2023-2029 TEXAS STATE UNIVERSITY PLAN

COLLEGE PRIORITIES

INTRODUCTION

Through engagement of faculty and staff, colleges developed strategic plans to guide the future of their college as well as to support the imperatives, goals, and initiatives of the 2023-2029 University Plan. Through this process, colleges stated their mission, explained their planning process, described their proposed actions, and listed their top five priorities for the 2023-2029 planning cycle. This document compiles the priorities of the colleges.

COLLEGE TOP FIVE PRIORITIES

COLLEGE OF APPLIED ARTS

1. **Increase undergraduate student enrollment and increase retention and graduation rates.** Long-Term Goals: First Year Retention Rate of 85%; Six Year Graduation Rate of 70%; Enrollment of 4,600. Short-Term Goals: Increase academic advising and coaching; More fully integrate SLAC and other existing resources; Reduce class sizes where necessary; Increase guest-speaker events to engage students to belong. (1.0)

2. **Increase graduate enrollment.** Long-Term Goal: Enrollment of 800. Short-Term Goals: Seek funding, including IDC funds, to increase the number and size of scholarship awards and to provide summer support for graduate assistantships; Increase the recruitment of graduate students located internationally; Increase online programs and enrollment in online programs; finalize two doctoral program proposals. (2.0)

3. **Increase the number of grant applications, increase the number of faculty members submitting applications, and increase overall funding levels.** Long-Term Goals: Submit 78 applications per year and receive $20 million of external funding per year; Short-Term Goals: Actively identify opportunities for grant and industry funding; Assemble interdisciplinary grant-seeking teams; Leverage Hispanic Serving Institution (HSI) success and current facilities, such as the Comparative Research Facility, to increase funded work; Redistribute faculty workload,

on a case-by-case basis, to prioritize increasing grant applications; Provide grant-writing information sessions. (3.0)

4. **Increase enrollment and educational offerings at Round Rock Campus.** Long-Term Goal: Enroll 650 new students at Round Rock Campus. Short-Term Goals: Add Bachelor's in Social Work (BSW) and Master's in Social Work (MSW) to program offerings; Increase enrollment in Organization, Workforce, and Leadership Studies (OWLS) and Criminal Justice and Criminology (CJC) programs; Expand administrative support and secure physical office space; Expand the OWLS faculty at Round Rock; Add Social Work faculty to the Round Rock campus. (2.0)

5. **Increase personnel support infrastructure and seek additional and improved physical space and facilities.** Long-Term Goals: New expanded-capacity Child Development Center (CDC) building for interdisciplinary research; New Agricultural Sciences building; Have facilities, personnel, and compensation of an R1 university. Short Term Goals: Hire post-award support personnel for grant awards; Assign Encino Hall to Social Work; Seek additional physical space for increase in grant activity; Finalize operational plans for new Agricultural Sciences building and interdisciplinary research CDC building, and have these new facilities included in the university's master plan. (5.0)

MCCOY COLLEGE OF BUSINESS

1. **Develop new BBA-Business Analytics** to increase student enrollment and serve Round Rock and San Marcos campuses. (1.1, 1.4, 2.2, 2.3, 2.4)

2. **Develop new Online MBA** to expand educational accessibility and spur enrollment growth among international, online, and graduate students through innovative program design, curriculum, and partnerships. (1.3, 2.1, 2.2, 3.4, 5.4)

3. **Develop new Ph.D. in Business Administration** with a major in Business Analytics to accelerate the university's progress toward, and sustain, Carnegie R1 classification. (3.1, 3.2, 3.4).

4. **Raise academic excellence with new faculty lines** including three (3) endowed chair positions – (a) *Barshop endowed chair in Entrepreneurship* to elevate business innovation and entrepreneurship programs in the college, lead the Texas State's Center for Innovation and Entrepreneurship (CIE), and support university's commercialization initiatives; (b) *Smart endowed chair in Marketing* to bolster undergraduate and graduate programs in Business Analytics; and (c) *Payne endowed chair in Business Administration* to support new Ph.D. program. (2.4, 3.1, 3.35)

5. **Extend BBA-Management** with a focus on applied and innovative curriculum to serve students at Round Rock campus. (2.3, 2.4)

COLLEGE OF EDUCATION

1. **Implement new and expanded degree programs:** Develop the Interdisciplinary Ph.D. in Health and Rehabilitations Sciences (joint with the College of Health Professions; required feasibility study was completed by faculty in August 2022) (Program Priority 1); add a Student Affairs concentration in the Ph.D. in Adult, Professional, & Community Education degree (required feasibility study was completed by faculty in August 2022) (Program Priority 2); add an annual cohort of the Ph.D. in School Improvement to the Round Rock Campus while keeping the San Marcos cohort, which would add annual enrollment of 60 doctoral students at the Round Rock Campus within 4 years (Program Priority 3); add a Master of Public Health (joint with College of Health Professions; planning approval has been received) (Program Priority 4); add an Undergraduate Minor in Leadership for Educational Equity; transition the B.E.S.S. degree to B.S. in Exercise and Sports Science and add a double major in Education for physical education teacher education students within this B.S. degree; complete feasibility studies for additional doctoral and master's programs in years 1 to 2 based on department strategic plans including a Ph.D. in Special Education or Special Education Leadership (Program Priority 5), a Ph.D. in Counseling or Counselor Education (Program Priority 6), and a Master's in International and Comparative Education and/or Teaching English to Speakers of Other Languages (TESOL) (Program Priority 7); and explore possibilities for developing bilingual and international degree programs and/or initiatives as well as other degree revisions listed in the academic departments' strategic plan. (2.0)

2. **Elevate student success through strategies focused on advancing recruitment, retention, time to degree, and graduation rates at all levels** (undergraduate through doctoral), with priorities for strategies and resources that increase undergraduate and master's enrollment at the Round Rock Campus through expansion of degree programs to RRC based on a funded external feasibility study, partnerships with local school districts and Austin Community College (ACC) facilitated by an Educational Partnerships Coordinator, marketing existing online and campus-based degrees to the Greater Round Rock area via University Marketing, and exploring Round Rock regional professional development and/or research opportunities; providing tuition waivers for doctoral and graduate assistants and increasing the number of assistantships; enhancing inclusion, belonging, and Hispanic servingness through professional development, student success initiatives, and outreach; integrating the College of Education with services and initiatives in the new university Student Success Center, the Division of Student Success, the Transfer Center, and Academic Advising, while enhancing academic engagement and adding 1-2 student success liaison staff embedded in the College; conducting a student-centered review of curriculum structures and pathways with a goal to remove obstacles and enhance quality in collaboration with faculty, academic departments, and academic advising; and resourcing high-impact learning opportunities through increased

scholarships, paid residencies and student teaching, paid internships, Education Abroad, and Study in America. (1.0)

3. **Mobilize to achieve the Carnegie R1 designation and advance world-class research** through competitive faculty hiring and start-up packages, realigning the teaching/research workload for research active and external funding active faculty, innovative support for securing large external research funding awards that advance faculty research while increasing assistantships and/or postdoctoral research positions, advancing doctoral student research and timely graduation, and participation in undergraduate research. (3.0)

4. **Implement and resource transformative educator preparation models that directly address the critical teacher shortage, and meet the long-term needs of Texas school districts and PK-12 learners while building the highest quality Texas educator workforce**; inclusive of resourcing teacher residency to meet the new Residency Certificate requirements proposed by the Texas Education Agency, and developing and resourcing innovative educator preparation models including principal residency, advanced academics qualification, and pathways for working adult learners that might include alternative certification, paraprofessional, and apprenticeship programs. (4.0)

5. **Design and fund signature learning and working spaces** that are technologically advanced, collaborative, accessible, and built for the future of work; develop the highest quality virtual and distance education formats and degree programs in areas proposed by the academic departments; fund rather than defer maintenance of facilities and, should units move out of ASBN, renovate and position that space as an innovative student collaboration zone and effective "front" to the College of Education. (5.0)

COLLEGE OF FINE ARTS AND COMMUNICATION

1. **Communication Doctoral Program:** Featuring faculty and resources from both Communication Studies and Journalism and Mass Communication, the College will establish a doctoral program in Communication that takes a comprehensive approach to equip the next generation of communication scholars with knowledge of communication theory and research so that they may ask innovative research questions about the nature of communication in personal, professional, and public venues in order to meet the high demand job needs at the state and national level. This program complements and supports the university's mission and strategic plan by expanding graduate programming toward becoming an R1 University by producing highly trained researchers who translate theory into application that will make a fundamental difference in people's lives. We will devise a program, supported by appropriate faculty (including faculty time for research and mentorship), research space (BioCOMM Lab, Digital Media and Every Day Life Lab, the Communication Lab, and the Media Innovation Lab), research initiatives (Civic and Community Engagement; Crisis and Resilience Communication),

and instructional space, that offers rigorous coursework and applied teaching (graduate teaching assistants; Teaching and Learning Academy) and research experiences to prepare doctoral students for successful careers as teachers and researchers. The major cost is Doctoral Teaching Assistants (which would help cover the teaching needs of the undergraduate growth plans outlined in section 3, item 4). The CIP code will mark it as a Humanities Ph.D., and by combining the teaching power (and job market demand) of both Communication Studies and Journalism and Mass Communication we will typically graduate 8 doctoral students per year. (Based on the current Carnegie formula, 8 Humanities doctoral degrees would have moved us 174 to 158 in the last classification cycle.) The typical student will spend 4 years in the program, though some may graduate sooner. (3.0)

2. **Undergraduate Degree (B.F.A.) in Film Production:** Based on advice from a previous AVP of Curriculum Services, Theatre created a Film Concentration in 2019 as a no cost program. The initial 2 tenure-track faculty were lines re-purposed from other retirees in the department. Student demand has exploded, and with Hill Country Studios projected to open in San Marcos, demand is only going to further increase. As such, it is time to formally make Film into its own degree program, which will also coincide with a proposal to rename the Department of Theatre and Dance into the School of Theatre, Dance, and Film. With just over 1000 majors and annually ranking as the 2nd-6th largest theatre program in the country, the designation as a school is appropriate. In addition, the College of Fine Arts and Communication has two no-cost degrees that will be converted from concentrations to stand-alone majors including a B.F.A in Art Education and B.F.A in Acting. (2.0)

3. **Undergraduate degree (B.M.) in Commercial Music on the San Marcos campus**. This would be a highly popular degree with possible tracks in Performance (vocal and instrumental), Music Industry/Entrepreneurship/Innovation, Audio, Composition/Arranging, and Songwriting. In addition to our existing Jazz and Latin Music programs, the commercial music degree could provide instruction in popular music, country, and other styles (e.g., conjunto, banda) that offer viable musical careers in Central Texas. Our proximity to recording studios and live music venues in Austin—the "Live Music Capital of the World"—means that there is an existing market for well-trained commercial musicians. Students in this program also could discover internship and career opportunities within the region's expanding film industry. The addition of this degree could be beneficial for fundraising for the new Music Building, which will require specialized spaces to house this degree. (2.0)

4. **Undergraduate Degree (B.F.A.) in Animation:** This is a high job demand field. (Sam Houston State has 200 animation majors, and their Dean told me they could easily have 150-200 more if they had the resources.) This degree would also align with the needs of Hill Country Studios as that entity will include at least two Virtual Film Production Sound Stages. If there is a Legislative appropriation for a Virtual Film Production Institute at Texas State, this

would move up. Main issue is the Art and Design building does not have the space to add the necessary computer lab/classrooms that such a program requires. (2.0)

5. **Undergraduate degree (B.M.) in Music Therapy on the Round Rock and/or San Marcos campuses.** Before committing to a degree program, we will consult with individuals who run and/or have created music therapy degree programs. For a $20,000 consultancy fee, these experienced professionals will assist in the development of a program (curriculum and budget), ensuring that the degree meets accreditation standards of the National Association of Schools of Music and American Music Therapy Association. A key component to success is having access to clinical placements, but with TXST's existing connections in the health field— and no similar academic program in the region—this condition can be met. In addition to traditional music therapy jobs, there is a growing need for music therapists who focus on veterans and/or PTSD. The possible addition of a VA clinic in Round Rock and several established VA facilities in San Antonio make this degree even more viable. Likewise, the veterans/PTSD focus offers potential for grant opportunities. (2.0)

COLLEGE OF HEALTH PROFESSIONS

1. **Create New Programs: Assess, develop, evaluate, and promote academic programs and support service for the college.** Complete feasibility studies and program proposals in 2023-2025 for a B.S. in Emergency Medicine, a B.S. in Health Informatics, a M.S. in Medical Dosimetry, a Doctor of Nursing Practice (DNP), and a Doctor of Science in Physical Therapy. In addition, the College of Health Professions will collaborate with the College of Education for the Ph.D. in Health and Rehabilitation Sciences and the Master of Public Health. Academic programs for years 2025-2029 are Master of Science in Health Informatics, Master of Laboratory Science in Medical Laboratory Sciences, MSN-Healthcare Simulation and Healthcare Operations, MHA/MPH dual degree in collaboration with the College of Education, DNP/MBA dual degree with the McCoy College of Business. Proposed certificate/post baccalaureate and masters include Post baccalaureate/graduate certificate Respiratory Care – Leadership, Clinical Specialist, and Polysomnography, a Post MSN Family Nurse Practitioner, a Post MSN Adult Gerontology Acute Care Nurse Practitioner, a Post MSN Emergency Nurse Practitioner, and a Post MSN in Nursing Education and Professional Development. (2.0)

2. **Enhance the Academic Community: Increase the sense of community among faculty, staff and students on the San Marcos and Round Rock campuses.** Assure the faculty, graduate and undergraduate students, staff, equipment, and space needs for the various academic units on both the San Marcos and Round Rock campuses will be met. Explore the creation of a Student Success Center for the College of Health Professions that will recruit diverse students, provide admissions support for departments/programs, investigate the creation of a standardized admissions application/process, and provide student success

coaching, mental health resources, and career counseling. Acquire focused marketing for the CHP's programs/departments. (4.0)

3. Enhance Scholarship and Research: Increase the College of Health Professions' scholarship and research activities in support of the university's goal of reaching and sustaining R1 status. Faculty incentives will be initiated to enhance the submission of grants, and to develop and implement a consistent approach to faculty workload release. Creative approaches for research collaboration will be explored with the Translational Health Research Center, Star Park, the Life Sciences Incubator in Round Rock, and healthcare industries. (3.0)

4. Expand Round Rock Campus Innovation: **Expand collaborative relationships with healthcare organizations and community health groups in the Round Rock areas in support of the College's clinical education, research, and professional development activities**. Explore the development of a College of Health Professions multidisciplinary clinic in Round Rock that will provide health, wellness, mental health, and telehealth services. Create a Center for Professional Studies on the Round Rock Campus in a newly campus constructed building that will focus on simulation learning. Continue to collaborate with partners, state leaders, community decision-makers, higher education and health leaders, and generous donors to determine the next steps in creating a Health Science Center on the Round Rock Campus. (5.0)

5. Increase Student Engagement: Explore the feasibility of moving all health-related programs/degrees at Texas State University into the College of Health Professions. A benchmarking of aspirant institutions' colleges of health professions will be conducted with campus follow-up and the development of a proposal to proceed. (1.0)

COLLEGE OF LIBERAL ARTS

1. **Launch new programs and increase efforts to support the run to R1**. Plans include launching a Ph.D. in Clinical Psychology (Program Priority 1), a Ph.D. in Sustainability Studies (Program Priority 2), and a Ph.D. in Applied Humanities (Program Priority 3); establishing a Humanities Research Center; and securing funding for more post-doctorates. (2.2, 3.1)

2. **Create New Programs to Support Student Success**. Plans include creating online programs in International Studies (Program Priority 4), Philosophy, Political Science, Psychology, and World Languages; and accelerating master's and doctoral degree programs (Geography, Anthropology). (2.1, 2.2)

3. **Develop New Programs to Support Round Rock.** Plans include developing certificate/microcredentialing programs (Program Priority 5) in Spanish for Professionals, Professional Ethics, and Science, Technology, and Society; requesting additional psychology faculty; and working with Austin Community College (ACC) transfer program. (2.3)

4. **Acquire Necessary Infrastructure**. Plans include hiring additional staff for expanding programs; requesting additional space and equipment for offices and labs; and offering competitive salaries for graduate students, faculty, and staff. (5.2)

5. **Develop New Programs to Expand Inclusion and Collaboration**. Plans include adding service learning and project-based learning courses; expanding and developing internship programs; creating inclusive excellence and belonging initiatives; and developing local, national, and international community partnerships. (4.0)

COLLEGE OF SCIENCE AND ENGINEERING

1. **Increase Essential Doctoral Programs**: Double the number of doctoral programs on campus. Fall 2023, within the College of Science and Engineering, submit proposals to the THECB for three new doctoral programs in 1) Mathematics, 2) Integrated Molecular and Biophysical Chemistry, and 3) Civil Engineering. (3.1)

2. **Increase Research Capabilities**: Fall 2023 and Fall 2024, annually add two new tenure-line faculty to each of the existing doctoral programs in Aquatic Resources and Integrated Biology, Computer Science, Materials Science and Engineering, and Mathematics Education. (3.1, 3.2)

3. **Support Undergraduate Programs with Large Enrollment:** Fall 2023 and Fall 2024, annually add one new tenure-line faculty and one teaching faculty line to improve the student/faculty ratio in three undergraduate programs with a high rate of enrollment growth: Construction Science and Management (CSM), Computer Science (CS), and Mechanical Engineering (ME) Fall 2022 enrollment for CSM was 600 students with potential to double with additional support. Undergraduate enrollment in CS was 1557 for Fall 2022, with current enrollment trends pointing to over 2000 students in the program for Fall 2023. Over 800 new students have been admitted to the ME program for Fall 2023. (2.1)

4. **Student Success:** Allow the new Dean of CoSE to enhance student success by providing funding for a student success program that could include: A centralized advising center for pre-med/dent/pharm/PA/vet students administered by CoSE and available to all TXST students, additional funding for peer instruction to support large enrollment classes, and support for increased undergraduate student participation in research. (1.1, 1.4)

5. **Provide Infrastructure Befitting a Carnegie R1 University**: Provide funding for five new staff positions each year for the next two years. Critically needed are additional technical support staff for research laboratories, budget analysts to assist with research programs, staff to support increased graduate enrollments and to market research successes. Conduct a research space audit to determine spaces that can be consolidated and/or renovated as well as highlight the need for new research spaces. (5.2)

THE GRADUATE COLLEGE

1. **Provide tuition scholarships for 21 hours for all doctoral and master's students (approximately 1,000 students) holding assistantships:** The Commission on the Run to R1 and the Recruitment Task Force have each recommended tuition scholarships for doctoral and master's holders of assistantships, in order to make TXST competitive with other R1 and emerging research universities and to attract top talent to campus. (3.1, 1.3)

2. **Work with academic deans, curriculum services, and the Vice President for TXST Global and the Vice President for Round Rock to create new doctoral and master's programs in San Marcos and Round Rock:** This action is in line with the president's imperatives and the university's goals and initiatives to become an R1 and to increase enrollment of desired target populations. These actions are also in line with the recommendations of the Recruitment Task Force. (2.1, 2.2, 2.3)

3. **Review of graduate programs with declining or low enrollments with the goal of increasing enrollments. This is a cabinet-approved Recruitment Task Force recommendation:** Programs with low or declining enrollments in master's programs will be asked to examine enrollment trends in relation to similar programs elsewhere in Texas. There will be two goals associated with this action. The first goal is to identify possible reasons for the decline in enrollments (e.g., more competition, change in work force needs, less desirable delivery format, etc.). The second goal is to create and carry out action plans to reverse the trend. For some programs, this may result in a new approach to student recruitment; for other programs, a revision of the curriculum; for yet other programs, the adoption of different delivery modes or instruction times; departments may also decide to close programs or to change them to concentrations within other programs. This active approach to reversing declining enrollment trends may have an impact on both departmental priorities and resource allocations, and both funding and training needs. Because of its narrow focus, this project has been conducted outside of the regular academic program review process. (2.1, 2.2, 2.3)

4. **Work with the *Center for the Improvement of Mentored Experiences in Research (CIMER)* to offer mentor training for Graduate College staff and faculty from doctoral programs:** As we increase both the number of doctoral programs on campus and the number of students in existing doctoral programs, additional training for faculty supervising and mentoring doctoral students will become necessary to ensure student success and timely degree completion. Since *CIMER* provides a proven model for mentor training, Graduate College staff and faculty in doctoral programs will be trained through it to become mentor training facilitators. (1.3, 1.5, 2.4, 3.1, 5.2)

5. **Work with Institutional Research to create online dashboards for graduate admissions, graduate degree completions per cohort, etc.:** In order to make evidence-based and data-driven decisions regarding recruitment, enrollment, and training activities, it is necessary to have reliable head-count data that are easily accessible to all stakeholders on campus. Online dashboards in *Tableau* created by Institutional Research in line with THECB reporting requirements serve this purpose. (5.2, 5.3)

HONORS COLLEGE

1. **Prepare students to compete for national and international fellowships and graduate programs.** In collaboration with The Graduate College and the IDEA Center, we will offer courses, workshops, and advising to prepare students for national and international fellowships and graduate programs, including our own. Our goal is to increase both the overall numbers of applications annually and the competitiveness of applications. (1.4)

2. **Increase undergraduate participation in creative expression and research through high impact practices.** Working with the IDEA Center, we are committed to carrying out the plan for the Quality Enhancement Plan (QEP) on undergraduate research and creative expression by supporting undergraduates from start to finish. We will provide workshops and advising to create multiple pathways for students to find and engage with faculty mentors. We plan to increase participation in current initiatives such as the Undergraduate Research Conference and Undergraduate Research Fellowship as well as expand our undergraduate publishing options. (3.1)

3. **Integrate curriculum related to undergraduate research and creative expression with student degree plans.** We will regularly offer RES 3399, RES 4399, HON 4390A, HON 4390B, HON 4090 and work with faculty and advisors to find options for courses to work with degree plans across majors. We will increase student participation through improved marketing of IDEA Center courses and rebranding of the Honors Capstone. (2.2)

4. **Support innovative teaching and active learning.** The Honors College has always provided faculty with the chance to experiment with course development. We want to expand the size and types of courses we offer to engage more students in hands on experiences and support faculty creativity and professional development. A key component of this goal is to renovate our larger classroom as an active learning space. (1.5)

5. **Provide innovative student programming.** Our Stelos Scholars is a cohort-based program that engages students from multiple disciplines to solve problems. The grant funded STEM Communities Learning Assistant program is also being run out of the Honors College. These programs provide unique communities for students to excel and will need resources to continue and to expand. (1.5, 3.2)