

SACSUP Academic Year 2020-21 Report to the Senate

1. Committee Meetings

The committee (see membership in Appendix I) met

9/25/2020 @ 9 AM, via Zoom
10/30/2020 @ 9 AM, via Zoom
12/18/2020 @ 9 AM, via Zoom
1/29/2021 @ 9 AM, via Zoom
2/26/2021 @ 9 AM, via Zoom
3/26/2021 @ 9 AM, via Zoom
4/30/2021 @ 9 AM, via Zoom (pending)
5/28/2021 @ 9 AM, via Zoom (pending)

2. Subcommittees

The committee formed three subcommittees as follows:

- Modular Next-Generation Education (Cindy Furse, Chair)
- Funding the Research University in the post COVID-19/BLM era (Tom Cheatham, Chair)
- Social Responsibilities of the Research University in the post COVID-19/BLM era (Kevin Hanson, Chair)

3. Presentations

The committee received presentations from
Patti Ross on the Strategy Refresh (9/25/2020)
Grant Larson, Strategy Refresh for U Health (10/20/2020)
Dan Reed, Innovations in Course Delivery, (12/18/2020)
Andrea Rorrer, Literature Review (2/2021)

Dr. Rorrer will provide the committee with the final literature review in the Fall of 2021.

4. Comparison with Futures Report Findings

The committee received a previous report from the Senate Futures Committee of 2012 (see Appendix II), which addressed some of the issues now again under consideration by the SACUSP. The futures report made some forecasts and the committee compared key elements of the 2012 forecast with actuals from 2020 provided by the Chief Financial Officer.

2012 Futures Committee Data Comparison

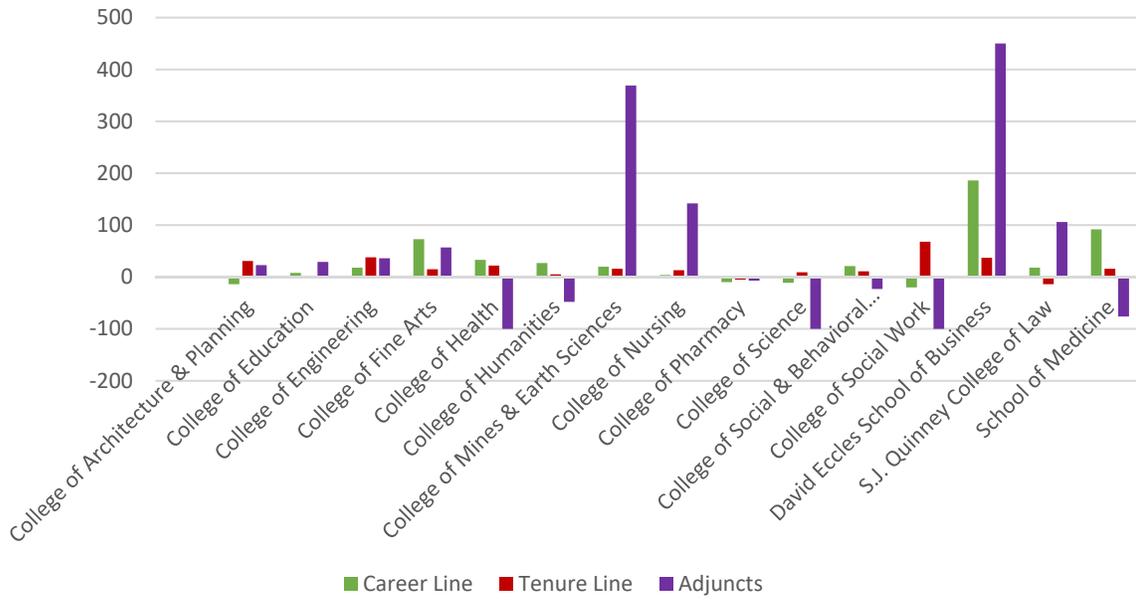
	2012 Futures Committee Forecasts	2020
Number of students	30,000	33,000
State Appropriation/total budget	9%	6%
State Appropriation (core missions)	60%	48%
Tuition increase	8.7% (annual)	2% (Waived for Summer and Fall)
Tuition (30 credit Hours)	\$ 6,274	\$8,418
Project Tuition (10 years)	\$14,449	\$10,300+
School of Business Differential* (upper classes)	\$84.46	\$249.01
Percentage of Tenure Track Faculty	41%	45%
Estimated # of Faculty that provide services to the University	~100	
State Instructional Support	57%	
F&A distribution to faculty	5-10% (proposed)	Amount to faculty varies by college

Some key findings comparing the 2012 forecast and 2020 actuals emerge: The increase of the number of students has accelerated, while the decrease of State support has also accelerated. Consequentially the estimated annual tuition is higher. While the findings of the Futures Committee remain it is apparent the pace of expected changes are accelerating.

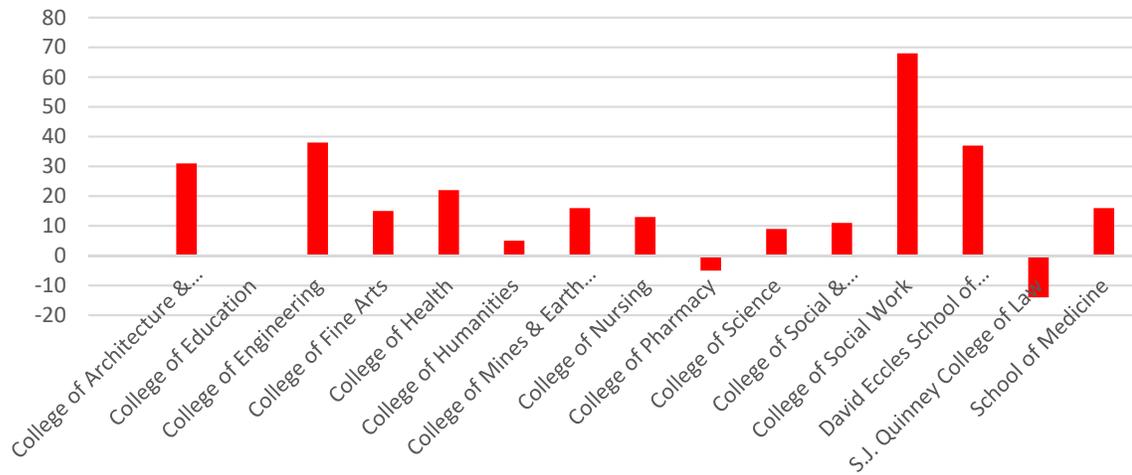
5. Analysis of the faculty composition changes

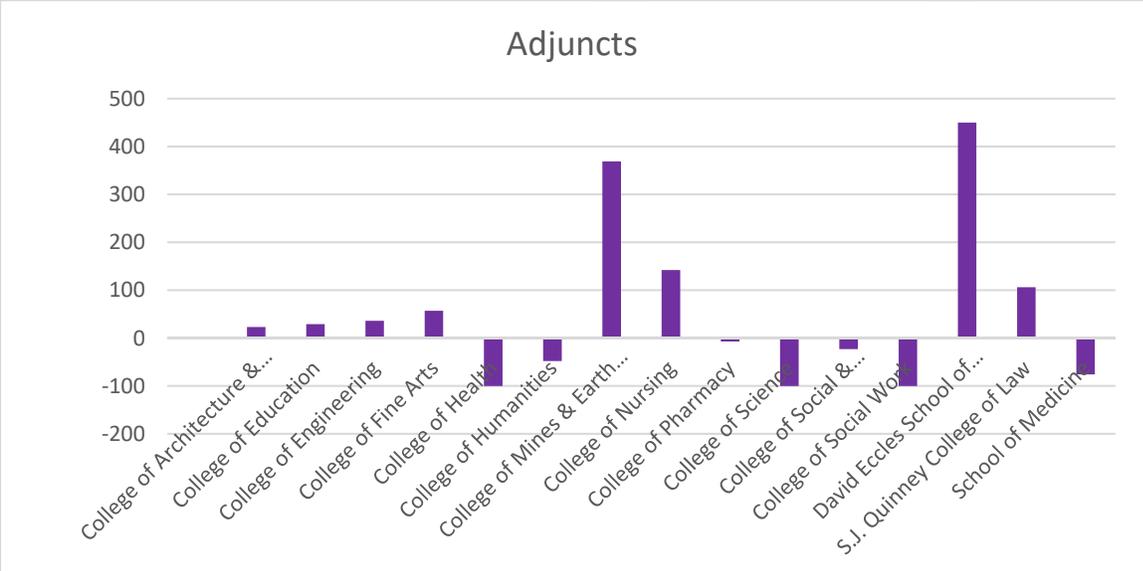
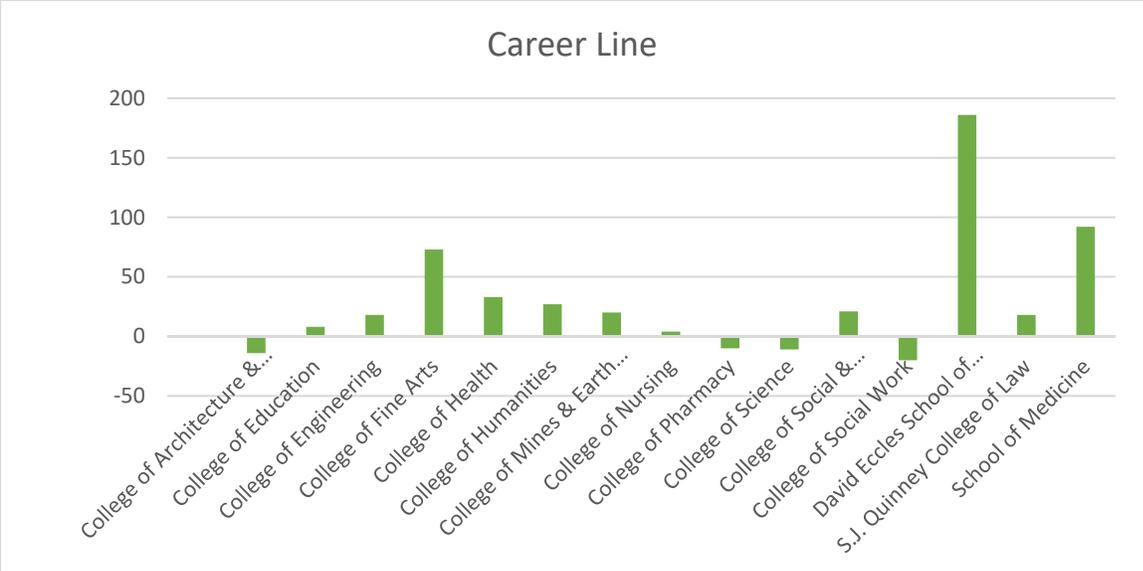
The committee received a detailed report of the changes in faculty composition over the last 10 years. In the last 10 years the student body increased 11% (FTE), 9% as student count, while faculty increased 37% (70% career line, -18% librarian, 17% tenure line and 17% adjunct), but these number do not present a good picture of the overall University situation because there are great differences between colleges, which are depicted in the figures below. This makes very difficult to extract overall conclusion on how the faculty composition is changing across the University and it is a clear indication that the pace of change is greatly dependent of the individual colleges.

Universit of Utah Percentage Change of Faculty Composition over 10 years



Tenure Line





6. Academic Impact of Fundraising

The committee received a report from the ongoing capital campaign, which while extremely successful show some misalignment with the traditional academic values and needs like supporting libraries as well as covering operating costs associated with new buildings and overhead incurred when conducting research, which is not usually supported by donation or foundation funding. How to better align donor contributions and desires with academic needs will be increasingly important as State funding decrease and universities are not able to keep increasing tuition at the rates observed in the last decade.

Academic	12%	\$230M
Bldgs	17%	\$322M
Fac/Staff	5%	\$92M
Libraries	1%	\$26M
Public Programs	17%	\$331M
Research	35%	\$663M
Scholarships/Fellowships	9%	\$180M
Other	3%	\$66M

7. Critical Questions

The presentations and discussions of the committee were informative and helped the committee to the develop a series of key questions that the committee will like to address overtime.

- How to decide which educational components are experiential and which ones are on line?
- What is the best model for the 'next gen education' in house, hybrid or external partnership?
- What is the university capacity for certificates as a sustainable educational model?
- What is student success in the Next Gen paradigm?
- How to engage employers (local or otherwise) into this conversation and how this could reduce academic independence? How to engage faculty?
- How do we explain (or not) to undergraduates the “trickle-down” from graduate research excellence? “research-informed teaching.”
- How to keep subsidies for PhD programs in an increasingly market oriented higher education?
- How RPT needs to evolve to provide faculty credit in the evolving academic paradigms?

- With increasing size of the clinical operations, how we balance clinical operation vs the educational and research missions, that are becoming increasingly smaller as a percentage of the overall University budget.

The committee was not able to make too much progress on all these questions, but the working groups were able to start the development of more formal process to address them in the next academic year. At some extent the lack of in person meetings and the University operation in a crisis mode, imposed for the pandemic, during this academic year diminished the ability of the committee to solidify its collective advice. The subcommittees were able to advance at different pace, but the current status of their deliberations are discussed in the next section.

8. Working groups Reports

- Modular Next-Generation Education (Cindy Furse, Chair)
Committee Members - Janet Lindsey, Diego Fernandez, Christian Porucznik

Please add here

- Funding the Research University in the post COVID-19/BLM era (Tom Cheatham. Chair)

Please add here

- Social Responsibilities of the Research University in the post COVID-19/BLM era (Kevin Hanson, Chair)

Please add here

Appendix I

Senate Advisory Committee on University Strategic Planning Membership AY 2020-21

Serving AY20-21

Julio Facelli, Chair (Academic Senate Past President)
Teneille Brown (Law)
Kevin Hanson (Fine Arts)
Kent Ono (Humanities)

Serving AY20-21 to AY21-22

Thomas Cheatham (Pharmacy)
Wanda Pillow (Cultural and Social Transformation)
Michael Varner (Medicine, Clinical)

Serving AY20-21 to AY22-23

Thomas Richmond (Science)
Diego Fernandez (Earth Sciences)
Cindy Furse (Engineering)

Serving AY20-21 to AY23-24

Janet Lindsley (Medicine, Basic Sciences)
Rohit Aggarwal (Business)
Linda Edelman (Nursing)

Ex Officio Members

President, Ruth Watkins (Patti Ross and Karen West will represent as needed)
Senior VP Academic Affairs, Daniel Reed
Senior VP Health Sciences, Michael Good
Senate President, Randy Dryer
Senate President Elect, Christy Porucznik

Appendix II

Considering the Challenges

Charge to the Committee

The Futures Committee of the Academic Senate was charged by Academic Senate president James Metherall to consider the future of faculty life projecting to the year 2025. Projecting the future in relatively stable conditions is risky enough but projecting a future under the volatile conditions of rapid changes in cultural, climate, demographic, economic, political, and technological aspects is certainly foolish. Nonetheless, we rush in.

What kind of institution should the University of Utah become by mid-century? We see two scenarios along a continuum:

An institution that is all things to all people, serving about 35,000 to 40,000 students by 2025 on its way to 45,000-50,000 students by 2050 with about a fifth to a quarter of them graduate students in either case. With few exceptions, it would have all the current academic units plus many new initiatives intended to attract and hold an undergraduate population. Efforts would be made to increase the entering class of first year students but transfers would still be the greater sources of new students. The graduate presence would be roughly proportionate to current levels. The University would remain a full-service, primarily undergraduate-driven university and compete for state funding on the same basis as it does now.

Or

An institution that carves out specific areas of excellence serving a smaller undergraduate population that would meet more rigorous admissions standards. The student population in 2025 and beyond might be what it is today—about 30,000. The mix would change substantially, however, with, perhaps more than half being graduate students. For the most part, undergraduates would be limited to the upper division – juniors and seniors. There might be a small honors cohort of entering first year students. Transfer students would be the mode of admission to for undergraduate degrees. In this scenario, the University would become an elite public institution with quite different state funding requirements than other state institutions of higher education.

There are of course numerous points along the continuum. We suspect the one that may be most practicable is between these scenarios.

PART 1

This report is divided into two parts. The first surveys how the university is changing while the second explores specific strategies based on goals we suggest for consideration.

The Changing University

In this part we review how we are currently funded by the state and identify trends, discuss some implications of different university sizes on resources, explore challenges our faculty members will face over the next generation or so, including challenges to teaching, research expectations, entrepreneurialism, service, and especially tenure. Our discussion assumes a middle scenario between the two extremes noted earlier, though only generally.

The Funding Model

Discussions entertained by the representatives of academic and faculty senate bodies from the state's public and private universities with the Commissioner for Higher Education, selected regents and central administrators confirm that the current funding model and its prediction for the future is the new normal. The Futures Committee has been working closely with the budgeting office and is predicting an overall state support of 5% of total budget (it is now slightly less than 9%) and support of the core activities at 40% (now around 60%).¹ With the approach of these numbers, other state systems have begun to consider buying the state out and becoming a private corporation with a public franchise. These are serious discussions with serious repercussions to be taken up later in this report. What is certain given these numbers is that there will be continued tuition increases—they have increased at an average of 8.7% for the last 10 years and will nearly reach that level for 2011-12—and an increasing responsibility for colleges and their departments to backfill their budgets with multiple revenue streams.

The two parts of this model—increased tuition for students, increased revenue producing responsibilities for the faculty will present challenges to current practices. The price of tuition can have an effect on who are our students and how they will be taught. Students currently pay \$6,274 per year for a full load of 30 credit hours. Given monotonic 8.7% tuition increases and no inflationary rate, students will be paying \$14,449 in ten years

The effect of these increases is two-fold. First, the increases will continue to re-shape the social class of those who attend the University. More importantly the cost may close out a substantial and much needed social grouping that can prevent the University from becoming even more of a White elite institution. It will take financial intervention from the institution, the state, and the federal government to prevent that from happening.²

The other part of the tuition equation is that at some price point, the University may take on the characteristics of a private institution with increased demands on the teaching faculty. Students will begin to require a better quality of instruction—smaller classes, better facilities, more staff support. These demands will drive up costs, but they will also generate higher perceived value.

Of these numbers the second is more important. The first number can go down simply because other revenue sources go up. The core budget is that segment of the budget that is primarily funded by state appropriations and student tuition. If one goes down the other has to go up to maintain even ground.

One solution that is being floated is to allocate all the state support money to scholarships, so that all who are qualified, regardless of ability to pay, will be able to attend. That is increasingly the model of the elite private institutions. Charge those who are able the full cost and fully support those who cannot pay.

The task will be to keep the net cost and perceived value in balance across different socio-economic groupings.

Consequently, undergraduate education will be even more market driven than the current budget paradigm. There will be cost pressures directing a search for the cheaper delivery systems in which technology auxiliary faculty will have a starring role. The increasing dependence on tuition dollars is already showing up in class size and course development as well as in the increased emphasis on retention and on the development of value-added education in the form of the University's Signature Experience and the recently passed Undergraduate Innovation Scholars Program. Both of these programs are unfunded mandates, as are service learning and community engaged scholarship, to which departments and their faculties are to donate their time and resources.

Finally, the role of differential tuition is playing its part in the creation of the haves and have-nots. Currently, the Business School receives an additional \$84.46 per upper division credit. Differential tuition is not a new game, but it is being played with considerable vigor.

The net of this change is that departments will have to pay more of their own way and those that can't will live off of the enforced kindness of strangers or disappear. The possibility of substantial discrepancies in work load across the departments of a college are high and are probably already occurring. For example, in more than one college, single departments generate the major share of SCH. Because SCH dollars go to colleges and not departments, high producing departments carry the financial burden of the lesser productive. And all of the departments carry the managerial burden of administration.

If there is any remaining doubt about the changing conditions consider these twin recommendations offered in a recent program evaluation:

Given the current University budget model, we recommend that the department consider utilizing more professor-lecturers to cover some of the essential courses that are not being currently taught and also provide more student credit hours for the department. Additionally, the department should consider the undergraduate major and how it could be adjusted to increase the number of majors in the department.

The Department (chair and faculty) needs to be more proactive in seeking outside-the-university funding. In addition, the Department should identify those individuals who are best positioned to seek and mentor those who wish to seek such funding. Also, we recommend more consultation with the grant writing resources available at the college and university levels. The department should also try to take advantage of new financial resources for collaborative research with faculty from other colleges.

Size of the University

Currently we are a university of 30,000—23,000 undergraduate and 7,000 graduate and professional students with 17,000 faculty and staff. Between 2030 and 2040, we could well become a university of 40,000—30,000 undergraduate and 10,000 graduate and professional students with 22,000 faculty and staff. That projection is about 5,000 students higher than what

is predicted from the demographic models. Our higher projection is based on our reading of the intangibles of cultural change, political will, declared initiatives of the state and the institution, historical growth patterns, foreign demand and economic need. Consider these examples of that reading: As immigrant populations move into their second and third generations, they have historically gone on for higher education. As our regional and limited universities continue their phenomenal growth, the pressure of transfers will increase. Currently our third-year undergraduate population is more than three times the size of our second-year population. Because of articulation agreements, raising entrance requirements will have no effect on this student flow. Foreign economies are growing faster than the excellence of their higher education systems. As the middle class of India and China increases its size (coupled with the declining US middle class), we can expect their increasing presence in our classrooms. We have built it, they will come. Finally, within our economic structure, there is a necessary relationship between growth of graduate programs and size of the undergraduate population. That ratio is about three-to-one. If, as has been stated, our intention is to grow the graduate population, we will necessarily have to grow the undergraduate population.

In the end, does it matter whether we are a university of 35,000 or 40,000? A university of 35,000 will force changes that a university of 40,000 will mostly extend and exaggerate, but in some cases could warp into a set of new conditions. Our choice was to consider the more extended case.

The initial effect on faculty life will be four-fold: There will be an increased pressure on classrooms and laboratories. The fastest way to increase an inventory of space is to increase access times. We can expect a much more robust program of night time instruction extending the primary instructional period, which traditionally has run about 9 hours, to 12 to 14 hours. As we have reaffirmed our SCH budget model, we can expect that empty seats in our classes will be ever more viewed as money lost. There will be increasing pressure to raise class sizes and to delete less popular courses. We already have a consistent history of this effect across all colleges. Bringing the major part of 62,000 individuals to campus, mostly in single-occupancy automobiles (from increasing distances as the more monied classes move north and south) is hardly a vision of sustainability. The University currently offers something like 250 completely on-line courses. That number is nearly invisible over the total number of courses offered. That ratio will clearly change. Most are agreed that online instruction is not the same as classroom instruction requiring different skill sets, a different set of instructional strategies, and different faculty work patterns. It also requires a much higher level of technological support in terms of staff, equipment, and software—support not typically available in our teaching departments.

The Changing Faculty Teaching

Tenure track (TT) faculty now make up about one-third of higher education faculty; auxiliary faculty the other two-thirds. The engine for this proportion might appear to be in the community and teaching colleges and universities, but even R1 institutions have dropped below 50% in undergraduate teaching. Tenure track faculty makes up about 41% of the U's faculty, but budget pressures have increased the percentage of auxiliary faculty at the University substantially in the last three years. The committee is projecting that they will become the majority by 2021, given present trends. Although the University has added approximately 130 tenure track faculty in the

last 6 years, most of that increase has been in the health sciences; the number of tenure track faculty has declined on main campus.

If one puts the two trends together, quite clearly, there will be economic pressure to increase the presence of auxiliary faculty in undergraduate education. It makes little sense to have a \$60,000 assistant professor teaching introduction to whatever, when one of our local graduates will do it for around \$2,000, especially if that professor can be directed to generate grant funds. Presently in the Humanities College where teaching is a substantial revenue stream, for example, tenure track faculty account for 17% of lower division undergraduate student credit hours.

In ten years, the committee expects the university faculty to be composed of three more or less independent components: a research/clinical faculty who will be progressively organized in research institutes and centers, the auxiliary faculty (lecturer/adjunct/TF-TA) who will be contract employees responsible for undergraduate education, and TT faculty who will be responsible for graduate education and original research/scholarship. All of these groups are already part of the University. What will change will be their relative status and independence. Of these three groups, the TT faculty will likely be the smallest and their job least clearly defined.

There are other more programmatic issues relating to teaching as well. An administrator has remarked that the institution no longer has a systematic interest in pedagogy or in student outcomes. The only metrics that are institutionalized in the Faculty Activity Report are the student feedback measures. Studies by the Student Feedback Oversight Committee and the data management group suggest that those measures are not necessarily what they seem but are rather a single, global "like/dislike" measure. Basic economic theory would hold that the reliance on such a measure has consequences for the classroom. Grade inflation, a decline in rigor, a failure in genuine achievement may all be the unintended consequences. The Harvard Conference on Teaching as reported in the online Chronicle of Higher Education (February 5, 2012) calls for having students "grapple with the material and receive authentic and explicit practice in thinking like an expert" rather than the standard two tests and three short papers. It may be that an education based on an economy of student credit hours rather than on achievement will fail to meet the demands of the workplace and professional practice.

The committee also discussed the context of competitor institutions. Not only will the University be changing but so also will the entire domain of higher education. The challenge to the University will be to deliver rigorous content as well as "authentic and explicit practice" in competition with innovator institution that will aggressively deploy lower cost, more accessible alternatives using current and as-of-yet undiscovered technologies. The committee believes the University should center pedagogical innovation, an emphasis on the opportunities for substantive student outcomes, and world-class technology at the core of its instructional mission. We believe the University should be at the forefront of inventing the "new" university, one that makes educational opportunity open, accessible, affordable, and consequential.

Research

The history associated with the new deans in the College of the Social and Behavioral Sciences, the College of Business, and the College of Engineering has been a deliberate focus on externally

funded grants. At times this focus can be extraordinary. Faculty from one department report a college initiative to: double the size of its Ph.D. program; maintain an undergraduate enrollment already the highest in the college; and quintuple the level of external funding. Given that funding rates run about 20% across various agencies the number of proposal that would have to be generated to meet that funding mark is simply spectacular.

Entrepreneurialism

The third leg on the funding stool stands on entrepreneurial activities. Entrepreneurialism includes such things as patents and products, certificate programs and other non-traditional instructional products, consultant grants, clinical and professional activities and any income producing work that makes use of or benefits from the University. We have hardly begun to promote entrepreneurialism across campus or to capture the revenues that are silently generated. This too is a discussion waiting in the wings.

Service

It is likely that a casualty of the new normal will be service to the University, a college, or a department or perhaps the formation of service class of faculty. Current wisdom holds that about 100 faculty provide the greater part of University service. Whole colleges have been absent in the past. Clearly this is an economic issue.

RPT

E. Gordon Gee, President of Ohio State University says that tenure must preserve "multiple ways to salvation" inside even R1 institutions, if higher education is to thrive in this changing economic system. Without an aggressive focus on these issues, all of this financial change will further exacerbate the injustices that currently exist across RPT practices. Faculty will be and have been caught in changing activity emphases. In the absence of appropriate remediation, teaching will be a substantial revenue stream that will, nonetheless, go generally unrewarded. Service, community engagement, outreach and similar activities will garner praise but will play little part in the final decisions.

PART 2

We now explore some of the goals and strategies that might comprise an outline of the middle ground between the two extreme paths the university might consider.

Choosing a Direction instead of having One Chosen for Us

In this part we offer some goals and strategies to reform how the university finances itself. The discussion presumes a middle ground between the extremes we laid out about.

To restate the obvious, the era of generous state support for higher education is over. Although faring much better than most states, Utah has seen its funding shift away from the state support other sources. In FY 2001, state funds provided about 75% of the university's instructional support but this fell to about 57% in FY 2010 (see <http://www.higheredutah.org/about/research-data/>). At current trends, state support will fall to about 40% by 2025 and less than a third by 2035. In the meantime, student enrollment increased about 10% since 2001. To make up for lost revenue, tuition has been raised and selected programs have been cut. It is a tribute to the leadership and financial management that the University has not seen furloughs, freezes, or

firings. As the state's economy recovers, however, we cannot anticipate the state restoring the level of funding higher education enjoyed at the start of this century. Instead, we can expect to shoulder an increasing proportion of our funding needs to sustain its rise as a world-class institution of higher education, research, and community engagement. The question is how? We explore opportunities in the areas of enhancing faculty productivity, using state support strategically, and facilitating more charitable giving.

Enhancing Faculty Productivity

University of Utah faculty are extraordinarily productive, hence its sustained rise in US and foreign rankings in research and overall institutional quality. Still, more can be done to enhance faculty productivity. This will be especially important as prospects for long-term faculty salary increases based on state funding are difficult; indeed, it would take a roughly 5% across-the-board increase in salaries now to cover the costs of inflation and coverage since the last cost-of-living increase. While there is strong support for higher education within the legislature, there are also numerous competitive demands particularly from a woefully underfunded public education system. We need to ensure that we remove self-imposed barriers to our own success by exploring new options.

Because undergraduate tuition will play an increasing part in the financial well-being of the University and because that income is part of the support for graduate instruction, we need to adopt new approaches to ensure both excellence of instruction that preserves the integrity of the curriculum and recognition of that excellence in matters of faculty retention, promotion, tenure and merit. The all-too-common solution is to raise class sizes with a concomitant reduction of content and softening of requirements and to consider such teaching as a necessary but typically unrewarded activity. The result is a negative incentive for excellence in matters of instruction. A vibrant undergraduate instructional strategy is important throughout the university but none more so that in the traditional teaching colleges where outside funding sources are relatively rare. Successful instruction has to be part of the financial diversification strategy of the University and those faculty that excel in these matters need to participate in the rewards.

At the same time, numerous benefits are gained when regular faculty (as opposed to research and clinical faculty) generate externally supported work. They include support for students, release time providing new funds for departments to make ends meet, and facilities and administration payments to the university. However, given limited prospects for sustained cost-of-living increases or merit increases, about the only people who don't benefit from what these faculty members generate are the faculty themselves. Several initiatives can be undertaken at little or no cost to the university, but with substantial promise to increase extramural support. The overarching goal is to give University of Utah faculty the tools they need to become among the nation's most entrepreneurial institutions in generating resources to the University and being rewarded accordingly.

Goal: Enable University of Utah faculty to become among the most entrepreneurial in the nation

1. The negative incentives for excellence in undergraduate instruction should be removed. Highly successful instructors in undergraduate education return a substantial income to the

University. This contribution needs to be recognized in tangible ways and encouraged from others.

2. Faculty with extra mural funding opportunities should have the option of converting to 75% FTE, which allows them to receive full benefits. This level allows them to increase their income up to 100% based on extramural work they bring in. It should not affect cost-of-living or merit increases applicable to the 75% base and may incentivize production of more resources.
3. Faculty producing contracts that generate facilities and administration payments (F&A) should be provided with a predictable share of that F&A for discretionary uses. The University of Utah may be in the minority of major research institutions that does not reward faculty with a share of F&A. A range of 5%-10% of F&A generated is common at other major universities and should be considered at the University.
4. Faculty should be encouraged and not punished for their creative works. To attract, retain, and reward faculty, the University needs to develop a balanced policy that rewards rather than punishes creativity. Some legislative reform may be necessary to accomplish this goal.
5. University faculty includes among the nation's most accomplished designers, architects, engineers, attorneys, and other professionals, yet they are locked out of fair opportunities to bid and offer their services to it. Everyone loses. University rules need to be changed to encourage this entrepreneurial opportunity. Guidelines should be flexible, negotiable, and appropriate to University interests that themselves should include faculty success.

Strategic Tuition Policy

Gone are the days when students could enjoy cheap tuition for a quality education. The University is well-positioned to deliver a high-quality education principally through continued tuition increases with the result that the University becomes an elite public institution and along the way shuts out certain students. For instance, over the period FY 2002 through FY 2011, tuition more than doubled (see <http://www.higheredutah.org/about/research-data/>), averaging 8.4% compounded annually or roughly three times faster than inflation. For the moment, tuition increases do not seem to have affected enrollment, or the socioeconomic distribution of the student body, at least much. Still, we need to anticipate the day when the University of Utah becomes essentially an elite university with a public franchise. Unlike private, elite universities, however, Utah is unlikely to have the endowments needed to cover tuition for less financially-endowed students. There are several strategies that can be pursued to assure accessibility of higher education to all qualified students. This should be a University goal.

Goal: Eliminate dependence on state instructional support except for target student groups

1. The University should consider how tuition may be crafted consistent with an economic model based on willingness and ability to pay, with social equity safeguards. This concept should be applied at both the undergraduate and graduate levels. Differential tuition should be considered at both the undergraduate and graduate levels.

2. Expanded use of differential tuition could enable individual programs to create financial aid options for students in financial need. This includes student assistantships that could help faculty become even more productive.

3. Substantial state funding could be targeted to support students who could not otherwise attend the University. This has two implications. Those who can afford to pay tuition, which would be designed to cover the full costs of a quality public education, would do so. Those who cannot afford it but are nonetheless admitted to the University would have their tuition covered in whole or part by the state appropriation. (Priority could be given to Utah residents.) In effect, the state would provide funding to cover what at major private universities is the private endowment targeted to tuition for lower-income and targeted students to assure diversity in the study body.

Facilitating More Charitable Giving

It should go without saying that charitable giving will be relied on more in the future than now. We suspect more might be done to enhance charitable giving, and to elevate the entire university. But doing so could be controversial even if the University gains. We have two ideas.

Goal: Maximize the overall benefits of charitable giving

1. We understand that using a small percent (perhaps 3% to 5%) of endowments to seed new charitable giving ventures will generate new gifts. We recommend consideration of this option.

2. The University of Utah is a true "university". By their nature, some programs benefit more from charitable giving than others. Yet, it is the very strength of less-endowed units that establishes the University's overall reputation. Perhaps a small percent of all endowments (in the range of 3%-5%) could be used to create endowments in less-endowed programs. We recommend consideration of this option, being sure that current and prospective donors endorse the concept.

Summary

The vision for this report is for a substantially changing faculty role as state support recedes and the University is charged with generating a greater portion of its income. Given those economic pressures, it is expected that there will be an increasing division of labor with a greater proportion of the core activities being conducted by specialized staff in instruction, clinical, and research activities. We expect tenure track faculty to remain but to be the smaller portion, responsible for University governance and providing an internal middle management pool (upper management will become increasingly professionalized) as well as curriculum development, graduate education, and funded and unfunded research and scholarship. Major changes are coming and some are already here. The challenge is to understand those changes, get ahead of trends, and establish a future over which we have control.

Presented by the committee:

James A. Anderson, Ph.D., FICA, Professor and Past-President, Academic Senate, Committee Chair

Rosemarie Hunter Ph.D., Director, University Neighborhood Partners and Special Assistant to the President

James Metherall Ph. D., M.B.A. Associate Professor and immediate Past-President, Academic Senate

Arthur C. Nelson, Ph.D., FAICP, Presidential Professor and Member, Academic Senate

Pamela Perlich Ph. D., Senior Research Economist, Bureau of Economic and Business Research

DRAFT