

BOARD OF REGENTS
OF
THE UNIVERSITY OF TEXAS SYSTEM

CALENDAR

Date: **Monday, September 8, 2003**

Time: **4:30 p.m.**

Place: Board Meeting Room, Ninth Floor, Ashbel Smith Hall,
201 West Seventh Street, U. T. System Administration,
Austin, Texas

Purpose: Convene in Open Session to Recess to Executive
Session for Gift, Legal, and Personnel Issues

See Page 1, Items A - B

Time: **5:00 p.m. approximately**

Purpose: Reconvene in Open Session to Consider Action on
Executive Session Items, if needed, and Consider
Agenda Items [Recess to Dinner Meeting at 5:45 p.m.]

See Page 1, Items C - D

Time: **7:00 p.m.**

Place: Mansion at Judge's Hill, 1900 Rio Grande, Austin, Texas

Purpose: Reconvene for Dinner Meeting and Adjourn

See Page 4, Items E - F

Telephone Numbers

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7:00 p.m. - Dinner, Mansion at Judge's Hill, 1900 Rio Grande, Austin, Texas

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	U. T. El Paso: Consideration of negotiated contract for prospective gift involving a naming opportunity	
	2. Consultation with Attorney Regarding Legal Matters or Pending and/or Contemplated Litigation or Settlement Offers – <u>Texas Government Code</u> Section 551.071	
	3. Personnel Matters Relating to Appointment, Employment, Evaluation, Assignment, Duties, Discipline, or Dismissal of Officers or Employees – <u>Texas Government Code</u> Section 551.074	
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- A. CALL TO ORDER IN OPEN SESSION

- B. RECESS TO EXECUTIVE SESSION PURSUANT TO TEXAS GOVERNMENT CODE, CHAPTER 551
 - 1. Negotiated Contracts for Prospective Gifts or Donations - Section 551.073
 - U. T. El Paso: Consideration of negotiated contract for prospective gift involving a naming opportunity

 - 2. Consultation with Attorney Regarding Legal Matters or Pending and/or Contemplated Litigation or Settlement Offers - Section 551.071

 - 3. Personnel Matters Relating to Appointment, Employment, Evaluation, Assignment, Duties, Discipline, or Dismissal of Officers or Employees - Section 551.074
 - a. U. T. System: Consideration of personnel matters relating to appointment, employment, evaluation, assignment and duties of officers or employees

 - b. U. T. System: Consideration of personnel matters relating to evaluation of presidents and U. T. System Executive Officers and employees

- C. RECONVENE IN OPEN SESSION TO CONSIDER ACTION ON EXECUTIVE SESSION ITEM(S)

- D. CONSIDERATION OF AGENDA ITEMS
 - 1. U. T. Board of Regents: Amendment of the Regents' Rules and Regulations regarding filming motion pictures or television productions [Part One, Chapter VI, Section 6, Subsection 6.(11)]

RECOMMENDATION

It is recommended that the Regents' Rules and Regulations, Part One, Chapter VI, Section 6, Subsection 6.(11), concerning filming motion pictures or television productions, be amended as set forth in congressional style on the following pages.

Sec. 6. Use of University Facilities

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6.(11) Filming Motion Pictures or Television Productions

~~The Chancellor of the U. T. System~~ or the president of a component institution or his or her delegate may authorize the use of property, buildings, or facilities owned or controlled by the U. T. System or component institution for filming motion pictures or television productions under a written agreement approved pursuant to U. T. System procedures. Requests to film a motion picture or television production will be reviewed and considered on a case by case basis and, subject to the provisions of this Subsection, it shall be within the discretion of the Chancellor of ~~the U. T. System~~ or the president of a component institution or his or her delegate, following consultation with campus security personnel, to determine whether to grant the request. The safety of students, faculty, and staff; the potential for damage to buildings, facilities, or property and for disruption of administrative or academic programs or other scheduled activities; and the subject matter of the film shall be of primary consideration in determining whether to grant a filming request.

6.(11)1 The Chancellor, president, or delegate will be responsible for assuring that scheduled time(s) and location(s) for filming do not interfere with administrative and academic programs or other scheduled activities of the U. T. System or component institution.

6.(11)2 ~~The U. T. System or a component institution shall not be identified as the filming location in the film credits or in any media advertising for the film. The film may not include any building, statue, fountain, facility, mark, symbol, or logo that identifies the U. T. System or a component institution as the filming location. This prohibition shall not apply to the filming of an approved script that relates to the life and accomplishments of a present or former officer or employee of the U. T. System or of the component institution at which the script is filmed.~~

~~6.(11)3~~ Either the script for the motion picture or television production or the topic and format for a live or unscripted program must be approved by the Chancellor or of the U. T. System of the president of a component institution or his or her delegate.

6.(11)3 ~~6.(11)4~~ The production company must identify the persons or entities with an interest in the company.

6.(11)4 ~~6.(11)5~~ The production company must provide a policy of comprehensive general liability and property damage insurance issued by a company authorized to do business in the State of Texas naming the Board of Regents, the U. T. System, the component institution, and the officers and employees of each as additional insureds, providing coverage for bodily injury and death of persons and damage to property that result directly or indirectly from the negligent or intentional act or omission of, or from the use or condition of any property, equipment, machinery, or vehicle used, operated, or controlled by, the production company or its officers, employees, agents, or subcontractors while on property owned or controlled by the U. T. System or a component institution. The limits of coverage shall be determined by the Chancellor ~~of the U. T. System~~ or the president of a component institution or his or her delegate on the basis of the nature and extent of the activities to be conducted by the production company and the property, buildings, or facilities to be utilized. In no event shall the limits of liability for each occurrence be less than \$2 million for bodily injury or death of a person and \$1 million for property damage.

6.(11)5 ~~6.(11)6~~ A use fee will be established in each case based upon the nature and extent of the activities, including costs associated with moving and replacing computers and other equipment and furniture of the production company and the U. T. System or component institution property, buildings, facilities, personnel, and services that are required to accommodate such activities. The use fee must be paid in advance by a certified or cashier's check made payable to the U. T. System or component institution. If the production company cancels a scheduled use, the deposit, less any expense incurred by the U. T. System or component institution in preparation for such use, will be refunded.

BACKGROUND INFORMATION

The proposed amendments to the Regents' Rules and Regulations will allow more flexibility to the component institutions concerning commercial filming on campus, including the filming of recognizable campus features and identification of the institution, if desired. The proposed revisions specifically provide for consultation

with campus security personnel, assure the institution is reimbursed for all costs related to moving computers and other equipment and furniture and returning them to service following filming, and include minor editorial changes.

2. U. T. System: Update on Accountability and Compacts

REPORT

Dr. Geri H. Malandra, Assistant Vice Chancellor for Accountability, will present a progress report on development of the U. T. System Accountability and Performance project, and on the System's new Compact Process.

Prior to this meeting, the Board received the conceptual framework and a complete list of performance measures, available on the Web at <http://www.utsystem.edu/cha/AcctMeasures5-03.doc>. Attached on Pages 5 - 9 are a sample table of contents, overview of performance areas, a description of the peer institution comparison framework, and prototype illustrations of how data and analysis will be displayed.

Draft guidelines for the Compact Process, which are attached on Pages 10 - 11, were reviewed and discussed with component institution presidents at the July 16 System Council meeting.

E. RECESS

F. RECONVENE FOR DINNER MEETING (Mansion at Judge's Hill, 1900 Rio Grande, Austin)

U. T. Board of Regents: Discussion of matters involving education and health care with The Honorable Antonio O. Garza, Jr., U. S. Ambassador to Mexico

G. ADJOURN

The University of Texas System
Accountability and Performance Project

Update
July 2003

Report Contents

Introduction: Accountability Context and Framework

- I. Student Access and Success
 - Academic Institutions: Undergraduates and Graduate/Professional Students
 - Health Institutions
 - The U. T. System Contributions to Preparing Professionals in High-Priority Fields
 - Implications for Future Planning
- II. Teaching, Research, and Health Care Excellence
 - Academic Institutions
 - Health Institutions
 - Implications for Future Planning
- III. Service to and Collaborations with Communities
 - Academic Institutions
 - Health Institutions
 - Implications for Future Planning
- IV. Organizational Efficiency and Productivity
 - Academic Institutions
 - Health Institutions
 - Implications for Future Planning
- V. Aggregate and System Performance
 - National Comparisons
 - U. T. Measures
 - Implications for Future Planning
- VI. Institution Profiles

<u>Academic Institutions</u> Arlington Austin Brownsville Dallas El Paso Pan American Permian Basin San Antonio Tyler	<u>Health Institutions</u> Southwestern Medical Center-Dallas Medical Branch-Galveston Health Science Center-Houston Health Science Center-San Antonio M.D. Anderson Cancer Center Health Center-Tyler
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Overview of Performance Areas

I. Student Access and Success

- Undergraduate, Graduate, and Professional Student Preparation
- Student Demographics
- Freshmen Enrollment
- Total Enrollment
- Part-time Students
- Tuition and Financial Aid
- Persistence and Graduation Rates
- Degrees Conferred
- Student Satisfaction
- Certification/licensure Exam Pass Rates
- Number of Graduate and Professional Programs
- Graduate Degrees Conferred in High-Priority Fields

II. Teaching, Research, and Health Care Excellence

- Sponsored Funding
- Private Funding
- Faculty Accomplishments
- Institutional Rankings
- Technology Transfer
- Faculty and Staff Demographics
- Research and Educational Collaborations
- Faculty Salary Trends
- Post-Tenure Review Trends
- Graduate Medical Education
- Clinic and Hospital Care

III. Service to and Collaborations with Communities

- K-12 and Community College Collaborations
- Economic Impact
- Historically Underutilized Business Enterprises
- Sources of Donor Support
- Alumni Giving
- Collaborations with Business, Industry, Health, Public, and Community Organizations
- Educational Programs for Physicians and Medical Personnel

IV. Organizational Efficiency and Productivity

- Total Revenue
- Appropriated Funds per FTE Student and FTE Faculty
- Key Expenditures
- Endowment per FTE Student and per FTE Faculty
- Administrative Costs
- Administrative Staff and Salary Trends
- Classroom and Research Space Utilization
- Construction Projects and Deferred Maintenance
- Hospital and Clinic Admissions and Visits
- Faculty Practice Plan Operating Margins
- Clinical Billings

V. Aggregate and System Performance

Comparison Measures

- (with 10 most populous states)
- Total Enrollments
 - Number of Total Graduates as a Percent of Total Graduates in State
 - Number of Hispanic Serving Institutions in System
 - Total Sponsored Funding, and Total per FTE Faculty
 - Total Technology Development
 - Total Revenue
 - Total Patient Care Revenue
 - Total Expenditures
 - Total Expenditures per Student FTE

System Measures

- (Texas only)
- Percent of U. T. Hispanic Graduates as Percent of All Hispanic Graduates in State
 - Number and Demographics of System Employees
 - Total Expenditures for System Operations
 - Bond Rating

Peer Institution Comparison Framework

Comparisons of U. T. System institutions to peers will provide the means of establishing baseline performance and identifying goals for future performance improvement. The Accountability Working Group is using the following process to identify institutions and comparison measures.

Step 1. Selecting comparator institutions

- Academic Affairs and Health Affairs are working with each component institution to define the appropriate set of comparison institutions, some that will help establish a baseline of performance, and some that will help reflect aspirational performance.
- Examples of criteria being used to select institutions include:
 - Public institution
 - Institutions primarily outside Texas
 - No land grant
 - Enrollment in the range of +/- 10,000 of current or desired enrollment
 - Region type (urban/rural)
 - Commuter/residential campus
 - Programmatic scope: as relevant, no medical, law, or veterinary school
- Lists are being refined, for review in mid-July.

Step 2. Measures for comparison

- We will keep to a minimum the number of comparison measures, no more than 6-12, not the entire list of performance measures in the Accountability and Performance framework.
- Measures will be selected to establish baseline performance, and to indicate the dimensions in which institutions would like to be more similar to aspirational peers.
- The U. T. institutional data will all be in the accountability framework. Comparison data should be readily available, i.e., through the U.S. Department of Education's Integrated Postsecondary Data System (IPEDS) or Texas Higher Education Coordinating Board reports.
- Examples of comparison measures include:
 - Expenditures/FTE student
 - FTE faculty/FTE students
 - Federal research expenditures
 - Research expenditures/FTE faculty
 - 1st year retention rate
 - 6-year graduation rate
 - # degrees conferred
- Institutions may suggest additional measures to use for this process.
- Academic and Health Affairs will work collaboratively with institutions to produce and analyze the data.
- Results of these comparisons will be displayed in the institution-specific section of the Accountability and Performance Report.
- This work will be aligned with the benchmarking project initiative by the Texas Higher Education Coordinating Board.

Step 3. Setting performance targets

- This step will take place after we have begun collecting and arraying the longitudinal data in the Accountability and Performance report, in mid-fall.
- Analyzing the comparisons and their implications should engage people at each institution.
- The results of the analysis may become part of the narrative of the report.
- The results of the analysis will be used to set goals for the next iteration of the report.
- Policy question – how do we factor in Closing the Gaps targets?

Prototype Section

The U. T. System Accountability and Performance project will introduce more analysis and interpretation of results into the report than in previous reporting frameworks. The analysis will be based on performance data viewed in the context of related internal and external information and studies, and will lead to implications and recommendations for future planning. Below is a sample of the proposed approach to presenting data, trends, and analysis.

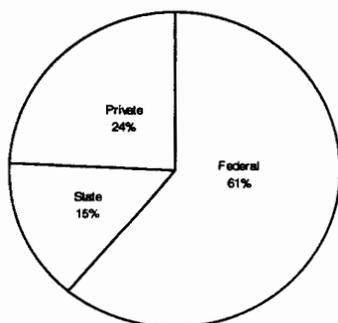
Academic Institutions: Teaching and Research Excellence

Research Funding Trends 1998-2002 (all sources)

Institution	1998	1999	2000	2001	2002	Change 2001- 2002
Arlington	\$20,294,157	13,589,868	14,552,315	19,966,034	21,072,964	5.5%
Austin	249,811,376	265,121,992	295,901,287	321,580,736	366,355,359	13.9%
Brownsville	73,874	56,104	299,359	635,365	1,286,638	102.5%
Dallas	15,544,628	13,676,687	15,923,269	18,531,582	27,444,057	48.1%
El Paso	14,789,489	27,754,726	27,784,046	29,003,608	27,328,772	(5.8%)
Pan American	1,986,602	2,296,623	2,175,562	2,601,598	2,605,758	0.2%
Permian Basin	875,818	752,051	811,973	737,853	980,905	32.9%
San Antonio	7,669,758	7,914,116	10,613,082	11,751,323	12,402,017	5.5%
Tyler	677,505	88,011	210,747	342,206	375,821	9.8%
Total Academic	\$311,724,207	331,250,178	368,271,640	405,150,305	459,852,291	13.5%

- In 2002, U. T. academic institution research and research-related expenditures totaled \$459.9 million, a 13.5 percent increase over the previous year. Over the past five years, research and research-related expenditures have averaged a 10.2 percent annual increase.
- These expenditures comprised 23 percent of the total of Texas public institution research and research-related expenditures in 2002 of \$2.044 billion.
- Among Texas institutions, U. T. Austin ranks second in research and development expenditures.
- U. T. Brownsville achieved the greatest one-year increase, of 102.5 percent. U. T. Dallas and U. T. Permian Basin also achieved proportionately substantial increases.

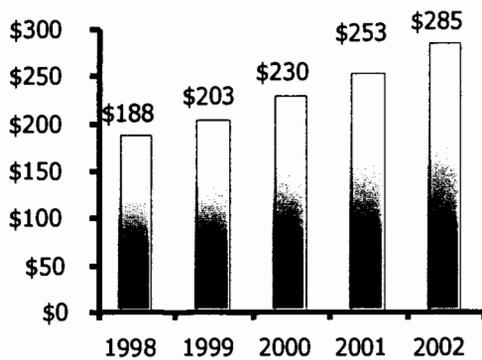
Research and Research-Related Funding Sources 2002



- The federal government provides the majority of research and research-related funding – 61 percent.
- Private sources provide the next largest proportion – 24 percent.
- Fifteen percent of research funds expended in 2002 came from state sources.

**Academic Institutions
Federal Research Expenditure Trends 1998-2002**

(in \$ millions)



- The federal government provides the largest proportion (61 percent) of research and research-related funding to academic institutions.
- Continued increases in these funds are critical to the success of the academic institutions in the U. T. System.
- By 2002 federal research expenditures for all academic institutions increased by 52 percent over expenditures in 1998. This increase greatly outpaced the overall all increase of 13.5 percent for expenditures from all sources.

Academic Institutions Research Expenditures/FTE Faculty

Institution	1998 Research Expenditures	1998 FTE Faculty	1998 Research Exp/FTE Faculty	2002 Research Expenditures	2002 FTE Faculty	2002 Research Exp/FTE Faculty	\$ Change per FTE Faculty 1998-2002
Arlington	\$2,923,397	527.75	\$5,539	\$21,072,964	476.06	\$44,265	\$38,726
Austin	40,961,207	1694.83	24,168	366,355,359	1550.79	236,238	212,070
Brownsville	765	108.10	7	1,286,638	119.03	10,809	10,802
Dallas	3,162,720	219.04	14,439	27,444,057	241.81	113,494	99,055
El Paso	775,657	407.42	1,904	27,328,772	385.99	70,802	68,898
Pan American	103,336	290.32	356	2,605,758	310.60	8,389	8,034
Permian Basin	38,900	64.00	608	980,905	72.25	13,577	12,969
San Antonio	467,143	385.50	1,212	12,402,017	338.40	36,649	35,437
Tyler	199,783	117.50	1,700	375,821	132.75	2,831	1,131

- The ratio of research and research-related expenditures to FTE faculty largely reflects the size of each campus.
- Over the past five years, this ratio has increased substantially at every academic institution.

Implications for Future Planning

- Funding from federal, state, and private sources will play an increasingly important role in academic institutions' capacity to fulfill their research and research-related goals.
- Individual are setting higher targets for research funding; success will be influenced by such factors as the nature of the faculty, changes in areas of funding emphasis by federal and state agencies, and institutional System support for the research infrastructure.

The University of Texas System
Compact Process

Overview
July 2003

The Compact Process

A Compact is a succinct written agreement between the Chancellor and a component institution president that summarizes the institution's major goals and priorities, strategic directions, and critical issues. It describes action plans necessary to achieve important goals, summarizes the institution's progress and outcomes, and articulates the System Administration's commitment of resources and time to support particular initiatives. Unlike regulations, the Compact does not impose a single set of rigid rules on each institution. Within a standard format, it reflects the unique goals and character of each institution. This is a System-wide, institution-level process. Although not expected or required, component institutions may choose to develop Compacts at the college/school/department level, as well.

Purposes

The U. T. System academic and health institutions engage in strategic and long-range planning, but the System lacks a process for consistent communication and evaluation of institutional goals and accomplishments, identification of opportunities for cross-institution collaboration, and commitments on the part of the System to assist institutions in implementing their priorities. The Compacts will provide this common, systematic, and integrated planning framework for the System. They will provide a written record of agreements that will result from consultations on goals, priorities, and implementation plans between presidents and the faculty, staff, and students at their institutions, and from an ongoing, iterative, and collaborative process of communication between component institution presidents and the Chancellor's office.

The Compact provides a means of showing what an institution's vision is, and how strategic and tactical decisions and actions were taken to achieve that vision. It demonstrates how institution-level decision making aligns with institution and System goals, shows how an institution makes decisions and allocates resources in support of its goals and priorities, supports ongoing process improvement, and records the System's role in supporting these priorities.

This process also creates an opportunity to document requested assistance that the System Administration will provide to component institutions, for instance, help with particular fundraising, facilities, federal relations, program development, or management issues. Potentially, the Compacts will also provide a framework for allocating central funds in support of System priorities.

- As a tactical document, the Compact provides an operational view of an institution's key activities over the period of one to two years.
- As a management tool, the Compact provides a context for review of academic program proposals, capital requests, and other opportunities an institution may encounter alone or jointly.
- As a communication tool, the Compact collects information in one place, and shows the relationship among all key goals and issues.

Timeframe and Relation to Other Planning Activities

The Compact framework will foster a shared plan and vision, and help develop and articulate pressing issues and standards of excellence for each institution and for the System as a whole. The process should engage faculty, staff, and students in local-level decision making.

The time frame for a Compact is 18 to 24 months, somewhat shorter than the scope of most strategic plans. In this respect, Compacts should relate to, but will not replace, an institution's longer-range plans. They also relate to but do not replace the President's annual work plan and reports. The Compacts must align as well with budget planning. In the first two-year cycle, initial Compact discussions will begin in fall 2003; Compacts covering the fiscal years ending 2005 and 2006 will be completed in spring/early summer 2004. Updates for the second year of the cycle will be reviewed in budget/compact hearings in early summer 2005 following the legislative session (see p. 3 for the complete schedule).

The Compacts should also relate to the System's broader accountability and performance framework. They will become public documents, posted on the Web and available for reference by anyone within or outside the U. T. System.

Compact Contents

A Compact need not be longer than 10 – 20 pages. It will contain the following elements. [More detailed guidelines were circulated to and will be discussed in depth with institution presidents.]

1. Introductory material about the institution's mission and areas of activity.
2. Major short-term and ongoing priorities and initiatives: priority and scope, objectives, strategies; resources, progress measures, any obstacles to progress; and connections to institutional, System, and State priorities.
3. Future initiatives of high strategic importance: objectives, strategies, resources, and progress measures.
4. Other critical issues: impact of initiatives on such areas as enrollment management; diversity; community relations; finances, facilities, technology; and discussion of any unexpected opportunities and/or crises.
5. System and State priorities: if not discussed in sections 2-4, brief description of ways the institution is addressing collaborations among U. T. institutions; enhancing student access and success; increasing research funding, tangible marks of academic and health care excellence, development, and alumni relations.
6. Compact development process: a description of consultation process to arrive at the final Compact document.
7. System contributions: a description of the services the System commits to providing to support the institution's initiatives, e.g., assistance with fundraising, facilities planning, community relations, academic program development, etc. This section will be added by System Administration.
8. Appendices: data that will provide a ready reference and context for the discussion of priorities in the Compact.