



**HEALTH AFFAIRS COMMITTEE  
THE UNIVERSITY OF TEXAS SYSTEM  
BOARD OF REGENTS  
AGENDA**

March 31, 2003  
2:00 p.m. – 3:30 p.m.  
Board Room, 9<sup>th</sup> Floor, Ashbel Smith Hall  
Austin, Texas

- |           |   |  |
|-----------|---|--|
| 2:00 p.m. | 1. <b>Welcome and Opening Remarks</b>   | <i>Chairman Patrick Oxford</i>               |
| 2:05 p.m. | 2. <b>Informational Item:</b><br>Report of Executive, Administrative, Managerial,<br>and Faculty Staffing ( <u>Information Item</u> )   | <i>Dr. Homer Peña<br/>Dr. James Guckian</i>  |
| 2:30 pm   | 3. <b>Discussion Item:</b><br>a. Impact of Proposed Budget Reductions on<br>Health Components<br>b. U. T. Health Science Center – Houston:<br>Purchase of Clinic Space ( <u>Discussion Item</u> ) | <i>Presidents</i>                            |
| 3:15 pm   | 4. <b>Agenda Item:</b><br>U. T. Health Science Center – Houston: Purchase<br>of Clinic Space ( <u>Discussion Item</u> )   | <i>Dr. James Willerson<br/>Mr. Lon Fugit</i> |
| 3:30 pm   | 5. <b>Adjourn</b>   |  |

**Report on Executive,  
Administrative, Managerial and  
Faculty Staffing**

The University of Texas System  
Office of Health Affairs

Board of Regents  
Health Affairs Committee Meeting  
March 31, 2003

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The University of Texas Southwestern Medical Center at Dallas  
The 2002-2003 Annual Report on Human Resources  
For  
The University of Texas System Board of Regents

### **Executive Summary**

The Annual Report on Human Resources summarizes the efforts by UT Southwestern Medical Center to review the hiring, promotion, and salaries of women and minorities to ensure equal opportunity and equal access at the university.

A review of the summary data shows progress toward our goal of increasing female and minority representation in faculty, executive and administrative positions and closing the gap in salaries between males and females.

#### **Faculty Salary Equity**

A committee was appointed in April 1999 to compare the salaries of female faculty with the salaries of their male counterparts, to determine if equity issues existed. After thorough analysis, salaries were adjusted as indicated in the 2001 Report. We reviewed those salaries again in 2002 to maintain the gains that had been established, and this is reflected in this year's report. We will examine these issues in detail again in 2003 to ensure we are closer to approaching our goal of parity.

#### **Recruitment of Female and Minority Faculty**

We added 53 females to the faculty. Nine Hispanics and 46 Asians were added since last year. We added one Black female in the Tenured Faculty ranks. We are continuing in our efforts to increase the number of females and minorities in our faculty.

#### **Community Outreach**

We have continued our involvement with Paul Quinn College, a Historically Black College in Dallas, and a source that brings talented science majors and potential future students to the campus. We are continually developing creative partnerships to bring minority students to the university.

#### **Multicultural Awareness**

The annual International Festival will be held on campus this year for the fourth time. The Multicultural Awareness Week was designed to increase the awareness of the UT Southwestern campus of cultural characteristics of patients from multiple backgrounds. The event is designed to better train healthcare providers in their ability to treat and interact with the diverse patient makeup on the complex.

### Classified Salary Studies

UT Southwestern has established a Salary Administration Division in the Office of Human Resources to regularly review the compensation of all employees, especially women and minorities, for market competitiveness and internal equity. There is a biennial review of salaries for each job family with market and/or equity adjustments as necessary.

THE UNIVERSITY OF TEXAS  
SOUTHWESTERN MEDICAL CENTER  
AT DALLAS

Kern Wildenthal, M.D., Ph.D.  
President

December 12, 2002

Chancellor Mark G. Yudof  
The UT System  
OHH, Room 404  
601 Colorado Street  
Austin, Texas 78701

Subject: Executive Summary of Human Resources Report

Dear Chancellor Yudof,

Enclosed is the 2002-2003 Annual Report on Human Resources for UT Southwestern.

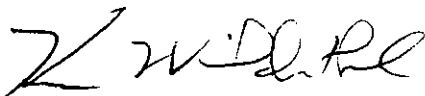
We continue to make progress toward our goal of closing the gap in salaries paid to females and minorities compared to their White male counterparts. We continue to see an increase in the number of minorities and females in faculty, executive and administrative positions and have added one Black female in Tenured Faculty.

The total number of Faculty has increased by 190 since 1996. The increase includes 124 females, or 65% of the total. There has also been an increase of 22 Hispanics (56%), one Black (3%) and 102 Asians (76%). There has been a decrease in the total number of Executive Staff since 1996, but we had an increase of one Black in this category. The total number of females and minorities increased in the Administrative Staff category. We added 7 females (47%). We added two Hispanics and one Native American in this category, where previously there had been none. One Asian was added.

In Faculty, average monthly salaries for Blacks (\$11,960) exceed the average monthly salaries for Whites (\$11,789). Hispanics earn 97% of the salaries per month of Whites. We have made significant strides in reaching salary equity for Blacks and Hispanics with average salaries for Blacks increasing 104%, and 79% for Hispanics since 1996. Average salaries for Whites increased 50% and females 58% for that time period. Further details of these changes are included in the comments on statistical report.

A faculty salary equity study was completed in June 2001 and adjustments in salaries reduced the gap in salaries between males and females. The study will be reviewed again in 2003 to ensure we are succeeding in our efforts at parity.

Sincerely,



Kern Wildenthal, M.D., Ph.D.  
U.T. Southwestern Medical Center - Dallas

**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. SOUTHWESTERN MEDICAL CENTER AT DALLAS  
EXECUTIVE, ADMINISTRATIVE, & MANAGERIAL STAFF  
DEMOGRAPHICS  
1996-2002**

**EXECUTIVE STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	35	95%	17	85%
Black	1	3%	2	10%
Hispanic	1	3%	1	5%
Asian	0	0%	0	0%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>37</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
<b>Gender:</b>				
Male	34	92%	17	81%
Female	3	8%	4	19%
<b>Totals:</b>	<b>37</b>	<b>100%</b>	<b>21</b>	<b>100%</b>

**ADMINISTRATIVE STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	38	88%	49	84%
Black	4	9%	4	7%
Hispanic	0	0%	2	3%
Asian	1	2%	2	3%
American Indian	0	0%	1	2%
<b>Totals:</b>	<b>43</b>	<b>100%</b>	<b>58</b>	<b>100%</b>
<b>Gender:</b>				
Male	28	65%	36	62%
Female	15	35%	22	38%
<b>Totals:</b>	<b>43</b>	<b>100%</b>	<b>58</b>	<b>100%</b>

**MANAGERIAL STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	45	79%	45	83%
Black	4	7%	2	4%
Hispanic	2	4%	4	7%
Asian	6	11%	3	6%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>57</b>	<b>100%</b>	<b>54</b>	<b>100%</b>
<b>Gender:</b>				
Male	33	58%	31	57%
Female	24	42%	23	43%
<b>Totals:</b>	<b>57</b>	<b>100%</b>	<b>54</b>	<b>100%</b>

**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. SOUTHWESTERN MEDICAL CENTER AT DALLAS  
FACULTY DEMOGRAPHICS**

1996-2002

**TENURED FACULTY**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	216	93%	211	89%
Black	1	0%	2	1%
Hispanic	6	3%	9	4%
Asian	9	4%	15	6%
American Indian	0	0%	0	0%
International	0	0%	1	0%
<b>Totals:</b>	<b>232</b>	<b>100%</b>	<b>238</b>	<b>100%</b>
<b>Gender:</b>				
Male	211	91%	210	88%
Female	21	9%	28	12%
<b>Totals:</b>	<b>232</b>	<b>100%</b>	<b>238</b>	<b>100%</b>

**TENURE TRACK FACULTY**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	78	80%	64	71%
Black	3	3%	1	1%
Hispanic	5	5%	2	2%
Asian	9	9%	17	19%
American Indian	1	1%	0	0%
International	1	1%	6	7%
<b>Totals:</b>	<b>97</b>	<b>100%</b>	<b>90</b>	<b>100%</b>
<b>Gender:</b>				
Male	80	82%	66	73%
Female	17	18%	24	27%
<b>Totals:</b>	<b>97</b>	<b>100%</b>	<b>90</b>	<b>100%</b>

**NON-TENURE FACULTY**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	752	80%	825	73%
Black	25	3%	25	2%
Hispanic	27	3%	48	4%
Asian	104	11%	158	14%
American Indian	0	0%	1	0%
International	27	3%	69	6%
<b>Totals:</b>	<b>935</b>	<b>100%</b>	<b>1,126</b>	<b>100%</b>
<b>Gender:</b>				
Male	580	62%	661	59%
Female	355	38%	465	41%
<b>Totals:</b>	<b>935</b>	<b>100%</b>	<b>1,126</b>	<b>100%</b>

**ALL FACULTY**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	1,046	83%	1,100	76%
Black	29	2%	28	2%
Hispanic	38	3%	59	4%
Asian	122	10%	190	13%
American Indian	1	0%	1	0%
International	28	2%	76	5%
<b>Totals:</b>	<b>1,264</b>	<b>100%</b>	<b>1,454</b>	<b>100%</b>
<b>Gender:</b>				
Male	871	69%	937	64%
Female	393	31%	517	36%
<b>Totals:</b>	<b>1,264</b>	<b>100%</b>	<b>1,454</b>	<b>100%</b>



## **The University of Texas Medical Branch**

### **Annual Report on Human Resources**

**2002–2003**

**for**

**Chancellor Mark Yudof**

**The University of Texas System**

#### **Introduction**

The University of Texas Medical Branch (UTMB) is committed to having an environment where there is no unfair advantage or disadvantage for any member of the diverse workforce. This document is a summary of the activities and programs we have initiated at UTMB to help create an environment where all our students, faculty, and staff feel they are treated fairly and are valued and respected. We have also outlined our efforts to foster the principles of professionalism, teamwork, and improvement at the institution.

While we recognize that we still have work to do to create the environment we strive for, we are pleased with the work we have done over the past year to bring us closer to our goals.

#### **Executive Summary**

Producing the Annual Report on Human Resources has allowed us to catalog and evaluate the programs we have in place at the institution to promote an environment that fosters equity and rewards professionalism, teamwork, and improvement. This report reflects the current state of the institution and demonstrates our commitment to provide opportunities for fair compensation and advancement to a gender and ethnically diverse population of faculty, staff, and students and to provide a healthcare workforce that mirrors the populations we serve.

We had several initiatives on campus this year that have helped to raise awareness and gather data regarding women and minority issues at UTMB. The Core Committee on the Status of Women Faculty and Administrators helped with the dissemination of data from a faculty salary equity survey. This included creating a website ([http://www.utmb.edu/president/Salary\\_Equity/salary\\_equity.htm](http://www.utmb.edu/president/Salary_Equity/salary_equity.htm)) to make the information available to our faculty and holding a series of meetings to communicate the findings. With regard to gender issues specifically, Dr. Emma Stokes from Johns Hopkins University continued her work with the Core Committee on the Status of Women Faculty and Administrators and the deans to help raise awareness and identify areas where gender bias exists for women faculty on our campus.

Various entities within the university have instituted programs to better attract and retain minority students and employees. Each of the four schools has programs to encourage minority participation. For example, the School of Medicine hosts cultural, ethnic, and gender awareness workshops, summer programs that focus on underrepresented students, and community-based programs in the K–12 age group. The university, through the Office of the Vice President for

Community Outreach, coordinates a partnership with the East Texas Area Health Education Center where, during the past year, they provided sixty-three enrichment projects to participants, 92% of whom were from underrepresented minorities and disadvantaged populations. The goal of the partnership is to provide training, internships, professional development, orientation, and recognition to individuals from underrepresented racial and ethnic groups who are interested in the healthcare field.

We pledge to take the necessary steps to eliminate discrepancies in faculty salaries based on gender or ethnicity and to increase minority representation in all of the schools and administration. To that end, each dean has established goals regarding the ethnicity of their faculty for the coming year and I am committed to making this one of my highest priorities.



John D. Stobo, MD  
President  
The University of Texas Medical Branch

**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. MEDICAL BRANCH AT GALVESTON  
EXECUTIVE, ADMINISTRATIVE, & MANAGERIAL STAFF  
DEMOGRAPHICS  
1996-2002**

**EXECUTIVE STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	76	89%	62	91%
Black	2	2%	4	6%
Hispanic	2	2%	2	3%
Asian	5	6%	0	0%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>85</b>	<b>100%</b>	<b>68</b>	<b>100%</b>
<b>Gender:</b>				
Male	50	59%	47	69%
Female	35	41%	21	31%
<b>Totals:</b>	<b>85</b>	<b>100%</b>	<b>68</b>	<b>100%</b>

**ADMINISTRATIVE STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	154	88%	55	83%
Black	10	6%	5	8%
Hispanic	8	5%	5	8%
Asian	4	2%	1	2%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>176</b>	<b>100%</b>	<b>66</b>	<b>100%</b>
<b>Gender:</b>				
Male	85	48%	40	61%
Female	91	52%	26	39%
<b>Totals:</b>	<b>176</b>	<b>100%</b>	<b>66</b>	<b>100%</b>

**MANAGERIAL STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	241	81%	326	80%
Black	37	12%	35	9%
Hispanic	17	6%	32	8%
Asian	3	1%	10	2%
American Indian	1	0%	3	1%
<b>Totals:</b>	<b>299</b>	<b>100%</b>	<b>406</b>	<b>100%</b>
<b>Gender:</b>				
Male	84	28%	133	33%
Female	215	72%	273	67%
<b>Totals:</b>	<b>299</b>	<b>100%</b>	<b>406</b>	<b>100%</b>

**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. MEDICAL BRANCH AT GALVESTON  
FACULTY DEMOGRAPHICS**

**1996-2002**

**TENURED FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	262	85%	250	79%
Black	2	1%	9	3%
Hispanic	10	3%	15	5%
Asian	35	11%	42	13%
American Indian	0	0%	0	0%
International	0	0%	0	0%
<b>Totals:</b>	<b>309</b>	<b>100%</b>	<b>316</b>	<b>100%</b>
Gender:				
Male	241	78%	242	77%
Female	68	22%	74	23%
<b>Totals:</b>	<b>309</b>	<b>100%</b>	<b>316</b>	<b>100%</b>

**TENURE TRACK FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	306	80%	91	65%
Black	20	5%	6	4%
Hispanic	17	4%	12	9%
Asian	38	10%	31	22%
American Indian	0	0%	0	0%
International	1	0%	0	0%
<b>Totals:</b>	<b>382</b>	<b>100%</b>	<b>140</b>	<b>100%</b>
Gender:				
Male	236	62%	93	66%
Female	146	38%	47	34%
<b>Totals:</b>	<b>382</b>	<b>100%</b>	<b>140</b>	<b>100%</b>

**NON-TENURE FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	211	72%	342	69%
Black	6	2%	21	4%
Hispanic	18	6%	31	6%
Asian	44	15%	99	20%
American Indian	1	0%	1	0%
International	12	4%	3	1%
<b>Totals:</b>	<b>292</b>	<b>100%</b>	<b>497</b>	<b>100%</b>
Gender:				
Male	164	56%	255	51%
Female	128	44%	242	49%
<b>Totals:</b>	<b>292</b>	<b>100%</b>	<b>497</b>	<b>100%</b>

**ALL FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	779	79%	683	72%
Black	28	3%	36	4%
Hispanic	45	5%	58	6%
Asian	117	12%	172	18%
American Indian	1	0%	1	0%
International	13	1%	3	0%
<b>Totals:</b>	<b>983</b>	<b>100%</b>	<b>953</b>	<b>100%</b>
Gender:				
Male	641	65%	590	62%
Female	342	35%	363	38%
<b>Totals:</b>	<b>983</b>	<b>100%</b>	<b>953</b>	<b>100%</b>

## **Executive Summary**

### **The University of Texas Health Science Center at Houston Annual Report on Human Resources 2002-2003**

The University of Texas Health Science Center at Houston (UTHSC-H) believes that its future is dependent on the sustenance of an environment where imagination, creativity and differences are celebrated and valued. Significant progress has been made in a number of areas, but until we reach our goal of having a student body, faculty and institutional leadership that mirror our diverse society, work remains to be done. Toward this end, the President of UTHSC-H has asked for and supported the development of a diversity plan that was just approved for implementation over a five-year period beginning in 2003. This plan grew out of two independent and large-scale planning processes that brought together groups of faculty and students to address this issue as a part of our ongoing strategic planning process. These planning efforts reinforced both the need to establish a plan for enhancing diversity and a sense of readiness to embrace such a plan. The plan will build on the past achievements that are described in this report, and which are summarized below, to create a unified and coordinated approach and guide our future efforts in the pursuit of our goal.

#### **Core Committee for the Advancement of Minorities and Women**

- The Core Committee for the Advancement of Minorities and Women (previously named the Core Committee for the Advancement of Women) reports to the President and is charged with promoting the professional development and advancement of minorities and women on the UTHSC-H campus.
- The membership of the Core Committee is comprised of representatives from the Committee on the Status of Women; the Association of Women Faculty and the Multicultural Affairs Committee; Presidential appointees; school administrators with faculty development responsibilities and the Director of the Office of Equal Opportunity and Diversity.
- During FY02, the Core Committee reviewed the charges of all the committees and associations represented on the committee and identified goals to establish purpose and direction for the Core Committee and its affiliated committees and associations; updated its Web site with links to affiliated committees and associations and posted current institutional data on faculty and professional staff by ethnicity and gender; analyzed the data for women and minority faculty to assess the status of these constituencies; developed a combined annual report for the Core Committee, the Committee on the Status of Women and the Multicultural Affairs Committee; and explored the need for a cultural assessment of the environment.

#### **Appointment of Major Standing, Special and Search Committees**

- Except where designated by law, every effort is made by the UTHSC-H Nominating Committee to provide diversity in representation on the 27 UTHSC-H standing and special committees.
- Appointments to search committees for faculty and administrative and professional staff follow the policies established in the institutional Handbook of Operating Procedures and special guidelines developed by the Core Committee for the Advancement of Minorities and Women for the recruitment of academic administrators.

#### **Salary Equity Studies**

- Seven comprehensive faculty salary equity studies have been conducted at UT-Houston (1981, 1986, 1992, 1994, 1996, 1998, 2002).
- The most recent study completed in October of 2002 found no evidence of systematic gender or ethnic bias, which is consistent with findings from the past four studies. The next study is scheduled for 2005.

- The second phase of a study of management Administrative and Professional (A&P) and Classified Staff by the consulting firm of Watson Wyatt was initiated during FY02 and involves reviewing the job descriptions and analyzing market data for the Classified Staff.

### **Efforts Associated with the Development and Maintenance of an Equitable and Representative Institution**

#### ***Institutional Efforts – Organization and Advocacy***

To ensure that there is organizational support and advocacy for developing and maintaining an equitable and representative institution, UTHSC-H has established several new offices and positions and continues to support and work with appropriate institutional committees and Council as follows:

- The ***Office of the Executive Vice President for Strategic Affairs*** was created during FY01 and has, as part of its charge, oversight for activities related to diversity and responsibility for the development and implementation of an institutional plan for diversity.
- The ***Office of Equal Opportunity and Diversity*** was reorganized in FY02 and has central responsibility for ensuring that the university meets its obligation as an affirmative action, equal opportunity employer and educational institution as well as responsibility for implementing, articulating and advocating for policies, procedures and priorities in the areas of equal opportunity and diversity.
- The ***Assistant to the President on matters related to governmental relations and diversity*** has been instrumental in working with key legislators of interest to UTHSC-H, played a role in the development of the new diversity strategic plan and been active in drawing support from the local African American and Hispanic medical associations to the Medical School.
- UTHSC-H administration works closely with the ***Core Committee on the Advancement of Minorities and Women, the Committee on the Status of Women, the Multicultural Affairs Committee, the Association of Women Faculty and the Minority Faculty Association.***
- UTHSC-H has active ***faculty and student governance organizations in each of its six schools***, institutional faculty and student governance organizations (called the ***Interfaculty Council and the Student InterCouncil***) and a university ***Classified Staff Council*** that address policies and concerns of their constituencies and engage in activities that foster communication within the institution.
- In addition to offices and governance organizations, UTHSC-H also has a ***Management Forum*** of over 230 members that meets on a quarterly basis to enhance communication and discuss issues of common interest and concern and has established ***administrative case rounds*** sponsored by various groups on campus as a mechanism for reflecting on our own experiences and collectively learning and developing new mechanisms for addressing specific issues impacting the institution.

#### ***Institutional Efforts – Organizational Assessment***

In order to assist in institutional decision making, increase communication, improve services and programs provided to faculty staff and students and develop new initiatives for meeting its goals and objectives, UTHSC-H has established a number of mechanisms for assessing issues of concern to faculty, students, staff and the institution.

- The Office of Institutional Assessment periodically conducts ***Faculty Satisfaction, Student Perception and Classified Staff surveys*** in collaboration with the Interfaculty Council, the Student InterCouncil and the Classified Staff Council respectively to better understand and address issues of concern to these constituencies. (The Student Perception Survey was completed in Fall of FY02 and the Classified Staff Survey is in the final stages of analysis.)
- To ensure accountability of administrative and academic administrators, UTHSC-H has a policy that provides for the ***periodic evaluation of administrators.*** (The Deans of the Medical School and the Dental Branch underwent reviews in FY2002.)

- Eight comprehensive **faculty salary equity studies** have been conducted at UTHSC-H; the most recent study was completed in December 2002.
- As part of its strategic planning process, a **Diversity Task Force** was established for the purpose of assessing the current institutional culture and its impact on recruitment and retention of faculty, staff and students. Task Force recommendations were integrated into an institutional **Strategic Plan for Diversity** that has been approved for implementation beginning in 2003.

#### **Institutional Efforts – Internal Community**

The UTHSC-H is committed to providing an environment that supports and encourages diversity, the professional development of its faculty, students and staff and contributes to the quality of life on our campus.

- The **Office of Equal Opportunity and Diversity** serves as a resource to students, staff and faculty in providing leadership and advice in matters of diversity and equity. During FY02, the office sponsored numerous diversity awareness activities (Martin Luther King Celebration, Diversity Week, Multicultural Day, Hispanic Heritage Month, Forum on "Cross Cultural Dynamics of the Hispanic Culture," Lecture on "Folk Medicine"), training workshops and events to promote mutual respect and multicultural sensitivity, broaden the understanding of diversity and how to integrate managing diversity principles in day-to-day life. The office also administers the university's summer administrative program in which faculty and administrative professionals serve as mentors to a diverse group of students with interests in the areas of science, research and healthcare administration.
- A variety of **employee professional development and training courses** are offered through Human Resources, Employee Assistance, Environmental Health and Safety, Information Services, Laboratory Animal Medicine and Care, the Committee for the Protection of Human Subjects, the Office of Sponsored Projects and Institutional Compliance.
- To help faculty, staff, students, residents and fellows reconcile the needs of work and family life, UTHSC-H established the **Work/Life Program** to provide various kinds of support and assistance about resources available to them such as the Family Care Resource and Referral Service, Employee Assistance Program and Student Counseling Services.
- UTHSC-H has also put in place a policy that provides for **Flextime Schedules** to help employees balance the competing demands of their work and personal life.

#### **Institutional Efforts – Community Outreach**

In order to attract and retain a diverse study body, the UTHSC-H has developed community outreach programs that target disadvantaged students and provide educational intervention at the Pre-K through college level. These programs are aimed at improving the overall educational experience and increasing awareness about and preparation for careers in the health professions.

- **Office of Community and Educational Outreach.** A major charge of this office is to oversee community and educational programs that support institutional diversification. The office coordinates, funds, administers and/or supports InterCon, schools efforts and many of the numerous Pre-K-16 outreach activities at UTHSC-H outlined below.
- **InterCon (short for Inter Connections).** InterCon is a network of universities and K-12 schools created as part of UTHSC-H's long-range plan to develop and coordinate K-16 education outreach programs as a means to further diversity UTHSC-H's student body. Its purpose is to add to the pool of minority high school graduates who go on to college and to ensure that college graduates are prepared to pursue health-related professions as careers.
- **PreK-12 Programs**

*CARS (Center for Academic and Reading Skills).*

*CATCH (Coordinated Approach To Child Health).*

**CIRCLE** (*Center for Improving the Readiness of Children for Learning and Education*).

**Reach Out and Read Texas**

**Elementary School Science Enhancement Program.**

**Excellence-in-Education Mini-Grant Program.** The purpose of this program is to improve teacher/staff education, specific skills and knowledge of students by providing small grants to support innovative projects that include science, math and computer literacy in the classroom.

**Asthma Management Familias** (*Familias y Escuelas Unidas Para Controlar Asma*)

**SASI Program** (*School Asthma Screening and Intervention*).

**After School Museum Program.** (UTHSC-H partners with the John P. McGovern Museum of Health and Medical Science to benefit disadvantaged school-age children who attend the Spring Branch Boys and Girls Club.)

**Program on Childhood Injury Prevention.** (UTHSC-H partners with the Department of Emergency Medicine at LBJ Hospital to sponsor a programs for children at Harris County and Houston Public Libraries to increase awareness of safety measures among young children and reduce the high incidence of preventable childhood injuries seen in our area hospitals.)

**ASPIRE** (*A Smoking Prevention Interactive Experience*).

**Safer Choices** (*HIV, STD, and Pregnancy Prevention Program for High School Students*).

**UTHSC-H Harris County Behavioral Health Collaborative.** The University of Texas Harris County Psychiatric Center, as part of its community service and education missions, provides weekly consultative services to school faculty in 27 schools in nine school districts (approximately 1,280 faculty and 20,000 students impacted).

**Hightower High School Medical Science Academy.** (Partnership with Hightower High School in the Fort Bend Independent School District on advisement of teachers and administrators at Hightower on its health and medical science curriculum.)

**Urban Ecology-Environmental Biology Advanced Placement Course.** (Partnership with Hightower High School to provide support for a new Advanced Placement course in Urban Ecology-Environmental Biology.)

**HEADS UP** (*Health Education And Discovering Science While Unlocking Potential*). (Partnership with Spring Branch Independent School District and the John P. McGovern Museum of Health and Medical Science in Houston to unite teachers with resources, technology, and personnel in one of the largest medical complexes in the world in order to cover science subjects and the Texas Essential Knowledge and Skills.)

**Science Exploration and Curriculum Writing Institute.** This activity is connected with but separate from Heads Up. Teachers participate in a three-week, intensive hands-on research-based summer institute in collaboration with UTHSC-H professionals and other community resources. The institute exposes teachers to the latest community science resources and professionals that best address articulated curriculum needs concerning the human body, human disease and prevention. From this experience, teachers create and revise health science curriculum materials for Heads Up to convey pedagogy and content appropriate for middle school students.

**Smithsonian Scholars in the Schools Program.** (Partnership with the Smithsonian Office of Education in Washington D.C. to bring renowned Smithsonian scholars to the Spring Branch Independent School District to provide workshops for teachers, teach students, and lecture to citizens in the local community.)

**High School Microbiology and Pathophysiology Distance Learning Courses.** (Partnership with The University of Texas at El Paso and The University of Texas Southwestern Medical School at Dallas to contribute expertise and resources to the distance learning medical microbiology and pathophysiology courses in the Spring Branch Independent School District.)

**SABE** (*Students Aspiring to Better Education*). (Partnership with the Center for Mexican American Studies of the University of Houston for mentoring program for disadvantaged students in area high schools.)



**AVID (Advancement Via Individual Determination).** (AVID is a national program applied locally that provides middle and high school students who are average achievers and ordinarily would not enroll in college preparatory classes the opportunity to do so, and provides support for their success.)

**Summer Science Research Program for High School Students**

- **Grades 13–16 (college) and Teacher Training Activities**

**Summer Administrative Internship Program.** This ten-week program offers learning opportunities for undergraduate college students to intern in administrative offices at UTHSC-H. Stipends are provided for fifteen students.

**Texas A&M University–Kingsville Presidents Distinguished Student Research Seminar.** The purpose of this program is to afford TAMUK students the opportunity to present their research and provide the Biology Department with an opportunity to showcase its students. The program is an outgrowth of an earlier, ongoing, UTHSC-H collaboration with TAMUK Research Infrastructure in Minority Institutions Biomedical Research program.

**UTHSC-H/UT–Pan American Distance Learning Project for Public School Teachers.** This is an annual project of The University of Texas–Pan American (UTPA) and UTHSC-H and is part of a course, Recent Developments in Applied Sciences, which supports UTPA's special Masters Degree Program in Science Education. UTHSC-H faculty from the Graduate School of Biomedical Sciences instruct teachers enrolled in the UTPA area via two-way interactive video, e-mail, fax, and teleconferencing. Teachers are from schools in the lower Rio Grande Valley region.

**Texas Southern University and Rice University Scholarships.** UTHSC-H, through the president's office has agreed to provide a scholarship to a student at Texas Southern University and Rice University so that they may attend UTHSC-H's professional schools or the Graduate School of Biomedical Sciences.

### **Institutional Efforts – Recruitment and Retention of Students**

In order to assist the schools in recruiting and retaining a diverse and academically excellent student body, the UTHSC-H has established a number of centralized efforts.

- **Uniform Recruitment and Retention Program.** The Uniform Recruitment and Retention Act directs higher education institutions in the state to attract, enroll, and retain a diverse student body that reflects the population of the state. UTHSC-H submitted its most recent institutional plan in response to this Act in October 2002. With the assistance of the UTHSC-H Uniform Recruitment and Retention Team, the newly appointed Executive Vice President for Strategic Affairs is expected to focus much of his effort on assisting the schools in strengthening student recruitment and retention with an emphasis on diversity. Currently, he is working with school representatives to review extramural grant opportunities.
- **Steering Team.** Under the direction of UTHSC-H executive leadership, a Strategic Enrollment Management Steering Team, comprised of 22 professionals from each of the six schools as well as pertinent student service and support offices, was established and charged with developing a data-driven strategic enrollment management plan that incorporates initiatives and actions to improve campus diversity and services to underrepresented populations.
- **UTHSC-H Scholarship Foundation.** This tax-exempt foundation was established to encourage study in the fields of medicine, dentistry, nursing and the biomedical sciences by qualified students with respect to race, ethnicity, gender, religion or other factors as determined by the Board of Directors. Qualified students will receive scholarships and grants to study in academic programs at UTHSC-H. The foundation is supported by donations from individuals, corporations and foundations.

## **Institutional Efforts – Recruitment and Retention of Women and Minority Faculty and Administrators**

UTHSC-H is committed to attracting and retaining more women and minority faculty and administrators through intensification of its recruitment efforts and by creating an environment that is supportive and provides opportunities for personal and professional growth and development.

- **Committees and Affiliated Organizations.** The leadership of UTHSC-H is assisted in its efforts to recruit and retain women and minority faculty and administrators by the **Core Committee for the Advancement of Minorities and Women**, the **Committee on the Status of Women**, the **Multicultural Affairs Committee** and the affiliated **Association of Women Faculty** and the **Minority Faculty Association**. These groups advise the President on issues of concern to women and minorities and develop and implement programs that include recruitment and retention activities. Taken together, these committees and related organizations demonstrate commitment and provide a comprehensive approach to recruiting and retaining a diverse workforce and student body.
- **Academic Leadership Development Program.** This eight-month program is aimed primarily at senior faculty and its centerpiece is a new initiative that is carried out by each participant and supported by a \$5,000 grant from the President's Office.
- **Salary Equity Studies.** In order to ensure an equitable salary structure, UTHSC-H conducts periodic faculty salary equity studies to determine if there is any evidence of systematic ethnic or gender bias in faculty salaries. The last four studies have found no evidence of systematic bias based on gender or ethnicity.
- **Senior Leadership Orientation.** This program is designed to rapidly introduce new senior leaders into the culture, organization and operation of the University. Newly hired senior leaders are scheduled to meet with other senior leaders as a part of their orientation process.
- **Recent Recruiting Successes.** UTHSC-H has intensified its effort in the past two years to recruit faculty and administrators from underrepresented groups. Significant advances have been made in recruitment into the administrative area. Individuals from minority backgrounds have been hired to fill the following major general administration positions: Interim Executive Vice President for Academic Affairs; Vice President for Community and Educational Outreach; and, Associate Vice President for Human Resources. Women have been hired to fill the positions of Associate Vice President for International Programs, Interim Dean of the Dental Branch, and Chair of Basic Sciences at the Dental Branch.

### **School Efforts**

In addition to participating in UTHSC-H institutional efforts that support of minorities and women, the UTHSC-H schools have additional programs, committees and/or services that are unique to the school.

### **Dental Branch**

#### **Faculty**

- **New Faculty Orientation.** All new faculty are required to participate in a half-day orientation in which they are introduced to DB administrators, support services, the faculty development and evaluation process, mentoring and other aspects of faculty life. Each participant receives an **Orientation Manual** to assist him/her in the socialization process.
- **Mentoring Program.** New faculty may also be assigned a constellation of mentors to support their career development goals. A **Mentor Guide** is provided to facilitate the mentoring relationship.
- **Workshop and Seminars.** All faculty are encouraged to participate in workshops and seminars to assist them in achieving their professional development goals. The workshops and seminar topics include such topics as promotion and tenure, strategic career planning and promoting professionalism.

## Students

- **Peer Tutorial Program.** This program provides tutelage by 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year students for students in the first two years of dental school.
- **Student Advisory Program.** This program is designed to help students adapt to the environment and includes such activities as orientation, an open house for parents and spouses, and a ceremonial welcome to the profession via the "White Coat Ceremony."
- **Student Mentor Program.** This program pairs incoming students with student mentors from the 2<sup>nd</sup> year class.
- **Faculty Advisor Program.** All students are assigned a faculty advisor who serves to aid and guide the student through the dental education program.

## Medical School

### Faculty

- **Office of Faculty Affairs.** Among its functions, this office provides mentoring to junior faculty, especially underrepresented minorities and women.
- **Orientation and Follow Up.** An orientation session is held annually for all new faculty. Participants receive information on mentoring and career development resources and literature on the Minority Faculty Association and the Association of Women Faculty. During the second year of service, new faculty members are invited to a follow-up luncheon.
- **Mentoring Program.** Department Chairs are charged with appointing mentors for their new faculty so they can benefit from the guidance of a more senior person.
- **Nominations for Awards.** The Dean of the Medical School frequently nominates faculty for prestigious national and international awards. (In the past two years, 7 of 22 nominees were women.)
- **Sponsorship of Medical School Faculty for Leadership Development and Career Development Activities.** The Dean has sponsored many faculty, particularly women and minorities, for participation in leadership activities, e.g., Executive Leadership in Academic Medicine Program for Women and AAMC faculty development activities.)
- **Representation of Women and Minorities in Leadership Positions:** The Medical School has made significant efforts to attract, develop and retain women and minorities in positions of leadership, e.g., Clinical Department Chairs (3 of 18 are minority males); Department Vice Chairs (6 of 8 are women; 2 of 8 are minority males); Internal Medicine Division Directors (3 of 13 are women; 2 of 13 are minority males); Assistant or Associate Deans (6 of 19 are women).

## Students

- **Alternate Pathway Program.** This program is designed for students with special needs or considerations and includes a modified curriculum designed to extend from two to three years the time students may take to complete the basic curriculum.
- **Pre-Entry Program.** This is five-week program offered each summer prior to matriculation for accepted students who might be "at risk." It provides a rigorous academic component, tutorial sessions and study skills training and establishes a support network with students and faculty.
- **Peer Tutorial Program.** This program provides tutelage by 2<sup>nd</sup> and 4<sup>th</sup> year students for 1<sup>st</sup> year students.
- **Student Counseling Program.** The Assistant Dean for Educational Programs provides opportunity for one-on-one counseling.
- **Student Advisory Program.** This program is designed to help students adapt to the environment. Activities include a two-day student retreat before the 1<sup>st</sup> year begins, orientation programs for parents and spouses, mentoring and financial/career counseling.

## School of Nursing

- **Recruitment Efforts.** The School of Nursing has excelled in enrollment with an ethnic minority enrollment in the Baccalaureate program of 44% and 29% underrepresented minorities; the Master's Program enrollment was 25% overall and 17% underrepresented minorities.
- **Teaching Associate Program.** The School of Nursing is offering Teaching Associate positions (50% FTE) for selected doctoral students with the anticipation that these students will be mentored into a faculty position upon graduation. In the past the school has had two of these students (African-American and Hispanic) take teaching positions and two more (Hispanic and Native American) are currently in these roles.

## Graduate School of Biomedical Sciences

- **Assistant Dean for Outreach and Minority Affairs.** The Assistant Dean addresses issues and concerns of minority and women students, staff and faculty. His office also provides counseling and mentoring and identifies and enlists new students from underrepresented populations to aid in the recruitment of students.
- **Recruitment of Students.** The school has an Admissions Office with a newly created position for an Assistant Dean for Admissions as well as a Director of Admissions and a Coordinator of Admissions. The office works with the Deans for Academic Affairs and Outreach and Minority Affairs as well as UTHSC-H student support offices to design a strategic plan and implement programs for both recruitment and admissions, e.g., staff, faculty and students interact with undergraduate programs that have student populations rich in underrepresented students.
- **Special Master's Program.** A special Master's program is in place for students who have demonstrated academic qualifications, but do not have adequate research experience.
- **Tracking Database.** A database is used to track prospective students and identify projects and programs that are successful in increasing the number of applicants from underrepresented populations.

## School of Health Information Sciences

- **Recruitment.** Faculty and staff target and attend professional recruiting day activities at schools and universities that have large numbers of traditionally underrepresented students such as Prairie View A&M, Sul Ross and universities in the Lower Rio Grand Valley.
- **Retention.** All new students attend an orientation to the institution and are assigned faculty advisors upon admission who work actively with the students throughout their academic programs.

## School of Public Health

- **Minority Advisory Council (MAC).** This Council is comprised of School of Public Health minority alumni, school faculty and staff and continuing minority students who have an interest in serving as members of a support. The Council is active in recruitment and admission of minority students, helps them network among students, alumni and faculty and assists with academic and personal challenges. The Council provides a variety of programs as follows:

**New Student Orientation.** MAC conducts an orientation for new students as part of the general school-wide orientation.

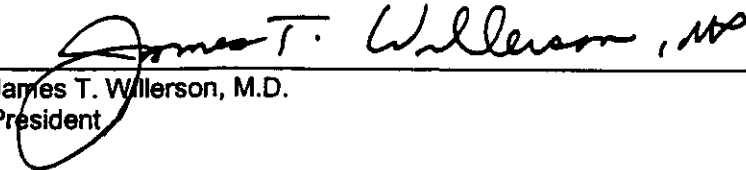
**"Brown Bag" Lunch Series.** This series is offered as part of the Fall and Spring orientation schedule on such topics as completing thesis and dissertation, completing Committee for the Protection of Human Subject research requirements and minority health issues.

**Welcome Dinners.** MAC hosts dinners during the Fall and Spring semesters for minority and international students to provide an informal basis to socialize and network.

**Opportunities.** MAC notifies minority students of workshops, fellowships, internships and other activities that are either specifically designed for minority students or would be of particular interest to them.

**Minority Health Issues Course.** MAC supported the design and piloting of a course on minority health issues that has been integrated into the regular teaching schedule.

**Scholarships.** MAC has been instrumental in raising nearly \$50,000 in scholarship funds during the past 12 years.

  
James T. Willerson, M.D.  
President

12/19/02

Date

**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. HEALTH SCIENCE CENTER AT HOUSTON  
EXECUTIVE, ADMINISTRATIVE, & MANAGERIAL STAFF  
DEMOGRAPHICS  
1996-2002**

**EXECUTIVE STAFF**

Ethnic Origin:	HEADCOUNT			
	1996	%	2002	%
White	43	90%	64	89%
Black	2	4%	1	1%
Hispanic	2	4%	7	10%
Asian	1	2%	0	0%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>48</b>	<b>100%</b>	<b>72</b>	<b>100%</b>
<b>Gender:</b>				
Male	44	92%	55	76%
Female	4	8%	17	24%
<b>Totals:</b>	<b>48</b>	<b>100%</b>	<b>72</b>	<b>100%</b>

**ADMINISTRATIVE STAFF**

Ethnic Origin:	HEADCOUNT			
	1996	%	2002	%
White	121	89%	111	84%
Black	6	4%	8	6%
Hispanic	4	3%	5	4%
Asian	5	4%	8	6%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>136</b>	<b>100%</b>	<b>132</b>	<b>100%</b>
<b>Gender:</b>				
Male	74	54%	69	52%
Female	62	46%	63	48%
<b>Totals:</b>	<b>136</b>	<b>100%</b>	<b>132</b>	<b>100%</b>

**MANAGERIAL STAFF**

Ethnic Origin:	HEADCOUNT			
	1996	%	2002	%
White	52	80%	55	80%
Black	3	5%	5	7%
Hispanic	4	6%	3	4%
Asian	6	9%	6	9%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>65</b>	<b>100%</b>	<b>69</b>	<b>100%</b>
<b>Gender:</b>				
Male	34	52%	40	58%
Female	31	48%	29	42%
<b>Totals:</b>	<b>65</b>	<b>100%</b>	<b>69</b>	<b>100%</b>

**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. HEALTH SCIENCE CENTER AT HOUSTON  
FACULTY DEMOGRAPHICS  
1996-2002**

**TENURED FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	237	85%	214	79%
Black	3	1%	5	2%
Hispanic	12	4%	9	3%
Asian	20	7%	17	6%
American Indian	1	0%	0	0%
International	5	2%	27	10%
<b>Totals:</b>	<b>278</b>	<b>100%</b>	<b>272</b>	<b>100%</b>
<b>Gender:</b>				
Male	208	75%	193	71%
Female	70	25%	79	29%
<b>Totals:</b>	<b>278</b>	<b>100%</b>	<b>272</b>	<b>100%</b>

**TENURE TRACK FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	168	74%	85	58%
Black	8	4%	2	1%
Hispanic	10	4%	7	5%
Asian	23	10%	14	10%
American Indian	0	0%	1	1%
International	19	8%	37	25%
<b>Totals:</b>	<b>228</b>	<b>100%</b>	<b>146</b>	<b>100%</b>
<b>Gender:</b>				
Male	144	63%	89	61%
Female	84	37%	57	39%
<b>Totals:</b>	<b>228</b>	<b>100%</b>	<b>146</b>	<b>100%</b>

**NON-TENURE FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	363	73%	461	61%
Black	17	3%	32	4%
Hispanic	29	6%	25	3%
Asian	38	8%	56	7%
American Indian	2	0%	2	0%
International	45	9%	183	24%
<b>Totals:</b>	<b>494</b>	<b>100%</b>	<b>759</b>	<b>100%</b>
<b>Gender:</b>				
Male	255	52%	403	53%
Female	239	48%	356	47%
<b>Totals:</b>	<b>494</b>	<b>100%</b>	<b>759</b>	<b>100%</b>

**ALL FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	768	77%	760	65%
Black	28	3%	39	3%
Hispanic	51	5%	41	3%
Asian	81	8%	87	7%
American Indian	3	0%	3	0%
International	69	7%	247	21%
<b>Totals:</b>	<b>1,000</b>	<b>100%</b>	<b>1,177</b>	<b>100%</b>
<b>Gender:</b>				
Male	607	61%	685	58%
Female	393	39%	492	42%
<b>Totals:</b>	<b>1,000</b>	<b>100%</b>	<b>1,177</b>	<b>100%</b>

**UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT SAN ANTONIO**  
**2002-2003 ANNUAL REPORT ON HUMAN RESOURCES**


**EXECUTIVE SUMMARY**

The salary comparisons, by race and gender, for executive, administrative, and managerial staff and for tenured, tenure-track, and non-tenured faculty resulted in the following findings:

- Overall increase in female staff.
- 100% increase in the number of Hispanic male executive staff.
- Shortage of under-represented minorities in managerial and administrative positions.
- Overall decline in the number of tenure-track faculty reflecting national trend.
- More black tenure-track faculty have been hired.
- The number of white tenured faculty has declined but the number of minority tenured faculty has increased with a corresponding increase in salary.
- Salary policy, salary data and salary equity are being reviewed on a continuous basis for possible modifications.
- Salary adjustments, when warranted, are being made pending funding availability.
- A task force has been appointed by the President to analyze salary data and make recommendations for eliminating any possible pay disparities.

The efforts associated with the development and maintenance of an equitable and representative institution reflected the following:

- The establishment of a Center for Medical Humanities and Ethics to develop a culture that values the art of medicine.
- The Faculty Senate formed multiple committees that address broad-based faculty issues.
- Over 60 workshops offered to faculty to enhance teaching and research skills.
- Awards to honor faculty achievements.
- Increased enrollment of African-American students by 18% and Hispanic by 25%.
- Better recruiting and retention efforts resulted in 9% increase from FY 2000 to 2002 in the number of students who have completed academic programs.

  
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Francisco G. Cigarroa, MD  
President



**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. HEALTH SCIENCE CENTER AT SAN ANTONIO  
EXECUTIVE, ADMINISTRATIVE, & MANAGERIAL STAFF  
DEMOGRAPHICS  
1996-2002**

**EXECUTIVE STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	37	80%	51	74%
Black	2	4%	3	4%
Hispanic	6	13%	11	16%
Asian	1	2%	3	4%
American Indian	0	0%	1	1%
<b>Totals:</b>	<b>46</b>	<b>100%</b>	<b>69</b>	<b>100%</b>
<b>Gender:</b>				
Male	32	70%	44	64%
Female	14	30%	25	36%
<b>Totals:</b>	<b>46</b>	<b>100%</b>	<b>69</b>	<b>100%</b>

**ADMINISTRATIVE STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	44	88%	35	80%
Black	1	2%	1	2%
Hispanic	5	10%	7	16%
Asian	0	0%	1	2%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>50</b>	<b>100%</b>	<b>44</b>	<b>100%</b>
<b>Gender:</b>				
Male	31	62%	28	64%
Female	19	38%	16	36%
<b>Totals:</b>	<b>50</b>	<b>100%</b>	<b>44</b>	<b>100%</b>

**MANAGERIAL STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	18	82%	19	79%
Black	0	0%	0	0%
Hispanic	4	18%	5	21%
Asian	0	0%	0	0%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>22</b>	<b>100%</b>	<b>24</b>	<b>100%</b>
<b>Gender:</b>				
Male	18	82%	12	50%
Female	4	18%	12	50%
<b>Totals:</b>	<b>22</b>	<b>100%</b>	<b>24</b>	<b>100%</b>

**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. HEALTH SCIENCE CENTER AT SAN ANTONIO  
FACULTY DEMOGRAPHICS  
1996-2002**

**TENURED FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	350	86%	326	82%
Black	8	2%	8	2%
Hispanic	17	4%	23	6%
Asian	30	7%	36	9%
American Indian	0	0%	0	0%
International	0	0%	5	1%
<b>Totals:</b>	<b>405</b>	<b>100%</b>	<b>398</b>	<b>100%</b>
Gender:				
Male	315	78%	305	77%
Female	90	22%	93	23%
<b>Totals:</b>	<b>405</b>	<b>100%</b>	<b>398</b>	<b>100%</b>

**TENURE TRACK FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	194	77%	105	66%
Black	4	2%	6	4%
Hispanic	26	10%	17	11%
Asian	27	11%	20	13%
American Indian	0	0%	1	1%
International	0	0%	10	6%
<b>Totals:</b>	<b>251</b>	<b>100%</b>	<b>159</b>	<b>100%</b>
Gender:				
Male	158	63%	108	68%
Female	93	37%	51	32%
<b>Totals:</b>	<b>251</b>	<b>100%</b>	<b>159</b>	<b>100%</b>

**NON-TENURE FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	499	74%	510	69%
Black	15	2%	17	2%
Hispanic	74	11%	103	14%
Asian	78	12%	68	9%
American Indian	1	0%	4	1%
International	3	0%	41	6%
<b>Totals:</b>	<b>670</b>	<b>100%</b>	<b>743</b>	<b>100%</b>
Gender:				
Male	415	62%	428	58%
Female	255	38%	315	42%
<b>Totals:</b>	<b>670</b>	<b>100%</b>	<b>743</b>	<b>100%</b>

**ALL FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	1,043	79%	941	72%
Black	27	2%	31	2%
Hispanic	117	9%	143	11%
Asian	135	10%	124	10%
American Indian	1	0%	5	0%
International	3	0%	56	4%
<b>Totals:</b>	<b>1,326</b>	<b>100%</b>	<b>1,300</b>	<b>100%</b>
Gender:				
Male	888	67%	841	65%
Female	438	33%	459	35%
<b>Totals:</b>	<b>1,326</b>	<b>100%</b>	<b>1,300</b>	<b>100%</b>

**The University of Texas  
M. D. Anderson Cancer Center**

**2000-2001 Annual Report on Human Resources**

**Executive Summary**

We have been honored for the second time in the past three years as the number one rated cancer hospital by *U.S. News and World Report*. The Joint Commission re-certified our hospital with a 98 rating, the highest we have ever received, and we received the Magnet Nursing Services Recognition award for outstanding nursing. In an economic environment that severely challenges medical centers today, we are rising to the occasion with successes that surpass those of our colleagues and competitors in academic medicine and health care delivery.

To continue in this leadership position, it is imperative that the most talented human resources be a part of the organization. A diverse workforce is a necessity for an organization that is committed to leading the fight against cancer, and we continue to look at all potential candidates who might help us maintain and improve our position in the academic medical arena. The following report represents both the successes we achieved in this area during the past year, as well as issues to be addressed in the future. Highlights include the following:

- The executive group experienced a 22.22% increase in the total number of female incumbents. The percentage of female incumbents is higher than the calculated external availability and the AAP workforce analysis did not indicate underutilization. To increase incumbency a goal was established. A specific target was established for Asians. Both the goal and target are still in place. Goals and targets to increase the Black and Hispanic incumbents will also be established.
- The administrative group, which includes Department Chairs and Administrative Staff, showed a 25.00% increase in Asian males. Black females also increased 25.00%. From 2001 to 2002 the report shows a total increase in female incumbency (5.06%). In the AAP analysis the Department Chairs did not show an underutilization of total minorities. Administrative staff showed underutilization for total minorities and goals were established. Targets were established in administrative staff to increase Asian and Hispanic incumbency.
- The managerial group experienced a moderate increase of 21.37% in total headcount. Total female incumbency increased by 16.04% and total male incumbency increased by 34.23%. There was a significant increase in Black males (100.00%), and moderate increases for Black females (46.88%), Hispanic females (30.00%), Asian males (50.00%) and Asian females (50.00%). There is an underutilization of total minorities and a goal is still in place.
- There are no tenured Black female faculty and no increase in tenured Black male faculty or tenured Hispanic or Asian female faculty. The number of tenured Hispanic male faculty increased by 1 and the number of tenured Asian male faculty increased by 2.
- The number of female tenure track faculty increased by 10. There was no increase in the number of Black, Hispanic, or Asian tenure-track female faculty. The number of male tenure track faculty increased by 9. Although there was no increase in the number of Black male tenure track faculty,

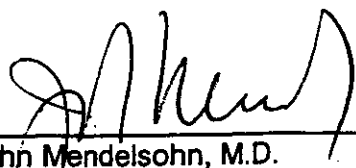
the number of Hispanic male tenure track faculty increased by 2 and the number of Asian male tenure track faculty increased by 3.

- Outside executive search firms continue to be utilized for specialty searches and very senior level positions. We have been able to slightly reduce their use due our efforts to implement a standard recruitment process that ensures continuity in the method candidates are recruited and interviewed
- As part of The University of Texas M. D. Anderson Cancer Center's ongoing commitment to discovery and education, the Developing Excellence initiative offers knowledge and skills development to enhance the effectiveness of today's institutional employees and management. Developing Excellence has been designed to not only build important skills, but also help M. D. Anderson employees develop a common language and approach, a sense of camaraderie, and an opportunity to collaborate with other leaders across the institution.
- Employee Health and Well-Being is an integrated department combining the multidisciplinary efforts of Employee Health, Employee Assistance and the Employee Wellness program. The department focuses on improving the physical and mental health of all employees. The department's mission involves the management of health risks with a mix of prevention, early detection and occupational health services, programs and interventions.
- Programs are offered to employees in order to improve morale, reduce stress, reduce turnover, foster teamwork and enhance productivity. Program areas focus on recognition, wellness, work-life issues, and community involvement.
- Kathleen Sazama, MD, JD, Vice President for Faculty Academic Affairs (FAA), provided educational sessions for department chairs/administrators, division heads/administrators and faculty.
- Faculty Academic Affairs is currently involved in coordinating various recruitment activities with departments, including managing faculty advertising to provide national exposure, educating department administrators about the faculty recruitment process and facilitating external search firm activity, when necessary. We have developed guidance materials and tools to support departments in the faculty recruitment process. In an effort to meet diversity recruitment goals, we are collaborating with the Office of Institutional Diversity.
- The Office of Institutional Diversity is currently involved in a number of initiatives that will further the institution's diversity agenda. Programs to raise awareness, educate and build skills are in development and in progress.
- The Vice President for Institutional Diversity along with a Steering Committee has successfully developed and administered the first employee survey in the history of M. D. Anderson Cancer Center. In addition to working on survey development this team will also assist in the development of a communication strategy and action plan based upon the survey findings.
- Under the direction of the Vice President for Institutional Diversity the newly formed Diversity Council is committed to realizing the institution's goal of promoting an inclusive environment that actively values diversity among all our employees, patients and families, and the broader

community. The purpose of the Diversity Council is to advise the Vice President for Institutional Diversity on how best to move forward in promoting diversity as a way of life at The University of Texas M. D. Anderson Cancer Center.

To accomplish this, the council will:

1. Make recommendations for carrying out diversity initiatives such as recruitment and representation, workforce diversity, outcome measures and compliance and diversity and cancer disparities research;
2. Advise on systems, culture and leadership practices that help encourage effective diversity management;
3. Provide input to major institutional decisions that influence M. D. Anderson's culture so that diversity becomes a lens through which pending decisions are examined;
4. Review all programs and educational materials relative to issues of diversity and cultural awareness;
5. Provide ongoing feedback on the results and progress of diversity initiatives and on newly emerging diversity issues facing M. D. Anderson; and
6. Create awareness of the importance of valuing diversity in all aspects of life at M. D. Anderson by serving as diversity program champions and models of effective behavior.



John Mendelsohn, M.D.  
President

**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. M. D. ANDERSON CANCER CENTER  
EXECUTIVE, ADMINISTRATIVE, & MANAGERIAL STAFF  
DEMOGRAPHICS  
1996-2002**

**EXECUTIVE STAFF**

Ethnic Origin:	HEADCOUNT			
	1996	%	2002	%
White	64	94%	49	96%
Black	2	3%	1	2%
Hispanic	1	1%	0	0%
Asian	1	1%	1	2%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>68</b>	<b>100%</b>	<b>51</b>	<b>100%</b>
<b>Gender:</b>				
Male	59	87%	40	78%
Female	9	13%	11	22%
<b>Totals:</b>	<b>68</b>	<b>100%</b>	<b>51</b>	<b>100%</b>

**ADMINISTRATIVE STAFF**

Ethnic Origin:	HEADCOUNT			
	1996	%	2002	%
White	82	88%	133	84%
Black	6	6%	13	8%
Hispanic	3	3%	6	4%
Asian	2	2%	6	4%
American Indian	0	0%	1	1%
<b>Totals:</b>	<b>93</b>	<b>100%</b>	<b>159</b>	<b>100%</b>
<b>Gender:</b>				
Male	45	48%	76	48%
Female	48	52%	83	52%
<b>Totals:</b>	<b>93</b>	<b>100%</b>	<b>159</b>	<b>100%</b>

**MANAGERIAL STAFF**

Ethnic Origin:	HEADCOUNT			
	1996	%	2002	%
White	191	79%	332	72%
Black	26	11%	55	12%
Hispanic	12	5%	39	8%
Asian	12	5%	33	7%
American Indian	0	0%	1	0%
<b>Totals:</b>	<b>241</b>	<b>100%</b>	<b>460</b>	<b>100%</b>
<b>Gender:</b>				
Male	72	30%	149	32%
Female	169	70%	311	68%
<b>Totals:</b>	<b>241</b>	<b>100%</b>	<b>460</b>	<b>100%</b>

**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. M. D. ANDERSON CANCER CENTER  
FACULTY DEMOGRAPHICS  
1996-2002**

**TENURED FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	208	81%	281	78%
Black	4	2%	4	1%
Hispanic	10	4%	13	4%
Asian	36	14%	50	14%
American Indian	0	0%	0	0%
International	0	0%	10	3%
<b>Totals:</b>	<b>258</b>	<b>100%</b>	<b>358</b>	<b>100%</b>
<b>Gender:</b>				
Male	215	83%	282	79%
Female	43	17%	76	21%
<b>Totals:</b>	<b>258</b>	<b>100%</b>	<b>358</b>	<b>100%</b>

**TENURE TRACK FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	113	75%	107	56%
Black	1	1%	2	1%
Hispanic	3	2%	8	4%
Asian	31	21%	44	23%
American Indian	0	0%	0	0%
International	2	1%	29	15%
<b>Totals:</b>	<b>150</b>	<b>100%</b>	<b>190</b>	<b>100%</b>
<b>Gender:</b>				
Male	110	73%	133	70%
Female	40	27%	57	30%
<b>Totals:</b>	<b>150</b>	<b>100%</b>	<b>190</b>	<b>100%</b>

**NON-TENURE FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	162	56%	157	52%
Black	5	2%	14	5%
Hispanic	17	6%	12	4%
Asian	84	29%	88	29%
American Indian	0	0%	0	0%
International	21	7%	31	10%
<b>Totals:</b>	<b>289</b>	<b>100%</b>	<b>302</b>	<b>100%</b>
<b>Gender:</b>				
Male	186	64%	193	64%
Female	103	36%	109	36%
<b>Totals:</b>	<b>289</b>	<b>100%</b>	<b>302</b>	<b>100%</b>

**ALL FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	483	69%	545	64%
Black	10	1%	20	2%
Hispanic	30	4%	33	4%
Asian	151	22%	182	21%
American Indian	0	0%	0	0%
International	23	3%	70	8%
<b>Totals:</b>	<b>697</b>	<b>100%</b>	<b>850</b>	<b>100%</b>
<b>Gender:</b>				
Male	511	73%	608	72%
Female	186	27%	242	28%
<b>Totals:</b>	<b>697</b>	<b>100%</b>	<b>850</b>	<b>100%</b>

**THE UNIVERSITY OF TEXAS HEALTH CENTER AT TYLER**  
**ANNUAL REPORT ON HUMAN RESOURCES**  
**2002 - 2003**

**EXECUTIVE SUMMARY**

In its journey towards achievement of diversity, the UT Health Center at Tyler is committed to supporting initiatives that will enhance its chances for success. To date, the following is the state of affairs:

1. White women are well represented and actively involved at all levels of decision-making (executive, administrative and managerial). Only one woman is represented at the division (faculty) chair level out of ten chairs.
2. Minorities are poorly represented at all levels of leadership (executive, administrative, managerial, and faculty chair), except in the Research Division where Asians have a larger presence.
3. Minorities are poorly represented in committees, a reflection of non-achievement of UT Health Center diversity outcomes.
4. The equity review of selected titles conducted by Human Resources showed no obvious differences in salaries. A comprehensive analytical equity study is recommended.

The Health Center will make special efforts, as outlined in the Recommendations, to recruit, retain and advance qualified minorities and women. UT Health Center President is committed to supporting the efforts of the Minorities and Women Committee, by providing leadership that supports all Health Center employees, irrespective of their gender, ethnicity or national origin.

  
\_\_\_\_\_  
President

12/10/02  
\_\_\_\_\_  
Date



**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. HEALTH CENTER AT TYLER  
EXECUTIVE, ADMINISTRATIVE, & MANAGERIAL STAFF  
DEMOGRAPHICS  
1996-2002**

**EXECUTIVE STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	12	92%	8	100%
Black	1	8%	0	0%
Hispanic	0	0%	0	0%
Asian	0	0%	0	0%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>13</b>	<b>100%</b>	<b>8</b>	<b>100%</b>
<b>Gender:</b>				
Male	9	69%	6	75%
Female	4	31%	2	25%
<b>Totals:</b>	<b>13</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

**ADMINISTRATIVE STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	30	88%	31	94%
Black	4	12%	2	6%
Hispanic	0	0%	0	0%
Asian	0	0%	0	0%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>34</b>	<b>100%</b>	<b>33</b>	<b>100%</b>
<b>Gender:</b>				
Male	12	35%	14	42%
Female	22	65%	19	58%
<b>Totals:</b>	<b>34</b>	<b>100%</b>	<b>33</b>	<b>100%</b>

**MANAGERIAL STAFF**

	HEADCOUNT			
<b>Ethnic Origin:</b>	<b>1996</b>	<b>%</b>	<b>2002</b>	<b>%</b>
White	32	80%	30	86%
Black	7	18%	5	14%
Hispanic	0	0%	0	0%
Asian	1	3%	0	0%
American Indian	0	0%	0	0%
<b>Totals:</b>	<b>40</b>	<b>100%</b>	<b>35</b>	<b>100%</b>
<b>Gender:</b>				
Male	9	23%	6	17%
Female	31	78%	29	83%
<b>Totals:</b>	<b>40</b>	<b>100%</b>	<b>35</b>	<b>100%</b>

**THE UNIVERSITY OF TEXAS SYSTEM  
U. T. HEALTH CENTER AT TYLER  
FACULTY DEMOGRAPHICS  
1996-2002**

**TENURED FACULTY      TENURE TRACK FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	0	0%	0	0%
Black	0	0%	0	0%
Hispanic	0	0%	0	0%
Asian	0	0%	0	0%
American Indian	0	0%	0	0%
International	0	0%	0	0%
<b>Totals:</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>Gender:</b>				
Male	0	0%	0	0%
Female	0	0%	0	0%
<b>Totals:</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>

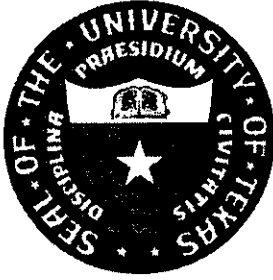
HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	0	0%	0	0%
Black	0	0%	0	0%
Hispanic	0	0%	0	0%
Asian	0	0%	0	0%
American Indian	0	0%	0	0%
International	0	0%	0	0%
<b>Totals:</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>Gender:</b>				
Male	0	0%	0	0%
Female	0	0%	0	0%
<b>Totals:</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>

**NON-TENURE FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	85	74%	100	70%
Black	1	1%	3	2%
Hispanic	1	1%	2	1%
Asian	3	3%	14	10%
American Indian	0	0%	0	0%
International	25	22%	24	17%
<b>Totals:</b>	<b>115</b>	<b>100%</b>	<b>143</b>	<b>100%</b>
<b>Gender:</b>				
Male	92	80%	102	71%
Female	23	20%	41	29%
<b>Totals:</b>	<b>115</b>	<b>100%</b>	<b>143</b>	<b>100%</b>

**ALL FACULTY**

HEADCOUNT				
Ethnic Origin:	1996	%	2002	%
White	85	74%	100	70%
Black	1	1%	3	2%
Hispanic	1	1%	2	1%
Asian	3	3%	14	10%
American Indian	0	0%	0	0%
International	25	22%	24	17%
<b>Totals:</b>	<b>115</b>	<b>100%</b>	<b>143</b>	<b>100%</b>
<b>Gender:</b>				
Male	92	80%	102	71%
Female	23	20%	41	29%
<b>Totals:</b>	<b>115</b>	<b>100%</b>	<b>143</b>	<b>100%</b>



**U.T. SYSTEM ADMINISTRATION  
BOARD OF REGENTS**

**Health Affairs Committee**

**March 31, 2003**

**Agenda Item:** Impact of Proposed Budget Reductions on Health Components Discussion Item

**Presenters:** Presidents, Health Components

**Purpose:**

All State agencies, including higher education, have been directed to reduce general revenue expenditures by 7% for the remainder of FY03. Because the UT System could contribute about 2% of this reduction, the components' share of the reduction was about 5%. Additional reductions from the FY04-05 biennium have been projected to be 12.5%. The purpose of this discussion is to highlight the impact of the reductions on the health components.

**Outline of Key Points:**

Each health component president will be given the opportunity to discuss briefly the impact of the budget reductions, should they come to pass.

**Background Information:**

The component presidents presented information on the status of the institution, its accomplishments and the importance of critical programs to the Subcommittee on Higher Education of the House Appropriations Committee on February 24, 2003 and to the Senate Finance Committee on March 7, 2003.