



Vision 2020 Mid-Term Review

Assessment of Progress Toward

Creating a Culture of Excellence—Serving the Public Good

Vision 2020 is a vision for the University—not a strategic plan. Responsibility for implementation of the vision has rested with the presidents, provosts, deans and university leadership. The development of strategic plans and resulting actions that align with Vision 2020 have been and remain critical to its achievement. In early 2002, the *In Pursuit of the Vision* strategic plan, was adopted and focused on the overarching themes of diversity, globalization, and technology. Following his appointment as President later in 2002, Dr. Robert Gates announced four Vision 2020 Imperatives that would be the focus of his efforts. Those Imperatives were (1) Elevate the Faculty, (2) Strengthen graduate programs and enhance the undergraduate academic experience, (3) Diversify and globalize the Texas A&M community, (4) Focus on the built environment.

In the fall of 2008, Texas A&M launched a new planning effort to achieve distinction in the remaining decade of Vision 2020. This effort resulted in the *Academic Master Plan - Accelerating Excellence* which realigned the commitment of the academic enterprise to the goals of Vision 2020. The work of three Roadmap Committees: Teaching and Learning, Research and Scholarly Engagement were summarized into goals with pertinent strategies for progress and indicators of performance.

Guided by Vision 2020 and its Twelve Imperatives and informed by the *Academic Master Plan, Action 2015: Education First* is a plan that “insists on bold choices about the grand challenges on which the institution will focus.” The plan calls for greater stewardship and accountability of resources and an increased commitment to identify and acquire resources to move the university forward.

Over the past decade, a number of task forces have been appointed that focused on specific issues/topics which have produced a great number of recommendations many of which have been implemented. Task Forces have addressed faculty evaluation, diversity, budget reallocation, undergraduate experience, graduate experience, enrollment management, shared governance, campus arts, and athletics. The work of the various tasks forces have informed the strategic plans and other actions undertaken by the University over the years.

A number of accomplishments can be traced to the initiative of Vision 2020, some of which were identified by the Vision 2020 Advisory Council in its report to then President Gates in 2006. As is the case with previous assessments of progress, this assessment is not intended to be a comprehensive acknowledgement of every goal of Vision 2020 or all of the important elements, activities, and actions by the University. Rather, this assessment was designed to capture those accomplishments that are indicative of progress toward meeting the Imperatives and Precepts.

It is the position of the Vision 2020 Mid-term Review Task Force that Texas A&M has continued to make significant and focused progress over the past decade in moving toward the

ultimate aspiration of being a top ten public university. The work being done at the college, divisional, and institutional levels should be celebrated. There is solid evidence of *Creating a Culture of Excellence* resulting from a concentration on effective planning and assessment and building capacity through sound investments.

The original Vision 2020 Imperative is stated below followed by a summary of accomplishments. Many of the indicators previously used were input related rather than illustrating value-added or output. As a result of the Mid-Term Review and extensive work in developing the metrics, gaps in tracking data were identified leaving many accomplishments without baseline data against which to measure progress. Going forward and using the metrics that have been identified through the Mid-Term process, the university should be in a much better position to assess its progress and make strategic and operational adjustments in a more timely fashion.

Imperative 1: Elevate our Faculty and their Teaching, Research and Scholarship

The world today is knowledge-based and constantly changing. In such a world, the great university is a creator, organizer, preserver, transmitter and applier of knowledge. The foundation of these functions is an excellent faculty in adequate numbers. We must continue to review and strengthen hiring and tenure and promotion policies, enhance compensation, support innovative scholarship and transform our administrative culture. We cannot achieve our goal without a nationally recognized faculty with a passion for teaching and an academic environment that values and rewards innovation, great ideas and the search for new knowledge. We must continue to increase the size of our faculty and attract and retain top scholars.

Accomplishments:

Significant progress and investments have been made in elevating our faculty. The enhanced quality of the faculty resulted in the University being invited to become a member of the prestigious Association of American Universities (AAU), joining Rice and the University of Texas at Austin as the State's three member universities. Subsequent to our admission to AAU, the University was granted authority to organize a Phi Beta Kappa chapter. Phi Beta Kappa, founded in 1776, is a national academic honor society that serves as "the nation's leading advocate for the liberal arts and sciences at the undergraduate level." The University was formally installed as a member in February 2004.

Research at Texas A&M has grown significantly. The National Science Foundation ranks A&M in the top tier of universities nationwide in research expenditures. Figure 1.1 illustrates total research expenditures by institution for the period 2006-2009 and Figure 1.2 illustrates federally funded research by institution for the same period. Our researchers and graduate students are involved in research projects in every continent of the world, with more than 600 projects underway in more than 80 countries. Because of the expertise and reputation of the faculty, Texas A&M is only one of three universities in the nation to be designated as a Land-, Sea- and Space-Grant institution.

Faculty are well represented in national academies and are the recipients of numerous national awards (Figure 1.3). Additional scholarly contributions are indicated by the number of citations (83,055 from 2005-2009).

In 2002, the University launched an ambitious effort to hire an additional 447 new faculty as a part of the Faculty Reinvestment Program. This project had multiple academic goals and benefits. This initiative resulted in faculty reputation enhancement, greater faculty diversity and research opportunities, and improved teaching at both the undergraduate and graduate levels.

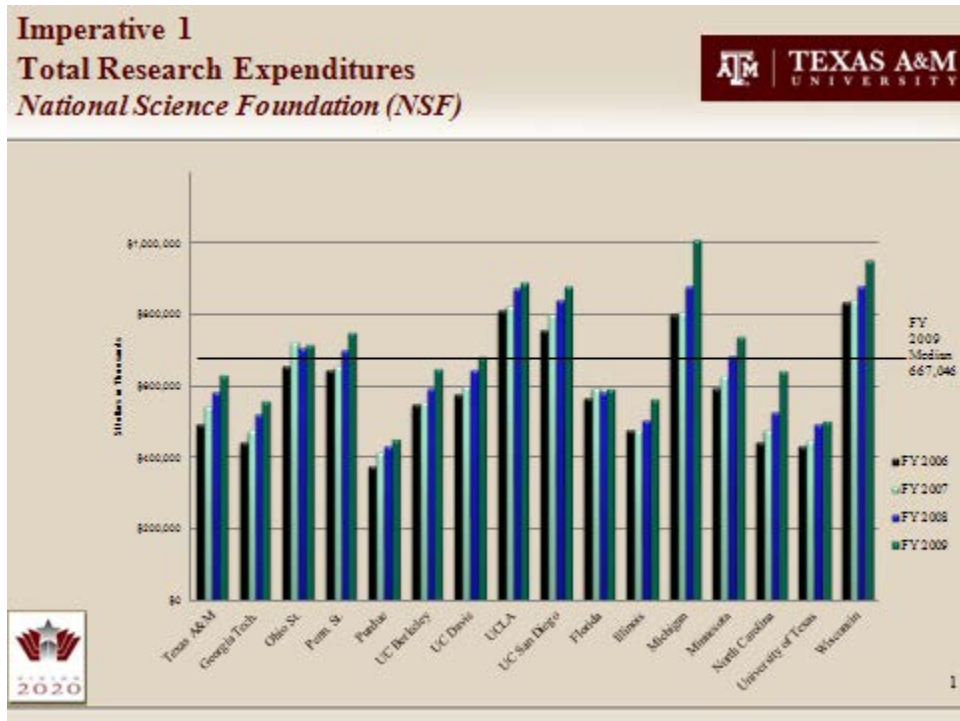


Figure 1.1

Imperative 1
Federally Funded Research Expenditures
National Science Foundation (NSF)

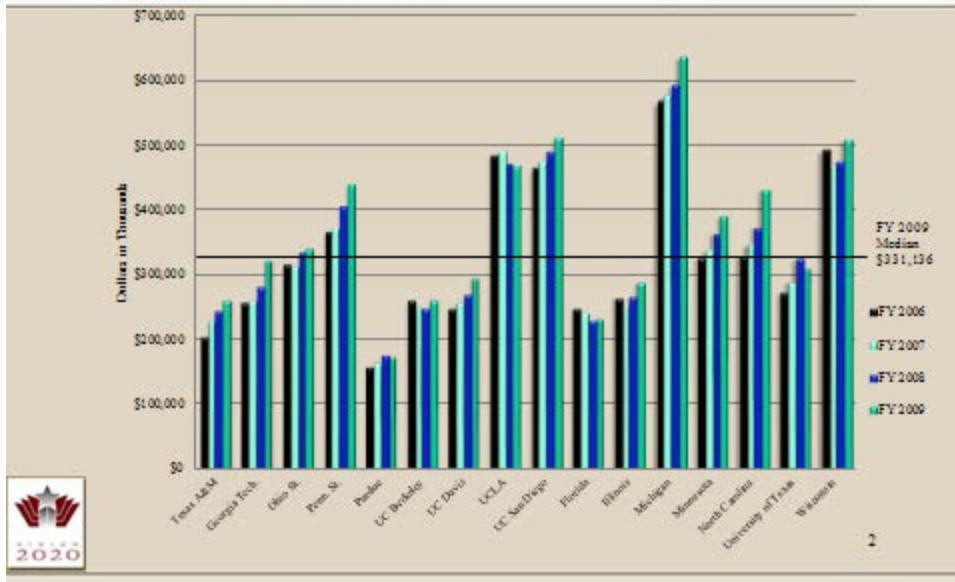


Figure 1.2

Imperative 1
Faculty Academy Members and Awards
The Center's Top American Research Universities



	2008 Data Set				2009 Data Set			
	Number of Nat'l Academy Members	Rank	Number of Faculty Awards	Rank	Number of Nat'l Academy Members	Rank	Number of Faculty Awards	Rank
Texas A&M	22	24	16	23	22	25	17	22
Georgia Tech.	30	17	16	23	28	17	11	36
Ohio St.	21	25	16	23	24	24	21	15
Penn. St.	26	20	23	12	25	22	23	13
Purdue	21	25	21	16	22	25	8	49
UC Berkeley	214	1	42	2	219	1	51	2
UC Davis	34	14	15	28	32	15	17	22
UCLA	73	6	38	6	81	5	32	8
UC San Diego	110	2	40	3	114	2	37	6
Florida	21	25	24	10	21	27	19	18
Illinois	56	9	35	8	57	9	37	6
Michigan	77	5	45	1	77	6	55	1
Minnesota	36	11	24	10	34	13	22	14
North Carolina	32	16	22	13	32	15	31	9
University of Texas	59	8	36	7	63	8	26	11
Wisconsin	72	7	35	8	73	7	40	4

Figure 1.3

Imperative 2: Strengthen our Graduate Programs

We must shift our thinking about the role of graduate education to attain the level of excellence we desire. A substantially expanded graduate studies effort is critical to our academic aspiration and effectiveness as a great research university. Outstanding professors attract superior graduate students and, in many instances, the money to help support their research. We must create a dynamic, exciting, discovery-driven intellectual environment that will draw superior graduate students, comparable to those in the nation's best graduate programs.

Accomplishments:

Texas A&M affirms its belief that, in order for the institution to become a premiere institution for graduate education, it must continue to improve its graduate offerings, focus on attracting the top graduate students, and generally expand the graduate student population. Some of the associated goals to support this objective included the institution's ability to provide both outstanding faculty and financial support. In addition, we must continue to diversify the graduate student population, programs and modes of delivery. Texas A&M has increased its graduate student enrollment from 22.9% to 25.5% since 2003 as illustrated in Figure 2.1. The number of graduate students participating in pedagogical preparation has increased in order to ensure that graduate students understand and are able to provide exceptional instruction. Graduate student support has been greatly enhanced through grants, fellowships (merit and diversity) and funds for international experiences.

Since 2001, Texas A&M has added 19 master's and six doctoral programs to complement its range of offerings and to meet changing needs and disciplinary advances. During the same period, ten master's and 2 doctoral programs have been eliminated as a result of doctoral program reviews and to ensure that all of our programs are current and meeting documented needs.

Texas A&M has increased the number of doctorates awarded from 528 in 2005 to 597 in 2009. Texas A&M is ranked 13th nationally among public institutions in the number of doctorates awarded in 2009 (The Center for Measuring University Performance - *The Top American Research Universities 2010 Annual Report*).

Imperative 2
Proportion of Graduate Enrollment
IPEDS Fall Enrollment



	Fall Semester						
	2003	2004	2005	2006	2007	2008	2009
Texas A&M	22.9%	22.9%	22.2%	24.1%	24.6%	25.0%	25.5%
Georgia Tech.	47.8%	45.9%	44.7%	45.1%	49.2%	49.6%	50.1%
Ohio St.	26.4%	27.2%	26.3%	34.7%	34.1%	33.6%	33.1%
Penn. St.	19.4%	18.6%	17.5%	17.2%	17.5%	16.9%	17.0%
Purdue	21.9%	21.7%	21.5%	24.3%	24.3%	25.2%	26.3%
UC Berkeley	37.5%	38.4%	38.3%	42.1%	41.8%	40.7%	40.3%
UC Davis	19.3%	20.2%	20.6%	26.5%	26.9%	26.4%	26.9%
UCLA	36.8%	36.8%	36.1%	44.0%	44.5%	44.0%	44.5%
UC San Diego	18.6%	18.4%	19.5%	22.8%	22.6%	22.2%	22.8%
Florida	30.5%	31.4%	31.8%	45.0%	47.0%	48.5%	50.7%
Illinois	34.8%	33.7%	32.4%	35.8%	37.0%	37.7%	39.4%
Michigan	49.3%	49.1%	47.0%	56.6%	57.4%	57.8%	59.0%
Minnesota	41.8%	44.6%	45.4%	57.0%	57.6%	57.1%	55.4%
North Carolina	48.7%	48.5%	48.8%	61.9%	59.6%	59.6%	60.8%
University of Texas	29.4%	30.2%	30.5%	34.2%	33.9%	33.7%	33.6%
Wisconsin	30.2%	30.7%	30.1%	38.4%	37.8%	37.1%	39.2%



Figure 2.1

Imperative 3: Enhance the Undergraduate Experience

A 21st century vision of excellence in undergraduate education at Texas A&M builds on the university's land-grant heritage, its role as a comprehensive research university and its distinctive approach to student leadership development to offer high-impact educational experiences that are recognized nationally for their ability to produce successful graduates prepared to think critically, communicate effectively and engage responsibly as citizens in a diverse global environment.

The fusion of the Aggie core values (leadership, excellence, integrity, respect, loyalty and selfless service) with baccalaureate learning outcomes should continue to produce leaders of character who are highly sought after to lead in our economic and social well-being. Putting education first, Texas A&M must foster a community of learners that is supported by a high-quality residential experience that educates and develops the whole student through both curricular and co-curricular experiences.

Accomplishments:

The institution aims to maintain retention and graduation rates that exceed state-wide and national rates by providing an environment and opportunities that facilitate growth and development, both academically and socially. In addition to the hundreds of student leadership development programs provided by the Division of Student Affairs and the leadership development mission of the Corps of Cadets, numerous academic departments produce or sponsor programs, conferences and university events that work to enhance and develop leadership skills and promote civic engagement in its students. Success has been found both in the first year retention rate and the six year graduation rate since 2001 as illustrated in Figures 3.1 and 3.2, respectively. We have been successful in reducing class sizes for some seminars thus improving the faculty-student ratio as shown in Figure 3.3. There has also been an increase in the percentage of tenure/tenure-track faculty members teaching undergraduate courses (Fall 2009 - 54.7% vs. Fall 2004 - 46.5%). Texas A&M has seen significant increase in the number of minority students who are first generation in college enrollees (Figures 3.4 and 3.5) and has achieved one of Texas' highest graduation rates for students of color as well as non-minority students. Additionally, the honors program has showed significant advancement as the number of honors courses offered has doubled since 2001, and the graduation rate for honors students has increased significantly since 2001. In 2010, the *Wall Street Journal* surveyed 500 of the nation's largest corporations and Texas A&M ranked 2nd among all universities by employers who were asked to identify the best institutions for recruiting students.

Imperative 3

Average Freshmen Retention Rate
U.S. News & World Report 'Best College'

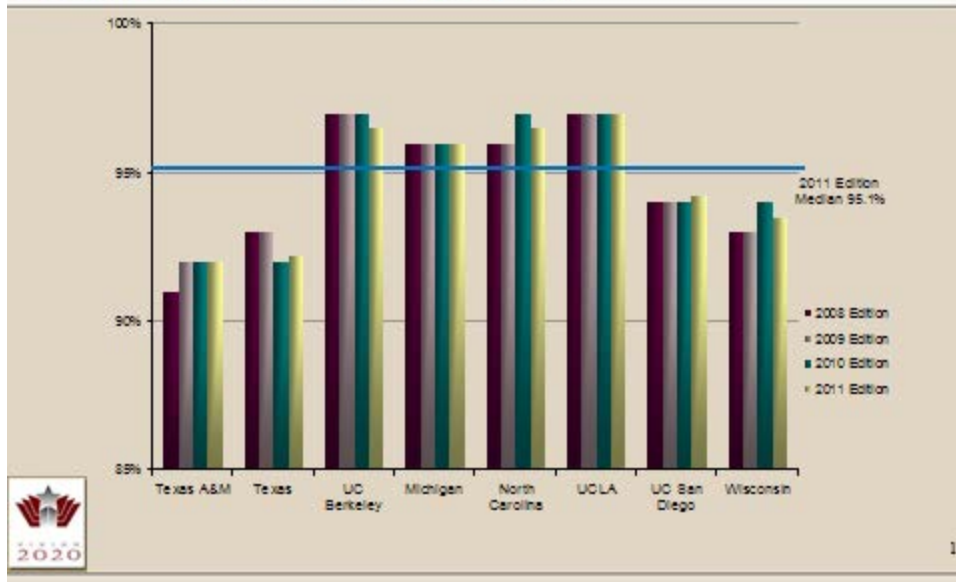


Figure 3.1

Imperative 3

Six-Year Graduation Rate
U.S. News & World Report 'Best College'

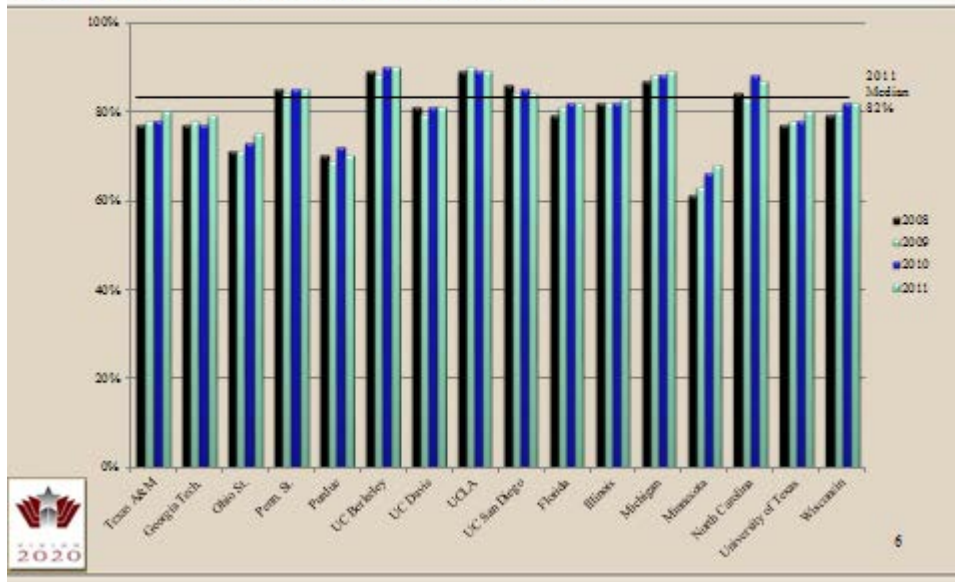


Figure 3.2

Imperative 3 Faculty Student Ratio

U.S. News & World Report 'Best College'



	Student-Faculty Ratio						
	Edition						
	2005	2006	2007	2008	2009	2010	2011
Texas A&M	21	20	20	20	20	20	19
Georgia Tech.	14	14	14	14	14	14	20
Ohio St.	14	14	13	13	13	13	15
Penn. St.	17	17	17	17	17	17	17
Purdue	15	14	14	14	14	14	14
UC Berkeley	16	16	15	15	15	15	16
UC Davis	19	19	19	19	19	19	16
UCLA	18	18	18	16	16	16	17
UC San Diego	19	19	19	19	19	19	19
Florida	22	23	21	21	22	20	20
Illinois	12	14	14	17	17	17	16
Michigan	15	15	15	15	15	15	15
Minnesota	15	15	15	15	15	19	21
North Carolina	14	14	14	14	14	14	14
University of Texas	19	19	18	18	18	17	17
Wisconsin	13	13	13	13	13	17	17



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Figure 3.3

Imperative 3 Accessibility: Significant Changes in Minority Enrollment



Fall First Time in College (FTIC)	African American	Hispanic	Asian	Native American
2001	198	674	222	37
2003	158	692	234	27
2005	256	1,001	321	28
2008	304	1,314	413	45
2009	308	1,393	501	49
Headcount Change 2001 to 2009	+110	+719	+279	+12
% Change 2001 to 2009	56%	107%	126%	32%

**First Generation: 26.8% of
FTIC Fall 2009 class**

Figure 3.4

Imperative 3

Accessibility: Significant Changes in Minority Enrollment



Fall First Time in College (FTIC)	Black Only + 2 or more/1 Black	Hispanic or Latino of any Race	Asian Only	Native Hawaii	American Indian Only
2010	271	1,502	414	7	20

First Generation: 25.7% of FTIC Fall 2010 Class

Figure 3.5

Imperative 4: Build the Letters, Arts and Sciences Core

Texas A&M's Vision 2020 goal of becoming a consensus top-10 university by the year 2020 will require demonstrable strength in the letters, arts and sciences. Progress has been made in a number of areas and on a number of dimensions, but redoubling the commitment and the effort devoted to Imperative 4 is critical for the University's success in the coming decade.

High-impact faculty and graduate programs in the letters, arts and sciences produce new knowledge and understanding of our world. This new knowledge also greatly enhances the quality of undergraduate education by introducing students to the history and achievements of humankind, approaches to understanding the world and the universe and critical and analytical skills that serve for a lifetime. The quality of instruction and educational programs depends directly on the quality of the faculty. Texas A&M, accordingly, must commit to initiatives that increase the number of nationally and internationally prominent faculty and expand the number of nationally ranked academic programs in the letters, arts and sciences.

Accomplishments:

Figure 4.1 highlights a number of important accomplishments in the humanities and social sciences since 2000. Similarly, Figure 4.2 outlines major accomplishments by the natural, physical and mathematical sciences. Figure 4.3 shows sciences doctoral program rankings as determined by U. S. News and World Report and Figure 4.4 shows the doctoral program rankings for the humanities and social sciences. Both the applied sciences as well as the humanities and social sciences have secured significant external funding for further research and new facilities.

Humanities and Social Sciences	2000	2010 (or latest)
Number of Tenured and Tenure Track Faculty	294 (2002)	353
Number of Faculty with Significant External Awards	Not available	Not available
Nobel Laureates, National Academy of Sciences, American Academy of Arts and Sciences	N/A	N/A
Guggenheim Fellowships, American Council of Learned Society, Humboldts, faculty with NEH or NEA Fellowship Awards	44	81
Number of Bachelor Degrees Granted	1,328	1,805
Number of PhD Degrees Granted	46	74
External Research Awards	\$4,862,987	\$9,116,328
Young Investigator Awards	0	0

Figure 4.1

Natural, Physical and Mathematical Sciences	2000	2010
Number of Tenured and Tenure Track Faculty	302 (2002)	398
Number of Faculty with Significant External Awards	Not available	Not available
Nobel Laureates, National Academy of Sciences, American Academy of Arts and Sciences	Not available	9
Humboldts, Sloan Awards		
Number of Bachelor Degrees Granted	466	637
Number of Ph.D. Degrees Granted	90	128
External Research Awards	\$106,444,199	\$192,398,644
Young Investigator Awards	Four awards totaling \$549,641	Five awards totaling \$1,175,389

Figure 4.2

Sciences Ph.D. Program	<i>U.S. News & World Report</i>				
	2003 All/Public	2007 All/Public	2008 All/Public	2009 All/Public	2011 (or latest) All/Public
Applied Physics	Not available				
Atmospheric Sciences	Not available.				
Biochemistry	*	*	*	*	*
Biology	*	*	*	*	*
Botany	Not available.				
Chemistry Analytic Inorganic	22/10	18/8 15/15 6/3	22/9 16/16 5/2	Not available.	19/8
Geology	**	**	**	**	**
Geophysics	**	**	**	**	**
Mathematics	42/54	47/27	Not available.	44/23	40/23
Microbiology	*	*	*	*	*
Oceanography	Not available.				
Physics	46/28	49/29	Not available.	45/26	40/24
Statistics	Not available.	12/7	Not available.	12/7-- <i>No new ranking; use previous ranking.</i>	Not available.
Zoology	Not available.				

Figure 4.3

Humanities and Social Sciences Ph.D. Program	<i>U.S. News & World Report</i>		
	2003 All/Public	2006 All/Public	2010 All/Public
Anthropology	Not available.		
Communication	Not available.		
Economics	37/18	44/22	42/21
English	59/34	61/35	63/36
Hispanic Studies	Not available.		
History	68/41	74/44	85/49
Philosophy	Not available.		
Political Science <i>American Politics</i>	31/18 21/12	22/9 17/10	24/11
Psychology	102/62	107/65	74/47
Sociology	54/34	49/25	41/25

Figure 4.4

Imperative 5: Build on the Tradition of Professional Education

At the heart of Vision 2020 is a goal of strengthening our professional programs at both the undergraduate and the graduate levels. Those involved with our professional programs must recognize the need to prepare graduates broadly to contribute to a complex and rapidly changing state, national and global society. Professional programs are, for the current purpose, defined as curricula leading to degrees accredited by agencies responsible for professional licensure and/or professional certification. Among the metrics used to measure the eminence of professional programs is performance on standard and professional examinations.

Accomplishments:

Professional education continues to make tremendous strides in reaching the aspiration goal of having programs that are nationally ranked. Relative rankings of some of the professional programs can be seen in Figures 5.1-5.3. In addition, professional programs in business, architecture, education, and veterinary medicine have a high passing rate on national and state certification exams. Students in the business professional program have shown a pass rate of 70-78% on first attempts of the four parts of the Certified Public Accounting (CPA) exam. Students in architecture had a 72% pass rate across all segments of the NCARB national licensing exam. College of Education and Human Development students seeking teacher certification have consistently maintained a 97-98% pass rate on the Texas Examinations of Educator Standards (ExCET Exam) since 2005. Veterinary medicine students have consistently had passage rates of 98% on the state board examination and 95% on the NAVLE.

Additionally, the productivity of the represented disciplines is also significant as faculty members in these areas provide significant leadership in various organizations within their respective fields. Veterinary Medicine and Biomedical Sciences has secured more than \$1 million dollars for scholarships and endowed chairs, while Education and Human Development currently operates 25 state and national centers and labs which conduct research and provide services related to various aspects of mental and physical health, wellness and education. Faculty in the College of Architecture have provided service and leadership to the state and the nation through their efforts in more than 30 positions of leadership in local and national organizations and their contributions to research publications.

Imperative 5 Best Graduate School Rankings

U.S. News & World Report 'America's Best Graduate Schools'



	Engineering							
	Edition							
	2008		2009		2010		2011	
	All	Public	All	Public	All	Public	All	Public
Texas A&M	14	8	13	7	14	8	12	6
Georgia Tech.	4	2	4	2	4	2	4	2
Ohio St.	26	16	29	18	27	16	25	14
Penn. St.	21	13	23	13	23	13	23	13
Purdue	12	6	15	9	12	6	13	7
UC Berkeley	3	1	3	1	3	1	3	1
UC Davis	34	19	32	20	33	20	32	20
UCLA	16	10	13	7	14	8	15	9
UC San Diego	13	7	11	5	12	6	13	7
Florida	26	16	24	14	25	15	30	18
Illinois	5	3	5	3	5	3	5	3
Michigan	9	4	9	4	9	4	8	4
Minnesota	23	14	24	14	23	13	28	16
North Carolina	NR	NR	NR	NR	NR	NR	NR	NR
University of Texas	11	5	11	5	10	5	9	5
Wisconsin	14	8	15	9	16	10	15	9



2

Figure 5.1

Imperative 5 Best Graduate School Rankings

U.S. News & World Report 'America's Best Graduate Schools'



	Edition							
	2008		2009		2010		2011	
	All	Public	All	Public	All	Public	All	Public
Business								
Accounting	24	13	NR	NR	25	13	24	12
General Management	NR	NR	NR	NR	NR	NR	NR	NR
Education								
Administration/Supervision	22	17	21	16	20	15	15	10
Educational Psychology	NR	NR	NR	NR	NR	NR	NR	NR
Vocational/Technical	8*	8*	8*	8*	NR	NR	NR	NR
Engineering								
Aerospace/Aeronautical/Astronautical	9	5	8	5	13	8	10	6
Biological/Agricultural	1*	1*	1*	1*	3	2	3	3
Biomedical/Bioengineering	30	15	27	13	30	14	35	19
Chemical	30	19	30	20	27	18	27	17
Civil	13	8	13	8	13	8	12	8
Computer Engineering	25	15	29	15	20	13	20*	13*
Electrical/Electronic/Communications	21	13	18	11	20	12	22	14
Industrial/Manufacturing	8	6	9	7	8	6	8	6
Mechanical	21	12	20	12	17	10	16	9
Nuclear	4	3	4	3	3	2	4	3
Petroleum	3	2	2	2	2*	2*	2*	2*



* No new ranking in this edition.

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Figure 5.2

Imperative 5
Best Graduate School Rankings
U.S. News & World Report Rankings



Summary: Ph.D. Specialty Rankings Veterinary Medicine			
	Edition		
	2002	2004	2008
Texas A&M	4 (2)	5 (3)	5 (3)
Ohio St.	6 (4)	6 (4)	5 (3)
Purdue	16 (13)	14 (11)	14 (11)
UC Davis		NR	2 (1)
Florida	9 (7)	9 (7)	11 (9)
Illinois	12 (10)	12 (10)	18 (15)
Minnesota	11 (9)	11 (9)	10 (8)
Wisconsin	7 (5)	8 (6)	5 (3)

Summary: Ph.D. Specialty Rankings Public Affairs			
	Edition		
	2002	2005	2009
Texas A&M	46 (30)	35 (22)	36 (23)
Georgia Tech	65 (42)	57 (40)	51 (35)
Ohio St.	35 (22)	42 (30)	36 (23)
UC Berkeley	4 (2)	5 (3)	6 (4)
UCLA	24 (13)	21 (10)	14 (7)
Michigan	7 (4)	8 (4)	7 (5)
Minnesota	12 (7)	21 (10)	14 (7)
North Carolina	12 (7)	10 (5)	14 (7)
University of Texas	7 (4)	10 (5)	14 (7)
Wisconsin	11 (6)	17 (9)	14 (7)



Note: () - Public Rankings
 - No new rankings in the Edition, using the previous rankings

Figure 5.3

Imperative 6: Diversify and Globalize the Texas A&M Community

The time has passed when separation of the Texas A&M campus from neighboring communities served a compelling utilitarian function. Information, communication and technology have produced a highly connected workforce and society, both globally and locally. An organization's ability to survive and succeed is increasingly linked to the development of a more pluralistic, diverse and globally aware populace.

It is essential that the faculty, students, staff and larger campus community embrace a cosmopolitan environment. The University's core values, while giving us guidance and distinctiveness to serve the greater good, also give us a foundation from which to interact with all people. Texas A&M must accelerate its efforts to attract, nurture and sustain a more racially, ethnically, socially, culturally and geographically diverse faculty, staff and student body.

Accomplishments:

Texas A&M University aspires to be a premiere institution as reflected in the diversity of its students, faculty and staff, as well as its global collaborations in education, research and business. Several efforts have been created in order to continue improvements in accountability, culture and equity, including the development of a comprehensive diversity plan. This plan includes the implementation of several international conferences as well as university-wide seminars and activities in order to facilitate, inform and educate the university community concerning issues of diversity. We have made some progress in the recruitment of minority students as a percentage of total enrollment (Figure 6.1) and in the enrollment of first generation in college minorities as shown in Figure 3.4. Additionally, there has been an increase in the number of women faculty.

Texas A&M ranks well for its international student enrollment (Figure 6.2) and for its student participation in study abroad (Figure 6.3). The university also maintains several centers for research and education in numerous geographical areas including Latin America, Mexico, Europe and a branch campus in the State of Qatar. The University has increased enrollment of international students to almost 4500 representing 124 countries.

Finally, there has been an increase in the perception of the campus climate being more welcoming to people of color, albeit modest, since 2006.

Imperative 6 -- Percent of Black and Hispanic Students to Total Enrollment



IPEDS Fall Enrollment

	Fall Semester				
	2005	2006	2007	2008	2009
Texas A&M	12.9%	13.9%	14.4%	15.5%	16.4%
Georgia Tech.	10.0%	10.0%	9.8%	10.0%	9.9%
Ohio St.	9.4%	9.1%	9.0%	8.9%	8.8%
Penn. St.	7.0%	7.1%	7.3%	7.4%	7.6%
Purdue	6.0%	6.2%	6.3%	6.2%	6.2%
UC Berkeley	12.7%	13.0%	13.2%	13.5%	14.0%
UC Davis	12.1%	12.6%	13.4%	14.0%	14.7%
UCLA	16.7%	16.2%	16.8%	16.6%	16.8%
UC San Diego	11.1%	11.5%	12.1%	12.6%	13.3%
Florida	18.3%	19.1%	19.8%	20.4%	21.3%
Illinois	11.5%	11.9%	12.0%	11.9%	11.7%
Michigan	11.1%	10.6%	10.2%	9.8%	9.2%
Minnesota	5.7%	5.9%	6.2%	6.2%	6.3%
North Carolina	12.7%	13.3%	13.6%	14.0%	14.0%
University of Texas	17.8%	18.9%	19.8%	20.3%	20.7%
Wisconsin	5.4%	5.8%	6.0%	6.4%	6.4%



3

Figure 6.1

Imperative 6 -- Percent of International Students to Total Enrollment



IPEDS Fall Enrollment

	Percent of International Students to Total Enrollment				
	Fall Semester				
	2003	2005	2007	2008	2009
Texas A&M	7.7%	7.8%	8.2%	8.7%	9.0%
Georgia Tech.	16.7%	16.2%	17.8%	17.8%	18.5%
Ohio St.	7.5%	7.0%	6.9%	7.3%	7.7%
Penn. St.	7.6%	7.3%	7.6%	8.2%	8.9%
Purdue	12.0%	11.9%	12.3%	13.3%	14.6%
UC Berkeley	7.6%	7.4%	7.5%	8.4%	9.1%
UC Davis	4.6%	4.6%	4.8%	4.8%	4.9%
UCLA	6.9%	7.1%	7.4%	7.8%	8.3%
UC San Diego	5.5%	5.4%	5.6%	5.9%	6.7%
Florida	5.8%	6.3%	6.8%	7.4%	7.6%
Illinois	11.5%	12.4%	12.7%	13.6%	15.2%
Michigan	11.6%	11.7%	12.0%	12.2%	12.7%
Minnesota	7.1%	7.0%	7.3%	8.0%	9.1%
North Carolina	4.7%	4.5%	4.4%	4.6%	4.6%
University of Texas	8.9%	8.9%	9.1%	9.1%	9.1%
Wisconsin	8.3%	8.2%	8.3%	8.9%	9.5%



3

Figure 6.2

Imperative 6

Students Study Abroad

IIE and IPEDS Fall Enrollment



	AY 2008		AY 2008	
	#	% of Total Student Enrollment	#	% of Total Student Enrollment
Texas A&M	1,333	3.1%	1,388	3.1%
Georgia Tech.	792	4.5%	918	5.1%
Ohio St.	1,704	3.5%	1,758	3.6%
Penn. St.	2,101	5.0%	2,181	5.1%
Purdue	1,231	3.3%	1,208	3.2%
UC Berkeley	870	2.6%	803	2.3%
UC Davis	1,322	4.6%	1,412	4.8%
UCLA	2,330	6.4%	2,371	6.3%
UC San Diego	1,059	4.0%	1,141	4.2%
Florida	2,039	4.3%	2,004	4.3%
Illinois	2,086	5.2%	1,999	4.9%
Michigan	1,969	5.0%	2,116	5.4%
Minnesota	2,521	6.1%	2,347	5.7%
North Carolina	1,511	6.1%	1,434	5.6%
University of Texas	2,342	5.0%	2,281	4.8%
Wisconsin	2,216	5.8%	2,230	5.8%

Figure 6.3

Imperative 7: Increase Access to Intellectual Resources

The intellectual assets represented by the A&M Libraries must continue to grow and develop to fulfill the mandate of Vision 2020. There has been more change in the storage, access and distribution of knowledge resources in the last two decades than in the 550 years since the invention of movable type. In the last 10 to 15 years, the Texas A&M Libraries has achieved parity with many of its academic peers. However, to maintain its progress and forge new ground in pursuit of Vision 2020 goals, continued significant investment of resources in the libraries is critical.

The role of information technology becomes more important to faculty, students, staff and administrators as both knowledge and information continue to multiply. The best universities will always be at the forefront of advances in information technology. Premiere institutions will lead the ways in which information is transferred and used. A&M will be a leader in the application and development of information technology that improves on-site and off-site instructional approaches, provides access to intellectual resources, increases the delivery of services to students and faculty and facilitates excellence in all facets of institutional life.

Accomplishments:

Texas A&M has had significant growth in both its library and technology resources. Since 1999, the university library has improved in its ranking with the American Research Libraries, 23rd (from 36th) among all universities and 12th (from 22nd) among public institutions. Progress from 2004 is shown in Figure 7.1. Since 2005, TAMU Libraries have created and staffed the following new organizational units: Digital Initiatives; Scholarly Communications and Digital Services; and the Digital Services Center. These new units provide services for creation, access and use of digital collections. The Texas A&M Digital Library is now available to host digital collections and to provide scholarly communications services. TAMU Libraries have also collaborated with other public ARL libraries in Texas to establish the Texas Digital library, a statewide consortium of 15 universities providing a set of shared services for scholarly communication.

Much like the shared systems used for library resources, A&M has established joint licensing for electronic resources as well in order to improve access, enhance use and develop data management. Roaming and classroom technologies have been advanced and operational systems such as e-learning, a new web portal and web-conferencing have been developed to support instruction and communication across the university and across the state.

Imperative 7
Association of Research Libraries (ARL) Rankings



	2004-2005		2005-2006		2006-2007		2007-2008	
	All	Public	All	Public	All	Public	All	Public
Texas A&M	28	16	30	14	26	13	27	14
Georgia Tech.	104	62	110	68	NR	NR	108	63
Ohio St.	25	14	22	13	27	14	22	12
Penn. St.	12	7	8	4	8	4	8	4
Purdue	77	44	43	23	46	23	48	25
UC Berkeley	6	2	5	1	5	1	5	1
UC Davis	53	30	60	33	64	36	73	40
UCLA	8	4	6	2	7	3	6	2
UC San Diego	39	21	42	22	37	18	34	18
Florida	27	15	36	18	38	19	37	19
Illinois	7	3	16	9	13	6	18	10
Michigan	5	1	7	3	6	2	7	3
Minnesota	16	10	15	8	16	9	17	9
North Carolina	17	11	17	10	18	10	15	7
University of Texas	10	5	9	5	9	5	9	5
Wisconsin	11	6	12	6	15	8	14	6



Figure 7.1

Imperative 8: Enrich our Campus

The quality of the campus environment, its relationship with its surrounding community and the effectiveness of its teaching and research facilities all have a direct link to an institution's strategic vision. The quality of Texas A&M's facilities must reflect the excellence of the people and programs central to the teaching, research and service mission. Through judicious and innovative planning, the campus infrastructure could be aesthetically congruent.

Accomplishments

Several major building and infrastructure projects have been completed and others are in process to enhance our research environment and continually improve the connection between east and west campus. Since 2000, the University has planned and built over \$800 million in new facilities. Some of the research building projects include: Interdisciplinary Life Sciences Building, Mitchell Physics Building, Emerging Technologies & Economic Development Building, and the National Center for Therapeutics Manufacturing Building.

Projects such as Wellborn Road grade separation, utility plants upgrades, pedestrian pathways, improved parking lots and spaces, and lighting for campus safety have been completed. One phase of the new University Garden Apartments has also recently been opened and phase two is currently in process. Likewise, renovations are in process for several existing residence halls and a new 650-bed residence hall has been approved in order to facilitate the enhancement of the living-learning environment for all students.

Texas A&M implemented \$175 million in utility infrastructure upgrades to modernize the campus utility systems. Ongoing projects include a \$70 million heat and power plant which is partially funded by a \$10 million U. S. Department of Energy grant. Facilities and Energy Management is in a contract with Siemens that allows the institution to make energy upgrades and pay for the cost of the upgrades with guaranteed annual energy savings which is expected to save the University \$1.1 million annually.

Imperative 9: Build Community Connections

Developing community connections and partnerships is essential for universities, especially those with a land-grant mandate. Outreach and meaningful connection to communities are at the center of the teaching, research and service philosophy upon which Texas A&M was founded.

Building on the historical strengths of the extension model, Texas A&M will enhance its efforts to engage the urban regions of the state and to assist Texas communities in addressing local economic, social, environmental and educational needs. To ensure that the work of our University is relevant to current and future generations of Texans, we must seek mutually beneficial engagement and partnerships to advance the human condition throughout the state.

Accomplishments:

The relationships that A&M builds and maintains with both the local and State's population centers are believed to be mutually beneficial to the institution and the state. The university has developed several means of supporting these community and cities through identifying and responding to areas of common interest such as education, transportation, cultural programming, emergency response assistance and overall economic development. The University's growth in economic impact on the local community is shown in Figure 9.1.

Additionally, the relationship with Blinn College is viewed as a model for relationships between community colleges and universities. The Blinn Team program is a collaborative co-enrollment program whereby participating students are initially admitted both to Blinn College and to Texas A&M on a part-time basis, and may earn full admission by several methods. Blinn Team admissions in 2001 was 358 compared with 2010 admissions of 647. Blinn transfer students in 2004 numbered 492 compared with 2010 of 587. Between 2004 and 2010, 3895 students have transferred from Blinn. Blinn TEAM students benefit from enrollment at both institutions; students enjoy the university experience afforded by Texas A&M (such as residence hall life, sports events, and a huge range of student activities), while enjoying the smaller classroom environments and costs of Blinn College. Academic advisors, faculty, and staff at both schools facilitate TEAM student successes. There have been continued increases in both the Blinn Team admissions as well as Blinn student transfers.

Texas A&M works closely with the BCS Chamber of Commerce and the Research Valley Partnership to enhance the economic well-being of the community.

TEXAS A&M UNIVERSITY

DATA FOR ECONOMIC IMPACT STATEMENT – 2000-2010 Growth

Economic Impact Category		2000 (\$ Millions)	2010 (\$ Millions)	\$ Change (\$ Millions)	% Increase	AVG IMPACT (\$ Millions)
A.	Estimated Regional Annual Payroll for TAMU & TAMUS to Brazos County Employees (Average of March, June, September and December employment levels and compensation paid to Brazos County employees)	\$ 523.94	\$ 885.62	\$ 361.68	69.03%	\$ 694.04
B.	Estimated Dollars Spent Locally By Visitors To TAMU & Bush Library (2007 and beyond – 90% of the per diem rate used by the B/CS Convention and Visitor's Bureau for leisure visits)	\$ 60.40	\$ 144.21	\$ 83.81	138.75%	\$ 95.23
C.	Subtotal Estimated Students Regional Expenditures While At TAMU	\$ 200.03	\$ 464.49	\$ 264.46	132.21%	\$ 280.12
Estimated Brazos County Expenditures Subject to a 2.5X Multiplier		\$ 784.38	\$ 1,494.32	\$ 709.95	90.51%	\$ 1,069.39
Estimated Impact of TAMU and Student Expenditures on Brazos County w/Multiplier		\$ 1,960.94	\$ 3,735.80	\$ 1,774.86	90.51%	\$ 2,673.46

Figure 9.1

Imperative 10: Demand Enlightened Governance and Leadership

Great universities have a clearly articulated vision, a stimulating intellectual environment populated by great faculty and students and resources adequate to support quality offerings. One other characteristic often contributes to greatness: enlightened leadership.

Clear, cooperative relationships between/among the University, the A&M System and the Board of Regents, which oversees the administration and sets policy direction for the A&M System's nine universities, seven state agencies and health science center, must be the norm. To achieve our aspirations, strong, enlightened, stable and forward-thinking leadership focused on academic quality is essential. We have made progress, but we must remain zealous. Regents must continue to take the policy high ground.

A&M System administration must acknowledge and nurture Texas A&M's role as a comprehensive research university with national peers. The University administration must be steadfast in its demand for quality in every decision.

There must be continued recognition of the importance of shared university governance as a reflection of the mutual commitment and mutual respect among the members of the University community that is characteristic of all great universities. Governance by individuals in administrative posts and in the Faculty Senate should be thoughtful, forward-looking and oriented towards producing long-range, high-quality results.

And finally, the University administration must make decisions through a process characterized by openness and appropriate faculty and staff participation. Our responsibility to the A&M System as its flagship must be evidenced in all decision-making. Academic progress is fragile. Enlightened, shared governance and leadership are elemental to its achievement.

Accomplishments:

Progress has been made in the transparency of the search process for department heads through senior administrators. Additionally, senior leadership has been very intentional about improving communication and ensuring input into decision processes from both faculty and staff via consultation/meetings, open forums, appointment to task forces and/or work groups.

Imperative 11: Attain Resource Parity with the Best Public Universities

The combination of rapid population growth, demand for government services and difficult economic times has placed a strain on the Texas treasury in recent years. A good and widely dispersed university System has provided access to the state's growing college-aged population. Access alone is no longer enough, however. Texas must have a few universities that offer opportunities equal to those at the best public universities, while taking complementary steps to maintain access. Competitive peer states have long recognized the economic necessity of comprehensive research universities in meeting the knowledge demands of an information society. States with the best universities are currently investing more funding per student than Texas is investing in Texas A&M.

Texas A&M and the University of Texas at Austin are ideally positioned to achieve recognition as top national institutions because of the state's historical, constitutional commitment to finance them. These institutions should be supported in a way consistent with our national competition. They must be provided the flexibility and exercise the wisdom and courage to price their offerings more in line with their value, while taking complementary steps to maintain access. Finally, they must use their historical strength to generate more private capital. Texas A&M must attain resource parity with the best public institutions to better serve Texas.

Accomplishments:

While the University has worked diligently to increase sources of revenue other than state funding and has achieved a margin of success in this area, the economic condition of the state and the level of state funding to higher education over the past few years has limited the University's ability to make inroads to achieving resource parity with the best public universities. In order to achieve parity with peer institutions, Texas A&M has sought both to increase alliances with various corporations, public and nonprofit organization, as well as, engage in efforts to increase its endowment. The university has improved its efficiencies through the use of various human resource management and financial operational systems, and restructured business operations to ensure optimal effectiveness.

The university has had great success in two capital campaigns which have raised in excess of 1.2 billion dollars for the university's endowment fund. (Figure 11.1) This funding has provided for 55 faculty chairs, 44 endowed professorships and over \$100 million in graduate fellowships and undergraduate scholarships.

The university has been successful in improving levels of support from tuition deregulation and the permanent university fund performance, tuition revenue bond financing for capital projects and the Competitive Knowledge Fund.

Imperative 11
Alumni Support
Council for Aid In Education (CAE)

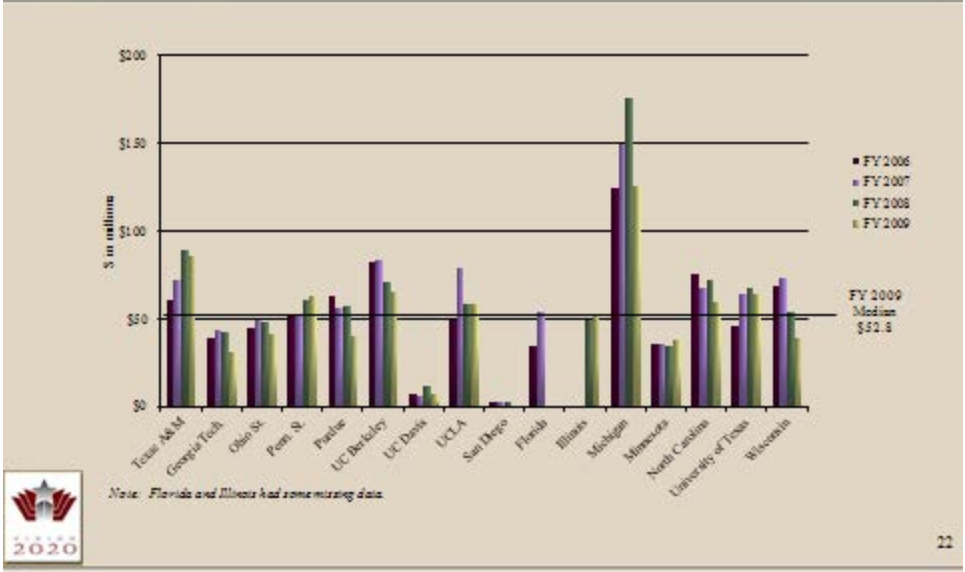


Figure 11.1

Imperative 12: Meet Our Commitment to Texas

Texas A&M is a public, land-grant institution that prepares educated problem-solvers to lead the state. Texas A&M's aspiration to be among the best public universities in the country resonates with this historical mandate. The diverse population of Texas should have access to the best public education in America without having to leave the state. To further fulfill our mission, Texas A&M should engage in partnership with communities, industry, non-profit organizations and government entities to help solve the most difficult societal problems while honoring its heritage of enhancing economic and social well-being. Increased focus on excellence while maintaining relevance and access will allow Texas A&M to meet its commitment to Texas.

Accomplishments:

Texas A&M acknowledges and fully expresses its commitment to Texas through its commitment to its land-grant mission and the development of service and civic oriented graduates. Likewise, service learning and civic engagement remain vital to the development of our students and as such the university has developed partnerships with organizations such as the Peace Corps, Americorps and Teach for America. Several certification programs and events have been created to develop civic-minded graduates prepared to provide public service and inform public policy throughout the state.

We hold dear the public trust and have managed the university in a way that every state tax dollar invested at Texas A&M returns \$18 to the Texas economy. Texas A&M has achieved the lowest administrative costs as a percentage of general costs of any university in the State of Texas. Texas A&M has been cited by the *U. S. News and World Report*, *The Princeton Review*, *Smart Money* and *Forbes* for its value and payback ratio based on surveys conducted by these publications.