

### III. Service to and Collaborations with Communities

#### **Values**

The U. T. System is committed to:

- Render service to the public that produces economic, technical, social, cultural, educational, and health benefits through interactions with individuals and with local, Texas, national, and international institutions and community organizations, as well as with Texas communities.
- Serve as a higher education leader and advancing the support and development of a superior, seamless system of education from pre-K through advanced post-graduate and life-long learning programs.

#### **Goals**

- Support the improvement of K-12 public education.
- Stimulate economic development.
- Offer professional and clinical services to communities.
- Enrich the cultural environment of the communities we serve.

#### **Priorities**

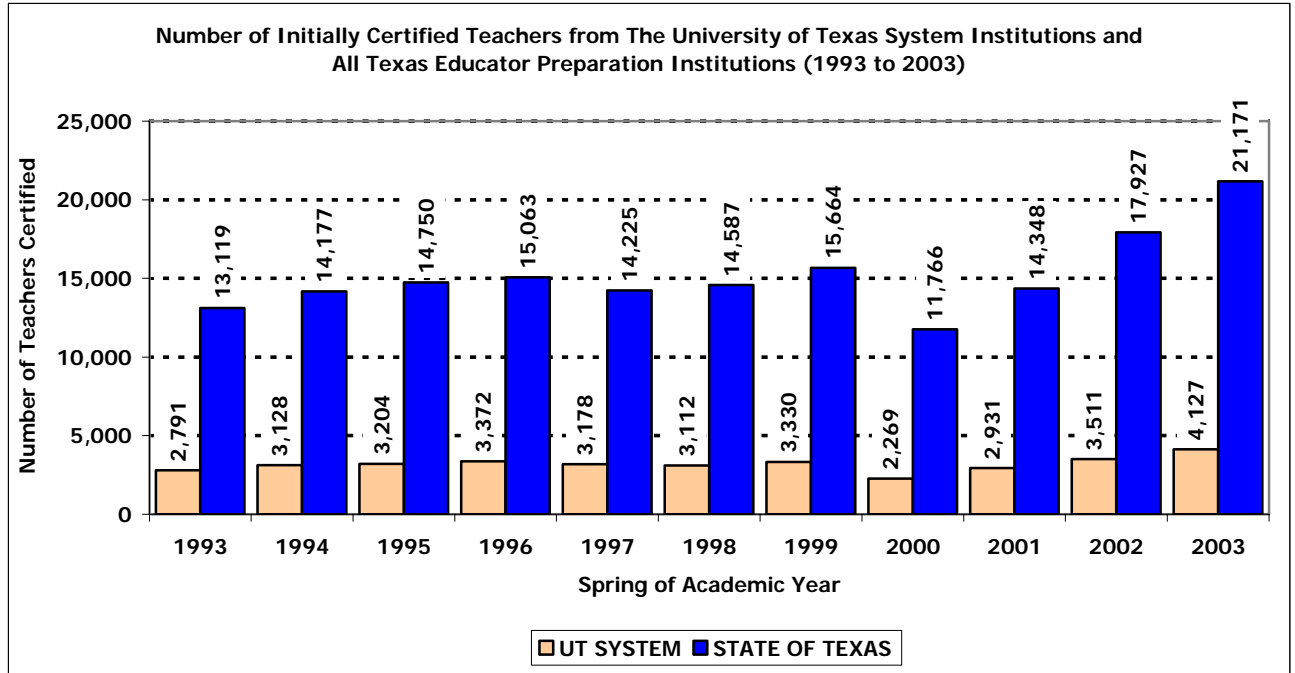
- Encourage public and private support of higher education through interaction with alumni, civic, business, community, and educational leaders, and the general public.
- Establish expanded collaborations and initiatives with schools and other local institutions and with business, industry, and community organizations.

## The University of Texas System's Contribution to Teacher Preparation

Teacher preparation is a major responsibility of the U. T. academic institutions. The quality of teacher and administrator graduates is a key factor in the supply of well-qualified high school graduates. Teacher education programs are, thus, a critical lynchpin in the state's K-16 system.

Over the past decade, the U. T. System has been the largest producer of teachers in Texas when compared to all other state higher education institution systems. Between 1993 and 2003, The U. T. System increased the production of teachers by nearly 48 percent. In 2003, U. T. System institutions produced 4,127 certified teachers, 19 percent of the teachers trained in Texas that year. However, while the System's contribution to the number of teachers has increased and is the largest in the state, the System is currently producing a slightly lower percentage of teachers proportionately than it has in past years, due to the increase in numbers of new non-university providers of teacher certification programs.

Figure III-1



Source: U. T. System Office of Academic Affairs

**Table III-1**

**Number of Initially Certified Teachers Produced by U. T. System Institutions,  
U. T. System, and the State of Texas\***  
Academic Year (Sept 1 through Aug 31)

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	CHG: 93 to 04	
												#	%
Arlington	272	299	284	316	323	298	244	82	344	471	367	95	34.9%
Austin	512	591	525	531	515	455	525	387	422	487	443	-69	-13.5
Brownsville/TSC	153	230	212	263	241	255	238	160	238	239	316	163	106.5
Dallas	136	141	115	139	109	117	121	85	98	148	259	123	90.4
El Paso	454	521	519	569	499	503	548	375	409	535	817	363	80.0
Pan American	482	503	633	692	601	602	706	492	590	665	786	304	63.1
Permian Basin	152	150	153	135	117	108	134	104	156	144	180	28	18.4
San Antonio	349	397	417	472	509	525	553	370	474	603	753	404	115.8
Tyler	281	296	346	255	264	249	261	214	200	219	206	-75	-26.7
<b>System</b>	<b>2,791</b>	<b>3,128</b>	<b>3,204</b>	<b>3,372</b>	<b>3,178</b>	<b>3,112</b>	<b>3,330</b>	<b>2,269</b>	<b>2,931</b>	<b>3,511</b>	<b>4,127</b>	<b>1,336</b>	<b>47.9%</b>
<b>State of Texas</b>	<b>3,119</b>	<b>4,177</b>	<b>4,750</b>	<b>5,063</b>	<b>4,225</b>	<b>4,587</b>	<b>5,664</b>	<b>1,766</b>	<b>4,348</b>	<b>7,927</b>	<b>1,171</b>	<b>8,052</b>	<b>61.4%</b>

Note: \* Includes only teachers produced from Texas preparation programs. Does NOT include out-of-state teachers.  
Source: U. T. System Office of Academic Affairs

- A number of U. T. System institutions have increased the numbers of teachers they are producing by significant proportions from 1993 to 2003:
  - U. T. Arlington, by 35 percent.
  - U. T. Brownsville/Texas Southmost College by 106 percent.
  - U. T. Dallas by 90 percent.
  - U. T. El Paso by 80 percent.
  - U. T. Pan American, by 63 percent.
  - U. T. San Antonio by 116 percent.

**Table III-2**

**Employment Rates for Cohorts of Initially Certified Teachers (1995 through 2004)**

	Number of Years After Certification								
	1	2	3	4	5	6	7	8	9
Arlington	77.6%	80.1%	78.4%	76.6%	73.1%	70.0%	67.0%	63.2%	57.3%
Austin	68.1	70.7	63.5	56.6	51.4	46.3	42.3	38.7	38.2
Brownsville/TSC	91.8	91.1	87.0	83.6	79.3	76.0	71.8	66.4	60.7
Dallas	70.6	67.2	61.3	55.6	49.3	45.2	43.8	41.6	38.4
El Paso	87.1	85.3	82.2	77.6	72.9	69.8	65.3	60.9	59.6
Pan American	91.7	89.3	85.6	81.7	76.9	74.5	70.4	65.6	63.1
Permian Basin	81.0	83.1	79.5	75.4	70.8	68.0	64.1	64.7	58.7
San Antonio	79.8	81.1	77.4	73.5	70.2	66.0	61.9	58.6	57.6
Tyler	79.3	77.6	73.0	67.0	64.1	61.5	56.1	53.3	48.0
<b>U.T. System</b>	<b>82.0%</b>	<b>81.7%</b>	<b>77.6%</b>	<b>73.0%</b>	<b>68.5%</b>	<b>65.1%</b>	<b>60.9%</b>	<b>57.1%</b>	<b>54.3%</b>
<b>State of Texas</b>	<b>81.4%</b>	<b>79.9%</b>	<b>75.4%</b>	<b>70.7%</b>	<b>66.1%</b>	<b>61.8%</b>	<b>58.2%</b>	<b>54.9%</b>	<b>52.1%</b>

The analysis includes 9 cohorts of initially certified teachers: 1995 through 2003.  
A teacher is considered employed if they are employed as a teacher in a Texas public school.  
Source: U. T. System Office of Academic Affairs

## K-16 Collaborations

Each U. T. System academic institution engages in many collaborations with K-12 schools and community colleges touching thousands of students and teachers every year. The following examples are selected as illustrative of the depth and range of K-16 collaborations between U. T. institutions and the K-12 school community. Additional examples are available at [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>], and from individual institutions.

**Table III-3**

<b>Examples of K-16 Collaborations – U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. Arlington</b>		
<b>The Texas Science Careers Consortium</b>	Promotes science, math, and technology career development in K-16 curricula; expands workforce and career development opportunities for students in colleges of science across the state; to "close the gaps" in K-12 science and math education and better serve minority populations; articulates better with community college STEM programs; shares best practices between universities.	UT Arlington, UT Austin, Texas A&M, Texas Tech, UT El Paso, UT Pan American, UT Brownsville, UT San Antonio, Texas A&M Commerce, Texas State Univ., Tarleton State Univ., Texas A&M Corpus Christi, University of Houston, UTSWMC Dallas School of Allied Health, Texas Women's Univ., ExxonMobil Foundation
<b>The University of Texas at Arlington (UTA)/ Hurst-Euless-Bedford (H-E-B-) ISD Partnership for Excellence in Science and Mathematics</b>	Provides a model professional development program in science and mathematics education; strengthens the knowledge and skills of practicing teachers who need in-depth training in interdisciplinary science to better serve their career goals.	UTA College of Education, UTA College of Science, HEB Independent School District, and the Sid Richardson Foundation
<b>Advanced Placement Summer Institute</b>	Provides training for more than 300 new and experienced Dallas-Ft. Worth area middle school and high school teachers by College Board certified AP and Pre-AP instructors to prepare them to teach AP courses; assures that highly qualified advanced placement teachers are available in area public school districts.	A majority of participants come from the Dallas and Grand Prairie ISDs
<b>U. T. Austin</b>		
<b>Texas Center for Reading and Language Arts</b>	Provides guidance and leadership to educators statewide to help them improve student success in reading and language arts. Offer best practices professional development to Texas teachers based on school-based research. Develop a child's reading skills early so that all Texas school children will be reading on level by the third grade. More than 58,000 teachers trained statewide.	Texas Education Agency, Region XIII Education Service Center, et. al.
<b>University Interscholastic League</b>	Provides leadership and guidance to public school debate and athletic teachers. Since 1909 the UIL has grown into the largest interschool organization of its kind in the world; organizes and properly supervises contests for public schools that assist in preparing public school students for citizenship.	All school districts
<b>University Elementary Charter School</b>	A charter school sponsored by U. T. Austin opened in the fall of 2003, which serves pre-kindergarten, kindergarten, and first grade students. The school provides an excellent education foundation grounded in research-based educational practices and the Texas Essential Knowledge and Skills for a diverse group of students, and serves as a professional development and research outreach for the College of Education.	Austin Independent School District

<b>Examples of K-16 Collaborations – U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>The UTeach Program</b>	Recruits, prepares, and supports the next generation of math and science teachers for Texas; increases the number and diversity of competent UT math, science, and computer science students entering the teaching field and assuming positions of educational leadership in their fields/disciplines.	Education Advancement Foundation, Hewlett Foundation, Intel Corp., Kodosky Foundation, Microsoft Corp., NSF, Powell Foundation, SBC Foundation, Sid Richardson Foundation, U.S. Dept. of Education
<b>National Center for Educational Accountability</b>	Improves learning through effective use of school and student data and the identification of best practices by: improving state data collection to improve decision making, using data to improve schools by creating the "Just for the Kids School Reports" to focus communities on the potential of every school, conducting research on school improvement issues, identifying the practices that distinguish consistently high-performing schools from other schools.	Education Commission of the States, Just for the Kids, National Alliance of Business, state departments of education
<b>U. T. Brownsville/Texas Southmost College</b>		
<b>Gaining Early Awareness and Readiness for Undergraduate Programs</b>	Increases the number of students who are prepared to enter and succeed in post-secondary education through tutoring, mentoring, career counseling, parental involvement, college preparation, leadership development, community outreach, professional development, curriculum support, and scholarships.	Brownsville ISD, Harlingen ISD, Los Fresnos ISD, UT Pan American, Brownsville Medical Center, Valley Regional Medical Center, Valley Coca-Cola Bottling
<b>Engaging Latino Communities for Education (ENLACE)</b>	Creates a community partnership to support BISD efforts to implement science education reform in Brownsville; provides scientific literacy and adequate knowledge in science for Brownsville students grades K-12.	Kellogg Foundation, Houston Endowment, Brownsville ISD
<b>College Assistance Migrant Program (CAMP)</b>	Promotes higher-education opportunities for low-income, first-generation migrant students. Supported by a grant from Department of Education, its primary goal is to promote academic achievement and increase college retention through comprehensive academic intervention services.	Thirteen school districts in the UTB/TSC service area
<b>U. T. Dallas</b>		
<b>Lincoln and Madison High Schools SAT and College Preparation Seminar</b>	Prepares students for the SAT exam and assists high school students in understanding their college options, assessing their goals and obstacles, and completing draft college applications.	Madison High School, DISD. Lincoln High School, DISD
<b>McKinney ISD Partnership for Education of Homeless Children and Young</b>	Provides instructional, health, social, and other services to homeless students and those at risk of homelessness; to enhance the academic, health, or social environment for all program participants. This program currently serves 347 students.	McKinney ISD, Plano ISD, Sherman ISD
<b>Callier Hearing Impaired Preschool</b>	Provides a demonstration model mainstream preschool for hearing impaired and like number of hearing children; provides a training site for new professionals.	Dallas ISD
<b>U. T. El Paso</b>		
<b>The El Paso Collaborative for Academic Excellence</b>	A K-16 partnership representing U.T. El Paso, the El Paso Community College, area school districts, city and county public officials, community organizations and business leaders aimed at improving academic achievement for all students, K-16, in math, science, and literacy (reading and writing); significantly increasing the proportion of high school graduates prepared to enroll and succeed in a four-year college or university; and reducing the achievement gap between ethnic minority and poor students and their more privileged peers.	El Paso ISD, Ysleta ISD, Socorro ISD, Region 19 Education Service Center, El Paso Interreligious Sponsoring Organization, Greater El Paso Chamber of Commerce, El Paso Hispanic Chamber of

<b>Examples of K-16 Collaborations – U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
		Commerce, El Paso Black Chamber of Commerce, City of El Paso, County of El Paso
<b>Mother-Daughter/ Father-Son Program at UTEP</b>	In its 19 <sup>th</sup> year, this program empowers young Hispanic girls and their mothers in creating their own hopes and their own bright futures. Program activities center around four important areas in the development of both mothers and daughters--academic, career, community life, and personal development. The Father-Son Program is patterned after the Mother-Daughter Program and began in 1991.	8 El Paso Area Partner School Districts which include: El Paso ISD, Canutillo ISD, San Elizario ISD, Gadsden ISD, Fabens ISD, Clint ISD, Ysleta ISD, and Socorro ISD.
<b>Project Imaginar</b>	School-university-community partnership that integrates the creative arts, oral history, and public engagement into K-12 school programs.	Woodrow Wilson Foundation for Public Scholarship, UTEP's College of Education, Canutillo ISD.
<b>U. T. Pan American</b>		
<b>GEAR UP "Si Se Puede" (Yes We Can)</b>	Significantly increases the number of low-income students who are prepared to enter and succeed in postsecondary education. Follows and mentors a single cohort of over 7,000 students beginning with grade 7 in the middle school level and continues through high school graduation and college enrollment in 17 high schools throughout the Rio Grande Valley.	Brownsville ISD: Porter High School, Hanna High School, Pace High School; Donna ISD: Donna High School; Edinburg CISD: Economedes High School; La Joya ISD: Juarez Lincoln High School, James Earl Carter High School; McAllen ISD: Memorial High school, Nikki Rowe High School; Mission CISD: Mission High School; PSJA ISD: PSJA Memorial High School, PSJA North High School, PSJA High School; Raymondville ISD: Raymondville High School; Rio Grande City CISD: Rio Grande City High School; Santa Rosa ISD: Santa Rosa High School; Weslaco ISD: Weslaco East High School.
<b>Project PEERS</b>	Motivates students to pursue careers in science, mathematics, engineering, and technology. Provides educators with unique teaching tools and compelling teaching experiences and engages minority and underrepresented students, educators, and researchers in NASA's education program.	National Aeronautics and Space Administration
<b>TexPrep: Texas Pre-Freshman Engineering Program</b>	Improves access to careers in sciences, mathematics, and engineering to traditionally under-represented and female students. To achieve the goal, the program includes: academics, role modeling and mentoring, hands-on experience and career awareness.	Lower Rio Grande Valley Workforce Development Board, NASA, Shell Oil Foundation, UTSA, Donna ISD, Edcouch-Elsa ISD, Hidalgo ISD, La Joya ISD, La Villa ISD, McAllen ISD, Mercedes ISD, Mission CISD, Pharr-San Juan-Alamo ISD, South Texas ISD, Weslaco ISD

<b>Examples of K-16 Collaborations – U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. Permian Basin</b>		
<b>John Ben Shepperd Public Leadership Institute Youth Forums</b>	Conducts 35-40 forums on leadership skills reaching 1,000-2,000 schoolchildren and students each year throughout Texas; helps Texas develop a new generation of leaders with a desire to perform public service.	Local school districts, several community colleges, the Lower Colorado River Authority, service organizations
<b>Bilingual Education Programs</b>	Increases the number of bilingual teachers in West Texas by advising, financial support, and academic assistance through graduation and certification.	U.S. Department of Education, Ector County ISD, Midland ISD
<b>Regional School Districts' Collaborative Teacher Education Programs</b>	Principal Cohort Graduate Program for prospective school principals for the M.A. in Education--Educational Leadership; increases the number of well qualified and certified candidates for principal positions in the ECISD and MISD schools. ECISD/ UTPB Teacher Graduate Education Incentive Program improves the quality of ECISD teachers through having more teachers earn graduate credits in their teaching field. ECISD and UTPB provide scholarship support for those in the program.	Ector County ISD, Midland ISD
<b>U. T. San Antonio</b>		
<b>Early College High School Program</b>	To provide traditionally underrepresented and underserved college populations an opportunity to obtain 60 hours of college credit while earning an advanced high school diploma; to investigate early college high schools through research conducted in the Institute for Early College High Schools (the first in the country).	Bill and Melinda Gates Foundation, Communities Foundation of Texas, Woodrow Wilson Foundation, East Central ISD, Southside ISD, Southwest ISD.
<b>TRIO Educational Talent Search Program</b>	Provides educational opportunities to students from economically disadvantaged areas in South Texas and San Antonio; assists with financial aid, admissions, and enrollment processes to enter a post secondary educational institution. Serves 600 middle and high school economically and educationally disadvantaged students in five counties throughout South Texas and San Antonio.	Eagle Pass ISD, Northside ISD, San Felipe Consolidated ISD, UT Pan American, UT Arlington, UT Brownsville, Texas A&M Kingsville, The University of North Texas, Southwest Junior College
<b>U. T. Tyler</b>		
<b>Nurse-run School Health Clinic</b>	Provide health care needs and health education for students, and training opportunities for college nursing students.	Van ISD
<b>Teacher Quality Grant - New Dimensions: Transforming Geometry Through Technology</b>	Provides 20 high school geometry teachers with a stronger command of geometry and helps them develop modules that incorporate technology into their lessons.	Tyler ISD, Chapel Hill ISD, Arp ISD
<b>The Principal and Superintendent Institute</b>	Provides intensive and ongoing professional development for school leaders to maintain skills and knowledge necessary to restructure and lead the schools of the 21st Century; facilitates the process of restructuring learner-centered schools that meet the needs of the diverse and individual student by focusing on sustained and continuous improvement.	Area School Superintendents, Board Members and/or District or School Administrators, Forty-Five Area Public School Systems, Region VII Head Start
<b>Teaching Excellence in Mathematics and Science</b>	Addresses the critical shortage of highly qualified teachers of mathematics and science in east Texas; conducts research and disseminates results about successful mathematics and science teacher preparation programs.	Region VII Education Service Center, Tyler ISD

## **Economic Impact: System-Level Perspective**

That an educated workforce contributes to successful regional economies is a widely-accepted proposition. Higher education institutions make a substantial impact on the economy of their communities, region, and state. Across Texas and the nation, this is one of the most important roles that public higher education institutions play in their communities. This impact on private intellectual capital is felt by individuals in their increased earning capacity, employment prospects, and economic security. Public returns are felt by communities in which educated individuals reside as workers. Communities, regions, and the state gain economically from the increased productivity and consumption of students and graduates. Society also gains economic capital from the presence of higher education institutions as employers, consumers of business products, and the source of new business ideas.

Most studies of higher education economic impact focus on direct and indirect expenditures, construction projects, and employment by individual institutions. Others examine the increase in lifetime earnings related to years of education. Because it is difficult to establish causality and quantify all of the results of a college education, researchers tend consciously to underestimate the total overall economic impact of higher education.

It is noteworthy that U. T. academic institutions are present in three of the top 20 cities in the Milken Institute's 2003 ranking of best performing cities – Brownsville-Harlingen (8); McAllen-Edinburg (9); and San Antonio (18). In addition, Tyler was ranked as the second-best performing small city, noted as home to a major health research facility and university (U. T. Tyler and U. T. Health Center-Tyler). [Ross C. DeVol and Frank Fogelbach, "Best Performing Cities: Where America's Jobs Are Created," Milken Institute, June 2003, pp. 4-5, 8-10, [http://www.milkeninstitute.org/pdf/best\\_cities\\_june2003.pdf](http://www.milkeninstitute.org/pdf/best_cities_june2003.pdf) downloaded 10.19.03]

### **Previous Texas Studies**

In 2002, U. T. System institutions were estimated to contribute over \$8 billion to the state's economy annually, including both the value of resources attracted from outside the state and the increased productivity of people attending and graduating from U. T. institutions. [*U. T. System Economic Impact Report, Office of Development, 2002*] <http://www.utsystem.edu/news/Economic%20Impact.pdf>

### **Texas Comptroller's 2003 Study**

In 2003, the Texas Comptroller wrote that:

- Every dollar invested in our state's higher education system pumps more than five dollars into our Texas economy. It is a remarkable return on our money for Texans today and a vital stake in the future for successful generations of Texans tomorrow.
- If state institutions stopped educating students, the flow of human capital into the economy would diminish almost instantaneously, barring massive out-migration of Texas students to institutions in other states, followed by reverse migration back into the state.
- This impact derives from leveraged state support, direct, and indirect contribution to business volume, job creation, career enhancement, attraction of philanthropic support, increased tax base, health care services, and more. According to this study, the total impact of Texas' higher education system on the state economy was nearly \$29 billion per year.

- U. T. aggregate impact. Because the U. T. System contributes over one-third of total student enrollments in the state, the System's overall economic impact on the state is nearing \$10 billion per year.
- Impact on earnings. The Comptroller's report noted that approximately 79 percent of the difference in earnings between high school and baccalaureate graduates is due to knowledge gained in college, rising to 90 percent at the graduate level. Based on these factors, together with data on national-level mean earnings and college costs, the Comptroller estimated the overall rate of return on higher education in Texas to average 12.8 percent. This varies by degree: the rate of return on a bachelor's degree averages 11.5 percent, 10.9 percent for a master's degree, 13 percent for a doctoral degree, and 18.3 percent for a professional degree.
- Impact on productivity. Based on national studies of labor productivity, the Comptroller further estimated that the productivity gains from higher education averaged 0.2 percent in manufacturing and 0.2 percent in non-manufacturing gross state product. In other words, higher education added \$1.5 billion to the state's economy in increased productivity [pp. 17-18]. The report points out that this is an annualized figure and that, at some diminished level, these gains generate returns through a worker's lifetime.
- In presenting these estimates, the Comptroller acknowledged that "difficulties quantifying general knowledge and economic development roles of higher education understate even these total estimated impacts."
- [Texas Comptroller of Public Accounts, "The Impact of the State Higher Education System on the Texas Economy," January 2003, pp. 1, 17  
<http://www.window.state.tx.us/specialrpt/highered03/> ]

### **Impact on Economic Development**

In 2003, the Texas Comptroller also published a study on economic impact incentives, which included a survey of economic development activities by higher education institutions. This study noted that "education of the state's workforce is a key to long-term productivity growth. The economic heft of public institutions is significant, serving as a vital employer in most communities" [Texas Comptroller of Public Accounts, Texas Economic Development Incentives, March 2003, <http://www.window.state.tx.us/specialrpt/ecodev03/>, Chapter 4, p. 1].

Public universities and health-related institutions make these contributions through centers of activity that are found on a number of U. T. institution campuses, for example:

- Institute for Policy and Economic Development (U. T. El Paso)
- Center for Entrepreneurship and Economic Development (U. T. Pan American)
- Small Business Development Center Programs serving tens of thousands of clients in 2000 and 2001 (U. T. Pan American, U. T. Permian Basin, U. T. San Antonio)
- Enterprise Excellence Centers (U. T. Arlington's Automation and Robotics Research Institute)
- Manufacturing Assistance and Industrial Assessment Programs (U. T. Arlington, U. T. El Paso, U. T. Pan American)
- Programs for Women-Owned, Minority-Owned, and Veteran-Owned Businesses (U. T. Pan American, U. T. San Antonio)
- Economic Development Centers (U. T. Brownsville/Texas Southmost College, U. T. Permian Basin, San Antonio)
- Business Incubators (U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. M. D. Anderson and U. T. Health Science Center-Houston)
- Rural Business Programs (U. T. Pan American)
- Contractor Assistance Programs (U. T. Southwestern Medical Center)

## U. T. System Institution Economic Impact Studies

- The capital investments of the U. T. System institutions have a significant impact on local and regional economies.
- These estimates of the economic impact of capital expenditures include the jobs created to build structures, the wages, and spending of people who work in the new buildings.

**Table III-4**

**Estimated, Aggregated Economic Impact of U. T. System Institution  
Capital Expenditures for First Ten Years of Operation**

	FY 2003		FY 2004	
	Construction	Earnings	Construction	Earnings
Arlington	\$ 489,582,090	\$ 303,762,646	\$ 506,411,362	\$ 315,103,053
Austin	2,003,672,510	896,319,728	2,164,079,750	899,971,780
Brownsville/TSC	85,572,900	127,304,398	128,671,900	192,057,398
Dallas	158,228,438	25,474,592	445,280,938	274,874,611
El Paso	320,518,380	284,446,597	320,518,380	284,446,598
Pan American	212,491,230	172,386,447	217,735,490	182,396,353
Permian Basin	76,163,500	16,502,126	86,790,200	21,995,899
San Antonio	891,677,692	808,271,939	1,433,869,692	1,238,575,051
Tyler	185,391,500	187,133,923	216,593,860	208,119,036
SWMC	1,260,728,000	2,965,248,771	1,466,024,000	3,221,477,271
UTMB	1,094,977,800	790,619,763	1,187,591,300	1,200,830,115
HSC-H	1,625,753,500	2,110,721,785	1,381,734,200	2,337,045,846
HSC-SA	411,579,000	792,795,501	410,263,000	840,985,469
M. D. Anderson	6,145,818,700	16,202,296,690	6,172,138,700	16,202,296,690
HC-T	\$ 45,044,213	74,424,930	57,618,593	99,233,240
<b>U. T. System Total</b>	<b>\$15,007,199,453</b>	<b>\$25,757,709,836</b>	<b>\$16,195,321,365</b>	<b>\$27,519,408,410</b>

Note: FY 2003 data are from the FY2004-2009 Capital Improvement Plan (CIP) as adopted by the BOR in August 2003; FY 2004 data are from the FY 2004-2009 CIP as of the August 2004 update.

Source: U. T. System Office of Facilities Planning and Construction

**Table III-5**

**Economic Impact of U. T. Academic and Health-Related  
Institutions Examples from Recent Studies**

	Financial Impact	Jobs	Year of Study
Arlington	\$487 million in Metroplex	8,995	2002
Austin	\$5.7 billion in region	80,000	2002
El Paso	\$349 million in region	4,871	2002
Pan American	\$276 million in region	5,376	2002
Permian Basin	\$99 million in region	5,376	2002
San Antonio	\$852 million in Texas	9,335	2003
Medical Branch	\$934 million in SE Texas	25,403	2002
M. D. Anderson	\$2.4 billion in Texas	35,469	2003

Source: U. T. System institutions

- For communities, the impact of a local institution, a particular program, creation of a new business, or employment of local residents can be more meaningful than aggregate statistics. Individual institutions periodically conduct impact studies from which the following illustrative data are drawn. Additional specific examples of community service and collaborations are presented in the sections on collaboration, below. (The full-length studies are available from the U. T. System or individual institutions.)

**Future Studies**

- To obtain more consistent information about institutional impact and about the impact of education on individual students, the U. T. System expects to conduct an in-depth study of the economic impact of the U. T. System institutions during 2004-05.

**Collaborations with Business, Nonprofit, and Community Organizations**

The following examples illustrate the wide range of business and community collaborations between U. T. institutions and their communities. Additional examples are available at [<http://www.utsystem.edu/oqr/CollabProj-Intro.htm>], and from individual institutions.

**Table III-6**

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. Arlington</b>		
<b>NSF GOALI-MEMS-Based Sensors and Actuators for Medical and Biological Applications</b>	Designs, fabricates, and tests in vivo novel microelectromechanical system (MEMS) pressure and flow sensors based purely on optics that can be deployed into the airways, thus eliminating problems stemming from pressure sensing inaccuracies and improving safety and reliability. With current annual unit sales, projected market for this line of biosensors could be \$20M/yr.	Texas Christian University, Respirationics, Inc., InterMEMS, Inc., Microfab, Inc.
<b>Texas Manufacturing Assistance Center</b>	Increases the global competitiveness of Texas's manufacturers by providing assistance in the appropriate use of technologies and techniques; increases deployment of advanced manufacturing practices and technology and other research results; enhances economic development of the manufacturing sector of the Texas economy and, therefore, of Texas.	UT El Paso, UT Pan American, University of Houston, Texas Tech University, Texas A&M University, National Institute of Standards and Technology (NIST), Manufacturing Extension Partnership, Southwest Research Institute, Santech Industries, PressCut Industries, Williams-Pyro
<b>Arlington Technology Incubator</b>	Fosters technology transfer of UTA intellectual property and brings Arlington and Metroplex resources to bear to facilitate incubation of high technology start-up companies.	Arlington Chamber of Commerce, The City of Arlington
<b>U. T. Austin</b>		
<b>School of Pharmacy</b>	Developed and distributed computer-aided drug-discovery software to help scientists efficiently find combinations of compounds that may lead to the discovery of new drugs.	Tripos, Inc. Optive Research Inc.
<b>Aerospace Engineering and Engineering Mechanics</b>	Developed Automated Multi-level Sub-structuring (AMLS) software to analyze noise and vibration levels. Leads to better, more efficient automotive designs and quieter cars.	Cray, SGI, IBM, Hewlett-Packard, Sun, NEC, U.S. Navy, CDH GmbH

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions</b>		
	Illustrative Examples	Collaborators
<b>UT Film Institute</b>	Trains and educates students to become experts in all elements of professional filmmaking through experienced gained in the production of feature-length motion pictures. Conducts research on the feasibility and efficacy of leading-edge film technology, the Institute contracts with Burnt Orange Productions relatively low-budget films over the next three years.	Burnt Orange Productions, Town Lake Films, Texas Film Commission, Austin Film Society, and other film-industry organizations in Austin, Los Angeles, and New York
<b>State Energy Program – Clean Energy Technologies at ATI</b>	The Clean Energy Incubator has provided a needed resource to Central Texas that helps qualified, early stage, clean energy companies fill in knowledge gaps and build stronger business propositions, accelerating their time-to-market.	State Energy Conservation Office
U. T. Brownsville/Texas Southmost College		
<b>Cross Border Institute for Regional Development (CBIRD)</b>	Develops responses to critical issues facing the border region, such as education, training, infrastructure, affordable housing, quality of life issues, human resources and financial capital, and works on developing initiatives which address these issues; assists in the management of critically important natural resources.	UT Austin, UT Pan American, Environmental Protection Agency, Texas Border Infrastructure Coalition (TBIC), and Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)
<b>Center for Civic Engagement</b>	Serves as a connecting, convening force that works with many community organizations and creates an “engaged campus” to help revitalize the local community. Is supported by Community Outreach Partnership Center grant (2001), Compassion Capital Fund grant (2004), as well as several smaller grants to implement community awareness and wellness initiatives.	The Compassion Capital Fund/Administration for Children and Families, the Brownsville Chamber of Commerce, Valley Baptist Medical Center, United Way of Southern Cameron County, Success by Six, Lower Rio Grande Border Health Council, Kids Voting USA, Brownsville ISD, BANSAs (private schools), Brownsville Boys and Girls Club, Good Neighbor Settlement House, Brownsville Housing Authority
<b>International Innovation Center (IIC)</b>	Serves as business incubator, provides corporate customized training, banking support, business plan assistance, and export assistance to local businesses. Is a direct representative of the Export-Import Bank of the United States, and has auxiliary offices of the SBA, ACCION Texas, and the U.S. Export Assistance center.	Brownsville Economic Development Council, Greater Brownsville Incentive Corporation, Brownsville Chamber of Commerce, SBA, ACCION Texas, GE Financial, National Business Incubator Association, Cameron Works, Port of Brownsville, Texas Workforce Commission, Brownsville Visitors and Convention Center, South Padre Island, Port Isabel, Local Banks, HUD, Local Hospitals, and the BISD

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Illustrative Examples	Collaborators
U. T. Dallas		
<b>Texas Instruments Semiconductor Plant</b>	As part of an incentive package for Texas Instruments to build a \$3 billion wafer fabrication facility in the Metroplex; State and local governments have provided tax abatements to TI as well as a \$300 million targeted investment in UTD—over a period of five years—supports TI projects and workforce through enhanced science and engineering research and education. UTD will use the funds to develop research projects in science and technology that hold promise for economic development and—through expanded facilities, research space, faculty, endowments—the university projects an increase in science, engineering, and math graduates from 800 to 1,200 a year.	UTD, Texas Instruments, State of Texas, City of Richardson, Collin County, Plano Independent School District.
<b>Digital Forensics and Emergency Preparedness Institute</b>	Develops innovative digital forensics, information assurance, and emergency preparedness research in areas that include network survivability, rapidly deployable networks, sensor networks, reconfigurable hardware, self-healing software, anti-piracy methods, signal processing, data mining, high assurance systems engineering, emergency response information systems and others.	Environmental Protection Agency; private industry and government entities located in: Corpus Christi, Plano, Richardson and Collin County, Texas; Iberville Parish, Louisiana; and the State of Arkansas.
<b>Cecil and Ida Green Center for the Study of Science and Society</b>	Formerly housed at Harvard University, the Texas Schools Project is the Green Center's primary research activity and deals with the impact of science and technology on society. The center develops programs on telecommunications, the impacts of minority suburbanization, ethical issues in research, technology policy, and management, and biological and chemical weapons.	Texas Education Agency, Texas Higher Education Coordinating Board, and UTD.
U. T. El Paso		
<b>Center for Civic Engagement</b>	Provides programs that engage students and faculty with community-based organizations, non-profit organizations, and schools; through engagement, responds to community needs and enhances student learning; opens up interaction between UTEP and economically distressed neighborhoods.  Partners include:  Paso del Norte Community Resource Center, Women's Fund of El Paso, Empowerment Zone, Central Business Association, El Paso Collaborative for Community and Economic Development, EITC Coalition, El Paso Planning Department, El Paso Hispanic Chamber of Commerce, YISD, EPISD, SISR, Bowie High School International Business and Public Affairs Magnet School, Mujeres de la Esperanza, Paso Del Norte Literacy Council, AVANCE, Junior	Achievement, El Paso Collaborative for Academic Excellence, Neighborhood Liaison, PRAXIS, Mexican Consulate, Immigration/ Citizenship Class organization, through Project SHINE, YWCA, VOTE NOW! (community sites for voter registration), Texas Campus Compact, Earned Income Tax Coalition, FEMAP/FEMAP Foundation
<b>Border Region Modeling Project</b>	This project houses the 173-equation Borderplex Econometric Forecasting Model. Geographic coverage provided by the model encompasses El Paso, Texas; Ciudad Juárez, México; Ciudad Chihuahua, México; and Las Cruces, New Mexico. Sectoral coverage provided by the model includes demography, employment, personal income, retail sales, residential real estate, transportation, international commerce, water consumption, and cross border manufacturing.	El Paso Electric Company, Wells Fargo Bank, Federal Reserve Bank of Dallas, Universidad Autónoma de Cd. Juárez, El Paso Metropolitan Planning Organization, City of El Paso Office of Economic Development, UTEP Center for Transportation Infrastructure Systems

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions</b>		
	Illustrative Examples	Collaborators
<b>Mobile Technology Project (Project 'Extend')</b>	Collaborative grant with UTEP's Colleges of Education and Engineering, and Canutillo ISD to extend new mobile technology resources to field-based pre-service teacher education courses.	Hewlett Packard, UT El Paso's Colleges of Education and Engineering
U. T. Pan American		
<b>Center for Border Economic Studies (CBEST)</b>	Supports the creation of a community-based public policy studies center that will focus on sustainable economic development of the Texas-Mexico border region.	Levi Straus Foundation, San Benito Economic Development Authority, Texas Instruments, Mexico's Presidential Border Commission and the Colegio de la Frontera Norte, etc.
<b>Mexican Business Information Center (MBIC)</b>	Provide Mexican demographic and economic information to businesses, public officials, and the community in general. MBIC also provides data on maquiladoras.	Geografía e Informática Instituto Nacional de Estadística (Mexican Census Bureau), Mexican Secretariat of Commerce and Industrial Development (SECOFI)
<b>Texas Manufacturing Assistance Center (TMAC)</b>	Helps increase the global competitiveness of Texas's manufacturers by providing assistance in the appropriate technologies and techniques and to increase deployment of advanced manufacturing practices and technology and other research results.	UT El Paso, University of Houston, Texas Tech University, National Institute of Standards & Technology (NIST), Texas A&M University, Manufacturing Extension Partnership, Southwest Research Institute, Local Manufacturers
U. T. Permian Basin		
<b>Center for Energy and Economic Diversification (CEED)</b>	To conduct research, training, and technology transfer activities on issues facing the region's primary industry, energy. This work includes research on bio-mass conversion into fuel, energy security, and alternative energy technologies and economics.	UT Austin, The Welch Foundation, THECB Advanced Technology Program
<b>EDA University Center</b>	One of five in Texas funded by the U.S. Economic Development Administration. The Center works with local governments and regional planning authorities on applied research to assist in economic development in the region. It also assists these entities in identifying and obtaining federal economic assistance funding.	U.S. Economic Development Administration
<b>UTPB Small Business Development Center (SBDC)</b>	UTPB SBDC cosponsors the Space Alliance Technology Outreach Program (SATOP) that offers small business owners the expertise of a corps of scientists and engineers from organizations including NASA, Boeing, colleges and universities.	NASA Johnson Space Center, Bay Area Houston Economic Partnership
U. T. San Antonio		
<b>San Antonio: Making Mentoring a Partnership</b>	Established as a community-wide initiative in 1998 by the greater San Antonio Chamber of Commerce, San Antonio: Making Mentoring a Partner (SAMMAP) to demonstrate a nationwide model of a successful business and community educational effort. As of August 2003, 37,000 students have been mentored from grades K-12 from throughout Bexar County.	Greater San Antonio Chamber of Commerce, USAA, Big Brothers Big Sisters

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions</b>		
	Illustrative Examples	Collaborators
<b>UTSA Institute for Economic Development</b>	Provides Economic Development Extension Services to 25,600 small businesses annually, primarily in a 79-county Border Region, through 10 field Centers with higher ed partners, under several federal grants administered by UTSA; creates/retains 1,700 jobs/yr, \$270 million SBA loans, \$5.7 million in new state taxes revenues, delivers 1,000 workshops/seminars to 14,000 business owners, conducted 7,000 consulting engagements, 4,000 applied research tasks and 16 community projects in 2003.	UT Pan American, Texas State University, Angelo State University, Sul Ross State University, US Small Business Administration, Laredo Development Foundation, Numerous Chambers of Commerce/Trade Assoc, Numerous Banks/Lending Agencies/Corporations/Procuring Agencies, Universidad Autonoma de Guadalajara
<b>UTSA College of Business</b>	<p>This partnership provides a service-learning opportunity designed to educate and to connect UTSA students &amp; high school students, with the goals of:</p> <ul style="list-style-type: none"> <li>• Providing leadership development opportunities for UTSA students</li> <li>• UTSA students serving as role models to high school students</li> <li>• UTSA students presenting to high school students opportunities in both higher education and in professional careers</li> </ul> <p>During 2003–2004, UTSA and a College of Business faculty member were awarded the first-ever Outstanding Community Partner Award by Junior Achievement of South Texas for developing and supporting this dynamic collaboration, one that over the past year resulted in 636 UTSA business students serving as volunteer Junior Achievement program presenters in as many elementary, middle, and high school classrooms, in front of 15,264 school children.</p>	Junior Achievement of South Texas
<b>U. T. Tyler</b>		
<b>Internships, preceptor courses, BSN and MSN degree access</b>	Provide career mobility for employees working full time and unable to otherwise attend school	Methodist Health Care System, VA System for Georgia and Florida
<b>East Texas Partnership for End of Life Care</b>	Conduct research to increase effectiveness of End of Life Care in East Texas	East Texas Medical Center, Hospice of East Texas, Hearts Way Hospice (Longview)
<b>SBA/STTR Research Grant funded by the Office of Naval Research</b>	Development of a quick-attach, quick-release cargo restraint system for the Landing Craft Air Cushion (LCAC) used by the Marine Corps in delivering cargo from ship to shore. Phase I [funded at \$24,395 to UT Tyler and \$69,887 to Product Concept Development, Inc. (PCD)] of the research and development (R&D) project was completed during 2003-2004, and Phase II [funded at \$225,000 to UT Tyler and \$525,000 to PCD] of the R&D project has been awarded for 2004-2006. During Phase I of the project, the concept was proven of a gripping system that would minimize the time and personnel required to load and grip cargo, either vehicular or palletized on a LCAC, without a significant weight penalty.	Product Concept Development, Inc., a small business located in Palestine, Texas; Office of Naval Research
<b>Internships</b>	Working with all business disciplines, but especially accounting, creates firm-college partnerships to provide opportunities to high-performing students.	CBT Accounting Blue Ribbon Team—Tyler area business leaders
<b>Hispanic Business Center and Research Program</b>	Increases the number of successful Hispanic-owned businesses and the number of Hispanic students at UT Tyler; conduct	TDHCA (Texas Department of Housing and Community

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
	<p>research and disseminate results recognizing the needs for resources to serve the growing Hispanic small businesses of East Texas as well as the economic implications of home ownership; provides continuing small business development certification programs and computer training for small Hispanic businesses facilitation economic development.</p>	<p>Affairs), Southside Bank, John Soules Foods, Cox Communications, SBA, Tyler Area Chamber of Commerce, BBB</p>
<p><b>East Texas Rural Fiscal and Physical Outreach Program</b></p>	<p>To improve the fiscal and physical health in East Texas; to serve the growing Hispanic population of East Texas; to identify the health care provider's educational needs; to provide continuing education programs for small businesses, with an emphasis on health care providers; to provide professional continuing education programs that will enhance health care provider's language skills and knowledge of the Hispanic culture.</p>	<p>UT Tyler, Health Center Tyler, Lake Country AHEC, Texas Department of Health</p>

## Historically Underutilized Business Program – System Perspective

- The U. T. System takes very seriously its responsibility and commitment to contribute to community and statewide economic development by including historically underutilized businesses among its suppliers of goods and services.

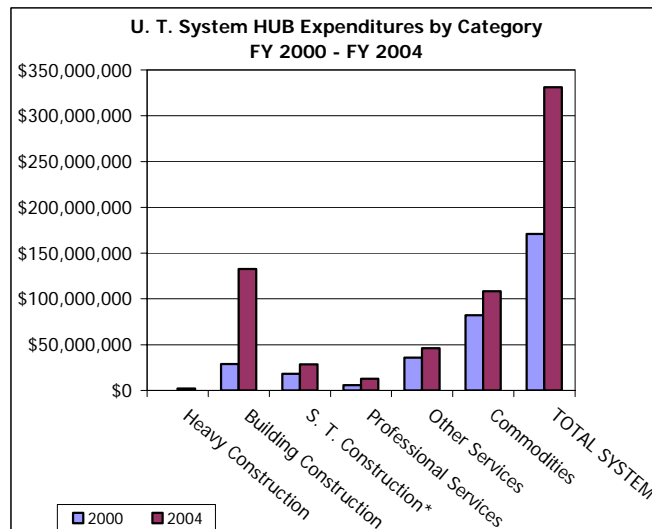
**Table III-7**  
**System-Wide HUB Trends by Category**

		System Total		Overall HUB Goal	
		Total Expenditures	Total HUB Expenditures		Total HUB Expenditures
FY 2000	Heavy Construction	\$660,999	\$53	0.0%	11.9%
	Building Construction	266,317,965	28,979,190	10.9	26.1
	S. T. Construction*	62,457,470	18,181,916	29.1	57.2
	Professional Services	42,130,411	5,731,228	13.6	20.0
	Other Services	266,364,366	35,959,870	13.5	33.0
	Commodities	637,324,540	82,118,617	12.9	12.6
	<b>Total System</b>	<b>\$1,275,255,751</b>	<b>\$170,970,874</b>	<b>13.4%</b>	
FY 2004	Heavy Construction	\$9,832,708	\$2,233,368	22.7%	11.9%
	Building Construction	691,235,965	132,840,410	19.2	26.1
	S. T. Construction*	95,854,403	28,531,064	29.8	57.2
	Professional Services	76,456,976	12,775,540	16.7	20.0
	Other Services	400,789,045	46,359,480	11.6	33.0
	Commodities	771,072,280	108,383,802	14.1	12.6
	<b>Total System</b>	<b>\$2,045,241,377</b>	<b>\$331,123,664</b>	<b>16.2%</b>	
	<b>Total State</b>	<b>\$9,814,556,249</b>	<b>\$1,427,506,012</b>	<b>14.5%</b>	

\*Special trades construction dollars spent on repair, maintenance, remodeling, and improvements of facilities, buildings, and land.

Source: U. T. System Office of HUB Development

**Fig. III-2**



- From FY 2000 to FY 2004, the U. T. System has increased its HUB procurement expenditures from 13.4 percent to 16.2 percent of total expenditures.
- As a proportion of total expenditures, the FY 2004 U. T. System HUB expenditures also exceeded the state's average (14.5 percent).
- In FY 2004 the U. T. System exceeded overall HUB goals in procurement expenditures for heavy construction and commodities.
- Between 2000 and 2004, total U. T. System HUB expenditures increased by 93.7 percent, driven by a very significant increase in HUB building construction expenditures.

**HUB Trends – U. T. Academic Institutions**

- Between FY 2000 and FY 2004, seven U. T. System academic institutions increased their HUB expenditures by an average of 42.6 percent.
- The HUB purchases at U. T. Arlington, U. T. El Paso, and U. T. Tyler increased by 100 percent or more over this period.

**Table III-8**

<b>HUB Trends – U. T. Academic Institutions</b>			
	Total HUB Expenditures		% Change
	FY 00	FY 04	FY 00-04
Arlington	\$4,674,360	\$11,894,003	154.5%
Austin	25,065,791	31,910,407	27.3
Brownsville/TSC	1,834,043	2,198,315	19.9
Dallas	3,104,705	5,577,911	79.7
El Paso	3,707,594	8,246,501	122.4
Pan American	2,812,847	3,428,308	21.9
Permian Basin	620,176	356,166	-42.6
San Antonio	8,065,543	6,532,102	-19.0
Tyler	838,592	2,210,818	163.6
<b>Subtotal Academic</b>	<b>\$50,723,651</b>	<b>\$72,354,531</b>	<b>42.6%</b>

*Source: U. T. System Office of HUB Development*

- Six U. T. academic institutions are included in the list of the top 50 spending agencies in the state. They rank 48 or above based on the measure of highest HUB expenditure rate. (See Table III-8).
- Three academic institutions are included in the list of the top 25 State agencies spending more than \$5 million with the largest percentage spent with HUBs, ranking 8, 11, and 19. (See Table III-9).

**Table III-9**

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<b>U. T. Academic Institutions Among Top 50 State HUB Spending Agencies FY 2004</b>		
	\$ (millions) spent on HUBs	Rank
Austin	\$31.9	7
Arlington	11.9	24
San Antonio	6.5	30
Dallas	5.6	34
El Paso	8.2	40
Pan American	3.4	48

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**Table III-10**

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<b>U. T. Academic Institutions Among Top 25 State Spending Agencies of Over \$5 Million FY 2004</b>		
	\$ (millions) spent on HUBs	Rank
El Paso	\$8.2	8
Brownsville	2.2	11
Tyler	2.2	19

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## Private Support – U. T. System Perspective

- Private philanthropy plays an increasingly critical role in the ability of U. T. institutions to meet their teaching, research, and clinical care roles.

Table III-11

<b>Summary Giving Trends: Sources of Donor Support</b>					
(\$ in thousands)					
<b><u>Summary by Institution</u></b>	<b>FY 00<sup>1</sup></b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03<sup>2</sup></b>	<b>FY 04</b>
Arlington	\$9,150	\$8,261	\$5,459	\$6,251	\$4,709
Austin	201,637	179,951	155,312	305,040	252,175
Brownsville/TSC	1,275	2,129	3,098	1,355	1,497
Dallas	36,737	5,535	4,876	6,853	12,220
El Paso	9,831	18,046	19,893	14,313	14,829
Pan American	10,460	4,995	7,633	3,898	13,384
Permian Basin	1,541	1,276	1,285	864	2,563
San Antonio	7,056	5,232	5,150	5,748	8,805
Tyler	4,589	6,484	3,184	6,763	4,534
<b>Academic Total</b>	<b>\$282,276</b>	<b>\$231,909</b>	<b>\$205,890</b>	<b>\$351,085</b>	<b>\$314,716</b>
SWMC	\$115,033	\$90,409	\$117,557	\$81,772	\$130,606
UTMB	34,769	38,150	41,041	37,591	46,162
HSC-H	23,880	23,807	34,875	29,647	35,031
HSC-SA	26,499	33,118	30,736	27,775	33,970
MDACC	63,526	61,585	57,834	59,621	96,927
UT HC at Tyler	1,109	800	1,150	793	2,452
<b>Health-Related Total</b>	<b>\$264,816</b>	<b>\$247,869</b>	<b>\$283,193</b>	<b>\$237,199</b>	<b>\$345,148</b>
<b>System Adm.</b>	<b>\$612</b>	<b>\$563</b>	<b>\$946</b>	<b>\$1,384</b>	<b>\$915</b>
<b>System-wide Total</b>	<b>\$547,704</b>	<b>\$480,341</b>	<b>\$490,029</b>	<b>\$589,668</b>	<b>\$660,779</b>
<b><u>Summary by Source</u></b>					
Alumni	\$46,219	\$42,554	\$52,639	\$212,748	\$125,078
Individuals <sup>3</sup>	131,069	93,692	113,956	63,245	156,117
Foundations	195,112	197,239	200,197	199,432	217,092
Corporations	110,608	99,171	92,814	79,980	125,572
Others <sup>4</sup>	64,696	47,685	30,423	34,263	36,920
<b>Total</b>	<b>\$547,704</b>	<b>\$480,341</b>	<b>\$490,029</b>	<b>\$589,668</b>	<b>\$660,779</b>

<sup>1</sup>Beginning in 2000, gift totals include certain categories of deferred gifts, at face value, based on official CAE gift reporting guidelines.

<sup>2</sup>Beginning in 2003, gift totals include certain categories of deferred gifts, at present value, based on official CAE gift reporting guidelines.

<sup>3</sup>Individuals = Parents and Other Individuals in Council on Aid to Education reports.

<sup>4</sup>Others = Fund Raising Consortia + Other Organizations

Source: Council for Aid to Education Annual Survey, FY 2004; U. T. System Office of the Comptroller.

- Although accounting changes noted above prevent specific longitudinal comparisons in the years from 2000 to 2004, private philanthropic support of U. T. System institutions has increased over this period. From FY 2003 to 2004, total donor support to the U. T. System increased by 12 percent, to over \$660 million.
- These increases are particularly noteworthy given the recent national downward trends in private giving.
- U. T. Austin ranked ninth among all institutions in total voluntary support received in 2003.

- According to the Council for Aid to Education 2003 ranking, within Texas, four U. T. System institutions ranked in the top ten in voluntary support received in 2003: U. T. Austin (1), U. T. Southwestern Medical Center (3), U. T. M. D. Anderson Cancer Center (4), U. T. Medical Branch (8). And all U. T. institutions ranked above 48 in voluntary giving received in 2003.
- During this period, alumni giving increased at six academic and three health-related institutions in the U. T. System.

Figure III-3

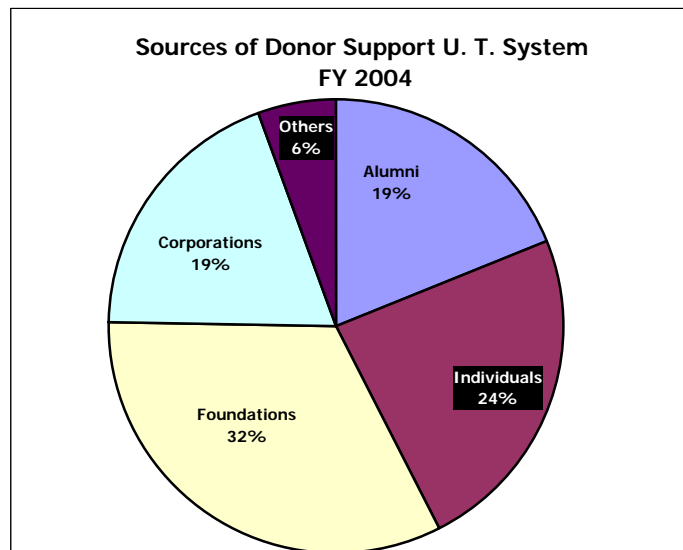


Table III-12

**Total Voluntary Support/ Highest 20 / FY 2003**

1 Harvard University (MA)	\$544,793,619
2 Leland Stanford Junior University (CA)4	486,075,131
3 University of Pennsylvania (PA)	394,978,803
4 University of Arkansas (AR)	358,226,982
5 Cornell University (NY)	317,042,889
6 Johns Hopkins University (MD)	315,725,854
7 Univ of California, Los Angeles (CA)	312,050,575
8 University of Washington (WA)	310,501,206
9 Univ of Texas at Austin (TX)	305,039,872
10 Duke University (NC)	291,884,623
11 University of Southern California (CA)	288,208,475
12 University of Wisconsin-Madison (WI)	281,456,612
13 Columbia University (NY)	279,916,910
14 Indiana University (IN)	248,306,313
15 University of Minnesota (MN)	239,404,489
16 Princeton University (NJ)	225,696,149
17 Univ of California, San Francisco (CA)	223,686,876
18 University of Virginia (VA)	222,979,050
19 Yale University (CT)	218,488,172
20 New York University (NY)	205,304,930

Source: Council for Aid to Education Data Miner (March 2004)

Table III-13

**Sources of Donor Support by U. T. Academic Institution**  
(\$ in Thousands)

		FY 00 <sup>1</sup>	FY 01	FY 02	FY 03	FY 04	
Arlington	Alumni	\$ 387	\$ 411	\$ 493	395	562	
	Individuals	277	353	589	669	730	
	Foundations	769	1,011	994	3,211	1,004	
	Corporations	7,661	6,357	2,979	1,654	1,966	
	Others	56	129	404	322	447	
	<b>Total</b>	<b>\$ 9,150</b>	<b>\$ 8,261</b>	<b>\$ 5,459</b>	<b>\$6,251</b>	<b>\$4,709</b>	
Austin	Alumni	42,079	36,175	44,941	206,166	118,165	
	Individuals	19,443	27,070	26,376	16,719	28,286	
	Foundations	58,902	45,362	46,521	47,827	40,146	
	Corporations	56,725	52,513	33,259	27,229	59,404	
	Others	24,488	18,831	4,215	7,099	6,174	
	<b>Total</b>	<b>\$201,637</b>	<b>\$179,951</b>	<b>\$155,312</b>	<b>\$305,040</b>	<b>\$252,175</b>	
Brownsville/TSC	Alumni	67	57	88	56	205	
	Individuals	109	358	671	381	332	
	Foundations	726	1,510	2,004	577	415	
	Corporations	350	200	331	341	524	
	Others	23	4	4		21	
	<b>Total</b>	<b>\$ 1,275</b>	<b>\$ 2,129</b>	<b>\$ 3,098</b>	<b>\$1,355</b>	<b>\$1,497</b>	
Dallas	Alumni	170	1,153	603	566	1,144	
	Individuals	32,538	361	622	679	6,259	
	Foundations	2,809	2,433	1,592	2,593	2,400	
	Corporations	799	1,129	1,483	2,539	1,879	
	Others	421	459	576	476	538	
	<b>Total</b>	<b>\$ 36,737</b>	<b>\$ 5,535</b>	<b>\$ 4,876</b>	<b>\$6,853</b>	<b>\$12,220</b>	
El Paso	Alumni	763	1,669	1,756	1,616	1,103	
	Individuals	1,752	7,296	2,614	1,039	1,552	
	Foundations	3,718	5,520	6,265	6,542	6,145	
	Corporations	3,418	3,352	7,404	4,455	5,765	
	Others	180	209	1,854	661	264	
	<b>Total</b>	<b>\$ 9,831</b>	<b>\$ 18,046</b>	<b>\$ 19,893</b>	<b>\$14,313</b>	<b>\$14,829</b>	
Pan American	Alumni	70	70	52	73	54	
	Individuals	917	3,126	540	753	11,388	
	Foundations	737	563	537	324	489	
	Corporations	8,702	1,187	6,343	2,623	1,398	
	Others	34	49	161	125	55	
	<b>Total</b>	<b>\$ 10,460</b>	<b>\$ 4,995</b>	<b>\$ 7,633</b>	<b>\$3,898</b>	<b>\$13,384</b>	
Permian Basin	Alumni	23	49	27	25	33	
	Individuals	1,060	494	519	152	1,907	
	Foundations	157	389	117	333	464	
	Corporations	254	327	555	333	138	
	Others	47	17	67	21	21	
	<b>Total</b>	<b>\$ 1,541</b>	<b>\$ 1,276</b>	<b>\$ 1,285</b>	<b>\$864</b>	<b>\$2,563</b>	
San Antonio	Alumni	93	126	197	92	204	
	Individuals	3,359	1,245	713	510	1,240	
	Foundations	2,212	2,480	2,600	3,347	3,199	
	Corporations	1,001	1,165	1,305	1,592	3,827	
	Others	391	216	335	207	335	
	<b>Total</b>	<b>\$ 7,056</b>	<b>\$ 5,232</b>	<b>\$ 5,150</b>	<b>\$5,748</b>	<b>\$8,805</b>	
Tyler	Alumni	38	31	29	27	36	
	Individuals	1,640	3,697	2,418	5,874	3,578	
	Foundations	2,647	909	455	495	345	
	Corporations	263	1,824	232	322	272	
	Others	1	23	50	45	303	
	<b>Total</b>	<b>\$ 4,589</b>	<b>\$ 6,484</b>	<b>\$ 3,184</b>	<b>\$6,763</b>	<b>\$4,534</b>	
<b>Academic Institutions Total</b>	<b>\$282,276</b>	<b>\$231,909</b>	<b>\$205,890</b>	<b>\$351,085</b>	<b>\$314,716</b>		

<sup>1</sup>Beginning in 2000, gift totals include certain categories of deferred gifts, at face value, based on official CAE gift reporting guidelines.

<sup>2</sup>Beginning in 2003, gift totals include certain categories of deferred gifts, at present value, based on official CAE gift reporting guidelines. *Source: Council for Aid to Education Annual Survey, FY 2004; U. T. System Office of the Comptroller.*

Figure III-4

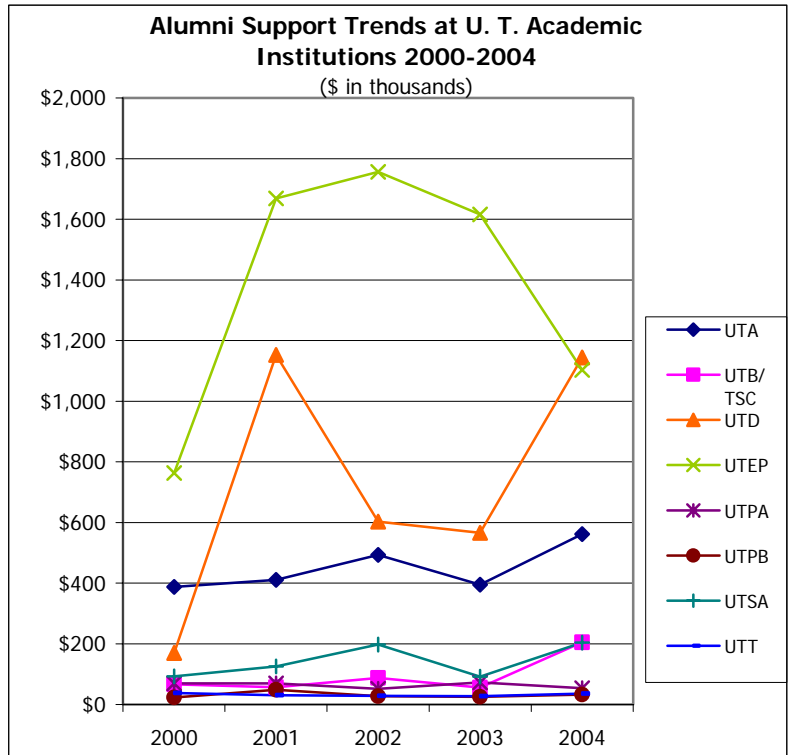
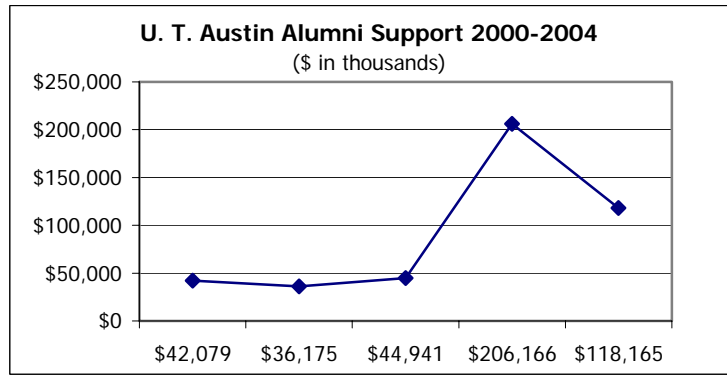


Figure III-5





### III. Service to and Collaborations with Communities: U. T. Health-Related Institutions

#### K-16 Collaborations

The following examples illustrate the depth and range of K-16 collaborations between U. T. health-related institutions and the K-12 school community. Additional examples are available at [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>], and from individual institutions.

**Table III-14**

<b>Examples of K-16 Collaborations – U. T. Health-Related Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. Southwestern Medical Center</b>		
<b>STARS (Science Teachers Access to Resources at Southwestern)</b>	Increases science awareness; stimulates an appreciation of health-related careers; provides ongoing support for science teachers and students; improves science education by broadening the knowledge base of teachers; and assists science education by providing instructional aids, serving over 2,000 teachers and 20,000 students in 850 schools in the Dallas/Fort Worth area with over 20 separate programs and projects.	Dallas ISD, Fort Worth ISD, various other ISDs in Texas
<b>SURF (Summer Undergraduate Research Fellowship Program)</b>	An intensive summer research training experience designed for students who are preparing for careers in biological research; provides training that leads to an understanding of the planning, discipline, and teamwork involved in the pursuit of basic answers to current question in the biological sciences.	Various undergraduate institutions
<b>DCCCD Certificate: Emergency Medicine Education Program</b>	Two certificate programs: emergency medical technician (EMT) and paramedic; prepares the student to respond to emergency calls to provide efficient and immediate care to the critically ill and injured, and to transport the patient to a medical facility; trains and prepares students to function in emergency medical services positions in the pre-hospital environment.	Dallas County Community College District: El Centro
<b>U. T. Medical Branch at Galveston</b>		
<b>Outreach Programs for Students and Educators: Inspiring, Motivating, and Enabling the Next Generation</b>	A progressive series of programs for students in 4-12th grades to provide students with the skills necessary to succeed academically and inspire the next generation to pursue careers in science, healthcare, and technology, to provide educators with an ongoing support system of sustained, high quality professional development to assist them in implementing the TEKS and engaging ALL students with interesting, relevant, and meaningful science learning experiences.	Galveston ISD, Galveston College, multiple others, UT Austin, Rice University, Texas A&M at Galveston
<b>Sealy Center for Environmental Health and Medicine / Galveston Independent School District Bench Tutorials: Scientific Research and Design program</b>	Pairs a high school student with a UTMB graduate student, postdoctoral fellow, or faculty mentor, spending approximately four hours per week in supervised instruction and research from a participating laboratory; provides fully-engaged hard-science collaboration between high school students and UTMB faculty members.	Galveston ISD, Ball High School, Clear Creek ISD, UT MD Anderson, Texas A&M University at Galveston, Texas A&M University at College Station, Texas Education Agency, National Oceanic & Atmospheric Administration, Dr. Leon Bromberg Charitable Trust Foundation

<b>Examples of K-16 Collaborations – U. T. Health-Related Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>Rural Health Education Project</b>	Pecan Valley AHEC provides technical guidance and materials support to schools receiving the award. The Rural Health Careers Education project seeks to assist schools in funding small projects that will enrich or enhance health careers or science, math, technology education and to enrich or develop programs that promote health careers education in rural, resource-poor areas.	Memorial Medical Center—Calhoun County Medical explorers, Nursing School-Lavaca County, Gulf Coast Medical Center—Wharton County Medical Explorer Group, Communities in Schools/Gonzales County, Gonzales Jr. High, Bloomington HS, Sacred Heart School-Lavaca County, Yorktown HS, Cuero HS
U. T. Health Science Center-Houston		
<b>The Center for Academic and Reading Skills (CARS)</b>	CARS is a research center that studies how reading and academic skills develop in normal children, children who are academically underachieving, and children who are disabled because of a variety of problems; identifies effective reading instruction and develop methods for implementing curricula, training teachers, and evaluating how well children respond to different curricula in order to significantly enhance the educational experiences of all children in Texas.	Houston ISD, UT Austin, University of Houston, Yale University—Center for Learning & Attention Disorders
<b>CIRCLE (Center for Improving the Readiness of Children for Learning and Education)</b>	Promotes quality learning environments for young children; provides community-based early childhood programs with neighborhood mentors, parents, and child care agencies. Uses the knowledge gained from years of studying young children to help promote the goals of the Texas Statewide Early Childhood Initiative.	Houston ISD, Spring Branch ISD, Humble ISD, Texas Head Start State Collaborative Office
<b>Science Education Partnership</b>	Provides technical, instructional, and content resources to help public schools in school districts in Houston and in the Lower Rio Grande Valley facilitate classroom instruction designed to meet 5 <sup>th</sup> - 8 <sup>th</sup> grade science standards mandated by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS), and assessed through the Texas Assessment of Knowledge and Skills (TAKS). The program provides preparation for disadvantaged students hoping to go to college; introduces students to the world of biomedical and behavioral sciences in an effort to stimulate career interests in the health professions; contributes to the science education of parents; and supports the professional development of teachers. This partnership was initiated in 2000 and is funded through 2009 by a grant from the National Center for Research Resources, National Institutes of Health.	Spring Branch ISD, Houston ISD, 32 school districts in Brownsville, McAllen, and Harlingen
U. T. Health Science Center-San Antonio		
<b>Saturday Enrichment Program</b>	Faculty of the School of Nursing fosters health careers among underprivileged children of Atascosa County.	Atascosa Health Center
<b>Health Professions Student Pipeline Program</b>	Directs activities (Med Ed, HCOP) in a 38-county region of south Texas toward raising awareness and interest in future careers in the health field among high school and other students.	South Texas Independent School Districts
<b>Graduate School of Biomedical Sciences and Health Careers High School Enrichment Project</b>	Graduate School of Biomedical Sciences works with the San Antonio Health Careers High School to promote interest in research career opportunities, especially in the basic health sciences, through interactions between faculty and the high school students.	Health Careers High School of San Antonio

<b>Examples of K-16 Collaborations – U. T. Health-Related Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. M. D. Anderson Cancer Center</b>		
<b>Summer Program in Biomedical Sciences</b>	Introduces Texas young people to a research environment and provides firsthand experience in the career opportunities available in the biomedical sciences. Students selected for the program are given a rare opportunity to conduct a research project in one of the biomedical disciplines under the guidance of a full-time member of the M. D. Anderson faculty. Emphasis is placed on the importance of the basic principles that form a foundation for scientific investigation.	Houston and area ISDs
<b>Summer Workshop for High School Science Educators</b>	<b>The Core Program</b> provides a combined didactic and laboratory update for high school teachers and provides hands-on experience in one of MDACC's research laboratories. The Master Teacher Program will provide valuable laboratory training and assist science educators using this training to enrich their didactic lectures, plan more effective laboratory demonstrations, and provide teachers an additional opportunity to interact with students at the laboratory bench.	Houston and area ISDs
<b>UT Health Center-Tyler</b>		
<b>Lake Country Area Health Education Center (AHEC)</b> 1. <b>Health Career Promotion</b> 2. <b>Health Education Programs in NE Texas K-12 ISDs</b>	<ol style="list-style-type: none"> <li>1. Provides classroom programs on health careers in age-appropriate manner</li> <li>2. Provides health education programs on hygiene, prevention of drunk driving, nutrition, exercise.</li> </ol>	24 ISDs in NE Texas
<b>Lake Country AHEC "Growing Healthy" – Texas Cancer Council (TCC) grant working with 4, 5,6th grades in 9 counties of NE Texas</b>	Addresses healthy behaviors to prevent/decrease the incidence of cancer in young adults. Addresses smoking prevention, sun safety, and healthy nutrition and exercise. 5545 students reached in 9 counties.	Six ISDs in NE Texas, including towns of: Van, Quitman, Mineola, Gilmer, Pewitt, Pittsburg, Mt. Vernon, Tyler, Mt. Pleasant, Hughes Springs, Daingerfield, Greenville
<b>Childhood Nutrition and Childhood Obesity Prevention</b> 1. <b>Initiative to Improve Childhood Nutrition in TISD</b> 2. <b>Childhood Obesity Prevention Program in WISD</b>	<ol style="list-style-type: none"> <li>1. Collaborates with TISD School Health Advisory Board to improve nutrition in the Tyler Independent School Districts.</li> <li>2. Works with Winona School Board and the Superintendent to establish health programs and to establish initiatives focused on obesity prevention in K-12 children.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tyler Independent School District</li> <li>2. Winona Independent School District</li> </ol>

## Economic Impact: U. T. Health-Related Institutions

See Tables III-4, III-5 and discussion, above, p. III-10.

### Collaborations with Business, Nonprofit, and Community Organizations

The following examples illustrate the wide range of business and community collaborations between U. T. institutions and their communities. Additional examples are available at [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>], and from individual institutions.

**Table III-15**

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. Southwestern Medical Center at Dallas</b>		
<b>University Medical Center Clinical Care Programs</b>	Provides hospital and outpatient services to the North Texas community as the University Medical Center; to more efficiently enhance the patient care within the hospitals and out-patient clinics, jointly seek opportunities for cutting business costs, and integrate management and operational activities.	Zale Lipshy University Hospital, St. Paul University Medical Center
<b>Parkland Health and Hospital Systems (PHHS) Clinical Care Programs</b>	Collaborates in providing high quality medical, hospital, and other health-related services to all; provides health care to the indigent and medically needy of Dallas County; provides services that improve the health of the community; educates future health professionals and scientists.	Parkland Health and Hospital System
<b>Biotech Startup Initiative Project</b>	Works with local and state entities to foster the launch of area biotechnology companies based on UT Southwestern's technologies; creates a biotechnology industry sector. Such a development would provide resources to the institution's scientists, accelerate the translation of basic research into medical products, and increase area employment and revenues. This project has led to the formation of three biotechnology companies, all of which operate in whole or in part in Dallas.	STARTech Early Ventures, Ojai-Goliad Partners, Interwest Partners, City of Dallas, General Land Office
<b>U. T. Medical Branch at Galveston</b>		
<b>Development of a Regional Hospital Response Plan for Bioterrorism and Other Disasters</b>	Enables an integrated and coordinated disaster response by the healthcare facilities in each of 26 regions in the state. The outcome will be a plan for Trauma Services Area-R, to provide shared medical staff, equipment, supplies, services, information, etc.	Multiple hospitals in the region, Texas Department of Health, Trauma Service Area "R"
<b>Austin Women's Hospital</b>	Provides a wide range of women's healthcare services including labor and delivery as well as reproductive and family planning services for the medically underserved women in and around the Austin area. This state of the art hospital facility is located on the fifth floor of Brackenridge / Seton Hospital. UTMB took on the task of running the new women's hospital after Seton Health Networks indicated that it would no longer provide contraceptive services.	City of Austin and Seton Health Network
<b>3 Share Plan</b>	Development of a demonstration project that would provide health benefit coverage for the working uninsured in Galveston County. The program is a cost sharing plan between the employer, employee, and government sources of funding. The cost sharing approach would allow for monthly health premiums to be more affordable. Individuals in the plan would be eligible for primary care	Galveston Chamber of Commerce and Department of Health and Human Services.

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions</b>		
	Illustrative Examples	Collaborators
	and hospitalization as determined by the association members. The plan is aimed at small businesses who have not been able to offer commercial insurance to employees.	
U. T. Health Science Center-Houston		
<b>The University of Texas Health Science Center at Houston Programs in Biotechnology</b>	Creates diagnostic and therapeutic agents that advance the fight against cancer, cardiovascular disorders, and other diseases; jointly develops the UT Research Park for incubation and research in life sciences and related fields.	UT M. D. Anderson, University of Houston, Rice University, Baylor College of Medicine, GE Medical Systems
U. T. Health Science Center– San Antonio		
<b>Clinic at Kids' Place</b>	Develops an innovative community outreach program to improve health in high risk, underprivileged families in the San Antonio area.	House of Neighborly Service
<b>Lower Rio Grande Valley AHEC Center</b>	Establishes a community-based AHEC Center in the Lower Rio Grande Valley that includes collaboration between community and UTHSC-SA representatives focusing on health education and other health promotion efforts targeting the needs of the area residents.	Lower Rio Grande Valley Development Council Corporation
<b>Advancement in Imaging</b>	Leverages funds and equipment to provide a basis for developing cutting-edge research in imaging technology and its applications in health care settings.	Phillips Medical Systems
U. T. M. D. Anderson Cancer Center		
<b>Center for Advanced Diagnostic Imaging</b>	The Center for Advanced Diagnostic Imaging is under design for the UT Research Park. This Center is receiving significant funding from the Texas Enterprise Fund (\$25M) and GE Health Care (\$30M).	UTHSC-Houston, State of Texas, General Electric Health Care
<b>Proton Therapy Center</b>	Construction nearly complete and Hitachi. Ltd, installing and calibrating synchrotron, beam support system and gantries – a process that will take one year. The Proton Center will be only the 3rd in the U.S. In addition to providing the most effective radiation treatment for cancers of the prostate, eye, lung, brain, head and neck, and pediatric cancers, the opportunities for research are extensive.	Hitachi, Ltd. And Hitachi America, Ltd, Sanders Morris Harris, Inc., The Styles Co., the Houston Firefighters' Relief and Retirement Fund and Houston Police Officers' Pension System, project; General Electric Company; Varian Medical Systems; and IMPAC Medical Systems
<b>Prostate Outreach Projects (POP)</b>	Mobile unit provides free prostate cancer screening and has reached into a community at high risk, African American men age 40 and older. MDACC is also teaming with churches to encourage men to participate in a prostate cancer prevention study, the Selenium and Vitamin E Cancer Prevention Trial (SELECT). Four hundred institutions in the US, Canada, and Puerto Rico are recruiting 32,000 volunteers over a five year period.	Proctor & Gamble, more than 40 Houston-area African American churches, Southwest Oncology Group, 400 other institutions.
U. T. Health Center-Tyler		
<b>TDH Tuberculosis Contract</b>	TB patients in Texas are referred to UTHC-T for inpatient treatment of tuberculosis. Through this inpatient management, public safety is maintained, as contagious tuberculosis patients frequently must be isolated in a controlled hospital inpatient	Texas Department of Health

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
	environment. The cure rate for tuberculosis patients hospitalized at UTHC-T is close to 100% with a relapse rate of only 1-2%.	
<b>Northeast Texas Consortium (NETNet)</b>	<p>Provides a high-speed wireless data network designed for distance learning in rural Northeast Texas, linking:</p> <ul style="list-style-type: none"> <li>• 15 higher-education institutions</li> <li>• 17 public school districts</li> <li>• 8 regional hospitals</li> <li>• 5 regional TDH offices or public health districts</li> <li>• 3 regional service centers (20-40+ school districts each)</li> </ul> <p>Increases the options for continuing education programs and medical education programs that may be provided to East Texas from community colleges, upper level universities, and technology colleges.</p>	<p>Various institutions in rural Northeast Texas, including:</p> <ul style="list-style-type: none"> <li>• Rural Hospitals</li> <li>• Higher Education Institutions</li> <li>• Public School Systems</li> <li>• Texas Department of Health</li> <li>• Regional Public Health Districts</li> </ul>
<b>Texas Institute of Occupational Safety and Health (TIOSH®)</b> <a href="http://www.tiosh.org/">http://www.tiosh.org/</a>	The Texas Institute of Occupational Safety and Health is the occupational and environmental medicine program of the UTHC-Tyler. TIOSH was created to offer a total program concept to assist companies and their employees in meeting the goal of a safer and healthier workplace and by design maintains the Health Center's three-pronged mission to provide patient care and to conduct education and research.	Multiple corporate citizens and agencies throughout East Texas, including Carrier Corporation, Kelly Springfield Tire Company, and the Texas Commission on Environmental Quality
<b>Texas College</b> <b>1. The East Texas Project EXPORT Center</b> <b>2. Texas College Community Health Clinic</b>	<ol style="list-style-type: none"> <li>1. Partnering with Texas College, a Historically Black College, to build research capacity focused on health disparities regarding the prevention, diagnosis, and treatment of diabetes, hypertension, and obesity.</li> <li>2. Community Clinic that provides primary health care services for students, staff, faculty at Texas College, as well as other members of the community.</li> </ol>	Texas College
<b>Lake Country AHEC "Nurse Friendly Hospital" Contract</b>	Provide information and resources for rural hospitals (> 100-bed average daily census) to meet criteria for improved work environment to retain as well as recruit nurses to rural and small hospitals across the state.	East Texas AHEC, Texas Nurses Association, Rural Hospitals

### HUB Trends – U. T. Health-Related Institutions

- Between FY 2000 and FY 2004, overall health-related institution HUB expenditures increased by 46.7 percent; U. T. Medical Branch, U. T. M. D. Anderson Cancer Center, and U. T. Health Center-Tyler increased their expenditures by more than 60 percent.
- In dollar amounts, U. T. Southwestern Medical Center, U. T. Medical Branch, and U. T. M. D. Anderson each made total HUB purchases in excess of \$23 million in FY 2004.
- The six U. T. System health-related institutions were all among the top 50 HUB spending agencies in the state in FY 2004. Based on the rate of HUB expenditures they rank 3, 6, 9, 17, 26, and 29.

**Table III-16**

**HUB Trends  
U. T. Health-Related Institutions  
Total HUB Purchases**

	FY 00	FY 04	% Change
SWMC	\$16,422,766	\$23,610,560	43.8%
UTMB	20,940,597	35,263,332	68.4
HSC-H	10,058,235	9,845,452	-2.1
HSC-SA	5,875,305	4,804,709	-18.2
MDACC	31,519,985	50,625,279	60.6
HC-T	1,481,244	2,428,318	63.9
<b>Total Health</b>	<b>\$86,298,132</b>	<b>\$126,577,650</b>	<b>46.7%</b>

*Source: U. T. System Office of HUB Development*

**Table III-17**

**U. T. Health-Related Institutions  
Among Top 50 State  
Spending Agencies FY 2004**

	\$ (millions) spent on HUBs	Rank
MDACC	\$50.6	3
UTMB	35.3	6
SWMC	23.6	9
HSC-H	9.8	17
HSC-SA	4.8	26
HC-T	2.4	29

Private Support – U. T. Health-Related Institutions

Table III-18

Sources of Donor Support by U. T. Health-Related Institution  
(\$ in thousands)

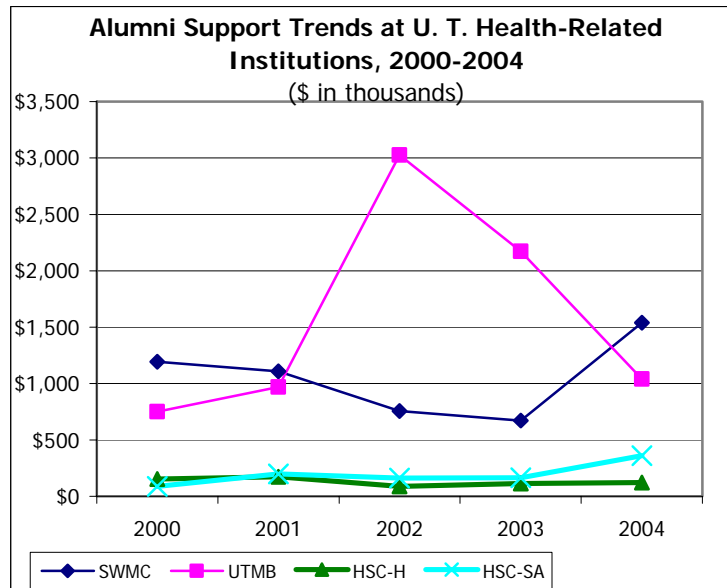
		FY 00 <sup>1</sup>	FY 01	FY 02	FY 03 <sup>2</sup>	FY 04
SWMC	Alumni	\$ 1,195	\$ 1,109	\$ 758	\$ 672	\$ 1,540
	Individuals	27,008	12,204	40,108	4,544	25,822
	Foundations	50,983	50,162	57,429	54,654	74,582
	Corporations	10,672	13,086	13,957	16,431	19,730
	Others	25,175	13,848	5,305	5,471	8,932
	<b>Total</b>	<b>\$115,033</b>	<b>\$90,409</b>	<b>\$117,557</b>	<b>\$81,772</b>	<b>\$130,606</b>
UTMB	Alumni	753	970	3,027	2,173	1,041
	Individuals	2,327	1,043	919	1,528	7,972
	Foundations	27,657	32,502	31,801	30,599	33,779
	Corporations	1,994	1,667	1,832	783	1,483
	Others	2,038	1,968	3,462	2,508	1,887
	<b>Total</b>	<b>\$34,769</b>	<b>\$38,150</b>	<b>\$41,041</b>	<b>\$37,591</b>	<b>\$46,162</b>
HSC-H	Alumni	153	172	89	114	123
	Individuals	4,475	2,184	8,909	2,438	5,727
	Foundations	10,854	13,584	17,469	17,625	21,433
	Corporations	3,373	3,941	3,142	4,919	3,777
	Others	5,025	3,926	5,266	4,551	3,971
	<b>Total</b>	<b>\$23,880</b>	<b>\$23,807</b>	<b>\$34,875</b>	<b>\$29,647</b>	<b>\$35,031</b>
HSC-SA	Alumni	89	198	163	165	360
	Individuals	8,636	6,450	1,385	992	4,641
	Foundations	9,087	18,202	15,729	11,453	10,496
	Corporations	2,337	2,135	6,112	3,563	13,792
	Others	6,350	6,133	7,347	11,602	4,681
	<b>Total</b>	<b>\$26,499</b>	<b>\$33,118</b>	<b>\$30,736</b>	<b>\$27,775</b>	<b>\$33,970</b>
MDACC	Alumni	MDACC did not have alumnae within this reporting period.				
	Individuals	26,588	27,353	26,647	26,100	54,629
	Foundations	23,520	22,226	16,271	19,315	21,564
	Corporations	12,967	10,154	13,545	13,039	11,475
	Others	451	1,852	1,371	1,167	9,259
	<b>Total</b>	<b>\$63,526</b>	<b>\$61,585</b>	<b>\$57,834</b>	<b>\$59,621</b>	<b>\$96,927</b>
HC-T	Alumni	HCT did not have alumnae within this reporting period.				
	Individuals	764	357	532	276	1,787
	Foundations	297	342	347	447	559
	Corporations	34	85	269	68	83
	Others	14	16	2	2	23
	<b>Total</b>	<b>\$ 1,109</b>	<b>\$ 800</b>	<b>\$ 1,150</b>	<b>\$ 793</b>	<b>\$ 2,452</b>
<b>Health-Related Institutions Total</b>		<b>\$264,816</b>	<b>\$247,869</b>	<b>\$283,193</b>	<b>\$237,199</b>	<b>\$345,148</b>

<sup>1</sup>Beginning in 2000, gift totals include certain categories of deferred gifts at face value based on official CAE gift reporting guidelines.

<sup>2</sup>Beginning in 2003, gift totals include certain categories of deferred gifts at present value based on official CAE gift reporting guidelines.

Source: Council for Aid to Education Annual Survey FY 2004; U. T. System Office of the Comptroller.

Figure III-6



## **Service to and Collaborations with Communities: Implications for the Future and Measures for Future Development**

### **Implications for the Future**

- The U. T. System continues to make a strong and positive impact on the communities in which its institutions reside, their surrounding regions, the state as a whole, and the nation.
- The U. T. System will continue its commitment to help improve K-16 education, including documentation of specific outputs in terms of increasing the number of teachers produced and retained in the field. The System will engage in further study of specific approaches to improve K-12 student preparation and success and teacher development.
- As the U. T. System pursues specific collaborative initiatives, such as the San Antonio Life Sciences Institute, Project Emmitt, and the partnership with Texas Instruments and International SEMATECH, it should track the impact of these investments, by tracking grant and contract funding leveraged, patent applications and awards, new start-up companies and jobs created.

### **Measures for Future Development**

- Refine the methodology to assess the U. T. System's impact on K-12 education.
- Expand on economic impact of specific initiatives and investments.
- Develop measures to track and assess continuing and distance education trends.
- Develop measures of citizen awareness and satisfaction of U. T. as a system.
- Develop measures of U. T. System institutions' satisfaction with System Administration services.
- Measure the impact of U. T. System strategic communications.