



# UST's Strategic Planning Newsletter

ISSUE FIVE

JULY 2003

## Phase 2 Finishes Big With Final Work Group Reports



Special points of interest:

- *Open Campus Meeting held April 24, 2003 with campus-wide attendance.*
- *April 30, 2003, UST held Stakeholder Luncheon with over 65 internal and external attendees.*
- *Work group efforts successfully resulted in Strategic Recommendations presented to UST Board of Directors.*



This spring semester was filled with a plethora of Strategic Planning Work Group activity. The nine work groups, which were developed at the Stakeholder Conference in November 2002, outdid themselves with their dedication, UST spirit of collegiality and generativity in support of the Strategic Planning process.

Included in this issue you will find the final Strategic Recommendations from all nine work groups.

### **Mission, Vision, Identity, Image, and Catholicity Work Group**

**Chair: Fr. Joseph Pilsner,**  
CSB Theology

**Debra Andrist** Modern and  
Classical Languages

**John Burke** Political and Social  
Science

**Jeff Coyle** Doherty Library

**Ellen de Kanter** Education

**Colleen Hester** SPIRE

**Yhi-Min Ho** Cameron School  
of Business

**Laura Olejnik** Cardinal  
Beran Library

**Randall Smith** Theology

**Gerald Warren** Admissions

**Fr. William Young, CSB**  
President Emeritus

The group made the following  
four recommendations:

1. Over the next two years, UST should produce a document which articulates (a) the aspirations of a Catholic university education, (b) UST's history and Basilian heritage, (c) UST's identity and mission. Concomitantly, the university should develop a plan for transmitting the essential contents of this document to students, faculty, staff, administration, and board members, particularly at orientations. After this initial phase has been completed, this plan should be implemented and its success measured.
2. Over the next two years, the University should, after an appropriate period of study, articulate what it hopes to achieve for students in the liberal arts curriculum. It should then set forth fundamental educational goals and objectives that are to be expected of St. Thomas students as a requirement for graduation and measure the university's effectiveness in achieving them.
3. UST needs to define, develop, and market its strengths in community and student engagement more intentionally. A very important aspect of this development of community will include an



enhancement of the university's ability to serve many peoples and cultures.

4. UST should strengthen its existing connections with the formal Catholic structures in the Houston area (Diocese of Galveston-Houston, Catholic Charities, Catholic Campaign for Human Development, etc.) and should investigate how the university can increase its partnerships with both formal and informal Catholic entities, especially with those associations and organizations of a cultural orientation. In particular, we need to consider how to design events, programs, initiatives, and curriculum that would be attractive to these constituencies and simultaneously advance the Catholic identity and mission of UST.

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## Work Group Final Reports



*“Communicate a comprehensive statement that clearly defines the academic brand of the University.”*

*Academic Programs Work Group*

*(Continued from page 1)*

### Academic Programs Work Group

**Chair: Ravi Srinivas**  
Environmental Studies

**Fr. Ted Baenziger, CSB**  
Modern and Classical Languages

**Christine Barry** Central  
Computing Services

**Karen Burns** Business Office

**Charles Davis** Management  
Information Systems

**Daryl Koehn** Center for  
Business Ethics

**Jerry Kramer** Arts and Sciences

**Michael Kukuk** Student

**Eduardo Prieto** Admissions

**Mary Catherine Sommers**  
Center for Thomistic Studies

**Bill Tinnerman** Chemistry  
and Physics

The group made the following six recommendations:

1. Communicate a comprehensive statement that clearly defines the academic brand of the University.
2. Develop a system for ongoing evaluation of the core curriculum in order to ensure coherence in its application, effectiveness in its implementation and realization of its goals and objectives. The system must take into consideration the different ways in which the core shapes the educational experience of undergraduate students.
3. Identify, educate, and support qualified undergraduate and graduate applicants to become successful in obtaining external scholarships and other funding to further their educational goals.
4. Strengthen all existing “Foundation,” “Signature,” and “Gateway” programs.
5. Develop and offer “pioneer,” professional development, and select continuing education programs to differentiate the University from its local competitors and other providers in the broader market.
6. Position the University to offer specialized graduate degrees to targeted markets via internet-based distance learning.

### Student Engagement and Campus Life Work Group

**Chair: Sr. Paula Jean Miller,**  
FSE Catholic Studies

**Brenda Benkenstein** Student

**Susan Byford** Business Office

**Kristie Gerber** Student Activities

**Jack Hank** Student Affairs

**Maury Harris** Environmental  
Studies

**Fr. Romanus Muoneke** English

**Stan Patyrak** Scholarships and  
Financial Aid

**Linda Pett-Conklin** International  
Studies

**Jan Schultz** Residence Life

**Jon Taylor** Political and Social  
Science

The group made the following four recommendations:

1. Establish intimate, small communities that directly link students with faculty, staff, and administrators in mutually supportive relationships.
2. Create university traditions, social centers, programs, and student services that inspire student and alumni engagement.
3. Initiate, nurture, and engage in the process of lifelong learning by developing self-supporting entrepreneurial ventures.
4. Market the distinctive Catholic identity and core values of the University of St. Thomas to increase local, national, and international recognition.



*“Establish intimate, small communities that directly link students with faculty, staff, and administrators in mutually supportive relationships.”...*

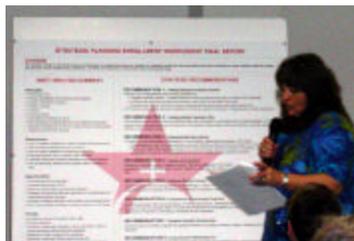
*Create university traditions, social centers, programs, and student services that inspire student and alumni engagement.”*

*Student Engagement and Campus Life Work Group*



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## Work Group Final Reports



*“Grow the UST undergraduate main campus population by...targeted freshman growth...”*

*Enrollment Work Group*

*(Continued from page 2)*

### Enrollment Work Group

**Chair: Rosie Rosell** Biology

**Bobbe Ames** Enrollment Services

**Liz Borreca** Education

**Fr. Anthony Giampietro** Philosophy

**Janice Gordon-Kelter** Master in Liberal Arts Program

**Emiliano Herrera** Student

**Sr. Claire Hunter, FSE** Campus Ministry

**Amir Nayeypour** Business Administration and Marketing

**Arthur Ortiz** Admissions

**Maria Shaulis** Scholarships and Financial Aid

**Hans Stockton** International Studies

The group made the following eight recommendations:

1. Grow the UST undergraduate main campus population by:
  - Targeted freshmen growth: increase the freshmen cohort by enrolling additional first time in college (FTIC) freshmen each year for the next 5 years;
  - Increasing the freshman-to-sophomore retention rate to 80% by fall 2009 (0.5%/year); and
  - Increasing the number of full time transfer undergraduates each year beginning fall 2004.

As enrollment grows, adjust admission standards to enhance the quality of the undergraduate student population.

2. The University should maintain our openness to the non-traditional-age (25+) student population.
3. To identify the best candidates for admissions and to maintain these students in the changing college-age demographic, UST should:
  - Use assessment tools during the admission process to identify students who are likely to need assistance
  - Partner with high school guidance personnel to insure that these students complete the necessary college preparatory

coursework and have assistance through the college planning admission process

- Develop and maintain effective academic, student life and support programs to retain all students once admitted
4. Develop and maintain a more “engaging campus” that will be attractive to both residential and non-residential student populations. Over the next two years, conduct research to determine the appropriate mix of these two populations for UST.
  5. Expand weekend and summer graduate course offerings in order to meet the growing needs of graduate students, support the growth of graduate enrollment and optimize the utilization of existing UST facilities.
  6. Explore partnerships with local corporations, non-profit organizations, professional societies and educational institutions as a way to meet the growing needs of Houston area employers and employees by providing “Professional Advance-

ment Programs” culminating in certificates and/or credentials.

7. Develop funded scholarship programs for graduate students to increase enrollment, quality of students and marketing exposure.
8. Develop comprehensive university-wide marketing plan that supports the strategic plan, supports enrollment growth and strengthens our image in the Houston area, Texas, regionally and nationally.

### Community and Outreach Work Group

**Chair: Leslie Haugen** Business Administration and Marketing

**Elsie Biron** Catholic Outreach

**Bernard Bonario** Art History

**Ellie Collier** Volunteer Opportunities

**Debbye Crofoot-Morley** Institutional Advancement

**Bill Cunningham** International Studies

**Ken DeDominicis** Institutional Advancement

**Sr. Marie Faubert, CSJ** Education

**Edward Herrera** Student

**Tom Overton** Public Affairs

**Michele Simms** Business Administration and Marketing

**Joe Ueng** Economics and Finance



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## Work Group Final Reports

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The group made the following seven recommendations:

1. Select and cultivate relations with international, regional and leadership allies in greater Houston
2. Systematically identify specific cultural and ethnic communities in the greater Houston area, and formally institutionalize reciprocal affiliations with them
3. Adapt the School of Theology's Diaconate Preparation (Diploma) Program for delivery by existing distance learning technology
4. Capitalize on UST's proximity to museums to further develop curricular and programmatic offerings
5. Integrate and further develop UST's partnerships with Houston-area Catholic and public schools, community colleges and the State
6. Develop new collaborative programs and partnerships with Houston-area universities
7. Develop partnerships between UST's Cameron School of Business and the corporate community

### Governance and Structure Work Group

**Chair: John Starner**  
Management Information Systems

**Fr. Patrick Braden, CSB**  
President Emeritus, Chemistry and Physics

**Clinton Brand** English

**Michael Colvin** Mathematics

**Diane Dallman** Doherty Library

**Anne Davis** Business Administration/ Marketing

**Brian Fredieu** Student

**Roya Esfandi** Institutional Advancement

**Kami Hercules** Registrar's Office

**Fr. Donald Nesti, CSSp** Center for Faith and Culture

**Matt Prasifka** Recreation and Sports Services

The group made the following ten recommendations:

1. We should articulate more clearly the roles of Deans, Chairs, and Departmental Directors.
2. Deans, Chairs, and Departmental Directors should regularize the appropriate forums for consulting with one another and with their immediate supervisors.
3. The Administration should begin to make a conscious effort to delegate authority and decision making where appropriate.
4. We should add to the formal duties of the President the charge of ensuring that all decisions and actions are consistent with our Basilian Heritage.
5. We should do a formal audit of the University committees, including a review of:
  - Composition and mem-

bership criteria

- Charge and responsibilities
  - Frequency of meetings
  - Criteria of efficacy
  - Decision reporting mechanisms
  - Decision routing mechanisms
  - We should make *performance on committees* rather than *membership on committees* a part of the personnel evaluation process.
6. We should undertake a top-to-bottom "Quality Enhancement Campaign" in our operational and functional processes. This will involve:
    - A focus on quality from the highest administrative level
    - Alignment of processes with constituent satisfaction
    - Definition of performance benchmarks for each program, office, department and division that are measured in factual data.
    - Development of continuous improvement based on measured benchmark data feedback.
    - Cultivation of a culture of cross-functional team-based problem solving
    - Provisions for continuous training and education for all personnel.
  7. We should delineate the role of SPIRE as it relates to measurement and process improvement:
    - to provide sufficient campus-wide understanding of role of SPIRE and to develop a culture leading to quality improvement
    - to ensure that SPIRE has sufficient authority to gather and disseminate the necessary information to support quality improvement



8. All handbooks and operating manuals should be regularly reviewed and updated and all employees trained in the procedures contained therein.
9. The Administration should design personnel evaluation processes, with the participation of the faculty and staff, which are capable of supporting decisions and fostering improvement.
  - These evaluations must be developed collaboratively.
  - They should be designed to foster improvement as well as measure performance.
  - They should include a factual measure of service quality.
  - They should be consistent, avoid bias, and be valid and reliable.

## Work Group Final Reports

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10. The Administration should develop an annual benchmark process for all programs, offices, departments and divisions.
  - The Administration should clarify critical performance factors for all programs
  - Benchmark data should be based on factual data.
  - Benchmark data should be tied to a quality standard
  - Evaluation results should drive planning and budgeting and process improvement

### Infrastructure and Technology Work Group

**Chair: Lee Williams**  
History

**Kim Fossey** Distance Learning Center

**Annette Hebble** Accounting

**Higinia Karna** Education

**Thomas Malloy** Chemistry and Physics

**Gary McCormack** Information Technology



**Joseph M. Miller** Admissions

**Scott O'Neil** Student

**James Piccininni** Doherty Library

**Howard Rose** Facilities Operations

**Bill Sargent** Business Administration and Marketing

**Frank J. Souto** Network and Campus Computing

**Sheila Waggoner** Mathematics

The group made the following six recommendations:

1. That the University develop a system that encourages, recognizes, and supports faculty in their efforts to create technology-enhanced learning opportunities and courses in a manner consistent with their discipline and the University's mission.
2. That the University augment staffing to support online teaching, learning and support environments.
3. That the University include in its five year planning process an applied, integrated technology plan in cooperation with the students, faculty, administration, and Board of Directors.
4. That the University renovate and appropriately equip classrooms, labs, and learning spaces and make needed infrastructure upgrades.
5. That the University expand the Campus Master Plan to include utilities

and networking infrastructure.

5. That the University develop, test, and maintain a comprehensive disaster recovery plan and evaluate the enhancement of campus security's capabilities through technology.

### Faculty and Staff Work Group

**Chair: Diane Clay**  
Education

**Sue Bradford** Institutional Advancement

**Jason L. Corlett** SPIRE

**Ramon Fernandez** Accounting

**Kurt Geisinger** Academic Affairs

**Terry Hall** Honors Program, Philosophy

**Robert LeBlanc** Education

**Lynda LeClair** Scholarships and Financial Aid

**Larry Nordyke** Biology

**David Pfaffenberger** Central Computing Services

**Marie-Pierre Stien** Human Resources

**Trish Vandiver** Psychology

The group made the following five recommendations:

1. That the University form a Human Relations Advisory Committee that is charged with the development of a Values Statement to coordinate leadership training, stress management training, conflict resolution training, and to identify and



assess other needs and interests of faculty, staff, and administrators.

2. That the University be deliberate and focused in the hiring and retention of diverse faculty, staff, and administrators with a goal of more closely reflecting parity with our student body by establishing a diversity policy.
3. That the University establish a centralized training and development program with a coordinated vision for and commitment to the training and development of current staff, faculty, and administrators in technology, professional skills, University policies and operations, and professional development.
4. That the University establish a standing committee composed of faculty, staff, and administrators to review thoroughly and annually the salaries and benefits for all University employees to ensure equity in compensation.

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## Work Group Final Reports

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5. That the University establish a clear and mutually agreed-upon process by which to assess the relative value assigned to teaching, scholarship and creative activity, and service in promotion, tenure, and merit pay decisions. The policy devised should accommodate the aforementioned areas of contribution and allow for each faculty member along with his or her supervisor to determine the relative weight of each area in decisions regarding promotion, tenure, and merit pay decisions.

### Finance, Planning, and Resources Work Group

**Chair: Don Frohlich** Biology

**Jim Barloon** English

**Max Bonilla** Sacred Scriptures

**Jim Booth** Finance

**Jan Bowles** Management Information Systems

**Andre Chapa** Student

**Fr. Robert Crooker, CSB** Professor Emeritus

**John Deely** Philosophy

**Josh Matranga** Lab & Media Services

**Ruth Strudler** Education

**Edwin Tecarro** Mathematics

**Diane Thorton** Institutional Advancement

The group made the following five recommendations:

1. Create a standing, internal, university-wide group to review tuition levels in relation to other schools and projected needs. Identify comparable programs and facilities at other local universities and evaluate UST programs and facilities in order to make them more competitive.
2. Forge mutually rewarding alliances with area businesses and business and professional groups to support their educational and professional development requirements for employees, and to support our students with internships, scholarships, and financial support.
3. Establish a grant resource unit or office within the University to assist faculty and schools to successfully apply for grants and other financial awards to support current programs or to develop new programs.
4. Develop a culture that fosters strong attachment to UST among students at the beginning of their time here that will guarantee a strong attachment as alumni.
5. Strengthen ongoing dedication to building the endowment.



*“Establish a grant resource unit or office within the University to assist faculty and schools to successfully apply for grants and other financial awards to support current programs or to develop new programs.”*

*Finance, Planning, and Resources Work Group*



#### Questions? Contact:

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