Texas State University-San Marcos

"Embracing Change"
2004-2009 University Plan

August 19, 2004

A Member of the Texas State University System

Table of Contents

Message from President Trauth

As we begin the implementation of the Texas State University-San Marcos 2004-2009 strategic plan, we reflect on the last two years that have culminated in a "living" plan driven by the new mission statement our university community created together. The many conversations, discussions, and diverse points of view that were voiced during this collaborative effort have yielded a plan that will truly serve as a guide to direct the future of our university. I appreciate the extensive campus participation and dedication to this effort.

Now comes the time to move forward in fulfilling our university mission through strategic plan initiatives that will assist us in:

- Meeting our obligation as a public university that addresses the needs of the people of the state of Texas and beyond;
- Exploring new directions while embracing our current strengths;
- Facilitating the success of our students by providing the knowledge and tools they need to advance positive change; and
- Calling upon the excellence of faculty, staff, and administration that is crucial to maintaining the status of a premier university.

We at Texas State know that our university plan is important, not only to those of us who are campus stakeholders, but to the larger public as well. We invite you to read our plan for the future. We want you to know that we are proud of our past accomplishments and excited to embark on this new journey that will present us with many challenges, some of which we are aware, and others that will be the result of changing needs. We embrace these challenges as well as the successes, disappointments, and learning that will come from them. Most importantly, we recognize that building strong relationships within and beyond the University will be paramount in determining our success in achieving university goals. The collaboration is never over.

We have titled our plan "Embracing Change" because we know that change is often necessary and always inevitable. I believe that the initiatives we will carry out over the next five years will lead to positive change for us here at Texas State as well as our friends and partners beyond our campus. If we accomplish what we have set forth, I envision a diverse generation of new graduates who will have a broader, more excellent learning experience, resulting in limitless prospects for success upon their gradation from Texas State. We look forward to sharing our progress with you as we move toward accomplishing our goals.

I.   Introduction

Texas State University-San Marcos developed this 2004-2009 University Plan in a context of dramatic change. In just over a decade the University has joined the ranks of Texas' selective universities, successfully completed its first capital campaign, established a major new university center serving the northern part of the Greater Austin region, increased significantly the level of externally funded research, begun its first two engineering programs, made the transition associated with a name change, significantly expanded its range of graduate offerings, moved through a period of stable enrollment into another period of growth, and begun its first six doctoral programs, moving along a path leading to Doctoral-Intensive status. The successes outlined above have required the dedicated commitment of faculty, staff, and administrators and have resulted in a transformational change in the University's potential for the future.

As we developed this plan, we were guided by the fundamental principle that our students must be the primary beneficiaries of the university goals we define, as well as the initiatives supporting those goals. Within this framework, we sought to address a complex variety of issues that included helping the State reach its *Closing the Gaps* targets in access, success, quality, and research; providing a premier undergraduate experience for students from across Texas and beyond; addressing the special needs of the surrounding Austin-San Antonio region; further expanding opportunities for graduate education; conducting research to expand the knowledge base in many academic disciplines, and serving as a major resource and an economic engine for the State.

At the core of the University Plan is the Academic Plan, which identifies a number of specific goals we will pursue and actions we will take to accomplish these goals. However, we recognize that while this plan will serve as a guide for action, we will continue to scan the environment and make adjustments to this plan when necessary. The goal of this plan is to provide a template to help establish priorities for the future but not a straitjacket to prevent us from seizing opportunities or responding to external challenges and threats.

In keeping with this philosophy, we will conduct a formal review of the University Plan every two years through revisiting division, college, and department plans to determine what possible initiatives may be included in the University Plan. During this time departments, colleges, and divisions will have the opportunity to reprioritize and add or delete goals and related initiatives to better address changing needs.

II.   The Planning Process

Planning at Texas State is undertaken with many objectives in mind. These include:

- To guide us toward achieving our shared vision and mission through identified goal statements.
- To reflect our university goals and intended outcomes in the development of the university budget.

- To assess our progress toward achieving these goals and intended outcomes at all levels of the institution.
- To support the integration of planning, budgeting, and assessment at the department, college, division and university levels.
- To involve the entire university community in the development of plans at various levels of the institution.
- To direct the use of assessment results to improve processes and revise plans.
- To provide feedback to the community on the progress toward achieving our goals.

In her Fall 2002 convocation speech, President Denise Trauth announced her decision to appoint a presidential committee charged with thoroughly evaluating the University's planning process, including the academic planning process. This was the first of many steps the University took to create a new planning process resulting in a university strategic plan that would reflect a shared vision and that would be a true blueprint for actions that would be taken by the University.

In addition to the presidential committee, President Trauth appointed five other committees composed of faculty, chairs, deans, and others responsible for strategic planning, asking each group to develop a critique of the planning process. A Strategic Planning Review Committee then reviewed the critiques and made formal recommendations for planning process improvement (see Appendix I of the University Plan for a list of all university planning contributors). These critiques, and all other planning information, are available on the university web page.

Because academic planning is at the core of university planning, an Academic Planning Steering Committee was formed to review recommendations from the Strategic Planning Review Committee and create an academic planning process to drive university initiatives. After examining the recommendations, the Academic Planning Steering Committee responded to recommendations and ensured that they were considered and used in creating the new planning process. The Committee consulted academic departments about internal and external factors influencing their planning and gathered information from departments about initiatives they were considering in the areas of academic programs, student learning and success, scholarly, creative, and grant activity, development, and diversity. This information was included in the university environmental scan and formed the basis for content in all department, school, college, unit, and division plans. The Academic Planning Steering Committee revised the academic planning process and submitted the revised process, in draft form, to the President's Cabinet in August 2003.

In September 2003, the Institutional Effectiveness Team, consisting of those responsible for planning in each division, joined the Academic Planning Steering Committee. In addition, the Chairs of the Council of Chairs, Faculty Senate, and Staff Council joined the committee. This standing committee, renamed the Steering Committee for University Planning, continued a collaborative approach in creating the final planning process. Using this process, departments, schools, colleges, and divisions drafted plans contributing to the 2004-2009 University Plan.

Critical to creating a successful, collaborative planning process was assuring that 1) the process supported a shared vision reflected in a meaningful University mission statement, and 2)

the process was framed to include numerous feedback loops and opportunities for deliberation at all university levels. The Planning and Assessment Calendar and the University Mission Statement review process provided that assurance.

A [planning calendar](#) was developed by the Steering Committee for University Planning, in consultation with stakeholders across campus, to provide a framework under which the planning process could be implemented. It provided timelines for plan creation, discussion, feedback, and assessment at all university levels. The discussion and feedback processes in the calendar included college deans' and vice presidents' open forum presentations of draft college and division plans in Spring 2004.

As the initial planning phase for the 2004-2009 University Plan comes to a close, the planning calendar is evolving into a planning and assessment calendar that will continue to provide timelines for discussion and feedback necessary to ensure that the University is moving toward completing its goals. The revised planning and assessment process provides opportunities for public discussion and input from diverse stakeholders. Now that all the plans have been developed and implemented, the new Planning and Assessment Calendar that appears on page 17 will outline this process.

III.   The Texas State Mission and Goals

Over a six month period the University devoted time to reviewing and commenting on the university mission statement to determine if the existing statement aligned with the University direction that was emerging from the "bottom up-top down" planning process. All academic and administrative units were invited to be a part of this review through an inclusive process that encouraged discussion across the University. The responses submitted provided information for the important initial step in revising our mission statement to reflect a meaningful picture of Texas State's priorities.

A mission statement task force used this information, along with recommendations from university leadership, to guide them in creating a new mission statement that would capture both the essence of who we are now and the direction in which we are headed. The draft statement was distributed to the university community for review via the web August 2003, was modified based on feedback received, and was taken to the President's Cabinet for approval in November 2003 and to the Texas State University System Board of Regents on August 19, 2004.

The new mission statement will serve as a clear link to strategic planning, illustrate to external audiences our unique place among public universities, and reaffirm our campus identity. The statement focuses on five areas that define our university: premier, public, student-centered, doctoral-granting, and diverse. As readers will note in division plans, the new mission statement is the true guide for major initiatives undertaken by the University.

As the state and national environment changes, so do the needs of future students at Texas State. For this reason, the University Mission Statement will go through a formal review,

such as the one described above, every four to six years. The mission statement will then remain an authentic guide for university planning and related initiatives.

Texas State University-San Marcos

"The noblest search is the search for excellence."
—Lyndon B. Johnson
Class of 1930

Our Mission

Texas State University-San Marcos is a public, student-centered, doctoral-granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

Our Shared Values

In pursuing our mission as a premier institution, we, the faculty, staff, and students of Texas State University-San Marcos, are guided by a shared collection of values. Specifically, we value:

- An exceptional undergraduate experience as the heart of what we do;
- Graduate education as a means of intellectual growth and professional development;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- The cultivation of character and the modeling of honesty, integrity, compassion, fairness, respect, and ethical behavior, both in the classroom and beyond;
- Engaged teaching and learning based on dialogue, student involvement, and the free exchange of ideas;
- Research, scholarship, and creative activity as fundamental sources of new knowledge and as expressions of the human spirit;
- A commitment to public service as a resource for personal, educational, cultural, and economic development;
- Thoughtful reflection, collaboration, planning, and evaluation as essential for meeting the changing needs of those we serve.

The mission statement was approved by the Texas State University System Board of Regents on August 19, 2004, and was approved in January 2005.

Introduction to University and Division Goals

The University Goals and related outcomes outlined below reflect the Texas State philosophy that a successful university plan must be driven by the academic endeavor. The success of the plan is also dependent on the ability of all divisions to support that endeavor. The

non-prioritized intended outcomes listed beneath each goal represent a broad range of initiatives that will be implemented and regularly assessed to determine progress we have made toward achieving university goals. Others may be added, as necessary, during the life of this plan.

Additional goals and intended outcomes are contained throughout division plans that will also assist in achieving overall university goals. The Academic Plan goals and intended outcomes support Texas State's direction. Administrative division goals and intended outcomes support the academic mission. Initiatives related to these intended outcomes will be reviewed and assessed at the college and division levels and those requiring new funding will be subject to the strategic investment process outlined in Chapter VI of the University Plan.

University Goals

Goal 1: Promote academic quality by building a distinguished faculty, developing the university culture of research, and managing enrollment.

Intended Outcomes:

- Increase average full-time faculty salaries at all ranks.
- Increase size of full-time faculty.
- Establish a more rigorous enrollment management program.
- Increase university infrastructure to support scholarly and creative activities.
- Introduce and maintain programs that are nationally and internationally competitive.
- Launch a capital campaign.
- Maintain a physical setting that presents Texas State as a premier institution.

Goal 2: Expand access to public university education and contribute to the economic and cultural development of Texas, with special emphasis on development of the Round Rock Higher Education Center.

Intended Outcomes:

- Move forward on the *Closing the Gaps* goals of participation, success, excellence, and research.
- Based on information gleaned from a study of extended learning models, expand Round Rock's academic programs and support services based on identified needs.
- Enhance research efforts to address critical state needs.
- Complete construction of the first permanent building for the Round Rock Higher Education Center and provide services to the students, faculty and staff who will occupy the building.
- Enhance on-site library and technology support for the new Round Rock Higher Education Center.
- Implement quality student services and selected student programs at the Round Rock Higher Education Center.

Goal 3: Provide a premier student-centered, educational experience that fosters retention and success and is built on academic programs with clearly defined learning outcomes and a rigorous level of academic challenge.

Intended Outcomes:

- Expand student retention programs with collaboration among the Graduate College, University College, academic departments, and Student Affairs.
- Implement departmental and campus-wide student engagement initiatives.
- Increase collaborative programs with appropriate academic and student affairs departments to educate and respond to students with financial, physical and mental health concerns.
- Support intercollegiate athletics and the arts as vehicles to promote a well-rounded collegiate experience for all students.
- Develop a strong commitment to university alumni.

Goal 4: Expand educational opportunities, emphasizing doctoral program development, applied scientific and technical programs, and other programs that address critical state needs.

Intended Outcomes:

- In years 1 and 2 of the Plan, seek approval for implementing the following programs:
    - In years 1 and The Ph.D. degree with a major in Mathematics Education
    - The Ph.D. degree with a major in Computer Science
    - The Master of Fine Arts (M.F.A.) degree with a major in Communication Design
    - The Bachelor of Science (B.S.) degree with a major in Electrical Engineering
    - The Bachelor of Business Administration in Management with a concentration in Entrepreneurial Studies
    - The Bachelor of Fine Arts Digital & Photographic Imaging
    - The Master of Science in Population & Conservation Biology
    - The Bachelor of Science in Anthropology
    - The Master of Science degree (M.S.) with a major in Accounting and Information Technology
    - The Master of Arts in Rhetoric & Composition
    - The Bachelor of Arts in International Studies with an International Studies focus in Russian/East European Studies
    - The Master of Science in Aquatic Biology with a concentration in Aquatic Systems
    - The Bachelor of General Studies
- 2 of the Plan, prepare to submit proposals in years 3-5 of the Plan seeking approval for the following programs:
    - The Ph.D. degree with a major in Criminal Justice
    - The Master of Science (M.S.) degree with a major in Nutritional Biotechnology/Biomedicine (Interdisciplinary)

- o The Master of Science (M.S.) degree with a major in Athletic Training
  - o The Bachelor of Science (B.S.) degree with a major in Materials Science and Engineering
- Expand access to distance education through reviewing distance-learning opportunities in the context of a viable fiscal plan.
- Emphasize Round Rock Higher Education Center (RRHEC) in first two years of the Plan.
- Study feasibility for consideration of a San Antonio MITC during the first major plan revision that will occur in 2006-2007.
- In years 1 and 2 of the Plan, continue to study the feasibility of a nursing program, including prospects for necessary external start-up support.
- The Doctor of Physical Therapy (D.P.T.) degree with a major in Physical Therapy will be treated as a special case proposal. At some time during the planning period, it is expected that the standard for entry into professional practice in physical therapy in Texas will move from master's level to doctoral level.

Goal 5: Enrich our learning and working environment by attracting and supporting a more diverse faculty, staff, and student body.

Intended Outcomes:

- In year one of the Plan, expand and sustain campus wide conversations related to the Texas State Diversity Plan.
- Increase intensity and scope of recruitment programs that have a special focus on minority students, seeking the goal of HSI status.
- Build a more diverse faculty and staff.
- Seek historically underutilized business suppliers.

Goal 6: Develop and manage human, financial, physical, and technological resources effectively, efficiently, and ethically to support the university's mission.

Intended Outcomes:

- Expand and support professional development opportunities for faculty and staff.
- Adjust staff levels and salaries to accomplish university goals.
- Implement a new ten-year Campus Master Plan to ensure it meets the needs of the University, including the Academic Plan and the other divisional plans.
- Reorganize ongoing functional and technical support organizations to maximize the benefits of long-term financial and human resources application investments.
- Begin work on the FAS-Student Information System project.
- Enhance and expand campus information technology security activities.
- Expand support for structured, standards-driven web course development and programs that enable faculty to appropriately integrate technology into the teaching-learning process.
- Reduce deferred maintenance in existing facilities.

- Ensure compliance with State Fire Marshall regulations and complete renovation projects as outlined in the Fire Marshall's audit report.
- Employ annual budget plan to address all strategic priorities.

IV. *The Planning Environment*

A responsible plan takes key stakeholders into consideration as part of defining the planning environment. Key stakeholders are defined as those who are significantly affected by the initiative and whose participation is essential to make the initiative a success. Stakeholders are considered to be of two principal types: internal and external. Internal stakeholders include students, faculty, staff, administrators, volunteers, guests and visitors, as well as on-site vendors, contractors, service providers, and immediate neighbors. External stakeholders encompass other individuals, organizations, and communities.

The initial step taken in preparation for scanning the planning environment, then, was to request that all on-campus units provide information on various trends, factors, and stakeholders that may be critical to our institution's future. In addition, Institutional Effectiveness conducted a scan of the external environment.

All identified issues were combined and condensed into one detailed document, which was reviewed and approved by the President's Cabinet. The scan was revisited again in 2004 and relevant updates were made. This scan directed our development of the 2004-2009 University Plan.

The planning process at Texas State has been guided by an understanding and appreciation of the University's culture and how we function and are likely to function during the life of this Plan. This culture includes an informed understanding of our environment and the likely future condition of the State's economy and the ability of the Texas State University System Board of Regents and the President's Cabinet to support requests for additional funding to launch new initiatives. Below is a summary of current environmental issues:

1. The Austin-San Antonio Region ranks among the top five fastest growing areas in the United States. It comprises 14.6 percent of the state's population. If current trends continue, the Region will double in size by the year 2020. This tremendous increase in population will present itself as a major challenge to leaders in both the public and private sector arenas who face the task of planning for the needs of this influx of population.

2. The Austin-San Antonio Corridor will witness the continuation of several major trends observed over the past two decades: 1) continued diversification and modest strengthening of the area's manufacturing and industrial base; 2) strengthening of the region as a major center for trade and distribution; 3) continuing importance as a provider of health-care related services and gradual emergence as a resource for health-related research; 4) increasing importance of educating the State's growing Hispanic population; 5) increasing recognition that lifelong education and retraining of the work force in nearly all sectors will be necessary to maintain economic

competitiveness; 6) continued pressure to reform and restructure public education; 7) continuing importance as a provider of public service education to meet the needs of the State and local governments; and 8) continued growth and urbanization of the region and the resulting impact on the environment, economic development, crime, transportation, metropolitan infrastructure, and the delivery of public services. There will be even greater demands upon the University to help the region and the State deal with problems associated with these developments and increasing opportunities to help the region exploit its economic potential.

3. As a result of the State's *Closing the Gaps* initiative, there will be continuing and even increased demands from the Texas Higher Education Coordinating Board for the University to provide highly accessible, high-quality, cost-effective undergraduate and graduate instruction across a wider audience. Texas State will need to add approximately 10,000 students by 2015 to address Goal 1 of this initiative. Also relevant to enrollment growth is the movement toward greater enrollment in community colleges, which, in turn, will increase the percentage of Texas State students who enter as transfers instead of first-time freshmen. This growth in the number of transfer students, along with the recently implemented UT-Austin enrollment cap, will place a higher demand on Texas State for upper level and graduate coursework. In order to cover this growth, additional faculty and facilities will be required. Particular attention will be placed upon the effective and efficient use of faculty resources.

4. New initiatives must be considered carefully at all levels so that they do not significantly diminish the quality of those existing programs and activities that are central to the accomplishment of the missions of the departments, the colleges, and the University as a whole. At the same time, it must be recognized that some activities are more important than others. We must be prepared to dispense with those that have outlived the need they were intended to serve, have failed or are too unlikely to meet standards of excellence, have failed to attract the expected audience, or are too costly for the benefits produced. And while it can be expected that new programs eventually will generate new resources from increased enrollments, reallocation by the Provost/VPAA and within the colleges will be necessary in the short-term to launch new initiatives.

5. At present, there is over $200 million earmarked in federal legislation for Hispanic Serving Institutions. Over the next 30 years, the population of Texas is projected to double and become increasingly Hispanic. Over the next 20 years, persons of Hispanic origin will increase from 36 to 44 percent of the Austin-San Antonio Region's population. As these populations grow and become more important to the workplace, a method of achieving high levels of quality education and training for all ethnic groups is needed.

6. Because of changing state demographics, extending educational opportunities to the State's most significant minority groups will be an important issue to be confronted by public institutions, including Texas State. The Hispanic population in Texas is growing from 27.6 percent in 1995 to an expected 37.6 percent in 2025. This group is

expected to be the largest group in Texas by 2020. At present, only 20 percent of Hispanics in Texas attend college, which is considerably below the national level. Uncertainty with respect to the expected levels of federal financial support for students and declining political support for affirmative action could present a challenge to the University's efforts to ensure access for minority and low-income students, thus our need to become a designated Hispanic Serving Institution (HSI).

7. Both in terms of student enrollment and institutional commitment, Texas State will continue primarily to be concerned with outstanding undergraduate education, with gradual and selective increases in the number and size of its master's and doctoral programs. During the planning period, the mix of undergraduate and graduate enrollments will change gradually so that the proportion of graduate students will rise to eighteen percent and the proportion of undergraduate students will drop by that amount.

8. Demand for undergraduate education will continue to rise in response to the rapid growth in the Austin-San Antonio Corridor and the increase in the proportion of high school graduates who desire and qualify for post-secondary education. The depressed status of the economy and increased unemployment levels will also force students to continue their education in order to improve their earning power. All public institutions in Texas, but particularly Texas State, must prepare for the anticipated "tidal wave" of new, traditionally-aged, as well as older, non-traditional undergraduates who will be seeking access to higher education.

9. Changes in SACS criteria for accreditation will require an effective planning and evaluation process to look at student learning outcomes. There will not be as many "must" statements; the number of "core requirements" will decline; and institutions will be able to define compliance to a greater extent. Data will be presented up front rather than embedded in a textual report and a sentence or two will indicate whether compliance, partial compliance, or non-compliance exists for each core requirement. For partial and non-compliance, a brief explanation of how full compliance will be achieved shall be given.

10. As the University progresses toward Doctoral/Research University – Intensive status, a host of issues and challenges will present themselves. These will include enhancement of the research infrastructure, increasing library resources, development of equitable faculty workloads, generation of a graduate culture on the campus, and maintaining our historic commitment to excellence in teaching and to undergraduate education.

11. The prospect of a new UT-affiliated biotechnology center, with a medical school as its foundation, in the Austin area opens up many possibilities for Texas State. With the medical school focusing primarily on programs offering M.D. and Ph.D. degrees, we could and should develop complementary programs such as nursing or health care administration in support of the demands for better health care. In fact, the U.S. Bureau of Labor Statistics estimates that the country will need more than a million new and replacement nurses by 2010 and traditional colleges have been slow to meet

the growing demand for healthcare training. A survey conducted by the American Association of Colleges of Nursing found that 5,200 qualified students were turned away from traditional bachelor's-degree nursing programs last year because of a lack of financial resources and qualified faculty members. In the Central Texas region, the healthcare industry is rapidly growing, but there are not enough workers to fill currently available positions. It is important that local education systems move toward training more healthcare workers in order to meet the growing demand.

12. In the next 10 years, Texas will see more engineers retire than enter the workforce. Based on data collected, the current rate at which engineering degrees are awarded in Texas may be sufficient to cover retirements, but will not be sufficient to cover both retirements and new positions. The Texas Workforce Commission expects an annual growth rate of about 4,000 engineering jobs with 1,500 of these positions coming from new positions and 2,500 coming from replacements, while data from the U.S. Department of Education show that about 3,300 bachelor's engineering degrees are being awarded annually in Texas.

13. Technology will have an increasing impact on teaching, learning, and the way the University operates. Incoming students will be more technology-literate and will expect more sophisticated applications of technology to deliver instruction and support the learning process. There is also an increased demand for on-line and distance education as a result of rapidly growing enrollments and decreased funding to maintain facilities and new infrastructure needs. Effective application of technology will present a continuing challenge for members of the faculty and support staff because of the rapid pace of technological change. Technology planning must be fully integrated into academic planning.

14. Technology relevant to instruction, including everything from the World Wide Web to the use of fiber-optic networks for two-way interactive television, will erode the market monopoly that geography has afforded regional universities like Texas State to serve students who attend school close to where they work or live. As students have more choices for fulfilling their educational needs, they will place increasing emphasis on compatibility of program design, instructional methods, and course scheduling with their personal circumstances as they choose the institution at which they will enroll. These developments will present both the responsibility and the opportunity to extend access of the region to the resources of the University through appropriately designed and scheduled regular instruction, distance learning, continuing education, and professional service via weekend and evening offerings, immersion options, and the World Wide Web. Further development of the Round Rock Higher Education Center, and possibly a MITC in northeast San Antonio, also will enable the campus to more effectively respond to the diverse educational, economic, social, and cultural needs of the Austin-San Antonio Corridor.

15. At Texas State, there is a need to maintain the number and quality of our faculty. Increasing enrollments and academic program offerings will place added pressure on faculty workloads and will require an increase in faculty lines. Most (57%) of our full-time faculty are currently over 50 years old and will soon be retiring. It will be

difficult to attract quality faculty for our programs with the low salary rates at the University. With reduced funding rates for higher education from the Texas Legislature, the Provost/VPAA will have to make decisions to meet these increased demands.

16. A growing trend in American higher education is the hiring of part-time faculty members due to reductions in public funding and tightening budgets. Over the past ten years, the percentage of part-time faculty has grown while the percentage of full-time faculty has decreased. Texas State will need to address this issue, focusing on tenure-track hires, to ensure the advancement of knowledge and a quality education.

17. While Texas State University-San Marcos aspires to achieve national and even international standards of excellence in its instructional, research, and public service programs and the quality of its faculty, it has a particular obligation to use its human and other resources to respond to the needs of the Austin-San Antonio Corridor, including those related to economic development, the solution of pressing social problems, and the cultural enrichment of the citizenry. The U. S. Bureau of Labor Statistics projects that "key growth occupation" and employment areas relevant to Central Texas will require higher levels of post-secondary education, particularly at the doctoral level. Six specific technology sectors that are forecast to have a measurable impact on new jobs and investment for the Austin Metropolitan Statistical Area include: Nanotechnology which is expected to become a $1 trillion industry by 2015; Bioinformatics; Wireless technologies; Software and Chip Design; Healthcare; and Clean Energy.

18. Texas State supports the goals established by the Texas Legislature for the State's Historically Underutilized Business program. To that end, we must expand our outreach to the minority business communities in the State and strengthen education about the program on campus to ensure our best efforts to achieve the State's goals.

19. Higher education's share of state appropriations will continue to decline with increasing competition for available dollars from other educational sectors and as elected representatives attempt to address legitimate public concerns in the areas of health, welfare, and crime. As this occurs, Texas State will need to rely more heavily on alternate sources to fund initiatives such as funded research opportunities, grants, donor contributions, and partnerships with the private sector. Texas State University-San Marcos currently ranks 32 out of 34 Texas public universities in general revenue funds appropriated per semester credit hour.

20. As a result of fluctuations in the economy that have led to changes in federal financial aid and tuition costs, there will be continuing challenges in recruiting, retaining, and helping students succeed in higher education. The Associated Press reports that based on an analysis by the National Center for Education Statistics, about half of all students from families considered lower- and middle-income took out college loans in 2000. Thirty-five percent of students from higher income families also opted to borrow. According to the analysis, the share of full-time college students who borrowed to pay for college rose from 30 percent in 1990 to 45 percent in 2000.

21. Texas State's growing student population and new initiatives are occurring with little new funding to sustain the university infrastructure. The Texas Higher Education Coordinating Board has a standard that a university's deferred maintenance should not exceed 5 percent of the replacement value of its buildings. Texas State well exceeds that standard, which could cause problems with getting new construction projects approved. According to an annual survey of institutions by the THECB, Texas senior colleges and universities in 1997 reported a total of $244.5 million in accumulated deferred maintenance, of which $27.4 million was characterized as "critical".

22. Federal support for scientific research, student aid, and other programs will decline overall under pressures to reduce the federal budget deficit. However, we will continue to see funding increases for defense-related research and computer security research, and with an increase of 13% in 2004, NSF funding should at least continue to pace inflation.

23. The changing environment, tuition pricing changes, and increased competition for students among various higher education entities will require intensive internal communication and feedback, as well as "marketing" our new identity to external audiences through consistent, ongoing messaging.

V.   *Institutional Effectiveness Plan*

Crucial to the effective implementation of the University Plan is an understanding among stakeholders of the connectedness between department, college, and division plans and the University Plan. The planning process has called for prioritization at all university levels, with ongoing conversations and feedback between academic departments and colleges, administrative units and directors, and deans/directors and vice presidents. These discussions have ensured a "living" plan where the best information and insight are available for the President's Cabinet to make decisions about new initiatives and budget allocations.

Now that the University Plan has been created and implemented and we move into the assessment phase, we will maintain open communication and dialog. We realize that assessment is critical to the successful implementation of strategic plans. However, we also believe that the point of assessment is not to gather data and return "results" that support our goals; rather, it is a process where stakeholders and decision makers begin by asking questions, become involved in the gathering and interpreting of data, and use that information to guide the process of continuous improvement.

In order to assist in implementing this kind of assessment to measure progress on our university goals, an assessment committee made up of university stakeholders will monitor progress on each of the university goals and provide feedback and support for those charged with the responsibility of leading initiatives that will assist us in achieving our goals. In this way, plans at all levels can be reviewed and revisited on an ongoing basis. A formal review of the

University Plan will be conducted every two years to reassess the University's initiatives and priorities in light of changes in the environment.

To ensure that all areas of the University have an opportunity to review and assess plan progress, as well as share useful feedback during the first year of implementing the Plan, the following calendar for planning, assessment and feedback will be incorporated across all departments. It should be noted that all activities listed in the calendar are ongoing and flexible. Specific dates are at the discretion of each department, with the exception of the July 30th and September 15th due dates for annual plan reports. At the end of the first assessment cycle, we will review the planning and assessment calendar to determine changes that will improve the assessment process.

2004-2005 Planning and Assessment Calendar

Date	Process	Responsibility
August	Discuss planning priorities and desired directions for upcoming year with faculty/staff at annual fall meetings	Deans/Vice Presidents
	Meet to discuss progress on support department plans to include activities for the previous fiscal year; provide feedback on desired directions for upcoming year	Directors/Unit Heads
September	Meet to discuss progress on administrative support plans to include activities for the previous fiscal year; after reviewing college annual reports, discuss planning priorities and desired directions for current fiscal year; feedback is shared with directors and support staff	Unit Heads/Vice Presidents
	Divisional annual plan reports due to Institutional Effectiveness by *September 15* (beginning in 2005)	Vice Presidents
October	Annual University Plan Report developed and submitted to President's Cabinet (beginning in 2005)	Associate Vice President for Institutional Effectiveness
November	Disseminate approved Annual University Plan Report to the University community. Annual President's Report is developed and distributed to external stakeholders (beginning in 2005).	Associate Vice President for Institutional Effectiveness
January-March	Meet to discuss progress on academic department plans in conjunction with annual performance	Chairs/Deans

	Review; provide feedback on desired directions	
	Meet to discuss feedback from meeting with Deans regarding desired directions	Chairs/Faculty
	Meet to discuss progress on college plans in conjunction with annual performance review; feedback is shared with chairs and faculty	Deans/Provost
	Meet to discuss progress on support department plans in conjunction with annual performance review; provide feedback on desired directions	Directors/Unit Heads
	Meet to discuss progress on administrative support plans in conjunction with annual performance review; feedback is shared with directors and support staff	Unit Heads/Vice Presidents
April	Present in university open forums annual progress toward college/division plans	Deans/Vice Presidents
	Begin discussions on academic and support plans to determine fund allocations and reallocations for the next fiscal year	President's Cabinet
May	Revisit the University Environmental Scan and update as necessary	Deans/Vice Presidents
June	Meet to finalize annual college report to include all current academic year activities; provide feedback on desired directions for upcoming year	Chairs/Deans
July	Meet to discuss progress on college plans to include all current academic year activities to be included in the annual plan reports; feedback is shared with chairs and faculty.	Deans/Provost
	Academic College annual plan reports due to Provost by *July 30*.	Deans
	Complete review of new funding requests and approve budget recommendations that will be sent to the Board. Attend annual planning retreat to discuss planning and assessment issues.	President's Cabinet

Integrating Planning, Budgeting, and Assessment

An important aspect of integrating planning, budgeting, and assessment is to provide enough information to ensure that all these processes work well together and support each other. The strategic plans chart a department's direction, while the budget provides the resources to implement the plans. A strategic plan that ignores fiscal reality will not be realized. Conversely, resource allocation without strategic thinking is shortsighted and will be unresponsive to future conditions.

Texas State is committed to implementing an integrated planning, budgeting, and assessment process with this 2004-2009 University Plan. In order for this to be a meaningful process, *all* members of the university community must be involved and committed to its success. This can only happen if we communicate openly and share ideas along the way.

The Strategic Investment Process has been added to the Texas State 2004-2009 University Plan in order to explain the budgeting process and highlight a number of ongoing priorities and critical new investments in programs and facilities that we must support financially if the Plan is to succeed. This process, which will include periodic presentations and written updates on budget allocation, will inform internal and external audiences about University priorities and will outline a realistic picture of how quickly we will be able to accomplish our goals.

VI. Strategic Investment Process

The annual availability of resources to support new initiatives in the Plan is somewhat unpredictable due to the Legislature's biennial appropriations process. Economic fluctuations and varying state tax collections, coupled with competing interests for limited resources, make it difficult to predict state appropriations. Texas State intends to use the recently "deregulated" Designated Tuition, selected fee increases and internal budget reallocation to fill in the gaps created by inadequate state funding and provide the resources needed to achieve our strategic mission.

In September of each year, the Budget Office will make a preliminary estimate of revenues available for the next fiscal year. A comparison to strategic plan funding needs for the next year will be made and a recommendation on Designated Tuition and/or fee increases will be developed for presentation at the November meeting of the Board of Regents.

In January, the Budget Office will refine the revenue estimate for the coming year including any increased tuition or fees as well as projected enrollment increases. The President's Cabinet will approve the revenue estimate and the non-faculty funding requests (NFFR) budgeting process will begin in February.

Account managers will then review their plans and prepare funding requests on forms prepared by the Budget Office. The process of requesting funding is a "bottom-up" approach as

managers route NFFR requests through the dean/director and vice president to the President's Cabinet.

Account managers will also assess the need to reallocate resources internally to fund worthy initiatives. If any state funding reductions are serious enough to warrant a university-wide budget reallocation process it will be initiated in this same timeframe.

The President's Cabinet will prioritize requests in accordance with the University's Strategic Plan and incorporate those funded in the Annual Operating Budget submitted to the Board of Regents for approval in August. Below are the FY 2005 budget allocations.

FY 2005 Budget

New Funds Available

Increased Recurring Revenue	$ 9,381,525
Internally Reallocated Funds	1,267,582
Grand Total	$10,649,107

Uses of New Funds Available

Salaries and Benefits

3% Pay Raise (1% Performance & 2% Merit)	$ 2,831,191
Faculty Market Adjustment	877,125
Faculty Promotion	192,207
Graduate Assistants Base Increase (to offset health insurance)	107,493
Librarian Career Ladder	29,904
Increased Health Insurance Contributions for faculty and staff	384,000
Subtotal	$ 4,421,920

New Faculty Positions (Includes Benefits)

20 New Faculty Positions	$ 1,452,063
Part-time Faculty for Growth	657,436
Reserve to Convert Part-time to Full-time Faculty	296,936
Part-time Faculty for HPER	21,690
Subtotal	$ 2,428,152

New Staff Positions (Includes Benefits)

Admissions Counselor based in San Antonio	$ 44,521
Assistant Dean, McCoy College	31,881
Administrative Assistant, McCoy College	26,146
HUB Specialist	45,345
Lab Coordinator for Dept. of Computer Science	59,621
Support Specialist for "Recruitment Plus" System in UG Admissions	$ 48,689
Assistant Athletic Certification Officer in Academic Affairs	39,819
Alumni Liaison to Local Chapters	80,598

Subtotal	$ 376,620

Other
Financial Aid Matching	$ 87,600
Football Transition	17,725
Provost Transition	70,614
Bank Fees and Charges	80,000
TSUS Reorganization	458,150
Increased Bandwidth to RRHEC	54,000
Increase in Annual Cost of Utilities	925,003
Fair Labor Standards Act Compliance	22,260
Subtotal	$ 1,715,352

Available for New Funding Requests	$ 1,707,063
Grand Total	$10,649,107

VII. Infrastructure and Facilities Plan

The development of the Campus Master Plan will occur in five phases beginning Summer 2004. The first is an Observations Phase that involves the accumulation and analysis of quantitative data necessary to generate a realistic portrait of the University.

In the second Principles and Concepts phase, the team will use the guiding principles for the master plan and their observations to develop conceptual campus design approaches illustrating the structure, layout, and relationships of planned open space, circulation systems, buildings and focal points.

Precinct Workshops will be conducted over a twenty-four week period as part of the third phase to explore specific sectors of the campus in greater detail for the purpose of refining the plan as generated in the Concepts Phase. Building setbacks and massing, architectural character, pedestrian and vehicular circulation, treatment of open space and entrances, general code compliance, and landscape composition will be addressed.

The fourth phase of work will be the development of Design Guidelines for land use, buildings, and grounds. The Final Plan, the fifth phase, will consist of the preparation of documents and presentations that aggregate the plan information prepared in the previous project phases. Prioritization, implementation strategy and probable cost will be included in this final phase with presentations to the University and San Marcos community in May 2005.

VIII. Division of Academic Affairs Plan

INTRODUCTION

Because the academic endeavor is the heart of our University plan, goals originating in the Division of Academic Affairs served as a basis for the University goals that are stated at the beginning of our plan. The narrative below outlines broad initiatives that the Division of Academic Affairs, with the support of administrative divisions, hopes to accomplish during the 2004-2009 Plan. Within each of the five university planning categories, major objectives supporting the five identified academic goals are stated, with strategies following. The provost, in collaboration with the president and deans, will create yearly action plans prioritizing implementation of initiatives, assigning responsibility for assessment, and indicating funding for these specific initiatives.

ACADEMIC GOALS FOR 2004-2009

Goal 1:   Promote academic quality by building a distinguished faculty, managing undergraduate growth, and developing the University's culture of research.

Goal 2:   Expand access to public university education in the surrounding area and in extended settings and contribute to the economic development of Texas, with special emphasis on development of the Round Rock Higher Education Center.

Goal 3:   Provide a premier undergraduate experience built on programs in a student-centered environment with clearly defined student learning outcomes and a rigorous level of academic challenge.

Goal 4:   Expand educational opportunities, emphasizing doctoral program development and applied scientific and technical programs that address critical state and regional needs.

Goal 5:   Enrich our learning environment by attracting and supporting a more diverse faculty and student body.

PLANNING CATEGORY A: ACADEMIC PROGRAMS

Objective 1: We will change the University's program mix and our student profile by controlling growth at the undergraduate level; by expanding opportunities for graduate education, with special emphasis on development of doctoral programs; and by targeting expansion of a range of applied scientific and technical academic programs that address critical state and regional needs.

- Texas State has begun making significant changes to the undergraduate/graduate student profile with the addition of programs meeting state and national needs such as physical therapy, industrial mathematics, materials physics, middle school mathematics teaching, technical communication, and biochemistry. During this period, undergraduate semester credit hours have grown by nearly 50%, while graduate semester credit hours have grown by 119%.

- Even so, the combination of our current program mix and our current undergraduate/ graduate student profile remains one of the least favorable in Texas, as measured by formula funds generated. As a result, Texas State's formula dollars per semester credit hour is the third lowest in the State. Changing our position will require shifts in our program mix and changes in our enrollment management practices.

- During this planning period, we will engage in a major effort to increase the percentage of semester credit hours taught at the graduate level. Since 1990, that percentage has grown from 5.85% to 8.32%. We will accelerate the pace of this change, seeking to deliver between 15% and 18% of our semester credit hours at the graduate level.

- We will support efforts to establish more specific enrollment targets for the University, including targets for the number and academic profile of entering freshmen and transfer students, as well as targets for specific academic programs where appropriate.

- The Round Rock campus will open its new facility in the Fall of 2005 with as many as 3,500 students and will continue to grow. During this planning period, as we increase the number of graduate hours taught in San Marcos, the Round Rock campus will serve as a place where an increasing number of upper-level transfer students from Travis and Williamson Counties can complete a baccalaureate degree in selected majors from Texas State.

- Based upon a regularly updated needs assessment, throughout the planning period we will identify specific programs addressing regional needs that should be offered in Round Rock, develop an appropriate structure for supporting the students who enroll there and the faculty who teach there, and employ strategies to promote the delivery of these programs. To begin this process, in Fall 2004 we will study various "models" for extended centers to determine which model is appropriate for Texas State needs.

- Throughout the planning period, we will continuously seek an appropriate balance between our support for maintenance of existing programs and our investment in the development of new programs

  o One major priority in every college will be the maintenance of existing accreditations. Additionally, the College of Education will lead a campus-wide effort to earn NCATE accreditation for our teacher education programs. For both new and current accreditations, we will carefully employ enrollment management strategies to ensure that the number of students served does not exceed our capacity or the allocation of additional faculty positions.

  o We will continue the process begun in 2003 of allocating available faculty positions by asking deans to submit position requests that prioritize all faculty position needs – for maintenance of existing programs, for investment in new programs, for graduate assistantships or fellowships, etc. We will expand this allocation process to include

vacancies that occur in tenured or tenure-track positions that will also be subject to reallocation as part of this pool.

- As we allocate all of these faculty positions, we will establish nationally competitive anticipated hiring salaries based on the CUPA National Survey of Salaries Paid for New Hires. During 2004-2005, we will also complete the second phase of our faculty market salary review, making selective adjustments in the salaries of current faculty members based on national data. We will set aside $750,000 in 2004-2005 for these adjustments.

- During the 2004-2005 year, we will complete the review of tenure and promotion standards and policies that we began in 2003. This year, we will develop a campus-wide consensus on the principles that should guide a faculty member's earning of tenure and promotion through the various academic ranks. During 2004-2005, we will translate those principles into revised tenure and promotion policies for the campus.

- We will expand successful faculty development initiatives such as the Program for Excellence in Teaching and Learning to provide opportunities for faculty to pursue teaching excellence.

- We will seek to control any excessive reliance on temporary and part-time faculty and will enhance the processes that we employ to assure that these faculty members receive appropriate orientation and support for teaching effectiveness.

- Throughout this planning period, we will work to improve the infrastructure that supports our faculty, staff, and students in a variety of areas including facilities, information technology, and development.

  o Academic Affairs will work closely with Information Technology to develop appropriate plans for the development and support of instruction, research, and academic administration, including appropriate support of academic computer laboratories. We will also work closely with Information Technology for library collection development and service delivery, and for distance education program development and classroom technology development. This collaboration will include the preparation of a comprehensive Information Technology Plan for the University that integrates proposals included in the various college, school, and departmental plans.

- College strategic plans included over 85 proposals for new academic programs that will meet national and state needs, such as the Texas *Closing the Gaps* plan. In developing our plan, we have employed the same distinction that the Coordinating Board makes between non-substantive program requests (those that have a total cost of less than $50,000 over five years) and substantive program requests. This section of the plan addresses only substantive program requests; non-substantive requests will be identified in the Academic Program Development Plan.

- We will analyze the specific impact that any proposals that are approved will have on our overall enrollment management plan. In this analysis, we recognize that the budget figures provided in college plans are preliminary estimates only and a final decision to proceed with a program proposal and program implementation is contingent on the development of a satisfactory budget plan. Stated simply, inclusion of a program on the list that follows does not guarantee funding at the level indicated in the college plan. This list constitutes a preliminary inventory that is subject to revision as this planning process continues and is based on the following four criteria:

  o **Need** -- The demonstration of a well-established demand for the program among potential students as well as a strong demand for program graduates among potential employers,

  o **Quality** – The demonstrated ability of Texas State's faculty to deliver a program of high quality, with appropriate student learning outcomes, and, in the case of doctoral programs, appropriate faculty experience in doctoral education, including dissertation supervision,

  o **Cost** – The cost effectiveness of the proposed program, including the ability of faculty to attract external resources for program support and its potential for sustainability, and

  o **Alignment** – The establishment of a convincing argument that the proposed program is critical to successful fulfillment of the University's mission.

  Based on these criteria, we have placed substantive program requests in the following priority order:

  o **Priority 1 Programs** -- Programs that we should propose to the Coordinating Board within the first two years of the planning period,

  o **Priority 2 Programs** -- Programs that we should propose to the Coordinating Board within years three through five of the planning period,

  o **Priority 3 Programs** -- Programs that we should continue to study for possible inclusion through periodic Strategic Plan updates to be made every two years, and

  o **Priority 4 Programs** -- Programs that we should not proceed with during the current five-year planning cycle.

At this time, our Academic Program Development Plan has identified the following priorities:

- **Priority 1 Programs** -- In the next two years, we plan to submit substantive program proposals for the following new degree programs to the Coordinating Board:

- The Ph.D. degree with a major in Computer Science

- The Ph.D. degree with a major in Mathematics Education. During the development of this degree program proposal, we will determine whether it is possible to simultaneously develop a second major in Discrete Mathematics

- The Master of Fine Arts (M.F.A.) degree with a major in Communication Design

- The Bachelor of Science (B.S.) degree with a major in Electrical Engineering

- The Master of Science degree (M.S.) degree with a major in Accounting and Information Technology. This degree will be developed within existing resources and represents a substantive change only because the CIP code for this major is outside of our current degree program authority.

- **Priority 2 Programs** --In the next two years, we should continue planning for the future submission to the Coordinating Board in years three through five of the following new degree programs:

  - The Ph.D. degree with a major in Criminal Justice

  - The Master of Science (M.S.) degree with a major in Athletic Training

  - The Master of Science (M.S.) degree with a major in Nutritional Biotechnology/Biomedicine (Interdisciplinary)

  - The Bachelor of Science (B.S.) degree with a major in Materials Science and Engineering

- **Priority 3 Programs** -- In the next two years, we will study the following new degree program areas for possible inclusion on future updates of the Academic Plan. In some cases, programs were placed on this list because, as presently designed, the relatively small enrollment projected did not warrant the investment required. Some of these programs may be redesigned by departments as non-substantive requests:

  - The Ph.D. degree with a major in Communication (Interdisciplinary)

  - The Ph.D. degree with a major in English Studies

  - The Ph.D. degree with a major in Geographic Systems of the United States

  - The Ph.D. degree with a major in Health Services Management

  - The Ph.D. degree with a major in Public Service

- The Doctor of Physical Therapy (D.P.T.) degree with a major in Physical Therapy. Although this degree is not included in the first two categories, we recognize that the D.P.T. degree must be treated as a special case. At some time within the planning period, we expect that the standard for entry into professional practice in physical therapy in Texas will move from the master's level to the doctoral level. When this happens, we will move quickly to reconfigure our current master's program as an entry-level doctoral program. At that time, we must also make an emergency amendment to this strategic plan to move forward quickly with this proposal.

- The Master of Engineering (M.Eng.) degree with a major in Engineering

- The Master of Science (M.S.) degree with a major in Design and Merchandising

- The Master of Science (M.S.) degree with a major in Scientific Computation (Interdisciplinary)

- The Bachelor of Arts (B.A.) degree with a major in Art History

- The Bachelor of Exercise and Sports Science (B.E.S.S.) degree with a major in Adapted Physical Education

- The Bachelor of Science (B.S.) degree with a major in Computer Engineering

- The Bachelor of Science (B.S.) degree with a major in Engineering Physics

- Nursing, with the express understanding that because we cannot gradually phase in a nursing program and because the core faculty required for nursing programs must have preparation and experience in areas completely outside of our current offerings, any viable plan for nursing programs must demonstrate that start-up costs can be secured from new external funds.

- **Priority 4 Programs** -- We have concluded that we should not proceed with development of the following programs in the current five-year planning cycle:

  - The Education Specialist (Ed.S.) degree, with a major in School Psychology

  - The Ph.D. degree with a major in College Teaching (Interdisciplinary)

- Within the next year, we will work with the Coordinating Board to revise our Table of Programs as we seek authorization to plan for the development of these new degree programs.

- Now that we offer six doctoral programs in three different colleges and plan to develop two more in the next two years, within the first year of the plan, we will complete a careful, comprehensive review of the doctoral program policies that we have adopted, comparing our policies to best practices at the national level, revising our policies as

necessary, and adopting common, consistent institutional expectations based on those best practices.

Objective 2: We will expand opportunities for access to public university education in the surrounding areas and in extended settings.

- In the next two years, as we open a permanent facility at the Round Rock Higher Education Center (RRHEC), we will introduce and expand programs in a manner that addresses critical educational needs of the Greater Austin area. At the beginning of the planning period, we will begin the following programs on the Round Rock campus:

    o The Bachelor of Business Administration (B.B.A.) degree with a major in Computer Information Systems, and

    o The Bachelor of Science (B.S.) degree with a major in Psychology.

- During 2004-2005, we will explore the need for other degree programs at the Round Rock Higher Education Center (RRHEC) to determine programs that will be added in 2005-2006 and in the third through fifth years of this planning period. Again, we will expand programs in a manner that addresses critical educational needs of the Greater Austin area. Based on current information, we expect that at least one degree that will be added in 2005-2006, with others to be identified:

    o The Bachelor of Science in Criminal Justice (B.S.C.J.) degree with a major in Criminal Justice

    In addition to the federal and state support that we have already received for the new Round Rock facility, we will seek additional federal funding and other external resources during the next two years to support RRHEC programs. These requests will include support for new academic programs that we begin in Round Rock. During this period, as we identify the need for specific academic programs in Round Rock, we will invite those programs to develop competitive proposals seeking the use of these funds for start-up expenses.

- During the 2004-2005 year, we will review current approaches to faculty compensation to determine whether new incentives should be established for faculty members with teaching responsibilities away from the San Marcos campus or with instructional assignments in extended and distance learning settings.

- By the beginning of the 2006-2007 year, we will establish a feasibility study team to explore possibilities for Texas State in San Antonio. The team will complete a detailed analysis of the need for upper-level and graduate education in Northeast San Antonio and will recommend what role, if any, that Texas State should play in addressing identified critical educational needs of the Greater San Antonio area. We will not develop a multi-institution teaching center in San Antonio during the first two years of the planning

period, but we will complete this feasibility study in time for consideration of its recommendations during the next update of this plan.

- We will continue to focus its development of other distance education offerings on the development of web-based programs with a clearly identified market need that is within our capacity to serve. Any such programs that we introduce should be based on an academic program plan as well as a business plan that demonstrates the program's capacity to yield an appropriate overhead contribution to the University.

- During 2004-2005, we will complete a review of the Off Campus Course Fee currently assessed for instruction offered in distance learning formats to determine whether changes should be made in the structure of the fees that are assessed for extended and distance offerings and in the way that income from these fees is allocated.

- Additional information about strategies that we will employ in expanding access through extended and distance learning may be found in the Texas State Extended Learning Plan that appears in Appendix II of the University Plan.

PLANNING CATEGORY B: STUDENT LEARNING AND SUCCESS

Objective 1: Recognizing that an exceptional undergraduate experience is the heart of what we do, throughout the planning period, we will re-dedicate ourselves to providing a premier undergraduate experience built on programs with clearly defined student learning outcomes and a rigorous level of academic challenge.

One of the complexities of Texas State is that roughly half of our student body lives on campus or in the local community and roughly half of our student body lives out of town. This means that we must simultaneously consider issues facing residential students and issues facing commuter students.

- Throughout the planning period, we will support enriched residential experiences for students who reside on campus and in the local community. We will encourage strategies such as the expansion of learning communities, freshman interest groups, block scheduling, revisions in the University Seminar course, and the new student engagement grant pilot program.

- We must simultaneously identify ways to address the special needs of commuter students. One campus trend that is of particular value to these students is the growing use of web-based instructional strategies. A very large number of faculty members are currently using Blackboard, and we will continue to support the expanded use of web resources to support instruction.

- Texas State has begun gathering survey data identifying where we stand with regard to student success factors. During the 2004-2005 year, we will gather additional data in our academic departments and formulate plans for addressing identified student needs with

regard to learning outcomes, academic challenge, and other crucial student success factors. During this review, we will also explore opportunities for building on the strengths of our existing Honors Program.

Objective 2: We will encourage and support initiatives that contribute to a student-centered campus environment.

- Beginning in 2004-2005, we will modify the current academic program review process based on a Quality Enhancement Plan that assures that reviews give greater consideration to the SACS Commission on Colleges Principles of Accreditation, including effectiveness with which a program has identified student learning outcomes, has implemented appropriate measures of student learning outcomes, and has used that data for program improvement.

- We will seek ways to improve the quality of large classes via the increased use of break-out sections, supplemental instruction, electronically enhanced courses employing techniques such as on-line discussion groups, etc.

- We will expand the use of other techniques for engaging students such as expanded opportunities for undergraduate research, service learning, and civic engagement through the American Democracy Project.

- As part of our effort to balance the support of existing programs and investment in new programs, we will seek to address issues related to increasing class size in areas especially impacted by enrollment growth as we allocate new faculty positions.

- Student academic advising has improved significantly with the establishment of college advising centers and with the introduction of a dedicated advising center fee last fall. As the DARS degree audit system becomes fully operational, we will begin consideration of moving degree audit processes from advising centers to the Registrar's Office. When this transition can be made, more advising center resources can be redirected from administrative tasks to direct student services.

PLANNING CATEGORY C: SCHOLARLY AND CREATIVE ACTIVITY/GRANT ACTIVITY

Objective 1: We will build a stronger culture of research on the Texas State campus, with improved support for sponsored research, grants, contracts, and other scholarly activities.

- Research activity and extramural support for research has grown significantly in the past several years. However, our current level of research activity is already overwhelming the infrastructure's ability to provide adequate support to the faculty and staff. We will review model research centers and our own research infrastructure to identify ways of providing support that is consistent with our transition to a research-intensive university.

- Throughout the period covered by the Strategic Plan, we will selectively develop new centers and institutes, and we will seek ways to increase the effectiveness of existing centers and institutes as a means of promoting interdisciplinary and collaborative research and public service and as a means of leveraging university resources with external funding. As we develop new centers and institutes, as well as review existing ones, we will develop "best practices" criteria to drive the decision-making process, including such criteria as top-level state need and the federal agenda. We will immediately approve:

  o The Advanced Criminal Investigations Research Center (ACIRC)

  In 2004-2005, contingent on the development of a satisfactory programmatic and financial plan, we will approve:

  o The ALERRT Research Center, and
  o Contingent upon the receipt of anticipated external funding, the Mexican-American Education Center.

  The creation of other centers and institutes will be contingent upon the development of a programmatic and financial plan that confirms the center or institute's ability to meet the two goals identified above.

- During the next three years, we will conduct sunset reviews of existing centers and institutes to assure their continuing capacity to meet these goals. We will facilitate closer affiliations between our centers and institutes and the academic department(s) and college(s) that provide the foundation for their work. We will begin this process by reviewing centers, institutes, and other organizational units on campus that address issues related to water and to school safety as we seek to develop a more integrated approach to these key topics at Texas State.

- Recognizing the centrality of research to the life of the University, in the development of the next Campus Master Plan, we will take the steps necessary to assure that full consideration is given to research space as well as instructional space.

- We will develop an expanded set of job titles to support grant and contract employees. Before the end of 2004, we will review current grant and contract job titles and develop an expanded range of titles consistent with best practice at research-intensive universities.

- Throughout the planning period, we will place special emphasis on investing university matching funds for grants on projects that simultaneously support the research agendas of faculty members and maximize the return to the University in areas such as undergraduate and graduate student research employment, leveraged returns such as course enrollments or capital equipment purchases, and indirect cost recovery.

- We will expand the resources available to faculty from externally funded grants and contracts through a variety of mechanisms including new college, school, and departmental targets for external grants, an expanded emphasis on contract work, and a greater emphasis on expectations for the support of graduate students from grants and contracts.

- Because of the critical role that travel to professional meetings plays in the scholarly productivity of faculty members, during 2004-2005 we will conduct a comprehensive review of faculty travel support. This review will seek to identify ways to expand support for faculty travel through a variety of methods that may include reallocation of existing funds, redirection of some recovered indirect cost funds, etc. While the study is in progress, we will attempt to identify funds that can temporarily be redirected to help address this urgent problem.

- Additional information about strategies that we will employ in developing a stronger culture of research may be found in the Texas State Research Plan that appears in Appendix III of the University Plan.

PLANNING CATEGORY D: DEVELOPMENT

Objective 1: We will improve processes used to set priorities for external development requests within Academic Affairs to provide better institutional guidance for University Advancements' development efforts. We will also review the current structure of development across the University in preparation for future development efforts, including efforts to build endowments and preparations for the University's next capital campaign.

- During 2004-2005, we will complete a comprehensive review of the current development structure within Academic Affairs. This review will include a consideration of the differences between the role of a development officer and a director of special projects in each college. In addition, the review will seek to assure that each college has the appropriate structure for meeting its development goals and that there are direct links to academic and curricular functions.

- We will initiate an annual process for updating an external development agenda for Academic Affairs.

PLANNING CATEGORY E: DIVERSITY

Objective 1: We will enrich the campus learning environment by attracting and supporting a more diverse faculty and student body.

- As we seek to control undergraduate growth and increase graduate growth, we will also diversify our student population. We will take the steps necessary to support the University's efforts to become a Hispanic Serving Institution with at least 25% of our enrollees being Hispanic students, as quickly as possible.

- We will support efforts directed toward attracting a more diverse student population from community colleges and targeted high schools, including activities such as targeted recruiting and articulation.

- We will support efforts to increase the recruitment and retention rates of African-American and Hispanic/Latino faculty leading to an increase in African-American and Hispanic/Latino faculty hires.

- We will expand efforts targeted toward attracting minority students such as CSTEP ENLACE and the Alliance for Minority Participation (AMP) and will seek external support for similar initiatives.

- During the next two years, we will also review our commitment to attracting more international students. We will review the previously announced goal of having at least 1,000 international students and establish a new goal in conjunction with our other enrollment targets.

- In support of the Texas State Diversity Plan, beginning in 2004-2005 we will modify the curriculum to make incremental changes (two courses per year) to reflect a multicultural perspective.

- At the same time, we will continue to expand international opportunities for faculty and students through the selective pursuit of exchange and study abroad programs.

- In addition to efforts to diversify the faculty through ongoing recruiting activities, as faculty positions are allocated each year, we will continue to provide positions for a Target of Opportunity program designed to attract a more diverse faculty to the campus.

- During the first half of the planning period, we will direct existing resources such as the Faculty Merrick Grant program toward curricular transformation efforts designed to infuse a multicultural perspective into a broader range of courses.

- During the next application cycle, we will submit an application for the McNair Scholars Program in an effort to expand opportunities for our students.

- In support of the Texas State Diversity Plan, we will evaluate progress toward diversity goals as part of the university plan assessment process. In addition, we will add a member of the Equity and Access Committee to serve on the Steering Committee for University Planning to ensure communication and feedback on issues such as accountability, reward, and recognition.

- Additional information about strategies that we will employ in enriching the campus learning environment by attracting and supporting a more diverse faculty and student body may be found in the Texas State Diversity Plan that appears in Appendix IV of the University Plan.

CONCLUSION

During the first two years of the implementation period, many elements of this Academic Plan will be refined and developed. The prioritized faculty requests that academic deans submitted for the 17 positions that were under review in the Spring of 2004 and the deans' prioritized proposals for Target of Opportunity hires have already become recruiting authorizations for 2004-2005 faculty searches and Fall 2004 hiring authorizations, respectively.

As the 2004-2005 budget development process proceeded, we have collected the deans' prioritized requests for all non-faculty needs for maintenance and new program development, and Academic Affairs' prioritized requests were submitted to the President's Cabinet for review as part of the final budget decisions process. Final budget decisions about the coming year and budget decisions in the years to come will be guided by the goals articulated in this plan, although we will make adjustments in the strategies identified when necessary.

We conclude this Academic Plan as we began, firm in our commitment to balance a complex variety of goals that include helping the State reach its goal of *Closing the Gaps* in participation, success, excellence, and research; providing a premier undergraduate experience for students from across Texas and beyond; addressing the special needs of the surrounding Austin-San Antonio region; further expanding opportunities for graduate education; conducting research to expand the knowledge base in many academic disciplines, and serving as a major resource and an economic engine for the State.

IX. Division of Finance & Support Services Plan

INTRODUCTION

The Philosophy Statement adopted for the Division of Finance and Support Services contains the following introductory sentence, "We believe in the value of higher education and that Finance and Support Services is a partner in the educational process." To that end Business Services Council, the Vice President for Finance and Support Services and those that report directly to the Vice President, reviewed the Academic Plan after its adoption and modified the Finance and Support Services Plan where necessary to add strategies to support the Academic Plan.

Numerous strategies were already in the initial Finance and Support Services Plan to support the Academic Plan such as the development and implementation of a new Campus Facilities Master Plan and the implementation of SAP's grants management module as a part of the FAS project. Other strategies added to "strengthen the research culture on campus" following review of the Academic Plan include participation by Human Resources and the Office of Grants and Contracts Administration in a study of grant job titles and the implementation of SAP's "pre-award" grants module in phase II of the FAS project.

The Academic Plan also includes expanded opportunities for access to a university education in the surrounding areas. The initial Finance and Support Services Plan included a high priority strategy related to the opening and supporting of the Round Rock Higher Education Center. Following review of the Academic Plan we added a strategy to assist in the study of the feasibility of a similar center in San Antonio.

In summary, the Finance and Support Services Philosophy Statement also states, "Our future depends on the satisfaction of those we serve." As a division, we only succeed if Texas State's Academic Plan succeeds.

Finance and Support Services

Vision Statement

Outstanding Support and Service: Working Together for Texas State

Mission Statement

Finance and Support Services is dedicated to providing outstanding customer service and a challenging and satisfying work environment while maintaining the fiscal integrity of the university.

Philosophy Statement

We believe in the value of higher education and that Finance and Support Services is a partner in the educational process. We believe the division plays a key role in identifying and developing solutions for effectively meeting challenges and opportunities facing Texas State.

We are dedicated to the highest ideals of customer service with honesty and integrity in order that we may have the respect and confidence of our "customers".

We continually improve our core processes to enhance the quality of the products and services we provide. We are responsible for providing services that constitute the best value to the institution. Our actions promote equal treatment, respect for the opinion of others, and maintenance of the public trust. We strive for fair, competitive procurement processes, timely response to requests for information and equal and confidential treatment of all disclosed information within the constraints of state law and university policies.

Our commitment to customer service extends to our staff in the FSS Division. People are the source of our strength. We prosper through our individual and collective growth and development.

Employees are acknowledged as individuals, and we value and respect each other's diversity and recognize their contributions. We promote equal opportunity for employment, development and advancement for those qualified. Compensation will be fair and adequate, and working conditions clean, orderly and safe. Staff should feel free to make suggestions and raise questions. They should have a sense of security in their jobs. We are mindful of ways to help our employees fulfill their family responsibilities.

As individuals in the FSS Division, we are responsible for the success and excellent reputation of the division.

We strive as individuals to have a thorough working knowledge and competence in our areas of responsibility to achieve the highest quality performance possible. Our future depends on the satisfaction of those we serve. We seek the advice and support of our immediate supervisors. We promote working together as a team to accomplish our goals.

The Finance and Support Services Division consists of the office of the Vice President, Auxiliary Services, Budget Office, Facilities Department, Financial Services, and Human Resources. Total staff number 487 in FY 2004. The following paragraphs outline what each of these areas envisions their units to "look like" in 2009.

The Office of the Vice President for Finance and Support Services normally has six full time staff, one part time staff and two to three students. However, one of the full time staff has been released from his duties to work on the FAS project, specifically the Human Resource implementation. During this planning period the establishment of a permanent "real estate oversight unit" is envisioned within the office. It is not anticipated that new funds will be needed to establish this area at this time.

Auxiliary Services and the area managers continue to look for ways to enhance the overall financial health and position of all the areas that it manages. The coming strategic planning cycle will be a particularly busy one for the department with the opening of new residence halls, new academic buildings, and the Round Rock Higher Education Center. One additional Mail Clerk I will be needed as the campus adds buildings. Staffing for the Round Rock Higher Education Center is undetermined at this time. Departments are typically self-supported either through revenues generated through the services or student fee monies. Currently the only operation that is supported by student fees is the shuttle system. Once the ID card expansion takes place the ID Services Fee will be implemented to supplement that operation. One additional Accounting Clerk I will be needed in ID Services.

During the next five years the Budget Office will transform itself from one that focuses on heads-down budget processing and assisting "customers" with budget transactions to financial analysis and planning for various levels of management, taking full advantage of the SAP business information warehouse. Current staffing consists of a director, assistant director, senior budget analyst, budget analyst and administrative assistant II. The assistant director has been working full-time on SAP implementation since November 2002. The assistant director will be needed for budget development on SAP in February 2005 but will also be needed for the SAP post-implementation team. Texas State will need a data analyst to work the business information warehouse. That person should report to Director of Budgeting since (s)he will be taking the lead in budget development and salary review – a budget function. The data analyst could also support Human Resources and Accounting, although financial analysis will still be a Budget Office function. This position could possibly be created from the reassignment of existing FTE.

In order to support the growing university and the needs described in the various academic strategic planning documents, Facilities staff would grow from 315 FTE positions to 362 FTE positions and retain the current part-time student employees. The campus footprint and population have grown faster than the capabilities of the Facilities Department to maintain the level of excellence envisioned for the facilities at Texas State. The department is currently understaffed and under funded to meet the basic maintenance needs of the university. APPA's (Association of Physical Plant Administrators) literature regarding staffing levels recognizes that determining the number of people required to maintain the physical plant is not an exact science. Various standards and guidelines have been developed over the years and presented in APPA literature. A quote from a recent article, "Financing for Higher Education in Public Institutions in Texas," says "1.0 FTE physical plant employee is required for every 10,000 gross square feet of building space and 148 FTE physical plant employees are required for every 10,000 FTE student enrollment." Applying the two standards quoted, the Facilities Department should have between 385 and 482 FTE employees. There are currently 315 FTE and 362 FTE are being requested during the planning period.

The Financial Services/Treasurer area includes: General Accounting, Purchasing, Tax Specialist, Grants & Contracts Administration, Materials Management, and Risk Management. The General Accounting Office encompasses: Payroll, Accounts Payable, Travel, Cashiering, Financial Reporting, and Loan Collections. A total of 100 full-time regular staff members are employed in these areas; but, there has been a long history of being significantly understaffed – especially in professional positions. In order to assure that several critical functions are performed (such as receivables monitoring, effort-reporting, financial reconciliations, and

procurement card review), in recent years some student wages have been reallocated temporarily to have graduate assistants perform these functions. These functions are critical to several areas of regulatory and funding source requirements; thus, it is not a desirable permanent solution. Consequently, additional staffing is being requested for these functions.

Most of the Financial Services employees have been directly affected for the past two years by the Future Administrative Systems (FAS) project which is a major strategic initiative for the university encompassing both Finance and Human Resources/Payroll functionality. Go-live is scheduled for Finance for September 1 transactions, to coincide with the new fiscal year. Human Resources/Payroll will go-live for payroll payments being made on the January 1, 2005 paycheck date. Additional challenges will be presented with go-live due to the complexity and integration of the system. Higher-level skill sets will be required for many positions in the Financial Services area. These needs have been anticipated, planned for, and actions have been taken during the past two years to help address them. This has included additional training for staff members, to develop their skills in Microsoft Office products, as well as accounting and financial analysis skills. Significant time has also been devoted to cross-training so that staff understand the "big picture" of their departmental operations. Some new, higher-level positions will be needed to perform new functions, such as reconciliations and balancing which are not required in the current accounting software. This has also been planned for with some reallocation of resources in the area. The positions resulting from the responsibilities associated with FAS post go-live include functional area trainers and coordinators and reviewers of financial and payroll master data. In recent months, as some clerical positions have become vacant, those positions have been left vacant so they can be combined to provide funding for accountant positions. This has required careful balancing – because of the need to perform the work associated with the current system. Another major strategic initiative, acquisition of a new Student Information System (SIS), has gotten underway. As with Finance & Human Resources, many managers from Financial Services will be needed for this project; interim staffing will be required. There are plans to have a smooth segue into the SIS project, with some interim managers continuing employment. This will provide consistency and stability for our customers and our staff.

New positions needed to support the growing research efforts of Texas State are in the areas of Grants & Contracts Administration and Risk Management (Environmental Health & Safety). As research increases, it is essential that infrastructure is provided to keep pace with that growth – with significant efforts devoted to training and documentation of compliance. Implementation of SAP's Grants Management module will fill a long-time void in post-award administration for the research community. However, it requires maintenance of master data and a continuous training effort for PI's in the use of the system. Appropriate configuration and maintenance of the master data is essential to the success of the university's first-ever long-form F&A proposal that is due in 3 years. An on-going training program is also needed to assure PI's understand the requirements of specific funding sources as well as federal/state regulations and university policies and procedures.

The Texas State Risk Management Office is staffed at approximately one-third the level of comparable Texas universities. At present, there is no position with primary responsibility for areas such as fire safety, lab safety and insurance. Adequate staffing for both Grants Administration and Risk Management are essential to the research efforts of our faculty and to

minimizing the risk of loss due to accident, injury, and/or non-compliance with regulatory and funding source requirements.

The Human Resources Office normally has 15 full time staff, one .67 part-time staff, and 7-9 work-study student employees. On occasion additional 1-2 students will be employed on the office's wage account. Two full time staff have been released from their duties to serve on the FAS Functional Team. These two individuals have been replaced with interim staff which has allowed the office to remain staffed with 15.67 FTE.

The Office wishes to add a Work-life Coordinator to support the findings of the Work Life Committee. Once the SAP implementation is complete the office will need a Communications Specialist, SAP Liaison, and a Recruiting Specialist. In addition, the office will try to secure a minimum of two student interns (graduate or undergraduate) for each long semester to serve as researchers for assignments and topics of interest to Human Resources.

It is expected that one or both of the current Human Resources employees on loan to the FAS Functional Team would return to Human Resources at their current salaries and fill the roles of SAP systems support, and therefore, require no additional funding. It is also proposed that the current .67 System Support Services II position be funded at full time. It is difficult at best to predict an organizational structure five years hence and the situation is complicated by what the implementation of SAP will do to the current structure. A best guess at this time is for an Assistant Vice President/Director heading an organization of five Directors/Assistant Directors (Benefits, Compensation, Employment, Training, and Communications) one or two SAP systems positions, one or two HRIS System Support/Programmer positions, one Work-life Coordinator, three to four exempt specialist positions and six to seven non-exempt clerical and paraprofessional support staff.

Total amount of new funding needed for FY 2004 - $33,000 (refer to the budget matrix on page 22)

Total amount of new funding needed for FY 2005 - $12,898,596 (refer to the budget matrix on page 22)

Total amount of new funding needed in years 3-6 - $4,336,200 (refer to budget matrix on page 22)

PROCESS

Strategic planning in the Finance and Support Services division has been an ongoing way of life for several years. Prior to the announcement of this planning cycle division employees were already in the habit of treating the plan as a living document, routinely updating the plan with managers, closing out strategies as accomplished and adding new strategies as the needs are identified. A minimum of two planning retreats were held each year since the previous Plan was adopted to ensure implementation of the Plan.

Each member of Business Services Council (BSC), composed of the people who report directly to the vice president, worked with their direct reports in their units to develop new planning strategies that might be needed over the next five years. Some held office-wide meetings to discuss the plan. Others held multiple meetings with key members of their staffs to develop plans.

BSC met on four occasions, for either a full day or half day, to develop a division plan out of the unit plans. In these meetings, BSC reviewed the University's vision and mission statements and the alignment of our division's vision and mission statements with the University's, as well as the FSS Division's Statement of Philosophy for the division and the FSS Division goals and objectives.

As BSC met to develop the division plan, some part of each discussion was spent on "process" and definitions. An understanding of what the University wanted to see in Unit Operating Plans vs. the division's Maintenance Plan vs. the division's Strategic Plan was needed. Each unit in the division has a detailed Operating Plan with those "strategic initiatives" being brought forward in either the FSS Maintenance Plan or the FSS Strategic Plan. The plans were structured in the following manner:

- Unit Operating Plan: Includes ongoing strategies that require no additional resources.

- Division Maintenance Plan: Includes ongoing strategies that are currently under funded and those that require additional resources attributable to predicted growth. Also includes strategies that are in the process of implementation and will be completed after the adoption of the new University Plan.

- Division Strategic Plan: Includes completely new strategies that are "transformational" for the division or the University.

BSC met again after the Vice President for Academic Affairs' presentation of the Academic Plan to review if other strategies to support the university's Academic Plan needed to be included in the FSS Division Plan. Although there were already strategies related to research and extended education, two new strategies were added: 1) to participate in the review of grant job titles and 2) continued participation in the discussions regarding a potential San Antonio MITC. In that meeting, the strategies were prioritized without regard for whether they were part of the Maintenance Plan or the Strategic Plan.

PROGRAM MAINTENANCE

Five priorities were presented at the open forum for the FSS Division Strategic Plan. Three of these priorities are considered maintenance items.

- Reduce Deferred Maintenance levels in facilities to the Coordinating Board's accepted level: The Texas Higher Education Coordinating Board uses a standard of no more than 5% of replacement value of buildings when assessing deferred maintenance on a campus. The Facilities Department estimates the current value of deferred maintenance on campus to be about $28,000,000, which is in excess of the CB standard and growing year by year. Issues involved in this strategy include ADA, elevator safety, utilities, fire pumps and fire alarms. Failure to correct these problems not only leads to liability concerns and hardships like those experienced around campus over the past few weeks, it can also lead to rejection of new building requests by the Coordinating Board. Some large segments of the deferred maintenance on campus will be taken care of in major renovations of buildings as we move through the new ten-year master plan. However, ongoing funding for smaller projects and annual funding to keep the total from growing is also needed. The current process in this regard includes input from the Academic Affairs division in setting priorities for these projects. The cost of this strategy is $4,600,000 per year in HEAF, NFFR or Tuition Revenue Bonds in order to get below and stay below the CB standard.

- Complete the installation of the new SAP Finance, HR and Budget systems currently underway and create and implement the "post go-live" organizations needed to operate and maintain them: The current "go live" date for the finance system is September 1, 2004. The current "go live" date for HR and Budget is January 1, 2005. A part of the implementation process includes reshaping our internal organizations to correspond to the skill sets needed to operate these new systems. It also includes developing the ongoing training needs for the campus at large in order to conduct business in the new environment. This strategy includes the development and maintenance of new SAP master data structures to ensure consistency and accuracy of financial information. The cost of this strategy is estimated to be $202,308 from reallocated resources of these offices or NFFR funds where necessary. As a part of the FAS project, a Post Go-live Organization Team was created to identify the knowledge, skills and abilities (KSAs) needed to operate and maintain these new systems. Once that is done the Team will determine if current staff members possess those KSAs. If all roles cannot be immediately filled, current staff may be offered additional training or we may have to go outside for the needed talent. While all of the roles have not been fully identified, we know we will need data analysts and trainers that we do not currently have.

- Full compliance with the State Fire Marshall's Report: Facilities renovation projects as outlined in the State Fire Marshall's Report are progressing. However, the findings require additional and continuous monitoring for compliance with the State's fire code. Current staffing levels in Risk Management and Safety, the office with oversight responsibility, do not allow for this. Two additional FTE employees are needed to comply. Each biennium the State Fire Marshall appears before the House Appropriations Committee and Senate Finance Committee to give the Legislature an update on the

progress of compliance by the institutions of higher education. Failure to comply could hamper Texas State's efforts to increase appropriations for worthy academic projects. The cost for salaries, benefits and operating expenses is estimated to be $105,000 per year funded from NFFR.

In addition to the highest priority strategies mentioned above, there are additional strategies worth mentioning as they relate directly to academic initiatives. Most of the support from the FSS division for new academic programs will come via the adoption and implementation of a new Campus Master Plan as reported in the section covering Planning Categories. Strengthening the research culture on campus is another academic initiative. To assist in that effort, the FSS Division has two strategies related to support for research. These include improving cash flow on grant and contract receivables and maximization of F&A rates (indirect cost recoveries). Known costs for these efforts are $94,000. Funds would come from NFFR or indirect cost.

The FSS division will also continue the "Supervisor 101" classes we started in 2003. These classes have been very well received by the front line supervisors they were designed for. Many of these supervisors are women and ethnic minorities and this training will improve their supervisory skills and help them compete for higher level positions within the University.

MAINTENANCE MATRIX

The priorities mentioned above have been highlighted in green on the following pages Maintenance Matrix. Additional items that support the Academic Plan have been highlighted in pink. Priorities linked to University Outcomes in the University Strategic Plan have been highlighted in salmon.

PART III: MAINTENANCE							
STRATEGY/INITIATIVE	**12 months**	**2-5 years**	**WHO RESPONSIBLE**	**NEW RESOURCES**	**COST**	**SOURCE OF RESOURCES**	**ASSESSMENT CRITERIA**
Maintain deferred maintenance at less than 5% of current plant replacement value. (includes elevator ADA compliance, upgrade of fire pumps and fire hydrants, and upgrade fire alarm system)	X	X	Facilities - Facilities Management	Yes	$4,600,000 per year	HEAF, NFFR or TRB	Deferred maintenance remains at or below 5% (the THECB standard).
Implement FAS project (Finance, HR, and Budget) consistent with the project plan and utilization of SAP software functionality.	X		Financial Services/Treasurer, Human Resources, Budget Office	Yes	$0 - Financial Services $123,108 - Budget Office $215,000 – Human Resources	Reallocation: Financial Services – 2 Accountant III positions will be created from vacant classified positions. NFFR Funds: Budget Office – Assistant Director ($63,852) and Master Data Coordinator ($59,256) Human Resources – Communications Specialist ($75,000 + benefits, equipment), Recruitment Specialist ($60,000 plus benefits, equipment), SAP Liaison ($80,000)	Implement at least 80% of the functionality specified in the FAS RFI document.
Maintain SAP Master Data structures to assure accuracy and consistency in FAS Phase I.	X	X	Financial Services/Treasurer - Accounting	Yes	*SAP Master Data Analyst - $48,500 *Master Data Coordinator - $54,308 plus $5,000/yr M&O for two positions (total)	NFFR or reallocation	95% accuracy and correct configuration of data

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
Provide on-going formal FAS training programs.	X	X	Financial Services/Treasurer Division	Yes	2 SAP Trainers $92,000/yr [total] plus $5,000/yr M&O [total]	NFFR	Average rating of at least 4 (on 5-point scale) for customer satisfaction with services and information provided, based on evaluations at training sessions.
Ensure compliance with State Fire Marshal regulations and protection of assets.	X		Financial Services/Treasurer - Risk Management & Safety	Yes	*1 Risk/Insur. Specialist - $50,000/yr *1 Fire Safety Specialist - $50,000/yr plus $8,000/yr M&O (total for 2 positions) Additional space and relocation of department	NFFR	A) 100% of scheduled assessments completed. B) 100% of scheduled training classes completed. C) 100% of scheduled follow up studies completed. D) Satisfactory results of Fire Marshal reviews.
Support the growing research efforts by maintaining current Indirect Cost (F&A) rate and improving cash flow for grant/contract receivables.	X		Financial Services/Treasurer - Grants & Contracts Adm.	Yes	1 Adm. Asst. III - $29,000/yr plus $2,500/yr M&O	NFFR or Indirect Cost	A) A/R Number of Days Outstanding should be less than 60 days. B) Indirect rate maintained at 46% MTDC base or increased to higher %.
Ensure compliance with OMB, federal, state, and funding source requirements and maximization of F&A rates.	X	X	Financial Services/Treasurer - Grants & Contracts Adm.	Yes	Asst.Dir-Grants & Contracts - $62,044/yr plus $2,000/yr M&O	NFFR or Increased F&A recovery (due to new rate)	A) Effort reporting system is enhanced for compliance with A-21. B) 95% return rate on completed effort reports. C) Direct and indirect costs are correctly categorized and cost pools are accumulated with 95% accuracy. D) SAP Grants Management module is configured and data is collected correctly to prepare long-form F&A proposal in FY 2007.

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
Ensure compliance with regulatory requirements, develop comprehensive safety programs (including teaching and research labs), and actively promote and monitor the programs so that Texas State is a safe place to learn and work.		X	Financial Services/Treasurer - Risk Management & Safety	Yes	4 RMS Prog. Specialists - $200,000 for 4 positions plus $12,000/yr. M&O (for all 4 positions) Additional space and relocation of department	NFFR	A) 100% of scheduled assessments completed. B) 100% of scheduled training classes completed. C) 100% of scheduled follow up studies completed.
Expand and enhance the university's HUB program.	X		Financial Services/Treasurer – Purchasing	Yes	$10,000 for half-time Acct Clerk, $10,000/yr. M&O for travel to HUB events, training, direct mail, etc.	NFFR	A) Compliance with state HUB requirements B) Increased outreach efforts
Expand the electronic delivery of services in all Financial Services areas (e.g., on-line forms, FAQ's, reference information, bar-coded annual inventory, and expansion of services such as direct deposit).	X	X	Financial Services/Treasurer Division	Yes	*Webmaster - $47,000/yr *Network Spec. - $47,000/yr plus $5,000/yr M&O for the two positions *$30,000 for bar-code equipment	* NFFR * HEAF for bar-code equipment	A) 80% of payroll and financial aid payments delivered via electronic medium by FY 2008. B) Bar-coding equipment implemented for annual inventories by FY 2009. C) Monthly review of web pages and links with rotating assignment for these duties. D) On-line form for user evaluation of web-pages.
Improve campus landscaping to make Texas State look like a premier national institution of higher education.	X	X	Facilities - Grounds Operations	Yes	$100,000 to contract out part of the grounds keeping operations	NFFR	85% customer satisfaction of the campus landscape.

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
Implement a Utility Master Plan which will include the replacement of utility systems having reached their life expectancy.		X	Facilities - Utilities Operations	Yes	$3,400,000 per year	HEAF, NFFR, TRB TSUS Bond or combination	Utility outages diminish and energy usage per square foot decreases.
Complete scheduled preventative maintenance in order to maintain equipment reliability and meet customer expectations for fast response to maintenance issues.		X	Facilities - Facilities Operations	Yes	$250,000 M&O, $780,000 Salaries plus benefits for 26 positions, and $225,000 in one-time vehicle costs for 15 vehicles.	NFFR	85% customer satisfaction to meeting maintenance requests. Manufacturers recommended maintenance is met 100%.
Develop and implement a formalized FSS division plan to provide staff with professional development opportunities to promote the personal and professional growth necessary to successfully carry out the responsibilities of their positions.	X	X	BSC Members	No - development of plan Yes - implementation of plan	$50,000 estimated for implementation until plan is developed	NFFR	Number of staff attending workshops/conferences annually. Percentage of workforce attending one or more sessions.
Continue Supervision 101 classes to promote an empowered management style.	X	X	VPFSS Office	No	$400 per session	FSS operating account and discretionary funds	Evaluations from participants indicate the program is worthwhile and BSC continue to nominate employees to attend.
Develop and offer to university employees a formal First Line Supervisors Training Course (and other courses as appropriate) to better educate faculty and staff on Human Resources issues.		X	Human Resources - Director & Asst. Directors	Yes	$6,000 for cost of course materials and placing courses on-line	NFFR Funds for annual training materials	Improved compliance of HR policies by management

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
Establish a program to review/audit of procurement card expenditures to assure compliance with state and university regulations.	X	X	Financial Services/Treasurer - Purchasing	Yes	1 Purchasing Specialist - $32,000/yr plus $2,500 for M&O	NFFR	Satisfactory audit results.
Implement a vehicle replacement schedule for FSS Division vehicles in order to meet the State Fleet Management Plan.	X	X	Facilities - Facilities Management and Financial Services/Treasurer	Yes	$100,000 for utility support and $105,000 for E&G support	NFFR and HEAF	Average age of fleet meets State requirements.
Implement an annual equipment utilization plan for replacement of obsolete equipment.	X	X	Facilities - Custodial Operations	Yes	Permanent increase of $20,000 in Custodial M&O budget	NFFR	Reduced spending on repair of custodial equipment.
Ensure compliance with State regulations for property and equipment accounting/reporting.		X	Financial Services/Treasurer - Materials Management	Yes	1 Property Mgmt. Clerk - $25,000/yr plus $1,500/yr M&O	NFFR	A) Lost or missing property report less than 1.5% of total inventory value. B) 100% compliance annual inventory reporting. C) Timely reconciliation with SPA (45 days after completion of physical inventory).
Wash windows and pressure wash buildings to improve the aesthetics of university buildings.		X	Facilities - Facilities Operations	Yes	$100,000 per year	NFFR	Buildings cleaned every 2 years.
Repair university owned streets.		X	Facilities - Facilities Operations	Yes	$100,000 per year for 5 years	NFFR	Completion of 2,000 linear feet of roadway annually.
Upgrade the Energy Management System and install selective metering of utility systems on campus.		X	Facilities - Facilities Operations	Yes	$500,000 per year for 5 years	NFFR	Decrease in utility consumption per square foot

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
Develop an enhanced after-hours maintenance/emergency response capability.		X	Facilities - Facilities Operations	Yes	$50,000 salaries plus benefits for 2 new positions	NFFR	Less call backs for shop personnel on call.
Consolidate the OFPDC staff in one general location and provide adequate space, tools, and training to function effectively.		X	Facilities - Facilities Planning Design & Construction	Yes	$1,610,000 for new building	HEAF	Staff is co-located and survey reflects increased inefficiency.
Improve the service of delivery and moves/set-ups.		X	Financial Services/Treasurer - Materials Management	Yes	1 WH worker - $25,000/yr plus $1,500/yr M&O	NFFR	Average rating of at least 4 (on 5-point scale) for customer satisfaction with services and information provided, based on evaluations at training sessions.
Begin the implementation of a University Contracts Office and execute contracts that meet the needs of the university and monitor performance of those contracts.		X	VPFSS Office	Yes	1 Contracts Administrator - $57,000/yr plus $2,500/yr M&O Office space	NFFR	Compliance with contract provisions and contracts written to best meet needs of university.
Restore the aquatic ecosystem associated with Spring Lake in partnership with the U. S. Corps of Engineers on a cost-share basis using federal funds available under Section 206 of the Water Resources Development Act of 1996.	X	X	Facilities - Facilities Planning Design & Construction	35% of funds need to come from non-federal source.	$585,000	NFFR	Aquatic ecosystem is restored.
Enhance training of Grants & Contract staff to assure compliance with funding source and federal/state requirements.	X	X	Financial Services/Treasurer – Grants & Contracts Administration	Yes	$10,000 per year (for current staff of 4)	Increased F&A (due to new higher rate)	A) Attendance at professional training and B) compliance with funding source and regulatory requirements

PLANNING CATEGORIES

Five priorities were presented at the open forum for the FSS Division Strategic Plan. Two of these priorities are considered new strategic initiatives.

- Developing and implementing a new ten-year Campus Master Plan: The FSS Division's involvement with this initiative will have the biggest impact on the success of the academic plan. The space requirements of new programs and research efforts will be incorporated into the work of the consulting team to be employed following the May meeting of the Board of Regents. The academic plan will be provided to the consultants, and numerous meetings between their team and the Provost, Deans, Chairs and faculty will be held as a part of the process of determining space needs for the next ten years. The Campus Master Plan will also address the facilities needs of the other administrative divisions for the next ten years. The estimated cost of this strategy is $600,000 in HEAF, unexpended plant funds and a possible Getty Campus Heritage Grant depending on the final project scope negotiated with the consulting firm.

- Provide services to the new campus of the Round Rock Higher Education Center: Current planning for the first building of the permanent campus of the RRHEC indicates an opening for the fall semester, 2005. With only one building on 22 developed acres situated 52 miles from the main campus in San Marcos, the maintenance of the building, grounds, parking lots and roadways and the provision of services to the campus community will be a challenge. A committee is presently studying the ways to provide the bulk of non-Facilities services (cashiering, bookstore, ID cards, etc.) to the campus via electronic means. However, on-site building services will be needed even though most of these functions will be out-sourced. The current estimate of the cost to provide these services is $615,000. This amount includes utilities, a "Building Manager," and outsourced maintenance and custodial services. The source of these ongoing expenses is NFFR funding.

In addition to the highest priority strategies mentioned above, there are several additional strategies worth mentioning as they relate directly to academic initiatives. As mentioned earlier, most of the support from the FSS division for new academic programs will come via the adoption and implementation of a new Campus Master Plan. Strengthening the research culture on campus is another academic initiative. To assist in that effort, the FSS Division has two strategies related to support for research. These include our participation in the called for study of grant job titles and implementation of a grants pre-award module as a next phase in the FAS project. One of these is a no-cost item and the full purchase price and implementation costs of the pre-award module are not known at this time.

The Academic Plan also includes expanded opportunities for access for university education in the surrounding areas and extended settings. Our division has two strategies, in addition to the high priority strategy related to the RRHEC already mentioned, that impact this

effort. We have been and will continue to participate in the discussions regarding a San Antonio MITC.

The FSS division has several diversity related strategies. We have had two ad hoc Diversity Committees in our division over the past few years that were created to deal with particular issues at the time. We are turning this group into a permanent Diversity Committee to improve the climate in our division. Any costs will be covered by reallocated funds within the division. Human Resources needs $3,000 in NFFR funding to increase our advertising for vacant staff positions in publications targeted to women and ethnic minorities. They will identify those publications with better than average rates of return on hiring decisions and place a greater percentage of ads with them. We will also publicize more the accomplishments of our already diverse workforce. Several reward and recognition programs are in place in the division and the recipients of those awards generally reflect the diversity of our workforce. However, we have not done an adequate job in the past of publicizing this fact. This will be accomplished with reallocated funds.

We also have plans to expand training and continuing education opportunities for our employees and will work with the Professional Development office on those efforts. This is a university-wide need, and NFFR funding will be needed for a comprehensively well trained work force. The cost is undetermined at this time.

Another strategy that appears to be the consensus highest priority strategy among the Deans involves adequate M&O budgets for departments based on current programs and enrollment. The Budget Office has a strategy to develop a consistent formula-based scheme for allocating M&O dollars in the annual operating budget. Deficiencies in travel budgets have already been quantified in the first phase of the formula and the Budget Office is currently working on a methodology to quantify the other elements of Departmental Operating Expense.

As we have done for more than ten years, we will continuously review our processes and make improvements or adjustments wherever possible.

The priorities mentioned above have been highlighted in green on the following pages, Planning Categories. Additional items that support the Academic Plan have been highlighted in pink. Priorities linked to University Outcomes in the University Strategic Plan have been highlighted in salmon.

PART IV: PLANNING CATEGORIES							
STRATEGY/INITIATIVE	**12 months**	**2-5 years**	**WHO RESPONSIBLE**	**NEW RESOURCES**	**COST**	**SOURCE OF RESOURCES**	**ASSESSMENT CRITERIA**
A. Academic Programs Support							
1. Support for New or Existing Academic Programs							
Develop, with the assistance of university and City of San Marcos stakeholders, the 2006-2015 Campus Master Plan to ensure it serves the needs of the university for the next ten years	X		VPFSS Office and Facilities	Yes	$600,000 for master plan plus $155,000 for preservation plan	Budgeted HEAF = $325,000, HEAF or general use funds for $275,000, and Campus Heritage Grant of $155,000	Campus Master Plan is submitted to the Board of Regents in May 2005 and approved, positive feedback is received throughout the process
Implement the 2006-2015 Campus Master Plan to ensure it serves the needs of the university for the next ten years.		X	VPFSS Office and Facilities	Yes	TBD	HEAF, TRB, funds from other bond sales, gift money	Implemented plan supports the mission of the university and meets the needs of the campus.
Expand services at the Round Rock Higher Education Center based on identified needs.	X	X	Facilities, Auxiliary Services, and Financial Services/Treasurer	Yes	TBD	NFFR for Mail Services and Financial Services staff if needed, auxiliary staff salaries are self funded	Financial viability and customer service satisfaction

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
2. Support for New or Existing Distance Learning Programs							
See Master Plan initiatives cited under A.1.a and A.1.b							
3. Support for San Antonio MITC							
Collaborate in the feasibility study to explore possibilities for Texas State in San Antonio.		X	FSS Division	No	No	No	
B. Student Success Support							
1. Support for Retention/Completion Rates							
Evaluate the need for new dining locations in areas currently not being serviced.		X	Auxiliary Services	No	Cost will vary based on size and scope of project	This is a self-funded account and all facility enhancements are paid out of the Dining Services operating account.	The continued high participation in our residence dining program and increased retail sales
Establish a fully integrated campus one card program to be utilized both on and off-campus.	X	X	Auxiliary Services - ID Services	Yes	TBD	Some new equipment will be provided by various service providers and some will be funded by the ID Services Fee. The fee is $3.00 per student but will not be collected until significant expansion of the system has occurred.	Participation in the program. This is a service to students that will hopefully make it easier for them to make on and off-campus purchases. The overall success of the program will be determined by the amount of participation in the program.

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
1. Support for Retention/Completion Rates (continued)							
Hire two wage student workers each fiscal year to assist with office work requirements that are unable to be completed by the work study students.	X		Human Resources	Yes	$1,500	NFFR	Hiring students to work in administrative offices and engaging them outside of the classroom will contribute positively to the retention of those students.
2. Student Learning Outcomes							
C. Scholarly/Creative/Grants Support							
Implement the expanded functionality (FAS) of Grants Management (pre-award), consistent with project plan.	X	X	Financial Services/Treasurer	Yes	Interim Director ~$65,000/yr	NFFR or FAS funds	Implementation of additional modules and functionality
Collaborate in the review of grant titles currently in use and implement revisions.	X	X	Human Resources	No	None	None	Grant titles appropriately reflect the job responsibilities of the positions.
See Maintenance Plan for additional grant initiatives - g. and h.							
D. Development							

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
E. Diversity							
1. New Efforts - Staff							
Establish a permanent divisional diversity committee with Human Resources serving as staff to the committee. The committee will initially be charged to implement recommendations from the 2003 Diversity Committee Report.	X	X	VPFSS Division	No	None	None	Future diversity surveys indicate the actions of the diversity committee and the division is making a positive difference in the way staff respond to the survey questions.
Increase diversity of applicant pools for staff positions through targeted advertising.	X	X	Human Resources	Yes	$6,000 for travel, job fairs, advertising and unknown cost of recruiting services	NFFR	Increased numbers of qualified applicants
Publicize diversity of our employees and their accomplishments (in University Star, SM newspaper, FSS newsletter, etc.)	X	X	VPFSS Division	Yes	$3,000	Reallocation or existing resources	Number of published items.
F. University Support							
Select and implement the FAS Student System.	X	X	Financial Services/Treasurer	Yes	1 Interim Asst. Dir. - $54,308/yr *1 Interim Dir., - $66,000/yr *2 Interim System Analyst - $100,000/yr, others to be determined	NFFR or FAS Budget	Implement at least 80% of the functionality specified in the FAS RFI document.

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
F. University Support (continued)							
Develop and implement a base line and incremental funding for operations (non salary) to keep up with inflation and growth.	X	X	Budget Office	Yes	$2,000,000	NFFR	M&O budgets meet the needs of the departments
Employ annual budget plan to address all strategic priorities including increased faculty and staff salaries.	X	X	Budget Office, VPFSS	Yes	Salary increases	NFFR	Salary increases will be evaluated annually.
Improve retention and recruitment of high quality staff employees by assuring the University Pay Plan is competitive.	X	X	Human Resources	Yes	$3,000 for survey, $1.5 million approximate cost of implementing salary increase (market and target)	HR Budget for survey, NFFR Funds for salary increases	Future market studies prove university salaries are competitive.
Enhance town/gown relationships by expanding community service activities and implementing a Staff Recognition Award for Community Service in the FSS Division.	X	X	FSS Division	Yes	$2,000	Reallocation	Number of events. One staff recognition award for community service awarded annually.
Identify (in the FAS/SIS project) and implement a building and room inventory database system to ensure accurate reporting and ease of reporting for THECB, insurance, utility allocation, and F&A Long Form.	X	X	VPFSS Office	Yes	TBD - Software package, possibly staff	NFFR	Data is accurate and timely. Data used on campus to make facility decisions is accurate, timely and easy to access.

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
F. University Support (continued)							
Implement the FSS portion of the document imaging system.	X	X	FSS Division	Yes	TBD - Imaging Staff Person	NFFR	80% documents imaged.
Establish a permanent "real estate oversight unit" in the VPFSS Office	X	X	VPFSS Office	No for years 1 thru-3. New resources needed possibly for years 4 and 5	Staff, office space, M&O	NFFR	The sales and development projects and the easement and other real estate agreements the university undertakes will be finalized in a timely and professional manner.
Support development of an on-campus arboretum.	X	X	Facilities - Grounds Operations (joint venture with Ag Dept in lead role)	Yes	$10,000 - program start, private funds and grant funds	NFFR and private funds	Arboretum serves as living laboratory, provides research opportunities, and contributes to eco-tourism and aesthetics of the campus.
Achieve the Association of Physical Plant Administrators (APPA) level II cleanliness standards on campus (currently at level III).	X	X	Facilities - Custodial Operations	Yes	$30,000 M&O, $310,000 Salary plus benefits for 19 staff positions w/ Crew Supervisor and Head Custodian, and $40,000 for one time purchase of vehicles	NFFR	Customer satisfaction survey reflects the higher standard has been met.

STRATEGY/INITIATIVE	12 months	2-5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
F. University Support (continued)							
Establish a Work Life Program to communicate and advocate for university work-life benefits and liaison with management as well as local community officials to address employee issues related to work-life.	X		Human Resources	Yes	$60,000 plus benefits, operating equipment, M&O - Work Life Coordinator Office space	NFFR	Program addressing employee issues related to work-life
Consolidate the university's formal Alternative Dispute Resolution Program for faculty and staff under Human Resources to revitalize and centralize management and administration of the program for faculty and staff		X	Human Resources	Yes	One Coordinator position salary adjustment of $10,000 plus benefits, office equipment, M&O to include mediator training Office Space	NFFR	Consolidation of program under Human Resources and successful completion of mediator training
Secure an automated, paperless employment application system to get a more efficient system for applicants; save on labor costs; permits better utilization of staff	X		Human Resources	Yes	$27,000 per year plus first year implementation of $6,000	NFFR	More efficient system, lower labor costs
Identify an exterior electronic system and install in all campus buildings to ensure campus safety.		X	Facilities - Facilities Operations	Yes	$100,000 per year	HEAF for E&G facilities	Decrease in man-hours used for locking buildings; improved data for investigation of theft and break-ins.
Satisfy the requirements of the MS4 permitting process by achieving the water quality standards mandated by Texas Council on Environmental Quality in collaboration with the City of San Marcos.		X	Facilities - Facilities Management	Yes	$1,000,000	HEAF, grant and building funds	Water quality samples

STRATEGY/INITIATIVE	12 months	2–5 years	WHO RESPONSIBLE	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT CRITERIA
F. University Support (continued)							
Work with regional and local planning organizations to promote and participate in the clean air and alternative transportation initiatives for the region to improve air quality, reduce energy consumption and dependence and to preserve land for smarter growth and more productive development.		X	Auxiliary Services	No	TBD	Shuttle Bus Fee and grant funds	Continued high satisfaction with the program and decreased vehicular traffic on and around campus

	Year 1 (FY2004)*	Year 2 (FY2005)	Year 3 (FY2006)	Year 4 (FY2007)	Year 5 (FY2008)	Year 6 (FY2009)
New Staff FTE		57	9	5	3	
Staff Salary Adjustments		2,975,096	450,000	204,000	204,000	
M&O/Travel/Research/Equip.	33,000	9,922,000	1,317,000	42,500	6,000	
Space/Facilities		Yes	30,000	1,610,000	35,000	
Student Wages		1,500	5,000		25,000	500,000
Stipends/Incentives						
TOTAL FUNDS NEEDED	33,000	12,898,596	1,772,100	1,856,500	207,600	500,000

*Please note: Items listed in Year 1 that will remain the same across the entire time period should not be repeated in each column. Each subsequent year, beginning with Year 2, should only include *additional* fund requests.

Year 1 includes:
$33,000 – online paperless employment application system (People Admin), one time installation $6,000, annual fee = $27,000

Year 2 includes:
$50,000 – travel money for professional development activities for FSS division staff
$275,000 – additional monies for Campus Master Plan (HEAF or general use fee – not NFFR)
$50,000 – monies needed to expand University One-Card
$129,744 – 3 FTE for Budget Office
$200,000 – 3 FTE for Human Resources
$1,510,000 – staff salary adjustments – competitive pay plan,, $10,000 – adjustment for Alternative Dispute Resolution Coordinator, $37,000 – M&O/travel/equipment for Human Resources, $1,500 – student wages for Human Resources
$1,140,000 – 47 FTE for Facilities, $9,480,000 – deferred maintenance, M&O/travel/equipment for Facilities ($275,000 is one time cost)
$195,352 – 4 FTE for Financial Services areas, $30,000 for M&O/travel for Financial Services areas

Year 3 includes:
$59,500 – Contracts Administrator plus M&O
$58,500 – Salaries needed to provide support help to RRHEC, $120,000 – grant match for new clean air bus, $30,000 – furnish ID office and Post Office
$5,000 – student wages for Auxiliary Services
$125,000 – 2 FTE for Human Resources, $22,000 – salary adjustment for Human Resources, $29,000 – M&O/travel for Human Resources
$50,000 – 1 FTE for Facilities at RRHEC, $1,150,000 – M&O/travel/equipment for Facilities ($585,000 is one time cost)
$262,500 – 5 FTE for Financial Services areas, $15,500 for M&O/travel for Financial Services areas

Year 4 includes:
$1,610,000 – one time costs for Facilities
$204,000 – 5 FTE for Financial Services areas, $12,500 for M&O/travel for Financial Services areas, $30,000 for bar code equipment (HEAF)

Year 5 includes:

$41,600 – salaries needed to operate Bookstore

$35,000 – facilities needed to pay finish-out of Bookstore amortized over next 3 years

$25,000 – student wages to operate Bookstore

$100,000 – 2 FTE for Financial Services area, $6,000 for M&O/travel for Financial Services area

Year 6 includes:

$500,000 – monies needed for renovation of dining facilities campus-wide

X. *Division of Information Technology Plan*

INTRODUCTION

The Texas State University Information Technology division's strategic plan is framed around seven core IT planning processes that support Goal 6 of the University Plan: "Develop and manage human, financial, physical, and technological resources effectively, efficiently, and ethically to support the University's mission."

- Campus IT Infrastructure Development Initiatives
- Major Management Information System (MIS) Initiatives
- Desktop Support Initiatives
- Telecommunications Initiatives
- Instructional Technologies Support Initiatives
- Campus Web Initiatives
- Alkek Library Initiatives

The division's mission statement articulates the context that guides the work of the division staff:

> The mission of the Information Technology Division is to provide information technology services that people can use to enhance their research, teaching, learning and administrative activities. The division delivers services to the university community, which enables the application of technology to support the achievement of the University's mission.

The 2005-09 IT strategic plan embraces significant ongoing process "maintenance" initiatives as well as several major new initiatives. While the bulk of the activities planned will be accomplished with existing base budgets and divisional resource reallocations, new funding in the amount of $1.0 million will be needed over the five year period to support increased maintenance and program enhancement activities, and approximately $15 million in additional funding will be needed to complete the FAS-Student Information System project.

Planned activities will require the addition of approximately fifteen (15) new FTE over the course of the planning cycle.

By the end of the planning cycle Texas State University should be:

- Operating with completely up-to-date ERP Finance, Human Resource, Student Information, and Library systems;
- Utilizing wireless network access throughout the public areas of the campus;
- Experiencing significantly fewer disruptions with its campus network due to enhanced IT security and desktop environment protection efforts;

- Experiencing significant technology enabled enhancements within the teaching/learning enterprise;
- Deploying greatly enhanced technology mediated distance education programming; and
- Engaging in significant new sponsored research endeavors, enabled by access provided via InterNet2, and NLR (National Lambda Rail).

PROCESS

The FY 2005-2009 Information Technology strategic planning activities developed as an extension of ongoing strategic planning initiatives dating back to FY 2000. This process included a thorough review of the status of current major initiatives by each of the division's units and departments. Biennial status updates are conducted each year to track progress on major initiatives. In addition, feedback solicited each year from the academic deans and divisional vice presidents is used to adjust and modify the division's major initiative activities. During this year's planning cycle, departmental units closely tracked the academic component's planning activities, and ultimately worked with each of the academic deans to produce a rather detailed summary of information technology and library content embedded in the academic unit plans. This content was aggregated and provided in summary form for review by each of the division's departments. Each department then updated their departmental plans to reflect data from the academic plans. Department heads worked with the VPIT to produce an updated and prioritized VPIT strategic plan.

PROGRAM MAINTENANCE

To maintain the continuity of planning presentation, both program maintenance and new program initiatives are summarized in the Section IV Planning Matrix.

PLANNING MATRIX

Part IV: Planning Categories
Information Technology: Ongoing & New Initiatives Requiring Maintenance or Expansion

Planning Category	Expanded or Maint	Initiative/Goal	FY 04	FY 05 - 08	New Resources	Cost	Source of Resources	Assessment Criteria
		Campus IT Infrastructure Development:						
A	M	Maintain 3 Year Campus IT Infrastructure Plan	X	X		2,000,000/yr	Base Budget & Div Reallocations	Achievement of targeted initiatives
A	M	Continue to Monitor Campus Internet\ Bandwidth Utilization / Needs	X	X	$54,000 per year RRHEC	$54k /yr	FY 05 NFFR	Achievement of targeted initiatives
A	E	Evaluate need to implement InterNet2 in targeted areas		X	$200,000 est	$200,000/ yr	Joint IT & Research Support Initiative	Achievement of targeted initiatives
A	E	Enhance & expand campus IT security activities		X	1 FTE IT Security Coordinator	$85k /yr	FY 05 NFFR	Achievement of targeted initiatives
A	M	Complete comprehensive review and update of Info. Security Pol. & Procedures		X				Achievement of targeted initiatives
A	E	Develop Enterprise Suite of Collaboration Tools	X	X	1 FTE - software lic	$300k	Div. Realloc.	Achievement of targeted initiatives
A	E	Develop and Implement Oracle Collaborative Suite Prototype Project		X	Consulting Incl'd in prior item			Achievement of targeted initiatives

A	M	Devel. & Deploy Std LAN Server Specs & Configuration Guidelines	X	X				Achievement of targeted initiatives
A	M	Devel. Dept. Training Opportunities for Departmental LAN Mgrs.	X	X				Achievement of targeted initiatives
A	E	Expand Wireless LAN Capabilities To Campus Public Areas	X	X		$150k/yr	Base Budget & Div. Reallocation	Achievement of targeted initiatives
		Desktop Support Initiatives:						
A	E	Fully Implement Centralized Software Licensing & Procurement Management Process	X	X			Base Budget & Divisional Reallocation	Achievement of targeted initiatives
A	M	Continue to Enhance Campus Desktop Function	X	X				Achievement of targeted initiatives
A	E	Expand TSP Consultant Support to Better Utilize Desk-top Software Tools and Capabilities		X				Achievement of targeted initiatives
A	E	Improve Desktop Management (virus protection, bandwidth management & security patch management)		X				Achievement of targeted initiatives
		ISS Major MIS Initiatives:						
B	E	New Student Information System Procurement & Implementation	X	X	Support for project team, HW & SW procurment & maintenance	$15+ million	FAS Reserves Expansion & NFFR allocations.	Achievement of targeted initiatives
A	E	Implement Fin/HR Go-Live & Post Go-Live Support Organization (Competency Center Model)	X	X	Add'l FTEs, Add'l staff training, Work-space changes, Salary adjust-ments to address staff marketability	$300,000 est.	Divisoinal reallocations & NFFR	Achievement of targeted initiatives
B, C	E	New Library System Procurement & Implementation		X	Software Procurement	$300,000	Available Libreary Reserves	Achievement of targeted initiatives

64

A	E	DARS Software and Hardware Upgrade	X	X	All/part of 2 servers	$1500 for software	Base Budget	Achievement of targeted initiatives
A	E	Expand Programmatic Involvement of SDLC Coordinator into Key Divisional Projects	X	X	3 FTEs	$225k/yr	NFFR & Div. Reallocation	Achievement of targeted initiatives
A	M	Facilitate Divisional Utilization of SDLC Methodology	X	X				
		Instructional Technology Support:						
		Instructional Support:						
A	E	Provide Instructional Tech. Programs that Enable Faculty to Appropriately Integrate Technology into the Teaching-Learning Process	X	X				Achievement of targeted initiatives.
A	M	Include Key Faculty Stakeholders & FAC in Program Planning Activities	X	X				Achievement of targeted initiatives.
		Academic Computing Support:						
B	M	Develop Comprehensive Student Lab Development / Maintenance Plan	X	X				Achievement of targeted activities.
B	M	Sustain Annual Survey of Computing Lab Hardware and Software Array	X	X				Achievement of targeted activities.
B	M	Sustain & Refine Data-Driven Annual Lab Enhancement RFP Process	X	X				Achievement of targeted activities.
B	E	Develop and maintain Supported Software Initiative for Open and Departmental Labs	X	X	Centrally update & allocate SW licenses for dept. use.	$300,000	Divisional Reallocations & Dept. IDT	Achievement of targeted activities.
B	E	Develop and maintain a server farm to support academic software initiatives	X	X			Base Budget	Achievement of targeted activities.
		Classroom Technology Support:						
A	M	Sustain Ongoing Data-driven Classroom Technology Maintenance and Refresh Plan	X	X				Achievement of targeted activities.
A	M	Update & Continue CR Tech. Replacement and Prev. Maintenance Activities	X	X			Base Budget	Achievement of targeted activities.
A	M	Sustain Lifecycle Plan of all Technology Support Classrooms	X	X			Base Budget	Achievement of targeted activities.

A	E	Provide CR Tech. & NW Support for New RRHEC Facility		X	2 FTE Technical Staff	$104,000	RRHEC NFFR	Achievement of targeted activities.
AD	E	Sustain Enhanced IT Technical Support for Evolving Distance Education Efforts	X	X	4 FTE (digital video specialist, instr. designer, (2) instr. Programmers)	$227,500	NFFR & Div. Reallocation	Achievement of targeted activities.
A	E	Provide Structured Support for Standards-driven Web Course Development	X	X	Covered in previous item			Achievement of targeted activities.
		Web Initiatives:						
A	E	Evaluate, Procure & Install Content Mgmt & Portal Tools To Support the Project	X		Funds to procure SW license and staff training	$400,000	Divisional Reallocaion	Achievement of targeted activities.
A	E	Sustain Web / Portal Steering Committee to Guide Web/Portal Project	X	X				Achievement of targeted activities.
A	E	Redesign and Build an Enhanced University web site		X				Achievement of targeted activities.
		Library Initiatives:						
A	E	Expand Digital Holdings	X	X			Base budget	Achievement of targeted activities.
A	E	Expand Information Literacy Trng & Dev. Opportunities for Faculty / Students	X	X			Base budget	Achievement of targeted activities.
D	E	Sustain Effective SWWC/WG Fundraising & Development Effort	X	X			Base budget	Achievement of targeted activities.
A	E	Begin Selection Process to replace DRA (Library) System	X	X	Covered in prior item			Achievement of targeted activities.
A	N	Collection Development for new non-PhD programs		X		TBD	Base budget	Achievement of targeted activities.
A	N	Resume ICPSR Membership	X		Membership Fee	$13,000	Base budget	Achievement of targeted activities.
A	N	Identify collection development needs for new PhD programs		X	New PhD Program start-	Varies by program	PhD Program Start-up	Achievement of targeted activities.

					up allocations		allocations	
A	N	Provide on-site library service at RRHEC		X	2 FTE Library Staff	$104,000	RRHEC NFFR	Achievement of targeted activities.
A	N	Evaluate providing electronic theses and dissertations		X				Achievement of targeted activities.
B	E	Evaluate extending library hours for final exam periods	X	X	TBD		Base Budget	Achievement of targeted activities.
		TelCom Initiatives:						
F	E	Develop Plan to Improve Physical (Access) Security for Campus Comm. Infrastructure	X	X	$300,000	$100k/yr	Base Budget / Divisional Reallocation	Achievement of targeted activities.
F	E	Enhance campus' teleconferencing capabilities		X			Base budget	Achievement of targeted activities.
F	E	Improve high volume call management through full implementation of Symposium call center solution.		X			Base Budget	Achievement of targeted activities.
F	M	Continue to Monitor and Refine TelCom Business Plan	X	X				Achievement of targeted activities.

Planning Categories: A=Academic; AD=Distance Learning (incl. San Antonio MITC); B=Student Success; C=Scholarly/Creative/Grants; D=Development; E=Diversity

XI.   Division of Student Affairs Plan

INTRODUCTION

Student Affairs Role in Supporting the University Plan and the Academic Mission of Texas State University

For a number of years, the Students Affairs Division has focused on creating supportive learning environments and experiences for students as well as providing high quality programs and services. These activities are at the core of student affairs work and directly speak to the goals in the University Plan and the academic mission of the University. Student Affairs staff engage students in the social and intellectual life of the university and we believe the more frequently students make contact with faculty and other students about learning issues, both inside and outside the classroom, the more students are likely to learn, be retained, and graduate.

Extensive research indicates that a highly involved student, therefore a successful student, is one who devotes considerable energy to studying, spends much time on campus, participates actively in academic and student organizations, and interacts frequently with faculty members and other students. If students feel others care about them they have a good chance to succeed, so quality student interaction with the faculty and the staff of the University is critical for their success.

The Student Affairs Division utilizes several principles of good practice to support the academic mission of the University. First, Student Affairs staff sets and communicate high expectations for learning both in and outside the classroom. We describe for students the desired levels of performance through written materials, structured programs and early alert interventions. We assess whether student performances are consistent with institutional expectations and share with faculty what we know about students through data presentations and the enrollment reports each semester.

Second, the Student Affairs Division forges partnerships that advance student learning and collaborative problem solving. We develop partners for learning across academic departments and all other divisions to foster inclusiveness, to bring multiple perspectives to bear on problems and to affirm our shared educational values.

Lastly, we know that student learning occurs best in communities that value diversity, promote social responsibility, encourage discussion and debate, recognize accomplishments, and foster a sense of belonging among their members. It is a critical institutional role for Student Affairs staff to encourage connections between students, faculty and our staff to develop an optimal learning environment at Texas State. Each department within Student Affairs develops appropriate collaborations and partnerships across the campus in order to increase the learning, retention and success of students.

Below are the Student Affairs Division's vision, mission and goals which support the academic mission of the University and its goals.

Vision

We will be nationally recognized for excellence in student affairs.

Mission

The Student Affairs Division strives to attract and retain a qualified, diverse student population; ensure student success and graduation through collaborative partnerships with the university community; and enhance student learning and development by providing high quality services and programs.

Goals

1. Recruit and retain high quality, diverse new student populations.
2. Recruit, develop, support, and retain high quality, diverse staff.
3. Develop effective co-curricular programs, services, and partnerships with faculty, other staff, and external constituents to increase the learning, retention, and success of students.
4. Foster an environment that is safe, responsive, and supportive of a diverse community.
5. Develop and manage financial, physical, and technological resources effectively and efficiently.

Staff

At the end of the planning cycle, the senior leadership team of the Student Affairs Division will not change from what it is in 2004. There will be some growth of staff however at the assistant director, program coordinator, technical, and administrative assistant levels.

Funding Requirements

FY05   **$671,585**

FY06-09   **$8,357,977**

STRATEGIC PLANNING PROCESS

The Extended Student Affairs Council met in September 2003 to identify statements or phrases that could be used to develop the Division mission, goals and objectives and to share ideas about what the Division would look like and be doing in the future. Mission, vision, goal and objective statement phrases were compiled and drafts of these new documents were proposed to the Student Affairs Council.

By December 2003, the vision, mission and goals were revised and incorporated into the thinking of departments as each department began to develop their respective department mission, vision, and goals. Each department was asked to read across academic department and college plans to determine how each respective department would support these plans.

In February 2004, after reading across academic plans, each department developed department objectives to support academic plans and to support department efforts based on the Student Affairs goals and the University planning goals/categories. Departments were expected to identify an assessment method and performance targets for each objective set in the plan. With each objective, a set of strategies were developed which included who is responsible for completing the strategy, new resources needed such as facilities, equipment and staff, if any, or if existing departmental funds will be used, the cost, source of funding and the timeline for completing the strategy. Each department involved staff in the department to complete the strategic plan for broad representation within the Division.

An initial Division plan was developed March 2004 and divided objectives and strategies into high, medium and low priorities for the public presentation. These priorities were shared with the Student Affairs Council and feedback was given to the Vice President. After the public presentation, the Associate Vice President for Student Affairs and Research Associate met with each department in the Division to review the respective administrative plans and to clarify or revise objectives in the plans as needed. The prioritized Division objectives for FY05 and FY06-09 were finalized by April 2004.

PRIORITIZED INITIATIVES IN SUPPORT OF PLANNING CATEGORIES

The 2005-2009 Student Affairs Division strategic plan is framed around five of the seven planning categories. Listed below are the initiatives we will take in the indicated planning category and *some* of the programs that are in support of these initiatives.

PLANNING CATEGORY A: ACADEMIC PROGRAMS SUPPORT
1. SUPPORT FOR NEW OR EXISTING ACADEMIC PROGRAMS

Expand themed housing units (Freshmen Interest Groups, Residential College) in cooperation with interested academic departments.

Funding Requirements: $145,000

In support of this initiative, the Student Affairs Division will seek to implement the following programs:

- Hire an Assistant Director for Leadership and Community Development (Residence Life)
- Develop Freshman Interest Groups through programming/mentors and staff support (Residence Life)

Increase collaborative programs with appropriate academic and student affairs departments to educate and respond to students with financial, physical, and mental health concerns such as obesity, alcohol use, stress, depression, suicide and debt management.

Funding Requirements: $205,319

In support of this initiative, the Student Affairs Division will seek to implement the following programs:

- Provide collaborative obesity programming on campus and in local school districts (Campus Recreation)
- Expand Women's Clinic services (Student Health Center)
- Implement phase II of loan management program by collaborating with Family and Consumer Science (Financial Aid)
- Provide liability insurance for all clinical staff involved with supervision and/or training and practicum students (Counseling Center)
- Secure full-time scholarship counselor to assist with TEXAS Grant and Terry Scholars (Financial Aid)
- Increase current part-time counseling position to a full time FTE and also hire a full time psychologist, preferably a male who represents an underrepresented group (Counseling Center)
- Develop new passive programs to reach the San Marcos apartment commuters and develop faculty/staff alcohol education program based on Core Survey data for academic advisors, mentors, student organization advisors and work with academic departments/schools on infusing alcohol and other drug information into the curriculum (Alcohol and Drug Resource Center)
- Program outdoor adventure trips for HPER, Geology, College of Liberal Arts-Center for International Studies, Modern Languages, Center for the Study of the Southwest (Campus Recreation)
- Create periodic on-line newsletter for students, faculty, and staff featuring events and career development topics (Career Services)
- Increase training on mental health issues (e.g. stress, depression, suicide) to RA's, OA's, and TA's (Counseling Center)
- Collaborate with College of Business's leadership program to promote the learning laboratory of student involvement and create a speakers bureau with a list of speakers and topics available to student organizations or other university groups that would include faculty and staff (Student Center)
- Develop an in-service program for faculty on the role of interpreters in the classroom and in conjunction with the appropriate colleges, assess the need for and, if appropriate, develop a foreign language course substitution policy for students with disabilities (Office of Disability Services)

Collaborate with appropriate academic and student affairs departments to establish e-portfolio program to guide student choices about co-curricular activities, internships, academic enrichment activities, and ultimately, entrance to graduate school and/or their chosen profession.

>   Funding Requirements: $42,480

>   In support of this initiative, the Student Affairs Division will seek to implement the following programs:

- Develop co-curricular transcripts to record student involvement and leadership development (Student Center)
- Add a Career Counselor with primary responsibility for the coordination of assessment, portfolio and accreditation activities (Career Services)

In collaboration with appropriate academic departments, develop internship sites in various student affairs departments for Texas State students.

>   Funding Requirements: $1,000

>   In support of this initiative, the Student Affairs Division will seek to implement the following programs:

- Provide a social work internship opportunity, a health information management internship opportunity, an Athletic Trainer Program clinical internship, a health education internship opportunity and a training site for Clinical Laboratory Science (Student Health Center)
- Provide supervised internships for undergraduate and graduate students in counseling, student affairs, psychology, health promotion and related fields and an externship site for Psychological Services and the Certificate in Addiction Studies program (Alcohol and Drug Resource Center)
- Create a "for credit" marketing internship in collaboration with the Marketing Department (Residence Life)
- Seek a cooperative educational environment to allow students to obtain a Peace Officer License concurrent with obtaining a degree in criminal justice, and offer additional training programs to expand upon the existing Criminal Justice Department curriculum (University Police Department)

PLANNING CATEGORY A: ACADEMIC PROGRAMS SUPPORT
2. SUPPORT FOR NEW OR EXISTING DISTANCE LEARNING PROGRAMS

Implement quality student services and selected student programs at the Round Rock Higher Education Center.

Funding Requirements: $443,977

In support of this initiative, the Student Affairs Division will:

- Establish a plan for providing administrative and student services for police and security protection, admissions, financial aid, counseling, and disability services (VPSA Office)

PLANNING CATEGORY B: STUDENT SUCCESS SUPPORT
1. SUPPORT FOR RETENTION/COMPLETION RATES

Expand student retention programs in collaboration with University College and the academic departments such as early alert programs, exit interviews, mentoring programs and assist in the development of effective student honor societies and academic student organizations.

Funding Requirements: $228,950

In support of this initiative, the Student Affairs Division will seek to implement the following programs:

- Recruit and retain more diverse faculty and staff to serve as student mentors and target minority, at-risk transfer students for the Mentoring Program (Dean of Students Office)
- Develop outreach programs to the GLBT student community through LAMBDA and encourage their participation in USAC (Multicultural Student Affairs)
- Increase reader/proctor and captioning wages due to increase in demand for service from deaf and hard of hearing students and establish captioning services as an option to sign language interpreting services for deaf students who aren't proficient with interpreting services (Office of Disability Services)
- Convert an intern position in Athletic Academic Center to a regular staff position (Athletics)
- Through Enrollment Management track retention of students by ethnicity for each major and disseminate to departments (VPSA Office)
- Support Eddie Durham/Dunbar African American district project in partnership with San Marcos and provide culturally sensitive individual counseling and advising to underrepresented students (Multicultural Student Affairs)
- Create community service council to assist student organization service and philanthropy chairs in networking (Student Center)
- Assist departments in identification of work-study students within their respective majors for purposes of retention (Financial Aid Office)

Expand career services programs including more services for graduate students, virtual job fairs, increased experiential education/cooperative programs, job development activities for part-time and full-time students.

Funding Requirements: $50,296

In support of this initiative, the Student Affairs Division will seek to implement the following programs:

- Add an Assistant Director for Student Employment and Job Development, (Career Services)
- Promote graduate school opportunities for underrepresented students through the Committee on Institutional Cooperation (CIC) Graduate Recruitment Fair (Multicultural Student Affairs)
- Conduct workshops which educate Texas State students on options to gain early entry to graduate school (Career Services)
- Develop department web-based "How To" guide for graduate schools featured as a link on the MSA webpage and create virtual fairs (Career Services)
- Add components to existing fairs and new events for graduate and doctoral candidates (Career Services)

PLANNING CATEGORY E: DIVERSITY
2. NEW EFFORTS-STUDENTS

Increase the intensity and scope of recruitment programs that have a special focus on minority students by establishing a greater Texas State presence in selected areas of the state, revising publications, developing advertising strategies, engaging Texas State constituents in the recruitment process and increasing recruiting visits to selected high schools and community colleges based on data analysis.

Funding Requirements: $320,540

In support of this initiative, the Student Affairs Division will seek to implement the following programs:

- Hire an administrator for Recruitment Plus system (Admissions Office)
- Establish an Admission's Office on San Antonio College campus in transfer center (Admissions Office)
- Target additional recruiting in Laredo (Admissions Office)
- Establish a "storefront" Admission's Office in the Houston area (Admissions Office)

- Target high schools with large Hispanic populations for additional communications and counselor visits (Admissions Office)
- Collaborate with academic departments in the recruitment of students at selected magnet high schools (Admissions Office)
- Develop marketing and additional recruiting strategies directed at San Antonio, (Admissions Office)
- Establish an Assistant Director position for transfer services (Admissions Office)
- Continue to translate Admissions web pages to Spanish (Admissions Office)
- Expand the Transfer/Community College Advisor Newsletter electronically to increase visibility of Texas State (Admissions Office)
- Develop at least 50 new Transfer Planning Guides per year and post to web for easy access (Admissions Office)
- Develop a scholarship and become a sponsor in the National Hispanic Recognition Program (Admissions Office and Financial Aid)
- Send new parents of underrepresented students a letter/congratulating them on attendance and partnership with the community (Multicultural Student Affairs)
- Collaborate with University Advancement to secure major funding for 4-year scholarships for targeted students meeting diversity criteria of low SES and geographic location (Admissions Office and Financial Aid)
- Enhance the follow-up calling process to underrepresented prospective students who have incomplete applications (Admissions Office)
- Recruit more intensely in markets such as Houston, the Gulf Coast area, Central Texas, and, specifically, Williamson County (Admissions Office)
- Identify community groups that can apply for College for Texans campaign funds targeted at Hispanic Mother-Daughter groups and bringing Hispanic students to campus (Admissions Office)
- Identify major feeder community college with high minority enrollment in transfer programs and in most academic departments to begin working with their counterpart departments to create/update 2+2 agreements (Admissions Office)
- Assist in the institutionalization of ENLACE with particular emphasis on Hays County (Admissions Office)
- Seek recruiting assistance of African American Alumni Chapter for African American students (Admissions Office)
- Provide pennants to all high schools and community colleges in Texas or al least in schools with high minority enrollments to increase Texas State presence (Admissions Office)
- Place ads in selected Catholic church bulletins and selected minority newspapers throughout the state (Admissions Office)
- Advertise in selected Spanish language magazines or newspapers in Texas (Admissions Office)

- Establish study group to determine how to best use minority scholarship monies donated to the Development Fund (Financial Aid and Admissions Office)
- Strengthen hometown ambassadors program (Texas State students visiting their high school) focusing on minority students. Enlist the assistance of academic dean's student advisory councils (Admissions Office)
- Collaborate with appropriate academic departments in applying for the McNair Scholars Program (Multicultural Student Affairs)
- Create a speakers list of faculty, staff, and student leaders and offer it to community college Latino/Hispanic student organizations (Admissions Office, Student Center and Multicultural Student Affairs)
- Structure information sessions in churches and community centers in strategic geographic regions of the state as recruiting sites (Admissions Office)
- Strengthen ties with Texas TRIO programs with campus visits and communicate with them regularly (Multicultural Student Affairs)
- Invite Hispanic groups to appropriate sporting events (Athletics)
- Explore billboards in Spanish in areas such as south San Antonio, the Rio Grande Valley, Laredo, El Paso, Corpus Christi in order to increase Texas State's presence and visibility in those areas at the same time as providing a Hispanic-friendly message (Admissions Office)
- Create partnerships with appropriate community colleges to begin 2+2+2 programs targeting Hispanic-serving high schools in Houston and San Antonio (Admissions Office)

PLANNING CATEGORY F: UNIVERSITY SUPPORT

Establish a more rigorous enrollment management program that includes setting targets for new freshmen, transfer, and graduate students (including ethnic mix and impacted academic majors), and developing the tools to manage the enrollment such as enrollment deposits and higher admission standards.

Funding Requirements: $105,000

In support of this initiative, the Student Affairs Division will seek to implement the following programs:

- Develop new scholarship opportunities for students meeting certain academic criteria in order to yield higher ability students (Financial Aid and Admissions Office)
- Establish a new student enrollment deposit to improve enrollment predictability, (Admissions Office)
- Refine the Predicted Academic Success (PAS) process (Admissions Office)
- Establish a quarterly meeting schedule for the Enrollment Management Council to review progress and develop strategies and change application processing to

determine ways to project RRHEC enrollment and assist in the management of graduate student enrollment targets (VPSA Office)

Expand academic support services for student-athletes through greater collaboration with other university support programs to ensure the academic and life success of student-athletes.

Funding Requirements: $33,000

In support of this initiative, the Student Affairs Division will seek to implement the following programs:

- Recruit student athletes who exemplify the university's academic mission (Athletics)
- Monitor student-athlete academic progress and success (Athletics)
- Continue to recognize and support academic achievement at various events throughout the year (Athletics)
- Continue to work with the University academic support services in providing tutors and other academic assistance to student-athletes (Athletics)
- Sponsor events that engage the deans and professors with members of the athletic department and student-athletes (Athletics)
- Continue to work with the coaches to evaluate academic support programs including required study hall (Athletics)
- Seek annual input from student-athletes on all academic services (Athletics)
- Conduct annual programming in academics, community service, personal development and career development (Athletics)
- Market the CHAMPS Life Skills program through a brochure and web page (Athletics)
- Keep records of student-athletes' campus and community involvement (Athletics)
- Continue developing the Council of Student-Athletes (Athletics)
- Ask former athletes with successful careers to serve as mentors to current student-athletes (Athletics)

Continue to repair, renovate, update, and expand student housing, recreation, co-curricular and athletic facilities and update technology and equipment when necessary.

Funding Requirements: $7,454,000

In support of this initiative, the Student Affairs Division will seek to implement the following programs:

- Perform weekly counts of parking area usage, and if space usage indicates a need for new parking facilities, develop appropriate recommendations (Parking Services)

- Explore the creation of a pseudo-conference center through collaboration with the College of Business to include San Jacinto Hall, Jones Dining Hall, McCoy Business building and the new parking garage (Residence Life)
- Determine the feasibility of implementing a Student Facilities Renovation Advisory Committee (Residence Life)
- Implement facility improvements in residence halls and apartments (Residence Life)
- Implement on-line housing application submission for residence halls and apartments (Residence Life)
- Build a golf course storage barn for the grounds crew equipment and materials (Campus Recreation)
- Expand the workstations in the Student Recreation Center Cyber Café (Campus Recreation)
- Add a driving range and renovate cart barn for the Golf Course (Campus Recreation)
- Renovate the Lair and Basement Dining Areas to provide a more comfortable and appealing dining experience (Student Center)
- Renovate the Student Center Patio and Amphitheater to provide more shade, new flooring, options for enclosure and new furniture and improve lighting of bus loop entrance and Atrium (Student Center)
- Begin fund raising for renovated baseball/softball complex and begin fundraising for a renovated press box in Bobcat stadium (Athletics)

MAINTENANCE OF EXISTING PROGRAMS AND SERVICES

Throughout the planning cycle the Student Affairs staff will continue to improve upon the educational and social programs and the services they currently provide. Additionally, a rigorous program of improving and maintaining the facilities for which the Division has responsibility will be undertaken.

	Part IV: Planning Categories Unit (Vice President for Student Affairs, Student Affairs)						
PLANNING CATEGORIES	INITIATIVE/GOAL	12 months	2-5 years	NEW RESOURCES	COST	SOURCE OF RESOURCES	ASSESSMENT TARGET
A. Academic Programs Support							
1. Support for New or Existing Academic Programs	Expand themed housing units (Freshmen Interest Groups, Residential College) in cooperation with interested academic departments.	X		Money/Funding	$145,000.00	Income generated	There will be at least five themed housing units developed with academic departments.
	Increase collaborative programs with appropriate academic and student affairs departments to educate and respond to students with financial, physical, and mental health concerns such as obesity, alcohol use, stress, depression, suicide and debt management.	X		Staff time, Money/Funding, New staff	$205,319.00	Campus Recreation Fee, Medical Service Fee, Student Service Fee	At least 80 percent of the academic departments served will be satisfied that Student Affairs has met their needs.
	In collaboration with appropriate academic departments, develop internship sites in various student affairs departments for Texas State students.	X		Money/Funding	$1,000.00	Medical Service Fee	There will be at least four new internship sites developed by student affairs.
2. Support for New or Existing Distance Learning Programs	Implement quality student services and selected student programs at the Round Rock Higher Education Center.		X	New staff, Money/Funding, Equipment (non-technology)	$443,977.00	RRHEC Fund	Students will have an 80 percent satisfaction rate of services provided at RRHEC.
3. Support for San Antonio MITC							
B. Student Success Support							
1. Support for Retention/Completion rates	Expand student retention programs in collaboration with University College and the academic departments such as early alert programs, exit interviews, mentoring programs and assist in the development of effective student honor societies and academic student organizations.	X		Money/Funding, New staff	$228,950.00	SPI, Student Service Fee	Student retention rates will increase by 2 percent.
	Expand career services programs including more services for graduate students, virtual job fairs, increased experiential education, cooperative	X		New staff	$50,296.00	Student Service Fee	There will be at least one new program in each of the areas outlined in the objective.

	programs, job development activities for part-time and full-time students.					
2. Student learning outcomes						
C. Scholarly/Creative/Grants Support						
1. New Support efforts - promote scholarly/creative activity						
2. New Support efforts for procuring external funding						
D. Development						
E. Diversity						
1. New efforts - Staff						
2. New efforts - Students	Increase the intensity and scope of recruitment programs that have a special focus on minority students by establishing a greater Texas State presence in selected areas of the state, revising publications, developing advertising strategies, engaging Texas State constituents in the recruitment process and increasing recruiting visits to selected high schools and community colleges based on data analysis.	X	Money/Funding, New staff, Facilities Money/Funding	$320,540.00	Gift funds, SPI	Yield rates for minority student recruitment will increase by 2 percent.
F. University Support	Establish a more rigorous enrollment management program that includes setting targets for new freshmen, transfer, and graduate students (including ethnic mix and impacted academic majors), and developing the tools to manage the enrollment such as enrollment deposits and higher admission standards.	X	Money/Funding	$105,000.00	Gift funds, SPI	The target enrollment for the university will be a 4 percent increase over last year.
	Expand academic support services for student-athletes through greater collaboration with other university	X	Money/Funding	$55,000.00	Income generated	Provide academic support for all 360 student-athletes and increase percentage of faculty

	support programs to ensure the academic and life success of student-athletes.					engaged with student-athlete academic monitoring.
	Continue to repair, renovate, update, and expand student housing, recreation, co-curricular, and athletic facilities and update technology and equipment when necessary.		X	Facilities, Money/Funding, New Staff, Computer hardware/software or related equipment, Equipment (non-technology)	$ 7,454,000.00	Campus Recreation Fee, Student Center Fee, Income generated, Gift funds	A renovation plan will be developed and funded in each affected area.

XII. Division of University Advancement Plan

INTRODUCTION

The very name of Texas State University's University Advancement Division is quite descriptive of its mission – gaining support for Texas State. This team-oriented division is the university's chief public relations arm, dedicated to cementing relationships with alumni, donors, parents, friends, corporations, foundations, the media, local community and the public at large.

University Advancement includes Alumni Relations, Development (fundraising), Advancement Services (receipting), Media Relations and Publications, Parent Relations, Community Relations and Special Projects.

In the latter part of the 1990s, the division successfully conducted the university's first capital campaign, beginning with the silent phase in 1994 and culminating at the end of its centennial year in 1999. For its first foray into a coordinated, major fundraising effort, the division surpassed its $60 million campaign goal, reaching $74.2 million.

In the years since, many significant things have happened at what is now Texas State University-San Marcos, including an institutional name change and a new president. The division's organizational structure, processes and relationship-building focus helped fully implement the name change and strengthen the university's "brand," and in doing so, positioned the university favorably to initiate another capital campaign.

The primary focus for the division is to begin the "silent phase" of the campaign by hiring the professional staff needed to conduct a multi-year fund drive. The specific academic plans for the University have been identified through a complete revision of the strategic plan proposing new Ph.D. degrees, additional master's level programs and new academic offerings such as electrical engineering and nursing. Financial support from alumni and friends, corporations and foundations will be critical in bringing these new programs to campus.

Other university-wide initiatives – particularly the growth and development of the Round Rock Higher Education Center and the commitment to help Texas State become a Hispanic Serving Institution – bring a strong focus on the need to increase fundraising at all levels.

Only a strong commitment to succeed, a solid organizational structure, adequate resources to get the job done and a strong professional staff will bring the success we must have in this area.

Priorities

1. Make preparations for Capital Campaign.
   - Hire Director of Development

- Hire Consultant for feasibility study
- Hire Campaign manager, Administrative Assistant and office support
- Contract for a wealth screening service
- Conduct alumni survey

2. Create and fill necessary positions in order to provide better customer service.
   - Hire Computer Programmer II
   - Hire Accountant I
   - Hire a University Editor
   - Hire Assistant Director for Special Projects
   - Hire Assistant Coordinator for Community Relations
   - Hire Alumni Relations Web Administrator

3. Enhance the University's image by increasing funding to fulfill publications needs.

4. Raise funds to support the University's diversity goals by increasing scholarship funds available to first generation and ethnically diverse students.

PROCESS

Each member of the University Advancement Council (UAC) worked with their respective areas to develop strategic plans that would be needed over the next five years.

PROGRAM MAINTENANCE

The following programs or activities currently within the UA division are inadequately funded.

1. **GOAL:** Increase Advancement Funds raised via an automated telephone calling system and increase the effectiveness of the President's Associates and the Circle of Women in Philanthropy. Need to identify a permanent Calling Center to be used 9+ months each year; purchase software/hardware for the Center and add Assistant to Annual Fund Coordinator.

   Justification: Increase net unrestricted Advancement Fund money raised. Increase the President's Associates to 200 members by the end of 2005 and identify 100 women who will join in a designated giving club that concentrates on the wealth of women who have current and future endowment giving potential.

   Estimated Cost: $175,000 ($150,000 for software/hardware; Assistant AF Coordinator, $25,000 annually plus benefits)
   Year to be Funded: FY05
   Priority: High
   Hurdles to Overcome: Identifying a permanent location for the Calling Center; Funding

2. GOAL: Continue to market and increase the number of Planned Gifts.

Justification: Elimination of federal estate taxes (through year 2010) as a result of the Economic Growth and Tax Relief Reconciliation Act (EGTRRA) of 2001 has had a negative impact on deferred giving across the country. The uncertainty over the future of federal estate taxes is likely causing at least some donors and their advisors to postpone their gift planning until the federal estate tax picture comes more into focus. At the very least, gift planners will need to discuss the benefits of gift planning differently, focusing more on charitable and income benefits.

Estimated Cost: $15,000
Year to be Funded: On-going
Priority: High
Hurdles to Overcome: Increased costs of marketing planned gifts; re-educating donors on the benefits of making deferred gifts; greater exposure to our donor base on various kinds of planned gifts.

3. GOAL: Increase funding for *Hillviews*

Justification: *Hillviews* is the primary communication vehicle used to reach alumni, donors and university friends. The addition of thousands to our alumni rolls and an expanded donor base plus increased publication costs and mailing expenses requires additional funding.

Rising numbers of copies printed, cost of printing and mailing. e.g.: The winter 1994 issue cost $16,662 to print 57,800 copies and mailing was $7,368 (13c each); the Winter 2004 issue cost $41,175 to print 102,000 copies and mailing was $19,859 (20c each).

Estimated Cost:

	Additional to current budget*	Add'l to budget before
FY04 =	$16,000	$ 16,000
FY05 =	27,000	11,000
FY06 =	38,000	11,000
FY07 =	49,000	11,000
FY08 =	61,000	12,000
FY09 =	73,000	12,000

Year to be Funded: FY05 and ongoing
Priority: High
Hurdles to Overcome: Funding--Possible restructuring of who gets *Hillviews* and what it looks like, keeping in mind the coming capital campaign. *Alumni Relations now pays one-third of the cost of printing and mailing each issue (and above estimates assume that continues); if costs continue to rise, they may not be able to continue this arrangement.

4. GOAL: Complete rearrangement of morgue system

Justification: The current system requires more and more file cabinets with no place to put them.
Estimated Cost: $15,000 one-time cost
Year to be Funded: FY07
Priority: High
Hurdles to Overcome: Finding system we need for best efficiency**;** setting aside time to make the switch.

5. **GOAL:** UA Technology Budget

Justification: Advancement Services provides many technology related services to the entire division. These services include nightly tape backup, constant anti-virus protection, software patch testing and implementation, hardware and software auditing, computer repair, on-demand tech support, technology consulting and remote management of client computers.

In order to provide these services, reoccurring software, hardware, training and supply needs exist. To date, Advancement Services has used money from the Millennium project implementation budget (6-3292) to fund most of these needs. That budget is quickly coming to an end. There is now a need for a UA Technology Budget to fund these services.

While Technology Resources provides many of these services, it is not to the level that UA requires. The University's anti-virus protection does not allow for the same immediate control of a virus outbreak that UA currently gets. The university's data backup plan relies on each user backing up its own data as needed. This opens that user up to potential catastrophic data loss if not done according to their plan. Also, the University's help desk has traditionally solved UA problems in a timely or satisfactory manner.

Estimated Cost: $10,000 annually
Year to be funded: FY05 and beyond
Priority: High
Hurdles to overcome: There is no precedence within UA for funding a division-wide technology budget. Money has not been specifically allocated in the past for a technology only budget. If and when a budget is created, policy needs to be established to determine what will qualify as a technology need and who has the authority to approve and prioritize the requests.

PLANNING CATEGORIES

PLANNING CATEGORY A: ACADEMIC SUPPORT PROGRAMS

GOAL: Prepare for a Capital Campaign to raise funds for academic programming identified as priority in the university's strategic plan. Hire consultant, campaign manager, administrative assistant and office support.

Justification: The University is now in the silent phase of a campaign based on the gift from the McCoy Family. The President's Office and University Advancement Team should begin the process of selecting a campaign consultant who will conduct a feasibility study and work closely with the university's leadership in suggesting a goal. The development team will assist in successfully completing the new University Strategic Initiatives.

Estimated Cost: Consultant-$150,000; Campaign Manager-$75,000 annually, Administrative Assistant and office support-$50,000 annually
Year to be funded: FY05
Priority: Highest
Hurdles to Overcome: Funding; Office Space, furniture/equipment

PLANNING CATEGORY B: STUDENT LEARNING & SUCCESS SUPPORT

GOAL: Institutionalize Alumni Association web administration position. Currently this is 20-25 hour position paid for with association operating funds. The associate alumni director spends around 5-7 hours per week on the website.

Justification: Currently the web person averages answering around 500 emails per week. She has facilitated more than 7,000 requests for Texas State diplomas. She sends about 30 event notifications per month and spends 3-4 hours per week posting events on the web site. She is responsible for web page content. She emails notification of events to media outlets. As the number of alumni using the directory increases and the number of alumni events increases, increasing this position to full time will be necessary.

Estimated Cost: $ 33,000
Year to be funded: 2004
Priority: Highest level
Hurdles to overcome: University funding

GOAL: Hire Assistant Coordinator for Community Relations

Justification: The Office of Community Relations will combine all major outreach projects (Bobcat Build, Pack It Up and Pass It On and College For Texans/Closing the Gaps College Awareness Tours) under one position, freeing up Community Relations Coordinator to focus on high-level, student engagement collaborations and to support the proposed Academic Affairs plan in the areas of *Closing the Gap*, enriching undergraduate experiences, becoming a Hispanic Servicing Institute, addressing the special needs of the region, serving as a resource and economic machine. Additional time would also be directed to supporting university development, regional economic development efforts and strengthening local partnerships.

Estimated Cost: $50,000 salary and benefits
Year to be funded: FY06-07
Priority: High

Hurdles to Overcome: Funding, growth of the program to warrant new coordinator position (programs are growing at substantial rate); Participation levels estimated to justify new position by 2005 or 06; Office space to house additional staff member.

PLANNING CATEGORY C: SCHOLARLY AND CREATIVE ACTIVITY/GRANT ACTIVITY SUPPORT

None

PLANNING CATEGORY D: DEVELOPMENT

GOAL: Hire Computer Programmer II – Advancement Services

Justification: Increase of gifts, pledges and pledge payments from 11,665 in 1990 to 21,296 in 2003 with 1.25 full time employee increase in staff in same time frame. With the increase of gifts, and more development officers requesting information about donors and these gifts, there has been a large increase of custom ad-hoc reports requested of Advancement Services. These require the skills of a computer programmer to write initially, with the ability in some cases, to put the report into production so the report is available to additional requestors the next time. During 2003, 161 reports were requested of this office. Estimated time to write each report is 30 minutes to one hour. Reports requested this fiscal year total 41 through February 2004.

Estimated Cost: $42,420 plus benefits
Year to be funded: FY05 and beyond
Priority: High
Hurdles to overcome: Funding

GOAL: Hire Accountant I – Advancement Services

Justification: Increase of gifts, pledges and pledge payments from 11,665 in 1990 to 21,296 in 2003 with 1.25 full time employee increase in staff in same time frame. Per the UPPS 03.05.01, reconciliation of gifts between the University and Development Foundation accounting systems and Millennium, donor software, are to be completed. There is not a person dedicated to doing this type of in-depth reconciliation. Reconciling of each batch is done, but a formal, detailed reconciliation is not being completed. This person will also be responsible for the reconciliation of on-line giving. Future duties could evolve into accepting bank drafts for donations of donors who would prefer this option of making a donation.

Estimated Cost: $27,900 plus benefits
Year to be funded: FY05 and beyond
Priority: 2
Hurdles to overcome: Funding; Office space and furniture/equipment

GOAL: Hire additional staff for second Capital Campaign

Justification: Data cleaning, research, reporting needs, receipting additional gifts which will increase work for every position in Development Services.
Estimated Cost: $17,112 for Data Entry Operator salary plus benefits
$34,404 for Accountant II salary plus benefits
$39,564 for Researcher salary plus benefits
Year to be funded: FY06 and beyond
Priority: High
Hurdles to overcome: Funding; office space and furniture/equipment

PLANNING CATEGORY E: DIVERSITY

GOAL: Refocus fundraising efforts for diversity.

Justification: Diversity efforts and programs are numerous and broad across campus, but not currently emphasized sufficiently in development efforts. We need to refocus communication and development opportunities for corporate support in partnering with us.

Estimated Cost: 0
Year to be funded:
Priority: Highest
Hurdles to Overcome: Coordinating this effort across campus.

PLANNING CATEGORY F: OTHER

GOAL: Contract with a wealth screening service to screen individuals in our alumni and development database

Justification: It is common practice in fundraising operations to periodically have individuals in alumni and development databases "screened" by companies that specialize in wealth screening, particularly prior to launching a capital campaign. Almost 10 years ago, we had our database screened in the early phases of the Centennial Campaign. It is now time to do it again, regardless of the campaign timetable. Today's wealth screening services tend to be more thorough than they were 10 years ago, so we are likely to get a better rounded picture of our constituencies' giving potential. Since we have several more Development Officers than we did 10 years ago, the information collected is much more likely to be used in a timely fashion. The estimated cost included here is in the mid-range of screening service options.

Estimated Cost: $35,000 contract fee
Year To Be Funded: 2005
Priority: High
Hurdles To Overcome: Funding – The needs are so great; Staff support in Advancement Services so the information collected can be integrated into the Millennium database.

GOAL: Conduct Alumni Survey

Justification: Beginning in the early 1990s, University Advancement developed a survey document that was distributed to alumni to help update their records in the alumni and development database, to gauge their attitudes about the university and to get a sense of their overall giving potential. More than 10 years has passed since this was done and it needs to be done again. The timing would be particularly appropriate as we prepare for another capital campaign since we have (a) celebrated our centennial and (b) undergone a name change.

Estimated Cost: Minimal ($5,000 for student wages, postage)
Year To Be Funded: FY05-06
Priority: High
Hurdles To Overcome: Staff time to supervise the distribution and follow-up; Staff support in Advancement Services so the information collected can be integrated into the Millennium database.

GOAL: Hire a university editor – Media Relations and Publications

Justification: We need a writer for publications like the viewbook, case statements, recruitment and fund-raising brochures; we need a writer for many different web sites; we need a proofreader for everything that comes from our office. If we have this position and another designer, we can avoid expense (and headaches) associated with hiring an outside firm to do these.

Estimated Cost: $35,000 plus benefits annually
Year to be Funded: FY06 and ongoing
Priority: 2
Hurdles to Overcome: Funding; Office space (the FAS office space on the 8th floor of Kellam is a possibility); equipment could become part of the leasing contract.

GOAL: Hire Assistant Director for Special Projects

Justification: Increased workload – requires back-up manager-level position

Estimated Cost: $35,000 plus benefits annually
Year to be Funded: FY07
Priority: High
Hurdles to Overcome: Funding

Conclusion

Texas State University-San Marcos has completed a major planning process involving many members of the University community. This inclusive process has resulted in the creation of an ambitious, yet realistic plan that is guided by our University mission. Texas State is premier, public, student-centered doctoral-granting, and diverse. Our goals and the initiatives we will implement to achieve those goals are a reflection of this identity.

In order to achieve our major goals, such as becoming a Hispanic Serving Institution and a Carnegie Classified Doctoral-Intensive University, we must build both a broader base of academic excellence, as well as a strong, inclusive sense of community. We are certain that this plan is constructed on a solid foundation of existing excellence across the University. Our planning process was explicitly designed to build on existing strengths by blending a bottom-up process originating in the faculty, departments, and colleges with a top-down process involving senior administrators.

We have the opportunity and responsibility to expand our current strengths and to reach beyond them. Achieving our goals will require continuing leadership, the best efforts of faculty, staff, students, and administrators, and the wisdom and support of the Board of Regents and the many benefactors who share our vision. We will undoubtedly encounter unexpected challenges and opportunities as we carry out this plan. However, our commitment to our mission and those goals framed within the University Plan will allow us to begin the strategic "doing" necessary to propel Texas State University-San Marcos to even greater heights.

Appendix I: University Planning Contributors

In addition to the many members of the campus community who provided feedback and engaged in discussion about the new planning process, the mission statement, and the University Plan, the following persons had official roles in this effort.

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Dr. Carol Dochen, Director, Student Learning Assistance Center
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Appendix II: Extended Learning Plan

INTRODUCTION

As Texas State moves forward in meeting the needs of extended learners attending the University, we want to ensure that our strategic direction is founded in accurate, timely data. Toward this end, we will be gathering information in 2004-2005 to determine the audiences we serve and the types of extended learning needed to serve these audiences. As we develop this strategic direction, we will engage in the activities outlined in this plan.

The University's extended and distance learning **mission** is to provide a teaching/learning environment for extended learners that is equal in content and quality to the teaching/learning environment provided to students enrolled at Texas State's San Marcos campus. At the core of this mission is the recognition that Texas State must perform an important role to ensure an educated population and workforce for Texas' future. Furthermore, this role requires the university to ensure that appropriate academic and student support services are readily accessible.

The University's extended and distance education **vision** is to be recognized for its commitment to meeting the educational needs of extended learners including service to the underserved population of Texas. The university fulfills this commitment through the courses and programs it offers and the support services it provides.

Extended and distance learning at Texas State includes courses and programs offered on evenings (after 5:00 pm) and on weekends; at a distance to the San Marcos campus but not including the Round Rock Higher Education Center (RRHEC); and when the instructor and students are geographically separated e.g., Internet, video, ITV, correspondence. The largest extended and distance learning enrollments occur on evenings when graduate students are the primary students on the San Marcos campus. During FY '04-05, academic units project they will offer approximately 60 courses in a face-to-face format at instructional sites away from the San Marcos campus, but in the Central Texas region; 135 courses and 6 academic programs electronically to audiences that reside away from the San Marcos campus; 57 correspondence courses to approximately 2000 students annually; and study abroad programs to 300^{+} Texas State students in 15-20 foreign countries annually. Currently, the University, through its Extended & Distance Learning initiatives, has 7 exchange agreements with universities in 6 countries, and the University offers 8 extension courses.

Extended and distance learning at Texas State is administered through the Office of Extended & Distance Learning within the Division of Academic Affairs. The Office is administered by a Director with the support of an Administrative Assistant who also serves as an Administrative Assistant (50% time) for the RRHEC. Courses and programs offered at a distance to the San Marcos campus (other than courses and programs offered at the RRHEC) are administered through the Office. Courses and programs include those offered electronically, e.g.,

98

Internet, ITV, video; offered at various locations in Central Texas including San Antonio and Austin; offered out-of-state, e.g., New York; offered out-of-country, e.g., Mexico, Spain, United Kingdom, France, Germany; offered via correspondence studies; and offered via extension. The Offices of Correspondence, Extension, and Study Abroad Programs report to Extended & Distance Learning. Its Director and support staff administer and are directly responsible for correspondence classes, study abroad programs, and extension classes.

The Office of Extended & Distance Learning is the first point of contact with the public on all matters related to extended and distance learning resident credit course and program offerings including but not limited to those offered via the Internet, video, ITV, correspondence and extension, study abroad, and off campus instruction (including out-of-state/country courses and programs). The Office is responsible for facilitating the flow of information about extended and distance learning throughout Texas State's academic and external communities. It assists the Texas State community in responding quickly to the needs of knowledge consumers. It assists external communities in addressing in a timely manner their questions of inquiry and/or by referring their questions to appropriate support offices and academic units. The Office represents Texas State on issues related to extended and distance learning in both public and private sectors. Finally, it assists the university community in its efforts to increase its interaction with this new population of knowledge consumers; and it assists the university in leveraging its current resources in order to make significant contributions to the development of workforce talent in Central Texas.

The Office of Extended & Distance Learning collaborates with all divisions of the University in providing quality support services for faculty and students who are actively engaged in all types of distance and extended learning activities. It works with the broader Texas State community in identifying standards that Texas State should employ to assure quality of its distance and extended learning initiatives. The Office assists academic units in marketing online courses, programs, and degrees; developing and publishing on CATS WEB an electronic version of the distance and extended learning schedule of classes; works with academic units in developing distance and extended learning program proposals; and assists academic units in gathering assessment data on the overall effectiveness of course and program offerings.

The Office of Extended & Distance Learning is responsible for developing Texas State's Institutional Plan for Distance Education and Off-Campus Instruction and monitoring the plan's effectiveness. It monitors changes in Texas Higher Education Coordinating Board (THECB) and Southern Association of Colleges and Schools (SACS) rules and regulations regarding distance learning and off-campus instruction and responds to these changes. It collaborates with appropriate Texas State divisions in developing policies germane to distance and extended learning. Finally, the Office coordinates the development of Off-Campus Plans including the Telecommunications Plan, Off-Campus Plan, and Out-of-State/Country Plan.

Extended & Distance Learning in 2009

A review of the strategic plans of the academic colleges indicates that college personnel plan to methodically increase their level of activity in extended and distance learning over the next 5 years. College plans provided evidence that the primary activity will be offering an increased number of courses (graduate and undergraduate) electronically; offering an increased number of programs at the RRHEC; and offering additional graduate but niche market programs electronically with the primary emphasis on certificate programs. In just the past few years, for example, it has become evident that as more faculty become comfortable with using technology to support their instructional goals, they are gradually moving their courses across the 50% threshold established by the THECB. (According to THECB policy, when more than 50% of a course or program is offered electronically, the course or program is considered a distance learning course or program.) In AY 2000-2001, for example, Texas State offered approximately 30 courses electronically and in AY 2004-2005, academic units project they will offer 135 courses, some with multiple sections. If Texas State decides to establish a presence in Northeast San Antonio larger than its current presence, this action will necessitate a greater commitment to a unit that provides academic and student support services.

Trend data over the last five years clearly indicate that extended and distance learning enrollments at Texas State will continue to increase, if not rather dramatically. In 2009, extended and distance learning will look much different than what it appears today. While Texas State will remain a residential college and many of its residential students will enroll in classes from their residence halls, its commitment to students who for whatever reason are unable to drive to the San Marcos campus to attend classes will increase and strengthen. This commitment to the "other" students at Texas State will necessitate a support unit staff. The support staff will be comprised of Texas State employees who represent all divisions of the University. They will collaborate to provide quality academic and student support services. The Office of Extended & Distance Learning will be the central office that coordinates extended and distance learning activities and it will be the office that brings together all the different human resources at Texas State to address extended and distance learning issues. The Office will continue to have a Director. There is a critical need for a fulltime Student Support Services Coordinator in 2004 and a fulltime Administrative Assistant in 2005.

The number of study abroad programs will gradually increase while the number of students who enroll in these programs will increase dramatically. Student participation in these programs will occur from all colleges in the university with the largest participation coming from the College of Liberal Arts. The Coordinator of Study Abroad Programs will require a fulltime Administrative Assistant.

Student enrollments in Correspondence Studies have remained rather constant over the past several years with approximately half of the enrollments being Texas State students. The number of correspondence courses being offered will increase slightly and there will be a gradual increase in the number of students who enroll in these courses. The most significant change in Correspondence Studies will come in the way courses are offered. By 2009, several

correspondence courses will be offered electronically, which will increase student completion rates. Student success in correspondence courses will increase significantly.

Funding to Address Enrollment Increases and Program Diversification

There will be a need to fund academic and student support service personnel to meet the growing demand for extended and distance learning courses, programs, and enrollments. Specifically, there is an immediate need for funds to employ an Administrative Assistant and an academic and student support services person in the Office of Extended and Distance Learning. There is also a need to fund an Administrative Assistant for the Study Abroad Program Coordinator.

PROCESS

All personnel employed within extended and distance learning contributed to the development of this academic unit support plan. These stakeholders were first invited to participate in a written exercise in which they identified the following related to Academic Program Support: (1) the kinds of support they currently provide academic programs; (2) new resources that would be needed to continue the current level of support for the next 2-5 years; (3) criteria they currently use to evaluate services they provide academic programs; (4) the identification of additional criteria they would recommend to be used to evaluate the services they provide academic units; (5) the identification of support for academic units that wish to introduce major distance learning programs over the next 2-5 years; (6) the identification of resources needed to raise the current level of support to that which is needed for these new distance learning programs; (7) the identification of the impact of the RRHEC on current operations; (8) the identification of the potential impact of a Northeast San Antonio MITC on current support services; (9) the identification of new support services that would be needed for a MITC; (10) the major changes that will be occurring in their office environment over the next 2-5 years; (11) the identification of new opportunities in their work environment over the next 2-5 years; (12) the required resources to capitalize on these opportunities; (13) the criteria used to measure success in these opportunities; (14) the potential impact of these opportunities on the current infrastructure of their work environment.

Employees then identified support areas within student learning and success support that included the following: (1) support services to assist with retention; (2) resources that would be needed to continue this support for the next 2-5 years; (3) evaluation of what is currently being done in support areas; (4) the identification of support that they provide to ensure and document student learning; (5) the identification of resources required to continue support for the next 2-5 years; and (6) the identification of criteria to evaluate how successful they are at providing student support services.

Employees also identified the types of support they provide for scholarly and creative activities including the following: (1) direct faculty support; and (2) resources needed to continue the current level of support. Finally, they identified activities within their unit that are inadequately funded due to growth, inflation, or other cost increases.

After they recorded their written responses to each of aforementioned areas, a meeting was conducted at which time they verbally responded to each of the planning areas. It was at this meeting that they shared their individual written responses with one another.

This plan was also shared with the Extended & Distance Learning Steering Committee. The committee consisted of representatives from the Divisions of Academic Affairs, Information Technology, Student Affairs, and a student representative. Committee members were invited to provide reactions and input to all parts of the plan.

PROGRAM MAINTENANCE

Three areas within Extended & Distance Learning that are currently inadequately funded include an Administrative Assistant and an academic and student support person in the Extended and Distance Learning Office; and an Administrative Assistant for the Study Abroad Program Coordinator.

PLANNING CATEGORIES

PLANNING CATEGORY A: ACADEMIC PROGRAMS SUPPORT

1. Extended & Distance Learning is pursuing the following major initiatives within the context of the academic colleges' strategic plans.

   - Provide academic units and students with support services that are commensurate to the services provided students on the San Marcos campus.

   - Promote the recognized standards of quality in the design, development, and delivery of courses and programs offered electronically and assist units, where appropriate, to monitor those standards.

   - Assist academic units in developing new degree programs (including certificate programs) that will be offered to extended learners.

   - Assist academic units in completing necessary documentation for gaining THECB and SACS approval to offer programs off campus and electronically.

   - Assist academic units in maintaining the quality of programs currently offered to extended learners.

   - Assist academic units in the assessment of their extended teaching-learning efforts.

   - Provide a support infrastructure for extended learning that supports and expands excellence in extended and distance learning.

- Provide academic units with data analysis on student enrollments in extended learning.

2. If Texas State decides to become actively involved in the establishment of a multi-institution teaching center or other similar arrangement in Northeast San Antonio, the Office of Extended & Distance Learning will support the effort by providing administration and organizational services.

PLANNING CATEGORY B: STUDENT LEARNING AND SUCCESS SUPPORT

1. Extended & Distance Learning is strongly committed to student learning, student retention, and student support. Extended & Distance Learning is pursuing the following major initiatives within the context of the academic colleges' strategic plans.

   - Promote student success through the use of support services such as Smarthinking.

   - Modify the layout of class schedules to indicate the level of technology required in a course, e.g., technology intensive.

   - Promote enrollments in study abroad programs so that students may participate in real-life experiences abroad.

   - Promote student enrollments in correspondence courses so that students may complete their degrees on schedule and on time.

   - Provide academic units with data so that the quality of teaching and learning in extended courses may be compared to that which occurs in face-to-face format courses.

   - Provide test-proctoring services so that extended students may complete examinations at secure sites remote from Texas State.

   - Serve as the focal point on campus to coordinate academic and student support services.

   - Continue to build an online student support service for all extended students.

   - Continue to provide a secure test site for correspondence studies students.

   - Continue to provide deans support funds that have been derived from the sale of correspondence courses.

PLANNING CATEGORY C: SCHOLARLY AND CREATIVE ACTIVITY/GRANT ACTIVITY SUPPORT

1. Extended & Distance Learning is strongly committed to providing support to faculty who engage in scholarly and creative activities and grant activities in extended and distance learning. Extended & Distance Learning is pursuing the following initiatives within the context of academic colleges' strategic plans.

   - Forward to academic units announcements of RFPs.

   - Provide seed money to faculty who desire to present papers on extended and distance learning topics at conferences.

   - Provide seed money to faculty who desire to undertake small research projects related to extended and distance learning.

   - Encourage faculty to publish their initiatives in extended and distance learning journals.

   - Develop nationally recognized extended and distance learning programs that will also promote faculty research and attract highly qualified and academically competitive students.

   - Provide support funds for doctoral students who are conducting research in distance learning.

PLANNING CATEGORY D: DEVELOPMENT

1. Extended & Distance Learning is strongly committed to providing support to academic units who engage in development activities. Extended & Distance Learning is pursuing the following initiatives within the context of academic colleges' strategic plans.

   - Increase support from the private sector for the design, development, and offering of extended and distance learning courses and programs to niche markets that serve the private sector's needs.

   - Convey to academic units the need to offer extended and distance learning programs when such need is expressed by the private sector.

PLANNING CATEGORY E: DIVERSITY

The Office of Extended & Distance Learning has been collecting demographic data on students enrolled in extended and distance learning courses since 1999. The demographics of these students closely parallel on campus students. The most noticeable difference is that off campus students, evening on campus students, and Internet, ITV, video, etc. students are older in chronological age. While considerable literature has been published in recent years on the digital divide that has occurred between those individuals who have access to technology and those who do not, there does not appear to be a digital divide among Texas State students. The heavy

reliance on technology for Internet courses does not appear at this time to be discouraging students from enrolling in electronically delivered courses.

PRIORITIES

Extended & Distance Learning followed a process of inclusion to establish its priorities during this planning cycle. The process included the following: (a) The academic colleges' strategic plans provided the context for developing the Extended & Distance Learning Strategic Plan. (b) The Director of Extended & Distance Leaning conducted interviews with several college deans. (c) All staff employees within Extended & Distance Learning participated in a strategic planning session where staff responses to several questions were recorded and placed into minutes of the meeting. (d) The Extended & Distance Learning Steering Committee reviewed a draft copy of the plan and provided input to all parts of the final plan. The following priorities have been established to support the missions of the University, Academic Affairs, and academic colleges:

Academic Units and Students

- (2004-2009). Provide outcome-based data to academic units about their extended & distance learning students to ensure that the quality of teaching, learning, retention, and student-to-faculty and student-to-student interaction are equal to or greater than that which occurs in face-to-face courses. (Twice per year, no new cost associated with this activity.)

- (2004-2009). Assist academic units in collecting and distributing assessment data that documents the performance of extended and distance learners. (Twice per year, no new cost associated with this activity.)

- (2004-2005). Provide academic and student support services to faculty and students that are equivalent to that provided San Marcos campus-based students and coordinate services among other support divisions/departments/offices at Texas State. Employ a Coordinator of Academic and Student Support Services. ($42,000/year)

- (2004-2009). Provide a test proctoring service for students who are geographically separated from their instructors. (This service will be administered by the Coordinator of Academic and Student Support Services.)

- (2004-2009). Develop in collaboration with academic units policies and procedures for extended and distance learning. (No new cost associated with this activity.)

- (2004-2009). Assist academic units in developing electronically delivered courses to meet student demand. Provide release time for faculty to design and develop 10 resident credit courses per year at $3,500 per course. ($35,000/year)

- (2004-2009). Alleviate the demand on faculty to travel and teach at remote sites by incorporating technology to deliver instructional activities. ($3,500 per course if the course meets THECB guidelines as a distance learning course.)

- (2004-2005). Convert halftime Administrative II position to fulltime position and change classification to Administrative III. ($18,492/year)

- (2004-2005). Assist the university in reviewing current approaches to faculty compensation to determine whether new incentives should be established for faculty members with teaching responsibilities in extended and distance learning. (No new cost associated with this Team activity.)

- (2004-2005). Lead a Feasibility Study Team to explore possibilities for Texas State in San Antonio. The Team will complete a detailed analysis of the need for upper-level and graduate education in Northeast San Antonio and will recommend what role, if any, that Texas State should play in addressing identified critical educational needs of the Greater San Antonio area. (No new cost associated with this Team activity.)

- (2004-2009). Ensure that the development of any new Web-based programs clearly identify a market need and that a business plan clearly demonstrates the capacity to yield an appropriate overhead contribution to the university. (No new cost associated with this activity.)

- (2004-2005). In collaboration with other stakeholders at the university, complete a review of the Off Campus Course Fee currently assessed for instruction offered in distance learning formats to determine whether changes should be made in the structure of the fees that are assessed for extended and distance offerings and in the way that income from these fees is allocated. (No new cost associated with this Team activity.)

- (2004-2009). Assist colleges in establishing thresholds of quality (above THECB & SACS requirements) that are unique to individual colleges and Texas State University. (No new cost associated with this Team activity.)

- (2004-2009). Assist academic units in establishing minimum expectations for quality teaching in extended and distance learning. It is important that students who attend classes at extended sites perceive courses and faculty expectations as equal to those same courses and expectations when offered on the San Marcos campus. (No new cost associated with this Team activity.)

- (2004-2009). Assist RRHEC personnel in meeting their academic and student support services mission. (See RRHEC Strategic Plan. No new cost associated with this activity.)

Correspondence Courses

- (2004-2009). Develop correspondence courses for online delivery while placing three existing correspondence study courses per year online.

- (2004-2009). Increase correspondence course offerings with two new contracted courses per year.

- (2004-2009). Continue to seek correspondence courses from other Texas State University System campuses with specific focus on Angelo State University and Sul Ross University.

Study Abroad Courses

- (2004-2009). Seek additional consortia agreements to increase study abroad opportunities for Texas State students. Consortia agreements make it possible for university-based financial aid to be used for study abroad.

- (2004-2009). Develop other possible scholarship opportunities for students to study abroad.

- (2004-2009). Further develop CONAHEC as viable consortia for recruiting students from Canada and Mexico to Texas State University.

- (2007-2009). Propose and seek approval (with collaboration from academic units) for a one credit-hour course to be offered to Texas State students who plan to study abroad.

- (2004-2009). Seek alternatives for current receipting practices.

- (2004-2005). Seek additional funding for staff for study abroad student services. ($35,000/year)

Plans and Markets

- (2005-2006). Develop Institutional Plan for Distance Education and Off Campus Instruction (as required by the THECB).

- (2004-2009). Develop annual plans for Off Campus Instruction, Telecommunications Instruction, and Out-of-State and Out-of-Country. (No new cost associated with this activity.)

- (2004-2009). Increase the number of exchange programs with two new contracts per year to include more departments/colleges to ensure long-term viability. ($6,000/year)

Technology

- (2005-2006). Seek a computer position to handle technological needs. ($45,000/year)

- (2004-2009). Transition from print-based information and marketing of correspondence courses and study abroad programs to web-based. (No new cost associated with this activity.)

- (2004-2009). Increase instructor's use of the Internet to interact with students. (No new cost associated with this activity.)

Appendix III: Sponsored Programs/Research Plan

INTRODUCTION

The Office of Sponsored Programs (OSP) is guided by the principle that research is a fundamental function of the University and that research informs good teaching. Faculty, not only teach the works of others but, actively contribute to what is taught. Guided by this principle, OSP's vision is to be a model sponsored programs office for universities that, like Texas State are in transition, moving from being predominantly undergraduate teaching institutions to becoming research-intensive institutions building programs of research. Being a model office dictates that OSP will be a role model for other offices of research administration to the extent that when research administrators at other institutions have questions or are searching for a better practice, they turn to Texas State for help. OSP will provide seamless research administration for faculty and staff submitting grant proposals and contracts, serving Texas State faculty and staff who pursue grants and contracts by making the process, from conception through grant close-out, simple and thorough, while at the same time assuring that Texas State is compliant with all regulations (federal, state, board of regents and university). We will be on the leading edge of using technology so that we become a paperless office; we will be innovative and effective in addressing federal and state compliance issues; we will have processes in place that allow us to interact with faculty and staff in ways that encourage them to seek external funds; and we will earn the reputation for being an office that solves problems rather than one that causes problems. As a member of the Federal Demonstration Partnership, Texas State's OSP will work with other institutions across the nation to develop processes that will facilitate the submission of grant proposals and the administration of grants. OSP will work in partnership with chairs and deans to develop collaborative proposals. We will build opportunities for external funding by developing partnerships with other universities and industries, as well as between departments and colleges on campus. OSP (pre-award) will be co-located with Grants and Contracts Administration (post-award).

The number of new employee lines: Six
a. Director of Federal Relations
b. Contracts Specialist
c. 2 proposal coordinator/budget specialists
d. Technology Specialist
e. Compliance Officer

Estimated total funding, excluding staff lines, over five years: $800,000. OSP's current M&O budget is approximately $100,000 per year. Of this amount, $60,000 is used to pay for the contract with the Advocacy Group. OSP's M&O budget should be increased to approximately $160,000 per year. First, the current M&O budget should be increased immediately by $60,000 to provide adequate operating funds. Second, the M&O budget should be increased 4% each year, to offset increased costs of doing business and to allow for growth needed to cover increased grant activity.

PROCESS

As a support office serving the entire university community, OSP engaged in three primary activities to develop this plan. The **first** was a review of the current status of the office, including the number of personnel, the numbers of grant proposals and contracts processed annually, and the requirements of the governing sources that require our compliance (federal, state, system and university). This review included an examination of the responsibilities of the current staff, the fact that the staff is too small (staff members are only "one deep" on activities related to submitting grant and contract proposals), and the danger into which this shortage places the university, both in terms of compliance with regulations and in terms of meeting funding sources' deadlines. The **second** was a review of the strategic plans of the colleges, concentrating on their plans for grant and contract activity over the next five years. The **third** was collaboration with the Research Planning Committee, made up of representatives from across campus who were charged with "reading across" the college plans.

PROGRAM MAINTENANCE

As stated above, the office is inadequately staffed. **First,** grant and contract proposals are increasing in number—but they are also increasing in complexity. As more and more agencies adapt electronic means of proposal submission, the job of submission becomes, ironically, harder, rather than easier, than it has been in the past. The reason for this irony is that each funding agency has its own method of submission and each method has its quirks. Submitting a proposal formerly required making paper copies and placing them in a shipping box. Now it takes real computer knowledge in general and specific knowledge of multiple funding sources' electronic submission processes in particular simply to submit the proposal. OSP is in need of two additional personnel immediately, just to keep up with the current demand. As it stands now, because of the workload in the office, the staff is only "one deep"—that means that no cross training can take place because there simply isn't time. If any one staff member is absent, we are in danger of not submitting a grant proposal on time. The estimated cost for these two positions is $85,000 per year. **Second,** the University's current annual budget for OSP is insufficient to operate the office, and most staff members have not received market adjustments for over three years. These staff members are highly specialized and deserve to have their talents rewarded in terms of salary increases. The total immediate need for raises for the current staff is $20,000 per year. **Third,** contracts are growing in number every month, and the university has no contracts specialist. This situation places the university in danger of missing a deadline and at risk of accepting terms that it should not. The need for a contracts specialist is dire. Cost for such a position is estimated at $65,000 per year. **Fourth**, the university's federal legislative agenda requires a full-time person to work in Washington, DC, with our elected representatives to Congress. Currently, the AVPR and Director of Federal Relations is that person, but because he has so many other responsibilities, he cannot be in Washington as often as Texas State needs a representative there. A full-time Director of Federal Relations would cost approximately $120,000 per year. **Fifth,** current demands from funders to do all proposal submission and grant reporting electronically, and the need for a complex, up-to-date website demands that OSP hire a technology specialist ($40,000). **Sixth,** Texas State is maintaining compliance with federal, state,

system and university regulations, but the current compliance officer will not be able to handle any increases in activity. A second compliance officer is needed. ($35,000)

Items One through Four are urgent for immediate action. Item Five should be filled within one year; item Six should be filled within the next 2 ½ years.

In summary, then, **our current needs** total $365,000 annually, to provide:

- o raises for current staff, $20,000
- o hiring two additional staff members to process proposal submission and grant management ($85,000)
- o hiring a contracts specialist to process, review, and negotiate contracts ($65,000)
- o hiring a director of federal relations ($120,000)
- o hiring a technology specialist ($40,000)
- o hiring an additional compliance officer ($35,000)

PLANNING CATEGORIES

In general, OSP will provide support to any dean, director, chair, staff, or faculty member who has a goal that can be initiated and/or supported with grant or contract funding, either partially or completely. That support is indicated below with the statement "grant/contract funding where applicable."

PLANNING CATEGORY A: ACADEMIC PROGRAMS SUPPORT

1. Throughout the period covered by the Strategic Plan, we will selectively develop new centers and institutes and we will seek ways to increase the effectiveness of existing centers and institutes as a means of promoting interdisciplinary and collaborative research and public service and as a means of leveraging University resources with external funding. In addition, currently existing centers and institutes as well as establishment of new centers and institutes will be a strategy for meeting the goals outlined in "*Closing The Gaps*."

   By way of example, we will immediately approve the establishment of the "The Advanced Criminal Investigations Research Center (ACIRC)."

   The creation of other Centers and Institutes will be contingent upon the development of a programmatic and financial plans that confirm the Center or Institute's ability to meet the goals of the strategic plan.

   During the next three years, we will conduct sunset reviews of existing Centers and Institutes to assure their continuing capacity to meet these goals. We will promote closer affiliations between our centers and institutes and the academic department(s) and college(s) that provide the foundation for their work. We will begin this process by reviewing centers, institutes, and other organizational units on campus that address issues related to water and to school safety.

2. We will continue to develop an annual federal legislative agenda, identifying a limited number of major initiatives for which Texas State will seek special federal support. For the next several years, we will continue to seek support for:

   a) The International Institute for Sustainable Water Resources
   b) The Advanced Law Enforcement Rapid Response Training Center
   c) The Center for Latin American Commerce
   d) The Round Rock Higher Education Center

   In addition to the these federal initiatives, we will continue to work with other schools within the Texas State University System to obtain additional federal funding.

3. We will continue to provide adequate administrative resources to support the increasing level of research and scholarly activity in each college. We will continue to make improvements to the administrative structure of the pre- and post-award offices. One example of change to the current administrative structure would be the co-location of the pre-and post-award offices.

PLANNING CATEGORY B: STUDENT LEARNING AND SUCCESS

1. Throughout the planning period, we will place special emphasis on investing university matching funds for grants and contracts on projects that simultaneously support the research agendas of faculty members and maximize the return to the university in areas such as undergraduate and graduate student research employment, leveraged returns such as course enrollments or capital equipment purchases, and recovery of facilities and administrative costs.

2. We will expand the resources available to faculty from externally funded grants and contracts through a variety of mechanisms including new college, school, and departmental targets for external grants, an expanded emphasis on contract work, and a greater emphasis on expectations for the support of graduate students from grants and contracts.

PLANNING CATEGORY C: SCHOLARLY AND CREATIVE ACTIVITY/GRANT/ CONTRACT ACTIVITY SUPPORT

1. Grant/Contract funding where applicable

2. Increased and improved use of technology to make grant/contract submission compliant with federal requirements for electronic submission.

   Hiring a contracts specialist to make the process of seeking and approving contracts smoother, faster, and more accurate and compliant, at the same time minimizing risk to the University.

Increased numbers of OSP staff to help make the submission of electronic and paper proposals smoother.

Addition of a Director of Federal Relations to increase the university's federal funds. Help meet "*Closing the Gap*" requirements.

Addition of one staff member to facilitate the university's remaining compliant with state and federal regulations.

Increased efforts to work with the university community to develop partnerships across the University and between other universities and industries.

Establishment of satellite support offices in at least three additional colleges.

Co-location of OSP and the Office of Grants and Contract Administration.

Increased grant-finding mechanisms, such as InfoEd or SPIN.

Increased grant writing workshops at all levels--university-wide, at the college level, at the departmental level, etc.

PLANNING CATEGORY D: DEVELOPMENT

1. Increased level of interaction with industry so that we can leverage existing grant funds and pursue additional funding for areas that cannot be funded by public money. As an example, we will continue to seek from private sources building funds for the Advanced Law Enforcement Rapid response Training (ALERRT) Center. The International Institute for Water Resources provides another example of how we could seek the support of industrial partners for both grant money and endowment funds.

2. Pursue the possibilities of interaction with individuals, thus allowing us to leverage current grants or to pursue public funding that might include private contributions as matches.

3. We will continue to pursue open communications and encourage regular meetings with members of the University Advancement division so that the efforts of our two fund-raising arms of the institution can be leveraged.

PLANNING CATEGORY E: DIVERSITY

1. Grant/contract funding where applicable

2. We will continue our efforts to develop partnerships with Hispanic Serving Institutions and with other Minority Serving Institutions.

3. When the University's goal of becoming a Hispanic Serving Institution is realized, we will become aggressive in encouraging faculty members to pursue the grant funding available to HSI's.

PLANNING CATEGORY F: OTHER

1. Grant/contract funding where applicable.

Appendix IV: Diversity Plan

INTRODUCTION

Texas State University-San Marcos offers this Diversity Strategic Plan for every member of our community. The diversity plan sets out a bold blueprint for diversity that defines our desired results, identifies specific measures to assess our progress towards these goals and outlines the necessary action steps we will follow during this planning cycle. The plan incorporates three important underlying principles:

- Diversity goals are best achieved by combining a strong commitment and universal integration of diversity principles in all our decision-making;

- All members of the university community share the responsibility to work toward reaching our stated diversity goals;

- Well-defined measures and increased accountability play key roles in realizing progress towards our diversity goals.

We applaud the dynamic collaboration and leadership efforts that contributed to the development of this plan. We believe following this plan will help continue our journey toward achieving an inclusive environment for students, faculty and staff – an environment that supports all people's ability to do their best learning and their best work.

The Case for Diversity

Texas State University – San Marcos will be viewed as:

A.   *A preferred choice for college students in Texas:*

The class of '09 perspective:

1. The graduates of '09 have the requisite body of knowledge to support their success in an increasingly diverse world.

2. The graduates of '09 learned from a diverse set of professors with curriculum that included a broad spectrum of viewpoints and paradigms.

3. The graduates of '09 were members of an inclusive community of faculty, staff and students, which reflect the rich diversity of the state of Texas.

B.   *A first-rate steward of Texas prosperity:*

1. Texas State serves the changing demographics of Texas.

2. Texas State contributes to this state's economic prosperity by providing a high-quality educational opportunity to Texas high school and community college graduates.

3. Texas State educational programs ensure the retention, success and graduation of a diverse student body.

4. Texas State enhances Texas communities by supporting Texas minority vendors through our HUB program.

C. *The employer of choice: attracting, developing and retaining a diverse workforce in a climate of inclusiveness:*

The workforce of '09 perspective:

a. Texas State faculty and staff employees were hired through an inclusive process and all receive support for their continued development.

b. Texas State recruits and builds high-quality, diverse pools of applicants for all positions.

c. The work climate at Texas State values a diversity of perspectives, backgrounds, and skills.

d. Texas State employees reflect the composition and availability of the Texas civilian workforce.

e. Texas State is committed to a high quality of work-life for all employees and is focused on increasing the faculty and staff retention.

Working Principles

The Texas State community is committed to:

A. Integrating a diversity perspective in all aspects of the University. This is accomplished by:

o Requiring a diversity component be integrated into university programs and plans with accountability measures to assess progress towards diversity goals

o Supporting university strategies that include opportunities for collaboration across divisions, departments, and colleges

o Funding new and existing programs that will attract and retain more diversity in our community by targeting more than one functional group: students, faculty, staff, and administration.

o Holding leaders and managers accountable for creating an inclusive environment

B. Incorporating a diversity perspective in all teaching and learning to offer students the opportunity to explore the richness and values of commonalities and differences across societies, cultures, and nations.

C. Creating a campus culture of inclusion that supports a welcoming environment for all students, faculty, and staff.

D. Leveraging the benefits of a diverse community to create a high-quality learning and work environment.

E. Engaging all Texas State community members in the progress to meet and exceed diversity goals.

F. Providing equal opportunity for its students, faculty, and staff in an educational and work environment free from discrimination.

DIVERSITY GOALS AND MEASURES

Note: An overarching goal of this plan is to increase the number of faculty/staff/students from all underrepresented groups in order to promote an inclusive community reflecting the rich diversity of the state. During this planning period, emphasis will be given to increasing African-American and Hispanic/Latino representation.

A. Texas State will increase the recruitment and retention rates of African-American and Hispanic/Latino with a special emphasis on achieving HSI designation *(At least 25% Hispanic full-time equivalent (FTE) undergraduate enrollment; of which 50% are low-income. Low income is defined as 150% of the poverty level as determined by the Bureau of the Census.)*

Measure: Increase the matriculation yield of first-time freshmen to 48% and transfer applicants to 80% with an emphasis on Hispanic students.

Measure: Increase the retention rate for new Hispanic freshmen to 78% and new Hispanic transfer students to 86%.

Measure: Percentage of Texas State African-American and Hispanic/Latino new enrollees will exceed the percentage of African-American and Hispanic/Latino students from the state of Texas that enroll in Texas 4-year institutions of higher education.

Measure: Annually, Texas State will make substantial progress towards achieving HSI status.

B. In support of an increasingly diverse student body, Texas State will increase the recruitment and retention rates of African-American and Hispanic/Latino-faculty and the curriculum will reflect a multicultural perspective.

Measure: Texas State will demonstrate a significant annual increase in African-American and Hispanic/Latino faculty hires.

Measure: The percentage of African-American and Hispanic/Latino faculty in each college/department will reflect the availability of appropriately trained African-Americans and Hispanics/Latinos within the discipline. Annually, each department will conduct a diversity assessment.

Measure: Retain African-American and Hispanic/Latino tenure-track faculty at a higher rate than other ethnic groups.

Measure: Annually, two courses in each college will be modified to reflect a multicultural perspective.

C. In support of an increasingly diverse student body, Texas State will increase the recruitment and retention rates of faculty and staff and will continue to build a work environment welcoming of diverse people, ideas, and perspectives.

Measure: Annual workforce analysis reflects an increase in the number of African-Americans and Hispanics/Latinos in each of the EEO categories with a special emphasis on senior administrative levels.

Measure: Increase the utilization of HUB products and services annually, as measured by the Texas Building and Procurement Commission goal.

D. In support of an increasingly diverse student body, Texas State will develop a diversity management system supporting progress towards meeting diversity goals including: a diversity statement, a diversity accountability system, and a reward and recognition system.

Measure: A Texas State community-wide dialogue results in a diversity statement which provides guidance on integration of diversity principles into University policies and procedures including admissions, hiring, scholarships, teaching and learning, and employee development.

Measure: A diversity accountability system, with annual reporting procedures, is designed and implemented. Equity and Access Committee provides analysis and recommendations. Accountability system emphasizes university-wide responsibilities for meeting diversity goals.