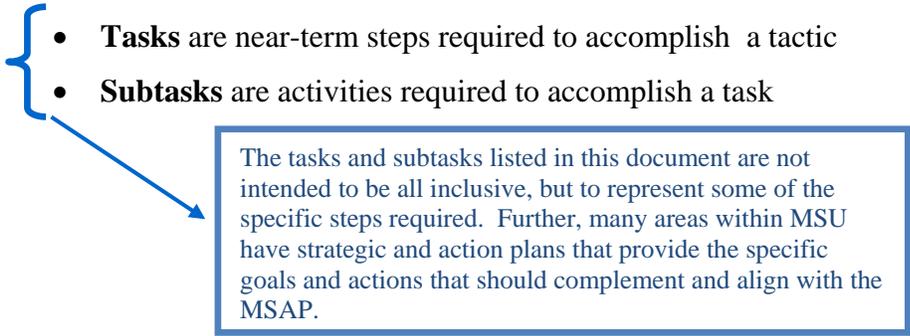


MSU Strategic and Action Plan

August 11, 2014

The MSU Master Strategic and Action Plan (MSAP) consists of goals, strategies, tactics, tasks, and subtasks. The purpose of the MSAP is to elaborate more fully the specific actions required to accomplish MSU's strategic goals. Listed below are the definitions used in this planning process.

- **Goals** provide long-term focus and are broad statements of what the organization hopes to achieve.
- **Strategies** describe a general approach or method for attaining goals.
- **Tactics** are the specific actions that will be taken in order to execute the strategies.
- **Tasks** are near-term steps required to accomplish a tactic
- **Subtasks** are activities required to accomplish a task



The tasks and subtasks listed in this document are not intended to be all inclusive, but to represent some of the specific steps required. Further, many areas within MSU have strategic and action plans that provide the specific goals and actions that should complement and align with the MSAP.

Next steps

Once a completed plan is prepared, priorities will be determined, individuals will be assigned to carry out the plan, and due dates will added. In addition, performance measures will be identified and added where appropriate.

Strategic Factors to Consider

The strategic direction of MSU is affected by a variety of factors, both favorable and unfavorable. Some of these factors are listed in this section. The strategies and tactics listed in the next section are designed to take advantage of or address these factors.

Favorable Factors

- Demand for higher education in the United States from prospective students in developing countries continues to be strong, although the combination of changes in the global economy and competition among universities for students has reduced demand. Demand is highest for majors in the STEM programs, especially computer science and engineering.
- Emergent occupations increasingly demand knowledge across multiple disciplines. Data analytics, for example, requires knowledge of computer science, statistics, information systems, and business. Analytical finance programs frequently bridge computer science, information systems, finance, statistics, and business strategy. This creates an opportunity to develop niche programs or concentrations to attract students.
- The college-age population continues to grow in Texas, increasing the number of potential students.
- Although the economic recovery will continue to be slow, additional cuts in state funding are less likely.
- The Bureau of Labor Statistics forecasts rapid growth in health-care jobs, especially nursing, will continue through 2022. While there is job growth forecasted for computer science, engineering, and science occupations, the forecasts of job openings for those occupational categories are not among the top ten.
- MSU is a significant asset for the local region and there is potential for increasing support from different stakeholder groups in the region.
- Changes in science and technology create a need for both credit and noncredit educational programs tailored to meet the need for continued learning.
- The safe and intimate campus setting of MSU will continue to have appeal for those seeking a more personal college experience.
- The changing face of higher education, including further incorporation of technology, opens the door for research and innovation.
- MSU has a number of outstanding academic programs that strengthen the university's ability to sustain itself financially and recruit students.
- MSU has faculty and staff members who are deeply committed to the university and who work very hard to ensure the success of the university.

Unfavorable factors

- The capacity to take advantage of potential areas of growth and new program development is constrained by limits in investment capital.
- Current workload demands of existing faculty and staff limit the time available for creating new programs or other initiatives.
- The change in the mix of sources of operating funds to increased dependence on tuition requires an increased attention to student relations and the development of alternative sources of funds.
- Enrollment growth is slow, and retention of new college admissions to degree completion is somewhat low compared to national averages.
- There is an increasing competition for students from numerous entities. The expansion of on-line offerings across universities has added further competition. In addition, there is increasing entry of low-cost programs among on-line providers.
- Many students lack preparation for college work, including weak mathematics and writing skills, as well as poor study habits. As such, the costs of new students are increased because of the need for additional resources to ensure student retention and success.
- MSU has a limited ability to adapt quickly as a result of outside constraints including accreditation and state requirements. Internal inertia and a lack of cross-functional collaboration further limit adaptability.
- Ever increasing demands for new technology to meet students' expectations require further investment in infrastructure and equipment.
- The rapid pace of changes in technology and substantive content in many academic disciplines require increased investment in faculty and staff development to ensure up-to-date knowledge and skills.
- There is a lack of expertise in operations management and approaches that may improve efficiency across various functions.
- There is a lack of cross-unit coordination and collaborative problem solving to address problems that affect multiple campus stakeholders.
- A limited number of faculty and staff are oriented toward driving initiatives that are innovative and will address the need to respond to the changes in higher education.

Current Goals

The 2014-2015 goals for MSU are:

- Goal 1 – Increase Enrollment and Retention and Enhance the Student Experience
- Goal 2 – Strengthen Academic Quality and Reputation
- Goal 3 – Expand, Diversify, and Maximize University Resources
- Goal 4 – Recruit and Retain a Diverse, High-Quality Faculty and Staff
- Goal 5 – Increase the University's Visibility and Enhance Outreach and Engagement with Constituents on a Local, Regional, and State Level

Strategies and Tactics for 2014-2015 Academic Year	
The numbering structure is: Goal # is the first digit, the strategy number under a goal is the second digit, and so on.	Comments of Notes
Goal 1. Increase Enrollment and Retention and Enhance the Student Experience	
Strategy 1.1. Increase MSU's market penetration as an educational provider in areas beyond the Wichita Falls region with improved marketing and student recruitment activities.	
<p>Tactic 1.1.1. Develop capacity and impact analyses to determine the effects of different enrollment scenarios.</p> <p>Considerations: Increasing enrollment is one important way to generate revenue; however, increased enrollment also may have costs associated with it. Impact analysis should be done to make sure that increases are managed in a way that does not increase costs beyond the revenue benefits, and that ensures the capacity is available to accommodate enrollments.</p> <p>Fund/enhance infrastructure of support resources: Recognize specifically that recruitment efforts require commensurate retention programs and resources to maximize growth benefit, especially investing in first year program personnel and program enhancements.</p>	
<p>Tactic 1.1.2. Develop and implement a recruitment plan that increases the number and quality of students admitted at the undergraduate and graduate levels.</p> <p>Considerations: An increased pool of applicants should increase the number of applicants who are more qualified. As such, there should be an ability to improve the quality of students. Increasing the quality of students may be a cost reduction strategy, since higher quality students require fewer remedial resources. Further, we must make sure that Wichita Falls area students are targeted in all recruitment efforts even if their profile suggests they may choose an out-of-town institution.</p>	
<p>Task 1.1.2.1. Continue recruitment activities through vendor contract. More heavily utilize technological interaction in recruiting.</p> <p>Considerations: Conduct a cost/benefit analysis as a matter of routine—evaluate the return on investment.</p>	
Task 1.1.2.2. Identify strategies to make MSU more appealing to higher quality students.	
Subtask 1.1.2.2.1. Increase participation in the MSU Honors Program.	
Subtask 1.1.2.2.2. Increase prospective student pool to 150,000 students (100,000 seniors and 50,000 juniors).	
Task 1.1.2.3. Improve the campus visit experience.	
Tactic 1.1.3. Develop and implement a marketing plan to increase the visibility of MSU outside of the Wichita Falls' region and to market various academic programs.	

<p>Task 1.1.3.1. Enhance the budget for marketing activities.</p>	
<p>Task 1.1.3.2. Have Deans, Department Chairs, and Program Coordinators identify marketing strategies appropriate for specific academic programs.</p> <p>Considerations: Some students choose a university based on its reputation. Others choose a university because of distinct programs. Approaches to marketing may be quite different among programs because the student target may be different.</p>	
<p>Task 1.1.3.3. Increase the number of faculty involved in the student recruitment process.</p>	
<p>Task 1.1.3.4. Identify the distinctive attributes of MSU that distinguish it competitively and represents value for prospective students.</p> <p>Considerations: It is important to be clear on what distinguishes us from other campuses. The liberal arts moniker, while desirable, is not especially distinctive unless our approach to the core is different from other universities. Some other positive distinctions can be the setting (small, intimate campus), the value (quality of education for price), student orientation (faculty are around for students), distinctive program, (See above), and scholarships, to name a few. Student outcomes, of course, are very important, and data on student success is useful. Make sure this information is shared across the campus. This ties into the need for a more robust and innovative mechanism for campus communications that engender investment across campus and support a method for highlighting or showcasing that could inform marketing.</p>	
<p>Subtask 1.1.3.4.1. Conduct market research to identify program areas that may attract prospective students in the target market.</p> <p>Considerations: There are program areas that are in demand because they are areas in which employment is most likely. There are, however, also program areas that may be in demand for a variety of other reasons.</p>	

<p>Tactic 1.1.4. Streamline all application, registration, advising, and business operations into a totally paperless online system.</p> <p>Considerations: There are a number of inefficiencies in these processes. Further, even if the student experience is efficient, there are inefficiencies that burden students, advisors and faculty, and staff.</p> <p><i>Do an objective work flow analysis</i> from student admission through enrollment processes from student, staff, faculty, and administrators’ perspectives, i.e., university forum/focus group.</p> <p><i>Electronic Signatures</i> for everything advising related – overrides, holds, changing major, term advising, etc.</p> <p><i>Grant access</i> to student information and reports by role – not person.</p> <p><i>Explore ways to enhance</i> information and use accountability (avoid blanket restrictions whereby the exceptions become the rule).</p> <p><i>Streamlining</i> should include investing in advising software like <i>Agilegrad</i> that will assist Admissions, Registrar, Advisors and Academic Departments, i.e., degree audits, scheduling/course management and planning, as well as engaging and improving access to information for students.</p>	
<p>Task 1.1.4.1. Appoint a group of students, faculty, and staff to review processes and make recommendations.</p>	
<p>Task 1.1.4.2. Purchase and implement Degree Works.</p>	
<p>Task 1.1.4.3. Purchase and implement Workflow.</p>	
<p>Tactic 1.1.5. Increase the number of articulation agreements with two-year institutions.</p> <p>Considerations: It should be understood that an articulation agreement is just the beginning.</p>	
<p>Task 1.1.5.1. Build relationships and meaningful partnerships with two-year institutions.</p>	
<p>Task 1.1.5.2. Develop explicit transfer guidelines</p>	
<p>Task 1.1.5.3. Work to have more visibility at community colleges, particularly with Vernon College and North Central Texas College.</p>	
<p>Tactic 1.1.6. Develop and offer academic programs that have a distinctive focus and quality to attract students.</p> <p>Considerations: This is related to the strategy of market penetration. Recruiting students may involve tapping into market segments. For example, there are a number of public, charter, and private high schools that have a special focus such as math and science, health professions, or performing arts that may be excellent targets for program marketing, including interprofessional/interdisciplinary degrees and educational opportunities (e.g. degrees from one college with minors from another, and dual master’s degrees, etc.).</p>	

<p>Task 1.1.6.1. Evaluate each program, in part, on an ROI model.</p> <p>Considerations: Building a model that may not be misleading is very difficult. By definition, a liberal arts university provides a wide scope of programs, some with low ROI, but necessary to the mission. In business, the accounting department is a cost center with no ROI, but essential to operations.</p>	
<p>Task 1.1.6.2. Review current undergraduate and graduate programs to identify programs that have high enrollment potential</p> <p>Considerations: High enrollment potential programs are not just those programs currently in high demand, but also may be programs that have growth potential, but have not been adequately marketed and supported.</p>	
<p>Subtask 1.1.6.2.1. Determine if the required support is available to ensure that high potential undergraduate and graduate programs are of high quality.</p>	
<p>Subtask 1.1.6.2.2. Develop strategies to ensure support can be provided (See Goal 3).</p>	
<p>Task 1.1.6.3. Review existing course offerings to determine the feasibility of offering new programs, majors, or concentrations that do not require substantial additional resources.</p> <p>Considerations: New programs, majors, or concentrations do not necessarily require new courses. There are some constraints as a result of some program accreditations, but those constraints should not preclude finding ways to offer high potential programs without affecting program accreditation.</p>	
<p>Subtask 1.1.6.3.1. Utilize existing staff as adjunct faculty when qualified by SACS standards and approved by program faculty.</p>	
<p>Task 1.1.6.4. Provide resources for marketing and support of high enrollment potential programs.</p> <p>Considerations: As an example, encourage and work with engineering students to enroll in our MBA program.</p>	
<p>Tactic 1.1.7. Identify viable locations and targets for the cost-effective recruitment of International students.</p> <p>Considerations: The targets of International recruitment shift over time, and it is important to ensure that potential targets are reviewed periodically. Latin America, for example, may be a potential target.</p>	
<p>Task 1.1.7.1. Evaluate the return on investment of International recruitment efforts.</p> <p>Considerations: There are many benefits from International students, but it also is necessary to ensure that the costs associated with recruitment are offset by the benefits.</p>	

<p>Task 1.1.7.2. Ensure International students are adequately prepared to perform academic work.</p> <p>Considerations: Consider how this can be better assessed. It seems additional screening and support resources for language comprehension specifically, are needed.</p>	
<p>Subtask 1.1.7.2.1. Establish policies and procedures to address International students who may lack adequate foundational skills.</p>	
<p>Subtask 1.1.7.2.2. Ensure that all International students are oriented to the expectations and cultural norms within the university.</p>	
<p>Subtask 1.1.7.2.3. More fully integrate IELI into the academic life of the institution, so that students are more likely to matriculate.</p>	
<p>Subtask 1.1.7.2.4. Increase resources for the ongoing success and transition of international students.</p>	
<p>Strategy 1.2. Identify and implement activities that foster mentoring, advising, and enhanced student interaction with faculty, staff, and alumni.</p> <p>Considerations: New residence hall might contain 2-3 apartments for faculty. The same possibilities should be considered in current residence halls.</p>	
<p>Tactic 1.2.1. Gather information from faculty members to identify current approaches faculty members are using to engage students and approaches that faculty members may support to improve student/faculty engagement.</p>	
<p>Task 1.2.1.1. Actively identify best practices on the MSU campus for engaging students.</p> <p>Considerations: Many faculty members already are actively involved in student engagement. That said, to get more faculty engagement it is important to find out what types of activities faculty members would prefer and with which they have had success.</p>	
<p>Task 1.2.1.2. Develop a procedure/policy/mechanism to disseminate and act on gathered information (see Task 1.2.1.1.).</p>	
<p>Tactic 1.2.2. Gather information from students to identify approaches with which they have had a positive experience, and approaches they may support to improve student/faculty engagement.</p> <p>Considerations: Like faculty members, students may have particular interests and/or constraints that can affect engagement.</p> <p>Offer a university sponsored research project inviting students to participate. Form a student committee to research and report.</p>	

<p>Task 1.2.2.1. Conduct in-depth analyses of existing data to better profile the students who are not retained and/or are less engaged. Tie data from NSSE, CIRP and MAP-Works to other student data in order to examine the relationship of engagement and retention.</p> <p>Considerations: These data and student data from Banner can be connected to better profile students. Statistical analyses can be done to identify student clusters that may be more or less engaged, as well as identifying more specific factors that predict retention and engagement.</p>	
<p>Tactic 1.2.3. Improve academic advising by rewarding excellent faculty advisors, including professional advisors in the colleges, clarifying the role of the Mustang Advising Center (MAC), and integrating the MAC more effectively with the academic units.</p> <p>Considerations: Align with recommendations from THECB regarding institutional support: “Academic advising programs function most effectively only when they are well integrated into the life of the institution. (1) Each institution of higher education should include academic advising services in its strategic planning, policy development, and budgeting. Academic advisors should be involved in the planning and implementation of institutional initiatives that affect the provision of advising services. (2) Key advising personnel should be identified and tasked to lead the implementation of a comprehensive assessment of academic advising services. (3) Statutory mandates for students need to be facilitated by a collaborative institutional commitment that encourages the sharing of information.”</p> <p>Provide College level recognition of faculty and professional advisors. Have language included in Tenure and Promotion Policies regarding advising service. MAC—Broadening information sharing and enhance training services for new advisors from all colleges. The MAC could take newly hired faculty as interns for a semester and train them in advising.</p>	
<p>Tactic 1.2.4. Identify and integrate outstanding mentors, both faculty and students, into the first-year-experience program.</p> <p>Considerations: Peer leaders are currently included and hired at minimum wage with hours restricted to time in the classroom only and there are limited funds to buy supplies or materials for other activities or training. Peer leaders are an integral part of MWSU but resources to enhance and encourage social interaction could forward program components, including faculty guest speakers, opportunities to chat-Coffee with the Prof, Brown Bag lunches, etc.</p>	

<p>Tactic 1.2.5. Increase opportunities for Faculty/Student interactions outside of the classroom including undergraduate research, presentations, learning communities, and service learning and social activities.</p> <p>Considerations: OUT of classroom:</p> <ol style="list-style-type: none"> 1) Encourage faculty to sponsor group participation and attend campus activities and events with students. 2) Lead by example – If faculty will engage and interact with one another around interest areas/topics/activities/recreation...it may engender opportunities to include and extend to student involvement. EX: Organized interest-specific group activities open to students, staff, faculty e.g., travel opportunities, short excursions w/art, science, cultural themes, recreational, reading, competitions, etc. 	
<p>Task 1.2.5.1. Provide increased training and development opportunities for faculty and staff serving as student organization advisors.</p> <p>Considerations: Tactics 1.2.1 and 1.2.2 above are the foundations for these decisions.</p>	
<p>Tactic 1.2.6. Strengthen student engagement and foster a culture at MSU as a community of learners.</p>	
<p>Task 1.2.6.1. Expand learning communities.</p> <p>Considerations: Establish a <u>dedicated and funded faculty program for training and information</u> specifically to support learning community teaching models that foster access and opportunities to forward diverse efforts to build core courses linkages, multi-disciplinary perspectives, and enhance engaged and integrated learning opportunities for students.</p>	
<p>Subtask 1.2.6.1.1. Establish a position and resources for training, coordination, and expansion of learning communities.</p>	
<p>Task 1.2.6.2. Provide faculty training/support for learning communities.</p>	
<p>Task 1.2.6.3. Establish a common hour when an event could be shared with the whole campus.</p>	
<p>Task 1.2.6.4. Implement a university wide common read program(s) annually (currently part of MWSU 1233 curriculum) and offer related campus activities such as relevant travel opportunities, guest speakers, etc.</p>	
<p>Strategy 1.3. Offer an athletics program that characterizes a commitment to student academic and athletic success, integrity, gender equity, and engagement with the community.</p>	
<p>Strategy 1.4. Ensure students have access to up-to-date technological resources required for academic success.</p> <p>Considerations: This is an ever-changing target. The tactics that follow are near-term, but it also is important to look at long-term questions of MSU's capacity to stay up-to-date (See Tactic 1.4.3).</p>	

<p>Tactic 1.4.1. Expand current wireless to provide complete coverage in all buildings and as much outside coverage as is feasible.</p>	
<p>Tactic 1.4.2. Increase bandwidth to support growing student population and usage, as well as instructional activities such as webinars.</p>	
<p>Tactic 1.4.3. Develop an assessment of expected future technology needs for student support.</p> <p>Considerations: It is very difficult to forecast how technology will change, but it is necessary to anticipate future needs to the extent possible. The capital intensive nature of technology may require longer-term capital planning. In addition, although specifics may not be possible to identify, technology-related scenarios can be developed and be used as a basis for planning. The Information Technology Advisory Committee should take the lead in this process.</p>	
<p>Tactic 1.4.4. Review policies regarding student requirements for technology access.</p> <p>Considerations: The Bring Your Own Device (BYOD) strategy may be an important part of addressing student technology needs.</p>	
<p>Tactic 1.4.5. Develop and promote physical spaces on campus that allow for technological integration.</p>	
<p>Goal 2. Strengthen Academic Quality and Reputation</p>	
<p>Strategy 2.1. Foster an academic culture that embraces a breadth of knowledge and ideas, as well as a multi-disciplinary perspective.</p> <p>Considerations: This may be the cornerstone of many strategic decisions in the future. One value proposition for liberal arts is that breadth and multi-disciplinary knowledge strengthens creativity, regardless of major.</p>	
<p>Tactic 2.1.1. Develop a campus-wide definition of liberal arts and multi-disciplinary education, and promote that orientation as an essential and relevant foundation for learning and personal and professional development.</p> <p>Considerations: While the term liberal arts is widely used, there is not a common understanding of what it means at MSU. Campus-wide agreement on what liberal arts means to MSU is the foundation for branding. These messaging platforms will be addressed /identified through the potential Brand Awareness campaign facilitated through university marketing and will compliment Goal 5. Marketing/definitions should reflect the University’s Mission.</p>	
<p>Tactic 2.1.2. Conduct meetings of faculty members who teach core courses to discuss how the linkages among the disciplines could be incorporated in all core courses.</p> <p>Considerations: Identify core competencies and learning outcomes and link through interdisciplinary team teaching and or learning communities. The challenge of liberal arts education is not just to ensure students take courses from different disciplines, but that they also learn the interconnectedness of knowledge from various disciplines. This is not just an issue for students. Many faculty members are not accustomed to incorporating content that is not specific to their disciplinary focus. When universities such as Evergreen State, UW-Green Bay, New College, Hampshire College and others reinvented liberal arts education in the 60’s and 70’s, they went to great lengths to hire faculty members with the requisite liberal arts orientation and the ability to participate in interdisciplinary teaching.</p>	

<p>Tactic 2.1.3. Participate in COPLAC conferences (students and faculty).</p>	
<p>Strategy 2.2. Implement efforts to ensure students have adequate preparation for college-level work, and provide resources for the early remediation of weaknesses among entering students.</p> <p>Considerations: It is easier and less costly to educate well-prepared students. One approach is to strengthen the ability to recruit more qualified students (See Goal 1, Tactic 2.1). Given the state of education in the U.S., it remains likely that a sizable proportion of students will have inadequate preparation for university work. A pragmatic view is to incorporate addressing the needs of students who lack preparation as an overt part of MSU’s mission. In other words, part of our branding is to be the university that helps students succeed. The university might explore ways to strengthen ties to the Region 9 Education Service Center and work with the colleges to develop more summer camps for high school students on the MSU campus.</p>	
<p>Tactic 2.2.1. Identify and implement evidence-based programs to improve academic preparation for new students.</p>	

<p>Task 2.2.1.1. Following MSU’s participation in the First Year Experience program development several years ago, perhaps it is time to consider creating a Comprehensive FYE Program/Center – MSU has a deficit in many standard and typically available resources and services that address college readiness and support for academic success. A multitude of related/relevant issues can be attributed to this need. A comprehensive program would typically include and should consist of the following:</p> <ol style="list-style-type: none">1) consider the idea of a University College: Provide adequate personnel (faculty/professional faculty) and funding to offer.<ol style="list-style-type: none">(a) consider requiring first semester course – MWSU 1233 – or first year seminar.(b) robust early alert program(c) a clearinghouse or umbrella for resources, services, and planning related to student success and individualized services, including first year academic advising , academic services, assorted assessments (MapWorks, Emotional IQ, etc…) and referrals and follow-up to close the loop.2) Institute grade checks and Mid-term grades for first year students.3) Consider offering an intensive short term class for conditionally admitted students (e.g., summer bridge or non-credit workshops during first month of long semesters) in addition to required MWSU 1233.4) Supplemental Instruction is an internationally established and successful evidenced based support program that requires intentional oversight, training, and management and includes close collaboration and partnership with participating faculty. Expanding the current services is highly warranted and merits specific funding to buy textbooks, training manuals, supplies and pay for personnel, tutors, and clerical support for data management, etc. Another important need is the infrastructure and classroom availability for facilitating study sessions. Typically SI is a distinct Program within Academic Services and has a Program Director for coordination of services with university colleges and other support services such as a tutoring center. Participating Academic Departments may financially contribute to SI as an option, and/or it is totally institutionally funded.5) Funded or dedicated fee funding for a centralized Tutoring Center for all students.6) Enhance early alert program with university policies that encourage timely referrals by faculty and provides for standards and faculty training. Institute student compliance in code of conduct.	
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<p>Tactic 2.2.2. Use new and emerging best practices to make student advising more convenient and effective.</p> <p>Considerations: See above Tactic 1.2.3. comments.</p>	
<p>Tactic 2.2.3. Increase the number of courses covered by supplemental instruction.</p> <p>Considerations: This will necessarily require appropriate budgeting for the hiring and training of additional peer leaders.</p>	
<p>Tactic 2.2.4. Increase budget to support adding more tutorial and support services for students</p> <p>Considerations:</p> <ol style="list-style-type: none"> 1) Additional funding for a centralized Tutoring Center for all students which would include adequate resources for support personnel/staffing. Consider investing in an online platform for tutoring services which cost effectively extends operating hours to meet student needs and affords the same academic support services to distance education students (<u>an area that is sorely lacking and out of compliance with SACs standards</u>). Many Texas systems use Askonline including community colleges, and this software program has been priced by ASC for MSU implementation at various levels and proposed as part of a tutoring center initiative. 2) Enhance early alert program with university policies that encourage timely referrals by faculty and provides for standards and faculty training. Institute policies and procedures to insure students take full advantage of university resources to their aid. 	
<p>Task 2.2.4.1. Increase the number of graduate assistants/teaching assistants in selected disciplines to provide tutoring and discussion sections.</p> <p>Considerations: Increase the salaries of TA's and GA's in order to become more competitive with other institutions.</p>	
<p>Strategy 2.3. Strengthen the university's capacity to provide high quality undergraduate and graduate education to ensure that students have the essential competencies to embark on or advance in chosen careers, work with others, and engage in lifelong learning.</p>	
<p>Tactic 2.3.1. Review graduate programs to ensure they have sufficient faculty and pecuniary resources to be effective.</p> <p>Considerations: Many universities have faculty members who are part of a number of different programs. This approach can help to strengthen programs that have a limited number of faculty members. While program accreditations are sometimes a constraint, there usually are ways to accomplish this within the guidelines of accreditation, for example, with joint appointments.</p>	
<p>Tactic 2.3.2. Improve the integration of program assessments in overall quality improvement for graduate and undergraduate programs at MSU.</p> <p>Considerations: This is in keeping with the framework laid out in the SACS document.</p>	
<p>Task 2.3.2.1. Review program assessment information across programs to identify common needs among programs.</p>	

<p>Task 2.3.2.2. Work with faculty members to assist in defining competencies for course and programs where they have not previously been developed.</p> <p>Considerations: Many of the accredited programs already have competencies defined, so the focus should be on those that do not.</p>	
<p>Subtask 2.3.2.2.1. Ensure program assessment measures incorporate assessment of learning outcomes related to competencies.</p>	
<p>Tactic 2.3.3. Provide the necessary support and resources to ensure faculty members may utilize innovative pedagogy, online delivery systems, and technological tools that enhance instructional effectiveness.</p> <p>Considerations: Ensure that faculty are aware of training opportunities in distance education pedagogy, in-service training for live and distance teaching, and the technological support available in all those areas.</p>	
<p>Task 2.3.3.1. Develop a needs assessment of the needs for instructional support and resources over the next five years.</p> <p>Considerations: The term “needs assessment” is not meant to be a survey asking people what they want. It is an examination of what will be needed to effectively educate students of the future.</p>	
<p>Subtask 2.3.3.1.1. Engage members of the university community in discussions of the changing shape of higher education.</p> <p>Considerations: The direction of higher education is in flux. These changes may lead to redefinition of faculty roles, increases in educational consortia that jointly deliver programs, and a focus on competency certifications. It is important for the MSU community to explore the implications of these changes.</p>	
<p>Task 2.3.3.2. Provide technology that encourages and enhances exceptional teaching (classroom and online) and research.</p>	
<p>Subtask 2.3.3.2.1. Upgrade technology in classrooms (ten rooms per fiscal year).</p>	
<p>Subtask 2.3.3.2.2. Investigate a campus-wide license for video capture software to produce online training materials.</p>	
<p>Tactic 2.3.4. Develop policies for faculty compensation that accommodate team teaching across programs and colleges.</p>	
<p>Tactic 2.3.5. Provide support and assistance to faculty members for the development of new courses and the incorporation of instructional approaches that are considered best practices for strengthening learning outcomes.</p>	
<p>Task 2.3.5.1. Include these discussions in the meetings to review faculty annual reports or in other faculty meetings.</p>	
<p>Task 2.3.5.2. Use program assessments as a basis for gathering information about new course development and instructional support.</p>	

Tactic 2.3.6. Weave critical thinking and writing components into every program and the core curriculum.	
Tactic 2.3.7. Emphasize improved physical spaces that provide effective environments for instruction and study.	
<p>Tactic 2.3.8. Clarify and establish standards of required scholarship and artistic endeavor for all members of the faculty.</p> <p>Considerations: The debate regarding research requirements for faculty members is never ending. Dillard College has very concrete standards tied to its AACSB accreditation. In other areas, there are extremely wide variations in expectations. In areas such as nursing, many faculty members must maintain clinical practices to retain their licenses. One could reasonably ask, “Is doing clinical practice any different than an artist sculpting or a poet writing a book of poems?” Clarifying and establishing standards is required to ensure that faculty members feel like decisions regarding compensation, promotion, and tenure are applied fairly.</p>	
Task 2.3.8.1. Facilitate opportunities for faculty members to collaborate in scholarly and artistic endeavors	
Task 2.3.8.2. Facilitate opportunities for faculty members to collaborate with faculty members of other universities	
Task 2.3.8.3. Review Title 3. Subchapter A. Sec. 51.942 of the Texas Education Code to determine effective approaches for post-tenure review	
Task 2.3.8.4. Strengthen the use of the review of Faculty Annual Reports and staff performance reviews as one factor in determining rewards and compensation.	
Subtask 2.3.8.4.1. Provide adequate training and development for individuals in supervisory and management roles to conduct annual evaluations and staff performance reviews in a manner consistent with generally accepted practices	
Subtask 2.3.8.4.2. Align performance and compensation (See Goal 4, Strategy 1)	
<p>Tactic 2.3.9. Explore the use of non-tenure track, instructional faculty in programs where teaching faculty are appropriate.</p> <p>Considerations: MSU must embrace the concept that many venues are needed to provide the myriad of services and programs required to support student persistence. Providing Professional Faculty outside of disciplined specific courses or programs is entirely appropriate and a common practice. See strategy 2.2.</p>	
<p>Task 2.3.9.1. Utilize staff to teach where they are SACS qualified and approved by program faculty.</p> <p>Considerations: This is related to Tactic 2.3.8 in as much as there may be a need for instructors who are not tied to the existing standards of scholarship and artistic endeavor.</p>	
Task 2.3.9.2. Review policies at other universities.	

Task 2.3.9.3. Identify programs where non-tenure track faculty may be suitable.	
Task 2.3.9.4. Develop policies	
Tactic 2.3.10. Facilitate the ability of faculty members to participate in writing grant proposals that provide opportunities for student involvement in research.	
Goal 3. Expand, Diversify, and Optimize University Resources.	
Strategy 3.1. Identify and implement programs and activities that will strengthen the long-term financial sustainability of MSU.	
Tactic 3.1.1. Identify and assess alternative activities that will generate positive net revenue and/or return on investment.	
Task 3.1.1.1. Prepare a five-year revenue enhancement plan. Considerations: This is a plan that lays out the avenues that will be pursued to increase resources, both annual and operating as well as capital resources. Some of these approaches are listed in the tactics that follow.	
Tactic 3.1.2. Increase private, government, and foundation support for MSU.	
Task 3.1.2.1. Identify opportunities for partnerships with local organization such as the United Way, the City of Wichita Falls, and others.	
Task 3.1.2.2. Contract with outside firm for grant writing consulting services.	
Task 3.1.2.3. Provide faculty with release time options or stipends for the development of grant proposals. Considerations: One approach is to use a portion of faculty research funds to support summer stipends to prepare grant proposals.	
Tactic 3.1.3. Prepare a five-year institutional development plan that considers a capital campaign that lays out funding priorities and that can be used as a tool for fund raising.	
Task 3.1.3.1. Identify capital, endowment, and other monetary needs outside of operating costs for which resources are needed such as endowed professorships, facilities remodeling, and scholarships.	
Task 3.1.3.2. Coordinate across various sources of resources such as HEAF funds to ensure essential priorities are addressed.	
Task 3.1.3.3. Continue recruitment activities provided by vendor (This is a duplication of Task 1.2.1 and was included here intentionally).	
Task 3.1.3.4. Review enrollment data to determine the net economic benefit.	

<p>Tactic 3.1.4. Bring together the senior leadership of MSU (Deans and above) to develop coordinated efforts for fund raising and obtaining grants and contracts.</p> <p>Considerations: Although all coordinated fundraising efforts must follow the guidelines for fundraising solicitations (when considering any solicitation of funds from sources outside the university, consult the Office of University Advancement and Public Affairs), faculty members often have connections to potential donors that may contribute based on ties to the faculty member or the particular program area. It is important to increase the reach for donations, both financial and in-kind. Activities of this kind could be recognized in promotion and tenure considerations.</p>	
<p>Task 3.1.4.1. Reach out to faculty members to identify potential donor sources</p>	
<p>Strategy 3.2. Pursue LEED certification, when possible, for new and renovated buildings.</p>	
<p>Strategy 3.3. Develop a culture that embraces creative approaches to cost reduction in university operations.</p>	
<p>Tactic 3.3.1. Develop a management orientation that focuses on reducing inefficiencies.</p>	
<p>Task 3.3.1.1. Provide key staff and faculty the necessary training to implement an efficiency oriented management program</p>	
<p>Tactic 3.3.2. Incorporate available technology to improve operational efficiency and improve data capture for market planning.</p>	
<p>Task 3.3.2.1. Incorporate technology to improve class scheduling</p>	
<p>Task 3.3.2.2. Strengthen reporting on financial performance to provide information on sources and uses of resources</p>	
<p>Task 3.3.2.3. Increase number of electronic processes.</p>	
<p>Goal 4. Recruit and retain a diverse high quality faculty and staff.</p>	
<p>Strategy 4.1. Implement a reward and compensation system that is competitive for new and current faculty and staff members in the relevant labor markets, internally equitable, externally competitive, administered fairly, and promotes MSU's mission and goals.</p>	
<p>Tactic 4.1.1. Review compensation policies to assess the extent to which they are consistent with principles of distributional fairness and procedural (use of consistent and valid standards) equity. It is recognized that this may be defined differently by college, and this should be taken into account.</p>	
<p>Task 4.1.1.1. Work with all units of the university to develop performance review procedures that are applied consistently across the campus.</p>	
<p>Tactic 4.1.2. Develop and implement a systematic plan to address salary compression and market inequities.</p>	

Tactic 4.1.3. Create and enhance monetary and non-monetary recognition and reward programs for the university community.	
Strategy 4.2. Encourage a positive campus culture that supports the health and well-being of faculty and staff.	
Tactic 4.2.1. Strengthen communication and collaborative problem solving across organizational units to ensure that those most affected by decisions are part of the decision-making process. Considerations: Develop the necessary infrastructure to support this kind of interaction.	
Tactic 4.2.2. Encourage a campus culture of health and wellness.	
Task 4.2.2.1. Continue time-releases for university employees to engage in fitness activities.	
Tactic 4.2.3. Provide faculty and staff with resources and technology tools to enhance their ability to be effective in their work.	
Tactic 4.2.4. Identify and reduce barriers to effective performance among faculty and staff (See Goal 3, Tactic 3.1.1).	
Tactic 4.2.5. Provide faculty and staff with opportunities for professional development. Considerations: Internally, encourage faculty and staff to audit classes in areas of interest and for professional development.	
Tactic 4.2.6. Review and strengthen the mentoring program and other support systems for new faculty.	
Task 4.2.6.1. Ensure new faculty are adequately oriented to the university including providing an overview of promotion and tenure policies and guidance on the process. This orientation should be repeated annually.	
Task 4.2.6.2. Ensure Deans and/or Department Chairs provide necessary guidance to new faculty members.	
Tactic 4.2.7. Ensure that university staff at all levels can engage in needed training and development to efficiently and effectively perform their duties.	
Goal 5. Increase the university's visibility and enhance outreach and engagement with constituents on a local, regional, and state level. Considerations: Work to improve public relations with the average citizen in Wichita Falls. MSU should be seen as the university of the local community.	
Strategy 5.1. Develop and fund a marketing and promotion plan, including public relations activities, to assist in the branding of the university and increase the university's visibility regionally, nationally and internationally.	
Tactic 5.1.1. Identify target market regions for marketing and promotion.	
Tactic 5.1.2. Enhance communication and coordination among all university constituencies.	

<p>Tactic 5.1.3. Identify and publicize significant events, research activities and results, and other activities to relevant groups to gain recognition for MSU.</p>	
<p>Task 5.1.3.1. Actively solicit input from faculty and staff about significant activities.</p>	
<p>Task 5.1.3.2. Ensure the requisite news releases and other materials to build awareness of MSU's activities within the appropriate target markets. Implement a process for review of all requisite news releases and other MSU written and visual materials to guarantee accuracy and consistency of university branding and messaging standards.</p>	
<p>Subtask 5.1.3.2.1. Make sure systems are in place that do not require faculty and staff to be responsible for preparation and distribution of materials.</p>	
<p>Strategy 5.2. Expand the activities of the MSU Alumni Office and the MSU Alumni Association, and ensure that their activities are coordinated with all other marketing and promotion activities.</p>	
<p>Strategy 5.3. Encourage leadership and participation in community events and activities.</p>	
<p>Tactic 5.3.1. Create a speaker's bureau through the Office of Marketing and Public Information.</p> <p>Considerations: Many people outside of the university do not know how to find one point of contact that can handle requests for speakers or expertise. Many universities promote a speakers bureau and list the point of contact on their websites.</p>	
<p>Task 5.3.1.1. Solicit information from faculty members regarding areas in which they can speak or have expertise</p> <p>Considerations: Many faculty members have areas of expertise and areas on which they can speak that are not reflected in the courses they teach.</p>	
<p>Tactic 5.3.2. Ensure that all senior leaders are involved in activities that build awareness of MSU in the target markets and among stakeholder groups.</p> <p>Considerations: Encourage participation of senior leaders in local activities through club membership, public speaking, attending community functions, leadership training, etc. that builds awareness of MSU in target markets and among stakeholder groups.</p>	
<p>Strategy 5.4. Strengthen and focus non-credit continuing education activities to build links to alumni, professional groups, and other stakeholders and to showcase MSU as a resource for education and expertise.</p> <p>Considerations: This will require an appropriate budget and staff to organize such events.</p>	
<p>Strategy 5.5. Strengthen and frame the identity of the Wichita Falls Museum of Art at Midwestern State University (WFMA) as the premier cultural institution in the region and an important museum in the state, identifying it as a center for the exhibition and study of art and as a resource for community activities and events.</p>	

<p>Tactic 5.5.1. Develop a marketing plan to identify the WFMA as a center for museum education in the region.</p>
<p>Task 5.5.1.1. Broaden programming to increase number of target audiences.</p>
<p>Task 5.5.1.2. Provide enriching, life-long educational opportunities through public programs that interpret the permanent collection and temporary exhibitions</p>
<p>Task 5.5.1.3. Continue to enhance the WFMA physical plant to better serve the university and community.</p>
<p>Tactic 5.5.2. Maintain the highest standards of collections, management, acquisitions, accessions and deaccessions and ensure the care of the permanent collections</p>
<p>Task 5.5.2.1. Maintain an understanding of the comprehensive needs of the collections as it relates to capitalization, conservation issues, the ethical and practical treatment of art work, the relationship of the WFMA's permanent collection with the acquisition of art works for the university, and issues related to the care of all art works owned by the university and museum university.</p> <p>Considerations: Work to secure funds to increase the quality and quantity of art works in the permanent collection.</p>
<p>Task 5.5.2.2. Expand and strengthen partnerships with other arts and cultural organizations in the community, region and state to leverage collections, programs and activities.</p>
<p>Task 5.5.2.3. Strengthen ties with art collectors across Texas and the nation and position the WFMA to be a repository for important collections.</p>
<p>Tactic 5.5.3. Curate and create temporary exhibitions based on a strategic schedule, cognizant of the strengths of the collection.</p>
<p>Tactic 5.5.4. Understand the importance of technology and interactivity in the educative experience and work to incorporate these opportunities into the WFMA.</p>
<p>Tactic 5.5.5. Ensure the future of the WFMA and facility.</p> <p>Considerations: Develop long range plans to maintain financial stability, sustainability, and seeks ways and means of financial growth to support the museum's operating budget. As an example, a marketing plan should be developed that identifies and promotes the WFMA facilities as a place for community and family events.</p>
<p>Tactic 5.5.6. Secure accreditation for the WFMA with the American Alliance of Museums.</p>