

Problems of Practice
Case Study:
*Constituent Building to Form a New University and
Promote Regional Economic Development*

in

Partial Fulfillment of the Requirements for
EDD=FPX8520 – Educational Leadership by Design

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Introduction

This study thoroughly examined the difficulties that the Central Texas University Task Force (CTUTF) encounters while attempting to establish a public university in Central Texas. Commencing with an examination of causal loop, we explore the complex legislative and regulatory obstacles, revealing loops that impact gubernatorial approval, the implementation of Texas Higher Education Coordinating Board (THECB) criteria, the emphasis on standalone status, and challenges related to enrollment. Subsequently, a Fishbone Diagram analyzes the underlying causes of these obstacles, pinpointing significant factors such as insufficient legislative backing, rigorous THECB criteria, and the desire for independent status. An analysis of historical data, which encompasses significant turning points, financial occurrences, and patterns in enrollment, offers valuable understanding of the factors that have influenced CTUTF's progress. The need for inclusive data collection is emphasized by the recognition of data gaps, particularly in community, faculty, and military perspectives. It is essential to synchronize the vision and mission of CTUTF with the suggested hybrid approach, as this constitutes a critical measure. The study concluded by proposing strategies to reshape the organizational culture through effective leadership, with a focus on transparent communication, active involvement of stakeholders, and strict adherence to the mission and values. These strategies aim to lead CTUTF towards a sustainable and thriving future.

Part 1: Organization Description and Problem Identification

Site Information

A public university, Central Texas, is being considered in Ft. Hood, Central Texas. The University of Texas at Austin and Texas A&M University in College

Station, both at least 60 miles away, are the nearest state universities to the underserved region. Fort Hood, one of the largest Army military installations in the US, is a landmark and employer in the area, which has several small and medium-sized towns. Established a local public university to meet the educational needs of the community, including military personnel and their dependents. The case focused on achieving this goal and its challenges (Altman & Vitucci, 2015).

Purpose of the Foundation

Among CTUTF's goals are:

- The CTUTF aims to close Central Texas' educational gaps, particularly in higher education. The task force acknowledges the area's lack of affordable state-supported bachelor's and master's degrees.
- The CTUTF promotes regional economic growth. The task force hopes to create a public university to provide skilled workers to local employers and educational opportunities to boost economic growth.
- With Fort Hood, one of the largest Army military installations in the U.S., as a local landmark, the CTUTF aims to educate military personnel and their dependents. This includes bachelor's and master's degree programs to boost military advancement and private sector competitiveness after the army.
- Local talent retention is important to the task force. The CTUTF wants to keep local students from leaving for college and never returning by providing affordable and accessible higher education.
- The CTUTF works with local chambers of commerce, businesses, educational institutions (Central Texas College, University of Central Texas), and political

leaders. The task force collaborates to promote the university and meet community needs.

The CTUTF drive the creation of a public university that fills the educational gap in Central Texas, boosts economic growth, educates the military, and promoted community engagement (Altman & Vitucci, 2015).

Stakeholders and Participants

The Central Texas University Task Force (CTUTF) engages diverse stakeholders with different interests and needs to achieve its vision. Central Texas communities look to the task force to fill the higher education gap with affordable and accessible options. Through the task force's commitment to educational opportunities that support military career progression and ease civilian transitions, military personnel and their dependents achieve their vision. Business and industry leaders support the task force's goal of creating a skilled workforce that meets local employers' needs and boosts economic growth. Central Texas College and the University of Central Texas are involved to improve student pathways and educational offerings. Local chambers of commerce, representing businesses, support economic growth by retaining talent through affordable higher education. Politicians and legislators supporting the task force want better educational infrastructure to serve their constituents and boost regional development. The CTUTF collaborates with diverse stakeholders to create a public university that meets multiple visions, interests, and Central Texas needs (Altman & Vitucci, 2015).

Existing Data

The Central Texas University Task Force (CTUTF)'s challenges and opportunities become clear from its data. Historical enrollment data from Central Texas College (CTC) and the University of Central Texas illuminates the region's educational landscape and higher education demand. Legislative documentation illuminates political complexities and challenges during sessions, influencing the task force's journey. Texas Higher Education Coordinating Board (THECB) criteria are crucial, outlining requirements and obstacles the task force must overcome. Financial reports reveal the economic aspects of involved institutions, helping to understand financial challenges and growth opportunities. Demographic data, especially Fort Hood population growth, informs educational needs. A chronological timeline shows the task force and authorities' actions and decisions. This comprehensive data helps the CTUTF create a nuanced problem statement that captures the challenges of establishing a public university in Central Texas (Altman & Vitucci, 2015).

Missing data

The Central Texas University Task Force (CTUTF) and its journey are well-documented, but some aspects are unexplored, leaving gaps in knowledge. The narrative lacks community, student, and university beneficiary voices, making it difficult to understand their perspectives, needs, and expectations. The task force's lack of East Bell County input, particularly from Belton, suggests a regional representation gap. Understanding Belton's opposition to the new university and addressing his concerns would make decision-making more inclusive and equitable (Altman & Vitucci, 2015).

Central Texas College and University of Central Texas faculty perspectives are rarely documented. Their experiences, challenges, and expectations would illuminate task force educational institutions' dynamics. Fort Hood military personnel and their dependents, key stakeholders, must be consulted to determine military educational needs and goals (Altman & Vitucci, 2015).

East Bell County representatives, community members, students, faculty, and military personnel must be included in the dialogue to fill these gaps. Surveys, focus group discussions, and interviews with these stakeholders would help the task force understand its challenges and opportunities, making problem identification and improvement more inclusive and representative (Altman & Vitucci, 2015).

Task Force Objectives, Vision, Mission

To meet Central Texas' educational needs, the Central Texas University Task Force (CTUTF) was created with specific goals, objectives, vision, and mission. The case study's historical narrative reveals its initial goals:

- The CTUTF sought to create a Central Texas public university to fill the higher education gap.
- The task force provided affordable higher education to boost regional economic growth. Creating a skilled workforce for local employers was the goal.
- In recognition of Fort Hood, one of the largest Army military installations, the task force offered bachelor's and master's degree programs to soldiers and their dependents to promote military and postmilitary career advancement.

- The task force engaged local businesses, chambers of commerce, and citizens to support the university's establishment and sustainability.
- The CTUTF wanted to keep Central Texas College (CTC) for community college functions and expand academic, vocational, and technical programs for the new university. UCT was designed as an upper-division university offering bachelor's and a few master's degrees.
- New university affiliation with flagship state university systems like Texas A&M or the University of Texas was the vision.
- The task force focused on overcoming THECB barriers and obtaining legislative approval.

These goals and objectives reflected the CTUTF's mission and vision to provide accessible, high-quality higher education to Central Texas, promote economic development, and support military families' educational needs. The task force's official documents, meeting minutes, and legislative records informed the mission and vision statements (Altman & Vitucci, 2015).

Problem Statement

The problem in the organization is the legislative and regulatory barriers preventing the successful establishment of a public university in the Central Texas region by the Central Texas University Task Force (CTUTF).

Dilemma

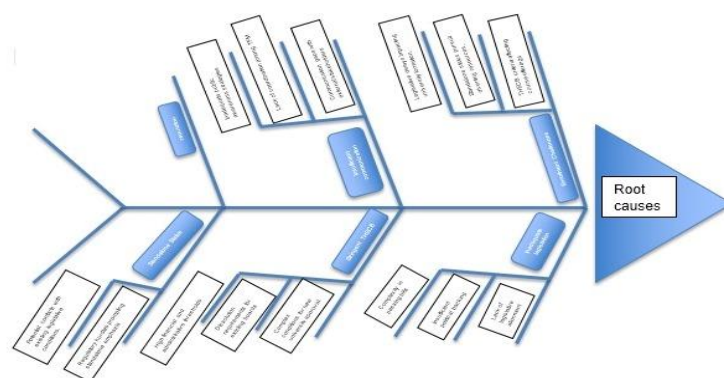
The Central Texas University Task Force (CTUTF) faces complex legislative and regulatory issues that prevent the creation of a public university in Central Texas. The Task Force is still fighting the Texas Higher Education Coordinating

Board (THECB) and legislative authorities. LTG Bob Johnson, the leader of the effort, must overcome these challenges to establish a public university that provided affordable and accessible higher education for Central Texas' underserved community. The complex legislative and regulatory landscape threatens the organization's goals and objectives, requiring careful planning and strategic navigation to resolve (Altman & Vitucci, 2015).

Part 2: Diagramming and Application of Systems Thinking Concepts

To gather the information that is currently unavailable or insufficient, a variety of techniques can be utilized, including interviews, surveys, trend analysis, and data extraction from pertinent sources. Additionally, focus group discussions can be conducted with members of the community, faculty, residents of Belton, and military personnel. When it comes to financial data, it is crucial to review official financial reports and accounting records. Surveys and interviews can be employed to assess the perceptions and concerns of donors and other stakeholders. Economic factors can be examined through reports and market trends, while program efficacy data can be acquired from program reports and participant surveys (Bland et al., 2023).

Root causes



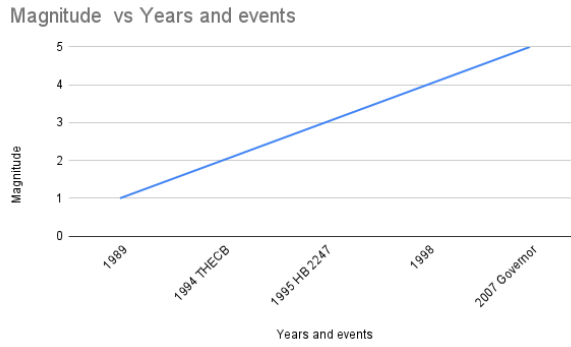
Causal Loop Diagram for Legislative and Regulatory Challenges:

Governor's Approval Loop: Positive arrow from Legislative Proposals to Governor's Approval. Negative arrow from Governor's Approval to Legislative Proposals (indicating potential delays or refusals). THECB Criteria Implementation Loop: Positive arrow from Legislative Proposals to THECB Criteria. Negative arrow from THECB Criteria to Legislative Proposals (indicating potential challenges meeting criteria). Standalone Status Impact Loop: Positive arrow from Legislative Challenges to Standalone Status Emphasis. Positive arrow from Standalone Status Emphasis to More Legislative Challenges. Enrollment Challenges Loop: Positive arrow from Legislative and Regulatory Challenges to enrollment Challenges. Positive arrow from enrollment Challenges to More Legislative and Regulatory Challenges.

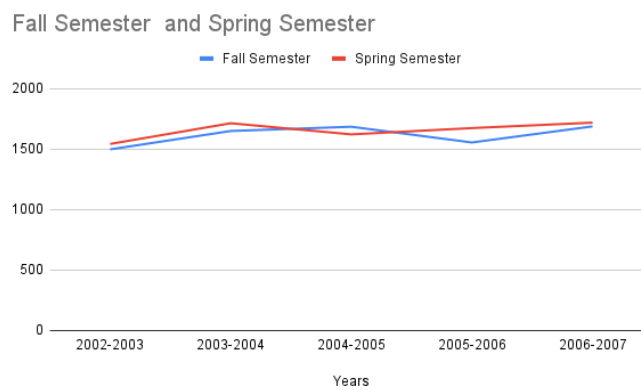
Part 3: Diagramming and Communication of Existing Data. What Is the Evidence?

Timeline of Legislative and Regulatory Challenges Faced by CTUTF

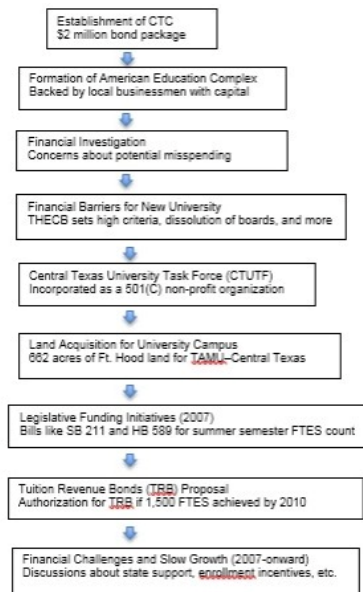
Years	Events
1989	Governor's refusal to sign bill without THECB approval.
1994	THECB stipulates conditions for the new university.
1995	HB 2247 fails to transfer assets for a new university
1998	Introduction of THECB's "Pathway Model" with FTES threshold
2007	Governor Perry's veto highlights the need for standalone status



Enrollment Trends (1999-2007)



Financial events in the case study



The Central Texas University Task Force (CTUTF) successfully maneuvered through a complex and demanding framework of laws and regulations between 1989

and 2007, encountering critical junctures that significantly influenced its trajectory. In 1989, the Governor's initial hesitance to sign a bill without the approval of the Texas Higher Education Coordinating Board (THECB) posed an early obstacle, laying the groundwork for subsequent intricacies. In 1994, the landscape became more intense when THECB imposed conditions, which increased the difficulties faced by CTUTF. In 1995, a setback occurred when HB 2247 was unsuccessful in transferring assets, posing a significant obstacle. The introduction of THECB's "Pathway Model" in 1998, which included a Full-Time Equivalent Students (FTES) threshold, increased the level of intricacy. Nevertheless, the most influential occurrence took place in 2007 when Governor Perry's veto emphasized the necessity of independent status, greatly shaping CTUTF's path.

Despite these challenges, the enrollment trends displayed a dynamic trajectory. Since its inception in 1999, the university has undergone expansion, with varying numbers of students and full-time equivalent student (FTES) figures until 2007. Financial events were pivotal in the establishment of Central Texas College, starting with the issuance of a \$2 million bond package. This was followed by the endorsement of local entrepreneurs for the American Education Complex, and the introduction of Tuition Revenue Bonds in 2007. The complex financial dynamics highlighted the intricate landscape that influenced the evolution of CTUTF. Collectively, this data provides a thorough comprehension of the complex trajectory of Central Texas University, characterized by legislative obstacles, fluctuations in enrollment, and intricate financial aspects (Altman & Vitucci, 2015).

Part 4: Data Collection Plan

Table: Missing or Incomplete Information for Central Texas University Task Force (CTUTF)

Focus Area	Question	Types of Data	Sources of Data
Community Perspectives	What are the viewpoints, requirements, and anticipations of community members?	Survey responses, focus group discussions	Surveys, community forums, interviews
Regional Representation	What is the cause of the opposition in Belton, and what are the precise concerns being raised?	Belton residents' opinions, opposition reasons	Interviews, community meetings, outreach efforts
Faculty Experiences	What is the faculty members' experience with the task force at CTC and UCT?	Faculty input, challenges, expectations	Faculty interviews, focus groups, academic forums

<p>Military Stakeholder Input</p>	<p>What are the precise educational requirements and ambitions at Fort Hood?</p>	<p>Input from military personnel and dependents</p>	<p>Surveys, interviews with military personnel, community engagement</p>
<p>Resources</p>	<p>What is the present allocation of funds for the organization?</p>	<p>Financial data, budget details</p>	<p>Financial reports, accounting records</p>
<p>Perceptions</p>	<p>What is the perception of donors regarding the organization's impact and efficiency?</p>	<p>Perception data, donor feedback</p>	<p>Donor surveys, feedback forms, interviews with donors</p>
<p>Economic Factors</p>	<p>Which economic trends might affect the organization's sources of funding?</p>	<p>Economic indicators, market trends</p>	<p>Economic reports, market analysis</p>

Stakeholder Relations	What are the primary concerns of additional stakeholders (apart from donors)?	Stakeholder feedback, concerns, opinions	Surveys, interviews with stakeholders, public forums
Program Efficacy	To what extent do the current programs succeed in attaining their objectives?	Program performance metrics	Program reports, performance evaluations, participant surveys

In order to gather the information that is currently unavailable or lacking in completeness, a variety of techniques can be utilized, including interviews, surveys, trend analysis, and data extraction from pertinent sources. Additionally, conducting focus group discussions with community members, faculty, residents of Belton, and military personnel can also be employed as part of the data collection process. When it comes to financial data, it is crucial to examine official financial reports and accounting records. Surveys and interviews can be utilized to assess the perceptions and apprehensions of donors and other stakeholders. An examination of economic factors can be conducted by analyzing reports and market trends, while data on the effectiveness of a program can be acquired from program reports and surveys of participants (Altman & Vitucci, 2015; Bland et al., 2023).

Part 5: Designing a Way Forward

The Central Texas University Taskforce (CTUTF) is faced with three distinct options, each of which brings its own set of challenges and opportunities. Option 1, which is in accordance with the Texas A&M system, offers prestige but encounters financial and legislative obstacles. Option 2, which involves partnering with a regional university, presents the possibility of achieving synergistic effects but could potentially undermine autonomy. Opting for option 3, which entails maintaining the current state of affairs, guarantees stability but imposes restrictions on expansion and progress. A recommended approach is to integrate the strengths of Options 1 and 2 using a hybrid method (Bland et al., 2023; Ishiyama, 2022).

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT
Financial support from Texas A&M system and regional collaborators	Conduct stakeholder workshops for collaboration visioning.	Vision document for collaboration	1-3 Years: Secured funding for initial development Established collaborative structures	Enhanced educational opportunities for the community
Expertise from existing institutions and	Develop a comprehensive funding proposal for legislative	Funding proposal Collaborative	4-6 Years: Increased enrollment and community involvement	Long-term sustainability and growth of

community stakeholders	support.	committees	Positive legislative response	the university
Legislative advocacy team	Establish joint committees for curriculum development and community engagement		7-10 Years: Autonomous university status within Texas A&M system Recognized regional educational hub	

The proposed hybrid approach combines the advantages of Options 1 and 2, guaranteeing financial assistance, legal support, and cooperation among different regions. Success relies on actively involving stakeholders, maintaining clear and open communication, and ensuring that actions are in line with the organization's mission and values. This strategy establishes the groundwork for a vibrant and enduring future for Central Texas University, fulfilling its dedication to exceptional education.

Strategies for Transforming Organizational Culture through Leadership

Organize town hall meetings and administer surveys to collect community viewpoints. Furthermore, employ current enrollment patterns and financial information to support discussions based on empirical evidence (Estes Jr et al., 2021). Create a clear and open communication plan that recognizes both the difficulties and possibilities (Lasrado & Kassem, 2021). Promote the engagement of

stakeholders in problem-solving by organizing collaborative workshops (Madi Odeh et al., 2023). Conformity with Mission, Vision, and Values: Articulate how the hybrid approach is in line with CTUTF's mission of delivering high-quality education. And highlight the goal of establishing a vibrant, self-governing organization that fulfills the requirements of the local area.

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