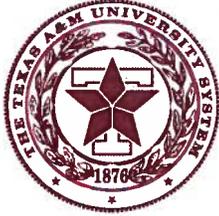




## **Statement on the Future of Texas A&M-Texarkana**

Prepared by President Emily Cutrer  
At the request of the Texas A&M University System  
September 2013



**THE TEXAS A&M UNIVERSITY SYSTEM**  
Office of the Executive Vice Chancellor and Chief Financial Officer

September 12, 2013

Dear Presidents and CEOs:

I am writing to follow up on your conference call with Chancellor Sharp yesterday. As the Chancellor mentioned, the Regents have been meeting with Dr. Richard Chait in an effort to make Board meetings more effective. Their recent meeting with Dr. Chait produced two ideas that the Chancellor wants to put into effect beginning with the October 31 Board meeting.

First, the Board agenda will be streamlined. More items will be placed on the consent agenda, and if there are no objections from individual Regents, they will be dealt with more rapidly than under the traditional approach. The goal is to reduce the time of regular Board meetings by two hours.

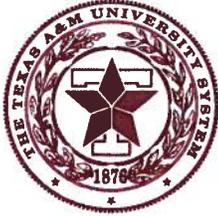
Second, the Regents want to use this additional time to focus more broadly on the future of the Texas A&M University System. With that in mind, we are working with Dr. Chait to present a framework for the Regent's initial discussion.

Specifically, the Chancellor would like each of you to prepare a 2-3 page description of what you want your institution or agency to look like in the next five and ten years. As the Chancellor said, the goal is to answer the question: "What do we want to be?"

Please feel free to prepare this material in whatever format works for you—bullet points, text or whatever. We will integrate the responses once we receive them and forward the results to you for review. Then we will schedule another session to discuss and shape the results into a final product. The results will provide a starting point for the Board's discussion on October 31. The idea is to see how your separate visions fit together to portray a system-wide vision. It will be a starting point, not a final destination. It will provide the Regents with something to respond to and to adjust based on their own ideas and goals.

To make this possible in the time that's available, please forward your vision statements (for lack of a better description) to me by Thursday, September 26. We will pull together the results and get our findings back to you as quickly as possible—I hope during the following week. Then we will schedule a follow-up meeting to discuss both the results and what we have done to present a consistent whole. With a little luck, the results will be surprising and challenging and something the Regents will find useful.

You can email the results to me at [bhamilton@tamus.edu](mailto:bhamilton@tamus.edu). The Chancellor's Executive Committee and others will also contribute to the final product.



THE TEXAS A&M UNIVERSITY SYSTEM  
Office of the Executive Vice Chancellor and Chief Financial Officer

The Chancellor is depending on you to articulate a clear vision for your institution. Personally, I think broad strategic goals will be more beneficial than lists of needed resources or pages of data. As the Chancellor said, focus on what you want to achieve, not what you need to achieve it. That issue will come later. I hope for great results because the System has so many unique institutions. If you want to make suggestions, ask questions or just offer advice, email me or call me at 979-458-6071.

Thanks in advance for your help and insights.

Sincerely,

Billy Hamilton  
Executive Vice Chancellor and Chief Financial Officer

c: Chancellor John Sharp  
Executive Committee



## Texas A&M University-Texarkana Ten-Year Statement

Within ten years, Texas A&M-Texarkana will be a “first-choice” institution known for academic excellence, student success, and community leadership and a “cradle to career and citizenship” strategy that not only prepares students for their chosen career but also develops their capacity for leadership.

Simply put, Texas A&M-Texarkana will provide the best public undergraduate experience in Texas from freshman year to graduation, one that maintains its commitment to the liberal arts and sciences tradition, while transforming that tradition for the 21<sup>st</sup> century. Key characteristics include:

- As a relatively young and small institution, A&M-Texarkana has the opportunity to be innovative and nimble, shaping its practices to match national best practices in undergraduate education and contributing itself to the national dialogue about how higher education can improve learning and retention.
- The University will develop a freshman year program that intentionally addresses all the dimensions recognized as criteria for excellence in the first year.  
<http://www.jngi.org/foe-program/foundational-dimensions/four-year-first-year-focus/>
- A&M-Texarkana will be a leader statewide in the incorporation of high impact practices into undergraduate curricula (learning communities, undergraduate research, community service learning, etc.). <http://www.aacu.org/leap/hip.cfm>
- A&M-Texarkana will be a leader statewide in problem-based learning, using the region as a living laboratory across the curriculum. <http://www.pbl.uci.edu/whatispbl.html>
- Our graduates will be aware of and highly achieving in each of the A&M system and LEAP learning outcomes (on which system outcomes are based).  
<http://www.aacu.org/leap/vision.cfm>
- Our student life program, guided by intentional learning goals, will provide a variety of experiences for students (including Greek life and athletics) that will, at important points, be integrated with our curricula.
- Program expansion will be guided by the unique environment of the “four states region”— northeast Texas, northwest Louisiana, southeast Oklahoma, and southwest Arkansas—an area with rich resources in water and timber and well-established healthcare, transportation, and recreation industries.

- We will expand our opportunities for “global education,” establishing opportunities for a significant percentage of our students to study in other countries and increasing our own international student population to at least 10%.
- Our faculty will embrace the teacher-scholar model and be innovative teachers, using as appropriate new technological tools to increase student learning, as well as active scholars/researchers with programs that provide opportunities for undergraduates to engage, alongside them, in the discovery and creation of knowledge.
- There will be widespread use of sophisticated technological tools and analytics to help us better address students’ learning and scheduling needs and keep them on track for graduation, while also making our administrative processes more efficient.

In order to serve the educational needs of the community beyond the traditional undergraduate experience, A&M-Texarkana will:

- Further develop on-line learning opportunities at both the undergraduate (particularly for those seeking degree completion) and graduate level.
- Expand the number and diversity of career-oriented graduate degrees in keeping with analysis of our region’s needs.
- Be THE site for the 4-state region and beyond for high-level career enhancing certificate and continuing professional education programs responsive to the needs of employees and employers in the region. We will strive to put these programs together as much as possible as “interchangeable parts” so that they can be quickly adjusted to meet student/employer need and so that they overlap with graduate programs that students may wish to complete as a series of “stackable certificates.”

We will expand the number and diversity of the region’s university-educated citizens by:

- Intentional outreach to underserved populations, particularly African-Americans and Hispanics
- Developing agreements with our regional schools and community colleges to make the pathway from kindergarten to a university degree both visible and accessible
- Establishing a summer “bridge program” that helps capable, but under-prepared students gain the skills they need to be successful in their first year.
- Expanding our honors program.

We will be a “first choice” resource for our region, providing guidance and expertise in addressing critical issues—economic, social, environmental, etc.—and partner with businesses and agencies to solve those problems. Key areas we foresee as being important and where we anticipate developing institutional structures such as institutes, centers, or offices:

- Leadership studies

- Small business support
- Environmental stewardship

Our membership in a world-class university system will provide:

- For our students—additional learning opportunities beyond a relatively small university's capacity. Examples include language programs, study abroad, specializations in technical fields.
- For our faculty and staff—professional development opportunities. For faculty, in particular, affinity groups, developed around key research themes, will enable faculty to develop an organized network of colleagues and put together research groups that put them in a better competitive position for external funding.
- For our community—partnerships that enhance and complement what our individual institution can provide. For example, working with the agencies, we have access to expertise that we will tap into to provide continuing professional education and training.
- Shared administrative resources, as appropriate, that will help us develop economies of scale not possible at a single campus.

Within ten years, our university advancement and community engagement operations will be so woven into the fabric of our organization that we will see:

- Community advisory boards at multiple levels within the institution so that administration and faculty can get direct input about community needs and create opportunities for partnerships and collaboration.
- Coordinated university communications so that our key messages and initiatives are well known and understood on campus and beyond.
- Coordinated development and fundraising with members of the leadership and management team involved in identifying opportunities and raising external funds for university initiatives.

Submitted to the Texas A&M University System

Emily F. Cutrer, President

September 25, 2013