

WT 125 Theme Group Report Summary

FIRST SUBMISSION

Date of Report

October 27, 2017

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

Faculty: Lee Stitzel

Faculty: Jon Revett

Faculty: Ashley Campbell

Faculty: Deborah Davenport

Staff: Michael Grauer

Staff: Mary Jarvis

Staff: Kimberly Dudley

Student: Jacob Osborn

Introduction

The Panhandle and Its Heart – The I-27 Corridor committee has concluded that a strong emphasis on WTAMU's deeply rooted spirit of service should be the representative face of WTAMU in Panhandle communities. When West Texas State Normal College was founded in 1909, tenacious leaders of the 1,400-resident community of Canyon, Texas brought a formidable presence to a somewhat isolated corner of the State of Texas. As a normal college preparing teachers for the classroom, graduates naturally interacted with students, parents and community members from a range of backgrounds. Through these interpersonal relationships, teachers had opportunities to impact individual lives in individual communities, and in turn positively influence the future of the region.

In an effort to recapture an essence of service, the committee used a SWOT analysis, initiated by Gina Woodward, to determine both internal and external perceptions of

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WTAMU in the communities of the Texas Panhandle. Determining the strengths, weaknesses, opportunities and threats (SWOT), and the role each would play in bridging WTAMU and the community at large, was instrumental in determining the key ideas, goals and courses of action listed below. See *Additional Facts and Analysis* for a full listing of the SWOT elements identified by the committee.

The SWOT analysis revealed that a more robust internal and external communication between WTAMU and the community could potentially strengthen and sustain WTAMU's presence in these Panhandle communities. At the initial meeting of the I-27 Corridor committee, it became apparent how minimal, if any, information filters from boards and committees to the community at large. It is 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 should take.

The committee reasoned that a governance board comprised of key community members from across the Panhandle and key WTAMU faculty and staff could be a means for providing a communication service that identifies, facilitates, and communicates evolving needs of the community. The committee sees the governance board's role as gathering and disseminating the latest information that may be collectively relevant to businesses, cities, counties, school districts, and other organizations in facilitating productive and beneficial decision-making.

The committee discussed the importance of this governing board functioning as a *facilitator*. Merriam-Webster defines a facilitator as "someone who helps to bring about an outcome (such as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision." In addition to the characteristics defined by Merriam-Webster, the businessdictionary.com characterizes a facilitator as an "individual who acts as a 'lubricant' by helping a team with issues such as communications or problem solving but, typically, does not contribute to the actual content or management of a team's project (which is a team leader's function)." Thus, the committee discussed the need for this governance board to provide only *governance* (e.g. taking strategic approaches to issues rather than focusing on operational needs).

In future meetings, the committee will consider the organization of the governance board and the techniques/strategies of information dissemination.

Key Idea (1)

Key Idea (1)

Identify and Facilitate the Evolving Needs of the Community

Goal 1:

Determine a more robust means of internal and external communication.

Action 1.1:

Develop a Governance Board to provide the robust internal and external communication.

Goal 2:

Determine the organization of the Governance Board.

Action 2.1:

Identify entities that hold the most relevant information for influencing growth within Panhandle communities.

Key Idea (2)

Key Idea (2)

Capitalize on the University's Original Story of Community Service

Goal 1:

Define and refine the story.

Action 1.1:

Tell the story first internally (to begin a change in the current organizational culture), and then begin to tell the story externally.

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Goal 2:

Emphasize the strengths in the SWOT analysis that can be identified as a service to students: the university is cost effective, the faculty and staff are student centered, smaller class sizes and a university that is long on tradition.

Present and advertise the outstanding achievements, recognitions, accreditations, workforce contributions etc. of each WTAMU academic college or school as a service the university provides to the community.

Highlight other community services made available by WTAMU such as the Small Business Development Center, Speech and Hearing Clinic, and The Center for Learning Disabilities.

Action 2.1:

Communicate these services internally (to begin a change in the current organizational culture), and then begin to communicate the services to the Panhandle communities.

Appendices and Additional Facts and Analysis

SWOT Analysis Summary:

<p>Strengths</p> <ul style="list-style-type: none"> • Recognized brand • Long tradition • Student centered • Nationally recognized programs (academic and non-academic) • Cost effective • Undergrads receive more attention than they might elsewhere • Compelling story 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Alumni network is untapped regarding marketing and communication • Brand recognized as regional • Weak external and internal communications • We don't toot our own horn, too humble • Academic outreach • Weak presence in Amarillo as well as surrounding community • Isolation • Lack of awareness (internally and externally) of community outreach options • Weak presence in traditional media • Internal departments don't communicate stories with our communications dept • No unified message
<p>Opportunities</p> <ul style="list-style-type: none"> • Honorary Buffaloes are an untapped resource • Academic outreach in community/off-campus • Don't focus on competing with others • Exotic - embrace our own different - quirky on purpose • Associated with A&M • Destination - tie into existing attractions • Marketing collateral increases awareness • Communication other than in-person • Aptitude testing - WT/AC sponsored • Leverage the goodwill created by Dr. Wendler's visits to all high schools • WT/AC connection (and other community colleges?) 	<p>Threats</p> <ul style="list-style-type: none"> • People don't value a regional university • Pre-conceived notion of regional opportunity • Academics and therefore WT viewed as stuffy • Associated with A&M

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Theme Group Name

Our Relationship to Community Colleges

Members

Co-Chair: Emily Kinsky

Co-Chair: Paul Matney

Facilitator: Helen Reyes

Resource: Brandy Carr

Off Campus Liaison: Lilia Escajeda

External Stakeholder: Anette Carlilse

External Stakeholder: Denese Skinner

External Stakeholder: Scott Radach

External Stakeholder: Tex Buckhaults

Faculty: Kevin Williams

Faculty: Neil Meredith

Faculty: Michelle Bartlett

Faculty: Laura Bell

Faculty: Erick Butler

Staff: Giselle Alvarado

Staff: Brad Johnson

Staff: Jason Skoch

Student: Clayton Benson

Introduction

Our Theme Group has met twice--September 27 and October 11. Our third meeting is set for November 3. We have enjoyed robust discussion from group members concerning our topic of "Our Relationship to Community Colleges." Members have shared ideas in an atmosphere of openness and positive collaboration. Our experience has been interesting and fun.

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.

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 junior-level hours.

Action 1.2:

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

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.

Key Idea (2)

Key Idea (2)

Reverse Transfer

Reverse Transfer can be a positive and useful practice for WTAMU community college transfer students.

Goal 1:

Raise awareness of the practice of reverse transfer for WTAMU community college transfer students. Reverse transfer is the practice which 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 (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.

Action 1.1:

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

Action 1.2:

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

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, what is the current WTAMU policy regarding promoting and assisting students with reverse transfer?

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 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.

Action 1.2:

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

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.

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.).

Key Idea (4)

Key Idea (4)

Enhancing 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. 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.

Goal 1:

Create residential spaces where transfer students, including international students, feel comfortable.

Action 1.1:

Establish halls or floors of residential living spaces dedicated to transfer students, including 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 from international students.

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 some married housing if possible.

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. For example:

- Good reputation
- National recognition
- People (faculty, staff, administrators)
- Culture
- Affordability

- Quality programs, 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)

Action 1.2:

Find ways to adjust practices to better meet some of these expectations. For example, provide more swag for alumni. We can make it easier for them to brag on their alma mater with WT gear in hand.

Appendices and Additional Facts and Analysis

No information submitted.

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Date of Report

October 25, 2017

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 of October 25, Undergraduate Academics has met twice as a full group. During our first meeting, we began a question stage; asking for clarity and understanding of what was expected of us as a group. Some of the questions asked were:

- What is WT doing now, in the areas this group is focusing on?
- What are we doing to actively retain Latino students as an HSI Institution?
- What barriers are in place that might hinder student success/completion now and how can we lessen those barriers?
 - Financial Aid
 - Zero credit courses
 - Pell Grants and how do those limits affect ability to continue education?
 - Students work schedules (how much do they work, etc.)
- Where does WT fall on the use of Service Learning?

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As we worked our way through these questions, our discussions led us to a set of ideas that we may want to explore during this process:

- Possibility of generating programs with High Schools for High School students that informs them of steps, pitfalls, scheduling, financial aid, etc.
- Utilizing external funds from local sources. Amarillo Area Foundation and Texas Workforce Commission were offered as samples.
- Utilizing admission counselors to create sessions to help guide and better inform students.
- Developing a course for high school seniors who meet certain requirements (not identified) to develop them and prepare them for entering college. Example: Lisa Garza gave us an example from her previous school called Rising Senior.
- Tie these development courses to Day at WT, Discover WT, or other possibilities.
- Provost's Office needs a larger discretionary fund in order to financially support disciplines heavily within the core curriculum when enrollment increases at the first and second year level. (Discussion centered on large class sizes.)
- Expanded opportunities for Graduate School preparation: Assistance writing personal statements, GRE/GMAT/etc. preparation course advertising and maybe just increased awareness of these opportunities. Seminar Session maybe on the STEM side getting into graduate school. Experiential opportunities help, but the hardest to get into graduate programs still run on test scores.
- WT could have graduate students teach lower level classes again.
 - Departments would have ultimate decision to allow this.
 - There would need to be a clear and well developed training of graduate students.

After unpacking the ideas we generated, we uncovered a consistent theme emerging:

- Need for innovative curriculum to attain the best and brightest students. Other universities who offer monetary incentives to these same kinds of students and still do not attract them because students seek transformative experiences. WT needs to be innovative and focus on experiential learning activities that create innovative and attractive experiences to students. A focus on experiential learning activities can lead to and address many of the questions we started our discussion with:
 - Better graduate school admission rates
 - Innovative curriculum can enhance research productivity for students and faculty

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- Experiential learning is a high impact practice which can increase student retention rates, particularly with minority students and first-generation college students
- Greater integration into the community, leading to greater regional retention of WT alumni

We ended the first meeting with a request for data regarding the breakdown of retention rates based on ethnicity, race, gender, first-generation, age, college, TSI incomplete, and athletes. Prior to our second meeting, a request was placed with Jarvis Hampton with the Office of Institutional Research and we began our second meeting by reviewing the data points we received. See Table 1 and Table 2 in Appendixes.

After the discussion of ways to improve our efforts to retain students across the board, we felt comfortable continuing our efforts to identify innovative curricular experiences and experiential learning opportunities. In doing so, we followed a similar format as the first meeting in that we identified discussion points and questions from the WT 125 book section for Undergraduate Academics and organically in conversation.

- How big do we want the freshman class? What kind of student number shift are we looking for? Do we want to increase or decrease?
- Do we want to send incoming freshman to Amarillo College the first year or two and then let them come to WTAMU so our retention rates will increase?
- Some dorms will no longer be needed if we push all freshmen to community colleges. Parking will also no longer be a problem if we start pushing for online classes.
- As the student population grows, professors lose that one-on-one connection with the students.
- How are we making WTAMU the top choice for top high school students who are graduating?
- How do we maintain core curriculum as we grow a program?
- How do we maintain the balance of core classes for freshman at WTAMU and students that come in with core classes already filled? WTAMU cannot be held accountable for the credits being brought in from a different school.
- Dual credit and community college make it difficult for transferring or incoming students to be prepared for WTAMU courses. There needs to be a common core syllabus in place so students across the board are ready for the upper level classes regardless of where they took the class.

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- Will sending freshman to a community college first provide more support for them in the long run?
- We need to have closer relationships with the community colleges so the transfer process and dual credit transfer process better prepares the students for WTAMU
- Our goal should not be to get them to the next step but to provide them with a quality education so they can succeed at the next step like WTAMU. A system needs to be in place that makes sure students are ready when they step on campus. Better flow system from high school, to community college to university.
- Less student debt
- There needs to be a position at WTAMU that helps students figure out whether they need to stay at WTAMU or transfer to a community college and pursue something else if it is obvious they will not make it at WTAMU
- Integrate Diversity and Inclusion standards into classes, colleges, departments and programming. Students leave jobs because they have not been exposed to diversity before. WTAMU student population at 125 anniversary mark will be very diverse so we need to get ahead of the diversity topic now.
- What is WTAMU doing wrong to lose the African American student population?
- Faculty to student ratio is too high at the current time.

As our list grew, it became evident that we would need to narrow our scope even further. To do so, we divided ourselves up into 3 smaller teams. Each team would meet independently and would report to the larger Theme Group with their progress. Those smaller teams are based on areas we found necessary to fully cover the undergraduate academics area. We identified and charged each group with the following:

GROUP 1: The Number Group: What should be WT's Target Enrollment? What does that enrollment look like?

- Enrollment in Higher Education: Challenges and Management
- Indicators of Quality: Pool, Acceptance, and Retention of Undergraduate Students
- Student Mix: Class Size and Characteristics
- Undergraduate Enrollment Growth Cap/Targets
- Ideal Mixture of On-Campus and Distance Education
- Setting More Stringent Automatic Admission Targets (Top 20% of Class)

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- Relationships of Graduate to Undergraduate Enrollment and Effects of Residential and Non-Residential Students
- Relationship to Community College Education and Future Importance
- Makeup of Student Populations from Undergraduate and Graduate Student Level
- Strengths and Weaknesses of Institution's Size in Relation to Best Higher Education Institutions
- Defining a Regional Research Institution
- WTAMU Compared to Comparison Peers, Aspirant Peers and Geographic Peers
- Importance of General University Rankings
- Maintaining WT as an HSI and top choice for these students
- Scholarship Resources for Undergraduate students to meet the picture determined

GROUP 2: The Panhandle Group: The Top 26 – Meeting Regional Needs and Attracting the Top Students from the Panhandle

Building Relationships, Responsiveness and Expanding our Socio-Economic Impact

- Defining a Regional Doctoral Research Institution
- Quality of Undergraduate Students by Increasing the Quality of Primary and Secondary Educational System
- Defining our Relationship to/with the Texas Panhandle Industries
- As a Hispanic Serving Institution we should do more to support not only students of color, but all students. As an HSI, we are eligible for funds to support all students.
- Responsiveness to Industry across Disciplines: Marketable Skills

Top Students of the Top 26

- Responsiveness to Excellent Students in the Top 26 Counties
- Pipeline Programs to Texas A&M University College Station
- Top 3 Destinations for Panhandle High School Graduates in Top 10% of class
- Role of Honor Societies and Prestigious Scholarships
- RELLIS Program Offerings - <http://tees.tamu.edu/research/facilities/rellis/>

GROUP 3: The Undergraduate Experience Group: Liberal Arts Infrastructure and Strength of Programs

Liberal Arts Foundation

- Distance Education – Creating Affinity in the online student population
- Responsiveness to Industry across Disciplines: Marketable Skills
- A College of Arts and Sciences for the Core Curriculum?
- Importance of the Core Curriculum (Liberal Arts and Sciences)
- Importance of Basic Science Emphasis

Degree Programs

- Distance Education – Creating Affinity
- Responsiveness to Industry across Disciplines: Marketable Skills
- Pipeline Programs to Texas A&M University (Entrance into College Station Graduate Programs)
- Program Rankings
- Definition and Roll of Pre-Professional Programs
- Nature of Undergraduate degrees (core, degree requirements, electives)
- Degree Completion Time and Impact on Funding

Student Experience Outside of the Classroom

- Resources for Undergraduate Students, e.g. Study Abroad, Scholarships, Lead WT, student organizations
- Responsiveness to Industry – creating marketable skills
- Building Future Alumni with Current Undergraduate Students
- Leadership Training
- Role of Honor Societies and Prestigious Scholarships
- Relationships of Graduate to Undergraduate Enrollment and Effects of Residential and Non-Residential Students

Student Experience Inside of the Classroom

- Resources for Undergraduate Students within the classroom, e.g. curriculum.
- Distance Education – Creating Affinity
- Responsiveness to Industry – creating marketable skills

- Promoting Academic Innovation
- Building Future Alumni with Current Undergraduate Students
- Aspects of Faculty (Full-time or Part-time; Matters of Tenure; Faculty Work-life balance)
- Quality of Teaching Metrics
- Classroom Instructional Issues (Size, Quality, Learning Environment)
- Teaching by Graduate Students, Impact of Teaching Quality and Graduate Fellowships
- Relationship between Class Size and Teaching Quality
- Impact of Residential Experience for Transfer Students, Dual Credit Associate Degree Completers and Graduate Students(?)

Key Idea (1)

Key Idea (1)

Develop Innovative Curriculum that Focuses on the Student Experience

Goal 1:

Develop an innovative curriculum that focuses on the student gaining valuable experiences that translate into marketable skills.

Action 1.1:

Form three smaller focus teams within the theme group. Group 3 in particular which will focus on the undergraduate experience inside and outside of the classroom.

Goal 2:

Develop an innovative curricula that creates experiences for students interested in graduate school to stand out.

Action 2.1:

Form three smaller focus teams within the theme group. Group 3 in particular which will focus on the undergraduate experience inside and outside of the classroom.

Key Idea (2)

Key Idea (2)

Be a Significant Partner in a Collaborative Network of Panhandle Entities that Develops the Human Capital and Economic Capital of the Panhandle Region

Goal 1:

Define WT's role in the Texas Panhandle as a Regional Doctoral Research institution

Action 1.1:

Form three smaller focus teams within the theme group. Group 1 in particular which will focus on student enrollment standards and retention practices.

Goal 2:

Develop a clear and precise plan for WT to attract the Top Students from Graduating High Schools in the Top 26 counties of the Texas Panhandle.

Action 2.1:

Form three smaller focus teams within the theme group. Group 2 in particular which will focus on student enrollment processes and creating open lines of communication between high schools, community colleges, and WT, something similar to a previous program called The P-16 Council.

Appendices and Additional Facts and Analysis

Table 1. Fall 2015 to Fall 2016

Race/Ethnicity	Beginning Population	Retained	% Retained
African American	83	37	44.6%
American Indian	6	4	66.7%
Asian	20	11	55.0%
Hispanic	413	261	63.2%
International	15	7	46.7%
Multiple Races Reported	37	21	56.8%
Pacific Islander	1	1	100.0%
Unknown	21	11	52.4%
White	786	546	69.5%
Gender	Beginning Population	Retained	% Retained
Male	624	377	60.4%
Female	758	522	68.9%
Age	Beginning Population	Retained	% Retained
17	17	11	64.7%
18	1143	747	65.4%
19	205	129	62.9%
20	8	7	87.5%
21	2		0.0%
22	1	1	100.0%
23	1	1	100.0%
24	1	1	100.0%
26	1	1	100.0%
29	1		0.0%
37	1		0.0%
42	1	1	100.0%
First Gen Status	Beginning Population	Retained	% Retained
First Gen	671	407	60.7%
Not first Gen	711	492	69.2%

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Table 2. Fall 2016 to Fall 2017

Race/Ethnicity	Beginning Population	Retained	% Retained
African American	74	33	44.6%
American Indian	5	4	80.0%
Asian	17	15	88.2%
Hispanic	366	221	60.4%
International	12	11	91.7%
Multiple Races Reported	33	21	63.6%
Pacific Islander	2	1	50.0%
Unknown	24	13	54.2%
White	771	515	66.8%
Gender	Beginning Population	Retained	% Retained
Male	561	344	61.3%
Female	743	490	65.9%
Age	Beginning Population	Retained	% Retained
17	22	12	54.5%
18	1023	662	64.7%
19	239	150	62.8%
20	11	5	45.5%
21	3	3	100.0%
23	3	1	33.3%
24	1		0.0%
29	1		0.0%
35	1	1	100.0%
First Gen Status	Beginning Population	Retained	% Retained
First Gen	617	365	59.2%
Not first Gen	687	469	68.3%

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Date of Report

October 27, 2017

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

Our committee met on three occasions prior to submission of this interim report. The first meeting involved member introductions and identifying a general direction for the committee to follow. In preparation for our second meeting, data was generated and subsequently discussed. Data generated included: funding requests/notification of award, GRE/GMAT scores, graduate program demographics, analysis of Peer Group data and graduate program enrollments. During the third meeting we discussed finalizing the interim report and our understanding of the process moving forward after the interim report is reviewed and feedback is provided by the steering committee.

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Committee Preamble

Any masters or doctoral degree program should be a quality program that enhances the value of life for a combination of the candidate, other students, staff, faculty, the university and the region.

Key Idea (1)

Key Idea (1)

Identify, Quantify and Qualify the Benefits Associated with Sustaining, Improving or adding Graduate Programs

Goal 1:

Identify benefits to students, staff, community (region) and faculty.

Action 1.1:

Analyze cost: benefit ratio for students from changes in graduate programs.

Quantify potential salary and quality of living benefits to staff and faculty associated with any change.

Demonstrate how community needs (economic, growth, employment opportunities, filled essential position vacancies) would be met with any change.

Goal 2:

Develop marketing-level type justification for doing this.

Action 2.1:

Review data and information collected used to meet Goal #1.

Develop succinct "sound bites" used to justify this.

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Key Idea (2)

Key Idea (2)

Research University Focused on Regional Needs and Benefits to the Region and/or Institution

Goal 1:

Identify doctoral and/or masters degrees that have a strong possibility of becoming sustainable programs.

Action 1.1:

Identify programs that lend themselves to the cohort model of program community development.

Identify programs that have a champion or that can easily attain a champion to promote and grow the program.

Identify the investment required for initiating each program.

Identify potential synergies between and common resources between programs.

Identify programs that lend themselves to unique teaching methodologies and approaches (e.g. team teaching cross-listed courses across Colleges).

In considering on-line degrees:

- Is there more to be learned than is available on line? Should even on-line degrees require seminars (even on-line seminars)?
- Is there synergy available from other graduate candidates?
- In today's complex world, how does the university help (force) a candidate's exposure to other related and unrelated disciplines?
- Will the degree awarded help improve the reputation of the institution?

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Goal 2:

Identify doctoral and/or masters degrees that will meet regional and/or university needs.

Action 2.1:

Identify what programs serve the region? Why? How?

Identify what programs serve the university? Why? How?

Identify which programs fall into both categories?

Key Idea (3)

Key Idea (3)

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:

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 cross college.

Goal 2:

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

WT 125 Theme Group Report Summary

Action 2.1:

Examine need for duplicative courses taught in different Colleges.

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

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

Appendices and Additional Facts and Analysis

Funding Requests/Notification of Award

	FY16			FY16	FY17			FY17
	Fed	State	Private	TOTALS	Fed	State	Private	TOTALS
Requested	\$15,957,636	\$271,541	\$690,289	\$16,919,466	\$17,205,016	\$334,135	\$3,852,543	\$21,391,694
NOA	\$4,785,954	\$271,541	\$599,019	\$5,656,514	\$6,691,921	\$87,627	\$217,315	\$6,996,863

*NOTE \$5M still pending in FY17

Please note that these values are based strictly on Requested Amounts as well as Notification of Award and not Fiscal Year. For example, if somebody requested a 4 year 1.2 million dollar grant in FY16 and was awarded that amount it would show up as 1.2 million requested and 1.2 million in the NOA row for FY 16.

WT 125 Theme Group Report Summary

Date of Report

October 27, 2017

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 Noffske

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

Introduction

Theme group members discussed various initiatives that will enhance campus life and personal development opportunities for all students through the WTAMU Residential Education Experience. In those discussions, several ideas emerged through the various stakeholders, which included faculty, staff, students, and community partners. Major themes included inclusion and accessibility of residential education experiences for all students and the inclusion of various community and campus partners to enhance those experiences. Overall, the group believes that the Residential Education Experience at WTAMU will benefit from enhanced communication between departments as well as integration of services across campus, increasing student growth and development.

WT 125 Theme Group Report Summary

Points Considered:

- The International Student Office is actively recruiting foreign students, and the goal is to increase those numbers. With more graduate research programs offered, the number of international graduate students will rapidly increase, some of whom may have spouses and families.
- Increased numbers of transfer students, many from outside the Panhandle, suggests these students will not have a preference for traditional residential living.
- Increasing numbers of non-traditional students, including second degree-seeking, married-with-family, military veterans, continuing education, advanced degree-seeking, will also require housing other than typical residential dormitories.

Key Idea (1)

Key Idea (1)

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

Goal 1:

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

Action 1.1:

Increase advertising and visibility of LEAD program in the Panhandle community.

Goal 2:

Increase the number of Top Scholars and LEAD WT students.

Action 2.1:

Increase the number of transfer students, in particular, that not only apply, but get accepted into the program.

WT 125 Theme Group Report Summary

Action 2.2:

Develop relationships with community colleges.

Goal 3:

Improve budget situation so that the Honors Program can fund faculty and improve programming in the Residential Education Experience.

Action 3.1:

Capitalize on 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.

Key Idea (2)

Key Idea (2)

Increase Appeal of Residential Education Services to Transfer Students

Goal 1:

Improve Graduate Students experience on campus.

Action 1.1:

The goal is to facilitate 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 Transfer Students engagement on campus and in the community thereafter.

Goal 2:

An apartment-style housing 'village' for non-traditional students (married students with families, married students, 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.

WT 125 Theme Group Report Summary

Action 2.1:

Redesign of current residential hall or build a new hall.

Key Idea (3)

Key Idea (3)

Consolidate Veterans Services

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 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

WT 125 Theme Group Report Summary

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.

Key Idea (4)

Key Idea (4)

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.

Goal 2:

Improve International Students experience at WTAMU upon their arrival.

Action 2.1:

The goal is to facilitate the International Students' transition into the United States and more specifically into WTAMU, including but not limited to the following: 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

WT 125 Theme Group Report Summary

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.

Goal 3:

Transportation is already an issue of concern for international students who need to access shopping, expanded healthcare, and airport travel.

Action 3.1:

Local transportation, as well as to-and-from Amarillo, would be greatly 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.

Key Idea (5)

Key Idea (5)

Incorporate a Residential Education Experience into the Doctorate in Educational Leadership

Goal 1:

Address a residency requirement of one on-campus seminar once every long semester, while accommodating out of state and out of country applicants.

Action 1.1:

Facilitate student's synchronous attendance through the use of WebEx.

Key Idea (6)

Key Idea (6)

Integrate Career Services for Campus, Online, and Non-Traditional Students

WT 125 Theme Group Report Summary

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.

Goal 2:

Build a stronger partnership with residential living.

Action 2.1:

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

Action 2.2:

Increase funding and support by showing growth in the following areas: 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.

Key Idea (7)

Key Idea (7)

On-Campus Internship Opportunities for Students Continue to Increase

Goal 1:

A funding source will be set aside to support the initiative (it is currently at \$10,000, but is a onetime source of funding).

WT 125 Theme Group Report Summary

Action 1.1:

The number of departments on campus that are utilizing internships must continue to increase to show a need, as well as the number of students who are seeking out internships.

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.

Key Idea (8)

Key Idea (8)

Ensure a Safe and Secure Campus Environment

Goal 1:

Ensure residential life students have a safe and secure living environment

Action 1.1:

Provide programs to all students concerning the following topics: sexual assault, bystander training, gun safety policies, active shooter, etc.

Action 1.2:

Actively involve WTAMU's Police Department with Residential Life Programs.

WT 125 Theme Group Report Summary

Action 1.3:

Train and participate in exercises with Community Assistants in safety and security procedures.

Goal 2:

Promote a campus culture of safety in the residence halls.

Action 2.1:

Engage students in dialogue about their needs for a safe community.

Action 2.2:

Engage students in events with on-campus and off-campus safety and security specialists, such as WTAMU Police Department, Canyon Police Department, Rape Crisis Center, Bystander Training, etc.

Key Idea (9)

Key Idea (9)

What it Means to be a Buff and Alumni Perceptions

Goal 1:

Embrace and cultivate the values that our alumni population deems most important to the WTAMU community culture. (i.e. many people comment on the work ethic of our alumni).

Action 1.1:

Utilize the “personality” of WTAMU in marketing materials for alumni.

Action 1.2:

Survey alumni from various decades, as well as students, and determine the key values that are similar among all demographics.

WT 125 Theme Group Report Summary

Key Idea (10)

Key Idea (10)

Build Alumni Relationships

Goal 1:

To build bonds among our students that will carry over to their professional and personal lives well beyond graduation.

Action 1.1:

Incorporate history and tradition in to the daily life of WTAMU.

Action 1.2:

Strengthen collaborations among students, community and departments by encouraging semester meetings between the Alumni Association and Student Government.

Action 1.3:

Utilize technology to connect alumni from around the world for purposes of networking, mentoring and resource.

Goal 2:

To create opportunities for lifelong engagement with West Texas A&M University.

Action 2.1:

Provide value-added benefits – including those that benefit alumni outside of our immediate area. As times change, these benefits must too.

Action 2.2:

Create sustainable projects and activities that adapt as our alumni needs change.

WT 125 Theme Group Report Summary

Appendices and Additional Facts and Analysis

No information submitted.

WT 125 Theme Group Report Summary

Date of Report

November 10, 2017

Theme Group Name

Financial Resources

Members

Co-Chair 1: On-Campus Faculty: Amjad Abdullat

Co-Chair 2: Off-Campus: David Schaeffer

Facilitator: Mark Hiner

Resource: Shelly Davis

Off-Campus Liaison: Gary Hinders

External Stakeholder: Elaine Hayes

External Stakeholder: Smith Ellis

External Stakeholder: Keith Brown

External Stakeholder: Manny De Los Santos

Faculty: Tim Steffens

Faculty: Janet Hindman

Faculty: Vanessa Fiaud

Faculty: Nathan Howell

Faculty: Noah Franken

Staff: Jon Davis

Staff: Lynsee Womble

Staff: Velma Murillo Perez

Staff: Hunter Hughes

Student: Elise Tolley

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 in student enrollment over the past few years, while public funding and appropriations per student have continually decreased. Pressing questions for WTAMU and the Financial Resources Theme Group of WT125 then arise: how does the University reduce the costs of

WT 125 Theme Group Report Summary

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 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.

WT 125 Theme Group Report Summary

Additionally, opportunities to conserve resources through operational efficiencies are paramount to the University's and our students' financial and academic success.

Key Idea (1)

Key Idea (1)

Fundraising

Goal 1:

University Fund Raising

Action 1.1:

Student Scholarships

- Professorships/Endowments
- Infrastructure (Physical/Technological)

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 Attract Students)

WT 125 Theme Group Report Summary

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

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)

WT 125 Theme Group Report Summary

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

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.

WT 125 Theme Group Report Summary

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

Date of Report

October 18, 2017

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 met on October 17, 2017. At this meeting, we discussed the current status of the following Intellectual Resources:

- Information Technology
- Center for the Study of the American Southwest
- Education on Demand
- Cornette Library
- Panhandle Plains Historical Museum (Please note that we did not have a formal report from a committee member about the museum but following the meeting Trudy Hanson posted a copy of the annual report of the Panhandle Historical Society.

The reports about each of these resources provided a basis for us to determine the current status of intellectual resources at WTAMU and what is needed to meet future demands.

WT 125 Theme Group Report Summary

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.

Goal 1:

To accomplish this goal, we need to determine research needs from each of the colleges/schools at WTAMU. 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.

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 and the Teaching Excellence Center to provide training.

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.

WT 125 Theme Group Report Summary

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 cost of accessing academic journals not currently available to WTAMU faculty and negotiate with other providers about gaining access.

Goal 2:

We need to provide adequate funding for this initiative. What must be accomplished to attain the key idea? Determine cost and then the feasibility of adding this expenditure.

Action 2.1:

Determine how funds can be allocated to make this purchase.

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.

WT 125 Theme Group Report Summary

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.

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 to catalog the artwork currently displayed throughout the campus.

Goal 1:

We should identify key faculty and staff members who oversee the PPHM archives and campus leaders who are the custodians for campus artwork.

Action 1.1:

A task force should be appointed to collect information about the archives and campus artwork and then formulate a plan for digitizing, storing this information and making the information available for public use.

Key Idea (5)

Key Idea (5)

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

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.

WT 125 Theme Group Report Summary

Action 1.1:

To achieve this goal, WTAMU should support faculty and staff attendance at technology conferences and financial support for implementing new software or new teaching approaches, while maintaining compliance with accessibility.

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, 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.

WT 125 Theme Group Report Summary

Appendices and Additional Facts and Analysis

The recommendations we have made are based on the following materials accessible through Basecamp:

ARL Membership Procedures and Membership Principles (Submitted by Shawna Kennedy-Witthar)

Core Requirements 2.9, July 23 revision (Submitted by Shawna Kennedy-Witthar)
ECAR 2017 Study of Faculty and Information Technology (Submitted by James Webb)

Educasue 2017 Almanac for Undergraduate Student and Technology Survey (Submitted by James Webb).

EOD Report from Spring 2017 (Submitted by Andrea Porter)

Five-Year IT Strategic Plan 2015-2020 (Submitted by James Webb)

PPHM Annual Report (provided by Carol Lovelady (Submitted by Trudy Hanson)

Report from Office of Education on Demand, written by Rebekah Grome (Submitted by Trudy Hanson)

60X30 TX (Submitted by Shawna Kennedy-Witthar)

Standard 3.8.1 Final Draft (Submitted by Shawna Kennedy-Witthar)

WT 125 Theme Group Report Summary

Date of Report

October 27, 2017

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 Theme Group decided the key issues should be based around Community, Quality, Communication and Respect (which would include Resources. At this time in the process, we have several key ideas, but have not identified the goals and actions. This will be discussed at future meetings.

WT 125 Theme Group Report Summary

Key Idea (1)

Key Idea (1)

Place an Emphasis on Diversity of Staff and Faculty to include Ethnicity, Education, Gender and Ideas

Goal 1:

No information submitted.

Action 1.1:

No information submitted.

Goal 2:

No information submitted.

Action 2.1:

No information submitted.

Key Idea (2)

Key Idea (2)

Encourage Engagement of Faculty and Staff, Emphasizing Training, Culture, Pathways for Advancement, Mentorships, Family Support

Goal 1:

No information submitted.

Action 1.1:

No information submitted.

Goal 2:

No information submitted.

WT 125 Theme Group Report Summary

Action 2.1:

No information submitted.

Key Idea (3)

Key Idea (3)

Define WTAMU as it Relates to the Dynamics of both a Teaching and Research Institution

Goal 1:

No information submitted.

Action1.1:

No information submitted.

Goal 2:

No information submitted.

Action 2.1:

No information submitted.

Key Idea (4)

Key Idea (4)

Organization of staff and faculty to Support both Research and Quality Instruction

Goal 1:

No information submitted.

Action 1.1:

No information submitted.

WT 125 Theme Group Report Summary

Goal 2:

No information submitted.

Action 2.1:

No information submitted.

Key Idea (5)

Key Idea (5)

Corporate/Academic Partnerships

Since funding from the state continues to dwindle, how can we develop relationships with local industries that will benefit instruction to better prepare students for the workplace, provide internships, support meaningful research and provide new funding sources?

Goal 1:

No information submitted.

Action 1.1:

No information submitted.

Goal 2:

No information submitted.

Action 2.1:

No information submitted.

Appendices and Additional Facts and Analysis

No information submitted.

WT 125 Theme Group Report Summary

Date of Report

October 27, 2017

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

WT 125 Theme Group Report Summary

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 Tracee Post, with all group edits included.

WTAMU Mission Statement¹

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.

Key Idea (1)

Key Idea (1)

Building an Infrastructure to Support Research

Endnotes

1 West Texas A&M University Website: (<http://www.wtamu.edu/about/statements.aspx>)

WT 125 Theme Group Report Summary

In higher education, funding resources remain on the decline.² It is important to have enough financial resources for research and its related infrastructure.³ 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; 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 and 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 research plan (minimum 5 years) should be developed. These plans should specify regional research needs, funding sources (local, regional and national), and college-specific research requirements. Sponsored research should also be pursued in collaboration with local and regional firms.⁴

² Tugend, A. (2016). How Public Universities Are Addressing Declines in State Funding, *The New York Times*, (June 22). Accessed from <https://www.nytimes.com/2016/06/23/education/how-public-universities-are-addressing-declines-in-state-funding.html>.

³ *Knowledge@Wharton*. (2016). Why We Can't Afford to Ignore Higher Education's Financial Problems, (November 8). Accessed from <http://knowledge.wharton.upenn.edu/article/why-we-cant-afford-to-ignore-higher-educations-financial-problems/>.

⁴ For more information, see: Piper, A., & Wellmon, C. (2017). How the Academic Elite Reproduces Itself *Chronicle of Higher Education*, (October 8). Accessed from <http://www.chronicle.com/article/How-the-Academic-Elite/241374>; Voosen, P. (2015). For Researchers, Risk Is a Vanishing Luxury, *Chronicle of Higher Education*, (December 3). Accessed from <http://www.chronicle.com/article/For-Researchers-Risk-Is-a/234437>; Basken, P. (2016). Is university research missing what

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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 members of the WTAMU Killgore Research Committee. The primary function of the director will be conducting research, grant and sponsored research execution, publication, research training and mentorship for faculty, and center administration. Teaching responsibilities will be minimal and will reflect research related content.

Action 1.3:

An administrative support committee for 'WTAMU Research Centers' will be formed and will include the Vice President for Research, Vice President of Institutional Advancement, Vice President of Business and Finance, Deans, and center directors.

Action 1.4:

Each WT research center should have a research development officer to support external grants and sponsored research (sourcing, writing, and submission).

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 become overwhelmed by college or school teaching

matters? *Chronicle of Higher Education*, (January). Accessed from <https://www.bu.edu/sph/files/2016/01/Is-University-Research-Missing-What-Matters.pdf>; Howard, D. J., & Laird, F. N. (2013). The New Normal in Funding University Science, *Issues in Science & Education*, (Fall). Accessed from <http://issues.org/30-1/the-new-normal-in-funding-university-science/>; Dickeson, R. C. (1999). *Prioritizing academic programs: Reallocating resources to achieve strategic balance*, San Francisco, California: Jossey-Bass Publishers.

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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, equipment and the accompanying research production and evaluation expectations.

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.

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.

Key Idea (2)

Key Idea (2)

Quality Control in Research Activities

The higher education industry and its sectors are going through "seismic"/structural changes.⁵ Quality assurance is critical in higher education and applies to national and regional universities.⁶

Goal 1:

Focus on quality and innovations in research.

5 *The Chronicle of Higher Education*. (2016). The Decade Ahead: The Seismic Shifts Transforming the Future of Higher Education. Accessed from <https://dental.ufl.edu/files/.../The-Decade-Ahead-Chronicle-of-Higher-Education1.pdf>.

6 Belkin, D. (2015). Where Great Research Meets Great Teaching, *The Wall Street Journal*, (September 27). Accessed from <https://www.wsj.com/articles/where-great-research-meets-great-teaching-1475029920>.

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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.

Action 1.2:

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.⁷ Annually, a digital models and technology retreat should be provided in collaboration with IT, Teaching Excellence Center, and Office of Research 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.

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 and their faculty should be involved in this process. This can help in "marketing and branding" the institution.⁸ In addition, fast changing

7 Tugend, A. (2016). Educators Discuss the Future of Higher Education, *The New York Times*, (June 22). Accessed from <https://www.nytimes.com/2016/06/23/education/educators-discuss-the-future-of-higher-education.html>.

8 Hanover Research.com. (2014). *Trends in Higher Education Marketing, Recruitment and Technology*, (March). Accessed from <http://www.hanoverresearch.com/media/Trends-in-Higher-Education-Marketing-Recruitment-and-Technology-2.pdf>.

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technologies and digital models require the involvement of universities, funding agencies, and other stakeholders. A proper infrastructure should be developed to implement these complex changes.⁹

Goal 1:

Create a Marketing Plan for WTAMU research that is inclusive of each WTAMU college and school and the actions listed below¹⁰.

Action 1.1:

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

Action 1.2:

Develop a research video and podcast for each WTAMU college and school. Utilize the productions on the website and in various marketing opportunities. Utilize campus student resources for the production, e.g., Media Minds or Maroon Productions.

Action 1.3:

Create research 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.

9 See: *EduCause Review*. (2009). The University's Role in the Dissemination of Research and Scholarship, (March 20). Accessed from <https://er.educause.edu/articles/2009/3/the-universitys-role-in-the-dissemination-of-research-and-scholarship>.

10Gunn, A., & Mintrom, M. (2013). Global university alliances and the creation of collaborative advantages. *Journal of Higher Education Policy and Management*, 35(2), 179-192.

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Action 1.4:

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)¹¹

Action 1.5:

Create a regional faculty research conference at WTAMU to showcase regional research. A steering committee would include industry and university stakeholders.

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. Research what is relevant/needed/market-driven.

Action 1.1:

In collaboration with industry and regional stakeholders, develop a funding mechanism to create research awards for faculty who are interested in proposing studies to address identified needs in the Texas Panhandle. Provide the research results in a regional faculty conference. Include students in the research projects.

Action 1.2:

Identify third-party partners and industries (e.g., government, private

¹¹ Pike, P. (2014). *Engagement with Higher Education*. Missoula: The College Music Society. " Accessed from (https://www.music.org/index.php?option=com_content&view=article&id=1937&Itemid=2069)

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businesses, other schools, 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 the Office of Institutional Advancement's connections within the community and with industry contracts to develop research partnerships.

Action 1.3:

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.

Action 1.4:

Conduct a review of industry/university partnerships and their associated models. It may be that other models may have adaptability to WTAMU.

Action 1.5:

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 pay?

Key Idea (5)

Key Idea (5)

Increase Student Involvement in Research

Students involved in research often have better retention and graduation rates than those who are not involved in similar activities. Student 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

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Action 1.1:

Seek to endow the current university student internal research programs.

Action 1.2:

As a starting point, seek to endow a graduate research assistant for each college and school. Continue to build this infrastructure with additional endowments.

Action 1.3:

Build scholarships for research assistantships for undergraduates in each college and school.

Action 1.4:

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

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:

Creation of a Center for Innovation: The facility would incorporate the currently developing IoT innovation lab/center and be a partnership between all WTAMU Academics and WTAMU Information Technology (IT). The focus of a center will be seeking grant funding combined with fee for local service work that supports research in a variety of technology and engineering areas, which includes Internet of Things, artificial intelligence, robotics engineering and repair, customized data

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analytics, visualization applications, and various other emerging technology applications. A cross disciplinary approach would be utilized to conduct research that includes all disciplines within IoT.

Action 1.1:

WTAMU IT provides the technology infrastructure, software, Internet connectivity, and associated support as well as the IoT gateway equipment needed for the campus to connect devices.

Action 1.2:

Space on campus could be found through continued renovation of the Palo Duro Research Facility or through conversion of low usage classrooms.

Goal 2:

Creation of Experimental/Behavioral Applied Science Research facility/Labs: There is potential to integrate the applied research/researchers on campus, including 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.

Action 2.1:

Faculty trained in experimental/behavior science applications would be sought to help develop this research space.

Action 2.2:

Space on campus could be found through continued renovation of the Palo Duro Research Facility or conversion of low usage classrooms.

Goal 3:

Texas A&M Veterinary Medical Diagnostic Lab (TVMDL) – Relocation of TVMDL from Amarillo to the WTAMU campus.

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Action 3.1:

Develop a shared research plan to integrate WTAMU research with the TVMDL so as to include external grants and sponsored research.

Goal 4:

Renovations to Current Capabilities in WT Research Labs.

Action 4.1:

WTAMU Feedlot Renovations: The current capabilities are pen- or animal-replicated cattle research trials with minimal diet complexity. In order to do multiple ration comparisons or ensure highly accurate feed delivery we must re-vitalize the mill, which is currently inoperable. WT feedlot researchers have implemented monitoring/data collection technologies recently, but would like to add more in the future. 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 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.

Action 4.2:

WTAMU Nance Ranch Additions: 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. Current research planning anticipates increased emphasis on forage and grazing systems. Facility additions needed in

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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.

Action 4.3:

Review current inventory of WT labs, throughout the campus, and begin developing a master plan for updating to research and compliance standards.

Appendices and Additional Facts and Analysis

No information submitted.

WT 125 Theme Group Report Summary

Date of Report

October 26, 2017

Theme Group Name

Leadership Governance and Organization

Members

Co-Chair 1: On-Campus Faculty: Lal Almas

Co-Chair 2: Off- Campus: Kathy Cornett

Facilitator: Rick Haasl

Resource: Dave Rausch

Off-Campus Liaison: Bill Harris

TAMUS Governmental Relations: David Rejino

External Stakeholder: Jason Herrick

External Stakeholder: Mike Mauldin

External Stakeholder: Barry Evans

Faculty: Oliver Mulamba

Faculty: Jeff Babb

Faculty: Brian Ingrassia

Faculty: Patricia Garansuay

Faculty: Laurie Sharp

Staff: Bryan Glenn

Staff: Shawn Burns

Staff: Alyson Ries

Student: Chandler Huddleston

Introduction

The following eight key ideas provide a foundation for the Leadership Governance and Organization theme that supports the WT 125 initiative. Once the other themes for this initiative are shared, there may be opportunity to have a more cogent and concrete set of key ideas that work in tandem with each theme that supports the overall vision of WT 125.

Key Idea (1)

Key Idea (1)

Develop Effective University Leadership

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Goal 1:

Invest in consistent programs that identify, support, and retain effective current and future University leaders at all levels.

Actions 1.1:

Identify the processes that will:

- Select University leaders to develop efficacy through participation in evidence-based leadership development programs and trainings.
- Encourage and support continuing leadership development.
- Utilize current, high-performing University leaders to coordinate and lead internal leadership development initiatives.

Key Idea (2)

Key Idea (2)

Establish and Communicate a Clear and Distinctive University Identity

Goal 1:

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

Action 1.1:

Identify the processes that will:

- Use University branding and marketing that is consistent.
- Use common campus spaces to host University events that coalesce internal and external stakeholder involvement.

Key Idea (3)

Key Idea (3)

Promote a Discernible University-Wide Culture

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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.

Key Idea (4)

Key Idea (4)

Embrace Innovation

Goal 1:

Encourage dynamic thinking that considers established processes and proposes new, creative approaches.

Action 1.1:

Identify the processes that will:

- Define regional research university.
- Solicit bold ideas from internal and external stakeholders.
- Inventory existing innovations from aspirant peer institutions.

Key Idea (5)

Key Idea (5)

Obtain Buy-In and Ownership

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Goal 1:

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

Action 1.1:

Identify the processes that will:

- Seek input by establishing regular town-hall style gatherings that elicit participation from internal stakeholders (e.g., students, staff, and faculty).
- Seek input by establishing regular town-hall style gatherings and briefings that elicit 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).

Key Idea (6)

Key Idea (6)

Establish and Maintain a Culture of Trust

Goal 1:

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

Action 1.1:

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).

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Key Idea (7)

Key Idea (7)

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.

Key Idea (8)

Key Idea (8)

Enhance Teaching, Scholarship, and Service

Goal 1:

Foster a stimulating environment that results in academic excellence; promotes high-quality research; and encourages meaningful engagement with community, professional, and University service.

Action 1.1:

Identify the processes that will:

- Maximize benefits from existing resources and ensure equitable resource allocation to reduce duplication, fragmentation, and waste.
- Leverage individual strengths and talents.
- Encourage consistent and purposeful collaboration.

Appendices and Additional Facts and Analysis

No information submitted.