

**Texas State University**  
**2012-2017 University Goals and Initiatives**  
**University 2012-2013 Plan Progress**

***Goal 1: Promote academic quality by building and supporting a distinguished faculty.***

**1.1 Increase average full-time faculty salaries at all ranks.**

According to the provost and vice president for Academic Affairs, average faculty salaries increased in all ranks from FY 2012 to FY 2013: professors from \$93,256 to \$97,447 (4.5%); associate professors from \$74,741 to \$78,374 (4.9%); assistant professors from \$64,339 to \$65,195 (1.3%); and instructors from \$57,518 to \$59,770 (3.9%).

**1.2 Increase number of full-time faculty.**

The provost and vice president for Academic Affairs indicates that the university increased the number of full-time faculty to 1,196 in fall 2013 from 1,149 in fall 2012. Tenured administrators are counted among the full-time faculty.

**1.3 Attract and retain highly competent faculty by providing annual merit increases based on performance.**

In the Academic Affairs division, despite continued reductions in state funding, a pool of 2.5 percent of faculty salaries was awarded to faculty effective 9/1/13. Two percent of the pool was allocated as merit and the remaining 0.5 percent was used for selected adjustments.

**1.4 Provide a university infrastructure (including equipment and facilities) to support teaching, research, and scholarly and creative activity.**

The provost and vice president for Academic Affairs implemented its sixth year of the presidential research leave program and awarded a total of \$200,000 to support 10 faculty for FY 2014.

According to the associate vice president for Research and Federal Relations, the university provided 30 percent (\$300,000) cost share on a National Science Foundation (NSF) major research instrumentation grant for the acquisition of a high resolution computer tomography system. The university provided \$350,000 in cost matching on capital equipment for five projects in multiple departments. Cost share amounts ranged from \$9,000-\$133,000 per project. The Freeman Center provided space for field research. STAR Park provided space for conducting polymer related research. The associate vice president for Research

and Federal Relations also provided funds to help increase high performance computing capability for use by the faculty for research.

In the Institutional Effectiveness unit, Professional Development staff supported fifteen workshops on thirteen topics that assisted with the continued development of the university culture of research. These workshops covered content ranging from developing a grant proposal to post-award issues such as post-award services and effort reporting. Three new workshops were supported on contracts, life cycle, and subrecipient monitoring. Focus groups and planning meetings were coordinated by Professional Development to create a seven-part training program to begin in FY 2014 for research administration assistants to provide organized training for the support to grant recipients as Texas State moves forward in the increase in contract and grant activity.

As reported by the assistant vice president for Academic Services, the Initiative for Interdisciplinary Research Design and Analysis (IIRDA) was established in January 2013. Its mission is to serve as a resource that meets the need for state-of-the-art research support. As part of the fulfillment of its mission, IIRDA provides support to faculty seeking expertise in the design, analysis and publication of research. To date, IIRDA has provided research support to over fifty faculty members. Types of research support include selection and explanation of appropriate statistical analyses, design of empirical quantitative studies, writing good survey items and measurement issues, and conducting analyses using various software packages.

The McCoy College of Business Administration spent a total of \$349,091 on research-related expenses in FY 2013, including \$194,235 from the McCoy endowment. The McCoy College debuted a new 90-foot stock ticker outside the T. Paul Bulmahn Trading Lab in fall 2012, a noticeable improvement upon the original 10-foot ticker. Students, faculty and staff can now see the current state of the stock market in greater detail. McCoy College was a co-sponsor of the Fourth Annual International Research Conference for Graduate Students on the San Marcos campus in November 2012.

As reported by the dean of the College of Education (COE), the university invested in renovations of locker space in Jowers Center to create two research labs (disability and neuromuscular) for the department of Health and Human Performance (HHP). In fall 2013, the College of Education hired a research coordinator, who is supervised by the college's associate dean of Research and Sponsored Programs. Collectively these two positions assist individual COE faculty with external grant proposal development, as well as introduce the faculty to the recently-adopted PIVOT research database/software program. COE faculty members were actively involved in establishing Texas State as a collaborative partner with The University of Texas at Austin, in one of the state's two Education Research Centers (ERC). The ERC allows Texas State faculty access to more than two decades of Texas primary, secondary, and post-secondary education data as well as Texas employment data. The assistant

dean for Faculty and Staff Development (ADFSD) continued to implement a five-year faculty development initiative. The initiative is primarily intended to promote the scholarly productivity of COE probationary faculty. The COE has also continued the Scholar/Mentor Program, in which tenure-track faculty (scholars) are paired with tenured faculty (mentors) for the purpose of both creating scholarly products and building collegial relationships. Over the past year, 12 manuscripts were submitted for publication and two proposals were created seeking external funding for research.

In the College of Fine Arts and Communication, the Colorado Building was repurposed to the School of Music. After an extensive renovation, the building now includes 16 practice rooms, which begins to address a severe shortage of practice rooms for students. A feasibility study was funded through the Office of the Provost to determine how instructional capacity of Joanne C. Mitte building could be increased to accommodate growing programs in Art and Design.

According to the dean of the College of Health Professions, the Department of Communication Disorders faculty now have access to a consultant for assistance with research methodology and statistical analysis. All tenured and adjunct faculty were funded to attend and present at least one national conference per year that allows them to disseminate their research findings. The Health Information Management lab (HPB 215B) was upgraded in summer 2013 with the following equipment: Promethean ActiveBoard 500 Pro (87"), PolyCom Mobile Video Conferencing System, ceiling mounted projector and speakers, new electrically operated projector screen, new media cabinet. The HPB 215 renovation required new cabling in the room. This project was funded through the PUREHIT grant. The St. David's School of Nursing expended \$56,224 on equipment and upgrades to the infrastructure of the simulation laboratories in the School of Nursing to support faculty teaching. The Department of Respiratory Care purchased lab equipment that enhanced teaching in classroom/labs while also providing necessary equipment needed to provide opportunity for faculty research initiatives.

Renovations were made to the College of Liberal Arts Advising Center to include: office space for nine staff and designated offices for the career services liaison and an intern; lobby/waiting room for up to 15 students; and informational television in lobby for use in communicating Liberal Arts news, events, and deadlines. Space in Flowers Hall was renovated with new equipment: technical communication usability lab, with computers, cameras, and software; stand-up open-computing/printing lab; 2 classrooms; and seminar room. Political Science added state-of-the-art technology to the Moot Courtroom to allow simulations, video-conferencing, and audio and visual recordings. Digital signage capability was also added in computer labs and common areas. Psychology added 493 square feet in research lab space; new space houses sleep/ERP testing room, separate control room, and three small behavioral testing areas.

In the College of Science and Engineering, the Department of Biology has

established instrumentation for quantitative analyses in cell and molecular biology and in quantitative ecology, and initiated the setup of hardware and software to extend initiatives in bioinformatics. The Analysis Research Service Center has been expanded and provided support to over 100 faculty, staff and students in this reporting period. Micropower Global committed \$266,180 to upgrade to a new chamber for PbTe growth on the MBE system backbone. Cerium Laboratories committed \$50,000 to match 50 percent of the cost to upgrade the FEI Helios Nanolab SEM. Computer Science (CS) spent more than \$70,000 on servers to support teaching and research in the department. A new spectrometer was acquired for the Materials Testing lab in support of the foundry and manufacturing programs. RFM 1220B was renovated to provide a state-of-the-art research lab in support of the foundry and metallurgy program.

In the Finance and Support Services (FSS) division, Human Resources (HR) continued development and maintenance of its dedicated Grant Principal Investigator website on the HR home page. The website provides a list of resources and information to assist grant principal investigators, account managers, and staff in understanding HR processes and requirements. The director of HR served as a member of the Council for Funded Research providing input and explanation/clarification of HR policies and procedures as they relate to research activities. Meanwhile, Utilities Operations continued to improve the reliability, operability and efficiency of the utilities infrastructure and thermal plants through a series of repair and improvement projects focused on upgrading components of the steam, chilled water, potable water and condensate water, and storm water management networks across campus eliminating unscheduled utility disruptions. Facilities Operations continued to enhance the preventive maintenance program and focused on proactively inspecting, maintaining, repairing and replacing equipment and building components thereby improving the provision of services.

According to the vice president for Information Technology (VPIT), the Library continued to increase online content to support 24-hour access to resources. Eighty percent of the collections budget was spent on electronic resources in 2013. A Copyright Policy Working Group updated and consolidated institutional copyright policies to document ownership rights of faculty, staff, students and the university and to promote the use of copyrighted works consistent with contemporary interpretations of copyright laws. Construction of a Research Data Center (RDC) to host High Performance Computing and other research intensive computing systems and services was completed. A 10-Gigabit network connection from RDC to STAR-Park to support high bandwidth research data transfers was provided. Forty Gigabits per second network bandwidth between data centers on campus was installed to provide high availability and redundancy in support research and other high bandwidth applications.

**1.5 Offer academic programs that are nationally and internationally competitive.**

In the Academic Affairs division, as reported by the associate vice president for Institutional Effectiveness, national and international competitiveness of academic programs is evident through academic program review external team reports and program accreditation reports. In FY 2013, all 25 programs under review received highly favorable reviews by external review teams. Academic programs at Texas State hold accreditation from 14 accrediting bodies. In FY 2013, 30 academic programs were reviewed and granted or received reaffirmed accreditation by an accrediting body.

In the College of Applied Arts, the School of Social Work online MSW Program is ranked fifth in the nation by Best Colleges. The current enrollment is 49.

The Department of Accounting in the McCoy College received its initial AACSB Accounting Accreditation in August 2013. Among other things, the department was recognized for its close alignment with the profession including the TSCPA, TSBPA and the AICPA. Less than one percent of accounting programs worldwide are AACSB accredited. The MSHRM and MBA with Human Resource Management emphasis were recognized by the Society for Human Resource Management (SHRM) as being fully aligned with SHRM's HR Curriculum Guidebook and Templates. Of 301 educational institutions offering HR programs, only 231 have been acknowledged by SHRM as being in alignment with its suggested guides and templates. A four-member Financial Management Association team earned first place in the CFA Institute Research Challenge - Southwest U.S. Competition held in February 2013, at Rice University. The team progressed to the national competition in Toronto. McCoy College's Net Impact chapter received the International Chapter of the Year Award at the 20th Annual International Conference in October 2012. The Net Impact chapter also won second place in the 2012 XPEDX Worldwide Campus Greening Challenge with their plan to conduct energy audits for small to medium-sized businesses within the community and on campus. This plan was supported by the San Marcos Chamber of Commerce and showed strong community outreach. Students from 67 universities competed at the 15th Annual National Collegiate Sales Competition (NCSC) held in March in Georgia. The McCoy College team placed first in the overall undergraduate division, while a McCoy College undergraduate student took first place in individual competition. In the graduate division the McCoy College team was the overall sales team champion and two McCoy College students won the opening sales call, sales maintenance call, and account maintenance competitions. Texas State American Marketing Association (AMA) was recognized as a Gold Chapter based on their chapter plan and annual report. This honor acknowledges Texas State for second place internationally. The Texas State team of the Association of Information Technology Professionals (AITP) placed first in Application Development and Business Analytics contests, third in Enterprise Systems competition, and received three honorable mentions in Database Design, Network Design, and MS Office contests at the AITP National Collegiate Conference in April 2013. Epsilon Nu Tau (ENT), an entrepreneurship-focused student group, was awarded first place in the case competition at the national ENT conference in

April 2013. For the competition, the Texas State team prepared a complete business plan for a pizzeria in Minneapolis, MN. The Texas State Sales Competition team was named one of the two top teams at the inaugural International Collegiate Sales Competition held in October 2012 in Florida, winning second place overall. The team competed against 26 teams.

The dean of the College of Fine Arts and Communication reports that graduates from the School of Art and Design were consistently placed in the country's top MFA graduate programs: Yale, Rhode Island School of Design (RISD), and the School for the Art Institute of Chicago. With over 1200 majors, the School of Art and Design is one of the largest schools for the visual arts in the country. The Department of Communication Studies MA degree program was recognized as one of the top Communication Studies MA programs in the nation. The Department of Communication Studies general education course (COMM 1310) was selected as the top general education communication course in the nation by the National Communication Association. The speech and forensics team won the Overall Sweepstakes Award at the Texas Intercollegiate Forensics Association tournament for a record 12th consecutive time. Texas State finished 10th in the nation at the National Forensic Association's national tournament. In the School of Music, the 4th Annual International Piano Festival brought young developing pianists from across the U.S. and 10 other countries. This year the Festival concluded by hosting one of the most prestigious classical music shows in National Public Radio: *From the Top*. The recording made June 8 before a live audience will be broadcast on more than 250 stations across the nation in early September, featuring students from the Texas State International Piano Festival. The Department of Theatre and Dance indicates that since 2001, through the Kennedy Center American College Theatre Festival, the department's theatre program has been recognized at the Kennedy Center with 2 Producer Awards, 2 Special National Selection Team Fellowships and 26 National Finalists, including 6 National Champions. An August 2010 article in the New York Times cited Texas State as having one of the top undergraduate programs in musical theatre and acting. In FY 2012, the dance division ranked fourth nationally in the number of undergraduate degrees awarded; the theatre program ranked eighth.

All College of Health Professions academic programs maintained accreditation from the following national accreditation agencies: American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology, Association of University Programs in Health Administration, Commission on Accreditation of Healthcare Management Education, Commission on Accreditation of Allied Health Education Programs, Commission on Accreditation for Health Informatics and Information Management Education, Commission on Accreditation in Physical Therapy Education, Commission on Accreditation for Respiratory Care, Joint Review Committee on Education in Radiologic Technology, National Accrediting Agency for Clinical Laboratory Sciences, and Commission on Collegiate Nursing Education.

In the College of Liberal Arts, the English Department reported that the MA Rhetoric and Composition extended its national reach through advertising and faculty contacts; more than 10 students represented the program by reading papers at national venues. The MFA Creative Writing was ranked by prospective students as 58th nationally. The program advertised nationally and drew from a national applicant pool.

As reported by the dean of the College of Science and Engineering, the PhD program in Aquatic Resources has consistently attracted international students, with graduates being competitive for both national and international positions. The Material Science, Engineering, and Commercialization (MSEC) PhD is a unique program nationally with principal objectives to train PhD students in materials science and engineering provide them with a complementary business and entrepreneurial skills set and to produce scientists and technologists who will be industrial leaders in leading both startup and established high-technology companies within the state of Texas and nationally. A team of four middle school students representing the Mathworks center at Texas State and the city of San Marcos has won the 2013 Primary Math World Contest (PMWC) held in Hong Kong. The PMWC is hosted by Po Leung Kuk, a regional charitable foundation. This is the first Texas team to win the competition outright, the 2008 team tied for first place. In addition, the four students achieved first place in the team portion of the contest, as well as receiving the Po Leung Kuk Cup for being the top non-Asian team. The Math Explorations curriculum was authored by Texas State math professors Max Warshauer, Hiroko Warshauer, Terry McCabe and Alex White as part of a curriculum research and development program conducted by the Mathworks center. They took the proven Mathworks Junior Summer Math Camp (JSMC) materials and extended them to cover a full school year curriculum, aligned to the Texas Essential Knowledge and Skills (TEKS) math standards. Though the materials in the JSMC program were being mastered by fourth and fifth grade students, the content matched up to the state's seventh grade standards.

**1.6 Strengthen research and scholarly/creative activity efforts through achieving increases in grant expenditures and increasing collaboration across disciplines.**

In the Academic Affairs division, the associate vice president for Research and Federal Relations indicates that during FY 2013, Texas State generated \$37 million in expenditures from all types of sponsored programs. This represents a 2 percent increase over FY 2012 expenditures. Approximately 64 percent of the total was attributed to research activity and the other 36 percent was from instruction activity including public service. In FY 2013, the associate vice president for Research and Federal Relations, through the office of Research Development, initiated the Multi-Disciplinary Internal Research Grant (MIRG) program specifically designed to cultivate collaboration across disciplines. Twenty-two proposals were received and reviewed and three \$25,000 awards were made.

According to the assistant vice president for Academic Services, the Initiative for Interdisciplinary Research Design and Analysis (IIRDA) was established in January 2013. Its mission is to serve as a resource that meets the need for state-of-the-art research support. As part of the fulfillment of its mission, IIRDA assists faculty who are seeking external funding for grants that align with the university's emerging research university trajectory. To date IIRDA has provided external funding support to over 20 grant projects. Types of external funding support include writing/editorial assistance on technical components of the proposal (e.g., clarifying a rationale for specific aims/goals, research questions, hypotheses), providing guidance on selecting the appropriate analytic methods for proposals, and conducting data analyses for funded projects.

The College of Applied Arts faculty and staff, and the following Centers: Advanced Law Enforcement Rapid Response Training Center (ALERRT), Geospatial Intelligent and Investigation, Children and Family and the Strengthening Relationships/Families Program generated a grand total of \$7,988.455 in research expenditures.

In 2012, McCoy College faculty published 117 peer-reviewed journal articles, 37 peer-reviewed conference proceedings, 38 peer-reviewed paper presentations, and 12 books or book chapters. The faculty also made 51 other intellectual contributions (e.g., non-peer-reviewed articles, seminars, monographs, case publications, instructional software, etc.). Each year, McCoy College recognizes one faculty member for the strongest research record over the preceding three-year period as the recipient of the Gary V. Woods Research Award, which provides an honorarium to the McCoy College faculty member. Dr. Enrique Becerra, associate professor of Marketing, was this year's recipient of this research award. Dr. Rosie Morris received a grant for \$32,000 from the Texas Department of Transportation to study the cost of a design engineering hour.

The College of Education teamed with the College of Science and Engineering to prepare a grant application for the Texas Teacher Residency Program, a \$1.29 million single-award grant to be funded by the Texas Higher Education Coordinating Board. The COE has submitted a grant application to the U.S. Department of Education for \$1.59 million in collaboration with an Economics faculty member.

The College of Fine Arts and Communication facilitated two events to encourage cross-collaborative research including a Communication Summit where 10 professionals interacted with 10 academics across three disciplines (Communication Studies, Journalism and Mass Communication, and Communication Design) for a day-long symposium at the Embassy Suites. The second event was a networking luncheon where Evy Gonzalez from Sponsored Programs presented information on program proposal development and possible funding sources. This luncheon was attended by 50 faculty members.



The College of Health Professions received \$24,392 in Research Enhancement Program grants. Clinical Laboratory Science faculty members have been involved in multiple collaborative research projects including: 1) a MRSA prevalence study with the St. David's School of Nursing, Student Health Center, and the Criminal Justice Department; 2) a microbial decomposition project with Texas A&M, USDA, Dayton University, and the Texas State Forensic Anthropology Research Facility; and 3) several student-faculty undergraduate projects resulting in publications and national student poster awards (collaborative with Nursing, PT, and Microbiology). Three Clinical Laboratory Science faculty members (and other co-authors) were named Distinguished Authors by the American Society for Clinical Laboratory Science (ASCLS), and a clinical laboratory science undergraduate student was awarded first place in a national undergraduate poster competition by ASCLS. The Department of Health Information Management and the St. David's School of Nursing had funded grants from the Texas Higher Education Coordinating Board in the amounts of \$284,405 for Health Information Management and \$723,000 for Nursing.

Several collaborative efforts across disciplines were undertaken by faculty in the College of Liberal Arts. Anthropology continued a collaborative project between anthropology and geography on bone scatter due to animal scavenging. A new project was developed examining the experiences of people living without health insurance in Hays County, Texas, including how their situations are changing with the implementation of the Affordable Care Act. Anthropology is involved with a project focused on documenting the social and cultural history of Mexican-American cemeteries in Central Texas, as well as with a new collaborative project (with contributions from Anthropology, Mathematics, and Computer Science) on use of Sugeno fuzzy integral to make age-at-death estimates. English is involved in a collaborative project with faculty from Psychology, and UT-Austin to measure empathetic effects of reading fiction in a normed survey. Geography laid the groundwork for establishment of a National Center for Geographic Education to be co-hosted by the Grosvenor Center at Texas State and the Association of American Geographers in Washington, DC. Meanwhile, History hosted "Double Lives of First Ladies" Symposium, which included scholars from Mexico and across campus from Modern Languages. Philosophy also collaborated with Mass Communication to apply for seed money for a Humanities Center. Psychology collaborated with Engineering and Computer Science in the SPARK program, an NSF-funded, 4-year program designed to increase the recruitment and retention of underrepresented students in STEM fields. In Political Science, the Center for Research, Public Policy, and Training co-sponsored (with Carnegie Endowment for International Peace) a conference on energy. Sociology collaborated with the Center for Social Inquiry, Centro Cultural Hispano de San Marcos, and Center for the Study of the Southwest in organizing the San Marcos Hispanic Music Oral History Project. The department's Center for Social Inquiry hosted a symposium on "Hill Country Music Scenes: Scholarly and Community Development Approaches," a collaboration that included a wide range of local and national participants. The Center for Social Inquiry concluded a needs assessment study of human

services for the city of San Marcos that involved faculty from Sociology, Health Administration, and Social Work. The Center for Social Inquiry conducted grant writing workshops for social service agencies, a collaboration involving faculty from Sociology and Social Work. Faculty prepared a policy white paper for the Texas Healthcare Trustees, who represent the 200+ members of the Texas Hospital Association. The Multicultural and Gender Studies Center director, in collaboration with a wide range of faculty across campus and at other universities, published *Integrating Multiculturalism into the Curriculum: From the Liberal Arts to the Sciences*, a comprehensive description of and guide to long-term multicultural curricular transformation.

In the College of Science and Engineering, total grant expenditures in Biology have increased by about 10 percent from \$2,808,208 to \$3,153,306 in this period. Department of Physics assistant professor, Nikoleta Theodoropoulou, has been awarded the National Science Foundation's CAREER Award for her work as a researcher, teacher and scholar (\$500,000). Dr. Soon-Jae Lee in Engineering Technology received a grant from the Korea Institute of Construction Technology (KICT) in February 2013 in the amount of \$19,355. Dr. Lee received a grant from the Federal Aviation Administration (FAA) in August 2013 in the amount of \$60,000. During the past year, the Concrete Industry Management (CIM) and Construction Science and Management (CSM) faculty have completed three Texas Department of Transportation (TxDOT) projects totaling \$281,318. Dr. In-Hyouk Song has received two grants; an NSF MRI grant in the amount of \$486,599, and a grant funded by the Korea Atomic Energy Research Institute (KAERI) in the amount of \$149,968. Dr. Farhad Ameri received a National Science Foundation (NSF) grant entitled "Collaborative Research: Measuring the information contents of design artifacts in early design." This project is a collaboration with a faculty member at Oregon State University. The total funding is \$270,031, of which Texas State's share will be \$139,456. Dr. Ameri also completed work this year on a grant from the Air Force Research Lab (AFRL) in the amount of \$30,000. Drs. Kimberly Talley and Gary Winek received a \$6,000 grant from TEXO Education and Research Foundation to fund laboratory stations that will be used to teach concepts in structural analysis for all Construction Science and Management majors. Dr. Byoung Hee You received a grant from the Korea Textile Machinery Research Institute (KOTMI) in the amount of \$25,898. Dr. You also received a grant from KEPCO Plant Service & Engineering in the amount of \$44,988. A second phase of this project has been funded for \$28,275.

The vice president for Information Technology provided \$180,000 in library resource grants to faculty to support research and scholarship.

**1.7 Provide reasonable start-up funds in order to attract and retain distinguished faculty and to provide the essential equipment to conduct research and attract external grants.**

In FY 2013, the provost allocated \$1,859,650 in start-up funding for new and continuing faculty. In addition, through Research Development Fund (RDF)

allocations and Equipment Matching Fund, the associate vice president for Research and Federal Relations supported the acquisition of research capital equipment.

The dean of the College of Fine Arts and Communication reports that two start-up packages were funded for new faculty in School of Art and Design totaling \$32,000. These monies allowed for attracting top talent.

The College of Liberal Arts reports several start-up fund contributions: in the English Department approximately \$10,000 for hardware, technology, and software to equip the new usability lab (this is start-up for technical writing faculty who will use the equipment to attract external funding); in Geography, start-up funds were allocated for three new hires (Heiner \$5,000 summer stipend, Julian \$4,000 summer stipend, Meitzen \$5,000 department start-up); in Psychology awards were for: Deason \$11,000, Tooley \$1,000, and Hu \$1,000; and in Sociology, Johnson was awarded \$2,000 (Dementia Studies).

In the College of Science and Engineering, start-up for the university chair position included \$85,000 as follows: \$55,000 from Semiconductor Line Item, \$5,000 from Physics, \$5,000 from Engineering, \$5,000 from Engineering Technology, and \$15,000 from College of Science and Engineering.

The vice president for Information Technology provided \$15,000 in start-up funds to new tenure track faculty for library resources.

## **1.8 Support faculty efforts in international research.**

According to the provost and the associate vice president for Research and Federal Relations, during FY 2013, Texas State faculty engaged in research with an international scope. For example, a project was initiated in Cambodia to improve the national government's capacity for fisheries management and to develop community awareness and engagement in that management. Another example was the ongoing project with the Korean Atomic Energy Research Institute to design and test a device to monitor structural vibrations in reactors. The university also initiated agreements with Ethiopian IHEs and Malawi government officials to encourage research and education collaborations with those countries.

The College of Applied Arts provided travel to 11 countries for 16 international presentations at a cost of \$31,363.27.

In the McCoy College, Dr. James LeSage, Fields endowed chair of Urban and Regional Economics, collaborated with researchers from the Universidad Autónoma de Madrid (UAM), Deusto Business School and the Instituto de Estudios Superiores de la Empresa (IESE) Business School on a grant proposal to analyze internal and external trade integration of a country in the context of non-neutral space with product and agents heterogeneity. In addition, Dr.

LeSage co-authored ten papers and book chapters with international scholars; participated in the 9th Choice Symposium of Erasmus School of Economics taking place in Noordwijk, Netherlands; and guest lectured at Wuhan University and Shenzhen Institute for Advanced Technology in China. A Chinese translation of Dr. LeSage's and Dr. Robert Pace's (2009) Introduction to Spatial Econometrics by Peking University Press was introduced at the 2013 Conference on the Spatial Economy in Wuhan, China in June, where Dr. LeSage also delivered a keynote presentation. The Department of Finance and Economics hosted Dr. Esra Satici, chief of Productivity Analysis for the General Directorate of Turkish Highways, Ankara, Turkey in spring 2013. She collaborated on spatial econometric modeling of transportation flows with Dr. Jim LeSage. Dr. Lifang Wang, professor of Economics in the Management Science and Engineering Department at Northwestern Polytechnical University in Xi'an, China, visited Texas State through August 2013 at the invitation of the McCoy College Institute for Global Business. Her research focused on the sustainable use of water resources. Dr. Enrique Becerra, associate professor of Marketing, spent his development leave in Colombia corroborating on several research projects, including the investigation of the effects of social identification on branding and word of mouth, as well as the effects of perceived insecurity on consumer behavior in the Colombian and U.S. markets. As a result of his work, he has developed a research partnership with two marketing faculty members of La Pontificia Universidad Javeriana – Cali, one of the most prestigious universities in Colombia. Dr. Ray Fisk, chair of the Department of Marketing, received the Grönroos Service Research Award at the SERVSIG 2012 Conference in Helsinki, Finland. This award recognizes innovative research that challenges and expands existing knowledge and theories in the service discipline. Dr. Ruth Taylor, professor of Marketing, continued her research on cross-cultural comparison of business models practiced by Andean hand weavers in Peru and Ecuador, as well as marketing of hand woven textiles from Andean weavers in Otavalo, Ecuador. Dr. Steve Thompson spent part of his developmental leave consulting with Ernst & Young at their training facilities in Bangalore, India. Ernst & Young is a global leader in assurance, tax, transaction and advisory services.

The Department of Curriculum and Instruction (C&I) in the College of Education assisted faculty in international research efforts by partially funding international travel for data collection for Dr. Lori Assaf (South Africa) and Dr. Gail Dickinson (Cambodia). CLAS' PhD in Education (SI and APCE) introduced a new doctoral elective: Seminar in International Educational Research. This elective allows doctoral students to participate in professors' international research projects and provides support for the faculty through research assistants. Combined funding was offered by the department, the College of Education, and the Graduate College to support eight doctoral students doing field work in Chile for an educational research project. Another similar project was held in New Zealand.

The dean of the College of Fine Arts and Communication distributed a total of \$10,000 to eight different faculty members to help fund their international travel

to support research and creative activities.

In the College of Health Professions, the Department of Communication Disorders has entered into an international collaboration with Dr. Margarita Ramos from Pro-Ed Latinoamericano in Monterrey, Mexico. As a result of this collaboration, Communication Disorders faculty members Dr. Maria Resendiz, Ms. Clarissa Rodriguez, and Dr. Diana Gonzales are engaging in research involving families with children diagnosed with communication disorders. The summer program for these families from Mexico is referred to as the Multicultural Intensive Speech Therapy Intervention Clinic (MISTIC). Clinical Laboratory Science program chair, Dr. Rodney Rohde, has been appointed to several international advisory boards, journals (associate editor, consulting editor) and as a reviewer. Advisory boards include: Orion Research & Management Services; Cleanint; Johnson & Johnson Advanced Sterilization Products, Healthcare Environmental Disinfection; and DSHS Statewide Healthcare-Associated Infections. Dr. Rohde is editor of the BMC Research Notes and ASCLS journals, and reviewer of the Emerging Infectious Disease Journal and the Internal Journal of Molecular Sciences. The School of Health Administration faculty member, Dr. Ram Shanmugam participated in annual international statistics conferences and research. In 2013, he attended the 5<sup>th</sup> International Conference on Computer Engineering and Technology in Vancouver, Canada. Dr. Karen Gibbs, faculty member from the Department of Physical Therapy, traveled internationally to Wales to initiate collaborative activities for research and student exchange with Cardiff University in Cardiff, Wales.

The dean of the College of Liberal Arts reports that the Anthropology Department launched Operation ID, a project focused on identifying remains of border crossers found in South Texas and involves forensic anthropologists from the U.S., Mexico and Guatemala. A poet faculty member in English traveled to Iceland, Spain and other international locales to complete a book of poetry and a poetry translation. A faculty member's research in international technical communication brought recognition to the department and contributed to an Austin firm's hiring a program graduate as an international regulatory specialist. Another faculty member conducted research and interviews in London for a project on England children's picture books of the 1920s. A Philosophy faculty member is participating in a team of international scholars who received funds from Spain's Ministry of Economy and Competitiveness to translate philosophical works in Japanese into Spanish. Another faculty member organized an effort among international adjunct professors at the Center for Leadership Ethics in Africa to propose lecture series designed to promote novel thinking about improving leadership in Africa. Sociology faculty are working with a scholar from the University of Kassel in Germany to co-edit *The Death and Resurrection of Deviance*, to be published by Palgrave Macmillan in 2014. Contributors include scholars from Germany, Italy, England, Sweden and the U.S. The Center for International Studies is working on a collaborative research project in Cambodia and Southeast Asia with Northern Illinois University.

In the College of Science and Engineering, the Biology Department received funds from the Cargill Foundation for research and outreach in Cambodia, as well as an endowment to establish student exchanges with Cambodia. In addition, collaborations have been established with universities in Malaysia, and research in Ecuador and Switzerland is ongoing. Faculty members in the Math and Computer Science departments have been supported for travel to China, India, Mexico, and Indonesia. Dr. Byoung Hee You completed a project this year for the Korea Textile Machinery Institute. He also completed phase one of a project for KEPCO Plant Service & Engineering. KEPCO is an electrical power generating company located in the Republic of Korea.

**1.9 Maintain Emerging Research University status and pursue the Texas Research Incentive Program (TRIP).**

In the Academic Affairs division, the associate vice president for Research and Federal Relations reports that Texas State was designated as an Emerging Research University (ERU) by the Texas Higher Education Coordinating Board (THECB) in January 2012. As a requirement of that new status, the university was charged with developing a research strategic plan to address gaining eligibility to receive National Research University funding provided by THECB and ultimately transitioning to a tier one research university. To date, Texas State has received \$1,639,734 in matching funds from the Texas Research Incentive Fund from philanthropic gifts that support research.

The faculty and staff of the College of Applied Arts submitted 53 external grants and had \$7,988,455.13 in actual research expenditures. The College reallocated eleven \$12,500 graduate research assistantships to schools and departments.

The dean of the McCoy College reports that a \$300,000 donation from Tom and Jo Roddy, matched by the McCoy endowment, was used to establish the Tom and Jo Roddy Professorship in Finance in February 2013. The gift is also eligible for the Texas Research Incentive Program. Mr. Roddy is a 1966 graduate of the College and a 2013 Texas State Distinguished Alumnus.

The College of Health Professions' programs of Health Administration and Nursing have submitted research initiatives for TRIP funding. Health Administration was submitted with the Williamson Foundation and Nursing was submitted with the St. David's Foundation.

In the College of Liberal Arts, Thomas E. Miller gifted to Dr. Stephen Black for Ancient Southwest Texas Project \$330,000 which was submitted for TRIP match. Also, the Gault School donation of \$100,000 to the Gault Project received TRIP match. In the English Department, Rose Fellowship's gift of \$320,000 received TRIP match. The Center for Interdisciplinary Studies submitted the Gunnarson Scholarship for faculty/student research (\$100,000) for TRIP match.

**Goal 2: Provide opportunities for a public university education and contribute to economic and cultural development.**

**2.1 Move forward on the *Closing the Gaps* goals of participation, success, excellence, and research.**

According to the provost and the associate vice president for Enrollment Management and Marketing, the size of the freshman class grew from 4,251 in 2012 to 5,181 in 2013—an increase of 21.9 percent. The overall enrollment of the University increased 3.9 percent to 35,568 and has attained 98.8 percent of the 2015 *Closing the Gaps* (CTG) target of 36,000 for overall enrollment. Texas State has also exceeded the CTG target of 2,700 African American students with 2,824 enrolled and the target of 10,500 Hispanic students with 10,682 enrolled as of the 12th class day.

Within the Institutional Effectiveness unit, Institutional Research continued as functional lead in updating the CTG targets for Texas State and updating commentaries on progress toward CTG targets of the THECB Accountability System. Texas State has made great strides attaining the four goals in CTG: 1) PARTICIPATION -- In fall 2012, 47 percent of Texas State's first-time freshman enrollment was composed of traditional minority groups. To increase access to higher education, Texas State has developed the Bobcat Promise. This program guarantees free tuition and mandatory fees for 15 credit hours per semester to new entering freshmen with a family adjusted gross income below \$25,000 (\$35,000 for students attending San Marcos High School); 2) SUCCESS -- Completion rates have also increased for traditional minority groups. The number of traditional minority students graduating increased from 1,730 in 2011 to 1,812 in 2012. In their latest 2011 report on student graduation rates, which uses twelve factors to compare peer institutions expected to have similar graduation rates, The Education Trust found that Texas State ranks first in graduation rates among the 15 most similar institutions including the University of Houston and University of North Texas. Bachelor's degrees earned by underrepresented students at Texas State have increased each year for the past 13 years. Texas State realized a 107 percent increase in the graduation of underrepresented students from the years 2000 to 2013; 3) EXCELLENCE -- Texas State has several nationally recognized research centers including the Advanced Law Enforcement Rapid Response Training (ALERRT) Center and the Texas School Safety Center (TxSSC); and 4) RESEARCH -- In FY 2013, Texas State had federal obligations totaling \$10,433,000 which represented a 72 percent increase over FY 2012, the first year Texas State was designated as an Emerging Research University by the THECB.

**2.2 Continue engagement in the economic and cultural development of the region.**

The associate vice president for Academic Affairs reports that the following new

academic programs were approved during the 2012-2013 academic year: M.S. in Nursing major in Family Nurse Practitioner; M.A. major in Psychological Research; and B.A. major in Art History. The following academic programs were under development during the 2012-2013 academic year: Ph.D. in Applied Anthropology; Ph.D. in Computer Science; Ph.D. in Public Administration; Doctor of Nursing Practice; M.S. in Dementia and Aging Studies; Bachelor of General Studies (Round Rock Campus); and Graduate Certificate in Diversity Studies. The following academic programs were in the curriculum review process during the 2012-2013 academic year: M.S. major in Engineering (anticipated start-up fall 2014); M.S. major in Technology Management (anticipated start-up fall 2014); and B.S. major in Technology Management (anticipated start-up fall 2014).

As indicated by the associate vice president for Research and Federal Relations, the university through its establishment of the Science, Technology and Advanced Research (STAR) Park has provided a path for start-up companies to leverage university capabilities to achieve success.

The Round Rock Campus (RRC) has continued several initiatives in support of this initiative: 1) The RRC partnered with the Round Rock Arts Council and hosted a photography exhibit in the fall and the Imagine Fine Arts Event and Exhibit in the spring; 2) The RRC started the RR Faculty Speakers Series and hosted five faculty lectures in 2012-2013; 3) The RRC hosted several Round Rock Chamber of Commerce events including several public policy briefings and business academy training workshops; 4) The City of Round Rock's Mayor's State of the City Update; and 5) Congressman John Carter's public forums on immigration issues and on the Endangered Species Act. All of these events brought people from the community, business leaders, and local citizens to the campus to discuss issues that affect the local economy and the cultural development of the area.

Outreach activities to the community in the College of Applied Arts include: Family Relationship Program served 190 pregnant and parenting adolescents, 167 completed relationship education and 137 completed job readiness and financial literacy; the Caminos project at Reagan High School in Austin, Texas served 70 high school students in summer 2013. The Caminitos project completed pre- and post-math and vocabulary (PPVT) assessments for 2,990 children. The motor assessment requires extensive time with the children. Criminal Justice hosted the 23<sup>rd</sup> Crisis and Hostage Negotiation Seminar and Conference in January 2013 with an attendance of approximately 210 police officers.

In the McCoy College of Business Administration, the Texas State Small Business Development Center (SBDC) assisted 774 clients; provided 4,560 hours of client assistance, 107 professional business seminars, workshops and conferences; and helped create 482 jobs and 65 business start-ups. The SBDC provided training for 1,582 participants and facilitated over \$19.3 million in loans to qualified businesses. The creation of the Center for Professional Sales was



completed in November 2012. Ms. Vicki West was named the founding director. Current partner companies include 3M, ADP, Cox Media, Federated Insurance, Ferguson Industries, First Command, Henry Schein, Liberty Mutual, Paycom, State Farm, Tom James, Teksystems, and UPS. Mr. Bob Montgomery, vice president for Airport Affairs for Southwest Airlines, and Mr. Richard Yamarone, senior economist with Bloomberg, were the keynote speakers at the 2013 Economic Outlook Luncheon on June 27, 2013. Approximately 500 people attended the event. The event was co-sponsored by the Greater San Marcos Partnership, McCoy College of Business Administration, Texas State Small Business Development Center and the San Marcos Area Chamber of Commerce. The Institute for Global Business (IGB), in partnership with the Austin U.S. Export Assistance Center, Texas Camino Real District Export Council, Net Impact Student Organization, Greater San Marcos Partnership, and Strategic Sustainable Development Institute, hosted the Texas Goes Global and Green (TG3) Workshop in September 2012. The TG3 Workshop provided training and assistance for exporting "green" products and presented technologies used by small- and medium-size businesses operating in Central Texas. The McCoy College Graduate Program collaborated with the College of Science and Engineering to offer an intensive five-day Entrepreneur Boot Camp during summer 2013. It included presentations from noted entrepreneurs and representatives of the investment community. The Boot Camp is designed for students with an interest in starting their own business. Business students are teamed with other students from around campus to work on developing an effective business plan for a product. The plan is pitched to an outside panel on the last day of the program.

In the College of Education, the Tomas Rivera Mexican American Children's Book Award activities included bringing more than 400 school children from the Central Texas area to the Texas State campus to hear the winning author speak at the annual celebration. The "Little Engineers" Family Science Nights were held at three local elementary schools in addition to a week-long experience at Centro Cultural in San Marcos. Curriculum & Instruction faculty worked with parents and children to engage them in engineering and mathematics learning activities. The Central Texas Writing Project provided more than 8,000 hours of contact time with Central Texas teachers, youth, and families to increase literacy learning in our region. Total Wellness, launched by Health and Human Performance (HHP), has expanded to include Worksite Wellness in the San Marcos Consolidated Independent School District and Total Wellness-San Marcos, a partnership between the City of San Marcos and Texas State that offers a wide range of fitness programs designed to promote healthy physical activity, weight control, social interaction, and other healthy-life behaviors.

In the College of Liberal Arts, the English Department expanded the M.F.A. program's Marshall Scholars program to four students. The program engages Lockhart ISD students and Lockhart community with the university. English also planned and developed a new internship program for undergraduates designed to engage students in working with regional businesses and organizations. Public

History students assisted staff and volunteers in creating exhibits and processing materials at the Calaboose and El Centro Museums in San Marcos and Sebastopol House in Seguin. The Political Science Department offered service courses for existing PhD programs that involved research into community needs (POSI 7320 and 7330). A faculty member participated in the Overseas Vote Foundation Summit and was subsequently appointed by the U.S. president to serve on the board. The Center for the Study of the Southwest conducted a pilot summer program with area at risk-high school youth (Mi Cultura/Mi Comunidad).

According to the dean of the College of Science and Engineering, Material Science, Engineering, and Commercialization (MSEC) submitted an Economic Development Agency Economic Adjustment Grant with Star Park targeting regional economic engagement with entrepreneurial students. MSEC and the McCoy College obtained funding for computers to establish a student entrepreneurial center within STAR Park. On April 3, 2013, Mayor Daniel Guerrero of San Marcos met with representatives of the Math Department to proclaim April as Math Awareness Month and celebrate the importance of mathematics as the foundation of science, art, technology and 21st century life. This event which occurred in the San Marcos City Hall Council Chambers, was part of the annual campaign to reach all sectors of the community.

### **2.3 Increase student scholarships and graduate student financial support in an effort to improve recruitment and retention of high achieving students.**

The Provost's Office funded \$53,664 in the Department of CLAS in order to allow them to increase the salaries of their doctoral positions to \$23,000 in an effort to bring those salaries up to the amounts paid by other departments.

The associate vice president for Enrollment Management and Marketing reports that the number of academic scholarships awarded by Texas State University between 2011-2012 (2,553) and 2012-2013 (3,158) increased by 605 (23.7%). The amount of academic scholarships awarded by the institution between 2011-2012 (\$5,191,793) and 2012-2013 (\$6,504,760) increased by \$1,312,967 (25.3%). The only new activity for academic year 2012-2013 is the Dissertation Research Support Fellowship.

The Graduate College made seven awards varying in amounts from \$2,000-\$5,000. The total amount spent on the fellowships was \$31,850.

Athletics increased scholarship amounts for summer school, fifth year, and medical student athletes in order to maintain strong academic standards as required by our university and the NCAA.

### **2.4 Internationalize the curriculum.**

As reported by the associate vice president for Academic Affairs, during the year,

Texas State participated in consortial arrangements that afforded students with international learning opportunities through 63 exchange programs within 37 countries. Several countries, including Columbia, Honduras and Mexico, are not currently available for study due to risk and safety concerns. The University also offered 22 faculty-led study abroad programs in 15 countries. Two new faculty-led programs were offered this year, including one in Kiel, Germany and another in La Havana, Cuba.

The dean of the Graduate College reports, the keynote address "Nationalism and the Arts in our Globalizing World Today" was presented at the 4<sup>th</sup> International Research Conference for Graduate Students by Dr. Leon Stefanija, professor of Musicology, Department of Musicology/Faculty of Arts at the University of Ljubljana. The Graduate College co-sponsored a Common Experience exhibit at Alkek Library entitled, "A Global Odyssey: Bobcats Exploring the Changing World," showcasing the transformative international experiences, both scholarly and cultural, of present and past Texas State students at the Alkek Library first floor exhibit space from Feb 1-March 3, 2013. This exhibit highlighted the stories and cultural artifacts shared by 17 undergraduate and graduate students and illustrated the profound impact the global experience had on them. The exhibit also showcased the global impact that Bobcats themselves are making. The exhibit was meant to serve as an inspiration to those who viewed it by making them more aware, equipped, empowered and responsible global citizens. In addition, a workshop for graduate advisors and faculty on Recruiting International Students was offered on March 19.

The following departments/schools in the College of Applied Arts have courses that have international content: Department of Agriculture has one, School of Family and Consumer Sciences has eight and the School of Criminal Justice has four.

In the McCoy College, during the course of the year, the International Business Minor Committee finalized individual course content, developed a syllabus template for each course in the minor, and developed a set of objectives and learning outcomes for assessment. The number of students in this program has grown from 58 in 2011 to 70 in 2012.

According to the dean of the College of Education, the Counseling, Leadership, Adult Education and School Psychology Ph.D. in Education initiated a new doctoral elective: Seminar in International Educational Research. This course is designed to develop the skills to conduct rigorous educational research in the international and global contexts. It was offered twice, with optional field experiences in Chile and New Zealand. CLAS faculty prepared two international memorandums of understanding for consideration (with universities in Italy and Chile).

In the College of Liberal Arts, Anthropology established a student exchange with Canterbury Christ Church University. The English Department's curriculum is one

of the most extensively internationalized at the University; faculty continued in the past year to further expand the international emphases of course offerings (Texas State-Leibniz University in Hannover, Germany Exchange Program). History created the following new courses with international emphases: 4318S Britain and the World; 4350R Work and Workers in the Arab World; 4350S Piracy Through the Ages; 5324D Latin American Historiography; 5325D Mexico Since the Revolution; and 5375I Heritage in a Global Context. Sociology added SOCI 3330 Globalization and Development.

**2.5 Support faculty and students in pursuing global academic experiences, e.g. study abroad, internships, field placement, research, service learning.**

According to the associate vice president for Academic Affairs, in the 2012-2013 academic year Texas State welcomed 34 incoming students into the reciprocal exchange program and had 14 outgoing students participate in the reciprocal exchange program in other countries. Texas State maintains relationships with 63 exchange programs in 37 countries through both institutional agreements and consortial affiliations. Through faculty-led study abroad programs, 379 students, 32 faculty members and six teaching assistants participated in a global academic experience. These programs took place in 15 different countries. Fifty-nine students participated in an affiliated study abroad program to total 438 Texas State students studying abroad for the year (does not include reciprocal exchange students). Scholarships to study abroad were granted to 143 students in the amount of \$189,250. The university also signed two additional affiliation agreements, which allow Texas State students to use financial aid in pursuing a global learning experience with these providers, which were selected based on their credentials, commitment to academic quality, health and safety practices, and reputation in international education. The new partners are CEA Global Education and Sol Education Abroad. In mid-2013, the Office of Study Abroad recruited and hired a full-time study abroad representative to enhance outreach, recruiting and advising capabilities for the office, with the overall goal of increasing participation in global learning experiences. The office provided workshops for faculty interested in preparing new study abroad programs, hosted the Study Abroad Fair twice and collaborated with the faculty-led Study Abroad Council on risk management, policy and other matters.

Faculty and staff in the College of Applied Arts conducted 16 international presentations in 11 countries. The dean of the College of Applied Arts has conducted international presentations as a guest of the State Department in Nicaragua, Costa Rica, Honduras, Chile and Peru. The College sponsored study abroad Social Work classes in England. The School of Criminal Justice scheduled a study abroad trip to Cuba and planned one to Russia. The School of Family and Consumer Sciences (SFCS) has a study abroad for SFCS at the University of Stockholm. The SFCS director has a visiting/teaching appointment at Lancaster University.

In the McCoy College in summer 2013, Drs. Ivan Blanco and Sindy Chapa

accompanied 25 graduate students, enrolled in International Marketing (MKT 5330), Cross-Cultural Human Relations (MGT 5375), and International Advertising (MC 5404N) courses, to Santiago, Chile as part of an effort to increase opportunities for international education experiences. Students visited businesses, government officials, and participated in a service-learning project with Fundacion Mi Parque, a Santiago-based non-governmental organization. Also in summer 2013, Drs. Vivek Shah and Dennis Smart accompanied 30 undergraduate students, enrolled in Enterprise Information Technology and Business Intelligence (CIS 3380), International Business (MGT 3375), Production and Operations Management (MGT 4330), and Strategic Management and Business Policy (MGT 4335) courses, to Barcelona, Spain to study international business in an international setting. Drs. Janet Hale and Jack Mogab taught at Xi'an Jiao Tong University in China during June 2013. Dr. Jack Mogab taught Macroeconomics and Microeconomics while Dr. Janet Hale focused on International Business Law and Public Speaking. Dr. Janet Hale taught International Law at Baden-Wuerttemberg Cooperative State University in Mosbach, Germany during spring 2013 as part of the Texas State International Exchange Program. The McCoy College co-sponsored "Unpacking Your Study Abroad Experience" event in spring 2013. Drs. Phil Gardner and Linda Gross of Michigan State University discussed the skills and competencies that employers value most from study abroad, strategies to articulate skills learned through study abroad and how to "unpack" these experiences. Twenty-two students in the McCoy College of Business Administration participated in the Export Fellows Program (EFP), offered by the McCoy College Institute for Global Business in partnership with the Texas Camino Real District Export Council and the U.S. Department of Commerce Export Assistance Center in Austin, in spring 2013. The EFP is a non-credit course providing hands-on training in the basics of exporting and was led this semester by Mr. Ed Jones, a member of the Texas Camino Real District Export Council. Students who completed the program received a Certificate of Completion from the U.S. Department of Commerce. Dr. Garry White, associate professor of Computer Information Systems and Quantitative Methods, was the guest lecturer on Information Security at Hochschule Ludwigshafen Rhein University of Applied Sciences in Ludwigshafen, Germany. As part of an exchange agreement between McCoy College and the Universidad Adolfo Ibáñez, two Texas State students were exchange students at UAI during the fall 2012 semester. Five Texas State students participated in semester abroad exchange programs during spring 2013: two in Mosbach, Germany, one in Viña del Mar, Chile, and two in Brest, France.

In the College of Education, Curriculum and Instruction (C&I) sponsored the South Africa Study Abroad program. Eight students enrolled in the program for its second year. C&I co-sponsored development of a new study abroad program in Cambodia with the Honors College and the College of Science and Engineering. HHP hosted three visiting scholars from Brazil, Egypt, and South Korea in 2013.

Faculty and students in the College of Fine Arts and Communication participated

in global academic experiences in England, Italy, Korea, France, and Chile.

In the College of Health Professions, two students from the Department of Health Information Management participated in the foreign exchange program and attended the Fashhochschule Hannover University of Applied Sciences and Arts in Hannover, Germany. In exchange, two faculty from the German university provided lectures to Texas State Health Information Management students and met with faculty. One student from Germany attended Texas State in the fall 2012 semester and another student is attending in fall 2013. Twelve nursing students, accompanied by two nursing faculty members, were involved in a service mission project in Nicaragua during winter break 2012. The students raised money for the trip and for supplies. They traveled to rural communities teaching health promotion and served in hospitals both to learn and provide service. Dr. Karen Gibbs, a faculty member in the Department of Physical Therapy visited Cardiff University in Cardiff, Wales and discussed student and faculty exchange programs with the Physical Therapy program.

Several study abroad programs were sponsored by the College of Liberal Arts. Anthropology participated in study abroad in England, Dr. R. Jon McGee (with faculty from Anthropology, Sociology, and Social Work); Ethiopia, Dr. Augustine Agwuele; Belize, Dr. Christina Conlee and Dr. Elizabeth Erhart; and Belize, Dr. James Garber. English faculty offered a study abroad opportunity in Ireland, Mr. Steve Wilson and Dr. Nancy Wilson, while Geography offered La Havana, Cuba, Dr. Sarah Blue; Kiel, Germany, Dr. Sven Fuhrmann; and Hannover, Germany, Dr. James Petersen. In Modern Languages, opportunities included: Austria, Dr. Ulrich Bach; Costa Rica, Dr. Sergio Martinez; France, Dr. Carole Martin; Italy, Dr. Moira DiMauro-Jackson; Japan, Dr. Mayumi Moriuchi; Japan (semester, Osaka), Dr. Mayumi Moriuchi; Japan (semester, Tokyo), Dr. Mayumi Moriuchi; Spain, Dr. Agustin Cuadrado; and Spain (semester), Dr. Antonio Gragera. Political Science study abroad programs involved Barcelona, Dr. Hassan Tajalli and Peru, Dr. Omar Sanchez Sibony. Other international experiences/activities in the College of Liberal Arts were: archaeology thesis research for two MA students in Peru; conversation ecology thesis research for a MA student in Peru; archaeology thesis research for a MA student in South Africa; faculty research on stone age archaeology in South Africa; faculty research on identification methods of US/Mexico border crossing fatalities; faculty research on prehistoric Peruvian ceramics; fellowship for geography PhD research in Costa Rica; fellowship for geography PhD research work in Australia; History faculty sponsored Model Arab League and led students in competing in MAL events; the Modern Language Department completed a student/faculty exchange agreement with the University of Rennes 2, France; the Modern Language Department sent a faculty member to Argentina to develop a full-semester program for Texas State students at the University of Belgrano in Buenos Aires; a Political Science faculty member was invited to participate in international mediation workshops in Reynosa, Mexico and Buenos Aires, Argentina; Sociology faculty presented work at universities and conferences in India, Korea, and Sweden; and the Center for Interdisciplinary Studies Wilson Fellowship for student internship/research in

Cambodia enabled students and faculty to work in Cambodia.

## 2.6 Maintain a vigorous, targeted recruitment and marketing campaign.

Within Enrollment Management & Marketing in the Academic Affairs division, Undergraduate Admissions implemented a significant number of new initiatives aimed at recruiting a larger freshman class and to increase yield. A few of those initiatives include: added a "What's Next" admitted publication; established an early commit program; established a Facebook Admitted Student Community; expanded New Student Orientation marketing; established a Texas State Call Center and increased completed calls from 5,000 to 30,000; placed recruitment advertising in international, national, state-wide, regional and local periodicals and newspapers; and placed special advertising for national college fairs in Dallas and Pheonix. For transfer student recruitment, new initiatives include: obtained prospect names from Lone Star College and Blinn College; increased the number of "on the spot" evaluation programs by four; added "What's Next" admitted publication; completed 2,000 calls to transfer students with incomplete applications; and implemented pre-recorded messages to transfer students with incomplete applications.

The Round Rock Campus (RRC) continued to strategically target the local community colleges and area employers. The RRC sent one of the Round Rock advising staff persons to Austin Community College (ACC) weekly to meet with prospective students. They also focused on recruiting Temple College at Taylor students, and they attended various career and job fairs. Additionally, the RRC advertised regularly in the ACC student newspaper and website and in the Community Impact Newspapers that are distributed to north Austin, RR, Georgetown, Taylor, Hutto, Pflugerville, Cedar Park, and Leander. The RRC sponsored the MBA coordinator, Matt Painter, in Leadership Round Rock. The One Stop Center staff and advisors assisted Professor Barbara Wilson with the OWLS Information sessions and with distributing information to prospective students.

The Graduate College also implemented or expanded several new strategies to increase our graduate enrollment, including: holding graduate student orientation earlier; assisting students with registration; sponsoring graduate information sessions and campus tours for prospective students; attending McNair Scholars Conference and Recruiting Fair; hosting the Graduate Fair and Information Sessions; organizing a workshop for graduate advisors and faculty on recruiting international students; assisting the new master's program in Merchandising and Consumer Sciences by paying their registration fee to attend the Huston-Tillotson recruiting fair; assisting the College of Applied Arts in their recruiting efforts at the graduate fairs at University of Houston (Downtown and Clear Lake), UTEP, Texas A&M International, University of Texas at Brownsville, Texas A&M University-Kingsville, and UTSA; financing brochures for new graduate programs; and developing GATS, an online program for evaluating graduate applications.

**2.7 Recognize the role of moving to the FBS in developing the image of the university and enhancing economic and cultural development.**

Texas State changed athletic conferences for the third straight year and was able to maintain Football Bowl Subdivision (FBS) status. The move to FBS has increased attendance at football games and has increased annual donations to the department of Athletics. The move to FBS has also brought greater notoriety to the university.

According to the associate vice president for Enrollment Management and Marketing in the Academic Affairs division, moving up to the NCAA's Football Bowl Subdivision (FBS) has enhanced Texas State's reputation as a major competitor in NCAA athletics and increased our institution's visibility, both regionally and nationally. Moving to the Sunbelt Conference has specifically elevated the university's visibility in states throughout the south and stimulated even greater interest among Texas residents. In the 2012-2013 admissions cycle, freshman applications totaled 23,865—an increase of 11 percent. Some of this increase could be attributed to our move to FBS and the additional media coverage of our athletic events.

**2.8 Enhance and support distance learning and Friday/Saturday course delivery.**

The associate vice president for Academic Affairs noted that nominations were taken and award recipients were chosen for the first annual Award for Excellence in Online Teaching, which recognizes and rewards superior online teaching, provides models of excellence for fellow faculty, and encourages all faculty to continue to improve and advance their online teaching pedagogy. Three award recipients were chosen in FY 2013: Dr. Anne Deepak (recipient, Social Work), Dr. Sally Hill Jones (runner up, Social Work), and Mr. Sherwood Bishop (runner up, Finance and Economics). Additionally, the Online Testing and Security working group, which included Texas State faculty and staff, explored issues involved with online testing and security, analyzed solutions to identified problems, and outlined recommendations for online testing support at the university in a final report, including: set guidelines or policy on proctoring of online exams; improve assessment tools in TRACS; promote instructional strategies to devalue and dissuade cheating in online courses; increase faculty assistance in developing high-quality online assessments; and initiate remote proctoring of online exams with a commercial vendor. Between Instructional Technologies Support and the Office of Distance and Extended Learning, the University hired four additional instructional designers to support distance learning faculty in the development of online and distance education courses and programs. Sixty faculty members completed distance education training with Instructional Technologies Support (ITS) in the following workshops and courses: 38 faculty completed Creating and Teaching an Online Course workshop; 11 faculty completed online/hybrid GOLD courses; and 11 faculty completed online programmatic courses. A team of Texas State faculty and staff used the Sloan-C



Quality Scorecard for the Administration of Online Programs to assess the University's online education system against 70 quality indicators and developed a series of recommendations for the improvement of online programs at the University. These results were subsequently aligned with the accreditation standards of SACSCOC. The project received the 2013 Quality Scorecard Effective Practice Award in recognition of innovation in online education in November 2013. The university petitioned and received authorization from 18 states to offer online courses and programs to the states' residents during the 2012-2013 academic year. Texas State is now authorized to offer distance learning in 35 states.

In the College of Applied Arts, the Department of Occupational, Workforce and Leadership is now offering nine online courses in the MSIS degree program. It offers nine online graduate courses and three hybrid to 48 students. The School of Social Work offers seven online courses to 84 students each semester. The School of Family and Consumer Sciences offers eight courses online to 174 students.

As reported by the dean of the McCoy College, the Department of Accounting offered four courses in Web-based format. The Department of CIS & QM piloted CIS 1323 in an online format. It also offered four other courses in ITV format. The Department of Finance and Economics continued to offer ECO 2301 in a Web-based format. The Department of Management continued to offer at least one section of MGT 3353 lab and two sections of MGT 4335 in an online format.

In the College of Education, Curriculum & Instruction (C&I) began initial course offerings in its new Certificate in Developmental Education which is offered completely online. C&I has proposed a certificate in online teaching and learning which is in the approval process.

The College of Fine Arts and Communication offered 71 different courses on Fridays and Saturdays.

The College of Health Professions' programs of Communication Disorders, Health Administration, Health Information Management, Nursing, and Respiratory Care have at least one course offered online or in a hybrid format. In the School of Health Administration, the Long Term Care Certificate is online; the Department of Health Information Management continued the online BSHIM degree and Nursing implemented the MSN program online.

College of Liberal Arts' contributions toward distance learning include: first-year English program expanded number of pilot sections of hybrid (online/face-to-face) ENG 1310; four faculty applied to complete coursework for the Sloan Certificate in Online Teaching; MA in Technical Communication program offered approximately half its courses in hybrid format; MA in Technical Communication program faculty and students participated in the university's E-textbook pilot program; Environmental Ethics and Philosophy of Technology was now offered

by distance learning; new online course developed for graduate public administration program (POSI 5311: Public Finance); updated four Psychology correspondence courses to become Web-based courses; Sociology faculty and students participated in the university's E-textbook pilot program; and the Center for International Studies integrated technology and Friday sessions into International Studies capstone course for research, writing, and presentations.

***Goal 3: Provide a premier student-centered, educational experience that fosters retention and success.***

**3.1 Increase student retention through collaborative programs across the university.**

According to the provost and the assistant vice president for Academic Services, Supplemental Instruction (SI) has expanded delivery of services to Biology to the introductory courses for the Biology and Microbiology Department with services now offered in BIO 1330, 1331, 2430 and 2440 and Mathematics, where SI is now offered in MATH 3323 for students in Engineering. Additionally, the Student Learning Assistance Center (SLAC) collaborated with the Alkek Library, who has hosted an initiative for specially trained "therapy dogs," which provides students contact with the animals during final examinations. This initiative has been praised by students.

As indicated by the associate vice president for Institutional Effectiveness, Professional Development collaborated with three Academic Affairs offices and four Student Affairs departments in the support of seven different workshops offered twelve times. These workshops educated faculty and staff on issues of mental health concerns experienced by Texas State students as well as information to allow faculty and staff to better support our students with special needs such as suicide prevention, problems facing undocumented students, veterans returning to campus and foster care students. Two new workshops were supported this year: a workshop on Concepts and Principles of the PACE Center with University College and a workshop on student employment with Career Services in the Student Affairs division.

Through collaborative efforts with the various departments on main campus, the Round Rock Campus continued to expand student educational support activities. The One Stop Center (OSC) coordinated various workshops offered to students, including programs from Student Learning Assistance Center, Career Services, and the Writing Center. The OSC also helped coordinate student organizations and activities and Veterans Support groups. The Round Rock Faculty Speakers Series was started in Fall 2012 and five lectures were provided to students and the community.

Graduate College staff provided "Dissertation Research Support Fellowships." Seven awards of \$2,000-\$5,000 were given for a total amount of \$31,850. In

addition, a workshop organized by the Graduate College on Conducting Effective Research was offered on April 3, 2013. The Graduate College also organized the 4<sup>th</sup> International Research Conference for Graduate Students on Nov. 7-8, 2012. About 150 student authors and co-authors presented papers on a wide range of disciplines.

The PASS program is used in the College of Applied Arts to improve student retention. Sixty percent of the students completing the program were successful and in good standing.

The McCoy College continued to offer "The McCoy Experience Workshop," which focuses on student involvement opportunities in addition to university policies, McCoy College degree requirements, and the university honor code. The workshop was launched to three different cohorts reaching a total of 970 students. For AY 2012-2013, this program was substantially revised in light of the fact that the new PACE Center is now responsible for advising all freshmen. An event co-sponsored by the McCoy College and PACE was hosted in McCoy Hall in April to welcome PACE students who will transition to McCoy College in fall 2013. Approximately 40 students participated in a student organization fair and presentations by the CenturyLink Advising Center, Career Services, and Study Abroad program representatives.

The College of Health Professions' student retention for the cohort programs ranged from 89-100 percent. Students were kept engaged through a variety of collaborative programs across the university such as Bobcat Days, Bobcat Build, Be the Match bone marrow drives, blood drives, and participation with student organizations. Nursing has an Admission and Retention coordinator in place who worked with students who were struggling academically and financially in conjunction with School of Nursing faculty. Individual and group programs have been set up to meet the academic remediation needs of students. One of the Nursing faculty also had half of her workload bought out to work with students in the area of retention and success via a grant from the Texas Higher Education Coordinating Board designed specifically to study how to retain students deemed at risk.

In the College of Liberal Arts, English planned a new undergraduate internship program and modified a gateway course for majors (ENG 3301) to reflect the department's English Studies model. Geography made the department's assigned Liberal Arts advisor a regular, voting, member of the Undergraduate Committee in order to enhance efforts to move toward timely graduation and job placement. Geography professors created a Veterans Scholarship to assist and encourage returning veterans to succeed in the department's programs. The department sent encouraging personal letters to students with low GPAs and promoted student success with GTU (Honor Society) tutoring program. Psychology established PSY 5198, Research Seminar, required for all first-year students and designed to assist with the transition to graduate school, retention, and timely progress to degree completion. Psychology also proposed, PSY 2100,

Professional Seminar, as a requirement for all undergraduate majors, designed to orient students to the discipline, with emphasis on career issues. The Sociology graduate advisor added student resources to graduate student TRACS site, e.g. information about academic conferences. Finally, the advisor and chair extensively revised department's Graduate Student Handbook to further clarify expectations.

In the College of Science and Engineering, the Physics Learning Assistant Program promoted collaboration among students in introductory courses for physical science and engineering majors and between those students and more advanced undergraduates serving as learning assistants increased retention. Computer Science collaborated with Engineering on the computer engineering concentration by sharing course offerings.

According to the vice president for Finance and Support Services (VPFSS), Human Resources promoted student engagement by (1) collaborating with faculty to secure class projects to address HR issues and assist students in research assignments, (2) hiring paid and non-paid interns to perform class credit work, (3) granting class credit interviews, (4) having HR staff serve as mentors, and (5) having HR staff teach University Seminar and serve as class guest lecturers. The General Accounting Office (GAO), working collaboratively with the McCoy College of Business Administration, completed a highly successful student co-op program in the Financial Reporting & Analysis section of GAO. The program provided real-world, practical experience for a senior level accounting major.

In the Information Technology division, a Transfer Course Equivalency Catalog was developed that provides online, self-service ability for a prospective student (not authenticated) to choose a college or university from an on-screen list and be presented with the equivalency catalog on screen, which is dynamically generated from Banner tables. A Graduate Scholarship Application system was created to allow graduate students the ability to apply for scholarships, and allow the review committee to process scholarship applications. The system was also enhanced to require the student to choose a related major; this is to encourage the student to apply for scholarships for which they may be eligible. Enhancements were also made to the committee review process to add a final certification to provide tracking of the 'last state,' preserving the information even if modified later in the post review process, and to streamline the workflow process. An additional phase enhanced the Scholarships system by adding a Financial Aid report as well as adding the display of grades and enrollment to allow monitoring of the awarded population. An online Graduate Applicant Tracking System (GATS) was created for the Graduate College to allow tracking of applicants through the applicant process. Multiple enhancements have been provided to the GATS to provide emailing capabilities from the system. Advisors can opt to receive daily emails concerning the status of applicants to their programs. Mail merge letters can be sent to accepted applicants with an extensive listing of specific information based on the type of student and program

for which they have been accepted. Major functionality changes were added to the GATS to include the 'view capability' to all of the Banner Document Management System (BDMS) documents for each applicant, and the ability to note their recommendations in GATS (that updates Banner data). The advisors can do all of their business in GATS, one location, rather than having to log into Banner and BDMS as well. Functionality was developed in the GATS application to email accepted applicants a contract for electronic review and signature. Applicants are asked to accept their place in the program and the responses are emailed to the Graduate College. Functionality was also developed in the GATS application to allow recommenders to upload their recommendation for a Graduate College applicant. A new application was developed to allow an automated upload of the Schedule of Classes information for registration replacing the manual process and improving the accuracy of the data viewed by the students. It was then enhanced to allow schedule additions and modifications, and added a waitlist. Another phase added an enhancement to upload the prerequisite information needed for adds, and adding link locators for labs. An online Outreach and Recruiter application was developed for the needs of the Texas State Round Rock Campus. This provides ability for prospective students to request academic information and register for events, such as Bobcat Days, and Information Session Days. The application also uses Logi Reports to capture the lifecycle of a prospective student, through enrollment and graduation. The application was enhanced to allow OPT students the ability to submit employment information, also a federal requirements need of the internal office reporting. Enhancements have been completed to the Academic Testing for Students with Disabilities (ATSD) application to allow for upload file viewing, created a 'Deny' flow, and added a new 'Delivered by' field. Additional modifications were made to enhance the ADA accessibility requirements in the system. The existing Emergency Tuition Loan and Short Term Loan Application was modified to check the overall GPA in addition to the Texas State GPA. Both GPA's are now checked to see if the student passes the GPA eligibility criteria. Modifications to the non-eligible criteria grid also included displaying for the student what registration holds they have, and if an SSN needs to be added to their record. An application was created to automate the Student Learning Assistance Center (SLAC) "Online Writing Assistance" process. Students will submit a paper to be reviewed by a tutor. A paper in the queue may be selected by a tutor for processing, and the status of the paper will be tracked through completion. Enhancements were provided to the Student Application for Graduation system to accept applications from students who reapply and other students with multiple curricula. Online access was provided for review and processing of students' Financial Aid Satisfactory Academic Progress Appeals. This allows advisors the ability to review and accept or deny an appeal online, and provides Financial Aid staff the ability to track the appeals progress and indicate current and final status.

As indicated by the vice president for Student Affairs (VPSA), in the Office of the Dean of Students, Student Emergency Services distributed over \$7,000 to students who experienced emergencies. The Attorney for Students Office

assisted 885 students by appointment and over 875 students through presentations. Retention Management & Planning assisted 81 former foster care students with transition to campus issues and support networks. Welcome tents at the beginning of the school year assisted over 5,000 students during their transition to campus. The Bobcat Bond Mentoring program was launched for second year students and 24 faculty/staff and 89 peer mentors provided mentoring to 79 second-year students. PAWS Alert early warning system assisted over 90 students who had issues throughout the year. The Counseling Center increased the number of counseling appointments provided by 23 percent and increased the number of group appointments by 20 percent. The Counseling Center presented more than 100 education workshops to over 1800 students designed to help them with the development of basic stress, anxiety, and mood management skills. The Disability Services Office provided services to 1,841 clients. The Health Promotion Services of the Student Health Center provided 18 Alcohol 101 presentations benefitting 4,504 new students and provided 252 presentations on a variety of health topics to 9,547 students. The LBJ Student Center's Bobcat Build program provided over 4,000 students, a 15 percent increase, who worked on job sites throughout the San Marcos area.

### **3.2 Enhance quality and consistency of academic advising services.**

According to the provost and the dean of the University College, a major focus in 2012-2013 for academic advising involved increasing institutional capacity to provide academic advising of the highest quality through professional development and to improve communication among units with the goal of enhancing consistency of service and message across college advising centers. A new Advising Council was initiated in fall 2012. Council members included supervisors from each undergraduate advising center, a representative from the Graduate College, representatives from Athletic Certification and the Athletic Academic Center, and representatives from key enrollment management offices (Admissions, Financial Aid & Scholarships, and Registrar). Monthly meets served as the mechanism to ensure accurate information exchange about key processes such as satisfactory academic progress in Financial Aid and athletic progress reporting in Athletics. Two major professional development events were held on the Texas State campus for academic advisors in 2012-2013: in September 2012, 85 advisors attended the Academic Advising Annual Conference; and in May 2013, 92 advisors attended the Academic Advising Assessment Summit. At these events, academic advisors shared and developed new strategies for their work with students and goals for subsequent year service to students were developed. Three Texas State academic advisors were recognized for their exceptional service at the joint National Academic Advising Association (NACADA) Region 7/TEXAAN Conference held in spring 2013. Ms. Claudia Trevino, Academic Advisor II in the PACE Center, was recognized as the outstanding academic advisor at the conference. Mr. Karl Boysen, College of Fine Arts & Communication supervisor, was recognized as the outstanding academic advising administrator. Finally, Ms. Michelle Sotolongo, Academic Advisor I, received recognition for having presented the best paper at the

conference on her work with students at Texas State. Seventeen academic advisors attended and presented at the national conference in Nashville, TN, and 22 attended and presented at the regional conference in San Antonio.

The Round Rock Campus (RRC) funded 2.5 FTE positions that focus on advising and pre-advising. These include the supervisor of Enrollment and Advising who along with other duties, oversees the advisors; the Transfer and Graduate coordinator, who works with students before they actually apply at Texas State; and the enrollment assistant, who also screens prospective students. The supervisor and the Transfer and Graduate coordinator met regularly with Dr. Dann Brown and the Advising Council from main campus and attended those meetings and training to ensure consistency. RRC does not have an advisor specifically assigned to the College of Education and the McCoy College of Business Administration. Instead a couple of education advisors traveled to RRC weekly to meet with students. This fall, the RRC advisor was given permission to begin advising the pre-Business students and is now undergoing training for that. The RRC also hosted several Bobcat Day information sessions throughout the year.

The advisors in the College of Applied Arts provided individual advising services to 5,684 students, 499 students in groups, 28,729 by email, 781 walk-ins, and 1,105 by phone for the academic year.

Business Leadership Week is a signature program of the McCoy College and is designed to offer students opportunities to hone their leadership and professional skills while enriching their perspectives of the business world. This year's theme was "Think Globally" and included keynotes, distinguished speakers, guest lecturers, a mini-case competition sponsored by Businessweek, and an interactive fair. Attendance increased from 2,500 participants in 2012 to a record of 3,400 participants in 2013. The Business Learning Community, in which participants are co-enrolled in core classes and benefit from programs and events based on their areas of interest, consisted of 36 students. Academic advisors conducted 4,993 individual advising appointments and assisted with 11,465 phone calls and 9,292 students at the front desk. Social media tools continued to be leveraged to connect important information and involvement opportunities to students through technological resources they tend to use frequently (Blog, Facebook, Twitter, and LinkedIn). The CenturyLink Advising Center implemented a new process to handle satisfactory academic progress (SAP) appeals. This process helped students understand which requirements they are not meeting and what steps they need to take in order to regain financial aid eligibility. The Career Services liaison to McCoy College partnered with the CenturyLink Advising Center to offer workshops on topics ranging from cultivating professionalism to the use of social media tools for professional networking and preparing for job interviews.

In the College of Fine Arts and Communication, an information monitor was placed in the advising center to display just-in-time information to students. Email

reminders were sent to targeted pre-majors reminding them to seek advising. A hold was placed on targeted pre-majors who were in jeopardy of lack of degree progress. This is a different tactic than has been done in the past. The focus was narrowed on who holds were placed on. This allowed for better tracking and contact with this group. A questionnaire was developed that probation students are required to complete. This form was modified to meet a standard of set-up questions developed by the Advising Assessment Team. Social media sites were created on multiple platforms (Facebook, Tumbler, Google+, and Twitter) to keep students informed of needed information. Walk-in advising days were offered during peak times to answer just-in-time questions.

The College of Liberal Arts Advising Center staff increased the number of walk-in advising days during peak times to accommodate additional students more efficiently and at the students' convenience. Center staff also created an "ask an advisor" feature on the Liberal Arts Advising Center webpage, giving students the opportunity to email non-urgent questions to the Center, with a guaranteed 48-hour response time. The Center transitioned essential paper forms to electronic forms in order to streamline and expedite graduation and other processes and has improved ongoing advisor training by adding "Advisor Tune-Up" to weekly staff meetings. The Liberal Arts advisor is now housed in the Anthropology Department two days a week to provide better support for undergraduate majors. Incoming Psychology graduate students are now paired at admission with a faculty mentor based upon mutual research interests; mentors provide personalized academic advising for students.

The College of Science and Engineering Advising office continued to be proactive in planning and administering a student-focused advising service. The Math department has added one additional advisor to the existing three faculty advisors.

### **3.3 Develop an Honors College to better attract and engage high achieving students.**

In the Academic Affairs division, the Honors College enrollment for fall 2012 was 413 students in 29 sections (92 students and six sections were departmental courses). The spring 2013 enrollment was 394 students in 30 sections (68 student and five sections of departmental courses). Forty students graduated in the Honors College in fall 2012-summer 2013 by completing an Honors thesis.

One honors course was offered in Round Rock in Spring 2013 but enrollment was not sufficient for the class to make. This class may be offered in the future if credit can be granted to students in various of their elective areas.

McCoy College offered the following courses with honors sections: BLAW 2361 (Legal Environment of Business), ECO 2314 and 2315 (Micro and Macro Economics), ECO 3311 (Money and Banking), and MKT 3343 (Principles of Marketing).



There were eight honors courses taught from the College of Fine Arts and Communication.

In the College of Health Professions, Health Administration faculty, Dr. Oren Renick taught an honors course and the chair of the Clinical Laboratory Science Program, Dr. Rodney Rohde, worked with the Honors College by supporting Clinical Laboratory Science undergraduates to participate in the Honors College undergraduate research conference.

In the College of Liberal Arts, Modern Languages offered Spanish 2310 and 2320 as departmental honors courses.

### **3.4 Recognize and support intercollegiate athletics and the arts as vehicles to promote a well-rounded collegiate experience for all students.**

The university has been very helpful in promoting the Athletic department to the rest of campus to include faculty, staff and current students. The Student Affairs division, along with several other departments, have assisted the Athletics department in reaching out to students and promoting athletics as a very important part of student life.

Round Rock Campus students do not regularly participate in the athletics or art programs in San Marcos; however, some efforts have been made to encourage more activity. For the past 3 fall semesters, the university's athletic program has provided a bus shuttle service for free for students and fans to travel from Round Rock to San Marcos for one of the home games. The Round Rock Arts Council had two art shows on the Round Rock Campus. There was a Fall Photography Show and a Spring Imagine Fine Arts Exhibit. The Round Rock Campus partnered with the Caldwell Heights Elementary School and hosted some of their artwork throughout the school year.

In the McCoy College, Dr. Paul Gowens, professor of Economics, continued to serve as the University's faculty athletics representative (FAR). As FAR, Dr. Gowens plays a key role in oversight of athletics programs, working to ensure the academic integrity of the athletics program and the well-being of student athletes.

The College of Education advisors worked with the Athletic Academic office and certified athletes' schedules to ensure they are meeting their degree requirements; emails were sent to athletes encouraging them to make advising appointments; and performing arts and athletic events were advertised in the Advising Center's lobby.

In the College of Fine Arts and Communication, close to 1,500 students attended the University Arts/ENCORE programming for 2012-2013. In addition to the ENCORE University Arts series, 18,000 student tickets were sold to School of Music and Department of Theatre and Dance events scheduled throughout the

academic term. At a minimum, 1,500 students performed in a musical or a theatre/dance event. In terms of the visual arts, the university galleries had 13,500 student visitors with a minimum of 1,000 exhibiting or engaging in the visual arts.

The College of Liberal Arts provided support for Athletics including: the academic advisor II and director of Advising gave information to NCAA Athletic Certification officers in order to track progress and monitor courses taken by student athletes; upon request from Athletics, Political Science faculty and the chair met one-on-one with recruits when they arrived on campus; and three Sociology faculty served as guest coaches for Texas State football games in recognition of their work with student athletes in the department's internship program and popular culture minor. The College also supported the Arts by: English co-sponsored with Honors College a poetry reading/musical event related to the Common Experience theme; English brought nationally recognized writers of poetry and fiction for the Lindsey Literary Series and Katherine Anne Porter Visiting Writers Series; the Philosophy Department offered courses and dialogues on philosophy of art and cemented affiliation of Dialogue Series with Juilliard project; Politics in Film events were included in the Discourse in Democracy series; a Sociology faculty member gave a presentation, "Popular Music: A Soundtrack for American Life," for Round Rock Faculty Speakers Series; the Sociology Department's Center for Social Inquiry hosted symposium on "Hill Country Music Scenes: Scholarly and Community Development Approaches;" the Center for the Study of the Southwest sponsored a photography exhibit "Life and Death in the Northern Pass" and related lecture; and the Center for Multicultural and Gender Studies co-sponsored the Black and Latino Playwrights Conference.

### **3.5 Refine student learning outcomes and appropriate assessment measures within each academic program and general education curriculum to ensure program improvement and provide evidence of student success.**

According to the provost and the associate vice president for Institutional Effectiveness, 100 percent of academic programs completed student learning outcomes assessment for 2012-2013. The associate vice president for Institutional Effectiveness met with college councils to provide updates on outcomes assessment and assessment expectations for the SACSCOC Fifth Year Interim Report. An assessment plan for the revised General Education Core Curriculum was submitted to the Texas Higher Education Coordinating Board (THECB). The plan was designed to meet standards of both the THECB and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The College of Applied Arts continued to ensure program improvement to 19 different academic programs (11 undergraduate, 7 masters, and 1 PhD level) among three schools and two departments. The learning outcomes have continually improved by: increasing the number of direct measurements (and thereby reducing the number of indirect measurements) and slightly modifying

outcomes and methods to increase standards (e.g., 100 percent of the students will achieve 80 percent on a given project). Other modifications made include changes to capture program-specific goals (e.g., changes from “writing at the graduate level” to “writing at the graduate level in relation to [that program and content directly associated with that field]”). More specifically, globalization efforts are included. Also, many of the goals include student-centered educational experiences through various learning projects. The majority of the assessments are embedded in student projects, assignments, exams, etc.; thus, becoming an efficient process. Through a process of auditing at the dean’s level, all of the programs were given feedback to make continued improvement and provide evidence of student success.

As part of the McCoy College assurance of learning process: 1) Dr. Jon Bible, chair of the McCoy College Curriculum Committee, and Dr. Mayur Mehta, associate dean for Undergraduate Programs, met with Drs. Craig Hanks and Robert Fischer of the Department of Philosophy in spring 2013 to evaluate how the PHIL 1320 partnership was working to provide the necessary theoretical foundation of ethics to be leveraged in the ethics-designated business courses; 2) The International Business Minor Committee finalized individual course content, developed a syllabus template for each course in the minor, and developed a set of objectives and learning outcomes for assessment; 3) The MGT 4335 (Strategic Management and Business Policy) core course coordinator worked with the strategy faculty to improve the assessment of the direct impact of the ethics component of the course, as well as the indirect impact of the ethics components within the overall business curriculum given that this is a capstone course; 4) The MGT 3303 (Principles of Management) core course coordinator continued to improve assessment instruments moving to stand-alone assessments rather than test-embedded questions; 5) The Department of Accounting initiated work on refining the assessment methods and rubrics. Faculty will provide additional analytical and critical thinking questions to the in-class quizzes which will then be used to facilitate discussion with students. Faculty continued to integrate updated Gleim/Bisk CPA review questions and CMA adapted questions on tests and quizzes; 6) The Department of Accounting began work on refining goals for the Master of Accountancy program as well as evaluating the effectiveness of the new pre-requisites of all leveling courses going forward; 7) The curriculum of the Master of Science in Accounting and Information Technology was reviewed in depth by the department chairs of Accounting and CIS & QM, with feedback from their respective advisory boards to explore further refinement of the program based on competitive environment and employer demand.

The dean of the College of Education reports that Curriculum & Instruction adopted a standard instrument for observation of teaching performance which has strong validity and reliability. The instrument was piloted in 2012-2013, and student teaching supervisors received training in summer 2013 for implementation in 2013-2014. The office of Educator Preparation has been working closely with departments and colleges across the university to improve

the efficiency and effectiveness of the processes associated with teacher preparation, including improving the accuracy of data reporting. Additionally, new assessments and surveys have been implemented to improve services for students in the program.

Anticipating the introduction of the new statewide General Education Core Curriculum in 2014, College of Liberal Arts departments that offer core courses worked with the General Education Council to design a revised course-based core assessment process. New outcomes and methods were drafted over the summer for general education courses ANTH 1312 and ANTH 2414 to meet new Coordinating Board requirements. To address new competencies required by the THECB, English worked with the General Education Council and Institutional Effectiveness to revise learning outcomes and assessment methods for ENG 1310, 1320, 2310, 2320, 2330, 2340, 2359, and 2360. The Geography Department took several steps to improve programmatic student learning outcomes, including: changing several prerequisites, partly in response to learning outcome results; providing additional handouts and worksheets to improve student learning; modifying lectures, exams and class projects based on learning outcomes results. The Philosophy Department standardized the format of senior exit interviews for the BA degree. The Political Science Department revised the mission statement of the Master of Public Administration program to better reflect the qualities and skills expected of graduates. Faculty sub-groups implemented agreed-upon action plans to improve student learning outcomes and assessment measures. The Psychology Department approved and implemented a plan to conduct all assessment activities online using TRACS. The Center for International Studies refined the syllabi for the International Studies capstone course and the administration of the comprehensive exam to ensure that both the course and exam follow standards of measurement for learning outcomes.

In the College of Science and Engineering, Computer Science sent a faculty member to the ABET assessment workshop for training. Engineering Technology indicated that extensive work was done over the past two years on learning outcomes assessment. The program level outcomes appearing on the SACS website were revised and improved, and the data collection process standardized across all departmental programs and faculty members. Two additional programs were added to the site for the first time in 2012-2013, Concrete Industry Management (CIM) and Construction Science and Management (CSM). In anticipation of accreditation reviews for CSM and CIM, course level outcomes assessment has also undergone extensive revision and improvement. Two years ago, faculty in the CSM program implemented a standardized protocol for executing outcomes assessment in construction courses, and all courses in that program are being assessed according to this new protocol. Faculty in the CIM program emulated the course level outcomes protocol established by the construction faculty, and these methods of course level assessment were incorporated into the self-study for the CIM program, in anticipation of the NSC site visit, which occurred in the spring of 2013. In

Chemistry, outcomes and assessments were completely rewritten during 2012-2013 to contain appropriate measures and to match against the current course offerings.

**3.6 Refine administrative and educational support, research, and public service outcomes and appropriate assessment measures within identified departments to ensure improvement and provide evidence of success.**

Within the Academic Affairs division and the Institutional Effectiveness unit, the director of University Planning and Assessment continued to meet with individual offices, as well as through two professional development workshops, to further refine and improve outcomes assessment plans. Individual audits were conducted to provide feedback to departments and offices regarding report submissions and to encourage further improvements. Institutional Research assisted with survey based assessments and services to aid in the analysis of outcomes assessment. 100 percent of administrative, student support, research, and community/public service units successfully completed outcomes assessment reports in 2012-2013.

The vice president for Finance and Support Services reports that the treasurer served as a member of the Endowment Compliance Committee to assess the appropriate use of the distributions and created statistics to help track that usage. Student Business Services and the treasurer analyzed enrollment management issues and developed/presented plans to the Enrollment Management Council that would potentially enhance service and provide consistency in the process. They formalized the cancellation plan, sent targeted emails to contract and exemption students during registration to reduce cancellations, monitored "at risk of cancel" group, extending when necessary, and enhanced self-service modules by providing videos, posters, and kiosk attendants. Student Business Services and the treasurer revised cash handling/reconciliations to streamline processes, and moved to a daily reconciliation, allowing errors to be identified immediately and reducing duplicate effort. Cash Operations staff now prepare their own bank deposits instead of pulling the funds together. This helps to hold the cashier accountable, reduces the research time, and eliminates duplication of effort. Facilities obtained feedback from a customer satisfaction survey/questionnaire to help assess performance and identify areas requiring attention. Results revealed overall satisfaction with Facilities crews and services. Action plans consisted of improving timeliness of advance notifications and consistently coordinating with customers, and improving training on the AiM maintenance management and customer service module.

**3.7 Recognize the importance of academic and administrative program review processes to facilitate program improvement in support of the University mission.**

Within the Academic Affairs division, the associate vice president for Institutional Effectiveness reports that in 2012-2013, academic program reviews were

successfully completed for 25 programs in five academic units. Of the reviews, 10 were conducted for graduate programs and were submitted to the Texas Higher Education Coordinating Board (THECB) as required. All programs received favorable reviews by external reviewers.

In the Student Affairs division, the Counseling Center was re-accredited for seven years by the American Psychological Association. The Counseling Center secured a grant to pilot the Kognito "At-Risk" program for faculty, staff and students.

### **3.8 Foster an environment that cultivates students to become successful, engaged alumni.**

In the University Advancement division, the Alumni Association reached over 17,000 students through on-campus programs and events during the 2012-2013 academic year.

In the McCoy College, named a Texas State Distinguished Alumnus in fall 2012, Mr. Steven "Blake" Ratcliff, returned to campus to participate in the 2013 Business Leadership Week. Mr. Ratcliff is currently a manager for external integration within the International Space Station Program at NASA. Mr. Tony Hale, BBA in Accounting '94 and MBA '96, received the 2013 Alumni Achievement Award. Mr. Hale is the President and CEO of Texell Credit Union. He has returned to Texas State several times to serve as a guest speaker in the Studies in Entrepreneurship class.

The College of Education advisors participated in the Teacher Job Fair and encouraged students to join degree program associations as a way of networking and learning about career options and graduate programs.

The dean of the College of Fine Arts and Communication engaged a group of alums in New York during the Spring 2013 semester.

The College of Health Professions engaged with alumni in numerous ways. The Department of Communication Disorders, in January of 2013, established a Communication Disorders Facebook page and Twitter account in an effort to cultivate more engaged alumni. Alumni in Clinical Laboratory Sciences are employed as adjunct faculty when needed and serve as clinical teachers in multiple clinical affiliate sites to instruct current students. This interaction shows students the value of a Clinical Laboratory Science degree while also encouraging them, in turn, to stay engaged after graduation. Alumni in the Department of Health Information Management were informed of "save the date" events such as the HIM Spring Conference. Faculty continued to sponsor the annual alumni event at the state professional meeting. The School of Health Administration offered alumni events during the fall and spring: annual conference, guest lectures, Healthcare Leadership Coalition meetings and speakers, and social media. The St. David's School of Nursing alumni were

inducted into the first St. David's School of Nursing Honor's society in spring 2013. Alumni were invited to present to incoming students regarding successful behaviors while in the Nursing program and to seniors ready to interview for post-graduate RN positions. The Department of Physical Therapy encouraged students to connect through social media with physical therapy clinicians in the professional community. Many Respiratory Care alumni are currently in places of mid- to upper-management and actively seek graduates from Texas State to fill available positions.

The College of Liberal Arts Advisory Board brought together successful Liberal Arts graduates and other community partners for meetings that promote alumni engagement. The English Department completed a major overhaul of websites so that faculty, student and alumni achievements are better recognized and shared with alumni and the public. The English Department developed and inaugurated a Facebook page for faculty, students, and alumni. The MA Rhetoric and Composition and MFA Creative Writing programs also maintained active Facebook sites that invite alumni input and keep alumni up-to-date on program developments. The Geography Department has worked to encourage current students as well as alumni to create a profile on the LinkedIn career-networking site as a way to engage current alumni and to encourage students to become engaged alumni as they build career networks. The History Department also created a database of alumni and used social media to update alumni about departmental activities. The Philosophy Department has made plans for regularly employing selected alumni of the MA Applied Philosophy and Ethics program as adjuncts. The Philosophy Department invited all alumni to attend the annual alumni banquet and invited them to submit work to two journals published by philosophy students. The Political Science Department hosted a panel with several alumni visiting campus to discuss career options for Political Science and Public Administration majors. In Sociology, internship coordinators added a blast (a group email app) to their Facebook page and started a LinkedIn page for Sociology Department alumni. The graduate advisor solicited comments from alumni about the graduate program and how it relates to their jobs; this alumni information was added to the department website. The Center for Interdisciplinary Studies engaged in outreach to current alumni through social media and meeting with student organizations and honor societies. Alumni were invited to Board of Advisors meetings to make presentations and to represent the center at various events, such as study abroad fairs and internship fairs.

In the College of Science and Engineering, the Department of Biology initiated a newsletter that will be published twice a year. A database of contact information for Biology alumni has also been established recently. The Talk Math 2 Me Seminar is a colloquium for students and by students. The seminar was organized by student members of the Pi Mu Epsilon Society at Texas State in September 2012 and is run by a math graduate student. Almost all of the speakers are students, and it has grown to be our largest seminar, typically with two or three speakers per 1-hour period and over 120 people in the audience, larger than all of our other seminars combined. In Engineering Technology,

numerous guest speakers were brought to campus by our student professional organizations, the American Foundry Society (AFS), the Society of Manufacturing Engineers (SME), the American Society of Mechanical Engineers (ASME), the Construction Student Association (CSA), and the American Concrete Institute (ACI). Many of these guest speakers were alumni of departmental programs, and those who were not were usually employers of departmental alumni. The 2012-2013 academic year was the inaugural year for the ASME student chapter at Texas State. Membership increased from 18 to 33 members in its first year as a student organization. The student chapter of ACI brought four guest speakers to campus during 2012-2013 and participated in one student/industry social event, one community service project, and three ACI student competitions.

Athletics has increased efforts in promoting the T-Association and the Alumni Association to current student athletes in hopes that upon graduation they stay involved with the university.

### **3.9 Broaden efforts to facilitate successful transition of students to the workplace and graduate/professional education.**

In the Academic Services area of Academic Affairs, the rapid expansion of prelaw advising has occurred through the Prewlaw website. This has increased traffic, where students determine their suitability for a career in the law, with increased admissions to law schools and more scholarship assistance for Texas State students. Some students not well suited for law school were directed to investigate entering the Masters in Legal Studies program. This decision best served our expanded undergraduate enrollment and contributed to interest in a Texas State specific master's program.

GRE and GMAT practice sessions were held and open to the public at the Round Rock Campus. Additionally, the Round Rock Campus arranged for Career Services from San Marcos to provide eight workshops including resume and cover letter writing, branding yourself, and creating a professional image.

Staff in the Graduate College organized a campus-wide orientation for all graduate students. This year, the orientation was held a week earlier to better address student needs. The Graduate College also held information sessions throughout the year on transitioning to graduate study.

College of Applied Arts staff conducted a follow up review of all students that had incomplete applications or stopped out and discontinued attendance to graduate program. The College faculty communicated directly with all juniors and seniors with a 3.0 GPA or higher and invited them to apply to the college graduate programs.

McCoy College initiated work on developing a professional development curriculum to prepare undergraduate business students to be professionals with



business-appropriate soft skills. Twenty-one business leaders made presentations to the Studies in Entrepreneurship (MGT 3360) class this year. The Accounting Club hosted 23 guest speakers representing several organizations and CPA firms including Ernst & Young, KPMG, PriceWatershouseCoopers, Deloitte, and Internal Revenue Service. Texas State SIFE (or Enactus) and the Center for Professional Sales co-sponsored the annual Interview Express event in October 2012. About 25 members of the Center for Professional Sales Advisory Board representing 11 companies visited with 250 students and participated in mock interviews. UPS, 3M, AT&T, Liberty Mutual, State Farm, ADP, Henry Schein, and Teksystems were among the companies represented at the event. The Texas State AITP Chapter invited representatives from seven companies to present on current technology trends and careers. CIS majors also attended 10 meetings of the AITP professional chapter in San Antonio where they interacted with representatives from approximately 30 companies. Dr. Rob Konopaske, Associate Professor of Management and co-faculty advisor to SHRM, developed a training program which guides student interviewers through a process of identifying the key skills needed for a position, writing structured interview questions to assess those skills, designing a benchmark scoring system, and displaying appropriate verbal and nonverbal communication behaviors. Three etiquette dinners were offered by the McCoy College at the Embassy Suites Conference Center, one each through Business Leadership Week, the Texas State American Marketing Association, and the McCoy College Graduate Program. These events discussed networking tips in a standing appetizer setting, proper dining procedures, clothing tips, and business professionalism in a dining environment. Mr. Ross Wood, Career Services liaison to McCoy College, shared with students strategies for job searching and interviewing, professionalism, how to dress for success, networking and the use of networking tools such as LinkedIn, and how to prepare for mock interviews. Additionally, he performed an extensive review of their resumes. The department of Finance and Economics Advisory Board met in the fall of 2012. Board members reviewed over 100 student resumes and provided written feedback to the students. The Board also conducted 30 mock interviews with students, including a debriefing to discuss each student's strengths and weaknesses. A total of 163 internships were overseen in the College. The Department of CIS and QM coordinated a mixer in partnership with USAA, Inc. to recognize academic accomplishments of high-achieving CIS majors. Approximately 40 CIS majors and 10 USAA representatives participated in the event. Eight GMAT practice sessions were held in San Marcos and Round Rock. Additionally, MBA program director, Mr. Matt Painter, conducted five MBA orientation sessions for new students and eight information sessions for prospective students during the year. In the fall 2012 semester, the CIS & QM Department hosted a freshman/sophomore orientation to provide guidance to new CIS majors. Panel participants included current students, faculty, staff, advisors, and employers. Panel topics included, "What I wish I had known when I was a Freshman," "What every student should do to be successful," and "What employers wish students would start doing as freshmen." In the fall 2012 semester, the CIS & QM Department hosted a junior/senior orientation to provide guidance to upper level

majors. Panel participants included current faculty, staff, advisors, alumni, and employers. Panel topics included, "What every student should do to graduate," "What employers are looking for in graduates," and "Tips on resume writing, interviewing and dressing for success." The panels were then followed up by a resume review and mock interviews.

A number of initiatives were implemented this year in the College of Fine Arts and Communication. To increase graduate enrollment, all units identified outstanding seniors and invited them to apply to graduate school at Texas State. To transition students to the workplace, all units facilitated programming to ease the transition. For example, Communication Studies and Mass Communication both hosted a week-long program devoted to engaging alums and networking seniors with working professionals. In Theatre and Dance, faculty escorted students to New York and helped them audition for professional work as part of their New York Showcase.

The College of Health Professions' students graduating from our programs have an employment range from 94-100 percent. Communication Disorders reports 75 percent of the undergraduate graduates pursue graduate education. The Clinical Laboratory Science program began documentation of alumni who have achieved a graduate or professional degree. Since 2002, Clinical Laboratory Science has documented 15 (or more) graduate degrees obtained by our alumni including MS, MHA, MPH, Pathologist's Assistant, Physician Assistant, PharmD, and PhD. The School of Nursing continued to host a career fair in the fall for graduating seniors, inviting potential employers. Prior to the fair, intensive resume writing and interviewing skills workshops were conducted in conjunction with the student nurses organization. In the spring, three health systems were invited to meet with graduating seniors to discuss post-graduation internship programs.

The College of Liberal Arts sponsored a roundtable meeting that engaged seniors and graduate students with the College's advisory board members to discuss strategies for turning academic accomplishments into marketable credentials for the workplace. The Liberal Arts Advising Center collaborated with Career Services to create and market an extensive series of career-related programs designed specifically for Liberal Arts majors. The Anthropology Department expanded the workplaces available for the undergraduate and graduate internship programs. The English Department also planned and developed a new undergraduate internship program. The English Department sent letters of invitation to apply for graduate study to students named by instructors as promising candidates. Alumni and employees in relevant fields were invited to make presentations to students about preparing effective job applications and presentations. The MA Rhetoric Composition program hosted meetings to help students secure employment in community colleges and textbook sales, and it offered workshops on applying to PhD programs. The Geography Department worked closely with Career Services to offer many career-enhancing programs, including workshops on resume building and on-campus interviews with employers seeking Geography majors, all designed to

facilitate the successful transition of students from university to workplace. The department continued to improve its “Geography Internship and Career” TRACS site, which offers a career planning tool-kit as well as job and internship postings, most often submitted by Geography alumni. The department hosted a graduate-school information day to answer questions of current undergraduates about pursuing a graduate or professional degree. Similarly, the History Department held workshops on resume writing and on applying for graduate school. The Philosophy Department developed a plan to employ some MA Applied Philosophy and Ethics students for purposes of strengthening their credentials for admission to PhD programs or for seeking related careers. In partnership with the University of Texas El Paso, the Psychology department chair submitted a \$2.15 million NIH grant proposal for “Bridges to the Doctorate.” The goal of the proposal was to facilitate the transition of underrepresented students from MA to PhD programs (scored but not funded). The Psi Chi Honor Society and Career Services co-sponsored a series of presentations on careers for students, and the department chair gave a presentation on how to apply successfully to graduate school. Sociology faculty mentored undergraduate and graduate students planning to pursue advanced degrees by helping them with conference papers and working with them on graduate school applications. The department developed a new course for graduate students--SOC1 5110: Proseminar—designed to professionalize students in preparation for careers. The Center for International Studies collaborated with Career Services to host events and speakers in an effort to provide information regarding employment for International Studies majors.

In the College of Science and Engineering, Physics faculty Eleanor Close, Hunter Close and David Donnelly were awarded a \$350,000 grant from the Robert Noyce Teacher Scholarship Program specifically to increase the number of students obtaining STEM teacher certification. The Department of Engineering Technology continued to hold three career fairs during the academic year. Two of these events focused on the construction and concrete industries. The third event was held in collaboration with the Ingram School of Engineering and emphasized careers in various other technology and engineering disciplines such as manufacturing, mechanical, electrical, and environmental engineering technology and industrial, manufacturing, and electrical engineering. Two graduates of our Master of Science in Technology (MST) program were accepted into the new PhD program in Material Science Engineering and Commercialization (MSEC), and both students continue to maintain their good academic standing in that program.

In the Student Affairs division, Career Services had a 19 percent increase of 4,960 students in face-to-face sessions. Distance counseling options in Career Services reached over 1,750 students. Programming offered by Career Services to the McCoy College of Business Administration reached 745 students through a portfolio of a variety of programs. Career Services offered an all-day Career Preparation and Transition-Life after College program hosting 35 students. Career Services coordinated over 15 job fairs with employer registrations

averaging an increase of over 50 percent. Career Services realized an 86 percent increase in employer participants for on-campus interviewing and held eight information sessions with 627 students in attendance for on-campus interview preparation. Career Services educated students on how to develop professional online profiles on Facebook, LinkedIn, and YouTube.

Athletics continued hosting etiquette dinners and had successful alumni speak to student athletes about possible career opportunities.

**3.10 Continue faculty and student information literacy initiatives that support achievement of student learning outcomes.**

As reported by the vice president for Information Technology, Library staff conducted 375 information literacy sessions reaching 13,000 individuals. In addition, instruction librarians were embedded in 102 classes via TRACS (online course management system), reaching 1,700 actively enrolled students. Information literacy online tutorials were developed for the University Seminar (US1100), COMM 1310 and “Roadmap to Research,” a general information literacy tutorial. A Research Methods workshop was also developed with the Writing Center.

**3.11 Implement Personalized Academic and Career Exploration (PACE) to foster retention and success.**

The provost and the dean of the University College report that the Texas State University PACE Center welcomed new freshmen in the Undergraduate Academic Center beginning in June 2012. A total of 4,251 freshmen and 133 Emerging Stars received academic advising, career counseling, peer mentoring, and academic coaching in the PACE Center’s first year. Key outcomes achieved in the first year of PACE included: PACE academic advisors served students throughout the year in 12,553 individual academic advising appointments; the PACE Center peer mentoring program received College Reading & Learning Association (CRLA) International Peer Mentor Training Program Certification; five career service interns were located in the PACE Center in response to heavy demand for services in this area; QEP assignments were embedded in all 237 sections of US 1100 University Seminar during fall 2012. All US 1100 sections were capped at 20 students per section, as required by the Quality Enhancement Plan; peer mentors were assigned to individual US 1100 University Seminar sections and/or groups of PACE students identified as being at-risk of academic failure (e.g., Emerging Stars summer bridge students); and students were referred to academic coaches by faculty, staff and peer mentors throughout the year. This approach resulted in a significant increase in the magnitude of mentoring impact on first-year students at Texas State. Finally, PACE Center staff coordinated the juried assessment of QEP assignments embedded in US 1100 in January and May. These results provide the foundation for continued assessment of PACE as Texas State prepares for the submission of its fifth-year report to the Southern Association of Colleges and Schools Commission on

Colleges in 2015.

According to the vice president for Student Affairs, Retention Management and Planning and Career Services provided direct services to students to implement PACE by developing career-related tools and an iCAT(Individualized Co-Curricular Activity Transcript) program to assess engagement in appropriate co-curricular activities related to students' major.

***Goal 4: Enrich our learning and working environment by attracting and supporting a more diverse faculty, staff, and student body.***

**4.1 Attract and retain a diverse faculty and staff.**

According to the provost and vice president for Academic Affairs, female, full-time faculty now represent 46.8 percent of all full-time faculty, up from 42.8 percent in 2001 and from 45.9 percent in 2011. The percentage of full-time faculty members self-identified as African American decreased to 2.8 percent from 3.5 percent last year. Hispanic faculty also decreased slightly from 9.5 percent to 9.2 percent. The percentage of other minority faculty has remained fairly consistent at 15.7 percent. It should be noted that there is an increase in faculty of unknown ethnic/racial background (4 percent last year to 4.6 percent) this year. There are currently 229 faculty of African American, Asian, or Hispanic origin, which is more than double the 107 reported in fall 2004. In 2013, Texas State hired three faculty through the Target of Opportunity program. Total salaries funded was \$175,000 for those 3 individuals.

As reported by the vice president for Finance and Support Services, Human Resources placed staff position postings in approximately 50 electronic and written sources including 12 sources specifically targeting diversity and veteran candidates. The 729 recruiting notices for 303 job postings generated 57,715 page views, 39,863 click throughs to the university employment web page, and 11,169 applicants. HR continued to provide the Diversity Tracking Report to President's Cabinet on a monthly basis as well as an annual summary report. The report tracks, by division and department, all staff jobs filled and the EEO category of the applicants selected. Utilities Operations increased staff by 6 positions and 15 percent of internal staff was promoted into vacant positions.

According to the special assistant to the President, the Office of Equity and Access continued to enhance the opportunities to hire a diverse faculty and staff by assuring practices that are in place are in appropriate policies achieve the goals and are followed. The primary tasks in each case have been to assure that position postings and evaluation of credentials were done in an equitable manner. The office worked closely with department chairs, search committees, and college deans to assure required and preferred qualifications were clearly stated, that the search committees were constituted to represent as much diversity as possible, and that positions were advertised in ways that ensured

reaching a diverse applicant pool. Even though enrollment management is not under their purview, the Office of Equity and Access does support activities that help to attract and retain a diverse community of students, including Hispanic students. This has been done primarily through a program to fund projects which contribute to achieving this university goal. The activities funded under this program include cultural events, outreach activities to area high schools, and student support services. In FY 2013, there were 54 faculty jobs posted to fill 62 positions. One position is still pending, 11 are closed, and 50 positions were filled. In FY 2013, there were 303 staff jobs posted. Fifty-one positions were closed as no-hires, 30 were incomplete, and 291 positions were filled.

#### **4.2 Remain a Hispanic Serving Institution that emphasizes retention and graduation.**

The Provost's Office reports that Texas State continued to attract and retain Hispanic students. In fall 2013, 30 percent of Texas State students were Hispanic up from 27.9 percent in fall 2012. Texas State ranked fourth among eight Emerging Research Universities and sixth among 38 Texas public universities in the number of degrees conferred to Hispanic students during fiscal year 2013.

According to the associate vice president for Enrollment Management and Marketing, the number and percentage of Hispanic students enrolling at Texas State continues to climb. The academic performance and outcomes for Hispanic students remain strong and similar to that of other ethnic groups. The overall freshman retention rate in fall 2012 was 76.7 percent. The retention rate for Hispanic students was 75.8 percent, while the retention rate for African American and White students was 78.1 percent and 76.8 percent respectively. The overall graduation rate for all students in fall 2012 was 53.6 percent. The graduation rate of Hispanic students was 50.2 percent, while the graduation rate for African American and White students was 58.2 percent and 59.2 percent, respectively. These graduation rates place Texas State among the top five public institutions in the state.

In the College of Applied Arts, the Department of Agriculture USDA project has retained 92 percent of the USDA participants who have earned 62 credit hours at the end of two years with two additional years remaining in the grant. The second USDA grant provided graduate assistantship to four Hispanic students involved in animal and molecular research.

In the McCoy College, MBA program director Matt Painter participated in the National Society of Hispanic MBAs (NSHMBA) recruiting event in Austin. The Accounting Club continued to recruit junior and senior students from Holmes High School in San Antonio. Holmes is a magnet school with a predominately minority student population. In fall 2012, Accounting Club members visited Holmes High School. In spring 2013, over 150 Holmes High School juniors visited campus for a tour led by Accounting Club members. The Department of

Marketing hosted students from Jack Yates High School in Houston, a predominantly minority school, on November 30, 2012. Approximately 35 students and five high school counselors were in attendance. McCoy College participated in the San Marcos Education Fair, which provided an overview of educational services and non-profit organizations available to serve families, especially Spanish-speaking families, in San Marcos. McCoy College sponsored two students to attend the Adelante! National Leadership Conference in San Antonio. Students Serena Moreno and Noel Villarreal interacted with Latino students from across the country at the event to improve their communication, leadership and career skills. McCoy College is a member of the PhD Project, a program that supports minority doctoral business students and has more than tripled the number of minority business school professors since 1994. The Association of Latino Professionals in Finance & Accounting (ALPFA) student organization was officially recognized by the Office of Campus Activities and Student Organizations to become the 20th student organization in McCoy College. The Hispanic Business Students Association (HBSA) continued to offer programs to help with the professional development of business and non-business students of all cultures.

According to the dean of the College of Education, CLAS' Adult Education has obtained approval for its new graduate certificate in Adult English as a Second Language, which will actively recruit and support Hispanic students as part of the pool. CLAS' School Psychology program submitted a federal grant proposal to develop a graduate program for bilingual school psychology. While unfunded in the first round, they are actively working on a resubmission.

From a curricular perspective, the College of Fine Arts and Communication has expanded their Latino programming, including Latino Media, Latin Music Studies, Latin Theatre, etc.

The College of Health Professions' disciplines report a range of 20-38 percent Hispanic student enrollment in the cohorts. Retention rates for all students in the College of Health Professions range from 89-100 percent for undergraduate programs and 86-100 percent for graduate programs.

In the College of Liberal Arts, the English Department co-sponsored with Equity and Access and other offices a symposium that brought to campus leading Hispanic writers in the Southwest who made panel presentations at an event celebrating literature on the borderlands and featuring readings by writers from the Dominican Republic. The Modern Languages Department offered a special sections of Spanish 3308 for heritage speakers. The Philosophy Department offered courses, dialogues, and a semi-annual conference on Latin American Philosophy. The department recruited two Hispanic philosophy faculty members, and both are now on tenure-track. In partnership with the University of Texas El Paso, the Psychology department chair submitted a \$2.15 million NIH grant proposal for "Bridges to the Doctorate." The goal of the proposal was to facilitate the transition of underrepresented students from MA to PhD programs (scored

but not funded). An Hispanic member of the Sociology faculty was a guest speaker for the summer College Access Project (CAP) Camp created by the Center for P-16. In the Center for Multicultural and Gender Studies, the annual Nina Vaca-Humrichouse Scholarship was awarded to emphasize Latino/a recruitment and retention.

As reported by the dean of the University College, Texas State initiated its first Title V Developing Hispanic Serving Institutions (HSI) grant for approximately \$2.9 million over five years. This project, titled “Mentoring and Academic Coaching: Foundations for Student Success at Texas State University” was designed to provide high impact mentoring and academic coaching to Hispanic and low-income students while also serving other first-year student populations identified as potentially being at-risk of failure in college.

In the College of Science and Engineering, individual faculty in the Biology Department are involved as co-PIs in advising of MS students through a collaborative USDA-HSI project with Agriculture to engage Hispanic MS students in science-based education in Agriculture Biology Department. Additionally, the Physics Learning Assistant Program provided an additional academic community support structure and leadership opportunities for Hispanic STEM students.

The Student Diversity & Inclusion Office, within the Student Affairs division, participated in the Hispanic Serving Institution Research Day in conjunction with the Office of the Provost.

According to the special assistant to the President, the Office of Equity and Access supports activities that help to attract and retain a diverse community of students, including Hispanic students. This has been done primarily through a program to fund projects which contribute to maintaining this university initiative. The activities funded under this program include cultural events, outreach activities to area high schools, and student support services.

#### **4.3 Enhance recruitment, retention, and support programs for all racial, ethnic, and international groups.**

According to the dean of the University College, Texas State University’s Advise TX chapter served 16,008 students at high schools in the Rio Grande Valley and Corpus Christi in 2012-2013. Services included direct assistance to students from underrepresented groups with the goal of growing a college-going culture. At the eight underserving high schools served by Advise TX advisors, 43 percent of seniors submitted a federal financial aid application, 2,436 submitted college application fee waivers, and 1,604 applied for ACT/SAT fee waivers. In November 2012, the University College received notification of having been selected as an inaugural member of the Texas Education Consortium for Male Student Success. This project will advance the cause of Project MALES, an initiative at The University of Texas at Austin that focuses on the powerful impact of mentoring on the success of African American and Latino males in college.



Representatives from Texas State attended the Consortium's Inaugural Meeting and the 2013 UT Latino Male Symposium. In fall 2013, 331 men of color were served under this initiative. The Texas State Title V Developing Hispanic Serving Institutions grant project completed its first year. In spring 2013, 15 peer mentors served a total of 161 first-year students. In summer 2013, seven peer mentors served all 138 Emerging Star students.

The associate vice president for Academic Affairs reports that Texas State enrolled 370 international students from 73 countries during FY 2013, with an additional 112 recent graduates engaged in the Optional Practical Training (OPT) program to gain experience in their fields of study. Students came primarily from India, China, Japan, Mexico and South Korea and over 53 percent of the students are studying at the graduate level. In addition, after an extensive process, Texas State implemented relationships with IDP and IAE, two international student recruiting firms in order to increase the number of international students at the university. Texas State also participated in recruitment fairs in India, southern China, and northern China. Live, Internet-based training was conducted for IDP admissions counselors and many support services and materials were provided to IDP and IAE recruiting offices around the world. Also during the 2012-2013 academic year, Texas State's Office of Study Abroad, International Office and Texas State Intensive English sponsored many events designed to support international students and faculty and to facilitate a global perspective on campus. The university also participated in International Education Week sponsored by the U.S. Department of State and U.S. Department of Education. Collectively, these events attracted over 1,000 participants. The International Office updated its new student orientation to better align with national best practices in international student success and respond to feedback gathered from post-orientation surveys and focus groups. Attendance included: Fall 2012 Orientation (96 new students from 35 countries), Spring 2013 Orientation (52 new students from 22 countries), and Summer 2013 Orientation (8 new students from 6 countries).

According to the associate vice president for Enrollment Management and Marketing, the Office of Undergraduate Admissions planned and implemented a wide range of strategies designed to increase student diversity. For example, regional admissions staff operated in the Rio Grande Valley, Houston, San Antonio and Dallas-Ft. Worth. These staff enhance the university's ability to recruit diverse students by making multiple visits to high schools and community colleges, and serving as a contact point for parents and prospective students. In addition, Undergraduate Admissions utilized current search and recruitment practices to identify and cultivate diverse students, provided campus tours, supported college/department group visits to campus, and sponsored organized campus visit programs. As a result of these and other activities, the number and percent of diverse undergraduates at Texas State has risen dramatically. Between fall 2012 and fall 2013, the number of Hispanic freshmen rose from 1,379 to 1,921—an increase of 542 students (+39.3 percent). Likewise, the number of African American freshmen grew from 426 to 556—an increase of 130

students (+30.5 percent).

Within the Institutional Effectiveness unit, Institutional Research provided a standard set of tables to the Office of Equity and Access for assessing the diversity of faculty, staff and students at Texas State through comparisons with local, state and national benchmarks. In addition, Professional Development supported a total of five workshops on the topics of diversity and inclusion. Five workshops were supported to enhance beginner and intermediate skills in Spanish among faculty and staff and to assist with the hiring of international employees. Professional Development supported two Allies training workshops to create safe places for LGBTQIA students, staff, and faculty.

The Round Rock Campus hosted Empowering Our Youth in the fall semester. This program provided college and financial information in English and Spanish to parents and prospective students. It also focused on bringing area middle school and high school students to campus to participate in workshops with the Texas State Mariachi director and his students and with the Texas State ballet folklorico organization. Additionally, the 8th Annual Round Rock ISD College and Career Fair brought 1,200 RRISD students to the campus in November 2013. Tours and visits were held for students from Temple College at Taylor, PAYS (at-risk students from RRISD), and RRISD Families in Transition. Round Rock Campus staff and students are encouraged to mentor area students at Caldwell Heights Elementary (CHE). CHE is one of the low income campuses in RRISD and is the elementary school that is closest to the Round Rock Campus.

According to the dean of the College of Applied Arts, Agriculture has received funding from two USDA grants to support 48 undergraduates and six graduate students. The funding provides tuition, fees, iPads and graduate assistantships.

In the McCoy College, the Texas State chapter of AITP and the Department of CIS and QM co-sponsored the 2012 High School Symposium on October 26, 2012. A total of 250 students representing 15 high schools and 17 high school faculty attended. High school students and teachers took advantage of 17 technical sessions to learn about "Building Your IT Career." Students also participated in four IT competitions. MBA Program director Matt Painter participated in the annual Texas Swing recruiting event at the University of Mary Hardin-Baylor, the University of Texas-San Antonio, Texas A&M University, Southwestern University, Texas Lutheran University and St. Edwards University. Also, McCoy College graduate program representatives attended the fall and spring Job and Internship fairs at Texas State. The CenturyLink Advising Center assisted with the Counselor Showcases hosted by the Office of Undergraduate Admissions to share information with high school and transfer guidance counselors. Business Visit Days continued to offer prospective students a unique experience by including a campus tour and option to sit in on a McCoy College class, in addition to attending the Business Basics presentation. Five Business Visit Days were offered in 2012-2013, reaching a total of 135 attendees (81 students and 54 guests).

In the College of Education, Curriculum & Instruction hosted four high school "future teacher" groups on the Texas State campus. Activities included campus tours and meetings with C&I faculty and students. The students who visited were racially diverse and from schools with large percentages of "economically disadvantaged" students.

In the College of Fine Arts and Communication, Communication Studies hosted a "Come to Grad School" program that was supported through an external grant. This program targeted college seniors from colleges and universities on the border including UT-Brownsville, UT Pan American, and Texas A&M-International.

According to the dean of the College of Liberal Arts, the English Department expanded services and tutoring available at the Writing Center (now located on both the San Marcos and Round Rock campuses, as well as online) and provided funds to hire additional tutors when staffing needs required them. The Modern Languages Department received funds to endow the Moeller Scholarship for students studying German. The department supervised a student who received the national Pi Delta Phi Yedlicka Scholarship in French. A Modern Languages faculty member mentored 2 students who received the international Fulbright Fellowship to Germany. The Political Science Department diversified its faculty with the hiring of African American assistant professor for the Master of Public Administration and Bachelor of Public Administration programs. The Sociology Department supplied prizes to students who completed "Mi Cultura/Mi Comunidad," a summer workshop activity for Hispanic high school students sponsored by the Center for the Study of the Southwest. The Center for Multicultural and Gender Studies awarded the Cecil Mayo Scholarship, which fosters Black male student recruitment and retention.

As reported by the dean of the College of Science and Engineering, the collaborative USDA-HSI project with Agriculture was used to specifically recruit Hispanic MS students into science-based education, with financial support for two years. The International Symposium on Pervasive Systems, Algorithms, and Networks (ISPAN) is a forum for scientists, engineers, and practitioners throughout the world to exchange ideas and research results related to the design, use, analysis, and application of pervasive systems, algorithms, and networks. It was held in San Marcos on Dec. 13-15, 2012. Dean Seidman gave the keynote address and met with visitors from around the world and some math graduate students at Texas State. The Mathematics Department held its annual Graduate Mathematics Open House on Friday, November 8, and hosted this event for the National Association of Mathematicians, Inc. (NAM) on November 8-9. The main purpose of the open house was to recruit students into our graduate programs. The main purpose of MATHFest is to promote the mathematical development of underrepresented populations. NAM contributed \$10,000 and the Math department contributed \$5,000 in support of MATHFest.

The special assistant to the President reports that the Equity and Access Committee sent out a Call for Proposal to fund programming or initiatives related to diversity. In voting on proposals, the Committee considers the diversity impact each project will provide, as well as opportunities for recruitment and retention of all groups. For FY 2013, the Equity and Access Committee awarded a total of \$73,625 in diversity awards, with 28 projects being funded.

In Athletics, coaches continued to recruit minority athletes when applicable and when successful, and worked with other constituents on campus to retain them.

#### **4.4 Expand efforts to promote diversity and inclusion among all faculty, staff, and students.**

The Office of the Provost funds "Target of Opportunity" positions for tenure-track faculty in order to diversify the full-time faculty. Three faculty members were hired under this program in AY 2013, an increase over the two faculty members hired in AY 2012. Texas State also hosted the Summer Predoctoral Fellowship Program. The Graduate College funded three underrepresented doctoral students from other universities as fellows in summer 2013. Fellows spent June and July working on campus with Texas State faculty. Also, the university hired Edna Alfaro, who was a fellow in the summer program in 2008, as an assistant professor in the Family and Consumer Sciences Department. In AY 2013, as a result of the university's Multicultural Transformation Project, a total of 898 courses with either multicultural (MC) or multiperspective (MP) content were offered. This represents an increase of 778 courses from just two years ago in fall 2011.

The School of Family and Consumer Sciences in the College of Applied Arts has recruited two Hispanic faculty in Family Studies and Nutrition.

In fall 2012, the McCoy College Ethics, Diversity and Sustainability Committee and Net Impact student organization co-sponsored the fourth annual Roundtable 360<sup>0</sup> based on the university's 2012-2013 Common Experience theme "A Global Odyssey: Exploring Our Connections to the Changing World." The event "On Whose Back? A Look at International Ethics" included Professor Lucien Dhooge from Georgia Tech, Dr. Kirsten Jacobvitz from the Department of Finance and Economics, and Dr. Craig Hanks from the Department of Philosophy as panelists. With discussion centering on ethical practices in international business, the event addressed issues of utmost relevance to ethics in a global business environment as part of the Texas State Common Experience.

In the College of Education, Curriculum & Instruction began a film series focused on education and social justice issues. The inaugural film presentation in spring 2013 was "The First Grader" about an elderly man in South Africa who attends school for the first time. This was also a Common Experience event. The College of Education also offered Spanish language lessons for faculty, with particular interest in supporting language faculty for teaching and/or research purposes.

The ADFSD met with each new faculty member throughout the probationary period to address issues and provide support. The focus includes supporting diverse faculty by addressing their unique needs and strengths. The ADFSD is also in regular contact with department chairs to identify any faculty who may benefit from personal attention. This support, through the dean's office, helps ensure not only the inclusion of diverse faculty, but also increases the likelihood of quality and successful teaching, service, and scholarly/creative activity.

In the College of Health Professions, the Department of Communication Disorders held its second annual CDIS Diversity week in 2012-2013 in an effort to promote diversity and inclusion. A week-long series of events were offered for faculty, staff, and students. The Texas Higher Education Coordinating Board grant received by Health Information Management provided opportunities for minority students to continue with their education and acquire skills to be successful as they progressed from the associate degree in Health Information Technology to the BSHIM. The St. David's School of Nursing hosted and participated in events with the area middle schools that have a large Hispanic population. In January 2013, two faculty and twenty students participated in a mission trip to Nicaragua.

In the College of Liberal Arts, the English Department hosted the 2013 Borderlands Symposium, which brought leading Hispanic writers to speak about their careers and lives as Hispanics in the Southwest. The department hosted a Fulbright scholar from Egypt for a four-day visit. With funds from Equity and Access, the Writing Center coordinated the "Diverse Learners/Diverse Teaching" symposium with four presentations on best practices for teaching students with disabilities. The History Department hired John Mckiernan-Gonzalez, a Mexican American historian. The Philosophy Department converted courses to qualify as multicultural and contributed a faculty member to teach core courses in the Women's Study Program. In Political Science, films that address issues of diversity and inclusion were selected for the Politics in Film events. A Sociology faculty member attended the Texas Hispanic Serving Consortium conference to develop skills in applying for USDA grants. Several faculty attended the Texas State HSI Hispanic Research Symposium (faculty and student conference), and several faculty attended the Equality University conference sponsored by the Office of Diversity and Inclusion.

In the Student Affairs division, the Student Diversity & Inclusion Office hosted the Allies fall and spring biannual meetings and presented panels to the campus community on a variety of diversity topics. The office distributed over 4,000 diverse culture meals to students, staff and faculty over the year. Underrepresented Student Advisory Council (USAC) programming served 6,150 participants through 36 leadership and diversity programs. The office also added Coalescence, a biracial/multiracial student organization to their empowerment groups.

In the special assistant to the President's area, the Equity and Access Committee

sent out a Call for Nominations for Excellence in Diversity Awards to award one faculty and one staff member for their strong commitment toward diversity at Texas State. In FY 2013, one faculty member and one staff member were recognized at the annual University Convocation, presented with \$2,500 (less taxes), and presented with a plaque honoring their diversity efforts. A reception was also held in their honor.

Athletics coaches and staff continued to attend seminars and educational sessions to promote diversity and inclusion among the entire staff.

#### **4.5 Seek historically underutilized business suppliers.**

According to the vice president for Finance and Support Services, Procurement and Strategic Sourcing added five new HUB vendors in 2013: 1) Horizon International Group JOC Contract (Black); 2) TriStarr Personnel; 3) P2MG Construction contractor (Black); 4) LMC, Inc. Construction contractor (Native American Indian); and 5) Game Court Service Athletic Equipment (Native American Indian). In addition, Facilities actively utilized HUB vendors on construction contracts and issued 24.9 percent of the construction value to HUB vendors, exceeding the mandated 21.1 percent state goal. On contracts exceeding \$100,000, Facilities staff ensured contractors consistently met HUB goals and requirements. Action was also initiated to look beyond the first tier of subcontractors and routinely include suppliers and material providers to increase HUB opportunities.

***Goal 5: Develop and manage human, financial, physical, and technological resources effectively, efficiently, and ethically to support the university's mission.***

#### **5.1 Increase average full-time staff salaries at all ranks.**

As reported by the vice president for Finance and Support Services, Human Resources (HR) provided the President's Cabinet with the salary data they needed to make compensation decisions regarding adjusting staff salaries in approved labor markets. The data included: 1) results from salary surveys from approved labor markets (I-35 Corridor for local market and CUPA-HR for university market); 2) an overview of all fund costs by market; 3) pay plan relationships for the local and university market; 4) market index analysis; 5) local market analysis; 6) university market analysis; 7) no cost reallocation plan for raising minimum rates; 8) CPI-U data including cost of CPI-U increases for pay plan minimums; 9) turnover rates for each pay plan title; and 10) distance from market for each pay plan title; all of which relate to and are in compliance with the Staff Compensation Philosophy. Payroll and Tax Compliance completed a reorganization which included a retirement, a promotion and much deserved merit increases for several key positions. Facilities reviewed market survey data provided by HR as well as peer university's salaries. Adjustments were made to

ensure salaries were competitive in the market and/or comparable to those of peer institutions. Salaries in the mechanical, electrical and plumbing trades increased an average of 7 percent and salaries in the utilities maintenance and thermal plant operations trades increased an average of 16 percent.

Athletics also continued efforts to increase salaries to reflect the change in conferences and move to FBS.

## **5.2 Increase number of full time staff.**

In the Finance and Support Services division, Human Resources used funding for a vacant associate director position to restructure by adding a dedicated employee relations position and a generalist position to address various HR initiatives languishing due to a lack of staff resources to address them. Facilities reclassified and/or increased staffing in various key positions within Planning, Design & Construction, Utilities Operations, and Facilities Operations to accommodate additional buildings added to the campus inventory and to better serve the needs of the campus community. Through the reallocation of existing resources, Environmental Health, Safety and Risk Management also added two new staff positions. Both positions are responsible for performing safety inspections in all areas of the campus. One position performs required fire safety inspections, while the second position performs required environmental and laboratory safety inspections.

The Division of Academic Affairs has added eight new staff positions in the past year. Five of these positions were research coordinators hired for the purpose of facilitating the university's strategic goal of increased external funding. Three staff positions were acquired to support the opening and operation of the new Performing Arts Center.

According to the vice president for Student Affairs, the Dean of Students Office added two coordinators and a new assistant dean of Students for Greek Life. Retention Management & Planning added a coordinator and administrative assistant II. The Counseling Center hired two postdoctoral positions and added a .5 FTE psychologist position. Career Services added a new career advisor position. Campus Recreation hired a coordinator for Facilities Programming. The Department of Housing and Residential Life hired two new hall directors and a facility maintenance worker for their two new residence halls. The Student Health Center added a licensed vocational nurse, a .5 FTE psychiatrist, a supervisor for Health Information Management, and a supervisor for Billing and Cashier Operations position. The University Police Department hired an Emergency Management coordinator.

Athletics continued to add staff to reflect the move to the Sun Belt Conference and FBS.

**5.3 Attract and retain highly competent staff by providing annual merit increases based on performance.**

As indicated by the vice president for Finance and Support Services, Texas State awarded merit increases of up to 2.5 percent to staff based on their annual performance.

Over 90 percent of the staff within the Student Affairs division was awarded some level of merit pay based on performance.

Athletics was also able to offer merit raises and increased salaries greater than 2.5 percent when warranted.

**5.4 Maintain a physical setting that presents Texas State as a premier institution.**

The vice president for Finance and Support Services reports that the physical setting of the campus changed dramatically with the completion of the Performing Arts Center complex that included streets and grounds improvements and the creation of pedestrian pathways in the south campus area. Grounds Operations focused resources and manpower to provide a superb "first impression" of the campus grounds; customer satisfaction survey results indicate a favorable perception of the campus image.

**5.5 Implement the Campus Master Plan update for 2012-2017 to ensure it meets the needs of the University.**

As reported by the vice president for Finance and Support Services, Facilities completed several capital projects this past year including: Performing Arts Center (TPC \$83 million), North Housing Complex (TPC \$46 million), Brogdon Hall renovations (TPC \$7 million), Dept of Housing and Residence Life Office Building (TPC \$12 million), Commons Dining Hall renovations (TPC \$7.2 million), Lampasas Hall renovations (TPC \$4 million), Tomas Rivera & Student Center Dr. improvements (TPC \$8.7 million), and South Campus Utility upgrades (TPC \$6 million). FSS Planning, Space Management and Real Estate also oversaw the acquisition of several properties in San Marcos for the university.

**5.6 Expand and support professional development opportunities for faculty and staff.**

Within Academic Affairs, according to the associate vice president for Institutional Effectiveness, an assistant director of Faculty Development was hired in January to provide campus-wide faculty development opportunities. The scope of the duties of the office were expanded to provide additional faculty development opportunities specifically for lecturers and other non-tenured/non-tenure-track faculty. Professional Development investigated programs at other



institutions and developed plans for offering an extended training, certificate program for Research Administrator Assistant Training to support the research strategic plan. The office of Academic Development and Assessment offered eleven workshops that help faculty to improve their instruction during fall 2013 and 230 professors total attended. In addition to these workshops, the Office of Academic Development and Assessment began a new initiative called a Faculty Learning Community (FLC), which was a series of three workshops that were offered specifically for adjunct faculty. Fifty-four adjunct professors attended the FLC. Professional Development provided support to five divisions of the university to dispense information relevant to their operations: five for the President's Office division, twenty-eight for Academic Affairs, twenty-eight for Finance and Support Services, twenty for Information Technology, and fourteen for Student Affairs. Professional Development transmitted fifteen workshops to the Round Rock Campus and the School of Nursing, up from seven the prior year. These workshops provided an opportunity for development opportunities to those faculty and staff who would not be able to commute to San Marcos for workshops. In addition to the regularly repeated organizational excellence workshops, Professional Development introduced eleven new workshops covering diverse topics such as PACE, dealing with difficult people, effective office procedures, excelling as a manager or supervisor, project management, and initiating change initiatives. Professional Development supported the mission of the Human Resources Office within the Finance and Support Services division by coordinating sixteen workshops. Nine workshops were offered through the Work Life emphasis to assist with balancing home and work lives. Topics included managing stress, communication with loved ones at the end of life, finance and tax planning, neurobics, cardiovascular disease, and the brain on stress. Professional Development coordinated a statewide certification program for support staff that results in a Certified Educational Office Professional (CEOP) designation for those employees who chose to complete the certificate. For the fifth year, Professional Development served as the coordinator for the Employee Wellness Fair, resulting in health-related services offered to around 425 employees from 32 on-campus and off-campus providers. Professional Development brought together a cross-campus planning committee with members from four different divisions. Through the course management function within the SAP Portal, Professional Development was able to ensure that 242 employees received 802 hours of credit during twenty-three trainings offered by individual offices.

The McCoy College Development Foundation distributed approximately \$292,000 to the College to support faculty development activities, endowed chairs and professorships. The McCoy College formalized the faculty externship program that was developed and supported by the McCoy College Advisory Board. Five faculty members applied for externships during AY 2012-2013. The Gregg Master Teacher Symposium was developed by Dr. Pat Pattison as a part of her professorship. The symposium showcased teaching innovations by McCoy College faculty. Ms. Chandra Bilson, supervisor of the CenturyLink Academic Advising Center, served as chair of evaluations at the NACADA Region

VII/TEXAAN Conference in San Antonio in March 2013. Additionally, all McCoy College academic advisors volunteered at the NACADA Region VII/TEXAAN Conference. Advisors Ms. Brittany Chrisman and Ms. Danielle Knapp presented "Creativity in Undergraduate Academic Advising: Helping Students Get Past Mental Blocks" at the 6th Annual UTSA Advising Conference in October 2012 in San Antonio. Advisors Ms. Brittany Chrisman and Ms. Sarah Dillon presented the same topic at the NACADA Region VII/TEXAAN Conference in San Antonio. Ms. Chandra Bilson and Ms. Bethany Mellum attended the Assessment of Academic Advising Institute in Savannah, GA.

The College of Education offered Spanish language lessons for faculty, primarily to support language facility in teaching and/or research. The COE advisors were funded to travel to conferences. The ADFSD oversees the Scholar/Mentor Program to help advance the professional development of all faculty by providing an opportunity for faculty to form collaborative relationships specifically intended to conceptualize, create, and submit scholarly products for peer review and consideration. It is believed that these relationships help faculty continue their professional development for years to come.

The dean of the College of Fine Arts and Communication and the provost supported funding for Dr. Mary Ellen Cavitt who attended Harvard University's Management Development Program. These two offices also supported funding for five area leaders from the School of Art and Design to attend a professional development opportunity at Virginia Commonwealth University. In total, 30 faculty have participated in faculty development seminars throughout the year.

The College of Liberal Arts departments made special efforts to budget limited funding to support faculty travel to conferences and other professional development opportunities, with special emphasis on travel needs of tenure-track faculty. The English Department provided support for a faculty member's attendance at the prestigious Breadloaf Writers Conference to supplement support from a Conference scholarship. The department also supported a faculty member's participation in a professional development conference sponsored by the American Association of Departments of English. The incoming Geography department chair and associate chair were sent to the Association of American Geographers annual Department Leadership workshop. The Center for Interdisciplinary Studies established a Board of Advisors Research Scholarship for faculty research and the Gunnarson Research Scholarship for international research.

In the Finance and Support Services division, Human Resources staff collectively attended 189 professional development presentations totaling 705 hours, and all obtained the required FSS CEU's for the fiscal year. Payroll and Tax Compliance designed a Professional Development (PD) workshop "Sales Tax Collection and Remittance," and a Sales Tax Manual which are both available on the tax specialist webpage under the Texas Sales and Use Tax tab. The department also co-presented an additional PD workshop, "Hiring International Employees,"

with the International Office and HR. The Office of Procurement and Strategic Sourcing introduced a Basic Purchasing Training course including a certification program for staff. The P-Card manual was updated and an annual certification program was created, including a test for all end-users. The FI Master Data Center participated in the first Research Assistant Training. New training about Materials Management and Logistics functions to research administrative assistants was also provided. The General Accounting Office, working collaboratively with the assistant vice president for Research and Federal Relations, developed a new training program covering research cash advances. This program assists the growing research campus community with accomplishing research in remote areas of the world where normal business processes are impractical or non-existent. Additionally, an online format was developed for travel assistant training to allow travel assistants greater flexibility in completing the annual, required training course. Facilities implemented a program of cross training to facilitate career progression and advancement across the departments. Planning, Design and Construction conducted professional classes for the review of Texas State University System (TSUS) System Policies and Procedures as well as classes addressing Construction Risk Management Assessment. Utilities Operations leveraged manufacturer technical training hours for new chillers, boilers, cooling towers and building automation systems to provide on-campus classes to reach more employees.

Staff in the Information Technology division provided workshops for faculty to help them integrate technology into learning: Tech Tools, Building Online Communities, and Technology Integration.

**5.7 Continue support for structured, standards-driven web course development and programs that enable faculty to appropriately integrate technology into the teaching-learning process.**

According to the associate vice president for Academic Affairs, growth in web-based courses outpaced growth in face-to-face settings at Texas State, but still represents less than 5 percent of the university's offerings. Growth between FY 2008 and FY 2013 included: online student credit hours increased by 230 percent (8721 SCH to 28,769 SCH), face-to-face student credit hours increased by 16 percent (718,362 SCH to 832,451 SCH), online student full-time equivalents increased by 218 percent (639 FTE to 2,032 FTE), and face-to-face student full-time equivalents increased by 16 percent in (49,017 FTE to 56,889 FTE). Texas State faculty have proposed primarily graduate-level online programs and the following indicators reflect that strategic investment process. Graduate students have already proven they can succeed at college and are likely to be working and having other experiences that make them more self-directed and results-oriented learners. Of the 14 programs that are 50 percent or more online, only two are offered at the bachelor's level. Online credit hours are approximately 72 percent undergraduate and 28 percent graduate. This is in sharp contrast to overall student credit hours at the university, which are closer to 92 percent undergraduate and 8 percent graduate. Approximately 85 percent of

the general education core curriculum is available online. This means that undergraduate students may choose to earn 25 percent or more of their degree programs online. Texas State, including Instructional Technologies Support and the Office of Distance and Extended Learning, hired four additional instructional designers to support distance learning faculty in the development of online and distance education courses and programs. Sixty faculty members completed distance education training with Instructional Technologies Support (ITS) in the following workshops and courses: 38 faculty completed Creating and Teaching an Online Course workshop; 11 faculty completed online/hybrid GOLD courses; and 11 faculty completed online programmatic courses. A team of Texas State faculty and staff used the Sloan-C Quality Scorecard for the Administration of Online Programs to assess the university's online education system against 70 quality indicators and developed a series of recommendations for the improvement of online programs at the university. These results were subsequently aligned with the accreditation standards of SACSCOC and are being used to improve support, policy, training and other services for distance learning at Texas State. The project received Sloan-C's 2013 Quality Scorecard Effective Practice Award in recognition of innovation in online education in November 2013. The associate vice president for Academic Affairs distributed 75 percent of the electronic course fees collected back to the academic departments. The dollar amount distributed totaled \$1,150,764 for the 2012-2013 academic year. The departments used the funds to purchase computers, hardware, software and equipment, pay for graduate assistant salaries and faculty release time, and support other initiatives that are directly related to the development, maintenance and delivery of Web-based courses.

According to the dean of the College of Applied Arts, two faculty in the School of Criminal Justice and three in the Department of Occupational, Workforce and Leadership Studies participated in the Sloan Certification program.

In the McCoy College, Ms. Jennifer Krou, Senior Lecturer, and Dr. Larry Fulton, Assistant Professor, in the Department of CIS and QM successfully completed the university workshop on creating and teaching an online course.

In the College of Education, Curriculum & Instruction conducted a needs assessment survey during spring 2013 to determine the level of technology integration in courses. A professional development plan was created in summer 2013 to address areas of need with planned implementation of the plan during 2013-2014. The purpose of the professional development is to enhance teaching and learning through pedagogically sound integration of technology in coursework and learning experience.

The College of Fine Arts and Communication offered 51 online or hybrid courses.

College of Health Professions' faculty in the programs of Communication Disorders, Physical Therapy, and Radiation Therapy participated in ITS workshops. The College of Health Professions' programs utilize TRACS to

support all coursework and faculty utilize several Web-based continuing education programs for both personal and coursework. The St. David's School of Nursing opened in fall 2010 with laptop requirements and computer literacy expected of all students and faculty. The goal is to conduct the majority of the classes in a paperless environment with Powerpoints, note taking, papers, etc. taking place on TRACS. The simulation laboratories are prime examples of integration of technology into teaching as Nursing has become a high tech profession with electronic health records, automated medication systems, and high fidelity training simulation to facilitate consistent quality in patient care. The MSN program in development during 2012-2013 follows best practices of online learning and has been developed in conjunction with Instructional Technologies Support.

According to the dean of the College of Liberal Arts, five tenured/tenure-track faculty, senior lecturers, and lecturers in the English Department completed ITS workshops to develop online materials integrated into classes. The History Department developed a new History 2311 course online. Modern Languages developed online versions of the Spanish 2310 and 2320 correspondence courses. A Philosophy faculty member worked with IT to develop a Web-based PHIL 1320 which, in its launch, enrolled 50 students per section and is projected to enroll 100 per section. This model generates sufficient funding to employ an IA position for each section of 50. A Psychology instructor offered a GOLD-certified version of PSY 3301 online for the first time. The Psychology department chair completed the 40-hour workshop through ITS on "Creating and Teaching an Online Course." The department also created and staffed a Department Distance Education Committee to examine feasibility of online expansion. The Sociology Department added two online courses. The Center for International Studies implemented a Web-based component in the International Studies capstone course.

In the College of Science and Engineering, the Physics Department has adopted an introductory curriculum package with increased Web resources; use of these resources is supported in the Physics Help Center (staffed by learning assistants), and allows more time for classroom interaction facilitated by faculty and learning assistants. Math continued to collaborate with classroom technologies to have software installed and kept up-to-date on the computers in the media cabinets, upgraded the software on the department Macintosh server, and purchased additional TI-Smartview licenses to support Development Math and FOCUS instructors.

The vice president for Information Technology awarded five Grants in Technology (GIT) and four grants for Gold online course development each semester and continued to monitor development until final class is offered online.

## **5.8 Reduce deferred maintenance in existing facilities.**

According to the vice president for Finance and Support Services, Facilities maintained an Access database of all repair and replacement requirements. The database was updated to reflect actual completion of planned, deferred maintenance, critical deferred maintenance and adaption projects, which allows for prioritization and scheduling of deferred maintenance requirements. Facilities completed 45 projects valued at almost \$5.4 million: 19 HVAC system replacement/upgrade projects totaling \$3,723,908 including Old Main HVAC upgrades and replacements (\$1,336,000), Family Consumer Science duct replacement and repairs (\$400,000), Brazos controls upgrade (\$551,000), Evans Liberal Arts (\$408,700), Health Professions HVAC controls and VAV upgrades (\$554,020), and fume hood repairs (\$278,000); two roof repair projects totaling \$462,714 including Agriculture roof replacement and greenhouse demolition (\$408,148) and Taylor-Murphy roof repairs (\$54,566); two plumbing repair projects totaling \$40,063 including Chemistry domestic water booster pump replacement (\$18,475) and JCK domestic water booster pump replacement (\$21,588); three electrical upgrade projects totaling \$92,706 including Flowers Hall electrical upgrades (\$50,000), Nueces UPS replacement (\$32,798), and River House electrical upgrades (\$9,911); nineteen architectural/structural repairs/classroom renovations totaling \$1,037,729 including Hines entryway structural repairs (\$105,000), Centennial window replacement (\$19,414), Family Consumer Science architectural finishes (\$200,000), Taylor–Murphy courtyard door replacement (\$35,885), Chemistry room 104 repairs (\$10,500), Classroom renovation projects (\$666,930), and ADA compliance project at R.F. Mitte (\$38,000). Utilities Operations also replaced about \$2 million of steam, chilled water and potable water system components to increase reliability and efficiency. Dining Services recently renovated both its traditional dining halls with all new energy efficient equipment reducing the burden of deferred maintenance for many years to come.

**5.9 Improve processes outlined in SACS *Principles of Accreditation* to ensure ongoing compliance with standards, while continuously improving overall educational quality.**

In the Academic Affairs division, the associate vice president for Institutional Effectiveness began preparation for drafting the Fifth Year Interim SACSCOC Report and the QEP Impact Report. Individuals were assigned to address compliance standards and draft corresponding narrative reports. A preliminary draft of the QEP Impact Report was developed to report findings after the first year of full implementation.

**5.10 Maintain coordinated assessment processes that assist university stakeholders in multiple assessment activities, including strategic planning, student learning and success, and program excellence.**

According to the provost and the associate vice president for Institutional Effectiveness, University Planning and Assessment finalized the overall comprehensive university assessment report on the 2004-2012 University Plan.

This report was reviewed and approved by the President's Cabinet and posted on the planning website. The summary provides evidence of the many achievements of the university over the eight-year plan period. Professional Development assisted in the assessment process by supporting eight workshops with the offices of Institutional Research, Institutional Effectiveness, and University Planning and Assessment on the topics of finding comparison data, designing surveys for quality improvement or outcomes assessment, and supporting outcomes for the strategic planning process. A Texas State University System (TSUS) Council of Chief Assessment Officers was formed. An initial meeting was held and representatives of all institutions in the system were present. The intent of the Council is to discuss assessment issues and mandates, to proactively exchange ideas, and to develop a network for working collaboratively.

**5.11 Effectively utilize alumni and external constituents to influence and generate human and financial capital opportunities.**

The Round Rock Advisory Council, comprised primarily of alums, was organized by the Development Office. They met on the Round Rock Campus 3 to 4 times this year and assisted the director and the director of Nursing with planning outreach to the community, prospective students, and area alums.

In the McCoy College, Business Leadership Week, a program designed to offer students opportunities to hone their leadership and professional skills while enriching their perspectives of the business world, was hosted by McCoy College in the spring semester. The theme for this year was "Think Globally." In addition to keynote speaker Deanna Okun, former chairman of the United States International Trade Commission, and distinguished speaker Ms. Mrinalini Ingram, senior director of Strategy for Smart+ Connected Communities at Cisco Corporation, many McCoy College alumni participated as guest lecturers. Events also included an executive leadership panel, mini-case competition for student organizations, an interactive fair in McCoy Hall, and an etiquette dinner. Students in the Business Plan Development course (MGT 4350) presented their business plans to the judges' panel, which included two past entrepreneurship alumni as well as two other Texas State alumni. The McCoy College Advisory Board met in October 2012 with 24 members in attendance. The Department of CIS & QM Advisory Board met twice during the year to discuss CIS, QM and MSAIT programs and curriculum. The Department of Accounting Advisory Board met twice during the year to discuss the undergraduate curriculum, tracks within the MAcy program and the MSAIT program. Curriculum changes were recommended based on skill sets recruiters are looking for in graduates and with an aim to improving CPA exam pass rates. MBA alumni events were held in Austin and Houston with over 110 alumni in attendance. The 10th Annual Accounting Club Golf Tournament was held on September 22 at the Quail Creek Country Club in San Marcos. A total of 40 firm representatives and alumni, 51 students, and four faculty members teed off in a scramble style tournament. The Accounting Club hosted an Alumni Dinner at the McCoy College of Business

Administration in fall 2012. There were 40 firm representatives, 45 students, and seven faculty members in attendance. The Department of CIS and QM continued to sponsor the annual AITP banquet in the fall semester to bring alumni and professionals back to campus.

Alumni and external constituents are established and maintained through the College of Health Professions' academic units. The Department of Communication Disorders engaged in steps to generate employment and professional development opportunities by utilizing alumni. The Department of Communication Disorders' Facebook page was developed as a first step to engage more alumni. The Clinical Laboratory Science program utilized both alumni and clinical affiliates to provide in-kind donations of equipment and laboratory consumables for student use in clinical learning. Clinical Laboratory Science also utilized alumni and clinical affiliates to provide guest lectures, laboratory tours, and workshops for student learning. In the Department of Health Information Management, alumni were invited to a Texas State Health Information Management alumni reception during the state convention. The Department of Physical Therapy established the Barbara Melzer Endowed Professorship.

The College of Liberal Arts nominated two Texas State alumni to be 2013 distinguished alumni of the university (both were selected). Members of Liberal Arts Advisory Board, consisting mostly of alumni of the College, were active during the year supporting college activities and students (including participation in a career-planning roundtable for graduating students). The College hosted its 2013 Distinguished Alumni Achievement Awards dinner and ceremony, honoring three highly successful alumni of the College. Geography faculty invited numerous alumni to serve as guest speakers for their courses. Several Philosophy alumni participated in the department's Dialogue Series. Alumni, professionals, and faculty collaborated in producing the Center for the Study of the Southwest's publications: Texas Books in Review and Southwestern American Literature.

In the College of Science and Engineering, contacts to Biology alumni have resulted in the establishment of international research and education activities, and an endowment providing funds for student exchanges. In Engineering, current interactions with NASA/KSC and NASA/JSC are via alumni relationships.

The vice president for University Advancement reports that alumni contributed over \$2.2 million in FY2013. Other non-alumni individuals contributed over \$3.2 million in the fiscal year.

Athletics worked with the Alumni Association on several events during the year. They also reach out daily to alumni, corporations, and any other constituents who would like to become members of the Bobcat family. Athletics increased fundraising and corporate sponsorship efforts considerably the past year.



**5.12 Assess the needs and opportunities to refine Alkek Library utilization to improve support for the achievement of faculty and student instructional and research outcomes.**

According to the vice president for Information Technology, Alkek Library staff completed a Collections Repository Feasibility study, working with Harrison Kornberg Architects to explore options and best practices for the design and construction of a library repository building to house books, journals and other artifacts from the library's general collection, the Wittliff Collection and University Archives. Using a blended staffing model, Library and IT staff worked collaboratively to upgrade and enhance support for public computing equipment in the university Library.

Within the Institutional Effectiveness unit of Academic Affairs, Institutional Research administered online surveys of faculty and students to assess future instructional technology needs in the Alkek Library Learning Commons.

The Round Rock Campus Library underwent renovation and expansion in summer 2012 and opened the new areas in fall 2012. The two new areas include a quiet reading area and a group training room. The original library space was converted into a collaborative group study area and is being well utilized by students.

The College of Health Professions' academic units worked closely with the Library staff to purchase and maintain materials to support teaching and learning needs of faculty, students and staff. Funds have been allocated to build resources available to students and faculty 24/7 from anywhere with computer access.

As reported by the dean of the College of Liberal Arts, Alkek Library staff debuted a new online English 1320 "libguide" tutorial for English faculty. English continued to work with the undergraduate instruction and outreach librarian to assess and revise this research tool. Alkek accepted Philosophy's proposal to relax the permission requirement for faculty to post their work on e-commons to accord with the practice of the business world.

In the College of Science and Engineering, Material Science Engineering and Commercialization used \$61,000 of new program funds to allow the library to take advantage of a limited time offer to permanently upgrade eight resources from Thompson Scientific that supports graduate-level research primarily in the sciences, but also in the humanities and social sciences.

**5.13 Ensure regulatory compliance, environmentally responsible practices and the efficient use of energy and water resources.**

As reported by the Facilities unit of the Finance and Support Services division, campus electric use decreased by seven percent on a kWh/gross square foot

basis from the previous fiscal year. Natural gas consumption decreased more than fourteen percent on a Btu/gross square foot basis as compared to FY2012. Texas State University received the "2013 Green Business of the Year Award" from the San Marcos Chamber of Commerce. Building rainwater and building condensate harvesting for landscape irrigation was increased with cisterns installed as part of the Undergraduate Academic Center, North Housing Complex and Performing Arts Center. Grounds Operations developed a water management program and successfully negotiated an agreement with the city over the use of irrigation water during water restriction periods. Planning, Design, and Construction updated Project Design Guidelines based on a comprehensive assessment of risk management addressing regulatory requirements, environmental regulations, and Leadership in Environmental and Engineering Design (LEED) criteria. Custodial Operations increased its commitment to sustainability practices while reducing labor requirements on campus for the safety of faculty, staff students and visitors. All newly purchased cleaning equipment has a minimum of HEPA filtration and meets LEED requirements for noise and filtration; the use of "green" primary cleaning chemicals is the norm, as is the use of recycled paper products; plastic products are low density; and replacement walk off matting is recycled with lifetime guarantees. Administrative functions have been streamlined and significant reduction in paper and waste was realized due to scanning and electronic filing of employment documentation. University Dining Services has begun to source many of the vegetables and fruits locally making our program more sustainable.

**5.14 Leverage Enterprise Resource Planning (ERP) and other technology investments to continually improve campus business and instructional support activities.**

Within the Finance and Support Services division, Student Business Services implemented a revised .Net application for Emergency Tuition Loans (ETL), and imported Banner AR records into Campus Loan Management. Both improved efficiency by reducing manual intervention and allowing for more self-service applications to students. Student Business Services and the treasurer also analyzed and developed several reports from the SIS system to provide meaningful data to Enrollment Management Council and the Office of Budget, Financial Planning and Analysis. Procurement and Strategic Sourcing led the negotiations to secure WFF for our outsourced custodial service. They increased the turnaround time in BOBCATalog by 4.5 percent ending with 93.9 percent of the requisitions being processed within 24 hours. New workflow was introduced enabling all purchase orders of less than \$5,000 to be processed automatically without Purchasing review. The FI Master Data Center created various management reports/dashboards of KPI for the procurement process. The FI Master Data Center enhanced the chart of accounts setup/maintenance process to better utilize Financial Services resources. The FI Master Data Center introduced Funds Commitment Workflow and Vendor Self-Registration Project Charters to enhance our existing processes. Materials Management improved the efficiency and effectiveness of tracking and maintaining university computer

equipment by purchasing new Radio Frequency Identification (RFID) asset tags that can be read on metal surfaces. Material Management also worked with Dell computers implementing a contract to have them add RFID tags to their computers before they are shipped to campus. FSS Planning, Space Management and Real Estate purchased and implemented AssetWorks AiMSpace to ensure building and room information is available for Facilities and Administrative Cost Recovery calculations. The software has built-in functionality to conduct formal space surveys as outlined by the Department of Management and Budget.

**5.15 Complete the Pride in Action campaign plan to achieve the goal.**

As reported by the vice president for University Advancement, a total of \$15,434,801 was raised toward the Pride in Action campaign in FY2013. The overall campaign total as of the end of FY2013 reached \$144,744,823, exceeding the original goal of \$110,000,000 by over \$34 million.

**5.16 Promote a safe and secure environment.**

According to the vice president for Student Affairs, the Counseling Center implemented a formal after hours on-call program for hospitalization referrals. The University Police Department purchased expansion equipment to provide card access for academic and administrative buildings at the main campus and Round Rock Campus, provided video documentation of environments for buildings, established a cooperative training environment with Hays County Law Enforcement agencies and Williamson County Law Enforcement agencies, and established enhancements to emergency notification processes.

In Academic Affairs, the associate vice president for Institutional Effectiveness reports that Professional Development supported twenty-one workshops by two divisions to promote a safe environment: Student Affairs—Krav Maga for personal safety, campus response to violent individuals and bystander intervention training; and Information Technology—twelve workshops dealing with technology security issues.