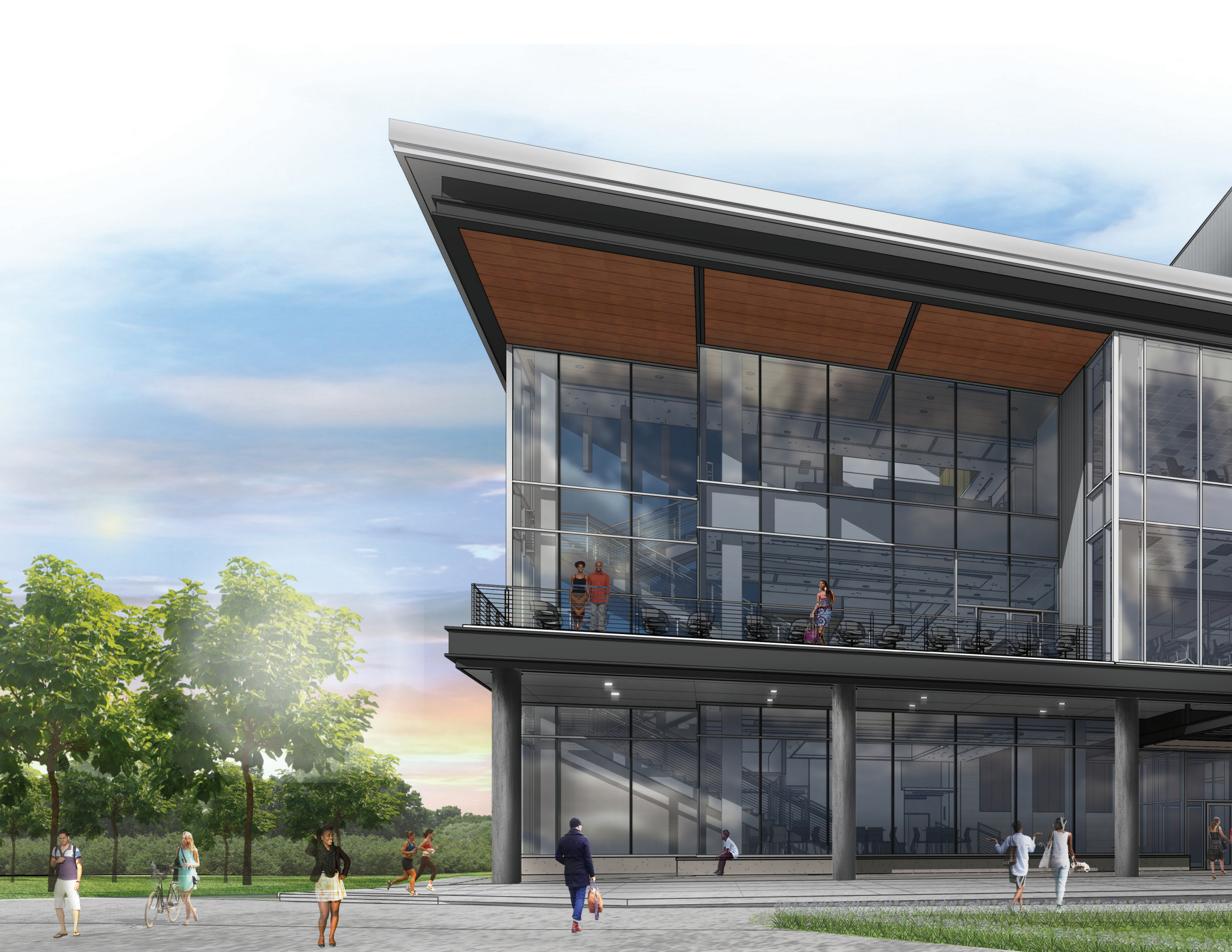


TEXAS A&M UNIVERSITY CENTRAL TEXAS



strategic plan

2018-2022





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President's Message

More than three decades before the legislative confirmation of Texas A&M University-Central Texas (A&M-Central Texas) as a stand-alone institution, the citizens of Central Texas began their long journey toward its creation. This journey first led to the formation of two private institutions, the American Technological University and the University of Central Texas, followed by the establishment of a University System Center administered by Tarleton State. Finally, their perseverance was rewarded in May 2009 when a new public university was approved as a member of The Texas A&M University System, one of the largest systems of higher education in the nation.

In each of these iterations, the institution's mission has evolved, clarifying its purpose as a “public, upper-level university offering baccalaureate and graduate degrees” through “high quality, rigorous, and innovative educational programs” and “exceptional teaching, service, and applied scholarship” for a broadly “diverse student population” with sometimes limited opportunities for educational attainment. In the most practical sense, A&M Texas A&M University-Central Texas is a model transfer institution, committed to:

- **Improving** access and completion through close and continuous engagement with partner community colleges;
- **Avoiding** the duplication of effort and the wasteful accumulation of non-transferrable hours at the lower-division level, which increase costs while delaying degree completion; and
- **Raising** the educational level of the region by cooperatively building well-defined transfer pathways to baccalaureate and graduate degrees.

To fulfill this mission and steer development, A&M-Central Texas embarked on an ambitious strategic planning initiative that engaged faculty and staff in the production of an inaugural Five-Year Strategic Plan: 2011-2015. This dynamic plan guided the university for seven years, providing consistency in vision during a transformative period. The creation of this most recent strategic plan, entitled Five-Year University Strategic Plan, A Pathway Toward Excellence, 2018 to 2022, draws on this foundation, while plotting new avenues for growth.

This plan defines five imperatives essential to the maturation of a fledgling university: academic excellence, student success, community engagement, access and pathways to higher education, and diversity and inclusion. Each imperative contains strategic goals, key performance indicators, and the titles of the individuals responsible for implementation. While thoughtfully mapped, this plan remains clearly dynamic, open to innovation, and positioned to nurture the unique collaborations that are essential to this university's future.

MARC A. NIGLIAZZO, PhD

Inaugural President

MISSION + VISION

mission

Texas A&M University-Central Texas is a public, upper-level university offering baccalaureate and graduate degrees important to the region and the state. It is committed to high quality, rigorous, and innovative educational programs delivered in a variety of instructional modes to a diverse student population through exceptional teaching, service, and applied scholarship. With an emphasis on community engagement, the university employs emerging technology to enhance student learning and to nurture its partnerships with regional community colleges, the military presence in its region, and the community at large.

vision

Texas A&M University-Central Texas will achieve national recognition as an upper-level university, offering high quality and affordable undergraduate and graduate educational programs to address regional and statewide needs.

CORE VALUES

values

EXCELLENCE & ACHIEVEMENT

We strive to continuously improve, innovate, and exceed expectations.

COMPASSION

We care about the feelings of others. When others are suffering, we empathize and offer help.

INTEGRITY

We conduct ourselves in an ethical and respectful manner.

KNOWLEDGE

We provide educational experiences to encourage lifelong learning and intellectual curiosity.

DIVERSITY

We respect and value both differences and similarities in our students, co-workers, and other stakeholders.

INITIATIVE

We encourage the involvement and the contribution of each employee. We create a workplace where every employee can share a sense of ownership.

COLLABORATION

We develop and maintain partnerships to serve the needs of our students, faculty, staff, and external stakeholders.

ABOUT THE TEXAS A&M UNIVERSITY SYSTEM

TEXAS A&M UNIVERSITY-CENTRAL TEXAS (A&M-CENTRAL TEXAS)

The Texas A&M University System is one of the largest systems of higher education in the nation, with a budget of \$4.55 billion. Through a statewide network of 11 universities and seven state agencies, the Texas A&M System educates more than 148,000 students and makes more than 22 million additional educational contacts through service and outreach programs each year. System-wide, research and development expenditures exceeded \$972 million in FY 2016 and helped drive the state's economy.

A&M-Central Texas traces its roots back to 1973, when the American Technological University (ATU) was formed. In September of 1973, more than 30 years before it would become known as A&M-Central Texas, ATU opened its doors, marking an historical effort on behalf of the citizens of this region to establish an upper-division institution in Central Texas. While the early curriculum placed a great deal of emphasis on technological programs—offering baccalaureate degrees in subjects such as general technology, computer science, and industrial technology—ATU progressed toward the liberal arts as it grew, adding degrees in counseling, psychology, criminal justice, and social work. This led ATU to officially change its name to the University of Central Texas (UCT) in September 1989. ATU experienced a concurrent growth in enrollment, from approximately 550 students in 1988 to more than 1,000 in 1997. In October of 1998, the Texas Higher Education Coordinating Board (THECB) supported a proposal from Tarleton State University to create a university system center in Central Texas. UCT gifted more than \$7 million in assets to Tarleton State University to facilitate the formation of this new institution.

A&M-Central Texas was established on September 1, 1999, as Tarleton State University-Central Texas, and became a stand-alone university on May 27, 2009, one of 11 universities within the A&M System. A&M-Central Texas is an upper-level institution offering the junior- and senior-level coursework needed to successfully complete baccalaureate degrees, and all coursework leading to the completion of graduate degrees, to include master's and specialist programs. A&M-Central Texas became a separately accredited institution in June 2013 through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), retroactive to January 1, 2013.

University System

POPULATION

The student population at A&M-Central Texas is diverse and growing. The institution currently serves over 2,600 students, a 19.7% increase in headcount and a 44.9% increase in full-time equivalent (FTE) students compared to Fall 2009. In Fall 2016, 43% of students reported that they were White; 23% reported they were Black or African American; 21% reported they were Hispanic or Latino; and 13% reported that they were Asian, Pacific Islander, Native American, or other. More than 4,800 students have graduated with a baccalaureate or graduate degree since 2009.

A&M-Central Texas is located on 672 acres of beautiful land at the intersection of State Highway 195 and State Highway 201 in Killeen, Texas. The U.S. Army transferred this land to the A&M System in the summer of 2009. In addition to classes on the main campus, classes are also offered at the East Williamson County Higher Education Center in Hutto, Texas. The university provides a wide range of flexible course schedules, including online, hybrid, evening, and weekend classes.

Full-time faculty, advisors, and support staff are available to assist students with admission, financial aid, degree plans, and career planning. As an upper-level institution, A&M-Central Texas has developed agreements with Central Texas College, Temple College, Texas State Technical College-Waco, and Austin Community College to enable a seamless transfer without the loss of credits. In addition, A&M-Central Texas faculty and staff actively engage in dialog with representatives from area community colleges to monitor instructional need and to ensure appropriate access to educational opportunities at all levels.



25 undergraduate and 19 graduate degree programs

DEGREE PROGRAMS

A&M-Central Texas offers 25 undergraduate and 19 graduate degree programs.

Bachelor of Arts (B.A.) in:

- English
- History
- Political Science

Bachelor of Applied Arts and Sciences (B.A.A.S.) in:

- Business Management

Bachelor of Business Administration (B.B.A.) in:

- Accounting
- Computer Information Systems
- Finance
- Human Resource Management
- Management
- Marketing

Bachelor of Science (B.S.) in:

- Aviation Science (Aviation Management)
- Aviation Science (Professional Pilot)
- Biology
- Computer Information Systems
- Computer Science
- Criminal Justice
- Exercise Physiology and Human Performance
- Interdisciplinary Studies
- Liberal Studies
- Mathematics
- Political Science
- Psychology
- Sociology

Bachelor of Science in Nursing (B.S.N.) in:

- Nursing (RN to B.S.N.)

Bachelor of Social Work (B.S.W.) in:

- Social Work



Master of Arts (M.A.) in:

- History
- Political Science

Master of Arts (M.A.) in:

- Teaching

Master of Business Administration (M.B.A.) in:

- Business Administration

Master of Criminal Justice (M.C.J.) in:

- Criminal Justice

Master of Education (M.Ed.) in:

- Counseling
- Curriculum and Instruction
- Educational Leadership
- Higher Education Leadership

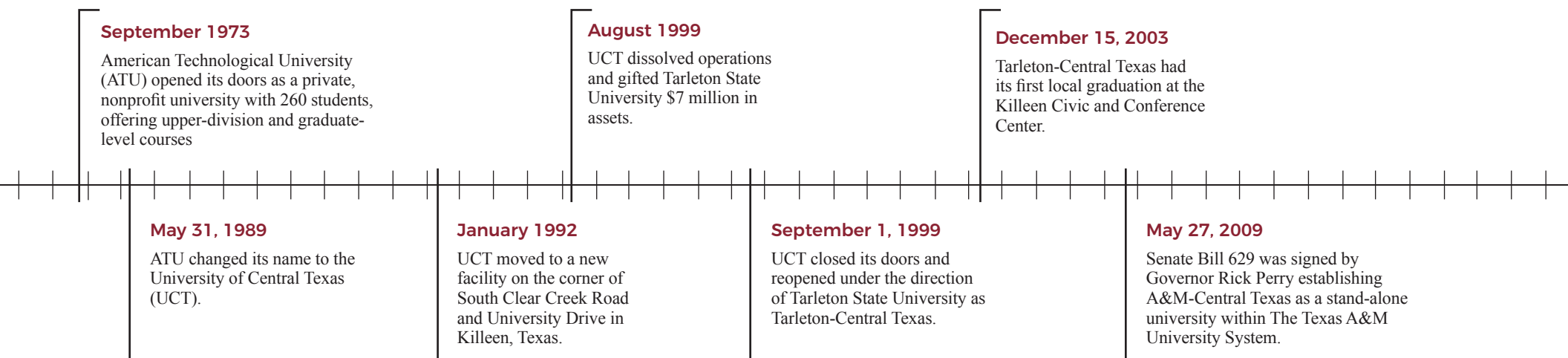
Master of Science (M.S.) in:

- Accounting
- Clinical Mental Health Counseling
- Educational Psychology
- Human Resource Management
- Information Systems
- Liberal Studies
- One Planet Leadership
- Marriage and Family Therapy
- Mathematics

Specialist in School Psychology (S.S.P.) in:

- School Psychology





time

May 27, 2009

Senate Bill 629 was signed by Governor Rick Perry establishing A&M-Central Texas as a stand-alone university within The Texas A&M University System.

December 11, 2009

A&M-Central Texas held its first commencement exercises at the Bell County Expo Center, graduating its inaugural class.

August 26, 2010

A&M-Central Texas broke ground on the first building on the new campus, Founders Hall.

May 24, 2012

The university held the grand opening of Founder's Hall, and the groundbreaking for Warrior Hall.

September 4, 2009

The U.S. Army transferred 672 acres of land to The Texas A&M University System that would later become the home of A&M-Central Texas.

April 30, 2010

Dr. Marc A. Nigliazzo was named Inaugural President of A&M-Central Texas.

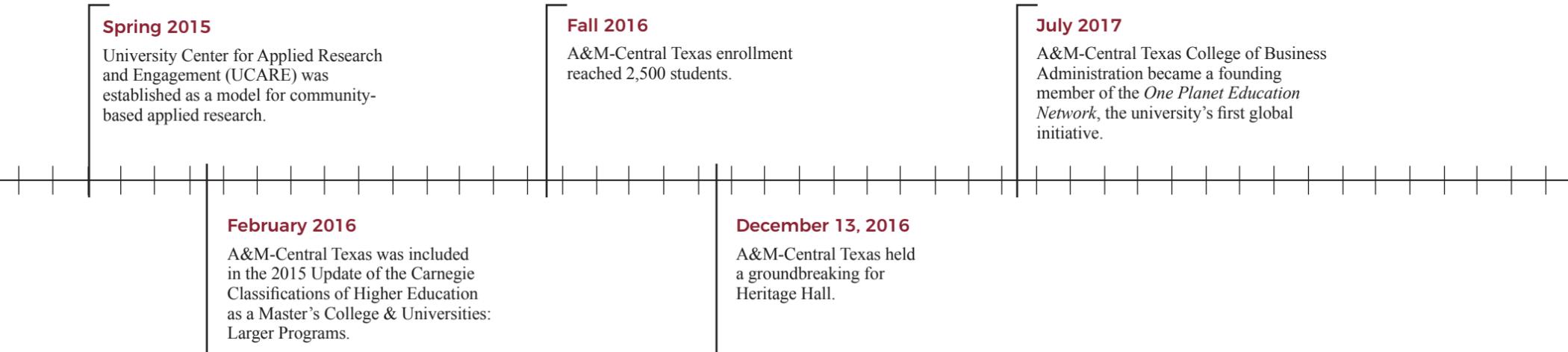
Fall 2011

A&M-Central Texas enrollment reached 2,000 students..

June 2013

The Southern Association of Colleges and School Commission on Colleges (SACSCOC) granted A&M-Central Texas separate accreditation, retroactive to January 1, 2013.

Timeline



Spring 2015

University Center for Applied Research and Engagement (UCARE) was established as a model for community-based applied research.

Fall 2016

A&M-Central Texas enrollment reached 2,500 students.

July 2017

A&M-Central Texas College of Business Administration became a founding member of the *One Planet Education Network*, the university's first global initiative.

February 2016

A&M-Central Texas was included in the 2015 Update of the Carnegie Classifications of Higher Education as a Master's College & Universities: Larger Programs.

December 13, 2016

A&M-Central Texas held a groundbreaking for Heritage Hall.



development of t

Texas A&M University-Central Texas (A&M-Central Texas) embarked on an ambitious strategic planning initiative in 2010 that led to the development of the inaugural university strategic plan, **Five-Year Strategic Plan: 2011-2015**. This strategic plan was used to set the university's direction and priorities and to focus its energy and resources, ultimately strengthening its operations, from 2011 through 2017.

The university's new strategic plan, entitled ***Five-Year University Strategic Plan, A Pathway Toward Excellence, 2018 to 2022***, was developed between 2015 and 2017. The strategic planning process, led by President Marc A. Nigliazzo, was introduced at Spring Convocation on January 15, 2015. President Nigliazzo requested that the University Council serve as the steering committee for the strategic planning process. The Provost and Vice President for Academic and Student Affairs and the Vice President for Finance and Administration were appointed as co-chairs for this initiative.

The steering committee began the strategic planning process by examining trends in higher education on a local, national, and global basis to determine what forces were driving educational change. The committee also conducted a university-wide strengths, weaknesses, opportunities, and threats (SWOT) analysis and an environmental scan. The strategic planning process was further guided by the following documents:

- Assessment of the A&M-Central Texas University Strategic Plan (2011-2015);
- 2016 Assessment of the A&M-Central Texas University Strategic Plan (2011-2015);
- Stamats, Inc. New Academic Program Assessment (November 22, 2016);
- The Texas Higher Education Strategic Plan: 60x30TX (2015-2030); and,
- The Texas A&M University System Board of Regents Strategic Plan (2016-2021), approved by the Board of Regents at their regularly scheduled meeting on November 10, 2016.

the strategic plan

After reviewing the gathered information, the university developed new mission and vision statements, along with imperatives, goals, strategies, and key performance indicators. Additionally, to ensure that the university could track the achievement of the plan, performance measures were tied to each goal and strategy.

Input from key constituencies was central to the strategic planning process. To this end, members of the steering committee requested feedback from faculty, staff, and students in their respective areas as each component of the strategic plan was developed. Updates regarding the status of the strategic plan were provided to faculty and staff each fall and spring during convocation. Once the initial draft of the strategic plan was completed, a copy was sent electronically to all faculty, staff, and students, ensuring that everyone had the opportunity to be involved in the process.

As the strategic plan neared finalization, copies of the plan were sent to Faculty Senate, Staff Council, and the Student Government Association for their final review and approval. The plan was also sent to the Alumni Association, the President's Regional Advisory Council, the University Foundation Board, the Economic Development Council, and the Off Campus Development Committee for feedback.

A&M-Central Texas' Five-Year University Strategic Plan, A Pathway Toward Excellence, 2018-2022 represents the combined efforts of the university community, including faculty, staff, students, and critical external stakeholders. The process was designed to be collaborative, transparent, and inclusive in order to build consensus and to ensure involvement and commitment across all stakeholders. It is our expectation that this strategic plan will provide direction and establish priorities for the institution. Moreover, we believe the articulated goals will strengthen and enhance the university culture and promote further growth as A&M-Central Texas develops into the quality institution that the document envisions.

summary

IMPERATIVES AND STRATEGIC GOALS



imperative:

One: ACADEMIC EXCELLENCE

- 1.1 Develop and offer outstanding undergraduate and graduate programs that promote intellectual and personal growth, enhance student success, and respond to regional and statewide needs.
- 1.2 Recruit, develop, and retain an outstanding faculty and staff that embody the core values of the university and support its mission.
- 1.3 Provide a research infrastructure that supports the growth of applied research, creative activities, and scholarship.

Two: STUDENT SUCCESS

- 2.1 Promote degree completion and graduation rates through outstanding curricular and co-curricular programs, and by enhancing support for scholastic achievement and student success.
- 2.2 Collaborate with community and technical college educational partners to align academic program transfer pathways.

Three: COMMUNITY ENGAGEMENT

- 3.1 Prepare educated and engaged citizens that contribute to their communities and enhance the vitality of the region.
- 3.2 Serve as a central hub for building regional partnerships and supporting community-based research to advance defined social and economic initiatives.

Four: ACCESS & PATHWAY TO HIGHER EDUCATION

- 4.1 Optimize the delivery of instruction and support services to support a highly mobile student population.
- 4.2 Provide a high-quality education at an affordable price to support access to higher education for all qualified students that meet admission standards.

Five: DIVERSITY & INCLUSION

- 5.1 Promote an inclusive, accessible, diverse, and equitable campus climate that supports all members of the university community.
- 5.2 Attract and retain a diverse and qualified student body consistent with our mission.

IMPERATIVE ONE: ACADEMIC EXCELLENCE

One

Strategic Goals

- 1.1 Develop and offer outstanding undergraduate and graduate programs that promote intellectual and personal growth, enhance student success, and respond to regional and statewide needs.
- 1.2 Recruit, develop, and retain an outstanding faculty and staff that embody the core values of the university and support its mission.
- 1.3 Provide a research infrastructure that supports the growth of applied research, creative activities, and scholarship

Strategies

Goal 1.1

Maintain SACSCOC regional accreditation.

Establish a plan for securing discipline-specific accreditation in Business (AACSB), Clinical Mental Health Counseling (CACREP), Marriage and Family Therapy (COAMFTE), and Education (CAEP).

Maintain discipline-specific accreditation in Nursing (CCNE), Social Work (CSWE), and Business (ACBSP).

Build and maintain high quality classrooms, laboratories, library space and collections, and other learning spaces and resources on campus.

Implement best practices in face-to-face, hybrid, and online learning.

Enhance support services for faculty developing courses that use technology-enhanced learning.

Expand the current student learning outcomes assessment process into an ongoing research-based planning and evaluation process.

Continue to identify measures, evaluate data, and develop implementable improvements in academic and research programs.

Implement the university's Quality Enhancement Plan.

Obtain approval to offer five (5) new academic programs by 2022.

Goal 1.2

Build and maintain a competitive salary structure and benefits package.

Provide an environment that promotes work-life balance.

Goal 1.3

Strengthen infrastructure and funding to support faculty and students engaged in applied research, creative activities, scholarship, and grant writing.

Maintain compliance with legal, regulatory, and ethical rules and standards for research.

Develop a risk management plan to protect the university's research infrastructure and prevent research loss.

Key Performance Indicators

Goal 1.1

Achieve a rating of “sufficient” on the Texas A&M University System Board of Regents Empower-U Student Learning Outcomes in the following general education core requirements: Communication, Critical Thinking, Discipline Specific, Integration of Broad Knowledge, Ethical Decision Making, and Globalization and Cultural Diversity by 2020.

Secure discipline-specific accreditation in Business (AACSB), Clinical Mental Health Counseling (CACREP), Marriage and Family Therapy (COAMFTE), and Education (CAEP) by 2022.

Offer three new undergraduate programs and two new graduate programs that meet regional and state needs by 2022.

Goal 1.2

Faculty salaries will be at or above the CUPA-HR Masters Large 40%.

Staff salaries will be consistent with the Texas A&M University System HR guidelines.

Increase the faculty and staff rating for the “Compensation, Benefits and Work/Life Balance” category in the Great Colleges to Work For Survey by 5% over the 2016 results by 2022.

The turnover rate for faculty and staff will be less than 5% annually for reasons related to salary, benefits, or dissatisfaction with position.

Goal 1.3

Growth in the number and award amount of grants will increase by 10% by 2022.

The number of student presentations at scholarly conferences will increase by 10% by 2022.

Responsible Persons

- Provost
- Vice President for Research and Economic Development
- Associate Provost and Associate Vice President
- Director of Graduate Studies
- Director of University Library
- Assistant Vice President of Technology Enhanced Learning
- College Deans and Chairs
- Director of Human Resources
- Director of the Faculty Center for Teaching and Learning
- Director of the Quality Enhancement Plan

IMPERATIVE TWO: STUDENT SUCCESS

two

Strategic Goals

- 2.1 Promote degree completion and graduation rates through outstanding curricular and co-curricular programs, and by enhancing support for student engagement, scholastic achievement and student success.
- 2.2 Collaborate with community and technical college educational partners to align academic program transfer pathways.

Strategies

Goal 2.1

Increase the number of high-impact educational practices in academic courses.

Support the use of high-impact educational practices through grants, professional development opportunities, and recognition in promotion.

Increase the use of predictive analytics to identify and assist students at risk for not completing degree requirements.

Enhance online academic and student support services for all students.

Enhance university traditions and spirit initiatives across the institution to deepen the connection that students, faculty, and staff have to the university.

Continue to identify valuable academic support programs for students including, but not limited to, early intervention, tutoring, career advising, and academic advising.

Develop university graduate student guidebook and provide resources to support graduate student success.

Increase student involvement in learner-centered, recreational, and co-curricular activities to develop leadership, career, and civic skills.

Expand career-oriented internship opportunities for students.

Expand study abroad opportunities for students.

Identify marketable skills relevant to each academic program.

Increase student awareness of marketable skills embedded in their academic programs.

Goal 2.2

Develop transfer pathways for every undergraduate degree program, in conjunction with community college partners.

Work with community college partners to increase student awareness of the advising and other university services offered on their campuses.

Key Performance Indicators

Goal 2.1

Increase the faculty rating for “Teaching Environment” in the *Great Colleges to Work For Survey* by 5% over the 2016 results by 2020.

Achieve an 80% placement rate (including employment, graduate school enrollment, and service placements) 90 days post-graduation by 2022.

First year retention rates will be 78% or higher by 2022.

Retention rates for graduate students will increase by 5% by 2020.

A cumulative total of 10,000 undergraduate and graduate degrees will be awarded by 2022.

Four-year graduation rates for two-year transfers will be 80% by 2022.

Students will identify curricular and co-curricular programs that promote student success on annual Student Affairs surveys.

Goal 2.2

Transfer pathways will be developed for all undergraduate programs with Central Texas College by 2018, Temple College by 2019, and Austin Community College by 2020.

Marketing materials will be developed that provide prospective students from our community college partners with information on advising and other university services offered on the community college campus.

Responsible Persons

- Provost
- Director of Marketing/Communications
- Executive Director for Enrollment Management
- Associate Provost and Associate Vice President
- Director of Graduate Studies
- Dean of Student Affairs
- Director of the University Library
- Director of the University Writing Center
- Director of the Quality Enhancement Plan
- Director of Advising and Retention

IMPERATIVE THREE: COMMUNITY ENGAGEMENT

three

Strategic Goals

- 3.1 Prepare educated and engaged citizens that contribute to their communities and enhance the vitality of the region.
- 3.2 Serve as a central hub for building regional partnerships and supporting community-based research to advance defined social and economic initiatives.

Strategies

Goal 3.1

- Provide resources to support faculty in community engagement and to develop service-learning courses.
- Develop a recognition program for faculty, staff, and students participating in community and civic engagement initiatives.
- Engage with the community to develop programs that complement students' curricular and co-curricular activities.
- Expand and strengthen the relationships between the Office of Career and Professional Development with business and industry in the outlying areas of our Central Texas region.
- Prepare to apply for the Carnegie Community Engagement Classification.
- Establish an Office of Civic and Community Engagement to coordinate and support community engagement activities on campus and in the community.

Goal 3.2

- Develop active community advisory boards for each college and professional program.
- Develop a regional, national, and global advisory board for online programs.
- Establish a strong infrastructure for the University Center for Applied Research and Engagement (UCARE).
- Increase the number of faculty and staff serving on local, state, and national boards or professional organizations by 20% by 2022.

Key Performance Indicators

Goal 3.1

Achieve national recognition for community and civic engagement initiatives.

Increase the number of students participating in job fairs and internships by 10% by 2019.

Students will perceive that they are more engaged in the community when compared with the 2016 student cohort on the NSSE survey.

The Office of Civic and Community Engagement will develop a formal recognition and reward process for faculty, staff, and students engaging in community and civic engagement initiatives by 2020.

Goal 3.2

Each college and professional program will have an active community advisory board by 2020.

UCARE will become self-sustaining by 2022.

Responsible Persons

- Provost
- Dean of Student Affairs
- College Deans
- Vice President for Research and Economic Development
- Director of the University Library
- Director of UCARE

IMPERATIVE FOUR: ACCESS & PATHWAY TO HIGHER EDUCATION

four

Strategic Goals

- 4.1 Optimize the delivery of instruction and support services to support a highly mobile student population.
- 4.2 Provide a high-quality education at an affordable price to support access to higher education for all qualified students that meet admission standards.

Strategies

Goal 4.1

Offer an optimal mix of courses using a variety of course delivery modes to facilitate the timely completion of graduation requirements.
Maintain two-year course rotations on the Web to facilitate the timely completion of graduation requirements.

Goal 4.2

Build operating efficiencies through the responsible management of human, financial, and physical resources.
Utilize university facilities as efficiently as possible to optimize space in support of academic programs.
Strategically use differential tuition in programs that exceed the median cost of most degree programs to both provide significant enhancements to the learning experience of majors and to maintain the academic quality of the faculty and the degree.

Key Performance Indicators

Goal 4.1

85% of undergraduate students will graduate with no greater than twelve (12) excess credit hours of the minimum degree requirements (not including remedial/developmental technical and vocational courses).
85% of graduate students will graduate with no greater than six (6) excess credit hours of the minimum degree requirements.
80% of undergraduate and graduate students will indicate that they were satisfied or highly satisfied with course offerings and course delivery modes to facilitate timely completion of graduation requirements.

Goal 4.2

More than 60% of first generation students will graduate.

More than 70% of students designated as military affiliated will graduate.

More than 60% of Pell-eligible students will graduate.

Increase headcount enrollment to 3000 students and FTE enrollment to 2200 by 2020.

Administrative costs will be no more than 10% of the operating budget by 2022.

Classroom space usage efficiency scores will be 75 points for both classroom and laboratory spaces.

Increase the percentage of externally funded student scholarships by a minimum of 5% annually.

Designated and differential tuition and fees will be compared annually with other state institutions in Texas and will remain in the lowest quartile.

Responsible Persons

- Vice President for Finance and Administration
- University Foundation
- Provost
- College Deans and Chairs
- Assistant Vice President for Technology Enhanced Learning
- Executive Director of Enrollment Management
- Executive Director of Advancement and Alumni Association

IMPERATIVE FIVE: DIVERSITY & INCLUSION

five

Strategic Goals

- 5.1 Promote an inclusive, accessible, diverse, and equitable campus climate that supports all members of the university community.
- 5.2 Attract and retain a diverse and qualified student body consistent with our mission.

Strategies

Goal 5.1

- Design a comprehensive plan that will guide campus diversity efforts.
- Begin developing international partnerships to increase the number of international students attending the university.
- Strengthen the university's multicultural programming.
- Identify and employ external assessments to monitor the work environment, and use data for continuous improvement in the work climate.
- Provide a healthy, accessible, safe, and secure environment for the entire campus community.
- Develop an infrastructure—including student housing, expanded food services, and increased on-campus job opportunities—that will enable more students to attend A&M-Central Texas.
- Provide openings for more non-exempt staff to be actively involved in university committees.

Goal 5.2

- Recruit and retain a diverse faculty and staff.
- Enroll and retain a diverse student population.

Key Performance Indicators

Goal 5.1

The faculty and staff ratings for the “Job Satisfaction/Support” category in the *Great Colleges to Work For Survey* will increase by 3% over the 2016 results by 2022.

The faculty and exempt professional staff ratings for the “Respect and Appreciation” category in the Great Colleges to Work For Survey will increase by 5% over the 2016 results by 2022.

The overall rating for the “Fairness” category in the *Great Colleges to Work For Survey* will increase by 3% over the 2016 results by 2022.

The number of staff serving on university committees, especially below the level of director, will increase by 25% by 2020.

Goal 5.2

The university will enroll and retain a student population that reflects the demographic diversity of the Central Texas region.

The International student population will increase by 5% by 2022.

Responsible Persons

- President
- Provost
- Vice President for Finance and Administration
- Vice President for Research and Economic Development
- Dean of Student Affairs
- Assistant Vice President for Technology Enhanced Learning
- Director of the University Library
- University Diversity Committee
- Executive Director of Enrollment Management
- Director of Human Resources
- Director of Advising and Retention
- Staff Council
- Faculty Senate

TEXAS A&M UNIVERSITY CENTRAL TEXAS

UNIVERSITY STRATEGIC PLANNING COMMITTEE

Texas A&M University-Central Texas is deeply grateful to the University Strategic Planning Committee for their efforts in shaping this strategic plan and for seeking feedback from faculty, staff, and students in their respective units.

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Mr. Patrick Coggins

Dr. Troy Courville

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Dr. Brandon Griggs

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Mr. Todd Lutz

Ms. Ida MacDonald

Ms. Bridgit McCafferty

Mr. Randy McCauley

Dr. Marc Nigliazzo

Ms. Gaylene Nunn

Dr. Russ Porter

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