

The University of Texas System
Board of Regents

Accountability and Performance Report



2004-2005

The University of Texas at Arlington • The University of Texas at Austin • The University of Texas at Brownsville • The University of Texas at Dallas • The University of Texas at El Paso • The University of Texas - Pan American • The University of Texas of the Permian Basin • The University of Texas at San Antonio • The University of Texas at Tyler • The University of Texas Southwestern Medical Center at Dallas • The University of Texas Medical Branch at Galveston • The University of Texas Health Science Center at San Antonio • The University of Texas Health Science Center at Houston • The University of Texas M. D. Anderson Cancer Center • The University of Texas Health Center at Tyler • The University of Texas System Administration

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The University of Texas System Accountability and Performance Report 2004-05 Highlights

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Introduction

Background, Purpose, and Audience

- The University of Texas System Board of Regents and Chancellor Mark G. Yudof continue to emphasize the increasingly important role that accountability will play in the UT System's future planning and activities. In 2002, they proposed development of an integrated and strategic approach to UT System accountability and performance studies and reporting for the Chancellor, the Board, public policy makers, and other internal and external audiences.
 - This framework reflects the UT System's ongoing commitment to foster and monitor its overall accountability, including institution and System functions that contribute to its academic, health care, and service missions. The report provides information and analysis that demonstrate how UT institutions add value, contribute to state goals, and how they compare with peers. It emphasizes results and implications for future planning to support continued improvement by the System and UT System institutions. The data displayed in this
- report provide a baseline of institutional performance; multi-year information is displayed where available to establish trend lines and will provide the basis for reviewing institutions and establishing benchmarks for future performance. The report will be used by the System in conjunction with other documents such as each institution's Compact and each president's Presidential Work Plan, to evaluate performance and establish expectations of each institution.
 - Many stakeholders have an interest in UT's accountability. This report will serve internal and external accountability purposes and will be used as a management tool. It is intended for the UT System itself—its Board, System officials, and campus administrators, faculty, staff, and students. It is also intended to be a public document for elected and appointed officials, students, alumni, parents, patients, donors, grantors, and other members of the public interested in UT's plans and performance.

Report Scope and Framework

- As the UT System gains responsibility for certain decision-making, we will show how we will ensure UT's accountability for the results of those decisions and demonstrate that we are efficient and responsible stewards of public resources.
 - While this report is designed to serve UT System needs, it also responds to Governor Rick Perry's January 22, 2004, Executive Order RP 31 relating to accountability of higher education systems and institutions, and should complement the statewide accountability system developed in the past year.
 - The UT System accountability framework encompasses all functions within the System and among academic and health-related institutions that support their academic, health care, and service missions.
 - This report is organized according to the five-part framework intended to highlight and track UT
- System institutions' impact in areas that are of high importance for the System, and that relate to key state goals:
 - I. Student Access and Success
 - II. Teaching, Research, and Health Care Excellence
 - III. Service to and Collaborations with the Community
 - IV. Organizational Efficiency and Productivity
 - V. Profiles for each UT institution, including:
 - Institutional Rankings
 - Mission Statement
 - Comparisons with Peer Institutions
 - Centers of Excellence

- Within this framework, performance measures are aligned with System values, goals, and priorities in each area. They include:
 - Performance Measures: provide data on activities for which institutions will be held accountable. These measures emphasize outcomes, e.g., graduation rates, but also include some measures of progress, e.g., retention rates that will help address any trends before they become major problems.
 - Contextual Measures: provide important background information on institutional context.
- Implications for the Future and Measures Suggested for Future Development: important topics for which consistent data will not be available within the current study period but that should be pursued in the next edition.
- Data in this report come from System and legislatively mandated reports, including annual data provided to the Texas Higher Education Coordinating Board and the Legislative Budget Board, and from other information gathered from UT System institutions. The goal is to integrate and focus the information previously disseminated through several different performance reports. The report emphasizes results and the service the UT System provides to Texas.

Related UT System Accountability Initiatives

- Institutional Compacts. In 2003-04, The University of Texas System instituted the development of compacts for each UT institution. The compacts are written agreements between the Chancellor of The University of Texas System and the presidents of each of the System's academic and health institutions that summarize the institution's major goals and priorities, strategic directions, and specific tactics to achieve its goals. These compacts reflect the unique goals and character of each institution, highlighting action plans, progress, and outcomes. Faculty, staff, and students helped to create these compacts, so that a shared plan and vision resulted. The System Administration's commitment of resources and time to support each institution's initiatives is included in every compact. Covering the fiscal years ending 2005 and 2006, the compacts were completed in the summer of 2004. They will be updated annually; updates for the second year of the cycle will be completed by August 2005. For more information and to view each Compact, visit the UT System's institutional improvement Web site, at <http://www.utsystem.edu/news/wag/>.
- UT System National Symposium on Accountability in Higher Education: "A New Compact for Higher Education: Accountability, Deregulation, and Institutional Improvement". On October 27- 28, 2004, The University of Texas System hosted a unique national symposium on accountability, deregulation, and institutional improvement in higher education. The state's first accountability symposium drew leaders in the field, with keynote addresses by Dame Marjorie Scardino, president of the media group Pearson (which owns the Penguin group, educational testing companies, *The Economist* and *The Financial Times*), Margaret Spellings, Assistant Domestic Policy Advisor to President George W. Bush, and University of Virginia President John Casteen. Other speakers – leaders in higher education and public policy – came from the Florida Board of Education, the University of Georgia System, the University of Colorado, California State University, and major national higher education think tanks and policy groups. For more information on the symposium, and to view video clips of each presentation, visit the symposium Web site, at: <http://www.utsystem.edu/cha/AcctSymp2004/homepage.htm>.

I. Student Access and Success

Total UT System Enrollment

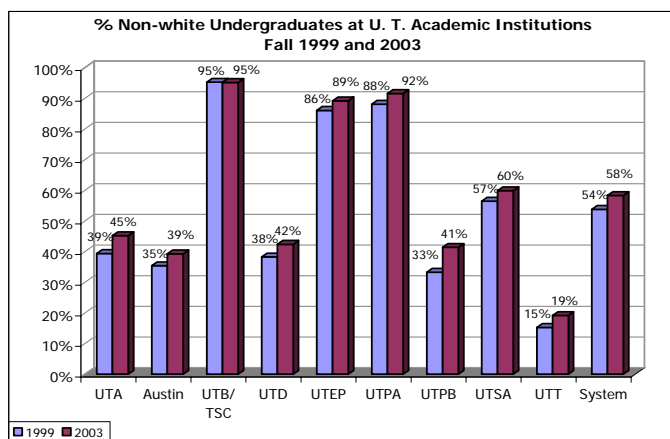
- In fall 2004, enrollments at all UT System institutions totaled 182,752, nearly 3% higher than fall 2003 enrollments, and 35% of all public university enrollments in Texas.
- UT System academic institutions enrolled 172,052 students in fall 2004, up 2.6% from the previous fall.
- UT System health-related institutions enrolled 10,700, 6.6% more than in fall 2003.

Total UT System Enrollment 2003 and 2004			
Fall	Fall 2003	Fall 2004	% Change
Arlington	24,979	25,297	1.3%
Austin	51,426	50,377	-2.0
Brownsville/TSC	10,592	11,546	9.0
Dallas	13,718	14,092	2.7
El Paso	18,542	18,918	2.0
Pan American	15,915	17,030	7.0
Permian Basin	3,028	3,291	8.7
San Antonio	24,665	26,175	6.1
Tyler	4,769	5,326	11.7
Total Academic	167,634	172,052	2.6%
SWMC-Dallas	1,749	2,273	30.0%
UTMB	2,059	2,121	3.0
HSC-Houston	3,405	3,399	-0.2
HSC-San Antonio	2,754	2,837	3.0
M. D. Anderson	75	70	-6.7
Total Health	10,042	10,700	6.6%
Total System	177,676	182,752	2.9%

Undergraduate Student Enrollment and Graduation Trends – UT System Academic Institutions

First-time Students

- From fall 1998 to fall 2002, enrollment of first-time, full-time, degree-seeking undergraduates increased 37%, from 13,735 to 18,842. Just over half of these students are female.



- Over this period, the portion of first-time students who are White declined from 49% to 45%. By comparison, 49% of students in the 2003 the Texas high school graduating class were White.
- The portion of Black students increased slightly, from 4.1% to 4.5%, but less than the 13.4% of Black students in the 2003 Texas high school graduating class.
- The portion of Hispanic students increased from 33.7 to 35.7%, close to the overall proportion – 40% – of college-age Hispanics in Texas, and higher than the 33.9% of Hispanic students in the 2003 Texas high school graduating class.
- Of the 132,958 undergraduates enrolled at UT System academic institutions in fall 2003, 42% were White, 5% were Black, and 39% were Hispanic.

Financial Aid

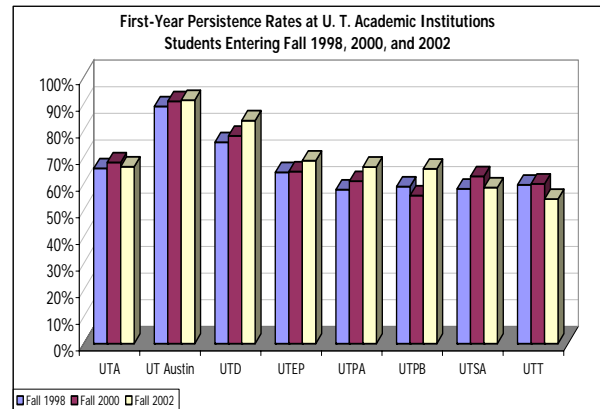
- In FY 2003-04, \$785 million was allocated for 223,534 financial aid awards to UT System academic institution students (some students received more than one award, including grants, loans, and work study).
- 35% of undergraduate students received some amount of need-based aid in 2003-04; a total of 45% received all types of aid.
- Of the scholarships and aid, federal grants made up 45%, an increase of two percentage points

from last year; institutional funds increased to 30%, from 27% last year; state funds provided another 16%, down from 19% in 2002-03; and 9% came from private sources, down from 11% in 2002-03.

- By dollar amount, loans comprised 56% of total awards, up from 53% in 2002-03; grants and scholarships comprised 43%, down from 45% in 2002-03; and work-study provided 1% of all financial aid, down from 2% in 2002-03.

Persistence

- First-year persistence rates are going up at most UT System academic institutions. For students who matriculated in fall 2002, the rate ranged from 54.3% at UT Tyler, to 68.7% at UT El Paso, to 83.8% at UT Dallas, and 91.4% at UT Austin. Females persist in larger proportions than male students.
- The increases in persistence rates hold for minority groups; on a number of campuses (Arlington, Austin, Dallas, Pan American, Permian Basin, San Antonio, and Tyler), persistence rates of Hispanic and/or Black students exceed those of White students.



Graduation Rates

- Four-, five-, and six-year graduation rates are also increasing at nearly every UT academic institution; all institutions have in place and are enhancing programs to assist students to complete their degrees more quickly.
- While still lower at most UT System campuses than the 51% national average, six-year graduation rates have steadily increased at all UT System academic institutions between the 1995 and 1997, when the graduation rates.
- This trend applies, with some variation, across ethnic and racial groups. Graduation rates among Black students increased at all institutions. At UT Arlington, UT Pan American, and UT San Antonio, this rate exceeds that of White students.

- Graduation rates among Hispanic students also increased at all institutions.

Undergraduates Graduating in Six Years or Less from the Same UT System Academic Institution

Enrolled Fall	1995	1996	1997
Arlington	30.6%	36.4%	36.8%
Austin	69.9	71.9	70.1
Dallas	55.2	51.8	56.2
El Paso	25.1	24.4	25.6
Pan American	22.9	24.6	26.2
Permian Basin	24.0	23.2	29.5
San Antonio	26.6	25.5	27.6

Note: Most Brownsville students start at Texas Southmost College; Tyler did not admit freshmen until Summer/Fall 1998.

Degrees Conferred

- UT System academic institutions conferred 21,100 baccalaureate degrees in 2003. Statewide, the UT System produces approximately one-third of the baccalaureate degrees conferred each year in Texas.
- 57% of graduates were females in 2003, and 50% were White (down from 55% in 1999). The proportion of Black graduates increased slightly, from 4.1 to 4.7%, and the proportion of Hispanic graduates increased from 28.3 to 30.1%.

- Nationally, UT System institutions continue to rank highly in numbers of baccalaureate degrees awarded to Hispanic students. During the 2002-03 academic year, the most recent year for which comparable national institutional data are available, UT System schools were at the head of the list of the top 100 institutions nation-wide granting the bachelor's degree to Hispanic students: El Paso – 2nd; Pan American – 3rd; San Antonio – 4th; Austin – 8th.

Student Experience

- In the 2004 National Survey of Student Experience, the rating by first-year students of academic advising as "good" or "excellent" increased from 2003 to 2004 at UT Austin, UT Brownsville/TSC, UT Dallas, and UT Permian Basin.

- Between 2002 and 2004, an increased proportion of first-year students participating in this survey reported being satisfied with their experience at UT Austin, UT El Paso, and UT Pan American.

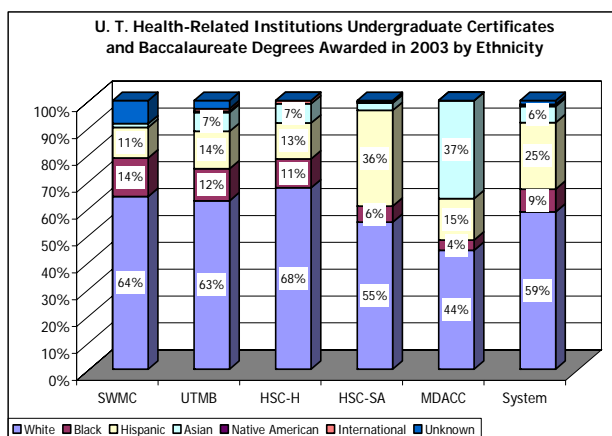
- Seniors increasingly evaluated academic advising as “good” or “excellent” at UT Austin, UT Brownsville/TSC, UT El Paso, UT Pan American, UT Permian Basin, and UT Tyler. These changes reflect the increasing emphasis on and investments by a number of UT System institutions.
- Over the same period, the proportion of seniors rating their overall experience “good” or “excellent” increased at UT Austin, UT Brownsville/TSC, UT Dallas, UT El Paso, UT Pan American, UT Permian Basin, and UT San Antonio.

Graduate and Professional Student Enrollment and Graduation Trends – UT System Academic Institutions

- In fall 2003, 34,676 graduate and professional students were enrolled at UT System academic institutions, a one-third increase from the 26,134 students enrolled in fall 1999. Enrollments more than doubled at UT Arlington, UT Dallas, UT El Paso, UT Permian Basin, and UT San Antonio.
- The proportion of minority graduate and professional students increased at nearly every UT System academic institution between 1999 and 2003. In fall 2003, 45% of graduate and professional students were White, down from 53% in 1999. 4% were Black, 21% were Hispanic, and 23% were international.
- In 2003, these institutions conferred 8,793 graduate and professional degrees, a 15% increase from 1999.
- 47% of graduate and professional degrees in 2003 went to White students, 3% to Black students, 15% to Hispanic students, and 28% to international students.
- The proportion of graduate and first professional degrees awarded to Hispanic students increased at UT Arlington, UT Dallas, UT El Paso, UT Pan American, UT Permian Basin, UT San Antonio, and UT Tyler. The percentage of graduate and first professional degrees awarded to Black students increased at UT Permian Basin, but declined in the UT System overall. The largest change has been a six percentage point increase among international students receiving graduate and first professional degrees.

Enrollment and Graduation Trends – UT System Health-Related Institutions – Undergraduate Students

- 2,097 undergraduate students were enrolled at UT System health-related institutions in fall 2003, an increase from the 1,955 enrolled in fall 1999.
- This increase includes growth in nursing enrollments, counter to the statewide trend of overall reductions in numbers of nursing students.
- Enrollments of Black students decreased by 1 percentage point. At UT Medical Branch, the proportion of Black students enrolled in allied health nearly doubled to just over 11%.
- Hispanic student enrollments increased to over 25% of all students in this period. The proportion of Hispanic allied health students more than doubled at UT Southwestern Medical Center, and increased by 6 percentage points at UT Medical Branch, and UT Health Science Center-San Antonio.



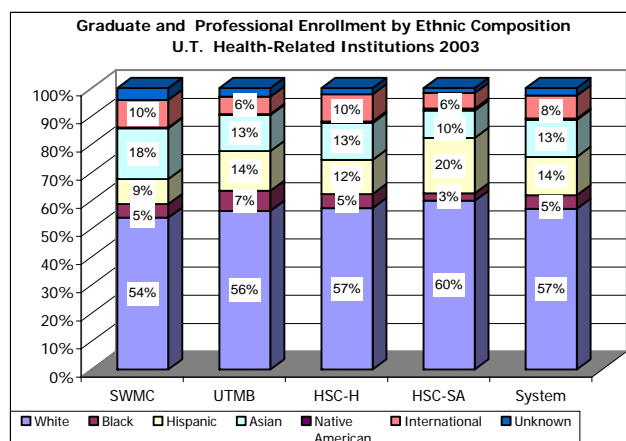
- Overall, between 1999 and 2003, enrollments of White undergraduate students at UT health-related institutions declined to just over 50%.
- The proportion of Hispanic nursing students increased by 3 percentage points at UT Health Science Center-Houston, and by 6 percentage points at UT Health Science Center-San Antonio.
- In 2003, 1,003 undergraduate degrees and certificates were conferred by UT System health-related institutions. 73% of these went to female graduates (down from 77.5% in 1999).
- 59% of these degrees went to White students (down from 68% in 1999). Black students received 9% of these degrees; Hispanic students received 25%, up from 16% in 1999.

Enrollment and Graduation Trends at UT System Health-Related Institutions – Graduate Students

- Between 1999 and 2003, overall enrollments in graduate and professional programs increased by nearly 10% at UT System health-related institutions to 7,945, and the pace of this change increased in the period 2001 to 2003.

- From 1999 to 2003, the proportion of graduate and professional White students at UT health-related institutions declined from 62 to 57%. The proportion of Black students has remained nearly level, now 5%. The proportion of Hispanic students increased two points, to nearly 14%.
- UT System health-related institutions conferred 1,697 graduate and professional degrees in 2003, down from 1,724 in 1999. The ethnic composition of graduate and professional degree recipients has changed little from 1999 to 2003: 63% were White students, 4% were Black students, and 11% were Hispanic students.
- UT System health-related institutions rank highly in degrees conferred to minority professional and doctoral students in 2003. UT Medical Branch ranked fifth in medical degrees awarded to minority students in 2003, sixth in medical degrees awarded to Hispanic students, and tenth in medical degrees awarded to Black students. UT Health Science Center-Houston ranked fifth in biology and

biomedical science doctoral degrees awarded to Black students in 2003. UT Health Science Center-San Antonio ranked fifth in medical degrees awarded to Hispanic students in 2003.



Medical Student Satisfaction

- In a 2004 American Association of Medical Colleges survey, over 80% of medical school graduates agreed or strongly agreed that they were satisfied with their education at UT System medical schools.
- At UT Southwestern Medical Center, nearly 97% of graduates agreed with this statement.
- These results provide a baseline against which annual progress will be assessed.

Implications for Future Planning

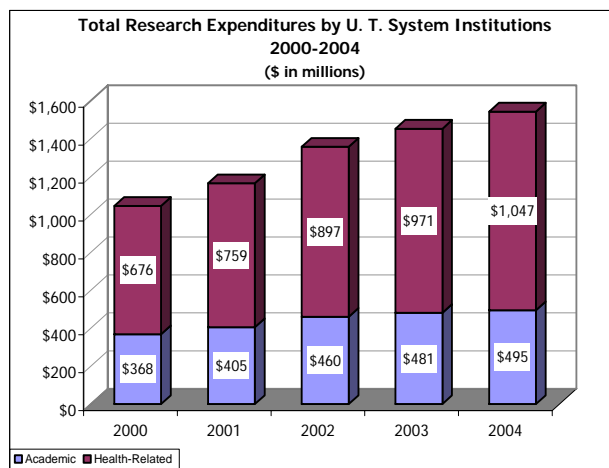
- The UT System must continue its commitment to improve the rates of undergraduate student persistence and graduation.
- The System should make it a high priority to continue to address the decline in production of degrees in high-priority health fields.
- Addressing the relationship between ethnicity and increased student access and success must remain a priority for the UT System.
- Development of data on student learning outcomes and post-graduation experience, particularly employment trends, should be a priority.

Measures for Future Development

- Refine enrollment, persistence, and graduation rates to include first-generation freshmen.
- Refine composite persistence and graduation rates to be more complete and timely.
- Measures of affordability should be expanded, including: net cost of attendance, tuition trends, the impact of federal tax credits and deductions, and the impact of tuition increases on access and success.
- Refine undergraduate student satisfaction measures to include a measure on the teaching/learning experience.
- Expand and refine the data on and analysis of undergraduate student learning outcomes.
- Develop a methodology to assess graduate and professional student satisfaction in academic and health-related institutions.
- Develop a measure of post-graduation experience for students at all levels.

II. Teaching, Research, and Health Care Excellence

Research Funding Trends



- In FY 2004, UT System health-related and academic institutions together generated research and research-related expenditures totaling over \$1.5 billion. In the period from FY 2000 to FY 2004, this total has increased by 48%, and reflects an average annual increase of 11%.
- The federal government provides approximately two-thirds of total research support to UT System institutions; private and local sources provide another fifth. 15% of research funds came from state sources in 2004.

Academic Institutions

- Federal research expenditures increased by an average of 38% at UT academic institutions between FY 2000 and FY 2004, more than doubling at UT Arlington, UT Brownsville/TSC, UT Dallas, UT Pan American, UT Permian Basin, and UT Tyler.
- The proportion of faculty holding extramural grants has increased over the past five years at UT Arlington, UT Brownsville/Texas Southmost College, UT Pan American, UT Permian Basin, and UT Tyler.
- Over the past five years, research expenditures per FTE tenure/tenure-track faculty have increased at most academic institutions. In FY 2004, it ranged from \$6,252 at UT Tyler to \$225,201 at UT Austin, and reached \$109,735 at UT Dallas and \$78,024 at UT El Paso.

Health-Related Institutions

- Health-related institutions generate approximately two-thirds of total UT System research and research-related expenditures. In FY 2003, they generated 45% of total state research and research-related expenditures.
- Federal research expenditures by five UT System health-related institutions increased by 66% from 2000 to 2004.
- Research expenditures as a percentage of formula-derived general appropriations revenue in FY 2004 were: 440% at UT Southwestern Medical Center, 196% at UT Medical Branch, 150% at UT Health Science Center-Houston, 140% at UT Health Science Center-San Antonio, 1,291% at UT M. D. Anderson Cancer Center, and 326% at UT Health Center-Tyler.
- Research expenditures per FTE faculty increased at most health-related institutions from FY 2002 to FY 2004, reaching \$890,660 at UT Southwestern Medical Center, \$268,220 at UT Medical Branch, \$327,281 at UT Health Science Center-Houston, \$243,970 at UT Health Science Center-San Antonio, \$557,578 at UT M. D. Anderson Cancer Center, and \$97,528 at UT Health Center-Tyler.

Institutional Rankings

- For the period FY 1998 to FY 2002, the total R&D expenditures of three institutions (UT Austin, UT Southwestern Medical Center, and UT M. D. Anderson Cancer Center) have been in the top 50 public and private universities.
- Within Texas, UT System institutions ranked highly in FY 2003 research expenditures (UT Austin – 2, UT M. D. Anderson – 3, UT Southwestern Medical Center – 4, UT Health Science Center-Houston – 5, UT Medical Branch – 6, UT Health Science Center-San Antonio – 7, UT Dallas – 11, UT El Paso – 12).
- UT Austin was tied for 14th among public universities in the most recent *U. S. News and World Report* rankings, up from 17th last year; it was 46th among all universities, up from 53rd last year.
- Numerous programs at UT System institutions are ranked in the top 10 nationally.

Endowed Faculty Positions

- The number of endowed positions increased modestly at UT academic institutions between FY 2000 and FY 2004. The proportion of faculty positions that are endowed has also increased modestly; 40% are endowed at UT Austin, 10% at UT El Paso, 8% at UT Dallas. Over this period, increases were proportionately larger at UT Arlington, UT Austin, UT Dallas, UT El Paso, UT San Antonio, and UT Tyler, the number of endowed positions at least doubled.
- The number and proportion of endowed positions has increased at most UT health-related institutions between 2000 and 2004. UT Southwestern Medical Center has a very high proportion of endowed positions, which increased from 62% in 2000 to 76% in 2004. The proportion is also high at UT Health Center-Tyler, increasing from 46% in 2000 to 51% in 2004.

Awards and Honors

Cumulative Honors – UT Academic Institutions				
	Total	UTA	UT Austin	UTD
Nobel Prize	4		2	2
Pulitzer Prize	1		19	
National Academy of Sciences	20		18	2
National Academy of Engineering	46		45	1
American Academy of Arts and Sciences	38		37	1
American Law Institute	23		23	
American Academy of Nursing	24	11	13	

Cumulative Honors – UT Health-Related Institutions						
	Total	SWMC	UTMB	HSC-H	HSC-SA	MDACC
Nobel Prize	5	4		1		
National Academy of Sciences	16	15		1		
American Academy of Arts and Sciences	14	12		2		
American Academy of Nursing	29		6	13	10	
Institute of Medicine	23	15	2	4	1	1
International Association for Dental Research	38			35	3	

Technology Transfer

- According to the U.S. Patent and Trademark Office, when academic and health-related institution patents are combined, in 2003 the UT System ranked fourth in number of patents issued (96), up from fifth (with 93) in 2002. The University of California System topped the list, as it has for the past ten years, with 439 in 2003 and 431 in 2002.
- The number of new invention disclosures increased from 455 in 2001 to 520 in 2003, while the number of patents issued was steady at 99. Gross revenue from intellectual property decreased over this period, from \$26.6 million to \$24.6 million.
- 133 of these disclosures in 2003 were made by UT System academic institutions. These institutions also generated \$4.5 million of the intellectual property revenue in 2003.
- UT System health-related institutions made 390 new invention disclosures in 2003, executed 130 licenses and options (up from 67 in 2001), and received \$20 million in intellectual property revenue. However, total patents received declined from 71 in 2001 to 63 in 2003.
- In the most recent ranking by the Association of University Technology Managers, UT Southwestern Medical Center was twenty-first with \$10.6 million in licensing income. New York University was first, with nearly \$86 million.

Graduate Medical Education

- In 2003-04, UT health-related institutions had 3,270 residents enrolled in accredited resident programs, down slightly from the 3,277 enrolled in 2002-03.

Clinical Care

- State-owned hospital admissions by UT health-related institution faculty increased nearly 14% between FY 1999 and FY 2003, from 58,339 to 66,291.
- Hospital days increased by 8.2%, from 1.2 million to 1.3 million.
- Total charges for charity care increased from \$437 million in FY 1999 to \$615 million in FY 2003

Student/Faculty Ratios

- The ratio of FTE students to FTE faculty has increased slightly at seven UT System academic institutions, as the number of students has increased at a faster pace than the number of faculty. It ranges from 16 to 1 at UT Tyler, 18 to 1 at UT Brownsville/TSC and Permian Basin, 20 to 1 at UT Austin, 21 to 1 at UT Dallas, UT El Paso, and UT Pan American, 22 to 1 at UT Arlington, and 26 to 1 at UT San Antonio.
- At UT System health-related institutions the ratios are much lower, 2 or 3 to 1, reflecting the necessity of close interaction between faculty and students in health education programs.

Implications for Future Planning

- The UT System will continue to emphasize the priority of research collaborations between academic and health-related institutions. These will be reflected in new patterns of joint grants.
- Private support for endowed faculty positions should be a System priority.
- The organization, support, goals, and pace of technology transfer require attention and further development and are connected to the economic impact that UT institutions make on their communities.
- Efforts to bolster support for faculty research development should be reflected in increases over time in the number of grants received and the proportion of faculty receiving grants.

Measures for Future Development

- Measures of faculty teaching excellence should be developed with academic and health-related institutions.
- Measures of technology transfer productivity should be refined.
- Measures of information technology resources to support teaching and research should be developed.
- Faculty salary trend data for health-related institutions should be developed.

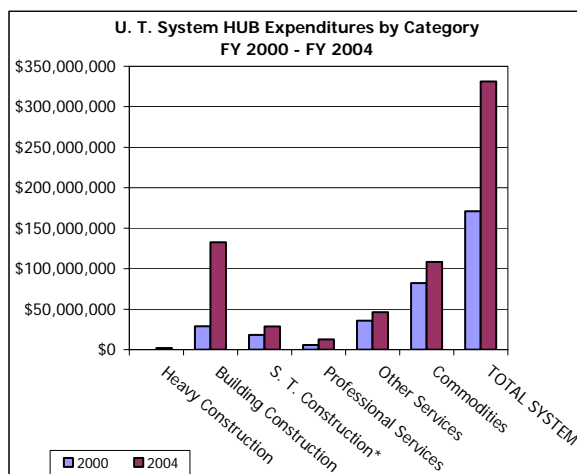
III. Service to and Collaborations with Communities

Contributions to Teacher Preparation

- Between 1993 and 2003, the UT System increased the production of teachers by nearly 48%, an increase from 2,791 to 4,127 (19% of the teachers trained in Texas in 2003).
- UT System academic institutions individually have increased the numbers of teachers they produced between 1993 and 2003: UT Arlington by 35%; UT Brownsville/TSC by 106%; UT Dallas by 90%; UT El Paso by 80%; UT Pan American by 63%; and UT San Antonio by 116%.
- Over the past five years, the number of students receiving graduate education degrees from UT System academic institutions increased by 10.6%, from 1,217 in 1999 to 1,346 in 2003. These increases were larger at UT Arlington, UT El Paso, UT Pan American, and UT San Antonio.

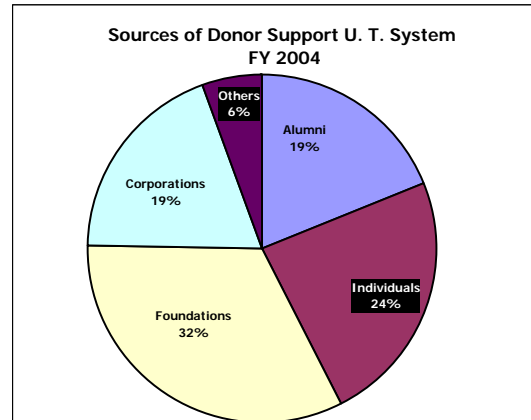
Economic Impact

- In FY 2004, capital expenditures for construction by UT System institutions together generated an estimated \$16.2 billion. An additional estimated \$27.5 billion in earnings was generated, including the jobs created to build structures and the wages and spending of people who work in the new buildings.
- The UT System's expenditures for work by historically underutilized business (HUB) contractors increased from \$171 million in FY 2003 to \$331 million in FY 2004; 16% of total expenditures, exceeded the proportion of total State of Texas expenditures – 15% – that went to HUBs.



Private Support

- From FY 2003 to 2004, total donor support to the UT System increased by 12%, to \$661 million.
- UT Austin was ranked ninth nationally by the Council on Aid to Education in total voluntary support received in FY 2003.
- In FY 2004, alumni gifts comprised 19% of all donor support to UT System institutions, down from 35% in FY 2003.



Implications for the Future

- The UT System continues to make a strong and positive impact on the communities in which its
- The UT 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.
- institutions reside, their surrounding regions, the state as a whole, and the nation.
- As the UT System pursues specific collaborative initiatives, such as the San Antonio Life Sciences Institute, Project Emmitt, and the partnership with Texas Instruments and international SEMATECH, it should track the impact of these investments, by tracking grant and contract funding leveraged, patent applications and awards, new start-up companies, and jobs created.

Measures for Future Development

- Refine the methodology to assess the UT System's impact on K-12 education.
- Expand on economic impact of specific initiatives and investments.
- Develop measures to track and assess continuing and distance education trends.
- Develop measures of citizen awareness and satisfaction of UT as a system.
- Develop measures of UT System institutions' satisfaction with System Administration services.
- Measure the impact of UT System strategic communications.

IV. Organizational Efficiency and Productivity

Revenues and Expenditures – Academic Institutions

- In FY 2004, UT System revenue to academic institutions totaled \$2.6 billion; 28% came from state appropriations, down from 30% in FY 2003. Government grants and contracts provided 24%. Tuition provided 24%, up from 22% in FY 2003.
- Adjusted revenue (including tuition, fees, and state appropriations) per FTE student has held steady or decreased at UT System academic institutions. In FY 2004, it ranged from \$8,000 at UT Pan American to \$13,000 at UT Austin and UT Dallas.
- Adjusted revenue per FTE faculty has decreased at three institutions, and increased at six institutions over the past five years. In FY 2004, it ranged from \$158,000 at UT Pan American to \$272,000 at UT Dallas (decreasing from \$165,000 and \$285,000, respectively, the previous year).
- Appropriated funds per FTE student have also held steady or decreased at all UT System academic institutions from FY 2000 to FY 2004. In FY 2004, this ratio ranged from \$4,000 at UT San Antonio (down from \$6,000 per FTE student in FY 2000), to \$8,000 at UT Tyler (down from \$10,000 in FY 2000).
- Appropriated funds per FTE faculty decreased at seven UT academic institutions from 2000 to 2004. In FY 2004, the ratio ranged from \$106,000 per FTE faculty at UT Pan American, to \$137,000 at UT Dallas.
- Academic institution expenditures totaled \$2.58 billion; one-third were allocated to instruction; another 18% went to student services, academic support, scholarships, and fellowships. 16% was spent on research.

Revenues and Expenditures – Health-Related Institutions

- Health-related institution revenues totaled \$5.18 billion in FY 2004; 16% from state appropriations (down from 18% in FY 2003); hospital sales and services generated 36%; physician fees, 14%, and grants and contracts provided another 23%.
- Expenditures totaled \$5.01 billion, with 41% going to hospitals and clinics; 21% to instruction; and 17% to research.

Patient Care

- The UT System health-related institutions provide a very significant portion of health services to Texans throughout the state.
- Since 1999, total patient care revenue has increased from \$1.4 billion to over \$2.2 billion, reflecting the growing base of patients and scope of service by UT institutions.

Bond Rating

- The UT System is one of only two public institutions of higher education to receive the highest possible credit ratings from all three major rating agencies. Revenue Financing System and Permanent University Fund debt is currently rated Aaa/AAA/AAA by Moody's, Standard and Poor's, and Fitch, respectively.
- The UT System has a large and growing appetite for debt financing to support its capital investment needs. As a result, the System is steadily using up its RFS debt capacity at the AAA credit level. A reduction in the RFS bond rating from AAA to AA would add \$1 million to \$2 million per year in debt service, based on historical interest rate spreads and the projected amount of debt to be issued in the FY 2004 – FY 2009 Capital Improvement Program.

Administrative Expenses

- Between FY 2003 and FY 2004, UT System administrative expenses increased by 5.3%, from \$48.8 million to \$51.4 million, a significantly smaller proportion than in previous years.
- While total expenses have increased, expenses from state funds decreased from \$30.1 million in 2003 to \$26.1 million in 2004; the budget for state funds in 2005 projects a further decline from the 2004 budget.
- At most UT System academic institutions, administrative expenses comprise between 8 and 10% of total expenses; the ratio has remained essentially level at UT San Antonio (at 11.7%) and at UT Austin, where it has been remained very low (at 5.7%) over this period. The ratio has decreased at the other 7 institutions since FY 2000.
- At UT System health-related institutions, the average was 6.7% in FY 2004, with a range from 5.1% at UT Southwestern Medical Center, 4.7% at UT Medical Branch, 9.3% at UT Health Science Center-Houston, 5.4% at UT Health Science Center-San Antonio, 8.3% at UT M. D. Anderson Cancer Center, and 7.1% at UT Health Center-Tyler.

Endowments

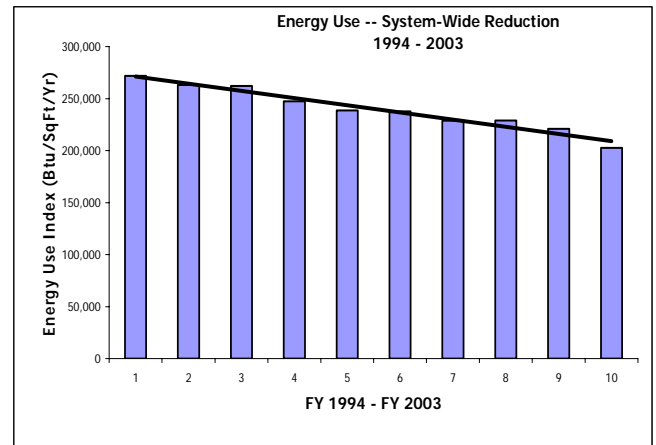
- Taken together, the value of UT System endowments totaled \$4.5 billion as of August 31, 2004, a 35% increase over the value in FY 1999. These endowments include funds managed by UTIMCO as well as those held by other entities, as reported to the Council on Aid to Education each year.
- The total value increased by 40% for UT System academic institution endowments, and by 29% for UT System health-related institutions.
- In FY 2003, UT Austin ranked sixth among public universities, and 26th among all universities in the size of its endowment. Between FY 2000 and FY 2004, the value of its endowment per FTE student increased from \$35,000 to \$45,000; and from \$682,000 to \$905,000 per FTE faculty member.
- In FY 2004, the value of UT Dallas's endowment per FTE student was \$20,000, and just over \$418,000 per FTE faculty.
- In FY 2004, the value of the endowment per FTE faculty at Southwestern Medical Center was \$600,000, near or above \$300,000 at UT Medical Branch, UT M. D. Anderson Cancer Center, and UT Health Center-Tyler, just over \$200,000 at UT Health Science Center-San Antonio, and \$100,000 at UT Health Science Center-Houston.

Trends in Small Class Size at UT System Academic Institutions

- In 2004, on average, only 6% of all classes were small at UT System academic institutions. (Small classes are defined as those courses with fewer than ten students at the undergraduate level or fewer than five students at the graduate level.)
- The number of classes enrolling fewer than ten undergraduate students declined between 2002 and 2004 at UT Arlington, UT Brownsville/Texas Southmost College, UT Pan American, UT San Antonio, and UT Tyler.
 - The number of classes enrolling fewer than five graduate students also declined at most UT System academic institutions between 2002 and 2004.
 - Of these, 79% of undergraduate and 77% graduate small courses are offered because they are cross-listed, needed to maintain proper sequencing, or required for graduation.
 - Between 2002 and 2004, the proportion of small undergraduate classes offered voluntarily declined from 16% to 11%, and the proportion of small graduate classes declined from 13% to 9%.

Energy Use

- Energy expenses comprise approximately 68% of academic institutions total operation and infrastructure support costs, and 50% at health-related institutions. In 2001, the UT System set a goal to reduce energy consumption by 10 to 15% by 2011.
- From 1994 to 2003, UT System institutions have, on average, reduced energy use by 24% per gross square feet, during a period when total gross square footage increased by 44%.
- These savings have been achieved through the construction of more energy-efficient buildings, campus-based initiatives to monitor daily use, and programs to manage energy more efficiently.



Implications for Future Planning

- *Financial resources.* The UT System will continue to depend on a combination of tuition, tuition revenue bonds, appropriations, private donations, and patient care revenues to obtain resources necessary to achieve its goals in teaching, research, health care, and service. Using these funds most efficiently will present an increasingly important challenge as demands to serve students and patients continue to grow. This report summarizes much more detailed information that will help assess the impact of shifts in this complex resource base.
- *Private giving and endowments.* Private sources of support will become increasingly important; this report should, in future years, illustrate the impact of these investments on UT institutions.
- *Productivity and efficiency studies.* The UT System anticipates refining the measures and comparative benchmarks it will use in the future to assess the productivity and efficiency of its operations, based on forthcoming recommendations, expected in 2005, from the UT System's task force on efficiency and productivity studies.
 - *Human resource data and trends.* The UT System currently lacks a consistent, centralized process for analyzing staff trends including trends in salaries, FTEs, and professional development for employees in various classes. These issues are being addressed by the UT System, as part of a statewide agency adjustment to reporting on staffing trends, and deserve additional attention for the future.
 - *Human resource development.* Investment of resources in recruiting, retaining, and developing faculty and staff is and will be a critical success factor for UT institutions. This report provides a framework for the future assessment of the effectiveness of these investments.

Measures for Future Development

- Define measures of productivity, based on task force recommendations.
- Refine the methodology for collecting and analyzing all faculty and staff (human resources) data.

V. Institutional Profiles

- Institutional ranking highlights. The full accountability report includes an extensive discussion of rankings and individual institutional profiles compared with peer institutions. Highlights of rankings are provided here.
- There is no single accepted overall ranking of research universities, in part because institutions differ significantly in the variety of programs offered and in the different roles they play in each state's higher education infrastructure. Rankings depend on what a particular study wishes to emphasize. The various national ranking systems are intended to serve differing purposes: some focus on institutions as a whole, some on the research quality of individual graduate programs, and others on the under-graduate experience. For these reasons, the lists of top schools are not identical across the rankings systems.

UT Academic Institutions

UT Academic Institutions — National Institutional Rankings Summary		
UT System	#2 in total FY 2002 research expenditures	Lombardi Center, 2004
	#3 in total FY 2002 federal research expenditures	Lombardi Center, 2004
Arlington	4 th tier, national universities 225 of 617 in total R&D expenditures FY 2002	<i>U.S. News</i> , 2004 NSF 2004
Austin	14 among top public universities; 46 among all universities; Tied for 17 th of all public and private research universities (643 total); in top 10 public research universities (390 total); 33 rd in total R&D expenditures funding FY 2002	<i>U.S. News</i> , 2004 Lombardi Center, 2004 NSF 2004
	15 among top world universities	<i>The Times Higher</i> , 2004
Brownsville/TSC	4 th tier, master's universities – West	<i>U.S. News</i> , 2004
Dallas	3 rd tier, national universities 189 of 617 in R&D expenditures FY 2002	<i>U.S. News</i> , 2004 NSF 2004
El Paso	4 th tier, national universities 202 of 617 in R&D expenditures FY 2002	<i>U.S. News</i> , 2004 NSF 2004
Pan American	4 th tier, master's universities – West 374 of 617 in R&D expenditures FY 2002	<i>U.S. News</i> , 2004 NSF 2004
Permian Basin	4 th tier, master's universities – West	<i>U.S. News</i> , 2004
San Antonio	3 rd tier, master's universities – West 249 of 617 in R&D expenditures FY 2002	<i>U.S. News</i> , 2004 NSF 2004
Tyler	3 rd tier, master's universities – West	<i>U.S. News</i> , 2004

Ranking and honors highlights:

A number, but not all, of UT System institutions have programs or faculty that have achieved high national recognition in their fields. Highlights are listed below; more detail is available in the full report.

UT Arlington

- 9 programs ranked by National Research Council in 1995.
- 21 fellows of national engineering professional societies.

UT Austin

- 2 Nobel prize holders.
- Highest number of National Academies of Science and Engineering members of any institution in Texas (66 in 2004).
- Over 25 programs ranked 20th or higher in 1995 National Research Council ranking of doctoral programs.

UT Dallas

- 2 Nobel prize holders.
- 2 members of the National Academies of Science.
- 6 programs ranked by National Research Council in 1995.

UT El Paso

- 1 program ranked by NRC in 1995.
- Ranked number 1 nationally in number science and engineering B. S. students who earn Ph.D.s (2001).

UT Pan American

- Number 1 nationally in number of English language/literature and health professional baccalaureate degrees awarded to Hispanic students (2004).

UT Permian Basin

- U.S. Department of Education exemplary bilingual education teacher training program.

UT San Antonio

- Ranked number 1 in biological science degrees awarded to Hispanic students (2004).

UT Tyler

- Online MBA and M. S. in Kinesiology degrees named best in the nation.

UT Health-Related Institutions

UT Health-Related Institutions – National Institutional Rankings Summary		
SWMC	#44 in FY 2002 R&D expenditures In top 25-50 of all public and private research universities (643 ranked)	NSF Survey of R&D, 2004 Lombardi Center, 2004
UTMB	#92 in FY 2002 R&D expenditures In top 26-50 of public research universities (390 ranked)	NSF, 2004 Lombardi Center, 2004
HSC-H	#86 in FY 2002 R&D expenditures In top 26-50 of public research universities	NSF, 2004 Lombardi Center, 2004
HSC-SA	#93 in FY 2002 R&D expenditures In top 26-50 of public research universities	NSF, 2004 Lombardi Center, 2004
MDACC	#1 cancer hospital #45 in FY 2002 R&D expenditures In top 26-50 of all public and private research universities	<i>U.S. News</i> , 2003, 2004 NSF, 2004 Lombardi Center, 2004

Ranking and honors highlights:

A number, but not all, of UT System institutions have programs or faculty that have achieved high national recognition in their fields. Highlights are listed below; more detail is available in the full report.

UT Southwestern Medical Center

- 4 faculty hold Nobel prizes.
- 16 faculty are members of National Academy of Sciences (top 10% of American medical schools, 2003).
- 12 members of the American Academy of Arts and Sciences.
- 16 Institute of Medicine members (top 10% of American medical schools, 2003).
- 7 programs ranked by NRC in 1995; Pharmacology ranked #2.

UT Medical Branch at Galveston

- 2 members of the Institute of Medicine.
- 6 members of the American Academy of Nursing.
- 5 programs ranked by National Research Council in 1995.

UT Health Science Center-Houston

- 1 Nobel Prize winner.
- 1 National Academy of Science member.
- 2 members of the American Academy of Arts and Sciences.
- 4 Institute of Medicine members (2002).
- 13 members of the American Academy of Nursing.
- 6 programs ranked by National Research Council in 1995.

UT Health Science Center-San Antonio

- 1 Institute of Medicine member.
- 10 members of the American Academy of Nursing.
- 4 programs ranked by the National Research Council in 1995.

UT M. D. Anderson Cancer Center

- 1 Institute of Medicine member.
- Ranked number 1 cancer hospital (2001, 2002, 2003).

The University of Texas System

Mission Statement

The mission of The University of Texas System is to provide high-quality educational opportunities for the enhancement of the human resources of Texas, the nation, and the world through intellectual and personal growth.

This comprehensive mission statement applies to the varied elements and complexities of a large group of academic and health institutions. Individually, these institutions have distinct missions, histories, cultures, goals, programs, and challenges. Collectively, these institutions share a common vision and a fundamental commitment to enhance the lives of individuals and to advance a free society. Through one or more of its individual institutions, The University of Texas System seeks:

- To provide superior, accessible, affordable instruction and learning opportunities to undergraduate, graduate, and professional school students from a wide range of social, ethnic, cultural, and economic backgrounds, thereby preparing educated, productive citizens who can meet the rigorous challenges of an increasingly diverse society and an ever-changing global community;
- To cultivate in students the ethical and moral values that are the basis of a humane social order;
- To engage in high-quality, innovative research that entails the discovery, dissemination, and application of knowledge;
- To render service to the public that produces economic, technical, social, cultural, and educational benefits through interactions with individuals and with local, Texas, national, and international organizations and communities;
- To provide excellent, affordable, and compassionate patient care through hospitals and clinics that are of central importance to programs of teaching, scholarship, research, and service associated with medicine and related health sciences;
- To enrich and expand the appreciation and preservation of our civilization through the arts, scholarly endeavors, and programs and events which demonstrate the intellectual, physical, and performance skills and accomplishments of individuals and groups;
- To serve as a leader of higher education in Texas and to encourage the support and development of a superior, seamless system of education – from pre-kindergarten through advanced post-graduate programs, and encompassing life-long learning and continuing education.

To accomplish its mission, The University of Texas System must:

- Attract and support serious and promising students from many cultures who are dedicated to the pursuit of broad, general educational experiences, in combination with the pursuit of areas of personal, professional, or special interest;
- Acquire, retain, and nourish a high-quality, dedicated, diverse faculty of competence, distinction, and uncompromising integrity;
- Recruit and appropriately recognize exemplary administrators and staff members who provide leadership and support of the educational enterprise in an energetic, creative, caring, and responsible manner;
- Create and sustain physical environments that enhance and complement educational goals, including appropriate classrooms, libraries, laboratories, hospitals, clinics, computer and advanced technological facilities, as well as university centers, museums, performance facilities, athletic spaces, and other resources consistent with institutional objectives;
- Encourage public and private-sector support of higher education through interaction and involvement with alumni, elected officials, civic, business, community and educational leaders, and the general public.

[Approved Feb. 2004]

Executive Order

BY THE
GOVERNOR OF THE STATE OF TEXAS

Executive Department
Austin, Texas
January 22, 2004

EXECUTIVE ORDER
RP 31

Relating to accountability of higher education systems and institutions.

WHEREAS, the people of the State of Texas expect the state to provide the highest quality of higher education; and

WHEREAS, Texas public institutions of higher education and the systems in which they operate are funded by both public funds and tuition paid by private citizens; and

WHEREAS, the public has the right to demand complete accountability for its investment in institutions of education; and

WHEREAS, public K-12 education has been required to provide comprehensive accountability to the citizens of Texas for more than 10 years; and

WHEREAS, systems and institutions of higher education must be able to clearly define the need for additional state-funding in a manner which will justify the public's continued investment of resources;

NOW, THEREFORE, I, Rick Perry, Governor of the State of Texas, by virtue of the power and authority vested in me by the constitution and laws of the State of Texas, do hereby order the following:

The boards of regents for public institutions of higher education in the state shall direct that each institution and system work with the Higher Education Coordinating Board to create a comprehensive system of accountability.

This system will provide the citizens of Texas, the Governor, and the Legislature with the information necessary to determine the effectiveness and quality of the education students receive at individual institutions. It will also provide the basis to evaluate the institutions' use of state resources.

This system of accountability shall be approved by the Boards of Regents and the Texas Higher Education Coordinating Board no later than December 17, 2004.

This executive order supersedes all previous orders inconsistent with its terms and shall remain in effect and in full force until modified, amended, rescinded, or superseded by me or by a succeeding Governor.

Given under my hand this the 22nd day of January, 2004.

RICK PERRY
Governor

Attested by:

GEOFFREY S. CONNOR
Secretary of State

Introduction

Background and Purpose

The University of Texas System Board of Regents and Chancellor Mark G. Yudof continue to emphasize the increasingly important role that accountability will play in the U. T. System's future planning and activities. In 2002, they proposed development of an integrated and strategic approach to U. T. System accountability and performance studies and reporting for the Chancellor, the Board, public policy makers, and other internal and external audiences.

Most simply, accountability means "measuring the effectiveness of what you do." An effective accountability system clearly defines an organization's mission, goals, priorities, initiatives, and where it intends to add value, and lays out measures or indicators of progress toward those goals. This kind of accountability system makes it possible to answer questions that help advance institutional improvement:

"Where do The University of Texas System and the nine academic and six health-related institutions seek to excel?"

"How does U. T. intend to act strategically to accomplish its goals?"

"How well are the System and institutions doing to achieve their goals and add value; what needs to be done next?"

This framework reflects the U. T. System's ongoing commitment to foster and monitor its overall accountability, including institution and System functions that contribute to its academic, health care, and service missions. The report provides information and analysis that demonstrate how U. T. institutions add value, contribute to state goals, and how they compare with peers. It emphasizes results and implications for future planning to support continued improvement by the System and U. T. System institutions. The data displayed in this report provide a baseline of institutional performance; multi-year information is displayed where available to establish trend lines and will provide the basis for reviewing institutions and establishing benchmarks for future performance. The report will be used by the System in conjunction with other documents such as each institution's Compact and each president's Presidential Work Plan, to evaluate performance and establish expectations of each institution.

Many stakeholders have an interest in U. T.'s accountability. This report will serve internal and external accountability purposes and will be used as a management tool. It is intended for the U. T. System itself—its Board, System officials, and campus administrators, faculty, staff, and students. It is also intended to be a public document for elected and appointed officials, students, alumni, parents, patients, donors, grantors, and other members of the public interested in U. T.'s plans and performance.

Report Scope

As the U. T. System gains responsibility for certain decision-making, we will show how we will ensure U. T.'s accountability for the results of those decisions and demonstrate that we are efficient and responsible stewards of public resources.

- While this report is designed to serve U. T. System needs, it also responds to Governor Rick Perry's January 22, 2004, Executive Order RP 31 relating to accountability of higher education systems and institutions, and should complement the statewide accountability system developed in the past year. The U. T. System accountability framework builds on the strong foundation established by the State, the Board of Regents, U. T. System administration offices and institutions.

The U. T. System accountability framework encompasses all functions within the System and among academic and health-related institutions that support their academic, health care, and service missions.

Accountability is linked to other activities that are related to, but not the same as, this project:

- Assessment of learning – this is a vital and growing activity for the U. T. System. Over time, results from the U. T. System’s learning assessment initiative will provide important data for future editions of this report.
- The U. T. System Compact process – Development of institutions’ System-level Compacts is aligned with accountability and performance reporting.
- Compliance – this relates specifically to legally mandated processes and reporting activities. Information from compliance reports may contribute to accountability studies, but accountability does not replace or subsume compliance activities.
- Quality and process improvement – higher education institutions, at every level, can use quality principles to improve service. The U. T. System has undertaken a number of initiatives that will support or provide information for the accountability report. Examples include: redesigned travel forms, faculty satisfaction survey, Office of Technology and Information Services customer satisfaction surveys, inclusion of service in employee evaluation forms, etc.
- Budget process – accountability information may be used in making resource allocation decisions.

Report Framework

- This report is organized according to the five-part framework intended to highlight and track U. T. System institutions’ impact in areas that are of high importance for the System, and that relate to key state goals:
 - I. Student Access and Success
 - II. Teaching, Research, and Health Care Excellence
 - III. Service to and Collaborations with the Community
 - IV. Organizational Efficiency and Productivity
 - V. Profiles for each U. T. institution, including:
 - Institutional Rankings
 - Mission Statement
 - Comparisons with Peer Institutions
 - Centers of Excellence
- Within this framework, performance measures are aligned with System values, goals, and priorities in each area. They include:
 - Performance Measures: provide data on activities for which institutions will be held accountable. These measures emphasize outcomes, e.g., graduation rates, but also include some measures of progress, e.g., retention rates that will help address any trends before they become major problems.
 - Contextual Measures: provide important background information on institutional context.
 - Measures Suggested for Future Development: important topics for which consistent data will not be available within the current study period but that should be pursued in the next edition.

Report Development and Data Sources

System-wide representation

In early 2003, the Chancellor established a System-wide accountability working group to help develop the accountability strategy, identify and define performance indicators and benchmarks, and refine the studies and report. Representation includes faculty and staff from campuses and individuals from appropriate System offices.

Consultation

Throughout the development process, the U. T. System continues to communicate with policy-makers in Texas about what is needed to address state priorities, and in other states to gather ideas about other models for higher education accountability.

Data sources

- Where possible, data are presented for the most recent five fiscal or academic years.
- Coordinating Board and Legislative Budget Board definitions and data are used wherever possible.
- For new measures, U. T. institutions provided data.
- Comparisons with peer institutions use measures for which information is available from national data sets.

Related U. T. System Accountability Initiatives

Institutional Compacts

In 2003-04, The University of Texas System instituted the development of compacts for each U. T. institution. The compacts are written agreements between the Chancellor of the University of Texas System and the presidents of each of the System's academic and health institutions that summarize the institution's major goals and priorities, strategic directions, and specific tactics to achieve its goals. These compacts reflect the unique goals and character of each institution, highlighting action plans, progress, and outcomes. Faculty, staff, and students helped to create these compacts, so that a shared plan and vision resulted. The System administration's commitment of resources and time to support each institution's initiatives is included in every compact. Covering the fiscal years ending 2005 and 2006, the compacts were completed in the summer of 2004. They will be updated annually; updates for the second year of the cycle will be completed by August 2005.

For more information and to view each Compact, visit the U. T. System's institutional improvement Web site, at <http://www.utssystem.edu/news/wag/>.

U. T. System National Symposium on Accountability in Higher Education: "A New Compact for Higher Education: Accountability, Deregulation, and Institutional Improvement"

On October 27- 28, 2004, The University of Texas System hosted a unique national symposium on accountability, deregulation, and institutional improvement in higher education. The state's first accountability symposium drew leaders in the field, with keynote addresses by Dame Marjorie Scardino, president of the media group Pearson (which owns the Penguin group, educational testing companies, *The Economist* and *The Financial Times*), Margaret Spellings, Assistant Domestic Policy Advisor to President George W. Bush, and University of Virginia President John Casteen. Other speakers – leaders in higher education and public policy – came from the Florida Board of Education, the University of Georgia System, the University of Colorado, California State University, and major national higher education think tanks and policy groups.

For more information on the symposium, and to view video clips of each presentation, visit the symposium Web site, at: <http://www.utssystem.edu/cha/AcctSymp2004/homepage.htm>.

I. Student Access and Success

Values

- The University of Texas System is committed to providing opportunities for access to and success in high-quality, affordable higher education for students from a wide range of social, ethnic, cultural, and economic backgrounds.

Goals

- Attract, enroll, retain, and graduate promising undergraduate, graduate, and professional students who want to pursue general and professional educational experiences.
- Provide high-quality and demanding curricula and instruction that result in student learning and degree completion.
- Prepare students for employment and careers.

Priorities

- Attract, enroll, retain, educate, and graduate students who reflect the socio-cultural and ethnic composition of Texas.

System Overview

U. T. System Contributions to *Closing the Gaps* Goals for Participation, Success, and High-Priority Degree Fields

The State of Texas's *Closing the Gaps* master plan for higher education, developed by the Texas Higher Education Coordinating Board, provides clear and ambitious goals to improve students' participation and success and enhance the research and overall excellence of institutions. The U. T. System takes seriously its responsibility and role in helping to close these gaps, embedding this commitment in the U. T. Board of Regents' long-range plan, *Service to Texas in the New Century*, and tracking progress through many of the measures identified in this accountability report.

Together, the U. T. System's nine universities and six health-related institutions are making a significant impact in many areas targeted in the *Closing the Gaps* plan and have more progress to achieve in some areas. With six universities designated as Hispanic-Serving Institutions – U. T. Brownsville, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Health Science Center-San Antonio – the U. T. System plays a particularly significant role in the state and nation in serving Hispanic students.

Trends related to participation, success, and contributions to high-priority fields are derived from the Texas Higher Education Coordinating Board's annual report on *Closing the Gaps*. Additional detail on all topics is available from the source document, *Closing the Gaps by 2015: 2004 Progress Report* (Texas Higher Education Coordinating Board [THECB], July 2004; <http://www.thecb.state.tx.us/reports/pdf/0740.pdf>).

Progress toward Participation

Overall Enrollment

- As the table and graphs on the next page illustrate, 182,752 students were enrolled at U. T. System institutions in fall 2004. This represents 35.2 percent of all public university enrollments in the state.
- Between fall 2003 and fall 2004, overall enrollment at U. T. System institutions increased by nearly 3 percent. Compared with the overall state trend, this 2.9 percent increase exceeds by 0.8 percent the average across all public universities, and is a significant contribution to the State's goal of increasing enrollments to close the gaps in college attendance.
- Enrollment in fall 2004 increased at every U. T. System academic institution except U. T. Austin, which capped enrollments in fall 2003. Together, these institutions have achieved 96 percent of the updated *Closing the Gaps* targets for 2005.
- Total fall 2004 enrollment in the U. T. System health-related institutions exceeds the *Closing the Gaps* 2005 targets by more than 500 students.

Table I-1

**Total U.T. System Enrollment
Fall 2003 and Fall 2004 Compared with 2005 *Closing the Gaps* Target**

	Fall 2003	Fall 2004	% Change from Previous Year	Closing the Gaps 2005 Target
Academic				
Arlington	24,979	25,297	1.3%	26,310
Austin	51,426	50,377	-2.0	49,200
Brownsville/TSC*	10,592	11,546	9.0	13,000
Dallas	13,718	14,092	2.7	14,953
El Paso	18,542	18,918	2.0	21,229
Pan American	15,915	17,030	7.0	18,122
Permian Basin	3,028	3,291	8.7	3,370
San Antonio	24,665	26,175	6.1	27,470
Tyler	4,769	5,326	11.7	5,700
Total Academic Institutions	167,634	172,052	2.6%	179,354
Health-Related				
SWMC-Dallas	1,749	2,273	30.0%	2,247
UTMB Galveston	2,059	2,121	3.0	1,989
HSC-Houston	3,405	3,399	-0.2	3,405
HSC-San Antonio	2,754	2,837	3.0	2,485
M. D. Anderson Cancer Center	75	70	-6.7	69
Total Health-Related	10,042	10,700	6.6%	10,195
Total U.T. System	177,676	182,752	2.9%	189,549

*Brownsville/TSC enrollment represents unduplicated headcounts

Source: Texas Higher Education Coordinating Board

Figure I-1

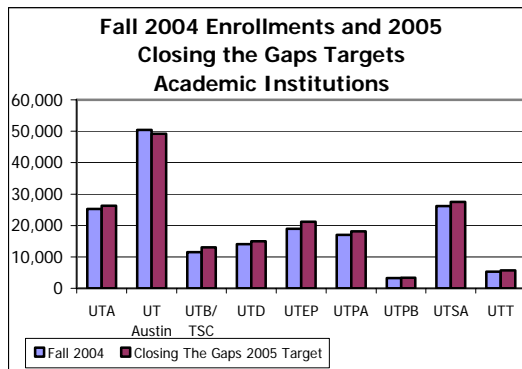
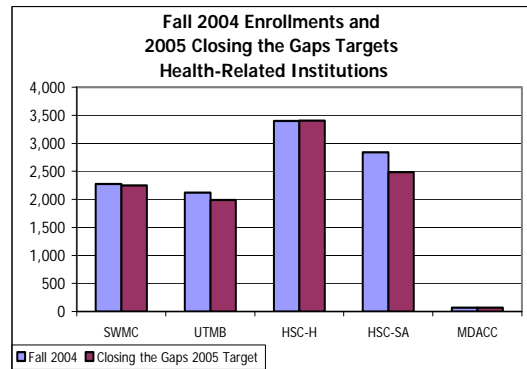


Figure I-2



Closing the Gaps Trends

- The following tables and discussion, pp. I-5 to I-9, are based on the Texas Higher Education Coordinating Board's July 2004 progress report on Closing the Gaps.

Enrollment of Black and Hispanic Students

- According to the THECB, statewide, the total enrollment increase of Black students in Texas higher education institutions is on target to meet 2015 state goals.
- At all U. T. academic institutions and at five health-related institutions the number of Black and Hispanic students increased between 2000 and 2003.
- See pp. I-14 and I-22 for additional detail and analysis.

Table I-2
Student Ethnicity at The University of Texas System
Fall 2003 Enrollments Compared with 2000

	Black Students			Hispanic Students		
	Fall 2000	Fall 2003	% Change From Fall 2000	Fall 2000	Fall 2003	% Change from Fall 2000
Academic						
Arlington	2,469	2,983	20.8%	2,212	2,767	25.1%
Austin	1,582	1,736	9.7	5,920	6,573	11.0
Brownsville/TSC	30	33	10.0	9,539	10,956	14.9
Dallas	697	875	25.5	701	1,041	48.5
El Paso	370	447	20.8	10,588	13,164	24.3
Pan American	64	70	9.4	10,695	13,771	28.8
Permian Basin	81	129	59.3	675	991	46.8
San Antonio	948	1,367	44.2	8,498	11,226	32.1
Tyler	332	442	33.1	118	221	87.3
Total Academic Institutions	6,573	8,082	23.0%	48,946	60,710	24.0%
Health-Related						
SWMC-Dallas	70	86	22.9%	111	164	47.7%
UTMB-Galveston	178	175	-1.7	313	311	-0.6
HSC-Houston	173	189	9.2	322	425	32.0
HSC-San Antonio	83	94	13.3	562	721	28.3
M. D. Anderson Cancer Center*	6	6	0.0	5	7	40.0
Total Health-Related Institutions	510	550	7.8%	1,313	1,628	24.0%
Total U. T. System	7,083	8,632	21.9%	50,259	62,338	24.0%

*M. D. Anderson enrolled undergraduate students for the first time in fall 2001.

Source: THECB Closing the Gaps by 2015: 2004 Progress Report, July 2004

Degrees Awarded and Degrees in High-Priority Fields

Each year, U. T. institutions collectively produce tens of thousands of graduates with baccalaureate, graduate, and professional degrees who are prepared to join the state's workforce and contribute to the local and state economy.

Degrees awarded:

- Together, U. T. institutions conferred 19,936 baccalaureate degrees in 2000 and 21,838 in 2003. In 2003, total degrees awarded by U. T. institutions represented more than a quarter – 26.9 percent – of the statewide total of 81,134 baccalaureate degrees.
- Between 2000 and 2003, production of doctoral degrees by U. T. institutions declined from 1,065 to 1,032, but this was 23 more than were conferred in 2002, and 40 percent of the state total. The statewide total also declined, from 2,358 in 2000 to 2,263 in 2003.
- Six U. T. institutions were among top 25 public universities in the state with the greatest increase between 2000 and 2003 in numbers of baccalaureates conferred (U. T. Arlington, U. T. Austin, U. T. Brownsville/Texas Southmost College, U. T. Dallas, U. T. Pan American, and U. T. San Antonio).
- The numbers of doctoral degrees conferred in 2003 increased at U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. San Antonio, U. T. Health Science Center-Houston, and U. T. Health Science Center-San Antonio.

Table I-3
Progress toward Degrees

AY	Baccalaureate		Doctoral	
	99-00	02-03	99-00	02-03
Academic				
Arlington	2,813	3,150	78	62
Austin	7,803	8,463	703	668
Brownsville/TSC	475	613	--	--
Dallas	1,303	1,605	64	70
El Paso	1,695	1,798	17	30
Pan American	1,340	1,634	7	8
Permian Basin	334	345	--	--
San Antonio	2,487	2,873	4	6
Tyler	731	619	--	--
Total Academic	18,981	21,100	873	844
Health-Related				
SWMC-Dallas	108	70	54	42
UTMB Galveston	368	201	36	33
HSC-Houston	91	127	75	83
HSC-San Antonio	388	312	27	30
M. D. Anderson*	-	28	--	--
Total Health-Related	955	738	192	188
Total U. T. System	19,936	21,838	1,065	1,032

*M. D. Anderson provides joint graduate degrees with the HSC-Houston. It enrolled baccalaureate students for the first time in fall 2001.

Source: THECB Closing the Gaps by 2015: 2004 Progress Report, July 2004

Table I-4
Progress Toward High-Priority Undergraduate Degrees
U. T. System Institutions

AY	Technical Certificates and Baccalaureate Degrees*			2005 Closing the Gaps Target	Health Certificates and Baccalaureate Degrees**		2005 Closing the Gaps Target
	99-00	02-03			99-00	02-03	
Academic							
Arlington	281	342	349		282	294	304
Austin	1,321	1,587	1,375		239	178	215
Brownsville/TSC	45	81	84		119	154	172
Dallas	366	358	909		40	37	0
El Paso	200	247	740		137	161	257
Pan American	107	112	159		145	165	171
Permian Basin	34	31	58		--	--	--
San Antonio	203	274	684		33	0	0
Tyler	83	85	421		163	124	211
Total Academic	2,640	3,117	4,779		1,158	1,113	1,330
Health-Related							
SWMC-Dallas					96	58	69
UTMB Galveston					368	201	380
HSC-Houston					126	166	208
HSC-San Antonio					434	512	341
M. D. Anderson					0	40	69
Total Health-Related					1,024	977	1,067
Total U. T. System	2,640	3,117	4,779		2,182	2,090	2,397

*Engineering, Computer Science, Mathematics, Physical Sciences

**Nursing and Allied Health

Source: THECB Closing the Gaps by 2015: 2004 Progress Report, July 2004

Undergraduate Degrees Awarded in High-Priority Fields

- The Texas Higher Education Coordinating Board defines high-priority technical fields to include engineering, computer science, mathematics, and physical science. High-priority health fields include nursing and allied health professions.
- In 2003, U. T. System institutions conferred a total of 3,117 degrees and certificates in high-priority technical fields and 2,090 in high-priority health fields. In 2004, the THECB asked institutions to update their targets, resulting in a larger gap between current and desired numbers of degrees.
- U. T. Arlington, U. T. Austin, U. T. El Paso, and U. T. San Antonio were among the top 25 institutions in the state in increased numbers of technical awards between 2000 and 2003.
- U. T. Dallas and U. T. Permian Basin conferred slightly fewer technical awards in 2003 than in 2000.
- U. T. Brownsville/Texas Southmost College and U. T. Health Science Center-Houston were among the top institutions with increases in health awards between 2000 and 2003.

Graduate-Level Education Degrees

- In addition, between 1999 and 2003, U. T. System institutions collectively have increased the number of graduate-level education degrees from 1,217 to 1,346.
- See data on numbers of education degrees on page I-60.

Undergraduate Degrees Awarded to Black and Hispanic Students

Table I-5
Undergraduate Degrees and Certificates Awarded to Black and Hispanic Students by U. T. Institutions 99-00 and 02-03

AY	Black			Hispanic		
	99-00	02-03	% Change From 99-00	99-00	02-03	% Change From 99-00
Academic						
Arlington	250	367	46.8%	276	371	34.4%
Austin	274	245	-11	1,041	1,048	1
Brownsville/TSC	3	4	33	992	1,471	48
Dallas	68	107	57	93	121	30
El Paso	47	43	-9	1,179	1,332	13
Pan American	4	11	175	1,222	1,408	15
Permian Basin	15	5	-67	77	116	51
San Antonio	98	157	60	1,088	1,350	24
Tyler	64	48	-25	15	15	0
Total Academic	823	987	19.9%	5,983	7,232	20.9%
Health-Related						
SWMC-Dallas	14	10	-29	8	8	0
UTMB Galveston	41	24	-41	49	28	-43
HSC-Houston	12	18	50	12	22	83
HSC-San Antonio	21	31	48	119	183	54
M. D. Anderson*	0	2	N/A	0	8	N/A
Total Health-Related	88	85	-3.4%	188	249	32.4%
Total U. T. System	911	1,072	17.7%	6,171	7,481	21.2%

*M. D. Anderson enrolled students for the first time in fall 2001.

Source: THECB *Closing the Gaps by 2015: 2004 Progress Report, July 2004*

- According to the THECB's most recent *Closing the Gaps* report, 11,566 associate and baccalaureate degrees and certificates were awarded to Black students statewide in 2002-03. Collectively, U. T. institutions awarded 1,072 of these, or 9.3 percent.
- Three U. T. System institutions were among the top 25 in the state with increased numbers of undergraduate awards to Black students in 2003: U. T. Arlington, U. T. Dallas, and U. T. San Antonio.

- However, fewer baccalaureate degrees were awarded to Black students in 2003 than in 2000 at U. T. Austin, U. T. El Paso, U. T. Permian Basin, U. T. Tyler, U. T. Southwestern Medical Center, and U. T. Medical Branch-Galveston.
- In 2003, 26,187 associate and baccalaureate degrees and certificates were awarded to Hispanic students statewide. Collectively, U. T. institutions awarded 7,481 of these, or 28.7 percent.
- U. T. Brownsville/Texas Southmost College was second in the state in increased numbers of undergraduate awards to Hispanic students between 2000 and 2003, and four other U. T. institutions were in the top 25 with increased numbers of undergraduate awards to Hispanic students: U. T. Arlington, U. T. El Paso, U. T. Pan American, and U. T. San Antonio.
- However, the number of degrees awarded to Hispanic students remained constant or decreased between 2000 and 2003 at U. T. Tyler, U. T. Southwestern Medical Center, and U. T. Medical Branch-Galveston.

U. T. Hispanic-Serving Institutions

- The presence of Hispanic-Serving Institutions (HSIs) in a university system is another indicator of its contributions to promoting access to students from diverse backgrounds.
- HSIs are defined as institutions that have at least 25 percent Hispanic full-time equivalent enrollment, among whom at least 50 percent are low-income.
- The U. T. System includes six Hispanic-Serving Institutions: Brownsville/Texas Southmost College, El Paso, Pan American, Permian Basin, San Antonio, and the Health Science Center-San Antonio.
- Among public, four-year systems in the country, only the California State University System includes this number of HSIs. The CSU System includes nine HSIs (of 24 total universities), the Texas A&M University System includes three HSIs (of 10 total universities), and the City University of New York has four (of 11). The Texas State University System, the University of Houston System, and the New Mexico State University System each have one HSI.

Student Access and Success

U. T. System Academic Institutions

U. T. System Health-Related Institutions

I. Student Access and Success: U. T. Academic Institutions

Undergraduate Participation and Success

Table I-6
Enrollment of First-Time, Full-Time Degree-Seeking Undergraduates*
U. T. Academic Institutions

	Fall	1998	1999	2000	2001	2002	% increase Fall 98-02
Arlington		1,216	1,389	1,586	1,833	2,114	73.8%
Austin		6,596	6,921	7,558	7,197	7,832	18.7
Brownsville/TSC**		0	0	22	120	86	NA
Dallas		491	601	801	984	905	84.3
El Paso		1,639	1,662	2,018	2,156	2,310	40.9
Pan American		1,686	1,692	1,771	1,945	2,082	23.5
Permian Basin		112	97	144	165	218	94.6
San Antonio		1,896	1,670	1,729	1,911	3,002	58.3
Tyler		99	191	175	243	293	196.0
Total		13,735	14,223	15,804	16,554	18,842	37.2%

* Includes students who began in summer of the given year

**Brownsville's counts are low because most students enroll through Texas Southmost College.

Source: Texas Higher Education Coordinating Board

- The number of first-time, full-time degree-seeking undergraduates attending U. T. System academic institutions has increased over the past five years — rising 37.2 percent from fall 1998. The number rose 196 percent at Tyler due to downward expansion at that institution to enroll freshmen and sophomores. U. T. Brownsville/Texas Southmost College's count reflects the fact that most UTB/TSC students initially enroll through Texas Southmost College.
- The headcount reported here includes those graduating from high school and enrolling in the summer semester.
- According to the latest statistics from the National Center for Education Statistics, women account for 53 percent of the first-time, full-time enrollment at degree granting institutions. As of fall 2002, five U. T. academic institutions had female undergraduate populations at or above this average.

Table I-7
First Time, Full-Time Degree-Seeking Undergraduates
Percent Female at U. T. Academic Institutions

	Fall	1998	1999	2000	2001	2002
Arlington		45.8%	50.8%	50.3%	49.6%	50.5%
Austin		51.3	50.7	51.0	52.0	52.4
Brownsville/TSC*				59.1	66.7	58.1
Dallas		43.4	40.1	37.8	40.9	44.6
El Paso		51.7	52.6	51.8	53.6	52.3
Pan American		55.3	58.0	56.7	57.8	54.7
Permian Basin		61.6	67.0	59.7	63.0	57.8
San Antonio		53.2	52.9	51.8	51.1	54.0
Tyler		55.6	66.5	65.1	56.8	56.3
System		52.0%	52.0%	51.0%	52.0%	52.5%

* Data available for UTB students only.

Source: Texas Higher Education Coordinating Board

Table I-8

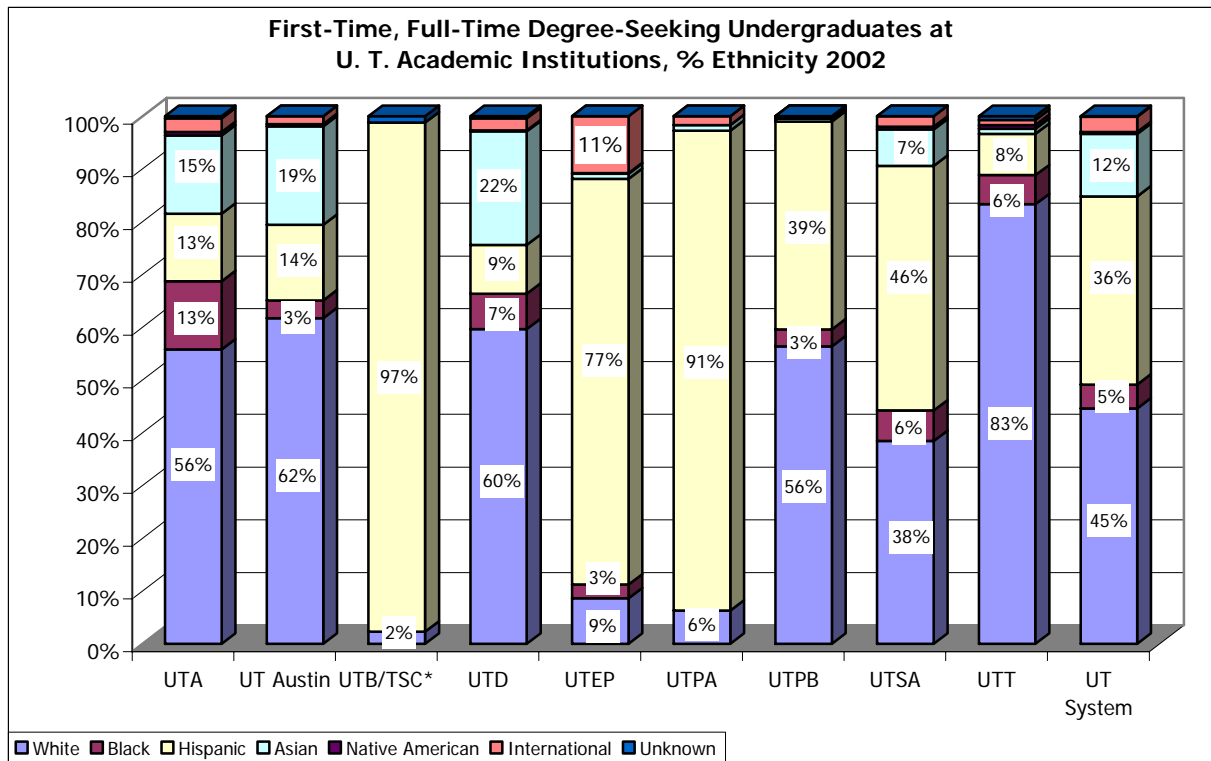
**First-Time, Full-Time Degree-Seeking Undergraduates, by Percent Ethnicity
U. T. Academic Institutions**

	Fall	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown	
Arlington	1998	58.6%	13.3%	12.7%	11.8%	1.4%	2.3%	--	
	2002	55.8	12.9	12.8	14.8	0.7	2.6	0.4	
Austin	1998	65.3	3.0	13.1	16.9	0.5	1.2	--	
	2002	61.7	3.4	14.3	18.7	0.4	1.5	--	
Brownsville/TSC*	1998			* Includes only students matriculating at U.T. Brownsville					
	2002	2.3	--	96.5	--	--	--	1.2	
Dallas	1998	62.5	3.5	10.6	20.6	1.0	1.8	--	
	2002	59.6	6.7	9.2	21.5	0.2	2.3	0.4	
El Paso	1998	9.6	2.4	74.4	1.0	0.3	12.2	--	
	2002	8.6	2.6	76.9	1.0	0.1	10.8	--	
Pan American	1998	14.4	0.9	81.7	1.4	0.2	1.4	--	
	2002	6.3	--	91.0	1.1	--	1.7	--	
Permian Basin	1998	48.2	6.3	45.5	--	--	--	--	
	2002	56.4	3.2	39.4	0.5	0.5	--	--	
San Antonio	1998	41.7	6.0	47.5	3.5	0.3	0.9	--	
	2002	38.4	5.8	46.4	6.9	0.5	2.0	--	
Tyler	1998	86.9	7.1	5.1	1.0	--	--	--	
	2002	83.3	5.5	7.8	1.0	0.7	1.0	0.7	
System	1998	48.5%	4.1%	33.7%	10.7%	0.5%	2.6%	0.0%	
	2002	44.6%	4.5%	35.7%	11.8%	0.4%	2.9%	0.1%	

Source: Texas Higher Education Coordinating Board

- At U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler, the proportion of non-White first-time, full-time degree-seeking undergraduates has increased between fall 1998 and fall 2002.
- Hispanic students comprise nearly 36 percent of all first-time, full-time, degree-seeking undergraduates at U. T. academic institutions. This is close to the overall proportion – 40 percent – of college-age Hispanics in Texas.
- This trend provides a counter to the statewide analysis made by the *San Antonio Express-News*, that “Hispanics’ college enrollment lags behind in Texas” (Nov. 27, 2004).

Figure I-3



* Data available for UTB students only

Ethnic composition of first-time, full-time undergraduates compared with composition of high school graduates in state

Table I-9

Texas High School Graduates by Ethnicity 2002-2003 Academic Year		
	# h.s. graduates	% by ethnicity
White	116,817	49.1%
Black	31,801	13.4
Hispanic	80,776	33.9
Native American	670	0.3
Asian-Pacific Islander	8,045	3.4
Total	238,109	

Source: Texas Education Agency

- The ethnic composition of the Texas high school graduating class of 2002-03 indicates an almost even split between Whites and non-Whites. (There is no category for international students.)
- Hispanic students comprised nearly one-third of the 2003 high school graduating class.
- It is noteworthy that overall the U. T. System enrolled proportionately fewer first-time White undergraduates than the proportion in the 2003 high school graduating class.
- The proportion of U. T. System first-time Hispanic students – 35.7 percent – was slightly higher than the proportion in the 2003 high school graduating class.

- By contrast, the overall proportion of first-time, full-time, degree-seeking Black students was lower than the proportion of Black high school graduates in 2003.
- Furthermore, at U. T. Brownsville/Texas Southmost College, U. T. El Paso, U. T. Pan American, and U. T. San Antonio, non-Whites are the significant majority of the population—reflecting the general population of the counties that supply students to those respective universities.

Contextual Measure: Student Preparation

Table I-10
Average ACT/SAT Scores of First-Time, Full-Time Degree-Seeking Undergraduates – U. T. Academic Institutions

		Fall 99	Fall 00*	Fall 01	Fall 02	Fall 03
		Average Scores				
Arlington	ACT	22	22	21	21	22
	SAT	1053	1048	1051	1046	1067
Austin	ACT	25	25	25	26	26
	SAT	1207	1211	1217	1222	1230
Dallas**	ACT	25	25	25	25	25
	SAT	1205	1189	1179	1209	1225
El Paso	ACT	19	19	19	18	18
	SAT	909	905	927	902	920
Pan American	ACT	18	18	18	18	18
	SAT	930	920	926	914	928
Permian Basin	ACT	21	21	21	20	21
	SAT	1026	954	987	993	993
San Antonio	ACT	20	20	20	20	21
	SAT	990	985	993	985	986
Tyler	ACT	26	24	23	22	23
	SAT	1153	1096	1089	1071	1042

*In fall 2000, the Gateway Program which admits provisional students was moved from summer to fall; since then the SAT/ACT scores of these provisional students were averaged into the fall cohort.

**ACT averages are based on much smaller numbers of students than SAT averages.

Source: U. T. System Academic Institutions

- Average SAT and ACT scores provide a perspective on student preparation for college, for the subsection of students submitting scores.
- Some institutions include these scores in the matrix of data they use to benchmark their performance against peer institutions (see Institutional Profiles Section V). While institutions may seek increases in average scores, other issues related to access and preparation weigh in admission decisions.
- For those students submitting test scores, over the past five academic years, average scores have increased at U. T. Arlington, U. T. Austin, U. T. Dallas, and U. T. El Paso. Average scores have held level or declined slightly at U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- Research shows that test scores in combination with high school rank are better predictors of college performance than either factor alone.

- In fall 2003, average SAT scores increased over averages in fall 2002 at six institutions: U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, and U. T. San Antonio.
- Average ACT scores increased slightly from fall 2002 to fall 2003 at U. T. Arlington, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.

Contextual Measure: Student Preparation

Table I-11

Number of Top 10 Percent High School Graduates Who Applied, Were Admitted, and Enrolled at U. T. Academic Institutions

	Fall	1999	2000	2001	2002	2003
Arlington		271	323	326	349	405
Austin		2,903	3,319	3,404	3,878	4,219
Brownsville/TSC		NA	NA	NA	NA	NA
Dallas		164	132	239	268	316
El Paso		224	228	274	290	303
Pan American		0	0	69	38	41
Permian Basin		26	25	35	43	53
San Antonio		264	215	182	342	423
Tyler		77	63	72	54	68

Source: Texas Higher Education Coordinating Board

- These data show the numbers of first-time degree-seeking undergraduates who graduated in the top 10 percent of their Texas high school class and who applied, were admitted, and enrolled at a U. T. System academic institution.
- From fall 1999 to fall 2003, the numbers have increased at every U. T. academic institution except U. T. Brownsville/Texas Southmost College and U. T. Tyler (which had a legislatively-imposed enrollment cap for freshmen until 2002).
- However, the proportion has declined, with fast overall enrollment growth, at U. T. Arlington, U. T. Dallas, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio.

Figure I-4

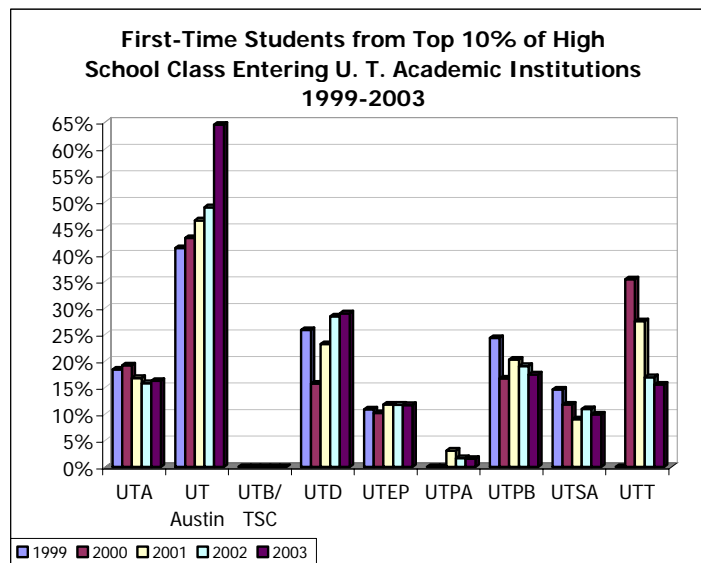


Table I-12

Percent of First-Time Undergraduates at U. T. Academic Institutions Who Were in the Top 10 Percent of Their High School Graduating Class, by Ethnicity

		White	Black	Hispanic	Asian	Native American
Arlington	Fall 1999	18.3%	17.4%	18.3%	24.7%	20.0%
	2000	18.2	15.8	20.7	29.4	0.0
	2001	16.9	16.7	20.3	17.1	10.5
	2002	13.4	11.6	23.7	25.5	11.1
	2003	13.6	15.6	21.5	24.5	8.3
Austin	1999	36.5	55.2	52.0	49.7	39.3
	2000	39.9	52.2	57.9	49.4	28.1
	2001	44.0	57.0	55.8	50.7	29.4
	2002	45.2	57.6	60.8	54.5	55.9
	2003	61.5	72.9	78.6	67.1	78.9
Brownsville/TSC	1999	0.0	--	0.0	--	--
	2000	0.0	--	0.0	--	--
	2001	0.0	--	0.0	--	--
	2002	0.0	--	0.0	--	--
	2003	0.0	--	0.0	0.0	--
Dallas	1999	27.6	11.8	34.8	23.6	100.0
	2000	16.0	17.9	20.3	15.3	0.0
	2001	28.9	19.0	15.5	16.6	20.0
	2002	31.1	23.8	38.8	22.1	0.0
	2003	32.1	32.1	31.9	22.4	0.0
El Paso	1999	14.4	3.4	11.9	20.7	25.0
	2000	10.3	0.0	12.2	9.1	0.0
	2001	12.4	6.1	13.9	11.8	0.0
	2002	11.2	3.1	13.5	25.0	0.0
	2003	11.0	6.6	13.5	15.0	0.0
Pan American	1999	0.0	0.0	0.0	0.0	0.0
	2000	0.0	0.0	0.0	0.0	0.0
	2001	1.6	0.0	3.3	4.0	0.0
	2002	0.7	--	1.8	0.0	--
	2003	1.6	0.0	1.6	0.0	--
Permian Basin	1999	26.9	0.0	21.1	--	0.0
	2000	21.4	0.0	13.7	0.0	0.0
	2001	21.5	20.0	19.2	0.0	--
	2002	20.2	0.0	19.3	0.0	0.0
	2003	23.2	6.3	12.4	0.0	25.0
San Antonio	1999	9.5	10.5	19.6	15.8	16.7
	2000	8.4	8.1	15.6	10.0	16.7
	2001	6.5	8.8	12.1	5.3	0.0
	2002	7.8	7.5	15.1	6.0	6.7
	2003	8.1	6.9	12.6	9.7	3.4
Tyler	1999	79.3	100.0	50.0	100.0	100.0
	2000	34.4	66.7	20.0	50.0	25.0
	2001	30.1	21.4	18.8	0.0	0.0
	2002	17.2	23.5	13.0	0.0	50.0
	2003	16.1	12.5	17.4	20.0	0.0

A "--" indicates that no students in that group were enrolled.

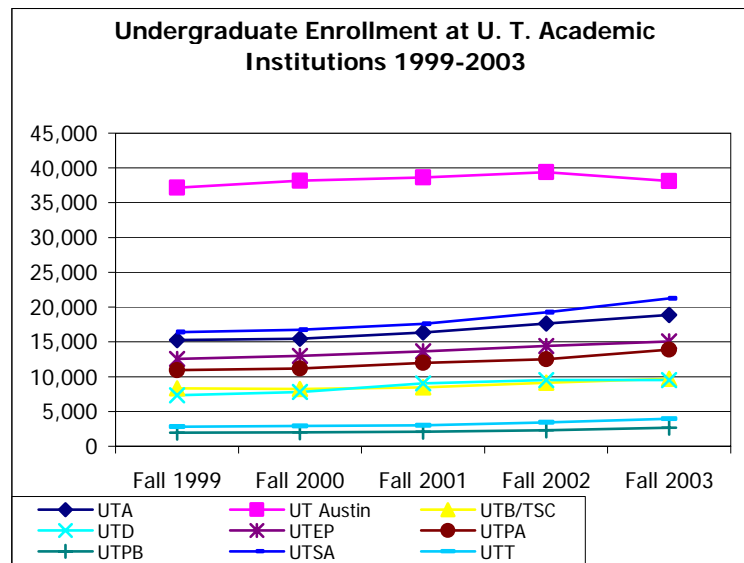
Source: Texas Higher Education Coordinating Board

Table I-13
Total Fall Undergraduate Headcount -- U. T. Academic Institutions

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Arlington	15,266	15,449	16,330	17,649	18,867
Austin	37,159	38,162	38,609	39,391	38,112
Brownsville/TSC	8,302	8,244	8,470	9,131	9,699
Dallas	7,331	7,807	9,009	9,482	9,523
El Paso	12,533	12,955	13,642	14,384	15,085
Pan American	10,924	11,186	11,971	12,509	13,870
Permian Basin	1,970	1,979	2,077	2,292	2,638
San Antonio	16,416	16,707	17,599	19,244	21,242
Tyler	2,803	2,892	3,004	3,409	3,922
Academic Institution Total	112,704	115,381	120,711	127,491	132,958

Source: Texas Higher Education Coordinating Board

Figure I-5



- Undergraduate enrollment at U. T. academic institutions has increased significantly between 1999 and 2003.
- The pace of growth has been greatest at U. T. Arlington, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio. U. T. Austin's enrollments increased to 2002; since then, the campus strategy has been to reduce enrollments.
- Overall enrollment growth reflects both growth in the college-going population and the overall health of the economy.

Gender

Table I-14
Undergraduate Gender Composition: Percent of Females
at U. T. Academic Institutions

	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Arlington	52.6%	53.3%	48.5%	53.3%	52.5%
Austin	50.4	50.5	50.5	50.5	51.2
Brownsville/TSC	60.6	61.1	61.4	60.7	59.7
Dallas	48.6	48.1	48.2	49.6	48.9
El Paso	53.4	53.9	54.4	54.7	54.2
Pan American	57.2	57.9	58.6	58.3	58.1
Permian Basin	64.8	64.1	66.5	65.5	62.7
San Antonio	54.9	55.5	55.0	55.0	53.9
Tyler	67.0	66.7	65.7	62.8	61.3
System	53.6%	53.9%	54.0%	54.1%	53.8%

Source: Texas Higher Education Coordinating Board

- The gender composition at U. T. academic institutions has remained generally constant over the last four years.
- Female students represent at least half, and often significantly more than half, of the undergraduate students on all campuses. This parallels national enrollment patterns.
- At U. T. Brownsville/Texas Southmost College, U. T. Permian Basin, and U. T. Tyler, the proportion of female students has declined between 1999 and 2003, but they still outnumbered male students by nearly two to one.
- The proportion of female students has increased slightly from 1999 to 2003 at U. T. Austin, U. T. Dallas, U. T. El Paso, and U. T. Pan American.

Age

Table I-15
Average Undergraduate Age at U. T. Academic Institutions

	Fall 1999	2000	2001	2002	2003
Arlington	25	25	24	24	24
Austin	21	21	21	21	21
Brownsville/TSC	28	27	27	27	28
Dallas	26	26	26	25	25
El Paso	24	24	24	23	23
Pan American	23	23	23	23	23
Permian Basin	29	29	28	28	27
San Antonio	25	25	25	24	24
Tyler	29	28	27	27	26

Source: Texas Higher Education Coordinating Board

- The average undergraduate age has changed little between 1999 and 2003, decreasing slightly at U. T. Arlington, U. T. Dallas, U. T. El Paso, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- Higher average ages of the undergraduate population at U. T. Brownsville/Texas Southmost College, U. T. Dallas, U. T. Permian Basin, and U. T. Tyler may be affected by the number of stop-outs (time of matriculation to actual degree).

Race and Ethnicity

Figure I-6

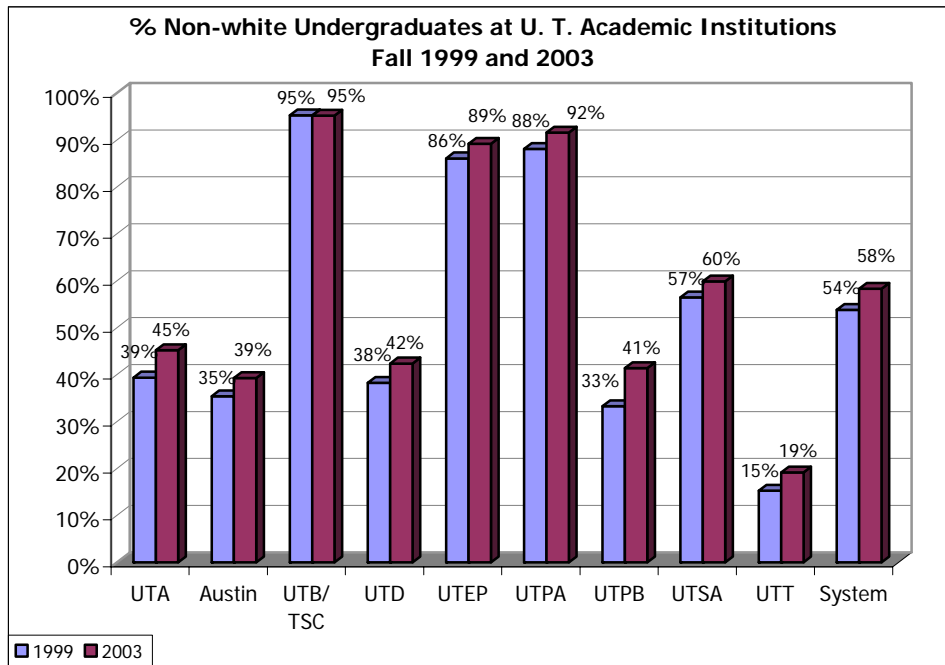
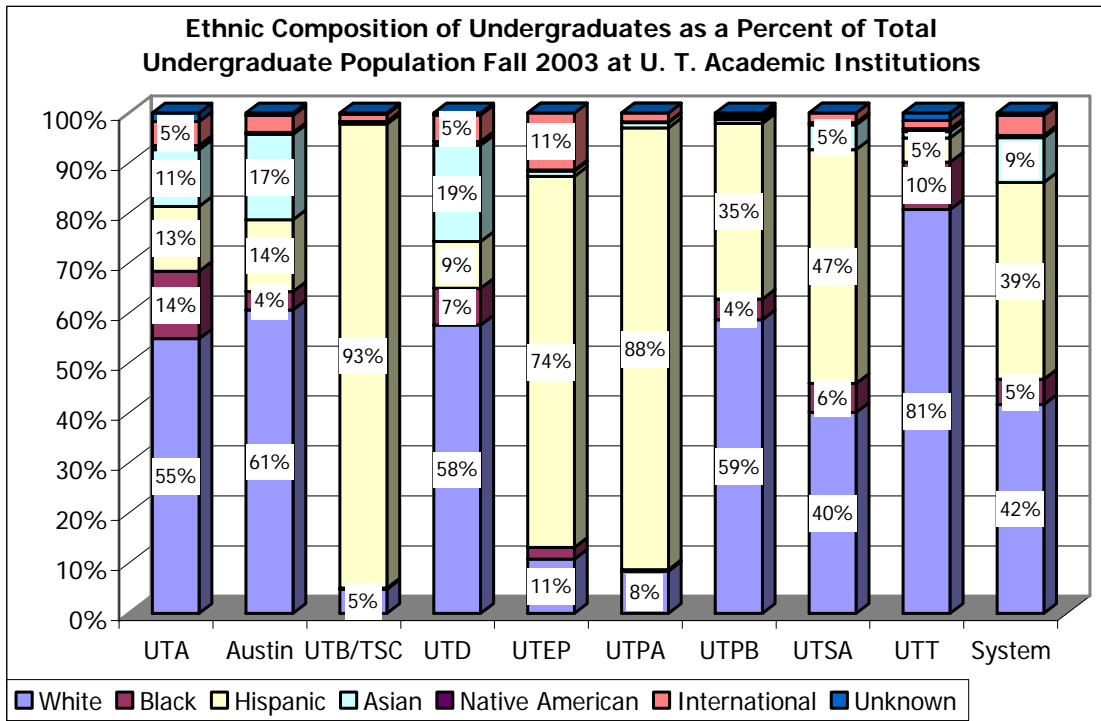


Figure I-7



- Although the numbers of non-White undergraduate students have increased between 1999 and 2003, the proportion of each ethnic population, illustrated here for fall 2003, has not changed significantly.
- Thirty-nine percent of all U. T. academic institution undergraduates enrolled in fall 2003 were Hispanic. This is nearly the proportion – 40 percent – of college-age Hispanics in Texas.
- U. T. Brownsville/Texas Southmost College, U. T. El Paso, and U. T. Pan American serve the largest proportion of Hispanic students; U. T. Permian Basin and U. T. San Antonio also serve large numbers of Hispanic students.
- U. T. Arlington, U. T. Dallas, and U. T. Tyler serve comparatively large proportions of Black students.

Part-time students: Contextual Measure

- Part-time students comprise a significant portion of undergraduate enrollments at all U. T. academic institutions.
- Nationally, 22 percent of undergraduates enrolled in public four-year institutions in 2003 were enrolled part-time according the National Center for Education Statistics.
- At all U. T. academic institutions except U. T. Austin, the overall proportion of part-time students is above the national average but is declining.

Table I-16
Part-time Undergraduates, Percent of Total at U. T. Academic Institutions

	Fall	1999	2000	2001	2002	2003
Arlington		35.6%	33.3%	31.5%	29.7%	28.5%
Austin		12.4	12.2	11.9	10.6	9.9
Brownsville/TSC		19.9	21.4	21.5	20.7	21.1
Dallas		49.7	46.5	45.3	43.0	36.5
El Paso		29.0	28.4	26.4	25.3	27.0
Pan American		34.8	34.8	34.0	31.2	29.8
Permian Basin		45.2	43.2	41.6	38.0	35.6
San Antonio		34.2	33.6	31.6	30.0	26.6
Tyler		48.2	45.4	39.9	36.8	30.6
Overall Academic Institutions		27.2%	26.5%	25.6%	24.2%	23.1%

Source: Texas Higher Education Coordinating Board

Figure I-8

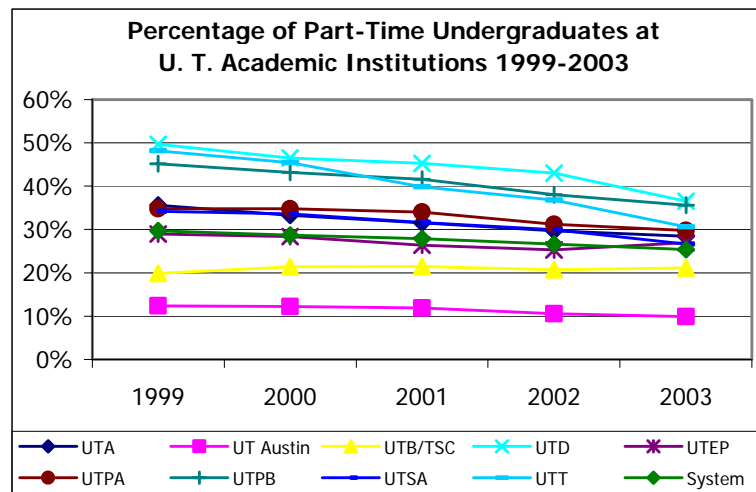


Table I-17

**Part-Time, First-Time Degree-Seeking Undergraduates
Percent of Total -- U. T. Academic Institutions**

	Fall	1998	1999	2000	2001	2002
Arlington		5.9%	5.6%	5.9%	5.6%	4.3%
Austin		2.2	1.6	1.6	1.7	1.1
Brownsville/TSC *		--	--	33.3	11.8	14.0
Dallas		6.1	4.9	4.5	4.6	4.2
El Paso		11.8	10.3	9.8	7.5	6.4
Pan American		12.1	15.8	15.0	12.9	8.0
Permian Basin		3.4	9.3	4.0	4.6	3.1
San Antonio		6.9	7.8	5.4	5.6	4.4
Tyler		1.0	0.0	1.1	0.8	2.3
Overall Academic Institutions		6.2%	5.9%	5.5%	5.1%	3.7%

* Data available for UTB students only

Source: Texas Higher Education Coordinating Board

- Comparatively few of the U. T. System's first-time degree-seeking undergraduates start out as part-time students, and the proportion has decreased by nearly 50 percent from fall 1998 to fall 2002.
- The National Center for Education Statistics reported in fall 2003 that 21 percent of the nation's first-time degree-seeking students are enrolled part-time.

Affordability and Undergraduate Student Financial Aid

Overview:

- In fiscal year 2003-04, \$738 million was allocated for 223,534 financial aid awards to U. T. System academic institution students (some students received more than one award, including grants, loans, and work study). (See Table I-20).
- Thirty-five percent of undergraduate students received some form of need-based aid. Forty-five percent received some amount of need-based, merit, or other form of aid.
- Of the scholarships and aid, federal grants made up 45 percent, an increase of two percentage points from last year; institutional funds increased to 30 percent, from 27 percent last year; state funds provided another 16 percent, down from 19 percent in 2002-03; and 9 percent came from private sources, down from 11 percent in 2002-03.
- By dollar amount, loans comprised 56 percent of total awards, up from 53 percent in 2002-03; grants and scholarships comprised 43 percent, down from 45 percent in 2002-03; and work-study provided one percent of all financial aid, down from two percent in 2002-03.
- Taken together, these sources of financial aid enhance the accessibility of U. T. institutions to students from a wide range of economic backgrounds.

Figure I-9

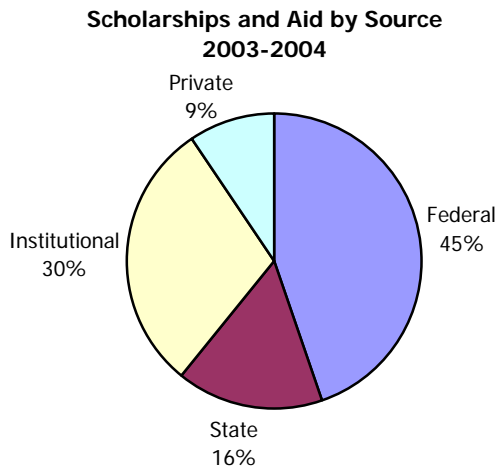


Figure I-10

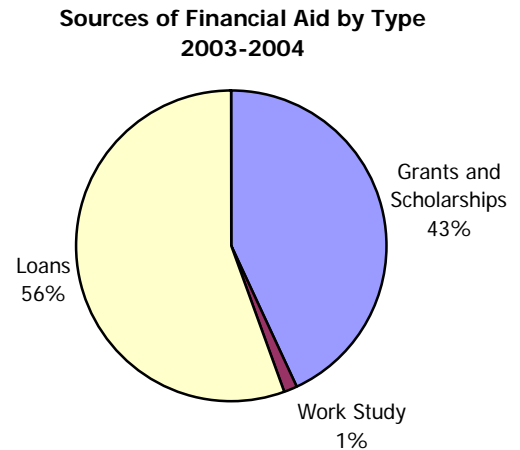


Table I-18

**Non-Loan Financial Aid Awards and Total Tuition and Fees
U. T. Academic Institutions FY 2003-2004**

	Total Non-Loan Financial Aid Awards	Total Tuition and Fee Charges*
Arlington	\$35,861,175	\$79,791,000
Austin	114,112,600	198,228,000
Brownsville/TSC**	22,813,235	4,894,000
Dallas	11,075,384	44,256,000
El Paso	41,066,369	41,983,000
Pan American	48,605,351	24,746,000
Permian Basin	5,174,863	4,167,000
San Antonio	41,649,330	71,223,000
Tyler	7,693,845	8,157,000

* Figures represent net tuition and fee charges which exclude discounts and allowances.

** Tuition and fee charges for Brownsville only; financial aid awards for Brownsville and TSC.

Source: Annual Financial Report, Exhibit B and Academic Institutions

- In FY 2003-2004, financial aid awards averaged just over half the total cost of tuition and fees at all U. T. academic institutions.
- For some institutions, total financial aid awards covered more than total tuition and fees, contributing to other costs of attendance that students incurred.

Table I-19

**Texas Grants Awarded as % of Allocation
U. T. Academic Institutions FY 2003-2004**

	Total Texas Grant Allocation to Institution	Awards as % of Total Allocation
Arlington	\$3,708,576	100.0%
Austin	14,601,000	99.9
Brownsville/TSC	2,210,645	100.0
Dallas	2,007,510	100.0
El Paso	6,003,680	100.0
Pan American	10,476,346	100.0
Permian Basin	505,540	99.1
San Antonio	5,724,220	99.4
Tyler	743,353	92.6

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

- Texas Grant funds are allocated based on institutional criteria and must be matched to student eligibility.
- Most funds have been fully utilized.

Contextual Measure: Undergraduate Financial Aid Awards and Recipients at U. T. Academic Institutions 2003-04

Table I-20

Source of Funding	Number of Awards	Amount Awarded	Source of Funding	Number of Awards	Amount Awarded
Arlington			Pan American		
Federal	6,176	\$14,484,948	Federal	9,710	\$25,869,752
State	1,293	3,708,576	State	4,736	13,669,613
Institutional	10,902	11,836,470	Institutional	4,704	5,897,687
Private	2,119	4,382,409	Private	737	1,181,022
Work Study	899	1,448,772	Work Study	1,102	1,987,277
Loans	10,622	58,203,021	Loans	4,823	17,860,954
TOTAL	32,011	\$94,064,196	TOTAL	25,812	\$66,466,305
Austin			Permian Basin		
Federal	8,779	\$22,362,927	Federal	1,213	\$3,521,224
State	5,344	15,415,749	State	218	500,764
Institutional	21,897	59,209,336	Institutional	306	323,954
Private	4,980	14,280,600	Private	356	645,892
Work Study	1,667	2,843,994	Work Study	96	183,029
Loans	16,752	139,359,094	Loans	2,828	6,945,997
TOTAL	59,419	\$253,471,700	TOTAL	5,017	\$12,120,860
Brownsville/TSC			San Antonio		
Federal	7,620	\$18,820,704	Federal	10,023	\$22,800,030
State	1,596	2,421,088	State	2,152	5,738,126
Institutional	923	559,567	Institutional	4,273	4,514,016
Private	237	196,042	Private	2,733	7,366,343
Work Study	554	815,835	Work Study	545	1,230,815
Loans	3,792	15,619,825	Loans	15,668	89,526,024
TOTAL	14,722	\$38,433,061	TOTAL	35,394	\$131,175,354
Dallas			Tyler		
Federal	2,305	\$5,500,443	Federal	1,558	\$3,568,162
State	748	2,026,907	State	246	688,036
Institutional	1,813	2,675,841	Institutional	782	722,342
Private	458	502,205	Private	2,086	2,582,559
Work Study	123	369,988	Work Study	116	132,746
Loans	9,295	42,550,215	Loans	1,777	12,211,306
TOTAL	14,742	\$53,625,599	TOTAL	6,565	\$19,905,151
El Paso			GRAND TOTAL		
Federal	9,249	\$23,473,818		223,534	\$737,547,622
State	2,940	6,799,841			
Institutional	7,717	8,751,736			
Private	550	838,130			
Work Study	582	1,202,845			
Loans	8,814	27,219,026			
TOTAL	29,852	\$68,285,396			

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

Average Net Tuition and Fees

Table I-21

**Undergraduate Tuition, Required Fees, and Scholarship Aid
at U. T. Academic Institutions 2003-2004**

	Tuition and Fees Per SCH ¹	Average Discount Based on Financial Aid	Average Discounted SCH	Average Percent Discount
Arlington	\$177	\$51	\$126	29%
Austin ²	234	69	165	29
Dallas	212	63	149	30
El Paso	155	64	91	41
Pan American	104	42	62	40
Permian Basin	129	63	66	49
San Antonio	176	73	103	41
Tyler	135	46	89	34
Average	\$165	\$59	\$106	36%

¹Includes: Tuition and required fees.

²Tuition and Fees per Student Credit Hour includes tuition, required fees, and course-specific fees.

Note: Excludes U. T. Brownsville/TSC because financial aid data were unavailable.

Source: U. T. System Academic Institutions, Common Data Set

Student Success: Persistence and Graduation Rates

Persistence Rates

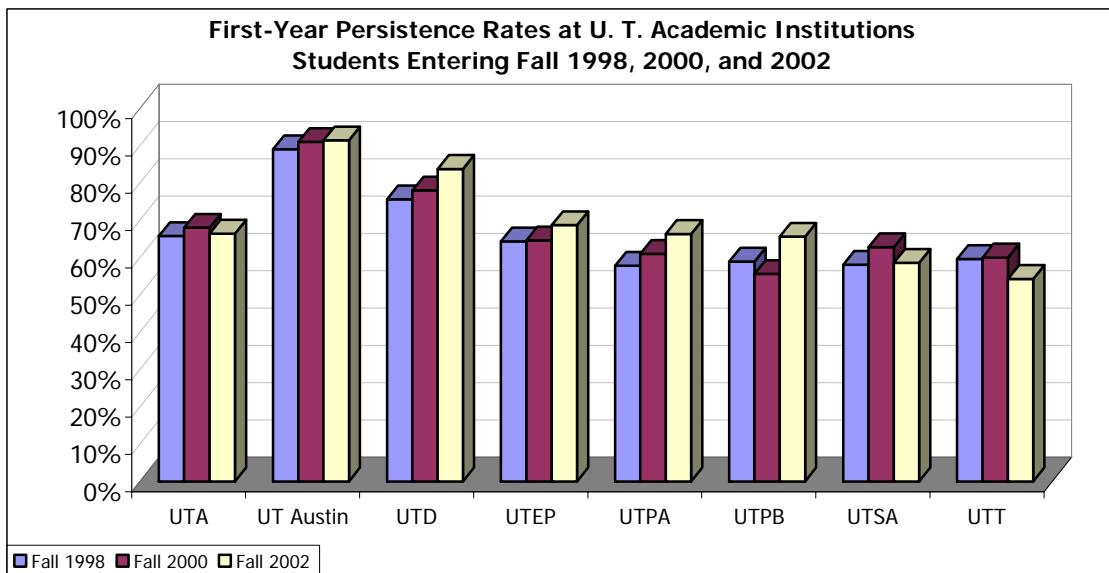
Table I-22

	First-Year Persistence Rates for First-Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions					
	Fall	1998	1999	2000	2001	2002
Arlington		65.8%	65.9%	68.0%	65.6%	66.4%
Austin		89.0	89.9	91.0	90.5	91.4
Dallas		75.6	77.7	78.0	79.4	83.8
El Paso		64.3	64.3	64.6	64.3	68.7
Pan American		57.8	60.0	61.0	64.4	66.3
Permian Basin		58.9	64.9	55.6	61.2	65.6
San Antonio		58.1	57.8	62.8	60.0	58.6
Tyler		59.6	68.1	60.0	60.5	54.3

Note: Most students at Brownsville/TSC matriculate at TSC, so first-year persistence rates cannot accurately be calculated for the campus.

Source: Texas Higher Education Coordinating Board

Figure I-11



- Persistence rates are going up at most institutions. This is a very positive trend. (Because students at U. T. Brownsville/Texas Southmost College typically start at TSC, accurate graduation rates cannot be calculated. These data issues will be addressed in future studies.)
- Increases are proportionately larger at: U. T. Dallas, U. T. Pan American, and U. T. Permian Basin.
- Except at Dallas and Tyler, females persist in larger proportions than male students.
- The increases hold for minority groups; on a number of campuses, persistence rates of Hispanic and Black students exceed those of White students.

- Improving persistence rates is a high priority for institutions and the U. T. System. It is addressed in many institutional Compacts as well, including investments in advising, freshman seminars, and other programs to improve quality of undergraduate experience. For example, U. T. Permian Basin has greatly expanded its academic support services and financial aid programs over the past five years to increase retention and, ultimately, graduation rates.

Table I-23

		Year of Matriculation					
		Fall	1998	1999	2000	2001	2002
Arlington	Female		67.7%	67.0%	69.3%	70.0%	67.8%
	Male		64.2	64.8	66.6	61.2	65.0
Austin	Female		90.1	91.0	92.5	91.8	92.0
	Male		87.8	88.7	89.5	89.0	90.7
Dallas	Female		73.2	73.0	80.9	80.3	83.9
	Male		77.3	80.8	76.3	78.7	83.6
El Paso	Female		67.2	68.3	68.0	67.3	70.6
	Male		61.2	59.8	60.9	60.8	66.7
Pan American	Female		62.8	62.3	64.7	65.8	68.6
	Male		51.6	57.0	56.1	62.6	63.6
Permian Basin	Female		59.4	64.6	57.0	63.5	66.7
	Male		58.1	65.6	53.4	57.4	64.1
San Antonio	Female		58.8	63.9	65.1	59.2	59.8
	Male		57.3	50.9	60.2	60.9	57.1
Tyler	Female		67.3	67.7	59.6	60.1	50.9
	Male		50.0	68.8	60.7	61.0	58.6

Source: Texas Higher Education Coordinating Board

Table I-24

**First-Year Persistence Rates of First-Time, Full-Time Degree-Seeking Undergraduates by Ethnicity
U. T. Academic Institutions**

	Year of Matriculation Fall	White	Black	Hispanic	Asian	Native American	Inter- national ¹	Unknown
Arlington	1998	62.8%	66.7%	66.9%	81.8%	52.9%	57.1%	--
	1999	61.2	68.5	67.2	84.8	33.3	61.4	--
	2000	65.6	71.6	61.8	81.5	75.0	56.1	--
	2001	62.1	73.2	64.8	70.7	55.6	69.8	88.2
	2002	64.2	69.5	69.6	71.2	53.3	62.5	44.4
Austin	1998	88.5	94.4	85.8	93.7	80.6	72.8	100.0
	1999	90.3	91.5	85.0	93.5	85.7	68.8	--
	2000	91.5	92.7	88.5	95.7	81.3	62.6	66.7
	2001	90.5	93.7	87.5	94.2	87.9	69.5	89.5
	2002	91.4	91.7	89.0	94.3	91.2	79.3	--
Dallas	1998	73.6	76.5	69.2	85.2	60.0	77.8	--
	1999	76.1	88.2	48.8	88.2	100.0	76.9	--
	2000	76.1	80.0	73.2	89.4	0.0	48.0	--
	2001	77.1	82.5	71.7	87.5	80.0	80.6	80.0
	2002	81.6	85.2	83.1	89.2	**	90.5	75.0
El Paso	1998	61.4	60.0	68.4	81.3	80.0	41.0	--
	1999	56.7	69.4	67.7	61.1	25.0	48.0	--
	2000	59.9	59.7	67.5	60.0	0.0	52.6	--
	2001	58.2	53.1	68.5	65.6	**	46.4	--
	2002	71.2	60.0	69.3	87.5	**	63.5	--
Pan American	1998	59.7	46.7	57.3	65.2	33.3	70.8	--
	1999	55.9	50.0	60.8	84.6	100.0	50.0	--
	2000	53.7	72.7	62.0	95.0		51.3	--
	2001	59.1	71.4	64.5	76.0	**	65.9	--
	2002	64.9	--	66.5	68.2	--	62.9	--
Permian Basin	1998	55.6	57.1	62.8	--	--	--	--
	1999	67.7		61.8	--	--	--	--
	2000	55.2	40.0	55.7	100.0	100.0	--	--
	2001	59.1	60.0	63.8	66.7	--	--	--
	2002	61.8	71.4	72.1	**	**	--	--
San Antonio	1998	56.9	59.7	59.3	57.6	66.7	44.4	--
	1999	55.7	54.8	59.3	64.9	83.3	51.5	--
	2000	62.9	60.0	63.5	57.4	66.7	56.3	--
	2001	55.9	64.6	62.9	58.7	41.7	69.4	--
	2002	54.1	68.4	60.8	55.1	46.7	81.4	--
Tyler	1998	59.3	71.4	60.0	--	--	--	--
	1999	71.1	66.7	71.4	--	33.3	0.0	--
	2000	58.4	88.9	40.0	100.0	50.0	100.0	--
	2001	60.7	50.0	61.5	80.0	**	66.7	**
	2002	53.3	75.0	60.9	**	**	**	--

¹ Persistence rates for international students are inconsistent because of variability in social security numbers (SSNs). For example, at U. T. Austin, accounting for SSN changes, the first-year persistence rate for international students averages approximately 94%.

² The persistence rate for U. T. Brownsville represents only those who matriculated at U. T. Brownsville, not Texas Southmost College.

** Number of students is too small to report.

Source: Texas Higher Education Coordinating Board

Graduation Rates

- The following tables illustrate trends in the success of students in continuing and completing their baccalaureate education at U. T. academic institutions.
- The four-year graduation rates illustrated here demonstrate that increasing numbers of students at nearly every U. T. academic institution are graduating in four years, but underscore the need to emphasize improvement in this area.
- U. T. academic institutions have in place and are enhancing programs to assist students in completing their studies more quickly. Results of these initiatives should be reflected in trends over the coming years.

Table I-25
Undergraduates Graduating in Four Years or Less from Same U. T. Academic Institution, Total

Enrolled Fall	1995	1996	1997	1998	1999
Arlington	9.6%	13.2%	12.7%	12.3%	14.5%
Austin	35.6	39.2	36.5	38.9	41.3
Dallas	32.0	30.3	31.7	37.7	29.6
El Paso	2.1	2.9	2.5	3.6	4.5
Pan American	5.3	5.9	6.2	7.8	8.4
Permian Basin	10.0	9.3	15.2	17.0	15.5
San Antonio	5.2	5.5	6.3	6.3	6.1
Tyler*	--	--	--	26.3	49.7

*Tyler did not admit freshmen until Summer/Fall 1998.

Source: *Texas Higher Education Coordinating Board*

- Because students at U. T. Brownsville/Texas Southmost College typically start at TSC, accurate graduation rates cannot be calculated. These data issues will be addressed in future studies.
- By cohort group, the percent of first-time, full-time degree-seeking undergraduates who graduated in five years or less from the same institution shows improvement in the number of students completing undergraduate education.

Table I-26
Undergraduates Graduating in Five Years or Less from the Same U. T. Academic Institution, Total

Enrolled Fall	1995	1996	1997	1998
Arlington	22.4%	29.3%	30.6%	29.5%
Austin	63.2	65.2	63.5	66.9
Dallas	48.3	46.0	51.5	50.9
El Paso	14.4	14.8	14.8	16.0
Pan American	15.3	15.8	17.7	18.0
Permian Basin	20.0	19.5	25.9	26.8
San Antonio	18.7	17.8	18.7	19.6
Tyler*	--	--	--	36.4

*Tyler did not admit freshmen until Summer/Fall 1998.

Source: *Texas Higher Education Coordinating Board*

- Five- and six-year graduation rates are more commonly used to benchmark student success; the trend is modest progress at most U. T. academic institutions.

Table I-27
**Undergraduates Graduating in Six Years or Less
from the Same U. T. Academic Institution, Total**

Enrolled Fall	1995	1996	1997
Arlington	30.6%	36.4%	36.8%
Austin	69.9	71.9	70.1
Dallas	55.2	51.8	56.2
El Paso	25.1	24.4	25.6
Pan American	22.9	24.6	26.2
Permian Basin	24.0	23.2	29.5
San Antonio	26.6	25.5	27.6

Note: Tyler did not admit freshmen until Summer/Fall 1998.
Source: *Texas Higher Education Coordinating Board*

- According to the National Center for Education Statistics, the six-year graduation rate for those receiving a Bachelor's degree is 50.7 percent for those students enrolled in 1995.
- While still low, six-year graduation rates have steadily increased at all U. T. System academic institutions between the 1995 and 1997 matriculation year, for example:
 - Up 6.2 percentage points at U. T. Arlington
 - Up 3.3 percentage points at U. T. Pan American
 - Up 5.5 percentage points at U. T. Permian Basin
- The improvement of six-year graduation rates is a high priority for U. T. System institutions; these upward trends should continue with investment in new and enhanced programs to support student success. For example, U. T. Austin has made improving retention and graduation rates a high priority, setting goals of greater than 50 percent four-year and greater than 75 percent six-year graduation rates.

Figure I-12

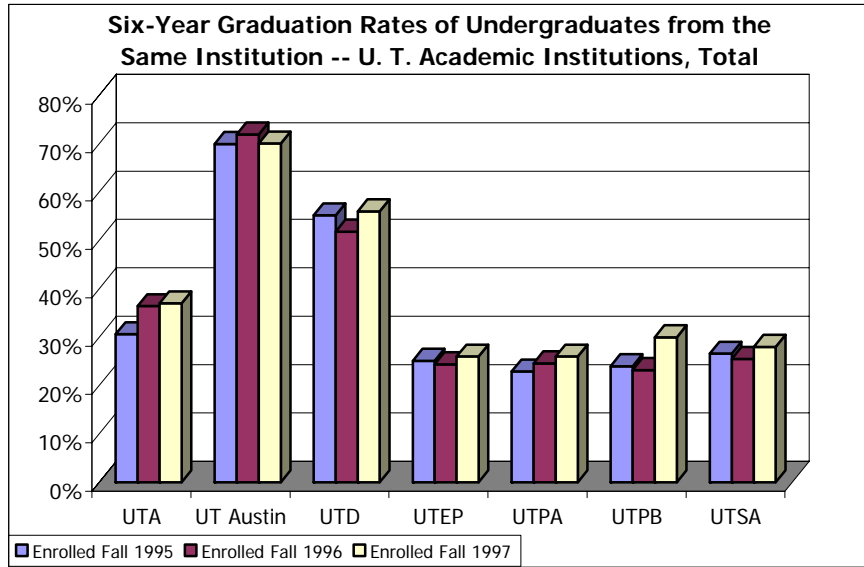
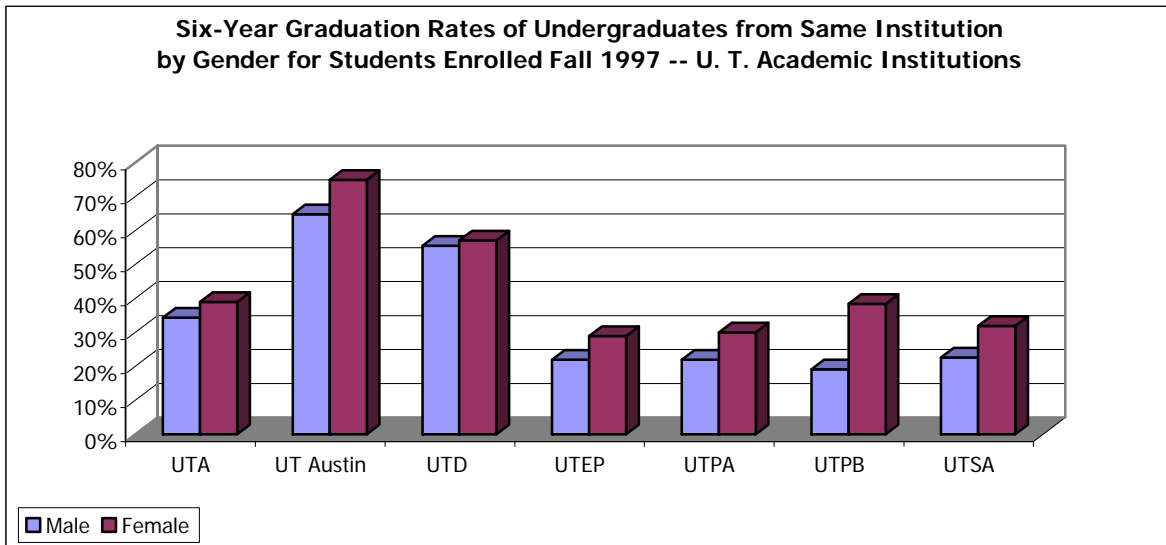


Figure I-13



- Historically, a higher proportion of female students have earned undergraduate degrees at U. T. academic institutions. This parallels the national trend.
- This trend continues for students who matriculated in fall 1997.

Table I-28

Six-Year Graduation Rate from Same U. T. Academic Institution, by Ethnicity

	Enrolled Fall	White	Black	Hispanic	Asian	Native American	International
Arlington	1995	26.0%	31.8%	21.4%	52.6%	33.3%	31.2%
	1996	35.4	23.9	25.6	57.2	44.4	54.9
	1997	33.3	35.8	27.0	56.8	**	57.2
Austin	1995	72.0	59.6	60.7	75.1	66.7	60.8
	1996	73.7	54.4	62.6	78.5	57.1	65.6
	1997	71.3	63.5	63.2	73.1	63.6	52.4
Dallas	1995	52.3	33.3	50.0	69.2	**	66.6
	1996	48.0	33.4	53.3	65.9	**	63.7
	1997	54.3	43.5	41.4	71.9	**	37.5
El Paso	1995	23.1	21.7	24.3	47.4	50.0	31.2
	1996	23.8	14.2	23.3	14.4	33.3	35.1
	1997	26.5	22.9	24.5	31.6	**	31.1
Pan American	1995	20.6	0.0	23.3	0.0	0.0	**
	1996	25.0	0.0	24.4	37.5	0.0	71.5
	1997	27.4	30.0	25.3	46.7	**	50.0
Permian Basin	1995	26.8	14.3	22.2	**	**	--
	1996	17.8	**	31.9	**	**	**
	1997	28.8	**	32.6	**	**	**
San Antonio	1995	26.6	28.4	25.6	31.2	50.0	33.4
	1996	26.6	26.7	23.5	33.0	**	14.3
	1997	26.9	31.9	27.4	32.9	20.0	22.2

**Number of students too small to report.

Notes:

U. T. Brownsville students begin study at Texas Southmost College, so composite six-year persistence and graduation rates are not meaningful for this institution.

U. T. Tyler did not admit freshmen until Summer/Fall 1998.

Persistence rates for international students are inconsistent because of variability in social security numbers (SSNs). For example, at U. T. Austin, adjusting for changed SSNs, the graduation rate for international students would be 80%.

Source: *Texas Higher Education Coordinating Board*

- As noted earlier, the overall six-year graduation rates have increased substantially at every U. T. academic institution.
- This trend applies to but also varies across ethnic and racial groups.
- Graduation rates among Black students increased at all institutions. At U. T. Pan American and U. T. San Antonio, this rate exceeds that of White students.
- Graduation rates among Hispanic students also increased at all institutions. However, the rates are still lower than rates among White students.

Table I-29

**Four-Year Graduation Rates from U. T. Academic Institutions
of Undergraduate Transfer Students***

Enrolled Fall	1996	1997	1998	1999	2000
Arlington	45.2%	47.0%	49.6%	51.8%	49.2%
Austin	60.3	57.0	60.7	60.8	63.6
Dallas	52.7	53.1	56.4	54.4	57.2
El Paso	33.8	35.4	35.5	42.3	30.5
Pan American	33.0	35.5	42.6	46.7	50.0
Permian Basin	43.5	39.0	47.5	47.4	51.9
San Antonio	42.1	43.1	45.9	44.5	48.4
Tyler	53.7	59.3	57.2	53.9	67.6

*First-time students transferring with 30 or more semester credits from a community college who received an undergraduate degree within four years of enrolling at a U. T. Institution.

Source: Texas Higher Education Coordinating Board

- Many transfer students who enter U. T. System academic institutions with 30 credits complete their baccalaureate degrees at least as quickly, if not more quickly, than students entered these institutions as freshmen.
- For these students transferring between fall 1996 and fall 2000, graduation rates have increased at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.

Composite Graduation and Persistence Rates

Table I-30

Six-Year Composite Graduation and Persistence Rates Students Enrolled at U. T. Academic Institutions						
	Enrolled Fall	Graduating from Same University	Graduating from Another Texas Public Institution	Persisting at Same Institution	Persisting at Another Public Texas Institution	Composite Graduation and Persistence Rate
Arlington	1995	30.6%	7.7%	8.6%	9.8%	56.7%
	1996	36.4	7.2	8.7	9.3	61.6
	1997	36.7	6.6	8.1	10.6	62.0
Austin	1995	69.9	3.7	3.9	4.3	81.8
	1996	71.9	3.2	3.2	3.8	82.1
	1997	70.1	3.8	3.7	4.3	81.8
Dallas	1995	55.2	6.5	4.3	6.9	72.9
	1996	51.8	12.8	5.2	5.8	75.6
	1997	56.2	6.7	5.6	4.3	72.8
El Paso	1995	25.1	3.3	14.1	10.2	52.7
	1996	24.4	2.4	16.0	8.9	51.7
	1997	25.6	2.8	14.5	8.8	51.7
Pan American	1995	22.9	2.0	13.3	12.1	50.3
	1996	24.6	3.8	13.1	11.1	52.6
	1997	26.2	3.4	12.5	11.0	53.0
Permian Basin	1995	24.0	2.0	10.0	7.0	43.0
	1996	23.2	6.5	2.8	15.7	48.2
	1997	29.5	7.1	8.9	11.6	57.1
San Antonio	1995	26.6	9.8	8.4	12.2	57.0
	1996	25.5	9.3	9.1	12.4	56.3
	1997	27.6	7.8	9.4	11.7	56.5

Source: Texas Higher Education Coordinating Board

Figure I-14

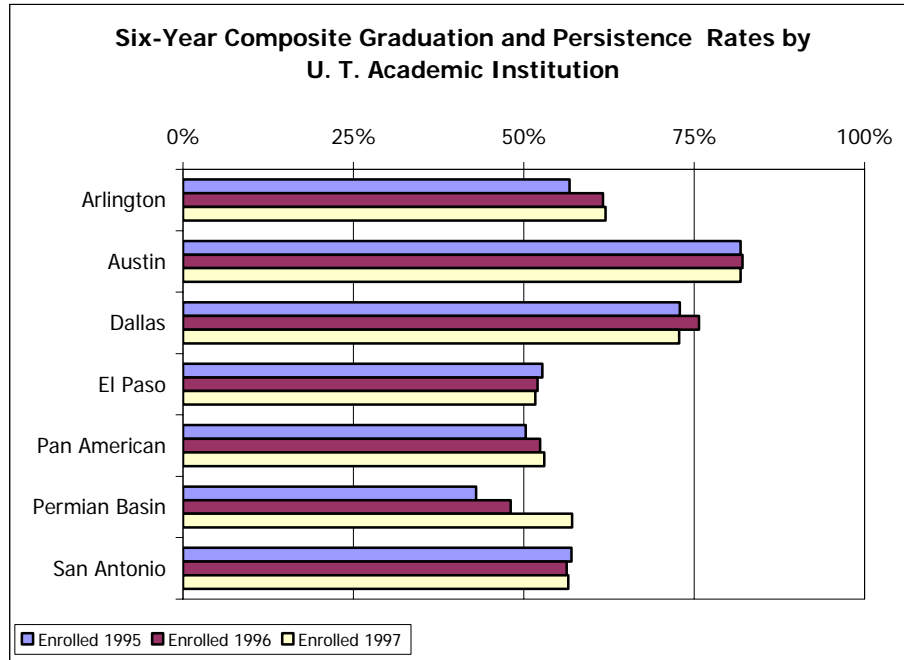


Table I-31

Six-Year Composite Graduation and Persistence Rates by Gender at U. T. Academic Institutions

Enrolled Fall	Male			Female		
	1995	1996	1997	1995	1996	1997
Arlington	53.1%	58.8%	61.0%	60.3%	64.3%	63.1%
Austin	78.2	77.9	77.8	85.7	86.4	85.3
Dallas	67.8	73.8	71.9	79.1	78.3	73.9
El Paso	49.5	45.8	49.6	54.9	57.3	53.3
Pan American	42.9	45.2	46.4	55.6	58.1	59.0
Permian Basin	41.1	48.0	53.8	44.3	48.1	60.1
San Antonio	51.7	49.0	52.6	61.6	63.2	59.7

Note: Tyler did not admit freshmen until Summer/Fall 1998.

Source: Texas Higher Education Coordinating Board

Table I-32
Six-Year Composite Graduation and Persistence Rates by Ethnicity
at U. T. Academic Institutions

	Enrolled Fall	White	Black	Hispanic	Asian	Native American	Inter- national
Arlington	1995	51.3%	48.1%	53.9%	74.6%	66.6%	50.0%
	1996	62.3	46.4	52.0	79.2	66.6	71.0
	1997	62.5	52.9	55.4	76.0	33.0	57.1
Austin	1995	83.3	73.4	76.6	85.9	83.5	60.8
	1996	83.4	67.5	74.9	88.4	82.2	66.7
	1997	82.1	73.1	77.8	88.0	82.0	57.2
Dallas	1995	72.3	47.7	63.3	83.3	**	77.7
	1996	72.7	61.3	83.3	88.6	**	63.7
	1997	71.4	56.4	65.5	89.0	**	37.5
El Paso	1995	47.7	32.6	53.2	58.0	100.0	58.4
	1996	45.5	26.2	53.0	62.0	66.6	54.9
	1997	50.0	39.6	52.6	63.0	50.0	50.0
Pan American	1995	47.4	14.3	50.8	50.0	25.0	**
	1996	56.0	18.2	52.2	75.0	50.0	71.5
	1997	54.8	70.0	52.4	73.0	**	57.1
Permian Basin	1995	48.2	42.9	36.1	**	**	0.0
	1996	50.0	**	51.1	**	**	**
	1997	51.5	**	67.5	**	**	**
San Antonio	1995	56.0	53.4	58.2	63.7	50.0	41.7
	1996	57.5	49.2	55.8	60.3	**	21.4
	1997	55.3	62.7	56.6	64.0	40.0	22.2

**Number of students too small to report.

Notes:

U. T. Brownsville students begin study at Texas Southmost College, so composite six-year persistence and graduation rates are not meaningful for this institution.

U. T. Tyler did not admit freshmen until Summer/Fall 1998.

Persistence rates for international students are inconsistent because of variability in social security numbers (SSNs).

Source: Texas Higher Education Coordinating Board

- For classes matriculating in 1995, 1996, and 1997, the composite persistence and graduation rate varied among ethnic and racial groups but, overall, has increased at most U. T. academic institutions.
- This rate increased among White students at U. T. Arlington, U. T. El Paso, U. T. Pan American, and U. T. Permian Basin; it decreased at U. T. Austin, U. T. Dallas, and U. T. San Antonio.
- Among Black students, the rate increased or held steady at all U. T. academic institutions. This is significant progress, although the overall rate among Black students remains lower than for White students, except at U. T. Pan American and U. T. San Antonio.
- For Hispanic students, the rate increased at all institutions except U. T. San Antonio. The rate was higher for Hispanic students than for White students at U. T. El Paso, U. T. Permian Basin, and U. T. San Antonio.

Undergraduate Degrees

Table I-33

Baccalaureate Degrees Awarded by U. T. Academic Institutions						
	AY	98-99	99-00	00-01	01-02	02-03
Arlington		2,892	2,813	2,798	2,892	3,150
Austin		7,932	7,803	7,624	8,005	8,463
Brownsville/TSC*		494	475	543	618	613
Dallas		1,217	1,303	1,386	1,537	1,605
El Paso		1,740	1,695	1,651	1,692	1,798
Pan American		1,330	1,340	1,431	1,597	1,634
Permian Basin		342	334	329	417	345
San Antonio		2,212	2,487	2,590	2,637	2,873
Tyler		737	731	702	684	619
Total Academic Institutions		18,896	18,981	19,054	20,079	21,100

*TSC awards associate degrees, not included in the totals above. Over the past five years, numbers awarded have been:

AY	98-99	429
	99-00	434
	00-01	459
	01-02	443
	02-03	642

Source: Texas Higher Education Coordinating Board

- Statewide, U. T. System produces approximately one-third of the baccalaureate degrees conferred each year in Texas.
- The number of degrees awarded has increased between 1999 and 2003 at U. T. academic institutions except U. T. Tyler (where degrees awarded are expected to top 700 again in 2003-2004). However, the number has not increased as rapidly as enrollments.
- As student retention and graduation rates increase, the number of degrees may be expected to increase as well.

Student Diversity

Table I-34

Undergraduate Degrees Conferred by Percent Female at U. T. Academic Institutions						
	AY	98-99	99-00	00-01	01-02	02-03
Arlington		57%	56%	58%	58%	57%
Austin		53	53	53	54	52
Brownsville/TSC		64	68	68	68	69
Dallas		56	56	52	51	55
El Paso		59	61	60	59	63
Pan American		65	61	62	64	65
Permian Basin		72	67	68	66	70
San Antonio		57	57	57	58	58
Tyler		70	70	70	70	67
Academic Institution Average		57%	57%	57%	57%	57%

- Between 1999 and 2003, a significant majority of the degrees awarded by the academic institutions were conferred to women.

Source: Texas Higher Education Coordinating Board

Table I-35

Baccalaureate Degree Recipients by Percent Ethnic Composition at U. T. Academic Institutions

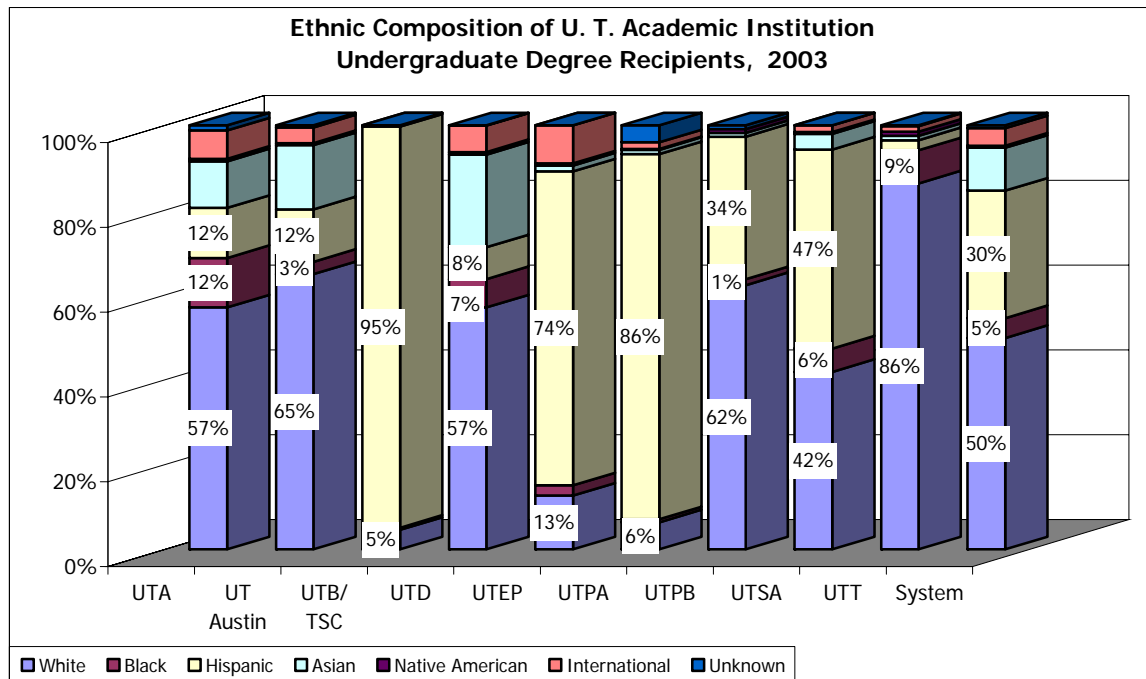
		White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	AY 98-99	65.7%	8.5%	9.3%	12.6%	0.7%	3.3%	
	02-03	57.1	11.7	11.8	11.0	0.6	6.7	1.2
Austin	98-99	67.1	3.6	13.8	11.5	0.5	3.4	--
	02-03	64.9	2.9	12.4	15.1	0.5	3.7	0.5
Brownsville/TSC	98-99	9.1	0.4	88.1	0.2	2.0	0.2	--
	02-03	4.6	0.5	94.6	--	--	0.3	--
Dallas	98-99	64.7	4.4	6.7	19.1	0.5	4.6	--
	02-03	57.1	6.7	7.5	21.9	0.6	6.2	0.1
El Paso	98-99	16.9	2.2	71.7	1.5	0.4	7.4	--
	02-03	12.7	2.4	74.1	1.4	0.5	9.0	--
Pan American	98-99	7.5	0.7	89.8	0.3	0.1	1.5	0.2
	02-03	6.4	0.7	86.2	1.0	0.2	1.6	4.0
Permian Basin	98-99	73.4	2.9	21.9	1.2	0.3	0.3	--
	02-03	62.3	1.4	33.6	0.9	0.9	--	0.9
San Antonio	98-99	48.4	4.2	42.0	3.6	0.5	1.4	--
	02-03	41.9	5.5	47.0	3.7	0.4	1.6	--
Tyler	98-99	88.6	5.2	3.0	1.5	1.1	0.7	--
	02-03	86.4	7.8	2.4	1.0	1.0	1.3	0.2
Overall Academic Institutions								
	98-99	55.2%	4.1%	28.3%	8.7%	0.5%	3.2%	0.0%
	02-03	49.9%	4.7%	30.1%	10.1%	0.5%	4.1%	0.7%

Source: Texas Higher Education Coordinating Board

- The proportion of baccalaureate degrees awarded to Black students increased between 1999 and 2003 at U. T. Arlington, U. T. Brownsville/Texas Southmost College, U. T. Dallas, U. T. El Paso, U. T. San Antonio, and U. T. Tyler.
- The proportion of baccalaureate degrees awarded to Hispanic students increased over this period at U. T. Arlington, U. T. Brownsville/Texas Southmost College, U. T. Dallas, U. T. El Paso, U. T. Permian Basin, and U. T. San Antonio.
- Although it is small compared with other groups of students, the proportion of international students receiving degrees doubled at U. T. Arlington and U. T. Tyler between 1999 and 2003, and increased by nearly 2 percentage points at U. T. Dallas and U. T. El Paso.
- Nationally, U. T. System institutions continue to rank highly in numbers of baccalaureate degrees awarded to Hispanic students.

- During the 2002-03 academic year, the most recent year for which comparable national institutional data are available, the U. T. System schools were at the head of the list of the top 100 institutions nationwide granting the bachelor's degree to Hispanic students (*Black Issues in Higher Education*, June 2004).
 - El Paso – 2nd
 - Pan American – 3rd
 - San Antonio – 4th
 - Austin – 8th
- U. T. institutions ranked highly in conferring baccalaureate degrees to Hispanic students in specific disciplines:
 - U. T. Austin – biological and biomedical sciences (7); engineering (3); mathematics and statistics (3); physical sciences (2); social sciences (4).
 - U. T. Brownsville/Texas Southmost College – mathematics and statistics (1).
 - U. T. El Paso – business and management (4); engineering (2); health professions (2); mathematics and statistics (5); physical sciences (3).
 - U. T. Pan American – biological and biomedical sciences (2); business and management (10); English language and literature (1); health professions (1); mathematics and statistics (4).
 - U. T. San Antonio – biological and biomedical sciences (1); business and management (2); mathematics and statistics (6); psychology (6). [For more detail on these rankings, see Section V, pp. V-28.]

Figure I-15



Certification/Licensure Exam Pass Rates for High-Priority Professions

Table I-36

Teacher Certification Initial Pass Rates by Ethnicity at U. T. Academic Institutions					
	Ethnicity	2000	2001	2002	2003
Arlington	White	96.1%	96.7%	99.7%	99.8%
	Black	75.5	88.3	98.2	94.9
	Hispanic	93.3	93.8	100.0	97.8
	Other	93.0	87.0	100.0	100.0
	All	93.0	95.1	99.6	99.0
Austin	White	97.6	99.3	100.0	98.8
	Black	96.3	100.0	100.0	100.0
	Hispanic	91.2	92.5	100.0	96.1
	Other	97.9	87.9	100.0	98.2
	All	96.6	97.3	100.0	98.4
Brownsville/TSC	White	96.8	91.6	100.0	100.0
	Black	--	100.0	--	--
	Hispanic	85.4	79.4	90.7	89.0
	Other	100.0	75.0	94.0	90.0
	All	88.4	81.6	91.7	89.8
Dallas	White	95.4	100.0	99.5	100.0
	Black	83.0	100.0	93.9	100.0
	Hispanic	91.0	71.0	86.0	100.0
	Other	100.0	88.0	100.0	100.0
	All	94.7	98.4	98.5	100.0
El Paso	White	91.1	91.7	94.1	94.0
	Black	80.0	86.4	92.0	88.0
	Hispanic	78.7	76.7	85.0	90.9
	Other	83.0	75.0	78.0	97.7
	All	81.1	79.2	86.6	91.5
Pan American	White	92.9	95.2	95.7	94.0
	Black	100.0	100.0	--	86.0
	Hispanic	80.5	82.4	83.0	82.5
	Other	67.0	82.0	73.0	75.0
	All	81.7	83.8	83.8	83.3
Permian Basin	White	91.4	95.2	96.7	98.2
	Black	57.0	63.0	80.0	94.4
	Hispanic	86.4	81.6	84.8	96.3
	Other	77.0	100.0	--	100.0
	All	89.2	90.1	93.3	97.4
San Antonio	White	98.1	98.4	98.2	94.5
	Black	85.0	95.5	91.7	89.2
	Hispanic	92.0	88.0	96.5	88.1
	Other	100.0	96.4	100.0	93.3
	All	95.7	93.7	97.2	90.9
Tyler	White	94.7	93.3	96.7	97.5
	Black	91.3	72.0	80.0	85.2
	Hispanic	88.0	70.0	58.0	100.0
	Other	80.0	100.0	100.0	100.0
	All	94.2	91.8	94.8	96.9

Source: State Board for Educator Certification

Table I-37**Teacher Certification Initial Pass Rates by Gender at U. T. Academic Institutions
2000-2003**

		2000	2001	2002	2003
Arlington	Male	89.0%	94.7%	100.0%	98.1%
	Female	93.8	95.6	99.5	99.2
Austin	Male	98.1	93.4	100.0	97.6
	Female	96.3	98.5	100.0	98.6
Brownsville/TSC	Male	86.5	81.2	93.1	84.0
	Female	89.4	81.4	91.1	90.7
Dallas	Male	95.6	98.4	100.0	100.0
	Female	94.2	98.4	97.9	100.0
El Paso	Male	79.2	71.8	83.4	90.3
	Female	81.7	81.1	87.4	91.7
Pan American	Male	76.8	78.4	81.6	77.7
	Female	83.1	85.7	84.2	85.1
Permian Basin	Male	83.7	90.3	87.8	97.1
	Female	90.8	90.0	94.2	97.4
San Antonio	Male	93.6	89.1	96.5	88.0
	Female	96.2	94.7	97.4	91.6
Tyler	Male	93.8	85.4	94.9	94.6
	Female	94.2	93.2	94.7	97.7

Source: State Board for Educator Certification

- There is comparatively little difference in pass rates among male and female teaching certification candidates who attended most U. T. academic institutions.
- The exceptions are those students who attended U. T. Brownsville/TSC, U. T. El Paso, U. T. Pan American, and U. T. San Antonio, where the pass rate among females is more than five percentage points higher than the rate among males.

Licensure Exam Pass Rates for Nursing, Engineering, and Accounting

Table I-38

Licensure Exam Initial Pass Rates for Nursing, Engineering, and Accounting Baccalaureate Graduates at U. T. Academic Institutions ¹		98-99	99-00	00-01	01-02	02-03
Nursing	Arlington	81.6%	85.6%	85.6%	86.7%	83.0%
	Austin	91.8	90.9	96.0	87.0	89.4
	El Paso	87.7	85.2	94.7	95.8	87.1
	Pan American	74.0	91.8	84.1	88.6	93.4
	Tyler	98.5	95.3	83.0	85.0	93.0
Engineering	Arlington	68.7	79.0	78.0	75.0	71.0
	Austin	91.5	88.5	93.8	91.9	85.8
	El Paso	69.6	82.4	69.8	81.8	83.3
	San Antonio	58.6	55.2	78.8	77.4	77.9
	Tyler	100.0	100.0	100.0	100.0	100.0
Accounting ²	Arlington		58.2	28.3	46.4	52.9
	Austin		74.7	70.1	73.0	61.4
	Brownsville		10.0	40.0	25.0	**
	Dallas		39.4	44.4	35.3	53.3
	El Paso		32.1	35.7	40.7	47.1
	Pan American		5.9	10.0	37.5	0.0
	Permian Basin		25.0	33.3	0.0	**
	San Antonio		15.2	40.0	42.4	27.9
Tyler		36.4	22.2	53.3	58.3	

¹Pass rates used in this report represent results from first-time test takers within a given fiscal year.

²The Board of Public Accountancy reports pass rates by part of exam. The rates displayed here are for test-takers passing two, three, or four parts of the exam.

** The number of students is too small to report.

Source: Legislative Budget Board Estimates and Performance Measures Reports; State Board of Public Accountancy

- **Nursing.** Under the Nursing Practice Act, only licensed individuals may practice or offer professional nursing services in the state. In addition to other requirements, individuals must pass the National Council of Licensure Examinations-RN in order to practice in Texas.
- **Engineering.** Under the Texas Engineering Practice Act, only duly licensed persons may legally perform, or offer to perform, engineering services for the public. The terms "engineer" or "professional engineer" can only be used by persons who are currently licensed. These examination pass rates refer only to those students who have passed the Fundamentals of Engineering Exam within one year after graduation; the examination is administered by the National Council of Examiners for Engineering and Surveying. Upon passing the exam, the successful examinee can apply for an Engineer in Training Certificate. Statewide, average pass rates have approached 80 percent over the past few years. In 2002, the statewide average pass rate was 73 percent; all U. T. institutions exceeded this rate.
- **Accounting.** Under the Public Accountancy Practice Act, individuals wishing to perform the duties of a certified public accountant must, in addition to other requirements, pass the Uniform Certified Public Accountant Examination written by the American Institute of Certified Public Accountants. The statewide averages have run traditionally low: 40.8 in 2000, 38.1 in 2001, and 41.3 in 2002.

Student Assessment of Advising and Teaching

- Student satisfaction is an outcome measure of the educational experience. Legislation passed in 1999 in the 76th session of the Texas Legislature requires that all state agencies and public universities address customer satisfaction.
- To help meet this mandate, U. T. System participates in the National Survey of Student Engagement (NSSE), which provides longitudinal, nationally normed data on a wide range of student experience topics. Administered by the University of Indiana, the NSSE survey assesses the extent to which undergraduates at four-year colleges and universities engage in a variety of educational practices.
- In 2004, all U. T. System academic institutions participated in the NSSE survey.

Table I-39

Academic Advising 2003 U. T. System Academic Institutions				
How would you rate the quality of the academic advising you have received at this university?				
	% responding "Good or Excellent"		# Respondents	
	1 st year Students	Seniors	1 st year Students	Seniors
Arlington	78.5%	66.0%	130	159
Austin	75.2	65.3	315	265
Brownsville/TSC	79.3	58.9	116	107
Dallas	70.1	63.6	97	99
El Paso	71.4	59.2	154	370
Pan American	79.8	69.7	203	264
Permian Basin	70.3	78.2	74	101
San Antonio	76.3	62.8	198	266
Tyler	73.5	62.8	98	242

Source: NSSE 2004 Survey; U. T. System Office of Academic Affairs

Table I-40

Academic Advising 2004 U. T. System Academic Institutions				
How would you rate the quality of the academic advising you have received at this university?				
	% responding "Good or Excellent"		# Respondents	
	1 st year Students	Seniors	1 st year Students	Seniors
Arlington	67.7%	59.7%	226	303
Austin	82.1	69.3	318	293
Brownsville/TSC	82.6	60.2	69	98
Dallas	76.0	62.1	75	66
El Paso	68.6	63.7	204	375
Pan American	78.8	74.3	198	222
Permian Basin	75.4	83.2	61	101
San Antonio	67.6	59.7	142	176
Tyler	68.6	66.4	137	128

Figure I-16

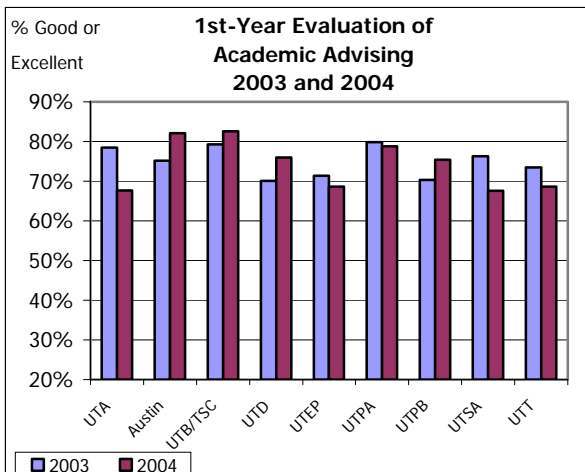
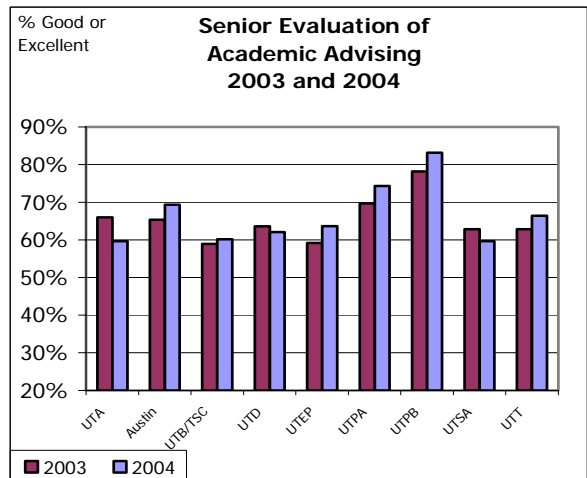


Figure I-17



- Evaluation by first-year students of academic advising as “good” or “excellent” increased from 2003 to 2004 at U. T. Austin, U. T. Brownsville/TSC, U. T. Dallas, and U. T. Permian Basin.
- Over the same period, seniors increasingly evaluated academic advising as “good” or “excellent” at U. T. Austin, U. T. Brownsville/TSC, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler.
- These changes reflect the increasing emphasis on and investments in advising that a number of U. T. System institutions have made. For example, U. T. Permian Basin has increased training for faculty and established an Academic Advising Center, expanding staff and making the service more accessible to students.
- Some institutions conduct additional surveys, for example, U. T. El Paso which administers a New Student Survey, a Graduating Student Survey, and Campus Experience Survey and uses the results to improve programs and services.

Student Experience

Table I-41

Educational Experience 2003 How would you evaluate your entire educational experience at this institution (Excellent, Good, Fair, or Poor)?				
	% responding “Good or Excellent”		# Respondents	
	1 st year Students	Seniors	1 st year Students	Seniors
Arlington	92.3%	87.4%	130	159
Austin	90.5	90.9	315	265
Brownsville/TSC	81.4	82.2	97	107
Dallas	83.6	78.8	116	99
El Paso	84.4	81.1	154	370
Pan American	85.8	86.0	204	264
Permian Basin	85.1	84.2	74	101
San Antonio	80.8	81.0	198	268
Tyler	76.5	77.3	98	242

Table I-42

Educational Experience 2004 How would you evaluate your entire educational experience at this institution (Excellent, Good, Fair, or Poor)?				
	% responding “Good or Excellent”		# Respondents	
	1 st year Students	Seniors	1 st year Students	Seniors
Arlington	81.4%	79.3%	226	304
Austin	90.9	90.4	318	293
Brownsville/TSC	79.7	85.9	69	99
Dallas	78.7	84.8	75	66
El Paso	86.8	82.4	204	375
Pan American	89.9	88.7	198	222
Permian Basin	86.9	88.1	61	101
San Antonio	78.2	81.3	142	176
Tyler	75.9	82.3	137	130

- A large majority of students reported their overall experience as “good” or “excellent” in 2003 and 2004.
- Nationally, in 2002, 2003, and 2004, 87 percent of survey participants reported that their educational experience was “good” or “excellent”.

Figure I-18

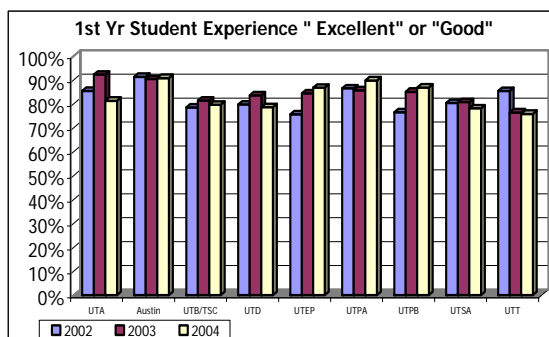
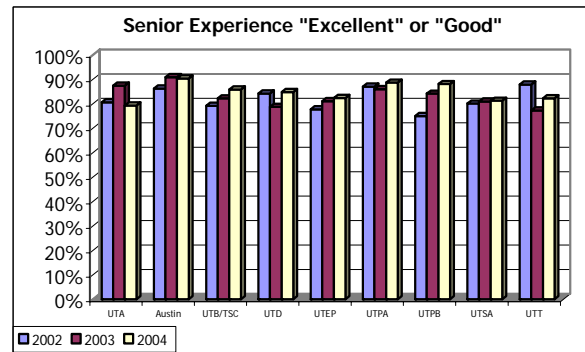


Figure I-19



- Between 2002 and 2004, an increased proportion of first-year students participating in this survey reported being satisfied with their experience at U. T. Austin, U. T. El Paso, and U. T. Pan American.
- Over the same period, the proportion of seniors rating their experience “good” or “excellent” increased at U. T. Austin, U. T. Brownsville/TSC, U. T. Dallas, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio.

Table I-43

Would You Attend the Same Institution Again? 2003				
If you could start over again, would you go to the same institution you are now attending (Definitely yes, Probably yes, Probably no, Definitely no)?				
	% responding "Definitely or Probably Yes"		# Respondents	
	1 st year Students	Seniors	1 st year Students	Seniors
Arlington	83.1%	77.4%	130	159
Austin	90.8	88.3	315	265
Brownsville/TSC	86.6	84.1	97	107
Dallas	81.9	73.7	116	99
El Paso	83.8	75.1	154	370
Pan American	86.2	82.2	203	264
Permian Basin	81.1	78.2	74	101
San Antonio	75.0	70.9	196	265
Tyler	78.4	71.3	97	240

Table I-44

Would You Attend the Same Institution Again? 2004				
If you could start over again, would you go to the same institution you are now attending (Definitely yes, Probably yes, Probably no, Definitely no)?				
	% responding "Definitely or Probably Yes"		# Respondents	
	1 st year Students	Seniors	1 st year Students	Seniors
Arlington	76.5%	72.5%	226	305
Austin	92.8	88.1	318	293
Brownsville/TSC	82.6	74.7	69	99
Dallas	80.0	81.8	75	66
El Paso	77.5	75.7	204	374
Pan American	82.3	85.6	198	222
Permian Basin	86.7	86.1	60	101
San Antonio	77.5	70.5	142	176
Tyler	70.1	76.2	137	130

- Overall, a large proportion of students at all institutions (ranging around 80 percent) indicate that they would attend the same institution again. This proportion is smaller than the educational experience rating. This parallels the national trend, which averaged 81 percent in 2002, 82 percent in 2003 and 2004.

Figure I-20

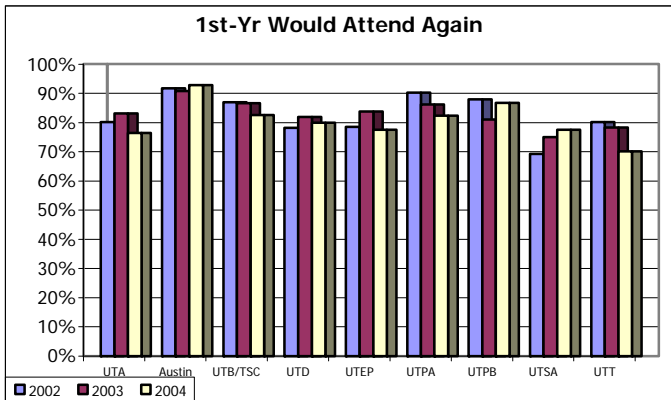
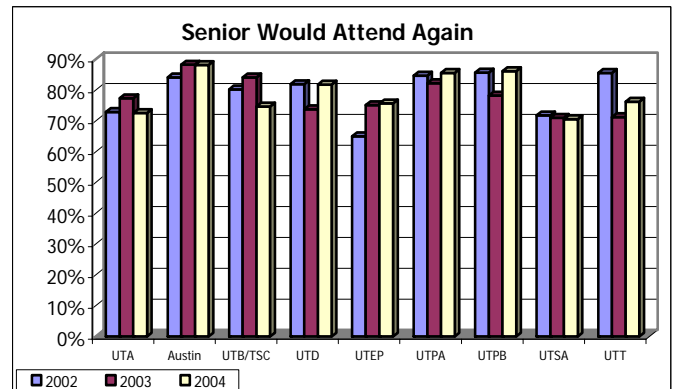


Figure I-21



- Between 2002 and 2004, the percentage of first-year students indicating that they would attend the same institution again increased at U. T. Austin, U. T. Dallas, and U. T. San Antonio. It dropped at U. T. Pan American in 2003, but increased in 2004.
- Over the same period, seniors increasingly said they would attend the same institution again at U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, and U. T. Permian Basin.

U. T. Academic Institutions: Graduate and Professional Students

Graduate Student Preparation

- Average scores for Graduate Record Examinations, for law and management, provide a perspective on the preparation of students for graduate and professional school.
- These tests are among multiple predictors of success in graduate or professional school, and are used by some institutions to benchmark their performance against national peers.

Table I-45

		AY	99-00	00-01	01-02	02-03	03-04
GRE*	Arlington		1102	1132	1116	1136	1121
	Austin		1180	1197	1199	1200	1207
	Brownsville/TSC		817	815	832	843	835
	Dallas		1127	1148	1166	1181	1163
	El Paso		887	964	947	937	943
	Pan American		860	865	888	817	811
	Permian Basin		927	983	880	929	913
	San Antonio		971	1023	1017	1043	1042
	Tyler		NA	NA	NA	968	925
LSAT**	Austin		86	85	83	90	--
GMAT	Arlington		557	542	545	538	539
	Austin		653	654	645	645	645
	Dallas		519	530	537	537	540
	El Paso		503	456	452	443	431
	Pan American***		534	548	543	474	500
	Permian Basin		514	558	509	468	465
	San Antonio		500	511	522	508	525

*Quantitative and Verbal Score Totals

**Data shown represent LSAT percentiles for resident students. Non-resident percentiles for AY 99-00 through AY 02-03 are as follows: 86, 89, 88, and 90 respectively.

*** UTPA Note: GMAT used for Ph.D. in international Business only.

Source: U. T. System Academic Institutions; LSAT percentile data taken from UT Austin Law School Compact

- Over the past five years, GRE scores have increased at most U. T. academic institutions.
- It is important to note that many programs do not require GRE exam scores for admission.

Graduate Student Enrollment Trends

Table I-46

Graduate and Professional Headcount -- U. T. Academic Institutions						
	Fall	1999	2000	2001	2002	2003
Arlington		3,883	4,975	4,850	6,172	6,112
Austin		11,850	11,834	12,007	12,870	13,314
Brownsville/TSC		790	751	834	822	893
Dallas		2,770	3,138	3,446	3,747	4,195
El Paso		2,162	2,269	2,578	2,848	3,457
Pan American		1,646	1,574	1,669	1,883	2,045
Permian Basin		254	293	332	380	390
San Antonio		2,192	2,123	2,284	2,772	3,423
Tyler		587	700	728	845	847
Academic Institution Total		26,134	27,657	28,728	32,339	34,676

Source: Texas Higher Education Coordinating Board

- Graduate and professional enrollment at U. T. academic institutions has increased significantly from 1999 to 2003. System-wide graduate and professional enrollment has increased by roughly 33 percent.
- The greatest percentage change occurred at U. T. Arlington, where the graduate and professional population increased by over 57 percent between 1999 and 2003.

Table I-47

Graduate and Professional Students -- Percent Female at U. T. Academic Institutions						
	Fall	1999	2000	2001	2002	2003
Arlington		51.0%	55.1%	49.9%	51.6%	48.3%
Austin		47.3	46.9	47.1	47.7	48.5
Brownsville/TSC		62.8	64.6	63.1	64.5	65.1
Dallas		43.7	43.1	42.4	42.0	42.9
El Paso		56.2	57.7	57.0	54.8	57.4
Pan American		64.5	63.7	63.5	63.5	64.4
Permian Basin		63.8	61.4	60.8	63.4	60.3
San Antonio		58.0	57.9	57.8	57.5	58.1
Tyler		64.9	62.4	65.4	65.2	65.3
Academic Institution Average		51.2%	51.7%	50.8%	51.2%	51.5%

Source: Texas Higher Education Coordinating Board

- The gender mix in the graduate and professional student headcount has remained nearly constant at each campus during the 1999 – 2003 period.
- Females at U. T. Brownsville/Texas Southmost College, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler account for over 60 percent of graduate and first professional students. Nationally, females comprised 58 percent of the graduate and first professional student population in 2003.
- Females at U. T. Arlington, U. T. Austin and U. T. Dallas are underrepresented when compared to the national population of graduate and first professional students.

Ethnic Composition of Graduate and Professional Students

- Between 1999 and 2003, the overall proportion of non-White and international students has increased at U. T. academic institutions except U. T. Brownsville/Texas Southmost College (see table on next page).
- The proportion of Black graduate and professional students increased on every campus except U. T. Tyler. Although small compared with other student groups, the proportion roughly doubled at U. T. Brownsville/Texas Southmost College, U. T. Pan American, and U. T. Permian Basin.
- The proportion of Hispanic students increased at all U. T. academic institutions. This increase was largest at U. T. Arlington, U. T. Austin, U. T. El Paso, and U. T. San Antonio.

Figure I-22

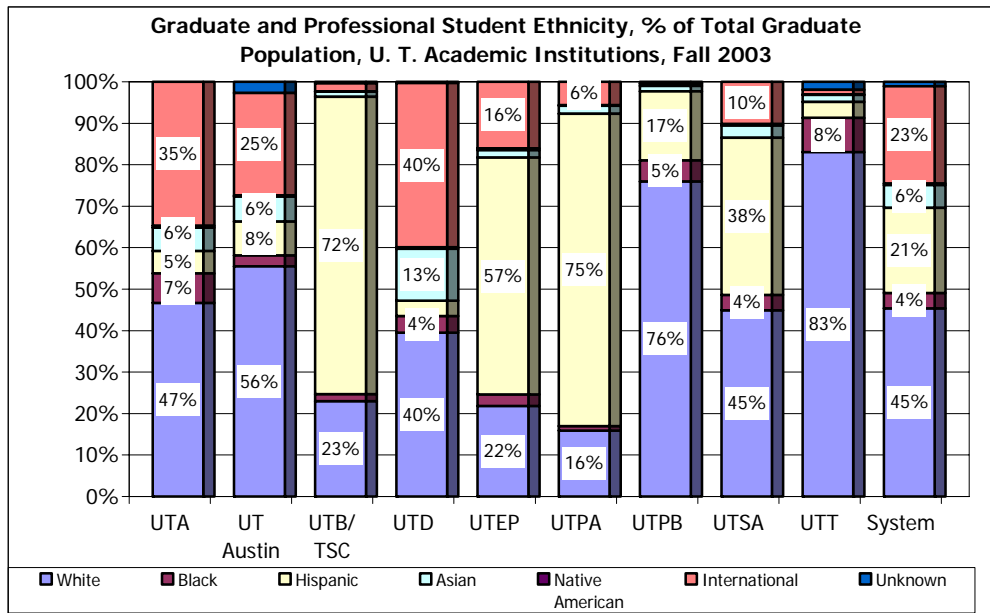


Table I-48

**Ethnic Composition of Graduate and Professional Students
U. T. Academic Institutions 1999 and 2003**

	Fall	White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
Arlington	1999	58.9%	6.7%	4.9%	4.7%	0.6%	24.2%	0.0%
	2003	46.7	7.1	5.4	5.6	0.5	34.7	0.0
Austin	1999	60.3	2.3	6.8	4.9	0.5	23.6	1.7
	2003	55.5	2.6	8.2	6.0	0.3	24.7	2.7
Brownsville/TSC	1999	22.8	0.4	69.9	0.8	0.4	5.8	0.0
	2003	23.0	1.7	71.7	1.2	0.1	1.9	0.4
Dallas	1999	49.8	3.3	3.1	9.5	0.1	34.2	0.0
	2003	39.5	4.0	3.7	12.5	0.4	39.6	0.3
El Paso	1999	32.3	2.4	48.9	2.1	0.4	13.9	0.0
	2003	21.8	2.8	57.0	1.8	0.5	16.0	0.0
Pan American	1999	18.2	0.5	73.5	1.9	0.2	5.7	0.0
	2003	15.9	1.1	75.3	1.9	0.2	5.6	0.0
Permian Basin	1999	78.7	2.8	16.1	2.4	0.0	0.0	0.0
	2003	75.9	5.1	16.7	1.3	0.0	0.5	0.5
San Antonio	1999	54.6	3.2	33.2	3.1	0.5	5.4	0.0
	2003	44.9	3.7	37.9	2.9	0.4	10.2	0.0
Tyler	1999	84.0	9.0	3.2	0.9	1.0	1.9	0.0
	2003	83.1	8.3	3.8	1.7	0.1	1.2	1.9
Academic Total	1999	53.1%	3.1%	17.9%	4.5%	0.5%	20.1%	0.8%
	2003	45.3%	3.7%	20.5%	5.5%	0.4%	23.4%	1.1%

Source: Texas Higher Education Coordinating Board

Graduate and Professional Education

Table I-49

		Graduate and First Professional Degrees Conferred by Level at U. T. Academic Institutions					% Change	
AY		98-99	99-00	00-01	01-02	02-03	99-03	
Arlington	Master's	1,071	975	1,087	1,069	1,366		
	Doctorate	84	78	87	72	62		
	Total	1,155	1,053	1,174	1,141	1,428	23.6%	
Austin	Master's	2,539	2,540	2,567	2,644	2,650		
	Doctorate	735	703	720	644	668		
	First Professional	541	526	577	586	596		
	Total	3,815	3,769	3,864	3,874	3,914	2.6	
Brownsville/TSC	Master's	167	151	146	148	155		
	Total	167	151	146	148	155	-7.2	
Dallas	Master's	937	1,077	1,129	1,172	1,299		
	Doctorate	60	64	69	58	70		
	Total	997	1,141	1,198	1,230	1,369	37.3	
El Paso	Master's	442	419	449	466	578		
	Doctorate	18	17	28	27	30		
	Total	460	436	477	493	608	32.2	
Pan American	Master's	293	412	359	430	379		
	Doctorate	2	7	8	10	8		
	Total	295	419	367	440	387	31.2	
Permian Basin	Master's	86	92	87	68	101		
	Total	86	92	87	68	101	17.4	
San Antonio	Master's	523	616	570	683	641		
	Doctorate	1	4	4	5	6		
	Total	524	620	574	688	647	23.5	
Tyler	Master's	165	140	163	121	184		
	Total	165	140	163	121	184	11.5	
Total		7,664	7,821	8,050	8,203	8,793	14.7%	

Source: Texas Higher Education Coordinating Board

- The total number of graduate and first professional degrees conferred by U. T. System schools rose by 14.7 percent from 1999 to 2003.
- The numbers increased by over 30 percent at U. T. Dallas, U. T. El Paso, and U. T. Pan American, and by over 20 percent at U. T. Arlington and U. T. San Antonio.
- This increase trails the increase of 32.7 percent in overall graduate and professional enrollments, and may be expected to grow in future years.

- The decline in doctoral degrees conferred at U. T. Austin and U. T. Arlington over this period parallels the national trend, although U. T. Austin conferred 24 more doctoral degrees in 2003 than in 2002.
- Increases in doctoral degrees conferred at U. T. Dallas, U. T. El Paso, U. T. Pan American, and U. T. San Antonio reflect the growth in numbers of doctoral programs available to graduate students.

Table I-50

Graduate and First Professional Degrees Conferred, Percent Female at U. T. Academic Institutions

	AY	98-99	99-00	00-01	01-02	02-03
Arlington		51.3%	49.3%	51.5%	50.5%	46.6%
Austin		45.8	46.8	47.6	46.9	47.3
Brownsville/TSC		59.9	67.5	67.1	72.3	72.3
Dallas		43.3	44.2	46.2	43.7	45.5
El Paso		55.4	55.5	60.6	57.2	59.9
Pan American		67.8	66.6	67.8	69.3	69.0
Permian Basin		62.8	65.2	62.1	64.7	69.3
San Antonio		55.3	57.4	58.2	60.5	58.1
Tyler		70.9	59.3	67.5	59.5	68.5
Overall Academic Institutions		49.4%	50.0%	51.3%	50.6%	50.7%

Source: Texas Higher Education Coordinating Board

- Nationally, 56 percent of those students enrolled in graduate and first professional programs were female in 2003. At U. T. Brownsville/Texas Southmost College, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio, the proportion of female students was significantly higher.

Degrees Awarded by Ethnicity

- Between 1999 and 2003, the ethnic diversity of students receiving graduate and professional degrees has increased at each U. T. System academic institution except U. T. Brownsville, which has the highest proportion of Hispanic students.
- As shown on the following pages, U. T. System institutions are noted nationally for the numbers of minority students receiving graduate and professional degrees.

Figure I-23

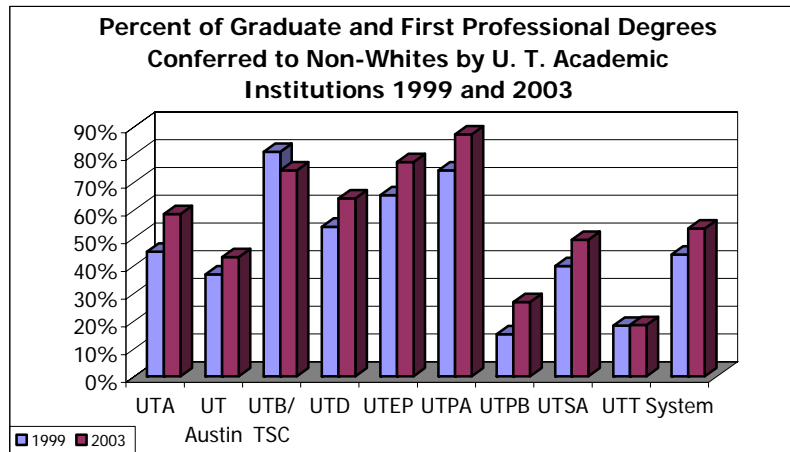
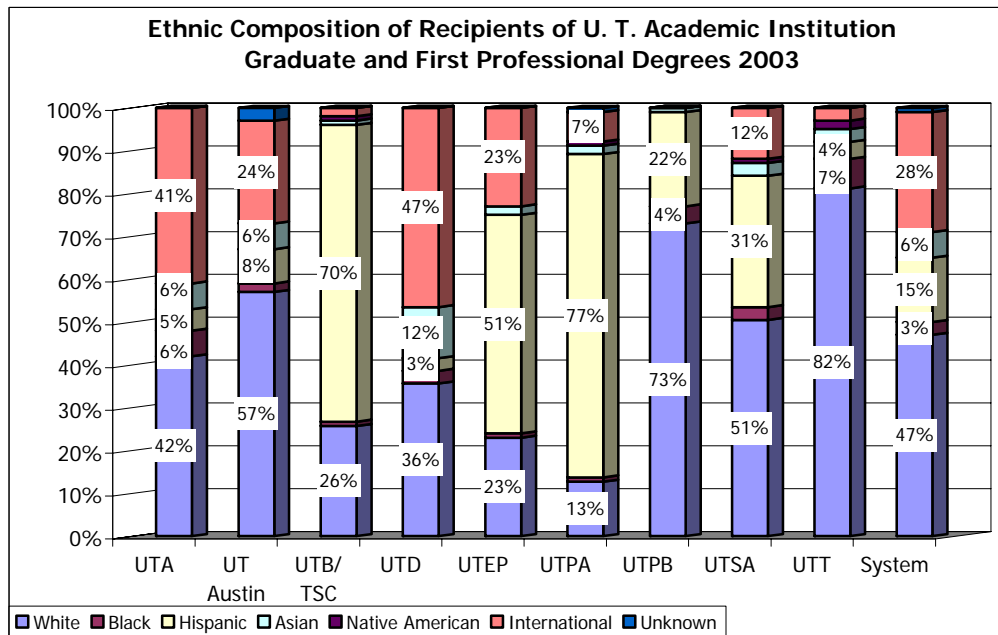


Figure I-24



- Between 1999 and 2003, the proportion of graduate and professional degrees awarded to White students decreased to less than half of all degrees conferred.
- The percent of graduate and first professional degrees awarded to Hispanic students increased at U. T. Arlington, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- During the same period, the percent of graduate and first professional degrees awarded to Black students increased at U. T. Permian Basin, but declined in the U. T. System overall.
- Over this period, 1999 to 2003, the largest change has been a six percentage point increase of international students receiving graduate and first professional degrees.

- At the master's level, five U. T. System academic institutions ranked nationally among the top 100 schools in awarding the master's degrees to Hispanic students during 2002-03 (*Black Issues in Higher Education*, July 2004).
 - U. T. Pan American – 4
 - U. T. El Paso – 7
 - U. T. San Antonio – 14
 - U. T. Austin – 21
 - U. T. Brownsville/Texas Southmost College – 47
- Among institutions awarding master's degrees to Hispanic students in specific fields, U. T. System institutions rank highly:
 - U. T. Austin – physical sciences (4); law (7).
 - U. T. Brownsville/Texas Southmost College – English language and literature (9).
 - U. T. El Paso – biological and biomedical sciences (3); computer and information sciences (10); education (7); English language and literature (3); health professions (7); mathematics and statistics (3); physical sciences (2).
 - U. T. Pan American – biology and biomedical sciences (5); education (4); English language and literature (9); health professions (5).
 - U. T. San Antonio – biology and biomedical sciences (2), education (10); English language and literature (9).
- Nationally, U. T. System academic institutions are ranked highly among those conferring doctoral degrees Black and Hispanic students.
 - U. T. Austin – 5th in doctoral degrees in all fields to Hispanic students; 9th in business and management to all minority students; 5th in education degrees to Hispanic students; 3rd in social sciences to all minority and to Hispanic students.
 - U. T. El Paso ranked 50th.
 - U. T. Pan American ranked 90th.

Table I-51

**Graduate and First Professional Degrees Conferred by Ethnicity
Percent of Total Enrollments -- U. T. Academic Institutions 1999 and 2003**

	AY	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	98-99	55.1%	6.3%	3.5%	4.2%	0.3%	30.6%	--
	02-03	41.6	5.9	5.3	5.5	0.2	41.4	0.1
Austin	98-99	63.3	2.7	7.6	5.0	0.5	20.4	0.4
	02-03	57.1	2.3	7.5	6.2	0.3	23.7	2.9
Brownsville/TSC	98-99	19.2	1.8	71.9	--	--	7.2	--
	02-03	25.8	0.6	69.7	1.3	0.6	1.9	.
Dallas	98-99	46.1	2.6	2.5	14.7	0.2	33.8	--
	02-03	35.9	2.6	2.6	11.6	0.2	47.0	--
El Paso	98-99	34.8	1.7	44.3	2.8	0.2	16.1	--
	02-03	22.9	1.3	51.0	2.3	--	22.5	--
Pan American	98-99	25.8	--	69.5	--	--	4.7	--
	02-03	12.9	0.5	76.7	2.1	0.5	6.5	0.8
Permian Basin	98-99	84.9	2.3	12.8	--	--	--	--
	02-03	73.3	4.0	21.8	1.0	--	--	--
San Antonio	98-99	60.3	3.6	24.2	2.3	0.4	9.2	--
	02-03	50.9	2.8	30.8	2.8	0.5	12.4	--
Tyler	98-99	81.8	9.7	1.8	1.2	1.2	4.2	--
	02-03	81.5	7.1	3.8	2.7	1.6	3.3	--
System	98-99	56.1%	3.3%	13.4%	5.4%	0.4%	21.2%	0.2%
	02-03	46.7%	2.9%	15.3%	6.0%	0.3%	27.5%	1.3%

Source: Texas Higher Education Coordinating Board

Licensure Exam Pass Rates of Law and Pharmacy Graduates

Table I-52

Licensure Exam Pass Rates of Law and Pharmacy U. T. Austin Graduates

	FY	1999	2000	2001	2002	2003
Law Texas Jurisprudence Exam		88.1%	93.9%	93.4%	91.0%	92.7%
Pharmacy North American Pharmacists Licensing Examination (NAPLEX)		98.2	99.1	98.2	100.0	99.0

Percentage of initial test takers who pass all parts either before graduation from the program or within the twelve months immediately following graduation from the program.

Source: Legislative Budget Board

- Licensure examination pass rates indicate the effectiveness of the institution's instructional program in preparing graduates for credentialing in certain professional fields that require licensing to practice in the state. Reports on these pass rates are required by the Legislative Budget Board.
- These pass rates provide an indirect measure of the contribution of U. T. programs to the pool of qualified professionals in the state.

Law

- Over the past five years, the pass rate of U. T. Austin law students has increased from 88 to nearly 93 percent.
- *Hispanic Business* ranked U. T. Austin's law school number one in the nation for Hispanic students in 2003 and 2004.

Pharmacy

- There is a growing demand for pharmacists in Texas, in surrounding states, and nationally. Competition from the retail sector has made it difficult for hospitals and other medical facilities to find these professionals. The joint Pharmacy degree offered by U. T. Austin in collaboration with U. T. Pan American is intended to help increase the number of pharmacists trained in Texas.
- The pass rates of 99 percent (2003) and 100 percent (2002) reflect the highest quality preparation of U. T. Austin pharmacy graduates.

Contextual Measures: Graduate and Professional Degrees in High-Priority Fields

- U. T. System institutions contribute significantly to the state's pool of professionals in high-priority fields.
- It is important to track performance at the graduate and professional degree levels as well as the baccalaureate level.

Table I-53

Graduate and Professional Degrees Conferred in High-Priority Fields by U. T. Academic Institutions						
Technical Fields	AY	1999	2000	2001	2002	2003
Biological and Physical Sciences	Arlington*	NA	NA	NA	NA	11
	Austin	6	4	5	5	2
	Dallas	10	10	7	8	5
Computer and Information Sciences	Arlington**	100	123	31	22	29
	Austin	82	66	57	72	49
	Dallas	237	214	262	284	275
	El Paso	6	13	10	12	32
	Pan American	5	6	7	15	10
	San Antonio	19	22	19	33	34
	Tyler	6	7	5	3	7
Engineering	Arlington	179	172	242	294	473
	Austin	540	539	528	576	551
	Dallas	81	102	72	81	180
	El Paso	62	70	64	69	100
	Pan American	0	0	10	8	14
	San Antonio	25	20	22	18	28
	Tyler	0	0	1	1	1
Engineering-Related Technologies	Tyler	9	5	6	9	7
Mathematics	Arlington	12	14	11	7	14
	Austin	24	27	30	46	46
	Dallas	14	8	6	13	16
	El Paso	4	3	7	5	7
	Pan American	3	4	1	3	3
	San Antonio	10	4	4	3	4
	Tyler	1	0	0	0	1
Physical Sciences	Arlington	20	13	14	15	26
	Austin	125	131	111	109	131
	Dallas	42	39	36	35	28
	El Paso	23	16	21	22	26
	Permian Basin	4	5	2	0	2
	San Antonio	10	5	4	5	5
Total		1,659	1,642	1,595	1,773	2,117

* Arlington's new Masters in Interdisciplinary Science awarded degrees for the first time in 2002-03.
 ** There was a corresponding increase in the number of degrees that Arlington awarded in Computer Science Engineering, which are included in Engineering, rather than the Computer and Information Science category.
 Source: Texas Higher Education Coordinating Board

Technical fields

- In high-priority technical fields, the overall trend has been an increase in total numbers of degrees conferred by academic institutions over the period 1999 to 2003, from a System total of 1,659 to 2,117.
- This overall increase was generated primarily in engineering programs at U. T. Arlington, U. T. Austin, U. T. El Paso, and U. T. Pan American.
- The number of degrees in computer and information sciences increased at U. T. Dallas, U. T. El Paso, U. T. Pan American, and U. T. San Antonio.

Health fields

- The overall trend, a matter of concern to the U. T. System, has been a decrease in total numbers of degrees conferred by academic institutions in high-priority health fields from 357 in 1999 to 317 in 2002, with a modest rebound to 334 in 2003.
- During this period, the number of graduate-level nursing degrees conferred at U. T. Pan American and U. T. Tyler increased.
- The number of rehabilitation/therapeutic services degrees conferred by U. T. Pan American also increased during this period.

Table I-53

Graduate and Professional Degrees Conferred in High-Priority Fields						
		(continued)				
Health Fields		1999	2000	2001	2002	2003
Communication Disorders Sciences and Services	Austin	44	38	36	30	28
	Dallas	93	102	81	77	102
	El Paso	14	8	14	14	10
	Pan American	24	14	15	14	17
Nursing	Arlington	60	20	56	44	52
	Austin	53	56	64	55	47
	Brownsville/TSC	0	0	0	12	3
	El Paso	30	27	28	21	26
	Pan American	8	5	7	15	16
	Tyler	4	7	4	1	8
Rehabilitation/Therapeutic	El Paso	24	24	22	15	14
	Pan American	3	8	10	19	11
Total		357	309	337	317	334

Source: Texas Higher Education Coordinating Board

Graduate Degrees Conferred in Education

Table I-54

Graduate Education Degrees Conferred by U. T. Academic Institutions, 1999-2003						
	AY	98-99	99-00	00-01	01-02	02-03
Arlington		75	68	145	139	110
Austin		379	317	318	308	298
Brownsville/TSC		115	106	112	101	122
Dallas		0	4	8	7	7
El Paso		159	129	188	154	231
Pan American		177	217	198	223	189
Permian Basin		63	63	46	35	63
San Antonio		183	242	230	312	264
Tyler		66	64	79	48	62
System Total		1,217	1,210	1,324	1,327	1,346

Source: Texas Higher Education Coordinating Board

- The U. T. System makes a key contribution to the state's supply of education professionals.
- Over the past five years, the number of students receiving graduate education degrees from U. T. institutions has increased by 10.6 percent.
- U. T. Arlington, U. T. El Paso, U. T. Pan American, and U. T. San Antonio achieved proportionately larger increases over this period.

Contextual Measure: Number of Graduate and Professional Programs

- The number of graduate and professional programs illustrated on Table I-55 below helps illustrate the scale of an institution's academic programs and scope of service to students.

Table I-55

		AY	99-00	00-01	01-02	02-03	03-04	% change 00-04
Arlington	Master's		64	69	69	73	73	16%
	Doctoral		22	30	30	30	34	55
Austin	Master's		108	108	113	114	117	8
	Doctoral		88	88	91	91	91	3
	Professional		2	2	2	2	2	0
Brownsville/ Texas Southmost	Master's		15	15	15	16	18	20
Dallas	Master's		39	40	40	42	46	18
	Doctoral		18	18	19	22	23	28
El Paso	Master's		72	72	72	80	93	29
	Doctoral		8	8	8	9	12	50
Pan American	Master's		38	42	42	43	46	21
	Doctoral		2	2	2	2	2	0
	Professional*		--	--	1	1	1	--
Permian Basin	Master's		17	17	17	17	19	12
San Antonio	Master's		57	57	61	61	70	23
	Doctoral		3	3	4	10	13	333
Tyler	Master's		23	23	25	25	25	9
Total			576	594	611	638	686	19%

* The Professional Program for UTPA is the cooperative doctorate in pharmacy with UT Austin.
Source: U. T. System Academic Institutions

- Expansion of graduate programs reflects the institutions' responses to growing enrollments and to growth in targeted areas. This growth has been concentrated largely at the master's level.
- To leverage resources, some institutions offer programs jointly with other U. T. institutions.
- For example, U. T. Pan American's doctoral degree in Education began as a cooperative program with U. T. Austin. Its Pharmacy program is currently a cooperative program with U. T. Austin.
- U. T. El Paso offers cooperative master's programs in Library and Information Sciences and Social Work with U. T. Austin, in Public Health with U. T. Health Science Center-Houston, and in Physical Therapy with U. T. Medical Branch. It offers cooperative doctoral programs with U. T. Austin in Border Studies and Pharmacy, and with the U. T. Health Science Center-Houston in Nursing.

I. Student Access and Success: U. T. Health-Related Institutions

Enrollment at U. T. Health-Related Institutions

- This measure indicates the number of undergraduate, graduate, and professional students enrolled on the 12th day of class, disaggregated by level, by school, by gender, and by ethnicity.

Table I-56

Total Undergraduate Enrollment at U. T. Health-Related Institutions, by School		Fall	1999	2000	2001	2002	2003
SWMC	Allied Health**		246	239	215	169	146
	Biomedical Sciences		12	2	6	24	38
UTMB	Allied Health		360	268	165	136	134
	Biomedical Sciences*		11	20	27	38	47
	Nursing*		325	423	430	450	417
HSC-H	Dental		76	78	74	78	74
	Nursing		186	186	258	281	272
HSC-SA	Allied Health		323	341	418	379	347
	Nursing		416	421	485	528	547
MDACC	Health Sciences		0	40	48	59	75
Total Health-Related			1,955	2,018	2,126	2,142	2,097

* Includes post-baccalaureate students; decrease in Allied Health due to transition to Master's-level programs

** Decline was result of conversion of programs to Master's status

Source: Texas Higher Education Coordinating Board

- The increase in undergraduate nursing enrollments from 1999 to 2003 counters the statewide trend from 1992 to 1998, of overall reductions in nursing enrollments, and U. T. Health Science Center-San Antonio increased nursing enrollments between 2000 and 2003.
- At the graduate level (see pp. II-66), the decline in nursing enrollments has been reversed at U. T. Medical Branch and U. T. Health Science Center-Houston. Degrees conferred continue to decline, the result of limited numbers of available nursing faculty, and increasing demands for nurses in the workplace who have slowed down or postponed graduate-level study.
- As enrollments continue to increase, over time, degrees conferred should be expected to increase as well.
- As Table II-57 shows, 80 percent of undergraduates in health-related programs are female.

Table I-57

		Fall	1999	2000	2001	2002	2003
SWMC	Allied Health		72.8%	76.2%	73.0%	74.0%	74.0%
	Biomedical Sciences		33.3	50.0	16.7	29.2	39.5
UTMB	Allied Health*		72.8	77.6	77.6	78.7	76.1
	Biomedical Sciences*		63.6	70.0	66.7	55.3	63.8
	Nursing*		87.4	90.8	87.9	87.8	87.3
HSC-H	Dental		98.7	97.4	98.6	100.0	100.0
	Nursing		90.9	88.2	87.6	87.5	83.8
HSC-SA	Allied Health		70.9	56.6	56.2	66.5	68.3
	Nursing		78.1	81.0	81.0	84.1	86.3
MDACC	Health Sciences		0.0	67.5	62.5	74.6	65.3
Overall Health-Related			78.6%	78.8%	77.1%	80.3%	80.1%

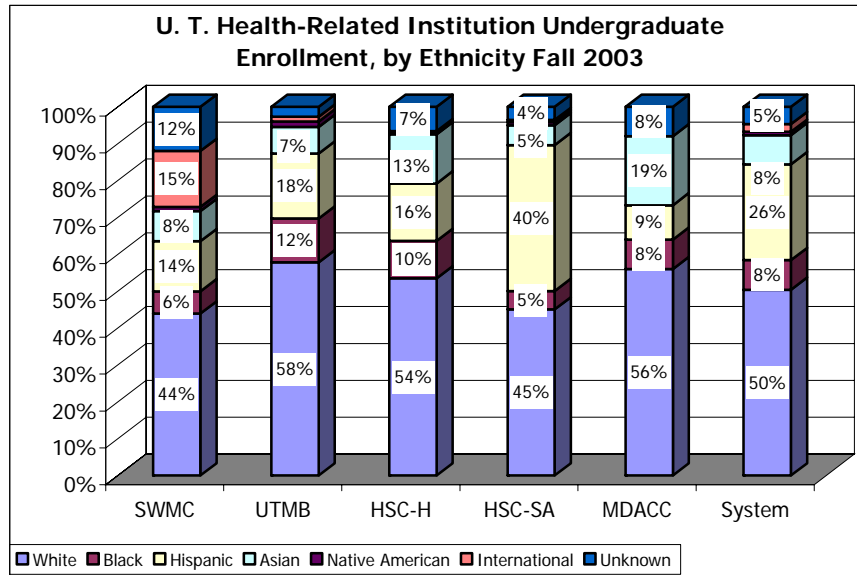
*Includes post-baccalaureate students
 Source: Texas Higher Education Coordinating Board

Table I-58

		Fall	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
SWMC	Allied Health	1999	66.3%	15.0%	6.9%	7.7%	0.4%	2.0%	1.6%
		2003	53.4	7.5	17.1	8.9	1.4	4.1	7.5
	Biomedical Sciences	1999	83.3	8.3	--	--	--	8.3	--
		2003	7.9	--	--	5.3	--	57.9	28.9
UTMB	Allied Health	1999	60.8	5.8	18.3	12.8	0.3	0.8	1.1
		2003	44.8	11.2	26.1	9.7	--	6.0	2.2
	Biomedical Sciences	1999	63.6	--	--	9.1	--	18.2	9.1
		2003	74.5	2.1	14.9	4.3	2.1	--	2.1
	Nursing	1999	63.7	14.2	12.3	8.6	--	--	1.2
		2003	60.2	13.2	15.1	6.7	1.9	--	2.9
HSC-H	Dental	1999	59.2	2.6	19.7	18.4	--	--	--
		2003	64.9	--	20.3	9.5	1.4	--	4.1
	Nursing	1999	63.4	12.4	11.3	10.8	--	2.2	--
		2003	50.4	12.9	14.3	14.3	--	0.7	7.4
HSC-SA	Allied Health	1999	49.9	5.0	34.4	8.7	0.9	1.2	--
		2003	41.8	3.5	40.6	6.9	1.2	1.4	4.6
	Nursing	1999	56.0	7.7	32.2	3.4	0.5	0.2	--
		2003	47.2	6.0	38.9	4.4	0.5	--	2.9
MDACC	Health Sciences	1999			[not degree granting at this time]				
		2003	56.0	8.0	9.3	18.7	--	--	8.0
Overall Health-Related		1999	59.5%	9.1%	20.7%	8.7%	0.4%	1.0%	0.7%
		2003	50.4%	8.0%	26.0%	7.9%	0.9%	2.1%	4.7%

Source: Texas Higher Education Coordinating Board

Figure I-25



- Overall, between 1999 and 2003, enrollments of White undergraduate students at U. T. health-related institutions declined to just over 50 percent.
- Enrollments of Black students decreased by 1 percentage point. However, at U. T. Medical Branch, the proportion of Black students enrolled in Allied Health nearly doubled to just over 10 percent.
- Hispanic student enrollments increased to over 25 percent of all students in this period. The proportion of Hispanic allied health students more than doubled at U. T. Southwestern Medical Center, and increased by 6 percentage points at U. T. Medical Branch, and U. T. Health Science Center-San Antonio.
- The proportion of Hispanic nursing students increased by 3 percentage points at U. T. Health Science Center-Houston, and by 6 percentage points at U. T. Health Science Center-San Antonio.

Graduate and Professional Enrollment

- Between 1999 and 2003, overall enrollments in graduate and professional programs have increased by nearly 10 percent at U. T. System health-related institutions, and the pace of this change increased in the period 2001 to 2003.

Table I-59

Graduate and Professional Headcount at U. T. Health-Related Institutions

		Fall	1999	2000	2001	2002	2003
SWMC	Allied Health		63	65	100	134	173
	Biomedical Sciences		411	375	420	472	525
	Medical		807	824	813	838	867
	Total		1,281	1,264	1,333	1,444	1,565
UTMB	Allied Health		71	73	154	198	222
	Biomedical Sciences		255	233	234	256	274
	Medical		820	810	823	813	820
	Nursing		111	100	94	114	145
	Total		1,257	1,216	1,305	1,381	1,461
HSC-H	Biomedical Sciences		424	416	443	465	490
	Dental		303	296	340	335	324
	Health Information Sciences		36	45	64	62	74
	Medical		831	817	829	825	837
	Nursing		392	395	388	402	426
	Public Health		922	910	890	886	908
	Total		2,908	2,879	2,954	2,975	3,059
HSC-SA	Allied Health		139	134	109	146	205
	Biomedical Sciences		271	272	277	320	314
	Dental		396	402	396	404	397
	Medical		824	824	829	822	816
	Nursing		176	149	151	129	128
	Total		1,806	1,781	1,762	1,821	1,860
Total Health-Related			7,252	7,140	7,354	7,621	7,945

Source: Texas Higher Education Coordinating Board

Table I-60

Graduate and Professional Headcount at U. T. Health-Related Institutions by School, Percent Female

		Fall	1999	2000	2001	2002	2003
SWMC	Allied Health		79.4%	83.1%	79.0%	75.4%	79.2%
	Biomedical Sciences		47.4	48.5	48.3	50.6	54.7
	Medical		35.3	34.5	39.9	41.1	43.6
	Total		41.4	41.1	45.5	47.4	51.2
UTMB	Allied Health		80.3	68.5	76.6	79.3	81.1
	Biomedical Sciences		48.6	51.9	50.9	50.8	50.7
	Medical		43.2	44.6	46.1	44.5	47.6
	Nursing		92.8	91.0	84.0	86.0	88.3
	Total		50.8	51.2	53.3	54.1	57.3
HSC-H	Biomedical Sciences		52.4	52.6	51.2	51.6	55.3
	Dental		47.5	49.0	47.4	46.6	49.4
	Health Information Sciences		47.2	53.3	51.6	53.2	45.9
	Medical		41.5	41.0	42.3	46.3	48.0
	Nursing		74.7	71.9	69.8	69.7	71.1
	Public Health		69.0	68.4	69.6	69.6	69.2
	Total		57.0	56.6	56.3	57.4	58.8
HSC-SA	Allied Health		69.8	76.9	77.1	78.1	79.0
	Biomedical Sciences		46.1	48.9	48.4	47.8	49.4
	Dental		40.4	41.5	44.2	46.3	44.3
	Medical		48.7	51.0	50.9	51.8	53.3
	Nursing		88.6	85.9	85.4	82.9	86.7
	Total		52.0	53.4	53.6	54.2	55.9
Overall Health-Related			52.0%	52.1%	53.1%	54.1%	56.3%

Source: Texas Higher Education Coordinating Board

- Enrollments of female graduate and professional students in health-related fields have increased proportionately at U. T. System institutions between 1999 and 2003, to more than 56 percent in 2003.
- This trend cuts across nearly every health field.
- However, in nursing, while still a field dominated by women, the proportion of women receiving degrees has declined.

Table I-61

**Graduate and Professional Student Headcount by Type of Degree and by School
U. T. Health-Related Institutions, 1999-2003**

		Fall	1999	2000	2001	2002	2003
Master's Degrees							
Southwestern	Allied Health		63	65	100	134	173
	Biomedical Sciences		61	52	46	48	50
Medical Branch	Allied Health		71	73	154	198	222
	Biomedical Sciences		46	46	47	37	43
	Nursing		91	79	67	93	116
HSC-Houston	Biomedical Sciences		67	62	70	64	71
	Health Information Sciences		36	45	58	57	68
	Clinical Research		--	--	--	15	21
	Nursing		371	372	360	368	388
	Public Health		675	661	660	665	675
HSC-San Antonio	Allied Health		139	134	109	146	205
	Biomedical Sciences		76	76	89	105	95
	Dental School/Academics		7	--	--	--	8
	Nursing		152	128	124	98	96
Master's Total		1,855	1,793	1,884	2,028	2,231	
Professional Degrees							
Southwestern	Medical		807	824	813	838	867
Medical Branch	Medical		820	810	823	813	820
HSC-Houston	Dental Academics		54	56	86	82	66
	Dental School		249	240	254	253	258
	Medical		831	817	829	810	816
HSC-San Antonio	Dental School		359	358	354	356	348
	Dental School/Academics		30	44	42	48	41
	Medical		824	824	829	822	816
Professional Total		3,974	3,973	4,030	4,022	4,032	
Doctoral Degrees							
Southwestern	Biomedical Sciences		350	323	374	424	475
Medical Branch	Biomedical Sciences		209	187	187	219	231
	Nursing		20	21	27	21	29
HSC-Houston	Biomedical Sciences		357	354	373	401	419
	Health Information Sciences		--	--	6	5	6
	Nursing		21	23	28	34	38
	Public Health		247	249	230	221	233
HSC-San Antonio	Biomedical Sciences		195	196	188	215	219
	Nursing		24	21	27	31	32
Doctoral Total		1,423	1,374	1,440	1,571	1,682	
Total Health-Related Graduate and Professional Enrollment		7,252	7,140	7,354	7,621	7,945	

Note: M.D. Anderson offers joint graduate degrees with HSC-Houston

Source: Texas Higher Education Coordinating Board

Diversity

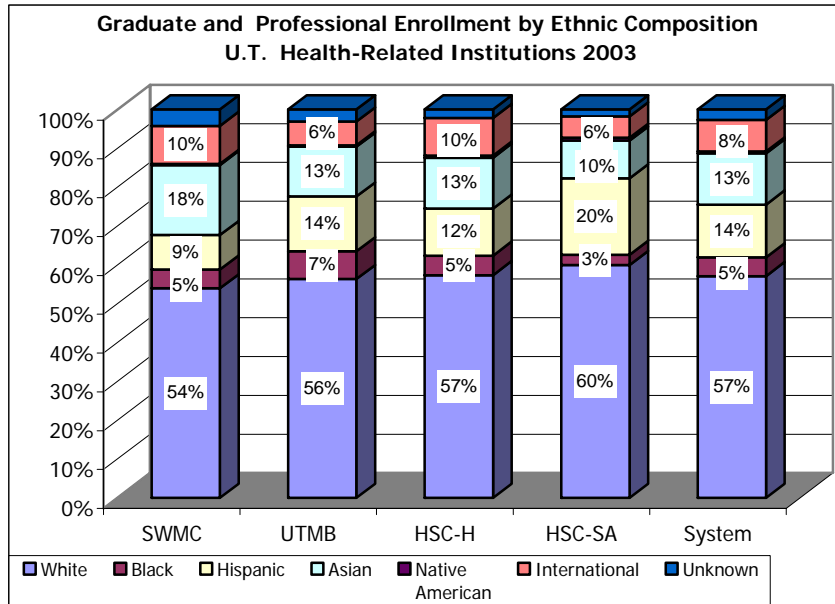
Table I-62
Graduate and Professional Students at U. T. Health-Related Institutions
Ethnic Composition by School, Fall 1999 and Fall 2003

			White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
SWMC	Allied Health	1999	90.5%	0.0%	1.6%	4.8%	0.0%	3.2%	0.0%
		2003	74.6	6.9	6.4	5.2	0.0	0.6	6.4
	Biomedical Sciences	1999	64.2	1.5	3.9	8.8	0.0	20.9	0.7
		2003	49.5	1.7	6.1	8.2	0.6	28.2	5.7
	Medical	1999	61.8	3.5	7.8	24.9	0.2	0.7	1.0
		2003	52.5	6.2	11.1	26.5	0.2	0.6	2.9
UTMB	Allied Health	1999	78.9	0.0	9.9	8.5	1.4	1.4	0.0
		2003	57.7	8.6	17.6	10.8	0.0	0.5	5.0
	Biomedical Sciences	1999	54.1	2.4	8.2	5.5	1.6	27.8	0.4
		2003	53.3	3.3	6.2	5.1	0.4	30.3	1.5
	Medical	1999	45.7	11.5	24.8	17.7	0.0	0.2	0.1
		2003	53.7	7.6	16.8	17.3	0.4	0.6	3.7
Nursing	1999	88.3	5.4	1.8	1.8	0.0	1.8	0.9	
	2003	75.2	9.7	8.3	4.8	1.4	0.0	0.7	
HSC-H	Biomedical Sciences	1999	48.4	2.8	6.1	11.1	0.5	31.1	0.0
		2003	45.3	2.7	8.6	10.4	0.4	30.6	2.0
	Dental	1999	58.4	2.3	4.6	28.1	0.0	6.6	0.0
		2003	53.7	3.7	12.3	24.7	0.3	4.0	1.2
	Health Information Sciences	1999	50.0	5.6	5.6	19.4	0.0	19.4	0.0
		2003	35.1	1.4	1.4	24.3	1.4	32.4	4.1
Medical	1999	68.8	3.1	14.6	12.5	1.0	0.0	0.0	
	2003	69.7	3.0	13.0	11.9	0.4	0.4	1.7	
Nursing	1999	76.5	6.4	6.4	8.7	0.5	1.5	0.0	
	2003	73.7	6.6	7.3	8.5	0.7	0.9	2.3	
Public Health	1999	54.6	7.6	11.4	13.2	0.8	12.3	0.2	
	2003	47.9	8.3	16.3	12.9	0.6	11.3	2.8	
HSC-SA	Allied Health	1999	76.3	2.2	13.8	7.2	0.0	0.7	0.0
		2003	46.3	3.9	42.0	2.9	1.0	0.0	3.9
	Biomedical Sciences	1999	57.2	1.5	8.9	4.8	0.0	27.7	0.0
		2003	38.9	2.2	16.9	5.1	1.0	31.2	4.8
	Dental	1999	68.7	2.0	13.9	12.9	0.5	1.3	0.8
		2003	72.3	0.5	15.9	8.3	0.8	0.8	1.5
Medical	1999	65.3	1.7	15.2	16.6	0.8	0.2	0.1	
	2003	64.1	3.2	16.5	15.1	0.5	0.1	0.5	
Nursing	1999	83.0	4.0	11.4	1.1	0.6	0.0	0.0	
	2003	68.8	4.7	23.4	1.6	0.8	0.0	0.8	
All Health-Related		1999	61.8%	4.4%	11.7%	14.1%	0.5%	7.3%	0.3%
		2003	57.1%	4.8%	13.6%	13.2%	0.5%	8.1%	2.7%

Source: Texas Higher Education Coordinating Board

- From 1999 to 2003, the proportion of graduate and professional White students at U. T. health-related institutions declined from 62 to 57 percent.
- The proportion of Black students has remained nearly level, now 4.8 percent.
- The proportion of Hispanic students increased two points, to nearly 14 percent.

Figure I-26



Licensure/Certification Examination Pass Rates — U. T. Health-Related Institutions

Table I-63

Average Licensure Exam Pass Rates of Allied Health, Dentistry, Medicine and Nursing Graduates -- U. T. Health-Related Institutions		FY	1999	2000	2001	2002	2003
		(pass rates for first-time test takers)					
Allied Health	Southwestern		96.5%	90.1%	85.6%	94.4%	86.0%
	Medical Branch		96.0	90.0	93.0	91.0	79.1
	HSC-Houston		100.0	97.0	97.4	100.0	100.0
	HSC-San Antonio		90.0	90.0	93.4	94.6	80.4
	M. D. Anderson		--	--	--	100.0	--
Dentistry: National Board Dental Examination	HSC-Houston		95.0	99.0	96.5	96.7	91.3
	HSC-San Antonio		95.0	94.0	97.0	93.0	90.0
Medicine (Part 1 or Part 2) United States Medical Licensing Examination	Southwestern		98.0	97.9	97.6	98.4	99.7
	Medical Branch		85.0	91.0	87.7	90.0	92.5
	HSC-Houston		95.0	91.0	91.0	91.0	91.0
	HSC-San Antonio		94.0	94.5	92.0	93.0	94.0
Nursing (BSN) National Council Licensure Exam	Medical Branch		97.0	91.0	90.0	87.0	88.8
	HSC-Houston		95.0	91.0	94.0	97.0	94.0
	HSC-San Antonio		90.0	90.0	91.0	86.0	93.3
Nursing (Advance Practice) Percent of MSN graduates who are certified for Advance Practice Status in Texas two years after completing their degree programs as of August 31 of the current calendar year*	Medical Branch		82.0	72.0	86.0	76.0	84.4
	HSC-Houston		55.0	62.0	66.0	73.0	68.0
	HSC-San Antonio		93.0	85.0	85.0	76.0	85.0

*Unlike other licensure measures, only certain cohorts of MSN graduates are required to take this examination

Source: Legislative Budget Board

- Licensure examination pass rates indicate the effectiveness of the institution's instructional program in preparing graduates for credentialing in certain professional fields that require licensing to practice in the state. Reports on these pass rates are required by the Legislative Budget Board.
- The rates reported here reflect the percent of students who passed the given examination on the first attempt.
- In all fields except advanced practice nursing, these pass rates are over, and in many cases, significantly higher, than 90 percent.

Degrees Conferred

Undergraduate Certificates and Degrees Awarded — U. T. Health-Related Institutions

Table I-64

**Total Degrees and Certificates Conferred to Undergraduates at
U. T. Health-Related Institutions**

		AY	98-99	99-00	00-01	01-02	02-03
Certificates							
SWMC	Allied Health		4	5	9	5	0
HSC-H	Dental		31	35	39	34	39
HSC-SA	Allied Health		54	55	157	213	212
MDACC	Health Sciences		0	0	26	34	32
	Total		89	95	231	286	283
Baccalaureate Awards							
SWMC	Allied Health		148	103	106	104	70
UTMB	Allied Health		191	212	141	95	38
	Nursing		148	156	171	201	163
HSC-H	Nursing		91	91	97	116	127
HSC-SA	Allied Health		138	143	131	42	64
	Nursing		243	236	168	220	238
MDACC	Health Sciences		0	0	13	10	20
	Total		959	941	827	788	720
Total Certificates and Degrees			1,048	1,036	1,058	1,074	1,003

Source: Texas Higher Education Coordinating Board

- It should be noted that there is a compounded national trend toward a decline in numbers of applications to health programs, together with an escalation of health professional degree requirements, for example, in Allied Health, which now requires master's-level degrees.
- This is likely to lead to increased costs of education to both institutions and students.

Table I-65

**Total Certificates and Degrees Conferred, Percent Female
U. T. Health-Related Institutions**

		AY	98-99	99-00	00-01	01-02	02-03
Certificates							
SWMC	Allied Health		100.0%	40.0%	77.8%	60.0%	--
HSC-H	Dental		96.8	100.0	97.4	97.1	100.0
HSC-SA	Allied Health		85.2	81.8	33.1	31.5	31.1
MDACC	Health Sciences		--	--	61.5	61.8	68.8
Baccalaureate Awards							
SWMC	Allied Health		67.6	66.0	81.1	70.2	77.1
UTMB	Allied Health		68.6	68.4	77.3	75.8	81.6
	Nursing		81.8	86.5	87.1	90.0	92.6
HSC-H	Nursing		86.8	87.9	90.7	87.1	89.0
HSC-SA	Allied Health		76.1	73.4	65.6	64.3	68.8
	Nursing		80.7	78.0	81.5	80.5	82.8
MDACC	Health Sciences		--	--	69.2	60.0	80.0
Overall Undergraduate			77.5%	77.1%	73.4%	70.9%	73.1%

Source: Texas Higher Education Coordinating Board

- The proportion of women receiving health-related undergraduate degrees continues to exceed 70 percent; from 1999 to 2003, however, the proportion has declined slightly.

Table I-66

**Undergraduate Certificates and Degrees Conferred at U. T. Health-Related Institutions by School
1998-99 and 2002-03, Ethnic Comparison**

			White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Certificates									
		AY							
SWMC	Allied Health*	98-99	75.0%	25.0%	--	--	--	--	--
		02-03	--	--	--	--	--	--	--
HSC-H	Dental	98-99	61.3	0.0	6.5	29.0	--	3.2	--
		02-03	74.4	5.1	12.8	5.1	--	2.6	--
HSC-SA	Allied Health	98-99	53.7	1.9	24.1	18.5	0.0	1.9	0.0
		02-03	59.9	3.3	33.5	2.4	--	--	0.9
MDACC	Health Sciences	02-03	37.5	3.1	21.9	37.5	--	--	--
Baccalaureate Awards									
SWMC	Allied Health	98-99	78.4	6.1	4.1	8.1	0.7	2.7	0.0
		02-03	64.3	14.3	11.4	1.4	--	--	8.6
UTMB	Allied Health	98-99	64.4	5.2	15.2	14.1	0.5	0.5	0.0
		02-03	57.9	5.3	23.7	7.9	--	2.6	2.6
	Nursing	98-99	69.6	15.5	9.5	5.4	0.0	0.0	0.0
		02-03	63.8	13.5	11.7	6.7	0.6	0.6	3.1
HSC-H	Nursing	98-99	65.9	11.0	14.3	7.7	0.0	1.1	--
		02-03	65.4	12.6	13.4	7.9	--	0.8	--
HSC-SA	Allied Health	98-99	67.4	2.2	23.9	5.8	0.0	0.7	--
		02-03	56.3	3.1	37.5	3.1	--	--	--
	Nursing	98-99	66.3	7.0	21.4	4.5	0.8	0.0	0.0
		02-03	49.6	9.2	37.0	2.9	0.8	0.4	--
MDACC	Health Science	98-99	60.0	10.0	0.0	20.0	10.0	0.0	0.0
		02-03	55.0	5.0	5.0	35.0	--	--	--
Overall Health-Related		98-99	67.5%	7.1%	15.5%	8.8%	0.4%	0.9%	--
		02-03	58.5%	8.5%	24.8%	6.0%	0.3%	0.5%	1.4%

*No certificates were awarded in Allied Health in AY 02-03

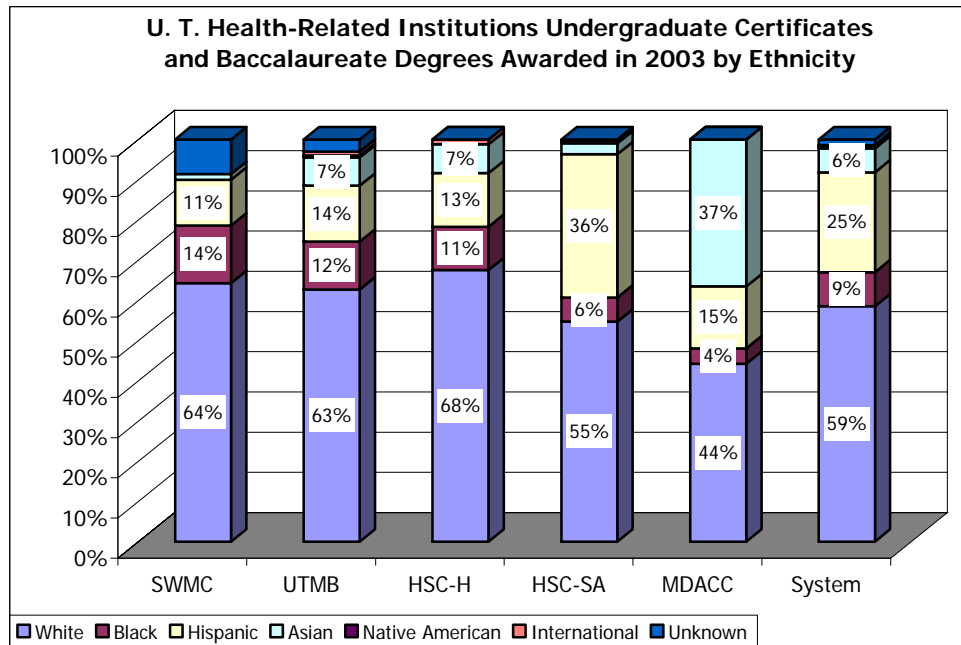
** MDACC was authorized to offer degrees in 1999, first degrees were awarded in 2001

Source: Texas Higher Education Coordinating Board

- Between 1999 and 2003, health-related degrees to Black students increased by 1.4 percentage points for the U. T. System.
- The proportion of Black students receiving Allied Health degrees more than doubled at U. T. Southwestern Medical Center. The proportion also increased in Nursing at the U. T. Health Science Center-Houston, and in Nursing and Allied Health at the U. T. Health Science Center-San Antonio.
- Health-related degrees awarded to Hispanic students increased to nearly 25 percent for the U. T. System as a whole.
- The proportion of Hispanic degree recipients nearly tripled in Allied Health at U. T. Southwestern Medical Center, and increased by approximately two-thirds in Allied Health at U. T. Medical Branch, and in Allied Health and Nursing at U. T. Health Science Center-San Antonio.

- According to the national ranking in *Black Issues in Higher Education* (July 2004), U. T. Health Science Center-San Antonio ranked fourth in degrees awarded to Hispanic students in 2003.

Figure I-27



Graduate Certificates and Degrees Awarded

Table I-67
**Total Graduate and Professional Certificates and Degrees Awarded at
U. T. Health-Related Institutions 1999 - 2003**

	AY	98-99	99-00	00-01	01-02	02-03
SWMC	Allied Health	0	29	33	32	31
	Biomedical Sciences	78	73	65	63	59
	Medical	194	184	203	201	189
	Total	272	286	301	296	279
UTMB	Allied Health	36	35	36	37	74
	Biomedical Sciences	52	49	51	59	52
	Medical	202	184	183	194	181
	Nursing	61	31	46	21	37
	Total	351	299	316	311	344
HSC-H	Biomedical Sciences	98	74	67	75	86
	Dental	111	111	104	122	93
	Health Information Sciences	0	3	15	12	9
	Medical	195	201	186	214	186
	Nursing	113	122	135	92	106
	Public Health	151	142	147	154	147
	Total	668	653	654	669	627
HSC-SA	Allied Health	29	37	33	48	50
	Biomedical Sciences	56	52	55	46	60
	Dental	104	107	104	103	112
	Medical	202	196	195	193	194
	Nursing	42	46	56	46	31
	Total	433	438	443	436	447
Total Health-Related		1,724	1,676	1,714	1,712	1,697

Source: Texas Higher Education Coordinating Board

- Between 1999 and 2003, the number of graduate and professional degrees awarded by U. T. health-related institutions declined slightly (by 27).
- In contrast to the overall trend, an increased number of degrees were conferred in Allied Health, offsetting the decrease in other fields.

Table I-68

**Total Graduate and Professional Certificates and Degrees Awarded at
U. T. Health-Related Institutions, Percent Female**

	AY	98-99	99-00	00-01	01-02	02-03
SWMC	Allied Health	--	75.9%	84.8%	81.3%	77.4%
	Biomedical Sciences	44.9	49.3	52.3	42.9	45.8
	Medical	32.5	41.3	24.6	38.3	39.7
UTMB	Allied Health	83.3	88.6	72.2	64.9	81.1
	Biomedical Sciences	32.7	36.7	43.1	52.5	46.2
	Medical	41.1	37.0	44.8	52.1	41.4
	Nursing	88.5	96.8	95.7	85.7	86.5
HSC-H	Biomedical Sciences	52.0	50.0	53.7	57.3	54.7
	Dental	39.6	42.3	49.0	54.1	44.1
	Health Information Sciences	--	66.7	53.3	50.0	88.9
	Medical	51.3	51.2	38.2	36.9	40.5
	Nursing	74.3	76.2	75.6	70.7	63.2
	Public Health	72.2	72.5	74.1	69.5	63.3
HSC-SA	Allied Health	79.3	59.5	75.8	70.8	84.0
	Biomedical Sciences	39.3	42.3	52.7	47.8	46.7
	Dental	40.4	35.5	41.3	41.7	42.9
	Medical	43.1	42.3	47.2	52.8	51.0
	Nursing	92.9	87.0	83.9	91.3	77.4
Health-Related Total		51.2%	52.0%	52.5%	53.3%	52.4%

Source: Texas Higher Education Coordinating Board

- The overall proportion of female graduate and professional students receiving degrees from U. T. health-related institutions has remained essentially stable at just over 50 percent from 1999 to 2003, although the proportion varies considerably among programs.

Table I-69
Graduate and Professional Certificates and Degrees Awarded at
U. T. Health-Related Institutions, by Level and School

	AY	98-99	99-00	00-01	01-02	02-03
Master's Certificate						
HSC-H	Dental	34	35	33	40	20
HSC-SA	Dental	15	17	18	19	17
	Total	49	52	51	59	37
Master's						
SWMC	Allied Health	0	29	33	32	31
	Biomedical Sciences	22	19	24	14	17
UTMB	Allied Health	36	35	36	37	74
	Biomedical Sciences	13	13	19	24	19
	Nursing	61	31	46	21	37
HSC-H	Biomedical Sciences	37	28	25	23	33
	Dental	20	12	16	20	14
	Health Information Sciences	0	3	15	12	8
	Medical Academics	--	--	--	--	1
	Nursing	110	119	132	92	105
	Public Health	123	116	115	123	119
HSC-SA	Allied Health	29	37	33	48	50
	Biomedical Sciences	25	25	18	20	30
	Nursing	42	46	56	46	31
	Total	518	513	568	512	570
Doctoral						
SWMC	Biomedical Sciences	56	54	41	49	42
UTMB	Biomedical Sciences	39	36	32	35	33
HSC-H	Biomedical Sciences	61	46	42	52	53
	Health Information Sciences	--	--	--	--	1
	Nursing	3	3	3	0	1
	Public Health	28	26	32	31	28
HSC-SA	Biomedical Sciences	31	27	37	26	30
	Total	218	192	187	193	188
Professional						
SWMC	Medical	194	184	203	201	189
UTMB	Medical	202	184	183	194	181
HSC-H	Dental	57	64	55	62	59
	Medical	195	201	186	214	185
HSC-SA	Dental	89	90	86	84	95
	Medical	202	196	195	193	194
	Total	939	919	908	948	903
Health-Related Total		1,724	1,676	1,714	1,712	1,698

Source: Texas Higher Education Coordinating Board

Table I-70

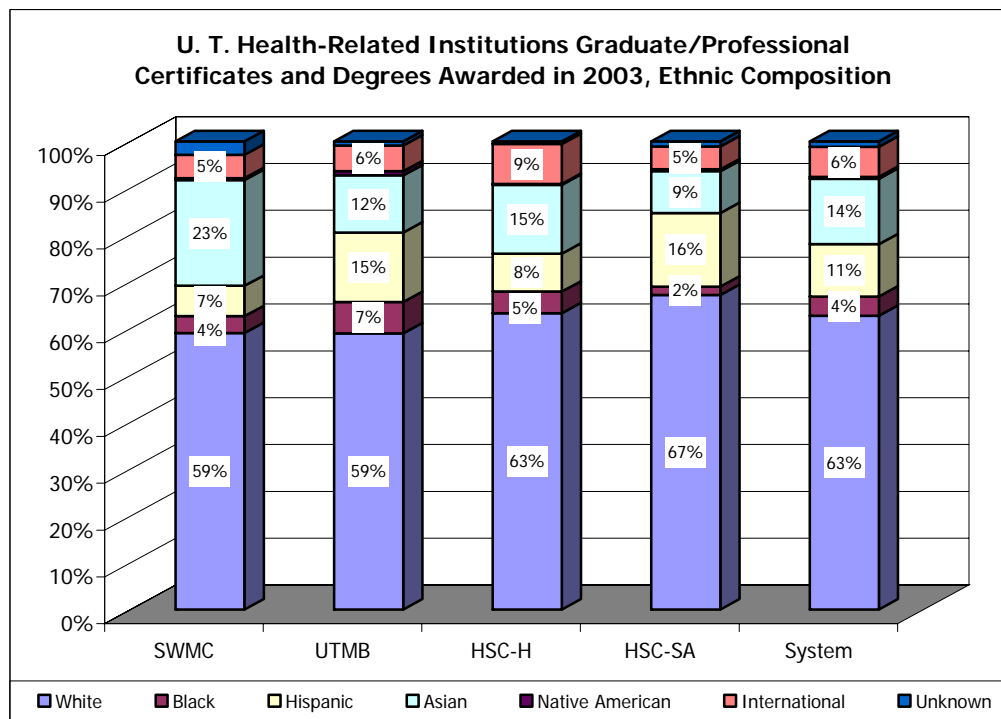
**Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions
1998-99 and 2002-03, Ethnic Composition**

			White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
SWMC	Allied Health	AY 98-99	--	--	--	--	--	--	--
		02-03	80.6	3.2	--	9.7	--	--	6.5
	Biomedical Sciences	98-99	55.1	--	7.7	5.1	--	32.1	--
		02-03	62.7	--	3.4	11.9	--	18.6	3.4
	Medical	98-99	66.0	2.6	4.6	23.2	3.6	--	--
		02-03	54.5	4.8	8.5	28.0	0.5	1.6	2.1
UTMB	Allied Health	98-99	86.1	--	5.6	5.6	--	2.8	--
		02-03	73.0	5.4	13.5	6.8	--	--	1.4
	Biomedical Sciences	98-99	46.2	3.8	5.8	11.5	--	32.7	--
		02-03	44.2	--	5.8	7.7	3.8	34.6	3.8
	Medical	98-99	51.5	10.4	19.8	16.8	1.5	--	--
		02-03	50.8	9.9	19.9	18.2	0.6	0.6	--
Nursing	98-99	86.9	1.6	4.9	3.3	1.6	1.6	--	
	02-03	91.9	2.7	5.4	--	--	--	--	
HSC-H	Biomedical Sciences	98-99	43.9	1.0	8.2	11.2	0.0	35.7	--
		02-03	50.0	4.7	7.0	9.3	--	29.1	--
	Dental	98-99	55.0	2.7	9.0	22.5	--	10.8	--
		02-03	65.6	4.3	1.1	23.7	--	5.4	--
	Health Information Sciences	98-99	--	--	--	--	--	--	--
		02-03	33.3	--	11.1	33.3	--	22.2	--
Medical	98-99	60.0	4.1	20.0	15.9	--	--	--	
	02-03	75.7	2.2	7.6	14.6	--	--	--	
Nursing	98-99	77.9	5.3	6.2	9.7	--	0.9	--	
	02-03	77.4	6.6	8.5	6.6	0.9	--	--	
Public Health	98-99	62.3	9.3	7.3	11.9	0.7	8.6	0.0	
	02-03	46.3	6.8	13.6	17.0	--	13.6	2.7	
HSC-SA	Allied Health	98-99	86.2	--	3.5	6.9	--	3.5	--
		02-03	76.0	--	18.0	2.0	--	2.0	2.0
	Biomedical Sciences	98-99	66.1	--	8.9	10.7	--	14.3	--
		02-03	53.3	1.7	11.7	1.7	--	28.3	3.3
	Dental	98-99	52.9	1.9	22.1	15.4	1.9	5.8	--
		02-03	69.6	2.7	15.2	8.0	0.9	2.7	0.9
Medical	98-99	62.9	4.0	17.8	14.9	0.5	--	--	
	02-03	64.9	1.0	18.6	14.4	--	0.5	0.5	
Nursing	98-99	81.0	2.4	11.9	2.4	--	2.4	--	
	02-03	83.9	6.5	3.2	3.2	3.2	--	--	
Overall Health-Related		98-99	61.7%	4.2%	12.1%	14.2%	0.9%	7.0%	--
		02-03	62.8%	4.1%	11.2%	14.0%	0.4%	6.4%	1.2%

Source: Texas Higher Education Coordinating Board

- U. T. System health-related institutions rank highly in degrees conferred to minority professional and doctoral students in 2003, according to the national ranking in *Black Issues in Higher Education* (July 2004).
- U. T. Medical Branch ranked fifth in medical degrees awarded to minority students in 2003, sixth in medical degrees awarded to Hispanic students, and tenth in medical degrees awarded to Black students.
- U. T. Health Science Center-Houston ranked fifth in biology and biomedical science doctoral degrees awarded to Black students in 2003.
- U. T. Health Science Center-San Antonio ranked fifth in medical degrees awarded to Hispanic students in 2003.

Figure I-28



- The ethnic composition of graduate and professional degree recipients has changed little from 1999 to 2003.
- Sixty-three percent were White in 2003, 11 percent Hispanic, and 4 percent Black.
- These proportions lag the trend toward greater diversity among enrolled graduate and professional students (see Table II-70, above).

Contextual Measure: U. T. Health-Related Institution Graduation Rates

- Measuring graduation rates is one indicator of the outcomes and productivity of academic programs.
- Percentages reflect very small numbers of students in some cases.

Table I-71

U. T. Health-Related Institution Master's and Doctoral Graduation Rates

Master's Graduation Rates	Fall 1997 Cohort	Fall 1998 Cohort	Fall 1999 Cohort	Change Fall 1997 to Fall 1999
Southwestern Medical Center				
First-time entering cohort	13	21	19	46.2%
Percent Master's or Above	62%	48%	68%	6.9%
Medical Branch				
First-time entering cohort	111	71	34	-69.4%
Percent Master's or Above	89%	87%	77%	-12.7%
HSC-Houston				
First-time entering cohort	235	263	265	12.8%
Percent Master's or Above	59%	52%	53%	-5.9%
HSC-San Antonio				
First-time entering cohort	73	47	155	112.3%
Percent Master's or Above	75%	70%	70%	-5.0%
Doctoral Graduation Rates	Fall 1990 Cohort	Fall 1991 Cohort	Fall 1992 Cohort	Point/ % Change- Fall 1990 to Fall 1991
Southwestern Medical Center				
First-time entering cohort	77	82	81	5.2%
Percent Master's Received	3%	6%	5%	2.3%
Percent Ph.D. Received	57%	65%	70%	13.3%
Medical Branch				
First-time entering cohort	47	40	40	-14.9%
Percent Master's Received	6%	3%	10%	3.6%
Percent Ph.D. Received	51%	60%	75%	23.9%
HSC-Houston				
First-time entering cohort	105	117	128	21.9%
Percent Master's Received	10%	7%	2%	-7.2%
Percent Ph.D. Received	56%	61%	54%	-2.3%
HSC-San Antonio				
First-time entering cohort	64	46	31	-51.6%
Percent Master's Received	9%	9%	7%	-2.9%
Percent Ph.D. Received	47%	54%	42%	-5.0%

Source: Texas Higher Education Coordinating Board Accountability System

Student Outcomes: Medical Student Satisfaction

Assessing the outcomes and satisfaction of students' educational experience is an important measure of institutional success. No single survey exists of health-related institutions' student satisfaction. As a starting point, the U. T. System health-related institutions consider the results of the American Association of Medical Colleges survey of student experience.

Table I-72

Medical Student Satisfaction

These ratings are based on medical school graduates' responses to the following question as part of the 2004 AAMC survey:

"Overall, I am satisfied with the quality of my medical education."

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Southwestern	58.4	38.2	2.8	0.0	0.6
MB Galveston	26.8	60.8	9.2	3.3	0.0
HSC-Houston	28.7	58.3	7.0	5.2	0.9
HSC-San Antonio	33.0	56.9	3.7	4.6	1.8

Source: U. T. Health-Related Institutions

- Over 80 percent of graduates agreed or strongly agreed that they were satisfied with their education at U. T. System medical schools in 2004.
- At U. T. Southwestern Medical Center, nearly 97 percent of graduates agreed with this statement.
- These results provide a baseline against which annual progress will be assessed.

Student Access and Success: Implications for Future Planning and Measures for Future Development

Implications for Future Planning

- The U. T. System must continue its commitment to improve the rates of undergraduate student persistence and graduation.
- The System should make it a high priority to continue to address the decline in production of degrees in high-priority health fields.
- Addressing the relationship between ethnicity and increased student access and success must remain a priority for the U. T. System.
- Development of data on student learning outcomes and post-graduation experience, particularly employment trends, should be a priority.

Measures for Future Development

- Refine enrollment, persistence, and graduation rates to include first-generation freshmen.
- Refine composite persistence and graduation rates to be more complete and timely.
- Measures of affordability should be expanded, including: net cost of attendance, tuition trends, the impact of federal tax credits and deductions, and the impact of tuition increases on access and success.
- Refine undergraduate student satisfaction measures to include a measure on the teaching/learning experience.
- Expand and refine the data on and analysis of undergraduate student learning outcomes.
- Develop a methodology to assess graduate and professional student satisfaction in academic and health-related institutions.
- Develop a measure of post-graduation experience for students at all levels.

II. Teaching, Research, and Health Care Excellence

Values

- Pursuing excellence and innovation in the discovery, dissemination, integration, and application of knowledge for the benefit of the individual and of society.
- Providing high-quality educational programs, informed by research and clinical practice, to its undergraduate, graduate, and professional students.
- Providing leadership, as well as scholarship, in health-related, academic, and professional fields.

Goals

- Exceed national and international benchmarks in research and education in academic, professional, and health care fields.
- Excel in the diagnosis, treatment, and prevention of disease and in health promotion.
- Integrate new discoveries with existing knowledge in outstanding educational programs to impart to students competencies, compassion, and the ability to engage in lifelong learning.
- Integrate new discoveries with existing knowledge to provide excellent and compassionate patient care.

Priorities

- Increase success in securing sponsored funding.
- Recruit and retain a dedicated and diverse faculty and staff of the highest caliber, characterized by integrity, credibility, and competency, and recognized for exemplary performance, productivity, and vision.
- Enhance academic programs and create new programs as needed regionally or in the state for continued excellence.

System Research Funding Trends 2000-2004

Table II-1
Total U. T. System Research and Research-Related Expenditures
2000-2004

	(\$ in millions)				
FY	2000	2001	2002	2003	2004
Academic	\$368.3	\$405.2	\$459.9	\$480.9	\$495.0
Health-Related	676.0	758.7	896.8	970.7	1,046.5
Total	\$1,044.3	\$1,163.9	\$1,356.7	\$1,451.6	\$1,541.5

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

- In FY 2004, U. T. System health-related and academic institutions together generated research and research-related expenditures totaling over \$1.5 billion. In the period from FY 2000 to FY 2004, this total has increased by 48 percent, and reflects an average annual increase of 11 percent.
- Health-related institutions generate approximately two-thirds of total U. T. System research and research-related expenditures.

Figure II-1

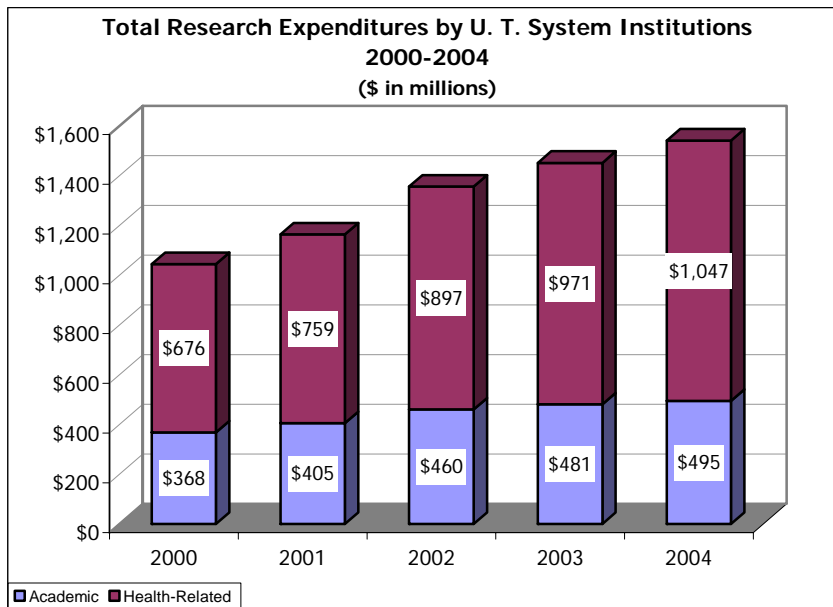
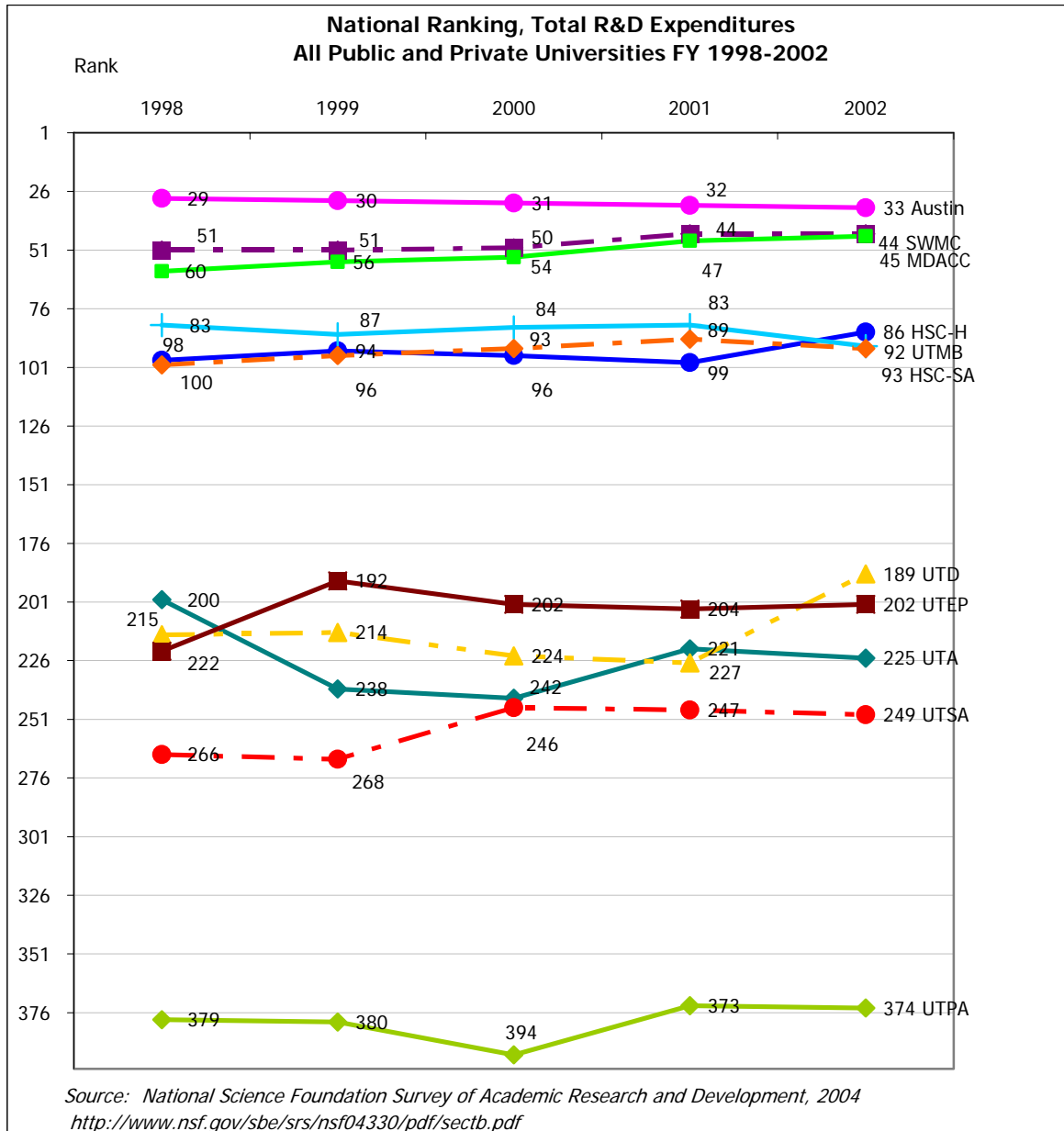


Figure II-2



- U. T. System institutions rank highly in terms of total research and development expenditures. The most recent ranking, based on an annual National Science Foundation Survey, covered the period through FY 2002, and included 617 public and private research universities.
- For the period FY 1998 to FY 2002, the total R&D expenditures of three U. T. System institutions (Austin, Southwestern Medical Center, and M. D. Anderson Cancer Center) have been in the top 50 public and private universities. These achievements contributed to the position of Texas universities which collectively ranked third in the nation for federal research and development funding in 2002.
- Three U. T. System institutions have been in the top 51 to 100 (U. T. Health Science Center-Houston, U. T. Medical Branch, and U. T. Health Science Center-San Antonio).

- Four U. T. System academic institutions (U. T. Dallas, U. T. El Paso, U. T. Arlington, and U. T. San Antonio) have been in the top 204 to 250; and one (U. T. Pan American) has been in the top 375.
- Within Texas, several U. T. System institutions were at the top of rankings in terms of research and research-related expenses in 2003.

Table II-2

**Top Texas Public Institutions in Research and Research-Related Expenditures
FY 2003**

Texas A&M	1*
U. T. Austin	2
U. T. M. D. Anderson Cancer Center	3
U. T. Southwestern Medical Center	4
U. T. Health Science Center-Houston	5
U. T. Medical Branch at Galveston	6
U. T. Health Science Center-San Antonio	7
University of Houston	8
Texas Tech University	9
Texas A&M University Health Science Center	10
U. T. Dallas	11
U. T. El Paso	12

*Expenditures reported include Texas A&M Extension Services

Source: "Research Expenditures, September 1, 2002- August 31, 2003," THECB report, April 2004.

Research Funding Trends: U. T. Academic Institutions 2000-2004

- In FY 2004, U. T. academic institutions' research and research-related expenditures totaled \$495 million, a 2.9 percent increase over the previous year. Between 2000 and 2004, research and research-related expenditures have averaged an 8.5 percent annual increase.
- Among Texas institutions, U. T. Austin ranked second in research and development expenditures in FY 2003. These expenditures comprised 23 percent of the total of Texas public institution research and research-related expenditures in 2003 of \$2.17 billion.

Table II-3

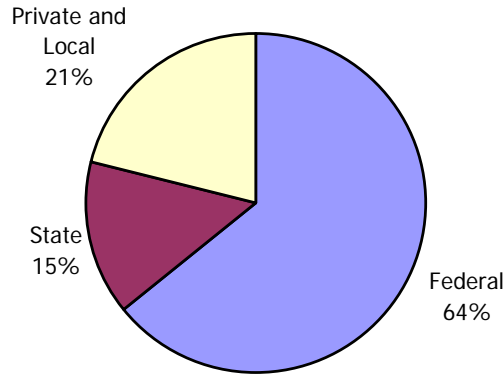
Research Expenditures by Source 2004

	U. T. Academic Institutions				Total
	Federal	State	Private	Local	
Arlington	\$11,093,256	\$7,935,643	\$3,290,228	\$98,003	\$22,417,130
Austin	249,014,154	43,796,627	58,027,020	31,553,970	382,391,771
Brownsville/TSC	2,889,894	--	136,831	246,601	3,273,326
Dallas	15,733,571	9,113,937	5,058,974	1,368,108	31,274,590
El Paso	22,232,318	7,286,141	1,801,285	747,991	32,067,735
Pan American	2,666,191	1,295,175	305,846	42,050	4,309,262
Permian Basin	1,215,420	461,624	62,442	156,078	1,895,564
San Antonio	11,705,185	3,133,453	865,812	812,007	16,516,457
Tyler	585,874	124,499	157,291	26,370	894,034
Total	\$317,135,863	\$73,147,099	\$69,705,729	\$35,051,178	\$495,039,869

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

Figure II-3

Sources of Research Support 2004



- The federal government provides the majority of research and research-related funding – 64 percent.
- Private and local sources together provide the next largest proportion – 21 percent.
- Fifteen percent of research funds expended in 2004 came from state sources.

Sponsored Revenue

- Sponsored revenue is a more comprehensive measure of an institution's overall success in securing funding to support research, public service, training, and other activities.
- From 2000 to 2004, sponsored revenue has increased by 48 percent at U. T. System academic institutions.

Table II-4
Sponsored Revenue -- U. T. Academic Institutions
FY 2000-2004
(\$ in thousands)

	FY 00	FY 01	FY 02	FY 03	FY 04
Arlington	\$29,335	\$28,285	\$33,812	\$38,347	\$41,516
Austin	287,107	294,052	356,624	369,278	383,632
Brownsville/TSC	47,337	56,888	59,308	59,448	67,575
Dallas	17,995	15,717	25,412	25,563	50,559
El Paso	49,503	50,457	64,340	68,710	73,454
Pan American	27,990	31,773	48,605	56,699	56,898
Permian Basin	3,384	3,831	4,274	4,699	5,063
San Antonio	33,250	31,912	42,053	53,798	56,832
Tyler	4,817	5,555	4,517	5,393	6,802
Total Academic	\$500,718	\$518,470	\$638,945	\$681,935	\$742,331

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

Table II-5

**Sponsored Revenue -- U. T. Academic Institutions
by Source, FY 2004**

(\$ in thousands)

	Federal	State	Local	Private	Total
Arlington	\$31,093	\$6,605	\$249	\$3,569	\$41,516
Austin	287,971	38,800	2,240	54,621	383,632
Brownsville/TSC	28,594	2,090	36,101	790	67,575
Dallas	22,157	24,674	586	3,142	50,559
El Paso	59,942	8,416	918	4,178	73,454
Pan American	44,052	11,110	18	1,718	56,898
Permian Basin	4,533	424	27	79	5,063
San Antonio	47,499	7,411	476	1,446	56,832
Tyler	4,824	1,586	9	383	6,802
Total	\$530,665	\$101,116	\$40,624	\$69,926	\$742,331

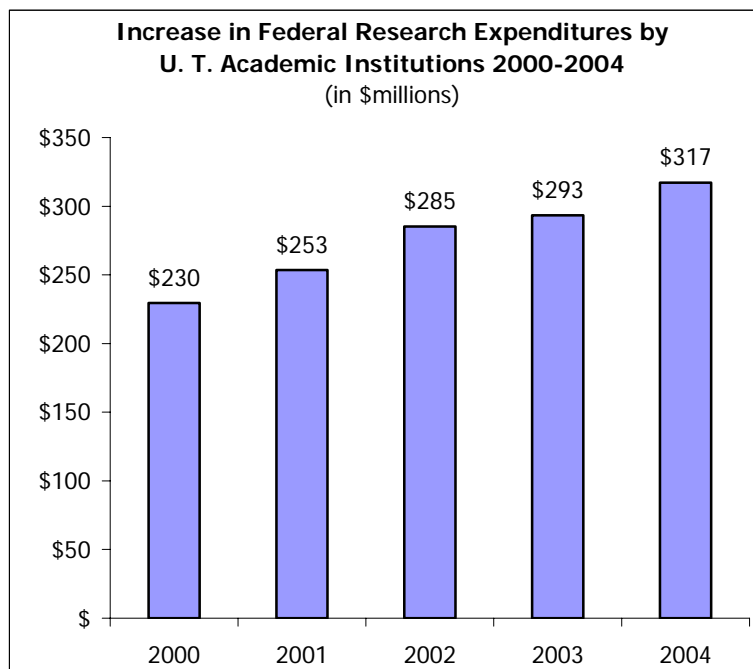
Source: Exhibit B of Annual Financial Report

- Federal funding is the primary source of sponsored revenue to U. T. System academic institutions.

Federal Research Expenditures

- Federal research expenditures are considered a national benchmark to measure institutional research success.

Figure II-4



- From 2000 to 2004, federal research expenditures for all academic institutions increased by 38 percent.
- Continued increases in these funds are critical to the success of the academic institutions in the U. T. System.
- These expenditures increased over the past year at every U. T. academic institution, with greater than 100 percent increases at U. T. Brownsville/Texas Southmost College, U. T. Permian Basin, and U. T. Tyler.

Table II-6

Federal Research Expenditures by U. T. Academic Institutions

FY	2000	2001	2002	2003	2004	% Change FY 03-04	% Change FY 00-04
Arlington	\$5,242,897	\$9,224,210	\$7,923,657	\$7,993,576	\$11,093,256	38.8%	111.6%
Austin	185,190,446	202,440,085	235,436,101	240,537,689	249,014,154	3.5	34.5
Brownsville/TSC	241,980	602,856	896,646	1,011,353	2,889,894	185.7	1,094.3
Dallas	7,049,617	8,781,295	11,815,490	14,432,841	15,733,571	9.0	123.2
El Paso	22,972,030	22,872,682	19,796,441	17,022,000	22,232,318	30.6	-3.2
Pan American	1,149,325	1,324,426	1,394,780	1,895,223	2,666,191	40.7	132.0
Permian Basin	233,075	147,629	138,194	166,777	1,215,420	628.8	421.5
San Antonio	7,421,650	8,032,790	7,641,990	10,049,314	11,705,185	16.5	57.7
Tyler	63,307	66,827	67,617	174,362	585,874	236.0	825.4
Total	\$229,564,327	\$253,492,800	\$285,110,916	\$293,283,135	\$317,135,863	8.1%	38.1%

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

State Appropriated Research Funds in Relation to Research Expenditures

- This measure compares state appropriations for research with each institution's research funding. Research funds are appropriated in the first year of each biennium.

Table II-7

**Appropriated Research Funds as a Percentage of Research Expenditures
U. T. Academic Institutions**

	FY 2000			FY 2004		
	Research Expenditures	Appropriated Research Funds	Percent Approp. Research	Research Expenditures	Appropriated Research Funds	Percent Approp. Research
Arlington	\$14,552,315	\$1,825,604	13%	\$22,417,130	\$966,140	4%
Austin	295,901,287	12,119,570	4	382,391,771	4,352,519	1
Brownsville/TSC	299,359	63,097	21	3,273,326	0	0
Dallas	15,923,269	1,516,610	10	31,274,590	585,737	2
El Paso	27,784,046	381,069	1	32,067,735	267,042	1
Pan American	2,175,562	400,157	18	4,309,262	0	0
Permian Basin	811,973	0	0	1,895,564	15,000	1
San Antonio	10,613,082	109,800	1	16,516,457	148,618	1
Tyler	210,747	0	0	894,034	0	0
Total	\$368,271,640	\$16,415,907	4%	\$495,039,869	\$6,335,056	1%

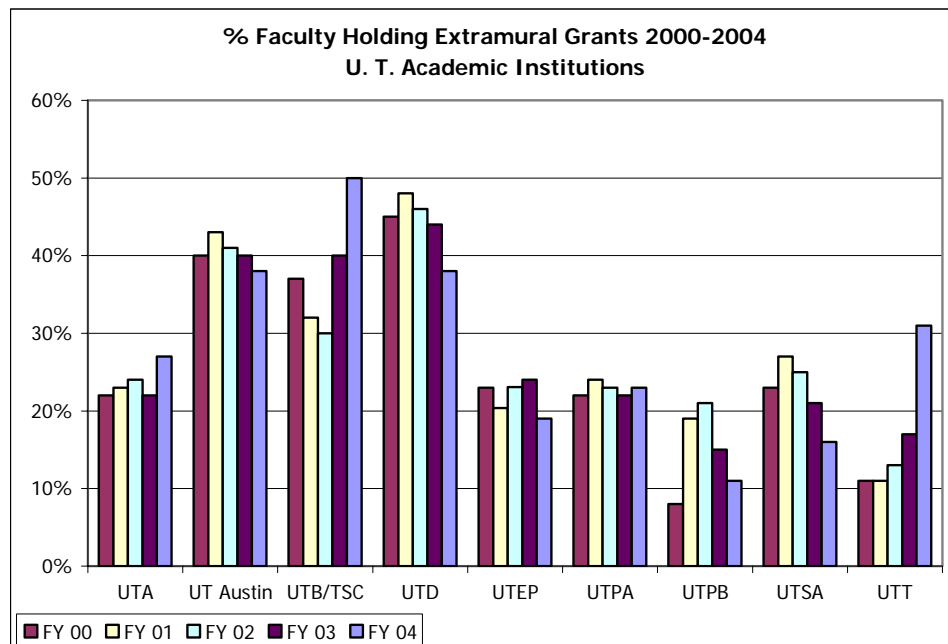
Source: THECB "Survey of Research Expenditures" and "Report of Awards -- Advanced Program/Advanced Technology Programs"

- State appropriations for research represent a comparatively small, but important, source of support at each institution, averaging four percent for academic institutions. In 2004, these appropriations were one percent of all research expenditures, down from four percent over the previous two biennia.

Faculty Holding Extramural Grants

- The number and percentage of faculty holding grants provide another measure of productivity which emphasizes success in obtaining an award, rather than the size of the award (Table II-8, next page). This is relevant particularly in humanities, arts, and some social science disciplines, where the number and size of grants are comparatively small.
- This measure includes extramural grants from all sources and of all types and is, therefore, broader than measures that address sponsored research activities.
- Many faculty hold more than one grant per year, either as principal investigator or as co-investigator. This productivity is reflected in the "total number of grants" rows.
- In response to the recommendations of the *Report of The Washington Advisory Group [WAG], LLC on Research Capability Expansion for The University of Texas System* (March 31, 2004), many U. T. academic institutions are developing plans to strengthen support for research development (see <http://www.utsystem.edu/news/wag/> for more information on this report).
- These plans are reflected in individual institution Compacts. Over the coming years, trends in faculty research productivity may be expected to improve as a result of these efforts.
- Over the past five years, U. T. Arlington, U. T. Austin, U. T. Brownsville/Texas Southmost College, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler have gradually increased the number of grants faculty have received, the number of faculty receiving grants, or the proportion of tenure/tenure track faculty who hold grants.

Figure II-5



- At U. T. Arlington, from FY 2000 to 2004, the number of faculty holding grants increased by one-third, and the number of grants increased by more than 50 percent; at U. T. Pan American, the increase was 70 percent.
- The number of grants held by faculty at U. T. Brownsville/Texas Southmost College more than doubled over the past five years, as did the number of faculty holding grants. The proportion of tenure/tenure-track faculty holding grants reached 50 percent in 2004.
- From FY 2003 to 2004, U. T. Pan American increased its number of grants received by nearly 50%, and the number of faculty holding grants increased by 11. This progress is attributable to increased support and resources for faculty applying for small grants for the first time; many were

successful. In addition, many current grant holders have applied for and received additional grants; some principal investigators have as many as six active grants operating simultaneously.

- U. T. Tyler faculty more than doubled the number of grants they received from 2000 to 2004; the number of faculty holding grants tripled, and the proportion of faculty holding grants nearly tripled over this period.

Table II-8

Faculty Holding Extramural Grants – U. T. Academic Institutions

		FY 00	FY 01	FY 02	FY 03	FY 04
Arlington	# grants	168	164	210	183	268
	# T/TT faculty holding grants	106	105	114	108	133
	# FTE T/TT faculty	482	463	476	482	491
	% T/TT faculty holding grants	22%	23%	24%	22%	27%
Austin	# grants	2,628	2,526	2,373	2,633	2,506
	# T/TT faculty holding grants	620	640	630	651	647
	# FTE T/TT faculty	1,547	1,506	1,551	1,608	1,698
	% T/TT faculty holding grants	40%	42%	41%	40%	38%
Brownsville/ Texas Southmost	# grants	26	34	36	47	56
	# T/TT faculty holding grants	26	34	36	47	55
	# FTE T/TT faculty	70	107	119	119	109
	% T/TT faculty holding grants	37%	32%	30%	39%	50%
Dallas	# grants	185	246	212	218	180
	# T/TT faculty holding grants	109	121	111	112	109
	# FTE T/TT faculty	240	250	242	254	285
	% T/TT faculty holding grants	45%	48%	46%	44%	38%
El Paso	# grants	264	229	244	180	222
	# T/TT faculty holding grants	86	77	89	97	80
	# FTE T/TT faculty	374	378	386	404	411
	% T/TT faculty holding grants	23%	20%	23%	24%	19%
Pan American	# grants	117	131	132	130	193
	# T/TT faculty holding grants	60	67	71	73	84
	# FTE T/TT faculty	270	282	312	332	362
	% T/TT faculty holding grants	22%	24%	23%	22%	23%
Permian Basin	# grants	8	19	28	15	16
	# T/TT faculty holding grants	5	13	15	11	8
	# FTE T/TT faculty	64	67	72	74	71
	% T/TT faculty holding grants	8%	19%	21%	15%	11%
San Antonio	# grants	164	162	202	156	171
	# T/TT faculty holding grants	66	75	83	86	67
	# FTE T/TT faculty	287	281	338	403	413
	% T/TT faculty holding grants	23%	27%	25%	21%	16%
Tyler	# grants	19	22	29	39	55
	# T/TT faculty holding grants	13	14	17	25	44
	# FTE T/TT faculty	120	126	133	146	143
	% T/TT faculty holding grants	11%	11%	13%	17%	31%

Note: For grants with multiple investigators, only the principle investigator is counted.

Source: U. T. System Academic Institutions; THECB for FTE faculty

Research Expenditures per FTE Faculty — Academic Institutions

- The magnitude of research and research-related expenditures largely reflects the size and mission of each campus.
- The ratio of research expenditures to FTE faculty is a general indicator of the research productivity of the faculty and the mission of each campus.
- Over the past five years, this ratio has increased at most academic institutions, with greater proportionate growth at U. T. Arlington, U. T. Austin, U. T. Brownsville, U. T. Dallas, U. T. San Antonio, and U. T. Tyler.

Table II-9

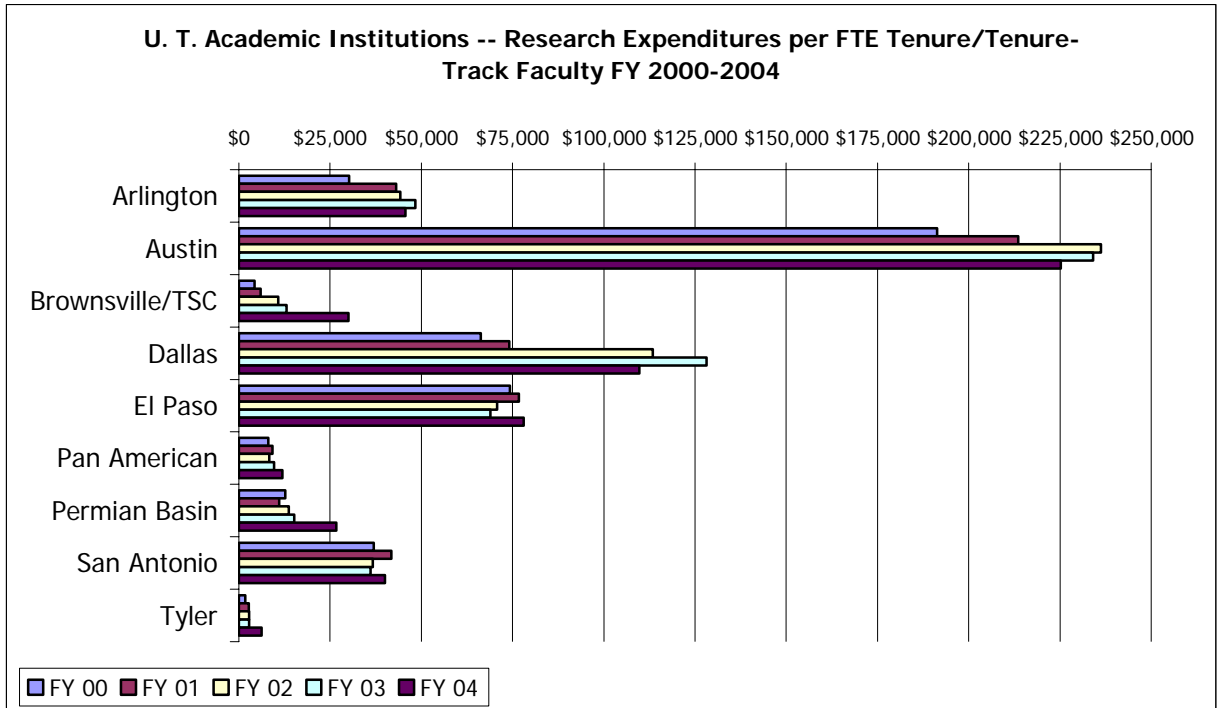
Research Expenditures per FTE Tenure/Tenure Track Faculty -- U. T. Academic Institutions FY 2000-2004

	FY 2000			FY 2001			FY 2002		
	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty
Arlington	\$14,552,315	482	\$30,192	\$19,966,034	463	\$43,123	\$21,072,964	476	\$44,271
Austin	295,901,287	1,547	191,274	321,580,736	1,506	213,533	366,355,359	1,551	236,206
Brownsville	299,359	70	4,277	635,365	107	5,938	1,286,638	119	10,812
Dallas	15,923,269	240	66,347	18,531,582	250	74,126	27,444,057	242	113,405
El Paso	27,784,046	374	74,289	29,003,608	378	76,729	27,328,772	386	70,800
Pan American	2,175,562	270	8,058	2,601,598	282	9,226	2,605,758	312	8,352
Permian Basin	811,973	64	12,687	737,853	67	11,013	980,905	72	13,624
San Antonio	10,613,082	287	36,979	11,751,323	281	41,820	12,402,017	338	36,692
Tyler	210,747	120	1,756	342,206	126	2,716	375,821	133	2,826

	FY 2003			FY 2004		
	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty
Arlington	\$23,314,938	482	\$48,371	\$22,417,130	491	\$45,656
Austin	376,403,651	1,608	234,082	382,391,771	1,698	225,201
Brownsville	1,558,306	119	13,095	3,273,326	109	30,031
Dallas	32,547,141	254	128,138	31,274,590	285	109,735
El Paso	27,847,152	404	68,929	32,067,735	411	78,024
Pan American	3,193,419	332	9,619	4,309,262	362	11,904
Permian Basin	1,118,184	74	15,111	1,895,564	71	26,698
San Antonio	14,547,732	403	36,099	16,516,457	413	39,991
Tyler	411,275	146	2,817	894,034	143	6,252

Source: Sponsored Research Expenditures from 1999-2003 Survey of Research Expenditures Submitted to the Texas Higher Education Coordinating Board; these include indirect costs and pass-throughs to institutions. FTE faculty from THECB.

Figure II-6



Private Funding

Table II-10

Endowed Faculty Positions – U. T. Academic Institutions

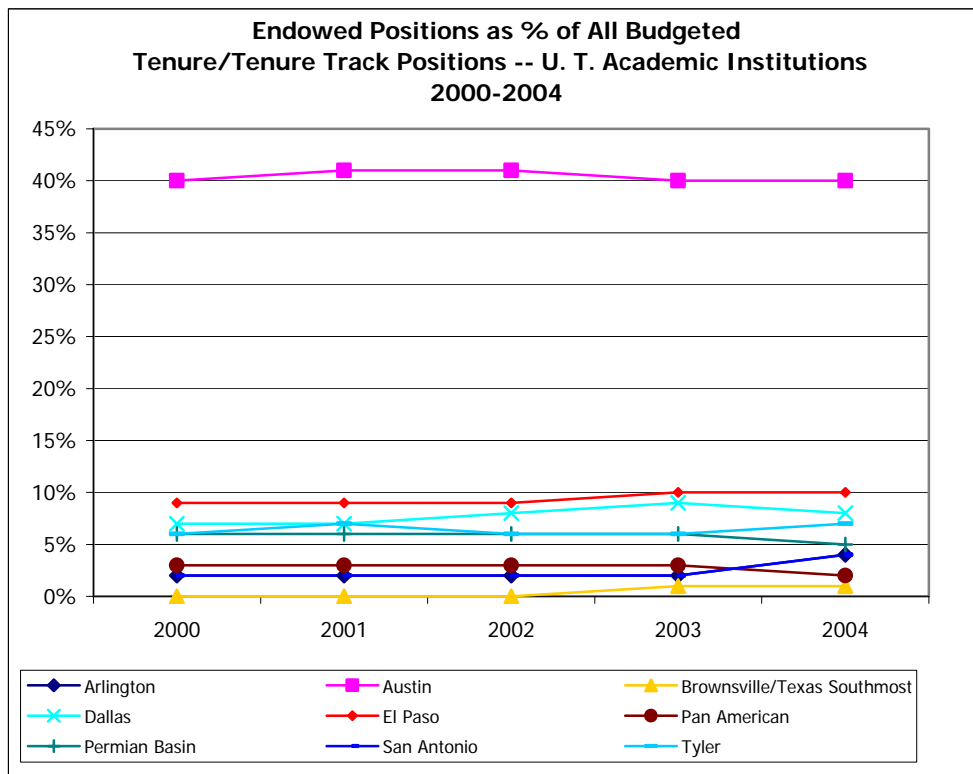
		FY 00	FY 01	FY 02	FY 03	FY 04
Arlington	Total Budgeted Endowed Professorships and Chairs	10	10	12	12	20
	Number Filled	5	5	7	7	9
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	2%	2%	2%	2%	4%
Austin	Total Budgeted Endowed Professorships and Chairs	705	715	725	731	738
	Number Filled	510	540	565	590	598
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	40%	41%	41%	40%	40%
Brownsville/ Texas Southmost	Total Budgeted Endowed Professorships and Chairs	--	--	--	3	3
	Number Filled	--	--	--	2	3
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	0%	0%	0%	1%	1%
Dallas	Total Budgeted Endowed Professorships and Chairs	20	20	23	29	25
	Number Filled	20	20	23	29	20
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	7%	7%	8%	9%	8%
El Paso	Total Budgeted Endowed Professorships and Chairs	37	38	38	44	46
	Number Filled	31	29	26	38	35
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	9%	9%	9%	10%	10%
Pan American	Total Budgeted Endowed Professorships and Chairs	8	8	8	8	8
	Number Filled	2	2	2	2	4
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	3%	3%	3%	3%	2%
Permian Basin	Total Budgeted Endowed Professorships and Chairs	5	5	5	5	5
	Number Filled	4	5	5	4	5
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	6%	6%	6%	6%	5%
San Antonio	Total Budgeted Endowed Professorships and Chairs	8	9	10	11	20
	Number Filled	7	6	6	6	7
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	2%	2%	2%	2%	4%
Tyler	Total Budgeted Endowed Professorships and Chairs	8	9	9	9	11
	Number Filled	6	6	7	7	6
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	6%	7%	6%	6%	7%

Source: U. T. System Academic Institutions

- Endowed professorships and chairs significantly supplement the faculty positions that institutions are able to support with state appropriations, tuition, grants, and other sources of funding.
- Endowed positions help institutions compete for, recruit, and retain top faculty. These hires, in turn, help institutions achieve excellence in targeted fields.
- These endowments reflect the specific fundraising environment for each institution, which are influenced by local and regional economic conditions.
- In response to the recommendations of the WAG report (see above, p. II-9), a number of institutions are increasing resources and plans to expand fundraising efforts. These plans are reflected in their institutional Compacts and may be expected, over time, to result in continued or even faster increases in the numbers of endowed positions on many U. T. System campuses.

- With the addition of U. T. Brownsville/Texas Southmost College's three positions in 2003, every U. T. institution now has endowed positions.
- From FY 2000 to FY 2004, U. T. Arlington doubled the number of its endowed professorships and chairs.
- U. T. El Paso increased the number of its endowed positions by over 25% from 2000 to 2004.
- At U. T. San Antonio, the number of endowed positions increased by 50% from 2000 to 2004.
- From 2000 to 2004, U. T. Tyler nearly doubled its endowed positions.
- The majority of these positions are filled each year. Open positions provide flexibility or reflect the timing of making academic hires in a highly competitive environment. The openings may result from such situations as retirements, deaths, declined offers, or other circumstances that arise in a given academic year.

Figure II-7



Faculty Awards and Honors

- The faculty of the U. T. System receives a wide range of honors and awards. Those listed here are perpetual, lifetime awards received by faculty members on or before September 1, 2004.

Table II-11

Cumulative Honors – U. T. Academic Institutions				
	Total	UTA	UT Austin	UTD
Nobel Prize	4		2	2
Pulitzer Prize	1		19	
National Academy of Sciences	20		18	2
National Academy of Engineering	46		45	1
American Academy of Arts and Sciences	38		37	1
American Law Institute	23		23	
American Academy of Nursing	24	11	13	

Source: U. T. System Academic Institutions

- Faculty at U. T. academic institutions receive many other prestigious awards, honors, prizes, and professional recognitions. Additional information on specific honors is available in the Institutional Profiles, Section V.
- Noteworthy awards received in 2003-2004 are listed below.
- U. T. Austin faculty received five Guggenheim fellowships, a noteworthy accomplishment in a single academic year.
- U. T. Pan American faculty received three Fulbright scholarships, a notable accomplishment.

Table II-12

Faculty Awards Received in 2003-04 – U. T. Academic Institutions						
	UTA	UT Austin	UTB/ TSC	UTD	UTEP	UTPA
Nobel				1		
National Academy of Sciences		1				
National Academy of Engineering		1				
American Academy of Arts & Sciences		3				
American Academy of Nursing	2					
American Association for Advancement of Science Fellows				1		
American Council of Learned Societies Fellows		2				
Fulbright American Scholars	1	7	1	1	4	3
Guggenheim Fellows		5				
National Institutes of Health (NIH) MERIT		1				
NSF CAREER awards (excluding those who are also PECASE winners)		19		1		
Sloan Research Fellows		5				

Source: U. T. System Academic Institutions

Technology Transfer – System Overview

Table II-13

**Aggregate U. T. System Technology Transfer
2001 to 2003**

Total New Invention Disclosures			Total Patents Issued			Total Licenses & Options Executed		
2001	2002	2003	2001	2002	2003	2001	2002	2003
455	474	520	99	101	99	109	97	151

Public Start-up Companies Formed			Total Gross Revenue Received from Intellectual Property		
2001	2002	2003	2001	2002	2003
18	16	12	\$22,907,414	\$26,555,136	\$24,564,924

Source: Texas Higher Education Coordinating Board Technology Development and Transfer Survey

- According to the U.S. Patent and Trademark Office, when academic and health-related institution patents are combined, in 2003 the U. T. System ranked fourth in number of patents issued (96), up from fifth (with 93) in 2002. The University of California System topped the list, as it has for the past ten years, with 439 in 2003 and 431 in 2002. [*Chronicle of Higher Education*, March 5, 2004; United States Patent Office release, Feb. 9, 2004].

Table II-14

**Patents Issued by U. S. Patent and Trademark Office
Top-Ranked Universities
2002 and 2003**

	2002		2003	
	Rank	# Patents	Rank	# Patents
University of California	1	431	1	439
Massachusetts Institute of Technology	2	135	3	127
California Institute of Technology	3	109	2	139
University of Texas System	5	93	4	96
Stanford University	4	104	5	85
Johns Hopkins University	6	81	7	70
University of Wisconsin System	6	81	6	84
University of Michigan	12	47	8	63
Columbia University	13	45	9	61
Cornell University	21	35	10	59
University of Florida	15	42	19	59

Source: Chronicle of Higher Education, March 5, 2004.

Technology Transfer 2001 and 2002 – U. T. Academic Institutions

Table II-15

U. T. Academic Institution Technology Transfer Trends

	Total New Invention Disclosures			Total Patents Issued			Total Licenses & Options Executed		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Arlington	5	11	21	3	2	2	1	1	0
Austin	85	83	69	20	21	28	34	24	20
Dallas	16	12	33	5	5	6	6	0	2
El Paso	7	10	10	0	0	0	1	0	0
Total Academic Institutions	113	116	133	28	28	36	42	25	22

	Public Start-up Companies Formed			Total Gross Revenue Received from Intellectual Property		
	2001	2002	2003	2001	2002	2003
Arlington	0	1	0	92,074	\$ 113,250	\$ 35,606
Austin	11	4	6	2,768,769	5,008,592	4,301,165
Dallas	0	0	0	241,799	47,971	149,093
El Paso	0	0	0	750	750	30,150
Total Academic Institutions	11	5	6	\$ 3,103,392	\$ 5,170,563	\$ 4,516,014

Source: Texas Higher Education Coordinating Board Technology Development and Transfer Survey.

- Technology transfer success begins with new invention disclosures; these should increase over time in order to increase the number of patents issued, licenses executed, and revenues received from licenses and options executed.
- Patents issued to U. T. Austin increased by one third between 2002 and 2003, to 28.
- Gross revenue from intellectual property more than doubled at U. T. Austin between 2001 and 2002. It increased significantly at U. T. El Paso, to \$30,150 in 2003.
- However, the pace of technology transfer has been comparatively slow over the past three years due to a combination of factors including the recent economic downsizing which reduced the amount of venture activity and product innovation.
- The development associated with major investments, like U. T. Austin's and U. T. Dallas's Strategic Partnership for Research in Nanotechnology (see examples of research collaborations, below) are expected to help reverse this trend.
- Other U. T. academic institutions, like U. T. El Paso, are in earlier stages of developing the necessary infrastructure to build technology transfer and commercialization programs.

Faculty Headcount – U. T. Academic Institutions

- Nationally, 38 percent of instructional faculty are women; most U. T. academic institutions meet or exceed this figure (*Chronicle of Higher Education*, 12.3.04), although the proportion has declined slightly at U. T. Pan American, U. T. Permian Basin, and U. T. Tyler.

Table II-16

Tenure/Tenure-Track Faculty Headcount: Professors, Associate Professors, Assistant Professors, Instructors						
	Fall	1999	2000	2001	2002	2003
Arlington		557	535	525	524	532
Austin		1,803	1,800	1,833	1,904	1,897
Brownsville/TSC		189	209	221	218	228
Dallas		264	279	284	309	331
El Paso		412	410	426	437	441
Pan American		317	317	325	351	376
Permian Basin		74	76	81	81	81
San Antonio		389	405	421	450	449
Tyler		125	131	138	150	146

Source: Texas Higher Education Coordinating Board and UTB/TSC

Table II-17

Headcount: All Instructional Staff*						
	Fall	1999	2000	2001	2002	2003
Arlington		1,180	1,192	1,216	1,255	1,302
Austin		3,168	3,265	3,308	3,418	3,342
Brownsville/TSC		428	453	469	502	537
Dallas		576	596	655	716	743
El Paso		862	867	923	956	919
Pan American		686	738	628	667	716
Permian Basin		135	146	139	158	192
San Antonio		904	949	999	1,089	1,159
Tyler		274	257	285	302	293

*All Instructional Staff includes Professors, Associate Professors, Assistant Professors, Instructors, Lecturers, Teaching Assistants, Visiting Teachers, and Special, Adjunct, and Emeritus faculty at the institution.

Source: Texas Higher Education Coordinating Board and UTB/TSC

Figure II-8

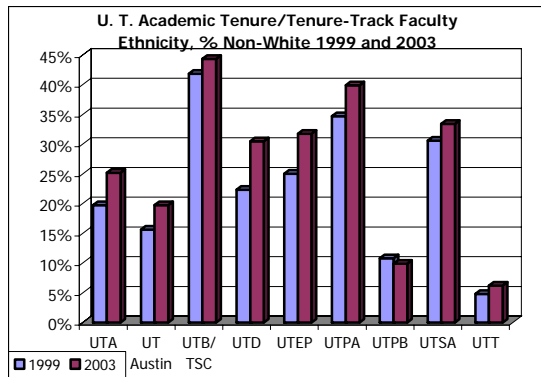


Figure II-9

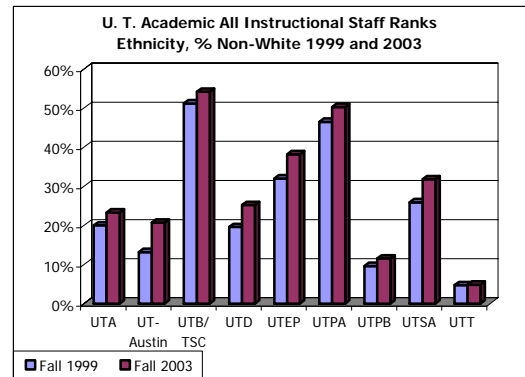


Figure II-10

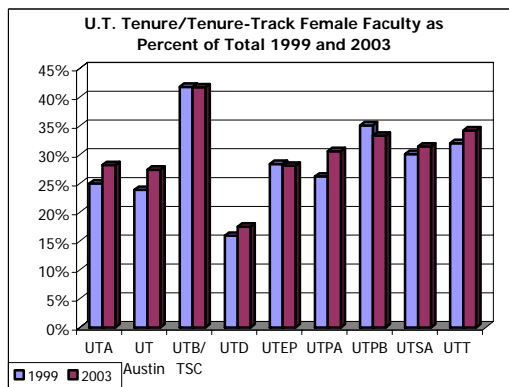
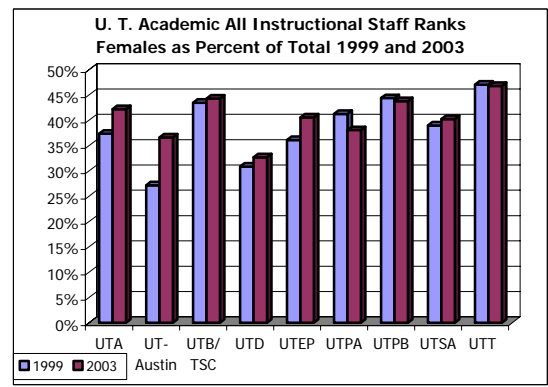


Figure II-11



Staff Headcount

Table II-18

Classified, Administrative/Professional and Student Employee Headcount U. T. Academic Institutions*							
	Total	AY	00-01	01-02	02-03	03-04	04-05
Arlington	Classified		1,057	1,252	1,275	1,254	1,301
	Administrative/Professional		327	968	444	424	446
	Student Employees		1,521	1,026	1,737	1,724	2,145
Austin	Classified		6,594	7,941	8,060	7,642	7,858
	Administrative/Professional		2,706	3,279	3,292	3,255	3,320
	Student Employees		6,842	7,767	7,929	7,875	8,137
Brownsville/TSC	Classified		880	1,094	1,030	985	978
	Administrative/Professional		183	197	223	233	263
Dallas	Classified		1,084	813	858	875	906
	Administrative/Professional		388	507	577	591	600
	Student Employees		52	426	888	981	1,051
El Paso	Classified		666	1,036	1,054	951	937
	Administrative/Professional		913	1,231	1,247	1,141	1,174
	Student Employees		880	980	1,064	1,028	1,176
Pan American	Classified		693	812	819	828	872
	Administrative/Professional		1,336	1,380	1,319	1,422	1,281
	Student Employees		4	6	92	78	40
Permian Basin	Classified		130	146	160	167	179
	Administrative/Professional		70	79	89	84	93
	Student Employees		115	123	149	163	203
San Antonio	Classified		1,184	1,429	1,477	1,434	1,509
	Administrative/Professional		300	330	387	632	742
	Student Employees		547	608	627	717	870
Tyler	Classified		191	225	232	236	271
	Administrative/Professional		34	43	54	64	63
	Student Employees		127	172	227	238	319

*Classified staff includes positions which do not entail significant instructional or administrative responsibilities.

Administrative and professional staff exclude faculty positions; therefore, these positions do not entail significant direct instructional activities. Student employees are those positions for which student status is a condition of employment.

Source: U. T. System Common Data Warehouse

Figure II-12

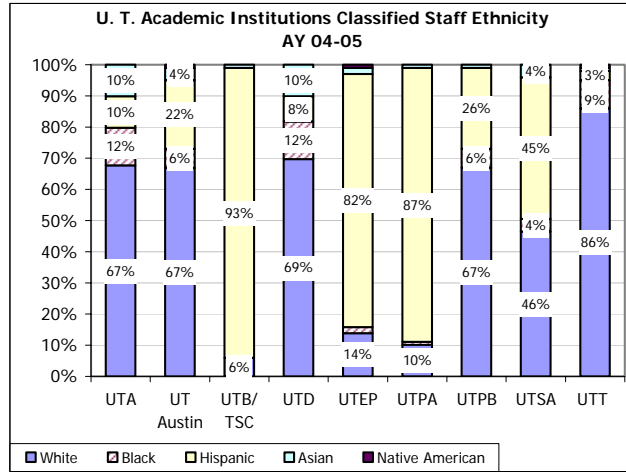


Figure II-13

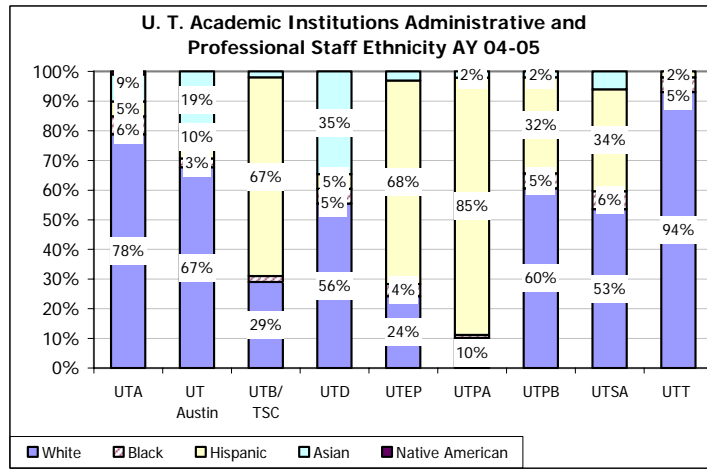
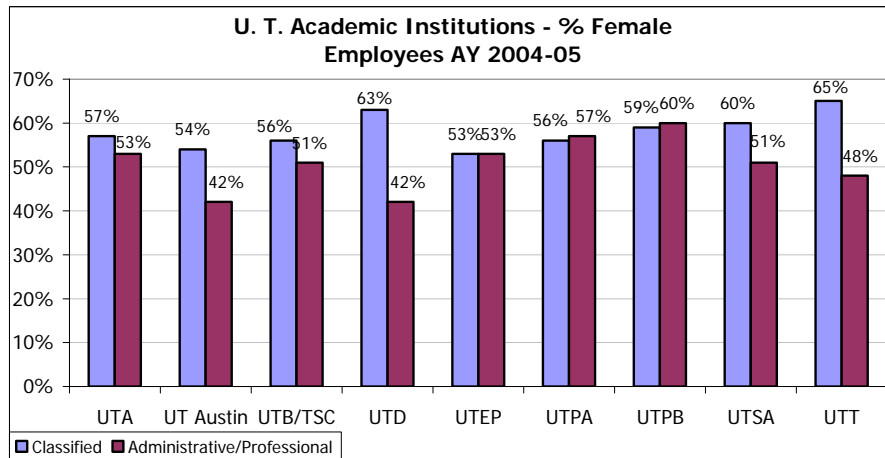


Figure II-14



Student/Faculty Ratios

Table II-19

FTE Student / FTE Faculty Ratio -- U.T. Academic Institutions		AY	99-00	00-01	01-02	02-03	03-04
Arlington	FTE Students		13,714	14,386	15,322	17,160	18,467
	FTE Faculty		720	722	752	782	834
	Ratio		19 to 1	20 to 1	20 to 1	22 to 1	22 to 1
Austin	FTE Students		41,688	42,772	43,629	45,700	45,144
	FTE Faculty		2,048	2,035	2,101	2,167	2,252
	Ratio		20 to 1	21 to 1	21 to 1	21 to 1	20 to 1
Brownsville/TSC	FTE Students*		5,765	5,866	5,912	6,354	6,832
	FTE Faculty**		308	326	349	360	382
	Ratio		19 to 1	18 to 1	17 to 1	18 to 1	18 to 1
Dallas	FTE Students		6,681	7,404	8,507	9,192	9,797
	FTE Faculty		358	374	380	424	468
	Ratio		19 to 1	20 to 1	22 to 1	22 to 1	21 to 1
El Paso	FTE Students		10,863	11,270	12,087	12,816	13,497
	FTE Faculty		592	618	651	678	656
	Ratio		18 to 1	18 to 1	19 to 1	19 to 1	21 to 1
Pan American	FTE Students		9,133	9,179	9,821	10,521	11,689
	FTE Faculty		452	470	476	511	556
	Ratio		20 to 1	20 to 1	21 to 1	21 to 1	21 to 1
Permian Basin	FTE Students		1,500	1,554	1,637	1,847	2,129
	FTE Faculty		90	92	99	106	118
	Ratio		17 to 1	17 to 1	17 to 1	17 to 1	18 to 1
San Antonio	FTE Students		13,054	13,274	14,264	15,934	18,203
	FTE Faculty		532	529	594	660	696
	Ratio		25 to 1	25 to 1	24 to 1	24 to 1	26 to 1
Tyler	FTE Students		2,172	2,316	2,502	2,862	3,390
	FTE Faculty		191	194	204	218	217
	Ratio		11 to 1	12 to 1	12 to 1	13 to 1	16 to 1

*Includes students who matriculate through Texas Southmost College

**Includes faculty in Master Technical Instructor ranks

Source: Texas Higher Education Coordinating Board

- The number of full-time-equivalent students and faculty has increased over the past five years at all nine U. T. System academic institutions.
- At the same time, ratio of FTE students to FTE faculty has increased slightly at seven institutions, as the number of students has increased at a faster pace than the number of faculty.
- The ratio of FTE students to FTE faculty has remained nearly constant at U. T. Austin.
- Institutions must balance the advantages of smaller classes—a criterion that has an impact on their national rankings—with the efficiency that a higher student/faculty ratio may confer.

Tenure/Tenure-Track and Professional Faculty Teaching Lower Division Courses

Table II-20

Faculty Teaching Lower Division Semester Credit Hours -- U. T. Academic Institutions						
	Faculty Rank	AY 99-00	AY 00-01	AY 01-02	AY 02-03	AY 03-04
Arlington	Tenure/Tenure-Track	43.6%	40.0%	40.3%	36.8%	36.1%
	Professional	46.6	49.1	51.2	53.8	56.0
Austin	Tenure/Tenure-Track	50.4	48.2	46.0	45.6	49.3
	Professional	31.4	32.3	35.2	36.2	33.6
Brownsville/TSC*	Tenure/Tenure-Track	64.9	64.7	71.0	64.4	59.4
	Professional	35.1	35.3	29.0	35.6	40.6
Dallas	Tenure/Tenure-Track	38.6	35.6	33.3	29.8	29.6
	Professional	56.7	60.4	63.1	65.9	65.8
El Paso	Tenure/Tenure-Track	48.3	47.7	40.1	39.3	41.9
	Professional	47.7	48.6	54.6	55.9	54.2
Pan American	Tenure/Tenure-Track	48.2	45.8	46.6	45.4	48.0
	Professional	45.5	51.9	48.8	52.3	49.0
Permian Basin	Tenure/Tenure-Track	68.1	64.2	67.8	51.2	48.0
	Professional	30.6	32.8	31.6	46.9	50.3
San Antonio	Tenure/Tenure-Track	38.4	44.1	44.4	45.6	43.1
	Professional	59.6	53.1	53.9	52.4	54.2
Tyler	Tenure/Tenure-Track	70.9	73.9	66.3	71.5	62.4
	Professional	29.1	26.1	33.7	26.9	36.3

* TSC data not included

Source: Texas Higher Education Coordinating Board

- This measure illustrates the distribution of lower-division teaching between tenure/tenure-track and professional faculty. Teaching by both groups is necessary to cover all scheduled classes within the resources available to each institution.
- Since 2000, the proportion of tenure/tenure-track faculty teaching lower division semester credit hours has decreased at every U. T. academic institution except U. T. San Antonio. At U. T. Austin, where the proportion began to increase again in 2004, the campus goal is to have at least 60 percent of undergraduate courses taught by tenure/tenure-track faculty.
- Tenure and tenure-track faculty have responsibilities to teach, conduct research, and perform service on behalf of their institution. Once tenured, they become permanent members of an institution's faculty.
- Professional faculty include instructors who bring special expertise but are not on tenure track: adjuncts, those with special appointments, visiting professors, emeritus professors, and lecturers; this group excludes teaching assistants.

Training Postdoctoral Fellows

Table II-21

Postdoctoral Fellows – U. T. Academic Institutions

	FY 00	FY 01	FY 02	FY 03	FY 04
Arlington	19	25	25	30	27
Austin	384	390	379	365	385
Brownsville/Texas Southmost	0	0	1	6	4
Dallas	41	41	49	39	56
El Paso*	6	3	2	7	17
Pan American	-	-	-	1	2
Permian Basin	0	0	1	2	0
San Antonio	6	11	15	19	20

*As at most universities, postdoctoral fellow positions are diverse. In the last year UTEP has made an effort to ensure that they are appointed in the proper categories, making it easier to track them.

Source: U. T. System Academic Institutions

- The number of postdoctoral fellows at an institution is one measure of the size and growth of its advanced research programs. Postdoctoral fellowships are typically funded by public grants or private gifts, so these positions demonstrate the impact of an institution's success in obtaining external funding to support its research programs.
- These numbers also indicate the service U. T. academic institutions provide in preparing researchers who are likely to make the discoveries that advance fields in the future.
- Postdoctoral fellows have increased significantly over the past five years at most U. T. academic institutions, and dramatically at several: at U. T. Arlington 2004 by over 40 percent; quadrupled at U. T. Brownsville/Texas Southmost College; increased by more than one-third at U. T. Dallas; nearly tripled at U. T. El Paso; and nearly quadrupled at U. T. San Antonio.
- These changes reflect a growing emphasis on and success in acquiring research and external funding.

Examples of Externally Funded Research Collaborations

- The U. T. System has made it a high priority to increase the research collaborations among U. T. institutions as well as organizations outside of U. T.
- These collaborations achieve economies of scale and greatly improve the quality of research by leveraging faculty, external funding, and facilities resources beyond the scope that any individual institution could bring to bear on a research problem.
- The scope of U. T. research is very large. Below are examples from each institution of current and high priority collaborative research projects.
- A more extensive list of collaborations is available at: [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>].

Table II-22

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. Arlington		
Optical Imaging	Applies optical imaging in medicine. Collaborations include image guided surgery for implantation of deep brain stimulators to treat Parkinson's disease as well as laparoscopic surgery for removal of gallstones. Additionally, optical imaging which diagnoses and guides the treatment of diabetic foot to prevent lower limb amputation is being investigated. A study of breast cancer tumor growth using optical imaging is underway. Other areas of collaboration include treatment of urinary incontinence; body reaction to implants such as breast implants; gene therapy; controlled drug release; characterization of corneal fibroblast; obesity and respiration; modeling of cerebral blood flow autoregulation; and magnetic anchoring of organs for minimally invasive surgery.	UT Arlington, UTSWMC Dallas
Strategic Partnership for Research in Nanotechnology	Fosters nanotechnology-based education and research, and university/industry technology transfer in Texas.	UT Arlington, UT Austin, UT Dallas, and Rice University
Experimental High Energy Physics	Designs, installs, and operates physics detectors; to analyze data from collisions at the world's highest energy particle colliders; to conduct an experimental study of the elementary particles that make up all known matter.	UT Pan American, Texas Tech University, Southern Methodist University, Rice University, Fermi National Accelerator Lab
U. T. Austin		
The Institute for Computational Engineering and Sciences	An interdisciplinary research center for faculty and graduate students in computational sciences and engineering, mathematical modeling, applied mathematics, software engineering, and computational visualization which supports five research centers and numerous research groups, new research units in distributed and grid computing, computational biology, biomedical science and engineering, computational materials research, and many others are planned over the next four years.	UT System campuses, Texas Advanced Computing Center, TeraGrid, National Lambda Rail project.
Waggoner Center for Alcohol and Addiction Research	Develops solutions for the prevention and cure of alcoholism. Through genetic and environmental research, provides humanity with a better understanding of the disease of alcoholism and will ultimately lead to effective early warning, treatment, and hopefully a cure for the disease and the related illness of addiction.	<i>Waiting on a reply from the Center to identify collaborators.</i>
Texas Advanced Computing Center (TACC)	Helps build a distributed national cyberinfrastructure, the Tera-Grid, to service the nation's science and engineering community. Develop a unified user support infrastructure and software environment to allow users to access storage and information resources as well as over a dozen major computing systems via a single allocation, either	National Center for Supercomputing Applications at the University of Illinois at Urbana-Champaign, Pittsburg Supercomputing Center at the

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
	as stand-alone resources or as components of a distributed application using Grid software capabilities. Partners include: National Science Foundation, Argonne National Laboratory, Caltech Center for Advanced Computing Research, Indiana and Purdue University,	University of Pittsburgh and Carnegie Mellon University, San Diego Supercomputing Center, et. al.
Ukert-UT Circular Heart	Develops a cheaper, safer, more efficient heart pump. The prototype Ukert-UT left ventricle assist devise (LVAD) uses two independent pistons propelled by electromagnets to push blood inside a circular tube. This eliminates the need for external valves that potentially could reduce blood clotting, strokes, and further damage to the heart.	UT Austin Biomedical Engineers, UTHSC-Houston
Countermeasures to Biological and Chemical Threats	Develops human and material resources to counter biological/chemical threats and bio-terrorism; to develop sensors to biological threat agents; to develop vaccines; to establish an archival data set of diseases in Texas; to conduct surveillance in real time of patients entering emergency medical facilities.	UT System campuses, Texas Department of Health, Civil Support Team, Office of Emergency Management
Strategic Partnership for Research in Nanotechnology	Promotes nanotechnology research and scholarly publications, workshops, patents and technology licenses, undergraduate courses, and graduate student education.	Rice University, UT Dallas, UT Arlington
Education and Group Support for Diabetic Hispanics	Tests behavioral interventions designed for Mexican-Americans in order to overcome genetic predisposition for diabetes in this high-risk population.	UTHSC–Houston School of Public Health
Armenia ICT Master Strategy Development	IC2 is working with SETA Corporation and the Armenian government to create an ICT master strategy for the nation.	Government of Armenia (Armenian Development Agency and ICT Secretariat), SETA Corporation
U. T. Brownsville/Texas Southmost College		
The International Virtual Data Grid Laboratory (iVDGL)	Provides an international Virtual-Data Grid Laboratory of unprecedented scale and scope, comprising heterogeneous computing and storage resources in the U.S., Europe and ultimately other regions linked by high-speed networks, and operates as a single system for the purposes of interdisciplinary experimentation in grid-enabled, data-intensive scientific computing.	Over 40 universities and laboratories in U.S., Europe and Asia
Bahia Grande Restoration Project	Provides quantitative assessment of the recovery of the Bahia Grande (lower Laguna Madre) at the system level using integrated and comprehensive approaches and partnerships.	USFWS; UT Pan American, Texas A&M University, Texas A&M University-Corpus Christi
Project EXPORT	Aims to build research capacity at UTB/TSC to promote participation and training in biomedical research among health disparity populations. The project encompasses research on health disparities in Hispanics, provides a source of data on Hispanic health, develops and evaluates intervention strategies for Hispanic cultures, evolves research collaborations with other Hispanic communities, and builds research capacity in South Texas LRGV. Has led to the creation of the first Hispanic Health Research Center in the nation, which serves as the hub of Project EXPORT at UTB/TSC.	School of Public Health, UTHSC-Houston
U. T. Dallas		
Strategic Partnership for Research in Nanotechnology	A consortium that collaborates on research projects, programs, conferences and the development of joint facilities and infrastructure to position the state as a center for education, research and development in the science of nanotechnology.	Rice University, UT Dallas, UT Austin, UT Arlington

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
fMRI Brain Mapping	Conducts brain mapping research: to seek federal and private funding for a research-dedicated fMRI machine; to develop new treatments of mental disorders and brain diseases.	UTSWMC 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.	UTSWMC Dallas
U. T. El Paso		
Texas Engineering and Technical Consortium: Launching the Texas Engineering Education Pipeline	Collaborative research with Engineering and Education partners to increase retention of undergraduate students in engineering, utilizing innovative pedagogical strategies and studying long- and short-term impacts on student retention.	UTEP Colleges of Engineering and Education, Baylor University, Lamar University, Prairie View A&M University, Rice University, Southern Methodist University, St. Mary's University of San Antonio, Texas A & M University, UT Arlington, UT Austin, UT San Antonio
Fund for the Improvement of Post-Secondary Education (FIPSE) – Latino Student Success at Hispanic-Serving Institutions	The project developed tools that help institutions assess the effectiveness of existing resource and strategies in retaining and graduating Latino Students and identify commonalities through NSSE data, IPEDS data, self-reported institutional data, and Title V grants.	California State University Los Angeles, California State University Dominguez Hills, CUNY Lehman College, CUNY New York City College of Technology, UTSA
National Science Foundation-ADVANCE Transformation for Faculty Diversity	A program dedicated to the recruitment, retention, and advancement of women and underrepresented minorities employed in academic science and engineering disciplines.	University of California-Irvine, University of Colorado-Boulder, CUNY-Hunter College, Georgia Institute of Technology, University of Michigan, New Mexico State University, University of Puerto Rico-Humacao, University of Washington-Seattle, University of Wisconsin-Madison
U. T. Pan American		
U. S. Hispanic Nutrition and Research Education Center	Focuses on understanding how diet and nutrition, combined with genetic, social, psychological, socioeconomic, cultural and environmental factors, affect the health of the U.S. Hispanic population, especially in South Texas.	UTHSC-San Antonio, Regional Academic Health Center-Harlingen
VaNTH Biomedical Engineering	Develops learning modules for bioengineering based on effective learning theory.	MIT, Vanderbilt University, Northwestern University, UT Austin, Harvard, UT San Antonio
Advanced Process Technologies for Controlling Functional Nanostructures and Polymer/Nanotube Composites	Investigates the composites for promising applications of nanotechnology such as photocells, photo detectors, electroluminescent displays, and EMI shielding.	Rice University
U. T. Permian Basin		
Center for Energy and Economic Diversification (CEED)	Research, training, and technology transfer activities on issues facing the region's primary industry, energy; to conduct research on bio-mass conversion into fuel, energy security, and alternative	Welch Foundation, Texas Higher Education Coordinating Board Advanced Technology

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
	energy technologies and economics.	Program
EDA University Center	Works with local governments and regional planning authorities on applied research to assist in economic development in the region; to increase economic activity in West Texas.	U.S. Economic Development Administration, Monahans EDC, La Entrada Al Pacifico Rural Rail District, McCamey EDC
Faculty Research	Research collaboration of Biology Professor Douglas P. Henderson with Professor John S. Olson of Rice University, leading to co-inventor patent application for making hemoglobin in bacteria for use as a blood substitute.	Rice University
U. T. San Antonio		
San Antonio Life Sciences Institute (SALSI)	Strengthens collaboration between the UTHSC–SA and UTSA and enhances their research, teaching, and service missions. Research proposals submitted in a variety of scientific disciplines ranging from biomechanics, cancer biology, and computational sciences, to health care disparities. Three educational proposals were received in diverse areas, as well. (See also Educational Collaboration with UTHSC-SA in Ph.D. in Biomedical Engineering)	UTHSC-San Antonio
Center for Infrastructure Assurance and Security and Center of Excellence in Biotechnology and Bioprocessing Education and Research	Conducts current research in Biometrics, Intrusion Detection, Wireless Technologies, Steganography, Database, and Data Mining to assist in new technologies and better processes for these types of technologies. Creation of a Center for Research and Education in various aspects of Bioprocessing and Biotechnology.	Air Force Research Labs and Air Intelligence Agency UTSA, Air Force, City of San Antonio
UTSA College of Sciences, Department of Physics and Astronomy	The M.S. and Ph.D. degrees in physics will be offered by the Department of Physics and Astronomy in the UTSA College of Sciences in collaboration with the Southwest Research Institute (SwRI) Space Science and Engineering Division. The programs are designed to prepare graduates to make significant contributions to the evolution of space technologies and research, the nation's biomedical infrastructure and the rapidly advancing scientific and technological capabilities in the city, region, state, and nation. Students will have the opportunity to participate in a process of development, testing, and integration of instrumentation for space science missions, an area in which SwRI has played a leading role for decades.	Southwest Research Institute (SwRI) Space Science and Engineering Division.
U. T. Tyler		
The Aging RN Workforce	To decrease risks of injury/illness in RNs and other personnel via environmental interventions.	UTHC-Tyler medical staff
U. T. Tyler	Participation in the U. T. System Assessment of Teacher Preparation Programs conducted by the National Center for Educational Accountability.	UT Austin
Launching the Texas Engineering Education Pipeline: Deploying the Infinity Project Statewide	Helps educators deliver a maximum of engineering exposure with a minimum of training, expense, and time; to help students see the real value of math and science and its varied applications to high tech engineering.	UT Austin, UT Dallas, UT Arlington, SMU, Rice, Baylor, Texas Instruments

Examples of Educational Collaborations

- The U. T. System encourages educational collaborations among U. T. institutions as well as with organizations outside of U. T.
- These collaborations achieve economies of scale and help extend the scope and quality of educational programs by leveraging faculty and learning resources beyond the scope that any individual institution could bring to bear.
- Below are examples from each institution of current and high priority collaborative educational projects.
- A more extensive list of collaborations is available at: [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>].

Table II-23

Examples of Educational Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. Arlington		
The Texas TWO-STEP Projects	Offers seamless transition pathways from high schools to community colleges and on to universities.	Dallas County Community College District, Tarrant County College District, Collin County Community College District
Closing the Gap: Ethnic/Racial Diversity in Nursing	To increase the number of underrepresented minorities enrolled and graduating with degrees in nursing.	Texas Health Resources, St. Paul Hospital, Zale Lipshy University Hospital, Parkland Health & Hospital System, Methodist Medical Center, Harris Methodist Fort Worth Hospital, Osteopathic Medical Center of Texas, John Peter Smith Health Network, North Texas Division of HCA, Medical City of Dallas
UTA School of Social Work/West Texas A&M University (WTAMU) Joint Degree Program	Delivers graduate Social Work education in the Texas Panhandle leading to the Masters of Science in Social Work; meets the need for professionally trained master's level social workers in the Texas Panhandle and South Plains area.	West Texas A&M University, Canyon
U. T. Austin		
Texas Advanced Computing Center (TACC)	Builds the high-speed Lonestar Education And Research Network (LEARN) for Texas higher education institutions and construct the Texas Internet Grid for Research and Education (TIGRE) to enable these institutions to access and share resources, collaborate on research, and facilitate online teaching and remote learning. Gets Texas higher education working together.	More than 30 universities and medical research institutions in Texas.
College of Pharmacy Partnerships	Supports professional and graduate education and training. Cooperative Pharmacy Program with Hispanic Serving Institutions and the Joint Pharm.D. Program. Strengths of these partnerships lead to establishment of the College of Pharmacy Hispanic Center of Excellence in September 2003.	UT El Paso, UT Pan American, UTHSC-San Antonio, M.D. Anderson Cancer Center Science Park

Examples of Educational Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Coordinated Admissions Program	Manages freshmen enrollment and provide a means by which otherwise eligible Texas resident students not admitted by U.T Austin can, if they successfully complete a set course of study within a set time at a U. T. institution, is guaranteed admission to U. T. Austin.	UT Arlington, UT El Paso, UT Brownsville, UT Pan American, UT Permian Basin, UT San Antonio
School of Law Recruiting Initiatives	Enhances School diversity and student opportunity. The South Texas Recruitment Program commits 15 offers of admission to five designated south Texas schools. The Institutes Program provides intensive pre-law programs to assist students with law school preparation. Historically Black Colleges and Universities (HBCU). Recruitment programs are reaching more potential students. Better prepared students are being enrolled.	UT System Institutions, Texas A&M Institutions, HBCU Institutes.
DEFINE: Administrative Computing System	Provides, improves, and maintains a computing system that provides payroll, procurement, human resources, budget, financial accounting, and management services for Texas institutions of higher education.	UT Arlington, UT Brownsville, UT El Paso
UT System Digital Library (UTSDL)	Expands existing services and programs; creates entirely new options for access to scholarly information for the UT System community, including distance learners.	UT System Administration
Cooperative Pharmacy Program	Provides the Doctor of Pharmacy degree opportunities for South Texas institutions, graduates of the cooperative programs, and pharmacy professionals to meet the needs of the state, especially in traditionally underserved areas.	UT El Paso, UT Pan American
U. T. Brownsville/Texas Southmost College		
Cooperative Doctoral Program in Education	Increases access to doctoral education for residents in the Lower Rio Grande Valley, particularly Hispanics. Over 75 Ed.D. degrees have been awarded in the 16 years of this collaborative.	University of Houston
Health Careers Opportunity Program (HCOP) and Joint Admission Medical Program (JAMP)	Provides underrepresented minorities access to medical schools through facilitated admissions programs (Early Medical School Acceptance Programs).	UTMB Galveston, Baylor College of Medicine, Texas Tech University Health Science Center, Texas A&M System Health Science Center, University of North Texas Health Science Center/Texas College of Osteopathic Medicine, UTHSC-Houston, UTHSC-San Antonio
Pre-medical Opportunity Programs	Helps disadvantaged and underrepresented minority students gain access to medical, dental, physician assistant, veterinary medicine, and pharmacy schools; provides assistance and support for pre-medical (MCAT) and pre-dental (DAT) admission test preparations; conducts summer camps for underrepresented minority high school students from rural areas pursuing health care careers; and provides underrepresented minority students paid summer internships and other enriching educational experiences through Medical School Familiarization Programs.	UTHSC-Houston, UTHSC-San Antonio, UTMB Galveston, UTHSC-San Antonio Dental School, UTHSC-Houston Dental Branch, UT Austin, Texas A&M-Corpus Christi, Texas Tech University Health Science Center, University of North Texas Health Science Center - Fort Worth

Examples of Educational Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. Dallas		
Alliance for Medical Management Education	Provides customized programs in leadership, strategy, and operational improvement for major integrated health systems; to conduct research on important operational and strategic issues in healthcare organizations.	UTSWMC Dallas
Urban Collaborative for Educational Leadership	Provides a "grow-your-own" principal preparation program to help prepare a diverse group of individuals to serve as principals with partner ISDs; will certify approximately 20 new principals each year for the participating ISDs.	Dallas ISD, Richardson ISD, UT Arlington
Computer Science/Electrical Engineering (CE/EE) OnLine Degree Program	Provides telecommunications professionals with the ability to obtain a master's degree online.	UT Arlington, UT TeleCampus
U. T. El Paso		
UTEP/UT Austin Cooperative Pharmacy Program	Improving pharmacy manpower deficiencies of the region; offers pharmacy as a career opportunity for El Paso students; provides research opportunities for an underserved, understudied border population.	UT Austin, UT Pan American, UT San Antonio, many healthcare organizations in the area
Project Podemos	Development of effective models of parental engagement strategies through engagement of faculty, schools, and communities with pre-service teacher education students as action researchers.	AACTE (American Association of College Teacher Education), MetLife, UNT, UCF, USF, UI.
Title V Grant-EPCC/UTEP Transfer Program	A program to develop the transfer infrastructure to enable EPCC students to self-direct their transfer to UTEP, to develop a Transfer Center at EPCC's Valle Verde campus, to expand the Transfer Center at UTEP, and to develop Transfer Seminars and a communication plan to recruit and inform EPCC students about UTEP.	El Paso Community College
U. T. Pan American		
Doctor of Philosophy in Nursing, Clinical Nurse Scientist	Increasing the number of Ph.D.-trained nursing scientist faculty in the Rio Grande Valley.	UTHSC-San Antonio
Hispanic Pharmacy Center of Excellence (HCOE)	Remedies a severe shortage of Hispanic faculty members in College of Pharmacy throughout the country; educates students to understand demographic changes and health care realities of underserved and minority populations.	UT Austin, UT El Paso, UTHSC-San Antonio, Health Resources and Services Administration
Undergraduate Research Training Program Focused on Plant Responses	Provides research opportunities for undergraduate students in the sciences, especially biology.	Purdue University
U. T. Permian Basin		
UT TeleCampus Distance Education Programs	Delivery of one bachelor's and two master's programs to students throughout Texas and to sites throughout the world; delivery of coursework leading to Certification as a Superintendent for educational administrators located in Texas as well as throughout the world.	UT TeleCampus, UT Arlington, UT Brownsville, UT Dallas, UT El Paso, UT Pan American, UT San Antonio, UT Tyler
Regional College and University Collaborations	Expanding higher educational opportunities for students throughout West Texas; to encourage growth in enrollments at UT Permian Basin	Howard College, Midland College, Odessa College,

Examples of Educational Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
	and at partner institutions in West Texas.	Western Texas College, Angelo State University, Sul Ross State University
International University Collaborations	Expanding educational and cultural opportunities for students at UT Permian Basin and at the partner institution in the State of Chihuahua, Mexico, with exchange programs including annual Language Institutes, orchestral performances, and art exhibitions.	Universidad Autonoma de Chihuahua
U. T. San Antonio		
Ph.D. Program in Biomedical Engineering	Training for future scholars in the use of fundamental bioengineering approaches for the investigation of biomedical quests associated with the diagnosis and treatment of human diseases.	UTHSC-San Antonio
MBA Online Program in General Management	The 48-hour General Management MBA is a collaboration among eight accredited U. T. System institutions and is managed by the UT TeleCampus.	UT Arlington, UT Brownsville/Texas Southmost College, UT Dallas, UT El Paso UT Pan American, UT Permian Basin, UT San Antonio, UT Tyler
UTSA/UT Pan American	Inter-campus student experimentation and resource sharing for Dynamic Systems & Controls Laboratory courses.	UT Pan American
U. T. Tyler		
MS in Kinesiology	Makes available a degree program not otherwise accessible.	UT TeleCampus
MS in Environmental and Occupational Health	Proposed degree to meet the critical needs for Occupational Health and Public Health degrees for medical residents and other students.	UTHC-Tyler Dept. of Occupational Health
MS in Occupational Health	Degree articulation to make a needed health careers program available for East Texas students.	UTMB
BS in Clinical Laboratory Sciences (Medical Technology)	Collaborative degree plan to meet the critical needs for medical technology graduates in the region.	UTHC-Tyler, UTMB
DNS	Collaborative effort to prepare future nurse educators and scientists who would otherwise be unable to access the degree.	UT Houston
MSN—Women’s Health Nurse Practitioner	To meet the needs of the certification program at UT Southwestern—master’s level; to make available an NP specialty track not currently available in this region.	UTSWMC Dallas
MBA On-Line	Now serving about 400 students per semester. Each of the eight campuses not including UT Austin contributes two courses to the 16-course AACSB curriculum.	UT TeleCampus and all UT institutions except UT Austin
MSN-Nurse Practitioner degree (Family, Pediatric, Geriatric)	Increasing the number of advanced nurse practitioners in the region; to increase the quality of health care for residents of rural East Texas.	UTHC-Tyler, Texas Tech University Health Sciences Center School of Nursing
Master of Science in Nursing (Psychiatric, Acute Care)	Makes available specialty tracks not otherwise available.	UT Arlington, UTHC-Tyler

Contextual Measure: Faculty Salary Trends

Table II-24

Average Budgeted Salaries of Instructional Faculty by Rank U. T. Academic Institutions

FY	2000	2001	2002	2003	2004	Average Annual % change
Professor						
Arlington	\$71,218	\$75,217	\$78,030	\$80,475	\$80,498	3.1%
Austin	88,922	94,286	98,838	103,157	103,521	3.9
Brownsville/TSC*	54,520	56,812	58,771	59,984	61,517	3.1
Dallas	83,503	86,456	90,244	97,516	99,363	4.5
El Paso	65,298	67,855	73,133	75,139	76,147	3.9
Pan American	64,927	66,451	67,792	70,807	70,068	1.9
Permian Basin	64,314	65,532	65,918	69,375	72,830	3.2
San Antonio	70,086	72,701	79,785	85,104	90,687	6.7
Tyler	59,264	62,891	65,869	68,343	70,831	4.6
Associate Professor						
Arlington	\$52,145	\$55,091	\$57,277	\$60,165	\$60,633	3.9
Austin	58,369	60,670	63,502	65,913	64,965	2.7
Brownsville/TSC*	49,322	50,970	52,551	54,584	54,998	2.8
Dallas	62,010	63,332	67,436	72,634	72,494	4.0
El Paso	49,509	51,468	56,391	57,690	59,121	4.6
Pan American	51,569	55,757	56,850	59,877	59,394	3.6
Permian Basin	48,093	49,698	52,034	53,121	53,736	2.8
San Antonio	54,463	56,991	62,753	66,385	67,916	5.7
Tyler	47,141	50,422	52,014	53,598	53,956	3.5
Assistant Professor						
Arlington	\$47,173	\$49,269	\$52,274	\$55,632	\$56,417	4.6
Austin	54,362	57,569	59,919	61,674	62,510	3.6
Brownsville/TSC*	44,293	47,007	47,443	47,989	49,917	3.1
Dallas	63,063	67,561	74,716	74,351	74,210	4.3
El Paso	43,884	46,981	48,287	50,864	53,875	5.3
Pan American	44,790	47,060	48,214	51,357	50,633	3.2
Permian Basin	41,616	41,935	45,841	48,416	50,077	4.8
San Antonio	45,286	46,289	50,270	53,680	56,810	5.9
Tyler	44,794	45,184	48,216	47,435	46,917	1.2
Instructor						
Austin	\$40,106	\$40,033	\$45,807	\$58,090	\$44,143	4.3
Brownsville/TSC*	38,115	41,453	42,494	47,057	46,238	5.1
Permian Basin	38,100	--	--	--	--	--
San Antonio	36,742	40,100	40,750	51,204	60,064	13.4

* Salary information available for only Brownsville faculty
 Source: Texas Higher Education Coordinating Board

Table II-25

**Average Faculty Salaries in Public Universities
Texas and the 10 Most Populous States
FY 2004**

	Professor	Associate Professor	Assistant Professor	Instructor
New Jersey	\$104,013	\$76,074	\$59,463	\$40,109
California	97,657	69,452	57,784	45,484
Michigan	95,524	68,405	56,369	38,864
Pennsylvania	99,240	70,533	58,472	40,508
New York	90,219	67,597	54,986	43,606
Ohio	89,624	64,215	52,517	36,419
Illinois	88,769	63,887	54,179	33,672
Florida	87,961	62,853	54,112	38,150
N. Carolina	85,698	62,699	54,143	47,056
Georgia	89,408	62,796	52,300	37,295
10 States Average	93,668	66,703	55,508	38,300
National Average	87,442	63,383	53,171	37,527
Texas	\$86,130	\$60,914	\$53,190	\$37,869

Includes all public four-year (Carnegie Classifications I, IIA, and IIB) institutions.
Salaries adjusted to standard nine-month salary and excludes reporting categories with three or fewer individuals.

Source: THECB, based on American Association of University Professors Annual Salary Study

- Annualized average salaries are based on salaries for the fall of each year.

Table II-26

U. T. Academic Institutions Average Tenure/Tenure-Track Faculty Salaries

	FY	2000	2001	2002	2003	2004	Average annual % change
Arlington		\$58,851	\$62,367	\$64,379	\$66,985	\$66,726	3.2%
Austin		73,837	78,326	81,589	85,080	84,911	3.6
Brownsville/TSC*		48,385	49,933	50,894	52,401	53,957	2.8
Dallas		72,420	74,651	79,542	83,347	84,332	3.9
El Paso		52,944	55,131	58,732	60,604	62,244	4.1
Pan American		52,627	55,513	56,089	58,967	58,489	2.7
Permian Basin		48,328	48,872	52,380	54,196	56,641	4.1
San Antonio		55,839	58,038	63,115	67,026	70,567	6.0
Tyler		50,654	52,426	54,441	55,521	56,532	2.8

* Salary information for Brownsville faculty only

Source: Texas Higher Education Coordinating Board

- To remain competitive, certain U. T. System academic institutions on average pay faculty slightly more than the average of four-year institutions in the most populous states.
- At U. T. Austin, U. T. Dallas, and U. T. San Antonio the average salary of professors is higher than the national average and the 10 most populous state averages.
- The average salary for associate professors at U. T. Austin, U. T. Dallas, and U. T. San Antonio is higher than the 10 most populous state average and the national average.
- The average salary of assistant professors at U. T. Arlington, U. T. Austin, U. T. Dallas, and U. T. San Antonio is higher than the national and 10 most populous states' averages.

II. Teaching, Research, and Health Care Excellence: U. T. Health-Related Institutions

Research Funding Trends 2000-2004 (all sources)

- In FY 2004, U. T. health-related institution research and research-related expenditures totaled \$1.047 billion, a 7.8 percent increase over the previous year. From 2000 to 2004, research and research-related expenditures have increased 62 percent, an average of 12 percent per year.
- Among Texas health-related institutions, U. T. health-related institutions ranked first in research and development expenditures in FY 2003. These expenditures comprised 45 percent of the \$2.174 billion total in Texas public university and health-related institution research and research-related expenditures in 2003.
- For FY 2003, five U. T. health-related institutions are among the top 10 Texas public institutions in research expenditures: U. T. M. D. Anderson Cancer Center (3), U. T. Southwestern Medical Center (4), U. T. Health Science Center-Houston (5), U. T. Medical Branch (6), and U. T. Health Science Center-San Antonio (7).

Table II-27
Total U. T. Health-Related Institution Research and Research-Related Expenditures, 2000-2004
(\$ in millions)

	FY 00	FY 01	FY 02	FY 03	FY 04
Total Health-Related	\$676.0	\$758.7	\$896.8	\$970.7	\$1,046.5

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

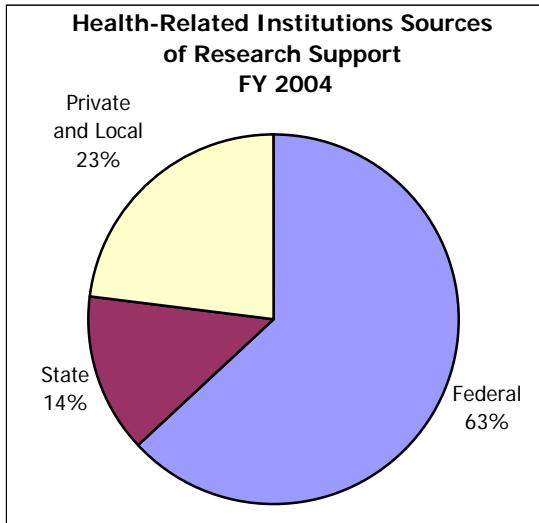
Table II-28
Research Expenditures by Source 2004
U. T. Health-Related Institutions

	Federal	State	Private	Local	Total
SWMC	\$200,887,545	\$23,297,509	\$83,117,665	\$7,100,309	\$314,403,028
UTMB	102,490,775	10,982,010	18,075,490	1,220,636	132,768,911
HSC-H	110,438,174	13,900,148	22,704,792	3,179,092	150,222,206
HSC-SA	89,661,741	4,924,841	23,728,770	6,597,370	124,912,722
MDACC	150,528,694	89,902,220	61,388,637	12,096,804	313,916,355
HC-T	4,659,021	2,208,368	808,016	2,564,985	10,240,390
Total	\$658,665,950	\$145,215,096	\$209,823,370	\$32,759,196	\$1,046,463,612

The THECB's definition of research expenditures includes indirect costs and pass-throughs to institutions of higher education.

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

Figure II-15



- The federal government provides the majority of research and research-related funding – 63 percent.
- Private and local sources provide the next largest proportion – 23 percent.
- Fourteen percent of research funds expended in 2003 came from state sources.

Sponsored Revenue

Table II-29
Sponsored Revenue - U. T. Health-Related Institutions
FY 2000-2004
(\$ in thousands)

	FY 00	FY 01	FY 02	FY 03	FY 04
SWMC	\$275,494	\$280,848	\$314,345	\$337,979	\$381,945
UTMB	148,982	125,397	169,547	183,131	174,093
HSC-H	238,771	267,262	204,448	228,623	235,442
HSC-SA	112,174	116,495	156,520	162,337	163,255
MDACC	142,449	126,920	158,868	180,502	211,442
HC-T	6,872	7,190	5,740	11,897	11,479
Total Health-Related	\$924,742	\$924,112	\$1,009,468	\$1,104,469	\$1,177,656

Source: Exhibit B of Annual Financial Report

- Sponsored revenue is a more comprehensive measure of an institution's overall success in securing external funding to support research, public service, training, and other activities.
- From 2000 to 2004, sponsored revenue has increased by 27 percent at U. T. System health-related institutions.

Table II-30
Sponsored Revenue -- U. T. Health-Related Institutions
by Source, FY 2004

(\$ in thousands)

	Federal	State	Local	Private	Total
SWMC	\$207,747	\$8,717	\$111,120	\$54,361	\$381,945
UTMB	106,847	29,331	1,075	36,840	174,093
HSC-Houston	133,823	10,632	69,845	21,142	235,442
HSC-San Antonio	106,042	2,761	39,756	14,696	163,255
MDACC	156,901	339	0	54,202	211,442
HC-T	4,719	1,061	4,668	1,031	11,479
Total	\$716,079	\$52,841	\$226,464	\$182,272	\$1,177,656

Source: Exhibit B of Annual Financial Report

- Federal funding is the primary source of sponsored revenue at U. T. System health-related institutions.

Federal Research Expenditures

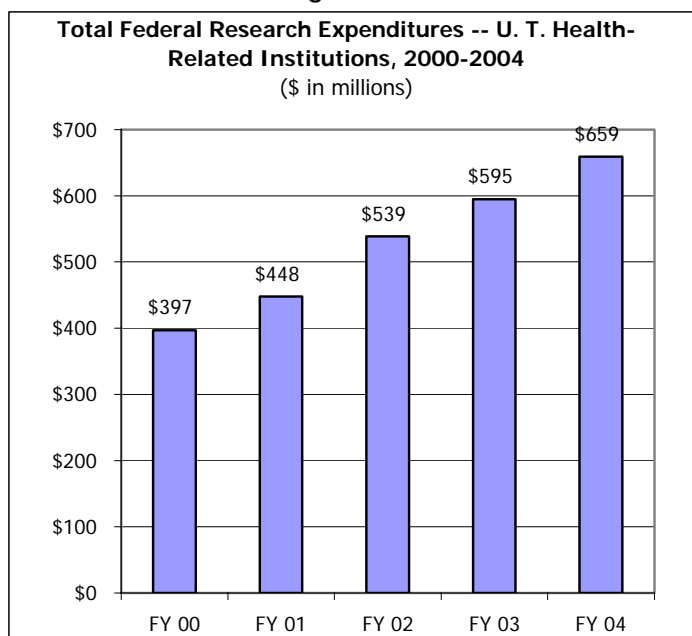
- Federal research expenditures are considered the national benchmark for research productivity at universities.
- From 2000 to 2004, these expenditures have increased by over 50 percent at five U. T. System health-related institutions.

Table II-31
Federal Research Expenditures by U. T. Health-Related Institutions

	FY 00	FY 01	FY 02	FY 03	FY 04	% change 03-04	% change 00-04
SWMC	\$109,165,343	\$131,820,109	\$155,257,992	\$177,133,099	\$200,887,545	13.4%	84.0%
UTMB	61,356,467	63,274,494	78,100,188	93,039,583	102,490,775	10.2	67.0
HSC-H	82,991,431	91,267,003	101,738,767	111,170,193	110,438,174	-0.7	33.1
HSC-SA	58,600,224	66,852,477	83,760,708	86,854,337	89,661,741	3.2	53.0
MDACC	81,871,561	91,543,036	117,633,074	122,868,912	150,528,694	22.5	83.9
HC-T	2,807,980	3,063,099	2,783,554	3,493,251	4,659,021	33.4	65.9
Total	\$396,793,006	\$447,820,218	\$539,274,283	\$594,559,375	\$658,665,950	10.8%	66.0%

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

Figure II-16



- Continued increases in these funds are critical to the success of the health-related institutions in the U. T. System.
- By 2004, federal research expenditures for all health-related institutions increased 66 percent over expenditures in 2000.

Research Expenditures and State General Revenue

- Comparing research expenditures to formula-derived general revenue illustrates the scope of research activities at health-related institutions and the leveraging effect of state support.

Table II-32

	FY	2000	2001	2002	2003	2004
SWMC	Research Expenditures	\$189,216,337	\$222,378,235	\$263,958,410	\$277,956,511	\$314,403,028
	Formula-Derived General Revenue	78,052,642	77,985,287	80,813,651	80,802,981	71,498,979
	Research Expenditures/GR	242%	285%	327%	344%	440%
UTMB	Research Expenditures	87,146,267	91,088,019	109,139,538	129,860,903	132,768,911
	Formula-Derived General Revenue	75,052,140	75,036,601	76,554,573	76,605,352	67,860,400
	Research Expenditures/GR	116%	121%	143%	170%	196%
HSC-H	Research Expenditures	122,914,171	128,161,248	140,827,726	152,117,064	150,220,206
	Formula-Derived General Revenue	102,341,076	102,213,193	110,145,604	110,149,899	99,859,199
	Research Expenditures/GR	120%	125%	128%	138%	150%
HSC-SA	Research Expenditures	86,074,434	97,638,253	112,232,653	119,279,555	124,912,722
	Formula-Derived General Revenue	97,729,893	97,667,518	99,975,785	100,068,763	89,333,722
	Research Expenditures/GR	88%	100%	112%	119%	140%
MDACC	Research Expenditures	182,196,490	210,236,589	262,144,960	282,260,250	313,916,355
	Formula-Derived General Revenue	21,422,773	21,422,773	24,230,050	24,230,050	24,307,634
	Research Expenditures/GR	850%	981%	1082%	1165%	1291%
HC-T	Research Expenditures	8,402,408	9,228,568	8,453,709	9,217,039	10,240,390
	Formula-Derived General Revenue	3,373,683	3,373,683	3,460,221	3,460,221	3,140,637
	Research Expenditures/GR	249%	274%	244%	266%	326%

Source: "Survey of Research Expenditures" submitted to the THECB; Formula-Derived General Revenue, Exhibit C of U. T. System Annual Financial Report (2000-2001) and Exhibit B of AFR for 2002-2004.

- Between 2000 and 2004, the ratio of research expenditures to formula-derived general revenue has increased at each health-related institution, with the exception of the Health Center-Tyler where it has been well over 200 percent for the past four years.
- For three U. T. health-related institutions, Southwestern Medical Center, M. D. Anderson Cancer Center, and the Health Center-Tyler, research expenditures exceed by more than 200 percent the amount of formula-derived general revenue.

Faculty Holding Extramural Grants

- In U. T. health-related institutions, faculty of many appointment types hold extramural grants to conduct research.
- Table II-33 on the next page illustrates the contributions of both tenure/tenure-track and non-tenure-track faculty to research, as measured by the number of grants held and the proportion of faculty holding grants in a given year. This measure illustrates success irrespective of the size of a particular grant.
- The proportion of tenure/tenure-track faculty receiving grants has remained high or declined somewhat at most institutions. The proportion is particularly high at U. T. Southwestern Medical Center (75%); U. T. Health Science Center-San Antonio (84%); U. T. M. D Anderson (61%), and U. T. Health Center-Tyler (72%).
- As well, the proportion of non-tenure-track research faculty holding grants has increased at U. T. Southwestern Medical Center, U. T. Health Science Center-Houston, U. T. M. D. Anderson Cancer Center, and U. T. Health Center-Tyler.

Table II-33

Faculty Holding Extramural Grants (All Sources and Types) – U. T. Health-Related Institutions

		FY 01	FY 02	FY 03	FY 04
SWMC	# Grants to T/TT Fac	703	861	846	882
	# T/TT Fac Holding Grants	303	323	282	257
	# FTE T/TT Faculty	313	324	333	353
	% T/TT Fac Holding Grants	97%	100%	85%	73%
	# NT Research Faculty Holding Grants	61	78	60	92
	# FTE NT Research Faculty	209	215	223	264
	% NT Research Faculty Holding Grants	29%	36%	27%	35%
UTMB*	# Grants to T/TT Fac	730	782	721	513
	# T/TT Fac Holding Grants	250	263	240	244
	# FTE T/TT Faculty	496	474	483	495
	% T/TT Fac Holding Grants	50%	56%	50%	49%
	# NT Research Faculty Holding Grants	32	29	27	31
	# FTE NT Research Faculty	154	142	143	141
	% NT Research Faculty Holding Grants	21%	20%	19%	22%
HSC-H	# Grants to T/TT Fac	408	480	442	501
	# T/TT Fac Holding Grants	196	223	219	219
	# FTE T/TT Faculty	429	394	425	459
	% T/TT Fac Holding Grants	46%	57%	52%	48%
	# NT Research Faculty Holding Grants	31	29	34	50
	# FTE NT Research Faculty	122	132	141	146
	% NT Research Faculty Holding Grants	25%	22%	24%	34%
HSC-SA**	# Grants to T/TT Fac	1,233	1,395	1,404	1,078
	# T/TT Fac Holding Grants	292	266	312	315
	# FTE T/TT Faculty	310	545	524	512
	% T/TT Fac Holding Grants	94%	49%	60%	62%
	# NT Research Faculty Holding Grants	86	100	99	76
	# FTE NT Research Faculty	91	100	105	161
	% NT Research Faculty Holding Grants	95%	100%	94%	47%
MDACC***	# Grants to T/TT Fac	671	698	736	793
	# T/TT Fac Holding Grants	145	153	145	344
	# FTE T/TT Faculty	510	529	557	563
	% T/TT Fac Holding Grants	28%	29%	26%	61%
	# NT Research Faculty Holding Grants	38	54	57	47
	# FTE NT Research Faculty	231	248	269	263
	% NT Research Faculty Holding Grants	16%	22%	21%	18%
HC-T	# Grants	30	33	34	37
	# NT Research Faculty Holding Grants	13	19	19	23
	# FTE NT Research Faculty	26	29	29	32
	% NT Research Faculty Holding Grants	50%	66%	66%	72%

Notes:

For multi-investigator grants, only the principle investigator is counted.

Non-tenure-track research faculty excludes those appointed primarily to teach.

*The apparent decline in FY04 is a result of the systems previously in place at UTMB. The prior system did not allow an unduplicated enumeration of grants and PI awardees.

** The method of calculation changed after FY2001. Number decreased for 2004 because changes in the software used to track these data. Some closed-out grants were included in the total in 2003 which have not been eliminated. In this report for FY04, they have been, thus the big drop in number per total tenured-tenure track faculty.

***"Tenure/tenure-track" equivalent faculty at MDACC are awarded seven-year term appointments, renewable through a formal promotion and reappointment process. A refinement in data collection resulted in the increase in number of grants to T/TT faculty in 2004.

Source: U. T. System Health-Related Institutions; THECB for FTE T/TT faculty

- Table II-34 illustrates the ratio of the dollar amount of external research expenditures to FTE faculty in a given year, illustrating success in terms of the amount of research funding faculty acquire.

Table II-34
Research Expenditures per FTE Faculty - U. T. Health-Related Institutions
FY 2002-2004

	FY 02			FY 03			FY 04		
	Research Expenditures	FTE Faculty	Exp Amt/ FTE Faculty	Research Expenditures	FTE Faculty	Exp Amt/ FTE Faculty	Research Expenditures	FTE Faculty	Exp Amt/ FTE Faculty
SWMC	\$263,958,410	324	\$814,686	\$277,956,511	333	\$834,704	\$314,403,028	353	\$890,660
UTMB	109,139,538	474	230,252	129,860,903	483	268,863	132,768,911	495	268,220
HSC-H	140,827,726	394	357,431	152,117,064	425	357,923	150,222,206	459	327,281
HSC-SA	112,232,653	545	205,931	119,279,555	524	227,633	124,912,722	512	243,970
MDACC	262,144,960	529	495,548	282,260,250	557	506,751	313,916,355	563	557,578
HC-T	8,453,709	106	79,752	9,217,039	113	81,567	10,240,390	105	\$97,528

The THECB's definition of research expenditures includes indirect costs and pass-throughs to institutions of higher education.

Source: Research expenditures are from the Survey of Research Expenditures submitted to the Texas Higher Education Coordinating Board. FTE faculty from the THECB.

Private Funding

Table II-35

Endowed Faculty Positions – U. T. Health-Related Institutions		FY 00	FY 01	FY 02	FY 03	FY 04
SWMC	Budgeted Endowed Professorships and Chairs	211	223	238	252	271
	Number Filled	189	201	217	221	235
	Endowed Positions as % of Budgeted T/TT Positions	62%	67%	70%	73%	76%
UTMB*	Budgeted Endowed Professorships and Chairs	97	102	110	127	138
	Number Filled	53	80	80	99	102
	Endowed Positions as % of Budgeted T/TT Positions	18%	22%	25%	24%	19%
HSC-H	Budgeted Endowed Professorships and Chairs	87	89	96	100	96
	Number Filled	70	68	75	76	73
	Endowed Positions as % of Budgeted T/TT Positions	20%	20%	22%	24%	24%
HSC-SA	Budgeted Endowed Professorships and Chairs	67	70	76	78	82
	Number Filled	34	41	49	52	58
	Endowed Positions as % of Budgeted T/TT Positions	11%	11%	13%	13%	15%
MDACC	Budgeted Endowed Professorships and Chairs	97	101	105	110	111
	Number Filled	67	76	80	87	88
	Endowed Positions as % of Budgeted T/TT Positions	21%	20%	20%	20%	19%
HC-T**	Budgeted Endowed Professorships and Chairs	31	31	33	33	37
	Number Filled	29	29	27	27	28
	Endowed Positions as % of Budgeted Positions**	46%	41%	38%	41%	51%

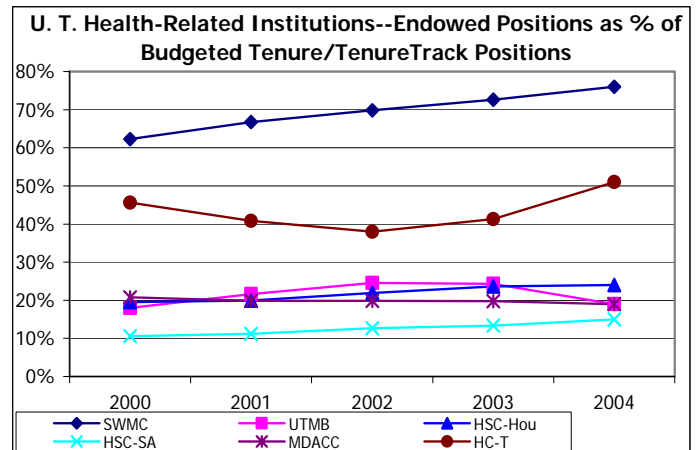
*In 2004, UTMB refined its methodology to match budgeted and filled positions.

**The Health Center-Tyler does not have tenure-track positions.

Source: U. T. Health-Related Institutions

- Endowed professorships and chairs significantly supplement those faculty positions that institutions support with State appropriations, tuition, grants, and other sources of funding. They help institutions compete for, recruit, and retain top faculty. These hires, in turn, help institutions achieve excellence in targeted fields.
- These endowments reflect each institution's specific fundraising environment, which is influenced by local and regional economic conditions.
- The majority of these positions are filled each year. Open positions provide flexibility, or reflect the timing of making academic hires in a highly competitive environment.
- The number and proportion of endowed positions has increased at all U. T. health-related institutions except U. T. Medical Branch between 2000 and 2004.
- U. T. Southwestern Medical Center has a very high proportion of endowed positions, which increased from 62% in 2000 to 76% in 2004.
- The proportion is also high at U. T. Health Center-Tyler, increasing from 46% in 2000 to 51% in 2004.

Figure II-17



Faculty Awards and Honors

- The faculty of the U. T. System receive a wide range of honors and awards. Those listed here are perpetual, lifetime awards received by faculty members on or before September 1, 2004.

Table II-36
Cumulative Honors – U. T. Health-Related Institutions

	Total	SWMC	UTMB	HSC-H	HSC-SA	MDACC
Nobel Prize	5	4		1		
National Academy of Sciences	16	15		1		
American Academy of Arts and Sciences	14	12		2		
American Academy of Nursing	29		6	13	10	
Institute of Medicine	23	15	2	4	1	1
International Association for Dental Research	38			35	3	

Source: U. T. System Health-Related Institutions

- Faculty at U. T. health-related institutions receive many other prestigious awards, honors, prizes, and professional recognitions. Additional information on specific honors is available in the Institutional Profiles, Section V.
- Noteworthy awards received in 2003-2004 include:

Table II-37
Faculty Awards Received 2003-2004 – U. T. Health-Related Institutions

	SWMC	UTMB	HSC-H	HSC-SA	MDA	HC-T
Nobel Prize						
National Academy of Sciences	1					
American Academy of Nursing				1		
Burroughs Wellcome Fund Career Awards	1					
Fulbright American Scholars		1	1		1	
National Institutes of Health (NIH) MERIT Award	2		1			
NIH Outstanding Investigator Award					1	
Pew Scholars in Biomedicine			1			
National Endowment for the Humanities		1				

Source: U. T. System Health Related Institutions

Technology Transfer

Table II-38

U. T. Health-Related Institution Technology Transfer Trends

	Total New Invention Disclosures			Total Patents Issued			Total Licenses & Options Executed		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
SWMC	115	128	103	23	32	19	24	26	33
UTMB	76	70	48	8	4	4	17	16	19
HSC-H	30	44	67	10	5	12	10	7	29
HSC-SA	29	30	43	11	12	9	6	5	24
MDACC	92	86	126	19	20	19	10	18	24
HC-T	0	2	3	0	1	0	0	0	1
Total Health-Related Institutions	342	360	390	71	74	63	67	72	130

	Public Start-up Companies Formed			Total Gross Revenue Received from Intellectual Property		
	2001	2002	2003	2001	2002	2003
SWMC	3	2	1	\$10,511,895	\$10,691,956	\$11,209,200
UTMB	0	0	1	1,070,828	924,943	415,000
HSC-H	2	1	1	889,836	1,599,603	1,482,193
HSC-SA	0	2	0	2,406,751	2,433,549	2,500,657
MDACC	2	6	3	4,924,712	5,734,522	4,441,860
HC-T	0	0	0	0	0	15,000
Total Health-Related Institutions	7	11	6	\$19,804,022	\$ 21,384,573	\$20,063,910

Source: Texas Higher Education Coordinating Board Technology Development and Transfer Survey

- Between 2001 and 2003, technology transfer activities increased modestly among most U. T. System health-related institutions.
- During this period, the number of new invention disclosures increased by more than ten percent at U. T. System institutions, more than doubling at U. T. Health Science Center-Houston, increasing by 50 percent at U. T. Health Science Center-San Antonio, and by one-third at U. T. M. D. Anderson Cancer Center.
- From 2001 to 2003, all institutions achieved an increase in the number of licenses and options executed; they nearly tripled at U. T. Health Science Center-Houston, quadrupled at U. T. Health Science Center-San Antonio, and more than doubled at U. T. M. D. Anderson Cancer Center.
- In the most recent ranking by the Association of University Technology Managers, U. T. Southwestern Medical Center was twenty-first with \$10.6 million in licensing income. New York University was first, with nearly \$86 million. Baylor College of Medicine was thirty-first, with \$7 million.

Faculty Headcount – U. T. Health-Related Institutions

Table II-39

Tenure and Tenure-Track Headcount: Professors, Associate Professors, Assistant Professors, Instructors				
	Fall	2001	2002	2003
SWMC		333	339	360
UTMB		479	489	501
HSC-H		399	431	474
HSC-SA		570	550	530
MDACC		548	576	565

*HC-T faculty do not have tenure-track appointments

Source: THECB and U. T. System Health-Related Institution

Table II-40

Headcount: All Instructional Staff*				
	Fall	2001	2002	2003
SWMC		1,483	1,536	1,599
UTMB		1,244	1,259	1,259
HSC-H		1,124	1,270	1,263
HSC-SA		1,393	1,404	1,405
MDACC		1,017	1,071	1,133
HC-T*		112	119	110

*All Instructional Staff includes Professors, Associate and Assistant Professors, Instructors, Lecturers, Teaching Assistants, Visiting Teachers, Clinical and Special, Adjunct and Emeritus faculty at the institution.

Source: THECB and U. T. System Health-Related Institutions

Figure II-18

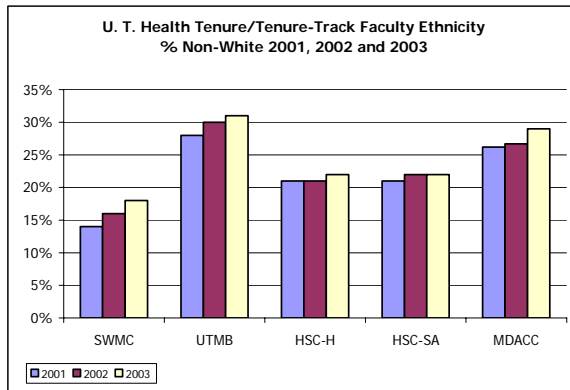


Figure II-19

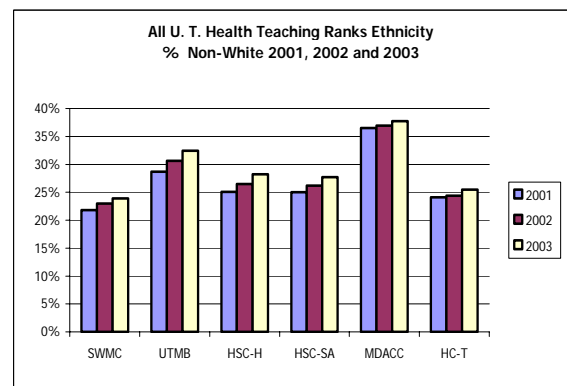


Figure II-20

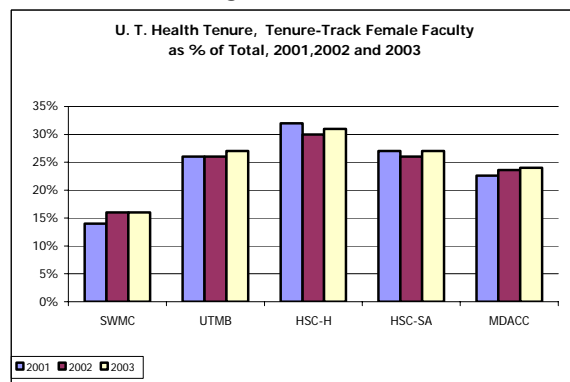
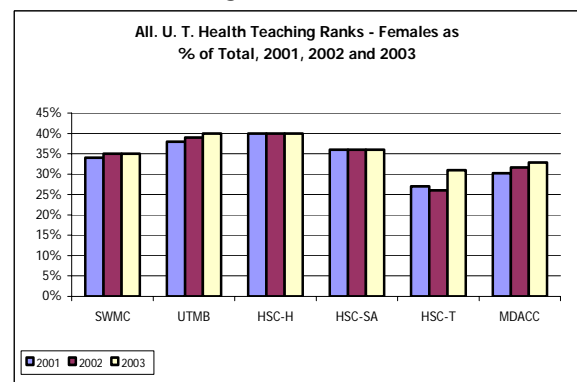


Figure II-21



Staff Headcount – U. T. Health-Related Institutions

Table II-41

		AY	00-01	01-02	02-03	03-04	04-05
SWMC	Classified		2,957	3,686	3,855	4,009	4,521
	Administrative/Professional		104	135	160	187	234
UTMB	Classified		10,226	10,603	10,933	10,207	10,636
	Administrative/Professional		1,517	1,540	1,470	1,532	1,568
	Student Employees		196	245	336	343	359
HSC-H	Classified		2,910	3,490	3,606	3,338	2,997
	Administrative/Professional		190	833	904	845	809
	Student Employees		0	99	86	84	90
HSC-SA	Classified		2,338	2,572	2,695	2,611	2,662
	Administrative/Professional		431	549	521	523	524
	Student Employees		323	607	551	440	480
MDACC	Classified		8,722	9,452	10,066	10,918	11,775
	Administrative/Professional		869	886	927	929	947
	Student Employees		219	249	277	312	349
HC-T	Classified		1,082	1,061	1,036	1,048	1,067
	Administrative/Professional		75	97	81	94	93
	Student Employees		11	14	13	11	8

*Classified staff includes positions which do not entail significant instructional or administrative responsibilities. Administrative and professional staff exclude faculty positions; therefore, these positions do not entail significant direct instructional activities. Student employees are those positions for which student status is a condition of employment.

Source: U. T. System Common Data Warehouse

Figure II-22

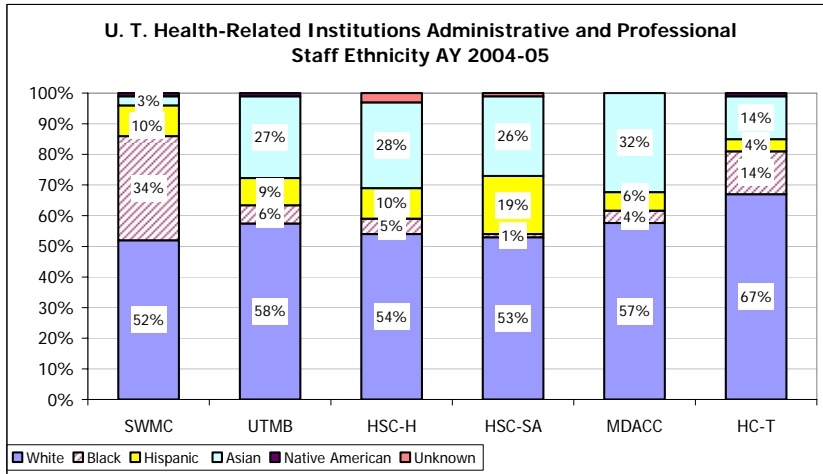


Figure II-23

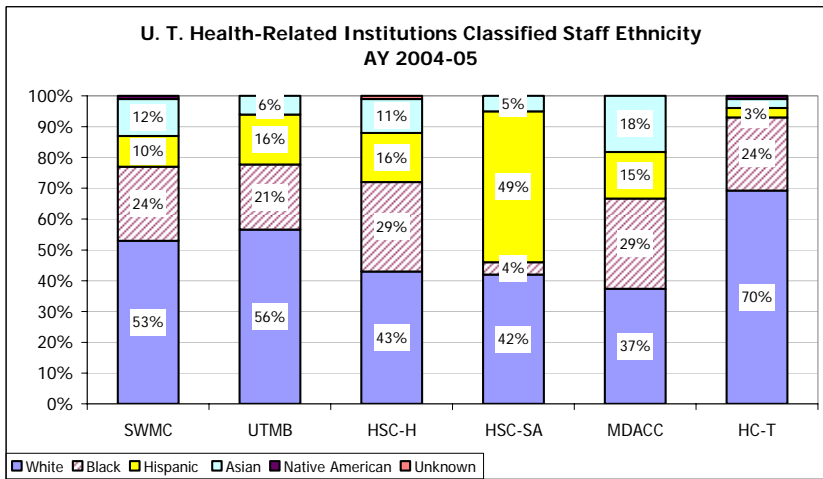
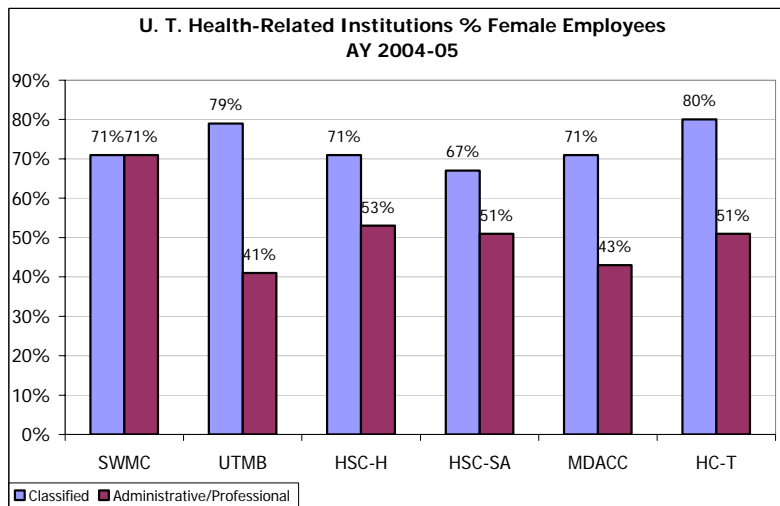


Figure II-24



FTE Student/FTE Faculty Ratio – U. T. Health-Related Institutions

Table II-42

		FTE Student / FTE Faculty Ratio U. T. Health-Related Institutions*		
	Fall	2001	2002	2003
SWMC	FTE Students	1,517	1,613	1,744
	FTE Faculty	1,263	1,319	1,377
	Ratio	1.2 to 1	1.2 to 1	1.3 to 1
UTMB	FTE Students	1,758	1,809	1,820
	FTE Faculty	1,178	1,198	1,214
	Ratio	1.5 to 1	1.5 to 1	1.5 to 1
HSC-H	FTE Students	2,690	2,792	2,822
	FTE Faculty	1,012	1,140	1,127
	Ratio	2.7 to 1	2.4 to 1	2.5 to 1
HSC-SA	FTE Students	2,516	2,501	2,512
	FTE Faculty	1,188	1,182	1,190
	Ratio	2.2 to 1	2.1 to 1	2.1 to 1

*M. D. Anderson Cancer Center admits a small number of Health Sciences undergraduates each year (59 FTEs in fall 2003). However, MDACC collaborates extensively with the Health Science Center-Houston to serve hundreds of students who rotate through their joint programs. In FY 2003, this included 450 graduate students shared with HSC-H, as well as 310 nursing students.

*The Health Center-Tyler does not admit students.

Source: THECB and U. T. System Health-Related Institutions

- The low student-to-faculty ratio at health-related institutions reflects the necessity of close interaction between faculty and students in health education programs.

Graduate Medical Education

Table II-43

		AY 02-03	AY 03-04
Accredited Resident Programs and Residents at U. T. Health-Related Institutions			
SWMC	Accredited resident programs	78	79
	Number of residents in accredited programs	1,149	1,210
UTMB	Accredited resident programs	52	54
	Number of residents in accredited programs	543	551
HSC-H	Accredited resident programs	53	52
	Number of residents in accredited programs	761	735
HSC-SA	Accredited resident programs	53	54
	Number of residents in accredited programs	700	648
MDACC	Accredited resident programs	12	14
	Number of residents in accredited programs	100	103
HC-T	Accredited resident programs	2	2
	Number of residents in accredited programs	24	23

Source: U. T. Health-Related Institutions

- The number of resident programs and number of residents in these programs is a measure of the contribution that U. T. System health-related institutions make to the education and development of medical professionals.

Clinical and Hospital Care

- The following measures illustrate the scope of hospital and clinical care provided by U. T. health-related institution faculty.
- In nearly every case, over the past four years the number of admissions, hospital days, and clinic visits has increased.

Table II-44

State-Owned Hospital Admissions by U.T. Health-Related Institution Faculty						
	FY 99	FY 00	FY 01	FY 02	FY 03	% change 99-03
UTMB	33,073	32,505	32,927	35,099	37,190	12.4%
MDACC	16,499	17,497	18,604	18,781	19,430	17.8
HC-T	3,504	3,714	3,554	3,805	3,765	7.4
HCPC*	5,263	5,186	5,700	6,135	5,906	12.2
Total	58,339	58,902	60,785	63,820	66,291	13.6%

*Harris County Psychiatric Center

Source: U. T. Health-Related Institutions and Annual U. T. System Hospital Report

Table II-45

**State-Owned and Affiliated Hospital Days by
U. T. Health-Related Institution Faculty**

	FY 99	FY 00	FY 01	FY 02	FY 03	% change 99-03
SWMC	370,942	379,770	399,136	411,288	407,991	10.0%
UTMB	173,136	170,797	175,956	186,975	194,642	12.4
HSC-H	276,273	248,045	221,127	243,315	273,499	-1.0
HSC-SA	201,745	123,266	224,311	202,000	224,366	11.2
MDACC	126,803	131,788	137,204	137,207	146,673	15.7
HC-T	28,163	29,802	29,451	29,021	26,942	-4.3
Total	1,177,062	1,083,468	1,187,185	1,209,806	1,274,113	8.2%

Source: Data submitted to the Legislative Budget Board

Table II-46

**Clinic Visits in State-Owned and Affiliated Facilities Treated by
U. T. Health-Related Institution Faculty**

	FY 99	FY 00	FY 01	FY 02	FY 03	% change 99-03
SWMC	1,752,510	1,528,751	1,775,500	2,064,987	1,959,288	11.80%
UTMB*	813,296	754,538	760,765	819,560	843,405	3.70
HSC-H	1,100,253	838,448	553,976**	671,891	748,486	-31.97
HSC-SA	832,255	915,725	854,046	834,000	1,110,429	33.42
MDACC	409,443	448,690	469,068	471,728	537,822	31.35
HC-T	126,585	132,772	135,978	140,473	119,515	-5.59
Total	5,034,342	4,618,924	4,549,333	5,002,639	5,318,945	5.65%

* UTMB figures do not include correctional managed care off-site visits.

** The decrease from previous years is due to centralization of patient activity/billing.

Source: Data submitted to the Legislative Budget Board and Institutional Reports

Table II-47

**Total Charges for Un-Sponsored Charity Care by Faculty in State-Owned and Affiliated Facilities --
U. T. Health-Related Institutions**

	FY 99*	FY 00*	FY 01	FY 02	FY 03
SWMC	\$194,564,381	\$211,953,613	\$234,938,900	\$256,968,945	\$281,998,363
UTMB	68,702,958	61,596,586	66,908,903	85,982,833	97,724,989
HSC-H	56,869,784	82,152,677	90,024,051	103,279,853	107,326,617
HSC-SA	94,385,418	60,729,594	60,602,900	70,149,189	77,586,366
MDACC	19,717,163	25,524,441	30,773,351	35,310,300	43,427,477
HC-T	2,619,752	3,261,170	4,992,457	5,405,720	6,814,083
Total	\$436,859,456	\$445,218,081	\$488,240,562	\$557,096,840	\$614,877,895

*Figures represent the amount reported in the AFR and care provided by institution faculty as part of University Care Plus.

Source: Institutions' Annual Financial Reports

- In FY 2003, U. T. health-related institutions provided nearly 90 percent of the total charity care provided by public health-related institutions in Texas.

Patient Satisfaction

- Patient satisfaction is an important component of the U. T. health-related institutions' service, and a valuable element in assessing the impact of their patient care.
- Each institution implements its own satisfaction rating system; these may focus on particular departments or on the overall operation. The Medical Branch at Galveston and the Health Center-Tyler use the national healthcare industry satisfaction and measurement improvement company, Press Ganey Associates, Inc., to survey their patients.
- Satisfaction scores, summarized on the table on the next page, are generally very high and in most cases show improvement in the past year.
- Additional information about patient satisfaction is available from each institution.

Table II-48

Patient Satisfaction Ratings from U. T. Health-Related Institutions 2003-04

	Period of Survey	Overall Rating	Change from Previous Rating	Noteworthy Ratings	Comments
SWMC	1.1.03-12.31.03	95.6% satisfied (100% = outstanding)	+ 3.5%	87% satisfied with phone calls 95% satisfied with physician	UT Southwestern has recently initiated the Press Ganey patient satisfaction survey tool. We look forward to receiving the improved data it will offer.
UTMB	9.1.03-8.31.04	87.1% of responses received from surveyed patients were either "good" or "very good" when rating their overall hospital experience. 91.4% of responses received from surveyed patients were either "good" or "very good" when rating their overall outpatient experience	+ 4.9 % from the last reporting period + 5.6 % from the last reporting period	Department of Surgery ranked in the 99 th percentile and the Meals section ranked in the 93 rd percentile when compared to other hospitals with over 600 beds during the survey period 3-1-04 to 5-31-04.	UTMB routinely assesses patient satisfaction using the Satisfaction Measurement designed and analyzed by the national healthcare industry satisfaction and measurement improvement company, Press Ganey Associates, Inc. Major improvement initiatives have been launched with regard to patient satisfaction.
HSC-H	3 rd Qtr, Fiscal Year 2004	UT Harris County Psychiatric Center rating of 4.01 on a scale of 1 to 5 (1=Strongly Disagree to 5=Strongly Agree)	Increased from 2 nd Qtr rating of 3.96. Overall on a monthly basis scores average at 3.96	Treatment Effectiveness continues to be our highest scoring area, with a rating of 4.08 for the third quarter. Helpfulness of the Nursing, Doctor staff and Safety consistently rank in top five organizational strengths	Continuously review patient satisfaction data to ensure we are meeting the needs of our patients.
	2003-2004	Dental Branch overall rating of very good/excellent: 94% in Fall 2003 and 95% in Spring 2004.		High satisfaction in particular with student clinics.	Ratings are consistent with previous surveys performed for Dental Branch undergraduate and graduate clinics.
HSC-SA (School of Medicine)	2004	Affiliated hospitals routinely conduct patient satisfaction surveys and report significant findings to the appropriate HSC department.	Significant improvements noted w/ CHRISTUS Santa Rosa Health Care patient satisfaction, including areas of physician responsibility.	University Physicians Group will determine thresholds for various components of patient satisfaction.	University Physicians Group has developed a survey tool with Press Ganey which will be used for patient satisfaction. UPG is working on the sampling methodology and is in the process of conducting telephone surveys with other Press Ganey clients to validate questions on the survey tool.
MDACC	Sept 03-Aug 04	Overall care given: Inpatients 96.5 Outpatients 95.9	Inpatient increased 3%; Outpatient increased 4%	Likelihood of recommending hospital or clinic: Inpatients 90.3 Outpatients 91.8	Changed survey tool June 2003, questions on overall rating remained the same, but thrust of survey is toward problem scores and benchmarking.
HC-T	4.1.04 – 6.30.04	89.4 medical practice score (scale of 1-100)	No significant change from previous year	85.0 Inpatient score (up from previous year) 86.4 Emergency Care Center (up from previous year)	

Source: U. T. System Health-Related Institutions

Examples of Externally Funded Research Collaborations – U. T. Health-Related Institutions

- The U. T. System has made it a high priority to increase the research collaborations among U. T. institutions as well as outside organizations.
- These collaborations achieve economies of scale and greatly improve the quality of research by leveraging faculty, external funding, and facilities resources beyond the scope that any individual institution could bring to bear on a research problem.
- The scope of U. T. research is very large. Below are examples from each institution of current and high priority collaborative research projects.
- Additional examples of these collaborations are available on the U. T. System's collaborations web site, at: [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>].

Table II-49

Examples of Externally Funded Research Collaborations – U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
U. T. Southwestern Medical Center		
Howard Hughes Medical Institute	A medical research organization employing its own scientific teams who also serve as faculty at Southwestern; conducts research with scientific staff in HHMI laboratories across the U.S.; explains how the human body functions and why disease occurs.	Howard Hughes Medical Institute
Alliance for Cellular Signaling	Studies the G-protein-rr signaling systems; identifies signaling molecules; determines molecular pathways; determines the quantitative analysis of the flow of information through the system.	Aventis Pharmaceuticals, Salk Institute for Biological Studies, Barbraham Institute – UK, California Institute of Technology (HHMI), Stanford University, University of Michigan
Collaborative University of Texas Metroplex Imaging Center	The three institutions have together identified radiologic imaging as a high academic priority for development, with a special emphasis on neuro-imaging to study brain development, neurological diseases, and cognition. This collaborative effort will share expensive fMRI and PET scanning equipment in a new imaging and research facility at UT Southwestern. Additionally, the three institutions will provide a broad array of scientific talent that includes radiologists, clinicians, scientists, computer scientists, physicists, and engineers.	UT Dallas and UT Arlington
U. T. Medical Branch at Galveston		
Regional Center of Excellence in Biodefense and Emerging Infectious Diseases	Provides access to state-of-the-art proteomics, genomics, standardized small animal and non-human primate models of infectious diseases, and BSL-4 laboratory facilities, as well as crosscutting functions in computation biology and a streamlined process for translational development of vaccines and drugs leading to FDA approval. Partners include: 20 institutions in Texas, New Mexico, Oklahoma, Arkansas, Louisiana, UT Health Center-Tyler, UT Health Science Center-San Antonio, UT Health Science Center-Houston, Texas A&M, University of Houston,	Rice University, National Institutes of Health/NIAID, Macrogenics Co., University of New Mexico, Louisiana State University Health Science Center, Shreveport, Oklahoma University
Keck Center for Computational & Structural Biology/ Gulf Coast Consortia	Provides a world-class environment for research training and specialized shared facilities at the interface between biological and biomedical sciences and the computational and physical sciences. Brings together modern biological, physical, and computational sciences to address key problems in biology and biomedicine. There are 5 jointly shared training	There are over 100 current faculty mentors from more than a dozen departments across

Examples of Externally Funded Research Collaborations – U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
	grants among the 6 institutions, including two NIH Roadmap training grants recently awarded. Shared facilities include high-field NMRs and an X-ray beamline. The Keck Center and GCC bring together computational, physical, and biological scientists in a stimulating and nurturing environment for the development and training of a new type of scientist--one who can incorporate theory, simulation, and experiment to expand the understanding of modern biological problems. Students are provided an intellectual environment for considering problems that transcend traditional disciplinary boundaries and training opportunities with mentors in different disciplines.	six participating institutions, including Rice, Baylor College of Medicine, the University of Houston, UTHSC-Houston, UT M.D. Anderson Cancer Center, and UTMB.
UTMB-UT Austin-Central Texas Veteran's Health Care System Research Coalition	Creation of interdisciplinary training programs of excellence in health-related research; will develop a unique research environment through research coalitions focused on new frontiers of multiple fields of diverse sciences; to develop shared facilities for major equipment.	UT Austin, Central Texas Veteran's Health Care System
Nurse Friendly	Assistance in addressing certain key nursing issues to attract and retain qualified nurses is now possible through the Texas Nurse-Friendly Program for Small/Rural Hospitals. To improve the workplace for nurses in small and rural Texas hospitals (<100 beds).	Texas Tech University Health Sciences Center, Texas Nurses Association (TNA)
U. T. Health Science Center-Houston		
The Gulf Coast Consortia	An interdisciplinary training program of excellence in computational and structural biology that will increase the number and quality of applicants and expands the number of students involved, both as trainees and participants.	UT MD Anderson, UT Medical Branch at Galveston, Baylor College of Medicine, Rice University, University of Houston, W.M. Keck Foundation
Support of Human Subjects Protection Program at UTHSC-H and Regional Consortium of IRBs	Completes the implementation of an electronic system for the management of the IRB information; develops a plan for a regional consortium of IRBs linked via a shared electronic IRB management system.	UT Brownsville, Texas Southern University, Prairie View A&M University
NanoHealth Alliance	Creates a collaborative program that has the potential to greatly enhance our ability to diagnose, treat, and prevent disease at the molecular level.	UT MD Anderson, Baylor College of Medicine, Rice University, University of Houston
U. T. Health Science Center-San Antonio		
San Antonio Center of Biomarkers of Risk of Prostate Cancer	The purpose of the collaborative center is to develop new methods for early detection and treatment for prostate cancer.	University of Nueva Leon Medical School, Monterrey, Mexico
Developmental Project for Advancing Prosthetic Design	Project to develop innovative methods for the design and fabrication of prosthetic limbs for amputees.	UTSA Department of Engineering, Audie Murphy VA Medical Center
U. T. M. D. Anderson Cancer Center		
Gulf Coast Consortia	The Center for Computational Cancer Research was launched to foster research to accelerate the rate at which high-performance software for advanced computational problems in cancer research can be developed.	Rice University, UTHSC-Houston, Univ. of Houston, Baylor, UTMB, Keck Foundation

Examples of Externally Funded Research Collaborations – U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
Cancer in Minority Populations	With NCI funding, MDACC and the University of Puerto Rico are studying cancer-related issues in the Hispanic population. The focus is on research and other areas including diversity training, physician education and community outreach. The first research projects will address the molecular epidemiology of head and neck cancer, breast cancer and acute promyelocytic leukemia. This collaboration allows PRCC faculty to be on the inside of the latest medical techniques and technology, while MDACC faculty open a new door to dealing with cancer-related issues in the Hispanic population.	Minority Institution Cancer Center Partnership, University of Puerto Rico
Center for Biomedical Engineering	Initiates and nurtures synergistic collaboration among biomedical engineers, life scientists, and clinicians to catalyze the innovative development of clinically translatable strategies, and provide multidisciplinary education and training of the next generation of scientist in biomedical engineering.	UT Austin, UTHSC-Houston
U. T. Health Center-Tyler		
Structure and Function of SRP RNA	Advances the understanding of the basic process of protein transport across biological membranes.	UTHSC-San Antonio
Southwest Center for Agricultural Health, Injury Prevention, and Education http://www.swagcenter.org/	NIOSH-funded center that coordinates research, prevention/intervention, education, and outreach projects in U.S. Public Health Region VI related to agricultural health and injury prevention.	National Institute for Occupational Safety and Health, National Center for Farmworker Health, U. T. Brownsville School of Public Health, Texas A&M University Health Sciences Center, West Texas A&M University, Southeastern Louisiana University, University of New Mexico, Drexel University, Area Health Education Center
Understanding the Frequency of Close Call Reports: Translation of Best Practices from Aviation to Healthcare	An anonymous, close-call reporting system; collects and describes close call reports from all healthcare providers at UTHC-T.	UT MD Anderson; UT Medical Branch at Galveston; Agency for Healthcare Research and Quality; Memorial Hermann Hospital System
Bioterrorism Training and Curriculum Development Program	Works with UTHSC-H School of Public health to develop curriculum and provide training throughout Texas.	UT HSC-Houston

Examples of Educational Collaborations

- The U. T. System encourages educational collaborations among U. T. institutions as well as with organizations outside of U. T. Below are examples from each institution of current and high priority collaborative research projects.
- Additional examples of these collaborations are available on the U. T. System's collaborations web site, at: <http://www.utsystem.edu/ogr/CollabProj-Intro.htm>.

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Examples of Educational Collaborations – U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
U. T. Southwestern Medical Center		
Graduate Medical Education (Residency Education Program)	Improves the quality of health care in the United States by ensuring the quality of graduate medical education experiences for physicians in training.	Parkland Health and Hospital System, Children's Medical Center of Dallas, Zale Lipshy Univ. Hospital & approx. 20 other hospitals
Family Practice Residency Program	Provides post-graduate training in family practice medicine.	St. Paul Medical Center, Parkland Health and Hospital System, four other hospitals outside the Dallas area
Joint Program In Biomedical Engineering	Prepares students as biomedical engineers for careers in industry, hospitals, and research facilities.	UT Arlington
U. T. Medical Branch at Galveston		
MD/PhD Program with UT Austin	Provides expansion plans for joint MD/PhD program with UTMB and UT Austin to include cellular and molecular biology. A selection committee for candidates will consist of faculty from UTMB and UT Austin.	UTMB and UT Austin
UTMB Work School Program	<p>Provides educational opportunities for UTMB employees pursuing certificates or degrees which would qualify them for positions that are difficult to fill. The work school program is currently being replicated in the 13 county region, supporting hospital and community college employees.</p> <p>Partners include:</p> <p>Lamar University, Galveston Community College, College of the Mainland, Texas A&M Corpus, Alamo CC, Alvin CC, Blinn CC, Central Texas College, DelMar College, Grayson County College, Houston Community College, Hill College, Lee College, North East Texas CC, San Jacinto CC, Temple CC, Texarkana College, TWU, Tyler CC, U of H, UTHSC, UTSA, UT Tyler, Employers include: MD Anderson, The Methodist Hospital, Bellville General Hospital, St. Luke's Episcopal Hospital, Texas Children's, Mainland Medical Center, Clear Lake Regional, St. John's, East Houston Medical Center, Conroe Regional Medical Center, Kingwood Medical Center, West Houston Medical Center, Spring Branch General Hospital, The Woman's Hospital of Texas, Memorial Hermann SW, Memorial Hermann SE, Memorial Hermann Children's, Memorial Hermann, Ben Taub,</p>	LBJ, Memorial Hermann, Katy, Memorial Hermann, Sugarland, Memorial Hermann, Woodlands, San Jacinto Community College, Alvin Community College, Houston Community College, Schools include the ones listed above and the following: Excelsior, HBU HCHD Radiology, Jacksonville University, LeTourneau, Midwestern State University, North Harris CC, North Harris Montgomery CC, Prairie View A&M, Regis, Texas A&M, Texas School of Business, TSU, university of North Dakota, Wharton CC, Wright State
Accelerated Baccalaureate Second Degree Nursing Program	Delivers a professional nursing education program in 3 semesters to students with previous degrees. The program takes into consideration the academic accomplishments of applicants, builds on strengths, and prepares students for entry	UTMB School of Nursing and UTHSC-Houston School of Nursing

Examples of Educational Collaborations – U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
	in practice and for graduate nursing education. Students engage in the full scope of professional nursing education using innovative teaching approaches which combine online learning, distance technology, Informatics, face to face seminars for synthesis, and intensive clinical experiences with faculty and expert preceptors. Faculty from the partnering institutions participate in the implementation of courses designed to move the students rapidly through the program, supervise clinical experiences, and evaluate the process and outcomes of this unique collaboration.	
Bioterrorism Training and Curriculum Development Program: Texas Bioterrorism and Other Public Health Emergency Continuing Education (Texas BCE)	Provides standardized multi-disciplinary continuing education programs for health professionals across Texas. Content pertains to bioterrorism and other public health emergency preparedness to recognize bioterrorism and other public health emergencies, meet acute care needs of patients, rapidly and effectively alert the public health system, and participate in coordinated, multidisciplinary emergency response. Courses include: 1- or 2-hour introductory course, a 4-hour "all-hazards" course, and an 8-hour "all hazards" course. The 2-hour course has been designed to meet the mandatory CE requirement for Texas nurses' relicensure. All courses are available "live"; the 1- and 2-hour courses will soon be available via videotape; the 2-hour course will soon be available on-line.	UTHSC-Houston, UTHSC-San Antonio, UTSWMC-Dallas, UTHC-Tyler, and UTMB. Other collaborators include the AMA and Texas Department of State Health Services, as well as others.
U. T. Health Science Center-Houston		
Graduate School of Biomedical Sciences at Houston	Offers graduate programs with a greater critical mass of faculty and students; to provide high quality research training to a large number of students in a wide variety of areas in a cost effective manner.	UT MD Anderson, Texas A&M University Health Science Center, Institute of Biosciences and Technology
Collaborative Doctoral Degree in Nursing Program	Provides access to the Doctor of Science in Nursing program via distance education to UT El Paso.	UT El Paso
Collaborative Master of Public Health Degree Program	Offers concentrations in Behavioral Sciences and Environmental Sciences to students in the Master of Public Health program.	UT El Paso
U. T. Health Science Center-San Antonio		
Preparedness Training for Bioterrorism and Public Health Emergencies	Develops and offers a bioterrorism and public health emergency preparedness curriculum for allied health students enrolled at Amarillo College, U. T. Dallas, UTSWMC Dallas, and UTHSC-SA.	Amarillo College, UTD, UTSWMC Dallas
Collaborative Program to Develop Nursing Education in Gerontology	Provides gerontology minor in nursing with support courses from both participating institutions. Gerontology is an ever-increasing area where nursing training is essential.	UTSA Departments of Sociology and Psychology
Dental Early Acceptance Program	A dual degree program to allow students to apply credits earned during dental school to college requirements.	UTSA, UT Pan American, Southwest Texas State University. St. Mary's University

Examples of Educational Collaborations – U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
U. T. M. D. Anderson Cancer Center		
Graduate Medical Education	MDACC participates in the training of residents and fellows by providing rotations in all Divisions.	UTHSC-Houston, UTHSC-San Antonio, UTMB, Baylor, UT Dental Branch, Texas Heart Institute, VA Hospital
Doctoral Degrees	Graduate School of Biomedical Sciences – joint degree granting.	UTHSC-Houston
U. T. Health Center-Tyler		
Collaborative Master’s Degree Programs and Related Graduate Coursework	Collaborative Master’s Degree Programs in Biotechnology, Public Health, and Environmental Science.	Stephen F. Austin State University, Texas A&M School of Rural Public Health, UT Tyler
Joint Collaborations with Various Higher Educational Institutions for Clinical Rotations and Health Care Training	Allows students in nursing, allied health, and medicine to have clinical rotations at a health training hospital and outpatient facility.	UT Tyler, Kilgore College Tyler Junior College University of North Texas Texas College of Osteopathic Medicine, University of North Dakota, St. Petersburg College
Occupational Medicine Residency Program http://www.tiosh.org/residency.htm	Offers academic and practicum training in occupational medicine. The residency program is one of three (3) civilian programs in Texas and fewer than 35 in the United States and Canada accredited by the Accreditation Council for Graduate Medical Education.	Stephen F. Austin State University, Texas Department of State Health Services Regions 4 & 5N, Occupational Safety and Health Administration (OSHA)
Department of Family Medicine—participates in various medical programs with other institutions of higher education	UTHCT Family Medicine physicians: Serve as “Team Physician” for UT Tyler and Tyler Junior College Athletic programs; teach class “Issues in Sports Medicine”; provide clinical “shadowing” opportunities for pre-medical and pre-dental students.	UT Tyler, Tyler Junior College

Teaching, Research, and Health Care: Implications for Future Planning and Measures for Future Development

Implications for Future Planning

- The U. T. System will continue to emphasize the priority of research collaborations between academic and health-related institutions. These will be reflected in new patterns of joint grants.
- Private support for endowed faculty positions should be a System priority.
- The organization, support, goals, and pace of technology transfer require attention and further development, and are connected to the economic impact that U. T. institutions make on their communities.
- Efforts to bolster support for faculty research development should be reflected in increases over time in the number of grants received, and the proportion of faculty receiving grants.

Measures for Future Development

- Measures of faculty teaching excellence should be developed with academic and health-related institutions.
- Measures of technology transfer productivity should be refined.
- Measures of information technology resources to support teaching and research should be developed.
- Faculty salary trend data for health-related institutions should be developed.

III. Service to and Collaborations with Communities

Values

The U. T. System is committed to:

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

Goals

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

Priorities

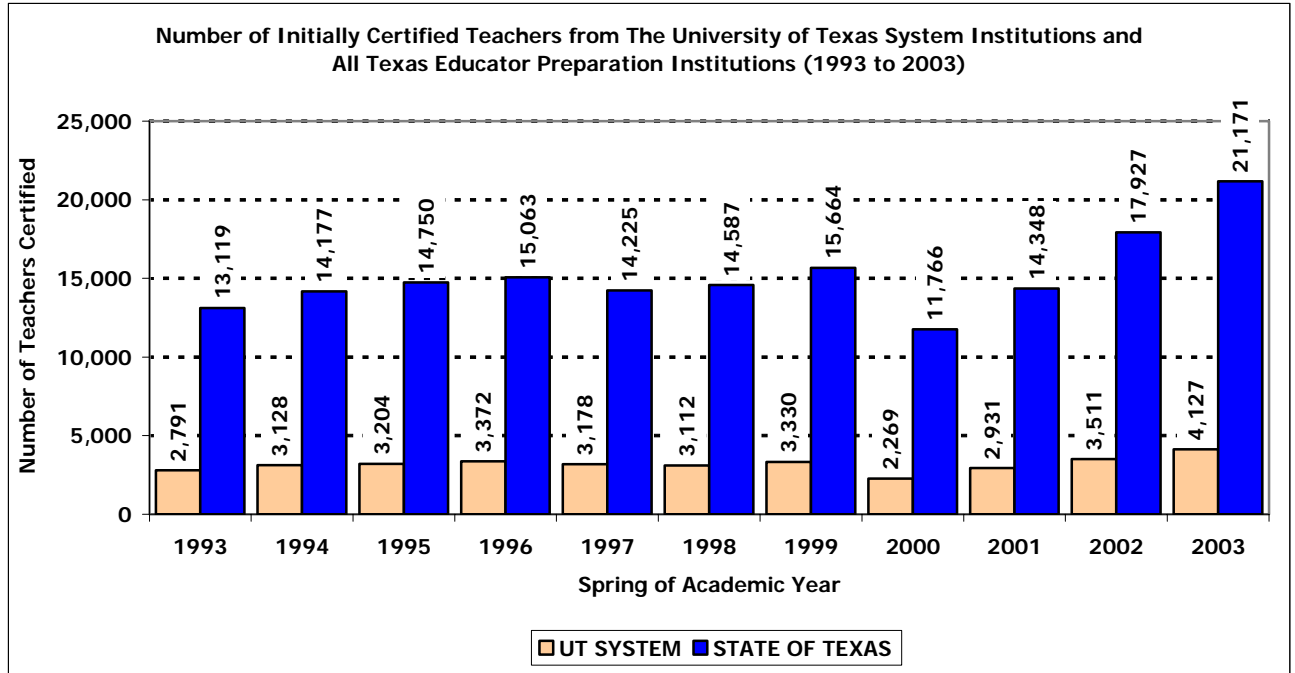
- Encourage public and private support of higher education through interaction with alumni, civic, business, community, and educational leaders, and the general public.
- Establish expanded collaborations and initiatives with schools and other local institutions and with business, industry, and community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

The University of Texas System's Contribution to Teacher Preparation

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

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

Figure III-1



Source: U. T. System Office of Academic Affairs

Table III-1

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

Academic Year (Sept 1 through Aug 31)

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

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

Source: U. T. System Office of Academic Affairs

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

Table III-2

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

Number of Years After Certification

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

The analysis includes 9 cohorts of initially certified teachers: 1995 through 2003.

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

Source: U. T. System Office of Academic Affairs

K-16 Collaborations

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

Table III-3

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Illustrative Examples	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		
Texas Center for Reading and Language Arts	Provides guidance and leadership to educators statewide to help them improve student success in reading and language arts. Offer best practices professional development to Texas teachers based on school-based research. Develop a child's reading skills early so that all Texas school children will be reading on level by the third grade. More than 58,000 teachers trained statewide.	Texas Education Agency, Region XIII Education Service Center, et. al.
University Interscholastic League	Provides leadership and guidance to public school debate and athletic teachers. Since 1909 the UIL has grown into the largest interschool organization of its kind in the world; organizes and properly supervises contests for public schools that assist in preparing public school students for citizenship.	All school districts
University Elementary Charter School	A charter school sponsored by U. T. Austin opened in the fall of 2003, which serves pre-kindergarten, kindergarten, and first grade students. The school provides an excellent education foundation grounded in research-based educational practices and the Texas Essential Knowledge and Skills for a diverse group of students, and serves as a professional development and research outreach for the College of Education.	Austin Independent School District

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Illustrative Examples	Collaborators
The UTeach Program	Recruits, prepares, and supports the next generation of math and science teachers for Texas; increases the number and diversity of competent UT math, science, and computer science students entering the teaching field and assuming positions of educational leadership in their fields/disciplines.	Education Advancement Foundation, Hewlett Foundation, Intel Corp., Kodosky Foundation, Microsoft Corp., NSF, Powell Foundation, SBC Foundation, Sid Richardson Foundation, U.S. Dept. of Education
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/Texas Southmost College		
Gaining Early Awareness and Readiness for Undergraduate Programs	Increases the number of students who are prepared to enter and succeed in post-secondary education through tutoring, mentoring, career counseling, parental involvement, college preparation, leadership development, community outreach, professional development, curriculum support, and scholarships.	Brownsville ISD, Harlingen ISD, Los Fresnos ISD, UT Pan American, Brownsville Medical Center, Valley Regional Medical Center, Valley Coca-Cola Bottling
Engaging Latino Communities for Education (ENLACE)	Creates a community partnership to support BISSD efforts to implement science education reform in Brownsville; provides scientific literacy and adequate knowledge in science for Brownsville students grades K-12.	Kellogg Foundation, Houston Endowment, Brownsville ISD
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 assists high school students in understanding their college options, assessing their goals and obstacles, and completing draft college applications.	Madison High School, DISD. Lincoln High School, DISD
McKinney ISD Partnership for Education of Homeless Children and Young	Provides instructional, health, social, and other services to homeless students and those at risk of homelessness; to enhance the academic, health, or social environment for all program participants. This program currently serves 347 students.	McKinney ISD, Plano ISD, Sherman ISD
Callier Hearing Impaired Preschool	Provides a demonstration model mainstream preschool for hearing impaired and like number of hearing children; provides a training site for new professionals.	Dallas ISD
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

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Illustrative Examples	Collaborators
		Commerce, El Paso Black Chamber of Commerce, City of El Paso, County of El Paso
Mother-Daughter/ Father-Son Program at UTEP	In its 19 th 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)	Significantly increases the number of low-income students who are prepared to enter and succeed in postsecondary education. Follows and mentors a single cohort of over 7,000 students beginning with grade 7 in the middle school level and continues through high school graduation and college enrollment in 17 high schools throughout the Rio Grande Valley.	Brownsville ISD: Porter High School, Hanna High School, Pace High School; Donna ISD: Donna High School; Edinburg CISD: Economedes High School; La Joya ISD: Juarez Lincoln High School, James Earl Carter High School; McAllen ISD: Memorial High school, Nikki Rowe High School; Mission CISD: Mission High School; PSJA ISD: PSJA Memorial High School, PSJA North High School, PSJA High School; Raymondville ISD: Raymondville High School; Rio Grande City CISD: Rio Grande City High School; Santa Rosa ISD: Santa Rosa High School; Weslaco ISD: Weslaco East High School.
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
TexPrep: Texas Pre-Freshman Engineering Program	Improves access to careers in sciences, mathematics, and engineering to traditionally under-represented and female students. To achieve the goal, the program includes: academics, role modeling and mentoring, hands-on experience and career awareness.	Lower Rio Grande Valley Workforce Development Board, NASA, Shell Oil Foundation, UTSA, Donna ISD, Edcouch-Elsa ISD, Hidalgo ISD, La Joya ISD, La Villa ISD, McAllen ISD, Mercedes ISD, Mission CISD, Pharr-San Juan-Alamo ISD, South Texas ISD, Weslaco ISD

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

Economic Impact: System-Level Perspective

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

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

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

Previous Texas Studies

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

Texas Comptroller's 2003 Study

In 2003, the Texas Comptroller wrote that:

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

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

Impact on Economic Development

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

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

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

U. T. System Institution Economic Impact Studies

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

Table III-4

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

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

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

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

Table III-5

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

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

Source: U. T. System institutions

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

Future Studies

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

Collaborations with Business, Nonprofit, and Community Organizations

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

Table III-6

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Illustrative Examples	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, Respirationics, 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		
School of Pharmacy	Developed and distributed computer-aided drug-discovery software to help scientists efficiently find combinations of compounds that may lead to the discovery of new drugs.	Tripos, Inc. Optive Research Inc.
Aerospace Engineering and Engineering Mechanics	Developed Automated Multi-level Sub-structuring (AMLS) software to analyze noise and vibration levels. Leads to better, more efficient automotive designs and quieter cars.	Cray, SGI, IBM, Hewlett-Packard, Sun, NEC, U.S. Navy, CDH GmbH

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Illustrative Examples	Collaborators
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
State Energy Program – Clean Energy Technologies at ATI	The Clean Energy Incubator has provided a needed resource to Central Texas that helps qualified, early stage, clean energy companies fill in knowledge gaps and build stronger business propositions, accelerating their time-to-market.	State Energy Conservation Office
U. T. Brownsville/Texas Southmost College		
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 Tecnológico 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, BANSAs (private schools), Brownsville Boys and Girls Club, Good Neighbor Settlement House, Brownsville Housing Authority
International Innovation Center (IIC)	Serves as business incubator, provides corporate customized training, banking support, business plan assistance, and export assistance to local businesses. Is a direct representative of the Export-Import Bank of the United States, and has auxiliary offices of the SBA, ACCION Texas, and the U.S. Export Assistance center.	Brownsville Economic Development Council, Greater Brownsville Incentive Corporation, Brownsville Chamber of Commerce, SBA, ACCION Texas, GE Financial, National Business Incubator Association, Cameron Works, Port of Brownsville, Texas Workforce Commission, Brownsville Visitors and Convention Center, South Padre Island, Port Isabel, Local Banks, HUD, Local Hospitals, and the BISD

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Illustrative Examples	Collaborators
U. T. Dallas		
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.
Cecil and Ida Green Center for the Study of Science and Society	Formerly housed at Harvard University, the Texas Schools Project is the Green Center's primary research activity and deals with the impact of science and technology on society. The center develops programs on telecommunications, the impacts of minority suburbanization, ethical issues in research, technology policy, and management, and biological and chemical weapons.	Texas Education Agency, Texas Higher Education Coordinating Board, and UTD.
U. T. El Paso		
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, SISR, Bowie High School International Business and Public Affairs Magnet School, Mujeres de la Esperanza, Paso Del Norte Literacy Council, AVANCE, Junior	Achievement, El Paso Collaborative for Academic Excellence, Neighborhood Liaison, PRAXIS, Mexican Consulate, Immigration/ Citizenship Class organization, through Project SHINE, YWCA, VOTE NOW! (community sites for voter registration), Texas Campus Compact, Earned Income Tax Coalition, FEMAP/FEMAP Foundation
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

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

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Illustrative Examples	Collaborators
UTSA Institute for Economic Development	Provides Economic Development Extension Services to 25,600 small businesses annually, primarily in a 79-county Border Region, through 10 field Centers with higher ed partners, under several federal grants administered by UTSA; creates/retains 1,700 jobs/yr, \$270 million SBA loans, \$5.7 million in new state taxes revenues, delivers 1,000 workshops/seminars to 14,000 business owners, conducted 7,000 consulting engagements, 4,000 applied research tasks and 16 community projects in 2003.	UT Pan American, Texas State University, Angelo State University, Sul Ross State University, US Small Business Administration, Laredo Development Foundation, Numerous Chambers of Commerce/Trade Assoc, Numerous Banks/Lending Agencies/Corporations/Procuring Agencies, Universidad Autonoma de Guadalajara
UTSA College of Business	<p>This partnership provides a service-learning opportunity designed to educate and to connect UTSA students & high school students, with the goals of:</p> <ul style="list-style-type: none"> • Providing leadership development opportunities for UTSA students • UTSA students serving as role models to high school students • UTSA students presenting to high school students opportunities in both higher education and in professional careers <p>During 2003–2004, UTSA and a College of Business faculty member were awarded the first-ever Outstanding Community Partner Award by Junior Achievement of South Texas for developing and supporting this dynamic collaboration, one that over the past year resulted in 636 UTSA business students serving as volunteer Junior Achievement program presenters in as many elementary, middle, and high school classrooms, in front of 15,264 school children.</p>	Junior Achievement of South Texas
U. T. Tyler		
Internships, preceptor courses, BSN and MSN degree access	Provide career mobility for employees working full time and unable to otherwise attend school	Methodist Health Care System, VA System for Georgia and Florida
East Texas Partnership for End of Life Care	Conduct research to increase effectiveness of End of Life Care in East Texas	East Texas Medical Center, Hospice of East Texas, Hearts Way Hospice (Longview)
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
Internships	Working with all business disciplines, but especially accounting, creates firm-college partnerships to provide opportunities to high-performing students.	CBT Accounting Blue Ribbon Team—Tyler area business leaders
Hispanic Business Center and Research Program	Increases the number of successful Hispanic-owned businesses and the number of Hispanic students at UT Tyler; conduct	TDHCA (Texas Department of Housing and Community

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Illustrative Examples	Collaborators
	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.	Affairs), Southside Bank, John Soules Foods, Cox Communications, SBA, Tyler Area Chamber of Commerce, BBB
East Texas Rural Fiscal and Physical Outreach Program	To improve the fiscal and physical health in East Texas; to serve the growing Hispanic population of East Texas; to identify the health care provider's educational needs; to provide continuing education programs for small businesses, with an emphasis on health care providers; to provide professional continuing education programs that will enhance health care provider's language skills and knowledge of the Hispanic culture.	UT Tyler, Health Center Tyler, Lake Country AHEC, Texas Department of Health

Historically Underutilized Business Program – System Perspective

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

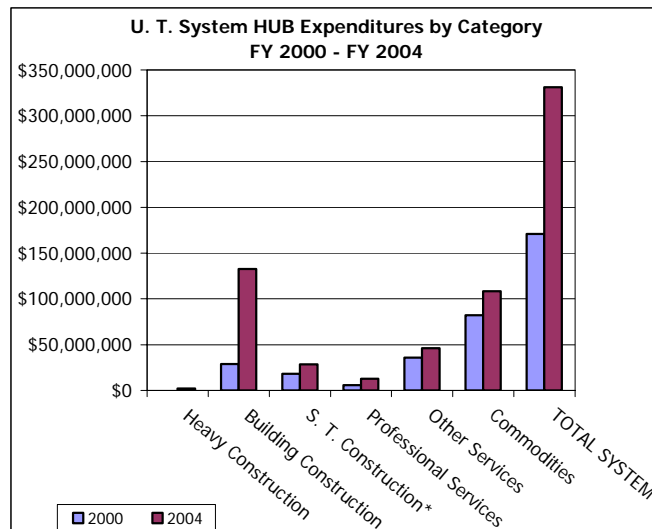
Table III-7
System-Wide HUB Trends by Category

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

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

Source: U. T. System Office of HUB Development

Fig. III-2



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

HUB Trends – U. T. Academic Institutions

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

Table III-8

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

Source: U. T. System Office of HUB Development

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

Table III-9

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

Table III-10

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

Private Support – U. T. System Perspective

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

Table III-11

Summary Giving Trends: Sources of Donor Support					
(\$ in thousands)					
<u>Summary by Institution</u>	FY 00¹	FY 01	FY 02	FY 03²	FY 04
Arlington	\$9,150	\$8,261	\$5,459	\$6,251	\$4,709
Austin	201,637	179,951	155,312	305,040	252,175
Brownsville/TSC	1,275	2,129	3,098	1,355	1,497
Dallas	36,737	5,535	4,876	6,853	12,220
El Paso	9,831	18,046	19,893	14,313	14,829
Pan American	10,460	4,995	7,633	3,898	13,384
Permian Basin	1,541	1,276	1,285	864	2,563
San Antonio	7,056	5,232	5,150	5,748	8,805
Tyler	4,589	6,484	3,184	6,763	4,534
Academic Total	\$282,276	\$231,909	\$205,890	\$351,085	\$314,716
SWMC	\$115,033	\$90,409	\$117,557	\$81,772	\$130,606
UTMB	34,769	38,150	41,041	37,591	46,162
HSC-H	23,880	23,807	34,875	29,647	35,031
HSC-SA	26,499	33,118	30,736	27,775	33,970
MDACC	63,526	61,585	57,834	59,621	96,927
UT HC at Tyler	1,109	800	1,150	793	2,452
Health-Related Total	\$264,816	\$247,869	\$283,193	\$237,199	\$345,148
System Adm.	\$612	\$563	\$946	\$1,384	\$915
System-wide Total	\$547,704	\$480,341	\$490,029	\$589,668	\$660,779
<u>Summary by Source</u>					
Alumni	\$46,219	\$42,554	\$52,639	\$212,748	\$125,078
Individuals ³	131,069	93,692	113,956	63,245	156,117
Foundations	195,112	197,239	200,197	199,432	217,092
Corporations	110,608	99,171	92,814	79,980	125,572
Others ⁴	64,696	47,685	30,423	34,263	36,920
Total	\$547,704	\$480,341	\$490,029	\$589,668	\$660,779

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

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

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

⁴Others = Fund Raising Consortia + Other Organizations

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

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

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

Figure III-3

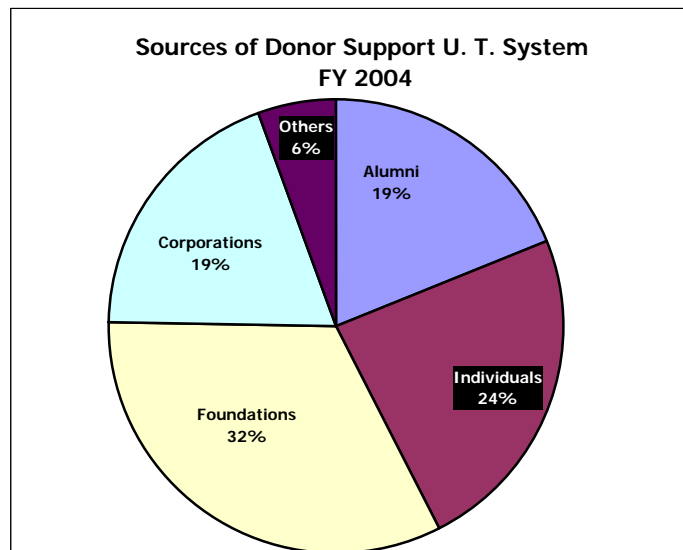


Table III-12

Total Voluntary Support/ Highest 20 / FY 2003

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

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

Table III-13

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

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

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

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

Figure III-4

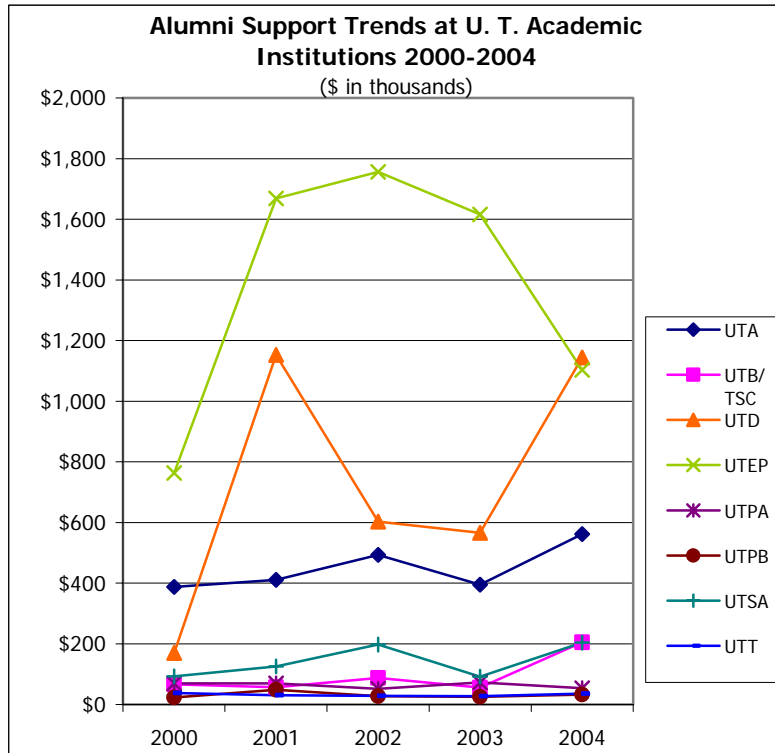
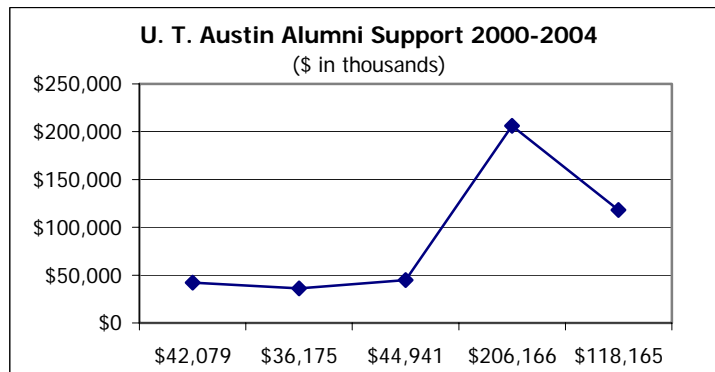


Figure III-5



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

K-16 Collaborations

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

Table III-14

Examples of K-16 Collaborations – U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
U. T. Southwestern Medical Center		
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 at Galveston		
Outreach Programs for Students and Educators: Inspiring, Motivating, and Enabling the Next Generation	A progressive series of programs for students in 4-12th grades to provide students with the skills necessary to succeed academically and inspire the next generation to pursue careers in science, healthcare, and technology, to provide educators with an ongoing support system of sustained, high quality professional development to assist them in implementing the TEKS and engaging ALL students with interesting, relevant, and meaningful science learning experiences.	Galveston ISD, Galveston College, multiple others, UT Austin, Rice University, Texas A&M at Galveston
Sealy Center for Environmental Health and Medicine / Galveston Independent School District Bench Tutorials: Scientific Research and Design program	Pairs a high school student with a UTMB graduate student, postdoctoral fellow, or faculty mentor, spending approximately four hours per week in supervised instruction and research from a participating laboratory; provides fully-engaged hard-science collaboration between high school students and UTMB faculty members.	Galveston ISD, Ball High School, Clear Creek ISD, UT MD Anderson, Texas A&M University at Galveston, Texas A&M University at College Station, Texas Education Agency, National Oceanic & Atmospheric Administration, Dr. Leon Bromberg Charitable Trust Foundation

Examples of K-16 Collaborations – U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
Rural Health Education Project	Pecan Valley AHEC provides technical guidance and materials support to schools receiving the award. The Rural Health Careers Education project seeks to assist schools in funding small projects that will enrich or enhance health careers or science, math, technology education and to enrich or develop programs that promote health careers education in rural, resource-poor areas.	Memorial Medical Center—Calhoun County Medical explorers, Nursing School-Lavaca County, Gulf Coast Medical Center—Wharton County Medical Explorer Group, Communities in Schools/Gonzales County, Gonzales Jr. High, Bloomington HS, Sacred Heart School-Lavaca County, Yorktown HS, Cuero HS
U. T. Health Science Center-Houston		
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 5 th - 8 th grade science standards mandated by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS), and assessed through the Texas Assessment of Knowledge and Skills (TAKS). The program provides preparation for disadvantaged students hoping to go to college; introduces students to the world of biomedical and behavioral sciences in an effort to stimulate career interests in the health professions; contributes to the science education of parents; and supports the professional development of teachers. This partnership was initiated in 2000 and is funded through 2009 by a grant from the National Center for Research Resources, National Institutes of Health.	Spring Branch ISD, Houston ISD, 32 school districts in Brownsville, McAllen, and Harlingen
U. T. Health Science Center-San Antonio		
Saturday Enrichment Program	Faculty of the School of Nursing fosters health careers among underprivileged children of Atascosa County.	Atascosa Health Center
Health Professions Student Pipeline Program	Directs activities (Med Ed, HCOP) in a 38-county region of south Texas toward raising awareness and interest in future careers in the health field among high school and other students.	South Texas Independent School Districts
Graduate School of Biomedical Sciences and Health Careers High School Enrichment Project	Graduate School of Biomedical Sciences works with the San Antonio Health Careers High School to promote interest in research career opportunities, especially in the basic health sciences, through interactions between faculty and the high school students.	Health Careers High School of San Antonio

Examples of K-16 Collaborations – U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
U. T. M. D. Anderson Cancer Center		
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
Summer Workshop for High School Science Educators	The Core Program provides a combined didactic and laboratory update for high school teachers and provides hands-on experience in one of MDACC's research laboratories. The Master Teacher Program will provide valuable laboratory training and assist science educators using this training to enrich their didactic lectures, plan more effective laboratory demonstrations, and provide teachers an additional opportunity to interact with students at the laboratory bench.	Houston and area ISDs
UT Health Center-Tyler		
Lake Country Area Health Education Center (AHEC) 1. Health Career Promotion 2. Health Education Programs in NE Texas K-12 ISDs	<ol style="list-style-type: none"> 1. Provides classroom programs on health careers in age-appropriate manner 2. Provides health education programs on hygiene, prevention of drunk driving, nutrition, exercise. 	24 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
Childhood Nutrition and Childhood Obesity Prevention 1. Initiative to Improve Childhood Nutrition in TISD 2. Childhood Obesity Prevention Program in WISD	<ol style="list-style-type: none"> 1. Collaborates with TISD School Health Advisory Board to improve nutrition in the Tyler Independent School Districts. 2. Works with Winona School Board and the Superintendent to establish health programs and to establish initiatives focused on obesity prevention in K-12 children. 	<ol style="list-style-type: none"> 1. Tyler Independent School District 2. Winona Independent School District

Economic Impact: U. T. Health-Related Institutions

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

Collaborations with Business, Nonprofit, and Community Organizations

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

Table III-15

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
U. T. Southwestern Medical Center at Dallas		
University Medical Center Clinical Care Programs	Provides hospital and outpatient services to the North Texas community as the University Medical Center; to more efficiently enhance the patient care within the hospitals and out-patient clinics, jointly seek opportunities for cutting business costs, and integrate management and operational activities.	Zale Lipshy University Hospital, St. Paul University Medical Center
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
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 at Galveston		
Development of a Regional Hospital Response Plan for Bioterrorism and Other Disasters	Enables an integrated and coordinated disaster response by the healthcare facilities in each of 26 regions in the state. The outcome will be a plan for Trauma Services Area-R, to provide shared medical staff, equipment, supplies, services, information, etc.	Multiple hospitals in the region, Texas Department of Health, Trauma Service Area "R"
Austin Women's Hospital	Provides a wide range of women's healthcare services including labor and delivery as well as reproductive and family planning services for the medically underserved women in and around the Austin area. This state of the art hospital facility is located on the fifth floor of Brackenridge / Seton Hospital. UTMB took on the task of running the new women's hospital after Seton Health Networks indicated that it would no longer provide contraceptive services.	City of Austin and Seton Health Network
3 Share Plan	Development of a demonstration project that would provide health benefit coverage for the working uninsured in Galveston County. The program is a cost sharing plan between the employer, employee, and government sources of funding. The cost sharing approach would allow for monthly health premiums to be more affordable. Individuals in the plan would be eligible for primary care	Galveston Chamber of Commerce and Department of Health and Human Services.

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
	and hospitalization as determined by the association members. The plan is aimed at small businesses who have not been able to offer commercial insurance to employees.	
U. T. Health Science Center-Houston		
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
U. T. Health Science Center– San Antonio		
Clinic at Kids' Place	Develops an innovative community outreach program to improve health in high risk, underprivileged families in the San Antonio area.	House of Neighborly Service
Lower Rio Grande Valley AHEC Center	Establishes a community-based AHEC Center in the Lower Rio Grande Valley that includes collaboration between community and UTHSC-SA representatives focusing on health education and other health promotion efforts targeting the needs of the area residents.	Lower Rio Grande Valley Development Council Corporation
Advancement in Imaging	Leverages funds and equipment to provide a basis for developing cutting-edge research in imaging technology and its applications in health care settings.	Phillips Medical Systems
U. T. M. D. Anderson Cancer Center		
Center for Advanced Diagnostic Imaging	The Center for Advanced Diagnostic Imaging is under design for the UT Research Park. This Center is receiving significant funding from the Texas Enterprise Fund (\$25M) and GE Health Care (\$30M).	UTHSC-Houston, State of Texas, General Electric Health Care
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.	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. MDACC is also teaming with churches to encourage men to participate in a prostate cancer prevention study, the Selenium and Vitamin E Cancer Prevention Trial (SELECT). Four hundred institutions in the US, Canada, and Puerto Rico are recruiting 32,000 volunteers over a five year period.	Proctor & Gamble, more than 40 Houston-area African American churches, Southwest Oncology Group, 400 other institutions.
U. T. Health Center-Tyler		
TDH Tuberculosis Contract	TB patients in Texas are referred to UTHC-T for inpatient treatment of tuberculosis. Through this inpatient management, public safety is maintained, as contagious tuberculosis patients frequently must be isolated in a controlled hospital inpatient	Texas Department of Health

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
	environment. The cure rate for tuberculosis patients hospitalized at UTHC-T is close to 100% with a relapse rate of only 1-2%.	
Northeast Texas Consortium (NETNet)	<p>Provides a high-speed wireless data network designed for distance learning in rural Northeast Texas, linking:</p> <ul style="list-style-type: none"> • 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) <p>Increases the options for continuing education programs and medical education programs that may be provided to East Texas from community colleges, upper level universities, and technology colleges.</p>	<p>Various institutions in rural Northeast Texas, including:</p> <ul style="list-style-type: none"> • Rural Hospitals • Higher Education Institutions • Public School Systems • Texas Department of Health • 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, Kelly Springfield Tire Company, and the Texas Commission on Environmental Quality
Texas College 1. The East Texas Project EXPORT Center 2. Texas College Community Health Clinic	<ol style="list-style-type: none"> 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. 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
Lake Country AHEC "Nurse Friendly Hospital" Contract	Provide information and resources for rural hospitals (> 100-bed average daily census) to meet criteria for improved work environment to retain as well as recruit nurses to rural and small hospitals across the state.	East Texas AHEC, Texas Nurses Association, Rural Hospitals

HUB Trends – U. T. Health-Related Institutions

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

Table III-16

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

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

Source: U. T. System Office of HUB Development

Table III-17

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

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

Private Support – U. T. Health-Related Institutions

Table III-18

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

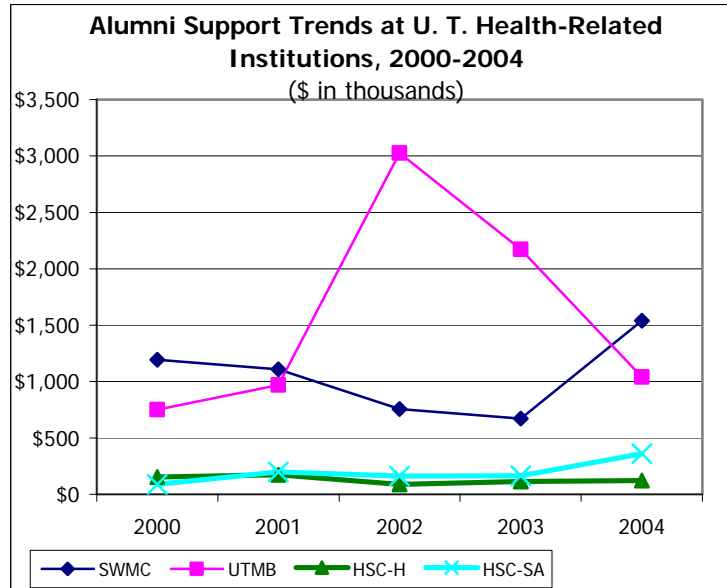
		FY 00 ¹	FY 01	FY 02	FY 03 ²	FY 04
SWMC	Alumni	\$ 1,195	\$ 1,109	\$ 758	\$ 672	\$ 1,540
	Individuals	27,008	12,204	40,108	4,544	25,822
	Foundations	50,983	50,162	57,429	54,654	74,582
	Corporations	10,672	13,086	13,957	16,431	19,730
	Others	25,175	13,848	5,305	5,471	8,932
	Total		\$115,033	\$90,409	\$117,557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

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

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

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

Figure III-6



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

Implications for the Future

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

Measures for Future Development

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

IV. Organizational Efficiency and Productivity

Values

The U. T. System is committed to enhancing the efficiency and productivity of its nine universities and six health-related institutions to help them accomplish their educational, research, and service goals.

Goals

- Demonstrate responsible stewardship of financial resources.
- Develop and improve educational, research, and clinical spaces and other resources to support institutional objectives and improve productivity.
- Recruit, retain, and develop human resources (faculty and staff) to enhance productivity and performance.

Priorities

- Achieve greater operational efficiency and productivity, to focus resources on programmatic priorities.
- Develop resources to improve productivity and performance of faculty and staff.
- Establish and improve systems to support patient care and business processes.

U. T. System Overview: Revenues and Expenses

Table IV-1

Key Revenues and Expenses - U. T. System						
Consolidated Totals						
(\$ in thousands)						
FY	2000	2001	2002	2003	2004	
Revenues¹						
Tuition & Fees	\$525,329	\$593,460	\$526,798	\$593,011	\$675,107	
State Appropriations	1,503,568	1,514,637	1,615,398	1,585,646	1,578,062	
Government Grants & Contracts	907,562	959,917	1,188,435	1,292,805	1,396,363	
Nongovernment Grants & Contracts ²	511,828	478,013	454,553	485,305	520,438	
Gifts ²	0	206,504	197,090	193,936	181,915	
Sales and Services of Hospitals	1,259,114	1,405,059	1,525,988	1,669,380	1,889,355	
Sales and Services - Other	384,761	412,347	393,181	415,484	468,920	
Physician Fees	452,997	507,396	587,510	655,725	701,117	
Other	397,952	383,620	74,670	447,593	1,708,466	
Total System Revenues	\$5,943,111	\$6,460,953	\$6,563,623	\$7,338,885	\$9,119,743	
Expenses³						
Instruction	\$1,472,951	\$1,558,295	\$1,723,388	\$1,848,433	\$1,909,495	
Research	848,646	946,699	1,074,875	1,141,081	1,216,147	
Hospitals / Clinics	1,646,345	1,780,409	1,788,349	1,894,748	2,044,783	
Institutional Support & Physical Plant	703,751	795,730	889,729	936,984	971,879	
Public Service	167,142	173,080	185,570	199,278	209,085	
Academic Support	220,147	240,081	259,880	247,226	255,754	
Student Services	89,863	103,518	113,848	113,442	123,292	
Scholarships and Fellowships	230,457	273,246	156,300	184,003	200,034	
Auxiliary	249,079	260,863	268,220	289,147	289,906	
Depreciation	0	0	297,507	333,415	372,830	
Interest Expense	0	0	90,644	89,697	90,945	
Total System Expenses	\$5,628,381	\$6,131,921	\$6,848,310	\$7,277,454	\$7,684,150	

¹ These represent revenues reported on the U. T. System Annual Financial Report. Revenues do not include transfers between entities, such as transfers between System Administration and the component institutions, or transfers between component institutions and other state agencies. This prevents the double counting of the same funds as revenue initially by the entities sending the funds, and then subsequently by the entity receiving the funds.

² Due to the implementation of Governmental Accounting Standards Board (GASB) Statement 33 in 2001, gifts are now reported on a separate line. The line titled Private Gifts, Grants and Contracts has changed to Nongovernmental Grants and Contracts.

³ Due to the implementation of GASB Statement 35 in 2002, expenses are now accrued and lack capital outlays. Depreciation expense on capital assets is now included. In addition, an entity-wide funds presentation is reflected in the financial statements, not just current funds as in the past.

Source: 2000 and 2001, Exhibit C of Annual Financial Report (AFR); 2002 through 2004, Exhibit B of AFR

- Revenue and expense trends by themselves are not measures of performance, but they establish an operational baseline that provides a context for assessing financial performance in future studies of U. T. System efficiency and quality.

U. T. System Administration Expenses

Table IV-2
Total Expenses for U. T. System Administration Operations
(\$ in thousands)

	FY	2000	2001	2002	2003	2004
Total Expenses*		\$30,676	\$35,730	\$40,727	\$48,829	\$51,395
Percent Change		80.8%	16.5%	14.0%	19.9%	5.3%

*Due to the implementation of GASB Statement 35 in 2002, expenses are now accrued and lack capital outlays. Depreciation expense on capital assets is now included. In addition, an entity-wide funds presentation is reflected in the financial statements, not just current funds as in the past.

Source: 2000 and 2001, Exhibit C of Annual Financial Report (AFR), 2002 through 2004, Exhibit B of AFR

- Between FY 2003 and FY 2004, U. T. System administration expenses increased, but by a significantly smaller amount than in previous years. While total expenses have increased, expenses from State funds decreased from \$30.1 million in 2003 (which included a one-time contribution of \$3.7 million for Employment Practices Liability Insurance) to \$26.1 million in 2004. Excluding this insurance expenditure, the net decrease was \$300,000.
- These figures provide a baseline against which future changes, under the new GASB methodology, can be assessed.

U. T. System Administration Employee Demographic Trends

Table IV-3
U. T. System Administration Staff
Demographic Composition
FY 2003-FY2004

	<u>2003</u>		<u>2004</u>	
Total System Administration Employees	559		594	
Proportion by Ethnic/Racial Group	% Composition Capital Area Workforce 2002		% System Employees % Composition Capital Area Workforce Projected 2005	
White	78.0%	66.8%	75.4%	60.0%
Black	6.4	6.8	7.5	7.5
Hispanic	12.3	22.6	15.0	23.4
Asian	2.2	OTHER:	1.7	OTHER:
Native American	0.4	3.8%	0.7	4.2

Source: U. T. Office of Human Resources and Texas State Data Center Projections of the Population of Texas and Counties in Texas by Age, Sex and Race/Ethnicity for 2000-2004.

- This measure addresses the U. T. System's commitment to supporting a diverse working environment.
- Comparison with the Capital Area workforce pattern projected for 2005 shows that the U. T. System Administration's total employee group includes approximately 15 percent more White workers than the region as a whole.
- The proportion of Black and Hispanic System Administration employees increased moderately from 2003 to 2004.

Bond Rating

Table IV-4

U. T. System Bond Rating 2003 and 2004

Permanent University Fund	8/31/02 Ratings			8/31/03 Ratings		
	Moody's	Standard and Poor's	Fitch	Moody's	Standard and Poor's	Fitch
Fixed Rate Bonds						
Series 1996	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 1997	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2002A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2004A & B	-	-	-	Aaa	AAA	AAA
Revenue Financing System						
Fixed Rate Bonds						
Series 1995A	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 1996A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 1998A, B, C, D	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 1999A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2001A	Aaa/VMIG-1	AAA/A-1+	AAA-F-1+	Aaa/VMIG-1	AAA/A-1+	AAA-F-1+
Series 2001B & C	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2002A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2003A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2004A&B	-	-	-	Aaa	AAA	AAA

Source: U. T. System Office of Finance

- The Revenue Financing System (RFS) is the primary debt program for the U. T. System. The RFS is supported by a System-wide pledge of all legally available revenues and balances to secure payment of debt issued on behalf of all institutions of the System.
- The U. T. System is one of only two public institutions of higher education to receive the highest possible credit ratings from all three major rating agencies. RFS and PUF debt is currently rated Aaa/AAA/AAA by Moody's, Standard & Poor's, and Fitch, respectively, representing the highest possible credit ratings for long-term debt.
- The RFS bond rating was upgraded to Aaa by Moody's in 2000 and to AAA by both Standard & Poor's and Fitch in 1997, and has remained at those levels since.

Implications for Future Planning

- Bond ratings are an indication of financial capacity and viability, and are not necessarily good indicators of performance.
- The U. T. System has a large and growing appetite for debt financing to support its capital investment needs. As a result, the System is steadily using up its RFS debt capacity at the AAA credit level. A reduction in the RFS bond rating from AAA to AA would add \$1 million to \$2 million per year in debt service, based on historical interest rate spreads and the projected amount of debt to be issued in the FY 2004 – FY 2009 Capital Improvement Program.
- One measure of financial performance is the Annual Operating Margin ratio. The Annual Operating Margin ratio measures the relative profitability of a university by dividing its operating surplus (profit) by total operating revenues. A second financial performance measure is the Actual Debt Service Coverage ratio that measures a university's ability to pay debt service with operating cash flow. These financial ratios, in particular, have declined at the U. T. System over the past 10 years and should be monitored as a signal of reduced financial flexibility.
- Due to significant changes in GAAP accounting that were implemented in FY 2002, these ratios can only be monitored from 2002 forward, although the historical trends are clear.

IV. Organizational Efficiency and Productivity: U. T. Academic Institutions

Fiscal Performance

Table IV-5
Key Revenues and Expenses - U. T. Academic Institutions
(\$ in thousands)

	FY	2000	2001	2002	2003	2004
Revenues¹						
Arlington		\$205,916	\$221,734	\$237,532	\$245,959	\$270,336
Austin		1,075,670	1,231,579	1,213,687	1,264,015	1,351,634
Brownsville/Texas Southmost		76,525	88,070	92,540	95,719	100,621
Dallas		128,751	152,371	157,791	168,177	203,146
El Paso		196,707	205,717	205,183	217,376	229,337
Pan American		125,438	132,077	141,202	158,923	163,438
Permian Basin		26,150	27,122	26,497	27,187	29,048
San Antonio		172,398	179,208	190,195	214,529	243,498
Tyler		37,456	43,060	41,257	43,708	49,912
Total Academic Revenues		\$2,045,011	\$2,280,938	\$2,305,884	\$2,435,593	\$2,640,970
Expenses²						
Arlington		\$190,647	\$204,651	\$225,788	\$232,937	\$244,173
Austin		1,071,617	1,173,092	1,282,557	1,356,317	1,376,923
Brownsville/Texas Southmost		67,402	82,043	84,364	91,579	97,622
Dallas		119,735	134,757	156,063	174,666	182,410
El Paso		181,903	196,349	209,133	217,783	217,149
Pan American		108,650	120,568	138,577	155,276	157,557
Permian Basin		21,074	22,506	24,294	28,381	32,640
San Antonio		149,803	163,649	177,029	205,702	224,794
Tyler		32,495	36,161	38,781	43,980	48,984
Total Academic Expenses		\$1,943,326	\$2,133,776	\$2,336,586	\$2,506,621	\$2,582,252

¹ These represent revenues reported on the Annual Financial Report. Revenues do not include transfers between entities, such as transfers between System Administration and the component institutions, or transfers between component institutions and other state agencies. This prevents the double counting of the same funds as revenue initially by the entities sending the funds, and then subsequently by the entity receiving the funds.

² Due to the implementation of GASB Statement 35 in 2002, expenses are now accrued and lack capital outlays. Depreciation expense on capital assets is now included. In addition, an entity-wide funds presentation is reflected in the financial statements, not just current funds as in the past.

Source: 2000 and 2001, Exhibit C of Annual Financial Report (AFR); 2002 through 2004, Exhibit B of AFR

- Because of changes in Government Accounting Standards Board reporting requirements, revenues and expenses before 2002 are not completely comparable to those posted earlier. These changes preclude the use of trend lines for the period before 2002.

Table IV-6

Key Revenues and Expenses by Source and Purpose - U. T. Academic Institutions

	(\$ in thousands)					
	FY	2000	2001	2002	2003	2004
Revenues¹						
Tuition & Fees		\$485,681	\$550,399	\$485,301	\$546,224	\$626,307
State Appropriations		677,798	679,919	725,893	719,033	723,237
Government Grants & Contracts		401,144	425,475	540,067	584,446	631,781
Nongovernment Grants & contracts ²		99,574	92,995	98,878	97,489	110,550
Gifts ²		0	123,703	97,107	93,560	78,814
Sales and Services - Other		248,469	263,661	266,487	310,306	325,417
Other		132,346	144,784	92,152	84,535	144,864
Total Academic Revenues		\$2,045,011	\$2,280,938	\$2,305,884	\$2,435,593	\$2,640,970
Expenses³						
Instruction		\$617,187	\$660,572	\$726,039	\$817,586	\$829,035
Research		304,062	335,021	375,262	391,709	401,580
Institutional Support & Physical Plant		282,034	315,602	358,589	384,665	387,764
Public Service		79,071	86,882	87,041	85,938	91,812
Academic Support		163,430	180,181	189,809	172,991	181,126
Student Services		80,089	93,128	101,766	101,746	109,858
Scholarships and Fellowships		208,263	249,180	151,075	175,997	190,147
Auxiliary		209,189	213,209	223,796	243,010	247,483
Depreciation		0	0	123,209	132,979	143,447
Total Academic Expenses		\$1,943,326	\$2,133,776	\$2,336,586	\$2,506,621	\$2,582,252

¹ These represent revenues reported on the U. T. System Annual Financial Report. Revenues do not include transfers between entities, such as transfers between System Administration and the component institutions, or transfers between component institutions and other state agencies. This prevents the double counting of the same funds as revenue initially by the entities sending the funds, and then subsequently by the entity receiving the funds.

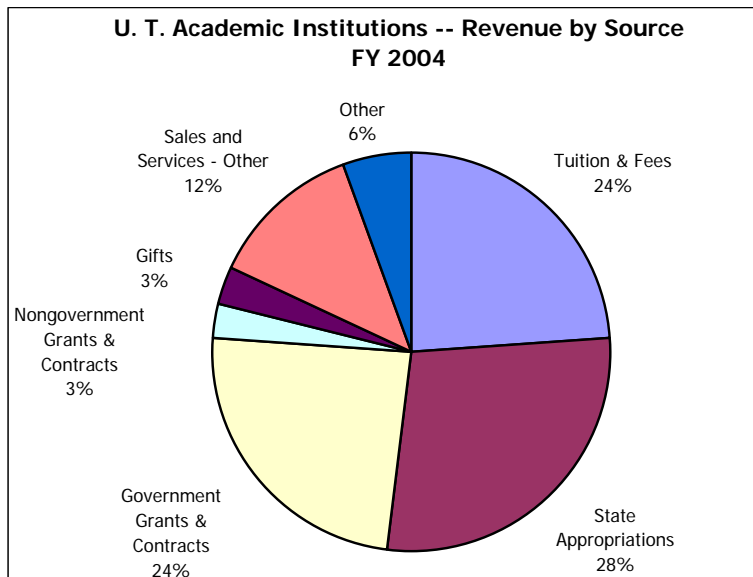
² Due to the implementation of Governmental Accounting Standards Board (GASB) Statement 33 in 2001, gifts are now reported on a separate line. The line titled Private Gifts, Grants and Contracts has changed to Nongovernmental Grants and Contracts.

³ Due to the implementation of GASB Statement 35 in 2002, expenses are now accrued and lack capital outlays. Depreciation expense on capital assets is now included. In addition, an entity-wide funds presentation is reflected in the financial statements, not just current funds as in the past.

Source: 2000 and 2001, Exhibit C of Annual Financial Report (AFR); 2002 through 2004, Exhibit B of AFR

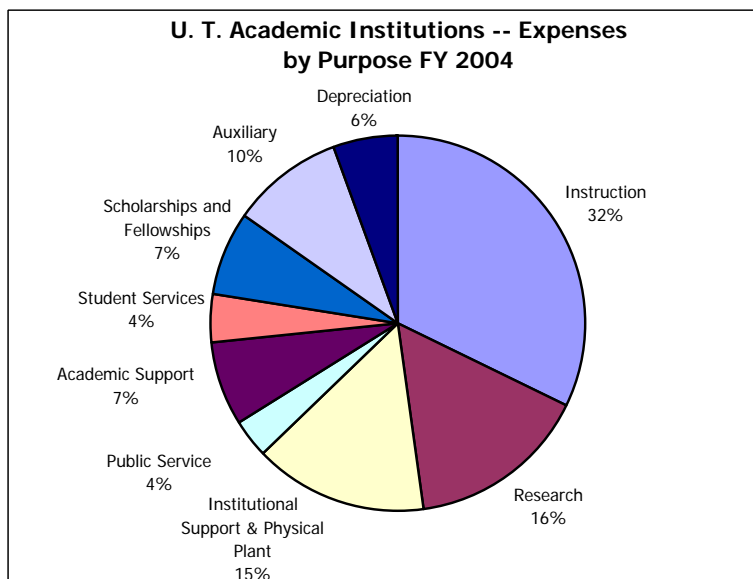
- Because of mandated changes in financial reporting requirements, revenue and expense categories from FY 2002 onward differ from those used earlier. Therefore, longitudinal comparisons before FY 2002 are not reliable.

Figure IV-1



- State appropriations provided 28 percent of revenue to academic institutions in FY 2004, down from 30 percent in FY 2003.
- Government grants and contracts provided 24 percent in FY 2003 and FY 2004
- Tuition provided 24 percent of revenue in FY 2004 up from 22 percent in 2003.

Figure IV-2



- One third of expenses were allocated to instruction.
- 18 percent of expenses went to student services, academic support, scholarships, and fellowships.
- 16 percent was spent on research.

Revenue in Relation to Faculty and Students

Table IV-7

Adjusted Revenue per FTE Student						
U. T. Academic Institutions						
(\$ in thousands)						
FY	2000	2001	2002	2003	2004	
UTA	\$11	\$12	\$12	\$10	\$11	
UT Austin	12	13	12	12	13	
UTB/TSC	5	4	4	4	4	
UTD	14	15	13	13	13	
UTEP	11	11	9	9	9	
UTPA	9	10	8	8	8	
UTPB	14	14	13	11	10	
UTSA	10	10	9	9	9	
UTT	14	13	13	12	11	

Adjusted total revenue includes tuition, fees, and state appropriations.

Source: U. T. Office of Business Affairs; FTE data from the THECB

Table IV-8

Adjusted Revenue per FTE Faculty						
U. T. Academic Institutions						
(\$ in thousands)						
FY	2000	2001	2002	2003	2004	
UTA	\$215	\$232	\$235	\$227	\$233	
UT Austin	248	265	251	252	251	
UTB/TSC	85	77	71	79	78	
UTD	269	287	293	285	272	
UTEP	195	195	168	165	182	
UTPA	188	187	161	165	158	
UTPB	228	231	210	196	178	
UTSA	240	250	222	215	242	
UTT	154	152	156	156	173	

Adjusted total revenue includes tuition, fees, and state appropriations.

Source: U. T. Office of Business Affairs; FTE data from the THECB

- This measure illustrates the trends in state support and tuition in proportion to numbers of faculty and students at U. T. System institutions. It is one indication of resources available to serve students and to recruit and retain faculty.
- Over the past five years, revenue per full-time equivalent student has held steady or decreased at eight U. T. System academic institutions.
- Adjusted total revenue per full-time equivalent faculty has decreased at three institutions, and increased at six institutions.

Figure IV-3

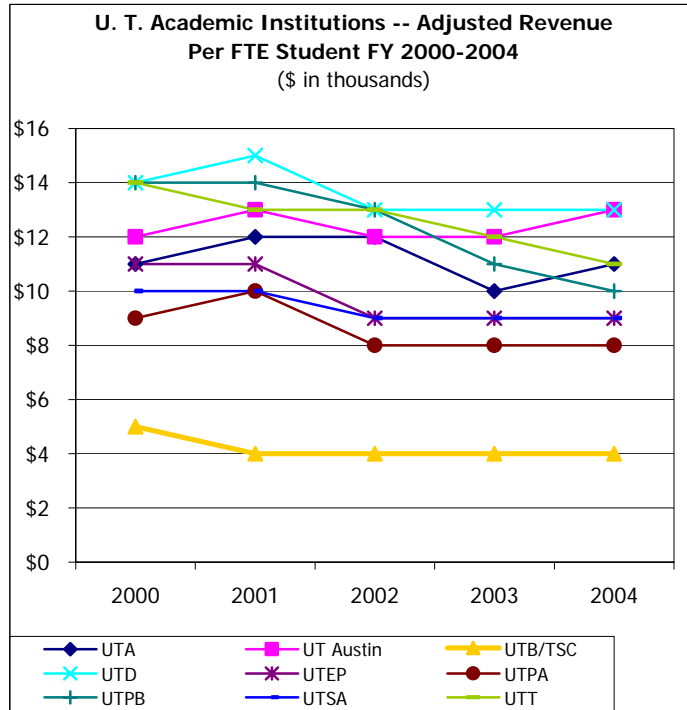
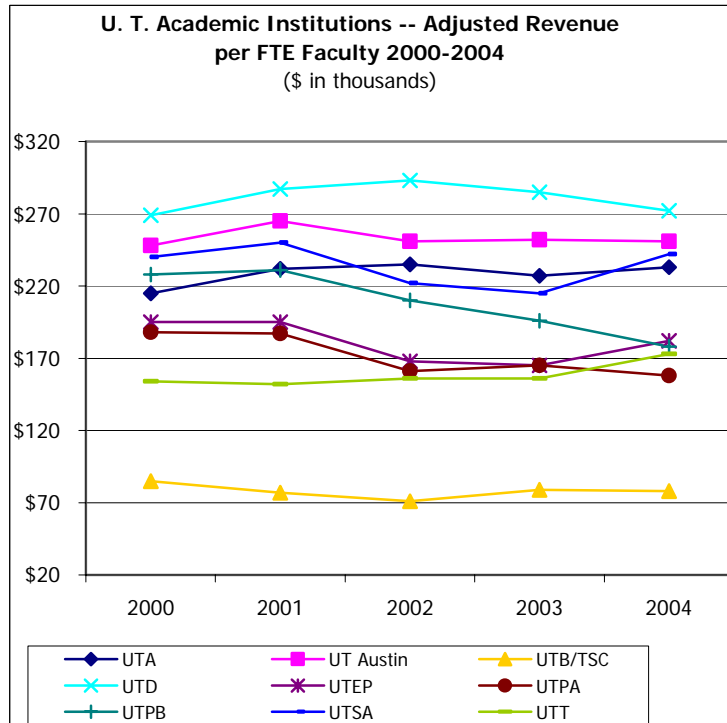


Figure IV-4



Appropriated Funds per FTE Student and FTE Faculty

- Appropriated funds per FTE student have held steady or decreased at all U. T. System academic institutions.
- Appropriated funds have decreased per FTE faculty at seven institutions.

Table IV-9

Appropriated Funds per FTE Student -- U. T. Academic Institutions						
(\$ in thousands)						
FY	2000	2001	2002	2003	2004	
UTA	\$6	\$6	\$7	\$6	\$5	
UT Austin	7	7	7	6	6	
UTB/TSC	4	3	4	4	3	
UTD	8	7	7	7	7	
UTEP	6	6	6	6	5	
UTPA	6	6	6	6	5	
UTPB	11	10	10	9	7	
UTSA	6	5	6	5	4	
UTT	10	9	10	9	8	

Source: Appropriated funds are from Exhibit C of Annual Financial Report (AFR) for 2000 and 2001, and Exhibit B of AFR for 2002 through 2004.

Table IV-10

Appropriated Funds per FTE Faculty -- U. T. Academic Institutions						
(\$ in thousands)						
FY	2000	2001	2002	2003	2004	
UTA	\$121	\$124	\$133	\$123	\$116	
UT Austin	135	137	138	132	128	
UTB/TSC	71	60	60	68	62	
UTD	146	146	164	145	137	
UTEP	117	112	112	106	108	
UTPA	129	122	119	114	106	
UTPB	177	177	161	148	132	
UTSA	140	138	135	120	115	
UTT	115	109	127	117	120	

Source: Appropriated funds are from Exhibit C of Annual Financial Report (AFR) for 2000 and 2001, and Exhibit B of AFR for 2002 through 2004.

Endowments — System Overview

- Taken together, the value of U. T. System endowments totaled \$4.5 billion as of August 31, 2004.
- This represents a 35 percent increase from 1999.

Table IV-11

U. T. System Endowments			
	Value** 8/31/99	Value** 8/31/04	% change 99-04
Arlington	\$29,822,000	\$38,512,000	29%
Austin	1,451,337,000	2,038,938,000	40
Brownsville/TSC	441,000	4,829,000	995
Dallas	136,778,000	195,714,000	43
El Paso*	97,445,000	117,563,000	21
Pan American	30,072,000	50,749,000	69
Permian Basin	10,170,000	13,147,000	29
San Antonio	20,675,000	30,218,000	46
Tyler	39,490,000	45,152,000	14
Total Academic	\$1,816,230,000	\$2,534,822,000	40%
SWMC*	\$593,224,000	\$804,305,000	36%
UTMB*	302,115,000	352,268,000	17
HSC-H*	77,088,000	113,459,000	47
HSC-SA*	252,852,000	278,385,000	10
MDACC*	256,739,000	357,890,000	39
HC-T*	16,473,000	31,729,000	93
Total Health-Related	\$1,498,491,000	\$1,938,036,000	29%
Institution Total	\$3,314,721,000	\$4,472,858,000	35%
System Administration	\$14,268,240	\$16,959,233	19%
U. T. System Total	\$3,328,989,240	\$4,489,817,233	35%

*Some of the increase in the total market value of endowments of these institutions is attributable to funds distributed through the Permanent Health Fund, as part of the tobacco settlement.

**These totals include endowment funds managed by UTIMCO as well as those held in trust by other entities, as reported to the Council for Aid to Education each year. (Information offered on endowment funds not managed by UTIMCO is reported by each institution. Due to factors beyond control of the U. T. System Administration, amounts reported may represent estimates instead of actual figures.)

Source: U. T. System Office of External Relations and U. T. institution reports to the Council on Aid to Education.

Endowments – U. T. Academic Institutions

- The dollar value and number of U. T. System academic institutions' endowments have grown substantially over the past five years at all U. T. System institutions.
- The ratio of these endowments to FTE students and FTE faculty illustrate the impact of these funds in the support of teaching, research, and other activities that serve students and faculty.

Figure IV-5

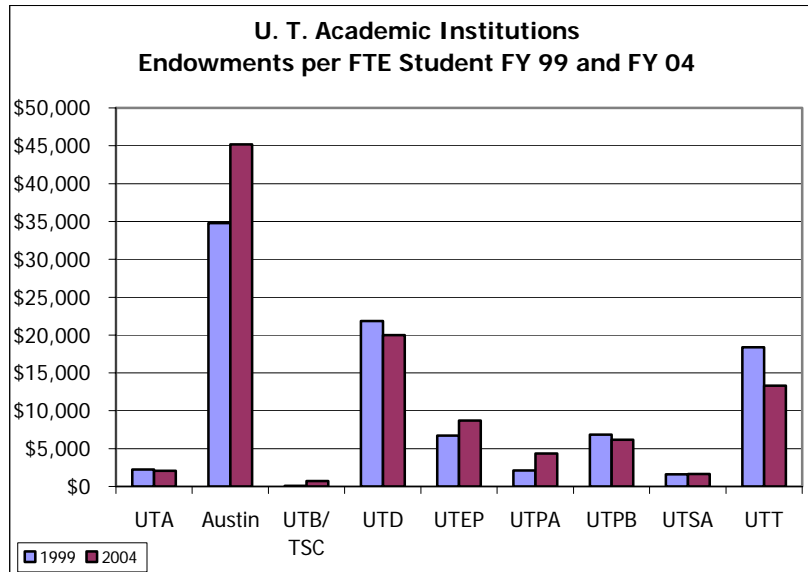
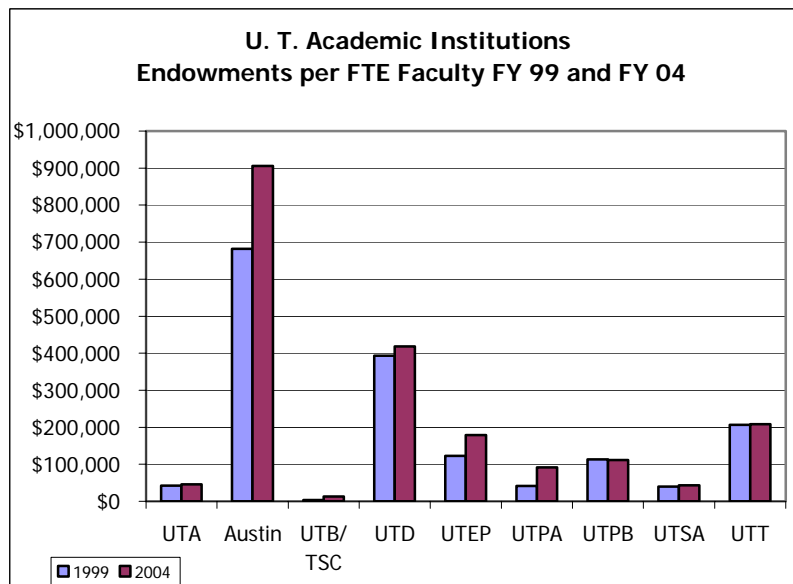


Figure IV-6



Administrative Costs in Relation to Total Expenses

Table IV-12

		Amount Expended for Administrative Costs as a Percent of Expenses -- U. T. Academic Institutions				
	FY	2000	2001	2002	2003	2004
Arlington	Administrative Costs	\$18,610,542	\$17,837,357	\$21,579,268	\$21,511,273	\$19,760,069
	Total expenses	170,542,797	184,283,140	203,533,024	208,510,480	215,692,279
	% Total expenses	10.9%	9.7%	10.6%	10.3%	9.2%
Austin	Administrative Costs	53,435,702	60,063,709	67,677,097	76,221,356	69,876,870
	Total expenses	931,233,422	1,032,620,206	1,138,486,509	1,205,183,325	1,226,185,936
	% Total expenses	5.7%	5.8%	5.9%	6.3%	5.7%
Brownsville/TSC	Administrative Costs	7,445,212	7,942,084	9,263,187	9,392,148	9,766,930
	Total expenses	65,414,370	79,743,151	81,778,670	88,405,902	94,151,928
	% Total expenses	11.4%	10.0%	11.3%	10.6%	10.4%
Dallas	Administrative Costs	10,648,481	12,153,366	14,658,832	14,461,491	13,851,220
	Total expenses	113,342,014	127,332,173	147,989,327	165,319,197	171,995,585
	% Total expenses	9.4%	9.5%	9.9%	8.7%	8.1%
El Paso	Administrative Costs	15,902,208	16,978,175	17,924,856	18,958,401	15,792,305
	Total expenses	152,326,250	167,094,714	180,960,988	184,577,195	184,916,787
	% Total expenses	10.4%	10.2%	9.9%	10.3%	8.5%
Pan American	Administrative Costs	12,138,740	11,319,804	12,382,010	12,557,050	12,880,257
	Total expenses	100,523,147	111,421,393	127,475,110	143,526,654	145,519,374
	% Total expenses	12.1%	10.2%	9.7%	8.7%	8.9%
Permian Basin	Administrative Costs	2,442,990	2,571,896	2,949,907	3,180,381	2,782,467
	Total expenses	19,093,462	20,814,390	22,939,693	26,640,735	30,348,776
	% Total expenses	12.8%	12.4%	12.9%	11.9%	9.2%
San Antonio	Administrative Costs	16,288,866	17,528,021	19,436,041	21,882,587	24,986,867
	Total expenses	143,057,869	155,681,582	169,362,224	196,341,610	214,453,142
	% Total expenses	11.4%	11.3%	11.5%	11.1%	11.7%
Tyler	Administrative Costs	5,669,423	4,443,152	5,319,266	6,584,941	7,735,271
	Total expenses	31,618,835	35,422,661	37,178,566	41,847,061	46,435,139
	% Total expenses	17.9%	12.5%	14.3%	15.7%	16.7%
Overall Average		8.3%	7.9%	8.1%	8.2%	7.6%

Source: Administrative Cost Measures reported to the Legislative Budget Board as an Annual Performance Measure by each institution. Total expenses defined by the LBB exclude expenses of auxiliary enterprises and service departments. Administrative costs also exclude expenses of service departments.

- For most U. T. academic institutions, administrative expenses comprise between 8 and 10 percent of total expenses. This relationship is largely a function of size, with larger institutions gaining economies of scale that cause administrative expenses to be a smaller portion of total expenses.
- The ratio of administrative expenses to total expenses has decreased at most U. T. System academic institutions since 2000 and has remained essentially level at U. T. Austin and U. T. San Antonio.
- For example, at U. T. Permian Basin, from 2003 to 2004, the budget grew by almost 14 percent as the result of tuition increases and a 14-percent increase in student credit hours. This new funding went into instruction (new faculty, classroom support, enrollment and student support services) while the campus made a concerted effort not to increase administrative expenses.

Facilities

- The following measures provide baselines for future reports. Data from the Coordinating Board are based on self-reports by each institution. Formulas for these calculations were changed in the past year, so results to previous years are not meaningful.

Table IV-13
Assignable Space per Student FY 2004 – U. T. Academic Institutions

	Student Headcount	FTE Students	E&G Gross Square Feet	E&G Assignable Square Feet	Ratio E&G Gross Sq. Ft. to Headcount Students	Ratio E&G Assignable Sq. Ft. to FTE Student
Arlington	24,979	18,493	2,702,855	1,801,776	108	97
Austin	51,426	45,144	11,001,748	7,836,868	214	174
Brownsville/TSC*	10,592	6,832	834,057	749,575	79	110
Dallas	13,718	9,797	1,605,172	1,051,133	117	107
El Paso	18,542	13,497	2,506,389	1,772,469	135	131
Pan American	15,915	11,689	1,221,826	1,035,552	77	89
Permian Basin	3,028	2,129	328,410	233,128	108	110
San Antonio	24,665	18,203	1,407,935	1,196,488	57	66
Tyler	4,769	3,390	425,347	361,509	89	107

*Includes Texas Southmost College students

E&G gross square feet is the sum of all square feet of floor areas within the exterior walls of buildings that can be used for programs including such major room use categories as: classrooms, laboratories, offices, study areas, health care, residential.

Educational and general (E&G) space is the net assignable space used to carry out institutional missions of instruction, research, and many types of public service.

Source: *THECB Campus Planning Website; U. T. System Office of Facilities Planning and Construction*

- This table compares total space (E&G gross square feet) available per student to the amount of assignable space (E&G assignable square feet) per student that is used to carry out an institution's missions of instruction, research, and many kinds of public service.

Table IV-14
Space Utilization of Classrooms FY 2004 -- U. T. Academic Institutions

Campus	Number of Classrooms	Average Weekly Hours of Use	Number of Class Labs	Average Weekly Hours of Use
Arlington	189	29.1	58	24.5
Austin	440	37.5	159	29.7
Brownsville/TSC	74	35.4	49	19.5
Dallas	145	20.0	44	15.0
El Paso	108	36.7	45	24.1
Pan American	165	24.8	100	13.6
Permian Basin	29	34.1	17	13.9
San Antonio	155	33.9	76	22.8
Tyler	54	32.0	7	27.0

Source: *THECB Facilities Inventory and THECB Space Projection Model*

- In 2004, the Texas Higher Education Coordinating Board established a revised state standard, of 38 hours of weekly classroom space use. No U. T. System academic institution met this standard in 2004, although U. T. Austin, U. T. Brownsville/Texas Southmost College, and U. T. El Paso were close in 2004.
- The THECB also revised the standard for use of class laboratories, to 25 hours of weekly use. U. T. Austin and U. T. Tyler exceeded this standard; U. T. Arlington and U. T. El Paso were close.

Research Expenditures and Use of Research Space

- The following measure is new for U. T. academic institutions. It will provide a baseline for future reports to track the productivity of investments in research space.

Table IV-15

Research Space FY 2004 - U.T. Academic Institutions

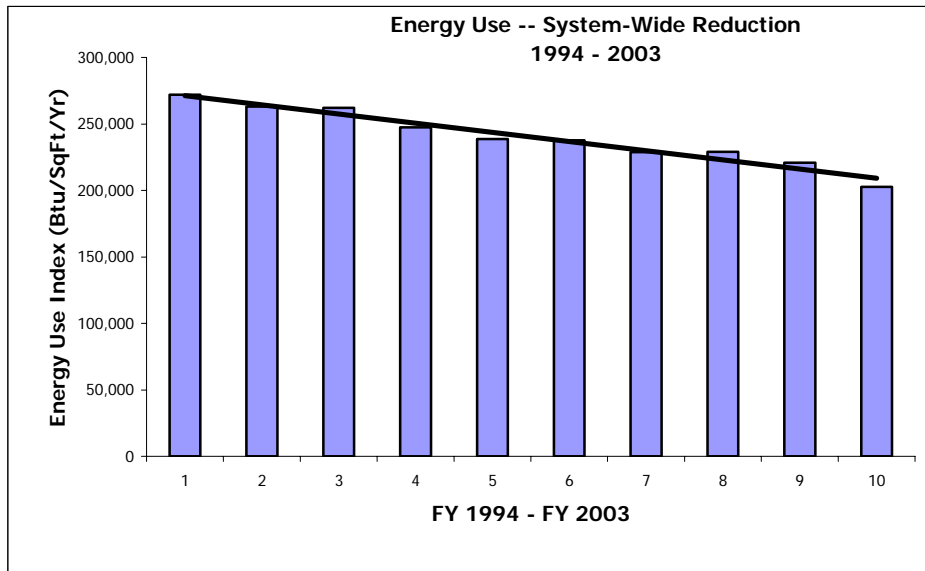
	Research Expenditures	Research E&G Sq. Ft.	Research Expenditures per Research E&G Sq. Ft.
Arlington	\$22,417,130	236,582	\$95
Austin	382,391,771	1,446,135	264
Brownsville	3,273,326	1,409	2,323
Dallas	31,274,590	145,267	215
El Paso	32,067,735	157,087	204
Pan American	4,309,262	32,683	132
Permian Basin	1,895,564	7,956	238
San Antonio	16,516,457	92,142	179
Tyler	894,034	3,211	278
Total Academic	\$495,039,869	2,122,472	\$233

Source: THECB Space Projection Model based on institution self-reports

Energy Use

- A new measure, these data illustrate the increasing efficiency of operations of U. T. System academic institution physical plants.
- Utility funding comprises approximately 68 percent of the total operation and maintenance infrastructure support funds distributed by the infrastructure funding formula and appropriated by the legislature for U. T. System academic institutions; U. T. System health-related institutions allot approximately 50 percent of their formula funding to utilities.
- Reduction of energy use and costs significantly increases the efficiency of operations of U. T. System institutions.
- In 2001, the U. T. System set a goal to reduce energy consumption by 10 to 15 percent by 2011.
- From 1994 to 2003, U. T. System institutions have, on average, reduced energy use by 24 percent per gross square foot, during a period when total gross square footage increased by 44 percent.
- These savings have been achieved through the construction of more energy-efficient buildings, campus-based initiatives to monitor daily use, and programs to manage energy more efficiently.

Figure IV-7



Energy Use Reductions: U. T. Academic Institutions

Table IV-16
Reduction in Energy Use
by U. T. System Academic Institutions
1993-2003

	2001-2003 Reduction (%)	1993-2003 Reduction (%)
Arlington	14	(1)
Austin	17	22
Brownsville/TSC	(19)	(34)
Dallas	15	4
El Paso	3	21
Pan American	(11)	(10)
Permian Basin	13	6
San Antonio	11	16
Tyler	29	52

- Each U. T. System academic institution has set a goal to reduce energy consumption by 15 percent by 2011.
- Most campuses are meeting or exceeding this goal.

Note: Percentage decrease based on change in Energy Use Index = BTU/SqFt/Yr

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

Contextual Measures

Table IV-17

Construction Projected for FY 2005 - FY 2010 – U. T. Academic Institutions

	Project Type	All Projects		Repair and Renovation		New Construction		New Square Footage
		# Projects	Total Project Cost	# Projects	Total Project Cost	# Projects	Total Project Cost	
Arlington	Ed/Admin	7	\$ 27,763,481	4	\$ 11,094,981	3	\$ 16,668,500	105,024
	Auxiliary	8	82,688,000	1	3,300,000	7	79,388,000	517,800
	Research	1	43,472,945	0	0	1	43,472,945	128,200
	Total	16	\$153,924,426	5	\$14,394,981	11	\$139,529,445	751,024
Austin	Ed/Admin	13	312,000,000	7	157,700,000	6	154,300,000	347,731
	Auxiliary	9	210,925,000	3	32,884,000	6	178,041,000	616,160
	Research	9	157,850,000	3	41,850,000	6	116,000,000	330,378
	Total	31	\$680,775,000	13	\$232,434,000	18	\$448,341,000	1,294,269
Brownsville/TSC	Ed/Admin	2	41,110,000	0	0	2	41,110,000	98,300
	Auxiliary	0	0	0	0	0	0	0
	Research	0	0	0	0	0	0	0
	Total	2	\$41,110,000	0	0	2	\$41,110,000	98,300
Dallas	Ed/Admin	0	0	0	0	0	0	0
	Auxiliary	3	15,400,000	0	0	3	15,400,000	91,750
	Research	4	120,243,750	2	30,243,750	2	90,000,000	300,100
	Total	7	\$135,643,750	2	\$30,243,750	5	\$105,400,000	391,850
El Paso	Ed/Admin	5	21,372,000	4	11,372,000	1	10,000,000	52,604
	Auxiliary	2	42,050,000	0	0	2	42,050,000	280,000
	Research	2	34,000,000	0	0	2	34,000,000	143,965
	Total	9	\$97,422,000	4	\$11,372,000	5	\$86,050,000	476,569
Pan American	Ed/Admin	6	64,587,000	2	6,587,000	4	58,000,000	195,465
	Auxiliary	1	1,594,000	0	0	1	1,594,000	11,000
	Research	0	0	0	0	0	0	0
	Total	7	\$66,181,000	2	\$6,587,000	5	\$59,594,000	206,465
Permian Basin	Ed/Admin	1	\$9,350,000	1	9,350,000	0	0	0
	Auxiliary	2	17,030,000	0	0	2	17,030,000	115,000
	Research	0	0	0	0	0	0	0
	Total	3	\$26,380,000	1	\$9,350,000	2	\$17,030,000	115,000
San Antonio	Ed/Admin	7	199,132,154	1	6,800,000	6	192,332,154	302,000
	Auxiliary	7	145,494,500	0	0	7	145,494,500	522,000
	Research	1	94,300,000	0	0	1	94,300,000	220,000
	Total	15	\$438,926,654	1	\$6,800,000	14	\$432,126,654	1,044,000
Tyler	Ed/Admin	1	34,850,000	0	0	1	34,850,000	148,885
	Auxiliary	4	30,984,000	0	0	4	30,984,000	134,800
	Research	0	0	0	0	0	0	0
	Total	5	\$65,834,000	0	0	5	\$ 65,834,000	283,685
Academic Institution Total		95	\$1,706,196,830	28	\$ 311,181,731	67	\$1,395,015,099	11,910,431

Number of projects and total project cost include both new construction and renovation projects; new square footage only includes gross square footage added.

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

- The U. T. System's Capital Improvement Program (CIP), approved by the Board of Regents in August 2004, identifies high-priority capital building and renewal needs. The CIP currently manages \$4.973 billion in new construction, repairs, and renovations, including \$1.706 billion for academic institutions and \$3.267 billion for health-related institutions.
- Between August 2000 and August 2004, the CIP for academic institutions has increased by approximately 70 percent, from \$1.002 billion to \$1.706 billion.
- For the future, student enrollment gains may increase at a faster rate than the CIP. This will pose policy, resource, and student service challenges for U. T. institutions and the U. T. System.

Table IV-18

Facilities Condition Index FY 2004 – U. T. Academic Institutions

	Gross Square Feet	Campus Replacement Value	Capital Renewal Backlog	Facilities Condition Index
Arlington	4,660,142	\$ 953,709,000	\$ 18,867,000	0.02
Austin	17,681,179	3,667,707,000	375,986,000	0.10
*Brownsville	248,799	85,432,000	--	0.00
Dallas	2,030,663	394,641,000	26,311,000	0.07
El Paso	3,505,832	704,883,000	24,807,000	0.04
Pan American	1,985,274	399,068,000	--	0.00
Permian Basin	728,650	148,123,000	1,375,000	0.01
San Antonio	2,675,745	530,737,000	37,198,000	0.07
Tyler	807,828	\$149,656,000	\$ 7,855,000	0.05

**Excludes Texas Southmost College*

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

- Nationally, a facilities condition index of 0.05 or less is considered to be a good rating, 0.10 is median, and a rating of 0.15 or more is substandard.
- The FCI of all academic institutions is “good” or “median.”

Trends in Small Class Size

- As the table, below, illustrates, the number of small classes is small in proportion to all classes offered at U. T. System academic institutions, and is decreasing on most campuses.
- In 2004, on average, only six percent of all classes were small – those courses with fewer than ten students at the undergraduate level or fewer than five students at the graduate level.

Table IV-18a

Organized Courses at U. T. System Academic Institutions -- Number and Proportion of Small Classes, 2002-2004*

	FY 2002		FY 2003		FY 2004	
	#	% of total classes	#	% of total classes	#	% of total classes
Arlington	232	4.8	138	2.7	161	3.0
Austin	611	5.8	521	4.8	605	5.6
Brownsville/TSC	201	12.2	124	7.5	157	9.4
Dallas	181	7.6	314	12.1	250	9.4
El Paso	278	7.2	260	6.2	314	7.6
Pan American	361	10.1	401	10.7	213	5.2
Permian Basin	120	18.5	178	23.4	153	18.1
San Antonio	160	4.2	179	4.4	132	3.1
Tyler	174	12.0	177	11.2	159	9.9
Total	2,318	7.1%	2,292	6.6%	2,144	6.1%

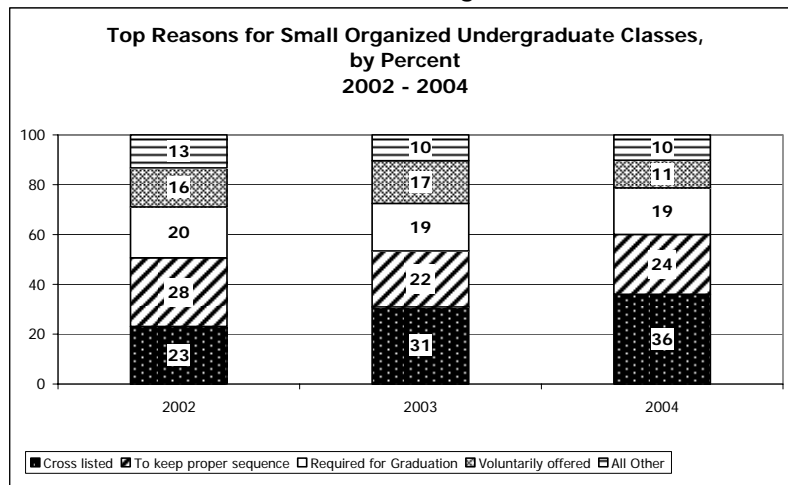
**Includes fall and spring courses with cross-listed and multi-section courses counted only once*

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

- The Texas Higher Education Coordinating Board permits small organized classes provided that the offerings are approved by the governing board of the university. They may be offered if they are:
 - required course for graduation (the course is not offered each semester or term, and, if canceled, may affect the date of graduation of those enrolled);
 - required course for majors in field and should be completed this semester (or term) to keep proper sequence in courses;
 - in a newly established degree program, concentration, or support area;
 - part of an interdepartmental (cross-listed) course taught as a single class by the same faculty, provided that the combined enrollments do not constitute a small class;
 - a first-time offering;
 - class size-limited by accreditation or state licensing standards;
 - class size-limited by availability of laboratory or clinical facilities; or
 - voluntarily offered by a faculty member in excess of the institutional teaching load requirement and for which the faculty member receives no additional compensation.

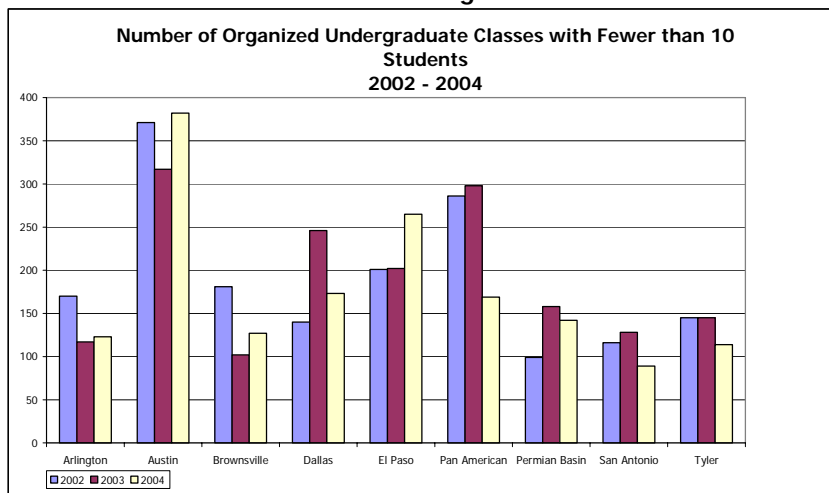
- Seventy-nine percent of undergraduate, and 77 of percent graduate small courses are offered because they are cross-listed, needed to maintain proper sequencing, or required for graduation.

Figure IV-8



Source: U. T. System Office of Academic Affairs

Figure IV-9

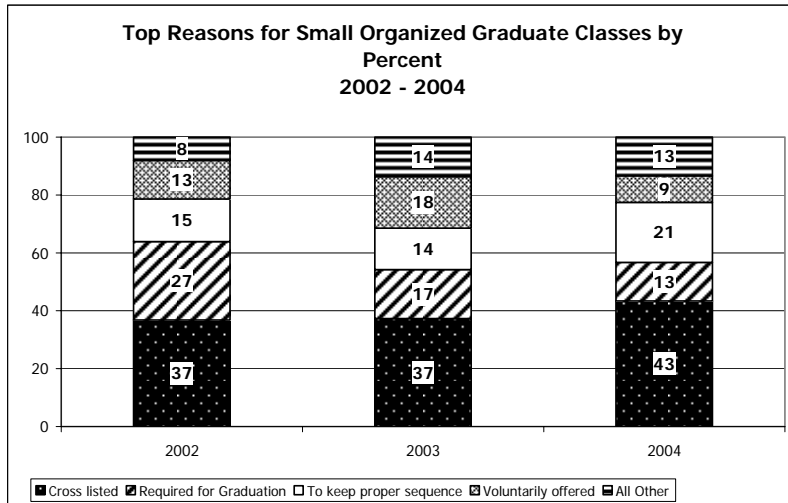


Source: U. T. System Office of Academic Affairs

The number of classes enrolling fewer than ten undergraduate students declined between 2002 and 2004 at U. T. Arlington, U. T. Brownsville/Texas Southmost College, U. T. Pan American, U. T. San Antonio, and U. T. Tyler.

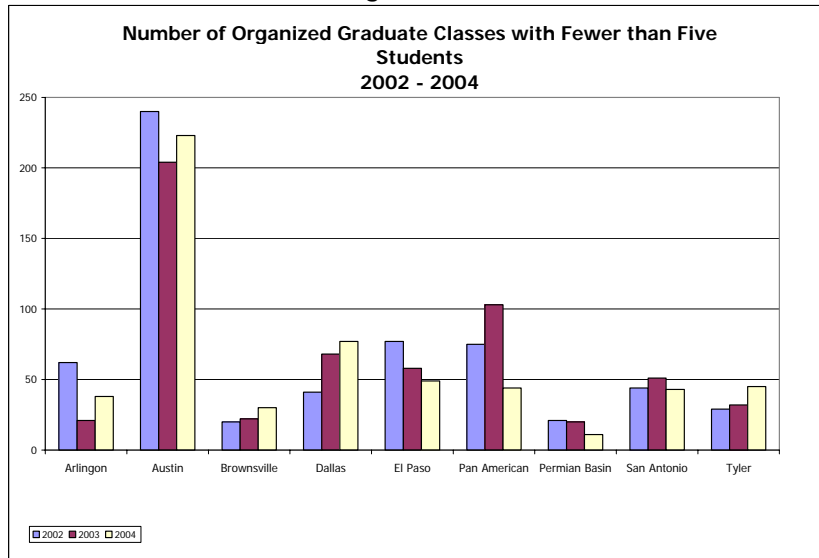
- The number of classes enrolling fewer than five graduate students also declined at most U. T. System academic institutions between 2002 and 2004.

Figure IV-10



Source: U. T. System Office of Academic Affairs

Figure IV-11



Source: U. T. System Office of Academic Affairs

IV. Organizational Efficiency and Productivity: U. T. Health-Related Institutions

Fiscal Performance

Table IV-19

Key Revenues and Expenses - U. T. Health-Related Institutions						
(\$ in thousands)						
	FY	2000	2001	2002	2003	2004
Revenues*						
SWMC		\$612,742	\$670,645	\$725,174	\$745,386	\$868,586
UTMB**		1,175,622	1,229,592	1,246,647	1,261,376	1,286,576
HSC-H		482,356	501,601	550,258	572,903	616,105
HSC-SA		363,254	411,845	442,606	457,011	456,334
MDACC**		1,099,424	1,252,894	1,408,941	1,570,962	1,826,034
HC-T**		96,770	99,916	118,184	121,960	124,531
Total Health Revenues		\$3,830,168	\$4,166,493	\$4,491,810	\$4,729,598	\$5,178,166
Expenses*						
SWMC		\$570,634	\$615,084	\$699,826	\$746,429	\$803,998
UTMB**		1,152,839	1,211,619	1,254,959	1,275,215	1,307,590
HSC-H		473,777	495,528	547,008	573,053	574,011
HSC-SA		361,749	400,445	429,164	448,826	458,584
MDACC**		1,008,015	1,145,894	1,367,659	1,511,377	1,742,330
HC-T**		93,804	98,496	110,183	117,559	122,306
Total Health Expenses		\$3,660,818	\$3,967,066	\$4,408,799	\$4,672,459	\$5,008,819

*See next page for breakdown of sources of revenue and expense purposes.

**Institution has a hospital

Source: 2000 and 2001, Exhibit C of Annual Financial Report (AFR); 2002 through 2004, Exhibit B of AFR

- Because of mandated changes in financial reporting requirements, revenue and expense categories from FY 2002 onward differ from those used earlier. Therefore, longitudinal comparisons before FY 2002 are not reliable.

Table IV-20

Key Revenues and Expenses by Source and Purpose - U. T. Health-Related Institutions

(\$ in thousands)

	FY	2000	2001	2002	2003	2004
Revenues¹						
Tuition & Fees		\$39,647	\$43,060	\$41,499	\$46,789	\$48,801
State Appropriations		821,601	825,314	881,042	858,325	848,767
Government Grants & Contracts		512,858	539,094	653,793	718,465	768,920
Nongovernment Grants & Contracts ²		411,884	385,018	355,675	386,004	408,736
Gifts ²		0	82,408	99,537	99,216	101,960
Sales and Services of Hospitals		1,259,113	1,405,059	1,525,988	1,669,380	1,889,356
Sales and Services - Other		123,202	144,327	124,236	99,060	138,772
Physician Fees		452,997	507,396	587,509	655,726	701,119
Other		208,866	234,817	222,531	196,633	271,735
Total System Revenues		\$3,830,168	\$4,166,493	\$4,491,810	\$4,729,598	\$5,178,166
Expenses³						
Instruction		\$856,907	\$898,700	\$997,351	\$1,026,853	\$1,073,255
Research		545,690	613,078	709,032	763,573	829,525
Hospitals / Clinics		1,646,364	1,780,409	1,788,350	1,894,749	2,044,782
Institutional Support & Physical Plant		394,495	445,779	511,028	535,033	575,971
Public Service		88,350	86,736	98,529	113,240	117,137
Academic Support		56,878	59,932	70,071	74,235	74,627
Student Services		10,033	10,701	12,081	11,697	13,436
Scholarships and Fellowships		22,211	24,076	5,226	8,006	9,889
Auxiliary		39,890	47,655	44,422	46,137	42,420
Depreciation		0	0	172,709	198,936	227,777
Total System Expenses		\$3,660,818	\$3,967,066	\$4,408,799	\$4,672,459	\$5,008,819

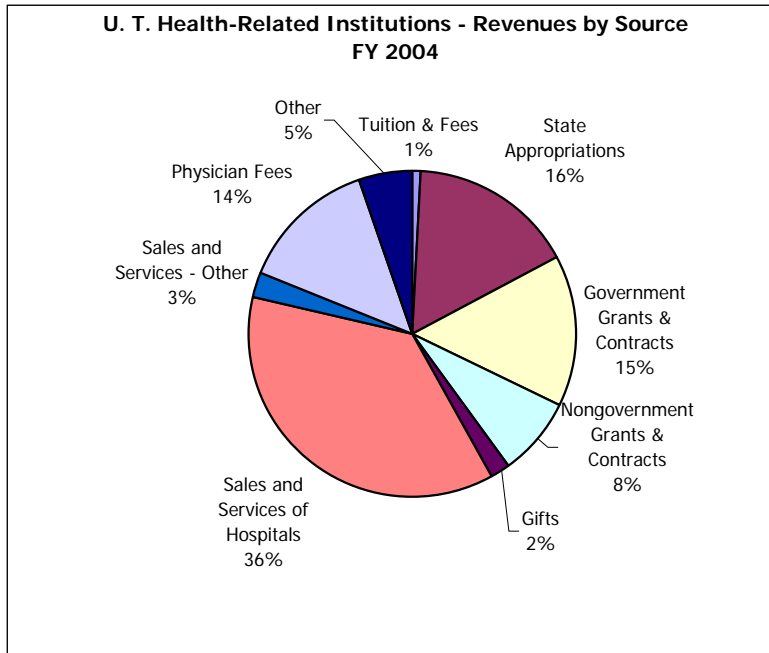
¹ These represent revenues reported on the U. T. System Annual Financial Report. Revenues do not include transfers between entities, such as transfers between System Administration and the component institutions, or transfers between component institutions and other state agencies. This prevents the double counting of the same funds as revenue initially by the entities sending the funds, and then subsequently by the entity receiving the funds.

² Due to the implementation of Governmental Accounting Standards Board (GASB) Statement 33 in 2001, gifts are now reported on a separate line. The line titled Private Gifts, Grants and Contracts has changed to Nongovernmental Grants and Contracts.

³ Due to the implementation of GASB Statement 35 in 2002, expenses are now accrued and lack capital outlays. Depreciation expense on capital assets is now included. In addition, an entity-wide funds presentation is reflected in the financial statements, not just current funds as in the past.

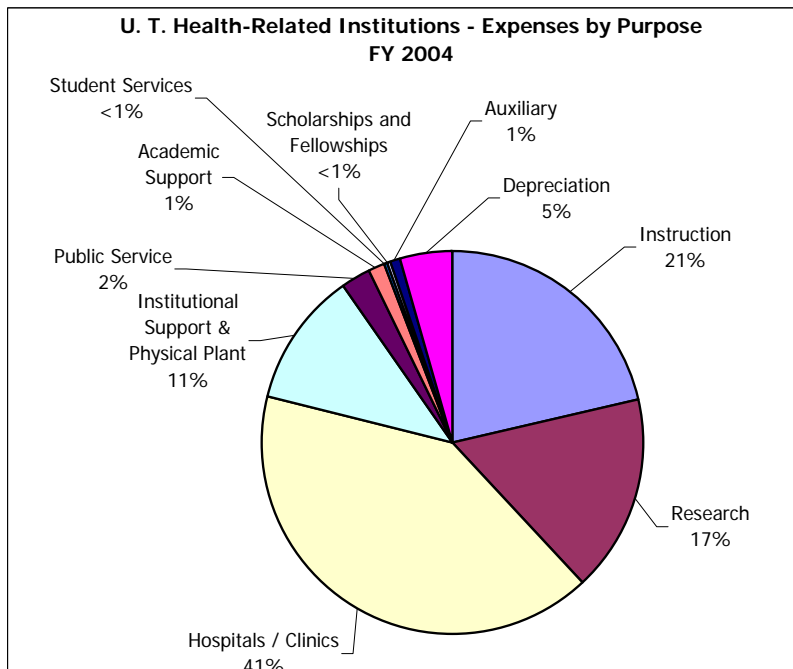
Source: 2000 and 2001, Exhibit C of Annual Financial Report (AFR); 2002 through 2004, Exhibit B of AFR

Figure IV-12



- Between FY 2003 and FY 2004, state appropriations decreased from 18 to 16 percent of total revenue for U. T. System health-related institutions.

Figure IV-13



- The proportion of expenses by purpose changed very little between FY 2003 and FY 2004.

Patient Care: Total U. T. System Patient Care Revenue

Table IV-21

Total U. T. System Patient Care Revenue – U. T. Health-Related Institutions					
	(\$ in thousands)				
	FY 99	FY 00	FY 01	FY 02	FY 03
Total Net Hospital and Clinic Revenue	\$ 810,609	\$ 901,380	\$1,028,427	\$1,201,607	\$ 1,362,389
MSRDP (Practice Plan) Revenue*	638,245	699,925	775,727	806,927	880,185
Total Patient Care Revenue	\$1,448,854	\$1,601,305	\$1,804,154	\$2,008,534	\$2,242,574

*Includes Medical Services, Research and Development Programs

Source: U. T. System Hospital Reports, MSRDP and institutional reports.

- The U. T. System health-related institutions provide a very significant portion of health services to Texans throughout the state.
- Since 1999, total patient care revenue has increased to over \$2.2 billion, reflecting the growing base of patients and scope of service by U. T. institutions.

Hospital and Clinic Service in Relation to Hospital General Revenue

- These measures compare State support through general revenue to the productivity of clinic and hospital care.

Table IV-22

General Revenue Per Hospital Admission					
	FY 99	FY 00	FY 01	FY 02	FY 03
UTMB	\$3,121	\$3,357	\$3,280	\$3,155	\$3,068
MDACC	\$4,038	\$6,268	\$5,894	\$4,793	\$4,677
UTHC-T	\$4,264	\$4,492	\$4,691	\$4,981	\$4,845
HCPC (Harris County Psychiatric Center)	\$3,639	\$3,978	\$3,715	\$3,544	\$3,572
Amount of General Revenue Per Patient Day					
UTMB	\$596	\$639	\$614	\$592	\$586
MDACC	\$525	\$832	\$810	\$667	\$620
UTHC-T	\$531	\$560	\$601	\$653	\$677
HCPC	\$360	\$378	\$357	\$336	\$331
Amount of General Revenue Per Hospital Outpatient and Clinic Visit					
UTMB	\$122	\$139	\$136	\$130	\$134
MDACC	\$161	\$242	\$232	\$179	\$168
UTHC-T	\$117	\$125	\$114	\$140	\$134
Hospital General Revenue as a Percent of Hospital Charity Care Provided					
UTMB	47%	58%	58%	47%	37%
MDACC	80%	119%	119%	79%	63%
UTHC-T	127%	102%	82%	101%	126%
HCPC	92%	99%	86%	79%	87%

Source: The University of Texas System Annual Hospital Report and institutions reports, and institutions report of General Revenue for hospital operations.

Endowments – U. T. Health-Related Institutions

Table IV-23

U. T. Health-Related Institutions -- Value of Endowments			
	Value 8/31/1999	Value 8/31/2004	% change 99-04
SWMC	\$593,224,000	\$804,305,000	36%
UTMB	302,115,000	352,268,000	17
HSC-H	77,088,000	113,459,000	47
HSC-SA	252,852,000	278,385,000	10
MDACC	256,739,000	357,890,000	39
HC-T	16,473,000	31,729,000	93
Total Health-Related	\$1,498,491,000	\$1,938,036,000	29%

Some of the increase in the total market value of endowments of these institutions is attributable to funds distributed through the Permanent Health Fund, as part of the tobacco settlement.

These totals include endowment funds managed by UTIMCO as well as those held in trust by other entities. (Information offered on endowment funds not managed by UTIMCO is reported by each institution. Due to factors beyond control of the U. T. System Administration, amounts reported may represent estimates instead of actual figures.)

Source: U. T. System Office of External Relations and U. T. Institution reports to the Council for Aid to Education

Figure IV-14

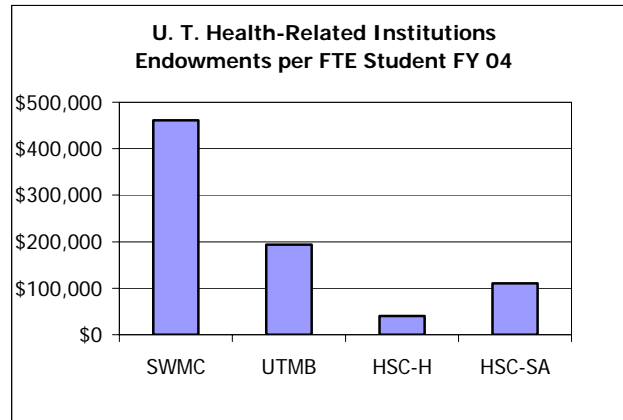
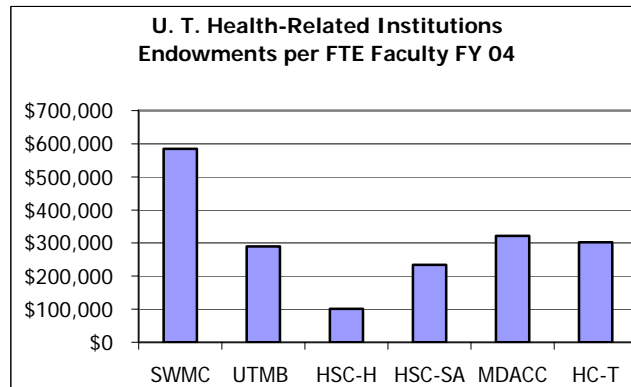


Figure IV-15



Administrative Costs in Relation to Total Expenses

Table IV-24
Amount Expended for Administrative Costs as a Percent of Expenses
U. T. Health-Related Institutions

	FY	2000	2001	2002	2003	2004
SWMC	Administrative Costs	\$38,891,201	\$44,457,636	\$42,205,477	\$42,387,679	\$40,130,750
	Total Expenses	564,415,092	606,861,869	690,232,692	735,989,189	793,614,735
	% of Total Expenses	6.9%	7.3%	6.1%	5.8%	5.1%
UTMB	Administrative Costs	39,261,855	46,117,165	47,712,199	56,416,463	60,827,371
	Total Expenses	1,147,676,717	1,205,128,899	1,250,116,030	1,270,372,660	1,299,079,042
	% of Total Expenses	3.4%	3.8%	3.8%	4.4%	4.7%
HSC-H	Administrative Costs	39,582,482	38,128,782	42,586,601	53,784,642	52,038,601
	Total Expenses	465,007,914	481,106,061	529,561,107	556,851,437	559,110,020
	% of Total Expenses	8.5%	7.9%	8.0%	9.7%	9.3%
HSC-SA	Administrative Costs	22,302,931	26,088,462	29,389,937	21,900,153	24,368,830
	Total Expenses	352,939,690	393,704,929	426,495,884	445,497,569	452,422,247
	% of Total Expenses	6.3%	6.6%	6.9%	4.9%	5.4%
MDACC	Administrative Costs	84,091,384	83,818,920	115,533,058	132,292,905	143,898,025
	Total Expenses	988,128,382	1,116,711,352	1,337,644,384	1,492,951,108	1,724,249,855
	% of Total Expenses	8.5%	7.5%	8.6%	8.9%	8.3%
HC-T	Administrative Costs	5,872,444	5,569,048	5,421,006	8,083,042	8,520,041
	Total Expenses	93,370,352	97,935,722	107,798,331	115,092,220	119,374,181
	% of Total Expenses	6.3%	5.7%	5.0%	7.0%	7.1%
Overall Average		6.4%	6.3%	6.5%	6.8%	6.7%

Source: Administrative Cost Measures reported to the Legislative Budget Board as an Annual Performance Measure by each institution. Total expenses defined by the LBB exclude expenses of auxiliary enterprises and service departments. Administrative costs also exclude expenses of service departments.

- The average ratio of administrative costs to total expenses has remained at just over six percent for U. T. System health-related institutions over the past five years, reflecting efforts to operate more efficiently.
- Between 2000 and 2004, administrative expenses as a proportion of total expenses have decreased or remained level at Southwestern Medical Center, the Health Science Center-San Antonio, and the Health Center-Tyler.
- Over this period, the ratio has increased slightly at the Health Science Center Houston, and at the Medical Branch Galveston and M. D. Anderson Cancer Center, both of which own and operate large hospitals.

Clinical Revenue Related to Faculty Activity

Table IV-25

U. T. System Health-Related Institutions				
Gross Patient Charges per FTE Clinical Faculty*				
	FY 00	FY 01	FY 02	FY 03
SWMC	\$1,877,040	\$2,075,879	\$1,875,744	\$1,887,877
UTMB	1,012,159	1,165,321	1,173,391	1,267,112
HSC-H	<i>data pending</i>	<i>data pending</i>	<i>data pending</i>	<i>data pending</i>
HSC-SA*	--	861,381	794,409	767,370
MDACC	680,110	830,782	981,073	1,150,130
HC-T	713,317	469,517	503,005	481,916
*Include gross charges (FSS and capitated plans)				
Net Collections per Clinical Faculty				
SWMC	\$539,599	\$596,028	\$537,835	\$524,252
UTMB	509,944	554,103	501,152	510,574
HSC-H	<i>data pending</i>	<i>data pending</i>	<i>data pending</i>	<i>data pending</i>
HSC-SA	--	341,747	298,188	269,250
MDACC	304,857	321,335	386,586	441,903
HC-T	296,015	149,618	162,769	162,839
*Based on operating budget figures; actual FTEs may change over the course of a year. Source: <i>MSRDP Report and Faculty Salary Report</i>				

- Gross patient charges illustrate the volume of care that faculty provide.
- Net collections differ due to varying contractual allowances, the provision of indigent care, and billing and collection practices, among other issues.
- In most cases, the net collections per FTE clinical faculty have increased over the past four years.
- U. T. Health Center-Tyler does not have full-time medical staff consistent with certain surgical subspecialties; these specific subspecialties are provided by community physicians in private practice.

Facilities

- Between 2003 and 2004, research expenditures per square foot of research space increased at U. T. Medical Branch, U. T. Health Science Center-San Antonio, and U. T. Health Center-Tyler.
- This measure provides a baseline for the analysis in future reports of the productivity of investments in research space.

Table IV-26

Research Space FY 2004 – U. T. Health-Related Institutions

	<u>FY 2004</u> Research Expenditures*	<u>FY 2004</u> Research E&G Sq. Ft.**	<u>FY 2004</u> Research Expenditures per Research E&G Sq. Ft.	<u>FY 2003</u> Research Expenditures per Research E&G Sq. Ft.
SWMC	\$208,490,067	623,651	\$334.3	\$342.4
UTMB	103,786,981	445,878	232.8	206.1
HSC-H	121,012,560	333,776	362.6	288.3
HSC-SA	126,742,350	432,978	292.7	222.8
MDACC	225,949,084	564,511	400.3	445.7
HC-T	8,760,834	39,612	221.2	207.8

*Includes funding for clinical trials

**Excludes research space used for clinical trials.

Source: THECB Space Projection Model based on institution self-reported data.

Energy Use

Table IV-27

**Reduction in Energy Use
by U. T. System Health-Related
Institutions
1993-2003**

	2001-2003 Reduction (%)	1993-2003 Reduction (%)
SWMC	24	34
UTMB	(11)	48
HSC-H	10	56
HSC-SA	20	33
MDACC	6	3
HC-T	1	4

Note: Percentage decrease based on change in Energy Use Index = BTU/SqFt/Yr)

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

- A new measure, these data illustrate the increasing efficiency of operations of U. T. System health-related institutions.
- Each institution has set a goal to reduce energy consumption by 15 percent by 2011.
- Most campuses are meeting or exceeding this goal.

Contextual Measures

Table IV-28

Facilities Condition Index FY 2003 – U. T. Health-Related Institutions

	Gross Sq. Feet	Campus Replacement Value	Capital Renewal Backlog	Facilities Condition Index
SWMC	7,051,326	\$1,722,236,000	--	0.00
UTMB	6,211,630	1,834,802,000	93,420,000	0.05
HSC-H	3,159,878	841,481,000	61,683,000	0.07
HSC-SA	2,681,500	791,164,000	61,442,000	0.08
MDACC	5,948,841	1,641,036,000	38,955,000	0.02
HC-T	656,026	221,153,000	8,018,000	0.04

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

- Nationally, a facilities condition index of 0.05 or less is considered to be a good rating, 0.10 is median, and 0.15 or more is considered substandard.
- The FCI of all health-related institutions is “good” or “median.”

- Between August 2000 and August 2004, the CIP for health-related institutions nearly doubled, from \$1.764 billion to \$3.267 billion.

Table IV-29

Construction Projected for FY 2005-FY 2010 – U. T. Health-Related Institutions

	Project Type	All Projects		Repair and Renovation		New Construction		
		# Projects	Total Project Cost	# Projects	Total Project Cost	# Projects	Total Project Cost	New Square Footage
SWMC	Ed/Admin	1	\$ 4,500,000	0	\$ 0	1	\$ 4,500,000	15,000
	Auxiliary	2	20,500,000	0	0	2	20,500,000	117,658
	Research	4	346,200,000	1	25,000,000	3	321,200,000	1,146,958
	Clinical	2	74,400,000	1	12,000,000	1	62,400,000	250,000
	Total	9	\$445,600,000	2	\$37,000,000	7	\$408,600,000	1,529,616
UTMB	Ed/Admin	2	10,900,000	2	10,900,000	0	0	0
	Auxiliary	3	47,240,254	0	0	3	47,240,254	339,318
	Research	5	279,810,000	2	80,180,000	3	199,630,000	213,206
	Clinical	3	23,380,000	3	23,380,000	0	0	0
	Total	13	\$361,330,254	7	\$114,460,000	6	\$246,870,254	552,524
HSC-H	Ed/Admin	8	206,400,000	4	93,800,000	4	112,600,000	971,000
	Auxiliary	3	33,000,000	0	0	3	33,000,000	370,000
	Research	2	159,980,000	0	0	2	159,980,000	341,000
	Clinical	2	42,050,000	0	0	2	42,050,000	187,000
	Total	15	\$441,430,000	4	\$93,800,000	1	\$347,630,000	1,869,000
HSC-SA	Ed/Admin	4	66,700,000	1	9,000,000	3	57,700,000	157,079
	Auxiliary	0	0	0	0	0	0	0
	Research	3	58,000,000	0	0	3	58,000,000	131,200
	Clinical	0	0	0	0	0	0	0
	Total	7	\$124,700,000	1	\$9,000,000	6	\$115,700,000	288,279
MDACC	Ed/Admin	6	113,000,000	2	9,000,000	4	104,000,000	504,000
	Auxiliary	7	187,600,000	1	3,000,000	6	184,600,000	250,000
	Research	22	872,930,000	13	293,700,000	9	579,230,000	1,210,050
	Clinical	5	702,500,000	2	24,300,000	3	678,200,000	2,557,700
	Total	40	\$1,876,030,000	18	\$330,000,000	2	\$1,546,030,000	4,521,750
HC-T	Ed/Admin	0	0	0	0	0	0	0
	Auxiliary	0	0	0	0	0	0	0
	Research	1	11,513,250	0	0	1	11,513,250	30,000
	Clinical	2	6,000,000	1	2,500,000	1	3,500,000	10,000,000
	Total	3	\$17,513,250	1	\$2,500,000	2	\$15,013,250	10,030,000
Health-Related								
Institutions Total		87	\$3,266,603,504	33	\$586,760,000	5	\$2,679,843,504	18,791,169

Number of projects and total project cost include both new construction and renovation projects; new square footage only includes gross square footage added

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

Organizational Efficiency and Productivity: Implications for Future Planning and Measures for Future Development

Implications for Future Planning

- Financial resources. The U. T. System will continue to depend on a combination of tuition, tuition revenue bonds, appropriations, private donations, and patient care revenues to obtain resources necessary to achieve its goals in teaching, research, health care, and service. Using these funds most efficiently will present an increasingly important challenge as demands to serve students and patients continue to grow. This report summarizes much more detailed information that will help assess the impact of shifts in this complex resource base.
- Private giving and endowments. Private sources of support will become increasingly important; this report should, in future years, illustrate the impact of these investments on U. T. institutions.
- Productivity and efficiency studies. The U. T. System anticipates refining the measures and comparative benchmarks it will use in the future to assess the productivity and efficiency of its operations, based on forthcoming recommendations, expected in 2005, from the U. T. System's task force on efficiency and productivity studies.
- Human resource data and trends. The U. T. System currently lacks a consistent, centralized process for analyzing staff trends including trends in salaries, FTEs, and professional development for employees in various classes. These issues are being addressed by the U. T. System, as part of a statewide agency adjustment to reporting on staffing trends, and deserve additional attention for the future.
- Human resource development. Investment of resources in recruiting, retaining, and developing faculty and staff is and will be a critical success factor for U. T. institutions. This report provides a framework for the future assessment of the effectiveness of these investments.

Measures for Future Development

- Define measures of productivity, based on task force recommendations.
- Refine the methodology for collecting and analyzing all faculty and staff (human resources) data.

V. Institution Profiles

Values

The U. T. System is committed to the continued improvement and excellence of each of its nine universities and six health-related institutions.

Goals

- Provide a foundation for the assessment of institutional performance.
- Foster continuous improvement relative to individual institutional goals and in relation to peer institutions.

Priorities

- Develop expectations of baseline performance.
- Use these trends to establish performance targets for future editions of this accountability report.
- Use information as background for the evaluation of institutional performance.

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Introduction

- This accountability report provides a foundation for the assessment of institutional performance over time.
- The information provided in this report is intended to foster continuous improvement, good management, and transparency among U. T. System institutions and System administration functions that contribute to collective academic, health care, and service missions.
- Assessing performance requires establishment of meaningful, achievable targets. Institution-level performance targets should be set by weighing a number of factors:
 - Comparisons with peer institutions;
 - Trend lines showing past and current performance; and
 - Expectations set by institutions, the System, or external groups.
- As part of a new endeavor, this section provides the initial step in this ongoing process.
 - Each institution, working with the U. T. System Office of Academic Affairs or U. T. System Office of Health Affairs, has identified a limited group of institutions to which it compares itself. These include institutions that are comparable now to establish a baseline, and others that provide a framework for aspirational performance targets.
 - A selected list of performance indicators was identified in the process to focus the comparisons.
 - In the case of U. T. health-related institutions, many of these comparisons are at the school level to ensure that comparisons are made to similar entities.
- Each institution is identifying performance goals for key measures which are reflected here, and in institutional compacts [<http://www.utsystem.edu/news/wag/>]. Progress toward these goals will be tracked in future editions of this report as a point of comparison to the trend lines in performance on the selected list of indicators identified here.
- This information will contribute to reviewing institutions and establishing benchmarks and targets for future performance. It will be used by the U. T. System to evaluate performance and establish expectations of each institution in conjunction with other documents such as each of the institution's strategic plan, Compact, and each president's annual work plan.

Institutional and Program Rankings

A. Ranking Highlights

National rankings interest many people who use them as a kind of “proxy of quality”; they cannot be ignored. Because there is no perfectly objective or comprehensive ranking system, public policy-makers should use such rankings with great caution.

There is no single accepted overall ranking of research universities, in part because institutions differ significantly in the variety of programs offered and in the different roles they play in each state’s higher education infrastructure. Rankings depend on what a particular study wishes to emphasize. The various national ranking systems are intended to serve differing purposes: some focus on institutions as a whole, some on the research quality of individual graduate programs, and others on the undergraduate experience. For these reasons, the lists of top schools are not identical across the rankings systems.

Overall, the lists of top schools do not change radically from year to year. To sustain its position, let alone move up in the rankings, an institution must continue to recruit strong faculty who perform at a high level in research productivity, invest in key areas expected to experience growth in federal research budgets, e.g., biomedical sciences or national security; invest in undergraduate improvement to increase retention and graduation rates, and increase selectivity. Size can matter: in rankings of research universities, those with more comprehensive portfolios of academic programs, larger numbers of faculty, and more research funding tend to rise to the top of the lists. Having a medical school adds to the size and research productivity. On the other hand, small, selective private schools tend to rise to the top of lists focusing on undergraduate education.

A more detailed discussion of national rankings with information about each institution may be found in Sections B–E, below.

Table V-1

U. T. Academic Institutions — National Institutional Rankings Summary		
U. T. System	#2 in total FY 2002 research expenditures	Lombardi Center, 2004
	#3 in total FY 2002 federal research expenditures	Lombardi Center, 2004
Arlington	4 th tier, national universities	<i>U.S. News</i> , 2004
	225 of 617 in total R&D expenditures FY 2002	NSF 2004
Austin	14 among top public universities; 46 among all universities;	<i>U.S. News</i> , 2004
	Tied for 17 th of all public and private research universities (643 total); in top 10 public research universities (390 total);	Lombardi Center, 2004
	33 rd in total R&D expenditures funding FY 2002	NSF 2004
	15 among top world universities	<i>The Times Higher</i> , 2004
Brownsville/TSC	4 th tier, master’s universities – West	<i>U.S. News</i> , 2004
Dallas	3 rd tier, national universities	<i>U.S. News</i> , 2004
	189 of 617 in R&D expenditures FY 2002	NSF 2004
El Paso	4 th tier, national universities	<i>U.S. News</i> , 2004
	202 of 617 in R&D expenditures FY 2002	NSF 2004
Pan American	4 th tier, master’s universities – West	<i>U.S. News</i> , 2004
	374 of 617 in R&D expenditures FY 2002	NSF 2004
Permian Basin	4 th tier, master’s universities – West	<i>U.S. News</i> , 2004
San Antonio	3 rd tier, master’s universities – West	<i>U.S. News</i> , 2004
	249 of 617 in R&D expenditures FY 2002	NSF 2004
Tyler	3 rd tier, master’s universities – West	<i>U.S. News</i> , 2004

Noteworthy 2003-04 Rankings and Awards by Institution

The following are examples from the 2003-2004 list of programs of excellence and noteworthy awards received by U. T. academic institutions and faculty in recent years. [Sources: *institutions publications*, *Texas Higher Education Coordinating Board* <http://www.thecb.state.tx.us/ClosingTheGaps/>].

U. T. Arlington

- Online CSE/EE M.A. degree among the best in the nation (*U.S. News & World Report*, 2002).
- Nanotechnology Research and Teaching Facility is one of 20 on university campuses in the U.S.
- School of Nursing selected as a "top ten" location for minority nurses (*Minority Nurse*).
- In the top 10 percent nationally in granting electrical engineering and computer science engineering degrees (American Association of Engineering Societies, 2002).
- 21 fellows of national engineering professional societies (2003).

Individual faculty awards received in 2003-04

- Fulbright American Scholarship
- APA/American Psychological Foundation Award for Distinguished Professional Contributions to Applied Research
- 2004 Korea Foundation Field Fellowship
- Captain Alonso de Leon Medal or Merit in History 2004
- National Academic Advising Association's (NACADA Outstanding New Advisor 2004
- 2003 Kernodle National Playwriting Competition Winner
- Southwest Theatre Association's 200 National New Plays Contest Winner
- Division of Measurement and Evaluation Fellow of the American Psychological Association (APA)
- Franqui International Chair Award
- International Society for Psychiatric Nurses, Child and Adolescent Award
- 2003 Health Care Here, Fort Worth Business Press
- Sigma Theta Tau, Region 6 Media Award
- Great 100 Nurse Award (3)
- Paris, Texas Community Award

U. T. Austin

- Member of the American Association of Universities since 1929; one of only three AAU members in Texas.
- Second highest level of federal research expenditures in Texas.
- Highest number of National Academies of Science and Engineering members of any institution in Texas (66 in 2004).
- Listed as 18th among "great schools at great prices" (*U.S. News and World Report*, 2004).
- Ranked 15th among top world universities (*The Times Higher*, 2004).
- One of top 25 "hottest schools" (*Kaplan/Newsweek*, 2005 edition).
- Over 25 programs ranked 20 or higher in 1995 National Research Council ranking of doctoral programs.
- Ranked fifth in baccalaureates awarded to minority students (*Black Issues in Higher Education*, 2004).
- Ranked number 5 in the nation in number of doctoral degrees awarded to Hispanics (*Hispanic Outlook in Higher Education*, 2004).
- Ranked number 4 as best graduate business program for Hispanics (*Hispanic Business*, 2004).
- Ranked number 1 as best law program for Hispanics (*Hispanic Business*, 2004).
- McCombs School ranked 16 among top North American business schools (*The Wall Street Journal*, 2004).

U. T. Austin, continued

Individual faculty awards received in 2003-04

- American Council of Learned Societies Fellows (2)
- Fulbright American Scholars (7)
- Guggenheim Fellows (5)
- National Institutes of Health (NIH) MERIT
- NSF CAREER awards (excluding those who are also PECASE winners) (19)
- Sloan Research Fellows (5)

U. T. Brownsville/Texas Southmost College

- Ranked number 1 nationally in number of mathematics baccalaureate degrees Hispanic awarded to Hispanic students (*Black Issues in Higher Education*, 2004).
- Ranked number 25 nationally in number of baccalaureate degrees awarded to Hispanic students (*Black Issues in Higher Education*, 2004).
- Center for Biomedical Studies recognized for number of publications in internationally peer-reviewed journals.
- Fulbright fellowship

U. T. Dallas

- Ranked among top 100 best values in public colleges (*Kiplinger's*, 2002 and 2003).
- Audiology program ranked 5th among top programs in the U.S. (*U.S. News & World Report*, 2001).
- Ranked 5th among Texas universities in number of National Merit Scholars (Lombardi Program on Measuring University Performance, 2004).
- Third place, "Best of the Web," Higher Education Category (Center for Digital Education, 2004).

Individual faculty awards received in 2003-04

- Fulbright American Scholars
- NSF CAREER awards (excluding those who are also PECASE winners)
- Fellow, American Association for the Advancement of Sciences
- Nobel Prize holder

U. T. El Paso

- Ranked number 2 in the U.S. in number of B.S. engineering degrees awarded to Hispanics (*Black Issues in Higher Education*, 2004)
- Ranked number 2 nationally in number of Bachelor's degrees and seventh in number of master's degrees awarded to Hispanic students (*Black Issues in Higher Education*, 2004).
- Ranked number 1 nationally in number of B.S. graduates in science and engineering who earn Ph.D.s (IPEDS Completions, 00-01)
- Ranked number 2 in enrollments of female Hispanic women students (*Hispanic Outlook*, 2004).
- Ranked number 3 among universities granting baccalaureate degrees to Hispanic students in elementary education (IPEDS Completions, 01-02).

Individual faculty awards received in 2003-04

- Fulbright American Scholarships (4)
- Benedett-Pichler Award, Microchemical Society, 2003-04
- 2004 American Chemical Society Award for Research at an Undergraduate Institution

U. T. Pan American

- First in the nation in number of English language/literature and health profession baccalaureate degrees awarded to Hispanic students (*Black Issues in Higher Education*, 2004).
- Third in the nation in the number of bachelor's degrees and fifth in the number of master's degrees awarded to Hispanics, (*Black Issues in Higher Education*, 2004).
- Ranked in the top 10 in Bachelor's degrees awarded to Hispanic students in many academic programs (*Black Issues in Higher Education*, 2004): 2 in Biological Sciences; 10 in Business and Marketing; 4 in mathematics and statistics.
- Ranked fourth in education and fifth in health master's degrees awarded to Hispanic students (*Black Issues in Higher Education*, 2004).
- Second in the nation in *Hispanic Outlook's* selection of the 100 best U.S. colleges for Hispanic students (2003).
- First in the nation for educating Mexican American students.

Individual faculty awards received in 2003-04

- Fellow of the American Academy of Nurse Practitioners
- U. S. Department of Rehabilitative Services Administration for Excellence in Education and Training Award
- Robert Wood Johnson Health and Society Scholar
- Who's Who Among America's Teachers (3)
- Omicron Sigma Award for Service from the American Society for Clinical Laboratory Science (2)
- Most Promising Scientist by the Hispanic Engineer National Achievement Awards Corporation
- Finalist in the Literary Contest XI Premio Internacional de Relato Hiperbreve
- Marista Star Prize
- Texas Academy of Physician Assistant Educator of the Year
- Hispanic Business Directory of 100 Most Influential Hispanics
- Kellogg MSI Leadership Fellow
- Fellow, American Occupational Therapy Association
- UTPA Faculty Excellence Award for Outstanding Teaching
- UTPA Faculty Excellence Award for Outstanding Research and Scholarship
- UTPA Faculty Excellence Award for Service
- UTPA Academic Department Award for Excellence

U. T. Permian Basin

- National excellence award for online Master's in Kinesiology (U.S. Distance Learning Association, 2002).
- National excellence award for online business administration program (UT TeleCampus partnership) (U.S. Distance Learning Association, 2001).
- Exemplary bilingual education teacher training program (U.S. Department of Education, 2002).

Individual faculty awards received in 2003-04

- Distinguished Paper Award—Association for Small Business & Entrepreneurship Conference 2004, "Educating Entrepreneurs on Angel and Venture Capital Financing Options"
- Fellow, American Academy of Liberal Education – 2002-04
- UT TeleCampus Commitment to Excellence Award, Faculty – 2003
- David K. Brace Award for Lifetime Achievement, Texas Association for Health, Physical Education, Recreation and Dance -- 2003
- Allied Academies Fellow Award
- Distinguished Paper Award—Allied Academies International Meeting, "The Entrepreneurial Continuum: A New Prescription for Future Studies"
- Board of Directors, Emerson Society

U. T. San Antonio

- Ranked number 1 in number of biological sciences degrees awarded to Hispanic students (*Black Issues in Higher Education*, 2004).
- Ranked number 2 in number of business and education degrees awarded to Hispanic students; 6th in mathematics and in psychology (*Black Issues in Higher Education*, 2004).
- Ranked number 4 in number of undergraduate degrees awarded to Hispanic students (*Black Issues in Higher Education*, 2004).
- Institute for Economic Development was top performer (U.S. Dept. of Commerce, Economic Development Administration, 2002).

Individual faculty awards received in 2003-04

- Fulbright American Scholarship
- NASA Center for Program/Project Management Research (CPMR) Fellow
- 2004 Hobby Visionary Award
- Poynter Institute for Media Studies Fellowship
- President's Award from the Board of Directors of the International Academy of Business Disciplines in recognition of "Outstanding Service" to the IABD 16th Annual Conference, San Antonio, Texas, 27 March, 2004.
- Board of Directors of the International Academy of Business Disciplines the "High Caliber of Students' Research Productivity Award" at the IABD 16th Annual Conference, San Antonio, Texas; March 27, 2004.
- Fellow, College of Fellows of the American Institute of Architects
- Teaching Environmental Science, The Texas Commission on Environmental Quality
- 2004 Hometown Hero Award
- 2004 Headliner Award in Education
- 2004 Amazing Energy Educator Award
- Who's Who Among America's Teachers
- National Institute of Neurological Disorders and Stroke
- Editorial Board of *American Speech*
- Faculty members' research featured on page 1 of *The New York Times*, on CNN, and on PBS.

U. T. Tyler

- MBA Online/UT TeleCampus named best in the nation (U.S. Distance Learning Association, 2001).
- M.S. Kinesiology Online/UT TeleCampus named best in the nation (U.S. Distance Learning Association, 2002).
- Tier 2 of Master's level universities in the West (*U.S. News and World Report*, 2003 and 2004 editions).

Individual faculty awards received in 2003-04

- Fellow, American Assn of Colleges of Nursing Leadership for Academic Nursing (2)

Table V-2

U. T. Health-Related Institutions – National Institutional Rankings Summary		
SWMC	#44 in FY 2002 R&D expenditures	NSF Survey of R&D, 2004
	In top 25-50 of all public and private research universities (643 ranked)	Lombardi Center, 2004
UTMB	#92 in FY 2002 R&D expenditures	NSF, 2004
	In top 26-50 of public research universities (390 ranked)	Lombardi Center, 2004
HSC-H	#86 in FY 2002 R&D expenditures	NSF, 2004
	In top 26-50 of public research universities	Lombardi Center, 2004
HSC-SA	#93 in FY 2002 R&D expenditures	NSF, 2004
	In top 26-50 of public research universities	Lombardi Center, 2004
MDACC	#1 cancer hospital	<i>U.S. News</i> , 2003, 2004
	#45 in FY 2002 R&D expenditures	NSF, 2004
	In top 26-50 of all public and private research universities	Lombardi Center, 2004

Noteworthy 2003-04 Rankings and Awards by Institution

The following are examples from the 2003-2004 list of programs of excellence and noteworthy awards received by U. T. health-related institutions and faculty in recent years. [Sources: *institutions, publications, Texas Higher Education Coordinating Board* <http://www.theccb.state.tx.us/ClosingTheGaps/>].

U. T. Southwestern Medical Center

- 4 faculty hold Nobel prizes.
- 16 faculty are members of National Academy of Sciences.
- 12 members of the American Academy of Arts and Sciences.
- 16 Institute of Medicine members.
- In top 20 American institutions in amount of total NIH grants (2002).
- In top 20 institutions in royalty income (\$10.6 million; *Chronicle of Higher Education*, 2001).
- #2 in citations for impact in biology and biochemistry, and molecular biology and genetics (*Science Watch*, 2002).
- #1 in pharmacology graduate studies (*U.S. News and World Report*, 2002).

Individual faculty awards received in 2003-04

- Burroughs Wellcome Fund Career Awards
- National Institutes of Health (NIH) MERIT Award (2)
- National Academy of Sciences Award in Molecular Biology
- Bristol-Myers Squibb “Freedom to Discover Award” for Distinguished Achievement in Neuroscience
- MetLife Foundation Award for Medical Research in Alzheimer’s Disease
- Searle Scholar

U. T. Medical Branch at Galveston

- Top in awarding medical degrees for Hispanic Americans (*Black Issues in Higher Education*, 2003).
- 7 granting medical degrees for Blacks — only Texas university in top 10 (*Black Issues in Higher Education*, 2003).
- Acute care for elders named number 1 in patient satisfaction (Press Ganey Associates, 2002).
- Obstetrics program given best rating (HealthGrade, 2003).
- Telemedicine Hall of Fame Award (Computerworld, Smithsonian, 1999).
- Correctional managed care ranked number 1 in quality; top honors in 5 categories (American Correctional Association; National Commission on Correctional Health Care, 1999).

Individual faculty awards received in 2003-04

- 2004 Interdisciplinary Research Grant from Alpha Delta Chapter of Sigma Theta Tau International
- Distinguished Scholar, University of North Carolina, Charlotte
- American Cancer Society Research Scholar
- American College of Nurse-Midwives Foundation 100 Club
- American College of Nurse-Midwives Foundation Teaching Excellence Award
- American Kidney Fund Torchbearer Award
- American Top Doctor by *Consumer Reports*
- Appointed Mental Health Subject Matter Expert to the USAFR Surgeon General Command Chief Nurse
- Appointed Program Director to the military Mental Health TopSTAR Program.
- Ashbel Smith Distinguished Alumnus Award
- Associate Editor, *Antimicrobial Agents and Chemotherapy*, 2004-2008
- Association of American Medical Colleges Minority Faculty Career Development Seminar/award
- Board of Directors, American Board of Internal Medicine
- Distinguished Alumnus Award
- Distinguished Clinician Teacher Award — Internal Medicine (3)
- Distinguished Faculty Teaching Award (2)
- Dr. Leon Bromberg Professorship for Excellence in Teaching Award
- Ed and Molly Smith Centennial Fellowship in Nursing
- Edna S. Levin Professorship in Cancer Studies Award
- Emerging Star in Health Disparities Research, Howard University, Washington, D.C.
- Fellow of the American College of Radiation Oncology
- Fellow of the American Heart Association
- Fellow of the American Society of Nephrology
- Fellow of the Royal College of Physicians, UK
- Fellow, American Academy of Nurse Practitioners
- Fellow, World Innovation Foundation
- Golden Apple Award Pre-Clinical Professor, School of Medicine
- Graduate Student Faculty Advocate Award
- Graduate Student Organization Distinguished Teaching Award
- HUPO (Human Proteome Organization) 3rd World Congress Young Scientist Award
- Laureate Award — Texas Academy Chapter of the American College of Physicians
- Mary & J. Palmer Saunders Professorship for Excellence in Teaching Award
- Member, NIH Study Section AIDS Immunopathogenesis (AIP), 2004-2009
- National Association of Pediatric Nurse Practitioners (NAPNAP), Co-Chair of the School Age Child Panel for Program Development
- Osler Scholar (6)
- Outstanding Faculty of the Year from the Cardiology Fellows
- Phi Kappa Phi Honor Society member
- President of the American Society of Nephrology
- President, Texas Board of Nurse Examiners (BNE)
- President-Elect of the American Radium Society
- Strathmore's Who's Who (Life Time)
- University of Arizona Society of Rogerian Scholars-Martha E. Rogers Scholars Fund, Inc.
- Who's Who Among America's Teachers

U. T. Health Science Center-Houston

- 4 Institute of Medicine members (2002).
- 1 National Academy of Science member (2002).
- 2 American Academy of Arts and Sciences members (2002).
- School of Public Health in top 12 in nation (*U.S. News and World Report*, 2002).
- School of Nursing – top 10 percent of graduate programs (*U.S. News and World Report*, 2003).
- 1 Nobel Prize winner.
- Ranked fifth in numbers of medical degrees awarded to Hispanic students (*Black Issues in Higher Education*, 2004).

Individual faculty awards received in 2003-04

- Fulbright American Scholars
- National Institutes of Health (NIH) MERIT Award
- Pew Scholars in Biomedicine
- Sloan Research Fellows
- American Cancer Society Scholar
- Fellow, American Academy of Nurse Practitioners
- Young Investigator Award, Whitaker Foundation
- Career Development Award, National Institute of Health, National Library of Medicine
- Fellow, Alfred P. Sloan Foundation, Computational and Evolutionary Molecular Biology
- Fellow, American College of Medical Informatics
- Grantee, Robert Wood Johnson
- Grantee, Human Frontier Science Program, International Competition
- American Academy of Pediatric Dentistry Foundation Research Award 2004 (2)
- Who's Who Among America's Teachers 2004 (3)
- Selection for inclusion in The Best Dentists of America 2004 (14)
- Selection for inclusion in Consumers' Research Council of America: Guide to America's Top Dentists (2)
- Diplomate, American Board of Periodontology (2)
- Fellow, American College of Dentists
- Fellow, Academy of General Dentistry
- Diplomate, Special Care Dentistry
- President-Elect, American Academy of Fixed Prosthodontics
- Recipient, Greater Houston Dental Society President's Award, 2004 (2)
- Judith Miller Award, American Public Health Association
- Piper Professor Award, Minnie Stevens Piper Foundation
- Member, Board of Trustees of the American Nurses Foundation
- John A. Hartford Foundation Building Academic Geriatric Nursing Capacity Scholar Award
- Member, Board of Directors of the National Network for Nurse Managed Health Centers
- Hebb Award from the International Neural Network Society
- Fellow, American Psychological Association
- Fellow, American Association for the Advancement of Science
- Elected, Institute for Scientific Information
- Elected, European Academy of Sciences (2)
- Recipient, Douglas K. Richardson Award from the Society for Pediatric Research
- President, Association for Surgical Education
- President, Association of Program Directors in Surgery
- President, Surgical Section of the American Academy of Pediatrics
- Selected for inclusion in Top Doctors in America (19)
- Fellow, American College of Nuclear Medicine
- Fellow, American College of Physicians (3)
- President, American Society of Emergency Radiology
- Distinguished Fellowship, American Psychiatric Association
- President, Society of University Surgeons

U. T. Health Science Center-San Antonio

- Ranked 4th in health profession undergraduate degrees, and 5th in medical degrees awarded to Hispanic students *Black Issues in Higher Education*, 2004).
- Dental Laboratory Technology ranked 6 (National Board of Certification).
- Physician Assistant Program ranked 14 (*U.S. News and World Report*, 2003).
- Ranked number 29 for respiratory disorders (*U.S. News and World Report*, 2003).
- Dental school ranked 13 (National Institute of Dental Craniofacial Research, 2001).

Individual faculty awards received in 2003-04

- National Institutes of Health (NIH) MERIT Award (6)
- National Advisory Board Member, Kessler Medical Rehabilitation Research and Education Corporation
- Research Article of the Year Award, Journal of the Association of Nurses in AIDS Care, NY
- Sigma Theta Tau Research Scholar Award - 2004
- 2004 UTHSC-SA Presidential Award for Teaching Excellence (Nursing) (2)
- Healthcare Heroes Award, San Antonio Business Journal (2)
- National Association of Hispanic Nurses, Nurse of the Year Award
- Outstanding Psychiatric Practitioner, National Association of Psychiatric Mental Health
- Army Commendation Medal with one Oak Leaf Cluster
- National Defense Service Medal with one Bronze Service Star
- Air Force Achievement Medal
- Texas Nurses Association, Nurse of the Year – 2004
- The Walter J. Seiter Lecturer Award, American Board of Physical Medicine & Rehabilitation
- Member, Board of Directors, National Board of Medical Examiners
- Chairman, American Board of Physical Medicine & Rehabilitation
- Member, Board of Directors, American Board of Physical Medicine & Rehabilitation
- Member, Board of Directors of the American Board of Thoracic Surgery
- America's Top Doctors
- Outstanding Service Award, American Heart Association
- Member, National Board of Directors for Women in Thoracic Surgery
- Member, Texas State Board of Examiners of Perfusionists
- Guide to America's Top Surgeons
- Chair, American College of Surgeons Committee on Blood-Borne Infection and Environmental Risk
- ACGME Distinguished Service Recognition, Residency Review Committee for Otolaryngology
- President, Bexar County Medical Society
- Genentech Clinical Scholar Award, The Lawson Wilkins Pediatric Endocrine Society
- President, SSPR

U. T. M. D. Anderson Cancer Center

- Ranked number 1 cancer hospital in the U.S. (*U.S. News and World Report*, 2001, 2002, 2003).
- Ranked number 4 in U.S. in gynecology (*U. S. News and World Report*, 2003).
- Ranked number 10 in ear, nose, and throat in U.S. (*U. S. News and World Report*, 2003).
- 130 faculty physicians honored as leading specialists (*Best Doctors in America*, 2002).

Individual faculty awards received in 2003-04

- President, Society of Surgical Oncology
- President, International Society of Gastroenterological Carcinogenesis
- President, American Association of Blood Banks
- American Board of Medical Specialties, Distinguished Service Award
- Member, Presidents Cancer Panel
- National Cancer Institute Outstanding SPORE Investigator
- Bristol Myers Squibb Freedom to Discover Award
- American Cancer Society Award
- Lifetime Achievement Award, American Society of Photobiology
- Kenny Award, Leukemia and Lymphoma Society
- Fulbright Scholar
- Pollin Prize in Pediatric Research
- President, Society of Medical Decision-Making

- American Association for Cancer Research Award for Excellence, Prevention
- Scientific Advisory Board of the Uniformed Services University of Health Sciences
- International Genetics Epidemiology Society Leadership Award
- American Academy of Hospice and Palliative Care, Excellence in Scientific Research Award

U. T. Health Center-Tyler

- 1 member of American Academy of Pediatrics.
- 1 member of American Academy of Microbiology (2002).

Individual faculty awards received in 2003-04

- 2003-2004 Best Doctors in America (1)
- Fellow of American College of Chest Physicians
- 2003 Preceptor of the Year from Occupational Medicine Residents, Houston Distinguished Professor of Environmental Science
- Super Doc, Texas Monthly, December 2004 (1)
- National Surgical Adjuvant Breast & Breast & Bowel Project (NSABP) acknowledgement of stellar performance in the conduct of STAR, the Study of Tamoxifen and Raloxifene, June 2003, NSABP
- 2003-2004 Associate Editor for Clinical Pulmonary Medicine and Emergency Medicine
- 2003-2004 Member of Editorial Board, Encyclopedia of Respiratory Medicine
- Editor, 2nd Edition, Occupational and Environmental Medicine Self-Assessment Review. Lippincott, Williams & Wilkins, 2004
- 6 Associate Editors, 2nd Edition, Occupational and Environmental Medicine Self-Assessment Review. Lippincott, Williams & Wilkins, 2004
- American Society for Nutritional Sciences, Milton L. Sunde Award for the outstanding paper in the Journal of Nutrition, 2003
- Divisional Lecture on Mycobacteriology at the American Society of Microbiology (“Molecular epidemiology of tuberculosis and its relevance to pathogenesis”)
- Texas Hero, Texas Lawyers Association, May 2004
- Emerging Star in Health Disparities Nursing Research, Howard University, March 2004
- Kellogg Scholarship in Health Disparities Research, UTMB Center for Health Disparities, March 2004
- Mentorship Award (2004), Sigma Theta Tau International Nursing Society: Alpha Delta Chapter

B. Ranking Systems Overview and Analysis

National rankings attract public attention as a proxy of quality for higher education institutions. While they cannot be ignored, because there is no perfectly objective or comprehensive ranking system, public policy-makers should use such rankings with great caution.

There are many ways to assess institutional quality. The Texas Higher Education Coordinating Board publishes a comprehensive inventory of indicators of institutional quality for public Texas higher education institutions. These listings provide considerable qualitative detail about noteworthy rankings and awards for institutions and individual programs beyond the cursory data in national ranking systems. The THECB study demonstrates U. T. System institutions’ strong contributions to “closing the gaps in excellence and in research” in Texas.* Examples from the THECB inventory are provided in the narrative on previous pages.

This section summarizes three major rankings systems, recent rankings in these systems for U. T. institutions, and also provides a compilation of most current program-level rankings. It then provides a summary of program rankings by institution. These are important, as it is the accumulation of research and other measures of productivity at the program level that eventually translates into an institution’s overall strengths. In addition, as a new feature, this section provides a table

*The THECB programs of excellence will be posted on the Web. The data and a study of closing the gaps in excellence and research are available <http://www.theccb.state.tx.us/ClosingTheGaps/>.

summarizing the national rankings of programs based on numbers of degrees awarded to minority students.

C. National Rankings Systems

National ranking systems use unique methodologies, combining objective and subjective information in different ways depending on the purpose for the ranking system. Among the most widely cited are the “best college” rankings from *U.S. News & World Report (USNWR)*, the top American research university rankings from The Lombardi Center at the University of Florida, and the rankings of doctoral programs from the National Research Council.[†]

Some publications use the term “top tier” to identify institutions of high quality, although there is not single, national definition for standard for “top tier.” The term seems to derive from the *USNWR* annual rankings, where it refers to the top 100 institutions that this publication ranked. The term has also been confused with the traditional Carnegie Classification of institutions, first published in 1973, and revised in 2000. This classification arranged (but did not rank) institutions based on the size, scope, and mission, from “Research I” universities to those conferring two-year degrees. This scheme has been considered unsatisfactory for some time, and has been regarded by some as a de facto ranking system. For these reasons, the Carnegie Foundation for the Advancement of Teaching is currently revising this system; the new scheme will be released in 2005, designed to make comparisons among peer institutions easier and more fruitful.

U.S. News & World Report “Best American Colleges” and “Best Graduate Programs”

Series. Beginning in 1983, *USNWR* examined a broad cross-section of institutions, using a combination of statistical and reputation surveys to collect data, looking at graduate programs each spring (most recently in spring 2004), and overall institutions each fall (most recently in fall 2004).

For the college rankings, peer assessment has a 25 percent weighting. Retention rates are weighted 20 percent for national universities and 25 percent for master’s universities. Faculty resources (including class, faculty credentials, and student faculty ratio) are weighted 20 percent. Other components of the rankings include student selectivity (15 percent), financial resources (10 percent), graduation rates (5 percent), and alumni giving (5 percent).

Weightings have not changed in the past two years, but the changes that do occur in rank from one year to another may not be based on objective differences. Few significant changes in relative placement occur each year, because most institutions are not able to change rapidly the major drivers of their performance. A shift from “top-tier” to “second-tier” may represent a small change in just one among many factors. A recent study found that “none of the universities under investigation realized a significant change in the *USNWR* rating.” Moreover, even where performance changed, e.g., reducing the student faculty ratio or increasing graduation rates, “these changes in performance outcomes were not offset by comparable changes in the ratings.”[‡]

For these reasons, critics of this system abound. As the Lombardi Center 2004 report on top research universities points out, “commercial publications continue to issue poorly designed and highly misleading rankings with great success... critiques, even though devastatingly accurate, have

[†] Other rankings, like those from Kiplinger’s, Barron’s, the Princeton Review, the Gourman Report, Money Magazine, or Yahoo are either less comprehensive, or are based even more heavily on opinion, or other less reliable survey methodologies.

[‡] Bruce Keith, “Organizational Contexts and University Performance Outcomes: The Limited Role of Purposive Action in the Management of Institutional Status,” *Research in Higher Education*, Vol. 42. No. 5 (2001) p. 505. See also Denise S. Gater, *Review of Measures Used in U.S. News & World Report’s “America’s Best Colleges,”* Occasional Paper from The Lombardi Program on Measuring Institutional Performance, TheCenter, University of Florida, summer 2002.

had minimal impact on the popularity of the rankings and indeed probably have contributed to the proliferation of competing versions.”[§] And, very few institutions refuse to participate because it is one of the most frequently cited of the ranking systems and failure to provide institutional information to the *USNWR* surveyors may lead to use by *USNWR* of unreliable data, not verified by the institution, in the rankings.

University of Florida Top American Research Universities Study.

The Lombardi Program on Measuring Institutional Performance at TheCenter of the University of Florida has published a ranking of research institutions for five years (most recently in December 2004). Building on a benchmarking and accountability initiative required by the Florida legislature, this report is considered more objective than other studies, as it includes no reputational information. This ranking system is the one that best reflects the overall strength of research institutions. It

measures the success of each institution in competition against all others – not the success of each institution in a competition against a presumed better or worse institution in some ranking . . . relative to the entire marketplace of top research universities (p. 4).

Its primary focus is “the measure of a research university’s success as an enterprise . . . the quantity of high-quality human capital it can accumulate and sustain” (p. 10). This approach is somewhat limited, however, in that it looks at institutions as a whole and is considered by some to underemphasize undergraduate education. Nine measures, including such criteria as research expenditures, size of endowment, and alumni giving, were identified specifically to measure competitiveness of research universities in garnering resources to support research. The 2004 published ranking of the “top research universities” is based on data collection from 182 institutions that reported receiving more than \$20 million in federal research funding in FY 2002. Institutions are grouped on the basis of how many measures they have in the top 25. (In addition to these primary rankings, on its web site, TheCenter also publishes data on these indicators for a total of 643 institutions, including 390 public universities, that reported receiving any federal research funding.)

Using this cluster approach, TheCenter placed 53 institutions in the “top 25” of all public and private research universities in 2004, based on reaching the absolute top 25 in at least one of the 9 measures.

The minimum level to reach the 25th position in each measure in 2004 was as follows (dates vary because of differences in sources this study uses):

- \$386,316,000 in total FY 2002 research expenditures
- \$216,221,000 in total FY 2002 federal research expenditures
- \$1,461,327,000 in endowment assets in FY 2003
- \$176,689,000 in annual giving in FY 2003
- 38 national academy members in 2003
- 23 faculty awards (national fellowships) received in 2003
- 411 doctorates awarded in 2003
- 452 postdoctoral appointments in 2002
- 640-740 verbal; 650-730 quantitative 25th and 7th percentile SAT scores for freshmen entering in 2002

National Research Council Rankings of Doctoral Programs. Considered one of the more objective of the ranking systems since the 1920s, the National Research Council (affiliated with the National Academy of Science and its predecessors) has ranked doctoral programs, not institutions. It has presented its findings roughly once every decade (most recently in 1995). Based on surveys sent

[§] *The Top American Research Universities*, 2004, pp. 7-8.

to faculty asking their opinion on faculty and program quality within particular disciplines, 20 measures include scholarly quality measured by publications, citations, awards and honors, and effectiveness in educating graduate students. In the 1995 report, reputation correlated strongly with program size, favoring larger departments. The next study was announced in fall 2003; pilot studies began in 2005; the report may not be available earlier than 2006. Since 1995, when the last study was published, doctoral-level research has become increasingly interdisciplinary; defining disciplines and determining how to compare them with earlier data will be a major issue for the next study. The NRC expects to change the numbers and groupings of fields to be ranked. To address the reality that fine differences in rank ordering are meaningless, the next study may report on quality within a range, rather than a specific rank order. In addition, the new ranking will make it difficult to aggregate rankings into "all-institution" rankings.

Ranking U. T. System Institutions

U.S. News & World Report 2004

Note: In this report we refer to the publication year of the USNWR rankings, not the year to which it refers.

National Doctoral Universities: 248 schools were included in this group; those ranked 1 through 120 were rank ordered; the rest were grouped in tiers 2 through 4 and listed alphabetically.

U. T. Austin

This year, the University of Michigan joined UC Berkeley and the University of Virginia as the top ranked public doctoral universities. With a composite score of 58, U. T. Austin was tied for 14 (46 overall). The previous year, U. T. Austin had a composite score of 56, and was ranked 17th (53 overall). (Other schools in this range include UC Santa Barbara, the University of Washington, and Pennsylvania State University).

Between 2003 and 2004, U. T. Austin increased its rating on two points: freshman retention remained steady at 91 percent; percentage of classes with 50 or more students (increased from 24 to 25 percent); average SAT scores increased (1110 to 1350); the proportion of top 10 percent high school graduates in freshman class (increased from 53 to 69 percent). U.T. Austin decreased its rating on two measures: percent of classes with 20 or fewer students.

U. T. Dallas

U. T. Dallas was rated in the third tier with a peer assessment score of 2.7, compared with 2.6 in 2003. Other public universities with similar scores were Oklahoma State University, the University of Idaho, the University of Montana, and the University of North Carolina at Greensboro.

U. T. Dallas was predicted to have a 69 percent graduation rate but had a 56 percent graduation rate, a differential of -13 percent. This was among the five lowest differentials in the third tier. By contrast, no other third-tier school had an SAT 75th percentile as high as U.T. Dallas's 1330, same as last year.

U. T. Arlington

U. T. Arlington was rated in the fourth tier, with a peer assessment score of 2.5. It had the same score last year. Other fourth-tier schools that also had a 2.5 rating included Indiana State University, Portland State University, the University of Missouri at St. Louis, and the University of Nevada at Las Vegas. U. T. Arlington is 10 points below its predicted graduation rate of 47 percent. Its acceptance rate of 77 percent was an improvement, from the point of view of *USNWR* ratings, from its 90 percent figure in 2003.

U. T. El Paso

U. T. El Paso was also rated in the fourth tier, with a peer assessment score of 2.3, as in 2003. Other schools with a similar score were Florida International University, Texas Women's University, the University of New Orleans, University of Northern Colorado, and Wichita State University. U. T. El Paso's graduation rate of 25 percent was just four points below the predicted rate, and two points less than in 2003.

Regional Masters Universities: Western

In addition to doctoral universities, *U.S. News and World Report* ranks many other institutions by type in regional groups. "Regional Masters Universities" include four U. T. academic institutions. The ratings and tiers are specific to this regional group, and are not related to the rankings and tiers of doctoral institutions; they range from tier 1 (highest) to tier 4 (lowest).

U. T. Brownsville/Texas Southmost College

U. T. Brownsville was ranked in the fourth tier of this regional group, with a peer rating of 2.3, down very slightly from its rating last year of 2.4. Other schools in this group include Angelo State University, Tarleton State University, and Western New Mexico State University.

U. T. Pan American

U. T. Pan American was ranked in the fourth tier of this group, with a 2.4 peer rating, as it was last year.

U. T. Permian Basin

U. T. Permian Basin was ranked in the fourth tier of this group, with a 2.4 peer rating, as it was last year.

U. T. San Antonio

U. T. San Antonio was ranked in the third tier of this group with a 3.1 peer rating, the same as in 2003.

U. T. Tyler

U. T. Tyler was ranked in the third tier in 2004 (it was ranked in the second tier in 2003), with a 2.8 peer assessment, up from 2.6 in 2003. It has been listed for only three years. Only 19 public universities ranked above U. T. Tyler in the western U. S. in 2004. (The third tier is the equivalent of the second tier in 2003 due to changes in the ranking system).

***U.S. News and World Report* Ranking Analysis.** This ranking system is biased toward small, highly selective institutions with significant per capita financial resources. Public institutions, particularly large ones, do not fair well in the rankings. The highest ranked schools are ones that are relatively small, can be very selective in the students who are admitted, attract the nation's best students, can offer small classes, and have the financial resources (a combination of high tuition income, large endowments, alumni support, and federal and state income) to spend a significantly higher amount per student and pay faculty above-average salaries.

U. T. Austin is negatively affected in the rankings because of its size, limited financial resources, and state-mandated admissions (automatic admission for top 10 percent) requirements.

- Because of its size, the university has a high proportion of large classes and high student-to-faculty ratio.
- The combination of size and relatively low tuition and state appropriations negatively affects financial indicators such as expenditures per student and faculty salaries.
- Because of mandated admissions, measures of selectivity are negatively affected. Applicants who graduated within the top 10 percent, regardless of SAT scores or other factors, cannot be denied

admission. On the positive side, the rising proportion of top 10 percent students helps the ranking. It is not possible from the data given to determine the trade-off between the advantages of more top ten percent graduates and the disadvantages of lower selectivity.

- *U. S. News and World Report's* heading of "doctoral universities" is merely a classification and says nothing about graduate education or research. It is not credible to rank Notre Dame, Tufts, Boston College, and Wake Forest ahead of U. T. Austin in terms of graduate education and research, which is a possible but erroneous interpretation of the rankings.

The University of Florida Lombardi Center: *The Top America Research Universities, 2004.*

The table below displays the most current (2004) national ranking among all institutions and among public institutions alone, on each of nine measures for all U. T. System institutions included in the study by TheCenter at the University of Florida. It also includes an additional measure of undergraduate student quality. (Depending on institution mission, not every measure appears for all institutions ranked; each ranking is higher when only public institutions are compared.)

Ranking of systems. The U. T. System is noteworthy for the number of its institutions that appear in the lists of "top 25" public and private institutions on various measures. This is due to U. T. Austin's strengths, combined with the research expenditures, private giving, and postdoctoral programs at U. T. health-related institutions. TheCenter study deliberately focuses on ranking individual institutions. The authors argue that faculty are the primary drivers affecting research university performance and faculty are almost always associated with a specific institution (p. 17). They contend, moreover, that "totals for systems reflect primarily the political and bureaucratic arrangements of public university campuses rather than any performance criteria" (p. 18). Despite these concerns, this year, the Lombardi Center added a brief analysis of the performance of public research university systems (pp. 17-19, 36). It shows that the U. T. System as a whole is third nationally, behind the University of California System and Johns Hopkins University in federal research expenditures (as reported to the NSF for FY 2002), and second nationally in total research expenditures; the U. C. System was first.

Highlights from the 2004 Report: Looking at change from 2002 to 2004, U. T. System institutions increased their ranking in a number of areas:

Arlington	Total research, federal research, faculty awards
Austin	Federal research, endowment, annual giving, national academy members, faculty awards
Dallas	Total research, federal research, endowment, faculty awards, doctorates
El Paso	Annual giving, faculty awards
Pan American	Total research
San Antonio	Annual giving, doctorates, postdoctoral appointments
SWMC	Total research, federal research, endowments
UTMB	Total research, federal research, endowments, annual giving, faculty awards, doctorates, postdoctoral
HSC-H	Federal research, endowments, annual giving, faculty awards
HSC-SA	Total research, federal research, endowments, postdoctoral appointments
MDACC	Total research, federal research, faculty awards, postdoctoral appointments

U. T. Austin

- In 2004, U. T. Austin moved higher in the top 25 of all universities, ranking in the top 25 with six measures, and with one in the top 26-50. Based on the clustering of institutions, it was also among the top 10 public institutions.
- In 2003, U. T. Austin was ranked in the top 25, but with just three measures in the "top 25" rankings, and four measures in the "top 26-50" rankings.

- The other public universities at the top of the list were: UC Berkeley, UCLA, Michigan, University of North Carolina, University of Wisconsin-Madison, University of Florida, University of Illinois Urbana-Champaign, University of Minnesota-Twin Cities, the University of Virginia, Ohio State, and the University of Washington.
- Very small differences separate schools in some categories. For example, U. T. Austin was ranked 23rd in federal research expenditures (\$219,158,000); the University of California-Berkeley was ranked 24th in this category (\$217,297,000). The 25th position is held by the University of Alabama-Birmingham (\$216,221,000). These differences could result from variations in cost items, like salaries, in grants.
- U. T. Austin continues to stand out in its very high ranking in numbers of National Merit and Achievement Scholars. Although not one of the nine formal indicators, this measure is used by the TheCenter as a supplement to show undergraduate quality. In 2004, it was ranked third among all institutions (tied with Stanford); it was second in 2003, third in 2000 and 2002, and first in 2001.

U. T. Southwestern Medical Center

- In 2004, U. T. Southwestern Medical Center had five measures in the top 26-50 among all institutions: total research expenditures, federal research expenditures, national academy members, faculty awards, and postdoctoral appointments.
- Other institutions in this group include the University of Rochester and North Carolina State University.

U. T. M. D. Anderson Cancer Center

- The M. D. Anderson Cancer Center ranked in the top 26-50 of all public and private institutions on two measures: total research expenditures and postdoctoral appointees.
- Among other institutions in this group are the University of California-Irvine, Virginia Polytechnic, and the University of Cincinnati.

U. T.'s other health-related institutions ranked comparatively highly among *public* research institutions in 2004, as they did in 2002 and 2003. The U. T. Health Science Center-Houston, U. T. Medical Branch at Galveston, and U. T. Health Science Center-San Antonio all ranked in the top 25-50 among public institutions.

U. T. Medical Branch at Galveston

- UTMB ranked in the top 26-50 public universities in the 2004 study.
- Among public institutions, it was ranked 44th in endowments and 48th in numbers of postdoctoral appointments.
- Other schools in this group include: University of California-Riverside, University of Hawaii-Manoa, University of South Carolina, and U. T. Health Science Center-San Antonio.

U. T. Health Science Center-Houston

- The Health Science Center-Houston was ranked in 2004 in the top 26-50 public universities, with one measure in the top 26-50 of public institutions: federal research expenditures.
- Other institutions in this group include: the Medical University of South Carolina, Oregon State, University of Alabama-Tuscaloosa, University of California-Santa Cruz, University of Maryland-Baltimore County, and the University of New Mexico-Albuquerque.

U. T. Health Science Center-San Antonio

- The Health Science Center-San Antonio was ranked in the top 26-50 public institutions for the past four years.
- It ranked 49th among public institutions in federal research and 47th in the number of awards received by faculty.
- Other institutions in this group are the same as for U. T. Medical Branch.

Conclusions. Over the past five years, relative positions have changed only slightly. The impact of medical schools deserves particular attention in the U. T. context. Earlier editions of the Florida study pointed out that the presence of medical schools on a campus provides a distinct advantage to universities in competing for research grants. The authors argue that medical centers that are part of research campuses also have a greater impact on research activities of faculty in related and allied disciplines. In the 2004 report, only three institutions ranked in the top 25 in federal research expenditures do not have medical schools (MIT, UC Berkeley, and U. T. Austin). All of the top 10 institutions in research expenditures have medical schools.**

If U. T. Austin had a medical school, it is likely that it would appear much higher in the rankings, as would be the case if its data in this study were combined with those of U. T. Medical Branch. Combining values of other U. T. System health-related and academic institutions, e.g., in the Metroplex or in San Antonio, would increase their rankings, but not sufficiently for them to move into the top 25 of all research universities.

The comparatively high ranking of U. T. health-related institutions is noteworthy, given their more focused mission. They are included in the Florida study because they receive federal research funding, but other ranking systems, for example from the National Institutes of Health, provide a more focused assessment of their competitive position among peers.

Data summary. The following summary displays data on all U. T. institutions noted in the *Top American Research Universities* report for 2002, 2003, and 2004, distinguishing ranking on each measure for all universities (first number) and all public universities (second number).

Data are collected on universities receiving any federal research funding. It is important to note that this system therefore excludes many universities. Even if not ranked highly, being included in the survey is an indication of an institution's success in obtaining federal research support.

** *The Top American Research Universities*, December 2004, pp. 23, 204, 209; *The Top American Research Universities*, August 2002, pp. 16, 116. This topic is discussed in more depth in *The Top American Research Universities*, 2001, pp. 29-30.

Table V-3

Top American Research Universities University of Texas Institutions – Overview of 2002-2004 National Rankings										
	Research Expenditures	Federal Research	Endowment Assets	Annual Giving	National Academy Members	Faculty Awards	Doctorates Granted	Postdoc Appointees	25-75 percentile/Median SAT	National Merit Scholars**
<i>In 2004 643 total public and private institutions were ranked in 2004, including 390 public institutions. This table displays ranking among all institutions (first number) / ranking among all public institutions only (second number).</i>										
U. T. Academic Institutions*										
Arlington 04	236 / 173	245 / 176	522 / 176	466 / 197	139 / 83	194 / 127	178 / 107	192 / 136	not provided	409 / 152
03	221 / 160	221 / 159	555 / 184	506 / 198	136 / 82	284 / 175	160 / 100	192 / 134	610 / 160	396 / 151
02	242 / 176	263 / 188	535 / 179	408 / 171	134 / 82	286 / 176	135 / 88	187 / 129	666 / 189	403 / 155
Austin 04	32 / 20	23 / 11	24 / 5	9 / 4	18 / 8	21 / 10	3 / 2	65 / 41	540-650 (V); 570-680 (Q)	3 / 2
03	32 / 20	26 / 14	26 / 6	30 / 14	18 / 8	25 / 13	3 / 3	66 / 40	149 / 27	2 / 1
02	31 / 19	26 / 14	25 / 6	25 / 12	20 / 9	27 / 15	2 / 2	62 / 37	170 / 32	3 / 1
Dallas 04	196 / 143	213 / 152	192 / 72	443 / 189	139 / 83	194 / 127	191 / 114	172 / 121	not provided	80 / 35
03	227 / 165	244 / 174	199 / 74	547 / 210	136 / 82	152 / 96	172 / 107	163 / 113	237 / 49	107 / 49
02	224 / 162	243 / 175	194 / 72	534 / 207	134 / 82	286 / 176	174 / 108	169 / 117	221 / 46	110 / 51
El Paso 04	210 / 154	191 / 134	289 / 102	247 / 130	---	273 / 175	278 / 160	248 / 170	not provided	409 / 152
03	204 / 148	182 / 127	306 / 108	193 / 103	---	198 / 123	281 / 160	271 / 181	1,258 / 429	396 / 151
02	202 / 146	174 / 121	306 / 107	234 / 116	---	286 / 176	271 / 156	221 / 152	1,171 / 411	403 / 155
Pan American 04	390 / 270	378 / 269	515 / 174	615 / 234	---	521 / 305	416 / 201	---	not provided	---
03	373 / 264	367 / 265	535 / 176	403 / 171	---	198 / 123	413 / 205	---	1,272 / 434	---
02	394 / 271	370 / 264	513 / 172	568 / 217	---	286 / 176	410 / 202	---	1,184 / 414	---
San Antonio 04	260 / 191	253 / 183	586 / 199	499 / 206	---	146 / 95	447 / 209	214 / 150	not provided	409 / 152
03	247 / 177	235 / 168	605 / 202	526 / 205	---	526 / 301	466 / 219	223 / 53	1,002 / 320	396 / 151
02	246 / 178	238 / 171	581 / 199	553 / 214	---	125 / 85	479 / 222	281 / 193	939 / 307	286 / 110
U. T. Health-Related Institutions										
SWMC 04	41 / 27	44 / 24	60 / 17	51 / 27	35 / 18	50 / 29	237 / 135	44 / 23	NA	409 / 152
03	44 / 29	45 / 25	57 / 18	40 / 22	35 / 18	56 / 33	213 / 128	26 / 13	NA	---
02	50 / 33	49 / 28	69 / 20	51 / 27	34 / 17	37 / 22	215 / 128	20 / 10	NA	---
UTMB 04	92 / 65	86 / 55	127 / 44	112 / 69	115 / 70	107 / 68	252 / 147	75 / 49	NA	409 / 152
03	99 / 70	90 / 58	130 / 47	105 / 62	114 / 70	198 / 123	233 / 137	58 / 33	NA	---
02	96 / 67	87 / 56	135 / 47	123 / 74	114 / 70	201 / 132	260 / 51	61 / 36	NA	---
HSC-Houston 04	85 / 58	67 / 42	306 / 109	140 / 85	86 / 51	98 / 61	162 / 99	110 / 76	NA	409 / 152
03	83 / 56	68 / 42	327 / 113	120 / 72	88 / 53	103 / 66	144 / 92	129 / 88	NA	---
02	84 / 56	69 / 43	331 / 112	181 / 97	96 / 57	105 / 70	156 / 100	65 / 40	NA	---
HSC-San Antonio 04	91 / 64	78 / 49	154 / 54	151 / 90	139 / 83	79 / 47	296 / 166	86 / 57	NA	409 / 152
03	89 / 62	81 / 51	166 / 63	138 / 83	136 / 82	69 / 44	259 / 150	95 / 65	NA	---
02	93 / 64	80 / 50	163 / 59	136 / 83	134 / 82	79 / 51	235 / 138	109 / 73	NA	---
M. D. Anderson 04	42 / 28	57 / 133	177 / 65	64 / 36	139 / 83	273 / 175	---	26 / 13	NA	409 / 152
03	47 / 31	65 / 40	147 / 54	83 / 49	136 / 82	526 / 301	---	37 / 19	NA	---
02	54 / 36	66 / 40	147 / 51	74 / 41	134 / 82	545 / 306	---	63 / 38	NA	---
*U. T. Brownsville, U. T. Tyler, and U. T. Health Center-Tyler are not listed because they did not report federal research funding for the period 1999-2001 to the NSF R&D survey.										
**Although not one of the study's primary measures, TheCenter provides data on National Merit and Achievement Scholars to supplement information about quality of undergraduate students.										
Source: <i>Top American Research Universities</i> publication and web site: http://thecenter.ufl.edu/research_data.html .										

D. Recent Top Programs in National Rankings

Table V-4

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank	U.S. News most recent ranking	Notes In this list, the USNWR rankings refer to the edition year, which is one year later than the date of publication, i.e., the 2005 edition is published in 2004.
Academic Institutions			
	Rank/ # Programs Ranked*		
U. T. Arlington			
Best Business UG Top School		114	<i>U.S. News</i> , 2002
Chemistry	114/168		
Computer Science	85/108		
Electrical Engineering	63/126		
English	99/127		
Linguistics	40/41		
Mathematics	108/139		
Mechanical Engineering	83.5/110		
Nursing		115	<i>U.S. News</i> , 2003
Physics	117/147		
Psychology	102/185		
Public Affairs Top School		97	<i>U.S. News</i> , 2002
Social Work		39	<i>U.S. News</i> , 2001
U. T. Austin			
Engineering			
Aerospace UG		9	<i>U.S. News</i> , 2002
Aerospace/Astronautical	8/33	6	<i>U.S. News</i> , 2005
Astrophysics/Astronomy	10/33		
Bioengineering/Biomedical	20/38	20	<i>U.S. News</i> , 2004
Chemical Engineering UG		5	<i>U.S. News</i> , 2003
Chemical Engineering	10/93	6	<i>U.S. News</i> , 2005
Civil Engineering UG		4	<i>U.S. News</i> , 2003
Civil Engineering	4/86	3	<i>U.S. News</i> , 2005
Computer Engineering		9	<i>U.S. News</i> , 2005
Electrical/Communications	14/126	9	<i>U.S. News</i> , 2004
Electrical/Electronic UG		11	<i>U.S. News</i> , 2002
Engineering Highest Degree UG		10	<i>U.S. News</i> , 2003
Engineering Top School		12	<i>U.S. News</i> , 2005
Environmental UG		8	<i>U.S. News</i> , 2002
Environmental/Env. Health		6	<i>U.S. News</i> , 2004
Industrial/Manufacturing		16	<i>U.S. News</i> , 2002
Materials UG		17	<i>U.S. News</i> , 2002
Materials Engineering	20/165	21	<i>U.S. News</i> , 2003
Mechanical Eng UG		11	<i>U.S. News</i> , 2002
Mechanical Engineering	15/110	10	<i>U.S. News</i> , 2004
Petroleum Eng UG		1	<i>U.S. News</i> , 2003

* In its 1995 rankings, the National Research Council ranked individual doctoral programs from a total of 274 institutions. The total number of programs that were ranked differed considerably among fields.

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank	U.S. News most recent ranking	Notes In this list, the USNWR rankings refer to the edition year, which is one year later than the date of publication, i.e., the 2005 edition is published in 2004.
Academic Institutions			
Biology			
Biochemistry & Molecular Biology	33/194		
Biological Sciences Top School		29	<i>U.S. News, 2003</i>
Cell & Developmental Biology	43/179		
Ecology, Evolution & Behavior	11/129		
Molecular & General Genetics	28/103		
Neurosciences	50/102		
Physiology	34.5		
Chemistry			
Analytical Chemistry		9	<i>U.S. News, 2003</i>
Chemistry Top School		12	<i>U.S. News, 2003</i>
Inorganic Chemistry		13	<i>U.S. News, 2003</i>
Physical Chemistry		13	<i>U.S. News, 2003</i>
Computer Science			
Artificial Intelligence	7/108	5	<i>U.S. News, 2003</i>
Computer Science Top School		7	<i>U.S. News, 2003</i>
Databases		8	<i>U.S. News, 2000</i>
Hardware		10	<i>U.S. News, 2000</i>
Systems		9	<i>U.S. News, 2003</i>
Theory		11	<i>U.S. News, 2003</i>
Geology (Geosciences)			
Geology Top School	16/100	11	<i>U.S. News, 2000</i>
Hydrogeology		6	<i>U.S. News, 2000</i>
Paleontology		9	<i>U.S. News, 2000</i>
Sedimentology/Stratigraphy		1	<i>U.S. News, 2000</i>
Tectonics/Structure		6	<i>U.S. News, 2000</i>
Mathematics			
Applied Mathematics	23/139	11	<i>U.S. News, 2003</i>
Geometry/Topology		8	<i>U.S. News, 2000</i>
Mathematics Top School		15	<i>U.S. News, 2003</i>
Physics			
Astrophysics & Space	11/147	8	<i>U.S. News, 2000</i>
Atomic/Molecular		8	<i>U.S. News, 2003</i>
Condensed Matter/Low Temp		15	<i>U.S. News, 2003</i>
Elementary Particle/Nuclear		15	<i>U.S. News, 2003</i>
Nonlinear Dynamics/Chaos Theory		1	<i>U.S. News, 2000</i>
Physics Top School		13	<i>U.S. News, 2003</i>
Medicine			
Audiology		22	<i>U.S. News, 2005</i>
Clinical Psychology		11	<i>U.S. News, 2005</i>
Nursing		19	<i>U.S. News, 2004</i>
Nursing Family		21	<i>U.S. News, 2004</i>
Nursing Service Admin		7	<i>U.S. News, 2001</i>
Pharmacology			
Pharmacology	28/127		
Rehabilitation Counseling		15	<i>U.S. News, 2004</i>

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank	U.S. News most recent ranking	Notes In this list, the USNWR rankings refer to the edition year, which is one year later than the date of publication, i.e., the 2005 edition is published in 2004.
Academic Institutions			
Pharmacy		2	<i>U.S. News</i> , 1999 or prior
Public Affairs Top School		10	<i>U.S. News</i> , 2005
City Management & Urban Policy		14	<i>U.S. News</i> , 2002
Public Finance/Budgeting		19	<i>U.S. News</i> , 2002
Public Management Admin		10	<i>U.S. News</i> , 2005
Public Policy Analysis		9	<i>U.S. News</i> , 2005
Social Policy		9	<i>U.S. News</i> , 2005
Law			
Dispute Resolution		8	<i>U.S. News</i> , 2003
Intellectual Property Law		15	<i>U.S. News</i> , 2003
International Law		12	<i>U.S. News</i> , 2003
Law Top School		15	<i>U.S. News</i> , 2004
Tax Law		5	<i>U.S. News</i> , 2005
Trial Advocacy		9	<i>U.S. News</i> , 2004
Management			
Accounting (Best Bus UG)		1	<i>U.S. News</i> , 2005
Accounting		2	<i>U.S. News</i> , 2005
Business (Best Bus UG Top School)		6	<i>U.S. News</i> , 2005
Business Top School		23	<i>U.S. News</i> , 2005
E-Commerce (Best Bus UG)		3	<i>U.S. News</i> , 2003
Entrepreneurship (Best Bus UG)		5	<i>U.S. News</i> , 2003
Entrepreneurship		8	<i>U.S. News</i> , 2005
Executive MBA		14	<i>U.S. News</i> , 2004
Finance		16	<i>U.S. News</i> , 2004
General Management		19	<i>U.S. News</i> , 2004
Insur/Risk Mgmt (Best Bus UG)		3	<i>U.S. News</i> , 2002
Intl Business (Best Bus UG)		4	<i>U.S. News</i> , 2005
International Business		16	<i>U.S. News</i> , 2004
Management UG		5	<i>U.S. News</i> , 2003
M.I.S. UG		3	<i>U.S. News</i> , 2003
M.I.S.		3	<i>U.S. News</i> , 2005
Marketing UG		4	<i>U.S. News</i> , 2003
Marketing		10	<i>U.S. News</i> , 2004
Part-time MBA		25	<i>U.S. News</i> , 2002
Production/Operations Mgmt UG		13	<i>U.S. News</i> , 2002
Production/Operations Mgmt		14	<i>U.S. News</i> , 2004
Quantitative Analysis/Method UG		6	<i>U.S. News</i> , 2002
Quantitative Analysis		13	<i>U.S. News</i> , 2003
Supply Chain/Logistics		17	<i>U.S. News</i> , 2004
Education			
Administration/Supervision		4	<i>U.S. News</i> , 2005
Counseling/Personnel Services		19	<i>U.S. News</i> , 2002
Curriculum/Instruction		11	<i>U.S. News</i> , 2004
Education Policy		14	<i>U.S. News</i> , 2003
Educational Psychology		13	<i>U.S. News</i> , 2003

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank	U.S. News most recent ranking	Notes In this list, the USNWR rankings refer to the edition year, which is one year later than the date of publication, i.e., the 2005 edition is published in 2004.
Academic Institutions			
Education Top Schools-Research		15	<i>U.S. News</i> , 2005
Elementary Education		16	<i>U.S. News</i> , 2004
Higher Education Administration		16	<i>U.S. News</i> , 2004
Secondary Education		11	<i>U.S. News</i> , 2004
Special Education		8	<i>U.S. News</i> , 2005
Social Work		7	<i>U.S. News</i> , 2005
Architecture		10	<i>U.S. News</i> , 1999 or prior
Art History	19/38		
Art Painting and Drawing		17	<i>U.S. News</i> , 1999 or prior
Art Printmaking		6	<i>U.S. News</i> , 2005
Anthropology	12/69		
Classics	8/29		
Drama/Theatre		8	<i>U.S. News</i> , 1999 or prior
Economics	31/107	21	<i>U.S. News</i> , 2005
English	21/127	18	<i>U.S. News</i> , 2005
Comparative Literature	21/44		
Creative Writing		30	<i>U.S. News</i> , 1999 or prior
Medieval/Renaissance Lit		17	<i>U.S. News</i> , 2002
Third World Lit		3	<i>U.S. News</i> , 1999 or prior
Film		7	<i>U.S. News</i> , 1999 or prior
Music	17/65	17	<i>U.S. News</i> , 1999 or prior
Composition		11	<i>U.S. News</i> , 1999 or prior
Conducting		15	<i>U.S. News</i> , 1999 or prior
Jazz		10	<i>U.S. News</i> , 1999 or prior
Opera/Voice		15	<i>U.S. News</i> , 1999 or prior
Piano/Organ/Keyboard		10	<i>U.S. News</i> , 1999 or prior
Fine Arts (Master) Top School		21	<i>U.S. News</i> , 2005
Sculpture		9	<i>U.S. News</i> , 2004
Library Science Archives/Prsrvin		1	<i>U.S. News</i> , 2000
Library Science Top School		10	<i>U.S. News</i> , 2000
French	23/45		
Geography	14/36		
Germanic Studies	13/32		
Spanish and Portuguese	12/54		
History	22/111		
History Top School		22	<i>U.S. News</i> , 2005
Latin American		1	<i>U.S. News</i> , 2005
Linguistics	11/41		
Political Science	19/98		
Comparative Politics		18	<i>U.S. News</i> , 2002
Political Science Top School		23	<i>U.S. News</i> , 2005
Philosophy	27/72		
Psychology	17/185	73	<i>U.S. News</i> , 2005
Sociology	16/95	16	<i>U.S. News</i> , 2005
Speech-Lang-Pathology		10	<i>U.S. News</i> , 2005

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank	U.S. News most recent ranking	Notes In this list, the USNWR rankings refer to the edition year, which is one year later than the date of publication, i.e., the 2005 edition is published in 2004.
Academic Institutions			
U. T. Dallas			
Audiology		5	<i>U.S. News</i> , 2005
Biological Sciences Top School		121	<i>U.S. News</i> , 2003
Biochemistry & Molecular Biology	129.5/194		
Business Top School		76	<i>U.S. News</i> , 2004
Chemistry	151/168		
Computer Science	76/108		
Geosciences	67/100		
Mathematics	137/139		
Public Affairs Top School		65	<i>U.S. News</i> , 2002
Speech-Lang Pathlgy		26	<i>U.S. News</i> , 2001
Statistics-Biostatistics	57/65		
U. T. El Paso			
Geosciences	85/100		
Nursing		174	<i>U.S. News</i> , 2004
Nursing Midwifery (w/ Texas Tech)		26	<i>U.S. News</i> , 2004
U. T. Pan American			
Rehabilitation Counseling		39	<i>U.S. News</i> , 2004
U. T. San Antonio			
Music/Fine Art Sculpture		13	<i>U.S. News</i> , 2004
Engineering Highest Degree UG		46	<i>U.S. News</i> , 2003

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank	U.S. News most recent ranking	Notes In this list, the USNWR rankings refer to the edition year, which is one year later than the date of publication, i.e., the 2005 edition is published in 2004.
Health Institutions			
U. T. Southwestern Medical Center			
Biochemistry		9	<i>U.S. News</i> , 2005
Biochemistry & Molecular Biology	20/194		
Biological Sciences		14	<i>U.S. News</i> , 2005
Biomedical Engineering	28/38		
Cell & Developmental Biology	18/179		
Clinical Psychology		59	<i>U.S. News</i> , 2001
Internal Medicine		10	<i>U.S. News</i> , 2005
Medical Top School: Primary Care		30	<i>U.S. News</i> , 2004
Medical Top School: Research		17	<i>U.S. News</i> , 2005
Molecular Biology		10	<i>U.S. News</i> , 2004
Molecular and General Genetics	18/103		
Neurosciences	36.5/102		
Pharmacology/Toxicology	2/127	6	<i>U.S. News</i> , 2000
Primary Care		36	<i>U.S. News</i> , 2005
Physician Assistant		7	<i>U.S. News</i> , 2004
Physical Therapy		61	<i>U.S. News</i> , 2001
Psychology	89.5/185		
Rehabilitation Counseling		58	<i>U.S. News</i> , 2003
Internal Medicine		9	<i>U.S. News</i> , 2004
Women's Health		9	<i>U.S. News</i> , 2004
U. T. Medical Branch-Galveston			
Biochemistry & Molecular Biology	99/194		
Biological Sciences Top School		75	<i>U.S. News</i> , 2003
Cell & Developmental Biology	111/179		
Community Health		24	<i>U.S. News</i> , 2004
Neurosciences	42/102		
Nursing		58	<i>U.S. News</i> , 2005
Nursing Midwifery		26	<i>U.S. News</i> , 2004
Pharmacology	65/127		
Physical Therapy		43	<i>U.S. News</i> , 2001
Physician Assistant		7	<i>U.S. News</i> , 2005
Physiology	34.5/140		
U. T. Health Science Center-Houston			
Biochemistry & Molecular Biology	42.5/194		
Biological Sciences Top School		60	<i>U.S. News</i> , 2005
Cell & Developmental Biology	38/179		
Medical Top School Research		56	<i>U.S. News</i> , 2004
Molecular & General Genetics	26/103		
Neurosciences	51/102		
Nursing		29	<i>U.S. News</i> , 2005
Nursing Anesthesia		6	<i>U.S. News</i> , 2004
Nursing Family		17	<i>U.S. News</i> , 2004
Nursing Gerontological/Geriatric		13	<i>U.S. News</i> , 2004

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank	U.S. News most recent ranking	Notes In this list, the USNWR rankings refer to the edition year, which is one year later than the date of publication, i.e., the 2005 edition is published in 2004.
Pharmacology	38/127		
Physiology	23.5/140		
School of Public Health		12	<i>U.S. News</i> , 2004
U. T. Health Science Center-San Antonio			
Biochemistry & Molecular Biology	64/194		
Biological Sciences Top School		68	<i>U.S. News</i> , 2003
Cell & Developmental Biology	57.5/170		
Medical Geriatrics		17	<i>U.S. News</i> , 2004
Nursing		39	<i>U.S. News</i> , 2005
Occupational Therapy		23	<i>U.S. News</i> , 2001
Pharmacology	71/127		
Physician Assistant		14	<i>U.S. News</i> , 2004
Physiology	41.5/140		

Table V-5

National Ranking of U. T. System Institution Undergraduate Degrees Awarded to Minority Students											
Undergraduate Degree Programs	Arlington	Austin	Brownsville/TSC	Dallas	El Paso	Pan American	Permian Basin	San Antonio	Medical Branch	HSC-Houston	HSC-San Antonio
	National Rank 2004*										
All Disciplines											
Total Minority	47	5			29	33		25			
African American	76										
Hispanic	56	8	25		2	3		4			
Biological and Biomedical Sciences											
Total Minority		6			49	25		11			
Hispanic	39	7	32		10	2		1			
Business Management, etc.											
Total Minority	19	18		50	33			17			
African American	44										
Hispanic	39	29	25		4	10		2			
Computer and Information Sciences											
Total Minority		15		23							
Hispanic		26			18	31		38			
Engineering											
Total Minority	40	4			30						
African American		50									
Asian American		5									
Hispanic	45	3			2	15		11			
English Language and Literature											
Total Minority		16				10		33			
Hispanic		12	18			1		12			
Health Professions and Related Clinical Studies											
Total Minority	37				6	5		22			9
African American	35							40			
Hispanic	36	16			2	1		17	49		4
Mathematics and Statistics											
Total Minority		3	9		21	19		20			
African American		15									
Hispanic		3	1		5	4		6			
Physical Sciences											
Total Minority		12			25						
Hispanic		2	48	48	3	15	35	20			
Psychology											
Total Minority		24						23			
Hispanic		16	26		23	24		6			
Social Sciences											
Total Minority		8									
African American		48									
Hispanic		4	42			32		21			

*2004 ranking of 2002-03 graduates based on preliminary data.
 Source: *Black Issues in Higher Education*, Vol. 21, No. 8 (June 2004)

Table V-6

National Ranking of U. T. System Institution Graduate-Level Degrees Awarded to Minority Students										
Master's and First Professional Degree Programs	Arlington	Austin	Brownsville/TSC	Dallas	El Paso	Pan American	Permian Basin	San Antonio	HSC-Houston	HSC-San Antonio
	National Rank 2004*									
All Disciplines										
Total Minority		36			61	55		77		
Hispanic	96	21	47		7	4		14		
Biological and Biomedical Sciences										
Total Minority					44			33	20	
African American	25									
Hispanic					3	5		2	11	
Business Management, Marketing, etc.										
Total Minority		25		38						
Hispanic		16		50	18			13		
Computer and Information Sciences										
Total Minority				24						
Hispanic					10			17		
Asian American				11						
Education										
Total Minority					34	16		33		
Hispanic			19		7	4		10		
Engineering										
Total Minority	35	24								
African American		29								
Asian American	30	31								
Hispanic		14			12	18				
English Language and Literature										
Total Minority		22			34					
Hispanic			9		3	9		9		
Health Professions and Related Clinical Sciences										
Total Minority						48			24	
Hispanic		22			7	5			12	35
Mathematics and Statistics										
Total Minority		25			36					
Hispanic					3					
Physical Sciences										
Total Minority		13			20					
Hispanic		4			2					
Psychology										
Total Minority						50				
Hispanic					26	11				
Social Sciences - Hispanic										
Hispanic		24				12		31		

First Professional Degrees	Austin	SWMC Dallas	Medical Branch	HSC-Houston	HSC-San Antonio
National Rank 2004*					
Law					
Total Minority	21				
Hispanic	7				
Medicine					
Total Minority		13	5	39	18
African American		38	10		
Hispanic		13	6	15	5

Doctoral Degrees	Arlington	Austin	El Paso	Pan American	SWMC Dallas	Medical Branch	HSC-Houston	HSC-San Antonio
National Rank 2004*								
All Disciplines								
African American		25						
Hispanic		5	56	98				
Biological and Biomedical Sciences								
Total Minority							14	
African American					32		5	
Business, Management, Marketing, etc.								
Total Minority		9						
Education								
Total Minority		12						
African American		22						
Hispanic		5	19	24				
Engineering - Total Minority								
Total Minority	33	11	26					
Health Professions and Related Clinical Studies								
Total Minority		13					26	
Physical Sciences								
Total Minority		11						
Social Sciences								
Total Minority		3						
Hispanic		3						
*2004 ranking of 2002-03 graduates Source: <i>Black Issues in Higher Education</i> , Vol. 21, No. 8 (June 2004)								

Institution Profiles
U. T. System Academic Institutions

The University of Texas at Arlington Mission Statement

The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

As a University, we affirm our commitment to the following objectives:

- The University is committed to comprehensive programs of academic research. This research effort requires attracting and retaining scholars who promote a culture of intellectual curiosity, rigorous inquiry, and high academic standards among their fellow faculty and the students they teach.
- The University prepares students for full, productive lives and informed and active citizenship. To that end, we have developed undergraduate and graduate curricula and classroom practices that engage students actively in the learning process. Outside the classroom a wide range of student organizations and activities contribute to the learning environment. Our service learning program offers students the opportunity to supplement their academic study with internships in a variety of community settings, testing their skills and aptitudes and challenging their values. State-of-the-art teaching technologies, distance education, and off-site instruction afford access to off-campus as well as traditional students. Non-degree certificate and continuing education programs offer practical, aesthetic, and intellectually stimulating opportunities for community learners, for individual courses or a sustained program of study.
- The mission of a university can be achieved only when its students, faculty, staff, and administrators value and promote free expression in an atmosphere of tolerance, responsibility, and trust. The University regards these attributes as prerequisites for any community of learners and vigilantly strives to maintain them.
- Mindful of its role as a resource to the community, locally, nationally, and internationally, the University continually seeks partnerships with public and private concerns in order to advance the economic, social, and cultural welfare of its constituencies. We serve the needs of the North Texas community by sponsoring public lectures and academic symposia, as well as artistic, musical, and dramatic productions.

U. T. Arlington Analysis of Peer Comparisons

U. T. Arlington received fewer dollars per FTE student in state appropriations and total revenue than eight of its nine peers.

U. T. Arlington also reported lower research expenditures than seven of the eight peers for which information was available. *

U. T. Arlington was most comparable to its peers in terms of percent of the student body who were graduate students and percent who lived in residential housing.

Peers (both current and aspirational) produced higher rates of retention and graduation. U. T. Arlington ranked 10th in retention rate and 9th in graduation rate.

*One institution appeared to have erroneous information in the IPEDS system.

Table V-7

University of Texas at Arlington Comparative and Aspirational Peer Institutions and their Comparative Data (Compiled Fall 2004)

University	State Approp / FTE Student	Total Revenue / FTE Student	Research Expenditures / FTE Faculty	Total Enrollment	% Graduate Students	Doctoral Degrees Awarded	% in Housing	SAT 25th Percentile Score	SAT 75th Percentile Score	1st Year Retention Rate	Graduation Rate within 150% of Time
U.T. Arlington	\$4,968.63	\$13,745.07	\$21,914.54	24,979	24.5%	68	13%	960	1180	69.0%	36.6%
Comparative Peers											
SAN DIEGO STATE UNIVERSITY	\$7,604.88	\$14,374.06	\$181.29*	32,803	18.1%	40	11%	970	1180	79.0%	44.0%
UNIVERSITY OF MEMPHIS	\$6,980.54	\$18,701.70	\$37,526.04	19,911	21.4%	89	14%	Not Available	Not Available	72.0%	33.3%
UNIV OF WISCONSIN-MILWAUKEE	\$6,438.23	\$16,717.41	\$26,061.99	25,440	17.2%	70	13%	Not Available	Not Available	73.0%	38.9%
UNIVERSITY OF NORTH TEXAS	\$4,598.38	\$13,302.73	\$15,312.75	31,065	23.2%	145	15%	980	1220	72.0%	38.8%
Aspirational Peers											
ARIZONA STATE UNIV-MAIN CAMPUS	\$6,510.09	\$19,563.47	\$50,134.88	48,901	20.0%	300	15%	970	1220	76.0%	52.0%
UNIV OF HOUSTON-UNIVERSITY PARK	\$5,917.97	\$23,672.14	\$73,655.21	35,066	17.3%	203	10%	940	1170	78.0%	40.2%
GEORGE MASON UNIVERSITY	\$5,185.89	\$18,941.38	\$31,862.93	28,246	36.9%	138	21%	1000	1210	79.0%	48.6%
UNIVERSITY OF SOUTH FLORIDA	\$9,902.07	\$26,163.50	\$62,417.46	40,945	20.6%	153	13%	980	1190	79.0%	49.2%
UNIV OF CALIFORNIA-SANTA CRUZ	\$8,729.20	\$26,058.80	\$92,761.71	14,997	8.9%	104	45%	1030	1260	87.0%	65.4%

Data Sources: IPEDS Peer Analysis System Fall 2003, US News FY 2003

Notes:

FTE Student is calculated as all Full-time students + 1/3 Part-time students

FTE Faculty is calculated as all Full-time Faculty + 1/3 Part-time Faculty

% Residential Housing was calculated as 1 - % Living off Campus

25th Percentile Score is the cutoff where 25% of SAT scores fell at or below this score

75th Percentile Score is the cutoff where 75% of SAT scores fell at or below this score

* Research expenditures from IPEDS were very low compared to previous years. Attempts to contact the university for clarification were unsuccessful.

There was a change in 2002 to the structure of data in the IPEDS Peer analysis system. The financial and graduate data were retrieved differently than Fall 2001 data and may not be completely comparable.

Centers of Excellence

U. T. Arlington				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Nanotechnology Research and Teaching Facility	To coordinate and facilitate research and educational programs in nanotechnology within the College of Engineering and across the University.	Hired eight new faculty members in the College of Engineering, obtained three congressional earmarks to purchase state of the art analysis and fabrication equipment, obtained several research grants.	Air Force Research Laboratory, National Science Foundation, Texas Advanced Technology Program, Excellence Funds, private industry.	\$7.5 M
Automation and Robotics Research Institute	To coordinate and facilitate research and educational programs in manufacturing and robotics within the College of Engineering and across the University.	Hired new Institute Director, added three new technical staff members, selected to be the lead institution for the Texas Manufacturing Assistance Center (TMAC).	National Institute for Science and Technology, NSF, private industry.	\$5 M
Biomedical engineering and technology	To coordinate and facilitate research and educational programs in biotechnology within the College of Engineering, across the University, and with UTSWMC.	Hired three new faculty members, constructed a research and teaching laboratory for tissue engineering, formed a collaboration with UTSWMC and UT Dallas to pursue research opportunities in medical imaging.	National Institutes of Health, Defense Advanced Research Projects Agency, the American Cancer Society, private industry.	\$2 M
Converging Biotechnology Center (CBC)	To serve as a multi-user research facility; a place to share instrumentation and technical assistance; and train undergraduate, graduate and post-doctoral students in emerging areas of the life sciences.	Biologists, biochemists, chemists, mathematicians, biomedical engineers and computer scientists in the UTA Colleges of Science and Engineering are working in the emerging areas of biotechnology, computational biology, medical imaging, bioinformatics, biocomputing, genomics and proteomics, and nanobiotechnology.	The CBC has a modest operating budget, but has submitted federal earmark and state-line funding requests.	Leveraged funds from the Texas Workforce Commission and in-kind contributions from IBM healthcare and life sciences.
Center for Nanostructured Materials (CNM)	To foster interdisciplinary collaborations, to share and provide instrumentation and technical assistance, and to train undergraduates and graduate students in the area of nanoscience.	The center has 20 active faculty participants and a combined total of over \$5 million in external grant support. CNM's early efforts have been focused on acquiring research instrumentation. CNM is focused on recruiting key faculty to enhance the collaborative research efforts.	DOE, NSF, Welch, DARPA, SPRING Earmark.	\$5 M
Center for High Energy Physics	To collaborate with national and international accelerator laboratories, primarily but not limited to Fermi National Lab in Illinois and CERN in Switzerland.	The Dzero experiment is at Fermi lab and the ATLAS experiment is at CERN. The group constructed a very large detector array for each lab, an essential part of the experiments for which UTA is the leading authority in the world. The detector at Fermi Lab discovered the top quark, the last undetected quark of the standard model. It is constructing a "forward proton detector" and hopes to discover new accelerator events. Studies of new types of digital detector arrays for the next linear collider are underway. The group has also expanded its capabilities to include grid computing, the enormous amount of data from the ATLAS experiment, and it is expected to win a Tier II HEP computer center for the ATLAS collaboration.	Primarily by DOE, but also by NSF, Texas Advanced Research Project and other sources. The Tier II center would involve large NSF funding.	NSF Funds

The University of Texas at Austin Mission Statement

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service. The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels. The university contributes to the advancement of society through research, creative activity, scholarly inquiry and the development of new knowledge. The university preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs and provides other public service.

U. T. Austin

National Peer Institutions and Their Comparison Data

The University of Texas at Austin compares itself with 11 public AAU institutions: University of California at Berkeley, University of California at Los Angeles, University of Illinois at Urban/Champaign, Indiana University at Bloomington, University of Michigan–Ann Arbor, Michigan State University, University of Minnesota–Twin Cities, University of North Carolina–Chapel Hill, Ohio State University, University of Washington–Seattle, and University of Wisconsin–Madison.

Of these major public research institutions, U. T. Austin had the largest* fall 2003 total enrollment. While U. T. Austin ranks tenth out of 12 institutions for percentage of enrollment in graduate/professional schools (at 25.4%), it ranks second in the number of doctoral degrees awarded among peer institutions.

Fifty percent of the entering freshmen at U. T. Austin have SAT scores ranging from 1110 (at the 25th percentile) to 1350 (at the 75th percentile).

In terms of retention, U. T. Austin's first year retention rate of 92 percent (2002 cohort) ranks seventh (tie) out of 12 institutions. Its six-year retention rate of 71 percent (1997 cohort) ranks seventh (tie) out of 12 institutions.

Research expenditures of \$303 million are high considering that U. T. Austin does not have an integral medical school. All other comparison institutions except UC Berkeley and Indiana have integral medical schools that contribute substantially to research expenditure totals.

U. T. Austin was next to last in total Educational & General expenditures per FTE student in fiscal year 2003.

U. T. Austin ranks sixth out of 12 in the number of National Academy members for fall 2002, and is number one in the number of National Merit Scholars for fall 2002 among its peer institutions.

** Due to the success of U.T. Austin's enrollment management program, preliminary enrollment figures for fall 2004 show UT Austin's total enrollment fell to third largest behind Minnesota and Ohio State University.*

Prepared by the Office of Institutional Research

Table V-8
U. T. Austin
Office of Institutional Research
National Peer Institutions and Their Comparison Data

University	Total Enrollment		SAT 25th Percentile		SAT 75th Percentile		1st Year Retention Rate		6 Year Graduation Rate		% Graduate/ Professional Enrollment		Doctoral Degrees Awarded		Total Research Expenditures (\$1,000)		Total E&G Expenditure/ FTE Student		National Academy Members		National Merit Scholars	
	Fall 2003		2003		2003		2002 Cohort		1997 Cohort		2003		2002-03		FY 2003*		FY 2003		Fall 2002		Fall 2002	
Univ. of California at Berkeley	33,076		1190		1440		95%		85%		29.8%		771		\$352,422		39,257		202		67	
Univ. of California at Los Angeles	38,598		1160		1410		96%		87%		33.3%		601		\$536,878		51,905		60		125	
Univ. of Illinois at Urbana/Champaign	40,458		1190		1410		93%		80%		27.8%		617		\$316,860		29,049		51		33	
Indiana Univ. at Bloomington	38,589		990		1220		88%		69%		21.4%		367		\$67,880		18,264		9		>20	
Univ. of Michigan at Ann Arbor	39,031		1200		1410		96%		85%		37.2%		616		\$506,740		46,762		70		59	
Michigan State Univ.	44,542		1020		1270		90%		70%		21.8%		442		\$213,737		25,962		6		60	
Univ. of Minnesota - Twin Cities	49,474		1100		1330		86%		54%		34.4%		560		\$398,837		43,232		38		40	
Univ. of North Carolina at Chapel Hill	26,359		1190		1390		95%		83%		38.8%		412		\$247,434		49,251		36		143	
Ohio State Univ.	50,731		1080		1290		88%		62%		25.9%		575		\$302,640		29,225		17		93	
Univ. of Washington at Seattle	39,135		1070		1310		92%		71%		28.5%		493		\$504,350		44,928		79		44	
Univ. of Wisconsin at Madison	41,588		1150		1370		93%		79%		27.3%		656		\$571,783		37,103		69		28	
U. T. Austin	51,426		1110		1350		92%		71%		25.4%		674		\$303,256		23,101		53		258	

Sources: Common Data Set, IPEDS Fall Enrollment, IPEDS Finance, and direct contact with institutions.

Centers of Excellence

U. T. Austin	
Name of Center of Excellence	
Lozano Long Institute of Latin American Studies (LLILAS)	
Institute for Computational Engineering Sciences (ICES)	
Blanton Museum of Art	
Institute for Cellular and Molecular Biology (ICMB)	

The University of Texas at Brownsville/Texas Southmost College Mission Statement

The mission of The University of Texas at Brownsville and Texas Southmost College is to combine the strengths of an upper-level university and those of a community college to eliminate traditional barriers to higher education. The community university provides quality programs and services through academic, applied technology, and continuing education programs to respond to local and regional needs.

The University advances economic development, enhances the quality of life, provides for personal enrichment, and assures access to higher education opportunities. The community university develops critical thinking, communications, and quantitative skills for lifelong learning through teaching, academic research, and public service.

Philosophy Statement

The University of Texas at Brownsville and Texas Southmost College are committed to excellence. It is dedicated to stewardship, integrity, service, openness, accessibility, efficiency, and citizenship. UTB/TSC is committed to students, participatory governance, liberal education, human dignity, the convening of cultures and respect for our environment.

Partnership Statement

The community university has its roots in the establishment of two of the area's higher education institutions, The University of Texas at Brownsville and Texas Southmost College. Texas Southmost College was created by the Brownsville Independent School District in 1926. First established as The Junior College of the Lower Rio Grande Valley, its name was later changed to Brownsville Junior College in 1931. Upon the establishment of the Southmost Union Junior College District in 1949, it was renamed Texas Southmost College.

The University of Texas at Brownsville was created by the Texas Legislature in 1991. The foundation for UTB was laid in 1973 when Pan American University in Edinburg began offering off-campus courses at Texas Southmost College. In 1977, the Legislature approved the establishment of Pan American University at Brownsville as an upper-level center. In 1989, the University became a part of The University of Texas System. The bill that created The University of Texas at Brownsville also authorized the University to enter into a partnership agreement with Texas Southmost College. The partnership was created under the provisions of Subchapter L, Section 1, Chapter 51 of the Texas Education Code. Created to improve the continuity, quality and efficiency of the educational programs and services offered by the university and the community college, the partnership combines the administrative, instructional and support services of the upper-level university and the community college and eliminates artificial barriers between them. The partnership combines junior, senior, and graduate-level programs with certificate, associate and continuing education programs, thus offering a unique combination of services to the people of the Lower Rio Grande Valley and the State.

A unique educational partnership was created between The University of Texas at Brownsville, established in 1991, and Texas Southmost College, established in 1926.¹ The partnership was fully implemented in 1992 with shared administration, faculty, staff, and facilities. This partnership expanded open-admissions educational opportunities for students from the certificate level to master's level and expanded Workforce Training and Continuing Education.

UTB/TSC serves the needs of the Lower Rio Grande Valley region with 94% of the student population residing in Cameron County.

U. T. Brownsville and Texas Southmost College (UTB/TSC) Summary

Enrollment and Program Growth

Enrollment at UTB/TSC has increased by 57% since 1992, from 7,358 to 11,563 students in fall 2004. In the past 12 years, enrollment has increased an average of 6% per year.

UTB/TSC has the following degree programs: 21 masters and 35 bachelors, 16 associates, and 18 certificates. The most recent additions are master's degrees in biology, physics, mathematics, and public administration and a bachelor degree in communication.

UTB/TSC has experienced increases in degrees awarded: from 1992 to 2003, 97% increase in certificates, 99% increase in associate degrees, 132% increase in baccalaureate degrees, and 152% increase in master's degrees.

UTB/TSC ranked #1 in the number of bachelor degrees in Foreign Language awarded to Hispanic students and #2 in the number of bachelor degrees in mathematics awarded to Hispanic students.²

Faculty, Research and Excellence

UTB/TSC has 314 fulltime faculty members. In fall 2004, 23 new faculty lines were added to address enrollment and program increases.

UTB/TSC has increased federal grants and contracts 708% since 1994. UTB/TSC experienced a 4,500% increase in research expenditures from 1999 to 2003, the fastest growing sponsored research activity among the U. T. academic institutions.³

UTB/TSC's progress in developing excellence in 2004 includes a 94% pass rate for teacher certification, a 94% pass rate for associate degree nursing boards, and a 100% pass rate for the Criminal Justice Institute law enforcement graduates.

UTB/TSC has targeted service learning as a means to enhance student learning and community involvement. Voter registration has become a mainstay of the Student Government Association.

UTB/TSC operates K-16 programs with every school district in Cameron County. One of those programs is directly related to civic engagement. In 2004, the university received the state's only university sponsored Kids Voting USA initiative. During the general election in November, 40,000 Brownsville students — public school, private schools, and home schools — voted in the election.

In 2004, the Center for Civic Engagement and Associate Professor, received a \$587,000 grant from The Department of Health and Human Services/Compassion Capital Fund to help provide social services to the Buena Vida neighborhood, which is adjacent to the campus.

¹The bill that created The University of Texas at Brownsville in 1991 also authorized it to enter into a partnership arrangement with Texas Southmost College. The partnership was created under the provisions of Chapter 51, Subchapter L of the *Texas Education Code*.

²*Hispanic Outlook in Higher Education*, May 2004.

³UT System Accountability Survey, 2003.

U. T. Brownsville Comparisons

Table V-9

Total Number of Associates, Bachelors, Masters, and Doctoral Programs by Type

University	Associates	Bachelors	Masters	Doctoral	Total Number of Degrees Up to 09/22/04
Stephen F. Austin	0	82	56	2	140
Texas A&M Commerce	0	77	48	6	131
UT Pan American	0	54	43	2	99
UT Tyler	0	41	36	0	77
UTB/TSC	16	35	18	0	69
Texas A&M International	0	31	26	1	58
UT Permian Basin	0	35	20	0	55
Univ. of Houston Downtown	0	35	7	0	42

Source: THECB, Program Inventory (September 22, 2004).

UTB/TSC: Academic Affairs.

Table V-10

Number of Students Served

University	Fall 2003	Spring 2004	Total
UT Pan American	15,915	15,152	31,067
Stephen F. Austin	11,354	10,623	21,977
UTB/TSC	10,604	10,964	21,568
Texas A&M Commerce	8,353	8,050	16,403
Univ. of Houston Downtown	10,974	n/a	10,974
UT Tyler	4,769	4,759	9,528
Texas A&M International	4,078	4,080	8,158
UT Permian Basin	3,028	n/a	3,028

Source (Fall 2003): THECB, PREP On-Line, Enrollment Data, Total Headcount (Non Duplicate).

Source (Spring 2004): Institutional data collected by e-mail.

UTB/TSC unduplicated headcount: Data Management and Reporting; Institutional Profile; Headcount, Semester Credit Hours & Student FTE for TSC, UTB, & UTB/TSC Report.

Table V-11

Income of Region Served

University	County	Median Income in 2000 Per Household
Univ. of Houston Downtown	Harris	\$42,598
UT Tyler	Smith	37,148
Texas A&M Commerce	Hunt	36,752
UT Permian Basin	Ector	31,152
Stephen F. Austin	Nacogdoches	28,301
Texas A&M International	Webb	28,100
UTB/TSC	Cameron	26,155
UT Pan American	Hidalgo	24,863

*Source (County): THECB, Higher Education Locator Map (HELM).
Source (Median Income in 2000): STATS Indiana, USA Counties IN Profile,
www.stats.indiana.edu.*

Table V-12

Percent of Minority Students

University	Fall 2003		
	Minority Students	Total Students	Percent
Texas A&M International	3,930	4,078	96%
UTB/TSC	9,921	10,604	94
UT Pan American	14,424	15,915	91
Univ. of Houston Downtown	8,318	10,974	76
UT Permian Basin	1,185	3,028	39
Texas A&M Commerce	2,568	8,353	31
Stephen F. Austin	2,719	11,354	24
UT Tyler	897	4,769	19

*Source: THECB, PREP On-Line, Enrollment Data, Total Headcount by Ethnic Origin.
UTB/TSC unduplicated headcount: Data Management and Reporting, UTB/TSC Institutional Profile.*

Table V-13

Demographic Profile of Students				
University	In-State	Out-of State	Foreign	Totals by Semester
UT Permian Basin (fall 2003)	2,903	59	66	3,028
UT Permian Basin (spring 2004)	n/a	n/a	n/a	n/a
	2,903	59	66	3,028
Texas A&M International (fall 2003)	3,833	19	226	4,078
Texas A&M International (spring 2004)	3,832	15	233	4,080
	7,665	34	459	8,158
UT Tyler (fall 2003)	4,545	118	106	4,769
UT Tyler (spring 2004)	4,551	113	95	4,759
	9,096	231	201	9,528
Univ. of Houston Downtown (fall 2003)	10,588	88	298	10,974
Univ. of Houston Downtown (spring 2004)	n/a	n/a	n/a	n/a
	10,588	88	298	10,974
UT Pan American (fall 2003)	15,438	124	353	15,915
UT Pan American (spring 2004)	n/a	n/a	n/a	n/a
	15,438	124	353	15,915
Texas A&M Commerce (fall 2003)	7,650	265	438	8,353
Texas A&M Commerce (spring 2004)	7,416	232	402	8,050
	15,066	497	840	16,403
UTB/TSC (fall 2003)	10,316	25	263	10,604
UTB/TSC (spring 2004)	10,652	25	287	10,964
	20,968	50	550	21,568
Stephen F. Austin (fall 2003)	10,963	269	122	11,354
Stephen F. Austin (spring 2004)	10,254	269	100	10,623
	21,217	538	222	21,977

Source (Fall 2003): THECB, PREP On-Line, Enrollment Data, Total Headcount by Geographic Source.
Source (Spring 2004): Institutional data collected by e-mail.
UTB/TSC: Institutional data files using 12th official headcount lists.

Table V-14
Percentage of Students Needing
Developmental Education

(Incoming Students % Requiring Remediation)

University	AY 01-02
UT Pan American	74.9%
Univ. of Houston Downtown	59.0
UTB/TSC	51.0
Stephen F. Austin	37.7
Texas A&M International	33.9
Texas A&M Commerce	33.9
UT Permian Basin	7.4
UT Tyler	6.1

Source: THECB, Texas Public Universities' Data and Performance Report, College Readiness, Measures, AY 2001-2002.

TSC: THECB-2003 Annual Data Profile, Retention and Remediation Fall 2001 First Time in College (FTIC) Cohort to Spring 2002, Institution Summary, TSC.

Table V-15

University	Total Number of Degrees Conferred by Level					Fall 2003
	Certificates	Associates	Bachelors	Masters	Doctoral	
UT Permian Basin	0	0	345	101	0	446
Texas A&M International	0	0	391	112	0	503
UT Tyler	0	0	619	184	0	803
Univ. of Houston Downtown	0	0	1428	19	0	1447
UTB/TSC	285	642	613	155	0	1695
Texas A&M Commerce	0	0	952	849	45	1846
UT Pan American	0	1634	379	8	0	2021
Stephen F. Austin	0	0	1653	432	11	2096

Source: THECB, PREP On-Line, Degrees Awarded Data, Total Awards by Level.

Table V-16
Six-Year Graduation Rate for First-Time, Full-Time Undergraduate Bachelors
Enrolled in Fall 1996

University	Six-Year Graduation Rate
UT Tyler	n/a
Texas A&M International	38.6%
Stephen F. Austin	38.5
Texas A&M Commerce	33.8
UT Pan American	24.5
UT Permian Basin	23.1
Univ. of Houston Downtown	14.3
UTB/TSC	N/A

*Source: THECB, Texas Public Universities' Data and Performance Report (August 2004), Student Success Measures.
 UTB/TSC: Data Management and Reporting.*

Table V-17

Size of Budget

University	State Appropriations FY 2004	Students Fall 2003	State Appropriations Per Student
Texas A&M International	37,466,724	4,078	9,188
UT Tyler	27,980,414	4,769	5,867
UT Permian Basin	17,567,170	3,028	5,802
Texas A&M Commerce	44,371,403	8,353	5,312
Stephen F. Austin	57,350,023	11,354	5,051
UT Pan American	71,623,816	15,915	4,500
UTB/TSC	35,253,250	10,604	3,325
Univ. of Houston Downtown	35,044,145	10,974	3,193

*Source (State Appropriations): THECB, Statistical Report. Legislative Appropriations: General Revenue, Agencies of Higher Education.
 Source (Students): THECB, Prep On-Line, Enrollment Data, Total Headcount (Non-Duplicate).
 UTB/TSC (Unduplicated Headcount of Students): UTB/TSC Profile, Data Management and Reporting.*

Table V-18

Ratio of Faculty to Students by Semester

University	All Faculty	Students	Ratio
Stephen F. Austin (fall 20023)	744	11,354	1:30
Stephen F. Austin (spring 2004)	n/a	10,623	1:28
UT Pan American (fall 2003)	716	15,915	1:22
UT Pan American (spring 2004)	n/a	15,152	n/a
UTB/TSC (fall 2003)	498	10,604	1:21
UTB/TSC (spring 2004)	520	10,964	1:21
Univ. of Houston Downtown (fall 2003)	530	10,974	1:21
Univ. of Houston Downtown (spring 2004)	n/a	n/a	n/a
Texas A&M International (fall 2003)	263	4,078	1:16
Texas A&M International (spring 2004)	327	1,080	1:3
Texas A&M Commerce (fall 2003)	530	8,353	1:16
Texas A&M Commerce (spring 2004)	n/a	n/a	n/a
UT Permian Basin (fall 2003)	192	3,028	1:16
UT Permian Basin (spring 2004)	n/a	n/a	n/a
UT Tyler (fall 2003)	293	4,769	1:16
UT Tyler (spring 2004)	n/a	4,759	n/a

Source Full-Time Faculty (Fall 2003): THECB, PREP On-Line, Faculty Headcount Data, Total Headcount (Non Duplicate).

(Spring 2004) Institutional data collected by e-mail.

Source Students (Fall 2003): THECB, PREP On-Line, Enrollment Data, Total Headcount (Non Duplicate).

(Spring 2004) Institutional data collected by e-mail.

UTB/TSC Faculty: Human Resources 10/07/04.

UTB/TSC Students: Data Management and Reporting, Institutional Profile, Semester-Credit Hour Summary.

Table V-19

Ratio of Full-Time to Part-Time Faculty				
University	All Faculty	Full-Time Faculty	Part-Time Faculty	Fall 2002 Ratio
Stephen F. Austin	668	560	108	1:5
UT Pan American	603	479	124	1:4
UT Tyler	297	197	100	1:2
UT Permian Basin	157	106	51	1:2
Texas A&M International	212	150	62	1:2
Texas A&M Commerce	542	327	215	1:2
Univ. of Houston Downtown	524	256	268	1:1
UTB/TSC	535	289	246	1:1

Source: THECB, *Texas Public Universities' Data and Performance Report (August 2004), University Profiles.*
 UTB/TSC: Human Resources Department (10/11/04).

Table V-20

Ratio of Staff to Students (Full-Time, Non-Faculty Personnel)			
University	Number of Staff Fall 2002	Number of Students Fall 2002	Ratio
Stephen F. Austin	762	11,312	n/a
UT Permian Basin	n/a	2,672	n/a
UT Tyler	n/a	4,254	n/a
Texas A&M International	327	3,724	1:11
Texas A&M Commerce	574	8,483	1:15
UT Pan American	919	14,392	1:16
UTB/TSC	494	9,974	1:20
Univ. of Houston Downtown	360	10,528	1:29

Source (Staff): Institutional data collected by e-mail.
 Source (Students): THECB, *Total Headcount (Non Duplicate), Enrollment Data.*
 UTB/TSC Staff: Human Resources 10/0704.
 UTB/TSC Students: *Data Management and Reporting, Institutional Profile, Semester Credit Hour Summary.*

Table V-21

Research Effort and Sponsored Programs (Total Expenditures for Research and Other Research-Related Sponsored Programs by Source of Funds, FY 2003)	
University	Total
Stephen F. Austin	\$5,491,566
UT Pan American	\$3,193,419
UTB/TSC	\$1,558,306
UT Permian Basin	\$1,118,184
Univ. of Houston Downtown	\$678,068
Texas A&M International	\$570,457
Texas A&M Commerce	\$520,321
UT Tyler	\$411,275

Source: THECB, *Research Expenditures, Total Expenditures for Research and Other Research-Related Sponsored Programs by Source of Funds, Texas Public Universities, FY 2003.*

Centers of Excellence

U. T. Brownsville-Texas Southmost				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Center for Master Teaching	To provide pre-service opportunities for students as well as induction programs for beginning teachers; to provide for the enhancement of technology literacy, and serve as a site where educators can use technology to identify and apply solutions to educational challenges. The center will conduct research to answer questions related to best teaching practices. In addition, the center will also create a learning community where parents, community members and educators commit to excellence in student learning and outcomes.	<p>Created a task force whose role has been to define the mission, purpose and goals of the center.</p> <p>Compiled a list of model centers began conducting telephone interviews to discern information such as mission statements; type of research focus; and infrastructure questions such as funding, staffing, organizational placement.</p> <p>Task Force members and School of Education faculty and staff will visit centers to collect additional information.</p> <p>Scheduled a round table summit with leading researchers in the field of teaching and learning and foundations structured to facilitate discussions of participants in addressing educational issues of importance.</p> <p>Assigned two grant writers to the School of Education to seek / increase external funding focused on an aggressive research agenda.</p> <p>Commitment from UTB/TSC GEAR UP project to increase focus and funding for teacher quality initiatives.</p>	AT&T Foundation, W. K. Kellogg Foundation, J. Paul Getty Trust, Carnegie Foundation, NSF, SBC Foundation, Texaco Foundation, Allen Foundation, Exxon Education Foundation, Ford Foundation.	<p>Charles Butt \$1 million donation</p> <p>GEAR UP 6 yr. funding</p> <p>K-16 Special Line Item Funding</p>

The University of Texas at Dallas Mission Statement

The mission of The University of Texas at Dallas is to provide Texas and the nation with the benefits of educational and research programs of the highest quality. These programs address the multi-dimensional needs of a dynamic, modern society driven by the development, diffusion, understanding and management of advanced technology.

Strategic Intent

To be a nationally recognized top-tier university sculpted within a model of focused excellence. The university emphasizes education and research in engineering, science, technology and management while maintaining programs of focused excellence in other academic areas. Within the context of this mission, the goals of the university are as follows:

- To provide able, ambitious students with a high-quality, cost-effective education that combines the nurturing environment of a liberal arts college with the intellectual rigor and depth of a major research university.
- To discover new knowledge and to create new art that enriches civilization at large and contributes significantly to economic and social programs.
- To enhance the productivity of business and government with strategically designed, responsively executed programs of research, service and education.

The university intends to achieve these objectives by investing in students and faculty, building upon its programs, policies and operations and enhancing institutional character and excellence in education. The major thrusts of UTD's strategy to accomplish these goals are as follows:

- Continue to strengthen the identity of the university as a leader in higher education in terms of excellent faculty and superior students.
- Enhance the quality of its students' learning experiences and its employees' work environment.
- Emphasize education and research in engineering, science, technology and management, while maintaining concurrent programs of focused excellence in other fundamental fields of art and knowledge.
- Expand and intensify partnerships relations with business, governmental and educational neighbors.
- Enhance programmatic quality and institutional balance while adhering to rigorous quality standards.
- Actively pursue external support of and funding for the ambitious academic and service programs integral to its mission.

U. T. Dallas Peer Institutions

The University of Texas at Dallas selected nine national universities as comparative and aspirational institutions. They are in decreasing order of federal research funding per tenure/tenure-track faculty: Georgia Institute of Technology; UC Riverside; UC Santa Barbara; UC Santa Cruz; UM Baltimore County; SUNY Albany; UW Milwaukee; SUNY Binghamton; and UNC Greensboro.¹

UTD's intention is to raise its outcomes to the level of its aspirational group over the next 10 years. However, it must be noted that all of the institutions chosen are either nationally prominent or are aggressively pursuing national prominence.²

Given that amongst the total aspirational and comparison groups, UTD continues to rank last in state appropriations per student, it remains surprising how well the university is performing. Since the last comparison period, UTD has improved its ranking in regards to total revenue per FTE student, going from ninth last year to sixth this year out of ten institutions. However, UTD still lags all of the California schools, Georgia Tech and UMBC. To remain consistent with the financial data used in this assessment, student quality data was derived from fall 2002 information. UTD placed third overall as measured by the 75th percentile SAT of entering freshmen, and sixth overall as measured by the percent of entering students in the top 10 percent of their class. The university ranked eighth in the freshmen retention rate and seventh in the six-year graduation rate (tied with University of Maryland, Baltimore County). It should be noted that the data are over two years old. Since that time UTD's freshmen retention rate has risen to 84% and its six-year rate to 56%. This is remarkable given UTD's short history of having lower division students.

In terms of total research expenditures and federally financed research per full-time faculty, the university compares quite well with older more established institutions. Using the most current comparative data available (fiscal year 2001-02), UTD ranked seventh in total research expenditures per full-time faculty (\$145,043) and ranked sixth in federally financed research per full-time faculty (\$36,902). The size of the university's full-time faculty is, however, a limiting factor. For the same time period, the average size of the full-time faculty for the nine-comparison/aspirational institutions was 658 as compared to 315 for UTD.

For the university to reach its aspirations, it must sustain and enhance its indicators of student quality in terms of recruitment, retention and six-year graduation. It must also lower its student/faculty ratio to about 17/1 — which will be a difficult task in an era of declining state resources. In the area of research production, the university must raise the dollar value of its R&D effort. First, it must retain its productive research faculty and expand their efforts. Secondly, it must increase the size of its full-time faculty in areas critical to the economic future of Texas.

¹ The universities were chosen using criteria developed by both the Jordan Commission and the U. T. System Accountability Working Group.

Figure V-1

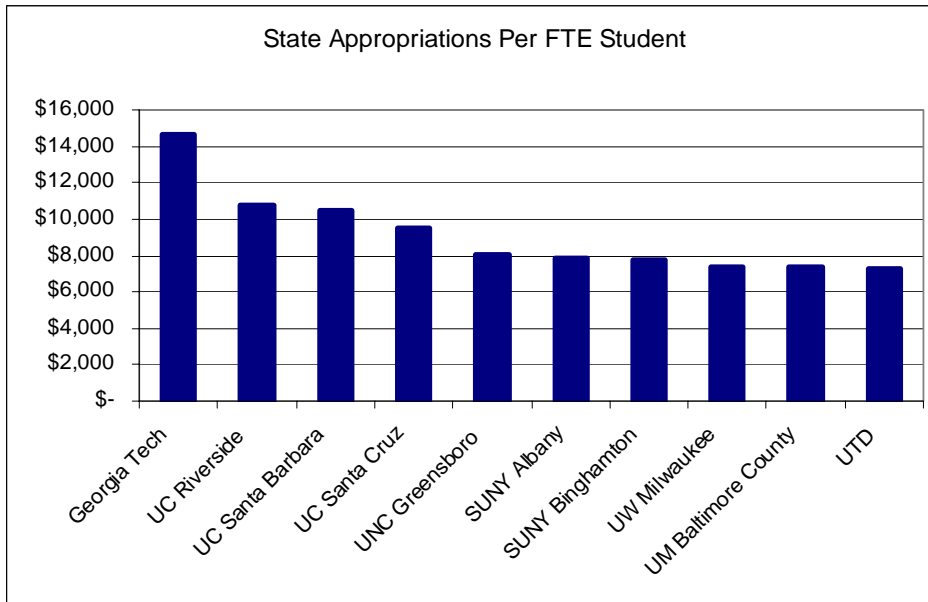


Figure V-2

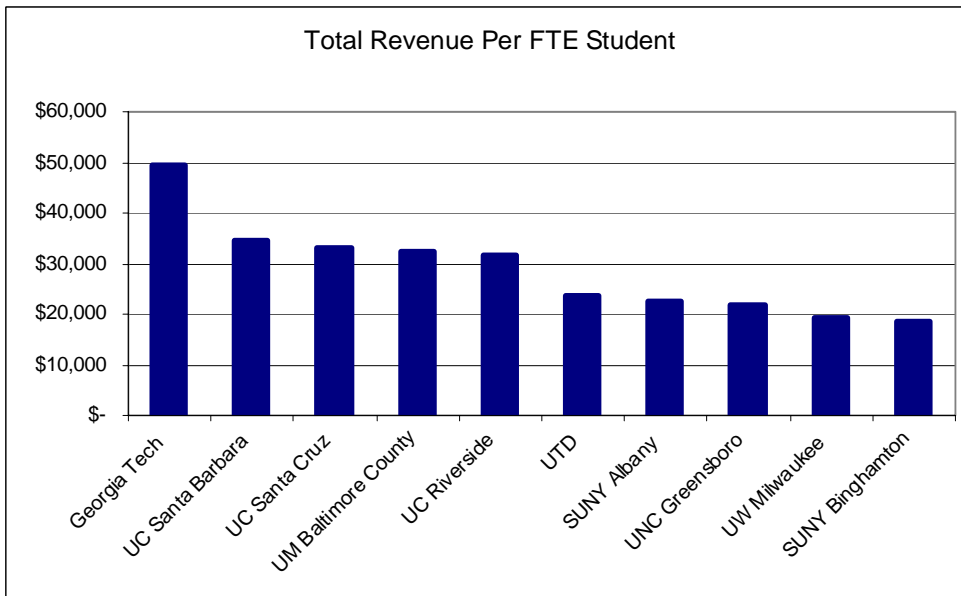


Figure V-3

25th and 75th SAT Percentiles for UTD and Aspirational and Comparator Universities, 2002.

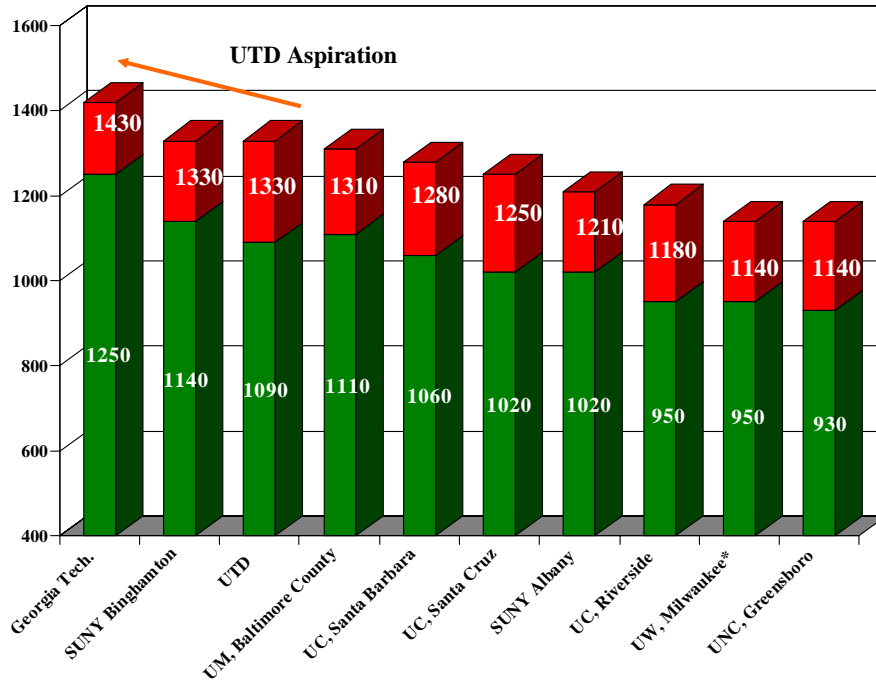


Figure V-4

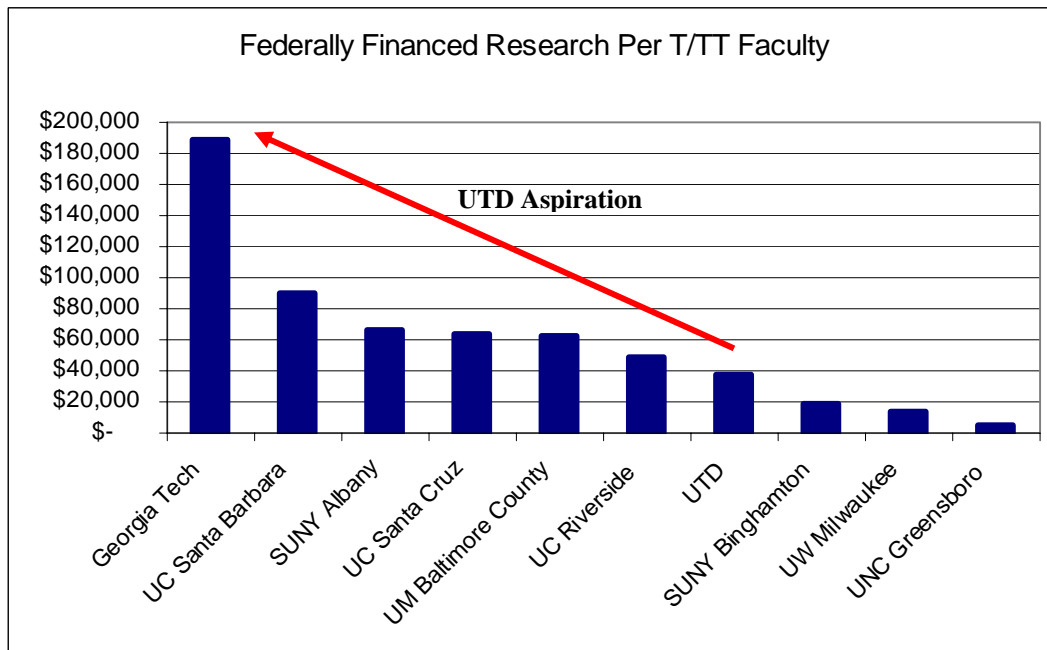


Figure V-5

Six-year Graduation Rate (2002)

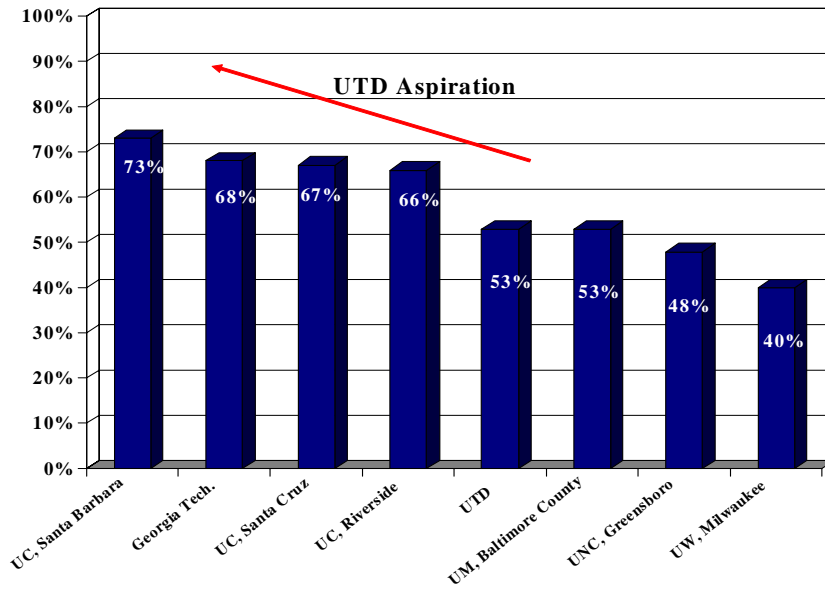


Figure V-6

Total Research Expenditures Per T/TT Faculty

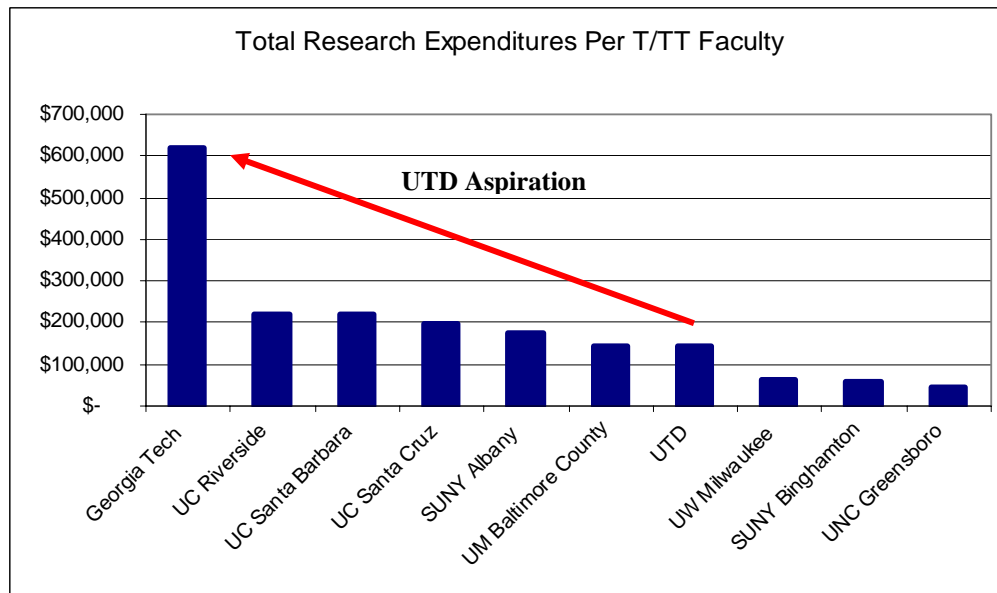


Figure V-7

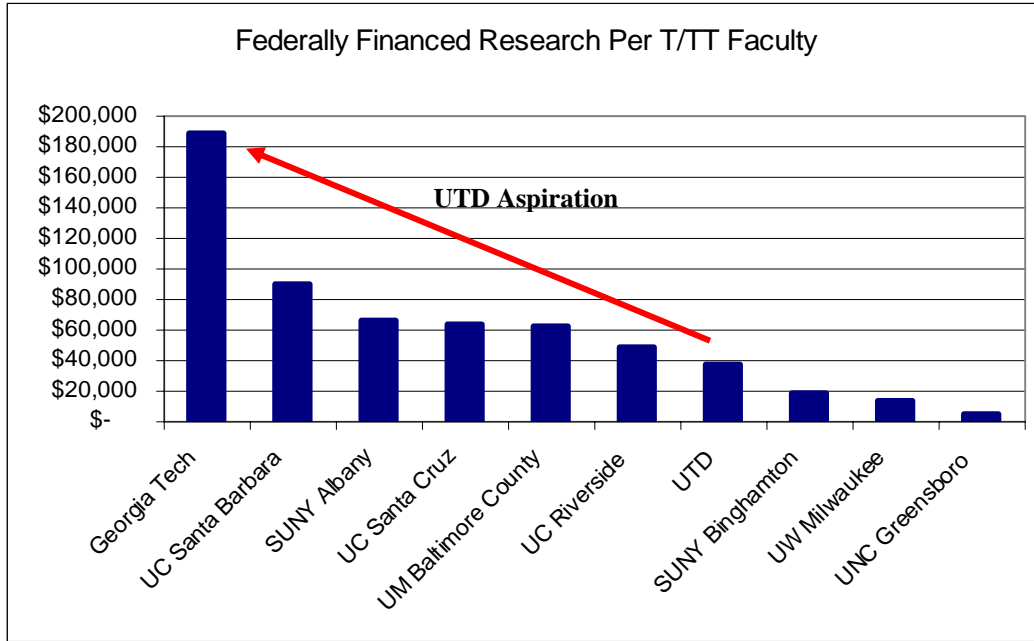


Figure V-8

**UTD and Comparator and Aspirational Universities
Student Faculty Ratios, 2002**

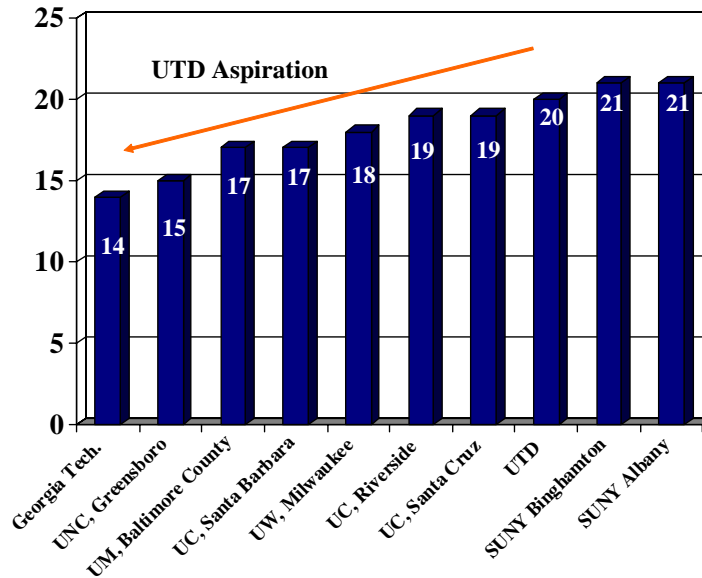


Figure V-9

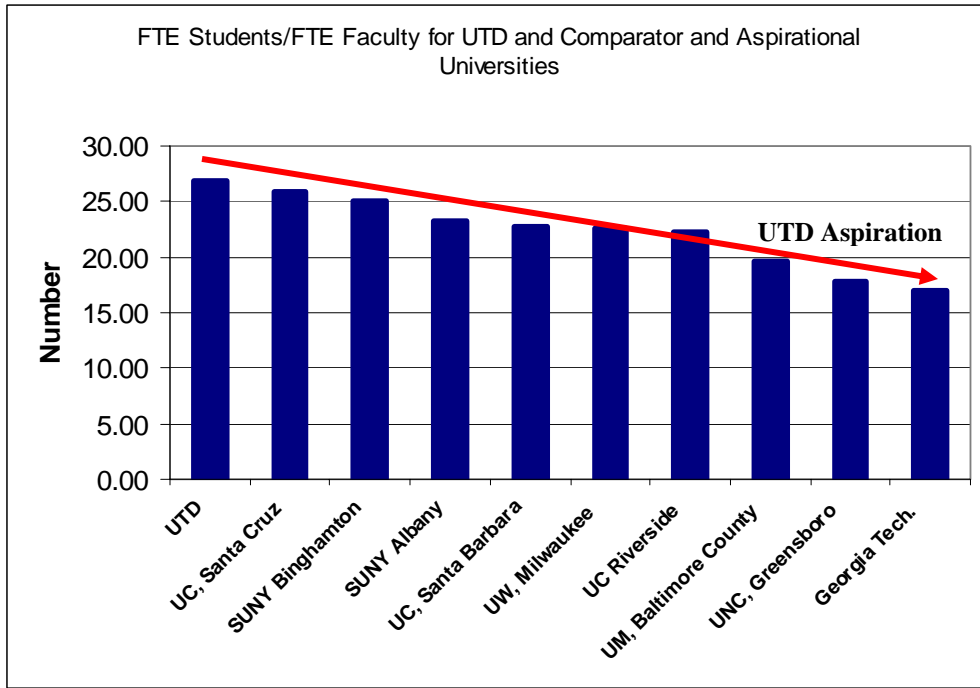


Figure V-10

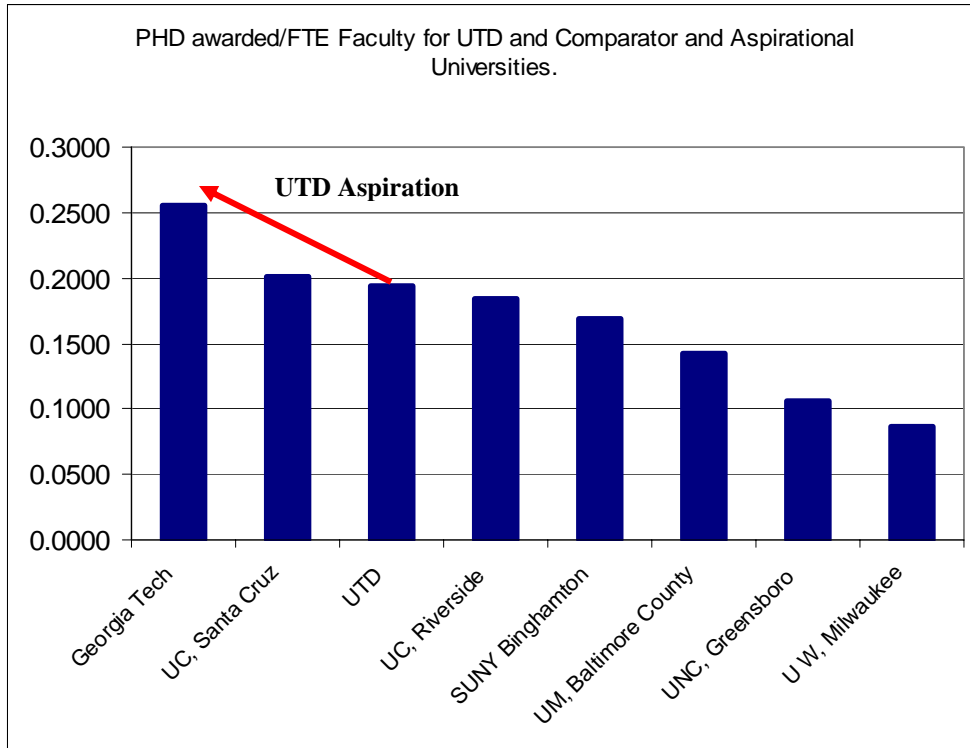


Table V-22

Institution Name	Total Enrollment (2002)	% of Undergrads in Campus Housing (2002)	Six-year Graduation Rate (2002)	Acceptance Rate (2002)
The University of Texas at Dallas	13,229	35%	53%	53%
Comparative Institutions				
SUNY Albany	17,426	58%	63%	56%
University of Maryland, Baltimore County	11,711	33%	53%	63%
University of North Carolina, Greensboro	14,453	36%	48%	76%
University of Wisconsin, Milwaukee	24,587	?	40%	78%
Aspirational Institutions				
Georgia Institute of Technology	16,481	60%	68%	59%
SUNY Binghamton	13,099	56%*	80%	42%
University of California, Riverside	15,934	28%*	66%	82%
University of California, Santa Barbara	20,559	22%	73%	51%
University of California, Santa Cruz	14,139	45%	67%	80%

*2003 data

Institution Name	SAT/ ACT 25th Percentile Score (2002)	SAT/ ACT 75th Percentile Score (2002)	Freshman Retention Rate (2002)	Freshmen in Top 10% of High School Class (2002)
The University of Texas at Dallas	1090	1330	78%	38%
Comparative Institutions				
SUNY Albany	1020	1210	84%	16%
University of Maryland, Baltimore County	1110	1310	83%	30%
University of North Carolina, Greensboro	930	1140	74%	12%
University of Wisconsin, Milwaukee	20	25	73%	8%
Aspirational Institutions				
Georgia Institute of Technology	1250	1430	89%	58%
SUNY Binghamton	1140	1330	91%	40%
University of California, Riverside	950	1180	85%	94%
University of California, Santa Barbara	1060	1280	91%	95%
University of California, Santa Cruz	1020	1250	86%	96%

Institution Name	Student Faculty Ratio (2002)	Doctoral Degrees Awarded (2002-03)	Graduate Enrollment (2002)	Graduate Enrollment (as % of Total)
The University of Texas at Dallas	20/1	61	5270	40%
Comparative Institutions				
SUNY Albany	21/1	165	5473	31%
University of Maryland, Baltimore County	17/1	67	2162	18%
University of North Carolina, Greensboro	15/1	67	3561	25%
University of Wisconsin, Milwaukee	18/1	70	4328	18%
Aspirational Institutions				
Georgia Institute of Technology	14/1	225	5025	30%
SUNY Binghamton	21/1	81	2771	21%
University of California, Riverside	19/1	121	1758	11%
University of California, Santa Barbara	17/1	251	2845	14%
University of California, Santa Cruz	19/1	104	1258	9%

Source: Fall 2002 data from Institutional Common Data Sets and IPEDS Peer Assessment

Table V-22 (continued)

Institution Name	FTE Enrollment (2002)	State Appropriations FY 2001-02		Total Revenue FY 2001-02	
		Dollars	Per FTE Student	Dollars	Per FTE Student
The University of Texas at Dallas	8,481	\$ 62,134,628	\$ 7,326	\$ 218,108,963	\$ 25,717
Comparative Institutions					
SUNY Albany	14,200	\$ 132,748,185	\$ 9,348	\$ 339,482,271	\$ 23,907
University of Maryland, Baltimore County	9,171	\$ 75,817,613	\$ 8,267	\$ 261,952,744	\$ 28,563
University of North Carolina, Greensboro	11,149	\$ 86,170,155	\$ 7,729	\$ 211,455,474	\$ 18,966
University of Wisconsin, Milwaukee	18,302	\$ 119,249,957	\$ 6,516	\$ 326,588,829	\$ 17,844
Aspirational Institutions					
Georgia Institute of Technology	14,931	\$ 230,084,053	\$ 15,410	\$ 708,941,261	\$ 47,481
SUNY Binghamton	11,998	\$ 114,836,470	\$ 9,571	\$ 257,739,519	\$ 21,482
University of California, Riverside	14,631	\$ 165,673,000	\$ 11,323	\$ 457,842,000	\$ 31,293
University of California, Santa Barbara	19,821	\$ 219,328,000	\$ 11,065	\$ 633,711,000	\$ 31,972
University of California, Santa Cruz	13,380	\$ 133,491,000	\$ 9,977	\$ 442,143,000	\$ 33,045

Institution Name	FT Tenure/ On-track Faculty (2002)	Federally Financed Research Expenditures FY 2001-02*		Total Research Expenditures FY 2001-02	
		Dollars	Per T/TT Faculty	Dollars	Per T/TT Faculty
The University of Texas at Dallas	315	\$ 11,624,000	\$ 36,902	\$ 45,688,686	\$ 145,043
Comparative Institutions					
SUNY Albany^	612	\$ 40,497,000	\$ 66,172	\$ 107,212,904	\$ 175,184
University of Maryland, Baltimore County	469	\$ 29,376,000	\$ 62,635	\$ 68,072,482	\$ 145,144
University of North Carolina, Greensboro	629	\$ 3,340,000	\$ 5,310	\$ 27,554,538	\$ 43,807
University of Wisconsin, Milwaukee	809	\$ 11,461,000	\$ 14,167	\$ 52,538,740	\$ 64,943
Aspirational Institutions					
Georgia Institute of Technology	879	\$ 165,680,000	\$ 188,487	\$ 543,454,540	\$ 618,265
SUNY Binghamton^	478	\$ 8,959,000	\$ 18,743	\$ 27,503,010	\$ 57,538
University of California, Riverside	657	\$ 32,305,000	\$ 49,170	\$ 144,548,000	\$ 220,012
University of California, Santa Barbara	870	\$ 78,370,000	\$ 90,080	\$ 189,370,000	\$ 217,667
University of California, Santa Cruz	516	\$ 32,901,000	\$ 63,762	\$ 100,838,000	\$ 195,422

*Source: NSF Federally Financed Research Exp 2001-02

^2002-03 IPEDS Finance Report, Total Research Expenditures

Centers of Excellence

U. T. Dallas			
Name of Center of Excellence	Purpose	Key activities	Source of funding
Digital Forensics & Emergency Preparedness Institute	To conduct leading-edge research and implement programs for Homeland Security for digital forensics, network security, and emergency preparedness for first responders.	Information assurance and survivability, emergency responder training, attack confinement.	Dept. of Homeland Security, EPA, CIA, QUEST Forum, Texas Commission on Environmental Quality.
Sickle Cell Disease Research Center	To conduct the ground-breaking research necessary to identify the molecular/ genetic causes of sickle-cell disease and seek its cure.	Endothelial biology of sickle cell disease, treatment strategies that include novel approaches to induce fetal hemoglobin production.	NIH, National Heart Lung and Blood Institute, National Institute for Deafness and other Communication Disorders, Health Resources & Services Administration.
NanoTech Institute	To develop new science and technology exploiting the nanoscale, to provide a place where physicists, chemists, biologists, ceramicists, metallurgists, and mathematicians team with engineers to solve problems and to function as an engine of economic growth by eliminating boundaries that interfere with the transition from science to technology to product.	Nanostructured hybrid composite membranes for fuel cells, carbon nanotube fiber supercapacitors, carbon nanotube electrode assemblies for thermal energy harvesting, nanoscale polymeric photocells by advanced electrospinning.	Zyvox Corporation, Air Force Office of Scientific Research, DARPA, NASA, Lockheed-Martin, National Institute of Standards and Technology, Systems Research Center.
Center for Brain Health	To conduct research and service contributions in developing treatments, cures, and preventative strategies aimed at improving cognitive mental health.	Pediatric traumatic brain injury treatment, adaptive cognitive strategies for dementia, Alzheimer's and normal aging seniors.	NIH, NIMH, NIDCD, Hogg Foundation, Pfizer Corp., Exxon-Mobil Foundation, Dallas Women's Foundation.
William B. Hanson Space Center	To advance the understanding of the evolution of Solar system bodies and their interaction with the Sun through the design, construction, and flight of space plasma sensors for spacecraft and rockets; the development of software and analysis tools for data interpretation; and the advancement of numerical models of the solar terrestrial environment.	Investigating geospace environment with multiple probes, studying space weather phenomena.	NASA, DOD, USAF, Ball Aerospace, Goddard Space Flight Center, Office of Naval Research, Jet Propulsion Laboratory, Orbital Technologies Corporation.
Callier Center for Communication Disorders	To conduct research on the causes, treatment and prevention of communication disorders.	Continuation of clinical services to the community and to various research projects regarding audiology and correction of hearing impairment.	Private donations.
MiNDS – MicroNano Devices and Systems Laboratory		Research ranges from ultra-thin gate dielectrics for scaled silicon CMOS to using genetically engineered viruses to produce electronic circuits.	Naval Research Laboratories, U.S. Army, DARPA.
Institute for Interactive Arts and Engineering	To provide students with an opportunity to learn about interactive advancements in the fields of communication, entertainment, education, and training, as well as in scientific and medical applications.	Create expression in robots using advances in elastomer material sciences to enact a sizable range of natural humanlike facial expressions; design and demonstrate a next-generation, wireless Graphical User Interface (GUI) prototype for Personal Digital Assistants	Alcatel, Ignition Inc., Fossil, Ritual Entertainment, Magic Lantern Playware.

U. T. Dallas			
Name of Center of Excellence	Purpose	Key activities	Source of funding
		(PDAs), pocket PCs and other mobile devices.	
Human Language Technology Research Institute	To enable computers to interact with humans using natural language capabilities, and to serve as assistants to humans by providing automatic text understanding and retrieval, information extraction and question answering, automatic translation and speech recognition.	Reference resolution for natural language understanding creating a tool for transforming WordNet into Core Knowledge Base, adaptive protocols for a distributed JAVA virtual machine.	NSF, DARPA, NIH.

The University of Texas at El Paso Mission Statement

The University of Texas at El Paso is dedicated to teaching and to the creation, interpretation, application, and dissemination of knowledge. UTEP prepares its students to meet lifelong intellectual, ethical, and career challenges through quality educational programs, excellence in research and in scholarly and artistic production, and innovative student programs and services, which are created by responsive faculty, students, staff, and administrators.

As a member of The University of Texas System, UTEP accepts as its mandate the provision of higher education to the residents of El Paso and the surrounding region. Because of the international and multicultural characteristics of this region, the University provides its students and faculty with distinctive opportunities for learning, teaching, research, artistic endeavors, cultural experiences, and service.

The University of Texas at El Paso Vision

The University of Texas at El Paso commits itself to providing quality higher education to a diverse student population. Classified as a Doctoral/Research-Intensive university, UTEP seeks to extend the greatest possible educational access to a region which has been geographically isolated with limited economic and educational opportunities for many of its people. The University will ensure that its graduates obtain the best education possible, one which is equal, and in some respects superior, to that of other institutions, so that UTEP's graduates will be competitive in the global marketplace. UTEP also envisions capitalizing on its bi-national location to create and maintain multicultural, inter-American educational and research collaborations among students, faculty, institutions, and industries, especially in northern Mexico.

The UTEP community – faculty, students, staff, and administrators – commits itself to the two ideals of excellence and access. In addition, the University accepts a strict standard of accountability for institutional effectiveness as it educates students who will be the leaders of the 21st century. Through the accomplishment of its mission and goals via continuous improvement, UTEP aspires to be an educational leader in a changing economic, technological, and social environment: a new model for Texas higher education.

The University of Texas at El Paso Achieving Mission and Excellence

Meeting the Needs of the State and Region

- UTEP serves the higher educational needs of the El Paso region:
81.9% of UTEP students are from El Paso Countyⁱ.
- UTEP provides access and opportunity to people of the region:
El Paso Metropolitan Area has the lowest per-capita income among the six largest metropolitan areas in Texas. Since income is strongly related to education, providing access to first-generation students will have significant economic impact on the region. 52% of UTEP's first-time freshmen are first-generation college students.ⁱⁱ
- UTEP is the first choice for a majority of students from the region:
90.7% of freshmen students indicated that UTEP was their 1st or 2nd choice for college.ⁱⁱⁱ
- UTEP is the choice for the region's top students who enroll in public institutions in the State:
57% of El Paso County's Top 10% high school graduates, who are enrolled in public institutions in Texas, are enrolled at UTEP.^{iv}
- UTEP provides access and opportunity to students from northern Mexico – a region that is socially and economically linked to El Paso:
10.6% of UTEP students are Mexican Nationals.^v
- UTEP students reflect the multicultural mix of the region:
71.6% percent of UTEP students are Hispanic.^{vi}

Peer Institution Comparisons^{vii}

- Research
UTEP's federal and total research expenditures are higher than its current in-state peer group, the university and ranks in the top five in federal and total research expenditures among research institutions (non-health) in Texas (Table V-22). Comparable data for current out-of-state and aspirational peer groups are not available at this time.
- Faculty
UTEP's ratio of FTE faculty to students (21/1) is within the range of ratios of its current and aspirational peer groups.
- Enrollment
UTEP's enrollment in Fall 2003 was 18,542. UTEP's enrollment falls within range of its current and aspirational peer groups.
- Graduation rate – 6 year
UTEP's six-year graduation rate of 26% is at the low end of the range of rates for its current peer group. Increasing this measure is a major priority for the institution and significant plans are underway to improve the graduation rate.
- Persistence Rate – 1 year
UTEP's one-year persistence rate of 70.9% is at the high-end of the range of rates for its current peer group, and is near the low-end of the range of its aspirational peer group. Raising the persistence rate is a major priority for the institution.

Achieving Excellence

- Degrees awarded to Hispanic Students
UTEP is ranked second (Table V-23) among the top 10 institutions in the United States granting baccalaureate degrees to Hispanics in 2002-2003.^{viii} The Institution ranked tenth in NSF's top 10 baccalaureate-origin institutions of Hispanic science and engineering doctorate recipients from 1997-2001.^{ix}

- **Border Research**
UTEP is nationally recognized for U.S.-Mexico Border academic and research programs. Currently, UTEP has seven major research initiatives or centers that focus on border issues. UTEP is leveraging its current resources and expertise to develop the Border Research and Education Center of Excellence, which will allow it to emerge as one of the leading border research centers nationally and internationally.
- **K-16 Collaborations**
UTEP is nationally recognized for the city-wide partnership (the El Paso Collaborative for Academic Excellence) with K-16 education and local business and civic leaders aimed at improving academic achievement for all students in math, science, literacy and technology. The Collaborative is supported by \$29.3 Million grant from the National Science Foundation.
- **Economic Development**
UTEP was established in 1914 to respond to the professional and economic needs of the southwestern U.S. and northern Mexico. UTEP has played a major role in transforming the region into the largest binational metropolitan area in the world with two million residents. The Institute for Policy and Economic Development at UTEP estimated that the Institution continues to have a direct impact of almost \$350 Million in direct expenditures on local businesses, and almost \$230 Million in personal income.^x
- **Faculty**
Faculty continue to receive national recognition. In 2003-2004, UTEP faculty received the prestigious Benedett-Pichler award from the Microchemical Society, 2004 American Chemical Society Award for research at an undergraduate institution, and four Fulbright awards.
- **Students**
The overall pass rate of UTEP College of Education graduates, on the ExCET examination, climbed from 76% in 2000 to 94% in 2003. 100% of UTEP's Occupational Therapy graduates passed the National Board examination for the second consecutive year in 2003 (the national passing rate is 70%).
- **Student Diversity**
In addition to ranking second among all U.S. Universities in the number of Hispanic baccalaureate graduates, UTEP has one of the largest proportion of international undergraduates (11%), among national universities, during the 2003-2004 year.^{xi}

ⁱFall 2003

ⁱⁱSpring 2004 New Student Survey First-time, Full-Time Freshmen

ⁱⁱⁱSpring 2004 New Student Survey First-time, Full-Time Freshmen

^{iv}Texas Higher Education Coordinating Board, Fall 2003

^vFall 2003

^{vi}Fall 2004

^{vii}U.S. News & World Report, America's Best Colleges, 2005 Edition

^{viii}Black Issues in Higher Education, June 2004

^{ix}National Science Foundation, Division of Science Resources Statistics, Survey of Doctorate Recipients, 2001

^xThe University of Texas Economic Impact Report, Institute for Policy and Economic Development, January 2003

^{xi}US News America's Best Colleges, 2005 Edition

Table V-23
Federal/State Research and Development Expenditure Ranking
Total Expenditure Dollars Generated – All Funds, FY 2003—
Top 10 Academic Public Institutions of Higher Education

INSTITUTION	State Funding	Federal Funding	Total Dollars Generated	Total Dollar Rank	Ratio Federal to State
U.T. Austin	\$50,660,045	\$240,537,689	\$291,197,734	1	4.75
Univ. of Houston	31,184,901	34,242,554	65,427,455	2	1.10
Texas Tech University	23,167,646	23,285,324	46,452,970	3	1.01
Texas A & M	14,217,430	3,128,730	45,504,300	4	0.22
U.T. El Paso	7,857,281	21,486,226	29,343,507	5	2.73
U.T. Dallas	10,547,623	14,432,841	24,980,464	6	1.37
U.T. Arlington	12,556,981	77,993,576	20,550,557	7	6.21
U.T. San Antonio	3,057,841	10,049,314	13,107,155	8	3.29
Univ. of North Texas	3,574,299	8,328,900	11,903,199	9	2.33
Texas A & M Corpus Christi	4,457,155	5,667,854	10,125,009	10	1.27

Source: Texas Higher Education Coordinating Board, Research and Expenditures Report, FY2003

Table V-24
Top 10 Institutions Granting Baccalaureate Degrees
to Hispanics 2002-2003

Baccalaureate-Granting Institutions	Rank	No. of Students
Florida International University	1	2,478
The University of Texas at El Paso	2	1,367
The University of Texas-Pan American	3	1,360
The University of Texas San Antonio	4	1,320
California State University-Los Angeles	5	1,309
California State University-Fullerton	6	1,176
California State University-Northridge	7	1,158
The University of Texas at Austin	8	1,041
San Diego State University	9	1,038
California State University-Long Beach	10	1,037

Source: Black Issues in Higher Education. June 2004

Table V-25
Top 10 Baccalaureate-Origin Institutions of Hispanic Science
and Engineering Doctorate Recipients: 1997-2001

Baccalaureate-Granting Institutions	Rank	No. of Students
U. T. Austin	1	74
Univ. of California-Berkeley	2	73
Massachusetts Institute of Technology	3	53
Univ. of California-Los Angeles	4	52
Florida International Univ.	5	50
Texas A&M Univ. Main Campus	6	50
University of Florida	7	50
Cornell Univ., All Campuses	8	45
Stanford University	9	42
U. T. El Paso	10	41

Excluding universities in Puerto Rico

Source: National Science Foundation, Division of Science Resources Statistics Survey of Doctorate Recipients, 2001

**Table V-26
U. T. El Paso Peer Institution Comparisons
2003-2004**

	Carnegie*	Total Enrollment **	FTE Faculty/ Student*	One-Year Persist. Rate (FTFTF) %*	Six-Year Grad. Rate (FTFTF) %*	Federal Research Expenditures FY 03 ***	Total Research Expenditures FY 03 ***
CURRENT							
UTEP	D/R-I	18,542	21/1	70.9	26	\$17,022.00	\$27,847,152
Texas							
University of North Texas	D/R-E	31,065	18/1	69	37	8,328,900	17,587,767
U. T. Arlington	D/R-E	24,979	19/1	69	37	7,993,576	23,314,938
U. T. San Antonio	M I	24,665	23/1	64	26	10,049,314	14,547,732
Out-of-State							
Florida Atlantic University	D/R-I	25,018	18/1	68	35	N/A	N/A
North. Arizona University	D/R-I	18,824	17/1	67	51	N/A	N/A
San Diego State University	D/R-I	32,803	19/1	79	44	N/A	N/A
Univ. of Akron	D/R-I	24,000	18/1	66	37	N/A	N/A
University of Nevada-Las Vegas	D/R-I	26,393	20/1	72	38	N/A	N/A
ASPIRATIONAL							
Texas							
University of Houston	D/R-E	35,066	22/1	78	39	34,242,554	88,608,021
Out-of-State							
Arizona State University	D/R-E	57,543	23/1	76	52	N/A	N/A
Florida Int. University	D/R-E	33,354	17/1	86	47	N/A	N/A
SUNY-Buffalo	D/R-E	27,255	16/1	85	57	N/A	N/A
UC-Riverside	D/R-E	17,296	18/1	85	71	N/A	N/A
University of Wisconsin-Milwaukee	D/R-E	25,000	20/1	73	41	N/A	N/A

Sources:

- * *U.S. News & World Report America's Best Colleges 2005 online Premium Edition*
- ** *Institutional online Factbooks & Institutional Research Offices*
- *** *Texas Higher Education Coordinating Board, Research and Expenditures Report, FY03*

Carnegie Status:

D/R-I = Doctoral/Research Universities – Intensive

D/R-E = Doctoral/Research Universities Extensive

M I = Master's Colleges and Universities I

Notes:

FTFTF = first-time, full-time freshmen

Centers of Excellence

U. T. El Paso			
Name of Center of Excellence	Purpose	Key activities	Source of funding
Center for Border Research and Education	To serve the needs of the US-Mexico Border region through research and education initiatives.	To integrate border-related research activities on campus, including health, education, economic development, environment, resource management, trade, and security.	Various sources of funding including State appropriations, grants, foundations, and corporations.

The University of Texas-Pan American Institutional Vision

The University of Texas-Pan American will be a first-class doctoral university and the educational leader for South Texas, addressing the expanding needs of a multicultural, metropolitan area by offering a broad spectrum of undergraduate, graduate, and professional degree programs, by maximizing access opportunities for qualified applicants, and by pursuing research and providing professional services that emphasize the economic development, educational advancement, health improvement, environmental protection, and cultural confluence of the international borderland.

Institutional Mission and Philosophy

The University of Texas-Pan American has developed the following statement which combines the traditional elements of institutional mission and philosophy:

Mission Statement

The University of Texas-Pan American is a comprehensive general academic component of The University of Texas System established to serve the higher education needs of South Texas. The University is committed to excellence in instruction, student performance, research, scholarly accomplishment, and professional service, and to expansion of international emphasis in all major areas of institutional endeavor.

The University of Texas-Pan American is committed to providing an environment of academic freedom in which faculty engage in teaching, research, and service. Students learn from faculty scholars who engage in research and creative activity to promote excellence in teaching, to develop and maintain scholarship, and to extend human knowledge. The results of that research and creativity are shared with the general public through performance, presentation, publication, and public service activities.

The University of Texas-Pan American strives to fulfill its responsibilities by providing a variety of quality academic programs in social and behavioral sciences, science and engineering, arts and humanities, health sciences and human services, education, and business administration leading to degrees at the undergraduate and graduate level, and to certification in selected professions. These programs are grounded in the liberal arts and emphasize competency, multicultural understanding, and high ethical standards.

The University of Texas-Pan American is committed to maintaining an admissions policy that recognizes the complex educational needs of its students and that provides access to qualified applicants. The University pledges itself to the fullest development of its students by seeking financial assistance, providing appropriate developmental and support services, and offering enriched programs. In addition, the University is committed to providing appropriate and current library, information technology, computer, laboratory, and physical resources to support its academic programs and to evaluating consistently and responsibly the effectiveness of its instructional programs.

The University of Texas-Pan American seeks to complement the instructional programs of the institution by:

- reflecting and responding to the international, multicultural, multilingual character of the Pan American community;
- providing a wide range of extracurricular activities and experiences which enhance the region's intellectual, cultural, civic, social, economic, and physical environment;
- maintaining services that accommodate and fulfill personal needs and that enrich the academic and social development of students;
- involving the institution in the community by providing services, programs, continuing education, cultural experiences, educational leadership, and expertise to the community-at-large;
- encouraging the community-at-large to contribute to the effectiveness of their University;
and
- cooperating with other institutions, schools, communities, and agencies to maximize educational opportunity and effectiveness through resource sharing and collaborative efforts.

Approved by THECB 7/30/97

**U. T. Pan American
Peer/Aspirant Institutions Analysis
Fall 2003 Data**

Current Status Peer Institutions

In-State Sam Houston State University
Stephen F. Austin University
Texas State University-San Marcos
The University of Texas at San Antonio

Out-of-State California State University-Los Angeles
California State University-Northridge
City University of New York-City College
City University of New York-Lehman College
San Francisco State University

Aspirational Peer Institutions

In-State The University of Texas at El Paso

Out-Of-State Florida Atlantic University
Northern Arizona University
San Diego State University
University of Colorado-Denver

Criteria

1. Carnegie Classification
2. Fall Enrollment
3. Proportion of Hispanic Students
4. Proportion of Graduate Students
5. First-Year Freshman Retention
6. Six-Year Graduation Rate
7. Total Research Expenditures
8. Faculty FTE
9. Total Research Expenditures per FTE
10. Proportion of Undergraduate Degrees in Science, Engineering, Business, Health Professions, and Education
11. Ranking in *Hispanic Outlook* Magazine for Awarding Bachelor's, Master's, and Doctoral Degrees to Hispanic Students
12. NCAA Division

U. T. Pan American Peer/Aspirant Institutions Analysis Fall 2003 Data

The preference criteria used by UTPA to choose its peer and aspirant institutions are listed on the prior page. Current status peers are Carnegie Classification Master's I; aspirants are Carnegie Classification Doctoral Research Intensive institutions.

Compared to its 14 peer and aspirant institutions, UTPA's total enrollment in Fall 2003 of 15,915 ranked 6th. Its percentage of graduate enrollment, however, is the lowest compared to either set. To increase its graduate enrollment, UTPA will increase recruitment, add degree programs, and seek additional scholarship funding.

Compared to all institutions - both the peer and aspirant sets, in-state and out-of-state - UTPA has the largest percentage and number of Hispanic students. On a national level, UTPA ranks among the top few four-year institutions for proportion and number of Hispanic students.

According to the *Hispanic Outlook in Higher Education Magazine* (May 3, 2004), UTPA ranks 2nd (behind Florida International University) in the number of bachelor's degrees awarded to Hispanic students, and 4th for the number of master's degrees. As a result, UTPA outranks all the institutions in the peer and aspirant groups on these two criteria. In 2003, UTPA ranked 93rd for doctoral degrees awarded, but lagged behind one of its out-of-state aspirants, Northern Arizona University, in this regard. As UTPA's two doctoral programs mature and enrollments increase, and as additional programs are implemented, the number of Hispanic graduates will increase, as will the institution's national ranking.

First-year retention at UTPA at 66% is higher than two of the nine institutions which reported this statistic. The University's six-year graduation rate of 26% is tied with UT El Paso as the lowest compared to the remaining peer and aspirant institutions. UTPA will improve undergraduate student retention and graduation rates by 20% in the foreseeable future by improving academic advising, student services, and scholarships, and offering incentives to complete full course loads each semester.

Total annual research expenditures at UTPA exceeded that at Cal State-Northridge and San Diego State University. However, research dollars per tenured/tenure track faculty at UTPA are the lowest among all the comparison groups. Improving this is a major goal for UTPA as it moves toward a Carnegie Doctoral Research-Intensive classification. Professional development for faculty in grant writing, local grants for grant idea development, and hiring faculty with grant writing experience are some of the strategies that will be implemented to increase UTPA's research expenditures.

U. T. Pan American Peer Institutions
Fall 2003
Table V-27
CURRENT STATUS PEERS: In-State

Institution	State	Carnegie Class.	Fall 2003 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	1st Year Retention Rate	6-Year Graduate Rate	Total Research Expend.	Faculty FTE (TEN/TT) ¹	Research Per FFTE
Sam Houston State Univ.	TX	MA I	13,460	74%	10%	16%	15%	64%	35%	N/A	313	N/A
Stephen F. Austin University	TX	MA I	11,408	76	6	18	14	N/A	35	\$4,136,101	344	\$12,024
Texas State Univ. - San Marcos	TX	MA I	26,306	71	18	11	16	77	46	9,343,120	516	18,107
UT San Antonio	TX	MA I	24,665	41	45	14	14	64	28	11,520,298	403	28,586
UTPA	TX	MA I	15,915	9	87	4	13	66	26	2,770,694	332	8,345

CURRENT STATUS PEERS: In-State (cont.)

Institution	% of Undergraduate Degrees FY2003 in:					Hispanic Outlook Top 100 Rank			NCAA
	Science	Engineering	Business	Health Profess.	Education	B	M	D	
Sam Houston State Univ.	6%	2%	27%	2%	6%	99			I
Stephen F. Austin University	0	0	0	0	0				I
Texas State Univ. - San Marcos	0	0	0	0	0	16	55		I
UT San Antonio	0	0	0	0	0	4	12		I
UTPA	0	0	0	0	0	2	4	93	I

Table V-28
CURRENT STATUS PEERS: Out-of-State

Institution	State	Carnegie Class.	Fall 2003 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	1st Year Retention Rate	6-Year Graduate Rate	Total Research Expend.	Faculty FTE (TEN/TT) ¹	Research Per FFTE
Cal. State - Los Angeles	CA	MA I	20,637	14%	45%	41%	29%	N/A	34%	N/A	N/A	N/A
Cal. State - Northridge	CA	MA I	33,426	0	0	1	0	N/A	0	\$1,145,608	N/A	N/A
CUNY - City College	NY	MA I	12,459	0	0	1	0	1	0	23,703,670	N/A	N/A
CUNY - Lehman College	NY	MA I	9,712	0	0	0	0	1	0	4,401,361	N/A	N/A
San Francisco State U.	CA	MA I	29,686	0	0	1	0	N/A	0	30,244,733	N/A	N/A
UTPA	TX	MA I	15,914	0	1	0	0	1	0	\$2,770,694	332	\$8,345

CURRENT STATUS PEERS: Out-of-State (cont.)

Institution	% of Undergraduate Degrees FY2003 in:					Hispanic Outlook Top 100 Rank			NCAA
	Science	Engineering	Business	Health Profess.	Education	B	M	D	
Cal. State - Los Angeles	14%	3%	20%	5%	13%	3	9		II
Cal. State - Northridge	7	2	24	3	7	8	46		I
CUNY - City College	15	11	2	2	5	47	33		III
CUNY - Lehman College	17	0	10	15	4	38	50		III
San Francisco State U.	7	2	26	4	6	34	53		II
UTPA	10	4	14	12	6	2	4	93	I

Table V-29
ASPIRANT INSTITUTIONS: In-State

Institution	State	Carnegie Class.	Fall 2003 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	1st Year Retention Rate	6-Year Graduate Rate	Total Research Expend.	Faculty FTE (TEN/TT) ¹	Research Per FFTE
UT El Paso	TX	DRI	18,542	13%	71%	16%	19%	72%	26%	\$25,644,741	403	\$63,635
UTPA	TX	MA I	15,914	9	87	4	0	13	0	2,770,694	332	8,345

ASPIRANT INSTITUTIONS: In-State (cont.)

Institution	% of Undergraduate Degrees FY2003 in:					Hispanic Outlook Top 100 Rank			NCAA
	Science	Engineering	Business	Health Profess.	Education	B	M	D	
UT El Paso	10%	9%	23%	10%	3%	5	7	46	I
UTPA	10	4	14	12	6	2	4	93	I

Table V-30
ASPIRANT INSTITUTIONS: Out-Of-State

Institution	State	Carnegie Class.	Fall 2003 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	1st Year Retention Rate	6-Year Graduate Rate	Total Research Expend.	Faculty FTE (TEN/TT) ¹	Research Per FFTE
Florida Atlantic University	FL	DRI	24,932	59%	14%	27%	18%	69%	35%	\$26,240,608	571	\$45,956
Northern Arizona University	AZ	DRI	18,820	76	11	13	30	1	52	18,080,532	N/A	N/A
San Diego State University	CA	DRI	32,803	46	18	36	18	N/A	44	222,024	749	296
University of Colorado-Denver	CO	DRI	15,746	61	8	31	43	66	39	6,952,827	N/A	N/A
UTPA	TX	MA I	15,914	9	87	4	13	66	26	2,770,694	332	8,345

ASPIRANT INSTITUTIONS: Out-Of-State (cont.)

Institution	% of Undergraduate Degrees FY2003 in:					Hispanic Outlook Top 100 Rank			NCAA
	Science	Engineering	Business	Health Profess.	Education	B	M	D	
Florida Atlantic University	10%	3%	30%	7%	14%	45	67		I
Northern Arizona University	7	4	18	3	29	64	6	57	I
San Diego State University	8	4	17	4	5	7	16	96	I
University of Colorado-Denver	13	6	26	0	0		69		N/A
UTPA	10	4	14	12	6	2	4	93	I

FOOTNOTES:

The data are for Fall 2003, or the 2002-2003 fiscal year.

IPEDS online PAS system was used for student enrollment, retention and graduate rate, total research expenditure and degrees awarded in FY2003. In some cases, institutions did not report one or both of these variables.

Carnegie classification is from Carnegie website, and NCAA Division is from NCAA website.

Research expenditures in-state data are from THECB Research Expenditures report; out-of-state data are from the survey via email.

Centers of Excellence

U. T. Pan American			
Name of Center of Excellence	Purpose	Key activities	Source of funding
Center for Border Economic Studies (CBEST)	To focus on interdisciplinary policy-relevant research and strategic partnerships with private sector, foundations, government agencies, multilateral organizations, and other research centers in support of sustainable economic development on the US/Mexico border.	CBEST has supported 23 research projects by faculty in four of the UTPA colleges, faculty in other U.S. universities, Mexico, and Spain. A recent project is the study of the impact of Mexican national visitors on the economy of the lower Rio Grande Valley. Another is to evaluate the effect of the Department of Homeland Security's US VISIT program to track impact of entry and exit of foreign visitors on the local economy.	Economic Development Agency of the Department of Commerce, Levi Strauss Foundation, San Benito Economic Development Authority, Texas Instruments.
Center on Health and Aging (CoHA)	To enhance the quality of senior's lives by providing educational resources that contribute toward their overall health improvement and social empowerment through research and education.	CoHA administers grants from the National Institutes of Health (NIH) and the Center for Disease Control (CDC), and the Minority Biomedical Research and Support Program (MBRS). In 2003 the center conducted a bi-national nutrition and exercise program in Monterrey and Nuevo Leon, Mexico, and South Texas including Corpus Christi, coordinated through the Consortium for North American Higher Education Collaboration, and funded by the Ford Foundation and the William and Flora Hewlett Foundation. In 2003 the center directed a Basic Computer Literacy Program funded by Texas Department on Aging to refit university surplus computers for senior community centers.	UTPA, NIH, National Heart, Lung, and Blood Institute, National Institute of General Medical Sciences, Consortium for North American Higher Education Collaboration, CDC.
Texas-Mexico Border Health Center	To provide coordination services among UT projects being conducted along the Texas-Mexico border and to foster collaborative health education, health services and research leading to improved health for the citizens of Texas living along the border.	Coordinated 465 reported health education, research, and service projects conducted along the Texas-Mexico border by UT institutions. Organized and hosted the United States-Mexico Border Bi-national Conference on Transportation/Roadway Safety. Published <i>The UT System Inventory of Texas-Mexico Border Health Services Activity</i> (9 th ed.). Continued operation of an active Diabetes Registry. Created the ANTES (<i>The Acanthosis Nigricans: The Education and Screening Project</i>) Risk Factor Electronic System.	UTPA; Texas Consortium of Geriatric Education Centers (TCGEC); the South, West, and Panhandle Geriatric Education Centers.

The University of Texas of the Permian Basin Mission Statement

Our Vision:

...continued and sustained growth in academic programs, student services, and the student body while encouraging continuous improvement in our academic quality.

In concert with The University of Texas System:

The mission of The University of Texas of the Permian Basin is to provide quality education to all qualified students in a supportive educational environment; to promote excellence in teaching, research, and service; and to serve as a resource for the intellectual, social, economic, and technological advancement of our diverse constituency in West Texas.

To Our Students

The University is committed to promoting the widest level of participation within our region by focusing on the potential of each student. As a regional institution, the University offers to both traditional and nontraditional students an environment of support and collegiality with a personal concern for each student's successful completion of his or her educational goals. Undergraduate programs balance a curriculum in the liberal arts and sciences with preparation for professional specializations. Graduate programs provide regionally appropriate professional and academic studies. All academic programs, while focused regionally, ensure our graduates may compete globally.

To Our Faculty and Staff

The University seeks to foster an atmosphere conducive to professional growth. We are dedicated to maintaining an environment that allows each of our faculty and staff to reach his or her professional goals. Through the success of our faculty and staff, and by their integrative efforts, centers of excellence will be created and enhanced.

To Our Community

The University recognizes its responsibility to help advance the economic base of the Permian Basin and West Texas. By serving as a resource of intellectual, social, economic and technological advancement, the University serves as a valuable research asset for the region's economic development. Our greatest contributions are providing well-prepared graduates to West Texas employers and instilling a love of life-long learning.

January 29, 2004: Approved by U. T. System Board of Regents and authorized by Texas Higher Education Coordinating Board

U. T. Permian Basin

Peer Comparison Analysis

The University of Texas of the Permian Basin selected ten Master's I, public universities as comparative and aspirational peers for benchmarking contextual and performance measures. Factors considered in development of the list were enrollment size, Hispanic-Serving Institution (HSI) designation and percentage of Hispanics enrolled, regional population, student enrollment by level, program mix, and research expenditures. The institutions are listed in the data tables following.

Resources

In the combined group of 11, U. T. Permian Basin ranks close to several others in the midrange for both state appropriations and total revenue per full-time-equivalent (FTE) student. Of nine institutions reporting student-faculty ratios, three have higher ratios than U. T. Permian Basin, three are lower, and three identical. In terms of resources, then, the selected institutions provide a balance against which to measure strategic allocation of resources.

Growth

U. T. Permian Basin ranks last in headcount and FTE student enrollment, with total Educational and General (E&G) expenditures to match. Student body enrollment growth is the highest priority strategic initiative and has resulted in double-digit growth rates in each of the three previous years. These rates also apply to growth in the Hispanic population enrollment. The University is one of five designated HSIs in the group and has the second highest percentage of Hispanic enrollment.

Student Success

The first-time, full-time freshman retention rate (3-year average as of Fall 2003) for U. T. Permian Basin ranks 10th of the 11. The table does not show, however, that the rate has climbed each year and in Fall 2004 would rank 4th on the list, at 69%. Similarly the six-year graduation rate ranks last of 9 reported, but has increased each year and would currently rank 6th in comparison, at 34%. Included in the strategic growth goal are initiatives to improve retention and successful outcomes for students. It is expected these rates will show steady increases year to year.

Research

In the most recent National Science Foundation report listing federal science and engineering support to universities, U. T. Permian Basin ranks 5th of the 7 peers for which data were reported. On the federal Finance Survey (IPEDS), it ranks 4th of 10 in total research expenditures. Ranked 9th of 11 in percent of full-time faculty who are tenured or on tenure track, the University may be achieving more with less. Improvement in amount of research produced and funding granted are long-term strategic goals of the University.

Performance

Overall, U. T. Permian Basin is a successful small university, with opportunity for growth and improvement in quality of student success, research productivity, and public service. In general, the most serious challenges it faces are those well-documented as national trends and the most promising opportunities for the near future are those of growth, expansion of academic programs and services to students, increased emphasis on sponsored projects and research grants, and additional partnerships and collaborations in serving students and the public.

Table V-31
Aspirational and Comparative Peers

University	Total Enrollment Fall 2003	% Hispanic Undergrads 2003	Hispanic-Serving Institution 2004	% 1st Year Full-time Enrollment 2003	% Graduate Enrollment 2003
The University of Texas of the Permian Basin	3,028	36%	HSI	11%	23%
Aspirational Peers					
Arizona State University, West	7,105	18%		6	19
California State University, Dominguez Hills	13,248	34	HSI	8	37
California State University, Stanislaus	8,072	25		9	24
Florida Gulf Coast University	5,972	9		17	19
University of Colorado at Colorado Springs	8,712	8		15	31
Comparative Peers					
California State University, San Marcos	7,777	19		10	17
Colorado State University at Pueblo	5,835	25	HSI	12	7
Eastern New Mexico University, Main Campus	3,706	28	HSI	18	19
Texas A&M University, Corpus Christi	7,861	37	HSI	16	19
University of Illinois, Springfield	4,574	2		14	44

University	Acceptance Rate 2003	SAT/ ACT 25th Percentile 2003	SAT/ ACT 75th Percentile 2003	1st Year Retention Rate, Average ¹	6-Year Graduation Rate 1997 Cohort
The University of Texas of the Permian Basin	88%	850	1060	62%	29%
Aspirational Peers					
Arizona State University, West	86	930	1173	75	no cohort
California State University, Dominguez Hills	15	720	930	65	31
California State University, Stanislaus	67	830	1080	83	44
Florida Gulf Coast University	72	940	1120	65	37
University of Colorado at Colorado Springs	65	980	1200	65	39
Comparative Peers					
California State University, San Marcos	66	870	1090	67	43
Colorado State University at Pueblo	95	860	1090	65	32
Eastern New Mexico University, Main Campus	74	16	22	61	31
Texas A&M University, Corpus Christi	89	840	1045	66	39
University of Illinois, Springfield	52	24	29	79	no data

Source: Excluding ¹ U.S. News & World Report, all data are from ² IPEDS reports. HSI designation from USDOED.

Figure V-11

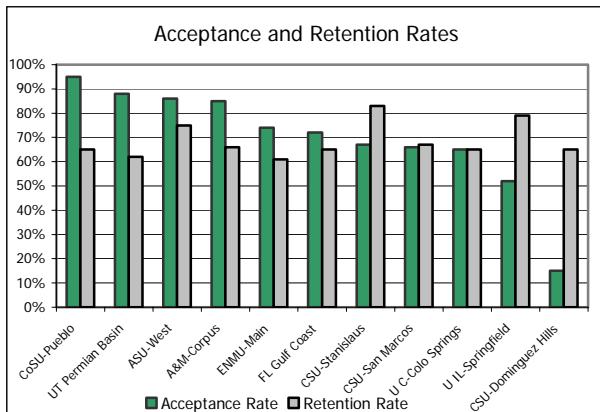
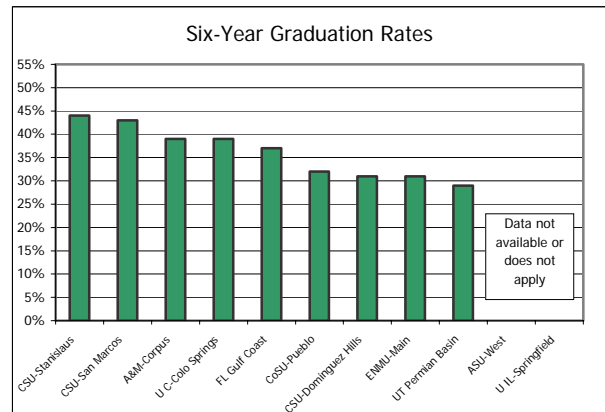


Figure V-12



**Table V-31
Aspirational and Comparative Peers (continued)**

University	FTE Student Enrollment FY 2002	State Appropriations Per FTE Student FY 2002-03	Total Revenue Per FTE Student FY 2002-03	Total E&G Expenditures FY 2002-03
U. T. Permian Basin	1,982	\$7,924	\$15,510	\$26,649,613
Aspirational Peers				
Arizona State University, West	4,478	8,065	12,573	51,345,000
California State University, Dominguez Hills	9,330	7,605	14,652	117,165,738
California State University, Stanislaus	6,018	9,599	15,365	86,634,622
Florida Gulf Coast University	3,837	7,776	21,859	59,068,199
University of Colorado at Colorado Springs	6,143	3,251	12,562	59,189,554
Comparative Peers				
California State University, San Marcos	5,983	9,341	15,440	86,210,543
Colorado State University at Pueblo	4,502	2,972	11,193	42,054,382
Eastern New Mexico University, Main Campus	3,047	8,368	18,802	48,783,572
Texas A&M University, Corpus Christi	6,106	7,769	15,449	69,650,390
University of Illinois, Springfield	2,853	7,331	20,662	43,350,332

University	% Tenured/ Tenure Track of FT Faculty F 2003	Student/ Faculty Ratio ¹ F 2003	Federal Science & Engineering FY 2001	Total Research Expenditures FY 2002-03
U. T. Permian Basin	73%	18/1	\$267,000	\$1,086,170
Aspirational Peers				
Arizona State University, West	74	no data	no data	934,000
California State University, Dominguez Hills	81	21/1	2,575,000	no data
California State University, Stanislaus	82	17/1	no data	227,640
Florida Gulf Coast University	8	18/1	no data	733,627
University of Colorado at Colorado Springs	67	18/1	no data	1,739,021
Comparative Peers				
California State University, San Marcos	92	19/1	1,176,000	47,370
Colorado State University at Pueblo	82	17/1	1,274,000	552,284
Eastern New Mexico University, Main Campus	85	17/1	265,000	532,024
Texas A&M University, Corpus Christi	78	20/1	536,000	6,673,788
University of Illinois, Springfield	94	no data	175,000	1,320,509

Source: IPEDS reports; National Science Foundation; ¹ U.S. News & World Report

Figure V-13

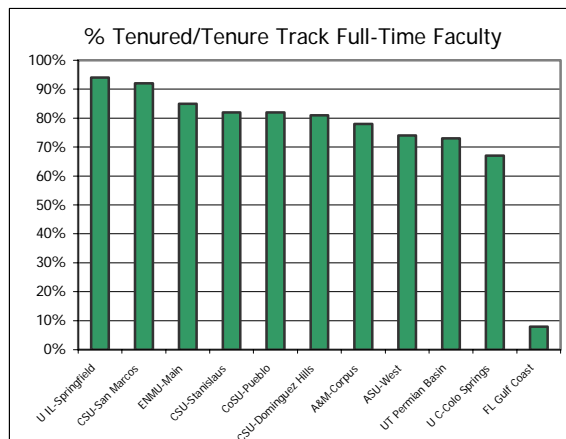
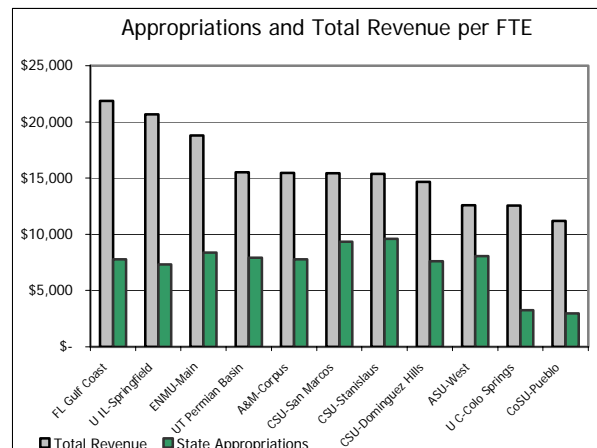


Figure V-14



Centers of Excellence

U. T. Permian Basin			
Name of Center of Excellence	Purpose	Key activities	Source of funding
John Ben Sheppard Public Leadership Institute (JBSPLI)	Created by the 74 th Texas legislature to provide young Texans an education for and about leadership, ethics, and service.	<p>Through JBS Public Leadership Institute, UTPB has developed a bachelor's degree program in Leadership Studies, approved in 2000, the only one in Texas public universities, and a Master's in Public Administration - Leadership Emphasis, approved in 2004.</p> <p>"The Media & The Presidency, 2004" was the 15th in the semi-annual Distinguished Lecture Series. Five leaders of national stature participate in panel discussions on a topic of current public relevance. Presentations are rebroadcast on C-SPAN.</p> <p>Increasing numbers of Student Leadership Forums have been held each year throughout the state. This year the Forums reached over 4,000 students in over 40 sites in high schools and service organizations from Amarillo to Brownsville. The 7th Annual Youth Leadership Camp was held, open to students who participated in one of the Student Forums, and the 7th Annual Youth Leadership Seminar was held in the Permian Basin.</p> <p>The 20th Annual Forum for Young Professionals was conducted in Austin, along with the annual recognition of Outstanding Texas Leaders. Small groups, facilitated by members of the Texas Lyceum, discussed issues facing Texas.</p> <p>The 9th Annual Teacher as a Leader summer institute, a program of graduate credit, was offered to educators, and Texas Association of Leadership Educators (TALE), founded March 2004, held its first conference. Additionally, JBSPLI has under development a high school leadership elective curriculum. The Non-Profit Leadership Certificate Program developed by JBSPLI is in its 3rd year.</p>	<p>Special Item.</p> <p>Civic and community organizations throughout the state sponsor and financially support the forums.</p> <p>Private donations provide support to programs.</p>
Center for Energy and Economic Diversification (CEED)	To conduct research and other activities to aid the West Texas Energy Industry and promote regional economic diversification	<p>Since opening in 1990, CEED has been an important contributor in the region's efforts to transition from an oil-dominated economy to a more diversified economy.</p> <p>In 2002, the Permian Basin produced over 1 million barrels of oil each day or 20% of lower 48 production, 68% of Texas's production and 80% of Texas's reserves. In 2004, 22% of all US domestic oil reserves are located within a radius of 150 miles of the Center's door. CEED programs are aimed at providing long-term research and short-term applied research to the energy industry to assure that it remains a viable part of the economy. Current externally funded research initiatives include the process to convert biomass into liquid fuel and the feasibility of converting depleted, deep gas wells in West Texas to geothermal extraction wells.</p> <p>CEED also develops and administers programs providing assistance to individuals and to communities to diversify the economic base of the region. In 2004, the West Texas Export Assistance Center of the Department of Commerce was established at the Center in cooperation with the economic development entities of Midland and Odessa to promote international trade. Also added was a partnership program with the Space Alliance Technology Outreach Program (SATOP) to provide free engineering consultation in aerospace-developed technologies to small businesses, individual entrepreneurs and inventors.</p> <p>Some of the programs housed at CEED are: UTPB Small Business Development Center--supports and develops new businesses. Petroleum Industry Alliance—conceives and conducts research</p>	<p>Special Item</p> <p>Grants from: United States DOE, THECB, private foundations.</p> <p>Private funding from: corporate and business sponsors and donors.</p> <p>Revenue from workshops, seminar fees, service contracts.</p> <p>Cost-sharing with governmental agencies, institutions, and organizations.</p>

U. T. Permian Basin			
Name of Center of Excellence	Purpose	Key activities	Source of funding
		<p>related to the Permian Basin oil and gas industry as well as providing information and serving as a catalyst to attract new oil and gas projects.</p> <p>Permian Basin Digital Petroleum Library—a joint effort with the Petroleum Technology Transfer Council, this electronic library is dedicated to exploration, development and production for independent operators.</p> <p>Economic Diversification Programs—working with counties, communities, economic development agencies, and businesses throughout West Texas and Southeastern New Mexico by providing technical assistance and data services for economic development.</p> <p>Academically, UTPB provides an Energy Management Certificate and courses in oil and gas accounting and law through the School of Business.</p>	

The University of Texas at San Antonio Mission Statement

The University of Texas at San Antonio is the premier public institution of higher education in South Texas, with a growing national and international reputation. Renowned as an institution of access and excellence at both the undergraduate and graduate levels, UTSA is committed to research and discovery, teaching and learning, and public service. UTSA embraces the multicultural traditions of South Texas, serves as a center for intellectual and creative resources, and is a catalyst for the economic development of Texas.

UTSA is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. The University offers students the knowledge and skills required to succeed in their chosen fields. In addition, UTSA provides the opportunity for all undergraduates to develop into highly educated individuals by mastering its Core Curriculum in an environment that promotes personal growth, academic success, and life-long learning.

UTSA provides access to its various degree programs to a broad constituency at multiple sites and maintains rigorous academic standards in requirements for successful completion of its programs. UTSA encourages attendance of both traditional and nontraditional students by offering flexible scheduling, varied course offerings, and extensive student support services.

UTSA emphasizes a balance of excellent teaching, research and creative activities, and scholarship. In addition, UTSA recruits and retains faculty who exemplify this balance and encourages faculty to engage in public service activities appropriate to their academic fields. The University also encourages and facilitates multidisciplinary instruction, research, and public service efforts through its administrative structure, degree programs, and personnel policies.

Through its broad research efforts, UTSA adds to the knowledge base and applies that knowledge to today's problems. UTSA seeks to facilitate the transfer of research findings to the work environment through continuing education and graduate-level programs that enhance the specialized skills of professionals employed in San Antonio and the South Texas region.

Rationale

The University of Texas at San Antonio is the only comprehensive public university in a region of more than one million people. Therefore, its primary mission is to provide opportunities for a university education to all those in the region who might benefit from it. UTSA must be an inclusive rather than exclusive and comprehensive rather than specialized in order to serve the Greater San Antonio region.

UTSA's potential for achieving excellence as an institution and for providing opportunities for individual students to achieve excellence as scholars will be significantly enhanced by bringing to the university external funds, especially federal research funds. Recognizing the role of external funding in developing opportunities for excellence, and recognizing that the university will be growing rapidly and hiring many new faculty, the university has targeted three broad areas of scholarship that cut across many standard disciplines and academic departments. These areas are the applied life sciences, information and knowledge systems, and multicultural studies. The university will attempt to recruit faculty in all departments with interest in these broad areas, thereby creating an intellectual climate of mutual interest and collaboration supported by external funding.

More than half of the federal research and development funding for colleges and universities comes from the U.S. Department of Health and Human Services, especially the National Institutes of Health. Thus, by focusing on health-related issues and the applied life sciences, the university will be positioned to apply for contracts and grants from this primary funding agency. Furthermore, much of the funding from the second-largest source, the National Science Foundation is also directed towards the life sciences. A working relationship with UT Health Science Center in San Antonio further enhances the potential for the university to attract federal funds from granting agencies interested in the applied life sciences.

Knowledge and information systems also cut across disciplines and departments. This is a field of particular interest to the U.S. Department of Defense, the number three-ranked agency for federal R&D funding. DOD also has a major presence in San Antonio including units with a particular interest in data and information security and integrity. Thus, the university can develop a long-term working relationship with some of the DOD agencies and can approach the issue of knowledge and information systems in a comprehensive manner that will strengthen scholarship in many departments.

The emphasis upon multicultural studies is directly linked to the multicultural nature of the San Antonio region. Cross-cultural communication is currently a fact of life for San Antonio and an emerging trend in many other parts on the United States. Hence, San Antonio in general and UT San Antonio in particular can serve as a national laboratory for cross-cultural communications. By emphasizing multicultural studies at UTSA, not only can UTSA attract external funding, but it can also provide direct benefits to the community and to individual students.

U. T. San Antonio Peer Comparison

- The attached table provides comparison data for UTSA and its institutional peers. These indicators must be accompanied by a description of the University in order for it to be portrayed in its proper context. In the last five years alone this minority/majority institution has come to personify the objectives of the state's *Closing the Gaps* campaign.
- It has experienced phenomenal enrollment increases and 65% percent of this growth has been driven by increases in the number of minority students. These enrollment increases are occurring at the undergraduate, master's, and doctoral levels.
- Contrary to the findings of educational research studies, the University raised its acceptance rate to 99 percent six years ago and during this time also raised its retention and graduation rates. Increases in retention are consistently higher for minorities than for non-minority students. These increases confirm that UTSA not only makes higher education accessible but also provides an engaging environment that keeps entering freshmen in college.
- The University also fulfills the *Closing the Gaps* objective of success by producing greater numbers of minority graduates. In the last few years, UTSA has risen from seventh place to fifth and now ranks as the fourth institution nationally conferring the most undergraduate degrees to Hispanic students. Eight of UTSA's bachelor's degree programs now rank among the top ten programs nationally in the number of degrees awarded to Hispanic students with 6 of those programs ranking us in the top 5 schools nationally.
- The trends of increased retention rate and graduation figures described above are remarkable considering the fact that the number of University freshmen living in residential housing has remained constant over this time period and there is a sizeable (but decreasing) percent of undergraduate students who still enroll part-time (22 percent).
- Another indicator of minority access and success at UTSA is that minorities comprise 61 percent of majors in critical fields such as engineering, sciences and business compared with 59 percent of enrollments overall. This percent of minorities in critical fields has continued to rise each year.
- UTSA's service area, which includes South Texas, includes seven of the nine poorest counties in the state and the majority of the University's students and graduates are the first in their family to earn a college degree. The institution provides access at multiple sites – more than 20 percent attend the Downtown Campus – and it maintains coalitions and contracts with various community organizations.
- UTSA immerses these non-traditional college students in a learner-centered and research oriented environment. Record numbers of students are enrolled in the Learning Communities and Supplemental Instruction programs that increase students' GPAs and their survival rates. Future freshmen will be required to participate in the Laptop Initiative. An increasing number of undergraduates go on to graduate school and students' ratings of satisfaction with all aspects of the campus are higher than they were five years ago.
- UTSA's research expenditures have increased dramatically (65 percent) over the last five years alone as the institution hires more faculty who earn grants. Even with decreased funding from the legislature, the University has continued to gather prestigious academic and research awards and national recognition of excellence. The research dollars per faculty FTE has continued to rise from almost \$23,000 in 1999 to \$38,000 in 2004.

- The amount of restricted research funding to UTSA increased by 96 percent from \$8.4 million in fiscal year 1999 to \$16.4 million in fiscal year 2004. National Institute of Health (NIH) funding of UTSA projects began 28 years ago with a few hundred thousand dollars and has increased dramatically to more than \$7.4 million in fiscal year 2003.

In summary, UTSA stands out from among its peers based on its record of providing a rigorous and challenging research-focused education to underserved populations at relatively low cost (UTSA is ranked last among four year public institutions for E&G Revenues per FTE student). As a model institution, it is meeting and exceeding the educational standards of the *Closing the Gaps* campaign and providing students the skills and learning required for success in the 21st century.

Table V-32
Institutional Peers – In-State

Texas Peer Institutions	Carnegie Class	Enrolled 2003	Degrees	% UG PT	% Min.	Retention Rate	Grad. Rate	Research Expend/FT Faculty	Total Operating Expend.	Dollars per Student
University of North Texas	DRE	31,065	5,268	22%	26%	75%	39%	\$18,250	\$316.1M	\$10,473
Texas Tech University	DRE	28,549	4,725	11	17	82	54	48,088	418.4 M	15,178
University of Houston	DRE	35,066	6,273	29	55	79	40	76,713	485.4 M	14,092
U. T. Arlington	DRE	24,979	4,488	29	38	70	37	28,357	232.9 M	9,779
U. T. El Paso	DRI	18,542	2,432	27	86	72	26	43,466	217.8 M	12,638
U. T. Dallas	DRI	13,718	2,982	31	39	--	57	83,871	174.7 M	13,203
U. T. San Antonio	Almost DRI	24,665	3,510	27	58	65	28	26,606	205.7 M	9,343

**Table V-33
Institutional Peers – National**

Institution	Carnegie Class	Enrolled 2003	SMA	Degrees	% UG PT	% Min.	Retention Rate * %	Grad. Rate %	Research Expend/ FT Faculty	Total Operating Expend.	Dollars per FTE Student
Cleveland State Univ.	DRI	16,014	2.25M	3013	31%	28%	59%	27%	\$25,269	\$208.7M	\$13,069
Univ. of New Orleans	DRI	17,360	1.34M	2461	28	38	68	24	69,726	-	-
Univ. of Nev-Las Vegas	DRI	26,161	1.56M	3852	37	34	72	38	40,521	318.2M	12,894
Univ of Memphis	DRE	19,911	1.14M	3183	26	39	75	33	43,303	280.5M	14,171
Univ. of Wisconsin/Milwaukee	DRE	25,440	1.69M	3319	20	16	73	39	34,255	332.2M	13,512
U. T. San Antonio	Almost DRI	24,665	1.56M	3510	27	58	65	28	26,606	205.7M	9,343

*UTSA's enrollment for fall 2004 is 26,175 and its Retention Rate for 2004 is 62.9%

DEFINITIONS:

Carnegie Class – The classification of the institution according to the revised 2002 Carnegie Classification System.

DRI = Doctoral Research Intensive (doctoral programs in 3 disciplines with three graduates a year)

DRE= Doctoral Research Extensive (doctoral programs in 15 disciplines with 50 graduates a year)

SMA – Size of the Statistical and Metropolitan Area served by the institution as taken from 2002 U.S. Census figures

Degrees – Number of degrees conferred in the 02-03 Academic Year

% UG PT – Percentage of undergraduate students enrolled part-time in fall 03 (considered to be a variable determining the type of student population)

% Min. – Percentage of minority students enrolled (fall 2003)

Retention Rate – Percentage of most recent incoming freshman cohort who return to attend for the sophomore year (03)

Graduation Rate – Percentage of a past freshman cohort who graduated from the same institution in six or fewer years (03)

Research Expenditures/FT Faculty calculated by results of IPEDS Finance Survey –Research Expenses, Current Year Total and IPEDS- Faculty Salaries – 9/10 month contract, Full-time faculty – all ranks 2002-2003

Total Operating Expenditures – Operating Expenditures as reported to IPEDS (02-03)

Dollars per Student calculated by results of IPEDS Finance Survey -Total Operating Expenditures/Current Year enrollment for 2002-2003

UTSA Office of Academic Compliance and Institutional Research 10/11/04

*Institutional web sites and the IPEDS Peer Analysis System
10/11/04*

Centers of Excellence

U. T. San Antonio				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
San Antonio Life Sciences Institute (SALSI)	To strengthen collaboration between UTSA and UTHSC-SA and enhance their research, teaching and service missions.	<p>\$915,000 in funding announced for eight research and educational projects that will be conducted by investigators from both institutions.</p> <p>While the majority of the initial 26 research and 3 educational proposals submitted were judged as scientifically excellent by an external review panel of national and international scientists, limited funding allowed SALSI to fully support only six research proposals whose costs ranged from \$97,000 to \$185,000. Two of the educational proposals were partially funded.</p> <p>The second round of proposals for fiscal year 2004-2005 brought 19 research and two educational proposals that are being reviewed.</p>	SALSI is supported by institutional and state funds over a two-year period. Targeted research areas include bioengineering, bioterrorism, health disparities and neuroscience.	Expect to fund about 20 proposals per year in the \$50,000 to \$200,000 range with budgets appropriate to the scope of the project. Proposals outside this range would be considered, but must be carefully justified. Funds have been set aside for innovative non-research programs, including joint educational efforts.
Center for Infrastructure Assurance and Security (CIAS)	<p>Designed to leverage San Antonio's Infrastructure Assurance and Security (IAS) strengths as part of the solution to the nation's Homeland Defense needs and deficit of IAS talent and resources.</p> <p>Designated by the National Security Agency as a Center of Academic Excellence in Information Security.</p>	<p>Current research primarily focused on: intrusion detection, wireless encryption, steganography, biometrics, forensics, infrastructure vulnerabilities, computer crime (with FBI), data mining, database, DarkScreen (City/County Cyber Security Exercises)</p> <p>See http://utsa.edu/cias/contact.html for staffing</p>	Began in 2001 with a \$2.5 million appropriation from the DOD to strengthen the nation's homeland defense needs.	Will be jointly pursuing external funding for the FIRST project, targeting \$5 M.

**The University of Texas at Tyler
New Millennium Vision
Mission Statement**

The University of Texas at Tyler is a comprehensive, coeducational institution of higher education offering undergraduate and graduate degree programs as a component of the renowned University of Texas System. The University of Texas at Tyler's vision is to be nationally recognized for its high quality education in the professions and in the humanities, arts and sciences, and for its distinctive core curriculum. Guided by an outstanding and supportive faculty, its graduates will understand and appreciate human diversity and the global nature of the new millennium. They will think critically, act with honesty and integrity, and demonstrate proficiency in leadership, communication skills, and the use of technology.

The University is committed to providing a setting for free inquiry and expects excellence in the teaching, research, artistic performances and professional public service provided by its faculty, staff and students. As a community of scholars, the University develops the individual's critical thinking skills, appreciation of the arts, humanities and sciences, international understanding for participation in the global society, professional knowledge and skills to enhance economic productivity, and commitment to lifelong learning.

Within an environment of academic freedom, students learn from faculty scholars who have nationally recognized expertise in the arts and sciences, and in such professions as engineering, public administration, education, business, health sciences, and technology. The faculty engages in research and creative activity, both to develop and maintain their own scholarly expertise and to extend human knowledge. The results of that research and other creative efforts are made available to students in the classroom and to the general public through publication, technology transfer and public service activities. The institution also seeks to serve individuals who desire to enhance their professional development, broaden their perspectives, or enrich their lives.

U. T. Tyler Peer Analysis Summary

The University of Texas at Tyler (authorized in 1971 as Tyler State College) is unique in that until recently it served only upper-level and graduate students. In 1998 the Texas Legislature authorized U. T. Tyler to accept 50 freshmen. Afterwards, freshman enrollment was legislatively capped at a 50-student increase each year until fall 2002, at which time the caps were lifted. Since then, the university has experienced explosive growth, with an increase of over 58% in headcount and an 80% increase in FTE students or semester credit hours productivity from Fall 1999 to Fall 2004.

In the span of only four years, U. T. Tyler has changed rapidly into a highly regarded full-service, comprehensive university, embracing the demands that this growth entails: creating a distinctive core curriculum, adding lower-level courses by discipline, advising centers and freshman learning centers, hiring additional high-quality faculty, creating an array of student support services, developing an NCAA Division III sports program, building needed academic and student support spaces; constructing new on-campus apartments, and dormitories. U. T. Tyler's plans for additional advancements include future doctoral programs and a research institute in cooperation with The University of Texas Health Center at Tyler.

Our rapid transition presents unique challenges in the selection of peer institutions. Very few institutions are in the midst of transition from upper level to a full 4-year university. Only the University of Illinois-Springfield approximates our situation somewhat. They first admitted freshmen in 2001; but they limit their freshman class to approximately 100 first-year students on a highly selective basis to a small program similar to an honors program. Although they, like all of the identified peer institutions, are classified Carnegie Masters I, they currently support 23 doctoral programs and have a much larger and more developed graduate program.

The other peer institutions were selected because they have similar student/faculty ratios, freshman retention rates, and freshman ACT/SAT scores. They differ somewhat because they have well-established programs and enjoy larger enrollments. Their percentage of students living on campus is higher than UT Tyler's too, but UT Tyler's residential percentage is targeted to grow significantly. All five peer institutions are similar in that they are part of a university system anchored by a flagship university, they provide important economic development assets for their service areas, transfer students are a key source of their new students, and freshman are 10 percent or less of total undergraduate enrollment. They are also situated in similar proximity to larger populated areas, and are Master's-level institutions with emerging doctoral programs. We expect to monitor our progress against these institutions while we increase enrollment, add master's and doctoral programs, increase research, and improve retention.

The U. T. Tyler aspirant institutions are also public universities, all in a system anchored by a flagship university. They have significant undergraduate transfer student populations and have areas of excellence compatible with U. T. Tyler's current and future plans. As this university grows and matures, it is expected to be able to measure its performance against these institutions possessing high admissions standards and SAT/ACT scores in the top 30 percent of U.S. universities.

Table V-34
The University of Texas at Tyler
National Peer and Aspiring Peer Institutions
2003-2004 Comparison Data

University	Tot Enrollment	% Undergraduate Enrollment	First Time ⁴	SAT 25th %ile	SAT 75th %ile	Total Degrees Awarded	% Bach Degrees Awarded	1st Year Retention rate	6 Year Grad Rate	Housing ³		Fac/ Stud Ratio	FTE Faculty	Total Research Expenditures 2003 (\$)
U. T. Tyler	4,760	82.4%	430	930	1160	822	80.5%	56%	na	38% FR	8% UG	1:17	209	\$404,872

Peers:

California State University-Bakersfield	7,933	74.8%	714	800	1060	1,449	79.4%							89,291
University of Colorado--Colorado Springs	8,712	69.4	910	980	1200	1,384	66.6	69	38%	41% FR	10% UG	1:18	324	1,739,021
University of Illinois-Springfield	4,574	56.2	116			988	61.4	79						1,320,509
The University of Tennessee--Chattanooga	8,557	84.4	1,382			1,560	76.7	69	44		29 UG	1:16	426	
The University of West Florida	9,452	83.7	827			1,992	73.1	72	39		16 UG	1:22	324	11,171,437

Aspiring Peers:

Northern Arizona University	18,688	69.6	2,117	930	1170	4,759	58.4	69	51	85 FR	48 UG	1:17	855	18,080,532
Portland State University	23,081	73.2	1,264	890	1130	3,928	66.1	67	31	13 FR	10 UG	1:20	814	16,030,267
University of North Carolina--Charlotte	19,605	80.1	2,473	970	1160	3,369	78.5	76						9,125,089
University of North Carolina--Greensboro	14,870	75.6	2,039	930	1140	2,667	70.6	75	50	77 FR	34 UG	1:14	788	13,773,077
Western Washington University	13,845	90.1	2,194	1020	1220	3,112	88.8	78	64	93 FR	31 UG	1:21	517	3,204,472

Sources: 2003-2004 IPEDS Peer Analysis, 2003-04 Common Data Sets

¹ 2001-02

² 2002-2003

³ % Freshmen, % Undergraduates living in on-campus housing

⁴ First-time, Full-time Degree Seeking Undergraduates

Centers of Excellence

U. T. Tyler	
Name of Center of Excellence	Purpose
Institute of Biotechnical and Health Science	Proposal to partner with UTHC-Tyler with joint faculty appointments and graduate degree programs, along with potential for collaborative research projects.
Signal Detection and Identification	Proposal for Engineering Faculty to collaborate with L-3 Communications Integrated Systems to identify federal research funding for products or systems provided for the Department of Defense, Department of Homeland Security, or other defense and intelligence agencies and companies.
Hispanic Business Development	A joint venture with Tyler Area Chamber of Commerce, the Center seeks to assist small and medium size Hispanic firms to succeed in the marketplace via training seminars and consulting activities.
Rural Healthcare Outreach	Proposal with HC-Tyler to coordinate with regional hospital districts for rural health outreach.
Math and Science Education	In cooperation with Region VII and VIII Educational Service Centers, UT Tyler sponsors the Teaching Excellence in Mathematics and Science (TEMS) project.

Institution Profiles
U. T. System Health-Related Institutions

The University of Texas Southwestern Medical Center at Dallas MISSION STATEMENT

The University of Texas Southwestern Medical Center at Dallas is a component institution of The University of Texas System and is committed to pursuing high standards of achievement in instruction, research, and clinical activities. Since its inception in 1943, U. T. Southwestern has evolved as one of the leading biomedical institutions in the country and its programs are designed and implemented with the intent to sustain this progress in the future.

As an academic health science center, the central mission of the institution is to educate health professionals whose lifelong career objectives will be to provide the best possible care, apply the most appropriate treatment modalities, and continue to seek information fundamental to the treatment and prevention of disease. Within an environment of interdisciplinary activity and academic freedom at Southwestern, students receive training from faculty scholars who have in-depth expertise in the many specialties of health care and the biomedical sciences. Faculty members also engage in research and patient care so that they can generate new knowledge in the fight against disease and maintain their clinical skills while serving the people of Texas to the best of their ability. Research findings are made available directly to students and indirectly to the general public as practicing professionals adopt new treatment modalities. The focus of the faculty, students, and administration at The University of Texas Southwestern Medical Center at Dallas will remain on providing exemplary educational programs, creating new knowledge, delivering quality medical care, maintaining the highest ethical standards, advancing the scientific basis of medical practice, and demonstrating concern and compassion for all people. Every aspect of the university's operation will be conducted in as cost-effective a manner as possible.

The institution consists of the Southwestern Medical School, the Southwestern Graduate School of Biomedical Sciences, and the Southwestern Allied Health Sciences School and offers degrees and programs with subject matter limited to health-related fields.

The central purpose of The University of Texas Southwestern Medical School at Dallas is to produce physicians who will be inspired to maintain lifelong medical scholarship and who will apply the knowledge gained in a responsible and humanistic manner to the care of patients. The Southwestern Medical School has assumed responsibility for the continuum of medical education. The institution offers instructional programs not only in undergraduate medical education leading to the M.D. degree, but also graduate training in the form of residency positions and fellowships as well as continuing education for practicing physicians and medical scientists. An important focus of the educational effort is training primary care physicians and preparing doctors who will practice in underserved areas of Texas. Another instructional role of Southwestern Medical School faculty members is that of fully preparing those medical students who seek a career in academic medicine and research, including the opportunity to earn both the M.D. and Ph.D. degrees simultaneously.

Southwestern Medical Center
MISSION STATEMENT
(continued)

The Southwestern Graduate School of Biomedical Sciences provides well qualified individuals seeking an M.A., M.S., or Ph.D. degree with the opportunity and the encouragement to investigate rigorously and be creative in solving significant problems in the biological, physical, and behavioral sciences. In addition to acquiring information in their area of research expertise, graduate students at the Southwestern Medical Center are encouraged to develop and test new ideas in the classroom and to communicate their ideas to others within the research-oriented medical community. Although enrolled in a specific program, the students are not restricted to courses in their major field of study. Exposure to a wide variety of academic disciplines is necessary to prepare each individual for the rapidly changing emphasis in the biomedical sciences. Therefore, graduate students at Southwestern gain a wide perspective of contemporary biomedical science through interdisciplinary courses, seminars and informal discussions involving scholastic interaction with students and faculty from other educational programs within the University.

The educational programs of the Southwestern Allied Health Sciences School have been established to educate individuals at the baccalaureate and master's degree levels for those professions which support the health care delivery team concept. The School offers baccalaureate degree programs in several fields, post-baccalaureate courses of study, certificate programs, and master's degree programs in allied health science fields of study. As an integral part of Southwestern Medical Center, the School works cooperatively in education, research, and service contexts. It prepares allied health professionals of the highest quality and competency to help meet health care needs of the people of Texas. Through research and scholarly pursuits related to health care, it advances scientific knowledge and practices of the allied health profession. It offers consultation, technical assistance, and professional services to meet education and health care needs of the community. In addition, it contributes to the continued growth and development of allied health professions, including reduction of barriers to career advancement through pathways to graduate or post-graduate education. The School views its community obligations as being important and therefore works actively to publicize career opportunities and respond in an appropriate manner to the requirements of health care institutions, agencies, and service providers in the area.

**Table V-35
Southwestern Medical School
Peer Institution Comparisons**

Institution/Medical School	Total Dollar Amount	Total Dollar Amount	Number of	Number of M.D.	Faculty per Medical	National Academy of	Licensing Income	Top Universities in Biomedical Research 1997 – 2001 Study of Research Impact Science Watch ^^^
	NIH Grants	Of Research Grants	House-staff	Degrees Conferred	Student Ratio	Sciences Members		
	FY 2003*	2001-2002*	2002-2003*	2003*	2002-2003*	2003 ^	2002 ^^	
Southwestern	\$173,839,840	\$177,244,549	1,160	201	1.48	15	\$10,477,669	Top 10 ranking in 4 of 6 fields
Baylor College of Medicine	246,410,097	217,905,495	1,143	167	2.75	3	9,739,476	Top 10 ranking in 1 of 6 fields
University of California–Los Angeles	288,829,419	347,878,882	1,424	147	2.96	29 For entire University	Not Disaggregated from System ***	Top 10 ranking in 0 of 6 fields
University of California–San Diego	219,646,784	170,284,412	640	97	1.41	64 For entire University	Not Disaggregated from System ***	Top 10 ranking in 4 of 6 fields
University of California–San Francisco	350,786,145	357,988,759	1,408	135	2.41	31	Not Disaggregated from System ***	Top 10 ranking in 5 of 6 fields
University of Michigan	241,388,940	164,202,239	911	161	1.79	25 For entire University	5,345,576 for entire University	Top 10 ranking in 2 of 6 fields
University Of North Carolina–Chapel Hill	199,091,797	110,310,857	661	151	1.86	10 For entire University	1,247,556 for entire University	Top 10 ranking in 0 of 6 fields
University of Washington –Seattle	290,097,322	348,653,562	1,019	182	2.30	38 For entire University	22,956,137 for entire University ****	Top 10 ranking in 2 of 6 fields

Analysis: U. T. Southwestern remains at the forefront of education with more medical degrees conferred than its peer institutions and more house staff than most peer institutions.

U. T. Southwestern's school of Allied Health Sciences continues to provide educational opportunities for individuals.

U. T. Southwestern's research program moves closer to parity with its aspirational peers with expanded NIH and research grant funding.

Data Sources: *AAMC. ^ NAS Website, July 2004.

^^ Chronicle of Higher Education from Association of University Technology Managers, 2002 Survey results

^^^ Science Watch, Sept./Oct 2002, study of research impact at the top 100 federally funded universities

Notes: *** \$82,048,000 reported for University of California System in 2001

****Washington Research Foundation, U of Washington

Table V-36

**Southwestern Allied Health Sciences School
Peer Institution Medical School Comparisons**

Institution	Students	Graduates
Southwestern Medical Center-Dallas	385	137
Medical College of Georgia	577	230
Univ. of Arkansas for Medical Sciences	420	246
Univ. of Kansas Medical Center	451	206
Medical Branch-Galveston	545	341
HSC-San Antonio	462	185
Univ. of Mississippi Medical Center	323	174
State Univ. of NY-Upstate Medical/Syracuse	218	102
Thomas Jefferson University (Philadelphia)	1,030	363
The Ohio State University	526	208
University of Illinois at Chicago	853	320

Source: 2000 Membership and Resource Directory

Centers of Excellence

U. T. Southwestern Medical Center				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Institute for Nobel/NAS Biomedical Research	To provide world-class biomedical research.	Retention of Nobel and NAS faculty, recruitment of prospective Nobel/NAS faculty, support of their research.	State, philanthropy, tobacco funds, federal and private competitive grants.	\$105 million in federal/private funds from base of \$7 M state funds.
Center for Human Nutrition	To facilitate research, health professional education, public education.	Nutrition research, cholesterol guidelines, training of fellows for nutrition research careers.	Private endowment, tobacco funds, federal and private grants.	Initial \$4 M endowment (\$200,000/year) plus Eminent Scholar matching funds from Tobacco Funds has grown to \$5 M/year program.
Center for Basic Neuroscience	To enhance research, graduate student, and post-doctoral education.	Molecular and cellular neuroscience research and training.	State, philanthropy, grants.	State funds of \$1 M/year have led to federal and private research funds of \$10 M/year
Howard Hughes Medical Institute	To conduct biomedical research.	Ten HHMI Investigators.	HHMI, federal grants.	UTSWMC expended \$40 M once for research facilities, in return for which HHMI provided a \$20 M one-time gift plus \$10 M per year, which has led to an additional \$30 M in research grants annually.
Clinical Center for Neurological Diseases	To provide clinical care and clinical research.	Comprehensive care for thousands of patients at Parkland, Zale Lipshy, and the Aston Center; many clinical trials in stroke, aneurysm, Alzheimer's, Parkinson's, Multiple Sclerosis, etc.	MSRDP, Parkland contract, philanthropy, state.	State funds represent less than 5% of the total budget.
Metroplex Advanced Medical Imaging Center (with UT Dallas and UT Arlington)	To conduct research and clinical diagnoses.	Basic research, clinical research and clinical care using MRI, PET, CAT, SPECT, and NMR imaging technologies for brain, heart, and cancer.	Grants, MSRDP, TRB for facility, philanthropy, DOD special appropriations, malpractice rebate.	TRB of \$56 million in 2003 for a new imaging and research building has already been leveraged by one-time federal appropriation and philanthropy of \$30 M plus on-going grants of \$4 M/year, with possibly more grants after the building is completed.

**The University of Texas Medical Branch at Galveston
MISSION STATEMENT**

The mission of The University of Texas Medical Branch is to provide scholarly teaching, innovative scientific investigation, and state-of-the-art patient care, in a learning environment to better the health of society.

UTMB's education programs enable the state's talented individuals to become outstanding practitioners, teachers, and investigators in the health care sciences, thereby meeting the needs of the people of Texas and its national and international neighbors.

UTMB's comprehensive primary, specialty, and sub-specialty care clinical programs support the educational mission and are committed to the health and well-being of all Texans through the delivery of state-of-the-art preventive, diagnostic, and treatment services.

UTMB's research programs are committed to the discovery of new, innovative biomedical and health services knowledge leading to increasingly effective and accessible health care for the citizens of Texas.

Medical Branch at Galveston Peer Comparison Analysis

A proposed list of institutions was reviewed by UTMB leadership and input was solicited from the UTMB President's Council (including the Deans) as well as hospital leadership. After all the input was analyzed, ten peer institutions were selected. The table below provides data for the academic and clinical measures that were chosen. UTMB is very similar to the other free-standing academic health centers (AHCs) for nearly all of the academic measures. The more traditional universities that are not free-standing AHCs generally have larger student bodies, faculties, revenues, and expenses. Of all of the peers listed, UTMB has the largest medical school enrollment, with the other three UTMB schools (allied health, nursing and graduate) typically in the middle of the peer enrollment ranges. Since the UTMB instruction expenses from IPEDS (Integrated Postsecondary Education Data System) also include UTMB's MSRDP (Medical Service, Research and Development Plan), Practice Plan, and Center dollars, they appear to be somewhat higher than those listed for our peers.

Peer data for the clinical measures is sourced from the Action OI benchmarking database provided by Solucient, through our affiliation with University Health System Consortium. This reporting is based on calendar quarters, so the data reflected in the table below represent an annual measure through June 30, 2004. UTMB's volumes are greater than most of the reported peers and also include a higher percentage of outpatient activity. Additionally, UTMB's percentage of indigent care is higher than average; this is reflected in the "Charity Care" category below. These differences have bearing on the cost and revenue ratios: although UTMB's cost per CMI adjusted discharge is 18.9% lower than the peer group average, the net operating revenue per CMI adjusted discharges is 16.4% lower.

Due to changes and improvements in methodology, direct comparisons of the UTMB Action OI data between last year and this year are not appropriate. For example, "Other Direct Operating Expenses" were overstated in the 2003 report, due to the inclusion of Labor Expenses. With the April data resubmission to Action OI, we revised the "Other Direct Operating Expenses" and the methodology for reporting the support assessment expense. The latter included an adjustment to reflect more accurately the proportion of expenses that the Support Services incur for activities in support of the Hospital Enterprise, as opposed to UTMB as a whole. In addition, we now include, per Solucient's instructions, the General Revenue in Net Operating Revenue, whereas before it was included in Non-Operating Revenue. This change has a significant, positive impact on Net Operating Revenue per Case Mix Index (CMI) Adjusted Discharge.

Table V-37

University of Texas Medical Branch Peer Data - FY04

	University of Texas Medical Branch	University of Texas Medical Branch Peers									
		Oregon Health and Science University	Medical University of South Carolina	Medical College of Georgia	University of North Carolina at Chapel Hill	University of Alabama at Birmingham	University of California-San Francisco	University of Wisconsin-Madison	University of Virginia Health Science Center	University of Iowa	SUNY Health Science Center at Brooklyn
Institution has Hospital	•	•	•	•	•	•	•	•	•	•	•
Free-Standing Academic Health Center	•	•	•	•	•	•	•	•	•	•	•
Public Control of Institution	•	•	•	•	•	•	•	•	•	•	•
Grants a Medical Degree	•	•	•	•	•	•	•	•	•	•	•
Measure											
IPEDS Data¹											
Academic Year 2002-2003 12-Month Unduplicated Headcount Enrollment (all Schools)	2,157	3,016	2,583	2,126	29,314	19,528	2,752	46,152		34,516	1,583
Total Full-time Faculty Fall 2003	778	980	1,049	532	2,381	1,934	990	4,427		2,081	444
FY 2003 Revenues: Federal Operating Grants and Contracts ² (in thousands)	\$96,043	\$251,291	\$103,142	\$23,177	\$356,845	\$276,508	\$430,786	\$410,910	\$246,244 ³	\$243,365	\$35,895
FY 2003 Instruction Expenses (in thousands)	\$211,039 ¹	\$91,423	\$132,804	\$98,545	\$531,123	\$210,135	\$150,499	\$364,172	\$224,374 ³	\$247,689	\$61,645
Enrollment											
School of Medicine (Source: AAMC MSPS Report - Fall 2003 data) ⁴	821	393	292	731	641	695	622	591	547	589	775
Graduate School of Biomedical Sciences (Source: AAMC MSPS Report 2003) ⁴	256	294	128	79	728	752	479	469	313	205	73
School of Allied Health (Source: Institutional websites for Fall 2003)	356	Not applicable	613	524	322	1377	Not applicable	Not applicable	Not applicable	217	
School of Nursing (Source: Institutional websites for Fall 2003)	562	707	364	360	485	547		689		536	
Graduations											
School of Medicine (Source: AAMC MSPS Report 2003) ⁴	194	93	71	172	151	155	135	135	135	165	193
Graduate School of Biomedical Sciences (Source: Institutional websites for Fall 2003)	52		33			173 ⁵	61		63		
School of Allied Health (Source: Institutional websites for Fall 2003)	112	Not applicable	251			369 ⁶	Not applicable	Not applicable	Not applicable	143	
School of Nursing (Source: Institutional websites for Fall 2003)	203 ⁷		147		239	182		164		143	
Volume and Cost Data⁸											
Inpatient Admissions	39,749	25,074	28,018		30,648	41,537	25,545	20,385	29,165	25,520	
Outpatient Visits ⁹	732,432		440,660	329,882			556,956	509,208		565,498	
Adjusted Discharges	69,753	37,457	42,374		46,366	48,294	35,156	35,819	47,897	45,132	
Average Length of Stay	5.02	5.17	5.96		6.55	6.30	6.35	6.38	5.75	6.90	
Cost per CMI ¹⁰ (All Patients) Adjusted Discharge	\$7,029	\$7,839	\$9,407		\$8,646	\$8,761	\$10,763	\$8,648	\$7,752	\$9,191	
Net Operating Revenue/CMI Adjusted Discharge	\$7,913	\$9,806	\$9,745		\$8,370	\$9,424	\$13,777	\$7,862	\$8,674	\$9,577	
Payor Mix⁸											
Medicare Percentage Discharges	18.7%		27.6%		28.1%	33.5%	29.2%				
Medicaid Percentage Discharges	38.3%		28.5%		27.0%	14.6%	22.1%				
Commercial Percentage Discharges	20.5%		28.9%		30.6%	31.6%	43.5%				
Self-pay Percentage Discharges	7.2%		8.9%		5.6%	6.4%	1.0%				
Other Payor Percentage Discharges	2.0%		6.2%		5.1%	13.9%	3.5%				
Percentage Charity Care	13.3%				3.6%		0.6%				

¹ Data Source: National Center for Educational Statistics (NCES) IPEDS

² Public Universities use GASB and Private use FASB

³ Data were unavailable from the source listed and had to be obtained via the institution's Web site.

⁴ This figure also includes UTMB's MSRD (Medical Service, Research and Development Plan), Practice Plan, and Center dollars.

⁵ AAMC MSPS: Association of American Medical Colleges Medical School Profile Report

⁶ Includes masters and doctoral level "Joint Health Sciences" and "Public Health" degrees.

⁷ Includes certificates.

⁸ Includes 3 PhD nursing degrees counted in the 52 Graduate School of Biomedical Sciences above.

⁹ Data Source: Action OI database, representing quarterly volumes or statistics based on 2003 Q3 - 2004 Q2.

¹⁰ The outpatient visit number does not include Day Surgery, ER, Observation Cases, Employee Health, Radiation Therapy, Pre-anesthesia Testing, Electromyography Lab, and CHD Internal Medicine Specialties Clinic visits. These areas are not mapped to the Ambulatory Services profiles in Action O-I.

¹⁰ CMI: Case Mix Index

Centers of Excellence

U. T. Medical Branch				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Center for Addiction Research (CAR)	To facilitate research in eliminating drug addiction.	At present, 29 faculty are members of the CAR which provides seminars, pilot grants, research collaborations with UTHSC-Houston.	School of Medicine operating funds.	Total external support as PI \$2.9 (past 3 years total).
Center for Biodefense and Emerging Infectious Diseases	To facilitate research and training in Biodefense and Emerging Infectious Diseases.	Awarded fundin by NIH/NIAID to the Western Regional Center of Excellence for Biodefense and Emerging Infectious Diseases, (WRCE). The WRCE comprises over 32 institutions in Texas, New Mexico, Oklahoma, Arkansas, and Louisiana and was formed to bring together a wealth of scientific expertise on biothreat agents and contemporary biomedical technology. With a budget of \$48.6 M for 5 years, the WRCE currently funds 8 major research projects, 12 developmental projects, 5 career development projects, and 8 scientific cores.	School of Medicine operating funds; John Sealy Memorial Endowment, NIH/NIAID, CDC/ foundation, DOD	Total external support as PI \$93 M (funds obtained subsequent to the original funding for the past 3 years)
Center for Biomedical Engineering	To provide an effective organization for research and training in a strong multi-disciplinary environment. To improve the quality of health care delivery through the advancement of bioengineering and biotechnology.	To develop cooperative research and teaching relationships between UTMB medical faculty and bioengineers at UTMB and other Texas universities. To provide graduate and postdoctoral students with a means to conduct their research endeavors alongside experienced physicians, scientists, and biomedical engineers. Establish strategic alliances with industry partners to enable access to advanced technology and facilitate the process of technology transfer. Attract funding for research and training from diverse organizations. http://www.utmb.edu/cbme/	School of Medicine operating funds.	Total external support of center members as PIs \$13.8 M (funds obtained subsequent to original funding for past 3 years).
Educational Cancer Center	To identify ways that medical schools in Texas can collaborate to achieve the goals of the Texas Cancer Plan. To educate Texas cancer patients and their caregivers regarding the nutritional requirements of living with cancer. To utilize the community-based health improvement process model to increase cancer awareness and screening, reduce mortality and incidence	The goal is to continue to create learning resources to assist students in developing problem solving skills and clinical reasoning skills by encompassing learning experiences that closely simulate tasks that the physician is expected to perform to effectively prevent, detect and control cancer. CATCHUM is currently developing a 16-module online course that will be available to the 8 Texas medical school students via the CATCHUM website (www.catchum.utmb.edu). Awarded funding by the Texas Cancer Council - The CNNT Project continues to conduct patient/ caregiver workshops throughout the state of Texas on obesity, respite care, and curriculum development for health care workers. Collaborate with the OEP's to develop educational materials and arrange conferences. Obesity Summit is planned for TexMed 2005—CNNT to present material on Risk Reduction by Nutritional Choice. The CNNT is currently working on a Respite Care Program that is planned to be developed and implemented in 2005. Health Worker Curriculum to be completed and	NIH, NCI, Texas Cancer Council, Sealy & Smith Foundation.	CATCHUM - \$978,527 CNNT - \$152,399 Project 3 – \$623,110.

U. T. Medical Branch				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
	rates among targeted disparities locations.	implemented this period. Awarded funding by NIH/NCI – Project 3 of UTMB Center for Population Health and Health Disparities (CPHHD) P50 grant. Project 3 team is working with the local health coalition in Liberty County (Cancer Awareness Network) to conduct an educational workshop on community-based screening and protocols for positive case findings.		
Center for Inter-disciplinary Research in Women's Health (CIRWH)	To promote, stimulate, and support interdisciplinary research related to women's health.	Design and seek funding for collaborative grants, partner with existing programs to encourage investigations of sex/gender differences in health and disease, and provide structured mentoring to motivated junior investigators who are committed to women's health. To seek solutions to health problems that are more common in women, have different manifestations in women than men, or require different treatment in women than men. Furthermore, it will promote interactions between investigators from different backgrounds who can contribute different perspectives, training, and expertise to collaborative efforts. http://www.utmb.edu/cirwh/	John Sealy Memorial Research Endowment.	Total external support of center members as PI. \$29.5 M (funds obtained subsequent to the original funding for last 3 years)
General Clinical Research Center (GCRC)	To provide the infrastructure that supports investigators in the design, initiation, conduct and publication of clinical studies using highly skilled personnel and state-of-the-art technologies.	GCRC provides an optimal setting for controlled studies by basic and clinical investigators; bi-directional and multidisciplinary interactions among those involved in basic and clinical research on both children and adults; environment and resources for developing future physician-scientists in the clinical research arena; and technological and therapeutic approaches to ensure rapid translation of new, basic scientific knowledge into effective patient care in such areas as muscle function, pathogenesis, dietary cancer prevention, and effect of bed rest and artificial gravity (with NASA). http://www.utmb.edu/gcrc/	NIH.	Total external support as PI \$64.6 M (funds obtained subsequent to original funding for last 3 years).
Galveston National Laboratory (GNL)	To provide research space to develop therapies, vaccines and tests for microbes that might be used as weapons by terrorists, as well as naturally occurring diseases such as SARS and West Nile encephalitis.	Expected opening date: 2008 UTMB will own and operate the GNL; the National Institute of Allergy and Infectious Disease (NIAID) will oversee the research projects. Pathogens to be studied: anthrax, bubonic plague, hemorrhagic fevers (such as Ebola), typhus, West Nile virus, influenza, drug-resistant tuberculosis, etc.	National Institute of Allergy and Infectious Disease/ National Institutes of Health (NIAID/NIH).	Federal grant amount: \$110 M; Local share (covered by state revenue bonds): \$40 M; Philanthropy: \$17 M.
Sealy Center on Aging	To improve the health and well being of the elderly, statewide and nationally, through education,	To understand and resolve the challenges associated with the aging process; to help people lead longer, more independent lives by: promoting research in all areas of aging, including the biological, psychological, social behavioral, clinical and epidemiological aspects; supporting educational activities in aging and integrating gerontological content and materials into	NCI, NIA, John Sealy Memorial Research Endowment	Current external funding devoted to aging related research totals more than \$34 M.

U. T. Medical Branch				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
	research, clinical and social services, community participation and advocacy, and the establishment of cooperative linkages with other geriatric and gerontological centers.	appropriate curricula; and expanding community outreach and advocacy activities to promote independence and quality of life in later years. Initial funding of "UTMB Center for Population Health and Health Disparities" (CPHHD) by NCI (09/01/03 – 08/31/08: \$9.1 M total cost). Continued to recruit excellent faculty with ethnic diversity to UTMB aging programs. http://www.utmb.edu/aging/		Examples include: a \$6.5 M grant from the National Institute on Aging as well as an NIH Program Project (PO1).
Sealy Center for Cancer Cell Biology	To promote original scientific research in the molecular and cellular biology of cancer and to facilitate translation of novel research findings into clinical applications for the improved treatment, diagnosis, and prevention of cancer.	The Transgenic Mouse Core Facility continues to produce transgenic and knockout mice and has provided core support for over thirty-seven grants totaling >\$26,000,000. http://www.utmb.edu/scccb/	NIH, Sealy & Smith Foundation.	Three awards, totaling \$1.1 M were provided to UTMB scientists by the DOD Prostate Cancer Research Program. Total external grant support as PI \$96.3.
Sealy Center for Environmental Health and Medicine (SCEHM)	To provide Analytical Morphology related services to the research teams at UTMB to facilitate their advancement in basic science and clinical research.	The SCEHM established and maintains a campus-wide Service Core in Histopathology. Critical support is also provided by the SCEHM to Cores in Mass Spectrometry, Genomics, and Synthetic Organic Chemistry. In addition, support from the SCEHM has enabled substantial expansion of UTMB's nationally recognized Community Outreach and Education Programs in K-16 education, asthma and children's environmental health outreach, public forums and toxic assistance, and translational theatre outreach and education. International Science Outreach allows post-doctoral fellows and visiting scientists from around the world to work at UTMB. Accomplishments: One measure of the Center's scientific accomplishments is the 285 publications authored by SCEHM Members, and \$60,678,258 (SCEHM Members as PIs on external grants), plus \$25,200,116 (SCEHM Members as Co-Is on external grants), and \$1,007,888 (SCEHM Members as PIs on internal grants) in direct and indirect costs from 2002-2004. The SCEHM has also facilitated research on campus through its support to Service Cores. http://www.utmb.edu/scehm/histopathology.htm	Funded by The John Sealy Memorial Research Endowment and Tobacco funds from State.	Total external support as PI \$61 M (funds obtained subsequent to the original funding for past 3 years).
Sealy Center for Molecular Sciences (SCMS)	To establish a collaborative environment for a group of outstanding	SCMS houses an outstanding genetic research team, which is poised to become one of the top 25 medical research facilities in the country. Primary pursuits of the SCMS include the discovery and translation of the basic principles	School of Medicine operating funds.	Total external support as PI \$20.7 M (funds obtained

U. T. Medical Branch				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
	scientists conducting research in basic eukaryotic molecular genetics.	governing the repair and replication of genes, the regulation of transcription, and signal transduction in cells. The basic research performed by SCMS will uncover some of the critical factors that underlie human genetic disorders and that will lend themselves to wide practical application for treatments. Investigations primarily emphasize the discovery of basic principles governing the repair and replication of the cellular genetic material, the regulation of gene transcription, and the mechanisms of cellular signal transduction. http://www.scms.utmb.edu/		subsequent to original funding total for past 3 years).
Sealy Center for Vaccine Development	To improve human health by: conducting research focused on the development and use of vaccines, developing public policy and education programs to foster vaccine acceptance, and training investigators in the field of vaccine research.	The center fosters the highest quality research and facilitates the translation of laboratory findings to prevention of infectious diseases in the community. Specific examples of diseases and pathogens for which vaccine development research and/or clinical trials are being conducted include: malaria, respiratory viruses, flavaviruses, sexually transmitted diseases, rickettsial organisms, Rift Valley Fever, and enteric bacteria such as <i>H. pylori</i> . Members of the center also examine influences on vaccine acceptance and uptake, and address issues relevant to the development of public policies governing health care. In addition, the center facilitates education and training in vaccinology for graduate students and physicians. The community outreach program develops and implements model programs which foster increased rates of vaccination within the local community and can be exported to other communities. http://www.utmb.edu/scvd/	John Sealy Memorial Research Endowment.	Total external support as PI \$102 M (funds obtained subsequent to original funding for past 3 years as PI – considerable overlap with Center for Biodefense and Emerging Infectious Diseases).
Center for Tropical Diseases - A World Health Organization (WHO)	To alleviate suffering caused by tropical infectious diseases through the application of basic, applied and field research.	The education programs at the center contribute towards enhancing the scientific infrastructure of tropical infectious diseases research as well as aiding others to understand the importance and control of these diseases. The diagnostic and reference laboratory services provide an important resource for the diagnosis and management of infectious diseases. http://www.utmb.edu/ctd/	NIH, School of Medicine operating funds.	See the Center for Biodefense and Emerging Infectious Diseases.

The University of Texas Health Science Center - Houston MISSION STATEMENT

The University of Texas Health Science Center at Houston (HSC-H) is a component of The University of Texas System committed to the pursuit of high standards of achievement in instruction, student performance, clinical service, research, and scholarly accomplishment toward improvement of the health of Texans.

As an academic health science center, this institution is one in which undergraduate, graduate, and post-graduate students are educated broadly in the sciences of health and disease and are prepared for health-related careers in the provision of human services, and for investigating the mysteries of the biomedical sciences. Within an environment of academic freedom, students learn from faculty scholars who have in-depth expertise in the predominant health disciplines and the biomedical sciences. Research both to extend human knowledge related to health and to develop and maintain their own scholarly and professional expertise is led by faculty who involves and educates students and trainees in these research pursuits.

UTHSC-H consists of the following organizational units which are listed by date of establishment:

- Dental Branch (established 1905; joined U. T. 1943)*
- Graduate School of Biomedical Sciences (1963)*
- School of Public Health (1967)*
- Medical School (1970)*
- School of Nursing (1972)*
- School of Health Information Sciences (established as the School of Allied Health Sciences 1973; reorganized and name changed 2001)*
- Harris County Psychiatric Center (established 1981; joined UTHSC-H 1989)

The comprehensiveness of this university, featuring the presence of six major health-related schools – medicine, dentistry, public health, nursing, health informatics, and biomedical science – provides an environment beneficial to collaborative endeavors in teaching, research and service. Interdisciplinary projects and activities bring faculty and students together in a rich learning environment. Collectively, these units respond to the health care manpower needs of the citizens of Texas, the City of Houston, and Harris County and its surrounding counties by developing creative models for the training of health professionals, particularly emphasizing interdisciplinary educational models, and addressing the growing demand for primary care health professionals.

With over 200 clinical affiliates in the State, UTHSC-H provides health professions students with a variety of clinical and community-based experiences. With such experiences in urban, suburban, and rural environments, UTHSC-H students are trained where Texans live. The School of Public Health, the oldest accredited school of public health in the State of Texas, acknowledges and accepts a unique responsibility to reach throughout the state to prepare individuals for the challenges of this expanding field. Four regional campuses are already in place in Brownsville, Dallas, El Paso, and San Antonio to assist in meeting the increasing demand for public health professionals. The health informatics program in the School of Health Information Sciences is unique in Texas – and the nation. With its interdisciplinary focus, this program provides an invaluable resource of expertise and training in health informatics for our state.

HSC-Houston
MISSION STATEMENT
(continued)

In addition to the six schools, the Harris County Psychiatric Center (HCPC) is a unique feature of the organization that is committed to advances in mental health services and care as well as education of mental health-care professionals.

The University of Texas Health Science Center at Houston considers itself a member of a large learning community and works to contribute to and draw from the intellectual pursuit of the other institutions in the Texas Medical Center and the greater Houston area. To benefit this local community and the entire State of Texas, this institution offers a variety of continuing education programs to assist practicing health professionals in utilizing the latest findings of research from the worldwide community of scholars in clinical and biomedical fields. As a result of participation in these professional enhancement programs, practitioners adopt new modalities for the treatment and prevention of disease. With these outreach efforts and programs aimed at promoting science and math as well as careers in health care to young students in grades K-12, UTHSC-H will meet new challenges to the health of the citizens of the State of Texas.

*This academic unit offers degrees and programs with subjects limited to health-related fields.

Health Science Center-Houston Comparative and Aspirational Peer Institutions

Brief Analysis

The University of Texas Health Science Center at Houston (HSC-H), created in 1972, consists of six schools: the Dental Branch, Graduate School of Biomedical Sciences, Medical School, School of Health Information Sciences, School of Nursing, and School of Public Health. This comparative study looks at how HSC-H fares against regional and national peer institutions in a series of five measures: total dollar amount of NIH grants (university totals), total dollar amount of research grants (medical schools only), number of house staff, number of M.D. degrees conferred, student/faculty ratio (medical schools only), and number of NAS members (university totals). The following tables demonstrate where HSC-H stands relative to its comparative and aspirational peer institutions:

**Table V-38
Comparative Peer Institutions**

	HSC-H	Median	HSC-H as % of Median
'03 NIH grants	\$89,956,123	\$203,486,399	44.2%
'03 Total Medical School research grants	\$54,756,249	\$123,114,470	44.5%
House staff	755	708	106.6%
'03 MD degrees	186	177	105.1%
Medical School Student/faculty ratio	1.38	0.81	170.4%
NAS Members	1	6	18.2%

**Table V-39
Aspirational Peer Institutions**

	HSC-H	Median	HSC-H as % of Median
'03 NIH grants	\$89,956,123	\$347,022,527	25.9%
'03 Total Medical School research grants	\$54,756,249	\$188,659,025	29.0%
House staff	755	1,019	74.1%
'03 MD degrees	186	128	145.3%
Medical School Student/faculty ratio	1.38	0.47	293.6%
NAS Members	1	38	2.6%

For a relatively small (~3,400 enrolled students) and young (32 years) institution, HSC-H continues to strive for success in not only these measures, but all those related to quality health education and research. Relative to last year's analysis, the HSC-H did lose some ground, predominately in the area of research. Recent and projected NIH cutbacks are affecting the HSC-H perhaps more significantly than other institutions as NIH-funded activity accounts for more than one-half of all research conducted on campus. In its recent Compact with The University of Texas System, the HSC-H has specified education and research goals and objectives in line with its vision to become a nationally recognized academic health center. To that end, HSC-H is working to help accelerate recruiting and retaining world-class scientists, those who are likely to attain NAS membership status and bring considerable prestige to the HSC-H research enterprise. In addition, plans to build and equip the Institute of Molecular Medicine, a Dental Branch replacement building, and a research addition to the School of Public Health will have a positive impact on not only research activity, but also on the HSC-H's ability to educate and train the next generation of health professionals.

Table V-40 HSC-H Comparative and Aspirational Peer Institutions

University	FY 2003 Total Dollar Amount of NIH Grants (university totals)¹	FY 2003 Total Dollar Amount of Medical School Research Grants²	Number of House Staff³	FY 2003 Number of MD Degrees Conferred⁴	Medical School Student/Faculty Ratio⁵	NAS Members (university totals)⁶
HSC-H	\$89,956,123	\$54,756,249	755	186	1.38	1
<i>Comparative Peer Institutions</i>						15
Southwestern Med. Center	174,089,840	127,304,122	1,160	189	0.81	0
Medical Branch – Galveston	203,486,399	59,623,463	537	180	1.12	0
HSC-San Antonio	82,295,826	53,447,088	625	194	1.35	24
University of Michigan	362,149,790	161,194,708	911	154	0.62	10
University of North Carolina-Chapel Hill	270,978,554	123,114,470	661	134	0.65	6
<i>Median – Comparative peers</i>	<i>203,486,399</i>	<i>123,114,470</i>	<i>708</i>	<i>177</i>	<i>0.87</i>	<i>8</i>
<i>Mean – Comparative peers</i>	<i>218,600,082</i>	<i>104,936,770</i>	<i>775</i>	<i>179</i>	<i>0.97</i>	
<i>Aspirational Peer Institutions</i>						38
Univ. of Washington Seattle	440,877,371	216,207,579	1,019	153	0.50	63
Univ. of California-San Diego	288,497,646	143,110,576	387	128	0.76	30
Univ. of California-San Francisco	420,731,695	238,104,487	1,408	155	0.47	29
Univ. of California-Los Angeles	347,022,527	188,659,025	1,424	161	0.36	17
Johns Hopkins Univ.	555,875,515	336,144,617	1,085	116	0.25	120
Stanford University	271,769,664	170,277,031	971	91	0.71	155
Harvard University	301,641,145	104,225,204	2,807	165	0.12	64
Yale University	303,459,245	173,875,258	846	97	0.47	17
Washington University St. Louis	383,225,085	201,022,170	955	109	0.38	38
<i>Median – Aspirational peers</i>	<i>347,022,527</i>	<i>188,659,025</i>	<i>1,019</i>	<i>128</i>	<i>0.47</i>	<i>59</i>
<i>Mean – Aspirational peers</i>	<i>368,122,210</i>	<i>196,847,327</i>	<i>1,211</i>	<i>131</i>	<i>0.45</i>	<i>59</i>

Sources: 1 2003 NIH Awards to Domestic Institutions of Higher Education <http://grants1.nih.gov/grants/award/trends/dheallinst03.htm>

² AAMC Medical School Profile System: Federal research grants and contracts that are recorded on medical school accounts as reported in the LCME Part IA for 2003, Schedule B

³ AAMC Medical School Profile System: Total number of residents and fellows in ACGME approved programs and other clinical fellows for whom faculty had teaching responsibility as reported on LCME Part II for 2003.

⁴ IPEDS

⁵ AAMC Medical School Profile System: Total number of undergraduate medical students as reported on LCME Part II divided by the total number of full-time clinical faculty members as reported on LCME Part II, 2003

⁶ NAS membership listing by work institution

[http://www4.nationalacademics.org/nas/naspub/nsf/urllinks/\\$\\$InstitutionA?OpenDocument&Count=5000](http://www4.nationalacademics.org/nas/naspub/nsf/urllinks/$$InstitutionA?OpenDocument&Count=5000)

Centers of Excellence

U. T. Health Science Center-Houston				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Specialized Center of Research in Scleroderma	Identify the genes and molecular pathways causing scleroderma.	Three projects (2 basic research of human tissues and animal models with UTMDACC and 1 prognosis study collecting Texas patients. UTSA and UTMB are extra HSC-H sites) and two cores (tissue culture and Admin/Biostat).	NIH P50	To recruit Dr Maureen Mayes and move the NIH Scleroderma Registry to UTHSC-H.
Substance Abuse-Medication Development Research Center	To identify mechanisms and pharmacotherapies for Substance Use Disorders (SUD) or "Drug and Alcohol Addiction." To conduct translational and clinical research in the quest for medications, and medication behavior therapy combinations to treat these disorders. Additionally, the group studies concurrent substance use and other psychiatric or medical disorders.	<p>Ongoing project areas include:</p> <p>Clinical trials of new medications for alcohol, nicotine, cocaine, and heroin dependence.</p> <p>Clinical trials of medication combinations for alcohol, nicotine, cocaine, and heroin dependence.</p> <p>Clinical trials of medication plus behavior therapy combinations for several substance use disorders.</p> <p>Examination of cardiovascular effects and mechanisms of LAAM, d-amphetamine and GBR12909.</p> <p>Clinical Research Center with UTMB studying medications and effects of new cocaine treatment medication.</p> <p>Human laboratory evaluation of mechanisms and effects of MDMA ("ecstasy"), cocaine, and potential treatment medications.</p> <p>Human laboratory evaluation of 'impulsivity' as a determinant and consequence of stimulant abuse and dependence.</p> <p>Functional Magnetic Resonance Imaging related to clinical trials and human laboratory research.</p> <p>Preclinical research (with primates and rodents) examining mechanisms of abuse and dependence and treatment medications.</p>	<p>NIH P50 Grants through Substance Abuse Medications Development Research Center. NIH P50 DA 9262.</p> <p><u>NIDA</u> Pharmacotherapy for Cocaine Dependence \$1 M.</p> <p>Opioid Maintenance: Optimum Stab. & Withdrawal \$1.9 M.</p> <p>GBR Study, \$250,480.</p> <p><u>Sub-Contracts</u> Univ. of Cincinnati Tiagabine Study \$497,949.</p> <p>Veteran's Affairs Selegiline Study \$560,071.</p> <p><u>Pharmaceutical Companies</u> Lipha Acamprosate Study \$301, 646.</p> <p>Schering Plough, \$294,034.</p> <p><u>NIDA</u> Integrated Treatment for Mood Disorders \$1.2M.</p> <p>Combined Treatment for Cocaine-Alcohol Dependence. \$1.3 M.</p> <p>Smoking Cessation in Women with Heart Diseases, \$1.0 M.</p> <p><u>Pharmaceutical Companies</u> Pfizer \$275,347.</p> <p>Sanofi Synthelabo, \$395,000.</p> <p>Covance, \$309,300.</p> <p>Bristol Myers, \$297,817.</p> <p><u>NIDA</u> Serotonin, Drug Use & MDMA induced Deficits \$592,945.</p> <p>Serotonin, Impulsivity & Cocaine Dependence Treatment, \$1,389,642.</p> <p>Serotonin, Impulse Control & Substance Abuse \$599,615.</p>	

U. T. Health Science Center-Houston				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
			<u>Pharmaceutical Companies</u> Dreyfus, \$90,000. Ortho McNeil Pharma-ceuticals Inc., \$222,352. <u>NCI</u> Motivational Enhancement Therapy for Pregnant Smokers, \$145,511.	
Specialized Program in Acute Stroke	To develop phase 1 clinical studies to bring experimental research into acute stroke therapy to bedside clinical evaluation.	Established clinical, genetics, statistical, and teaching cores, and began 5 clinical projects including: two trials of acute stroke pharmacotherapy, one trial of ultrasound enhanced clot lysis, one trial of a novel rehabilitation strategy, and one trial of the efficacy of a stroke education program targeted at Mexican American middle school kids and their families. Also established a telemedicine program to expand activities to outlying hospitals, a genetics program to harvest DNA and proteins from acute stroke patients, and a stroke registry to maintain demographic and outcome data. The grant supports faculty in Neurology, Emergency Medicine, Internal Medicine (Genetics), Physical Medicine and Rehabilitation, and School of Public Health as well as consortia with Baylor School of Medicine and the University of Michigan.	NIH P50.	The team received two supplementary awards on this P50 that are being used to develop new projects that will lead to future grant applications.
Core Grant for Vision Research			NIH P30.	
Hispanic Health Research Center in the Lower Rio Grande Valley			NIH P20.	
Center for Clinical Research and Evidence-Based Medicine	To increase the public's healthy years of life by promoting clinical research of the highest quality and by advancing the application of this research in preventing acute and chronic illness, disability, and premature death.			

The University of Texas Health Science Center – San Antonio MISSION STATEMENT

The mission of The University of Texas Health Science Center at San Antonio is to serve the needs of the citizens of Texas, the nation, and the world through programs committed to excellence and designed to:

- educate health professionals for San Antonio and the entire South Texas Community and for the state of Texas to provide the best possible health care, to apply state-of-the-art treatment modalities, and to continue to seek information fundamental to the prevention, diagnosis, and treatment of disease.
- play a major regional, national, and international role as a leading biomedical education and research institution in the discovery of new knowledge and the search for answers to society's health-care needs.
- be an integral part of the health-care delivery system of San Antonio and the entire South Texas community, as well as an important component of the health-care delivery system of the state of Texas and the nation.
- serve as a catalyst for stimulating the life science industry in South Texas, culminating in services and technology transfer that benefit local and state economies.
- offer continuing education programs and expertise for professional and lay communities.

Brief Summary of Peer School Comparisons

Peer comparisons were made across schools for each of the five schools in the UTHSCSA: the School of Allied Health Sciences, the Graduate School of Biomedical Sciences, the Dental School, the School of Medicine and the School of Nursing. Factors chosen for comparison differed among schools as well as peer schools, as each school was given the discretion to select their own comparative measures and peers. It should be noted that comparisons, described below and in the table, should be made bearing in mind that there may be instances when the data among the peers schools and the HSC-SA school are not strictly comparable due to unknown differences in definitions or methods of calculating the measure.

The HSC-SA School of Allied Health has a smaller number of FTE faculty and much higher student-faculty ratio than peer schools. Moreover, the School of Allied Health graduated substantially more students (n=326 in 2003-2003) than their peers, and yet their state funded allocation was less than 2 of the 3 peer comparison schools. The total dollar amount of grants funded by NIH to the HSC-SA Graduate School of Biomedical Sciences' faculty was comparable to or more than all of their peer comparison schools except UC Irvine, despite the fact the HSC-SA Graduate School graduates a far higher number of students than its peer institutions. The HSC-SA Dental School compared favorably with peer dental schools in enrollment, number of specialty programs, and was ranked higher than two of the four comparison schools in NIDCR funding. The HSC-SA Medical School had among the highest student/faculty ratios in its peer group. The HSC-SA Medical School received research funds totaling some \$99,000,000 that placed the school in the mid-range of their selected peer medical schools, but nearly double the amount of research funds reported for the Ohio State Medical School that had a comparable student/faculty ratio. The HSC-SA School of Nursing graduated 244 BSN's. This figure is much higher than that any of the peer schools. NIH funding for the HSC-SA Nursing School was somewhat higher than that received by the HSC-H nursing school, but lagged below that of the University of North Carolina and Ohio State University nursing schools, although the latter schools graduated fewer total students than did the HSC-SA School of Nursing.

**Table V-41
U. T. Health Science Center-San Antonio Peer Comparisons by School**

School/ Peers	Measures						
	State Fund Allocation	FTE Faculty	FTE Students	# Graduates	Student: Faculty Ratio		
UTHSCSA Allied Health	\$4,249,410	53.5	622	326	15:1		
SWMC	\$4,429,410	83.14	352	150	4:1		
UTMB	\$5,903,397	51	613	251	9:1		
MUSC	\$3,650,858	66	613	251	9:1		
Alabama*	\$8,100,000	92	1377	332	15:1		
School/ Peers	Total Dollar Amount of NIH Grants	Total Degrees Conferred	Student/ Faculty Ratio				
UTHSCSA Graduate School	\$78,332,607	127	2.1:1**				
UTHSC-H	\$79,453,629	63	4.8:1				
UTMB	\$77,509,123	33	8.0:1				
UC Irvine	\$96,072,183	41	7.2:1				
U Kentucky	\$70,484,020	23	9.0:1				
U Louisville	\$42,918,258	30	12.4:1				
School/ Peers	Public/State Assisted	1 st Year Pre-Doc Enrollment	Total Pre-Doc Enrollment	Number of Specialty Programs	National Rank/NIDCR Funding		
UTHSCSA Dental School	Yes	92	354	9	9		
SUNY-Buffalo	Yes	82	334	9	8		
U of Iowa	Yes	74	293	11	10		
UCLA	Yes	104	391	8	24		
U of Florida	Yes	80	312	10	6		
School/ Peers	Total Students (Medical & Graduate)	Total Full-time Faculty	Number of House Staff	Student/ Faculty Ratio	Total Dollar Amount of Research Grants		
UTHSCA Medical School	1130	664	694	1.67:1	\$99,000,000		
U of Florida	625	875	775	0.78:1	\$149,000,000		
U of VA	800	740	590	1.11:1	\$79,975,000		
MUSC	700	900	450	0.87:1	\$125,000,000		
UTHSC-H	850	590	700	1.48:1	\$72,000,000		
Ohio State	1075	610	475	1.74:1	\$56,000,000		
School/ Peers	Total Students	Total Degrees Conferred			Total Full-Time Faculty FTE	Total Dollar Amount of NIH Grants	Practice Plan Revenue
		BSN	MSN	PhD			
UTHSCSA Nursing School	678	244	28	4	64	\$925,390	\$456,219
N Carolina	530	167	49	8	105***	\$8,886,900	\$527,073
Ohio State	674	106	69	5	53	\$1,540,181	Unavailable
UTHSC-H	698	133	72	0	65	\$804,049	\$1,588,746****

*Aspirational School

**Disparity in Student/Faculty Ratio may be due to different methods in counting FTE faculty

***Total Faculty FTE – includes research and part-time

****Total billed – not exclusively revenue

Centers of Excellence

U. T. Health Science Center-San Antonio				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Medical Hispanic Center of Excellence	To provide tutorial services to Hispanic students, reduce the percentage of Hispanic students dismissed or repeating the year, provide a prematriculation program to 20 incoming Hispanic students, increase the percentage of Hispanic students graduating medical school in 4 years to equal that of non-minority students. To enhance research, administrative, and teaching skills of junior Hispanic medical faculty, to increase ability of junior Hispanic faculty to be tenured or promoted, to increase recruitment of Hispanic faculty.	Increased student recruitment and retention. Enhanced recruitment and retention of Hispanic faculty.	HRSA.	\$703,986.
National Center of Excellence in Womens' Health	UTHSC-SA and partner institutions, University Health System (UHS) and SAMHD, will work to enhance scientific and cultural knowledge, clinical practice, leadership, education, and community services in women's health in San Antonio and South Texas. NWCoe will work to eliminate disparities in women's health, improve access to health care services, and promote multidisciplinary collaborations among biomedical and social scientists and clinicians.	This program has five components: clinical services, research, community outreach, professional development and leadership. Activities.	Federal funds	\$136,000.
Hispanic Center of Excellence in Dentistry	To provide students and faculty with opportunities to participate in activities and courses designed to encourage them to share knowledge, broaden their perspectives, and develop mental and physical skills in ways that will ease the pursuit of dental excellence and help make their work more productive and satisfying.	The Center serves as a catalyst for institutionalizing a commitment to Hispanic dental students and faculty. The Center concentrates efforts to develop a competitive applicant pool, enhance student performance, and provide opportunities for strengthening teaching and research skills for junior minority faculty. The Center also aims to expand information resources and curriculum enhancement, and to collaborate in placing dental students in community-based clinical training opportunities.	HRSA	Yrs 2001-4 \$2.2 M. Yr 2004-5 \$592,019.
Nathan Shock Center of Excellence in Basic Biology of Aging		Currently, 53 Shock Center investigators have 98 research grants that deal with some aspect of aging. Twenty-eight of these grants are funded by the NIA. <u>Transgenic Core</u> : Develops genetically engineered animals for studying roles of specific genes in aging,	National Institute on Aging, NIH (5P30 AG13319)	Total of over \$6 M in the current year. Total of \$7.5 M NIH (not

U. T. Health Science Center-San Antonio				
		<p>nutrition, and age-related diseases.</p> <p><u>Animal Core:</u> Maintains and monitors colonies of aging mice and rats used in basic research and determines the effect of genetic and anti-aging interventions on longevity and various physiological markers of aging.</p> <p><u>Genomic Assessment Core:</u> Enables investigators to analyze rodent models for DNA and chromosomal alterations, such as DNA damage, microsatellite instability, and methylation pattern analysis.</p> <p><u>Pathology Core:</u> Conducts comprehensive pathological analysis of rodent models to assist investigations into genetic and nutritional manipulations of age-related processes and diseases.</p> <p><u>Comparative Proteomics Core:</u> The goals of the Comparative Proteomics Core are to provide high throughput screening of the protein complement of cells and tissues utilizing standard proteomic technology.</p> <p><u>Research Development Core:</u> Develops investigators new to aging research for the future needs of biogerontology by providing funds for pilot projects.</p> <p>Three Center faculty members have MERIT grants from the NIA. In addition to the NIA grants, Center investigators have 31 grants from NIH (other than NIA). Center investigators also have 18 grants from the Department of Veterans Affairs. Twenty-one grants from various private foundations</p>		<p>NIA). Total of over \$2.3 M from DVA. Total of \$2.7 M for private foundations. The total funding for all 98 grants for the current year is over \$18.5 M.</p>
John A. Hartford Center for Excellence in Geriatric Education	<p>Part of a nationwide network of 28 medical centers working to increase the nation's capacity to provide effective and affordable health care to its rapidly growing elderly population. The Center sponsors activities that extend to faculty, fellows, residents, and students in an effort to address the critical shortage of trained physicians in geriatric medicine.</p>	<p><u>Fellows:</u> The primary purpose of the John A. Hartford Center is to develop geriatric academicians. The Center of Excellence recruits and supports physicians for 1-3 years of additional training in geriatrics. In addition to advanced clinical training, fellows are mentored in research, publishing, grant writing, and teaching. The goal is to prepare the fellows to assume faculty positions in geriatrics. <u>Faculty:</u> The John A. Hartford Center promotes faculty expertise in geriatrics with weekly Gerontology and Geriatrics Grand Rounds sessions, where an average of 15 faculty and fellows from across the medical school meet to share their knowledge.</p> <p><u>Residents:</u> John A. Hartford Center residents receive one-on-one mentoring in research and attend the national meeting of the American Geriatric Society. Internal Medicine residents experience block rotations, a continuity care clinic, and a journal club. Family Practice residents receive up to three rotations and an acute training experience. To encourage Family Practice and Internal Medicine residents to pursue Geriatrics, the Center award prizes in recognition of excellence.</p> <p><u>Students:</u> All 200, first year medical students complete a geriatrics continuity of care track as part of the Clinical Integration Course. Students attend a series of presentations on geriatrics topics and visit a healthy elder volunteer seven times over the course of the year. The volunteers are recruited from Independent Living Centers and directly from the community. This activity has had a positive influence on attitudes concerning the elderly.</p>	John A. Hartford Foundation	\$150,000 annually.

The University of Texas M. D. Anderson Cancer Center MISSION STATEMENT

The mission of The University of Texas M. D. Anderson Cancer Center is to eliminate cancer in Texas, the nation, and the world through outstanding programs that integrate patient, care, research and prevention, and through education for undergraduate and graduate students, trainees, professionals, employees and the public.

The vision states: We shall be the premier cancer center in the world, based on the excellence of our people, our research-driven patient care and our science. We are Making Cancer History®.

The Texas Legislature created M. D. Anderson Cancer Center (MDACC) in 1941 as a component of The University of Texas dedicated to the treatment and study of cancer. There are currently 935 faculty, both M.D. and Ph.D. MDACC is one of the nation's original three Comprehensive Cancer Centers designated by the National Cancer Act of 1971 and is one of 39 such centers today. MDACC has ranked among the nation's top two cancer hospitals in U.S. News & World Report's "America's Best Hospitals" survey since its inception 13 years ago, and achieved a number one ranking in three of the past four years.

Since 1944, more than 600,000 patients have turned to MDACC for cancer care in the form of surgery, chemotherapy, radiation therapy, immunotherapy or combinations of these and other treatments. This multidisciplinary approach to treating cancer was pioneered here. In 2003, 65,800 patients received care at MDACC, and 24,700 of them were new. About one-third of these patients were Texans from outside Houston and another third came from outside Texas, seeking the research-based care that has made MDACC so widely respected. In 2003 the institution saw approximately 22% of the cancer cases in Harris County, 10% of the cases in Texas, and 1% of the cases in the U.S.A.

At MDACC, scientific knowledge gained in the laboratory is rapidly translated into clinical care through research trials. During 2003, 12,232 patients participated in clinical trials exploring novel therapies, the largest such program in the nation. The results of a number of trials with MDACC clinical investigators as leaders or leading contributors have become standards of care for cancer treatment. Examples include fludarabine and Campath® for chronic lymphocytic leukemia, Gleevec® for chronic myelogenous leukemia, Iressa® for lung cancer, and Tamoxifen® as chemoprevention for breast cancer.

In 2003, the institution spent more than \$282 million in research, and now ranks first in both number of grants and total dollars awarded by the National Cancer Institute. The research budget has doubled over the past five years. MDACC holds nine NCI Specialized Programs of Research Excellence grants in lung, bladder, prostate, ovarian, head and neck, pancreatic and endometrial cancers, melanoma and leukemia. Expanded research efforts in epidemiology and behavioral sciences complement achievements made in the clinical cancer arena. Cancer prevention services are offered in individual and corporate programs, from personalized risk assessment to screening and genetic counseling.

More than 3,000 students take part in educational programs each year, including physicians, scientists, nurses, and other health professionals. MDACC offers bachelor's degrees in six allied health disciplines. Several hundred residents and fellows come to MDACC each year to receive specialized training, and 466 graduate students are enrolled in the graduate School of Biomedical Sciences, run jointly with the UT Health Science Center – Houston UTHSC-H). More than 1,000 research fellows are being trained in MDACC's laboratories. MDACC provides public education programs to teach health individuals about cancer symptoms and risk factors, and how to make critical health care decisions when necessary.

During the past five years MDACC has experienced tremendous growth in each of its four mission areas. The number of patients served has increased 40%. There has been a corresponding increase in faculty and staff, as well as facilities. Between 2003 and 2005, the institution is opening 1.9 million square feet of new space for clinical, research, education and prevention programs. This includes creation of a new University of Texas Research Park, 1.5 miles south of the campus, in collaboration with UTHSC-H.

The increases in our mission-driven activities fulfill our Strategic Vision for 2000-2005, which states, "We will aim to increase our research and patient care activities by up to 50% over the next five years." This record of unparalleled growth has been made possible by the collaborative and coordinated planning efforts of many leaders on the faculty and administrative staff, along with financial support from operating margins, philanthropy, the state of Texas and the U. T. System.

Table V-42

**M. D. Anderson Cancer Center
Institutional Comparisons**

FY 2003	#NCI Grants	\$ NCI Grants	Ranking in NCI Funding	\$ NIH grants	Ranking in NIH funding		# SPORES**	Hospital Admissions for cancer care	Outpatient Visits	# Therapeutic Clinical Protocols	Total Revenue	Designated Comprehensive Cancer Center
MDACC	208	\$98.4M	1st	\$132.6M	45th		9	19,430	537,822	1035	\$1.8B	yes
MSKCC	118	\$59.7M	8th	\$88.7M	66th		1	19,254	388,665	439	\$1.25B	yes
Duke Cancer Center	120	\$59.6M	7 ^{th*}	\$345/8M*	10 ^{th*}		2	7,600	120,000	250	*	yes
FHCR	122	\$81.1M	5th	\$207M	26th		1	5,536	63,608	187	\$249M	yes
Roswell Park	71	\$29.2M	29th	\$36.7M	126th		0	4,173	135,446	409	\$267M	yes
Dana Farber	111	\$66.3M	9th	\$22.1M	51st		4		156,000	350	\$414M	yes

MSKCC
FHCR

Memorial Sloan Kettering Cancer Center, New York
Fred Hutchison Cancer Research Center, Seattle
*Not disaggregated from Duke University Medical Center
**Specialized Programs of Research Excellence

Centers of Excellence

U. T. M. D. Anderson Cancer Center				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Proton Therapy Center	To construct and operationalize a state of the art proton cancer treatment 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 3 rd 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.	Unique private-public partnership, with funding and investors including Hitachi, Ltd., Sanders Morris Harris (investment bankers), and the pension systems of the Houston Firefighters and Police Officers.	Land valued at \$2.5M (MDACC contribution) yielded \$125M facility
Center for Cancer Immunology Research	To bring together world-class scientists and clinicians to focus on how immune system cells interact with each other, develop ways to manipulate these circuits, and to develop vaccines for a variety of cancers.	Recruitment of Chair, Dr. Yong-jun Liu. <multidisciplinary effort focusing on basic, translational and clinical immunology. Research groups on immune receptors, dendritic cells, T cells, hematopoietic stem cells, and immunosuppression and skin cancer. Clinical programs include vaccine development and immunotherapy to treat graft-vs-host diseases. Strong collaborations across the institution (BMT, leukemia and lymphoma, cancer biology, melanoma and skin, and molecular therapeutics).	P30, Core Grant, philanthropy, other grants.	\$3.6 M in annual direct grant funding; peer reviewed funding increased 86% in five years. In 2004, \$1M philanthropic gift established the Center.
Cancer Prevention	Innovative research in risk assessment, cancer genetics, chemoprevention, and behavioral issues such as smoking cessation and nutrition.	Celebrating its 10 th anniversary, Cancer Prevention at MDACC leads the nation. Highly collaborative, prevention/screening protocols have PI's in 7 Divisions of MDACC.	Core Grant, philanthropy, NCI and ACS.	\$8.6 M annual direct costs for grants and contracts, a 223% increase over 5 years. An estate gift of \$25M for Prevention Research in 2004 – the largest private donation for research received by MDACC.

The University of Texas Health Center at Tyler
MISSION STATEMENT
November 13, 2003

To serve East Texas and beyond through excellent patient care and community health, comprehensive education, and innovative research.

Table V-43
Comparative Peer Institutions

University	Comparative Peer Institutions						Aspirational Peer Institutions			
	HC- Tyler	Broadlawns Medical Center - University of Iowa College of Medicine	Contra Costa Regional Medical Center (Martinez CA) - University of California at Davis	LSUHSC - University Medical Center - Lafayette	LSUHSC - Moss Regional Hospital - Lake Charles	Metropolitan Nashville General Hospital - Meharry Medical College	University Hospital at University of New Mexico Health Science Center - Albuquerque	MetroHealth System, Cleveland, OH - Case Western Reserve University	Harborview Medical Center - University of Washington	Halifax Medical Center - University of South Florida - Tampa
Total FP Residents	20	20	29	21	19	20	42	19	23	24
Licensed Beds	127	200	164	208	108	150	344	680	413	765
Staffed Beds	127	117	124	128	54	127	249	529	349	672
Total Discharges	3,431	5,032	7,899	5,960	2,440	5,638	18,717	23,975	118,778	25,962
Inpatient Days	27,556	21,205	44,069	33,013	13,996	30,454	89,149	135,952	27,556	119,072
Medicare Discharges	1,877	1,016	1,391	544	308	763	2,948	5,794	4,044	12,037
Medicare Percentage Days	55%	20%	18%	9%	13%	14%	16%	18%	24%	46%
Medicaid Discharges	315	795	3,727	1,811	411	3,303	5,822	8,806	6,765	3498
Medicaid Percentage Days	9%	16%	47%	30%	17%	59%	31%	37%	40%	13%
Emergency Department	8,562	34,973	54,804	44,965	41,416	26,053	61,059	68,155	49,468	86,299
Total Revenue	\$75,041,266	\$71,694,916	\$204,690,410	\$58,408,782	\$22,804,856	\$64,084,852	\$254,078,471	\$370,001,000	\$381,262,967	\$282,222,845
Medicare Net Revenue	\$21,816,994	\$10,991,323	25747188	5311870	2,570,950	9,712,442	44,722,292	80,162,000	69,649,030	129,551,002
Medicare Percentage	30%	17%	18%	9%	12%	15%	19%	24%	20%	53%
Medicaid Net Revenue	\$9,351,242	\$6,382,523	\$72,799,219	\$50,630,298	\$18,904,727	\$18,304,359	\$86,357,337	\$139,176,000	\$110,861,060	\$14,708,727
Medicaid Percentage	13%	10%	51%	88%	85%	29%	36%	41%	32%	6%
Medicare DSH Payment	\$3,483,012	\$783,924	\$2,983,448	\$756,701	0	\$2,143,035	\$6,008,032	\$866,1000	\$4,476,775	\$3,291,266
Medicare DSH %	0.35	0.43	0.79	37.07	0	86.7	0.63	59.15%	39.7	23.84
Medicaid DSH Payments	\$5,000,000	0	0	\$41,997,143	\$17,083,776	0	\$8,752,838	0	0	\$13,371
Total Outpatient Visits	135,978	131,038	338,766	185,019	138,950	82,499	401,867	692,849	330,995	398,859
Total Operating Expenses	\$72,186,816	\$82,173,256	\$202,300,288	\$62,152,081	\$29,326,349	\$63,915,530	\$244,603,536	\$351,818,000	\$372,574,452	\$273,716,000
State or Local Appropriation	\$28,341,329	\$29,734,706	\$25,371,173	0	0	\$28,098,418	\$28,949,526	\$23,100,000	\$8,026,092	0
Medicare Direct Med Ed 2001	\$1,506,934	\$556,862	\$459,952	\$344,899	\$19,852	\$598,225	\$2,220,806	\$8,164,000	\$2,469,725	\$1,054,867
Medicare Indirect Med Ed 2001	\$909,532	\$424,234	\$670,959	\$807,918	0	\$601,543	\$6,114,781	\$910,000	\$6,472,177	\$1,385,123

Centers of Excellence

U. T. Health Center-Tyler				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Center for Pulmonary and Infectious Disease Control (CPIDC) (http://uthct.edu/CPID/CPIDC_Index.htm)	To provide telephone consultation in infectious diseases, education of health care providers in infectious diseases, and research in infectious diseases.	A total of 12,702 telephone consultations have been done since 1993. A total of 18,802 health care providers have been educated since 1993. Educational programs in bioterrorism have been given since 2002. Five CPIDC faculty are actively engaged in research on tuberculosis, and one performs research on Chlamydia pneumoniae.	State General Revenue.	\$400,000 NIH, \$700,000 American Lung Association per year.
Texas Institute of Occupational Safety and Health (TIOSH®) http://www.tiosh.org/	To provide an occupational and environmental medicine program at 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.		
Southwest Center for Agricultural Health, Injury Prevention, and Education http://www.swagcenter.org/	To coordinate research, prevention/intervention, education, and outreach projects in US Public Health Region VI related to agricultural health and injury prevention.	The Southwest Center for Agricultural Health, Injury Prevention, and Education was created in late 1995 at UTHC-Tyler as part of a NIOSH program initiative. The initiative established a network of centers to conduct programs of research, prevention, intervention, education, and outreach designed to reduce occupational injuries and diseases among agricultural workers and their families. Current Projects include: Stakeholder Services - Center-based outreach and educational efforts include dissemination and evaluation of the video and curriculum module, "Livestock Safety for Kids", publication of the bi-annual newsletter Cultivation, and management of the SW Center website.	Southwest Center for Agricultural Health, Injury Prevention, and Education.	NIOSH-funded center that coordinates research, prevention/intervention, education, and outreach projects in U.S. Public Health Region VI related to agricultural health and injury prevention.
Southwest Center for Pediatric Environmental Health	The Pediatric Environmental Health Specialty Units (PEHSU) program, established in 1998 to provide a unique collaboration between occupational/ environmental clinics and academic pediatric programs. This collaboration provides a forum for pediatricians and environmental health specialists to combine their expertise in addressing children's environmental exposures and diseases of suspected environmental origin. The mission of the PEHSU program is to: reduce environmental health threats to children, improve access to expertise in pediatric environmental medicine, and strengthen public health prevention capacity. The primary means of accomplishing this mission include education, consultation, referral, advocacy, research, and networking.	SW Center for Pediatric Environmental Health is one of thirteen Pediatric Environmental Health Specialty Units located throughout the country in Canada, and in Mexico. The SW-CPEH provides services to health care providers, public health officials and the general public in EPA Region VI, which includes Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. SW-CPEH is based at UTHCT. A recent study indicates that an alarming one in six American women has high levels of mercury in their blood, high enough levels to interfere with her unborn baby's development. Mercury is a neurotoxin that causes brain damage, which leads to lowered IQ, learning disabilities, and impaired memory and vision		

Technical Notes

This index cites the source, definition, and clarifies purpose of performance measures presented in this report. Contextual items are provided as background rather than as performance measures.

Abbreviations:

AFR	Annual Financial Report, prepared by the U. T. System
AY	Academic Year, fall through following summer
CAE	Council for Aid to Education
CB	Texas Higher Education Coordinating Board
CBM	Texas Higher Education Coordinating Board data report designation
FTE	Full-Time Equivalent
FTFT	First-time, Full-time Student
FY	Fiscal Year, 9/1 to 8/31 of given year
LBB	Legislative Budget Board
NSSE	National Survey of Student Engagement
SCH	Semester credit hour
TASP	Texas Academic Skills Program
TEA	Texas Education Agency
THECB	Texas Higher Education Coordinating Board
T/TT	Tenure/tenure-track

Academic Institutions

Note on: U. T. Brownsville/Texas Southmost College: Throughout this report, data for The University of Texas Brownsville and Texas Southmost College were combined and reported as one institution. For certain categories of information, only data for The University of Texas Brownsville were available and these are documented with an explanatory footnote. For student and faculty headcount data, only unduplicated numbers were reported.

I. Student Access and Success—Undergraduate Participation and Success

Number and percent increase of first-time, full-time degree-seeking undergraduates, disaggregated by ethnicity and gender	
CBM 001 Student Report CBM 002 Texas Success Initiative Report	The number and percentage of first-time, full-time degree-seeking undergraduates derived from matching students from the CBM 001 Student Report each fall with those students from the CBM 002 Texas Success Initiative Report who indicate that they are degree-seeking. For this purpose full-time is defined as students enrolled for at least 12 semester credit hours. The figures also include summer/fall admissions. These disaggregated data and related data, below, will make it possible to track recruitment and retention of underrepresented minority students.
Ethnic composition of high school graduates in state	
TEA http://www.tea.state.tx.us/adhocrpt/adstg03.html	The number and percentage of high school graduates by ethnicity. Shows progress toward <i>Closing the Gaps</i> goals.
Average ACT/SAT scores of first-time, full-time, degree-seeking undergraduates (contextual measure)	
U. T. System academic institutions	The purpose of this measure is to establish a starting point from which student progress can be measured to show "value-added."
Number and percent of first-time, full-time, degree-seeking undergraduates from top 10 percent of their high school class, by ethnicity (contextual measure)	
CBM 001 Student Report and CBM 00B Admissions Report	First-time summer/fall undergraduates at each institution from the CBM 001 Student Report matched to same summer/fall timeframe of admitted students from the CBM 00B Admissions Report for that institution with entering status 01 (no previous college work for level of degree sought), seeking associate or bachelor's degree, from a Texas county. Establishes another starting point to measure value-added.
Number of undergraduate students enrolled on 12th class day, by ethnicity, gender, and age	
CBM 001 Student Report	The number of undergraduate students enrolled on the 12 th class day each Fall from the CBM 001 Student Report, total, and by ethnicity and gender.

Number and percent increase first-time, part-time undergrads; % first-time, part-time degree-seeking undergrads; % part-time undergrads (contextual measure)	
CBM 001 Student Report and CBM 002 Texas Success Initiative Report	The number and percent of part-time degree-seeking and part-time first-time degree-seeking undergraduates. Illustrates the unique character of the institution's student body; provides context for retention and graduation rates.
Percent TEXAS grant funds allocated (contextual measures) Number of full-time undergraduate students receiving financial aid, and amount awarded Tuition, required fees, and scholarship aid Total financial aid disaggregated by source Total financial aid and net tuition and fees	
U. T. System Office of Institutional Studies, and U. T. System institutions	Measures institutional efforts to enhance affordability.
One-year persistence rate for first-time, full-time, degree-seeking undergraduates enrolled at this University, by ethnicity and gender	
CBM 001 Student Report and CBM 002 Texas Success Initiative Report	The percentage of undergraduates who entered this University as first-time, full-time undergraduates who returned one year later. Beginning with those students who were first enrolled in fall 1998. The cohort <i>includes</i> students who enrolled in summer and continued enrollment in the fall. This is similar to LBB outcome measure, but includes disaggregation by ethnicity.
Four-, five-, and six-year graduation rates from this University of first-time, full-time freshmen	
CBM 001 Student Report and CBM 002 Texas Success Initiative Report	The percentage of undergraduates who entered this University as first-time, full-time undergraduates in fall, and who graduated from this university within four, five, or six years. The cohort <i>includes</i> students who enrolled in summer and continued enrollment in the fall. The THECB proposes that data on enrollments in private H.E. institutions will be available in the future.
Four-year graduation rate from this University of transfer/community college students	
CBM 001 Student Report	The percentage of undergraduates who are first-time community college transfers with 30 or more semester credit hours who received an undergraduate degree within four years. Community college graduates may bring forward all semester credit hours earned within a five-year window prior to admission to a senior level institution. Excludes summer hours. Needs more work in the future on definition of cohorts. This is similar to LBB outcome 16 and 26, but is based on 30 or more SCH of transfer credit rather than 6- SCH.
Six-year persistence rates of students enrolled at this University, by ethnicity and gender Six-year composite graduation and persistence rates from this or another Texas public university, by ethnicity and gender	
CBM 001 Student Report and CBM 002 Texas Success Initiative Report	The percentage of undergraduates who entered this University as first-time, full-time undergraduates who have not yet graduated but who continued to be enrolled at this university six years later. The cohort <i>includes</i> students who enrolled in summer and continued enrollment in the fall. Matching was based on student social security number or student identification number. The six-year composite graduation and persistence rates from this or another Texas public institution measures the percentage of undergraduates who entered this university as first-time, full-time undergraduates who have graduated within six years from this or another Texas public university or who continue to be enrolled at this or another Texas public university. The CB's composite rate understates the rate for some institutions because it does not account for students who graduated or continued enrollment at out-of-state institutions, private institutions or whose social security numbers have changed.
Number of baccalaureate degrees awarded, by ethnicity and gender	
CBM 009 Graduation Report	Number of baccalaureate degrees awarded annually, total and by ethnicity and gender.
Certification exam pass rates of teacher education baccalaureate graduates, by ethnicity and gender	
SBEC Accountability System for Educator Preparation – Accreditation Status Report	Data drawn from SBEC to be most accurate and current; may not match LBB reports. Pass rates of initial test takers for categories as defined by the SBEC. Shows U. T. System institutions' productivity in developing teachers for Texas.

Licensure exam pass rates of nursing graduates	
LBB budget estimates	Same as LBB outcome measure. The percentage of the institution's nursing program graduates attempting the National Council Licensure Examination (NCLE) who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program.

Licensure exam pass rates of engineering graduates	
U. T. System institution reports to LBB	Same as LBB outcome measure. Defined as the percentage of the institution's undergraduate engineering program graduates attempting the Fundamentals of Engineering Examination who pass all parts either before graduation from the program, or within the 12 months immediately following graduation or any required internship.

Certification exam pass rates of accounting graduates	
State Board of Accounting exam@tsbpa.state.tx.us	Defined as the percentage of the institution's accounting program graduates attempting the Uniform Certified Public Accountant Examination (UCPAE) licensing exam who pass two, three, or four parts of the exam.

Student outcomes: satisfaction with advising	
NSSE results from U. T. System Office of Academic Affairs	Survey data for AY 03-04. Satisfaction with advising is defined as the percentage of students surveyed who rate the quality of advising as 'good' or 'excellent'.

Student outcomes: evaluation of overall educational experience	
Student outcomes: likelihood of attending same institution again	
NSSE results from U. T. System Office of Academic Affairs	Survey data for AY 03-04. Evaluation of overall educational experience is calculated as the percentage of students surveyed who report having a good to excellent experience with their institution. Likelihood of attending the same institution again is calculated as the percentage of students surveyed who would attend the same institution again if starting over.

Graduate and Professional Students

Average GRE, LSAT, GMAT scores of entering students	
U. T. System academic institutions	Composite score, verbal and quantitative. These data are just one element in the admission process, and are used here to provide a measure of quality of entering classes.

Number of graduate and professional students enrolled on the 12th class day, by ethnicity and gender	
CBM 001 Student Report	Number of graduate and professional students enrolled on the 12 th class day by level, ethnicity, and gender.

Number of degrees awarded by level (master's, professional, doctoral), disaggregated by gender and ethnicity	
CBM 009 Graduation Report	The number of degrees awarded annually by level, gender, and ethnicity.

Graduate/professional student certification/licensure exam pass rates for law	
U. T. System institution reports to LBB	LBB outcome measure. Defined as the percentage of the institution's law program graduates attempting the state licensure examination who pass all parts either before graduation from the program or within the 12 months immediately following graduation.

Graduate/professional student certification/licensure exam pass rates for pharmacy	
U. T. System institution reports to LBB	LBB outcome measure. Defined as the percentage of the institution's pharmacy program graduates attempting the licensing examination who pass all parts either before graduation from the program, or within the 12 months immediately following graduation from the program. "All parts" is defined as both the North American Pharmacists Licensing Examination (NAPLEX) and the Texas Jurisprudence exam if both are attempted.

Math, science, and engineering degrees conferred (contextual measure)	
CB 009 Graduation Report	The number of math, science, and engineering degrees conferred in CB defined high-priority fields (technical and health). Uses same CIP codes that CB uses for 'Closing the Gaps by 2015' report on high-priority fields.

Graduate teaching degrees conferred (contextual measure)	
CB 009 Graduation Report	The number of graduate teaching degrees conferred.

Number of graduate and professional programs, by level (contextual measure)	
U. T. System academic institutions	The number of graduate and professional programs offered in 2004, self-reported by institutions.

II. Teaching, Research, and Health Care Excellence

Dollar amount of research expenditures, by funding source (federal, state, private, local)	
Survey of Research Expenditures, THECB	The dollar amount of research funding. Like the LBB outcome measure, indirect costs and pass-throughs to the institutions are included.

Sponsored Revenue	
Survey of Research Expenditures, THECB and Exhibit B of AFR	A more inclusive indicator of project-specific funding from external sources.

State appropriations for research as a percent of research funds expended	
Survey of Research Expenditures, THECB; Report of Awards – Advanced Program/ Advanced Technology Programs (ATARP)	Research defined as it is in AFR and THECB report; appropriated funds = ATARP funds.

Number and percent of FTE tenure/tenure-track faculty holding extramural grants	
Grant information from U. T. institutions; and CBM 008 Faculty Report	The number and percent of FTE tenure/tenure-track faculty (principle investigators) holding grants. FTE tenure/tenure-track data come from CBM 008 Faculty Report using rank codes 1-4 for tenure/tenure track positions (Professor, Associate Professor, Assistant Professor and Instructor) and appointment codes 01 and 02 (direct class room instruction and assignments that directly supplement classroom instruction). The appointment codes count the percent of time devoted to each activity. This measure of faculty research productivity is not influenced by size of grants.

Ratio of research expenditures to FTE tenure/tenure-track faculty	
Research expenditures, above; FTE faculty, above	This measure of faculty research productivity is influenced by size of grants.

Total number of endowed professorships and chairs, number filled, and percent of total budgeted tenure/tenure track faculty	
U. T. System institutions	Relates to, but is broader than LBB outcome measure, which looks only at unfilled positions.

Faculty awards	
U. T. System institutions	Cumulative and annual additions to national and international honors, fellowships, academy memberships for most recent academic year.

Number of new invention disclosures Number of patents issued Number of licenses and options executed Number of new public start-up companies Gross revenue from intellectual property	
THECB Technology Development and Transfer Survey	This survey is conducted every two years; most recently in 2004.

Number of faculty and staff, by ethnicity and gender	
U.T. System Office of Technology and Information Systems for staff CBM 008 Faculty Report for faculty	This is a headcount measure. (a) Tenure/tenure-track data come from CBM 008 Faculty Report using rank codes 1-4 for tenure/tenure track positions (professor, associate professor, assistant professor and instructor); (b) non tenure-tenure-track faculty from CBM 008 Faculty Report are faculty with code 5; (c) classified staff (positions that do not entail significant instructional or administrative responsibilities – administrative and professional staff, excluding faculty and student employees for whom student status is a condition of employment) from HR data, using job class codes. This measure shows institutions' progress in diversifying their faculty and staff.

FTE student/FTE faculty ratio	
CBM enrollment report 001 for FTE students; CBM 008 and U. T. System institutions for FTE faculty	Like LBB explanatory measure. FTE faculty are instructional faculty in CBM 008 with rank codes 1-5 and appointment codes 01 and 02. The CB definition of full-time students is based on 1 FTE = 15 undergraduate student credit hours (SCH); 1 FTE = 12 master's/professional SCHs; 1 FTE = 9 Ph.D. SCHs.

Percent lower division semester credit hours taught by tenure/tenure track faculty	
Percent lower division semester credit hours taught by professional faculty	
CBM 004 Class Report; CBM 008 Faculty Report; U. T. System academic institutions	The percent of semester credit hours taught by tenure/tenure track and professional faculty. Similar to LBB outcome measure, but broader; "professional" category includes instructional faculty who are neither tenure/tenure track nor Teaching Assistants. Tenure-track faculty are CBM 008 Faculty Report ranks 1-4; professional faculty are CBM 008 Faculty Report code 5. Semester credit hour data comes from the CBM 004 Class Report.

Number of postdoctoral fellows	
U. T. institutions	

Examples of high-priority, externally funded research collaborations	
Examples of high-priority educational collaborations	
U. T. institutions	The U. T. System surveyed its institutions to identify their top three projects in these categories. Research collaborations may be with another U. T. System institution or another institution in Texas, the U.S., or internationally. Education collaborations are formal academic partnerships (excluding articulation agreements) with another U. T. System institution or institutions outside the U. T. System. Criteria included projects that warrant national/state/local recognition; address a potential or current critical need which cannot be met by a single component; save funds that may be redirected toward other projects; lead to identification of "best practices" which may be transferable to other components; have a demonstrable impact on <i>Closing the Gaps</i> in participation and performance between Texas and other leading states; other significant impact.

Faculty salaries and trends	
THECB, based on American Association of University Professors Annual Salary Study	Budgeted salaries for given fiscal year, including supplements and portion of salaries paid from endowments as well as salaries from state funds.

III. Service to and Collaborations with Communities

Contributions to K-12 education, and high-priority collaborations with schools and community colleges	
U. T. System institutions	The U. T. System surveyed its institutions to identify their top three projects in these categories. K-16 collaborations are those with K-12 schools designed to promote student access and success in higher education, either school- or student-centered, or both.

Examples of economic impact (periodic studies)	
U. T. institutions	Reports issued since 2000, based on periodic studies commissioned by individual institutions.

Historically Underutilized Business trends	
U. T. System Office of HUB Development	Categories defined by State-required reporting.

Sources of donor support	
Alumni giving trends	
U. T. System Office of the Comptroller	Data based on annual reports to the Council for Aid to Education (CAE) Survey. Categories defined by CAE.
Examples of high-priority collaborations with business, industry, health, public, and community organizations	
U. T. institutions	The U. T. System surveyed its institutions to identify their top three projects in these categories, and may include any health-care collaborations.

IV. Organizational Efficiency and Productivity

Key operating revenue sources, disaggregated by source (i.e., State appropriations, tuition, etc.)	
2000 and 2001 Exhibit C of Annual Financial Report (AFR); 2002 through 2004, Exhibit B (AFR); U. T. System Office of Business Affairs	Includes all revenue sources: tuition and fees; State appropriations; government grants and contracts; non-government grants and contracts; gifts; sales and services of hospitals; sales and services – other; physician fees; other. Excludes transfers between entities to avoid double-counting of the same funds such as revenue sent by the System administration initially and by the entity receiving them.

Key operating expenses, disaggregated by purpose	
Same as for revenue	Categories are broken out as required by GASB: instruction; research, hospitals/clinics; institutional support & physical plant; other (public service, academic support, student services, scholarships, auxiliary, depreciation, and interest expense).

Adjusted total revenue (tuition, fees, state appropriations) per FTE student and per FTE faculty	
U. T. System Office of Business Affairs; FTE data from THECB and U. T. System academic institutions	Adjusted total revenue includes tuition, fees, and State appropriations.

Appropriated funds per FTE student and per FTE faculty (contextual measure)	
2000 and 2001 Exhibit C of Annual Financial Report (AFR); 2002 through 2004, Exhibit B (AFR); U. T. System Office of Business Affairs	Includes total appropriated State funds.

Total dollar amount of endowment, and ratio per FTE student and per FTE faculty	
U. T. Office of External Relations; CAE annual report; FTE student and faculty data from THECB and U. T. System academic institutions	Endowment is total value as reported in annual survey to CAE. FTE faculty are all faculty in CBM 008 rank codes 1-5, and appointment codes 01 and 02.

Amount expended for administrative costs as a percent of expenditures	
LBB report; U. T. System Office of Business Affairs	Total expenses defined by the LBB exclude expenses of auxiliary enterprises and service departments. Administrative costs also exclude expenses of service departments.

Assignable space per FTE student	
U. T. System Office of Facilities Planning and Construction; THECB Campus	E&G gross square feet is the sum of all square feet of floor areas within the exterior walls of buildings that can be used for programs including such major room use categories as: classrooms, laboratories, offices, study areas, health care, and residential. Educational and general (E&G) space is the net assignable space used to carry out institutional missions of instruction, research, and many types of public service.

Planning Website	
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Ratio of research expenditures to research E&G sq. ft.

U. T. System Office of Facilities Planning and Construction; THECB Space Project model

Space utilization rate of classrooms

Same as above Based on Coordinating Board formula.

Construction projects—total projected cost, number of projects, number of square feet to be added (contextual measure)

U. T. System Office of Facilities Planning and Construction

U. T. data based on number of projects and total project cost includes both new construction and renovation projects; new square footage only includes gross square footage added.

Facility condition index

U. T. System Office of Facilities Planning and Construction

Index of gross square feet, campus replacement value, capital renewal backlog.

Small class trends

U. T. System Office of Academic Affairs, U. T. System academic institutions; definition from THECB

Small undergraduate classes enroll fewer than 10 students; small graduate classes enroll fewer than 5 students.

V. Institutional Profiles

Centers of Excellence

U. T. System institutions

Centers of Excellence are defined as: entities identified as a high priority by the institution that integrate research (and, in some cases, teaching) around a specific topic or problem area, and are supported by external funds (state sources, federal grants for research centers, private philanthropy, and/or other sources).

Health-Related Institutions

I. Student Access and Success: Health-Related Institutions

Number of undergraduate, graduate, and professional students enrolled by school on the 12th class day, by ethnicity, gender, and level	
CBM 001 Student Report	The number of undergraduate, graduate, and professional students enrolled on the 12 th class day by school, total, level, and by gender and ethnicity. These disaggregated data and related data below will make it possible to track recruitment and retention of underrepresented minority students.

Licensure/certification rate of allied health students	
Institution reports to LBB	LBB performance measure. The percentage of allied health graduates or eligible students in a discipline that offers or requires an external certification or licensure who pass the examination on the first attempt. Presented to demonstrate the U. T. institutions' role in training high-quality healthcare providers to serve Texas.

National board exam first-time pass rate for dental students	
U. T. System institution reports to LBB	LBB performance measure. The percentage of students who pass part one or part two of the National Board Dental Examination on the first attempt. Presented to demonstrate the U. T. institutions' role in training high-quality healthcare providers to serve Texas.

National board exam first-time pass rate for medical students	
U. T. System institution reports to LBB	LBB performance measure. The percentage of students who pass part one or part two of the U.S. Medical Licensing Examination (USMLE) on the first attempt. Presented to demonstrate the U. T. institutions' role in training high-quality healthcare providers to serve Texas.

National licensure exam pass rates of graduate level nursing students (R.N., and advanced practice nursing)	
U. T. System institution reports to LBB	LBB performance measure. The percentage of BSN graduates or eligible students who pass the National Council Licensure Examination (NCLE) on the first attempt. The percent of graduates who are certified for Advanced Practice Status in Texas two years after completing their degrees as of August 31 of the current calendar year. Presented to demonstrate the U. T. institutions' role in training high-quality healthcare providers to serve Texas.

Number of degrees awarded by school, level, ethnicity, and gender	
CBM 009 Graduation Report and U. T. health-related institutions	The number of degrees awarded by school level, ethnicity, and gender.

Graduation rates of medical, dental, nursing, allied health, public health, and informatics students	
THECB accountability system, http://www.thecb.state.tx.us/accountability/	This system does not count full cohorts, so numbers may be distorted for programs that admit significant numbers of students after fall semester.

II. Teaching, Research, and Health Care Excellence

Amount of research expenditures, by funding source (federal, state, private, local)	
Survey of Research Expenditures, THECB	Dollar amount of research funding. Like the LBB outcome measure, indirect costs and pass-throughs to the institutions are included.

Amount of research funds as a percent of formula-derived general appropriations revenue	
2000 and 2001 Exhibit C of Annual Financial Report (AFR); 2002-2004, Exhibit B (AFR); U. T. System Office of Business Affairs; THECB Survey of Research Expenditures	Purpose of measure is to show leveraging effect of State support in terms of additional, research funding acquired by institutions. Using GR funds in the denominator takes into account salaries and DOE that contribute to research.

Number and percent of FTE tenure/tenure-track faculty holding extramural grants

Grant information from U.T. System institutions; faculty from CBM 008 Faculty Report and U. T. System health-related institutions	The number and percent of FTE tenure/tenure-track faculty (principle investigators) holding grants. This measure of faculty research productivity is not influenced by size of grants. FTE tenure/tenure-track data come from CBM 008 Faculty Report rank codes 1-4 and appointment codes 01, 03, 11, 12, 13 (instruction, patient care, academic support, research, public service). This measure is defined to be broadly inclusive since faculty with a wide range of responsibilities conduct research at health-related institutions.
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Ratio of research expenditures to FTE faculty

2000 and 2001 Exhibit C of Annual Financial Report (AFR); 2002-2004, Exhibit B (AFR); U. T. System Office of Business Affairs; THECB Survey of Research Expenditures; FTE faculty as in measure, above	This measure of faculty research productivity is influenced by size of grants. FTE faculty is total of T/TT and non-T/TT faculty in measure above, since both groups generate sponsored research funding.
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Total number of endowed professorships and chairs, number filled, and percent of total budgeted tenure/tenure track faculty

U. T. institutions	Relates to, but is broader than LBB outcome measure, which looks only at unfilled positions.
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Faculty awards

U. T. institutions	Cumulative and annual additions to national and international honors, fellowships, academy memberships for most recent academic year.
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Number of new invention disclosures
Number of patents issued
Number of licenses and options executed
Number of new public start-up companies
Gross revenue from intellectual property

THECB Technology Development and Transfer Survey	This survey is conducted every two years; most recently in 2004. Excludes non-public start-up companies.
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Number of faculty and staff, by ethnicity and gender

U.T. System Office Technology and Information Systems for staff; CBM 008 Faculty Report	This is a headcount measure. (a) tenure/tenure-track faculty from CBM 008 Faculty Report are faculty with codes 1-4; (b) non tenure-tenure-track faculty from CBM 008 Faculty Report are faculty with code 5; (c) classified staff (positions that do not entail significant instructional or administrative responsibilities – administrative and professional staff, excluding faculty and student employees for whom student status is a condition of employment) from HR data, using job class codes. This measure shows institutions' progress in diversifying their faculty and staff.
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FTE student/FTE faculty ratio

Student data from health-related institutions; CBM 008 Faculty Report	Like LBB explanatory measure. FTE faculty from CBM 008 Faculty Report rank codes 1-5 and appointment codes 01, 03, 11, 12, 13 (Instruction, patient care, academic support, research, public service). CB faculty data only available from FY 01 forward. FTE student data from THECB.
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Number of Accreditation Council for Graduate Medical Education-accredited resident programs
Number of residents in ACGME-accredited programs

U. T. health-related institutions	Based on Accreditation Council for Graduate Medical Education (ACGME) report; includes accredited programs only.
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State-owned and affiliated hospital admissions by U. T. institution faculty

U. T. institutions; U. T. System Hospital Report	
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State-owned and affiliated hospital days by U. T. institution faculty Clinic visits in state-owned and affiliated facilities treated by U. T. institution faculty Total charges for un-sponsored charity care by faculty in state-owned and affiliated facilities	
LBB performance report	

Patient satisfaction ratings	
U. T. System health-related institutions	Each institution designs its own satisfaction surveys or which contracts with outside organizations to survey customers

Examples of high-priority externally funded research collaborations Examples of high-priority educational collaborations	
U. T. System institutions Same as II, p. 5, above.	

Faculty salaries and trends	
U. T. System Office of Health Affairs; U. T. institutions	Budgeted salaries for given fiscal year.

III. Service to and Collaborations with Communities

Examples of high-priority collaborations with schools	
U. T. System institutions	Same as III, p. 5, above.

Examples of economic impact (periodic studies)	
U. T. System institutions	Same as III, p. 6, above.

Historically Underutilized Business trends	
U. T. System institutions	Same as III, p. 6, above.

Sources of donor support Alumni giving trends	
	Same as III, p. 6, above.

Examples of high-priority collaborations with business, health, industry, public, and community organizations	
	Same as III, p. 6, above.

IV. Organizational Efficiency and Productivity

Key operating revenue sources, disaggregated by source (i.e. State appropriations, tuition, etc.)	
	Same as IV. A, p. 7, above.

Key operating expenses disaggregated by purpose	
	Same as IV. A, p. 7, above.

Total System patient care revenue	
U. T. System hospital reports; MSRDP and institutional reports	

Ratio of admissions, charity care, hospital days, and clinic visits to General Revenue for state-owned hospital/clinic operations	
U. T. System Annual Hospital Report and U. T. institutions' report of General Revenue for hospital operations	
Total dollar amount of endowment, and ratio per FTE student and per FTE faculty	
	Same as IV. A, p. 6, above.
Amount expended for administrative costs as a percent of expenditures	
	Same as IV. A, p. 6, above.
Clinical revenue per FTE clinical faculty	
MSRDP Report, Faculty Salary Report, and U. T. System Health-Related institutions	Clinical charges and collections illustrate the volume of care that faculty provide.
Ratio of research expenditures to research E&G sq. ft.	
U. T. System Office of Facilities Planning and Construction; THECB Space Project model	Includes funding for clinical trials; but excludes space used for clinical trials.
Construction projects—total projected cost, number of projects, # sq. ft. to be added Facility condition index	
	Same as IV. A, p. 7, above.

V. Institutional Profiles

Centers of Excellence	
U. T. System institutions	Centers of Excellence are defined as: entities identified as a high priority by the institution that integrate research (and, in some cases, teaching) around a specific topic or problem area, and are supported by external funds (state sources, federal grants for research centers, private philanthropy, and/or outer sources).

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