

.....TEXAS TECH UNIVERSITY.....

Making it possible...

..... 2010-2020 STRATEGIC PLAN

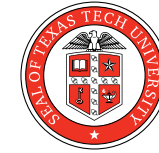




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TEXAS TECH UNIVERSITY™

Texas Tech University currently has before it an opportunity unmatched since students first began classes here in 1925. We are on the verge of becoming the state's next national research university. Last year, the Texas Legislature put in place criteria for one or more Texas universities to achieve national research or "Tier One" status. In November voters approved a funding mechanism by which one or more of those universities can maintain national research status permanently once the criteria are met.

Our challenge at Texas Tech is to seize this opportunity. "Making it possible... Texas Tech's Strategic Plan for 2010-2020" offers a framework for seizing the opportunity of a lifetime and provides a vision and mission for Texas Tech University as we move forward over the next decade. This plan is our road map for achieving national research/Tier One status and for placing Texas Tech in the company of the best institutions of higher education in the United States.

Texas Tech already provides students with a superb education. Our academic excellence is evidenced in our nationally recognized Phi Beta Kappa chapter; in the numerous state, regional, and national academic championships won by our students; and in our faculty who are internationally known for their work in areas as diverse as sustainable energy, food safety, personal financial planning, and technical writing.

Nevertheless, we have much work ahead of us. We must ensure the same quality of education for our undergraduate students even as we expand our focus on graduate education and build our research profile. The university is committed not only to attracting world-class researchers and graduate students, but also to maintaining its student-oriented culture and small campus feel. This strategic plan outlines how we intend to do these things.

Dozens of people from across the university have worked hundreds of hours to make this document a reality, and I thank them for their commitment and ideas. In particular, I want to thank Provost Bob Smith for his leadership in this effort. Texas Tech will succeed because of the kind of dedication and passion that went into crafting the strategic plan that follows.

Guy Bailey

Guy Bailey
PRESIDENT
Texas Tech University



Get a sneak peek at augmented reality, Texas Tech style.
Download the free app for your smart phone at <http://gettag.mobi>
then hold your device over the bar code. Need help?
Visit www.ttu.edu/go-ar.



Executive Summary

From its very beginning, the Texas Tech University (TTU) community has had a sense of destiny and the impact it would have on Texas and the world. Thus, from a start as a small technological college in 1923 and evolving through the transition to university status in 1969, TTU has become one of the state's largest and finest comprehensive research universities. The Texas Tech community's sense of destiny could not be any more important than it is in 2010, given the literal once-in-a-lifetime opportunity the

university has to forge its future as it seeks national research university status here in Texas—while on its way to becoming a great public research university.

The university's 2010-2020 strategic plan—cast in the notion of “Making it possible . . .” —comes at a time when Texas Tech must not only assume the role and destiny envisioned by its ancestors, but also work immediately toward national research university status through informed strategic thinking, planning, and implementation. ★

A Context for Planning

To operate in a plan-full manner through the 2010-2020 decade requires an understanding of the present character and stature of Texas Tech. Thus, a set of short descriptions was sought broadly to complete the phrase: “Texas Tech is . . .” The following is a set of a few key descriptors. Texas Tech is . . .

- an emerging national research university.
- the second largest contiguous university campus (1,843 acres) in the U.S.
- a university with more than 1,100 faculty members; more than 30,000 students hailing from all 254 counties in Texas, 50 states, and more than 120 countries around the world; and high-quality academic program offerings at the undergraduate (118), master's (107), and doctoral (60 including the J.D.) levels.
- a place with the distinction of having a library that is a member of the Association of Research Libraries, which is the center of discovery on campus.
- home to the Lambda Chapter of Texas, Phi Beta Kappa, the nation's oldest and most prestigious honor society.
- home to a high-performance computing center that provided more than 19 million CPU hours to TTU researchers in 2009 and is ranked in the world-wide Top 500 Supercomputing Sites.
- the location of a Howard Hughes Medical Institute (HHMI) Undergraduate Research Program—the only program in Texas and one of only thirteen nationally to have received continuous funding from HHMI since 1993.
- the first university in Texas to be recognized by the Carnegie Foundation through its Community Engagement Classification, a sponsor of the National Outreach Scholarship Conference, and an institution with a historic commitment to research and services that address the needs of the state, nation and world.
- home to many nationally recognized Ph.D. programs and a national leader for distributed doctoral program offerings.
- affirmed by the loyalty of friends and alumni with an endowment exceeding \$400 million and annual alumni giving surpassing 20 percent.
- a partner with Texas Tech University Health Sciences Center (TTUHSC), adjacent to the Texas Tech University campus,

offering students, faculty, and researchers unique opportunities for collaboration in the arts and sciences, and professional curricula, including agriculture and natural resources, allied health, architecture, business, education, engineering, human sciences, law, mass communications, medicine, nursing, pharmacy, and visual and performing arts.

- an institution with more than 400 student organizations, several of which have earned national championships from chess to debate to law practice to meat judging.
- a dynamic force in the economic and cultural life of Texas and West Texas—a region of more than 140,000 square miles and larger than Germany or Italy—and bordering states, shaping the future, impacting the present, and preserving the past.

Thus, with its disciplinary and cross-disciplinary interests, its programmatic strengths, its student-centered orientation, and its strategic investments in faculty research, scholarship, and creative endeavors, Texas Tech seems to parallel the character and culture of a major land-grant university. ★

Prior Plans, Prior Aspirations

Texas Tech, although a relatively young institution, has a history—as a community—of consistently aspiring to excellence in undergraduate, graduate, and professional education. The record also affirms how Texas Tech has contributed through research and service to the economic and cultural development of Texas, the nation, and the world. While these efforts—especially those in the past decade—are laudable, a criticism offered by planning-affiliated faculty and staff members, and administrators is that the university has not always been as strategic as it might have been. Thus, the concept of “being strategic” has been stressed during the development of the 2010-2020 TTU

- a major contributor to the local economy generating more than \$1.15 billion in economic impact and sustaining more than 13,300 jobs per year in the region.
- a rich cultural asset featuring Spanish Renaissance architecture, one of the nation’s leading public art exhibits, and great American music and theater.
- a university with the largest non-land grant college of agricultural sciences in the U.S. relative to research productivity.
- a place of legendary caring and hospitality.
- a university community that believes in the potential of its students, faculty, and staff members to lead the world because *From here, it’s possible.*

Strategic Plan. Coincident with this strategic approach to planning is a literal once-in-a-lifetime opportunity that has come about through passage in the Texas Legislature and the signing into law by Governor Rick Perry of House Bill (HB) 51 in June 2009. ★

The Once-In-A-Lifetime Opportunity

HB 51 and the November 2009 passage of Proposition 4—providing public affirmation of the tenets of the legislation—offers the opportunity for Texas Tech to be officially designated by the Texas Legislature as a National Research University (NRU). More broadly, HB 51 provides opportunities for a set of seven institutions (Texas Tech and the Universities of Houston, North Texas,

Texas at Arlington, Texas at Dallas, Texas at El Paso, and Texas at San Antonio) to achieve formal designation in Texas as “National Research Universities.” To do this, each “emerging NRU” as designated by the Texas Higher Education Coordinating Board (THECB), must accomplish the following levels of productivity:

- have at least two consecutive years of annual restricted research expenditures of at least \$45 million in the two years preceding a biennium where NRU designation is attained
- AND
- achieve at least four of the following six:
 1. an endowment equal to or greater than \$400 million
 2. a total of Ph.D.s awarded equal to or greater than 200 in each of the previous two years
 3. high achievement of freshmen classes for two years as determined by THECB
 4. have Association of Research Libraries membership OR a Phi Beta Kappa honor society chapter on campus
 5. high-quality faculty for two years as determined by THECB
 6. high-quality graduate-level programs as determined by THECB

Texas Tech’s challenge in meeting the HB 51 criteria is primarily in two critical areas:

- restricted research expenditures of \$45 million - Texas Tech’s FY08 and FY09 annual restricted research expenditures were \$27 million and \$35 million respectively; and
- Ph.D. graduates - TTU awarded 184 Ph.D.s in FY08 and 169 in FY09

By being designated as an Emerging NRU, Texas Tech is already authorized to participate in HB 51’s Texas Research Incentive Program (TRIP), which matches up to one-to-one cash gifts (*i.e.*, depending on the amount) given to the University for research and research-related efforts or facilities. In the first round of matching funds, TTU raised more than \$23.5 million and is eligible to receive \$21.1 million in allowable matching funds from the state. The September 1, 2009 allowable match of \$10.8 million for gifts raised during the period July through August 31, 2009 was the highest of the initial approved allocations to sister emerging NRUs as noted below (*see Table 1, pg. 33*).

With certification as a NRU, Texas Tech

would also qualify for funding through the state’s National Research University Fund (NRUF)—an endowment currently valued at about \$500 million—but one that could grow to \$1 to 2 billion by the time allocations are made, and the state’s Research University Development Fund, which currently provides for NRUs with \$50 million or greater in total research expenditures a sum of \$1 million per \$10 million above \$50 million. Thus, the potential for funding is great and even greater given the graduate education (especially Ph.D.-level education) emphases at NRUs and the higher education funding formula in Texas, which provides significantly enhanced revenues for graduate versus undergraduate instruction (*see Table 2, pg. 34*). ★

Conceptualizing a New Vision and Mission

Texas Tech's once-in-a-lifetime opportunity and the new decade call for a rethinking of the university's vision and mission statements, which have been crafted as follows:

VISION:

Texas Tech is a great public research university where students succeed, knowledge is advanced, and global engagement is championed.

MISSION:

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders with multicultural and global competencies. The university is committed to educating a diverse and globally competitive workforce and enhancing the cultural and economic development of the state, nation, and world.*

*Considered for formal adoption by the TTU Board of Regents in April, 2010.

The vision and mission statements were developed with broad input, which reflects the university community's sense of past, present, and future. In addition, they were forged to assist the attainment and performance of TTU as a NRU, and align with the strategic priorities of the TTU System as articulated through the goals and priorities document *Leading the Way*. ★

Strategic Priorities

As noted in *Leading the Way*, the joint TTU System and TTU strategic priorities are as follows:

1. **INCREASE ENROLLMENT AND PROMOTE STUDENT SUCCESS:** We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the state of Texas.
2. **STRENGTHEN ACADEMIC QUALITY AND REPUTATION:** We will attract and retain the best faculty in the world in order to enhance our teaching excellence and grow our number of nationally recognized programs.
3. **EXPAND AND ENHANCE RESEARCH AND CREATIVE SCHOLARSHIP:** We will significantly increase the amount of public and private research dollars in order to advance knowledge, improve the quality of life in our state and nation, and enhance the state's economy and global competitiveness.
4. **FURTHER OUTREACH AND ENGAGEMENT:** We will expand our community outreach, promote higher education and continue to engage in partnerships in order to improve our communities and enrich their quality of life.
5. **INCREASE AND MAXIMIZE RESOURCES:** We will increase funding for scholarships, professorships, and world-class facilities, and maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas.

Statement of Ethical Principles as Texas Tech's Core Values

Taken together, TTU's vision, mission and strategic priorities have been used to develop strategic directions and initiatives, all of which are guided by a set of core values and ethical principles approved by the TTU Board of Regents (BOR) in March 2008. This statement is abbreviated for the Executive Summary, and included in complete and approved form in **Appendix 1**.

Texas Tech University is committed to the values of mutual respect; cooperation and communication; creativity and innovation; community service and leadership; pursuit of excellence; public accountability; and diversity.

With the overall guidance of its vision, mission, strategic priorities, and core values in the "Statement of Ethical Principles," the Texas Tech community—students, faculty, and staff—worked collaboratively to delineate a set of key performance indicators and strategic initiatives. ★

Strategically Directing Priorities through Key Performance Indicators and Strategic Initiatives

TTU's strategic priorities provided guidance to establishment of key performance indicators, while extensive discussions led to a set of major initiatives that are critical to TTU's achievement of NRU status.

The initiatives recognize that Texas Tech must continue to admit and retain outstanding students, recruit and support exceptionally qualified faculty, and pro-

mote and fund notable and high quality programs across the institution. However, paramount in all these strategies is the principle that TTU cannot be all things to all people. Thus, the university is committed to selective excellence with measures of excellence sought in all programs that are supported or initiated. ★

Benchmarking Against National and Texas Peer Institutions

In developing a set of TTU peer institutions for comparison and benchmarking purposes, it was deemed desirable to consider exclusively peers that are public research universities because of the similarities inherent in the vision and mission elements of public institutions.

Although it may seem curious to some observers, the vast majority of great public research universities (and those that belong to the Association of American Universities) are actually affiliated with the nation's major athletic conferences. Thus, public institutions in the Big 12, the Big 10, the

Pacific Athletic Conference or PAC 10, the Big East, the Atlantic Coast Conference or ACC, and the Southeastern Conference or SEC provide a set of comparison institutions that are readily identifiable with Texas Tech. Furthermore, the vast majority of these institutions would readily qualify for NRU status according to the criteria in Texas HB 51. **Appendices 2 - 6** contain available comparison data on key performance indicators for these 56 national public research universities and Texas Tech's sister emerging NRUs in Texas. ★

Making it Possible

It is important that the messages of hope for Texas Tech's anticipated future—as developed in this strategic plan—be extended to all reaches of the university community and beyond. Thus, a set of recommendations has been developed for constituent groups including the Governor's Office; state and federal legislators, corporate and non-profit entities; local, state and national foundations; members of the K-12 and community college education communities; Lubbock and West Texas leaders; TTU community; alumni; and benefactors and friends. ★

Recommendations

To those who have been the university's supporters, to those who have not been as well informed about the Texas Tech story and aspirations, to the Texas Tech community who contribute daily to a great university, the following recommendations are offered.

FEDERAL AND STATE GOVERNMENT

- Continuously engage and partner with Texas Tech University in strategic, mission-focused partnerships; particularly with those agencies and departments that have expressed significant interest in collaborating with TTU.
- Encourage the sharing of information with researchers at Texas Tech and work to place Texas Tech personnel on assignment within agencies for faculty development.
- Invite Texas Tech faculty to serve on strategic planning groups, program review panels, and in peer review opportunities.

FEDERAL DELEGATION

- Continue to support and enhance competitive federal R&D legislation, federal R&D program authorization, and strategic appropriations requests for Texas Tech research initiatives but expect accountability and a willingness of the university to leverage grant funds with competitive grant programs in a timely manner.
- Continuously engage (both members and staff) with Texas Tech on its growing research programs, capabilities and federal partnerships and the transfer of research to public benefit.

GOVERNOR AND TEXAS LEGISLATURE

- Continue to support the concept of National Research Universities (NRUs) and the NRU Fund (NRUF), including the possibility of adding funds to the NRUF base.
- Maintain support for the Emerging Technology Fund (ETF), giving special consideration to public-private partnerships among corporate and NRU alliances.
- Commission the Texas Higher Education Coordinating Board (THECB) to determine the cost-benefit of regulatory requirements and reports—to possibly improve efficiencies and affect potential cost savings at emerging NRUs and other public colleges and universities.
- Evaluate the returns on investment from the Texas Research Incentive Program (TRIP) and consider additional contributions to TRIP in FY12 and beyond.
- Study how alliances among Texas's emerging NRUs may enhance economic and cultural development in the state.
- Consider matching grant programs— analogous to TRIP—for undergraduate scholarships and other academically related support to public universities and colleges in the state.
- Consider additional bond issues in the State of Texas to support Texas research, using the Cancer Prevention Research Institute of Texas model, but focus on other emerging areas of R&D (*e.g.*, information technology and high performance computing, advanced materials, sustainable energy).

THE CORPORATE SECTOR

- Ensure that hiring decisions consider opportunities for Texas Tech graduates and alumni.
- Consider expansion of corporate summer internship programs that could include Texas Tech undergraduate, graduate, and professional students.
- Support Texas Tech's emergence as a NRU through expanded grant and gift programs that provide funding for strategic research and graduate education programs.
- Consider expanding opportunities for corporate personnel to benefit from company-sponsored tuition for baccalaureate and graduate degree completions.
- Explore opportunities for corporate-Texas Tech partnerships that might pair research investigators from the corporate and academic sectors.
- Participate in program, college, and university advisory boards.
- Help Texas Tech University establish a formal corporate relations program.
- Consider licensing TTU intellectual property.
- Participate with TTU in seed, angel, and venture capital investment in new spin-outs.

LOCAL, STATE AND NATIONAL FOUNDATIONS

- Continue to engage Texas Tech University by supporting ongoing strategic research and scholarship programs.
- Help Texas Tech establish a formal foundations relations program.
- Support the creative arts at TTU.

THE K-12 AND COMMUNITY COLLEGE SECTORS

- Support alliances of K-12 school districts with Texas Tech, particularly in the education of teachers in science-technology-engineering-mathematics (STEM) areas.
- Encourage enrollment and participation of teachers in TTU degree and continuing education programs.
- Continue to support the Closing the Gap Council's (South Plains P-20 Educational Initiative) efforts to encourage high school student enrollment in higher education institutions. (See <http://www.closingthegaps.org/>)
- For community colleges, continue to support creation and expansion of partnerships with TTU to encourage increases in the transfer of Associate of Arts (AA) degree graduates to Texas Tech.
- Support community college-TTU partnerships that allow the completion of baccalaureate degrees by associate's degree graduates on community college campuses.
- Collaborate with the TTU Independent School District to enhance enrollment of high school and home-schooled students.

LUBBOCK AND REGIONAL MUNICIPAL AND COUNTY GOVERNMENTAL SECTORS

- Consider and support partnerships with TTU that lead to enhanced research, economic, and cultural development in Lubbock and West Texas.
- For City of Lubbock and Lubbock Economic Development Alliance officials, mount a planning effort that could lead to the joint development of TTU facilities in downtown Lubbock and an incubator and research and technology park in the Lubbock city environs that focus on the research strengths of Texas Tech University and TTUHSC.

- For the City of Lubbock and the Lubbock Arts Council, continue to explore the cultural development of Lubbock and environs, particularly in the visual and performing arts.
- Commission a joint effort with Texas Tech to study the future of the Reese Technology Center.

TTU COMMUNITY

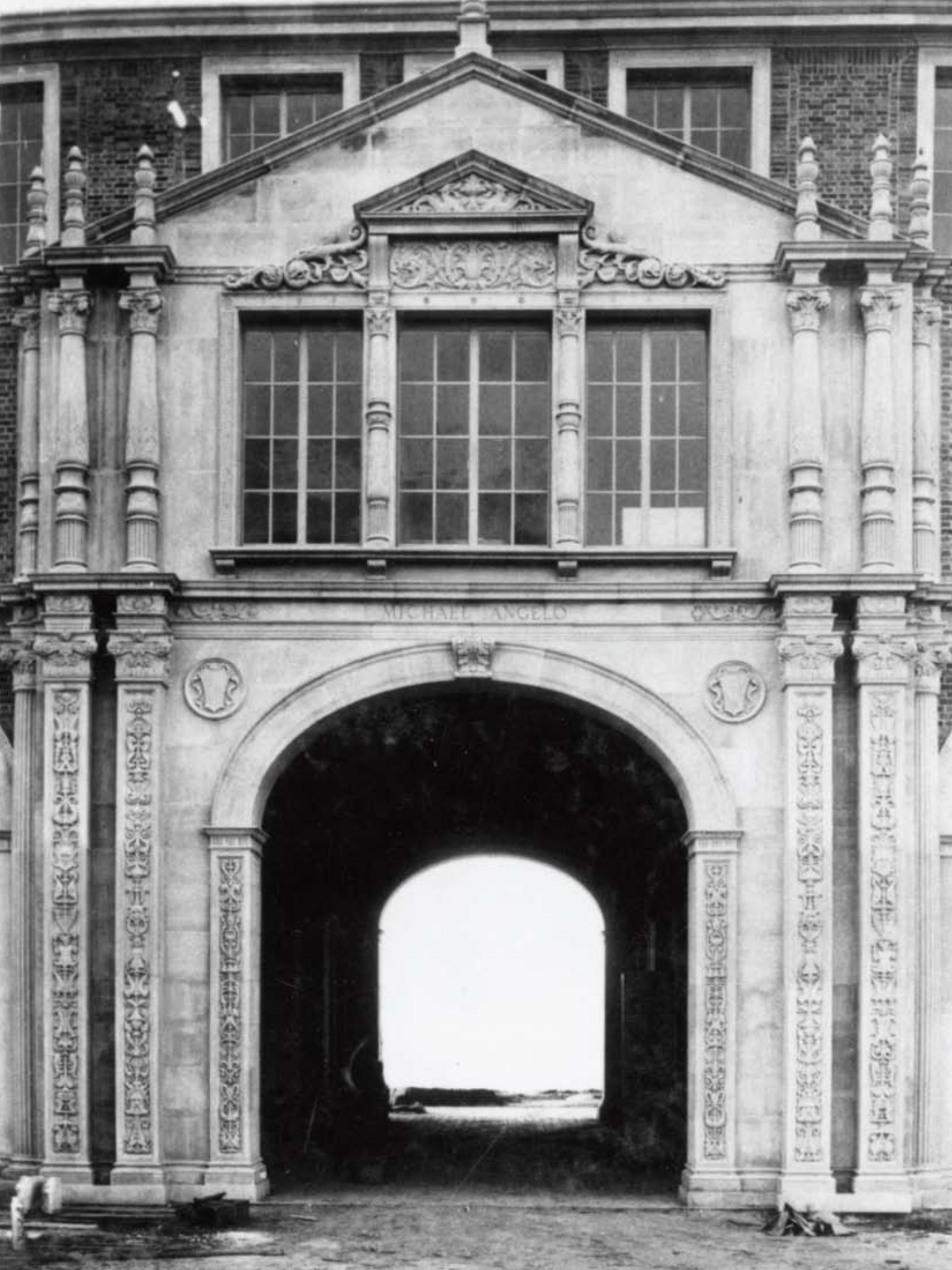
- Continue to embrace the notion of "excellence in research, scholarship, and creative activity."
- Become conversant with the new vision, mission, and strategic priorities of the university and support achievement of the 2010-2020 goals to ensure that TTU achieves NRU status by no later than FY14, but preferably by FY12.
- For the university community and its students, work toward becoming globally competent and competitive—all in an ethical framework consistent with the university's "Campus Conversation on Ethics" and "Strive for Honor" initiatives.
- For faculty members, consider the integrated scholar model in bringing together teaching/learning, research, and outreach efforts that support Texas Tech's 2010-2020 strategic priorities and initiatives.
- For staff members, continue to live up to the legendary friendliness and helpfulness that is a hallmark of Texas Tech and vital to the recruitment and retention of outstanding faculty members and students.

ALUMNI

- Continue to passionately embrace the vision, mission, and goals of TTU as it becomes a great public research university.
- Actively participate in TTU activities—from athletic events to scholarship and arts activities.
- Become a member of the TTU Alumni Association.
- Help Texas Tech meet its annual giving and future capital campaign goals.
- Continue your education with TTU through distance education opportunities.
- Encourage application and enrollment of your children and family members at TTU.

BENEFACTORS AND FRIENDS

- Continue to passionately support the vision, mission, and goals of TTU as it becomes a great public research university.
- Continue to visit campus and meet with our talented faculty members and students.
- Specifically support endowed chairs, professorships, and student scholarships.
- Be ready to support TTU if TRIP is continued.
- Help Texas Tech connect with opportunities that align with its strategic themes, particularly in the social sciences, humanities, and creative arts.



FROM ITS VERY BEGINNING, the Texas Tech University community has had a sense of destiny and the impact it would have on Texas and the world. Historians note how Texas Tech's first president, Paul Whitfield Horn, in a convocation speech in 1925 (*i.e.*, two years after the founding of the institution), admonished his contemporaries and successors to think big:

“

Everything that is done on these West Texas Plains ought to be on a big scale. It is a country that lends itself to bigness. It is a country that does not harmonize with things little or narrow or mean. Let us make the work of our college fit with the scope of our country. Let our thoughts be big thoughts and broad thoughts. Let our thinking be in worldwide terms.

”



PAUL WHITFIELD HORN
1870 -1932

Thus, from a start as a small technological college and evolving through the transition to university status in 1969, TTU has become one of the state's largest and finest comprehensive research universities. Moreover, the Texas Tech community's sense of destiny could not be any more important than it is in 2010, given the literal once-in-a-lifetime opportunity the university has to forge its future on its way to becoming a great public research university. The time for strategic planning could not be more critical than now.

The university's 2010-2020 strategic planning effort—cast in the notion of “Making it possible . . .”—comes at a time when Texas Tech must not only assume the role and destiny envisioned by its ancestors, but also work toward national research university status through informed strategic thinking, planning, and implementation. The thinking and the planning are documented through this strategic plan for 2010-2020. ★



Ambassador Tibor **NAGY** *is making it possible.*

Born in Hungary, raised in Washington, D.C., schooled at Texas Tech, and having served in various capacities in many foreign countries, Ambassador Tibor Nagy, vice provost for International Affairs, certainly knows about global outreach. From Texas Tech campuses in Seville, Spain and Quedlinburg, Germany to study abroad programs at any one of hundreds of approved locations, Nagy oversees the world travel opportunities afforded to Texas Tech students. With offerings ranging from three weeks to an academic year, Nagy ensures first-rate global engagement opportunities.

A Context for Planning

To operate in a plan-full manner through the 2010-2020 decade requires an understanding of the present character and stature of Texas Tech. Thus, a set of short descriptions was sought broadly to complete the phrase: “Texas Tech is . . .” Following is a composite set of descriptors.

Texas Tech is . . .

- an emerging national research university.
- the second largest contiguous university campus (1,843 acres) in the United States.
- a university with more than 1,100 faculty members; more than 30,000 students hailing from all 254 counties in Texas, 50 states, and more than 120 countries around the world; and high-quality academic offerings at the undergraduate (118), master’s (107), and doctoral (60 including the J.D.) levels.
- one of America’s national energy universities.
- an academic community committed to resolving the threat of climate change through collaborations of science, engineering, and social science scholars who are dedicated to creating a sustainable energy economy that promotes national and economic security, enhances environmental stewardship, and generates economic growth.
- home to the Lambda Chapter of Texas, Phi Beta Kappa, the nation’s oldest and most prestigious honor society.
- a place with the distinction of having a library that is a member of the Association of Research Libraries which is the center of discovery on campus, and where resources are available online 24/7 via the World Wide Web.
- the first university in Texas to be recognized by the Carnegie Foundation through its Community Engagement Classification, a sponsor of the National Outreach Scholarship Conference, and an institution with a historic commitment to research and services that address the needs of the state, nation and world.
- an institution with nationally recognized strengths in the sciences and engineering, and a national leader in science-technology-engineering-mathematics (STEM) initiatives that promote recruitment and retention of underrepresented groups in STEM fields and innovative programs in mathematics and science teacher preparation through cooperative programs in the Colleges of Arts and Sciences, Education, and Engineering.
- a university with the largest non-land grant college of agricultural sciences in the U.S. relative to research productivity.
- home to the Ph.D. in fine arts, involving a well-established and thriving multidisciplinary degree program community, unique in the U.S. and the world.
- home to a high-performance computing center that provided more than 19 million CPU hours to TTU researchers in 2009 and is ranked in the world-wide Top 500 Supercomputing Sites.
- the location of a Howard Hughes Medical Institute (HHMI) Undergraduate Research Program—the only program in Texas and one of only thirteen nationally to have received continuous funding from HHMI since 1993.
- home to many nationally recognized Ph.D. programs and a national leader for distributed doctoral program offerings.
- the only place in the world where a student, staff, or faculty member can learn, practice, and render virtual objects in 3-D and create animated videos in an open access environment.
- home to a large and nationally recognized School of Music that has sent

graduates to leading orchestras, the Broadway stage, and the Metropolitan Opera.

- host to internationally recognized journals published in the Departments of English and Classical and Modern Languages and Literatures.
- dedicated to excellence in research, teaching, and ethical leadership development.
- affirmed by the loyalty of friends and alumni with an endowment exceeding \$400 million and annual alumni giving surpassing 20 percent.
- home to globally recognized scholars called “Horn Professors,” in honor of the institution’s first president.
- home to the University College that provided 23,986 K-12 course enrollments and 53,901 Credit by Examination enrollments to students in eight countries including the United States, Australia, Bermuda, Brazil, Jamaica, Mexico, Oman, and Slovakia during FY09.
- an institution that promotes and supports interdisciplinary research and sustains a culture of teaching in experiential and interdisciplinary pedagogies.
- a partner with TTUHSC, adjacent to the TTU campus, offering students, faculty and researchers unique opportunities for collaboration in the arts and sciences, and professional curricula, including agriculture and natural resources, allied health, architecture, business, education, engineering, human sciences, law, mass communications, medicine, nursing, pharmacy, and visual and performing arts.
- recognized for its university-based teacher education program which provides high quality teachers for Texas schools across the disciplines, especially in the high-need areas of math, science,

special and bilingual education, and English as a second language.

- the home of great creative and technical writing programs.
- a university with unique degree opportunities offered with TTUHSC, such as a Healthcare Management MBA and an M.D., Pharm.D., or J.D. degree.
- an institution with an undergraduate mass communications program recognized by its peers and professional practitioners for preparing graduates who have had leadership careers throughout the nation.
- home to the recognized Texas Tech Teaching, Learning, and Technology Center and Teaching Academy.
- a university where undergraduate research and innovative study-abroad opportunities enhance the educational experience of many students.
- an institution with more than 400 student organizations, several of which have won national championships from chess to debate to law practice to meat judging.
- home of an internationally recognized museum—accredited by the American Association of Museums (top 5 percent of museums in the country), and noted as an exemplary museum by the Texas Historical Commission.
- a dynamic force in the economic and cultural life of Texas and West Texas—a region of more than 140,000 square miles and larger than Germany or Italy—and bordering states, shaping the future, impacting the present, and preserving the past.
- a major contributor to the local economy generating more than \$1.15 billion in economic impact and sustaining more than 13,300 jobs per year in the region.

- a rich cultural asset featuring Spanish Renaissance architecture, one of the nation's leading public art exhibits, and great American music and theater.
- a place of legendary caring and hospitality.
- a university community that believes in the potential of its students, faculty, and staff members to lead the world because *From here, it's possible.*

“Universities are the engines of economic growth, the custodians and transmitters of cultural heritage, the mentors of each new generation of entrants into every profession, the accreditors of competency and skills, and the agents of personal understanding and societal transformation.”

—FRANK H. T. RHODES (1926-),
former President of Cornell University and
Provost at the University of Michigan

Given the above composite picture, many higher education observers might remark that Texas Tech seems to parallel in character, role, and scope, some of the most notable land-grant institutions located in states where the land-grant and liberal arts universities stand apart from one another. This impression calls for some elaboration.

The Morrill Land-Grant Act of 1862, signed into law by President Abraham Lincoln at the height of the U.S. Civil War,

provided for federal land subsidies for the establishment of universities that would provide liberal and practical education for people in the working classes. Agriculture, mechanical arts (engineering), and military tactics were the areas of study emphasized in the original legislation. The land-grant institution, as it would subsequently evolve, would not only blend liberal and practical studies but would also have at its core, research that would solve

problems and extend research-based solutions to society. The research and extension efforts would subsequently be codified and receive funding under two Congressional acts, the Hatch Act of 1887 and the Smith-Lever Act of 1914, respectively.

Today, there is at least one land-grant institution in every state in the union, along with the 1890 Historically Black Institutions in several southern states including Texas, but individual state histories vary in how the land grant was adopted relative to the higher education systems established or supported in each state.

Thus, in 28 states such as Arizona, Georgia, and Wisconsin, the land-grant and liberal arts missions were combined to cre-

ate institutions such as the Universities of Arizona, Georgia and Wisconsin-Madison.

In 22 other states, by contrast, the land-grant and liberal arts missions were split into separate institutions. Thus, in states such as Michigan (University of Michigan and Michigan State University), Texas (University of Texas at Austin and Texas A&M University), and Washington (University of Washington and Washington State University), twin institutions were developed with different histories, roles, and missions. However, the character of land-grant and non-land-grant universi-

ties, all coming under the rubric of national research universities, have tended to merge following the remarkable growth and development of U.S. research universities after World War II. Thus, notable performing and creative arts programs are found in traditional land-grant institutions while many liberal arts institutions have strengths in engineering and outreach. Nevertheless, agriculture and related fields tend to be associated with the land-grant institutions regardless of organizational character. Therefore, with its College of Agricultural Sciences and Natural Resources and its traditional strengths in engineering, Texas Tech “feels” like a land-grant and one that fits the pattern of a state such as Texas with its separate land-grant and liberal arts institutions. Indeed, if the land-grant assignment were to be repeated today in Texas, it is possible that the designation of the land-grant mission with its attendant federal resources for research and extension might well be split between Texas A&M and Texas Tech. This is not about to happen at this time in our national experience, but the historic analyses are useful in understanding Texas Tech’s place in the scheme of national research universities.

The investment of federal and state funds has created a system of great public research universities, which is unique in the world. The American Association of Universities, an organization of 60 U.S. and two Canadian research universities, advocates for the role of the national research university as pivotal to U.S. competitiveness:

“University research is a vital building block in the nation’s research and development enterprise. Universities perform 54 percent of the nation’s ‘basic’ research. Such research is aimed at increasing fundamental knowledge and understanding rather than developing a specific device or application. But new products and processes would be impossible without basic research... A great advantage of the U.S. system is that universities

combine cutting-edge research with graduate education, thus training the next generation of scientists, engineers, and leaders in all fields. This system is being widely copied around the world.” (AAU, 2009)

Texas, through its recent passage of Proposition 4 and the creation of the National Research University Fund, has acted to protect and promote this great asset of public national research universities. A recent white paper issued by the Association of Public Land-grant Universities argues that deteriorating funding has placed the nation’s public research universities at risk. This is the very issue that Texas HB 51 seeks to address.

“What is at stake is the future of the United States. Public universities educate over 70 percent of the students in this country. They educate 58 percent of the Ph.D.s and conduct more than 60 percent of the federally-funded research....If this country is to use the human capital of all its citizens (not just those who can afford very high tuition) to be competitive in this flat world, affordable but fully competitive public universities must continue to play a major role.” (McPherson, *et al.*, 2009)

This group of great, public research universities that are so important to the future of our nation, offer a wealth of information for “emerging research universities.” An analysis of these institutions provides benchmarking data for Texas Tech’s planning for achievement of national research university status. But, before considering such analyses, it is important to assess where Texas Tech has been, in regard to planning, during the past decade. It is also of crucial importance to consider the role and scope of Texas Tech, its vision and mission, along with its strategic priorities, which are addressed right after the background planning assessment that follows.★



Jacqueline **KOLOSOV-WENTHE** *is making it possible.*

Stories have always entranced Jacqueline Kolosov-Wenthe. Her Russian grandmother, born prior to the 1917 Revolution, beguiled her with stories from her family's history and Eastern European fairy tales. As she grew older, she disappeared into novels, really living with characters. That love of words and the craft of storytelling is exactly what the associate professor of creative writing teaches her students. The National Endowment for the Arts Fellowship winner and award-winning poet is also the author of two young-adult novels.



Prior Plans, Prior Aspirations

Hubert Humphrey (1911-1978), long-term U.S. Senator and vice president under Lyndon Johnson (1965-1969), was fond of reminding constituents about the distinctive difference between totalitarian states and democracies relative to the treatment of prior leaders. In the former case, the contributions of earlier leadership is erased or minimized. In contrast, in democratic nations, earlier leadership and positive efforts are honored. So, it should also be in higher education institutions, remembering, too, Isaac Newton's (1642-1727) assertion that "We stand on the shoulders of giants," an aphorism that comes from Greek mythology and the medieval scholar, Bernard of Chartres (died circa 1125), and used frequently by Martin Luther King, Jr. (1929-1968) during his time in public life.

its Commission on Colleges. While the most recent efforts are laudable, a criticism offered by planning-affiliated faculty and staff members, and administrators is that the university has not always been as strategic as it might have been. Thus, the concept of "being strategic" has been stressed during the development of this 2010-2020 TTU Strategic Plan. Coincident with this strategic approach to planning is a literal once-in-a-lifetime opportunity that has come about through passage by the Texas Legislature and the signing into law by Governor Rick Perry of House Bill (HB) 51 in June 2009. ★

“*What's past is prologue.*”

—WILLIAM SHAKESPEARE (1564-1616),
The Tempest, act II, scene i.)

Texas Tech, although a relatively young institution, has a history—as a community—of consistently aspiring to “excellence in research, scholarship, and creative activity” in undergraduate, graduate, and professional education. The record also affirms how Texas Tech has contributed through research, outreach, and engagement to the economic and cultural development of Texas and the nation. These contributions were more or less aligned with calculated efforts during Texas Tech's eighty-seven year history. In particular, Texas Tech has been conscientiously strategic in the current decade culminating in the 2005-2010 Strategic Plan, which was integral to efforts tied to reaccreditation of the university through the Southern Association of Colleges and Schools and



Ronald **KENDALL** *is making it possible.*

As a child growing up in South Carolina, Ronald Kendall's grandfather introduced him to the outdoors and gave him an intense appreciation for nature. By age 12, he wanted to study the environment. Today, the founder and director of The Institute of Environmental and Human Health makes sure new students are taught how to become top-notch environmental toxicologists from the minute they come through the door. Work by the institute's researchers earned it the 2009 Texas Environmental Excellence Award in Education from the Texas Commission on Environmental Quality.

The Once-In-A-Lifetime Opportunity

HB 51 and the passage of Proposition 4 in November 2009—providing public affirmation of the tenets of the legislation passed in 2009—offer the opportunity for Texas Tech to be officially designated by the Texas Legislature as a National Research University (NRU). This opportunity calls for some elaboration—all in the context of research universities nationally.

Most states in the U.S. have one or more national research universities. Among the heaviest populated states such as California, Florida, and New York, the count is between eight and ten. Thus, for Texas, given its physical size of 268,581 square miles and population of more than 24 million, there are potentially sizable benefits—economy-

cally and culturally—to an increase in the number of NRUs from the current three, which include only two public universities (Texas A&M University and the University of Texas at Austin) and one private institution (Rice University). Thus, HB 51 provides opportunities for a set of seven Emerging NRUs (Texas Tech and the Universities of Houston, North Texas, Texas at Arlington, Texas at Dallas, Texas at El Paso, and Texas at San Antonio) to achieve formal NRU status. To do this, each Emerging NRU, as designated by the Texas Higher Education Coordinating Board (THECB), must accomplish the following levels of productivity:

- have at least two consecutive years of at least \$45 million in annual restricted research expenditures in the two years preceding a biennium where NRU designation is attained AND
- achieve at least four of the following six:
 1. an endowment equal to or greater than \$400 million
 2. a total of Ph.D.s awarded equal to or greater than 200 in each of the previous two years
 3. high achievement of freshmen classes for two years as determined by THECB
 4. have Association of Research Libraries membership OR a Phi Beta Kappa honor society chapter on campus
 5. high-quality faculty for two years as determined by THECB
 6. high-quality graduate-level programs as determined by THECB

Texas Tech already meets two of these criteria that have been defined in HB 51—an endowment equal to or greater than \$400 million and Association of Research Libraries and Phi Beta Kappa membership. The legislation delegated to the THECB the development of definitions for high achievement of freshmen classes, high-quality faculty (see **Appendix 7** for recent faculty awards), and high-quality graduate-level programs. While these regulations have yet to be adopted, Texas Tech’s performance on several of these measures exceeds that of

other Emerging NRUs. However, Texas Tech will need to address the HB 51 criteria in two critical areas:

- restricted research expenditures of \$45 million—Texas Tech’s FY08 and FY09 annual restricted research expenditures were \$27 million and \$35 million respectively; and
- Ph.D. graduates—TTU awarded 184 Ph.D.s in FY08 and 169 in FY09

Some critics may ask: “why bother with

NRU status?” The importance of national research universities to the future of our nation and state has already been discussed. However, for Texas Tech, the immediate answer lies with increased research funding that will assist faculty, students, staff, and programs along with the ability of TTU to enhance its contributions to the state, the nation, and the world. The long-term answer is that NRU status is a stepping-stone along TTU’s path to becoming a great public research university. Specifically, by moving to NRU status, the provisions in HB 51 provide direct funding benefits. Also, by enhancing emphasis on graduate—particularly Ph.D.—education, additional state formula funding will flow to Texas Tech. Both

sources of revenue deserve explanation.

By being designated as an Emerging NRU, Texas Tech is already authorized to participate in HB 51’s Texas Research Incentive Program (TRIP), which matches up to one-to-one cash gifts, depending on the amount, given to the university for research and research-related efforts or facilities. In the first round of matching funds, TTU raised more than \$23.5 million and is eligible to receive \$21.1 million in allowable matching funds from the state. The September 1, 2009 allowable match of \$10.8 million for gifts raised during the period July through August 31, 2009 was the highest of the initial approved allocations to sister Emerging NRUs as noted in *Table 1*.

TABLE 1 Texas Research Incentive Program

ENRU	Sum of Prorated Allowable Match
Texas Tech University	\$10,820,319.85
The University of Texas at Arlington	\$281,229.90
The University of Texas at Dallas	\$7,727,501.59
The University of Texas at El Paso	\$1,508,414.69
The University of Texas at San Antonio	\$1,425,324.06
University of Houston	\$2,379,617.12
University of North Texas	\$857,592.79
Grand Total	\$25,000,000.00

In addition to the TRIP funding (already secured, with certification as emerging NRU) Texas Tech—as an NRU—would qualify for additional funding through the state’s National Research University Fund (NRUF)—an endowment currently valued at about \$500 million—but one that could grow to \$1 to 2 billion by the time allocations are made, and the state’s Research University Development Fund, which currently provides for NRUs with \$50 million or greater in total research expenditures

a sum of \$1 million per \$10 million above \$50 million (based on an average of total research expenditures during the past three years; total research expenditures for Texas Tech averaged \$58 million during FY07-FY09). Thus, the stakes are high, but the potential for funding is even greater given the graduate education (especially Ph.D.-level education) emphasis at NRUs and the higher education funding formula in Texas.

Higher education institutions in Texas, and in a significant number of other states,

are funded through legislative allocations determined through a formula based on acknowledged differential costs of education at varying educational levels and in different fields or areas of study. Thus, for example in Texas, while lower division courses in English receive funding by a factor of “one,” course offerings at upper division and graduate levels, particularly in costly areas such as business, science and engineering, receive comparatively higher or much higher levels of support, as indicated in *Table 2*.

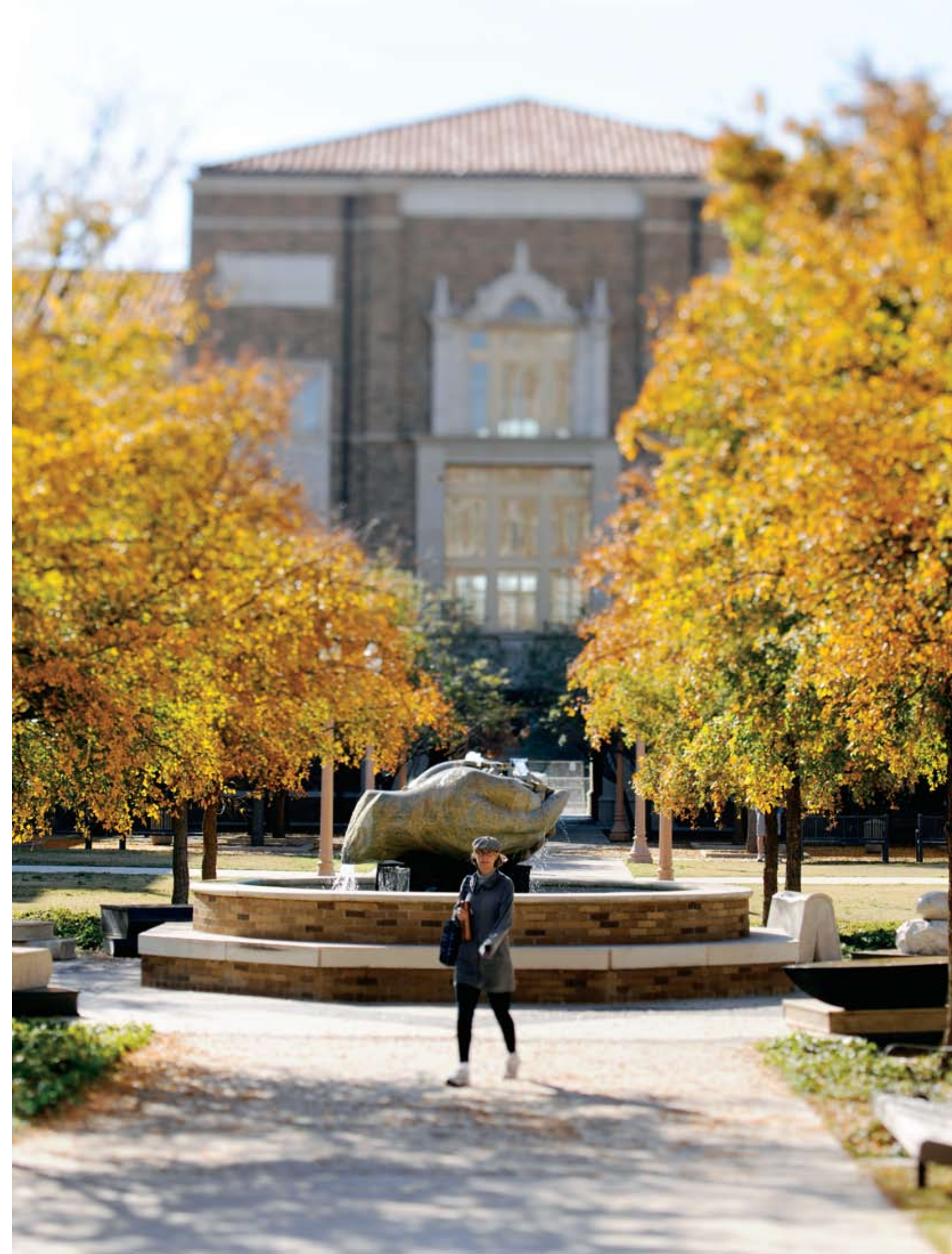
*TABLE 2 State of Texas and Operations Formula Funding Model Weights**

Funding Code		Lower Div.	Upper Div.	Masters	Doctoral	Sp. Prof.
01	Liberal Arts	1.00	1.72	4.18	9.29	0.00
02	Science	1.71	2.97	8.09	20.52	0.00
03	Fine Arts	1.39	2.32	5.43	7.19	0.00
04	Teacher Ed	1.42	1.74	2.48	7.64	0.00
05	Agriculture	1.87	2.52	7.07	9.91	0.00
06	Engineering	2.41	3.87	7.63	15.96	0.00
07	Economics	1.06	1.70	2.86	6.62	0.00
08	Law	0.00	0.00	0.00	0.00	3.86
09	Social Services	1.94	2.05	2.97	13.84	0.00
10	Library Science	1.14	1.09	2.63	6.65	0.00
13	Physical Training	1.29	1.28	0.00	0.00	0.00
14	Health Services	1.24	1.98	3.21	8.49	8.49
16	Business Admin	1.11	1.73	3.42	24.27	0.00
18	Teacher Ed Practice	1.30	1.78	0.00	0.00	0.00
19	Technology	1.90	2.38	4.41	3.37	0.00
21	Developmental Ed	1.00	0.00	0.00	0.00	0.00

*The rate per weighted semester credit hour for the 2010-2020 biennium is \$62.19.

Thus, a single credit hour in science at the doctoral level receives more than twenty times (actually 20.52) greater state funding than a single credit hour of lower division English. Accordingly, when determining the formula-driven state allocation for Texas Tech, the THECB and the legislature merely calculate the total number of weighted semester credit hours and multiply by an agreed-to dollar figure (\$63.10 per weighted credit hour in 2010-2011) to determine the total legislative allocation. No lobbying, no manipulations—just simple math for the

university to receive “what it has earned.” Thus, by qualifying for NRU status, Texas Tech will automatically qualify for additional formula-driven revenues because of greater student enrollment in graduate programs that receive higher levels of funding. As it happens, increases in graduate program enrollments will also help the university compete nationally for recognition as a NRU as will be noted below relative to benchmarking and peer university assessments. But first, it is important to consider Texas Tech’s vision and mission as a NRU. ★





Comfort **PRATT** *is making it possible.*

For Comfort Pratt, it's all about the connection. Pratt, an assistant professor in the areas of secondary education and bilingual education in the College of Education, uses her international background and experiences to connect with her students in a special way. Using her broad and deep knowledge of languages and cultures, she can talk to almost any student in their native dialect, putting them immediately at ease and helping them to understand that their culture, language and background is significant.



IN 2007, TEXAS TECH MADE A HUGE SPLASH IN THE CHESS WORLD by hiring checkmating superstar Susan Polgar. One purpose for bringing Polgar to Lubbock? Building the Knight Raiders chess team into a nationally prominent program. International Master Gergely Antal, a senior business major, proves Texas Tech is reaching it's goal with his win at the 2009 U.S. Tournament of College Champions. This was Texas Tech's first collegiate chess championship title. Antal and fellow Red Raider Davorin Kuljasevic followed that by placing first and second, respectively, at the 75th annual Southwest Open in Fort Worth.

Conceptualizing a New Vision and Mission

Texas Tech's once-in-a-lifetime opportunity and the new decade call for a rethinking of the university's vision and mission statements. These crucial elements of strategic planning should be conceptualized as follows:

VISION: preferably a single sentence indicating where the institution is going and what it will look like when the vision is achieved; although the vision may reflect some conditions already in place.

MISSION: a succinct description of what is done by the institution; how it is done, including elements of quality, scope, responsiveness to need, uniqueness, and effectiveness; who is served.

In addition to the above, vision and mission statements should reflect the university's strategic priorities, which focus most importantly on increases in student enrollment, ensuring student success, enhancing research, and advancing global engagement. A very deliberative process was used to develop this plan over about nine months, involving more than sixty meetings and presentations and more than 1,500

faculty and staff. The details of this process have been described in an article in *All Things Texas Tech* (ATTT) published recently (Smith, 2010). After this extensive process of consultation across the university and with the Strategic Planning Council's input, the following vision and mission statements were crafted to help guide the role and scope of TTU through 2020.

Vision:

Texas Tech is a great public research university where students succeed, knowledge is advanced, and global engagement is championed.

Mission:

*As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders with multicultural and global competencies. The university is committed to educating a diverse and globally competitive workforce, and enhancing the cultural and economic development of the state, nation, and world.**

*Considered for formal adoption by the TTU Board of Regents in April, 2010.

The vision and mission statements were developed with very broad input, which reflects the university community's sense of past, present, and future. In addition, they were forged to assist the attainment and performance of TTU as a NRU, and align with the Strategic Priorities of the TTU System as articulated through the goals and

priorities document *Leading the Way*. However, before integrating the new vision and mission statements with the TTU strategic priorities, it was necessary to analyze the strengths, weaknesses, opportunities, and threats (SWOT elements) currently and likely to be relevant for TTU during 2010-2020.



Julian **SPALLHOLZ** *is making it possible.*

Millions of people in Bangladesh are drinking water contaminated with arsenic. Many are dying or suffering from symptoms of arsenic poisoning. Julian Spallholz, a professor in the Department of Nutrition, Hospitality and Retailing, is studying whether nutritional supplements containing Selenium could reduce the effects of arsenic poisoning. Research on animals suggests that Selenium, a trace element, could help the body flush arsenic faster. Spallholz hopes that providing Selenium in the diets of Bangladeshis could protect them from future poisoning.



Environmental (SWOT) Analysis

To think and act strategically, individuals as well as institutions must assess strengths and weaknesses. The assessments must also be framed by opportunities and threats throughout the environment of operations. Bringing the SWOT elements together for the sake of planning can be envisioned through the diagram below:

	STRENGTHS	WEAKNESSES
OPPORTUNITIES	Match/Fit	Minimize
THREATS	Overcome	Avoid

Mitchell, Ronald K. (1998).
The Logic of Strategy in Entrepreneurship and Wealth Creation.

The take-home messages of SWOT assessments as described are: maximize the role of strengths, minimize the impact of weaknesses, take advantage—selectively—of opportunities that match strengths, and modulate, prevent, or avoid threats. This exercise yields a set of strategies generated from initial SWOT analyses. Using this method, members of the Texas Tech Strategic Planning Council, faculty, staff, and students examined each of the strategic priorities in three steps: 1. a SWOT analysis, 2. the Match/Fit analysis, 3. development of strategic initiatives based upon the findings from the first two steps of analysis. The findings for the analyses were presented to

the Strategic Planning Council and preserved in its minutes. However, given the extensive documentation related to this assessment process, these documents are not included in this publication. Instead, the resulting strategic initiatives are included in their early stages of development. We expect that future analysis will develop additional initiatives as this plan is implemented over the next few years.

With an integrated understanding of TTU's strengths, weaknesses, opportunities, and threats, TTU became positioned to incorporate its strategic priorities and core values into this strategic plan for 2010-2020. ★



Rob **GLOVER** *is making it possible.*

Created from the heat of the fire and the realms of his imagination, art professor Robly A. Glover makes his jewelry and sculpture an expression of thought and of soul. That's why his work is part of the permanent collections of the Art Institute of Chicago, The Yale Silver Collection and the Victoria and Albert Museum in London, England. At Texas Tech's state-of-the-art 3-D Art Annex, his students create pieces imbued with deep emotional meaning for contemporary and future generations. That's why his alumni now work professionally throughout the U.S., and their work appears in private and public collections across the country.



Strategic Priorities

As noted in *Leading the Way*, the joint TTU System and TTU strategic priorities are as follows:

1. **INCREASE ENROLLMENT AND PROMOTE STUDENT SUCCESS:** We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the state of Texas. (Grow to 40,000 students by 2020, with a heavy emphasis on increasing the number of transfer and graduate students and ensuring a diverse population of students; concentrating not only on the size of the freshman class but also on retention and graduation rates at or exceeding the average of the university's peers).
2. **STRENGTHEN ACADEMIC QUALITY AND REPUTATION:** We will attract and retain the best faculty in the world in order to enhance our teaching excellence and grow our number of nationally recognized programs. (Address student-faculty ratios to ensure quality of all offerings; stress diversity in the hiring of all faculty and staff).
3. **EXPAND AND ENHANCE RESEARCH AND CREATIVE SCHOLARSHIP:** We will significantly increase the amount of public and private research dollars in order to advance knowledge, improve the quality of life in our state and nation, and enhance the state's economy and global competitiveness. (Build infrastructure and direct internal resources to leverage extramural funding; pay particular attention to the needs of researchers and scholars in areas such as the arts and humanities where external support is meager; increase yearly research expenditures from \$58 million [FY08] to at least \$100 million).
4. **FURTHER OUTREACH AND ENGAGEMENT:** We will expand our community outreach, promote higher education, and continue to engage in partnerships in order to improve our communities and enrich their quality of life. (Texas Tech invests in Texas and its communities through educational access for children and adults, basic and applied research addressing the most pressing problems of society, and activities and services—bringing the best of TTU's resources to people and communities throughout Texas and the world).
5. **INCREASE AND MAXIMIZE RESOURCES:** We will increase funding for scholarships, professorships, and world-class facilities, and maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas. (Seek new sources of public and private support, including donations and endowment funds for faculty positions, student scholarships/fellowships, and programmatic support).

Taken together, TTU's vision, mission and strategic priorities suggest possible strategic directions and initiatives. And, all such planning—pre-staging future actions—is being guided by an ethical framework that has been codified by the “Statement of Ethical Principles,” approved by the TTU Board of Regents (BOR) in March 2008, and adopted as the core values for this strategic plan. ★



Mindy **BRASHEARS** *is making it possible.*

They can pop up at dinner tables, in restaurants, in school cafeterias: dangerous pathogens such as *E. coli* and *Salmonella* that lurk in beef, poultry—even raw fruits and vegetables. Americans enjoy some of the world’s safest, tastiest and most affordable food. But keeping it that way is no easy task. Brashears leads Texas Tech’s International Center for Food Industry Excellence. The center’s researchers focus on improving technology and safety practices all the way from the farm to the tabletop.



“Nothing is going to happen if you don’t do the right thing.”

EDWARD E. WHITACRE, JR. (1941-),
Chairman and CEO,
General Motors and Texas Tech Alumnus

Statement of Ethical Principles as Texas Tech’s Core Values

The university’s core values and ethical principles emanate in part from TTU’s most recent university-wide reaffirmation efforts with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which affirmed full re-accreditation of TTU in the fall of 2008. In the course of the re-accreditation process, the university launched a SACSCOC-approved Quality Enhancement Program with a major theme of ethics and its permeation throughout the life and mission of Texas Tech. Thus, for reflection during the strategic planning process and implementation, the university’s core values and ethical principles (adopted by the BOR on March 6, 2008) are highlighted below, while the entire Statement of Ethical Principles document appears in **Appendix 1**.

STATEMENT OF ETHICAL PRINCIPLES

Texas Tech University is committed to the values of mutual respect; cooperation and communication; creativity and innovation; community service and leadership; pursuit of excellence; public accountability; and diversity.

Texas Tech University is committed to being an ethical institution. In recognition of the rights and inherent dignity of all members of the Texas Tech community, the university is committed to supporting the following principles and to protecting those rights guaranteed by the Constitution, the laws of the United States and the State of Texas, and the policies adopted by the BOR. While following legal requirements, an ethical institution goes beyond them to achieve the following values:

MUTUAL RESPECT

Texas Tech is committed to an open and diverse society. Each member of the Texas Tech community has the right to be treated with respect and dignity.



NOT ALL NATIONAL CHAMPIONSHIPS ARE WON IN THE SPORTS WORLD. Texas Tech students have scored national accolades in many academic areas including debate, moot court and other legal competitions. But the College of Agricultural Sciences and Natural Resources (CASNR) can match academic championship banners with anyone. The college has boasted 80 national championship teams since 1934, when the Livestock Judging Team claimed Texas Tech's first title. In 2009 alone, four Texas Tech teams won national honors and CASNR students have won a whopping 12 national titles since 2007.

COMMUNICATION AND COOPERATION

Texas Tech is committed to the promotion of professional relationships and open channels of communication among all individuals.

CREATIVITY AND INNOVATION

Texas Tech is committed to ethical institutional programs that meet the teaching, research, and service objectives of each discipline and department, to policies that are consistent with those objectives, and to a working and learning environment that encourages active participation. The university supports all its members in life-long learning—a process that is both challenging and rewarding—and encourages creative and innovative means to achieve this goal through both opportunities and incentives.

COMMUNITY SERVICE AND LEADERSHIP

Texas Tech is committed to ethical leadership practices at all levels and to a tradition of community service, both within the university community and in relationships with the greater community.

PURSUIT OF EXCELLENCE

Texas Tech is committed to achieving excellence in all aspects of our community.

PUBLIC ACCOUNTABILITY

Texas Tech is committed to transparency in governance, personal responsibility, and both individual and organizational integrity. Being responsible requires the community to be thoughtful stewards of resources—accountable and respectful to others in the university community, and to the publics served.

DIVERSITY

Texas Tech University is committed to the inherent dignity of all individuals and the celebration of diversity. We foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We value the cultural and intellectual diversity of our university because it enriches our lives and the community as a whole, promoting access, equity, and excellence.

With the overall guidance of its vision, mission, strategic priorities, and core values in the “Statement of Ethical Principles,” the Texas Tech community—students, faculty, and staff—has worked collaboratively to delineate a set of key performance indicators and strategic initiatives as elaborated in the following section.★



Jim **HOFFMAN** *is making it possible.*

Although doctors, lawyers and other professionals take years to learn their craft, they aren't necessarily taught how to be smart business professionals.

Jim Hoffman, director of Texas Tech's Health Organization Management program and associate dean for executive MBA programs, ensures quality business education programs that are accessible for working professionals.

The MBA physician's program, which is designed to help doctors manage their practices and stay in business, is ranked in the Top 20 in the nation, thanks in part to Hoffman's careful oversight.

Strategically Directing Priorities Through Key Performance Indicators and Strategic Initiatives

As the Strategic Planning Council and others have considered TTU's strategic priorities, they generated a set of key performance indicators that provides operational definitions and benchmarks to our aspirations. The five priority statements have "champions" or leaders who have created opportunities for input from councils (Strategic Enrollment Management Planning Council, Provost Council, Academic Council, Research Council, Responsibility Center Management Council). In addition, the Provost and Vice President for Research have met with every college or school, the Faculty, Staff and Student Senates, American Association of University Professors (AAUP), center and institute Directors, Horn Professors and other groups to present the vision and mission statements, strategic priorities, and key performance indicators.

These broad discussions have generated a set of strategic initiatives that will lead, though not necessarily dominate, the movement toward achievement of NRU status. Some explanation is in order.

In order for the university to meet two of the key criteria of HB 51—thereby leading to designation as a NRU—restricted research expenditures must be increased dramatically and the graduation assured of a minimum of 200 Ph.D. recipients per year. These preeminent criteria cry out for research initiatives that have been developed and enunciated through this plan. HB 51 and the university community's desire for excellence as a nationally recognized public research university also requires that the institution admit and retain outstand-

ing students, recruit and support exceptionally qualified faculty, and promote and fund notable programs across the institution. However, paramount in all these strategies is the principle that TTU cannot be all things to all people. Thus, all proposals cannot be approved or funded—all programs cannot be supported equally. The university must aspire to selective excellence. Nevertheless, measures of excellence must be sought in all that is pursued and the overall model of development may be envisioned as that of a pyramid.

In the pyramidal model, major strategic and interdisciplinary initiatives—no more than a handful—serve to crown the top. In a second tier are degree and research programs recognized by extramural peers

including program-accrediting bodies as having developed a high level of achievement. And third, there are the foundational programs that provide the broad base, thereby ensuring the institution's claim to a comprehensive public research university. While space will not allow addressing the identity and nature of every program composing the university's pyramid, the major initiatives and many of the well-recognized programs deserve some mention to assist with the development of actions that will naturally follow this strategic plan for 2010-2020. An elaboration of the referenced strategic initiatives follows below. ★



*Thinking well is
wise; planning
well, wiser;
but doing well is
the wisest and
best of all.*

—PERSIAN PROVERB



Key Performance Indicators and Strategic Initiatives

In the course of TTU's collaboration with TTU System colleagues during the development of *Leading the Way*, a set of goals were crafted under each of the unified strategic priorities (i.e., priorities that were nearly uniformly adopted by all TTU System campuses, including the TTU Health Sciences Center and Angelo State University). Below is a listing of the Texas Tech key performance indicators (KPIs) under strategic priorities 1 through 5. The KPIs and their definitions are used to establish benchmarks for achievement (see **Appendix 8** for definitions). Finally, the strategic priorities, KPIs, SWOT and other assessments have informed the discussions among TTU community members as they generated strategic initiatives. These elements—strategic priorities, KPIs, and strategic initiatives—are recorded below with the caveat that they represent the early stages of a strategic planning process that is and will continue to be actively evolving. ★

PRIORITY 1 Increase Enrollment and Promote Student Success: We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the State of Texas.

Goal	2008	2009	% Change or % pt. Change	2010 Target	2015 Target	2020 Target
Fall enrollment	28,422	30,097	5.9%	30,850	35,131	40,000
Transfers from Texas 2-year colleges with at least 30 credit hours	4,727	5,189	9.8%	5,500	6,500	7,500
Graduate student enrollment as a % of total enrollment (includes Law)	18.7%	19.3%	0.6	20.0%	22.5%	25.0%
First year retention rate	80.1%	80.90%	0.7	81.00%	83.00%	85.00%
Second year retention rate	72.3%	69.2%	-3.1	70.0%	75.0%	80.0%
4-year graduation rate	36.8%	35.3%	-1.5	40.0%	45.0%	50.0%
6-year graduation rate	57.4%	60.2%	2.8	61.0%	65.0%	70.0%
Total degrees awarded (annual)	6,328	5,901	-6.7%	5,800	7,907	9,000
“High achievement of freshmen class for 2 yrs.”—determined by the Texas Higher Education Coordinating Board (HB 51)	TBD	TBD	TBD	TBD	TBD	TBD

Key Strategies

1. Create a one-stop transfer student center.
2. Increase transfer student enrollment and success by joining Transfer101.org and acquiring another online resource —u.select—software that helps students to compare current community college hours and provides information on how they transfer to different schools.
3. Implement plans to offer evening and weekend classes to enhance educational opportunities for non-traditional students in high-demand undergraduate programs.
4. Continue efforts to recruit students into distance education programs, led by the University College, particularly with offerings that are attractive to non-traditional and diverse audiences of students (*e.g.*, elementary education, higher education, Systems and Engineering Management).
5. Administer the Noel-Levitz Student Satisfaction Inventory. Data will be available by March, 2010.
6. Develop a comprehensive communication flow and new student telecounseling software to increase applications and yield among new and prospective undergraduate freshmen and transfer students.
7. While increasing enrollment of Texas freshmen with increasing numbers of Pell Grant and First Generation College students, maintain SAT range at the 2009 benchmark of Critical Reading 480-580 and Math 510-620.

PRIORITY 2 Strengthen Academic Quality and Reputation: We will attract and retain the best faculty in the world in order to enhance our teaching excellence and grow our number of nationally recognized programs.

Goal	2008	2009	% Change	2010 Target	2015 Target	2020 Target
Total doctorates awarded	221	201	-9.0%	220	283	320
Total Ph.D.s awarded (HB 51)	184	169	-8.2%	200	250	300
Faculty receiving nationally recognized awards—determined by the Texas Higher Education Coordinating Board (HB 51; CMUP data—see note)	4	TBD		6	11	15
High-quality faculty for 2 yrs. – determined by the Texas Higher Education Coordinating Board (HB 51)	TBD	TBD		TBD	TBD	TBD
“High-quality graduate-level programs” - determined by the Texas Higher Education Coordinating Board (HB 51)	TBD	TBD		TBD	TBD	TBD

Note —Center for Measurement of University Performance (CMUP) data for “faculty awards” has been recommended for use by the THECB.

Key Strategies

1. Implement a strategic hiring plan for 2010 that targets up to 20 faculty with nationally recognized awards and restricted research funding.
2. Offer faculty development workshops and services to enhance faculty teaching, research, and outreach capabilities.
3. Purchase Academic Analytics software and analytical services to provide external assessment of academic programs.
4. Complete implementation of Digital Measures software to provide a digital database of faculty awards, publications, presentations, research, grants, and service.
5. Generate a master plan to enhance classroom, library, and learning resources in the context of an expanding student population and increased research activity.
6. Increase the number of fully funded endowed professorships and chairs.

PRIORITY 3 Expand and Enhance Research and Creative Scholarship: We will significantly increase the amount of public and private research dollars in order to advance knowledge, improve the quality of life in our state and nation, and enhance the state's economy and global competitiveness.

Goal	2008	2009	% Change	2010 Target	2015 Target	2020 Target
Total Research Expenditures (NSF)	\$60,165,000	\$94,649,000	57.3%	\$110,000,000	\$150,000,000	\$200,000,000
Restricted Research Expenditures (THECB) —HB 51	\$27,098,487	\$35,030,672	29.0%	\$45,000,000	\$80,000,000	\$150,000,000
Federal Research Expenditures (THECB)	\$21,416,823	\$25,645,008	19.7%	\$30,000,000	\$65,000,000	\$130,000,000
Federal Research Expenditures per Faculty Full-Time Equivalent (THECB)	\$23,915	TBD	TBD	\$25,000	\$40,000	\$80,000
Number of funded collaborative research projects with TTUHSC that are led by TTU	3	2	-3.33%	3	5	10

Key Strategies

- Utilize the eight strategic research themes to advance disciplinary, multidisciplinary, and interdisciplinary research. These eight themes are:
 - Sustainable Society and Economy—Energy, Water, Agriculture and the Built Environment;
 - Computational and Theoretical Sciences and Visualization;
 - Innovative Education and Assessment;
 - Advanced Electronics and Materials;
 - Integrative Biosciences;
 - Community Health and Wellness;
 - Culture, Communication, Entrepreneurship, and Leadership;
 - Creative Capital—Arts and Design Technologies.
- Strategically hire faculty who bring extensive funding with them (*e.g.*, greater than \$0.5 to over \$1 million, depending on their discipline). With these strategic hires, there will be clear expectations and accountability around research performance, particularly research expenditures (ranging from \$200,000 to \$1 million per year, depending on their discipline) and doctoral student support (discipline dependent).
- Increase the number of research proposals submitted from 952 in FY09 to 1000 in FY10.
- Increase the square footage of research space from 480,775 in FY09 to 500,000 by the end of FY10.
- Establish a corporate and foundations relations program that increases partnership opportunities supporting research, scholarship, and creative activity.

PRIORITY 4 Further Outreach and Engagement: We will expand our community outreach, promote higher education and continue to engage in partnerships to improve our communities and enrich their quality of life.

Goal	2008	2009	% Change	2010 Target	2015 Target	2020 Target
Total non-TTU attendees and participants in TTU outreach and engagement activities (duplicated headcount)	FY09 base yr. with OEMI data	197,890	NA	TBD	TBD	TBD
K-12 students and teachers participating in TTU outreach and engagement activities (duplicated headcount)	FY09 base yr. with OEMI data	118,691	NA	TBD	TBD	TBD
Total funding generated by TTU Institutional and Multi-Institutional outreach and engagement activities (non-TTU sources; may include duplicated sums)	FY09 base yr. with OEMI data	\$43,432,582	NA	TBD	TBD	TBD
Lubbock County economic development and impact *	\$1.15 billion	TBD	TBD	TBD	TBD	TBD

* *The economic impacts of Texas Tech University on Lubbock County: Today and in the year 2020.* Prepared by Brad T. Ewing for the Texas Tech University Division of Student Affairs and Enrollment Management, July 2008. The 2009 report has been commissioned and new targets will be established for 2015 and 2020. Data from the 2009 report will become the new benchmark since the revised report will include the impact of research and development expenditures, key events held on the campus and projected impact for commercialization and small business development initiatives.

Key Strategies

- Complete analysis of Outreach and Engagement programs and activities, institutional infrastructure, and resources using the Outreach and Engagement Measurement Instrument (OEMI).
- Create an Outreach and Engagement Council in Spring 2010.
- Host Texas Tech Community Engagement Conference in Fall 2010.
- Revise promotion and tenure policies to include Outreach and Engagement activities in teaching, research, and service.

PRIORITY 5 Increase and Maximize Resources: We will increase funding for scholarships, professorships, and world-class facilities, and maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas.

Goal	2008	2009	% Change or % pt. Change	2010 Target	2015 Target	2020 Target
Total weighted student credit hours	1,781,216	1,793,335	00.7%	1,913,143	2,209,978	2,506,814
Administrative cost as % of operating budget	6.40%	6.23%	-0.17%	6.3%	6.1%	6.0%
Endowment	\$415,054,000	\$388,508,000	-6.4%	\$420,265,000	\$660,017,000	\$945,768,000
Total Budgeted Revenue	\$468,659,079	\$448,354,214	-4.3%	\$487,171,113	\$506,414,372	\$526,417,740
Classroom space usage efficiency score	75	84	9	79	89	100
Operating Expense per Full-Time Equivalent Student	\$17,075	\$17,474	2.3%	\$17,254	\$18,127	\$19,000
Total Invention Disclosures-Technology Commercialization	24	28	16.7%	27	40	55
Total Gross Revenue-Technology Commercialization	\$554,097	\$457,623	-17.4%	\$146,250	\$849,937	\$1,487,025

Definition: Classroom Space Utilization Efficiency Score: A measure from the Texas Higher Education Coordinating Board that is comprised of the scores from three individual metrics including classroom utilization, classroom demand, and classroom percent fill. Classroom utilization is the hours per week that a classroom is used. Classroom percent fill compares a classroom's available capacity to actual enrollment. It is reported for the fall semester of each fiscal year. The maximum classroom usage efficiency score is 100. http://www.txhighereddata.org/Interactive/accountability/UNIV_InstEffect.cfm?FICE=003644

Key Strategies

1. Integrate Responsibility Center Management into the TTU culture so that the institution is in a better position to maximize fiscal performance. Pilot implementation is planned for AY 2010-2011 with further implementation in AY 2011-2012. (see **Appendix 9**.)
2. Assess and improve institutional effectiveness—integration of data, assessment and evaluation, planning, and resource allocation.
3. Identify rules and procedures that need to be changed to maximize resource availability, and develop "champions" in those areas to effect the needed changes to support Texas Tech's mission.
4. TTU leadership will engage faculty and staff in a campus-wide conversation to maximize Intellectual Capital utilization through:
 - a. Creation of an inventory of intellectual capital unique to Texas Tech University, and
 - b. Development of a program that increases recognition and access to National Research University facilities.
5. The Office of Technology Commercialization will work with TTU and TTUHSC leaders to develop a System-level proof-of-concept fund as well as a small external venture fund focused on TTUS technologies with combined total resources of at least \$6 million by May of 2011.

Within **PRIORITY 3**—Expand and Enhance Research and Creative Scholarship—eight themes have been established to enable this set of efforts; particularly around enhancing resources, advancing knowledge, and promoting cultural and economic development. These themes were developed after intensive consultation with faculty and deans in every Texas Tech college and school. During the fall of 2009, the Vice President for Research led an assessment activity of current research foci and strengths, which produced the following themes for institution-wide collaboration and support:

- Sustainable Society and Economy-Energy, Water, Agriculture and the Built Environment
- Computational and Theoretical Sciences and Visualization
- Innovative Education and Assessment
- Advanced Electronics and Materials
- Integrative Biosciences
- Community Health and Wellness
- Culture, Communication, Entrepreneurship, and Leadership
- Creative Capital—Arts and Design Technologies

These themes provide the context for increased faculty activity with the goal of increasing the total restricted research expenditures immediately to the NRUF minimum of \$45 million, increasing each year as stated in the table of priorities, KPIs, and strategic initiatives above. In addition to internal benchmarking for critical NRUF criteria, national and Texas peers have been selected to provide comparison data on KPIs that are consistently defined and regularly reported to the National Center for Education Statistics (IPEDS), the National Science Foundation and the Texas Higher Education Accountability System. ★

“When you can measure what you are speaking about, and express it in numbers, you know something about it; but when you cannot measure it, when you cannot express it in numbers, your knowledge is of a meagre and unsatisfactory kind.”

—LORD WILLIAM THOMPSON KELVIN (1824-1907)
Scottish Mathematician and Physicist



Steve **MAXNER** *is making it possible.*

Few institutions have done more to repair relations between Vietnam and the United States than the Vietnam Center and Archive at Texas Tech. Originally established to store materials related to the historic conflict, the Vietnam Center has broadened its scope through the years as it has hosted Vietnamese officials and inked landmark agreements. Texas Tech became the first U.S. organization to exchange war-related information with Vietnam's government archivist. The center has provided medical supplies and books, assisted deaf students and provided scholarships for Vietnamese and Cambodian students to attend college.



Benchmarking Against National and Texas Peer Institutions

While HB 51 prescribes a set of criteria for emerging research universities such as Texas Tech to qualify for formal NRU recognition, it is also useful to know how Texas Tech compares to peers around the nation. To complete such work requires defining a set of peers, which should be considered in the context of U.S. higher education overall.

NRUs may be public or private institutions. Thus, Texas has two public institutions, Texas A& M University and the University of Texas at Austin, and one private, Rice University, which are already designated as NRUs. In developing a set of TTU peer institutions for comparison and benchmarking purposes, however, it was deemed useful to consider exclusively peers that are public research universities because of the similarities inherent in the vision and mission elements of public institutions.

Although it may seem curious to some observers, the vast majority of great public research universities (and those that belong to the prestigious Association of American Universities) are affiliated with the nation's major athletic conferences. Thus, public institutions in the Big 12, the Big 10, the Pacific Athletic Conference or PAC 10, the Big East, the Atlantic Coast Conference or ACC, and the Southeastern Conference or SEC provide a set of comparison institutions that are readily identifiable with Texas Tech.

Furthermore, the vast majority of these institutions would readily qualify for NRU status according to the criteria in Texas HB 51. **Appendices 2–6** contain available comparison data on key performance indicators for these 56 national public research universities and Texas Tech's sister emerging NRUs in Texas.

Besides the set of 56 NRUs found throughout the U.S., it is wise for Texas Tech to keep referencing its six sister emerging NRUs as an addition to the university's benchmarking efforts. Thus, developing strategic planning comparisons will have both national and statewide context. ★

“Action expresses priorities.”
—MAHATMA GANDHI (1869-1948)



Bob **SMITH** *is making it possible.*

As provost of the university and chairperson of the Strategic Planning Council, Smith has skillfully guided the strategic planning process at Texas Tech. The process and substance of TTU strategic planning has been rooted in the history and legacy of higher education excellence at Texas Tech. And, the feeling associated with the process as the initial plan comes to fruition is probably best reflected in the words of T. S. Eliot (1888-1965):

*We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.*

– FOUR QUARTETS *Little Gidding part 5 (1942)*



Making it Possible

The power of planning—particularly when it is strategically conceived and executed—is recognized widely among higher education institutions and indeed other sectors of society. Beyond the plan per se is all the activity that goes into planning and the effects it has on the planners. Such effects emerged among members of Texas Tech’s community and among a number of the university’s constituents. Indeed, the process of engaging students, faculty and staff members, and administrators during the preparation of the plan has built common understanding not only of the newly crafted vision, mission, strategic priorities, and goals, but also the global, national, state, and local contexts for implementation planning and actions to follow. But, the university must not stop there. It is important that the messages of hope and the university’s anticipated future must extend further. Thus, a set of recommendations have been developed—as noted below—for constituent groups from the Governor’s Office to state and federal legislators, and from corporate to non-profit entities, from members of the K-12 and community college education communities to Lubbock and West Texas leaders. Furthermore, the messages contained herein—including the recommendations to those who have very special interest in Texas Tech—need airing among the university’s peers and prospective collaborators and partners throughout the world. Thus, *Making it possible—Texas Tech’s Strategic Plan for 2010-2020* will be shared broadly as a document of inspiration, pride, and information. This commitment ties to the last of the recommendations (*i.e.*, to the TTU community, alumni, and benefactors) that follow. ★

“*Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.*”

—NELSON R. MANDELA (1918-)



Michelle **PANTOYA** *is making it possible.*

Girls looking to take on engineering as a career need only look as far as Michelle Pantoya for inspiration. Pantoya, an associate professor in Mechanical Engineering, looks for ways to make explosives safer. She also studies ways to create materials with specific properties that solve specific problems. Her research in energetic materials, combustion, experimental heat transfer and wind tunnel modeling present a wide range of military and other applications. Pantoya also shows that women are capable of succeeding as engineers and pioneering new advances in engineering, math and science.

Recommendations

Texas Tech is known nationally and internationally for its outreach and engagement efforts, from research collaborations among Texas Tech faculty members and corporations, to international study centers and partnerships with communities across Texas to increased access to higher education, to service learning courses that engage university and civic partners for the mutual benefit of Tech, the State of Texas and communities around the world. In 2006, Texas Tech was the first institution in Texas to be recognized in the Carnegie Foundation's elective classification for Community Engagement. The economic and cultural benefits of Texas Tech's leadership as an "engaged university" should be apparent from the examples offered through this document along with the plans Texas Tech has for further contributions and engagement with the world. To those who have been the university's supporters, to those who have not been as well informed about the Texas Tech story and aspirations, to the Texas Tech community who contribute daily to a great university, the following recommendations are offered.

FEDERAL AND STATE GOVERNMENT

- Continuously engage and partner with Texas Tech in strategic, mission-focused partnerships; particularly with those agencies and departments that have expressed significant interests in collaborating with Texas Tech University.
- Encourage the sharing of information with researchers at Texas Tech and continue to assist placement of Texas Tech personnel on assignment within agencies for faculty development.
- Invite Texas Tech faculty to serve on strategic planning groups, program review panels, and in peer review opportunities.

FEDERAL DELEGATION

- Continue to support and enhance competitive federal R&D legislation, federal R&D program authorization, and strategic appropriations requests for Texas Tech research initiatives but expect accountability and a willingness of the university to leverage grant funds with competitive grant programs in a timely manner.
- Continuously engage (both members and staff) with Texas Tech on its growing research programs, capabilities and federal partnerships and the transfer of research to public benefit.

GOVERNOR AND TEXAS LEGISLATURE

- Continue to support the concept of National Research Universities (NRUs) and the NRU Fund (NRUF), including the possibility of adding funds to the NRUF base.
- Maintain support for the Emerging Technology Fund (ETF), giving special consideration to public-private partnerships among corporate and NRU alliances.
- Commission the Texas Higher Education Coordinating Board to determine the cost-

- benefit of regulatory requirements and reports—to possibly improve efficiencies and affect potential cost savings at emerging NRUs and other public colleges and universities.
- Evaluate the returns on investment from the Texas Research Incentive Program (TRIP) and consider additional contributions to TRIP in FY12 and beyond.
- Study how alliances among Texas's emerging NRUs may enhance economic and cultural development in the state.
- Consider matching grant programs— analogous to TRIP—for undergraduate scholarships and other academically related support to public universities and colleges in the state.
- Consider additional bond issues in the State of Texas to support Texas research, using the Cancer Prevention Research Institute of Texas model, but focus on other emerging areas of R&D (e.g., information technology and high performance computing, advanced materials, sustainable energy).

THE CORPORATE SECTOR

- Ensure that hiring decisions consider opportunities for Texas Tech graduates and alumni.
- Consider expansion of corporate summer internship programs that could include Texas Tech undergraduate, graduate, and professional students.
- Support Texas Tech's emergence as a NRU through expanded grant and gift programs that provide funding for strategic research and graduate education programs.
- Consider expanding opportunities for corporate personnel to benefit from company-sponsored tuition for baccalaureate and graduate degree completions.



- Explore opportunities for corporate-Texas Tech partnerships that might pair research investigators from the corporate and academic sectors.
- Participate in program, college, and university advisory boards.
- Help Texas Tech University establish a formal corporate relations program.
- Consider licensing TTU intellectual property.
- Participate with TTU in seed, angel, and venture capital investment in new spin-outs.

LOCAL, STATE AND NATIONAL FOUNDATIONS

- Continue to engage Texas Tech University by supporting ongoing strategic research and scholarship programs.
- Help Texas Tech establish a formal foundations relations program.
- Support the creative arts at TTU.

THE K-12 AND COMMUNITY COLLEGE SECTORS

- Support alliances of K-12 school districts with Texas Tech, particularly in the education of teachers in science-technology-engineering-mathematics (STEM) areas.
- Encourage enrollment and participation of teachers in TTU degree and continuing education programs.
- Continue to support the Closing the Gap Council's (South Plains P-20 Educational Initiative) efforts to encourage high school student enrollment in higher education institutions. (See <http://www.closingthegaps.org/>)
- For community colleges, continue to support creation and expansion of partnerships with TTU to encourage increases in the transfer of Associate of Arts (AA) degree graduates to Texas Tech.
- Support community college-TTU partnerships that allow the completion of baccalaureate degrees by associate's degree graduates on community college campuses.

- Collaborate with the TTU Independent School District to enhance enrollment of high school and home-schooled students.

LUBBOCK AND REGIONAL MUNICIPAL AND COUNTY GOVERNMENTAL SECTORS

- Consider and support partnerships with TTU that lead to enhanced research, economic and cultural development in Lubbock and West Texas.
- For City of Lubbock and Lubbock Economic Development Alliance officials, mount a planning effort that could lead to the joint development of TTU facilities in downtown Lubbock and an incubator and research and technology park in the Lubbock city environs that focus on the research strengths of Texas Tech University and TTUHSC.
- For the City of Lubbock and the Lubbock Arts Council, continue to explore the cultural development of Lubbock and environs, particularly in the visual and performing arts.
- Commission a joint effort with Texas Tech to study the future of the Reese Technology Center.

TTU COMMUNITY

- Continue to embrace the notion of "excellence in research, scholarship and creative activity."
- Become conversant with the new vision, mission, and strategic priorities of the university and support achievement of the 2010-2020 goals to ensure that TTU achieves NRU status by no later than FY14, but preferably by FY12.
- For the university community and its students, work toward becoming globally competent and competitive—all in an ethical framework consistent with the university's "Campus Conversation on Ethics" and "Strive for Honor" initiatives.

- For faculty members, consider the integrated scholar model in bringing together teaching/learning, research, and outreach efforts that support Texas Tech's 2010-2020 strategic priorities and initiatives.
- For staff members, continue to live up to the legendary friendliness and helpfulness that is a hallmark of Texas Tech and vital to the recruitment and retention of outstanding faculty members and students.

ALUMNI

- Continue to passionately embrace the vision, mission, and goals of TTU as it becomes a great public research university.
- Actively participate in TTU activities—from athletic events to scholarship and arts activities.
- Become a member of the Alumni Association.
- Help Texas Tech meet its annual giving and future capital campaign goals.
- Continue your education with TTU through distance education opportunities.
- Encourage application and enrollment of your children and family members at TTU.

BENEFACTORS AND FRIENDS

- Continue to passionately support the vision, mission, and goals of TTU as it becomes a great public research university.
- Continue to visit campus and meet with our talented faculty members and students.
- Specifically support endowed chairs, professorships, and student scholarships.
- Be ready to support TTU if TRIP is continued.
- Help Texas Tech connect with opportunities that align with its strategic themes; particularly in the social sciences, humanities, and creative arts.



Kent **WILKINSON** *is making it possible.*

With an expected \$1 trillion in buying power this year, the growing Hispanic population is changing the way the United States thinks, votes, is entertained and does business. Kent Wilkinson, the Regents Professor in Hispanic and International Communication, knows why. With more than 20 years studying Spanish-language media and cultural relations in the U.S., Wilkinson teaches future communicators how to adapt their approach to more effectively reach Hispanics and other groups within an ever-changing, media-rich society. The director of the Institute for Hispanic and International Communication trains students on how the media can be used to bring about greater cross-cultural understanding and cooperation as our population diversifies.

Texas Tech University is committed to the values of mutual respect; cooperation and communication; creativity and innovation; community service and leadership; pursuit of excellence; public accountability; and diversity.

2005 Texas Tech University Strategic Plan

SUBMITTED BY THE STEERING COMMITTEE OF THE TEXAS TECH UNIVERSITY ETHICS INITIATIVE
ADOPTED BY THE BOARD OF REGENTS MARCH 6, 2008

**TEXAS TECH UNIVERSITY
STATEMENT OF ETHICAL PRINCIPLES
“DO THE RIGHT THING”**

Texas Tech University is committed to being an ethical institution. In recognition of the rights and inherent dignity of all members of the Texas Tech University community, the university is committed to supporting the following principles and to protecting those rights guaranteed by the Constitution, the laws of the United States and the State of Texas, and the policies adopted by the Board of Regents. As members of the Texas Tech community, faculty, students, staff, administration, and all stakeholders accept responsibility for abiding by and promoting the ethical principles of the university described below. Although legal behavior and ethical behavior overlap in many areas, they are quite distinct from each other. While we follow legal requirements, an ethical institution goes beyond them to achieve the following values.

MUTUAL RESPECT

Texas Tech University is committed to an open and diverse society. Each member of the Texas Tech community has the right to be treated with respect and dignity. This right imposes a duty not to infringe upon the rights or personal values of others. Professional relationships among all members of the Texas Tech community deserve attention so that they are not exploited for base motives or personal gain.

COOPERATION AND COMMUNICATION

Texas Tech University is committed to the promotion of professional relationships and open channels of communication among all individuals. The university will publish and disseminate in a timely manner its values, policies, procedures, and regulations, as well as any other information that is necessary to protect and educate all members of our community. We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom. While the free expression of views in orderly ways is encouraged, personal vilification of individuals has no place in the university environment.

CREATIVITY AND INNOVATION

Texas Tech University is committed to ethical institutional programs that meet the teaching, research, and service objectives of each discipline and department, to policies that are consistent with those objectives, and to a working and learning environment that encourages active participation. Such exemplary environments often challenge existing worldviews, requiring trust in the process of discovery and the acceptance of uncertainty and ambiguity within ethical parameters. The university supports all its members in life-long learning—a process that is both challenging and rewarding—and encourages creative and innovative means to achieve this goal through both opportunities and incentives.

COMMUNITY SERVICE AND LEADERSHIP

Texas Tech University is committed to ethical leadership practices at all levels and to our tradition of community service, both within the university community and in our relationships with the greater community. We strive for exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment. We strive to provide excellent service in a caring and friendly environment, and encourage such involvement in the community by all faculty, students, staff, and administration.

PURSUIT OF EXCELLENCE

Texas Tech University is committed to achieving excellence in all aspects of our community. We expect this in the expertise and performance of our faculty, staff, and administration, as well as the continuing education of our students. A high standard of professionalism, including opportunities for professional contact and continuous growth, is expected of our faculty, students, staff, and administrators. The university is committed to academic integrity and to the effective and just implementation of a system designed to preserve and protect it. The university intends to be a model of excellence, following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.

PUBLIC ACCOUNTABILITY

Texas Tech University is committed to transparency in governance, personal responsibility, and both individual and organizational integrity. Being responsible requires us to be thoughtful stewards of our resources—accountable and respectful to ourselves, to each other, and to the publics we serve. A sense of institutional and public

responsibility requires careful reflection on one’s ethical obligations and the duty to respect commitments and expectations by acknowledging the context and considering the consequences, both intended and unintended, of any course of action. We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, administration, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or ensure that they do not compromise our procedures and values. When we make promises, we must keep those promises. We strive to do what is honest and ethical even if no one is watching us or compelling us to “do the right thing.”

DIVERSITY

Texas Tech University is committed to the inherent dignity of all individuals and the celebration of diversity. We foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies that ensure that all are welcome on the campus and are extended all of the privileges of academic life. We value the cultural and intellectual diversity of our university because it enriches our lives and the community as a whole, promoting access, equity, and excellence. ★

PRIORITY 1 Increase Enrollment and Promote Student Success

We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the state of Texas.

Appendix 2

	Fall 2006		Fall 2007		2006-2007		2006	
	Fall enrollment ¹	Graduate student enrollment as a % of total enrollment ¹	First year retention rate ²	6-year graduation rate ²	Total degrees awarded (annual) ¹	SAT Range (V, Q) or ACT Range ³ or 2		
TTU and Peer Institutions	Fall 2006	Fall 2006	Fall 2007	Fall 2007	2006-2007	2006	2006	
Arizona State University	51,234	17.20%	78%	56%	10,002	480-600,490-620	480-600,490-620	
Auburn University	23,547	13.78%	86%	63%	5,026	22-27	22-27	
Clemson University	17,309	18.12%	90%	78%	3,887	540-640,580-670	540-640,580-670	
Florida State University	39,973	18.98%	89%	69%	9,960	530-620,540-630	530-620,540-630	
Georgia Institute of Technology	17,936	31.08%	92%	78%	4,301	590-680,640-720	590-680,640-720	
Indiana University - Bloomington	38,247	19.56%	89%	72%	8,729	490-610,510-630	490-610,510-630	
Iowa State University	25,462	18.00%	85%	66%	5,414	22-27	22-27	
Kansas State University	23,141	17.06%	79%	58%	4,565	20-27	20-27	
Louisiana State University - Baton Rouge	29,925	14.57%	85%	58%	6,150	23-27	23-27	
Michigan State University	45,520	17.79%	91%	74%	10,695	20-27	20-27	
Mississippi State University	16,206	20.44%	83%	58%	3,527	530-620,560-660	530-620,560-660	
North Carolina State University	31,130	22.79%	87%	70%	6,674	24-29	24-29	
Ohio State University - Columbus	51,818	19.46%	92%	71%	12,779	490-610,510-640*	490-610,510-640*	
Oklahoma State University - Stillwater	23,499	18.29%	80%	58%	4,776	470-590,490-610	470-590,490-610	
Oregon State University	19,352	15.46%	82%	61%	4,222	530-630,570-670	530-630,570-670	
Pennsylvania State University - University Park	42,914	14.40%	94%	84%	11,470	490-600,530-650	490-600,530-650	
Purdue University - West Lafayette	40,609	17.24%	85%	69%	8,729	520-630,560-680	520-630,560-680	
Rutgers University - New Brunswick	34,392	21.09%	90%	73%	7,615	520-630,560-680	520-630,560-680	
Texas A&M University	45,380	18.27%	92%	78%	10,627	500-590,530-620*	500-590,530-620*	
Texas Tech University	27,986	15.87%	83%	56%	6,149	500-630,500-630*	500-630,500-630*	
University of Alabama - Tuscaloosa	23,838	15.86%	87%	65%	4,626	490-600,500-630	490-600,500-630	
University of Arizona	36,805	19.30%	80%	56%	7,760	510-630,530-650*	510-630,530-650*	
University of Arkansas - Fayetteville	17,926	17.55%	83%	58%	3,575	590-710,630-740	590-710,630-740	
University of California - Berkeley	33,920	26.52%	97%	88%	9,875	570-690,600-720	570-690,600-720	
University of California - Los Angeles	36,611	25.14%	97%	90%	10,594	23-28	23-28	
University of Colorado at Boulder	31,665	15.14%	83%	67%	7,171	530-630,560-660	530-630,560-660	
University of Connecticut - Storrs	23,557	26.92%	93%	75%	6,429	560-670,580-680	560-670,580-680	
University of Florida	50,912	22.47%	95%	81%	14,066	560-660,570-670	560-660,570-670	
University of Georgia	33,959	20.37%	93%	77%	8,589	26-31	26-31	
University of Illinois - Urbana-Champaign	42,738	23.92%	93%	82%	10,635			

Appendix 2 continued

	Fall 2006		Fall 2007		2006-2007		2006	
	Fall enrollment ¹	Graduate student enrollment as a % of total enrollment ¹	First year retention rate ²	6-year graduation rate ²	Total degrees awarded (annual) ¹	SAT Range (V, Q) or ACT Range ³ or 2		
TTU and Peer Institutions	Fall 2006	Fall 2006	Fall 2007	Fall 2007	2006-2007	2006	2006	
University of Iowa	28,816	21.00%	83%	66%	6,441	23-27	23-27	
University of Kansas - Lawrence	26,773	19.44%	79%	60%	5,420	22-27	22-27	
University of Kentucky	26,382	21.17%	76%	61%	5,637	22-27	22-27	
University of Louisville	20,785	21.45%	78%	44%	4,107	21-27	21-27	
University of Maryland - College Park	35,102	28.01%	93%	80%	8,754	570-680,600-710	570-680,600-710	
University of Massachusetts - Amherst	25,593	22.55%	84%	67%	5,766	510-620,530-640	510-620,530-640	
University of Michigan	40,025	29.85%	96%	88%	10,784	27-31	27-31	
University of Minnesota	50,402	29.03%	88%	63%	11,304	23-28	23-28	
University of Mississippi - Oxford	15,220	12.44%	80%	53%	3,205	480-580,490-600*	480-580,490-600*	
University of Missouri - Columbia	28,184	19.86%	85%	67%	6,668	23-28	23-28	
University of Nebraska - Lincoln	22,106	19.61%	83%	63%	4,425	22-28	22-28	
University of North Carolina - Chapel Hill	27,717	29.78%	96%	83%	6,771	600-690,610-700	600-690,610-700	
University of Oklahoma - Norman	25,923	22.57%	84%	61%	5,703	23-28	23-28	
University of Oregon	20,348	16.17%	84%	65%	4,999	500-620,500-620	500-620,500-620	
University of Pittsburgh	26,860	28.87%	90%	75%	6,671	560-660,570-670	560-660,570-670	
University of Rhode Island	15,062	17.47%	81%	58%	2,734	480-570,490-590	480-570,490-590	
University of South Carolina - Columbia	27,390	26.66%	87%	63%	5,989	520-630,540-640	520-630,540-640	
University of South Florida	43,636	20.03%	81%	49%	9,491	470-570,510-610	470-570,510-610	
University of Tennessee - Knoxville	28,901	20.84%	84%	58%	6,208	23-28	23-28	
University of Texas - Austin	49,697	22.34%	92%	78%	12,563	530-660,570-690	530-660,570-690	
University of Virginia	24,068	31.96%	97%	93%	5,853	600-710,620-720	600-710,620-720	
University of Washington	39,524	25.01%	92%	75%	10,778	530-650,570-670	530-650,570-670	
University of Wisconsin - Madison	41,028	21.55%	93%	79%	9,563	26-30	26-30	
Virginia Polytechnic Institute and State University	28,470	21.46%	93%	78%	6,744	530-630,570-660	530-630,570-660	
Washington State University - Pullman	23,655	14.04%	84%	63%	5,893	480-590,500-610	480-590,500-610	
West Virginia University	27,115	18.83%	79%	55%	5,623	470-560,480-580	470-560,480-580	
Peer Group Average	31,184	20.80%	87%	68%	7,263			
Emerging Research Group	27,996	15.87%	83%	56%	6,149	500-590,530-620*	500-590,530-620*	
Texas Tech University	27,986	15.87%	83%	56%	6,149	500-590,530-620*	500-590,530-620*	
University of Houston - University Park	34,334	14.72%	77%	43%	6,961	460-580,490-610*	460-580,490-610*	
University of North Texas	33,395	20.24%	74%	44%	6,536	500-610,510-620*	500-610,510-620*	
University of Texas - Arlington	24,825	22.64%	61%	37%	5,671	470-580,490-610*	470-580,490-610*	
University of Texas - Dallas	14,523	35.45%	81%	55%	3,850	550-670,590-690*	550-670,590-690*	
University of Texas - El Paso	19,842	16.54%	68%	29%	3,231			
University of Texas - San Antonio	28,379	14.03%	59%	30%	4,591	450-560,460-570*	450-560,460-570*	
Emerging Research Group Average	26,185	19.92%	72%	42%	5,284			

1. http://mup.asu.edu/research_data.html, "Student Characteristics: Headcount, Part-Time Enrollment, Degrees" (accessed 11/24/09)
 2. <http://nces.ed.gov/ipeds/datacenter/Default.aspx> (accessed 11/24/09)
 3. <http://mup.asu.edu/research2008.pdf> (accessed 12/04/09)

PRIORITY 2 Strengthen Academic Quality and Reputation

We will attract and retain the best faculty in the country in order to enhance our teaching excellence and grow our number of nationally recognized programs.

TTU and Peer Institutions	Total Doctorates Awarded ¹		National Rank	Ph.D.s Awarded (HB 51) ²	Faculty Receiving Nationally Recognized Awards (HB 51) ³		Endowed Professorships and Chairs ⁴
	2007	2007			FY08	2007	
Arizona State University	376	39	50	13	50		
Auburn University	204	84	183	2	183		
Clemson University	138	125	266	1	266		
Florida State University	350	47	61	11	61		
Georgia Institute of Technology	459	29	40	16	40		
Indiana University - Bloomington	370	41	38	17	38		
Iowa State University	296	60	109	5	109		
Kansas State University	152	114	183	2	183		
Louisiana State University - Baton Rouge	274	66	96	6	96		
Michigan State University	493	23	40	16	40		
Mississippi State University	107	151	157	3	157		
North Carolina State University	411	31	64	10	64		
Ohio State University - Columbus	667	13	40	16	40		
Oklahoma State University - Stillwater	195	87	157	3	157		
Oregon State University	179	95	75	8	75		
Penn.State University - University Park	646	15	26	23	26		
Purdue University - West Lafayette	613	17	32	21	32		
Rutgers University - New Brunswick	406	33	49	14	49		
Texas A&M University	598	19	40	16	40	470	
Texas Tech University	192	88	130	4	130	106	
University of Alabama - Tuscaloosa	160	109	109	5	109		
University of Arizona	460	28	28	22	28		
University of Arkansas - Fayetteville	115	142	183	2	183		
University of California - Berkeley	903	2	5	42	5		
University of California - Los Angeles	734	8	10	38	10		
University of Colorado at Boulder	319	54	38	17	38		
University of Connecticut - Storrs	339	52	130	4	130		
University of Florida	794	4	24	24	24		
University of Georgia	388	37	64	10	64		
University of Illinois - Urbana-Champaign	698	10	13	35	13		

Appendix 3 continued

TTU and Peer Institutions	Total Doctorates Awarded ¹		National Rank	Ph.D.s Awarded (HB 51) ²	Faculty Receiving Nationally Recognized Awards (HB 51) ³		Endowed Professorships and Chairs ⁴
	2007	2007			FY08	2007	
University of Iowa	376	39	55	12	55		
University of Kansas - Lawrence	260	71	86	7	86		
University of Kentucky	292	63	55	12	55		
University of Louisville	135	127	96	6	96		
University of Maryland - College Park	653	14	36	19	36		
University of Massachusetts - Amherst	293	61	61	11	61		
University of Michigan	789	5	3	45	3		
University of Minnesota	819	3	24	24	24		
University of Mississippi - Oxford	103	156	183	2	183		
University of Missouri - Columbia	293	61	75	8	75		
University of Nebraska - Lincoln	274	66	86	7	86		
University of North Carolina - Chapel Hill	512	22	28	22	28		
University of Oklahoma - Norman	174	98	96	6	96		
University of Oregon	170	99	86	7	86		
University of Pittsburgh	410	32	28	22	28		
University of Rhode Island	85	173	508	0	508		
University of South Carolina - Columbia	244	72	130	4	130		
University of South Florida	229	76	75	8	75		
University of Tennessee - Knoxville	347	49	86	7	86		
University of Texas - Austin	779	6	11	36	11	796	
University of Virginia	348	48	37	18	37		
University of Washington	631	16	7	40	7		
University of Wisconsin - Madison	775	7	13	35	13		
Virginia Polytechnic Institute & State University	356	46	55	12	55		
Washington State University - Pullman	175	97	96	6	96		
West Virginia University	148	117	266	1	266		
Peer Group Average	381			14			
Emerging Research Group							
Texas Tech University	192	88	130	4	130	106	
University of Houston - University Park	239	73	157	3	157	193	
University of North Texas	196	86	157	3	157	17	
University of Texas - Arlington	124	136	183	2	183	25	
University of Texas - Dallas	133	129	266	1	266	51	
University of Texas - El Paso	39	281	266	1	266	48	
University of Texas - San Antonio	46	259	130	4	130	33	
Emerging Research Group Average	138			3		68	

1. http://map.asu.edu/research_data.html (accessed 11/24/09) *Doctorates-Awarded (2002-2007)*
 2. HB 51 Engrossed 3/5/09 *HB 51 Engrossed by Branch, Subchapter F, Section 62.124
 3. http://map.asu.edu/research_data.html (accessed 11/24/09) *Faculty Awards (2002-2007)*
 4. http://www.tnhigheredata.org/interactiver/accountrank/univ_/Participation.cfm?FCE=44566 (accessed 11/27/09)

Appendix 5

PRIORITY 4 Further Outreach and Engagement

We will expand our outreach, promote higher education and continue to engage in partnerships in order to improve our communities and enrich their quality of life.

*“Texas Tech is the largest comprehensive higher education institution in the western two-thirds of the state, serving a region larger than 46 of the nation’s 50 states.”**

(Texas Tech University, 2008)

*Texas Tech University 2008-09 School of Law Catalog. (2008, July). Retrieved August 16, 2008, from <http://www.depts.ttu.edu/officialpublications/pdfs/CurrentLawCatalog.pdf>

In the same way that Texas Tech serves a region of the U.S. that is unparalleled in size and complexity, it also leads the state of Texas in a significant area of institutional responsibility to society known as “institutional outreach and engagement.”

In December 2006, Texas Tech was the first Texas university to be included in the newly created “Community Engagement” classification of the Carnegie Foundation for the Advancement of Teaching. Carnegie Foundation describes community engagement as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

In the 2006 initial classification, Carnegie offered institutions the opportunity to apply for classification in two areas of community engagement; Texas Tech was recognized in both Curricular Engagement and Outreach and Partnerships.

- Curricular Engagement includes “institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.”

- Outreach and Partnerships includes “institutions that provided compelling evidence of one or both of two approaches to community engagement. Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).”

- Curricular Engagement and Outreach and Partnerships include “institutions with substantial commitments in both areas described above.” (see Carnegie Foundation for the Advancement of Teaching, http://classifications.carnegiefoundation.org/description/community_engagement.php)

In 2009, Texas Tech University became the first institution in the state to be approved by a small group of national institutional leaders to join the sponsorship partners for the National Outreach Scholarship Conference. These 13 national research institutions include: Auburn, Colorado State, Michigan State, North Carolina State, Oregon State, Purdue, The Ohio State, Penn State, Alabama, Colorado, Georgia, Kentucky, and Wisconsin-Extension. The list of

these institutions and the 2010 conference site is at <http://www.ncsu.edu/project/OPDWebSpace/2010OSC/nosc-partnership-institutions.html>.

Also in 2009, Texas Tech University became the first institution in the state of Texas to be represented on the Association of Public and Land-Grant Universities Council on Engagement and Outreach (CEO), when Vice Provost Valerie Paton was elected to serve in the Class of 2012. This election resulted from the increasing role and visibility of Texas Tech University in the state and nation on the matter of how higher education institutions “reinvest” their significant knowledge, research and engagement assets in the forward edge of societal concerns. In her faculty role, Paton (2005-2006) has documented Texas Tech’s unique commitment to institutional engagement in many venues, including an article in a special issue of the *Journal of Higher Education Outreach and Engagement*, “The scope of our country: Expanding access to higher education through community partnerships with Texas Tech University,” and a book chapter with Texas Tech University colleagues Matt Baker, Bob Hickerson, and Angela M. Demel, “Rural prosperity and distributed learning: Texas Tech’s commitment to rural community.”

With this increasing recognition of the power of Texas Tech’s partnerships to address major societal issues, two significant infrastructure changes have been made in the past two years. First, the College of Outreach and Distance Education was created in 2007. Matt Baker, professor of Agricultural Education, was named the founding dean. Recently renamed as the “University College,” the college assists and supports the development and delivery of online instruction; reaches learners who reside across the state of Texas through off-campus teaching sites and evening and weekend course offerings; promotes lifelong learning communities and programming; and provides K-12 curriculum for more than

100,000 students across the globe.

In Spring 2009, President Bailey named Juan Sanchez Munoz, Ph.D. as Texas Tech’s first vice president of institutional diversity, equity, and community engagement and an organizational division with a parallel name was created.

In Spring 2009, Texas Tech University held the First Annual Conference on Community Engagement, including guest speakers Amy Driscoll from the Carnegie Foundation and Phil Greasley, Vice Provost for Engagement, at the University of Kentucky. The next community engagement conference is scheduled for 2010 and will feature the recently released book, *African Americans and Community Engagement in Higher Education: Community Service, Service-Learning, and Community-Based Research*, co-edited by Colette M. Taylor, Texas Tech assistant professor of Higher Education.

Another first for Texas Tech University is the comprehensive assessment of its outreach and engagement efforts. Under its leadership, TTU collaborated with the TTU Health Sciences Center and Angelo State University to modify the Outreach and Engagement Measurement Instrument (OEMI) for use by the TTU System institutions. This assessment instrument was released in web-based format to all faculty, deans, directors, and vice presidents in November 2009 at all three institutions. The OEMI gathers baseline data on each institution’s outreach and engagement efforts, providing comprehensive data on the total number of individuals and partners engaged with each institution, including K-12 and community college participants and partners. Furthermore, the OEMI documents the total amount of external funding generated by outreach and engagement activities, as well as the sources of funding for all participants and partners. Respondents provide narrative information about their endeavors, which enables Texas Tech to fully describe the impact of its outreach and engagement efforts for the first time.

These data provide the baseline key performance indicators (KPIs) for Priority 4 of the Texas Tech University Strategic Plan. Also, the institution will continue to demonstrate its impact on regional and state economies through the economic impact indicator included in Priority 4.

Priority 4 of the Texas Tech strategic plan emphasizes Texas Tech’s substantial history and commitment to outreach and engagement. The strategies and initiatives developed for this Priority are intended to expand even further the reach of Texas Tech as it partners with Texas communities, schools, community colleges, corporations, and governments to address critical societal issues.

Texas Tech’s initiatives to partner with communities across the 131,000-square-mile region of West Texas have provided a new model for institution-community partnerships in Texas. The benefits resulting from TTU’s teaching and research site partnerships have only just begun to be measured in terms of student access to higher education, outreach research, EC-12 partnerships, and technology infrastructure expansion. The partnerships have advanced public understanding of the role and value of higher education and enlightened Texas Tech’s understanding of values and priorities of each of the engaged communities. The initiatives have illuminated the pressing needs for extension of access to higher education resources to learners and communities via technology, which is an essential component in the next iteration of the institution’s strategic plan. The resulting learning from and refinement of this model for institutional and rural community partnerships has contributed to extending the vision articulated by President Horn in 1925: “Let us make the work of our college fit in with the scope of our country. Let our thoughts be big thoughts and broad thoughts. Let our thinking be in worldwide terms.” (Horn, 1926, 27) ★

—JERRY S. RAWLS (1944-), Chairman of the Board, Finisar Corporation and Texas Tech Alumnus

“
People make the difference. In every organization the success or failure depends on the skills of the team members. To be successful, surround yourself with the most talented people you can find.
”

PRIORITY 5 Increase and Maximize Resources

We will increase funding for scholarships, professorships, and world-class facilities and maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas.

Appendix 6

TTU and Peer Institutions	2007		Nat'l Rank		2008		Nat'l Rank		2008-09 Base Period		FY08		FY08	
	Endowment Assets x \$1,000'	FTE Student ^g	Revenues per Student ^h	Operating Expense per FTE Student ⁱ	Total Invention Disclosures ⁵	Total Gross Revenue from Licensing ⁶	Total weighted student credit hours (TX Only) ⁷	Administrative cost as % of operating budget ⁸	Total Budgeted Revenue (TX Only) ⁹	Operating Expense per FTE Student (TX Only) ¹⁰				
Arizona State University	478,385	141	\$14,311	\$18,388	147	\$17,207,331	100							
Auburn University	384,113	169	\$18,997	\$25,871	84	\$907,834	133							
Clemson University	430,020	154	\$24,933	\$28,209	62	\$2,896,832	78							
Florida State University	548,994	128	\$15,103	\$17,996	56	\$1,279,406	113							
Georgia Institute of Technology	1,608,882	46	\$37,034	\$41,073	336	\$3,345,869	75							
Indiana University - Bloomington	924,420	80	\$21,506	\$20,774	144	\$5,928,251	61							
Iowa State University	592,368	121	\$23,992	\$24,656	87	\$9,415,318	41							
Kansas State University	346,360	187	\$17,164	\$21,974	47	\$1,806,169	98							
Louisiana State University - Baton Rouge	350,459	185	\$18,331	\$29,886	141	\$3,001,348	77							
Michigan State University	1,247,713	57	\$28,453	\$32,214	91	\$5,354,310	67							
Mississippi State University	280,350	210	\$21,298	\$27,835	56	\$518,988	152							
North Carolina State University	535,003	131	\$18,731	\$29,123	154	\$1,145,459	117							
Ohio State University - Columbus	2,338,103	28	\$56,136	\$28,636	142	\$2,553,843	87							
Oklahoma State University - Stillwater	468,735	143	\$18,878	\$19,492	51	\$1,358,780	108							
Oregon State University	441,230	150	\$21,875	\$26,425	74	\$2,563,446	86							
Penn State University - University Park	1,173,420	61	N/A	N/A	143	\$2,524,402	88							
Purdue University - West Lafayette	1,786,592	38	\$22,831	\$23,610	227	\$6,191,112	59							
Rutgers University - New Brunswick	601,849	117	\$32,400	\$38,975	94	\$9,005,640	44							
Texas A&M University	6,149,804	12	\$24,070	\$30,536	226	\$12,912,279	35							
Texas Tech University	409,600	158	\$13,047	\$12,134	24	\$554,097	N/A	3,635,109	4.10%	\$943,400,361	\$22,355	1,817,523	\$488,659,079	\$17,075
University of Alabama - Tuscaloosa	560,158	125	\$16,136	\$17,346	N/A	N/A	N/A							
University of Arizona	532,351	132	\$25,852	\$32,329	101	\$1,125,890	119							
University of Arkansas - Fayetteville	876,839	82	\$17,711	\$22,407	25	\$662,281	148							
University of California - Berkeley	2,894,932	23	\$30,338	\$37,848	1497	\$170,170,213	4							
University of California - Los Angeles	2,683,872	27	\$84,232	\$58,537	System	System	System							
University of Colorado at Boulder	404,648	163	\$29,507	\$21,189	238	\$7,243,200	54							
University of Connecticut - Storrs	226,423	248	\$22,097	\$31,626	77	\$1,029,788	126							
University of Florida	1,219,026	58	\$19,759	\$26,632	299	\$55,306,299	12							
University of Georgia	705,316	97	\$18,263	\$26,474	111	\$25,096,346	22							

TTU and Peer Institutions	2007		2008		2008		2008		2008-09		FY08		FY08	
	Endowment Assets x \$1,000 ¹	Nat'l Rank	FTE Student ²	Revenues per Student ³	Operating Expense per FTE Student ⁴	Total Inventive Disclosures ⁵	Nat'l Rank	2008	Total Gross Revenue from Licensing ⁶	Nat'l Rank	2008-09 Base Period	Administrative cost as % of operating budget ⁷	Total Budgeted Revenue (TX Only) ⁸	Operating Expense per FTE Student (TX Only) ¹⁰
University of Illinois - Urbana-Champaign	1,100,000	67	45,062	\$27,639	\$24,470	N/A	N/A	N/A	N/A	N/A				
University of Iowa	982,428	74	27,739	\$60,714	\$31,817	68	99	\$27,644,798	18					
University of Kansas - Lawrence	966,182	76	25,144	\$25,688	\$26,807	55	119	\$1,100,168	120					
University of Kentucky	957,608	78	22,422	\$69,084	\$40,324	85	84	\$1,256,000	114					
University of Louisville	796,812	88	17,360	\$31,838	\$32,988	84	86	\$394,413	160					
University of Maryland - College Park	446,648	147	32,441	\$31,967	\$33,465	132	53	\$1,819,923	97					
University of Massachusetts - Amherst	143,589	333	24,677	\$21,368	\$20,880	162	33	\$37,113,167	15					
University of Michigan	7,089,830	8	37,499	\$105,639	\$57,070	306	13	\$28,857,245	17					
University of Minnesota	2,804,466	24	45,362	\$34,806	\$41,934	217	23	\$85,998,427	8					
University of Mississippi - Oxford	416,105	155	14,112	\$15,912	\$18,884	6	205	\$130,980	186					
University of Missouri - Columbia	643,122	111	25,096	\$33,255	\$26,198	137	51	\$7,465,803	52					
University of Nebraska - Lincoln	830,160	84	20,419	\$23,227	\$24,026	157	37	\$2,570,429	85					
University of North Carolina - Chapel Hill	2,164,444	31	26,172	\$53,365	\$51,110	122	56	\$5,564,598	63					
University of Oklahoma - Norman	792,420	89	22,007	\$17,897	\$22,318	64	102	\$723,955	140					
University of Oregon	455,583	145	19,681	\$20,460	\$19,493	33	151	\$6,866,632	56					
University of Pittsburgh	2,254,379	29	29,096	N/A	N/A	244	19	\$9,090,152	43					
University of Rhode Island	95,069	404	14,493	\$21,327	\$18,856	12	194	\$365,739	163					
University of South Carolina - Columbia	438,514	152	24,909	\$22,384	\$21,148	64	103	\$351,000	164					
University of South Florida	388,516	168	39,743	\$13,551	\$17,189	139	50	\$2,198,765	93					
University of Tennessee - Knoxville	742,541	91	30,594	\$24,493	\$32,444	97	72	\$4,335,031	72					
University of Texas - Austin	7,190,136	6	45,482	\$26,763	\$27,748	154	39	\$12,043,688	36				\$1,748,592,961	\$35,111
University of Virginia	4,370,209	19	24,183	\$70,304	\$36,992	178	30	\$5,980,638	60					
University of Washington	2,184,374	30	39,412	\$68,212	\$46,796	349	8	\$82,675,067	9					
University of Wisconsin - Madison	1,916,701	34	36,582	\$37,103	\$43,110	381	2	\$54,830,000	13					
Virginia Tech	524,731	133	29,945	\$21,162	\$22,528	197	26	\$2,240,145	92					
Washington State University - Pullman	650,903	109	23,141	\$20,095	\$26,696	55	121	\$1,169,868	115					
West Virginia University	436,931	153	27,657	\$19,143	\$19,284	38	114	\$117,121	190					
Peer Group Average	1,280,424	29,977	\$30,563	\$28,829.07	\$28,829.07	156		\$13,847,330						
Emerging Research Group	409,600	158	26,365	\$13,047	\$12,134	24	N/A	\$554,097	N/A	1,817,523	6.38%	\$468,659,079	\$17,075	
Texas Tech University	402,244	164	28,687	\$13,291	\$16,241	32	155	\$1,127,214	118				\$689,733,323	\$25,905
University of Houston - University Park	92,584	409	29,723	\$9,667	\$9,777	16	184	\$52,288	196				\$412,204,526	\$13,274
University of North Texas	57,646	530	20,059	\$11,202	\$12,431	60	109	\$384,485	161				\$329,116,848	\$15,182
University of Texas - Arlington	263,975	224	12,306	\$12,880	\$16,556	N/A	N/A	N/A	N/A				\$260,636,463	\$20,230
University of Texas - Dallas	157,974	319	15,940	\$10,011	\$11,425	N/A	N/A	N/A	N/A				\$270,148,901	\$15,425
University of Texas - El Paso	53,765	545	22,957	\$10,028	\$10,423	34	148	\$2,578,058	84				\$361,428,774	\$13,885
Emerging Research Group Average	205,398	22,291	\$11,447	\$12,712	\$12,712	33		\$939,228					\$398,846,845	\$17,282

1 Center for Measuring University Performance <http://mup.asu.edu/research2008.pdf>.
 2-4 Data derived from Integrated Postsecondary Education Data System. Operating expenses include: instruction, research, public service, academic support, and institutional support.
 5-6 Data derived from the 2008 STAAR (Statistics Access for Tech Transfer) report compiled by AUTM, the Association of University Technology Managers.
 7-10 http://www.brightdata.com/interactive/accountability/UNV_InstEffect.cfm (accessed 12/04/09)

Appendix 7

Faculty Awards

LIFETIME AND 2007-08 AND 2008-09 FACULTY AWARDS

Nobel Prize Winners

College of Arts and Sciences
 Katharine Hayhoe, Geosciences
 (contributed to the United Nations Intergovernmental Panel on Climate Change [IPCC])

Academy Members

AMERICAN ACADEMY OF DIPLOMACY

Honors College
 Tibor Nagy, Vice Provost, International Affairs

AMERICAN ACADEMY OF ENVIRONMENTAL ENGINEERS

College of Engineering
 Ken Rainwater, Civil and Environmental Engineering
 Diplomat, Water Resources Engineer

ACADEMY OF PHARMACEUTICAL SCIENCES

College of Arts and Sciences
 Robert V. Smith, Fellow, Provost and Senior Vice President

NATIONAL ACADEMY OF ENGINEERING

College of Engineering
 Kishor Mehta, Civil and Environmental Engineering

Institute Members

AMERICAN LAW INSTITUTE

School of Law
 Jennifer Bard Ann Graham
 Bryan Camp Walter Huffman
 William Casto Marilyn Phelan
 Susan Fortney Brian Shannon

Awards

BINGHAM MEDAL

College of Engineering
 Gregory McKenna, Chemical Engineering

FULBRIGHT AMERICAN SCHOLARS

College of Agricultural Sciences and Natural Resources
 David Lawver

College of Arts and Sciences

Roman Taraban, Psychology

College of Education

Nora Griffin-Shirley, Educational Psychology and Leadership

College of Engineering

Jordan Berg, Mechanical Engineering
 Stephen Ekwaro-Osire, Mechanical Engineering

NATIONAL ENDOWMENT FOR THE HUMANITIES FELLOWS

College of Arts and Sciences
 Jacqueline Kolosov-Wenthe, English

NATIONAL SCIENCE FOUNDATION CAREER AWARDS

College of Arts and Sciences
 Sukanta Basu, Geosciences
 Michael Mayer, Chemistry and Biochemistry
 Jorge Morales, Chemistry and Biochemistry
 Kenneth Schmidt, Biological Sciences

College of Engineering

Brandon Weeks, Chemical Engineering

Professional Associations and

National Boards

AMERICAN ASSOC. FOR THE ADVANCEMENT OF SCIENCE

Rawls College of Business
 Peter Westfall, Fellow

AMERICAN ASSOCIATION OF PHARMACEUTICAL SCIENTISTS

College of Arts and Sciences
 Robert V. Smith, Fellow, Provost and Senior Vice President

AMERICAN SOCIETY OF MECHANICAL ENGINEERS

College of Engineering
 Valery Levitas, Fellow

NATIONAL SCIENCE BOARD

College of Engineering
 Jon C. Strauss, Member

Appendix 8

Definitions of Terms and Sources for TTU Key Performance Indicators

INCREASE ENROLLMENT AND PROMOTE STUDENT SUCCESS

Fall Enrollment: <http://www.txhighereddata.org/Interactive/Accountability/>

Transfers from Texas 2-year colleges with at least 30 credit hours : <http://www.txhighereddata.org/Interactive/Accountability/>

Graduate Student Enrollment as a percent of Total Enrollment (Master's, Doctoral, Law): [TTU Institutional Research and Information Management http://www.irs.ttu.edu/](http://www.irs.ttu.edu/). TTU Fall Total Graduate Enrollment divided by TTU Fall Enrollment.

First Year Retention Rate: <http://www.txhighereddata.org/Interactive/Accountability/>

Second Year Retention Rate: <http://www.txhighereddata.org/Interactive/Accountability/>

4-Year Graduation Rate: <http://www.txhighereddata.org/Interactive/Accountability/>

6-Year Graduation Rate: <http://www.txhighereddata.org/Interactive/Accountability/>

Total Degrees Awarded (annual): <http://www.txhighereddata.org/Interactive/Accountability/>

High achievement of freshman class for 2 yrs. (HB 51) – To be determined by THECB

STRENGTHEN ACADEMIC QUALITY AND REPUTATION

Total Doctorates Awarded: <http://www.txhighereddata.org/Interactive/Accountability/>

Total Ph.Ds Awarded (HB 51) – 2008 and 2009 data from TTU Institutional Research and Information Management. Future data source to be determined by THECB.

Faculty Receiving Nationally Recognized Awards: Center for Measuring University Performance <http://mup.asu.edu/research2008.pdf> .

High-quality faculty for 2 yrs. (HB 51) – to be determined by THECB

High-quality graduate-level programs (HB 51) – to be determined by THECB

EXPAND AND ENHANCE RESEARCH AND CREATIVE SCHOLARSHIP

Total Research Expenditures (NSF): “National Science Foundation 2009 Survey of R&D Expenditures at Universities and Colleges”; to date of publication, NSF has not published the comprehensive report as a link yet. TTU reports this figure annually and these data are used by the Center for Measuring University Performance (see <http://mup.asu.edu/>) and influence USNWR rankings. For definitions, see http://www.nsf.gov/statistics/nsf09303/pdf/2007_academicsurvey.pdf

Restricted Research Expenditures (THECB): restricted research expenditures include externally funded grants (federal, state agencies, corporate, foundation), contracts (federal, state agencies, corporate) and gifts (corporate, private, foundation) in all fields that are restricted by the external entity to be used for “research.” This accounting does not include recovered indirect cost and funds passed through to other institutions and agencies. This measure directly impacts NRU status. See the definition here: <http://www.thecb.state.tx.us/reports/PDF/1003.PDF> . See “Research Development Report Expenditures FY 2005-FY 2009” at <http://www.thecb.state.tx.us/index.cfm?objectid=107E7019-BCA2-A4E8-637F20EE7A7C0ADA> .

Federal Research Expenditures (THECB): THECB Research Expenditures Report, September 1, 2007– August 31, 2008, Table 8; <http://www.thecb.state.tx.us/reports/PDF/1884.PDF?CFID=139251&CFTOKEN=65870817> .

Federal Research Expenditures per Faculty Full-Time Equivalent (THECB): THECB Research Expenditures Report, September 1, 2007– August 31, 2008, Table 8; <http://www.thecb.state.tx.us/reports/PDF/1884.PDF?CFID=139251&CFTOKEN=65870817> .

Number of funded collaborative research projects with TTUHSC that are led by TTU: Office of Research Services.

FURTHER OUTREACH AND ENGAGEMENT

Total non-TTU attendees and participants in TTU outreach and engagement activities (duplicated headcount): Fall 2009 Outreach and Engagement Measurement Instrument administered by the Office of Planning and Assessment.

K-12 students participating in TTU Outreach and Engagement Activities (duplicated headcount): Fall 2009 Outreach and Engagement Measurement Instrument administered by the Office of Planning and Assessment.

Total funding generated by TTU Institutional and Multi-Institutional Outreach and Engagement Activities (non-TTU sources; may include duplicated sums: Fall 2009 Outreach and Engagement Measurement Instrument administered by the Office of Planning and Assessment.

Lubbock County Economic Development and Impact – *The economic impacts of Texas Tech University on Lubbock County: Today and in the year 2020*. Prepared by Brad T. Ewing for the Texas Tech University Division of Student Affairs and Enrollment Management, July 2008. Second report commissioned for 2009.

INCREASE AND MAXIMIZE RESOURCES

Total Weighted Student Credit Hours: TTU Institutional Research and Information Management <http://www.irs.ttu.edu/>

Administrative Cost as percent of Operating Budget: <http://www.txhighereddata.org/Interactive/Accountability/>

Endowment (HB 51): This total is comprised of three subgroups: 1. True Endowment Funds, 2. Term Endowment Funds, and 3. Quasi Endowment funds. True and Term Endowments are Restricted Nonexpendable Net Assets as defined by the Governmental Accounting Standards Board (GASB) and Permanently Restricted Net Assets as

defined by the Financial Accounting Standards Board (FASB). Quasi Endowments, or Funds Functioning as an Endowment, can be either Restricted Expendable or Unrestricted, depending on the source of the funding. Funds held by a foundation or trust for the express use of the component should be included. http://www.txhighereddata.org/Interactive/accountability/UNIV_InstEffect.cfm?FICE=003644

Total Budgeted Revenue: The board is required by law and Section 01.01, Regents' Rules, to approve an annual budget covering the operation of the ensuing fiscal year. This budget shall be prepared within the limits of revenue available from legislative appropriations and estimated local and other funds. The budget is to be constructed along organizational lines and using appropriate fund groupings required by state law or recommended by the State Auditor's Office or the State Comptroller's Office. The annual budget shall be prepared and adopted well in advance of the fiscal period and shall include all anticipated operating revenues, expenditures, transfers, and allocations. The expenditure budget approved by the board of regents shall be used for this strategic measure.

Classroom Space Utilization Efficiency Score: A measure from the Texas Higher Education Coordinating Board that is comprised of the scores from three individual metrics including classroom utilization, classroom demand, and classroom percent fill. Classroom utilization is the hours per week that a classroom is used. Classroom percent fill compares a classroom's available capacity to actual enrollment. It is reported for the fall semester of each fiscal year. The maximum classroom usage efficiency score is 100. http://www.txhighereddata.org/Interactive/accountability/UNIV_InstEffect.cfm?FICE=003644

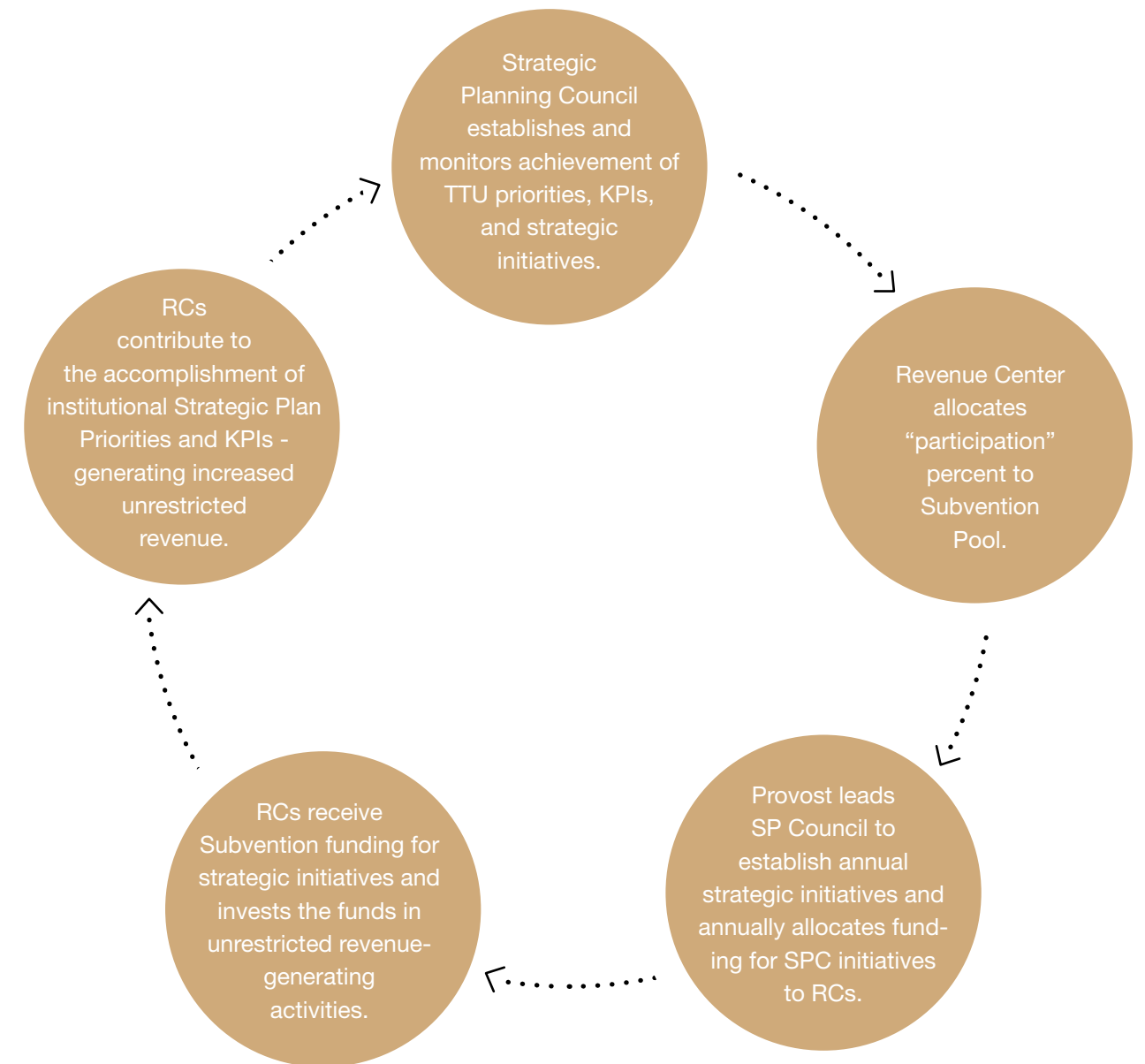
Operating Expense Per FTE Student: <http://www.txhighereddata.org/Interactive/Accountability/>

Total Invention Disclosures-Technology Commercialization: TTU System Office of Technology Commercialization

Total Gross Revenues-Technology Commercialization: TTU System Office of Technology Commercialization

Appendix 9

Responsibility Center Management and Strategic Priority-based Budgeting



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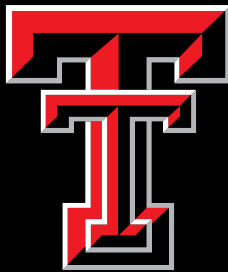
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