



The Baseline

Vision 2020:
Creating a Culture of Excellence
Texas A&M University in the 21st Century



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This section contains information about the early stages of the Vision 2020 work. The initial organizing group for the project consisted of a "Skunkworks" team who gathered on a number of occasions to talk about the general issues that face Texas A&M University, identified aspirations, differences between where we are and where we would like to be, and possible actions to close the gap.

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In this section early benchmarking analysis for each theme area are shown. Each data set is referenced and all were supplied through third party sources. Some appear dated. For example, the National Research Council rankings are dated 1993, but this analysis is carried out on seven year intervals. In other cases where data is shown from 1995 or 1996, there may more current data as of this printing. In addition, some of the ranking by various organizations have recently been updated and may not be reflected in these data sets. However, while slight differences might appear from year to year in any of the analysis, trends are most important in the exercise, and those change mildly over short periods of time in the University environment.

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“SKUNKWORKS” COMMITTEE

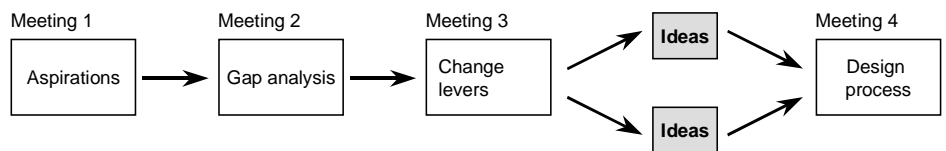
Chairman	Title
Dr. Walter Wendler	Executive Assistant to the President

Member	Title
Dr. Perry Adkisson	Chancellor Emeritus, Department of Entomology
Dr. Nancy Amato	Assistant Professor, Department of Computer Science
Mr. Curtis Childers	Student Body President
Dr. Jane Conoley	Dean, College of Education
Dr. Ed Davis	President, Texas A&M Foundation
Mr. Clifton Griffin	President, Graduate Student Council
Mr. Royce Hickman	President, Association of Former Students
Dr. Howard Kaplan	Distinguished Professor, Department of Sociology
Mr. Bookman Peters	
Dr. George Peterson	Executive Associate Dean, College of Engineering
Dr. Rick Rigsby	Senior Lecturer, Speech Communications and Theatre Arts
Dr. Peter Rodriguez	Assistant Professor, Department of Management
Dr. William Smith	Executive Associate Dean, College of Science

MEETING SEQUENCE INVOLVES FOUR MEETINGS
Sequence of meetings

WORKING MODEL

- large group
- breakout groups



- What are the characteristics of a top 10 university, both now and in the future?
- What should A&M become?

- What are our current capabilities?
- How does A&M really compare to aspirations?
- How realistic are our aspirations and do we need to shift our thinking?

- What are the characteristics that we can improve?
- How can we leverage our current capabilities to strengthen the university?
- What is so distinctive about A&M that we do not want it to change?

- Brainstorming: how do we move forward?

- How should the rest of the Vision 2020 process be structured?
- Who should be involved?
- What is the timing for various aspects of the project?

TODAY'S WORK PLAN

- Introduction
 - Positive changes at A&M
 - Sources used in preliminary analysis
 - Analysis process
 - Top 10 consensus schools and broader group

- Discussion session
 - What are the attributes of a top 10 University?
 - What are the aspirations for A&M in particular?

A&M HAS MADE SUBSTANTIAL CHANGES IN VARIOUS AREAS

- Females now account for almost half of the student body, whereas 35 years ago, there were no female students

- The Texas A&M Library has jumped from 53rd to 42nd among all universities nationwide from 1993 to 1997

- Enrollment has increased from 10,000 to 43,000 students in 30 years

A&M PROGRESS IS RECOGNIZED BY THE MEDIA

"Texas A&M has earned the right to be called the best public undergraduate university in the state."
 – *Texas Monthly, April 1997*

"The College of Liberal Arts . . . has been A&M's biggest educational shortcoming over the years. Today liberal arts is the third largest of A&M's ten colleges, trailing only engineering and agriculture."
 – *Texas Monthly, April 1997*

"National Research Council study . . . found five of 27 A&M doctoral research programs ranked in the top quarter of programs in terms of scholarly quality of faculty."
 – *The Eagle, November 16, 1997*

COMPARISONS BETWEEN PUBLIC AND PRIVATE INSTITUTIONS

WORKING MODEL

	School	Curriculum ranking	Student/faculty	Accept rate Percent	Library size Volume
Private universities	Harvard	2	8:1	11%	13.0 mil
	Princeton	1	6:1	12	5.0
Public universities	University of Michigan	3	15:1	68	6.7
	UC Berkeley	6	17:1	36	8.0
	University of Texas	28	20:1	61	6.8
	Texas A&M University	unranked	21:1	69	2.2



- Public and private universities differ dramatically along a number of dimensions
- Public universities are often burdened with inherent constraints, such as fixed tuition and funding, that are not present with private universities
- Comparing Texas A&M with other public universities in this project will enable the committee to make more reasonable recommendations

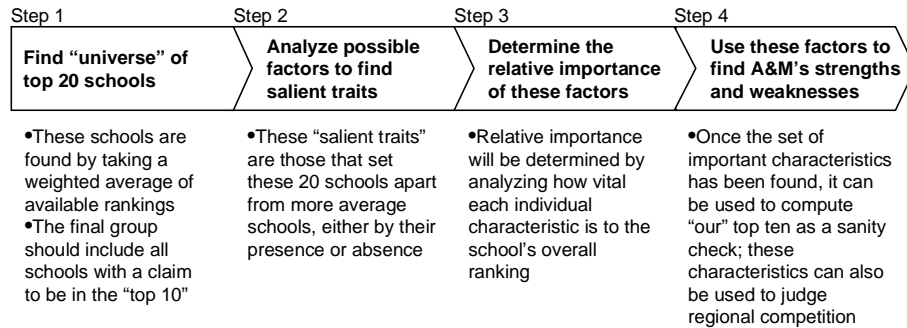
Source: *Barron's; The Gourman Report; U.S. News; McKinsey analysis*

SEVERAL RANKING AND EVALUATING SOURCES WERE EXAMINED

	<u>Input</u>	<u>Output</u>	<u>Subjective</u>	<u>Objective</u>	<u>Academic</u>	<u>Mainstream</u>
National Research Council				✓	✓	
US News and World Report		✓	✓	✓		✓
Barron's	✓	✓				✓
Peterson's			✓			✓
The Princeton Review	✓		✓			✓
The Gourman Report			✓			✓

PROCESS FOR USING MULTIPLE RANKING SYSTEMS

WORKING MODEL



- This process ensures that only important, meaningful, and objective characteristics are used
- While subjective measures like reputation are important, they are hard to measure and can be changed only indirectly by improving objective traits

RANKINGS

To be evaluated
 Texas A&M
 - Unranked by NRC
 * Unranked by US News

US News rank	NRC rank	Institution
1	12	University of Virginia
2	1	Berkeley
2	3	Michigan
4	10	UNC
5	3	UCLA
6	-	College of William and Mary
7	2	UC San Diego
8	5	Wisconsin
9	-	Georgia Tech
9	16	UC Davis
9	11	UC Irvine
12	16	Penn State
12	8	Illinois
14	-	UC Santa Barbara
15	-	Iowa
16	15	Rutgers

US News rank	NRC rank	Institution
17	9	Minnesota
17	7	Washington
19	-	Texas A&M
20	-	SUNY Binghamton
20	-	Connecticut
22	18	Ohio State
22	-	Colorado
22	-	Vermont
25	19	Indiana University
25	-	UC Santa Cruz
25	-	Delaware
25	-	Hawaii
*	6	UT
*	13	Purdue
*	14	Arizona
*	20	SUNY Stonybrook

THE "CONSENSUS TOP 10" IS COMPRISED OF THOSE SCHOOLS RANKED IN THE TOP 10 BY BOTH U.S. NEWS AND THE NRC

Consensus top 10

- UC Berkeley
- Michigan
- UCLA
- University of North Carolina
- UC San Diego
- Wisconsin

Source: McKinsey analysis

A BROADER GROUP OF SCHOOLS WITH CHARACTERISTICS SIMILAR TO A&M WAS ALSO SELECTED

Consensus top 10	Broader group
•UC Berkeley	•UT Austin
•Michigan	•Georgia Tech
•UCLA	•UC Davis
•University of North Carolina	•Illinois
•UC San Diego	•Penn State
•Wisconsin	•Minnesota
	•Ohio State
	•Purdue
	•Florida

Source: McKinsey analysis

PROPOSED WORKING GROUPS AND ISSUES FOR EACH

Faculty	<ul style="list-style-type: none"> • Attraction • Compensation • Tenure • Development/retention • Performance standards • Endowed chairs • Teaching loads
Research & infrastructure	<ul style="list-style-type: none"> • Funding sources • Research infrastructure • Licenses/patents • Corporate collaboration • University-wide support • Role of agencies (e.g. TEES)
Graduate studies	<ul style="list-style-type: none"> • Goals (numbers) • Student quality • Financial support (type, source) • Academic programs/disciplines • Student life ("other education") • Teaching loads

PROPOSED WORKING GROUPS AND ISSUES FOR EACH (continued)

Undergraduate academics	<ul style="list-style-type: none">• Degree programs• Teaching• Counseling• Curricula• Tuition levels• Admissions policies• Outreach/remedial• Honors programs
Arts & sciences	<ul style="list-style-type: none">• Degree programs• Faculty attraction• Role of fine arts• Facilities• Student attraction• Funding
Library & campus IT network	<ul style="list-style-type: none">• Role/size of physical collections (volumes, periodicals)• Electronic access (faculty/researcher)• Special collections• Student access• Cross-university consortia• Staff• Funding

PROPOSED WORKING GROUPS AND ISSUES FOR EACH (continued)

"Other education" & environment	<ul style="list-style-type: none">• Student organizations• Student life• Residential housing• Substance abuse• Diversity/cultural awareness/tolerance
Locale	<ul style="list-style-type: none">• Research park• Private-sector employment• Transportation infrastructure• Cultural/social• Houston - B/CS corridor
Leadership/governance/organization	<ul style="list-style-type: none">• University academic structure• Faculty governance• Relationship with the agencies• TAMUS relationship• State relations• Staff role/structure

PROPOSED WORKING GROUPS AND ISSUES FOR EACH (continued)

- | | |
|---------------------|--|
| Service to state | <ul style="list-style-type: none">• Role of land, sea, and space grant institution• Changing distribution of Texas job base• Insufficient opportunities for Texas' best and brightest• Low retention and graduation rates• Low stature (hurts employment prospects of graduates and attracts less new business to Texas) |
| Financial resources | <ul style="list-style-type: none">• State relations/funding• AUF/PUF issues• Federal support• Private corporate support• Alumni/individual support |

SOME PROPOSED ANALYSES FOR THE WORKING GROUPS

- | | |
|---------------------------|--|
| Faculty | <ul style="list-style-type: none">• Compensation packages at peer schools• AAAS and Nobel Laureates at peer schools• Allow hiring of own PhD's at peer schools |
| Research & infrastructure | <ul style="list-style-type: none">• Distribution of federally funded R&D at peer schools• Determine any excess research space available at A&M• Revenue from patents and licenses at peer schools |
| Graduate studies | <ul style="list-style-type: none">• Number of incoming Fulbright Scholars at peer schools• GRE scores at peer schools• Enrollment in professional programs at peer schools• Graduate enrollment split by doctoral/masters at peer schools• Sources and amount of support at peer schools• Graduate college central or distributed at peer schools |

SOME PROPOSED ANALYSES FOR THE WORKING GROUPS (continued)

Undergraduate academics	<ul style="list-style-type: none">• Core curriculum and total requirements at peer schools• Beginning class size at peer schools• Number of Rhodes, British Marshall, Fulbright scholars at peer schools
Arts & sciences	<ul style="list-style-type: none">• Number and percentage enrolled at peer schools• Program offerings at peer schools
Library & campus IT network	<ul style="list-style-type: none">• Examples of innovations at other schools• Breakdown of holdings at peer schools• Breakdown of expenditures at peer schools
"Other education" & environment	<ul style="list-style-type: none">• Interest-based housing at peer schools• Richness of "other education" at peer schools

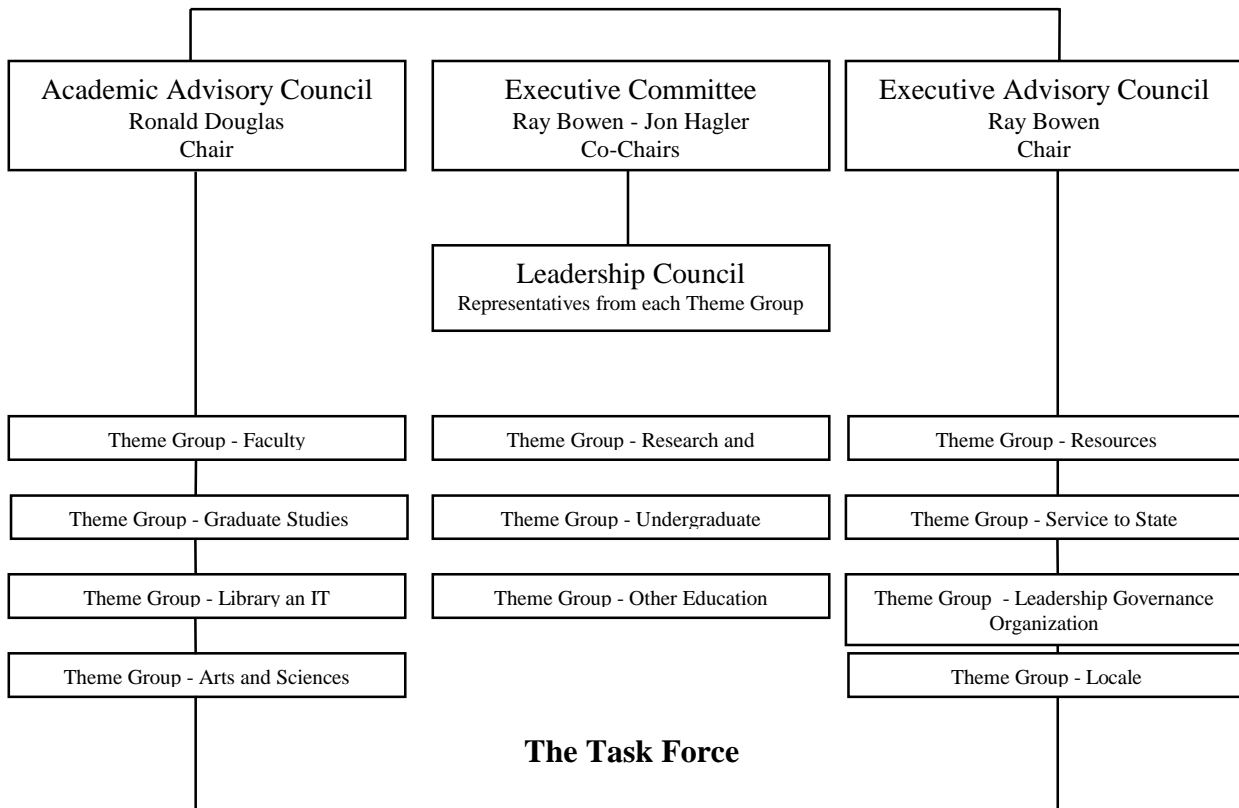


Section Two - Structure and Key Issues to be Addressed

Over two hundred and fifty people were members of the Vision 2020 Task Force. The structure of the various theme groups and committees is addressed in this section. In addition, a number of key issues that were critical for all groups are identified and explained.

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Vision 2020 Organization



COMMITTEE STRUCTURE - VISION 2020

Executive Committee

The Executive Committee represents the working leadership behind the Vision 2020 effort and will be co-chaired by Texas A&M President, Ray M. Bowen, and Vision 2020 Volunteer, Jon Hagler. Members of this committee came from inside and outside the university community.

This committee assembled before the Kickoff Meeting June 4, 1998 to discuss the goals for the overall effort. The Executive Committee lead the June Kickoff Meeting and was charged with making decisions on issues raised during the meeting. These defining decisions gave the Vision 2020 project its form. During the life of the project, the Executive Committee continued in this role, dealing with issues that arose and reviewing preliminary recommendations.

Finally, after the conclusion of the first phase in June 1999, a redefined Executive Committee will be responsible for monitoring the university's progress in implementing and assessing the recommendations of Vision 2020.

Executive Advisory Committee

Executive Advisory Committee members are representatives of organizations affiliated with Texas A&M University and opinion leaders who have made outstanding contributions to leadership in education, commerce and government. The purpose of this group was to give advice and counsel regarding the effort as it was underway. Members of the Executive Advisory Committee were welcome to attend any and all Vision 2020 meetings, but of primary importance were two key meetings to discuss preliminary directions and findings of the various Theme Groups. The first meeting was scheduled for late summer, 1998. Prior to the meeting a folio of initial work was forwarded to the Executive Advisory Committee for review. The goal of the first meeting was to ensure that key issues facing Texas A&M University were being addressed by the Task Force. A second meeting occurred when draft results of the work were available for review in early 1999.

Leadership Council

The Leadership Council consisted of 40-50 individuals, chosen from both on-and off-campus. This group met with the Executive Committee at the June Kickoff Meeting for a day before being joined by the Vision 2020 Task Force. During this time, the combined group went over the goals of the project, the basic issues involved and the data gathered. The list of Theme Groups was also presented, discussed and altered as necessary.

When the Vision 2020 Task Force joined the Kickoff Meeting, five members of the Leadership Council (three from inside the University and two from outside) were assigned to lead each Theme Group. The Leadership Council members communicated to their Theme Group that group's particular goals and issues and presented the data gathered and the analyses done up to

that point in. During the seven-month length of the project, each Leadership Council group was responsible for scheduling and setting the agenda for meetings of their Theme Group as well as producing interim and final reports.

Within the Leadership Council were the core of each Theme Group:

Co-Chairs: Two people, one from on-campus and one from off-campus, were identified as Co-Chairs. The work of these individuals guided the process of identifying key issues relevant to the discussions of each Theme Group.

Facilitator: Each Theme Group had a facilitator. This person's role, in addition to contributing to the leadership and discussion of the Theme Group, was to make sure that all Theme Group members were kept apprized of the progress of the group, and that administrative aspects of the Theme Group were carried out. This included correspondence with the members of the group regarding meetings, progress reports and other information critical to the process. Each facilitator was from the campus of Texas A&M University and had access to appropriate clerical support for the Theme Group activities. It was intended that a clerical support person from the facilitator's home college attend meetings, take notes and assist in the administration of the Theme Group.

Resource: Each Theme Group had a resource person from the campus of Texas A&M University who served as the touchstone for information important to Theme Groups discussion. Resource people were identified as those that had networks and information relevant to each theme area or access to people that did.

Off-Campus Liaison: A member of each Theme Group was responsible for working with people from off-campus who had interest in, or vision for, the work of the theme area. This person was to communicate to people off-campus the work of the group, the findings, and other insight and information regarding the Vision 2020 process.

These five people in each Theme Group represent the core and had responsibility to ensure that Theme Group's findings become part of the final report of Vision 2020.

Task Force

The Vision 2020 Task Force was the "brainpower" behind the project. It consisted of between 260 individuals split roughly even from inside and outside the University. The Task Force met together with the Executive Committee and the Leadership Council during the June Kickoff Meeting before dividing into the 11 Theme Groups of the project.

Each Theme Group was introduced to the issues and goals of its particular area, as well as the data gathered and analyses done. During the life of the project, the Task Force members were

responsible for investigating theme areas in great detail: gathering data, performing analyses and making comparisons with other institutions. Information was also be gained from "input sessions" with experts from inside and outside the University. The end product of all of this work will is concise set of recommendations of what Texas A&M University should undertake in order to retain its distinctiveness and to be considered among the top 10 public universities nationwide by 2020.

Academic Advisory Council: The Academic Advisory Council consisted of representatives of major University components. It served two important roles. First, it provided essential insight into the strengths and distinctiveness of Texas A&M. The insight was made available to all Vision 2020 participants. Second, the Academic Advisory Council served as the sounding board for recommendations generated throughout the process. This ensured that academic decision-making was paramount in the Vision 2020 process. The deans of each college, and chairs or representatives from each major university component composed the membership of the Academic Advisory Council. Meetings were called and chaired by the Provost of Texas A&M University at key intervals in the process.

Phase Zero Advisory Committee ("Skunkworks"): The Phase Zero Advisory Committee (or "Skunkworks") consisted of a group of individuals from on- and off-campus who were brought together to begin the process of identifying issues that will need attention as the study moves forward. Included were faculty, administrators, students, former students and representatives from the larger community whose views helped determine issues and priorities for the Vision 2020 project. The committee met five times and engaged a series of discussions that touched on almost every aspect of Texas A&M University.

Vision 2020 - Critical Concerns

OVERARCHING ISSUES

Theme Groups were used to organize the Task Force, and indeed the work of Vision 2020. Many important issues needed to be addressed if we are to succeed in reaching our goal of being recognized as one of the ten best public universities by 2020 while maintaining or enhancing our distinctiveness. Certain issues are so pervasive in their import to higher education that they needed to become part of every consideration levied as we looked to the future.

QUALITY

Because quality is difficult to define abstractly it is a concept that we often leave out of discussions. The great public institutions of the twenty first century will be marked by the absence of low quality. The assumption will be that the very best are good at almost everything. The concept runs counter to the notion that centers of excellence will produce the desired result, national prominence, unless the center of excellence is deemed to be the university itself. Quality faculty, students, places to work, staff, scholarship, and leadership are a few considerations that were kept at the forefront of discussions in the Theme Groups.

DEMOGRAPHICS/DIVERSITY

Texas A&M University is judged, and will continue to be judged, by how well it serves the citizens of the State of Texas. The representation of various components of the Texas population will affect every aspect of university life. A time will come when quality in educational opportunity and diversity are ideas so closely linked that it will be difficult to discuss one without the other. All Theme Groups took into account how changing demographics and diversity shape our future.

GLOBALIZATION

The ways in which Texas A&M University reaches out to the world, and the world reaches into Texas A&M University, will determine whether or not we are a world university. Being a world university is clearly one part of what it will take to be a great university by 2020. Our international outreach and international programs will affect who we are and shape the university in every aspect of its life and organization.

K - 12

Education, especially public education, must become seamless. The artificial divisions that are placed between primary, secondary, tertiary education, and continuing education are just that, artificial. The best universities will contribute to educational opportunity for a life of learning. Theme Group thinking was colored by this understanding. The university's contribution to student lifelong learning will increase in power and importance.

EMERGING TRENDS

Undergraduate students are 18 years old. Faculty work 9 months. Degree programs for undergraduates have 130 residential hours. Scholarship is the work of an individual. Many standing ideas about universities will be challenged in the next few decades. Who we are, and what we do will change because we find it ineffective, because public pressure for accountability is rising, because the make up of the student body is in transition, because our constituencies are growing, and the understanding of a university's role and mission is in a state of evolution. By recognizing trends all of the Theme Groups were more able to chart a course appropriate to our goal.

INFORMATION TECHNOLOGY

The ways in which we communicate, process, modify and manage information go to the core of what higher education is. Arguments can be constructed to suggest that education is information and its relationship to truth. Information technology affects teaching, resources required for education, scholarship, service, and every aspect of institutional life. Information technology is critical in every theme area. With increased capabilities in learning technology, distance education, in forms we can only imagine now, will become an increasingly important part of the future for Texas A&M University.

LEADERSHIP

Texas A&M University has a tradition of producing leaders. While we focus on new technologies, extending our reach, increasing the quality of teaching and research programs, we cannot forget this critical part of our past, and should strive to make it a central mission of Texas A&M University in the next century. Greatness will come from leadership. The substance of leadership - capable, intelligent, motivated individuals, was identified and cultivated for every component of our mission. Each Theme Group reflected on dimensions of leadership that positively affect the legacy of leadership at Texas A&M University.

PUBLIC PRIVATE PARTNERSHIPS

The ways that we work with business, industry, and private enterprise in every sector will change in the coming decades. Tailored post baccalaureate education will grow, continuing education requirements in various professions will increase, the line of demarcation between public interests and education and private interests in education will blur, and eventually disappear. Our organization and the people who work and study here must be prepared for these changes, and create flexibility to respond to changing conceptions of the educational enterprise. These changes added to discussions, and included a leap above the conventionally conceived public university.

PROFESSIONAL PROGRAMS

The best universities are marked by a wide range of professional programs that exist in support of, and to be supported by, strong general academic programs. With increasing demands for specialization, strength in professional programs will continue to be important to Texas A&M University. Considerations regarding actions that strengthen the quality and range of professional programs will add to the opportunity provided for faculty and students.

THE LAND GRANT IDEA

The Land Grant idea is something that impacts Texas A&M University. It is a significant part of our tradition. Its implications for applied research, and practical problem solving take nothing away from the core mission of generating new knowledge, and disseminating it. Rather, the Land Grant idea gives direction to many pursuits of the institution. Attention to a diversity of learners and learning for diverse purposes should give perspective in years ahead. Many private universities and public non-land grant universities have embraced the idea of valuing applied knowledge and the utility it brings to the central work of a university.

PLACES TO WORK, STUDY AND LIVE

The impact of the physical environment on a person's ability to perform various tasks is undeniable. Quality environments, configured to meet specific goals, contribute to the ability of Texas A&M University to be great. Our facilities and campus are exceptional in many dimensions. As needs change, programs expand and contract and delivery methods modify, it is clear that new and different study, working and living environments for students, faculty and staff will develop. The places that make up Texas A&M University should be affective, and of the highest quality.

DISCOVERY AND INNOVATION

Charged minds, and the new knowledge sought by them represent the very best in higher education. Discovery, innovation, creative activity and spark are central to the best universities. These ideas should continue to be central to our conception of ourselves as we look to the future of Texas A&M University. The best universities will always be noted for discovery and

innovation. Our service to our students increases when creative energy is at the core of the work.

SUMMARY

These overarching issues may not apply uniformly to all Theme Groups, but collectively they had a dramatic impact on what Texas A&M University should become. Some are so critical to the future of the institution that singling them out as a theme area was considered and abandoned. In particular demographics and international programs were suggested as theme areas. They are too important and too pervasive. Our intent was to include these and the other overarching issues in all theme areas so that the ideas became part of the fabric of the institution. These issues, coupled with the theme areas, create a matrix of consideration that formed the basis for the work of Vision 2020.

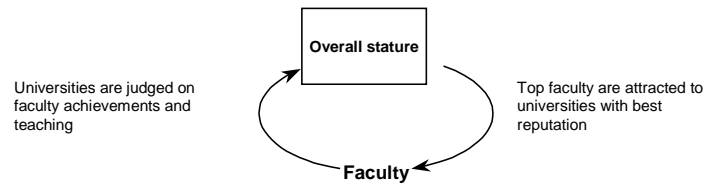


Section Three - Dynamics of University Stature

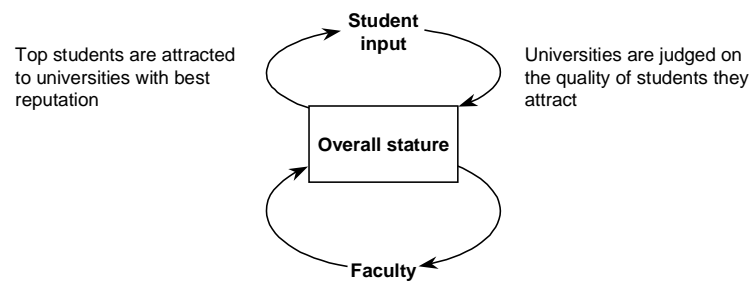
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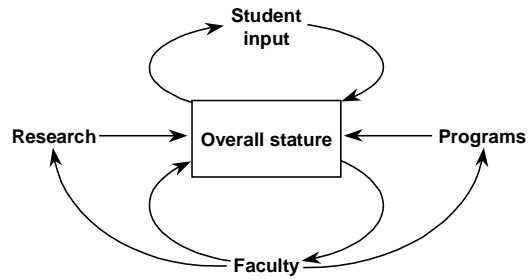
MUTUALLY REINFORCING REPUTATION BEGINS WITH FACULTY . . .



. . . AND CONTINUES WITH STUDENTS

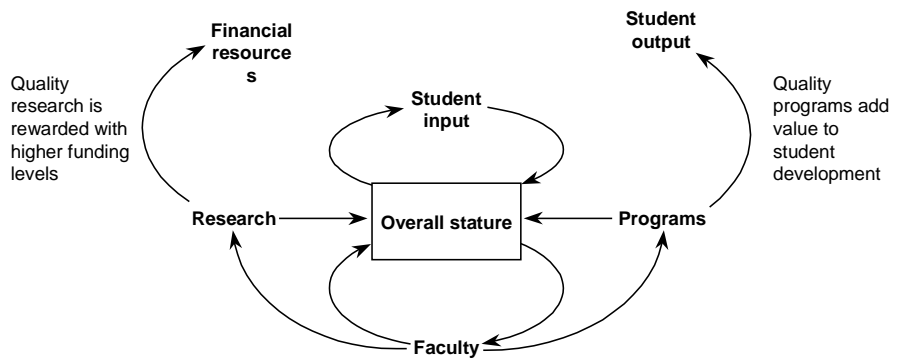


FACULTY ARE RESPONSIBLE FOR RESEARCH AND PROGRAMS

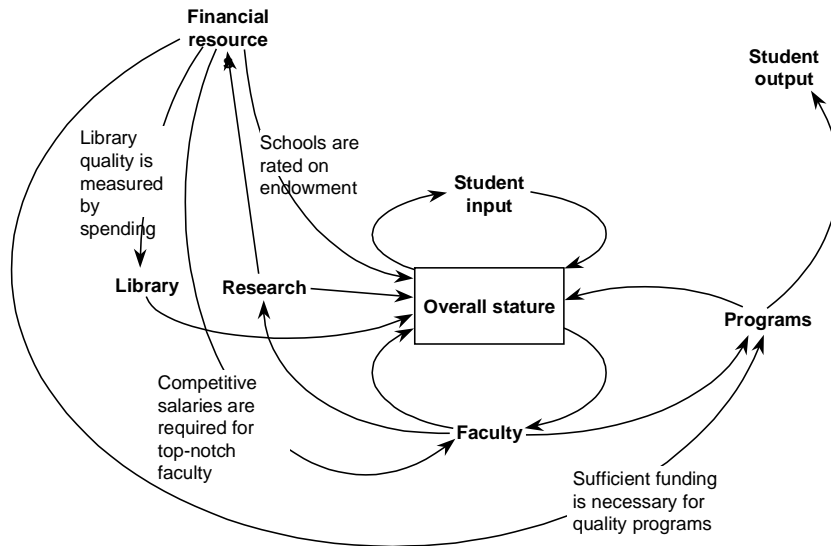


Number and quality of faculty drive research and programs which, in turn, affect overall stature

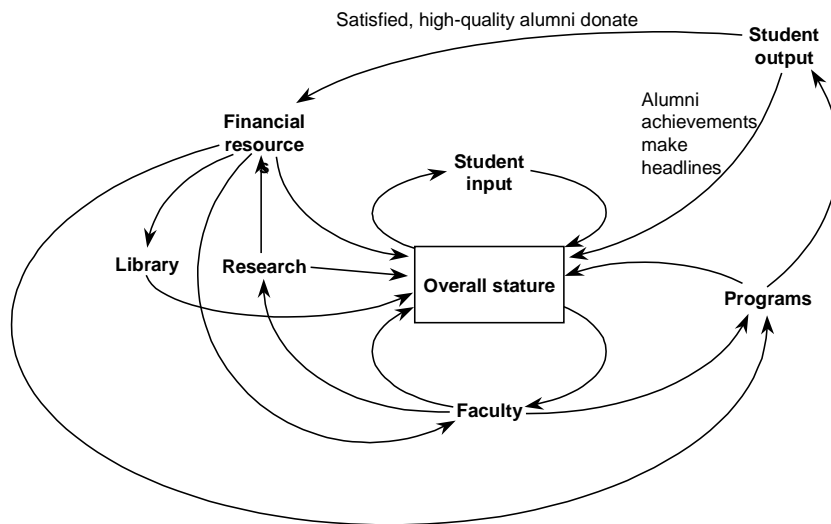
RESULTS OF RESEARCH AND PROGRAMS ARE QUITE IMPORTANT



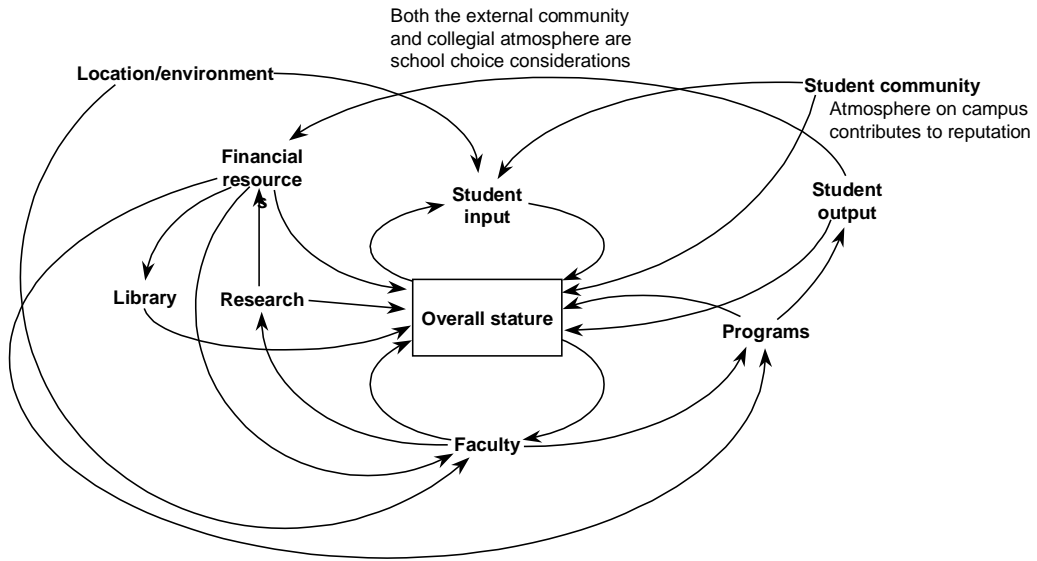
FINANCIAL RESOURCES AFFECT A NUMBER OF DIMENSIONS



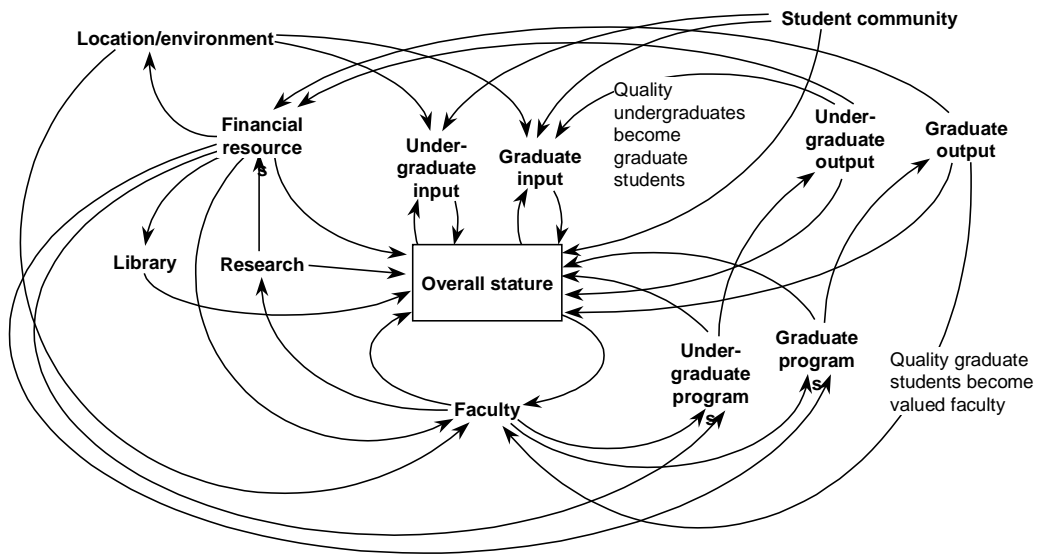
CHURNING OUT HIGH-QUALITY STUDENTS PAYS DIVIDENDS



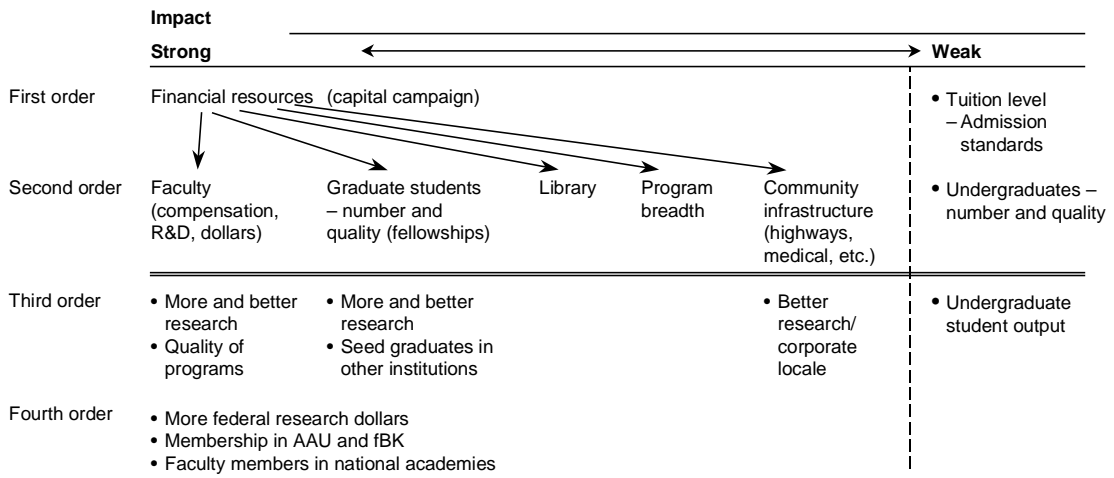
COMMUNITY CANNOT BE IGNORED



FINALLY, GRADUATE STUDENTS SHOULD BE CONSIDERED SEPARATELY



SOME ASPECTS OF THE SYSTEM CAN BE IMPACTED MORE DIRECTLY THAN OTHERS





Section Four - Preliminary Data

In this section early benchmarking analysis for each theme area are shown. Each data set is referenced and all were supplied through third party sources. Some appear dated. For example the National Research Council rankings are dated 1993, but this analysis is carried out on seven-year intervals. In other cases where data is shown from 1995 or 1996, there may more current data as of this printing. In addition, some of the rankings by various organizations have recently been updated and may not be reflected in these data sets. However, while slight differences might appear from year to year in any of the analysis, trends are most important in the exercise, and those change mildly over short periods of time in the university environment.

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POSSIBLE CHARACTERISTICS OF A TOP 10 PUBLIC UNIVERSITY
Student factors

Student input measures	Student body measures	Student output measures
<ul style="list-style-type: none"> • Admission requirements • Application deadline • Number of applicants • Percent of applicants accepted • Percent of acceptees enrolled • Number of transfers • Freshmen class size • Average age of freshmen class • ACT/SAT score distribution of freshmen • Number of National Merit Scholars in freshmen class • Percent of attrition in first year • Schools often or sometimes preferred 	<ul style="list-style-type: none"> • Number of full time, part time, and graduate students • Male/female mix • Racial mix • Number of disabled students • Percent of in-state students • Number of states and countries represented • Number of international students • Average age of undergraduates • Percent of students living on campus • Percent of men in and number of fraternities • Percent of women in and number of sororities • Percent participation in student government elections • Number of clubs and organizations 	<ul style="list-style-type: none"> • Number of Bachelor's degrees awarded • Percent who remain to graduate • Distribution of time taken to graduate • Number of Rhodes, Marshall, and Fulbright scholars • Percent of graduates attending graduate school in 6 months • Percent of graduates employed within 6 months • Number of companies recruiting on campus • Alumni giving rate

Source: *Barron's Profiles of American Colleges*; *The Gourman Report*, 9th edition; *U.S. News and World Report*; *Peterson's Competitive Colleges*

POSSIBLE CHARACTERISTICS OF A TOP 10 PUBLIC UNIVERSITY
Academic factors

Faculty measures	Library measures	Other academic measures
<ul style="list-style-type: none"> • Faculty size and male/female mix • Faculty salary • Percent of PhDs on faculty • Number of Nobel Laureates • Number of National Academy members • Productivity and publications of faculty • Percent of faculty who teach, research, do both, or do neither • Percent of undergraduate courses taught by professors • Percent of intro courses taught by graduates • Student/faculty ratio 	<ul style="list-style-type: none"> • Number of volumes • Number of microform items • Number of periodical subscriptions • Number of online catalog subscriptions • Availability of computerized catalog with remote access 	<ul style="list-style-type: none"> • Reputation (peer evaluation) • Age of university • Number of majors and colleges • Accreditation and graduation requirements • Calendar type (quarters, semesters, etc.) • Membership in AAU • National honors societies, especially Phi Beta Kappa • Honors classes • Education services (tutoring, etc.) • Special programs <ul style="list-style-type: none"> – Study abroad – Credit for military experience – Nondegree study – Pass/fail – Dual majors – 5-year business/liberal arts degree – 3-2 engineering program

Source: *Barron's Profiles of American Colleges*; *The Gourman Report*, 9th edition; *U.S. News and World Report*; *Peterson's Competitive Colleges*

**POSSIBLE CHARACTERISTICS OF A TOP 10 PUBLIC UNIVERSITY
Nonacademic factors**

University measures	University finances	Student finances
<ul style="list-style-type: none"> • Special learning facilities (cyclotrons, wind tunnels, etc.) • Average class sizes • Number and type of computers available for student use • Average class sizes • Amount of university housing • Presence of honors housing • Strength of intercollegiate athletics • Campus safety and security • Physical characteristics of campus 	<ul style="list-style-type: none"> • Annual budget • Annual research budget • Investments • Educational expenditures • Other expenditures • Sources of income 	<ul style="list-style-type: none"> • In-state and out-of-state tuition • Room and board • Book expense • Percent of aid that is need based • Average need based award • Average nonneed based award • Percent of freshman with a loan and its average amount • Percent of freshmen with a grant and its average amount • Percent of undergraduates receiving aid • Percent of undergraduates with a job and its average contribution

Source: *Barron's Profiles of American Colleges*; *The Gourman Report, 9th edition*; *U.S. News and World Report*; *Peterson's Competitive Colleges*

POSSIBLE ISSUES FACING TEXAS A&M (RELATIVE TO TOP 10 ASPIRATION)

- Low percentage of graduate students
- Weak library ranking
- High student/faculty ratio
- Low input quality of students
- Low retention and graduation rates
- Even best programs are not all top-ranked nationally
- Top-ranked programs are not in fields universally regarded as important
- Engineering programs may be directed away from emerging fields
- Lack of a law school
- Lack of fine arts programs
- Some "classical" arts and sciences are poorly represented or unavailable
- Lack of membership in Phi Beta Kappa or the Association of American Universities

SCHOOLS TO BE EVALUATED

Top 10 consensus	US News ranking	NRC ranking
Berkeley	2	1
Michigan	2	3
UNC	4	10
UCLA	5	3
UC San Diego	7	2
Wisconsin	8	5

Additional schools to examine

Georgia Tech	9	unranked
UC Davis	9	16
Illinois	12	8
Penn State	12	16
Minnesota	17	9
Texas A&M	19	unranked
Ohio State	22	18
UT	unranked	6
Purdue	unranked	13
Florida	unranked	unranked

Source: *U.S. News & World Report*; National Research Council

NATIONAL RESEARCH COUNCIL TOP 20 PUBLIC INSTITUTIONS

To be evaluated

Rank	Institution	
1	Berkeley	Texas A&M is not numerically ranked by the NRC (i.e., it is not in the top 20)
2	UC San Diego	
3	UCLA	
3	Michigan	
5	Wisconsin	
6	UT	
7	Washington	
8	Illinois	
9	Minnesota	
10	UNC	
11	UC Irvine	
12	Virginia	
13	Purdue	
14	Arizona	
15	Rutgers	
16	Penn State	
16	UC Davis	
18	Ohio State	
19	Indiana University	
20	SUNY Stonybook	

Source: National Research Council

US NEWS AND WORLD REPORT TOP 25 PUBLIC INSTITUTIONS 1997

To be evaluated
 Texas A&M

Rank	Institution	Rank	Institution
1	University of Virginia	15	Iowa
2	Berkeley	16	Rutgers
2	Michigan	17	Minnesota
4	UNC	17	Washington
5	UCLA	19	Texas A&M
6	College of William & Mary	20	SUNY Binghamton
7	UC San Diego	20	Connecticut
8	Wisconsin	22	Ohio State
9	Georgia Tech	22	Colorado
9	UC Davis	22	Vermont
9	UC Irvine	25	Indiana University
12	Penn State	25	UC Santa Cruz
12	Illinois	25	Delaware
14	UC Santa Barbara	25	Hawaii

Source: US News & World Report

U.S. NEWS EVALUATION OF TEXAS A&M'S PERFORMANCE

Area	A&M's performance	A&M's rank among all institutions
Reputation (survey of academic peers)	2.9/4.0	48
Retention beyond first year	86%	59
Graduation within 6 years	68%	69
Value added*	+6%	36
Percent of classes with less than 20 students	32%	96
Percent of classes with less than 50 students	18%	87
SAT scores of incoming students (25th and 75th percentiles)	1070-1290	55
Incoming students in top 10% of H.S. class	47%	48
Percent of applicants accepted	69%	57
Percent of alumni giving	26%	39

* Difference between actual and projected graduation rates
 Source: US News and World Report

TOP PUBLIC UNIVERSITIES IN ENGINEERING

() Denotes US News public university overall ranking
 □ To be evaluated
 ■ Texas A&M

Undergraduate		Graduate	
Rank	Institution	Rank	Institution
1	Illinois (12)	1	Berkeley (2)
1	Berkeley (2)	1	Illinois (12)
3	Georgia Tech (9)	3	Georgia Tech (9)
3	Purdue (*)	4	Michigan (2)
5	Michigan (2)	5	Purdue (*)
6	Wisconsin (8)	6	UT (*)
6	UT (*)	7	Wisconsin (8)
8	Penn State (12)	8	UCLA (5)
8	Texas A&M (19)	9	Penn State (12)
8	Minnesota (17)	10	Texas A&M (19)
8	Washington (17)	10	Maryland (*)
12	UCLA (5)	12	Ohio State(*)
12	Virginia Tech (*)	13	UC San Diego (*)
14	Ohio State (22)	14	US Santa Barbara (14)
14	Maryland (*)	15	Washington (17)
14	Colorado (*)	16	Minnesota (17)
17	Iowa State(*)	17	Colorado (*)
17	North Carolina State (*)	18	Florida (*)
17	UC Davis (9)	19	Virginia Tech (*)
17	Florida (*)	20	North Carolina State (*)
21	Michigan State (*)	21	Rutgers (16)
21	Arizona (*)	22	UC Davis (9)
21	Virginia (1)	23	Iowa State (*)
		24	Michigan State (*)
		25	University of Virginia (1)

* Not a top 25 overall institution
 Source: U.S. News & World Report

TOP PUBLIC UNIVERSITIES IN BUSINESS ADMINISTRATION

() Denotes US News public university overall ranking
 □ To be evaluated
 ■ Texas A&M

Undergraduate		Graduate	
Rank	Institution	Rank	Institution
1	Michigan (2)	1	Berkeley (2)
2	Berkeley (2)	2	Virginia (1)
3	Indiana University (25)	3	Michigan (2)
3	Illinois (12)	4	UNC (4)
3	UNC (4)	5	UCLA (5)
3	UT (*)	6	UT (*)
3	University of Virginia (1)	7	Indiana University (25)
8	Wisconsin (8)	8	Ohio State (22)
9	Penn State (12)	9	Purdue (*)
9	Purdue (*)	10	Maryland (*)
12	Minnesota (17)	11	Michigan State (*)
12	Ohio State (22)	12	Minnesota (17)
14	Washington (17)	13	Penn State (12)
14	Michigan State (*)	14	Arizona (*)
14	Maryland (*)	15	Georgia Tech (9)
17	Arizona (*)	16	Florida (*)
17	Arizona State (*)	17	Georgia (*)
17	Texas A&M (19)	18	College of William & Mary (6)
17	Florida (*)	19	Pittsburgh (*)
17	Iowa (15)	20	Arizona State (*)
17	Pittsburgh (*)	21	UC Davis (9)
22	Georgia Tech (9)	22	Texas A&M (19)
22	Tennessee (*)	23	UC Irvine (9)
22	Colorado (22)	24	Illinois (12)
22	Georgia (*)	25	Tennessee (*)

* Not a top 25 overall institution
 Source: U.S. News & World Report

TOP PUBLIC UNIVERSITIES IN AGRICULTURE

() Denotes US News public university overall ranking
 □ To be evaluated
 ■ Texas A&M

Undergraduate		Graduate – Agricultural Sciences	
Rank	Institution	Rank	Institution
1	Texas A&M (19)	1	Texas A&M (19)
2	Iowa State (*)	2	Illinois (12)
3	Purdue (*)	3	Purdue (*)
4	Illinois (12)	4	Iowa State (12)
5	Michigan State (*)	5	Michigan State (*)
6	UC Davis (9)	6	UC Davis (9)
7	Wisconsin (8)	7	Wisconsin (8)
8	Minnesota (17)	8	Minnesota (17)
9	Ohio State (22)	9	Ohio State (22)
10	Missouri (*)	10	Kansas State (*)
11	Kansas State (*)	11	Missouri (*)
12	Penn State (12)	12	Penn State (12)
13	Rutgers (16)	13	Louisiana State (*)
14	Colorado State (*)	14	Nebraska (*)
15	Louisiana State (*)	15	Maryland (*)
16	Maryland (*)	16	North Carolina State (*)
17	North Carolina State (*)	17	Oklahoma State (*)
18	Nebraska (*)	18	Georgia (*)
19	Oklahoma State (*)	19	Oregon State (*)
20	Oregon State (*)	20	Tennessee (*)
21	Tennessee (*)	21	Colorado State (*)
22	Georgia (*)	22	Massachusetts (Amherst) (*)
23	Auburn (*)	23	Utah State (*)
24	Utah State (*)	24	Arizona (*)
25	Washington State (*)	25	Texas Tech (*)

* Not a top 25 overall institution
 Source: U.S. News & World Report

AAU AND PHI BETA KAPPA MEMBERSHIPS

	AAU	Phi Beta Kappa**
A&M	–	–
UT	✓	✓
Berkeley	✓	✓
Michigan	✓	✓
UNC	✓	✓
UCLA	✓	✓
UC San Diego	✓	✓
Wisconsin	✓	✓
Georgia Tech	–	–
UC Davis	✓	✓
Illinois	✓	✓
Penn State	✓	✓
Minnesota	✓	✓
Ohio State	✓	✓
Purdue	✓	✓
Florida	✓	✓

* Total of 255 Phi Beta Kappa schools nationwide
 Source: AAU homepage

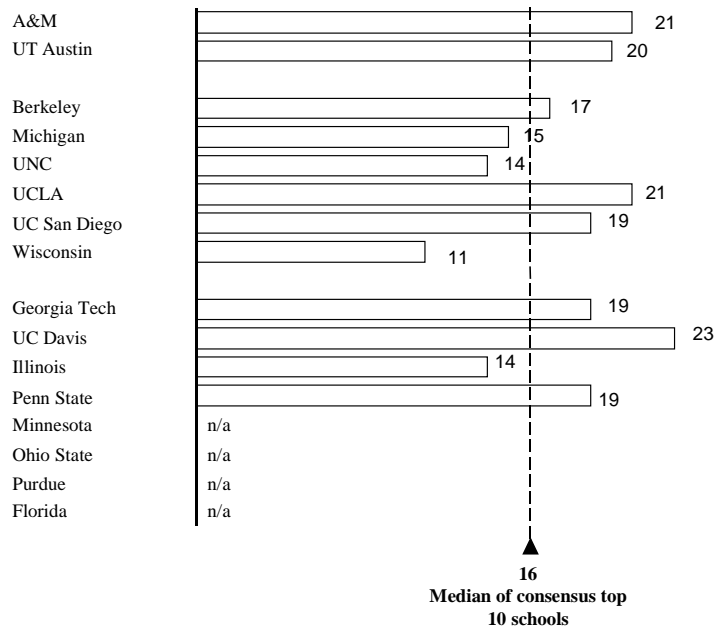
AAU NATIONWIDE PUBLIC UNIVERSITY* MEMBERSHIP

To be evaluated

University of Arizona	University of Minnesota
<input type="checkbox"/> UC Berkeley	University of Missouri
<input type="checkbox"/> UC Davis	University of Nebraska
UC Irvine	SUNY Buffalo
<input type="checkbox"/> UCLA	<input type="checkbox"/> University of North Carolina
<input type="checkbox"/> UC San Diego	<input type="checkbox"/> Ohio State
UC Santa Barbara	University of Oregon
University of Colorado	<input type="checkbox"/> Penn State
<input type="checkbox"/> University of Florida	University of Pittsburgh
<input type="checkbox"/> University of Illinois	<input type="checkbox"/> Purdue University
Indiana University	Rutgers
University of Iowa	<input type="checkbox"/> University of Texas
Iowa State	University of Toronto
University of Kansas	University of Virginia
University of Maryland	University of Washington
<input type="checkbox"/> University of Michigan	<input type="checkbox"/> University of Wisconsin
Michigan State	

* 29 private universities are also members
Source: AAU homepage

STUDENT/FACULTY RATIO*



* Full-time equivalent students to full-time equivalent faculty; faculty does not include graduate assistants teaching courses
Source: McKinsey analysis; U.S. News

TEXAS A&M FACULTY HIRING REQUIREMENTS* TO CHANGE BENCHMARKS

█ Increase required to match median of consensus top 10 schools

New faculty members

Percent increase in faculty size

		Percent graduate students			
		18	22	28	32
Student faculty ratio	21	0	60	167	248
	18	283	354	479	575
	16	519	599	740	847
	14	823	914	1,075	1,198

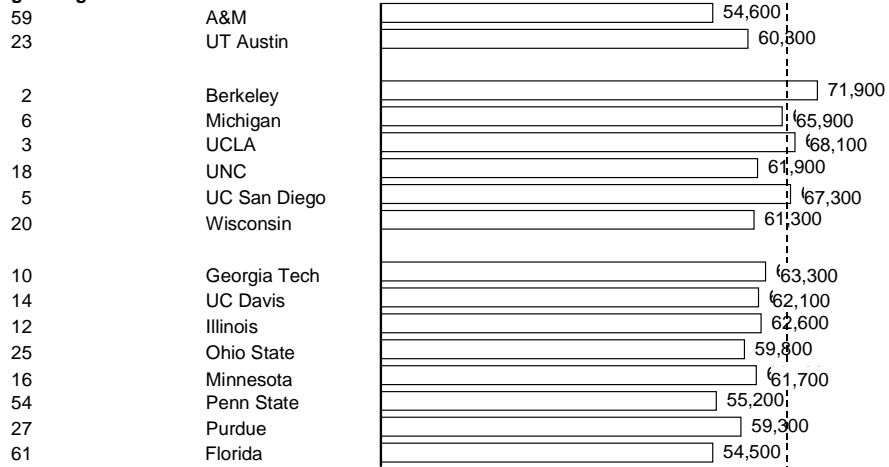
		Percent graduate students			
		18	22	28	32
Student faculty ratio	21	0	4	10	15
	18	18	22	30	36
	16	32	37	46	53
	14	51	57	67	75

* Assuming undergraduate population remains constant at 33,945. Current faculty size is 1,607 and current student faculty ratio is 21:1 with 18% graduate students

FACULTY SALARIES IN PUBLIC DOCTORATE GRANTING INSTITUTIONS

Average salary*

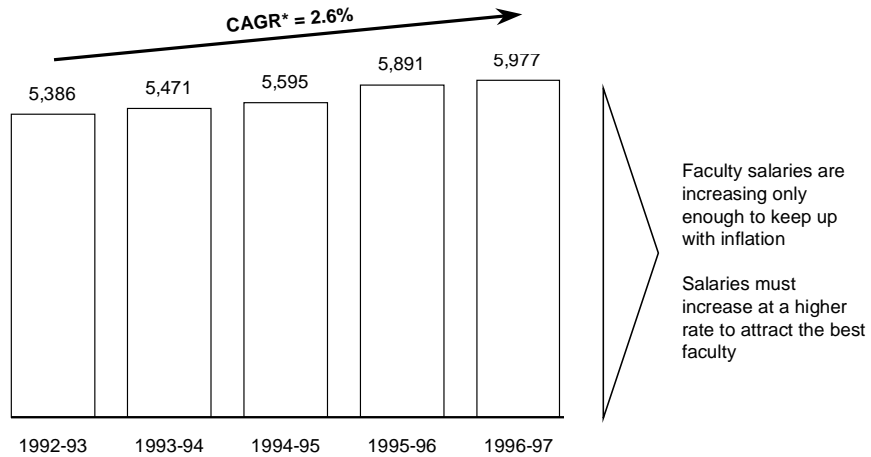
Salary ranking among public doctorate granting institutions



66,600
▲
Median of consensus top 10 schools

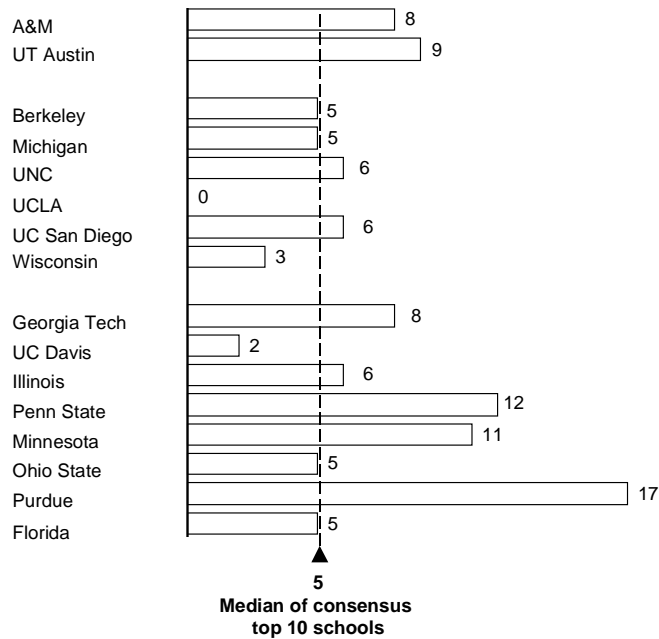
* Average of professor, associate professor, assistant professor, instructor
Source: American Association of University Professors

FACULTY SALARIES AT TEXAS A&M HAVE INCREASED LESS THAN 3% ANNUALLY
Average monthly salary for full-time equivalent faculty member
 Dollars



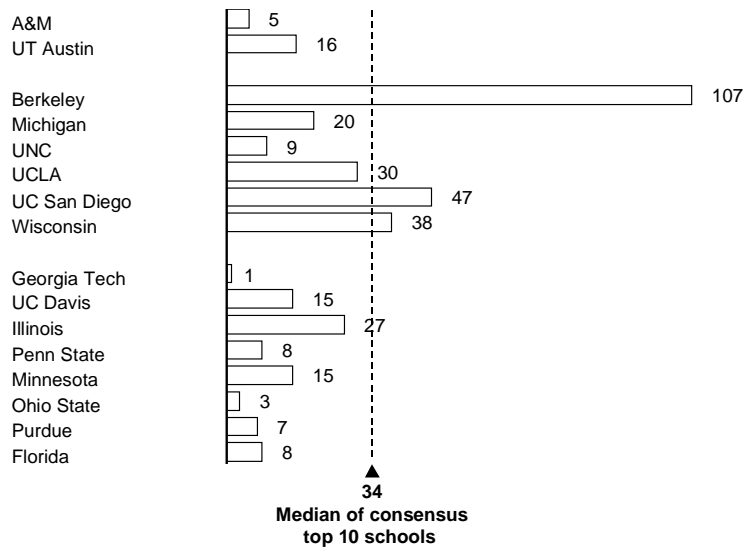
* Compound annual growth rate
 Source: Texas A&M University Office of Planning and Institutional Analysis

FACULTY – PERCENT WITHOUT TERMINAL DEGREES



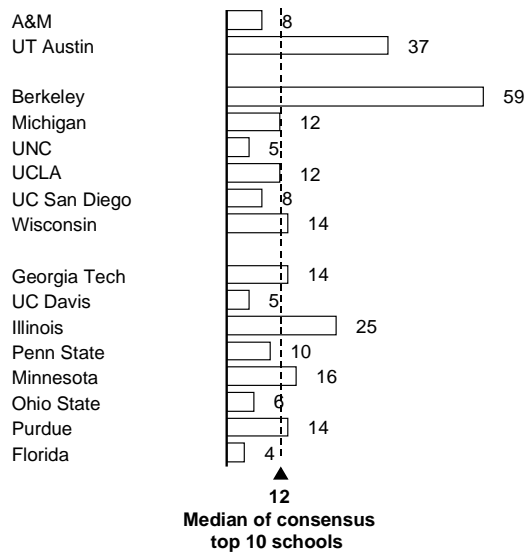
Source: *Barron's*; *U.S. News*; McKinsey analysis

NATIONAL ACADEMY OF SCIENCE FACULTY MEMBERS AT TOP UNIVERSITIES 1997



Source: National Academy of Sciences

NATIONAL ACADEMY OF ENGINEERING FACULTY MEMBERS AT TOP UNIVERSITIES



Source: National Academy of Engineering

BREAKDOWN OF 1993 FACULTY QUALITY RATINGS OF RESEARCH-DOCTORATE PROGRAMS () Percentage of each school's NRC-rated programs in each category

	Number of programs in top 5	Number of programs in top 10	Number of programs in top 20	Number of programs in top half	Number of programs rated by the NRC*
A&M	1 (4%)	1 (4%)	6 (24%)	18 (72%)	25
UT Austin	1 (3%)	6 (16%)	25 (68%)	35 (95%)	37
Berkeley	24 (67%)	35 (97%)	36 (100%)	36 (100%)	36
Michigan	8 (21%)	15 (39%)	29 (76%)	35 (92%)	38
UNC	0 (0%)	2 (6%)	14 (44%)	26 (81%)	32
UCLA	4 (11%)	11 (31%)	31 (86%)	35 (97%)	36
UC San Diego	5 (17%)	12 (41%)	23 (79%)	29 (100%)	29
Wisconsin	3 (8%)	14 (37%)	26 (68%)	33 (87%)	38
Georgia Tech	1 (6%)	2 (13%)	5 (31%)	11 (69%)	16
UC Davis	1 (4%)	1 (4%)	4 (15%)	20 (77%)	26
Illinois	5 (14%)	10 (27%)	18 (49%)	31 (84%)	37
Penn State	1 (3%)	3 (8%)	10 (28%)	25 (69%)	36
Minnesota	2 (5%)	6 (16%)	15 (41%)	31 (84%)	37
Ohio State	1 (3%)	2 (5%)	5 (13%)	30 (79%)	38
Purdue	1 (4%)	4 (17%)	7 (29%)	19 (79%)	24
Florida	0 (0%)	0 (0%)	3 (9%)	23 (72%)	32
Median	4.5 (14%)	13 (38%)	27.5 (77.5%)	34 (94.5%)	36

* Of the 41 programs investigated by the NRC
 Source: "Research-Doctorate Programs in the United States," National Research Council

BREAKDOWN OF 1993 FACULTY QUALITY RATINGS OF RESEARCH-DOCTORATE PROGRAMS () Percentage of each school's NRC-rated programs in each category

	Distinguished (4.01+)	Strong (3.01-4.00)	Good (2.51-3.00)	Adequate (2.00-2.50)	Marginal (1.00-1.99)	Not sufficient (<1.00)	Number of programs rated by the NRC*
A&M	1 (4%)	11 (44%)	8 (32%)	5 (20%)			25
UT Austin	7 (19%)	27 (73%)	3 (8%)				37
Berkeley	32 (89%)	4 (11%)					36
Michigan	15 (39%)	21 (55%)	1 (3%)	1 (3%)			38
UNC	2 (6%)	24 (75%)	4 (13%)	2 (6%)			32
UCLA	14 (39%)	20 (56%)	2 (5%)				36
UC San Diego	14 (48%)	15 (52%)					29
Wisconsin	14 (37%)	20 (52%)	1 (3%)	3 (8%)			38
Georgia Tech	1 (6%)	8 (50%)	3 (19%)	2 (13%)	1 (6%)	1 (6%)	16
UC Davis	1 (4%)	17 (65%)	5 (19%)	3 (12%)			26
Illinois	10 (27%)	23 (62%)	3 (8%)	1 (3%)			37
Penn State	2 (3%)	23 (64%)	4 (11%)	7 (20%)			36
Minnesota	6 (16%)	23 (62%)	5 (14%)	3 (8%)			37
Ohio State	1 (3%)	23 (60%)	12 (31%)	1 (3%)	1 (3%)		38
Purdue	3 (13%)	14 (58%)	3 (13%)	4 (16%)			24
Florida		13 (41%)	13 (41%)	4 (12%)	2 (6%)		32
Median	14 (39%)	20 (53.5%)	1 (3%)	.5 (1.5%)	-	-	36

* Of the 41 programs investigated by the NRC
 Source: "Research-Doctorate Programs in the United States," National Research Council

1993 FACULTY QUALITY RATINGS OF RESEARCH-DOCTORATE PROGRAMS IN SOCIAL AND BEHAVIORAL SCIENCES

() Rank among all programs surveyed

	<u>Anthropology</u>		<u>Economics</u>		<u>Geography</u>		<u>History</u>		<u>Political Science</u>		<u>Psychology</u>		<u>Sociology</u>	
A&M			2.83	(34.0)			2.15	(87.0)			2.94	(71.0)	2.47	(50.5)
UT Austin	3.62	(12.0)	2.91	(31.0)	3.38	(14.0)	3.66	(21.5)	3.49	(19.0)	4.04	(16.5)	3.64	(16.0)
Berkeley	4.51	(3.0)	4.55	(7.0)	3.99	(6.5)	4.79	(2.0)	4.66	(2.0)	4.33	(9.0)	4.56	(3.0)
Michigan	4.77	(1.5)	4.03	(13.0)			4.30	(11.0)	4.60	(3.5)	4.63	(2.0)	4.39	(4.0)
UNC	3.24	(29.0)	3.16	(25.0)	2.89	(22.0)	3.84	(17.0)	3.54	(18.0)	3.90	(25.0)	4.31	(6.0)
UCLA	3.67	(9.0)	4.12	(11.0)	3.95	(8.0)	4.59	(6.0)	4.25	(8.0)	4.61	(4.0)	4.36	(5.0)
UC San Diego	3.67	(9.0)	3.80	(16.0)			3.46	(26.0)	4.13	(9.0)	4.32	(10.0)	3.31	(22.0)
Wisconsin	3.41	(18.5)	3.93	(15.0)	4.40	(2.0)	4.37	(10.0)	4.09	(10.0)	4.09	(15.0)	4.74	(2.0)
Georgia Tech											2.87	(77.5)		
UC Davis	3.51	(15.0)	2.75	(38.0)			3.19	(35.0)	2.61	(46.0)	3.42	(47.0)		
Illinois	3.59	(14.0)	3.07	(28.0)	3.30	(16.0)	3.50	(25.0)	3.20	(30.0)	4.58	(5.0)	3.26	(29.0)
Penn State	3.18	(32.0)	2.49	(45.0)	4.59	(1.0)	2.46	(73.5)	2.25	(69.0)	3.72	(32.0)	3.51	(18.0)
Minnesota	2.49	(50.0)	4.22	(10.0)	4.22	(3.0)	3.66	(21.5)	3.95	(13.0)	4.46	(7.0)	3.29	(24.0)
Ohio State	1.89	(66.0)	2.83	(34.0)	4.07	(5.0)	3.15	(37.5)	3.69	(17.0)	3.95	(21.0)	3.28	(25.5)
Purdue			2.37	(50.5)			2.52	(68.0)	2.38	(58.0)	3.74	(29.5)	2.44	(52.0)
Florida	3.65	(11.0)	2.65	(41.0)	2.86	(24.0)	3.09	(40.5)	2.48	(51.5)	3.60	(38.0)	2.68	(43.0)
Median	3.46	(19.0)	3.64	(18.0)	3.42	(15.0)	4.22	(11.5)	3.90	(13.0)	4.26	(14.5)	4.34	(5.5)

Source: "Research-Doctorate Programs in the United States," National Research Council

1993 FACULTY QUALITY RATINGS OF RESEARCH-DOCTORATE PROGRAMS IN PHYSICAL SCIENCES AND MATHEMATICS

() Rank among all programs surveyed

	<u>Astrophysics-Astronomy</u>		<u>Chemistry</u>		<u>Computer Science</u>		<u>Geosciences</u>		<u>Mathematics</u>		<u>Oceanography</u>		<u>Physics</u>		<u>Statistics/Biostatistics</u>	
A&M			4.11	(15.0)	2.30	(63.0)	3.70	(36.5)	2.84	(63.5)	3.26	(12.0)	3.22	(47.5)	3.78	(15.0)
UT Austin	3.65	(10)	4.28	(13.0)	4.18	(7.0)	3.96	(15.5)	3.85	(23.0)			4.33	(11.0)		
Berkeley	4.65	(3)	4.96	(1.0)	4.88	(3.0)	4.45	(3.0)	4.94	(1.5)			4.87	(3.5)	4.76	(1.5)
Michigan	2.65	(25)	3.53	(35.0)	3.49	(21.0)	3.94	(18.0)	4.23	(9.5)			3.96	(19.0)	3.44	(24.5)
UNC			3.97	(17.0)	3.16	(29.0)	2.75	(53.0)	3.24	(42.0)	3.22	(13.5)	3.14	(53.5)	3.98	(11.0)
UCLA	3.27	(16)	4.46	(10.0)	3.73	(14.5)	4.11	(12.0)	4.14	(12.0)			4.18	(15.0)	3.93	(12.0)
UC San Diego			3.95	(18.5)	3.45	(22.5)	4.23	(6.0)	4.02	(17.0)	4.69	(1.0)	4.10	(16.0)		
Wisconsin	3.46	(14)	4.46	(10.0)	4.00	(10.0)	3.56	(22.0)	4.10	(13.0)	3.04	(16.0)	3.79	(21.0)	4.06	(8.0)
Georgia Tech			2.92	(64.0)	3.10	(32.0)	2.36	(76.5)	3.19	(44.0)			3.02	(61.5)		
UC Davis			3.24	(97.5)	2.42	(58.0)	3.25	(33.0)	2.48	(83.5)			2.89	(67.0)		
Illinois	3.53	(13)	4.48	(8.0)	4.09	(8.0)	3.22	(34.0)	3.93	(21.0)			4.66	(8.0)	3.35	(26.0)
Penn State	3.00	(21)	3.95	(18.5)	2.52	(54.5)	4.11	(12.0)	3.50	(67.0)			3.08	(55.0)	3.65	(19.0)
Minnesota	2.89	(24)	3.89	(21.0)	2.67	(47.0)	3.35	(31.0)	4.08	(14.0)			3.76	(22.5)	3.91	(13.0)
Ohio State	2.91	(23)	3.87	(22.0)	2.92	(39.0)	2.97	(45.0)	3.66	(29.0)			3.75	(24.0)	3.21	(29.0)
Purdue			3.83	(24.0)	3.28	(26.0)	3.08	(40.5)	3.82	(24.5)			3.44	(31.0)	4.00	(10.0)
Florida	1.98	(31)	3.67	(30.0)	2.70	(46.0)	2.45	(69.5)	2.95	(55.0)			3.35	(36.0)	3.31	(27.0)
Median	2.96	(20.5)	4.22	(13.5)	3.45	(21.8)	3.43	(32.5)	3.69	(27.0)	4.69	(1.0)	3.66	(34.3)	3.98	(11.0)

Source: "Research-Doctorate Programs in the United States," National Research Council

1993 FACULTY QUALITY RATINGS OF RESEARCH-DOCTORATE PROGRAMS IN ENGINEERING

() Rank among all programs surveyed

	<u>Aerospace</u>	<u>Biomedical</u>	<u>Chemical</u>	<u>Civil</u>	<u>Electrical</u>	<u>Industrial</u>	<u>Materials Science</u>	<u>Mechanical</u>
A&M	3.12 (17.5)	2.50 (34.0)	2.91 (37.0)	3.40 (17.5)	3.25 (32.0)	3.81 (5)		3.22 (27.5)
UT Austin	3.67 (8.0)	3.48 (19.5)	4.08 (10.0)	4.42 (4.0)	3.88 (14.0)		3.50 (20.0)	3.73 (15.0)
Berkeley		4.08 (8.0)	4.63 (3.0)	4.56 (2.0)	4.69 (4.0)	4.44 (2)	4.33 (4.0)	4.54 (3.0)
Michigan	4.05 (5.0)	3.91 (11.0)	3.52 (18.0)	3.90 (10.0)	4.38 (6.0)	4.36 (4)	3.66 (14.5)	4.22 (5.0)
UNC		3.49 (17.5)		3.58 (15.0)				
UCLA	3.62 (10.5)		2.88 (39.0)	3.37 (21.0)	4.00 (10.5)		3.34 (26.0)	3.76 (14.0)
UC San Diego	3.62 (10.5)	4.45 (2.0)			3.57 (20.0)			4.04 (10.5)
Wisconsin			4.62 (4.0)	3.34 (22.0)	3.77 (16.0)	3.48 (10)	3.66 (14.5)	3.48 (20.5)
Georgia Tech	3.66 (9.0)		3.01 (30.5)	3.40 (17.5)	3.93 (13.0)	4.71 (1)	2.87 (44.0)	3.62 (18.0)
UC Davis		3.37 (23.0)	3.11 (28.0)	3.54 (16.0)	3.24 (33.0)			3.28 (26.0)
Illinois	3.34 (14.0)		4.42 (5.0)	4.41 (5.0)	4.70 (3.0)	3.13 (13)	4.29 (5.0)	4.07 (9.0)
Penn State	3.12 (17.5)	3.48 (19.5)	3.34 (23.0)	3.12 (32.0)	3.28 (28.5)	3.50 (9)	3.97 (9.0)	3.65 (17.0)
Minnesota	3.40 (12.0)	3.49 (17.5)	4.86 (1.0)	3.76 (13.0)	3.73 (8.0)		3.64 (17.0)	4.09 (8.0)
Ohio State	2.84 (24.0)	3.26 (26.0)	2.73 (41.0)	2.88 (40.0)	3.53 (22.0)	3.24 (12)	3.48 (21.0)	3.32 (25.0)
Purdue	3.71 (7.0)		3.67 (16.0)	3.89 (11.0)	4.02 (8.0)	4.43 (3)	3.02 (32.0)	4.04 (10.5)
Florida	2.50 (27.0)		2.97 (34.0)	2.93 (36.5)	3.26 (30.5)	2.82 (19)	3.65 (16.0)	2.83 (52.0)
Median	3.62 (10.5)	3.70 (14.3)	3.20 (28.5)	3.58 (15.0)	4.00 (10.5)	4.36 (4.0)	3.50 (20.3)	3.76 (14.0)

Source: "Research-Doctorate Programs in the United States," National Research Council

1993 FACULTY QUALITY RATINGS OF RESEARCH-DOCTORATE PROGRAMS IN BIOLOGICAL SCIENCES

() Rank among all programs surveyed

	<u>Biochem and Molecular Biology</u>	<u>Cell and Developmental Biology</u>	<u>Ecology, Evolution, and Behavior</u>	<u>Molecular and General Genetics</u>	<u>Neurosciences</u>	<u>Pharmacology</u>	<u>Physiology</u>
A&M	2.95 (70.0)	2.97 (65)	2.61 (80.0)	3.24 (38.0)		3.16 (62.5)	2.32 (109.0)
UT Austin	3.57 (33.0)	3.37 (46)	4.12 (10.5)	3.47 (28.0)	3.08 (49.5)	3.61 (28.0)	3.52 (34.5)
Berkeley	4.81 (4.0)	4.16 (13)	4.29 (8.0)	4.21 (10.0)	4.32 (9.0)		
Michigan	3.89 (23.5)	3.66 (30)	4.10 (12.0)	3.75 (21.0)	3.79 (18.0)	3.85 (13.0)	3.89 (15.5)
UNC	3.83 (27.0)	3.79 (25)	3.33 (42.0)	3.78 (20.0)	3.57 (26.5)	4.03 (8.0)	3.55 (32.5)
UCLA	4.20 (14.0)	3.99 (17)	3.82 (18.5)		3.91 (15.0)	3.40 (41.0)	4.23 (4.0)
UC San Diego	4.53 (9.0)	4.50 (7)	3.82 (18.5)	4.44 (6.0)	4.82 (1.0)	4.36 (3.0)	4.47 (2.0)
Wisconsin	4.55 (8.0)	4.05 (16)	4.18 (9.0)	4.33 (7.0)	3.58 (25.0)	3.89 (12.0)	3.68 (25.0)
Georgia Tech	2.39 (112.0)	0.16 (178)		1.55 (90.0)			
UC Davis	3.52 (35.0)	3.55 (33)	4.42 (5.0)	3.21 (42.5)		3.51 (35.0)	3.64 (28.0)
Illinois	3.55 (34.0)	3.74 (27)	3.52 (29.0)	3.30 (35.0)	3.33 (41.0)		3.81 (20.5)
Penn State	3.39 (45.0)	3.10 (56)	3.60 (26.0)	3.34 (32.5)	2.50 (67.0)	3.65 (75.0)	3.24 (55.0)
Minnesota	3.46 (39.0)	3.54 (34)	3.88 (15.0)	3.23 (39.0)	3.43 (34.0)	3.76 (21.0)	3.00 (72.5)
Ohio State	3.16 (59.5)	3.06 (61)	3.27 (46.0)	2.98 (54.0)	2.97 (55.0)	3.26 (53.5)	3.37 (41.5)
Purdue	3.39 (45.0)	3.33 (46)	3.10 (51.5)		2.31 (72.0)	2.89 (90.0)	
Florida	2.88 (74.0)	2.77 (78)	3.57 (28.0)	3.07 (50.0)	2.84 (60.0)	3.32 (50.5)	3.21 (58.0)
Median	4.02 (20.5)	3.89 (21)	3.58 (30.3)	3.78 (20.0)	3.74 (20.8)	3.40 (41.0)	4.23 (4.0)

Source: "Research-Doctorate Programs in the United States," National Research Council

1993 FACULTY QUALITY RATINGS OF RESEARCH-DOCTORATE PROGRAMS IN ARTS AND HUMANITIES

() Rank among all programs surveyed

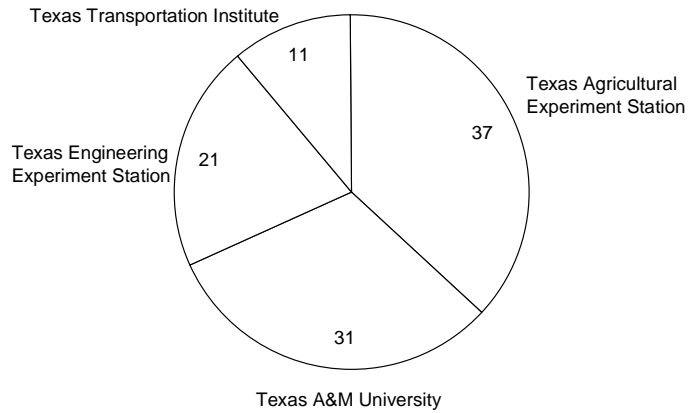
	Art History	Classics	Comp Literature	English L&L	French L&L	German L&L	Linguistics	Music	Philosophy	Religion	Spanish L&L
A&M UT Austin	3.17 (19)	3.92 (8)	2.96 (21)	2.89 (56.0) 3.54 (21.0)	2.97 (23.0)	3.40 (13)	3.61 (11.0)	3.69 (17.0)	3.15 (27.0)		3.54 (12.0)
Berkeley	4.67 (3)	4.77 (2)	4.00 (10)	4.77 (2.0)	4.19 (7.0)	4.32 (1)	3.97 (6.5)	4.51 (3.0)	4.66 (4.0)		3.70 (9.0)
Michigan	3.71 (11)	4.54 (3)	3.23 (15)	3.93 (16.0)	3.97 (9.0)	3.04 (21)	2.37 (31.0)	4.16 (9.0)	4.15 (8.0)		3.46 (13.0)
UNC	2.33 (32)	3.81 (11)	2.44 (32)	3.43 (24.0)	2.63 (34.0)	3.21 (18)		3.72 (16.0)	3.67 (17.0)		2.91 (31.0)
UCLA	3.52 (13)	3.89 (9)	3.22 (16)	4.10 (12.0)	3.13 (18.5)	2.94 (22)	4.56 (3.0)	3.56 (18.0)	4.42 (6.0)		3.37 (16.0)
UC San Diego			3.17 (26)	3.21 (37.0)			3.43 (14.0)	3.32 (25.0)	3.79 (15.0)		3.27 (18.5)
Wisconsin	2.14 (35)	2.92 (19)	2.25 (37)	3.53 (22.0)	3.74 (11.0)	3.74 (10)	2.20 (32.0)	3.13 (32.0)	3.28 (22.5)		3.74 (7.0)
Georgia Tech				3.04 (97.5)							
UC Davis			2.23 (38)	3.38 (28.0)	2.82 (28.0)	2.90 (23)					3.43 (14.0)
Illinois	2.67 (26)	3.02 (17)	2.39 (33)	3.14 (42.0)	2.70 (30.5)	3.11 (20)	3.10 (18.0)	4.11 (10.0)	2.77 (36.0)		3.22 (22.0)
Penn State	2.28 (34)		2.65 (27)	3.24 (36.0)	2.66 (33.0)	2.31 (27)			2.09 (55.0)		3.12 (24.5)
Ohio State	2.48 (29)	2.60 (21)		2.83 (57.0)	2.70 (30.5)	3.25 (17)	3.80 (8.0)	3.23 (28.0)	3.21 (24.0)		2.83 (33.0)
Purdue				3.19 (39.0)							
Florida					2.41 (36.5)		1.78 (37.0)				2.15 (47.0)
Median	2.33 (32)	3.81 (11)	2.83 (24)	3.77 (18.0)	2.63 (34.0)	3.21 (18)	4.56 (3.0)	3.64 (17.0)	4.05 (11.5)		3.14 (23.5)

Source: "Research-Doctorate Programs in the United States," National Research Council

FURTHER FACULTY ISSUES

- Publishing
- Teaching loads
- Endowed chairs
- Tenure
- Faculty environment
 - Flexibility
 - Sabbatical leave
 - Outside consulting opportunities

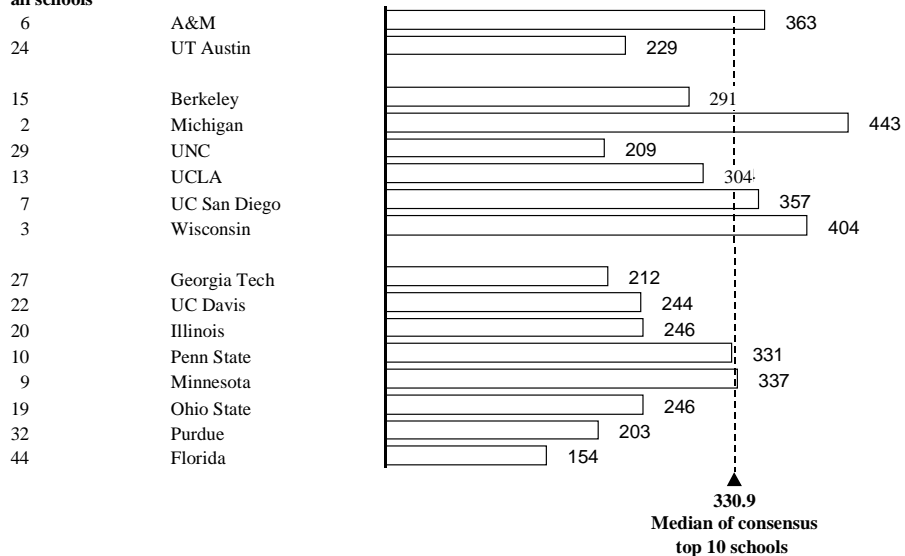
RESEARCH EXPENDITURES AT TEXAS A&M ARE SPLIT AMONG SEVERAL AREAS 1996
 100% = \$366.9 million



Source: Texas A&M University

TOTAL RESEARCH EXPENDITURES AT TOP UNIVERSITIES 1995
 \$ Millions

Rank among all schools



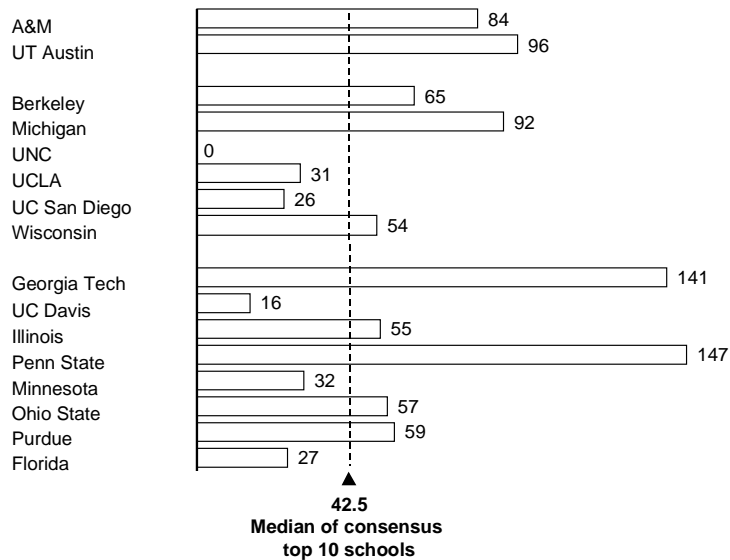
Source: National Science Foundation

DISTRIBUTION OF RESEARCH DOLLARS BY FIELD 1995
\$ Millions

	Engineering	Physical, mathematical, and computer sciences	Environmental sciences	Life sciences	Social sciences and psychology	Other
A&M	23	8	23	39	6	1
UT Austin	42		29	10	9	8
Berkeley	22	23	2	39	12	1
Michigan	21	9	5	52	12	2
UNC	9	5	72		14	0
UCLA	10	13	5	62	10	0
UC San Diego	7	13	31	46	3	0
Wisconsin	13	12	6	29	11	29
Georgia Tech		67		24	4	2
UC Davis	7	5	6	86		2
Illinois	22	19	11	23	10	15
Penn State	44		8	7	28	9
Minnesota	9	10	3	71		6
Ohio State	23	13	4	51	8	1
Purdue	29		14	47	9	0
Florida	18	11	2	65	5	6

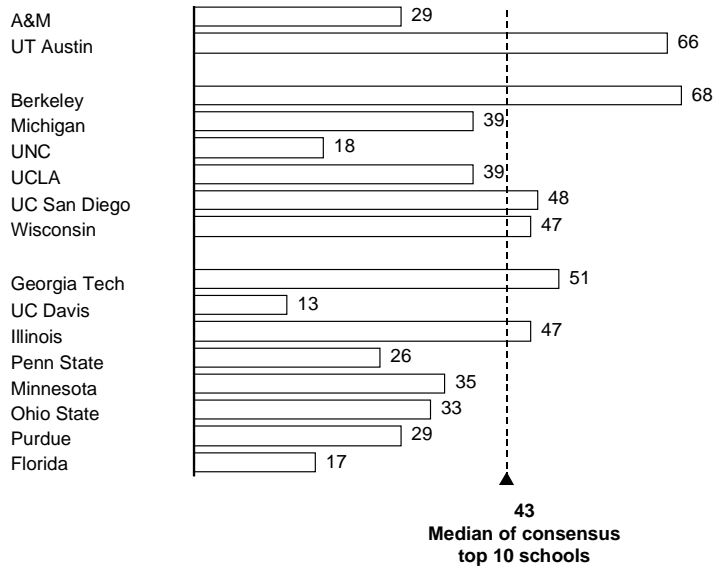
Source: National Science Foundation

RESEARCH EXPENDITURES IN ENGINEERING 1995
\$ Millions



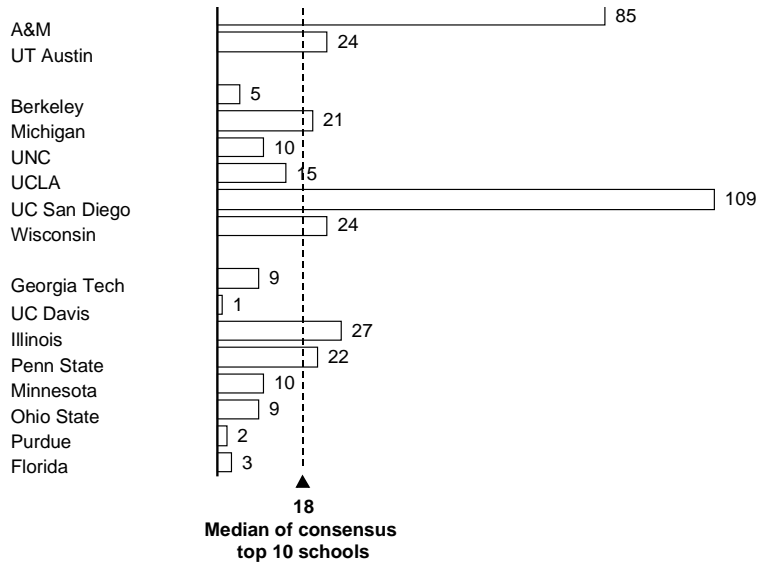
Source: National Science Foundation

**RESEARCH EXPENDITURES IN PHYSICAL*, MATHEMATICAL,
AND COMPUTER SCIENCES 1995**
\$ Millions



* Astronomy, chemistry, physics, and related fields
Source: National Science Foundation

RESEARCH EXPENDITURES IN ENVIRONMENTAL* SCIENCES 1995
\$ Millions

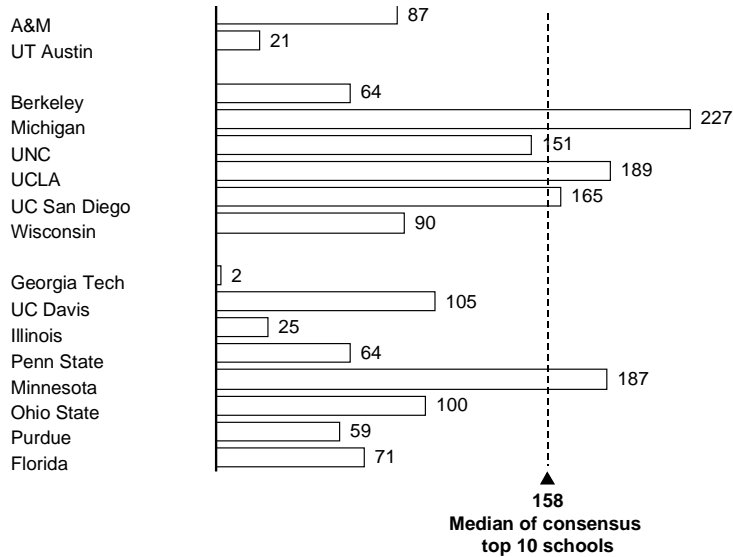


* Atmospheric sciences, earth sciences, oceanography, and related fields
Source: National Science Foundation

RESEARCH EXPENDITURES IN LIFE* SCIENCES EXCLUDING AGRICULTURE

1995

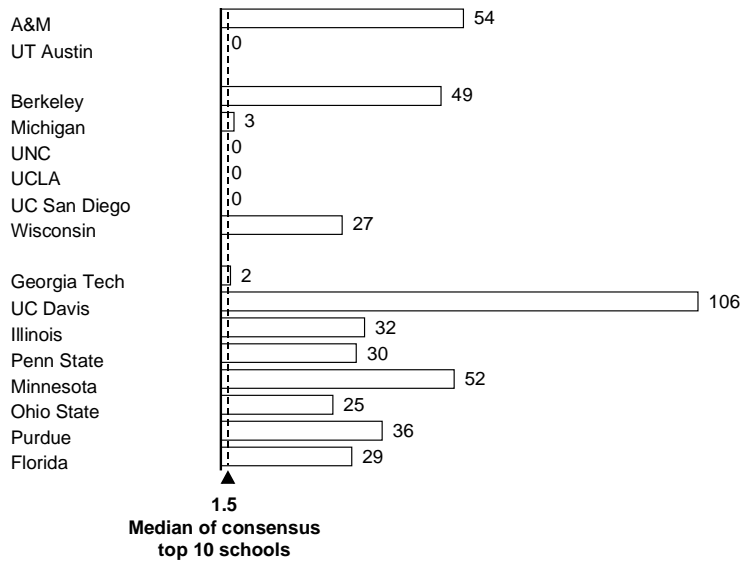
\$ Millions



* Biological sciences, medical sciences, and related fields
Source: National Science Foundation

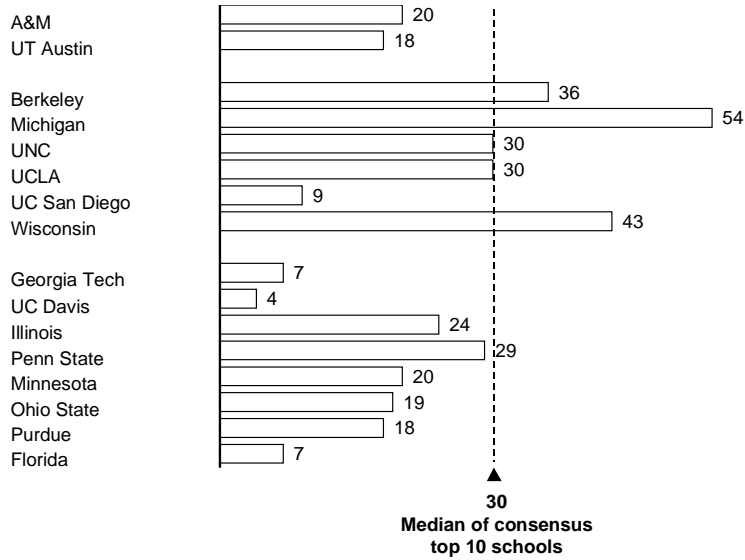
RESEARCH EXPENDITURES IN AGRICULTURAL SCIENCES 1995

\$ Millions



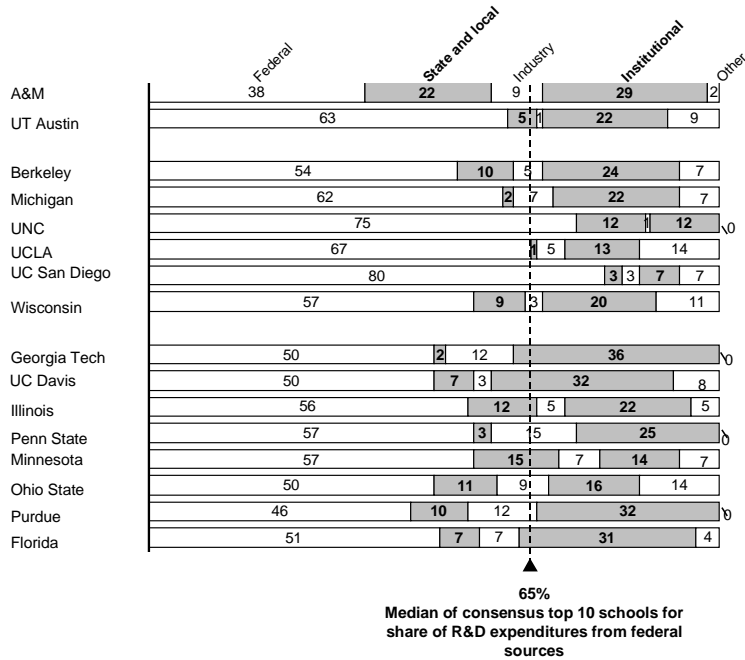
Source: National Science Foundation

RESEARCH EXPENDITURES IN SOCIAL* SCIENCES AND PSYCHOLOGY 1995
\$ Millions



* Political science, sociology, and related fields
Source: National Science Foundation

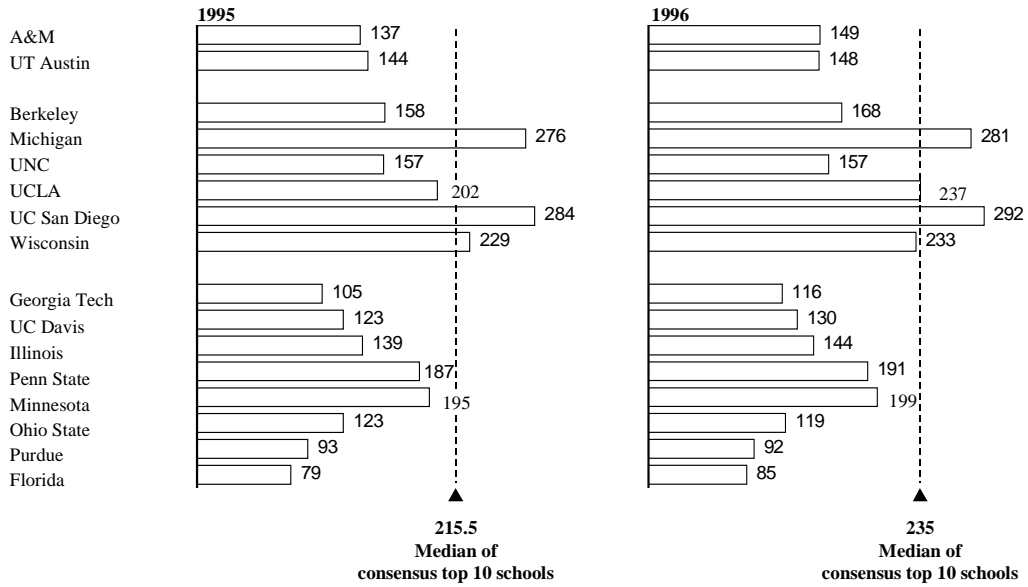
DISTRIBUTION OF RESEARCH DOLLARS BY SOURCE 1995
\$ Millions



Source: National Science Foundation

FEDERALLY FUNDED R&D EXPENDITURES

\$ Millions

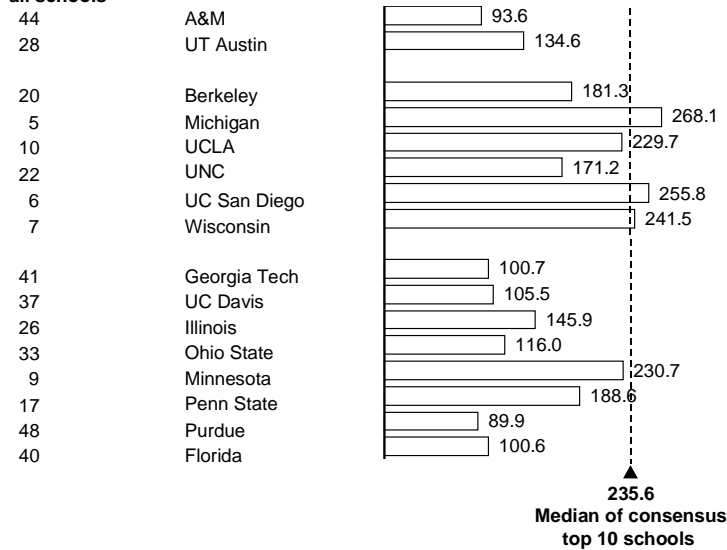


Source: National Science Foundation

FEDERALLY SUPPORTED SCIENCE AND ENGINEERING R&D* 1995

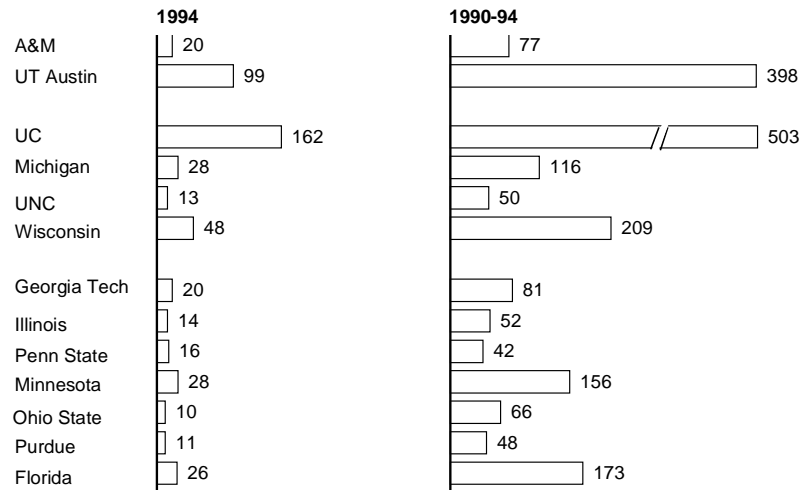
\$ Millions

Rank among all schools



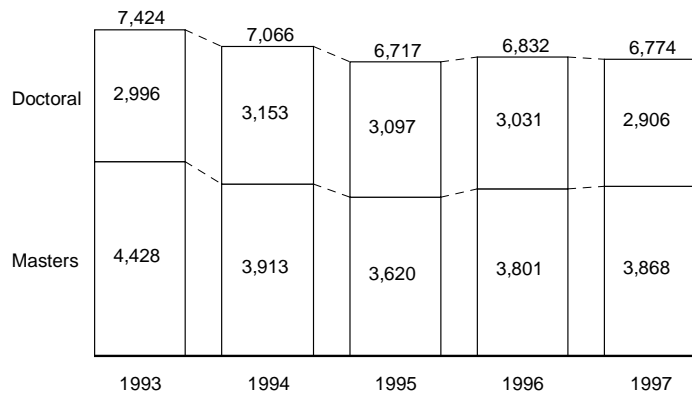
* Not in U.S. News' top 25

PATENTS AWARDED



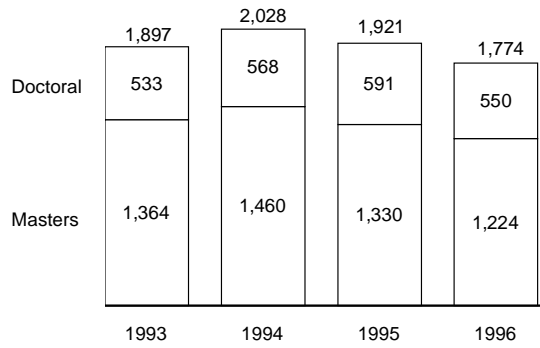
Source: Science and Engineering Indicators 1996

MASTERS AND DOCTORAL GRADUATE STUDENTS* AT TEXAS A&M



* Includes both full-time and part-time
 Source: Texas A&M Office of Planning and Institutional Analysis

THE NUMBER OF GRADUATE DEGREES AWARDED AT TEXAS A&M IS DECLINING

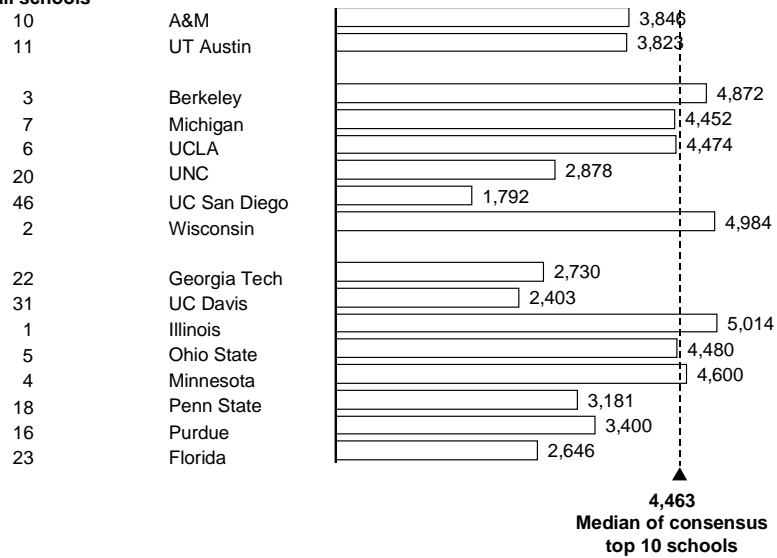


Source: Texas A&M Office of Admissions and Records

FULL-TIME GRADUATE STUDENTS 1995

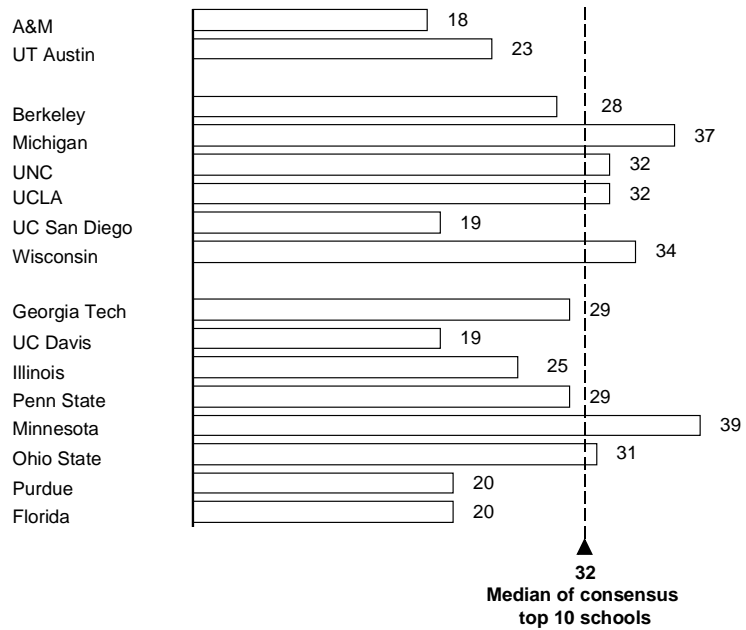
Number of graduate students

Rank among all schools



Source: National Science Foundation

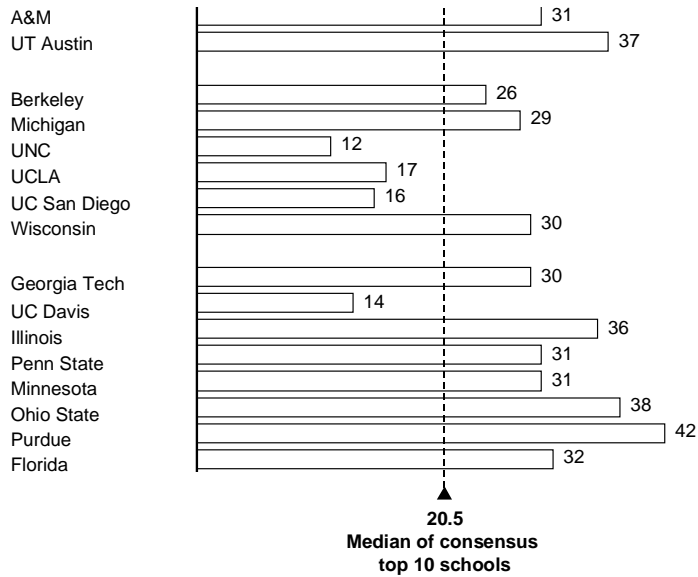
GRADUATE STUDENTS AS A PERCENTAGE OF FULL-TIME STUDENTS



Source: Barron's

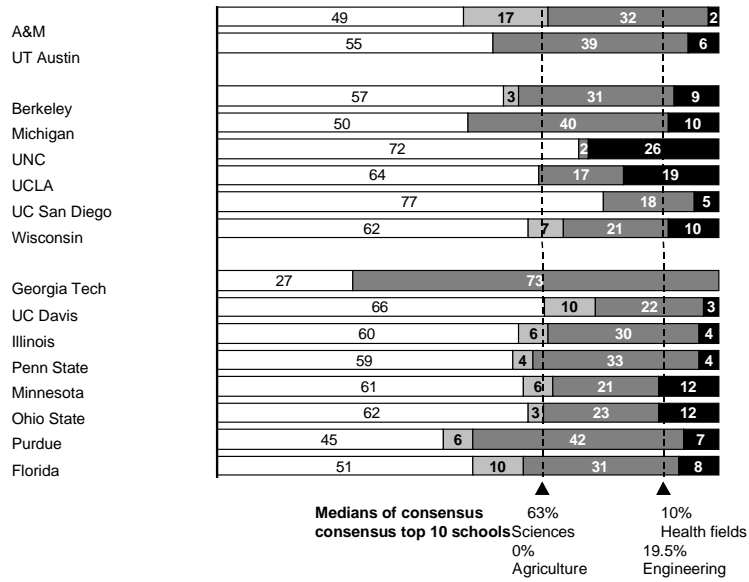
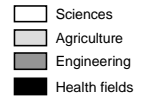
INTERNATIONAL FULL-TIME GRADUATE STUDENTS 1995

Percent of full-time graduate students



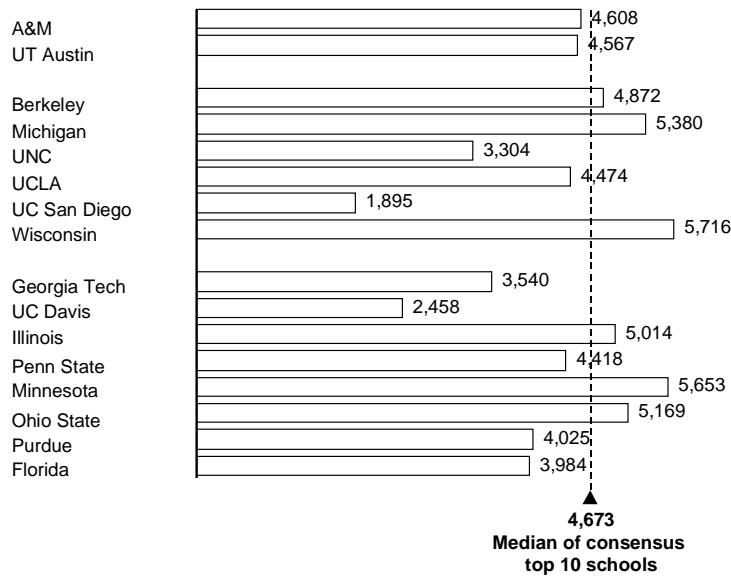
Source: National Science Foundation

DISTRIBUTION OF FULL-TIME GRADUATE STUDENTS IN SCIENCE, ENGINEERING, AND HEALTH FIELDS 1995
Percent of students



Source: National Science Foundation

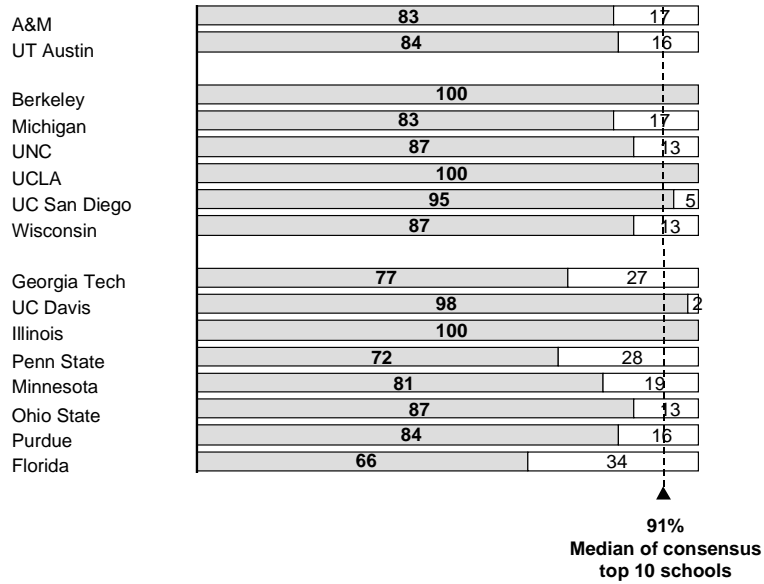
FULL- AND PART-TIME SCIENCE AND ENGINEERING GRADUATE STUDENTS
Number of students



Source: National Science Foundation

FULL- AND PART-TIME SCIENCE AND ENGINEERING GRADUATE STUDENTS
Percent of graduate students

■ Full time
□ Part time



Source: National Science Foundation

DISTRIBUTION OF FULL-TIME GRADUATE STUDENTS IN SCIENCES BY FIELD 1995
Percent

■ Greatest disparities

	Physical	Earth, Atmospheric, and Ocean	Mathematical	Computer	Agricultural	Biological	Psychology	Social
Texas A&M	14	10	5	7	25	17	8	14
UT Austin	25	8	6	8	0	14	7	32
Berkeley	19	8	8	6	5	18	4	32
Michigan	15	13	8	1	0	22	10	31
UNC	15	8	5	6	0	35	6	25
UCLA	12	4	5	8	0	28	6	37
UC San Diego	21	13	5	7	0	24	7	23
Wisconsin	13	4	7	6	10	26	8	26
Georgia Tech	27	8	9	25	0	4	10	17
UC Davis	11	5	4	3	14	44	4	15
Illinois	18	2	7	11	9	20	6	27
Penn State	23	10	6	4	6	23	11	17
Minnesota	12	2	6	5	9	27	14	25
Ohio State	14	7	9	4	5	27	7	27
Purdue	24	3	10	6	12	23	9	13
Florida	18	2	6	6	16	26	7	19
Median	13.5	6.0	5.0	7.0	0	31.5	6.0	31.0

Source: National Science Foundation

DISTRIBUTION OF FULL-TIME GRADUATE STUDENTS IN ENGINEERING BY FIELD 1995
Percent

	Chemical	Civil	Electrical	Industrial	Mechanical	Metallurgical Materials	Other
Texas A&M	9	20	19	8	18	0	26
UT Austin	9	25	24	0	22	3	17
Berkeley	7	35	19	5	21	7	6
Michigan	4	10	32	12	19	4	19
UNC	0	0	0	0	0	0	100
UCLA	7	18	41	5	17	7	5
UC San Diego	5	0	20	5	13	8	49
Wisconsin	11	14	21	15	21	11	7
Georgia Tech	5	20	26	19	14	6	10
UC Davis	11	23	20	0	18	1	27
Illinois	5	25	29	0	19	10	12
Penn State	7	13	17	8	19	12	24
Minnesota	23	19	19	0	26	0	13
Ohio State	7	14	20	9	26	8	16
Purdue	8	19	29	10	17	2	15
Florida	7	23	19	5	8	19	19
Median	3.5	9.0	20.5	2.5	8.5	3.5	52.5

Source: National Science Foundation

PROFESSIONAL PROGRAMS AT TOP PUBLIC UNIVERSITIES

	Clinical psychology	Counseling psychology	Dentistry	Law	Medicine	Nursing	Optometry	Optometry residency	Occupational therapy	Public health	Pharmacology	Physical therapy	Radiography	Radiation therapy	Veterinary medicine	School psychology
Texas A&M	√	√			√										√	√
UT Austin	√	√		√		√					√					√
Berkeley	√			√			√	√		√						√
Michigan	√		√	√	√	√				√	√		√			
UNC																
UCLA	√		√	√	√	√			√				√			
UC San Diego																
Wisconsin	√	√		√	√	√			√		√		√		√	√
Georgia Tech																
UC Davis																
Illinois	√	√		√											√	
Penn State	√	√				√										
Minnesota	√	√	√	√	√	√			√	√	√	√	√	√	√	√
Ohio State	√	√	√	√	√	√	√	√			√		√		√	√
Purdue	√					√					√				√	
Florida	√	√	√	√	√	√			√		√	√			√	

Source: Higher Education Publications, Inc

1993 PERFORMANCE OF TEXAS A&M IN GRADUATE PROGRAMS RATED BY THE NRC

Best documented improvements

Program	Faculty Quality Rating	Change from 1982	Effectiveness Rating	Change from 1982	Improvement Rating*
Chemistry	4.11 (15)	+0.46	3.63	+0.23	67%
Industrial Engineering	3.81 (5)		3.44		87
Statistics	3.78 (15)	+0.72	3.44	+0.41	78
Civil Engineering	3.40 (17.5)	+0.21	3.27	+0.29	71
Oceanography	3.26 (12)		3.09		60
Electrical Engineering	3.25 (32)	+1.11	3.33	+1.11	77
Molec. & Gen. Genetics	3.24 (38)		3.15		81
Mechanical Engineering	3.22 (27.5)	+0.79	3.25	+0.75	79
Physics	3.22 (47.5)	+0.61	3.29	+0.67	80
Geophysics	3.20 (36.5)	+0.06	3.18	+0.27	60
Pharmacology	3.16 (62.5)		3.27		72
Aerospace Engineering	3.12 (17.5)		3.11		61
Cell & Dev. Biology	2.97 (65)		2.96		79
Biochemistry (Agriculture)	2.95 (70)		3.24		72
Psychology	2.94 (71)		2.88		75
Chemical Engineering	2.91 (37)	+0.48	2.81	+0.39	68
English Lang. & Lit.	2.89 (56)	+1.27	2.83	+1.06	79
Geology	2.86 (49)	-0.09	2.94	+0.02	49
Mathematics	2.84 (63.5)		2.58		65
Economics	2.83 (34)	+0.31	2.69	+0.16	63
Biochemistry (Science)	2.69 (87.5)		3.06		78
Eco.,Evo., Behavior	2.61 (80)		2.80		56
Biomedical Engineering	2.50 (34)		2.58		50
Sociology	2.47 (50.5)		2.69		85
Physiology	2.32 (109)		2.78		50
Computer Science	2.30 (63)	+1.23	2.30	+1.10	69
History	2.15 (87)		2.08		63

* Percent of respondents who said program improved over last five years
 Source: "Research-Doctorate Programs in the United States", National Research Council

U.S. NEWS GRADUATE SCHOOL/DEPARTMENT RANKINGS¹ – PROFESSIONAL PROGRAMS

	MBA	Engineering	Medical	Law	Public Affairs	Education	Vet. Medicine
Texas A&M	50	21	NR ²		52	34	6
UT Austin	15	11		29	5	13	
Berkeley	10	2		7	5	1	
Michigan	10	4	9 ³	8	8	6	
UNC	15		6 ⁴	25	14	28	
UCLA	8	16	6 ⁴	17	26	5	
UC San Diego		21	19 ³				
Wisconsin		12	11 ⁴	37	11	8	9
Georgia Tech	31	4			66		
UC Davis	31	41	13 ⁴	29			1
Illinois		4		20	36	8	11
Penn State	31	18	17 ⁴		52	25	
Minnesota	27	18		18	18	11	13
Ohio State	25	25		42	30	13	8
Purdue	24	8					
Florida	46	32		45		37	9
Median	12.5	16.0	6.0	25.0	14.0	28.0	-

¹ Rank compared to all U.S. universities, public and private

² A&M program not in top 25

³ Research-oriented medical schools

⁴ Primary-care medical schools

Note: UNC and UC San Diego are ranked as both research-oriented and primary-care medical schools – the better ranking is listed
 Source: U.S. News and World Report

U.S. NEWS GRADUATE SCHOOL/DEPARTMENT RANKINGS* – SCIENCES

	Biological sciences	Chemistry	Computer science	Geology	Math	Physics
Texas A&M	62	19	58	29	48	43
UT Austin	42	16	9	9	16	11
Berkeley	1	1	1	4	1	4
Michigan	18	20	18	5	9	14
UNC	25	15	18	39	33	43
UCLA	20	10	12	9	12	17
UC San Diego	15	20	25	16	19	17
Wisconsin	11	10	10	19	12	17
Georgia Tech	86	40	18		41	50
UC Davis	20	40	46	25		40
Illinois	25	8	6	32	19	9
Penn State	36	27	40	16	28	31
Minnesota	29	20	40	22	15	25
Ohio State	42	20	34	44	33	23
Purdue	36	16	22	44	24	31
Florida	56	32	48			39
Median	22.5	12.5	15.0	24.0	22.5	30.0

* Rank compared to all U.S. universities, public and private
 Source: *U.S. News and World Report*

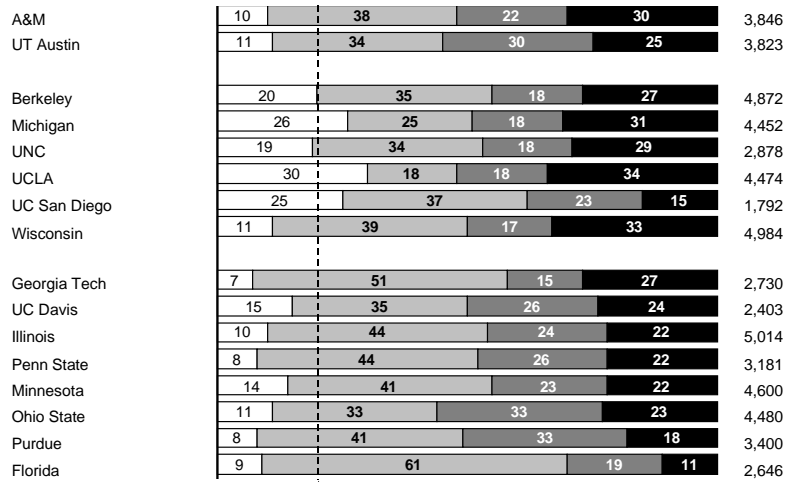
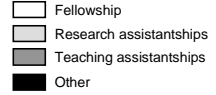
U.S. NEWS GRADUATE SCHOOL/DEPARTMENT RANKINGS* – LIBERAL ARTS

	Economics	English	History	Political science	Psychology	Sociology
Texas A&M	34	62	NR **	34	80	51
UT Austin	25	20	19	25	18	13
Berkeley	4	1	1	2	2	2
Michigan	12	14	6	2	3	4
UNC	29	17	14	10	18	4
UCLA	12	11	6	10	6	6
UC San Diego	14	40	30	10	12	36
Wisconsin	10	17		14	12	1
Georgia Tech					58	
UC Davis	30	26	25	39	36	28
Illinois	27	20	22	22	3	28
Penn State	34	33	52	51	36	18
Minnesota	10	29	19	15	9	19
Ohio State	30	29	30	18	26	21
Purdue	42	54			42	51
Florida	44	50	40	47	47	51
Median	20.5	14.0	14.0	10.0	12.0	5.0

* Rank compared to all U.S. universities, public and private
 ** A&M program not in top 58
 Source: *U.S. News and World Report*

**DISTRIBUTION OF SCIENCE AND ENGINEERING GRADUATE STUDENTS BY TYPE OF SUPPORT
1995**

Percent of students



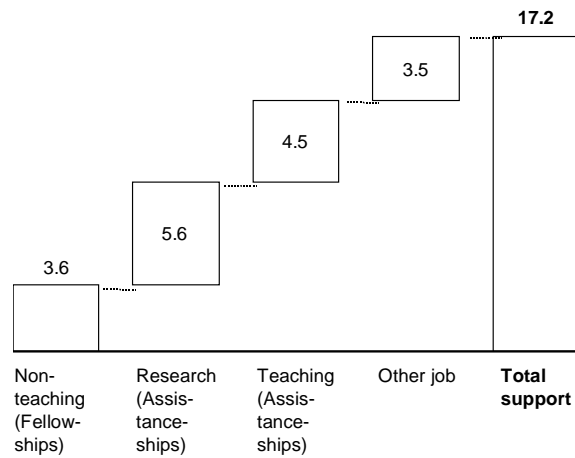
▲ 22.5

Median fellowship support among consensus top 10 schools

Source: National Science Foundation

AMOUNT SPENT ON GRADUATE SUPPORT AT A&M

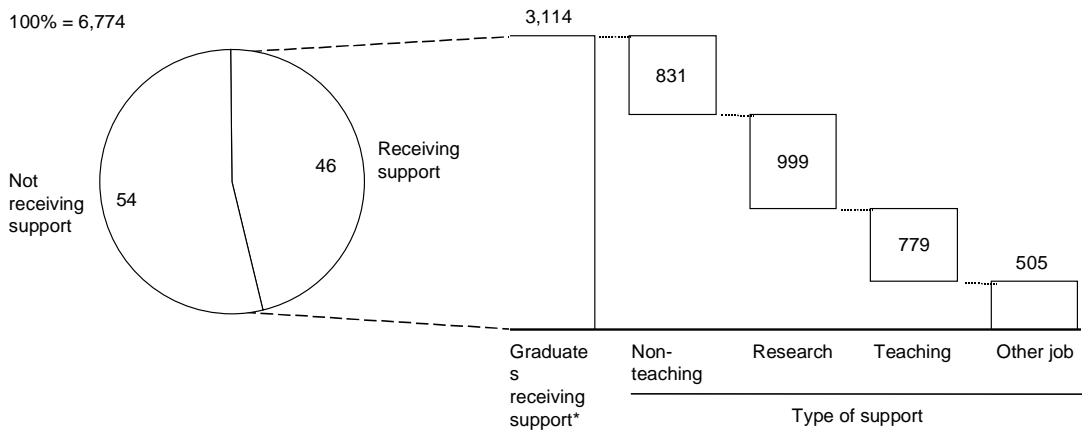
\$ Millions



Amount/student receiving support*	Non-teaching (Fellowships)	Research (Assistance-ships)	Teaching (Assistance-ships)	Other job	Total support
	\$4,364	5,613	5,799	6,927	5,539

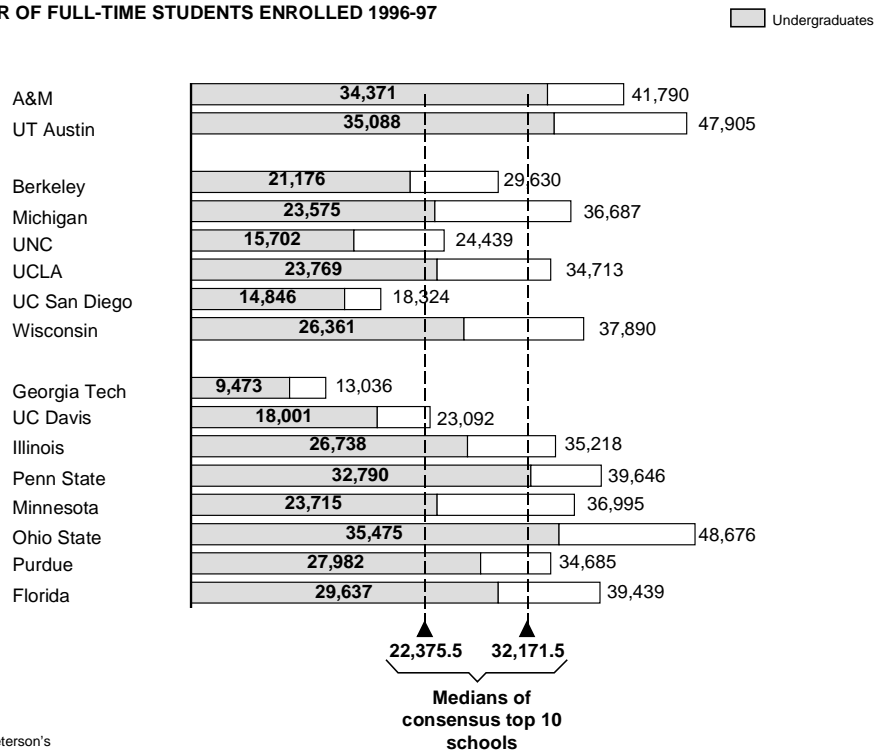
* Students may receive support from more than 1 source – they are counted under their primary source
Source: Texas A&M Office of Graduate Studies

A&M GRADUATE STUDENTS RECEIVING SUPPORT

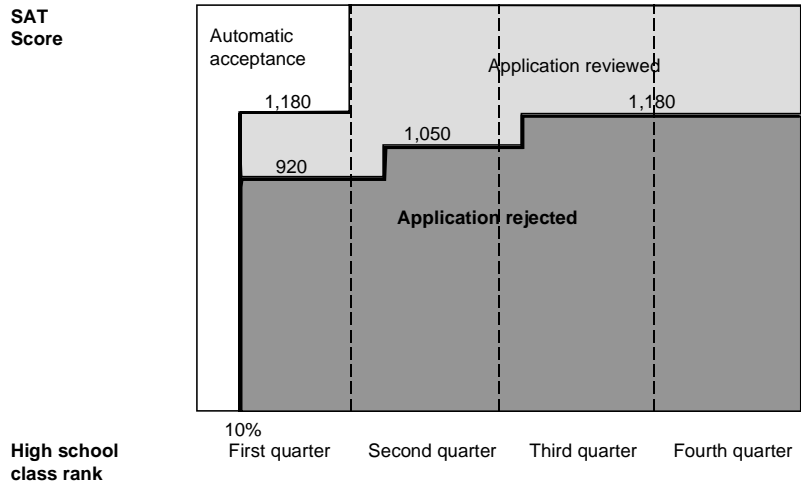


* Students may receive support from more than 1 source – they are counted under their primary source
 Source: Texas A&M Office of Graduate Studies

NUMBER OF FULL-TIME STUDENTS ENROLLED 1996-97

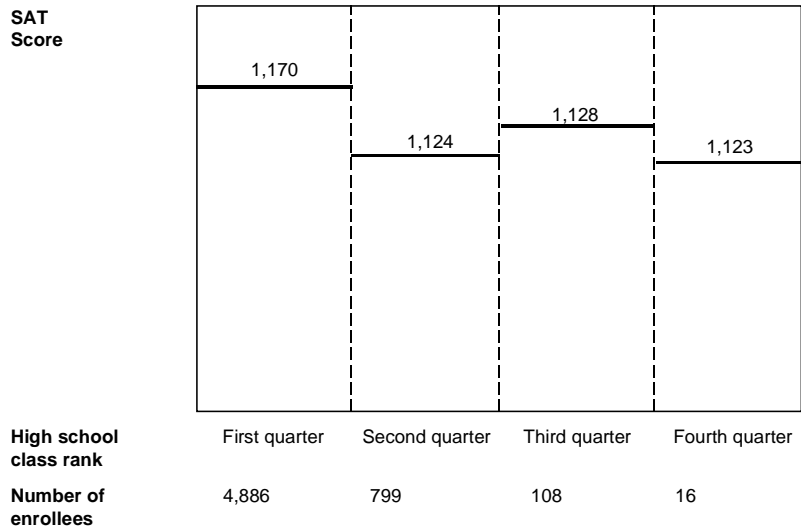


FRESHMAN ADMISSION STANDARDS AT TEXAS A&M



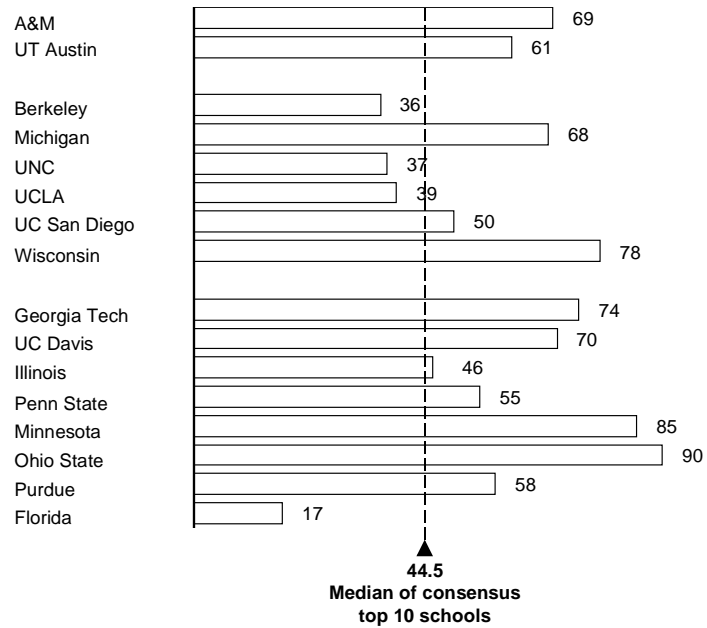
Source: Texas A&M Office of Admission and Records

**TEXAS A&M AVERAGE SAT SCORE* BY CLASS RANK
Fall 1997**



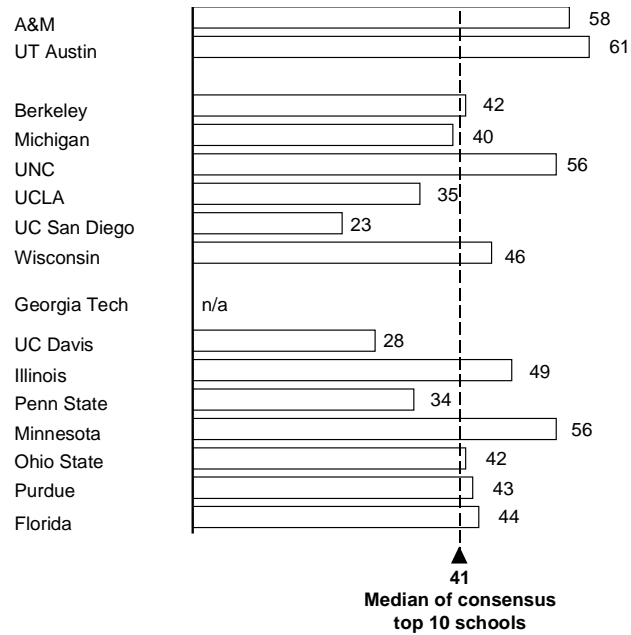
* Using highest test score for each student
 Note: Number of enrollees does not match total class since some students took ACT
 Source: Texas A&M Office of Admission and Records

UNDERGRADUATE APPLICANTS ACCEPTED 1996-97
Percent



Source: *Barron's*; *US News*; McKinsey analysis

UNDERGRADUATE ACCEPTEES ENROLLED 1996-97
Percent



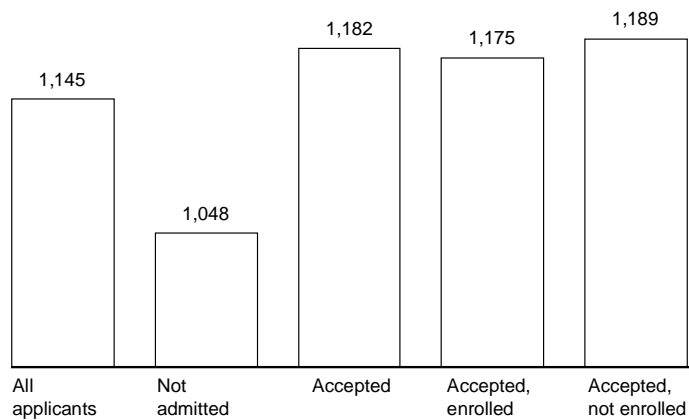
Source: *Barron's*; *US News*; McKinsey analysis

TEXAS A&M IS ACCEPTING A HIGHER PERCENTAGE OF UNDERGRADUATE APPLICANTS EACH YEAR IN ORDER TO MAINTAIN CURRENT ENTERING CLASS SIZE

	1994	1995	1996	1997	
Applied	15,243	15,888	15,973	15,942	
Accepted	10,200	10,915	11,023	11,559	
Yield	6,047	6,072	6,387	6,233	
Percent accepted	66.9%	68.7	69.0	72.5	↑ 5.6 percentage points
Percent yield	59.3%	55.6	57.9	53.9	↓ 5.4 percentage points

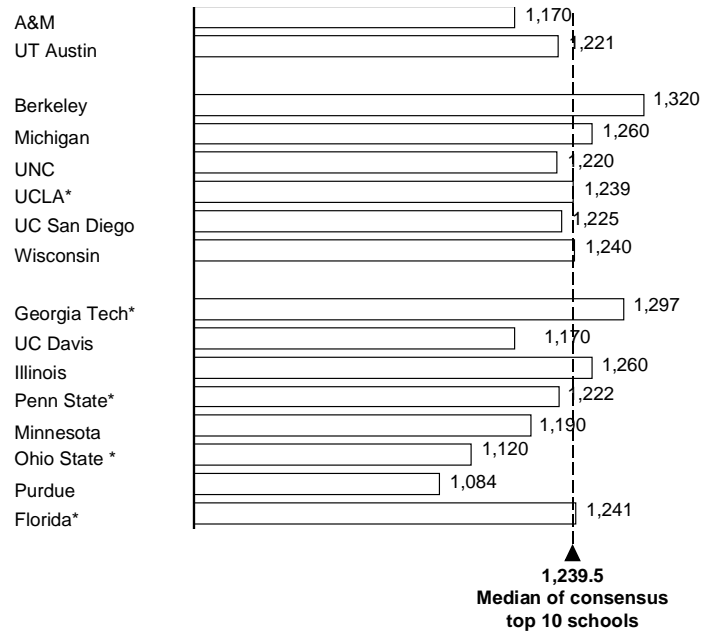
Source: Texas A&M Office of Admission Records

SAT COMPARISON OF A&M APPLICANT POOL 1997



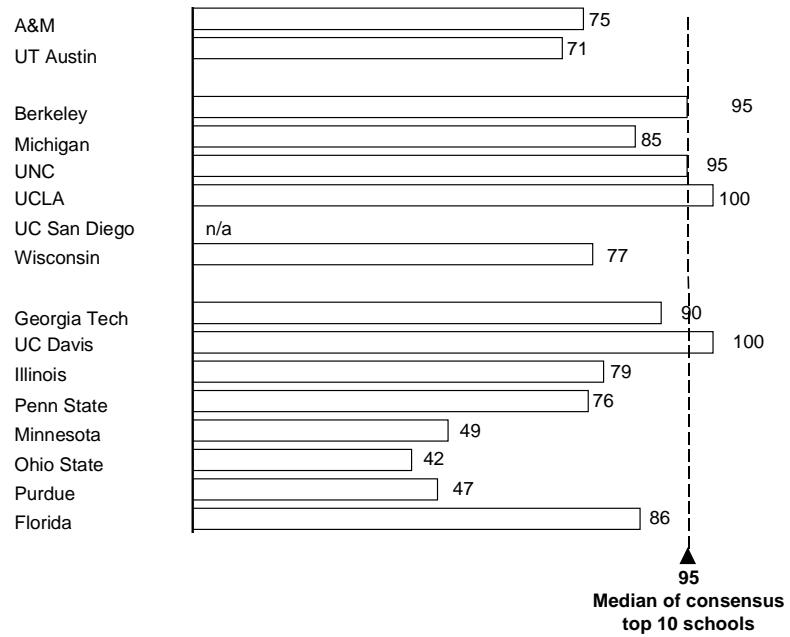
Source: Texas A&M Office of Planning and Institutional Research

SAT SCORES OF ENTERING FRESHMEN 1996-97



* Average derived from reported score distribution
Source: *Barron's*; *U.S. News*; McKinsey analysis

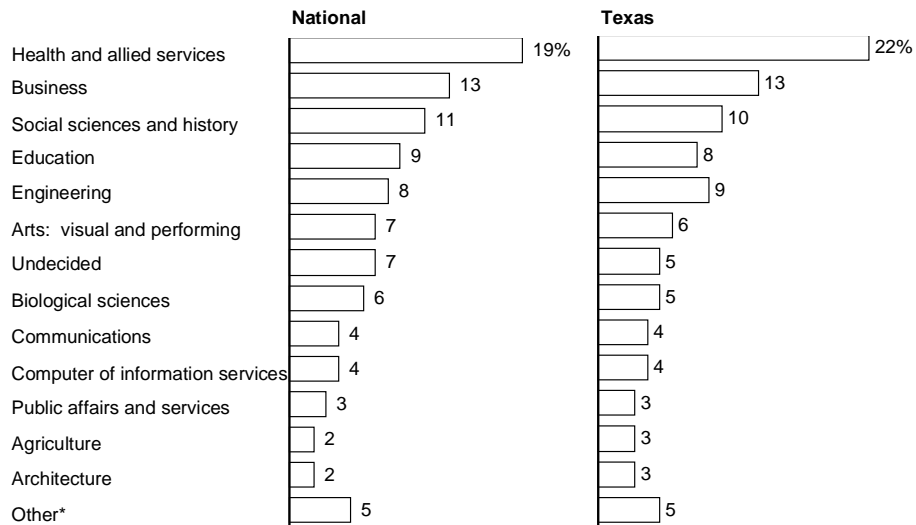
ENTERING FRESHMEN IN TOP 20 PERCENT OF HIGH SCHOOL CLASS 1996-97
Percent



Source: *Barron's*; *US News*; McKinsey analysis

TEXANS HAVE SIMILAR COLLEGE PLANS TO THE REST OF THE COUNTRY

Percentage of SAT test takers indicating field



* Includes language and literature, mathematics, philosophy and religion, physical sciences, and vocational

ALL UNIVERSITIES EXAMINED HAVE UNDERGRADUATE BUSINESS PROGRAMS, WHILE FEWER HAVE UNDERGRADUATE EDUCATION PROGRAMS

	<u>Business</u>	<u>Education</u>
Texas A&M	√	√
UT Austin	√	
Berkeley	√	*
Michigan	√	√
UNC	√	√
UCLA	√	
UC San Diego	*	*
Wisconsin	√	√
Georgia Tech	√	
UC Davis	*	
Illinois	√	√
Penn State	√	√
Minnesota	√	√
Ohio State	√	√
Purdue	√	√
Florida	√	√

* Program limited to only 1 major (i.e., physical education, organizational behavior)
Source: Barron's

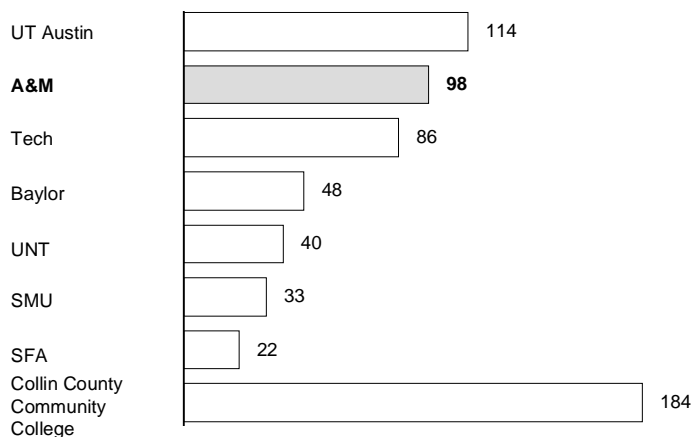
SCHOOLS OFTEN AND SOMETIMES PREFERRED BY UNDERGRADUATE APPLICANTS

✓ Often prefer
 ✓ Sometimes prefer

	Ivy League	Other private	National public	Regional public
A&M		✓✓	✓	✓
UT Austin		✓	✓	✓
Berkeley	✓✓	✓		
Michigan	✓	✓		
UNC	✓✓	✓✓	✓	
UCLA				
UC San Diego		✓	✓	
Wisconsin		✓✓		✓
Georgia Tech		✓	✓✓	✓
UC Davis				
Illinois		✓	✓	✓
Penn State		✓✓	✓✓	✓
Minnesota		✓		
Ohio State				✓✓
Purdue		✓	✓✓	
Florida		✓	✓	✓

Source: *The Princeton Review 311 Best Colleges*; McKinsey analysis

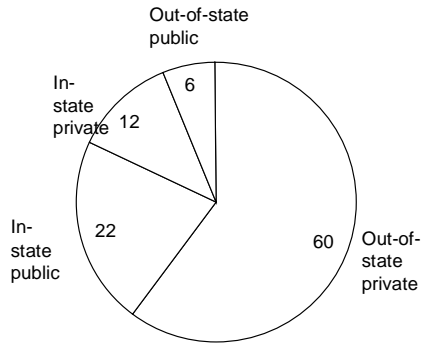
COLLEGES ATTENDED BY PLANO HIGH* GRADUATES 1994



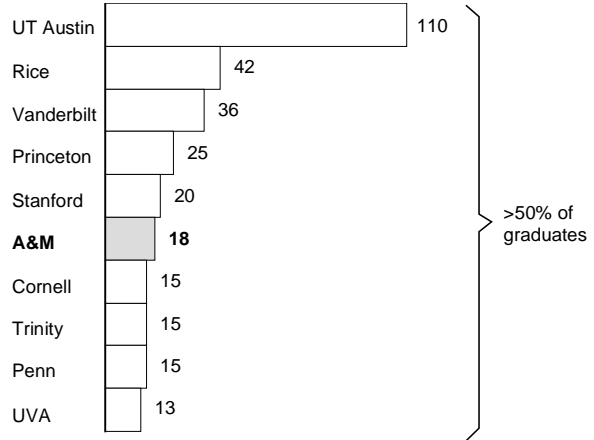
* Plano is an upper middle class suburb of Dallas; Plano High usually has the largest graduating class in the state
 Note: Data on out-of-state schools is not available
 Source: Plano I.S.D. Follow-Up Study, Class of 1994

COLLEGES ATTENDED BY ST. JOHN'S* GRADUATES 1993-97

Institutional mix
100% = 606



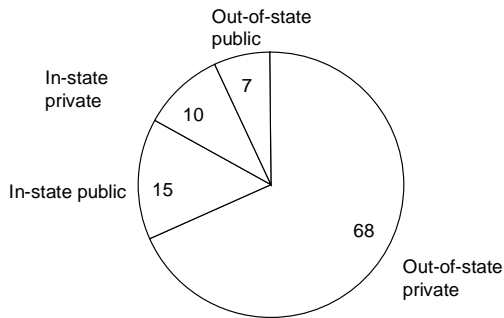
10 institutions receiving most graduates



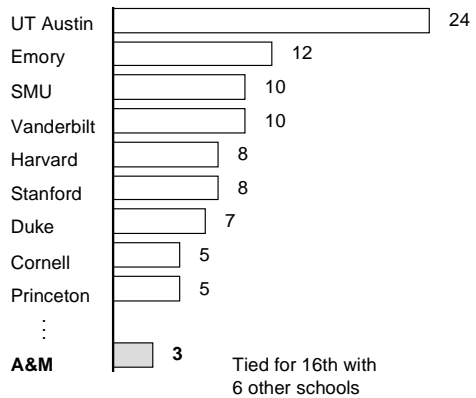
* Co-educational preparatory school in Houston where over 50% of every class achieves National Merit Semifinalist or commended status
Source: St. John's school brochure

COLLEGES ATTENDED BY ST. MARK'S* GRADUATES 1995-97

Institutional mix
100% = 197



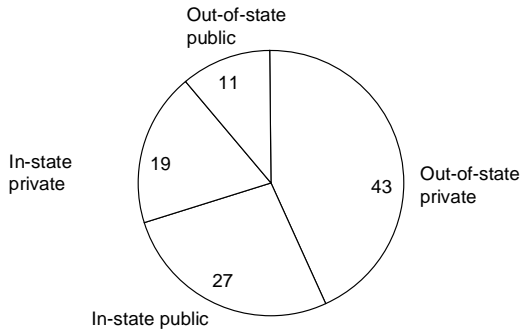
Institutions receiving most graduates



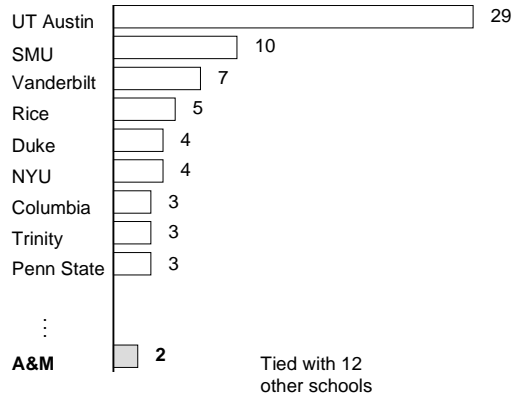
* College-preparatory schools for boys in Dallas with estimated average SAT score of 1,365
Source: St. Mark's school brochure

COLLEGES ATTENDED BY KINKAID SCHOOL* GRADUATES 1997

Institutional mix
100% = 116

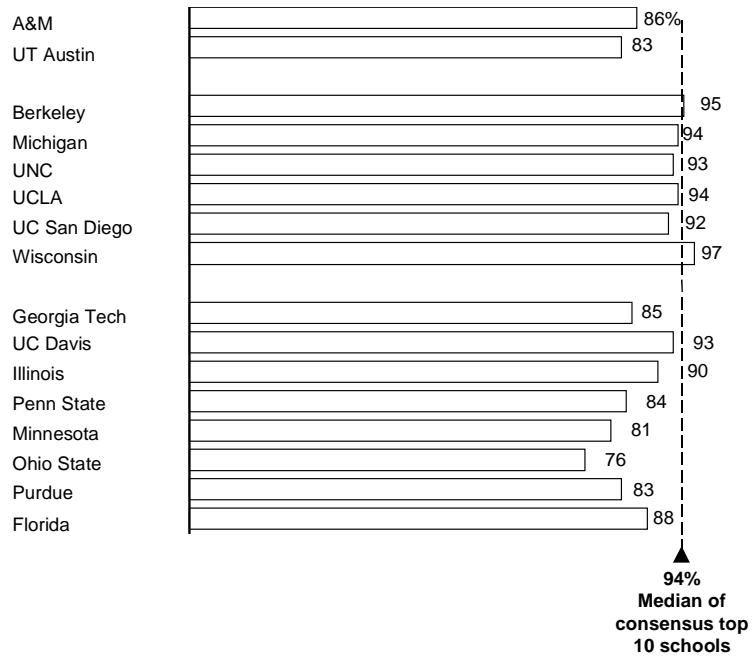


Institutions receiving most graduates



* Respected college-preparatory school in Houston
Source: The Kinkaid School

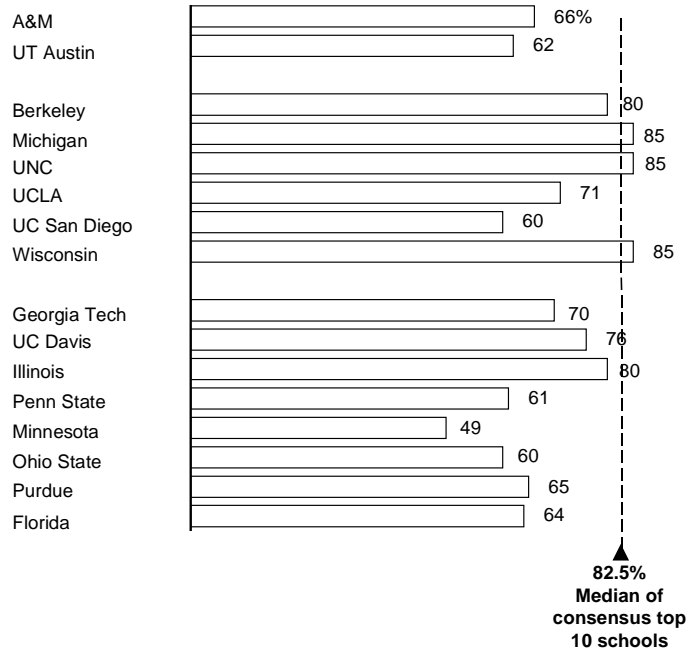
UNDERGRADUATE RETENTION IN FIRST YEAR
Percent



Source: *Barron's*; *U.S. News*; McKinsey analysis

UNDERGRADUATES WHO GRADUATE WITHIN 6 YEARS

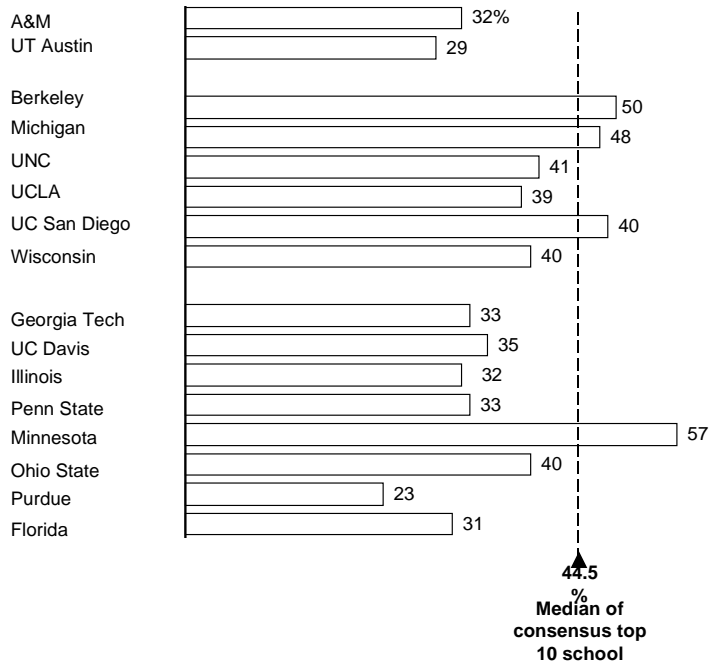
Percent



Source: *Barron's*; *U.S. News*; McKinsey

CLASSES WITH UNDER 20 STUDENTS

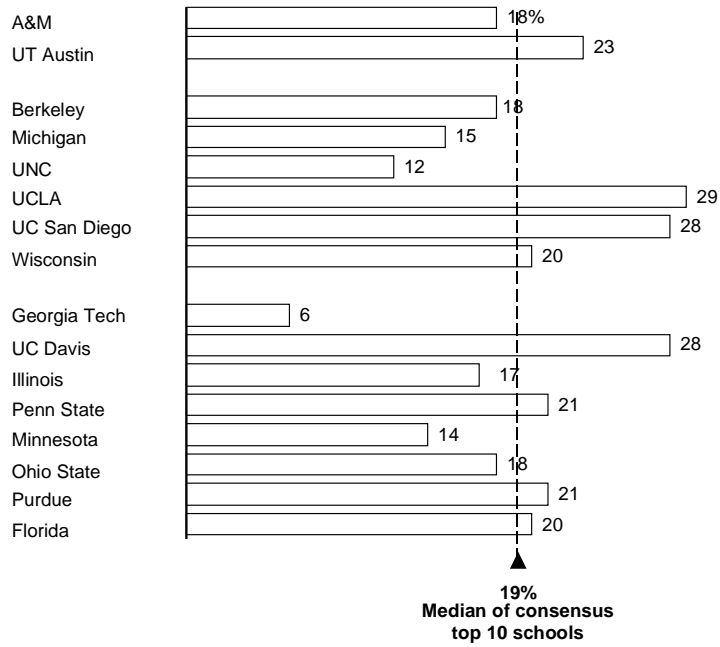
Percent



Source: *U.S. News & World Report*

CLASSES WITH 50 OR MORE STUDENTS

Percent



Source: U.S. News & World Report

FURTHER UNDERGRADUATE ISSUES

- Honors program
- Average class sizes
- Tutoring, counseling, and advising
- Undergraduate research opportunities
- Study abroad
- Number of recognized student organizations

A&M'S OFFERING OF ART AND SCIENCE DOCTORATE PROGRAMS EVALUATED BY THE NRC

	Offered	Not offered
Social and behavioral issues	Economics History Psychology Sociology	Anthropology Geology Political science
Physical sciences and mathematics	Chemistry Computer science Geosciences Mathematics Oceanography Physics Statistics/biostatistics	Astrophysics – astronomy
Biological sciences	Biochem and molecular biology Cell and development biology Ecology, evolution, and behavior Molecular and general genetics Pharmacology Physiology	Neurosciences
Arts and humanities	English language and literature	Art history Classics Comparative literature French language and literature German language and literature Linguistics Music Philosophy Religion Spanish language and literature

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – ECONOMICS

	Program rating	Program rank*
A&M	2.83	34.0
UT Austin	2.91	31.0
Berkeley	4.55	7.0
Michigan	4.03	13.0
UNC	3.16	25.0
UCLA	4.12	11.0
UC San Diego	3.80	16.0
Wisconsin	3.93	15.0
Georgia Tech		
UC Davis	2.75	38.0
Illinois	3.07	28.0
Penn State	2.49	45.0
Minnesota	4.22	10.0
Ohio State	2.83	34.0
Purdue	2.37	50.5
Florida	2.67	41.0
Median	3.64	18.0

* Of 107 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – HISTORY

	Program rating	Program rank*
A&M	2.15	87.0
UT Austin	3.66	21.5
Berkeley	4.79	2.0
Michigan	4.30	11.0
UNC	3.84	17.0
UCLA	4.59	6.0
UC San Diego	3.46	26.0
Wisconsin	4.37	10.0
Georgia Tech		
UC Davis	3.19	35.0
Illinois	3.50	25.0
Penn State	2.46	73.5
Minnesota	3.66	21.5
Ohio State	3.15	37.5
Purdue	2.52	68.0
Florida	3.09	40.5
Median	4.22	11.5

* Of 111 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – PSYCHOLOGY

	Program rating	Program rank*
A&M	2.94	71.0
UT Austin	4.04	16.5
Berkeley	4.33	9.0
Michigan	4.63	2.0
UNC	3.90	25.0
UCLA	4.61	4.0
UC San Diego	4.32	10.0
Wisconsin	4.09	15.0
Georgia Tech	2.87	77.5
UC Davis	3.42	47.0
Illinois	4.58	5.0
Penn State	3.72	32.0
Minnesota	4.46	7.0
Ohio State	3.95	21.0
Purdue	3.74	29.5
Florida	3.60	38.0
Median	4.26	14.5

* Of 185 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – SOCIOLOGY

	Program rating	Program rank*
A&M	2.47	50.5
UT Austin	3.64	16.0
Berkeley	4.56	3.0
Michigan	4.39	4.0
UNC	4.31	6.0
UCLA	4.36	5.0
UC San Diego	3.31	22.0
Wisconsin	4.74	2.0
Georgia Tech		
UC Davis		
Illinois	3.26	29.0
Penn State	3.51	18.0
Minnesota	3.29	24.0
Ohio State	3.28	25.5
Purdue	2.44	52.0
Florida	2.68	43.0
Median	4.34	5.5

* Of 95 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – CHEMISTRY

	Program rating	Program rank*
A&M	4.11	15.0
UT Austin	4.28	13.0
Berkeley	4.96	1.0
Michigan	3.53	25.0
UNC	3.97	17.0
UCLA	4.46	10.0
UC San Diego	3.95	18.5
Wisconsin	4.46	10.0
Georgia Tech	2.92	64.0
UC Davis	3.24	97.5
Illinois	4.48	8.0
Penn State	3.95	18.5
Minnesota	3.89	21.0
Ohio State	3.87	22.0
Purdue	3.83	24.0
Florida	3.67	30.0
Median	4.22	13.5

* Of 168 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – COMPUTER SCIENCE

	Program rating	Program rank*
A&M	2.30	63.0
UT Austin	4.18	7.0
Berkeley	4.88	3.0
Michigan	3.49	21.0
UNC	3.16	29.0
UCLA	3.73	14.5
UC San Diego	3.45	22.5
Wisconsin	4.00	10.0
Georgia Tech	3.10	32.0
UC Davis	2.42	58.0
Illinois	4.09	8.0
Penn State	2.52	54.5
Minnesota	2.67	47.0
Ohio State	2.92	39.0
Purdue	3.28	26.0
Florida	2.70	46.0
Median	3.45	21.8

* Of 108 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – GEOSCIENCES

	Program rating	Program rank*
A&M	3.70	36.5
UT Austin	3.96	15.5
Berkeley	4.45	3.0
Michigan	3.94	18.0
UNC	2.75	53.0
UCLA	4.11	12.0
UC San Diego	4.23	6.0
Wisconsin	3.56	22.0
Georgia Tech	2.36	76.5
UC Davis	3.25	33.0
Illinois	3.22	34.0
Penn State	4.11	12.0
Minnesota	3.35	31.0
Ohio State	2.97	45.0
Purdue	3.08	40.5
Florida	2.45	69.5
Median	3.43	32.5

* Of 100 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – MATHEMATICS

	Program rating	Program rank*
A&M	2.84	63.5
UT Austin	3.85	23.0
Berkeley	4.94	1.5
Michigan	4.23	9.5
UNC	3.24	42.0
UCLA	4.14	12.0
UC San Diego	4.02	17.0
Wisconsin	4.10	13.0
Georgia Tech	3.19	44.0
UC Davis	2.48	83.5
Illinois	3.93	21.0
Penn State	3.50	67.0
Minnesota	4.08	14.0
Ohio State	3.66	29.0
Purdue	3.82	24.5
Florida	2.95	55.0
Median	3.69	27.0

* Of 139 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – OCEANOGRAPHY

	Program rating	Program rank*
A&M	3.26	12.0
UT Austin		
Berkeley		
Michigan		
UNC	3.22	13.5
UCLA		
UC San Diego	4.69	1.0
Wisconsin	3.04	16.0
Georgia Tech		
UC Davis		
Illinois		
Penn State		
Minnesota		
Ohio State		
Purdue		
Florida		
Median	3.22	13.5

* Of 26 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – PHYSICS

	Program rating	Program rank*
A&M	3.22	47.5
UT Austin	4.33	11.0
Berkeley	4.87	3.5
Michigan	3.96	19.0
UNC	3.14	53.5
UCLA	4.18	15.0
UC San Diego	4.10	16.0
Wisconsin	3.79	21.0
Georgia Tech	3.02	61.5
UC Davis	2.89	67.0
Illinois	4.66	8.0
Penn State	3.08	55.0
Minnesota	3.76	22.5
Ohio State	3.75	24.0
Purdue	3.44	31.0
Florida	3.35	36.0
Median	3.66	34.3

* Of 147 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – STATISTICS/BIOSTATISTICS

	Program rating	Program rank*
A&M	3.78	15.0
UT Austin		
Berkeley	4.76	1.5
Michigan	3.44	24.5
UNC	3.98	11.0
UCLA	3.93	12.0
UC San Diego		
Wisconsin	4.06	8.0
Georgia Tech		
UC Davis		
Illinois	3.35	26.0
Penn State	3.65	19.0
Minnesota	3.91	13.0
Ohio State	3.21	29.0
Purdue	4.00	10.0
Florida	3.31	27.0
Median	3.98	11.0

* Of 65 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

**NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS –
BIOCHEM AND MOLECULAR BIOLOGY**

	Program rating	Program rank*
A&M	2.95	70.0
UT Austin	3.57	33.0
Berkeley	4.81	4.0
Michigan	3.89	23.5
UNC	3.83	27.0
UCLA	4.20	14.0
UC San Diego	4.53	9.0
Wisconsin	4.55	8.0
Georgia Tech	2.39	112.0
UC Davis	3.52	35.0
Illinois	3.55	34.0
Penn State	3.39	45.0
Minnesota	3.46	39.0
Ohio State	3.16	59.5
Purdue	3.39	45.0
Florida	2.88	74.0
Median	4.02	20.5

* Of 194 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

**NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – CELL
AND DEVELOPMENTAL BIOLOGY**

	Program rating	Program rank*
A&M	2.95	65.0
UT Austin	3.37	46.0
Berkeley	4.16	13.0
Michigan	3.66	30.0
UNC	3.79	25.0
UCLA	3.99	17.0
UC San Diego	4.50	7.0
Wisconsin	4.05	16.0
Georgia Tech	0.16	178.0
UC Davis	3.55	33.0
Illinois	3.74	27.0
Penn State	3.10	56.0
Minnesota	3.54	34.0
Ohio State	3.06	61.0
Purdue	3.33	46.0
Florida	2.77	78.0
Median	3.89	21.0

* Of 179 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – ECOLOGY, EVOLUTION, AND BEHAVIOR

	Program rating	Program rank*
A&M	2.61	80.0
UT Austin	4.12	10.5
Berkeley	4.29	8.0
Michigan	4.10	12.0
UNC	3.33	42.0
UCLA	3.82	18.5
UC San Diego	3.82	18.5
Wisconsin	4.18	9.0
Georgia Tech		
UC Davis	4.42	5.0
Illinois	3.52	29.0
Penn State	3.60	26.0
Minnesota	3.88	15.0
Ohio State	3.27	46.0
Purdue	3.10	51.5
Florida	3.57	28.0
Median	3.58	30.3

* Of 129 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – MOLECULAR AND GENERAL GENETICS

	Program rating	Program rank*
A&M	3.24	38.0
UT Austin	3.47	28.0
Berkeley	4.21	10.0
Michigan	3.75	21.0
UNC	3.78	20.0
UCLA		
UC San Diego	4.44	6.0
Wisconsin	4.33	7.0
Georgia Tech	1.55	90.0
UC Davis	3.21	42.5
Illinois	3.30	35.0
Penn State	3.34	32.5
Minnesota	3.23	39.0
Ohio State	2.98	54.0
Purdue		
Florida	3.07	50.0
Median	3.78	20.0

* Of 103 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – PHARMACOLOGY

	Program rating	Program rank*
A&M	3.16	62.5
UT Austin	3.61	28.0
Berkeley		
Michigan	3.85	13.0
UNC	4.03	8.0
UCLA	3.40	41.0
UC San Diego	4.36	3.0
Wisconsin	3.89	12.0
Georgia Tech		
UC Davis	3.51	35.0
Illinois		
Penn State	3.65	75.0
Minnesota	3.76	21.0
Ohio State	3.26	53.5
Purdue	2.89	90.0
Florida	3.32	50.5
Median	3.40	41.0

* Of 127 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – PHYSIOLOGY

	Program rating	Program rank*
A&M	2.32	109.0
UT Austin	3.52	34.5
Berkeley		
Michigan	3.89	15.5
UNC	3.55	32.5
UCLA	4.23	4.0
UC San Diego	4.47	2.0
Wisconsin	3.68	25.0
Georgia Tech		
UC Davis	3.64	28.0
Illinois	3.81	20.5
Penn State	3.24	55.0
Minnesota	3.00	72.5
Ohio State	3.37	41.5
Purdue		
Florida	3.21	58.0
Median	4.23	4.0

* Of 140 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

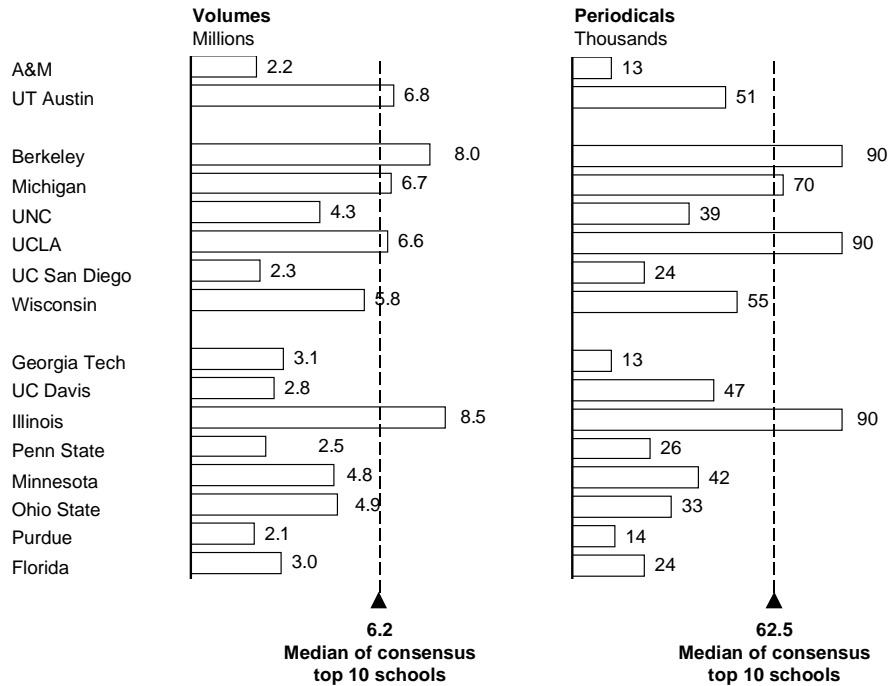
NATIONAL RESEARCH COUNCIL'S EVALUATION OF RESEARCH-DOCTORATE PROGRAMS – ENGLISH LANGUAGE AND LITERATURE

	Program rating	Program rank*
A&M	2.89	56.0
UT Austin	3.54	21.0
Berkeley	4.77	2.0
Michigan	3.93	16.0
UNC	3.43	24.0
UCLA	4.10	12.0
UC San Diego	3.21	37.0
Wisconsin	3.53	22.0
Georgia Tech	3.04	97.5
UC Davis	3.38	28.0
Illinois	3.14	42.0
Penn State	3.24	36.0
Minnesota	3.28	33.0
Ohio State	2.83	57.0
Purdue	3.19	39.0
Florida		
Median	3.77	18.0

* Of 127 programs

Source: "Research-Doctorate Programs in the United States," National Research Council, 1993

LIBRARY – NUMBER OF VOLUMES AND CURRENT PERIODICALS

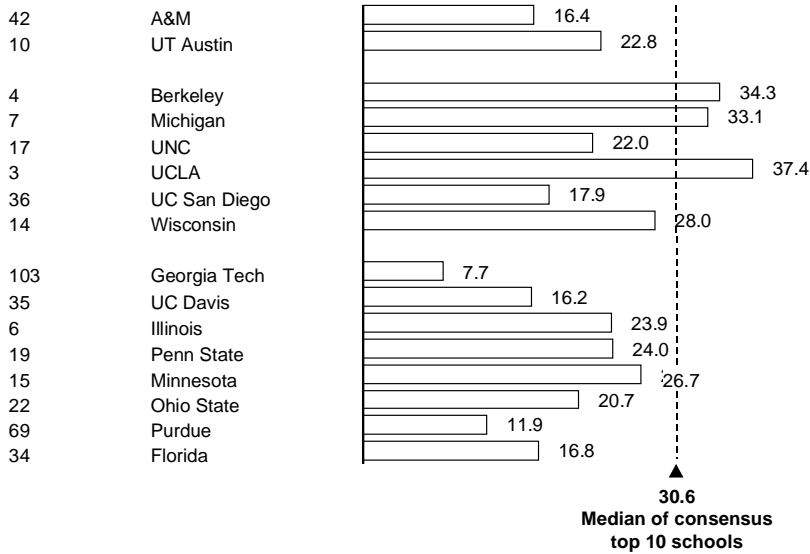


Source: *Barron's*; *U.S. News*; McKinsey

TOTAL LIBRARY EXPENDITURES 1996

\$ Millions

**Rank among
all schools**



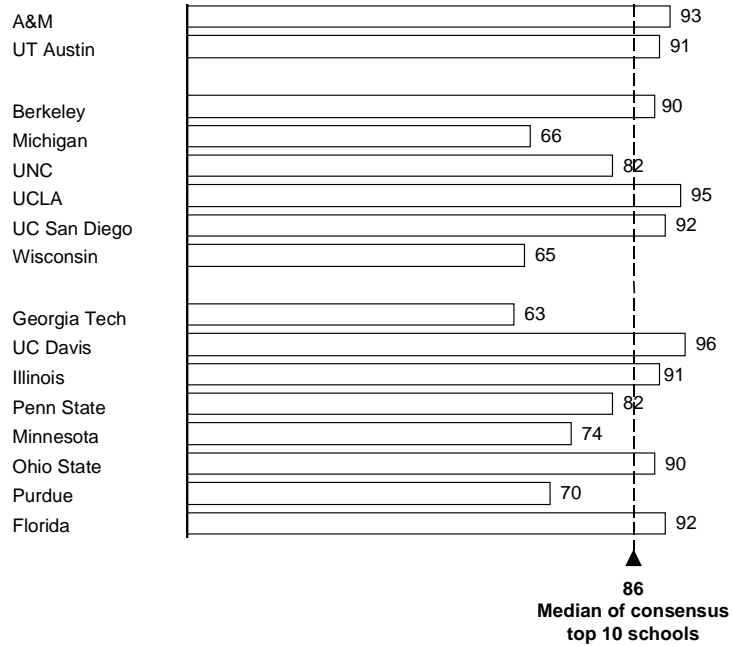
"Library expenditures for A&M have increased 72% in 4 years. A&M is now in a position to move into the top 30 nationwide."

— Dr. Fred M. Heath,
Texas A&M

Source: Association of Research Libraries

STUDENTS FROM IN-STATE

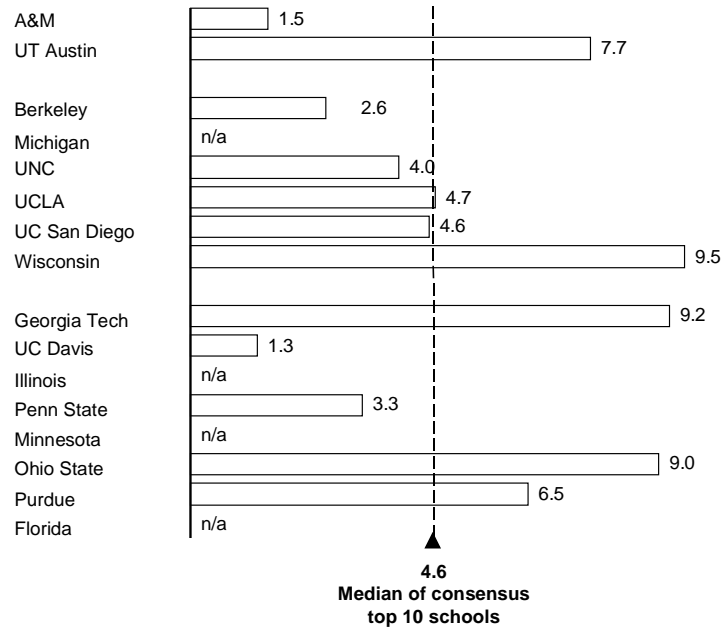
Percent



Source: Barron's; U.S. News

INTERNATIONAL STUDENTS

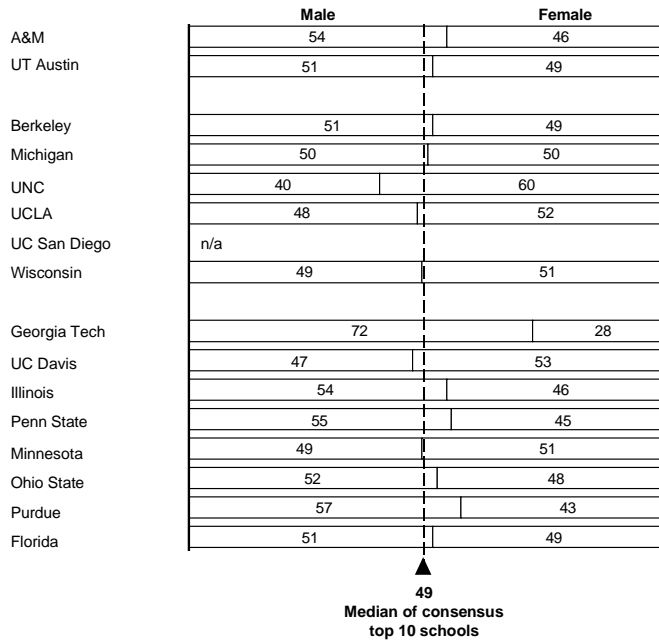
Percent



Source: *Barron's*; *U.S. News*; McKinsey analysis

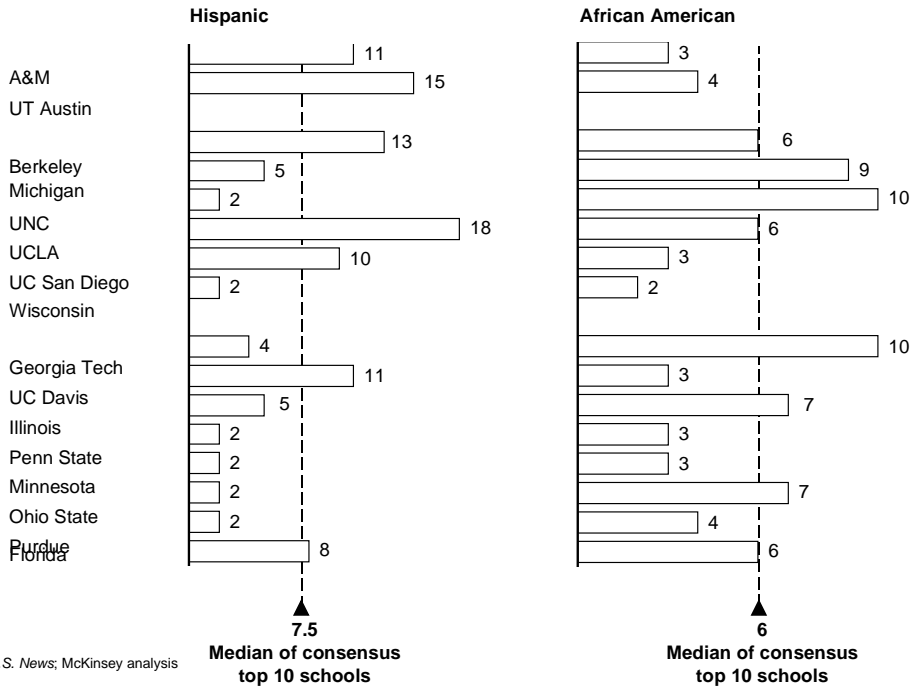
UNDERGRADUATE GENDER DISTRIBUTION

Percent

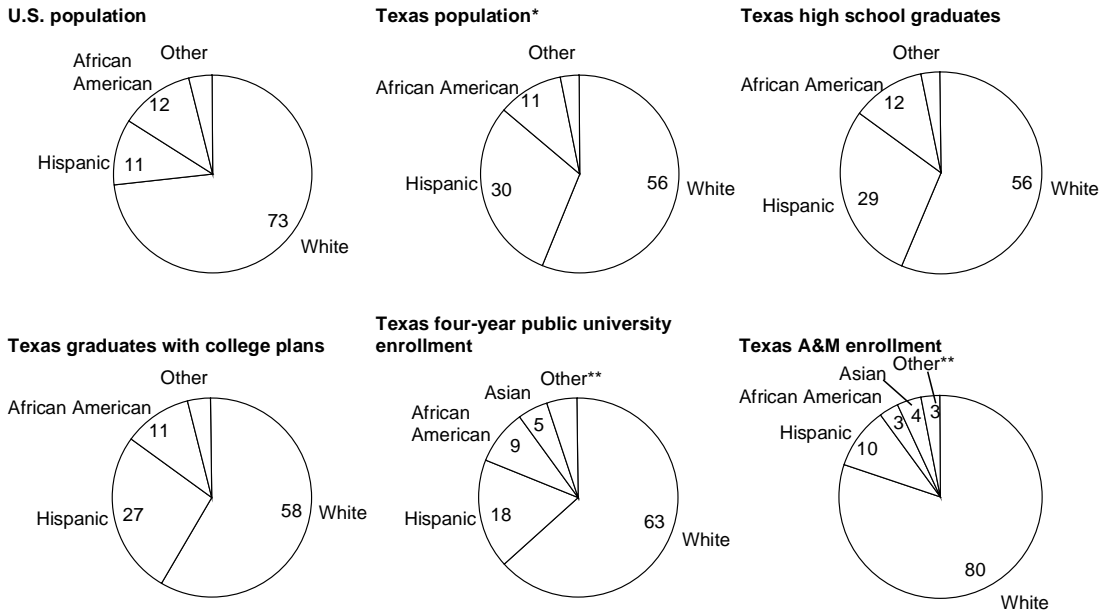


Source: *Barron's*; *U.S. News*; McKinsey analysis

RACIAL DIVERSITY – HISPANICS AND AFRICAN AMERICANS
Percent



COMPARING TEXAS A&M ENROLLMENT TO STATE OF TEXAS DEMOGRAPHICS 1997

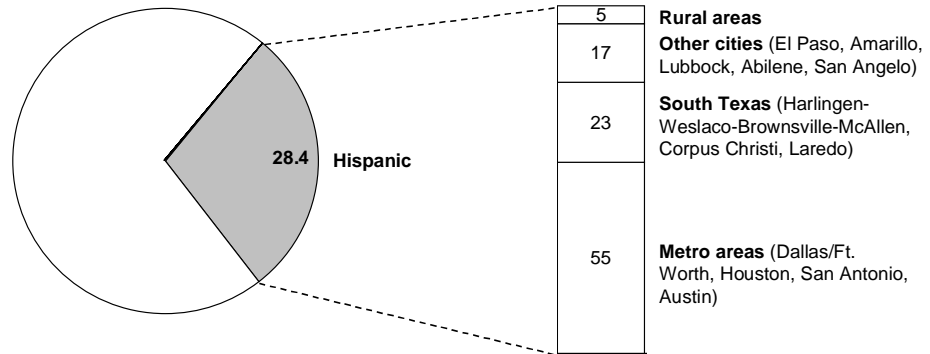


* Estimated for 1997 from 1990 and 2000 figures
 ** Includes international and unreported
 Source: *The Texas Challenge* by Murdock; Higher Education Coordinating Board

HISPANIC DISTRIBUTION IN TEXAS

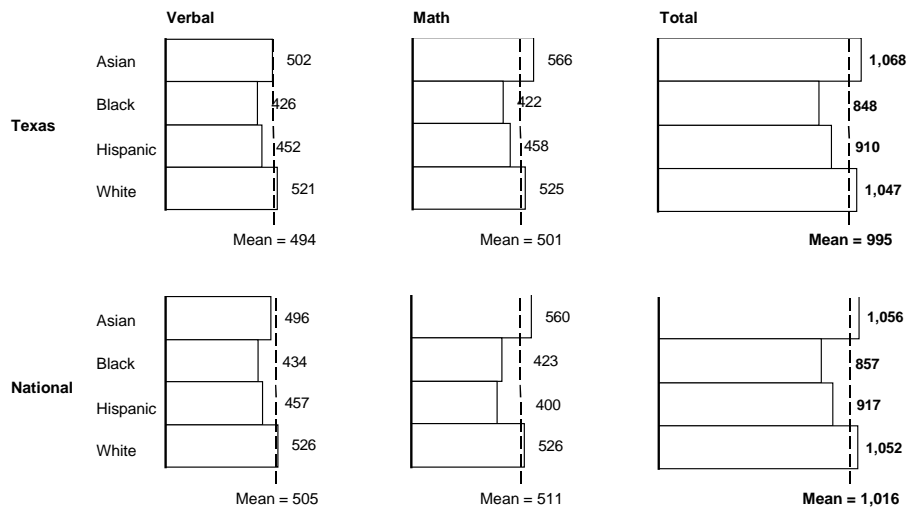
Texas population
100% = 19.3 million

100% = 5.5 million



Source: Market statistics 1997

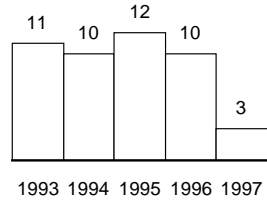
SAT SCORES BY ETHNICITY – TEXAS AND NATIONAL 1997



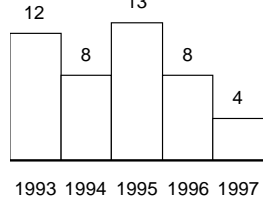
Source: The College Board

NATIONAL ACHIEVEMENT* SCHOLARS AT PUBLIC UNIVERSITIES IN TEXAS 1993-97

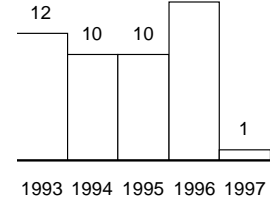
Texas A&M



UT Austin

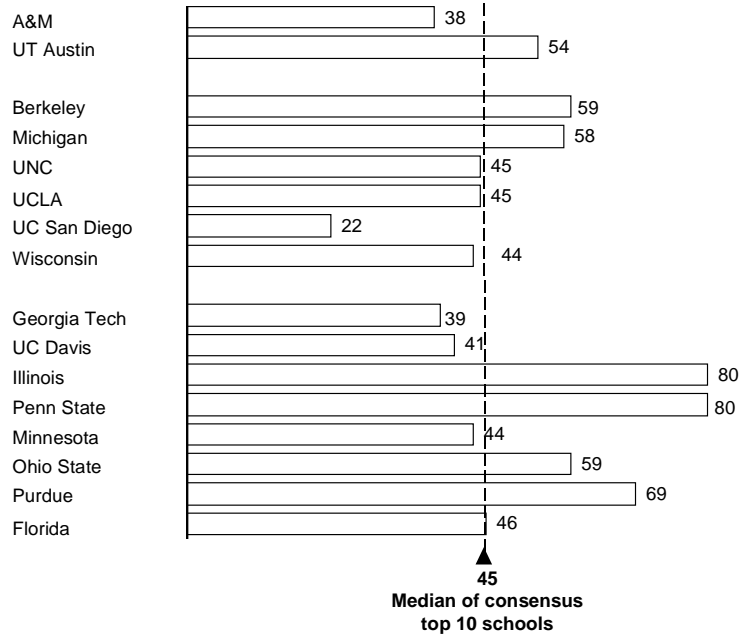


UH



* Competition (similar to National Merit) recognizing top African American high school seniors
 Source: Texas A&M Honors Department

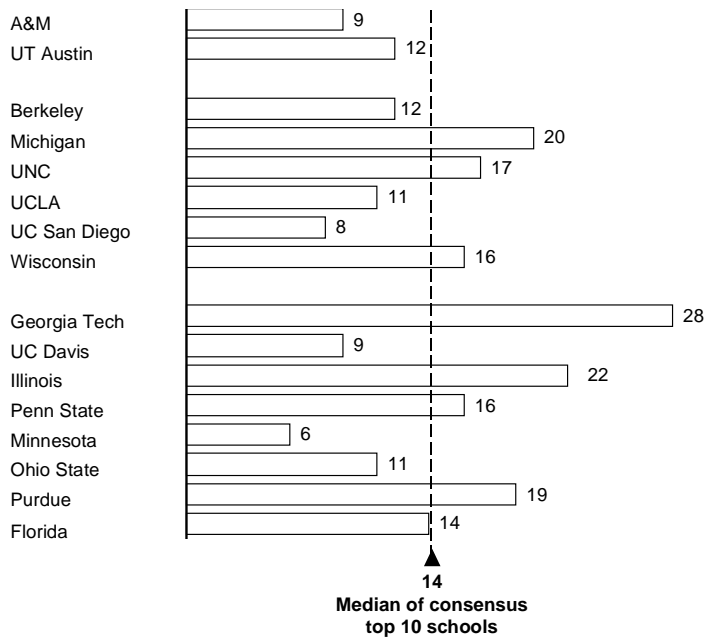
NUMBER OF NATIONAL FRATERNITIES AND SORORITIES



Source: *Barron's*; *U.S. News*; McKinsey analysis

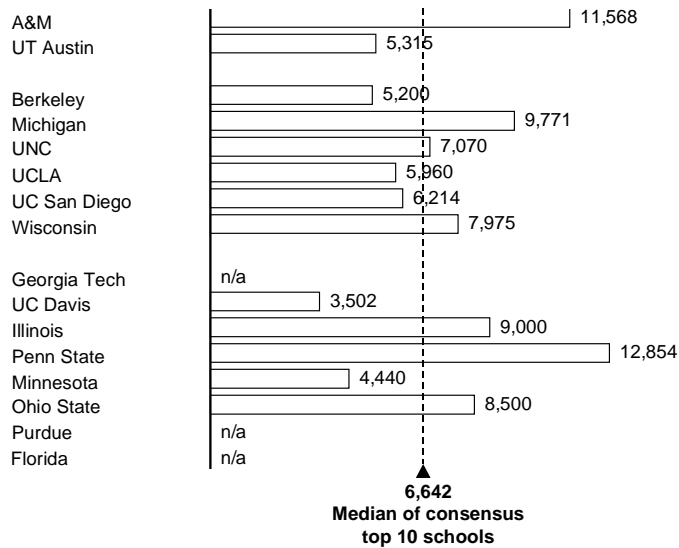
STUDENTS INVOLVED IN FRATERNITIES AND SORORITIES

Percent



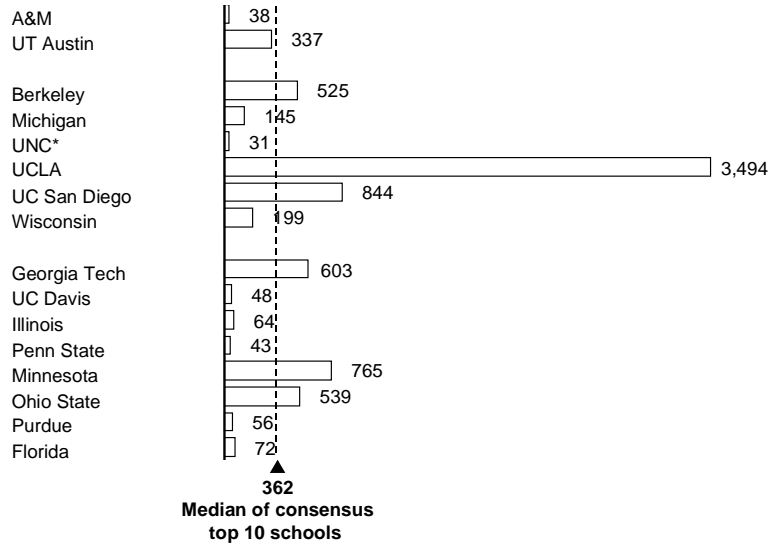
Source: *Barron's*; U.S. News; McKinsey analysis

ON-CAMPUS HOUSING CAPACITY AT TOP UNIVERSITIES



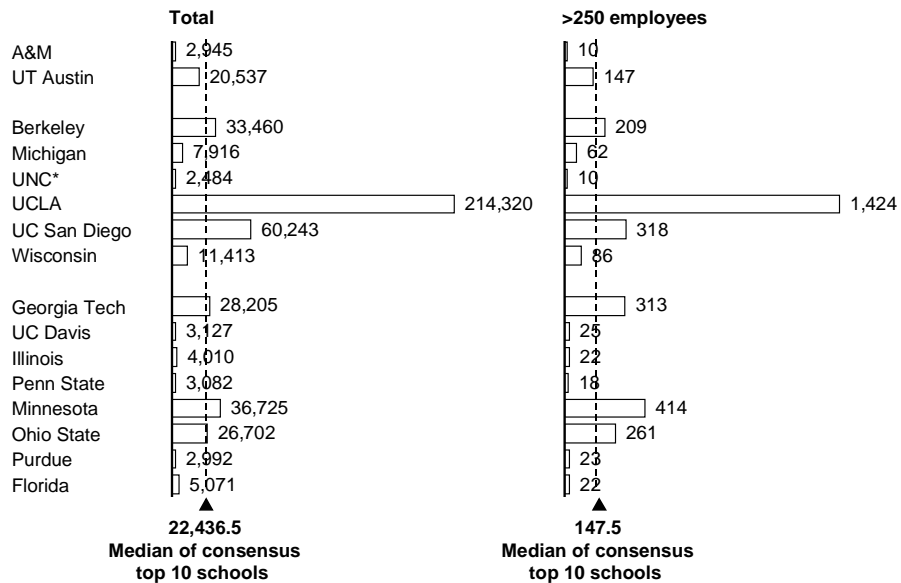
Source: *Barron's*

EMPLOYEES IN COUNTIES WHERE TOP UNIVERSITIES ARE LOCATED 1995
Thousands



* Located near border of county with 148,000 employees
Source: Bureau of the Census, County Business Patterns

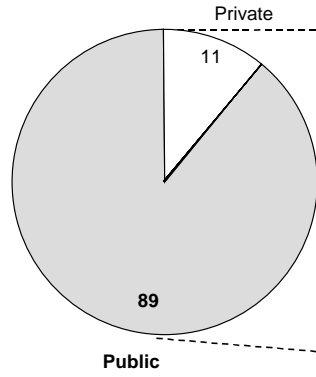
ESTABLISHMENTS IN COUNTIES WHERE TOP UNIVERSITIES ARE LOCATED 1995



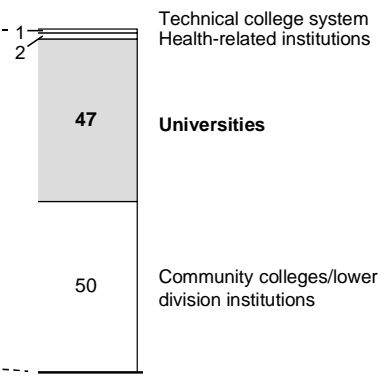
* Located near border of county with 5,366 establishments, 65 with greater than 250 employees
Source: Bureau of the Census, County Business Patterns

HIGHER EDUCATION ENROLLMENT IN TEXAS, FALL 1997

All institutions
100% = 939,341



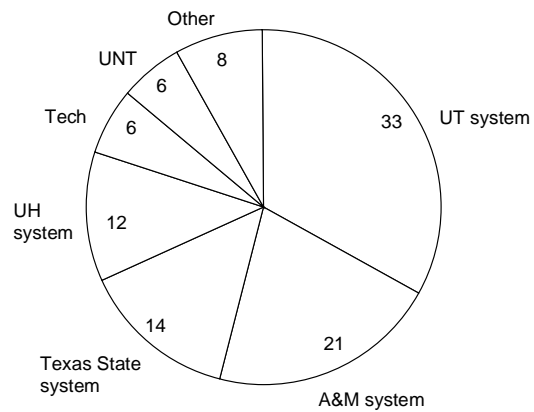
Public institutions
100% = 838,527



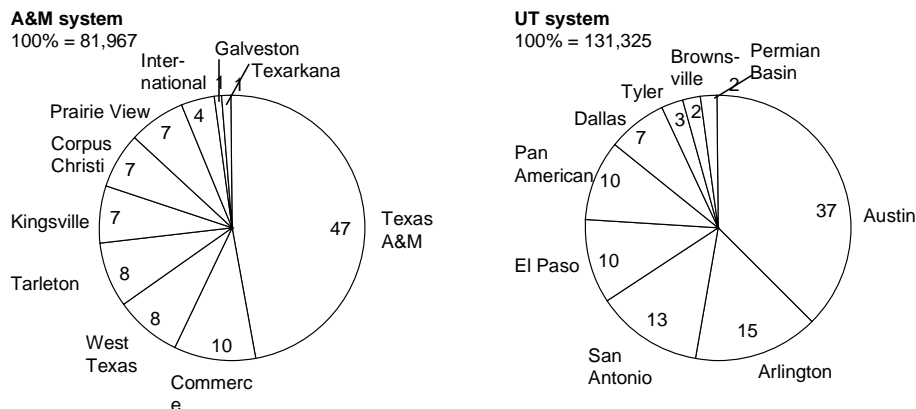
Source: Texas Higher Education Coordinator Board

UNIVERSITY ENROLLMENT IN TEXAS, FALL 1997

Public universities
100% = 397,050

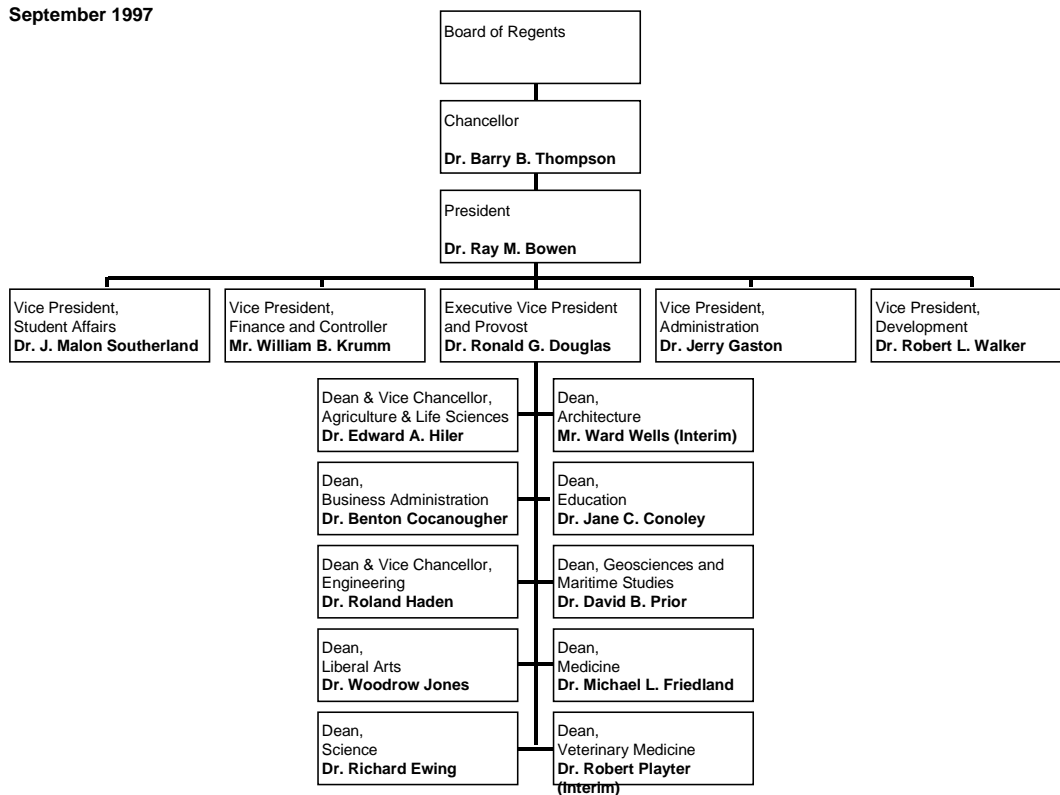


ENROLLMENT AT A&M AND UT SYSTEMS, FALL 1997



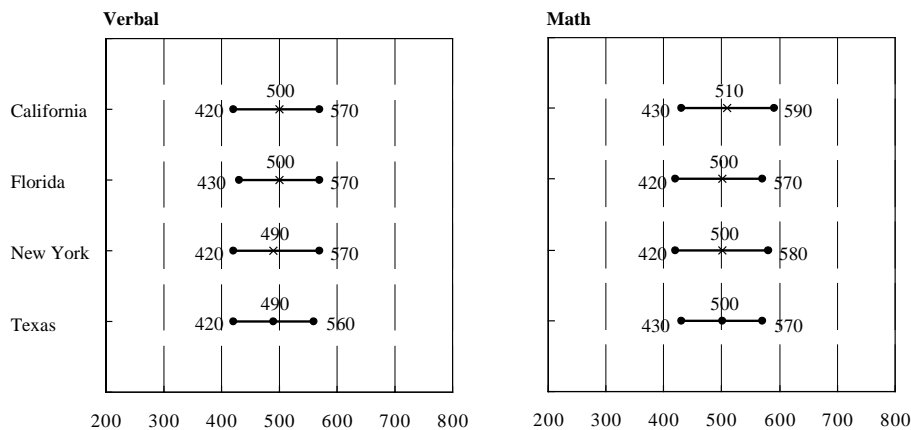
Source: Texas Higher Education Coordinating Board

TEXAS A&M ORGANIZATION CHART
September 1997



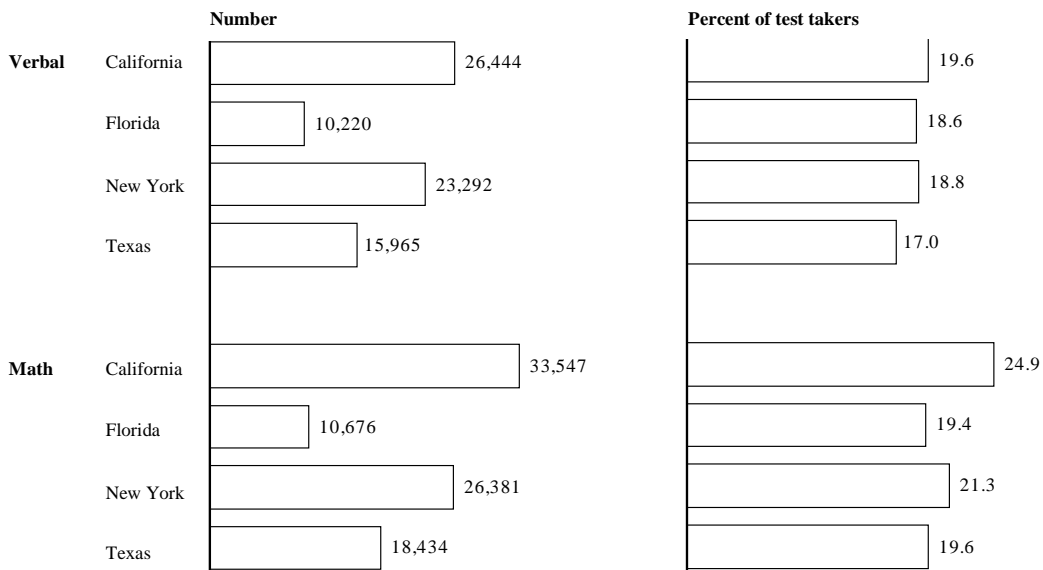
SAT SCORE DISTRIBUTION FOR MOST POPULOUS STATES

Percentile
 25th ● 50th ✕ 75th ●



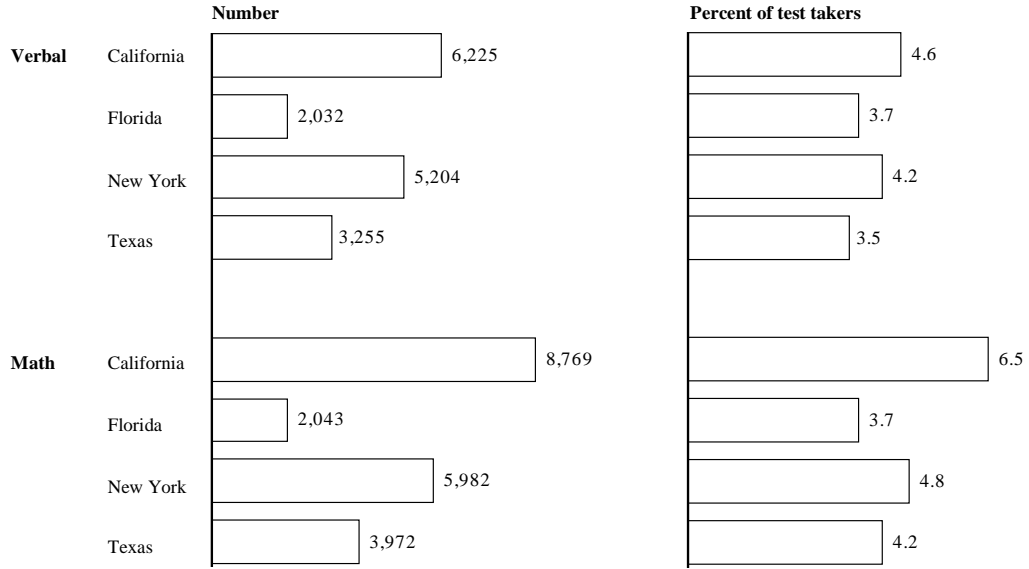
Source: The College Board

STUDENTS SCORING HIGH ON SAT IN MOST POPULOUS STATES 1997
 Students with section scores greater than 600 (of a maximum 800)



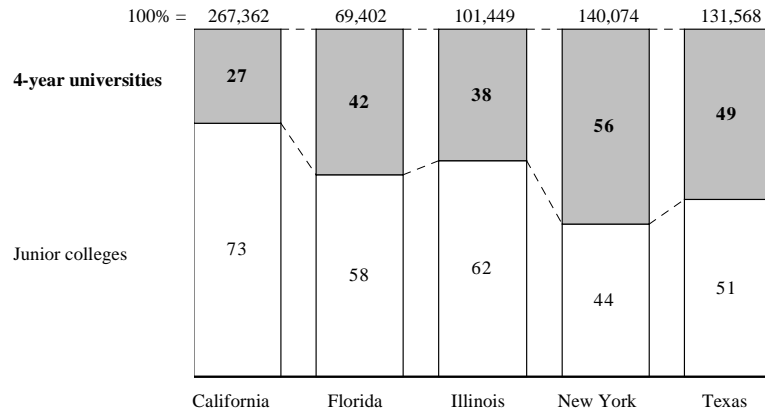
Source: The College Board

STUDENTS SCORING EXTREMELY HIGH ON SAT IN MOST POPULOUS STATES 1997
 Students with section scores greater than 700 (of a maximum 800)



Source: The College Board

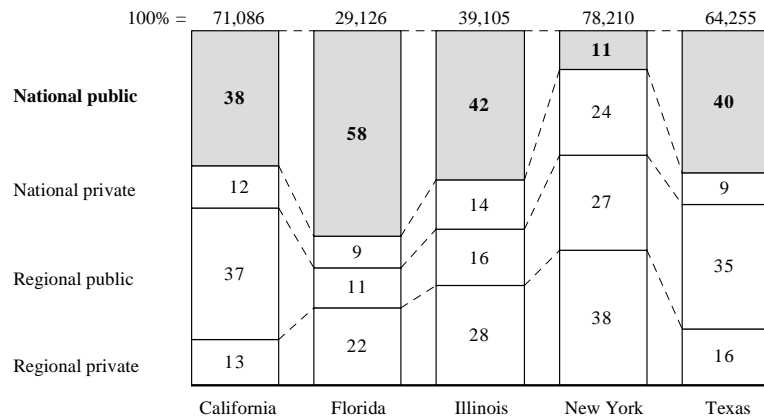
BREAKDOWN OF FRESHMEN SEATS IN MOST POPULOUS STATES
 Fall 1996
 Percent of freshmen seats in each category



Source: IPEDS

BREAKDOWN OF 4-YEAR UNIVERSITY FRESHMEN SEATS IN MOST POPULOUS STATES
Fall 1996

Percentage of freshmen seats in each category*



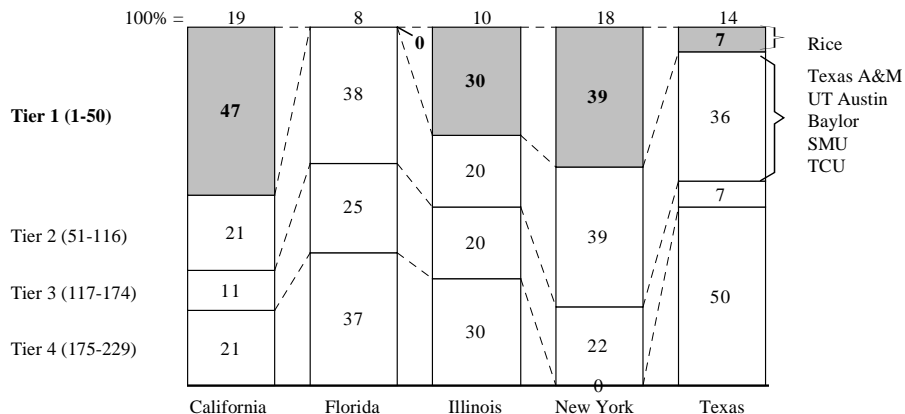
* National denotes research and doctoral-granting universities as defined by the Carnegie Foundation; regional contains colleges that offer master's and baccalaureate degree programs

Source: IPEDS

RANKING OF NATIONAL UNIVERSITIES IN MOST POPULOUS STATES

Fall 1996

Percentage of national universities* in each tier**



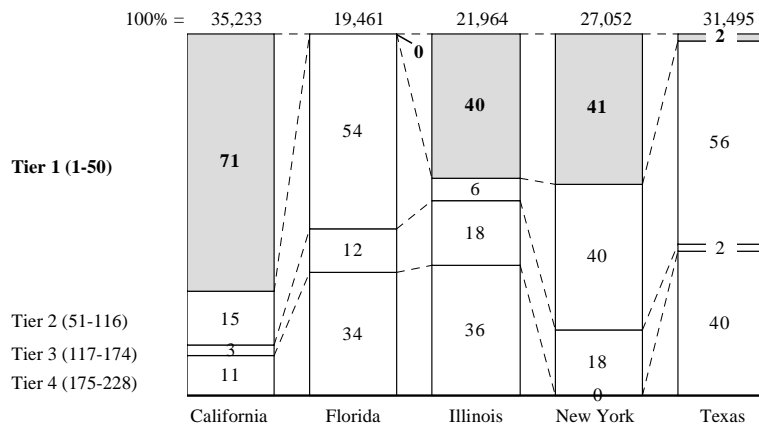
* National denotes research and doctoral-granting universities as defined by the Carnegie Foundation; regional contains colleges that offer master's and baccalaureate degree programs

** As ranked by U.S. News

Source: IPEDS; U.S. News

DISTRIBUTION OF FRESHMEN SEATS BY TIER IN MOST POPULOUS STATES
Fall 1996

Percentage of freshmen seats in each tier** at national* universities

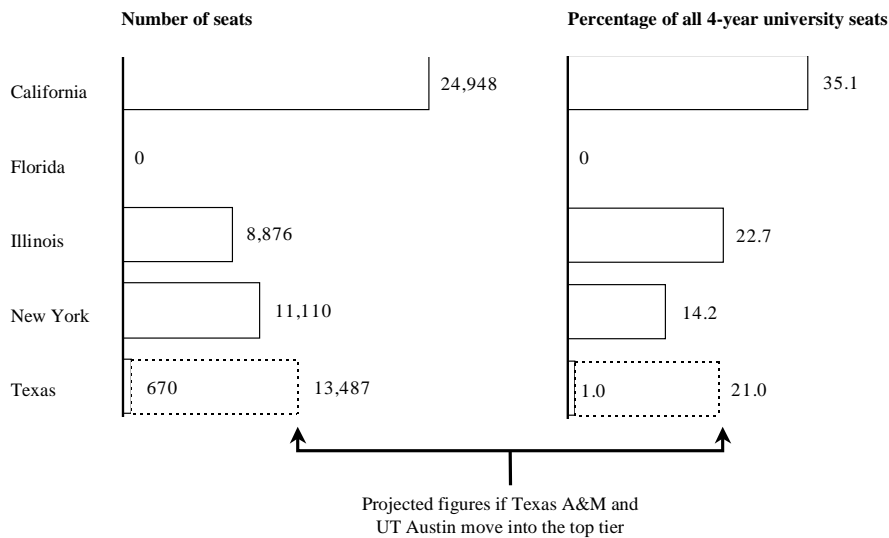


* National denotes research and doctoral-granting universities as defined by the Carnegie Foundation; regional contains colleges that offer master's and baccalaureate degree programs

** As ranked by U.S. News

Source: U.S. News; IPEDS

FRESHMEN SEATS AVAILABLE AT TIER-1*, NATIONAL UNIVERSITIES IN MOST POPULOUS STATES**

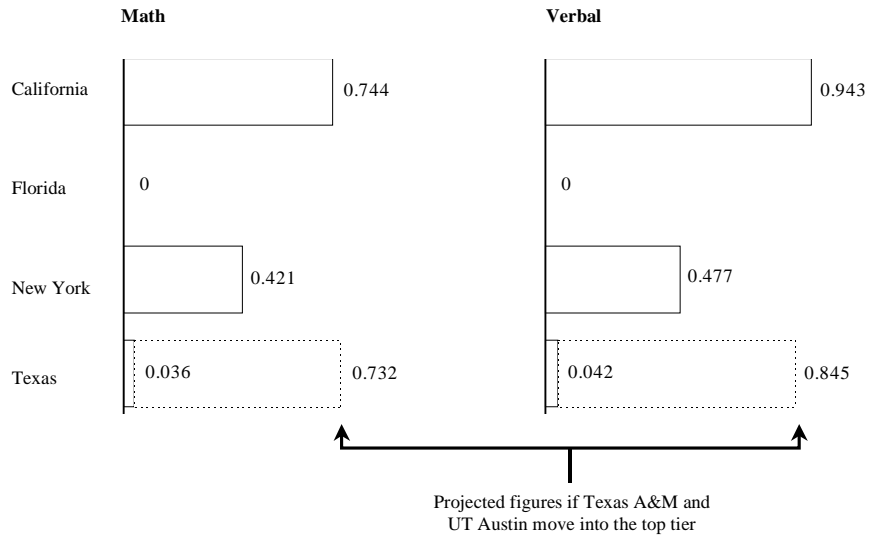


* As ranked by U.S. News

** National denotes research and doctoral-granting universities as defined by the Carnegie Foundation; regional contains colleges that offer master's and baccalaureate degree programs

Source: U.S. News; IPEDS

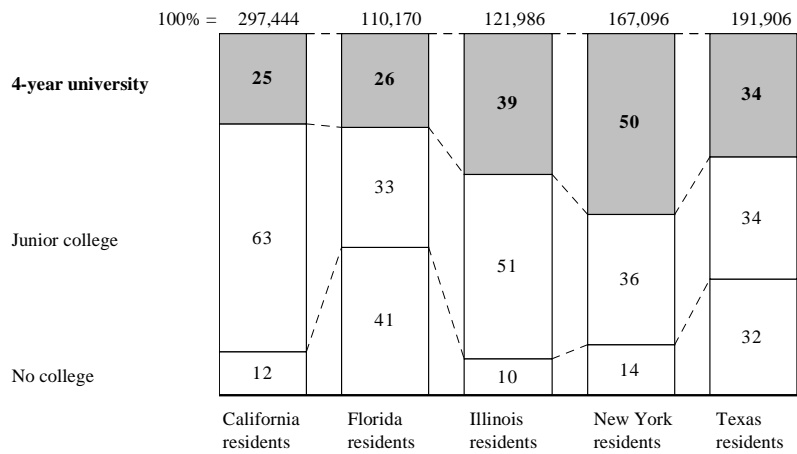
TIER-1*, NATIONAL UNIVERSITY SEATS AVAILABLE FOR STUDENTS SCORING HIGH ON SAT Ratio**



* As ranked by *U.S. News*
 ** Greater than 600 on individual section
 Source: IPEDS; The College Board

**WHERE HIGH SCHOOL GRADUATES GO FROM MOST POPULOUS STATES
 Fall 1997**

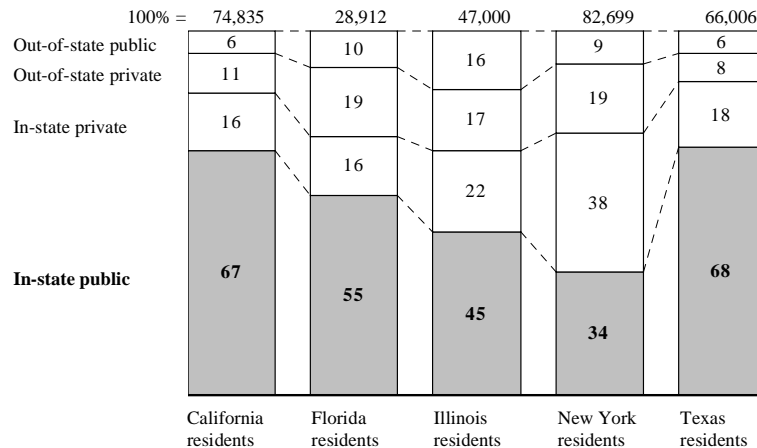
Percentage of residents in each category



Source: The College Board; IPEDS

**BREAKDOWN OF 4-YEAR UNIVERSITY GOERS (FRESHMEN) FROM MOST POPULOUS STATES
Fall 1996**

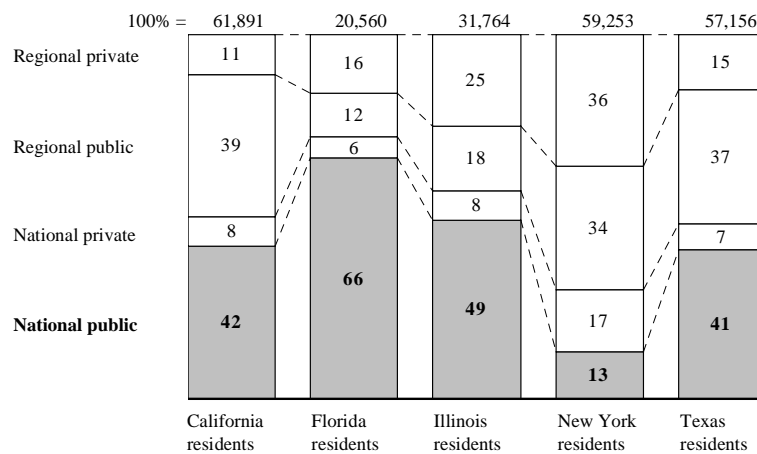
Percentage of 4-year university-going residents in each category



Source: IPEDS

**BREAKDOWN OF 4-YEAR UNIVERSITY GOERS (FRESHMEN) THAT STAY IN STATE
Fall 1996**

Percentage of 4-year in-state university goers in each category*

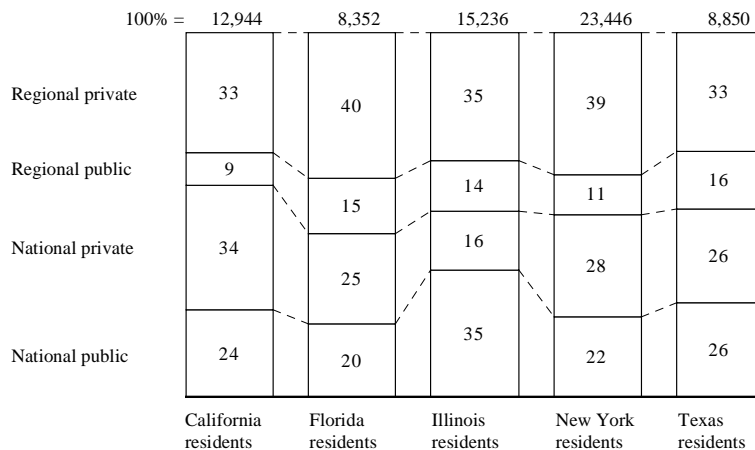


* National denotes research and doctoral-granting universities as defined by the Carnegie Foundation; regional contains colleges that offer master's and baccalaureate degree programs

Source: IPEDS

**BREAKDOWN OF 4-YEAR UNIVERSITY GOERS (FRESHMEN) THAT GO OUT-OF STATE
Fall 1996**

Percentage of 4-year out-of-state university goers in each category*

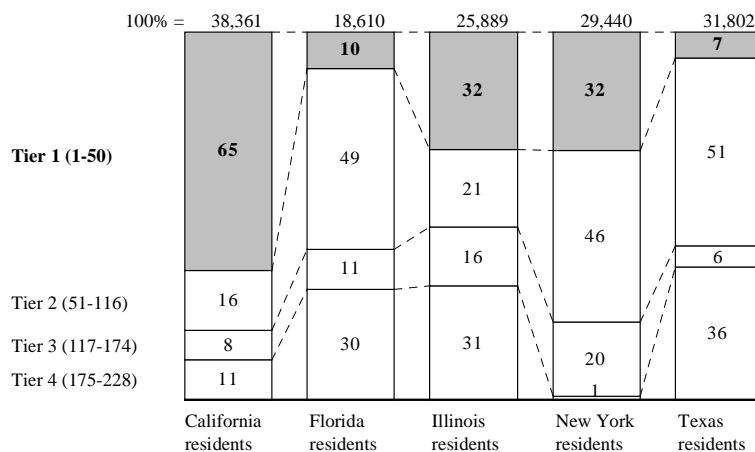


* National denotes research and doctoral-granting universities as defined by the Carnegie Foundation; regional contains colleges that offer master's and baccalaureate degree programs

Source: IPEDS

**FRESHMEN RESIDENTS OF MOST POPULOUS STATES IN NATIONAL* UNIVERSITIES
Fall 1996**

Percentage of national university attending residents in each tier**

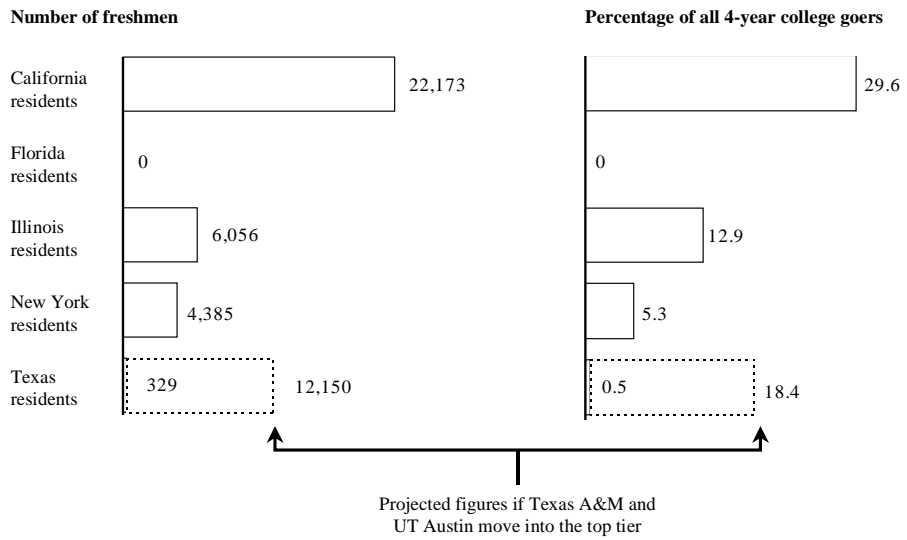


* National denotes research and doctoral-granting universities as defined by the Carnegie Foundation; regional contains colleges that offer master's and baccalaureate degree programs

** As ranked by U.S. News

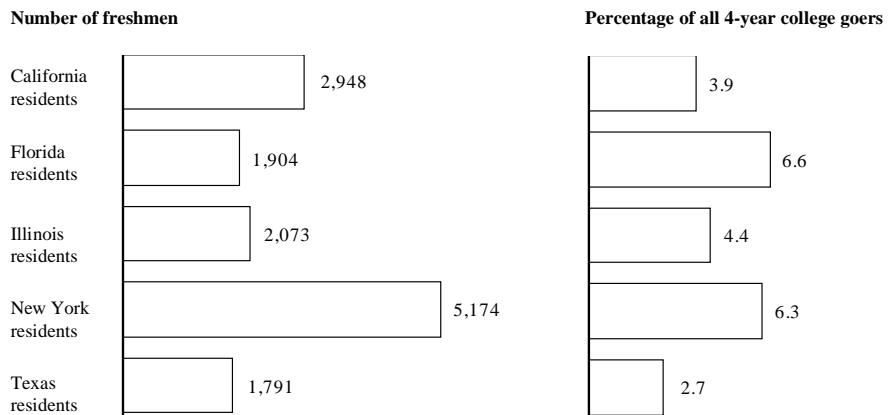
Source: U.S. News; IPEDS

STUDENTS ATTENDING IN-STATE, TIER-1* NATIONAL UNIVERSITIES**



* As ranked by *U.S. News*
 ** National denotes research and doctoral-granting universities as defined by the Carnegie Foundation; regional contains colleges that offer master's and baccalaureate degree programs
 Source: *U.S. News*; IPEDS

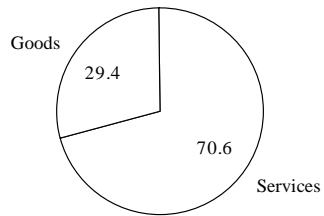
STUDENTS ATTENDING OUT-OF-STATE, TIER-1* NATIONAL UNIVERSITIES**



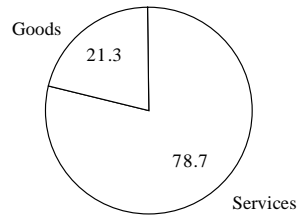
* As ranked by *U.S. News*
 ** National denotes research and doctoral-granting universities as defined by the Carnegie Foundation; regional contains colleges that offer master's and baccalaureate degree programs
 Source: *U.S. News*; IPEDS

THE TEXAS ECONOMY IS BECOMING MORE SERVICE-FOCUSED

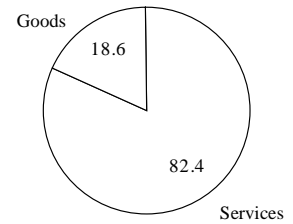
1980



1990



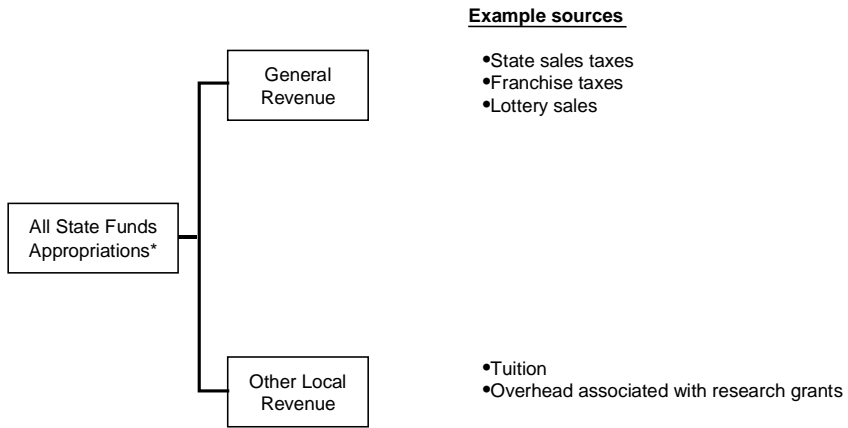
2000 (projected)



- Goods include: manufacturing, construction, and mining
- Services include: transportation, trade, finance, insurance, real estate, and government

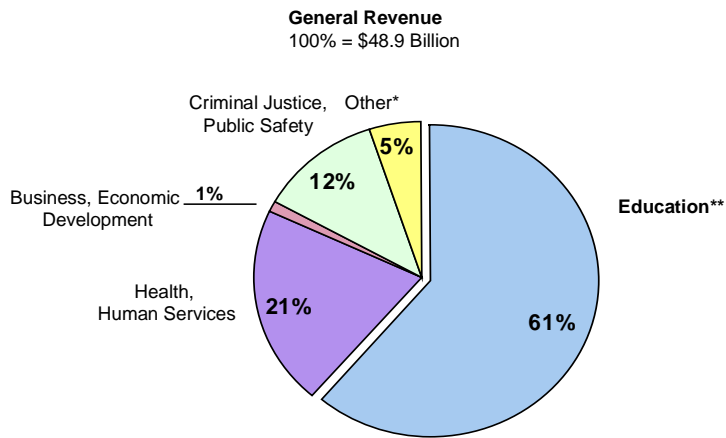
Source: Texas State Occupational Information Coordinating Committee (TSOICC), 1995

TERMINOLOGY USED IN STATE FUNDING



NOTE 1: In Texas tuition is accounted for as part of the state's appropriation to the academic institution, but is controlled by the institution. Elsewhere control of the tuition dollars may be transferred to the state.
 NOTE 2: Federal flow-through funds such as highway funds are not included in or classified as appropriated funds in Texas.

EDUCATION FUNDING AS A PORTION OF TOTAL GENERAL REVENUE
State Appropriations FY98 & FY99 Biennium Total



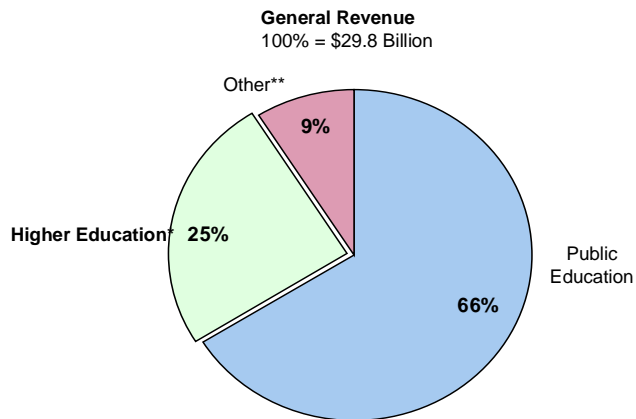
* Includes Judiciary, General Government, Natural Resources, Regulatory, General Provisions, The Legislature
 ** Includes A&M System Agencies
 Source: Texas House Bill 1 (HB-1)

EDUCATION FUNDING AS A PORTION OF TOTAL STATE FUNDING
State Appropriations FY98 & FY99 Biennium Total

HB-1 Article	General Revenue
II. Health & Human Services	\$ 10,268,500,419
III. Agencies of Education	29,836,678,388
V. Public Safety & Criminal Justice	276,126,554
VII. Business & Economic Development	335,701,895
Other	
I. General Government	1,202,385,414
IV. The Judiciary	276,126,554
VI. Natural Resources	401,519,290
XI. General Provisions	542,024,142
X. The Legislature	244,504,898
Total All Articles	\$ 48,913,915,200

* Includes Judiciary, General Government, Natural Resources, Regulatory, General Provisions, The Legislature
Source: Texas House Bill 1 (HB-1)

HIGHER EDUCATION AS A PORTION OF EDUCATION FUNDING
Education State Appropriations FY98 & FY99 Biennium Total



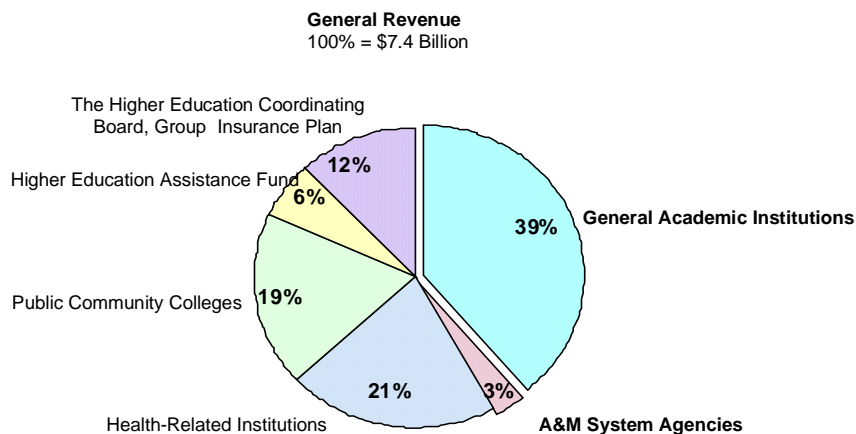
* Includes A&M System Agencies
** Includes Food & Fiber Commission, Debt Service, Telecommunications Support, Employee Benefits
Source: Texas House Bill 1 (HB-1)

HIGHER EDUCATION AS A PORTION OF EDUCATION FUNDING
State Appropriations FY98 & FY99 Biennium Total

Category Of Education	General Revenue
Public Education	\$ 19,747,318,372
Higher Education	7,404,132,224
Other	2,685,227,792
Total All Education	\$ 29,836,678,388

* Includes Judiciary, General Government, Natural Resources, Regulatory, General Provisions, The Legislature
Source: Texas House Bill 1 (HB-1)

SECTORS FUNDED WITHIN HIGHER EDUCATION
Higher Education State Appropriations FY98 & FY99 Biennium Total



NOTE: The income from the Permanent University Fund (PUF), deposited into the Available University Fund (AUF) for disbursement to TAMU and UT Austin, is not considered General Revenue.

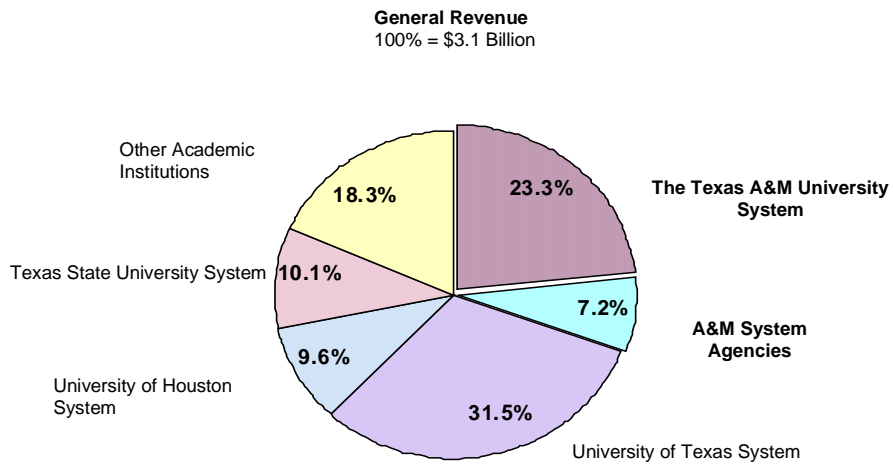
Source: Texas House Bill 1 (HB-1)

SECTORS FUNDED WITHIN HIGHER EDUCATION
Higher Education State Appropriations FY98 & FY99 Biennium Total

Higher Education Category	General Revenue
A&M System Agencies	\$ 224,035,954
General Academic Institutions	2,888,364,735
Community Colleges	1,424,532,158
Higher Education Assistance Fund	448,730,000
Health Related Institutions	1,560,241,663
The Higher Education Coordinating Board, Group Insurance Plan	858,227,714
Total All Higher Education	\$ 7,404,132,224

* Includes Judiciary, General Government, Natural Resources, Regulatory, General Provisions, The Legislature
 Source: Texas House Bill 1 (HB-1)

GENERAL ACADEMIC INSTITUTION FUNDING BY SYSTEM (INCLUDING A&M SYSTEM AGENCIES)
General Academic Appropriations FY98 & FY99 Biennium Total



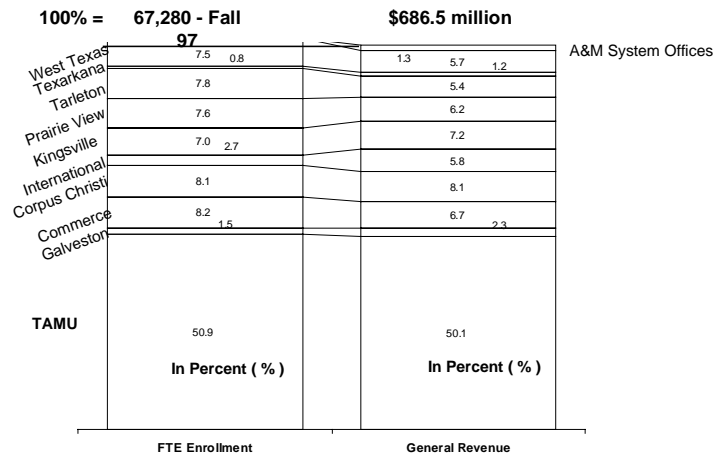
Does not include TAMU Health Science Center or other health-related institutions
 Source: Texas House Bill 1 (HB-1)

GENERAL ACADEMIC INSTITUTION FUNDING BY SYSTEM (INCLUDING A&M SYSTEM AGENCIES)
General Academic Appropriations FY98 & FY99 Biennium Total

General Academic System	General Revenue
A&M System	\$ 725,492,055
A&M System Agencies	224,035,954
UT System	980,232,522
UH System	297,486,430
Texas State University System	314,690,822
Other State Universities	570,462,906
Total All Systems	\$ 3,112,400,689

* Includes Judiciary, General Government, Natural Resources, Regulatory, General Provisions, The Legislature
Source: Texas House Bill 1 (HB-1)

FUNDING AND ENROLLMENT WITHIN THE A&M SYSTEM*
A&M System Appropriations FY98 & FY99 Biennium Total



Enrollment does not include Professional classification students
 * Does not include TAMU Health Science Center, Baylor College of Medicine, TAMU College of Veterinary Medicine, or A&M System Agencies
 Sources: Texas House Bill 1 (HB-1), A&M System Executive Management Report, Spring 98, THECB

FUNDING AND ENROLLMENT WITHIN THE A&M SYSTEM*
A&M System Appropriations FY98 & FY99 Biennium Total

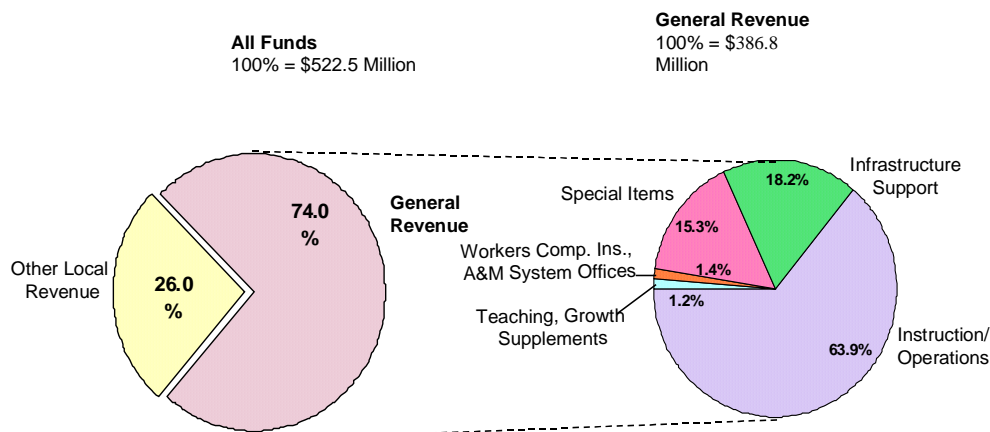
A&M System	FTE Enrollment FALL 97	General Revenue
TAMU*	34,213	\$343,636,782
TAMU-G	1,015	15,671,997
Commerce	5,498	45,785,536
Corpus Christi	4,091	55,466,308
International	1,785	40,078,699
Kingsville	4,676	49,738,970
Prairie View	5,146	42,306,266
Tarleton	5,238	37,033,310
Texarkana	543	8,278,250
West Texas	5,073	39,338,583
A&M System	0	9,134,456
CHART TOTAL	67,280	\$686,469,157
TAMU Vet Med		39,022,898
GRAND TOTAL		\$ 725,492,055

Enrollment does not include Professional classification students

* Does not include TAMU Health Science Center, Baylor College of Medicine, TAMU Veterinary Medicine, or A&M System Agencies

Source: Texas House Bill 1 (HB-1), A&M System Executive Management Report, Spring 98, THECB

ESTIMATED STATE APPROPRIATIONS BREAKDOWN FOR TEXAS A&M UNIVERSITY*
Biennium Total FY98 & FY99



Other Local Revenue includes tuition and lab fees, sales & services, indirect cost recovery, investments, etc.

*Does not include A&M System Agency Infrastructure Support, TAMU Health Science Center, Group Insurance Premiums funded by the State.

Source: Texas Higher Education Coordinating Board

**ESTIMATED STATE APPROPRIATIONS BREAKDOWN FOR TEXAS A&M UNIVERSITY*
Biennium Total FY98 & FY99**

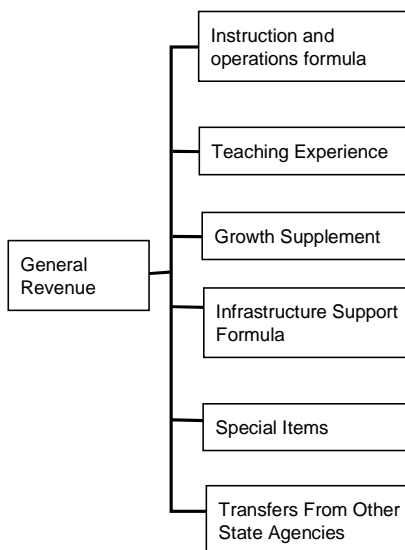
A&M System	All Funds	General Revenue
Instruction/Operations	\$ 317,442,345	247,113,145
Teaching & Growth Supplements	6,152,769	4,780,638
Workers Compensation Insurance, A&M System Operations	35,830,185	5,340,371
Special Items	74,506,843	59,300,819
Infrastructure Support	88,584,525	70,224,707
TOTAL	\$ 522,516,667	\$ 386,759,679

Other Local Revenue includes tuition and fees, sales & services, investments, etc. However, it does not include Group Insurance Plans funded by the State.

* Does not include A&M System Agency Infrastructure Support or TAMU Health Science Center

Source: Texas Higher Education Coordinating Board

CATEGORIES OF STATE GENERAL REVENUE APPROPRIATIONS FOR GENERAL ACADEMICS



DETAILS OF INSTRUCTION AND OPERATIONS FORMULA

Provides funding for

- Faculty salaries
- Departmental operating expense
- Library
- Instructional administration
- Research enhancement
- Student services
- Institutional support

Funds are distributed on a weighted semester credit hour basis

Rate per weighted semester credit hour for the 1998-99 biennium is \$51.12

Liberal arts
Science
Fine arts
Teacher Ed.
Agriculture
Engineering
Home Economics
Law
Social Services
Library Science
Vocational Training
Physical Training
Health Services
Pharmacy
Business Administration
Optometry
Teacher Ed Practice
Technology
Nursing

Weighting matrix

	Lower division	Upper division	Masters	Doctoral	Special professional
1.00	1.96	3.94	12.04		
1.53	3.00	7.17	19.29		
1.85	3.11	6.51	17.47		
1.28	1.36	3.23	9.95		
2.05	2.54	6.64	16.37		
3.01	3.46	8.20	21.40		
1.58	2.12	4.34	10.79		
1.64	1.84	5.80	11.92	3.22	
1.45	1.52	4.22	12.26		
1.45	2.59				
1.36	1.36				
2.87	3.46	6.47	15.98		
4.00	4.64	7.55	19.11	13.43	
1.41	1.59	4.59	13.91		
		5.46	19.12	7.00	
2.43	2.43				
1.99	2.56	6.61			
4.91	5.32	6.49	16.32		

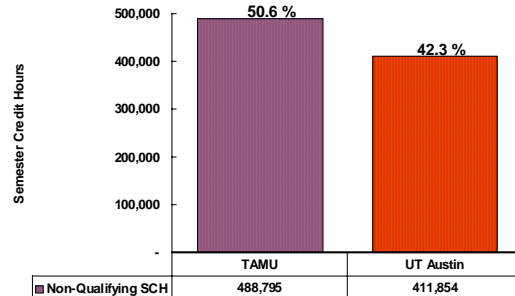
Source: Texas Legislature, General Appropriations Act

DETAILS OF TEACHING EXPERIENCE SUPPLEMENT OVER THE TOTAL BASE PERIOD

- An additional 5% weight was added in the last biennium to undergraduate semester credit hours taught by tenured and tenure track faculty. "Furthermore, it is the intent of the Legislature that for the 2000-2001 biennium, the weight shall be assigned to undergraduate semester credit hours taught by non-tenured faculty with appropriate credentials or experience, and the weight shall increase by ten percent per biennium, up to 50 percent."*
- Texas A&M stands to lose relative to other schools because it teaches approximately 20% of the State's senior college and university laboratory classes and because Texas A&M requires Physical Education; not required elsewhere. These classes tend to be taught by graduate students at any school.

BASE PERIOD UNDERGRADUATE

100% = 965,850 SCH 974,696 SCH



* Quote from Article III, Sec 46.b House Bill No. 1 (General Appropriations Act)
 Source: Texas Legislature General Appropriations Act; Texas A&M Office of Institutional Research

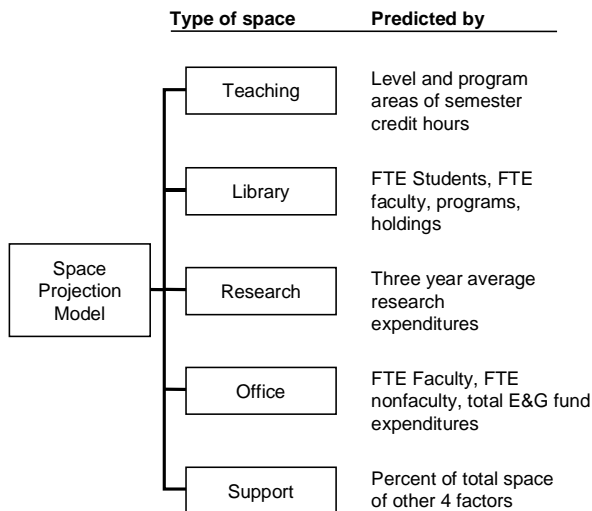
DETAILS OF INFRASTRUCTURE SUPPORT FORMULA

Provides funding for
 •Utilities
 •Building maintenance
 •Custodial services
 •Grounds maintenance

Infrastructure support formula is driven by the predicted square feet for universities' educational and general activities

Space projection model predicts how much space is required in each of 5 room types

The Texas State average rate per square foot for the 1998-99 biennium is \$7.51.



DEFINITIONS OF ELEMENTS OF INSTITUTIONAL COST

<u>Element</u>	<u>Definition</u>
Instruction	Faculty salaries and departmental operating expense
Research	Support of research conducted by faculty
Public service	Includes correspondence courses, adult study courses, public lectures, institutes, workshops, etc.
Academic support	Library, instructional administration, faculty development assignment
Student services	Admissions and registration, administering student financial aid, and other aspects of the student life program
Institutional support	Governing board, executive office, business and fiscal management, campus security, other activities
O&M of plant	Plant support services, building maintenance, custodial services, ground maintenance, utilities
Student financial aid	Scholarships, grants, and fellowships
Auxiliary enterprises	Athletics, residence and dining halls, etc.

Source: Texas Higher Education Coordinating Board

MODELING THE FINANCIAL IMPACT OF ASPIRATIONS CAN BE COMPLEX

Impact
 ✓ Direct
 ✓ Indirect

	Aspirations				
	Faculty			Graduate students	
	Hire more	Increase salary	More chairs	Attract more	Increase support
Revenues	✓			✓	
•State appropriations	✓			✓	
•Tuition and fees	✓			✓	
•Sales and services	✓			✓	
•Grants and contracts	✓		✓		
•Other					
Expenditures	✓	✓	✓		
•Instruction	✓	✓	✓		
•Research	✓		✓		
•Public service	✓				
•Academic support				✓	
•Student services				✓	
•Institutional support				✓	
•O&M of plant	✓			✓	✓
•Scholarships and fellowships	✓			✓	
•Auxiliary enterprises	✓			✓	

SIMPLIFYING ASSUMPTIONS MUST BE MADE

- Consider only direct financial impacts in this dynamic system
- Assume that any changes in sales and services revenues are offset by corresponding changes in Auxiliary Enterprises expenditures
- Assume that required fees (e.g., computer access, library access, laboratory fees) from increased number of students will go directly to those areas to partially offset any incremental cost increases
- Assume that new research, office, and support space for faculty and graduate students will cost \$175/square foot in initial capital
- Assume that incremental revenue from the Infrastructure Support Formula for increased research, office, and support space will equal the additional O&M costs associated with the new space, provided that the new space doesn't exceed that predicted by the THECB Space Projection Model

Revenue impacts

- State appropriations
 - Formula funding
 - Indirect cost recovery
- Tuition
- University Authorized Tuition

Expenditure impacts

- Faculty salaries
- Fellowships
- Capital outlays
 - Chairs
 - Facilities

FINANCIAL IMPLICATIONS OF ASPIRATIONS

WORKING MODEL

	Fall 97 Base	Aspirations		
		Low	Medium	High
• Faculty				
–Student ratio	21.2	16	14	12
–Average annual salary *	\$56,313	+10%	+20%	+30%
–Value of chairs (\$ millions)	52	100	200	300
• Graduate students				
–Percentage of students **	18%	21	25	30
–Receiving support	46%	50	60	70
–Average annual support	\$5,539	+10%	+20%	+30%
• Annual changes (\$ millions)				
–Revenue	–	26	59	107
–Expenditures	–	57	116	205
–Deficit	–	(31)	(57)	(98)
–Percentage of current budget	–	5%	10%	17%
• Capital outlays (\$ millions)				
–Chairs	–	48	148	248
–Facilities	–	104	178	286
• Additional endowment necessary (\$ millions)	–	769	1458	2487

* All faculty ranks, 9-month salary basis, excludes Vet Medicine and Health Science Center faculty
 ** Excludes Professional Students from Vet Medicine and Health Science Center
 Source: McKinsey Vision 2020 financial model

RAISING TUITION TO FUND ASPIRATIONS

WORKING MODEL

Additional Revenue Generated Per Year*
 \$ Millions

		Aspirations		
		Low	Medium	High
Tuition increase** Percent	+25%	\$28 M	\$30 M	\$33 M
	+50%	\$55 M	\$60 M	\$65 M
	+100%	\$111 M	\$119 M	\$131 M

* On top of any gain from a change in student population outlined
 ** Refers to tuition and University Authorized Tuition
 Source: McKinsey Vision 2020 financial model

ANALYZING THE COST OF FACULTY LEVERS
Estimated Endowment Necessary To Fund Hiring More Faculty At Higher Salaries
 \$ Millions

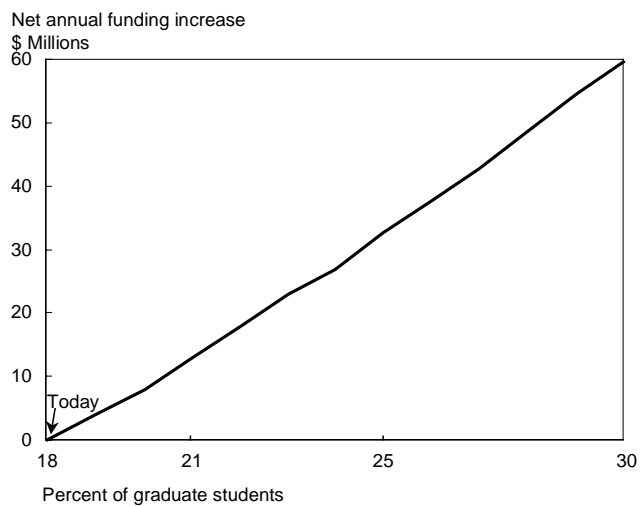
WORKING MODEL

		Faculty/Student ratio				Resulting Average Salary \$ Dollars
		21.2	16.0	14.0	12.0	
Faculty Salary Increase Percent	0%	–	\$627 M	\$995 M	\$1,484 M	
	10%	181	\$867 M	\$1,268 M	\$1,804 M	\$61,944
	20%	362	\$1,106 M	\$1,542 M	\$2,123 M	\$67,576
	30%	543	\$1,346 M	\$1,815 M	\$2,442 M	\$73,207
New Faculty Hires		–	519	823	1,228	

Source: McKinsey Vision 2020 financial model

INCREASING GRADUATE STUDENTS ALONE INCREASES FUNDING

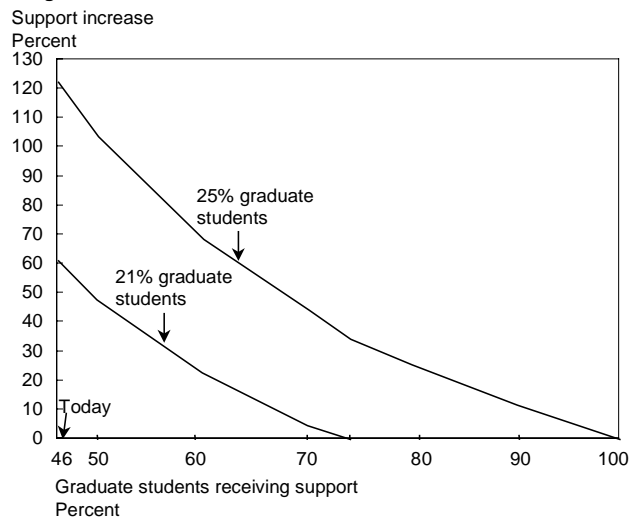
WORKING MODEL



Source: McKinsey Vision 2020 financial model

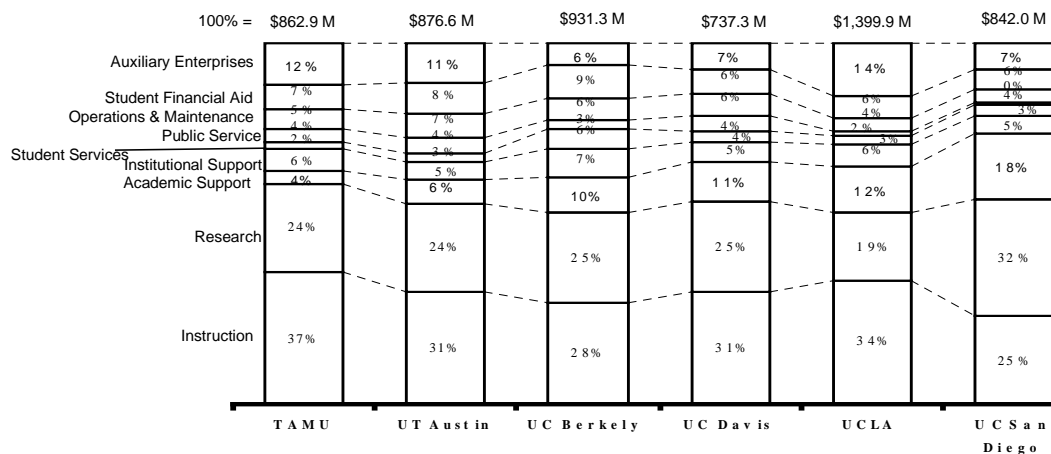
HOWEVER, SUPPORT WILL HAVE TO BE INCREASED TO INCREASE GRADUATE STUDENT PERCENTAGE
Financially neutral graduate student scenarios

WORKING MODEL



Source: McKinsey Vision 2020 financial model

CURRENT FUNDS EXPENDITURES COMPARISON WITH UT AUSTIN & U. OF CALIFORNIA
Fiscal Year 1996
\$ Millions



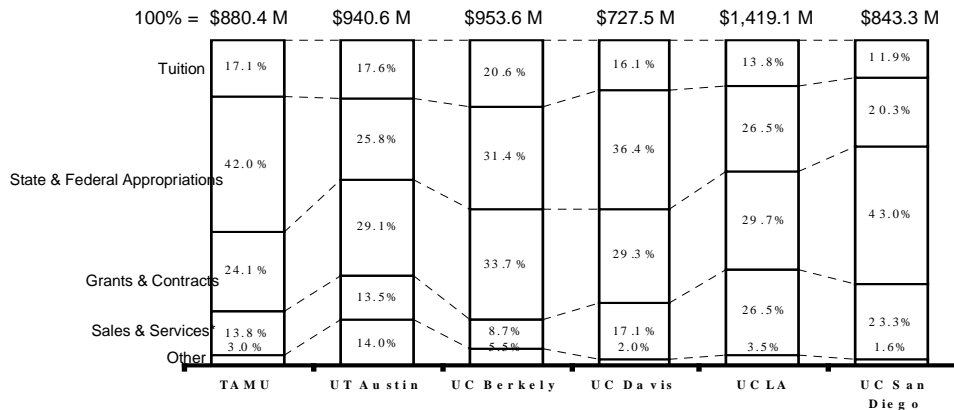
* Excludes teaching hospitals
 Includes A&M System Agencies
 Source: IPED Data from annual reports

**CURRENT FUNDS EXPENDITURES COMPARISON WITH UT AUSTIN & U. CALIFORNIA
Fiscal Year 1996**

	TAMU	UT Austin	UC Berkeley	UC Davis	UCLA	UC San Diego
Instruction	\$317,282,160	\$275,335,044	\$261,568,000	\$231,057,000	\$478,996,000	\$208,918,000
Research	208,413,847	210,683,852	236,984,000	184,402,000	268,929,000	270,241,000
Public Service	35,644,767	33,350,102	25,842,000	29,834,000	23,136,000	3,917,000
Academic Support	32,628,500	56,299,787	90,855,000	80,809,000	173,061,000	149,228,000
Student Services	13,651,073	26,024,231	53,353,000	29,265,000	36,786,000	26,514,000
Institutional Support	51,689,495	44,742,821	68,192,000	35,328,000	80,605,000	43,711,000
Operations & Maintenance	46,300,693	60,011,139	51,515,000	44,944,000	51,857,000	29,554,000
Student Financial Aid	56,990,902	70,393,331	83,803,000	46,956,000	87,085,000	48,389,000
Auxiliary Enterprises	100,266,239	99,734,854	59,191,000	54,718,000	199,446,000	61,536,000
TOTAL EXPENDITURES	\$862,867,676	\$876,565,161	\$931,303,000	\$737,313,000	\$1,399,901,000	\$842,008,000

* Excludes teaching hospitals
Includes A&M System Agencies
Source: IPED Data from annual reports

**CURRENT FUNDS REVENUES COMPARISON WITH UT AUSTIN & U. OF CALIFORNIA
Fiscal Year 1996**



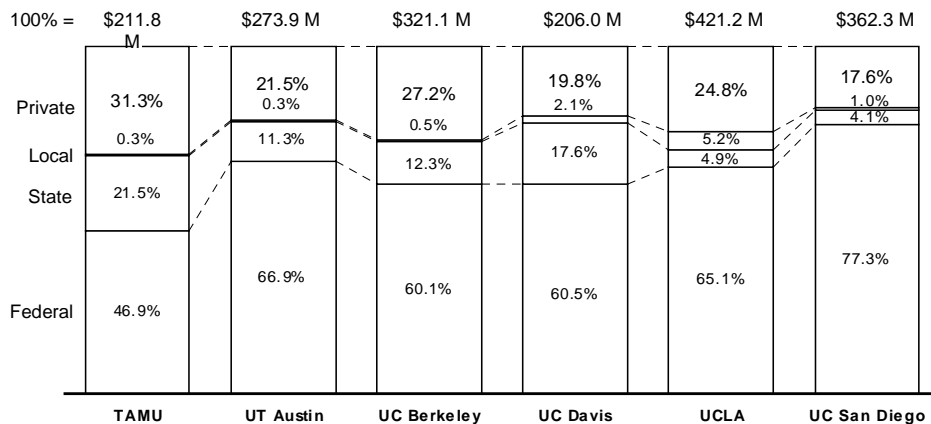
* Excludes teaching hospitals, A&M System Agencies
Includes Auxiliary Enterprises
Source: IPED Data from annual reports

CURRENT FUNDS REVENUES COMPARISON WITH UT AUSTIN & U. OF CALIFORNIA
Fiscal Year 1996

	TAMU	UT Austin	UC Berkeley	UC Davis	UCLA	UC San Diego
Tuition & Fees	\$150,182,611	\$165,481,506	\$196,848,000	\$117,046,000	\$195,928,000	\$100,169,000
State & Federal Appropriations	369,971,420	242,740,612	299,752,000	255,122,000	376,561,000	171,566,000
Grants & Contracts	211,760,095	273,912,623	321,099,000	205,951,000	421,240,000	362,290,000
Sales & Services	121,868,829	126,868,023	83,005,000	124,608,000	376,475,000	196,120,000
Other	26,636,483	131,553,020	52,917,000	14,722,000	48,910,000	13,204,000
TOTAL REVENUES	\$880,419,438	\$940,555,784	\$953,621,000	\$727,499,000	\$1,419,114,000	\$843,349,000

* Excludes teaching hospitals, A&M System Agencies
 Source: IPED Data from annual reports

BREAKDOWN OF GRANTS AND CONTRACTS REVENUES WITH COMPARISON TO UT AUSTIN & U. OF CALIFORNIA
Fiscal Year 1996



* Excludes teaching hospitals, A&M System Agencies
 Source: IPED Data from annual reports

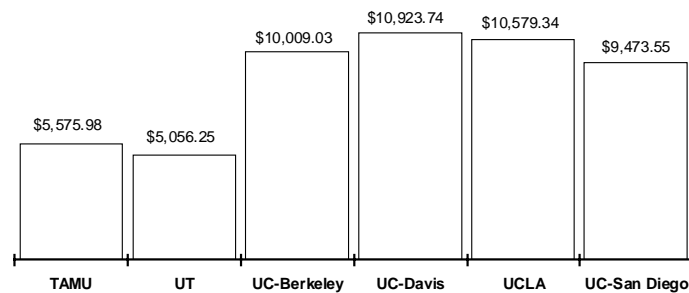
BREAKDOWN OF GRANTS & CONTRACTS REVENUES COMPARISON WITH UT AUSTIN & U. OF CALIFORNIA
Fiscal Year 1996

Grants & Contracts	TAMU	UT Austin	UC Berkeley	UC Davis	UCLA	UC San Diego
Federal	\$99,399,281	\$183,370,458	\$192,837,000	\$124,611,000	\$274,383,000	\$279,921,000
State	45,608,011	30,905,553	39,602,000	36,224,000	20,594,000	14,829,000
Local	551,601	895,353	1,444,000	4,410,000	21,892,000	3,706,000
Private	66,201,202	58,741,259	87,216,000	40,706,000	104,371,000	63,834,000
TOTAL REVENUES	\$211,760,095	\$273,912,623	\$321,099,000	\$205,951,000	\$421,240,000	\$362,290,000

* Excludes teaching hospitals, A&M System Agencies
 Source: IPED Data from annual reports

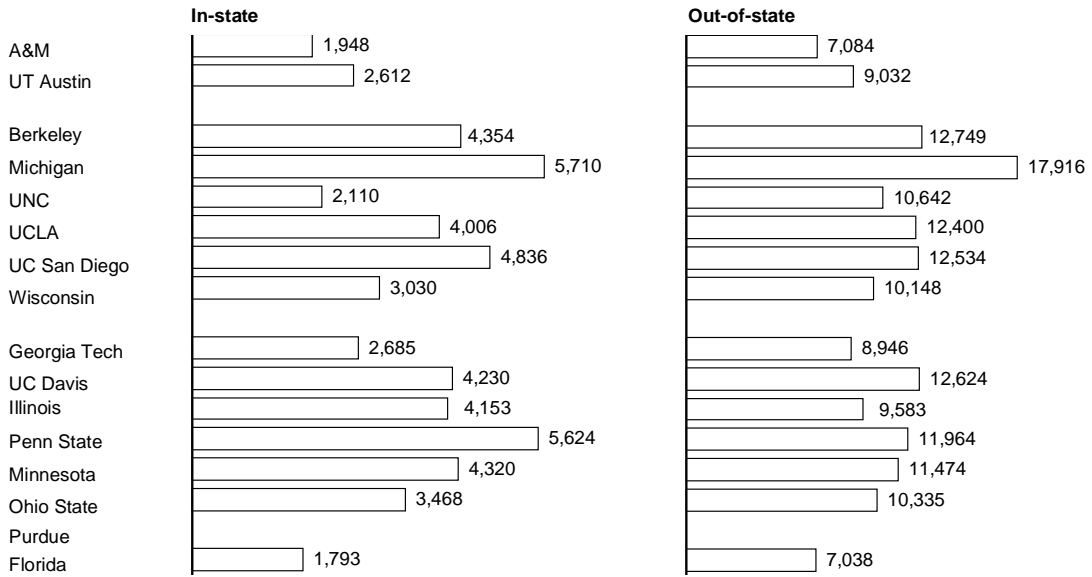
TAMU AND UT STATE FUNDING COMPARISON WITH UNIVERSITY OF CALIFORNIA
Fiscal Year 1996

State General Revenue Funds Per Headcount Student



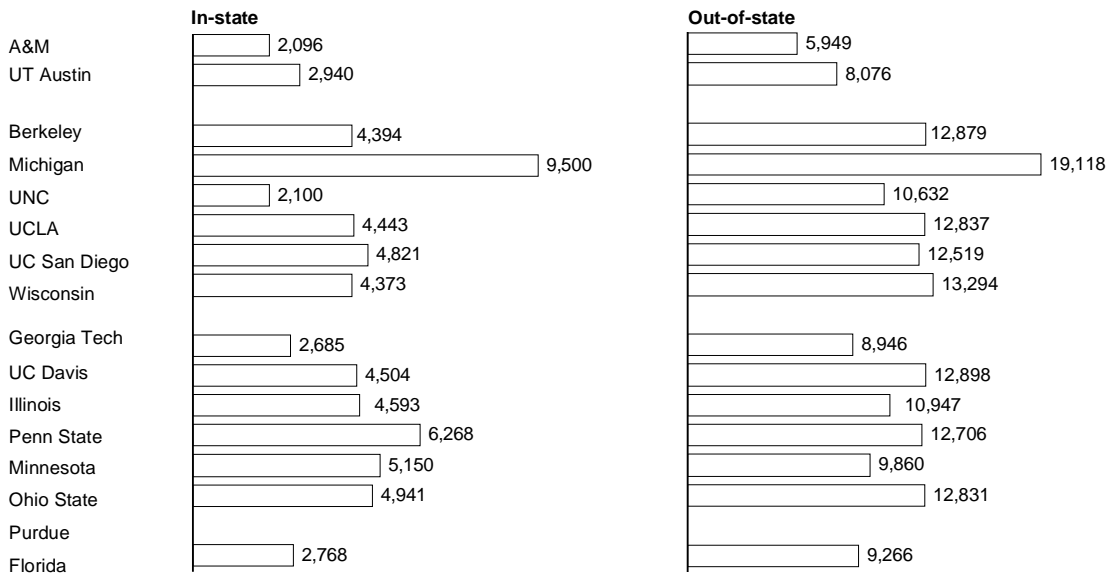
Does not include Teaching Hospitals
 Source: IPEDS Revenue and Enrollment Data

UNDERGRADUATE TUITION AND FEES 1996-97



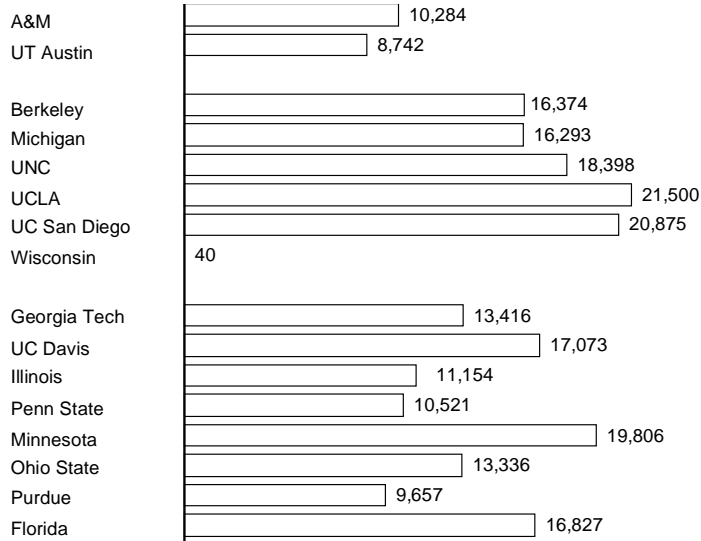
Source: IPEDS

GRADUATE TUITION AND FEES 1996-97



Source: IPEDS

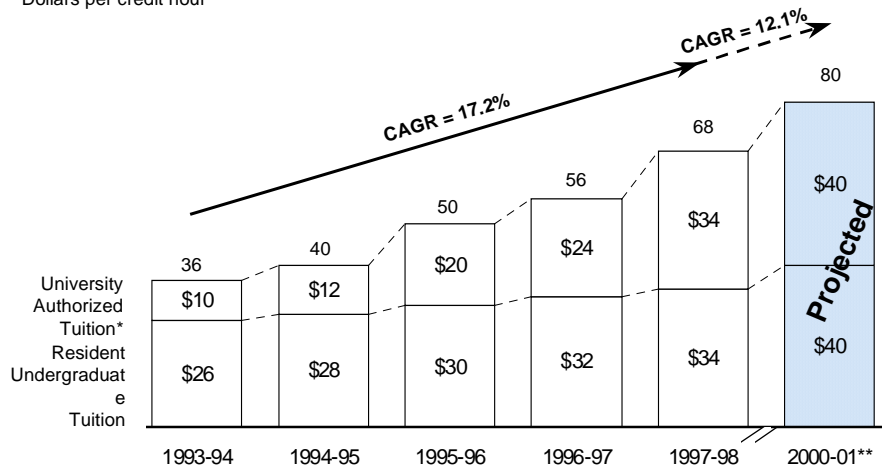
**EDUCATIONAL EXPENDITURES PER STUDENT AT PEER SCHOOLS
Fiscal 1995**



Source: U.S. News & World Report

TEXAS A&M RESIDENT UNDERGRADUATE TUITION FOR HAS ALMOST DOUBLED OVER THE PAST 5 YEARS

Dollars per credit hour

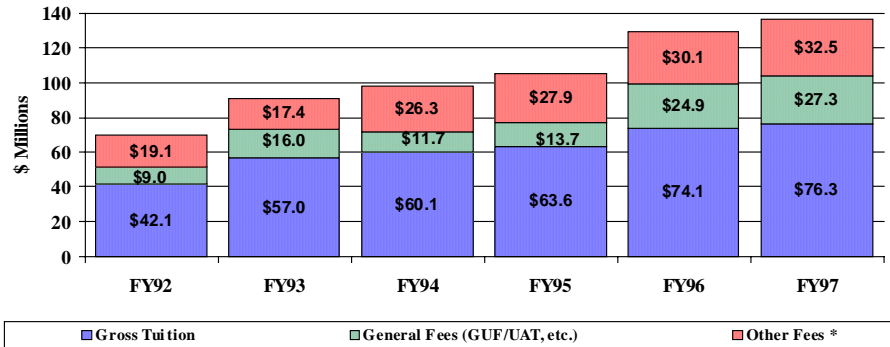


* Formerly general use fee

** Projected based on tuition increasing at \$2 per year and holding UAT equal to tuition

Source: Texas A&M University

**TAMU GROSS TUITION AND OTHER FEES
FY92 - FY97**



* Other Fees include statutory Lab Fees in E&G, other fees such as equipment fees in Designated Funds, Student Service Fees, etc.

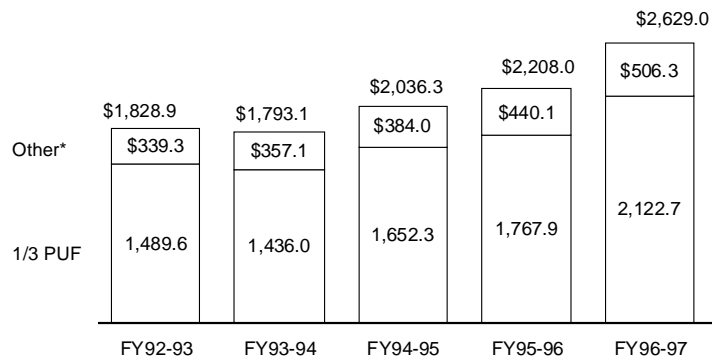
AVAILABLE UNIVERSITY FUND DISTRIBUTION

1997 AUF (PUF income)	\$270,000	
	←	→
	Texas A&M	UT Austin
	\$ 90,000,000	\$ 180,000,000
Less		
Debt service	\$ 30,000,000	\$ 60,000,000
Prairie View	7,000,000	-
System Office	8,000,000	20,000,000
Net to universities	45,000,000	100,000,000
Full-time faculty	1,496	2,056
Full-time students	37,563	42,029
	AUF/full-time faculty	48,600
	AUF/full-time students	2,380

Source: The University of Texas Fact Book; Integrated Postsecondary Education Data System

ENDOWMENT MARKET VALUES

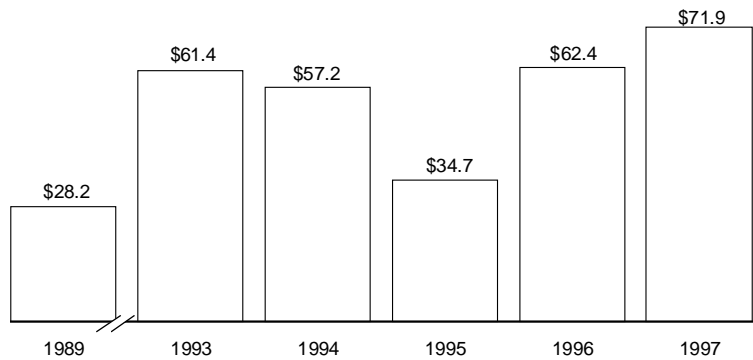
\$ Millions as of 8/31/XX



* TAMF, TAMU, AFS, 12th MAN, TTI, Galveston
 Source: Texas A&M Foundation

TEXAS A&M PRIVATE GIVING SINCE 1993

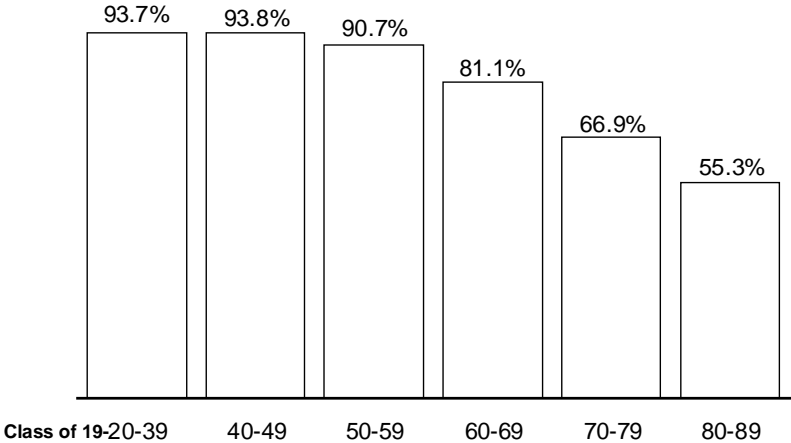
\$ Millions



Note: In 1997, individuals gave 38%, corporations 34%, organizations 20%, and foundations 8%
 Source: Texas A&M Foundation

TEXAS A&M ALUMNI GIVING RATES

Percent who have given any amount at any time



Source: Texas A&M Foundation



Section Five - Gap Analysis

After initial benchmarking studies were carried out gaps between our aspirations and present conditions were studied. This led to a number of preliminary suggestions about what actions might be taken to eliminate the gaps between existing and desired conditions.

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Analysis by Category.....	122

PRIMARY GAPS FACING TEXAS A&M

- Faculty
 - High student-to-faculty ratio
 - Low faculty salary level
 - Higher percent of faculty without terminal degrees
 - Low NAS/NAE membership among faculty members
- Low research dollars in the sciences
 - Physical, mathematical and computer sciences research dollars
 - Life sciences research dollars (outside of agriculture)
 - Social sciences and psychology research dollars
- Low federally funded R&D
- Low number of endowed faculty chairs
- Graduate education
 - Low percent graduate students
 - Lack of law and nursing programs
 - Too few science graduate students (outside of agriculture)
 - Not enough fellowship or federal support
 - Lack of post-doctoral fellowships
- Low library spending
- Undergraduates
 - Low SAT scores and class rank of entering freshmen
 - Low retention and graduation rates among undergraduates
- Poor locale
 - Lack of corporate support
 - Less attractive community than larger metropolitan areas

GAP ANALYSIS – CATEGORIES OF INTEREST

Category

- Faculty
- Research & infrastructure
- Graduate studies
- Undergraduate academics
- Arts & sciences
- Library & campus IT network
- “Other education” & environment
- Locale (B/CS)
- Leadership/governance/organization
- Service to state
- Financial resources

GAP ANALYSIS – GAPS BY CATEGORY

Category	Gap
• Faculty	<ul style="list-style-type: none"> • Low faculty number and quality • Poor peer recognition
• Research & infrastructure	<ul style="list-style-type: none"> • Low research expenditure in the sciences (outside of agriculture) • Low federally-funded R&D expenditures
• Graduate studies	<ul style="list-style-type: none"> • Low percentage of graduate students • Lack of concentration outside of agriculture and engineering • Low number of post-doctoral fellowships • Low amount of federal support to graduate students
• Undergraduate academics	<ul style="list-style-type: none"> • Low SAT scores and class ranks of incoming freshmen • Low retention and graduation rates
• Arts & sciences	<ul style="list-style-type: none"> • Low emphasis on liberal arts and sciences
• Library & campus IT network	<ul style="list-style-type: none"> • Low library quality
• "Other education" & environment	<ul style="list-style-type: none"> • Low community participation by graduate students
• Locale (B/CS)	<ul style="list-style-type: none"> • Lack of corporate and industrial ties • Lack of easy road/air transportation
• Leadership/governance/organization	<ul style="list-style-type: none"> • Legislature unaware of higher education status • Not all parts of system supportive of aspirations
• Service to state	<ul style="list-style-type: none"> • Low retention and graduation rates • Less federal research allocated to Texas than other states
• Financial resources	<ul style="list-style-type: none"> • Lower than desired appropriations • Lower than necessary total funding

GAP ANALYSIS – FACULTY

Gap	Lever	Action items
Low faculty number and quality (i.e., hire more and better)	<ul style="list-style-type: none"> • Compensation and benefits • Recruiting policy <ul style="list-style-type: none"> –Standard –Approach • R&D support • Equipment and facilities 	<ul style="list-style-type: none"> • Increase salary • Rethink tenure policy
Poor peer recognition (as reflected by national academy memberships and low federal grant level)	<ul style="list-style-type: none"> • Hire well-funded and respected faculty directly (see above) • Encourage faculty to publish and serve on editorial boards • Budget for conference attendance and networking 	<ul style="list-style-type: none"> • Change tenure requirements to stimulate these activities

GAP ANALYSIS – RESEARCH & INFRASTRUCTURE

Gap	Lever	Action items
Low research expenditures in the sciences (outside of agriculture)	<ul style="list-style-type: none"> • Hire distinguished faculty into these areas • Offer more graduate fellowships in these areas • Increase participation levels in math and science in Texas' K-12 schools 	<ul style="list-style-type: none"> • Raise money to establish endowed chairs
Low federally-funded R&D expenditures	<ul style="list-style-type: none"> • "Poach" already funded faculty from other schools • Increase faculty quality (see above) • Increase focus on areas popular with the funding bodies 	

GAP ANALYSIS – GRADUATE STUDIES

Gap	Lever	Action items
Low percentage of graduate students (i.e., admit more and better)	<ul style="list-style-type: none"> • Financial aid and support • Recruiting policy <ul style="list-style-type: none"> – Standard – Approach • R&D support • Equipment and facilities • Faculty quality 	<ul style="list-style-type: none"> • Offer more fellowships
Not enough concentration on areas outside of agriculture (physics, math, computer science, biology, psychology, political science, economics, sociology)	<ul style="list-style-type: none"> • Same levers as above, but in these particular areas 	
Low number of post-doctoral fellowships	<ul style="list-style-type: none"> • Same levers as above 	
Low amount of federal support to graduate students	<ul style="list-style-type: none"> • Recruit graduate students who have already won national fellowships 	

GAP ANALYSIS – UNDERGRADUATE ACADEMICS

Gap	Lever	Action items
Low SAT scores and class ranks of entering freshman	<ul style="list-style-type: none"> • Admissions requirements • Quality of Texas' K-12 school systems 	
Low retention and graduation rates	<ul style="list-style-type: none"> • Special support for students at risk of dropping out • Faculty quality • Admissions requirements 	

GAP ANALYSIS – ARTS & SCIENCES

Gap	Lever	Action items
Low emphasis on liberal arts and sciences	<ul style="list-style-type: none"> • Hire distinguished faculty in these areas • Begin special liberal arts programs 	
Lack of fine arts programs	<ul style="list-style-type: none"> • Begin fine arts programs 	

GAP ANALYSIS – LIBRARY & CAMPUS IT NETWORK

Gap	Lever	Action items
Low library quality	<ul style="list-style-type: none">• Increase number of volumes• Increase periodicals• Increase personnel	<ul style="list-style-type: none">• Find resources to fund these increases

GAP ANALYSIS – “OTHER EDUCATION” & ENVIRONMENT

Gap	Lever	Action items
Low community participation by graduate students	<ul style="list-style-type: none">• Encourage greater community participation by graduate students	

GAP ANALYSIS – LOCALE (B/CS)

Gap	Lever	Action items
Lack of corporate and industrial ties nearby (implying an additional lack of opportunity for spouses)	<ul style="list-style-type: none">• Faculty quality• Areas of research (possibilities for collaborative efforts)	
Lack of easy road/air transportation	<ul style="list-style-type: none">• State relations	

GAP ANALYSIS – LEADERSHIP/GOVERNANCE/ORGANIZATION

Gap	Lever	Action items
Legislature unaware of higher education status	<ul style="list-style-type: none">• Keep them informed of findings	
Not all parts of system supportive of aspirations	<ul style="list-style-type: none">• Market aspirations as beneficial for the whole system	

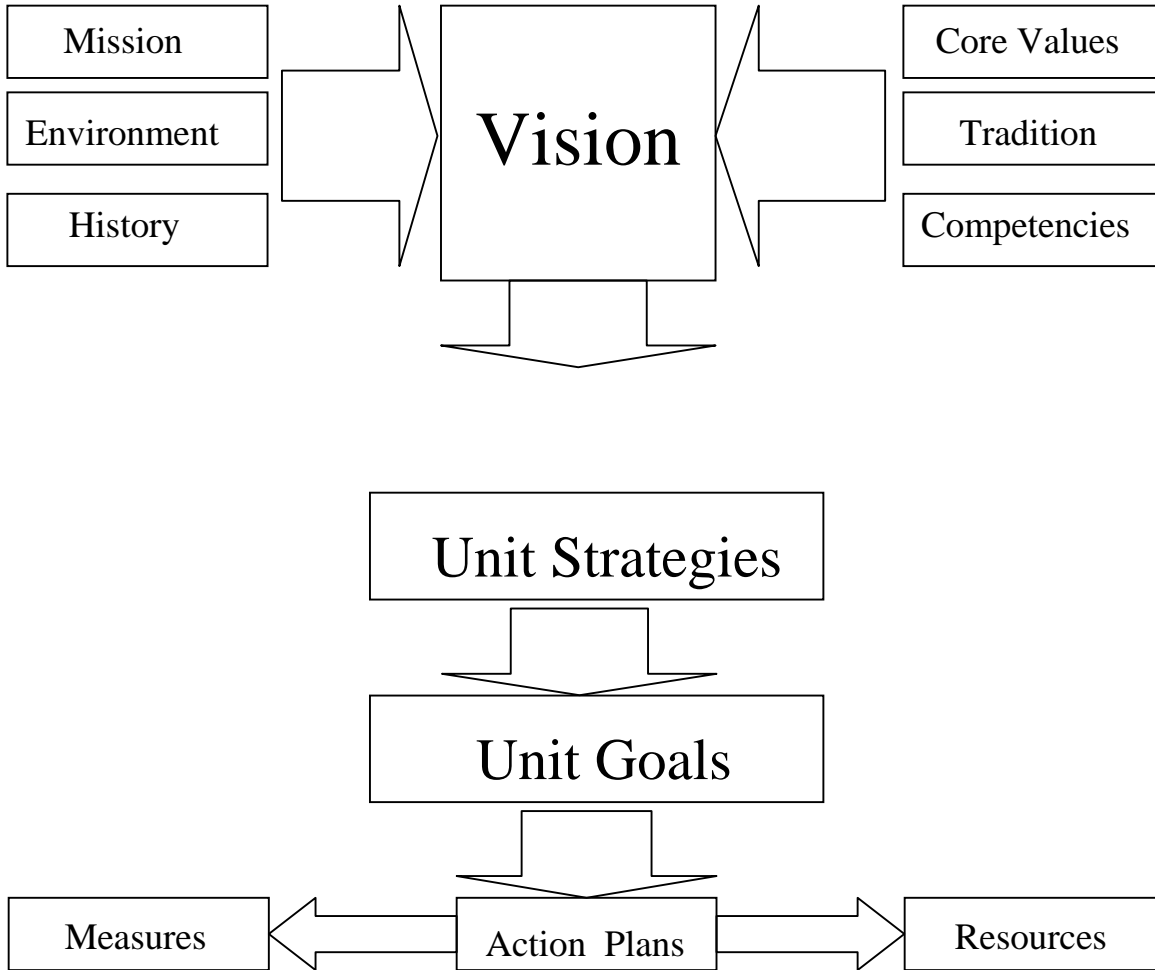


Section Six - Planning Processes at Texas A&M University

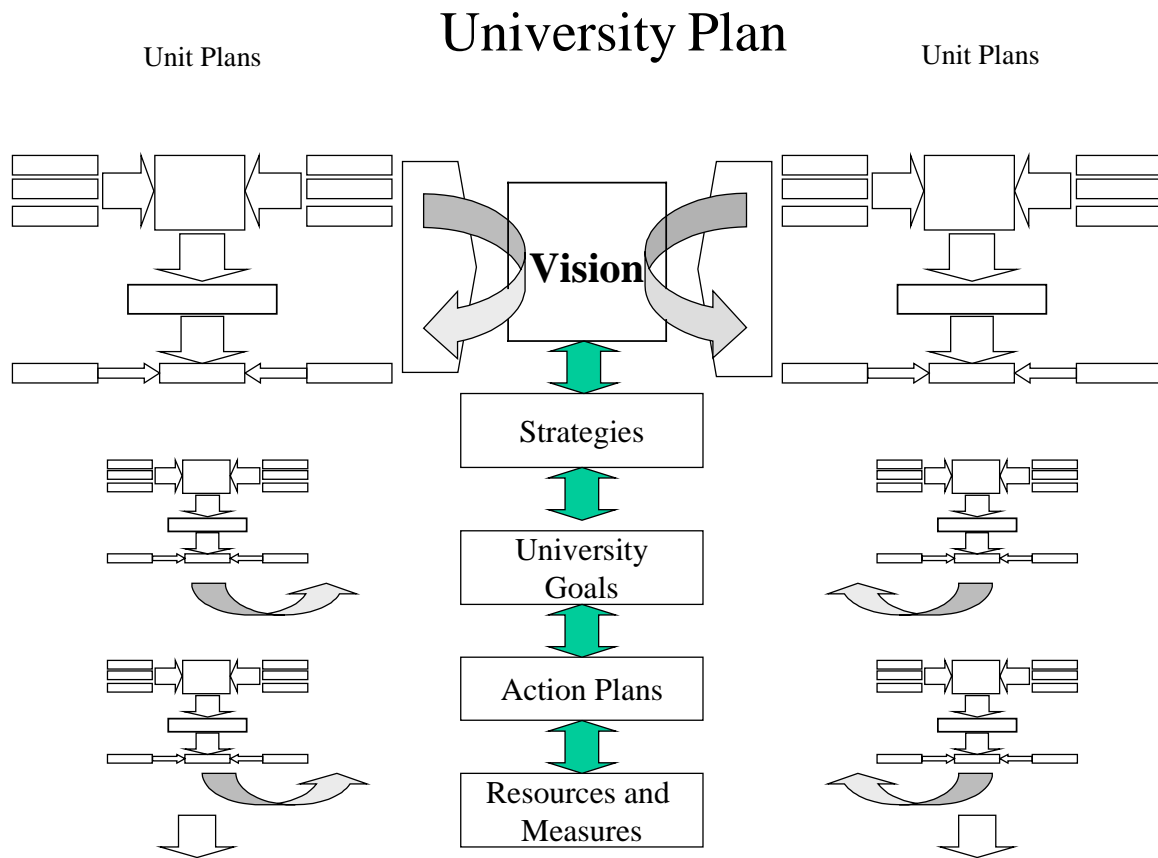
There are a number of planning processes at work that impact Vision 2020, and similarly, Vision 2020 will affect these on-going efforts to set direction and gauge progress of all programs at Texas A&M University.

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Unit Plans

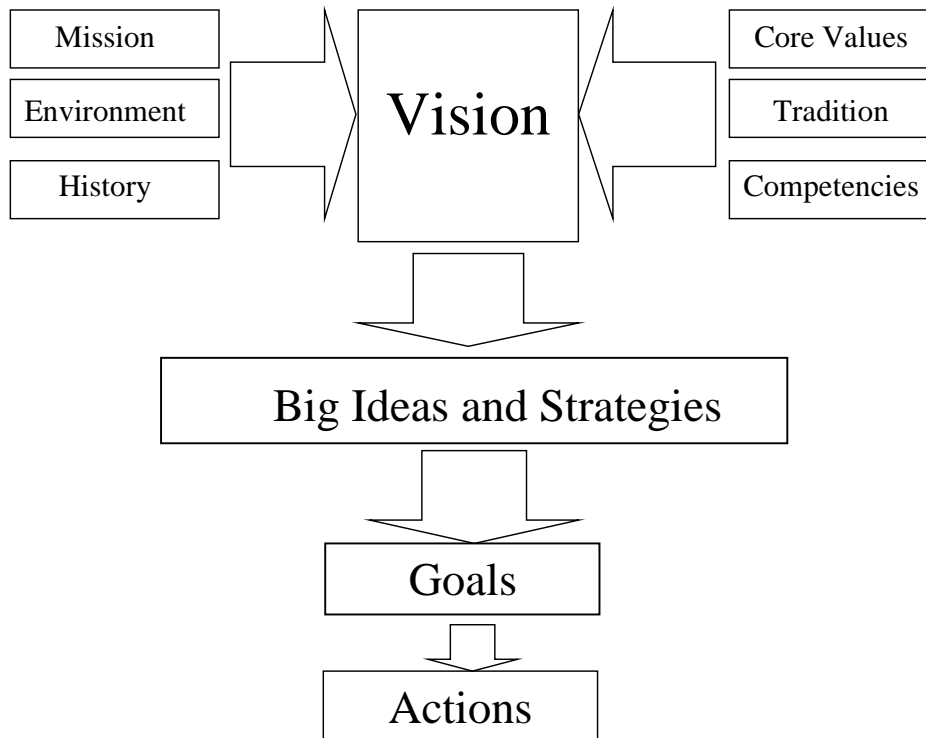


Unit Plans: Each year all units on campus review and update their strategic plans. This includes academic and service units. These plans are used as a framework to evaluate the university plan.



The University Plan: The university plan is created by simultaneous top-down and bottom-up processes. Unit plans are examined and reinforcing concepts are identified. The president and the leadership of the campus set a mission and goals that are responsive to anticipated needs and strengths in individual units. Every four to five years a refreshed university plan is developed.

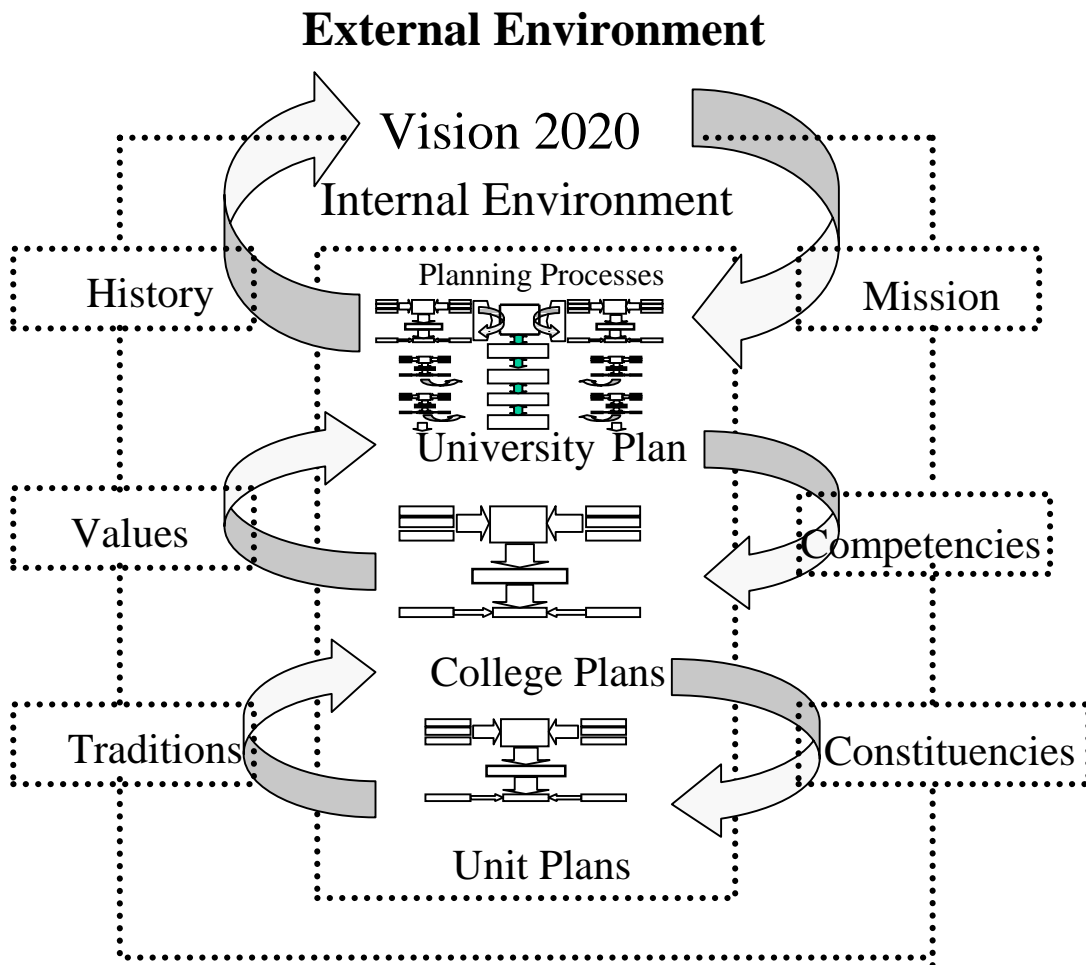
Generational Planning



Generational Planning: Approximately every 20 years a major effort to review Texas A&M University is carried out. In the early '60s *The Aspirations Study* suggested goals for the university to reach by 1976. In the early '80s *Target 2000* set goals for the turn of the century. Now, as we approach the new century, *Vision 2020* will set direction for the university until the year 2020.

The Vision 2020 Plan

The Context of Planning at Texas A&M University



Vision 2020: Vision 2020 will combine views from both on- and off-campus to develop a perspective of the future that will guide the continued growth and development of quality at Texas A&M University.