

1. STUDENT SUCCESS

1. Enhancing Student Success

Improving Undergraduate Student Success

The State of Texas’s master plan for higher education, *Closing the Gaps*, emphasizes the necessity for the state to improve both access to college and the success of college students as measured by certificates and degrees awarded. We believe that degree completion is critical, but we also believe that student success includes, in addition: college readiness among high school graduates; a demonstrable level of learning while in college; an improved pace of college completion; a larger fraction of graduates who pursue advanced degrees; and a well-established link between graduates and the job market.

Goal

Each University of Texas System institution has set targets and will pursue increasing graduation rates. Graduation rates are important, but they are not the sole indicator of student success, and each institution will continue to develop and implement a robust set of initiatives to encourage progress, measure learning outcomes, and increase degree attainment. It is important that both the UT System and each UT institution perceive their roles as a part of a larger educational system that fosters diversity and student success, with links to K-12 and community colleges on the one hand, and links to work force, the civic community, and the larger research enterprise on the other.

Strategies

Use the tuition structure and other institutional policies to emphasize and encourage full-time, full-year attendance and timely graduation.

Attending college full-time and making good use of summers contributes to higher graduation rates and to earlier earning capacity of the graduates. Higher education institutions have implicitly accepted and accommodated many practices that at least tolerate, if not encourage, an inefficient use of time by college students. Tuition policies such as flat-rate tuition and financial aid policies that encourage student engagement on campus, such as work-study programs, are examples of existing programs that

encourage full-time attendance. In addition, the faculty of each institution should review the curricula for excessive prerequisites and inefficient gatekeeper courses, and administrators should review bottlenecks in scheduling and the adequacy of academic advising.

Provide more systematic feedback on the labor market.

With research support from the UT System, campuses should examine the extent to which students are provided, from an early time, with solid information on the labor market and emerging job opportunities. Students should understand the current demand for students with majors in the science, technology, engineering, and mathematics disciplines. Faculty should consider how internships, service learning, and undergraduate research may both deepen student learning and provide exposure to postgraduate employment. Study abroad opportunities may also help prepare students for a globalized work force. Preparing the best students for additional degrees should be an important priority. Each campus should also consider how well its graduates do in the labor market, especially those who pursue careers as K-12 teachers.

Maintain and develop a focus on student learning outcomes.

Student learning is a critical part of institutional accreditation, so each campus already has an incentive to develop robust indicators of student learning. The UT System should continue to assist the campuses, where it is cost-effective, to evaluate learning in broad areas such as quantitative and critical reasoning, writing, and computer literacy, using national instruments such as the National Survey of Student Engagement and the Collegiate Learning Assessment. Institutions should be encouraged to work with faculty to re-examine teaching strategies and resources to enhance higher levels of student learning. Campuses should be encouraged to require the SAT/ACT for all entering students as a diagnostic of preparation and to match them to programs that will foster success.

Develop policies for handling remediation and acceleration.

The UT System and institutions should work within the context of the state's college readiness framework, including a review and enhancement

of relationships with community colleges. Campuses should rely largely on community colleges for remediation of deficiencies among their students. An effective course placement assessment plan should be designed and implemented to encourage students to begin their college work at an appropriate level. To help increase access and control enrollment, institutions are encouraged to continue and expand collaborations with high schools and community colleges to remediate student deficiencies, to strengthen communication about and alignment with academic requirements for college-level work, and to facilitate transfers, including development of more automatic transfer policies and processes.

Each institution should also have a plan for encouraging and accelerating students who have earned substantial college credit through early admission, Advanced Placement, International Baccalaureate, and dual high school/college enrollment.

Metrics

- Increase in overall first- to second-year retention rates from 71% to 85%
- Increase in overall four-, five-, and six-year graduation rates from 40% to 59%
- Increase in four-year graduation rates of transfer students from 54% to 75%
- Increase to or stabilization at 30 of average SCH completed by each student within an academic year and increase in proportion of all students carrying a full load (12 credits or more)
- Decrease in total SCH generated in remedial courses from 58,800 to 55,000
- Reduction in proportion of undergraduate semester credit hours that are remedial from 1.7% to 1.1%
- Increase in percentage of graduates who, within one year of graduation, are employed or enrolled in advanced degree programs in Texas
- Increase to near 100% the proportion of major and minor degree programs that have recently been reviewed by faculty

Graduation Rate Targets
 UT System Academic Institutions
 2005-2015

In February 2006, the UT System Board of Regents passed a resolution to use national criteria for developing targets to improve graduation rates. 2015 targets must meet or exceed either the 2000 Carnegie Class Average or the All Public 4-year Institution Average.

	Grad Rate 1997 Cohort	2000 Carnegie Class Average	All Public 4-year Institution Average	2010 Target	2015 Target
Arlington					
Four-year rate	20%	20%	26%	26%	30%
Five-year rate	34%	40%	47%	40%	44%
Six-year rate	37%	46%	53%	46%	50%
Austin					
Four-year rate	36%	35%	26%	55%	60%
Five-year rate	64%	58%	47%	73%	75%
Six-year rate	71%	63%	53%	80%	85%
Brownsville					
Four-year rate	n/a	18%	26%	10%	26%
Five-year rate	n/a	37%	47%	20%	47%
Six-year rate	n/a	44%	53%	25%	53%
Dallas					
Four-year rate	32%	20%	26%	38%	47%
Five-year rate	52%	40%	47%	57%	62%
Six-year rate	57%	46%	53%	65%	72%
El Paso					
Four-year rate	2%	20%	26%	10%	20%
Five-year rate	15%	40%	47%	23%	40%
Six-year rate	26%	46%	53%	34%	53%
Pan American					
Four-year rate	6%	18%	26%	18%	26%
Five-year rate	18%	37%	47%	30%	47%
Six-year rate	26%	44%	53%	35%	53%
Permian Basin					
Four-year rate	15%	18%	26%	18%	26%
Five-year rate	26%	37%	47%	35%	47%
Six-year rate	29%	44%	53%	40%	53%
San Antonio					
Four-year rate	6%	18%	26%	11%	26%
Five-year rate	19%	37%	47%	27%	47%
Six-year rate	28%	44%	53%	37%	53%
Tyler					
Four-year rate	28%	18%	26%	26%	28%
Five-year rate	39%	37%	47%	47%	49%
Six-year rate	44%	44%	53%	53%	55%

Source: IPEDS Graduation Rate Survey data

Notes:

1. Graduation rates are defined as the cumulative percent of first-time, full-time, degree-seeking students who graduated in four, five, and six years.
2. Peer institutions are those provided by each UT System institution for the 2005-06 Accountability Report.
3. Under the new version of the Carnegie Classification System, released the week of February 27, 2006, Arlington is grouped in a new category with Dallas and El Paso. Therefore, its information is presented with more similar institutions, rather than with Doctoral Research Extensive institutions.
4. Most students at UT Brownsville matriculate at Texas Southmost College, so graduation rates cannot be accurately calculated for the campus.
5. UT Tyler did not admit freshmen until summer/fall 1998, so its graduation rates are based on the 1998 entering cohort.

- Completion of implementation and expanded use of degree-checking software at all academic institutions
- Increase in proportion of graduates who have had undergraduate research experience, a chance to study abroad, an internship, or service learning opportunity
- Expansion and documentation of results of K-12 collaborations



Developing More Majors in Science, Technology, Engineering, and Mathematics

The President of the United States, the National Academy of Sciences, and various commentators have observed that the scientific and engineering capacity of the United States has been shrinking in comparison with the rest of the world. As other populations are becoming better educated, the market for white collar jobs has become globalized, and outsourcing of professional and near professional jobs is increasing.

There is already in the United States a shortage of professionals in some health fields, and a large fraction of the new doctorates in science and engineering goes to nationals of other countries. The Government Accountability Office reported that just 27 percent of U.S. students obtained degrees in science, technology, engineering, and math compared with 32 percent ten years ago.

Goal

The UT System institutions should seek to produce more graduates in the “STEM” disciplines at all degree levels (bachelors, graduate, professional). The production of more highly trained teachers in science and mathematics, particularly at the secondary level, is also a critical need.

Strategies

Provide more systematic feedback on the labor market for “STEM” graduates.

Each campus should examine the extent to which students receive, from an early time, solid information on the labor market and emerging job opportunities for students with majors in the “STEM” disciplines. Faculty should consider how internships, service learning, and undergraduate research may both deepen student learning and provide exposure to post-graduate employment.

27 percent of U.S. students obtained degrees in science, technology, engineering, and math compared with 32 percent ten years ago.

Partner with health institutions in reaching out to K-12 schools to attract more students to science and health careers.

See also pp. 47 and 53 for strategies the health institutions will pursue.

Align fund raising, financial aid, and investment priorities to help more students enroll in and complete “STEM” majors.

Local funding could be used to match national competitiveness grants to strengthen campuses’ ability to support educational and research programs that attract and benefit these students.

Recruit more graduate students within the UT System.

Given the declining numbers of U.S. nationals who are entering graduate programs in science and engineering, it is important for each academic campus to recruit its own students for graduate study somewhere. Campuses should be recognized for their ability to produce good graduate students, regardless of where those students pursue their advanced degrees.

Consider replicating the successful UTeach model from UT Austin.

Throughout the UT System, the production of secondary teachers has declined. This decline is especially noticeable in the high-demand fields of mathematics and science. The successful

UTeach model will be considered by the UT System for replication on other campuses. UTeach introduces and recruits undergraduate math and science majors to secondary school teaching, providing a new, streamlined pathway to completing a bachelor’s degree and teacher certification in four years. UTeach students make rapid gains toward teaching excellence due to personal attention and guidance of highly experienced faculty mentors and successful public school teachers. UTeach is an expensive program because of the individual mentoring required, and so philanthropic assistance will be needed to pursue this strategy.

Consider what needs and limitations may be imposed on specific majors by facilities, equipment, accreditation requirements, and faculty availability.

A strong science/engineering base is necessary, with sufficient numbers of high-quality undergraduate classroom laboratories for core fields, with some flexibility to respond to unexpected emerging scientific and engineering areas. The UT System can assist campuses in identifying and competing for federal funds designed to support the American Competitiveness Initiative relative to “STEM” disciplines. These limitations should be considered in connection with enrollment management, noted on page 23.



Metrics

- Increase in number of majors in science, technology, engineering, and math ("STEM") from 21,560 to 31,000
- Increase in proportion of students enrolled in "STEM" majors from 15% to 17%
- Increase in degrees awarded in "STEM" fields from 3,066 to 4,475

Using Financial Aid Strategically

As the state's share of higher education funding has declined, students increasingly must pick up the slack through tuition and fee charges. At the same time, the need to educate more Texans has never been greater. The state's master plan for higher education, *Closing the Gaps*, calls for significant increases in enrollments of Hispanic and African-American students, many of whom will come from economically disadvantaged families. Student financial aid must assume an even greater role in funding higher education opportunities in the future if Texas is to meet its goals.

Higher education is both a public and a private good. Those who obtain college degrees earn significantly more, over their lifetime, than those who do not. However, the benefits that accrue from obtaining a college degree are not only additional personal wealth. There are also social benefits that are important to democratic

- Increase in number of secondary teachers certified from each campus each year and in number of secondary teachers qualified in a math or science area who are certified each year
- Increase in number of graduates who pursue graduate or professional study in "STEM" fields
- Increase in numbers of faculty hired in "STEM" disciplines

societies, such as better-informed citizens, healthier populations, and improvements in local, regional, and state economies. Beginning with the GI Bill following World War II, student aid has fueled dramatic increases in college enrollments. The creation of the Pell Grant program, the Guaranteed Student Loan Program, and various campus-based programs have had a significant impact on students' access to higher education. Texas has seen a shift from a "low tuition, low aid" model for providing access to higher education to one that is characterized by higher tuition and greater student aid to ensure accessibility for all Texans, regardless of income level.

"As a system, we have a real opportunity to take a leadership role in how the nation views itself as it makes the demographic transition from a majority/minority demographic pattern."

Goal

Getting students in the door is only part of the challenge facing Texas higher education institutions; keeping these students in college is equally as important. Research shows that today more than half of all students who enter college never receive a degree. Given this statistic and coupled with budgetary constraints, the focus of policymakers is shifting from college access to student success. Increasingly, student aid needs to be structured in a manner that both provides access to college and rewards heavier course loads and earlier graduation.

Although most federal and state student aid is regulated by specific law, academic institutions distribute institutional aid that plays an important, and growing, role in meeting student financial needs. Academic institutions need to develop policies to use student aid strategically. Soon institutions will have to justify student aid budgets in terms of student success. This means that we must define what “student success” means in concrete terms. The best indicator that leads to college success is that of student persistence, which has been reported in the research literature to be highly correlated with college graduation.

Strategies

Focus financial aid on student success and graduation.

In conjunction with developing student success metrics and enrollment management strategies, academic institutions will need to rethink the current financial aid strategy, which lacks consistency and focus on student success. Student aid policy should have its primary focus



on student graduation rather than using a philosophy of “first-come, first-served.” The following questions pertain to this issue. Would student aid be provided first to full-time students and second to part-time students? Should grant aid be front-loaded for students earlier in their careers? That is, should work-study and campus aid be used in this manner? Should there be a difference in approach for economically disadvantaged students in terms of the aid to be provided? Should the institution guarantee student aid for only the first four years of study? Then should student aid be awarded based on

whatever is available such as subsidized and unsubsidized loans?

Provide a guarantee of access to UT System academic institutions.

Research strongly indicates that students and families often overestimate the cost of tuition and fees, and underestimate their eligibility for student aid.

- While the UT System may not be able to make the financial aid system less complex, during 2006-07, it should consider the policy and resource needs and implications of providing students with a simple guarantee of access to UT System academic institutions. For example, the UTEP Promise, announced in spring 2006, will cover all tuition and fees for first-time freshmen with family incomes less than \$25,000. Similar plans at other UT System institutions would let all low-income Texas students in good academic standing know that financial aid is there for them if they need it.
- The TEXAS grant and Texas B-On-Time loan programs have the potential to provide such a guarantee, but funding levels have not allowed the program to serve all of the students who qualify for the award. The UT System can use institutional aid to provide that guarantee and help fulfill the promise made to Texas students when the TEXAS grant was created in 1999.

Form partnerships and leverage work-study funds with the community and industry.

- Cultivate business and private industry to form partnerships to support students financially as well as to develop student job skills. Given that the federal and state budgets have not kept up with inflation, there is a strong need for academic institutions to work with the business community, private industry, and philanthropic foundations. A significant campaign to create scholarships endowed by the business community for bright, economically disadvantaged students should be initiated. These scholarships should be focused on student success.
- Work-study funds should be leveraged with the business communities or private industry in an effort to double the funds to support student success. Students could be funded through the

campus office of financial aid and be placed outside campus where they can begin to apply classroom knowledge to specific job skills in an area of interest. This activity will take resources to cultivate partners and invite them to contribute to funding students.

- Funding programs could be shaped to high-priority areas, for example, through scholarships for students pursuing degrees in science, technology, engineering, and mathematics, and leveraged with federal funding in these areas.

Develop plans to assess student success in terms of persistence.

The UT System will work with academic institutions to develop plans to assess student success in terms of student persistence and constantly monitor and analyze how student aid is affecting the categories of students that comprise the concept of persistence: degree completions, continuous enrollees, stopouts (those who leave and return), and dropouts.

Managing Enrollment Strategically

The demographic and economic realities of higher education in Texas pose a stark challenge for universities. Despite relatively meager resources for capital improvements, and operating costs that have not kept pace with inflation and have declined on a per student basis, the universities are nevertheless expected to substantially raise enrollments to give all segments of the Texas population higher educational opportunity.

Metrics

Several categories of persistence and related indicators will need to be monitored and analyzed to assess the effectiveness of student aid on student success:

- Increase in students who receive financial aid and remain enrolled continuously
- Increase in proportion of students enrolled full-time each semester (12 credits or more) from 74% to 80%
- Increase in degree completions among students who receive financial aid from 23,788 to 34,183
- Decrease in numbers and proportion of stopouts
- Decrease in numbers and proportion of dropouts

While reaffirming its commitments to educational opportunity, to the educational benefits of a diverse student population, and to the need to “close the gaps,” the UT System also recognizes that it must manage enrollments if it is to provide a quality education and fulfill its mission.

Goal

Each University of Texas System institution needs to consider how many students it can reasonably and successfully educate while best utilizing its classroom and other facilities. Optimal use of campus resources may require changes in admissions, the availability of majors, the times and days of classes, the ways classes are delivered, and expanded relationships with community colleges.

Strategies

Assess the current capacity of each campus, considering the efficiencies that could be achieved through better use of existing facilities.

Each institution will be asked to consider its current admission policies and the coming demographic pressures on admission. During 2006-07, each campus will develop a specific enrollment management plan for Board of Regents approval. Campuses may wish to consider developing a separate admission process for students who know that they want to attend part-time. The provision of specialized advisers to this student segment could help identify the services and course offerings these students need.

Each campus should also consider whether the use of online or hybrid courses, cooperative courses offered with other UT institutions, or courses offered at off-peak times might improve the carrying capacity of the campus. Any assumptions about new buildings should be carefully examined in light of current capital constraints. The UT TeleCampus could be made available to provide assistance in the development of online and hybrid courses, and online degrees. [This topic is addressed more extensively in section 5, Improving Productivity and Efficiency.]

The UT System should work with campuses to make it easier for students to enroll in courses at more than one institution and can assist in development of inter-campus "virtual departments."

Consider what limitations may be imposed on specific majors by facilities, equipment, accreditation requirements, and faculty availability.

Institutions need to be realistic in assessing how many students they can realistically educate in each major. Despite the national need for more majors in "STEM" disciplines, these disciplines tend to require specialized equipment and skilled teachers who are in short supply. It seems likely that for the foreseeable future, there will be more applicants to some majors (e.g., nursing) than spaces available. Where admissions to majors are likely to be limited by fiscal

constraints, students should be given a realistic appraisal of their ability to compete for an available seat. The UT System should help assess whether excess capacity in high-demand majors might be available at specific institutions and help to advertise that fact at other campuses that are oversubscribed.

Design realistic freshman and transfer admission policies in coordination with community colleges.

A framework that emphasizes college readiness and articulations with community colleges, as outlined in H.B. 1 passed in the third special session of the 79th Texas Legislature, will also serve as a mechanism for enrollment control. Community colleges would take the major responsibility to provide developmental education, and four-year institutions, including UT System campuses, would enroll more juniors and seniors. The cost to families over four or five years would be less with two years at community college. UT System institutions should increase efforts to communicate clearly expectations and criteria for success: admissions forms should require information such as college entrance exam scores and campuses should examine high school curricula as part of their admission process. It is an unproductive practice to admit students who have no realistic chance of completing a degree in a reasonable period of time, or of seeming to promise them entry to a major for which they are unlikely to qualify. The UT System should assist in making whatever changes are necessary to the Texas Common Application.

Review existing academic policies.

Lenient policies concerning full-time status, readmission, dropping and adding courses, and completion of prerequisites should be reviewed and evaluated. Faculty members and student affairs personnel should enter into a sustained dialogue about the effects of such policies and how they might best be altered, if necessary, to keep students moving through their degree programs.



Metrics

- Completion of long-range campus enrollment strategy plans in 2006-07
- Improvement in space utilization ratings
- Increases in time utilization (fraction of the instructional week that facilities are utilized)
- Identification and clear communication with entering students about majors with quantitative limitations

Improving Graduate Education and the Postdoctoral Experience

"The Board of Regents needs to hear more and know more about graduate education and graduate students. There will be a bottleneck in expanding and increasing quality if there are not adequate faculty – the state needs to produce more Ph.D.s in key fields. We need to encourage campuses to think about this systematically, identify potential graduate students, and recruit them."

The quality of predoctoral and postdoctoral academic educational programs is of crucial importance to the UT System. Individuals receiving a Ph.D. degree and other nonprofessional doctoral degrees are important contributors to research and education across the state. Individuals who have accomplished these degrees not only seek academic careers, but equally important, are recruited by industry, government, and other public and private institutions.

In some fields, a significant period of both postdoctoral education and training is essential for preparation for these careers. In contrast to undergraduates, candidates for doctoral degrees are recruited from around the world. The quality of these candidates profoundly influences the recruitment of university faculty who depend heavily upon pre and postdoctoral students in their research and teaching efforts.

Goal

As part of the UT System's strategic planning process, it is appropriate to review and make recommendations on the development, administration, and evaluation of doctoral programs and on the postdoctoral experiences of people affiliated with The University of Texas System institutions. A number of recent initiatives within the System, including the Washington Advisory Group report, external commission reports, and the *Closing the Gaps* proposal, envision the development of doctoral programs as critical to the further development of research and clinical practice. In addition, as the current faculty ages, additional faculty members will be needed for expansion and

replacement. Parenthetically, we note that the most respected ranking of academic programs is the occasional National Research Council ranking of doctoral programs.

Strategies

Convene task force on doctoral programs and postdoctoral experience.

The UT System needs a comprehensive overview of doctoral and postdoctoral education since these trainees play essential roles in the university during their training and in society upon graduation. To expand programs and increase quality, UT System institutions must replace faculty who retire; nonacademic positions will increasingly require postbaccalaureate training, and many critical societal problems cannot be solved unless we increase the diversity of leadership positions that often require doctoral-level training. Critical shortages in "STEM" fields already threaten the future competitiveness of UT System institutions, the state, and nation, and poor planning may lead to other shortages. Campuses need to incorporate doctoral and postdoctoral training into their strategic planning, and the UT System needs to support these efforts and develop accountability metrics.

The UT System has appointed a task force during 2006-07 to study the many issues associated with doctoral education and postdoctoral appointments. These issues include, but are not limited to:

- Recruitment of graduate students, with attention to the balance of foreign versus domestic students and the diversity of students recruited;
- Progress of graduate students, including time-to-degree, placement after graduation, and reasons for dropping out before completion;
- Employment of graduate students and postdoctoral fellows;
- Appropriate keystone experiences, other than the traditional dissertation, for doctoral students to demonstrate their scholarship, research, and creativity;
- Institutional barriers at any level to improvement of the quality of doctoral education or postdoctoral experiences; and
- Resources required to compete nationally and

internationally for the very best graduate students.

During an eight to twelve month period, the task force will carefully examine the competitive position of the UT System in attracting the most outstanding graduate students, providing the best curricula, laboratory, and research experiences and working environment, including mentoring and working conditions, and the career outcomes for these students.

The task force includes one faculty member from each of the institutions granting graduate degrees, a current predoctoral and postdoctoral student from both academic and health institutions and two members from organizations which employ graduate students in significant numbers.

The task force plans to gather data through published literature, hearings at which current and past graduate students will testify, and opportunities for graduate deans and faculty to present their views. Information will be gathered from the range of institutions, both academic and health-related, regarding the quality of students produced by UT System institutions. There will



be a thorough exploration of various ideas and proposals about methods for strengthening graduate education in both academic and health institutions. Every attempt will be made to assess the broad range of graduate programs which include humanities, social sciences and

arts, as well as physical, biological, and behavior sciences and engineering. A web page will be established so that ideas, criticisms, and suggestions can be received from interested parties throughout the university.

Expanding Global Initiatives

To assure success in the twenty-first century, the UT System has a compelling obligation to prepare students to be informed citizens, with exposure to global issues and the ability to operate in a global environment.

institution who wishes will have an international study experience. Study and work/study abroad will be enhanced. There will be substantial increases in collaborative efforts and in the number of foreign faculty and students who come to study and teach at UT System institutions, and curricula and research will be strengthened with additional focus on international issues and perspectives. Internationalization will enhance the System's educational goals and responsibilities to:

The need for global competence, the major role that higher education institutions play in developing it, and specific strategies for improvement have been articulated in a number of comprehensive national policy papers including: *Building a Strategic Framework for Comprehensive Internationalization* (American Council on Education, Nov. 2006); *The National Defense Education and Innovation Initiative* (Association of American Universities, Jan. 2006); *Global Competence and National Needs* (Commission on the Abraham Lincoln Study Abroad Fellowship Program, Dec. 2005), *Education for Global Leadership* (Committee for Economic Development, 2006), and the President's *American Competitiveness Initiative* (Jan. 2006).

"What nations don't know can hurt them... For their own future and that of the nation, college graduates today must be internationally competent... Broad global awareness among America's future leaders will, in turn, lead to more effective U.S. foreign policy, greater security from terrorism, and economic resilience in the increasingly competitive world of trade."

- Meet the future needs of Texas's and America's global economic competitiveness and national security.
- Produce more interculturally competent graduates.
- Prepare graduates to function effectively in a more global world.
- Continue to compete at the highest levels internationally for the best students, researchers, and faculty.
- Stimulate study abroad for all Texans.
- Appear more favorably as a leader in international education.

Goal

Within ten years, UT System will offer incentives and programs to ensure that any undergraduate, graduate, or professional student at a UT System

The UT System should be more fully prepared to respond to these opportunities and challenges in a systematic and strategic way and to add value to individual campus efforts. Across the UT System campuses, international students comprise less than ten percent of undergraduate enrollments among academic and health-related institutions. And a comparatively small proportion of students are able to have an overseas learning experience. Moreover, the international focus at some campuses has developed without an overarching plan for an international agenda. Clarity does not exist about strategically chosen countries within which to seek alliances, nor about the kinds of activities and partnerships that should be developed. Currently, the UT System does not possess a complete, accurate inventory of its international activities and has not made internationalization a strategic priority.

Strategies

Build on existing activities and areas of expertise at the UT System level and among campuses.

Campuses. Most institutions within the UT System already are engaged in international activities involving study abroad, research partnerships, and some academic programs offered abroad. For example, international students comprise over 22 percent of graduate students on academic campuses and 13 percent on the health campuses. And, UT Austin has the fourth largest study abroad program in the U.S., sending 2,169 UT students to study abroad for credit in academic year 2004-05.

UT System. System-level assistance has led to a number of accomplishments to date, for example: coverage by International SOS for Worldwide Assistance and Emergency Evacuation for all UT System and unit faculty, staff, and students traveling abroad on official business funded by the System; development of a clear, straightforward, standard university exchange agreement document; and establishment

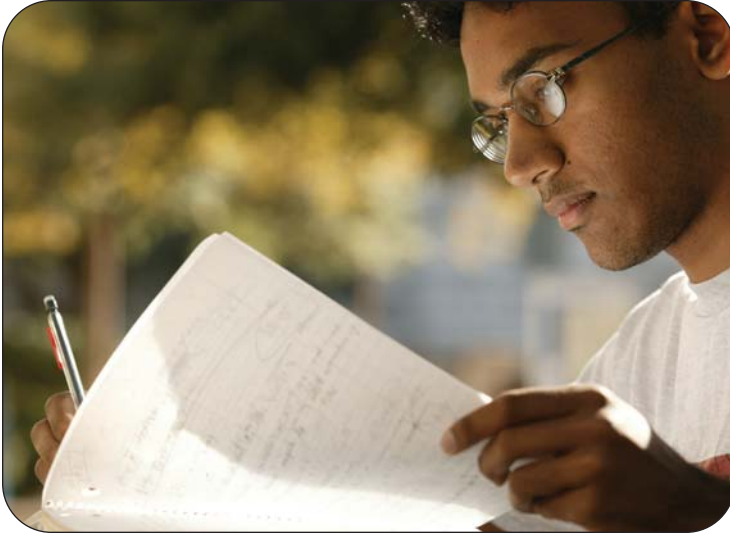
of policies consistent with university hiring of foreign nationals for faculty and research staff positions as regulated by U.S. immigration laws and regulations.

Identify areas where the UT System can “be the best” globally, match with existing international strengths within the System, and note strategic gaps.

An inventory of international activities should be conducted in 2006-07. The scope of this study would focus on the external and internal environments for internationalization, the curriculum, campus activities and student life, education abroad, international partnerships, resources and infrastructure, and faculty development opportunities. (The American Council on Education provides extensive guides to national best practices, strategies, and resources for this kind of inventory.)

- Identify where the big players are and strategic niches for the UT System.
- Learn what the current scope is for international undergraduate and graduate educational, research, and clinical activities at each UT System institution.
- Link overseas experiences with on-campus study, research, and other student activities.
- Determine how these activities fit into each campus’s long-range plans.
- Identify areas in which the UT System could assist campuses.





- Enhance and expand international research partnerships.
- Consider the relationship between System and campus activities and areas where the System can add value, for example, developing a UT System consortium to facilitate study abroad.

Lay out, during 2007-08, a 10-year international strategy for the UT System, specifying areas of emphasis for students, research, and institutional partnerships.

- Host a UT System workshop on international program best practices to build awareness and leverage knowledge and experience across the System.

Convene a System-wide international task force to develop recommendations on a strategic framework for internationalization and high-priority areas to enhance or develop.

Topics to consider may include:

- Support interaction, shared information, and resources among UT System institutions.
- Focus on study-abroad experiences for UT System students.
- Expand the UT System's global presence abroad to draw foreign students to Texas.
- Seek more collaborative arrangements with foreign universities, including dual degree programs, through established or new partnerships.
- Enhance foreign language instruction.
- Examine degree programs at all levels to ensure that campuses are providing training that corresponds to today's increasingly globalized and independent world.
- Focus on particular areas of the world for UT System attention.
- Capitalize on Texas's proximity to Mexico.

Potential elements of this strategy might include:

- Define the relationship between System and campus activities and areas where the System can add value.
- Establish steps and a timeline for enhancement or development of new study abroad, dual degree, or other collaborative arrangements.
- Define the desired outcomes of these activities.
- Identify new kinds of support that will be needed for the global interactions of its member campuses, e.g., new approaches to financial aid and facilitation of complex partnerships.
- Identify resource needs, for example, to enable nontraditional students to have a study abroad experience.
- Identify policy or procedural changes needed to support internationalization.
- Include internationalization as a System priority in institutional Compacts.
- Suggest a leadership presence for the System in advocating at the state, national, and international level.
- Recommend the desired outcomes and metrics of these activities in terms, for example, of numbers and types of students (traditional/nontraditional) involved, specific learning outcomes, quality of collaborative relationships, and streamlined policies.

