

# Texas State University-San Marcos 2004-2009 University Plan

## *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
  - 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.
  - 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.
  - 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:
  - **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,
  - **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,
  - **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
  - **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:

- **Priority 1 Programs** -- Programs that we should propose to the Coordinating Board within the first two years of the planning period,
- **Priority 2 Programs** -- Programs that we should propose to the Coordinating Board within years three through five of the planning period,
- **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
- **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.
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- **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)
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- 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:

- The Bachelor of Business Administration (B.B.A.) degree with a major in Computer Information Systems, and
  - The Bachelor of Science (B.S.) degree with a major in Psychology.
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- 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:
    - 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 factor. 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:

- The Advanced Criminal Investigations Research Center (ACIRC)

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

- The ALERRT Research Center, and

- 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.