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Committee Meeting: 5/9/2017

Board Meeting: 5/10/2017
Austin, Texas

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

RECOMMENDATION

The proposed Consent Agenda items assigned to this Committee are [Items 14 - 52](#).

2. U. T. Austin: Approval to establish a Doctor of Philosophy degree program in Mexican American and Latina/o Studies

RECOMMENDATION

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

- a. establish a Doctor of Philosophy degree program in Mexican American and Latina/o Studies at U. T. Austin; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The proposed Ph.D. degree program in Mexican American and Latina/o Studies (MALS) is designed to prepare students to engage in an interdisciplinary scholarly approach to examining the lives, cultures, and histories of Mexican origin and Latina/o (Central, Caribbean, and South American) populations in the State of Texas, the United States, and their diasporas (both the origin and destination nations). Through curriculum, research, and preprofessional training, students will be at the forefront of innovation in interdisciplinary scholarly conversations about critical ethnic studies, transborder studies, immigration, race, gender, sexuality, social class, and the health science humanities. Training will include traditional disciplinary and interdisciplinary perspectives for a multidimensional understanding of Mexican American and Latina/o experiences as situational and historically and geographically diverse. The field distinguishes itself from other areas of academic inquiry by taking the United States as the geographical starting point for investigating Latina/o diversity, history, politics, and culture. MALS and its proposed Ph.D. program trains students to understand the generational, ethnic, racial, class, and religious diversity amongst Mexican Americans and Latinas/os in the U.S. The program will also train students to engage the Mexican American and Latina/o community, ethnic, and identity formations from local, national, and transnational perspectives because many maintain complicated relationships with the country of origin, including the United States. Students entering the program with a B.A. degree will enroll in a minimum of 51 semester credit hours to complete the degree.

Need and Student Demand

Graduates of the MALS Ph.D. degree program at U. T. Austin will be qualified to enter the traditional academic job market, administration, and public and private sector jobs related to the field of study. Based on simple population numbers and the foreseeable demand for Latina/o professionals that mirrors the demographic uptick, graduates will have both core disciplinary skills and interdisciplinary training that will make them competitive hires in traditional

departments in the Fine Arts, Humanities, and Social Sciences in addition to Ethnic, Gender, and Sexualities Studies positions. With a keen understanding of methodologies in the field of Mexican American and Latina/o Studies and a student's chosen core discipline, students will be far more prepared than the competition because of their training in a core discipline instead of thematic areas, which is the preferred method of the competitors. The advantage of the proposed degree program is that the level of rigor expected of the graduates will far exceed that of peer institutions and prepare them to raise the standards of scholarly excellence in the field and beyond. Graduates from the Portfolio Program in MALS¹ have a placement rate of 80%, which serves as an indicator of how training in the field provides real market value. Given this real value of Latina/o Studies training, it makes sense to implement the field area as a doctoral degree program. Overall, whether the student chooses the traditional academic career track of foreign service, think tanks, government and research bureaus, and nongovernmental organizations (NGOs), they will be prepared to bring rigor and in-depth knowledge to the study of Latina/o populations more broadly in a state where Latinas/os are the majority minority. With approximately 10 graduates a year in parallel fields of study by peer competitor programs and an average of 20 Latina/o Studies jobs advertised per year, graduates of the proposed program will be available to fill a large employment gap in the academy alone.

Prospective students from Texas and the Southwest are, in large part, required to go to the U.S. Northeast or West Coast to pursue a doctorate in a similar or related field. Currently, University of California, Santa Barbara's Ph.D. program receives nearly 25 applications for five available spots every academic year. Similarly, University of California, Los Angeles receives approximately 40 applications per academic year for six available spots in its Chicana/o Studies Ph.D. program. The lack of a doctoral program in Mexican American and Latina/o Studies in Texas and at U. T. Austin currently precludes these top students from studying in the state. Since the Department of Mexican American and Latina/o Studies was created in Fall 2014, U. T. Austin received over 200 inquiries (via email, phone, in person at conferences, and on recruitment trips) about the status of the proposed Ph.D. program. U. T. Austin's B.A. and M.A. graduates have the desire to continue their research on campus, but they seek out other doctoral programs because U. T. Austin does not offer a doctoral degree in MALS. The same holds true for The National Council of Science and Technology (CONACYT) funded students from Mexico. U. T. Austin awarded M.A. degrees to several of these Mexican-government funded students; however, when they want to continue their education and the CONACYT funding with U. T. Austin in Mexican American and Latina/o Studies, they are unable to do so because there is not a doctoral degree in place. Without the MALS Ph.D. program, U. T. Austin is missing opportunities to train the best and brightest students from the U.S., Mexico, and beyond.

¹ A portfolio is a certification in the MALS field of study requiring 9 hours of MA level coursework or 12 hours of Ph.D. coursework, including our MAS 390: Introduction to Mexican American and Latina/o Studies course.

Table 1. Enrollment Projections					
	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	3	3	3-4	3-4	4-5
White	1	1	1	1	1
African-American					
Hispanic	2	1	2	2	3
International		1	1	1	1
Other					
Cumulative Headcount	3	6	10	14	19
Full-Time Student Equivalent					
Attrition		1		1	
Graduates					3

These projections are based on the ability to fully fund all admits for 5 years, responsible growth, and faculty to student ratio in producing quality doctoral graduates.

Program Quality

Of the 9.5 core faculty members, in the last five years the average rate of publication of refereed journal articles and book chapters is 9.5 per individual. Seven of the 9.5 faculty have published a book during this same period of time. In terms of disciplinary expectations and faculty rank, faculty productivity exceeds the standards for the Mexican American and Latina/o Studies field. Five new faculty will be hired in AY 2016-2017 and 2017-2018. The funds for these lines have already been allocated and the university will not encumber further expenses on this front. Given the projected number of graduate students, at capacity with 29 students and 13 FTE faculty, the proposed program can be supported with outstanding service. The faculty-to-student ratio will be 1:2.23.

The proposed doctoral program will bring more resources into the unit with teaching assistants (TA), assistant instructors (AI), and fellowship opportunities not offered by peer competitors. Enhanced with the Mellon Mays Undergraduate Fellowship Program² housed in MALS, the recognition generated by the Mellon Mays grant, expanded course offerings, and funding opportunities will attract an exceptionally large pool of stellar applicants to the doctoral program. Funding alone will allow the Department of Mexican American and Latina/o Studies at U. T. Austin to better serve first-generation applicants than the peer competitors who cannot offer full funding packages. The Department plans to be more diligent in strengthening its recruitment efforts on an international scale. In recent years, the Department has had two M.A. students from Mexico, fully funded through CONACYT. The Department will continue to nurture this relationship with Mexican institutions of higher learning to encourage their best students to apply to the Ph.D. program.

² In 2015, MALS received a Mellon Mays Undergraduate Fellowship (MMUF) program, which brought in \$500,000 to fund undergraduate diversity and professional training of future doctoral students. Dr. Jacqueline Toribio is the faculty program director for MMUF.

Revenue and Expenses

Expenses	5-Year Total
<i>Faculty</i>	
Salaries	\$ 6,517,428
Benefits	\$ 1,955,228
<i>Graduate Students</i>	
TA Salaries	\$ 786,236
TA Benefits	\$ 187,871
GRA Salaries	\$ 100,000
GRA Benefits	\$ 30,000
<i>Staff & Administration</i>	
Graduate Coordinator Salary	\$ 291,398
Administrative Staff Salaries	\$ 322,619
Staff Benefits	\$ 184,205
<i>Other Expenses</i>	
Fellowships	\$ 800,000
Fringe	\$ 410,760
Total Expenses	*\$11,585,745

***All of these monies already exist in the budget or have been reallocated via letters of commitment.**

Revenue	5-Year Total
<i>From Student Enrollment</i>	
Formula Funding	\$266,350
Tuition and Fees	\$ 74,225
<i>From Institutional Funds</i>	
<i>From Grant Funds</i>	
Faculty Grant Buy-out	
<i>From Other Revenue Sources</i>	
Total Revenue	\$340,575

Coordinating Board Criteria

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

3. U. T. Permian Basin: Approval to establish a Bachelor of Science degree program in Chemical Engineering

RECOMMENDATION

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

- a. establish a Bachelor of Science degree program in Chemical Engineering at U. T. Permian Basin; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The proposed B.S. in Chemical Engineering program at U. T. Permian Basin is designed to meet the growing needs of Texas and the region. The proposed program will include 126 semester credit hours (42 general education, 31 lower-division chemical engineering, and 53 upper-division chemical engineering). The program will seek accreditation from the Accreditation Board for Engineering and Technology (ABET) and be reflective of the commonly accepted programs in the field. At the same time, through its curriculum and regional influences, the U. T. Permian Basin chemical engineering program will serve the unique needs of the oil and gas extraction industry by providing the region and the nation with highly-qualified chemical engineers. The U.S. Bureau of Labor Statistics (BLS) has found the oil and gas extraction industry to have a high concentration of chemical engineering employment. The Permian Basin is a national center for oil production in the state and nation, producing 70% of the oil and gas extracted in Texas and 30% of the nation's oil.

Need and Student Demand

The BLS estimates that there are 33,300 chemical engineering jobs in the United States, with Texas having the highest number of chemical engineers with 6,680 employed. The Texas Workforce Commission (TWC) estimates there are 6,430 chemical engineering positions in the state, only a minor variance from the BLS's estimate. In 2015, the average salary for a chemical engineer was \$73,521, which ranked 26th highest out of the 756 job titles the TWC tracks. The mean salary was the 33rd highest out of 756 job titles at \$122,182. The high comparative salaries are a key market indicator that chemical engineers are in short supply and in high demand.

All indications from national, state, and regional sources and from students are that chemical engineering remains a high-demand field. The U. T. System Task Force on Engineering Education for Texas in the 21st Century reported in 2013 that the U. T. System needed to double the number of engineers produced by U. T. System institutions to meet the needs of the Texas economy.

TWC estimates an annual growth of 2.1% in the number of chemical engineering positions between FY 2012 - 2022. This predicts an average of 135 annual openings due to growth. Along with the estimated 150 retirements in the field, 285 annual openings are expected. TWC figures do not reflect actual job openings nor do they take into account the movement in and out of the chemical engineering profession for reasons other than retirement. Data provided by Burning Glass Technologies using advanced analytics to track actual job advertisements show that an average of 4,217 job postings requiring a bachelor's degree in chemical engineering were made between 2012-2016. This represented 14 times the TWC predicted job projections. To determine current and projected workers in Texas and in the counties of the Permian Basin, U. T. Permian Basin used The Perryman Group's Texas Multi-Regional Industry-Occupation System. The Perryman Group's Texas Econometric Model predicts that Texas will have an average demand of 1,908 new chemical engineers annually for the period of 2015-2024. Using the projections of Burning Glass Technologies and The Perryman Group for actual job postings, one can predict an annual demand for new chemical engineers from 1,980 to 4,220.

A traditional measure of supply for jobs requiring a bachelor's degree for career entry is derived from the number of graduates in the field produced by Texas universities. The estimated average number of graduates from the eight Texas public universities awarding undergraduate degrees in chemical engineering is expected to be approximately 530 graduates a year. Further, not all 530 chemical engineering graduates will enter or remain in the profession. Indeed, the National Science Foundation Scientists and Engineers Statistical Data System found that only 46.7% of those whose highest degree was in chemical engineering were working in engineering of any form. This may suggest that over time the average of 530 Texas graduates in chemical engineering may translate into only 215 who are actually in the profession. Again, the U. T. System Task Force on Engineering Education for Texas in the 21st Century (2013) suggested that Texas needed to double the number of graduates from the current level of production. This seems true of chemical engineering.

The need for chemical engineers is especially acute in the Permian Basin. The BLS has identified 10 U.S. metropolitan areas with the highest concentration of chemical engineers. Four of these are in Texas: Beaumont-Port Arthur, Houston-Sugarland, Corpus Christi, and Midland. Each of the four Texas metropolitan areas has a local university that provides chemical engineering training, except Midland.

The 2016 Engineering Talent Supply and Demand Survey of the ExperiEngineering ManpowerGroup found that 82% of engineering employers reported having difficulty filling engineering positions and chemical engineers were the fourth most sought after engineers. Local Permian Basin employers report great difficulty recruiting engineers, particularly chemical engineers, to West Texas. Authorizing U. T. Permian Basin to award the B.S. in Chemical Engineering will greatly enhance the coverage of the region in Texas where chemical engineering employment is concentrated and in demand.

The Coordinating Board's 2006 Regional Plan accurately identified a need for engineering, specifically chemical engineering, in the West Texas Higher Education Region. Building on that plan, U. T. Permian Basin has opened engineering programs in mechanical engineering and petroleum engineering, which have experienced dramatic growth since their inception. In 2008, U. T. Permian Basin had 61 students in a general engineering articulation program with U. T. El Paso. Currently, 573 students are in U. T. Permian Basin's engineering programs. Engineering students account for nearly one out of ten students. Student demand has exceeded the enrollment projections for the two existing degrees. The petroleum engineering major is the third largest major (234 students) within the University following management and psychology. Mechanical engineering is the sixth largest major (203 students) out of the 35 undergraduate degrees offered at U. T. Permian Basin.

Enrollment Projections

YEAR	1	2	3	4	5
Headcount	57	95	116	128	180
FTSE	49	81	100	110	155

Program Quality

Like U. T. Permian Basin's current engineering programs, the proposed B.S. in Chemical Engineering will be ABET-accredited and reflective of the commonly accepted programs in the field.

U. T. Permian Basin currently has no faculty with a degree in chemical engineering. The plan will be to recruit three terminally degreed faculty and one lecturer/lab technician to implement the degree program. The first faculty member to be hired will be at the rank of associate professor or professor and will serve as the program coordinator.

Current engineering faculty will support the chemical engineering program. U. T. Permian Basin currently has 10 full-time faculty serving the engineering programs. These faculty have been reviewed by ABET accreditation teams and found to meet ABET standards. The engineering faculty collectively share the core classes, which will be taken by chemical engineering majors as well as those in mechanical and petroleum engineering. Some will teach electives open to chemical engineering students.

U. T. Permian Basin has numerous programs to recruit, respond to, and retain chemical engineering students. U. T. Permian Basin's efforts to recruit and support students in Science, Technology, Engineering, and Mathematics (STEM) fields start at the Pre-K level and continue until students graduate from college with STEM degrees. As a designated Hispanic Serving Institution, U. T. Permian Basin's efforts are geared toward serving the population of students.

Revenue and Expenses

Expenses	5-Year Total
<i>Faculty</i>	
Salaries	\$1,283,769
Benefits	\$ 359,459
<i>Other Expenses</i>	
Faculty & Instruction Maintenance & Operations Support	\$ 63,000
Capital Lab Equipment and Construction in new Engineering Building	\$ 700,000
Total Expenses	\$2,406,228

Revenue	5-Year Total
<i>From Student Enrollment</i>	
Formula Funding	\$ 747,532
Tuition and Fees	\$ 793,107
<i>From Institutional Funds</i>	
<i>From Grant Funds</i>	
Midland Development Corporation and UTPB Foundation Funding	\$ 165,589
<i>From Other Revenue Sources</i>	
Midland Development Corporation and UTPB Foundation Funding	\$ 700,000
Total Revenue	\$2,406,228

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for a new bachelor's program.

4. U. T. Permian Basin: Approval to establish a Bachelor of Science degree program in Electrical Engineering

RECOMMENDATION

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

- a. establish a Bachelor of Science degree program in Electrical Engineering at U. T. Permian Basin; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The proposed B.S. in Electrical Engineering is designed to meet the growing needs of Texas and the region. The proposed program consists of 126 semester credit hours (42 general education, 26 lower-division electrical engineering, 52 upper-division electrical engineering, and six elective). The program will seek accreditation from the Accreditation Board for Engineering and Technology (ABET) and be reflective of the commonly accepted programs in the field. At the same time, through its curriculum and regional influences, the U. T. Permian Basin Electrical Engineering program will serve the unique needs of the oil and gas extraction industry by providing the region, Texas, and the nation with highly-qualified electrical engineers. The U.S. Bureau of Labor Statistics (BLS) has found the oil and gas extraction industry to have a high concentration of electrical engineering employment. The Permian Basin is a national center for oil production in the state and nation, producing 70% of the oil and gas extracted in Texas and 30% of the nation's oil.

Need and Student Demand

The BLS estimates that there are 315,900 electrical engineering jobs in the United States, with Texas having the highest number of electrical engineers with 14,110 employed. The Texas Workforce Commission (TWC) estimates there are 13,620 electrical engineering positions in the state, only a minor variance from the BLS's figure. In 2015, the average salary for an electrical engineer was \$71,460, which ranked 30th highest out of the 756 job titles the TWC tracks. The average salary was 54th highest out of 756 job titles at \$103,599. The high comparative salaries are a key market indicator that electrical engineers are in short supply and in high demand.

All indications from national, state, and regional sources and from students is that electrical engineering remains a high-demand field. The U. T. System Task Force for Engineering Education for Texas in the 21st Century reported in 2013 that the U. T. System needed to double the number of engineers produced by U. T. System institutions to meet the needs of the Texas economy.

The TWC estimates that the number of new electrical engineering positions will increase by 285 positions or by 2.1% annually. Add to that the estimated number of retirement positions (295), the total number of projected annual openings is 580. The TWC figures do not reflect actual job openings nor do they take into account movement in and out of the electrical engineering profession for reasons other than retirement. Data provided by Burning Glass Technologies using advanced analytics to track actual job advertisements shows that an average of 31,781 job postings requiring a bachelor's degree in electrical engineering were made between 2011-2015. This amounts to almost 55 times the TWC predicted job openings. If one assumes that none of the postings with unspecified job titles are actually for electrical engineers, the average is 19,264 per year or 33 times the TWC prediction. The openings identified as electrical engineering positions at a top 25 employer averages 4,672 per year, which is over nine times the TWC predicted number of openings. Additionally, the Perryman Group's Texas Multi-Regional Industry-Occupation System was used to determine current and projected workers in Texas and in the 17 counties of the Permian Basin. The Perryman Group's Texas Econometric Model predicts that Texas will have an average demand for 1,098 new electrical engineers annually for the period 2015-2024. Using the predictions of Burning Glass Technologies and the Perryman Group for actual job postings, one can easily predict a demand for electrical engineers in Texas that is at least twice the amount predicted by TWC. To be conservative, an estimate of about 1,100 job openings per year was used for the proposal.

A traditional measure of supply for jobs requiring a bachelor's degree for career entry is derived from the number of graduates in the field produced by Texas universities. The estimated average number of graduates from the 16 Texas public universities awarding undergraduate degrees in electrical engineering has varied from 938 in the 2010-2011 academic year to 1,098 graduates in 2014-2015. The number of electrical engineering graduates is approximately twice that of the TWC's demand forecast, on par with the Perryman Group's projection, but well below the Burning Glass Technologies findings of actual job postings.

Salary trends and reports from employers further suggest that the supply of electrical engineers does not meet actual demand, suggesting that Burning Glass Technology's forecasts are a truer reflection of the actual marketplace. It also suggests that using the assumption that all those who earn an electrical engineering degree enter electrical jobs overstates the supply. Indeed, not all who receive a degree in electrical engineering enter the profession and remain in it until retirement. The National Science Foundation (NSF) Scientists and Engineers Statistical Data System found that only 29.1% of those whose highest degree was in electrical engineering were working in engineering of any form.

The 2016 Engineering Talent Supply and Demand Survey of the ExperiEngineering Manpower Group found that 82% of engineering employers reported having difficulty filling engineering positions and electrical engineers were the second most sought after engineers.

The need for electrical engineers is especially acute in the Permian Basin. The Perryman Group estimates there are 483 electrical or electronic engineers in the Permian Basin with an annual demand of 18 new positions per year. Local Permian Basin employers report great difficulty recruiting engineers, particularly electrical engineers, to West Texas. There is no electrical engineering program within 100 miles of Odessa/Midland. Locating an electrical engineering program at U. T. Permian Basin will allow the University to meet the needs of both the state and the region.

The Coordinating Board's 2006 Regional Plan accurately identified a need for engineering in the West Texas Higher Education Region. Building on that plan, U. T. Permian Basin has opened engineering programs in mechanical engineering and petroleum engineering, which have experienced dramatic growth since their inception. In 2008, U. T. Permian Basin had 61 students in a general engineering articulation program with U. T. El Paso. Currently, 573 students are in U. T. Permian Basin's engineering programs. Engineering students account for nearly one out of every 10 students. Student demand has exceeded the enrollment projections for the two existing degree programs. The petroleum engineering major is the third largest major (234 students) at U. T. Permian Basin following management and psychology. Mechanical engineering is the sixth largest major (203 students) out of the 35 undergraduate degrees offered at U. T. Permian Basin.

Enrollment Projections

YEAR	1	2	3	4	5
Headcount	56	92	113	140	198
FTSE	48	79	98	121	170

Program Quality

Like U. T. Permian Basin's current programs in mechanical engineering and petroleum engineering, the proposed B.S. in Electrical Engineering will be ABET-accredited and reflective of the commonly accepted programs in the field.

U. T. Permian Basin currently has no faculty with a degree in electrical engineering. Three terminally degreed faculty and one lecturer/lab technician will be hired to fully implement this degree program. The first person to be hired will be at the rank of associate professor or professor and will serve as the program coordinator.

Current engineering faculty will support the electrical engineering program. U. T. Permian Basin currently has 10 full-time faculty serving its engineering programs. These faculty have been reviewed by ABET accreditation teams and found to meet ABET standards. The engineering faculty collectively share the engineering core classes, which will be taken by electrical engineering majors as well as those in mechanical and petroleum engineering. Some will teach electives open to electrical engineering students.

U. T. Permian Basin has numerous programs to recruit and support engineering students, and efforts to recruit and support students in the STEM fields start at the Pre-K level and continue until students graduate from college with STEM degrees. As a designated Hispanic Serving Institution, U. T. Permian Basin's efforts are particularly geared toward serving this population of students.

Revenue and Expenses

Expenses	5-Year Total
<i>Faculty</i>	
Salaries	\$1,283,769
Benefits	\$ 359,459
<i>Other Expenses</i>	
Faculty & Instruction M&O Support	\$ 68,000
Capital Lab Equipment and Construction in new Engineering Building	\$ 800,000
Total Expenses	\$2,511,228

Revenue	5-Year Total
<i>From Student Enrollment</i>	
Formula Funding	\$ 948,891
Tuition and Fees	\$1,032,323
<i>From Institutional Funds</i>	
<i>From Grant Funds</i>	
<i>From Other Revenue Sources</i>	
Midland Development Corporation and UTPB Foundation Funding	\$ 800,000
Total Revenue	\$2,781,214

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for a new bachelor's program.

5. **U. T. Rio Grande Valley: Approval to establish a Master of Science degree program in Civil Engineering**

RECOMMENDATION

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

- a. establish a Master of Science degree program in Civil Engineering at U. T. Rio Grande Valley; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The proposed M.S. in Civil Engineering is a 36-hour degree program with four concentrations: Construction and Structures, Energy and Utility Infrastructure, Environmental and Water Resources, and Geotechnical and Transportation. The program is designed to meet the following educational objectives:

- To provide practitioners with advanced knowledge and technical capacity in crosscutting engineering-related areas relevant to the needs of the Rio Grande Valley region, state, and country;
- To produce the next generation of graduate professional engineers equipped with the critical thinking and inquiry-based research skills to address the looming challenges of sustainability and resiliency;
- To provide practicing engineers with professional development opportunities to reach the next milestone in their career paths; and
- To prepare students to pursue doctorate degrees in civil engineering-related disciplines.

Need and Student Demand

The Bureau of Labor Statistics estimates the civil engineering profession to experience an 8% growth in job outlook, or an additional 23,600 new jobs, between 2014 and 2024. Of the approximately 1.6 million engineering jobs in the U.S. in 2014, civil engineers account for the greatest fraction (281,400). According to a 2010 draft report by the Texas Higher Education Coordinating Board, utilizing Texas Workforce Commission projections, Texas universities are expected to produce approximately 100 fewer baccalaureate and masters graduates in civil

engineering than the state's needs at the current time. Civil Engineering Master's degree production at public universities in Texas has ranged from 350 in 2010-2011 to 385 in 2014-2015. Statewide population demographics further support the need for this program to be located in the Rio Grande Valley. These needs include water resources management, wastewater treatment, highway and bridge construction, residential projects, and supporting the booming energy industry that includes an increased emphasis on climate change adaptation, renewable resources, sustainability, and resilience.

The U. T. System Task Force on Engineering Education for Texas in the 21st Century reported in 2013 that the U. T. System needed to double the number of engineers produced by U. T. System institutions to meet the needs of the Texas economy.

The Civil Engineering undergraduate program at U. T. Rio Grande Valley has been in existence since 2010, and currently boasts an enrollment of over 500 students. It is the fastest growing and second largest of the five engineering programs in the College of Engineering and Computer Science. Two surveys were conducted to solicit students' and professionals' opinions regarding the need for a master's program in civil engineering. The survey included three questions addressing: 1) the level of interest in each of four areas of concentration; 2) whether the participant is planning to pursue a master's degree within the next two years; and 3) whether the participant is considering U. T. Rio Grande Valley for obtaining his/her master's degree. Of the 40 professionals surveyed, 18 (45%) showed high interest in pursuing a master's degree within two years, and 21 (52%) were highly interested in pursuing their M.S. degree at U. T. Rio Grande Valley. The results show that 78% of the 227 students responding to the survey expressed a high interest in pursuing a master's degree and that 80% expressed a high interest in continuing their graduate studies at U. T. Rio Grande Valley.

Due to the involvement of a relatively high number (approximately 20%) of students in undergraduate research with the civil engineering faculty members, U. T. Rio Grande Valley civil engineering students tend to graduate with a mindset of pursuing at least a master's degree to further the research they started during their undergraduate years. A conservative estimate of 25 full-time students is used to populate the first cohort. Additionally, 14 practitioners indicated in the survey that they were interested in pursuing their M.S. degree at U. T. Rio Grande Valley within two years. A conservative estimate of 10 part-time students is used to populate the first cohort. An initial headcount of 35 master's students is projected for the first year, producing an effective Full-Time Student Equivalent (FTSE) of 24. By the end of the five-year initial operating period, the goal of the proposed graduate program is to achieve a 100% graduation rate within 1.5 years (three regular semesters and a summer) for full-time students and a 2.5-year graduation rate at 100% (five regular semesters and two summers) for part-time students. As a new program, and for conservative projections, a high initial attrition rate of 25% is assumed, with programmatic retention and graduate enrollment management programs being developed and evolved to systematically achieve zero attrition by Year Five. The following summarizes the projected headcount and FTSE for the first five years of the program.

Projected Headcount and FTSE

YEAR	1	2	3	4	5
Headcount	35	77	101	108	112
FTSE	24	53	68	72	75

Program Quality

Eight current faculty will serve as core faculty for this program with plans to add three additional faculty in Year Two to complement current faculty research in the concentration areas. All faculty have or will have a terminal degree from tier-one research universities in civil engineering or a related discipline, such as environmental sciences and engineering or environmental engineering. Over the past five years, the core faculty have together published 46 refereed journal articles and 76 articles in conference proceedings. The core faculty have been awarded 26 external grants totaling \$1,093,026 to support their research over this period.

The existing B.S. in Civil Engineering is Accreditation Board of Engineering and Technology (ABET) accredited. While ABET does not accredit graduate programs, the same high-quality expectations established by ABET will be incorporated into the M.S. program.

U. T. Rio Grande Valley is a Hispanic Serving Institution. The majority of the students in the undergraduate civil engineering program are Hispanic. The proposed recruitment plan for the M.S. in Civil Engineering will include:

- Coordinating with the U. T. Rio Grande Valley Graduate College to leverage institutional efforts to recruit graduate students;
- Recruiting graduating engineering students to pursue their master's degree in Civil Engineering at U. T. Rio Grande Valley;
- Engaging undergraduate students in advanced research and recruiting them to pursue their master's degree after graduation;
- Reaching out to universities in Texas that offer bachelor's degrees in engineering, but do not have graduate programs to recruit their graduating students;
- Reaching out to community colleges in Texas to recruit students through the undergraduate civil engineering program as a pathway into the graduate program;
- Targeted, proactive recruitment of graduating seniors from faculty and research collaborators at partnering institutions by offering assistantships and scholarships to work on externally-funded research; and
- Recruiting students from the border states of Mexico to pursue their master's in civil engineering at U. T. Rio Grande Valley.

Revenue and Expenses

Expenses	5-Year Total
<i>Faculty</i>	
Salaries	\$1,707,978
Benefits	\$ 512,394
<i>Graduate Students</i>	
TA Salaries	0
TA Benefits	0
GRA Salaries	\$ 882,000
GRA Benefits	\$ 88,200
<i>Staff & Administration</i>	
Graduate Coordinator Salary	\$ 220,542
Administrative Staff Salaries	\$ 103,626
Staff Benefits	\$ 97,250
<i>Other Expenses</i>	
Facilities & Equipment	\$ 600,000
Library, Supplies and Materials	\$ 10,000
Travel	\$ 16,000
Total Expenses	\$4,237,990

Revenue	5-Year Total
<i>From Student Enrollment</i>	
Formula Funding	\$1,469,160
Tuition and Fees*	\$2,979,031
<i>From Institutional Funds</i>	
Reallocated Funds Designed Tuition	\$ 798,080
Total Revenue	\$5,246,271

*Tuition and Fees excludes Statutory Tuition

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for a new master's program.

6. U. T. Rio Grande Valley: Approval to establish a Doctor of Philosophy degree program in Clinical Psychology

RECOMMENDATION

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

- a. establish a Doctor of Philosophy degree program in Clinical Psychology at U. T. Rio Grande Valley; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The Ph.D. in Clinical Psychology follows an educational program based on the scientist-practitioner model of clinical psychology training aimed at producing clinical scientists. A unique aspect of national, state, and regional significance of this training program will be its focus on Hispanic American cultural sensitivity and the needs of this rapidly growing population in the Rio Grande Valley and the United States. Additionally, this program will have an Integrated Behavioral Health Care (IBHC) option for those students who want to pursue training in the integration of behavioral health care with medical care provided in primary care settings. IBHC has been found to increase access to service for behavioral and mental health difficulties in Hispanic individuals and to be an effective means of decreasing the stigma that is often associated with mental health in Hispanic cultures.

The proposed program consists of 89 semester credit hours for students entering with a bachelor's degree and 74 SCH entering with a master's degree. A minimum of four full-time years of coursework (foundation and applied courses), research training (thesis, preliminary examination, and dissertation), clinical training (practical and internship), and a one-year predoctoral internship will be required for graduation from the program.

Need and Student Demand

According to the U.S. Census Bureau, in 2014 the county region of Cameron, Hidalgo, and Starr had a total population of 1,314,420. Furthermore, this region has one of the fastest population growth rates in the state. From 2000 to 2014, the population in this region grew by 37.2% while the overall population growth in Texas grew by 29.3%. In contrast, the overall U.S. population growth for this period was 13.3%. According to the County Narrative Profile produced by the Labor Market and Career Information Department of the Texas Workforce Commission, in the Year 2010, 1,118,290 or 90% of the region's residents were Hispanic, while statewide, 37.6% were Hispanic. The Office of the State Demographer for Texas produced a population projection

table in 2012 for the time period between 2000 and 2050. According to this report, by 2025 the Hispanic population in the same three-county region is projected to increase by 81.9% from the 2000 population level. By 2050, the report projects that the Hispanic population will increase by 174.3% for a total of 2,297,535 Hispanic residents in this three-county area. According to a table produced by the Texas Department of State Health Services in 2014, licensed psychologists worked in 110 Texas counties. Hidalgo and Cameron Counties had 4.2 and 2.3 licensed psychologists per 100,000 residents respectively, and ranked 83 and 104 out of the 110 counties in the number of per capita psychologists. When compared to Dallas County at 25.3 licensed psychologists per 100,000 and Brazos County at 37.5, the disparity becomes even more salient and the need more urgent.¹

According to the American Psychological Association (APA), one of the most prominent and largest national professional organizations in psychology, the job outlook in the U.S. for clinical psychologists is good, with APA projecting a growth of 11%. Individuals with a Ph.D. degree in clinical psychology are the strongest candidates for job opportunities in academia, research institutions, and highly specialized treatment facilities where research is in demand. These academic and research-oriented positions require research emphasis in training.

The proposed program will offer graduate students training in psychological and behavioral methods relevant to Hispanic cultures, including the Mexican American culture. The program is targeted to produce clinical psychology scientist-practitioners with knowledge about Hispanic cultures. Given the aforementioned growth of the Hispanic population in the state and across the nation, employment in academia and clinical settings for clinical psychologists with knowledge and skills related to Hispanic cultures and with scientist-practitioner emphasis appears to be strong. The proposed program will aim to recruit highly qualified graduate students with diverse cultural backgrounds across the U.S., as well as outside the U.S., and will educate these students to become research-oriented clinical psychologists who have acquired clinical knowledge and skills with the Hispanic population. Further, the APA's Office of Ethnic Minority Affairs (OEMA) is a central clearinghouse for students of color interested in pursuing careers in psychology and can serve as an important resource for promoting doctoral-level psychology students. The OEMA offers information and materials for students who are at any stage in the psychology education pipeline.

To further address the question of employability of Ph.D.-level clinical psychologists trained in Texas, we forwarded a Survey of Program Heads to the Directors of Clinical Training (DCT) (i.e., directors of clinical psychology Ph.D. programs) of all the clinical psychology Ph.D. programs in Texas. We received data from all programs except one. Together the survey data indicate that individuals who graduate from these programs are highly employable. For example, during 2014-2015, 44 out of 45 graduates (97.8%) found employment shortly after graduation; and of these 44 graduates, 43 (97.7%) found employment within the discipline of clinical psychology. The DCT anticipated that their departments will hire a healthy average of 2 to 3 faculty (mean=2.7) over the next two to three years. However, the nine APA accredited clinical psychology Ph.D. programs in Texas (as opposed to 13 in California), of which only two are in the U. T. System, admitted just over 5% of the applicants to their programs. In summary, the above data strongly suggest that although graduates from clinical psychology Ph.D. students in Texas are extremely marketable, there are a limited number of openings available to applicants to clinical psychology Ph.D. programs in Texas.

¹ Data Source: Texas State Board of Examiners of Psychologists, September 2014.

Student demand locally may be seen in a psychology student survey conducted in January 2014. To examine interest and need for a clinical psychology doctoral program in the Rio Grande Valley, U. T. Rio Grande Valley Edinburg campus conducted a brief survey of its psychology undergraduate and graduate students with 109 individuals responding to the survey (90 undergraduate students, 15 graduate students, and four alumni). Of the 109 individuals, 82 responded that they would be interested in applying to a Ph.D. program in clinical psychology, if it existed. Thirty-two students graduated during the past three academic years from the current M.A. in Clinical Psychology program. Because of the unique location of institution and U. T. Rio Grande Valley being a Hispanic Serving Institution, the proposed program will likely attract applicants with Hispanic/Mexican American backgrounds. Diversity in the applicant pool will be sought to ensure a critical mass of excellent students who are accepted to the program.

Table 1 below shows the estimated enrollment projections for the first five years of the program. The range of headcounts admitted per year and the average attrition rate were determined by examining the headcount and attrition rates of similar APA-accredited programs nationwide and in Texas. The full-time student equivalent (FTSE) statistics in the table were calculated according to the state definition of FTSE; nine SCHs enrollment per student per semester = one FTSE. Please also note that all students will be expected to enroll in 12 credit hours in the fall, 12 in the spring, and three in the summer to be classified as full-time students. Summer enrollments are included in the subsequent year. Moreover, the FTSE statistics take attrition into account.

Table 1. Enrollment Projections					
	Year 1	Year 2	Year 3	Year 4	Year 5
New Student Headcount	6	6	8	8	8
FTSE	6	11	18	25	32
Attrition	0	1	1	1	1
Graduates	0	0	0	0	5

Program Quality

The Clinical Psychology doctoral program at U. T. Rio Grande Valley plans to obtain accreditation from the APA. The program will offer a curriculum that fulfills the APA guidelines and is designed to provide doctoral education and training in clinical psychology and produce professional psychologists based on the scientist-practitioner model. The program is designed for five years of full-time study, with four years spent at the University and the fifth spent on an APA-accredited, predoctoral internship. The course of study requires research training through coursework as well as an empirical thesis, a preliminary examination, and an empirical dissertation. The course of study also requires clinical training through foundation courses and advanced training courses including practicum. The program is capable of engaging in actions promoting cultural and individual diversity, as it is located on the border region of Texas.

Eight current faculty in the Department of Psychological Science will serve as core faculty with an additional five serving as support faculty. All have a terminal degree in clinical psychology or related discipline such as experimental psychology, neuroscience, neuropsychology, or cognitive psychology from tier-one research universities, such as The Ohio State University, University of Michigan, University of New York, and Virginia Polytechnic Institute and State University. Currently, open rank searches are ongoing for an additional five faculty to begin in AY 2017 - 2018. Three of these are clinical psychologist positions, one is an experimental psychologist, and one is an open rank experimental psychologist. An additional two faculty searches for open rank clinical psychologists will be undertaken in AY 2017 - 2018 to begin the following year.

Over the past five years, the current core and support faculty have together published 76 refereed journal articles, five book chapters, and three books. The current core and support faculty have been granted eight external grants totaling \$1,104,952 to support their research over this period. U. T. Rio Grande Valley also received a gift of \$6 million over five years from the Valley Baptist Legacy to support the development of the Ph.D. in Clinical Psychology program. This funding will be used to establish additional research facilities and provide other support for the research agenda associated with the proposed Ph.D. in Clinical Psychology program. Furthermore, U. T. Rio Grande Valley is currently constructing a new Interdisciplinary Engineering and Academic Studies Building that will include teaching and office space for the proposed doctoral program.

The program's emphasis on diversity and Hispanic cultures makes the program particularly responsive to the needs of the targeted student population and will, therefore, help meet the needs of the profession, especially as it relates to the needs of a growing Hispanic population. Also of special interest to potential students will be the Integrated Behavioral Health Care option, which will offer training in the integration of behavioral health care with medical care provided in primary care settings. This collaboration with the School of Medicine will provide opportunities for research and treatment program development in the predominantly Hispanic region of the Rio Grande Valley.

Revenue and Expenses

The projected FTSE enrollments are based on the count of full-time enrollments described above. The enrollment projections were used to estimate the revenues from formula funding and tuition and fees based on the Texas Higher Education Coordinating Board's Funding Estimation Tool. The Valley Baptist Legacy Foundation made a gift of \$6 million to support the development of the Ph.D. in Clinical Psychology at U. T. Rio Grande Valley over a five-year period. The revenues below include \$2,357,476 of funding from this gift for allowed expenses that will occur during years three through five of the program.

Projected Enrollment	5-Year Total
Number of Full-Time Student Equivalent (FTSE) Used for Formula Funding Calculation	32
Number of Full-Time Student Equivalent	32

Expenses	5-Year Total
<i>Faculty</i>	
Salaries	\$1,027,392
Benefits	\$ 308,218
<i>Graduate Students</i>	
TA Salaries	\$1,020,000
TA Benefits	\$ 102,000
GRA Salaries	\$1,000,000
GRA Benefits	\$ 100,000
<i>Staff & Administration</i>	
Graduate Coordinator Salary/Director's Stipend	\$ 241,889
Administrative Staff Salaries	\$ 313,051
Staff Benefits	\$ 45,778
<i>Other Expenses</i>	
Scholarships	\$1,172,080
Library	\$ 125,000
Equipment	\$ 81,000
Supplies and Materials	\$ 255,100
Travel	\$ 192,000
Total Expenses	\$6,083,508

Revenue	5-Year Total
<i>From Student Enrollment</i>	
Formula Funding	\$ 358,265
Tuition and Fees	\$ 615,751
<i>From Institutional Funds</i>	
Reallocated Funds	\$ 881,224
Designated Tuition	\$1,870,792
<i>From Grant Funds</i>	
Valley Baptist Legacy Foundation	\$2,357,476
<i>From Other Revenue Sources</i>	
Total Revenue	\$6,083,508

*Tuition and Fees excludes Statutory Tuition

Coordinating Board Criteria

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

7. **U. T. Tyler: Approval to establish a Doctor of Philosophy degree program in Clinical Psychology**

RECOMMENDATION

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

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

BACKGROUND INFORMATION

Program Description

U. T. Tyler seeks approval to offer a Ph.D. program in Clinical Psychology with a specialization in underserved populations. This program will focus its efforts on preparing doctoral-level clinical psychologists to provide best practice services and conduct practice-enhancing research among populations where there is a demonstrated unmet need regionally, statewide, and nationally, specifically with 1) older adults, 2) rural populations, and 3) military veterans/active duty service members. In addition, when there are ethnicity- or culturally-related treatment factors, these will be incorporated into the training for each of the three underserved populations. The degree will require a total of 99 graduate credit hours across four years in residence and a 12-month internship at an external site. The program will seek national accreditation from the American Psychological Association (APA) and will meet Texas psychologist licensure requirements.

Need and Student Demand

State and regional employment trends for careers in clinical psychology are promising. According to the Texas Workforce Commission, between 2008 and 2018 there will be a statewide increase in demand for clinical, counseling, and school psychologists of 1,710 (21%), or approximately 171 per year. In the Workforce Development Areas (WDA's) adjacent to Smith County where U. T. Tyler is located, an increase of 80 jobs or approximately 8 per year (19%) is expected. Moving further out from Smith County to include additional WDA's (North Texas WDA, North Central WDA, Heart of Texas WDA, South East Texas WDA, Texoma WDA, and Central Texas WDA) an increase of about 330 (21%) jobs, or approximately 33 per year, is expected.

National statistics from the APA indicate that the majority (50-60%) of doctoral graduates in clinical psychology are initially employed in clinical practice settings, with about 30-40% in academic settings. These figures would suggest that a substantial number of U. T. Tyler graduates would work in practice settings helping to address mental health service needs statewide and regionally. Across Texas, existing programs graduate an annual average of approximately 50 (about five per program) doctoral clinical psychology students, with an average graduation rate between 90 and 100%. Time to degree rates have been between 5 and 6.8 years.

Student demand is expected to be very high, particularly because Texas programs historically receive an average of more than 200 applications annually for an average of fewer than 10 openings. Nationally, the median number of applications is >150, the median number accepted is 10, and the enrollment rate is 12%. Nationally, in 2014, a total of 2,480 doctoral clinical psychology degrees were awarded. There remains a very large qualified applicant pool to draw from. The plan is to admit six new students annually, achieving a steady level of 24 students in residence at any one time by Year Five of the program.

Program Quality

Currently, there are three core clinical psychology doctoral faculty and seven doctoral support faculty in the department who will contribute to the program. The three current core faculty members each have active research labs, strong scholarship and sponsored research histories, and capacity.

U. T. Tyler will hire two new faculty in FY 2017 - 2018 and one more in FY 2018 - 2019 to reach a total of six core faculty, as recommended by a site visit team. The new hires will be targeted to ensure coverage of training and research areas of emphasis (i.e., diversity, rural mental health, geropsychology, and veterans' mental health). In addition to specific areas of expertise, new faculty would be expected to have demonstrated research/scholarly success and have a record of submitting and/or working with externally funded projects. It was the judgment of an external site visit team (all APA accreditation site visitors) that with these hires and the existing programs, U. T. Tyler has the capacity for a successful program.

Revenue and Expenses

Expenses	5-Year Total
<i>Faculty</i>	
Salaries	\$ 504,000
Benefits	\$ 177,800
<i>Graduate Students</i>	
TA Salaries	\$ 168,966
GRA Salaries	\$ 476,034
<i>Staff & Administration</i>	
Graduate Coordinator Salary	\$ 87,500
Administrative Staff Salaries	\$ 150,000
Staff Benefits	\$ 42,000
<i>Other Expenses</i>	
Supplies/Library/IT/Travel	\$ 36,000
Total Expenses	\$1,642,300

Revenue	5-Year Total
<i>From Student Enrollment</i>	
Formula Funding	\$ 366,175
Tuition and Fees	\$ 771,784
<i>From Institutional Funds</i>	
	\$ 699,966
Total Revenue	\$1,837,925

Coordinating Board Criteria

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

8. U. T. System: Discussion and appropriate action regarding proposed revisions to Mission Statements for U. T. Arlington, U. T. Austin, and U. T. Rio Grande Valley and reaffirmation of Mission Statement for U. T. Dallas

RECOMMENDATION

The Chancellor concurs in the recommendation of the Deputy Chancellor, the Executive Vice Chancellor of Academic Affairs, and the institutional presidents that proposed changes to the Mission Statements for U. T. Arlington, U. T. Austin, and U. T. Rio Grande Valley as set forth on the following pages be approved by the U. T. System Board of Regents.

Further, the Board is asked to reaffirm the Mission Statement for U. T. Dallas, set forth on [Page 162](#).

BACKGROUND INFORMATION

In 2013, the Texas Legislature repealed *Texas Education Code* Section 61.051(e), which directed the Texas Higher Education Coordinating Board to review the mission statements of public institutions, typically, every four years. However, each institution is required to have a mission statement under *Texas Education Code* Section 51.359. Section 51.352 of the Code, regarding the Responsibility of Governing Boards, requires governing boards to "insist on clarity of focus and mission of each institution under its governance." *Regents' Rules and Regulations*, Rule 10402, states that the Academic Affairs Committee or the Health Affairs Committee must review proposed changes to institutional mission statements. Further, approval of this item will help to ensure compliance with the Southern Association of Colleges and Schools (SACS) requirements regarding the periodic review and approval of each institution's mission statement by its governing board.

Pursuant to a directive by the Board of Regents on March 26, 2008, each Mission Statement must include a statement regarding the commercialization of university discoveries.

Mission Statements were last approved as follows:

- U. T. Arlington - last approved by the Board of Regents on November 10, 2011
- U. T. Austin - last authorized for submission to the Texas Higher Education Coordinating Board on May 14, 1998
- U. T. Rio Grande Valley - provisional Mission Statement approved by the Board of Regents on November 5, 2015
- U. T. Dallas - last approved by the Board of Regents on November 10, 2011

U. T. Arlington Mission Statement

The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

As a University, we affirm our commitment to the following objectives:

- The University is committed to comprehensive programs of academic research. This research effort requires attracting and retaining scholars who promote a culture of intellectual curiosity, rigorous inquiry, and high academic standards among their fellow faculty and the students they teach. We ensure a culture of creativity, innovation, and entrepreneurship, which includes the translation of university discoveries for the benefit of society.
- ~~The University values intellectual discovery not only as a manifestation of advancing human knowledge for its own sake but also as a vital prerequisite for fostering innovation, developing and transferring new technologies, and supporting the commercialization of products and services that enhance the standard of living and quality of life of the region, the state, the nation and the world.~~
- The University prepares students for full, productive lives and informed and active citizenship. To that end, we have developed undergraduate and graduate curricula and classroom practices that engage students actively in the learning process. Outside the classroom a wide range of student organizations and activities contribute to the learning environment. Our service learning program offers students the opportunity to supplement their academic study with internships in a variety of community settings, testing their skills and aptitudes and challenging their values. State-of-the-art teaching technologies, distance education, and off-site instruction afford access to off-campus as well as traditional students. Non-degree certificate and continuing education programs offer practical, aesthetic, and intellectually stimulating opportunities for community learners, for individual courses or a sustained program of study.
- The mission of a university can be achieved only when its students, faculty, staff, and administrators value and promote free expression in an atmosphere of tolerance, responsibility, and trust. The University regards these attributes as prerequisites for any community of learners and vigilantly strives to maintain them.
- Mindful of its role as a resource to the community, locally, nationally, and internationally, the University continually seeks partnerships with public and private concerns in order to advance the economic, social, and cultural welfare of its constituencies. We serve the needs of the North Texas community by sponsoring public lectures and academic symposia, as well as artistic, musical, and dramatic productions.

U. T. Austin Mission Statement

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service.

The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels. It contributes to the advancement of society through research, creative activity, scholarly inquiry and the development and dissemination of new knowledge, including the commercialization of University discoveries. The university preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs and provides other public service.

U. T. Rio Grande Valley Mission Statement

~~The University of Texas Rio Grande Valley provides a high quality, innovative, and affordable education to the students of South Texas, Texas, the United States and the world. The University will transform Texas and the nation through student success, research, healthcare To transform the Rio Grande Valley, the Americas, and the world through an innovative and accessible educational environment that promotes student success, research, creative works, health and well-being, community engagement, sustainable development, and commercialization of university discoveries.~~

U. T. Dallas Mission Statement

The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.

9. U. T. Rio Grande Valley: President's Report on the inaugural Strategic Plan

REPORT

President Bailey and Dr. Havidán Rodríguez, Provost and Executive Vice President for Academic Affairs and Chair of the Strategic Planning Committee, will report on the inaugural Strategic Plan for U. T. Rio Grande Valley using a PowerPoint presentation set forth on the following pages.

The Strategic Plan identifies the institution's vision, mission, values, core priorities, and other key areas of focus. U. T. Rio Grande Valley's Strategic Plan was developed with the active engagement of faculty, staff, students, and external community members. An effort was made to align U. T. Rio Grande Valley's strategic initiatives with U. T. System's Quantum Leaps.

BACKGROUND INFORMATION

U. T. Rio Grande Valley's institutional priorities and strategic vision were presented to the Board of Regents on November 9, 2016.

During this report, President Bailey and Dr. Rodríguez will discuss the inaugural strategic plan.

Vision: To be one of the nation's leaders in higher education, its premier Hispanic-serving institution, and a highly engaged bilingual university, with exceptional educational, research, and creative opportunities that serve as catalysts for transformation in the Rio Grande Valley and beyond.

Mission: To transform the Rio Grande Valley, the Americas, and the world through an innovative and accessible educational environment that promotes student success, research, creative works, health and well-being, community engagement, sustainable development, and commercialization of university discoveries. (See Academic Affairs Committee [Item 8](#), regarding recommended approval of this Mission Statement).

U. T. Rio Grande Valley's Five Core Priorities:

- Student Success
- Educational Opportunities
- Health and Medical Education
- Research Impacting the Rio Grande Valley and Beyond
- Community Engagement

U. T. Rio Grande Valley's Other Key Areas of Focus:

- Campus Climate and Professional Development and Growth for Faculty and Staff
- Becoming a B3 Institution: Bilingual, Bicultural, and Biliterate
- Globalization
- Sustainability

STRATEGIC PLAN



U. T. System Board of Regents' Meeting
Academic Affairs Committee
May 2017

Strategic Planning Committee Timeline



August
2015



COMMITTEE CHARGED
70+ Committee
Members

December
2015



Retreats &
Dialogue
Sessions

January
2016 –
November
2016



DRAFT OF THE
STRATEGIC PLAN

Strategic
Planning
Steering
Committee

December
2016 –
February
2017



LAUNCH

August
2017

UTRGV'S Strategic Plan

- Insights, Ideas, Recommendations and Feedback of Faculty, Staff, Students, and External Community Members
- Broadly Disseminated Information Internally and Externally
- Ideas, Hopes, and Aspirations for a New University that will Become a Model for Higher Education
- Core Priorities and Other Key Areas of Focus are Linked to U. T. System's Quantum Leaps







VISION

To be one of the nation's leaders in higher education, its premier Hispanic-serving institution, and a highly engaged bilingual university, with exceptional educational, research, and creative opportunities that serve as catalysts for transformation in the Rio Grande Valley and beyond.



MISSION

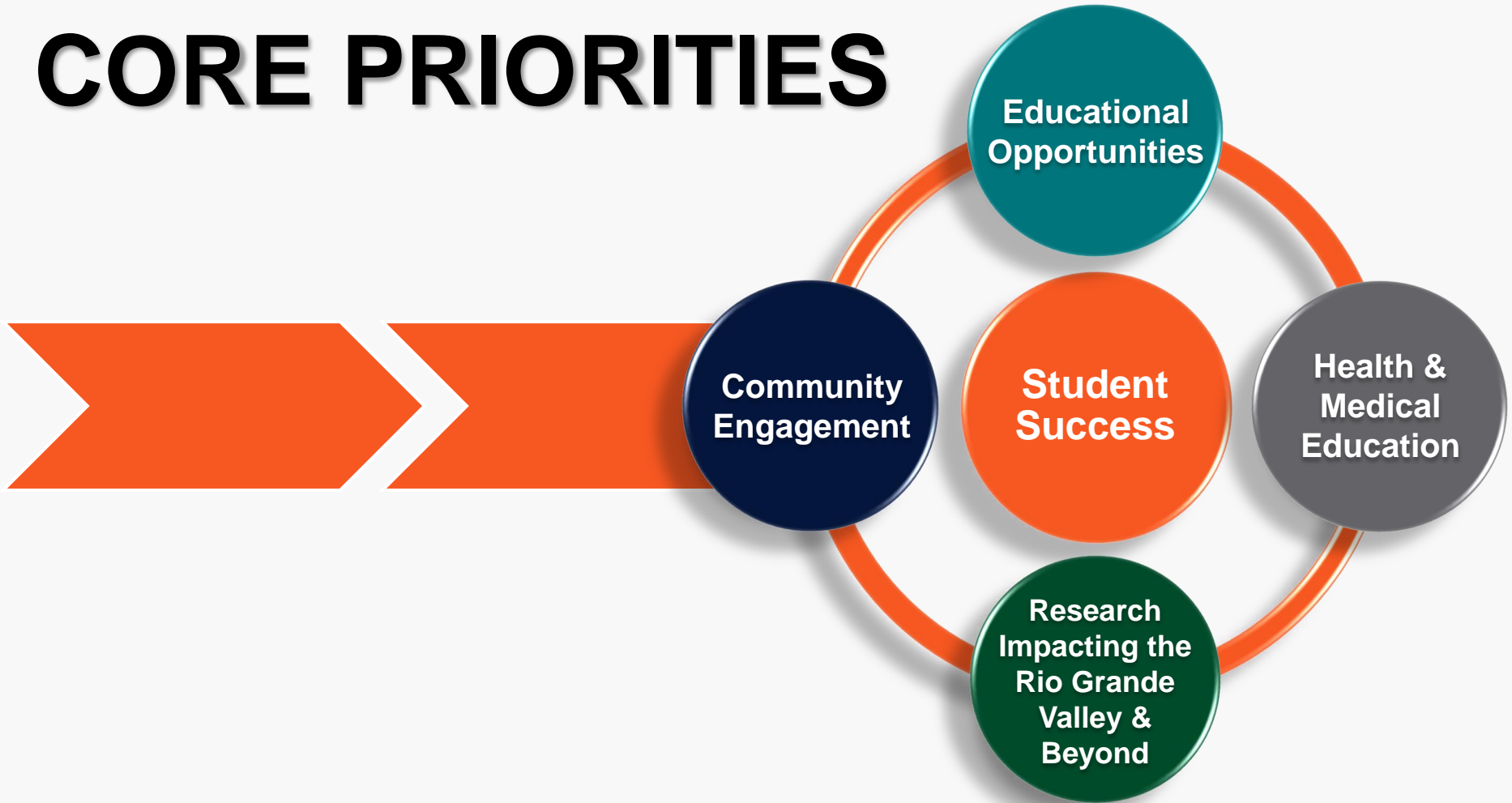
To transform the Rio Grande Valley, the Americas, and the world through an innovative and accessible educational environment that promotes student success, research, creative works, health and well-being, community engagement, sustainable development, and commercialization of university discoveries.



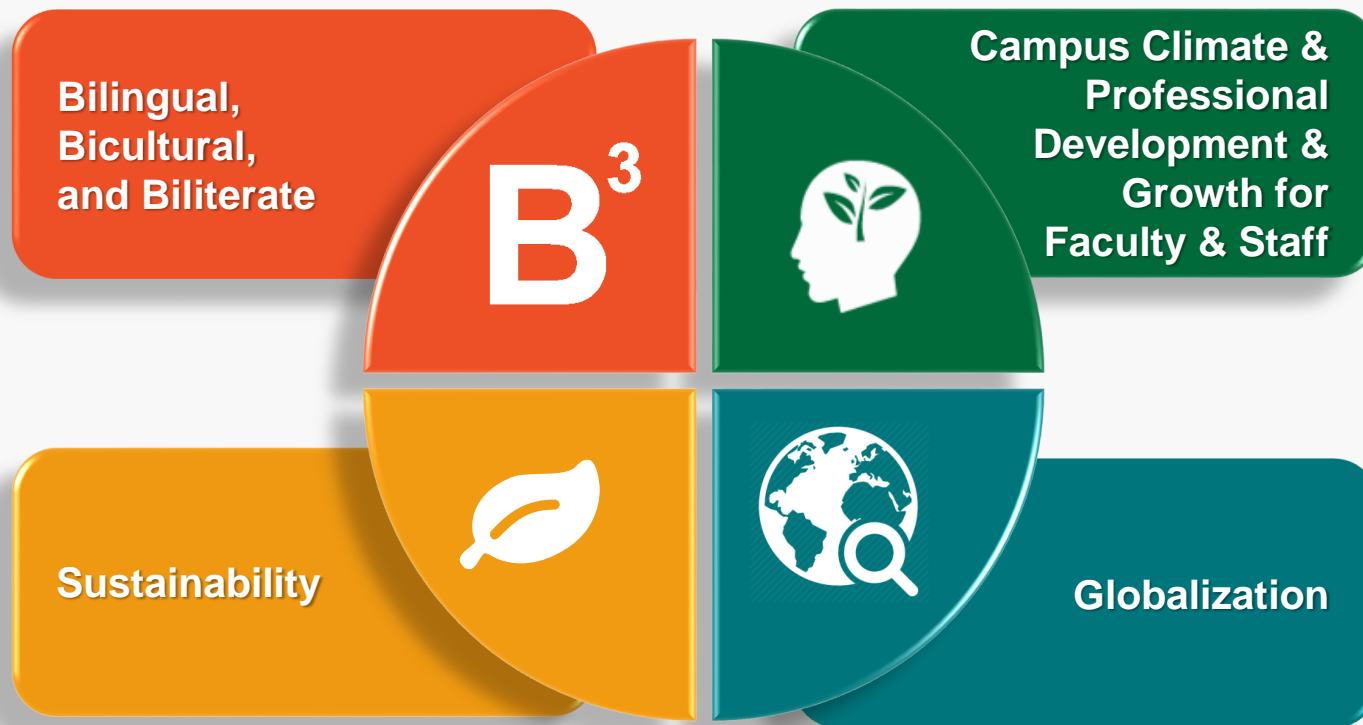
VALUES

Excellence
Diversity, Access, and Inclusion
Inquiry, Discovery, and Creativity
Engagement and Impact
Shared Governance
Leadership
Health and Well-being

CORE PRIORITIES



OTHER KEY AREAS OF FOCUS



THE INAUGURAL STRATEGIC PLAN



Critical Components to Ensure the Success of the Strategic Plan

- Community Participation and Support
- Unifying the Distributed University
- Robust Information Technology (IT) Infrastructure
- Intersections with the University Master Plan
- Data-Informed Decision Making
- Alignment of the Strategic Plan with Budget Planning
- Ongoing Review and Assessment