College/School/Department: _____Mathematics_____
Academic Plan 2017-2023

I. Introduction

State your department/school/college mission statement.

The mission of the Department of Mathematics is to advance research in mathematics and mathematics education, providing intellectual leadership that is of direct benefit to the state of Texas and beyond. We seek to engage students in doing mathematics, with research directly impacting the classroom experience, where students learn to think critically, communicate mathematical concepts effectively, and become lifelong learners.

Outline briefly your “vision” for the 2017-2023 planning cycle.

By 2023, the Department of Mathematics will be nationally recognized for research, teaching, and graduate opportunities in Mathematics and Mathematics Education. We will cultivate an inclusive community within the department where all faculty are engaged in research and scholarly activities, and where undergraduate students, graduate students, and faculty collaborate on diverse activities. The Mathworks Center for Excellence in mathematics education will provide outreach programs and opportunities for research that are fully integrated into the fabric of the department and university.

Using University goals and initiatives as a guide, list and briefly describe your top five priorities for the 2017-2023 planning cycle and indicate the university goal/ initiative to which the unit's goal is linked.

Goal 1: Establish a doctoral program in mathematics. This will address market demand, strengthen and complement our doctoral program in mathematics education, and create a unique resource connecting mathematics and mathematics education for the state and nation. (1.8, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5)

- This goal was strongly supported by our 2017 Academic Program Review (APR) team, with a specific mention of the need for this program in light of the goal of NRUF status (3.1)
- Update prior proposal to reflect Departmental and market demand changes and resubmit (2.1, 3.2)
- Continue Departmental commitment to strategic use of replacement/new tenure line hires to support a doctoral program (3.1, 3.4)
- Increase grant submissions focused on mathematics research (3.1, 3.3)
- Increase submissions of multidisciplinary grants, as suggested by the APR team (3.1, 3.3)
- Evaluate existing and previously proposed courses and update as needed (1.8)
- Upon approval, recruit high quality doctoral students (see Goal 2 for sample expanded recruitment activities) (1.2, 1.3)
- Increase publication and dissemination of high quality research (3.1, 3.2)
- Increase Master's enrollment in anticipation of creating a pipeline to the doctoral program(s). This action is supported in the APR report, as is offering additional graduate assistantships. (1.2, 3.1)

Goal 2: Become one of the nation's top ten Mathematics Education doctoral programs. (1.2, 1.3, 1.4, 3.1, 3.3, 3.4, 3.5)

- Continue outstanding placement of graduates and better advertise this success (1.2, 1.3)
- Increase doctoral enrollment by 1-2 students per year. This is in alignment with the APR report. (1.2, 1.3, 3.1)
- Continue to hire outstanding faculty to fill vacant positions (3.1, 4.2, 4.3)
- Increase the number of tenured faculty in Mathematics Education. In particular, based on the APR report, the number of Full Professors needs to increase. (3.1, 3.3)
- Find sources for tuition stipends and/or scholarships (1.2, 1.3, 1.4, 3.1)
- Raise graduate student salaries to attract the strongest students. Raise current doctoral salaries to $30,000 in

response to the APR report. (1.2, 1.3, 1.4, 3.1)

- Increase research opportunities by including additional graduate student funding on grant proposals. This ties to the continued student RA support suggested by the APR team. (3.1, 3.3)
- Encourage additional graduate student publications and presentations at conferences (3.1, 3.3, 3.5)
- Expand recruiting efforts through improved web site, additional advertising, and implementing a TalkMath2Me mini-conference to enhance the undergraduate to graduate pipeline within the state and region (1.2, 3.1, 3.3, 3.5)
- Encourage faculty to include student travel funding on grants to supplement the graduate student travel funds provided by the Department and Graduate College (3.1, 3.3, 3.5)
- Expand scope of the program to include research in the K-20 spectrum, as suggested by the APR team (3.3)

Goal 3: Increase research productivity and the dissemination of research in Mathematics and Mathematics Education in support of achieving National Research University Fund eligibility. (3.1, 3.3, 3.4, 3.5)

- Encourage faculty to submit research grant proposals (3.1, 3.3, 3.5)
- Require tenure-track faculty to submit research grant proposals (3.1, 3.3, 3.5)
- Shift teaching responsibilities to provide a course reduction for faculty producing high quality research with a publication rate significantly above standard expectations. Reduce the teaching load of all research active faculty in response to a 2/2 load, based on comments from the APR team. (3.1, 3.4)
- Increase travel funding available through the Department and create a written policy allowing highly productive faculty to attend additional conferences for dissemination of research (3.4)
- Encourage faculty to pursue travel grant opportunities (3.1)
- Revise and update Departmental Tenure and Promotion and Merit and Performance policy statements to reflect an increased publication expectation for faculty receiving a research workload credit (3.4)
- Expand regularly offered Departmental research seminar and colloquium offerings (3.3, 3.4, 3.5)
- Host conferences that bring in high quality researchers from the region and nation (3.4, 3.5)
- Increase Departmental staff support for research and scholarly activities. This partially addressed needs identified by the APR team. (3.4)
- Develop a program to attract postdoctoral researchers and visiting professors, including an international exchange

program, to enhance Departmental research opportunities (3.3, 3.5)

Goal 4: Improve the quality of student experiences in and access to mathematics courses at all levels by offering varied and innovative content delivery; and restructure existing programs to better meet the needs of all students and market demand. (1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 2.3, 2.7, 3.3, 3.5, 4.1, 4.2)

- Develop additional Honors courses that satisfy the 020 Common Core requirement (1.8, 2.3)
- Develop additional interdisciplinary Honors courses, such as a statistics based course examining the mathematics behind cancer detection (2.2, 3.3, 3.5)
- Redesign our Masters in Applied Mathematics program to include a Statistics concentration option to meet student demand and fill a need identified in the Texas Workforce Commission Data. Explore expanding to a Master's program in Statistics to satisfy student demand. This is supported by the APR report. (1.1, 1.3, 2.1)
- Increase staff support to ensure graduate and undergraduate programs run smoothly and meet student needs, as per the APR report (1.3, 1.5, 3.4)
- Work with faculty and leadership in the Ingram School of Engineering to create an innovative multidisciplinary set of courses that can serve students in mathematics, applied mathematics, and various engineering disciplines (1.1, 2.1, 2.7, 3.5)
- Create a research course for undergraduate students (3.3)
- Establish tuition stipends / scholarships for graduate students (1.2, 1.3, 1.4)
- Increase Master's TA salaries, as per the APR report (1.2, 1.3, 1.4)
- Reconfigure additional classrooms to facilitate a variety of instructional methodologies (2.6)
- Raise lecturer salaries to be commensurate with CUPA median levels to attract and retain highly talented faculty, as per the APR report (4.1, 4.2)
- Improve communication of events of interest through upgraded web and electronic sign usage (1.2)
- Develop and pilot innovative pedagogy and content delivery for developmental mathematics and other appropriate courses (1.3, 1.5)

Goal 5: Strengthen and sustain Mathworks as a nationally recognized Center for Excellence in mathematics education to provide continued leadership to the local community, state, and nation; and develop connections and collaborations with other internal and external centers, institutes, and organizations. (1.2, 1.3, 1.4, 2.1, 2.7, 3.1, 3.3, 3.5, 4.4)

- Integrate the Center into the research culture of the Department through supporting students on grants and facilitating use of Mathworks programs as a research laboratory for doctoral students (3.1, 3.3)
- Increase collaboration with public schools to support math education research integrated with the Center (3.3)
- Provide grant supported summer activities to increase the undergraduate to graduate pipeline (1.2, 1.4, 3.3)
- Involve high school students in disciplinary research activities (such as writing research papers and entering the Siemens competition) that will attract the students to Texas State. Such high achieving students may be particularly interested in our Honors offerings (1.2, 3.3)
- Expand research on and adoption of Center developed innovative mathematics curriculum (2.7)
- Explore graduate recruitment opportunities inherent in in-service teacher training programs (1.2)
- Complete the $6 million endowment campaign to support undergraduate and graduate scholarships and a named chair (3.1, 3.5, 4.4)
- Develop a Mathworks fellows program to recruit more undergraduate math majors receiving certification to teach mathematics at all levels (1.3, 2.1, 3.3)
- Hire a faculty member who will be focused on leadership within the program to ensure its longevity, as per the APR teams' recommendation (1.8, 3.1, 3.3)

Based on unit goals, list the number of <u>new (not replacement) faculty lines</u> you plan to request in the 2017-2018 academic year and in the remaining 2-6 years.

Currently, only 22.5% of our overall SCH (semester credit hour) production is taught by tenure track faculty. Although some of our lecturers have doctoral degrees in mathematics, publish regularly and many are excellent teachers, having such a low percentage of tenure track instructors will eventually cause external colleagues and evaluators to view our undergraduate and graduate programs as minor or ineffective making it difficult for us to gain any recognition as a leading research institution. If we include only upper level courses, then the percentage of our SCH taught by tenure track faculty has increased from 61.4% in the 2015-2016 academic year to 74% in Fall 2016. There continues to be an ongoing need to serve the university through our lower level courses, but as an Emerging Research Institution part of our plan is to increase the percentage of the upper level classes taught by tenure track faculty and use this percentage to market our undergraduate and graduate programs. With the growth in Engineering programs, we are seeing a shift in Departmental enrollment with an increase in need for upper level courses that serve STEM majors. This will result in the need for additional tenure line faculty to teach upper level courses, as well as to support the proposed doctoral program. The APR team specifically identified the need to increase the percentage of tenure-line faculty within the Department. The requests below are in compliance with and in response to that report.

Year 1 (2017-2018 academic year): 1 Tenure Track Assistant Professor in Mathematics/Statistics, as per the APR report, this position would ideally focus on statistics.

1 faculty member in Mathematics Education, open rank. This second position was moved from year 4 to year one and altered to be open rank in response to the APR team report.

This would bring the percentage of classes taught by tenure track faculty up for the 2000 or above level classes. The TT faculty is also needed to handle the expected enrollment growth in upper division courses such as MATH 3377 Linear Algebra. This impacts overloaded courses such as Calculus and above and quality of instruction for STEM majors.

Years 2-3: 1 Tenure Track faculty member in Mathematics/Statistics, in compliance with the response to the APR report

1 Tenure Track faculty member in Mathematics/Mathematics Education to work with Mathworks, as recommended in the APR report

1 Senior (Associate/Full Professor) faculty member in Mathematics

Years 4-6: 2 Tenure Track faculty members in Mathematics Education/Mathematics/Statistics (field selections based upon

areas of enrollment growth), 1 Senior (Associate/Full Professor) faculty member in Mathematics to support the doctoral program

Total: 6 Tenure Track faculty members, 2 Senior faculty members. The Department will also need 12 Senior Lecturer lines (10 converted from current lecturer positions and 2 net new lines.)

This is based on a projected student population growth of 2-4% per year and the need for senior faculty members in Mathematics to take leadership roles in doing research and supporting a doctoral program.

Based on unit initiatives outlined in your plan, estimate the total amount of <u>new funding</u> that your unit will realistically need in the 2017-2018 academic year and in the remaining 2-6 years.

<u>2017-2018 academic year</u>

New faculty: $70,000 salary (estimated based on current CUPA median).

New Staff: $35,000 for a full time Administrative Assistant II position. Note this position would allow us to convert a temporarily funded part-time staff position into a desperately needed full-time position. This need was identified as critical in the APR team's report.

Total Year 1 = $105,000

<u>Remaining 2-6 years</u>

New faculty:

Years 2-3: 2 Tenure-track faculty at $72,100 each (estimate 3% growth in CUPA each year) and 1 Associate/Full Professor at $110,000

Years 4-6: 3 Tenure-track faculty at $74,263 and 1 Associate/Full Professor at $113,300

New Staff: $42,000 for hiring a Microcomputer Lab Assistant to support the increased technology needs of our research faculty and the maintenance of our increasing number of computer labs as well as to provide discipline specific software support for our faculty and students. This need was identified as critical by the APR team.

Total for New Faculty and Staff years 2-6: $ 632,289

Equipment : $61,000 based on an estimated 40 computers for one additional classroom computer lab at $1,500 per computer, plus $1000 for a lab printer

Software: $8,000 for all computers

Note that the numbers above are salary totals and do not include fringe benefits. Numbers listed are net new for each year, to be added to an annual budget.

Grand Total (all requests above): $806,289

State the facilities (e.g. offices, research and lab space, classrooms) that will be required for anticipated growth and new unit goals.

Net new space is needed to accommodate our existing programs, allow for growth in our graduate enrollment, and for the addition of a new doctoral program and the expansion of our masters programs. In addition, the University is seeing an increase in STEM majors, particularly Engineering majors, which will result in the need for additional sections of calculus and upper level mathematics courses, resulting in the need for additional space to accommodate the courses and the faculty who will teach them. The need for additional space, particularly for space with a geographic coherence, was identified as a critical need by the APR team.

Space: Net new space requested includes:

- 15 faculty offices, 1 staff office, 5-10 graduate student offices (depending on size/number of students per office)
- 1 large (approximately 150 seat) classroom
- 5 standard (40-50 seat) classrooms
- Increased lab space to house the expanding computer lab and Math CATS tutoring program needs
- A conference room for scheduling committee meetings, research working group sessions, etc.
- An additional classroom computer lab will be needed to accommodate an increasing demand by faculty who desire to use innovative teaching techniques that require technologically advanced classrooms. This classroom computer lab could either be one of the net new classrooms or could be a renovation of one of our existing classrooms.

II. Process

Describe, in a brief paragraph, the process used to develop your plan, including the nature and extent of faculty involvement.

During a faculty meeting, the Chair of the Department explained the process, provided the University goals and sample strategic plan. Eleven faculty members were appointed by the Chair to this strategic plan committee. Approximately 8 committee meetings were held during the Fall semester at which available committee members worked on the strategic plan, with input from the Department Chair. One committee member attended the instructional session offered by the University. The committee chair and Departmental chair met to edit the plan and the revised version of the plan was presented to the faculty during a dedicated faculty meeting. Faculty were asked to provide input during the meeting and were given an opportunity to provide input to any committee member following the meeting. The plan was revised to include additional input for which there was sufficient support. The resulting version of the plan was then presented to the faculty for their approval. Modifications were made as needed following the Academic Program Review process.

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III. Program Maintenance

Maintenance Need	Reason for Need	Cost	Result of Funding
Hire 1 new tenure track faculty member in Mathematics / Statistics immediately	Enrollment growth in STEM majors has increased the number of upper level sections we. Due to market and student demand, we are increasing our undergraduate and graduate statics offerings. Addresses APR report recommendation	$70,000	Be able to cover all of our courses for Fall 2018 and maintain credibility as a research institution
Hire 5 new tenure-track faculty	Projected enrollment growth, particularly in STEM majors, and implementation of new programs and revision of existing masters program to align with market demand. Addresses APR report recommendation	$366,989	Improved educational experiences for undergraduate and graduate students, improved quality of instruction, and greatly enhanced performance on departmental research initiatives
Hire 2 senior faculty members in Mathematics	Address the needs of establishing a doctoral program in mathematics, promote research, and conduct department leadership activities in research. Supported by the APR report	$223,300	Establish a doctoral program in mathematics
Hire 1 new Microcomputer Lab Assistant	The Department has nearly 80 faculty members and 50 graduate students in addition to 3 classroom computer labs and one student computer lab and an additional proposed classroom computer lab. Faculty and graduate students use a wide variety of discipline specific software. An additional staff person is needed to support technological needs for research and teaching. Identified as a critical need in the APR report	$42,000	Department will be able to maintain its current equipment and provide support for technology intensive research faculty as well as support innovations in teaching.

Convert a current temporarily funded part-time staff position to a full-time position	The Department has nearly 80 faculty members. We have temporary funding for a part-time staff person who assists with scheduling, undergraduate student support, and general clerical needs for the Department. We are sorely understaffed relative to other departments on campus and are struggling to maintain an acceptable level of service. Keeping this position is essential and expanding it to full time would allow the staff member to take over clerical functions currently being managed by faculty. Identified as a critical need in the APR report	$35,000	Better functioned department for undergraduate, graduate students, and faculty members. Fewer scheduling errors, increased general customer service, and a more appropriately functioning office. More effective use of faculty time, freeing faculty from clerical work (eg: collecting data for outcomes assessment), allowing faculty to focus on research and instructional improvement (eg: allow faculty to focus on analyzing outcomes assessments and formulating and implementing improvement plans instead of on data collection and input).

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IV. Planning Goals (University Goal Statements)

Dept.	Unit Goal	1 yr	2-6 years	New Resources Required	Cost	Source of Resources	Assessment Criteria	University Initiative
University Goal 1: Promote the success of all students.								
MATH	Promote the outstanding placement of recent doctoral graduates to recruit additional high quality doctoral students	X		Improved web site and other marketing tools	$2,000	Department and Graduate College recruitment funds	Increase in number of high quality applicants to the doctoral program	1.9, 1.2, 1.3, 3.1
MATH	Find sources for tuition stipends and/or scholarships for	x	x	$2,775 per tuition stipend	$83,250 to cover 30 doctoral students	Unknown	Increase in quality of doctoral students recruited and increase in	1.4, 1.3, 3.1

	doctoral students						retention of high quality recruits	
MATH	Raise graduate student salaries to attract the strongest students	X	X	$5,000 per student	$250,000 to raise stipends for 50 masters and doctoral students	Unknown	Increase in quality of graduate students recruited and increase in retention of high quality recruits	1.4, 1.3, 3.1
MATH	Increase grant supported research opportunities for graduate students		x			Faculty writing additional grants containing DRA support	Number of collaborative grants, and dollars raised	1.4,3.1
Math	Expansion of a MathLab classroom lab		X	Space and furnish it	$30,000 (furnish)		Faculty use of innovative teaching techniques that require technologically advanced classrooms.	2.6
MATH	Increase collaboration with public schools to support math education research and integration with Center for Excellence		x	Funding for students working in public schools	$100,000	Mathworks Endowment, University, grants and foundation support	Number of students involved, number of school districts involved, number of faculty collaborations	1.8, 1.13, 3.5
MATH	Expand the availability of co-curricular		x	Math Club, Math Awareness	$5,000	Departmental funds	Increased student activity within Department,	1.7,2.1,2.2

	activities to improve the quality of the undergraduate experience for students taking mathematics courses at all levels			Month, Pi Day, awards, Facebook page			improved responses in alumni surveys, engagement of alumni	
MATH	Provide research opportunities for a diverse group of students		x	Support for students and faculty mentors	$88,000 ($8,000x2 +$6,000) x4	Grants, Department matching, Centers for Excellence	Faculty working on research with students, graduate students receiving research support in the summers	1.4,3.3
MATH	Increase recruiting activities aimed at attracting diverse graduate and undergraduate students		x	Travel, advertising, faculty time to give recruiting talks, Open House	$12,000 = $400x10 + $3000 + $5000	Departmental and Graduate College recruitment funds	Increased diversity in our graduate students and majors	1.2,1.3
Goal 2: Offer high quality academic and educational programming								
MATH	Explore alternate methods of instruction, including distance learning, online courses, and hybrid courses		x	Support for student assistants and Special computer equipment and software	$40,000 = $10,000x4	Departmental funds, University and Grant activity	New courses developed	2.2,2.4
MATH	Implement a TalkMath2Me miniconference	X		Advertising and travel funding for participants	$15,000	Grants, Department, Graduate College recruitment funds	Enhanced prestige and visibility of the Department and recruitment of	2.2, 2.7

							graduate students through advertising our programs to participants	
MATH	Develop additional Honors Courses that satisfy the 020 Common Core requirement		X	Faculty time	$0		Enhanced student opportunities for our service courses	2.3,2.2
MATH	Develop additional interdisciplinary Honors courses, such as biostatistics behind cancer detection		X	Faculty time	$0		Enhanced student opportunities outstanding students	2.3
Goal 3: Achieve significant progress in research and creative activity as measured by national standards.								
MATH	Update the proposal for a Ph.D. in Mathematics in accordance with the current needs of the State and Nation and market demand	x			$0		Approval at various levels for new doctoral program.	3.2
MATH	Strategically use replacement and net new hires in support of existing and proposed	x	x	6 new tenure-track lines 2 Senior level hires	$436,989 $223,300	University/Provost	Increased research output, increase in faculty serving as dissertation advisors resulting in additional	

	doctoral program						doctoral graduates, increase in grant applications	
MATH	Increase research productivity and the dissemination of research in Mathematics and Mathematics Education in support of the Emerging Research Status of the University		x	Additional support for research related travel, reduced teaching load for highly productive faculty	$30,000 additional travel funds, alter teaching assignments to allow additional qualified doctoral students to serve as instructor of record	University, Department, Utilize existing Centers for Excellence and other Departmental programs to provide research opportunities and partial funding, grants	Increased number of publications, research presentations, and other forms of research activity	3.1,3.3
MATH	Increase grant submissions in mathematics and mathematics education	x	x	Staff support and matching funding and in-kind contributions	Matching funds as needed	Department, College, and University grant support staff and indirect cost accounts	Increase in number of grants received and number of grant active faculty	3.4
MATH	Enhance our doctoral program through an increased focus on the recruitment of a highly talented and diverse group of students		x	Stipends for new doctoral students	$0 (covered under Goal 1)		Quality and diversity of student body	1.4, 3.1
MATH	Increase number of graduate students and graduation rates in existing		x	1-2 new DTA position per year	$27,000 x 6= $162,000	University	Increase number of doctoral graduates	3.1,1.4, 1.2,1.3

	programs							
MATH	Host research conferences in mathematics and mathematics education, and enhance the existing seminar series by attracting more external speakers to improve dissemination of research and collaborations with faculty from other universities		x	Travel funds, meeting space, honoraria, etc.	$200,000 = $50,000x4	Departmental funds and external grants	Increased number of conferences, external speakers, and collaborative publications	3.3
MATH	Increase collaborations with other departments		x	Faculty recognition for collaborative work	$0	Departmental awards and recognition at special events	Increased collaborative research output and interdisciplinary grant proposals	3.5
MATH	Strengthen and sustain existing Center for Excellence – Texas Mathworks – and Departmental programs to provide continued leadership to the local community, state, and nation		x		$0	Mathworks Legacy Campaign, grants, donations, and departmental support	See Center's of Excellence strategic plans, which include specific goals and timelines to achieve these. This includes other items in this plan, linked to research, teacher training, and undergraduate programs.	3.1,4.4

MATH	Improve opportunities for graduate students to work on projects that are research oriented		x	Additional RA positions	$120,000	Grants, Mathworks endowment, Centers, University	Increased number of publications and presentations by students, student placement upon graduation	3.2,3.3,3.4,3.5
MATH	Expand REU programs and other opportunities for faculty and student research collaborations		x	Funding for faculty mentors and students, matching funds	$336,000 = ($8,000x3 + $5,000x12) x4	Grants, Mathworks, HLSAMP, Department, Honors College research funding	Increased number of publications that have a student as a coauthor, additional grants, student presentations at conferences	3.3,3.4
MATH	Build community spirit among diverse faculty, staff, and students		x		$0		Participation in group activities such as Problem Solvers, collaborative research, team grant proposals	3.5,3.11
MATH	Improve the reward and recognition structures within the Department		x		$0		Number of faculty involved in the awards and merit process	3.5
MATH	Integrate Centers for Excellence into the research culture of the Department		x	Support core faculty involved in the initiative, create a Coordinator of Research position in Mathworks,	$80,000	Support from Centers for Excellence and Department	Increased output of research directly related to the missions of the Centers	3.1,3.5,3.3,1.8,2.7

				and add technology support staff				
MATH	Develop a program to attract postdoctoral researchers and visiting professors, including an international exchange program, to enhance Departmental research opportunities		x	2 funded positions per year	$376,000 = $47,000$ x2x4	University, grants, home institutions of visitors	Number of visiting faculty	2.7,3.1
Goal 4: Provide the necessary services, resources, and infrastructure to support the university's strategic direction.								
Math	Raise lecturer salaries to be commensurate with CUPA median levels to attract and retain highly talented faculty		X		$201,689.23	University	Attract and retain highly talented faculty	4.1, 4.2
MATH	Provide a culture that supports and encourages faculty mentoring through existing programs such as HLSAMP		x		$0			4.2, 4.11

Math	Raise a $6 million endowment to complete the Mathworks Legacy Campaign		x	Travel, advertisement	$20,000 = $5,000 x4	Departmental funds and external sources	Fund size	4.4
MATH	Increase travel funding available and create written travel policy to ensure adequate and equitable distribution of travel funds	X		Increased travel funds, Committee work and Departmental discussion and approval	Funds included in a listing above	Grants, Departmental funds	Additional travel to disseminate research, improved satisfaction with travel process	4.10
MATH	Update and revise as needed existing Departmental policies	X		Committee time and Departmental discussions	$0		Increased transparency and satisfaction with internal policies	4.10