orientation).
- ◆ Transfer courses approved by the THECB as "B" or better courses may be used to satisfy TASP requirements as presented in Table 3 above.

ADVISING PROGRAMS

UTPA's comprehensive advising program provides support for students at all levels of their undergraduate program.

UTPA's Learning Assistance Center (LAC) and Counseling/Advisement Center (C/AC), both components of Student Support Services, offer the following categories of advisement:

INFORMATIVE ADVISEMENT: At orientation for entering freshmen, Counseling/Advisement Center staff advisors review and explain the following information:

- ◆ necessary documentation for placement and TASP compliance
- ◆ provisional admission policies
- ◆ subject and course numbering
- ◆ length of semesters and sessions
- ◆ class load
- ◆ University Catalog
- ◆ letter grade/point value
- ◆ level of academic status/GPA criteria
- ◆ core requirements (48 hrs)
- ◆ understanding and using the tentative University class schedule
- ◆ sample class schedule
- ◆ tentative class schedule sample
- ◆ Registration Worksheet (Fall/Spring/Summer Sessions)
- ◆ telephone, web and terminal registration

DEVELOPMENTAL ADVISEMENT: First semester entering freshmen who have not passed all sections of TASP are required to meet with a Counseling/Advisement Center staff advisor.

DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

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First semester entering freshmen who are TASP complete are encouraged but not required to discuss the following with a Counseling/Advisement Center academic advisor:

- ◆ Referrals
- ◆ Study Skills
- ◆ Life Management Skills
- ◆ Tutorial Services
- ◆ Counseling Services
- ◆ Developmental Student Specialist for their college
- ◆ Student Educational Planning Survey

PRESCRIPTIVE ADVISEMENT: Second-semester students are encouraged but not required to arrange a session with the Counseling/Advisement Center academic advisor to review the following:

- ◆ Career Exploration
- ◆ Services available through the University Retention Advisement Program (URAP)
- ◆ Academic status
- ◆ Referrals to other campus departments

OTHER ADVISEMENT: Counseling/Advisement Center services are also available in the following areas:

- ◆ Students who are not TASP-cleared
- ◆ Academic Probation
- ◆ Academic Suspension
- ◆ Degree plans for veterans with fewer than 60 college credit hours
- ◆ Concurrent Enrollment
- ◆ Transfer students
- ◆ Stop Outs (non-returning students in good standing)
- ◆ Provisional Enrollment Program (PEP) students
- ◆ Prospective students (first time entering and returning)
- ◆ International students

The comprehensive advisement program continues with faculty advisors in the student-declared major. Faculty advisors advise students on major and minor area requirements and work with students to complete and approve degree plans.

PROVISIONS FOR MAINTAINING AN EFFECTIVE DEVELOPMENTAL EDUCATION PROGRAM

Developmental Math

- ◆ Developmental math faculty monitor results in the math developmental courses each year.
- ◆ A departmental committee (open to all faculty) is led by an elected department faculty member who serves a 2-year term. It is the responsibility of this individual to lead the department toward more effective delivery methods in its developmental course program.
- ◆ Currently, the committee is considering implementing several changes in its delivery approach in the math developmental course program. The changes include but are not limited to the following:
 - using more technology to assist the instructors in their delivery approach

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

- streamlining the curriculum to include only those topics that are essential elements to the students' needs
- moving away from the "spiraling" delivery method to a more "block building" delivery approach
- increasing contact hours in developmental education (most likely in Intermediate Algebra) in order to improve pass rates.
- ◆ Pass rates, program effectiveness, and necessary revisions to the curriculum are reviewed periodically by faculty and designated committees.

Developmental Writing and Reading

- ◆ Regular and frequent training sessions are held for developmental English instructors.
- ◆ Developmental English course syllabi reflect current theory in developmental education.
- ◆ Statistics reflecting pass-fail rates in English developmental courses are compiled at the end of each major grading period.
- ◆ TASP-like assignments (objective items and essays) are included in the developmental writing and reading curricula,
- ◆ Goals and measurable objectives for student performance in English developmental courses are currently being formulated.
- ◆ Developmental English instructors are monitored routinely by the Coordinator for Developmental English.
- ◆ Developmental English instructors are required to attend regular training sessions to discuss and apply pedagogical principles appropriate for writing and reading classroom practices.
- ◆ One or more department administrators evaluate developmental English instructors each semester.
- ◆ Two standing committees, a Basic Reading Committee and a Fundamentals of English Committee, oversee the Developmental English curricula.
- ◆ Developmental English syllabi are currently being revised to integrate "strands" which have been included in the core curriculum implemented in Fall 1999.
- ◆ Plans for the 2000-2001 AY and following include having instructors attend training sessions in pedagogical principles that reflect these strands.
- ◆ Computer technology is integrated into the teaching of development English courses through lab support and through ancillary materials available with adopted textbooks.
- ◆ Plans for program improvement include the following:
 - a program for observing and discussing instructors' classroom presence,
 - a mid-term, informal, anonymous evaluation by students that will encourage instructors to make changes in teaching styles or other aspects of the course before the term ends.
- ◆ Evaluation and measurement of the Writing and Reading Developmental Education Programs includes the following:
 - study of content and performance correlations between developmental English and college level English;
 - implementation of a system for tracking student performance in college level English after successfully attempting developmental English;
 - tracking of student success in courses in other disciplines taken after completion of developmental education in English;
 - validity of examinations and major written assignments in developmental writing and reading courses.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Learning Assistance Center

- ◆ Writing, Reading, and Math Lab personnel collaborate regularly with faculty in Math and English Departments to ensure optimal coordination between classroom instruction and lab support.
- ◆ Learning Assistance Center personnel participate actively in the development of Math and English Department curricula related to developmental education.
- ◆ Writing, Reading, and Math Lab personnel regularly participate in professional development activities, including workshops conducted by English Department faculty members, participation in English Department faculty development seminars, and attendance at regional and national developmental education conferences.

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AMENDMENTS TO THE 1999-00 BUDGET

The following Requests for Budget Changes (RBC's) have been administratively approved as required by the Executive Vice Chancellor for Academic Affairs and are recommended for ratification by the U. T. Board of Regents.

The term "rate" for academic institutions is the full-time nine-month base rate and for health institutions is the full-time twelve-month base rate; for all other personnel it is the full-time rate, the appointee receiving a proportionate amount depending upon the fraction of time for which the individual is appointed and the period of appointment. Source of funds for payment of salaries, unless otherwise shown, is the departmental salaries account.

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
<u>APPOINTMENTS AND PROMOTIONS</u>					
GENERAL ADMINISTRATION					
VICE PRESIDENT FOR ACADEMIC AFFAIRS					
COLLEGE OF BUSINESS ADMINISTRATION					
Economics, Finance and General Business					
1. Gilberto Cardenas (T)					19
From: Professor		100	09	69,781	
To: Professor	9/1-5/31	100	09	69,781	
Assistant Vice President for International Programs	6/1-8/31	SUPLT	03	20,000	

Assigned Assistant Vice President for International Programs (summer supplement)

Source of Funds:

\$ 69,781	- Economics, Finance and General Business
<u>20,000</u>	- International Studies
<u>\$ 89,781</u>	- Total

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
COLLEGE OF ARTS and HUMANITIES					
Modern Languages and Literature					
2. Hector R. Romero (T)					20
From: Chair/Professor		100	09	70,000	
To: Chair/Professor	9/1-5/31	100	09	70,000	
Dept Chair (Adm. Duties)	6/1-8/31	SUPLT	03	9,722	

Source of Funds:

\$ 70,000 - Modern Languages and Literature - Fac
9,722 - Modern Languages and Literature - DOE
\$ 79,722 - Total Salary

English

3. Lee T. Hamilton (T)					21
From: Chair/Associate Professor		100	09	52,312	
Chair/Associate Professor		SUPLT	09	2,000	
To: Associate Professor	9/1-5/31	100	09	52,312	

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
COLLEGE OF ARTS & HUMANITIES (Continued)					
English, History & Philosophy					
4. Michael K. Weaver (T)					22
From: Associate Professor		100	09	43,330	
Interim Chair		SUPLT	09	2,000	
(History & Philosophy)					
To: Associate Professor	9/1-5/31	100	09	43,330	
Interim Chair	9/1-5/31	SUPLT	09	2,000	
(History & Philosophy)					
Interim Chair (English)	1/1-5/31	SUPLT	09	2,500	

Source of Funds:

\$ 43,300	- History and Philosophy
2,000	- History and Philosophy
<u>2,500</u>	- English
<u>\$ 47,800</u>	- Total Salary

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
COLLEGE OF SOCIAL and BEHAVIORAL SCIENCES					
Sociology					
5. Robert Maril (T)					23
From: Chair/Professor		100	09	68,000	
Chair/Professor		SUPLT	09	2,000	
To: Chair/Professor	9/1-5/31	100	09	68,000	
Chair/Professor	9/1-5/31	SUPLT	09	2,000	
Dept. Chair (Adm. Duties)	6/1-8/31	SUPLT	03	5,666	

Source of Funds:

\$ 68,000	- Sociology
2,000	- Sociology
5,666	- Sociology - DOE
<u>\$ 75,666</u>	- Total Salary

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN
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THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN
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DEVELOPMENTAL EDUCATIONAL PLAN

The following Developmental Educational Plan for The University of Texas of the Permian Basin has been administratively approved by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents. The Texas Higher Education Coordinating Board rules require each institution to adopt a written plan for the assessment and placement of entering undergraduate students by June 2000. These plans must be approved by the governing board and provided to the Coordinating Board. The initial plans are being submitted to the Board of Regents for approval pursuant to Coordinating Board regulations. It is recommended that the Board authorize the Executive Vice Chancellor for Academic Affairs to approve modifications and amendments to the initial plan.

Administration of TASP

1. All undergraduate students, except those exempted in Texas Education Code, Section 51.306 and Coordinating Board rules must take the TASP exam unless specified below.
2. Students who transfer to UTPB from an accredited college outside of Texas with a "B or better" in courses equivalent to "B or better courses" identified by the Coordinating Board to use the transfer courses for meeting the TASP requirement.
3. The University will schedule and publicize a TASP or quick TASP immediately before freshman orientations. When appropriate a housing option for students who might need to take the exam before the July orientation will be available.
4. The University will also identify new admissions who have not taken the TASP and send them special invitations to these administrations of the exam.
5. The University will show TASP scores in a clear and consistent way on admissions files so that it is easy for faculty advisors to tell TASP problems.
6. Once a student has received a grade of "S" in a UT Permian Basin developmental 0399 course, the student must take the TASP again. If the student fails the TASP again, the student may try to take a course for "B or better" if they choose or return to taking the appropriate developmental courses. A student may not register for a "B or better" course until they have received a grade of "S" for the appropriate developmental course.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Administration of TASP (Continued)

7. A TASP liable student must register for all appropriate developmental courses before registering for other classes. A TASP liable student may not register for courses for which "B or better" courses are prerequisites.
8. All students in developmental courses and all students admitted on a conditional or provisional basis will be assigned to designated supplemental advisors. The students must have the signature of the supplemental advisor before registering for classes. Students would remain under the supervision of the supplemental advisor until they have completed all TASP requirements and all conditions on their admissions.
9. No TASP liable student may take more than twelve upper-level hours until they have passed the TASP.
10. No TASP liable student may take any upper level hours the completion of which would give him/her 59 or more total credit hours.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

The Nature and Grading of Developmental Courses

1. All remediation will be conducted through developmental courses including self-paced courses. Current tutorial programs shall be structured as a self-paced course.
2. All developmental courses shall be competency-based courses. Each will have diagnostic exams or a series of exams students may take at anytime. As a diagnostic instrument, the exam should help the student identify strengths and weaknesses and to see progress in gaining the competencies needed to pass the TASP and succeed at collegiate level work in the discipline. The exact nature of the diagnostic instruments will be determined by the faculty in the discipline.
3. Developmental courses may be offered as either structured, partially self-paced, or self-paced courses. All developmental courses, regardless of the mode of instruction, shall be graded as pass/fail self-paced courses. There will be four semester grades the students may earn in the course. They are:

S-Satisfactory. This grade will be given when the student has successfully demonstrated mastery of the skills needed for collegiate work on the diagnostic exams. Passage of the TASP would warrant a satisfactory grade in Reading and Math. Scores sufficient for placement in ENGL 1301 would be needed in Writing regardless of whether the TASP was passed.

Z-Acceptable Progress. The student has not successfully mastered the skills of the course, but is making progress in mastering the material. It is envisioned that this grade would be given to students who are conscientiously working on mastering the course material.

U-Unsatisfactory. The student is not making any progress toward mastering the material. Generally, this would be because of a lack of sufficient effort to learn. A grade of "U" will impact student's semester grade point average in the same way an "F" would.

W-Withdrawn.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

The Nature and Grading of Developmental Courses (Continued)

Each developmental course shall establish attendance requirements with a minimum of 3 class or contact hours per week being the norm. The instructor may establish procedures and standards for approved absences as long as no students will have less than 35 class or contact hours during the semester. Students who fail to meet the attendance requirements for a developmental course **will be withdrawn from all classes.** Appeal of this withdrawal will follow normal academic appeals procedures.

A student earning a Z or U will register for developmental education each term until an "S" is earned or they pass the TASP.

4. The P.A.S.S. Office will have as one of its functions serving as The University's developmental reading center.
5. Developmental classes should be scheduled to minimize conflicts with other courses, particularly general education courses, students in the developmental courses regularly take concurrent with the developmental courses.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Assessment and Accountability

TASP remediation shall be an annual performance measure of The University and each of the developmental education centers (Reading, Writing, and Math). Annual reports for Reading, Writing, and Math remediation would be produced by the TASP Officer showing:

- The number of students who entered the developmental program during the year because of TASP or local placement exams.
- The grade distribution in developmental education courses each term and by type of instruction.
- The percentage of students successfully completing developmental education who retook the TASP.
- The TASP pass rate for students earning an "S" in developmental education.
- The number of students who earned an "S" in developmental education who made a "B or better" in appropriate TASP courses.

The Centers with low success rates will be asked to develop plans for improving the pass rates.

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AMENDMENTS TO THE 1999-00 BUDGET

The following Request for Budget Change (RBC) has been administratively approved as required by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents.

TRANSFERS OF FUNDS
LERR APPROPRIATIONS

RBC #

1.	Amount of Transfer:	\$320,900
From:	LERR Allocation	
To:	Founders Renovations	\$210,900
	Mesa Renovation for Computer Lab	\$110,000

1

To reallocate PUF funds approved for the Library, Equipment, Repair and Rehabilitation (LERR) projects to fund two renovation projects. The Founders Renovations includes ADA work, roof, fire alarm HVAC and changes necessary to move Physical Plant into this building and vacate the Art Facility. The Mesa facility is undersized for the current computer science program and the special air conditioning needs of a computer system require special space be renovated for this program.

Both of these renovation projects were budgeted out of General Revenue (GR) in this fiscal year. Because the Attorney General's recent ruling prevents GR from being used for renovation the LERR funds will be reallocated to the renovation projects. The LERR projects (books, lab equipment and computer upgrades) will be funded from GR.

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DEVELOPMENTAL EDUCATIONAL PLAN

The following Developmental Educational Plan for The University of Texas at San Antonio has been administratively approved by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents. The Texas Higher Education Coordinating Board has required each institution to adopt a written plan for the assessment and placement of entering undergraduate students by June 2000. The plan will be submitted to the Coordinating Board for approval. The initial plans are being submitted to the Board of Regents for approval pursuant to Coordinating Board regulations. It is recommended that the Board authorize the Executive Vice Chancellor for Academic Affairs to approve modifications and amendments to the initial plan.

**SPRING, 2000
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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

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TAB 1 TASP Sequence

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APPENDIX

The University of Texas at San Antonio Developmental Plan Checklist

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

One of the goals of The University of Texas at San Antonio is to help undergraduate students achieve academic success so they can graduate and make significant contributions to their communities and the broader society. Because this goal necessitates ensuring that UTSA students are adequately prepared to complete college-level work, UTSA views its developmental education program as a critical component of undergraduate education.

This Developmental Education Plan was prepared by The University of Texas at San Antonio Developmental Plan Taskforce. Members are:

Mr. John Wallace, Chair, Tomás Rivera Center
Dr. Rosalie Ambrosino, Associate Vice President for Undergraduate Studies, Office of the Provost and Vice President for Academic Affairs
Dr. Larry Williams, Associate Dean, College of Sciences and Engineering
Dr. Patti Glenn, Director, Tomás Rivera Center
Dr. Linda Woodson, Professor and Director, Division of English, Classics, Philosophy, and Communications, College of Fine Arts and Humanities
Dr. Dorothy Flanagan, Associate Dean, College of Social and Behavioral Sciences
Dr. Michael Ryan, Director of Academic Assessment, Office of the Provost and Vice President for Academic Affairs
Dr. Terry Leal, Executive Director, Institutional Analysis
Ms. Jolene Reynolds, Program Coordinator, Testing Services
Ms. Karen Roth, Reading and Writing Specialist, Tomás Rivera Center

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

OVERVIEW

The purpose of The University of Texas at San Antonio's Developmental Education Plan is to delineate the policies, procedures and instruction which will successfully prepare developmental students for college-level work.

I. PHILOSOPHY

The University of Texas at San Antonio's Developmental Education Plan will ensure that students with assessed deficiencies in reading, mathematics or writing will receive appropriate developmental education so that they may:

- Re-take and pass the relevant sections of the TASP test and
- Perform satisfactorily in college-level coursework

The goal of the UTSA Developmental Education Plan is to prepare students for college-level work. Passing the re-take of the TASP becomes a secondary objective. All developmental coursework (course based, non-course based, computer assisted/other) will be conducted with this goal in mind. Therefore, students with assessed deficiencies will remain in UTSA's Developmental Education Program until they successfully complete UTSA's developmental education sequence and pass the re-take of the TASP and are prepared for college-level work.

II. ROLES AND RESPONSIBILITIES

Associate Vice President for Undergraduate Studies

The Associate Vice President for Undergraduate Studies will:

- Serve as the TASP Liaison for The University of Texas at San Antonio
- Oversee the development, implementation, and assessment of the UTSA Developmental Education Plan
- Appoint members to the UTSA Developmental Education Plan Taskforce and appoint a chairperson
- Coordinate developmental education courses and services
- Prepare an annual report on the effectiveness of developmental education to the Provost

Director, Tomás Rivera Center

The Director of the Tomás Rivera Center will:

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- Serve as the TASP Coordinator of The University of Texas at San Antonio
- Ensure compliance with state TASP requirements
- Ensure that TASP training is provided for all UTSA academic advisors
- Oversee the provision of academic advising for all freshman, both in academic core curriculum requirements and TASP requirements
- Ensure appropriate placement of students in developmental courses

Academic Units

Academic units will:

- Ensure that qualified and trained instructors are assigned to teach developmental courses
- Ensure that academic advisors follow the UTSA Developmental Education Plan in advising students
- Provide input into the UTSA Developmental Education Plan
- Ensure that the quality and effectiveness of developmental courses are assessed and reported annually to the UTSA TASP Liaison and Provost

Testing Services

Testing Services will:

- Be responsible for administering TASP and alternative TASP tests at UTSA.
- Ensure accurate reporting of test results to appropriate advising units

Office of Admissions and Registrar

Office of Admissions and Registrar will:

- Record appropriate TASP information from students' transcripts into student record system
- Inform admitted students of TASP requirements

III. THE TASP SEQUENCE

A. TASP sequence

As a general rule, students who require developmental education will follow the sequence shown in Tab 1. This sequence is:

1. Take a test for TASP purposes (TASP or an approved alternative test)
2. If the student passes all three parts, his/her TASP obligation is complete
3. If a student does not pass all three parts, he/she will be advised to register for the appropriate developmental classes

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4. Upon successful completion of all required developmental classes, the student may re-take the appropriate areas of the TASP test
5. If the student passes all areas of the TASP test retake, his/her TASP obligation is complete
6. If the student does not pass all areas of the TASP test, he/she may attempt a B-or-better class
7. If the student attempts a B-or-better class and receives a grade of B-or-better, he/she has satisfied that part of the TASP
8. If the student attempts a B-or-better class and receives a grade of "C" or less, he/she will be advised to continue in a suitable/ specialized developmental program.

B. Developmental Plan Paths

Students attending UTSA may follow different paths in the Developmental Plan to satisfy TASP requirements.

- **New, first time freshmen to UTSA**

New first-time freshmen attending UTSA will follow the TASP Process outlined above and illustrated in Tab 2.

- **Transfer students from Texas public institutions**

Transfer students from Texas public institutions must follow all the provisions of the UTSA Developmental Education Plan. However, transfer students may satisfy TASP requirements based on college work transferred to UTSA. B-or-better classes from the transfer college (if included on transcripts) may be used to satisfy TASP requirements if the classes are equivalent to UTSA courses that satisfy these requirements.

- **Transfer students from private/out of state institutions**

Transfer students from private/out of state institutions must follow all the provisions of the UTSA Developmental Education Plan. However, these students may satisfy TASP requirements if their transcripts indicate completion of a B-or-better class equivalent to a UTSA course that satisfies the TASP requirement.

- **Temporary students**

Temporary students may be exempt from TASP requirements if they meet certain conditions. See Exemptions—Temporary Students below.

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C. Exemptions/Exceptions

The Texas Education Code Section 51.306 permits the following exemptions/exceptions:

- ACT/SAT/TAAS
- Baccalaureate degrees
- Certificate programs of one year or less
- Deaf students
- Dyslexia and other related disorders
- Enrollment on a temporary basis
- Grandfathering
- International students
- National Student Exchange Program participants
- Out-of-state students
- Students 55 years of age or older

For a full explanation of these exemptions/exceptions, see Tab 3.

D. B-or-Better Rule

Under certain circumstances, students may enroll in a designated B-or-better class to satisfy TASP requirements. Students may elect this option only after meeting the required sequence, as outlined above (Section III, A);

1. Take TASP, fail area(s)
2. Successfully complete appropriate highest level developmental class(es)
3. Re-take TASP, fail same area(s)
4. Enroll in a related designated B-or-better course
5. Earn a grade of B-or-better in course

E. Taking B-or-better classes

Students must satisfactorily complete developmental education and re-take the failed area(s) of TASP before they may attempt any of the related B-or-better classes.

F. UTSA B-or-better classes

At UTSA, the B-or-better classes and relevant TASP areas are:

- Mathematics
MAT 1023 (TCCN: MATH 1314)
(TCCN is the Texas Common Course Number)
- Reading
HIS 1043 (TCCN: HIST 1301)
SA - 8

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HIS 1053	(TCCN:	HIST 1302)
POL 1013	(TCCN:	GOVT 2301)
POL 1133	(TCCN:	GOVT 2306
POL 1213	(TCCN:	GOVT 2302)
PSY 1013	(TCCN:	PSYCH 2301)
PSY 1203		
CLA 2033		
CLA 2323		
CSH 1103		
CSH 1113		
CSH 2313		
ENG 2013		
FRN 2333		
GER 2333		
IDS 2303	(TCCN:	HIST 2321)
IDS 2313	(TCCN:	HIST 2322)
ITL 2333		
RUS 2333		

- English
- | | | |
|----------|--------|------------|
| ENG 1013 | (TCCN: | ENGL 1301) |
| ENG 1023 | (TCCN: | ENGL 1302) |

IV. DEVELOPMENTAL PARTICIPATION

A. When to start developmental activity

Students will be enrolled in required developmental education during the first enrolled semester and each semester thereafter until they successfully complete the required sequence of developmental education.

B. Completion of developmental activity

Students shall complete developmental activity by receiving credit for the highest level of required developmental activity. For math, this course is MAT 0113. Students starting their developmental work in MAT 0103 must complete this course before advancing to MAT 0113. For writing, the highest level is ENG 0103 and for reading the highest level is RDG 0013.

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C. Attendance Policies and Monitoring of Participation

Students will be expected to follow all UTSA attendance policies for developmental education classes. Failure to follow these policies will result in the student being receiving a grade of "NC" for the developmental activity. Students receiving a grade of "NC" will be re-enrolled in a developmental activity the next semester of enrollment. Students will not be withdrawn from the university for non-attendance in a required developmental activity. However, students will be strongly advised and encouraged to complete required developmental activities, since they will not be able to progress in their academic programs without doing so.

V. ADVISING

A. Undergraduate Advising

Each undergraduate student will be advised at each stage of their academic tenure at UTSA regarding appropriate courses and degree options, which will include TASP advising and placement in developmental courses if the student has TASP deficiencies. Students shall be advised immediately of any developmental requirements needed.

B. Freshman Advising

Freshmen are advised at the Tomás Rivera Center (TRC) for their first 30 semester credit hours. Advisors at the TRC are specially trained to give accurate information about TASP policies and recommendations for placement in appropriate developmental programs. Advising is mandatory. The Tomás Rivera Center reports to the Associate Vice President for Undergraduate Studies, who is also the UTSA TASP Liaison. This close reporting relationship assures that all TASP policy changes are immediately implemented by the TRC.

In addition to advising all freshmen, the TRC advises any transfer student or students with continuing TASP obligations. To assure that all of these students are, in fact, seen by TRC advisors, a registration "hold" is placed on their academic records. When academic advisors outside the TRC advise students with continuing TASP obligations, they refer these students to the TRC for appropriate placement in developmental activities. TRC advisors serve as the "advisors of record" for all students with TASP obligations; they are the only advisors authorized to remove "holds" for these students to ensure that TASP advising takes place.

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C. Advising Considerations

• **Sixty-hour rule**

Students may not enroll in upper division class that would give them 60 or more hours if they have not passed all sections of the TASP.

• **Upper Division classes**

Students may not enroll in upper division classes (3000 and 4000 level classes) until they satisfy all three areas of the TASP.

• **B-or-Better Classes with TASP deficiencies**

Students with TASP deficiencies may not enroll in any TASP-designated B-or-better class until they satisfy all conditions of the UTSA Developmental Program.

• **Developmental Classes at UTSA**

The following are developmental classes are offered at UTSA.

RDG 0103	Reading Improvement
MAT 0103	TASP Review
MAT 0113	Elemental Algebra
ENG 0103	Basic English
EIS 1083	Reading for International students
EIS 1093	Writing for International students
NCB	Non-course-based developmental class for reading, math and writing

VI. TESTING AND PLACEMENT

A. Testing

All students, unless exempt, will take the TASP or alternative TASP test prior to enrolling in any classes at UTSA. Students will be assessed in reading, mathematics and writing (English). Alternative tests may only be used for initial testing. Any re-testing requirements must be satisfied by taking the TASP.

B. Approved Alternative Tests

- ASSET
- COMPASS
- MAPS
- ACCUPLACER

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C. TASP Passing Scores

Date of Test	Reading	Mathematics	Writing
Prior to September 1995	220	220	220
September 1995 to Present	230	230	220

D. Placement

Placement in appropriate college level classes or developmental classes/activities will be based on the results of the assessment test taken. The following placement tables are for TASP, ACCUPLACER, MAPS, ASSET and COMPASS.

TASP TEST

	SCORE	PLACEMENT
MATH	000-199	MAT 0103
	200-229	MAT 0113
	220-219	NCB OPTION
	230-269	MATH PLACEMENT TEST
	270-300	MAT 1023 OR HIGHER
READING	000-229	RDG 0013
	220-229	NCB OPTION
WRITING	000-219	ENG 0103
	200-219	NCB OPTION

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ACCUPLACER TEST

	SCORE		PLACEMENT
MATH	00-52		MAT 0103
	53-62		MAT 0113
	60-62		NCB OPTION
	63-84		MATH PLACEMENT TEST
	85-HIGHER		MAT 1023 OR HIGHER
READING	00-77		RDG 0013
	78-HIGHER		B OR BETTER READING CLASS
WRITING	SS*	ESSAY	
	00-79	1-5	ENG 0103
	80-HIGHER	1-4	ENG 0103
	00-79	6-8	ENG 1013
	80-HIGHER	5-8	ENG 1013

MAPS TEST

	SCORE		PLACEMENT
MATH	000-610		MAT 0103
	611-612		MAT 0113
	612		NCB OPTION
	613-HIGHER		MAT 1023 OR HIGHER
READING	000-113		RDG 0013
	114-HIGHER		B OR BETTER READING CLASS
WRITING	SS*	ESSAY	
	000-310	1-5	ENG 0103
	311-HIGHER	1-4	ENG 0103
	000-310	6-8	ENG 1013
	311-HIGHER	5-8	ENG 1013

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ASSET TEST

	SCORE		PLACEMENT
MATH	38-HIGHER		MAT 1023 OR HIGHER
READING	00-40		RDG 0013
	41-HIGHER		B OR BETTER READING CLASS
WRITING	SS*	ESSAY	
	00-39	4	ENG 0103
	40-HIGHER	5	ENG 1013
	00-HIGHER	6	ENG 1013

COMPASS TEST

	SCORE		PLACEMENT
MATH	39-HIGHER		MAT 1023 OR HIGHER
READING	00-80		RDG 0013
	81-HIGHER		B OR BETTER READING CLASS
WRITING	SS*	ESSAY	
	00-58	4	ENG 0103
	59-HIGHER	5	ENG 1013
	00-HIGHER	6	ENG 1013

The passing standard for the written essay of all alternative tests is 6. However, an essay score of 5 will constitute a passing score, if the student meets the sentence skills standard (SS* in the above charts).

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VII. COORDINATION OF DEVELOPMENTAL INSTRUCTION

Coordination of the developmental instruction courses is shared between the academic units and the Tomás Rivera Center for Student Success. Course-based instruction in mathematics is coordinated by the College of Science and Engineering (within the Division of Mathematics and Statistics), writing courses by the College of Fine Arts and Humanities (within the Division of English, Classics, Philosophy and Communications) and reading courses by the College of Social and Behavioral Sciences (within the Divisions of Education and Bicultural-Bilingual Studies.) Non-course-based developmental activities in all three areas are coordinated by the Tomás Rivera Center for Student Success. All of these areas report to the Office of Academic Affairs and the Provost, and are centrally coordinated from that nexus.

Following are the specific protocols for coordination within each area:

A. Mathematics

Students needing developmental coursework to increase their mathematical skills to the level of College Algebra are placed into one of two courses: MAT 0103, TASP I or MAT 0113, TASP II. Students are placed into these courses on the basis of their scores on the mathematics section of the TASP test, an approved alternative, or the local UTSA Mathematics Placement Test. Students needing more assistance are required to complete the two-semester sequence of courses MAT 0103 and MAT 0113. Students not requiring as much assistance are placed into the higher level MAT 0113. Students enrolled in developmental mathematics courses, are certified as being remediated when they pass the exit examination for MAT 0113 and receive a grade of "CR" credit for MAT 0113. Students receiving letter grades of "A," "B," or "C" in a developmental course are assigned grades of "CR" on their transcripts. Students receiving grades of "D" or "F" are assigned grades of "NC" (no credit) on their transcripts.

•The Mathematics TASP Coordinator

The instruction in developmental mathematics courses and in non-course-based remediation is supervised by the Mathematics TASP Coordinator. The Office of the Provost and Vice President for Academic Affairs appoints this person. The Mathematics TASP Coordinator is a mathematics faculty member who receives a one-course release for his or her efforts to insure that the instruction in developmental mathematics courses and non-course-based instruction is of high quality. The

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Mathematics TASP Coordinator is responsible for the curriculum in developmental mathematics courses. This person chooses the textbooks, develops syllabi, composes the exit examination for MAT 0113, and ensures that the courses are meeting the standards set by the University.

The Mathematics TASP Coordinator also serves as a liaison between the Division of Mathematics and Statistics and other University offices and groups in regard to TASP issues, especially as they relate to developmental education in mathematics. He or she communicates with the University TASP Task Force, the University TASP Liaison Officer, and the Associate Dean for Academic Affairs for the College of Sciences and Engineering, who is responsible for enforcing attendance and participation policies for developmental mathematics courses.

- The Division of Mathematics and Statistics Teaching Assistants Supervisor
Many of the instructors of the mathematics developmental courses are graduate student teaching assistants. The Division of Mathematics and Statistics appoints an additional faculty member to serve as the Supervisor of Teaching Assistants. The Supervisor of Teaching Assistants teaches a Teaching Seminar course, which all graduate student teaching assistants are required to take. The course covers topics such as classroom management and pedagogy. The Supervisor of Teaching Assistants works very closely with the teaching assistants, monitoring their classes for problems.

- Exit Examination

To maintain the quality of the program and to maximize uniformity across the courses, each student must take the exit examination for MAT 0113 before being certified as remediated in mathematics. The exit examination is prepared by the Mathematics TASP Coordinator and is given at a specified time during the final examination period, usually on a Saturday. Students in non-course-based mathematics remediation must pass this exit examination to be certified as remediated. Students enrolled in MAT 0113 must take the exit examination and receive grades of "CR" on their transcripts for them to be certified as remediated. For these students, the exit examination counts as 60% of their course grade. Students passing MAT 0103 will not be certified as being remediated until they complete the second course of the sequence, MAT 0113.

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•Accountability for Developmental Mathematics Courses

The quality of the Developmental Education Plan in mathematics will be judged by the percentage of students passing the mathematics section of the TASP test upon being certified as remediated and on the pass rate of remediated mathematics students in follow-up courses, especially College Algebra. The pass rate of remediated mathematics students in follow-up courses should at least equal the pass rate of students not requiring remediation in mathematics.

B. Writing

The developmental writing course (ENG 0103) is experiential and process-oriented. The writing course is overseen by the faculty member from the Division of English Classics, Philosophy and Communications, who also coordinates the freshman composition courses, to ensure continuity of curriculum and instructional standards. In addition to the efforts of this individual, the planning and implementation of the program are shared collaboratively by the developmental instructional faculty in the Division. The faculty of course-based developmental instruction in English create a statement of shared goals for the program and meet together regularly to discuss ways of meeting those goals, including using commonly adopted texts that are reconsidered every two years for their appropriateness. Course enrollments are held to 20 students to assure that individual instruction can take place.

In terms of faculty selection, some of the best instructors in the division are regularly assigned the developmental English courses, so that when multiple sections demand that new instructors be hired to join them, these veteran faculty take the lead in mentoring anyone new to the program.

Another feature of coordination and quality control is the common final examination. The common examination, graded holistically and anonymously by all those teaching in the program, assures that the same levels of quality of writing are being achieved in all sections of the course.

International students have the choice of completing their developmental course within the Division of English, Classics, Philosophy and Communications (ENG 0103) or completing the course within the Division of Bicultural-Bilingual Studies (EIS 1093-Writing for International Students.)

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C. Reading

The developmental reading courses are coordinated by the Division of Education (RDG 0013- Reading Improvement) and for international students by the Division of Bicultural-Bilingual Studies (EIS 1083-Reading for International Students). The division directors of these areas are responsible for the hiring and training of qualified instructors for these courses and for the scheduling of the courses.

The Director of the Division of Education appoints an Area Coordinator for Reading who schedules courses and interviews, hires and trains instructors. The Division of Bicultural-Bilingual Studies designates an assistant EIS (English for International Students) Coordinator who administers the English Language Assessment Program (ELAP) Test as part of International Student Orientation. The Assistant Coordinator is supervised by a faculty member who also schedules EIS classes for both writing and reading. The designated faculty member hires, interviews, trains and assesses instructors for the courses.

D. Non-Course-Based Developmental Instruction

Non-course-based developmental instruction is coordinated by the Assistant Director of the Tomás Rivera Center in charge of Learning Assistance. She is charged with selecting, hiring, training and evaluating NCB instructors who are specialists in their areas of instruction. The Assistant Director also coordinates with the Mathematics TASP Coordinator in matters of curriculum and exit testing in mathematics. NCB instructors in other areas meet with instructors of course-based instruction to ensure that similar areas are covered by all involved.

In terms of student placement, academic advisors place students into non-course-based developmental classes based on their TASP score results. NCB developmental instruction is provided in the areas of math, reading, and writing. Groups of students are small to insure that individual instruction can be given. All students are required to attend at least 18 hours of instruction over the course of a semester in order to earn credit for the course. In addition, math and writing students must complete a final exam. No grades are given and most work is done in class rather than out of the classroom. Attendance is monitored weekly and warning letters are sent to students who are absent. In addition, the *Learning Plus* software program for computerized instruction in all three academic areas is available through the Tomás Rivera Learning Assistance Center, a component of the Tomás Rivera Center, and can be accessed by all students.

Instructors are selected on the basis of technical knowledge of the subject and previous experience in developmental instruction. NCB instructors also function as specialists

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available to the entire student population for tutoring and individual help in content areas.

VIII. ASSESSMENT AND EVALUATION

The assessment of the UTSA Developmental Education Plan will be both formative and summative.

A. Formative Evaluation

Formative evaluation serves to assess the delivery of the program elements, that is, the strong and weak points of the program, and to suggest possible targets for program improvement. "It is designed, therefore, to enhance the quality of a program" (Boylan, 1998, p. 3).

Each year, the TASP Developmental Education Plan Taskforce will conduct a review of the developmental program. The Taskforce will use the guidelines for improving developmental education programs provided in the *TASP Policy Manual, THECB, August 1999* (Boylan) to assess the plan.

Emphasis will be focused on delivery and quality of developmental instruction. Recommendations and suggestions for improvement will be forwarded to the Associate Vice President for Undergraduate Studies and from there to the Provost. Recommendations will include a plan for implementation and any funding requirements, if appropriate.

B. Summative Evaluation

The summative evaluation will be designed to test how well the program has performed in meeting its assigned goals.

One of the guiding principles of the UTSA Developmental Plan is that developmental courses must successfully prepare students for college level work. Therefore, the assessment design will focus on performance in the college-level courses taken to satisfy the core curriculum requirements.

Once a Fall cohort is identified, the cohort will be tracked to look at the efficiency with which the cohort group satisfies the core requirements. Specifically:

- What percent of the cohort satisfactorily complete their developmental activity?

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- What percent of the incoming Fall cohort take and pass the core requirement class at the earliest opportunity?
- What percent of the cohort pass the TASP on first re-take?
- What percent of students taking developmental work at UTSA satisfactorily complete core curriculum requirements at another institution?

Depending on which area the student deficiency exists and where students begin their developmental work, several paths may be evaluated. For instance, math students may fall in one of the following paths:

	1ST SEMESTER	2ND SEMESTER	3RD SEMESTER
1	MAT 1023		
2	MAT 0113	MAT 1023	
3	MAT 0103	MAT 0113	MAT 1023

Reading and writing students will also be evaluated using similar criteria.

ENGLISH

	1ST SEMESTER	2ND SEMESTER	3RD SEMESTER
1	ENG 1013		
2	ENG 0103	ENG 1013	

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	1ST SEMESTER	2ND SEMESTER	3RD SEMESTER
1	B OR BETTER READING CLASS		
2	RDG 0013	B OR BETTER READING CLASS	

TAB 1 TASP SEQUENCE (Flow chart on file in The University of Texas System Office of Academic Affairs)

TAB 2 FRESHMAN DEVELOPMENTAL SEQUENCE (Flow chart on file in The University of Texas System Office of Academic Affairs)

TAB 3

EXEMPTIONS/EXCEPTIONS

ACT/SAT/TAAS

Students who meet the following standards may be considered exempt providing they possess valid ACT, SAT or TAAS scores. It is a student's responsibility to provide official ACT, SAT and TAAS scores to institutions to qualify for an exemption prior to enrollment in any college-level courses and expiration of those scores.

These exemptions are effective for three years from the date a student takes the exit-level TAAS and achieves the set score level, and are effective for five years from the date the SAT or the ACT is taken and the set standard is achieved. Students enrolling for the first time in a Texas public institution of higher education after those periods have elapsed must be treated as though they had not been tested.

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ACT, SAT and TAAS exemption standards are:

ACT: composite score of 23 with a minimum of 19 on both the English and the mathematics tests; or

SAT: for a test taken in April 1995 or later, a combined verbal and mathematics score of 1070 with a minimum of 500 on both the verbal and the mathematics tests; or

- for a test taken prior to April 1995, a combined verbal and mathematics score of 970, with a minimum 420 on the verbal test and 470 on the mathematics test; or

TAAS: a minimum scaled score of 1770 on the writing test, a Texas Learning Index (TLI) of 86 on the math test and 89 on the reading test.

NOTE: "Residual" ACT and SAT scores are not valid for TASP purposes.

Scores required for exemption must be attained in one "sitting" for an appropriate test instrument (ACT, SAT, TAAS). Scores from different exemption instruments or from different administrations of those instruments cannot be used for exemption purposes. However, because the TAAS test is administered over several days, students who miss a day of testing due to illness or emergency are allowed to make up the missed sections of the test and have the aggregate results count as a single "sitting" of the test.

Exemptions based on ACT, SAT or TAAS scores must be associated with actual enrollment in college as the law requires. In addition, institutions should require official ACT, SAT and TAAS scores and should not accept hand carried score reports. However, institutions may consider as official SAT and ACT scores reported on an official high school transcript.

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ACT/SAT/TASS Passing Scores:

Test	Composite Score	Combined Score	English/ Writing Score	Math Score	Reading Score
American College Test (ACT)	23 or higher		19 or higher	19 or higher	
Scholastic Achievement Test (SAT) Prior to April 1995		970 or higher	420 or higher	470 or higher	
Scholastic Achievement Test (SAT) April 1995 and later		1070 or higher	500 or higher	500 or higher	
Texas Assessment of Academic Skills (TAAS) Spring 1994 and later			1770 or higher	TLI X-86 or higher	TLI X-89 or higher

****Texas Education Code Section 51.306 (l) and (m); Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314(b)****

Baccalaureate Degrees

TASP requirements do "not apply to a student who has graduated with a baccalaureate degree from an institution of higher education, an accredited private or independent institution of higher education, or an accredited out-of-state institution of higher education."

****Texas Education Code Section 51.306(r)(4); Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314(b)(8)****

Certificate programs of one year or less

Students enrolled in community and technical college Level-One certificate programs are exempt from TASP requirements. Level-One certificates are programs of one year or less that require 42 or fewer semester credit hours (SCH) or the equivalent. TASP

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requirements do not apply to students in such programs as long as they remain within the curriculum specified for each certificate. Workforce education courses approved in advance by the institution may be substituted as required, but in no case can such students accumulate more than six SCH outside the specified curriculum. Students who accumulate more than six SCH outside of the program must take a test approved for TASP purposes prior to any subsequent collegiate-level work including hours remaining in the certificate program or be barred from subsequent enrollment until the test is taken.

NOTE: Certificate programs of one year or less which contain in excess of 42 semester credit hours or the equivalent due to external accreditation and licensing requirements (e.g. Licensed Vocational Nursing, LVN) may be approved by the Coordinating Board staff (Community and Technical Colleges Division) as Level-One certificates. Such approvals are not automatic and must be specifically sought by the institution.

This portion of the law specifically limits this exemption to certificate programs of one year or less at community and technical colleges. Therefore, this provision does not apply to certificate programs offered at general academic teaching institutions (universities).

****Texas Education Code Section 51.306(r) and (s); Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314 (b)(5)****

Deaf students

Deaf students who enroll at a Texas public institution of higher education must take the Stanford Achievement Test prior to attempting any collegiate-level work. Since there are no alternative tests under the law for the Stanford, deaf students who arrive on campus without having tested prior to enrollment may enter school but are required to take the Stanford at the next regularly scheduled offering. Deaf students who register to take the Stanford, but are prevented from doing so due to circumstances beyond their control, may continue to enroll until the Stanford is taken. Deaf students who fail portions of the Stanford must enroll in developmental education and may not graduate from a two-year institution or enroll in upper division coursework beyond 60 semester credit hours or the equivalent until all requirements of Texas Education Code Section 51.306 have been met.

Only students who meet the definition of "deaf person" as stated in Texas Education Code Section 54.205(a) ("deaf person" means a person whose sense of hearing is

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

nonfunctional, after all necessary medical treatment, surgery, and use of hearing aids, for understanding normal conversation) and who provide documentation from a licensed audiologist will be able to register for the Stanford. An audiologist report form is provided in the Stanford Registration Bulletin.

Deaf students who have three or more college-level hours or the equivalent from an accredited institution prior to September 1, 1995 will not be required to test. Institutional policies regarding local placement testing and required developmental work may still apply.

****Texas Education Code Section 51.3061; Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314(a)(11)****

Dyslexia and other related disorders

"A student who has been diagnosed as having dyslexia or a related disorder, as those terms are defined by Texas Education Code Section 38.003, or a specific learning disability in mathematics by a qualified professional whose license or credentials are appropriate to diagnose the disorder or disability as determined by the Board, who takes a test approved for TASP purposes and completes the developmental program prescribed by the institution may be required to retake the TASP Test once but may not be referred to an additional developmental course or other developmental program or precluded from enrolling in an upper division course because of the student's performance on the test."

This legislation applies to students diagnosed with dyslexia or a related disorder as defined by Texas Education Code Section 38.003 as follows:

"In this Section:

1. Dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.
2. Related disorders includes disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability."

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Specific learning disability in mathematics means mathematical ability, as measured by individually administered standardized tests, is substantially below that expected given the person's chronological age, measured intelligence, and age-appropriate education and the disturbance significantly interferes with academic achievement or activities of daily living that require mathematical ability. (*Diagnostic and Statistical Manual IV (DSM IV)*, American Psychiatric Association)

NOTE: Dyscalculia cannot be used to qualify a person for the provisions of Texas Education Code Section 51.306 because dyscalculia is not a diagnostic category in the *DSM IV* as a mathematics disorder (specific learning disability in mathematics).

To take advantage of this legislation, students must:

- provide notice of the disability by submitting appropriate documentation to the Coordinating Board;
- present a form (provided by the Coordinating Board in a letter to the student) to the TASP liaison at the institution informing the institution that the student qualifies for this provision of the law and telling the school that they must provide appropriate developmental education;
- successfully complete the developmental program prescribed by the institution; and retake the TASP Test following successful completion of the prescribed developmental program. Institutions must notify the Coordinating Board when the student has successfully completed developmental education and is ready to retest. Students must retake the test to complete the requirements of Texas Education Code Section 51.306(u).

Failure to do so will result in continued developmental work, being limited to lower division classes, and being prevented from graduating.

Documentation verifying the disability must be sent to the following address:

Texas Higher Education Coordinating Board
Center for College Readiness
P.O. Box 12788
Austin, Texas 78711-2788

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

This statute became effective September 1, 1995 for dyslexia and related disorders and fall 1997 for specific learning disabilities in mathematics and does not provide for retroactive application.

Institutions are expected, under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, to prescribe a developmental program that will meet the specific needs of the individual student. Under this law, institutions should carefully design the developmental activity for students since the student must successfully complete the prescribed program prior to retaking the test. Developmental programs should be designed to provide students the skills necessary to pass the TASP Test and to be successful in college.

Students must retake the TASP Test to complete the requirements of Texas Education Code Section 51.306(u). Regardless of how a student under this statute performs on the retake of the test, once he/she has completed the requirements outlined above and retested, the student may not be required to take additional developmental courses or programs and will be allowed to enroll in upper-division courses and graduate.

Enrollment on a temporary basis

This exemption applies to students regularly enrolled at private or out-of-state institutions of higher education who attend Texas public institutions temporarily. Evidence of such enrollment must be from the immediately preceding semester. The only exception to this rule is for students who attend private or out-of-state institutions during the spring semester, do not go to school during the summer and then decide to attend a Texas public institution in the fall semester. Otherwise, students who did not attend a private or out-of-state institution during the term immediately preceding the term for which they seek enrollment at a Texas public institution may not be exempted under this statute.

In order to receive this type of exemption, students must provide the institution with appropriate documentation of enrollment at the private or out-of-state institution. Preferred evidence is a transcript; however, grade reports, paid fee receipts and any other evidence acceptable to the institution is permitted under this law.

This exemption may not be continued for out-of-state or private school students who remain at a Texas public institution for more than one consecutive term. However, the exemption may be reapplied after one or more verifiable additional terms at an out-of-state or private institution absence from a private or out-of-state institution for more than

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

one academic term is cause to question a student's permanent enrollment status at the private/out-of-state institution as required by this law.

NOTE: This exemption for out-of-state or private school students expires in the event the student decides to seek a degree or Level-Two certificate from a Texas public institution. Institutions are cautioned about placing statements like "TASP exempt" on student transcripts since student status may change and such statements may be misleading to other institutions.

For the purposes of this exemption, the fall, spring and summer terms (and the equivalent terms for institutions on the quarter hour system) are considered single units of standard length. That is, a student with verified attendance at a private or out-of-state institution for the spring semester may take courses for the entire summer regardless of how the institution has organized that term.

Students who have graduated from a private or out-of-state institution who do not intend to enroll on a permanent basis or to receive a Level-Two certificate or degree from a Texas public institution of higher education may be exempted from TASP requirements upon presentation of a transcript or diploma. For the purposes of this section, certificates and associate degrees from accredited out-of-state or private institutions will justify an exemption.

Prior to enrollment, students seeking exemptions under this section must sign a form stating the following:

I seek exemption from The Texas Academic Skills Program (TASP) under the provisions of Texas Education Code Section 51.306(o). I am enrolled in or a graduate of a private or out-of-state institution of higher education, and I do not intend to enroll on a permanent basis in or receive a Level-Two certificate or degree from a Texas public institution of higher education. Should I decide to enroll on a permanent basis in or seek a degree or Level-Two certificate from a Texas public institution of higher education, and I have not received a baccalaureate or higher degree from an accredited institution, I understand that it is my responsibility to inform the institution of my decision. I understand that I must also comply with the requirements of the TASP under Texas Education Code Section 51.306 and must take a test approved for TASP purposes prior to my first term as a permanent degree or Level-Two certificate seeking student. I

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

understand that I must meet all TASP requirements prior to graduation even if all other requirements have been met.

****Texas Education Code Section 51.306(o), (p), and (q); Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314(b)(4)****

Grandfathering

Any student with at least three college-level semester credit hours or the equivalent from an accredited institution accumulated prior to the fall of 1989 is not required to take a test for TASP purposes even if the student has elected to participate in elected academic fresh start. Such credit hours must be certified as college-level by the granting institution and need not be applicable toward a degree or certificate. Valid exemptions based on these hours cannot be questioned by another institution at a later date. In other words, "once exempt, always exempt," provided the original exemption was legitimate to begin with.

Additional circumstances under which a receiving institution may grant an exemption are:

1. The State of Texas does not recognize the accreditation of most proprietary schools. However, Texas public institutions that consider such work college-level may accept/transfer hours completed prior to fall 1989 in accordance with their institutional transfer policy and accreditation standards and qualify students for TASP exemption. Those hours should appear on an institutional transcript.
2. Advanced placement tests and military training/schooling completed prior to the fall of 1989 may qualify students for a TASP exemption. If an institution considers such work college-level, it may grant credit or accept/transfer such hours in accordance with institutional transfer policy and accreditation standards.

**** Texas Education Code Section 51.931; Texas Education Code Section 51.306(r)(1); Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314(b)(1)****

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

International students

Texas Education Code Section 51.306 does not apply to a student who is a citizen of a country other than the United States and is not seeking a degree or a Level-Two certificate. International students seeking degrees and Level-Two certificates must meet all TASP requirements.

**** Texas Education Code Section 51.306(r)(6); Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314(b)(7)****

National Student Exchange Program participants

A student participating in the National Student Exchange Program from another state shall be exempt from the provisions of Texas Education Code Section 51.306 unless that student becomes a degree-seeking undergraduate student at a Texas public institution of higher education.

**** Texas Education Code Section 51.930****

Out-of-state students

Texas institutions that offer college-level courses outside the state of Texas or the United States are not responsible for administering the TASP Test to students taking courses at out-of-state or overseas locations, but this is true only as long as the students remain outside the state. If students involved in taking courses from Texas public institutions return to Texas to continue or complete their academic work, they immediately become liable for all TASP requirements including taking a test approved for TASP purposes prior to any additional collegiate-level work in-state at a Texas public institution of higher education (unless the student is otherwise exempt).

****Texas Education Code Section 51.306(r)(2)****

Students 55 years of age or older

An institution may exempt a non-degree-seeking or non-certificate-seeking student who will be 55 years of age or older on the first class day of a term or semester from the testing requirements imposed by this section.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

Texas public institutions of higher education have the option to waive TASP requirements for such students who wish to take college courses for enrichment purposes but who are not seeking a degree or certificate. Institutions may or may not choose to implement this waiver. Should such students decide to seek a degree or Level-Two certificate, a test for TASP purposes must be taken prior to any subsequent collegiate-level work and all TASP requirements must be met.

Students seeking a TASP waiver under this provision must sign a form stating the following:

I seek waiver of Texas Academic Skills Program (TASP) requirements under the provisions of Texas law Texas Education Code Section 51.306(t). I understand that I must be 55 years of age or older on the first class day of the term or semester for which I seek enrollment with this waiver and that I must provide the institution with adequate verification of my age. I do not intend to seek a degree or Level-Two certificate from a Texas public institution of higher education. Should I decide to seek a degree or Level-Two certificate from a Texas public institution of higher education, I understand that it is my responsibility to inform the institution of my decision. I understand that I must comply with all requirements of the TASP under Texas Education Code Section 51.306 and that I must take a test approved for TASP purposes prior to the beginning of the first academic term as a degree or certificate seeking student. Should I complete all requirements for a degree or Level-Two certificate prior to declaring my intent to seek same, I understand that I cannot be awarded a degree or Level-Two certificate until I have met all TASP requirements.

****Texas Education Code Section 51.306(t); Texas Higher Education Coordinating Board Rules and Regulations, Chapter 5, Subchapter P, Section 5.314(b)(3)****

APPENDIX

Developmental Plan Checklist (On file in The University of Texas System Office of Academic Affairs)

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
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PARKING AND TRAFFIC REGULATIONS

The following listing summarizes the substantive changes proposed to Parking and Traffic Regulations of The University of Texas at San Antonio. They have been approved by the Executive Vice Chancellor for Academic Affairs and the Office of General Counsel and are incorporated in model regulations approved by the U. T. Board of Regents. These regulations supersede all prior Parking and Traffic Regulations and continue in effect until modified.

Parking and Traffic Regulations for 2000-01

<u>Page Number(s)</u>	<u>Summary of Proposed Substantive Change</u>
8	Section VI (E) classes of permits and fees for faculty and staff retirees revised.
10	Section VII moving traffic violation fees revised.
15	Sections IX (C) UTHSC/SA parking locations revised.
15	Section X (H) commuter parking permits and fees revised.

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PARKING AND TRAFFIC REGULATIONS (Continued)
PARKING ENFORCEMENT FEES

	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
Code 1000 Violations (Moving Traffic Violations)			
First Violation	\$ 20	\$ 35	75%
Second Violation	\$ 30	\$ 50	67%
Third Violation	\$ 50	\$ 65	30%
Subsequent Violations	\$ 75	\$ 80	20%

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GIFTS

The following gift has been received, has been administratively approved by the President and is recommended for ratification by the U. T. Board of Regents:

1. Donor Name: Mr. and Mrs. Joseph Z. Ornelas *
College/School/ Department: College of Education, Department of Physical Education
Health and Kinesiology
Purpose: Support to the Physical Education Health and Kinesiology
Building
Asset Type: Common Stock
Value: \$1,009,195.34

* No letter of transmittal from the donor

THE UNIVERSITY OF TEXAS AT TYLER
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DEVELOPMENTAL EDUCATIONAL PLAN

The following Developmental Educational Plan for The University of Texas at Tyler has been administratively approved by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents. The Texas Higher Education Coordinating Board rules require each institution to adopt a written plan for the assessment and placement of entering undergraduate students by June 2000. These plans must be approved by the governing board and provided to the Coordinating Board. The initial plans are being submitted to the Board of Regents for approval pursuant to Coordinating Board regulations. It is recommended that the Board authorize the Executive Vice Chancellor for Academic Affairs to approve modifications and amendments to the initial plan.

The University of Texas at Tyler Developmental Educational Plan will be coordinated through three community colleges located in our service area, (Tyler Junior College, Kilgore College, Trinity Valley College). The components of those plans are listed below and coordinated with each community college plan.

TASP PLAN

In accordance with the Texas Higher Education Coordinating Board, The University of Texas at Tyler has adopted the following plan to implement the required remediation to satisfy TASP guidelines.

EXEMPTIONS

- ACT: composite score of 23 with a minimum of 19 on both the English and the mathematics tests.
- SAT: for a test taken in April 1995 or later, a combined verbal and mathematics score of 1070 with a minimum of 500 on both the verbal and the mathematics tests; for a test taken prior to April 1995, a combined verbal and mathematics scores of 970, with a minimum 420 on the verbal test and 470 on the mathematics test.
- TAAS: a minimum scaled score of 1770 on the writing test, a Texas Learning Index (TLI) of 86 on the math test and 89 on the reading test.

These exemptions are effective for three years from the date a student takes the exit-level TAAS and achieves the set score level, and is effective for five years from the date the SAT or the ACT is taken and the set standard is achieved. Students enrolling for the first time in a Texas public institution of higher education after those periods have elapsed must be treated as though they had not been tested.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

EXCEPTIONS

- Baccalaureate Degrees: TASP requirements do "not apply to a student who has graduated with a baccalaureate degree from an institution of higher education, an accredited private or independent institution of higher education, or an accredited out-of-state institution of higher education.
- Deaf Students: Deaf students who enroll at a Texas public institution of higher education must take the Stanford Achievement Test prior to attempting any collegiate-level work.
- Dyslexia and other related disorders: "A student who has been diagnosed as having dyslexia or a related disorder, as those terms are defined by Texas Education Code Section 38.003, or a specific learning disability in mathematics by a qualified professional whose license or credentials are appropriate to diagnose the disorder of disability as determined by the Board, who takes a test approved for TASP purposes and completes the developmental program prescribed by the institution may be required to retake the TASP test once, but may not be referred to an additional developmental course or other developmental program or precluded from enrolling in an upper division course because of the student's performance on the test."
- Enrollment on a temporary basis: Students who are enrolled at a private or out-of-state institution of higher education who attend U.T. Tyler temporarily.
- Grandfathering: Any student who has completed at least three college-level semester credit hours or the equivalent from an accredited institution prior to the fall of 1989 is not required to take a test for TASP purposes. (Students who elect to participate in academic fresh start are included).
- National Student Exchange Program participants: A student participating in The National Student Exchange Program from another state shall be exempt from the provisions of Texas Education Code Section 51.306 unless that student becomes a degree-seeking undergraduate student at Texas public institution of higher education.
- Students 55 years of age or older: Students who will be 55 years of age on the first class day of a semester, and are not seeking a degree, are exempt from the testing requirements imposed by this section.

REQUIREMENTS FOR COMPLETION OF DEVELOPMENTAL EDUCATION

Students enrolling at The University of Texas at Tyler and who are not TASP exempt must complete the TASP test or one of the approved alternative tests prior to starting classes.

1. A student failing one portion of the TASP test must enroll in a developmental education class in the failed area.

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

2. A student deficient in more than one area, must enroll in a developmental course in at least one of the failed areas. A student deficient in more than one area will be encouraged to enroll in courses in each developmental area.
3. A student who successfully completes all required developmental education course work in a given area with a grade of "C" or better will be allowed to enroll in a college level course designated as one of the "B" or better courses. If the student successfully completes the "B" or better course, the student will be designated as TASP complete in the given area.
4. A student who makes a "B" or better in a more advanced math class (where approved courses are prerequisites) may be considered TASP completed for math.

Approved "B" or Better Courses:

Writing

- A. ENGL 1301 (Composition I); or
- B. ENGL 1302 (Composition II)

Reading (Courses selected for reading at any institution must be reading intensive)

- A. HIST 1301, 1302 (U.S. History)
- B. ENGL 2321, 2322, 2323 (British Literature)
- C. ENGL 2331, 2332, 2333 (World Literature)
- D. ENGL 2326, 2327, 2328 (American Literature)
- E. PSYC 2301 (General Psychology); or
- F. GOVT 2301, 2302, 2305, 2306 (American Government)

Mathematics

- A. MATH 1332 (College Mathematics);
- B. MATH 1333 (College Mathematics);
- C. MATH 1314 (College Algebra); or
- D. MATH 1316 (Plane Trigonometry)
- E. Advanced Math Class (approved prerequisite)

5. A student placed in a developmental course for TASP remediation purposes is required to attend class. A student no longer enrolled in a developmental course as a result of being dropped for non-attendance will be dropped from all other courses for which the student is enrolled.

TRANSFER STUDENT:

Students transferring from an out-of-state or private institution of higher education having more than 60 hours and having "B" or better in one of the approved courses may be considered TASP passed for each area they have completed. Those with fewer

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DEVELOPMENTAL EDUCATIONAL PLAN (Continued)

than 60 hours or who do not have a "B" or better grade must be tested in the appropriate areas.

TRANSIENT ENROLLMENT:

Any student enrolling for one short time from a private or out-of-state institution of higher education may be TASP waived for that enrollment period but must sign a waiver form in the Registrar's Office.

ACADEMIC FRESH START:

Students that have previously been identified as "TASP EXEMPT" but take Academic Fresh Start will maintain their "TASP EXEMPT" status.

CONCURRENT HIGH SCHOOL ENROLLMENT

High school students wanting to enroll in college level courses must be "TASP EXEMPT" or have passed the portion of the TASP relevant to the course they wish to take.

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AMENDMENTS TO THE 1999-00 BUDGET

The following Request for Budget Change (RBC's) has been administratively approved as required by the Executive Vice Chancellor for Academic Affairs and is recommended for ratification by the U. T. Board of Regents.

The term "rate" for academic institutions is the full-time nine-month base rate and for health institutions is the full-time twelve-month base rate; for all other personnel it is the full-time rate, the appointee receiving a proportionate amount depending upon the fraction of time for which the individual is appointed and the period of appointment. Source of funds for payment of salaries, unless otherwise shown, is the departmental salaries account.

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
<u>APPOINTMENTS AND PROMOTIONS</u>					

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS
 DEPARTMENT OF CHEMISTRY

1. Willie A. Baker (T)					15
From: Vice President for Academic Affairs		100	12	124,149	
Professor		0	09	76,000	
To: Provost and Vice President for Academic Affairs	2/22-8/31	100	12	124,149	
Professor		0	09	76,000	

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS
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GIFTS

The following gifts have been received, have been administratively approved by the President (or his delegate) and are recommended for ratification by the U. T. Board of Regents.

1. Donor Name: W. W. Caruth, Jr. Foundation Fund of Communities
Foundation of Texas, Inc.
College/School/ Department: Institution
Purpose: Used to fund the annual recruitment of a W. W. Caruth, Jr. scholar in medical research
Asset Type: Cash
Value: \$625,000 (represents the third installment on a commitment of \$5,000,000)

2. Donor Name: The Honorable William P. Clements, Jr.
College/School/ Department: Institution
Purpose: Support for outstanding scientists recruited to The University of Texas Southwestern Medical Center at Dallas who will be designated as William P. Clements, Jr. Scholars in Medical Research
Asset Type: 13,684 shares, American Home Products Corporation, common stock and 6,949 shares, Nestle SA Reg Sponsored ADR, common stock
Value: \$1,257,477.34

3. Donor Name: Southwestern Medical Foundation
College/School/ Department: Institution
Purpose: The Foundation's grant to The University of Texas Southwestern Medical Center at Dallas for the 1999-2000 academic year
Asset Type: Cash
Value: \$522,010.54 (represents the first payment on a commitment of \$1,300,000)

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GIFTS (Continued)

4. Donor Name: Children's Cancer Fund of Dallas Incorporated
College/School/ Department: Institution
Purpose: Support for the Children's Cancer Fund Comprehensive Center for Research in Pediatric Oncology
Asset Type: Cash
Value: \$500,000
5. Donor Name: Anonymous
College/School/ Department: Institution
Purpose: Support of a grant to be used as matching funds for the Raymond and Ellen Willie Fund for Excellence
Asset Type: Cash
Value: \$500,000

* No letter of transmittal from the donor

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS
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CONTRACTS

The following contracts or agreements have been awarded, have been administratively approved by the President (or his delegate) and are recommended for ratification by the U. T. Board of Regents.

**NON-INTELLECTUAL PROPERTY-RELATED
SPONSORED RESEARCH AGREEMENT - FOREIGN**

(FUNDS COMING IN)

1. Country: Canada
Grantor: QLT PhotoTherapeutics Inc.
No.: Clinical Trial Agreement PHO BAR 01
New Funds: \$43,414.51 (represents the third quarterly payment)
Current Period: Beginning June 1, 1998 and to be completed no later than three (3) to five (5) years thereafter
Title/Description: Support for the study entitled, "A Multicenter, Partially Blinded, Randomized Phase 3 Study of the Efficacy and Safety of Photodynamic Therapy (PDT) using PHOTOFRIN® (porfimer sodium) for Injection for the Ablation of High-grade Dysplasia in Barrett's Esophagus (BE)" under the direction of J. Steven Burdick, M.D., Department of Internal Medicine.

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CONTRACTS (Continued)
INTELLECTUAL PROPERTY-RELATED AGREEMENTS –
PATENT LICENSE AGREEMENT – FOREIGN

(FUNDS COMING IN)

2. Licensee: Boehringer Ingelheim Pharmaceuticals, Inc.
Germany
- Fee-Royalty: A non-refundable, non-creditable up-front royalty in the amount of \$1,000,000 due and payable within 30 days of Licensee's receipt; a non-refundable, advance royalty of \$3,000,000, creditable against running royalties due and payable 180 days following first Sale by Licensee of a Licensed Product; a running earned royalty equal to 2.5% of Net Sales of any Licensed Product, provided that for royalties paid by Licensee to a third party for access to patent rights not listed that are required for Sales of Licensed Product, said running earned royalty rate shall be reduced in an amount commiserate with any such royalty actually paid to third party to a rate of no less than 1.25% of Net Sales of any Licensed Product.
- Period: Effective November 1, 1999 unless otherwise terminated as herein provided, and the license granted hereunder shall continue on a country-by-country basis until the earlier of twenty (20) years from the Effective Date of this Agreement or the date of expiration of the last to expire of any Patent Rights in that country.
- Summary of License Provisions: Board grants to Licensee a royalty-bearing, non-exclusive, non-sublicensable license under Licensed Subject Matter to manufacture, have manufactured, use and/or Sell Licensed Products within the Licensed Territory.
- Description of Licensed Product(s): Product includes production of mutant human tissue plasminogen activator (or "tPA") as a therapeutic agent.

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CONTRACTS (Continued)
INTELLECTUAL PROPERTY-RELATED AGREEMENTS –
SPONSORED RESEARCH AGREEMENT

(FUNDS COMING IN)

3. Licensee: The Leland Fikes Foundation
Dallas, Texas
- Fee-Royalty: An amount equal to projected expenditures and reasonable overhead not to exceed 25% to a maximum expenditure limitation of One Million Eight Hundred Thousand Dollars (U.S. \$1,800,000). An initial payment of One Hundred Fifty Thousand Dollars (U.S. \$150,000) shall be made at the time of execution, and subsequent payments of equal amounts shall be made quarterly for the twelve (12) calendar quarters that comprise the Term.
- Period: January 1, 2000 through December 31, 2003
- Description: The Leland Fikes Foundation will provide financial support to The University of Texas Southwestern Medical Center at Dallas Center for Biomedical Inventions for conducting research programs as well as sharing the proceeds of the commercialization of intellectual property developed during the course of such research.

INTELLECTUAL PROPERTY-RELATED AGREEMENTS –
MATERIAL TRANSFER AGREEMENTS - FOREIGN

(FUNDS COMING IN)

4. Agency: Centro Nacional de Biotecnologia
Spain
- Funds: Material Transfer Agreement
- Period: Beginning January 4, 2000
- Description: Transfer of K370 antitelomerase antibody and any related information or biological material supplied to Jerry Shay, Ph.D., Department of Cell Biology, for research use.

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**INTELLECTUAL PROPERTY-RELATED AGREEMENTS –
MATERIAL TRANSFER AGREEMENTS – FOREIGN (Continued)**

(FUNDS COMING IN) (Continued)

5. Agency: German Cancer Research Center
Germany
Funds: Material Transfer Agreement
Period: Beginning February 17, 2000
Description: Transfer of CamCre and ThyCre transgenic mice and any related biological material or associated know how and data to Keith Parker, M.D., Ph.D., Department of Internal Medicine, for the purpose of scientific collaboration in the Generation of brain-specific SF-1 mutant mice.
6. Agency: Imperial Cancer Research Fund
United Kingdom
Funds: Material Transfer Agreement
Period: Beginning October 8, 1999
Description: Transfer of Anti-drICE antibody to John M. Abrams, Ph.D., Department of Cell Biology, for research in programmed cell death in drosophila (in situ staining of drICE in embryos).
7. Agency: Institut de Génétique et de Biologie Moléculaire et Cellulaire
France
Funds: Material Transfer Agreement
Period: Beginning February 14, 2000
Description: Transfer of Transgenic Animal Otx2+/- mice to Takahisa Furukawa, M.D., Ph.D., Center for Developmental Biology, to be used for studying the role of Otx2 in development in mouse and generating double mutant Otx2 and Crx mice.

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**INTELLECTUAL PROPERTY-RELATED AGREEMENTS –
MATERIAL TRANSFER AGREEMENTS – FOREIGN (Continued)**

(FUNDS COMING IN) (Continued)

8. Agency: Institut für Molekularbiologie und Tumorforschung
Germany
Funds: Material Transfer Agreement
Period: Beginning March 6, 2000
Description: Transfer of the plasmids pPacHNF3alpha and pPacHNF3beta to Peter Igarashi, M.D., Department of Internal Medicine, to be used to test whether HNF3 can transactivate the promoter in SL2 cells in conjunction with a kidney-specific gene (Ksp-cadherin).
9. Agency: Marie Curie Research Institute
United Kingdom
Funds: Material Transfer Agreement
Period: Beginning March 14, 2000
Description: Transfer of VP22 plasmid, including any progeny and derivatives thereof, to Joachim Herz, M.D., Biophysics and Molecular Genetics, to fuse to a DNA binding domain and obtain a lysate from cells expressing the fusion. This lysate could then be mixed with a plasmid containing the target sequence (possibly Ga14 or lac operator) and a reporter gene and applied exogenously to cells.
10. Agency: Medical Research Council
United Kingdom
Funds: Material Transfer Agreement
Period: Beginning February 10, 2000
Description: Transfer of bacterial *E. Coli* Strains C41(DE3) and C43(DE3), including any progeny and derivatives thereof, described in UK patent application No. GB9614700.4 to Joseph Goldstein, M.D. and Michael Brown, M.D., Department of Molecular Genetics, for the purposes of academic in-house research such as the over-expression of Site 2 Protease for cleavage of SREBPs.

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**INTELLECTUAL PROPERTY-RELATED –
MATERIAL TRANSFER AGREEMENTS – FOREIGN (Continued)**

(FUNDS COMING IN) (Continued)

11. Agency: Novartis Pharma AG
Switzerland
Funds: Material Transfer Agreement
Period: Beginning January 18, 2000
Description: Transfer of 3 grams of CGP 57148B to Robert Ilaria, Jr., M.D., Department of Internal Medicine, to be used to study the effect of the substance as a treatment/prevention for the development of BCR/ABL-induced leukemias in susceptible mouse strains.
12. Agency: Osaka University Medical School
Japan
Funds: Material Transfer Agreement
Period: Beginning March 13, 2000
Description: Transfer of CAG-cre transgenic mice to Peter Igarashi, M.D., Department of Internal Medicine, to be used in the excision of loxP-flanked DNA sequences in mouse zygotes.
13. Agency: University of Southampton
United Kingdom
Funds: Material Transfer Agreement
Period: Beginning January 28, 2000
Description: Transfer of the mouse hybridoma which produces anti-human CD79alpha (ZL7-4) monoclonal antibody, and the mouse hybridoma (ZL9-3) which secretes anti-human CD79 beta monoclonal antibody (Zhang et al, Therapeutic Immunology, 1995, 2: 191-202), to Jonathan Uhr, M.D., Cancer Immunobiology Center, to be used to determine if the constructs will kill B lymphoma cells and use these in severe combined immunodeficient mice that carry human B cell lymphomas.

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**INTELLECTUAL PROPERTY-RELATED –
MATERIAL TRANSFER AGREEMENTS – FOREIGN (Continued)**

(FUNDS GOING OUT)

14. Agency: AstraZeneca, AB
Sweden
Funds: Material Transfer Agreement
Period: Beginning February 18, 2000
Description: Transfer of TIE2 promoter/enhancer vector plasmid, which was developed by Narutoku Sato, Ph.D., Department of Internal Medicine, together with any related biological material or associated know-how and data that will be provided by The University of Texas Southwestern Medical Center at Dallas to be used in research to generate mouse transgenes for specific expression in endothelial cells, to be used in manipulating angiogenesis in pathological situations.
15. Agency: Dalhousie University
Canada
Funds: Material Transfer Agreement
Period: Beginning December 21, 1999
Description: Transfer of XS52 and NS47 stromal cell lines and XS106 dendritic cell line, which were developed by Akira Takashima, M.D., Department of Dermatology, together with any related biological material or associated know-how and data that will be provided by The University of Texas Southwestern Medical Center at Dallas to be used for research with two strains of experimental mice models (Balb/c and A/J models).

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**INTELLECTUAL PROPERTY-RELATED –
MATERIAL TRANSFER AGREEMENTS – FOREIGN (Continued)**

(FUNDS GOING OUT) (Continued)

16. Agency: Kings College London
United Kingdom
Funds: Material Transfer Agreement
Period: Beginning February 11, 2000
Description: Transfer of DNA constructs encoding for the murine MHCII protein I-Ak with peptides covalently bound in the groove, more specifically identified as I-Ak/hsp261-271, I-Ak/hsp262-273, I-Ak/hsp263-274 and I-Ak/transferrin peptide, which were developed at The University of Southwestern Medical Center at Dallas, to be used to study in vitro and in vivo T cell responses to heat shock protein (hsp) antigens in the mouse model of arthritis, pristane induced arthritis, in which arthritis is brought about by having pristane (a type of mineral oil) injected into the mice.
17. Agency: McMaster University
Canada
Funds: Material Transfer Agreement
Period: Beginning February 3, 2000
Description: Transfer of XS52 and NS47 stromal cell lines which were developed by Akira Takashima, M.D., Department of Dermatology, together with any related biological material or associated know-how and data that will be provided by The University of Texas Southwestern Medical Center at Dallas to be used for research of interactions between neurons and antigen-presenting cells in vitro.

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INTELLECTUAL PROPERTY-RELATED –
MATERIAL TRANSFER AGREEMENTS – FOREIGN (Continued)

(FUNDS GOING OUT) (Continued)

18. Agency: Universidad de Navarra
Spain
Funds: Material Transfer Agreement
Period: Beginning February 3, 2000
Description: Transfer of XS52 and NS47 stromal cell lines and XS-106 dendritic cell line, which were developed by Akira Takashima, M.D., Department of Dermatology, together with any related biological material or associated know-how and data that will be provided by The University of Texas Southwestern Medical Center at Dallas to be used to investigate the early events which lead to tumor regression after intratumoral injection of dendritic cells engineered to secrete IL-12.
19. Agency: University of York
United Kingdom
Funds: Material Transfer Agreement
Period: Beginning January 26, 2000
Description: Transfer of XS52 and NS47 stromal cell lines and DETC 7-17 cell line, which were developed by Akira Takashima, M.D., Department of Dermatology, together with any related biological material or associated know-how and data that will be provided by The University of Texas Southwestern Medical Center at Dallas to be used to investigate the early interactions of the innate and acquired immune responses when mice are exposed to attenuated *Schistosoma mansoni* larvae.

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**INTELLECTUAL PROPERTY-RELATED –
MATERIAL TRANSFER AGREEMENTS – FOREIGN (Continued)**

(FUNDS GOING OUT) (Continued)

20. Agency: Yonsei University College of Medicine
Korea
Funds: Material Transfer Agreement
Period: Beginning January 20, 2000
Description: Transfer of XS52 and NS47 stromal cell lines, which were developed by Akira Takashima, M.D., Department of Dermatology, together with any related biological material or associated know-how and data that will be provided by The University of Texas Southwestern Medical Center at Dallas will be used for biochemical analysis and transfection studies of dendritic cells.

INTELLECTUAL PROPERTY-RELATED AGREEMENTS - GRANTS

(FUNDS COMING IN)

21. Agency: National Institutes of Health
National Institute of Allergy and Infectious Diseases
Funds: \$868,300
Period: January 1, 2000 through December 31, 2000
Description: Grant # 1 U01 AI46376-01 entitled "U.T. Southwestern Adult AIDS Clinical Trials Unit"
22. Agency: National Institutes of Health
National Institute of General Medical Sciences
Funds: \$944,318
Period: February 1, 2000 through January 31, 2001
Description: Grant # 2 P50 GM21681-35 entitled "Pathological, Biochemical Changes of Thermal Injury"

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INTELLECTUAL PROPERTY-RELATED AGREEMENTS – GRANTS (Continued)

(FUNDS COMING IN)

23. Agency: National Institutes of Health
National Institute of General Medical Sciences
Funds: \$1,002,506
Period: January 1, 2000 through December 31, 2000
Description: Grant # 5 R01 GM34497-20 entitled "Regulation of Cyclic Nucleotide Metabolism"
24. Agency: National Institutes of Health
National Heart, Lung, and Blood Institute
Funds: \$1,079,875
Period: January 28, 2000 through December 31, 2000
Description: Grant # 5 P50 HL61033-02 entitled "Molecular Basis for Hypoplastic Heart Syndromes"
25. Agency: National Institutes of Health
National Center for Research Resources
Funds: \$794,539
Period: December 1, 1999 through November 30, 2000
Description: Grant # 5 M01 RR00633-28 entitled "General Clinical Research Center"

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PLAN TO MANAGE POTENTIAL CONFLICTS OF INTEREST

The following Plan To Manage Potential Conflicts of Interest has been reviewed by the Office of General Counsel and approved by the Executive Vice Chancellor for Health Affairs and is recommended for approval by the U. T. Board of Regents.

1. Plan to Manage Potential Conflict of Interest for Dr. Eric N. Olson

Eric N. Olson, Ph.D., Professor and Chair of the Department of Molecular Biology and Oncology at The University of Texas Southwestern Medical Center at Dallas, and co-inventors created the following inventions in the field of cardiac hypertrophy and heart failure: U.S. Patent application #09/061,417 filed October 15, 1998 (U. T. Southwestern file reference number UTSD:0548), U.S. Patent application #09/173,798 filed October 15, 1998 (U. T. Southwestern file reference number UTSD:0652), U.S. Patent application #09/173,795 filed October 15, 1998, 1997 (U. T. Southwestern file reference number UTSD:0653), and U.S. Patent application #09/173,799 filed October 15, 1998 (U. T. Southwestern file reference number UTSD:0654), corresponding foreign patents and patent applications, and all re-examinations or extensions thereof (collectively, the "Inventions").

Under a Patent License Agreement which was originally granted to Mantex Biotech of Dallas, Texas, the license to the above mentioned Inventions, which had previously been licensed to ManTex Biotech of Dallas, Texas, will be assigned to Myogen, Inc. of Westminster, Colorado. This Patent License Agreement is also with the University of North Texas Health Science Center at Fort Worth, which has a Joint Ownership Agreement with The University of Texas Southwestern Medical Center at Dallas for the Inventions. Myogen, Inc. will be granted a royalty-bearing, exclusive, worldwide license and right to discover, research, develop, import, manufacture, have manufactured, use, and/or sell products covered by the Inventions. Additionally, under this License Agreement Myogen, Inc. will pay The University of Texas Board of Regents and The University of North Texas Health Science Center at Fort Worth (with 60% going to The University of Texas Southwestern Medical Center at Dallas) (1) an annual license issue fee of \$50,000, beginning August 1, 2003; (2) milestone payments during the development of drugs which may total \$3.15 million for each drug; and (3) a 2.5 % running royalty on net sales of licensed products and identified products; (4) 25% of any and all revenues from sublicenses and certain partnerships received by Myogen, Inc.; and (5) \$50,000 from any sublicense which includes equity purchase in Myogen, Inc. greater than \$1,000,000. In addition, Myogen, Inc. will also issue to The University of Texas Southwestern Medical Center at Dallas 28,929 shares of preferred stock. The

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PLAN TO MANAGE POTENTIAL CONFLICTS OF INTEREST (Continued)

License Agreement includes reimbursement of all Invention expenses and expenses for patent applications filed in the future, and standard language indemnifying the Board of Regents.

There is also a pre-existing Sponsored Research Agreement in which Myogen, Inc. will provide a 3-year Sponsored Research Agreement, at \$125,000 per year, to The University of Texas Southwestern Medical Center at Dallas for research to be performed in Dr. Olson's laboratory on certain aspects of basic research on the molecular basis of cardiac hypertrophy and heart failure. Dr. Olson's laboratory will also be performing other basic heart research not supported by Myogen, Inc. The Sponsored Research Agreement specifies particular objectives to be addressed as supported research.

Dr. Olson, Professor and Chair of the Department of Molecular Biology and Oncology at The University of Texas Southwestern Medical Center at Dallas, currently holds equity in Myogen, Inc. of 141,667 shares, and 241,082 shares as a result of a recently completed and approved license which was solely between The University of Texas Southwestern Medical Center at Dallas and Myogen, Inc. When Dr. Olson receives half of the shares received by The University of Texas Southwestern Medical Center at Dallas (14,464 shares) from this new agreement, his total will become 484,713 shares, or about 1.98% of current equity. In addition, Dr. Olson serves as a consultant to Myogen, Inc.

In view of this potential conflict of interest, The University of Texas Southwestern Medical Center at Dallas has developed the following measures to eliminate the likelihood that actual conflicts will arise with regard to Dr. Olson. As required by Texas Education Code, Section 51.912(b), and the Regents' Rules and Regulations, Part Two, Chapter XII, Subsection 7.3, Dr. Olson has provided The University of Texas Southwestern Medical Center at Dallas with a written disclosure of all potential conflicts of interest (both financial and arising through his role as a member of the scientific advisory board, and his proposed role as a consultant) that might emanate from the terms of the License Agreement. Thus, The University of Texas Southwestern Medical Center at Dallas stands in compliance with regulations governing the definition of potential conflicts that might arise through the proposed License Agreement.

In review of this disclosure, The University of Texas Southwestern Medical Center at Dallas has determined that a license to a faculty-owned company is appropriate

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PLAN TO MANAGE POTENTIAL CONFLICTS OF INTEREST (Continued)

inasmuch as the activities of Myogen, Inc. involve applied research and the potential discovery and manufacturing of agents for the prevention and treatment of cardiac hypertrophy and heart failure, whereas Dr. Olson's University of Texas Southwestern Medical Center at Dallas laboratory performs basic research.

Additionally, The University of Texas Southwestern Medical Center at Dallas has implemented a management strategy to minimize the risk of a future conflict of interest. Under this plan, Dr. Olson will serve as a consultant to Myogen, Inc. However, written descriptions of ongoing and planned research conducted in the laboratory of Dr. Eric Olson will be reviewed by Perrie M. Adams, Ph.D., Associate Dean for Research, and Dennis K. Stone, M.D., Vice President for Technology Development at The University of Texas Southwestern Medical Center at Dallas. These written descriptions will be in the forms of required annual reports for all agencies currently providing research funding to The University of Texas Southwestern Medical Center at Dallas laboratory of Dr. Olson, as well as any new research proposals soliciting funding from public and private agencies. All research projects described in these reports will be reviewed by Dr. Adams for any potential conflicts of interest pertinent to the terms of the License Agreement, and all such projects shall require approval by Dr. Adams. If any such research project shall be found by Dr. Adams to result in an actual conflict of interest pertinent to the terms of the License Agreement, Dr. Olson will be required to either modify his research plan such that it is deemed by Dr. Adams to no longer create a conflict of interest or to transfer the portions of research that have been found to create a conflict of interest to an independent investigator, to be designated in the mutual consent of Dr. Adams and Dr. Olson. Thus, The University of Texas Southwestern Medical Center at Dallas has developed a diligent review procedure to prevent the actual development of a conflict of interest pertinent to the License Agreement.

The proposed arrangement is consistent with Section 51.912 of the Texas Education Code and corresponding provisions of The U. T. System Intellectual Property Policy. Pursuant to Part Two, Chapter XII, Subsections 6.2 and 7.1 of the Regents' Rules and Regulations, approval by The University of Texas Board of Regents is necessary for Dr. Olson to hold equity in Myogen, Inc.

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AMENDMENTS TO THE 1999-00 BUDGET

The following Requests for Budget Changes (RBC's) have been administratively approved as required by the Executive Vice Chancellor for Health Affairs and are recommended for ratification by the U. T. Board of Regents.

The term "rate" for academic institutions is the full-time nine-month base rate and for health institutions is the full-time twelve-month base rate; for all other personnel it is the full-time rate, the appointee receiving a proportionate amount depending upon the fraction of time for which the individual is appointed and the period of appointment. Source of funds for payment of salaries, unless otherwise shown, is the departmental salaries account.

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
<u>APPOINTMENTS AND PROMOTIONS</u>					
SOUTHWESTERN MEDICAL SCHOOL					
Biophysics & Molecular Genetics					
1. Masashi Yanagisawa (T)					21
From: Professor of Biophysics		100	12	150,000	
To: Professor of Biophysics & Molecular Genetics and The Patrick E. Haggerty Distinguished Chair in Basic Biomedical Science	9/1	100	12	150,000	

Source of Funds:

\$ 150,000 - Howard Hughes Institute
\$ 150,000 - Total Salary

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SOUTHWESTERN MEDICAL SCHOOL (Continued)					
Internal Medicine					
2. Stephen A. Johnston (T)					26
From: Professor of Internal Medicine and Holder of Dr. Eugene Tragus Chair in Molecular Cardiology		100	12	121,500	
To: Professor of Internal Medicine and Holder of Dr. Eugene Tragus Chair in Molecular Cardiology	2/1	100	12	170,000	

Source of Funds:

\$ 20,586	- National Animal Disease Ctr.
24,000	- DARPA/Defense Sciences
20,000	- DARPA
47,950	- Leland Fikes Foundation
7,732	- Donald W. Reynolds Foundation
7,732	- Donald W. Reynolds Foundation
22,000	- Pfizer Inc.
20,000	- Various Donors
<u>\$ 170,000</u>	- Total Salary

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<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SOUTHWESTERN MEDICAL SCHOOL (Continued)					
Pathology					
3. Ishwarlal Jialal (T)					14
From: Professor of Pathology		100	12	170,000	
To: Professor of Pathology & Holder of the C. Vincent Prothro Chair in Human Nutrition Research	10/1	100	12	170,000	

Source of Funds:

\$ 37,686 - State Funds – Pathology
 10,761 - NIH 1-R01-AT00005-01
 6,250 - Donald W. Reynolds Foundation
 17,000 - MSRDP – Internal Medicine
 13,064 - MSRDP – Pathology – Parkland Hospital
34,000 - Research Endowment for the Ctr for Human Nutri Faculty–TESP Match
\$118,761 - Total Salary
51,239 - Augmentation MSRDP
\$170,000 - Total Compensation

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SOUTHWESTERN MEDICAL SCHOOL (Continued)					
Pathology (Continued)					
4. Charles L. White III (T)					27
From: Professor of Pathology (T)		100	12	161,500	
To: Professor of Pathology (T) and Holder of John H. Childers, M.D. Professorship in Pathology	1/1	100	12	161,500	

Source of Funds:

\$ 64,600	- State Funds - Pathology
9,000	- NIH 5-P30-AG12300-06
18,593	- MSRDP - Pathology
<u>16,150</u>	- Childrens Medical
\$ 108,343	- Total Salary
<u>53,157</u>	- MSRDP - Pathology
<u>\$ 161,500</u>	- Total Compensation

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<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SOUTHWESTERN MEDICAL SCHOOL (Continued)					
Pharmacology					
5. Philip E. Thorpe (T)					22
From: Professor of Pharmacology		100	12	153,000	
To: Professor of Pharmacology and The Serena S. Simmons Distinguished Chair in Cancer Immunopharmacology	9/1	100	12	153,000	
6. David L. Garbers (T)					23
From: Professor of Pharmacology and The Patrick E. Haggerty Distinguished Chair in Basic Biomedical Science		100	12	157,000	
To: Professor of Pharmacology and Cecil H. & Ida Green Distinguished Chair in Reproductive Biology Sciences	9/1	100	12	157,000	

Source of Funds:

\$ 157,000 - Howard Hughes Institute
\$ 157,000 - Total Salary

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<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>No. Mos.</u>	<u>Full-time Salary Rate</u>	<u>RBC #</u>
SOUTHWESTERN MEDICAL SCHOOL (Continued)					
Pharmacology (Continued)					
7. Paul C. Sternweis (T)					28
From: Professor of Pharmacology and Holder of Alfred & Mabel Gilman Professorship in Molecular Pharmacology		100	12	129,000	
To: Professor of Pharmacology and Holder of Alfred & Mabel Gilman Chair in Molecular Pharmacology	1/1	100	12	129,000	

Source of Funds:

\$ 81,335	- State Funds – Cell Regulation Graduate Program
45,735	- NIH 2-R01-GM31954-17
1,930	- Alfred & Mabel Gilman Professorship in Molecular Pharmacology – TESP Match
<u>\$ 129,000</u>	- Total Salary

Physiology

8. Fouad Bashour (T)					8
From: Clinical Professor of Physiology		37	12	146,000	
To: Clinical Professor of Physiology and Holder of Ashbel Smith Professorship	9/1	37	12	146,000	

Source of Funds:

<u>\$ 53,280</u>	- Cardiology Fund
<u>\$ 53,280</u>	- Total Salary

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<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SOUTHWESTERN MEDICAL SCHOOL (Continued)					
Urology					
9. John D. McConnell (T)					9
From: Professor and Chairman of Urology & Holder of E. E. Fogelson & Greer Garson Fogelson Distinguished Chair In Urology		100	12	285,000	
To: Professor and Chairman of Urology, Vice President of Clinical Programs, & Holder of E. E. Fogelson & Greer Garson Fogelson Distinguished Chair in Urology	10/1	100	12	300,000	

Source of Funds:

\$ 52,934	- State Funds – Urology
31,250	- NIH 5-U01-DK46437-08
11,721	- MSRDP-Urology Surgery
43,729	- Parkland Memorial Hospital
<u>15,000</u>	- Presidential Designated Funds
\$154,634	- Total Salary
<u>145,366</u>	- Parkland Memorial Hospital - Augmentation
<u>\$300,000</u>	- Total Compensation

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<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SOUTHWESTERN MEDICAL SCHOOL (Continued)					
Urology (Continued)					
10. Claus Roehrborn (T)					25
From: Associate Professor of Urology		100	12	240,000	
To: Associate Professor of Urology And Mary Rose Haggar Professorship in Urology	9/1	100	12	240,000	

Source of Funds:

\$ 19,552	- State Funds – Urology
24,000	- Dallas VA Research Corp.
31,250	- NIH 5-U01-DK46437-08
8,542	- MSRDP – Urology Surgery
26,407	- Parkland Memorial Hospital
36,712	- Veterans Affairs Medical Center
3,593	- The Rose Mary Haggar Professorship in Urology – TESP Match
<u>\$ 150,056</u>	- Total Salary
69,110	- MSRDP Augmentation
<u>20,834</u>	- MSRDP Augmentation
<u>\$ 240,000</u>	- Total Compensation

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS
 U. T. BOARD OF REGENTS' MEETING
 MAY 11, 2000

AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SOUTHWESTERN MEDICAL SCHOOL (Continued)					
Simmons Comprehensive Cancer Center					
11. Richard B. Gaynor (T)					24
From: Professor of Internal Medicine And Director of Simmons Comprehensive Cancer Center and Holder of The Andrea L. Simmons Distinguished Chair in Cancer Virology		75.51	12	300,000	
To: Professor of Internal Medicine and Director of Simmons Comprehensive Cancer Center And Holder of The Lisa K. Simmons Distinguished Chair in Comprehensive Oncology	9/1	75.51	12	300,000	

Source of Funds:

\$ 34,864	- State Funds – Internal Medicine
68,911	- State Funds – Genetics & Development Graduate Program
40,089	- State Funds – Immunology Graduate Program
15,000	- State Funds – Molecular Microbiology Graduate Program
4,715	- Research Centers of Excellence – Internal Medicine
15,500	- NIH-4-R37-AI29167-11
<u>47,458</u>	- The Lisa K. Simmons Distinguished Chair in Comprehensive Oncology
<u>\$ 226,537</u>	- Total Salary

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS
 U. T. BOARD OF REGENTS' MEETING
 MAY 11, 2000

AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>TRANSFER OF FUNDS</u>	<u>RBC #</u>
Office of the Dean	
12. Amount of Transfer	\$ 129,700
	10
From: Dean's Unallocated Faculty Salaries	
To: Office of Medical Education	
Additional funds to support the electronic curriculum in Office of Medical Education.	
13. Amount of Transfer	\$ 279,000
	15
From: Health Care Centers of Excellence Departmental Operating Expense	
To: Health Care Centers of Excellence Faculty Salaries	
Provide faculty salary support in the area of Health Care Center of Excellence.	
14. Amount of Transfer	\$ 279,000
	16
From: Unallocated Medical School Faculty Salaries	
To: Unallocated Medical School Departmental Operating Expense	
Provide Departmental Operating Expense Support for the Medical School.	

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS
 U. T. BOARD OF REGENTS' MEETING
 MAY 11, 2000

AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>TRANSFER OF FUNDS (Continued)</u>	<u>RBC #</u>
Office of the Dean (Continued)	
15. Amount of Transfer	\$ 300,000
	29
From: Dean's Unallocated Faculty Salaries	
To: Anesthesiology and Pain Management	
Additional Funds to cover increased clinical services at Parkland with commitment of additional teaching responsibilities.	
16. Amount of Transfer	\$ 300,000
	30
From: Dean's Unallocated Faculty Salaries	
To: Psychiatry	
Additional Funds to cover increased clinical services at Parkland with commitment of additional teaching responsibilities.	
17. Amount of Transfer	\$ 123,000
	31
From: Dean's Unallocated Faculty Salaries	
To: Obstetrics and Gynecology	
Additional Funds to cover increased clinical services at Parkland with commitment of additional teaching responsibilities.	
18. Amount of Transfer	\$ 170,000
	32
From: Dean's Unallocated Faculty Salaries	
To: Green Center	
Additional Funds to fulfill commitment to Dr. Garbers in the Green Center.	

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS
 U. T. BOARD OF REGENTS' MEETING
 MAY 11, 2000

AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>TRANSFER OF FUNDS (Continued)</u>	<u>RBC #</u>
Advanced Research and Advanced Technology Program	
19. Amount of Transfer	\$ 3,515,020
	17
From: Allocation of General Revenue by Coordinating Board	
To: Advanced Research/Technology Programs for:	
The Generation of Toxin and IL-2 Mutants Lacking a Disintegrin-like Motif (Baluna)	\$135,000
Uninsured Adult Working-Age Population in Tarrant Co.: Access, Cost of Care and Health Status (Baumer)	10,115
Resistance to Interferon therapy (Gale)	139,315
SNooP – A Directed Search for Genetic (Garner)	198,000
Genetic Dissection and Positional cloning of Loci for Obesity in Mice (Gershenfeld)	138,258
Renal Fibrosis and Anemia: A TGF-beta Transgenic Rat Model (Hammer)	145,042
Neural Stem Cells: Controlling Proliferation and Differentiation (Johnson)	135,520
Role of NF-dappa B as an Oxygen-regulated switch in Developmental induction of SP-A Gene Expression (Mendelson)	168,960
Positional Cloning of Genes Mediating Susceptibility To Autoimmunity (Wakeland)	149,364
Mogenic Stem Cells (Garry)	181,000
Generation of an ExpressioncDNA Microarray to Study Complex Metabolic (Horton)	197,000
New Strategies for Immune Manipulation (Johnston)	187,474
Use Telomerase for the Immortalization of Normal and pre-malignant Human Cells (Morales)	225,000
New Strategy for Syphilis Vaccine (Norgard)	183,472
Mouse Models for Human Cardiac Hypertrophy and Heart Failure (Olson)	225,000
An Open Reading Frame Vector for the Isolation of Genes (Rombel)	181,000
Microarray Analysis of Doxorubicin Cardiomyopathy (Shohet)	180,000

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS
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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>TRANSFER OF FUNDS (Continued)</u>	<u>RBC #</u>
Advanced Research and Advanced Technology Program (Continued)	
A Highly sensitive Blood Test for Early Detection of Carcinoma Cells (Uhr)	225,000
A Strategy to Eliminate the Latent Reservoir of HIV (Vitetta)	225,000
Hyperspectral Microscopic Imaging Matching Funds By: Immunicon Corporation (\$1,100,000) (Schultz)	285,500
	\$3,515,020

Southwestern Allied Health Sciences School		
20. Amount of Transfer	\$ 105,880	11

From: Prior Year E&G Fund Balances

To: Masters in Public Health Program

New funding for ITV (Instructional Television Service) Expenses for
 Masters in Public Health Program.

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS
U. T. BOARD OF REGENTS' MEETING
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PARKING AND TRAFFIC REGULATIONS

PARKING PERMIT FEES

Ratification is recommended for the following parking permit fees to be effective beginning with the Fall Semester 2000. The fees have been administratively approved by Executive Vice Chancellor for Health Affairs.

Following Regental approval, the appropriate component catalog will be amended to reflect these new fees.

	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
Annual fees:			
<u>Faculty/Staff Classifications</u>			
Faculty	\$250-1,000	\$275-1,100	10%
Volunteer	\$5	\$10	100%
Classified Employees	\$60-216	\$70-275	12-27.31%

NOTE: Annual parking permit fees may be prorated for permits purchased for spring semester/summer session or for summer session only and refunds may be made for fall semester enrollment/employment only.

THE UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER AT DALLAS
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

PARKING AND TRAFFIC REGULATIONS (Continued)

PARKING PERMIT FEES

Ratification is recommended for the following parking permit fees to be effective beginning with the Fall Semester 2001. The fees have been administratively approved by Executive Vice Chancellor for Health Affairs.

Following Regental approval, the appropriate component catalog will be amended to reflect these new fees.

	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
Annual fees:			
<u>Student Permit Classifications</u>			
Students	\$40	\$45	12.5%
<u>Faculty/Staff Classifications</u>			
Faculty	\$275-1,100	\$300-1,200	9.09%
Volunteer	\$10	\$10	- 0% -
Classified Employees	\$70-275	\$75-300	7.14-9.09%

NOTE: Annual parking permit fees may be prorated for permits purchased for spring semester/summer session or for summer session only and refunds may be made for fall semester enrollment/employment only.

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
U. T. BOARD OF REGENTS' MEETING
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THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

CONTRACTS

The following contracts or agreements have been awarded, have been administratively approved by the President (or his delegate) and are recommended for ratification by the U. T. Board of Regents.

GENERAL CONTRACTS

(FUNDS COMING IN)

1. Agency: County of Galveston, Texas
Funds: Thirty-five percent (35%) of UTMB charges
Period: September 1, 1999 through August 31, 2000
Description: UTMB will provide medical services to Galveston County's eligible civil, incarcerated and detained juvenile indigent populations.

2. Agency: Texas Tech University Health Sciences Center (TTUHSC)
Funds: \$2,000,000
Period: September 1, 1999 through August 31, 2001
Description: UTMB will provide payroll services (calculations and paychecks) for those psychiatric employees transferring from Texas Department of Criminal Justice (TDCJ) to Texas Tech University Health Sciences Center (TTUHSC) as a result of the transfer of staff and responsibilities for psychiatric care from TDCJ to TTUHSC.

3. Agency: The Gulf Coast Center
Funds: \$1,824,900 plus the opportunity to earn incentive payments up to \$200,000
Period: September 1, 1999 through August 31, 2000
Description: UTMB will provide Regional Community Psychiatric hospital services for those individuals 18 years and older who reside in Galveston and Brazoria Counties, who are served by The Gulf Coast Center.

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
U. T. BOARD OF REGENTS' MEETING
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CONTRACTS (Continued)

MINOR CONSTRUCTION PROJECT

(FUNDS GOING OUT)

4. Contractor: Prime Contractors, Inc.
Amount: \$945,000
Source of Funds: Institutional Funds
Date of Contract: November 22, 1999
Estimated Completion Date: June 1, 2000
Project Title: Primary Care Pavilion PT/OT
Description: Renovation of the UTMB Primary Care Pavilion to relocate the UTMB Physical Therapy and Occupational Therapy Departments

**NON-INTELLECTUAL PROPERTY-RELATED SPONSORED RESEARCH
AGREEMENTS - FOREIGN**

(FUNDS COMING IN)

5. Country: France
Grantor: PASTEUR MERIEUX Sérums & Vaccins
No.: N/A
New Funds: \$28,000
Current Period: December 21, 1999 through April 30, 2000
Title/Description: Clinical study entitled "Safety and immunogenicity of a vero cell inactivated Japanese encephalitis vaccine in healthy adults."

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
U. T. BOARD OF REGENTS' MEETING
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AFFILIATION AGREEMENTS – NON STANDARD

The following non-standard affiliation agreements have been administratively approved as to form and content by the Executive Vice Chancellor for Health Affairs and the Office of General Counsel. The University of Texas Medical Branch at Galveston and the other entities will co-sponsor exchange programs in areas of interest and benefit to both institutions to promote interest in teaching and research activities and to deepen the understanding of economic, cultural and social environments of the respective institutions.

1. Facility: Delta Airlines, Inc.
Date: Effective December 8, 1999
Purpose: Health care educational experience program established primarily for the benefit of students in the UTMB Aerospace Medicine Program.

2. Facility: University of Houston – Clear Lake
Date: Effective April 1, 1999
Purpose: Health care educational experience program established primarily for the benefit of graduate students enrolled in the University of Houston – Clear Lake, School of Human Sciences and Humanities, Clinical Psychology Program.

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
 U. T. BOARD OF REGENTS' MEETING
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AMENDMENTS TO THE 1999-00 BUDGET

The following Requests for Budget Changes (RBC's) have been administratively approved as required by the Executive Vice Chancellor for Health Affairs and are recommended for ratification by the U. T. Board of Regents.

The term "rate" for academic institutions is the full-time nine-month base rate and for health institutions is the full-time twelve-month base rate; for all other personnel it is the full-time rate, the appointee receiving a proportionate amount depending upon the fraction of time for which the individual is appointed and the period of appointment. Source of funds for payment of salaries, unless otherwise shown, is the departmental salaries account.

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
<u>APPOINTMENTS AND PROMOTIONS</u>					
SCHOOL OF MEDICINE					
Anatomy and Neurosciences (WOS)					
Associate Professor Emeritus					
1. Gerald Callas	12/1-8/31				298
Surgery					
2. James C. Thompson					301
From: Ashbel Smith Professor		.4750	12	210,526	
To: Ashbel Smith Professor Emeritus	12/1-8/31	.4750	12	210,526	
Source of Funds:					
\$ 58,724	- State				
<u>41,276</u>	- MSRDP Grant				
<u>\$100,000</u>	- Total Salary				
<u>\$210,526</u>	- Total Salary Rate				

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
 U. T. BOARD OF REGENTS' MEETING
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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SCHOOL OF MEDICINE (Continued)					
Orthopaedic Surgery					
3. Ernest B. Evans					300
From: Ashbel Smith Professor		.4750	12	126,316	
To: Ashbel Smith Professor Emeritus	12/1-8/31	.4750	12	126,316	

Source of Funds:

\$ 60,000 - MSRDP Grant
\$ 60,000 - Total Salary
\$126,316 - Total Salary Rate

Human Biological Chemistry and
 Genetics (WOS); Physiology and Biophysics
 Professor

4. Ehud M. Landau (T)	1/1-8/31	100	12	105,000	303
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THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
 U. T. BOARD OF REGENTS' MEETING
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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SCHOOL OF MEDICINE; RESEARCH ENHANCEMENT					
Human Biological Chemistry and Genetics (WOS); Internal Medicine; Sealy Center for Molecular Science					
5. Allan B. Brasier (T)					304
From: Associate Professor, Human Biological Chemistry and Genetics; Professor, Internal Medicine; Scientist, Sealy Center for Molecular Science					
		100	12	129,627	
To: Associate Professor, Human Biological Chemistry and Genetics; Leon Bromberg, M.D. Professorship in Internal Medicine and Professor, Internal Medicine; Scientist, Sealy Center for Molecular Science					
	1/1-8/31	100	12	129,627	
Initial Appointment to the Leon Bromberg, M.D. Professorship in Internal Medicine					

Source of Funds:

\$ 2,514	- State
24,085	- MSRDP Grant
<u>103,028</u>	- Contracts and Grants
<u>\$129,627</u>	- Total Salary

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
 U. T. BOARD OF REGENTS' MEETING
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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SCHOOL OF MEDICINE; RESEARCH ENHANCEMENT (Continued)					
Office of the Dean of Medicine (WOS); Pediatrics (WOS); Research Program Development					
6. George T. Bryan					302
From: Dean Emeritus, Office of the Dean of Medicine; Ashbel Smith Professor, Pediatrics; Program Facilitator, Research Program Development		.4750	12	232,674	
To: Dean Emeritus, Office of the Dean of Medicine; Ashbel Smith Professor Emeritus, Pediatrics; Program Facilitator, Research Program Development	12/1-8/31	.4750	12	232,674	

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

SALE OF UNIVERSITY-OWNED PROPERTY

The following sale has been administratively approved by the Executive Vice Chancellor for Health Affairs and is recommended for ratification by the U. T. Board of Regents.

- | | |
|---------------|--|
| 1. Item Sold: | Hydro Mod. WF-100-DT Hover 10,000 PSI
waterblaster with hoses and a steel trailer |
| Amount: | \$10,100 |
| Purchaser: | Boatman Industries, Inc. |
| Department: | Auxiliary Enterprises |
| Explanation: | This waterblaster is surplus equipment for UTMB. |

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

FEES AND MISCELLANEOUS CHARGES

STUDENT SERVICES FEES

Ratification is recommended for the following student services fees to be effective beginning with the Fall Semester 2000. The statutory requirements for involvement of a student services fees committee have been met. The fees have been administratively approved by the Executive Vice Chancellor for Health Affairs.

Following Regental approval, the appropriate component catalog will be amended to reflect these new fees.

COMPULSORY STUDENT SERVICES FEES
for the
Graduate School of Biomedical Sciences
School of Allied Health Sciences
School of Nursing

	<u>Current Rate</u>	<u>Proposed Rate</u>	<u>Percent Increase</u>
<u>For each regular semester</u>			
Per Semester Credit Hour	\$ 7.50	\$ 8.25	10%
Maximum	\$90.00	\$99.00	10%

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
 U. T. BOARD OF REGENTS' MEETING
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FEES AND MISCELLANEOUS CHARGES (Continued)

STUDENT SERVICES FEES (Continued)

COMPULSORY STUDENT SERVICES FEES (Continued)
 for the
 School of Medicine

	<u>Current Rate</u>	<u>Proposed Rate</u>	<u>Percent Increase</u>
<u>For each year per student</u>			
Year 1	\$194	\$213	
Yearbook Fee	<u>14</u>	<u>14</u>	
Total Year 1	\$208	\$227	9.1%
Year 2	\$289	\$318	
Yearbook Fee	<u>14</u>	<u>14</u>	
Total Year 2	\$303	\$332	9.6%
Year 3	\$289	\$318	
Yearbook Fee	<u>14</u>	<u>14</u>	
Total Year 3	\$303	\$332	9.6%
Year 4	\$289	\$318	
Yearbook Fee	<u>14</u>	<u>14</u>	
Total Year 4	\$303	\$332	9.6%

THE UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

FEEES AND MISCELLANEOUS CHARGES (Continued)

MEDICAL SERVICES FEES

Ratification is recommended for the following medical services fee increases to be effective beginning with the Fall Semester 2000. The increases have been the subject of appropriate student input and have been administratively approved by the Executive Vice Chancellor for Health Affairs.

Following Regental approval, the appropriate component catalog will be amended to reflect these new fees.

	<u>Current Rate</u>	<u>Proposed Rate</u>	<u>Percent Increase</u>
<u>For each year per student</u>			
School of Medicine	\$ 135	\$ 148.50	10%
<u>For each regular semester per student</u>			
School of Allied Health Sciences	\$ 45	\$ 49.50	10%
School of Nursing	\$ 45	\$ 49.50	10%
Graduate School of Biomedical Sciences	\$ 45	\$ 49.50	10%

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON
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THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON
 U. T. BOARD OF REGENTS' MEETING
 MAY 11, 2000

AMENDMENTS TO THE 1999-00 BUDGET

The following Requests for Budget Changes (RBC's) have been administratively approved as required by the Executive Vice Chancellor for Health Affairs and are recommended for ratification by the U. T. Board of Regents.

The term "rate" for academic institutions is the full-time nine-month base rate and for health institutions is the full-time twelve-month base rate; for all other personnel it is the full-time rate, the appointee receiving a proportionate amount depending upon the fraction of time for which the individual is appointed and the period of appointment. Source of funds for payment of salaries, unless otherwise shown, is the departmental salaries account.

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
<u>APPOINTMENTS AND PROMOTIONS</u>					
MEDICAL SCHOOL					
Ophthalmology					
1. Thomas C. Prager					028
From: Clinical Professor		89	12	61,951	
To: Clinical Professor and Vale Asche Russell Professorship in Ophthalmology	12/1	89	12	61,951	

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON
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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
SCHOOL OF NURSING					
Systems & Technology					
Lee and Joseph D. Jamail Distinguished Professorship					
2. Mara M. Baun (T)	1/1	100	12	99,250	032
		SUPLT	12	2,000	

Source of Funds:

\$ 95,280	- State
<u>3,970</u>	- Private
99,250	- Total Salary
<u>2,000</u>	- Supplement
<u>\$101,250</u>	- Total Compensation

Center on Aging

Theodore J. & Mary E. Trumble
 Professorship in Aging Research
 And Associate Director for Research

3. Nancy Bergstrom (T)	1/1	100	12	97,000	033
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Source of Funds:

\$ 95,060	- State
<u>1,940</u>	- Private
<u>\$ 97,000</u>	- Total Salary

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT HOUSTON
U. T. BOARD OF REGENTS' MEETING
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FEES AND MISCELLANEOUS CHARGES

DIFFERENTIAL GRADUATE TUITION CHARGES

Ratification is recommended for the following differential graduate tuition charges for the 2000-01 academic year. The fees have been the subject of discussion with representative students and have been administratively approved by the Executive Vice Chancellor for Health Affairs. A portion of the increase will be used for financial assistance for students impacted by the increase(s).

Following Regental approval, the appropriate component catalog will be amended to reflect these new rates.

<u>Academic Program</u>	<u>Current Fee</u>		<u>Proposed Fee</u>	
	<u>Resident</u>	<u>Non-Res.</u>	<u>Resident</u>	<u>Non-Res.</u>
School of Public Health	\$40/hr.	\$255/hr.	\$50/hr.	\$280/hr.

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO
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THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO
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GIFTS

The following gifts have been received, have been administratively approved by the President and are recommended for ratification by the U. T. Board of Regents.

- | | |
|-----------------|--|
| 1. Donor Name: | Brian W. & Suchada Y. MacDonald |
| College/School/ | |
| Department: | Department of Pediatrics |
| Purpose: | 18q research |
| Asset Type: | 2,000 shares, Amgen Inc.; 1,000 shares, Cisco Systems Inc.; 1,000 shares, Computer Sciences Corp.; 1,400 shares, Costco Wholesale Corp. New; 1,000 shares, Intel Corp.; 1,000 shares, Marsh & McLennan Companies Inc.; 1,500 shares, Medtronic Inc.; 2,000 shares, Sun Microsystems Inc.; 600 shares, General Electric Co.; 600 shares, Northern Trust Corp.; common stock |
| Value: | \$948,984.38 |
- | | |
|-----------------|---|
| 2. Donor Name: | USAA Foundation, A Charitable Trust |
| College/School/ | |
| Department: | U.T. Health Science Center at San Antonio |
| Purpose: | "Invest in the Best" capital campaign |
| Asset Type: | Cash |
| Value: | \$1,000,000 |

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

CONTRACTS

The following contracts or agreements have been awarded, have been administratively approved by the President (or his delegate) and are recommended for ratification by the U. T. Board of Regents.

**NON-INTELLECTUAL PROPERTY-RELATED SPONSORED RESEARCH
AGREEMENTS - FOREIGN**

(FUNDS COMING IN)

1. Country: Japan
Grantor: Japan Health Sciences Foundation
No. Authorization letter dated May 28, 1999
New Funds: \$37,382
Current Period: April 1, 1999 – March 31, 2000
Title/Description: *Mycobacterium leprae* genes expressed specifically in host cells

2. Country: France
Grantor: Hoechst Marion Roussel R & D
No. Agreement dated April 7, 1999
New Funds: \$12,000
Current Period: January 1, 1999 – April 30, 1999
Title/Description: Determination of the activity of ketolide HMR 3647 against recent North American surveillance isolates of *Streptococcus pneumoniae*

3. Country: China
Grantor: University of Hong Kong
No. FAX of grant letter dated January 11, 2000
New Funds: \$50,000
Current Period: January 1, 2000 – December 31, 2001
Title/Description: To investigate the functional anatomical organization of the human brain regions responsible for the processing of Chinese and English words by normal adult Chinese-English bilingual subjects through functional magnetic resonance imaging (fMRI) techniques

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO
U. T. BOARD OF REGENTS' MEETING
MAY 11, 2000

CONTRACTS (Continued)
NON-INTELLECTUAL PROPERTY-RELATED SPONSORED RESEARCH
AGREEMENTS – FOREIGN

(FUNDS COMING IN)

4. Country: Sweden
Grantor: Biora AB
No. Contract dated May 28, 1998
New Funds: \$275,000
Current Period: June 1, 1998 – May 31, 2001
Title/Description: To conduct various research projects with general and specific applicability to the product Emdogain and practices related thereto (the "Emdogain-Technology")

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO
 U. T. BOARD OF REGENTS' MEETING
 MAY 11, 2000

AMENDMENTS TO THE 1999-00 BUDGET

The following Requests for Budget Changes (RBC's) have been administratively approved as required by the Executive Vice Chancellor for Health Affairs and are recommended for ratification by the U. T. Board of Regents.

The term "rate" for academic institutions is the full-time nine-month base rate and for health institutions is the full-time twelve-month base rate; for all other personnel it is the full-time rate, the appointee receiving a proportionate amount depending upon the fraction of time for which the individual is appointed and the period of appointment. Source of funds for payment of salaries, unless otherwise shown, is the departmental salaries account.

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
<u>APPOINTMENTS AND PROMOTIONS</u>					
MEDICAL SCHOOL					
Radiation Oncology					
1. Terence S. Herman					11
From: Professor/Clinical		100	12	262,959	
To: Professor and Chairman (T)	12/01/99	100	12	312,000	
Psychiatry					
2. Stuart K. Shapira					12
From: Clinical Associate Professor		20	12	134,000	
To: Associate Professor (T)	01/01/00	100	12	134,000	

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
MEDICAL SCHOOL (Continued)					
Surgery					
3. Ian Murchie Thompson, Jr.					13
From: Clinical Associate Professor			12	WOS	
To: Professor and Deputy Chairman (T)	01/01/00	100	12	225,000	
Professor (T)					
4. J. Milburn Jessup	02/02/00	100	12	230,000	20
Source of Funds:					
<u>\$ 230,000</u> - MSRDP Funds					
<u>\$ 230,000</u> - Total Compensation					

THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO
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FEES AND MISCELLANEOUS CHARGES

DESIGNATED TUITION

Ratification is recommended for the following designated tuition rates to be effective beginning with the Fall Semester of 2000. The proposed rate increases have been the subject of discussion at a public forum as required by statute and have been administratively approved by the Executive Vice Chancellor for Health Affairs.

Following Regental approval, the appropriate component catalog will be amended to reflect these new rates.

	<u>Current Rates</u>	<u>Proposed Rates</u>	<u>Percent Increase</u>
<u>Per Semester Credit Hour</u> For students enrolled on a semester credit hour basis	\$0	\$ 20	100%
<u>Per Academic Year</u> For medical and dental students	\$0	\$750	100%

THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
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THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
U. T. BOARD OF REGENTS' MEETING
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GIFTS

The following gifts have been received, have been administratively approved by the President (or his delegate) and are recommended for ratification by the U. T. Board of Regents.

1. Donor Name: The Trust Company of Oklahoma
College/School/
Department: Institution
Purpose: J. C. Carleton & Egon Koehler Memorial Endowment
Asset Type: Cash
Value: \$1,913,480

2. Donor Name: Mrs. Eleine H. Brooks*
College/School/
Department: Neurosurgery
Purpose: Research in Neurosurgery
Asset Type: Cash
Value: \$1,881,330.39

3. Donor Name: Estate of Emma Lou Lancaster*
College/School/
Department: Institution
Purpose: Capital Improvement Program
Asset Type: Cash
Value: \$1,073,681.44

4. Donor Name: Caroline W. Law*
College/School/
Department: Institution
Purpose: Cancer Research Endowment
Asset Type: Cash
Value: \$1,000,000

5. Donor Name: Embassy of the State of Kuwait*
College/School/
Department: Institution
Purpose: Molecular Therapies Research
Asset Type: Cash
Value: \$1,000,000

THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
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GIFTS (Continued)

6. Donor Name: Wolf Creek Charitable Foundation*
College/School/ Department: Leukemia
Purpose: Chronic Lymphocytic Leukemia Research
Asset Type: Cash
Value: \$1,000,000
7. Donor Name: The Brown Foundation, Inc.
College/School/ Department: Institution
Purpose: Center for Symptom Control and Palliative Care and
the Ethel Fleming Arceneaux Nurse-Oncologists Award
Asset Type: Cash
Value: \$616,550

*No letter of transmittal from the donor

THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
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AMENDMENTS TO THE 1999-00 BUDGET

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<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
<u>APPOINTMENTS AND PROMOTIONS</u>					
THE TUMOR INSTITUTE – MEDICAL STAFF					
Anesthesiology & Critical Care					
1. Thomas W. Feeley (T)					65
From: Division Head, Chairman, Professor & Charles M. McBride Professorship		100	12	355,446	
To: Division Head, Chairman, Professor & Helen Shafer Fly Distinguished Professorship	3/1	100	12	355,446	

Source of Funds:

\$ 3,000 – Helen Shafer Fly Distinguished Professorship
352,446 – PRS – Division of Anesthesiology & Critical Care
\$355,446 – Total Compensation

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
THE TUMOR INSTITUTE – MEDICAL STAFF (CONTINUED)					
Clinical Investigation					
2. Leonard A. Zwelling (T)					58
From: Associate Vice President for Research Administration, Professor		100 SUPLT	12	227,980 20,000	
To: Vice President, Research Administration and Professor	1/1	100 SUPLT	12	227,980 20,000	

Source of Funds:

\$ 54,701 – Clinical Investigation
 56,245 – Research Administration, AVP Office
 20,000 – SVP/CAO Office
117,034 – PRS – Medicine – Community Oncology Program
\$247,980 – Total Compensation

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

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			<u>No. Mos.</u>	<u>Rate</u>	
THE TUMOR INSTITUTE – MEDICAL STAFF (CONTINUED)					
GI Oncology & Digestive Diseases					
3. James L. Abbruzzese (T)					49
From: Chairman, Professor		100 SUPLT	12	243,554 10,000	
To: Chairman, Professor & Annie Laurie Howard Research Distinguished Professorship	3/1	100 SUPLT	12	246,554 10,000	

Source of Funds:

\$ 10,000 – EVP & COO – Patient Care
 3,000 – Annie Laurie Howard Research Distinguished Professorship
 114,062 – GI Oncology & Digestive Diseases
 125,430 – PRS – Medicine – Gastro Medical Oncology
4,062 – Abbruzzese Core
\$256,554 – Total Compensation

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

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			<u>No. Mos.</u>	<u>Rate</u>	
THE TUMOR INSTITUTE – MEDICAL STAFF (CONTINUED)					
Gynecologic Oncology					
4. David M. Gershenson (T)					63
From: Chairman (ad interim), Professor & Anderson Clinical Faculty Chair		100 SUPLT	12	343,369 12,000	
To: Chairman, Professor & Anderson Clinical Faculty Chair	1/3	100	12	400,000	

Source of Funds:

\$ 6,000 – Anderson Clinical Chair
 192,122 – Gynecologic Oncology
 197,040 – PRS – Surgery – Gynecology
4,838 – Core Grant #11 - Gershenson
\$400,000 – Total Compensation

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

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THE TUMOR INSTITUTE – MEDICAL STAFF (CONTINUED)					
Gynecologic Oncology (Continued)					
5. Mitchell Morris (T)					56
From: Chief Information Officer & Professor		100 SUPLT	12	296,389 42,800	
To: Senior Vice President, Chief Information Officer & Professor	1/1	100 SUPLT	12	296,389 42,800	

Source of Funds:

\$ 42,800 – EVP & COO – Patient Care
 88,451 – Computing Resources
 17,067 – Gynecologic Oncology
 57,787 – Service Department Funds – Computing Resources
133,084 – PRS – Administrative Support
\$339,189 – Total Compensation

Diagnostic Radiology

6. Paul M. Silverman (T)					51
From: Professor		100	12	275,600	
To: Professor & Gerald Dewey Dodd, Jr. Chair in Diagnostic Imaging	3/1	100	12	281,600	

Source of Funds:

\$ 6,000 – Gerald Dewey Dodd, Jr. Chair
 137,800 – Diagnostic Radiology
137,800 – PRS – Diagnostic Imaging – Radiology
\$281,600 – Total Compensation

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			<u>No. Mos.</u>	<u>Rate</u>	
THE TUMOR INSTITUTE – EDUCATION					
Strategic and Business Planning					
7. Martin N. Raber (T)					59
From: Vice President, Strategic & Business Planning & Professor		75	12	346,639	
To: Senior Vice President, Strategic & Business Planning & Professor 1/1		75	12	346,639	

Source of Funds:

\$ 36,215 – Strategic & Business Planning
223,764 – PRS – Administrative Support
\$259,979 – Total Compensation

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

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			<u>No. Mos.</u>	<u>Rate</u>	
THE TUMOR INSTITUTE – RESEARCH					
Molecular Cell Biology					
8. Mien-Chie Hung (T)					53
From: Professor & Hubert L. & Olive Stringer Professorship in Cancer Research		100 SUPLT	12	145,536 10,000	
To: Professor & Ruth Legett Jones Chair	3/1	100 SUPLT	12	148,536 10,000	

Source of Funds:

\$ 6,000 – Ruth Legett Jones Chair
 10,000 – Research, VP Office
 125,855 – Molecular Cell Biology
 15,681 – Grant – SR 97-009
\$158,536 – Total Compensation

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AMENDMENTS TO THE 1999-00 BUDGET (Continued)

<u>Item, Department, Title, Name</u>	<u>Effective Date</u>	<u>% Time</u>	<u>Full-time Salary</u>		<u>RBC #</u>
			<u>No. Mos.</u>	<u>Rate</u>	
THE TUMOR INSTITUTE – RESEARCH (CONTINUED)					
Molecular Genetics					
9. Richard R. Behringer (T)					54
From: Professor		100	12	108,000	
To: Professor & Barnts Family Distinguished Professorship in Cancer Research	3/1	100	12	111,000	

Source of Funds:

\$ 3,000 – Barnts Family Distinguished Professorship
85,320 – Molecular Genetics
22,680 – Grant – HD30284-6
\$111,000 – Total Compensation

10. Guillermina Lozano (T)					55
From: Professor		100	12	108,000	
To: Professor & Anise J. Sorrell Professorship	3/1	100	12	111,000	

Source of Funds:

\$ 3,000 – Anise J. Sorrell Professorship
92,323 – Molecular Genetics
15,677 – Grant – CA47296-11
\$111,000 – Total Compensation