Proposed Action Plan for Guiding Aspiration #3:
Build on faculty excellence and strengthen academic programs

"UTA will strengthen its academic programs through enablement of greater excellence in its existing faculty and through recruitment and retention of the best faculty internationally"

RATIONALE AND STRATEGIC OBJECTIVES

Rationale: UTA's success (real or perceived) rests upon the accomplishments and reputation of its faculty in the areas of **scholarship**, **teaching**, **mentoring**, and **service** (institution, discipline, community). Efforts to foster success of the faculty (individually and in the aggregate) will attract new opportunities for growth in all four professional domains thereby increasing the University's impact and reputation.

Strategic Objectives: Optimize the professional environment to enable faculty to grow and achieve in all four professional domains (scholarship, teaching, mentoring, service) by:

- Creating a community of scholars who are engaged, innovative, entrepreneurial, diverse, responsive, committed, and collaborative

- Providing critical infrastructure to assist faculty in their efforts to be more accomplished in scholarship, teaching, mentoring, and service

- Removing barriers (real or perceived) that thwart faculty efforts to be more effective in scholarship, teaching, mentoring, and service

CORE CONSIDERATIONS REGARDING RESOURCE REQUIREMENTS & IMPLEMENTATION

Successfully implementing the strategies presented in this document will require resources that are sufficient and appropriate. In defining "sufficient and appropriate," we turn to our aspirational peers, against whom we should establish relevant benchmarks and with whom we must ultimately strive for parity.

Chief among the perceived needs for building on faculty excellence and strengthening academic programs are:

1. HIRING ADDITIONAL FACULTY, particularly those whose interests in research, teaching, service and mentoring are not only of the utmost quality but also consistent with our aspirations to become a leading 21st century urban university providing educational experience for a diverse student body

2. CREATING ADDITIONAL WORK SPACES to support faculty efforts, especially in research but also in innovative teaching

3. REVISING WORKLOAD POLICIES to ensure optimal use of each faculty member's time and effort in ways that are consistent with the strengths each brings to the educational endeavor, including the establishment of programs that reward and retain a core of excellent non tenure-track faculty whose primary focus is on teaching

4. ESTABLISHING FACULTY DEVELOPMENT PROGRAMS that provide faculty members at all career stages with time enough to devote their energies on completing important projects, including opportunities for research travel

5. ATTRACTING AND RETAINING HIGHLY TRAINED NON-FACULTY EMPLOYEES who directly contribute to faculty productivity by providing technical support in areas such as grant management, computing, instrumentation, and facilities

6. IMPLEMENTING REVISED FISCAL POLICIES that allocate resources in ways that adequately and equitably support the education of all undergraduate students both in their academic majors but also through the core curriculum and in critical out-of-major support courses, thereby building the institution's profile as a truly comprehensive university

NEAR-TERM STEPS FOR EACH OPERATIONAL PRIORITY   (STRATEGY, TARGET, TACTICS)

Operational Priority #1: Undergraduate Education

"Provide unparalleled access and student experiences to graduate an increasing number of engaged, innovative, entrepreneurial, and diverse body of students equipped for the workforce and for further education."

Strategy 4.1.1	**Faculty shall be encouraged and appropriately incentivized to motivate more undergraduate students to engage with their academic community and the community at large through educational experiences in both service learning and in personalized instructional contexts (studio, practicum, clinical, independent study, private lessons, research assistantships, internships, etc.)**
Target	The number of students enrolled in at least one course coded "service learning" "individualized instruction" or "research" will increase by 5% per year (or 40% from Fall '13 to Fall '20)
Tactics	1. Incentivize faculty to use their professional networks to increase # of paid internship opportunities available to undergraduates 2. Incentivize faculty to encourage undergraduate students to engage in research through conference courses 3. Incentivize faculty to motivate undergraduate students to pursue honor college degrees by completing theses 4. Incentivize faculty to make themselves available in larger numbers to serve as mentors for undergraduate students 5. Incentivize faculty to offer at least one service learning section each academic year 6. Assist faculty in securing additional federal funding to support undergraduate research opportunities, including those earmarked for MSIs/HSIs 7. Support faculty in efforts encourage promising undergraduate students to pursue graduate studies at UTA 8. Establish University programs to challenge their respective external advisory boards to make paid internship opportunities available to undergraduates 9. Expand the size and scope of the McNair Scholars Program 10. Provide supplemental salary to faculty who obtain federal grants for undergraduate research such as the NSF REU (as such grants typically have very limited allowance for faculty salaries) 11. Provide additional non-financial incentives to undergraduate student who participate in REU-type research such as a streamlined admission to graduate studies and earning at least 3 credit hours towards a master's degree
Resource Requirements	1. Improved facilities and infrastructure (including personnel) within the Career Development Center to support increased numbers of internships 2. Lower student-to-faculty ratio to support faculty in re-directing time and effort to UG research and personalized learning 3. Improved infrastructure & funding to allow doctoral students to take on responsibility, time and effort to direct UG research, e.g., through laddered mentoring relationships 4. Increased number of faculty associated with UG-research related programs (e.g., Honors College, McNair Scholars Program) 5. Expanded facilities to accommodate larger # of UG students engaged in research 6. Enhanced funding for salary supplements to faculty engaged in REU-type UG research grants 7. Enhanced funding and resources to attract promising UG students into the UTA graduate program

Implementation Considerations	1. Faculty numbers must match or outpace enrollment growth 2. Space requirements 3. Reallocation of workload 4. Amending tenure & promotion criteria to appropriately reward faculty engaged in UG research activities 5. Creation of laddered research mentoring (faculty – doctoral student – UG) 6. Budget for supplemental salaries
Accountability Plan	1. Align tactics and metrics with the academic UEPs for each college and school to ensure distributed effort 2. For externally accredited programs, align tactics and metrics with accreditation requirements to ensure distributed effort 3. Present efforts to the public by means of a freely accessible dashboard 4. For programs with external advisory boards, involve board members in in tracking and monitoring the progress of each respective program 5. For each UEP cycle, each dean (or equivalent) will report: 1) the extent to which each of the metrics have been attained and 2) resources expended to achieve each 6. Deans (or equivalent) will confer to share information about best practices to achieve maximal student engagement as efficiently as possible
Metrics to Gauge Success	1. Improved student-to-faculty ratio as reported in the Common Data Set (I-2) [F'13 = 22:1; F'12 = 23:1; F'11 = 23:1; F'10 = 24:1; F'09 = 23:1] 2. Increased # of students enrolled in individualized instruction sections 3. Increased # of students earning an Honors College degree 4. Increased # of students served by the McNair Scholars Program 5. Increased # of external entities collaborating with UTA in internship programs 6. Increased # of faculty who offer at least one "service learning" section 7. Increased # of UG research grant proposal submitted 8. Increased # of UG research grants won 9. Increased # of UG students participating in funded research (NSF REU and others) 10. Increased # of UG students admitted to graduate studies through the McNair, Honors College, REU and similar potential feeder programs 11. Increased # of UTA UG students who continue graduate studies at UTA

Strategy 4.1.2	**Create programs and policies that provide appropriate and meaningful roles for the faculty in UTA's efforts to increase its reputation as a leader in outstanding undergraduate education, especially for academically talented students from historically underrepresented communities**
Target	Undergraduates in the fall '20 freshman cohort will present both improved academic credentials & less variance in credentials (as compared to the fall '13 freshman cohort)
Tactics	1. Encourage more faculty members to engage with prospective students in ways that make top-flight students more eager to attend UTA 2. Provide more scholarship support for talented prospective first-year students 3. Raise admissions standards in strategic ways that attract high-achieving students and allow alternative access to individuals whose potential for success is not accurately reflected in their academic record 4. Integrate faculty members into UTA's efforts to cultivate relationships with high-achieving students from local urban ISDs (and their families) at the earliest possible time (e.g. middle school) 5. Provide more opportunities for local middle and high school students to visit (and spend extended time) on our campus and to get to know our faculty 6. Provide more opportunities for UTA faculty to partner with teachers / schools in the region, both formally and informally

Resource Requirements	1. Incentives to encourage faculty to increase their visibility in local ISDs 2. Larger pool of dollars available for merit-based scholarships for students 3. Reallocation of faculty workload to offset time & effort invested to build pre-admissions relationships 4. Hire more faculty who better reflect the populations from which we draw students
Implementation Considerations	1. Growth of the faculty must outpace growth in student enrollments 2. Space requirements 3. Incentives to academic units to ensure that faculty members with documented success in effective UG teaching are given priority to teach and develop undergraduate courses 4. Identification of those faculty who routinely score highly on Student Feedback Surveys (for undergraduate sections) as lead prospects in such efforts 5. Increased professional development opportunities specifically targeted at better understanding and teaching students from underrepresented populations 6. Enhanced professional development for inexperienced faculty and faculty who would benefit from such guidance
Accountability Plan	1. Align tactics and metrics for this strategy with the UEPs for each applicable unit 2. For each UEP cycle, each dean (or equivalent) will report: 1) the extent to which each of the metrics have been attained and 2) resources expended to achieve each 3. Present recruitment, admission, and yield data to the public by means of a freely accessible dashboard, being sure to disaggregate by appropriate variables 4. Deans (or equivalent) will confer to share information about best practices to attract and recruit the strongest possible first-year class
Metrics to Gauge Success	1. Increased % of first-time first-year students in top 10% and 25% of their HS class 2. Decreased % of first-time first-year students in bottom 50% of their HS class 3. Decreased acceptance rate (# accepted / # who apply) 4. Increased matriculation yield (# accepted / # who enroll) 5. Improved external rankings (e.g., USNWR) 6. Increased percentage of faculty members from underrepresented communities 7. Increased # of new students from ISDs with whom we have intentional relationships

Strategy 4.1.3 – Encourage faculty to apply for NSF REU (Research Experience for Undergraduates) grants – has been folded into Strategy 4.1.1.

Operational Priority #2: Graduate Education
"Educate and graduate increasing numbers of diverse graduate students equipped to provide leadership and to extend the frontiers of knowledge in their professions."

Strategy 4.2.1	**Increase the number of doctoral degrees conferred per tenured / tenure-track faculty member per academic year**
Target	For AY 2019-20, the # of PhDs / T-TT faculty will be at least 0.33. (F13 = 0.24; F12 = 0.26; F11 = 0.18; F10 = 0.20; F09 = 0.17)
Tactics	1. Increase # of doctoral degree programs, focusing on areas of high demand that fit the strategic plan's theme 2. Invest more in existing, comparatively low-cost doctoral programs from which students are historically likely to produce publicly-funded research or to sustain the public sector, rather than spend the lion's share of public tax dollars (UTA funds) training doctoral students whose aim is to benefit mainly the private sector; private sector funding (non-UTA funds) could support doctoral programs designed to benefit the private sector 3. Reward faculty for successful mentoring of doctoral students to completion

	4. Urge faculty to mentor students for professional success, ensuring that doctoral students understand the timelines and mechanisms for their particular professional job markets, assisting them with their application strategies and materials, and encouraging them to practice their interview and presentation skills 5. Exploit technology to attract and educate qualified, motivated doctoral students from new (distant/ global) populations (e.g., Cornell Tech, the collaboration between Cornell and the Technion-Israel Institute of Technology for a campus on Roosevelt Island) 6. Explore competency-based models for doctoral programs to reduce time to degree 7. Shift doctoral degree requirements to account for technological changes (e.g., web-based projects that indicate extensive research rather than a traditional dissertation – one of the recommendations of a recent report on doctoral education by the Modern Language Association, which did a survey of doctoral-granting departments and found that approximately 10% offered alternatives projects to a dissertation -- http://www.insidehighered.com/news/2012/01/09/mla-considers-radical-changes-dissertation#sthash.GhThMKvl.Fry28VsE.dpbs; the sciences use mainly a model that involves a collection of papers with multiple authors)
Resource Requirements	1. Increased funding for doctoral support (tuition, feeds, stipends) 2. Increased resources for effective academic/professional development for PhD students 3. Improved infrastructure to track progress toward degree 4. Expanded facilities to accommodate larger number of doctoral students routinely engaged in research activity
Implementation Considerations	1. Growth of the faculty must outpace growth in doctoral student enrollments 2. Space requirements for conducting doctoral research 3. Counseling potential PhD students early about financial matters, in order to encourage steady progress through course work and to keep student debt to a minimum 4. Reallocation of workload for faculty who mentor doctoral students
Accountability Plan	1. Align tactics and metrics with the academic UEPs for each college and school to ensure distributed effort 2. Present efforts to the public by means of a freely accessible dashboard 3. For each UEP cycle, each dean (or equivalent) will report: 1) the extent to which each of the metrics have been attained and 2) resources expended to achieve each 4. Deans (or equivalent) will confer to share information about best practices to increase number of PhDs awarded with an eye toward ensuring that faculty resources are employed with maximum efficiency and equity
Metrics to Gauge Success	1. Increased # of PhD degrees awarded per year 2. Increased # of PhD degree programs 3. Increased # of faculty members in PhD-units sharing doctoral supervision duties 4. Decreased # of low-producing PhD programs 5. Increased # of faculty members supervising at least one PhD student to completion 6. Decreased average time to completion for PhD students

Strategy 4.2.2	**Increase the number of faculty who recruit and mentor intellectually gifted, highly motivated doctoral students from underrepresented minority groups**
Target	For AY 2019-20, the number of PhD graduates from historically underrepresented minority groups will increase 20% over that reported for AY 2012-13
Tactics	1. Provide venues that allow faculty to actively recruit intellectually gifted, highly motivated minority students into doctoral programs 2. Enlist the assistance of current PhD students and PhD alumni to identify and recruit a

	diverse pool of prospective PhD students 3. Establish a formal mentoring program whereby research-active faculty are paired with minority students from the outset
Resource Requirements	1. Increased funding for support of recruitment efforts 2. Incentives to encourage faculty to recruit and mentor
Implementation Considerations	1. Incentives to encourage units to support and recognize successful recruitment by faculty members 2. Targeted professional development for faculty who may need (or want) guidance in mentoring and recruitment strategies
Accountability Plan	1. Align tactics and metrics with the academic UEPs for each college and school to ensure distributed effort 2. Present efforts to the public by means of a freely accessible dashboard 3. For each UEP cycle, each dean (or equivalent) will report: 1) the extent to which each of the metrics have been attained and 2) resources expended to achieve each 4. Deans (or equivalent) will confer to share information about best practices to increase number and diversity represented in PhDs awarded with an eye toward ensuring that resources are employed with maximum efficiency and equity
Metrics to Gauge Success	1. Increased % of PhD students from historically underrepresented groups 2. Increased # of PhD degrees awarded/year to underrepresented minority students 3. Reduced time-to-degree among all doctoral students, particularly minority students 4. Increased # of faculty mentoring underrepresented minority doctoral students

Operational Priority #3: Professional / Continuing Education Globally
"Expand UT Arlington's global outreach by having our faculty be abroad for sustained periods of time, thereby offering superior access to knowledge and continuing education to citizens around the world.

Strategy 4.3.1	**Increase number of faculty who have spent at least one period of at least four (or six?) weeks outside the United States as part of an organized program of research, teaching, or other professional service**
Target	By AY 2019-20, at least 10% of the faculty on the roster will report having engaged in a six-week or four-week? (or longer) organized overseas professional experience during their time at UTA
Tactics	1. Triage existing Memoranda of Understanding with international partners and respond to each of the three resultant groups appropriately (end fruitless relationships, strengthen promising low-performing relationships, etc.) 2. Build stronger relationships with leadership of programs that support international exchange and collaboration (e.g., Fulbright) 3. Convene faculty with international experience to serve as an advisory board & develop a comprehensive strategy for providing more faculty members with such experiences 4. Centralize university efforts to foster international exchange (receiving and sending)
Resource Requirements	1. Establish university fund to support visiting scholars from abroad to build relationships 2. Purchase & maintain accommodations to support visiting faculty in the short-term 3. Establish a university community Uber/Lyft type car service for international visiting faculty to overcome Arlington's lack of a mass transit system so that their daily living experiences are as positive as their academic ones
Implementation Considerations	1. Temporarily covering course sections for faculty who travel abroad 2. Ensuring continuity of research supervision (UG/Grad) for students whose sponsoring faculty member travels abroad
Accountability Plan	1. Align tactics and metrics with the academic UEPs for each college and school to ensure distributed effort

	2. Present efforts to the public by means of a freely accessible dashboard
	3. For each UEP cycle, each dean (or equivalent) will report: 1) the extent to which each of the metrics have been attained and 2) resources expended to achieve each
	4. Deans (or equivalent) will confer to share information about best practices to achieve maximal student engagement as efficiently as possible
Metrics to Gauge Success	1. Increased # of faculty requesting leaves for international exchange activities
	2. Increased # of international faculty visiting UTA as guests of our faculty
	3. Increased # of international students matriculating at UTA from institutions with whom faculty have engaged
	4. Increased # of co-authored publications by UTA faculty with colleagues at international institutions

We recommend that Strategy 4.3.2 be passed to working group G.A. 1+8 for their consideration

Strategy 4.3.2	*Develop new masters-level graduate programs that address the needs and desires of lifelong learners to cultivate new strategic relationships within the local community*
Target	*Non-traditional students seeking self-enrichment and "a cause to champion"*
Tactics	• *Develop & deliver new graduate programs à la SMU's "Master of Liberal Studies"* • *Seek entrepreneurial means by which such programs can distinguish themselves from other similar offerings, building on the expertise and interest of UTA faculty* • *Market new program(s) strategically*
Resource Requirements	• *Initial outlay to initiate such a program (market research, PR, etc.)* • *Supplements for faculty to develop and deliver curriculum* • *Dedicated administrative and managerial support*
Implementation Considerations	• *Market research to inform planning* • *Avoid potential competition with existing degree programs* • *Planning and approval processes*
Accountability Plan	*The dean(s) overseeing such (a) program(s) would lead efforts to craft an accountability plan, with special attention to marketing, PR, & development opportunities*
Metrics to Gauge Success	• *Program enrollments* • *Number of new degrees conferred* • *Fiscal self-sustainability after five years* • *Positive ROI vis-à-vis development*

Strategy 4.3.3	Develop new study abroad programs that address the needs and desires of lifelong learners to develop global awareness, guided by faculty expertise and in connection with our global alumni
Target	Non-traditional students seeking self-enrichment & global professional connections
Tactics	1. Develop and deliver new continuing education study abroad programs as Harvard, University of Kansas, etc., building on the expertise and interest of UTA faculty and the existence of interested global alumni. *Examples: COLA faculty already direct study abroad for students in France, Spain, Germany, Russia, Mexico and are planning to do so for China. These courses could be adapted for a community of lifelong learners* 2. Market new program(s) strategically
Resource Requirements	1. Initial outlay to initiate such a program (market research, PR, etc.) 2. Supplements for faculty to develop and deliver curriculum; payment for guiding study abroad to incorporate international travel costs including per diem, etc. 3. Dedicated administrative and managerial support
Implementation	1. Market & alumni & development research to inform planning

New Strategy

Considerations	2. Avoid potential competition with existing programs (e.g. China EMBA)
	3. Planning and approval process
Accountability Plan	The dean(s) overseeing such (a) program(s) would lead efforts to craft an accountability plan, with special attention to marketing, PR, & development opportunities.
Metrics to Gauge Success	1. Program enrollments
	2. Positive ROI *vis-à-vis* development, alumni relations, global partners, etc.
	3. Fiscal self-sustainability after five years

Operational Priority #4: Research and Economic Development

"Substantially enhance capacity and faculty productivity in research, scholarship, and creative activity to advance knowledge, enhance education, and catalyze economic development and global competitiveness of the region and state."

Strategy 4.4.1	**Increase faculty research expenditures (both total and restricted)**
Target	For AY 2019-20, total faculty research expenditures will be at least $120 M; restricted faculty research expenditures will be at least $50 M.
Tactics	1. Office of Research Administration (Grants & Contracts) to systematically monitor opportunities for grants & bring those to faculty's attention on a regular basis
	2. Create university fund to provide matching funds for grant proposals that require them
	3. Encourage faculty to apply for visiting scholar / program officer programs with federal agencies such as DOE, DOD, ONR, NSF, etc.
	4. Develop a university-wide policy for return of some overhead to the PIs so those funds could be used for attending conferences, supporting students, and other such seed purposes that would help secure more funding
	5. *Formalized* program to reimburse faculty for travel to D.C. to meet w/ federal funders
Resource Requirements	Dedicate budgetary support to encourage grant-writing, to facilitate application processes, and to manage funds.
Implementation Considerations	1. Ensure that access to any supporting funds is disbursed in a systematic and transparent way across the academic units (with details to be determined collaboratively)
	2. Formalized, ongoing grant-writing support for faculty (not so *ad hoc*), including workshops, editorial input, etc.
Accountability Plan	1. Align tactics and metrics with the academic UEPs for each college and school to ensure distributed effort
	2. Present efforts to the public by means of a freely accessible dashboard, including a *transparent* pie-chart report of disbursement and utilization of resources
	3. For each UEP cycle, each dean (or equivalent) will report: 1) the extent to which each of the metrics have been attained and 2) resources expended to achieve each
	4. Deans (or equivalent) will confer to share information about best practices to maximize grant-seeking efforts / success
Metrics to Gauge Success	1. Total research expenditures
	2. Restricted research expenditures
	3. Number of grant proposal submissions
	4. Success rate of grant proposals submitted

Strategy 4.4.2	**Each faculty member will increase the average number of significant and high-impact publications (or equivalent) produced each year, with an emphasis on work that is vetted by peer review, jury, or invitation.**

Target	For AY 2019-20, each faculty member will increase by 33% the average number of peer-reviewed publications (or equivalent) he or she reported for AY 2012-13.
Tactics	1. Through faculty leadership, faculty members in each college and school will establish clear relevant definitions, e.g., who counts as a "faculty member," what counts as relevant "peer-reviewed publications (or equivalent)," how one assesses "significance" and "impact" 2. Academic units will provide more opportunities for faculty members to be relieved periodically (and strategically) of teaching and/or service obligations so as to focus on writing. 3. Faculty members will be expected to form strategic collaborations among faculty colleagues to engage in group scholarship and thereby publish more co-authored works (e.g., via cluster hiring or other models). 4. The Division of Faculty Affairs will establish programs that support effective writing discipline in the creation of strongly crafted academic prose (to reduce time in the revise-and-resubmit cycle) 5. The University and academic units, as appropriate, will review (and revise or implement, as appropriate) existing policies and practices governing differential workloads and faculty professional performance with an eye toward optimizing the relative contributions of each faculty member
Resource Requirements	1. Faculty members at all ranks will be encouraged to seek funds to support research leaves and/or reapportionment semesters. 2. Faculty members will be encouraged to seek funds to support increased needs for research-related travel and dissemination (with an expectation of reported efforts and effect to gauge ROI). 3. Each faculty member will seek and enlist editorial support, as appropriate for effectively meeting writing and publication goals.
Implementation Considerations	1. Faculty members must pursue opportunities for collaborating with colleagues through writing and peer editing. 2. Academic units are encouraged to implement differentiated workloads as one strategy to provide time for faculty to pursue research, writing and publication.
Accountability Plan	1. Align tactics and metrics with the UEP administrative plan outcomes for each college and school. 2. For each UEP cycle, each dean (or equivalent) will report: 1) the extent to which each of the metrics have been attained and 2) resources expended to achieve each 3. Deans (or equivalent) will confer to share information about best practices to achieve maximal as efficiently as possible. 4. In accordance with federal, state and UT System rules and regulations, make relevant outcomes publicly available.
Metrics to Gauge Success	1. Number of faculty publications (to be defined), per faculty member, in the aggregate, 2. Reduced time to press (to be defined) 3. Increased impact measures (h-index, i10-index, etc.)

Operational Priority #5: Faculty

"Attract and retain the very best faculty and staff aligned with our Vision and enthused by our aspirations to create a model 21st Century Urban University."

Strategy 4.5.1	**Faculty profiles will rise in prominence through increased numbers of faculty that receive external recognition for their outstanding professional achievement**
Target	By Fall 2020, we will have at least doubled the number of faculty (over figures for Fall 2013) who have been externally recognized as:

	▪ National Academy Members + Nobel Prize Laureates ▪ Winners of NRUF-defined awards ▪ Leadership in regional, national, and international academic/professional organizations ▪ Members on Federal Agency Panels ▪ STARS program participants ▪ Piper Professors ▪ Members of UT System Academy of Distinguished Teachers
Tactics	Continued progression/support with existing programs
Resource Requirements	1. Salary and research support to attract potential high-profile colleagues 2. Funds to facilitate travel to professional meetings (beyond presenting research)
Implementation Considerations	1. Integration of new high-profile faculty into existing communities of practice 2. Accommodating faculty who will require release time to invest substantial efforts in leading professional organizations 3. Review and revision of processes whereby faculty are nominated for external awards 4. Development of peer network of award winners to support viable candidates 5. Database of minor awards that might pave a path toward a major award 6. Identification of facilitator in each college that will manage the application process for eligible faculty: maintain deadlines, assist with application packet, help candidate connect with key faculty that write letters of recommendation
Accountability Plan	1. Office of the Provost in partnership with Grants & Contracts will coordinate among its divisions to solicit relevant data from faculty and report results on an annual basis 2. Office of University Communications will coordinate with academic leadership to continue efforts to spotlight high-achieving faculty
Metrics to Gauge Success	1. Increased numbers of submissions/being nominated for the awards listed above 2. Increased numbers associated with all external awards 3. Increased numbers of faculty applying for / being nominated for such awards

Strategy 4.5.2	**Increase the national and international profile of the university**
Target	By AY 2019-20 Increase the university's ranking to be in the top 50 in the U.S. News & World Report and other such widely-publicized national rankings, and in the top 100 in the London Times Higher Education's World University Rankings
Tactics	1. Place more focus on variables that are used in such rankings (e.g., number of international faculty members, number of times scholarship is cited elsewhere) 2. Establish mechanisms whereby we can regularly invite influential players to UTA, thereby allowing us to showcase our strengths, since opinion surveys by top academic administrators play a major role in such rankings, 3. Watch that faculty-to-student ratios remain healthy (the World University Rankings state that the reviewers take that ratio "as a simple proxy for teaching quality") 4. Encourage faculty to engage in research projects involving faculty and graduate students at international universities and research centers 5. Adjust travel budgets to encourage faculty participation at high-profile international conferences likely to receive media attention
Resource Requirements	• Funds for a "visiting scholars / administrators" program
Implementation Considerations	• We need a more centralized, coordinated effort to track & report data
Accountability Plan	Appropriately tasked entities within the Office of the Provost will collaborate to ensure that attention is paid to both the processes involved in and the outcomes associated with each major ranking scheme, with an eye toward creating and implementing institutional

	strategies to improve rankings in meaningful ways.
Metrics to Gauge Success	• Rankings mentioned above

Operational Priority #6: Infrastructure and Resources

"Continually enhance the resource base through existing and new sources of revenue, including increased philanthropy to ensure that students, faculty, and staff have the very best physical infrastructure and technological resources to ensure leadership in a forward-looking culture that values sustainability."

Strategy 4.6.1	**Increase the number of endowed faculty positions, thereby allowing us to attract and retain top scholars in a matter that does not unduly strain the operating budget**
Target	By fall 2020, we will have increased by at least 50% the number of endowed faculty positions (over the number for fall 2013).
Tactics	1. Cultivate promising development relationships 2. Ensure that all existing endowed positions are filled and their occupants productive 3. Better publicize work of faculty currently in endowed positions to create buzz 4. Adopt a multifaceted strategy for filling endowed positions as they become available, balancing cultivation of local talent with seeking to bring in talent from elsewhere
Resource Requirements	1. Up-front investments in building relationships with potential supporters 2. Funds to bring potential new faculty to campus for periodic visits, presentations, etc.
Implementation Considerations	TBD
Accountability Plan	Periodic reports by chairs and deans to the President and VP for Development to update relationship-building efforts and to strategize next moves, establishing clear timetables for deliverables at each stage
Metrics to Gauge Success	1. Increased number of endowed positions 2. Increased occupancy rate of endowed positions 3. Increased endowment dollars allocated to support faculty positions