Compact with The Texas A&M University System
FY08-FY09

Member Name: Texas A&M International University

Member Mission, Vision, and CEO Statement

Institutional Mission

Texas A&M International University (TAMIU), a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society. TAMIU provides students with a learning environment anchored by the highest quality programs built on a solid academic foundation in the arts and sciences. To fulfill its mission, the University offers a range of baccalaureate and master's programs and the Doctor of Philosophy degree in International Business Administration. In addition to offering excellent undergraduate and graduate programs, the University pursues a progressive agenda for global study and understanding across all disciplines.

Through instruction, faculty and student research, and public service, TAMIU embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

CEO Statement

August 30, 2007

TO: Michael D. McKinney
Chancellor
The Texas A&M University System

FROM: Ray M. Keck III
President
Texas A&M International University

RE: Campus Compact

While everything in our Strategic Plan is a priority, and every division and administrative unit on this campus is dedicated to moving this University forward, we have identified three priorities to define as our Campus Compact. Each is many-layered and each has the potential to transform this institution.

For our first priority, we are this year beginning a comprehensive First-Year-Experience program for all freshmen. Our efforts are guided by findings and recommendations that emerged from a year-long self-study undertaken during the 2006-2007 academic year, guided by the Foundations of Excellence project of the National Resource Center for the First Year Experience. All freshmen this year are part of a learning community, and all are enrolled in University 1101, a course especially planned to guide their first steps in higher education. Many faculty have cooperated in creating this program. (I am teaching one of those sections of UNIV 1101.) In addition, multiple strategies better to unite technology and pedagogy-delivery in all classes form an essential part of this plan, as well as the establishment of a Faculty Center to promote excellence in teaching. A strong and enhanced experience for all freshmen should improve enrollment, retention, and success.

Our second priority centers upon sponsored research, the only performance measure which continues to offer significant challenges to us as a university. Our need is two-fold. First, we must develop a culture of grant-seeking scholars. Second, we must institutionalize a mechanism which funds research through a strong program of successful grants. We have a five-year plan for a systematic redirection of dollars into research while at the same time stimulating the production of more dollars through grants. The expectation that faculty must put together an aggressive plan for seeking grants is an enormously unpopular one at this time in Laredo. Like so many other challenges we have successfully met, this one offers another opportunity for the University to mature and to develop a sustainable plan for growth.

Our third priority monitors our plans to bring into closer alignment this University's name and its programs. The priority describes in detail how we will expand our international partnerships, on the one hand, while at the same time enriching our own campus culture with a stronger emphasis on international study, awareness, and experience.

Freshman recruitment, retention, and success. Enhanced faculty research. An expansion of our identify as an international university. Each priority is deeply embedded in everything we do and say. And successful implementation of each is essential to the present health and future growth of Texas A&M International University.

Priority #1: Increase the persistence and academic success of TAMIU First-Year students through implementation of goals determined primarily through TAMIU's year-long Foundations of Excellence institutional self-study process.
Link to Strategic Plan: Goal 1: Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

1st Objective of Priority #1: Implement learning community schedules for all Fall of 2007 and Fall 2008 incoming freshman. Freshman Learning Communities will include two freshman seminar classes (1 SCH, 2 hr contact), UNIV 1101 for the 1st semester and UNIV 1102 for the second semester.
Strategies:

- Require all incoming freshman students to enroll in learning communities.
- Recruit appropriate faculty to teach in the learning communities and pay them a stipend for their participation.
- Provide on-going faculty and staff development in meeting the needs of First-Year students.
- Assess the writing, analytical reasoning and critical thinking skills of first-year students; reassess the same students at the end of the sophomore year and the end of the senior year (using the CLA).
- Assess first-year student learning and study strategies using the LASSI—before and after the First-Year Experience.
- Articulate a set of "principles of undergraduate education" or "core competencies" for TAMIU (See Priority 3, Outcome1).
- Articulate general education learning outcomes for the First-Year experience (including information literacy); develop and implement a plan to assess those outcomes by Fall 2008.
- Develop a one-stop informational web page for First-Year students.

Performance Measures:

- 95% of all incoming freshmen Fall of 2007 and Fall of 2008 will be enrolled in learning communities
- 90% of freshmen enrolled in UNIV 1101 and 1102 learning Communities will earn At least a 2.0 overall GPA; Persistence of Fall 2007 First-Year Students (to Fall 2008) will increase by 2% and persistence of Fall 2008 First-Year students (to Fall 2009) will increase by 1%
- 90% Faculty teaching in First-Year learning communities will receive at least a "4" average ("Very Good") on the student questionnaire item "The instructor's effectiveness in teaching the subject matter was…")
- Student learning outcomes for the First-Year will be developed and an assessment will be in place by the beginning of Fall 2008.

Budget Impact and/or Resources Required: 11 full time faculty teaching 1 section at $2,000 each class each term; 2 additional full time experienced freshman seminar faculty to cover remaining courses; two additional part-time tutors for the writing lab. Total resources needed per year: $150,000 for the learning communities; $15,500 for two additional tutors for the writing lab. Hiring of a data and information specialist for PASE ($26,000) will be managed by reallocation within PASE. PASE and IE&P collaborate on funding the CLA ($28,000 over 4 years).

Challenges to Success: Governor's line-item veto of TAMIU Student Success Initiative.

Collaboration/Support Needed (Internal and External to A&M System)
Resources allocated from FY 2008 budget for: Learning Communities ($150,000); Tutors ($15,500)

2nd Objective of Priority #1:
Improve student learning outcomes and pass rates in first year academic courses through improvements in pedagogy and the use of technology.

Strategies:

- Hire a curriculum, teaching and assessment specialist to work with learning community faculty (faculty of academic course components) to improve student pass rates through improvements in pedagogy, and the leveraging of pedagogy with technology.
- Review student learning outcomes and related embedded assessments for all first-year courses; revise where needed.
- Establish a program of public recognition for teaching in the First Year Experience program (freshman seminars or courses that comprise the learning communities).
- Require all entering freshmen to develop electronic portfolios to be used to collect and archive student artifacts.
- Increase student-faculty interaction using technology in the classroom
- Train first-year faculty in the use of "clicker" technology.
- Provide training to first-year faculty on the use of ANGEL and the development of student electronic portfolios.
- Redesign the HIST 1301 Course, using technology to increase student engagement with the subject matter (Dr. Duffy)
- Provide faculty development opportunities (travel to conferences, courses, in-house faculty development opportunities) to faculty teaching first year students.
- Establish a $15,000 budget to fund faculty-development for faculty teaching first-year students.

Performance Measures:

- Pass-rates (with Grade of C or higher) of academic courses in learning communities increase by 5% by Spring of 2008, and another 5% by Spring of 2009.
- Retention of first-year students (to the Fall of the next academic year) will increase by 2% by Fall 2008 and another 2% by Fall 2009.
- NSSE 2008 Active and Collaborative Benchmark Score for TAMIU freshman will increase by two points over the 2006 score for first-year freshmen.
- 20% of first-year faculty are using the ANGEL course management software by Fall 2008.
- 100% of First-Year Students in English 1101 are using Electronic Portfolios by Fall 2008.
- 25% of faculty teaching First-Year courses with over 30 students are using "clicker" technology for classroom-based assessment.
- Establish a $15,000 budget to fund faculty-development for faculty teaching first-year students.
- Provide a variety of faculty development opportunities for faculty teaching first-year students in 2007-2008 and 2008-2009.
- By Spring of 2009, 85% of faculty teaching first-year students say they are satisfied or very satisfied with the professional opportunities provided by TAMIU related to the teaching of first-year students.

Budget Impact and/or Resources Required:
Hire teaching, curriculum and assessment expert to head up a Center for Teaching Excellence ($76-75,000; space; $10,000 budget).
E-Portfolio system attached to ANGEL (a grant has been written to cover the $25,000 cost)
Faculty development money will be taken from the academic advising account (because a large part of their responsibility is to advise first-year students).
Dr. Duffy received a grant to redesign HIST 1301.

Challenges to Success: Limited Funding, Challenge of getting faculty engaged in developing Principles of Undergraduate Education, GE learning outcomes for first-year students, course-based student learning outcomes.
Tight budget
Tight staffing

Collaboration/Support Needed (Internal and External to A&M System)

Collaboration between faculty, First Year Experience Task Force, Office of Institutional Effectiveness & Planning, Center for Teaching Excellence.

3rd Objective of Priority #1:

Increase the percentages of First-Year TAMIU students who complete MATH 1314 (College Algebra) with a grade of "C" or higher (the current DWFI rate for College Algebra is 53%)

Strategies:

- Create, equip and staff a computer math lab classroom (for students preparing for and taking College Algebra).
- Purchase the College Algebra unit of "Math Lab"
- Assist Math faculty teaching College Algebra in leveraging their pedagogy with "Math Lab" and other technology (i.e. "clicker" technology).
- Provide Math faculty with professional development related to Math pedagogy and management of large classes (by director of Center for Teaching Excellence)
- Review and common learning outcomes for MATH 1314 and develop common assessment tools.
- Work with area high schools to vertically align instruction in the high schools with entry criteria for Math 1314.

Performance Measures:

- 5% increase in pass rates in MATH 1314 by Spring 2008 and another 5% increase by Spring 2009. 5% increase in the average (student evaluations) rating of professors teaching MATH 1314.
- 2% Increase in student persistence rates (to the sophomore year) by Fall 2008.
- Meeting/workshop hosted by TAMIU Math Department faculty to acquaint area high school Math teachers with the entrance criteria to MATH 1314 by Spring, 2009.

Budget Impact and/or Resources Required:
1) Math Lab - Dedicated space; 25 computers – Software $50,000 (HEAF $)
2) Two part-time Math tutors ($15,500)
3) Establishment of a Center for Teaching Excellence, appropriately staffed (see objective #1)

Challenges to Success:
Poor preparation in MATH of TAMIU first-year students.
Very large College Algebra classes.

Collaboration/Support Needed (Internal and External to A&M System)
Collaboration between Math Faculty and Center for Teaching Excellence

Priority #2: Build the research capacity of the university, and the ability of TAMIU faculty to attract external support for research.

Link to Strategic Plan: Goal 2: Strengthen and expand faculty and student research and scholarship; Goal 4: Obtain the appropriate resources to assure continued growth and enhancement of all areas of the university.

1st Objective of Priority #2:

Increase the amount of TAMIU research funded by the federal government and other entities external to TAMIU.

Strategies:

- Encourage faculty to seek externally-sponsored research opportunities by requiring them to write and submit at least one grant proposal to receive course release(s) or support for research.
- Institute a new indirect cost policy to allocate additional funds to support the Office of Grant Resources, Office of Budget, Payroll, Grants and Contracts, and the new Sponsored Research Initiative.
- Encourage programs to include sponsored research outcomes in their annual strategic planning template.
- Develop a tracking system to track use of faculty release time; faculty research productivity (can also track university and community service activities).
- Reward faculty for research productivity.
- Include research productivity as part of program review.
- Include sponsored research grant activity as part of the annual merit review.

Performance Measures:

- Implement a new system of research support which requires the submission of a grant proposal for faculty to receive course release(s) or support for research by Fall 2007.
- Implementation of tracking system by Spring 2008.
- Increase faculty research productivity by 5% per annum.
- Increase annual dollars coming to TAMIU from external research sponsors by 5% per annum.
- Increase the number of external sponsored research grant applications submitted by 10% per annum.
- Increase the number of units that include research productivity in their strategic planning templates. By Fall 2008, 25% of the units will include research productivity in their strategic plan.

Budget Impact and/or Resources Required:

- Incentive monies for new sponsored research initiative which requires the submission of external funding proposal: $200,000
- Purchase a tracking system to track faculty non-teaching activities. Tracking can be accomplished through collaboration of college secretaries and the office of IE & P. ($5,000-10,000 est.)
- Reallocating indirect costs to support and expand sponsored research activities.

Challenges to Success:
Capacity of the Office of Grant Resources and Office of Budget, Payroll, Grants and Contracts to manage the increase in the number of sponsored research grant applications.

Collaboration/Support Needed (Internal and External to A&M System)
Collaboration between Office of Graduate Studies and Research, Office of Grant Resources, Office of Budget, Payroll, Grants and Contracts, Faculty, Office of IE&P and Colleges.

2nd Objective of Priority #2: Increase faculty awareness of external sponsored research opportunities, general grant writing skills and build research infrastructure.

Strategies:

- Provide written materials to all faculty on how to develop and administer grants.
- Purchase and implement an automated computer system that matches faculty with potential external funding sources.
- Strengthen Office of Grant Resources to provide tracking of grant opportunities to faculty.
- Purchase and implement a computer training module for IRB
- Develop and implement an Institutional Animal Care and Usage Committee (IACUC)
- Develop and implement a series of training modules/sessions
- Develop, implement and advertise Research Week activities and training sessions
- Develop and implement a guest speaker series related to sponsored research

Performance Measures:

- Implementation of automated computer system by Spring 2008.
- Implementation of IRB training module by Spring 2008.
- Implementation of IACUC by Spring 2008
- Implementation of training sessions and Research Week by end of Fall 2007
- Update and distribute Grant Development and Grant Administration Handbook to faculty by Fall 2007.
- Implementation of research speaker series by end of Fall 2008.

Budget Impact and/or Resources Required:

- Purchase licenses for automated computer systems. ($2-3,000)
- Funds for Research Week and guest speaker series ($3,500)
- IACUC consultant/veterinarian ($5,000)

Challenges to Success:

Capacity of the Office of Graduate Studies and Research and the Office of Grant Resources to manage the development and implementation of many new initiatives.

Collaboration/Support Needed (Internal and External to A&M System)

Research Week and training modules will involve the collaboration of many different units within TAMIU: Office of Grant Resources, Office of Budget, Payroll, Grants and Contracts, Purchasing, Human Resources, Office of Graduate Studies and Research, IRB, etc.

3rd Objective of Priority #2: Increase the quality and quantity of Graduate Assistants, and further integration of Graduate Assistants into research endeavors which support faculty research.

Strategies:

- Increase the number of Graduate Assistants via additional university funding.
- Increase the hourly pay rate for Graduate Assistants to attract higher quality Graduate Assistants.
- Research the feasibility of including health care funding and/or tuition and fee subsidies as part of the overall funding package offered to Graduate Assistants.

Performance Measures:

- Increase the number of Graduate Assistants funded by 10% by Fall of 2010.
- Increase the number of faculty grant applications that request funding for graduate assistants by 10% by Spring 2009.
- Increase the number of Graduate Assistants involved in faculty research by 10% by Fall 1010.

Budget Impact and/or Resources Required:

- Possible increase in Graduate Assistant funding for healthcare and/or tuition and fee subsidy.

Challenges to Success:
Capacity of the Office of Graduate Studies and Research and the Office of Grant Resources to manage the development and implementation of many new initiatives.

Collaboration/Support Needed (Internal and External to A&M System)
Increase in funding opportunities for Graduate Assistants

Priority #3: Strengthen and enhance TAMIU's position as the international university in the Texas A&M University System and the State of Texas.

Link to Strategic Plan: Goal 7: Strengthen and enhance TAMIU's position as *the* international university in the Texas A&M University System and the State of Texas. Goal 1: Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

1st Objective of Priority #3:

Advance campus internationalization by building student learning outcomes which present a holistic perspective of global social, legal, economic, political, and technological (SLEPT) conditions into the academic and co-curricular curriculum.

Strategies:

- Convene a Core Curriculum Committee to draft General Educational Principles that provide an international perspective and are aligned with the Coordinating Board Statement on the Core Curriculum in "Core Curriculum: Assumptions and Defining Characteristics" (April 1998).
- Explore ways to embed internationalism into the core curriculum.
- Division of International Programs Advisory Committee will work with faculty to develop student learning outcomes and an assessment plan for a First Year Experience seminar on Global Issues structured around SLEPT conditions.
- TAMIU will take steps to include this course in its Core Curriculum, to have the course included in the Texas Higher Education Coordinating Board ACGM, and to have its revised (Internationalized) Core Curriculum approved by the Coordinating Board.
- Each undergraduate degree program will be encouraged to identify an upper-level course in the discipline that includes student learning outcomes related to SLEPT.
- Faculty will be trained in ways to promote the SLEPT conditions through curriculum and pedagogy.
- Opportunity to learn and Assessment of General Education Principles, including those that address SLEPT conditions, will be included in TAMIU's program review model.

Performance Measures:

- General Education Principles, including those addressing SLEPT conditions will be drafted and approved by Spring, 2008.
- A First Year Experience seminar on Global Issues structured around SLEPT Conditions will be developed and offered to First-Year Students beginning Fall, 2008.
- This course will be evaluated for inclusion in TAMIU's Core Curriculum by Fall 2010.
- By Spring 2009, 25% of degree programs will have identified how they provide their students the "opportunity to learn" about the SLEPT conditions, and how they assess student achievement of learning outcomes related to them.
- A two-year "faculty learning community" on incorporating SLEPT perspectives into curriculum and pedagogy will begin Fall 2007 and run through Spring of 2009. This faculty learning community will meet at least once per month during the regular academic year.
- First cohort of programs to go through program review (Fall 2008) will address student learning outcomes related to TAMIU's General Educational Principles as part of their self study.

Budget Impact and/or Resources Required:
Center for Excellence in Teaching, appropriately staffed. Director will collaborate with the AVP for International Programs, the AVP for Institutional Effectiveness and Planning, and the Assistant Provost to accomplish strategies related to this objective.

Challenges to Success:
Tight funding; limited time; lack of staffing.

Collaboration/Support Needed (Internal and External to A&M System)
Office of International Student Services, Office of International Education, Office of Institutional Effectiveness & Planning, and the Center for Excellence in Teaching will collaborate with faculty and administrative staff to accomplish this objective.

2nd Objective of Priority #3: Build key strategic international partnerships with universities, non-governmental organizations and governments around the world to increase international student and scholar recruitment, and expand international education opportunities.

Strategies:

- Sign letters of intent, memoranda of understanding, agreements, or contracts to expand international education opportunities, executive development programs, and scholarly exchanges.
- Liaise with colleges to encourage faculty to engage in promising international academic endeavors.
- Streamline and enhance the international recruitment and admissions process for international students and scholars.
- Enhance international research opportunities, and promote joint-conferences, seminars and workshops.

Performance Measures:

- Increase number of letters of intent, memoranda of understanding, agreements, or contracts by 2 per year.
- Follow-up and assess the desirability of maintaining, renewing, or canceling an agreement or contract of cooperation once every year.
- Increase number of travel opportunities to visit overseas institutions to establish letters of intent, memoranda of understanding, agreements, or contracts made by Associate VP for IP, Deans, OIE Director, and faculty members by 2 per year.
- Explore reallocation of International student admissions to the Division of International Programs and decide upon a plan to coordinate the delivery of services to international students and scholars by Fall, 2008.
- Increase the number of foreign students and scholars to 5 percent of the total student body by Spring 2009.
- Increase the percentage of faculty intellectual contributions (publications, presentations, and grants) with an international flavor 5 percent per year.

Budget Impact and/or Resources Required:

- Increase M&O and Travel for the Division of International Programs by $10,000.
- An executive secretary for the Division of International Programs ($30,000)
- A Director of International Admissions ($10,000), M&O and Travel ($15,000), and office space.

Challenges to Success:
Ability to mainstream international admissions and increase international recruitment without a true international recruitment budget and one year to measure results.
Capability of the Division of International Programs units to manage the increase in services to international students and scholars.

Collaboration/Support Needed (Internal and External to A&M System)
Across campus collaboration led by Associate VP for International Programs, in particular with campus administrators, deans, department chairs, and student success officers.

3rd Objective of Priority #3: Enhance and increase international student and scholar services, participation of undergraduate and graduate students on study abroad programs, and programmatic expansion of international programs.

Strategies:

- Expand International Student Services to include International Scholar Services.
- Create structured cross-cultural communication and development opportunities between International Students and Scholars and U.S. communities through specialized programming and workshops.
- Increase enrollment in ESL/foreign language courses.
- Offer customized ESL instruction to off-campus entities.
- Promote the Certificates in International Studies (CIS) and Latin American Studies (LAS).
- Raise study abroad awareness campus-wide as well as in the local community.
- Develop a wider assortment of study abroad opportunities, with a greater focus on expanding the offering of faculty-led programs.
- Intertwine study abroad with campus wide student success and student affairs activities.
- Integrate select study abroad opportunities with colleges, ultimately leading to a study abroad requirement for certain majors.

Performance Measures:

- Become an authorized issuing institution of J-1 visas by Spring 2008.
- Design and implement three cross-cultural communication or development workshops/seminar completed by Fall 2008.
- Increase ESL enrollment by 5% by Spring 2008.
- Offer one customized intensive ESL program during summer 2008 to international partners.
- Increase CIS/LAS awardees by 5% by Fall 2008.
- Increase study abroad participation to 2% of TAMIU enrollment by Spring 2009.
- Increase faculty-led program offering to one program per college by Summer 2008.
- Explore and participate in joint-activities with Student Success and Student Affairs. Document and schedule activities in Study Abroad Marketing Plan by Fall 2007.
- Explore and apply for grant/scholarship opportunities for study abroad in conjunction with student success administrative units or academic units by end Spring 2008.

Budget Impact and/or Resources Required:

- Increase M&O and Travel for International Students Services by $10,000
- Reclassification of International Education staff assistant to Student Records Specialist ($4,000) and increase M&O and Travel by $10,000

Challenges to Success:
Limited staffing; tight budget.

Collaboration/Support Needed (Internal and External to A&M System)
Across campus collaboration with Student Success offices and Student Affairs; collaboration with colleges and academic departments; collaboration with local community, study abroad providers and international partners.