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FOR  
ACADEMIC AFFAIRS COMMITTEE**

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**Board Meeting: 2/25/2021  
Austin, Texas**

*Rad Weaver, Chairman  
Christina Melton Crain  
R. Steven Hicks  
Janiece Longoria  
Nolan Perez  
Kelcy L. Warren*

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<b>Adjourn</b>		<i>10:20 a.m.</i>	

1. **U. T. System Board of Regents: Discussion and appropriate action regarding Consent Agenda items, if any, assigned for Committee consideration**

RECOMMENDATION

The proposed Consent Agenda items assigned to this Committee are [Items 7 - 27](#).

**2. U. T. San Antonio: Approval of preliminary authority for a Doctor of Philosophy in Computer Engineering degree program**

**RECOMMENDATION**

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve

- a. preliminary authority for U. T. San Antonio to create a Doctor of Philosophy in Computer Engineering degree program; and
- b. notification of the proposal to the Texas Higher Education Coordinating Board.

**BACKGROUND INFORMATION**

The Department of Electrical and Computer Engineering (ECE) at U. T. San Antonio proposes a new Doctor of Philosophy (Ph.D.) program in Computer Engineering. The educational objectives of this program are (a) to produce graduates who have advanced technical knowledge in computer engineering and (b) to develop graduates with research and educational skills that are essential to the growth of San Antonio, to the State of Texas, and beyond. The proposed program will prepare students to be leaders in computer engineering industries and academia through strong academic preparation and will equip students with skills to solve current computer engineering challenges through performance of interdisciplinary research.

The proposed degree will require 81 semester credit hours (SCH) beyond the bachelor's degree or 54 SCH beyond the master's degree. It also requires passing a qualifying examination, passing a dissertation proposal defense/examination, passing a final oral dissertation defense, and acceptance of the Ph.D. dissertation. A two-semester residency research period is also required. Students entering this program will choose from five different concentration areas: Visual Communications; Computer Engineering; Digital Signal Processing (DSP); Electronic Materials and Devices, Systems and Controls; and Electric Power Engineering. Computer Engineering will be the largest program among these concentrations.

Once approved, the new Ph.D. degree program in Computer Engineering will be offered to students currently enrolled in the Ph.D. degree program in Electrical Engineering (EE) with Computer Engineering concentration. In Fall 2019, there were 104 doctoral students in the Ph.D. program in EE. More than one-third of those students were in the Computer Engineering concentration.

Once preliminary authority has been approved, U. T. San Antonio will submit the full degree program proposal for approval by the U. T. System Board of Regents and the Texas Higher Education Coordinating Board.

**3a. U. T. Dallas: Approval to establish a Doctor of Business Administration degree program**

**RECOMMENDATION**

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

- a. establish a Doctor of Business Administration degree program at U. T. Dallas; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

**BACKGROUND INFORMATION**

**Program Description**

U. T. Dallas proposes to develop a Doctorate in Business Administration (D.B.A.) degree program. The program is designed to provide in-depth, practice-based research and applicable knowledge required to analyze and create effective solutions by addressing complex problems that executives will face in managing and leading corporations in the current global, data, and technology-driven economy. The D.B.A.'s rigorous curriculum is designed to help students understand the application of business theory and the science of complex business problem solving through advanced research methodologies and business analytics.

The D.B.A. program, administered by the Naveen Jindal School of Management (JSOM), will be a cohort-based, non-state-funded program. The program will require 72 semester credit hours (SCH) to be completed in three years. Students enrolled in the program will take 36 hours in required and nine hours in elective coursework respectively and complete a combination of 27 research and dissertation hours. Students enrolled in the D.B.A. program will participate on a part-time basis, allowing them to maintain and continue their full-time careers as executives and senior managers.

**Need and Student Demand**

According to the U.S. Bureau of Labor Statistics (BLS), the overall job employment projected growth from 2018 to 2028 for top executives is 6%, adding approximately 150,600 jobs nationally from 2,639,500 to 2,790,100. The State of Texas is among the top five states with the highest employment level for the general and operations managers category, according to the BLS occupational employment statistics in 2019, second to California, and ranked above New York, Florida, and Illinois. The employment level is 217,080 with an annual mean wage of \$121,270. The Dallas-Fort Worth-Arlington area in Texas indicates an employment level of 65,040 with an annual mean wage of \$134,340.

Job searches were conducted using the Indeed.com job site for senior executives both in December 2019 and June 2020. The number of jobs differs due to the possibility of hiring freezes imposed by budget revenue shortfalls in light of the Novel Coronavirus Pandemic

underway in 2020. Nevertheless, there are a number of jobs available for D.B.A. graduates. In December 2019, there were 89,326 jobs in the United States, 6,278 in Texas, and 2,234 in the Dallas Fort Worth area. In June 2020, the available number of jobs was 46,763,352, and 117 respectively.

Public institutions of higher education in Texas do not offer a D.B.A. There are only two Texas private institutions that offer the program. The University of Dallas in Irving and The University of the Incarnate Word in San Antonio offer D.B.A. programs and there are numerous renowned D.B.A. programs offered nationally, such as those at The University of Florida and Temple University.

Over the past several years, JSOM has received requests from senior executives that are interested in pursuing an advanced degree. JSOM has not kept statistics; however, the School has had to turn down requests because the traditional Ph.D. in business administration program is oriented to develop full-time faculty. The needs of business professionals seeking an advanced degree, but not planning a shift to a full-time academic career, are left unserved. Other institutions outside of Texas are attracting the student demand generated in the state for a doctorate in business administration.

After analyzing selected D.B.A. programs' enrollment profiles nationally, there is evidence that there are Texas residents who enroll as D.B.A. out-of-state students, particularly in Oklahoma. Therefore, there is a need to provide Texas residents, especially in the Dallas-Fort Worth area, with another D.B.A. program from a public institution to serve these targeted business executives and senior managers with an opportunity to earn additional educational credentials.

JSOM plans to admit 12 students annually during the fall semester with an expected attrition of two students per year, resulting in a projected number of 10 students in Year 1 and 20 students in Year 2. These projected numbers are conservative because JSOM runs a highly successful Ph.D. program in Management Science that admits approximately 25 students annually who typically graduate in four to six years. The average number of graduates from the JSOM Ph.D. in Management Science is 13.8 during the last five years for a total of 69 graduates.

### Program Quality

Adding this proposed program will not have a significant impact on the other JSOM's graduate programs as enrollments in these programs have begun to level off and even decrease due to various environmental factors. Furthermore, the size of the proposed D.B.A. program does not require a significant commitment of additional faculty resources to successfully launch and maintain. There will be no expected faculty hires, due to JSOM's existing and renowned faculty. Selected JSOM faculty members, totaling 18 core faculty members and 13 support faculty members, will support the D.B.A. program.

These specific faculty members serve on the editorial boards of over 55 scholarly journals. Out of 18 core faculty members, 13 have chaired dissertation and/or master's committees. Two of the 18 core faculty members have secured external grants for the past five years for their research, totaling over \$250,000.

JSOM's recruitment strategies include, but are not limited to, communicating the program widely to communities and organizations with underrepresented populations; providing needed advising to such students on their academic work; and helping them on their career path. JSOM will seek

applicants who have at least 10 years of work experience (if they have a bachelor's degree or seven years if they have a master's degree) and have a desire for advanced study, beyond what an M.B.A. offers. Applicants considered for the proposed D.B.A. program will have access to, and interest in, solving high-impact business problems.

The proposed D.B.A program will build on JSOM's existing graduate programs, specifically the Ph.D. in Management Science and the M.B.A. programs, with its current renowned faculty. In turn, the D.B.A. program will enhance JSOM's growing reputation as a highly ranked business school and strengthen its visibility in the business world/industry and academia, with a talent pool that can solve high-impact business problems. Further, the collaboration with high-level executives will assist the faculty in strengthening their relations with industry contacts in the business world, notably with firms in the Dallas-Fort Worth area. Moreover, this exposure will also benefit JSOM's current Ph.D. and M.B.A. students who will learn about these problems due to the collection of D.B.A candidates' interesting and complex case studies that will be shared with JSOM's graduate programs.

### Revenue and Expenses

As mentioned earlier, if approved, the D.B.A. program will be a self-supporting, non-state funded, cohort program.

<b>Expenses</b>	<b>5-Year Total</b>
<i>Faculty</i>	
Salaries (reallocated)	\$1,796,822
Benefits (included above)	
<i>Graduate Students</i>	
TA Salaries	\$0
TA Benefits	\$0
GRA Salaries	\$0
GRA Benefits	\$0
<i>Staff &amp; Administration</i>	
Graduate Coordinator Salary	
Administrative Staff Salaries	\$228,978
Staff Benefits (included above)	
<i>Other Expenses</i>	
Program Administration (reallocated)	\$173,554
Supplies and Materials	\$ 58,500
Library and Instructional Technology Resources	\$170,985
<b>Total Expenses</b>	<b>\$2,428,839</b>
<b>Total NEW Expenses (Administrative Staff, Supplies, Library Materials Only)</b>	<b>\$ 458,463</b>

<b>Revenue</b>	<b>5-Year Total</b>
<i>From Student Enrollment</i>	
Formula Funding	Self-supporting (N/A)
Tuition and Fees	\$3,660,000
<i>From Institutional Funds</i>	
Faculty Salaries/Benefits (reallocated)	\$1,796,822
Program Administration (reallocated)	\$173,554
<b>Total Reallocated Expenses</b>	<b>\$5,630,376</b>
<i>From Grant Funds</i>	
[Enter Description]	N/A
<i>From Other Revenue Sources</i>	
Tuition and Fees	N/A
<b>Total Revenue</b>	<b>N/A</b>

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for new doctoral degree programs.

**3b. U. T. San Antonio: Approval to establish a Doctor of Philosophy in School Psychology degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to Regent's *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

- a. establish a Doctor of Philosophy in School of Psychology degree program at U. T. San Antonio; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

U. T. San Antonio proposes to develop a Doctor of Philosophy (Ph.D.) program in School Psychology designed to prepare graduates for careers as scientist-practitioners and professional health service psychologists. The overarching goal of the program is to prepare future psychologists capable of contributing to the academic, emotional, and social-behavioral well-being of children and adolescents through direct and indirect services, as well as to the science that informs psychological practice. Upon graduation, graduates will be eligible to apply for doctoral-level licensure as a Licensed Psychologist, which allows them to provide psychological services in a range of settings beyond public school settings. They will also be eligible to conduct research and teach within academic institutions.

The doctoral program is designed for full-time students to complete the program in approximately five years, including dissertation and internship. There will be two course sequences, based on whether the student enters the program with either (a) a baccalaureate degree or (b) a master's degree or previous graduate coursework. The proposed program comprises 114 semester credit hours including 87 hours of coursework, 12 hours of practicum, 6 hours of doctoral internship, and 9 hours of dissertation credit. The numbers of hours allocated for coursework, fieldwork, and dissertation research are comparable to other doctoral programs in School Psychology accredited by the American Psychological Association (APA) and will facilitate the long-term goal of APA accreditation. Students admitted with an appropriate master's degree will require fewer hours to complete the program, which will be determined on a case-by-case basis via individual advising.

There is a high job market need for doctoral-level school psychologists in Texas and throughout the nation in both applied and academic settings. In a national survey conducted by the American Association for Employment in Education (AAEE), school psychology was identified by university/school district representatives as likely to experience considerable shortage or some shortage in all regions of the United States. Texas will encounter one of the most serious shortages of school psychologists in the near future due to many current practitioners in Texas nearing retirement age and the creation of new positions as school districts grow. Imminent

retirements in school psychology are expected to occur in disproportionately greater numbers among males, doctoral-level psychologists, and university faculty. These retirements will contribute to continuing shortages in the field that have been documented over the past several decades.

Data from the U.S. Bureau of Labor Statistics indicate that clinical, counseling, and school psychologists are most likely to work in settings such as elementary and secondary schools, offices of health practitioners, outpatient care centers, psychiatric and substance abuse hospitals, and general medical and surgical hospitals. Nationally, jobs in this category are projected to increase 14.7% between 2018 and 2028, with 14,600 annual job openings due to growth and replacement needs.

Similarly, an analysis conducted using Burning Glass Technologies labor market data analytics software found 15,908 relevant job postings in the U.S. in the last 12 months. The same analysis restricted to Texas found 1,867 job postings in the last 12 months. In 2017 there were 67 institutions in the U.S. that offered the Ph.D. degree in School Psychology, resulting in 353 degree conferrals that year, only 17 of which were awarded by Texas institutions. These numbers of graduates are not adequate to meet the demand for doctoral-level school psychologists in the U.S. or in Texas.

### Need and Student Demand

According to APA's Graduate Study in Psychology, the average acceptance rate for doctoral programs in School Psychology in the U.S. is approximately 31% across the last three years. Further, across the last three years the mean number of applications to these programs nationally was 35, and the mean number of first-year enrollments was six students. Thus, many students who apply to doctoral programs in School Psychology are not admitted, suggesting that student demand is strong enough to support another program.

Doctoral programs in school psychology are offered at Stephen F. Austin State University, Texas A&M University, Texas Woman's University, University of Houston, and University of Houston-Clear Lake. Doctoral programs in the related field of educational psychology are offered at Texas A&M University, Texas A&M University-Commerce, Texas Tech University, The University of Texas at Austin, and The University of North Texas.

A brief survey was conducted in Fall 2019 to gauge interest in a proposed doctoral program in school psychology degree program. Participants included 72 undergraduate students enrolled in upper-division educational psychology courses and 38 graduate students currently enrolled in the Master of School Psychology degree program at U. T. San Antonio.

The survey data from both groups of respondents find the proposed doctoral program to be "of great value" and would be "an excellent extension of UTSA Graduate Studies." It is not surprising that graduate students currently enrolled in the M.A. in School Psychology program at UTSA reported more interest and likelihood in applying to the program as compared to the more heterogeneous sample of undergraduate students. Thus, current data may be considered favorable considering they were collected without a program in place and in the absence of student recruitment efforts.

Enrollment projections are based on the resources and faculty capacity in the department and on enrollment and attrition data for the other school psychology doctoral programs in Texas. Enrollment is anticipated to gradually increase as additional faculty is added to support the program, with the number of new students admitted increase from five initially to six per year by Year 5.

### Program Quality

The department currently employs four core tenure-track faculty members with doctoral degrees and licensure in school psychology. Additional faculty resources required include: (1) two tenure-track faculty members with expertise in school psychology and advanced quantitative skills to support the research and statistics courses associated with doctoral-level training and to serve/consult on dissertation committees; and (2) two full-time, multi-year contract clinical faculty members (nontenure-track) to teach new practicum and internship courses associated with the doctoral program.

The department employs five support tenure-track faculty members with doctoral degrees in educational psychology or related fields. These faculty members have expertise in areas such as applied behavior analysis, program evaluation, research design, statistics, counseling psychology, human development, motivation, self-regulation, and education policy. These faculty members will play an important role in the doctoral program through teaching, mentoring students, and participating on dissertation committees.

The department has been recognized as one of the most prolific in terms of faculty research productivity among universities offering master's programs in school psychology, which was achieved without the advantage of having doctoral students to help with research. Faculty research on issues of diversity in assessment and intervention, educational policy, universal screening measures, and disparities in access to educational opportunities will continue to attract national attention, and productivity will only increase with the addition of highly skilled and motivated doctoral students contributing to publications and presentations.

From 2014-2020, core faculty published 50 articles in peer-reviewed journals, authored eight chapters in edited books, and authored three books. Support faculty published a total of 68 articles in peer reviewed journals, authored 18 book chapters, and authored six books. During this same time period, Educational Psychology faculty have been awarded external grant funding in the amount of \$6,510,848 and internal grant funding in the amount of \$37,455.

Revenue and Expenses

<b>Expenses</b>	<b>5-Year Total</b>
<i>Faculty</i>	
Salaries	\$2,002,182
Benefits	\$ 740,807
<i>Graduate Students</i>	
TA Salaries	\$ 374,856
TA Benefits	\$ 56,228
GRA Salaries	\$ 468,570
GRA Benefits	\$ 70,285
<i>Staff &amp; Administration</i>	
Graduate Coordinator Salary	\$ 87,601
Administrative Staff Salaries	\$ 57,073
Staff Benefits	\$ 53,529
<i>Other Expenses</i>	
Materials and Supplies including Library	\$ 127,000
<b>Total Expenses</b>	<b>\$4,038,131</b>
<b>Revenue</b>	<b>5-Year Total</b>
<i>From Student Enrollment</i>	
Formula Funding	\$ 689,019
Tuition and Fees	\$ 193,851
<i>From Institutional Funds</i>	
NTT funding for TA Salaries + Grad School support	\$ 264,000
<i>From Grant Funds</i>	
Current federal and other Grant funding	\$6,948,226
<i>From Other Revenue Sources</i>	
N/A	
<b>Total Revenue</b>	<b>\$8,095,096</b>

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for new doctoral degree programs.

**3c. U. T. Tyler: Approval to establish a Doctor of Medicine degree program**

**RECOMMENDATION**

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs, the Executive Vice Chancellor for Health Affairs, and the institutional president that authorization, pursuant to the Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

- a. establish a Doctor of Medicine degree at U. T. Tyler; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

**BACKGROUND INFORMATION**

**Program Description**

The Health Science Center at U. T. Tyler proposes a new Doctor of Medicine degree program designed to educate students to become physicians who are skilled clinicians, biomedical scientists, professional leaders, and innovators in the ongoing transformation of the health care system regionally and throughout Texas, as well as nationally. The program will be the first doctoral program in medicine to be initiated in East Texas and will train students for the medical workforce of the future by creating an exceptional educational experience for learners; and by producing a diverse, broadly trained, and committed clinical workforce for East Texas and beyond. It will also leverage the size, scope, and strength of the university-owned teaching hospital system, U. T. Health East Texas, which is a 10-hospital, 50-plus clinic enterprise (U.T. Health East Texas).

In addition to developing a faculty dedicated to medicine, the Doctor of Medicine program will draw on existing teaching and research assets in the School of Medical Biological Sciences, the School of Community and Rural Health, the College of Pharmacy, and the College of Nursing and Health Sciences. A substantial number of students will be offered the opportunity to pursue formal courses of study or certificate programs in health-related fields. The program in medicine will also draw on the Master of Public Health and the Master of Health Administration offered through U. T. Health Science Center - Tyler to educate young physicians in interprofessional team settings that prepare them to function effectively in the health care system of the future, to provide acute and complex care safely and proficiently, and to maintain and improve the health of individuals in the community.

The program will employ a unique curriculum in both delivery and content including pathways and certificate opportunities. The development of curriculum elements and the sequencing of their delivery for the inaugural class are ongoing. Work groups have been examining core content areas, innovative curriculum integration opportunities, and delivery methods that utilize state-of-the-art technology to maximize the student learning experience. The curriculum features early clinical experiences, likely ending with Emergency Medical Technician (EMT) certification,

and interprofessional education while affording students the opportunity for interdisciplinary training in fields such as community, occupational, and preventative medicine. Research and scholarly activity will be required of all students.

### Need and Student Demand

The need for skilled personnel in the State of Texas and nationally to oversee and provide health care services remains very high and is expected to grow over the next several decades. Nationally, an aging population and technological advances in medicine are the principal drivers of this demand. In Texas generally, and in East Texas specifically, the increased need for skilled medical personnel is also a function of population growth across age groups, as well as rising rates of health conditions such as obesity and associated diseases such as diabetes, hypertension, heart disease, respiratory disease and cancer. Further, roughly 17% of Texans (18% in Smith County) are uninsured, and that rate continues to rise. Physicians in training and teaching hospitals serve a high proportion of the uninsured and underinsured populations.

The physician workforce in the State of Texas is characterized by a deep divide between rural, low population density areas, where physician access can be minimal to non-existent, and urban/suburban, high population density areas, where physician access can be comparatively more robust. However, even within more populous regions, there are areas where physician-to-population ratios are low and physician access can be problematic. In 2019, the number of active patient care physicians per 100,000 population was 242.1 nationwide, while the corresponding number in Texas was 199.9. Moreover, Texas ranked 47th among the 50 states in the number of active primary care physicians per 100,000 population.

The Texas Department of State Health Services (DSHS) issued a report in 2018 projecting the supply and demand for primary care physicians and psychiatrists in Texas at both the state and regional level from 2017 to 2030. A May 2020 report from DSHS looked at overall physician supply across Texas and highlighted critical physician shortages in East Texas including the specialties of family medicine (123 Full-Time Equivalents (FTEs), general internal medicine (92 FTEs), nephrology (109 FTEs), pediatrics (80 FTEs), and psychiatry (76 FTEs). While the shortage of family medicine physicians, general internal medicine specialists, pediatric specialists, and psychiatrists will improve or stay the same between 2018 and 2032, the projected supply of providers will still fail to meet projected demand.

**Critical Shortages of Physician Specialties in East Texas, 2018-2032**

<b>Specialty</b>	<b>2018 Supply (FTEs)</b>	<b>2018 Demand (FTEs)</b>	<b>2018 Percent Demand Met</b>	<b>2032 Supply (FTEs)</b>	<b>2032 Demand (FTEs)</b>	<b>2032 Percent Demand Met</b>
Family Medicine	422	571	73.9%	500	622	80.3%
General Internal Medicine	279	400	69.9%	361	453	79.7%
Nephrology	45	133	33.9%	53	163	32.9%
Pediatrics	127	207	61.5%	121	201	60.1%
Psychiatry	80	174	46.1%	92	168	54.8%

The State of Texas ranks 37th in students enrolled in Doctor of Medicine or Doctor of Osteopathic Medicine granting Schools per 100,000 population (with a total enrollment of 8,112 Academic Years 2018-2019). Creation of new positions in medical schools and adequate opportunities in Graduate Medical Education (GME) do not necessarily guarantee newly minted physicians will remain in Texas. But according to the Association of American Medical Colleges (AAMC) most current data reported in the “2019 State Physician Workforce Data Book,” Texas ranks second in retention of physicians who complete medical school within the state (59.7%) and 61.9% from Physicians Retained From Public Undergraduate Medical Education (UME), fourth in retention of physicians who complete GME in Texas (58.5%), and third in retention of physicians who complete medical school and GME in Texas (81%). Clearly, in a state that needs to grow its physician workforce and one that has significant loyalty of graduates, the solution of increasing the number of individuals who complete medical education and GME in the state seems to be a particularly important step.

Approximately 63,000 licensed physicians reside within the State of Texas. Of these, 46,953 are in active patient care and this is considered the net physician workforce in the state in this report. They serve a population of almost 26.5 million Texas residents. The physician workforce in Texas is disproportionately located in the five most populous counties in the state (Harris, Dallas, Tarrant, Bexar, Travis). A total of 26,620 physicians (57% of the total workforce) practice in these counties, though only 44% of the state’s population reside in these counties. Smaller counties of 40,000 people or fewer are home to 2,264,257 Texans (8.6% of the state’s population), but only 1,170 physicians (2.5% of the total workforce) practice in these counties. Further, there is a ratio of only 52 physicians per 100,000 population in counties of 40,000 people or fewer in Texas, compared to 228 per 100,000 for the five most populous counties and 183 per 100,000 for the entire state. Below is a summary of ratios for some of these East Texas counties.

**Physicians per East Texas Counties**

<b>City Population</b>	<b>County</b>	<b>Number of Physicians</b>
Tyler (98,564)	Smith	680
Longview (81,336)	Gregg (mainly)/ Harrison	271 / 45
Huntsville (38,548)	Walker	42
Texarkana (36,411)	Bowie	201
Lufkin (35,067)	Angelina	121
Nacogdoches (32,996)	Nacogdoches	101
Paris, Texas (25,151)	Lamar	80
Marshall (23,523)	Harrison	45

Furthermore, 13 counties in East Texas have five or fewer physicians. Many of the counties are designated Medically Underserved Areas/Populations (MUA/P) are areas or populations designated by the Health Resources and Services Administration (HRSA) as having too few primary care providers, high infant mortality, high poverty and/or high elderly population. Additionally, the majority are identified areas that lack providers.

Recruiting is a challenge to many locales and for many specialties. Recruiting physicians with ties to the state or to a region within the state is often helpful. Many locations highlight the advantages they offer and use physician preferences to attract the needed workforce. For example, communities that have good hunting and fishing may target individuals who like the outdoor life.

Communities with exceptional school systems may tout the extraordinary value for young families with children. Having communities get involved in recruitment can lead to other incentives like aid with education bills or providing income guarantees for early years of practice.

There are 141 full members of the AAMC with doctoral programs in medicine that have received final approval and full accreditation from the Liaison Committee on Medical Education (LCME) in the United States. Nine medical schools in Texas, eight of which are public institutions, are full members of the AAMC. There are limited growth opportunities at existing programs in the state and even with projected increases in enrollment rates, the State of Texas will still fall short in its ability to supply an adequate number of physicians to its population. As of 2019, the ratio of active physicians per 100,000 in Texas is 199.9 with the national average at 242.1, ranking Texas number 47 of 50 states. The most recent enrollment and graduation data for Texas medical schools is included in the table below.

<b>Texas Medical Schools Enrollment and Graduation, 2015-2020</b>										
	<b>Matriculates</b>					<b>Degrees Conferred</b>				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Baylor College of Medicine</b>	186	186	185	186	186	183	167	187	158	186
<b>TX A&amp;M College of Medicine</b>	198	183	167	125	120	194	178	186	193	186
<b>TX Tech HSC Foster School of Medicine (El Paso)</b>	107	103	103	100	104	75	87	94	101	104
<b>TX Tech HSC School of Medicine (Lubbock)</b>	183	180	180	178	181	150	134	171	168	181
<b>UNTHSC College of Osteopathic Medicine</b>	230	232	229	230	230	194	218	186	226	230
<b>UTMB School of Medicine</b>	227	227	238	235	230	213	220	212	236	230
<b>UT Austin Dell Medical School</b>	0	50	50	51	50	0	0	0	0	50
<b>UTHSCH McGovern Medical School</b>	236	241	239	240	240	239	231	222	243	240
<b>UTRGV School of Medicine</b>	0	55	55	56	61	0	0	0	0	61
<b>UTHSCSA Long School of Medicine</b>	209	210	208	216	211	207	198	206	210	211
<b>UTSWMC School of Medicine</b>	238	238	236	238	233	235	227	238	212	233

**Source: Texas Higher Education Coordinating Board and medical schools. Prepared by Texas Medical Association, Medical Education Dept., 09/2020**

The proposed School of Medicine is uniquely positioned to reach the community with its resources and clinical partnerships. The doctoral program in medicine would not unnecessarily duplicate similar programs in Texas as none of the medical schools are based in East Texas. This presents a unique opportunity to achieve prominence by educating the next generation of expert clinicians, medical leaders, and scientists to meet the changing needs of the profession and the public. Doctoral programs in medicine and academic health centers that successfully bridge the large gap between an individualistic, cost-insensitive training model and the pressing demands of communities, states, and the nation and affordable, high-performance, team-based medical care and improved population health will attain distinction.

Admission into medical school programs in Texas continues to be a highly competitive process. In 2019, only 1611 of the 6,053 total medical school applicants (26.6%) matriculated into a Texas program. And although the number of students who are accepted and matriculate into Texas programs has remained even the last several years as additional student positions are created in existing programs, the number of applicants also grows each year. In 2020, 304 Texas residents who applied through Texas Medical Dental Schools Application Service (TMDSAS) and were made at least one offer declined to attend school in Texas.

It is reasonable to expect that student demand for admission into medical school programs in the State of Texas will continue to remain high and that the applicant pool will continue to remain strong in the future. The 2023 charter class of the School of Medicine will have 40 students and this new program would allow for additional placement opportunities for many qualified applicants.

Recruitment efforts for students will not begin until the accrediting body for medical schools, LCME, grants the School of Medicine preliminary accreditation status, per statutory regulations. The projection for preliminary accrediting status is the summer of 2022. At that point, the School of Medicine would opt to become a participating school with TMDSAS, the state's centralized application service currently utilized by all public medical schools in Texas. The summer 2022 timeframe coincides with the opening of the TMDSAS application for individuals applying to programs that begin Summer 2023 when the School of Medicine anticipates matriculating its charter class. Recruiting and admissions information will be available online and through program staff who will visit undergraduate institutions and host prospective students.

#### Program Quality

The new doctoral program in medicine will be evaluated through the faculty contributions, the accreditation process, the achievement of program objectives, monitoring the quality of experience, and implementing a plan for performance and program improvement.

School of Medicine core and support faculty have not yet been identified or hired at the time of proposal submission. The medical school core and support faculty members will reflect a range of clinical, scientific, and interdisciplinary backgrounds. Faculty members with core scientific and academic interests will be recruited from other institutions around the country or by creating joint appointments for current U. T. Tyler faculty. The institution has a track record of successful faculty recruitment in other disciplines and expects similar success for its doctoral program in medicine. Faculty members with primarily clinical responsibilities will be recruited by the institution as its curriculum develops. A large pool of talented individuals already exists in Tyler from academic programs (e.g., the Health Science Center at U.T. Tyler's GME clinical faculty), a university-owned teaching hospital system (e.g., U. T. Health East Texas), a non-academic teaching hospital (e.g., Christus Trinity Mother Frances), and private practices. The institution anticipates that additional clinical faculty members will be drawn from a pool of individuals outside Tyler and outside Texas who are attracted by the clinical opportunities and the overall quality of life in East Texas.

The School of Medicine will expect a level of research and scholarship from its faculty that is consistent with the expectations set forward by the U. T. System, and it is expected that it will be comparable to those at other medical schools within the U. T. System. The institution anticipates the ability to draw the interest of faculty who are currently maintaining high levels of professional productivity and who have an interest in cultivating the rich scientific and clinical resources to build the infrastructure of the new medical school.

The plan for anticipated faculty availability in the first five years of the program is below.

<b>Proposed Five-Year Faculty Hiring Plan (Full-Time Equivalents)</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b><u>2020-21</u></b>	<b><u>2021-22</u></b>	<b><u>2022-23</u></b>	<b><u>2023-24</u></b>	<b><u>2024-25</u></b>
<b>Dean</b>	1	1	1	1	1
<b>Basic Science Educators</b>	0.5	6	8	10	10
<b>Basic Science Research Faculty</b>	TBD	TBD	TBD	TBD	TBD
<b>Clinical Science Educators</b>	0.5	4	5	10	15
<b>Clinical Research Faculty</b>	TBD	TBD	TBD	TBD	TBD
<b>Clinical Faculty*</b>	150	175	200	250	300
<b>Total</b>	<b>155</b>	<b>186</b>	<b>214</b>	<b>271</b>	<b>326</b>

\* Clinical faculty already employed and active in the GME programs

The accreditation body for medical schools is the LCME, a 70-year-old organization formed to oversee medical education in the United States through a partnership of the American Medical Association (AMA) and AAMC. The LCME has developed an extensive set of standards and procedures to ensure educational program quality. These are rigorously enforced through a process that involves continuous data collection and self-study by administration, faculty, and students that leads to periodic site visits by a team who evaluates adherence to the standards and documents a recommendation to the full LCME Council. The Council then determines, by vote, whether to grant accreditation. New programs seeking LCME accreditation undergo a stepwise review and accreditation process.

Achievement of program objectives by students at the School of Medicine will be monitored in several ways. Students' fund of knowledge will be assessed during the preclinical years via internal written examinations, supplemented in some courses by laboratory examinations and faculty evaluations of small group performance, and by administering the National Board of Medical Examiners (NBME) Comprehensive Basic Science Examination every six months during the first two years. Additionally, the School of Medicine will utilize Objective Structured Clinical Exams (OSCEs) in Phase 1 Scientific Foundations and Phase 2 Clinical Experiences. Standardized end-of-rotation comprehensive NBME subject shelf examinations will also be administered during the clinical years to assess students' fund of knowledge, supplemented by internal written and oral examinations, and faculty and resident evaluations. Mastery of curriculum content will also be addressed by the requirement that all graduates of the School of Medicine pass steps 1 and 2 of the United States Medical Licensing Exam.

Students' opinions about the quality of their educational experiences in the preclinical years, including their assessment of the clarity of learning objectives, the relationship between published learning objectives and course/examination content, and the value of their preclinical courses in preparing them for their clinical rotations are obtained via the AAMC Medical Student Graduation Questionnaire given to each graduate. The quality of their clinical experiences is also addressed in the same survey via an extensive list of very detailed, specific questions.

Student performances on internal and standardized shelf examinations are monitored on an ongoing basis by course directors and the various subcommittees of a curriculum oversight committee. Student feedback following tests and from course evaluations is carefully reviewed by course directors and, where indicated, modifications will be made to the examination and/or course structure and content.

### Revenue and Expenses

<b>Expenses</b>	<b>5-Year Total (2021-25)</b>
<i>Faculty</i>	
Salaries and Benefits	\$20,400,000
<i>Graduate Students</i>	
N/A	\$0
<i>Staff &amp; Administration</i>	
Program Administration Salaries and Benefits	\$22,400,000
Clerical/Staff Salaries and Benefits	\$ 5,200,000
<i>Other Expenses</i>	
Supplies and Materials	\$ 750,000
Library & IT resources	\$ 1,850,000
Equipment	\$ 330,000
Facilities	\$ 610,000
Recruitment and Turnover	\$ 420,000
<b>Total Expenses</b>	<b>\$51,960,000</b>
<b>Projected Enrollment</b>	<b>5-Year Total (2021-25)</b>
Number of Students Used for Formula Funding Calculation	39
Total Number of Students	117

Revenue	5-Year Total (2021-25)
<i>From Student Enrollment</i>	
Formula Funding	\$0M
Tuition and Fees	\$ 5,700,000
<i>From Institutional Funds</i>	
STARS	\$0M
<i>From Other Revenue Sources</i>	
ETMC Foundation, Other Gifts, Instructional Grants	\$38,500,000
<b>Total Revenue</b>	<b>\$44,200,000</b>

**Notes:**

1. The time period included in the SOM budget above is 2021-2025.
2. These are estimated financials for the SOM based on initial discussion around the start-up of the medical school. While the Health Science Center has a number of components of the overall SOM administration and GME operations, the draft SOM budget reflects the development of a new UME program at the SOM, and revenues and expenditures directly associated with it.
3. The draft SOM budget does not include GME program revenues and expenditures. It is anticipated that GME program revenues and expenditures, which are currently a part of the Health Science Center's operations, will be included in future iterations of the SOM budget.
4. The draft budget does not include Research administration or infrastructure. Basic sciences chair salaries, basic sciences research faculty, basic sciences grant dollars and F&A dollars have not been included in this iteration of the SOM budget. It is anticipated that the basic sciences research P&Ls which are currently part of the U. T. Health Science Center - Tyler operations will be included in future iterations of the SOM budget.
5. Personnel headcounts, FTEs and salaries are estimated for the SOM. The incremental SOM budget includes net new personnel, and effort allocation for existing personnel to the SOM in new roles (e.g., Clerkship directors will be appointed from existing clinical faculty with an effort carve out to the SOM to fulfill the role for the UME program).
6. Facilities expenses are based on current working assumptions and placeholder financials. These are expected to be higher in future iterations of the SOM budget.
7. Tuition and Fees estimates do not include projected financial aid offsets.
8. Other Expenses do not include marketing, legal, consulting, travel, and accreditation-related expenses, which are still being finalized.

Costs vs. Funding Sources. For the 5-year period reported, the total costs exceed total funding sources by approximately \$7.8M.

Coordinating Board Criteria

The proposed program meets all applicable Texas Higher Education Coordinating Board criteria for new doctoral degree programs.

**4a. U. T. El Paso: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Rehabilitation Counseling degree program**

**RECOMMENDATION**

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Rehabilitation Counseling degree program at U. T. El Paso as described below.

**BACKGROUND INFORMATION**

U. T. El Paso requests approval to remove the Graduate Record Examination (GRE) requirement for admission to the Master of Rehabilitation Counseling (MRC) degree program. U. T. El Paso has conducted an in-depth study of the use of GRE scores in admission decisions and has found that the GRE is not predictive of student success in the Master of Rehabilitation Counseling program.

<b>Current Unconditional Admission Criteria</b>	<b>Proposed Unconditional Admission Criteria</b>
<ul style="list-style-type: none"> <li>• GPA of 3.0 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<ul style="list-style-type: none"> <li>• Three letters of recommendation.</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<ul style="list-style-type: none"> <li>• Statement of professional goals.</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<ul style="list-style-type: none"> <li>• GRE score (no minimum score required).</li> </ul>	<ul style="list-style-type: none"> <li>• GRE score <del>(no minimum score required)</del> <u>is not required.</u></li> </ul>
<b>Current Conditional (Probationary) Admission Criteria</b>	<b>Proposed Conditional (Probationary) Admission Criteria</b>
<ul style="list-style-type: none"> <li>• Applicants who do not achieve the GPA of 3.0 for their undergraduate degree need to maintain a GPA of 3.0 during their first year in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<ul style="list-style-type: none"> <li>• Applicants who do not take GRE before the application deadline can submit their GRE score after they are conditionally admitted to the program.</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Applicants who do not take GRE before the application deadline can submit their GRE score after they are conditionally admitted to the program.</del></li> </ul>

**4b. U. T. El Paso: Discussion and appropriate action regarding proposed changes to admission criteria for the Doctor of Philosophy in Chemistry degree program**

**RECOMMENDATION**

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Doctor of Philosophy in Chemistry degree program at U. T. El Paso as described below.

**BACKGROUND INFORMATION**

U. T. El Paso requests approval to remove the Graduate Record Examination (GRE) requirement for admission to the Doctor of Philosophy in Chemistry degree program. Based on an in-depth review of student success metrics (such as retention, Grade Point Average, and 10-year graduation rate), U. T. El Paso has determined that GRE scores are not predictive of student success in the doctoral program in chemistry.

<b>Current Unconditional Admission Criteria</b>	<b>Proposed Unconditional Admission Criteria</b>
<ul style="list-style-type: none"> <li>• Official transcripts of all previous academic work.</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<ul style="list-style-type: none"> <li>• Three letters of recommendation from individuals who are qualified to assess the applicant's potential for doctoral work.</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<ul style="list-style-type: none"> <li>• A personal statement setting out the applicant's reasons for wishing to pursue a Ph.D. in Chemistry at UTEP and future career plans.</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<ul style="list-style-type: none"> <li>• Curriculum Vitae</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<ul style="list-style-type: none"> <li>• Official TOEFL scores of 550 or higher for international applicants whose first language is not English or who have not completed a university.</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<ul style="list-style-type: none"> <li>• Official scores on the Graduate Record Examination (GRE)</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Official scores on the Graduate Record Examination (GRE)</del></li> </ul>

**4c. U. T. Tyler: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Public Administration degree program**

**RECOMMENDATION**

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Public Administration degree program at U. T. Tyler as described below.

**BACKGROUND INFORMATION**

U. T. Tyler requests approval to make changes to the criteria for consideration of admission to the Master of Public Administration (MPA) degree program.

The graduate faculty have noted that the Graduate Records Exam (GRE) score of an applicant is only one predictor of a student's academic success for graduate school and believe an acceptable score on the GRE should not be a barrier to student enrollment if the student has demonstrated previous academic success as an undergraduate student (from a regionally accredited institution of higher learning) or has earned a graduate degree (from a regionally accredited institution of higher learning).

<b>Current Admission Criteria</b>	<b>Proposed Admission Criteria</b>
1. A baccalaureate degree from an accredited college or university.	1. No Change
2. A minimum grade point average of 3.0 on a 4 point scale on the last 60 hours of undergraduate and/or graduate coursework. Candidates with advanced degrees will be given preference.	2. No Change

<p>3. For applicants to the Generalist track:</p> <ul style="list-style-type: none"> <li>a. Three years of full-time employment in a public or non-profit organization is required. A curriculum vitae should be submitted to document employment in a public or non-profit organization. A satisfactory score on the Verbal and Quantitative sections of the Graduate Record Examination (GRE) may be substituted for the employment requirement in the Generalist track.</li> <li>b. A letter expressing interest and motivation for pursuing the degree should be submitted; and an interview may be required.</li> <li>c. A course in research methods is recommended before admission to that track.</li> </ul>	<p>3. For applicants to the Generalist track:</p> <ul style="list-style-type: none"> <li>a. Three years of full-time employment in a public or non-profit organization is required. A curriculum vitae should be submitted to document employment in a public or non-profit organization. A satisfactory score on the Verbal and Quantitative sections of the Graduate Record Examination (GRE) may be substituted for the employment requirement <del>in the Generalist track.</del> <u>The GRE requirement can be waived if the applicant earned a 3.25 overall undergraduate GPA or has previously earned a graduate degree from an accredited university.</u></li> <li>b. A letter expressing interest and motivation for pursuing the degree should be submitted; <del>and an interview may be required.</del></li> <li>c. A course in research methods is recommended before admission to that track.</li> </ul>
<p>4. In addition to the requirements 1 and 2, applicants to the Health Care Administration track must have at least three years of full-time employment in a health care profession. They must also submit:</p> <ul style="list-style-type: none"> <li>a. An Applicant Information Sheet</li> <li>b. A 300 word written essay</li> <li>c. A resume</li> <li>d. Three letters of recommendation; preferably one from a supervisor</li> </ul> <p>An on-campus interview with the Director of the Health Care Administration track or other designated faculty member is also required.</p>	<p>4. No Change</p>

<p>5. Consideration is also given to one or more of the following: the applicant's demonstrated commitment to his or her chosen field of study, socioeconomic background, first generation college graduate, multilingual proficiency, geographic region of residence, and level of responsibility in other matters including extracurricular activities, employment, community service, and family responsibilities.</p>	<p>5. No Change</p>
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