Imperative I

Establish an environment where learning can flourish.
Establish an environment where learning can flourish.

BAYLOR WILL SEEK to maintain a culture that fosters a conversation about great ideas and the issues that confront humanity, and how a Christian world view interprets and affects them both.

Progress Summary

1. Critical to this learning community is the students’ access to faculty. To increase interaction between professors and students, Baylor will seek to provide a student-faculty ratio of thirteen-to-one. For student-faculty ratio and for all measures of class size, we are on track to meet our 2012 goals.

2. To establish a common body of knowledge and academic experience, Baylor will cultivate the reading and discussion of the world’s great texts. We are making progress. The Great Texts Program has shown considerable growth since its initiation in 2002.

3. Since writing and speaking are pathways to critical thinking, Baylor will develop writing- and speaking-intensive courses to help students communicate with clarity, simplicity, and grace. Many degree programs require writing- and speaking-intensive courses.
Progress in depth

GOAL 1

Critical to this learning community is the students’ access to faculty. To increase interaction between professors and students, Baylor will seek to provide a student-faculty ratio of thirteen-to-one. (Fig. 1.1)

With 10% of all undergraduate classes having 50 or more students, Baylor met this goal only four years into 2012. However, this percentage has fluctuated in the past three years. (Figs. 1.2-1.3)

Baylor is on schedule in its attempt to reduce to 2.5% the percentage of undergraduate classes with enrollment greater than 100. The percentage of classes of this size in 2007-08 was 2.7%. (Fig. 1.4)

Fig. 1.1 Student-Faculty ratio

- Student-Faculty ratio
- Goal projection

Source: IRT
Fig. 1.2 Undergraduate Classes with less than 20 students

Fig. 1.3 Undergraduate Classes with 50 or more students
Fig. 1.4 Undergraduate Classes with 100 or more students

- % Classes with 100 or more students
- Goal projection
- Projected

Source: IRT
GOAL 2
To establish a common body of knowledge and academic experience, Baylor will cultivate the reading and discussion of the world’s great texts.

The Great Texts Program has grown from its initial offering of three sections with approximately 45 students in the Fall of 2002 to 21 sections with 346 students in the Fall of 2007. Enrollment in Great Text courses, however, has declined over the past three years. (Fig. 1.5)

During the last year, from the ten Great Text faculty, two authored and two edited books were published and three more have been accepted for publication. The faculty published eleven peer-reviewed articles and several more in popular and trade publications, and had several more accepted for publication.

GOAL 3
Since writing and speaking are pathways to critical thinking, Baylor will develop writing- and speaking-intensive courses to help students communicate with clarity, simplicity, and grace.

One measure of the development of writing- and speaking-intensive courses is the percentage of degree programs that now specify and assess student learning outcomes for writing and speaking. Analysis of the 2006-2007 assessment reports indicate that two-thirds of the undergraduate programs assess their students’ writing ability and half of the programs assess students’ speaking skills. Almost half of the undergraduate programs assess both writing and speaking skills. (Fig. 1.6)

The reformulated University Curriculum Committee will be asked to consider the development of additional writing- and speaking-intensive courses.
Create a truly residential campus.
THE HEART OF THE BAYLOR EXPERIENCE rests in the communion of ideas, experiences, and relationships on campus. To facilitate and energize campus life, Baylor will seek to make more desirable residence halls available so that at least 50 percent of Baylor undergraduates are living on campus by 2012. Further, we will develop walking malls along the axes of campus to enhance the total social and relational environment. To complement the physical design of the campus, Baylor will create robust student life programming to enrich the life of the University and to cultivate social skills, leadership, and physical fitness: thus, a full array of opportunities for students to develop lifelong friendships will exist.

Progress Summary

1. Improve Residential Facilities
   North Village and Brooks Village have been constructed during the tenure of Baylor 2012. Five Living-Learning Centers have been implemented. The Faculty-in-Residence and Faculty Partners programs have been implemented.

2. Increase Number of Undergraduates Living on Campus
   The number and percentage of undergraduates living on campus have increased steadily, except for FY 2007 when Brooks was unavailable. As of FY 2008, there are 4,669 beds available, and 36 percent of students live on campus.

3. Enhance the Social and Relational Environment
   Improvements have been made on the Bill Daniel Student Center. The Stacy Riddle Forum has been constructed and opened. The Place2BU program has been established and expanded. Baylor traditions of education and enrichment have been enhanced and common spaces on campus have been made more appealing.
Progress in depth

GOAL 1
Improve Residential Facilities

North Village
The North Village Residential Community opened in Fall 2004 and houses 590 primarily upper-division men and women and two Faculty-in-Residence. The first residential community built in almost 40 years, the North Village provides a new model of on-campus living that integrates academic opportunities into the living environment for Baylor students. The North Village is also home to the Engineering and Computer Science Living-Learning Center that resides in Heritage House. Over 160 students participate in this dynamic program designed to create a seamless learning experience for students.

Other special features:
- The spiritual walkway effectively links the buildings and its centerpiece, the community building.
- Georgian style architecture complements other structures on campus.
- A community building and academic classroom is located in the center of the village where two faculty and three professional staff office.
- The symbols serve as constant reinforcement for students.
  - Art glass tells the story of the gospels.
  - The Baylor brick pattern changes every seventh row of brick to a half brick, representing the seventh day of rest.
  - House names have historic references for Baylor.
  - Each house is identified by a Coat of Arms.
  - Symbols of faith, such as crosses and Ecclesiastes 3:1, appear throughout the village.

Brooks Village
The Brooks Village, with 688 beds, opened in Fall 2007. The village consists of two distinct programs: Brooks Residential College and Brooks Flats. The college represents Baylor’s first residential college and is inspired by the success of such endeavors at Oxford, Cambridge, Yale, and Rice. Admission is required by way of application but is open to all classifications and majors. Its prominent features include a main portal for entry into the college, a central quadrangle, a great hall, Sunday evening shared meals, a chapel with stained glass windows that encourage and reinforce daily reflection and meditation, a library, a junior commons room, a Faculty Master in residence and ten faculty offices, the Brooks arch, and an academic walkway.

The flats, designed for sophomores, juniors, and seniors, are similar in layout to the North Village. Nestled along Waco Creek, Brooks Flats offers single- and double-occupancy rooms in mostly four-person apartments with a living room and kitchen. All apartments come with dishwashers, disposals, high-speed internet, cable television, and all the benefits of living in a community on Baylor’s campus.
Living-Learning Centers (LLC)
Campus Living and Learning seeks to create vibrant, active, spiritual learning communities in the residence halls by positively supporting students’ educational and social experiences at Baylor. The creation of learning communities within the residence halls has been a foremost priority for Campus Living and Learning. Living-Learning Centers are programs that have a direct partnership with a specific academic program in which there is a separate admission process, residents share common courses, and other academic services are provided on site, such as classrooms, faculty offices, and enhanced academic programming opportunities.

Almost 1,100 students reside in five different Living-Learning Centers and three different Engaged Learning Groups. The Living-Learning Centers are Brooks Residential College, Engineering and Computer Science LLC in North Village, Honors Residential College in Memorial and Alexander Halls, the Leadership LLC in Allen and Dawson Halls, and the Outdoor-Adventure LLC in North Village. The Engaged Learning Groups are Energy and Society, Film and Global Culture, and Hispanic Families in Transition.

Faculty Involvement
The Faculty-in-Residence program supports Baylor’s commitment to integrating learning in and out of the classroom. It encourages and maximizes the quality and quantity of faculty-student interaction by having faculty members, along with their families, living in apartments located within the residence halls. Faculty in the program have a unique perspective on student life and opportunities to interact with students in learning outside the classroom. This faculty involvement leads to community building, intellectual discussion and growth, career and idea exploration, creative thinking, and practice in lifelong and seamless learning. Students living in these halls have the opportunity to develop friendships and mentoring relationships with interesting and popular faculty members and their families.

Baylor had six Faculty-in-Residence during fiscal year 2007: Doug and Michele Henry in Brooks Residential College, Tim Riley and Julie Sweet in North Village, Cindy Fry in North Village, and Sarah-Jane Murray in the Honors Residential College in Alexander/Memorial.

Faculty Partners
The ultimate goal of the Faculty Partner program is to link residents with faculty so they may begin to develop meaningful partnerships that will assist in successful student transition. Each Faculty Partner is selected by a Community Leader, a student in charge of a community of residents in a residence hall comprised of 30 to 50 students. Faculty Partners volunteer to maintain consistent interaction with residents over the course of the academic year, intentionally allocating time and effort to aid students in their collegiate experience. Whether sharing a meal in one of the dining halls, going to a Baylor event together, or attending a floor movie night, Faculty Partners get involved with students in a variety of ways.

GOAL 2
Increase the number of undergraduates living on campus

The number of beds available in residence facilities increased to 4,669 in FY 2008, following construction of Brooks Residential College and Brooks Flats. (Fig. 2.1)

The percentage of undergraduates living on campus increased to 36% in FY 2008. (Fig. 2.2)
Fig. 2.1 Number of beds available on campus

Source: Campus Living & Learning

Fig. 2.2 Percentage of Undergraduates living on campus

Source: Campus Living & Learning
GOAL 3
Enhance the social and relational environment

Bill Daniel Student Center

Since Spring 2003, a number of facility improvements have been made within Baylor’s Student Union Building. The majority of the first floor has been updated with new paint, furniture, lighting, floor coverings, and other improvements including the DEN and CUB lounge spaces, Bear Market Food Court (seating and food concepts), Daily Grind coffee area, and first floor lobby. In addition to these upgrades, new computer work stations have been installed, Pawprints service has been provided for printing, and a performance stage, a new Campus Program Center, and big screen televisions have been added. Significant upgrades to other floors within the SUB include the bowling/game room recreation area with the addition of new game tables, lighting, paint, and other equipment.

The Bill Daniel Student Center continues to be an important gathering location for the entire University. Dr Pepper Hour, a campus tradition of over 50 years, continues to be held in the building each Tuesday from 3 p.m. to 4 p.m., in addition to countless other student programs, events, conferences, and symposiums.

In an effort to increase accessibility to students, the Department for Multicultural Activities hosts or assists multicultural student organizations with implementation of on-campus events. The purpose of hosting events on campus exceeds mere convenience. Efforts strive to create a community focused on interactions between students and student groups and the community within the campus environment.

Multicultural student associations and Greek councils utilize facilities on campus for regular organizational meetings as well as for special events. Examples of events held on campus include:
- Mosaic Mixer (Barfield Drawing Room, the SUB)
- Hispanic Heritage Month/Black History Month Banquet (Cashion, 5th floor)
- Asian Students Association AsianFest Pandamonium (SUB Bowl)
- Martin Luther King, Jr. Celebration (Miller Chapel)
- Multicultural New Student Orientation Presentation (Beckham Room, the SUB)
- GospelFest and StepShow (Waco Hall)

The Stacy Riddle Forum

Opened in 2003, the two-story, 51,000-square-foot building was named The Stacy Riddle Forum, after Stacy Riddle Baumgartner, a 1989 Baylor graduate. The building contains nine sorority suites/meeting rooms, a computer lab accessible to all students, a chapel and prayer room, a Panhellenic office, and an apartment for a resident manager. Baylor’s Greek sorority system began in 1924 with the chartering of Alpha Omega as the first local women’s social service club. Nearly 20,000 women have been involved in Baylor’s Greek system since. Today, more than 1,600 Baylor female students are involved in National Panhellenic Council sororities and annually give more than 100,000 hours of service and approximately $60,000 to the community while maintaining an overall 3.26 grade point average. Sororities that have suites in

2.5
The building are Alpha Chi Omega, Alpha Delta Pi, Chi Omega, Delta Delta Delta, Kappa Alpha Theta, Kappa Delta, Kappa Kappa Gamma, Pi Beta Phi, and Zeta Tau Alpha. The building continues to promote unity among the Panhellenic community through the interactions of the members of the groups seeing each other in the building through recruitment, Sing practice, alumnae activities, and meetings. The Stacy Riddle Forum has seen an increase of the use of the Chapel for fraternities to hold initiation and ritual functions, Sing meetings, and Baylor students who find it a place to study and reflect. The computer lab is still primarily being used by sorority members, but gradually non-Greek students are finding their way to the lab. Stacy Riddle Forum promotes community across campus by partnering with other departments for programs such as the partnership with the study abroad programs. Various departments on campus use the Chapel for their honor society inductions and ceremonies. Students, faculty, and staff have learned that Stacy Riddle Forum is a place they are welcomed.

The Place 2BU

This late night and evening programming initiative began in 2001-2002 and continues to be one of the strongest programming endeavors on campus. Year after year, student organizations partner with the Department of Student Activities and their campus partners to bring larger scale events and programs to the Baylor student body. From Late Night at the SLC, to Christmas on 5th Street, and multicultural celebrations like Chinese New Year and Fiesta on the River, The Place 2BU consistently provides students, faculty, and staff access to high quality programming designed to achieve the following purposes:

1. Retention: In order to support the retention efforts of the University, 2BU works to ensure that students have opportunities to become involved in the Baylor community as first-year students. Throughout the academic year, 2BU collaborates with student organizations to make sure that quality programs are planned and produced to engage students and give them opportunities to get to know their peers.

2. Create a greater sense of community among Baylor students, staff, faculty, and administration: Programs are purposefully planned to create and support school traditions and allow for personal growth through socialization opportunities. The Place 2BU seeks to foster an institutional commitment by planning activities that generate new friendships, a sense of belonging, and personal development.

3. Continued involvement: The Place 2BU strives to continue diversifying and educating Baylor’s campus through a variety of programming initiatives that offer beneficial experiences for the community as a whole, throughout the academic year.

Traditions Education and Enrichment

In addition to The Place 2BU events noted above, freshman students learn cheers, enjoy an open-air concert, meet the Baylor football team, and receive their Baylor Line jerseys and traditional slime caps during Slime Night. Freshmen are exposed to the story of the Immortal Ten during Mass Meeting, held each fall to kick off Homecoming activities. At Homecoming in 2007, the Immortal Ten sculpture was dedicated in Traditions Square, between the Bill Daniel Student Center and Carroll Science Building. The sculpture is a gift of Senior Classes between 1996 and 2000.
Traditions posters distributed each year by the Department of Student Activities help ensure that students know specific dates for each of the traditions.

Baylor Bound is designed to help entering new and transfer students with their transition into Baylor. Through Orientation, Baylor Line Camps, and Welcome Week, students move through activities that help them make connections with upperclassmen and faculty, reinforce their individual strengths, begin to assume leadership roles, receive answers to their many questions, and participate in activities that provide information about the traditions and mission of the University.

Common Spaces

Class of 2005 Gift:
For the first time, the Class of 2005 had the opportunity to vote for their class gift to the University. More than 600 students logged onto the Baylor Information Network to make their preference known, and 36 percent voted in favor of a senior class gift to honor Dr. Ray Wilson and Robert B. Jones, two influential and highly respected former professors. Interest and enthusiasm for the gift stemmed from the memory of Wilson, professor of biology and director of the Honors Program, who taught at Baylor for more than 30 years and Jones, a senior lecturer in the business school and entrepreneur, both of whom passed away in the last year before graduation. Through t-shirt sales and donations from seniors and their parents, students contributed nearly $80,000 toward the gift. The Dr. Ray Wilson and Professor Bob Jones Memorial Garden, located on Fifth Street between the tennis courts and Rena Marrs McLean Gymnasium, includes a retainer wall, benches, plantings, and plaques that offer students space for prayer and quiet reflection near the heart of campus.

Class of 2006 Gift:
Graduating seniors in the Class of 2006 raised $25,000 through fundraising for their senior class gift, an outdoor meeting and social area at South Russell Field. The area, now known as Bear Park, was specifically designed for groups of people or organizations to come together in an outdoor setting. The project includes a well-lit concrete patio surface with picnic tables and barbecue pits, as well as a sand volleyball court and attractive landscaping to provide students an informal recreational space for opportunities to congregate, throw hamburgers on the grill, and play sand volleyball.

Class of 2007 Gift:
The Class of 2007 chose to promote fellowship on campus when they voted to enhance the Draper/Old Main Complex courtyards. The $16,500 raised was used to transform the two courtyards within the complex into peaceful gardens for students, faculty, and staff to enjoy. Features include trees, flowering bushes, flowerbeds, and seating. Located between the Sadie Jo Black Gardens and the Burleson Quadrangle, in the heart of Baylor’s campus, the space will be ideal for relaxing with friends, study groups and prayer. The 2007 Senior Class Gift allows seniors to unite in fellowship for a common cause, while providing opportunities for future students to grow in fellowship.
Imperative III

Develop a world-class faculty.
BAYLOR WILL CONTINUE to recruit faculty from a variety of backgrounds capable of achieving the best of scholarship, both in teaching and research. We will recruit high-potential junior faculty as well as highly esteemed senior faculty who embrace the Christian faith and are knowledgeable of the Christian intellectual tradition. Many of these faculty will especially exemplify the integration of faith and learning in their disciplines and in interdisciplinary or collaborative activities. A significant number of Baylor faculty will continue to be recognized as leaders in their respective disciplines and in productive, cutting-edge research.

Progress in depth

The majority of new Baylor faculty graduated from universities with very high research production. Beginning in Fall 2002 and continuing through Fall 2007, Baylor hired 170 new tenured/tenure track faculty who received their highest degrees at universities listed in the Carnegie Research Classifications (seminary degrees, for example, are not included in these lists, nor are degrees from medical schools). Of those 170, by far the largest number—130—received their degree from a university in the category of “research university/very high research activity” (e.g., Harvard, Princeton, Yale, Texas, Notre Dame). Another 36 received their degree from a university classified as “research university/high research activity” (e.g., Baylor, Boston College, Clemson) and 4 received their degree from a “doctoral research university” (i.e., Regent, Texas Woman’s). While no necessary relationship exists between faculty quality and the Carnegie Classification of the university, it is encouraging that over three-fourths of our new hires come from universities characterized by “very high research activity.” (Fig. 3.1)

We are on track for faculty publications. The number of publications in major journals by Baylor faculty has increased, from 205 in 2002 to 427 in 2006. However, it appears that the surge resulting from initial 2012hirings and research support is leveling off. (Fig. 3.2)
Baylor’s external peer assessment scores (from *U.S. News & World Report* surveys) must improve to meet our 2012 goals. (Fig. 3.3) However, overall academic reputation, which is related to faculty reputation, often lags behind reality. Our overall *U.S. News & World Report* ranking has improved. (Fig. 3.4)

An ad-hoc committee has been formed to investigate the *U.S. News & World Report* Best Colleges Survey data submission. This committee, headed by the Vice President for Marketing & Communications and including representatives from various areas across the University, is in the process of verifying that each component of the survey is being reported in a way that most accurately and favorably describes the University. All of these components impact Baylor’s position in the *U.S. News* ranking and can indirectly contribute to the external peer assessment portion of the survey.

We are making progress for fiscal support of research. Research expenditures have grown significantly in the past 5 years. External expenditures from grants have increased by almost $5 million, while total research and sponsored activity expenditures have grown by almost $4 million. The most significant part of this growth took place in fiscal year 2006-07. This growth in external support for research has combined with our increases in graduates with research doctorates to produce the new Carnegie classification of “research university” for Baylor. (Figs. 3.5, 3.6)

We are on track in being intentional about the integration of faith and learning. Baylor hires only committed Christians and evaluates each individual job candidate’s willingness to be committed to the University’s mission and vision. Each department has submitted to the Provost a statement describing how its faculty integrate faith and learning in their work. These statements are kept in a secure electronic database that also houses each department’s annual productivity report and annual learning outcome report. The Provost’s Office reviews each of these reports, and in certain cases, more information is requested and received. Regarding faith and learning, all units advocate reflecting Christian values in the ways faculty relate to one another, students, and staff. The relation of faith to the content of teaching and research varies widely from discipline to discipline. For example, these issues are intrinsic to the subject matter of some units (e.g., the Department of Religion or George W. Truett Theological Seminary), while other units explore them as they bear on moral and ethical professional conduct, motivation for professional service, or the exploration of particular cultural issues.

![Fig. 3.1 New tenured/tenure track faculty hires by Carnegie Classification of degree granting institution](image)
Fig. 3.2 Number of publications authored by Baylor faculty

![Graph showing the number of publications by Baylor faculty from 2002 to 2012. The graph includes data points for each year and a trend line indicating an increasing number of publications. The y-axis represents the number of publications, ranging from 200 to 800. The x-axis represents the calendar year from 2002 to 2012. The goal projection is set at 800 publications.](source: ISI Web of Knowledge)

Fig. 3.3 *US News & World Report* “America’s Best Colleges” external peer assessment score

![Graph showing the external peer assessment score from 2002 to 2012. The graph includes data points for each year and a trend line indicating an increasing assessment score. The y-axis represents the external peer assessment score, ranging from 3.2 to 3.7. The x-axis represents the fiscal year from 2002 to 2012. The goal projection is set at 3.7.](source: U.S. News & World Report)
Fig. 3.4 U.S. News & World Report
“America’s Best Colleges” ranking

Source: U.S. News & World Report

Fig. 3.5 Total research and sponsored activity expenditures

Source: Office of Vice Provost for Research
Fig. 3.6 External expenditures from grants

Source: Financial Services
Attract and support a top-tier student body.
Progress Summary

In coordination with recruiting and retaining a world-class faculty,

1. Baylor will recruit a student body of high academic merit, Christian character, commitment to service, and potential for leadership.

   We are on track. Consideration for admission to Baylor is highly competitive. Baylor seeks to enroll students with strong academic preparation who show the greatest potential to succeed at Baylor. In addition, the Office of Admission Services recruits and admits future graduates of Baylor University, not simply first-year students.

   Factors considered include the student’s extracurricular activities and the duration of involvement, leadership experience, and community service activities, as well as teacher recommendations, answers to application questions, legacy, and the extent to which a student has pursued the university (indicating a greater knowledge of the university’s mission and vision). Based on data from a survey administered annually to first-year students, we are continuing to attract students who are spiritually- as well as service-oriented.

   The average SAT score of first-year students is steadily increasing. At present, we are on target for making the goal of 1250. The average GRE score for graduate students is increasing, and we are on target for reaching the goal of 1220. The average GMAT score of Hankamer School of Business graduate students has been decreasing over the last four years.

2. We will seek students from a range of backgrounds to enrich our community.

   We are making progress. The percentage of minority undergraduate and graduate students has been increasing, especially for undergraduate enrollment.

3. Through scholarships and other forms of support, we will further enhance Baylor’s student profile at both the undergraduate and graduate levels.

   We are making progress. The number of institutional scholarships and the total amounts of those scholarships accepted by undergraduate students has steadily increased. The number of institutional scholarships accepted by graduate students has slightly decreased. The total amount of scholarships accepted by graduate students has increased over the same time period.
Progress in depth

GOAL 1

Baylor will recruit a student body of high academic merit, Christian character, commitment to service, and potential for leadership.

The average SAT score of first-year students is steadily increasing. At present, we are on target for making the goal of 1250. (Fig. 4.1)

The average GRE score for graduate students is increasing, and we are on target for reaching the goal of 1220. (Fig. 4.2, 4.3) Although the average GMAT score of Hankamer School of Business students is near projections, it has been decreasing over the last four years. (Fig. 4.4) The employment rate of MBA graduates, however, has been increasing. Approximately 90% of MBA graduates are employed within 90 days of graduation. The average starting salary for an MBA graduate is $60,000. (Figs. 4.5, 4.6)

Based on data from the CIRP Freshman Survey, approximately 60% of first-year Baylor students rated themselves “above average” or “highest 10%” as compared with the average person of his/her age in spirituality. This percentage far exceeds the percentage of students from private and public universities. Approximately 53% of first-year Baylor students indicated that “influencing social values” was an essential or very important objective. In comparison, only 40%-45% of private and public universities students indicated this same conviction. (Figs. 4.7-4.11)

Fig. 4.1 Average SAT score of first-year students

Based on data from the CIRP Freshman Survey, approximately 60% of first-year Baylor students rated themselves “above average” or “highest 10%” as compared with the average person of his/her age in spirituality. This percentage far exceeds the percentage of students from private and public universities. Approximately 53% of first-year Baylor students indicated that “influencing social values” was an essential or very important objective. In comparison, only 40%-45% of private and public universities students indicated this same conviction. (Figs. 4.7-4.11)

Fig. 4.1 Average SAT score of first-year students
Fig. 4.2 Average GRE score of graduate students

Average GRE score (Goal = 1220)

Fiscal Year

- Average GRE of graduate students
- Goal projection

Source: IRT

Fig. 4.3 Average GRE of doctoral students

Mean GRE score (Goal = 1250)

Fiscal Year

- Mean GRE of Doctoral students
- Goal projection

Source: IRT
Fig. 4.4 Average GMAT score of MBA students

Source: IRT
Fig. 4.5 Employment rates of MBA graduates

Fig. 4.6 Starting salaries of MBA graduates

Source: MBA Office
Fig. 4.7 Percentage of first-time students who rated themselves “Above Average” or “Highest 10%” as compared with the average person of his/her age in spirituality

Fig. 4.8 Percentage of first-time students who indicated “Influencing Social Values” as an “Essential” or “Very Important” objective
Fig. 4.9 Percentage of first-time students who indicated “Developing a Meaningful Philosophy of Life” as an “Essential” or “Very Important” objective.

Source: IRT

Fig. 4.10 Percentage of first-time students who “Frequently” or “Occasionally” performed community service as part of a class during their senior year of high school.

Source: IRT
GOAL 2

We will seek students from a range of backgrounds to enrich our community.

The percentage of minority undergraduate students has been increasing over the past several years. The percentage of minority undergraduate students is currently 28.7%.

Although the percentage of minority graduate students had been increasing, the growth slowed in Fall 2005. There was a decrease in the percentage of minority graduate students in Fall 2006, but the percentage then increased in Fall 2007. The percentage of minority graduate students is currently 27.0%. (Fig. 4.12)
GOAL 3

Through scholarships and other forms of support, enhance Baylor’s student profile at both the undergraduate and graduate levels.

The number of institutional scholarships accepted by undergraduate students has increased from 14,388 in 2002-03 to 20,260 in 2006-07. The total amount of institutional scholarships accepted by undergraduate students has increased from $41,657,382 in 2002-03 to $80,771,782 in 2006-07. (Fig. 4.13)

The number of institutional scholarships accepted by graduate students has slightly decreased from 1,657 in 2002-03 to 1,630 in 2006-07. The amount of institutional scholarship accepted by graduate students has increased, however, from $5,944,920 in 2002-03 to $8,712,920 in 2006-07. (Fig. 4.14)
Fig. 4.13 Institutional aid – undergraduate scholarships
Number of awards and total amount ($Millions)

Fig. 4.14 Institutional aid – graduate scholarships
Number of awards and total amount ($Millions)

Source: Office of Academic Scholarships and Financial Aid
IMPERATIVE V

Initiate outstanding new academic programs in selected areas.
IMPERATIVE V
Initiate outstanding new academic programs in selected areas.

Progress Summary

1. To challenge students with exceptional academic potential, Baylor will create an Honors College. The College will house an expanded Baylor Honors Program, provide a home for an enhanced University Scholars program, and serve as a location for the Baylor Interdisciplinary Core (BIC) program.

   The Honors College has been created and has grown consistently to include approximately 1,400 students with increasingly high SAT scores.

2. We will also establish a comprehensive School of Communication that will encompass the University’s journalism, speech communication, and telecommunication programs.

   A major strategic proposal to establish a School of Communication was submitted for review by the Strategic Planning Council in the spring of 2007. After deliberations by the Strategic Planning Council and the Executive Council, it was approved for revision and then submission to University Development for inclusion in the upcoming Comprehensive Campaign.

3. We will enhance Baylor’s reputation and the currency of Christian ideas on campus by increasing the quality, size, and visibility of selected graduate programs. Accordingly, by 2012 Baylor will feature at least 10 doctoral programs in the social sciences and humanities. The number of total doctoral programs will thus grow from 14 to at least 20. The number of graduate students will increase by 25 percent, and the number of doctoral students will increase by at least 30 percent.

   We are on track to meet our 2012 graduate program goals. The number of doctoral programs in the social sciences and humanities has grown to 10 since 2002. The total number of doctoral programs has grown to 19.

   The total number of Ph.D. students has increased by approximately 22%, and the average GRE score of Ph.D. students has increased by 107 points.
Progress in depth

**GOAL 1**

To challenge students with exceptional academic potential, Baylor will create an Honors College. The College will house an expanded Baylor Honors Program, provide a home for an enhanced University Scholars program, and serve as a location for the Baylor Interdisciplinary Core (BIC) program.

The Honors College (which includes the Honors program, BIC program, and academic majors in the Honors College) has increased enrollment to over 1,400 students.

Enrollment in the BIC program has been declining over the past four years, from 758 in Fall 2003 to 574 in Fall 2007. (Fig. 5.1)

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**Fig. 5.1 Number of Honors College and Baylor Interdisciplinary Core students**

![Bar chart showing enrollment trends from 2002 to 2007 for Honors College and Baylor Interdisciplinary Core students.]

Source: IRT
GOAL 3

We will enhance Baylor’s reputation and the currency of Christian ideas on campus by increasing the quality, size, and visibility of selected graduate programs. Accordingly, by 2012 Baylor will feature at least 10 doctoral programs in the social sciences and humanities. The total number of doctoral programs will thus grow from 14 to at least 20. (Figs. 5.2, 5.3)

Ph.D. Programs include:

- Biology
- Biomedical Studies
- Chemistry
- Church-State Studies *
- Educational Psychology *
- English *
- Exercise, Nutrition, and Preventive Health
- Geology
- Mathematics
- Neuroscience
- Philosophy *
- Physics
- Political Science *
- Religion *
- Religion, Politics, & Society *
- Sociology *
- Statistics

Among the programs proposing a doctoral degree offering are:

- Church Music
- Comparative Religious Literature **
- Economics
- Ecological, Earth, & Environmental Sciences **
- History
- Information Systems **
- Social Work

** Approved for funding during the 2007 major strategic planning process. Programs must still gain approval through traditional academic channels.

Not included in this count are Baylor doctoral degrees in:

- Ministry (DM)
- Law (JD)
- Physical Therapy (DPT)
- Science (DScPT, DScPA)

Other Doctoral degrees:

- Doctor of Education *
- Doctor of Psychology *

* Humanities or Social Sciences
Fig. 5.2 Total number of doctoral programs

Source: Graduate School

Fig. 5.3 Total number of doctoral programs in the social sciences and humanities

Source: Graduate School
As of Fall 2006, we have increased graduate student enrollment by 5.9%. There was sharp decline in the number of graduate students in Fall 2005. Decreases in enrollments in the Hankamer School of Business and School of Education graduate programs accounted for 87% of the total decrease in graduate student enrollment. Although the graduate student enrollment has not risen as desired, the mean GRE score of these students has increased by 90 points since Fall 2002. (Figs. 5.4, 5.5)

As of Fall 2007, we have increased doctoral student enrollment by 21.7%. Doctoral student enrollment has increased steadily since Fall 2002. Along with an increase in doctoral student enrollment, the mean GRE score for these students has increased by 107 points. (Figs. 5.6, 5.7)

**Fig. 5.4 Number of graduate students**

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<thead>
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<th>Graduate students (Goal = 1,524)</th>
<th>2002</th>
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Source: IRT
Fig. 5.5  Average GRE of graduate students

Mean GRE (Goal = 1220)

Fiscal Year

- Mean GRE of graduate students
- Goal projection

Source: IRT

Fig. 5.6  Number of doctoral students

Doctoral students (Goal = 541)

Fiscal Year

- Number of doctoral students
- Goal projection

Source: IRT
Fig. 5.7 Average GRE of doctoral students

- Mean GRE of Doctoral students
- Goal projection

Source: IRT
IMPERATIVE VI

Guide all Baylor students through academic and student life programming to understand life as a stewardship and work as a vocation.
IMPERATIVE VI

Guide all Baylor students through academic and student life programming to understand life as a stewardship and work as a vocation.

BAYLOR’S UNDERGRADUATE PROGRAMS EMPHASIZE the central importance of vocation and service in students’ lives and help them explore their value and role in society. At a Christian university questions such as “Who am I?” and “How should I best use my talents?” should be taken seriously and should guide students as they make life’s key decisions. To assist students in addressing such issues, Baylor will develop multiple opportunities, both curricular and co-curricular, for students to discern and understand their life work as a calling and all of life as a stewardship of service.

Progress Summary

1. Life Work as a Calling

Several programs have been implemented or expanded to help students understand their life work as a calling. Baylor received a $2 million Theological Exploration of Vocation grant from the Lilly Endowment. The resident chaplain program and Chapel programming have both been expanded. The Academy for Leader Development and Civic Engagement was established in 2004. The number of undergraduates expressing an interest in vocational ministry is growing (from 2,029 in 2002 to 2,287 in 2008).

2. Stewardship of Service

Several programs have been implemented to help students understand life as stewardship of service. These programs include discipline and vocation-specific missions, the sports chaplain program, Baylor Line Camps, The Place 2BU, Community Ministries and Academic Partnerships, leadership development, community service, and other campus programs. The Baylor Interdisciplinary Poverty Initiative was established on June 1, 2007.
Pursuing the Theological Exploration of Vocation from the Lilly Endowment ($2 million grant)

In 2001, Baylor received a Lilly grant to focus on vocation as calling under the newly formed Baylor Horizons program. A full-time director of missions was hired to create and coordinate discipline-specific mission trips. This position is now funded by the University.

The first mission trips were launched in 2002. Students, faculty, and staff traveled to Honduras for medical missions in deaf education teams. In the summer of 2002, a general ministry team was sent to South Africa.

In 2005 the first campus-wide trip to Kenya (Africa ’05) was launched. A total of 145 Baylor students, faculty, and staff attended. Discipline-specific teams for Africa ’05 included engineering, music, medical, leadership, and ministry. Two teams returned to Honduras in the summer of 2005.

During 2006, 104 students, faculty, and staff returned to Kenya as a part of Summer ’06. Two teams returned to Honduras; one, an exploration team, visited Armenia to establish future missions projects.

Trips in the spring and summer of 2007 included seven teams to Honduras (medical, deaf education, ministry, and engineering), seven teams to Kenya (administration, ministry, music, Omega kids, Truett, United Baptist Church, and engineering), and three teams to Armenia (engineering, business, and general ministry). These teams will return to Honduras, Kenya, and Armenia in 2008, along with teams going into Uganda, Ghana, and Rwanda.

Resident Chaplains

The resident chaplain program, initially funded through a Lilly grant, continues to grow from an initial 2001 cohort of five chaplains. In the fall of 2007, 12 George W. Truett Theological Seminary students lived in residence and ministered to Baylor undergraduates. These seminarians play an instrumental role in providing pastoral care to students and integrating Christian spiritual formation into the fabric of university student life. Resident chaplains also create opportunities and experiences for spiritual formation through small group studies and worship experiences. Overall leadership for the program continues to be provided through a partnership between Campus Living and Learning and University Ministries.

Chapel Programming

As the oldest tradition in American higher education and at Baylor University, Chapel has been a part of life for students and faculty alike since 1845. The standard for Chapel speakers has been greatly influenced by Student Life’s central organizing principle of “calling.” Today, Chapel is an opportunity to worship together and learn from scholars, social activists, preachers, musicians, scientists, and others who excel in their callings as an expression of their commitment to Christ.
Students, faculty, and staff gather on Mondays and Wednesdays at 10 a.m. and 11 a.m. in Waco Hall to experience an education that unites heart and head, faith and learning, worship and work. Chapel serves as a complement to the student’s curricular experience. Resources have been available to increase the quality and the visibility of Chapel speakers through Baylor Horizons. Grant funds helped create a new position of coordinator of worship and media that Baylor now funds entirely through budget. This coordinator has dramatically impacted the message being received by students. From economists to lawyers to musicians, from scientists to business people to pastors, speakers in Chapel over the past several years have manifested the best of Christian vocation, perceptibly challenging the Baylor community to understand the myriad forms of responsiveness to God’s call.

On average, 2,500 students attend each session of Chapel. Since Chapel is a requirement for graduation, entering first-year students and transfers who are classified by Baylor as either freshmen or sophomores must complete two semesters. Because of the size of the audience, Chapel provides an appealing venue for student engagement presentations. In order to reach students in small-group settings, University Ministries instituted Chapel Fridays in the fall of 2003. The intention was to offer entering students the opportunity to discuss the week’s Chapel sessions in settings where they could reflect and apply information shared to their own lives. These Friday sessions were offered for the first six weeks of the semester.

During the fall of 2004 and 2005, Chapel Fridays assignments were made more intentionally. Students first met in small groups during Welcome Week and then continued to meet in these same groups during Chapel Fridays. By the fall of 2006, the program was expanded, and the name was changed to University 1000. It began during Welcome Week when students went into faculty homes for the Friday night meal, following the first meeting between faculty and students Friday morning. The sessions contained curricular and co-curricular activities to help students make seamless transitions into Baylor while establishing and nurturing relationships with faculty and other entering students. Students were provided opportunities at all levels to discern and understand life as a calling and work as both a stewardship and a calling.

Although University 1000 was not offered during the fall of 2007, the curriculum has been updated and redesigned for students entering Baylor in the fall of 2008.

Calling Model with Strength Based Approach

Established in 2004, the Academy for Leader Development and Civic Engagement offers students curricular and co-curricular opportunities that prepare them for lives of service. Students are offered courses, service opportunities, mentor groups, and guest speakers that engage them in critical thinking so as to discern their call to influence the world for good and noble purposes. The model followed helps prepare students for lives of service by engaging them in service opportunities and offering them opportunities for reflection as they consider experiences that helped shape their lives. The Academy provides easy access to leadership resources and an interchange of ideas concerning Christian calling.
Specifics of the program of study include the following:

- Eleven hours of leadership courses (Leadership Development, Servant Leadership, Great Texts in Leadership, Organizational Leadership, and Change and Advanced Leadership)
- The Fellow Program, a curricular and co-curricular program providing exposure to civic engagement and reflection
- Leadership Living Learning Center, a curricular and co-curricular program that engages students in developing their sense of calling through leadership classes, mentor groups, service projects, and reflection opportunities in a learning environment
- The Freshman Leadership Organization, Baylor Leadership Council, and Student Development Council, organizations to facilitate small group discussions, host speakers, perform service hours, and provide mentor relationships
- Leadership Lecture Series, three leadership lectures held each semester to engage students in understanding Christian leadership in today’s society whether it be the Church, social contemporary issues, public life, or private enterprise

Strengths Presentations

Student Life Advising was a program piloted during Orientation in 2005. Students were engaged in a discussion about their strengths and how they might become involved in extracurricular activities. Group sessions were not offered beyond 2005, but the training staff received helped to prepare them for conversations with students about leveraging strengths to accomplish goals.

Student Life Advising also led to the development of a strengths seminar called “You and Your Strengths: Discovering the Divine Design.” During Orientation 2006 and 2007, counselors from the Counseling Center offered daily strengths presentations to students and their families.

The small group curriculum for Baylor Line Camp and Welcome Week also includes activities for new students to reflect on their own strengths, while appreciating the diversity of strengths found in a community. Student leaders for each program are trained to facilitate these discussions.
Discipline and Vocation-Specific Missions

This program began providing opportunities for Baylor students to engage in missionary work while making use of their discipline-based education, training, and professional giftedness in 2002. The program aims to see students accompanied by faculty mentors on trips abroad, where they serve indigenous populations by offering basic health care (premed, prenursing students), literacy (education students), technological infrastructure (engineering and computer science students), and religious education (preministry students), among other efforts. As a part of the trip, designated readings, shared discussions, and personal journaling are used to ensure thoughtful reflection about the missions experience. By helping students see how their specific abilities and interests may be of service to others and how Christians are called to loving responsiveness to those in need, the program aspires to help inform a long-term sensitivity to a Christian calling, whether in the context of professional or lay ministry.

Sports Chaplain Program

The Sports Chaplain Program began in 2003 with the goal of providing immediacy of access of student-athletes to chaplaincy services.

Baylor Line Camps

When new students become “official” Baylor Bears, they hear the term “Baylor Line” used frequently by University constituents. The Baylor Line has multiple meanings. For example, it is the name of the freshman student spirit organization that promotes school spirit at athletic events throughout the year. The Baylor Line also refers to our school song, in which we are encouraged to “fling our green and gold afar.” A more recent use of the term can be found in the title of Baylor’s latest matriculation program: Baylor Line Camp.

Baylor Line Camp is an experiential program that helps better equip new students in their transition to Baylor while emphasizing their personal strengths. Baylor Line Camp generates enthusiasm and excitement for all new students while encouraging the Baylor spirit in campus activities, traditions, and athletic events. In addition, new students learn to begin modeling character and sportsmanship in all events and activities as they prepare for college and beyond. Through intentional one-on-one interactions and small group discussion, students leave Baylor Line Camp with a better understanding of their God-given strengths and uniqueness.

A program that began in 2002 under the pilot name “The Adventure,” Baylor Line Camp has experienced many changes to its design and programming. After the inaugural year, Baylor Line Camp offered an umbrella of camps with distinctive themes, but one objective and curriculum. Camp names included “A Call to Serve,” “Spiritual Journey,” “Big Ideas,” “Outdoor Adventure,” “Spirit and Tradition,” and “August Fast Track.” The idea for these individual camps was to attract students within a particular area of interest over the course of the entire summer. Some camps attracted little interest, and they were dropped while some were combined under a new name. Over the course of four years, Baylor Line Camps have served approximately 1,038 students.
Attendance at these camps never completely fulfilled expectations, and staff members cited several reasons for the lower than expected turnout. Among a few are student summer schedule conflicts, financial cost per student, and a general slow momentum in building interest among incoming students (word of mouth being our best advocate).

In the summer of 2007, Baylor Line Camp undertook a larger endeavor, anticipating attendance of approximately 25 percent of the incoming class. By combining important and meaningful aspects of the previously mentioned camps, Baylor will offer one camp three times over the course of three weeks (with the exception of the Outdoor Adventure camp which will continue as normal). This change better accommodated students’ busy summer schedules. Additionally, the cost of camp decreased significantly, from $225 per student to $75 per student – a decrease of nearly 66 percent. With an increase in participation, momentum built quickly as an estimated 700 students returned home to share their enthusiasm with current students as well as with prospective students.

The new strategy implemented in summer of 2007 worked as Baylor Line Camp achieved a participation of approximately 25 percent of the incoming class. One camp format was offered three times over the course of three weeks (with the exception of the Outdoor Adventure camp, which continued as normal). With an increase in participation, momentum built quickly as an estimated 700 students returned home to share their enthusiasm with current students as well as with prospective students.

In the summer of 2008, Baylor Line Camp will grow to six sessions of camp offered in three weeks, with the additional offerings of one or two weeks of Outdoor Adventure camp. The goal is to see 40 percent of the incoming class attending this summer, with an eventual participation of 90 percent of the incoming class attending Baylor Line Camp by 2012.

The Place 2BU

This late night and evening programming initiative began in 2001-02 and continues to be one of the strongest programming endeavors on campus. Year after year, student organizations partner with the Department of Student Activities and their campus partners to bring larger scale events and programs to the Baylor student body. From Late Night at the SLC, to Christmas on 5th Street, and multicultural celebrations like Chinese New Year and Fiesta on the River, The Place 2BU consistently provides students, faculty, and staff access to high quality programming designed to achieve the following purposes:

1. Retention: In order to support the retention efforts of the University, 2BU works to ensure that students have opportunities to become involved in the Baylor community as first-year students. Throughout the academic year, 2BU collaborates with student organizations to make sure that quality programs are planned and produced to engage students and give them opportunities to get to know their peers.

2. Create a greater sense of community among Baylor students, staff, faculty, and administration: Programs are purposefully planned to create and support school traditions and allow for personal growth through socialization opportunities. The Place 2BU seeks to foster an institutional commitment by planning activities that generate new friendships, a sense of belonging, and personal development.

3. Continued Involvement: The Place 2BU strives to continue diversifying and educating Baylor’s campus through a variety of programming initiatives that offer beneficial experiences for the community as a whole, throughout the academic year.
Community Ministries and Academic Partnerships (CMAP)

The Baptist Student Ministry (BSM) raises student awareness about the role of every Christian in local and in short-term mission settings through the following programs:

- Students experience missions and build relationships with mission-minded Christians/missionaries through GoNowMissions. These summer and semester positions enhance Baylor’s identity through participation and cooperation with the Baptist General Convention of Texas, Waco Baptist Association, International Mission Board, and the Cooperative Baptist Fellowship.
- Baylor students experience cross-cultural missions two blocks from campus through Kid’s Clubs, church based neighborhood children’s tutorials programs.
- Students participated in mission trips to Honduras in the spring of 2007; in May 2008, students returned to Honduras. During spring break, they traveled to New Orleans.
- Journey Groups and Freshman Connection teach specific curriculum about stewardship of our whole life.
- Each October, students and faculty have opportunities to interact with missionaries and Christian workers who represent a wide variety of nations and mission approaches during Mission Week. This year 3,400 students heard a missionary speak in class or participated in an event.
- The Missionaries in Residence ministry includes teaching and conversations with individual students and groups. Missionaries help students explore the practical implications of a lifestyle of service.

Leadership Development

While leadership development occurs within many of the campus programs, internships, and other opportunities provided on campus, Student Activities views student organizations as a substantial vehicle for meaningful student development. The Department of Student Activities seeks to build relationships with organizational leaders in order to encourage and facilitate students’ leadership development.

Students’ ongoing leadership development through student organizations includes the development of Leadership Core Competencies such as vision, integrity, organization, communication, and faith development. The secondary mission of the department as it concerns student organizations is to build organizational structures that will accommodate lasting legacies for student organizations.

This is accomplished by aiding student leaders in their understanding and application of the five values of student organizations: respect all persons, be vision and purpose minded, do no harm, demonstrate good stewardship, and intentionally influence. Through leadership development programs, workshops, seminars, and similar programs, the department fosters these values and core competencies among its members and the student leaders.
Community Service

The Department of Student Activities facilitates meaningful service opportunities for students in order to develop and foster leadership in areas of social responsibility. The ultimate goal of community service is to instill the spirit of volunteerism and service-learning into the lifestyles of students so that they will continue to be committed to the value of service even after they leave the university setting.

Learning outcomes fostered by these community service endeavors include civic engagement, social responsibility, understanding the world outside self, personal/organizational obligation to larger community, stewardship, value for diversity, faith development, leadership, communication skills, and service learning. Programs such as Steppin’ Out, Baylor Buddies, and Santa’s Workshop help instill these learning outcomes within Baylor students and the surrounding community.

For example, in the School of Social Work, students provided 57,273 hours of professional social work service in internships in 51 social service agencies and congregations in Waco and the surrounding community.

Campus Programs

In addition to The Place 2BU, programs like SING, After Dark, Pigskin, Stompfest, and the Baylor Rising Artist Network encourage students to leverage their strengths and utilize their God-given talents for service to their community. Within these programs, students learn life-long lessons and knowledge concerning their identity, their influences, and the impact that they can have on those around them.

Baylor Interdisciplinary Poverty Initiative

On June 1, 2007, Baylor began work to establish the Baylor Interdisciplinary Poverty Initiative. Modeled on similar existing programs at Washington and Lee University and Rice University, the Baylor Interdisciplinary Poverty Initiative is a partnership between academics and the Division of Student Life.

The purpose of the program is to provide opportunities for interdisciplinary study and discipline-specific research with the goal of creating a catalyst for social change around issues of poverty, civic engagement, and social and economic justice. The program will be administered under the leadership of faculty directors and an advisory board.

Among other things, the program will (1) offer competitive grants to outstanding faculty conducting programs, courses, and research on relevant topics, (2) provide competitive grants to qualified student interns involved in discipline-based internships, (3) begin the interdisciplinary process to establish a minor in poverty, civic engagement, and social and economic justice available to all degree programs.

The Baylor Interdisciplinary Poverty Initiative’s initial funding is provided through the generosity of the Bridgeway Financial Trust. Two faculty directors, both from the School of Social Work were named in July 2007; future plans are to name additional directors from across the disciplines.
Ministry Student Enrollment

The number of undergraduate students who have indicated a vocational Christian ministry interest has steadily increased. Please note that the data for Fall 2004 (FY 2005) had errors due to transformation to a new system. (Fig. 6.1)

*Fig. 6.1 Undergraduate students with an interest in vocational Christian ministry*

* The data for Fall 2004 (FY 2005) had errors due to transformation to a new system.

Source: IRT
Provide outstanding academic facilities.
IMPERATIVE VII
Provide outstanding academic facilities.

UNDERSTANDING THAT ACADEMIC EXCELLENCE relies in part on superior facilities, Baylor will construct a world-class science building that will host a full complement of natural science teaching, research, and experimentation on campus. Our undergraduate and graduate programs in Museum Studies will find a permanent home in the Harry and Anna Jeanes Discovery Center. Baylor will design an Academic Success Center, located prominently on campus, which will house a program aimed at increasing both student retention and graduation rates by ten percent by the year 2012. Further, Baylor will augment its Fine Arts Programs by completing Phase II of the Music Building Project and, secondly, improve Engineering and Computer Science facilities by providing upgraded space for laboratories.

Progress Summary

1. Construct a world-class science building
   The Baylor Sciences Building was opened in fall 2004. The building was nominated for R&D Magazine’s 2005 Laboratory of the Year Award.

2. Harry and Anna Jeanes Discovery Center
   The Mayborn Museum Complex was opened in May, 2004, bringing together the resources of the Sue and Frank Mayborn Natural Science and Cultural History Museum Complex with the Harry and Anna Jeanes Discovery Center.

3. Paul L. Foster Success Center
   The first floor and basement wings of the Sid Richardson Science Building were remodeled and reopened in Fall 2007 to house the Paul L. Foster Success Center. The Department of Mathematics is now housed on the second and third floors.

4. Phase II of Music Building Project
   The next phase of the McCray Music Building moved through the strategic planning process and is now being considered for the upcoming comprehensive campaign.
Progress Summary (CONTINUED)

5. | Improve Engineering and Computer Science facilities
   | Spaces in the building have been repurposed for research and classroom use as required by additional faculty and expanded academic programs.

6. | Other academic facilities
   | Morrison Hall was renovated and rededicated in fall 2002. The library facilities have been enhanced through the creation of the Pritchard Information Commons.

Progress in depth

GOAL 1
Construct a world class science building

The Baylor Sciences Building was opened in fall 2004. With more than 500,000 square feet of space, 33 classrooms, greater than 160 faculty offices, and more than 150 teaching and research labs, the building houses the departments of Biology, Chemistry, Geology, Physics, and Psychology/Neuroscience.

The building also houses five multidisciplinary research centers on Prehealth Education, Drug Discovery, Molecular Biosciences, Reservoir and Aquatic Systems and Research, and Scientific Analysis and Computing.

The building was nominated for R&D Magazine’s 2005 Laboratory of the Year Award by the facility’s architectural design firm, HarleyEllis.

The building design exceeded by more than one third the energy-saving requirements of the 2000 International Energy Conservation Code, which required a variety of approaches for an environmentally-responsible design.

GOAL 2
Harry and Anna Jeanes Discovery Center

The Mayborn Museum Complex was opened in May, 2004, bringing together the resources of the Sue and Frank Mayborn Natural Science and Cultural History Museum Complex with the Harry and Anna Jeanes Discovery Center.

The building has 143,000 square feet and brought together three previously separate entities – the Strecker Museum, Ollie Mae Moen Discovery Center, and the Governor Bill and Vara Daniel Historic Village.

The building also includes the academic building of museum studies, faculty and administration offices, and collections storage and preparation areas.

The Anding Traveling Exhibit Area has been home to a number of exhibitions and has served as a facility for receptions and selected university events.

The State of Texas Governor’s Committee on People with Disabilities presented the museum with an “Access for All” decal for the museum’s outstanding compliance with Texas Accessibility standards.
GOAL 3
Paul L. Foster Success Center

The first floor and basement wings of the Sid Richardson Science Building were remodeled to house the Paul L. Foster Success Center, which occupied the space in Fall 2007.

The completed center houses the Director of the Success Center, along with Academic Support Programs, Career Services, Career Counseling, and Academic Advising. The advising staff for the College of Arts and Sciences (CASA) joined the Success Center staff in this location.

The second and third floors of the building were refurbished and once again house the Department of Mathematics.

GOAL 4
Phase II of Music Building Project

The next phase of the McCrary Music Building is now in the strategic planning process.

GOAL 5
Improve Engineering and Computer Science Facilities

The School of Engineering and Computer Sciences has reorganized to add a third department for mechanical engineering and offices have been renovated to accommodate the additional faculty.

Other spaces in the building have been repurposed for research and classroom use as required by additional faculty and expanded academic programs.

GOAL 6
Other academic facilities

Morrison Hall

In fall 2002, Morrison Hall (originally known as Morrison Constitution Hall, when it was home to the Baylor Law School) was rededicated after a year of renovations.

The renovated space houses the Departments of Classics and Philosophy, along with faculty from the Department of Modern Foreign Languages.

It is also home for the Institute for Faith and Learning, Graduate School, and the Honors College, including three of its components, the Baylor Interdisciplinary Core, University Scholars, and Honors Program.

Libraries

The library facilities have been enriched through the creation of the Pritchard Information Commons, a soft-seating area with computers for student use, and offices have been added and remodeled. Computers in labs have been upgraded.

Additional soft seating has been added throughout the building, and several large study carrels were remodeled to create group study rooms.

Cashion Academic Center

A significant portion of the first floor of the Cashion Academic Center has been renovated to create three learning labs, including the Southwest Securities Financial Market Center, the CNL Real Estate Learning Lab, and the Curb Learning Lab for Music and Entertainment Marketing. These new learning labs support the academic learning mission of the Hankamer School of Business.
IMPERATIVE VIII

Construct useful and aesthetically pleasing physical spaces.
IMPERATIVE VIII
Construct useful and aesthetically pleasing physical spaces.

BAYLOR IS MAKING IT A PRIORITY to enhance community by improving the physical environment. In addition to creating green spaces and walking malls along the axes of campus, Baylor will renovate the Student Union Building to provide more appropriate meeting venues for student groups, build the Stacy Riddle Forum, construct a new intramural fields complex for recreational activity, and create a Prayer Garden suitably located within our campus perimeter.

We will give increased attention to the aesthetic value of the campus, renovating the facades of buildings whose designs are dissonant with the rest of the campus and ensuring that the major entries to the campus, as well as streets, walking plazas, landscaping, and works of art form a place that promotes community.

In further recognition of the importance of physical space, parking facilities will be constructed at the perimeter of the campus to move vehicles more toward the edges of activity.

To provide service to the local community and increase interaction across generations, Baylor will further develop for leisure and academic use the corridor along both sides of the Brazos River and construct a Baylor Retirement Village. Finally, Baylor will continue to develop venues that enhance life on the campus and provide for major sports and other student life events.
Progress Summary

1. Create green spaces and walking malls
   In the summer of 2004, a number of parking lots were closed around campus to create more green space.

2. Renovate the existing Student Union Building or construct a new Student Union Building
   A proposal for the renovation and restoration of the Bill Daniel Student Center that will expand the building in its present location was submitted to the Strategic Planning Council. After deliberation, other alternatives such as the construction of a new Student Union Building are also being considered.

3. Build the Stacy Riddle Forum
   The Stacy Riddle Forum was opened in fall 2003 and is home to Baylor sororities.

4. Construct a new intramural fields complex
   The intramural fields complex was completed and ready for use in Fall 2003.

5. Create a prayer garden
   Three prayer gardens have been established on campus at the present time.

6. Renovate facades of buildings
   Yet to be initiated.

7. Increased attention to landscaping and works of art
   A number of green spaces have been added in the last three years. A great deal of attention is given to landscaping on all of the new major construction projects on campus.

8. Construct parking facilities at the perimeter of the campus
   The third of three new parking garages opened in Fall 2007.

9. Further develop the leisure and academic corridors along both sides of the Brazos River
   Yet to be initiated.

10. Construct a Baylor Retirement Village
    Yet to be initiated.
In the summer of 2004, a number of parking lots were closed around campus to create more green space. The following areas have been converted to lawns:

- Russell Hall Courtyard
- The lot between Russell Hall and Marrs-McLean Sciences
- The lot adjacent to Marrs-McLean Gym (Wilson-Jones Garden)
- The lot between Marrs-McLean Sciences and Marrs-McLean Gym
- The lot adjacent to Castellaw (near Rogers)

The proposed renovation/restoration of the Bill Daniel Student Center at Baylor University will expand the building in its present location and the outdoor paving and public gathering areas will be enhanced around the building. Another alternative being considered is the construction of a new Student Union Building across from the McLane Student Life Center and reassigning the space in the Bill Daniel Student Center to other academic or student life purposes.

The Stacy Riddle Forum was opened in fall 2003 and is home to Baylor sororities. The two-story 51,000 square-foot building contains nine sorority suites/meeting rooms, a computer lab, a chapel and prayer room, and an apartment for the resident manager.

The intramural fields complex was completed and ready for use in fall 2003. It is located on La Salle directly across from the Ferrell Center.

Three prayer gardens have been established on campus at the present time.

- The first garden is adjacent to the community center at the North Village Residential Complex.
- The second garden was installed as part of the construction of the new Baylor Sciences Building.
- The third garden (Wilson-Jones Garden) is located just off of 5th street across from the Bear Habitat. This garden was a gift from the 2005 senior class.
GOAL 7
Increased attention to landscaping and works of art

A number of green spaces have been added in the last three years. A great deal of attention is given to landscaping on all of the new major construction projects on campus.

The Immortal 10 statue was completed and installed in summer 2007 and dedicated at Homecoming that fall. As part of this project various landscaping elements (lighting, walls, paving, etc.) were included to enhance the sculpture.

GOAL 8
Construct parking facilities at the perimeter of the campus

The Dutton Avenue office and parking facility was completed and opened for use in Fall 2003. Located at the corner of campus (University Parks and Dutton Avenue.), it has a parking capacity for 1,194 vehicles.

The East Campus parking facility was completed and opened for use in Fall 2004. Located at the corner of 3rd and Daughtrey Avenue., it has a parking capacity for 1,167 vehicles.

The 8th Street parking garage was completed and opened for use in Fall 2007. Located directly behind the Stacy Riddle Forum, it has a parking capacity of 780 vehicles.

GOAL 9
Further develop the leisure and academic corridors along both sides of the Brazos River

There are no plans at the present time for development along the Brazos River.

GOAL 10
Develop a Baylor Retirement Village

There are no plans at the present time for the construction of a Baylor Retirement Village.
IMPERATIVE IX
Enhance involvement of the entire Baylor family.
IMPERATIVE IX
Enhance involvement of the entire Baylor family.

TO INVOLVE THE ENTIRE RANGE of groups with ties to the University in meaningful relationships with Baylor, we will use emerging technologies to facilitate increased on- and off-campus events, conferences, and outreach programs not only for students, faculty, and staff, but also for key off-campus constituent groups. Included in the groups with whom Baylor will interact on a regular and concerted basis are prospective students and their parents, alumni, the Central Texas community, Baptists and other Christians, government and other regulatory bodies, and members of the higher education community of institutions. Baylor will strengthen and focus its recruiting efforts to introduce a wider audience to the University at a younger age through the effective use of campus facilities.

Progress Summary

1. Use emerging technologies to facilitate increased on- and off-campus events, conferences, and outreach programs not only for students, faculty, and staff, but also for key off-campus constituent groups.

   The development of Event Management Technology by Baylor Network personnel and its expanded use on campus, when combined with the Baylor Content Management System and the new online social network (inCircle) fulfill this goal of Imperative IX.

2. Included in the groups with whom Baylor will interact on a regular and concerted basis are prospective students and their parents, alumni, the Central Texas community, Baptists and other Christians, government and other regulatory bodies, and members of the higher education community of institutions.

   Progress is being made. The breadth of groups interacting with the Baylor Network is wide and the number of interactions is increasing.

3. Strengthen and focus recruiting efforts to introduce a wider audience to the University at a younger age through the effective use of campus facilities.

   The Mayborn Museum complex now attracts thousands of children to campus.
Progress in depth

GOAL 1

Use emerging technologies to facilitate increased on- and off-campus events, conferences, and outreach programs not only for students, faculty, and staff, but also for key off-campus constituent groups.

Event Management Technology
Event Management Technology software (EPIC) developed by Baylor Network personnel was initially conceived to allow event coordinators to plan events online and coordinate with staff in Waco. As it evolved, a more formal workflow process was established. It became further integrated with event publicity including printings and emails. All planning details, execution, and follow-up summaries are now standard. As use has grown within the Baylor Network and University Development, additional Baylor University departments will soon be adopting its usage including Conference & Events Management, which handles hundreds of events every year on and around the Baylor campus.

Online Social Network
The online social network, inCircle, was introduced this year to alumni. Since being introduced, over 3,800 persons have become registered users with over 8,600 contact updates and 189 groups created.

Department of Video and Electronic Communications
The Vice President of Marketing & Communications has reorganized the division and created a department of video and electronic communications. In addition to providing support to University units developing websites, this new unit is also exploring ways to better focus Baylor’s home page to prospective students, integrate video into our undergraduate admissions site and increase continuity and brand recognition across Baylor University web pages.

Web Pages
Web pages were increased through collaboration with ITS and the Baylor Network: with the creation of Baylor’s Content Management System, managing web pages has become much easier. Control is spread among users and content can remain fresher and more accurate. The Network has expanded to 435 web pages of information.

E-Mail Updates
The University is sending regular e-mail updates to Regents and faculty and staff, as well as monthly e-mail alerts to alumni. Special event or topic specific e-mail alerts are also sent when pertinent information must be communicated in a timely manner.
GOAL 2

Included in the groups with whom Baylor will interact on a regular and concerted basis are prospective students and their parents, alumni, the Central Texas community, Baptists and other Christians, government and other regulatory bodies, and members of the higher education community of institutions.

Prospective Students

<table>
<thead>
<tr>
<th>Recruiting Visits for 2007</th>
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<tbody>
<tr>
<td>Campus Visits</td>
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<tr>
<td>Sic’Em Day</td>
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<tr>
<td>Fall Premiere</td>
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<tr>
<td>Winter Premiere</td>
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<td>Spring Premiere</td>
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Parents of Students

- The Parents League co-hosted the parents only dinner with the Division of Student Life each evening of summer orientation. More than 1,500 parents of incoming freshmen and transfer students attended these events at which the Parents League program was presented and a panel of parents of current students responded to questions from parents new to the University community.

- 55 student send-off parties were held across the nation involving more than 2,800 incoming and returning students and their parents, alumni, and friends. Send-off events serve as an opportunity for students and parents to meet other Baylor families in their hometowns.

- A University calendar was mailed to 11,653 parent households on August 23, 2007. The cost to produce the calendar was $14,981. Revenues from the sale of ad space in the calendar totaled $8,600 making the net cost of the project $5,381.

- Parents Weekend (September 22-23) activities, including the leadership/volunteer appreciation breakfast, were attended by 110 parents. Bill and Eva Williams were recognized as Parents of the Year.

- Two issues of Perspectives, the Parents League newsletter, were mailed – the fall issue went to 11,011 parent households on December 11, 2006; and the spring issue was mailed on March 30, 2007, to 11,716 households.

- The Baylor Call Center raised $106,923.50 from 853 parent households for the Parents Fund compared to $51,748 from 438 households the previous year.

- 84 students received grants totaling $38,716 from the Student Emergency Fund.

- More than 750 e-mails and telephone calls on the Parents Helpline were received and responded to appropriately.

- Parents League hosted the parents only session at Spring Premiere on April 21, 2007, and moderated a panel of key Baylor department personnel. The Parents League program was presented as well as information about parenting a college student.

- Besides the student send-off parties mentioned earlier, 71 Parents League sponsored events and meetings were held involving more than 3,600 parents and students. These events included chapter meetings, Call to Prayer group gatherings, and leadership meetings.

- Three new Parents League chapters were formed in North Texas, Montgomery Company, and Richardson.
Alumni

The mission of the Baylor Network is to develop an extensive network of constituents
• who are knowledgeable about Baylor,
• who see their connection with Baylor and other Baylor constituents as meaningful; and
• who then find any number of ways to contribute to the success of both.

The Baylor Network received the CASE IV Outstanding Alumni program award for 2007. The Southwest Business Dean’s Association presented to the Baylor Business Network the 2007 “Bobby Bizell Innovative Achievement Award.”

The Baylor Network was fully staffed in 2003. Since that time 1,453 events have been held in 132 cities in 30 states outside of Texas and in 60 cities in Texas as well as in four countries outside of the United States: London, England; Maastricht, The Netherlands; Beijing, China; and Heidelberg, Germany. (Fig. 9.1)

Baylor Proud, a regular e-mail communication aimed at alumni and friends of the University, highlights University excellence and achievement, 2012 progress, and mission-focused points of pride. Launched in September, 2007, the e-mails are sent to approximately 80,000 recipients every seven to ten days, allowing delivery of breaking news about which our audience will be proud. The Baylor Proud blog is updated every one or two days with new, original content and has generated approximately 500 visits per day. Both the e-mail and the blog include links to opportunities for online giving, referring future students, and purchasing athletic tickets and Baylor merchandise.

Fig. 9.1 Network events by year

Source: EPIC
The Networks involved in these events were:

- Baylor Business Network and career activities (329 events) which involve constituents from the School of Business, Law School, Engineering/Computer Science, and any other Baylor degreed person with a business job code in the database. (Fig. 9.2)

- Baylor Women’s Network events (211) built on the strong foundation of the two women’s groups formed by Development in the mid 1980’s. This network has grown to include 13 women’s groups throughout the country. (Fig. 9.2)

- The increased number of Sports Network events (322) are indicative of the newly forged cooperative effort among the Baylor Sports Network, Baylor Bear Foundation, “B” Association, and the Baylor Athletic Department.

- The Baylor Global Network, by working in collaboration with the Center for International Education, Career Services, the Alumni Association, Baylor Advanced Research Institute, University Ministries, and other “global-thinking” offices, has begun to establish a structure for engaging alumni, parents, and friends who reside in other countries. While the manner and frequency of engaging international alumni may differ in some cases, the goal is still to collaborate and communicate within the university community in such a way that we are engaging the international Baylor family on a regular, ongoing basis.

- Sixteen golf tournaments were supported by the Network, each of which raised money for Baylor. The largest, the Metroplex Golf Classic sponsored by the Business Network of Dallas, hosted its sixth annual tournament and has returned over $100,000 to the business school.

- In conjunction with the National Day of Prayer, the Baylor Network hosts “The Baylor Day of Prayer” in cities throughout the country. Alumni volunteers in the communities recruit others to pray for our national leaders, state/local leaders, educators, military, Baylor administration and faculty, and Baylor students. This movement has grown from two events in 2004 to 10 events in 2007.

**Fig. 9.2 Growth by year, Business and Women’s networks**

![Graph](source: EPIC)
Central Texas Community

Baylor-Waco Foundation continues its tradition of involving the Central Texas Community in partnership with Baylor. Since 2001, Baylor-Waco Foundation has continued its support of Baylor through these projects:

- 2001 – Discovery Center, Piper Child Development Center, The Stacy Riddle Forum
- 2003 – Steppin’ Out, Waco Hall Seating, Automatic External Defibrillators
- 2004 – Expansion of Language and Literacy Services, Bear Plaza, Grand Drape in the Baylor Fine Arts Center, Steppin’ Out
- 2005 – Steppin’ Out, Automatic External Defibrillators, Expansion of Language and Literacy Services, Psychology and Neuroscience Clinical Training Suite Improvements, Learning English Among Friends (LEAF), Granite Benches at Dutch Schroeder Esplanade & Grant Teaff Plaza
- 2006 – Digital Conversion of KWBU-Radio, Mayborn Museum Traveling Exhibit Cases & Matching Challenge Grant for Traveling Exhibit, Steppin’ Out, Automatic External Defibrillators, Expansion of Language and Literacy Services
- A three-year grant of more than $1.1 million from the CIOS Foundation to the Center for Family and Community Ministries is enabling the development of a new quarterly academic and practice journal, Family and Community Ministries: Empowering Through Faith, web-based tools for congregations to use in Bible study and other venues, stipend-supported internships for our students in congregations, and partnership with the Baptist General Convention of Texas and Cooperative Baptist Fellowship.

Government and other regulatory bodies, and members of the higher education community

Office of Public Affairs

State

- The state legislature convened in January, and the Office of Public Affairs has worked closely with members and staff in the Texas House and Senate to advance Baylor’s governmental interests in Austin.
- The highest priority for Baylor in each state legislative session is the Tuition Equalization Grant (TEG). The TEG is the most important source of state financial aid at private colleges and universities in Texas and benefits almost 25 percent of Baylor’s student body with $13.1 million in assistance, $1.9 million of which is currently used to fulfill outstanding obligations for the TEXAS Grant program (2005-06 academic year).
- TEG funding was increased by 50 percent in the 2005 session, and private institutions of higher education entered the 2007 session with the goal of preserving current funding levels of $105.8 million per year.

Baptists and Other Christians

- The President’s Prayer Breakfast, established in 1988, annually draws over 800 people together from the community.
- The University participates actively as a sponsor or booth representative at significant gatherings of Baptists, including the Baptist General Convention of Texas and the Cooperative Baptist Fellowship.
• Baylor alumni now hold almost 10 percent of the seats in the state legislature: 13 out of 150 in the Texas House and 3 out of 31 in the Texas Senate.

**Federal**
Developing research funding proposals has been the highest priority of the Office of Public Affairs at the federal level. The office has worked with the Vice Provost for Research to develop $6.92 million in research appropriations requests for fiscal year 2008, up from $3.18 million in fiscal year 2007. These requests are currently pending with members of the Texas congressional delegation.

**Campus and Local**
At the campus and local level, the Office of Public Affairs has helped organize Heart of Texas Community Night (April 2007) to strengthen university ties to Waco, and the Public Leadership Series lectures featuring Paul Clement, Solicitor General of the United States (September 2006), and Barry Black, Chaplain of the U.S. Senate (April 2007).

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**Baylor Magazine**
*Baylor Magazine* is published four times a year by the Division of Marketing & Communications. Distributed to more than 120,000 alumni and friends around the globe, the mission of *Baylor Magazine* is to engage the entire Baylor family in the life and advancement of the University. It does this by communicating the aspirations, needs, and accomplishments of the University in an attractive, compelling, engaging, and persuasive manner. Its writing and artwork is of the highest professional standard, reflecting the quality embodied in Baylor’s Baptist heritage and its Christian mission. The magazine fosters a sense of active belonging and pride and compels its readership to action in support of the goals and objectives of our 2012 vision.

**Media Communications**
In the Division of Marketing & Communications, Baylor’s media communications unit seeks to develop beneficial relationships with key media contacts to promote Baylor, its faculty, staff, students, academic programs, and research to advance Baylor’s national reputation and its Christian mission and vision.
Media communications staff members are working closely with denominational media outlets, such as The Baptist Standard and Associated Baptist Press, to reach out to Baylor’s historic Baptist constituency, share with them our progress, increase their awareness of our programs, and strengthen their ties to the University. The divisional vice president also meets at least twice annually with the Editor of The Baptist Standard.

Media communications staff is writing and submitting for consideration a variety of news articles reporting on important initiatives at Baylor, such as our continuing progress on reaching the imperatives set forth in Baylor’s 2012 Vision. We have written — and had published in a number of important channels within the Baptist press — Baylor research that has the potential to positively impact the quality of life for all people. These have included stories about our contribution to the search for a cure for cancer; America’s religious attitudes, behaviors, and beliefs; effective stewardship of freshwater resources; the role of service in the faith development of adolescents; a computer-based program aimed at strengthening marriages and more. Baylor’s story on the Engineers with a Mission journey to Honduras — a discipline-specific mission trip taken by Baylor students and faculty — was published in the March 27, 2007, edition of The Baptist Standard.

In addition, the media communications staff is routinely facilitating contact between various reporters representing the Baptist press and various Baylor professors with expertise in a variety of areas, research fields, in the history of Baptists, and church-state issues. These efforts have permitted Baylor to provide an informed faith perspective on important topics, such as recent stories examining faith and the presidential race, and the Christian response to immigration.

**GOAL 3**

Strengthen and focus recruiting efforts to introduce a wider audience to the University at a younger age through the effective use of campus facilities.

**General use of facilities for camps, conferences, and meetings**

Camps and conferences of all types are conducted at Baylor. Examples include: academic, athletic, sports, music, youth, Texas Baptists planning meetings, missionary group conferences, and Presidential summits.

The Mayborn Museum hosted over 37,000 visitors during 2006-07.
Imperative X

Build with integrity a winning athletic tradition in all sports.
BAYLOR RECOGNIZES both the vital role of athletics in the life of the collegiate institution and the potential for harm from misplaced priorities.

Progress Summary

1. Pursuant to the goal of creating a winning tradition with complete integrity, Baylor will participate across the full spectrum of men’s and women’s athletics and will strive to be competitive in every athletic venue in which it participates.

   We have made progress in all measures of competition. In 2006-07, 13 of our 18 teams participated in post-season play; 6 teams were ranked in the top 20 in the nation; and we finished 38th in the NACDA Director’s Cup.

2. We will achieve graduation rates comparable with the very finest Division I schools and integrate student-athletes into the full range of student life.

   The NCAA graduation rate for Baylor student-athletes increased to 61% in 2006.
Progress in depth

GOAL 1

Pursuant to the goal of creating a winning tradition with complete integrity, Baylor will participate across the full spectrum of men’s and women’s athletics and will strive to be competitive in every athletic venue in which it participates.

Since 2005, we have met or exceeded our goal having at least 12 teams participate in NCAA post-season play. (Fig. 10.1) We met our goal of having ten teams ranked in the Top 20 in the nation in 2005. However, we only had six teams ranked in the Top 20 in the nation in 2007. (Fig. 10.2)

We met our goal of finishing 25th in the NACDA Director’s Cup standing in 2005. However, we finished 38th in 2007. Despite this drop in the standings, we are still higher than we had been prior to 2005. (Fig. 10.3)
Fig. 10.2  Athletic teams ranked in Top 20 in nation

Fig. 10.3  NACDA Director’s Cup standings
The six-year graduation rates of student-athletes have fluctuated drastically during the past several years. Since we are dealing with a relatively small number of students, small changes in graduation patterns will result in large changes in graduation rates. The six-year graduation rates for all undergraduates have slightly increased during the same time period. (Fig. 10.4)
Emphasize global education.
RECOGNIZING THAT ITS SPHERE of Christian influence is the world itself, Baylor must prepare its graduates to enter a pluralistic and global society. To strengthen our efforts in international education, we will:

**Progress Summary**

1. Increase the number and quality of Baylor’s international programs.
   
   The number of Baylor’s international programs has **increased steadily**, from 50 programs in fiscal year 2002 to 64 programs in fiscal year in 2007.

2. Raise the level of participation by students in study abroad programs.
   
   The level of participation by students in study abroad programs **has fluctuated** between fiscal year 2003 and fiscal year 2007. There was a decline in participation between fiscal year 2002 and fiscal year 2003 which can be attributed to the events of September 11, 2001.

3. Increase the percentage of international students on campus.
   
   The percentage of undergraduate international students on campus has **remained relatively constant** since fiscal year 2005. The percentage of international graduate students has **declined** between fiscal year 2005 and 2007.

4. Expand international opportunities for faculty and graduate students.
   
   The number of international programs has **increased** from 50 in fiscal year 2002 to 64 in fiscal year 2007. This increase has expanded opportunities for faculty and students.
Progress in depth

GOAL 1

Increase the number and quality of Baylor’s international programs.

- The number of international programs at Baylor has been steadily increasing since fiscal year 2002. (Fig. 11.1)
- All programs are available online for review and consideration by parents and students.
- Safety procedures have been implemented based on a model used by other schools.
- The pre-departure orientation and information sessions have been expanded in order to provide more information to students.

Fig. 11.1 Number of international programs

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
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<th>2007</th>
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<td></td>
<td>50</td>
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<td>59</td>
<td>66</td>
<td>64</td>
<td>67</td>
<td>64</td>
</tr>
</tbody>
</table>

Source: International Student & Scholar Services
GOAL 2

Raise the level of participation by students in study abroad programs.

The number of students participating in study abroad programs has been increasing since fiscal year 2003. There was a decline in student participation between 2002 and 2003. This decline can be attributed to the effects of the events of September 11, 2001.

The number of students participating in study abroad programs has increased by 24% from fiscal year 2001 (prior to 9/11) to fiscal year 2007. There was decrease in students participating in study abroad programs from fiscal years 2006 to 2007. (Fig. 11.2)

In fiscal year 2006, the Goodrich Scholarship was awarded to 62 Baylor students. The total amount in scholarships was $90,000. This scholarship is awarded annually for participation in study abroad programs.

Fig. 11.2 Number of students enrolled in international programs

Source: International Student & Scholar Services
GOAL 3
Increase the percentage of international students on campus.

The percentage of undergraduate international students decreased in fiscal years 2004 and 2005. For the past three years, however, this percentage has risen to 4.0%. (Fig. 11.3)

The percentage of graduate international students peaked in fiscal year 2005. The percentage declined in fiscal years 2006 and 2007, but the percentage increased in 2008. The current percentage of graduate international students (16.1%), however, is still lower than the percentage in 2005. (Fig. 11.4)

According to the “Open Doors” report published by the Institute of International Education, international students represented 4.3% of total U.S. higher education enrollment (2.8% of total undergraduate students and 13.7% of total graduate students). In 2006-07, the percentage of international students declined to 3.9% of total U.S. higher education enrollment (2.1% of total undergraduate students and 12.0% of total graduate students).

Fig. 11.3 Percent of international undergraduate students
GOAL 4

International opportunities for faculty and graduate students.

The number of international programs has increased from 50 in fiscal year 2002 to 64 in fiscal year 2007. (Fig. 11.1)
IMPERATIVE XII

Achieve a two-billion dollar endowment.
Imperative XI
Achieve a two-billion dollar endowment.

To sustain a strong student scholarship program, to create excellence in academic and student life programming, to provide support for key academic chairs and professorships, and to enable the other imperatives of this 10-year vision, Baylor will build an endowment with a corpus of two billion dollars by 2012. Through successful fund-raising, shrewd asset management, and responsible stewardship, Baylor will develop endowed resources on par with some of the nation’s top-tier universities.

Progress in depth

We are making progress. Although lagging behind the projection line, the market value has been steadily increasing over the past three years. The market value of the university endowment is $1.02B as of May 31, 2007. (Fig. 12.1)

A successful comprehensive fund-raising campaign with heavy emphasis on gifts earmarked for endowment will greatly enhance our progress toward achievement of Imperative XII by 2012.

The NACUBO rank of total endowment has been steadily increasing since fiscal year 2003. Baylor achieved a national rank of 74th in fiscal year 2007. (Fig. 12.2)

The endowment per student full-time equivalent (FTE) has been steadily increasing. The endowment per student FTE for fiscal year 2007 was $73,881 which corresponded to a NACUBO ranking of 179 — the highest rank that Baylor has achieved. (Figs. 12.3, 12.4)
Fig. 12.1 Market value of endowment

Fig. 12.2 NACUBO endowment ranking

Source: Office of Investments
Fig. 12.3 NACUBO endowment per student FTE

Endowment/student FTE

2002 2003 2004 2005 2006 2007

Source: Office of Investments

Fig. 12.3 NACUBO endowment per student FTE ranking

Endowment/student FTE ranking

2002 2003 2004 2005 2006 2007

Source: Office of Investments