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 and again in 2005, when it dipped below 1995 levels. In 2005, U. T. System academic institutions produced 3,279 certified teachers, over 14 percent of the teachers trained in Texas that year. While the System's contribution to the number of teachers remains the largest in the state, the System is currently producing a slightly lower percentage of teachers proportionately than it has in past years due to the increase in numbers of new non-university providers of teacher certification programs.

Figure III-1

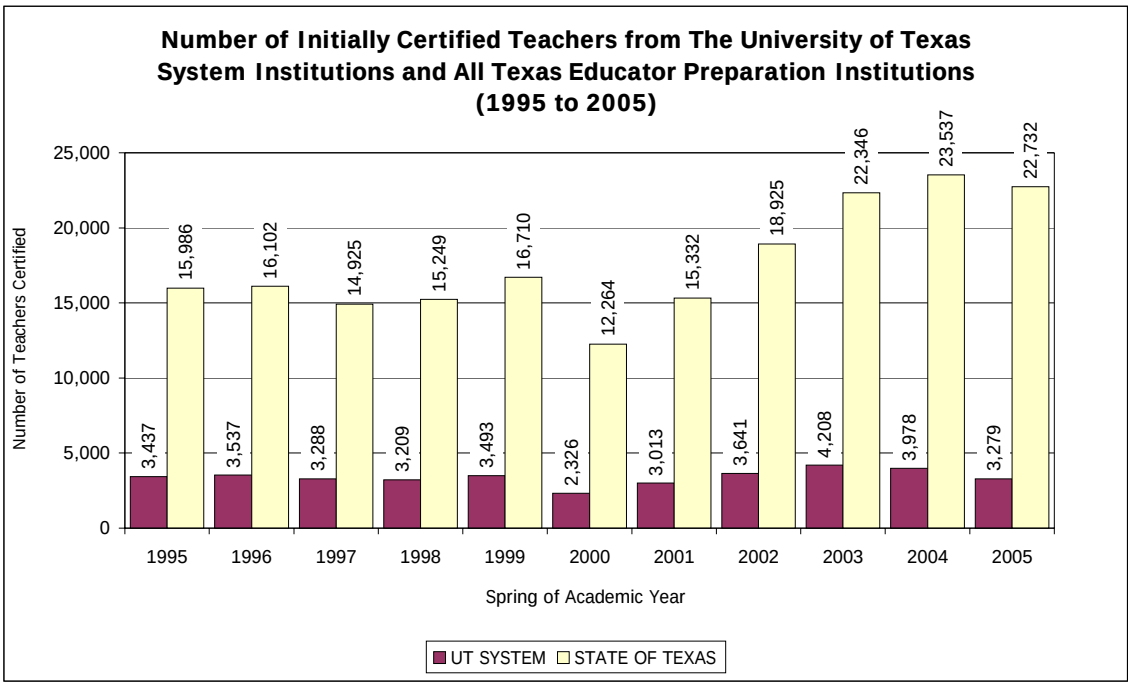

Table III-1

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

												Change: 95 to 05	
AY	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	#	%
UTA	304	324	329	300	249	83	354	480	373	379	305	1	0.3%
UT Austin	592	585	539	476	563	395	435	512	462	393	453	-139	-23.5%
UTB/TSC	221	269	248	258	259	165	242	252	330	300	209	-12	-5.4%
UTD	129	146	113	118	121	87	96	150	260	212	204	75	58.1%
UTEP	537	586	511	519	561	382	422	552	821	756	576	39	7.3%
UTPA	661	715	614	624	744	505	608	682	799	872	630	-31	-4.7%
UTPB	167	149	129	113	144	114	163	149	188	240	150	-17	-10.2%
UTSA	443	484	525	533	571	376	485	626	765	621	583	140	31.6%
UTT	383	279	280	268	281	219	208	238	210	205	169	-214	-55.9%
UT System	3,437	3,537	3,288	3,209	3,493	2,326	3,013	3,641	4,208	3,978	3,279	-158	-4.6%
Texas	15,986	16,102	14,925	15,249	16,710	12,264	15,332	18,925	22,346	23,537	22,732	6,746	42.2%

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

Source: U. T. System Office of Academic Affairs

- Despite and overall decline, several U. T. System academic institutions have increased the numbers of teachers they are producing by significant proportions from 1995 to 2005:
  - U. T. Dallas by 58 percent.
  - U. T. El Paso by 7.3 percent.
  - U. T. San Antonio by 32 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

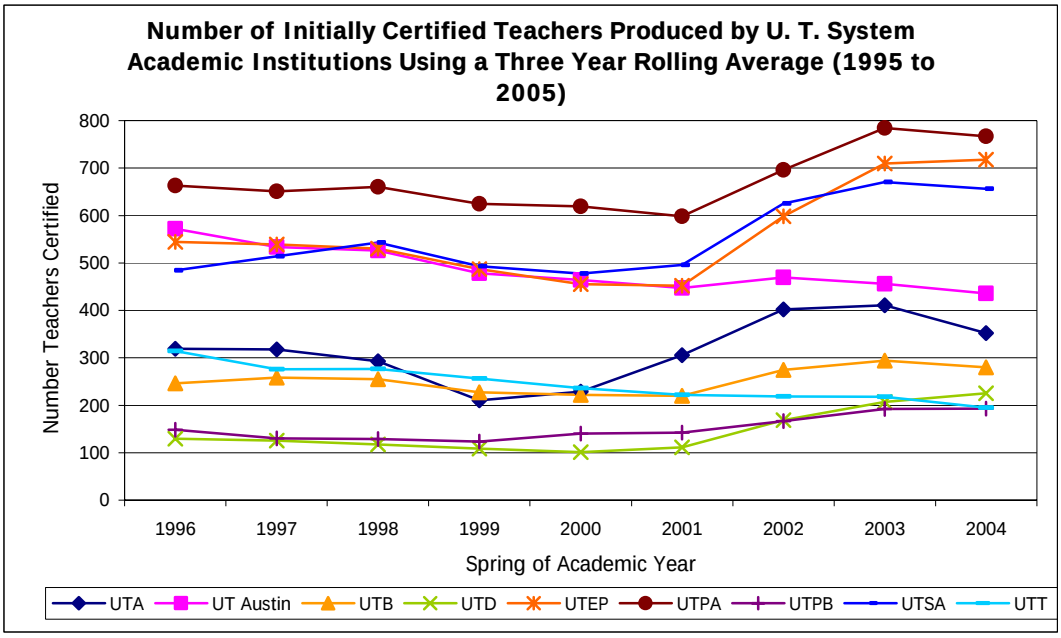

Table III-2

Texas Public School Teacher Employment Rates for U. T. System Institutions (1995-2004)

	Year after certification									
	1	2	3	4	5	6	7	8	9	10
Arlington	79.5%	77.9%	73.7%	68.6%	64.4%	60.8%	56.8%	53.5%	51.5%	45.7%
Austin	68.4	68.7	62.3	56.6	50.7	45.4	42.4	38.8	35.2	34.3
Brownsville	89.6	89.6	86.4	82.8	79.2	75.9	70.8	67.1	64.3	59.7
Dallas	69.9	68.2	63.1	56.2	52.0	45.7	46.1	42.1	40.0	34.9
El Paso	86.5	84.6	81.6	77.3	72.7	69.0	64.9	61.5	58.4	56.8
Pan American	90.8	88.4	85.1	81.1	76.6	72.9	69.9	65.6	62.3	59.8
Permian Basin	79.1	81.1	77.5	73.7	69.0	66.9	64.7	61.3	59.7	54.5
San Antonio	79.6	80.9	77.4	73.9	69.3	66.7	63.2	58.4	57.1	56.9
Tyler	77.1	79.0	77.6	75.7	72.1	69.3	66.0	63.8	59.3	55.1
UT System	81.4	80.9	77.0	72.8	68.2	64.4	61.0	57.1	54.2	51.6
State of Texas	81.4%	79.9%	75.4%	70.6%	66.0%	61.7%	58.1%	54.8%	51.9%	48.9%

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

Source: U. T. System Office of Academic Affairs

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 1994-1995 cohort and ending with the 2004-2005 cohort. The year 5 rate is the average employment rate for the five cohorts starting in 1994-1995 and ending with 1998-1999.

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 50 percent in 2004. 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	Promotes science, math, and technology career development in K-16 curricula; expands workforce and career development opportunities for students in colleges of science across the state; to "close the gaps" in K-12 science and math education and better serve minority populations; articulates better with community college STEM programs; shares best practices between universities.	UT Arlington, UT Austin, Texas A&M, Texas Tech, UT El Paso, UT Pan American, UT Brownsville, UT San Antonio, Texas A&M Commerce, Texas State Univ., Tarleton State Univ., Texas A&M Corpus Christi, University of Houston, UTSWMC Dallas School of Allied Health, Texas Women's Univ., ExxonMobil Foundation
The University of Texas at Arlington (UTA) / Hurst-Euless-Bedford (H-E-B-) ISD Partnership for Excellence in Science and Mathematics	Provides a model professional development program in science and mathematics education; strengthens the knowledge and skills of practicing teachers who need in-depth training in interdisciplinary science to better serve their career goals.	UTA College of Education, UTA College of Science, HEB Independent School District, and the Sid Richardson Foundation
Advanced Placement Summer Institute	Provides training for more than 300 new and experienced Dallas-Ft. Worth area middle school and high school teachers by College Board certified AP and Pre-AP instructors to prepare them to teach AP courses; assures that highly qualified advanced placement teachers are available in area public school districts.	A majority of participants come from the Dallas and Grand Prairie ISDs
U. T. Austin		
UTOPIA	UTOPIA is an ambitious new initiative providing a digital knowledge gateway into the treasures of libraries, museums, galleries, and laboratories of The University of Texas at Austin. It is designed to open to the public the knowledge, research, and information and share these resources—free of charge. UTOPIA will also present the research of key faculty members to general audiences through online articles, presentations, lessons, and discussions. More than just a Web-based product, UTOPIA is a sustained, systematic effort by the University to digitize its resources and share them with the public. As such, UTOPIA will evolve and grow as the University continues to acquire new treasures, conduct groundbreaking research, and develop new technologies. In addition to general audiences, target audiences such as families, educators, and K-12 students will benefit from content tailored specifically to their needs. In concert with the University's commitment to improving the quality of public education in Texas, a large portion of UTOPIA will be devoted to developing curricula and providing online instructional tools for all K-12 teachers and students around the globe.	Funded initially by a $2 million grant from the Houston Endowment, and a $500,000 grant from the Telecommunications Infrastructure Fund

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
The UTeach Program	Recruits, prepares, and supports the next generation of math, science, and liberal arts teachers for Texas; increases the number and diversity of competent UT math, science, and computer science as well as liberal arts students entering the teaching field and assuming positions of educational leadership in their fields/disciplines.	Education Advancement Foundation, Hewlett Foundation, Intel Corp., Kodosky Foundation, Microsoft Corp., NSF, Powell Foundation, SBC Foundation, Sid Richardson Foundation, U.S. Dept. of Education
National Center for Educational Accountability	Improves learning through effective use of school and student data and the identification of best practices by: improving state data collection to improve decision making, using data to improve schools by creating the "Just for the Kids School Reports" to focus communities on the potential of every school, conducting research on school improvement issues, identifying the practices that distinguish consistently high-performing schools from other schools.	Education Commission of the States, Just for the Kids, National Alliance of Business, state departments of education
U. T. Brownsville		
Jason Project	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.	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.
Engaging Latino Communities for Education (ENLACE)	Creates a community partnership to support BISD efforts to implement science education reform in Brownsville; provides scientific literacy and adequate knowledge in science for Brownsville students grades K-12.	Kellogg Foundation, Houston Endowment and Brownsville ISD
College Assistance Migrant Program (CAMP)	Promotes higher-education opportunities for low-income, first-generation migrant students. Supported by a grant from Department of Education, its primary goal is to promote academic achievement and increase college retention through comprehensive academic intervention services.	Thirteen school districts in the UTB/TSC service area
U. T. Dallas		
Lincoln and Madison High Schools SAT and College Preparation Seminar	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.	Madison High School, DISD. Lincoln High School, DISD
Texas Homeless Education Assistance Program (THEAP)	Provides instructional, health, social, and other services to homeless students and those at risk of homelessness; to enhance the academic, health, or social environment for all program participants. This program currently serves 347 students.	Greenville ISD, McKinney ISD, Plano ISD, Sherman ISD, UT Austin/ Texas Homeless Education Office (THEO)
Callier Child Development Program	Provides a demonstration model mainstream preschool for hearing impaired and like number of hearing children; provides a training site for new professionals.	UT Southwestern Medical Center, Dallas ISD Deaf Education Program

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. El Paso		
The El Paso Collaborative for Academic Excellence	A K-16 partnership representing U.T. El Paso, the El Paso Community College, area school districts, city and county public officials, community organizations and business leaders aimed at improving academic achievement for all students, K-16, in math, science, and literacy (reading and writing); significantly increasing the proportion of high school graduates prepared to enroll and succeed in a four-year college or university; and reducing the achievement gap between ethnic minority and poor students and their more privileged peers.	El Paso ISD, Ysleta ISD, Socorro ISD, Region 19 Education Service Center, El Paso Interreligious Sponsoring Organization, Greater El Paso Chamber of Commerce, El Paso Hispanic Chamber of Commerce, El Paso Black Chamber of Commerce, City of El Paso, County of El Paso
Mother-Daughter/ Father-Son Program at UTEP	In its 19th year, this program empowers young Hispanic girls and their mothers in creating their own hopes and their own bright futures. Program activities center around four important areas in the development of both mothers and daughters--academic, career, community life, and personal development. The Father-Son Program is patterned after the Mother-Daughter Program and began in 1991.	8 El Paso Area Partner School Districts which include: El Paso ISD, Canutillo ISD, San Elizario ISD, Gadsden ISD, Fabens ISD, Clint ISD, Ysleta ISD, and Socorro ISD.
Project Imaginar	School-university-community partnership that integrates the creative arts, oral history, and public engagement into K-12 school programs.	Woodrow Wilson Foundation for Public Scholarship, UTEP's College of Education, Canutillo ISD.
U. T. Pan American		
GEAR UP "Si Se Puede" (Yes We Can)	UTPA's current GEAR UP grant ends in FY06 when the 7,000 7th graders who have received for interventions to improve their public school performance and entry into postsecondary education, will graduate from high school. The institution in Summer 2005 received a second GEAR UP grant which will be able it to serve approximately 8,950 students that will be entering the seventh grade at 28 middle schools in 12 school districts. There will be 16 positions funded out of UTPA to support the project. UTPA will develop inter-local contracts to fund approximately 55 positions at the school based sites. The positions are for GEAR UP counselors and family & community liaisons. In addition college tutors will also be hired in assisting GEAR UP students with academic preparation. The partners in this new GEAR UP are included in the "Collaborations" below. 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.	
Project PEERS	Motivates students to pursue careers in science, mathematics, engineering, and technology. Provides educators with unique teaching tools and compelling teaching experiences and engages minority and underrepresented students, educators, and researchers in NASA's education program.	National Aeronautics and Space Administration

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Concurrent Enrollment	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.	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.
U. T. Permian Basin		
John Ben Shepperd Public Leadership Institute Youth Forums	Conducts Student Leadership Forums reaching over 5,000 students in 45 sites in high schools and service organizations throughout Texas; helps Texas develop a new generation of leaders with a desire to perform public service.	Lower Colorado River Authority, local school districts, several community colleges, and service organizations throughout the state
Multiple academic and cultural opportunities and events for kindergarten through secondary school students	Provides educational opportunities and incentives for students through: Annual Spanish Language Fair (K-12); Yes I Can! Si Se Puede! Youth Conference to promote awareness of college possibilities (8^{th}); 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)	Area schools and districts, community colleges, civic organizations and local agencies
Regional School Districts' Collaborative Teacher Education Programs	Principal Cohort Graduate Program for prospective school principals (M.A. in Education--Educational Leadership) increases the number of well qualified and certified candidates for principal positions in the ECISD and MISD schools. ECISD/ UTPB Teacher Graduate Education Incentive Program improves the quality of ECISD teachers by providing scholarship support for teachers to earn graduate credits in their teaching field.	Ector County ISD, Midland ISD
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

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
America Reads/ America Counts Tutoring Program	In October 1997, The University of Texas at San Antonio 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 Independent School District, the Office of K-16 Initiatives and Honors College, 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.	San Antonio ISD
Louis Stokes Alliance for Minority Participation (LSAMP)	The University of Texas 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 (STEM) 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.	San Antonio College UTEP UTPA UT Austin UT Arlington UT Brownsville UT Tyler
U. T. Tyler		
Teacher Quality Grant - New Dimensions: Transforming Geometry Through Technology	Provides 20 high school geometry teachers with a stronger command of geometry and helps them develop modules that incorporate technology into their lessons.	Tyler ISD, Chapel Hill ISD, Arp ISD
Teaching Excellence in Mathematics and Science	Addresses the critical shortage of highly qualified teachers of mathematics and science in east Texas; conducts research and disseminates results about successful mathematics and science teacher preparation programs.	Region VII Education Service Center, Tyler ISD
Nurse-run School Health Clinic	Provide health care needs and health education for students, and training opportunities for college nursing students. This project is entering its fourth year and emphasis will be on mental health care needs of Van ISD students this year. UTT students will continue to have clinical experiences in screening and other health promotion and education activities	Van ISD

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 every metropolitan area with at least one U. T. System institution is included in the 2004 Milken Institute's Best Performing Cities index, and six of those eleven regions are in the top 100. The index ranks cities based on their economic performance and ability to keep and create jobs.[1]

- In the 2004 index, the McAllen-Edinburg area was 18th, down from 9th in 2003, among all top performing cities.
- Dallas ranked 5th and Houston was 4th among the best performing of the nation's 10 biggest cities.
- Tyler was 11th (down from 2nd) on the list of 118 best-performing small 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
Arlington	UT Arlington	33	95
Austin	UT Austin	59	64
Brownsville	UT Brownsville	8	24
Dallas*	UT Dallas, UT Southwestern	78	114
El Paso	UT El Paso	174	118
Galveston	UT Medical Branch	164	145
Houston*	UT HSC-Houston, UT M. D. Anderson	25	104
McAllen-Edinburg	UT Pan American	9	18
Midland-Odessa	UT Permian Basin	79	85
San Antonio	UT San Antonio, UT HSC-San Antonio	78	78
Tyler**	UT Tyler, UT HC-Tyler	2	11

* Among the 10 largest cities, Dallas ranked 5th and Houston 4th.
** Ranking among 118 small cities.

Source: Milken Institute, Best Performing Cities, November 2004

[1] Ross C. DeVol and Frank Fogelbach, "Best Performing Cities: Where America's Jobs are Created and Sustained," Milken Institute, November 2004, pp. 2-3, 34-37, www.milkeninstitute.org/pdf/best_performing_cities_2004.pdf, downloaded 10.11.05.

It is widely accepted that increases in the percentage of college graduates living in a metropolitan area produces increases in job growth, wages, and housing prices. States with more college graduates have higher per capita incomes. According to the Federal Reserve Bank of Dallas 2004 Annual Report, Texas, with only 20 to 25 percent of its population over 25 possessing a college degree, has a lower per capita income than states such as Massachusetts and Maryland (35-40%), New Jersey and Virginia (30-35%), and California and New York (nearly 30%).[2]

The Dallas Federal Reserve Bank study also points out that the number of years of school completed increases the GDP per capita. The U.S. ranks at the top of the scale in both areas. But this report also notes that it is not solely the number of years of school completed, but the quality of the education received during those years that is important. For example, although students in the U.S. receive more years of education than in any other country, the country's per capita GDP for those years of schooling is below that of other nations. The U.S. is not getting as high a rate of return on its educational investment as other countries such as Japan.

A recent study by Jesse Shapiro published by the National Bureau of Economic Research shows that increases in regional economies are not solely the result of the increased productivity of these graduates.[3] Shapiro's study suggests that at least one-third of these increases come from the increased quality-of-life demands these college graduates make for specialized goods and services, thus creating more jobs.

According to the Census Bureau's 2004 American Community Survey, Austin ranked 5th (45%) among metropolitan areas with the highest percentage of college graduates among residents 25 and older. Seattle was number one (51%) and San Diego number ten (39%).

Texas State Comptroller's 2003 Study

In February 2005, the Texas Office of the Comptroller updated its 2003 study of the economic impact of higher education in Texas.[4] In this update, the Texas Comptroller reported that:

- Over time, state higher education contributes $33.2 billion annually to the Texas economy. This is a $5.50 economic return for every $1 in state government appropriations.
- Spending and re-spending of out-of-state higher education student, research, and health care expenditures add $10.1 billion per year to state economic output.
- The higher earnings and productivity of higher education's students eventually increases state economic capacity by another $23.1 billion per year.
- Difficulties quantifying general knowledge and economic development roles of higher education understate even these total estimated impacts.
- Even with these positive impacts, state higher education funding is losing ground to other state services.
- The Texas higher education system does more than produce our future leaders. It helps create jobs and increase the quality of life for all Texans.

Research indicates that Texans do not have to have an advanced degree to receive the benefits of higher education. Those benefits are gained over the course of a lifetime of work: 15 percent for those with some college, about 11 percent for those who earn a master's degree, about 13 percent for a doctoral degree, and almost 18 percent for professional degrees such as law or medicine. These lifetime gains far exceed the costs of education for the private individual and the state.

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[2] W. Michael Cox and Richard Alm, "2004 Annual Report: What D'Ya Know? Lifetime Learning In Pursuit of the American Dream," Federal Reserve Bank of Dallas, www.dallasfed.org/fed/annual/2004/ar04.pdf.

[3] Jesse Shapiro, "Smart Cities: Quality of Life, Productivity, and the Growth Effects of Human Capital," University of Chicago, June 2005, http://home.uchicago.edu/~jmshapir/history061505.pdf, downloaded 10.11.05.

[4] Texas Office of the Comptroller, "Special Report: The Impact of the State Higher Education System on the Texas Economy," February 2005, www.window.state.tx.us/specialrpt/highered05/highered05.pdf.

Texas undergraduate degree holders produce 78 percent, or $21.3 billion of the $27.3 billion, of the higher education output from higher education graduates. Advanced degree holders provide the remaining $6 billion.

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.[5] 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.

In line with the Comptroller's study on increased earnings for Texas college graduates, 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. 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

[5] 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.

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.

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

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 microelectromechanical system (MEMS) pressure and flow sensors based purely on optics that can be deployed into the airways, thus eliminating problems stemming from pressure sensing inaccuracies and improving safety and reliability. With current annual unit sales, projected market for this line of biosensors could be $20M/yr.	Texas Christian University, 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.	UT El Paso, UT Pan American, University of Houston, Texas Tech University, Texas A&M University, National Institute of Standards and Technology (NIST), Manufacturing Extension Partnership, Southwest Research Institute, Santech Industries, PressCut Industries, Williams-Pyro
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		
UT Film Institute	Trains and educates students to become experts in all elements of professional filmmaking through experienced gained in the production of feature-length motion pictures. Conducts research on the feasibility and efficacy of leading-edge film technology, the Institute contracts with Burnt Orange Productions relatively low-budget films over the next three years.	Burnt Orange Productions, Town Lake Films, Texas Film Commission, Austin Film Society, and other film-industry organizations in Austin, Los Angeles, and New York
Jackson School of Geosciences	GeoFORCE Texas was created by The University of Texas at Austin's Jackson School of Geosciences, with support from major corporations, to increase the number of minorities and females pursuing degrees in the geosciences. The program identifies high-achieving students entering the ninth grade in the predominantly Hispanic region of South Texas and offers them the chance to participate in inspiring, all-expenses paid summer seminars throughout their high school careers. Admitted students travel to The University of Texas at Austin and to locations of geologic significance around the United States, where they learn principles of geology, form lasting relationships, and meet leaders from science, government, and industry. The ambitious program has 140 participants and aims to enroll 1,000 students by 2009. To achieve its goals, the Jackson School has partnered with Southwest Texas Junior College to foster long-term relationships with the 22 independent school districts of Southwest Texas. More information is available at http://www.geosci.utexas.edu/geoforce/. Collaborators: GeoFORCE Texas is presently supported by nine industry sponsors: ConocoPhillips, Dominion E & P, ExxonMobil, Halliburton, Marathon Oil, Priority Oil & Gas, SBC Foundation, Schlumberger, and Shell	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Center for Social Work Research	The School of Social Work's Center for Social Work Research formed The Protective Services Training Institute in 1991. It is a collaboration among the schools of social work at The University of Texas at Austin, The University of Texas at Arlington, and the University of Houston to provide training and certification services to the Texas Department of Family and Protective Services, specifically Adult Protective Services, Child Care Licensing, Child Protective Services, and Statewide Intake. Under contract with DFPS, the Institute trains more than 8,000 staff each fiscal year through more than 520 days of classroom training. More information is available at http://www.utexas.edu/research/cswr/psti/index.php. Collaborators: Texas Department of Family and Protective Services	
Advanced Processing and Prototype Center (AP2C) and Texas Advanced Materials Research Center (AMRC)	The mission of the AP2C is to: 1) sustain a manufacturing-like fabrication capability that enables innovative research in nanoscale systems; 2) develop the capability to prototype processes for the manufacture of nanoscale devices; 3) perform selected research on advanced concepts of interest to the US Department of Defense and the nanoelectronics industry; and 4) prototype promising research in the areas of electronics, photonics, and sensors. The purpose of the AMRC is to accelerate the advancement of research and development in advanced technologies to benefit the state and national economy. The PI for both is Dr. Sanjay Banerjee from the Microelectronics Research Center. AP2C is funded by DARPA. Collaborators: Sematech	
U. T. Brownsville		
Cross Border Institute for Regional Development (CBIRD)	Develops responses to critical issues facing the border region, such as education, training, infrastructure, affordable housing, quality of life issues, human resources and financial capital, and works on developing initiatives which address these issues; assists in the management of critically important natural resources.	UT Austin, UT Pan American, Environmental Protection Agency, Texas Border Infrastructure Coalition (TBIC) and Instituto Technologico y de Estudios Superiores de Monterrey (ITESM)
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.	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, BANSA (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	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
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.	UTD, Texas Instruments, State of Texas, City of Richardson, Collin County, Plano Independent School District.
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
U. T. El Paso		
Center for Civic Engagement	Provides programs that engage students and faculty with community-based organizations, non-profit organizations, and schools; through engagement, responds to community needs and enhances student learning; opens up interaction between UTEP and economically distressed neighborhoods. Partners include: Paso del Norte Community Resource Center, Women's Fund of El Paso, Empowerment Zone, Central Business Association, El Paso Collaborative for Community and Economic Development, EITC Coalition, El Paso Planning Department, El Paso Hispanic Chamber of Commerce, YISD, EPISD, SISD, Bowie High School International Business and Public Affairs Magnet School, Mujeres de la Esperanza, Paso Del Norte Literacy Council, AVANCE, Junior	Achievement, El Paso Collaborative for Academic Excellence, Neighborhood Liaison, PRAXIS, Mexican Consulate, Immigration/ Citizenship Class organization, through Project SHINE, YWCA, VOTE NOW! (community sites for voter registration), Texas Campus Compact, Earned Income Tax Coalition, FEMAP/FEMAP Foundation
Border Region Modeling Project	This project houses the 173-equation Borderplex Econometric Forecasting Model. Geographic coverage provided by the model encompasses El Paso, Texas; Ciudad Juárez, México; Ciudad Chihuahua, México; and Las Cruces, New Mexico. Sectoral coverage provided by the model includes demography, employment, personal income, retail sales, residential real estate, transportation, international commerce, water consumption, and cross border manufacturing.	El Paso Electric Company, Wells Fargo Bank, Federal Reserve Bank of Dallas, Universidad Autónoma de Cd. Juárez, El Paso Metropolitan Planning Organization, City of El Paso Office of Economic Development, UTEP Center for Transportation Infrastructure Systems
Mobile Technology Project (Project 'Extend')	Collaborative grant with UTEP's Colleges of Education and Engineering, and Canutillo ISD to extend new mobile technology resources to field-based pre-service teacher education courses. Collaborators: Hewlett Packard, UT El Paso's Colleges of Education and Engineering	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
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. Collaborators: 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. Collaborators: 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. Collaborators: UT El Paso, University of Houston, Texas Tech University, National Institute of Standards & Technology (NIST), Texas A&M University, Manufacturing Extension Partnership, Southwest Research Institute, Local Manufacturers	
U. T. Permian Basin		
Economic Development Programs (CEED)	Supports economic development and diversification of 70 counties in West Texas, with Export Assistance Center; promotes awareness and development of infrastructure for alternative energy technologies through federal and state grants and contracts. Collaborators: U.S. Department of Commerce, La Entrada al Pacifico and Port-to-Plains development coalitions, State Energy Conservation Office, GeoPowering Texas groups with Southern Methodist University	
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
Andrews Business and Technology Center	Advises the City of Andrews in development of the Center that will house Odessa College and UT Permian Basin courses, expanding higher education opportunities to citizens of Andrews and surrounding area. The Center's construction is near completion and classes will be offered at the center beginning in January, 2006.	City of Andrews, Odessa College
U. T. San Antonio		
San Antonio Restorative Justice Initiative	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. Collaborators: College of Public Policy, Department of Criminal Justice and KLRN the local public broadcasting system channel	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Employer Education Council (EEC)	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. 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 Independent School District, Archdiocese of San Antonio Catholic Schools, Career Plus Learning Academy, East Central Independent School District, Edgewood Independent School District, Eleanor Kolitz Academy, Fort Sam Houston Independent School District, Guardian Angel Performance Arts Academy, Harlandale Independent School District, Jubilee Academic Center, Judson Independent School District, Lackland Independent School District, La Escuela De Las Americas, North East Independent School District, Northside Independent School District, San Antonio Independent School District, Somerset Independent School District, South San Antonio Independent School District, Southside Independent School District, Southwest Independent School District, St. Mary's Hall	
San Antonio Making Mentoring a Partnership (SAMMAP)	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. 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 Commision-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 Independent School District, Archdiocese of San Antonio Catholic Schools, East Central Independent School District, Edgewood Independent School District, Fort Sam Houston Independent School District, Harlandale Independent School District, Judson Independent School District, Lackland Independent School District , North East Independent School District, Northside Independent School District, San Antonio Independent School District, Somerset Independent School District, South San Antonio Independent School District, Southside Independent School District, Southwest Independent School District.	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
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 Partnership for End of Life Care (TxPEC)— College of Nursing and Health Sciences	Conduct research to increase effectiveness of End of Life Care in East Texas. This descriptive, correlational study will be completed 8-31-05 and will be submitted for publication by 9-30-05. Outcome includes establishing basis for intervention project to increase effectiveness of end of life care decision making for East Texas. Opportunities also exist via Tx PEC to present this information to other Tx PEC chapters throughout Texas	East Texas Medical Center, Hospice of East Texas, Hearts Way Hospice (Longview)
SBA/STTR Research Grant funded by the Office of Naval Research	Development of a quick-attach, quick-release cargo restraint system for the Landing Craft Air Cushion (LCAC) used by the Marine Corps in delivering cargo from ship to shore. Phase I [funded at $24,395 to UT Tyler and $69,887 to Product Concept Development, Inc. (PCD)] of the research and development (R&D) project was completed during 2003-2004, and Phase II [funded at $225,000 to UT Tyler and $525,000 to PCD] of the R&D project has been awarded for 2004-2006. During Phase I of the project, the concept was proven of a gripping system that would minimize the time and personnel required to load and grip cargo, either vehicular or palletized on a LCAC, without a significant weight penalty.	Product Concept Development, Inc., a small business located in Palestine, Texas; Office of Naval Research

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

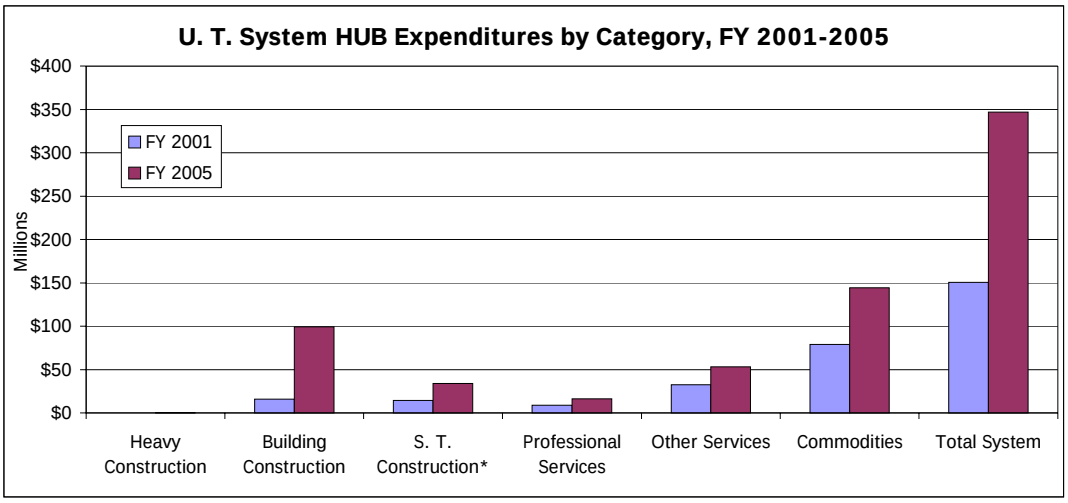
System-wide HUB Trends by Category

		System Total			Overall
		Total Expenditures	Total HUB Expenditures	Total HUB Expenditures	HUB Goal
FY 2001	Heavy Construction	$240,617	$2,597	1.1%	11.9%
	Building Construction	169,115,477	15,995,087	9.5	26.1
	S. T. Construction*	82,113,579	14,487,736	17.6	57.2
	Professional Services	89,599,077	8,796,255	9.8	20.0
	Other Services	299,052,308	32,407,748	10.8	33.0
	Commodities	677,941,918	78,889,622	11.6	12.6
	Total System	**$1,318,062,976**	**$150,579,045**	**11.4%**	
FY 2005	Heavy Construction	$7,594,697	$191,146	2.5%	11.9%
	Building Construction	578,724,678	99,081,503	17.1	26.1
	S. T. Construction*	108,635,276	33,768,895	31.1	57.2
	Professional Services	85,887,707	16,137,174	18.8	20.0
	Other Services	473,021,342	53,304,220	11.3	33.0
	Commodities	998,626,000	144,350,856	14.5	12.6
	Total System	**$2,252,489,700**	**$346,833,794**	**15.4%**	
	Total State	**$11,275,596,658**	**$1,565,474,073**	**13.9%**	

*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 2001 to FY 2005, the U. T. System has increased its HUB procurement expenditures from 11.4 percent to 15.4 percent of total expenditures.
- As a proportion of total expenditures, the FY 2004 U. T. System HUB expenditures exceeded the state's average (13.9 percent).
- In FY 2005, the U. T. System exceeded overall HUB goals in procurement expenditures for commodities.
- Between 2001 and 2005, total U. T. System HUB expenditures increased by more than 130 percent, driven by a very significant increase in HUB building construction and commodities expenditures.

HUB Trends – U. T. System Academic Institutions

Table III-9

HUB Trends at U. T. Academic Institutions

	Total HUB Expenditures		% Change
	FY 01	FY 05	FY 01-05
Arlington	$5,123,850	$8,527,230	66.4%
Austin	22,231,278	37,948,713	70.7
Brownsville/TSC	1,382,229	3,064,835	121.7
Dallas	3,921,016	9,024,468	130.2
El Paso	2,752,686	8,383,037	204.5
Pan American	2,589,607	3,535,319	36.5
Permian Basin	359,781	451,801	25.6
San Antonio	7,039,416	10,833,856	53.9
Tyler	720,658	2,266,557	214.5
Total Academic	**$46,120,521**	**$84,035,816**	**82.2%**

Source: U. T. System Office of HUB Development

- Between FY 2001 and FY 2005, total HUB expenditures at the U. T. System academic institutions increased by 82 percent, with increases over 50 percent at seven of the nine campuses.
- The increase in HUB expenditures from 2001 to 2005 at U. T. Brownsville and U. T. Dallas 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 48 or above based on the measure of highest HUB expenditure rate.
- Three academic institutions are included in the list of the top 25 State agencies spending more than $5 million with the largest percentage spent with HUBs.

Table III-10

U. T. Academic Institutions Among Top 50 State Spending Agencies, FY 2005

	$ (millions) spent on HUBs	Rank
Austin	$38.0	7
Arlington	$8.5	27
Dallas	$9.0	29
San Antonio	$10.8	30
El Paso	$8.4	35
Pan American	$3.5	48

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 2005

	$ (millions) spent on HUBs	Rank
Brownsville	$11.4	21
El Paso	$31.9	23
San Antonio	$42.8	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 Support[1]

($ in thousands)

	FY 01	FY 02	FY 03[2]	FY 04	FY 05
Summary by Institution					
Arlington	$8,261	$5,459	$6,251	$4,709	$4,995
Austin	179,951	155,312	305,040	252,175	140,239
Brownsville/TSC	2,129	3,098	1,355	1,497	923
Dallas	5,535	4,876	6,853	12,220	15,339
El Paso	18,046	19,893	14,313	14,829	17,112
Pan American	4,995	7,633	3,898	13,384	5,975
Permian Basin	1,276	1,285	864	2,563	1,775
San Antonio	5,232	5,150	5,748	8,805	7,693
Tyler	6,484	3,184	6,763	4,534	6,315
Total Academic	**$231,909**	**$205,890**	**$351,085**	**$314,716**	**$200,366**
SWMC	$90,409	$117,557	$81,772	$130,606	$103,213
UTMB	38,150	41,041	37,591	46,162	33,102
HSC-H	23,807	34,875	29,647	35,031	37,742
HSC-SA	30,268	26,853	25,115	31,262	33,947
MDACC	61,585	57,834	59,621	96,927	79,278
HC-T	800	1,150	793	2,452	4,844
Total Health-Related	**$245,019**	**$279,310**	**$234,539**	**$342,440**	**$292,126**
System Administration	**$563**	**$946**	**$1,384**	**$915**	**$4,953**
System-wide Total	**$477,491**	**$486,146**	**$587,008**	**$658,071**	**$497,445**
Summary by Source					
Alumni	$42,554	$52,639	$212,748	$125,078	$42,726
Individuals[3]	93,692	113,956	63,198	156,117	116,509
Foundations	197,239	200,197	199,432	217,092	214,856
Corporations	99,171	92,814	79,921	125,572	99,860
Others[4]	44,835	26,540	31,709	34,212	23,494
Total	**$477,491**	**$486,146**	**$587,008**	**$658,071**	**$497,445**

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

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

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

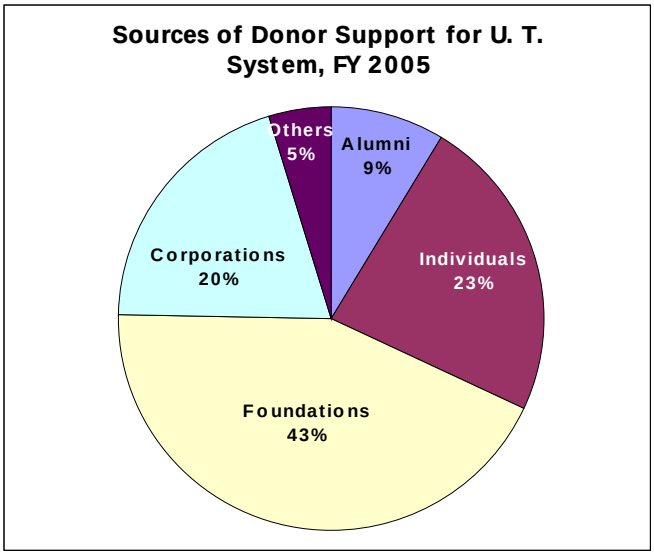
[4]Others = Fund Raising Consortia + Other Organizations.

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

- Although accounting changes noted above prevent specific longitudinal comparisons in the years from 2001 to 2005, total private philanthropic support of U. T. System institutions has increased over this period to nearly $500 million. However, FY 2004 was the peak in this five-year period; between FY 2004 and FY 2005, total giving decreased from $658 million to $497 million. Alumni giving declined by the greatest amount and proportion between 2003 and 2005.
- U. T. Austin ranked 12 in 2004 among all institutions in total voluntary support, down from ninth in 2003. It was second among all national public research universities after UCLA.

- According to the Council for Aid to Education 2004 ranking, within Texas, nine U. T. System institutions ranked in the top 20 in voluntary support: U. T. Austin (1), U. T. Southwestern Medical Center (2), U. T. M. D. Anderson Cancer Center (4), U. T. Medical Branch (8), U. T. Health Science Center-Houston (11), U. T. Health Science Center-San Antonio (12), U. T. El Paso (16), U. T. Pan American (18), and U. T. Dallas (20). And all U. T. institutions ranked above 48 in voluntary giving received in 2004.
- From FY 2001 to FY 2005, alumni giving increased at U. T. Arlington, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. San Antonio, U. T. Tyler, U. T. Medical Branch, and U. T. Health Science Center-Houston.

Figure III-4



- Between FY 2004 and FY 2005, the pattern of giving shifted.
- In 2005, foundations accounted for 43 percent of all donor support, up from 32 percent in FY 2004.
- Alumni giving was 19 percent of the total in FY 2004, decreasing to 9 percent in FY 2005.

Table III-13

Total Voluntary Support / Highest 20 / FY 2004

1	Harvard University	$540,333,491
2	Stanford University	524,123,993
3	Cornell University	385,936,235
4	University of Pennsylvania	332,829,949
5	University of Southern California	322,090,595
6	Johns Hopkins University	311,573,165
7	Columbia University	290,618,180
8	Massachusetts Institute of Technology	289,838,445
9	Yale University	264,771,841
10	University of California, Los Angeles	262,148,586
11	Duke University	254,999,006
12	University of Texas at Austin	252,175,348
13	Indiana University	248,458,068
14	University of Minnesota	245,682,841
15	New York University	214,863,578
16	University of California, San Francisco	213,996,780
17	University of Michigan	206,165,782
18	Ohio State University	203,273,515
19	University of Washington	195,762,442
20	University of North Carolina at Chapel Hill	186,934,586

Source: Council for Aid to Education's Voluntary Support of Education Survey Report, May 2005, www.cae.org/content/pdf/FullFY2004.pdf

Table III-14

Sources of Donor Support by U. T. Academic Institution[1]

($ in thousands)

		FY 01	FY 02	FY 03[2]	FY 04	FY 05
Arlington	Alumni	$411	$493	$395	$562	$646
	Individuals	353	589	669	730	1,888
	Foundations	1,011	994	3,211	1,004	836
	Corporate	6,357	2,979	1,654	1,966	1,366
	Others	129	404	322	447	259
	Total	**$8,261**	**$5,459**	**$6,251**	**$4,709**	**$4,995**
Austin	Alumni	$36,175	$44,941	$206,166	$118,165	$35,251
	Individuals	27,070	26,376	16,719	28,286	15,645
	Foundations	45,362	46,521	47,827	40,146	45,050
	Corporate	52,513	33,259	27,229	59,404	40,700
	Others	18,831	4,215	7,099	6,174	3,593
	Total	**$179,951**	**$155,312**	**$305,040**	**$252,175**	**$140,239**
Brownsville/TSC	Alumni	$57	$88	$56	$205	$27
	Individuals	358	671	381	332	181
	Foundations	1,510	2,004	577	415	179
	Corporate	200	331	341	524	520
	Others	4	4	NA	21	16
	Total	**$2,129**	**$3,098**	**$1,355**	**$1,497**	**$923**
Dallas	Alumni	$1,153	$603	$566	$1,144	$1,180
	Individuals	361	622	679	6,259	2,869
	Foundations	2,433	1,592	2,593	2,400	6,981
	Corporate	1,129	1,483	2,539	1,879	3,787
	Others	459	576	476	538	522
	Total	**$5,535**	**$4,876**	**$6,853**	**$12,220**	**$15,339**
El Paso	Alumni	$1,669	$1,756	$1,616	$1,103	$2,459
	Individuals	7,296	2,614	1,039	1,552	2,093
	Foundations	5,520	6,265	6,542	6,145	7,745
	Corporate	3,352	7,404	4,455	5,765	4,644
	Others	209	1,854	661	264	171
	Total	**$18,046**	**$19,893**	**$14,313**	**$14,829**	**$17,112**
Pan American	Alumni	$70	$52	$73	$54	$74
	Individuals	3,126	540	753	11,388	1,621
	Foundations	563	537	324	489	1,320
	Corporate	1,187	6,343	2,623	1,398	2,709
	Others	49	161	125	55	251
	Total	**$4,995**	**$7,633**	**$3,898**	**$13,384**	**$5,975**
Permian Basin	Alumni	$49	$27	$25	$33	$49
	Individuals	494	519	152	1,907	685
	Foundations	389	117	333	464	736
	Corporate	327	555	333	138	286
	Others	17	67	21	21	19
	Total	**$1,276**	**$1,285**	**$864**	**$2,563**	**$1,775**
San Antonio	Alumni	$126	$197	$92	$204	$831
	Individuals	1,245	713	510	1,240	467
	Foundations	2,480	2,600	3,347	3,199	3,002
	Corporate	1,165	1,305	1,592	3,827	2,884
	Others	216	335	207	335	509
	Total	**$5,232**	**$5,150**	**$5,748**	**$8,805**	**$7,693**
Tyler	Alumni	$31	$29	$27	$36	$40
	Individuals	3,697	2,418	5,874	3,578	4,707
	Foundations	909	455	495	345	958
	Corporate	1,824	232	322	272	603
	Others	23	50	45	303	7
	Total	**$6,484**	**$3,184**	**$6,763**	**$4,534**	**$6,315**
Total Academic		**$231,909**	**$205,890**	**$351,085**	**$314,716**	**$200,366**

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

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

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

Figure III-5

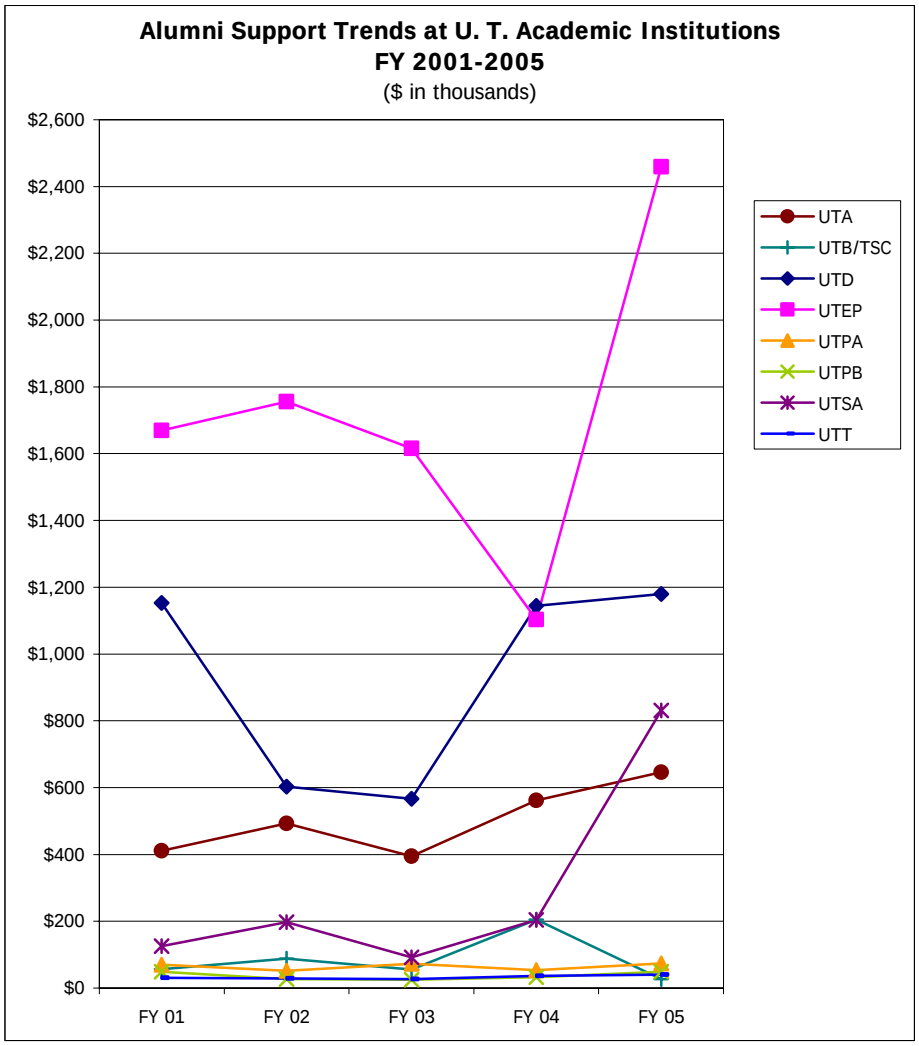
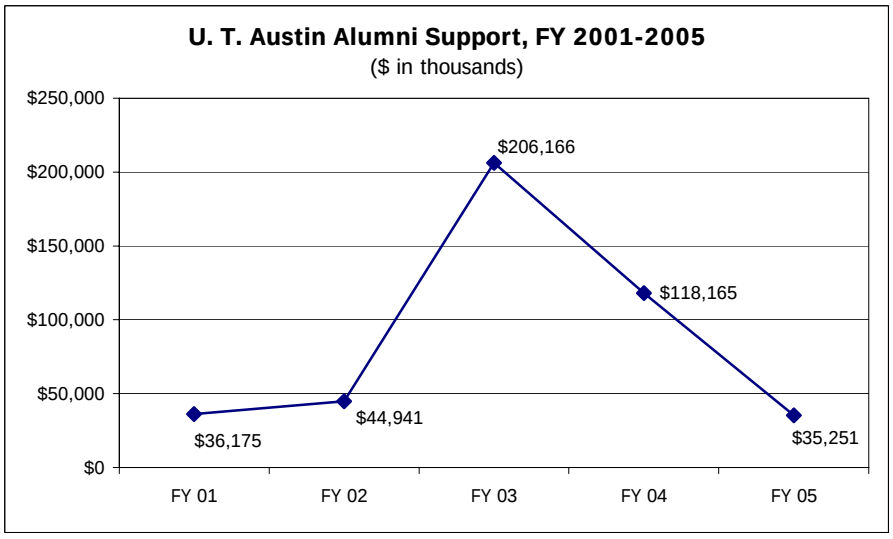


Figure III-6



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

K-16 Collaborations

The following examples illustrate the depth and range of K-16 collaborations between U. T. 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
U. T. Medical Branch		
"Hot Jobs Directory" for health careers	The partners revised and updated the third edition of a health careers directory for use by secondary and college students, academic and career counselors, and other individuals. The directory supports the efforts of each of the participating entities to meet its respective statutory requirements to improve the supply, distribution, quality, and efficiency of health personnel in Texas. The directory also provides technical assistance and information to students, counselors, and others interested in health care professions.	Office of Rural Community Affairs (ORCA), East Texas AHEC, Texas Tech University Health Sciences Center, UT-San Antonio, Texas Education Agency (TEA), and the Health Education Training Centers Alliance of Texas (HETCAT).
Outreach Programs for Students and Educators: Inspiring, Motivating, and Enabling the Next Generation	A progressive series of programs for students in 4th through 12th grades that provides students with the skills necessary to succeed academically and inspire the next generation to pursue careers in science, health care, and technology; provides educators with an ongoing support system of sustained, high quality, professional development to assist them in implementing the TEKS; and engages all students with interesting, relevant, and meaningful science learning experiences.	Galveston ISD, Galveston College, UT-Austin, Rice University, Texas A&M at Galveston, and multiple others.

Examples of K-16 Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
Micro Academy for the Health Professions	The Micro Academy curriculum is designed to increase the attendance, performance, study skills, and self-confidence of high school students. Twenty-five economically and/or disadvantaged students are accepted every year. A critical component of the Micro Academy curriculum is the PSAT and SAT preparation, which includes test-taking skills, simulated testing, and comprehensive information related to the PSAT and SAT. Students become adept at answering questions in a timed setting and feedback is provided regarding their strengths and weaknesses as they relate to the exam content. Mentors meet regularly with students to encourage and assist them with their academic preparation for the PSAT and SAT. To assist with college matriculation, students are counseled and assisted in filing the appropriate financial aid applications. They are informed of scholarships, grants, and low-cost loans. Mentoring, tutoring, closer faculty interaction, career-based seminars, and close parental involvement complement classroom activities and help ensure the success of the program.	Ball High School, Galveston ISD.
U. T. HSC-Houston		
The Center for Academic and Reading Skills (CARS)	CARS is a research center that studies how reading and academic skills develop in normal children, children who are academically underachieving, and children who are disabled because of a variety of problems; identifies effective reading instruction and develop methods for implementing curricula, training teachers, and evaluating how well children respond to different curricula in order to significantly enhance the educational experiences of all children in Texas.	Houston ISD, UT Austin, University of Houston, Yale University—Center for Learning & Attention Disorders
CIRCLE (Center for Improving the Readiness of Children for Learning and Education)	Promotes quality learning environments for young children; provides community-based early childhood programs with neighborhood mentors, parents, and child care agencies. Uses the knowledge gained from years of studying young children to help promote the goals of the Texas Statewide Early Childhood Initiative.	Houston ISD, Spring Branch ISD, Humble ISD, Texas Head Start State Collaborative Office
Science Education Partnership	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.	Spring Branch ISD, Houston ISD, 32 school districts in Brownsville, McAllen, and Harlingen
U. T. HSC-San Antonio		
CATCH (Community Approach to Careers in Health) Academy Program	The program is designed for high school students exploring careers in the health professions and their teachers.	South Central AHEC (Area Health Education Center)
Biomedical Summer Undergraduate Research Experience	Undergraduate students from across the U.S. work for ten weeks in a research lab.	NIH, various undergraduate institutions

Examples of K-16 Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
Juntos Podemos Program	Juntos Podemos students present a play as a recruitment strategy with 350 middle school, high school, and community college students and parents attending.	San Antonio College
U. T. M. D. Anderson		
Summer Program in Biomedical Sciences	Introduces Texas young people to a research environment and provides firsthand experience in the career opportunities available in the biomedical sciences. Students selected for the program are given a rare opportunity to conduct a research project in one of the biomedical disciplines under the guidance of a full-time member of the M. D. Anderson faculty. Emphasis is placed on the importance of the basic principles that form a foundation for scientific investigation.	Houston and area ISDs
Student Nurse Extern Program	Provides professional nursing students the opportunity to learn the fundamentals of oncology patient care. Students must be currently enrolled in an accredited BSN or ADN school of professional nursing and completed junior year of nursing. The program length is nine weeks. Each student will be assigned to work under the direct supervision of registered nurse preceptors in one an inpatient or outpatient area. In addition to clinical experience, students participate in weekly seminars such as Introduction to Oncology Nursing, Pathophysiology of Cancer, Characteristics of Major Cancers, Oncologic Emergencies, and special nursing issues. Students are paid an hourly salary.	Schools of Nursing
U. T. HC-Tyler		
Northeast Texas Consortium (NETNet)	Provides a high-speed wireless data network designed for distance learning in rural Northeast Texas, linking: • 15 higher-education institutions • 17 public school districts • 8 regional hospitals • 5 regional TDH offices or public health districts • 3 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 technology 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
Lake Country Area Health Education Center (AHEC) **1. Health Career Promotion** **2. Health Education Programs in NE Texas K-12 ISDs**	1. Provides classroom programs on health careers in age-appropriate manner 2. Provides health education programs on hygiene, prevention of drunk driving, nutrition, exercise.	32 ISDs in NE Texas
Lake Country AHEC "Growing Healthy" – Texas Cancer Council (TCC) grant working with 4, 5,6th grades in 9 counties of NE Texas	Addresses healthy behaviors to prevent/decrease the incidence of cancer in young adults. Addresses smoking prevention, sun safety, and healthy nutrition and exercise. 5545 students reached in 9 counties.	Six ISDs in NE Texas, including towns of: Van, Quitman, Mineola, Gilmer, Pewitt, Pittsburg, Mt. Vernon, Tyler, Mt. Pleasant, Hughes Springs, Daingerfield, Greenville

Economic Impact: U. T. Health-Related Institutions

See Tables III-4, III-5, and III-6 and discussion above, p. III-10-13.

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		
UTMB CMC/FBOP Medical Delivery System	The UTMB Correctional Managed Care Division began the delivery of medical services for the Federal Bureau of Prisons' (FBOP) Beaumont Complex in 1998 after the US Congress commissioned a pilot project to carve out medical services within the FBOP system. Since that initial pilot project, UTMB has continued to deliver the primary, secondary, and tertiary level medical services and outpatient mental health services for the Beaumont Complex, which holds approximately 7,000 federal offenders. A unique aspect of this contract is the cooperative efforts between UTMB, the Texas Department of Criminal Justice (TDCJ), and the FBOP in addressing the inpatient needs of FBOP patients. FBOP patients are allowed to use the UTMB prison hospital under special security arrangements made possible by the TDCJ security staff within the UTMB hospital system. This cooperative arrangement helps to reduce the number of federal offender patients that might otherwise be housed in local community hospitals. Thus, this unique partnership helps improve public safety for a large number of citizens in the gulf coast area. This medical "carve-out" with the FBOP system is the only such fully capitated arrangement the FBOP has anywhere in the country. This speaks to UTMB's ability to meet the needs of this unique patient population while continuing to meet the expectations of the federal prison system. Collaborators: Texas Dept of Criminal Justice and the Federal Bureau of Prisons.	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
WelCare Initiative Grant	The WelCare Initiative is a three-year community health project sponsored by a grant from the Department of Health and Human Services' Office of Minority Health. The initiative provides a new and different way to address the existing medical service delivery disparities and other barriers to good health care outcomes affecting the Galveston community. It is designed to be a comprehensive and holistic approach to understanding health care and assisting in the increased use of the appropriate health care services and navigating through the medical services delivery system. The project is designed to facilitate better health for the community by expanding St. Vincent's House free clinic into a community-wide continuum of care that serves the uninsured, especially those who live in low-income and predominantly minority neighborhoods.	St. Vincent's Episcopal House and Jesse Tree.
Frontera de Salud	*Frontera de Salud* is a service organization founded and staffed by medical, nursing, and allied health students committed to bringing primary health care to the underserved. The purpose of *Frontera*'s mission is threefold: (1) to address community health issues by delivering cost-effective primary care to communities in need; (2) to further the clinical competency of *Frontera* 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.	Brownsville Community Health Center and the UTHSC-San Antonio.
U. T. HSC-Houston		
The University of Texas Health Science Center at Houston 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.	UT M. D. Anderson, University of Houston, Rice University, Baylor College of Medicine, GE Medical Systems
Center for Biosecurity and Public Health Preparedness	The mission of the Center for Biosecurity and Public Health Preparedness is to educate, consult and conduct research to counter the public health threats of today. Collaborators: <u>City, County, Regional & State Health Departments/Agencies</u> City of Houston – Office of the Mayor, Harris County – Office of the County Judge, Texas Department of State Health Services (DSHS), DSHS-Region 6/5S, DSHS - Region 11, US Virgin Islands Department of Health, State of Hawaii Department of Health, City of Houston Department of Health and Human Services, Harris County Public Health and Environmental Services, Galveston County Health District, Fort Bend Department of Health and Human Services, Cameron County Health Department, Sonora Health Department, Baja Health Department, Nuevo Leon Health Department, Chihuahua Health Department, Tamaulipas Health Department, Coahuila Health Department, Centro Nacional de Vigilancia Epidemiologica y Control de Enfermadades (CENAVECE) of Mexico City, South Central Area Health Education Center <u>Professional Associations/Organizations/Commissions</u> National Association of County and City Health Officials (NACCHO), Texas Association of Local Health Officials (TALHO), American Medical Association (AMA), Texas Public Health Association (TPHA), PanAmerican Health Organization (PAHO), The US – Mexico Border Health Commission <u>Institutes/Foundations/National Agencies</u> James A. Baker III Institute for Public Policy, Texas Institute for Health Policy Research, National Disaster Life Support Foundation, American Red Cross <u>Businesses/Specialists in Communication/Distance Learning</u> O'Connor, Bilotta & Associates, LLC, Robert J. Howard & Associates, LLC, Simulation Education Services	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
School of Public Health H-E-B Fellowship Program	Improve level of childhood immunizations in the Houston community, increase the public awareness of the importance of childhood immunizations and help train the next generation of professionals who will address future issues of childhood immunization.	H-E-B Foundation, City of Houston Department of Health and Human Services
U. T. HSC-San Antonio		
School Based Oral Health Program	This program establishes an oral health clinic and prevention program in two public schools. The aim is to prevent oral disease and to prevent the use of tobacco.	Marion Independent School District, East Central Independent School District, Methodist Health Care Ministries
The AIT-SCM and MESA Center Partnership	The purpose is to investigate perceptions of risk and protective factors for Type 2 diabetes among young Native American Indian males: A CBPR Project.	American Indians in Texas at the Spanish Colonial Missions (AIT-SCM)
U.S. Hispanic Nutrition Research and Education Center	This program focuses on the promotion of nutrition education and research in Hispanic populations.	City of Harlingen, UT Pan American, UT Brownsville, UT San Antonio
U. T. M. D. Anderson		
Center for Advanced Biomedical Imaging	The Center for Advanced Biomedical Imaging is under design for the UT Research Park. This Center is receiving significant funding from the Texas Enterprise Fund ($25M) and GE Health Care ($30M). It will also benefit from the 2005 gift of $30M from Red and Charline McCombs, naming the institute where this Center will reside.	UTHSC-Houston, State of Texas, General Electric Health Care, philanthropy.
Proton Therapy Center	Construction nearly complete and Hitachi, Ltd, installing and calibrating synchrotron, beam support system and gantries – a process that will take one year. The Proton Center will be only the 3rd in the U.S. In addition to providing the most effective radiation treatment for cancers of the prostate, eye, lung, brain, head and neck, and pediatric cancers, the opportunities for research are extensive. The Proton Center also is part of the McCombs Institute for the Early Detection and Treatment of Cancer.	Hitachi, Ltd. And Hitachi America, Ltd, Sanders Morris Harris, Inc., The Styles Co., the Houston Firefighters' Relief and Retirement Fund and Houston Police Officers' Pension System, project; General Electric Company; Varian Medical Systems; and IMPAC Medical Systems
Prostate Outreach Projects (POP)	Mobile unit provides free prostate cancer screening and has reached into a community at high risk, African American men age 40 and older. The educational program has reached more than 1700 men since April 2003. MDACC is also teaming with churches to encourage men to participate in a prostate cancer prevention study, the Selenium and Vitamin E Cancer Prevention Trial (SELECT). Four hundred institutions in the US, Canada, and Puerto Rico are recruiting 32,000 volunteers over a five year period.	Proctor & Gamble, more than 40 Houston-area African American churches, Southwest Oncology Group, 400 other institutions. Support has also been provided by the Texas Cancer Council, and federal appropriation via MDACC's Center for Research on Minority Health.

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. HC-Tyler		
Northeast Texas Consortium (NETNet)	Provides a high-speed wireless data network designed for distance learning in rural Northeast Texas, linking: • 15 higher-education institutions • 17 public school districts • 8 regional hospitals • 5 regional TDH offices or public health districts • 3 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 technology 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®) http://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, and the Texas Commission on Environmental Quality
Texas College and UTHCT Community Outreach & Health Disparities: **1. The East Texas Project EXPORT Center** **2. Texas College Community Health Clinic**	1. Partnering with Texas College, a Historically Black College, to build research capacity focused on health disparities regarding the prevention, diagnosis, and treatment of diabetes, hypertension, and obesity. (also implemented mentoring program to encourage students to participate in biomedical sciences and other research). 2. Community Clinic that provides primary health care services for students, staff, faculty at Texas College, as well as other members of the community.	Texas College

HUB Trends – U. T. Health-Related Institutions

- Between FY 2001 and FY 2005, overall health-related institution HUB expenditures increased by more than 129 percent. U. T. Medical Branch increased HUB expenditures by almost 128 percent; U. T. M. D. Anderson Cancer Center by almost 300 percent, and U. T. Health Center-Tyler by more than 200 percent.
- In dollar amounts, U. T. Southwestern Medical Center, U. T. Medical Branch, and U. T. M. D. Anderson each made total HUB purchases in excess of $24 million in FY 2005, with M. D. Anderson spending nearly $90 million.
- The six U. T. System health-related institutions were all among the top 50 HUB spending agencies in the state in FY 2005. Based on the rate of HUB expenditures they rank 3, 5, 9, 17, 23, and 32.

Table III-17

HUB Trends at U. T. Health-Related Institutions

	Total HUB Purchases		% Change
	FY 01	FY 05	FY 01-05
SWMC	$18,212,498	$24,816,148	36.3%
UTMB	19,988,514	45,501,463	127.6
HSC-H	11,674,444	12,606,277	8.0
HSC-SA	6,224,006	7,343,421	18.0
MDACC	22,227,347	88,271,395	297.1
HC-T	1,260,111	3,928,165	211.7
Total Health	**$79,586,920**	**$182,466,869**	**129.3%**

Source: U. T. System Office of HUB Development

Table III-18

U. T. Health-Related Institutions Among Top 50 State Spending Agencies FY 2005

	$ (millions) spent on HUBs	Rank
MDACC	$88.3	3
UTMB	$45.5	5
SWMC	$24.8	9
HSC-H	$12.6	17
HSC-SA	$7.3	23
HC-T	$3.9	32

Source: U. T. System Office of HUB Development

Private Support – U. T. Health-Related Institutions

Table III-19

Sources of Donor Support by U. T. Health Related Institutions[1]

($ in thousands)

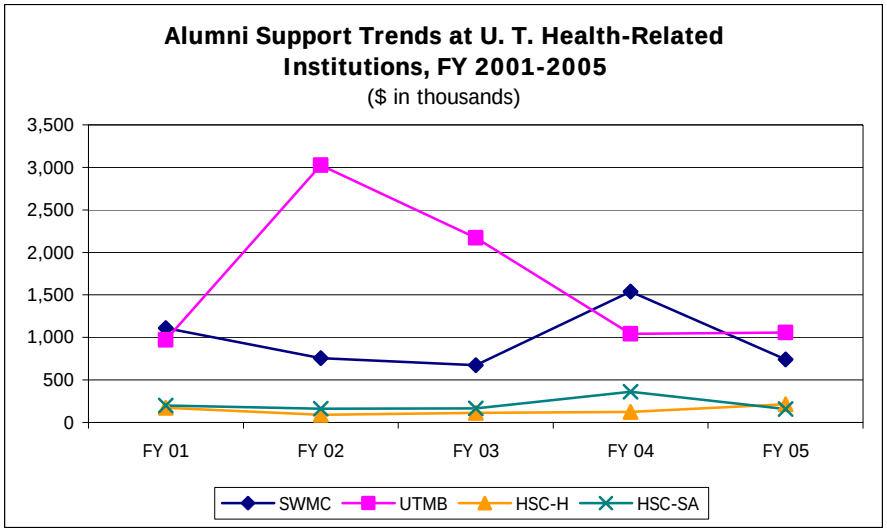
		FY 01	FY 02	FY 03[2]	FY 04	FY 05
SWMC	Alumni	1,109	758	672	1,540	740
	Individuals	12,204	40,108	4,544	25,822	23,634
	Foundations	50,162	57,429	54,654	74,582	56,801
	Corporate	13,086	13,957	16,431	19,730	16,499
	Others	13,848	5,305	5,471	8,932	5,539
	Total	**$90,409**	**$117,557**	**$81,772**	**$130,606**	**$103,213**
UTMB	Alumni	970	3,027	2,173	1,041	1,057
	Individuals	1,043	919	1,528	7,972	4,687
	Foundations	32,502	31,801	30,599	33,779	24,561
	Corporate	1,667	1,832	783	1,483	1,043
	Others	1,968	3,462	2,508	1,887	1,754
	Total	**$38,150**	**$41,041**	**$37,591**	**$46,162**	**$33,102**
HSC-H	Alumni	172	89	114	123	215
	Individuals	2,184	8,909	2,438	5,727	6,696
	Foundations	13,584	17,469	17,625	21,433	24,891
	Corporate	3,941	3,142	4,919	3,777	4,255
	Others	3,926	5,266	4,551	3,971	1,685
	Total	**$23,807**	**$34,875**	**$29,647**	**$35,031**	**$37,742**
HSC-SA	Alumni	198	163	165	360	157
	Individuals	6,450	1,385	945	4,641	4,142
	Foundations	18,202	15,729	11,453	10,496	11,225
	Corporate	2,135	6,112	3,504	13,792	11,895
	Others	3,283	3,464	9,048	1,973	6,528
	Total	**$30,268**	**$26,853**	**$25,115**	**$31,262**	**$33,947**
MDACC	Alumni	MDACC did not have alumnae within this reporting period.				
	Individuals	27,353	26,647	26,100	54,629	38,500
	Foundations	22,226	16,271	19,315	21,564	29,561
	Corporate	10,154	13,545	13,039	11,475	8,576
	Others	1,852	1,371	1,167	9,259	2,641
	Total	**$61,585**	**$57,834**	**$59,621**	**$96,927**	**$79,278**
HC-T	Alumni	HC-T did not have alumnae within this reporting period.				
	Individuals	357	532	276	1,787	4,254
	Foundations	342	347	447	559	513
	Corporate	85	269	68	83	77
	Others	16	2	2	23	0
	Total	**$800**	**$1,150**	**$793**	**$2,452**	**$4,844**
Total Health-Related		**$245,019**	**$279,310**	**$234,539**	**$342,440**	**$292,126**

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

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

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

Figure III-7


Alumni Support Trends at U. T. Health-Related Institutions, FY 2001-2005
($ in thousands)
3,500
3,000
2,500
2,000
1,500
1,000
500
0
FY 01
FY 02
FY 03
FY 04
FY 05
SWMC
UTMB
HSC-H
HSC-SA

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, from 2002 to 2003, enrollments in online learning increased from 1.6 million to 1.9 million students, and this upward trend is projected to continue. (http://www.sloan-c.org/resources/survey.asp). Enrollment growth in on-line courses was concentrated in public institutions. Ninety-six percent of public institutions surveyed agreed or were neutral on the statement that online learning is critical to their long-term strategy. 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.

UT TeleCampus. The U. T. System faces the same pressures and opportunities that these national trends represent. 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.

In the past two years, enrollments have continued to increase while the budget was reduced by approximately one-third, suggesting that the UT TeleCampus provides a model for increasing the efficiency and productivity of course development and delivery.

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 on-line MBA, which leverages resources while remaining transparent to 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 and providing professional development of teachers in Texas.

UT TeleCampus Trends

- From 2002 to 2005, overall UT TeleCampus course registrations increased 66 percent, from 5,676 to 9,397. 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 9,244 in 2005.
- Course registrations in health-related institution courses are much smaller – 153 in 2005 – but this represents a 173 percent increase since 2002.

Table III-20

Number of Course Registrations through the UT TeleCampus

	2001-02	2002-03	2003-04	2004-05	% Change 01-02 to 04-05
Academic					
Arlington	2,449	2,745	3,197	3,424	39.8%
Austin	148	76	59	25	-83.1
Brownsville/TSC	512	686	927	1,052	105.5
Dallas	614	637	528	283	-53.9
El Paso	256	239	630	961	275.4
Pan American	281	376	509	493	75.4
Permian Basin	801	1,012	1,674	2,137	166.8
San Antonio	76	134	187	247	225.0
Tyler	483	348	446	622	28.8
Total Academic Institutions	**5,620**	**6,253**	**8,157**	**9,244**	**64.5%**
Health-Related					
SWMC-Dallas*	0	28	52	52	85.7%
UTMB-Galveston	21	67	50	52	147.6
HSC-San Antonio	35	53	51	49	40.0
Total Health-Related Institutions	**56**	**148**	**153**	**153**	**173.2%**
Total U. T. System	**5,676**	**6,401**	**8,310**	**9,397**	**65.6%**

* % 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 increased between 2004 and 2005.
- Proportionately large increases took place at U. T. El Paso, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.

Table III-21

Number of Students Enrolled in at Least One Course through the UT TeleCampus

	2003-04	2004-05
Academic		
Arlington	2,197	2,425
Austin	50	48
Brownsville/TSC	591	542
Dallas	353	167
El Paso	504	733
Pan American	311	376
Permian Basin	863	1,006
San Antonio	123	221
Tyler	433	542
Total Academic Institutions	**5,425**	**6,060**
Health-Related		
SWMC-Dallas	53	52
UTMB-Galveston	4	2
HSC-San Antonio	53	51
Total Health-Related Institutions	**110**	**105**
Institution Not Selected	**836**	**630**
Total U. T. System	**6,371**	**6,795**

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%

Source: UT Telecampus

- Course completion rates for UT TeleCampus courses are high, rising to over 90 percent for enrollments in 2004-05.
- 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 19, 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	4
Austin	0
Brownsville/TSC	3
Dallas	0
El Paso	2
Pan American	2
Permian Basin	3
San Antonio	1
Tyler	3
Total Academic Institutions	**18**

Source: UT Telecampus

Table III-24

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

	Undergraduate	Graduate
2000-01	0	8
2001-02	0	11
2002-03	0	26
2003-04	3	88
2004-05	19	72

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 8 graduate degrees in 2000-01 to 19 undergraduate and 72 graduate degrees in 2004-05. 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 academic 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.
- As the U. T. System pursues specific collaborative initiatives, such as the San Antonio Life Sciences Institute, Project Emmitt, and the partnership with Texas Instruments and International SEMATECH, it should track the impact of these investments by tracking grant and contract funding leveraged, patent applications and awards, and new start-up companies and jobs created.

Measures for Future Development

- Refine the methodology to assess the U. T. System's impact on K-12 education.
- Expand on economic impact of specific initiatives and investments.
- Working across the System, and with the Texas Higher Education Coordinating Board, refine measures to track and assess distance education trends.
- Develop measures of citizen awareness and satisfaction of U. T. as a system.
- Measure the impact of U. T. System strategic communications.