

THE UNIVERSITY *of* TEXAS SYSTEM  
*Nine Universities. Six Health Institutions. Unlimited Possibilities.*

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**Feasibility of Merging**  
**The University of Texas at San Antonio**  
with  
**The University of Texas**  
**Health Science Center at San Antonio**



Report of the Special Advisory Group to  
the University of Texas System Board of Regents

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May 2010

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## EXECUTIVE SUMMARY

Pursuant to Board action, the chairman of the Board of Regents appointed a Special Advisory Group to advise the Board regarding the possible merger of The University of Texas at San Antonio (UTSA) and The University of Texas Health Science Center at San Antonio (UTHSCSA). The Group conducted meetings in Austin and San Antonio, consulted with System officials, interviewed institutional administrators, faculty, and student leadership, and heard from business, academic, and political leaders.

The Group concludes that a merger would not be in the best interests of UTSA, UTHSCSA, or the City of San Antonio. While a merger may marginally advance UTSA toward stature as a nationally competitive research university, commonly referred to as a “Tier One” institution, achieving that goal will require a sustained, long-term, and well-funded effort, and remains largely dependent on continuing to improve the quality of the faculty, the quality of the student body, the level of funding, and the quality of the graduate and research programs. Moreover, an administrative merger would delay UTHSCSA’s plans to achieve greater national prominence. The Group concludes that an expanded, well-funded San Antonio Life Sciences Institute (SALSI) is the best vehicle to help UTSA successfully move toward Tier One stature. Currently, both institutions are on a strong, positive trajectory. An administrative merger would be costly and disruptive.

Accordingly, the Group recommends that the Board of Regents not act to merge the institutions into a single institution. In addition, the Group recommends that the Board:

- Continue to support the growth and development of UTSA's graduate and research programs, promoting additional collaborations and acting to remove obstacles to collaborations;
- Develop a plan to organize, expand, and fund SALSI; and
- Continue active support of UTHSCSA's role in development of San Antonio as a leading national medical center.

## INTRODUCTION

On October 12, 2009, the Board of Regents of The University of Texas System authorized the creation of a Special Advisory Group "to conduct a feasibility study to consider a possible merger of The University of Texas at San Antonio and The University of Texas Health Science Center at San Antonio." (Appendix I)

To that end, the Chairman of the Board, James R. Huffines, appointed the following members to the Group: Dr. Peter T. Flawn (Chair), President Emeritus, The University of Texas at Austin; Dr. Jordan J. Cohen, President Emeritus of the Association of American Medical Colleges, and Professor of Medicine and Public Health at George Washington University; Dr. Haile T. Debas, Executive Director, University of California San Francisco Global Health Sciences; Dr. Patricia K. Donahoe, Director of Pediatric Surgical Research Laboratories, Simches Research Center, Massachusetts General Hospital and Marshall K. Bartlett Professor of Surgery, Harvard Medical School; Mr. Robert W. Shepard, Chairman of the Board, Shepard Walton King Insurance Group (and immediate past chairman, Texas Higher Education Coordinating Board); Dr. Graham B. Spanier, President, The Pennsylvania State University; and Dr. Richard A. Tapia, University Professor, Maxfield-Oshman Professor in Engineering, and Director of the Center for Excellence and Equity in Education, Rice University. (Appendix II)

The Group was staffed by: Steven R. Collins, J.D., Associate Vice Chancellor for Governmental Relations and Special Counsel, University of Texas System, and Ms. Rhonda Hankins, Assistant Secretary, Office of the Board of Regents, University of

Texas System. The Group also received logistical and other staff support from the Office of External Relations, University of Texas System, and recognizes the services of Jill George, Event Coordinator.

The specific charges to the Special Advisory Group were to:

- Consult student, faculty, and administrators at both institutions as well as community leaders regarding the proposed change in the operation of the institutions;
- Identify and evaluate potential financial and programmatic benefits and challenges concerning a possible merger; and
- Evaluate and make recommendations concerning any legal, administrative, or practical problems concerning a possible merger.

Although the Board's charge to the Group did not expressly identify the specific issues that gave rise to this study, the study occurs in the context of renewed statewide interest in increasing the number of Tier One universities in Texas. It also occurs in the context of four U. T. System academic institutions being classified as "emerging research universities" with the potential to achieve the goal of Tier One stature.

The Group first met in Austin on December 8-9, 2009. At that time, Chairman James Huffines, Chancellor Francisco Cigarroa, Executive Vice Chancellor David Prior, and Executive Vice Chancellor Ken Shine addressed the Group. At that meeting, the Group also conducted interviews with the President of The University of Texas at San Antonio ("UTSA"), Dr. Ricardo Romo, and the President of The University of Texas Health

Science Center at San Antonio (“UTHSCSA”), Dr. William Henrich. The Group also heard a presentation by Philip Aldridge, Vice Chancellor for Finance and Business Development, University of Texas System, on the financial aspects of a merger of the two institutions and a presentation by Dr. Randa Safady, Vice Chancellor for External Relations, University of Texas System, on the possible effects of a merger on philanthropy. Prior to and at each meeting, the Group received a number of documents and reports for review and study.

On February 10-12, 2010, the Group met in San Antonio where, on the campuses of the respective institutions, the Group consulted with institutional administrators, faculty, and student leadership, as well as political leaders. (Appendix III)

In addition to the formal meetings and discussions, the Chairman of the Group conducted a number of telephone interviews and informal conversations with business, academic, and political leaders in San Antonio and Texas. (Appendix III) Those conversations were summarized in writing for the Group and discussed.

This is the second time in a decade that the U. T. System Board has commissioned a study of this issue. In 2002, in furtherance of the requirements of Senate Bill 1840 (77<sup>th</sup> Texas Legislature) the Board engaged a consultant, Carol A. Aschenbrener, M.D., to study the feasibility of operating UTSA and UTHSCSA as a single research university. Following a thorough examination of the issues, Dr. Aschenbrener concluded:

1. The time [2002] is not ripe for a merger. UTSA and UTHSCSA have different missions, priorities, and cultures. Merging them would distract the leadership teams and faculty from critical priorities.

2. Merging the two institutions would not, *per se*, produce the benefits desired by those who favor merger.

3. There is no compelling strategic case for merger and merger would bring significant downside for both institutions. In the best of conditions, it is difficult to achieve internal alignment and integration after a merger; without a compelling case, it is likely to be impossible.

4. The most significant potential benefits could be achieved through strategic partnership rather than merger, thus avoiding the most significant downside risks of merger.

Dr. Aschenbrener made a number of recommendations to define and implement strategic alliances and increased cooperation and collaboration between UTSA and UTHSCSA.

In accepting the Aschenbrener report, the Board of Regents adopted as its own the conclusion that the time for operation of UTSA and UTHSCSA as a single research university was not then ripe. The Board further determined that “strategically designed collaboration should be strongly encouraged and rewarded by specific policies and incentives,” and that the Life Sciences Institute should serve as a structure for formal collaboration.<sup>1</sup>

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<sup>1</sup> Minutes of Meeting of the Board of Regents, August 8, 2002, p. 8.



In this report, the Group considers the organizational context for higher education in Texas, describes in some detail the most salient facts about the institutions, examines SALSJ and other current collaborations between the two institutions, explores the criteria for attaining stature as a Tier One academic institution, and presents conclusions and recommendations.

## ORGANIZATION OF PUBLIC HIGHER EDUCATION IN TEXAS

Texas has 101 institutions of public higher education—35 universities, 50 community college districts (many with multiple campuses), 3 state colleges, 4 technical colleges, and 9 health-related institutions.<sup>2</sup> Except for the three Constitutional institutions that began as “The University of Texas”<sup>3</sup>—now The University of Texas at Austin, Texas A&M University, and The University of Texas Medical Branch at Galveston—the other institutions were established over time through the political process. Their establishment and organization have not been guided by a state master plan for higher education. They are governed by boards of regents appointed by the governor and confirmed by the state senate. The various institutions are, for the most part, organized into "systems" with a board of regents and a system administration headed by a Chancellor, but four public universities exist outside the systems and are independently governed.<sup>4</sup>

In 1950, the Texas Legislative Council undertook a study of coordination of higher education. This led to the establishment in 1953 of a Texas Commission on Higher Education, which in 1955 was given statutory authority to develop formulae for funding higher education, for approval of programs, and for reviewing requests to establish new institutions. Following a study by a select Governor's Committee on Education Beyond the High School, the Texas Commission of Higher Education evolved into the Texas Higher Education Coordinating Board in 1965. Since its creation, the Board has developed information, issued reports, established funding formulae, allocated research

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<sup>2</sup> Source: Texas Higher Education Coordinating Board. In addition, there are 44 private institutions of higher education in Texas.

<sup>3</sup> Article VII, Section 10, Texas Constitution

<sup>4</sup> Midwestern State University, Stephen F. Austin State University, Texas Southern University, and Texas Woman's University.

funds, and approved and rejected requests for degree programs and building construction. Although state law describes the Coordinating Board as “the highest authority in the state in matters of public higher education,”<sup>5</sup> structural changes in the organization and administration of public higher education in Texas are primarily the province of the Legislature.

In 1985, the 69<sup>th</sup> Texas Legislature created the Select Committee on Higher Education. Its charge was to make a comprehensive study of all issues and concerns relating to higher education in Texas. The Select Committee reported in 1987. As recommended by the Select Committee, the 70<sup>th</sup> Legislature adopted by House Concurrent Resolution "The Texas Charter for Public Higher Education" as official state policy. The Charter assigned to the Texas Higher Education Coordinating Board the responsibility of developing a five-year master plan for higher education and updating it annually.

Although the Select Committee recommended a reorganization of public higher education into five new governing boards and system alignments, the reorganization recommendation was not included in the Charter and was not adopted by the Legislature.

The report observed:

The Select Committee has offered recommendations on funding, goals and priorities, institution roles and missions and management improvements.

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<sup>5</sup> Section 61.051, Education Code.

The complex issue of governing board and system alignments which promote more effective and efficient use of people, buildings and money was found to be controversial. All Select Committee discussions about changing the status quo met opposition -- closures, mergers, tiering of institutions by function, regional systems and a single system and governing board for all institutions.

The University of Texas System includes six health-related institutions. Five are comprehensive health science centers, one each in Dallas, Galveston, Houston, San Antonio, and Tyler, each of which includes a mixture of degree programs, Schools of Medicine, Dentistry, Nursing, and Public Health, Graduate Schools of Biomedical Science, Schools of Allied Health Sciences, and specialized treatment facilities. The sixth is The University of Texas M. D. Anderson Cancer Center, a comprehensive cancer center that, in addition to clinical care, includes a School of Health Professions and a Graduate School of Biomedical Sciences. The health-related institutions of the U. T. System are freestanding, each with its own president who is appointed by the Board of Regents and who reports through an Executive Vice Chancellor for Health Affairs. The three health-related institutions in Texas outside the U. T. System—The Texas A&M University System Health Science Center, The Texas Tech University Health Sciences Center, and The University of North Texas Health Science Center at Fort Worth—are similarly organized and governed. The "Texas Model," then, is one in which health-related institutions are not part of comprehensive general academic institutions.

The U. T. System includes nine academic institutions, each of which is also freestanding and has a president who is appointed by the Board of Regents and who

reports through an Executive Vice Chancellor for Academic Affairs. Of the academic institutions, four are classified by the Coordinating Board as “emerging research institutions:” U. T. Arlington, U. T. Dallas, U. T. El Paso and U. T. San Antonio (UTSA). Of those, UTSA is closest in geographical proximity to a health science center, about six miles from UTHSCSA.<sup>6</sup>

A merger of a health science center into a general academic institution or a combination of a health science center with a general academic institution would be a significant departure from the Texas model.

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<sup>6</sup> U. T. Southwestern Medical Center at Dallas is approximately 20 miles from U. T. Dallas and 24 miles from U. T. Arlington. U. T. Health Sciences Center at Tyler is approximately 11 miles from U. T. Tyler.

## THE UNIVERSITY OF TEXAS AT SAN ANTONIO

The University of Texas at San Antonio is a young university created by law in 1969. It began as an urban university offering baccalaureate and master's degrees and grew rapidly to a regional university also offering doctorates. As noted, the Coordinating Board today classifies UTSA as an “emerging research university,” one of seven such public institutions in Texas.<sup>7</sup>

Serving its original and continuing mission, the university's three campuses provide access and opportunity for large numbers of historically underserved students. More than 58 percent of UTSA's students come from groups underrepresented in higher education. Forty-four percent of undergraduates are Hispanic, and UTSA is designated as a Hispanic-serving institution. Almost 23 percent of entering students are the first in their families to attend a college or university. Approximately 46 percent of undergraduate students receive need-based financial aid.

In the fall of 2009, UTSA's enrollment was approximately 29,000 students, 25,000 of which are undergraduates. It offers 64 bachelor's, 48 master's and 21 doctoral degree programs. The total operating budget for FY 2010 is approximately \$430.3 million. Research expenditures for FY 2009 are \$46.5 million, a 34 percent increase over the previous fiscal year and a 97 percent increase over five fiscal years.

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<sup>7</sup> The others are Texas Tech University, The University of Texas at Arlington, The University of Texas at Dallas, The University of Texas at El Paso, The University of Houston, and The University of North Texas.

For the 2008-2009 academic year, UTSA awarded 3,841 baccalaureate degrees, 919 master's degrees, and 46 doctoral degrees (compared to only 13 doctoral degrees awarded in 2005).

Over the past five years, UTSA has become more selective in admissions. UTSA guarantees admission to students in the top quarter of their high school graduating class. Students in the second quartile must have a 920 SAT score or a 19 ACT score; students in the third quartile must have a 970 SAT or a 20 ACT; all other students must have a 1020 SAT or a 21 ACT score.

For fall 2009, about 9 percent of admitted students who enrolled at UTSA graduated in the top 10 percent of their Texas high school, and one-third graduated in the top quartile of their high school class. The average SAT score of entering students was 1039, exceeding the Texas average of 992 and the national average of 1016.

The composition of UTSA's entering class is influenced by the Cooperative Admission Program (CAP) in which students who apply for but have not achieved admission into U. T. Austin their first year are offered admission to UTSA with the assurance that, if they meet certain requirements, they may transfer to U. T. Austin as a second-year student. These students contribute to the quality of the entering class, but they also negatively affect UTSA's persistence and graduation rates when they leave the institution.

Persistence and graduation rates are improving, but the 56 percent first-year persistence rate for the 2008 cohort remains below the statewide rate of 74 percent.

Similarly, the four-year graduation rate (7.7%) and six-year graduation rate (28.6 %) remain below state averages.

Average scores of entering graduate students for fall 2009 were 1040 on the GRE and 564 on the GMAT. The GMAT score represents an increase of 35 points since 2005.

UTSA has 615 tenure and tenure-track faculty, and 98 percent of full-time faculty hold doctorates or equivalent terminal degrees. UTSA has 37 endowed academic positions, 30 of which are filled.<sup>8</sup> The endowed positions include 14 distinguished chairs and 6 distinguished professorships.

The university has an endowment valued at \$46.7 million.<sup>9</sup> A development campaign with a goal of \$120 million is underway. UTSA also has an active campaign to increase alumni association membership and alumni giving, which increased more than 74% between 2006 and 2009.

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<sup>8</sup> One unfilled endowed professorship is not yet fully funded.

<sup>9</sup> Value is as of August 31, 2009. The endowment total does not include any apportioned value of the Permanent University Fund, a constitutional fund that supports capital construction at most U. T. System campuses.



# THE UNIVERSITY OF TEXAS

## HEALTH SCIENCE CENTER AT SAN ANTONIO

The University of Texas Health Science Center at San Antonio is also a young institution, established as a medical school in 1959 and becoming a comprehensive health science center in 1968. It has six campuses in San Antonio and South Texas. Its five schools—medical, dental, nursing, health professions, and graduate school of biomedical sciences—have a combined enrollment of about 3,223 students. Of those students, 27 percent are undergraduates, 30 percent are graduate students in biomedical sciences, nursing, or health professions, and 43 percent are medical or dental students. UTHSCSA employs about 6,000 persons and has an FY2010 operating budget of \$759.7 million.

With research and sponsored program expenditures of more than \$295 million per year, UTHSCSA is ranked in the top 2 percent of all institutions receiving federal funding and is recognized by the Center for Measuring University Performance as among the "Top Public Research Universities." Research expenditures have increased by more than 44 percent over the last five years. Priority research areas for UTHSCSA include aging (No. 1 in the U.S. for basic aging research funding from the National Institute on Aging); cancer (its Cancer Therapy and Research Center, the CTRC, is designated a National Cancer Institute cancer center); cardiovascular health; diabetes; oral health; transplantation science; and women's health.

Five members of the faculty are members of the Institute of Medicine, 14 are members of the American Academy of Nursing, and five are members of the International

Association of Dental Research. In *The Top American Research Universities*, faculty awards at UTHSCSA ranked in the top 25-50 of public universities.

The institution has a diverse student body. The medical school is ranked number five in the “Top 10 Best Medical Schools for Hispanics,”<sup>10</sup> and UTHSCSA is ranked 6<sup>th</sup> for undergraduate degrees in health professions awarded to Hispanics and 8<sup>th</sup> for master’s degrees.<sup>11</sup> For academic year 2008-2009, it awarded 329 professional degrees, 41 doctoral degrees, and 385 baccalaureate degrees.

UTHSCSA has affiliation agreements with more than 100 hospitals, clinics, and other health care providers in San Antonio and South Texas, including the Bexar County Hospital District.

Its campuses include a Regional Academic Health Center (RAHC) in Harlingen, Texas, a RAHC in Edinburg, Texas, and a Regional Campus in Laredo, Texas.

To better serve its mission of medical care to the public, UTHSCSA recently consolidated most of its clinical practice in the new Medical Arts and Research Center (MARC). Although the research enterprise has been a key to the institution’s growth to this point, the institution believes that the clinical enterprise is the key to the future financial health and growth of the institution.

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<sup>10</sup> *Hispanic Business Magazine*, 2009

<sup>11</sup> *Diverse: Issues in Higher Education*, 2009

UTHSCSA has an endowment of \$393.95 million.<sup>12</sup> In recent years, the institution has benefitted from two \$25 million transformative gifts and is actively seeking to improve alumni giving, particularly among professional alumni. The institution has 118 funded and filled endowed chairs and professorships, with a goal of 145 by 2011.

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<sup>12</sup> Value is as of August 31, 2009.

# **SAN ANTONIO LIFE SCIENCES INSTITUTE**

## **AND OTHER COLLABORATIONS**

The 77th Texas Legislature created the San Antonio Life Sciences Institute (SALSI) in 2001 through legislation sponsored by Senator Leticia Van de Putte to promote collaboration between UTSA and UTHSCSA and to develop synergies in research and education that exceed the combined efforts of the institutions if each were to act alone. It is a partnership between the two institutions with co-directors, one from UTSA and one from UTHSCSA. The Legislature did not provide initial funding, but in 2003 the U. T. System Administration allocated \$2.5 million to SALSI, and that was matched by contributions of \$1 million from each institution. Seven collaborative educational programs have been initiated because of SALSI, including a joint Ph.D. program in biomedical engineering and an interdisciplinary pre-doctoral training program in neuroscience.

SALSI awarded research grants in 2004-2005, but suspended making grants in mid-2005 as funds were exhausted. However, for the current 2010-2011 fiscal biennium, the Legislature appropriated \$8 million to fund SALSI. With the stimulus of the recent state appropriations, new collaborative programs are emerging in neuroscience, health disparities, medicinal chemistry, biomedical engineering, and regenerative medicine/prosthetics.

With the commitment of funding by the institutions, by System Administration, and now the Legislature, SALSI has satisfied the Regents' imperative that it serve as an

“excellent structure for formal collaboration.” A 2006 study that examined the key elements critical to the success of SALSJ, and that suggested strategies to further develop SALSJ as a template for collaborations systemwide, described SALSJ as “a vehicle for turning conversations about collaboration into productive work.”<sup>13</sup> (Appendix IV)

By any measure, SALSJ has proven to be a successful model in establishing robust scientific collaboration between institutions without the tangible and intangible costs of a merger. The statutory framework for SALSJ is broad, providing that the institute “specialize in research and teaching in the life sciences,”<sup>14</sup> but the mission could be expanded to include an even broader scientific agenda such as computational science and engineering, fields being increasingly integrated with life sciences to create trans-disciplinary approaches to the complex problems of the 21<sup>st</sup> century.

The Group finds that the two institutions have also made successful efforts in response to the Regents’ directive that additional strategically designed collaborations be developed:

- The number of proposals for research collaborations has increased from 20 in 2004 to 64 in 2009.
- There are at least 17 joint appointments of faculty between the two institutions, including appointments in the fields of bioinformatics, microbiology and immunology, neurosciences, and medicinal chemistry.

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<sup>13</sup> SALSJ Team Project Report, U. T. System Management and Leadership Development Program, May 2, 2006, p. 2.

<sup>14</sup> Section 75.203, Education Code.

- There are joint degree programs in biomedical engineering (master's and Ph.D.), applied statistics (Ph.D.), and clinical laboratory sciences (bachelor's), as well as several joint programs in development, including an M.B.A./Masters in Public Health dual degree, an M.B.A./M.D. dual degree, and a Ph.D. in Clinical and Translational Science.
- There are many ongoing research collaborations between the two institutions that involve a diverse number of UTSA academic disciplines, including the College of Business, the Department of Criminal Justice, the Vocal Music Area, the Department of Sociology, the Department of Anthropology, and the Department of Social Work.
- There are research collaborations that involve not only these two institutions, but also other research enterprises in San Antonio, such as the San Antonio Vaccine Development Center (SAVE), a partnership that includes the Southwest Foundation for Biomedical Research.
- There are numerous other academic collaborations of a wide variety, from monthly "Seminars in Translational Research" alternating between the institutions to UTHSCSA faculty serving as thesis advisors for honors undergraduate students.

In addition, the two institutions have created a joint Office of Technology Ventures headed by a Vice President and Director who was jointly recruited.

The current and planned collaborations further the Research Collaborations Initiative of the U. T. System, which implements the Board of Regents' 10-year strategic plan to

leverage faculty strengths in and across academic and health institutions. In addition, U. T. System Administration is moving to facilitate collaborations across the System by identifying and removing barriers. (Appendix V)

## TIER ONE UNIVERSITIES

The term "Tier One" is commonly applied to the country's leading graduate research universities, but there is no official definition of "Tier One."

Dr. Larry R. Faulkner, President Emeritus of The University of Texas at Austin, in testimony before the Select Commission on Higher Education and Global Competitiveness,<sup>15</sup> observed that the terms "flagship," "top-tier" or "Tier One" are not descriptive, and that it is more appropriate to consider universities that are nationally competitive for faculty, students, national funding, and ideas. In regard to nationally competitive universities, Dr. Faulkner stated:

Here are the marks of such an institution:

- It recruits faculty on a national basis in competition with other nationally recognized universities.
- Its faculty is commonly pursued by the most highly regarded institutions in the land, but it can hold many of those members even in face of such outside offers.
- In other words, it can attract and hold top-level talent in national competition.
- Students actively seek admission to the institution on a national and international basis, at both undergraduate and graduate levels.

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<sup>15</sup> Authorized by the 80<sup>th</sup> Texas Legislature in 2007 by House Concurrent Resolution 159.



- The institution is able to draw significant federal funding for research in the most competitive federal programs. The word 'significant' here means something like 10% or more of the whole university budget.
- There is clear evidence that ideas, discoveries, and advances made at the institution have a substantial influence on the evolution of major fields of knowledge as they develop globally.

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A state or community cannot make one [a Tier One University] by enacting a law, or passing a resolution, or printing new banners, or winning a sports championship, or pouring a lot of money into a place. The job is done by having leadership with an eye for talent, patient investment, and a strong habit of continuous improvement. Luck helps, too.<sup>16</sup>

The clearest indication that a university has achieved nationally competitive stature is an invitation to join the Association of American Universities (AAU). The AAU includes 62 of the leading public and private research universities in the United States and Canada. The 60 AAU universities in the United States award more than one-half of the country's doctoral degrees. Membership is by invitation only. AAU universities are distinguished by the breadth and quality of their programs in graduate education and research, and membership indicators include the amount of competitively funded research support, faculty membership in the national academies, National Research Council faculty quality ratings, faculty awards and recognitions, citations of faculty-authored publications, numbers of doctoral degrees awarded, the number of post-

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<sup>16</sup> Testimony to the Select Commission on Higher Education, October 28, 2008.

doctoral appointments, and commitment to undergraduate programs. Freestanding health-related institutions that are not part of a general comprehensive university are not eligible for AAU membership. (Appendix VI)

In 2008, Dr. David E. Daniel, President of the University of Texas at Dallas, wrote a paper entitled "Thoughts on Creating More Tier One Universities in Texas." He gave these definitions of a Tier One University: 1) membership in AAU, 2) annual research expenditures of \$100 million or more, and 3) U.S. News and World Report rankings.

The paper by Dr. Daniel was influential in the 81<sup>st</sup> Regular Session of the Texas Legislature in the development and ultimate adoption of H.J.R. No. 14, which proposed a constitutional amendment that was adopted by the voters as "Proposition 4" and that created the National Research University Fund (NRUF). The constitutional amendment re-purposed an existing \$500 million fund to enable emerging research universities in Texas to achieve national prominence as major research universities. As noted earlier, UTSA—and six other public universities in Texas—have the characteristics of an emerging research university, per the Coordinating Board, in that they:

- Offer a wide range of baccalaureate and master's programs;
- Serve a student population from within and outside the region;
- Are committed to graduate education through the doctorate in targeted areas of excellence; and

- Award at least 20 doctoral degrees a year, offer at least 10 doctoral programs, and enroll at least 150 doctoral students.<sup>17</sup>

To qualify for NRUF funding, a university must be classified by the Coordinating Board as an emerging research university and must satisfy the following specific statutory<sup>18</sup> criteria:

- Expend at least \$45 million in restricted research funds; and
- Satisfy at least four of the following additional criteria, the qualitative standards for which have yet to be adopted by the Coordinating Board:

(A) Have an endowment valued at \$400 million or more;

(B) Award at least 200 doctor of philosophy degrees a year;

(C) Have an entering freshman class of demonstrated high academic achievement;

(D) Be a member of the Association of Research Libraries or have a Phi Beta Kappa chapter or an equivalent recognition of research capabilities and scholarly attainment;

(E) Have a faculty of high quality, based on the professional achievement and recognition, including the election of faculty members to national academies; and

(F) Have demonstrated a commitment to high-quality graduate education, including the number of graduate-level programs at the institution, the

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<sup>17</sup> For accountability purposes, the Texas Higher Education Coordinating Board classifies Texas public universities into groups based on characteristics: research universities; emerging research universities; doctoral universities; comprehensive universities; and master's universities.

<sup>18</sup> Section 62.145, Education Code, enacted as enabling legislation for H.J.R. No. 14.

institution's admission standards for graduate programs, and the level of institutional support for graduate students.

Arizona State University is home to the Center for Measuring University Performance. It provides an annual report on the nation's top research universities ranked on the following nine measures:

- Total Research
- Federal Research
- Endowment Assets
- Annual Giving
- National Academy Members
- Faculty Awards
- Doctorates Granted
- Post-doctoral Appointments
- SAT/ACT Scores Range

UTHSCSA is ranked by the Center for Measuring University Performance as among "the top public research universities." However, as a freestanding health-related institution (as opposed to a comprehensive university), like other freestanding health-related institutions UTHSCSA is not generally considered to be among the Tier One universities.

## CONCLUSIONS AND RECOMMENDATIONS

When the Board of Regents last visited the issue of merging the two System campuses in San Antonio, the Board found that the two institutions had different missions, priorities, and cultures, that a merger could distract the two institutions, and that a merger would not produce significant benefits to offset the possible negative aspects of a merger. In awareness of those previous conclusions, the Group investigated and discussed what had changed since 2002 that might alter those conclusions. While the Group finds positive changes in the development of both institutions, the Group finds no compelling reason for a merger and no evidence that would support changing the Board's previous conclusions.

There is no compelling cost benefit to a merger. While costs and savings associated with a merger are somewhat speculative and difficult to quantify, the best estimates indicate that any financial benefits would be more than offset by costs, including an estimated cost of more than \$29 million over three years of merging information systems alone. If the goal is to move UTSA toward Tier One stature, such funds would likely be better spent in other ways. On the other hand, with appropriate planning and the removal of bureaucratic barriers, the two institutions can achieve efficiencies, such as common or cooperative business systems, to their mutual and long-term benefit.

Depending on the definition of "Tier One," a merger with UTHSCSA may, at best, marginally advance UTSA toward the Tier One goal. For example, with a combined endowment of \$390.6 million, a merged institution would come closer to meeting the standard of \$400 million required for NRUF funding, but the merger would not help

UTSA to meet other standards, such as the requirement for a high achieving freshman class. Similarly, a merger would help UTSA in meeting the requirements for a high quality faculty, but that help is marginal and is based on an assumption that the number of national academy members of UTHSCSA will count toward the NRUF standard for a merged institution. In addition, qualifying for NRUF funding is itself only a step toward Tier One status, as institutions qualify for only a share of the total return on investment of the \$500 million fund corpus.

UTSA has the potential to become a nationally competitive graduate research university, but achieving that goal will require a sustained, long-term, and well-funded effort. The quality of the student body, as measured by admission standards and SAT scores, is rising but is not yet at a level characteristic of Tier One universities. UTSA is building its graduate and research programs, but does not yet have Tier One faculty or students. UTSA will have to continue to raise its admission standards and raise funds to establish endowed faculty positions to recruit nationally recognized faculty who can compete successfully for research funding. Targeting exceptionally qualified young faculty of national academy caliber will provide a sound base on which to build a Tier One institution. While a merger with UTHSCSA may marginally advance UTSA toward national stature, significant advancement will remain largely dependent on the quality of students and faculty and on the level of funding.

While some might argue that marginal advancement of the academic enterprise toward Tier One status would justify a merger, the Group believes that it would come at significant detriment to the health sciences enterprise in the near term. An institutional merger with its inevitable costs, cultural conflicts, disruptions and distractions, and with

the three to five years required for implementation and integration, would be a setback to UTHSCSA and the development of San Antonio as a great medical center.

In addition, the Group believes that an institutional merger would have a negative effect on philanthropy in support of the health sciences enterprise, which has two significant prospect pools for development--alumni and grateful patients. Donor prospects in those categories are heavily invested in the identity of the institution they support, and a change in the identity of the institution would likely diminish that connection. Alumni of UTHSCSA may even feel that the value of their degree is reduced by association with an academic enterprise the stature of which, while improving, is less than the stature of the current freestanding health sciences center.

Fortunately, San Antonio has institutions that can accelerate the growth and development of UTSA's graduate and research programs. Chief among these is UTHSCSA. As the centerpiece of a great medical center, UTHSCSA, working through the San Antonio Life Sciences Institute (SALSI) can enhance UTSA's stature by establishing additional joint academic and research programs and by increasing the number of joint faculty appointments. SALSI is already a successful partnership. The Group concludes that an expanded, well-funded SALSI is the best vehicle to help UTSA successfully move toward Tier One stature. In addition to UTHSCSA, other institutions in San Antonio also offer opportunities for promising research collaborations with UTSA, including the Southwest Research Institute, the Southwest Foundation for Biomedical Research, and the large and diverse military establishment.

Community leaders, including political leadership, are passionate in their enthusiasm for San Antonio and for the enhancement of both U. T. institutions in the city. They earnestly desire that these institutions continue to grow and develop in stature and accomplishment and improve as economic engines for the city and region. The Group applauds their commitment and support. The Group also believes that their goals in this regard can be achieved, and achieved more quickly, by continuing to strengthen collaborations rather than pursuing a formal merger. Collaborations of the kind suggested, including common or cooperative business systems, may be regarded as something akin to an “incremental merger,” having the effect of bringing the institutions in ever-closer partnership over time. A formal merger would be recommended only if the long-term goals of the institutions and the community could be achieved more quickly through a formal merger rather than through additional substantive collaborations. The Group concludes that they would not.

Thus, the Group concludes that building the graduate research programs of UTSA should be achieved through collaborations with UTHSCSA and other institutions, with funding of an expanded SALSI, and with any available funding from the U. T. System to support matches of philanthropic gifts to recruit faculty.

The Group was favorably impressed with the leadership of both institutions. The leadership is strong and visionary and, with support, the Group has confidence that both UTSA and UTHSCSA will achieve their goals of attaining national stature. Both institutions are on a strong, positive trajectory, and the myriad details of effecting an administrative merger of the institutions would pose a significant, long-term distraction



and a loss of momentum, effectively delaying the institutions from achieving their mutual goals in that regard.

The Group recommends as follows:

- 1) The Board of Regents should not act to merge UTSA and UTHSCSA into a single institution.

- 2) The Board should continue to support the growth and development of UTSA's graduate and research programs, particularly through additional collaborations among UTSA, UTHSCSA, and other institutions. To that end, the Board should consider directing the Chancellor to designate a System Officer with specific responsibility to facilitate collaborations and appropriate planning for efficiencies such as common or cooperative business systems, including the removal of bureaucratic barriers.

- 3) The Board should develop a plan to organize, expand, and fund SALSI as an effective vehicle to advance UTSA's graduate and research programs as well as the scientific goals of UTHSCSA. The Board should seek or encourage any legislation that may be necessary to expand the mission of SALSI beyond life sciences.

- 4) The Board should actively support UTHSCSA's role in development of San Antonio as a leading national medical center.

# Appendix I

## Letter of Appointment



### The University of Texas System

Nine Universities. Six Health Institutions. Unlimited Possibilities.

---

James R. Huffines, Chairman  
U. T. System Board of Regents  
201 West Seventh Street, Suite 820  
Austin, Texas 78701-2981  
Phone: (512) 499-4402 Fax: (512) 499-4425  
bor@utsystem.edu  
www.utsystem.edu/bor

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

October 16, 2009

Dr. Peter T. Flawn  
President Emeritus  
The University of Texas at Austin  
4100 Jackson Avenue, Apt. 463  
Austin, TX 78731

Dear Dr. Flawn:

On behalf of The University of Texas System Board of Regents, I would like to express our deepest appreciation to you for agreeing to serve on the Special Advisory Group to conduct a feasibility study to consider a possible merger of The University of Texas at San Antonio and The University of Texas Health Science Center at San Antonio. I am pleased to report that Dr. Peter T. Flawn, President emeritus of The University of Texas at Austin and former President of The University of Texas at San Antonio, will serve as Chairman of this Special Advisory Group. He will be in touch with you soon with specific information and details about the planned meetings.

For now, I would like to clarify that the charge to the advisory group is to

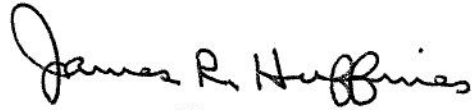
- Consult student, faculty, and administrators at both institutions as well as community leaders regarding the proposed change in the operation of the institutions;
- Identify and evaluate potential financial and programmatic benefits and challenges concerning a possible merger; and
- Evaluate and make recommendations concerning any legal, administrative, or practical problems concerning a possible merger.

www.utsystem.edu

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The Board looks forward to hearing your recommendations no later than June 1, 2010. In the meantime, please know that your vision and expertise to The University of Texas System are greatly appreciated.

Sincerely,

A handwritten signature in black ink that reads "James R. Huffines". The signature is written in a cursive style with a large, looping initial "J".

James R. Huffines  
Chairman

JRH/rh

xc: Chancellor Francisco C. Cigarroa  
Executive Vice Chancellor Kenneth I. Shine  
Executive Vice Chancellor David B. Prior  
President William Henrich  
President Ricardo Romo  
Associate Vice Chancellor Steve Collins  
General Counsel to the Board Francie Frederick

## Appendix II

### Biographies of Group Members

**Jordan J. Cohen, M.D.**, is president emeritus of the Association of American Medical Colleges. As president of the association, he was for more than a decade the national voice of academic medicine. He served as professor of Medicine and dean of the Medical School at the State University of New York at Stony Brook. He was professor and associate chairman of Medicine at the University of Chicago Pritzker School of Medicine. He held faculty positions at Harvard, Brown and Tufts universities and is a graduate of Yale University and Harvard Medical School. He is a member of the National Academy of Sciences Institute of Medicine.

**Haile T. Debas, M.D.**, is executive director of Global Health Sciences at the University of California at San Francisco where he is also chancellor emeritus, vice chancellor emeritus for Medical Affairs, dean emeritus of the School of Medicine, and Maurice Galante Distinguished Professor of Surgery. Dr. Debas, a native of Eritrea, received his M.D. from McGill University and completed his surgical training at the University of British Columbia. Prior to becoming dean, he served as chair of surgery at UCSF for six years. Under Dr. Debas's stewardship, the UCSF School of Medicine became a national model for medical education, an achievement for which he was recognized with the 2004 Abraham Flexner Award of the AAMC. Dr. Debas also spearheaded the formation of several interdepartmental and interdisciplinary centers of excellence and was instrumental in developing UCSF's new campus at Mission Bay. He has held leadership positions with numerous organizations and professional associations. One of the few surgeons to be elected a fellow of the American Academy of Arts and

Sciences, he is also a member of the Institute of Medicine. He currently serves on the United National Commission on HIV/AIDS and Governance in Africa and on the Committee on Science, Engineering, and the Public Policy of the National Academy of Sciences.

**Patricia K. Donahoe, M.D.**, is the director of Pediatric Surgical Research laboratories and is also chief emerita of Pediatric Surgical Services at Massachusetts General Hospital. She is the Marshall K. Bartlett Professor of Surgery at the Harvard Medical School, an associate member of the Broad Institute of MIT and Harvard, a principle faculty member at the Harvard Stem Cell Institute, and an associate faculty member at the Center for Human Genomic Research at Massachusetts General Hospital. Dr. Donahoe has published over 230 peer-reviewed publications. She is a member of the National Academy of Sciences, American Academy of Arts and Sciences, Institute of Medicine of the National Academy of Sciences. She is past-president of the Boston Surgical Society and the American Pediatric Surgical Association, and is president-elect of the New England Surgical Society. She is affiliated with Massachusetts General Hospital, Harvard Medical School, Boston Surgical Society, American Pediatric Surgical Association, New England Surgical Society.

**Peter T. Flawn** is president emeritus of The University of Texas at Austin. He received his bachelor's degree from Oberlin College in 1947 and Ph.D. in geology from Yale University in 1951 and is prominent as a geologist, educator, author, and consultant. Dr. Flawn served as professor of Geological Sciences and director of the Bureau of Economic Geology at The University of Texas at Austin from 1960 to 1970. He became professor of Geological Sciences and Public Affairs in 1970 and Leonidas T. Barrow

Professor of Mineral Resources in 1978. From 1970 to 1972, he served as vice president for Academic Affairs. He was appointed executive vice president of The University of Texas at Austin in 1972. In 1973, Dr. Flawn was named president of The University of Texas at San Antonio. He became president of The University of Texas at Austin in 1979. Dr. Flawn served as president *ad interim* of The University of Texas at Austin from July 1997 to April 1998. Dr. Flawn was elected to the National Academy of Engineering in 1974. In 1985, he received the Wilbur Lucius Cross Medal from Yale University. Oberlin College awarded him an Honorary Doctorate of Science in 1995. Dr. Flawn served on the National Science Board from 1980 to 1986. He served as chairman of the Board of Directors of Southwest Research Institute from 1997-1999. The Board of Regents of the University of Texas System presented him with the Santa Rita Award in October 2000.

**Robert W. Shepard** has been actively involved in higher education statewide and regionally. He was appointed chairman of the Texas Higher Education Coordinating Board in July 2005, and has served on the THECB since his appointment in 1996. His term expired in August 2009 after 13 years. He currently serves as chairman and president of the College for All Texans Foundation. Shepard is the past president of the University of Texas-Brownsville Development Board and former chairman of the Board of Regents of Pan American University in Edinburg. He is former chairman of the Harlingen Area Chamber of Commerce and the past president of the Harlingen Economic Development Board. He has served on the boards of the Harlingen Industrial Foundation, Valley Partnership, Salvation Army and Texas Lyceum. Mr. Shepard is chairman of the board for the Shepard Walton King Insurance Group and vice president of the Shepard & Walton Life Insurance Agency, Inc. He is a member of the

Independent Insurance Agents of Texas and America, president of the Harlingen Economic Development Corporation and a member of the Tex Pool Advisory Board. Shepard is a member of the Texas Business Hall of Fame and the Texas Lyceum. Shepard received his bachelor's degree in business administration from The University of Texas at Austin.

**Graham B. Spanier** was appointed Penn State University's 16th president in 1995. His prior positions include chancellor of the University of Nebraska-Lincoln, provost and vice president for academic affairs at Oregon State University, and vice provost for undergraduate studies at the State University of New York at Stony Brook. He previously served Penn State from 1973-1982 as a member of the faculty and in three administrative positions in the College of Health and Human Development. He holds academic appointments as professor of human development and family studies, sociology, demography, and family and community medicine. A distinguished researcher and scholar, he has more than 100 scholarly publications, including 10 books, and was the founding editor of the *Journal of Family Issues*. A family sociologist, demographer, and marriage and family therapist, he earned his Ph.D. in sociology from Northwestern University, where he was a Woodrow Wilson Fellow, and his bachelor's and master's degrees from Iowa State University, where he was honored with the Distinguished Achievement Citation and an honorary doctorate. A national leader in higher education, Dr. Spanier was the recipient of the TIAA-CREF Theodore M. Hesburgh Award for Leadership Excellence. He serves as chair of the National Security Higher Education Advisory Board, and is a member of the National Counterintelligence Working Group, the Board of Advisors of the Naval Postgraduate School, and the board of Junior Achievement Worldwide. He has chaired the Association of American

Universities, the National Association of State Universities and Land-Grant Colleges, the Big Ten Conference Council of Presidents/Chancellors, and the NCAA Division I Board of Directors. He led the Kellogg Commission on the Future of State and Land-Grant Universities.

**Richard A. Tapia** is University Professor at Rice University in Houston, Texas. A mathematician and professor in the Department of Computational and Applied Mathematics, he is internationally known for his research in the computational and mathematical sciences and is a national leader in education and outreach programs. Tapia's current Rice positions also include the Maxfield-Oshman Professor in Engineering; associate director of Graduate Studies, Office of Research and Graduate Studies; and director of the Center for Excellence and Equity in Education. He received B.A., M.A. and Ph.D. degrees in mathematics from the University of California-Los Angeles. In 1967 he joined the Department of Mathematics at UCLA and then spent two years on the faculty at the University of Wisconsin. In 1970 he moved to Rice University where he was promoted to associate professor in 1972 and full professor in 1976. He chaired the department from 1978-1983. He is currently an adjunct faculty member of Baylor College of Medicine and the University of Houston. Tapia has authored or co-authored two books and over 80 mathematical research papers. He has delivered numerous invited addresses at national and international mathematical conferences and serves on several national advisory boards. Due to Tapia's efforts, Rice has received national recognition for its educational outreach programs and the Rice Computational and Applied Mathematics Department has become a national leader in producing women and underrepresented minority Ph.D. recipients in the mathematical sciences. Associate director of Graduate Studies at Rice University,



Tapia supervises a Group of graduate students from all areas. He meets with the Group regularly to monitor their progress, and many of these students are involved in community and educational outreach. Under Tapia's direction, Rice's NSF-funded Alliances for Graduate Education in the Professoriate (AGEP) Program provides opportunities for undergraduate and graduate students in science, mathematics, and engineering to participate in university activities and work for the summer under the guidance of researchers at Rice. Over the years Tapia has impacted hundreds of teachers through a summer program, TeacherTECH. Among his many honors: The Gary D. Keller Award was awarded to Tapia at Princeton University in November 2005. In October 2005, Dr. Tapia was named University Professor and awarded the Maxfield-Oshman Professorship in Engineering. In April 2005, Richard Tapia was noted as one of 50 Most Important Hispanics in Technology and Business by the Hispanic Engineer and Information Technology Magazine. In July of 2004, Tapia was awarded the Society for Industrial and Applied Mathematics (SIAM) Prize for Distinguished Service to the Profession. In May 2004, he received the honorary degree Doctor of Science and Technology from Carnegie Mellon University. In December 2003, The Colorado School of Mines awarded Professor Tapia with an honorary Doctor of Engineering degree. He was appointed to the National Science Board in 1996. In 1992, Dr. Tapia was elected to the National Academy of Engineering. He also serves as a member of The Academy of Medicine, Engineering and Science of Texas Board of Directors.

## **Appendix III**

### **Individuals Interviewed or Consulted**

The Group personally met with, and is indebted to, the following individuals at the University of Texas at San Antonio (UTSA) and at the University of Texas Health Science Center at San Antonio (UTHSCSA) who shared their views on (1) the pros and cons of an institutional merger, including financial and programmatic benefits and challenges, and (2) ways to increase collaboration between the two institutions:

#### **UTSA**

Ricardo Romo, Ph.D., President

John Frederick, Ph.D., Provost and Vice President for  
Academic Affairs

Kenneth Pierce, Ph.D., Vice Provost and Chief Information  
Officer

Mansour El-Kikhia, Ph.D., Chair of the Faculty Senate

Lawrence R. Williams, Ph.D., Vice Provost and Dean of  
Undergraduate Studies

Jude Valdez, Ph.D., Vice President for Community Services

Dorothy Flannigan, Ph.D., Vice Provost and Dean of the  
Graduate School

George Perry, Ph.D., Dean of the College of Sciences

Daniel Gelo, Ph.D., Dean of the College of Liberal Arts

C. Mauli Agrawal, Ph.D., Dean of the College of Engineering

Lynda de la Vina, Ph.D., Dean of the College of Business  
Marjorie French, Vice President for University Advancement  
Robert W. Gracy, Ph.D., Vice President for Research  
Kerry L. Kennedy, Vice President for Business Affairs  
Gage Paine, Ph.D., Vice President for Student Affairs  
Mr. Matt De Leon, President of the Student Government

## **UTHSCSA**

William L. Henrich, M.D., President  
Mike Black, M.B.A., Senior Vice President and Chief Operating  
Officer  
Bennett Amaechi, Ph.D., B.D.S., M.S., Chair of the Faculty  
Senate  
Keith Krolick, Ph.D., Faculty Senate Executive Committee  
Margaret Brackley, Ph.D., Faculty Senate Executive Committee  
Theresa Chiang, Ed.D., Vice President for Academic  
Administration  
Michelle Marlin, Chair-elect of the Staff Advisory Council  
Deborah Morrill, M.S., Vice President of Development and  
Chief Development Officer  
Steve Lynch, M.B.A., Executive Vice President for Business  
Affairs and Chief Financial Officer  
Glenn Halff, M.D., Interim Dean of the School of Medicine  
Kenneth L. Kalkwarf, D.D.S., M.S., Dean of the Dental School

Martin L. Hechanova, MSII, President of the Student  
Government

Brian Herman, Ph.D., Vice President for Research

In addition, Marilyn S. Harrington, Ph.D., Dean of the School of Allied Health Sciences, UTHSCSA, submitted written comments.

The Group conveys its thanks and appreciation to the staffs of both institutions for making all of the arrangements.

The Group and/or the Chairman also conferred with the following elected officials:

Senator Leticia Van de Putte

Senator Judith Zaffirini

Senator Carlos I. Uresti

Senator Jeff Wentworth

Speaker Joe Strauss

Representative Joaquin Castro

Representative Trey Martinez Fischer

Mayor Julian Castro

Judge Nelson W. Wolff

The Chairman of the Group interviewed a number of San Antonio community leaders by telephone, including:

Mr. Sam Barshop

Mr. J. Dan Bates

Mr. E. Glenn Biggs  
Mr. Tom C. Frost  
Mr. James D. Goudge  
Mr. William E. Greehey  
The Honorable Cyndi Taylor Krier  
Charles A. LeMaistre, M.D.  
Mr. B. J. (Red) McCombs  
The Honorable John T. Montford  
Ms. Joci Straus  
Mr. Kenneth L. Wilson  
Mr. H. Bartell Zachry, Jr.

In addition, the Chairman talked to Mr. Charles Miller, former chairman of The University of Texas System Board of Regents, and to Dr. Larry R. Faulkner, President Emeritus of The University of Texas at Austin.

The Chairman expresses his appreciation for the frank comments and insights provided by the above contributors.

# Appendix IV

## U. T. System Management and Leadership Development Program San Antonio Life Sciences Institute (SALSI) Project Team Report

May 2, 2006

### Introduction

This report is the work product for the Management and Leadership Development Program (MLDP) Class IV Applied Learning Project. It identifies key elements critical to the success of The San Antonio Life Sciences Institute (SALSI) initiative, and suggests strategies to remove barriers and help create a “template” for collaboration that could be adapted and implemented at other institutions within the U. T. System. The team members, representing different skills and backgrounds within the U. T. System Administration, include:

*BethLynn Maxwell*, Patent Attorney, Office of General Counsel  
*Angela Osborne*, Manager of Retirement Programs, Office of Employee Benefits  
*Eric Polonski*, Audit Supervisor, System Audit Office  
*Cathy Swain*, Director of Investment Oversight, Office of Finance  
*Alan Werchan*, Budget Manager, Office of the Controller

### Background

#### History

SALSI is a joint endeavor by The University of Texas Health Science Center at San Antonio (UTHSCSA) and The University of Texas at San Antonio (UTSA). SALSI was created by the 77<sup>th</sup> Texas Legislature in 2001 through legislation sponsored by Representative Robert Puente and Senator Leticia Van de Putte. It received unanimous support from the entire Bexar County legislative delegation but did not receive any legislative appropriations. The U. T. System Board of Regents (the Regents) demonstrated its commitment to the project in August 2003 by allocating \$2.5 million of System funds to match commitments of \$1 million from each of the participating institutions. In December 2003, the presidents of UTHSCSA and UTSA signed the SALSI agreement.

#### SALSI Project Team Process

Team members reviewed published documents relating to the background and operations of the SALSI initiative and interviewed the U. T. System Administration Executive Vice Chancellors for Academic and Health Affairs, Dr. Sullivan and Dr. Shine. In addition, the team visited the campuses at UTHSCSA and UTSA and met with six representatives from each institution including:

- Both Vice Presidents of Research,
- Both Co-Directors of SALSI,
- Two members of the SALSI Advisory Board,
- Three deans,
- Nine Professors – Seven with research and/or program grants funded by SALSI, and

- UTSA Business and Operations Support Services staff

### **Purpose**

The principal stated purposes of SALSJ were to foster collaboration between the two institutions to enhance their missions of research, education and service; to develop synergies that would lead to new opportunities for extramural research funding at levels of funding higher than each institution could achieve independently; and to enable the development of initiatives that would stimulate the growth of the biomedical and biotechnology industries in San Antonio and foster the commercialization of the products of research at the two institutions. Some have suggested that collaboration would bring together the unique talent pools and scientific disciplines of each institution with the idea that multidisciplinary research will be a key that leads to future advances in science. Others have suggested that an unstated goal was to enhance the research capabilities of faculty at UTSA, a university historically focused on teaching rather than research, through association with UTHSCSA.

### **Funding**

Much of the \$4.5 million of funding allocated by the Regents and matched by the institutions was used to provide seed grant funding for collaborative efforts. Since mid-2005, the grant proposal process has been suspended as funding for additional awards is not available. UTHSCSA has indicated its intent to ask again for legislative appropriations to fund SALSJ during the 80<sup>th</sup> Legislature in 2007.

## **Collaborative Process**

At the same time SALSJ was created, the Legislature considered combining UTSA and UTHSCSA into one premiere research university. As required by Senate Bill 1840, enacted by the 77<sup>th</sup> Texas Legislature, the Regents retained a consultant to study the feasibility of the proposed merger. While the consultant concluded that the two institutions should not be merged, she did identify significant opportunities for collaboration between the institutions.

Those interviewed agreed that SALSJ has increased collaboration between the two institutions. There is no doubt that dialogs were already happening between these two institutions and that some collaborative work, such as the joint doctoral program in Biomedical Engineering, was underway. However, SALSJ became a vehicle for turning conversations about collaboration into productive work. SALSJ addressed needs that existed for both institutions. UTSA wanted to increase its status as a research institution and UTHSCSA had significant experience in this area. UTHSCSA saw UTSA as an excellent resource of high caliber, diverse graduate student candidates. In short, both institutions had something to gain.

### **Leadership**

A conscientious culture change was taking place at the U. T. System Administration level between the Executive Vice Chancellors' offices for Academic and Health Affairs to encourage and foster working together instead of working in separate "silos." The U. T. System Administration established a sense of urgency and formed a powerful guiding coalition when it implemented this change. The collaborative tone set by the Board of Regents, the U. T. System Chancellor, his Executive Vice Chancellors, and the two institutional presidents quickly flowed to the faculty when the first Requests for Proposals were circulated.

The presidents of UTSA and UTHSCSA saw SALSJ as a "win-win" opportunity. Both Presidents Romo and Cigarroa were very enthusiastic and supportive about SALSJ and what it could achieve. They presented a united and genuine collaborative tone when they communicated SALSJ's vision to their respective faculty members and to the San Antonio community. They established a need for the collaboration with statements like that made by President Cigarroa:

“There is no doubt that the alignment of UTSA and UTHSCSA through the San Antonio Life Sciences Institute will develop synergies in research and education that will exceed the efforts of the institutions if each acts alone.”

In December of 2003, the presidents signed an agreement that provided the governing guidelines for SALS. As part of those guidelines, UTHSCSA and UTSA agreed to a governance structure whereby the Executive Vice President for Academic and Health Affairs (EVP) at UTHSCSA and the Provost at UTSA would have final approval over program matters. To assist the EVP and Provost as needed, an advisory board was created that included faculty from both institutions. Participant interviews suggested that this board met principally to review grant proposals, and was committed to equal sharing of grant funds between the two institutions. Each institution also appointed a Co-Director to coordinate the day-to-day collaborative activities. As circumstances and responsibilities have changed at each institution, control of SALS has evolved so that it is overseen by the respective Vice Presidents for Research.

### **Barriers**

As with all new endeavors, the SALS initiative had barriers to overcome. The most significant were differences between the two cultures. Traditionally, health and academic institutions are fundamentally different in the way that each approaches research and each institution may have a different perception of quality standards. Faculty salaries, benefits, and criteria for appointment and promotion are different between UTSA and UTHSCSA. Academic faculty members can be reluctant to have health institution faculty supervise a Ph.D. candidate from the academic institution. Additionally, academic and health institutions sometimes speak a different “language” to describe the various areas of science.

In addition to these cultural barriers, issues of money and credit had to be addressed. Important questions were asked including:

- Which institution takes financial responsibility for each grant?
- Should the grant be split between the two institutions?
- How will indirect costs be allocated?
- Who will be the principle investigator for the grant?
- Which institution will get the credit for a new degree program or other positive outcome of the research?
- How will joint program students receive reciprocal credit for coursework?

## **Success: What is Working?**

Was SALS Successful? The short answer is a resounding “yes!”

Evidence of SALS’s success can be measured on several different levels. It helped increase collaboration between UTHSCSA and UTSA; it enhanced or fostered the creation of multi-disciplinary research at both institutions; it facilitated creation of multi-disciplinary educational opportunities; it may have contributed to an increase in extramural, peer-reviewed federal funding; and it served as a model for “spin-off” collaborative initiatives.

The initial funding was a driving force that moved SALS forward and allowed multi-disciplinary research and educational projects to be funded with seed money. This funding uncovered pent up demand among existing collaborators, and it created and nurtured new collaborations between the two institutions. According to information from UTHSCSA, nearly \$3.3 million of funding was awarded to 25 research and educational grant recipients during 2004 and 2005. A



total of 75 proposals were made during that time period. Thus, many new research and educational projects were funded as a direct result of SALSII.

### **Increased Collaboration**

SALSII provided a viable mechanism and a source of funding that opened doors to nurture collaborations between faculty members at both institutions. The result was to convert existing scientific “conversations” into true collaborations and to help inspire new collaborative work.

### **Multi-Disciplinary Research**

UTHSCSA reports that \$2.9 million in SALSII funds were awarded to support 21 joint research initiatives in 2004 and 2005. Principal investigators from each institution were appointed for each grant, and more than forty total faculty members’ research was supported.

### **Multi-Disciplinary Educational Opportunities**

To date, at least four new joint educational programs received \$400,000 in SALSII funding to help support the Center for Health Care Disparities Infrastructure Core and Faculty Development Program, the Neuroscience Doctoral Program, the Ph.D. in Communication Science, and the Medical Humanities Initiative.

### **Extramural, Peer-Reviewed Federal Funding**

Those interviewed indicated that it is too early to know if SALSII did indeed contribute to an increase in federal funding, and that it may take three to five years (or more) for SALSII funded research to actually result in a leveraged increase in extramural federal funding. At least seven SALSII grant applications were reported as having been submitted for federal funding. Some of those applications were reported as being currently reviewed. Those interviewed stated that federal funding is becoming more difficult to obtain because of the funding cuts at the federal level. Several researchers indicated that they were generating more data to include in the next cycle of federal grant submissions. The numbers cited above reflect an “18% return on investment,” and everyone agrees there is significant room for improvement.

### **Other Signs of SALSII’s Success**

SALSII’s success is not exclusively determined by the amount of extramural research that it ultimately generates. There are other indicators of collaborative wins which include the following:

- SALSII provided an opportunity to fund several high level faculty positions.
- UTSA created and filled a new position - Vice President for Research.
- Several graduate student stipends were paid.
- More students are cross-training at the two institutions.
- Better students are being recruited at the undergraduate level at UTSA and at the graduate level at UTHSCSA.
- Quantity and quality of student training has increased.
- Several joint faculty searches resulted in the hiring of joint faculty members.
- Many joint manuscripts have been published.
- Several joint seminars, symposia, and workshops were created and sustained.
- At least one patent application has been filed, which may result in the formation of a start-up company.

SALSII also helped create a culture that is beginning to more fully embrace the idea of collaboration. Several programs or “spin-offs” attribute conceptual support from SALSII, including the Computational Biology program, the BorderPlex program focusing on diabetes and obesity, and the Public Health Initiative with the Regional Academic Health Center (RAHC).

Overall, SALSJ was rated a success because it enhanced, nurtured and fostered old and new collaborations between UTHSCSA and UTSA, and developed synergies that continue to pursue new opportunities for extramural joint research funding. Those interviewed said there was room for significant improvement, but concluded that while SALSJ's challenges may be many, its future is bright.

## **Lessons Learned**

Everyone interviewed by the team agreed that SALSJ was a "good idea," and that SALSJ had achieved some measure of success. Team members asked faculty and staff from both institutions what lessons were learned from SALSJ. Based on their responses and insights, we have developed a template for future success that may strengthen SALSJ and be adapted for other collaborative efforts at U. T. System institutions. For purposes of this report, the template has been structured in terms of the SALSJ initiative; however, these suggestions can readily be adapted to other endeavors. Our template for successful collaboration is not limited to, but should include the following elements:

- Continuous reinforcement of the vision by word and deed
- Strategic planning
- Transparency, clarity, and performance
- Communication, communication, communication
- Recognition and credit
- Stable Funding, infrastructure, and administrative support

### **Continuous Reinforcement of the Vision**

UTSA and UTHSCSA cultures have developed independently, not from an extensive shared history of collaborative efforts, and those interviewed expressed a perception that the two institutions remain unique. In addition to seed funding, it was important that the leadership set the tone to expand research collaboration, enhance research funding, and provide advanced degree opportunities for students. Initially, the presidents set the appropriate tone. This vision must be consistently communicated to and reinforced over time among the faculty and students who actually perform the joint research.

Since SALSJ began, differences persist in the way the institutions handle indirect costs and fringe benefits for graduate students. Further, it was reported to us that UTSA, in some cases, did not recognize certain coursework that UTHSCSA students took while on the UTSA campus. Both institutions have a wide disparity in total research experience. The administration and compliance infrastructure at UTSA could benefit from the past experiences from UTHSCSA in these important areas. These differences may not be easily bridged or overcome; however it is important that leadership from both institutions continue to communicate the original vision and dedicate the appropriate talent and resources to overcome the differences.

### **Strategic Planning**

The SALSJ initiative challenged two very different institutions with dissimilar cultures to change. The vision appears to be generally understood by those interviewed as an effort to increase collaboration and external funding at both institutions. Developing not only guidelines, but also a strategic plan would help to achieve the vision of this type of initiative. As pointed out in the Feasibility Study Issues Report, "to embark on any significant change without first articulating widely a clear and compelling case for change is to court failure."

The compelling case for managing change may be addressed by a strategic plan that targets key areas to ensure the achievement of a project's vision. A strategic plan should include goals that are measurable and in line with the SALSJ vision. An associated strategy should be

developed for each goal; each strategy should have appropriate action steps that more specifically define what will be done, by whom, and when. Each institution needs to assess its current status with respect to collaboration, identify respective strengths and weaknesses, and consider and address the obstacles that stall collaboration.

### **Transparency, Clarity and Performance**

To determine the extent of progress of a strategic plan and manage change, it is important that clear expectations and outcomes are established and that achievements are measurable and monitored. Periodic monitoring and measurement are important to determine whether the strategic goals are being met or whether those goals are realistic or merit revision. Consideration should be given to providing status reports to the appropriate levels of leadership at both institutions. As suggested by those interviewed, transparency, clarity and performance could be enhanced by clearly defining roles and responsibilities, defining the appropriate levels of leadership and supervision, identifying the points of contact and key decision makers, and providing the appropriate delegation of authority to get things done.

### **Communication, Communication, Communication**

To reduce the risk of missed collaborative opportunities, it is important that communication and interaction among the faculty at both institutions be strong. Some of those interviewed reported that both the frequency and quality of interaction have improved over the last few years. Several offered creative ways in which communication can be further enhanced:

- Informing each other of what state-of-the-art equipment each has available for cooperative research;
- Developing highly focused technology workshops; and
- Sponsoring field trips and other forums designed to encourage faculty to interact and find out what's going on so that researchers can be matched up for collaborative work.

### **Recognition and Credit**

Historically, determining which institution receives credit for research from the NIH and the Texas Higher Education Coordinating Board (THECB) has depended upon the principal investigator on the grant. Typically one principal investigator is recognized on any given grant. Recognition and credit can impact how faculty members are evaluated and determine which institution gets to recognize those research dollars reported to the THECB.

Part of the strategic plan involves adequately answering the questions related concerning funding and credit. As stated earlier, these questions include but are not limited to:

- Which institution takes financial responsibility for each grant?
- Should the grant be split between the two institutions?
- How will indirect costs be allocated?
- Who will be the principal investigator for the grant?
- Which institution will get the credit for a new degree program or other positive outcome of the research?
- How will joint program students receive reciprocal credit for coursework?

Fortunately, the NIH Roadmap for Medical Research may help answer some of these questions. As pointed out by Dr. Shine and the NIH Roadmap, 21<sup>st</sup> century requires an interdisciplinary approach facilitated by collaborations among diverse Groups such as radiologists, cell biologists, physicists, and computer programmers. The NIH recognizes that traditional divisions within health research may impede the pace of scientific discovery. To address these organizational barriers, the NIH has established a series of awards to stimulate interdisciplinary research. The NIH also recognizes that a change may be necessary in how leadership of

collaborative efforts is recognized. Rather than recognizing only a single principal investigator for every award, the NIH is moving toward recognition of multiple principal investigators for any award. In the NIH Roadmap, the NIH identified this as a critical element for interdisciplinary research since this type of research so often begins and/or is maintained as “team science.”

Areas related to funding and credit that may need additional attention and resources include hiring of faculty and staff, indirect costs, and recognition of reciprocal undergraduate and graduate credit. Faculty and staff interviewed indicated that joint recruiting and hiring of key faculty and staff are important in enhancing collaboration. Consequently, it is important that both institutions offer more consistent benefits and salary structure for graduate students and faculty with true joint appointments. Faculty and staff indicated that handling of indirect costs can be improved. So, it is important to ensure that the allocation methodology and fiscal administration for indirect costs are agreed to up front in a written agreement for each collaborative research effort, and implementing clear and appropriate policies and procedures that provide guidance for joint research and collaborative efforts. In addition, faculty indicated that each institution may not recognize credit for students taking courses at both institutions. Reciprocal recognition of credit for students taking courses at both institutions is important in strengthening collaboration.

### **Stable Funding, Infrastructure, and Administrative Support**

**Stable Funding:** Currently, no additional funds are being provided by the State, The U. T. System, or the institutions. All interviewed were unanimous in their assessment that stable funding may be necessary to keep this initiative alive and ultimately lead to highly leveraged results over time. One way to generate additional funding for this type of initiative is to create a venture capital pool under the aegis of SALSJ to support future start up projects. Several interviewed reported that it may be too early to tell whether SALSJ funded research would result in external funding. The external funding measure is further exacerbated by a flat to declining availability of federal research dollars in a highly competitive environment.

Both institutions need to aggressively pursue other external sources from industry and venture capital to invest in potentially valuable research that might have commercial potential. As an example of evidence of the availability of such capital, the University of Texas Investment Management Company (UTIMCO), which oversees \$19 billion in higher education endowments and state funds, recently reported that it is stepping up its investments in venture firms that specialize in life science companies, including startups. UTIMCO also reported that it has committed \$50 million to a new fund being raised by PTV Sciences LP, a Houston-based firm that invests almost exclusively in life science companies.

**Infrastructure and Administrative Support:** SALSJ has no employees on its payroll and the institute exists in name only. There is no physical or virtual Life Sciences Institute that faculty from either institution can “visit.” Establishing a “virtual place” and an identity with a stable source of funding could benefit this type of initiative. A virtual place could start with a web site that promotes collaboration and provides timely information on research opportunities that are taking place at both institutions. Initiatives include joint faculty research and joint degree programs, could provide some type of shuttle service between the campuses to facilitate team science.

Opportunities for collaboration also exist in research administration and compliance. Currently, UTHSCSA has mature research administration and compliance programs, while UTSA is learning as its external funding increases. UTSA could benefit from UTHSCSA’s experience, perhaps with joint training opportunities in the areas of contract and grant administration and research compliance. Some participants reported that grant writing workshops would be especially beneficial for junior faculty.

Both institutions should also assess infrastructure needs and develop a plan to address those needs over time and to help the institute exist as a tangible entity where researchers from each institution can meet and collaborative administrative support can be provided.

## **Conclusion: Template for Future Success**

The SALSI model moves the U. T. System along the path of leadership in the future of team science, to support joint research and educational programs between U. T. System academic and health institutions. Medical educational institutions in this country typically are physically and fiscally linked with academic Universities. So the separation of academic and health institutions that exists here within the U. T. System is virtually unique. Cultural differences in isolation cause academic and health institutions to function independently in “silos” not ideally suited to nurture “team science.” SALSI was a bold initiative toward changing the model to lead 21st century team science research and education.

Information made available to the MLDP SALSI Project Team leads to the conclusion that SALSI achieved its primary objective of fostering collaboration between UTSA and UTHSCSA to enhance their missions of research, education and service. Although leverage in terms of extramural research funding will take more time to evaluate, it appears that initial seeding of SALSI has developed synergies in active pursuit of new opportunities. In addition to progress toward SALSI’s mandated objectives, several other benefits were reported and summarized in this report, including program “spin offs” that attribute conceptual support from SALSI.

Why was SALSI Successful? Elements that contributed to SALSI’s success include:

- Seed money from U. T. System
- Political and community support
- Collaborative “tone at the top”
- Both institutions perceiving something to gain
- Joint and equal governance
- Joint and equal funding – contributed and awarded
- Joint faculty and recruiting efforts

Many “lessons learned” were offered and summarized in this report, including:

- Stable ongoing funding
- Administrative support and infrastructure
- Reciprocal recognition and credit
- A strategic plan to build cultural bridges and target strategic opportunities
- Transparency, clarity, and performance measurement
- Continuous reinforcement of the vision and communication

The elements that contributed to SALSI’s success, combined with the lessons learned, offer a “template for future success” to strengthen and adapt the SALSI collaboration model to implement joint programs between academic and health institutions within the U. T. System.

# Appendix V

## UT System Administration statement on facilitating collaborations



**The University of Texas System**  
Nine Universities. Six Health Institutions. Unlimited Possibilities.

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Office of Health Affairs  
601 Colorado, Suite 205, Austin, TX 78701  
Phone: (512) 499-4224, Fax: (512) 499-4313


November 25, 2009

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

### MEMORANDUM

TO: Presidents of The University of Texas System

FROM: David B. Prior, Ph.D.   
Executive Vice Chancellor for Academic Affairs

Kenneth I. Shine, M.D.   
Executive Vice Chancellor for Health Affairs

SUBJECT: Facilitating Collaborations

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 Houston  
The University of Texas  
Health Science Center at San Antonio  
The University of Texas  
M. D. Anderson Cancer Center  
The University of Texas  
Health Science Center at Tyler

[www.utssystem.edu](http://www.utssystem.edu)

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As a result of a number of interactions with our campuses, we have developed a brief statement on "Facilitating Collaborations", a copy of which is attached. It is meant only to serve as an introduction to some of the commonly confronted elements which are addressed when faculty wish to undertake such collaborations. You may want to make the paper available to Faculty, Deans, and Chairs who become involved in these activities.

Let us know if there are areas you think should be dealt with further or how to better aid in supporting opportunities as they arise. Best Wishes.

DBP/KIS/tlw

Attachment

## Facilitating Collaborations

Frequently faculty at different institutions within The University of Texas System (UTS) wish to collaborate in educational or research endeavors. The collaborations range from submission of a research proposal that includes investigators from more than one institution, to the creation of a major center or institute which includes faculty and students from several institutions. There is increased interest in Ph.D. programs in which faculty of more than one campus participate and provide the critical elements needed to achieve excellence for the program. The recent development of a Ph.D. in Physics involving UT Brownsville and UT San Antonio is a good example of such a degree. The skills of faculty at multiple campuses enabled a recent proposal for a Ph.D. in translational science involving UT Health Science Center at San Antonio, UT San Antonio, UT Austin School of Pharmacy and UT Health Science Center at Houston School of Public Health.

Even when a new collaboration is clearly seen by all parties as advantageous to students and faculty, there are a host of procedural obstacles to its successful implementation. The President of the UT M.D. Anderson Cancer Center indicates that it took four years to obtain the approval of a combined graduate program involving that institution and UT Health Science Center at Houston. A more recent example has been delays in developing the translational science Ph.D. program among the four institutions mentioned above.

As communications and interactions increase across UTS it is likely that there will be increased interest in collaborations. A recent Systemwide Task Force on Collaborations indicated broad faculty support for these opportunities and recommended active facilitation of collaborations among institutions. In an environment in which there is an increased need for core facilities and expensive technology, collaborative efforts may be the most effective way to fund such resources. The recent \$6.3 million award from the Emerging Technology Fund to a collaboration on drug development between UT Austin,

UT M.D. Anderson Cancer Center and UT Health Science Center at Houston is an example of an effort that will provide funding for important new recruitments at all three institutions.

As a consequence of a meeting held by the leadership at UT Health Science Center at San Antonio and UT San Antonio, to address barriers to effective collaboration, the following proposals are offered. Whether a program is "cooperatively" or "jointly" offered could frame the program structure. (Appendix A represents the Texas Higher Education Coordinating Board guidelines for such programs.)

### **Student Issues**

When a student is to matriculate into a combined program, the home campus must be explicitly identified. This is the campus at which the student formally registers and has responsibility for generating the student's records, collecting tuition and fees, and coordinating classes. It will ordinarily be the campus where the student spends the majority of time. For that reason a student home may change, for example in a Ph.D. program, a student may matriculate at campus A, but when attached to a faculty member in Campus B for the majority of research work subsequent to classroom work, the home campus may be moved to Campus B. However the change should not occur prior to the end of an academic year, and ordinarily not more than once in the course of a student's program.

### **Tuition and Fees**

For an educational program involving two or more institutions, a single tuition should be identified and set between the two campuses, or be set at the higher of the participating campus' tuition. Income from the tuition would then be divided between collaborating institutions in proportion to the relative number of credit hours spent by the student at each participating institution. An appropriate value of credit hours should be attributed to the institution where the graduate student is working in the laboratory.



Institutions should agree on the value of each credit hour of instruction and/or the value of time spent in the laboratory for purposes of distribution of tuition funds derived from formula funding. These funds should be distributed in proportion to credit hours derived from each participating campus.

A major challenge to students is the necessity to park at multiple campuses, access libraries, recreational areas, and other facilities ordinarily covered under fees. For joint programs, institutions should agree to a single fee which may range from an average of the fees on multiple campuses or the highest fee of the participating campuses, but payment of such a fee should provide access to all fee based resources on the participating campuses. The fees would be distributed to the campuses in proportion to their fee structure.

#### **Student records**

Student records in combined programs may be shared between institutions and appropriate faculty. The responsibility for a student's records is that of the student's "home campus".

#### **Financial Aid/Scholarships**

Inequities in financial aid and other assistance between students in the same program are undesirable for a joint program e.g., Ph.D. in translational science. All funds for financial aid, scholarships, TA stipends, etc., available at collaborating institutions should be pooled and distributed in a similar manner to all students within the program regardless of their home institution.

#### **Diplomas**

The Texas Higher Education Coordinating Board guidelines in appendix A provide direction on degree granting appellation. If other options for the diploma are desirable, discussions with the Texas Higher Educational Coordinating Board for support of these policies will be undertaken by the institutions and UT System.

### **Credit for formula funding**

Credit for formula funding should be based on the credit hours taken at each institution. This should be consistent with the allocation of tuition income.

### **Research Collaboration**

Collaboration involving human participants may require Institutional Review Board approval, often at multiple institutions. The System Report of the Task Force on Institutional Review Boards recommends that campuses planning collaborations should seek reciprocity agreements between Institutional Review Boards, such that review by one board is acceptable to the other campuses. This initiative is further stimulated by the presence of four clinical translational sciences activities (CTSAs) on health science campuses which are seeking such reciprocity.

Whenever possible institutions should seek accreditation of institutional review panels from the appropriate accrediting agencies. With the wide-spread use of PeopleSoft as a software administrative device, efforts should be made to rationalize databases between institutional review boards in order to ease reciprocity arrangements.

Faculty is often concerned about adequate credit for participating in collaborative projects. The director of a collaborative program or principle investigator of a collaborative grant should provide a letter to promotion and tenure committees with regard to the performance of individuals in collaborative programs and their contributions to such programs.

### **Intellectual property**

Collaborating faculty should agree on which of the collaborating campuses will administer activities related to the intellectual property. When campuses have different policies with regard to royalties it is important for collaborating faculty to have similar treatment. In that regard, the royalty policy from the participating campus which is most favorable to the faculty should govern the distribution of royalties unless another arrangement is negotiated.

### **Indirect Costs Recovery**

Indirect costs derived from collaborative research grants should be distributed between the collaborating faculties in proportion to the level of contributions of each campus to the support of the project.

## Appendix VI

### AAU member universities and Membership Policy

#### Member Institutions and Years of Admission

Brandeis University (1985)  
Brown University (1933)  
California Institute of Technology (1934)  
Carnegie Mellon University (1982)  
Case Western Reserve University (1969)  
Columbia University (1900)  
Cornell University (1900)  
Duke University (1938)  
Emory University (1995)  
Harvard University (1900)  
Indiana University (1909)  
Iowa State University (1958)  
The Johns Hopkins University (1900)  
Massachusetts Institute of Technology (1934)  
McGill University (1926)  
Michigan State University (1964)  
New York University (1950)  
Northwestern University (1917)  
The Ohio State University (1916)  
The Pennsylvania State University (1958)  
Princeton University (1900)  
Purdue University (1958)  
Rice University (1985)  
Rutgers, The State University of New Jersey (1989)  
Stanford University (1900)  
Stony Brook University-State University of New York (2001)  
Syracuse University (1966)  
Texas A&M University (2001)  
Tulane University (1958)  
The University of Arizona (1985)  
University at Buffalo, The State University of New York (1989)  
University of California, Berkeley (1900)  
University of California, Davis (1996)  
University of California, Irvine (1996)  
University of California, Los Angeles (1974)  
University of California, San Diego (1982)  
University of California, Santa Barbara (1995)  
The University of Chicago (1900)  
University of Colorado at Boulder (1966)  
University of Florida (1985)

University of Illinois at Urbana-Champaign (1908)  
The University of Iowa (1909)  
The University of Kansas (1909)  
University of Maryland, College Park (1969)  
University of Michigan (1900)  
University of Minnesota, Twin Cities (1908)  
University of Missouri-Columbia (1908)  
University of Nebraska-Lincoln (1909)  
The University of North Carolina at Chapel Hill (1922)  
University of Oregon (1969)  
University of Pennsylvania (1900)  
University of Pittsburgh (1974)  
University of Rochester (1941)  
University of Southern California (1969)  
The University of Texas at Austin (1929)  
University of Toronto (1926)  
University of Virginia (1904)  
University of Washington (1950)  
The University of Wisconsin-Madison (1900)  
Vanderbilt University (1950)  
Washington University in St. Louis (1923)  
Yale University (1900)

## **AAU Membership Policy**

The Association of American Universities is an association of universities distinguished by the breadth and quality of their programs of research and graduate education. Membership in the association is by invitation. The association maintains a standing Membership Committee, which periodically evaluates non-member universities for invitation to membership, and evaluates current members to assure that their institutional missions, and the fulfillment of those missions, remain consonant with the character and purpose of the association.

In its evaluation of institutions, the Membership Committee is guided by a set of Membership Principles and Membership Indicators, presented below. The Membership Principles specify the primary purpose of the association and the corresponding characteristics of its member institutions. The Membership Indicators are a two-phase set of quantitative measures used to assess the breadth and quality of university programs of research and graduate education.

In assessing potential new member universities, the evaluation of university profiles based on the Membership Indicators is the first stage of a two-stage process used to identify institutions that may be invited into membership. The second stage involves a more qualitative set of judgments about an institution's mission, characteristics, and trajectory.

Institutions that are nominated for invitation to membership must be approved by a three-fourths vote of member universities.