UNIVERSITY OF HOUSTON SYSTEM
ACADEMIC & STUDENT SUCCESS
COMMITTEE MEETING
Friday, December 12, 2008

AGENDA

UNIVERSITY OF HOUSTON SYSTEM
ACADEMIC AND STUDENT SUCCESS COMMITTEE MEETING

DATE: **Friday, December 12, 2008**

TIME: **10:00 a.m.**

PLACE: **University of Houston**
4800 Calhoun
Ezekiel Cullen Building
Board Room 220
Houston, Texas 77204

Chair: **Jim P. Wise**
Vice Chair: **Mica Mosbacher**
Members: **Carroll Robertson Ray**
Tamara K. Goodwin
Welcome W. Wilson, Sr., Ex Officio

ACADEMIC AND STUDENT SUCCESS COMMITTEE
10:00 a.m. – Ezekiel Cullen Building – Board Room 220

1. Call to Order

2. Bachelor of Science Degree in Digital Media – University of Houston — A&SS 1

   Action: Approval

3. Bachelor of Science Degree in Human Resources Development – University of Houston — A&SS 2

   Action: Approval

4. Master of Science Degree in Space Exploration Sciences – University of Houston — A&SS 3

   Action: Approval

5. Establishment of Center for Technology Development and Transfer – the **Lone Star Wind Alliance** and Authorization of Establishment of Non-Profit 501(c)(3) Corporation by the Lone Star Wind Alliance – UH System — A&SS 4

Action: Approval

6. UH Clear Lake Downward Expansion – UH-Clear Lake — A&SS 5

Action: Approval

7. Report on UH System Initiatives: — A&SS 6
   - Exploring renaming option for UH-Downtown – UH-Downtown

Action: Information

8. Request to change the name of the UH-Downtown – UH-Downtown — A&SS 7

Action: Approval

9. Update on University Progress Cards – UH System — A&SS 8

Action: Information

10. Update on analyses conducted at UH associated with the "Breakthrough Solutions" – University of Houston — A&SS 9

Action: Information

11. Report on System Enrollment and Degrees Awarded for FY'08 – UH System — A&SS 10

Action: Information

12. Adjourn

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Bachelor of Science Degree in Digital Media

DATE PREVIOUSLY SUBMITTED:

SUMMARY

The University of Houston proposes the establishment of a Bachelor of Science Degree in Digital Media to be administered by the Department of Information and Logistics Technology in the College of Technology. This proposed degree program is an outgrowth of a long-standing specialization in graphic communication technology, which has enjoyed a superb record of job placement. The Digital Media program will prepare supervisors and managers, as well as sales, customer service and operations personnel for businesses specializing in communication through print, internet, multimedia, and video technologies. The program anticipates 120 students by the fifth year and will require two new faculty members. Total five year costs are projected to be $1.6 million.

FISCAL NOTE:

SUPPORTING DOCUMENTATION:

ACTION REQUESTED: Approval

COMPONENT: University of Houston

Renu Khator — 11/25/08
PRESIDENT Renu Khator **DATE**

Jerald W. Strickland — 11/24/08
INTERIM SENIOR VICE CHANCELLOR Jerald Strickland **DATE**

Renu Khator — 11/25/08
CHANCELLOR Renu Khator **DATE**

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Bachelor of Science Degree in Human Resources Development

DATE PREVIOUSLY SUBMITTED:

SUMMARY

The University of Houston proposes the establishment of a Bachelor of Science Degree in Human Resources Development, to be administered by the Department of Human Development and Consumer Sciences in the College of Technology. The program prepares graduates for employment in the human resources division of corporations and other complex organizations, managing the training and career development initiatives of such organizations. The college has offered a minor in this area, but demand is sufficient now for a full degree program. The program anticipates 190 students by the fifth year and will require one new faculty member. Total five year costs are projected to be $400,000.

FISCAL NOTE:

SUPPORTING DOCUMENTATION:

ACTION REQUESTED: Approval

COMPONENT: University of Houston

Renu Khator

PRESIDENT Renu Khator **DATE** 11/25/08

INTERIM SENIOR VICE CHANCELLOR Jerald Strickland **DATE** 11/24/08

Renu Khator

CHANCELLOR Renu Khator **DATE** 11/25/08

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Master of Science Degree in Space Exploration Sciences

DATE PREVIOUSLY SUBMITTED:

SUMMARY

The University of Houston proposes the establishment of a Master of Science Degree in Human Space Exploration Sciences, to be administered by the Department of Health and Human Performance in the College of Education. This program, unique to the Houston area, is designed to provide a broad human physiology background with a focus on human adaptation to space flight. In addition to training in normal/space physiology, graduates will complete an integrated academic program that combines bioengineering, space architecture/habitat development, and advanced technologies as they apply to the unique challenges of extended human habitation and exploration of space. The program will work closely with and help meet the employment needs of NASA and the space contractor community. The program anticipates sixty students by the fifth year and five year costs of $800,000.

FISCAL NOTE:

SUPPORTING DOCUMENTATION:

ACTION REQUESTED: Approval

COMPONENT: University of Houston

Renu Khator

PRESIDENT Renu Khator **DATE** 11/25/08

Jerald W. Strickland

INTERIM SENIOR VICE CHANCELLOR Jerald Strickland **DATE** 11/24/08

Renu Khator

CHANCELLOR Renu Khator **DATE** 11/25/08

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic & Student Affairs

ITEM: Establishment of Center for Technology Development and Transfer – the **Lone Star Wind Alliance** and Authorization of Establishment of Non-Profit 501(c)(3) Corporation by the Lone Star Wind Alliance

DATE PREVIOUSLY SUBMITTED: N/A

SUMMARY: Chapter 153 of the Texas Education Code was enacted specifically to allow universities an opportunity to establish centers for technology development and transfer and for such centers to establish both non-profit and for-profit corporations, in order to allow more latitude in commercialization of university technologies. Establishment of such centers and authorization for such centers to establish non-profit and for-profit corporations requires Board of Regents approval and we are requesting such approval at this meeting for establishment of the Lone Star Wind Alliance as a center under Chapter 153 of the Texas Education Code, and authorization for the Alliance to establish a 501(c)(3) non-profit corporation at a later date.

The establishment of the Lone Star Wind Alliance and authorization for it to establish a 501(c)(3) non-profit corporation at a later date enables UH to extend its research, technical assistance and outreach services to corporations, non-profit civic organizations, other universities, and U.S. Government classified research through flexible and productive partnerships in the field of wind energy research. The Alliance will function as a hub for commercialization in this field, and will involve and engage UH faculty, staff and students, the Houston and international business community, as well as industrial and commercial partners.

FISCAL NOTE:

SUPPORTING DOCUMENTATION: Organizational Principles of Lone Star Wind Alliance

ACTION REQUESTED: Approval

COMPONENT: University of Houston System

Renu Khator — 11/25/08

PRESIDENT Renu Khator **DATE**

11.20.08

VICE CHANCELLOR Donald Birx **DATE**

Renu Khator — 11/25/08

CHANCELLOR Renu Khator **DATE**

Draft

Version 2:
November 11, 2008

Lone Star Wind Alliance

INITIAL ORGANIZATION PROPOSAL

Section 1. Structure and Mission

1.1. Structured and maintained consistent with the provisions of Chapter 153 of Texas Education Code authorized by the Texas Legislature and as authorized by the University of Houston Board of Regents.

a. Creation of an University of Houston Center known as Lone Star Wind Alliance.

b. Creation of a 501(c)3 to further the mission of the Alliance when appropriate.

1.2. Mission first to Texas and then, as appropriate, to collaborating organizations in "the Wind Corridor" in order to:

1.2.1. Advance wind energy industry competitiveness in the overall global energy system by

1.2.1.1. Creating the critical mass required for effective R&D, innovation and commercialization of wind energy technologies and

1.2.1.2. Employing this critical mass for the systematic achievement of technology solutions that advance wind energy reliability, performance and cost

1.2.2. Build a robust technical and professional workforce

1.2.3. Build comprehensive supply chains that drive economic development (local, regional and national) to achieve the national targeted market share for wind in utility energy production.

1.2.4. Build and network rural-urban and regional-state and interstate partnerships that deliver and integrate wind power plant production, cost effectively meeting demand.

Section 2. Affiliation – Types of Affiliates

2.1. Affiliated Entities

2.1.1 Companies associated with any aspect of the supply chain of production and services businesses related to capture, production and delivery of renewable wind energy

2.1.2 Academic Institutions with one or more of

2.1.2.1 The R&D capabilities to advance the competitiveness of wind energy;

2.1.2.2 The innovation and commercialization capabilities to facilitate the implementation of next generation wind energy technology;

2.1.2.3 The educational capabilities to develop the wind industry technical and professional workforce.

2.1.3 Public Sector Organizations that are interested in the mission of the Alliance.

Section 3. Governance

3.1. **Fiduciary:** The University of Houston Board of Regents

3.1.1. Shall be responsible for all fiduciary related decisions and operations

3.1.2. Shall set all fiduciary policies and procedures

3.2. **Operational:** Alliance Steering Committee

3.2.1. Shall be comprised of affiliated entities.

3.2.2. Shall propose all policies and procedures for Alliance operations.

3.2.3. Shall propose terms and conditions for election to and membership on Steering Committee.

Section 4. Raising and Dispersing Funds

4.1. The Alliance will raise funds to support the specific costs for Alliance projects and programs from organizations including but not limited to:

4.1.1. Affiliated companies

4.1.2. State government

4.1.3. Federal government

4.2. The Alliance will use one or more Memoranda of Understanding to enable a unified approach to

4.2.1. Contracting for services from Alliance members

4.2.2. Capture, development and management of intellectual property

Section 5. Fixed Assets

5.1. The Alliance may acquire and manage fixed assets as required to fulfill its mission.

5.2. Any assets require a supporting business case that resolves the proper financing and operation of the asset.

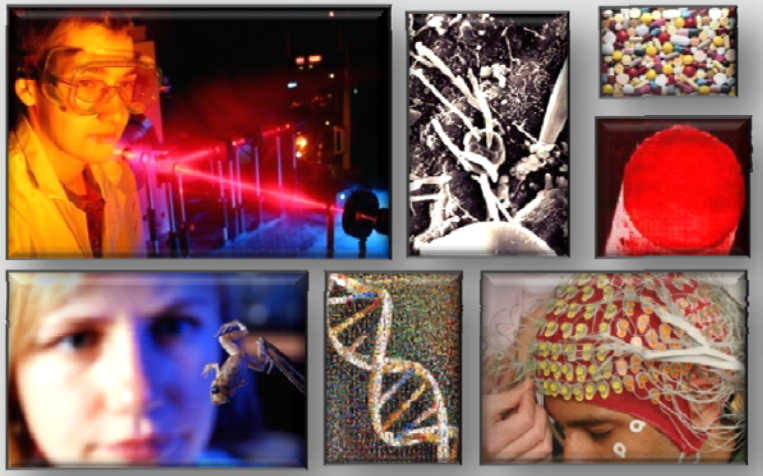
5.3. The first such asset is intended to be the Large Blade R&D, Testing and Certification Facility; the subject of the DOE-NREL CRADA awarded to UH in June of 2007.

Research 2009

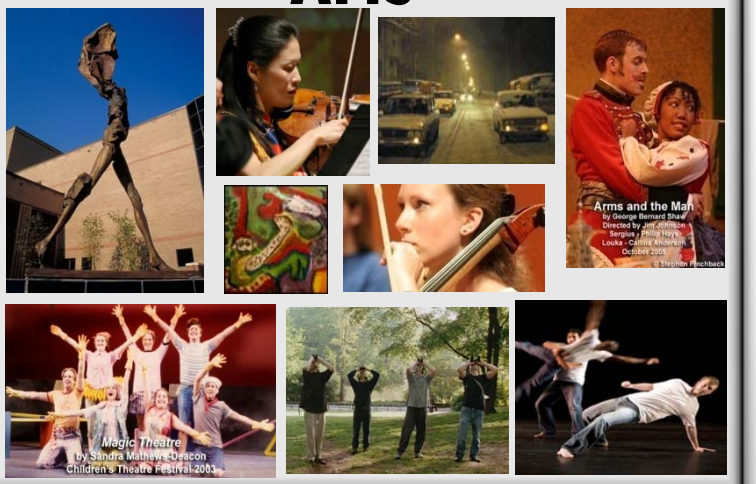
Energy



Health



Arts



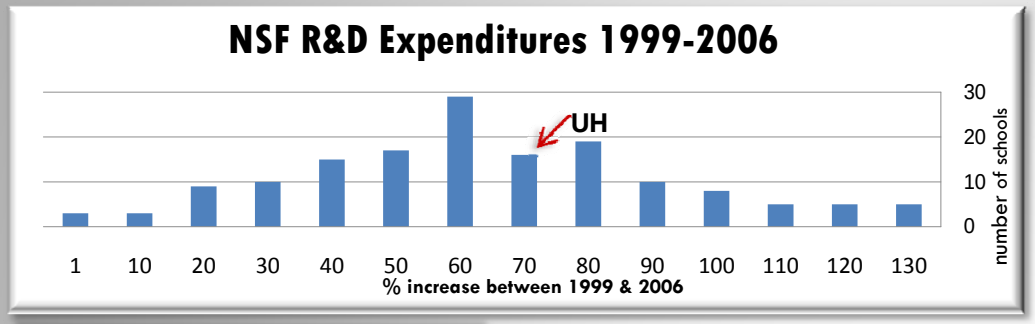
Stars

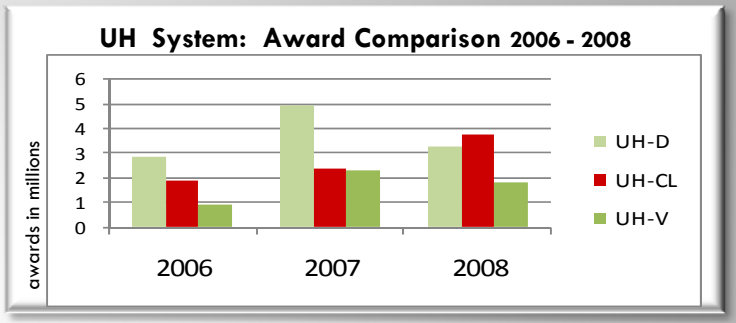


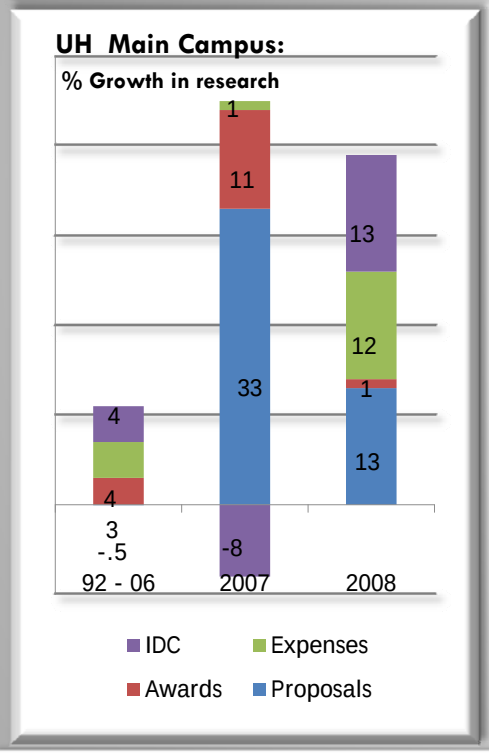
Board of Regents
Donald L. Birx December 2008

UNIVERSITY of HOUSTON

FUNDING OVERVIEW

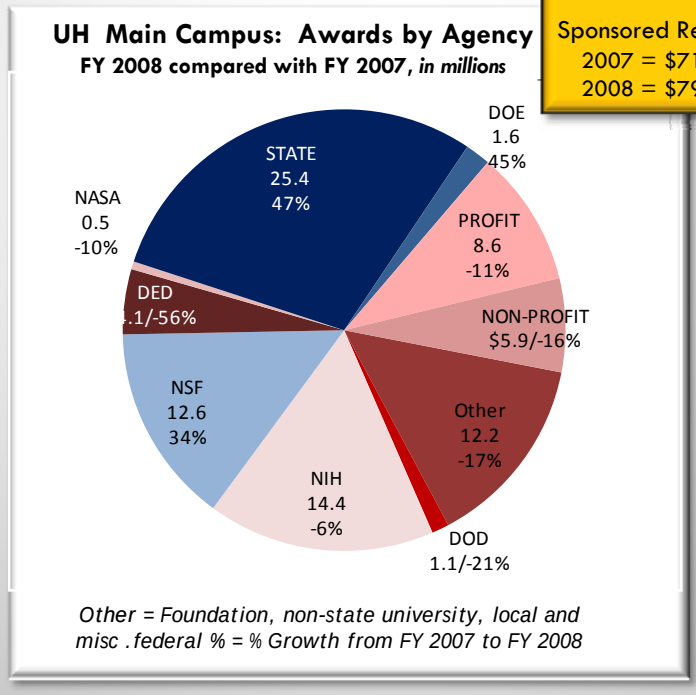


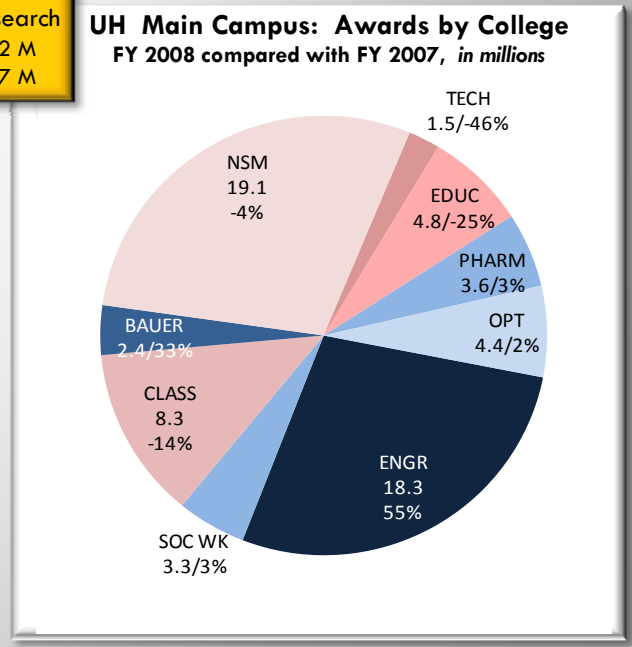




EXPENDITURES

Sponsored Research
2007 = $71.2 M
2008 = $79.7 M





TARGETED INCREASES IN FUNDING

2009	2010	2011	2012	2013
8%	10%	15%	20%	20%
12%	15%	20%	25%	25%

Greater percent decrease -65%

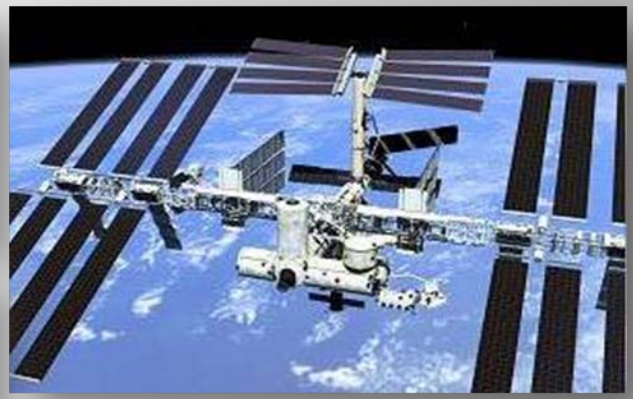
Greater percent increase 130%

UH Energy

- ✓ Brand UH as the source for energy expertise in the world's energy capital
- ✓ Use Strategic Energy Alliance and Center for Industrial Partnerships to build relationships with energy companies and service providers

















UH Energy & Natural Resources

Strategic Energy Alliance



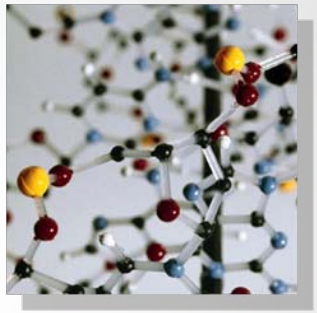
Subsurface resources

- ✓ Mission-Oriented Seismic Research Program
- ✓ Subsurface Sensing Lab
- ✓ Well Logging Laboratory
- ✓ Institute for Improved Oil Recovery



Promoting energy conservation & environmental sustainability

- ➢ Sasakawa International Center for Space Architecture
- ➢ Diesel Vehicle Research and Testing Facility
- ➢ Clean and Efficient Power Train Research
- ➢ Institute for Multi-Dimentional Air Quality Research



Driving renewables and alternatives

- ❑ Biotechnology at the College of Technology
- ❑ Lone Star Wind Alliance
- ❑ Center for Advanced Materials
- ❑ Texas Center for Superconductivity
- ❑ Center for Reliability of Ceramics
- ❑ Composites Engineering & Applications Center

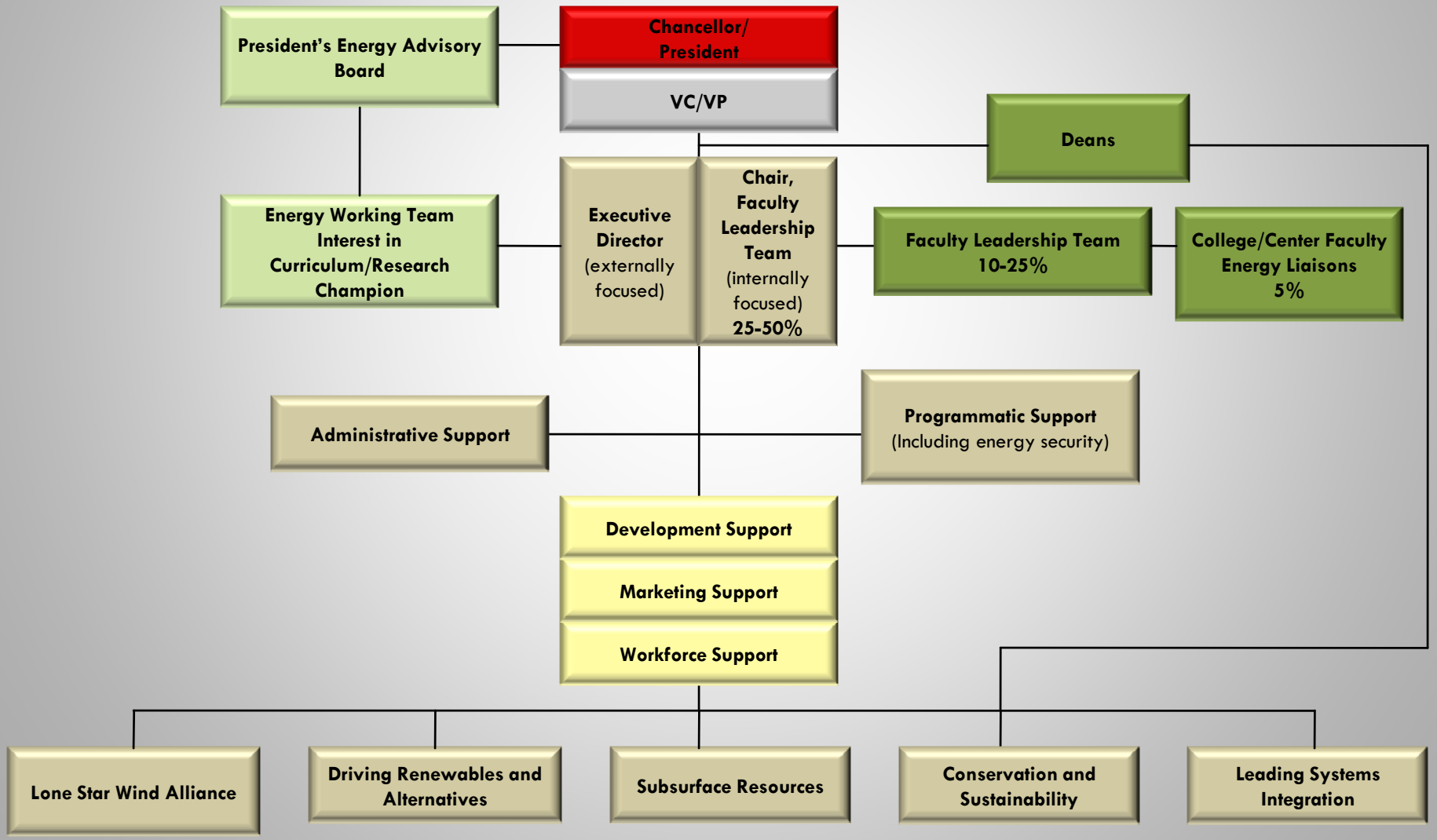


Leading systems integration

- ❖ Environmental & Energy Law & Policy
- ❖ College of Education
- ❖ Global Energy Management Institute
- ❖ Center for Public History

UH energy

UH Energy: organization



Strategic Hiring: Recommendation (Research Perspective)

Energy & Natural Resources Research Cluster



ENERGY CONSERVATION & ENVIRONMENTAL SUSTAINABILITY

5 strategic hires



SUBSURFACE RESOURCES

10 strategic hires



DRIVING RENEWABLES & ALTERNATIVES

7 strategic hires



INFRASTRUCTURE

4 strategic hires



LEADING SYSTEMS INTEGRATION

3 strategic hires

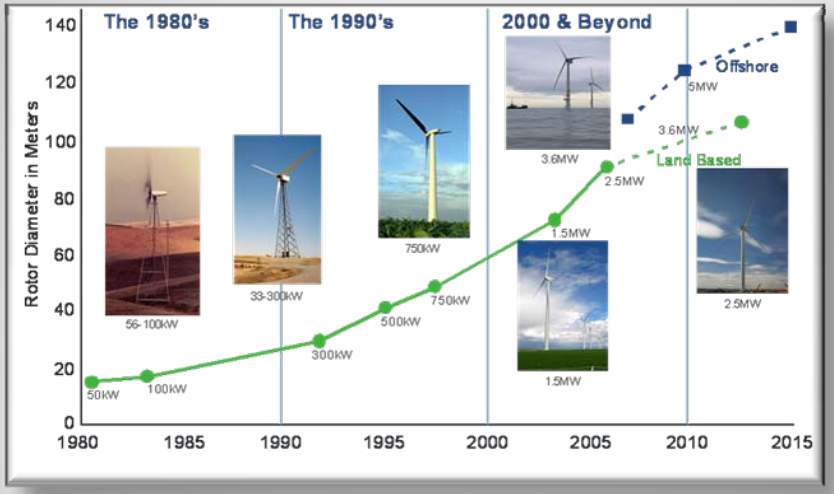
Wind Energy

The Lone Star Wind Alliance

"We have only 7 years (to 2015) to have world GHG emissions start to decline to avoid temperature rises > 2C."

--Nobelist R.K. Pachauri, IPCC Head











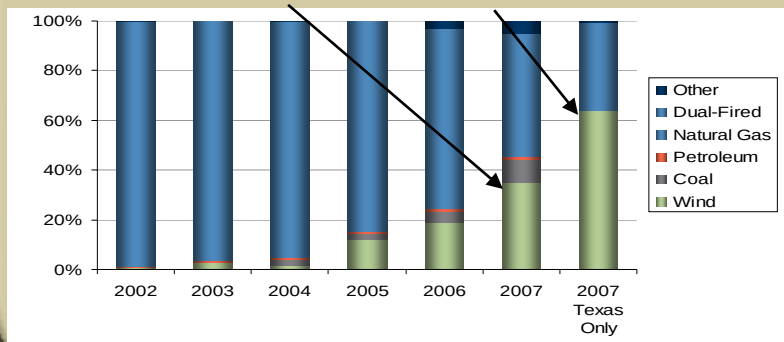


20% Wind Report: Growth Path For Wind & New Capacity

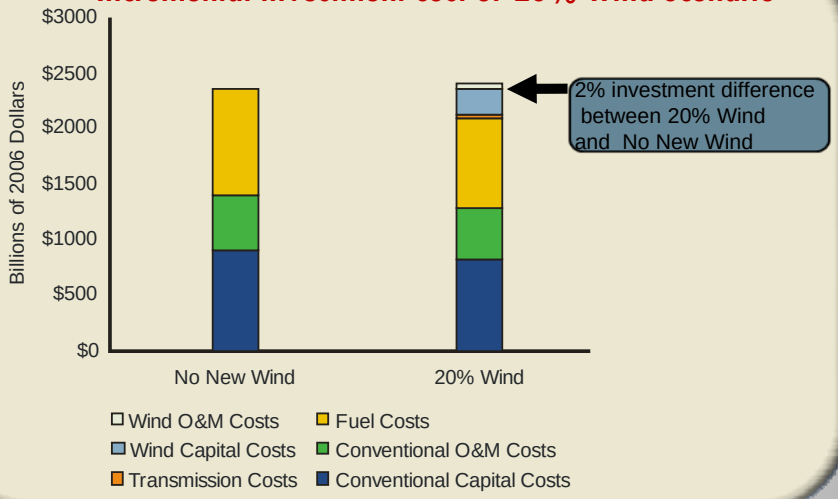
2007 New Power Generation Capacity – TX vs the US

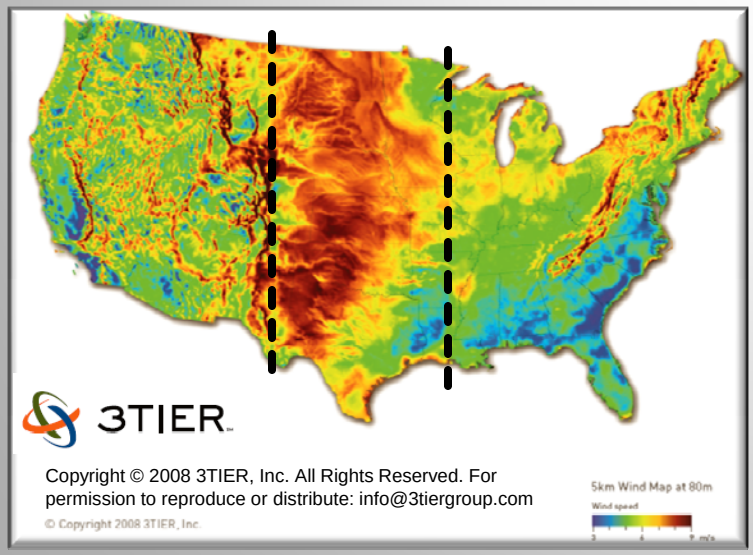
In 2007, 35% of new MW in the US was wind

In 2007, 64% of new MW in Texas was wind



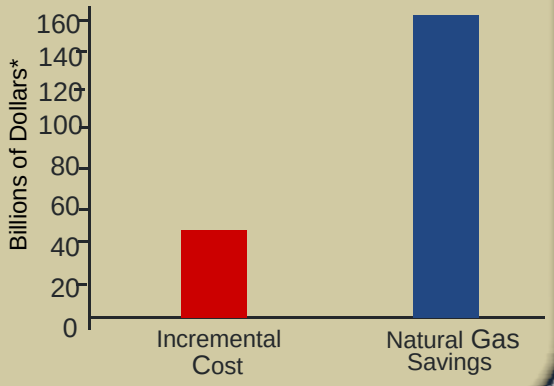
Incremental investment cost of 20% Wind Scenario





Wind Investment Cost vs. Natural Gas Savings

The benefits from reduced pressure on natural gas prices across all gas users would be $150 billion (NPV), by itself **exceeding the incremental cost of investing in the 20% Wind Scenario.**



*NPV Source: Hand et al., 2008

Lone Star Wind Alliance

Organizing the Leadership

501 (c) 3
UH Board Majority
Under Texas Statute 153

Advisory Council
(Public Sector Organizations)

- *Texas General Land Office*
- *Texas Energy Conservation Office*
- *Greater Houston Partnership*
- *Patricio County, TX (Ingleside Test Facility)*
- *German American Chamber of Commerce*
- *Governor's Energy Cluster Initiative*
- *Texas Workforce Commission*

Steering Committee
- Industry Chair
- University Co-Chair
- Industry (majority)/University Members

Chair: Shell, Dick Williams
Co-Chair: A&M, Mark Ellison
Industry Seats: BP, Vestas, TBN, TBN
University Seats: UH, UT, TTU

UH – General Manager
- Managing Director
- Technical Director
- Test Center Manager

Managing Directors: Don Birx (Acting)
James Glennie
Technical Directors: SuSu Wang, TBN
Test Center Director: TBN

Infrastructure
- Industry Chair
- University Co-Chair

Chair: TBN
Co-Chair: UH, James Glennie

Technology
- Industry Chair
- University Co-Chair

Chair: Vestas, Carsten Westergaard
Co-Chair: UT, Bob Hebner

Workforce
- Industry Chair
- University Co-Chair

Chair: Siemens (candidate), Jim Keegan
Co-Chair: TTU/TSTC, Keith Plantier

Industry Signed
- ShellWind
- BP Alternative Energy
- Dow Chemical
- Huntsman International
- Vestas
- Horizon Wind
- Babcock & Brown
- TECO Westinghouse
- deWind
- DKRW Energy
- Trinity Industries
- ABS (Regulatory consultant)
- PPG Industries

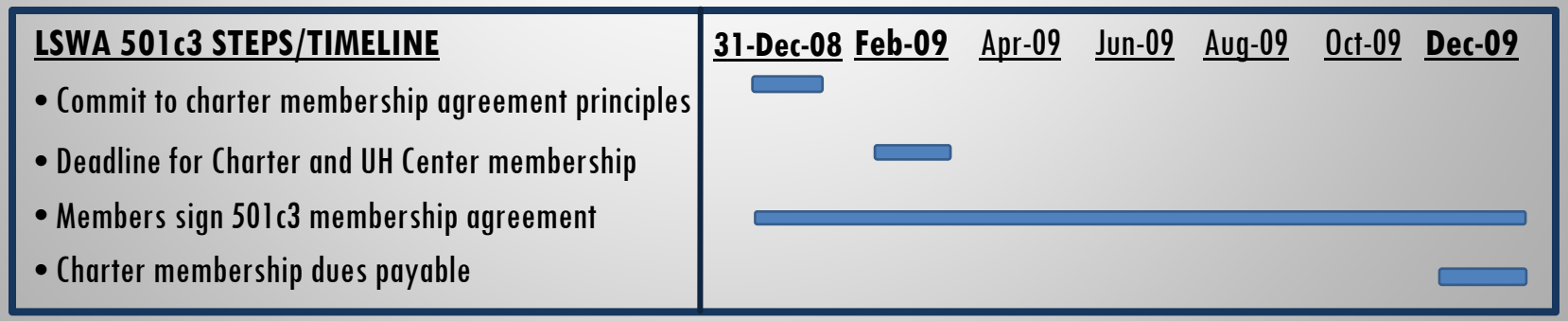
Industry Pending
- Clipper Wind, Gamesa

Universities Signed
- University of Houston
- University of Texas, Austin
- Texas A&M University System
- Texas Engineering Exp't Station
- Texas Tech University
- Lamar University
- Rice University
- Old Dominion University
- New Mexico State University
- Houston Advanced Research Center

Universities Pending
- Montana State
- University of Wyoming

LSWA – Steps To Be Taken

- **Establishment of 501c3**
  - Filing details of a fully functioning organization; creation will be phased in during Alliance ramp-up
- **Initial operation as a UH Center**
  - Governance during this interim Center phase will be through a Memorandum of Understanding
- **Organization**
  - Fiduciary responsibilities and Alliance resourcing handled by UH as General Manager
  - Policies and procedures set by Steering Committee and subject to fiduciary quality control by General Manager
- **Schedule**



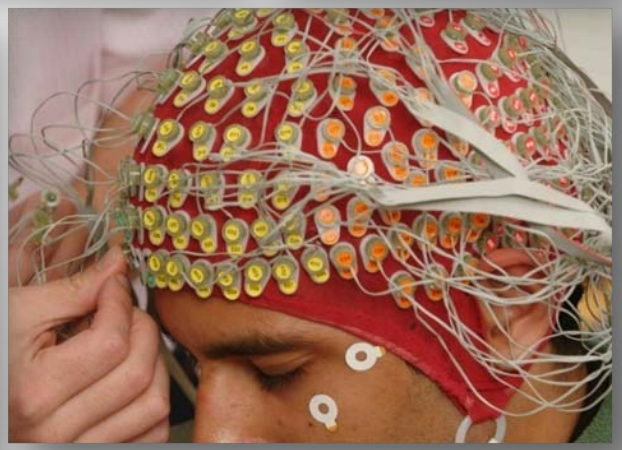
UH Health

- Brand UH as the source for health expertise
- Capitalize on proximity of Texas Medical Center & forge collaborations
- Use Center for Industrial Partnerships & research centers to foster relationships with health-care service providers & industry leaders









UNIVERSITY of HOUSTON

UH Infrastructure - Health

Science and Engineering Research Center (SERC): status report



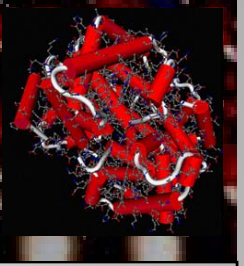
5 Molecular synthesis



CORE
NMRs

Design: begun 5-2008
Construction:
Start: ½ 3-2009
Complete: 1-2010

4 Computational & synthetic biology and molecular design



CORES
Int'l Center Synthetic Bio
Genomic Sequencer
Proteomics
Protein Production

Design: begun 5-2008
Complete: 9-2009

Design: complete
April,2008
Construction: 1 West
Start ½ : 1-2009
Complete: 12-2010

1 Clean room, characterization, & drug and device development



CORES
Clean room
Character-ization

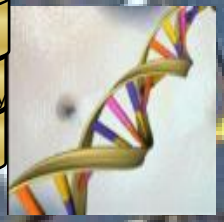
2 Biomedical/ neurological



CORE
fMRI

Design: begun 5-2008
Construction:
Complete: 12-2010

3 Structural biology



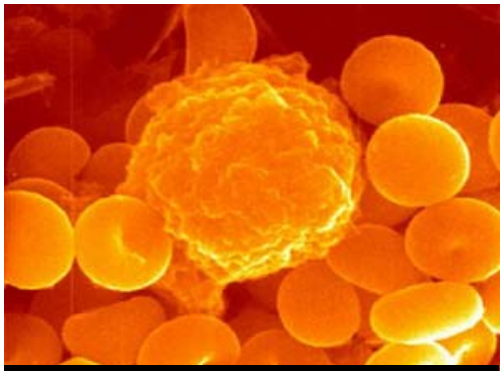


CORES
Imaging
X-Ray Crystallography
High thru put screening

Design: begun 5-2008
Construction:
Start: ½ 1-2009
Complete: 1-2010

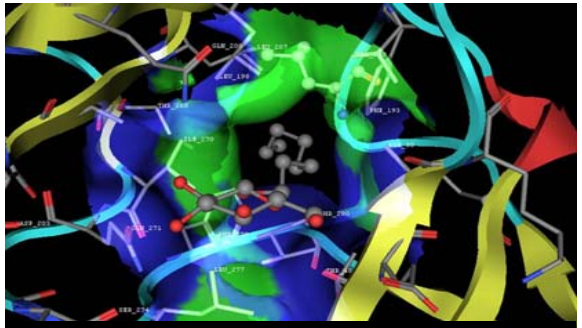
Strategic Hiring: Recommendation (Research Perspective)

Biomedical Sciences & Engineering Research Cluster



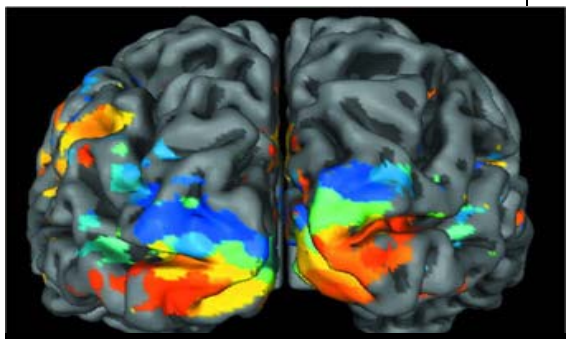
MOLECULAR GENETICS:
- Cell Signaling
- Genomics
- Proteomics
- Genetics

15 strategic hires



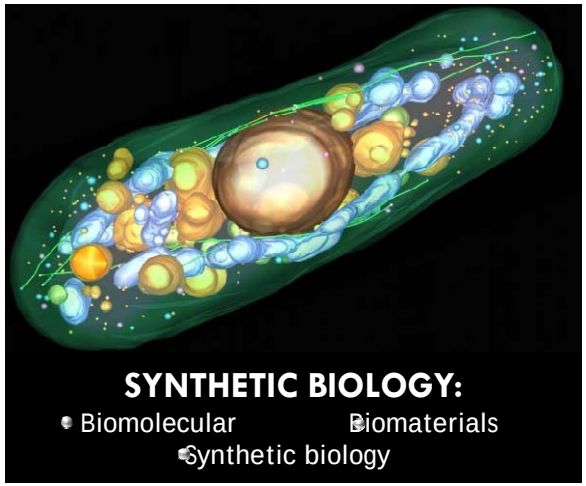
DISEASES:
- Drug design
- Infectious disease
- Chronic disease
- Health

4 strategic hires



NEURO:
- Neurocognitive
- Visual treatment
- Visual system development

2 strategic hires



SYNTHETIC BIOLOGY:
- Biomolecular
- Biomaterials
- Synthetic biology

10 strategic hires

UNIVERSITY of HOUSTON

UH Arts

- Become a world-class arts destination
- Become a national innovator in commissioning new work, employing and training thousands of artists and sponsoring world-class arts series
- Expand and strengthen our partnerships with area theaters, museums, performance venues and arts organizations
- Pursue a chapter of the Phi Beta Kappa



















Strategic Hiring: Recommendation (Research Perspective)

Arts & Human Enrichment Research Cluster



THEATRE & DANCE

4 strategic hires

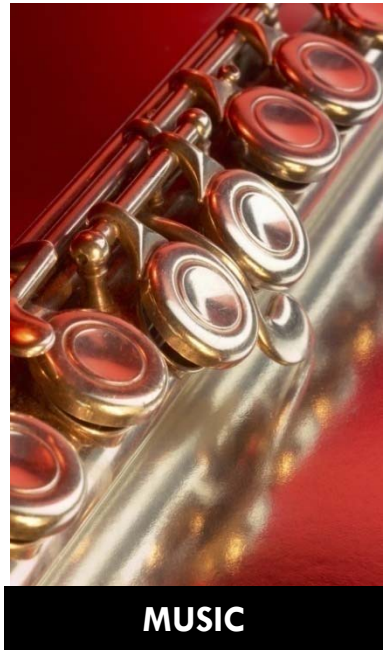
MITCHELL CENTER

2 strategic hires



ART

4 strategic hires



MUSIC

4 strategic hires

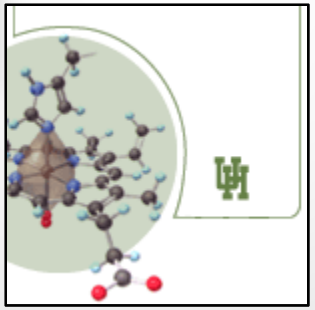
UH Stars

- Strengthen centers of excellence: entrepreneurship, health law, optometry, hotel and restaurant management, social work, psychology, chemical engineering, music, management and creative writing.



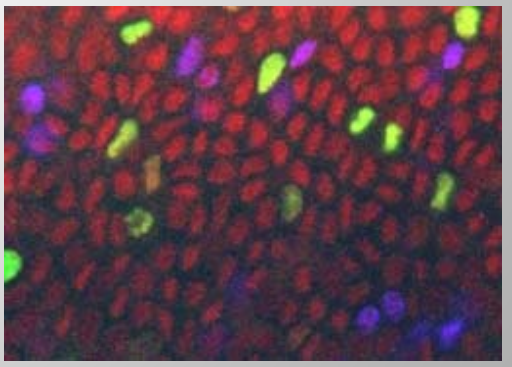












UNIVERSITY of HOUSTON

Research Clusters





Arts & Human Enrichment




Bio-Med Sciences & Engineering




Community Advancement & Education

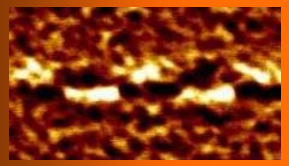



Complex Systems/ Space Exploration





Energy & Natural Resources

Nano-Materials

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE:

ITEM: UH-Clear Lake Downward Expansion

DATE PREVIOUSLY SUBMITTED:

SUMMARY:

The UH System Board of Regents approves the resolution addressing downward expansion at UH-Clear Lake.

FISCAL NOTE See "UHCL Projected Revenue and Expenses" in Supporting Documentation

SUPPORTING DOCUMENTATION:
Resolution: UHCL Downward Expansion
UHCL Downward Expansion Executive Summary
UHCL Projected Revenue and Expenses for Expanding to 4-Year Comprehensive University

ACTION REQUESTED: Approval

COMPONENT: UH-Clear Lake

William A. Staples
PRESIDENT **WILLIAM STAPLES** **DATE** 11/24/08

Renu Khator
CHANCELLOR **RENU KHATOR** **DATE** 12/2/08

RESOLUTION
UH-CLEAR LAKE DOWNWARD EXPANSION

The University of Houston System Board of Regents authorizes UH-Clear Lake to seek enabling legislation during the 81st Texas Legislature to offer freshman and sophomore courses, with the following contingencies and requirements:

1. Downward expansion will take place on the existing UH-Clear Lake campus, until enrollment growth justifies the need for expansion of current facilities. UHCL anticipates enrolling a cumulative total of 1,000 new students by year five of downward expansion.

2. UHCL has sufficient cash reserves to cover forecast funding deficits if state resources are not appropriated for this purpose during the 2009 legislative session. The UH System, as an entity, will not allocate resources to support downward expansion.

3. In addition to existing articulation agreements, UHCL will develop reverse articulation agreements with area community colleges to enhance both retention and graduation rates for the community colleges and UHCL.

4. UHCL will work closely with area school districts on dual enrollment programs.

5. The recruitment of students to UH-Clear Lake from the Houston region will be consistent with the enrollment management plan for the UH System. UHCL will work closely with UH on academic program pathways for students from bachelor's at UHCL, to master's at both UHCL and UH, and to doctoral at UH.

6. UHCL will admit freshmen for the first time no earlier than fall 2012.

7. UHCL will work closely with UH and UHD to develop a model metropolitan university system committed to both access and quality.

8. As it moves forward with downward expansion, UH-Clear Lake will comply with the requirements of all relevant accrediting agencies, including the Southern Association of Colleges and Schools (SACS) and the Texas Higher Education Coordinating Board.

9. Progress at UH-Clear Lake will be reviewed by the UH System Board of Regents after three years to ensure that downward expansion is being implemented as proposed and that accountability expectations are being met with respect to the UH System goals of national competitiveness, student success, and community advancement.

University of Houston Clear Lake



Expanding UH-Clear Lake into a 4-Year University: A Plan to Create More Educational Opportunities for the Community

Published July 2008

William A. Staples, President

Executive Summary

Closing the Gaps in Access and Success

The changing population profile of the Houston-Galveston metropolitan region presents new challenges and opportunities for closing the gaps in higher education access and success in the UH-Clear Lake service area. According to the Texas Higher Education Coordinating Board, the population of the Gulf Coast region of Texas, which includes the Houston-Galveston metropolitan area, is projected to increase from 4.8 million in 2000 to 6.1 million in 2015. This accelerated growth is triggered largely by an increase in the Hispanic population, which is projected to grow from 1.4 million in 2000 to 2.3 million in 2015 (Claritas 2007). This surge in a typically underserved population places new demands on higher education to reach out and successfully engage this group. That this engagement is vital is witnessed by the fact that two-thirds (65.8%) of the population 25 years of age and older do not have a baccalaureate or an associate's degree. In this situation, the need to close the gap in higher education participation and success becomes very clear. In response to the combination of a local demand for an educated workforce and the need to engage a rapidly enlarging underserved population, UH-Clear Lake is proposing a downward expansion to offer freshman and sophomore level courses to students and families in its service area.

Proposal for Downward Expansion

Based on primary market research, current Houston market penetration of selected Texas institutions, projected growth in high school enrollments, SAT score analysis of high school graduates in the six school districts surrounding UH-Clear Lake, and planned outreach activities at middle schools and high schools, UH-Clear Lake plans to admit its first cohort of 350 freshman in Fall 2012, referred to as Year 1. By year 5, it projects the freshman and sophomore headcount to grow to 1000 through a combination of freshman admissions and sophomore transfers as detailed in figure I.1. Assuming each student enrolls for 30 semester credit hours (SCH) per year, projected SCH are anticipated to increase from 10,500 to 30,000 over the same period.

Figure I.1. Projected Headcount and SCH by Year and by Student Classification

Student Classification	Year 1	Year 2	Year 3	Year 4	Year 5
# New Freshmen	350	361	379	405	446
# Cont Sophomores (75% retention)		263	270	284	304
# New Sophomores		77	131	171	251
Total	**350**	**700**	**780**	**860**	**1000**
Total Projected SCH	**10,500**	**21,000**	**23,400**	**25,800**	**30,000**

The projections in the above table assume modest increases in the number of freshmen in the early phases (3% in Year 2 and 5% in Year 3) followed by greater increases in Year 4 and Year 5 (7% in Year 4 and 10% in Year 5). Further, in projecting the headcount for Years 2 through 5, UH-Clear Lake assumes a 75% retention rate for each freshman class. This is based on UH-Clear Lake's average one-year retention rate for first-time, full-time transfer students over the past five years, which has been 83.3% with

a range of 80.5% to 85.5% over the period. UH-Clear Lake plans to start accepting sophomore transfers gradually, starting with approximately 1.5% of projected total undergraduate enrollment in Year 2. By leveraging years of experience in the transfer market, it plans to achieve a 5% sophomore transfer rate by the end of Year 5 of downward expansion.

It should be noted that the highest headcount enrollment experienced by UH-Clear Lake was 7,853 in fall 2005, which represents 331 additional students than the fall 2007 enrollment of 7,522. As the university grows to include freshmen and sophomores, the under-utilized classroom capacity will enable the university to absorb an additional 350 students in the first year and another 650 students over the next four years. The small cohort size of freshmen in the first five years will help the university manage growth more effectively without requiring much additional classroom capacity.

Business Plan

In developing revenue projections for all 5 years, the current document uses UH-Clear Lake's FY 2009 rates for tuition, formula and fees, all of which are based on student credit hours. The development of projected expenditures and salaries are also based on UH-Clear Lake's FY 2009 rates and do not reflect annual increases. While the first freshman class will begin in Fall 2012 (FY 2013; Year 1), formula funding from lower-level SCH will not be available until Year 2 (FY 2014). In order to recruit and prepare students for the first freshman class of Fall 2012, UH-Clear Lake will have to hire additional staff in the preceding academic year, referred to as Year 0. Start up expenses in Year 0 (FY 2012) include one-time funds for temporary offices and funds for hiring staff (e.g., recruiters, advisers and financial aid counselors) and developing new student services programs prior to the start of instruction. To meet the cumulative unmet need in the early years of operation (until revenues exceed expenditures in Year 4), UHCL will request special item funding from the legislature. Approximately $1 million for startup operations and $1.5 million for a one-time facility purchase will be requested in the 2009 legislative session, and $2.4 million will be requested in the 2011 legislative session. UH-Clear Lake will earmark reserve funds to cover these operations in case funding is not provided by the legislature. Specific details of the downward expansion business plan are included in the UHCL Projected Revenue and Expenses, accompanying this document.

Market Positioning

Data from the Texas Higher Education Coordination Board suggests that 2,492 (40%) of the 6,197 students in the six school districts within a 10 mile radius of UH-Clear Lake do not have any record of attending college in Texas (figure III.3). It is estimated that through outreach and scholarship funding the university can attract up to 15% or 374 of these students.

With different university systems in Texas competing for the Houston-Galveston market share, the lack of lower level course offerings at UH-Clear Lake has only allowed universities outside the UH System to recruit students from this region. In fact, as of 2007, 21 percent of Stephen F. Austin's student population and 42 percent of Sam Houston State University's student population were recruited from Harris and Galveston

Counties. A recent survey of high school counselors in the UH-Clear Lake service area by Noel-Levitz suggests that Sam Houston State University, Stephen F. Austin University and Texas State University were the top three institutions that students from the Clear Lake-Galveston area were more likely to attend. UH-Clear Lake plans to attract up to 187 (5%) of the 3,750 students who are residents of the Houston-Galveston metropolitan region but generally end up attending one of the four competitors outside Houston area due to non-availability of lower-level courses at UH-Clear Lake (figure III.4). By targeting these two groups of high school graduates, UH-Clear Lake will have a pool of up to 550 potential students available for recruitment to its freshman class. The freshman class size proposed by UH-Clear Lake for the first three years following its downward expansion represent roughly two-thirds of the estimated 550+ high school graduates that will be ready to join the first cohort of entering freshman class at UH-Clear Lake.

UH-Clear Lake's plan for downward expansion is guided by an extensive market study conducted by Noel-Levitz, the demographic projections for its service area, and an analysis of admission standards of its main competitors, including University of Texas-San Antonio, Sam Houston State University, Texas State University-San Marcos and Stephen F. Austin University. Specifically, the plan targets 2nd and 3rd quartile high school seniors with SAT scores in the range of 850 to 990 in order to develop a sustainable market position. A large proportion of students in this group belong to the growing Hispanic community in the underserved Houston-Galveston metropolitan region. As the University of Houston plans to adopt more selective standards in its pursuit of becoming a Research I university, UH-Clear Lake's marketing strategy will benefit both University of Houston and UH-Clear Lake because students of different academic abilities will be provided with a full scope of educational opportunities within the University of Houston system. UH-Clear Lake will serve as an alternative for those students who will no longer qualify under the new University of Houston admission standards.

Benefits to the UH System and University of Houston

UH-Clear Lake's downward expansion will assist the University of Houston System with its goals of access and success. With UH-Clear Lake offering four-year undergraduate programs, the University of Houston System will have an alternate institution to recruit and retain local area high school seniors as they pursue their college education. Recruiting and retaining more students in the University of Houston System institutions at the bachelor's level will also increase the opportunities to effectively recruit students to the University of Houston and UH-Clear Lake's graduate programs. As the two sister institutions increase their graduate program collaborations, UH-Clear Lake can provide a qualified pipeline of graduate students to University of Houston. Historically, a large number of UH-Clear Lake graduates go on to attend the University of Houston. In 2007 alone, 114 of UH-Clear Lake graduates enrolled for various programs at the University of Houston. As such, the increasing market share of non-University of Houston System universities translates into lost opportunities for both UH-Clear Lake and University of Houston.

UHCL Projected Revenue and Expenses for Expanding to 4-Year Comprehensive University

Assumptions

Anticipate start in FY 2012 to recruit and prepare for First Freshmen Class in Fall 2012 (FY 2013)
350 freshmen in Year 1; 75% retention; 3% increase Yr 2; 5% in Yr 3; 7% in Yr 4; 10% in Yr 5
Primarily daytime cohorts for first three years
Each student generates 30 SCH per year (12 fall, 12 spring, 6 summer)
1 Tenure Track faculty member teaches 8 courses per year (3 fall, 3 spring, 2 summer); 1 lecturer teaches 10 (4, 4, 2)
40% of sections offered are taught by TT faculty, 30% by Lecturers, 30% by adjuncts (to meet 70/30)
Formula rates are FY 2009 rates throughout
Salary projections are based on current rates, and do not reflect annual raises

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment		FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
	Projected Head count	-	350	700	780	860	1,000
	Projected SCH	-	10,500	21,000	23,400	25,800	30,000
Revenue							
	Formula Tuition	-	$0	$469,067	$469,067	$1,338,761	$1,338,761
	Statutory plus Designated Tuition	-	$1,554,000	$3,108,000	$3,463,200	$3,818,400	$4,440,000
	Differential Designated Tuition	-	$12,000	$24,254	$26,290	$31,018	$36,432
	Extended Access & Support Fee	-	$50,400	$100,800	$112,320	$123,840	$144,000
	Computer Use Fee	-	$147,000	$294,000	$327,600	$361,200	$420,000
	Library Use Fee	-	$54,600	$109,200	$121,680	$134,160	$156,000
	Student Service Fee	-	$182,700	$365,400	$407,160	$448,920	$522,000
	Freshmen Orientation Fee	-	$35,000	$36,050	$37,853	$40,502	$44,552
	Totals	$0	$2,035,700	$4,506,772	$4,965,170	$6,296,801	$7,101,745
Expenditures							
	Full-time Faculty		$656,333	$1,147,667	$1,527,778	$1,527,778	$1,731,889
	Adjunct Faculty		$115,250	$198,250	$121,250	$181,250	$231,000
	Teaching Assistants		$91,800	$125,650	$142,575	$159,500	$176,425
	HSH Staff	$32,000	$64,000	$104,000	$134,000	$134,000	$134,000
	SCE Staff	$44,500	$89,000	$168,000	$168,000	$168,000	$168,000
	Enrollment Management	$381,400	$524,800	$733,600	$837,600	$837,600	$837,600
	Information Resources	$76,500	$308,100	$599,500	$498,000	$500,500	$503,000
	Student Services	$172,500	$690,000	$931,700	$1,141,900	$1,153,100	$1,169,100
	Administration & Finance	$156,311	$238,742	$550,628	$422,628	$422,628	$422,628
	Fringe Benefits	$143,681	$415,879	$673,149	$790,257	$790,257	$806,586
	Totals	$1,006,891	$3,193,905	$5,232,143	$5,783,988	$5,874,613	$6,180,228
	Surplus/(Shortage)	$ (1,006,891)	$ (1,158,205)	$ (725,371)	$ (818,818)	$ 422,188	$ 921,517

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Report on UH System Initiatives:
- Exploring renaming options for UHD

DATE PREVIOUSLY SUBMITTED:

SUMMARY:

The Board will be provided with a presentation regarding exploring renaming UHD and possible new names. University of Houston-Downtown commissioned Richrds/Carlberg, a marketing firm, to conduct market research about the issue. A presentation will be made about the findings.

FISCAL NOTE:

SUPPORTING DOCUMENTATION: Executive Summary prepared by the Richards/Carlberg Group citing survey findings

ACTION REQUESTED: Information

COMPONENT: UH-Downtown

Max Castillo (MW) — **PRESIDENT** — **Max Castillo** — Nov 13, 2008 — November 13, 2008

VICE CHANCELLOR — 11/20/08 — **DATE**

Renu Khator — **CHANCELLOR** — **Renu Khator** — 12/2/08 — **DATE**

University Of Houston-Downtown

Name Change Exploration Survey Executive Summary

RICHARDS/CARLBERG

December 1, 2008

BACKGROUND

The University of Houston-Downtown (UHD) is considering a name change and engaged Richards/Carlberg to ensure that all issues associated with a change were fully explored and addressed before a final decision is made. Because the university touches such a wide range of audiences, it was pertinent to benchmark where the UHD brand stands with regard to awareness and perceptions of the university.

A study was conducted to ascertain whether students, faculty, staff, alumni and other citizens of Houston fully understand the relationship between University of Houston-Downtown and University of Houston. There is much anecdotal evidence of confusion about UHD as a campus of UH but no conclusive proof. This research was designed to answer that question one way or the other. Surveys were administered over the phone and through the Internet.

METHODOLOGY

Data Collection: Monday, October 27 – Monday, November 10, 2008; Internet and phone.

Audiences: University of Houston-Downtown students, faculty, staff and alumni; High school and community college guidance counselors who have a relationship with UHD and that are at least "somewhat familiar" with UHD; Houston area human relations professionals; Prospective students and parents of prospective students

KEY FINDINGS SUMMARY

University of Houston-Downtown Awareness: UHD had relatively low awareness among prospective students and parents. Only 5% of that group listed University of Houston-Downtown when thinking about colleges in the area. In addition, only a small percentage of students and parents were able to identify UHD as part of the UH system. About 80%, however, were able to identify University of Houston as part of the system.

Additional outside audiences had slightly higher awareness for UHD. For instance, 38% of HR representatives were "very familiar" with UHD. Sixty-seven percent of those same professionals were "very familiar" with University of Houston. The greater awareness among HR representatives for UHD is probably because the respondents deal with applicants from these schools on a daily basis. It is imperative for their job that they are familiar with high caliber schools in the area.

University of Houston-Downtown Confusion: Among the prospective segment, there was much confusion about the difference between UHD and UH. Sixty-six percent were unsure of UHD's location, pointing to low awareness. The confusion surfaced in the qualitative prompting, where many respondents spoke as if they were the same university, thought they could enroll at one campus and go to another, and talked of UHD as a campus extension.

Later in the survey, this segment was asked specific questions about programs offered by either University of Houston or University of Houston-Downtown. The chart below shows the rating for each program given by respondents who believe they are "familiar" with UHD. Because all but one

of these programs is only offered at UH, the respondents' above-average ratings indicate confusion.

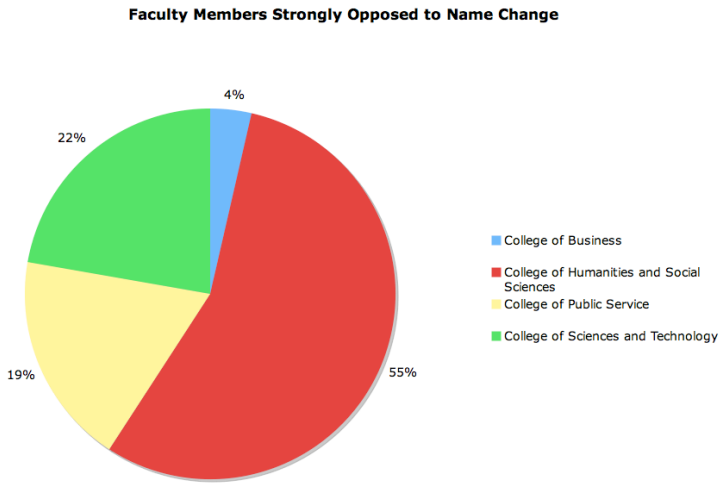
All attributes are part of UH with the exception of the criminal justice program	Rating (Scale of 1 to 10)	
Confusion Attribute	Average Response	Percentage Who Responded "I don't know"
Offers a wide range of master's and doctoral programs	7.39	31%
Has a good reputation as a research university	6.87	36%
Has a regionally recognized criminal justice program	6.35	28%
Has a competitive, national athletics program (basketball, football, softball)	6.3	37%
Has a recognized optometry program that serves the Houston region	6.13	23%

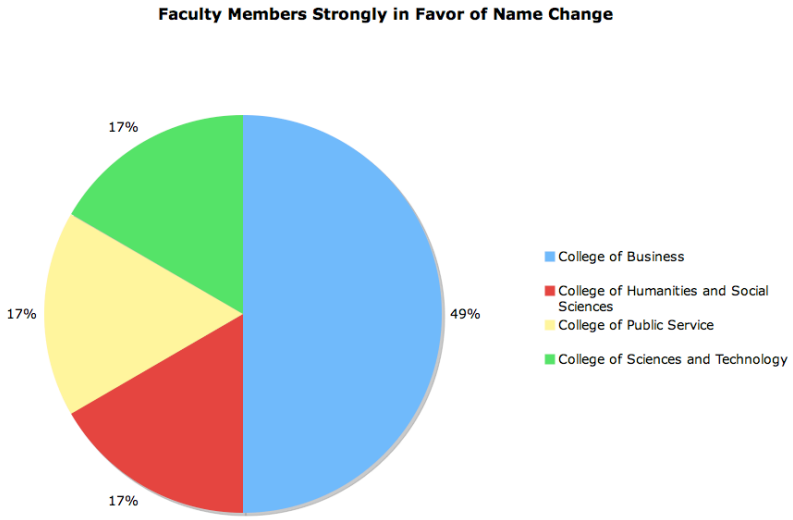
In addition, across all audiences, many were against UHD's changing its name because of the possibility of its being confused with UH. In other words, respondents from other segments believe that confusion with the University of Houston is a benefit. It allows them to associate themselves with a university that they do not actually attend.

The HR segment was the least confused about UHD's relationship with UH. Again, this is probably because they are savvy professionals who are familiar with universities and programs in the greater Houston area.

Name Change Preferences: Students, faculty and alumni were not receptive to the idea of University of Houston-Downtown's changing its name. Guidance counselors and staff members were somewhat more receptive to change, while the HR community was largely indifferent.

In particular, different faculty departments felt differently about a name change. The following charts represent the percentage of those opposed to and in favor of the name change from each college.





The charts indicate that different academic units or colleges feel differently about the name change. Faculty from the College of Business are much more receptive to the change than faculty from the College of Humanities and Social Sciences.

Many of those opposed to the name change like the fact that the current name is very descriptive and highlights UHD's affiliation with University of Houston. Those who were in favor of the name change believe that a new name could help UHD create its own identity as an independent university and draw upon the positive reputation that is already being built.

When asked to rate individual elements of a university name, all segments indicated that "university" is the most important element in a new name for University of Houston-Downtown.

University of Houston-Downtown Attributes and Characteristics: All segments surveyed rated UHD positively for the attributes listed. Many respondents feel that University of Houston Downtown has knowledgeable faculty who truly understand the courses they teach. Many also rated UHD highly on the convenience of its location. The majority of respondents believe that UHD provides a high-quality education.

A majority of respondents from all segments believe that the university is growing in popularity. They also feel that the University of Houston-Downtown is an innovative university. Many members of the student body, faculty and staff believe that the university truly cares.

Summary: Overall, respondents not closely linked with UHD are confused about the attributes and characteristics of the university. The majority of prospective students and parents could not identify the location of UHD and a significant portion rated UHD highly on programs only at UH. Though many respondents feel opposed to the idea of UHD changing its name, these respondents are closely linked to the university and are concerned about how the name change could affect their lives personally. They are worried that UHD will suffer if people cease to recognize the university by name. Many respondents feel as though the connection to the University of Houston is positive, but they may not realize the confusion that it is causing among potential new students. A large portion of students, faculty and alumni believe that the school is innovative enough to stand alone as an independent university. If a name is chosen that highlights the university's attributes and sets it apart as a unique entity, those closely linked with UHD will respond positively.

KEY IMPLICATIONS

Take action to drive awareness in the greater Houston area: Respondents not closely involved with UHD do not immediately think of the university when considering institutions of higher education in the Houston area. This lack of awareness combined with confusion about UHD's association with UH results in an unclear image of the university in many peoples' minds. A name change could be an opportunity to create a new, stronger image that clearly represents what UHD has to offer.

A primary reason of opposition is reason enough to change the name: The majority of people opposed to the name change cited the association with University of Houston as a positive and said they would miss the value of that association. Quite simply, this points to a lack of perceived value of the University of Houston-Downtown name or brand. That opens the door for the creation of a new name and brand where building value allows affiliated audiences to be proud of the university's name.

If change occurs, embrace it fully: If a name change occurs, it could be a great opportunity for UHD to revitalize its image and attract bright, deserving students. The university, however, must be adamant about getting its name out in the greater Houston area. A half-hearted attempt to inform the public about UHD's new image could result in greater confusion and lost equity for the university.

Be a clear and communicative voice in the process: Regardless of whether the name is changed, the topic is top of mind among the key segments. This is evident in the response rate to the surveys, the lengthy open-ended responses and the passionate follow-up emails received. The university leadership needs to be an unwavering and confident voice in the decision-making process. While being respectful of all audiences' opinions, the leadership must be clear and communicate that the decision being made is the right decision. They should also communicate why this decision is best for UHD.

Communicate what else would change with the name and the benefit of that change: Many respondents admitted there was confusion associated with the current name. They felt that an individual identity was important, but they could not see the benefit. Therefore, they indicated they were against the name change. Communicating what else would change (e.g., increase recognition of unique academic programs) and the benefit of that change (e.g., more scholarships available) will be key for achieving buyoff with the various segments.

Include the word "University" in the new name: The survey asked about key elements of a name. By far, "university" was considered a critical element. This relates to the credibility inherent in the word, as well as the credibility inherent in a degree-granting institution using the word.

Offer the alumni help with name change concern: Naturally, those who had already received a degree from University of Houston-Downtown were worried about what is printed on their diplomas and résumés. Offering alumni solutions to those problems will alleviate their primary concern about a name change and garner their support in helping their alma mater become better.

Specific Names: Survey instruments in the study tested sample names that reflected name elements, not specific names that were under consideration by a separate UHD group at the time. Houston Metropolitan University was one of the names tested for its elements (City, University) and this name emerged from campus discussions as one of the top names campus constituents considered as good possible choices if the name change went forward. In the study, this name, Houston Metropolitan University, was the most accepted name across both internal and external audiences.

University of Houston
DOWNTOWN

RICHARDS/CARLBERG

Conducted survey among:

Prospective students and parents: 104 (via phone)

Guidance Counselors: 63

HR Community: 133

Students: 656

Alumni: 497

Faculty: 165

Staff: 184

OBJECTIVES

Conducted survey to understand:

UHD Brand awareness and confusion among external audiences

Opposition to a name change and extent of opposition within UHD

Positive and negative elements of potential new names for UHD

WHAT WAS LEARNED

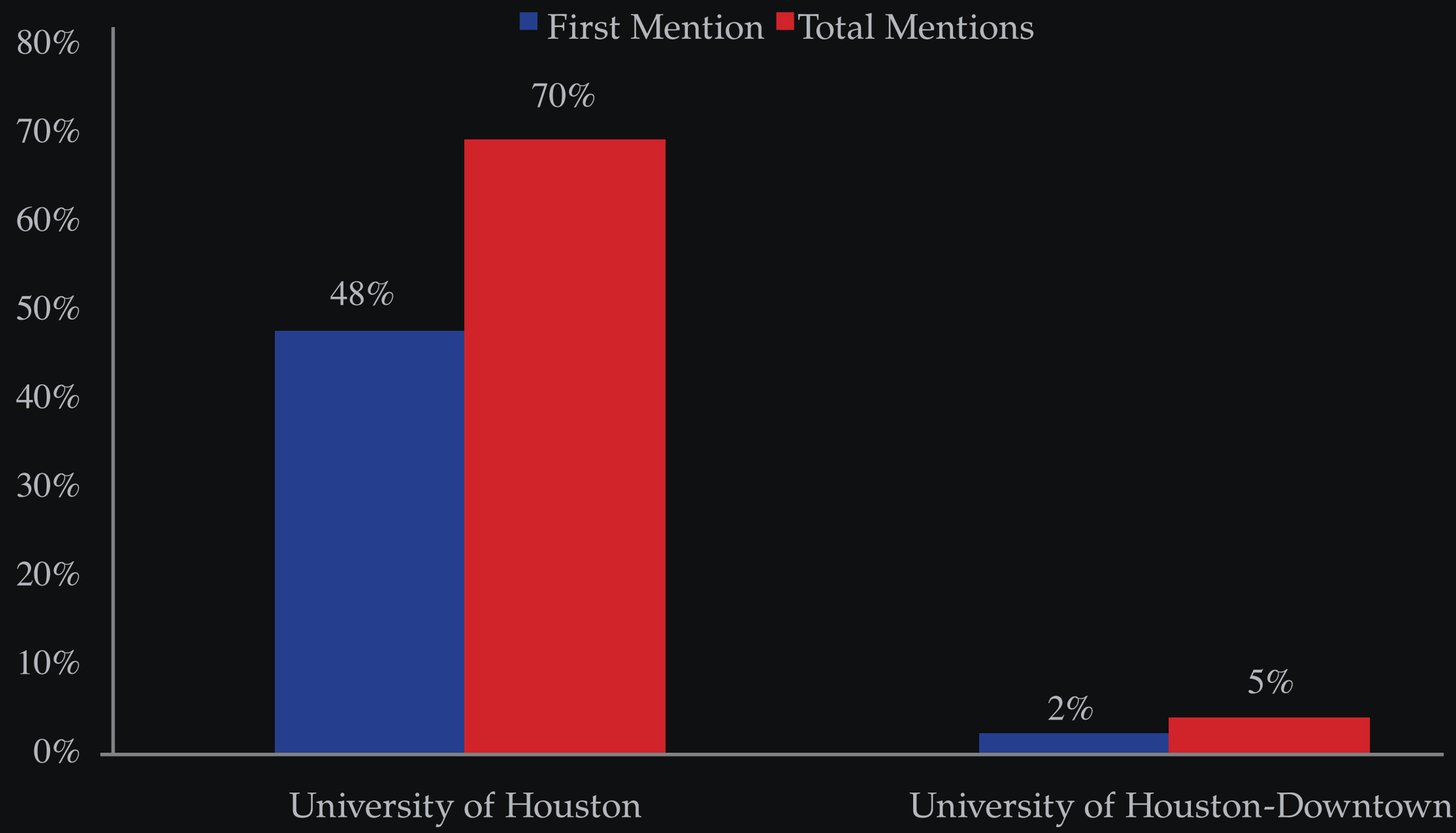
Two key lessons from the survey:

Low awareness, high confusion among the prospective student/parents segment

High name change resistance for the wrong reasons

PROSPECTIVE STUDENTS AND PARENTS

UHD awareness is extremely low



When you think of area universities, which one first comes to mind?
What other area universities come to mind?

Of those extremely familiar with UHD (8-10 on 1-10 scale):

62% were unsure of the location

14% believe it is located at I-45 and Cullen/Calhoun

Only 19% correctly said it is located at I-10 and Main

5% believed it was located at both

On what street/intersection is UH-Downtown located?

Those extremely familiar (8-10) with UHD rated the following statements as describing UHD

	Rating	
	Average Response	% Don't Know
Offers a wide range of master's and doctoral programs	7.85	5%
Has a good reputation as a research university	7.11	10%
Has a competitive, national athletics program	6.68	10%
Has a recognized optometry program that serves the Houston region	6.31	24%
Has a regionally recognized criminal justice program	6.84	10%

How would you rate the following statements on how they describe UHD?
(1 = Does not describe at all; 10 = Describes very well)

Those extremely familiar (8-10) with UHD rated the following statements as describing UHD

	Rating	
	Average Response	% Don't Know
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Has a recognized optometry program that serves the Houston region	6.31	24%
Has a regionally recognized criminal justice program	6.84	10%

How would you rate the following statements on how they describe UHD?
(1 = Does not describe at all; 10 = Describes very well)

Of the 3% who believe the name should change, one offered a valid reason:

"I think [UHD] should change it's name so people would be more aware and it could stand out more as an individual university."

– Prospective Student

Why don't they think the name should be changed?

"It's the University of Houston, it should be called UHD."

– Prospective Student

Why don't they think the name should be changed?

"They will lose a lot of students who think it is a division of UH main campus."

– Prospective Student

Why don't they think the name should be changed?

"…that is the name that the university is known for, and if they are under the same funding as the UH system there is no point…"

– Prospective Student

HR SEGMENT

Awareness of the name is high

76.6% were very familiar or somewhat familiar with UHD

97% were very familiar or somewhat familiar with UH

But knowledge of the university is low

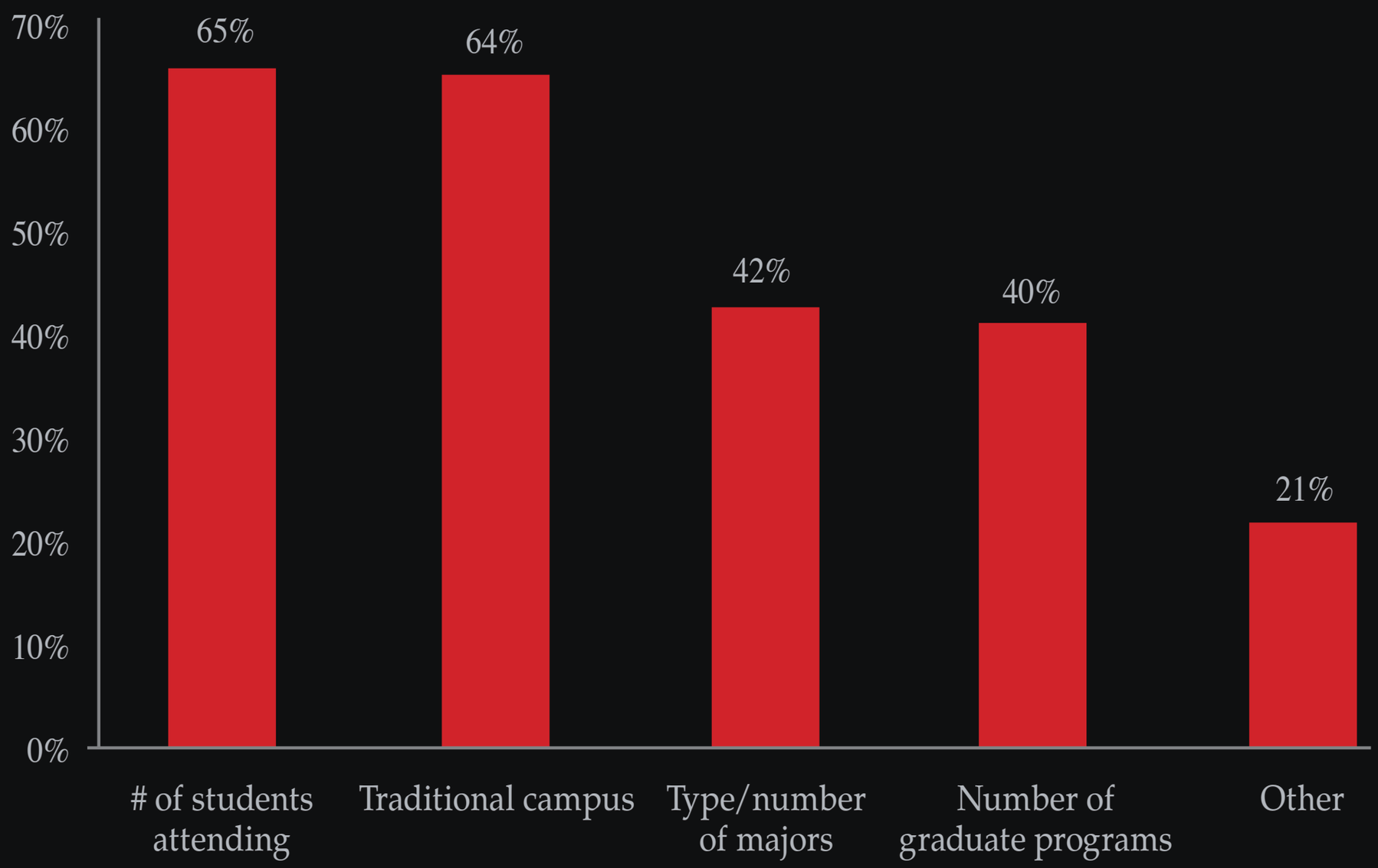
Across all measured attributes:

33% don't know about UHD*

19% don't know about UH*

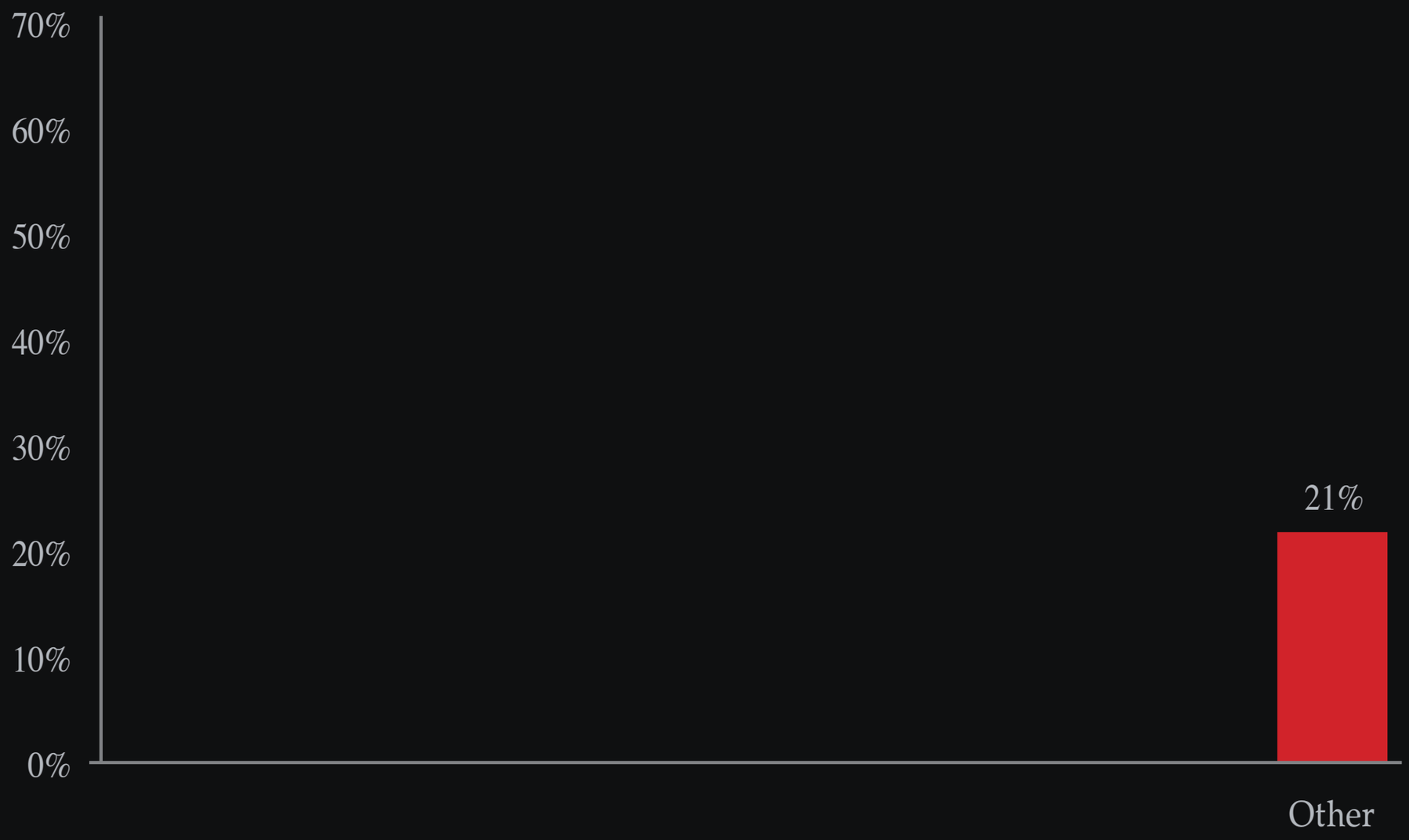
* Statistically significant difference
Using the following scale, please indicate how you rate UHD/UH on the following attributes:

Main differences between UHD and UH



What do you feel are the main differences between UHD and UH?

Main differences between UHD and UH



What do you feel are the main differences between UHD and UH?

Other themes:

"Is there a difference???"

"Location."

"I had the impression that UH-Downtown was on the level of community college; preparatory, in other words."

Of the 34% who are for the name change

"I think a new name might add to its credibility rather than it just being an 'offshoot' of UH."

– HR Professional

Choose 4 or 5 on a scale of 1-5, 1 being "Please don't do it – this is a bad idea" and 5 being "This is a great idea! The name definitely needs to be changed."

Of the 3% who are against the name change

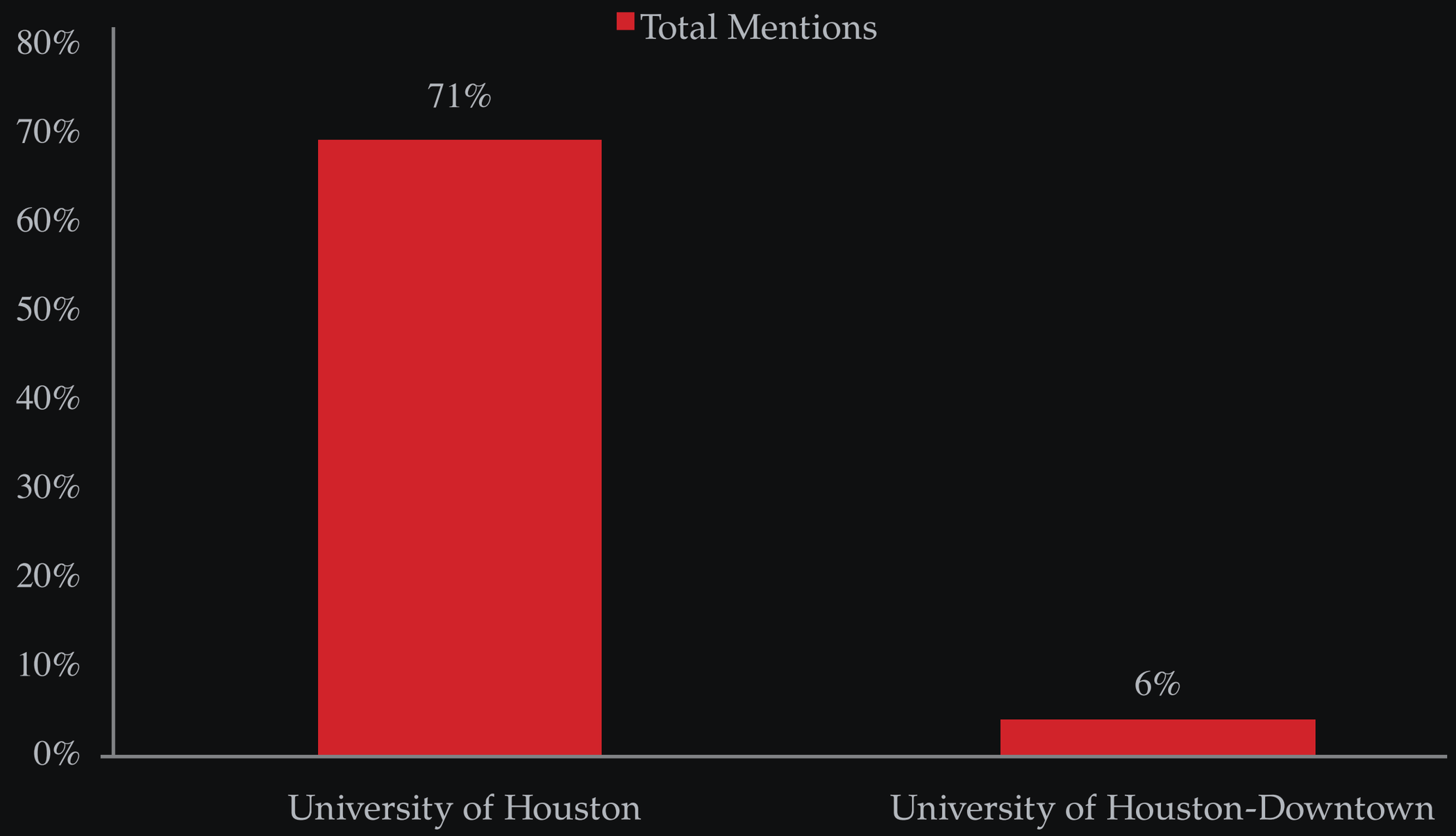
"I feel being affiliated with UH helps UHD. I think changing the campus' name would only cause confusion."

– HR Professional

Choose 4 or 5 on a scale of 1-5, 1 being "Please don't do it – this is a bad idea" and 5 being "This is a great idea! The name definitely needs to be changed."

GUIDANCE COUNSELORS

UHD awareness is extremely low



When you think of area universities, which one first comes to mind?
What other area universities come to mind?

GUIDANCE COUNSELORS

The majority are for a name change

56% (top-two box) felt that the name change was a great idea

25% (bottom-two box) were strongly opposed to the suggestion

UHD is exploring changing its name. Please tell us which of the following statements below best describes your opinion. 5 – This Is A Great Idea; 1 – Please Don't Do It

They see the confusion

"People frequently get the UH colleges confused. It will help if they have totally different names."

"It is great to be 'connected' with UH, but it needs its own identity so it is not a stepchild."

– Guidance Counselors

Why do you say that?

STUDENTS, ALUMNI, FACULTY, AND STAFF

Those who chose 1 – “Please don’t do it; this is a bad idea”

Students: 47%

Faculty: 39%

Alumni: 37%

Staff: 25%

Two key themes

Those opposed to a name change value the confusion with UH

Those in favor desire that UHD stand on its own accord

Don’t want change for the wrong reasons:

“I tell people that I attend UH, not UHD; so if you change the name, I won’t be able to do that.”

– Student

Don’t want change for the wrong reasons:

“I feel like if we are no longer linked to UH, we will lose some of the credibility.”

– Student

Don't want change for the wrong reasons:

"This is a bad idea. Most people don't necessarily identify UHD as a stand-alone, and the affiliation with UH is a good one. If you change it, you will lose recognition of a well-rounded university that serves a large part of Houston. Not to mention the fact of what would I put on my résumé?"

– Alumni

Don’t want change for the wrong reasons:

“I believe there is some (and not insignificant) benefit to being ‘mistaken’ as part of UH, especially from an enrollment perspective.”

– Faculty

Those who want change want to clear the confusion:

"The university needs to stand out more from the UH main campus. In fact, I applied to UHD thinking that this school was the same thing as the main campus; meaning, I got here by accident."

– Student

Those who want change want to clear the confusion:

"The current similarity of the name to UH makes it difficult to build our reputation as a university of distinction."

– Faculty

Those who want change want to clear the confusion:

"From a citizen's perspective and a staff member, distinguishing this campus from the other UH campuses might help raise awareness of this university as a separate degree-granting institution than UH main."

– Staff

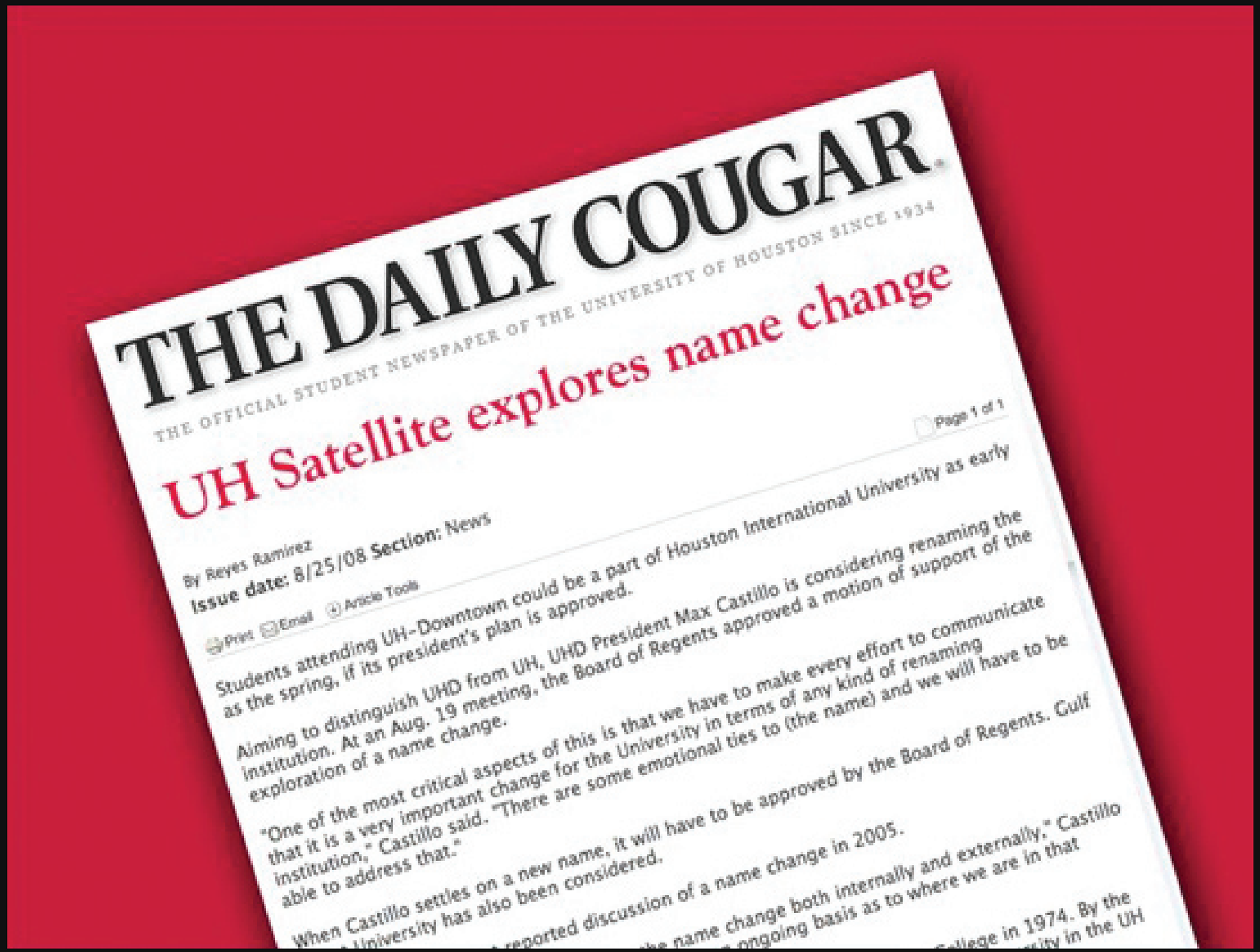
Those who want change want to clear the confusion:

"UHD is quickly becoming a leader and an innovator in a class of its own and should be set apart by a different name."

– Alumni

NAMING

EXPLORING A NAME CHANGE



THE DAILY COUGAR

THE OFFICIAL STUDENT NEWSPAPER OF THE UNIVERSITY OF HOUSTON SINCE 1934

UH Satellite explores name change

Page 1 of 1

By Reyes Ramirez
Issue date: 8/25/08 **Section:** News

Print Email Article Tools

Students attending UH-Downtown could be a part of Houston International University as early as the spring, if its president's plan is approved.

Aiming to distinguish UHD from UH, UHD President Max Castillo is considering renaming the institution. At an Aug. 19 meeting, the Board of Regents approved a motion of support of the exploration of a name change.

"One of the most critical aspects of this is that we have to make every effort to communicate that it is a very important change for the University in terms of any kind of renaming institution," Castillo said. "There are some emotional ties to (the name) and we will have to be able to address that."

When Castillo settles on a new name, it will have to be approved by the Board of Regents. Gulf

reported discussion of a name change in 2005.

the name change both internally and externally," Castillo

ongoing basis as to where we are in that

College in 1974. By the

ersity in the UH

Study-tested names and elements

Name options were provided, regardless if participant supported name change

Houston Metropolitan University

Received the least opposition of the names tested

QUESTIONS

University of Houston
DOWNTOWN

RICHARDS/CARLBERG

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Request to change the name of the UH-Downtown

DATE PREVIOUSLY SUBMITTED:

SUMMARY:

In order to promote a clear and distinct identity for the University of Houston Downtown, President Max Castillo has requested that the Board name the University of Houston Downtown the Houston Metropolitan University and transmit this action to the Texas Legislature for appropriate supporting legislative action in the 81st session.

FISCAL NOTE:

SUPPORTING DOCUMENTATION:

ACTION REQUESTED: Approval

COMPONENT: UH-Downtown

Max Castillo MM — Nov 13, 2008

PRESIDENT **Max Castillo** November 13, 2008

Renu Khator — 12/2/08

CHANCELLOR Renu Khator **DATE**

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Update on University Progress Cards

DATE PREVIOUSLY SUBMITTED:

SUMMARY:

The Board of Regents will review the measures included on the progress cards for each UH System university.

FISCAL NOTE:

SUPPORTING DOCUMENTATION:
Progress card, University of Houston;
Progress card, UH-Clear Lake;
Progress card, UH-Downtown; and
Progress card, UH-Victoria

ACTION REQUESTED: Information

COMPONENT: UH System

Renu Khator
PRESIDENT Renu Khator **DATE** 11/25/08

INTERIM SENIOR VICE CHANCELLOR Jerry Strickland **DATE** 11/24/08

Renu Khator
CHANCELLOR Renu Khator **DATE** 11/25/08

University of Houston Progress Card

1. Nationally Competitive Research University	Source	Period	Jun-08	Jun-09	Jun-10
1.a. Total Research Expenditures	NSF	Fiscal year	$ 73,542,000		
1.b. Federal Research Expenditures	NSF	Fiscal year	$ 40,116,000		
1.c. Number of Graduate Programs ranked in Top 50	US News	Edition published	4 (2008)		
1.d. Number of Citations	UH IR ISI	Rolling 5 year	20,828		
1.e. Number of Doctorates Awarded	IPEDS	Fiscal year	239		
1.f. Number of Postdoctoral Appointees	NSF	Fall	158		
2.A. UH System: Student Success					
2.A.a. Total Enrollment	IPEDS	Fall	34,663		
2.A.b. Transfer Retention Rate (First Year)	UH IR	Fall	77%		
2.A.c. Transfer Graduation Rate (4 Year)	LBB	Fall, 4 years	58%		
2.A.d. Total Degrees Awarded	IPEDS	Fiscal year	6,961		
2.A.e. Student Satisfaction (Exiting Seniors)	NSSE	Spring	77% (2001)		
2.B. UH: Student Success					
2.B.a. FTIC Retention Rate (First Year)	IPEDS	Fall	77%		
2.B.b. FTIC Graduation Rate (6 Year)	IPEDS	Fall, 6 years	43%		
2.B.c. Percentage of Graduate/Professional Students	IPEDS	Fall	20%		
2.B.d. Freshmen Acceptance Rate	IPEDS	Fall	77%		
2.B.e. Freshman Average SAT	IPEDS	Fall	1055		
2.B.f. Course Completion Rate	THECB	Fall	94.4%		
2.B.g. Student Satisfaction (All Students)	UH SA	Fiscal year	NA		
3. Community Advancement					
3.a. Percent Baccalaureate Graduates Enrolled or Employed within One Year	THECB	Fiscal year	83%		
3.b. Number of Courses with Community Engagement Activities Offered Annually	UH IR	Fiscal year	537		
3.c. Research Awards with Community Emphasis	UH Research	Fiscal year	121		
4. Athletics Competitiveness					
4.a. University Athletics Overall Academic Progress Rate	NCAA	Fiscal year	944		
4.b. Total Team Sports Wins	NCAA	Fiscal year	185		
4.c. C-USA Championships (Individual/Team)	UH Athletics	Fiscal year	10. / 4		
4.d. NCAA Post Season Qualifiers (Individual/Team)	UH Athletics	Fiscal year	36 / 5		
4.e. Attendance (Average) Football / Men's Basketball	UH Athletics	Fiscal year	19,627 / 4,342		
5. Local and National Recognition					
Measures under development					
6. Competitive Resources					
6.a. Total State Appropriations per FTE Student	THECB	Fiscal year	$ 6,695		
6.b. Total Expenditures per FTE Student	THECB	Fiscal year	$ 19,413		
6.c. Endowment	UH A&F	Fiscal year	$ 402,000,000		
6.d. Total Annual Giving	VSE	Fiscal year	$ 48,600,000		
6.e. Alumni Giving Rate	US News	Fiscal year	5.30%		

Reviewed by the University of Houston Board of Regents, December 9, 2008

University of Houston - Clear Lake Progress Card

1. National Competitive University	Source	Period	Jun-08	Jun-09	Jun-10
1.a. Total Research Expenditures	NSF	Fiscal Year	$1,249,000		
1.b. Federal Research Expenditures	NSF	Fiscal Year	$159,000		
1.c. Total Sponsored Program Expenditures	UHCL	Fiscal Year	$2,518,000		
1.d. Number of Specialized Accredited Programs	UHCL	Fiscal Year	10		
1.e. Master's degrees awarded compared to peers (Note 1) (UHCL / peer group median)	IPEDS	FY2007	1,014 / 424		
2.A. UHCL: Student Success					
2.A.a. Total Enrollment	IPEDS	Fall 2007	7,522		
2.A.b. Transfer retention rate (first year)	LBB	FY2007	82.5%		
2.A.c. Transfer graduation rate (4 years)	LBB	Fall 2007, 4 years	73.5%		
2.A.d.Total degrees awarded	IPEDS	FY2007	2,131		
2.A.e. Student satisfaction (existing seniors)	NSSE	Spring 2008	82%		
2.B. UHCL Student Success					
2.B.a. Hispanic Transfer retention rate (first year)	LBB	FY2007	87%		
2.B.b.Hispanic Transfer graduation rate (4 years)	LBB	Fall 2007, 4 years	80%		
2.B.c. Degrees awarded compared to all 12 Master's universities	THECB	FY2007	2,171; ranked #1		
2.B.d. Bachelor's degrees awarded compared to peers (UHCL / peer group median)	IPEDS	FY2007	1,117 / 1039		
2.B.e. Student rating on NSSE Item “If you could start over again, would you go to the same institution you are now attending?”	NSSE	Spring 2008	84%		
2.B.f. Percent of graduating students responded "yes" to "Would you recommend UHCL to friends and family?"	Graduating Students Survey	Fall 2007	89% (ugrd), 92% (grad); overall (90%)		
2.B.g. Pass rate on certification exam - education	LBB	FY2007	92.8%		
2.B.h. Course Completion Rates	LBB	FY2007	93.5%		
3. Community Advancement					
3.a. Percent Baccaleuarate Graduates Enrolled or Employed within one year	THECB	Fiscal Year	85%		
3.b. Number of courses with community engagement activities offered annually	CBM004	Summer07, Fall07, Spring08	231		
3.c. Number of community partnerships	UHCL	Fiscal Year	80		
4. Competitive Resources					
4.a. Total state appropriations per FTE student	THECB	Fiscal Year	$6,276		
4.b. Total expenditures per FTE Student	THECB	Fiscal Year	$13,717		
4.c. Endowment	NACUBO	Fiscal Year	$16,370,673		
4.d. Total annual giving	VSE	Fiscal Year	$614,000		

Reviewed by the University of Houston Board of Regents, December 9, 2008

University of Houston-Downtown Progress Card

1. National Competitiveness	Source	Period	Jun-08	Jun-09	Jun-10
1.a. Total research expenditures	NSF	Fiscal year	$175,000		
1.b. Federal research expenditures	NSF	Fiscal year	$123,000		
1.c. Set asides for Hispanic Serving Institutions (HSI)	UHD Sponsored Programs	Fiscal year	$1,631,701		
2.A. UH System: Student Success					
2.A.a Total enrollment	IPEDS	Fall	11,793		
2.A.b. Transfer retention rate (first year)	LBB	Fall	75.56%		
2.A.c. Transfer graduation rate (4 year)	UHD IR	Fall, 4 yrs	64.10%		
2.A.d. Total degrees awarded	IPEDS	Jul - Jun	1,982		
2.A.e. Student satisfaction (exiting seniors)	NSSE	Spring	84.44% (2005)		
2.B. Student Success					
2.B.a. FTIC retention rate (1 yr)	LBB	Fall	56.00%		
2.B.b. FTIC graduation rate (6 yr)	LBB	Fall, 6 yrs	15.42%		
2.B.c. FTIC graduation and persistence rate (6 yr)	THECB	Fiscal year	45.2% (FY 2006)		
2.B.d. Number of degrees awarded in key fields	THECB	Fiscal year	104 (FY 2007)		
2.B.e. Pass rate on certification exam - education	LBB	Fiscal year	93.75%		
2.B.f. Course completion rate	THECB	Fall	92.64%		
3. Community Advancement					
3.a. Percent baccalaureate graduates employed or enrolled within one year	THECB	Fiscal year	88.2% (FY 2006)		
3.b. Number of courses with community engagement activities offered annually	UHD IR	Fiscal year	118		
3.c. Number of dual credit students	UHD IR	Fall	14		
4. Access					
4.a. Percent of students receiving Pell grant	THECB	Fiscal year	36.5% (FY 2006)		
4.b. Number of community college transfer students enrolled	LBB	Fall	4,479		
4.c. Number of minority students enrolled	LBB	Fall	7,232		
4.d. Affordability - ranking in state	THECB and UHD IR	Fiscal year	5 of 34		
5. Competitive Resources/Operational Effectiveness					
5.a. State appropriations per student	THECB	Fiscal year	$3,817		
5.b. Total Expenditures per FTE Student	THECB	Fiscal year	$10,838		
5.c. Endowment	UH A&F	Fiscal year	$29,597,641		
5.d. Total annual giving	VSE	Fiscal year	$2,548,000		
5.e. Amount expended for administrative costs as a % of operating budget	LBB	Fiscal year	17.63%		

Last updated 11/21/08

Reviewed by the University of Houston Board of Regents, December 9, 2008

University of Houston - Victoria Progress Card

1. Nationally Competitive University		SOURCE	PERIOD	Jun-08	Jun-09	Jun-10
1.a.	Percentage of Graduates in Critical Fields (Nursing/Education/STEM/ACC)	UHVIR	Fiscal Year	36.4%		
1.b.	Number of Specialized Accredited Programs	UHVIR	Fiscal Year	1		
2.A. UH System: Student Success						
2.A.a.	Total Enrollment	IPEDS	Fall	2,784		
2.A.b.	Transfer Retention Rate (first year)	LBB	Fall	79.6%		
2.A.c.	Transfer Graduation Rate (four year)	LBB	Fall	77.9%		
2.A.d.	Total Degrees Awarded	IPEDS	Fiscal Year	704		
2.A.e.	Student Satisfaction (exiting seniors)	NSSE	Spring	NA		
2.B. UHV: Student Success						
2.B.a.	Percentage of Graduate and Professional Students	IPEDS	Fall	49%		
2.B.b.	Pass Rate on Certification Exams - Education	LBB	Fall	83.20%		
2.B.c.	Pass Rate on Certification Exams - Nursing	CB	Fall	NA		
2.B.d.	Underrepresented Group Graduation Rates	LBB	Fall	65.20%		
2.B.e.	Course Completion Rates	CB	Fall	91.40%		
3. Community Advancement						
3.a.	Percent Baccalaureate Graduate Enrolled or Employed within One Year	CB	Fiscal Year	89%		
3.b.	Number of courses with community engagement activities offered annually	UHVIR	Fiscal Year	94		
3.c.	Small Business Development Center Contributions (Capital Raised)	SBA	Fiscal Year	$10,099,761		
4. Access and Outreach						
4.a.	Enrollment of Underrepresented Students	LBB	Fiscal Year	1030		
4.b.	First Generation College Student Graduation Rates	LBB	Fiscal Year	40.20%		
4.c.	Online and Distance Education (courses offered/students enrolled)	UHVIR	Fall	206/4,983		
4.d.	Affordability - Ranking in State	CB	Fall	6 of 34		
5. Athletics Competitiveness						
5.a.	Total Team Sports Wins (Baseball/Softball)	NAIA	Fiscal Year	29/32		
5.b.	Total Season Attendance	UHV-Athletics	Fiscal Year	12,000		
5.c.	Post-season Qualifiers	NAIA	Fiscal Year	1		
6. Competitive Resources						
6.a.	Total State Appropriations per FTE Student	CB	Fiscal Year	$7,939		
6.b.	Total Expenditures per FTE Student	CB	Fiscal Year	$16,444		
6.c.	Endowment	NACUBO	Fiscal Year	$12, 363,782		
6.d.	Total Annual Giving	VSE	Fiscal Year	$682,000		

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Update on analyses conducted at UH associated with the "Breakthrough Solutions"

DATE PREVIOUSLY SUBMITTED:

SUMMARY:

The Board will receive a report on the status of analyses conducted at the University of Houston related to specific recommendations made to the Board by the Pappas Consulting Group related to the "Breakthrough Solutions."

FISCAL NOTE:

SUPPORTING DOCUMENTATION: Executive Summary, Selected Analyses related to the Seven Breakthrough Solutions at the University of Houston

ACTION REQUESTED: Information

COMPONENT: University of Houston

Renu Khator

PRESIDENT Renu Khator **DATE** 11/25/08

INTERIM SENIOR VICE CHANCELLOR Jerry Strickland **DATE** 11/24/08

Renu Khator

CHANCELLOR Renu Khator **DATE** 11/25/08

UNIVERSITY of HOUSTON

"Breakthrough Solutions"

This document describes the status of the University of Houston with respect to 5 of 7 "breakthrough solutions", prior to any additional actions being taken as a result of the recent initiative presented to university regents at the Governor's Higher Education Summit held on May 21, 2008. As described below, there are many recurring processes and initiatives underway at UH consistent with these solutions. We are in the process of considering appropriate modifications.

In a conference call held on June 16, 2008, Texas regents collectively decided not to address solutions #6 and #7 given that these are expected to be addressed by the Legislature and/or the Texas Higher Education Coordinating Board.

STATUS of UH

Solutions #1, #2 & #4 – Teaching Efficiency, Effectiveness, & Rewards

Scholars and Teaching

- University of Houston faculty members are more than teachers; they are scholars, innovators, and explorers. They teach their students how to be teachers, researchers, explorers, innovators and entrepreneurs. They teach them how to think beyond what has already been discovered.

Teaching Excellence

- The University of Houston expects and values high quality teaching by all instructional faculty members, be they tenured, tenure-track, or non-tenure track.

Student Satisfaction

- Each student is encouraged to express his or her level of satisfaction upon completion of each course. End of course evaluations are administered to give students the opportunity to reveal and document their level of satisfaction with the course materials and the quality of instruction.
- Teaching effectiveness, as evidenced by student evaluations, contributes data for the annual merit review process for all faculty members. The merit review process is tied to a faculty member's annual salary.

- Student satisfaction findings contribute to faculty evaluations and the identification of opportunities for improving instruction.

Public Disclosure of Student Satisfaction Ratings

- Student satisfaction ratings of teaching performance are compiled for each instructor by course and posted for public review in the university library. Students have access to these ratings.

Monetary Awards for Excellent Teaching

- The University of Houston Teaching Excellence Awards for outstanding faculty and teaching assistants/fellows carry cash prizes of $5,000 for faculty and $1,000 for teaching assistants/fellows. Eight Teaching Excellence awards are granted to faculty: four awards are reserved for exceptional tenure or tenure-track professors, two awards are reserved for tenured or tenure-track faculty who teach University Undergraduate Core Curriculum courses, one award is reserved for faculty who have demonstrated excellence in innovative teaching using instructional technology, possibly including but not limited to hybrid courses, online courses, and instructional television, and one award is reserved for outstanding faculty who do not have tenured or tenure-track positions, including Instructors, Clinical Faculty, Research Faculty, Artist Affiliates, and Lecturers. There are two awards reserved for teaching assistants/fellows.

Teaching Excellence & Tenure

- Tenure is awarded to a faculty member either upon appointment or following a probationary period. Tenure is awarded only after a rigorous review at the department, the college, and the university level based on criteria including evidence of teaching excellence.
- The post tenure performance review process "intended to ensure that each tenured faculty member consistently performs at an acceptable professional level" is utilized. This process provides recurring reviews of teaching performance.

Student Learning Outcomes

- Learning outcomes are defined for each program. The extent to which students learn specified outcomes is regularly assessed. Assessment finings contribute information for improving teaching and learning.

Solution #3 – Split Research & Teaching Budgets to Encourage Excellence in Research & Teaching

Teaching and Research mission

- As a metropolitan research university, UH is engaged in innovation, teaching, knowledge generation, instruction, service, and commercialization. Teaching excellence at UH involves linking inquiry to instruction, which is the unique mission of a research university.
- Separating research from teaching would deprive our students of learning from scholars.

Faculty Expectations

- Faculty members are expected to conduct research and scholarly activities; effectively teach new knowledge; and provide service to their communities. These integrated activities are tracked through faculty assignments and reviewed annually.
- Research faculty are encouraged to use external research funding to support their salaries during the summer, with the result of incrementing their annual salaries.

Budgets

- Departmental budgets are primarily derived from student enrollment and supplemented by research budgets.
- Separate budgets are assigned to grants, contracts, and sponsored research initiatives.
- The Office of Research is putting in place a formula for allocation and reallocation of indirect cost funding based on whether or not the college or department met specific sponsored research targets.

Recognition

- Annually UH publicly celebrates the research accomplishments of faculty with monetary awards.
- Tenure is awarded to faculty, either upon appointment or following a probationary period, only after review at department and/or college as well as university level based on criteria that include evidence of research excellence. Annual merit reviews and resulting salary adjustments place significant emphasis on evidence of scholarly activity. In disciplines where external funding opportunities exist, the amount of external funding weighs heavily on faculty evaluations.

Solution #5 – Results based contracts with students

Excellence

- The UH degree signifies that a person has not only acquired basic knowledge, but has learned how to innovate and explore in their field. It is the interaction with a faculty of scholars that makes this possible.

Student success information

- Student success is dependent on a student's ability to access information, complete degree and course requirements. UH provides information to each student in university catalogs, on web sites, and through advisement services.
- Students are provided with information on specific degree requirements by their advisors, in admissions materials, catalogs, and the university web site.

Student "contracts"

- Once enrolled students are provided academic advising to assist them in identifying a planned program of studies to guide their completion of required and elective courses. Program plans are signed by individual students. Program requirements are posted on college and department web sites for easy access by students.
- Each UH instructor provides a syllabus for each course. Syllabi specify learning outcomes, course activities, and expectations for success.

Learning outcomes

- Consistent with the accreditation requirements of the Southern Association of Colleges and Schools, learning outcomes are specified for each program, each course, and subject to recurring assessment.
- UH participates in the Voluntary System of Accountability (VSA) and provides information to students and families on institutional performance related to student success and satisfaction.

University of Houston System
Board of Regents
Analysis of the Seven Breakthrough Solutions

I. INTRODUCTION

Chancellor Khator asked the Pappas Consulting Group to provide an independent analysis of the Seven Breakthrough Solutions to the University of Houston System Board of Regents. We believe we are in a unique position to do so because we have significant experience both within and outside of universities; because we advise both academic leaders and governing boards (and, in some instances Governors, legislators, and state agencies); and because we are unapologetic both in our praise and in our criticism of higher education.

The Seven Breakthrough Solutions and the Summit materials should be a good catalyst for constructive conversations about improving higher education (both its quality and productivity) and about the appropriate role of boards in that improvement. To be constructive, however, these conversations cannot be either rampantly critical or defiantly defensive. And, in our experiences, board and academic leaders have to be full partners in seeking sensible solutions.

Our report will provide some general observations and then will address in detail each of the seven breakthrough solutions, including our specific recommendations to the UH System Regents for each proposal.

II. GENERAL OBSERVATIONS ON THE RELEVANCE OF THE SEVEN BREAKTHROUGH SOLUTIONS TO THE UH SYSTEM

The **topics** introduced are important ones. The role of **teaching** and the role of **research** and either their integration or separation deserve thoughtful consideration. We were surprised, however, that the proposals were essentially silent on the role of **service** as that has been increasing in importance, with the strong encouragement of communities, regions, and states and with the active encouragement of the business civic sectors. The emergence of the Carnegie Classification of a Community Engaged University, which the UH System Board of Regents recently adopted as one of its goals, and the quality of the public and private universities with that classification, reinforces the role of the university faculty (and students) in applying their professional expertise to community or state issues.

While the topics are important, they are also **complex**. We recognize the desire to make things simple and the view of some critics that claiming something like evaluating excellent teaching or productivity is complex is no more than a diversionary tactic; however, we stand by our position that these are indeed complex matters and do not lend themselves to "simple tools" or "one-size-fits-all" solutions.

We also strongly believe that **mission** differentiation needs to be reflected in any "solutions." One of American higher education's distinctive features is the rich diversity of its institutions. Evaluating and rewarding teaching, assessing teaching productivity, and balancing the relationship among teaching, research, and service will be very different exercises for a community college than for a largely undergraduate university than for a major public research university. It will even be different for institutions **within** a system, as the UH System Board of Regent's recent conversations about **greater** mission differentiation to serve better the region confirm. Just as one example, the mix of undergraduate teaching and graduate teaching has a major impact on the number of students taught. It will be crucial that prior to taking actions that the Regents ensure there will be no unintended negative consequences to the Strategic future of the UH system and its focuses on:

- Improving student access and success at all UH System institutions.
- Strengthening the position of UH as a major research university.
- Increasing community engagement at all UH System institutions.

We also believe that any decisions made ought to **be informed by empirical evidence**. We note, for example, that a couple of the more intriguing proposals are based on actual programs: The University of Oklahoma's Teaching Excellence Award Pilot Program and the Colorado experiment of funding students rather than institutions. In those instances, we would urge the Regents to examine independent, empirically based analyses of the success and challenges, plus the consequences of unintended consequences of these programs. We are also strong believers in **pilot programs** to test new approaches prior to full scale implementation and would urge the Regents to require the administration to provide data modeling on the proposals and to recommend potential pilot programs.

As the UH System Regents know from the recent board retreat, we believe strongly in an active and engaged board (which is different both from a passive and disengaged board and from an activist and intrusive board). The Summit papers from two philosophically differing national associations for governing boards are both useful in this regard. Thus, we do believe a board should receive efficient but not excessive indicators for accountability. In our experience, there's an inverse relationship between large amounts of accountability data and real accountability. We also agree that these indicators need to

focus on both quality and productivity as they relate to the particular mission and strategic direction of each institution. We also know of no sustained success story in public higher education that was driven either by a strong chancellor/weak board or by a weak chancellor/strong board. As we indicated at the retreat, it takes a strong chancellor working in partnership with a strong board to achieve sustained success, especially if the aspirations for achievement are high. The Governor's initiative provides an opportunity for broader and deeper understanding of key higher education issues through informed conversations among the board, the academic leadership, and stakeholders and through an examination of relevant data.

III. ANALYSIS OF THE SEVEN BREAKTHROUGH SOLUTIONS

Breakthrough Solution #1

Measure Teaching Efficiency and Effectiveness and Publicly Recognize Extraordinary Teachers

The Goal Section

The Goal is an admirable one ("improve the quality of teaching" and "to publicly recognize excellent teachers"). However, the challenge is to find "a simple tool" that can measure a complex activity that is teaching. Most sound faculty evaluation systems, therefore, utilize multiple measures, such as:

- Current student evaluations
- Former student evaluations. These tend to be more valuable than current student evaluations because former students have more experience and perspective, including career preparation. It is not unusual for former students to say, for example, "While I did not realize it at the time, his demanding course and approach has served me well."
- Classroom visitation reports from at least two colleagues
- Classroom visitation report from a faculty teaching skill expert
- Self-evaluation
- Departmental chair review of curriculum, teaching methods, level of innovation, appropriateness of syllabus and individual assignments, grade distribution and commentary on assignments, etc.

Carrying Out the Reform Section

1. While some of the data and approach described would perhaps provide an interesting perspective and should be vetted for usefulness, it has a number of serious limitations that need to be resolved before this methodology ought to be implemented:

- The data compilation suggested in 1(a) is sound management practice and is done at many universities, particularly at the department chair and dean level. It would not be useful as raw data for Board members because of the sheer volume, but Regents should have access to aggregated data.

- The calculation and the implication of the calculation in (b) is flawed. Many faculty at a research university teach a mix of undergraduate and graduate courses, with the latter usually being small classes by design (and sometimes, especially in professional programs, by accreditation requirement). This is especially true for more senior faculty as graduate faculty status is earned through establishing a distinguished record. By dint of being more senior, the faculty member will likely have a higher salary and by dint of that seniority and performance may teach fewer total students because of teaching more graduate classes. Does this necessarily make this faculty member not one of "the best teachers" or as having necessarily less "effectiveness"? On the other hand, depending on one's definition of "efficiency" in an academic setting, there are legitimate questions. Let's illustrate the complexity:

Faculty Member	Salary/Benefits	Courses	Cost Per Student
Faculty Member A (New hire: not yet earned graduate teaching status)	$65,000	3 undergraduate @ 30 students each per semester p/s. Total 180.	$361
Faculty Member B (Senior member; graduate faculty status)	$100,000	2 undergraduate @ 30 students each p/s; 1 graduate seminar @ 12 students each p/s. Total 144.	$694
Faculty Member C (Mid-level; Allied Health Faculty, class size limited by lab size/accreditation limits)	$80,000	2 undergraduate @ 18 students (accreditation max) p/s; 1 graduate @ 6 students p/s. Total 84.	$952

As these illustrations demonstrate, many factors beyond a faculty member's control came into play. Faculty Member C, for example, might be the most dynamic teacher on campus producing terrific graduates much in demand but

because she is in a high-paying discipline (due to supply and demand) that limits, by national requirements, class size, C will be low-ranked by this methodology. Faculty Member A, for example, could be a new hire in English at a relatively low salary (supply and demand again), teaching required composition classes that will be full whether A is a good teacher or not (because entering freshmen have to have the course). By this methodology, A will automatically be higher ranked than C even if A is a far inferior teacher.

Beyond the substantive issues with 1(b) cited above, there are some technical issues.

- Salary and benefits will vary significantly by discipline, making comparisons complex.

- Courses carry various credit loads that would impact the number of students taught. For example, a faculty member at a largely undergraduate institution may teach four, 3-credit courses with 20 students in each per semester (80 students taught, 240 credit hours generated) or three, 4-credit courses (only 60 students taught but the same 240 credit hours generated and exactly the same amount of time in the classroom). This issue could be resolved by using student credit hours generated rather than number of students, although that has a limitation in classes with low "credit hours" but high "contact hours" (e.g., art studio courses and lab science classes).

  Finally, there is a potential legal issue that Regents should examine before implementing this methodology. Modeling may indicate this approach disproportionately impacts older faculty members, which may raise issues of age discrimination.

- It is not clear what "compare" means in 1(c). Is it comparing a faculty member's student satisfaction with the same faculty member's grade distribution? Or does it mean rank faculty against each other (say in a department)? This would certainly work for student evaluations. It would not for grade distribution. Another complication arises from different grading scales for undergraduate courses (normally A-F) and graduate courses (normally A-B with the occasional C).

- Regents neither have the time nor the expertise to read and evaluate the worthiness of scholarly articles. At a major research university, for example, the number of high-cost faculty will likely be significant (UC-Berkeley, for example, has over 300 national academy members on its faculty who command high salaries and teach largely graduate students) and the number of articles they produce will be large and many will be highly technical. It is not clear what the intended purpose is of reading all the research articles and what a Regent does as a result of that reading.

2. The publicity seems one modest way of recognizing teachers. Most universities go far beyond that level of recognition already with special awards, walls of fame, bonuses, merit raises to the base salary, special designations, and so on. As illustrated above, the methodology does not help students identify the best teachers. It does provide them certain information that they may find valuable (faculty with high satisfaction ratings; faculty with high grade distributions), but by any sound definition of "best" this information is inadequate.

   Let's look, for example, at the "Determining Teaching Efficiency Example" provided in the report. Who is "the best teacher" of the seven listed? Can you rank order them with any confidence? What as a Regent would you do with this information (multiplied many times over)? And how would you balance effectiveness against efficiency or vice a versa?

If you rank order by student satisfaction, you get:	If you rank order by cost per student, you get:
1. John Franklin 2. Sue Palmer 3. Al Walker 4. Bill Lewis 5. Nancy Jones 6. Joe Smith 7. Betty Reed	1. John Franklin 2. Bill Lewis 3. Sue Palmer 4. Betty Reed 5. Nancy Jones 6. Al Walker 7. Joe Smith

   You cannot really rank order by grade distribution because, unlike student satisfaction and cost, there's no clear basis: What is a "reasonable grading curve"?

   John Franklin seems to be a low cost, high satisfaction teacher; Joe Smith very high cost, relatively low satisfaction. But what about Betty Reed? She has the lowest student satisfaction but is over $3,000 per student less than the average cost. What do you as a Regent (or a student) do with this information?

Possible Objections Section

1. As described above, teaching quality is complex to measure and is best done, at least for personnel decisions, through a balanced and comprehensive approach, including student satisfaction ratings. More and more universities, however, are indeed making public student satisfaction ratings, with the appropriate caveats.

   Regents should probably request the source and documentation for the statement "Research shows that student satisfaction ratings remain one of the best measures of

teaching effectiveness." (The various proposals do provide some sources but not for this important statement.) We do believe that well-designed student satisfaction surveys can provide valuable insights into teaching effectiveness. Simplistic ones, however, provide little value.

2. It might be better to pro-rate "credit" for the number of students taught rather than an "all or nothing" approach. (For example, if a faculty member provides three classes a week and a graduate assistant provides one discussion section, then the faculty member should receive 2.75 student credits and the graduate assistant 0.25).

3. No comments.

4. The same comment applies as in 3 above, although it would be more complex in this instance. How would you "credit" research if one person did the bulk of the original research, while the other did the bulk of the writing?

Recommendations for Breakthrough Solution #1

1. We recommend that the UH System Regents request the administration to model the proposal using actual sample faculty data. This modeling ought to include age distribution, and, for the purposes of this exercise, faculty should not be identified by name.

2. We recommend that the UH System Regents request the administration to model the proposal by making adjustments, as we have suggested, to the areas where we identified technical difficulties with the approach.

3. We recommend that the UH System Regents work with the administration to ensure the results of student evaluations are made readily available to students.

Breakthrough Solution #2

Recognize and Reward Extraordinary Teachers

The Goal Section

This goal is also a praiseworthy one, although combining "the quality of teaching" with "the number of students taught" could be problematic. (See comments on Solution #1.) It is worth noting that rankings, such as *U.S. News and World Report* actually look for low student/faculty ratios as a quality indicator. Private universities in particular, but also increasingly public universities, promote their low student/faculty ratios and number of small classes to students and parents. Clearly a public university has to be concerned about productivity but rewarding faculty for teaching more students should be done cautiously to avoid unintended consequences. For instance, some courses are inherently

small yet very important (for example, high level math courses for which few students qualify).

Carrying Out the Reform Section

A voluntary bonus system has some merit, particularly if it is in addition to existing merit based pay. Again, the issue has to do with "excellent teachers would be encouraged to teach as many classes and students as possible". With rare exceptions, there will be diminishing quality returns in a certain number of courses and students. For example, a writing teacher could take on more courses and more students but would have to reduce the number of papers assigned because of available grading time or reduce the number of comments on each paper. While an unintended consequence, this is an example of where "more" is not necessarily linked to "excellent".

Possible Objections Section

Again, the Regents should request the documentation on the research cited concerning student evaluations. Certainly we would agree that a bonus program for teaching should only consider teaching (not research or service). However, current students are not the only ones capable of judging effective teaching. (See comments on Solution #1.)

Recommendations for Breakthrough Solution #2

1. We would recommend that the UH System Regents request the administration to conduct a literature search on empirical research concerning the validity of student evaluations for measuring learning. The Regents should be provided the full bibliography, as well as a summary of the empirical research.

2. We would recommend that UH System Regents request that the Texas Higher Education Board engage an independent assessment of the success and consequences of the University of Oklahoma Teaching Excellence Awards Pilot Program 2006-07. Since this proposal is precisely modeled on that program, UH System Regents have a perfect opportunity to examine the outcomes prior to implementing its own program.

Breakthrough Solution #3

Split Research and Teaching Budgets to Encourage Excellence

The Goal Section

The goal seeks to reward appropriately both research and teaching, which is a sound goal given the mission of universities. However, it appears to focus only on sponsored research, which would not cover most of the scholarship in the humanities and social sciences or performances in the arts and music. While some may argue that this is not "valuable research", university faculty have a responsibility to advance knowledge in

their fields. Subjects like history are dynamic because of continuing scholarship and discovery. Ironically, research on effective teaching in universities, for example, would be unlikely to qualify for rewards.

Carrying Out the Reform Section

It is not exactly clear how the "new compensation plan" would work in practice since most merit-based plans are base salary increases. It is also not clear whether the non-compensation performance rewards (parking and offices) would change on an annual basis based on performance. While parking assignments certainly could, office reassignments on a regular basis would be disruptive and expensive. In our experience, most top public universities already have a strong "performance pay culture". The issues seem to be more what counts for performance and how is it rewarded. On the research side, not all research is sponsored. Research, for example, on behalf of a non-profit is rarely funded. Research in the humanities and social sciences are rarely funded. Research on behalf of state government or state agencies is, at best, only modestly funded. While some would argue that this research is "not valuable", advances in our understanding of everything, for example from Shakespeare to history to political science, depend on active scholarship.

Finally, this "solution" seems to ignore the national trend of universities becoming much more engaged with their communities, of assisting, for example, with major societal issues. Universities have long been accused, often fairly, of being "ivory towers". Any new reward system ought to recognize the importance of faculty engagement in community activities directly related to their scholarly expertise.

Possible Objections Section

It will be important to learn more about the "lucrative reward system" that apparently would provide tenured faculty the option to surrender tenure. What will the amounts be and how will they be funded? Also there appears to be a misunderstanding of how, under the current system, the institution retains flexibility and how a faculty member's emphasis ebbs and flows or changes at different phases of a career. For example, a faculty member who is completing a major book may need a reduced teaching load for a semester to complete it. During the next semester, that faculty member will likely want a break from research and will have exciting new material to share with students and will likely take on more students. This ebb and flow often continues throughout a productive faculty member's career.

Texas already has one of the better mechanisms in the country to influence faculty productivity as it has a high teaching load for all faculty, which is then reduced for a variety of approved reasons.

Recommendations for Breakthrough Solution #3

1. We recommend the UH System Regents examine the current "pay for performance" approach in the UH System to ensure that it is rigorous. For example, the Regents could require the administration to share annually the distribution of merit raises. In a rigorous system, there tends to be a bell-shaped curve, with some faculty getting no merit raises and some very high merit raises while the majority are distributed across the middle ranges. Regent oversight of the results of merit reviews at the macro level would increase accountability.

2. We recommend that the UH System Regents examine annually faculty productivity, ensuring that reductions in the state standard teaching load meet rigorously the Texas requirements, thereby increasing accountability. The examination of productivity should include teaching, research, and service.

Breakthrough Solution #4

Require Evidence of Teaching Skill for Tenure

The Goal Section

In our experience, most major public universities have an expectation that faculty be at least "good teachers" for tenure. It is true that research universities have expectations for research productivity in addition, but not instead of, teaching performance.

Carrying Out the Reform Section

1. Require evidence of teaching skill for tenure. Once again we find the rigid emphasis on the number of students and sources taught to be not necessarily consistent with "good teachers". For example, an outstanding tenure-track teacher might be invited to teach an Honors class, which is by design a small class or seminar. As another example, an English writing faculty member's composition courses, for quality reasons, are usually limited to 20-25 students to encourage assignment of a good number of papers. By this proposal, the faculty in these two examples might well not meet the 30 students per class average, yet may be outstanding teachers.

2. Student satisfaction ratings. Requiring a certain student satisfaction rating would probably mean Texas universities would have to adopt a uniform, highly validated instrument.

Furthermore, this proposal omits some other very valuable means to judge teaching effectiveness, including former student comments and peer classroom evaluations. As with most assessments, reliance on single measures puts too much expectation on the reliability of that instrument.

Possible Objections Section

The notion that 25% of the faculty tenured would be researchers only is a potentially very expensive proposition. The current system, that allows certain faculty to "buy out" teaching time, permits flexibility for both the institution and the individual. Under this proposal, faculty members who have tenure but who cannot sustain fully-funded research each and every year for the rest of their careers (which would be the vast majority of faculty) would have to have their salaries picked up by the state in the off years and would not have teaching assignments as an offset. Most researchers do not consider themselves "burdened" by teaching, especially if it is at the graduate level.

Recommendations for Breakthrough Solution #4

1. We would recommend that the UH System Regents ask the administration to review national best practices for measuring and considering teaching performance in tenure decisions at universities with similar missions to those of UH institutions. The administration should report their findings and any recommendations to the Regents.

2. We would recommend that the UH System Regents ask the administration to estimate the cost to the state for UH System to have 25% of its tenured faculty on research only contracts, assuming a reasonable average annual "buy out".

Breakthrough Solution #5

Use "Results-Based" Contracts with Students to Measure Quality

The Goal Section

Documented learning outcomes and formal learning contracts are increasingly being implemented in higher education and could, if well-designed, add real value. Documented learning outcomes have become a priority of the regional accrediting agencies and, therefore, are at a more developed stage than learning contracts.

Carrying Out the Reform Section

Most of the items listed in (1). may well be valuable to students. However, it might be most efficiently delivered on-line or in a revised syllabus format.

The most fundamental flaw in the proposal is that "learning contracts" to be effective have to be two-way (as most forms of contracts are in the business and legal world). The student has certain responsibilities, also (to attend class, to complete assignments fully and on-time, to study the appropriate amount out of class, and so on). These need to be captured in any contract (as the "Sample Class Contract" attached to the proposal actually does).

Recommendations for Breakthrough Solution #5

1. We recommend that the UH System Regents request that the administration review current practices, to highlight any promising activities in this area, and to recommend pilot "learning contracts" and report the results to the Regents.

2. We recommend that the UH System Regents ask the administration to analyze the cost-benefits of each of the 1(a)-(f) data points proposed for sharing with students and recommend to the Regents which ones should be utilized and by what methodology, with explanations for those not recommended for adoption.

Breakthrough Solution #6

Put State Funding Directly in the Hands of Students

This proposal is clearly not directed at individual institutional Boards of Regents as it is a statewide public policy and finance issue. It would require action from the Governor and Legislature.

We have watched the Colorado experiment with interest, especially as we have done work recently in the state. It is an intriguing approach. We would observe that the political circumstances in Colorado, including a voter initiative that impacted state funding, are unique and contributed significantly to the approach.

We are not aware of any other states that are ready to implement the Colorado experiment yet. It makes most sense to assess the Colorado outcomes before adopting a major change in state higher education funding. It is likely that there will be a number of independent studies conducted on the Colorado approach that can inform the decision-making in Texas. In the interim, the Regents might want to ask the administration to utilize the research talent of selected faculty to provide the Regents with some initial analysis of the Colorado approach. This might be helpful to the Regents in their statewide conversations on this issue.

Breakthrough Solution #7

Create Results-Based Accrediting Alternatives

This proposal would also need to be a statewide initiative. We share some of the concerns expressed in the proposal about the current accrediting system, although some comments appear to be overstated (for example, SACS and others have increasingly become outcomes focused; however, they have largely just added that to the input measures). We also find the proposal and supporting paper confusing, as a significant portion focuses on increasing access to for-profit education in Texas. That may indeed be a public policy direction that Texas should pursue and our general belief is that the marketplace, not regulation, should govern. However, two areas that the state should retain a reasonable

degree of oversight over are the default rate of student financial aid and the quality outcomes as for-profit higher education ranges from high quality to little more than diploma mills. The data included indicates that increasing for-profit education would have minimal impact on access, and the state would be wise to consider the cost-benefits (including financial aid) of various options of increasing access (including expanding existing institutions).

We would also caution that creating and sustaining a national accreditation system will not be easy. A variation on that approach was attempted previously (SPRE's) and failed quickly. The Spellings Commission also ended up short of recommending such a group. For whatever reason, national approaches to higher education meet a lot of resistance. Many contend that the diversity of higher education institutions in the U.S. is one of higher education's strengths, especially when compared to the national (and often bureaucratic) approach taken by many other countries. If a viable national accrediting group is established and sustained, it may be worthwhile for Texas universities (or a sample of them) to pilot involvement. We are less certain, however, of the cost/benefit to Texas for "leading" such an effort.

IV. CONCLUSION

In summary, we recommend that the UH System Board of Regents ask the following questions about each of the proposals:

1. Is it consistent with, and contributes to, the Board adopted mission of the UH System and each of its constituent universities?

2. Is it consistent with, and contributes to, the Board adopted strategic themes (student access/success; UH Top Tier Research University; and Community Engagement) of the UH System and each of its constituent universities?

3. Are there adjustments that could be made, consistent with the goal of the original proposal, that would enable it to meet (1) and (2) above?

4. Is there empirical evidence currently to support adoption of each proposal? If not, when might such empirical evidence be available? Are there existing UH System data that could be used to model the impacts of each proposal?

5. Are there viable pilot programs that could be launched either based on each proposal or on a modified form of the proposal?

6. What limited number of indicators could we require to indicate progress on improving both quality and productivity within the UH System?

7. How can we best be responsive to the Governor's initiative and be working with our administration to accomplish our mission and ambitious strategic themes?

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Report on System Enrollment and Degrees Awarded for FY'08

DATE PREVIOUSLY SUBMITTED:

SUMMARY:

The Board of Regents will receive a report on enrollment and degrees awarded for each UH System university. Enrollment for the Fall semester for FY'09 will be compared to the Fall semester FY'08. The number of degrees awarded for FY'08 will be compared to FY'07 by university.

FISCAL NOTE:

SUPPORTING DOCUMENTATION: Executive Summary, UH System Enrollment and Degrees Awarded

ACTION REQUESTED: Information

COMPONENT: UH System

Renu Khator

PRESIDENT Renu Khator **DATE** 11/25/08

INTERIM SENIOR VICE CHANCELLOR Jerry Strickland **DATE** 11/24/08

Renu Khator

CHANCELLOR Renu Khator **DATE** 11/25/08

Fall 2008 Headcount by Level

	UH			UHCL		
	2007	2008	% Change	2007	2008	% Change
Undergraduate	27,572	28,800	4.5%	4,282	4,340	1.4%
Graduate	7,091	7,304	3.0%	3,240	3,318	2.4%
All	34,663	36,104	4.2%	7,522	7,658	1.8%

	UHD			UHV		
	2007	2008	% Change	2007	2008	% Change
Undergraduate	11,670	12,134	4.0%	1,409	1,619	14.9%
Graduate	123	149	21.0%	1,375	1,555	13.1%
All	11,793	12,283	4.2%	2,784	3,174	14.0%

	UHS - ALL		
	2007	2008	% Change
Undergraduate	44,933	46,893	4.4%
Graduate	11,829	12,326	4.2%
All	56,762	59,219	4.3%

Degrees Awarded - FY 2008

	UH			UHCL		
	FY 2007	FY 2008	% Change	FY 2007	FY 2008	% Change
Bachelors	4,810	4,759	-2.1%	1,133	1,192	5.2%
Masters	1,389	1,478	6.4%	1038	927	-10.7%
Doctoral	248	262	5.6%	0	0	
Special						
Professional	514	517	0.6%	0	0	
Total	6,961	7,016	0.8%	2,171	2,119	-2.4%

	UHD			UHV		
	FY 2007	FY 2008	% Change	FY 2007	FY 2008	% Change
Bachelors	1,940	2,060	6.2%	355	390	9.9%
Masters	35	35	0.0%	273	314	15.0%
Doctoral	0	0		0	0	
Special						
Professional	0	0		0	0	
Total	1,975	2,095	6.1%	628	704	12.1%

	ALL		
	FY 2007	FY 2008	% Change
Bachelors	8,238	8,401	2.0%
Masters	2,735	2,754	0.7%
Doctoral	248	262	5.6%
Special			
Professional	514	517	0.6%
Total	11,735	11,934	1.7%

Degrees Awarded - FY 2008

	UH			UHCL		
	FY 2007	FY 2008	% Change	FY 2007	FY 2008	% Change
Bachelors	4,810	4,759	-1.1%	1,133	1,192	5.2%
Masters	1,389	1,478	6.4%	1038	927	-10.7%
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Masters	35	35	0.0%	273	314	15.0%
Doctoral	0	0		0	0	
Special						
Professional	0	0		0	0	
Total	1,975	2,095	6.1%	628	704	12.1%

	ALL		
	FY 2007	FY 2008	% Change
Bachelors	8,238	8,401	2.0%
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