

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. System 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. After a ten-year high in 2003, teacher production fell in 2004, 2005, and 2006, where it was close to 1997 levels. In 2006, U. T. System academic institutions produced 3,368 certified teachers, almost 14 percent of the teachers trained in Texas that year. 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

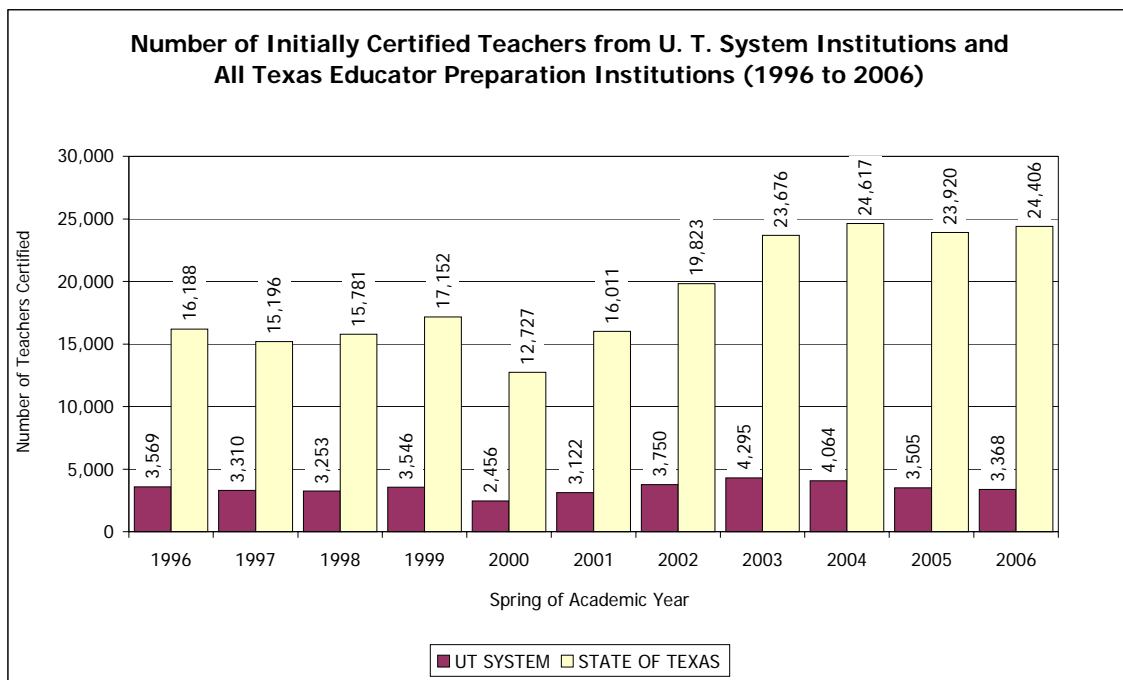


Table III-1

Number of Initially Certified Teachers Produced by U. T. System Institutions, U. T. System, and the State of Texas*

AY	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change: 96 to 06	
												#	%
UTA	328	332	301	251	86	363	490	387	394	320	384	56	17.1%
UT Austin	592	543	489	575	413	451	535	483	400	455	441	-151	-25.5%
UTB/TSC	276	250	263	253	184	251	253	327	304	218	242	-34	-12.3%
UTD	154	116	121	124	89	98	151	260	213	207	227	73	47.4%
UTEP	598	516	523	568	393	431	564	828	763	602	548	-50	-8.4%
UTPA	711	616	629	775	555	641	711	820	888	725	563	-148	-20.8%
UTPB	147	129	113	147	119	177	157	193	256	169	152	5	3.4%
UTSA	484	522	538	570	388	495	643	780	636	632	667	183	37.8%
UTT	279	286	276	283	229	215	246	217	210	177	144	-135	-48.4%
UT System	3,569	3,310	3,253	3,546	2,456	3,122	3,750	4,295	4,064	3,505	3,368	-201	-5.6%
Texas	16,188	15,196	15,781	17,152	12,727	16,011	19,823	23,676	24,617	23,920	24,406	8,218	50.8%

* Includes only teachers produced from Texas preparation programs. Does not include out-of-state teachers.

Source: U. T. System Office of Institutional Studies and Policy Analysis

- Despite an overall decline, several U. T. System academic institutions increased the numbers of teachers they produced from 1996 to 2006:
 - U. T. Arlington by 17 percent.
 - U. T. Dallas by 47 percent.
 - U. T. San Antonio by 38 percent.
- A number of factors contribute to the fluctuations: changes in certification practices; increase in alternative certifications; and, for U. T. Austin, overall enrollment that has limited the number of students admitted to the College of Education.

Figure III-2

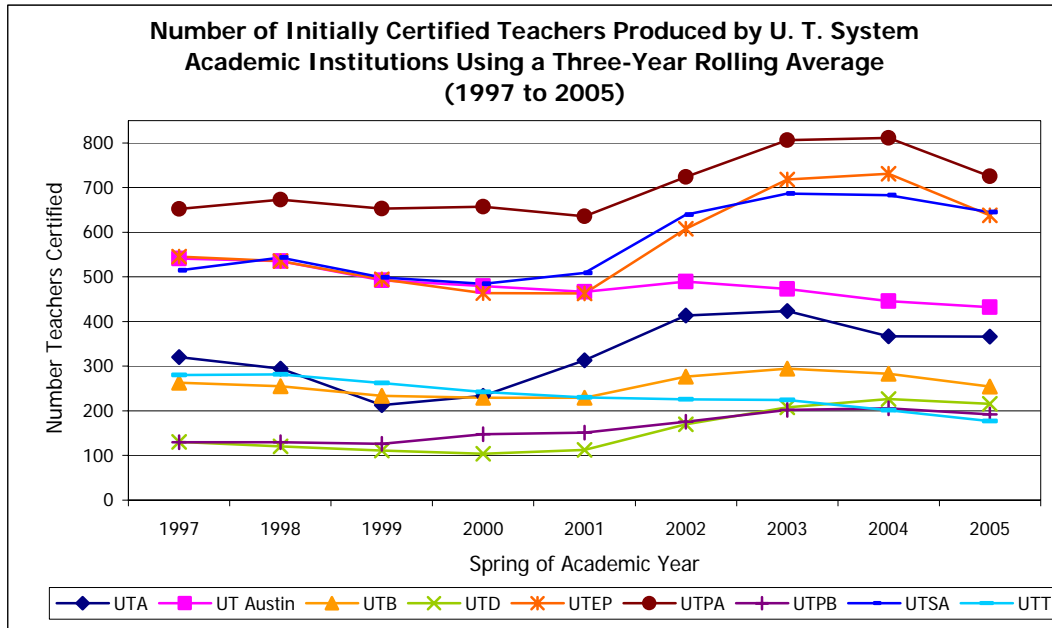


Table III-2

Texas Public School Teacher Employment Rates for U. T. System Institutions (1996-2005)

	Year after certification									
	1	2	3	4	5	6	7	8	9	10
Arlington	80.5%	78.9%	74.7%	69.9%	65.8%	61.7%	57.7%	54.6%	53.1%	50.9%
Austin	69.7	69.0	62.3	56.4	50.9	45.4	41.7	39.6	35.0	31.3
Brownsville	89.6	90.0	87.7	84.0	80.4	77.1	73.2	69.7	69.0	67.8
Dallas	70.7	68.5	65.3	59.5	54.3	49.0	45.3	43.8	39.8	37.0
El Paso	86.3	85.2	82.4	78.7	74.3	70.5	66.1	63.5	59.7	56.9
Pan American	90.5	88.8	85.1	82.0	77.6	73.3	70.7	66.9	63.0	60.9
Permian Basin	80.1	82.7	79.7	76.8	74.8	70.9	69.0	67.2	64.8	66.7
San Antonio	79.2	81.2	78.0	74.7	70.6	66.6	64.3	60.3	55.3	53.3
Tyler	80.3	81.4	79.7	78.2	74.9	72.7	70.5	68.1	63.4	61.6
UT System	81.9	81.7	78.0	74.0	69.8	65.6	62.3	59.3	55.4	53.2
State of Texas	82.0	79.8	75.4	71.1	66.9	62.7	59.2	56.1	53.3	51.2

Note: A teacher is considered employed if they are employed as a teacher in a Texas public school.

Source: U. T. System Office of Institutional Studies and Policy Analysis

This analysis presents a snapshot of the average employment rates for 10 different initial teacher certification cohorts. For example, the year 1 employment rate is the average employment rate for the 10 different initial teacher certification cohorts starting with the 1995-1996 cohort and ending with the 2004-2005 cohort. The year 5 rate is the average employment rate for the five cohorts starting in 1995-1996 and ending with 1999-2000.

Overall, teachers who graduated from U. T. System academic institutions remain employed at somewhat higher rates than the state average. But this rate is declining to just above 53 percent in 2005. Retaining teachers is a significant policy issue for Texas public schools.

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. System academic institutions and the K-12 school community.

Table III-3

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. Arlington		
The Texas Science Careers Consortium	<p>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.</p> <p>Collaborators: UTA, UT Austin, TAMU, Texas Tech, UTEP, UTPA, UTB, UTSA, TAMU-Commerce, Texas State Univ., Tarleton State University, TAMU-Corpus Christi, UH, UTSWMC School of Allied Health, Texas Women's University, ExxonMobil Foundation</p>	
UT Arlington/Hurst-Eules-Bedford ISD Partnership for Excellence in Science and Mathematics	<p>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.</p>	<p>UTA College of Education, UTA College of Science, HEB ISD, and the Sid Richardson Foundation</p>
Advanced Placement Summer Institute	<p>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.</p>	<p>A majority of participants come from the Dallas and Grand Prairie ISDs</p>
U. T. Austin		
Annette Strauss Institute	<p>The Annette Strauss Institute creates more voters and better citizens through a combination of applied research and outreach programs. The Institute collaborates with K-12 educators around the state to create and provide civic education programs and curricular materials for use in high school classrooms. It has worked in 34 schools in 17 districts across the state. In addition the Institute works with professional political and campaign professionals to offer professional training to 18-25 year olds throughout the state of Texas to prepare them to work in government, political campaigns and public service positions.</p> <p>Collaborators: LBJ School, the College of Communication, the College of Liberal Arts, Office of the Provost, K-12 educators across Texas</p>	
College of Education	<p>Now in its 10th year in the College of Education, the Texas Regional Collaboratives for Excellence in Science Teaching is a program that has offered professional development training to around 12,000 Texas science teachers and enhanced the learning experiences of over one million students in over 200 Texas counties. The unique success of the program has been attributed to the strong and lasting partnerships forged between communities, universities, businesses, teachers and schools, all for the express purpose of improving science education and preparing our future workforce for a high-tech world. The program has been emulated by other states and its success has drawn the generous financial support of corporate sponsors such as Shell Oil, Toyota and AT&T, as well as the enthusiastic backing of the Texas Education Agency.</p> <p>Collaborators: TEA, the 20 Education Service Centers, Shell Oil, AT&T, and Toyota. Recently been expanded to the State of Louisiana.</p>	

Examples of K-16 Collaborations – U. T. Academic Institutions

	Purpose and Outcomes	Collaborators
School of Nursing	<p>UT Austin's School of Nursing is collaborating with UT Southwestern in the Clinical Research Scholars Program. A \$9.7 million K-12 roadmap award from the National Institutes of Health funds this multidisciplinary clinical research career development program. The three-year program for junior faculty will provide (1) comprehensive individualized training through a clinical sciences curriculum that spans a broad spectrum of research concepts and methods in order to promote team-based problem solving; (2) in-depth practical multidisciplinary training in the planning, execution, and analysis of clinical research; and (3) effective and committed guidance through the efforts of an experience multidisciplinary mentoring team. A junior faculty member of the UT School of Nursing is among the first class of K-12 Clinical Research Scholars. Senior researchers from the School of Nursing serve on the Multidisciplinary Advisory Committee and the Scholar Selection Committee and will be available to mentor scholars during the program.</p> <p>Collaborators: UTSWMC in the Clinical Research Scholars Program. Baylor College of Dentistry, the Texas Tech University Health Sciences Center School of Pharmacy</p>	
U. T. Brownsville		
Jason Project	<p>Year-long educational enhancement program with focus on curriculum, web-based activities and field research based on scientific expeditions to one of earth's unique environments. Students work "virtually" alongside scientists to emulate current research and technology. Includes professional development for participating teachers. Provides inquiry-style materials to participating teachers to enhance teaching and learning in science, math, engineering, and technology.</p>	<p>Electronic Data Systems, National Geographic Society, Honeywell, Exxon-Mobile, Bechtel, Sun Microsystems, the National Science Center Foundation, Sprint ,Office of Naval Research, NASA, NOAA, U.S. Fish and Wildlife Services, U.S. Forest Service, U. S. Park Service, U.S. Geological Survey, Environmental Systems Research Institute and 24 high schools in Rio Grande Valley.</p>
Engaging Latino Communities for Education (ENLACE)	<p>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.</p>	<p>Kellogg Foundation, Houston Endowment and Brownsville ISD</p>
College Assistance Migrant Program (CAMP)	<p>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.</p>	<p>Thirteen school districts in the UTB/TSC service area</p>
U. T. Dallas		
Lincoln and Madison High Schools SAT and College Preparation Seminar	<p>Prepares students for the SAT exam and to assist high school students in understanding their college options, assessing their goals and obstacles, and completing draft college applications.</p>	<p>Madison High School, DISD. Lincoln High School, DISD</p>
Richardson ISD Advancement Via Individual Determination (AVID) Program	<p>UTD students are employed to work in AVID classrooms to assist the teacher and conduct tutoring sessions. RISD students who participate in the AVID program are typically underachieving students with academic potential who are enrolled in pre-AP or AP course with support through an AVID class.</p>	<p>Richardson ISD Junior and Senior High Schools.</p>
Fort Worth ISD Gulf Coast Initiative	<p>Provides tutorial/ counseling for Katrina and Rita evacuees to assist with daily homework assignments and provide academic enrichment. Assists and informs parents of evacuees of strategies to assist their students and become partners in the educational process.</p>	<p>Fort Worth ISD schools and a major financial corporation.</p>

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. El Paso		
El Paso Collaborative for Academic Excellence	<p>To ensure that all children are successful in school and are prepared to enter and be successful in a four-year college. The Collaborative engages the K-16 education system, the community and other federal, state and private foundations in the reform effort.</p> <p>Collaborators: USDOE, NSF, State of Texas, EXXON - USA, Lucent Technologies, Pew Charitable Trusts, UTEP, El Paso Community College, Region 19 Educational Service Center, El Paso ISD, Ysleta ISD, Socorro ISD, County of El Paso, City of El Paso, Greater El Paso CoC, El Paso Black CoC, El Paso Hispanic CoC, El Paso Inter Religious Sponsoring Organization</p>	
Project STEP UP (Strategic Teacher Education Programs to Uplift the Profession)	To enhance the recruitment of future teachers, and to focus on developing and institutionalizing systemic change in the recruitment, advising, and retention of high quality teachers	U.S. Department of Education, UTEP College of Education (PI), Colleges of Liberal Arts and Science, EPCC, Project ARRIBA, 8 school districts (Ysleta, Canutillo, Socorro, El Paso, Clint, Tornillo, San Elizario, and Fabens), and Region XIX (Head Start)
Project BEEMS (Bilingual Educators Emphasizing and Mastering Standards)	To provide support for teachers working toward their Master's Degree in Bilingual Education with an emphasis on dual language program.	US Department of Education, UTEP College of Education, 9 school districts in the El Paso area which include: El Paso ISD, Canutillo ISD, San Elizario ISD, Gadsden ISD, Fabens ISD, Clint ISD, Ysleta ISD, and Socorro ISD.
U. T. Pan American		
GEAR UP “Si Se Puede” (Yes We Can)	<p>The University of Texas-Pan American currently has two federal GEAR UP grants. Grant I was awarded in 2001 and will end in Fall 2006. Approximately 7,000 students received early college awareness services as did their parents and their teachers. Grant II was awarded in 2005 and will run through 2011. This grant serves 8,950 7th grade students in 28 Rio Grande middle schools and will follow them in a cohort design model through their 12th grade year.</p> <p>The UTPA Project Mission: The mission of GEAR UP is to significantly increase the number of students that are prepared to enter and succeed in post-secondary education.</p> <p>UTPA GEAR UP Goals: (1) Increase the academic performance and preparation for post-secondary education for GEAR UP students; (2) Increase the rate of high school graduation and participation in post-secondary education for GEAR UP students; and (3) Increase GEAR UP student and family knowledge of post-secondary education options, preparation, and financing.</p> <p>Five Major Grant Components and Services Offered By GEAR UP: Academic Preparation; Academic Preparation Support Services; Family and Community Outreach; Professional Development; Higher Education Collaborative</p> <p>Collaborators: Brownsville ISD - Olveria, Vela, Faulk, Garcia, Stillman, and Bisteiro Middle Schools; Edinburg CISD - Memorial, Harwell Middle Schools; Los Fresnos CISD- Liberty Middle School; La Joya ISD - Memorial, Ann Richards, Nellie Schunior, Lorenzo DeZavala, Irene Garcia, Cesar Chavez Middle Schools; La Sara ISD - La Sara Middle School; McAllen ISD – Lincoln, Brown Middle Schools; Mission CISD - Kenneth White Middle School; PSJA ISD - Alamo, Austin, Liberty, San Juan Middle Schools; Raymondville ISD - Myra Green Middle School; Harlingen ISD – Vernon Middle School; Santa Rosa ISD- Jo Nelson Middle School; Weslaco ISD - Cuellar, Mary Hoge Middle School. Corporate partners include: Texas Instruments, Ford Motor Company Fund, City of Edinburg, University of Texas Health Science Center at San Antonio, Princeton Review, Surescore, Kaplan, Univision, Extravision, AVID Program (Advancement Via Individual Determination), International Museum of Art and Science - McAllen, Micro Systems and the UTPA Foundation Board.</p>	
P-16 Collaboration	Facilitate a transition from public high school to higher education.	UTPA, STC, Region One, ISDs

Examples of K-16 Collaborations – U. T. Academic Institutions

	Purpose and Outcomes	Collaborators
Concurrent Enrollment	<p>Concurrent Enrollment allows academically talented high school juniors and seniors to enroll in University courses and receive college credit. Concurrent Enrollment opportunities are offered through both distance learning and on-campus attendance programs. UTPA has formed partnerships with many school districts across South Texas to make Concurrent Enrollment accessible and affordable for qualified students through the High School to University Program. The University works closely with participating districts to place students into appropriate courses and to provide tuition incentives.</p> <p>Collaborators: Brooks County ISD, Brownsville ISD, Donna ISD, Edcouch-Elsa ISD, Edinburg CISD, Faith Christian Academy, Harlingen CISD, Hidalgo ISD, H.O.P.E. for Hidalgo, Jim Hogg County ISD, La Joya ISD, La Villa ISD, Lyford CISD, McAllen ISD, Mercedes ISD, Mission CISD, Oratory Athenaeum for University Preparation, Owens Christian Academy, Pharr-San Juan-Alamo ISD, Progreso ISD, Raymondville ISD, Rio Grande City CISD, Roma ISD, San Benito CISD, San Isidro ISD, San Perlita ISD, Santa Rosa ISD, Sharyland ISD, South Texas ISD, Valley View ISD, Weslaco ISD.</p>	
U. T. Permian Basin		
John Ben Shepperd Public Leadership Institute	<p>Helps Texas develop a new generation of leaders with a desire to perform public service.</p> <p>Reached over 5,000 students in 45 sites in high schools and service organizations throughout Texas in Student Leadership Forums. Developed TEA-approved high school social studies curriculum in leadership. Piloted leadership training for Texas Job Corps participants. Leadership education for Texas Youth Commission in development.</p>	Lower Colorado River Authority, local school districts, education service centers, community colleges, other higher education institutions, service organizations throughout the state, Texas Job Corps Centers, Texas Youth Commission
School of Education, Educator preparation programs	<p>Strengthens qualifications of regional educators and administrators.</p> <p>West Texas Principal Center assists new principal candidates as well as current principals and assistant principals in acquiring new skills, proficiencies and certifications needed to serve regional school districts. Project SHARE prepares highly qualified special education teachers to work with culturally and linguistically diverse students, addressing teacher shortages in this field.</p>	School districts in Ector, Howard, Reeves, Dawson, Pecos, Gaines, Scurry, Martin, Midland counties; U.S. Department of Education
Academic and cultural “Closing the Gaps” opportunities for kindergarten through secondary school students	<p>Provides educational opportunities and incentives for regional students.</p> <p>Annual UTPB Spanish Language Fair (K-12); Yes We Can! Si Se Puede! Youth Conference to promote awareness of college possibilities (8th); Annual Rio Grande Student Computer Animation Competition and Festival (HS); Annual Regional Science Fair (JH-HS), College and Career Empowerment summer youth program (low-income HS)</p>	Area schools and districts, community colleges, civic organizations and local agencies
U. T. San Antonio		
Academy for Teacher Excellence (ATE)	Established by COEHD in 2003 as a hub for community colleges, school districts, and UTSA to collaboratively assess, develop, and implement best practices, educational programs, for pre-service and in-service teachers.	Belinda Flores, (ILT), Alamo Community College District and San Antonio Area School Districts
America Reads/ America Counts Tutoring Program	<p>In October 1997, UTSA joined the America Reads Program. This program is part of the national effort to ensure that all children learn to read well and independently by the third grade by having college work-study students serve as tutors. UTSA's America Reads Tutoring Program is a collaborative effort between the San Antonio ISD, the Office of P-20 Initiatives, and the Office of Financial Aid. Participating schools are all inner-city schools with high populations of minority and economically disadvantaged students surrounding the UTSA Downtown Campus. Since the inception of the program over 5,000 have been served by this program.</p> <p>Collaborators: San Antonio ISD</p>	

Examples of K-16 Collaborations – U. T. Academic Institutions

	Purpose and Outcomes	Collaborators
Louis Stokes Alliance for Minority Participation (LSAMP)	<p>The UT System Louis Stokes Alliance for Minority Participation (LSAMP) Student Research Program has been established with funding from the National Science Foundation. The program provides undergraduate science, technology, engineering, and mathematics students from underrepresented groups and undereducated communities with opportunities to participate in on-going research projects at UTSA. This program has provided over \$50,000 in stipends to upper division students to participate in state of the art research as a research team member in on-going research projects in math, science, engineering, and technology with university professors. Additionally, many of these students have presented their research at state and national conferences, including the SACNAS National Conference.</p> <p>Collaborators: San Antonio College; UTEP; UTPA; UT Austin; UTA; UTB; UTT</p>	
U. T. Tyler		
Tyler GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Department of Educational Leadership and Policy Studies	<p>1) Increase significantly the number of low income students to be prepared to enter and succeed in post secondary education. 2) Increase the rate of high school graduation and participation in post secondary education. 3) Increase student's and their families' knowledge of post-secondary education options, preparation, and financing. 4) Increase the capacity of the identified schools to help all students meet challenging standards.</p>	Tyler ISD (Boulter, Dogan, and Stewart Middle Schools and John Tyler High School.)
Advanced Placement Summer Institute	To prepare Advanced Placement teachers.	UTT, Tyler Junior College, and Tyler ISD
Ingenuity Center	<p>Project Lead The Way (PLTW) is a national non-profit organization established to help schools give students the knowledge they need to excel in high-tech fields. Studies of PLTW's curriculum have proven that PLTW students become the kind of prepared, competent, high-tech employees U.S. industry needs to stay competitive in the global market.</p>	Department of HRD and Technology

Economic Impact: System-Level Perspective

Higher education institutions make a substantial impact on the economy and the quality of life in 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.

The National Studies

It is noteworthy that most metropolitan areas with at least one U. T. System institution are included in the 2005 Milken Institute's Best Performing Cities index, and five of those eleven regions are in the top 100 of large cities and two are in the top 50 of small cities. The index ranks cities based on their economic performance and ability to keep and create jobs.¹

- In the 2005 index, the McAllen-Edinburg area was 4th, up from 18th in 2004, among all top-performing cities.
- Dallas ranked 6th and Houston was 8th among the best-performing of the nation's 10 largest cities.

Table III-4

Milken Institute's Best Performing Cities with U. T. System Institutions				
City	U. T. System Institution	Rank of City		
		2003	2004	2005
Arlington-Ft. Worth	UT Arlington	33	95	80
Austin	UT Austin	59	64	58
Brownsville-Harlingen	UT Brownsville	8	24	98
Dallas*	UT Dallas, UT Southwestern	78	114	125
El Paso	UT El Paso	174	118	133
Galveston	UT Medical Branch	164	145	N/A
Houston*	UT HSC-Houston, UT M. D. Anderson	25	104	129
McAllen-Edinburg	UT Pan American	9	18	4
Midland**	UT Permian Basin ¹	79	85	48
San Antonio	UT San Antonio, UT HSC-San Antonio	78	78	57
Tyler**	UT Tyler, UT HC-Tyler ²	2	11	43

* Among the 10 largest cities, Dallas ranked 6th and Houston 8th.

** Ranking among 179 small cities.

(1) UTPB also closely tied to Odessa, which ranked 127th among small cities in 2005.

(2) UTT and UTHCT also closely tied to Longview, which ranked 58th among small cities in 2005.

Source: Milken Institute, Best Performing Cities 2005, February 2006

¹ DeVol, Ross, Lorna Wallace, and Armen Bedroussian, "Best Performing Cities 2005: Where America's Jobs are Created and Sustained," Milken Institute, February 2006. www.milkeninstitute.org/pdf/best_performing_cities_2005.pdf, downloaded Nov. 8, 2006.

U.S. Census Bureau's *American Community Survey 2005*

Texas ranks 50th in the percent (78.8%) of its population 25 and older with a high school diploma or equivalent. The percentages of the Texas population 25 and older with bachelors or advanced degrees are 25.1 percent and 8.2 percent respectively. This puts Texas at the bottom half of the states in both measures. Texas ranks 38th in median family income with \$49,769, more than \$6,000 less than the national average. Interestingly, six of the top ten states in percent of population with bachelors and masters degrees are also in the top ten highest median family incomes.

The median age in Texas is 33.2, one of the lowest in the country and more than three years younger than the national median. Texas has the second-highest percentage of households with one or more persons under 18 (40%). At the same time, it has one of the lowest percentages (9.6%) of population that is 65 or over. However, more than 17 percent of Texans – and 25 percent of its children under 18 – live below the poverty level. In both cases, this is the sixth-highest percentage in the nation. (More information online at www.census.gov/acs/www/)

All of this has a tremendous impact on the UT System and higher education in the state in general. Texas' growing youth population will become the workforce of tomorrow. To maintain and improve Texas' competitiveness in the nation and the world, however, it is not simply enough to have a younger, larger workforce. That workforce must be well-educated and highly-skilled in order to attract to the state the businesses and industries that bring high-paying jobs. This growing youth population and increasing need for skilled professionals means increasing enrollments for community colleges and universities.

However, resources are already scarce. One of UT System's challenges over the coming decade will be to balance this need for growth with the need to improve excellence. And, with so many of Texas children obviously underprivileged, concerns regarding the accessibility and affordability of higher education are only going to increase.

Impact of the U. T. System

In 2004, the Institute for Economic Development at The University of Texas at San Antonio prepared an economic impact report for The University of Texas System.² The report confirmed and documented the consistent positive correlation between the percentage of college graduates within a state and the per capita income for that state. Regions receive multiple benefits, including short-run economic benefits, on a yearly basis from having a university in their back yard. In addition, as State Demographer Steve Murdock told the Texas Higher Education Coordinating Board in November 2004, "A more educated population also results in less stress on social services, higher family incomes, and increased purchases of consumer goods. If the enrollment gap were closed, it would increase the state's tax revenue by \$21 billion a year."

Overall economic impact. In its host regions, U. T. System adds \$4 billion in personal income with a total impact of \$12.8 billion. The combined employment impact of all 15 U. T. System institutions on their host regions was 215,700 jobs – on-campus employment of 88,000 jobs and 127,700 jobs in the local region supported by the additional economic impact. For every on-campus job, an additional 1.5 jobs are added. The state's \$1.6 billion direct investment brings in a total economic impact of \$2.3 billion from out-of-state resources.

Net Present Value. Another way to look at the state's return on investment is to look at the future earnings impact, or the Net Present Value (NPV) of the future additional earnings by graduates. If 86 percent of the graduates who earned the 34,900 degrees that U. T. System awarded in FY 2004 remained in Texas, the total incremental earnings impact is \$38.4 billion. For every \$1 the state invests in the U. T. System, there is ultimately an additional \$24 of gross, work-life incremental earnings that go into the Texas economy.

² Institute for Economic Development, "Economic Impact Study: A Study of the Economic Impact of The University of Texas System," The University of Texas at San Antonio, March 2005, www.utsystem.edu/News/2005/EcoImpact-FullReport030905.pdf.

In line with the Comptroller’s study on increased earnings for Texas college graduates³, the U. T. System study found that the incremental lifetime earnings for a bachelor’s degree would be about \$1 million more than the average high school graduate’s earnings. This figure is significantly more than the investment costs associated with attending college.

Table III-5

The U. T. System Annual Impact on Regional Economies				
Expenditures	Initial Direct Spending	Output Impact [Initial+Recirculated]	Personal Income Impact*	Employment Impact*
Operations	\$2,333,000,000	\$3,670,000,000	\$1,400,000,000	137,400
Capital	1,212,000,000	1,969,000,000	737,000,000	20,600
Faculty/Staff	4,184,000,000	5,703,000,000	1,400,000,000	40,500
Student	975,000,000	1,467,000,000	476,000,000	17,200
Total	\$8,704,000,000	\$12,809,000,000	\$4,013,000,000	215,700

* Direct employment by the U. T. System institutions included in the operations impact. Employment includes full and part-time jobs. Personal income impact is included in the output impact.

Source: U. T. System Economic Study, March 2005

Health care impact. U. T. System’s six health-related institutions add almost \$7.7 billion and 112,200 jobs into their local regions. This is nearly 60 percent of the total U. T. System impact and more than half of the overall job impacts. In FY 2004, medical services, including hospital inpatient and outpatient services and physician services, performed by U. T. System health-related institutions were valued at \$5.8 billion. This includes nearly \$1.3 billion in uncompensated health care.

Impact of U. T. System institutions. The U. T. System institutions make an invaluable impact on their region, the state, and the nation. U. T. M. D. Anderson, U. T. Austin, and U. T. Medical Branch have the largest impact in dollar amounts and jobs added or supported. These three institutions alone make up more than 50 percent of the total U. T. System impact in all four categories.

³ Strayhorn, Carole Keeton. Office of the Comptroller *Special Report*, “The Impact of the State higher Education System on the Texas Economy,” January 2003. www.window.state.tx.us/specialrpt/highered03/highered03.pdf

Table III-6

The U. T. System Annual Impact by Institution on Regional Economies				
Institutions	Initial Direct Spending	Output Impact (Initial+Recirculated)	Personal Income Impact*	Employment Impact*
Arlington	\$402,122,707	\$616,820,092	\$197,600,558	10,797
Austin	1,774,833,463	2,436,290,297	704,168,283	49,123
Brownsville/TSC	109,797,458	148,297,156	44,084,169	3,937
Dallas	232,526,742	348,245,145	110,695,673	6,274
El Paso	323,960,651	463,002,277	140,191,363	9,886
Pan American	187,555,647	250,788,908	72,154,543	6,581
Permian Basin	51,414,276	71,945,468	21,648,298	1,551
San Antonio	380,531,198	599,698,899	195,559,659	10,862
Tyler	80,307,464	118,714,998	36,484,207	2,369
Total Academic Institutions	\$3,543,049,606	\$5,053,803,240	\$1,522,586,753	101,380
Southwestern	\$834,055,306	\$1,249,974,844	\$404,592,062	16,730
Medical Branch	1,205,094,634	1,786,422,917	551,032,439	27,672
HSC-Houston	546,199,309	809,401,442	249,100,955	11,801
HSC-San Antonio	458,100,969	679,922,073	201,861,094	12,337
M. D. Anderson	1,936,397,455	2,969,900,423	1,004,858,050	40,114
HC-Tyler	126,848,375	179,954,448	51,444,332	3,517
Total Health-Related Institutions	\$5,106,696,048	\$7,675,576,147	\$2,462,888,932	112,171

* Direct employment by the U. T. System institutions included in the operations impact. Employment includes full and part-time jobs. Personal income impact is included in the output impact.

Source: U. T. System Economic Study, March 2005

Regional Impact of Higher Education. According to a 2006 study sponsored by the Higher Education Council of San Antonio⁴, the ten largest colleges and universities in San Antonio – which includes both U. T. San Antonio (the largest) and U. T. HSC-San Antonio – contributed \$2.2 billion in total economic impact to the area in 2004. Direct spending by these ten institutions on operating expenses, capital improvements, and salaries and benefits, as well as spending by non-local students, made up \$1.5 billion. Indirect spending, resulting from the multiplier effect of direct spending, contributed nearly \$800 million. U. T. HSC-San Antonio’s research expenditures and well-paid faculty mean that it accounts for one-third of all higher education spending in the area.⁵

The ten largest institutions accounted for 89 percent of the 100,000 students enrolled in San Antonio’s 31 institutions of higher education; U. T. San Antonio and U. T. HSC-San Antonio enrolled nearly one-third of students enrolled in San Antonio institutions. These ten institutions employed 17,000 faculty and staff and, through secondary spending, contributed to nearly 8,000 additional jobs.

⁴ “The Economic Impact of San Antonio’s Institutions of Higher Education,” Center for Community and Business Research at the U. T. San Antonio Institute for Economic Development, November 2006 <www.iedtexas.org/ccbr>.

⁵ Hendricks, David, “Higher education contributes mightily to economy – we need more,” *San Antonio Express-News* 21 Nov. 2006, 22 Nov. 2006 <<http://www.mysanantonio.com/news/education/stories/MYSA112206.01D.hendricks.2715ef5.html>>.

Collaborations with Business, Nonprofit, and Community Organizations

The following examples illustrate the wide range of business and community collaborations between U. T. System academic institutions and their communities.

Table III-7

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. Arlington		
NSF GOALI-MEMS-Based Sensors and Actuators for Medical and Biological Applications	Designs, fabricates, and tests in vivo novel microelectro-mechanical system 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, Respironics, Inc., InterMEMS, Inc., Microfab, Inc.
Texas Manufacturing Assistance Center	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.	UTEP, UTPA, UH, Texas Tech University, TAMU, National Institute of Standards and Technology, Manufacturing Extension Partnership, Southwest Research Institute, Santech Industries, PressCut Industries, Williams-Pyro
Arlington Technology Incubator	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
U. T. Austin		
School of Architecture	UT "SolarD" is a design/build collaborative project based at the UT Austin School of Architecture. The UT team competed in the 2005 national competition coming in 5th place, and was subsequently invited to participate in the 2007 competition. Work on this latest project began in the Fall 2006. A design for the house and energy systems was recently completed. The interdisciplinary team of students, faculty and industry partners are dedicated to a synthesis of process between design, analysis, construction, testing and public demonstration of market-ready dwellings that integrate human, natural and technological systems, are adaptable by design, and entirely powered by the sun.	U.S. Department of Energy National Renewable Energy Laboratory and industry partners predominantly in the photovoltaics and building materials industries.
McCombs School of Business – Jump Start Program	The Jump Start Program is an innovative, long-term strategy between 7 world-class companies and 1 world-class MBA program designed to increase diversity in management. Undergraduate seniors who are academically qualified for the McCombs MBA program but lack the required work experience have an opportunity to apply for one of the identified Jump Start jobs with a partner company. Once offered a full-time job, they apply to the MBA program and are given strong consideration for deferred admission based on their GMAT scores, application and essays. The applicant must also fulfill a successful three-year work commitment with the partner company. As corporations strive to increase diversity at the most senior level, the Jump Start program provides a ground-breaking solution. For additional information, please visit http://mba.mcombs.utexas.edu/jumpstart	UT Austin's McCombs School of Business, AT&T, BMC Software, Deloitte Consulting, Frito-Lay North America, JP Morgan Chase, TXU, and Wells Fargo

Examples of Collaborations with Business, Nonprofit, and Community Organizations
U. T. Academic Institutions

	Purpose and Outcomes	Collaborators
School of Architecture	The School of Architecture's Center for Sustainable Development (CSD) is working in collaboration with The Galveston Bay Estuary Program (GBEP), and more than 40 stakeholder organizations that make up the Galveston Bay Council, to design and conduct a long-range and strategic plan for GBEP, a community and stakeholder outreach program. Additionally CSD will assist GBEP in developing a performance measurement program.	Texas Commission on Environmental Quality, Galveston Bay Estuary Program, Galveston Bay Council, and many other agencies and non-profit organizations
U. T. Brownsville		
Cross Border Institute for Regional Development	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 and Instituto Tecnológico y de Estudios Superiores de Monterrey
Center for Civic Engagement	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. Collaborators: 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	
International Innovation Center (IIC)	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. Collaborators: 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	
U. T. Dallas		
Texas Instruments Semiconductor Plant	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. Collaborators: UTD, Texas Instruments, State of Texas, City of Richardson, Collin County, Plano ISD.	
Digital Forensics and Emergency Preparedness Institute	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.
Dallas Cochlear Implant Program	Diagnoses the needs and prospects of deaf children for cochlear implants; to carry out research and apply treatment on correction of profound hearing loss in children.	UT Southwestern Medical Center, Children's Medical Center

**Examples of Collaborations with Business, Nonprofit, and Community Organizations
U. T. Academic Institutions**

	Purpose and Outcomes	Collaborators
U. T. El Paso		
Labor Cluster Studies	Labor cluster studies of El Paso County, Dona Ana, and Cd. Juarez to determine workforce demands and training needs for emerging and targeted industries.	Upper Rio Grande Workforce Development Board, University of Illinois at Urbana-Champaign, Center for Regional Economic Competitiveness affiliated with George Mason University School of Public Policy
Border Counties in Transition	Analysis of multiple data sets to determine how southern border counties compare to the 50 states in terms of socio-economic characteristics.	U.S.-Mexico Border Counties Coalition
Comprehensive Economic Development Strategy for West Texas	Assessment of current state of the economy and forecast to 2020 of key economic and labor force issues for the 6 counties of West Texas. Federally mandated planning document	Upper Rio Grande Council of Governments
U. T. Pan American		
Center for Border Economic Studies (CBEST)	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.
Mexican Business Information Center (MBIC)	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.
Texas Manufacturing Assistance Center (TMAC)	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.	UTEP, UH, Texas Tech University, National Institute of Standards & Technology, TAMU, Manufacturing Extension Partnership, Southwest Research Institute, Local Manufacturers
U. T. Permian Basin		
Center for Energy and Economic Diversification (CEED)	Supports energy industry and development of infrastructure for alternative energy technologies through federal and state grants and contracts. Housed FutureGen West Texas Task Force and participated in national winning bid to be one of only four locations considered for site of FutureGen, \$1 billion energy facility initiative sponsored by the U.S. Department of Energy and FutureGen Alliance. 70 counties in West Texas served by Export Assistance Center. Received grant to scan and digitize logs of University Lands.	Public-private partnerships; U.S. Dept. of Commerce, La Entrada al Pacifico and Port-to-Plains development coalitions; FutureGen Alliance, FutureGen Texas; Bureau of Economic Geology at UT Austin; UT System University Lands
High-Temperature Teaching and Test Reactor (HT³R) Energy Research Facility	Collaboration of area governments, UT System institutions, General Atomics, other industry representatives to build HT ³ R facility in Andrews County. Pre-conceptual design phase of major test platform implementing DOE initiatives for energy security and nuclear non-proliferation. HT ³ R will investigate new frontiers in applications of high-temperature materials, processes, nuclear science and engineering research and development; will train engineers and scientists in new technologies.	General Atomics; Andrews County, cities of Andrews, Midland, Odessa; UT System, UTA, UT Austin, UTD, UTEP; Thorium Power, Inc; Sandia National Laboratory

**Examples of Collaborations with Business, Nonprofit, and Community Organizations
U. T. Academic Institutions**

	Purpose and Outcomes	Collaborators
UTPB Small Business Development Center (SBDC)	Partners with the Space Alliance Technology Outreach Program (SATOP) to offer 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		
San Antonio Restorative Justice Initiative	<p>The San Antonio Restorative Justice Initiative is a consortium composed of representatives from nearly 30 local justice system agencies, community social service organizations, educational institutions and faith based organizations all of which are interested in promoting restorative justice as a viable policy option to traditional justice system policies and practices. An extension of this effort is the recent Offender Reentry series co-sponsored by the College of Public Policy, Department of Criminal Justice and KLRN the local public broadcasting system channel. A grant project seeking funds to conduct a 5 year research project to assess the impact of restorative justice practices on high crime neighborhoods is being prepared. The San Antonio Restorative Justice Initiative has been in meeting monthly since the Fall of 2001.</p> <p>Collaborators: College of Public Policy, Department of Criminal Justice and KLRN the local public broadcasting system channel</p>	
Employer Education Council (EEC)	<p>San Antonio's Employer Education Council (EEC) is a community partnership of employers and educators with the assistance of the City of San Antonio. The EEC is dedicated to helping today's children live life with character and to helping San Antonio develop a greater workforce by fostering deeper relationships between employers and educators. The goal of Better Jobs is to link education, job training, and economic development to create a better-educated workforce and a stronger community, for they will be our leaders of tomorrow. As a result, The Live It! Learn It! Character development campaign focusing on six value characteristics such as: dependability, civic responsibility, integrity, respect, caring and fairness has gained support in over 75 elementary, middle, junior and high school campuses throughout San Antonio affecting over 40,000 students.</p> <p>Collaborators: Alamo WorkSource ,Azuca Nuevo Latino Restaurant, Ben's Vending Service Inc., Brehm, Havel & Company L.L.P., Cancer Therapy & Research Center, City of San Antonio, CMI, Corporate Technologies , El Sol Bakery, Frost Bank, George Geis & Associates, Jefferson Bank, La Mansion del Rio, Lockheed Martin, Quality Mattress Company, Respite Care of San Antonio , SBC, San Antonio Express News, San Antonio Spurs, SchooLocker, Southwest General Hospital, Straus-Frank , Stynchula & Associates, UTSA, Valero Energy, Wendy's, Alamo Heights ISD, Archdiocese of San Antonio Catholic Schools, Career Plus Learning Academy, East Central ISD, Edgewood ISD, Eleanor Kolitz Academy, Fort Sam Houston ISD, Guardian Angel Performance Arts Academy, Harlandale ISD, Jubilee Academic Center, Judson ISD, Lackland ISD, La Escuela De Las Americas, North East ISD, Northside ISD, San Antonio ISD, Somerset ISD, South San Antonio ISD, Southside ISD, Southwest ISD, St. Mary's Hall</p>	

Examples of Collaborations with Business, Nonprofit, and Community Organizations
U. T. Academic Institutions

	Purpose and Outcomes	Collaborators
San Antonio Making Mentoring a Partnership (SAMMAP)	<p>Established as a community-wide initiative in 1998 by the greater San Antonio Chamber of Commerce, San Antonio. Making Mentoring A Partner (SAMMAP) has become a nationwide model of a successful business and community educational effort. As of August 2005, over 43,000 students have been mentored from grades K-12 from throughout Bexar County with the cooperation and assistance of over 75 area businesses. SAMMAP has enabled UTSA to act as a liaison between the business community, mentor provider organizations, and area schools.</p> <p>Collaborators: Big Brothers Big Sisters, Boy Scouts - Learning for Life, City Year San Antonio, Communities In Schools, Fort Sam Houston Mentoring Program, Junior Achievement, Alliance Data Systems, Martin Marietta Materials, Bank of America, OASIS Intergenerational, Beacon Hill Presbyterian Church, Omni San Antonio Hotel, Orthopaedic Surgery Associates of San Antonio, Boeing, Broadway National Bank, Pape Dawson Engineers, Brooks Air Force Base, Qwest Communications, Carneiro Chumney & Associates, S.A. City Employees Fed Credit Union, Central Christian Church, First Mark Credit Union, Citicorp Bank, San Antonio Express News, City of San Antonio, San Antonio North Chamber of Commerce, Clarke American, Inc., Clear Channel Communications, Sea World of Texas, Downtown Rotary Club, Southwestern Bell, Executive Women International, Sterling Bank, Family Service Association, Southwest Business Corp., First Baptist Church, Temple Beth El, First Presbyterian Church, Tesoro, Frost Bank, Texas Workforce Commission-SER, HB Zachry Corp., The Greater San Antonio Chamber of Commerce, H-E-B, JP Morgan Chase, The San Antonio Spurs, Junior League of San Antonio, Time Warner Cable, Trinity Baptist Church, KENS-5, United Way, KLRN TV 9, University Health System, KVDA-TV 60, KWEX 41, USAA, La Prensa, Valero Energy Corp, Lockheed Martin, Nationwide Insurance, SAWS, City Public Service, Air Force Village, Omega Psi Phi Fraternity, Roosevelt High School, Methodist Health Care System, SW Research Credit Union, LMKAC, WOAI News 4, Walgreen's, Luby's Cafeterias, Inc, YMCA, Madison Retirement Community, Alamo Heights ISD, Archdiocese of San Antonio Catholic Schools East Central ISD, Edgewood ISD, Fort Sam Houston ISD, Harlandale ISD, Judson ISD Lackland ISD, North East ISD, Northside ISD, San Antonio ISD, Somerset ISD, South San Antonio ISD, Southside ISD, Southwest ISD.</p>	
U. T. Tyler		
Hispanic Business Center and Research Program	Increases the number of successful Hispanic-owned businesses and the number of Hispanic students at UT Tyler; conduct 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.	TDHCA (Texas Department of Housing and Community Affairs), Southside Bank, John Soules Foods, Cox Communications, SBA, Tyler Area Chamber of Commerce, BBB
East Texas Rural Fiscal and Physical Outreach Program-- College of Nursing and Health Sciences and College of Business and Technology	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.	UTT, UTHCT, Lake Country AHEC, Texas Department of Health
Internships, preceptor courses, BSN and MSN degree access—College of Nursing and Health Sciences	Provide career mobility for employees working full time and unable to otherwise attend school.	Methodist Health Care System, VA System for Georgia and Florida,

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-8

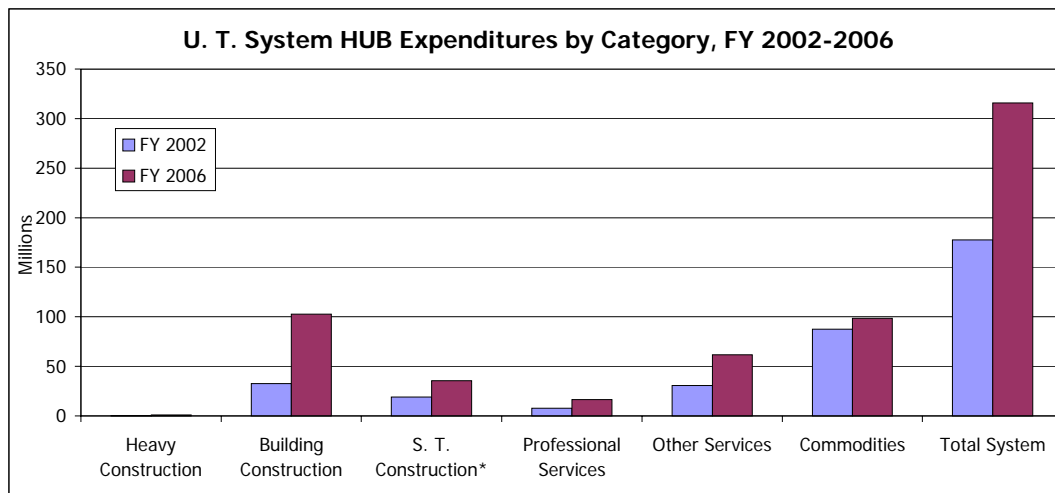
System-wide HUB Trends by Category

		System Total			Overall HUB Goal
		Total Expenditures	Total HUB Expenditures	Total HUB Expenditures	
FY 2002	Heavy Construction	831,480	163,075	19.6%	11.9%
	Building Construction	314,736,965	32,536,894	10.3	26.1
	S. T. Construction*	81,168,432	19,009,281	23.4	57.2
	Professional Services	73,502,466	7,664,056	10.4	20.0
	Other Services	310,443,349	30,696,776	9.9	33.0
	Commodities	710,048,397	87,383,737	12.3	12.6
	Total System	\$1,490,731,089	\$177,453,819	11.9%	
FY 2006	Heavy Construction	4,696,545	881,655	18.8%	11.9%
	Building Construction	524,947,194	102,776,459	19.6	26.1
	S. T. Construction*	138,536,708	35,416,209	25.6	57.2
	Professional Services	77,699,398	16,587,516	21.3	20.0
	Other Services	496,518,054	61,622,918	12.4	33.0
	Commodities	1,250,949,935	98,514,403	7.9	12.6
	Total System	\$2,493,347,834	\$315,799,160	12.7%	
Total State	\$12,567,300,595	\$1,725,980,161	13.7%		

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

Source: U. T. System Office of HUB Development

Figure III-3



- From FY 2002 to FY 2006, the U. T. System has increased its HUB procurement expenditures from 11.9 percent to 12.7 percent of total expenditures.
- In FY 2006, the U. T. System exceeded overall HUB goals in procurement expenditures for heavy construction and professional services.
- Between 2002 and 2006, total U. T. System HUB expenditures increased by 78 percent, driven by an increase in HUB heavy construction, building construction, and professional and other services.

HUB Trends – U. T. System Academic Institutions

Table III-9

HUB Trends at U. T. Academic Institutions			
	Total HUB Expenditures		% Change FY 02-06
	FY 02	FY 06	
Arlington	6,783,157	\$9,502,965	40.1%
Austin	20,130,996	38,029,344	88.9
Brownsville/TSC	1,390,396	3,124,878	124.7
Dallas	8,085,786	13,337,936	65.0
El Paso	2,439,757	9,120,998	273.8
Pan American	3,100,393	4,934,662	59.2
Permian Basin	406,412	844,012	107.7
San Antonio	8,325,697	10,379,597	24.7
Tyler	793,499	3,735,291	370.7
Total Academic	\$51,456,093	\$93,009,683	80.8%

Source: U. T. System Office of HUB Development

- Between FY 2002 and FY 2006, total HUB expenditures at the U. T. System academic institutions increased by 81 percent, with increases over 50 percent at seven of the nine campuses.
- The increase in HUB expenditures from 2002 to 2006 at U. T. Brownsville and U. T. Permian Basin was over 100 percent and over 200 percent at U. T. El Paso and U. T. Tyler.

- Six U. T. System academic institutions are included in the list of the top 50 spending agencies in the state. They rank 47 or above based on the measure of highest HUB expenditure rate.
- Five 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.

Table III-10

U. T. Academic Institutions Among Top 50 State Spending Agencies, FY 2006		
	\$ (millions) spent on HUBs	Rank
Austin	\$38.0	8
Arlington	\$9.5	25
Dallas	\$13.3	31
San Antonio	\$10.4	34
El Paso	\$9.1	37
Pan American	\$4.9	47

Source: U. T. System Office of HUB Development

Table III-11

U. T. Academic Institutions Among Top 25 State Spending Agencies of Over \$5 Million, FY 2006		
	\$ (millions) spent on HUBs	Rank
Tyler	\$3.7	11
Dallas	\$13.3	14
San Antonio	\$10.4	19
El Paso	\$9.1	21
Brownsville	\$3.1	25

Source: U. T. System Office of HUB Development

Private Support – U. T. System Perspective

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

Table III-12

Summary Giving Trends: Sources of Donor Support¹					
(\$ in thousands)					
	FY 02	FY 03 ²	FY 04	FY 05	FY 06
<u>Summary by Institution</u>					
Arlington	\$5,459	\$6,251	\$4,709	\$4,995	\$5,829
Austin	155,312	305,040	252,175	140,239	176,497
Brownsville/TSC	3,098	1,355	1,497	923	1,100
Dallas	4,876	6,853	12,220	15,339	16,668
El Paso	19,893	14,313	14,829	17,112	13,703
Pan American	7,633	3,898	13,384	5,975	5,183
Permian Basin	1,285	864	2,563	1,775	3,500
San Antonio	5,150	5,748	8,805	7,693	9,244
Tyler	3,184	6,763	4,534	6,315	1,876
Total Academic	\$205,890	\$351,085	\$314,716	\$200,366	\$233,600
SWMC	\$117,557	\$81,772	\$130,606	\$103,213	135,819
UTMB	41,041	37,591	46,162	33,102	36,250
HSC-H	34,875	29,647	35,031	37,742	35,661
HSC-SA	26,853	25,115	22,683	25,017	24,494
MDACC	57,834	59,621	96,927	79,278	96,225
HC-T	1,150	793	2,452	4,844	1,085
Total Health-Related	\$279,310	\$234,539	\$333,861	\$283,196	\$329,534
System Administration	\$946	\$1,384	\$915	\$4,953	\$3,131
System-wide Total	\$486,146	\$587,008	\$649,492	\$488,515	\$566,265
<u>Summary by Source</u>					
Alumni	\$52,639	\$212,748	\$125,078	\$42,726	\$53,400
Individuals ³	113,956	63,198	156,117	116,509	147,307
Foundations	200,197	199,432	217,092	214,856	218,762
Corporations	92,814	79,921	116,993	90,930	99,407
Others ⁴	26,540	31,709	34,212	23,494	47,389
Total	\$486,146	\$587,008	\$649,492	\$488,515	\$566,265

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

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

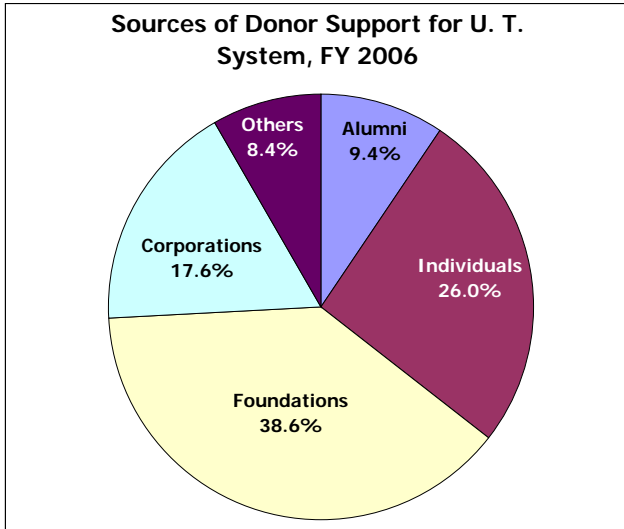
³Individuals = Parents and Other Individuals in Council for Aid to Education reports.

⁴Others = Fund Raising Consortia + Other Organizations.

Source: Council for Aid to Education Annual Survey, FY 2005; U. T. System Office of the Comptroller

- Accounting changes noted above prevent specific longitudinal comparisons in the years from 2002 to 2006. Total private philanthropic support of U. T. System institutions has increased over this period to nearly \$570 million. Although donor support has not returned to the peak of nearly \$650 million in FY 2004, FY 2006 saw an almost 16 percent increase over FY 2005.
- Since 2003, alumni giving has declined the greatest amount (75%), although it has rebounded almost 25 percent over the FY 2005 level. Giving by all combined sources except alumni has increased by 37 percent from 2003 to 2006: individual contributions growing 133 percent, foundation giving by almost 10 percent, corporate giving by almost 25 percent, and others by almost 50 percent.

Figure III-4



- Alumni giving is down from 36.2 percent of all voluntary support in 2003 to 9.4 percent of the total in 2006. However, there was a slight increase from 2005 to 2006. Nationally, alumni support represents about 27 percent of total donor support.
- Support from individuals (which includes parents and other non-alumni) has increased from 10.8 percent in 2003 to 26.0 percent in 2006.
- Foundation support as a percent of total giving also increased from 2003 to 2006, from 34.0 percent to 38.6 percent, although the 2006 number is a decline from 44.0 percent in 2005. This is higher than the national average of 27 percent.
- From 2003 to 2006 corporate giving as a share of all giving increased from 13.6 percent to 17.6 percent. This is in line with national averages.
- Contributions from others includes fund-raising consortia and other organizations. This has increased from 5.4 percent of the total in 2003 to 8.4 percent in 2006.

Table III-13

Total Voluntary Support / Highest 20 / FY 2005

1	Stanford University	\$603,585,914
2	University of Wisconsin - Madison	595,215,891
3	Harvard University	589,861,000
4	University of Pennsylvania	394,249,685
5	Cornell University	353,931,403
6	Columbia University	341,140,986
7	University of Southern California	331,754,481
8	Johns Hopkins University	323,100,408
9	Indiana University	301,060,946
10	University of California, San Francisco	292,932,382
11	Yale University	285,706,955
12	University of California, Los Angeles	281,552,472
13	Duke University	275,815,542
14	University of Minnesota	265,498,507
15	University of Washington	259,118,639
16	University of Michigan	251,353,272
17	New York University	247,126,717
18	Massachusetts Institute of Technology	206,007,428
19	Ohio State University	204,598,172
20	University of California, Berkeley	198,863,654

Source: Council for Aid to Education's Voluntary Support of Education Survey Report, 2006, www.cae.org/vse

- The Council for Aid to Education's top 20 institutions with the highest donor support all raised more than \$198 million in voluntary support in 2005. No UT System institution was included in that top 20. However, U. T. Austin ranked 12 in the 2005 rankings among all institutions in total voluntary support, second among all national public research universities after UCLA.
- According to the Council for Aid to Education 2006 ranking, within Texas, eight U. T. System institutions ranked in the top 20 in voluntary support: U. T. Austin (2), U. T. Southwestern Medical Center (3), U. T. M. D. Anderson Cancer Center (4), U. T. Health Science Center-Houston (8), U. T. Health Science Center-San Antonio (10), U. T. Medical Branch (11), U. T. El Paso (15), and U. T. Dallas (16). Among public Texas institutions, 13 U. T. System institutions were in the top 20.

Private Support – U. T. System Academic Institutions

Table III-14

Sources of Donor Support by U. T. Academic Institution¹		(\$ in thousands)				
		FY 02	FY 03	FY 04	FY 05	FY 06
Arlington	Alumni	\$493	\$395	\$562	\$646	\$959
	Individuals	589	669	730	1,888	1,071
	Foundations	994	3,211	1,004	836	1,100
	Corporate	2,979	1,654	1,966	1,366	2,466
	Others	404	322	447	259	233
	Total	\$5,459	\$6,251	\$4,709	\$4,995	\$5,829
Austin	Alumni	\$44,941	\$206,166	\$118,165	\$35,251	\$45,819
	Individuals	26,376	16,719	28,286	15,645	21,955
	Foundations	46,521	47,827	40,146	45,050	49,957
	Corporate	33,259	27,229	59,404	40,700	48,061
	Others	4,215	7,099	6,174	3,593	10,705
	Total	\$155,312	\$305,040	\$252,175	\$140,239	\$176,497
Brownsville/TSC	Alumni	\$88	\$56	\$205	\$27	\$284
	Individuals	671	381	332	181	283
	Foundations	2,004	577	415	179	188
	Corporate	331	341	524	520	278
	Others	4	NA	21	16	67
	Total	\$3,098	\$1,355	\$1,497	\$923	\$1,100
Dallas	Alumni	\$603	\$566	\$1,144	\$1,180	\$413
	Individuals	622	679	6,259	2,869	8,871
	Foundations	1,592	2,593	2,400	6,981	4,587
	Corporate	1,483	2,539	1,879	3,787	2,204
	Others	576	476	538	522	593
	Total	\$4,876	\$6,853	\$12,220	\$15,339	\$16,668
El Paso	Alumni	\$1,756	\$1,616	\$1,103	\$2,459	\$1,513
	Individuals	2,614	1,039	1,552	2,093	2,110
	Foundations	6,265	6,542	6,145	7,745	4,859
	Corporate	7,404	4,455	5,765	4,644	4,928
	Others	1,854	661	264	171	293
	Total	\$19,893	\$14,313	\$14,829	\$17,112	\$13,703
Pan American	Alumni	\$52	\$73	\$54	\$74	\$151
	Individuals	540	753	11,388	1,621	545
	Foundations	537	324	489	1,320	1,845
	Corporate	6,343	2,623	1,398	2,709	2,521
	Others	161	125	55	251	121
	Total	\$7,633	\$3,898	\$13,384	\$5,975	\$5,183
Permian Basin	Alumni	\$27	\$25	\$33	\$49	\$60
	Individuals	519	152	1,907	685	498
	Foundations	117	333	464	736	561
	Corporate	555	333	138	286	866
	Others	67	21	21	19	1,515
	Total	\$1,285	\$864	\$2,563	\$1,775	\$3,500
San Antonio	Alumni	\$197	\$92	\$204	\$831	\$211
	Individuals	713	510	1,240	467	3,012
	Foundations	2,600	3,347	3,199	3,002	3,458
	Corporate	1,305	1,592	3,827	2,884	1,717
	Others	335	207	335	509	846
	Total	\$5,150	\$5,748	\$8,805	\$7,693	\$9,244
Tyler	Alumni	\$29	\$27	\$36	\$40	\$45
	Individuals	2,418	5,874	3,578	4,707	896
	Foundations	455	495	345	958	401
	Corporate	232	322	272	603	517
	Others	50	45	303	7	17
	Total	\$3,184	\$6,763	\$4,534	\$6,315	\$1,876
Total Academic		\$205,890	\$351,085	\$314,716	\$200,366	\$233,600

¹Based on official CAE gift reporting guidelines, beginning in 2000, gift totals include certain categories of deferred gifts, at face value prior to 2003 and at present value beginning in 2003.

Source: Council for Aid to Education Annual Survey, FY 2006; U. T. System Office of the Comptroller

- For U. T. System academic institutions, total donor support has decreased by about one-third over the period 2003 to 2006. This drop is due in large part to a decrease in alumni giving at U. T. Austin (78%) after that institution's seven-year, award-winning capital campaign ended. Despite that drop, increases from FY 2003 to FY 2006 occurred in the following areas:

- At U. T. Austin other gift sources increased over this period: individuals (31%); foundations (5%); corporate (77%); and others (51%)
- U. T. Dallas total support increased by 143 percent, supported by a 77 percent increase in foundation gifts and a more than 1,200 percent increase in individual contributions.
- U. T. Pan American increased total support by one-third with a 107 percent increase in alumni giving and an almost 470 percent increase in foundation gifts.

- Total support at U. T. Permian Basin was four times greater in 2006 than it was in 2003. This includes growth in all sources: alumni (140%); individual (228%); foundation (68%); corporate (160%); and others which, after declining through FY 2005, grew more than 7,000 percent in FY 2006 to become the largest source of total support for the institution.

- Total support at U. T. San Antonio increased by 61 percent overall and showed increases in all sources, with the highest increases in alumni (129%); individual (491%); and others (309%).

- For the period 2005 to 2006, total gifts increased almost 17 percent including increases in every category: alumni (22%); individuals (30%); foundations (less than 1%); corporate (11%); and others (170%).
- In the one-year period from 2005 to 2006, U. T. Austin posted at least double-digit increases in all sources and a 26 percent increase overall.

Figure III-5

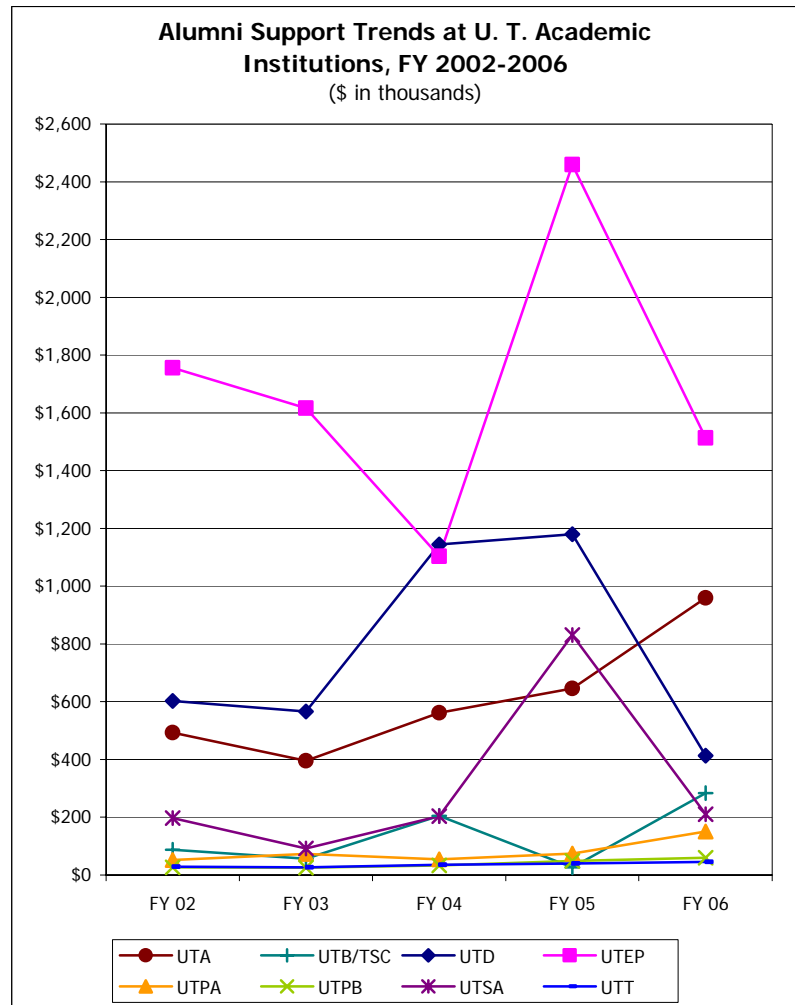
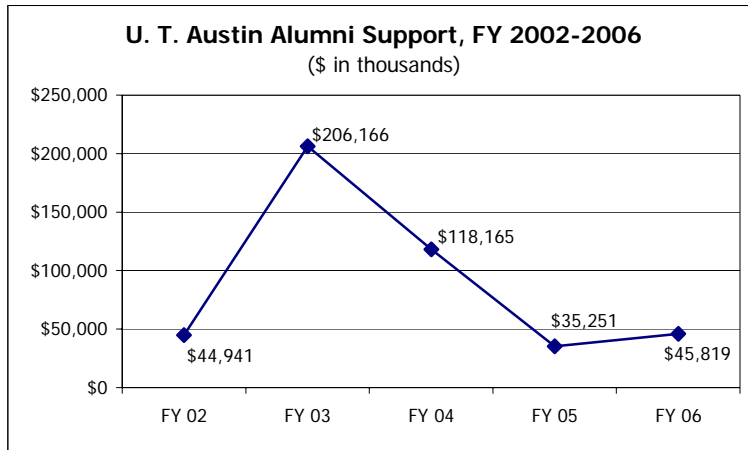


Figure III-6



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

K-16 Collaborations

The following examples illustrate the depth and range of K-16 collaborations between U. T. System health-related institutions and the K-12 school community.

Table III-15

Examples of K-16 Collaborations - U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. Southwestern		
STARS (Science Teachers Access to Resources at Southwestern)	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
SURF (Summer Undergraduate Research Fellowship Program)	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
DCCCD Certificate: Emergency Medicine Education Program	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
Galveston County Science and Engineering Fair	Each year, over 300 students participate from Galveston County middle and high schools. The science fair has helped to encourage and recognize future generations of professionals. It provides students the chance to display their creative energies and talents. Students set up their exhibits and formally present their findings to judges from various professions in education, science, and engineering. Many of these students have advanced to state and national level competitions. Top ranked student projects receive monetary and gift awards generously donated by local businesses, foundations, community organizations and the host institutions Collaborators: Texas A&M University at Galveston, and Galveston College	
Galveston County Regional Collaborative	Institutions collaborate to provide 105 contact hours of professional development experiences for 25 K-12th grade teachers each year. The overall objective is to provide Galveston County science teachers with ongoing support systems of sustained and high intensity professional development to assist them in implementing the Texas Essential Knowledge and Skills (TEKS), through upgrading their knowledge of content and pedagogy to engage ALL students with interesting, relevant, experiential, and meaningful science learning experiences. Collaborators: Texas A&M at Galveston, Galveston College, Galveston ISD, and the College of the Mainland	

Examples of K-16 Collaborations - U. T. Health-Related Institutions

	Purpose and Outcomes	Collaborators
Bench Tutorials	<p>On a path toward improving high school science education, the “Bench Tutorials” were designed as an independent study course in biomedical research in which high school students earn one-year full science credit. Each high school student is paired with a UTMB graduate student or postdoctoral fellow mentor, with guidance from a faculty advisor. High school students spend approximately four hours per week in supervised instruction and research in a participating laboratory. Each mentor designs a research project relating to the larger research framework within the laboratory, forecasting completion by the year’s end. Evaluation of student performance is based on attendance, homework and presentation of their research project during both a midterm and year-end science symposium. Additionally, some high school students also choose to present their topics at local, regional and state science fairs.</p> <p>Collaborators: Galveston ISD</p>	
U. T. HSC-Houston		
Children's Learning Institute	<p>The Children's Learning Institute (CLI) is recognized by the State of Texas as the State Center for Early Childhood Development. CLI conducts numerous research projects, initiates community programs, and offers training and educational assessment tools – all of which are designed to promote a quality learning environment to prepare young children to enter and succeed in school. Based in the Department of Pediatrics at the Medical School, CLI also includes: The Dan L. Duncan Children's Neurodevelopmental Clinic, which offers a team of experts to assess a child's difficulty in learning or reading; Center for Improving the Readiness of Children for Learning and Education and the Center for Academic & Reading Skills.</p> <p>Collaborators: UT System, University of Houston, Houston ISD</p>	
Robert Wood Johnson Foundation Summer Medical and Dental Enrichment Programs	<p>The SMDEP is a free (full tuition, housing, and meals) six-week summer medical and dental school preparatory program that offers eligible students intensive and personalized medical and dental school preparation. Program offerings include: 1) academic enrichment in the basic sciences (organic chemistry, physics, biology, pre-calculus/calculus) and key elective courses (writing, oral presentations, current topics in health); 2) learning-skills seminars, including study skills and methods of individual and group learning; 3) limited clinical exposure through small-group clinical rotations and full-group clinician seminars; 4) career development, including the exploration of the medical and dental professions and an individualized education plan to identify other appropriate summer experiences; and 5) a financial-planning workshop.</p> <p>Collaborators: San Jacinto College, Rice University</p>	
Science Education Partnership	<p>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 5th - 8th 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.</p> <p>Collaborators: Spring Branch ISD, Houston ISD, 32 school districts in Brownsville, McAllen, and Harlingen</p>	
U. T. HSC-San Antonio		
Health Careers High School / NISD student mentoring program	Mentor high school students in research labs	Jean Jiang / Feng Liu / Various faculty
Summer Research Mentorship Program	Provides research internships for undergraduate minority students preparing for doctoral programs of UTSA & UTHSCSA	Merle S. Olson, UTHSCSA and Dorothy Flannagan, UTSA
Advanced Learning Programs for High Achievers	Independent Study Mentorship for High School Students	NISD Dr. Gakunga

Examples of K-16 Collaborations - U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. M. D. Anderson		
Project Aspire	<p>The purpose of the project is to offer programs in smoking prevention and cessation for Houston high school minority and economically disadvantaged students. Seventy percent of the 1600 students participating were minority and economically disadvantaged students. Eighteen months after the intervention, it was found that the intervention significantly impacted smoking prevention in student that were at high risk for smoking. The program receives numerous requests from other Texas schools, nationally and internationally.</p> <p>Collaborators: MDACC, Houston ISD</p>	
Graduate Student Mentoring Program (UTHSC-Houston GSBS)	<p>An on-going program for twelve years, approximately 30 graduate students work with inner city Houston school children, following them from the third to the sixth grade. The purpose of the program is to increase the knowledge and help with fear of science for these inner city children. The graduate students receive no credit for the course and participate with the children on their own time. Participation is voluntary as the program receives no funding.</p> <p>Collaborators: MDACC, UTHSC-Houston, Houston ISD</p>	
Summer Undergraduate Research Program, Smithville (Smithville faculty)	<p>Between ten to fifteen undergraduates participate in a ten week summer program in which they work in a lab setting at Smithville. Graduate students at Smithville act as mentors to the students. At the conclusion of the program, each student presents their research at a post doc symposium.</p>	UTMDA, Smithville faculty
U. T. HC-Tyler		
Lake Country Area Health Education Center (AHEC)	<p>Health Career Promotion - Provides classroom programs on health careers in age-appropriate manner</p> <p>Health Education Programs in NE Texas K12 ISDs - Provides health education programs on hygiene, prevention of drunk driving, nutrition, exercise.</p>	32 ISDs in NE Texas
Summer Internships	<p>Students were immersed in the health care environment while they were mentored by exceptional health care professionals in a variety of fields.</p>	John Tyler ISD

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

See Tables III-4, III-5, and III-6 and discussion above, p. III-11-14.

Collaborations with Business, Nonprofit, and Community Organizations

The following examples illustrate the wide range of business and community collaborations between U. T. System health-related institutions and their communities.

Table III-16

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. Southwestern		
Parkland Health and Hospital Systems (PHHS) Clinical Care Programs	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
Dallas County Pediatric Emergency Network	Coordinates pediatric emergency services throughout Dallas County, including education of hospital and paramedical emergency personnel regarding special pediatric services; triages patients according to severity of illness; raises community support.	Crystal Charity Ball, Children's Medical Center Dallas, Baylor Hospital, Presbyterian Hospital, and Methodist Hospital
Biotech Startup Initiative Project	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
U. T. Medical Branch		
Nurse Friendly	<p>This project assists 30 publicly funded, non-profit, and for-profit rural and small hospitals (<100 beds) to implement strategies to address 12 criteria associated with nurse retention and patient care improvement. Those hospitals that demonstrate that they have achieved the 12 criteria identified by the Texas Nurses Association (TNA) receive the "Nurse Friendly" designation from TNA. The five-year project, funded by the Health Research and Administration Service, studies both qualitative and quantitative measures. The study includes four nurse-sensitive patient care indicators (nosocomial pneumonia, urinary tract infections, patient falls, and skin integrity) along with two nursing staff retention measures (staff vacancy rates and staff turnover rates) in relationship to accomplishing the 12 criteria.</p> <p>The collaborative project has helped TNA's Nurse Friendly Program generate considerable national and international attention as a model for improving nurse retention. The project demonstrated the Nurse Friendly Program's applicability to all hospitals regardless of size and location. International communities are especially interested in the nurse retention successes of rural facilities, as they can often identify with the resource restrictions of the rural healthcare environment.</p> <p>Collaborators: UTMB's East Texas AHEC; Texas Tech Health Sciences Center's West Texas AHEC; UTHSCSA's South Texas AHEC; Texas Nurses Association (TNA); 30 publicly funded, non-profit, and for-profit rural and small hospitals across Texas</p>	

**Examples of Collaborations with Business, Nonprofit, and Community Organizations
U. T. Health-Related Institutions**

	Purpose and Outcomes	Collaborators
Frontera de Salud	<p><i>Frontera de Salud</i> is a service organization founded and staffed by medical, nursing, and allied health students committed to bringing primary health care to the under-served. The purpose of <i>Frontera's</i> mission is three-fold: (1) to address community health issues by delivering cost-effective primary care to communities in need; (2) to further the clinical competency of <i>Frontera</i> volunteers by providing settings in which to perfect their burgeoning skills; and (3) to encourage students to reflect on the profession of health care as a moral practice.</p> <p>Collaborators: Brownsville Community Health Center and UTHSCSA</p>	
Community-Based Participatory Research Project	<p>The Community-based Participatory Research Project, part of the Center for Population Health and Health Disparities, one of six national centers funded by the National Cancer Institute that involve several faculty members in the Department of Preventive Medicine and Community Health is developing cancer prevention and control coalitions in counties in the Coastal Bend of Texas. The first of these is the Liberty County Cancer Awareness Coalition that has developed a strategic plan and programs to eliminate cancer health disparities, especially is among economically disadvantaged groups. Two areas of focus are increasing access to mammography services to reduce the burden of late-stage breast cancer and increasing awareness of screening options for colorectal cancer among Hispanic residents of the county. A transportation initiative is progressing to improve affordable mass transit to county residents. In the fall 2005, a community education program began providing the latest cancer prevention information to community groups that involve trained members of local civic and faith-based groups. Coalitions are being developed in Galveston, Hardin, Jefferson, and Orange Counties. Reports on this innovative community-centric approach to controlling cancer have been featured nationally and will be highlight presentations at the upcoming American Public Health Association Meetings.</p> <p>Collaborators: Liberty County Cancer Awareness Coalition, local civic and faith-based groups in Galveston, Hardin, Jefferson, and Orange counties</p>	
U. T. HSC-Houston		
UT Research Park	Creates medical and economic benefit from the incubation of life science research and technology through collaboration and partnership; accelerates the product development of life science discoveries from the world's largest medical center; fosters diagnostic and therapeutic discoveries that advance the fight against cancer, cardiovascular disorders and other diseases; recruits partners in medical imaging, drug discovery and other life science industries.	UT M. D. Anderson Cancer Center, GE Medical Systems
Programs in Biotechnology	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.	UTMDACC, University of Houston, Rice University, Baylor College of Medicine, GE Medical Systems
Center for Biosecurity and Public Health Preparedness	Educates frontline public health workforce, medical and emergency responders, key leaders and other professionals to respond to threats such as bioterrorism and other emergencies affecting our communities. The Center addresses areas related to domestic biosecurity threats, including research, education, training, risk communications, border health security, emergency preparedness, and policy development.	Texas Bioterrorism Continuing Education (BCE) Consortium, La Frontera Project, St. Louis University, University of Hawaii and Hawaii State Department of Health, University of North Texas Health Science Center at Fort Worth, U.S. Virgin Islands Department of Health, University of South Florida
U. T. HSC-San Antonio		
Community Learning Initiatives RAHC	Work with community resources such as the Planned Parenthood, Hidalgo County; Easter Seals Rio Grande Valley; Holy Family Services Birth Center, Weslaco; Texas Health and Human Services Commission	
Comprehensive Voice & Communication Center	Consortium of entities that will offer early detection & intervention of childhood communication disorders, as well as offer educational programs such as a Masters in Deaf Education and PhD in Communication Sciences.	UTHSCSA School of Allied Health, UTHSCSA Department of Otolaryngology, SALSU, UTSA, Sunshine Cottage for the Deaf

Examples of Collaborations with Business, Nonprofit, and Community Organizations
U. T. Health-Related Institutions

	Purpose and Outcomes	Collaborators
"Reendothelialization in a Novel Injured Arterial Model".	Eugene Sprague, PhD., Professor, Division of Research, received the Advanced Research Technology Award, in the amount of \$100,000, from the Texas Higher Education Coordinating Board for his research proposal entitled "Reendothelialization in a Novel Injured Arterial Model."	Texas Higher Education Coordinating Board
U. T. M. D. Anderson		
Radiation Oncology Satellite Facilities	This model, dependent on an invitation from a community hospital, extends the MDACC brand and market share. There are 3 radiation oncology satellites in Bellaire (1999), the Woodlands (2004) and Fort Bend (2005). Two centers are planned in (Katy and Clear Lake). MDACC trained MDs practice in the facilities, which are managed by MDACC Dept of Radiation Oncology, with peer-reviewed care. We believe this is improving the quality of radiation therapy in these communities and provided access to those who might not otherwise have it.	UTMDACC, St. Luke's Community Medical Center (Woodlands), OakBend Medical Center, Christus System
Center for Advanced Biomedical Imaging Research	The Center for Advanced Biomedical Imaging (CABIR) collaborations have grown since prior reports. With the significant support from the Texas Enterprise Fund, GE Healthcare, UT System and both MDACC and UTHSC-H philanthropy, the programming for the building has expanded. The joint recruitment of a national leader in nanotechnology has provided a perfect match to the cancer and cardiac imaging research in the facility.	UTMDA, UTHSC-Houston, GE Healthcare, State of Texas, Alliance for Nanohealth, Rice University
Too Cool to Smoke	"Too Cool to Smoke" has reached more than 4,800 children. The program uses puppetry to educate children, ages 5-9, about the dangers of tobacco and the importance of healthy lifestyles. An average of 2-4 puppet shows have been presented each week this year in schools, daycare centers, parks and community centers.	UTMDA, Houston ISD, Harry B. Gordon and Aileen B. Gordon Foundation, Harris County Libraries
U. T. HC-Tyler		
Northeast Texas Consortium (NETNet) www.netnet.org/	Provides a high-speed wireless data network designed for distance learning in rural Northeast Texas, linking: 15 higher-education institutions; 25 public school districts; 8 regional hospitals; 5 regional TDH offices or public health districts; 4 regional service centers (20-40+ school districts each) 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 technical colleges.	Various institutions in rural Northeast Texas, including: rural hospitals; higher education institutions; public school systems; Texas Department of State Health Services; regional public health districts
Texas Institute of Occupational Safety and Health (TIOSH) www.tiosh.org/	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; Goodyear; Texas Commission on Environmental Quality
Texas Cancer Registry of East Texas	Headquartered at UTHCT, the Texas Cancer Registry of East Texas has been established to increase cancer reporting from facilities in Northeast Texas. This data can then be used to identify possible clusters of cancer cases. Tumor registrars (individuals trained to use medical, pathology, and death records to find cases of cancer and to locate the primary site of the cancer in each individual) will be located in Tyler. The registrars will assist and train staff at hospitals and health care centers to ensure that cancer cases are being reported correctly and submitted electronically to the Texas Cancer Registry's statewide database.	Funded by a grant from Texas Department of State Health Services and US Centers Disease Control and Prevention, the Texas Cancer Registry of East Texas is initiating collaborations with Northeast Texas hospitals

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

- Between FY 2002 and FY 2006, overall health-related institution HUB expenditures increased by more than 54 percent. U. T. Southwestern increased HUB expenditures by almost 131 percent; all other health-related institutions posted double-digit increases.
- 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 \$28 million in FY 2006, with M. D. Anderson spending over \$44 million.
- The six U. T. System health-related institutions were all among the top 50 HUB spending agencies in the state in FY 2006, with three in the top 10. Based on the rate of HUB expenditures they rank 2, 5, 6, 17, 22, and 40.

Table III-17

HUB Trends at U. T. Health-Related Institutions			
	Total HUB Purchases		% Change FY 02-06
	FY 02	FY 06	
SWMC	16,768,446	\$38,703,220	130.8%
UTMB	26,039,995	28,762,172	10.5
HSC-H	10,797,459	13,194,264	22.2
HSC-SA	6,308,422	10,379,594	64.5
MDACC	27,544,534	44,062,930	60.0
HC-T	2,218,555	3,286,778	48.1
Total Health	\$89,677,411	\$138,388,958	54.3%

Source: U. T. System Office of HUB Development

Table III-18

U. T. Health-Related Institutions Among Top 50 State Spending Agencies FY 2006		
	\$ (millions) spent on HUBs	Rank
MDACC	\$44.0	2
SWMC	\$38.7	5
UTMB	\$28.8	6
HSC-H	\$13.2	17
HSC-SA	\$9.2	22
HC-T	\$3.3	40

Source: U. T. System Office of HUB Development

Private Support – U. T. System Health-Related Institutions

Table III-19

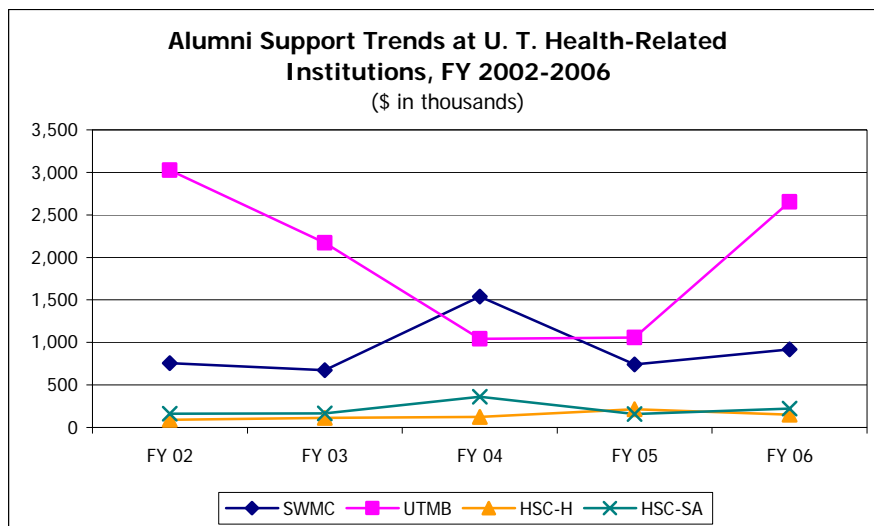
Sources of Donor Support by U. T. Health Related Institution¹					
	(\$ in thousands)				
	FY 02	FY 03	FY 04	FY 05	FY 06
SWMC Alumni	758	672	1,540	740	920
Individuals	40,108	4,544	25,822	23,634	47,793
Foundations	57,429	54,654	74,582	56,801	61,085
Corporate	13,957	16,431	19,730	16,499	17,434
Others	5,305	5,471	8,932	5,539	8,587
Total	\$117,557	\$81,772	\$130,606	\$103,213	\$135,819
UTMB Alumni	3,027	2,173	1,041	1,057	2,654
Individuals	919	1,528	7,972	4,687	2,515
Foundations	31,801	30,599	33,779	24,561	26,886
Corporate	1,832	783	1,483	1,043	447
Others	3,462	2,508	1,887	1,754	3,748
Total	\$41,041	\$37,591	\$46,162	\$33,102	\$36,250
HSC-H Alumni	89	114	123	215	150
Individuals	8,909	2,438	5,727	6,696	6,418
Foundations	17,469	17,625	21,433	24,891	20,508
Corporate	3,142	4,919	3,777	4,255	3,405
Others	5,266	4,551	3,971	1,685	5,180
Total	\$34,875	\$29,647	\$35,031	\$37,742	\$35,661
HSC-SA Alumni	163	165	360	157	221
Individuals	1,385	945	4,641	4,142	4,994
Foundations	15,729	11,453	10,496	11,225	7,943
Corporate	6,112	3,504	5,213	2,965	830
Others	3,464	9,048	1,973	6,528	10,506
Total	\$26,853	\$25,115	\$22,683	\$25,017	\$24,494
MDACC Alumni	MDACC did not have alumnae within this reporting period.				
Individuals	26,647	26,100	54,629	38,500	43,433
Foundations	16,271	19,315	21,564	29,561	34,347
Corporate	13,545	13,039	11,475	8,576	13,489
Others	1,371	1,167	9,259	2,641	4,956
Total	\$57,834	\$59,621	\$96,927	\$79,278	\$96,225
HC-T Alumni	HC-T did not have alumnae within this reporting period.				
Individuals	532	276	1,787	4,254	237
Foundations	347	447	559	513	753
Corporate	269	68	83	77	73
Others	2	2	23	0	22
Total	\$1,150	\$793	\$2,452	\$4,844	\$1,085
Total Health-Related	\$279,310	\$234,539	\$333,861	\$283,196	\$329,534

¹Based on official CAE gift reporting guidelines, beginning in 2000, gift totals include certain categories of deferred gifts, at face value prior to 2003 and at present value beginning in 2003.

Source: Council for Aid to Education Annual Survey, FY 2006; U. T. System Office of the Comptroller

- For U. T. System health institutions, total donor support has increased by 41 percent over the period 2003 to 2006. This total increase includes growth in almost every category: alumni (26%); individual (194%); foundation (13%); and other (45%). Corporate giving over this period fell by almost eight percent. Similar to U. T. System academic institutions, the peak for this five-year period was in FY 2004. However, FY 2006 saw a return to similar levels, although remaining just below that five-year high.
 - U. T. Southwestern total support increased by 66 percent, with growth in all categories: alumni (37%), individuals (952%); foundations (12%); corporate (6%); and others (57%).
 - U. T. HSC-Houston increased total support by 20 percent with a 32 percent increase in alumni giving; 163 percent increase in individual gifts; 16 percent in foundation gifts; and 14 percent in others.
 - Total support at U. T. M. D. Anderson was more than 61 percent greater in 2006 than it was in 2003. This includes growth in all sources: individual (66%); foundation (78%); corporate (3%); and others (325%). U. T. M. D. Anderson had no alumnae for this period.
 - Total support at U. T. HC-Tyler increased by 37 percent overall and showed increases in most sources: foundations (68%); corporate (7%); and others (1,000%). U. T. HC-Tyler had no alumnae for this period.
- For the period 2005 to 2006, total gifts for health-related institutions increased by just over 16 percent, including increases in every category: alumni (82%); individuals (29%); foundations (3%); corporate (7%); and others (82%).

Figure III-7



Distance Education Trends

National Trends. Use of technology to expand access to and delivery of educational programs is becoming a world-wide strategic asset in higher education. Institutions of higher education face growing enrollment pressure and demands for access by students who require flexibility in time, location, and mode of course delivery. At the same time, resources to expand capital infrastructure are limited.

A recent study by the Sloan Consortium found that in the United States enrollments in online learning increased from 1.6 million in fall 2002 to 3.2 million in fall 2005, and this upward trend is projected to continue (www.sloan-c.org/publications/survey/pdf/making_the_grade.pdf). Enrollment growth in online courses was concentrated in public institutions. In 2006, 75 percent of chief academic officers at public institutions surveyed agreed that online learning is critical to their institution's long-term strategy. For fall 2005, almost 91 percent of public institutions offered either courses or programs online. Learning outcomes were more likely to be judged favorably at larger institutions and overall were judged to be equivalent or better than face-to-face instruction at most institutions. There are barriers to the widespread adoption of online learning. In the 2006 survey, almost 67 percent of respondents from public institutions agreed that students need more discipline to succeed in online courses and more than one-third agreed that it often takes greater faculty time and effort to teach online.

UT TeleCampus. The U. T. System faces the same pressures and opportunities that influence these national trends. Its investment in distance education through the UT TeleCampus provides central support for approximately 95 percent of the online educational program initiatives of the System's 15 campuses. Launched in 1998, the UT TeleCampus has grown rapidly in terms of numbers of degree programs offered, number of course registrations, and course completion rates. Although campuses can and do use distance education to provide instruction themselves, the TeleCampus is a primary vehicle for online distance instruction in the U. T. System.

Through efficient use of centralized resources, UT TeleCampus has served an increasing enrollment base each year since launching, even in past years when budget allocations were flat. To date, UTTC has generated more than 40,000 course enrollments, contributing more than \$41 million in tuition, fees, and formula funding for our campuses while extending the reach of the UT System to working professionals.

The TeleCampus has also been identified nationally as an example of resource sharing across a complex system (*WCET Executive Briefing*, April 2005, p. 2-3). *WCET* notes that despite differences in tuition and accreditation, eight U. T. System campuses joined to offer an online MBA, which leverages resources for students, who register through their home campuses but take courses from different campuses throughout the program. It notes that the TeleCampus offers many other programs, including an Alternative Teacher Certification Program, which provides access to 23 different certifications and contributes to one of the U. T. System's strategic goals of increasing the number of and providing professional development for teachers in Texas.

UT TeleCampus Trends

- From 2002 to 2006, overall UT TeleCampus course registrations increased 91 percent, from 5,676 to 10,823. Over this period, registrations increased at every institution working with the TeleCampus except U. T. Austin and U. T. Dallas.
- The majority of course registrations are in academic institutions, totaling 10,611 in 2006.
- Course registrations in health-related institution courses are much smaller – 212 in 2006 – but this represents a 279 percent increase since 2002.

Table III-20

Number of Course Registrations through the UT TeleCampus						
	2001-02	2002-03	2003-04	2004-05	2005-06	% Change 01-02 to 05-06
Academic						
Arlington	2,449	2,745	3,197	3,424	3,664	49.6%
Austin	148	76	59	25	42	-71.6
Brownsville/TSC	512	686	927	1,052	1,383	170.1
Dallas	614	637	528	283	304	-50.5
El Paso	256	239	630	961	1,633	537.9
Pan American	281	376	509	493	452	60.9
Permian Basin	801	1,012	1,674	2,137	2,188	173.2
San Antonio	76	134	187	247	317	317.1
Tyler	483	348	446	622	628	30.0
Total Academic Institutions	5,620	6,253	8,157	9,244	10,611	88.8%
Health-Related						
SWMC-Dallas*	0	28	52	52	75	167.9%
UTMB-Galveston	21	67	50	52	28	33.3
HSC-San Antonio	35	53	51	49	53	51.4
HSC-Houston	0	0	0	0	56	NA
Total Health-Related Institutions	56	148	153	153	212	278.6%
Total U. T. System	5,676	6,401	8,310	9,397	10,823	90.7%

* % Change for SWMC-Dallas course registrations was calculated from the 2002-03 year.

Source: UT TeleCampus

- The largest numbers of undergraduate enrollments were in GenEd and Criminology and Criminal Justice program courses and in the MBA program at the graduate level.
- The number of students enrolled in at least one course through the TeleCampus decreased between 2004 and 2006 by 2.1 percent.
- The largest increase took place at U. T. El Paso.

Table III-21

Number of Students Enrolled in at Least One Course through the UT TeleCampus			
	2003-04	2004-05	2005-06
Academic			
Arlington	2,197	2,425	1,974
Austin	50	48	46
Brownsville/TSC	591	542	587
Dallas	353	167	193
El Paso	504	733	898
Pan American	311	376	249
Permian Basin	863	1,006	840
San Antonio	123	221	193
Tyler	433	542	450
Total Academic Institutions	5,425	6,060	5,430
Health-Related			
SWMC-Dallas	53	52	54
UTMB-Galveston	4	2	1
HSC-San Antonio	53	51	51
MD Anderson Cancer Center	0	0	2
HSC Houston	0	0	21
Total Health-Related Institutions	110	105	129
Institution Not Selected	836	630	679
Total U. T. System	6,371	6,795	6,238

Source: UT TeleCampus

Table III-22

Course Completion Rates through the UT TeleCampus		
	Undergraduate	Graduate
2001-02	87%	89%
2002-03	86%	93%
2003-04	88%	91%
2004-05	91%	92%
2005-06	90%	92%

Source: UT Telecampus

- Course completion rates for UT TeleCampus courses are high, rising to 90 percent for enrollments in 2005-06.
- These trends are a significant indicator of the value added by strong advising, consistent admission criteria, faculty training, instructional design, and technical support.

- The UT TeleCampus extends access to degree programs beyond the limits of individual campuses.
- Since its inception in 1998, its degree program portfolio has grown to 24, including R.N. /B.S.N. Nursing, MBA, M.Ed. in Educational Technology and in Curriculum and Instruction, master's in Kinesiology, and M.S. in Technology.

Table III-23

Number of Degree Programs Offered through the UT TeleCampus, by Institution

Academic	
Arlington	5
Austin	0
Brownsville/TSC	4
Dallas	1
El Paso	4
Pan American	2
Permian Basin	3
San Antonio	1
Tyler	3
Total Academic Institutions	23
UTHSC/Houston	1
Total Health Institutions	1

Source: UT Telecampus

Table III-24

Number of Degrees Completed with 50% or more Courses through the UT TeleCampus

	Undergraduate	Graduate
2001-02	0	11
2002-03	0	26
2003-04	3	88
2004-05	19	72
2005-06	32	118

Source: UT Telecampus

- These programs leverage resources across many campuses: the bachelor's completion program in Criminology and Criminal Justice is offered by U. T. Arlington, U. T. Brownsville/TSC, and U. T. Permian Basin, in cooperation with U. T. Dallas. The MBA program is offered by eight U. T. System academic institutions (only U. T. Austin does not participate). The master's in Kinesiology is offered by U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler, in cooperation with U. T. San Antonio and U. T. Arlington. And, the M.S. in Technology is offered by U. T. Tyler in cooperation with U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio.
- As the number of online programs grows, the number of degrees completed with at least 50 percent of courses taken through the UT TeleCampus is also increasing, from 11 graduate degrees in 2001-02 to 32 undergraduate and 118 graduate degrees in 2005-06. Although the numbers are still small compared to the total degrees completed in the U. T. System, this trend illustrates the capacity of the UT TeleCampus to serve increasing numbers of students at a distance, leveraging campus resources and extending access to U. T. System programs.

Service to and Collaborations with Communities: Implications for Future Planning and Measures for Future Development

Implications for Future Planning

- 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.

Measures for Future Development

- Refine the methodology to assess the U. T. System's impact on K-12 education.
- Expand on measures of economic impact of specific initiatives and investments.
- Working across the System, and with the Texas Higher Education Coordinating Board, refine measures to track and assess distance education trends.
- Develop measures of the impact of the arts on communities in which U. T. System institutions are located.
- Develop measures of citizen awareness and satisfaction of U. T. as a system.
- Specific measures related to the 10-year U. T. System strategic plan will be refined, added, or eliminated.

