



**TABLE OF CONTENTS
FOR
ACADEMIC AFFAIRS COMMITTEE**

Committee Meeting: 8/14/2019

Board Meeting: 8/15/2019
Austin, Texas

*Rad Weaver, Chairman
Christina Melton Crain
R. Steven Hicks
Janiece Longoria
Nolan Perez
Kelcy L. Warren*

	Committee Meeting	Board Meeting	Page
Convene	<i>1:30 p.m. Chairman Weaver</i>		
1. U. T. System Board of Regents: Discussion and appropriate action regarding Consent Agenda items, if any, assigned for Committee consideration	<i>1:30 p.m. Discussion</i>	Action	150
2. U. T. El Paso: Approval to establish a Doctor of Philosophy in Data Science degree program	<i>1:32 p.m. Action President Natalicio</i>	Action	151
3. Discussion and appropriate action regarding proposed changes to admission criteria for the following degree programs	<i>1:37 p.m. Action</i>	Action	154
<u>U. T. Rio Grande Valley:</u>	<i>President Bailey</i>		154
a. All graduate degree programs			
b. Master in Physician Assistant Studies Bridge Program			
c. Master Reading Teacher Certificate			
d. Master of Arts in School Psychology			
e. Master of Science in Physics			
f. Master of Science in Ocean, Coastal, and Earth Sciences			
g. Master of Science in Social Work			
h. Master of Business Administration			
i. Doctor of Philosophy in Rehabilitation Counseling			
<u>U. T. San Antonio:</u>	<i>President Eighmy</i>		169
j. All graduate degree programs			

	Committee Meeting	Board Meeting	Page
<u>U. T. Tyler:</u>			
k. Master of Science in Nursing (MSN) Family Nurse Practitioner and Post-MSN Certificate	<i>President Tidwell</i>		172
l. Master of Arts in Political Science			
m. Doctor of Philosophy in Human Resource Development			
4. U. T. Arlington: Discussion and appropriate action regarding authorization to increase student union fee contingent upon majority vote by students participating in a general election	<i>1:50 p.m.</i> Action <i>President Karbhari</i>	Action	178
5. U. T. Austin: Request to approve the honorific naming of the Student Activity Center as the William C. Powers, Jr. Student Activity Center	<i>1:55 p.m.</i> Action <i>President Fennes</i>	Action	179
6. U. T. Permian Basin: Strategic Plan	<i>2:05 p.m.</i> Discussion <i>President Woodley</i>	Not on Agenda	180
Adjourn	<i>2:30 p.m.</i>		

1. **U. T. System Board of Regents: Discussion and appropriate action regarding Consent Agenda items, if any, assigned for Committee consideration**

RECOMMENDATION

The proposed Consent Agenda items assigned to this Committee are [Items 11 - 47](#).

2. U. T. El Paso: Approval to establish a Doctor of Philosophy in Data Science degree program

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to the Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

- a. establish a Doctor of Philosophy in Data Science degree program at U. T. El Paso; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The proposed Doctor of Philosophy (Ph.D.) in Data Science (DS) is designed to prepare graduates to work in industry and government where high-level data science skills are in demand and in short supply. The proposed program will support a critical area of rapid growth and high demand in the national and state economies and will be sustained through university and community partnerships to fund student research, provide student salaries, and engage students in experiential learning. The proposed degree program will incorporate a curriculum that provides solid theoretical foundations and real-world applications using a mix of coursework, community-university collaborations, and research. This program is designed to prepare students to work in government, industry, or academia as graduates will have a mix of research, consulting, or collaborative experiences, and will be trained in communicating complex ideas to nondata scientist populations.

Need and Student Demand

There is a consistent and growing need for doctoral-prepared data science professionals (Forbes, 2017). The U.S. Bureau of Labor Statistics projects that between 2016 to 2026 the number of mathematical science jobs will increase by 28%, making it one of the fast-growing occupation sectors in the country. The proposed DS program has been designed to respond to industry demand to produce data science experts with training in the core components of data science (mathematics, statistics, and computing), integrates instruction and exposure to domain specific knowledge, and provides professional development that prepares graduates to work in industry. It is estimated that approximately two-thirds of all DS related jobs are unfilled and many companies settle on underqualified DS applicants; approximately 43% of companies

report not having or being able to find the personnel for their data science needs (Forbes, 2015). In addition, International Business Machines Corporation (IBM) predicts that data science jobs will grow 28% by 2020. It can be anticipated that there will be 6,043 open jobs in this area for Texas in the next three years (Forbes, 2017). The number of DS graduate programs in Texas, particularly at the doctoral level, is insufficient to meet industry demand and contribute to growth of the key sectors of the economy that require these kinds of technical and intellectual skills and training.

U. T. El Paso anticipates strong interest among local undergraduate and master's students in the proposed doctoral program, and helping these students enter and complete a DS Ph.D. program will support an increase in the proportion of Hispanic individuals in DS. Although the program will recruit nationally and internationally, every effort to recruit students from the local population, U. T. El Paso will be made to advise them on how to prepare to enter a Ph.D. program directly with an undergraduate degree. Also anticipated is a large proportion of Ph.D. students to be graduates of the master's programs in statistics and mathematics. A survey conducted in Fall 2017 showed strong interest among current U. T. El Paso graduate students and good support among undergraduates. U. T. El Paso anticipates an initial enrollment of at least seven students in the first year, with a total cumulative enrollment of 40 students by the fifth year.

Program Quality

In total, the doctoral program will involve 37 core and support faculty from eight different departments/programs (Computer Science, Biology, Chemistry, Environmental Science, Geology, Mathematical Sciences, Public Health Sciences, and Physics) at U. T. El Paso. Sixteen faculty in the Department of Mathematical Sciences will make up the core faculty. The core faculty have secured significant extramural support, with over \$31 million in funding over the past five years. These external funds can support data science related research projects, and these and future projects will support data science Ph.D. students. Two new faculty in Mathematical Sciences were hired in the 2018-2019 academic year that will also support the proposed program, and the department plans to hire two additional data science faculty during the first two years of the program.

The support faculty affiliated with the proposed program will represent expertise in a variety of fields. Moreover, the support faculty are research active and nationally acclaimed experts in their fields and, correspondingly, attract high levels of extramural funding to support research endeavors.

Revenue and Expenses

Expenses	5-Year Total
<i>Faculty</i>	
Salaries	705,886
Benefits	
<i>Graduate Students</i>	
TA Salaries	399,748
GRA Salaries	627,093
<i>Staff & Administration</i>	
Graduate Coordinator Salary	375,000
Administrative Staff Salaries	267,500
Staff Benefits	179,900
<i>Other Expenses</i>	
HPC resources	100,000
Facilities (Computing Lab)	300,000
Equipment (Computing Lab)	100,000
Library & IT	25,000
Supplies and Materials	25,000
Total Expenses	3,105,127
	5-Year Total
Revenue	
<i>From Student Enrollment</i>	
Formula Funding	1,139,618
Tuition and Fees	504,989
<i>From Institutional Funds</i>	
Reallocated Resources	625,198
<i>From Other Revenue Sources</i>	
Contract Funding	835,322
Total Revenue	3,105,127

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for new doctoral degree programs.

3a. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for all graduate degree programs

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission for all graduate programs as described below.

BACKGROUND INFORMATION

The Graduate College at U. T. Rio Grande Valley seeks to revise the method for calculating the minimum undergraduate Grade Point Average (GPA) for admission to all graduate degree programs. The change is requested following an extensive review of practices statewide and nationally. The review indicates that many graduate programs consider the last 60 hours of undergraduate credit in calculating the GPA. While an applicant's overall undergraduate GPA is important, the earned GPA in the last 60 hours of the undergraduate degree, which commonly encompasses the student's major coursework, is more indicative of the applicant's potential for success. This is especially true for applicants to U. T. Rio Grande Valley since the vast majority of applicants seek a graduate degree in the same or closely related discipline as their undergraduate studies. Making these requested changes will allow the Graduate College to better facilitate a timely admissions decision.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
An applicant who meets the following criteria is eligible for clear admission to a graduate degree program:	An applicant who meets the following criteria is eligible for clear admission to a graduate degree program:
1. Awarded a baccalaureate degree from an accredited institution and earned at least a 3.0 (on a 4.0 scale) Grade Point Average overall; or	1. Awarded a baccalaureate degree from an accredited institution and earned at least a 3.0 (on a 4.0 scale) Grade Point Average overall <u>in the last 60 hours</u> ; or
2. Earned a previous master's degree from an accredited university.	No change

3b. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master in Physician Assistant Studies Bridge Program degree program

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master in Physician Assistant Studies Bridge Program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

The Master in Physician Assistant Studies Bridge Program (MPAS) is a web-based program that enables a practicing physician assistant with a bachelor's degree to obtain a master's degree in Physician Assistant Studies, allowing the physician assistant to remain in their community while completing the course of study.

Over the last several years, the faculty of the Department of Physician Studies has determined that the MPAS admission requirement for a "Bachelor's Degree in Physician Assistant (P.A.) Studies" has been confusing to many applicants. This occurred because in the earlier years of the field, it was common for graduates to receive degrees in Health Care or Health Science or similar fields, rather than in P.A. studies. Therefore, the program seeks to clarify that candidates must have graduated from an accredited P.A. program, but the bachelor's degree may be in any discipline from an approved institution of higher education. This new wording will help clarify the requirement and expand the pool of eligible applicants.

The program also seeks to clarify the wording of the admission requirement for a letter of reference from supervising physicians. This requirement was intended to be a statement of willingness from the physician to serve as a precept for the P.A. However, due to the wording, this requirement was taken by applicants and physicians alike to be a traditional letter of reference. This change will align the admission language with the program's intent.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
Bachelor's Degree in Physician Assistant Studies	<u>Bachelor's Degree in Physician Assistant Studies Accredited Physician Assistant program graduate with a bachelor's degree from an approved institution of higher education</u>
Undergraduate GPA of at least 3.0.	No change

Official transcripts from each institution attended.	No change
Current license to practice as a P.A.	No change
Current NCCPA certification.	No change
Be employed as a P.A.	No change
Medical Malpractice Insurance	No change
Letter of reference from their supervising physician	A letter of reference from their supervising physician <u>agreeing to precept the P.A.</u>

3c. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master Reading Teacher Certificate degree program

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission for the Master Reading Teacher Certificate degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

U. T. Rio Grande Valley is requesting approval to revise program admission requirements by adding the admission requirement of a cleared criminal background check. Students in the Master Reading Teacher program are asked to work with children throughout the program. In addition, students will need to have a clear background check before being hired by a school district after receiving certification. Because students will be working with a vulnerable population and because of future career implications, students should have a clear criminal background check before being admitted to the program. U. T. Rio Grande Valley is also proposing the removal of letters of recommendation as an admissions requirement. These are a major roadblock to application completion and program faculty do not find them a useful tool for evaluating applications.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
Submission of two letters of recommendation from individuals knowing the applicant in a professional or academic capacity.	Submission of two letters of recommendation from individuals knowing the applicant in a professional or academic capacity.
Submission of a one to two-page letter of intent indicating reasons for pursuing the certificate	No change
Minimum of 15 hours undergraduate hours in reading or a related field	No change
Submission of teaching certificate and teacher service record showing a minimum of two years of teaching experience	No change
Personal interview	No change
	<u>Clear criminal background check</u>

3d. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Arts in School Psychology degree program

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Arts in School Psychology degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

The School Psychology program is requesting to reinstate the requirement for a clear criminal background check (CBC). A clear CBC was part of the admission criteria at the program's legacy institution but was inadvertently deleted from the initial U. T. Rio Grande Valley admission criteria for the program. A clear CBC is important at the time of admission as some students begin school-based experiences in the first or second semester of classes. Under *Texas Occupations Code* Section 53.152, if an individual is applying for admission to or currently enrolling in an educational program that prepares that person for an occupation as defined under *Texas Occupations Code*, the institution must notify the individual that an individual who has been convicted of an offense may be ineligible for issuance of an occupational license upon completion of the educational program. Since this program prepares students for an initial occupational license, the program will notify the applicant and require the CBC at admission as permissible under *Texas Occupations Code* Section 53.152.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
Bachelor's or master's degree in a related field preferred.	No change
Graduate Record Examination (GRE)	No change
If applicant does not meet the minimum undergraduate GPA criterion, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission	No change

<p>Submission of three letters of recommendation from individuals in a position to judge the professional and academic potential of the applicant. At least one should be from a university professor in the applicant's major area of study</p>	<p>No change</p>
<p>Submission of a letter of intent indicating reasons for pursuing the degree.</p>	<p>No change</p>
	<p><u>Clear criminal background check</u></p>

3e. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Science in Physics degree program

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Science in Physics degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

The Graduate Record Exam (GRE) subject test in physics is not a requirement for many graduate programs in physics in the U.S. Thus, the Department of Physics faculty are requesting to modify the requirement of the GRE subject test to the following: If the applicant's undergraduate Grade Point Average (GPA) is below 3.0 or the applicant does not have a Bachelor of Science (B.S.) degree in physics, the applicant shall provide a GRE subject test score in physics, which will be considered by the graduate admission committee as an additional measure to evaluate the candidate's likelihood to be successful in the program.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
Bachelor's degree from a regionally accredited institution in the United States or a recognized international equivalent in a similar or related field.	No change
Undergraduate GPA of at least 3.0. Official transcripts from each institution attended.	No change
Submission of a statement of research interest and career goals which should clearly articulate why the student wants to enter the Physics Graduate program and what are their long- term career goals.	No change

<p>Submission of two letters of recommendation that should mention concrete examples of applicant's prior research experience and highlight strength and weaknesses of the applicant in his/her proposed area of specialization.</p>	<p>No change</p>
<p>GRE General Test with a minimum Quantitative score of 161 for admitted students. GRE subject (Physics) test. (No minimum score) No waiver of the GRE test if the applicant has completed a previous master's degree. GRE test scores are valid for 5 years.</p>	<p>GRE General Test with a minimum Quantitative score of 161 for admitted students. GRE subject (Physics) test. (No minimum score) No waiver of the GRE test if the applicant has completed a previous master's degree. <u>If the applicant's undergraduate GPA is below 3.0 or the applicant does not have a B.S. degree in physics, the applicant is required to provide a GRE subject test score in physics.</u> GRE test scores are valid for 5 years.</p>

3f. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Science in Ocean, Coastal, and Earth Sciences degree program

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Science in Oceans, Coastal, and Earth Sciences degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

The faculty in the Ocean, Coastal, and Earth Sciences (OCES) program reviewed the admission and program requirements for the M.S. degree in an effort to improve processes, enhance enrollment, and support student success. Based on the results of the review, it was determined that a successful applicant should have a bachelor's degree related to the program, rather than an undergraduate degree in an unrelated discipline, since a foundation in the sciences best supports student's retention and graduation. The program also requests three letters of recommendation to better assess the student's capabilities of performing satisfactorily in graduate OCES studies. In addition, because the program is highly research-focused and students work closely with a faculty mentor, the faculty sees a need for applicants to submit a CV or resume, along with statement of research indicating what areas of scholarship they wish to pursue and the faculty member(s) they are most interested in working with. Adding this requirement will assist the program in identifying prospective students for mentorship.

Current Unconditional Admission Criteria	Proposed Admission Criteria
Bachelor's degree from a regionally accredited institution in the United States or a recognized international equivalent in a similar or related field.	Bachelor's degree from a regionally accredited institution in the United States or a recognized international equivalent in a similar or in a related field.
Undergraduate GPA of at least 3.0.	No change
Official transcripts from each institution attended (must be submitted directly to UTRGV).	No change

<p>GRE General Test with minimum GRE scores of: Verbal 153 and Quantitative 144 are required. GRE test scores are valid for 5 years. A waiver of the GRE requirement will be granted to applicants who show proof of completing a graduate degree (master's or doctoral).</p>	<p>No change</p>
	<p><u>A statement of research including potential advisor(s) in the School of Earth, Environmental, and Marine Sciences at U. T. Rio Grande Valley with whom the applicant wants to work for thesis research.</u></p>
	<p><u>A recent CV/resume</u></p>
	<p><u>Three (3) letters of recommendation, at least one of which should be from a faculty member</u></p>

3g. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Science in Social Work degree program

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Science in Social Work degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

Following an internal review of admission requirements and processes, and considering feedback from applicants and recently admitted students, the faculty of the School of Social Work have determined that requiring both a personal statement and a writing sample in the admission process is duplicative as well as confusing to applicants. Based on review of past student files, it was found that an applicant's general writing abilities can be effectively evaluated based on the personal statement alone. Therefore, approval is requested to remove the redundant requirement for a separate writing sample.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
Submission of three letters of recommendation students	No change
Submission of a personal narrative statement	No change
Verified successful completion of a course in basic statistics	No change
Submission of a writing sample	Submission of a writing sample

3h. **U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Business Administration degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Business Administration degree program at U. T. Rio Grande Valley as described on the following page.

BACKGROUND INFORMATION

The Robert C. Vackar College of Business requests permission to change the criteria for admission into the Master of Business Administration (MBA) program. In particular, the College requests permission to change the required undergraduate Grade Point Average (GPA) from 3.5 to 3.25 to qualify for a waiver of the Graduate Management Admission Test (GMAT). Students with a GPA of 3.25 or above have proven successful in the program irrespective of the GMAT score. In addition, the College requests permission to remove the letters of recommendation requirement as faculty have found the letters are unhelpful.

Current Unconditional Admission Criteria	Proposed Unconditional Admission Criteria
<p>Complete the GMAT Exam with a minimum score 400 or the GRE test with minimum scores of 146 Verbal and 146 Quantitative</p>	<p>No change</p>
<p>A waiver of the GMAT requirement will be granted to applicants who show proof of one of the following:</p> <ul style="list-style-type: none"> • Another graduate degree (master's or doctoral) • An undergraduate GPA of 3.50 or higher on a 4- point scale • A waiver may be granted to those students who have more than four years of upper managerial experience in supervisory roles, control of budgets, and decision-making 	<p>A waiver of the GMAT requirement will be granted to applicants who show proof of one of the following:</p> <ul style="list-style-type: none"> • Another graduate degree (master's or doctoral) • An undergraduate GPA of 3.50 <u>3.25</u> or higher on a 4- point scale • A waiver may be granted to those students who have more than four years of upper managerial experience in supervisory roles, control of budgets, and decision-making
<p>Respond to five short answer questions to demonstrate writing competency and communication skills</p>	<p>No change</p>
<p>Submission of two letters of recommendation</p>	<p>Submission of two letters of recommendation</p>
<p>Students with a GPA lower than 3.0 but higher than 2.75 will be considered on a case-by-case basis.</p>	<p>No change</p>

3i. U. T. Rio Grande Valley: Discussion and appropriate action regarding proposed changes to admission criteria for the Doctor of Philosophy in Rehabilitation Counseling degree program

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Doctor of Philosophy in Rehabilitation Counseling degree program at U. T. Rio Grande Valley as described below.

BACKGROUND INFORMATION

The current foundational courses for this program do not include all of the courses required by the program's accrediting body, The Council for Accreditation of Counseling and Related Educational Programs (CACREP). The requested change alters the previous but now erroneous list of foundational courses to include all courses as required by CACREP.

Current Foundational Courses	Proposed Foundational Courses
To be admitted to the doctoral program in rehabilitation counseling, prospective candidates must first meet all requirements for graduate admission to U. T. Rio Grande Valley, as well as the other requirements listed below:	No change
1. Earned master's degree from an accredited institution in a field related to rehabilitation counseling with a minimum graduate GPA of 3.25	No change
2. GRE general test	No change
3. Submission of three letters of recommendation	No change
4. Submission of a personal statement	No change
5. Documentation of two years of professional experience with people with disabilities	No change

<p>6. Personal interview Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply. All applications are reviewed by the Department of Rehabilitation's graduate faculty. Deadline for application each year is March 31, and incomplete applications will not be reviewed. Successful applicants will be notified by late April.</p>	<p>No change</p>
<p>All students entering the Ph.D. program are required to have a Rehabilitation Counseling foundation. This foundation may be achieved by holding a Masters' degree in Rehabilitation Counseling that is accredited by CACREP/Council on Rehabilitation Education (CORE). Students with related degrees will most likely have taken similar coursework that will be equivalent to the required foundation courses. Foundation courses include the following:</p> <ul style="list-style-type: none"> • REHS 6300 Introduction to Rehabilitation Foundations • REHS 6310 Case Management in Rehabilitation • REHS 6320 Psychosocial Aspects of Disability • REHS 6350 Job Placement • REHS 6360 Counseling Theories in Rehabilitation Counseling • REHS 6370 Techniques in Rehabilitation Counseling students 	<ul style="list-style-type: none"> • REHS 6300: Introduction to Rehabilitation Foundations • REHS 6310: Case Management in Rehabilitation • <u>REHS 6315: Research in Rehabilitation</u> • REHS 6320: Psychosocial Aspects of Disability • <u>REHS 6325: Group Counseling in Rehabilitation</u> • <u>REHS 6330: Assessment and Vocational Evaluation</u> • <u>REHS 6345: Medical Aspects of Disability</u> • REHS 6350: Job Placement • <u>REHS 6355: Lifespan and Disability</u> • REHS 6360: Counseling Theories in Rehabilitation • <u>REHS 6365: Multicultural Counseling in Rehabilitation</u> • REHS 6370: Techniques in Rehabilitation Counseling • <u>REHS 6375: Psychiatric Rehabilitation</u> • <u>REHS 6390: Practicum in Rehabilitation</u> • <u>REHS 7600: Rehabilitation Counseling Internship</u>

3j. U. T. San Antonio: Discussion and appropriate action regarding proposed changes to admission criteria for all graduate degree programs

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to all graduate degree programs at U. T. San Antonio as described on below.

BACKGROUND INFORMATION

U. T. San Antonio proposes changes to the criteria for admission into a graduate program. For degree-seeking applicants, the institution proposes to change the method for calculating the minimum Grade Point Average (GPA) of at least a 3.0 in the last 60 hours of the applicant's undergraduate degree to an overall minimum GPA of at least a 3.0. In addition, for nondegree-seeking applicants, the institution proposes to change the minimum GPA of at least a 3.0 in the last 30 hours of the applicant's undergraduate degree to an overall minimum GPA of at least a 3.0. U. T. San Antonio did an analysis of its undergraduate curricular requirements and found that in certain cases discipline-specific courses were not necessarily concentrated in the last 60 hours but were instead spread out across the four years of the program.

U. T. San Antonio also proposes elimination of the English Language Assessment Program (ELAP) test requirement. This is an additional test international students take after they arrive on campus if they received a Test of English as a Foreign Language (TOEFL) Internet score between 79-100. Students take additional courses in English for International Students based on the ELAP test. However, the current minimum test scores on the TOEFL and the International English Language Testing System (IELTS) allow for admission at peer institutions without additional assessment.

Current Degree-Seeking Admission Criteria	Proposed Degree-Seeking Admission Criteria
A minimum grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours of undergraduate coursework or total hours of an awarded graduate degree.	A minimum grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours of undergraduate coursework or total hours of an awarded graduate degree. <u>from an awarded bachelor's or master's degree may be admitted with no conditions. Departments may consider the grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester credit hours.</u>

Current NonDegree-Seeking Graduate Student Admission Criteria	Proposed NonDegree-Seeking Graduate Student Admission Criteria																								
<p>A minimum grade point average of at least 3.0 (on a 4.0 scale) in the last 30 semester credit hours of undergraduate coursework or total hours of an awarded graduate degree.</p>	<p>A minimum grade point average of at least 3.0 (on a 4.0 scale) in the last 30 semester credit hours of undergraduate coursework or total hours of an awarded graduate degree. <u>from an awarded bachelor's or master's degree may be admitted with no conditions. Departments may consider the minimum grade point average of at least 3.0 (on a 4.0 scale) in the last 30 semester credit hours of undergraduate coursework.</u></p>																								
Current International Graduate Student Admission Criteria	Proposed International Graduate Student Admission Criteria																								
<p>In addition to meeting the general requirements for admission, applicants whose native language is not English must demonstrate sufficient competency in English to study effectively at the University. These applicants are required to submit scores on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) to the Graduate School. Information about TOEFL and IELTS is available online.</p> <p>English Language Assessment Program (ELAP) Exempt:</p> <table data-bbox="196 1318 516 1419"> <tr> <td>TOEFL Internet</td> <td>100</td> </tr> <tr> <td>TOEFL Paper</td> <td>600</td> </tr> <tr> <td>IELTS</td> <td>7</td> </tr> </table> <p>Graduate Admission Qualification:</p> <table data-bbox="196 1486 516 1587"> <tr> <td>TOEFL Internet</td> <td>79</td> </tr> <tr> <td>TOEFL Paper</td> <td>550</td> </tr> <tr> <td>IELTS</td> <td>6.5</td> </tr> </table> <p>Participation in UTSA's English Language Assessment Program (ELAP), before registration, is required of students with TOEFL scores below 600 (paper version) or 100 (Internet based) or an IELTS score below 7. Based on this assessment, students needing additional instruction in</p>	TOEFL Internet	100	TOEFL Paper	600	IELTS	7	TOEFL Internet	79	TOEFL Paper	550	IELTS	6.5	<p>In addition to meeting the general requirements for admission, applicants whose native language is not English must demonstrate sufficient competency in English to study effectively at the University. These applicants are required to submit scores on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) to the Graduate School. Information about TOEFL and IELTS is available online.</p> <p>English Language Assessment Program (ELAP) Exempt:</p> <table data-bbox="776 1318 1096 1419"> <tr> <td>TOEFL Internet</td> <td>100</td> </tr> <tr> <td>TOEFL Paper</td> <td>600</td> </tr> <tr> <td>IELTS</td> <td>7</td> </tr> </table> <p>Graduate Admission Qualification:</p> <table data-bbox="776 1486 1096 1587"> <tr> <td>TOEFL Internet</td> <td>79</td> </tr> <tr> <td>TOEFL Paper</td> <td>550</td> </tr> <tr> <td>IELTS</td> <td>6.5</td> </tr> </table> <p>Participation in UTSA's English Language Assessment Program (ELAP), before registration, is required of students with TOEFL scores below 600 (paper version) or 100 (Internet based) or an IELTS score below 7. Based on this assessment, students needing additional instruction in</p>	TOEFL Internet	100	TOEFL Paper	600	IELTS	7	TOEFL Internet	79	TOEFL Paper	550	IELTS	6.5
TOEFL Internet	100																								
TOEFL Paper	600																								
IELTS	7																								
TOEFL Internet	79																								
TOEFL Paper	550																								
IELTS	6.5																								
TOEFL Internet	100																								
TOEFL Paper	600																								
IELTS	7																								
TOEFL Internet	79																								
TOEFL Paper	550																								
IELTS	6.5																								

<p>English are required to enroll in appropriate English for International Students (EIS) courses.</p>	<p>English are required to enroll in appropriate English for International Students (EIS) courses.</p>
--	---

3k. U. T. Tyler: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Science in Nursing (MSN) Family Nurse Practitioner (FNP) degree program and the Post-MSN FNP certificate program

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Science in Nursing (MSN) Family Nurse Practitioner (FNP) degree program and the Post-MSN FNP certificate program at U. T. Tyler as described below.

BACKGROUND INFORMATION

U. T. Tyler would like to add a requirement that the MSN FNP students have one year of full-time work as a nurse before applying to the program. U. T. Tyler faculty and preceptors agree that applicants must have competency in the basic nursing role and medication management before assuming an advanced nursing role as students without such experience encounter difficulties in clinical settings.

Current Admission Criteria	Proposed Admission Criteria
<p>Admission Requirements Family Nurse Practitioner MSN and Post-MSN certification</p> <p>Students applying for admission to the MSN program are expected to submit a portfolio for evaluation consisting of the following:</p> <ol style="list-style-type: none"> 1. Submit three professional and/or academic references; 2. Submit transcripts verifying a minimum grade-point average of 3.0 for the last 60 semester credit hours of undergraduate work*; 3. Hold a Bachelor of Science in Nursing (BSN) degree from a nationally accredited College; 4. Show proof of current licensure as a Registered Nurse in the state(s) where clinical practicum will occur; 	<p>Admission Requirements Family Nurse Practitioner MSN and Post-MSN certification</p> <p>Students applying for admission to the MSN program are expected to submit a portfolio for evaluation consisting of the following:</p> <ol style="list-style-type: none"> 1. No change 2. No change 3. No change 4. No change

<p>5. Complete an undergraduate statistics course with a grade of "C" or better;</p> <p>6. Submit either a two-page essay or video describing reasons for seeking a particular MSN degree and plans for the future.</p> <p>7. Applicants from countries other than the United States must also meet the admission requirements for international students seeking a graduate degree as listed in the University catalog.</p> <p>8. Consideration for admission is also given to one or more of the following: the applicant's demonstrated commitment to his or her chosen field of study; socioeconomic background; and involvement and level of responsibility related to other factors, including extracurricular activities, employment, community service, first generation of family to graduate from an undergraduate program, family responsibility for raising children, multilingual proficiency, or geographic region of residence.</p> <p>* Students who do not meet the GPA requirement for Full admission may be granted Conditional admission based on satisfactory scores on the verbal/quantitative portions of the Graduate Record Examination (GRE) in combination with GPA for the last 60 semester hours of undergraduate work.</p>	<p>5. No change</p> <p>6. No change</p> <p>7. No change</p> <p>8. No change</p> <p><u>9. In the last four years, one year of full-time work experience as a nurse prior to application is needed. This experience should be direct patient care involving patient assessment and medication administration.</u></p> <p>* No change</p>
--	--

31. **U. T. Tyler: Discussion and appropriate action regarding proposed changes to admission criteria for the Master of Arts in Political Science degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Master of Arts in Political Science degree program at U. T. Tyler as described on the following page.

BACKGROUND INFORMATION

Based on recommendations from an external program reviewer, U. T. Tyler proposes a change in admission requirements for the Master in Political Science degree program to require a directed essay demonstrating the student's motivation for study in political science and the student's analytical writing skills instead of using the GRE requirement.

Current Criteria	Proposed Criteria
<p data-bbox="196 254 711 317">Admission Requirements for M.A. in Political Science</p> <p data-bbox="196 348 748 478">In addition to the general requirements for admission to graduate study, the requirements for admission to the political science program are as follows:</p> <ol data-bbox="196 510 748 1381" style="list-style-type: none"> <li data-bbox="196 510 656 573">1. A baccalaureate degree from an accredited college or university. <li data-bbox="196 604 732 735">2. A satisfactory score on the General Test (verbal, quantitative, and analytical) of the Graduate Record Examination (GRE). <li data-bbox="196 892 748 989">3. A satisfactory grade-point average on all prior advanced-level (junior, senior, and graduate) work (Minimum GPA - 3.0). <li data-bbox="196 1020 743 1381">4. Consideration is also given to one or more of the following: the applicant's demonstrated commitment to his or her chosen field of study, socioeconomic background, first generation college graduate, multilingual proficiency, geographic region of residence, and level of responsibility in other matters including extracurricular activities, employment, community service, and family responsibilities. 	<p data-bbox="774 254 1289 317">Admission Requirements for M.A. in Political Science</p> <p data-bbox="774 348 1321 478">In addition to the general requirements for admission to graduate study, the requirements for admission to the political science program are as follows:</p> <ol data-bbox="774 510 1321 1041" style="list-style-type: none"> <li data-bbox="774 510 959 541">1. No change. <li data-bbox="774 594 1321 831">2. A satisfactory score on the General Test (verbal, quantitative, and analytical) of the Graduate Record Examination (GRE). <u>A directed essay designed to demonstrate the candidate's motivation for study in political science as well as the student's facility with analytical writing.</u> <li data-bbox="774 892 959 924">3. No change. <li data-bbox="774 1010 959 1041">4. No change.

3m. U. T. Tyler: Discussion and appropriate action regarding proposed changes to admission criteria for the Doctor of Philosophy in Human Resource Development degree program

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that the U. T. System Board of Regents approve changes to the criteria for admission to the Doctor of Philosophy in Human Resource Development degree program at U. T. Tyler as described on the following page.

BACKGROUND INFORMATION

The graduate faculty were provided with feedback from external examiners who recently visited and performed an assessment of the doctoral program. Their feedback included the need for expanding the current admissions requirements in the following ways: identifying research interests to better match incoming students with an interim faculty advisor and conducting interviews with prospective applicants. The program faculty have previously discussed the need to obtain writing samples (or to obtain a writing sample under time conditions) given the importance of writing capability associated with this program's doctoral coursework and required doctoral milestones and recommend adding those requirements as well.

Current Catalog Copy Admissions Requirements:	Proposed Catalog Copy Admissions Requirements:
<p>The following criteria must be met for entry into the program:</p> <ol style="list-style-type: none"> 1. Master's degree in HRD, business administration, management or related field from a college or university approved by a recognized regional accrediting body. 2. 3.0 GPA (on 4.0 scale) on all previous academic coursework. 3. Submission of GMAT scores (in some cases the GRE may be accepted in lieu of the GMAT) taken within 5 years at time of application to the program. 4. Submission of a career statement that articulates the purpose for pursuing the Ph.D. in HRD and the connection of obtaining the degree with future career goals. 5. Submission of a complete resume or curriculum vita. 6. Submission of three original letters of recommendation that address the applicant's potential as a Ph.D. scholar in HRD. 	<p>The following criteria must be met for entry into the program:</p> <ol style="list-style-type: none"> 1. No change. 2. No change. 3. No change. 4. Submission of a career statement that articulates the purpose for pursuing the Ph.D. in HRD, and the connection of obtaining the degree with future career goals <u>describes potential research interests and articulates how the attainment of the degree will influence future career goals.</u> 5. No change. 6. No change. 7. <u>Submission of a writing sample or a writing sample under timed conditions may also be scheduled.</u> 8. <u>Participation in an interview with program faculty on the admissions committee.</u>

4. **U. T. Arlington: Discussion and appropriate action regarding authorization to increase student union fee contingent upon majority vote by students participating in a general election**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that that the U. T. System Board of Regents authorize U. T. Arlington to levy a student union fee not to exceed \$150 per student for each regular semester and not to exceed \$75 per student for each summer session term contingent on approval of such fees by a majority vote of students participating in a general election and with such fees to be used only for financing, constructing, operating, and maintaining the student union building.

BACKGROUND INFORMATION

The E. H. Hereford University Center (Student Union), at U. T. Arlington was constructed in 1953, with an addition and renovation occurring in 1985 at the time when U. T. Arlington's student population was 12,000 students. In 2017, 5,275 square feet was added for the Career Development Center. The building now comprises over 240,000 gross square feet and houses numerous activity centers and offices meant to serve a population of over 43,000 students. The student union fee was last increased in 1985 from \$15 to \$39 per semester.

During the 86th Legislative Session, U. T. Arlington requested statutory authorization for an increase to the student union fee contingent upon majority vote by students participating in a general election within one year and with such fees to be used only for financing, constructing, operating, and maintaining the student union building. Specifically, the request was for authorization to levy a student union fee not to exceed \$150 per student for each regular semester and not to exceed \$75 per student for each summer session term, up from \$39 per student for each regular semester and \$19.50 per student for each summer session term. The legislation was passed to be effective on September 1, 2019.

Following necessary approvals for the increase in the student union fee, this renovation project will proceed as a Major Project, pursuant to Regents' *Rules and Regulations*, Rules 80301 (Capital Improvement Program) and 80404 (Institutional Management of Major Construction and Repair and Rehabilitation Projects) and will be institutionally managed by U. T. Arlington personnel.

5. **U. T. Austin: Request to approve the honorific naming of the Student Activity Center as the William C. Powers, Jr. Student Activity Center**

RECOMMENDATION

The Chancellor recommends that the U. T. System Board of Regents approve the honorific naming of the Student Activity Center as the William C. Powers, Jr. Student Activity Center to recognize Mr. Powers as an esteemed teacher and university leader, nationally recognized legal scholar, and staunch proponent of the value of the public research university.

BACKGROUND INFORMATION

The Student Activity Center, which was approved for addition to the Capital Improvement Program by the Board of Regents on May 11, 2006, and is located at 2201 Speedway, is a component of the Division of Student Affairs and is operated by University Unions. The grand opening was held in January 2011. The seven-story structure offers 149,000 square feet of departmental space, dining, and distributed lounge space, and 25,000 feet of outdoor seating. It offers 13 meeting rooms, including a ballroom, the Black Box Theater (an experimental performance space), a dance rehearsal space, a legislative assembly room, and an auditorium. The building is occupied by the Office of the Dean of Students, Department of Anthropology, Gender and Sexuality Center, Multicultural Engagement Center, Graduate Student Assembly, Senate of College Councils, Student Government, and Leadership and Ethics Institute.

William C. "Bill" Powers, Jr., who passed away March 10, 2019, was the 28th president of U. T. Austin, serving from 2006 to 2015, the second-longest term of service in the university's history. The Student Activity Center is one of 13 major buildings completed under his leadership. Mr. Powers oversaw the completion of the \$3.1 billion Campaign for Texas, the largest public university campaign in Texas history, and was instrumental in the founding of Dell Medical School and the School of Undergraduate Studies. Other major accomplishments include reforming the undergraduate curriculum, increasing U. T. Austin's four-year graduation rate, and leading U. T. Austin to the U.S. Supreme Court to defend the educational benefits of diversity in higher education. A member of the U. T. Austin School of Law faculty for more than 40 years, including six years as dean, Mr. Powers was a beloved mentor, connecting with thousands of students on the Forty Acres and remaining a classroom teacher even during his nine years as president. Of his many titles, "teacher" was the one of which he most proud.

The proposed naming is consistent with the Board of Regents' *Rules and Regulations*, Series 80307, relating to the honorific naming of facilities, because of former President Powers' significant vision and leadership.

6. U. T. Permian Basin: Strategic Plan

REPORT

A report to the Board on the Strategic Plan for U. T. Permian Basin is set forth on the following pages. President Woodley will be available to respond to questions from the Board.

The University of Texas Permian Basin Strategic Plan

Strategic Plan

Vision Statement

The University of Texas Permian Basin will be an innovative, responsive, university that thinks large and lives local. We will lead in advancing education, research, economic competitiveness, and cultural enrichment.

Mission Statement

As a regional, comprehensive institution, The University of Texas Permian Basin serves a diverse community of students from the region, the state, and beyond. Through excellence in student-centered teaching, learning, research, and public service, the University cultivates engaged citizens and impacts lives while advancing the technological and public interests of West Texas.

Values Statements

- **Extra Mile Service** which starts with an attitude of “yes”, enables flexibility to go above and beyond, and is proactive in finding solutions.
- **Kindhearted** means being nice, positive, friendly, and respectful; being generous with your gifts and talents; and investing in the success and well-being of others.
- **Integrity** means doing right, even when no one else is looking; being forthright in your intentions, words, and actions; and being honest, honorable, and trustworthy.
- **Collaboration** is a big tent mentality, being a partner who embraces and considers diverse perspectives and always being aware of and pursuing positive collective impact.
- **Innovation** inspired by curiosity, adaptability, and responsiveness; embracing the wildcatter spirit to be the solution.

The University of Texas Permian Basin Strategic Plan

Priorities

Pillar One: Student Success

- I. Support students to achieve their educational and career goals, become life-long learners, outstanding citizens, and leaders who thrive in a changing world.
- II. Provide an engaged, healthy, safe, and fun student life.
- III. Recruit, retain, and support high quality faculty and staff dedicated to the success of the students.

Pillar Two: Serve the Region

- I. Support education, healthcare, and economic needs by increasing the number of graduates in high-demand professions.
- II. Partner with community and industry leaders to solve the most pressing challenges and improve the quality of life in the Permian Basin through public service, educational, and cultural events.

Pillar Three: Advance Creativity and Knowledge

- I. Engage in research that enhances knowledge, human health, and well-being.
- II. Promote creativity and artistic expression.
- III. Develop and sustain excellent, relevant, and high-impact academic programs.

Pillar Four: Responsible Stewardship

- I. Strategically align and maximize resources.
- II. Ensure a well-managed, strategic, efficient, and transparent enterprise.
- III. Understand and exceed expectations of donors, alumni, and other stakeholders.

Specific objectives for each pillar, including primary actions and approaches, are outlined below. Key performance indicators are listed on page eight of this document.

The University of Texas Permian Basin Strategic Plan

Pillar One: Student Success

Objective One

Support students to achieve their educational and career goals, become life-long learners, outstanding citizens, and leaders who thrive in a changing world.

Primary Actions

- Implement initiatives and programs to recruit and retain students.
- Graduate and place outstanding citizens and leaders who remain as engaged alumni.

Approaches

- Develop and implement a student success strategic plan that aligns with the University goal to double degrees by 2030.
- Develop new and relevant academic programs that meet students' career goals.
- Develop and implement a strategic enrollment plan that rebalances the on-campus and online student mix.
- Develop and implement a strategic marketplace plan that aligns with the University goal to increase career success through internships, co-ops, and post-graduate placement.

Objective Two

Provide an engaged, healthy, safe, and fun student life.

Primary Action

Redesign the student experience through initiatives and programs that engage both on-campus and online student communities.

Approaches

- Transform the campuses.
- Develop quality athletic programs.
- Foster greater sense of belonging among students.

The University of Texas Permian Basin Strategic Plan

Objective Three

Recruit, retain, and support high quality faculty and staff dedicated to the success of the students.

Primary Action

Improve faculty and staff recruitment, engagement, and retention efforts.

Approaches

- Offer competitive salary, benefits, and other compensation.
- Incentivize faculty work in alignment with high impact practices and engaged learning activities.
- Foster an environment that is focused on institutional values and supports recognition, engagement, work-life balance, and professional development.

Pillar Two: Serve the Region

Objective One

Support education, healthcare, and economic needs by increasing the number of graduates in high-demand professions.

Primary Action

Scale placement of graduates in high-demand professions with industry needs in the region.

Approaches

- Partner with community and business leaders to analyze and identify current needs and forecast future trends to achieve University goals of filling workforce gaps and doubling K-12 teachers through the development of relevant academic programs and non-credit programs.

The University of Texas Permian Basin Strategic Plan

- Integrate needs of the region with strategic enrollment plan targets and recruitment and retention of high quality faculty and staff.

Objective Two

Partner with community and industry leaders to solve the most pressing challenges and improve the quality of life in the Permian Basin through public service, educational, and cultural events.

Primary Actions

- Promote arts, culture, athletics, continuing education, and community forums that engage the community.
- Cultivate opportunities for public service and service learning endeavors by faculty, staff, and students.
- Engage community on campus by creating accessible venues (art exhibits, recital spaces, theatres, sports arenas, green spaces, and study spaces).

Approaches

- Strengthen existing partnerships and cultivate new collaborative opportunities by identifying challenges where the University and its partners can be successful.
- Increase the variety and quality of on campus community events, programs, and performances.
- Enrich the experience at student/community events by optimizing programs and expanding offerings.

Pillar Three: Advance Creativity and Knowledge

Objective One

Engage in research that enhances knowledge, human health, and well-being.

The University of Texas Permian Basin Strategic Plan

Primary Action

Increase research.

Approaches

- Amplify funding resources for key, strategic research opportunities.
- Incentivize and support research activities.
- Foster commercialization of applied research outcomes.

Objective Two

Promote creativity and artistic expression.

Primary Action

Nurture an environment where performers and artists are drawn to the University to share their gifts.

Approaches

- Recruit, reward, and retain outstanding artists and scholars.
- Provide the infrastructure to advance artistic disciplines.

Objective Three

Develop and sustain excellent, relevant, and high-impact academic programs.

Primary Action

Complete strategic academic planning process and implement plan.

Approaches

- Assess academic portfolio and grow high quality and relevant programs that align with the academic plan.
- Adequately support and provide facilities for current programs and support developing new programs.
- Achieve specialized accreditations, where applicable.

The University of Texas Permian Basin Strategic Plan

Pillar Four: Responsible Stewardship

Objective One

Strategically align and maximize resources.

Primary Action

Establish a governance model for ensuring resource allocation to the most critical areas.

Approaches

- Strategically allocate resources to achieve a financial plan.
- Become a financially strong institution.

Objective Two

Ensure a well-managed, strategic, efficient, and transparent enterprise.

Primary Action

Achieve operational excellence.

Approaches

- Stabilize the base operations of the University.
- Reduce operational costs and improve effectiveness.
- Increase communication effectiveness.

Objective Three

Understand and exceed expectations of donors, alumni, and other stakeholders.

Primary Action

Raise awareness of value, impact, and return on investment.

Approaches

- Promote the accomplishments of the campus community to create positive perceptions and promote engagement.
- Develop programs and initiatives to increase targeted funding for critical needs.

The University of Texas Permian Basin Strategic Plan

Key Performance Indicators

The following key performance indicators (listed alphabetically) will be used to measure success across all four pillars:

1. Career Pathways
2. Community College Transfers
3. Degrees Awarded
4. Enrollment
5. External Funding
6. Financial/Operational Strength
7. Graduation Rates
8. Research Expenditures
9. Retention

Strategic Plan

Dr. Sandra Woodley, President

U. T. System Board of Regents' Meeting
Academic Affairs Committee
August 2019



Strategic Planning Process 2018-2019

ASSESS

- January 2018**
 - Budget and Planning Committee meeting (1/31)
- February**
 - Executive Staff Strategic Planning meeting (2/1-2)
 - Falcon Future: Strategic Overview (2/23)
- March**
 - Budget and Planning Committee meeting (3/5)
 - Falcon Future: Budget/Enrollment Connection (3/9)
 - Faculty Future meeting (3/23)
- April**
 - Community Leaders Strategic Planning (4/3)
 - Executive Staff Strategic Planning meeting (4/4)
 - Falcon Future: Strategic Planning and Institutional Effectiveness (4/20)
 - Focus group discussions begin
- May**
 - Budget and Planning Committee Meeting (5/9)
- June**
 - Focus group discussions complete
 - Executive Staff Strategic Planning meeting (6/25-27)
- July**
 - Regional, state, and national demographics reviewed (7/31)

DESIGN

- July**
 - Vision and Mission initial drafts created
 - Capabilities framework analysis complete
- August**
 - Executive Staff Strategic Planning meeting (8/20-22)
 - Vision, Mission, and Values drafts confirmed
 - Unique advantages identified
 - Strategic Pillar draft confirmed
 - Long-term Objectives draft confirmed
- September-October**
 - Begin drafting financial projections to accomplish objectives, achieve strategy, and fulfill mission and vision

BUILD

- August**
 - Priorities draft confirmed
 - Gathering feedback on draft strategic planning outcomes begins
- September**
 - Gathering feedback on draft strategic planning outcomes complete
- October**
 - Executive Staff Strategic Planning meeting (10/3-4)
 - Finalize Vision, Mission, and Values
 - Finalize Strategic Pillars and Long-term Objectives
 - DRAFT organizational goals
 - DRAFT key performance indicators
- May 2019 and beyond**
 - DRAFT departmental goals
 - DRAFT individual goals

MANAGE

- November**
 - Gather feedback on organizational goals and key performance indicators
 - Begin developing strategic plan review schedule to ensure alignment and adapt as needed for a changing environment
- December**
 - Finalize organizational goals
 - Finalize key performance indicators
 - Finalize financial projections
 - Widely communicate plan, ensure understanding
- December 2018-March 2019**
 - Develop budget
- April 2019 and beyond**
 - Fully implement strategic plan
 - Track performance to plan
 - Regularly review, adapt, and update plan as needed
 - Develop a plan for training required to accomplish objectives, achieve strategy, and fulfill mission and vision

Vision

The University of Texas Permian Basin will be an innovative, responsive university that thinks large and lives local. We will lead in advancing education, research, economic competitiveness, and cultural enrichment.





Mission

As a regional, comprehensive institution, The University of Texas Permian Basin serves a diverse community of students from the region, the state, and beyond. Through excellence in student-centered teaching, learning, research, and public service, the University cultivates engaged citizens and impacts lives while advancing technology and the public interests of West Texas.

At U. T. Permian Basin, we believe in...

Extra Mile Service Attitude of YES!
Flexible and proactive.

Kindhearted Be nice, positive, friendly,
and respectful. Be generous with your
gifts and talents. Invest in the success
and well-being of others.

Integrity Do right. Be forthright,
honest, honorable, and trustworthy.

Collaboration Be a partner. Embrace
and consider diverse perspectives.
Pursue positive collective impact.

Innovation Be curious, adaptable,
and responsive. Embrace the
wildcatter spirit!



Extra Mile
Service



Kindhearted



Integrity



Collaboration
(Big Tent Mentality)



Innovation

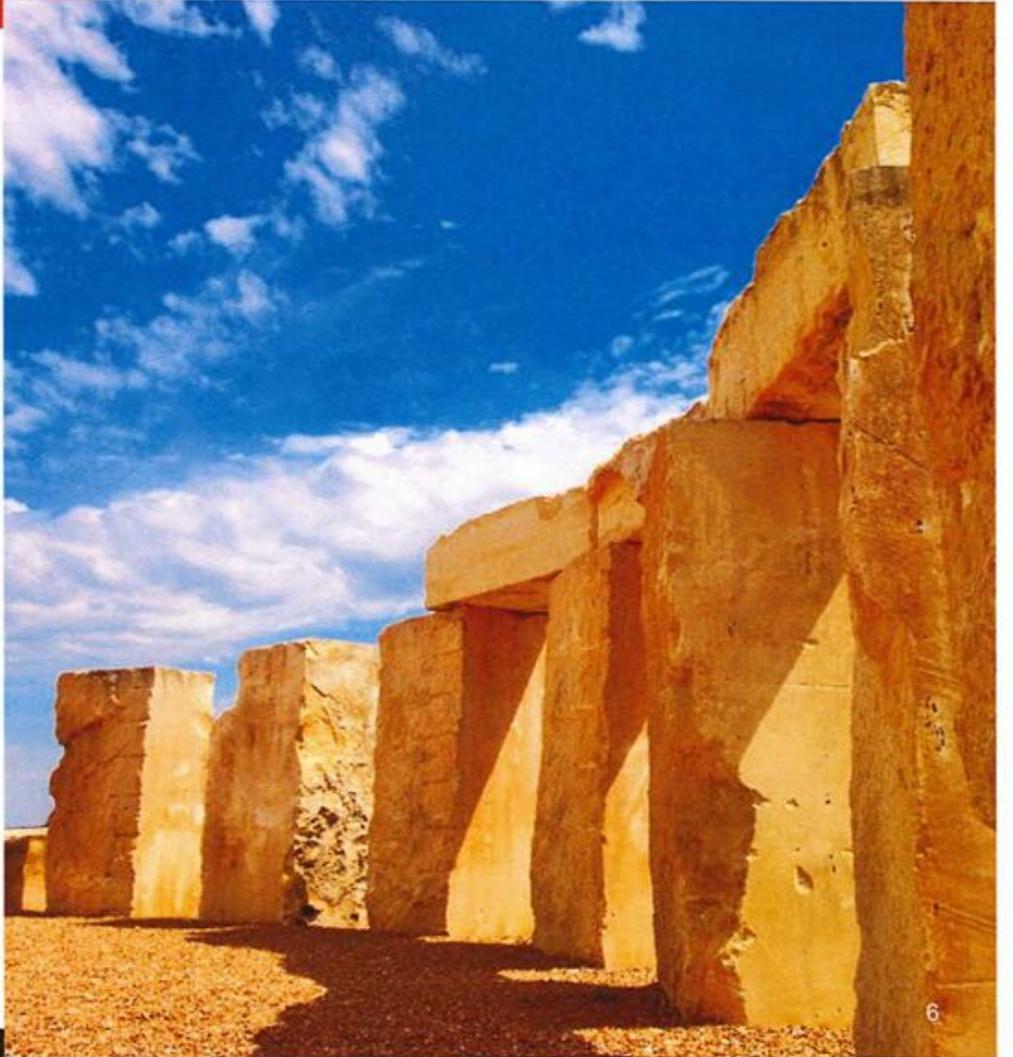
Pillars

Student Success

Serve the Region

Advance Creativity
& Knowledge

Responsible
Stewardship





1 ◀

Student Success

Objectives

- Support students in achieving their educational and career goals, and becoming life-long learners, outstanding citizens, and leaders who thrive in a changing world.
- Provide an engaged, healthy, safe, and fun student life.
- Recruit, retain, and support high-quality faculty and staff dedicated to the success of the students.



2◀ Serve the **Region**

Objectives

- Support education, healthcare, and economic needs by increasing the number of graduates in high-demand professions.
- Partner with community and industry leaders to solve the most pressing challenges and improve the quality of life in the Permian Basin through public service, education, and cultural events.



3◀ Advance Creativity & Knowledge

Objectives

- Engage in research that enhances knowledge, human health, and well-being.
- Promote creativity and artistic expression.
- Develop and sustain excellent, relevant, and high-impact academic programs.



4◀ Responsible Stewardship

Objectives

- Strategically align and maximize resources.
- Ensure a well-managed, strategic, efficient, and transparent enterprise.
- Understand and exceed expectations of donors, alumni, and other stakeholders.

Example: Objectives Within Pillars

Pillar One **Student Success** ◀

OBJECTIVE ONE

Support students in achieving their educational and career goals, and becoming life-long learners, outstanding citizens, and leaders who thrive in a changing world.

Primary Actions

Implement initiatives and programs to recruit and retain students.

Graduate and place outstanding citizens and leaders who remain engaged alumni.

Approaches

1. **Develop** and implement a student success strategic plan that aligns with the University goal to double degrees by 2030.
2. **Grow** new and relevant academic programs that meet students' career goals.
3. **Develop** and implement a strategic enrollment plan that rebalances the on-campus and online student mix and aligns with the University goal to double degrees by 2030.
4. **Develop** and implement a strategic marketplace plan that aligns with the University goal to increase career success through internships, co-ops, and post-graduate placement.

Success is Measured Through Key Performance Indicators (KPIs)



ENROLLMENT



DEGREES AWARDED



CAREER PATHWAYS



RESEARCH
EXPENDITURES



EXTERNAL FUNDING



RETENTION



GRADUATION
RATES



COMMUNITY
COLLEGE
TRANSFERS



FINANCIAL/OPERATIONAL
STRENGTH

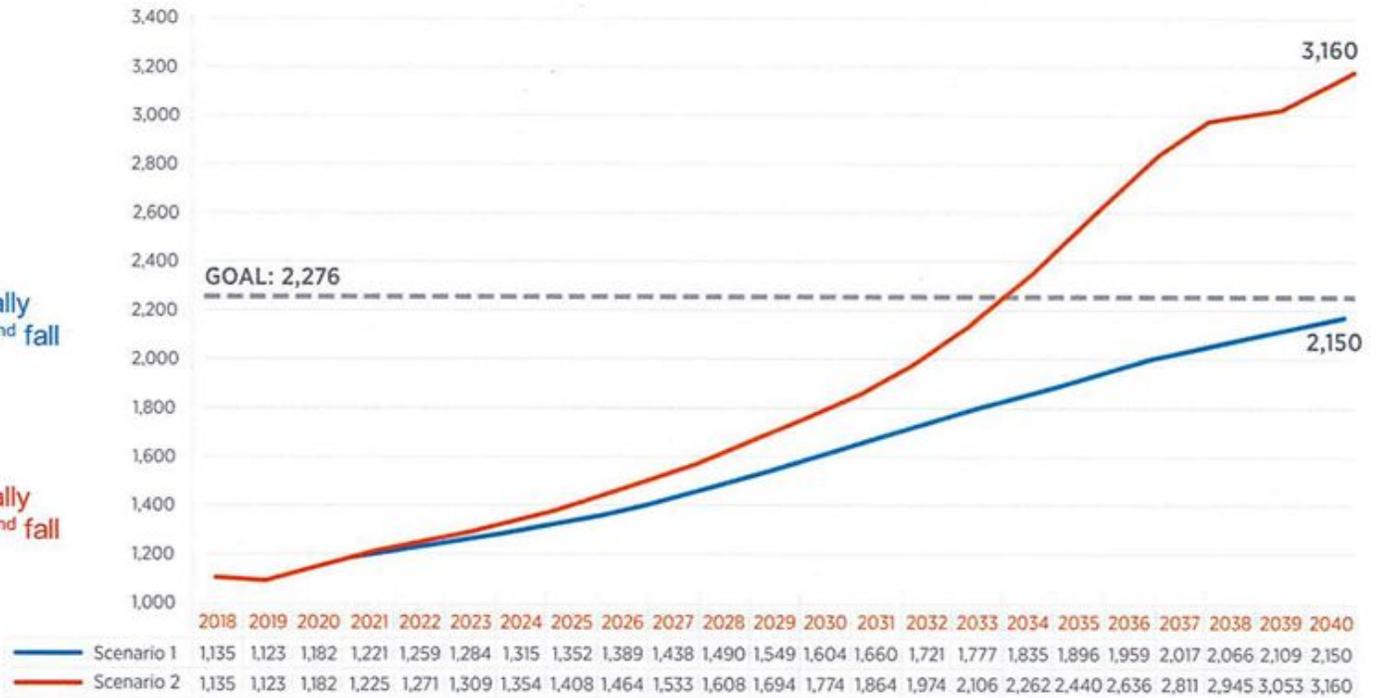
Degree Production Projections by Scenario

Scenario 1

3% enrollment growth annually until 2013, 1% increase in 2nd fall retention for these cohorts

Scenario 2

5% enrollment growth annually until 2035, 1% increase in 2nd fall retention for these cohorts





Strategic Direction

Transformation Goals

Double # of
degrees awarded

Double
research efforts

Double # of
endowments

Achieve
operational excellence

Campus
transformation

Grow
athletic programs

Build
research institutes

Double # of
K-12 teachers

Increase
Internships and co-ops

Fill
Workforce gaps