

SOUTHWEST TEXAS STATE UNIVERSITY

STRATEGIC PLAN

1986 - 1988

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INTRODUCTION

Southwest Texas State University was established in 1899 by the Twenty-Sixth Legislature as Southwest Texas State Normal School, with its first session beginning in September 1903. The interim since its founding has seen periods of rapid evolution and profound change, none more exciting and challenging than the most recent modern era. Changes have taken place in enrollment, curriculum and stature during the institution's history. Acknowledging its widening scope over the years, the Legislature has changed the name of the institution three times: in 1923, to Southwest Texas State Teachers College; in 1959, to Southwest Texas State College; and finally, in 1969, in recognition of its increasing role in the state's higher education system, to the present name.

Southwest Texas State university is a part of the Texas State University System. The nine-member Board of Regents of the Texas State University System governs SWT and three sister institutions -- Angelo State University, Sam Houston State University, and Sul Ross State University. Of these, SWT is the largest.

An early and persistent attraction for students has been the setting of SWT, which is strategically located approximately midway between Austin and San Antonio on the headwaters of the San Marcos River and at the foot of the Texas hill country. The City of San Marcos, itself having grown nearly thirty percent in the past five years to a population near 35,000, is situated near Interstate Highway 35 and the Balcones Escarpment.

The area's even climate, its centrality in the state, the geographical proximity to two major and dynamic metropolitan areas, the abundant living amenities, and the uncommon natural beauty of the region are some of the qualities which enhance SWT. The local quality of life, enriched by the presence of a major public university, is attractive to business and industry prospects, tourists, and persons moving into the area from elsewhere. Both location and ambiance have been factors in the exceptional growth of SWT from its beginning.

At present SWT is the seventh-largest university in Texas, the largest nondoctoral-granting institution. Having begun and prospered as a teacher education institution, SWT has retained pre-eminence, having one of the five largest teacher preparation programs in the state and one of the largest programs in the nation in the number of teaching degrees granted. While it is known best for regional service and its reputation in liberal arts and education, the role and scope of SWT have continued to evolve. SWT is organized into seven undergraduate schools offering more than 130 degree programs and a graduate school offering 40 degree programs. The campus also houses numerous programs and support services, such as the Classroom Management and Discipline Program, the LBJ Center for Teaching and Learning, the Edwards Aquifer Research and Data Center, the Institute for Corridor Studies, the Center for International Education, the Student Learning Assistance Center, and the Texas Crime Prevention Institute. As with nearly all institutions, educational needs of students are in the process of significant

change. That change is affected in turn by numerous factors in the larger economic, social, and political life of the state and the nation.

Enrollment for Fall 1986 was 19,775, an increase of almost thirty percent since 1980. During 1980-86, fifteen thousand undergraduate and more than two thousand graduate degrees were granted. In 1986, the largest number of undergraduate majors were 5,326 in Business, 2,910 in Applied Arts, followed by 2,305 in Liberal Arts, and 2,157 in Education. In each of the past five years, the number of students served off-campus at area military bases and hospitals has been near 2,000. Even in the face of stricter admissions requirements and tuition increases, Fall student registrations overall rose 0.4 percent in 1985 and 2.6 percent in 1986.

The demographic profile of SWT's students changed rapidly through the 1970's, continuing to evolve more slowly in the '80s. Most notable is a gradual rise in average age of undergraduate students to 22+ years. Increasing numbers of working adults, part-timers, military students and minority students are entering both the traditional SWT programs and the newer ones such as Allied Health Science, Computer Science, and Technology. As of Fall 1986, over fifty percent of graduate students are over age 30. Obviously, student expectations of the institution are changing, even as SWT's expectations for its students grow.

As for the geographic origins of the student body, a large number remain local. The four counties of Harris, Bexar, Hays and Travis provide the largest percentages of students from Texas. In 1986, 37.6 percent of students were commuters from outside San Marcos. Students living in San Marcos made up 40.7 percent of enrollments, and 21.7 percent were residents on the campus. Moreover, 1.2 percent of students came from states other than Texas and 0.8 percent of students were not citizens of the United States. The states dominating out-of-state enrollment were Illinois, Colorado, New Jersey, California, and Louisiana with a healthy representation from other states. Highest foreign enrollments were from Nigeria, Iran, Hong Kong, Lebanon and Taiwan.

Factors affecting student profiles and the overall growth pattern at SWT include the initiation of higher admission standards for first-time freshmen; stricter probation and suspension rules; the installation of a 2.5 grade point average for entry into upper division courses in the School of Business and the Teacher education program; the development of several new degree options; and the creation of the College of General Studies, requirements of which are being put into effect in Fall 1986.

No recent development is expected to have more far-reaching effects on SWT and its higher education mission than the requirements and the options of General Studies. Students who enter under the Fall 1986 catalog will be required to satisfy appropriate testing and eligibility requirements at key points in their matriculation. All students of less than junior standing will be required to follow an academic agenda designed to build a broad and thorough general education before entering professional study.

The major educational initiative of General Studies is in quality assurance control. Students follow a three-level sequence: Level One, Essential Skills, requires 15 semester hours in reading, writing,

computation and critical thinking at a college level. Level Two, Disciplinary Perspectives, introduces students to the arts, social sciences, and natural sciences for 36-38 semester hours. Level Three, Integrative Courses, features a freshman seminar and an advanced level capstone course. These four semester hours are designed to bring general education into perspective for the student, no matter what his or her chosen academic discipline. Additional requirements assure that the student takes at least 18 semester hours designated as writing intensive, in order to further enhance communication skills. General Studies is the flagship program in SWT's agenda to become the best undergraduate teaching institution in the state. That effort overarches all of institutional planning, by attempting to assure that every graduate demonstrates competency in reading, writing, computation and critical thinking, along with experience in a broad range of disciplines.

The faculty and staff affect not only the institution and its students, but also the local community. An economic impact study completed in early 1986 shows SWT providing 1,596 local jobs. An annual budget of \$67 million, of which \$42 million is a state appropriation, is the basis of an \$89.7 million expenditure into the economy. SWT accounts for nearly fifty percent of San Marcos business volume and a like percentage of local employment.

Faculty members and administrators represent the full diversity of a major university, in both the kind and origin of their training. While favoring a great diversity of interest and disciplinary training, along with an increased prominence in research and scholarship, SWT continues to take pride in the dedication to students and the faculty availability that have formed the culture of the University. Faculty grew from 684 to 825 members between 1980 and 1986, a twenty percent increase which trails by almost half the increase in student enrollments over the same period. Forty-eight percent of the faculty held tenure in 1986, but the number of part-time and non-tenure track positions is increasing to meet growth pressures. Recruiting and retaining the best quality faculty and staff is seen as a basic, critical goal.

Growth and budgetary pressures have challenged the faculty by limiting access to resources and space, by increasing responsibility, and most visibly by forcing large classes and heavy teaching loads. Despite vigorous efforts, student-to-teacher ratios remain at 25:1 overall. Teaching loads are much higher in the critical undergraduate service courses, especially in those departments which themselves are growing rapidly. The faculty is the key element in the wealth of SWT, alongside a dedicated and professional staff. The two groups together help to form the fabric of local community life as well as that of the University. Personnel shortages are a growing concern, however, as are competitive salaries and benefits.

Growth has continued to stress the SWT physical plant. In response, the Campus Facilities Master Plan was developed and approved to address needs to 1990 through an ambitious building and renovation program to be funded by the higher Education Assistance Fund. The Plan would continue recent improvements to the campus, which have included the conversion of Strahan Gymnasium to a Music Building in 1983 and the completion of a new Chemistry wing, along with renovations to the Evans Liberal Arts Building, the Agriculture Building, and Taylor-Murphy Hall.

The centerpiece of the Master Plan is to be a pedestrian central mall linking the Main Campus and the West Campus, a site acquired from the San Marcos Baptist Academy in 1981. The focal point of the campus and the mall will be the new Learning Resources Center. The new Library is designed to replace the existing LRC in the J. C. Kellam Building, long overcrowded and critically inadequate for current and future levels of demand. A critical issue for SWT is the effect of statewide economic pressure on the scheduling of desperately needed physical plant improvements. Space and facilities are high priorities in the institution's academic agenda and for its ability to discharge its mission.

Current strategic planning at Southwest Texas State University is designed to meet the challenge of rapid and prolonged growth, change and uncertainty including most recently budget pressures and economic strains upon the state. The current document comes as the culmination of a concerted, institution-wide, two-year effort.

The Strategic Plan is intended to serve several purposes. A primary one of these is to bring into focus an institutional vision which can be maintained as new and different constraints on the institutional life come into play. A second purpose is to attune the policy-making process at all levels to real and emerging possibilities by identifying factors in both the external and internal environments that will affect enrollments, resource availability, hiring of faculty and staff, and the ability to secure and maintain an adequate physical plant. A third purpose of the plan is to encourage managers and policymakers to exercise the maximum of creativity and foresight, so that they can stay within the bounds of reality and further the ambitious goals they and the president share for the University.

UNIVERSITY MISSION

The mission of Southwest Texas State University, as one of the state-supported public universities in Texas, is to pursue excellence in the teaching/learning/development process.

We offer undergraduate and graduate courses, primarily for the people of the state of Texas. As we continue to develop programs of sufficient distinction to merit national recognition, we shall preserve our commitment to excellence in teaching at all levels.

As a teaching institution, we will:

- Provide the opportunity for a sound liberal education for all of our students.
- Prepare students for careers through specialized programs of high quality in academic, professional, and technical fields.
- Continue our dedication to a strong teacher education program.
- Insure that all students may work and study with the University's most accomplished teachers at all levels of the educational program.
- Search continually for, and implement where feasible, the best teaching-learning methodologies, be they innovative or traditional.
- Engage in interdisciplinary programs and activities while maintaining the rigor and integrity of

the underlying disciplines.

- Maintain high standards for admission and academic performance.
- Provide a suitable educational setting which is attractive, convenient, safe, and academically stimulating.
- Modify our educational programs when necessary to insure the excellence to which we aspire.

As a community of scholars, we pledge ourselves to:

- Create, preserve, and transmit knowledge.
- Provide a forum for the free and responsible exchange of ideas.
- Establish an atmosphere conducive to the dispassionate search for truth.
- Maintain by model and precept high standards of scholarship and research.
- Protect the academic freedom of the university community.

As an institution dedicated to the development of the individual, we will:

- Provide the members of the university community with lifelong opportunities for growth.
- Provide our students with opportunities for social interaction, enabling them to grow as responsible human beings and to realize their personal goals.
- Encourage our faculty to realize their full potential as teachers, scholars, and leaders.
- Encourage our staff to realize their personal and professional goals.

As a service organization, we will:

- Assume reasonable responsibility for contributing to the quality of life in San Marcos and the surrounding area.
- Provide leadership as an organization in the diverse facets of our society.
- Serve as an academic, technical, and cultural resource.

We accept the responsibility for fulfilling this mission with integrity, steadfastness, and imagination, at the lowest reasonable cost to the student and to the state of Texas.

INTERNAL CONDITIONS

Commitment to Academic Excellence

Academic excellence has been and will continue to be the most important and highest level goal for Southwest Texas State University. Our faculty is both student-oriented and dedicated to teaching. A University image assessment conducted in 1984 found that over 80 percent of the alumni, high school counselors and community members surveyed considered the institution's academic reputation to be

either good or very good. Our full-time faculty hold degrees from over one hundred fifteen of the best universities in the country. The quality of the faculty is good and getting better each year, although budgetary pressures and workload constraints pose significant problems for continuing faculty development.

Academic Programs

The curriculum has continued to diversify while simultaneously concentrating on the fundamentals of a university education. The new General Studies curriculum is approved and rapidly being put into place. It focuses on basic skills and a broad general education. Freshmen entering in Fall 1986 were the first group to benefit from this new program. The curriculum will prepare them to enter more specialized fields during their junior year and to graduate with a well-rounded university-level education. In addition to the General Studies courses themselves, a commitment has been made to comprehensive student advisement and to more than 200 upper-division courses designated as "writing intensive." Such a designation means that a minimum of sixty-five percent of the grade must be determined on the basis of written products, including at least one essay written outside of class.

The institution has also continued to upgrade degree programs and other courses of study. The degree programs in Speech Pathology and Audiology were shifted to the Department of Allied Health Sciences and both the bachelor's and master's degrees have been upgraded and redesignated from Speech Pathology and Audiology to Communication Disorders as of 1985. The newly constituted Department of Curriculum and Instruction has developed twelve new courses in special education, reading and bilingual education and initiated preparation of two new special education programs, one in severely and profoundly handicapped and one in emotionally disturbed and autistic.

The faculty of the Department of Educational Administration and Psychological Services has developed a proposal for an Ed. D. in Educational Leadership. SWT feels uniquely qualified to offer this program. Since the institution is one of the largest producers of teachers in the state, graduates large numbers of educational administrators and has a long and respected tradition in teacher preparation, we believe this proposal to be both a natural evolution for the school and an important goal for enhancement of the program's reputation. If approved, it would be the first doctorate at SWT.

The Department of Mathematics and Computer Science has been reorganized into the Department of Mathematics and the Department of Computer Science. The new Department of Computer Science has requested the addition of a Bachelor of Science in Education degree in Computer Science.

Currently at the Coordinating Board seven degree programs other than the Ed. D. proposal are pending approval. These programs include a BA with a major in Writing, a BS in Health and Fitness Management, an MA with a major in Professional Writing, an MFA with a major in Creative Writing and an MS in Interdisciplinary Administration. Financial problems at the state level have delayed consideration of these proposals.

In the past year, the Home Economics Department was accredited by the American Home Economics Association, the Institute of Social Work received reaffirmation of its accreditation from the Council on Social Work Education, and the Physical Therapy Program received accreditation from the American Physical Therapy Association. Three programs associated with the Respiratory Therapy Program were reaccredited by the Joint Review Committee for Respiratory Therapy Education, and the Medical Technology Program was reaccredited by the Committee on Allied Health Education and Accreditation.

Quality of the Student Body

In addition to curriculum improvements, the institution has dedicated itself to improving the quality of students who attend and graduate from SWT. Since 1985, freshman admission standards have been increased and the suspension and probation standards have been made more rigorous. As part of the General Studies program, students will also be required to pass standardized college-level assessments of writing and computation prior to beginning upper-division work. Students have responded to the increased academic expectations with increases in academic achievement. The number of students on probation and suspension has fallen dramatically in the last two years. Resources available to help students meet the increased academic challenge have included a continuation of the very important services offered by the Student Learning Assistance Center, Special Services, the Writing Lab and the Mathematics Lab. This year we have also instituted new tutoring programs for students in the residence halls and student athletes.

Continued Enrollment Growth

Enrollment growth continues to be a source of concern. The Coordinating Board's Fall 1986 projection has been exceeded, and with as little as a 1.6 percent increase in Fall 1987, the Coordinating Board's 1990 projection will also be exceeded. If we are able to slow our growth rate to about two percent per year, the institution will have approximately 21,000 students by Fall 1990.

While the institution has succeeded to some degree in reducing the rate of enrollment increase, we have not managed to increase faculty, staff or facilities in proportion to the institutional needs that enrollment growth has engendered. The situation is further exacerbated by the insufficiency of state funding formulas for undergraduate teaching and by SWTSU's current mix of graduate and undergraduate students. The formulas allocate monies on the basis of number and level of semester credit hours. While semester credit hours have been adequate, approximately ninety-five percent of the semester credit hours generated have been in undergraduate classes.

We attempt to keep a first-rate faculty with a full range of faculty ranks in the undergraduate classroom, while the state funds the institution at levels that approximate an assistant professor salary. The results of this state allocation scheme are threatening. In Fall 1984, the last year for which comparative data are available, SWT had a student/faculty ratio of 25:1 and ranked thirty-fourth out of thirty-five institutions in the size of student/faculty ratio. In that same year, the overall student/faculty ratio for public senior colleges and universities was 17:1. More ominous still is the fact that since Fall 1980, the student/faculty

ratio at SWT has risen every year. While the state average has remained at approximately 17:1, SWT's has risen from 21.5:1 in 1980 to 25:1 in 1984.

For a faculty which was already teaching four courses a semester, the increased enrollments have meant larger classes, heavier advising schedules and less time available for other faculty work. The most noticeable negative effects are felt among the ranks of promising younger and nontenured faculty, along with those either engaged in or teaching courses heavily oriented to research. Shortages in the number of support staff continue to cause problems. Since 1983-84 the staff has been hard hit by hiring freezes which increased the already onerous workload and encouraged movement out of the institution. The need to hire and retain high quality staff is further exacerbated by the cramped working conditions and in many instances a below-average salary structure. It is extremely important that an adequate staff be available to provide for the needs of the faculty and students if excellence is our goal. Lack of funds for additional faculty and staff is a continuing threat, one which must be addressed. Increased funding from sources other than state formula funding remains a high priority goal for the institution.

Capital Needs

The need for facilities continues to plague SWT. In Fall 1985, the institution had only sixty-eight percent of the square footage per full-time student equivalent recommended by the Coordinating Board for universities in our mission class. overall, for Fall 1985, public senior colleges and universities averaged one hundred twenty-two square feet per full-time student equivalent, far in excess of the SWT figure. The figure at SWT has remained low even with the addition of the new Chemistry Building and the major rehabilitation of the Evans Liberal Arts Building and the Agriculture Building.

Facilities needs and the plan to alleviate the significant overcrowding on campus are detailed in the Campus Master Plan, 1984-1990.

Needs for new equipment are critical. Despite recent improvements in equipment, the list of needs for new and upgraded equipment remains long. Like faculty salary funds, operating and capital funds have also lagged behind the growth in enrollment. Up-to-date laboratory and teaching equipment presents an especially pressing need to maintain academic credibility.

Summary

Southwest Texas State has experienced enrollment growth and curricular improvement in spite of serious fiscal handicaps. We have made a firm commitment to graduating students with college-level basic skills, a well-rounded general education and a high quality education in their major. Over the last two years, the academic expectations the institution has for its students have risen; those expectations have been met by increases in both academic achievement and enrollment. The faculty is of high quality, but the extremely heavy teaching loads and limited development opportunities pose a serious threat to excellence. Without an increase in funds available to mitigate these problems, it will be difficult to retain and attract the high caliber faculty members which we have today.

Needs for capital funds continue to be a major area of concern for this institution. Enrollment growth has increased the pressure on already overcrowded facilities. State financial problems, which have delayed much needed new construction, threaten to worsen an already serious problem. A broadening and diversification the University's economic base in almost every category are essential to maintaining or improving the mission.

INTERNAL ASSUMPTIONS

For this planning cycle, the following assumptions were made about the institution:

General assumptions

SWT will continue to emphasize high standards of educational quality and superior teaching.

Emphasis will continue to be placed on greater cooperation and communication within the University.

Enrollment Assumptions

Enrollment growth controls are designed to hold enrollment growth to a steady 1 to 2 percent total enrollment increase per year.

The institution will continue to emphasize recruiting and retaining high quality students.

Minority recruitment will continue to receive a high priority.

Financial Assumptions

Financial resources will decrease by approximately 10 percent.

Tuition increases will continue throughout the planning period.

New services will be contingent upon new financial support.

There will be an increased demand for fiscal accountability both within and outside the University.

Academic Assumptions

There will be a continued emphasis at SWT and statewide on preparation in the basic skills for all students.

Use of innovative delivery systems will be necessary to meet the needs of nontraditional students.

Cooperation between the University, the private sector and the public sector will continue to increase.

New developments in communication media will be incorporated into instructional delivery systems as they become more cost effective.

Student Assumptions

The mix of 30% resident students, 40% off campus in San Marcos students, and 30% commuter students will remain about the same.

Retaining good students will become increasingly more important.

The number of graduate students will increase.

Students will be expected to perform at higher academic levels.

Personnel Assumptions

Emphasis on affirmative action will continue.

The employee turnover rate will continue to increase for at least two years.

Need for faculty and staff development and reward systems will be recognized.

ENVIRONMENTAL SCAN

Location

The major portion of the Southwest Texas State University campus is located on 319 acres within the city limits of San Marcos. The San Marcos River runs through the campus and provides a unique educational and scenic resource. The beauty of the campus is a source of great pride and continues to act as a positive force in recruitment.

The campus is located along the Interstate-35 (I-35) Corridor between Austin and San Antonio. The most important recruitment area lies within the corridor and includes the counties of Bastrop, Bexar, Caldwell, Comal, Guadalupe, Hays, Travis and Williamson. The Houston area forms another important recruitment region with significant enrollment from Brazoria, Fort Bend, Galveston, Harris and Victoria counties.

Southwest Texas should benefit from the overall continued growth along the I-35 Corridor. In 1983 the Texas Department of Water Resources estimated that from 1980 to 1990, population in Bexar County (San Antonio area) will increase by twenty-four percent, Travis County (Austin area) will increase by thirty-nine percent, and Hays County (San Marcos area) will increase by fifty percent. Increases in population in these important recruiting zones should mean even more students at a time when enrollments are already increasing despite control measures.

Economic Considerations in the Area

During this financially unstable period for the state, the I-35 Corridor has managed to retain some economic vitality. Until recently, the corridor was experiencing a growth rate of 22 percent between census counts in service industry, light diversified industries such as high technology component manufacture and assembly, information services, electronics, biological and medical technology. Wholesale and retail sales also show some continuing growth potential. Industrial plant locations have increased by more than 50 percent since 1975. By 1990, total manufacturing firms are expected to increase by twelve percent.

Manufacturing, finance, real estate and insurance, along with services in general, are increasing in the corridor at a higher rate than in the nation as a whole. While the public sector has decreased in the proportion of employment it provides relative to other sectors, SWT's proximity to the state capitol and the large number of military bases in the region has meant that public sector employees still form a large audience for outreach activities. Area governmental employment hovers near twenty-five percent.

State and National Financial Impacts

The state financial crisis precipitated by the collapse of oil prices will have an important impact on SWT along with other public colleges and universities in the state, even though oil and mining are not dominant in the service region. The institution relies heavily on state funding. Sources of funding independent of the state's formula system will be inadequate to replace substantial state budgetary reductions. In an institution which is already underfunded and understaffed, further budget reductions would have severe impacts on the academic program and other units. Serious potential impacts of budget cuts would be to drive up teaching loads, to diminish student support services and financial aid, and to exacerbate employee morale problems by failing to provide appropriate career advancement and pay incentives. In addition, sparse resources and heavy academic demands make it difficult for the university to participate in revenue-generating activities such as project research and contracts.

Federal financial aid to students has provided the funds which have enabled large numbers of students to attend colleges and universities. Threatened reductions in aid programs include elimination of Supplemental Educational Opportunity Grants, the College Work-Study Program, the National Direct Loan Program and the State Student Incentive Grant Program. In addition it would severely cut back funding for Pell Grants. These changes could affect a large number of students at SWT.

Tax reform measures at the national level also pose an institutional threat. The loss of charitable deductions for individuals who do not itemize on their income taxes will most likely affect relatively small donors. If substantial numbers of current or potential small donors decide not to contribute further resources, the damage to private giving will be serious. However, changes to the rules on gifts of appreciated property are expected to have a still more serious effect on charitable contributions. Our need to increase funds raised from sources other than the state is extremely critical. Tax reform measures are expected to increase the difficulties in this effort; thus, compensation must be made through specific efforts.

Efforts to increase grant funds and charitable giving have shown results, but unless very large increases in these categories can be attained, SWT will face continuing, debilitating economic difficulties. Both formula funding ratios and outside support sources require concentrated attention.

Demographic Characteristics of the Region

Hispanic cultural influences are strong in the Central Texas region and will gain in strength through the coming decades. By the year 2000, thirty-five percent of the population in Hays and Travis Counties will be Hispanic. School district populations in the corridor are already fifty percent Hispanic.

Overall, the population of the region is growing older. Most of the growth in population is expected to occur in the twenty to forty-five year old cohort. Among persons twenty-five years old and older in the corridor, 18 percent have one to three years of college and 20 percent have four or more years of college. These rates are higher than in the rest of the state and the nation. The number of well-educated older individuals in the traditional recruitment area should offer an exceptional opportunity for educational outreach in our region.

It is also interesting to note that women outnumber men in the region. Between 1970 and 1980, the female labor force grew by 91.8 percent in the corridor, compared to growth in the male labor force of 47.9 percent. Female enrollment in educational institutions is increasing at a higher rate than male enrollment, especially at the high school and lower division levels of college. With their increasing participation in the labor force and larger numbers in the population as a whole, women may constitute an increasingly attractive outreach recruitment source, both for the traditional academic curricula and continuing education, as well as for nontraditional adult education. Support services will need to be created and maintained to deal with larger numbers of nontraditional and minority students.

Opportunities Afforded by the Focus on Teacher Education

Teacher preparation and the adequacy of schools are currently the focal point of both state and national attention. Commission reports, legislation, teacher competency testing, student competency and retention, adult illiteracy and other topics have brought critical questions about teachers and teaching to the forefront of public consciousness. Southwest Texas has long been an important contributor of teachers, guidance personnel and school administrators to Texas' elementary and secondary schools. The heightened awareness of educational quality offers an opportunity for further enhancement of SWT's reputation as a leader in the field of education.

Summary

Southwest Texas is centrally located in the I-35 Corridor. Projections of population and business growth will probably result in increased enrollments. The region has a growing number of older, well-educated adults who should provide an important source of students for outreach activities.

The state's financial problems are likely to result in budget reductions to public institutions like SWT. Further funding constraints represent a serious threat for the institution. National tax reform efforts threaten charitable contributions to an undetermined degree. With the difficulties imposed by the state financial crisis and the tax reform effort, raising non-state funds to supplement academic budgets strained by budget reductions and enrollment growth may be made even more difficult.

The population composition of the corridor is changing. By the year 2000, over one-third of the population in Hays and Travis Counties will be Hispanic. Women are also increasing in numbers in our service area. The population is growing older, with primary growth in the 25 and over age cohorts. Maintaining adequate support services to meet the needs of non-traditional and minority students is an important challenge.

Teacher education has been highlighted by both government and the media. Such wide exposure offers an excellent opportunity to enhance the reputation of the teacher preparation program. preparing teachers is a serious task for the future of Texas and the nation.

UNIVERSITY GOALS

Introduction

During academic year 1984, the foundations were laid for a strategic planning document. As a part of the process, a series of retreats was held among members of the Executive Council and subsequently in their respective administrative divisions. From the November retreat of the Executive Council came "Nine Goals for the Nineties," based on the items considered most important in previous planning sessions. These goals are ambitious, but attainable. They both embody and require institutional

commitment.

In the Fall 1985 address to Faculty, President Hardesty talked about the nine goals for the nineties and their importance to Southwest Texas. Subsequently, members of the Executive Council and their staffs began the process of identifying benchmarks for attaining the goals and methods of implementing a strategic plan to accomplish them.

The result is a comprehensive plan that will lead Southwest Texas into the next century.

Nine Goals for the Nineties

Evaluate the General Studies curriculum in 1990 to determine if it contains enough courses and the right courses to deliver the kind of broad-based education that we want for all of our students.

An evaluation of the General Studies curriculum will reach into every academic department on the campus. Such an evaluation will mean examining closely the content, structure and effectiveness of departmental programs as well as the General Studies curriculum. We will continue to complete the testing program and advisement systems.

Reduce the attrition rate by one-third.

Knowing that it takes much more time, effort and resources to recruit new students than to keep the ones already enrolled, the University is committed to reducing its attrition rate. Responsibilities associated with student retention reach every element of the University and begin with the recruitment of students who are qualified and motivated to complete degree programs.

The institution is committed to improving basic skills and general education as a major retention program. We will continue to recruit academically talented students and minority students both as freshmen and transfer students; develop programs that respond to changing student profiles; maintain and improve relations with two-year institutions, the military and other groups; screen students for basic skills preparation and other indicators of probable academic success; and maintain an attractive, safe and healthy environment. We will continue to develop the student profiling, tracking and advisement database and improve access to data processing and computing services.

Establish the teacher education program as the most respected and best known in the state.

The responsibility for teacher education at SWT is decentralized, focused in the prospective teacher's specialization rather than in the Department of Curriculum and Instruction (except for elementary and special education specialties). The plan to establish our teacher education program as the most respected in the state will involve all of the University's academic areas. We will implement a process to evaluate routinely the effectiveness of each academic program paying particular attention to teacher education but not limiting such an evaluation to teacher education only.

In a period of widespread disillusionment with the educational system, the need to demonstrate excellence in our teacher education system is increasingly important. In establishing teacher education as the best known program of its kind in the state we are able to demonstrate public accountability and commitment to quality.

Increase dramatically our academic outreach in the Central Texas area.

Growth in the IH 35 corridor offers the university a unique opportunity to provide academic offerings both on and off campus to serve a changing population. We have been traditionally strong in military base programs and we need to expand our evening and weekend offerings on campus to meet the educational needs of the region.

Increase graduate enrollment by 40 percent.

In pursuing this goal, it is recognized that academic departments and student services, as well as the Graduate Office must pay particular attention to the needs of graduate students. It is also recognized that an excellent undergraduate program can contribute significantly to the building of a graduate school reputation. Further, SWT has already established itself in several graduate study areas and has the potential for future curriculum development based on its academic program strengths. A coordinated marketing strategy is needed to increase visibility of the graduate program in the Austin-San Antonio area.

Reduce the student-faculty ratio to 24:1.

The need to achieve a balance between staffing and workload is important to the maintenance of educational quality. Program excellence requires adequate human resources for its continuance. Improvement of instructional quality will require both an increase in faculty and better control of enrollment growth and mix.

Double the amount of endowed funding to the University.

At a time when adequate state funding for higher education is increasingly problematic, the need to develop alternate fund sources must be met. Endowed funds have risen in the last five years, but greater efforts must be made. From the increase in funding to the endowment, an endowed chair will be created in each school, the number of endowed scholarships will be increased and the amount of other scholarship funds to our best students will be expanded.

Strengthen our partnership with the Alumni Association with an eye to increasing alumni giving to 300 percent.

No institution can become great without the active support of former students. The association must be

expanded and efforts to heighten support must be undertaken. Strengthening ties to the alumni association must be undertaken among both former and current students. Without the commitment and spirit of these prospective members of the Alumni Association, progress will be limited.

Establish an effective staff development program.

Faculty and staff are the most basic and important elements of the educational delivery system. Staff development is a function of individual enhancement and recognition and career opportunity. We must continue to strengthen faculty and staff development, training and support activities currently in place and develop new programs to meet underserved and new needs. Programs to provide recognition of outstanding employee performance need to be developed. Where appropriate, career ladders need to be established. The job classification system needs to be evaluated and validated and salaries reviewed and brought to market level to the extent that available funds allow.

SPECIAL CONSIDERATIONS

As the university plan has evolved in the past year and objectives developed for the nine goals, several issues have emerged which will receive special consideration over the next few years. In some instances these are institutional in scope; in all instances they require more attention than routine operations of the institution. They are presented here to call attention to their importance to the institution in the coming years.

Affirmative Action

The University will raise the level of affirmative action compliance by continuing aggressive hiring policies for both faculty and staff.

- Develop strategies for making account managers sensitive to the continuing need for affirmative action in employee selection.
- Continue aggressive efforts to hire and retain minorities and women.
- Establish an early identification staff vacancy program.
- Implement the Minority Staff Development Program.

Financial Position of the Institution

Because of statewide economic conditions, the University will seek creative means of meeting fiscal responsibilities to avoid erosion of existing financial resources. We need to develop means to obtain funding parity with comparable state institutions through improvement in funding formula allocations.

- Develop recommendations to identify new auxiliary or designated enterprises to generate an additional \$150,000 to reduce our reliance on appropriated funding sources.
- Increase the participation of SWT personnel on the Coordinating Board formula study groups.

Campus Master Plan

Recent problems in obtaining approval for new construction funded from the Higher Education Assistance Fund signal difficulties for the University in completing its campus master plan. Space deficits brought on by rapid enrollment growth remain a significant problem for SWT.

- Implement the Master Plan as expeditiously as possible.
- Develop ways to use present space more effectively
- Construct a garage to relieve critical parking problems.

Internal Communications

The University will seek ways to improve communication within and across departments and divisions. Rapid growth in the past few years has made communications more difficult. We need to develop ways to move information both vertically and laterally within the organization in a more effective and efficient manner.

- Implement a communications enrichment program for all divisions to include a series of communication workshops and seminars that will foster better interaction between divisions
- Publish an internal newsletter for faculty and staff.

Accreditation Reviews

Two major accreditation/self-study reviews will occur at SWT in the next few years -- the Southern Association of Colleges and Schools (SACS) and the National Council for the Accreditation of Teacher Education (NCATE). The University will designate resources to facilitate these important evaluations. In addition, there are several specialized programs in which the institution has an interest.

- Conduct the self-studies and site visits for SACS and NCATE.
- Develop a list of programs for which accreditation is to be sought with a schedule of strategies for each program.

STRATEGIES FOR GOAL ATTAINMENT: 1986-1988

Student Achievement

Southwest Texas State University is dedicated to the improvement of essential skills, the provision of a broad, well-rounded education and the graduation of students with college level competencies. The General Studies program is a major vehicle for assuring that each student does indeed acquire these

competencies. The program is only partially in place; however, work to initiate rising junior tests in writing and mathematics is approaching resolution, the curriculum is being implemented and evaluation of the program is beginning. The assessment of the curriculum by 1990 must take place in order to modify or enhance the program's offerings.

The College of General Studies is actively preparing for evaluation. By 1988, the College of General Studies, with the advice of its evaluation subcommittee, will develop and implement an evaluation plan. The plan will prepare for the extensive review to be conducted in 1990.

Student Retention

The maintenance of an outstanding student body is critical to academic excellence. Some progress has certainly been made through increasing the entrance requirements for freshmen and strengthening the probation and suspension policies; however, much remains to be done, especially in retention of high quality students.

During this planning period, an Enrollment Management Committee will be created with responsibilities in both recruitment and retention. The committee must be composed of members from both Student and Institutional Relations and Academic Affairs; therefore, the proposal which is brought forward to Executive Council will be the result of the efforts of both divisions.

To aid in institutional efforts to reduce the attrition rate, the Committee will establish an on-going retention program. The program will include, but not be limited to, monitoring exit interview information and Registrar's withdrawal cards for use in retention research, planning intervention counseling for students who withdraw during a semester, and identifying specific retention tactics for academic and nonacademic departments and programs.

The objectives of the Committee in recruiting will be to develop a recruitment action plan which encompasses both undergraduate and graduate students. The plan will include, but not be limited to, strategies designed to identify no-cost recruitment techniques, provide students with comprehensive and timely financial aid and scholarship information, maximize minority enrollment, increase the recruitment of academically talented students, recruit graduate students from the I-35 Corridor, use faculty and staff for liaison with alumni programs to recruit prospective students, and provide training sessions on recruitment techniques for faculty, staff and students.

Retention efforts at the undergraduate level will encompass objectives designed to enhance academic success for students and to foster beneficial student-faculty contact. SWT is proud to have a reputation for personal contact with students, but that personal contact will be further strengthened through a student advising system for declared majors. The Vice President for Academic Affairs will insure that all departments initiate an advising program. The advice and interest invested in students should promote retention by helping students to make sound academic decisions, as well as offering support likely to increase their academic success.

One other important retention objective to attain during this planning period is the establishment of procedures to control enrollments in basic skills courses. The effect of increased enrollments without a simultaneous increase in faculty has been to create a situation in which enrollments in basic skills sections have climbed to unacceptable levels. These essential skills courses form the basis for academic success in college and thus serve to prevent student academic attrition. The procedures will be implemented prior to Fall, 1987 so that students will get the best possible chance to demonstrate the proficiency necessary for graduation.

Teacher Education

The teacher education program is part of a tradition in teacher preparation which dates from the institution's founding. More school teachers, mid-level administrators and guidance personnel in the state of Texas graduate from SWT than from any other Texas university. Teacher preparation both in the state and in the nation is a topic of controversy and concern. It is an area in which SWT is well versed and prominent. The opportunity to make a significant contribution to the state and national debate on the preparation of teachers of tomorrow is one which SWT cannot afford to ignore.

The teacher education program at SWT is a decentralized one. Excellence in the teacher preparation program can only be achieved only through high quality programs in all departments in the institution.

Quality in academic programs must be addressed in several ways. A technique for assessing current program quality must be developed, proposed programs must be reviewed and accreditation needs must be evaluated. No institution can support all the programs which are brought forward. The scarcity of financial and human resources at SWT makes careful scrutiny of existing and proposed programs absolutely necessary if our limited funds are to be spent productively.

Development of a program review model addresses the need of all programs to periodically reassess the directions and characteristics of academic courses of study. The upcoming institutional reviews by the Southern Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education serve as a reminder that academic programs are held accountable for excellence to a diverse audience which includes not only students and administrators, but also the disciplines which programs serve and the constituencies of the institution itself. A systematic self-assessment of programs will help departments focus attention on historic strengths to be preserved and new opportunities for excellence in the program area, as well as provide evidence of program effectiveness. A committee appointed by the Vice President for Academic Affairs will develop a program review model and action plan to be implemented at SWT. The implementation of such a model will have far-reaching implications for program quality.

Two other initiatives will be undertaken in this planning period to insure program quality. The first is a review of all programs for which disciplinary accreditation is desired. Accreditation is often a costly and time-consuming objective and frequently resources to fulfill accreditation requirements must be gained at the expense of other academic programs. Directors of programs wishing to pursue accreditation will

develop a rationale for this objective. The Vice President for Academic Affairs, with the concurrence of the academic deans, will develop a list of programs for which accreditation will be sought and a schedule of strategies and resource allocation requirements for each program.

Some steps to enhance the stature of the teacher preparation program have been taken. A proposal for an Ed. D. in Educational Leadership has gone forward to the Coordinating Board. The LBJ Institute for Teaching and Learning is underway, and the School's departmental structure has been reorganized as of 1985-86. SWT must clearly demonstrate that we are the natural and logical choice for the location of a doctoral-level degree. It is time to take a clear and proactive stance to assure that our excellence in teacher preparation and the contributions SWT makes to the discipline as a whole are recognized not just among educational practitioners, but also among the wide variety of statewide and national audiences concerned about teacher quality. With this in mind, SWT will initiate a statewide publicity campaign for promoting SWT's contributions to public education. The campaign should help to provide widespread recognition of the important role SWT plays in the provision of education to the state of Texas.

Academic Outreach

Growth in the IH 35 Corridor offers SWT a unique opportunity to serve a changing population. Traditionally, we have served area military bases, but we need to expand on-campus credit and continuing education opportunities to reach area businesses and better serve the needs of the region.

The initial step in this effort will be a study to identify graduate and undergraduate needs of area businesses. This will be followed by the establishment of an advisory council which will maintain an ongoing program of communication between businesses in the Corridor and SWT.

We will maintain our current offerings on military bases in the area. Relatively low salaries paid to faculty members teaching at the bases have resulted in some reluctance on the part of instructional personnel to accept these assignments. Proposals to alter the current salary structure will be examined.

In addition, Academic Affairs will develop recommendations to expand on-campus evening and weekend offerings and continuing education activities. The plans will be brought to Vice Presidents' Council by December 1987 and August 1988, respectively.

Graduate Enrollment

Efforts to increase graduate enrollments are very important. Graduate programs enhance our ability to provide outreach in the I-35 Corridor, promote further excellence in undergraduate instruction and diversify the student mix. Additionally, changes in the student mix contribute to improved formula funding. Graduate programs will therefore be reviewed during this planning cycle, and at least four new programs for which SWT is uniquely qualified and which support our mission will be specified by the Vice President for Academic Affairs. The review will insure that current graduate programs are of high quality and that proposed programs are academically sound and viable. Programs that provide financial

support to graduate students will also be reviewed.

Reduction of the Student/Faculty Ratio

With the rapid enrollment growth Southwest Texas has been experiencing, balancing the faculty size and student enrollment has presented serious difficulties. The institution has taken a number of steps to slow enrollment growth. The primary direction of these efforts has been to use an increase in quality to reduce student enrollment. The steps we have taken include an increase in freshman admission standards, a more rigorous probation and suspension system and implementation of the General Studies program. These efforts in combination with environmental conditions within the state have been successful to some degree. The growth rate has slowed from a high of 11.8 percent from Fall, 1982 to a 2.6 percent growth rate in Fall, 1986.

Despite real reductions in the rate of increase, it is undeniable that SWT has continued to grow. Already economically pressed, we have been unable to match the growth in student enrollments with proportional increases in faculty. It is our objective to establish 208 new faculty positions in order to return the student/faculty ratio to a more reasonable equilibrium.

University Resources

At a public university, the state provides the majority of operating funds available to the institution. On the average, about ninety-five percent of the semester credit hours generated by SWT are undergraduate. The state formula system funds undergraduate semester credit hours at the lowest rate. For faculty salaries, undergraduate rates are roughly equivalent to the pro rata salary requirements for an assistant professor. Since SWT provides an experienced faculty with a full range of faculty ranks, the funding provided by present undergraduate formula rates is clearly inadequate. Strategies to address formula problems must be devised. During this planning cycle, the institution will increase the participation of staff members on formula study groups. Increasing SWT's influence in fund allocations is imperative.

The financing problem is exacerbated by the biennial funding system. SWT enrollments tend to increase each year, which means that the funding to provide for additional students always lags behind their enrollment. These state funding short-falls are predictable from biennium to biennium and take a serious toll on our ability to provide high quality instruction. The financial problems of the state, which have resulted in budget reductions in state agencies designed to reduce state spending, have put the institution in even greater financial straits.

SWT's relatively small endowment and moderate alumni giving are not sufficient to compensate for the less than adequate state funding. It is absolutely imperative that SWT gain some financial autonomy from state funding sources. The institution's financial goals include a doubling of endowed funding, including four endowed chairs, and a tripling of endowed scholarship funds; an increase in alumni giving of 300 percent; and increased funding from external sources.

In order to accomplish these ambitious goals, the Alumni Century Club will be expanded to four hundred members. The number of alumni and parent chapters will be increased and developed into a viable statewide network. A few chapters will be established outside of the state.

The objectives of Development and Alumni Affairs will be supplemented by Finance and Management's goals to increase endowed fund yields and develop a means of coordinating proposals to raise funds through Academic Affairs and other institutional units.

Staff Development

The faculty and staff of Southwest Texas are a valued and valuable resource. During this planning cycle, Academic Affairs will evaluate and assess the needs for developmental activities relating to teaching effectiveness and scholarly productivity. Finance and Management will also evaluate the Staff Development Program to determine its effectiveness and the areas in which new efforts should be undertaken.

The current heavy workloads experienced by some employees and the lower than average salary structure will be examined and adjusted where possible. Studies of staffing at similar institutions will provide a yardstick for assessment of equitable workloads. The salaries of all employees will be reviewed and brought to a market-determined level.

The goals described in this plan can be achieved. By focusing our efforts on these goals, we can make a difference. Southwest Texas State University is committed to excellence; achievement of these goals will make our vision of excellence a reality.

CONCLUSION

The preceding document is the product of the first full cycle of the strategic planning initiative at SWT. It attempts to encapsulate, reconcile and integrate the collective vision of all divisions and all administrative units. The objectives of the planning cycle have been: to arrive at a realistic view of the present state of the University; to identify the internal and external factors most probably affecting SWT over the three-year planning horizon; to examine current and emerging strengths and weaknesses; to derive a set of valid assumptions about the future of SWT; to establish most likely and most-desired scenarios; to set major goals to be attained at each level within given constraints; and to specify objective benchmarks toward the attainment of the president's and the institutional goals.

Under present budgetary pressures which have emerged during the planning cycle owing to enrollment growth and a statewide economic downturn, development of a strong, diversified economic base becomes even more important than in "normal" times. Adequacy of resources is the key factor in program improvement, faculty development, student services, equipment and capital investment,

physical plant improvement, staff upgrading, outreach and virtually all other initiatives toward institutional excellence. SWT is determined to husband existing resources and to augment them both internally and externally.

Strategies to empower the institution to take advantage of opportunities and to overcome potential threats and weaknesses can, however, be formulated in the absence of unlimited resources. The Strategic Plan documents those strategies deemed most likely to move the University from a status quo which threatens qualitative decline toward a collective vision of effectiveness, visibility, and stability. During the next planning cycle, beginning in Summer 1987, efforts will be focused upon building from the foundation laid herein.

Several emergent issues identified during the current planning phase require further pursuit. Among these are the following:

- Identifying structural strengths and debilitating weaknesses in the institutional or divisional posture which are controllable.
- Articulating shared inter-divisional interests and agendas which can breed cooperative strategies.
- Acknowledging inter-divisional conflicts and competition for resources which can facilitate or preclude success.
- Training at each level to institutionalize planning techniques and the strategic planning mentality as a component of effective management.
- Clearly linking the biennial planning update to the budgetary process, beginning in Summer, 1987.
- Adjusting both the substance and the priority ranking of goals and objectives at every level to accommodate current conditions.
- Allocating human and fiscal resources to those functions closest aligned with adopted strategies and agreed-upon priorities.
- Correcting the weakness or absence of strategic approaches to attainment of important goals.

Any legitimate planning document is a working paper, a basis for constructive change. Obviously, priorities will change and opportunities will appear over time, although the main thrust of the plan will remain stable. Strategic planning is a directed, ongoing process.

Perhaps the primary value of the current Strategic Plan lies in the inculcation of a definable and renewable thought process which lends direction and coherence to the collective efforts of the university community. Each individual has the means to better understand his or her role in the evolution of the institution.

APPENDIX

The Environment of Southwest Texas State University

Population

1. Growth in Texas will continue to outstrip national trends and to be greatest in the metropolitan areas. Texas counties with the largest population increases from 1970-1980 were Harris, Dallas, Bexar, Travis and El Paso. While net state growth rates may decline, growth in SWT's primary service areas is predicted to remain high.
2. From 1970-1980, the Austin Metropolitan Statistical Area (MSA) grew by 48.9 percent. The San Antonio MSA grew by 20.6 percent. Projected trends to 1990 are in the range of 20 percent.
3. From 1960 to 1980, Hays county grew by 104 percent. San Marcos grew at a rate of 48.4 percent from 1960-1970. Its rate of growth fell to 24.2 percent between 1970 and 1980, rising to over thirty percent from 1980 to 1985.
4. From 1960 to 1980, the age composition in the I-35 Corridor counties shifted toward an older population. Overall, the percentage of the population under five years of age and between five and seventeen years of age declined while the percentage of the population eighteen years and older increased. This trend has reversed for the 1980's; consequently, both Austin and San Antonio median ages are now lower than either the statewide or the national median.
5. Women outnumber men in the I-35 Corridor counties.
6. The Hispanic population will grow significantly over the next twenty years in Hays and Travis counties accounting for nearly 35% of the total population by 2000 compared to less than 20% in 1980. School district populations, however, are already 50% Hispanic in the corridor area.
7. In 1980, residents of Hispanic origin accounted for almost 45 percent of the population of Bexar County and the San Antonio MSA.
8. In the I-35 Corridor counties, the demographic percentage of blacks increased only in Bexar County, decreasing in all others.
9. Hispanic cultural influence will increase dramatically in the central Texas and Houston areas because the percentage of the population with Hispanic ethnic backgrounds is increasing.

Education

1. The percentage of high school and college graduates is higher among residents of the I-35 Corridor than for either the state or the nation. Austin has the state's highest median educational level, and San Antonio is among the lowest.
2. Total school enrollment in the corridor has increased at all levels. College enrollment, as well as

nursery school and kindergarten enrollment, has increased significantly in all geographic areas, while high school enrollment has shown only a mild increase.

3. In the I-35 Corridor, overall enrollment has increased for both genders, but female enrollment is increasing at a higher rate, especially at the high school and lower levels of college.

4. Among persons 25 years and older in the I-35 Corridor, 18 percent have one to three years of college, a higher rate than for the state (16%) or the nation (17%). Persons with four or more years of college comprise 20 percent of the corridor, but only 16 percent of the state and the nation.

5. Between 1985 and 1990, a decline is projected in the ratio of persons in Texas who are in the 10-24 year age group. Also, the increase in the 25-29 year age group is quite small (less than 2% compared with an overall population increase of 11%). The college-going rates for both of these age groups are historically high; thus, the potential loss in enrollment is significant.

6. In Texas, decreases in the population of some age groups critical to college enrollment continues into the 1990 to 1995 time frame. Increases are expected among the very young and the very old (1 to 5 years of age and above age 60).

7. According to Coordinating Board projections, enrollment in the public senior colleges and universities will increase at an average annual rate of about 1 percent during the current decade. Most of this increase will have taken place by 1985, with the last five years of the decade seeing enrollment growth of about 0.5 percent annually.

8. Expressing a commitment to increase opportunities for minorities in higher education, Texas officials in May 1983 submitted a revised plan to the federal government for further desegregating the state college and university system. Development of the plan was mandated by federal court order under a suit charging violation of the 1964 Civil Rights Act.

9. The Legislature in 1984 enacted a major tuition increase affecting both resident and nonresident students. Resident tuition rates per semester credit hour will go up as follows:

<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
\$12	\$16	\$18	\$20	\$22	\$24

The nonresident undergraduate rate went from \$40 per semester hour to \$120 in Fall 1985. After Fall 1986, it will be indexed to cover 100 percent of costs.

10. Statewide budget allocations for at least the next two biennial cycles will be reduced and/or significantly altered.

Business and Work

1. At the national level, the traditional pattern of education/work/retirement is changing, with mid-career job changes and retraining becoming more common. Some estimates place total college enrollment of part-time students at more than 35 percent, with older-than-average students nearing 30 percent.
2. In the U.S. as a whole, banking, law, medicine and petroleum engineering will continue to be a good source of jobs in the 1980s. Services relating to communications, finance, electronics, health and computers are growing fastest.
3. In Texas, government and services represented the first and second largest employment sectors, respectively, in both 1970 and 1982. Retail trade replaced manufacturing as the third largest employment sector in 1982.
4. When comparing the I-35 Corridor to Texas and the United States, it is evident that both Texas and the Corridor are experiencing a much higher degree of growth in the manufacturing, finance, insurance and real estate sectors than the United States as a whole. The most pronounced growth, both in the corridor and the state, is in the service sector.
5. In the Corridor, Texas and the United States the public sector experienced a decrease in the amount of employment relative to the other sectors. However, Austin and San Antonio retain public employment bases near 25 percent, giving them unusual stability in turbulent economic times.
6. In the I-35 Corridor, employment increased 51.7 percent from 1970 to 1982, well above the national average of 21.9 percent. Over 22,000 new jobs were created and unemployment in the nation was significantly lower than in the state or the nation.
7. The Corridor work force grew by 72 percent from 1970-1980.
8. The 1980 labor force participation rate for persons aged 16 and over was 62 percent in the U.S., 64.3 percent in Texas, and 63.8 percent in the Corridor.
9. The high overall rate of labor force participation in the corridor is attributable to the high proportion of females joining the labor force. Between 1970 and 1980 the number of females entering the labor force was almost twice the number of males entering it. The total labor force grew by 63.8 percent, the male labor force grew by 47.9 percent, and the female labor force grew by 91.8 percent.
10. Earnings in the corridor grew at a much faster rate than in the United States from 1960 to 1980; overall, they grew at a slightly slower rate than in Texas, achieving a median of \$22-25 thousand. Peak Corridor growth occurred in 1984-85.

SWTSU

1. From 1982 to 1986, the total number of freshmen increased by 3.5 percent. The number of sophomores increased by approximately 26 percent, the number of juniors by about 27 percent and the number of seniors by about 39 percent. The overall number of graduate students increased by approximately 21 percent, while post-graduate enrollments rose by about 43 percent. The overall enrollment rose about 21 percent during the same period.
2. About 98 percent of the Fall 1986 enrollment was from within the state of Texas.
3. In Fall 1979, Hispanics were 8.5 percent and blacks were 3.3 percent of total enrollment. In Fall 1986, the respective percentages of the total student body are 11.0 percent and 4.0 percent. Overall in 1979 slightly over 12% of the students enrolled were minorities; today, that figure is 17.2%.
4. In Fall 1986, approximately 31 percent of students was 25 and older. In 1979, only 11 percent of the student body were 25 or older.
5. From Fall 1982 to Fall 1986 the number of undergraduate students taking less than a full-time course load increased from 17.6 percent to 19.8 percent. The number of part-time graduate students fell slightly, from 72.8% in 1982 to 70% in 1986.
6. From Fall 1983 to Fall 1986, the full-time faculty equivalent increased by 12.6 percent. The School of Liberal Arts had the greatest increase, 21.5%, followed by Business with 18.4%. At the same time, full-time student equivalents grew by 8.0 percent.
7. In Fall 1986, 48.1 percent of the full-time faculty equivalent was tenured. Fine Arts and Communication (56.5%), along with Science (54.5%) had the highest tenured percentages by school.

THE UNIVERSITY STRATEGIC PLAN

The current University Strategic Plan is the outgrowth of past planning efforts. Using a modified form of classical strategic planning, a model has been developed to yield a working document and establish a process continuum. The process has followed neither a grassroots system of information flow toward higher administration nor an autocratic system of downward direction, but a dialectical exchange. A desired result is a useable model for planning that will be responsive to needs at all levels and will place the University in a proactive, rather than a reactive, stance toward its own orderly development.

The Strategic Plan is based on both issues and goals prominent in earlier planning efforts at SWT. Ongoing concern is given to building financial resources independent of state appropriations, diversifying the economic base of the institution, expanding and upgrading the physical plant and facilities, recruiting and retaining the highest quality faculty and staff, improving funding formula balances, expanding and modifying academic program offerings, and similar themes. A commitment to recruit the best-qualified students available, and to see them through to graduation, is axiomatic.

An institution's ability to sustain progress toward such a list of goals quite obviously depends upon external and internal factors some of which are beyond control. In strategic planning, SWT has begun to identify those factors and to weigh against them the options available to assert some measure of control. By clarifying its own values and identifying its actual, current status, the institution can exercise some measure of creativity and initiative to accomplish ambitious goals.

IMPLEMENTATION OF THE STRATEGIC PLAN

GOAL: Evaluate the General Studies curriculum in 1990 to determine if it contains enough courses and the right courses to deliver the kind of broad-based education that we want for all of our students.

An evaluation of the General Studies curriculum will reach into every academic department on the campus. Such an evaluation will mean examining closely the content, structure and effectiveness of departmental programs as well as the General Studies curriculum.

Emphasis:

- Emphasize collegiate skills, general education and competency among graduates.

Objectives:

1. Develop and implement an evaluation plan of the General Studies program by 1988.

- Responsibility: Vice President for Academic Affairs and the Dean of General Studies
- Time Period: December 1988
- New Resources: \$2,000

The College of General Studies, with the advice of its evaluation subcommittee will develop and implement an evaluation plan by 1988 in preparation for the extensive review in 1990.

2. Continue the process of selection, piloting and implementation of the General Studies Examination in mathematics.

- Responsibility: Vice President for Academic Affairs and Dean of General Studies
- Time Period: September 1988
- New Resources: \$4,000

Selecting and pilot testing an appropriate instrument for testing in mathematics presents a very difficult challenge. The Vice President for Academic Affairs and the Dean of General Studies, with the advice of the general studies testing subcommittee will monitor progress on development and implementation of this test and will provide the President with a status report and recommendations for further action by September 1988.

3. Pilot exit testing in several majors to assess the value and problems with campus-wide exit testing in undergraduate programs.

- Responsibility: Vice President for Academic Affairs
- Time Period: September 1987 - August 1989
- New Resources: \$12,000

One remaining step in implementation of recent curricular enhancements is the development of exit tests in academic majors. In the Fall of 1987, the Vice President for Academic Affairs will take this topic to the deans to initiate the development of these tests. Under the supervision of the Vice President and with the participation of the Dean of General Studies and the school deans, several departments will be selected to participate in a pilot project. This project will assess the value of testing in the major and will identify problems in the process. By August of 1989, a final report on the pilot project, including recommendations for further action, will be forwarded to the President by the Vice President for Academic Affairs.

GOAL: Reduce the attrition rate by one-third.

Knowing that it takes much more time, effort and resources to recruit new students than to keep the ones already enrolled, the University is committed to reducing its attrition rate. Responsibilities associated with student retention reach every element of the University and begin with the recruitment of students who are qualified and motivated to complete degree programs. The institution is committed to improving basic skills and general education as a major retention program.

Emphasis:

- Recruit and retain high quality students in all areas.
- Emphasize basic skills, general education and competency among graduates.
- Develop and maintain services which respond to changing demographic profiles.
- Improve the amount and quality of management information available.
- Preserve the ambiance, environment and natural resources for which SWT is known.

Objectives

1. Develop a recruiting action plan and an on-going retention program.

- Responsibility: Executive Council
- Time Period: September 1988
- New Resources: None at this time

Student retention begins with the recruiting process and goes beyond the Admissions Office and the Office of the Dean of Graduate Studies and Research. In recognition of this fact the Office of Admissions and the Dean of Graduate Studies and Research will jointly submit through their respective vice presidents to Executive Council a proposal to create an Enrollment Management Committee. The objectives of the committee will be to develop a recruitment action plan and establish an on-going retention program for our best students.

For purposes of retention, the committee would establish and coordinate an on-going retention program; plan intervention counseling for students who withdraw during a semester; and identify specific retention tactics for academic and nonacademic departments/programs.

2. Consider alternatives and develop recommendations to control enrollments and to improve instructional delivery techniques in collegiate skills courses.

- Responsibility: Vice President for Academic Affairs
- Time Period: May 1987
- New Resources: None

Since basic collegiate skills courses tend to be influential in student academic development, limited enrollments or other techniques of intensifying faculty/student relationships must be constantly fostered. Discussions concerning these issues will be initiated throughout Academic Affairs during the Spring 1987 semester. A preliminary report of recommendations submitted to VPC in May 1987 will permit further refining of this planning objective with specific quantifiable goals and budget requirements.

3. Improve program quality through the appointment of a University-wide Programming Council.

- Responsibility: Vice President for Student and Institutional Relations
- Time Period: February 1987
- New Resources: None at this time.

The development of a Programming Council will enhance student retention through student participation in campus life. It is designed to:

- a. Coordinate the respective program efforts of the student affairs and

academic affairs offices/departments;

b. Increase support of student programming in terms of quality and quantity of the programming;

c. Insure that the program effort is diversified in presenting social, educational and cultural programs;

d. Provide special funding for significant activity proposals.

4. Establish a student wellness program.

- Responsibility: Vice President for Student and Institutional Relations
- Time Period: September 1988
- New Resources: Unknown

Student interest in health and fitness has increased dramatically in recent years. A program to meet the needs for prevention of illness based on a concept of "wellness" will serve an increasing student need. This program will join on-going efforts in both alcohol and drug abuse which also focus on the prevention and treatment of problems which deny students both health and well-being.

5. Enhance counseling and academic advising available to student athletes by a 15 percent increase in the number of peer tutors.

- Responsibility: Executive Vice President
- Time Period: September 1987
- New Resources: \$5,000

The peer counseling program is part of an on-going effort to improve the academic success of student athletes. Results of the program to date are good, and an increase in the number of peer tutors should increase academic gains for this student group.

6. Establish a comprehensive non-traditional student service program.

- Responsibility: Vice President for Student and Institutional Relations
- Time Period: September 1988
- New Resources: None

Student service offerings will be adjusted to meet the needs of our growing non-traditional student population. This will include preparation of a campus profile, surveys of the non-traditional population, definitions of population services, improved communications to

non-traditional students, flexible office hours to serve evening and weekend students, initiation of a commuting student week, designation of a program coordinator, and exploration of outside funding for day care and tutoring services.

7. Create a student-to-student mentor program.

- Responsibility: Vice President for Student and Institutional Relations
- Time Period: September 1989
- New Resources: None

Student Affairs will prepare a proposal for a new freshmen student-to-student mentor program, using upper-division students as advisors to lower-division students.

8. Identify resources (human and financial) to evaluate other than University-wide applications so that controlled growth of ADP capabilities can reasonably be expected.

- Responsibility: Vice President for Finance and Management
- Time Period: May 1987
- New Resources: Unknown

Access to management information was identified as a serious issue by Academic Affairs, Student and Institutional Relations and the Executive Vice President. Insufficient administrative data processing programming time combined with lack of funds to establish distributed programming, has caused a severe information problem.

9. Implement the cohort analysis for new freshmen entering SWT in Fall 1986.

- Responsibility: Executive Vice President
- Time Period: August 1987
- New Resources: None

10. Distribute information on the impact of natural resource deterioration.

- Responsibility: Vice President for Student and Institutional Relations
- Time Period: December 1986
- New Resources: Unknown

The unique environment of the campus represents an important natural resource and an important recruiting tool.

11. Enhance the security of persons and property on campus through increased outreach activity by the

University Police Department.

- Responsibility: Executive Vice President
- Time Period: August 1987
- New Resources: None at this time

The UPD will make one crime prevention presentation to each residence hall each long semester and encourage the participation of departments and offices in the on-going security survey program. UPD will also actively participate in freshman orientation.

12. Develop and implement a standardized campus sign system.

- Responsibility: Vice President for Finance and Management
- Time Period: September 1988
- Resources: \$200,000

The expansion of the campus, together with the rapid construction and/or renovation at SWT has brought about a need to standardize building and traffic information signage that complements the attractiveness of the facilities.

13. Renovate campus electrical distribution systems and, where possible, locate below grade.

- Responsibility: Vice President for Finance and Management
- Time Period: In conjunction with construction
- New Resources: \$975,000

It is a goal that overhead distribution lines be placed underground in conjunction with new building or renovations. This will increase the attractiveness of our campus.

14. Use a standardized value-added tool to determine Student and Institutional Relations effectiveness in promoting the development of students.

- Responsibility: Vice President for Student and Institutional Relations
- Time Period: December 1988
- New Resources: \$3,000

It is important that programs which are designed to promote student effectiveness be evaluated in such a way that their contributions can be demonstrated.

15. Initiate an advising program for all declared majors.

- Responsibility: Vice President for Academic Affairs and Dean of General Studies
- Time Period: September 1989
- New Resources: \$300,000/yr.

Student retention has been shown to be at least partly a function of contact between faculty and students, resulting in integration into the university environment and improved academic performance. To strengthen the student-to-faculty linkage, chairs will assign a faculty member to advise each student. Advisors of declared majors will initiate contact with their advisees each semester if the advisee does not initiate contact with the advisor. The College of General Studies will continue to implement its procedure for advising undeclared majors.

GOAL: Establish the teacher education program as the most respected and best known in the state.

The responsibility for teacher education at SWT is decentralized, focused in the prospective teacher's specialization rather than in the Department of Curriculum and Instruction (except for elementary and special education specialties). The plan to establish our teacher education program as the most respected in the state will involve all of the University's academic areas.

Emphasis:

- Ensure the quality of departments and programs.
- Improve the quality and effectiveness of communication between the institution and target audiences.

Objectives

1. Develop an academic program review process.

- Responsibility: Vice President for Academic Affairs
- Time Period: May 1988
- New Resources: \$2,000

By December 1986 the VPAA in consultation with the deans, will appoint a committee to investigate current program review efforts at SWT, to examine available program review processes and to recommend by May 1987 a process consistent with SACS accreditation standards for use in Academic Affairs.

2. Develop a statewide campaign for promoting SWT's contributions to public education.

- Responsibility: Vice President for Student and Institutional Relations and Vice President for Academic Affairs

- Time Period: Summer 1987
- New Resources: None

With the advice and assistance of News and Information Services, a statewide publicity campaign will be mounted to bring the important contributions made to the field of education by SWT before the public.

GOAL: Increase dramatically our academic outreach in the Central Texas area.

Growth in the IH 35 Corridor offers the University a unique opportunity to provide academic offerings both on and off campus to serve a changing population. We have been traditionally strong in military base programs and we need to expand our evening and weekend offerings on campus to reach area businesses and to better serve the region.

Emphasis:

- Establish SWT as the leader in academic outreach to business and industry in the Central Texas area.
- Expand evening and weekend academic program offerings to meet educational needs of the region.

Objectives

1. Maintain offerings on Central Texas military bases.

- Responsibility: Vice President for Academic Affairs
- Time Period: Continuing
- New Resources: \$59,032

Salaries paid to faculty members for teaching on military bases are low, and faculty are becoming more reluctant to accept these assignments. The Vice President for Academic Affairs will ask the Dean of the School of Applied Arts and Technology to review the current salary structure and propose alternatives and to monitor this situation on a continuing basis.

2. Develop recommendations to expand on-campus evening and weekend offerings.

- Responsibility: Vice President for Academic Affairs
- Time Period: December 1987
- New Resources: None

During the Fall semester of 1987, the Vice President for Academic Affairs will initiate a

review of evening and weekend offerings and will ask the school deans to identify areas where offerings should be expanded. By December 1987, the Vice President will bring a plan for expanded offerings to Vice Presidents' Council.

3. Expand continuing education activities.

- Responsibility: Vice President for Academic Affairs
- Time Period: August 1988
- New Resources: None

Continuing education activities have been growing, but the new dormitory presents special opportunities for additional programming beginning with the Summer of 1988. In the Fall of 1987, the Vice President for Academic Affairs will ask the Director of Continuing Education to develop a plan for expanding offerings in the Summer of 1988. Then, success in implementing the plan will be monitored during the following Summer.

4. Identify the needs of area businesses for graduate and undergraduate education.

- Responsibility: Vice President for Academic Affairs and Dean of Graduate Studies and Research
- Time Period: August 1988
- New Resources: \$3,000

Area businesses will be asked to identify graduate and undergraduate needs through a needs assessment survey. After needs have been identified and analyzed an advisory council recognizing outreach educational programs to businesses and industry will be established (FY 89-93). This council, comprised of business leaders and University representatives, will maintain an ongoing program of communication between businesses in the Corridor and Southwest Texas State University.

GOAL: Increase graduate enrollments by 40 percent.

In pursuing this goal, it is recognized that academic departments and student services, as well as the Office of Graduate Studies and Research, must pay particular attention to the needs of graduate students. It is also recognized that an excellent undergraduate program can contribute significantly to the building of a graduate school reputation. Further, SWT has already established itself in several graduate study areas and has the potential for future curriculum development based on its academic program strengths.

Emphasis:

- Recruit and retain high quality students at all levels.
- Improve graduate offerings.
- Improve the quality and effectiveness of communication between the institution and target

audiences.

Objectives:

1. Develop a recruiting action plan and an on-going retention program.

- (See Objective 1 under attrition goal, page 43.)

2. Identify at least four new graduate programs which SWT is uniquely qualified to offer among institutions in our mission class.

- Responsibility: Vice President for Academic Affairs
- Time Period: March 1987
- New Resources: None at this time

In response to the need to increase the number of graduate students, by December 1986, deans will submit to the Vice President of Academic Affairs via the Dean of Graduate Studies and Research, a review of existing graduate programs, including: (a) potential expansion of existing programs, and (b) potential for development of new programs. The VPAA, in consultation with the deans, will specify the programs to be supported within the two-year period.

3. Develop a communications program designed to increase interest and enrollment in the graduate programs of Geography and Planning, Sociology, Health Professions, and Business (MBA).

- Responsibility: Vice President for Student and Institutional Relations, News and Information Services and Director of University Relations
- Time Period: November 1988
- New Resources: \$5,000

In tandem with efforts to increase graduate enrollments, particular departments have been selected for a program to create student interest and involvement through a communications campaign.

GOAL: Reduce the student faculty ratio to 24:1.

The need to achieve a balance between staffing and workload is important to the maintenance of educational quality. Program excellence requires adequate human resources for its continuance. Bringing staffing levels and enrollment into balance is a basic foundation for a high quality educational and working environment.

Emphasis:

- Achieve a balance between staffing levels and workload.
- Ensure the quality of departments and programs.

Objectives

1. Establish 208 new faculty positions so as to reduce the faculty student ratio and make every effort to reduce the teaching load as well.

- Responsibility: Vice President for Academic Affairs
- Time Period: September 1990
- New Resources: \$5,000,000

Nothing will have as great an impact on the quality of the Academic Affairs Division of the University as additional faculty positions. Obviously, additional faculty will reduce the student/teacher ratio, infuse new ideas and enthusiasm in the faculty and student body, and expand instructional expertise.

2. Develop an academic program review process.

- (See Objective 1 under teacher education goal, page 48.)

GOAL: Double the amount of endowed funding to the University.

At a time when adequate state funding for higher education is increasingly problematic, the need to develop alternate fund sources must be met. Endowed funds have risen in the last five years, but greater efforts must be made. From the increase in funding to the endowment, an endowed chair will be created in each school, the number of endowed scholarships will be increased and the amount of other scholarship funds to our best students will be expanded.

Objectives

1. Increase the number of grant proposals and improve coordination between Academic Affairs and Development.

- Responsibility: Vice President for Academic Affairs and Special Assistant for External Affairs
- Time Period: August 1988
- New Resources: \$2,500

The recently reported decline in grants at SWT is a cause for serious concern. External grants not only bring additional funds into the University, but they also provide a unique

opportunity for faculty growth and development. During the Spring of 1987 a university-wide task force will be appointed to review present grant procedures and to develop suggestions for specific steps that could be taken to encourage and support greater grant activity. The report of the task force will be considered by the Vice Presidents' Council and the Executive Council and where possible steps will be taken to improve the internal climate for grant activity.

2. Increase endowed fund yields by \$100,000 according to frequency and/or time-period.

- Responsibility: Vice President for Finance and Management
- Time Period: August 1989
- New Resources: None

Changes in investment strategies may enhance fund yields. Examination of alternatives will be undertaken and appropriate steps implemented to obtain maximum yields on invested funds.

3. Implement an institutional Public Relations/Communication Plan for SWT.

- Responsibility: Vice President for Student and Institutional Relations
- Time Period: August 1988
- New Resources: \$50,000

The plan will include:

- a. Central message/themes
- b. Programs/people illustrating the themes
- c. Media placement strategy
- d. Advertising placement plan
- e. Student recruitment publications plan, to include nontraditional students.

GOAL: Strengthen our partnership with the Alumni Association with an eye to increasing alumni giving by 300 percent.

No institution can become great without the active support of former students. The association must be expanded and efforts to heighten support must be undertaken. Strengthening ties to the Alumni Association must be undertaken among both former and current students. Without the commitment and

spirit of these prospective members of the Alumni Association progress will be limited.

Objectives

1. Establish a viable statewide system of alumni and parent chapters, with a few selected chapters outside of Texas.

- Responsibility: Special Assistant for External Affairs
- Time Period: August 1989
- New Resources: \$75,000

2. Expand Homecoming and Alumni Weekend activities and add class receptions honoring alums.

- Responsibility: Special Assistant for External Affairs
- Time Period: December 1989
- New Resources: \$15,000

3. Increase Alumni Century Club by 15% for each of the next three years.

- Responsibility: Special Assistant for External Affairs
- Time Period: December 1989
- New Resources: None

4. Increase funding for Athletics by 15 percent from sources other than student service fees.

- Responsibility: Executive Vice President
- Time Period: September 1988
- New Resources: None

Expanded fund-raising efforts through Bobcat Club will increase gifts to Athletics. An additional sum in gate revenues will be raised through increased efforts by coaches, cheerleaders, and Bobcat Club members.

5. Upgrade Hillviews.

- Responsibility: Vice President for Student and Institutional Relations and the Special Assistant for External Affairs
- Time Period: December 1988
- New Resources: \$90,000 per year

Hillviews is the major communication device for Alumni. It must be improved in

readability, quality and frequency if our external funding goals are to be accomplished.

GOAL: Establish an effective staff development program.

Faculty and staff are the most basic and important elements of the educational delivery system. Staff development is a function of individual enhancement, recognition and career opportunity. We must continue faculty and staff development, training and support activities currently in place and develop new programs to meet underserved and new needs. Programs to strengthen the recognition of outstanding employee performance need to be developed. Where appropriate, career ladders need to be established. The job classification system needs to be evaluated and validated and salaries should be reviewed and brought to a market level to the extent that available funds allow.

Emphasis:

- Develop and support programs and activities designed to promote employee development and recognition.
- Implement measures necessary to provide appropriate salaries and job classifications for all employees.
- Achieve a balance between staffing levels and workload.

Objectives:

1. Establish 208 new faculty positions to reduce the student-faculty ratio and make every effort to reduce the teaching load as well.

- (See Objective 1 under student/faculty ratio goal, page 52.)

2. Improve the working conditions for staff by ascertaining an equitable workload through comparison of staffing levels at similar universities.

- Responsibility: Vice President for Finance and Management
- Time Period: May 1988
- New Resources: None

With the assistance of Planning and Analysis, design a uniform measurement survey for all major university staff offices to periodically verify the adequacy of staffing levels based upon reasonable assumptions regarding workload per person.

3. Adjust staffing levels to reflect an equitable assumption of workload by each individual with his or her functional area.

- Responsibility: Vice President for Finance and Management

- Time Period: September 1990
- New Resources: \$1.75 million

Our responsibilities to the staff should include not only their relative pay and a fair wage and salary system, but also an independent assurance that the productivity expected of our staff is not unfairly in excess of other similar staffs.

4. Expand the job description and salary survey program to include unclassified personnel.

- Responsibility: Vice President for Finance and Management
- Time Period: March 1987
- New Resources: \$93,000

Southwest Texas State recently reviewed classified position descriptions and salary levels. Expanding this program to include all staff employees is needed to assure fair remuneration and job tasks for all staff employees.

5. Adjust all staff salaries to market determined level.

- Responsibility: Vice President for Finance and Management
- Time Period: May 1989
- New Resources: \$350,000

Southwest Texas State staff salaries have been a growing concern. The \$350,000 annual cost reflected is an estimate of what it would cost to bring classified salaries to 95% market and unclassified and administrators to 90% market. This would be an important first step toward equity in our salary plan.

6. Establish within the University pay plan a mechanism that will materially differentiate the pay of an employee who has continuously performed at an outstanding level versus an employee just entering the University's workforce.

- Responsibility: Vice President for Finance and Management
- Time Period: August 1988
- New Resources: None

We believe generally that individuals who have performed their jobs for several years are more efficient than those who have not. Our pay plan does not currently recognize this. We want to incorporate a system -- similar to the federal civil service system -- which does recognize continued outstanding performance through pay differentiation.

7. Establish career ladder systems to encourage the growth and retention of staff within selected

professional specialties.

- Responsibility: Vice President for Finance and Management
- Time Period: September 1987
- New Resources: None

We have long wrestled with the career ladder concept and we need to identify applicable professional specialties where such a concept is viable.

8. Evaluate and assess the Faculty Advancement Center with regard to the need for developmental activities related to teaching effectiveness and scholarly productivity.

- Responsibility: Vice President for Academic Affairs and Dean of General
- Time Period: August 1988
- New Resources: \$4,000

The Faculty Advancement Center has served as a valuable resource for faculty members, but has been in operation long enough to warrant a program review. The Vice President for Academic Affairs will ask the Dean of the College of General Studies and the Dean of Graduate Studies and Research to conduct a program review directing special attention to the need for expansion of these kinds of developmental activities. A report will be due to the Vice President by August 1988.