WT 125 Theme Group Report Summary   SECOND SUBMISSION

Date of Report
February 2, 2018

Theme Group Name
The Panhandle and Its Heart – The I-27 Corridor

Members
Co-Chair 1: On-Campus Faculty: Judy Williams
Facilitator: Matt Jackson
Resource: Gina Woodward
Off-Campus Liaison: Ginger Nelson
External Stakeholder: Dyke Rogers
External Stakeholder: Darryl Flusche
External Stakeholder: Barry Albrecht
External Stakeholder: Bob Hatton
External Stakeholder: Mercy Murguia

Faculty: Lance Kieth
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Introduction
The charge given to the I-27 Corridor Theme Group is to consider the pivotal role WTAMU will play along with "schools, industries, businesses, and cultural activity in building a quality place to live and study." The focus is a "stronger university-community cooperation that will allow WTAMU to evolve as a preeminent institution." The committee recognized that, while WTAMU is and has long been known as a university where student service is foremost, in addition to student service, the university should rekindle a commitment to its roots in community service. The foci for building this stronger university-community cooperation became "How can the university serve the needs of the area?"

In an attempt to answer this question, Gina Woodward initiated a SWOT analysis to determine perceptions of WTAMU in the communities of the Texas Panhandle. Determining the strengths, weaknesses, opportunities and threats, and the role each would play in bridging WTAMU and

the community at large was instrumental in determining the direction the committee would take. A common theme occurring across the SWOT analysis emerged: more robust communication is needed to build a stronger university-community cooperation.

To identify the characteristics of such robust communication, the committee referred to a discourse that occurred at the initial meeting of the I-27 Corridor committee. During the discussion, it became apparent how little, if any, information filters from various oversight and decision-making boards and committees to the community at large. It was noted that (a) if a community lacks sufficient information when making decisions, the community risks not reaching its full potential and (b) knowledge of currently evolving issues can directly affect which path an organization might take.

The committee reasoned that a governance board comprised of key community members from WTAMU and across the Panhandle could be a means for accomplishing this needed communication. The mission of the governance board would be one of service that identifies, facilitates, and communicates the evolving needs of the community. The committee discussed the importance of this governing board functioning as a *facilitator* by providing indirect or unobtrusive assistance through collecting and disseminating information that might be used by organizations in strategic planning.

As an institution of higher learning that is striving to achieve a doctoral status in the Carnegie classification of universities, it is a natural fit that WTAMU serve as a "clearing house" of information to be collected, synthesized and distributed to the general population. The "clearing house" will be governed by the aforementioned board whose intention would not be to preside over actions or solutions for any organization, but to provide usable information for community and university organizations to promote the Panhandle area, to aid in decision-making, and/or to formulate solutions for existing problems.

Innovation

To ensure prestige, the governing board shall be small in number with high profile members. The board will oversee a liaison whose main function is to carry out the board's mission. The liaison is key to the success of this proposal and is to be a paid position at WTAMU. The liaison will need to be adept in public relations/marketing/publishing/public speaking and reading/

analyzing research. The liaison will gather, synthesize, and distribute information under the governance of the board. The number of entities or organizations from which information will be drawn is not limited, but the information ultimately disseminated will be at the board's discretion. The organizations from which information is gathered is expected to continually change according to the evolving needs of the community and the university.

The liaison will have a contact person within each organization that has an appropriate level of authority to provide essential information. Together, the liaison, and the contact person in a given organization will agree on the information to be presented to the governing board. The governing board will then determine if the information is to be disseminated to the community.

There will be at least two avenues for distribution of information. The liaison will maintain a WTAMU website that houses facts and data collected from organizations that are filtered through the liaison and approved by the board. The approved information will then be available on the website for use by the general public.

A second avenue will be through public speaking engagements at community organizational meetings across the Texas Panhandle. The liaison will prepare presentations catering to the special interests of the audience and will promote the exploration of the web site for additional information.

A few select examples of facts and data beneficial for promotion of the Panhandle are as follows:
- The economic impact of higher education
  - Percentage of WTAMU graduates working in the Panhandle area as professionals (teachers, nurses, CPAs, engineers, etc.)
  - Vocational workforce graduating from Panhandle community colleges in a given year
- Workforce projections

- Demographics
- Promotion of community services provided through WTAMU: WTAMU Small Business Development Center, Center for Learning Disabilities, WT Speech and Hearing Clinic, etc.
- Promotion of community services provided through Amarillo College, Frank Phillips Community College, Clarendon Community College, and South Plains Community College
- Yearly accomplishments of WTAMU's five colleges and one school

While much of the information to be included on the Heart of the Panhandle website is also available on various other sites, locating the information is often tedious, and at times, unsuccessful. One of the purposes of the Heart of the Panhandle site is to have up-to-date easily accessible information housed in one central location. This information can then be used to promote the Texas Panhandle that may include, but are not limited to, attracting new businesses to the area, recruiting employees, recruiting students, persuading parents that higher education opportunities in the Panhandle are exemplary, developing grant proposals, and fundraising.

Naturally, there will be an upfront time investment as the liaison establishes relationships with organizations in the Texas Panhandle, creates an effective website, and acquires facts and data. Once the initiative is implemented, effectiveness of the website will be measured with an evaluative rubric.

To be effective, the web-site for communicating information about the Panhandle to the regional community and beyond must load quickly as a top result in a search engine. An example rubric that might be used in measuring the web site's level of quality follows below. Two categories in the rubric, the number of visitors and the monitoring of website usage, will be indicative of whether or not the information being posted on the web site is of value to the people of the Panhandle. In turn, the success of the two categories, the number of visitors and the monitoring of website usage, will indirectly measure the success of the liaison and the governing board.

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Example Rubric

Score	4	3	2	1
Organization of information	Logically organized yielding ease of navigation	Logically organized but ease of navigation needs modification	Organization of information does not yield ease of navigation	Organization of information is not apparent and ease of navigation is impaired
Website Appearance	Esthetic	Esthetic needs minor modifications	Esthetic needs significant modifications	Esthetic is not apparent
Availability of Data	Data is at a scholarly level and is current and up-to-date	Data is at a scholarly level and more than 50% of data at any given time is up-to-date	Data is at a scholarly level and less than 50% of data at any given time is up-to-date	Scholarly level data is not being maintained.
Frequency of Information Update	Information is updated weekly.	Information is updated monthly.	Information is updated quarterly.	Information is updated yearly.
Mobile Version of Web Site	All functions/pages on web-site are functional on a mobile version	Only significant functions/pages are available on a mobile version	Limited mobile functionality that requires connection to full site for significant functions	Mobile version unavailable
Number of visitors	Steady Increase in monthly visitors over the course of a year	Minimal increase in monthly visitors over the course of a year	Number of visitors remains static over the course of a year	Number of visitors decreases over the course of a year
Monitoring web site usage	Sources sending traffic to the site are systematically gathered and categorized	Sources sending traffic to the site are periodically gathered and categorized	Sources sending traffic to the site are gathered but not categorized	Sources sending traffic to the site are not monitored

Additionally, as a WTAMU employee, the liaison will be subject to a yearly evaluation of job performance and will be evaluated by the governing board.

Key Idea (1)

Key Idea (1)
A governing board whose mission is one of service that identifies, facilitates, and communicates the evolving needs of the community. The governing board functions as a facilitator by providing indirect or unobtrusive assistance through collecting and disseminating information that might be used by organizations in strategic planning.

Goal 1:
Establishment of a governing board
- Limited number of board members
- High profile members

Action 1.1:
Creating suggested bylaws that will govern the board

Measurable Outcome 1.1.1:
The action can be measured using an evaluative rubric to determine whether or not the information being gathered is of value to people in and out of the region.

Goal 2:
The board will oversee a liaison whose main function is to carry out the board's mission. The liaison is key to the success of this proposal and is to be a paid position at WTAMU. The liaison will gather, synthesize, and distribute information under the governance of the board.

Action 2.1:
WTAMU must approve funding for a liaison position.

Action(s) 2.2:
The liaison will maintain a WTAMU Heart of the Panhandle website that houses facts and data collected from organizations that are filtered through the liaison and approved by the board. The approved information will then be available on the website for use by the general public.

Measurable Outcome 2.2.1:

The action can be measured using an evaluative rubric to determine whether or not the information being posted on the web site is of value to people in and out of the region.

Action 2.3:

The liaison will arrange to be a guest speaker at community organizational meetings across the Texas Panhandle. The liaison will prepare presentations catering to the special interests of the audience and will promote the exploration of the Heart of the Panhandle web site for additional information.

Measurable Outcome 2.3.1:

As a WTAMU employee, the liaison will be subject to a yearly evaluation of job performance and will be evaluated by the governing board.

Appendices and Additional Facts and Analysis

References

WT 125 Theme Group Report Summary

Date of Report
February 2, 2018

Theme Group Name
Our Relationship to Community Colleges

Members

Co-Chair: Emily Kinsky	Faculty: Kevin Williams
Co-Chair: Paul Matney	Faculty: Neil Meredith
Facilitator: Helen Reyes	Faculty: Michelle Bartlett
Resource: Brandy Carr	Faculty: Laura Bell
Off Campus Liaison: Lilia Escajeda	Faculty: Erick Butler
External Stakeholder: Anette Carlilse	Staff: Giselle Alvarado
External Stakeholder: Denese Skinner	Staff: Brad Johnson
External Stakeholder: Scott Radach	Staff: Jason Skoch
External Stakeholder: Tex Buckhaults	Student: Clayton Benson

Introduction
Our Theme Group has met five times: Sept. 27, Oct. 11, Nov. 3, Dec. 1, and Jan. 26. Each meeting has taken place on the WT campus with a conference call number available for those who could not join the meeting in person. We have enjoyed robust discussion from group members concerning the multifaceted topic of "Our Relationship to Community Colleges." Members have shared ideas in an atmosphere of openness and positive collaboration. There have also been several sub-committee meetings on particular topics.

Innovation

Innovation in the Context of Our Relationship to Community Colleges
From the very first meeting, Denese Skinner encouraged us all to have the mindset of plenty rather than scarcity. In other words, WT does not need to feel threatened by community colleges or to see them as competitors. Skinner articulated the idea of stackable credentials and the valuable entry point of community college.

Resources Needed
WT will need to increase the capacity of institutional research to provide data on proposed metrics. In addition to the ability to gather data and analyze data, WT will need personnel to convert the data into easily understandable infographics and short-form messaging written for all of the relevant stakeholders (e.g., students, potential students, parents, faculty, staff, alumni). In order to build deeper relationships with community colleges and to create program articulation agreements, additional personnel will be needed with the role of encouraging and monitoring program-to-program articulation across the university (perhaps at a big-picture level like Campus2Community) or across individual colleges (perhaps like the new college retention coordinator roles).

Key Idea (1)

Key Idea (1)
Dual Credit and Transfer to WT

The practice of high school students taking dual credit courses, which earns them both high school and college credit is an established and growing practice in Texas. It is important for the university community to understand the concept, practice, value, importance, and economic advantage of dual credit courses for today's students and their parents and to know how to best advise them on their academic choices. We recognize the value to parents as dual credit can save time and money, but we also are concerned about students entering upper-level courses with a lack of maturity and about the pressure students may feel to rush to finish a degree.

Goal 1:

A university conversation and dialogue among faculty and administrators would be a productive strategy in better understanding dual credit and its importance, as well as how the university community can best help those students entering with a large number of hours.

Action 1.1:

The President or Provost may appoint a committee comprised of faculty and administrators to thoroughly examine the practice of students participating in dual credit courses that are transferred to the university. Committee dialogue can promote a better understanding of dual credit and how Advising Services and faculty can best guide first-time, full-time freshmen who enter the university with sophomore or junior-level hours.

Measurable Outcome 1.1.1:

Faculty comfort levels with advising these special students could be evaluated through research (surveys, focus groups).

Action 1.2:

A review of current Texas Higher Education Coordinating Board and Legislative policy relative to dual credit can be conducted.

Measurable Outcome 1.2.1:

A checklist could be used to see where WT follows THECB policies and where WT does not.

Action 1.3:

WTAMU institutional research should be conducted to ascertain the educational performance and success of students at WTAMU who have transferred dual credit courses to the university as compared to the educational success and performance of native students without dual credit courses.

Measureable Outcome 1.3.1:
Track the number of dual credit hours coming into WT with the freshman class each year and monitor those students' success via GPA, graduation rates and speed to degree compared to students without dual credit hours.

Action 1.4:
Because some students end up with excess hours due to dual credit courses in high school, which lead to higher tuition, another "player" should be brought into the discussion: high schools.

Measurable Outcome 1.4.1:
Interviews or surveys could be conducted with high school counselors to be sure they understand the impact of dual credit courses and the consideration needed when enrolling students.

Measurable Outcome 1.4.2:
Track how many students with dual credit hours end up with excess hours, and therefore, higher tuition.

Key Idea (2)

Key Idea (2)
Reverse Transfer

Reverse Transfer can be a positive and useful practice for WTAMU community college transfer students. "Reverse transfer" is the practice that allows community college transfer students who have earned 40+ hours of credit at a community college to transfer university course credit back to their community college in order to be awarded an associate's degree.

The advantage of "reverse transfer" is that the student is awarded a degree for which he/she has completed all course requirements. Attainment of the associate's degree may prove helpful to the student in the future (e.g., life issues sometimes force students to "stop out" prior to completing their baccalaureate degree).

Emphasizing and assisting students with the "reverse transfer" process will help create goodwill and foster relationships between WTAMU and community colleges.

Goal 1:
Raise awareness of the practice of reverse transfer for WTAMU community college transfer students.

Action 1.1:
Publicize the opportunity of "reverse transfer" and its value to community college transfer students enrolled at WTAMU.

Measurable Outcome 1.1.1:
Conduct a survey to test awareness of the opportunity for "reverse transfer" before and after a publicity campaign designed to raise awareness of this opportunity.

Action 1.2:
Have WTAMU advisors explain the process and value of "reverse transfer" during the initial advising session with community college transferring students.

Measurable Outcome 1.2.1:
Keep track of the number of students who are advised regarding "reverse transfer."

Action 1.3:
Ask the Registrar's Office how many community college transfer students at WTAMU have used the reverse transfer process in order to earn an associate's degree. Also, investigate the current WTAMU policy regarding promoting and assisting students with "revers transfer."

Measurable Outcome 1.3.1:
Collect data regarding the number of students currently enrolled who have applied for "reverse transfer" to earn associate's degrees. This number could be tracked to see if it increases over the period of the awareness campaign and after its completion.

Measurable Outcome 1.3.2:
Collect data regarding the number of students graduating with an associate's degree.

Key Idea (3)

Key Idea (3)
Serving the Panhandle of Texas by Serving Our Students

A vitally important role for WTAMU is to successfully serve the needs of the Texas Panhandle and the surrounding region by educating students to fill important local and regional positions in business, healthcare, engineering, education, technology, agriculture, communication, fine arts, and more.

President Walter Wendler has quoted Iris Palmer: "Regional institutions can no longer 'emulate' research flagships and must define mission to be responsive to the general education needs of students and segments of the employment market that are distinctive."

Goal 1:
Continue to identify key academic programs at WT that are strong and successful and which prepare graduates to meet local and regional employment needs.

Action 1.1:
Establish robust, positive, and meaningful relationships with key local and regional business and industry leaders in order to keep them apprised of the quality of WTAMU graduates.

Measurable Outcomes 1.1.1:
Monitor the list of top industries in the Panhandle, and compare them to the current programs offered.

Action 1.2:
Promote programs at WTAMU that connect to high-need jobs in the Panhandle.

Measurable Outcomes 1.2.1:
Track how many programs WT has that match the high-need job list and promote them. The applications to those programs could then be tracked to see how well this promotion works. The second step would be tracking graduation rates and employment rates of the graduates in those programs.

Goal 2:
Create and utilize successful strategies in matching graduates with excellent job opportunities or securing entry into graduate programs.

Action 2.1:
Continue to support and enhance the current work of Career Services at WTAMU.

Measurable Outcome 2.1.1:
Track the number of placements made for jobs posted through Career Services. Track the number of attendees at the Career Expo. Conduct survey research to ask employers whether WT graduates meet their needs.

Goal 3:
Develop positive, collaborative and meaningful relationships with local and regional community college leaders, faculty, and students.

Action 3.1:

Schedule meetings in order to establish meaningful relationships between key WTAMU administrators and faculty with administrators and faculty at local and community colleges (Amarillo College, Frank Philips College, Clarendon College, South Plains College, Western Texas College, Odessa College, Midland College, Cisco College, etc.).

Measurable Outcome 3.1.1:
Track the number of meetings between WTAMU administrators/faculty and community colleges and the programs covered (e.g., to make sure the meetings are not limited to one or two programs, but are spread across the institution).

Key Idea (4)

Key Idea (4)
Revolutionizing the Residential Experience

Currently, students entering the university with fewer than 60 hours must reside on campus. This can cause a negative experience for transfer students because of their age and maturity level compared to traditional student in the dorms. If they were able to have an on-campus space with students of similar experience, we believe this could mitigate some of the issues they face. These common living spaces could help them engage and, therefore, persist, by connecting them with classmates coming from similar situations.

Goal 1:
Create residential spaces dedicated to transfer students, including married students and international students.

Action 1.1:

Establish halls or floors of residential living spaces dedicated to transfer students, including married students and international students. For international students in particular, these spaces should have access to a kitchen so they are able to cook food they prefer, as this is a common challenge we have heard voiced by international students.

Measurable Outcome 1.1.1:
Track the number of units set aside for transfer students.

Measurable Outcome 1.1.2:
Track the rental rates of those units.

Measurable Outcome 1.1.3:
The newly established housing discount offer for transfer students will be thoroughly analyzed.

Measurable Outcome 1.1.4:
Conduct research (survey and/or interviews and focus groups) with transfer students on their residential living experiences at the end of each semester.

Goal 2:
Create residential spaces where graduate students feel comfortable.

Action 2.1:
Establish halls or floors of residential living spaces dedicated to graduate students, including married housing.

Measurable Outcome 2.1.1:
Track the number of units set aside for graduate students, including married housing.

Measurable Outcome 2.1.2:
Track the rental rates of those units.

Measurable Outcome 2.1.3:

Conduct research (survey and/or interviews and focus groups) with graduate students on their residential living experiences at the end of each semester.

Key Idea (5)

Key Idea (5)
Being a Top University

Our group had a robust discussion based on the suggested bullet point "Things People Like About Good Universities." We want WTAMU to be considered in that list of "good universities" that come to people's minds.

Goal 1:
Meet the expectations people have of an excellent university.

Action 1.1:
Consider the common characteristics of top universities (e.g., good reputation; national recognition; people: faculty, staff, administrators; culture; affordability; quality programs, both traditional & innovative; program pathways; curb appeal/attractive campus; resources; traditions; alumni "blowing the horn for the university"; students prepared for the workforce; innovative culture; successful extra-curricular activities; impressive website, college publications and media coverage; opportunities: study abroad, experiential learning, job placement)

Measurable Outcome 1.1.1:
Conduct three surveys: one of alumni; one of regional community college students; and one of regional citizens to gauge their ratings of WT in these areas (e.g., reputation, recognition, people, culture, affordability).

Action 2.1:

Find ways to adjust practices to better meet some of these expectations.

> **Measurable Outcome 2.1.1:**
> Collect data to see which "common characteristics of top universities" have been mastered by WT and which ones need further efforts or investment.

Action 3.1:
Provide more swag for alumni. We can make it easier for them to brag on their alma mater with WT gear in hand.

> **Measurable Outcome 3.1.1:**
> Create a message to be posted allowing alumni to request swag. Track the responses to that message, and follow up with questions for the alumni. Or the awarding of swag could be a surprise for those who respond to the survey mentioned under Measurable Outcome 2.1.1.

Action 4.1:
Provide students and faculty with talking points so they are ready to share about WT's programs, facilities and successes. In other words, create a bulleted list of "bragging" points for each program to share with the faculty, staff and students in that department/major.

> **Measurable Outcome 3.1.1:**
> Measure how many programs have talking points distributed to t heir departments.

> **Measurable Outcome 3.1.2:**
> Survey students to see if they know the talking points.

Key Idea (6)

Key Idea (6)
Transfer Articulation for Community College Partnerships

Simplify and improve articulation agreements in specific majors between WTAMU and community colleges. Ensure the guided pathways between appropriate community college associate degree programs align directly to the degrees offered at West Texas A&M University.

Goal 1:
The articulation agreements should outline in detail the specific coursework that will transfer into the degrees offered at West Texas A&M University resulting in 100% alignment of the curricula between the two schools.

Action 1.1:
Department-specific faculty teams will meet initially to work out the alignment and will continue to meet as needed afterwards to ensure that any particular design plans are known and agreed upon by each partner.

Measurable Outcome 1.1.1:
Track the number of detailed articulation pathway agreements in place and with whom.

Measurable Outcome 1.1.2:
Monitor for proof of an annual review of the articulation pathway agreements. Reviews must be signed-off by the academic departmental head and the VPAA of each institution to ensure the pathways are accurate and supported.

Measurable Outcome(s) 1.1.3:
Chart progress of the program-to-program approach via articulation, GPA, graduation rates and speed to degree.

Goal 2:

Develop and maintain relationships between community colleges and WT at the program level.

Action 2.1:
Take a group of WT faculty to the Texas Community College Association conference each spring to meet faculty teaching similar areas at community colleges.

Measurable Outcome 2.1.1:
Have faculty attending the conference evaluate the usefulness of the experience.

Action 2.2:
Select three departments at AC and WT for a major-specific pilot program.

Measurable Outcome 2.2.1:
Evaluate the usefulness of the experience by faculty who participate in the pilot program, including strengths and weaknesses.

Goal 3:
Create an easy way for students to check for transfer equivalency on the WT website based on their degree.

Action 3.1:
Create a section on the WT website where students who have applied to attend and have been given a Buff ID can log in to check transfer equivalency.

Measurable Outcome(s) 3.1.1:
Monitor the website for traffic.

Key Idea (7)

Key Idea (7)
First-Choice Destination for Transfer Students

WT should become the model in Texas and across the country for successfully educating transfer students.

Goal 1:
Raise awareness of the opportunities for transfer students at WTAMU.

Action 1:
Publicize the successes of transfer students enrolled at WTAMU.

Measurable Outcome 1.1.1:
Track the number of transfer applications.

Goal 2:
Study other destination options within the state for comparison.

Action 2.1:
Study programs/options/financial aid offered by universities currently considered the best places to transfer.

Measurable Outcome 2.1.1:
Conduct research to determine what factors are most desired by transfer students. Track where WT aligns with those desired aspects and where the university needs to expand its offerings.

Measurable Outcome 2.1.2:
Conduct focus groups and interviews with current transfer students to discover what prompted them to come to WT, what they think sets WT apart, and where they think WT can improve in order to become the first-choice transfer institution.

Key Idea (8)

Key Idea (8)
Student Success through Partnerships with Community Colleges and West Texas A&M University

Students will move smoothly, expeditiously and successfully from high school through community college and through West Texas A&M University and will graduate with both associate and baccalaureate degrees.

Goal 1:
Ensure students an expeditious, streamlined, smooth transition from high school through graduation from West Texas A&M University.

Action 1.1:
Create effective and productive relationships and processes with high schools and community colleges that lead students on to graduation from WT.

Measurable Outcome 1.1.1:
Discover the percentage of community college graduates who transfer to WTAMU immediately following the completion of an associate's degree.

Measurable Outcome 1.1.2:
Examine the GPA performance of community college transfer students by specific community college and specific WT program compared to native WT students in those programs.

Measurable Outcome 1.1.3:
Analyze the persistence rate and graduation rate of community college transfers by specific community college and by specific WT program compared to native WT students in those programs.

Measurable Outcome 1.1.4:
Examine the time to baccalaureate degree completion for community college transfer students who enter WTAMU with an associate's degree.

Measurable Outcome 1.1.5:
Monitor the annual enrollment management progression of community college transfer students at WTAMU (number of transfers, percent enrolled at WTAMU, percent persisted, and percent graduated).

Goal 2:
Create a shared external database for the Texas Panhandle.

Action 1.1:
Create a data repository so that students and counselors can easily see how decisions in community college can impact the requirements left to fulfill at a 4-year university.

Measurable Outcome 1.1.1:
Track the progress of the creation of the database and the demands for it from the region.

Goal 3:
Create a sense for Panhandle community college students of being part of the extended family of WT.

Action 3.1:
Allow students with IDs from AC, FP, CC to enter WT events.

Measurable Outcome 3.1.1:
Track how many of those community college IDs are used to attend events at WT.

Measurable Outcome 3.1.2:
Survey transfer students (later) to see how many took advantage of the access and then came to WT. Could also interview transfer students to ask about their thoughts of the program (e.g., How did that ID access impact your decision to attend WT?)

Action 3.2:
Regularly share Distinguished Lecture Series and Guest Artist Series calendars of events with contacts at AC, FP, and CC.

Measurable Outcome 3.2.1:
Track how many community college students attend Distinguished Lecture Series and Guest Artist Series events at WT.

Appendices and Additional Facts and Analysis

(Include data, graphs, tables, etc.)

[Now that we know these are desired, we will add graphs and tables for the final report. A sample of the types of data we will include can be seen on the image below taken from Dr. Johnson's office wall. Once the relevant data is collected, polished graphs will be created for the report].
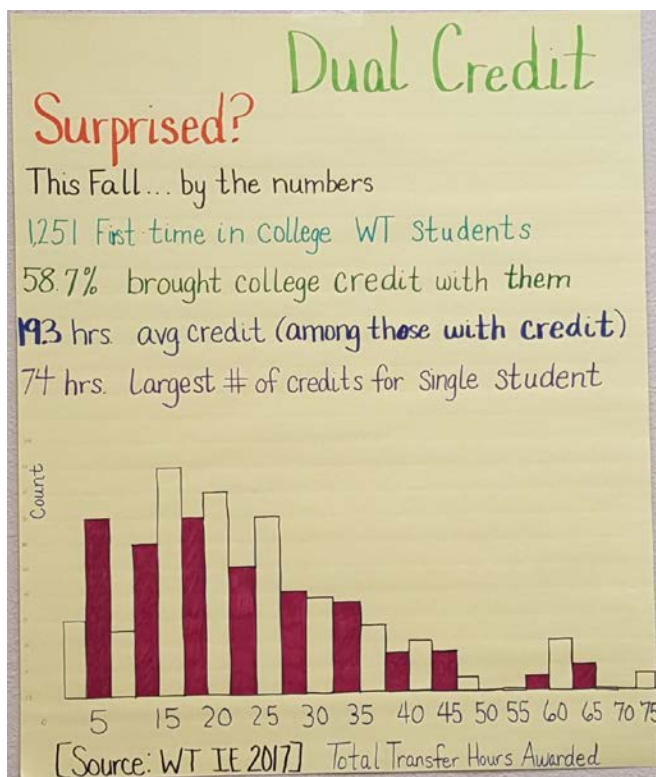
References

(include references for entire report)

[We will expand this list for the final report. Our references will include white papers, a RAND report, THECB website, and the TACC website].

WT 125 Theme Group Report Summary

Date of Report
February 2, 2018

Theme Group Name
Undergraduate Academics

Members

Co-Chair 1: On-Campus Faculty: Pam Lockwood
Co-Chair 2: Off-Campus: Joan Urban
Facilitator: George Pacheco
Resource: Bryan Vizzini
Off-Campus Liaison: Dana West
External Stakeholder: Mike Massey
External Stakeholder: Luke Longhofer
External Stakeholder: Zenobia Harris
External Stakeholder: Lanna Hatton

Faculty: Chris Baird
Faculty: Ed Kahler
Faculty: Marietta Branson
Faculty: Karen Cooley
Faculty: Lisa Garza
Staff: Tracy Shea
Staff: Lora Haasl
Staff: Matthew Vanderburg
Student: Courtney Harrison

Introduction

As we envision the future of West Texas A&M University, the Undergraduate Academic group has developed a series of Key Ideas that we believe will help the campus flourish amidst the projections of what our student population is now and will be in 2035. These are the six key ideas the Undergraduate Academics group has identified.

1. WT needs to strengthen its liberal arts roots by re-envisioning the core to engage students and develop key skills.
2. WT seeks to become a Top Choice university for students graduating in the Top 20% of their respective classes.
3. WT must also become a top choice for community college transfer students.
4. WT needs to support and involve students in as many experiential learning opportunities as possible.
5. Along with innovative face to face experiential learning curriculum, WT must develop and utilize innovative experiential learning pedagogies in distance education courses.

6. WT must embed itself into the culture, economy, and development of the Texas Panhandle.

If attained, these goals will serve to re-brand WT as a regional university with an "honors college" experience for all students that embraces a strong liberal arts tradition while staying true to its regional roots. This re-branding will guide WT as it develops into the cultural center of innovation and creativity both within the TAMU system and the region where WT lives. The WT educational environment will support small group discussion, communication emphasizing courses that utilize innovative instructional strategies, course-embedded travel experiences both within the U.S. and abroad, and service learning and research experiences across the curriculum. West Texas A&M University will become known as the institution within the TAMU system that operates functions as a private liberal arts university while at the same time offering students impactful pipelines to careers supported and needed by the Panhandle region as well as regions like it across the country.

Innovation

Innovation in this context would be the transformation of a regional institution into a different and yet well-defined type of institution with a liberal arts feel and an experiential learning focus embedded into many facets of the curriculum and campus culture. West Texas A&M University currently has much of the infrastructure necessary for this type of transformation as we have endeavored to model various components of a liberal arts institution with the current and previous Quality Enhancement Plans (QEPs). However, the financial resources would be significant as this type of transformation takes place over time. Some of the actionable items below can be put into place immediately, others will take time. Many measurable outcomes have been defined that will ensure satisfactory, significant, and continuous progress is being made toward a full transformation.

Key Idea (1)

Key Idea (1)
Re-envision the core curriculum for maximum student engagement and development of critical thinking and communication skills. English, Communication, Political Science and Philosophy courses are interesting examples of re-envisioned humanities curriculum, all designed to meet the elements of the humanities core from different perspectives.

Within these contexts, learning communities could be developed to enhance the student experiences.

Goal 1:

Redesign how courses are viewed and taught within the University Core Curriculum, to include innovative instructional strategies and experiential activities.

Action 1.1:

Each course to be included in the core curriculum should be evaluated to ensure the use of engaging or innovative pedagogy to support student learning. These may include innovative curriculum, daily small group discussions, experiential learning activities, travel experiences, etc.

Measurable Outcomes 1.1.1 – 1.2.1:
- Number of redesigned courses within the core.
- Number of engaging course experiences financially supported.
- Student measures of critical thinking at the conclusion of the core.

Goal 2:

Expand unique educational travel experiences across the university curriculum, both within the University core and in major-specific courses, to a level of each discipline or major offering a travel embedded course either within the U.S. or abroad once every two years, allowing all students the opportunity to participate.

Action 2.1:

Increase the level of funding available for course travel experiences and develop these experiences within core and major specific courses. Example 1: A 3000 or 4000 level course collaboration between Philosophy and Mathematics that features a travel abroad experience to Greece and an experience of the Platonic Academy.

Measurable Outcomes 2.1.1:
- Number of embedded travel experiences within 3000 and 4000 level courses by discipline.

- Number of embedded travel experiences within core level classes.
- Student measures of critical thinking at the conclusion of the core and upon graduation.

Goal 1:
Expand the number of real-life experiential learning experiences within a more traditional theoretical classroom. Many disciplines do this well, but there is room for expansion.

Action 3.1:
Increase the number of embedded experiential learning opportunities within 2000 through 4000 level courses. Example: In engineering, 3000 level discipline courses are design courses where students put their theory into practice throughout the course.

Measurable Outcomes 3.1.1:
- Number of embedded experiential learning opportunities within 3000 and 4000 level courses by discipline.
- Number of embedded experiential learning opportunities within the core.
- Student measures of critical thinking at the conclusion of the core and upon graduation.

Key Idea (2)

Key Idea (2)
West Texas A&M University will be a top choice for area high school students who graduate in the top 20% of their class.

Goal 1:
Recruit top high school students in the Panhandle area in an intentional, personal and effective way.

Action 1.1:

Continue to recruit top students through college fairs but re-evaluate the success of such events.

Action 1.2:
Create a number of Top 20% Recruitment Teams consisting of WTAMU staff, instructors, alumni, students, and employers in the community. These teams will work with area high schools to identify top students. The teams will set up visits with and events for these students and their families on the high school campuses if permitted, or in other venues if high school campuses are not available. During these visits/events, the teams will promote WT and help with questions pertaining to applications, financial aid, academic expectations, campus life, leadership opportunities, innovative curricula, and so on.

Action 1.3:
In conjunction with Action 1.2, employ a paid recruiter within each WTAMU college. Each recruiter will also be a member of a Top 20% Recruitment Team.

Action 1.4:
Invite top students and their families to dinners to be held either at WT itself or at suitable venues in various towns. The Top 20% Recruitment Teams will attend, promote WT and help with questions pertaining to applications, financial aid, academic expectations, and so on.

Action 1.5:
Work with high schools counselors to identify top seniors who have not committed to any college after a certain time in the final semester of their senior year. Mail information about WT to these students. Follow up with a call and an invitation to these students and their families to visit the campus and meet with the Top 20% Recruitment Teams.

Action 1.6:
Develop scholarship packages that target middle income students. Make sure that academically-gifted middle income students know about these scholarships by developing brochures with information about these

opportunities. These brochures will be sent to high school counselors and to students who meet the demographic. Post information about the scholarship packages on the WTAMU website, on Facebook, and on other social media. Make sure this topic is covered by the Top 20% Recruitment Teams who visit with students and their families.

Measurable Outcomes 1.1.1-1.3.1:
- Number of top students who cite college fairs as an important factor in their decision to attend WT.
- Number of top students who cite visits with the Top 20% Teams as an important factor in their decision to attend WT.
- Number of students who attend these visits/events and percentage who subsequently enroll at WT.

Measurable Outcome 1.4.1:
- Number of top students who cite these dinners with Top 20% Teams as an important factor in their decision to attend WT.

Measurable Outcome 1.5.1:
- Percentage of these students who subsequently enroll at WT.

Measurable Outcome 1.6.1:
- Number of students in this demographic who attend WT and take advantage of the financial aid and scholarships.

Goal 2:
Show Top 20 students what WT has to offer them.

Action 2.1:
Send personalized letters and promotional materials to prospective students. Follow-up with phone calls.

Action 2.2:
Invite top area students and parents/guardians to Discover WT Days that are geared specifically for them.

Action 2.3:

Give faculty members a list of students to call and invite to Top 20% Discover WT Days and/or other events geared toward the top high school students.

Action 2.4:

In the community-at-large, market specific programs that have ties with local employers who offer internships, mentoring and summer job opportunities. Marketing will include social media as well as more standard marketing via radio, television, brochures, ads in magazines and papers, and billboards.

Action 2.5:

In the community-at-large, market innovative curricula, including experiential learning opportunities. Marketing will include social media as well as more standard marketing via radio, television, brochures, ads in magazines and newspapers, and billboards.

Action 2.6:

Use social media to send out video clips, tweets, and other media messages during an array of WT-related events: social events, athletic events, academic events. Place the video clips on Facebook and also on the WT website.

Action 2.7:

Offer one 3-hour academic course tuition-free during the first semester to all incoming freshman and/or offer the IDS Freshman Success course for free.

Action 2.8:

Establish a program with area high schools whereby WT professors serve as guest classroom instructors several times throughout the school year.

Measurable Outcome 2.1.1:
- Number of top students who attend WTAMU and cite one or more of these actions as important factors in their decision to attend WT.

Measurable Outcome 2.2.2:
- Compare the percentage of top 20% students attending WTAMU before and after these actions are implemented.

Goal 3:

Create an academic transfer pipeline that ensures the smooth flow of dual credit hours and AP credits into WT degree programs.

Action 3.1:

Maintain regular dialogue with high school faculty, counselors and administration about academic standards and expectations for dual credit and AP credit courses.

Action 3.2:

Establish a review team within each college that periodically reviews all the dual credit offerings of the high schools in the Texas Panhandle to ensure that each course offered meets the criteria for acceptance. Eventually, expand the high schools reviewed to incorporate schools in the DFW Metroplex and the Houston area. These courses would be reviewed annually on a rotating basis.

Action 3.3:

Work with high schools that are developing unique programs (for example, programs that AISD will create for its soon-to-be AISD STEM/Coding Academy) so that students can transition seamlessly from those programs into a major at WTAMU. Provide academic support including faculty lectures in the development process and application of these programs.

Measurable Outcome 3.1.1:
- Provide a lunch and learn meeting with the high school faculty, counselors, and administration twice annually to establish specific expectations pertaining to dual credit and AP credit courses and evaluate the number of courses students are attending.

Measurable Outcome 3.2.1:
- Track the number of dual credit programs reviewed each year with the goal of reviewing each school once every five years, but also establish a system whereby WT is informed of any new course offerings immediately.

Measurable Outcome 3.3.1:
- Track WT involvement in the development of these programs as well as the number of students who transfer to WT from these programs. Develop a goal percentage of students to transfer from these programs.

Goal 4:
Identify the qualities of the university experience that the top 5% of students in the Top 26 aspire to.

Action 4.1:
Develop a survey to address Top 5% student wish list and identify institutional qualities of their top choice institutions.

Measurable Outcome 4.1.1:
- Develop the assessment tool and administer it to students.

Action 4.2:
Ask our dual credit instructors to administer assessment tool to all dual credit enrolled students in the Panhandle or target region for WT to administer survey.

Measurable Outcome 4.2.1:
- Number of students assessed.

Measurable Outcome 4.2.2:
- Number of characteristics identified

Action 4.3:
Create a team of WT personnel to explore what would be needed to make changes so the university reflects the desired characteristics of the top 5% of students in the top 26.

Measurable Outcome 4.3.1:
- Program development

Key Idea (3)

Key Idea (3)
West Texas A&M University will be a top choice for area community college transfer students.

Goal 1:
Recruit community college transfer students in the Panhandle area in an intentional, personal and effective way.

Action 1.1:
Dedicate a WTAMU full-day advisor to all area community colleges in order to work with students who are interested in transferring to WTAMU.

Action 1.2:
Collaborate with community college faculty and staff to create a congruency between credits and classes taken at the community college and the requirements at WTAMU.

Action 1.3:

Create a number of Transfer Student Recruitment Teams who work with prospective transfer students. Teams would consist of WTAMU staff, instructors, alumni, and representatives of employers in the community as well as students currently attending WT who have transferred from community colleges.

Action 1.4:

Under the supervision of the Transfer Student Recruitment Team, invite transfer students to special Discover WT events tailored to their needs in order to create a welcoming environment and to provide information about degree programs, financial aid, housing, and campus life opportunities.

Action 1.5:

In the community-at-large, market specific programs that lead to careers in the area. Marketing will include social media as well as more standard marketing via radio, television, brochures, ads in magazines and newspapers, and billboards.

Action 1.6:

In the community-at-large, market WT's innovative curricula, including experiential learning and internships. Marketing will include social media as well as more standard marketing via radio, television, brochures, ads in magazines and newspapers, and billboards.

Action 1.7:

Dedicate on-campus housing to transfer students at a reduced rate for the first semester.

Action 1.8:

Develop Junior and Senior-level ITV courses to be shown either on the campus of partner community colleges or at other venues near area community college campuses. The WTAMU professor of record will visit the off-campus location on a rotating basis.

Measurable Outcomes 1.1.1- 1.8.1:
- Number of transfer students who attend WTAMU and cite one or more of these actions as important factors in their decision to attend WT.
- Compare the percentage of transfer students from area community colleges who attend WTAMU before and after these actions are implemented.

Key Idea (4)

Key Idea (4)
WT must develop innovative curriculum that focuses on the student experiential learning in and outside the classroom.

Goal 1:
Require each student to complete an internship/career focused project to graduate.

Action 1.1.1:
Changes to curriculum for each program will have to be made in order to accommodate 3 hours for internship/career focused project.

Action 1.2.1:
Funding will have to be made available to help students during the semester they carry out their internship/career focused project.

Action 1.3.1:
Campus leadership organize and support this initiative. It will be necessary to obtain student buy-in for the process.

Action 1.4.1:

Complete program development to a create pathway for students to participate and obtain credit for the program. Develop partnerships with local/state/national businesses to create outlets for students to participate in paid internships.

Measurable Outcomes 1.1.1- 1.4.1:
- Measure number of WT students who complete an experiential learning program.
- Measured using reflections (pre – during – post) and data collections using software (S.O.C. or something similar.)

Goal 2:

Develop relationships with state/local/national businesses to create opportunities for students.

Action 2.1:

Connect with business leaders to create standardized agreement of expectations so students and partners will have a clear understanding of expectations.

Action 2.2:

Use software like S.O.C. to create repositories and searchable systems for students to find opportunities, and for faculty/staff to run assessments.

Measurable Outcomes 2.1.1- 2.2.1:
- Number of current relationships utilizing experiential programs.
- Number of new relationships utilizing experiential programs.

Goal 3:

Fund each student the semester they complete the required internship/career focused project.

Action 3.1:

Develop an "internship fee" that each student pays each semester, and can draw as income during the semester they conduct their internship/career focused opportunity.

Measurable Outcomes 3.1.1:
- Number of students participating in public showcase presentation of internship/career focused opportunities.
- New community relationships developed with WT.

Key Idea (5)

Key Idea (5)
Find ways to implement experiential learning consistently via distance education courses

Goal 1:
Ensure program developed for internships/career focuses programs can work for distance education students.

Action 1.1:
Build campus wide program to ensure the requirements are standardized into face-to-face and distance courses.

Measurable Outcomes 1.1.1:
- Measure the number of students taking online courses.
- Measure the number of students participating in experiential learning program through a distance education program.

Goal 2:
With the steady growth of distance education, we must find ways to ensure quality and rigor are in place.

Action 2.1:
Utilizing an approved experiential learning handbook.

Action 2.1:
Ensure that online courses meet the same standards of face-to-face courses, particularly when using experiential learning pedagogies.

> **Measurable Outcomes 2.1.1 - 2.2.1:**
> - Measure number of students taking online courses.
> - Measure number of students participating in experiential learning programs through distance education programs.

Key Idea (6)

Key Idea (6)
Embed WT into the culture, economy, and continued development of the Texas Panhandle by becoming the entity that addresses its issues and needs through education, development and research.

> **Goal 1:**
> Identify the needs of the people and industry of the Texas Panhandle.

> **Action 1.1:**
> Develop an Office of Panhandle Strategic Development on the WT campus. This office will participate and coordinate relationship development with industry leaders across the region. It will further explore identified Panhandle problems and coordinate the development of WT faculty/student research and utilize faculty/student experiential educational teams to develop resolutions.

> **Action 1.2:**
> Use the North American Industry Classification (NAIC) standards as guidelines for research and connection with local industry.

> > **Measurable Outcomes 1.1.1 – 1.2.1:**
> > - Identify NAIC industries in the panhandle region served by WT.
> > - Identify partnerships with the available NAIC industries in the

panhandle region.

- Number of contacts with local industry made by Office of Panhandle Strategic Development.

Goal 2:

Use WT resources and infrastructure to address identified community needs.

Action 2.1:

Office of Panhandle Strategic Development works with industry representatives and field experts at WT to identify well-defined problems or issues that can be addressed by WT teams.

Measurable Outcomes 2.1.1:

- Measure number of problems submitted to a team.
- Measure number of Solutions identified to the industry representative.
- Measure Satisfaction between partnership stakeholders.

Appendices and Additional Facts and Analysis

WT 125 Theme Group Report Summary   SECOND SUBMISSION

Date of Report
February 2nd, 2018

Theme Group Name
Graduate Academics

Members

Co-Chair 1: On-Campus Faculty: Gary Bigham
Facilitator: Rex Pjesky
Resource: Nick Flynn
Off-Campus Liaison: David Prescott
External Stakeholder: Taylor Sanguinetti
External Stakeholder: Jay O'Brien
External Stakeholder: Claudia Stuart
Faculty: James Arn Womble
Faculty: Trent McEvers

Faculty: Jonathan Shaffer
Faculty: Monica Smith Hart
Faculty: Angela Phillips
Faculty: Amy Von Lintel
Staff: Christina Cox Leisinger
Staff: Michael Reagan
Staff: Faith Hoelscher
Student: Micah Davidson
Grad Student: Emily Gross

Introduction

The mission of the Graduate School of West Texas A&M University is to provide support for the recruitment, admission, matriculation, and graduation of graduate students as it relates to the University's mission of creating a diverse and inclusive student-centered community of learners engaged in academically rigorous educational experiences.

While the focus of new programs will be on serving the Panhandle region, this theme group seeks to provide a framework to facilitate the extension of the graduate school's mission to "from the panhandle to the world." To that end, the graduate school should 1) support the increase of the number of doctoral programs and graduates, 2) support programs that lower the cost and debt of graduate education to students at WT, 3) support students whose

aspirations do not match graduate programs at WTAMU gain admissions at TAMU, 4) increase the number of high impact experiences graduate students have during their programs, 5) support opportunities for research that is done at the intersections of disciplines, and 6) support programs that offer students a broader perspective across disciplines.

To achieve these ends, graduate education at WTAMU should help the university transform itself into a regional research university that serves the needs of everyone in the Panhandle of Texas and similar regions in the United States and the world.

Innovation

Innovation in graduate education at WTAMU would encompass changes:

- that advance the institution as a center for "regional research."
- to WT that make graduate school and the academic colleges efficient and responsive to change. Procedures will be transparent and never an obstacle to success.
- to the brick and mortar environment to make it technologically advanced to maximize the quality of teaching and research conducted at WTAMU.
- to ensure that higher education opportunities are not nullified by incurred debt.
- to focus the goals of research and teaching on rural settings in the Texas Panhandle and similar areas in the United States and the world.
- to shift the practice of teaching and research to include in the intersections of many disciplines.

Key Idea (1)

Key Idea (1)
Increase the number of doctoral graduates/programs

Goal 1:
Achieve Carnegie R3 Doctoral Classification Status

Action 1.1:
Focused effort among faculty, staff, administration, and all stakeholders to identify the areas in which WTAMU can serve regional needs with doctoral programs and commit the resources necessary to design and market quality programs in those areas.

Action 1.2:
Finalize a rubric to help faculty identify new viable graduate programs to seek approval for (see appendix for draft).

> **Measurable Outcome 1.1.1:**
> - Grant 20 research/scholarship doctoral degrees each year

Key Idea (2)

Key Idea (2)
Ensure that the opportunities that come from higher education are not choked by indebtedness.

Goal 1:
Student debt should not exceed 60% of anticipated first year salary upon graduation

Action 1.1:
- Make available financial counseling/education for all graduate students.
- Create more opportunities for graduate students to work on campus (assistantships/work study).
- Provide more scholarships specifically for graduate students.

Measurable Outcome 1.1.1:

- Student debt will not exceed 60% of anticipated first year salary for graduates.

Key Idea (3)

Key Idea (3)

Baccalaureate/Masters graduates whose goals do not fit with existing programs at WTAMU will have opportunities to continue graduate education elsewhere. As Dr. Wendler mentioned in his 01/29 Reflections post, "Pipelines provide opportunity and cost effectiveness. In addition, they strengthen both institutions and the service those institutions provide to their respective constituencies."

Goal 1:

Create opportunities for WT students to enter doctoral programs at TAMU.

Action 1.1:

Create "pipeline" agreements to all colleges at TAMU.
Create opportunities for students to conduct research at TAMU.

Measurable Outcome 1.1.1:

- Have 20 graduates matriculate to TAMU doctoral programs or participate in research opportunities at TAMU.

Key Idea (4)

Key Idea (4)

Make the graduate experience focus on individualized study

Goal 1:

Increase the number of "high impact" experiences available to graduate students

Action 1.1:

Graduate School specifically partners with the academic units to support the following high impact experiences for graduate students:

- Graduate Theses
- Graduate Dissertations
- Graduate Assistantships
- Graduate Research Internal Grant Program
- Research opportunities with other institutions (Agrilife, e.g.)
- Graduate Travel Awards to support research conference presentations
- Comprehensive exams
- Study Aboard
- Internships
- Portfolios
- Practicums
- Fellowships

Measurable Outcome 1.1.1:
- The measurable outcome is the proportion of students that have one, two, three, etc. high impact experiences. Success in this measure will be a general increase in the trend of the measures.

Key Idea (5)

Key Idea (5)

Faculty drive research and must have institutional support to conduct cutting edge research that aligns with the mission of WTAMU.

Goal 1:

Increase research

Action 1.1:
Increase the institutional support for research, especially in areas that fit the regional research mission of the university.

Measurable Outcome 1.1.1:
- Increases in the publication quality and quantity of faculty.

Key Idea (6)

Key Idea (6)
Explore graduate level programs that utilize an interdisciplinary approach

Goal 1:
Identify incentives that can be used to benefit individual Colleges or programs that support an interdisciplinary approach

Action 1.1:
What action(s) must be carried out to attain the goal?
- Examine each graduate program identifying related courses to expand the student's perspective.
- Build cross College credits that award professors and students
- Build cooperative teaching arrangements across colleges

Measurable Outcome 1.1.1:
Percentage of graduate courses taken outside the home academic department for current graduate degree programs.

Goal 2:
Identify degrees that have components that cross College lines or could benefit from a broader approach

Actions 2:
- Examine need for duplicative courses taught in different Colleges

- Consider courses utilizing co teaching with professors in separate Colleges.

Example(s) 2:

- Bring in faculty from two or more programs to develop this type of program

> **Measurable Outcome 2.2.2:**
> Degree of utilization of faculty who teach graduate courses outside the home academic department for current graduate degree programs.

Appendices and Additional Facts and Analysis

Draft of rubric to help identify new graduate programs

Rubric to identify new graduate programs to pursue
>   Ratings are on a 1-5 basis; 1- does not meet characteristic; 3- partially meets characteristic; 5-
>   fully meets characteristic

Desirable Program Characteristic	Rating
Lends itself to cohort model of program community development	
Has a champion or can easily attain a champion to promote it **-NOTE: Critical requirement. Program should not be pursued if rating is less than 5.**	
Has potential internal synergies	
Has potential external synergies	
Lends itself to unique teaching methodologies	
Potential to serve the region	
Potential to serve WT	
TOTAL	

Potential programs with a total rating less than 21 should not be considered for adoption

Additional rubric for online programs
>   Ratings: 1- fully disagree; 3- partially agree; 5- fully agree

Statement regarding program	Rating
There is the potential for synergy with other program candidates	
The degree awarded helps improve the reputation of WT	
The program offers students more content than what is readily available online	
The program will require students to become familiar with related disciplines	
The program will require students to become familiar with unrelated discipline	
TOTAL	

Potential online programs with a total rating less than 15 should not be considered for adoption

WT 125 Theme Group Report Summary

WT 125 Theme Group Report Summary

Date of Report
January 31, 2018

Theme Group Name
Residential Education Experience

Members

Co-Chair 1: On-Campus Faculty: Leigh Green
Co-Chair 2: Off-Campus: Lance Jones
Facilitator: Kimberly Cornelsen
Resource: Leo Reid
Off-Campus Liaison: Katie Noffsker
External Stakeholder: Bob Thorpe
External Stakeholder: Sandy Oldham
External Stakeholder: Jeff Nunn
External Stakeholder: Ken Plunk
External Stakeholder: Eddy Sauer

Faculty: Anand Commissiong
Faculty: David Hart
Faculty: Leslie Ramos Salazar
Faculty: Lina Hajje
Faculty: Donna Byers
Staff: Becky Stogner
Staff: Zachary Nethery
Staff: Kristen Mattio
Student: Ryan Francis

WT 125 Theme Group Report Summary

Introduction

No information submitted

Key Idea (1)

Key Idea (1)

Improve the Residential Living Experience for Top Scholars (Attebury Honors Program) and LEAD WT Members

Goal 1:

Form a network of former LEAD/Attebury scholars to mentor current students, serving as interns, part-time employees, and even full-time employees after graduation.

Action 1.1:

Develop a process to pair current students with alumni of the programs to further develop relationship

Measurable Outcome 1.1.1:

The number of alumni participating in the program

Goal 2:

Increase the number of Top Scholars and LEAD WT students.

Action 2.1:

Increase the number of students that not only apply and get accepted into the program

Measurable Outcome 2.1.1:

Number of applicants that apply to the respective programs

Measurable Outcome 2.1.2:

Number of admitted applicants

Action 2.2:
Develop relationships with community colleges

Measurable Outcome 2.2.1:
Number of community college visits made by the programs

Goal 3:
Fund a Honors Faculty in Residence to live in the halls and support ongoing programming.

Action 3.1:
Improve budget situation so that the Honors Program can fund faculty and improve programming in the Residential Education Experience by beginning a grass roots funding from donor base (alumni) e.g. by crowd sourcing HP study abroad, by fund-raising activities associated with homecoming, by identifying a younger set of donors, etc.

Measurable Outcome 3.1.1:
$20/year from each WT Alumni

Goal 4:
Showcase Residence Halls during homecoming weekend

Action 4.1:
Create a rotation schedule for the residence halls to showcase 3-4 halls/year

Measurable Outcome 4.1.1:
Track the number of alumni that participate

Action 4.2:
Partner with Alumni Relations to promote the event.

Measurable Outcome 4.2.1:

Sustained partnership with Alumni Relations through meetings and additional event partnerships

Goal 5:
Target student organizations & colleges (ex. Engineering) to live together on the same floor and/or hall

Action 5.1:
Partner with the College of Engineering and Nursing and Health Sciences to create living learning communities halls/year

Measurable Outcome 5.1.1:
Creation of a living learning community for the College of Engineering and NHS

Action 5.2:
Partner with various interest groups to create theme housing (ex. transfer students, veterans, international students, etc.)

Measurable Outcome 5.2.1:
Creation of theme housing for the various interest groups

Key Idea (2)

Key Idea (2)
Increase Appeal of Residential Education Services to Transfer Students, Graduate Students, and other demographic populations

Goal 1:
Improve transfer students experience on campus.

Action 1.1:

Ease the Transfer Students' transition into WTAMU, including but not limited to the following: admission process, credit transfer transparency, participation in NSO session(s) that fit within their busy lives (Saturday/at night), supporting connections between transfer students, as well as a follow up in transfer students engagement on campus and in the community thereafter.

Measurable Outcome 1.1.1:
Decreased time for the admissions process

Measurable Outcome 1.1.2:
Increased credit transfer transparency through technological means

Measurable Outcome 1.1.3:
Increased participation in orientations by transfer students

Goal 2:
Improve graduate students experience on campus.

Action 2.1:
Ease the Graduate Students' transition into WTAMU, including but not limited to the following: admission process, credit transfer transparency, participation in NSO session(s) that fit within their busy lives (Saturday/at night), supporting connections between transfer students, as well as a follow up in graduate students engagement on campus and in the community thereafter.

Measurable Outcome 2.1.1:
Decreased time for the admissions process

Measurable Outcome 2.1.2:
Increased credit transfer transparency through technological means

Action 2:

An apartment-style housing 'village' for non-traditional students (transfer, graduate, married students/families, international students, etc). Suite-style housing typically employs a multi-bedroom, multi-bath design which also includes a common living/study space and common kitchenette.

Action 2.1:
Explore McCaslin Hall as an option for apartment housing

Measurable Outcome 2.1.1:
Secure funding to build and/or re-design and build an apartment style village living option

Measurable Outcome 2.1.2:
Students will live in apartment style village living

Goal 3:
Increase inclusivity related to residence hall living options.

Action 3.1:
Open the residence halls year-round for students

Measurable Outcome 2.1.1:
Change housing contract to include intersession at no additional cost to the student

Key Idea (3)

Key Idea (3)
Consolidation of Veterans Services offices from individual down the hallway to a center/suite format to include; space for additional student/visitor workstations to complete required registration and application processes to utilize available state and federal educational benefits. The Veterans Services office is serving almost 600 eligible students at this point, which increases annually as they transition from both the military or transfer from other institutions as well as transfer benefit eligibility to dependent children and spouses.

Goal 1:

Locate and/or repurpose a space on campus with room to accommodate three offices for professional staff. It should also be one with enough room to install 2-3 additional student workstations as well as space for a front desk and "front office" staff.

Action 1.1:
Acquire institutional approval, locate space and renovate to fit suggested needs.

Goal 2:
Increase funding and space.

Action 2.1:
Veteran Services would first need to decide on the ideal space, classroom center SSC has worked well for our students thus far and wouldn't think relocation would be the best option. Requesting funds to support the transition would be a major hurdle. Veteran Services would start with a request of funds for the space renovations and necessary IT projects involved with a move. Future funding requests would include; workstations/desks, 2-3 computers and a printer as well as a front desk/counter furnishings for the office lobby area.

Measurable Outcome 2.1.1
Increased ability to service all military affiliated students from the application process all the way through benefit usage; while also providing a Resource Center manned by both enough students and professional staff to accommodate our growing demand for more hands-on service.

Key Idea (4)

Key Idea (4)

WT 125 Theme Group Report Summary

Increase Appeal of Residential Education Services to International Students

Goal 1:
Address International Students diversity at WTAMU and possibly set up a scholarship/special fund in the near future.

> **Action 1.1:**
> To lead a data based research on the International Students population at WT to include their country of origin, success rate, and retention/graduation rate per country of origin (if possible). Possibly include the percentage of international students that proceed to graduate school at WTAMU. Analyze the data and explore the possibilities/benefits of establishing a scholarship or a special fund to improve international student diversity.
>
> > **Measurable Outcome 1.1.1:**
> > Award international student scholarships for residential living

Goal 2:
Improve International Students experience at WTAMU upon their arrival.

> **Action 2.1:**
> Provide and facilitate international students the following upon their arrival: transportation from the airport, admission process, participation in NSO session(s) that fit within their scheduled arrival time to school/admission given the extra travel expense, the International Students engagement with all other students upon arrival and throughout NSO, as well as a follow up in International Students engagement on campus and in the community thereafter.
>
> > **Measurable Outcome 2.1.1:**
> > Establish a shadowing program where international students could "shadow" with a sophomore or higher level student upon arrival or during the first week of school in an effort to increase student engagement and assist international students with on campus experiences.

Goal 3:
Increased mobility for international student

Action 3.1:
Local transportation, as well as to-and-from Amarillo, facilitated by either expansion of the WT shuttle service, with a schedule of fees for different services, or in cooperation with municipal support for public transportation.

Measurable Outcome 3.1.1:
Add a shuttle to a grocery store (once a week), social security office, and or Department of public transportation for their driver's license is under investigation.

Action 4:
Provide a residence hall with a kitchen for international students.

Measurable Outcome 4.1.1:
International students will have access to a residence hall with a kitchen through promotional materials.

Goal 4:
Students that work on campus will live on campus for free

Action 4.1.1:
Collaborate with Financial Aid to determine a plan

Measurable Outcome 4.1.1:
Students who work a certain amount of hours on campus will have housing paid

Key Idea (5)

Key Idea (5)
On campus experiential education experience opportunities for all students will continue

to increase

Goal 1:
The number of departments on campus that are utilizing experiential education experience must continue to increase to show a need, as well as the number of students who are seeking out internships or other experiential learning opportunities

Action 1.1:
A funding source will be set aside to support the initiative (it is currently at $10,000 but is a one-time source of funding

Measurable Outcome 1.1.1:
The number of students that participate in the experiential education experience

Goal 2:
To create a larger pool of students working on campus

Action 2.1:
Continue to offer "how to find an internship" workshops on; provide more scholarship money to intern of the year recipient; increase marketing on campus; class presentation to increase awareness; increased participation in the Career EXPO; continue to provide on campus interviews for students; utilize career checkpoint with employers and student so they can gain marketable skills

Measurable Outcome 2.1.1:
The number of students that are employed on campus

Key Idea (6)

Key Idea (6)
Integrate Career Services for campus, online, and non-traditional students

Goal 1:
Link marketable skills with academic courses.

Action 1.1:
Partner with faculty to identify the marketable skills students will gain in each course and provide a rubric for students identifying the skills they will gain for future employment through their academic courses.

Measurable Outcome 1.1.1:
Evaluating each student upon completion of the course and/or program to identify marketable skills gained through the course

Goal 2:
Career Services and Residential Living building stronger partnerships

Action 2.1:
Collaborate with RAs in the residence halls to connect these students with CDC services and opportunities.

Measurable Outcome 2.1.1:
Number of students in the residence halls that engage in CDC opportunities

Action 2.2:
Increase funding and support

Measurable Outcome 2.2.1:
Increased attendance numbers at the following events: Resume workshops, mock interviews, career expo's, how to find an internship workshop, part-time/full-time job fairs

Action 2.3:
Continue to update and develop the on-line resources for students on the career services website.

Measurable Outcome 2.3.1
Track number of student on-line resource utilization by students

Appendices and Additional Facts and Analysis

No information submitted.

WT 125 Theme Group Report Summary

Date of Report
February 1, 2018

Theme Group Name
Financial Resources Theme Group

Members

Co-Chair 1: On-Campus Faculty: Amjad Abdullat	Faculty: Janet Hindman
Co-Chair 2: Off-Campus: David Schaeffer	Faculty: Vanessa Fiaud
Facilitator: Mark Hiner	Faculty: Nathan Howell
Resource: Shelly Davis	Faculty: Noah Franken
Off-Campus Liaison: Gary Hinders	Staff: Jon Davis
External Stakeholder: Elaine Hayes	Staff: Lynsee Womble
External Stakeholder: Smith Ellis	Staff: Velma Murillo Perez
External Stakeholder: Keith Brown	Staff: Hunter Hughes
External Stakeholder: Manny De Los Santos	Student: Elise Tolley
Faculty: Tim Steffens	

Introduction
Howard Bowen (1996) once wryly observed decades ago that colleges and universities "raise all the money they can, and then they spend it." His central point posited that institutions have "more good ideas than they can actually fund," and, as a consequence, "they are constantly making choices as to how to best use their finite resources." Where and how financial resources are allocated reflect institutional priorities ideally guided by a deliberate planning process that values and supports student success. As a student-centered enterprise, West Texas A&M University (WTAMU) has experienced targeted growth and an increased rise in student enrollment over the past few years, while public funding and state appropriations per student have continually decreased. Pressing questions for WTAMU and the Financial

WT 125 Theme Group Report Summary

Resources Theme Group of WT125 then arise: how does the University reduce the costs of higher education in tandem with increasing new revenue streams to ensure student success for the future?

In the face of increasing demands and diminished revenue sources, WTAMU has been constrained to respond to revenue gaps by shifting costs over to students and their families. This shift is not sustainable and negatively impacts the broader mission of the University and our students, especially those from lower socioeconomic backgrounds and as first-generation college students. With decreased revenues and an increase of consumers and public policy makers and legislators aversion to rising sticker prices all continue to press campuses of higher education, including WTAMU, to be more productive and fiscally efficient. The challenge for our University lies in devising a business model that emphasizes efficiency as it relates to student outcomes and academic success.

With WT125 as an impetus, WTAMU must evolve in redefining a viable and efficient business plan and streamlining funding sources with a rigorous, comprehensive financial plan that is transparent and visible institution-wide. Financial decision making best guided through business model approaches prioritizes data transparency. The traditional business model of higher education in general and WTAMU in particular demands requisite change and transformation. New and innovative approaches that incorporate both alliances and innovations are highly recommended.

The pursuit of strategic partnerships with other academic institutions that are committed to quality education will improve completion and retention rates for all students. Common approaches across implemented innovations will include course redesign to embed high-tech and high-touch solutions, data-driven decision making tools to reduce curricular costs, rethinking credentials with competency-based education and stackable modules, scaling the use of online education, and integrating robust community/industry partnerships to augment and inform academic delivery.

The theme group has endeavored to identify and develop strategies that will provide resource streams that are imperative to support the University's ambition of becoming a doctoral level,

regional research university. Revenue sources from federal, state, local and/or private entities have been aggressively considered.

Additionally, opportunities to conserve tresources through operational effeciencies are paramount to the financial and academic success of our University, and most importantly, our students.

Innovation

There are several disruptive forces challenging regional educational institutions like our University that require thoughtful reflections, deep commitment to change, and the ability to adapt to new environments. The need for a paradigm shift is warranted in employing new business models and a new governing structure. Additionally, being able to effectively make a value proposition to our stakeholders is essential. This value proposition will be the primary reasons for students and others to choose our university. In building a new business model, appropriate components should be included to enhance competitiveness and maintain sustainability. The main elements of any proposed new business model should include market segmentation, value proposition, revenue stream, cost structure, and channels to interact with stakeholders.

Fundraising has emerged as the keystone of the Financial Resources theme group report. This necessitates the University's central concern with the internal management accounting practices that empower decision makers within the University to make choices that improve economic performance, foster transparency, and evaluate the ways in that choices relate to fundraising strategies.   Hence, measuring performance is a crucial step that the University must take to succeed in attaining its goals from fundraising initiatives. Identifying practical and relevant metrics for fundraising and philanthropic giving levels is not only essential, but also a moral imperative. Several metrics have been identified that could be used to help ameliorate existing strategies to fundraising and giving.

Fundraising Metrics
- Cost Per Dollar Raised
- Fundraising Return on Investment
- Donor Retention Rate

- Donor Growth
- Conversion Rate

Giving Level Metrics

- Fundraising Participation Rate
- Average Giving Capacity (of top donors)
- Average Major Gift Size

Key Idea (1)

Key Idea (1)
Fundraising

Goal 1:
University Fund Raising

Action 1.1:
Student Scholarships
- Professorships/Endowments
- Infrastructure (Physical/Technological)

Measureable Outcome 1.1.1:
Major fundraising campaigns should be centered upon student scholarships, professorships, and university infrastructure needs
- Student Scholarships – "Institutional Scholarships should increase by 5% annually and Endowed Scholarships should increase by at least 2% annually"
- Professorships – "Each college should have one professorship for each five full-time faculty positions"
- Infrastructure – "Each college should obtain one endowment specifically for named classrooms annually"

Key Idea (2)

Key Idea (2)
Revenue and Spending Analyses

Goal 1:
Streamline Funding Sources

Action 1.1:
Research Funding and Grants
- Giving (Public and Private)
- Partnerships and Innovative Programs
- Identify Distinguished and Successful Academic Programs that enhance student professional careers

Measurable Outcome:
Streamline Funding Sources
- Giving – "Grant Funding should increase by 5% annually".
- Partnerships and Innovative Programs – "Each college should establish one private partnership annually".
- Identify Distinguished and Successful Academic Programs where each college should achieve and maintain a nationally recognized ranking related to quality.

Goal 2:
Establish Institutional Processes and Priorities

Action 2.1:
- Establish Institutional Fiscal Policy
- Assess the Viability of Low Performing Units
- Align Fiscal Policy with Strategic Goals and Priorities
- Set Spending Levels for Academic Programs
- Separate Spending/Cost Alignment from Strategic Growth Areas and Priorities

- Adopt Institutional Funding Models
- Adopt Rolling Budget Cycles

Goal 3:
Enhancement of Costs Structure

Action 3.1:
- Review Salary Structure Salaries
- Review Outsourcing of Services

Measurable Outcome
- Establish Institutional Fiscal Policy – "Establish a funding model that in part, bases annual funding on SCH generation"
- Assess the Viability of Low Performing Units – "Definitions of "low performing" should be developed that are then compared to assessment results"
- Align Fiscal Policy with Strategic Goals and Priorities – "Establish a funding model that in part, bases annual funding on the University's Strategic Plan"
- Set Spending Levels for Academic Programs – "Establish a funding model that in part, bases annual funding on SCH generation"
- Separate Spending/Cost Alignment from Strategic Growth Areas and Priorities"
- Adopt Institutional Funding Models – "Establish a funding model that in part, bases annual funding on SCH generation"
- Adopt Rolling Budget Cycles – (Not sure what the intent is here, but the State of Texas primarily and the A&M System secondly, determine our budget cycle)

Key Idea (3)

Key Idea (3)
Decision Empowerment

Goal 1:
Fiscal Transparency Processes

Action 1.1
- Relevance, Sustainability, and Viability
- Programmatic Cost/Revenue Streams
- Implications (of Fiscal Decisions/Initiatives)

Measurable Outcome
- Relevance, Sustainability and Viability – "Fiscal processes should be reviewed annually".
- Programmatic Cost/Revenue Streams – "Programmatic costs, both budgeted and actual, should be analyzed annually".
- Implications (of Fiscal Decisions/Initiatives) – "All initiatives should include expected financial implications that are measurable".

Key Idea (4)

Key Idea (4)
Business Processes

Goal 1:
Institutional Financial Processes

Action 1.1
- Comprehensive Review of Fiscal Policies (Internal/External)
- Academic Programs (General Operating)
- Funding Models for Future Growth
  ##### Measurable Outcome
  - Comprehensive Review of Fiscal Policies (Internal/External) –

"Fiscal Policies should be reviewed and updated annually".
- Academic Programs (General Operating) – "Establish a funding model that in part, bases annual funding on SCH generation".
- Funding Models for Future Growth – "Establish a funding model that in part, bases annual funding on SCH generation" .

Appendices and Additional Facts and Analysis

Bowen, H. R. (1996). What determines the costs of higher education? In D.W. Breneman, D. W. Leslie & R. E. Anderson (Eds.), ASHE Reader on Finance in Higher Education (pp. 113-127). Needham Heights, MA: Simon & Schuster.

http://nsse.indiana.edu/institute/documents/briefs/DEEP%20Practice%20Brief%207%20Using%20Financial%20and%20Other%20Resources.pdf

Questions to Ponder:

According to Bowen (1996), there is no blueprint for creating a student success-oriented institution, nor is there a specific formula that every institution should adopt in allocating its resources. But, some questions are worth considering with respect to resource allocation that influence student learning positively.

1. How does the institution's spending plan enhance student learning? What is the evidence?
2. How do senior leaders encourage innovation by providing financial resources to support programs designed to enhance student learning?
3. How does the campus culture support the creation of partnerships or similarly innovative approaches to developing support for new initiatives?
4. To what extent do student learning needs influence campus space planning and design
5. When expenditure patterns are reviewed, is student learning an evaluative criterion?

WT 125 Theme Group Report Summary SECOND SUBMISSION

Date of Report
February 1, 2018

Theme Group Name:
Intellectual Resources

Members

Co-Chair 1: On-Campus Faculty: Trudy Hanson
Co-Chair 2: Off-Campus: Shannon Massey
Facilitator: James Webb
Resource: Shawna Kennedy Witthar
Off-Campus Liaison: Will Miller
External Stakeholder: Mary Emeny
External Stakeholder: Andrew Mitchell
External Stakeholder: Sam Lovelady
Faculty: Randy Combs

Faculty: Nick Gerlich
Faculty: Stephen Karaganis
Faculty: Maxine DeButte
Faculty: Trish Brown
Faculty: Alex Hunt
Staff: Susan Allen
Staff: Eric Sosa
Staff: Andrea Porter
Student: Lindsey O'Neal

Introduction

The Intellectual Resources Theme Group discussions have centered on gathering information about the following resources:

- Information Technology
- Center for the Study of the American West
- Education on Demand
- Cornette Library
- Panhandle Plain Historical Museum

In order to meet the research expectations for a doctoral granting institution, WTAMU must develop ways for faculty members to store and have access to their research data. An innovative approach that we propose is creating a Faculty Commons webpage maintained by Cornette Library staff members. This Faculty Commons initiative would involve resources for both teaching and research. In creating this virtual space, we could bring together resources to assist faculty in teaching (Teaching Excellence Center), in research (through providing data sets,

grant writing assistance) and regular updates about innovative technology upgrades. Faculty Commons would also encourage faculty collaboration both within and between disciplines. We would also seek to increase the digital offerings available through our current arrangement with Texas Digital Library (https://www.tdl.org/)

Along with developing file sharing and online storage options to benefit WTAMU researchers, we also should expand access to research journals, particularly in the sciences. In our discussions we realized that not all faculty members are aware of the current system in place by Cornette Library staff who serve as liaisons to the various departments, schools and colleges and who on a 2-year rotation basis request feedback about current journal subscriptions that faculty are using.

Therefore, in an effort to share information we propose the appointment of a Council of Innovation that includes representatives from Information Technology, CSAW, EOD, Cornette Library and the Panhandle Plains Historical Museum. The Council of Innovation would share their goals and plans they are putting in place to avoid duplication of efforts in the development of Virtual Reality spaces and technology and other innovation.

WTAMU should continue to expand the number of smart classrooms and enhance the technological capabilities such as electronic pens and displays, video and lecture capture systems to support hybrid learning, mobile apps and incorporation of the Internet of Things to support classroom automation, attendance, data analytics and artificial intelligence capabilities. Please note one of the action items for this key point is that we recommend the creation of a digital archive of both PPHM materials and artifacts, as well as a digital archive of the works of art on campus. This project is partially underway through the efforts of library staff members and students of Art History professor Amy Von Lintel.

WTAMU should expand virtual learning spaces to serve the needs of both students and faculty.

WTAMU should focus on existing research areas already identified by the Graduate School that are unique to our area in creating new programs or outreach. Such programs include West Texas A&M Small Business Development, Dryland Agricultural Institute, Cooperative Research, Education and Extension Team (CREET), Center for the Study of the American West, Crossbar Ranch, and the Beef Carcass Research Center.

As committee member Mary Emeny notes, "We need to identify what is unique about the area

in which we live and use that as the focus of the development of new programs."

Innovation

As the Intellectual Resource Theme Group discussed the goals we had set previously and considered innovative ways to approach WT's mission for the next decade and beyond, our recommendations centered on developing existing technologies and creating spaces where new technologies (specifically Virtual Reality) could be used by both faculty and students. There are also innovative ways to approach the limited resources we might face such as sharing research facilities and utilizing current resources in creative ways, which includes creating Maker Spaces in Cornette Library, allowing us to prepare for a dynamic learning environment whether in traditional face to face classes or in content taught entirely in an online delivery. North Carolina State University's Library is an example we can follow in developing Maker Spaces. (See https://www.lib.ncsu.edu/services/makerspace for an example of both high and low tech Makers Spaces). Cornette Library staff members are already moving forward with creating a Maker Space using a portable cart that will have materials students can use for creating "things."

While beyond the scope of the Intellectual Resources group, we also envision the WTAMU of 2035 as a place that has a Learning Commons. The idea of grouping services for students is already present on campus with the way Student Advising and auxiliary services are located in a common space in the Classroom Center. A Learning Commons would bring together, not only student services that we currently have, but also create a common area for learning and research to take place. That could occur by expanding the footprint of the current Cornette Library or by adding an additional floor that would become the Learning Commons.

Finally, we propose "new" ways of conducting the curriculum process. While there is a "Library Consultation" form listed with the various curriculum forms, no one is currently using that form as a way of informing library staff about the resources needed in new programs or new courses. Culturally, many curriculum committee members have avoided indicating what library needs they might have and have simply written "none" on the form to assure that the new program/course meets with committee approval. One change we could easily make is add a version of the current Library Consultation form to the new program/course proposal digital form so that library staff members are made aware of needed materials for that program/course.
Additionally, such innovative initiatives will also need library staff trained in data management

and in using data sets to assist faculty research efforts and instructional designers who understand and come from multiple disciplines to create new approaches to teaching and learning.

Key Idea (1)

Key Idea (1)

In order to meet the research expectations for a doctoral granting institution, WTAMU must develop ways for faculty members to store and have access to their research data online. Currently through the Texas A&M University System, system members now have unlimited storage through Syncplicity, which is encrypted at rest and in transit, and allows the sharing of information to external sources and research data. Second, the University has also provided faculty, staff and students with a 1 Terabyte cloud drive with Microsoft and that is currently being extended to unlimited storage according to Microsoft. This is something that we already have access to today, what will this look like in 2035? Storage is getting cheaper and more expansive each year. By the time 2035 rolls around we're going to be dealing in exponential amounts of data storage that is ubiquitous, cheap, cloud-based, and baked in encryption all the way through.

Cornette Library has begun to provide faculty access to data repositories for the storage and sharing of data sets. Making data sets publicly accessible is often a requirement of government grants. The library has purchased a membership with the Inter-university Consortium for Political and Social Research (ICPSR), which will provide faculty with access to the archive of social science data at the University of Michigan. Access to ICPSR was a request of faculty and the Graduate School. Cornette Library also has a membership with the Texas Digital Library (TDL), which is headquartered at the University of Texas at Austin. Through TDL the library has created a digital repository for the WTAMU campus. Currently over 100 WTAMU theses and dissertations reside in our digital archive and are openly accessible to researchers when searching the Internet. The library is looking at purchasing a higher level TDL membership, which would provide access to TDL's Texas Data Repository (https://www.tdl.org/texas-data-repository/). Through the Texas Data Repository faculty from member institutions in Texas may deposit data sets, which are viewed and shared through open source software developed at Harvard University.

We should explore alternatives, including open educational resources for student instruction to reduce the cost of textbooks. The Library is interested in partnering with faculty in seeking OER alternatives.

Goal 1:

To accomplish this goal, we need to determine research needs from each of the colleges/schools at WTAMU, as well as their awareness of file storage currently available. Then we need to predict the future needs for online storage and data storage to aid in the research/teaching function of WTAMU.

Action 1.1:

We should survey the Deans of each of the colleges to determine what research data storage and file sharing is needed.

Measurable Outcome 1.1.1:

From the data collected from the Deans about current file storage and the anticipated need for future file storage, we can determine what benchmark we want to set.

Goal 2:

We must have financial resources to expand our online data storage and file sharing systems. We must provide training to faculty that helps them understand how to access and use the online storage system.

Action 2.1:

We need to assess the training needs of faculty members and work with Instructional Technology Services, Cornette Library, and the Teaching Excellence Center to provide training.

Measurable Outcome 2.1.1:

By establishing the current level of training needs through a survey by Instructional Technology Services (and include questions from IT, the Library and the Teaching Excellence Center, we will establish a baseline and then compare survey results from successive years to determine if training needs are being met.

Key Idea (2)

Key Idea (2)

Along with developing file sharing and online storage options to benefit WTAMU researchers, we also should expand access to research journals, particularly in the sciences. Additional library resources, especially online databases with full-text journal access, may also be needed to support new doctoral programs.

Goal 1:

Working with Shawna Kennedy Witthar of the Cornette Library, we need to gather information from WTAMU faculty about academic journals they are not currently able to access.

Action 1.1:

We need to determine the most cost effective way to provide access to the new journals that are added (availability considerations: print subscription, individual online subscription, online database subscription, open access, interlibrary loan).

Measurable Outcome(s) 1.1.1:

Measure existing subscriptions and determine what additional academic journals need to be purchased. Library reviews existing journals subscriptions every two years and through library liaisons seeks faculty feedback Make sure that all departments, schools, and colleges work with their library liaisons to request needed materials. Materials can also be requested through the following library form: https://apps.wtamu.edu/forms/CLsuggestpurchase.php. Cornette Library could also survey faculty regarding their journal needs

Goal 2:

Working with Shawna Kennedy-Witthar, we need to identify if additional library resources, especially online databases, will be needed in support of any new doctoral programs

Action 2.1:
When contacted about new doctoral program proposals, library staff will evaluate library resources and share resource needs with the Department Heads and Deans preparing the proposals

Measurable Outcome(s) 2.1.1:
Library liaisons will work closely with faculty teaching classes in doctoral programs to make sure resources are adequately meeting students' needs. Librarian charged with working with graduate students will survey doctoral students regarding the adequacy of library resources and services. Cornette Library will administer its biennial LibQual Survey.

Action 3.1:
Determine how funds can be allocated to make these purchases.

Key Idea (3)

Key Idea (3)
Continue to expand the number of smart classrooms and enhance the technological capabilities such as electronic pens and displays, video and lecture capture systems to support hybrid learning, mobile apps, and incorporation of the Internet of Things (IoT) to support classroom automation, attendance, data analytics, and artificial intelligence capabilities.

Goal 1:
Working with academics and the division of Information Technology we need to add additional smart classrooms to the existing inventory, enhance and modernize the technology components of these learning spaces.

Action 1.1:

Maintain existing financial allocations to support the ongoing plans to add and/or enhance 10 new smart classrooms each year and determine the needs for each college and the Amarillo Center.

Measurable Outcomes:
Determine the number of connected devices at WTAMU; determine the number of Smart Classrooms currently in use; Determine the ratio of Help Desk requests to number of Help Desk Staffers.

Innovation:
Increase the number of instructional designers who could come from multi-discipline backgrounds who can serve multiple disciplines in creating innovative teaching approaches, including the use of Virtual Reality.

Key Idea (4)

Key Idea (4)
Using the resources that are already provided by Information Technology and the Cornette Library, we need to create a digital archive for materials currently housed in the Panhandle Plains Historical Museum and a Virtual Learning space.

Goal 1:
We should identify key faculty and staff members who oversee the PPHM archives and campus leaders who are custodians for campus artwork.
(the University art collections are part of the University Archives at the Cornette Library).

Action 1.1:
A task force should be appointed to collect information about the archives and campus artwork, and should investigate creating a VR space at the PPHM and then formulate a plan for digitizing, storing this information and making it available for public use. Through Cornette Library's membership in the Texas Digital Library, our campus has a digital archive where these digital collections may be stored and will be accessible to the

public.

Measurable Outcome:
Compare the current use of the PPHM with the level of use that occurs after these innovations have been completed, particularly noting the use of the VR Space by faculty and students. Statistics on the use of digital collections can be obtained and will be monitored.

Key Idea (5)

Key Idea (5)
WTAMU should expand virtual learning spaces to serve the needs of both students and faculty. Virtual reality, augmented reality and virtual learning spaces needs to be a part of academic programs and campus buildings, including classrooms and distance learning programs. The key idea here is that this will create blended learning environments and was a key research theme by the Educause Center for Applied Research in the IT whitepaper. That will incorporate a large degree of video and Internet video.

Goal 1:
Using current faculty and staff experts, working alongside the division of information technology, we should seek information about the changes in virtual learning spaces and determine which of those best serve the needs of faculty and students.

Action 1.1:
To achieve this goal, WTAMU should support faculty and staff attendance at technology conferences and provide financial support for implementing new software or new teaching approaches, while maintaining compliance with accessibility. To this end, currently there is a pilot program in the HELC that is using VR technology. Cornette Library is adding a VR station to the library this spring. We should plan to purchase VR headsets which can be sent to students enrolled in distance education classes. We can also expand the use of VR to WT Athletics coverage and to add 360 videos to our classes.

Measurable Outcome:
Count the number of semester credit hours tied to VR technology. Count the number of students and faculty using VR in other campus locations

Action 1: 2
We should pursue the creation of a Faculty Commons website, to be created by Cornette Library staff in collaboration with Instructional Technology Services (http://faculty.wtamu.edu) that brings together resources needed for teaching and research and also create Maker Spaces for students to create both high and low tech projects. Faculty Commons would bring together resources provided by the ITS, IoT and the Cornette Library.

Measurable Outcome:
Count the number of faculty members and students who use Faculty Commons and Maker Spaces.

Key Idea (6)

Key Idea (6)
WTAMU should focus on existing research areas already identified by the Graduate School that are unique to our area in creating new programs or outreach. Such programs include West Texas A&M Small Business Development, Dryland Agricultural Institute, Cooperative Research, Education, and Extension Team (CREET), Center for the Study of the American West, Crossbar Ranch and the Beef Carcass Research Center.

Goal 1:
As individual departments explore the expansion of existing programs to reach to become a nationally recognized doctoral granting university, the focus should be on what makes our university offerings unique.

Action 1.1:
We need to build awareness of these existing programs among both

university and external stakeholders by hosting an information session that highlights each of these programs. Adding publications and data sets generated by these programs to our digital repository would assist in building awareness of these programs (the information could be publicly accessible on the Internet). Items that need to be secured and not available to the public can be stored in a dark archives within the digital depository.

Measurable Outcome:
Track the number of research presentations/publications and community impact attributed to these programs, particularly the use of drone research by CREET. Also track the number of public programs offered by CSAW and other entities and the number of people attending. Track the use of the publications and data sets in the digital repository.

Action 2:1 (Innovation):
Establish a Makers Area within the Cornette Library which can serve both high tech and low tech needs where students can create projects.

Measurable Outcome:
Track the usage of the Makers Space and conduct focus groups with student participants to discover how the Makers Space connects with their learning.

Action 2:2:
Where possible, we need to encourage shared research space and equipment so that we can maximize the use of equipment by faculty members. We need to determine research facilities and equipment needs and plan to house equipment in a space open to multiple faculty members.

Measureable Outcome:
Track how faculty and students are currently using research and

library facilities. Also note how the Library serves as a resource for community needs (i.e. International Baccalaureate program.)

Action 2:3:
Create a Council of Innovation which includes representatives from Information Technology, IoT, CSAW, EOD, Cornette Library, and the Panhandle Plains Historical Museum. (The Council of Innovation could be expanded to include other entities. Our Theme Group was focused mainly on the resources over which we had been asked to report.)

Measurable Outcome:
The Council of Innovation will combine efforts to share resources and technological innovation with an annual report about shared projects they are undertaking. The report will detail the collaboration that is currently underway and collaborative efforts that have been completed.

Appendices and Additional Facts and Analysis

For examples of Maker Spaces, see https://www.lib.ncsu.edu/services/makerspace and

https://www.lib.utexas.edu/study-spaces-technology/foundry

For examples of Faculty Research Commons, and Scholarly Communications websites, see
http://www.lib.ncsu.edu/services/researcher-support
https://legacy.lib.utexas.edu/services/scholarly-publishing
https://www.gvsu.edu/library/sc/

"Research Data Repositories: The What, When, Why, and How,"
http://www.infotoday.com/cilmag/apr16/Uzwyshyn--Research-Data-Repositories.shtml

For an account of Immersive Journalism in Virtual Reality, see this article by Sarah Jones
http://www.tandfonline.com/doi/pdf/10.1080/14682753.2017.1374677

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WT 125 Theme Group Report Summary SECOND SUBMISSION

Date of Report
February 2, 2018

Theme Group Name
Human Capital

Members

Co-Chair 1: On-Campus Faculty: Roy Issa
Co-Chair 2: Off-Campus: Puff Niegos
Facilitator: David Kohler
Resource: Nancy Hampton
Off-Campus Liaison: Cody Myers
External Stakeholder: Jule Minium
External Stakeholder: Terry Rogers
External Stakeholder: Holly Jeffreys
Faculty: Malvika Behl

Faculty: Carolyn Bouma
Faculty: Tim Bowman
Faculty: Andrew Lewis
Faculty: Collette Loftin
Faculty: Rahul Chauhan
Staff: Martin Lopez
Staff: Lane Greene
Staff: Rik Andersen
Student: Kacy Segrist

Introduction
The Human Capital Focus Group

Innovation
The Human Capital Focus Group discussed "innovation" as it relates to faculty and staff. The consensus was the definition of this term for our group was "thinking out of the box" with regards to recruiting, retaining and engaging employees of WTAMU. This means the university will need to assess what is currently done, be more progressive and focused toward human capital, and purposefully incorporate strategies in the strategic plan moving forward. A culture shift will be necessary in many departments of the university, and a consultant might be necessary to insure changes are implemented with fidelity. To adequately measure progress, a rating system is suggested to determine if goals have been achieved, if noticeable progress has

been made or no noticeable progress has been achieved. Responsible parties must be established, and parameters for data collection must be determined. Finally, reviews of the data must be conducted at appropriate intervals.

The resources which were identified as imperative to the success of these Key Ideas are as follows:

Financial resources

Legislative assistance

Time

Texas Higher Education Coordinating Board

WTAMU Grant Office

Key People

Key Idea (1)

Key Idea (1)
Place an emphasis on diversity of staff and faculty. (This would include ethnicity, education, gender and ideas.)

Goal 1:
Recruit faculty and staff from diverse geographical origins.

Action1.1:
Complete a faculty analysis. Include industry experience, reputation of applicant's doctoral program, faculty development, disciplines and other criteria deemed necessary by department. This analysis will need to be continued.

Measurable Outcomes 1.1.1:

Completion of analysis.

Action1.1:
Complete a staff analysis. Include experience, areas of expertise, education, and other criteria deemed necessary by department.

Measurable Outcomes 1.2.1:
Completion of analysis.

Goal 2:
Provide a holistic approach to recruiting and hiring.

Action 2.1:
Develop quality measures for recruitment of applicants to determine if the process is reaching the best candidates. Create a form to be completed during the hiring process to collect information about the process. For those applicants who decline an offer for employment, follow up to determine why WTAMU was not the first choice.

Measurable Outcomes 2.1.1:
Creation of form, and implementation of new addition to the hiring process. Once implemented, the outcomes should show a reduction in the declinations of offers.

Action 2.2:
Train the chair of each search committee with appropriate and best practices for hiring.

Measurable Outcomes 2.2.1:
Training program is implemented with fidelity.

Goal 3:
Partner with groups who promote the Texas Panhandle area.

Action 3.1:

Set up links on website to Chamber of Commerce, Amarillo Board of Realtors, Palo Duro Canyon, etc.

> **Measurable Outcome 3.1.1:**
> Accomplished and maintained. Measure the number of times the links are followed to measure the importance of this feature.

Key Idea (2)

Key Idea (2)
Encourage Engagement of Faculty and Staff

Goal 1:
Create a sense of community and culture to reduce isolation of faculty and staff as we welcome new members of Buff Nation.

Action 1.1:
Create a sense of community by allowing junior faculty and staff to serve on decision-making university committees.

> **Measurable Outcome 1.1.1:**
> The outcome should be an increased number of junior faculty serving on committees.

Action 1.2:
Provide hiring opportunities for dual career partners. This could include providing access to the university's career services for spouses.

> **Measurable Outcome 1.2.1:**
> Accomplished and maintained.

Action 1.3:
Establish a mentoring program for new faculty/staff. This should include adjunct professors and part-time staff employees.

Measurable Outcome 1.3.1:
The mentoring program is developed and implemented. The number of employees who agree to be mentors and the number of mentees should be collected to measure success.

Action 1.4:
Investigate the viability of faculty/staff housing on campus.

Measurable Outcome 1.4.1:
Completion of an analysis.

Key Idea (3)

Key Idea (3)
Define WTAMU as it relates to the dynamics of both a teaching and a research institution, while developing an outstanding support staff.

Goal 1:
Establish a framework to allow for both research and quality instruction.

Action 1.1:
Investigate how other small doctoral universities have structured their faculty to insure meaningful relationships between students and faculty while conducting outstanding research.

Measurable Outcome 1.1.1:
Completion of the analysis.

Action 2.1:
Establish a model to reflect WTAMU as both a research and teaching institution, placing emphasis on both.

Measurable Outcome 2.1.1:

Model has been established and implemented.

Action 3.1:
Establish tenure criteria for research professors.

> **Measurable Outcome 3.1.1:**
> Compare research dollars received at 5 years and 10 years after implementation to measure increase in receipts.

> **Measurable Outcome 3.1.2:**
> Compare number of articles published at 5 years and 10 years after implementation.

Action 4.1:
Establish tenure criteria for teaching professors.

> **Measurable Outcome 4.1.1:**
> Student satisfaction.

> **Measurable Outcome 4.1.2:**
> New pedagogy developed.

Goal 2:
Provide Pathways for Advancement

Action 2.1:
Establish an internship program for faculty/staff with the department head as part of a succession plan for department leadership.

> **Measurable Outcome 2.1.1:**
> Program is established and implemented.

Action 2.2:
Provide support, including financial support, for career development opportunities in each department which would include well-communicated expectations for tenure if applicable.

Measurable Outcome 2.2.1:
Once departments have established pathways for career opportunities, a survey should be conducted to determine if these pathways have been well communicated effectively.

Action 2.3:
Increase the number of faculty grant opportunities available and establish a fund to allow staff to apply for grants.

Measurable Outcome 2.3.1:
Outcomes will be measured by the increase in the total amount of grants funded.

Measurable Outcome 2.3.2:
A grant program for staff members developed and funded.

Key Idea (4)

Key Idea (4)
Establish Industry/Corporate/Academic/Educational partnerships.

Goal 1
Build relationships with local, regional industries, corporations and government entities.

Action 1.1
Prioritize contacts according to current research and areas of discipline at the university.

Measurable Outcome 1.1.1
Completion of prioritization.

Action 2.1
Establish who will be the university contact person from the

college/department and provide resources to support these relationships.

Measurable Outcome 2.1.1
Establish this person and secure funding.

Action 3.1
Develop a plan or cooperative agreement with the outside entity.

Measurable Outcome 3.1.1
Completion of the plan

Action 4.1
Invite industry experts to visit the campus for tours, advisory boards and guest lectures.

Measurable Outcome 4.1.1
Measure number of visits by industry leaders and measure their level of participation.

Goal 2
Follow-up with employers who hire our graduates.

Action 2.1
Survey employers to inquire how prepared graduates are when they enter the workforce.

Measurable Outcome 2.1.1
Completion of survey format, distribution, follow-up and compilation of data.

Action 2.2
Use these surveys to assist in curriculum development. After distribution of data, departments meet once a year to review student preparation as seen by employers.

Measurable Outcome 2.2.1

Measure employer satisfaction.

Goal 3
Encourage teaching faculty to spend time with industries.

Action 3.1
Provide faculty course release for professors actively working in cooperative agreements.

Measurable Outcome 3.1.1
Measure faculty time spent with industry.

Action 3.2
Evaluate the possibility of including work in industry as consideration for tenure.

Measurable Outcome 3.2.1
Completion of evaluation and implementation of findings.

Goal 4
Establish relationships between alumni in industry and colleges.

Action 4.1
Develop relationships between faculties at WTAMU and area community colleges.

Measurable Outcome 4.1.1
Measure number of students that come to WTAMU from community colleges. Measure joint projects/research with community college colleagues.

Action 4.2
Send survey to alumni and local industries to ask about ideas of ways to partner with industry.

Measurable Outcome 4.2.1

Completion of this survey, consideration of ideas and implementation as deemed appropriate.

Appendices and Additional Facts and Analysis

No information submitted.

WT 125 Theme Group Report Summary

Date of Report
January 30, 2018

Theme Group Name
Research and Infrastructure

Members

Co-Chair 1: On-Campus Faculty: Syed Anwar
Co-Chair 2: Off-Campus: Shyla Buckner
Facilitator: Angela Spaulding
Resource: Kaaren Downey
External Stakeholder: Tony Freeman
External Stakeholder: Anthony Harris
External Stakeholder: Shona Rose
Faculty: Rajan Alex

Faculty: Brenda Cross
Faculty: Ashley Pinkham
Faculty: John Richeson
Faculty: Bonnie Roos
Staff: Mike Cook
Staff: Laura Seals
Staff: Rebekah Bachman
Student: Scout Odegaard

Introduction

The WT 125 Research and Infrastructure Theme group engaged in an initial group meeting on Wednesday, September 27, 2017.   At this meeting, a broad based discussion, on the topic of research, developed and became the springboard for looking specifically at key ideas for the WT 125 process. The discussion gave both external and internal group members a chance to ask WTAMU research and infrastructure questions and to begin sharing perspectives related to personal and professional experiences. The group was tasked by the committee chairs to further reflect on key ideas and email responses to the team facilitator. The team facilitator collected and consolidated the responses via email and returned the responses to the group, via email, for further reflection. Additionally, the Basecamp Community was set up and group members were invited to share thoughts or review WT 125 materials through this online tool. On 10.23.17, the group met on the WTAMU campus to discuss the group's consolidated key

ideas. The key ideas were reviewed and further discussion, refinement and development occurred. The facilitator took notes and, following the meeting, updated the key idea document and assisted in placing the information into the requested WT 125 format for the initial draft report submission. On 10.24.17, the updates were emailed to the group for further edits and review. On 10.27.17, the facilitator submitted the initial draft report to the WT 125 Office, with all group edits included.

WT 125 membership, including the theme group, Research and Infrastructure, met at the Amarillo Club on November 14th for a WT 125 Leadership Council lunch meeting. WTAMU President Wendler provided updated guidance and theme group members participated in a question and answer session. As a follow-up to the November 14th meeting, the Research and Infrastructure theme group conducted a face-to-face meeting on the WTAMU campus on November 30th to discuss innovation and measurable outcomes. WT 125 white papers were shared in late December and added additional resource and discussion for the group. Additional feedback and conversation within the group occurred via email and through the Basecamp Community leading up to the February 2nd deadline for submission of second report. The team facilitator collected and consolidated responses and returned the responses to the group for further reflection and edits prior to submission of the February 2nd report to the WTAMU WT 125 Office.

WTAMU Mission Statement (WTAMU, 2017)

West Texas A&M University is a diverse and inclusive student-centered community of learners that:

- provides a technology-rich, academically rigorous educational experience at the undergraduate and graduate levels;
- cultivates opportunities to develop critical thinking and problem solving skills, information literacy, and ethical behavior;
- directs resources in support of empowering co-curricular experiences;
- maintains focus on the development of future leaders for our community, the state, the nation, and the world; and
- serves through education, research, and consultation as a catalyst for economic development and enhancement of the quality of life for the region.

Innovation

In the context of the Research and Infrastructure Theme Group, innovation includes knowledge, insight, and creative pursuits of every type, used to fuel local communities with a passion for progress while understanding that WTAMU is preparing for a future, and future research, that is still unknown and developing (Wendler, Spaulding, & Henderson, 2017, pg. 6). WTAMU will continue to have world-wide reach, affirmed through the transferability of regional innovation, while understanding that:

> *"the world's challenges do not fit neatly under a single subject area; rather, they are interdisciplinary and transdisciplinary, and require diverse thinking to develop solutions. . ."* (DeNisco, 2016, para. 6.)

Innovation resources required to achieve innovation include the entirety of the WTAMU community, from students, staff, faculty, administration, alumnus, and community members. Broad based, long range, measurable outcomes include:

- Identifying and participating in partnerships with Panhandle communities so that economic success of the region is sustained and further developed.
- Producing research trained students that move into the regional labor market and provide needed economic resources.
- Producing faculty research publications, presentations, commissioned research, grants and sponsored research, seminars and regional conversations that support innovation.
- Hiring and employing faculty experts in various specific fields based on the regional context and environment.
- Development of regionally beneficial intellectual property (licenses and patents)
- Development of new models on how generated knowledge is applied to rural research settings.
- Interfacing with technology, including artificial intelligence (AI), internet-of-things (IoT), cybersecurity and big data to engage the future of research and economics.
- Building needed funding sources, including those within community partnerships.

Key Idea (1)

Key Idea (1)
Building an Infrastructure to Support Research

In higher education, funding resources remain on the decline (Tugend, 2016). It is important to have enough financial resources for research and its related infrastructure (Knowledge@Wharton, 2016). The goals and action items listed below are designed to build a research infrastructure that has funding source opportunities.

Goal 1:
Develop a research center for each WTAMU college and school. Each center should be visible and communicate at the regional, national, and international levels; provide opportunity and support for faculty and student research development; provide research training, including specific assistance with research compliance (e.g., IACUC, IRB, IBC policies and procedures); and revolve around each college's or school's unique capabilities, synergies, and niche areas. The function of each center will be to create publishable research and, as disciplinary appropriate, to seek grant and sponsored funding combined with fee for local service work that supports research in a variety of areas.

Action 1.1:
Each WTAMU college or school will conduct a review process to determine unique capabilities and niche areas for developing a research center – or expanding a current center. The process should include the college's or school's external advisory committees and regional partners. A short-term (1-2 years) and a long-term (minimum 5 years) research plan should be developed, inclusive of operational funding needs for the center. These plans should specify regional research needs, funding sources (local, regional and national), and college-specific research requirements, facility needs, personnel needs, marketing, and Texas A&M University System required approvals. Sponsored research should also be pursued in collaboration with local and regional firms (Piper & Wellmon, 2017).

Additionally, each college or school would seek to connect with their associated alumni who are continuing research for master's or doctoral work, as well as those alumni who conduct research in their workforce field, and collaborate, as appropriate, to publish and present research and provide alumni mentors for students.

Measurable Outcome(s) 1.1.1: Following completion of this action, each WTAMU college or school will have at least one established research center and have identified unique research capabilities and niche areas that have the capacity to serve the Panhandle region. Each center will be recognized through the association of publications and presentations, and, as disciplinary appropriate, will secure grant and sponsored research and fee for local service work.   A short- and long-term research and marketing plan, for each center, will be completed and include input from community/regionally based advisory committees. Additional measurements could include: number of business and community partnerships established; number of research hours achieved; number of research papers published and presented; number of faculty research sabbaticals awarded, number of research grants awarded and total grant dollars calculated on an annual basis before and after establishment of each center.

Action 1.2:
Identify a research director for each WTAMU research center whose responsibility will be to facilitate the operation of the center and represent the center to both internal and external communities. The directors will be included as members of the WTAMU Killgore Research Committee. The primary function of the director will be conducting research, grant and sponsored research execution, research publication, research training, research mentorship for faculty, and center administration. Teaching responsibilities will be minimal and will reflect research related content.

Measurable Outcome(s) 1.2.1:

Following completion of this action, each WTAMU research center will have a director who will supervise and manage the center and who will facilitate research opportunity and output, including faculty and student research training and mentorship, develop and disseminate publications and presentations, and, as disciplinary appropriate, secure grant and sponsored research and fee for local service work. Directors will work with the administrative support committee (Action 1.3) and development officer/grant writer (Action 1.4) to secure funding equal to the cost of the center's operational needs minus funding provided by the university. Additional measurements could include: number of valedictorians and salutatorians coming to WTAMU from the Panhandle, as well as overall; number of transfers to WTAMU; number of masters and doctoral student enrollment numbers, research staff and faculty turn-over rates, and number of faculty sabbaticals awarded in terms of research.

Action 1.3:

An administrative support committee for 'WTAMU Research Centers' will be formed and will include representatives from the research faculty, vice president for research, vice president of institutional advancement, vice president of business and finance, deans, and center directors.

Measurable Outcome(s) 1.3.1:

Following completion of this action, an administrative support committee will have established a written plan of action that supports and evaluates WTAMU research centers so as to increase research opportunity and output, including publications and presentations, faculty sabbaticals, and, as disciplinary appropriate, secure grant and sponsored research and fee for local service work. The committee will represent the research centers in the annual university budget process in order to review and strategically align the center's budgetary needs with the university budget. The administrative support committee will work with the center

directors (Action 1.2) and development officer/grant writer (Action 1.4) to secure funding equal to the cost of the center's operational needs minus funding provided by the university.

Action 1.4:

Each WT research center will have a research development officer/grant writer to support external grants and sponsored research (sourcing, writing, and submission). This position could be shared between centers, as appropriate to workload.

Measurable Outcome(s) 1.4.1:

Following completion of this action, research development officers will identify sources for funding, facilitate and assist in the writing, submission of and secure external funds to support the centers. The research development/grant writer will work with the center directors (Action 1.2) and the administrative support committee (action 1.3) to secure funding equal to the cost of the center's operational needs minus funding provided by the university. Additional measurable outcomes could include external research dollars received from government sources, nonprofits, and for-profit industries and businesses; number of faculty sabbaticals awarded in terms of research, and invited research presentations made by faculty.

Goal 2:

Restructure WTAMU faculty research environment in order to accommodate research productivity and support research.

Action 2.1:

Review the current appointment process whereby faculty are hired for percentages of research. Does this assignment accommodate research or does research effort become overwhelmed by college or school teaching

priorities? Hire or identify 'research faculty' in each college who will focus on conducting research. For these 'research faculty', provide research support: time resources, travel funding, library investment, facilities, equipment and the accompanying research production and evaluation expectations.

Measurable Outcome(s) 2.1.1:

Following completion of this action, the revised faculty appointment process will identify research faculty in each college or school who will focus primarily on research production and will be provided time resources, sabbaticals, travel funding, reduced teaching load, equipment and other research resources, as comparable to disciplinary peers at aspirational peer universities (Decker, 2017). Identified faculty will produce publishable research and presentations and, as disciplinary appropriate, secure grant and sponsored funding as comparable to disciplinary peers at aspirational peer universities (Decker, 2017). Additional measureable outcome could include attaining the Carnegie R3 Doctoral Classification status.

Action 2.2:

Develop a faculty research mentorship program that includes mentors from within and outside the researcher's discipline, including industry research mentors, as appropriate. Take into consideration the childcare and family needs of faculty researchers. Each school or college will create a mentorship program that meets the associated disciplinary needs.

Measurable Outcome(s) 2.2.1:

Following completion of this action, research mentorship programs will increase the number of and quality of faculty research publications, presentations, commissioned research, grants and sponsored research, seminars, sabbaticals and regional conversations that support innovation to the level comparable to disciplinary peers at aspirational peer universities. Additional

measurable outcomes could include staff and faculty turnover, specifically, the proportion of faculty that achieve tenure and promotion versus those that leave or receive a terminal contract; faculty retention rates; number of research hours achieved; and number of research papers published and presented.

Action(s) 2.3:
Restructure the WTAMU facilities and administration (F&A)/indirect cost (IDC) formula for WTAMU research centers to financially support faculty research, including course reductions, travel funding, research sabbaticals, equipment and supplies.

Measurable Outcome(s) 2.3.1:
Following completion of this action, the current distribution F&A/IDC will be restructured whereby the largest percentage of F&A/IDC will be returned to the research primary investigator (PI) or research center to support continuation of research efforts.

Key Idea (2)

Key Idea (2)
Quality Control in Research Activities

The higher education industry and its sectors are going through "*seismic*"/structural changes (Chronicle of Higher Education, 2016). Quality assurance is critical in higher education and applies to national and regional universities (Belkin, 2015).

Goal 1:
Focus on quality and innovations in research.

Action 1.1:
Each college and school should annually review research standards and consider their value as well as continuously review and adjust the

predictions of what research standards will look like in the future. Research standards should provide specific criteria for evaluation of research faculty in colleges where this does not exist or is not clearly delineated. Focus on quality research as defined by each discipline, for example, some disciplines measure quality by the impact factor of journal publications.

Measurable Outcome(s) 1.1.1:
Following completion of this action, research standards of each college of school will be comparable to disciplinary peers at aspirational peer universities (Decker, 2017).

Action 1.2:
Utilize, as appropriate, new digital and delivery models: Digital models and technologies are always on the move. Quality control can be a problem when new technologies are introduced because of diffusion of innovation. The same applies to today's universities which need to stay up-to-date to teach and deliver the 'right' knowledge (Tugend, 2016). Annually, a digital models and technology conference should be provided in collaboration with WTAMU divisions of IT, Research, Academic Affairs (including the Teaching Excellence Center), to discuss and evaluate new research related technologies. WTAMU laboratory and field researchers would engage in laboratory and field equipment demonstrations, in collaboration with industry, other institutions.

Measurable Outcome(s) 1.2.1:
Following completion of this action, an annual 'new digital technology' conference will be sponsored by the following WTAMU divisions: IT, Research and Academic Affairs. From the conference, faculty and the associated division administration will evaluate and, as appropriate, identify one or more new technology initiatives to implement each year. The technologies will support both teaching and research efforts.

Key Idea (3)

Key Idea (3)
Dissemination of WTAMU Research Activities

Today's universities and their roles in the process of dissemination of research are important. Colleges or schools and their faculty should be involved in this process. This can help in "marketing and branding" the institution (Hanover Research.Com, 2014). In addition, fast changing technologies and digital models require the involvement of universities, funding agencies, and other stakeholders (Bowen, 2015; Lupton, Mewburn & Thompson, 2017). A proper infrastructure should be developed to implement these complex changes (EduCause Review, 2009).

Goal 1:
Create a marketing plan for WTAMU research that is inclusive of each WTAMU college and school and the actions listed below (Gunn & Mintrom, 2013):

Action 1.1:
Website development: In collaboration with the Office for Institutional Advancement and the WTAMU Library, regularly list all faculty publications, specialized reports and surveys, monographs, and related material and research projects on the WTAMU website.

Measurable Outcome(s) 1.1.1:
Following completion of this action, each college or school will have an updated web listing of research output and recognitions (facilitated by the WTAMU library) to market and disseminate research findings at the regional level and beyond. WTAMU Institutional Advancement will market this information in comparable formats utilized by disciplinary peers at aspirational peer universities (Decker, 2017). By being in the "connected world" and "connected markets" (Porter & Heppelmann, 2014; 2015; Parker & Van Alstyne, 2016), dissemination of faculty publications, reports,

surveys, monographs, and related material will bring academic and research visibility to WTAMU. Additional measurable outcomes could include number of research papers published or presented.

Action 1.2:
WTAMU Institutional Advancement will develop an annual research video and podcast for each WTAMU college and school as well as work collaboratively with each college and school to facilitate marketing opportunities via newsletters, webinars, seminars, radio (utilize the WT 91.1 FM station), presentations (inclusive of the Amarillo Center), invited lectures, advertisements in select conference proceedings, newspapers, and research periodicals

Measurable Outcome(s) 1.2.1:
Following completion of this action, the developed video and podcast will be utilized on the associated college's or school's website, as well as in other marketing opportunities identified by each school and college, and in comparable marketing utilized by disciplinary peers at aspirational peer universities (Decker, 2017). To support the effort, Institutional Advancement will utilize student resources, including Media Minds and Maroon Productions.

Action 1.3:
Create a more strategic and sustainable process for marketing and recognizing faculty research achievements, including research that falls within the creative works classification (Pike, 2014). Creative arts (music, dance, radio and TV, theatre, visual arts, etc.) are major areas in higher education and add a tangible value to today's digital economy and its creative industries (GuildHE, 2016). Marketing and recognizing faculty research, performances, exhibitions, and related creative activities will publicize the University and its programs in the region and beyond.

Measurable Outcome(s) 1.3.1:
Following completion of this action, Institutional Advancement will work with WTAMU creative arts disciplines to create and implement

a strategic plan for marketing creative arts (music, dance, radio and TV, theatre, visual arts, etc.) in comparable marketing utilized by disciplinary peers at aspirational peer universities (Decker, 2017).

Action 1.4:

Create a regional faculty research conference at WTAMU to showcase regional research. A steering committee would include industry and university stakeholders. This will help publicize the University's research programs regionally and will involve outside stakeholders.

Measurable Outcome(s) 1.4.1: Following completion of this action, the WTAMU Divisions of Academic Affairs (including the library), Research, IT, and Institutional Advancement will provide logistical support and work with faculty on the Killgore Research Committee to host an annual faculty regional research conference, potentially in collaboration with the WTAMU student research conference.   This will help publicize the University's research programs regionally and will involve outside stakeholders. Additional measurable outcomes could include: number of business and community partnerships established, and external research dollars received from government sources, non-profits, and for-profits industries and businesses.

Key Idea (4)

Key Idea (4)

Increase Industry Partnerships and Contract Research

Goal 1:

Increase research connection to regional communities with the understanding that this regional focus does not limit WTAMU's world-wide reach; instead, it reaffirms, through transferability that by focusing first on the Panhandle region, the needs of similar regions across the nation and world will benefit from its attention, research, and resolution of the challenges and opportunities that characterize the region (Wendler, Spaulding, Henderson, 2017). Research what is relevant/needed/market-driven.

Action 1.1:

In collaboration with industry and regional stakeholders, develop a funding mechanism to create research support for faculty and students who are interested in proposing studies to address identified needs in the Texas Panhandle. Include students in the research projects. Identify third-party partners and industries (e.g., government, private businesses, other schools, churches, museums, etc.), both local and those who have similarities to local ones for research partnerships. Create MOU's for research partnerships that also include student research projects or internships. Leverage connections within the community and with industry contracts to develop research partnerships.

Measurable Outcome(s) 1.1.1: Following completion of this action, the offices of Institutional Advancement and Research will work collaboratively with the Killgore Research Faculty Committee to form a steering committee to conduct and produce a written review of industry/university partnerships and their associated models at aspirational peer institutions (Decker, 2017). Additionally, as part of the process, each college and school will seek and submit ideas to the steering committee from their associated advisory committees and faculty. Ideas will be ranked by the steering committee and the top ranked model, approved by the WTAMU President, will be implemented at WTAMU.

Action 1.2:

Market and cross-sell the 100+ teaching and research labs already on WT

campus. Develop faculty/industry sponsored or partnership labs that already exist on campus.

Measurable Outcome(s) 1.2.1:

Following completion of this action, a steering committee of teaching and lab faculty and students, in conjunction with the Divisions of Research and Institutional Advancement, will produce and implement a marketing plan for current teaching and research labs. Industry/lab partnerships will be developed in comparable numbers to those at aspirational peer institutions (Decker, 2017). Additional measurable outcomes could include: number of business and community partnerships established and external research dollars received from government sources, non-profits and for-profit industries and businesses.

Action 1.3:

Evaluate what more is needed in/from the development office and sponsored research office to obtain research grants, i.e., staffing, expertise, a need for more competitive salaries.

Measurable Outcome(s) 1.3.1:

Following completion of this action, the director of the Office of Sponsored Research will chair a committee that includes a member from the post-award office; the development office; grant faculty and staff representatives from each school and college (selected by the associated dean); the director of West Texas Evaluation and Research; the vice president of research; the deans from the School of Engineering, Mathematics, and Computer Science; the college of Agriculture and Natural Science; and representatives from community partners to create a report that reviews resources and future university needs for competitive success in achieving research grants and external funding (and includes comparative data from aspirant peer universities). The recommendations will be reviewed by the WTAMU president and considered for

implementation. Additional measurable outcomes could include: number of business and community partnerships established and external research dollars received from government sources, non-profits and for-profit industries and businesses.

Key Idea (5)

Key Idea (5)
Increase Graduate and Undergraduate Student Involvement in Research

Students involved in research have better retention and graduation rates than those who are not involved in similar activities. Students involvement in research also provides support for student's vitae building, future educational work, scholarship attainment, and workforce success.

Goal 1:
Provide increased opportunities for student involvement in research

Action 1.1:
Seek to endow the current university student internal grant research programs and a graduate research assistant for each college and school. Build scholarships for research assistantships for undergraduates in each college and school. Continue to build this infrastructure with additional endowments and scholarships. This action will help attract quality students to the University and assist faculty in their research activities, data collection, lab work, creative activity, exhibitions, etc. This action will help attract quality research students to WTAMU.

Measurable Outcome(s) 1.1.1:
Following completion of this action, faculty researchers, Institutional Advancement, the Division of Research and the dean of each WTAMU college and school will work with local, regional, state and

national businesses to secure named, endowed graduate research assistantships and scholarships comparable in financial cost and number to aspirational peers (Decker, 2017). Additional measurable outcomes could include: number of valedictorians and salutatorians coming to WTAMU for the Panhandle, as well as overall and number of student transfers to WTAMU.

Action 1.2:
Develop a website for pipeline programs to Texas A&M University and other institutions that includes research opportunities for WTAMU students.

Measurable Outcome(s) 1.2.1:
Following completion of this action, WTAMU Graduate School, led by the dean of the Graduate School, will facilitate, create, publish and implement a WTAMU website for pipeline programs to Texas A&M University and other institutions that includes research opportunities for WTAMU students. Additionally, a pipeline program of implementation will include selecting a pipeline coordinator at WTAMU who creates an annual program of events marketing the pipeline programs.

Key Idea (6)

Key Idea (6)
Build Flexible Research Infrastructure: Creation of New Research Spaces

To handle future research needs, given the paradox that we don't know what labs will be needed or what technology will be on the cusp, WTAMU needs to create flexible spaces

to grow with needed future research directions.

Goal 1:

To accommodate future research needs, given the paradox that we will not always know what future research and associted labs and resources will be needed or what technology will be developing, WTAMU needs to create flexible spaces to grow with needed future research directions. Create a continuously evolving cross-disciplinary, technological campus where new discoveries and initiatives can be explored.

Action 1.1:

Creation of a Center for Innovation: IT-based initiatives and the IoT-related gateway are critical in today's changing higher education environment and its associated digital models. These IT-related activities can help WTAMU to differentiate itself from other institutions. This action can be WTAMU's 'first-mover advantage' in the region. An implementation team consisting of research faculty, vice president of research, chief information officer, vice president for academic affairs, vice president for institutional advancement, Killgore Research Faculty Committee, and industry partners will create the planning documents; seek appropriate approvals, funding and location; and implement. The location of the center will be determined during the master planning process. The Division of IT will provide the technology infrastructure, software, Internet connectivity, and associated support, as well as the IoT gateway equipment needed for the campus to connect devices.

Measurable Outcome(s) 1.1.1:

Following completion of this action, WTAMU will have a Center for Innovation. The facility will incorporate the currently developing (2018) IoT innovation lab/center and be a partnership between all WTAMU Academics and WTAMU Information Technology (IT). The focus of the center will be seeking grant funding combined with fee for local service work, which includes Internet of Things, artificial

intelligence, robotics engineering and repair, customized data analytics, visualization applications, and various other emerging technology applications. A cross disciplinary approach will be utilized to conduct research that includes all disciplines within IoT.

Action 1.2:

Creation of Experimental/Behavioral Applied Science Research facility/Labs: There is potential to integrate the applied research/researchers on campus, including those from the areas of psychology, business, behavioral economics, communication, social work, sociology, criminal justice, nursing, among others. This would be a facility designed with the nuances of multiple disciplines in mind. An implementation team consisting of faculty trained in experimental/behavioral science applications, vice president of research, chief information officer, vice president for academic affairs, vice president for institutional advancement, Killgore Research Faculty Committee, and industry partners will create the planning documents, seek appropriate approvals, funding and location, and implement. The location of the center will be determined during the master planning process.

Measurable Outcome(s) 1.2.1:

Following completion of this action, WTAMU will have Experimental/Behavioral Applied Science Research Facility. The focus of the center will be seeking grant funding combined with fee for local service work that supports cross disciplinary research in a variety of experimental, behavioral applied science methodologies. Additional measurable outcomes could include external research dollars received from government sources, non-profits, and for-profit industries and businesses.

Action 1.3:

WTAMU Collaboration with the Texas A&M Veterinary Medical Diagnostic Lab (TVMDL) will include relocation of TVMDL from Amarillo to the WTAMU campus. A shared research plan to integrate WTAMU research

with the TVMDL will be created so as to include external grants and sponsored research. The location of the center will be determined during the master planning process and be led by the master planning implementation team. The TVMDL will help attract sponsored research projects and external grants and enhance research analytical capabilities for WTAMU faculty.

> **Measurable Outcome(s) 1.3.1:**
> Following completion of this action, the TVMDL will have relocated from its location in Amarillo to the WTAMU campus and a collaborative research MOA will be established between WTAMU and TVMDL.

Action 1.4:
Renovations and updates need to occur to current capabilities at the WTAMU Research Feedlot, Nance Ranch, and various campus research labs: The current capabilities at the WTAMU Research Feedlot are pen- or animal-replicated cattle research trials with minimal diet complexity. In order to conduct multiple ration comparisons or ensure highly accurate feed delivery, the feedmill, which is currently inoperable, must be re-vitalized. WT feedlot researchers have implemented monitoring/data collection technologies; but, need more for sustaining future research . . . with the dual goal being to enhance research with novel data collection capability and to provide a platform of trial/error and insight for commercial feedlots considering adoption of new technologies. These technologies include remote early disease identification systems, remote rumination and animal behavior monitoring, rumen pH and temperature logging using a bolus, and feeding and watering behavior using a UHF tag and transponder system. Most of these research capabilities require some degree of facility configuration (IT, electrical or minor structural additions). Feedlot researchers need to finish out the pens and equipment installation of the animal health area to the south of the feedlot, consider revitalization of the feed mill as previously mentioned, and consider expansion of pen space on the north side of the feedlot where the dirt

work has already been completed. There is also need to consider adding shade to pens in the future for various reasons of compliance, animal welfare and performance during heat stress. WTAMU's feedlot renovations will make a tangible contribution to the College of Agriculture and Natural Sciences regarding its reputation and visibility in the region and beyond. The WTAMU Ranch has current research capabilities related to multi-species forage and grazing systems, limited capacity for small scale livestock feeding projects, and limited capacity for small-plot crop research. The University's Nance Ranch additions will make an important addition to the College of Agriculture and Natural Sciences. Current research planning anticipates increased emphasis on forage and grazing systems. Facility additions needed in order achieve this include:

✓ Development of a water storage and distribution system at a current windmill (solar pump to replace the windmill, storage tank, and pipeline to distribute water to multiple pastures). This would allow better use and research options for pastures that cannot be fully utilized due to the water limitations.
✓ Construction of a basic livestock handling facility (pens, scale, chute, water, electricity) adjacent to remote grazing areas, which would allow collection of research data (weights, treatments, etc.)
✓ Installation of net wire fencing so that small ruminants (sheep, goats) might be used in grazing research to better utilize forages not palatable to cattle.
✓ Purchase of a no-till grain drill/seeder for planting cover crop mixes.

Additionally, there is need for review of the current inventory of WTAMU labs, throughout the campus, including Killgore Research Center and Palo Duro Research Faculty, for updating to research and compliance standards. A comprehensive review of labs will identify WTAMU's strengths and weaknesses (SWOT analysis) and its research infrastructure.

Measurable Outcome 4.1.1:

Following completion of this action, an implementation team consisting of the associated agricultural research faculty, vice president of research, chief information officer, vice president for academic affairs, vice president for institutional advancement, WT Research Feedlot and Nance Ranch managers, and industry partners will create the planning documents; seek appropriate approvals and funding; and implement the Feedlot and Nance Ranch renovations. The master plan recommendations, led by the master plan leadership team, will be completed for WTAMU laboratories and be in process according to the scheduled stages of implementation.

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Appendices and Additional Facts and Analysis

No information submitted.

WT 125 Theme Group Report Summary SECOND SUBMISSION

Date of Report
February 2, 2018

Theme Group Name
Leadership Governance and Organization

Members

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Co-Chair 2: Off- Campus: Kathy Cornett
Facilitator: Rick Haasl
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External Stakeholder: Jason Herrick
External Stakeholder: Mike Mauldin
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Introduction
WT 125 is a strategic plan for the future of West Texas A&M University. The Leadership Governance and Organization Theme Group identifies developing, well-trained, and knowledgeable leaders as one of the keys to a successful future in higher education. While developing academic leaders is a given at any university, this theme group expands the call for leadership development to staff, students, and volunteers, as well as faculty. This report presents a plan for continual and intentional leadership development as well as a timetable for regular review of the University's governance structure.

Innovation

Innovation: The introduction of something new. A new idea, method, or device.

With respect to Leadership, Governance, and Organization, the opportunity for innovation is without boundaries. The area of leadership is rich with new ways to identify, encourage, develop, and reward leaders. By contrast, innovation in Governance and Organization at WTAMU is a little more challenging, but not without opportunity. The key ideas and goals, along with action plans herein, are driven by a desire to create new structures. New and innovated ways of thinking are reflected along with action steps that might be considered outrageous or unrealistic in the university environment. Our theme group has steadfast commitment to push for fresh approaches, new ideas and respect for thought that may be unsettling to the status quo. We believe that WT 125 demands our best thinking as represented in this report.

Key Idea (1)

Key Idea (1)
Develop Effective University Leadership Among All University Stakeholders.

Goal 1:
Invest in consistent programs that identify, support, and retain effective current and future University leaders among University administrators, faculty, staff, students, and volunteers.

Actions 1.1:
Processes may include:
- Select University leaders to develop efficacy through participation in evidence-based leadership development programs and trainings.
- Encourage and support continuing leadership development.
- Identify and support external opportunities for leadership development.
- Utilize current, high-performing University leaders to coordinate and lead internal leadership development initiatives.

Measurable Outcomes 1.1.1:
- Elicit and respond to feedback on a continual basis among University administrators, faculty, staff, students, and volunteers regarding their views on the adequacy and usefulness of leadership development activities.
- Amend annual assessments and evaluations for University employees to include leadership development activities.
- Obtain metrics related to alumni engagement, number of volunteers involved, to determine effectiveness of leadership development activities.

Goal 2:
Create a culture of trust among internal and external University stakeholders through open, honest, and direct communication

Actions 2.1:
Identify the processes that will:
- Insist upon open and public dialogue in matters pertaining to strategic decision-making.
- Elicit input from existing University bodies that represent and protect the interests of internal and external stakeholders (e.g., Staff Council, Faculty Senate, Student Senate, Alumni Association).
- Live stream meetings where key decisions are being discussed are publically post agendas and minutes from meetings in a timely manner.
- Solicit feedback and input from social media and private platforms to encourage a culture of transparency.

Measurable Outcomes 2.1.1:
- Document number and nature of meetings to validate appropriate processes were followed.
- Collect data annually to measure the level of trust held by internal and external University stakeholders.

Goal 3:
Empower internal and external University stakeholders to actively participate in University initiatives.

Actions 3.1:
Identify the processes that will:
- Seek input by establishing regular town-hall style gatherings that elicit attendance and participation from internal stakeholders (e.g., students, staff, and faculty).
- Seek input by establishing regular town-hall style gatherings and briefings that elicit attendance and participation from external stakeholders (e.g., businesses, community members, local and state representatives).
- Utilize alternative methods that elicits input from internal and external stakeholders (e.g., use of mailings, technology tools, social media).

Measurable Outcomes 3.1.1:
- Similar to 2.1.1, document number and nature of meetings to validate appropriate processes were followed.
- Collect data annually to measure the level of input received from internal and external University stakeholders and determine the level at which input was implemented into university policies and/or procedures.

Key Idea (2)

Key Idea (2)
Establish and Communicate a Clear and Distinctive University Identity and Promote a Discernible University-Wide Culture.

Goal 1:
Foster a common University culture that unifies all internal and external stakeholders.

Action 1.1:

Identify Processes to Promote Unity and Obtain Input
- Promote unity among University brand, programs, and services that emphasizes the University's presence throughout Amarillo and the Texas Panhandle (e.g., main campus, Amarillo Center, Enterprise Center, Small Business Development Center).
- Identify ways to obtain input from students, faculty, and staff who leave the University.

Measurable Outcome(s) 1.1.1:
- Via the Office of Communication and Branding, establish a checklist matrix of the following dimensions:
  - Panhandle points of contact for services offered
  - Panhandle points of impression (e.g. news outlets, press release channels, social media outlets, on-campus branding and marketing labs and incubators – Media Minds, etc.)
  - Panhandle active branding and information campaigns
- The checklist matrix above is reviewed each semester and is intended to establish oversight and evaluation to ensure the clarity and unity of purpose, message, and voice is understood and actively managed
- Approach the Marketing and Mass Communications faculty to solicit input for a community-based review process (to combine industry representatives, students, faculty, and staff in the review process).
- Separation Information Management:
  - Establish a LinkedIn presence that solicits community input and activity such that tool such as text analysis and social network analysis give a clearer picture of the depth and breadth of the constituency.
  - LinkedIn is suggested as it fosters and engenders a professional orientation which behooves students, faculty, and staff
  - Establish the LinkedIn community while students, staff, and faculty are current and active in the Campus and regional sphere of the University
  - Systematically capture and transcribe any exit interview process for faculty and staff such that text analysis may reveal interesting

and valuable trends.

Goal 2:
Create a distinctive University identity that identifies central attributes and unique characteristics that is aligned with the University's vision and withstand change.

Actions 2.1:
Identify the processes that will:
- Use University branding and marketing that is consistent.
- Create university brand focus groups consisting of both internal and external stakeholders to collect qualitative data relative to university branding.
- Use common campus spaces to host University events that coalesce internal and external stakeholder involvement.

Measurable Outcomes 2.1.1:
- Via the Office of Communication and Branding, establish a checklist matrix of the following dimensions:
  - Campus points of contact for services offered
  - Campus points of impression (e.g. digital signage, careful and selected email broadcasts, social media outlets, academic units, student organizations, athletics, etc.)
  - Campus active branding and information campaigns
- The checklist matrix above is reviewed each semester and is intended to establish oversight and evaluation to ensure the clarity and unity of purpose, message, and voice is understood and actively managed
- Document the number of branding themes implemented via data collected from the university brand focus groups.
- Approach the Marketing and Mass Communications faculty to solicit input for a community-based review process (to combine industry representatives, students, faculty, and staff in the review process).
- Identify and designate a handful of highly-trafficked common spaces and tie these to consistent and ongoing campus-to-community acculturation efforts

- o Areas such as sports arenas, the JBK Commons, Founders Hall, and Student Services are cites for persistent community-oriented branding and marketing campaigns to introduce and reinforce themes and iconography that reinforce community perception of Campus goodwill towards the relationship between the campus, the community, citizens, students, faculty, and staff.
- o In addition to surveys to gauge impression management, other proxies for traffic include some degree of video monitoring to determine the presence of branding in these spaces and the rates of traffic throughout the day and in conjunction and context of events and other draws to the spaces.

Key Idea (3)

Key Idea (3)
Elucidate a University Organizational Structure

Goal 1:
Create a clear sense of roles and responsibilities among all internal and external University stakeholders.

Action 1.1:
Identify the processes that will:
- Review existing roles and responsibilities for clarity and fit with the University's vision and make any necessary adjustments.
- Annual review of organization structure aligns with policy and procedures practiced at all levels.

Measurable Outcome(s) 1.1.1:
- Publish the University organization chart which establishes roles and responsibilities and clear chain of command.
- Five year evaluations of the University structure to similar institutions and corporations to determine relevance of organization.

Key Idea (4)

Key Idea (4)
Enhance Teaching, Scholarship, and Service

Goal 1:
Foster a stimulating environment that results in academic excellence.

Action 1.1:
Processes may include:
- Attract and retain quality instructional faculty members.
- Provide opportunities for instructional faculty to engage with ongoing professional learning that fosters the highest quality learning environment among all students.

Measurable Outcome(s) 1.1.1:
- Provide competitive compensation and benefits packages to prospective faculty members.
- Increase the number of endowed chairs and professorships available within each college in the University.
- Elicit feedback among faculty who leave the University to identify issues that lose faculty to other universities.
- Review annual assessments and evaluations for faculty members to identify the number of professional learning events.

Goal 2:
Foster a stimulating environment that promotes high-quality research.

Actions 2.1:
Processes may include:
- Create more opportunities for faculty and staff to engage with scholarly endeavors with undergraduate and graduate students.
- Create more opportunities for faculty and staff to engage with scholarly endeavors individuals and entities beyond the University.

Measurable Outcomes 2.1.1:
- Offer incentives to undergraduate and graduate students to participate in University-sponsored scholarship, such as with honor cords at graduation or notations on official transcripts.
- Use media outlets to promote research collaborations.

Goal 3:

Foster a stimulating environment that encourages meaningful engagement with community, professional, and University service.

Actions 3.1:

Processes may include:
- Encourage faculty and staff to actively participate in service within the Amarillo and Canyon communities.
- Encourage faculty and staff to actively participate in professional service within their related discipline or professional field.
- Encourage faculty and staff to actively participate in University service.

Measurable Outcomes 3.1.1:
- Have 100% of community service involvement among all faculty and staff.
- Have 100% of professional service involvement among all faculty and staff.
- Have 100% of University service involvement among all faculty and staff.

Appendices and Additional Facts and Analysis

No information submitted.