Texas Tech University

Holiday Schedule for 2000-2001

2000	Day of Week	Holiday
September 4	Monday	Labor Day
November 23	Thursday	Thanksgiving Day
November 24	Friday	Thanksgiving Holiday
December 25	Monday	Christmas Day
December 26	Tuesday	Christmas Holiday
December 27	Wednesday	Christmas Holiday
December 28	Thursday	Christmas Holiday
December 29	Friday	Christmas Holiday
2001		
January 1	Monday	New Year's Day
January 15	Monday	Martin Luther King, Jr. Day
March 15	Thursday	Spring Break
March 16	Friday	Spring Break
May 28	Monday	Memorial Day
July 4	Wednesday	Independence Day

Total Allowable Holidays 14

Texas Tech University Health Sciences Center

Holiday Schedule for 2000-2001

2000	Day of Week	Holiday
September 4	Monday	Labor Day
November 23	Thursday	Thanksgiving Day
November 24	Friday	Thanksgiving Holiday
December 25	Monday	Christmas Day
December 26	Tuesday	Christmas Holiday
2001		
January 1	Monday	New Year's Day
January 15	Monday	Martin Luther King, Jr. Day
March 15	Thursday	Spring Holiday
March 16	Friday	Spring Holiday
May 28	Monday	Memorial Day
July 4	Wednesday	Independence Day

Note: State law provides for 17 state holidays. During FY 2001, three of the dates fall on weekends. The appropriations bill disallows state holidays occurring on weekends. There are 14 observable days in FY 2001. TTUHSC will observe 11 holidays.

An additional three days of holiday entitlement will be accrued to employees' vacation leave balances at the rate of two hours per month. Prior to August 31, 2001, employees must take additional accrued holiday entitlement.

State employees are entitled to observe the holidays of Rosh Hashanah, Yom Kippur, Good Friday and Cesar Chavez Day in lieu of any holiday(s) on which the institution is required to be open and staffed to conduct business.

TEXAS TECH UNIVERSITY - BOARD RATIFICATION ITEMS (November 1, 1999 - December 31, 1999)

NO.	ACTIVITY	SOURCE OF FUNDS OTHER	SOURCE OF FUNDS INCOME	EXPENSE	REMARKS
BOARD	RATIFICATION:				
RR03896	Systems Research		$225,000	$225,000	Distribution of funds from sale of TTU's intellectual property assets
RR04203	Systems Operations - UCS	150,000		150,000	Transfer funding from the fund balance of 0850 in order to upgrade the mainframe software
	American Mexican Friendship Endowment Match		131,861	131,861	Provide match for the American/Mexican Friendship Endowment
RR04408	Internal Audit	110,000		110,000	Transfer funding from the fund balance of 0465 to provide for the Facilities Planning and Construction Audit
SM02035	Early Literacy Project - College of Education		162,500	162,500	Transfer the accounting responsibility for the Early Literacy Project from Extended Learning to the College of Education
VO00976	CHACP I - Open/Inspect #3 Chiller and Turbine	153,900		153,900	Transfer funding from the fund balance of 0485 for the inspection of the #3 Chiller and Turbine
RR03968	Matching for 1330-44-0451/Texas Tech University Connectivity to the VBNS		219,467	219,467	Transfer funding from 0968-44-1317 in order to provide the match for TTU's Connectivity to the VBNS (I.e., Very High Speed Backbone Network Service)
RR04351	Match for 1401-44-0568/TIF		196,615	196,615	Transfer funding from 3720-44-2832 in order to provide the match for TIF (I.e., Telecommunication Infrastructure Fund)
RR04549	Institute for University Research - Arts and Sciences		143,745	143,745	Transfer funding for research activities
RR04636	Institute for University Research - Engineering		284,613	284,613	Transfer funding for research activities
RR01763	Auxiliary Concession Support		130,000	130,000	Budget revenue associated with the Auxiliary Concession Support account

TEXAS TECH UNIVERSITY - BOARD RATIFICATION ITEMS (November 1, 1999 - December 31, 1999)

NO.	ACTIVITY	SOURCE OF FUNDS OTHER INCOME	EXPENSE	REMARKS
lary Increases of 10% or more:				
	Per Annum	CURRENT SALARY	NEW SALARY	% INCREASE
	Linda Stafford	$29,686	$34,686	17% Salary Exception
	Lori Gibler	42,893	49,944	16% Salary Exception

TEXAS TECH UNIVERSITY - BOARD APPROVAL ITEMS (November 1, 1999 - December 31, 1999)

NO.	ACTIVITY	SOURCE OF FUNDS OTHER	SOURCE OF FUNDS INCOME	EXPENSE	REMARKS
BOARD	APPROVAL:				
201325	Institutional Tuition - E & G Support	$5,342,366		$5,342,366	Transfer funding from Institutional Tuition (0471) to a holding account for E & G Support
202827	CHACP I - Upgrade Boiler #1	3,300,000		3,300,000	Transfer funds from the fund balance of 0485 to provide for the upgrade of boiler #1

Texas Tech University Health Sciences Center (November 1, 1999 - December 31, 1999)

Activity	Source of Funds Other	Income	Expense	Remarks
BOARD APPROVAL				
General Designated Funds				
Managed Health Care - Lubbock	172,262	600,000	772,262	Establish a budget for the new Laser Surgery and Vision Institute at Texas Tech Medical Center
BOARD RATIFICATION				
Medical Practice Income Plan				
Orthopaedics - El Paso	140,000		140,000	Budget of fund balance to upgrade clinical equipment.

07 Public Affairs and Development

07.01 Acceptance of gifts and grants

07.01.1 It is the chancellor's and the vice chancellor for institutional advancement's responsibility to establish and administer procedures for the proper acceptance and acknowledgment of all gifts and grants, and preparation of accurate and timely reports of all gifts and grants received.

07.01.2 Prior to either acceptance or public announcement, the board must approve all gifts of real property and major gifts-in-kind in excess of $250,000.

07.01.3 System employees may not be involved in any financial transactions of gift funds that are for the benefit of the system unless:

a. such funds are handled within the system's accounting structure; or

b. such funds are handled within accounts for agencies and organizations that have a written contract with the system that:

(1) defines the method of handling such funds; and

(2) reports gift amount and the condition to the chancellor or his designee; or

c. written approval is given by the chancellor.

07.01.4 Any employee violating this policy shall be subject to disciplinary action, which may include termination of employment.

07.02 **Use of restricted gifts.** Those gifts that are earmarked by the donor or donors for a specific purpose must be used for that purpose only. No official or employee of Texas Tech may divert such a gift, whether principal or income generated from the fund, for any other purpose unless authorized by law.

07.03 Private sector support

07.03.1 It is the intent of the board to have a centralized service that will be primarily responsible for all programs and activities relating to the development of private sector support for Texas Tech and its components.

07.03.2 Authority for the final approval of all programs, activities, and procedures that originate on the campus by any person, group, or organization associated with Texas Tech or by any person, group, or organization acting in the name of Texas Tech for purposes of raising funds shall reside with the chancellor and may be delegated to the chief development officer.

07.03.3 The Office of Institutional Advancement shall assist in the coordination of the programs and activities of all groups and organizations affiliated with Texas Tech for purposes of developing private sector support.

07.04 **Endowment funds.** The board established the number one development priority to be that of building Texas Tech's endowment funds.

07.05 **Assignment of gifts of real property to the university endowment.** Unless otherwise approved by the board, unrestricted gifts of real property will be usually placed in an endowment and use of the earnings from the gift, unless restricted by conditions of the gift, shall be under the direction of the president.

07.06 **Investment policy statement for endowment and certain long-term institutional funds.** This policy statement is issued by the board for guidance in the investment of endowment and long-term institutional funds.

Endowment funds are funds given to Texas Tech with a donor-imposed restriction that the corpus is not to be expended but is to be invested for the purpose of producing income. Endowment funds may also include term endowment (funds for which the donor stipulates that the principal may be expended after a stated period or upon the occurrence of a certain event) and funds functioning as endowments (quasi-endowments).

Endowment funds are a subset of institutional funds. Institutional funds are defined in Texas Education Code Section 51.002 (as amended or modified). ~~include all funds held by Texas Tech for which Texas Tech has the sole right to determine their use. Specifically, this means any funds that are not controlled by the state, such as state-appropriated or other educational and general funds.~~ Long-term institutional funds are defined as all non-endowment institutional funds previously approved, for investment purposes, for inclusion in this policy statement.

07.06.1 **Fiduciary responsibility.** The board has a fiduciary responsibility to comply with the restrictions imposed by the donors of endowment funds. The regents also have a legal responsibility to ensure that the management of endowment and other institutional funds is in compliance with state law, including the Uniform Management of Institutional Funds Act (as amended or modified).

07.06.2 **Investment philosophy - management procedures.** No endowment or other institutional fund shall be considered for management under this policy statement unless it is under the sole control with full discretion as to investment of principal and expenditure of spendable income of the board. Further, the vice chancellor for institutional advancement shall ensure that there are no donor-imposed restrictions preventing the use of the Long-Term Investment Fund (LTIF), including restrictions against both investment in equity securities or corporate debt, and expenditure of net realized appreciation of existing endowment funds. The donors of existing endowment funds shall be advised of changes to the investment philosophy and policy to be used in connection with endowment accounts. The beneficiaries (account managers) of endowments whose funds are currently invested in the Short/Intermediate Term Investment Fund (SITIF) shall be advised by the chief financial officer of the redeployment of such endowments into the LTIF. Future donors shall be advised of the investment

policy at the times their gifts are made. Funds excluded from consideration from this policy statement will be invested in the SITIF, as authorized by board policy 15.01 or, if instructed by the donor, will be managed and safeguarded in their original form.

The commingled endowment/institutional fund is to be known as the LTIF. The LTIF shall be unitized and each new endowment gift added to the Fund shall receive units in the fund based upon the market value of the gift and the unit value of the fund at the latest month end preceding the date of receipt of the gift. The unit value of the LTIF shall be determined at least monthly. Income determined under the policy statement's spending policy shall be calculated on a unit basis for distribution purposes.

The LTIF may invest in such securities and investments as permitted by state law, including the Uniform Management of Institutional Funds Act(as amended or modified). The LTIF may be further limited to such eligible investments as directed by the Board of Regents (see "Asset Allocation" below).

In addition, the LTIF may retain, with the approval of the board, those professional services deemed appropriate for the management and investment of the fund. All investment managers employed shall be registered under the Investment Act of 1940 and provide the most recent advisor registration form (ADV) filed with the SEC.

07.06.3 **Authorized withdrawal of long-term institutional funds.** Long-term institutional funds may be allowed to withdraw their investment from the LTIF after providing written notice of their intent and receiving advance written permission from the deputy chancellor, the vice chancellor for administration and finance and the vice president for fiscal affairs. Funds may not be withdrawn until the end of the twelfth month following receipt of the written notice. The dollar amount of withdrawal will equal the number of units withdrawn time the then current Net Asset Value (NAV) of the LTIF. Because of changed in the NAV from the time of initial deposit, the dollar amount of withdrawal may be more or less than the original investment.

07.06.4 **Standard of conduct.** In the administration and management of the LTIF, the board and institutional personnel shall exercise ordinary business care and prudence under the facts and circumstances prevailing at the time to the action or decision. The board and institutional personnel shall consider both the long-term and short-term needs of Texas Tech in carrying out educational purposes, present and anticipated financial requirements, the expected return on endowment investments, price level trends and general economic conditions.

07.06.5 **Financial goal.** The financial goal for management of endowment and long-term institutional funds is to preserve the real (i.e. inflation-adjusted)

purchasing power of principal and income after accounting for endowment spending, inflation and costs of investment management. Performance of the LTIF against this objective is to be measured over rolling 5 year periods.

07.06.6 **Investment objectives**

a. **Total fund.** The total return for the LTIF is expected to exceed the Consumer Price Index plus 5% and a balanced index that replicates the target asset allocation of the LTIF. These objectives shall be measured over rolling 5-year periods.

b. **Equity managers.** The total return for each equity manager is expected to exceed the total return of the relevant equity benchmark: *Domestic Large Cap* - S&P 500 Stock Index, *Domestic Mid Cap* - S&P 400 Mid Cap Index, *Domestic Small Cap* - Russell 2000 Index, *Core International* - EAFE Index.

Each equity investment manager will be evaluated versus an equity investment manager universe and is expected to rank above the median over a moving three year period of investment managers with a similar investment style (e.g., large cap value, small cap growth, etc.).

Each equity investment manager is expected to maintain a volatility (beta) no greater than 1.20 versus the relevant equity benchmark.

The risk-adjusted performance (alpha) is expected to be positive.

c. **Fixed income managers.** The total return of each fixed income manager is expected to exceed the total return of the Lehman Brothers Aggregate Bond Index or the Lehman Brothers Intermediate Government/Corporate Bond Index.

Each fixed income manager will be evaluated versus a fixed income universe and is expected to rank above the median of that universe over a moving three year period.

Each fixed income manager is expected to maintain a volatility (beta) no greater than 1.20 versus the Lehman Brothers Aggregate Index or the Lehman Brothers Intermediate Government/Corporate Bond Index.

The risk-adjusted performance (alpha) is expected to be positive.

Total return is defined as the sum of earned interest and dividends, realized and unrealized gains or losses, less all investment management costs.

Investment managers will be reviewed on an ongoing basis and evaluated based upon the following criteria:

1. adherence to the philosophy and style that was articulated at, or subsequent to, the time the investment manager was retained; and

2. continuity of personnel and practices at the firm.

07.06.7 **Spending policy.** Texas Tech recognizes the need for spendable income by the beneficiaries of the endowment and long-term institutional funds under its custodianship. The following spending policy reflects an objective to distribute as much total return as is consistent with overall investment objectives defined herein while protecting the real value of the endowment principal.

The following definitions are used:

a. total return is defined as the sum of total interest and dividends and realized and unrealized gains, less all investment management costs;

b. net current yield is defined as the sum of total interest and dividends earned, less all investment management costs; and

c. spendable income is defined as that portion of total return (less the net unrealized appreciation allocated for spending as discussed below.

The distribution of spendable income to each unit of the LTIF shall not exceed 6 percent nor be less than 4 percent of the average market value of a unit of the LTIF for the preceding 12 quarters. The target annual distribution rate shall be 4.5 percent of the average unit market value. Distribution shall be made quarterly, as soon as practicable, after the last calendar day of November, February, May and August. The distribution amount shall be recalculated based on a 12 quarter rolling average. The target annual distribution rate will be as follows:

- FY 1998-beyond Payout of 4.5% of last 12 quarters Average Market Value

The target annual distribution rate shall be reviewed annually with any recommended changes submitted to the board for approval.

If in any given fiscal year the total return, excluding net unrealized appreciation, shall be less than the target annual distribution, the actual distribution shall be limited to the net current yield, not to exceed 4.5 percent. To minimize the potential effect of year-to-year fluctuations of annual distribution rates, the use of a revenue stabilization reserve may be utilized.

07.06.8 **Asset allocation.** To achieve the goal and objectives of the LTIF, the fund's assets may be invested into two categories: an equity component and a fixed-income component. The LTIF shall be diversified both by asset class and, within asset classes, by economic sector, industry and market

capitalization (size). The purpose of diversification is to limit the specific risk associated with any single security or class of securities. The asset allocation of the LTIF shall be structured as follows:

Type of securities	Target	Range
Equity	68%	40-80%
Domestic Large Cap	40%	20-50%
Domestic Small Cap	13%	10-20%
International	15%	10-20%
Real Estate Investment Trust	7%	3-12%
Fixed Income	25%	20-40%
Cash	-	0-10%

The asset allocation shall be monitored on an ongoing basis and rebalanced on a yearly basis. Any rebalancing of assets will be done shortly after the end of each fiscal year.

The equity component shall include readily marketable, domestic and international common stocks. It may also include convertible and preferred stocks. Established, equity mutual funds may also be considered in the equity component. The investment purpose for equity securities is to provide high real total rates of return and to provide both long-term capital appreciation and growth in current income that exceed the rate of inflation.

Each equity manager is expected to stay fully invested in equities. In general, cash or cash equivalents should not exceed 5% of the market value of each equity portfolio.

In the event of severe economic / market conditions or strong liquidity needs, the investment managers may raise a significant amount of cash. Any such decision arising from economic / market conditions must be explained in writing to the assistant vice chancellor for investments within 10 working days thereafter. Any other deviations must first be communicated to, and approved in writing, by the board or its designees.

The fixed-income component shall include marketable domestic and international government/government agency and corporate obligations. The fixed income portfolio must have an overall weighted average credit rating of "A" or better by Moody's and/or Standard & Poor's rating services. In addition, no more than 10% of the portfolio may be invested in bonds rated below investment grade ("BBB/Baa").

The use of established bond mutual funds may also be considered. The investment purpose for fixed-income securities is to provide a hedge

against deflation or stock market downturns, to provide a high level of current income, to provide a stable source of revenue and to provide diversification of endowment assets.

The manager guidelines and exclusions stated in Section 10 and Section 11 apply to investments in non-mutual and non-pooled funds, where the investment manager is able to construct a separate, discretionary account on behalf of the LTIF. Although the board cannot dictate policy to pooled/mutual fund investment managers, the board's intent is to select and retain only pooled/mutual funds with policies that are similar to this policy statement. All managers (pooled/mutual and separate), however, are expected to achieve the performance objectives.

07.06.9 **Manager guidelines**

a. Each investment manager must satisfy the performance objectives and asset allocation guidelines.

b. Each investment manager shall have the full investment discretion with regard to market timing and security selection, consistent with this policy.

c. Each investment manager shall handle the voting of proxies and tendering of shares in a manner that is in the best interest of the LTIF and consistent with the investment objectives contained herein.

d. For diversification purposes, each equity portfolio manager should have in excess of 20 positions.

e. Investment grade bonds issued by foreign corporations or governments shall be eligible investments. Not more than 10% of the fixed income portfolio shall be invested in foreign securities.

f. Not more than 5.0% of the equity stock of any one corporation may be owned by the LTIF.

g. At the time of purchase, no more than 5.0% of the each manager's portfolio at market value may be invested in any one security, with the exception of securities issued by the U.S. Government or its agencies.

h. No more than 25.0% of the market value of each investment manager's portfolio may be invested in any one industry.

i. Not more than $500,000 of an investment manager's portfolio shall be invested in commercial paper of any one issuer. The credit quality must be A1/P1.

j. Not more than $100,000 of an investment manager's portfolio shall be invested in Bank Certificates of Deposit of any single issuer.

k. All purchases and sales transactions shall be conducted with the view toward obtaining the best net execution.

l. More restrictive guidelines may be established with each individual outside equity investment manager.

07.06.10 **Exclusions and prohibited activities.** In addition to the limitations discussed above, the following activities are not authorized by the board:

a. purchase of unregistered or restricted stock;

b. investment in private placements and non marketable securities;

c. selling securities short, buying securities on margin, borrowing money, hypothecating or pledging LTIF assets or buying or selling commodities or currencies; and

d. other limitations as may be provided by state law.

Utilizing derivative securities to increase the actual or potential risk posture of the portfolio is not authorized. Subject to other provisions in this Policy Statement, the use of primary derivatives, including, but not limited to, structured notes, lower class tranches of collateral mortgage obligations (CMOs), principal only (PO) or interest only (IO) strips, inverse floating securities, futures contracts, options, and such other specialized investment activity is prohibited.

Moreover, the investment managers are precluded from using derivatives to effect a leveraged portfolio structure (if options and futures are specifically approved by the board, such positions must be offset in their entirety by corresponding cash or securities). The Board of Regents must explicitly authorize the use of such derivative instruments, and shall consider certain criteria including, but not limited to, the following:

aa. manager's proven expertise in such category;

bb. value added by engaging in derivatives;

cc. liquidity of instruments;

dd. actively traded by major exchanges (or for over-the-counter positions, executed with major dealers); and

ee. manager's internal procedures to evaluate derivatives, such a scenario and volatility analysis and duration constraints.

*(lower class defined by Federal Institutional Examination Council [FFIEC]).

07.06.11 **Investment managers.** LTIF will be managed primarily by external investment management organizations. Each manager will be provided with a copy of this policy statement. Investment managers will be delegated with the discretion to manage the assigned assets to best achieve the goal and objectives of the LTIF. In addition, the manager will be informed of the expected spending payouts necessary for distribution to endowment

recipients and the comparative benchmarks that will be used to evaluate performance.

The selection of investment managers shall be ratified by board. A competitive sealed proposal process will be used to select those investment managers that best demonstrate the necessary competence and qualifications.

07.06.12 **Communications and reporting.** The investment managers are responsible for frequent and open communication on all significant matters pertaining to the investment policies and the management of the LTIF assets. These reporting responsibilities include:

a. communication of major changes in the investment manager's investment outlook, strategy and portfolio structure;

b. communication of significant changes in the ownership, organizational structure, financial condition or personnel staffing;

c. communicating, on a monthly basis, of all investment activities during the preceding month. Providing valuation reports of the month end portfolio holdings;

d. communicating, on a quarterly basis, the performance of investment manager's activities;

e. meeting at least semi-annually, to discuss the manager's performance, investment outlook, investment strategy and portfolio rebalancing strategies; and

f. at the beginning of each fiscal year, a report of the LTIF's investment activities for the preceding year together with a summary of each investment manager's performance.

14 Facilities

14.01 Building program

14.01.1 **Construction procurement methods.** The University shall use the procurement methods set forth in the *Texas Education Code*, Chapter 51, Subchapter T, "Construction and Repair of Permanent Improvements" (as amended or modified) for all construction or renovation projects. Therefore, the University may use any or all of the following procurement methods:

a. competitive bidding;

b. competitive sealed proposals;

c. design-build;

d. construction manager-agent;

e. construction manager-at-risk; and

f. job order contracts for facilities repair.

14.01.2 The Office of the Chancellor is authorized to initiate construction projects and to proceed through the completion of the schematic design phase. The Office of the Chancellor is authorized to select an architect for the project, establish a planning budget, and to develop a schematic design for the project.

14.01.3 **Major construction projects**

a. Construction projects in the amount of $1,000,000 or more for new construction, or $2,000,000 or more for repair and rehabilitation ("Major Construction Projects") will require the following actions by the board:

1. authorization for the Office of the Chancellor or its designated representative to proceed with any or all of the following actions, as applicable to the project:

(a) solicit and accept bids;

(b) select a construction manager-agent, construction manager-at-risk , design-build firm, or contractor; and

(c) award a contract.

2. record the project completion date.

b. The board may, however, choose to retain control over any or all of the steps listed above in the board approval process.

c. In the interest of expediting projects, any of the above steps may be combined in the board approval process.

d. A major construction project with a construction cost of no more than $10,000,000 shall be conducted under the auspices of the Office of Facilities Planning and Construction. If the project is inordinately complicated, the board may choose to employ an outside entity that supplies Owner's Representative services (otherwise known as a "Construction Manager-Agent" or a "Construction/Program Manager," as the terms are commonly understood in the construction industry) to assist the Office of Facilities Planning and Construction.

e. A major construction project with a construction cost of more than $10,000,000 shall be conducted under the auspices of the Office of Facilities Planning and Construction, but with the assistance of an Owner's Representative unless such project clearly is uncomplicated or an exception is approved by the board.

f. If a major construction project's budget is estimated to exceed the board-approved maximum project budget by greater than ten percent (10%), the new project budget and contract must be brought back to the board for approval. This authorization cap of ten percent (10%) will provide consistency between Texas Tech University rules, regulations and policies with respect to the project budget approvals/authorizations and those of the Texas Higher Education Coordinating Board.

14.01.4 **Minor construction projects**

a. For construction projects in an amount less than $1,000,000 for new projects or $2,000,000 for repair and rehabilitation ("Minor Construction Projects"), the Office of Chancellor or its designated representative is authorized to initiate projects and, when applicable~~,~~:

1. solicit and accept bids;
2. select a construction manager-agent, construction manager-at-risk, design-build firm, or contractor;
3. award a contract; and
4. record the project completion date.

b. Minor construction projects may be conducted under the auspices of the Physical Plant staffs of the respective institutions if the Physical Plant staff has the capacity to perform the task, and if the Office of Chancellor determines that the project will not adversely impact the campus landscape or the appearance of the exteriors of buildings. In addition, the Office of the Chancellor must determine that the project complies with the campus master plan. If these conditions are not met, then the project may be conducted under the auspices of the Office of Facilities Planning and Construction.

c. If changes in a minor construction project's budget will cause the project to fall within the definition of a major construction project,

above, then the new project budget and contract must be brought to the board for approval.

14.01.5 **Emergency procedures.** If a major construction project is considered an emergency, the board authorizes the chair of the board or the chair of the facilities committee to approve all necessary actions. Any emergency actions taken must be reported to the board at its next meeting.

14.01.6 **Bidding procedure.** All building renovations not classified as emergency repairs and construction projects not performed by Texas Tech personnel will be bid in accordance with the bidding methods set forth in the *Texas Education Code*, Chapter 51, Subchapter T, "Construction and Repair of Permanent Improvements" (as amended or modified.) In addition, all such projects must be bid in accordance with all applicable state laws and purchasing regulations and Texas Tech rules, regulations and policies.

14.01.7 **Execution by the Office of Chancellor.** All construction contracts will be executed by the Office of the Chancellor or its designated representative on behalf of the board.

14.01.8 **Schedule of wage rates.** The schedule of wage rates included in the bid specifications for projects other than maintenance projects, as required under *Texas Government Code,* Section 2258.021 (as amended or modified) will be the wage rate schedule established and currently used by the city where the work is performed for work of the same or a similar character.

14.02 **Architectural and aesthetic style of the university campus**

14.02.1 **Architectural and site design character**

a. Architectural and site design guidelines shall be developed, approved by the board, and thereafter adhered to for each Texas Tech campus.

b. Unless an exception is granted by the board, the Texas Tech University Campus Master Plan shall guide as the blueprint for new construction, new infrastructure, traffic and parking modifications, necessary demolition and enhancement of pedestrian space.

c. Unless an exception is granted by the board, the Texas Tech University *Architectural and Site Design Guidelines* shall serve as the guiding document regarding architectural and site design on the Lubbock campus.

14.02.2 **Art acquisitions for new facilities.** The Office of the Chancellor shall cause to be allocated one percent (1%) of the estimated construction cost of each construction project, unless an exception is approved by the board. These funds shall be utilized for the acquisition of works of art or other aesthetic improvements to be located at or near the site of the construction project. This allocation shall be limited to new construction projects estimated to cost in excess of $300,000.

14.02.3 **Landscaping for new facilities.** The Office of the Chancellor shall cause to be allocated one percent (1%) of the estimated construction cost of each building project to be used for the acquisition of exterior hardscape, waterscape and landscape features (unless an exception is granted by the board) at or near the site of the construction project. This allocation shall be limited to new construction projects estimated to cost in excess of $300,000.

14.02.4 **Establishment of university art committee.** To create an art rich and aesthetically stimulating learning environment that celebrates the academic excellence and character of Texas Tech, the Office of the Chancellor shall cause a University Art Committee to be established. The committee shall be composed of students, faculty, and staff of Texas Tech University and Texas Tech University Health Sciences Center, individuals from the communities surrounding the various campuses of Texas Tech, and professional artists who are Texas Tech alumni. The committee will advise the administration and the board on major art acquisitions for campus buildings and public spaces.

14.03 **Preservation of campus buildings.** The board may provide for the preservation of certain buildings because of their historical significance, unique architecture or other reason.

14.04 **Plaques for Texas Tech University System buildings**

14.04.1 A plaque shall be placed on each new building and major addition at the time it is constructed.

14.04.2 The plaque shall show, as of the date of the contract award, the following:

a. the name of the building;

b. the names of the board members serving at that time, arranged in alphabetical order;

c. the names of those occupying at that time the following positions:

(1) the chair of the board;

(2) the chancellor;

(3) the president;

(4) the architect; and

(5) the contractor.

d. the year the construction contract is awarded.

14.05 **Construction code requirements**

14.05.1 It is the policy of the board to make all construction/renovation projects conform to the most current edition of the following codes:

a. Uniform Building Code;

b. National Electrical Code;

c. Uniform Plumbing Code;

d. NFPA 101, Life Safety Code;

e. National Fire Protection Association Codes and Standards;

f. ANSI/ASME A17.1 Safety Code for Elevators and Escalators;

g. ANSI Z136.1 Standards for Safe Use of Lasers;

h. State Insurance Board requirements governing fire sprinkler systems;

i. U. S. Environmental Protection Agency regulations;

j. ASHRAE Standard 90A,B,&C - Energy Conservation in New Building Design

k. U.S. Department of Health, Public Health Service regulations and guidelines

l. State statutes regulating, but not limited to, the following:

- asbestos
- boilers
- control of radiation
- energy consumption
- fire escapes
- fire alarms
- plumbing fixtures

m. Texas Accessibility Standards of the Architectural Barriers Act, Article 9102, Texas Civil Statutes;

n. Americans with Disabilities Act (ADA) - Accessibility Guidelines for Buildings and Facilities;

o. U. S. Department of Labor Occupational Safety and Health Administration (OSHA) regulations; and

p. any other applicable codes deemed necessary by the project's nature shall be specified during the design development review process.

14.06 Use of Texas Tech space and facilities

14.06.1 Texas Tech space and facilities for Texas Tech functions are available according to the following priorities:

a. regular institutional programs;

b. programs sponsored and conducted by Texas Tech academic and administrative departments or organizations which are affiliated with such departments; and

c. activities that have as their purpose, service or benefit to the entire health professional community or to the entire Texas Tech community and that are sponsored by registered student organizations.

14.06.2 Texas Tech space and facilities are not available for use by nonregistered student groups or off-campus groups or organizations.

14.06.3 Off-campus health professional groups may attend functions at TTUHSC and may utilize TTUHSC space as approved by the President or his designee. Off-campus persons may attend functions on Texas Tech property, but such functions must be sponsored by and be affiliated with a Texas Tech department or registered student organization.

14.06.4 A department or registered student organization may not gain permission to use space or facilities on campus and then permit the space or facilities to be utilized by any other person, organization or off-campus group. The penalty for violation of this provision may include forfeiture of the privilege of using Texas Tech space or facilities for a period of time not to exceed one year.

14.06.5 Office space and other assistance including, but not limited to, utilities, telephone service, custodial service, maintenance and use of Texas Tech services may be provided to non-profit organizations that exist for the purpose of supporting the educational undertaking of Texas Tech and thereby serve a public purpose and where the provision of this assistance is not otherwise prohibited by law. Organizations authorized for this support include:

a. West Texas Museum Association;

b. Ranching Heritage Association;

c. Ex-Students Association;

d. Dads Association;

e. Texas Tech Foundation; and

f. Texas Tech University Federal Credit Union.

14.06.6 The Jones Stadium, baseball field, R.P. Fuller track facilities, and other facilities under the control of the Athletic Department are available for the following uses:

a. athletic department events,

b. Texas Tech band and spirit activities,

c. High School Band Day,

d. Texas high school all-star football games,

e. high school playoff games,

f. physical education classes,

g. intramural playoffs between leagues, and

h. academic convocations of Texas Tech.

14.06.7 Responsibility for expenses incurred for cleaning, provision for security officers and any other expenses will be mutually determined by the athletic director and the activity proposing to use the facility.

14.06.8 The athletic director is responsible for determining whether use of the athletic facilities falls within the scope of the above policy.

14.07 **On campus speakers**

14.07.1 This policy applies to all persons who wish to speak within the physical confines of Texas Tech unless such person is a regular employee or student of Texas Tech University or Texas Tech University Health Sciences Center. Members of the board are also exempt from the application of this policy.

14.07.2 No one shall be denied the right to speak within the physical confines of Texas Tech solely because the views sought to be advocated differ from those of the board, its members, the chancellor, the president or another officer or employee of Texas Tech.

14.07.3 Access to speak within the physical confines of Texas Tech shall be denied to those who are likely to advocate:

a. lawlessness or disregard for the laws of the United States or the State of Texas,

b. a change to the laws of the United States or the State of Texas by other than constitutionally or statutorily prescribed processes, or

c. the violent overthrow of the government of the United States or the State of Texas.

14.07.4 In determining the likely conduct of speech of the proposed speaker, consideration shall be given to past performance of the proposed speaker.

14.08 **Distribution of handbills, leaflets and advertising material**

14.08.1 Individuals and organizations, other than students, faculty, staff and organizations consisting solely of members of one or more of these classes of individuals, may not distribute handbills, leaflets or any other form of advertising media on campus.

14.08.2 Advertising by such individuals and organizations, even if conducted through student representatives, must be restricted to that which is allowed in the advertising policies of Texas Tech publications, such as *The University Daily* and *La Ventana*, or the university's athletic departments.

14.08.3 Individuals and organizations herein before described may make advertising media available to students, faculty and staff by utilizing the U.S. mail.

14.08.4 Students, faculty, staff and organizations consisting solely of members of one or more of these classes of individuals may distribute advertising media on campus as long as it is:

a. within the bounds of good taste;

b. not in contravention of a published university policy, a state or federal law; or

c. not inaccurate.

14.08.5 Media otherwise permissible under this policy that is to be distributed by an individual or group otherwise authorized under this policy may not be distributed by placement on or around automobiles parked or in motion in the physical confine of Texas Tech.

14.08.6 The chancellor is authorized to promulgate policies that may be necessary to effectuate the purpose of this policy or to otherwise provide for the orderly conduct of the academic institution.

14.09 Solicitations

14.09.1 "Solicitation" for the purposes of this policy is defined as requesting money, seeking a pledge or agreement to pay, taking subscriptions, or selling merchandise, tickets or future interests.

14.09.2 On-campus solicitations may be conducted only by students, faculty, staff or student organizations as demonstrated by a current and valid student or faculty/staff identification card.

14.09.3 No solicitation is permitted within Texas Tech buildings, except in the University Center, University Bookstore and residence halls.

14.09.4 Solicitations in the University Center and University Bookstore must be conducted under the terms and conditions established by these entities. The terms and conditions shall give weight to these criteria: compatibility of the solicitation activity with the educational purpose of the institution, compatibility of the solicitation activity with the orderly operation of the Center or Bookstore, and the availability of space.

14.09.5 Solicitations in the residence halls must be conducted entirely from within the student's room or in an assigned public area. Solicitations within the student rooms require the consent of the roommate(s), and there may be no parties or group demonstrations to advertise a product. There can be no advertising on room doors or within the residence halls. Application for permission for solicitation privileges in the residence halls should be referred to the Office of the Dean of Students.

14.09.6 A request to solicit off-campus in the name of Texas Tech or one of its affiliated organizations may be made by students, faculty, staff or a student organization to the appropriate president.

14.09.7 An on-campus solicitation may be made by an organization not associated with Texas Tech if the organization is sponsored by a registered student organization and if the solicitations are for a community-wide benefit, such as a symphony, or for recognized and established charitable purposes.

14.09.8 This policy does not apply to:

a. **canvassing of membership by campus organizations.** The canvassing of their own membership by campus organizations in money-raising projects or in the sale of tickets to programs sponsored by them to their own membership is recognized as a permissible privilege which does not require approval through the procedures established in the policy. If the request for money is made to persons other than members of the organization, such as the sale of tickets at the door to the general public, the entire solicitation is not exempted and is subject to approval as a solicitations project;

b. **Use of public agencies.** Solicitations are permitted through such public agencies as the U.S. Postal Service and advertisements in local newspapers, which include the *University Daily*, are not within the jurisdiction of this policy;

c. **Texas Tech components.** Occasionally Texas Tech departments may wish to sponsor activities that have an educational value for students at Texas Tech. Such activities by Texas Tech departments should be approved by appropriate Texas Tech authorities; and

d. **Solicitations by the Ex-Students Association within the Ex-Students Association Building, the Texas Tech Museum, and contract vending machines.**

14.09.9 The Chancellor is responsible for the administration of this policy.

14.10 **Solicitations and sale of publications on campus**

14.10.1 Solicitations for and sale of publications shall be conducted only to produce a direct and real benefit to Texas Tech in fulfilling its primary educational mission.

14.10.2 If the principal purpose of the solicitation project is to raise money, then the proposed use for the money so raised must be identified and the benefit to the educational, intellectual or cultural growth or development of Texas Tech or its faculty, staff or students specified.

14.10.3 Where the principal purpose of the solicitation is other than to raise money, a determination will be made as to whether the solicitation project will be approved based on the contribution of the project to the educational,

intellectual, or cultural growth or development of Texas Tech, its faculty, staff or students.

04.05, Contracting Policy and Procedures

1. **General.**

   a. This policy shall establish the authority for Board members and ~~Texas Tech~~ system personnel to approve, sign, and execute contracts committing ~~Texas Tech~~ the system to the performance of any act. It is intended to be compatible with all other current Board policies, but in cases of conflict, the provisions of this policy will govern, except in those cases pertaining to mineral leases, geophysical surveys, depository contracts, construction and renovation work.

   b. Contracts approved and signed prior to the approval of this policy shall remain in effect and in force, but any changes to such contracts shall be approved and signed in accordance with the provisions of this policy.

   c. Written contracts shall be executed whenever ~~Texas Tech~~ the system or its component institutions enter~~s~~ into a binding agreement with another party which involves any material consideration. The Vice President for Fiscal Affairs or a designee may waive the requirement for a written contract if the material consideration is less than ~~$10,000~~ $50,000.

   d. Contracts ~~are construed to~~ include, but are not ~~be~~ limited to: agreements, cooperative agreements, memorandums of understanding, interagency contracts, grants, loans, easements, licenses, leases, permits and restrictions on acceptances of gifts and bequests. Other parties include, but are not limited to: federal, state and local agencies, nonprofit organizations, private businesses, partnerships and individuals.

   e. Except as herein provided in Section 1.a., this policy shall apply to all contracts for the initial periods, amendments or extensions thereto and shall also apply to, but not be limited to, loans from the Department of Housing and Urban Development, grants and/or loans under the Higher Education Facilities Act of 1963, loans under the National Defense Education Act, Fellowships under the National Defense Act, State of Texas Interagency Cooperation Contracts, including those between Texas Tech University and Texas Tech University Health Sciences Center, and cooperative agreements with affiliated and nonaffiliated hospitals and other health care agencies, private corporations, sole proprietorships, federal agencies, private partnerships and individuals. This contracting policy does not apply to purchasing documents, which shall be processed in accordance with ~~State of Texas Purchasing Regulations~~ state purchasing regulations.

   f. In the event a contract which has been executed under other provisions of this policy is subsequently found to be required by law or by this policy to

be approved by and/or executed by a member of the Board, it shall continue to be in full effect and in force, but shall be submitted for ratification at the next available Board meeting. In addition, the administration is directed to recommend a revision to this policy which will bring it into compliance with such law.

g. Approval and signature of a contract constitutes approval to establish an operating budget, which does not exceed the consideration of the contract without further Board approval. The operating budget will then be considered approved in accordance with the provisions of Board Policy 04.04 and related implementing procedures.

h. Contracts shall not be split to fall within lower levels of approval.

2. **Approval of the Board of Regents is Required for:**

a. Contracts ~~which~~ that involve a stated or implied consideration of ~~$250,000~~ $1,000,000 per annum or more, unless a different consideration is specified by this policy. This is applicable to both cash and noncash considerations.

b. Contracts ~~which~~ that provide for the services of a consultant with an initial consideration of more than $15,000, and all modifications increasing that contract. Approval is also required for any modification to a contract where the initial consideration was $15,000 or less, and the modification will cause the total consideration to exceed $15,000.

c. Contracts ~~which~~ that involve the sale or a lease of land for more than four years or ~~which~~ that involve a commitment of funds or of other resources for more than four years except all multi-year employment contracts, employment contract modifications and extensions covered under the provisions of Board of Regents Policy 01.01, Section 14.a.(2). Contracts that may be terminated without cause with notice of 120 days or less are exempt from this provision.

d. Contracts for vending machines, games, or any other coin operated food, refreshment and amusement devices placed in service in any facility owned, operated, or controlled by Texas Tech.

e. Unless prohibited by law, emergency approval may be given for a contract by individual verbal approval of the Chair of the Board or the Chair of the Finance and Administration Committee and four other Board members.

f. Contracts in the above categories are to be signed by the Chair of the Board or the Chancellor, as specified in the Board order in which it was

approved. Such contracts shall be filed with the Secretary of the Board ~~of Regents~~.

3. **Approval of the Chancellor ~~and Concurrence of either the Chair of the Board or the Chair of the Finance Committee~~ is Required for:**

   a. Contracts which involve a stated or implied consideration of ~~$100,000 to less than $250,000 per annum, except as prescribed in 3.b., 3.c., and 6 below.~~ less than $1,000,000 per annum. This is applicable to both cash and noncash considerations.

   b. ~~Contracts and proposals for research or other sponsored programs with an initial award of $250,000 or more. To meet an agency deadline, research proposals may be submitted prior to regental concurrence; however, if such concurrence is not received within 30 days, the proposal will be withdrawn.~~

   ~~c. Contracts for continuing education and extension course activities which involve a consideration of $250,000 or more.~~

   ~~d.~~ Contracts ~~in the above categories~~ will be signed by the Chancellor or, in his absence, by ~~the Deputy Chancellor~~ his designee, the President or the Vice President for Fiscal Affairs unless signature authority is delegated in accordance with Section 5 below.

4. **Approval of the ~~Chancellor~~ President is Required for:**

   a. All contract renewals or amendments which have changed in consideration by no more than 10% from the previous agreement. A list of those renewal contracts greater than $1,000,000 per annum including the amount of the contract, will be provided to the board as an information item at the next board meeting.

      ~~Contracts which involve a stated or implied consideration of less than $100,000 per annum. This is applicable to both cash and noncash considerations.~~

   ~~b. Contracts for all research or other sponsored programs which involve a stated or implied consideration of less than $250,000. This is applicable to both cash and noncash considerations.~~

   ~~c. All contracts for renewals of research or other sponsored programs and athletic events and all athletic contest contracts without regard to the stated or implied consideration.~~

   ~~d.~~ All faculty employment contracts greater than $100,000 per annum shall

be approved by the President. Authority to approve all faculty employment contracts less than or equal to $100,000 per annum will be delegated to the appropriate Dean. A list of all faculty employment contracts greater than $100,000 per annum will be provided to the Board as an information item at the next Board ~~of Regents~~ meeting. Faculty employment contracts executed under this provision will have a term no longer than two years.

~~e. Contracts in the above categories will be signed by the Chancellor or, in his absence, by the Deputy Chancellor, the President or the Vice President for Fiscal Affairs unless signature authority is delegated in accordance with Section 5. below.~~

~~5. **Approval of the President is Required for:**~~

~~All contract renewals or amendments greater than $100,000 per annum which have changed in consideration by no more than 10% from the previous agreement. A list of those renewal contracts greater than $100,000 per annum, including the amount of the contract, will be provided to the Board as an information item at the next Board of Regents meeting.~~

~~6~~5. **Delegation of Authority:**

a. The Chancellor may delegate his authority to ~~approve and sign contracts for proposals or awards for research or other sponsored projects which involve a consideration of less than $250,000 to the Deputy Chancellor or, in his absence,~~ the President or, in his absence, the Vice President for Fiscal Affairs to approve and sign contracts that involve a consideration of less than $250,000.

b. ~~The Chancellor may delegate his authority to approve and sign contracts for continuing education and extension course activity which involve a consideration of less than $250,000 to the Deputy Chancellor or, in his absence, the President or in his absence, the Vice President for Fiscal Affairs.~~

~~c.~~ The Chancellor may delegate his authority to approve and sign other contracts involving a consideration of less than ~~$100,000~~ $250,000 to selected senior administrative officers as appropriate, provided that an adequate review is conducted by a senior fiscal officer for contracts of ~~$25,000~~ $50,000 or more~~, but~~. The Chancellor retains overall responsibility for ~~their~~ actions.

TEXAS TECH UNIVERSITY - STUDENT FEES
Effective Beginning Fall Semester, 2000
Summary of Changes

(A) Tuition - All Colleges Except School of Law

1. As a result of the action by the 76th Legislature, Regular Session, the following tuition rates are in effect for the academic year beginning with the Fall semester, 2000:

   (a) All Colleges Except School of Law - Residents of Texas: $40 per semester credit hour, with minimums of $120 for a long term and $60 for a summer term (increased from the $38 per semester credit hour in effect for the 1999-2000 academic year).

   (b) All Colleges Except School of Law - Non-Resident Students, United States Citizens and Foreign Students: $255 per semester credit hour, no minimums (increased from the $249 per semester credit hour in effect for the 1999-2000 academic year).

2. The Board of Regents has authorized the President to approve the assessment of additional tuition at a rate not to exceed the maximum allowed by law per semester credit hour from students enrolled in graduate program courses.

3. The President of Texas Tech University is authorized, in accordance with state statutes, to require those graduate students exceeding the cap on maximum doctoral hours established by the State of Texas to pay non-resident tuition regardless of residence status.

4. Listed below is a comparison of tuition and mandatory fees for a student taking a 15 semester-credit-hour load:

	Resident Student		Non-Resident Student	
	1999-2000	2000-2001	1999-2000	2000-2001
Tuition	$570.00	$600.00	$3,720.00	$3,825.00
Student Services Fee	123.60	131.40	123.60	131.40
Medical Services Fee	52.00	52.00	52.00	52.00
University Center Fee	30.00	88.00	30.00	88.00
Institutional Tuition	570.00	600.00	570.00	600.00
Information Technology Fee	90.00	105.00	90.00	105.00
Miscellaneous Mandatory Fees	5.50	30.50	5.50	30.50
Course Fee(s)	50.00	50.00	50.00	50.00
Total Estimate* (Without Housing)	$1,491.10	$1,656.90	$4,641.10	$4,881.90
% Increase	4.90%	11.12%		5.18
Add: on Campus Housing	$4,159.00	4,594.00	$4,159.00	4,594.00
Total with Housing	$5,650.10	$6,250.90	$8,800.10	$9,475.90

*Estimate does not include laboratory and library fees. Laboratory fee may vary from a minimum of $2.00 to $30.00 per course and the Library Fee is $2.00 per semester credit hour.

(Summary of Changes Continued)

(B) Student Services Fee

The Student Services Fee Advisory Committee, comprised of students, recommends that this fee be increased from $10.30 to $10.95 per semester credit hour with a $131.40 maximum for full-time students (those registered for 12 semester credit hours or more). This is an increase in the maximum charge of $7.80 per regular semester. The increase was recommended to provide the funds for anticipated salary and fringe benefit increases and increased funding required for the campus bus system as well as cover the shortfall of salary and fringe benefits caused by the pay increases initiated by the state legislature in excess of those anticipated for the 1999-2000 budgets.

(C) Institutional Tuition

Amendments to Section 55.16, *Texas Education Code* enacted by the 74th Legislature authorize the assessment of the Institutional Tuition in an amount not to exceed the amount assessed for tuition. The $2 per semester credit hour increase from $38 to $40 per semester credit hour will be used to provide funds for the general operating expenses of the university.

(D) Miscellaneous Mandatory Fees

(1) Identification Maintenance Fee is increased from $3.50 to $4.50. This increase is due to the planned conversion to digital imaging, other anticipated capital costs, and increased operating costs.

(2) International Education Fee remains at $1 per semester.

(3) Recreation Center Construction Fee of $25 per semester is a new fee to be assessed effective Fall Semester 2000. The revenues from this fee will be utilized to fund financing, construction costs, operation and maintenance, improvement costs, and program costs of expansion and improvement to the Student Recreation Center.

(4) Information Technology Fee increased from $6 to $7 to fund the High Performance Computing Center and to purchase software licenses for students.

All these fees are reflected in the Miscellaneous Mandatory Fees

(E) Housing Fees

(1) The rates have increased due to continued growth in actual and anticipated expenses. The addition of new facilities such as Carpenter/ Wells, and new services such as the residence hall computer network and private phone lines have added both to debt service costs and operating costs. Additionally, the cost of maintenance and replacement increase as buildings age. The increase will allow for timely maintenance and build the capital improvement reserves for needed renovations and equipment replacement.

In 1993, a four-year guaranteed rate policy was established to encourage students to return to the residence halls. This program guarantees a student the same room and board rates for four years of continuous occupancy. The program did not achieve the goal of increasing retention. Therefore, the guaranteed rate program will

(Summary of Changes Continued)

be phased out following the 1999-2000 fiscal year. This means that the rate increases are tempered by the fact that approximately 25% of the residents still will be paying lower than the new rates. The true average increase in the rates for 2000-2001 will be approximately 6.0%.

(2) Waivers of Housing and Dining fees may be granted on an exceptional basis by the director of housing and dining with the approval of the vice president for student affairs. The director of housing and dining and the vice president for student affairs will develop criteria for such waivers.

(F) I.D. Replacement Fee

This fee is increased from $10 per card to $12.00 per card to cover the cost of planned conversion to digital imaging, other anticipated capital costs, and increased operating costs.

(G) Parking Fees and Penalties

The Board of Regents at their meeting on December 9-10, 1999, approved parking fees and penalties.

(H) University Center Fee

This fee is increased from $30 to $88 per semester to cover the cost of planned renovations and improvements to the University Center.

(I) Fee Waivers

The President of Texas Tech University is authorized to establish waiver criteria and waiver approval procedures for the fees in accordance with state law.

(1) REGISTRATION FEES

(A) All Colleges Except School of Law

1. Residents of Texas - Long Term

Hours	a. Tuition*[1]	b. Student Services Fee**[1]	c. Medical Services Fee	d. Inst. Tuition[1]	e. University Center Fee[1]	f. Information Technology Fee	g. Misc. Mandatory Fees[1,2]	h. Library Fee	Total
1	$ 120.00	$ 10.95	$ -	$ 40.00	$ -	$ 7.00	$ 30.50	$ 2.00	$ 210.45
2	120.00	21.90	-	80.00	-	14.00	30.50	4.00	270.40
3	120.00	32.85	-	120.00	88.00	21.00	30.50	6.00	418.35
4	160.00	43.80	52.00	160.00	88.00	28.00	30.50	8.00	570.30
5	200.00	54.75	52.00	200.00	88.00	35.00	30.50	10.00	670.25
6	240.00	65.70	52.00	240.00	88.00	42.00	30.50	12.00	770.20
7	280.00	76.65	52.00	280.00	88.00	49.00	30.50	14.00	870.15
8	320.00	87.60	52.00	320.00	88.00	56.00	30.50	16.00	970.10
9	360.00	98.55	52.00	360.00	88.00	63.00	30.50	18.00	1,070.05
10	400.00	109.50	52.00	400.00	88.00	70.00	30.50	20.00	1,170.00
11	440.00	120.45	52.00	440.00	88.00	77.00	30.50	22.00	1,269.95
12	480.00	131.40	52.00	480.00	88.00	84.00	30.50	24.00	1,369.90
13	520.00	131.40	52.00	520.00	88.00	91.00	30.50	26.00	1,458.90
14	560.00	131.40	52.00	560.00	88.00	98.00	30.50	28.00	1,547.90
15***	600.00	131.40	52.00	600.00	88.00	105.00	30.50	30.50	1,637.40

[1] See SUMMARY OF CHANGES, Items (A), (B), (C), (D) and (H)

[2] Includes: International Education Fee $1, I.D. Card Maintenance Fee $4.50, and Recreation Center Construction Fee $25.

* Add for enrollment in Graduate Programs in: Agriculture - $38; Architecture - $37; Arts and Sciences - $23, except for Theatre & Dance and Public Administration - $25; Business Administration - $38; Education - $38; Engineering - $38; Human Sciences - $38; Other Graduate Programs - $25 per semester credit hour.

** See Student Services Fee Schedule of services provided.

*** Hours over 15, add $40 per hour for Tuition, $40 per hour for Institutional Tuition, and $7 per hour for Information Technology Fee.
(Enrollment at the Junction Center during the Long Term not anticipated)

2. Residents of Texas - Summer Term

Hours	a. Tuition*[1]	b. Student Services Fee**[1]	c. Medical Services Fee	d. Inst. Tuition[1]	e. University Center Fee[1]	f. Information Technology Fee	g. Misc. Mandatory Fees[1,2]	h. Library Fee	Total
1	$ 60.00	$ 10.95	$ -	$ 40.00	$ -	$ 7.00	$ 18.00	$ 2.00	$ 137.95
2	80.00	21.90	-	80.00	-	14.00	18.00	4.00	217.90
3	120.00	32.85	-	120.00	44.00	21.00	18.00	6.00	361.85
4	160.00	43.80	25.00	160.00	44.00	28.00	18.00	8.00	486.80
5	200.00	54.75	25.00	200.00	44.00	35.00	18.00	10.00	586.75
6	240.00	65.70	25.00	240.00	44.00	42.00	18.00	12.00	686.70
7***	280.00	76.65	25.00	280.00	44.00	49.00	18.00	14.00	786.65

[1] See SUMMARY OF CHANGES, Items (A), (B), (C), (D) and (H)

[2] Includes: International Education Fee $1, I.D. Card Maintenance Fee $4.50, Recreation Center Construction Fee $12.50.

* Add for enrollment in Graduate Programs in: Agriculture - $38; Architecture - $37; Arts and Sciences - $23, except for Theatre & Dance and Public Administration - $25; Business Administration - $38; Education - $38; Engineering - $38; Human Sciences - $38; Other Graduate Programs - $25 per semester credit hour.

** See Student Services Fee Schedule of services provided. Fee not applicable for Summer term enrollment at the Junction Center. Medical Services Fee at the Junction Center is $3 per semester credit hour. No University Center Fee.

*** Hours over 7, add $40 per hour for Tuition, $40 per hour for Institutional Tuition, $10.95 per hour for Student Services Fee (maximum $131.40), and $7 per hour for InformationTechnology Fee.

(1) REGISTRATION FEES *(Continued)*

(A) All Colleges Except School of Law

3. Non-Resident Students, United States Citizens and Foreign Students - Long Term

Hours	a. Tuition*[1]	b. Student Services Fee**[1]	c. Medical Services Fee	d. Inst. Tuition[1]	e. University Center Fee[1]	f. Information Technology Fee[1]	g. Misc. Mandatory Fees[1,2]	h. Library Fee	Total
1	$ 255.00	$ 10.95	$ -	$ 40.00	$ -	$ 7.00	$ 30.50	$ 2.00	$ 345.45
2	510.00	21.90	-	80.00	-	14.00	30.50	4.00	660.40
3	765.00	32.85	-	120.00	88.00	21.00	30.50	6.00	1,063.35
4	1,020.00	43.80	52.00	160.00	88.00	28.00	30.50	8.00	1,430.30
5	1,275.00	54.75	52.00	200.00	88.00	35.00	30.50	10.00	1,745.25
6	1,530.00	65.70	52.00	240.00	88.00	42.00	30.50	12.00	2,060.20
7	1,785.00	76.65	52.00	280.00	88.00	49.00	30.50	14.00	2,375.15
8	2,040.00	87.60	52.00	320.00	88.00	56.00	30.50	16.00	2,690.10
9	2,295.00	98.55	52.00	360.00	88.00	63.00	30.50	18.00	3,005.05
10	2,550.00	109.50	52.00	400.00	88.00	70.00	30.50	20.00	3,320.00
11	2,805.00	120.45	52.00	440.00	88.00	77.00	30.50	22.00	3,634.95
12	3,060.00	131.40	52.00	480.00	88.00	84.00	30.50	24.00	3,949.90
13	3,315.00	131.40	52.00	520.00	88.00	91.00	30.50	26.00	4,253.90
14	3,570.00	131.40	52.00	560.00	88.00	98.00	30.50	28.00	4,557.90
15***	3,825.00	131.40	52.00	600.00	88.00	105.00	30.50	30.00	4,861.90

[1] See SUMMARY OF CHANGES, Items (A), (B), (C), (D), (H) and (I)

[2] Includes: International Education Fee $1, I.D. Card Maintenance Fee $4.50, Recreation Center Construction Fee $25.

* Add for enrollment in Graduate Programs in: Agriculture - $38; Architecture - $37; Arts and Sciences - $23, except for Theatre & Dance and Public Administration - $25; Business Administration - $38; Education - $38; Engineering - $38; Human Sciences - $38; Other Graduate Programs - $25 per semester credit hour.

** See Student Services Fee Schedule of services provided.

*** Hours over 15, add $255 per hour for Tuition, $40 per hour for Institutional Tuition, and $7 per hour for Information Technology Fee.

(Enrollment at the Junction Center during the Long Term not anticipated)

4. Non-Resident Students, United States Citizens and Foreign Students - Summer Term

Hours	a. Tuition*[1]	b. Student Services Fee**[1]	c. Medical Services Fee	d. Inst. Tuition[1]	e. University Center Fee[1]	f. Information Technology Fee[1]	g. Misc. Mandatory Fees[1,2]	h. Library Fee	Total
1	$ 255.00	$ 10.95	$ -	$ 40.00	$ -	$ 7.00	18.00	$ 2.00	$ 332.95
2	510.00	21.90	-	80.00	-	14.00	18.00	4.00	647.90
3	765.00	32.85	-	120.00	44.00	21.00	18.00	6.00	1,006.85
4	1,020.00	43.80	25.00	160.00	44.00	28.00	18.00	8.00	1,346.80
5	1,275.00	54.75	25.00	200.00	44.00	35.00	18.00	10.00	1,661.75
6	1,530.00	65.70	25.00	240.00	44.00	42.00	18.00	12.00	1,976.70
7***	1,785.00	76.65	25.00	280.00	44.00	49.00	18.00	14.00	2,291.65

[1] See SUMMARY OF CHANGES, Items (A), (B), (C), (D), (H) and (I)

[2] Includes: International Education Fee $1, I.D. Card Maintenance Fee $4.50, Recreation Center Construction Fee $12.50.

* Add for enrollment in Graduate Programs in: Agriculture - $38; Architecture - $37; Arts and Sciences - $23, except for Theatre & Dance and Public Administration - $25; Business Administration - $38; Education - $38; Engineering - $38; Human Sciences - $38; Other Graduate Programs - $25 per semester credit hour.

** See Student Services Fee Schedule of services provided. Fee not applicable for Summer term enrollment at the Junction Center. Medical Services Fee at the Junction Center is $3 per semester credit hour. No University Center Fee.

*** Hours over 7, add $255 per hour for Tuition, $40 per hour for Institutional Tuition, $10.95 per hour for Student Services Fee (maximum $131.40), and $7 per hour for InformationTechnology Fee.

Revised 2/2/00

(1) REGISTRATION FEES *(Continued)*

(B) School of Law

1. Residents of Texas - Long Term

Hours	a. Tuition*	b. Student Services Fee**[1]	c. Medical Services Fee	d. Inst. Tuition[1]	e. University Center Fee	f. Information Technology Fee	g. Misc. Mandatory Fees[1,2]	h. Library Fee	Total
1	$ 160.00	$ 10.95	$ -	$ 40.00	$ -	$ 7.00	$ 30.50	$ 2.00	$ 250.45
2	320.00	21.90	-	80.00	-	14.00	30.50	4.00	470.40
3	480.00	32.85	-	120.00	88.00	21.00	30.50	6.00	778.35
4	640.00	43.80	52.00	160.00	88.00	28.00	30.50	8.00	1,050.30
5	800.00	54.75	52.00	200.00	88.00	35.00	30.50	10.00	1,270.25
6	960.00	65.70	52.00	240.00	88.00	42.00	30.50	12.00	1,490.20
7	1,120.00	76.65	52.00	280.00	88.00	49.00	30.50	14.00	1,710.15
8	1,280.00	87.60	52.00	320.00	88.00	56.00	30.50	16.00	1,930.10
9	1,440.00	98.55	52.00	360.00	88.00	63.00	30.50	18.00	2,150.05
10	1,600.00	109.50	52.00	400.00	88.00	70.00	30.50	20.00	2,370.00
11	1,760.00	120.45	52.00	440.00	88.00	77.00	30.50	22.00	2,589.95
12	1,920.00	131.40	52.00	480.00	88.00	84.00	30.50	24.00	2,809.90
13	2,080.00	131.40	52.00	520.00	88.00	91.00	30.50	26.00	3,018.90
14	2,240.00	131.40	52.00	560.00	88.00	98.00	30.50	28.00	3,227.90
15***	2,400.00	131.40	52.00	600.00	88.00	105.00	30.50	30.00	3,436.90

[1] See SUMMARY OF CHANGES, Items (B), (C), (D) and (H)

[2] Includes: International Education Fee $1, I.D. Card Maintenance Fee $4.50, and Recreation Center Construction Fee $25

* See Student Services Fee Schedule of services provided.

** Hours over 15, add $160 per hour for Tuition, $40 per hour for Institutional Tuition, and $7 per hour for Information Technology Fee.

2. Residents of Texas - Summer Term

Hours	a. Tuition*	b. Student Services Fee**[1]	c. Medical Services Fee	d. Inst. Tuition[1]	e. University Center Fee	f. Information Technology Fee	g. Misc. Mandatory Fees[1]	h. Library Fee	Total
1	$ 160.00	$ 10.95	$ -	$ 40.00	$ -	$ 7.00	$ 18.00	$ 2.00	$ 237.95
2	320.00	21.90	-	80.00	-	14.00	18.00	4.00	457.90
3	480.00	32.85	-	120.00	44.00	21.00	18.00	6.00	721.85
4	640.00	43.80	25.00	160.00	44.00	28.00	18.00	8.00	966.80
5	800.00	54.75	25.00	200.00	44.00	35.00	18.00	10.00	1,186.75
6	960.00	65.70	25.00	240.00	44.00	42.00	18.00	12.00	1,406.70
7***	1,120.00	76.65	25.00	280.00	44.00	49.00	18.00	14.00	1,626.65

[1] See SUMMARY OF CHANGES, Items (B), (C), (D) and (H)

[2] Includes: International Education Fee $1, I.D. Card Maintenance Fee $4.50, Recreation Center Construction Fee $12.50.

* See Student Services Fee Schedule of services provided.

** Hours over 7, add $160 per hour for Tuition, $40 per hour for Institutional Tuition, $10.95 per hour for Student Services Fee (maximum $131.40), and $7 per hour for InformationTechnology Fee.

(1) REGISTRATION FEES *(Continued)*

(B) School of Law

3. Non-Resident Students, United States Citizens and Foreign Students - Long Term

Hours	a. Tuition*[1]	b. Student Services Fee**[1]	c. Medical Services Fee	d. Inst. Tuition[1]	e. University Center Fee[1]	f. Information Technology Fee	g. Misc. Mandatory Fees[1,2]	h. Library Fee	Total
1	$ 329.00	$ 10.95	$ -	$ 40.00	$ -	$ 7.00	$ 30.50	$ 2.00	$ 419.45
2	658.00	21.90	-	80.00	-	14.00	30.50	4.00	808.40
3	987.00	32.85	-	120.00	88.00	21.00	30.50	6.00	1,285.35
4	1,316.00	43.80	52.00	160.00	88.00	28.00	30.50	8.00	1,726.30
5	1,645.00	54.75	52.00	200.00	88.00	35.00	30.50	10.00	2,115.25
6	1,974.00	65.70	52.00	240.00	88.00	42.00	30.50	12.00	2,504.20
7	2,303.00	76.65	52.00	280.00	88.00	49.00	30.50	14.00	2,893.15
8	2,632.00	87.60	52.00	320.00	88.00	56.00	30.50	16.00	3,282.10
9	2,961.00	98.55	52.00	360.00	88.00	63.00	30.50	18.00	3,671.05
10	3,290.00	109.50	52.00	400.00	88.00	70.00	30.50	20.00	4,060.00
11	3,619.00	120.45	52.00	440.00	88.00	77.00	30.50	22.00	4,448.95
12	3,948.00	131.40	52.00	480.00	88.00	84.00	30.50	24.00	4,837.90
13	4,277.00	131.40	52.00	520.00	88.00	91.00	30.50	26.00	5,215.90
14	4,606.00	131.40	52.00	560.00	88.00	98.00	30.50	28.00	5,593.90
15***	4,935.00	131.40	52.00	600.00	88.00	105.00	30.50	30.00	5,971.90

[1] See SUMMARY OF CHANGES, Items (B), (C), (D) and (H)

[2] Includes: International Education Fee $1, I.D. Card Maintenance Fee $4.50, and Recreation Center Construction Fee $25

* See Student Services Fee Schedule of services provided.

** Hours over 15, add $329 per hour for Tuition, $40 per hour for Institutional Tuition, and $7 per hour for Information Technology Fee.

4. Non-Resident Students, United States Citizens and Foreign Students - Summer Term

Hours	a. Tuition*[1]	b. Student Services Fee**[1]	c. Medical Services Fee	d. Inst. Tuition[1]	e. University Center Fee[1]	f. Information Technology Fee	g. Misc. Mandatory Fees[1,2]	h. Library Fee	Total
1	$ 329.00	$ 10.95	$ -	$ 40.00	$ -	$ 7.00	$ 18.00	$ 2.00	$ 406.95
2	658.00	21.90	-	80.00	-	14.00	18.00	4.00	795.90
3	987.00	32.85	-	120.00	44.00	21.00	18.00	6.00	1,228.85
4	1,316.00	43.80	25.00	160.00	44.00	28.00	18.00	8.00	1,642.80
5	1,645.00	54.75	25.00	200.00	44.00	35.00	18.00	10.00	2,031.75
6	1,974.00	65.70	25.00	240.00	44.00	42.00	18.00	12.00	2,420.70
7***	2,303.00	76.65	25.00	280.00	44.00	49.00	18.00	14.00	2,809.65

[1] See SUMMARY OF CHANGES, Items (B), (C), (D), and (H)

* See Student Services Fee Schedule of services provided.

** Hours over 7, add $329 per hour for Tuition, $40 per hour for Institutional Tuition, $10.95 per hour for Student Services Fee (maximum $131.40), and $7 per hour for Information Technology Fee.

(2) *HOUSING FEES*[1]

1. Room and Board Rates: 2000-2001 Academic Year Charges

(a) Dormitory Rates: (Per Student for a Double Room and rate guaranteed during the Fall and Spring semesters).

	9 Months 20 Meals Per Week	9 Months 13 Meals Per Week	9 Months 9 Meals Per Week
Non-Air Conditioned Halls	$ 3,631 to 4,237	$ 3,534 to 4,097	$ 3,473 to 4,025
Bledsoe, and Sneed	$ 3,663 to 4,272	$ 3,566 to 4,132	$ 3,505 to 3,505
(1)Gaston, and Doak			
Air-Conditioned Halls			
Chitwood, Clement, Coleman, Gates, Horn, Hulen, Knapp, Murdough, Stangel, Wall, and Weymouth	$ 4,154 to 4,908	$ 4,057 to 4,768	$ 3,996 to 4,696
(1)Gaston	$ 4,186 to 4,943	$ 4,089 to 4,803	$ 4,028 to 4,731
Gordon Hall Suites			
Efficiency	$ 4,226 to 4,978	$ 4,129 to 4,838	$ 4,068 to 4,766
Two bedroom suite	$ 4,332 to 5,103	$ 4,235 to 4,963	$ 4,174 to 4,891
One bedroom suite	$ 4,504 to 5,307	$ 4,407 to 5,167	$ 4,346 to 5,095
Additional for a single room in Gordon Hall	$ 730 to $ 820		
Additional for a single room in all other halls	$ 680 to $ 770		
(2)Carpenter/Wells Apartments			
Four bedroom	$ 5,104 to 5,497	$ 5,007 to 5,357	$ 4,946 to 5,285
Three bedroom	$ 5,328 to 5,721	$ 5,231 to 5,581	$ 5,170 to 5,509
Two bedroom	$ 5,775 to 6,168	$ 5,678 to 6,028	$ 5,617 to 5,956
One bedroom	$ 6,200 to 6,593	$ 6,103 to 6,453	$ 6,042 to 6,381

(1)Gaston and Doak Halls operate throughout the academic year. The additional charge will allow residents to remain in the building during the Christmas break.
(2)All bedrooms in Carpenter/Wells apartments are singles and the complex will operate throughout the academic year.

(b) Gaston Apartment Rates: The Gaston apartments are rented on a monthly basis without a meal plan. These rates include all utilities, furnishings, and telephone.

One bedroom apartment	$ 441 to 524
Two bedroom apartment	$ 523 to 616

[1] See Summary of Changes, Item E

(2) *HOUSING FEES[1] (Continued)*

(c) Summer Rates Five-Week Terms: The following rates are for double room and 20 meals per week for a five-week term of summer school:

	Air Conditioned	Non-Air
Residence Halls	$ 684	$ 610
Additional for a single room per term	$ 140	$ 140

(d) Miscellaneous Fees: The Department of Housing and Dining Services provides various services in addition to room and board. The following fees are for the various services as listed:

Small guest apartments:

Double Occupancy, per person, per night	$ 26.00
Single Occupancy, per night	$ 36.00

Larger guest apartments:

Double Occupancy, per person, per night	$ 38.00
Single Occupancy, per night	$ 52.00

Conference room rates:

Double Occupancy, per person, per night	$ 17.50
Single Occupancy, per night	$ 24.00

Conference meal rates:

Breakfast	$ 4.80
Lunch	$ 6.85
Dinner	$ 7.95

(e) Application, Advance, Installment Option and Late Payment Fees:

1. Application Fee — $30.00 non-refundable fee

2. Advance Payment — $250.00 Prior to Occupancy:

Cancel by 6/1	$200 Refund
Cancel by 7/1	$150 Refund
After 7/1	No Refund
Cancel for Spring	No Refund

[1] See Summary of Changes, Item E

3. Fall Early Sign-ups: No fee, advance payment due by 6/1 to avoid cancellation.

(3) *OTHER FEES*

4. Installment Option Fee: $10 per semester for each resident electing to pay accounts in installments.

5. Late Payment of Room and Board: $15 plus $1 per each additional late day for each installment payment period. Maximum, $30 for each installment payment period.

All Colleges and the School of Law

1. Application Fee: (All applications except those by TTU and TTUHSC Faculty, Staff, their spouses and children):

a. Undergraduate (United States Citizens)	$25.00
b. Undergraduate (United States Citizens)	25.00
c. Law School	50.00
d. Foreign (Undergraduate and Graduate)	50.00

2. Auditing Fee (Students enrolled in 11 semester credit hours or less) 10.00

3. Binding Theses and Dissertations:

Theses – 3 official copies	45.00
Dissertations – 3 official copies and microfilming	95.00

4. Class Schedule Change [Per Change. A change shall be defined as the addition of a single course or section and deletion of a single course or section, or addition of a single course, or deletion of a single course to the schedule of courses in which a student originally registered for an academic term. This fee may be waived only when the change in a student's schedule is for the convenience or as a result of required academic action of the University and is approved by the Dean (or Designee) of the college or school in which the student is enrolled with concurrence by the University Director of Admissions and Records (or Designee). 6.00

5. Correspondence Courses:

High School Level (per ½ unit)	79.00
College Level (per semester credit hour)	53.00
Credit by Examination (High School and College Level):	
1 to 10 Exams	28.00
11 to 20 Exams	18.00
21 or more	10.00

6. Course Fee (Per Course): Not less than $3 per course, but not more than $45, except that the fee shall not exceed, in general, the cost of materials or services directly associated with the course—not including faculty salaries. The fee established for individual courses shall be determined and approved under a policy established by the Administration.	45.00
7. Diploma Replacement Fee	16.00
8. Diploma Insert Fee (re-application for graduation)	2.00
9. Duplicate Copy of Registration Fee Receipt	0.50
10. Education Abroad Fee (with the approval of the vice provost for academic affairs and vice president for fiscal affairs, the fee may be set in an amount not to exceed the cost of offering the program but not less than $50.00 and not more than	$250.00)
11. General Property Deposit (Collected at first enrollment and maintained at this level at each subsequent registration)	10.00
12. Identification Card Maintenance Fee	4.50[1]
13. Identification Card Replacement Fee	12.00[1]
14. Identification Card Revalidation Fee	5.00
15. Information Technology Fee (Per Semester Credit Hour)	7.00
16. Installment Payment of Tuition/Fees Option Fee (Student Business Services Billing Fee) assessed on the second installment of Tuition and Fees each term or semester.	10.00
17. International Education Fee	1.00
18. International Student Fee (each non-immigrant international student – each summer session $15.00; each semester	30.00

[1] See Summary of Changes, Items D and F

(3) *OTHER FEES (Continued)*

19. Laboratory Fee (Per Laboratory Section; not less than $2 per Section. But not more than $30, except that the fee shall not exceed, in general, the cost of operating the laboratory—not including personnel and equipment costs. The fee established for individual laboratory sections shall be determined and approved under a policy established by the Administration)	30.00
20. Late Charges on Loans	25.00
21. Late Payment Fee (assessed the first working day after the Billing due date)	25.00
22. Late Registration Fee (beginning the 1st class day)	25.00
23. Law School Deposit	200.00
24. New Student Orientation Fee: Student Only 35.00 Student and Family	45.00
25. Post Suspension Assistance Fee (XL – Strategies)	100.00
26 Private Music Instruction: Applied Music 1001, 1002, 2001, 2002, 3001,3002, 4001, 4002, & 5001--1 hour each (summer - $6.00) – 2 to 4 hours each (summer - $12.00)	15.00 30.00
27. Post Census Day Matriculation Fee (After 20th Class Day of a long term or 15th Class Day of a summer term)	100.00
28 Recreation Center Construction Fee	25.00[2]
29. Returned Check Charges	25.00
30. Sponsored International Student Administrative Fee	250.00
31. Transcript Fee (per copy)	2.00

[2] See Summary of Changes, Item D

(4) PARKING FEES AND PENALTIES (Continued)[1]

(B) Penalties: All vehicles driven on University property are subject to all State of Texas, City of Lubbock, and University laws and regulations.

1. Citation Service Fees:
   a. Parking in space designated for persons with disabilities without the proper insignia or other related violations (per citation). $250.00
   b. Display or use of lost, stolen or forged or altered permit per citation — up to 200.00
   c. All other Parking Violations (per citation) various up to 25.00

2. Impoundment Fees (In addition to the citation/s - Some impoundment fees may be higher, depending upon type, if vehicle impounded and wrecker service used) 40.00

3. Fee if driver arrives after hook-up but prior to impoundment 17.50

4. Storage Fee for Impounded Vehicles (per day, including tax; commencing 24 hours after impoundment. Maximum $130.00/month) 6.00

(5) STUDENT SERVICES FEE SCHEDULE[1]

(A) All Colleges and School of Law - Long Term*

Credit Hours Enrolled	Required Fees	For Services Categories
		Group I
1	$10.95	Learning Center
2	21.90	Services KTXT-FM
3	32.85	*University Daily*
		Law School Student Government
		Campus Activities and Involvement
		Student Government Association
		Spirit Activities
		Health Sciences Center Student Government
		University Counseling Center
		Student Legal Services
		Career Planning and Placement
		Texas Tech Band
		Student Life Programs
		Testing, Evaluation, Assessment & Measurement

[1] See Summary of Changes, Item B.

Group II

4	43.80	All Group I Services
5	54.75	Campus Organizations
6	65.70	Texas Tech Choral Organizations
7	76.65	Texas Tech Symphony Orchestra
8	87.60	Campus Transportation System

Group III

9	98.55	All Group I Services
10	109.50	All Group II Services
11	120.45	Cultural Events
		University Theatre

Group IV

12 or more	131.40	All Group I Services All Group II Services All Group III Services Intercollegiate Athletics Recreational Services (Intramurals, Facilities, Aquatic Center, Sports Clubs)

*Grouping not applicable for students registered at Junction Center only. All services at Junction are available to all Junction Center Registrants.

(B) All Colleges and School of Law - Summer Term*

Credit Hours Enrolled	**Required Fees**	**For Services Categories**
		Group I
1	$10.95	Learning Center
2	21.90	Services KTXT-FM
3	32.85	*University Daily*
		Law School Student Government
		Campus Activities and Involvement
		Student Government Association
		Spirit Activities
		Health Sciences Center Student Government
		University Counseling Center
		Student Legal Services
		Career Planning and Placement
		Texas Tech Band
		Student Life Programs
		Testing, Evaluation, Assessment & Management

* Grouping not applicable for students registered at Junction Center only. All services at Junction are available to all Junction Center Registrants.

Group II

4	43.80	All Group I Services
5	54.75	Campus Organizations
6	65.70	Campus Transportation
7	76.65	Texas Tech Choral Organizations
8	87.60	Texas Tech Symphony Orchestra
9	98.55	Cultural Events
10	109.50	University Theatre
11	120.45	Intercollegiate Athletics
12 or more	131.40	Recreational Services (Intramurals, Facilities, Aquatic Center, Sports Clubs)

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER - STUDENT FEES
Effective Beginning Fall Semester, 2000
Summary of Changes

(A) Tuition

As authorized by Texas Education Code, Section 54.051, the following tuition rates are in effect for the academic year beginning with the fall semester, 2000:

1. School of Allied Health, School of Nursing (Undergraduate), and Graduate School of Biomedical Sciences - Residents of Texas
The resident tuition rate will increase from $38 per semester credit hour to $40 per semester credit hour with minimums of $120 for a long term and $60 for a summer term.

2. School of Allied Health, School of Nursing (Undergraduate), and Graduate School of Biomedical Sciences – Non-Resident Students, U.S. Citizens and Foreign Students
The non-resident tuition rate will increase from $254 per semester credit hour to $255 per semester credit hour with no minimum.

3. The Board of Regents previously authorized School of Nursing graduate tuition at 1-1/2 times the undergraduate rate. The School of Nursing graduate tuition will increase from $57 per semester credit hour to $60 per semester credit hour (1-1/2 times $40) for Texas residents and from $273 per semester credit hour to $275 per semester credit hour ($255 + $20) for non-residents.

4. The Board of Regents previously authorized School of Pharmacy tuition at 2 times the resident tuition rate. The School of Pharmacy tuition will be $80 per semester credit hour (2 times $40) for Texas residents and $295 per semester credit hour ($255 + $40) for non-residents. Students in the School of Pharmacy Residency Program will be charged the resident tuition rate of $40 per semester credit hour for Texas residents and $255 per semester credit hour for non-Texas residents.

5. The President of TTUHSC is authorized, in accordance with state statutes, to require those graduate students exceeding the maximum doctoral hours and those undergraduate students exceeding the maximum number of credit hours as established by the State of Texas to pay non-resident tuition regardless of residence status.

(B) Institutional Tuition
Section 55.16, Texas Education Code, authorizes the assessment of Institutional Tuition in an amount not to exceed the amount assessed for State Tuition. The $2 per semester credit hour increase from $38 to $40 per semester credit hour will be used to provide funds for the general operating expenses of the Health Sciences Center.

(C) Student Services Fee
The Student Services Fee Advisory Committee, comprised of students, recommends that this fee be increased from $10.30 per credit hour to $10.95 per credit hour with the maximum fee to be charged to a full-time student for any regular semester to be set at $131.40 (increased from $123.60). The increase was recommended to provide the funds for anticipated salary and fringe benefit increases and increased funding required for the campus bus system as well as cover the shortfall of salary and fringe benefits caused by the pay increases initiated by the State Legislature in excess of those anticipated for the 1999-2000 budgets.

(D) ID Card Fee (Identification Maintenance Fee)
Identification Maintenance Fee is increased from $2.50 to $4.50 per semester, due to the planned conversion to digital imaging, other anticipated capital costs, and increased operating costs.

(E) Recreation Center Construction Fee
This is a new fee to be assessed at $25 per semester, effective Fall Semester 2000. The revenues from this fee will be utilized to fund financing, construction costs, operation and maintenance, improvement costs and program costs of expansion and improvement to the Student Recreation Center.

(F) University Center Fee
This fee is increased from $30 to $88 per semester, and from $15 to $44 for the summer terms, to cover the cost of planned renovations and improvements to the University Center.

(G) I.D. Card Replacement Fee
This fee is increased from $10 per card to $12 per card to cover the cost of planned conversion to digital imaging, other anticipated capital costs and increased operating costs.

(H) Record Processing Fee
The Health Sciences Center Student Senate supports the creation of a $5 per semester RECORD PROCESSING FEE for the Schools of Allied Health, Nursing, Pharmacy, and Graduate School of Biomedical Sciences. Students in the School of Medicine would be charged $10 per year. Implementation of the fee would allow TTUHSC to provide unlimited transcripts and dean's letters for all HSC students and alumni. The currently charged TRANSCRIPT FEE ($2/copy) and the DEAN'S LETTER FEE ($3/copy) would be deleted. It is anticipated that this fee would provide revenue of approximately $20,700 per year.

(I) Placement Guarantee Fee
The Schools have recommended that a non-refundable PLACEMENT GUARANTEE FEE be implemented. This fee would be assessed students upon their acceptance of their offer of admission. The fee would signify a commitment of the student to enroll in the semester of offered admission. The Tuition Deposit Fee of $50 for the Schools of Allied Health and Nursing and $100 for the Schools of Medicine and Pharmacy would be deleted. The revenue generated would be used to supplement recruiting, admission costs, printing costs or non-operational costs related to student services. Applicable fees and estimated revenue are as follows:

School	Fee Charged	Estimated Annual Revenue
Allied Health	$50.00	$11,500.00
Nursing	50.00	6,500.00
Graduate School	50.00	600.00
Medicine	100.00	12,000.00
Pharmacy	100.00	4,000.00

(J) Application Fee – School of Pharmacy
The School of Pharmacy recommends increasing the APPLICATION FEE from $50.00 to $75.00. Increased revenue generated from this change would more closely reflect the increased application printing and processing costs.

(K) Malpractice Insurance – School of Nursing
The School of Nursing recommends that the MALPRACTICE INSURANCE FEE be **decreased** from $14.50 each fall semester to $13.00 each fall semester. The company providing the insurance coverage has agreed to maintain current pricing or possibly decrease

the cost charged the school for this coverage. The School wishes to pass along any resulting savings to the students.

(L) Disability Insurance – School of Medicine
The School of Medicine recommends that the LONG TERM DISABILITY INSURANCE fee be **decreased** from $50 to $40 per year to more closely reflect actual costs charged by the vendor providing the coverage.

(M) The president of Texas Tech University Health Sciences Center is authorized to establish waiver criteria and waiver approval procedures for the fees in accordance with state laws.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
STUDENT FEES
EFFECTIVE BEGINNING 2000-2001 ACADEMIC YEAR

(1) REGISTRATION FEES

(A) School of Allied Health, School of Nursing, Graduate School of Biomedical Sciences, and School of Pharmacy

1. Residents of Texas - Long Term

Hours	a. *State Tuition(1) $40/SCH $120 Minimum	b. Student (1) Services Fee **	c. Medical Services Fee	d. Institutional Tuition (1)	e. University Center (1) Fee	f. Info Tech Fee	g. ID (1) Card Fee	h. Int'l Ed Fee	Total
1	$120.00	$10.95	0.00	$40.00	$0.00	$2.00	$4.50	$1.00	$178.45
2	120.00	21.90	0.00	80.00	0.00	4.00	$4.50	1.00	231.40
3	120.00	32.85	0.00	120.00	88.00	6.00	$4.50	1.00	372.35
4	160.00	43.80	52.00	160.00	88.00	8.00	$4.50	1.00	517.30
5	200.00	54.75	52.00	200.00	88.00	10.00	$4.50	1.00	610.25
6	240.00	65.70	52.00	240.00	88.00	12.00	$4.50	1.00	703.20
7	280.00	76.65	52.00	280.00	88.00	14.00	$4.50	1.00	796.15
8	320.00	87.60	52.00	320.00	88.00	16.00	$4.50	1.00	889.10
9	360.00	98.55	52.00	360.00	88.00	18.00	$4.50	1.00	982.05
10	400.00	109.50	52.00	400.00	88.00	20.00	$4.50	1.00	1,075.00
11	440.00	120.45	52.00	440.00	88.00	22.00	$4.50	1.00	1,167.95
12	480.00	131.40	52.00	480.00	88.00	24.00	$4.50	1.00	1,260.90
13	520.00	131.40	52.00	520.00	88.00	24.00	$4.50	1.00	1,340.90
14	560.00	131.40	52.00	560.00	88.00	24.00	$4.50	1.00	1,420.90
15	600.00 ***	131.40	52.00	600.00 ***	88.00	24.00	$4.50	1.00	1,500.90

(1) See SUMMARY OF CHANGES, Items (A), (B), (C), (D) and (F).

* Add for enrollment in Graduate Programs in Nursing $20 per semester credit hour, and $40 per semester credit hour for School of Pharmacy.
Additional tuition may be charged for graduate courses taken through TTU.

** See Student Services Fees Schedule of services provided.

*** Hours over 15, add $40 per hour for StateTuition, $60 per hour for Nursing Graduate Tuition, $80 per hour for School of Pharmacy Tuition, $40 per hour for Institutional Tuition; Student Services, Medical Services, University Center Fee, Information Technology, Identification Card, and International Education Fees remain the same.

2. Residents of Texas - Summer Term

Hours	a. *State Tuition(1) $40/SCH $60 Minimum	b. Student (1) Services Fee**	c. Medical Services Fee	d. Institutional Tuition (1)	e. University Center (1) Fee	f. Info Tech Fee	g. ID (1) Card Fee	h. Int'l Ed Fee	Total
1	$60.00	$10.95	$0.00	$40.00	$44.00	$2.00	$4.50	$1.00	$162.45
2	80.00	21.90	0.00	80.00	44.00	4.00	4.50	1.00	235.40
3	120.00	32.85	0.00	120.00	44.00	6.00	4.50	1.00	328.35
4	160.00	43.80	25.00	160.00	44.00	8.00	4.50	1.00	446.30
5	200.00	54.75	25.00	200.00	44.00	10.00	4.50	1.00	539.25
6	240.00	65.70	25.00	240.00	44.00	12.00	4.50	1.00	632.20
7	280.00 ***	76.65 ***	25.00	280.00 ***	44.00	14.00	4.50	1.00	725.15

(1) See SUMMARY OF CHANGES, Items (A) , (B), (C), (D), and (F).

* Add for enrollment in Graduate Programs in Nursing $20 per semester credit hour.
Additional tuition may be charged for graduate courses taken through TTU.

** See Student Services Fees Schedule of services provided.

*** Hours over 7, add $40 per hour for StateTuition, $60 per hour for Nursing Graduate Tuition, $80 per hour for School of Pharmacy Tuition, $40 per hour for Institutional Tuition, $10.95 per hour (maximum $131.40) for Student Services Fees; $2 per hour (maximum $24) for Information Technology Fee; Medical Services, University Center, Identification Card, and International Education Fees remain the same.

(1) REGISTRATION FEES (continued)

(A) School of Allied Health, School of Nursing, Graduate School of Biomedical Sciences, and School of Pharmacy

3. Non-Resident Students, United States Citizens and Foreign Students - Long Term

Hours	a. *State Tuition(1) $255/SCH No Minimum		b. Student (1) Services Fee **	c. Medical Services Fee	d. Institutional Tuition (1)		e. University Center(1) Fee	f. Info Tech Fee	g. ID (1) Card Fee	h. Int'l Ed Fee	Total
1	$255.00		$10.95	$0.00	$40.00		$0.00	$2.00	$4.50	$1.00	$313.45
2	510.00		21.90	0.00	80.00		0.00	4.00	4.50	1.00	621.40
3	765.00		153.30	0.00	120.00		88.00	6.00	4.50	1.00	1,137.80
4	1,020.00		284.70	52.00	160.00		88.00	8.00	4.50	1.00	1,618.20
5	1,275.00		416.10	52.00	200.00		88.00	10.00	4.50	1.00	2,046.60
6	1,530.00		547.50	52.00	240.00		88.00	12.00	4.50	1.00	2,475.00
7	1,785.00		678.90	52.00	280.00		88.00	14.00	4.50	1.00	2,903.40
8	2,040.00		810.30	52.00	320.00		88.00	16.00	4.50	1.00	3,331.80
9	2,295.00		941.70	52.00	360.00		88.00	18.00	4.50	1.00	3,760.20
10	2,550.00		1,073.10	52.00	400.00		88.00	20.00	4.50	1.00	4,188.60
11	2,805.00		1,204.50	52.00	440.00		88.00	22.00	4.50	1.00	4,617.00
12	3,060.00		131.40	52.00	480.00		88.00	24.00	4.50	1.00	3,840.90
13	3,315.00		131.40	52.00	520.00		88.00	24.00	4.50	1.00	4,135.90
14	3,570.00		131.40	52.00	560.00		88.00	24.00	4.50	1.00	4,430.90
15	3,825.00	***	131.40	52.00	600.00	***	88.00	24.00	4.50	1.00	4,725.90

(1) See SUMMARY OF CHANGES, Items (A), (B), (C), (D) and (F).

* Add for enrollment in Graduate Programs in Nursing $20 per semester credit hour and $40 per semester credit hour for School of Pharmacy.

Additional tuition may be charged for graduate courses taken through TTU.

** See Student Services Fees Schedule of services provided.

*** Hours over 15, add $255 per hour for StateTuition, $275 per hour for Nursing Graduate Tuition, $295 per hour for School of Pharmacy Tuition, $40 per hour for Instituitonal Tuition; Student Services, Medical Services, University Center Fee, Information Technology, Identification Card, and International Education Fees remain the same.

4. Non-Resident Students, United States Citizens and Foreign Students - Summer Term

Hours	a. *State Tuition(1) $255/SCH No Minimum		b. Student (1) Services Fee **		c. Medical Services Fee	d. Institutional Tuition (1)		e. University Center (1) Fee	f. Info Tech Fee	g. ID (1) Card Fee	h. Int'l Ed Fee	Total
1	$255.00		$10.95		$0.00	$40.00		$44.00	$2.00	$4.50	$1.00	$357.45
2	510.00		21.90		0.00	80.00		44.00	4.00	4.50	1.00	665.40
3	765.00		21.90		0.00	120.00		44.00	6.00	4.50	1.00	962.40
4	1,020.00		21.90		25.00	160.00		44.00	8.00	4.50	1.00	1,284.40
5	1,275.00		21.90		25.00	200.00		44.00	10.00	4.50	1.00	1,581.40
6	1,530.00		21.90		25.00	240.00		44.00	12.00	4.50	1.00	1,878.40
7	1,785.00	***	21.90	***	25.00	280.00	***	44.00	14.00	4.50	1.00	2,175.40

(1) See SUMMARY OF CHANGES, Items (A), (B), (C), (D), and (F).

* Add for enrollment in Graduate Programs in Nursing $20 per semester credit hour.

Additional tuition may be charged for graduate courses taken through TTU.

** See Student Services Fees Schedule of services provided.

*** Hours over 7, add $255 per hour for StateTuition, $275 per hour for Nursing Graduate Tuition, $295 per hour for School of Pharmacy Tuition, $40 per hour for Institutional Tuition, $10.95 per hour (maximum $131.40) for Student Services Fee; $2 per hour (maximum $24) for Information Technology Fee; Medical Services, University Center, Identification Card, and International Education Fees remain the same.

(1) REGISTRATION FEES (continued)

(B) School of Medicine

1. Residents of Texas

	Academic Year 9 Mo. but <10.5 Mo.	Academic Year 10.5 to 12 Mo.
a. Tuition	$6,550	$6,550
b. Student Services Fee (1)	328	393
c. Medical Services Fee	104	156
d. Institutional Tuition (1)	738	1,101
e. U.C. Fee (1)	88	132
f. Information Technology Fee	50	50
g. Identification Card Fee (1)	9	9
h. International Education Fee	2	2
i. Long Term Disability Insurance (1)	40	40
j. Malpractice Insurance	25	25
Total	$7,934	$8,458

2. Non-Resident Students, United States Citizens and Foreign Students

	Academic Year 9 Mo. but <10.5 Mo.	Academic Year 10.5 to 12 Mo.
a. Tuition	$19,650	$19,650
b. Student Services Fee (1)	328	393
c. Medical Services Fee	104	156
d. Institutional Tuition (1)	738	1,101
e. U.C. Fee (1)	88	132
f. Information Technology Fee	50	50
g. Identification Card Fee (1)	9	9
h. International Education Fee	2	2
i. Long Term Disability Insurance (1)	40	40
j. Malpractice Insurance	25	25
Total	$21,034	$21,558

Tuition - Summer Term

3. No additional tuition for summer term is required of School of Medicine students, regardless of residency.

(1) See SUMMARY OF CHANGES, Item (B), (C), (D), (F), and (L).

(2) OTHER FEES

Annual Assessment Fee	-School of Pharmacy (spring semester)	60.00
Application Fee	-Allied Health	35.00
	-Graduate School of Biomedical Sciences	
	Foreign	55.00
	U.S. Citizen	30.00
	-Medicine	40.00
	-Nursing (including Special Students)	40.00
	-Pharmacy (J)	75.00
	Nontraditional Program	150.00
Auditing (per class)	Students enrolled in 11 semester credit hours or less	
	-Allied Health, Graduate School of Biomedical Sciences and Nursing	10.00
Binding Theses & Dissertations	-Allied Health (Theses) – 4 Official Copies – No Microfilming	52.00
	-Graduate School of Biomedical Sciences Theses – 4 Official Copies	52.00
	-Dissertations – 4 Official Copies and Microfilming	107.00
	-Nursing (Masters) – 4 Official Copies and Microfilming	97.00
Challenge Credit by Examination	-Nursing (non-refundable)	Max. 100.00
Clinical Simulation Center (per course)	-Nursing – Freshman, Sophomore, Junior, Senior, and Graduate	25.00
Course Fees (per course)	Not less than $3 per course, but not more than $45, except that the fee shall not exceed, in general, the cost of the materials or services directly associated with the course – not including the faculty salaries. The fee established for individual courses shall be determined by the Administration.	
	-Allied Health, Graduate School of Biomedical Sciences, Nursing, Medicine and Pharmacy	Min. 3.00 Max. 45.00
Credentialing Fee	-Pharmacy-Nontraditional; one-time fee	500.00
Dean's Letter (per copy) (H) (to be deleted)	-Medicine	3.00
Drug Information Center	-Pharmacy (fall semester)	120.00
General Property Deposit	Collected at first enrollment and maintained at this level at each subsequent enrollment	
	-Allied Health, Graduate School of Biomedical Sciences, Nursing, and Pharmacy	10.00
	-Medicine	30.00

Graduation Fee	-Allied Health	
	Undergraduate	35.00
	Graduate	50.00
	-Graduate School of Biomedical Sciences	50.00
	-Medicine	50.00
	-Nursing	
	Undergraduate	35.00
	Graduate	50.00
	-Pharmacy	50.00
I.D. Card Replacement Fee (per occurrence) (G)	-All Schools	12.00
ID Card Revalidation Fee	-All Schools	5.00
Installment Option Fee	-Medicine	1.5% of unpaid balance
	-Allied Health, Nursing, Graduate School of Biomedical Sciences and Pharmacy	$10/Student/Semester
International Student Fee (non-immigrant international students only)	-Allied Health, Graduate School of Biomedical Sciences, Nursing, and Pharmacy (per semester, per summer session $15.00)	30.00
	-Medicine (per year)	60.00
Laboratory Fees	-Per laboratory section; not less than $2 per section, but not more than $30, except that the fee shall not exceed, in general, the cost of operating the laboratory not including personnel and equipment costs. The fee established for individual laboratory courses shall be determined and approved under a policy by the Administration.	
	-Allied Health, Graduate School of Biomedical Sciences, and Pharmacy	30.00
	-Medicine (per year) first and second year students	32.00
Late Charges on Loans	-All Schools	25.00
Late Payment Fee	-All Schools	25.00/billing
Late Registration Fee	-All Schools	25.00
Malpractice Insurance	-Allied Health (fall semester)	11.00
	Physician Assistant Program (fall semester)	57.00
	-Nursing (fall semester) (K)	13.00
	-Pharmacy (fall semester)	17.00
	-Medicine (per year)	25.00
Microscope Fee	-Allied Health (CLS Juniors and Seniors)	50.00

	-Medicine (first and second year students)	120.00
Orientation	-Nursing	50.00
Placement Guarantee Fee (I)	Collected upon acceptance of admission	
	-Allied Health, Nursing and Graduate School of Biomedical Sciences	50.00
	-Medicine and Pharmacy	100.00
Post Census Day Matriculation Fee	-Allied Health, Graduate School of Biomedical Sciences, Nursing, Pharmacy, and Medicine	100.00
Program Fee	-Pharmacy – Nontraditional	150.00 per credit hour
Progressions Fee	-Nursing	
	2601 or 3401; 4400 or 4410 (all non-RNs)	70.00
	4400, 4410 or 4801 (RNs only and graduate students upon enrollment in thesis)	40.00
Record Processing Fee (H)	-Allied Health, Nursing, Pharmacy, and Graduate School of Biomedical Sciences (per semester)	5.00
	-Medicine (annual)	10.00
Recreation Center Construction Fee (E)	-Allied Health, Graduate School of Biomedical Sciences, Nursing, and Pharmacy (per semester)	25.00
	-Medicine (annual)	50.00
Returned Check Charges	-All Schools	25.00
Standardized Testing Fee	-Nursing	12.00
Transcript Fee (per copy) (H) (to be deleted)	-All Schools	2.00
Tuition Deposits (I) (to be deleted)	Required of students accepted for enrollment. To be applied against required tuition assessed at first enrollment. Refundable if the student does not enroll.	
	-Allied Health	50.00
	-Medicine	100.00
	-Nursing	50.00
	-Pharmacy	100.00
Validation Fee	-Nursing (charged to all graduate Assessment Courses)	50.00

(3) VEHICLE REGISTRATION FEES, REFUNDS, AND PENALTIES
Approved by the Board of Regents December 9-10, 1999.

(4) STUDENT SERVICES FEE SCHEDULE (C)

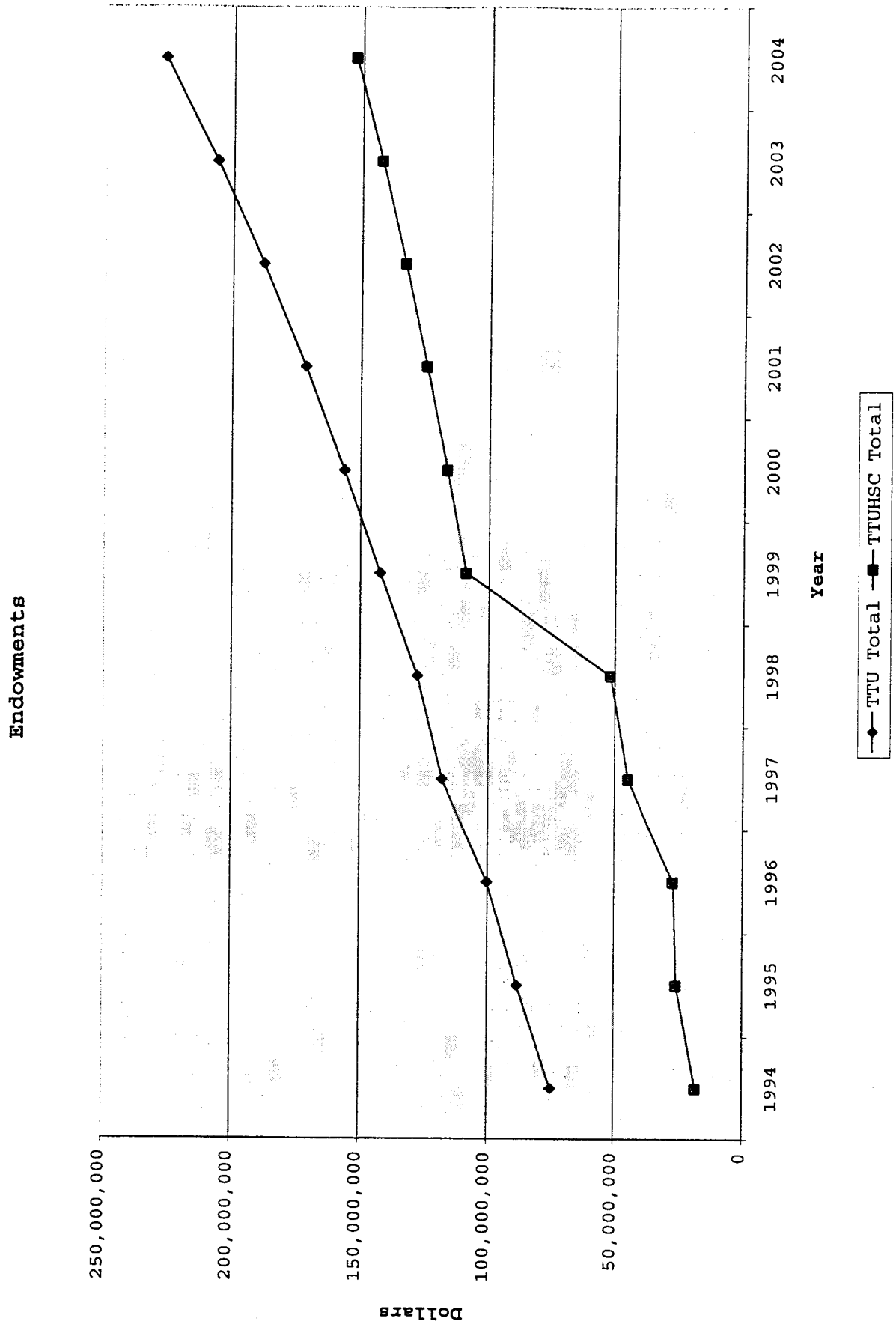
(A) Long Term

Credit Hours Enrolled	Required Fees	For Services Of
		Group I
1	$ 10.95	Learning Center
2	21.90	Services KTXT-FM
3	32.85	*University Daily*
		Law School Student Government
		Student Organization Advisement
		Student Government Association
		Spirit Activities
		Health Sciences Center Student Government
		University Counseling Center
		Student Legal Services
		Career Planning and Placement
		Texas Tech Band
		Student Life Programs
		Testing
		Group II
4	43.80	All Group I Services
5	54.75	Campus Organizations
6	65.70	Texas Tech Choral Organizations
7	76.65	Texas Tech Symphony Orchestra
8	87.60	Campus Transportation System
		Group III
9	98.50	All Group I Services
10	109.50	All Group II Services
11	120.45	Cultural Events
		University Theatre
		Group IV
12 or more	131.40	All Group I Services
		All Group II Services
		All Group III Services
		Intercollegiate Athletics
		Recreational Services
		(Intramurals, Facilities, Aquatic Center, Sports Clubs)

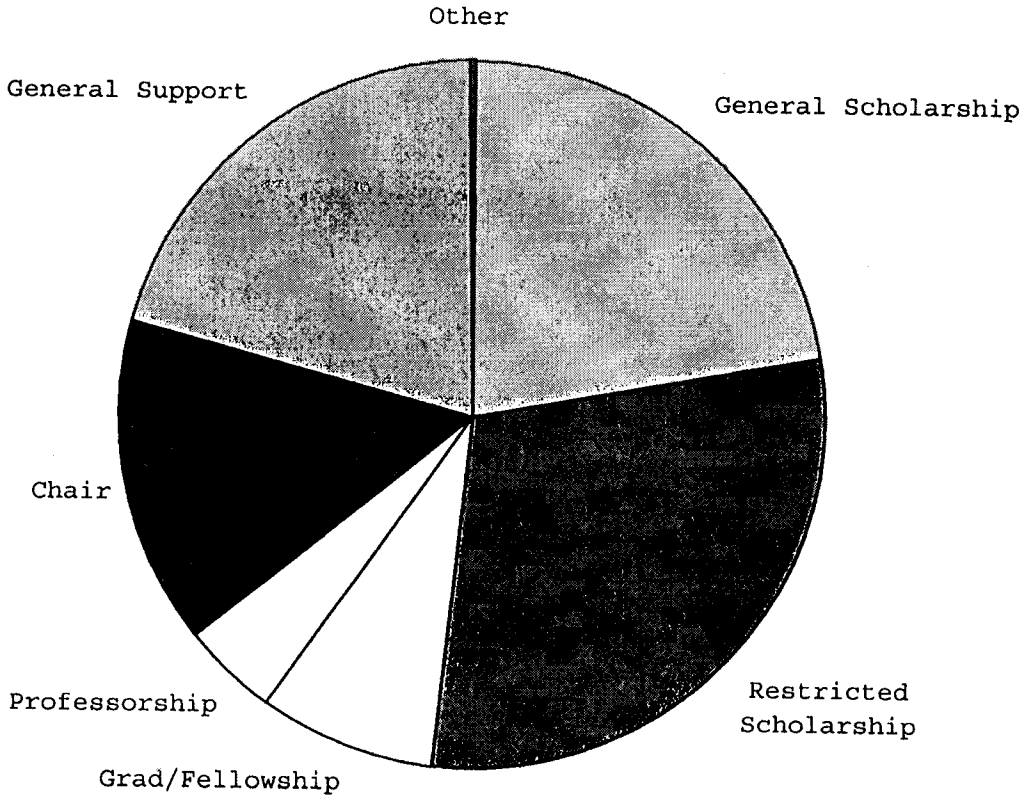
(4) STUDENT SERVICES FEE SCHEDULE (continued)

(B) Summer Term

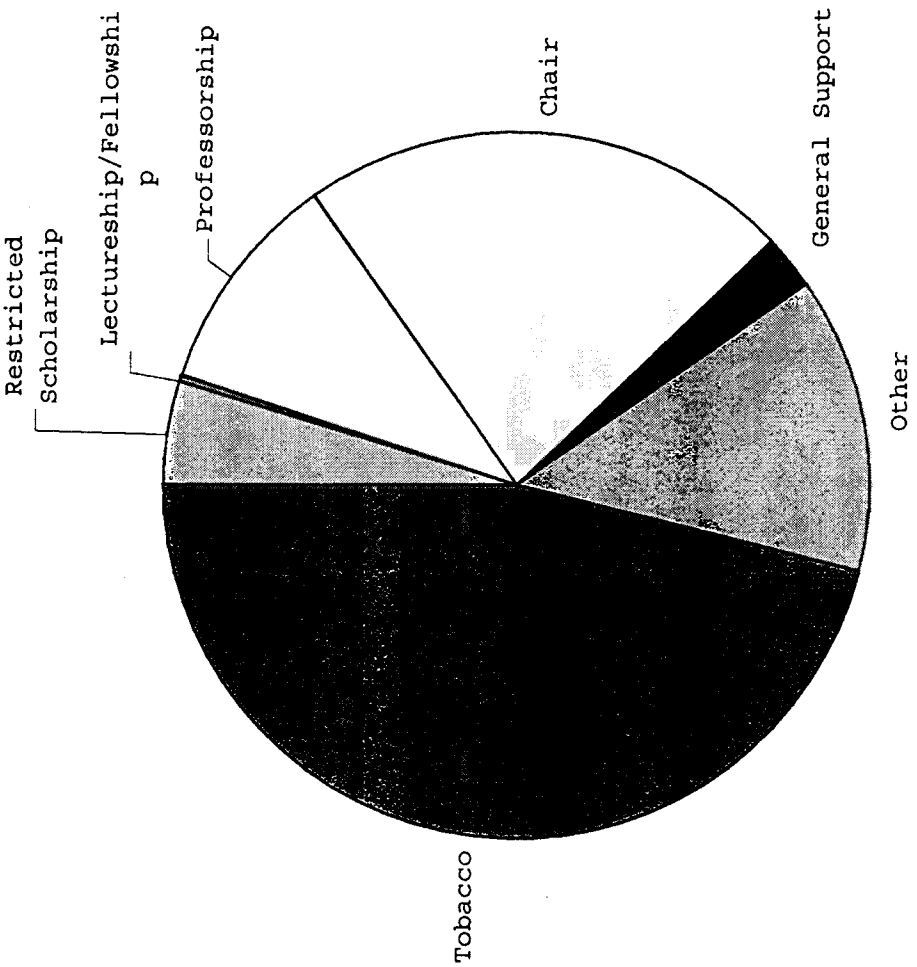
Credit Hours Enrolled	Required Fees	For Services Of
		Group I
1	$ 10.95	Learning Center
2	21.90	Services KTXT-FM
3	32.85	*University Daily*
		Law School Student Government
		Student Organization Advisement
		Student Government Association
		Spirit Activities
		Health Sciences Center Student Government
		University Counseling Center
		Student Legal Services
		Career Planning and Placement
		Texas Tech Band
		Student Life Programs
		Testing
		Group II
4	43.80	All Group I Services
5	54.75	Campus Organizations
6	65.70	Campus Transportation
7	76.65	Texas Tech Choral Organizations
8	87.60	Texas Tech Symphony Orchestra
9	98.55	Cultural Events
10	109.50	University Theatre
11	120.45	Intercollegiate Athletics
12 or more	131.40	Recreational Services (Intramurals, Facilities, Aquatic Center, Sports Clubs)


Endowments
250,000,000
200,000,000
150,000,000
100,000,000
50,000,000
0
Dollars
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
Year
TTU Total
TTUHSC Total

TTU Endowment - FY 1999



TTUHSC Endowment - FY 1999



Board Policy 08.06 Residence Halls Visitation Hours-Texas Tech University

1. Visitation policies in the residence halls may be amended at the beginning of each academic year through the following process:

2. Each residence hall may choose from one of the following four visitation options:

(a)	Sunday through Thursday	11:00 a.m. to 12:00 midnight
	Friday and Saturday	11:00 a.m. to 2:00 a.m.
(b)	Sunday through Saturday	11:00 a.m. to 2:00 a.m.
(c)	Sunday through Thursday	11:00 a.m. to 2:00 a.m.
	Friday and Saturday	24 hours
(d)	Sunday through Saturday	24 hours

3. The residents of each residence hall may vote on these options at the beginning of each academic year, and each resident receives one vote. A two-third's vote of all residents on each residence halls official roster for one of the options is necessary to implement a change in the visitation policy for that hall. If a residence hall fails to reach a two-thirds vote of all the residents on each residence hall's official roster on any one option, the hall may hold a second referendum to vote again. However, if following the second referendum any one option fails to receive a two-thirds vote, the default visitation hours shall be the visitation hours currently in effect for that residence hall. Following one semester with default visitation hours, the residence hall may once again vote on the four options for the remainder of the academic year. Those residence halls that did approve an option with a two-thirds vote at the beginning of the academic year may only change this option at the beginning of each academic year.

4. The Director of the Department of Housing and Dining Services shall have the discretion to modify and or withdraw visitation hours should it be determined that members of a residence hall have not maintained community standards related to the visitation policy and behavioral expectations of the University described in the *Code of Student Conduct.* This decision may be appealed by the affected Hall Government to the Office of the Vice President for Student Affairs.

~~1. The Board of Regents has set the following hours for visitation:~~

~~a. Maximum visitation hours guidelines for students living in Coleman Hall are:~~

~~Sunday through Thursday — 11:00 a.m. – 1:00 a.m.~~
~~Friday and Saturday — 11:00 a.m. – 1:30 a.m.~~

~~b. Maximum visitation hours guidelines for students living in Doak Hall and Gaston Hall are:~~

~~Sunday through Thursday — 11:00 a.m. – 2:00 a.m.~~
~~Friday and Saturday — 24 hours~~

~~c. Maximum visitation hours guidelines for students living in Gordon Hall and Gaston Apartments are:~~

~~Sunday through Saturday — 24 hours~~

~~d. Maximum visitation hours guidelines for students living in all other residence halls are:~~

~~Sunday through Thursday — 12:00 noon – 12 midnight~~
~~Friday and Saturday — 12:00 noon – 1:00 a.m.~~

~~2. Visitation hours for each individual hall will be selected by the Hall Councils subject to:~~

~~a. Visitation may extend no more than the hours specified in (1)(a), (1)(b), (1)(c) or (1)(d).~~

~~b. Visitation hours may be split into segments on any one day.~~

~~c. Visitation will not be implemented if the Hall Council votes against it.~~

Report to the Board of Regents

Statement of Policy Regarding the Recruitment, Admission And Retention of Students at Texas Tech University

Michael R. Heintze
Division of Enrollment Management
Texas Tech University
February 10, 2000

TEXAS TECH UNIVERSITY™

Vice President for Enrollment Management

Box 42010
Lubbock, TX 79409-2010
(806) 742-7025
FAX (806) 742-1331

February 10, 2000

Memo

To: James E. Sowell, Chair
Board of Regents

Through: Donald R. Haragan
President

From: Michael R. Heintze
Vice President

About: Management Update on *Statement of Policy Regarding the Recruitment, Admission and Retention of Students at Texas Tech University*.

In December, 1997, the Board of Regents of Texas Tech University endorsed a statement of policy outlining a set of recommendations and goals pertaining to the recruitment, admission and retention of undergraduate students.

This report details the many actions taken and the progress we have made over the past two years in response to the Board's policy initiative. Where appropriate, suggestions for changes in the policy or further action to achieve specific policy goals are offered.

REPORT TO THE BOARD OF REGENTS:

STATEMENT OF POLICY REGARDING THE RECRUITMENT, ADMISSION AND RETENTION OF STUDENTS AT TEXAS TECH UNIVERSITY

(1) The Board of Regents of Texas Tech University directs that the Office of the Chancellor incorporate the following subset of goals into the Strategic Goals for the University; such overall goals currently being scheduled to be considered by the Board during the fiscal year ending August 31, 1998 as a basis for the development of a Strategic Plan for the University:

(a) Within five years, the University will be admitting incoming freshman classes that can achieve a graduation rate of 60 percent or better.

Several years ago, the University implemented modestly selective admissions requirements and has made a concerted effort to improve retention rates through programs such as Freshman Seminar, University Transition Advisement Center, and Programs for Academic Support Services. Additional emphasis has also placed upon student recruitment, merit scholarship opportunities and the development of an honors program. As a result, the University's retention rate has risen from 73% in 1995 to 78% in 1999. Likewise, our six-year graduation rate has climbed significantly from 36% in 1995 to 46% in 1999. While these are impressive gains, it must be noted that our retention and graduation rates have reached a plateau over the last two years. This indicates that further improvements in student performance will require additional investments in faculty, scholarships, and programs such as the Honors College, UTAC and PASS.

(b) The University will aggressively and successfully recruit a culturally diverse group of prospective students; enhanced recruiting efforts will also target students who graduate in the top 10 percent and top 25 percent of their high school classes.

The Office of Admissions and School Relations is actively engaged in identifying and recruiting students to enhance both the diversity and academic profile of our student body. Below are a few examples of the efforts being made.

Diversity. Recruitment efforts are committed to enhancing the diversity of our student body. Within current legislative and judicial guidelines, we remain committed to identifying and reaching out to diverse populations.

- **Four regional centers are located in metropolitan areas with high concentrations of culturally diverse populations, and are staffed by persons who can readily relate to targeted groups.**

- **The Office of Admissions and School Relations participates in programs that are specifically designed to attract ethnically diverse prospective students such as; NSS/FNS, ASIA, National Hispanic Institute, Access and Equity Recruitment and Retention Conference, and Step Up to Success programs.**

- **A cultural diversity brochure is sent to all prospects that indicate an interest in Texas Tech.**

- **Phone campaigns are targeted toward prospective students by students from African American and Hispanic sororities and fraternities.**

- **Several bus visitations have been sponsored for prospects from selected El Paso high schools. Plans are underway to expand these opportunities to other areas.**

- **A new program has been initiated with the Office of News and Publications where profiles of selected Texas Tech students will be written and forwarded to their home town or high school newspaper.**

While these and other efforts are helping to maintain our present level of diversity, we are faced with the fact that one of our largest competitors is being supported by a privately-funded scholarship program through it's Ex-Students Association to attract students from "underrepresented" high schools. Consequently, they are succeeding in attracting many of the state's top minority students. In addition, out-of-state colleges in states not affected by Hopwood are also using minority scholarships to attract many of our top students. In order for us to be competitive, one of our development goals should be to develope an independently controlled scholarship program similar to the Lone Star Scholars Program at the University of Texas.

Top 10 and 25 Percent. Particular attention is given to aggressively recruit top scholar students; those with outstanding college entrance test scores, who graduate in the top quarter or top 10 percent of their class. The Admissions office works closely with the Honors College to insure that they have access to the names of these top candidates. The Honors College follows up with information about scholarships and the Honors Program. The names of top scholars are also shared with colleges and departments for follow up.

Admissions staff members are actively involved in contacting our top prospects via phone, email and personal letters. They are also aware of special programs, such as The College Board's Advanced Placement (AP) Program, CLEP, International Baccalaureate (IB) Program, our Honors College and merit scholarship offerings, as well as other special incentives offered to outstanding students. Special "VIP" tours are routinely arranged for these students and their families.

Special visits to select high schools, such as the Texas Academy of Math and Science, Louisiana School of Math and Science, Albuquerque Academy and Cistercian Preparatory, where students are not ranked, but would be in the top 10% of most public high schools, are also scheduled. Public high schools with large numbers of National Merit Finalists also receive special attention. In addition, merit scholarship brochures and posters are sent to every high school in Texas and to selected out-of-state schools.

Students who are identified or who identify themselves as being in the top 25 percent of their high school class are contacted as follows:

- Local area juniors are invited to a reception hosted by Texas Tech and Texas Tech HSC administrators.
- Juniors and seniors from Texas, Oklahoma and New Mexico identified through the Winter SAT Search, with scores of 1010 and higher receive a special mailing.
- Students sending us official SAT scores of 1200+ (ACT 26+) receive a letter, along with scholarship and admissions information.
- This year, students with SAT scores of 1300+ or 29+ ACT scores, and who indicated an interest in science, received a letter from Provost John Burns and a copy of *Vistas* featuring undergraduate research.
- Students, who identify themselves as "top 25 percent" on response cards acquired at college day/night programs and high school visits, receive a congratulatory letter and information from Karen Hamel.
- In September, letters are sent to PSAT "High Scorers" as identified by the National Merit Corporation. These students are potential National Merit Semi-finalists who have indicated an interest in Texas Tech.
- Juniors with high test SAT or ACT scores are invited to participate in a three-day Honors Colloquium held in the summer.
- Students who are identified as "Who's Who Among American High School Students" are sent letters of congratulation.
- Out-of-state students with outstanding SAT or ACT scores are sent videos.
- In October, students identified as National Merit Semifinalists, are sent a letter from Dr. Haragan which includes an offer of the Texas Tech Select Scholarship. In February, a reminder is sent to students who have not responded.
- Through the Advanced Placement (AP) Search, students who are eligible to receive college credit are notified. They are congratulated on their commitment to academic excellence and informed about Texas Tech's AP credit policy.

In addition to the above measures, those students identified as being in the top 10 percent of their class receive the following contacts:

- **Students who send us official SAT scores (that qualify them for one of our merit scholarships) and indicate a self-reported class standing of top 10 percent, receive a letter of congratulations, merit scholarship brochure and, where appropriate, admissions information.**

- **Phone calls are made to accepted freshmen by professional staff and student groups, such as, University Select and Honors Ambassadors.**

- **A letter, including a response card, from the Governor of Texas, notifies students of guaranteed admission to all public colleges and universities. Response cards returned to the Office of Admissions and School Relations receive immediate attention and students are sent the requested information.**

- **Juniors in the Dallas area are invited to the home of Regent Sowell for a reception where they can meet many of Texas Tech's top administrators.**

- **Letters of congratulations are sent to all local Valedictorians and Salutatorians.**

- **Rising seniors, identified through the Summer SAT Search, are notified of their *assured admission* just prior to the beginning of their senior year.**

- **Seniors are invited to a special reception held during Fall University Day.**

- **Juniors and seniors are invited to a special reception held during Spring University Day.**

- **Students who qualify as Presidential Scholars or National Merit Finalists are offered special VIP tours, free overnight accommodations and scheduled appointments with the President.**

- **Local juniors and seniors are informed of special summer and dual enrollment opportunities at Texas Tech.**

(c) Over a five-year time frame and as an outgrowth of the combination of enhancements to the University's scholarship offerings, recruiting efforts and admission procedures, the University will be attracting incoming freshman classes that have an average SAT score of approximately 1200.

The average SAT score of incoming freshmen has risen from 963 in 1995 to 1095 in the fall of 1999—an increase of 132 points (13%). Moreover, the mean SAT for last fall's freshmen was 102 points higher than that for college-bound seniors in Texas and 79 points

higher than the average for college-bound seniors nationally. This rise in our test scores is encouraging and the result of increased admissions standards, more intensive recruitment efforts, the introduction of substantial merit scholarships and the growth of the Honors College.

While our test scores have risen, further significant increases may be difficult to achieve. The primary reasons for this are:

- Demographics. While the number of high school graduates in Texas is expected to increase from 209,803 to 232,765 between 2000 and 2012, most of the growth will be among minority groups, primarily Hispanics and Asian Americans, who live outside the West Texas area. High school graduation rates among other minority groups will also climb. African American graduates will increase slightly (1%), from 23,198 to 23,509. The number of Asian/Pacific Islander graduates, however, will increase 77%, from 6,695 to 11,850. During the same period, the graduation rate for American Indian students will rise 142% from 553 to 1,341. The most significant demographic shifts, however, will occur within Hispanic and Anglo cohorts. Between 2000 and 2012, the number of Hispanic graduates in Texas will increase 48% from 61,223 to 90,448. Meanwhile, the number of Anglo students will decline 12% from 103,547 in 2000 to 90,728 in 2012. Consequently, by the year 2012, Hispanic high school graduates roughly will equal the number of Anglo graduates and, overall, the majority of high school graduates in Texas will be composed of diverse students.[1] (See Appendix 1 for Texas graduation projections by ethnicity.)

  Enrollment patterns in public schools indicate that most of these additional high school graduates will be located along and east of Interstate 36, in the southern and eastern portions of our state. Moreover, many of the students in this demographic shift will be first-generation college students. Consequently, we will be challenged to grow the size of the University, since it will require bringing an increasing percentage of our class from greater distances—from a student population which is increasingly first-generation college-bound and diverse. Moreover, we may find that as the number of Anglo graduates declines, some of our traditional feeder schools may send us fewer students. For many first-generation minority students, attending local two-year and regional four-year institutions will be very attractive, if not necessary choice. Our challenge will be to convince these students and their parents that a residential college experience is valuable and worth the additional financial cost. Lacking any strong connection with post secondary education, many first-generation college families may have difficulty seeing the added value of "going away" to college. For them, attending a local college may seem like a major family decision. This situation could be altered somewhat if the Legislature establishes a broad based program

[1] For a complete review of high school graduation rates by state and ethnicity, see *Knocking at the College Door*, co-authored by the Western Interstate Commission on Higher Education and The College Board, 1998.

of need-based grants. Leveling the "cost field" will help all institutions, including Texas Tech, which are attempting to reach out to diverse students.

As our student body becomes more diverse, some of our other profile goals may become more difficult to attain. For example, since standardized test scores among minority students are somewhat lower than that of white students, we may find it difficult to increase the average SAT scores of future freshman classes.

- Admissions Standards. The new higher admissions standards helped boost our test scores initially, but their impact has leveled off.

- Merit Scholarships. The introduction of our merit scholarship program has had a marked effect on the quality of our entering freshmen classes. Further increases in the size of our scholarships, especially at the lower levels, would help attract even more talented students. Our dilemma is that our ability to identify, recruit and enroll scholarship recipients is outstripping our financial resources. In FY 2000 66% of our merit scholarships were funded by general scholarship endowments and 34% by operational funds provided from the President's budget. Unless additional resources can be found, by FY 2002, we may need to either scale back the number of awards offered and/or reduce the size of some scholarships. (See Chart: "Source of Funds for General Scholarships" in Appendix 2.)

- Faculty. In order to attract and retain more top students, a more favorable student-faculty ratio must be achieved.

- Honors College. At present, the faculty and administrative resources of the Honors College are fully committed. Until additional resources can be secured, enrollment in this program is capped at approximately 800 students.

- Size. In light of the demographic trends, seeking an ever-larger freshman class will work against increasing the class profile.

While achieving an average SAT of 1200 is theoretically possible, the limiting factors discussed above make it difficult. Still, we can continue to make significant progress toward this goal if we are willing to focus the time, energy and resources on things that will attract more of the state's best students. To achieve this we will need to:

- Double the amount of money available for merit scholarships. (This would allow us to increase the size of the Presidential Scholarships from $4,000 to $8,000 and double all our smaller scholarships.)

- Triple the size of the Honors College to approximately 2,400 students (National Honors guidelines suggest 10%-12% of your student body should be in Honors.)

- **Put more resources into faculty teaching.**

- **Establish a long-range enrollment plan for the University that addresses the inversely proportional forces of "enrollment growth" and "class profile".**

- **Expand our recruitment efforts into out-of-state markets.**

- **Continue to sharpen our recruitment efforts, especially as it pertains to publications, strategic planning and market development.**

(d) Within five years, at least 25 percent of the University's undergraduate enrollment will be on some level of academic achievement scholarship.

With our present general scholarship program and other institutional scholarships, including those awarded at the college or departmental level, we are making significant progress toward this goal. In 1998, 3,636 undergraduates received some type of merit or need/merit scholarship. This represented 18% of all undergraduates. In the fall of 1999, 4,458 undergraduates received some form of merit or need/merit scholarship. This represented 22% of the undergraduate student body.

(2) The Board of Regents of Texas Tech University strongly urges the President, in consultation with the Office of the Chancellor, to incorporate the following methodologies into the Strategic Plan for the University as a means to aid in the achievement of the goals described in Item (1) above:

(a) Scholarships:

(1) A scholarship structure should be established so that annual scholarship awards may be provided to applicants as follows: $5,000 for SAT scores of 1500-1600; $4,000 for SAT scores of 1400-1499; $3,000 for SAT scores of 1300-1399; and $2,000 for SAT scores of 1200-1299. (Note: The scholarship structure would also incorporate ACT score equivalents for the SAT scores listed.)

For the most part, we are achieving these scholarship goals. The exceptions are as follows:

- **There is no separate category for 1500+ students. We award Presidential scholarships to students in the 1400 to 1600 score range. The Presidential is currently worth $4,000 per year for up to five years of undergraduate and graduate (new policy) work at TTU or TTUHSC.**

- **For the students in the 1300 to 1399 range, we offer the Honors scholarship, worth $2,500 for up to five years of undergraduate, as well as graduate work.**

- **Because of fund limitations, we make a distinction in the 1200 to 1249 category, and the 1250 to 1299 category. The former can expect a scholarship worth $1,000 per year for up to five years; the latter can expect**

$1500 per year for up to five years. Graduate work is not supported. The former falls $1,000 per year short of the Regents' goal; the latter falls $500 short of that goal. (A copy of the Merit Scholarship brochure is provided in Appendix 3.)

As reported to the Board in December, we are about at the maximum of what can be offered for scholarships, given the endowments and current revenues that are available. (See Regent Weiss's report in Appendix 2.)

(2) Funds to support this scholarship structure and other scholarship needs should be derived from the University's capital campaign and from other sources (such as increases in the general use fee), and the funding to support these scholarship initiatives should be in place within two years.

Through an active and aggressive program of scholarship support initiated by President Haragan, all qualified applicants are receiving a scholarship in accordance with their

academic credentials and University policy. This has required a combination of endowment support and general University fund support.

Full funding was provided in FY 1998 and FY 1999. Full funding for our present scholarship categories and levels is projected for FY 2000 and FY 2001. Additional funds will need to be provided above current levels for FY 2001 and beyond. The Board of Regents was briefed on this plan at its December 10, 1999 meeting. (A copy of the report is provided in Appendix 2.)

(b) Honors Program:

(1) The existing Honors Program at the University should be enhanced through establishment of an Honors College with its own dean.

The TTU Honors Program was converted into an Honors College on September 1, 1998, and Dr. Gary Bell became the first dean of the TTU Honors College. Ms. Kambra Bolch, J.D., was recruited to fulfill the assistant dean's role.

(2) A formal structure should be implemented for the mentoring of honors students by faculty and upper-division students in order to provide more of a "personal touch" for these top scholars.

The Honors College has implemented the "mentoring" idea for its incoming freshmen. Specifically, upper division students are encouraged to "take under their wing" the new freshman students. The program has been modestly successful. The major weakness seems to be that freshmen students are a little reticent to respond to the initiatives of "assigned" mentors. New initiatives are planned for this program for the fall, 2000 semester, including contact with incoming freshmen prior to their arrival on campus.

It should, however, be mentioned that one of the avowed goals of the Honors College has been to provide enormous amounts of personal contact to the high-end students who have been admitted into the Honors College. This involves a great deal of staff contact with students, including a now required advisement session for all Honors students before each registration, and a program of contacting students who seem to be getting into academic difficulty as the semesters progress. Honors offers a variety of responses to students having trouble.

We have also established an Honors ambassadors program, whereby Honors students who volunteer are used in a variety of contact activities—including dealing with newly arrived, Honors freshmen.

In addition, the Honors College has implemented two special freshman discussion sessions that all Honors freshmen are required to take. This is offered in conjunction with the IS1100 program, in which we require all Honors students to participate. The purpose of the Honors orientation is to facilitate the transition to college among the more academically motivated (who have special needs and problems) and to provide them with tips on coping. It is also a peer familiarization process. The same purpose, that of developing early collegiate friendships, is served with our highly successful Honors Opening Social.

Finally, it should be mentioned that a monthly newsletter from Honors and the fact that most Honors freshmen live in the Honors dorms provides for information dissemination and a great deal of social interaction with their peers.

(3) The University should consider establishing an entire dormitory as an Honors dorm; alternatively, the University should consider providing financial support for on-campus housing to Honors students through an endowment for that purpose.

Honors dorms (Wall-Gates and Gordon), and in the case of Gordon Hall, one of the finest student housing facilities on campus, do exist for the exclusive use of the Honors students. There is some discussion of moving the Honors freshman and sophomore housing operation to Coleman Hall, leaving Gordon for the exclusive use of upper division students.

There is no subsidization of housing for Honors students.

(4) The administration of the University should study and present recommendations to the Board regarding establishment of a pilot program whereby a select and small number of undergraduate applicants are given guaranteed admission to one of the University's graduate and/or professional schools (such as the Law School or Medical School) in return for a commitment to attend and graduate from the University's undergraduate program.

An early admission program, jointly administered by Admissions and School Relations and the Texas Tech Health Sciences Center, is presently being introduced. It will offer to a limited number of academically superior high school students the opportunity to be admitted to our medical school prior to their enrollment at the University. (See program outline in Appendix 4.)

(c) Academic recruiting:

(1) The primary focus of the University's recruiting resources should be targeted on our own back yard – establishing and protecting our home turf, as it were.

In addition to general recruitment strategies (such as notifying top 10% of admissibility), the Office of Admissions and School Relations also spends considerable time and effort in promoting Texas Tech with local area students. Some of these efforts are summarized below.

- **Each year, local high school juniors, identified through the PSAT Search, are sent a special letter and invited to Lubbock on Campus Day.**
- **Local students who rank in the top 25% of their class are invited to a spring reception hosted by the Office of the Chancellor and supported by the Office of Admissions and School Relations.**
- **Last year, visits to local schools increased by 13% and on many occasions included students and/or faculty members.**
- **Multiple visits were scheduled at diverse high schools to assist students with the completion of admissions and financial aid applications.**
- **Community presentations were also carried out in conjunction with the Office of Cultural Diversity.**
- **Outstanding local students are encouraged to participate in dual enrollment and summer courses at Texas Tech.**
- **All local schools are phoned to identify Valedictorians and Salutatorians so students can be sent special congratulatory letters.**
- **Local counselors are invited to two luncheon workshops and to athletic events as guests of President Haragan, with admissions staff serving as hosts.**
- **Recently, local superintendents have been invited to encourage "field trip" campus visits where the transportation and meal costs would be provided by the admissions office.**

As a result of these efforts, the Lubbock area enrollment increased nearly 16% from 540 students in 1998 to 626 students for the fall 1999 semester.[2]

(2) More resources should be devoted to recruiting efforts, and specifically, funding for a greater number of recruiters in New Student Relations and support for their operations as needed.

Over the past three years, our admissions recruitment budget has received approximately $400,000 in new resources. These funds have been used to:

- **upgrade staff salaries,**
- **add professional and support staff, including a new admissions position to recruit and train Tech alumni and members of the Texas Tech Parents Association to supplement our recruitment efforts—especially in out-of-state markets,**
- **enhance the quality, quantity and variety of recruitment publications,**
- **increase postal and other operational budgets,**
- **increase the prospect pool (including juniors), through expanded use of PSAT and AP Search,**
- **expand recruitment travel in Texas and other states,**
- **add a new regional office in El Paso in 1998, and**
- **add a second admissions officer in the Dallas regional office to cover the Fort Worth area.**

Consideration is presently being given to adding a second admissions representative in the Austin regional office to work the San Antonio area.

(3) Recruiting officers in New Student Relations need to be brought up to a more professional level in terms of their duties, performance and compensation.

Effective September 1998, staff salary increases ranging from 9% to 17%, based on length of service and job responsibilities, were approved. Merit and equity funds along with state approved salary increases were made available in September 1999. Regional Coordinator salaries and cost of living allowances are currently being reviewed and a proposal will be forwarded to the Vice President this spring. The position titles and pay grades of several staff members in the office are being reclassified so that their official titles will better reflect job responsibilities and fit into the new Admissions and School Relations administrative structure.

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[2] *Annual Report*, Office of Admissions and School Relations, 1998 and 1999.

The decision to combine Admissions with New Student Relations was another major step forward in raising the professional level of all recruitment officers in terms of their authority, morale, perspective, commitment, and performance. Combining the recruitment and admissions evaluation functions also improved the staff's ability to communicate more effectively with prospective students, parents, guidance counselors, and other Texas Tech constituents.

During the twelve years prior to 1997, the average length of service for professional staff—those at the Assistant Director level or below—was 1 1/2 to 2 years, with the longest service being 5 years. The average length of service for professional staff on the main campus is now over 5 years. One staff member recently completed a master's degree and three others are nearing completion of similar graduate degrees. Several of the staff are also serving key roles in state professional organizations.

(4) Construction of a new Visitors Center should be initiated and completed as soon as possible – both to provide a suitable first-contact site for visitors to Texas Tech (including recruits) and to provide appropriate office space for New Student Relations.

In October of 1999, as the partial renovation of West Hall and the construction of the new Visitors Center began, Admissions and School Relations moved to temporary quarters in McClellan Hall. The construction project is moving along smoothly and is scheduled for completion in 18 months. Plans are being finalized to move the Visitors Center from the Administration Building to McClellan Hall in the near future as well.

(5) Recruiters in the Office of New Student Relations need to be given the authority to make certain admission decisions.

With the creation of the Office of Admissions and School Relations, professional staff are no longer just "recruiters," but are professionals trained in all aspects of admissions work. They are empowered to make and communicate admissions decisions when appropriate documentation is available.

(6) Recruiting strategies should be formulated with the input of the Special Assistant to the Chancellor for Cultural Diversity.

The Office of Cultural Diversity is invited to participate in a variety of recruitment events including TACRAO College Day/Night Programs, receptions and on-campus events hosted by the Office of Admissions and School Relations. Admissions and School Relations, in turn, assists the Office of Cultural Diversity with events they sponsor. Staff members from both offices share information and offer input on frequent occasions.

(7) The University needs to broaden the field of those who actively participate in recruiting efforts. Specifically:

(A) The University, through its top administrators, must foster an institutional attitude that everyone must be ready to pitch in and respond rapidly and in force when the need arises.

Chancellor Montford hosts receptions for local area juniors and through the Office of Cultural Diversity participates in, sponsors, or funds many recruitment related functions in the community and for disadvantaged groups.

President Haragan attends selected college day/night programs, visits selected high schools, meets with all visiting prospective Presidential Scholars and sponsors the "University Select" campus tour guide group.

The Vice President for Enrollment Management represents Texas Tech at selected college day/night programs, visits with prospective students, responds to inquiries from parents and high school officials, and attends and supports local events hosted by Admissions and School Relations.

The Provost, his staff and the college deans and their staffs actively participate in the recruitment process by responding to numerous calls and letters from interested students, writing letters to targeted groups, and participating in recruitment programs hosted by the Admissions and School Relations staff.

(B) Regents, faculty, administrators, students and alumni need to be brought into the recruiting process more so that the full range of the University's resources are brought fully into play.

Members of the Board of Regents have shown interest and provided assistance for recruitment in several ways. Regent Sowell has hosted receptions for prospective scholars and Karen Barth has offered to host a similar event in Houston. Several members of the Board have assisted the recruitment effort by phoning or writing accepted students. Recently, Nancy Jones has been instrumental in creating a program serving the Abilene area, where Hispanic students in particular, can receive information about scholarships, financial aid and admissions opportunities. An admissions staff member attended this program held on the McMurry campus.

The Texas Tech Ex-Students Association funds the highly successful annual "Summer Showcase" for high scho
ol and community college counselors. On occasion they have provided periodicals such as the *Techsan,* which has been distributed to high schools. They also provide copies of *Texas Tech Traditions* for distribution. The Ex-Students Association also funds scholarships, most noteworthy are the scholarships for Phi Theta Kappa transfers.

Alumni assist at many TACRAO College Day/Night programs, and some alumni serve as representatives at selected programs, especially outside Texas. Some chapters offer local scholarships and many provide "send-off" and other events for local students and their families. Admissions staff frequently attends these events. When called upon, alumni also

phone selected students. One alumni chapter even sponsored a student to our summer Honors Colloquium. The Student Alumni Board plays a large role in University Days by providing transportation and sponsoring the evening "mixer".

(C) Faculty members need to have more direct involvement in recruiting, and recruiting efforts should become part of the annual evaluation of faculty members.

The colleges have taken a renewed interest in recruitment efforts and faculty members have been cooperative in scheduling appointments with student visitors. Associate Deans travel to area junior colleges and are most willing to assist with on campus recruitment events. The Honors College participates in many recruitment events, makes high school presentations and counsels prospective students who are visiting campus. They also work with the admissions staff in reaching prospective merit based scholarship recipients and National Merit Scholars. (See Appendix 5 for a summary of each college's recruitment efforts.)

(D) Some of Texas Tech's higher achieving students should be incorporated into the process and be paid to help recruit prospective students – primarily through telephone contacts.

In addition to University Select, members of Saddle Tramps, academic clubs such as Agri-Techsans, sororities and fraternities, service organizations such as Miller Girls, Alpha Phi Omega, and honor groups such as Phi Theta Kappa and Honors Ambassadors, participate in spring phone campaigns directed toward accepted freshmen. Plans are in place to expand our phone campaigns by adding more groups and beginning the contact process in the fall.

Many students participate in recruitment events, in particular, members of "University Select", the official campus tour guide group. They sometimes assist recruiters at local programs and accompany them to local high schools. To date, all students are volunteers and remain unpaid, however, plans to determine an appropriate form of remuneration are under consideration at this time.

(8) The recruiting process at Texas Tech needs to have more tools available to the recruiters and other University personnel involved in the recruiting effort, including:

(A) The University should implement a procedure whereby selected recruits are offered "early admission." University administration should identify appropriate incentives to employ when early admission offers are extended.

Since passage of House Bill 588, the top 10% of all high school graduates are guaranteed admission to all state universities—in effect a state-mandated early admission program. All students submitting official test scores that indicate they qualify for one of our merit scholarships, receives a letter telling them they are admissible and (if their self-reported

class rank is accurate) eligible for one or more academic scholarships. An early admission program, jointly administered by Admissions and School Relations and the Texas Tech Medical School, is presently being introduced. It will offer a limited number of academically superior high school students the opportunity to be admitted to our medical school prior to their enrollment at the University. Other "early admission" opportunities are offered to top local students through summer school and dual enrollment.

(B) A system must be developed that ensures follow-up contacts are made on a regular basis with recruits who have been offered admission but have not yet enrolled at the University.

At present, we are evaluating our new database system to see if we can code and track our mailings and follow-up with contacts on a regular basis. Our AIS staff is presently evaluating the SCT system to see if the admissions module is sophisticated enough to meet our needs. At the same time, they are reviewing a specialized admissions database and communications system called *Sequitur Recruitment Plus*. This software package is presently being used effectively by many large public universities in the U. S., including Texas A&M and the University of Texas.

While several new recruitment publications have been introduced in the past year, much work remains in order to enhance the communication stream with prospects and applicants. In order to develop an integrated system of publications that reaches prospects of different ages and academic interests, we need to enhance our ability to write, design and print publications on our campus. President Haragan and the Vice President for Enrollment Management are presently working on a plan to enhance these services within the University so that any department can receive the support needed to effectively market the University.

(C) Students recruited by Texas Tech -- those who enroll at Texas Tech and those who chose to go elsewhere – must be surveyed to provide feedback to our recruiting system.

A survey of admitted students, both those enrolling and not enrolling, has been conducted every four years (1988, 1992, and 1996) and will be done again this summer. The Admitted Student Questionnaire (ASQ) is a College Board research service designed for colleges and universities wishing to learn more about their position in the marketplace and obtain information about factors that influence enrollment decisions. Results of the ASQ can be used to evaluate market plan strategies and provide general feedback regarding Texas Tech's image, position in the marketplace and our current recruiting system and practices.

(D) The published and online information made available to recruits and recruiters must be of high quality and effectiveness; more funding for this activity must be coupled with more of a focus on marketing and getting the word out about Texas Tech's success stories.

Online information is provided to prospective students through several vendors such as *Peterson's Guide, Princeton Review, College Guide* and *College View*, as well as the Texas Tech University web site. Resources have been made available by the Vice President for Enrollment Management so that all departments in the division can improve the quality and content of their web pages. Moreover, each department is working toward a design that is consistent. (For example, work is in progress to place an abridged version of the admissions viewbook on the Admissions and School Relations web site.)

(d) Retention:

(1) The retention of students at Texas Tech is as important a priority as recruiting and scholarship offerings and must be given attention and resources accordingly.

The University sponsors a wide range of specific retention efforts, all aimed at helping students make the adjustment to college life. In addition to the Freshman Seminar program described a bit later, the University has several important services in place.

Programs for Academic Support Services (PASS). PASS, as a department, consists of four areas located in three separate offices. The Learning Center and Testing Accommodations are located in 205 West Hall, XL: Strategies for Learning is in 56 Holden Hall, and TASP Basic Skills Development is located in 72 Holden Hall. Each area offers an array of academic support services designed to assist retention of Texas Tech students by helping them to achieve academic preparedness. The following provides a brief description of each area.

- The Learning Center offers self-directed opportunities for students to improve basic academic skills. Any currently enrolled student has access to the Learning Center and all services provided are covered in student service fee funds. The

- Learning Center offers peer tutoring (mainly in math and science), a small computer lab facility that enables students to do typical class work or to practice a number of standardized tests, and a video area where students may view certain class lectures or assigned topics on video. The Center also gives students access to graduate assistants for individual assessment on study techniques, outreach presentations as requested by student organizations revolving around proper study strategies, and a limited number of courses covered by Supplemental Instruction (SI). The SI program is one of the most exciting offerings of PASS. Led by peer educators (students who have taken the course in the past and recommended by faculty) our research indicates that students who participate in SI have a stronger potential of making an A, B, or C in high-risk service courses than students who do not participate.

- Testing Accommodations provides testing services for students with documented learning disabilities. The students must be registered through the Access Center (formerly known as the Office of Student Disability Services) prior to using the testing accommodation service. Some special needs addressed include finding

space for students who need extra time on tests, providing readers and/or scribes for students with that documented need, and interacting with faculty to insure they understand the necessity of the testing requirements.

- XL: Strategies for Learning was implemented in 1989 and originally designed to provide students returning from first academic suspension an opportunity to explore reasons for academic failure and to improve study strategies. It has evolved into a program that includes returning students, second semester freshmen on probation, and any currently enrolled student who chooses to use the service. XL is a structured 10 week course that explores learning styles and how they relate to academic success, time management principles, research strategies (including using the internet), critical thinking strategies, general study strategies (note taking, taking tests) and goal setting. Each student enrolled in XL must choose a "shadow" course – a course being taken for academic credit. This course becomes the laboratory where students practice the skills being taught in XL. By utilizing such a companion course, students quickly learn how skills transfer into real academic settings.

- TASP Basic Skills Development. Students deficient in one or more areas of the TASP test must be in basic skills development. This office uses a highly structured system to determine placement within the program and is designed to assist students into the mainstream of college courses as quickly as possible. Based on placement analysis, students take courses that mirror their level of skill. Some students only need "refresher" types of courses in order to successfully pass the TASP test. Other students need more deliberate

- intervention to bring them to the level where they can enjoy academic success. Students are prevented from taking certain courses within their area of deficiency, but are not restricted from choosing courses from any other area. Upon successful completion of remediation (B or above in all remedial courses) students may request to be placed in previously restricted courses.

University Transition Advisement Center (UTAC).

Below are several examples of how the University Transition Advisement Center (UTAC) contributes to the University's retention efforts.

- Advisor Training. Two-thirds of the identified undergraduate faculty and staff advisors received two-hour advisement training from UTAC staff in May and October of 1998 and February of 1999. UTAC also conducts sixteen-hour advisor training sessions in January, March, June, and October for advisors who have applied for the UTAC Advising Pool. All University personnel are welcome to participate in this advisor training program.

- Advisement Guide. Developed by UTAC for Summer 1994, this is an Orientation guide to inform new students and their parents about academic advising issues at TTU. The guide includes TTU terminology and facts about

the College of Arts and Sciences as it is given to all A&S students who attend Orientation (summer, fall, and spring). The idea was to put something in writing in the students hands as A&S representatives presented information to the students.

- **Outreach to Students. UTAC calls all of the students within its advising populations to notify them of advance registration twice for each of two advance registration periods. The script for the first conversation informs them of their specific registration date and schedules a one-to-one appointment with a UTAC advisor. Prior to the second campaign, IR provides UTAC with a report its advisees who are not registered, and all these students are called in March, the week after Spring Break, and October, during the second to third week of the semester.**

- **Postcard Campaign. A Postcard Campaign is conducted the last week in February and the first week in March for advanced registration during April, and the last week of September and the first week of October for advanced registration during November.**

- **Electronic Distribution Lists. Advisors regularly alert groups of student to advising and matriculation events and deadlines, email individual students to inquire how things are going, and invite electronic interaction with advisees.**

- **Provisional Student Program. UTAC began working with the Provisional admitted students when the office first opened its doors in the FY94. UTAC has developed programs designed to help this population of students succeed at TTU.**

  - ✓ **UTAC developed an advising protocol more appropriate for this group. UTAC designated one advisor to be the main contact point for provisional students, to gather data for future research on this population, and to regularly reach out to this group before and during their provisional semester.**

  - ✓ **UTAC developed a Provisional Advisement Guide, similar to the guide used for Orientation, but with information specific to the Provisional population. This guidebook is mailed to the students= permanent addresses prior to their provisional semester to help them and their parents understand the services that the provisional program at TTU provides for them.**

- **Advising Pool. In the spring of 1994, UTAC developed a part-time temporary pool of academic advisors. The pool consisted mainly of people from off campus and a few retired TTU faculty from various departments. The pool advisors**

assist the regular UTAC staff during peak advising times such as advance registration, open registration, add/drop week, and Orientation. In the last three years, UTAC has made a point to recruit graduate students from all departments on campus to be involved with the pool. The rationale for this included: monetarily supporting an in-house population, vitae support for those graduate students heading toward faculty positions, increased advising experience/resources that could be utilized by graduate students= program departments.

The training program the pool advisors receive is a 16-hour intensive program that covers Service*Plus* issues, communication with students, communication with parents, communication with university personnel, the undergraduate catalog, core requirements, campus resources for students, history of TTU, creation of student files to document advising transactions, major decision-making process, the TTU student information system with respect to advising, use of degree checklists, how to model behavior for first year students and their parents. This training program has grown from a 4 hour training session to the 16 hour program at the request of the individuals being trained. At the end of each training, advisors typically request more specifics and are given individual instruction.

- Web Registration. WEB registration began in the summer of 1999. It makes an enormous contribution to the advisor/advisee relationship when advising on course scheduling can be combined with actual registration.

- Staff. The additional academic advising position has been approved for UTAC. An interim advisor was hired January, 2000, so that the Advising Outreach to prospective Students (AOPS) program can begin immediately rather than waiting until the spring of 2001.

  The purpose of increasing the advisor positions is to support:

  - ✓ having a more consistent advising staff,
  - ✓ assigning caseloads of more of the ASUD students to specific advisors with a 300:1 ratio of student to advisor,
  - ✓ building relationships between advisors and advisees,
  - ✓ creating a more experienced advising staff with less turn-over,
  - ✓ tracking students and student populations,
  - ✓ documenting what occurs at UTAC, and
  - ✓ Advising Outreach to Prospective Students.

With an average of 1400 ASUD students each semester, the new position will give almost half the first year students a personal academic advisor.

(2) The University should maintain a high percentage of new students who participate in new student orientation.

New student orientation is in many ways the final recruitment and first retention activity of an institution. Led by the Office of Admissions and School Relations, and supported by many offices in Academic Affairs and Student Affairs, Texas Tech has developed a well-organized and comprehensive orientation program for accepted students. Over the past three years, well over 90% of the students participating in Summer Orientation have gone on to register for classes.

- **1997—92.65%**
- **1998—96.92%**
- **1999—96.40%**

(3) An expansion of the Freshman Seminar (also known as Tech Transition) should include mandatory attendance for new freshmen; additionally, further study should be given to the feasibility of sessions being held during the week prior to the start of the fall term.

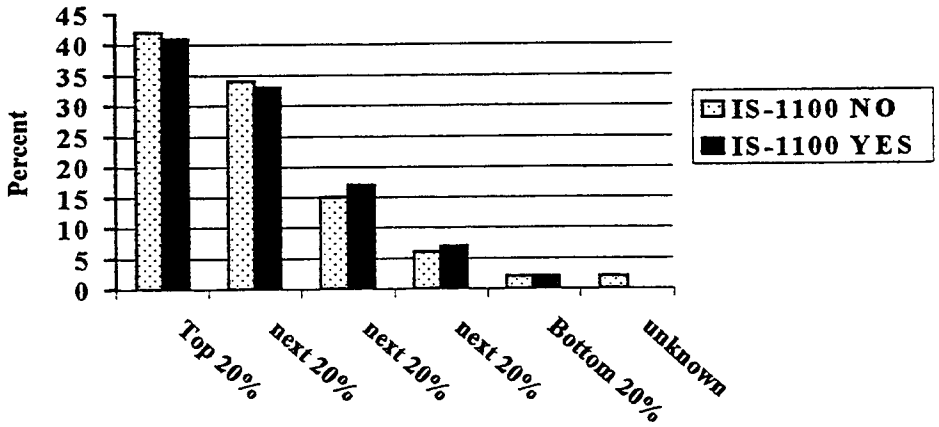
Tech Transition: The Freshman Seminar (IS-1100), now in its ninth year, is a one credit-hour elective course designed to facilitate the transition from high school to a successful university experience. Students receive instruction in the purpose and value of a university education, critical thinking, cultural diversity, and in practical matters such as time management, study and test-taking skills, and library and research resources. Though largely voluntary, we had an enrollment of over 1,500 freshmen this fall semester. The College of Business Administration's ABC Program, the College of Human Sciences, and the Honors College require this course for their freshmen. Provisionally accepted students enrolling at TTU are also required to take this course, as are scholarship athletes. The course is taught by select faculty from the University who have either earned teaching awards or similar distinctions, or who have been recommended by such individuals. A customized textbook for TTU students became available fall 1999.

Student Impressions. We conduct routine evaluations of the effectiveness of this course in terms of student satisfaction, and the effects of the course on indicators of persistence and retention. Of the 1,251 students who responded to this year's evaluation survey, 72% agreed or strongly agreed with the statement that they "would recommend this course to incoming freshmen," and 94% agreed similarly with the statement that they "would recommend their instructor." Thus, even relatively inexperienced freshmen perceive the course as a benefit, and were very satisfied with the level of instruction.

We have the answers (source: TTU, Institutional Research) to some questions that are frequently asked about this type of course.

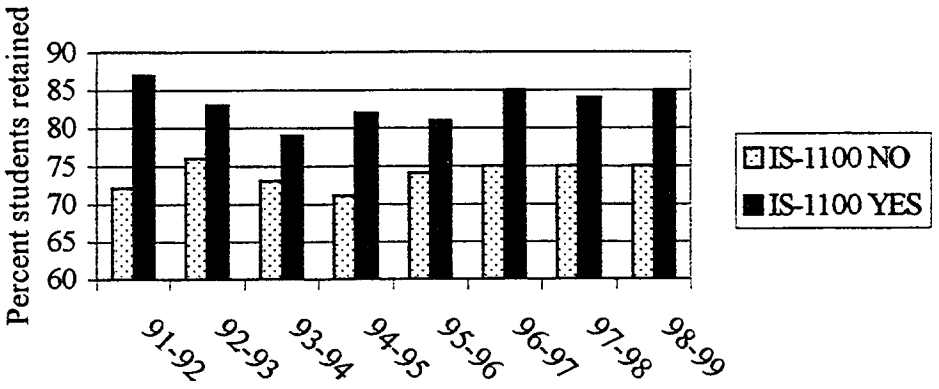
- Who takes IS-1100?: Figure 1 shows the distribution of high school class rank for those students who did, or did not, complete IS-1100. Given that high school class rank is a measure of potential for success, if not actual academic ability, the data show essentially equivalent distributions for these two groups. This dispels the sometimes heard comment that only the better students enroll in this course, and that we are missing those who are more at risk.

Figure 1
Who Takes IS-1100?:
High School Standing of Entering Freshmen
Who Did, or Did Not, Complete IS-1100 (Fall 1999)



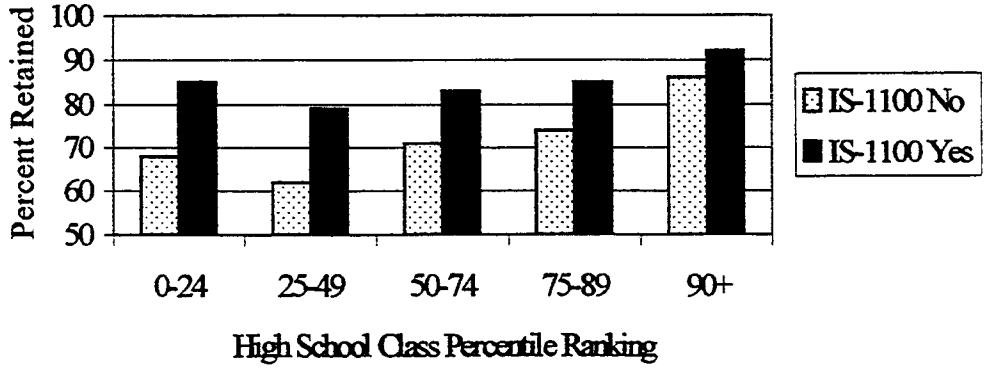
- Does IS-1100 increase student persistence and retention?: Figure 2 shows retention rates to the sophomore year (fall of freshman year to fall of sophomore year) for those students who did, or did not, complete IS-1100 for the past eight years. The data show that sophomore retention has consistently been greater for those who have completed IS-1100, with the most recent cohort showing a 10% greater retention rate.

Figure 2
Retention to Sophomore Year as a Function of Completion of IS-1100

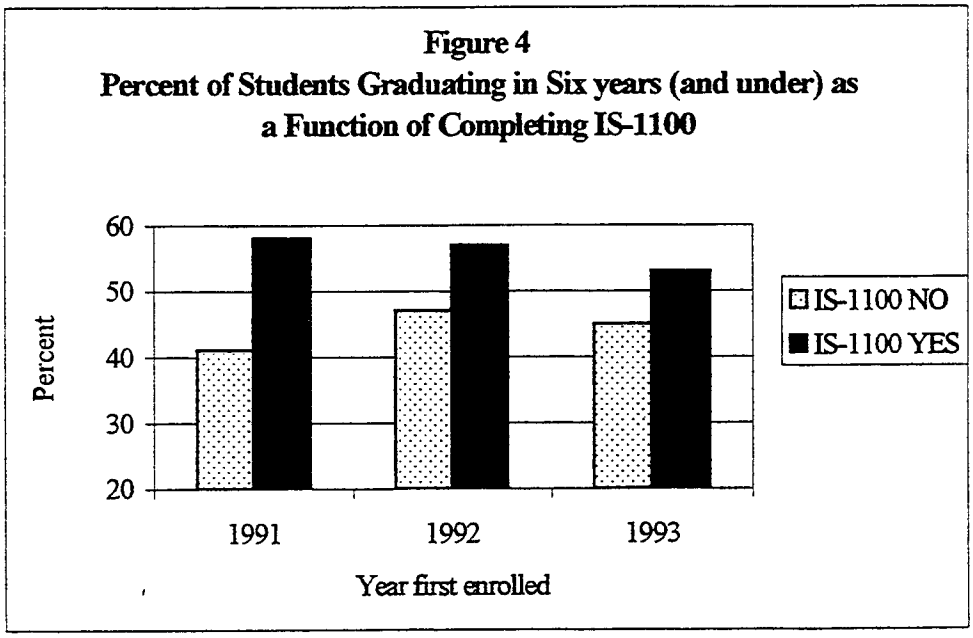


- Which students benefit most from taking IS-1100?: **Figure 3 shows the retention rates to the sophomore year as a function of high school class percentile ranking for freshman students who entered in 1998. The data show that there was a greater retention benefit for freshmen of lower high school class standing, but that all percentile categories show greater retention associated with completing IS-1100.**

Figure 3
Percent Retained to Sophomore Year as a Function of High School Percentile Rank, and Completion of IS-1100 (Fall 1998-Fall 1999)



- **Does completing IS-1100 lead to greater graduation rates?: Figure 4 shows that among freshman students who entered in 1991, 1992, and 1993, there was a greater six-year graduation rate associated with having completed IS-1100.**



Concerning the "feasibility of sessions being held during the week prior to the start of the fall term": Offering IS-1100 classes during the week before classes formally began in 1998 required working out several logistical problems. We had to recruit faculty who wanted to teach during that time period. There had to be discussion about the development of appropriate course syllabi for that course format. Potential conflicts had to be resolved with other programs that offer activities during that busy time period (e.g., band, Greek rush, placement testing, etc.). All of these problems were resolved, and of the total of 72 sections offered in fall 1998, 52 (72%) were offered primarily during the week before classes started. We say "primarily" because, although each of those sections met for ten hours (i.e., two hours a day for each of five days) the week before classes formally started, each section had four, once a week, follow up meetings once fall classes formally began.

For this past fall semester 1999, 48 of the total of 70 sections of IS-1100 were taught primarily before classes began. This format has been a success. Faculty enjoy it because they have a concentrated time to work exclusively with freshmen. Students choosing this format benefit because they are very motivated, and they are not yet "burdened" with the responsibilities of other classes. The four follow up classes give the students some time to "reality test" many of the problems and solutions discussed in the course, and give the faculty the opportunity to advise and counsel students during the crucial first six weeks of the freshman year. Our conclusion is that offering sections of IS-1100 the week before classes begin is not only feasible, but it has been proven to be a very popular alternative format option for this course.

Whether the Freshman Seminar (IS-1100) should include mandatory attendance for new freshmen: Given that the Freshman Seminar has been shown to benefit students as measured by indicators of persistence and retention, should it be required of all freshmen? The answer to this question certainly requires a discussion of the pros and cons of doing so. One of the foremost developers and pioneers of First Year Experience (read, Freshman Seminar) courses is John Gardner at the University of South Carolina's National Resource Center for First Year Experience and Students in Transition. Here is what Gardner[3] says generally about elective versus required courses based on nearly 25 years of experience.

> *A final issue that must be addressed is whether to make the course required or elective. Frequently institutions considering such courses, after reviewing the potential favorable outcomes, raise the question, why not make the course mandatory if we can accomplish all these good things? It is my strong bias not to make these courses required. Early in the change process of implementing freshman seminars in any institution, significant opposition is more likely, jealousies are more likely aroused, [and] certain vested interest groups are more likely to feel threatened if the entire freshman class is required to participate in any activity over and above what is already required.*
>
> *Another inherent liability of making this kind of course required is that when an institution chooses to do so, it has the same problem of staffing instruction that is done in, say, teaching freshman English. Inevitably that means that, just as in freshman English, the institution has to make some people teach freshman seminar who either do not want to or who are not capable of doing an ideal job in this very unique and very difficult kind of teaching. If the institution is also interested in providing faculty training for those who are teaching a freshman seminar, a mandatory seminar makes the whole matter of preparing to teach this course that much more complex and ambitious, because large scale training would have to be done for large numbers of faculty initially. A final problem arises when the course may be required is the jealousy over the allocation of who gets the credit for generating and reaping all the FTE instruction credits.* (pp. 248-249).

[Note: Most universities that have similar courses do not make them mandatory, but many do require such a course for some of their students, just as we now do at TTU. Such is the case even at the University of South Carolina, the institutional "home" of first-year experience programs.]

Over the nine-year TTU experience with our freshman seminar, we have dealt successfully with some of the problems just mentioned. We have an established course, can document success, and we have established procedures for recruiting and training faculty. We invite faculty to teach IS-1100 who have demonstrated excellence in the classroom by having membership in our Teaching Academy, having received a teaching award, or by being nominated by veteran IS-1100 instructors. We have found, and have managed to attract, the seventy or so instructors having the necessary skills and motivation that we need to

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[3] Gardner, J. (1989). Starting a freshman seminar program. In Upcraft, M. L., & Gardner, J., (Eds.) The Freshman Year Experience, Josey Bass: San Francisco.

staff IS-1100 under its current status. It is also true that not every faculty member who has been nominated or who has been invited to teach this course has accepted the offer, so it remains problematic whether we could find 70-80 additional appropriate faculty to staff this course if it were required of every freshman. We must also acknowledge that several colleges and programs on campus have recognized the value of IS-1100, and have required it for some or all of their students (e.g., the Honors College, the College of Human Sciences, the Athletic Program, and the College of Business Administration's ABC Program).

What do former IS-1100 students say about making this course mandatory? We have some preliminary results from an in-house survey conducted by Drs. Sukant Misra, Philip Johnson, and Andy Herring. They asked several cohort groups of students who have had IS-1100 (current freshman, sophomores, juniors, and seniors) whether the course should become mandatory. Although the percent of "yes" responses increased dramatically with class standing (30-, 29-, 48-, and 64%, respectively), most students, overall, gave a "no" response.

About 50% of entering freshmen presently sign up for this course. We have achieved this level of participation by conducting an intensive promotional campaign during freshman orientations held in the summer, and by informing campus programs and advisors about the success of this course. We have a large, successful program that is currently avoiding the pitfalls of mandatory programs that Gardner mentions.

(4) The system for career counseling and academic advising at the college and school level needs to be overhauled and enhanced.

Each college has a system of advisement that is tailored to the needs of its students. (See Appendix 5 for a summary of each college's counseling and advisement services.)

(5) Certain other initiatives should be incorporated into the University's expanded retention efforts, including:

(A) Texas Tech should foster an environment supportive of a more culturally diverse student body, faculty and staff; minority students must be made an integral part of university life and given the support necessary to achieve success.

Through the Division of Student Affairs and the Office of Cultural Diversity, a concerted effort has been made to create a supportive atmosphere for students of all backgrounds. The Office of the Dean of Students sponsors a wide range of programs and activities that celebrate diversity and promote interaction and understanding:

- **<u>Multicultural Student Reception</u> (September 10). An annual reception held during mid-September to welcome both our new and returning students to our university community. This event is primarily targeted towards our African-American and Hispanic student population, though the event is open to all. The event attracts approximately 300 members of the university community and is funded by the Dean**

of Students Office and Office of the Chancellor.

- Leadership Tech Student Organization's Officer Training (September 26). Dr. LaQueta Jenkins, Assistant Dean of Students for Multicultural Education at Southern Methodist University provided the keynote address for the conference focusing upon the balance of diversity, leadership and the 21st century. The program was attended by over 150 student leaders and was funded by the Student Organization Services Office. The Leadership Tech Student Organization's Officer Training is an annual leadership program partnered by departments/offices within the Division of Student Affairs.

- Hispanic Student Society Cultural Awareness Week (April 19-24). The Hispanic Student Society annually coordinates programs and community service projects, which promotes and focuses upon Hispanic culture. The Dean of Students Office, Division of Student Affairs, Office of the Chancellor and local community funds the programs. Over 500 university community members attend the week's activities.

- Hispanic Graduating Senior Reception (May 14). A new initiative of the Dean of Students Office in partnership with the Office of the Chancellor, Ex-Student Association, Admissions and School Relations and local community to honor the Hispanic graduating seniors and their families. The event was held the Friday prior to graduation with over 150 people in attendance.

- Recruitment (April 30). The Dean of Students Office in partnership with the Department of Housing and Dining, Admission and School Relations and various academic colleges hosted a group of thirty (30) Hispanic high school students from Riverside High School in El Paso during the later part of April. The students were selected based upon their academic standing and potential interest in Texas Tech.

- Disability Guides. The Dean of Students Office designed two publications focusing upon disability issues of college students. The first publication was developed for our disabled student population of over 700 as an introduction to the Disabled Student Support Program. The second publication addressed considerations in working with college students with disabilities for faculty and staff.

- American Sign Language Workshop (Second Summer Session). An introduction workshop developed and implemented by the Dean of Students Office focusing upon the basics fundamental of sign language. The course was designed to assist the university community to better communicate with our deaf and hard of hearing student population. Approximately sixty (60) faculty and staff members participated in the six-week course.

- "Queens and Kings" (February 10). Dr. LaQueta Jenkins, Assistant Dean of Students for Multicultural Education at Southern Methodist University and Arthur Gregg facilitated a program focusing on male and female relationships, scholarship,

brotherhood and sisterhood. The Black Student Association sponsored this program. Approximately 30 students were in attendance.

- Southwestern Black Leadership Conference (January 21-24). This conference took place in January 1999 in College Station. Topics covered were leadership, scholarship, and diversity on campus, relationships and self-esteem. Approximately 20 students from Texas Tech attended the annual conference. Funding for the conference came from the Dean of Students Office, Division of Student Affairs and the Office of Cultural Diversity.

- Student Success Guide. The Student Success Guide was created to assist new African-American and Hispanic students in finding resources in the Lubbock community as well as connect with faculty and staff at Texas Tech. The Dean of Students Office funded the project.

- Multicultural Success Team. This group of student mentors was selected to assist new African American and Hispanic students enrolled at the University. The group served as both contacts and resources to the students. Approximately 20 students served as team members. The Multicultural Success Team is advised through the Dean of Students Office.

- Student Success Plan (Fall Semester). This project is an intensive program designed to give students individual contact. Based on basic student development models, the student has an opportunity to prepare not only academically, but also personally. This program also includes a component that would involve the student's parent or guardian. The Student Success Plan was developed and funded by the Dean of Students Office.

- NASPA Minority Undergraduate Fellowship Program. Through an affiliation with NASPA, (National Association of Student Personnel Administrators), this program serves as a mentoring program for undergraduate students who plan to enter the field of student affairs. The students participating in the program are assigned a mentor and follows the guidelines and criteria developed by the national organization for completion. The Dean of Students Office and the Student Organization Services office provided funding and support for the program.

- Disability Awareness Week (October 26-28). This awareness week included such programs as "Death by Accommodation" a murder mystery play, the Cleveland Dancing Wheels, collaboration with the Texas Commission for the Blind for "Beep Baseball".

- African American Heritage Festival: National Pan-Hellenic Council, Texas Tech Chapter (November 11). Six students from two sororities and one fraternity participated in the African American Heritage Festival held at Eastern New Mexico University. The students displayed information about the historical aspects of each

organization and presented to a group of high school and college students the significance of encouraging more African Americans to join the Greek system.

- Southwestern Black Student Leadership Conference: Texas A & M University (January 20-21). This annual conference celebrated 12 years of providing leadership skills to students across the nation. Guest speakers for this year's conference were Dr. Bertice Berry, Hasani Pettiford and renowned television reporter and celebrity Tavis Smiley from Black Entertainment Television. 15 students attended this year's conference and one of the participants, the President of Black Student Association; participated in the Advanced Student Leadership Institute that ran currently with the leadership conference.

Office of Cultural Diversity has also contributed to a campus climate that values diversity in student, faculty and staff areas through the following activities:

- Organizing and co-hosting the first annual "Building the Campus Community" diversity conference,
- Hosting the third series of community and state wide financial aid/preparing for college workshops,
- Assisting with public school recruitment/awareness programs, especially in grades K-10, such as Future Red Raiders Families Tailgate, Chancellor's Junior Ambassadors, Tex Prep, Dean's Future Scholars, AVID, Estacado Medical Magnet, and Community in Schools,
- Co-hosting welcome receptions for new minority students to Texas Tech Diversity training workshops presented to Texas Tech academic classes and community organizations,
- Supporting Texas Tech's Faculty of Color organization,
- Supporting Texas Tech's Minority Faculty Staff Association,
- Expanding and working with a diversity of community organizations through the Chancellor's Community Minority Advisory Council,
- Assisting minority students with organizing the Dr. Bernard A. Harris, Jr. Pre Medical Society, Minority Pre Law Society, and Native American Student organizations,
- Assisted with Texas Tech, local, and regional grant writing initiatives to private foundations to increase minority recruitment and retention,
- Provided partial funding for Lubbock High School/Texas Tech foreign language program,

- **Partnering with local organizations such as LEARN, Inc. and the South Plains Area Community Leadership Training Series to increase recruitment, and**

- **Co-hosting local and statewide high school and community organizations student recruitment trips to Texas Tech.**

(B) A "user friendly" attitude needs to permeate every aspect of university life (with the exception of academic performance standards).

For many years, the University has subscribed to the belief that our processes and procedures should be "user friendly" and staff and faculty should strive to teach and lead in a way the promotes student development and success. The Office of Quality Service provides a wide array of ongoing support and training for all University employees. Recently, all employees in the Division of Enrollment Management participated in a climate survey to gauge employee perceptions about their work, their department, and the University. The information gained from this survey will allow EM department heads to focus attention on areas that can further improve employee performance and satisfaction.

(C) An emphasis on Texas Tech's culture and traditions needs to be elevated, so that all students have more of a sense of belonging and identity with the University.

The Division of Enrollment Management and Student Affairs are presently studying the feasibility of summer camps for incoming freshman and transfer students.

(D) Each new student should be assigned an upper-division student and a faculty mentor who is available to provide personalized counseling and guidance.

As a retention function, career counseling and advising are carried out in each of the colleges. (See Appendix 5 for a summary of each college's advisement services.)

(E) Students who do not re-enroll at the University should be surveyed to determine, to the extent possible, exactly why they decided to leave Texas Tech without completing their degree.

The Office of Institutional Research annually surveys non-returning students. Although the number of students responding is statistically small, it is apparent that students leave the University for a variety of reasons. In the most recent survey, the top reasons included distance from home, the City of Lubbock, personal or family health problems, financial problems, being taught by graduate teaching assistants, the lack of academic advising, and low grades. (See Appendix 6 for summary data from the Fall 1998 report.)

(3) Block tuition study: The Board of Regents of Texas Tech University requests that the President, in consultation with the Office of the Chancellor, study and present to the Board recommendations related to a pilot program for block tuition at the University so that the Board may determine whether legislative authorization should be sought for such a program.

The last session of the Legislature took action in regards to providing a basis for Universities to charge a block tuition amount. The legislation requires that in order to charge block tuition, "The governing board of an institution of higher education may reduce the amount of tuition charged to a student under this chapter to an amount less than the amount otherwise required by this chapter if the board offers the tuition reduction to the student as part of an institutional policy adopted by the board to:

increase the average semester credit hour course load of students enrolled at the institution; or

improve the retention and graduation rate of students enrolled at the institution"

The student to be eligible for this reduction would have to meet certain enrollment requirements.

Block tuition could be implemented through a tuition reduction under this section in a fixed dollar amount, a percentage amount, or any other manner that the Board considers appropriate. The Board of Regents would not be required to offer a tuition reduction to all degree programs offered.

While providing incentives for a student to finish early, a block tuition program has financial disincentives for the Texas Tech University. Depending on the type of incentive being used it reduces tuition revenue and creates costs which must be absorbed by the Institution or passed along to future students—both these could pose problems for recruitment and retention.

Thus, the Board of Regents must establish clear goals and objectives for the policy of block tuition. The Legislative authorization and parameters have now been provided and are set. (See Appendix 6 for a copy of the State statute relating to block tuition.)

(4) Performance measures and reporting: The Board of Regents of Texas Tech University requests that the President and Vice President for Enrollment Management, in consultation with the Office of the Chancellor, develop a process whereby progress in achieving the goals outlined herein [see Item (1) above] and endorsed by the Board of Regents may be measured and reported to the Board.

The Chancellor and President are provided information about admissions activity and enrollment outcomes on an ongoing basis via the Chancellor's Executive Council, President's Council, and President's Executive Council. In addition, a weekly admissions report is circulated widely on campus that tracks our progress in comparison with the

previous year. Each fall, the Office of Admissions and School Relations produces an annual report that highlights and summarizes their efforts to meet University admission goals. The goals of the Board's policy are also addressed in the annual strategic planning process of academic and administrative departments. Concern for customer service, the promotion of student success and outcomes are central in virtually every office's thinking. At the Board's discretion, an annual or bi-annual report such as this can also be provided.

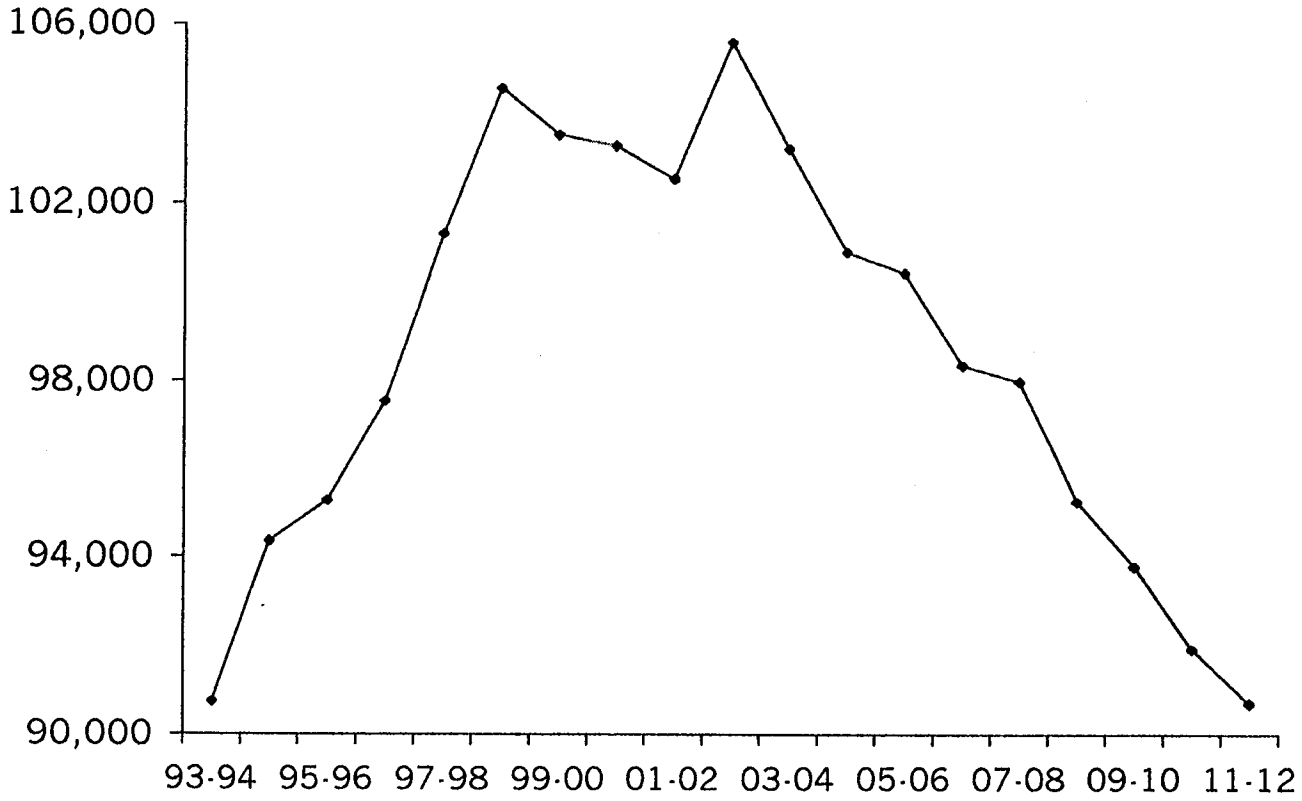
(5) It is the intent of the Board of Regents of Texas Tech University that progress toward meeting the goals and the implementation of the methodologies set out above not be dependent necessarily on the timing of the Strategic Goal and Strategic Planning processes. Therefore, should the implementation of these processes be delayed until after August 31, 1998, it is anticipated that the establishment of the goals and the development of appropriate methodologies set out in this Statement of Policy still would be implemented no later than the academic year beginning in the Fall of 1998.

The goals and methodologies set out in this document are being addressed. Some have already been achieved, while others are nearing completion or implementation. While much progress has been made in attracting more of the State's best students, some of the goals relating to class profile and merit scholarships are probably not achievable in the near future. Repositioning the institution, without significantly reducing the size of the student body, poses a complex set of challenges and issues. In light of the State's changing demographics, especially in West Texas, reaching the profile goals set out in this document without creating severe financial consequences will be, at best, a long-term endeavor. Reaching these goals will require not only a continued emphasis on outreach, merit scholarships, and the Honors College, but also a commitment to enhancing the undergraduate experience through smaller classes, better advising and broader retention programs.

Appendix 1:

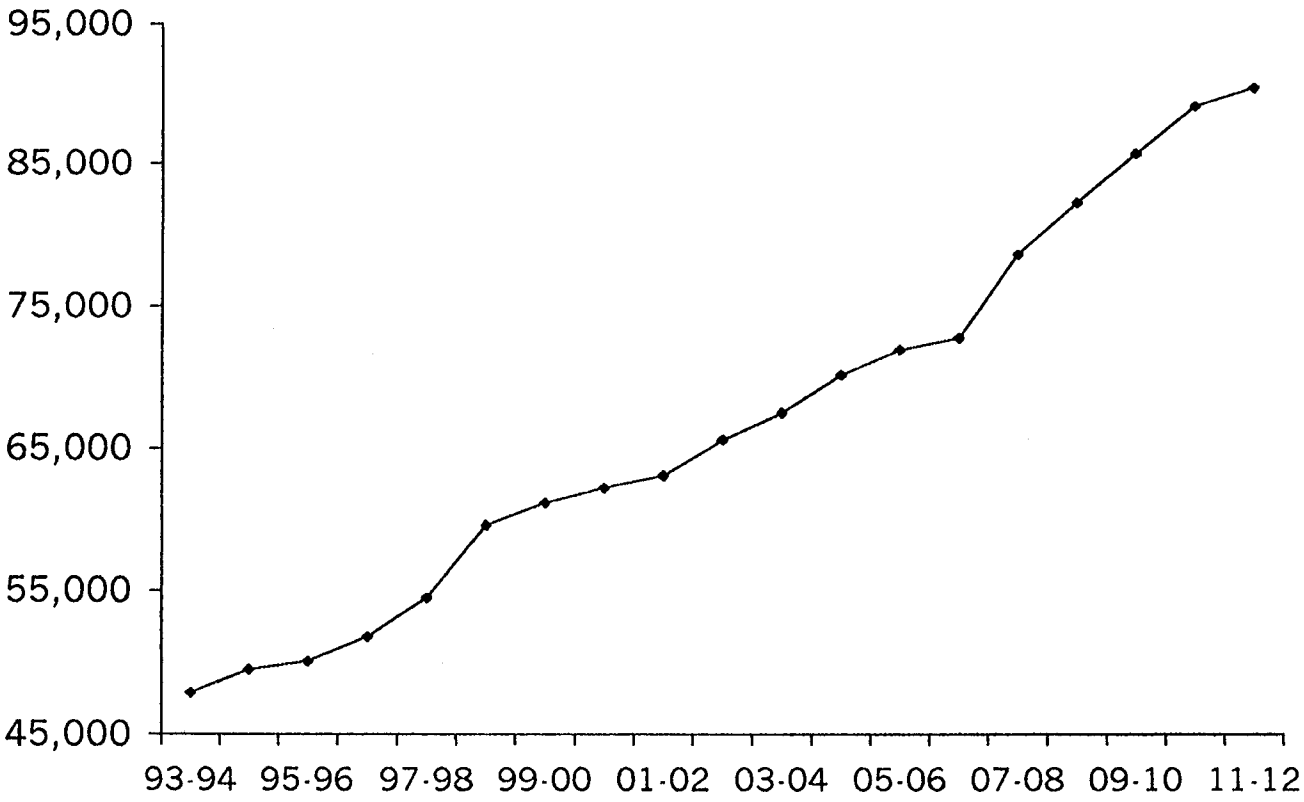
Texas High School Graduation Rates by Ethnicity, 1993-94
Through 1995-96 (actual); 1996-97 through 2011 (projected)

TEXAS
White non-Latino Public High School Graduates 1993-94 through 1995-96 (actual); 1996-97 through 2011-12 (projected)



Source: Western Interstate Commission for Higher Education. Knocking at the College Door Regional Compendium of Supplementary Tables: South 1998.

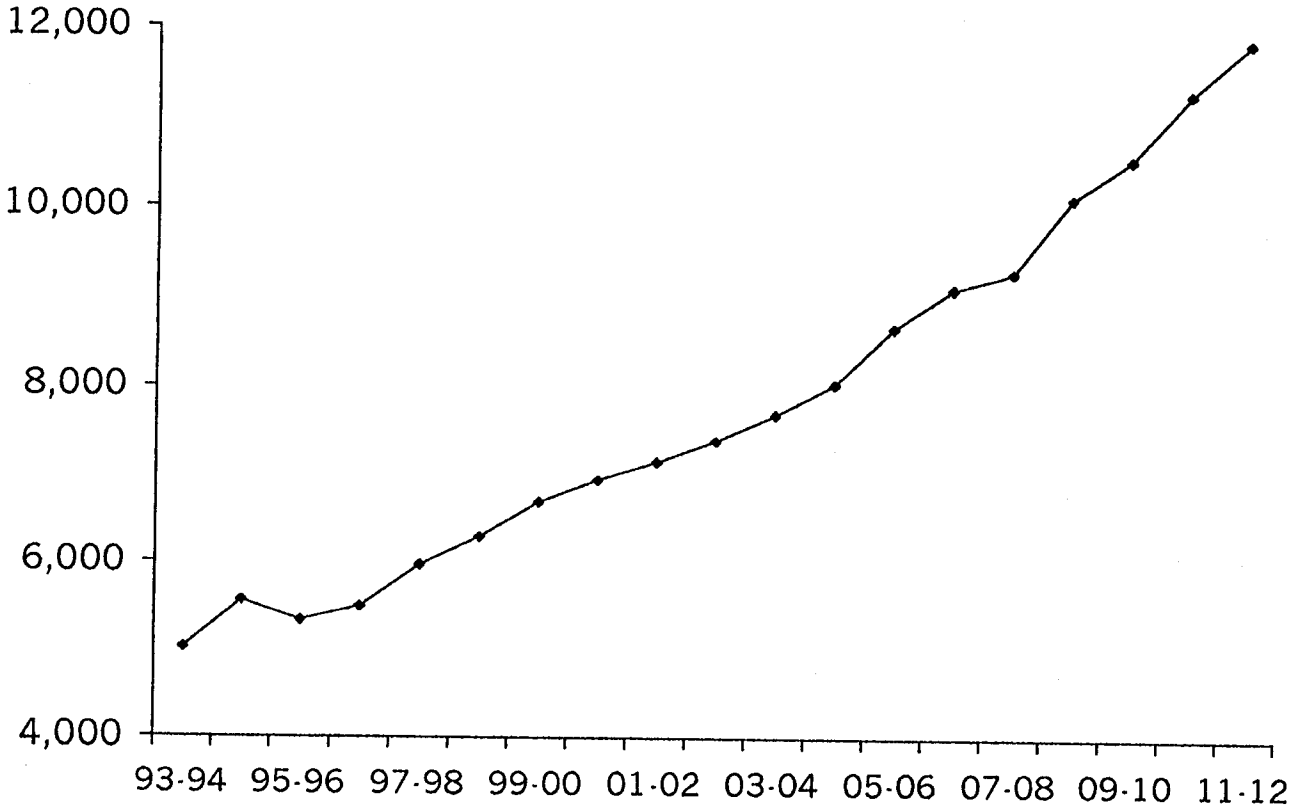
TEXAS
Latino Public High School Graduates
1993-94 through 1995-96 (actual); 1996-97 through 2011-12 (projected)



Source: Western Interstate Commission for Higher Education. Knocking at the College Door Regional Compendium of Supplementary Tables: South 1998.

TEXAS

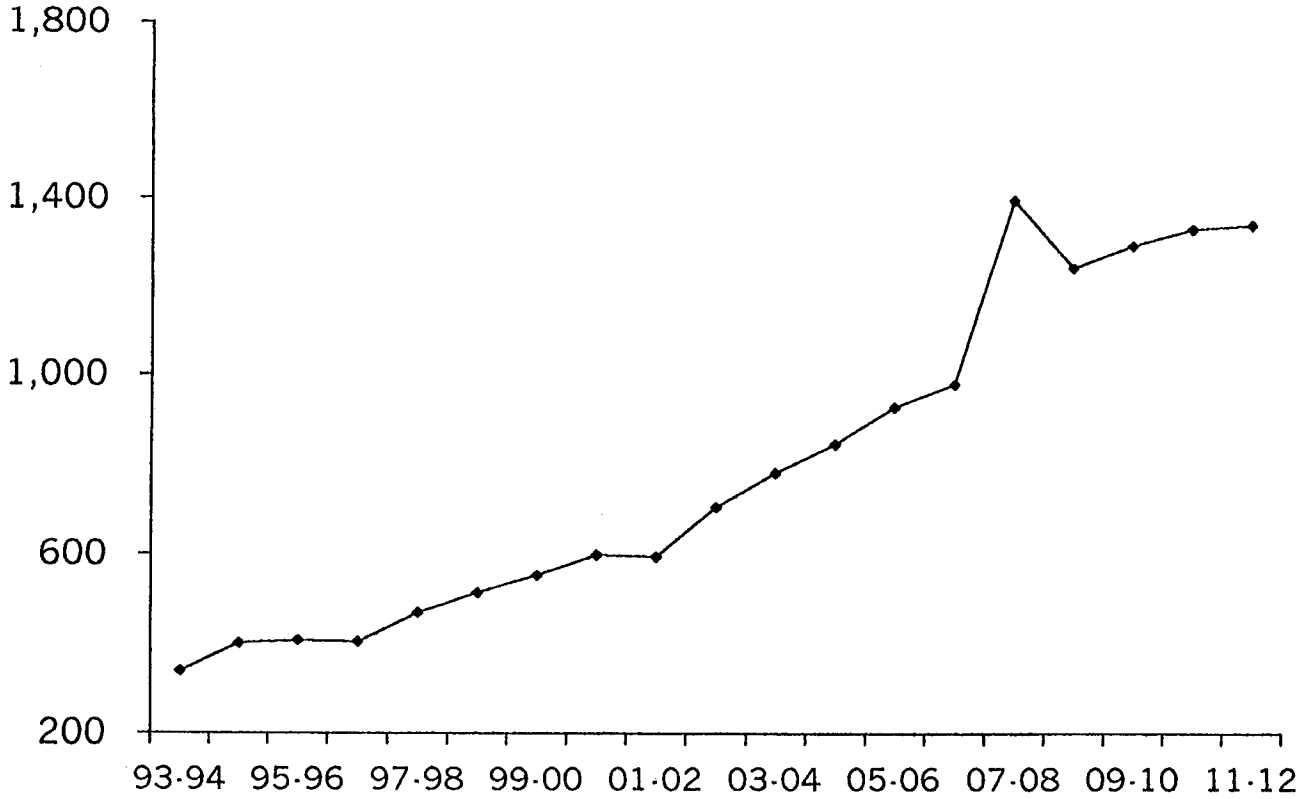
Asian/Pacific Islander Public High School Graduates 1993-94 through 1995-96 (actual); 1996-97 through 2011-12 (projected)



Source: Western Interstate Commission for Higher Education. Knocking at the College Door Regional Compendium of Supplementary Tables: South 1998.

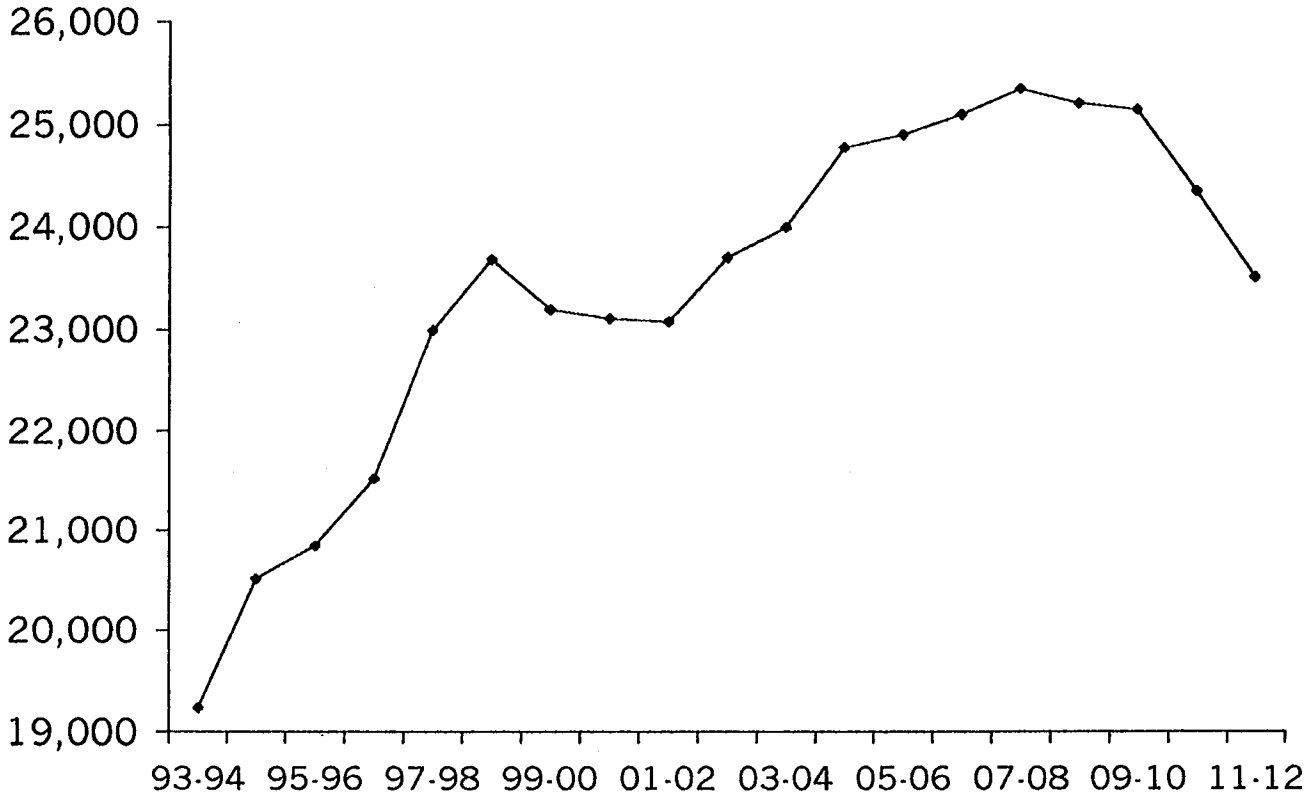
TEXAS

American Indian/Alaskan Native Public High School Graduates 1993-94 through 1995-96 (actual); 1996-97 through 2011-12 (projected)



Source: Western Interstate Commission for Higher Education. Knocking at the College Door Regional Compendium of Supplementary Tables: South 1998.

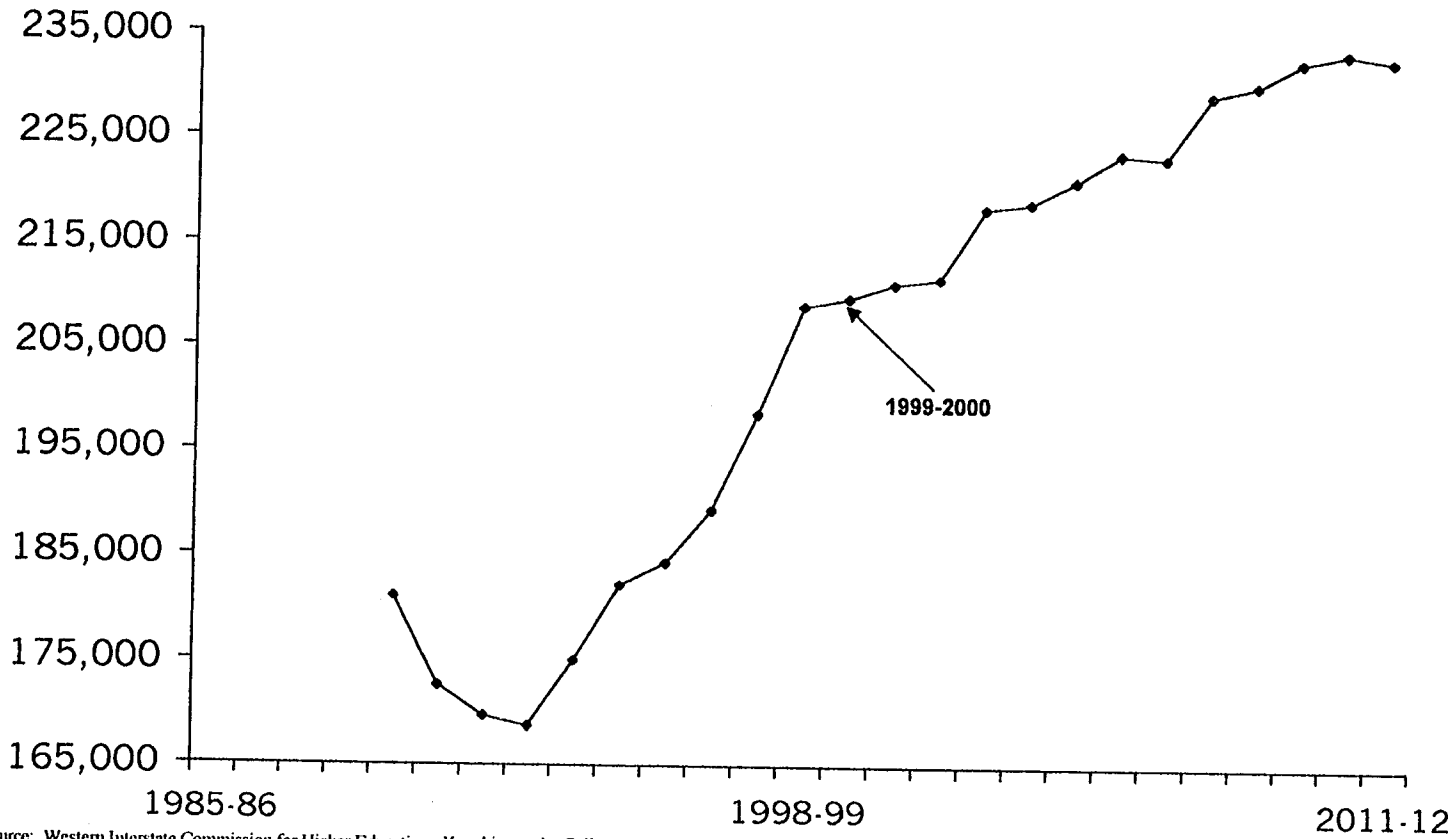
TEXAS
African-American Public High School Graduates 1993-94 through 1995-96 (actual); 1996-97 through 2011-12 (projected)



Source: Western Interstate Commission for Higher Education. Knocking at the College Door Regional Compendium of Supplementary Tables: South 1998.

TEXAS

Public and Nonpublic High School Graduates 1985-86 through 1995-96 (actual); 1996-97 through 2011-12 (projected)



Source: Western Interstate Commission for Higher Education. Knocking at the College Door Regional Compendium of Supplementary Tables: South 1998.

Appendix 2:

General Scholarship Growth at Texas Tech University

GENERAL SCHOLARSHIP GROWTH

AT

TEXAS TECH UNIVERSITY

GROWTH IN GENERAL SCHOLARSHIP ENDOWMENT FUNDS

FISCAL YEAR ENDING	TTU ENDOWMENT FUNDS AVAILABLE FOR GENERAL SCHOLARSHIP	TTF ENDOWMENT FUNDS AVAILABLE FOR GENERAL SCHOLARSHIP	TOTAL ENDOWMENT FUNDS AVAILABLE FOR GENERAL SCHOLARSHIP
1993	$ 1,464,863	$ 2,478,738	**$ 3,943,601**
1994	$ 1,554,170	$ 2,911,265	**$ 4,465,435**
1995	$ 9,377,555	$ 3,226,931	**$ 12,604,486**
1996	$ 10,442,771	$ 3,539,426	**$ 13,982,198**
1997	$ 11,497,538	$ 3,938,307	**$ 15,435,845**
1998	$ 12,222,687	$ 5,687,128	**$ 17,909,815**
1999	$ 13,811,653	$ 8,766,928	**$ 22,578,581**
2000			**$ 24,836,440**
2001			**$ 27,320,083**
2002			**$ 30,052,092**
2003			**$ 33,057,301**
2004			**$ 36,363,031**

GROWTH FACTORS IN GENERAL SCHOLARSHIP ENDOWMENT FUNDS

FISCAL YEAR ENDING	CONTRIBUTIONS TO THE GENERAL SCHOLARSHIP FUNDS	EARNINGS OF THE GENERAL SCHOLARSHIP FUNDS	TRANSFERS TO THE SCHOLARSHIP SPENDING FUNDS	ANNUAL INCREASE OF THE GENERAL SCHOLARSHIP FUNDS
1994	$ 263,394	$ 635,726	$ (377,286)	**$ 521,834**
1995	$ 7,863,145	$ 668,694	$ (392,788)	**$ 8,139,051**
1996	$ 620,888	$ 1,591,709	$ (834,885)	**$ 1,377,712**
1997	$ 611,905	$ 1,766,144	$ (924,401)	**$ 1,453,648**
1998	$ 1,541,707	$ 1,952,415	$ (1,020,152)	**$ 2,473,970**
1999	$ 3,831,052	$ 1,759,477	$ (921,763)	**$ 4,668,766**
2000	$ 1,128,929	$ 2,424,965	$ (1,296,036)	**$ 2,257,858**
2001	$ 1,241,822	$ 2,639,462	$ (1,397,640)	**$ 2,483,644**
2002	$ 1,366,004	$ 2,875,408	$ (1,509,404)	**$ 2,732,008**
2003	$ 1,502,605	$ 3,134,949	$ (1,632,344)	**$ 3,005,209**
2004	$ 1,652,865	$ 3,420,444	$ (1,767,579)	**$ 3,305,730**

LEVELS OF
GENERAL SCHOLARSHIP

LEVELS	SAT RANGE	FY 2000 Amount
PRESIDENT'S PLUS	NMF+1350+	$ 4,000
PRESIDENTIAL	1400+	$ 4,000
HONORS	1300-1399	$ 2,500
TTU SCHOLARS	1250-1299	$ 1,500
SUPERIOR	1200-1249	$ 1,000
OUTSTANDING	1100-1199	$ 500
TECH SELECT		$ 1,000

GROWTH IN GENERAL SCHOLARSHIP PARTICIPANTS

FISCAL YEAR ENDING	PRESIDENT'S PLUS	PRESIDENTIAL	HONORS	TTU SCHOLARS	SUPERIOR OUTSTANDING	TECH SELECT	TOTAL
1994	-	97					**97**
1995	-	122					**122**
1996	-	145					**145**
1997	-	186			325		**511**
1998	15	213	129		435	9	**801**
1999	32	218	233		633	10	**1,126**
2000	40	260	342	61	883	13	**1,599**
2001	50	311	450	100	1,122	20	**2,053**
2002	60	378	550	100	1,267	20	**2,375**
2003	60	378	550	100	1,300	20	**2,408**
2004	60	378	550	100	1,300	20	**2,408**

GENERAL SCHOLARSHIP
ANNUAL COST

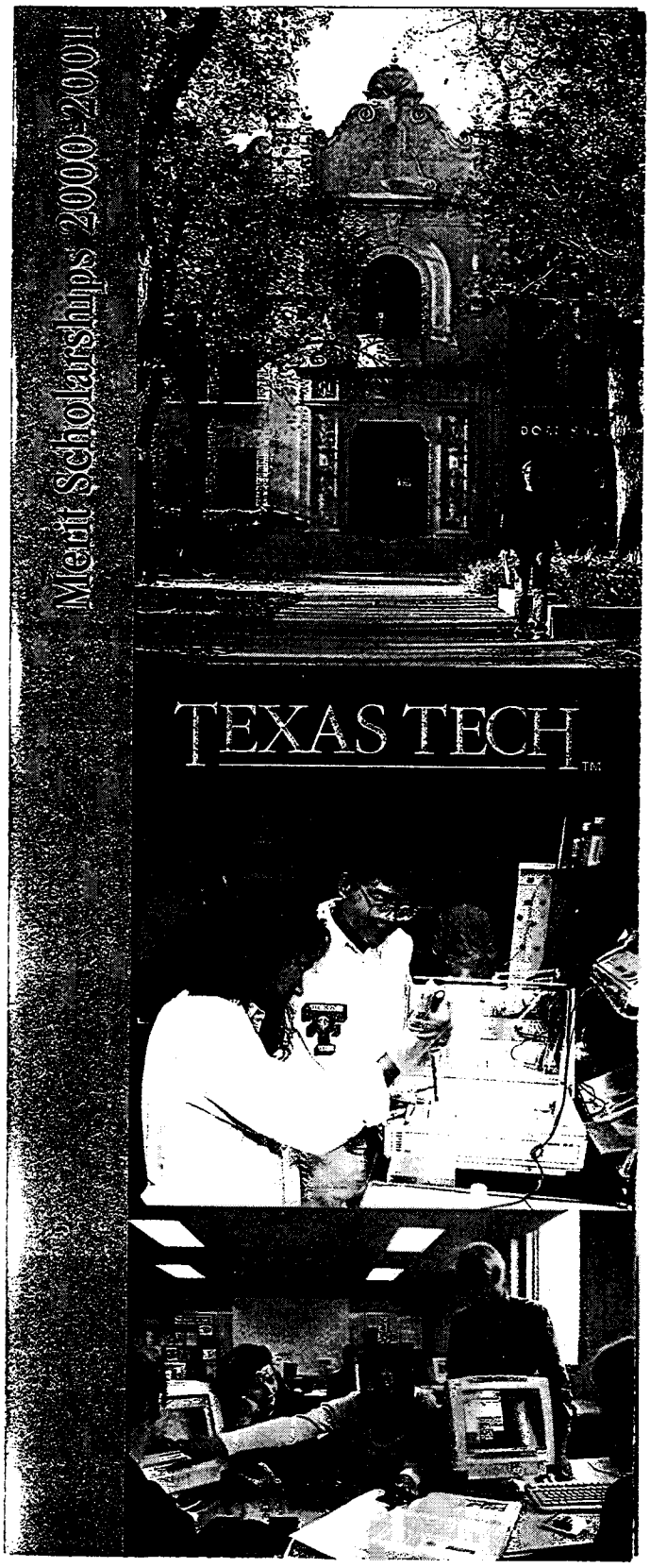
FISCAL YEAR ENDING	PRESIDENT'S PLUS	PRESIDENTIAL	HONORS	TTU SCHOLARS	SUPERIOR OUTSTANDING	TECH SELECT	TOTAL
1994		194,000					**194,000**
1995		244,000					**244,000**
1996		290,000					**290,000**
1997		445,000			203,750		**648,750**
1998	45,000	639,000	253,000		325,741	20,000	**1,282,741**
1999	96,000	654,000	452,000		466,837	17,500	**1,686,337**
2000	120,000	1,040,000	855,000	96,000	653,500	13,000	**2,777,500**
2001	166,000	1,244,000	1,125,000	195,000	826,000	20,000	**3,576,000**
2002	210,000	1,512,000	1,375,000	301,500	1,053,500	20,000	**4,472,000**
2003	255,000	1,676,000	1,622,500	403,500	1,278,500	20,000	**5,255,500**
2004	260,000	1,676,000	1,622,500	403,500	1,278,500	20,000	**5,260,500**

SOURCE OF FUNDS
FOR GENERAL SCHOLARSHIPS

FISCAL YEAR ENDING	TRANSFERS FROM FUNDS AVAILABLE FOR GENERAL SCHOLARSHIP	REDUCTION IN EXISTING SCHOLARSHIP SPENDING ACCOUNTS	EXPENDITURES FROM GENERAL UNIVERSITY FUNDS	TOTAL EXPENDITURES FOR GENERAL SCHOLARSHIP
1994	$ 194,000			**$ 194,000**
1995	$ 244,000			**$ 244,000**
1996	$ 290,000			**$ 290,000**
1997	$ 208,750		$ 440,000	**$ 648,750**
1998	$ 514,036		$ 768,705	**$ 1,282,741**
1999	$ 803,495		$ 882,842	**$ 1,686,337**
2000	$ 1,296,036	$ 535,301	$ 946,163	**$ 2,777,500**
2001	$ 1,397,640	$ 1,183,763	$ 994,597	**$ 3,576,000**
2002	$ 1,509,404	$ 1,007,824	$ 1,954,772	**$ 4,472,000**
2003	$ 1,632,344		$ 3,623,156	**$ 5,255,500**
2004	$ 1,767,579		$ 3,492,921	**$ 5,260,500**

Appendix 3:

Merit Scholarships at Texas Tech University, 2000-2001


Merit Scholarships 2000-2001
TEXAS TECH™

Appendix 4:

Program Outline: Medical School Early Admission Program

ACCEPTANCE TO TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER SCHOOL OF MEDICINE FOLLOWING GRADUATION FROM HIGH SCHOOL

1. Recruit jointly a select group of high school students to attend Texas Tech University and then Texas Tech University Health Sciences Center School of Medicine

2. Targeted for students who have demonstrated superior academic credentials coming out of high school.

3. To be considered, students must meet the following criteria:
— Must be a legal resident of the state of Texas at the time of application
— 1300 SAT (ACT of 29)
— High School GPA of ≥ 3.5 (on a scale of 4.0 or equivalent) in a pre-college (accelerated) curriculum
— Ranked in the top 10% of high school graduating class
— 3 letters of recommendation, which can address both academic ability and leadership ability or potential
— Present strong evidence of leadership ability
— **Satisfactory interview with members of the selection committee**

4. Students must enter TTU as a first-time freshman

5. Selection/Interview committee to be comprised of School of Medicine Admissions Committee members and Texas Tech University Admissions representatives.

6. Applicants must fill out medical school application (both the Texas Uniform Application and TTUHSC-SM Secondary Application)

7. Timelines:
—Students must be admitted to TTU (as an undergraduate) prior to being considered for this program
— Application deadline = March 1 of the senior year of high school
— March 1 to April 1, selected prospective candidates will be interviewed
— First week of April, mailing of acceptances
— Student acknowledgment = May 1

8. Undergraduate major is up to the student, but the program must include the premedical coursework required of any other applicant to medical school; e.g. all prerequisite science courses must be taken with a grade of "C" or better. Prerequisite courses include:

— English	6 semester hours
— General (Inorganic) chemistry	8 semester hours (including labs)
— Organic chemistry	8 semester hours (including labs)
— Biology	14 semester hours (including 2 labs)
— Physics	8 semester hours (including labs)
— Calculus	3 semester hours

9. All coursework must be taken at Texas Tech University [College credit earned in high school is exempt]

10. Students admitted to the program must maintain a Science GPA of $\geq$ 3.6 and an overall GPA of $\geq$ 3.7 through the 4-year undergraduate curriculum.

11. Students accepted into this program are guaranteed admission to medical school, provided they meet the criteria indicated above. Successful applicants matriculate into medical school the fall following graduation from Texas Tech University with a bachelor of arts or bachelor of sciences degree.

12. Requirement to take the MCAT is waived for these students.

13. The following ducuments must be on file in the TTU undergraduate Admissions Office by March 1:
— Undergraduate application
— Transcripts
— Official SAT/ACT results
— Medical school application

Appendix 5:

Summary of College Recruitment, Advisement, Mentoring, and Retention Efforts

TEXAS TECH
UNIVERSITY

Office of the Provost

Box 42019
Lubbock, TX 79409-2019
(806) 742-2184

REPORT TO THE BOARD OF REGENTS
COLLEGE RECRUITING AND RETENTION

This report covers specific portions of the Board of Regents Minutes of December 11, 1998, which address recruiting and mentoring in the academic undergraduate colleges. The attached memorandum of January 25, 2000, asked each academic dean to respond to three specific points raised directly in the Minutes; additional material called for greater specificity. Owing to the autonomy of the colleges and their unique approaches to the complexities of recruitment and retention, responses from each college form the body of this report.

Texas Tech's undergraduate program has a long history of recruitment and retention of its newest students. There is nevertheless strong evidence here of an ever increasing awareness of the need for more formal recruiting and retention by the colleges and departments, with a concomitant increased expectation that faculty and students be involved in these efforts.

A general conclusion is that faculty are engaged in undergraduate recruiting in an impressively wide variety of efforts. In the last few years, greater attention has been focused on faculty roles in career counseling and mentoring, while academic advising is conducted more and more by professional staff. Upper division students also play a more conscious role in recruiting and retention through mentoring programs and student organizations.

January 30, 2000

Agricultural Sciences and Natural Resource | Deans Office

COLLEGE | DEPARTMENT OR AREA

Norman Hopper and Marvin Cepica | January 28, 2000

RESPONDENT | DATE

Please comment on how or if your department, area, or college is carrying out any of the following:

Academic Recruiting

(7) c: "Faculty members need to have more direct involvement in undergraduate student recruiting, and recruiting efforts should become part of the annual evaluation of faculty members."

1. Are faculty involved in recruiting? How? Telephone calls? Correspondence? Recruiting trips? As hosts to potential students? Other?

Yes, to some extent in the following manner:
-service on our CASNR Recruiting and Retention Committee
-involved in some recruiting trips to high schools and junior colleges
-respond via mail, phone, and e-mail to contacts from prospective students
-"sell" Texas Tech to potential students at:
University Day activities
Judging contests held on campus
Livestock shows
Professional meetings
Job Shadowing program
-office visits with prospective students (parents) when here for on campus visits
-invited presentations to public school classes
-college and departmental letters written to identified prospects

2. Is faculty recruiting part of the annual evaluation of faculty for merit increases? Tenure? Promotion?

To a limited extent through the "service" function of the evaluation process. Teaching and research are generally weighted most heavily with service being considered next in importance.

Retention

(2) (d) (4) "The system for career counseling and academic advising at the college and school level needs to be overhauled and enhanced."

1. Since 1998 has your college made any changes in the ways career counseling and or academic advising are carried out?

Yes
Career counseling activities within the College have been strengthened by creating the ARC Center (Ag Recruitment and Career) providing the following services:

-An annual Career Expo (companies invited to campus for interaction with students)
-Computer with Internet access provided with companies bookmarked for students to have access to company job listings
-Extensive listing of jobs on our web site
-Support of an internship program (companies, State, Federal)
-Coordinate interviews between students and prospective employers
-Provide counseling on resume preparation and interview techniques

All of the above services are provided in addition to significant opportunities and student support offered through the University Career Planning and Placement Service. Students are encouraged to utilize all available campus resources.

Academic counseling activities within the College include assigning each student to a faculty member as his/her academic counselor vs. using full time staff members.

2. Do you make a distinction between career counseling and academic advising? If so, is each conducted by the same people?

To some degree. Faculty serving as a student's academic advisor will do a significant amount of career counseling as part of the advisement process. In our ARC Center we work in tandem with the advisor to provide career counseling and continue working with them in the placement process. Personnel in the ARC Center do very little academic counseling.

(5) (d) "Each new student should be assigned an upper-division student and a faculty mentor who is available to provide personalized counseling and guidance."

1. Do you have a program of student mentoring in place? How long has it been operating?

Several years ago we initiated a Big Brothers/Big Sisters program. This has recently been reinvigorated under our AgPals Program. Students are asked during their summer orientation if they would like a mentor (AgPal) when they come to Texas Tech in the fall. If they so elect, an existing student is paired with these incoming students to help them make the transition to Texas Tech.

In one form or another, this program has been operational for the past 12 years.

2. Do you formally assign faculty as mentors to new students? (Distinguish among: a) mentor b) career counseling c) academic advising)

   Faculty are not formally assigned as mentors; however, students are routinely assigned to a faculty member as an academic counselor. In this role, faculty do serve a role as career counselors and, to a degree, as mentors.

3. Does mentoring for new students take place in academic clubs or organizations within your department or college?

   Yes, new students are strongly urged to immediately become active in clubs and organizations. Eighteen are available in the CASNR alone. Within these groups integration of the students into these activities provides a mentoring atmosphere. In addition, we have a CASNR Student Organization Fair at the beginning of the fall semester to showcase all of our organizations and new students are encouraged to attend this event.

   At the beginning of each fall semester through the Student Agricultural Council and ARC, we host AgFest. This is an event where we invite all CASNR students, faculty, and staff to a meal function and program to welcome both new and returning students.

Please return this survey to: **James E. Brink**
Provost Office
MS 2019

SURVEY FOR BOARD OF REGENTS REPORT

COLLEGE OF ARCHITECTURE
DR. MICHAEL A. JONES JANUARY 28, 2000

Please comment on how or if your department, area, or college is carrying out any of the following:

Academic Recruiting

(7) c: "Faculty members need to have more direct involvement in undergraduate student recruiting, and recruiting efforts should become part of the annual evaluation of faculty members."

1. Are faculty involved in recruiting? How? Telephone calls? Correspondence? Recruiting trips? As hosts to potential students? Other?

   The College of Architecture recently acquired a Recruitment Officer who is greatly expanding the recruitment activities.

   Prior to this the faculty, including the Dean and the Associate Dean for Academics plus the two Academic Programs Coordinators were responsible for these activities. Both the Dean and the Associate Dean continue to participate in these activities.

   Activities include attending High School Career Days, College Career Days, telephone calls, lecture/programs in the Division of Public Education in the International Cultural Center, and responding to teachers' recommendations directed to the College.

   The College also has student recruiters – the Knights of Architecture – and faculty in general help in events hosted by these students and the Academic Programs Office.

2. Is faculty recruiting part of the annual evaluation of faculty for merit increases? Tenure? Promotion?

   No

(2) (d) (4) "The system for career counseling and academic advising at the college and school level needs to be overhauled and enhanced."

1. Since 1998 has your college made any changes in the ways career counseling and or academic advising are carried out?

The College has expanded career counseling with the addition of the Recruitment Officer recently hired.

Every freshman is required to participate in orientation which included a lecture from the Associate Dean. Each faculty member is assigned freshmen who are required to meet their mentor within the first two weeks of class. They are required to interview them and write a report.

Students are advised academically by the Dean, Associate Deans and Academic Programs Office personnel, and professionally by all faculty.

2. Do you make a distinction between career counseling and academic advising? If so, is each conducted by the same people?

   Yes, but mainly the career counseling is done by senior faculty, most often the Dean and Associate Deans.

(5) (d) "Each new student should be assigned an upper-division student and a faculty mentor who is available to provide personalized counseling and guidance."

1. Do you have a program of student mentoring in place? How long has it been operating?

   Each student is given an upper-level student who acts as a student advisor/mentor. The initial Architectural class, Design, Environment and Society has 20 student/TA who plays an integral part in introducing faculty and student mentors to each freshman.

2. Do you formally assign faculty as mentors to new students" (Distinguish among: a) mentor b) career counseling c) academic advising)

   The mentor for each student's career in the College can cover academic mentoring, career counseling, and academic advising. But, as mentioned above, the Dean and Associate Deans are more specifically involved.

3. Does mentoring for new students take place in academic clubs or organizations within your department or college?

   Yes

   1) Knights of Architecture
   2) American Institute of Architecture Students
   3) Tau Sigma Delta
   4) The Gargoyle Society
   5) Architecture Research Center

Special seminars are conducted by each of these organizations. Also, professionals are brought in to give seminars on professional practice, communication skills, job fair opportunities, brochure development, and the like.

SURVEY FOR BOARD OF REGENTS REPORT

College of Arts and Sciences **COLLEGE**	College of Arts and Sciences **DEPARTMENT OR AREA**
Jane L. Winer **RESPONDENT**	January 28, 2000 **DATE**

Please comment on how or if your department, area, or college is carrying out any of the following:

Academic Recruiting

(7)c: "Faculty members need to have more direct involvement in undergraduate student recruiting, and recruiting efforts should become part of the annual evaluation of faculty members."

1. Are faculty involved in recruiting? How? Telephone calls? Correspondence? Recruiting trips? As hosts to potential students? Other?

   Recruiting is enhanced by faculty involvement in discipline-related activities in the high schools, junior high schools, and other community venues. For example, Music faculty are involved in TTU Band Camp and throughout the state in auditions and competitions for performance students. Through such activities, faculty may follow the careers of individual students throughout junior high and high school, thus increasing the chance that these students will choose Texas Tech when they go to college. Similarly, Art faculty are involved in recruiting through the Advanced Placement programs in studio art and art history and the Friday Open Drawing Program. As another example, the Forensic Program within Communication Studies attracts many potential undergraduate and graduate students, regardless of major. The faculty sponsor and the team travel to tournaments and host traveling teams; both activities function as recruiting opportunities.

   The better the quality of graduate student recruited, the better the quality of undergraduate student retained. Across the college, prospective graduate students who respond to posters, websites, advertisements, and other sources of information are contacted by the program's graduate director and/or a professor in the anticipated field of study. The interaction between faculty and prospective student may include all of the methods noted in the question. The college appreciates the assistance of the Graduate School, whose recruiter visits graduate fairs and other venues where prospective students may be found and makes initial contact with prospective students to be pursued by individual program faculty.

2. Is faculty recruiting part of the annual evaluation of faculty for merit increases? Tenure? Promotion?

   Faculty are encouraged to include in their annual reports all evidence of recruiting activities, most of which are reported in the category of Service. In some years, Music has considered recruiting an aspect of the Teaching responsibility, but most departments and schools consider recruiting to be Service. Retention activities such as those described in the next major section of this survey are much more often considered Teaching contributions. Positive contributions to recruiting and retention are noted positively in tenure and promotion letters from the chairpersons/directors and dean.

   As a similar question is not asked about retention in the next section, I would like to note here that the answer to such a question, if asked, would be "Yes". Faculty involvement in the programs that increase student retention and enhance career counseling and academic advising are given positive weight in annual evaluation, tenure, and promotion. There are still instances in which

some senior faculty cling to outdated views and discourage (and even vote against tenure and promotion of) junior colleagues who have excelled in such areas. However, the majority of the senior faculty, the chairpersons and directors, the college tenure and promotion committee, and the dean have supported these junior faculty in their annual evaluations and in recommending tenure and promotion. The pedagogy positions described in the next section are structured such that the tenure-track faculty in them are protected from outdated views and are rewarded for the successful accomplishment of their assigned tasks.

Retention

(2)(d)(4):"The system for career counseling and academic advising at the college and school level needs to be overhauled and enhanced."

1. Since 1998 has your college made any changes in the ways career counseling and or academic advising are carried out?

   The Dean's Office Undergraduate Division has been transformed since 1991 and even more so since 1998. When I became Dean, there was a constant backlog of undergraduate degree programs waiting to be worked, numbering between 1,000 and 1,500. No commitments could be given to, or demanded from, students. When I most recently asked Associate Dean Rob Stewart how big the backlog was, he was confused by the question, because we do not have backlogs anymore. We have an increase in business at the beginning and end of semesters, but we remain on top of the work. The transformation has been brought about by the recruitment and retention of excellent associate deans and staff, by the rethinking of the work assignments in the office itself (i.e., taking a team rather than crew approach), by the support of the Office of the Provost in funding the University Transition Advisement Center and the Pre-Professional Health Careers office, and by the support of the Office of the President in creating the positions devoted in part or whole to the advising of student-athletes. The last point is of special note, as the procedures pertaining to student-athletes within A&S, and between A&S and Athletics, have become both rigorous and routine.

   Providing departments/schools with staff advisors for academic advising has vastly improved the quality and quantity of undergraduate advising in those units, has lowered the cost of advising per student, and has freed faculty for career counseling and other teaching and research assignments. The first staff advisor (100%-time) has served Mass Communications for many years. Additional DOE funding from the Office of the Provost allowed HPER, Psychology, and Biological Sciences each to hire a 100%-time staff advisor. In the current year, additional DOE funding from the Office of the Provost has permitted us to hire staff advisors to serve combinations of departments (i.e., English/Philosophy 75%; Eco & Geog/History/Pol Sci 100%). Communication Studies uses part of a lecturer position to provide academic advising. SASW has a staff position that serves both academic advising and secretarial/clerical responsibilities; CMLL is developing such a position. I have recommended that staff advising position(s) be included in the proposal for independent college status for the three fine arts units and that an additional staff advisor position be included in the proposal for independent school status for Mass Communications.

   The faculty pedagogy positions are contributing to student retention. Chem & Biochem was the first department in the college to assign a tenure-track faculty slot to such responsibilities, followed by Biol Sci. The next group of departments with pedagogy positions included Math & Stat, CMLL (one for Spanish, one for French), Physics, and Eco & Geog. Art and Theatre & Dance have proposed such positions. Biol Sci is seeking a faculty member for a second pedagogy position, this one a curriculum specialist to serve the needs of non-majors.

   The science departments have provided leadership in securing federal, state, foundation, and donor funds in support of undergraduate curriculum reform with emphasis upon career

counseling, academic advising, and enhanced preparation for careers. A recent example is a federal- and state-funded "school-to-science-to-work" project directed by faculty in Math & Stat.

Communication Studies has contributed strongly to the university's efforts in retention through providing the college's Orientation Workshop for New TAs, now attended by some TAs from other colleges as well. CMLL faculty provide the leadership for the university's international TA training, including the certification of English-proficiency. The college much appreciates the contributions of the Teaching, Learning, and Technology Center.

Across the college, faculty are involved in discipline-related activities that improve retention and provide experiences that help students evaluate their fitness for particular majors and careers. As the first of three examples, the Art faculty contributes to retention through the Freshman Core Committee, portfolio reviews, an annual juried undergraduate art show, exit exhibitions and thesis exhibitions, and many offerings at Junction. The graduate programs in Psychology, especially counseling psychology, provide career counseling and academic advising opportunities, including an undergraduate vocational psychology course, to undergraduates as part of the training of graduate students. There is increased interest among the CMLL faculty in the student language honoraries and clubs, in surveying graduates, and in encouraging involvement in the international programs, with special attention to the foreign field courses.

2. Do you make a distinction between career counseling and academic advising? If so, is each conducted by the same people?

   Academic advising is provided by both staff and faculty. Career counseling is provided, for the most part, by faculty. We also enjoy the support of Student Affairs divisions (e.g., Counseling Center, Career Planning and Placement) for both of these functions.

(5) (d): "Each new student should be assigned an upper-division student and a faculty mentor who is available to provide personalized counseling and guidance."

1. Do you have a program of student mentoring in place? How long has it been operating?

   The most significant mentoring of students by individual faculty occurs in faculty-student research collaborations. The inclusion of undergraduates (and high school students, who may be considered prospective undergraduates) in faculty research occurs across the college, with and without the support of formal programs such as the Howard Hughes Medical Institute, Clark Scholars, Welch Scholars, McNair Scholars, etc. Students and faculty who are open to collaboration find each other, or they are helped to find each other by department chairs, other faculty, and administrators who recognize the confluence of interest between the two individuals. The college much appreciates the efforts of the Honors College in this regard.

   Throughout their history, Aerospace Studies and Military Science have involved faculty and upper-division students in the personalized counseling and guidance of new students. The AFROTC and ROTC programs may be considered career counseling in action. Every experience in each program is designed to help the student decide if he or she is officer material, and success in the program has a direct consequence in commissioning as an officer upon graduation.

   The Dean was recently honored by Women's Studies Community Connection for her support of the development of women in academics and careers, including the mentoring of undergraduate students.

2. Do you formally assign faculty as mentors to new students? (Distinguish among: a) mentor b) career counseling c) academic advising)

The clearest example in the college is in Aerospace Studies and Military Science, where faculty mentor new students as an integral part of the AFROTC and ROTC experience, including both career counseling and academic advising.

All graduate students with fewer than 18 hours of graduate coursework are assigned faculty mentors to help them learn to teach. This mentoring relationship tends to extend to matters other than classroom teaching and helps retain graduate students as well as strengthen their performance in the classroom. In turn, better-prepared graduate students help in the retention of the undergraduate students they teach. Thanks to extra summer-school funding from the Office of the Provost, Math & Stat and English have a summer apprenticeship for pre-18 hour students specifically targeting the type of graduate student these departments must have for their critically important teaching and research missions.

3. Does mentoring for new students take place in academic clubs or organizations within your departments or college?

The oldest student mentoring organization in the college is the Missouri Club ("Show me") in Math & Stat. Successful students provide free tutoring for students in freshman and sophomore courses.

Virtually every department/school has at least one academic club or organization sponsored by faculty. History and Math & Stat are notable in this regard, but they are not alone. The centrality of these organizations to the life of the college is demonstrated each spring when the numerous banquets, receptions, and other recognition events typically are sponsored by or on behalf of these academic clubs or organizations. The awards and recognitions that are given, both by faculty to students and by students to faculty, manifest successful faculty-student interactions across the academic career.

Please return this survey to:

James E. Brink
Provost Office
MS 2019

SURVEY FOR BOARD OF REGENTS REPORT

Business Administration	Dean's Office
COLLEGE	**DEPARTMENT OR AREA**
Roy D. Howell, Dean	January 28, 2000
RESPONDENT	**DATE**

Please comment on how or if your department, area, or college is carrying out any of the following:

Academic Recruiting

(7) c: "Faculty members need to have more direct involvement in undergraduate student recruiting, and recruiting efforts should become part of the annual evaluation of faculty members."

1. Are faculty involved in recruiting? How? Telephone calls? Correspondence? Recruiting trips? As hosts to potential students? Other?

   Correspondence: (e.g. Accounting area sends letters to potential students). Visit area high schools; Hosts and judges for high school competitions; correspondence with honors scholarship officers. Telephone calls in response to questions. Host to students (and parents) who visit campus.

2. Is faculty recruiting part of the annual evaluation of faculty for merit increases? Tenure? Promotion?

   Part of "Institutional Services" component of annual merit review.

Retention

(2) (d) (4) "The system for career counseling and academic advising at the college and school level needs to be overhauled and enhanced."

1. Since 1998 has your college made any changes in the ways career counseling and or academic advising are carried out?

   Yes – (Web registration)

   Academic advising – more information on web site. (Our undergraduate web site) - better availability to students by staff. More individual-student responsibility, but at same time enhanced service for those who need it.) Have career counseling in BA 1301 class.

2. Do you make a distinction between career counseling and academic advising? If so, is each conducted by the same people?

   Yes – faculty do career/professional counseling – Professional staff do academic counseling at the "first-level".

(5) (d) "Each new student should be assigned an upper-division student and a faculty mentor who is available to provide personalized counseling and guidance."

1. Do you have a program of student mentoring in place? How long has it been operating?

   No faculty mentors. Sometimes we use Ambassadors (student group) as mentors to ABC students only (higher risk). (ABC program not going on now.)

2. Do you formally assign faculty as mentors to new students? (Distinguish among: a) mentor b) career counseling c) academic advising)

   a) Mentors are not formally assigned.
   b) One-2 faculty members per area designated as primary undergraduate advisors on career/professional issues.
   c) Formally assign an academic advisor.

3. Does mentoring for new students take place in academic clubs or organizations within your department or college?

   Yes -
   CoBA student organizations are introduced in BA 1301 class at the beginning of the semester. Most have mentoring program.

Please return this survey to: **James E. Brink**
Provost Office
MS 2019

SURVEY FOR BOARD OF REGENTS REPORT

EDUCATION	ALL EDUCATION
COLLEGE	**DEPARTMENT OR AREA**
Dr. Larry Hovey	January 27, 2000
RESPONDENT	**DATE**

Please comment on how or if your department, area, or college is carrying out any of the following:

Academic Recruiting

(7) c: "Faculty members need to have more direct involvement in undergraduate student recruiting, and recruiting efforts should become part of the annual evaluation of faculty members."

1. Are faculty involved in recruiting? How? Telephone calls? Correspondence? Recruiting trips? As hosts to potential students? Other?

   All undergraduate recruitment is carried out by college staff and the Associate Dean. There is little direct faculty involvement. We have a maximum number of students now in our undergraduate programs; therefore, there is need for active recruitment as such. Faculty do get involved in graduate student recruitment via phone calls, correspondence, serving as hosts.

2. Is faculty recruiting part of the annual evaluation of faculty for merit increases? Tenure? Promotion?

   No

Retention

(2) (d) (4) "The system for career counseling and academic advising at the college and school level needs to be overhauled and enhanced."

1. Since 1998 has your college made any changes in the ways career counseling and or academic advising are carried out?

   No

2. Do you make a distinction between career counseling and academic advising? If so, is each conducted by the same people?

   Yes. Academic advising for undergraduates is conducted by staff supervised by the Associate Dean. Career counseling is carried out by faculty.

   At graduate level, both are carried out by faculty.

(5) (d) "Each new student should be assigned an upper-division student and a faculty mentor who is available to provide personalized counseling and guidance."

1. Do you have a program of student mentoring in place? How long has it been operating?

   No

2. Do you formally assign faculty as mentors to new students? (Distinguish among: a) mentor b) career counseling c) academic advising)

   No

3. Does mentoring for new students take place in academic clubs or organizations within your department or college?

   No

Please return this survey to: **James E. Brink**
Provost Office
MS 2019

SURVEY FOR BOARD OF REGENTS REPORT

Engineering	All Departments
COLLEGE	DEPARTMENT OR AREA
William M. Marcy, Dean	January 27, 2000

Please comment on how or if your department, area, or college is carrying out any of the following:

Academic Recruiting

(7) c: "Faculty members need to have more direct involvement in undergraduate student recruiting, and recruiting efforts should become part of the annual evaluation of faculty members."

1. Are faculty involved in recruiting? How? Telephone calls? Correspondence? Recruiting trips? As hosts to potential students? Other?

   Answer: All of the above. A brief listing of the various ways that we are involved in recruiting students is found below:

   SBC CLEAR (Community of Learners Educators And Researchers) Project: The purpose of CLEAR is to develop collaboration between the educational institutions in Lubbock by developing programs and projects that will impact K-12 teachers and students. The representative entities are: Texas Tech University, College of Agriculture, College Architecture, College of Arts and Sciences, College of Business Administration College of Engineering, College of Education, College of Human Sciences, School of Law, TTU Health Science Center, University Writing Center; Lubbock Independent School District; Lubbock Christian University; South Plains College, and Region XVII School District.

   The SBC CLEAR Project has funded and supported the Upward Bound CLEAR Scholarship program for two years, which has allowed 22 area high school students to build their own computers, take those computers home and keep them as long as the student maintains a 2.5 or better average while still in high school.

   Under the auspices of the College of Engineering and the SBC CLEAR Project, the pilot course for the Early Admissions

Engineering Program has been developed. The College of Engineering is currently working with 4 high school teachers —Lubbock High School, Estacado High School, Monterey High School, and Coronado High School. Fifteen high school students are signed up for the first course, which will be delivered spring 2000. We plan on developing the course to include additional engineering courses and other high schools in the South Plains area for the coming years.

Under the auspices of the College of Engineering and the SBC CLEAR Project, the O. L. Slaton Build a Computer program is being developed for Spring 2000. The pilot program is similar to the Upward Bound CLEAR Scholarship program; however, the students enrolled in the program at Slaton Junior High School will build a computer with a least one parent. The student and his/her parent will attend evening/weekend classes at O.L. Slaton, and under the direction of a Slaton teachers and College of Engineering undergraduate students, learn how to build a computer and work with varied software. We expect 15 students and 15 parents to take part in the program.

In addition, the SBC CLEAR Project has provided funding for TexPREP—Lubbock's Prefreshman Engineering Program, under the direction of Jo Temple; Texas Tech University Writing Center's Interactive Project with Secondary Schools (TIPS), under the direction of Dr. Lady Falls Brown, and many other projects that relate directly or indirectly to K-12 partnerships.

Wheatley Elementary School

The CLEAR office supported a summer curriculum development project that integrated the concepts of systems thinking in a yearlong course with transportation as the theme. In addition, Susan Schafer is a member of the Wheatley Campus Improvement Plan Committee. Another aspect of the support offered by the CLEAR office is staff-development for the teachers introducing engineering problem-solving methods as tools for classroom management and curriculum enhancement.

Virtual Village Project in Waco, TX

The CLEAR project was established as one of the SBC funded Systems Thinking Education Projects in Texas. The Lubbock project has maintained a partnership with the Virtual Village Project in Waco. Baylor University coordinates the project that involves two elementary schools, one junior high school, and one high school. Susan Schafer provides all of the training for the Waco project.

Lubbock Christian University

As a part of the CLEAR project partnership with LCU College of Education an introduction to systems thinking and learning organization concepts is integrated into a course taught by Susan Schafer to senior LCU education students.

Simulation Workshop

LISD district administrators, campus administrators and teachers participated in a Titanic Simulation where system thinking tools were introduced and applied to explore the cause and effect issues associated with the sinking of the Titanic. The CLEAR project continues to support LISD in learning to apply the system thinking tools for identifying deep issues and finding systemic solutions.

GEAR UP for TECH

A summer camp for 4^{th} to 6^{th} graders in cooperation with the Housing Authority of the City of Lubbock, CLEAR, the Department of Mathematics and Statistics and the College of Engineering was offered to 50 children during the week of August 2 to 6, 1998. The program was in the TTU University Ballroom from 10 a.m. to 12 p.m. with snacks and lunch in the dining halls. A virtual town called "TECHVILLE" was built by the students consisting of a bank, a bakery, a construction company, an insurance company and a telephone company to help the children understand how math is used everyday for businesses to function. Students were placed in teams of 8-10 to interact with other teams to do the activities for each business. After lunch the students went to the computer room and two classrooms in the Mathematics Department. The students learned about bridges from the software programs and the Internet. They learned to make bridges from toothpicks, to draw bridges and to print them out. The math instructors worked with the students to understand about geometric shapes and angles and other forms used in making a bridge. A closing ceremony was on Friday with graduation awards and a reception for them and their parents.

TAME DAY @ TECH

Every fall semester, TAME (Texas Alliance for Minorities in Engineering) Lubbock Alliance and the College of Engineering host 80 –100 high school students from Amarillo, Lubbock, Midland and Odessa areas to tour the engineering facilities. The TTU student chapters of NSBE (National Society of Black Engineers) and SHPE (Society of Hispanic Professional Engineers) act as tour guides and conduct dialogues with students about what it is like to be an engineering student. The groups are 15 students visiting departments like Civil Engineering and their tornado cannon to see and talk to faculty and students about engineering. Each group will get to see 4-6

different departments. The students are offered a pizza lunch and learning sessions in the afternoon focusing on career mapping and what they need to do to prepare for an engineering career. The program is in the tenth year of operation.

PROJECT SEED

In cooperation with the American Chemical Society, the Chemical Engineering Department, CLEAR and the College of Engineering, a junior student from Estacado High School was selected to do a summer research intern with a professor in the Chemical Engineering Department during the 1999 summer period. This student conducted experiments on her own with supervision from the professor and a senior chemical engineering student. She made a presentation and a display about the research project with an excellent rating for her research professor.

SHPE

Members of the student chapter of the Society of Hispanic Professional Engineers tutor children in math, science and reading skills every week for an after school program at the Guadalupe Community Center. This activity is the second year for the engineering students to provide this outreach service to the community.

GREG

The Grades Requirements Evaluation Game is a computer simulation game used to help students learn about study and time management skills, course structure and teaching and the effects of their attitudes to education to attain a grade point average and the amount of the time to achieve it. Presentations have been made to the students in the TTU Upward Bound program as well as high school counselors from Lubbock and Amarillo school districts. With high school going to block scheduling like in college the students learn how to learn and succeed in this type of environment.

TEAMS

For over six years, the COE has hosted the TEAMS (Test of Engineering Aptitude and Math Skills) Competition for high school students. High school teams from Pecos, Lubbock, Amarillo and even Fort Worth have competed to win the regional award and to advance to national competitions. Each team can be a maximum of 8 students with a coach who is not present during the problem-solving portion of the competition. During the competitions the high school teachers (coaches) are given information about the COE and opportunities for short tours.

WTBEST

Formerly sponsored by Texas Instruments and now sponsored by the Electrical Engineering Department and the student chapter of the IEEE (Institute of Electrical and Electronic Engineers), teams of high school students compete in a robotic competition to win scholarships to COE and trophies. This past fall over 10 teams competed in an exciting pep rally competition with the winner advancing to the state competition. Teams are given kits to build their robot and electrical engineering students are the coaches for several teams. In addition, the teams must make a presentation display explaining what and why they built the robot the way they did.

TEXAS ENGINEERING CHALLENGE

This past spring the COE in cooperation with the student chapter of the TSPE (Texas Society of Professional Engineers) sponsored and hosted the Texas Engineering Challenge for high school teams. The objective for the competition this year was to build an automated aluminum can crushing machine. The teams of students followed strict rules and guidelines concerning the construction and costs of the machine. The winner was the team crushing the most cans in a set period of time. Five teams competed with teams from Midland and Odessa. Students were provided a tour of Engineering and information about engineering careers as well as trophies for the winning teams.

ENGINEERING DAY @ THE MALL

For five years the entire COE brings the most interesting and interactive exhibits and displays to the South Plains Mall on the Saturday of Engineers Week in February. Students and faculty are involved and all students in the Lubbock and surrounding areas are invited to come and see engineering exhibits, engineering students and engineering professors. Each year the event gets larger and larger with the COE taking close to half of the mall empty spaces. The children can compete in an egg drop competition, a paper airplane contest, and the famous hook contest.

ENGINEERING AMBASSADORS HOOK CONTEST

Engineering Ambassadors visit area middle and high schools to promote the Hook Contest at the Engineering Day at the Mall. These engineering students answer questions about engineering and life as an engineering student while explaining the Hook Contest. Kits of balsa wood, glue and string are given to the students to make a "fishhook" to be tested for the maximum load carried to the weight of the fishhook. The winners are given prizes and scholarships.

VANGUARD

Mutual fun activities for 8th grade students from local junior high schools with names provided from TTU TEXPREP program. About 30-50 students will do career mapping based on their interests. The students will use a tool based on the Myers-Briggs Type Indicators using characters from the medieval period to understand themselves and others and how to work together in teams. In combination with the career mapping, the students will search the Internet for their suggested careers to find out more about them. The afternoon will wrap up with the students writing out their vision and means on how to get there by taking certain classes and use of a journal portfolio tool. This program is scheduled for Wednesday, November 24. A program is scheduled in the spring 2000 for 8th graders at Alderson Middle School.

2. Is faculty recruiting part of the annual evaluation of faculty for merit increases? Tenure? Promotion?

Answer: Not at this time. College and University Tenure and Promotion guidelines do not specify that faculty recruiting is to be part of the annual evaluation of faculty for merit increases, tenure or promotion. If University OP's and College OP's are changed, this could be included. It is well established that faculty, chairs and deans must approve changes to these guidelines before additional considerations for performance evaluations can be included. Consideration of factors not included in the University and College guidelines has led to the filing of faculty grievances in the recent past.

Retention

(2) (d) (4) "The system for career counseling and academic advising at the college and school level needs to be overhauled and enhanced."

1. Since 1998 has your college made any changes in the ways career counseling and or academic advising are carried out?

Answer: Yes. The College of Engineering implemented a mandatory one week "Bridge Program" for all engineering freshmen in 1998 that provides early counseling regarding career choices and professional expectations. Each student completes a Career Map that helps the student make informed career decisions in their critical first year. It is at this time that peer mentors are assigned to groups of 8 students that continue through their sophomore year. In 1999, we also established a student chapter of the Texas Society of Professional

Engineers whose charter is to help students develop professionally. We also started a Coop program, which is headed by Dr. Delores Ludwig, a professional career counselor.

2. Do you make a distinction between career counseling and academic advising? If so, is each conducted by the same people?

   Answer: **Yes, we do. Faculty and staff are involved in all aspects of career counseling and academic advising. In addition, staff members Dr. Jim Gregory, Associate Dean; Mr. John Rivera, Assistant Dean; and Dr. Delores Ludwig, Director of the Coop program, counsel students both academically and professionally. Also, the Murdough Center for Engineering Professionalism and the National Institute for Engineering Ethics, hosted by the Murdough Center, conduct numerous programs for students throughout the year to provide insights to career opportunities and choices. The Engineering Dean's Council has conducted a Career Day for the last three years in which practicing engineers have one-on-one interactions with students on a variety of career choices. Each engineering department has an industrial advisory board which meets twice a year and devotes a portion of their time to visiting with students in their respective departments to help with career counseling and mentoring. The individuals elected as Distinguished Engineers also mentor the students elected to the Engineering Ambassadors.**

(5) (d) "Each new student should be assigned an upper-division student and a faculty mentor who is available to provide personalized counseling and guidance."

1. Do you have a program of student mentoring in place? How long has it been operating?

   Answer: **Yes, we do. It has been in place for all engineering students since 1998 through the Bridge program. (See the answer to 2 above)**

2. Do you formally assign faculty as mentors to new students? (Distinguish among: a) mentor b) career counseling c) academic advising)

   Answer: **We do not formally assign faculty to new students specifically as mentors. We do assign students to a faculty member as their academic advisor. The role of academic advisor is more than just scheduling courses each semester. The academic advisor is**

charged with advising the student on strategies for academic success and professional development.

3. Does mentoring for new students take place in academic clubs or organizations within your department or college?

   Answer: Yes. The student chapters of the Texas Society of Professional Engineers, The Society of Women Engineers, The Society of Hispanic Engineers, The National Society of Black Engineers, The Engineering Ambassadors, The Bridge Peer Mentors and the members of the Engineering Honorary, Tau Beta Pi all have mentoring as a membership obligation.

Please return this survey to: James E. Brink
Provost Office
MS 2019

SURVEY FOR BOARD OF REGENTS REPORT

HONORS	
COLLEGE	**DEPARTMENT OR AREA**
Dr. Gary Bell	January 27, 2000
RESPONDENT	**DATE**

Please comment on how or if your department, area, or college is carrying out any of the following:

Academic Recruiting

(7) c: "Faculty members need to have more direct involvement in undergraduate student recruiting, and recruiting efforts should become part of the annual evaluation of faculty members."

1. Are faculty involved in recruiting? How? Telephone calls? Correspondence? Recruiting trips? As hosts to potential students? Other?

   Yes, I am the only faculty member, but I spend an enormous amount of time visiting with potential recruits in my office, telephoning, addressing large assemblies of high school seniors, and participating in recruiting fairs. I also write proposal letters. My staff (non-faculty) is also heavily involved.

2. Is faculty recruiting part of the annual evaluation of faculty for merit increases? Tenure? Promotion?

   Yes

Retention

(2) (d) (4) "The system for career counseling and academic advising at the college and school level needs to be overhauled and enhanced."

1. Since 1998 has your college made any changes in the ways career counseling and or academic advising are carried out?

   Yes. We now have mandatory honors advisement (a very positive development) and we spend a great deal of time talking to students about a variety of issues, including career planning.

2. Do you make a distinction between career counseling and academic advising? If so, is each conducted by the same people?

   No

(5) (d) "Each new student should be assigned an upper-division student and a faculty mentor who is available to provide personalized counseling and guidance."

1. Do you have a program of student mentoring in place? How long has it been operating?

   Yes. Approximately 50% of our new students chose to participate in this honors program over the last two years. We judge it a modest success. Unofficial mentoring in the context of honors students of all classifications living together in the honors dorms seems equally valuable.

2. Do you formally assign faculty as mentors to new students? (Distinguish among: a) mentor b) career counseling c) academic advising)

   No

3. Does mentoring for new students take place in academic clubs or organizations within your department or college?

   Absolutely--In the context of HON--our extraordinarily active honors social organization.

Please return this survey to: **James E. Brink**
Provost Office
MS 2019

SURVEY FOR BOARD OF REGENTS REPORT

College of Human Sciences	
COLLEGE	DEPARTMENT OR AREA
Dean Elizabeth Haley	1/27/2000
RESPONDENT	DATE

Please comment on how or if your department, area, or college is carrying out any of the following:

Academic Recruiting

(7) c: "Faculty members need to have more direct involvement in undergraduate student recruiting, and recruiting efforts should become part of the annual evaluation of faculty members."

1. Are faculty involved in recruiting? How? Telephone calls? Correspondence? Recruiting trips? As hosts to potential students? Other?

Most of our recruiting efforts are coordinated by the Human Sciences Coordinator of Recruitment and Retention and representatives of the Human Sciences Advising Center. The Coordinator of Recruitment and Retention holds a faculty appointment as Instructor and also serves as a staff member. Faculty members are involved in meeting with prospective students when a major has been identified. Faculty are occasionally asked to call students, particularly strong academic students. Correspondence is generally handled centrally by the recruitment coordinator assisted by the Human Sciences Recruiters student organization. Students are involved in recruiting trips and as hosts to potential students. In some areas, such as the Restaurant, Hotel and Institutional Management Program, faculty participate in recruiting trips.

2. Is faculty recruiting part of the annual evaluation of faculty for merit increases? Tenure? Promotion?

Recruitment may be considered as a part of the service component. Merit increases, tenure, and promotion are granted on the basis of a faculty member's outstanding performance in teaching, research, and service.

Retention

(2) (d) (4) "The system for career counseling and academic advising at the college and school level needs to be overhauled and enhanced."

1. Since 1998 has your college made any changes in the ways career counseling and or academic advising are carried out?

The College of Human Sciences continues to review how to best meet the counseling and academic advising needs of students. Changes are made annually to better meet student needs; however, no major changes have occurred since 1998. Career counseling is provided by faculty, particularly through practicum courses, internships, capstone courses in the major, and a junior seminar course. Academic advising is carried out by Advising Center staff members assisted by faculty and students.

2. Do you make a distinction between career counseling and academic advising? If so, is each conducted by the same people?

Career counseling is primarily provided by faculty in the student's major. Academic advising is provided by our Advising Center staff in close coordination with faculty who set degree and course requirements. We separate the two functions. We have found that the separation allows faculty to spend more time on their research, with upper class students, and in securing grants and conducting research.

(5) (d) "Each new student should be assigned an upper-division student and a faculty mentor who is available to provide personalized counseling and guidance."

1. Do you have a program of student mentoring in place? How long has it been operating?

We do not have a program of student mentoring in place. We encourage students to become involved in professional organizations in the College of Human Sciences and in their major. These student organizations provide opportunities for networking with faculty and professionals. These programs have been in effect for many years; however, new students are not paired individually with upper-division students.

2. Do you formally assign faculty as mentors to new students? (Distinguish among: a) mentor b) career counseling c) academic advising)

The College of Human Sciences does not formally assign faculty members as mentors to new students. Our faculty members make an effort to give new students personal attention through their courses. Many Human Sciences faculty members teach the IS1100 course where they provide counseling and mentoring for students from across the campus. We decided to re-establish the HUSC 1100 as a program requirement for incoming freshmen This course provides an entry-level experience for new students choosing to major in Human Sciences. Course content is different from IS1100, but it will provide a link between new students and faculty members. Previously, we had eliminated our freshman seminar and required the IS1100 with a discussion section in Human Sciences. This approach did not work effectively. Our students now take both IS1100 and HUSC1100 beginning fall 2000.

3. Does mentoring for new students take place in academic clubs or organizations within your department or college?

Informal mentoring of new students takes place within academic professional organizations within the College and individual majors.

Please return this survey to: **James E. Brink**
Provost Office
MS 2019

Appendix 6:

1998 Survey of Non-Returning Students

Survey of Non-Returning Students

The Factors in the Decision to Leave Texas Tech

I. Indications from the Selection Statistics

The respondents were asked to indicate the reasons for leaving Texas Tech. They were given a list of 66 reasons to choose from. These were divided into four categories: *personal, financial, academic,* and *other*. The respondent had to categorize a selection as either a *major* or a *minor* reason. The 291 who answered this part of the questionnaire selected as many as 34 items — the average was 4 major reasons and 5 minor ones, and the median was 3 major and 4 minor reasons. A table below gives the reasons attracting the attention of 15% or more of the of the respondents. The list is in order of frequency within a section and grouped by percentages. Those marked with an asterisk (*) are discussed in more detail in the section that follows. The *Descriptive Statistics* report gives the complete results.

Reasons for Leaving	Selected as a Reason (either Major or Minor)		Selected as a MAJOR Reason Only	
PERSONAL REASONS				
Did not like Lubbock*	101	33.4%	56	18.5%
Too far from home / Too close to home*	97	32.1%	47	15.6%
I felt that I did not fit in at Tech*	95	31.5%	46	15.2%
Wanted to live in dif. part of state/country*	69	22.9%	28	9.3%
Wanted to live in a larger city*	64	21.2%	31	10.3%
Really wanted to go to another college or university all along*	61	20.2%	35	11.6%
Personal or family health problem	54	17.9%	36	11.9%
Wanted to be closer to friends	54	17.9%	15	5.0%
Wanted to be closer to a boy/girlfriend	52	17.2%	30	9.9%
Lack of social or cultural activities	52	17.2%	18	6.0%
Disliked living in a dorm	49	16.2%	23	7.6%
FINANCIAL REASONS				
Could not afford to go to school this sem.*	67	22.2%	44	14.6%
Unexpected financial difficulty	58	19.2%	33	10.9%
Needed to work to save for college	56	18.5%	28	9.3%
Did not qualify for financial aid	50	16.6%	29	9.6%
Tuition and fees are too high	50	16.6%	23	7.6%
ACADEMIC REASONS				
Could not understand some of the instructors*	82	27.2%	29	9.6%
My grades were too low*	76	25.2%	34	11.3%
Did not like being taught by TA's*	73	24.2%	41	13.6%
Did not like my academic department*	64	21.2%	31	10.3%
Did not like the faculty*	59	19.5%	24	8.0%

Reasons for Leaving	Selected as a Reason (either Major or Minor)		Selected as a MAJOR Reason	
OTHER REASONS				
Difficulty parking and getting to class*	97	32.1%	41	13.6%
Advising was not easy to get*	89	29.5%	33	10.9%
Advisors were not knowledgeable*	78	25.8%	27	8.9%
Dissatisfied with registration*	68	22.5%	24	8.0%
The staff did not provide quality service*	59	19.5%	39	12.9%
Dissatisfied with an administrative office	47	15.6%	30	9.9%

II. Discussion of the Frequently-Selected Reasons

The reasons below were selected by about 20% or more of the respondents.

1. Did Not Like Lubbock

Just over one hundred of the 302 dropouts indicated that they did not like Lubbock. This is the most frequently-listed reason, and more than half of them said this was a *major* factor. In response to the question of what the students had *liked least*, Lubbock is mentioned 30 times, which is the third most frequent choice (after parking and fraternities/sororities).

The reasons for not liking Lubbock become clearer by looking at the other selections that these hundred respondents often made. They wanted to live in a larger city, wished to live in another part of the state or country, and/or really preferred another university all along. Statistically, the correlations were between 0.56 and 0.45 (and correlations were rarely higher for any reason-pair in the survey). Adding in the next-highest correlations completes the picture. They disliked the lack of social or cultural activities, the weather, and the distance from home.

The people disliking Lubbock tended to be about equally divided between those coming from small towns and those from large metropolitan areas. They tended to transfer to U.T.-Austin, SWTSU, Texas A&M, and universities in the Dallas-Ft. Worth region.

These students were nearly three times as likely to live some distance from Lubbock as to live in this area. However, the comments tend to indicate that the cultural distance to Lubbock and West Texas is perhaps more important than the physical distance from Dallas or Houston.

Typical comments said that Lubbock was "in the middle of no-where" and "Lubbock is a boring town." Quite a few mentioned that they didn't like the cold weather, the dust storms, or the smell of the feedlots. Other dislikes associated with Lubbock were its conservatism and country music.

The Other Side of the Coin: Students from New Orleans to West Texas said they liked Lubbock. Twenty listed the city as something they *liked best* about going to Tech (the 6th most popular choice).

Implications for Retention and Recruitment: The university can do little to make Lubbock attractive to people who would simply be more comfortable in a different environment.

However, there are indications that prospective students might needed to know more about what Tech and Lubbock is really like. For example, one respondent wrote: "At orientation an instructor asked me where I was from. I said 'Austin.' He replied, 'Well, it's about time you got out of that liberal Mecca.' I knew I was in trouble."

The problem with people not liking their environment is that back home people might simply hear that Sally Brown left Tech because "she didn't like it." Tech's reputation can be tarnished without the people in Sally's community ever knowing what she really didn't like was not finding a good Chinese restaurant (to cite an actual reason). Reducing the social and cultural mismatches may reduce the Freshman class but increase retention. Recruitment could perhaps be refined to attract the people most likely to be happy in Lubbock and to discourage those who might be less inclined to stay and enjoy their time in this city.

2. Too Far From Home / Too Close to Home

Tied for the second most popular reason for dropping out, is being either *too far* from home or *too close* to home. About one-third of the respondents marked this selection and about half of them said it was a *major* reason. Only one other reason has a relatively high correction (0.59) with this one — *Wanted to be closer to friends.*

Of those for which we have matching Student Record System data, 10 were from Lubbock and were evidently too close to home, and 77 were from distant locations and felt the opposite.

A number of comments confirm that the problem was simply that "School was too far from home." Tech's location was listed 12 times as what the respondents *liked least.*

The Other Side of the Coin: 15 respondents listed *location* as something they *liked best* about Tech. They liked having a major university in West Texas.

Implications for Retention and Recruitment: Location relative to home is another factor beyond our control. It suggests that recruiting in distant areas may not be as productive in the long run as compared to attracting students from West Texas. Given these first two reasons, we see that improving diversity is a particular challenge for this institution.

3. Difficulty Parking and Getting to Class

It is probably not too surprising that parking is tied for second place in the vote count, but it is more often than not judged as a *minor* factor. There were no particularly strong or interesting correlations with any other reasons.

Parking and related items such as bus transportation and police services were mentioned in 54 comments as what students *liked least* about the university — by far the highest count on that report.

The Other Side of the Coin: There is little on the positive side of the issue, except for a couple of remarks of appreciation for the bus service.

Implications for Retention and Recruitment: Parking is a subject the students are particularly sensitive to. The amount of attention it draws may be out of proportion to its importance in the decision to leave or stay, although one person did mention good parking as a particular attraction of her new school. However, inconvenient parking may discourage those with heavy work schedules and mothers with young children from staying in school. Students wrote of having to get to Tech an hour before class time to hunt for a place to park "If parking were not such a problem, I could find time to attend classes." Spend more than two hours to take a one-hour class, and spread this problem over several courses at different times of the week, and you can see the disheartening effect this can have on all but the most dedicated student. One person suggested a separate, *compact* facility for part-time students.

4. I Felt that I Did Not Fit In at Tech

Ninety-five individuals (31.5% of the respondents) indicated that they did not *fit in* at Tech. The votes were about equally split between *major* and *minor* selections. Looking at correlations is not very instructive in interpreting this item. The highest correlation (0.39) is for the lack of social or cultural activities, and some slightly lower correlations link to various location-related factors and the original desire to attend a different university.

After leaving Tech, these students found two different kinds of places to fit in. One group that can be characterized as career-oriented and academically advanced students found Tech to be a party school with low academic standards. These were generally from larger high schools in metropolitan areas, and they were particularly attracted to U.T.-Austin, although Texas A&M also received some.

A much larger group of students moved to a variety of community and junior colleges, church-sponsored institutions, and other schools considerably smaller than Tech. Many of these respondents were from small or very small towns. This group was concerned with the social meaning of *fitting in.* While those from the metropolitan schools might arrive at Tech with dozens of classmates, a person from a rural school district might not know anyone else here to help ease the transition from a rural school district to a major university. Some would write that they left for another college just to be with old friends from back home. They further complain that the Greeks dominated social life at Tech which further added to their feelings of loneliness.

Those from small schools could also feel isolated academically. These students were accustomed to lots of personal attention from their teachers. The comment "I was totally overwhelmed with class sizes, coming from a small school" is but one example of a number of complaints about large classes.

We also looked to see if African-American and Hispanic students were fitting in. A large number of minorities (53) responded to the survey. Only 23% of them marked *ethnic or racial tensions* as one of the reasons for leaving (and it was more often a minor factor than a major one). Only six individuals commented on the subject. One noted the lack of African-American Studies and moved to a school that had that major. There were a couple of charges that people here were either "racist" or "prejudiced." One person had a "hard time" being the only black person in ROTC and also had racial slurs painted on his dorm door. He thought neither the military nor the administration had handled the incidents well. Otherwise, the comments by minority students look just like those of all other students.

Implications for Retention and Recruitment: Improvement in admissions standards and an Honors College would help some of the people fit in academically. There is an opportunity for the residence halls to do a better job of helping new students make friends and adjust to college. Attractive social alternatives other than sororities and fraternities would be helpful. Mentoring, expanded orientation, and a Freshman course are discussed below as possible improvements.

5. Advising Was Not Easy to Get *and* Advisors Were Not Knowledgeable

The fourth most popular reason (with 89 votes, 29.5%) complains that advising was not easily obtained. This has a relatively high correlation with the 6th-place selection that *advisors were not knowledgeable* with 78 votes (25.8% of the respondents). In both cases the problem was judged as more of a minor factor than a major one (in a ratio of about 9 to 5). Not surprisingly, the lack of advising is correlated with those who complained about registration. Weaker correlations matched not being able to get a class the student wanted and dissatisfaction with one's academic department.

Advising was listed 23 times as what the student *liked least* about Tech (the fifth most common topic on the list.) The following comments are typical of many: "Too many students for one counselor." "Advisors did not have the answers 50% of the time." For all of the remarks on the subject see a separate report: *Comments on Advising and Academic Support.*

The Other Side of the Coin: Five respondents thought that advising was something that belonged on the *Liked Best* list with comments such as "My advisors were very helpful."

Implications for Retention and Recruitment: Advising comes up as a issue in every survey this office has done. More advisors are still needed, and mistakes continue to cause graduation delays. One person wrote "I was able to enroll in Fall of my Freshman year without an advisor or an advisor's signature. I was clueless and enrolled in hours I did not need." Potential students have probably also heard this story.

6. Could Not Understand Some of the Instructors

Number five on the list of often-selected reasons concerns a problem with the faculty. *Could not understand some of the instructors* was selected by 82 people, or 27% of the respondents. The votes were more on the *minor* side in a ratio of about 9 to 5. There are low-level correlations (in the 0.30's) with various academic factors: didn't like the faculty, didn't like being taught by Teaching Assistants, had trouble with a particular course or degree requirements, found the classes difficult, and had low grades.

There were some comments about poor teaching in general, but the comments tended to focus on foreign faculty. One wrote: "Don't allow foreign teachers with a speech impediment teach speech! This happened to me. I'm not quiet enough to fail a speech class, but I nearly did." Another complained, "Foreign TA's — How do you expect us to pass when we can't understand them?" A respondent related the following story: "An Economics teacher had trouble speaking English and teaching American Economics. A student asked a question, and his response was 'I am not familiar with the American economy, but back in Turkey....' How could he teach it if he didn't understand it." See the complete listing of remarks in the report, *Comments on Faculty.*

The Other Side of the Coin: Forty-eight respondents complimented the faculty for being what they liked best. One simply wrote: "The teachers were awesome."

Implications for Retention and Recruitment: While we had seen a noticeable reduction in the number of complaints about foreign faculty in the graduation surveys in recent years, it is apparent that this problem has not gone away. One can easily believe that the stories like those above do not help in recruiting new students.

7. My grades were too low

About 25% of the respondents selected the *My grades were too low* reason. It was a minor reason over a major one by 42 to 34. The best correlations were with *trouble with a particular course* and *found classes too difficult*. Lesser correlations linked problems with a degree requirement, partying too much, and not understanding the faculty.

The people in this *low-grade* group appear to be performing only marginally well, and then their grades dropped in their last semester. These students saw their Cumulative GPA fall an average of 0.37 points. (People outside this group show no difference in their Cumulative GPA between the last semester and the semester before.) From the comments we know that a some experienced health, personal, or financial problems leading to uncharacteristically low grades before dropping out. While some potentially good students admitted to partying too much, many were at risk of failure from the start.

The questionnaire asked how well prepared they thought they were academically. Not many students admitted to being *not well prepared* or *marginally well prepared*, but these selections are much more common among those admitting to having grade problems. These students were much more likely to have been provisionally or conditionally admitted or had been readmitted after an earlier suspension. Their SAT and ACT scores were also notably lower. Those who were still trying to make it through school were going to community colleges, junior colleges, or smaller institutions where they could receive more attention in smaller classes. One person left the state after failing TASP.

Implications for Retention and Recruitment: Raising admission standards will reduce the number of marginal students. But any university will likely have students who play too much instead of working on their studies. Mentoring might help some of these. For those with marginal academic preparation, the university needs to intervene early and aggressively for those showing signs of failure much like it does for athletes. Academic assistance programs were rarely mentioned which could indicate that such opportunities were rarely used.

8. Did Not Like Being Taught by Teaching Assistants

Twenty-four percent of the dropouts didn't like being taught by Teaching Assistants. This was a major factor as opposed to a minor one in a ratio of about 4 to 3. Many of these respondents also did not like the faculty in general and complained that they could not understand some of the instructors.

For twelve individuals this was something they *liked least*, and there were seven other comments against Teaching Assistants in other sections of the questionnaire. For

example, one wrote: "If I have to pay full price for a course, I want a professor. I have no doubt that TA's know their subject, but can they teach?"

The Other Side of the Coin: One person mentioned TA's in the *Liked Best* section, and there were four other favorable comments elsewhere including, "Let more TA's teach. At least they care."

Implications for Retention and Recruitment: This problem is not unique to Texas Tech. The obvious goal is to do better than our competitors.

9. Wanted to Live in Another Part of the State or Country

Sixty-nine individuals (23%) wanted to live elsewhere. This was generally a minor reason. See the earlier discussion under *Did Not Like Lubbock.*

10. Dissatisfied with Registration

This complaint registered with 68 respondents (22.5%). People were twice as likely to mark it as a minor reason as opposed to a major one. Registration is the fourth most common complaint listed in the *Liked Least* report (with 26 remarks). The lack of telephone registration was the main focus of 23 other comments.

The Other Side of the Coin: Two respondents liked registration and listed it in the *Liked Best* section.

Implications for Retention and Recruitment: Presumably the change to the new registration system will make Tech more competitive with other institutions.

11. Could Not Afford to Go to School This Semester

A number of respondents were experiencing trouble financing their education. Sixty-seven (22%) indicated they could not afford to attend in the Fall. This was a major reason as opposed to a minor one by about 2 to 1. There were relatively very high correlations with *unexpected financial difficulty, did not qualify for financial aid,* and *parents could not continue their financial support.* There were also related complaints that tuition and fees were too high at Tech as compared to other schools, that financial aid had been delayed, or that the Financial Aid office had made errors that cost the student his aid.

As might be expected, these respondents were now more likely to be working full-time rather than going to school at another institution, although some were attempting to do both. Only ten said they did not intend to come back to Tech. However, not too many were sure when or if it would be financially possible to do so.

People in this group were probably already having problems balancing school and job. Seventy-five percent of them were working an average of nearly 30 hours a week during their last semester at Tech.

Implications for Retention and Recruitment: In about 50 cases (out of around 300), the lack of funds is essentially all that was preventing a student from returning. Substantial

financial aid would likely reduce the dropout rate. While most simply can't pay for tuition, fees, books, and living expenses, some still owe the university money from their last semester (such as for housing), or they have outstanding student loans and can't get new aid. These students would like a payment plan or refinancing that would enable them to resume their education before their debts were paid off.

Tech should also be concerned that scholarship offers may not be competitive. A student who preferred Tech to Texas wrote "If Tech would have put forth any effort to keep me there, I would still be there today. I had a 3.94 and got no scholarship at Tech, whereas UT gave me $3,000. "

12. Wanted to Be in a Larger City

Wanting to be in a larger city got 64 votes (21%), split about equally between major and minor reasons. See *Did Not Like Lubbock*, above.

13. Did Not Like My Academic Department

Not liking the academic department tied as the 12th most common reason with 64 votes, and these votes were almost evenly divided into major and minor. All of the correlations with other reasons were weak except for one — *Did not like the faculty*. The students complained about being anonymous in large classes ("You were only a number to professors.") and had individual problems with some of the teachers. As noted before, advising was a problem linked to the department with such comments as "[My] advisor did not know what she was doing and caused me to take hours I did not need."

The Other Side of the Coin: There were 238 people who did *not* dislike their department, although one realizes that this is not equivalent to *liking* it. The following table compares the dislikes to those in the same department who at least abstained. (The undecided majors and pre-health-profession majors are omitted.)

	Disliked	*Abstained*		*Disliked*	*Abstained*
AECO	1	5	SASW	2	7
ANSC	1	6	ACCT	3	3
ARCH	2	2	FIN	2	7
ART	1	6	ISQS	1	5
BIOL	3	9	MGT	1	4
COMS	1	1	EDUC	9	10
HIST	1	5	CS	1	0
MCOM	1	7	EE	1	3
MUSIC	2	3	ME	2	0
PHIL	1	0	HDFS	3	11
POLS	1	5	MEDCE	4	7
PSY	1	10			

You will notice in the table above that Education has by far the largest number of dislikes (along with an almost equally large number of abstentions on this question). That college had some very severe critics who complained at length about advising, classes, and the college's administration. As with all of the comments on the survey, these are listed in a separate set of reports.

Implications for Retention and Recruitment: One item concerning the College of Education is of particular interest with regards to retention. The College could do more to help Tech keep students who fail to be admitted into the upper-level education program. "The

staff could have been more helpful and not just tell me I won't get into the Education program, so I might as well go to another university. If they had been more helpful and caring, I would still be at your school." Another respondent also wrote of being told to leave Tech, rather than advised to change to a more suitable major. A student complained of being asked to write an essay in an appeal of the rejection only to have it ignored. These people seem especially pleased to let us know they had gone to another school and are doing exceedingly well in the education program there. The College may wish to review the manner in which such rejections are handled.

14. Really Wanted to Go to Another College or University All Along

A little over 20% indicated that Tech was not their first choice. This was a major factor as opposed to a minor one by 35 to 26. Twelve are now attending Texas A&M and 10 are at Texas-Austin. Southwest Texas State and North Texas together account for another 10. The others are scattered widely, including a number who left the state for their education.

In some cases it appears students originally came to Tech because of its easier admissions standards. Once they had proven themselves, they were able to transfer to their first-choice school. (About half of those transferring to Texas and A&M had a record of some sort of conditional admission status at Tech.) Those now at the University of Texas left with an average 3.42 GPA, and those at A&M had a 3.40 here. (The average GPA of all of the other dropouts is 2.48.)

Taking a broader look at the issue of transfers, we find that students appeared to be attracted to Texas-Austin for primarily academic reasons. For the 18 moving on to Austin, *half* indicated that Tech's courses were too easy. "The courses were not challenging or mentally stimulating. The instructors spoon-fed students.... If a degree from Tech would have meant the same as a degree from UT, I would have stayed." Other schools also received a few of our students in order to improve career prospects.

Some of the transfers were pleased to find scholarships at their new school. A SWTSU student who expects to graduate with honors wrote " I believe your institution would retain more academically motivated students if you offered the scholarships to good students rather than athletes."

While the respondents were not specifically asked about their new schools, it is not surprising that Aggies mentioned liking A&M for its spirit and traditions. "The university lacked the tradition and support that I easily found [at A&M]."

The characteristic attractions of SWTSU and North Texas are unclear. Students attracted to out-of-state universities were often going for special academic programs such as computer animation at Brigham Young or actuarial science at Temple.

Implications for Retention and Recruitment: The desire to attend a different institution is similar to "fitting-in" since it can be a very subjective matter. While Tech can improve its academic reputation, make registration quick and easy, and offer more scholarships, there will always those who have some inner need to be an Aggie or a Longhorn or a something else.

15. Did Not Like the Faculty

A little under 20% did not like the faculty. However, these respondents tended to judge this as a minor reason. There was a relatively high correlation between this selection and not liking the academic department and having trouble with a particular faculty member.

One dropout wrote: "The only reason [for leaving Tech] was that in two years I could only say that I had two 'average' teachers. The rest of them drove me away and gave me a bad impression of Texas Tech." The following are more representative comments: "[The] faculty was very impersonal." "TAs didn't seem to care about students." "Lack of personal attention from faculty." "Get rid of the profs who don't care (a majority)."

Even a single incident with a professor may be enough to trigger this selection. One was accused of "taking pot shots at the students. I felt scared of going to class because of my prof." A respondent was thinking about a particular person when writing about "Professors with too much education and too little common sense to teach a decent class.... He said some of the dumbest things." Another wrote that the teacher "said the class wrote like Beavis and Butthead. Not very encouraging."

The Other Side of the Coin: In the *Liked Best* part of the survey, the faculty are at the top of the list with 48 compliments.

Implications for Retention and Recruitment: All of the alumni and graduation surveys to date have indicated that Tech has very many fine faculty. They are judged to be knowledgeable as well as being especially caring and helpful. *Overall,* the quality of the faculty is something that can be promoted rather than worried about.

16. The Staff Did Not Provide Quality Service

Fifty-nine respondents, or a fraction under 20% complained about service issues. This was considered a major issue over a minor one by about two to one. The highest correlation of the survey is a 0.73 for *Quality Service* paired with *Dissatisfied with an administrative office.* The offices receiving the most complaints were Financial Aid and the College of Education. However, less than half of the respondents filled in a name of an offending administrative unit, and those that did respond sometimes listed several offices.

The comments tend to indicate that there is still a general problem with customer service. "The administration was rude and unsupportive. They lacked the concern of each student unless they are athletes." "Unorganized bureaucracy." "Impersonal, incompetent employees and staff, excluding teaching staff." "No one ever could give me a straight answer! Tech Shuffle. Go here, then they send you there!" "Everywhere I went on campus, I got the run-around. Any offices." "No one helped me at all! The people working there were rude and very unthoughtful for kids new to college and not knowing their way around." "The banner in West Hall that insists that Tech cares about their students and their academic standings. Everyone knows what a lie that is."

The Other Side of the Coin: There are occasional compliments for the staff and individuals who were very helpful.

Implications for Retention and Recruitment: Any horror stories of poor service likely hurt recruiting more than a few good stories will attract people.

III. Additional Reasons for Leaving Tech That Provide Opportunities for Improvement

A number of reasons got less than 20% of the votes, but they received quite a number of comments and thus are important in adding to the picture of why students dropout. Within these items are some possibilities for improving retention.

A. Fraternities and Sororities

Sixteen respondents said that not being pledged to a sorority or fraternity was a reason for leaving, usually a minor reason. This attracted only 5% of those answering and would ordinarily receive little notice. However, in the comments, the Greeks received a lot of attention — nearly always negative. Thirty-three people said fraternities and sororities were what they *liked least* about Tech, a count which places it second only to parking as a major complaint. (Greeks were only slightly under-represented in the survey.)

A sample of the comments illustrates the problem. "If you were not in a sorority, you were not accepted. All social events were for invited people only." "It is so Greek. If you aren't Greek, you have no social opportunities worth having." "The fraternities and sororities were not friendly at all to those who did not join one." The problem appears to be particularly acute in the dorms where exclusion from social life could appear so obvious. One person remarked that she was fortunate to have so many friends because her dorm floor only had three sorority sisters.

The Other Side of the Coin: There were a small number of remarks of appreciation for fraternities or sororities.

Implications for Retention and Recruitment: Being in a fraternity or a sorority is an important part of the college experience or some people. On the other hand, the Greeks (17% of the undergraduate population) may be too controlling for the good of the university. The dominant Greek social scene may be one source of Tech's long-time image as a party school. While one member accused the administration of being anti-Greek, the majority of the students might have more sympathy with the following statement: "I always wanted to attend Tech. I was very disappointed. Tech has too many sororities and fraternities trying to out do each other. They just generate negative attention and press."

B. Dorm Life

Living in the residence halls was not appealing to some of the respondents. Forty-nine people (16%) cited it as a reason for leaving, with slightly over half saying it was a minor reason rather than a major one. Having roommate problems got 39 votes. They complained about the noise (with the Greeks again getting some of the blame), alcohol and drug use, the food, the high cost, and an unresponsive management. One student tried for three years to find a place where a serious student could study in peace. Such experiences do little to dispel Tech's reputation as a party school. Housing and Dining got 23 mentions as what students *liked least* about Tech.

The Other Side of the Coin: Quite a few people said they really liked dorm life. It received 11 *liked best* comments. It's considered a great place to find new life-long friends. One

person even wrote: "I miss Tech, especially the food in the dining halls!" Off-campus housing problems got only 21 votes (7%) and few comments.

Implications for Retention and Recruitment: We judge that only three people left *primarily* because of problems in the residence halls. For many more it was a factor among perhaps a number of other little problems that contributed to a general unhappiness. It is at least one of the few areas where the university can try to do something about dropouts. Better ways of bringing the shy and the lonely into a closer campus community would be one improvement to look into. Disruptive students are costing the housing system some of its residents and Tech some of its enrollment.

C. Financial Aid Problems

As discussed above, not being able to afford to attend was an important reason for dropping out. Fifty respondents (a little under 17%) said not getting financial aid was a reason for leaving, and it tended to be a major reason as opposed to a minor one. (Half of the respondents had used financial aid.) Some had problems with the financial aid office. One *liked-least* comment pretty much sums up the difficulties: "Financial Aid — long lines, rudeness, uncaring attitude, long delays in responsiveness, can't get through on the phone, etc." More than 10% (31 people) indicated that their financial aid had been messed up. Here is an example: "The major problem was a $1,000 scholarship I was to receive. At least five different times I was told that Tech didn't receive the check. My father called and threatened to come to Lubbock. Five minutes later the money 'mysteriously' showed up."

The Other Side of the Coin: One person said Financial Aid was something they *liked best* about Tech.

Implications for Retention and Recruitment: As the cost of college goes up, students are relying more and more on financial assistance. The university needs to be competitive in providing better service in this area. Note the following two remarks: "The Financial Aid office is the most disgraceful excuse for a student service I have ever encountered. I have been in Financial Aid offices of other universities and the one at Tech is absolutely appalling in comparison in every respect!" The second comment: "At UTEP before going to Tech, I was getting enough money in grants and work-study to pay for school. At Tech the financial aid office is not helpful and they encourage people to get loans. Loans are meant to be the last resource. I attend UTEP again, and again I don't need a loan."

D. Problems with Particular Courses and Faculty

Forty-five individuals (15%) remarked that they had trouble with a particular course, and it tended to be a major reason for leaving. They were inclined to name only the general subject matter, not a specific course. Math, chemistry, biology, accounting, and foreign language tended to be the problem areas. The results are not surprising, since these subjects traditionally have given students problems over the years.

Forty-two respondents (14%) listed having trouble with a particular faculty member as a reason for leaving, but only 22 named the individual in question. [redacted]. Rarely was enough information given to identify exactly what the problem with an instructor was.

E. Health Problems

Fifty-four people reported health problems. For eighteen people it was the primary and immediate reason for dropping out. The student could be recovering from a brain tumor or a car accident or be under treatment for severe clinical depression. Also included are those with family members suffering from a serious illness or accident. These people also tend to have severe financial problems.

One opportunity for improvement would be a counselor who would serve something like a hospital social worker to counsel the students in these situations. Some tried to continue their education while recovering from a major illness or assisting a parent with cancer. The result was often a ruined GPA. They complained that some of the faculty were unsympathetic to such problems. Given the large student population, there is probably enough demand for counseling and perhaps mediation that having a specialist in this area would be justified. These students are good prospects for coming back — if they feel good enough about Tech to want to come back.

IV. Reasons for Leaving for Which Little Improvement Can Be Expected

The discussions above concentrated on those items that were frequently selected and those which offered some possibilities for improved retention and recruitment. A discussion of dropouts would not be complete without mentioning a third group of reasons. When the following items are cited, you know this person is gone, and there is little or nothing the university can do about it. We can merely hope that these people found their experiences at Tech to be positive ones and that they would be inclined to return if the circumstances change. Perhaps they will encourage others to attend Tech.

1. Boyfriends and Girlfriends / Marriage

Personal relationships are a factor for quite a number of people. Fifty-two people (17%) gave the desire to be closer in location to a boyfriend or girlfriend as a reason (often a major reason) for leaving Tech. For 16 people this appears to be the chief factor in moving elsewhere. Other than getting that special someone to come to Tech, there is little the university can do.

Twenty-three people said marriage was a reason, and for 8 people this was the essential reason for leaving. Most often the marriage meant moving to another city. On the positive side, it was sometimes a Tech graduate they left town with.

2. Pregnancy, Newborns, and Children

Expecting mothers and those with newborns did not find it possible to continue. Twenty-five women listed this as a reason and nearly all said it was a major factor. Financial problems and the lack of convenient and affordable child care led many to say that they were not sure when they could return to the university. Other family responsibilities and the care of older children affected an even larger number of people.

3. Jobs and Careers

Other surveys have indicated that the great majority of students are in school to prepare for employment, so it is not surprising that thirty-one (10%) left early because of a career opportunity that they couldn't afford to pass up. Another eight students (3%) had to leave Lubbock due to a job transfer. The career moves of the student's spouse is another cause of dropouts that cannot be prevented.

V. Interest in Suggested Improvements

One section of the questionnaire asked if any of 8 suggested improvement would have affected their decision or would have enabled them to stay at Texas Tech.

Permanent Advisor

The most popular suggestion was *being assigned a permanent advisor.* This was thought a good idea by 120 (40%) of the respondents, and the votes were weighted slightly toward *would have* instead of *might have* helped. As noted above, advising is not generally highly regarded. They wanted an advisor who they felt really knew and cared about them and their academic career. Some refer to a mentor (below) and a permanent advisors if they were interchangeable.

Mentors

Having a student or a faculty member assigned as your mentor was a very popular idea with 118 of the nearly 300 respondents marking this selection. Fifty-five people said it *would have helped* and a slightly larger number (63) said it *might have helped.* The comments were simply that they wanted someone who would take the time to get to know them and guide them well.

Internships

One hundred and seventeen liked the idea of *an internship or similar work/study program in your major.* The would-have-helped count is slightly lower than the might-have-helped tally. One commented that an internship requirement attracted her to a program at U.T. Another wrote of being very impressed with the internship opportunities at Temple University.

Freshman Course

The suggestion for *a course for all Freshmen covering such things as career planning, library orientation, study skills, personal finance, etc.* was moderately popular with 68 votes about equally divided as to how much it might help. It was not a subject they were very interested in commenting on. One wrote, "I think Tech should have a seminar on study skills and note taking. I know it sounds bad, but some leave high school not knowing how to take notes or how to be a survivor."

Evening Classes

Fifty-six people asked for night classes, and they were equally divided as to what extent this might help. This was the most popular topic regarding academic operations with seventeen comments explaining how much people who worked full time needed classes at night. Demand seemed to be highest for business courses, but there were also calls for classes such as foreign languages. This program would not only appeal to workers but also mothers could go to school while the husband watched the children in the evening.

Social Activities

More social opportunities or sponsored activities also received 56 votes, but the students were not all that sure it would have helped much. As mentioned above, this might be appreciated most by those feeling isolated by the Greeks and those thinking that Lubbock offered little to do. Some also asked for more cultural activities.

Extended Freshman Orientation

A week-long Freshman orientation before classes start was another possibility offered for review. A little less than 6% said it *would have helped*, and a little more than 11% indicated that it *might have helped*. The 83% non-response makes this the least popular of the general suggestions. However, there were a couple of comments calling for something like the Aggie's *Fish Camp*.

Day-Care Facilities

Only twenty-five of the dropouts indicated a need for day-care facilities, but the eleven comments indicated that this is a very important consideration for them.

VI. Other Observations and Suggestions

This section offers a miscellaneous observation about what may be the most enterprising reason for leaving, and a final suggestion for improving retention.

Leaving in Order to Graduate

Two people left Tech in order to graduate one or two years earlier than if they had stayed here. Transfer credits that Tech did not accept were counted by another school. One student transferred back to an earlier college and graduated immediately.

To students the decisions regarding transfer credit seem arbitrary and slow. Having to take again a course they had passed at a previous institution seemed greatly unfair. The reasons for such decisions need to be explained, otherwise it just adds fuel to the suspicion that Tech just wants to get more money out of the student.

Matching Students to the Appropriate University Environment

As we have seen above, many people leave because they don't *fit in*, and there is also little respect for advising. Perhaps one improvement in advising would help fix both problems.

The university needs to do more study comparing profiles of entering students to their performance. We need to know what type of advising is needed and what sort of curriculum plan tends to work best with each type of student.

For example, the advisor might receive information indicating that a particular student was well prepared academically and socially for college and had a well-defined career goal. This person would be steered into a fast-track honors program with a professor for a mentor who would take over the advising role. We would less likely lose this person to the University of Texas later on.

The next student the advisor might see could be someone from a rural school district with marginal test scores. This person should be enrolled in only small classes of basic subjects to give the person a chance to over the culture shock, to build up a network of friends and classmates to study with, to learn how to use the library, etc. This student would be monitored often by the advisor as to satisfactory progress, and tutoring or other counseling would be prescribed as needed. (Some students indicated they would have welcomed such monitoring.) Only after successfully negotiating this transition to college would these students be released into the mainstream population with more routine advising. The students in this group with sufficient ability would not be lost to junior or community colleges.

Such programs would likely improve retention, although we would not keep every student. As a bonus, those who left would at least know the university cared and made a good effort to help them. Not all of the students who are leaving now feel that way. An improved image in this area can only help recruitment.

In the graduation and alumni surveys, students have often complimented Tech for being a large school that felt more like a small one. Many of the dropouts do not share this feeling. Efforts simply need to be expanded and refined so that even more students will be graduating with good feelings about Tech.

TEXAS TECH UNIVERSITY™

Vice President for Enrollment Management

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February 10, 2000

Division of Enrollment Management Update

Admissions and School Relations

- **Freshman and Transfer Admissions Update.** Freshman applications continue to run ahead of last year's pace. At present, we are 14.95% ahead in applications and 26.5% up in acceptances over 1999. While we have received 62 fewer transfer applications than last year at this time, the number of accepted transfers is up 26%. (Please refer to the Admissions Report in your folder.)

- **Recruitment Travel.** TACRAO sponsored Junior College Day/Night programs were conducted in the Dallas and Houston areas during January. Due to inclement weather in Dallas, some of these programs were canceled and will be rescheduled.

  Visits to our local area high schools are taking place. One of our goals is to reach as many seniors as possible before the March 1 scholarship deadline and to offer pre-admissions counseling to juniors. Regional Coordinators have scheduled similar visits to high schools in their respective areas.

- **Spring Orientation.** Spring orientation experienced a huge increase in participation over last year. Of the 360 students who attended, 357 completed the registration process. In Spring 1999, 235 students attended and of those 232 registered for classes.

- **Office Activity.** Spring University Day is scheduled for Friday February 18, 2000. Nearly 50,000 junior and senior prospects have been invited. Approximately 2000 students (juniors with SAT 1100+ and seniors with 1200+ test scores) have been invited to a special reception held during University Day activities.

- **Holiday Post Cards.** Continuing a tradition established many years ago, all prospects in the Admissions database received a holiday greeting post card in December. Cards were also sent to selected counselors and all alumni who helped with fall travel recruitment.

- **Merit Scholarship Posters.** Special posters advertising our merit scholarship opportunities were created and sent to all Texas, Oklahoma, and New Mexico schools, and to other selected out of state schools.

- **Chancellor's Reception.** The Chancellor's Office hosted a reception for local top 25 percent juniors with the assistance of Admissions and School Relations. The event was well attended by area students (256 registered) and their families.

- **Undergraduate Research Mailing.** A recent issue of *Vistas* magazine, which highlighted undergraduate research opportunities at Texas Tech, was sent to approximately 1,500 selected students and 250 high schools. A letter accompanied the magazine from the Provost.

Financial Aid

- **Spring 2000 Disbursement.** Spring 2000 disbursement went very smoothly. Before the first class day (by January 17, 2000) we had disbursed 10,468 EFT loan disbursements to students tuition and fee accounts, 1,822 loan checks were approved for release, and 11,191 other financial aid awards had been paid to students tuition and fee accounts. These disbursements totaled $32,598,032, which produced 8,109 refund checks. These checks were mailed to students prior to the beginning of the term and totaled $14,797,992. We are continuing to look for ways to improve the process. This success was a joint effort between financial aid, the programming staff in Administrative Information Systems (AIS) and Student Business Services.

- **Financial Aid Web Services.** The financial aid web site for TechSIS is in test. A new upgrade for the SIS web is being installed and hopefully this will complete what needs to be done to bring the financial aid web area on line. When complete, students will be able to check the status of their financial aid application on line.

- **Imaging.** The work on document imaging is in final stages and should be on line very shortly. We are planning to begin the next award cycle with the document imaging system. This will allow more efficient processing of student applications by not having to move paper files through the office.

- **Computerized Phone System.** Our new computerized telephone system, with Automatic Call Directing, has been on line since October 1st. By improving our allocation of staff resources during peak call times, we have been able to answer more calls, reduce call-backs and improve processing flow. We have averaged 504 calls answered per day since the system was installed on October 1, 1999. During the first three weeks of January, we averaged 646, with a peak day of 962 calls. Large call volumes are typical at the beginning of a term, but we have not had the ability to measure the volume in the past. We feel that we will be able to better serve our students needs with the new system.

- **Fall 2000.** Work is beginning for the fall semester 2000. For the first time, a complete set of financial aid information will be mailed to every accepted freshman and transfer student, as well as every returning student. By taking this proactive step, we anticipate that our phone and mail requests for information will fall dramatically and we will see more students submitting their aid credentials in the spring and early summer. This will help to further reduce the number of students who do not have financial aid at the beginning of the semester.

  To further facilitate the awarding of aid for the fall 2000 semester, the federal updates to our computer system are being installed in the SIS test system. We will begin the testing process and should be ready to start awarding for the fall 2000 semester in March. This will allow us to begin sending student award letters three months sooner than we have been able to in the past.

Freshman Seminar

- Five IS 1100 classes are being offered this spring semester.

- We are now recruiting faculty for fall 2000, and we are developing ideas for this year's planning and training session weekend. We have invited a nationally known speaker and author on "critical thinking" to lead a workshop for IS-1100 instructors.

- We are in the process of revising our custom text for fall 2000.

Program for Academic Support Services

- **Learning Center.** The Learning Center's most exciting program continues to be the Supplemental Instruction Program. Located at the back of this report are bar graphs depicting the success of students participating in Supplemental Instruction within the courses offered during the fall semester 1999. Courses with corresponding Supplemental Instruction sections for the spring semester include:

  Biology 1401, Sections 001 and 002
  Chemistry 1307, Sections 001, 002, and 003
  Chemistry 1308, Sections 001 and 002
  Chemistry 3305, Section 001
  Chemistry 3306, Section 001
  Physics 1306, Sections 002 and 005
  Economics 3311, Section 005
  Sociology 1320, Sections 001 and 002

- **Testing Accommodations.** Located within the Learning Center, Testing Accommodations for students with documented disabilities continues to expand. As the bar graphs at the back of the report represent, this is an area that has seen continued

growth since its inception. The first graph depicts fall semester totals of students seeking testing accommodations for the period 1996 through 1999. The second chart shows the annual totals from 1985 forward.

- **XL: Strategies for Learning.** XL, a structured 10 week learning to learn course, saw a total enrollment of 464 students during the fall semester. Of that number, 381 completed the course. Of this group, 216 (56%) earned a GPA of 2.0 or above, thereby assuring continued enrollment for the spring semester.

  For the spring semester, 2000, XL has enrolled 580 students in 22 sections. Second semester probationary freshmen comprise 386 of the total enrollment with 194 students returning from suspension making up the total. Sections of XL are divided between freshmen and returning students. Experience has shown that the freshmen are developmentally different than students coming back from first suspension and require a slightly different emphasis within the curriculum.

- **TASP (Texas Academic Skills Program).** In the fall semester, 251 students termed TASP liable took the TASP test. Of these students 125 completed TASP requirements by passing all areas not previously passed. While this represents a 50% passing rate, it may be misinterpreted and does not accurately reflect all success. Many students who did not pass the entire test did pass one area of the test while either not attempting another area, or not passing another area.

  Results show that 60% of the TASP students who attempted the reading or writing sections of the test passed those sections. Within the math section 52% who attempted math passed that section. While this number appears low, 86% of the students taking the math portion during the November testing date were enrolled in the 15 week math course. This means that they had not completed fully their math remediation program prior to taking the test.

  Total enrollment, by area, for the fall and spring semesters appears at the back of this document.

Office of the Registrar

- **Assistant Registrar.** January 3, 2000, Mrs. Kathy Hicks was appointed as assistant registrar. This was a re-classification and pay upgrade. Her responsibilities include the TechSIS training (student information system), Security Base administrator, Web coordinator, Imaging supervisor and special projects as assigned. Mrs. Hicks has been employed by the registrar's office for about 15 years.

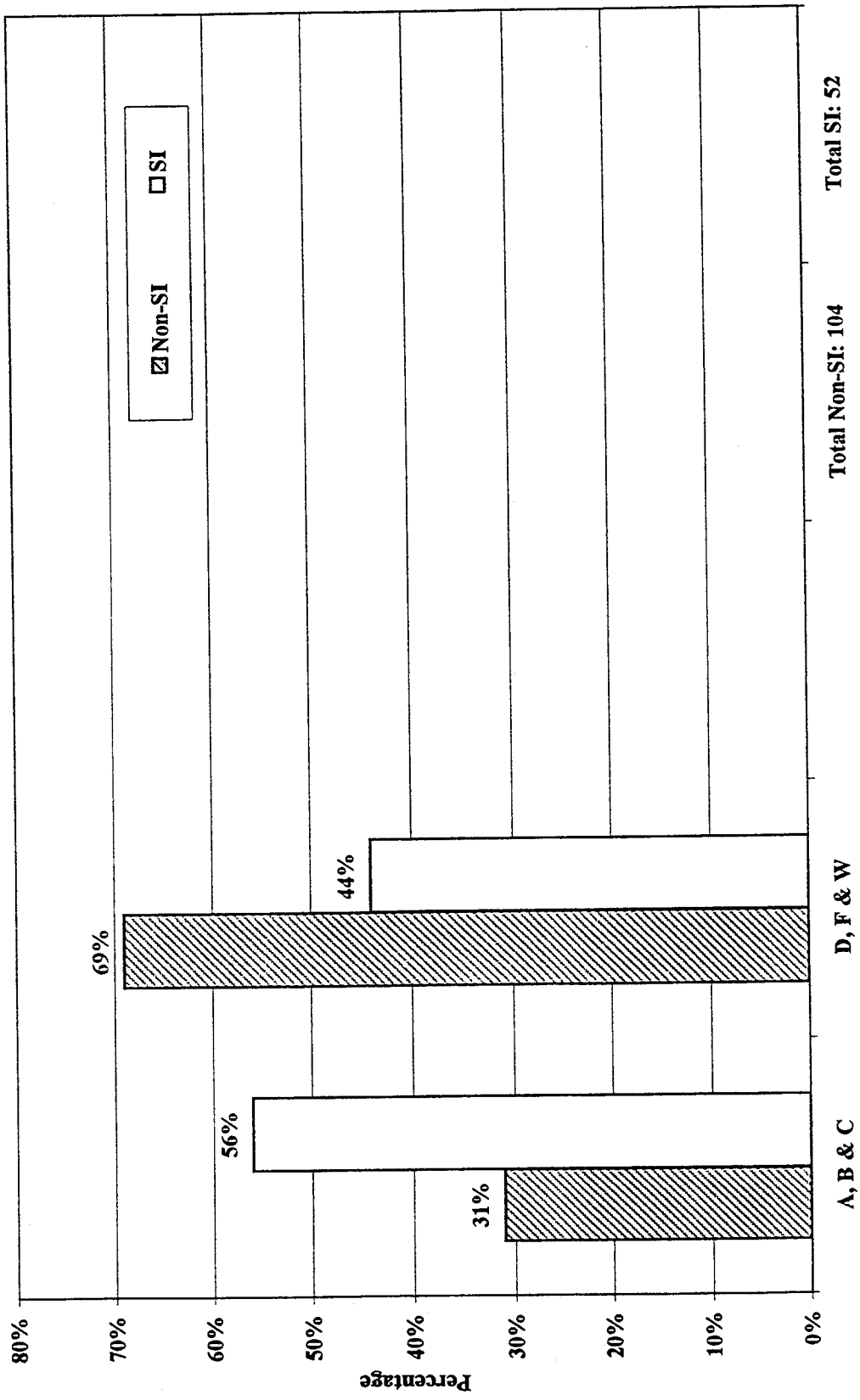
- **Technology Upgrades.** The office has ordered 9 personal computers to upgrade the transfer office as we move toward imaging of more records. This is a continuing effort to reduce paper files.

  Three FAX machines were ordered to enhance response to student's as well as companies needing student information. One will be used to replace the older, smaller FAX machine in the transcript department, one will go into Paula Hunter's Office for Athletic Eligibility, and one will be placed in Bernice Flett's office because of increased student records faxing. They will also serve as printers and scanners to retrieve and feed the student information system.

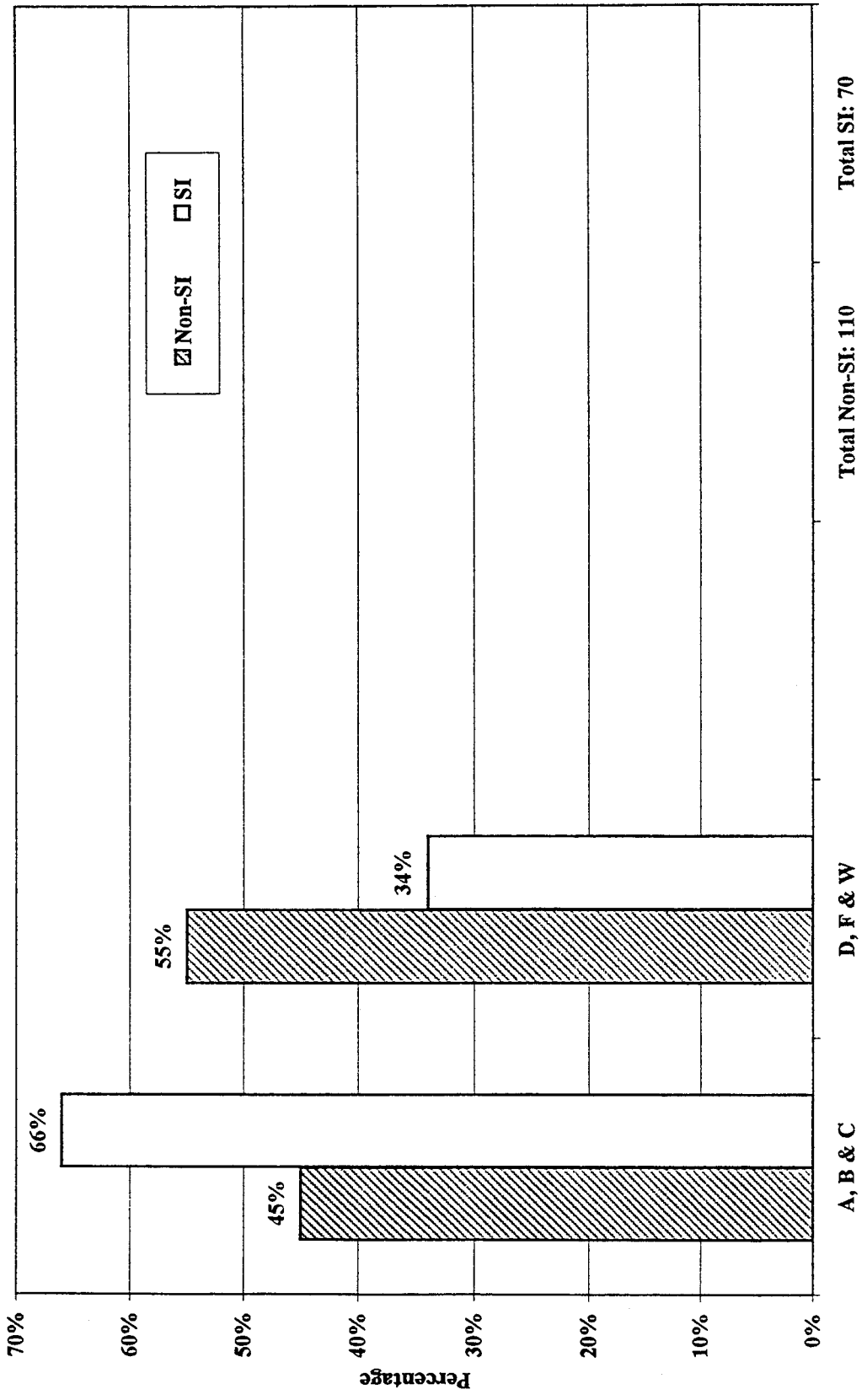
- **Student Survey.** The Office of the Registrar has implemented a student survey to measure customer service. We have received positive feed back from this survey and have identified weak spots that will be addressed and improved. This survey has shown the students that this office does care about quality service, and has lifted the morale of the office staff. They are always pleased to hear positive comments and also like to know where we can improve.

- **Advance Registration.** For the first time last fall, we opened advance registration to the re-admitted students for spring 2000 semester. They were permitted to register after the currently enrolled student's advance registration was completed. For the most part, it worked very well and helped these students make the transition back to Tech a smooth one.

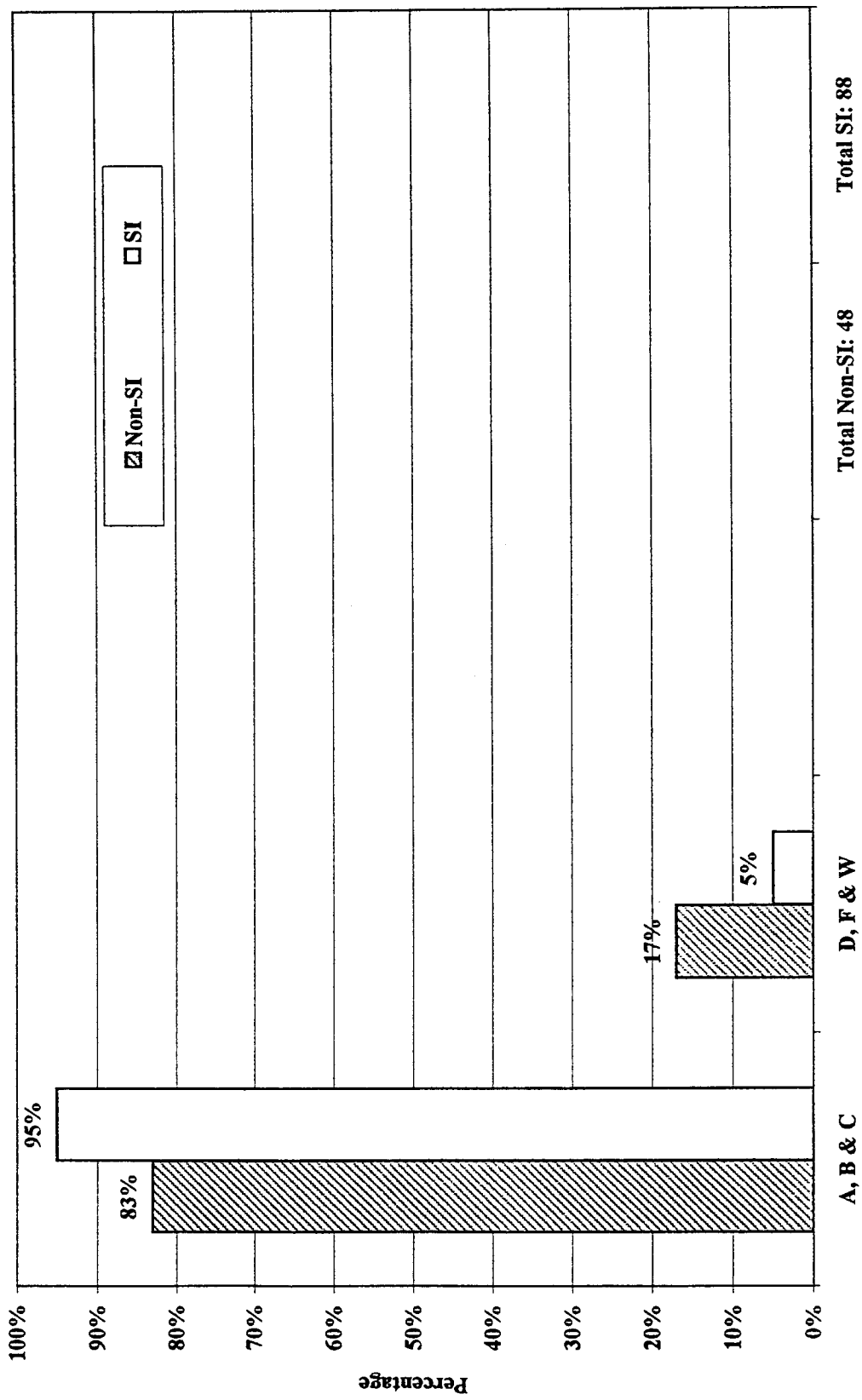
SI and Non-SI Participants Final Grade Comparison
Biology 1403-001 Fall 1999



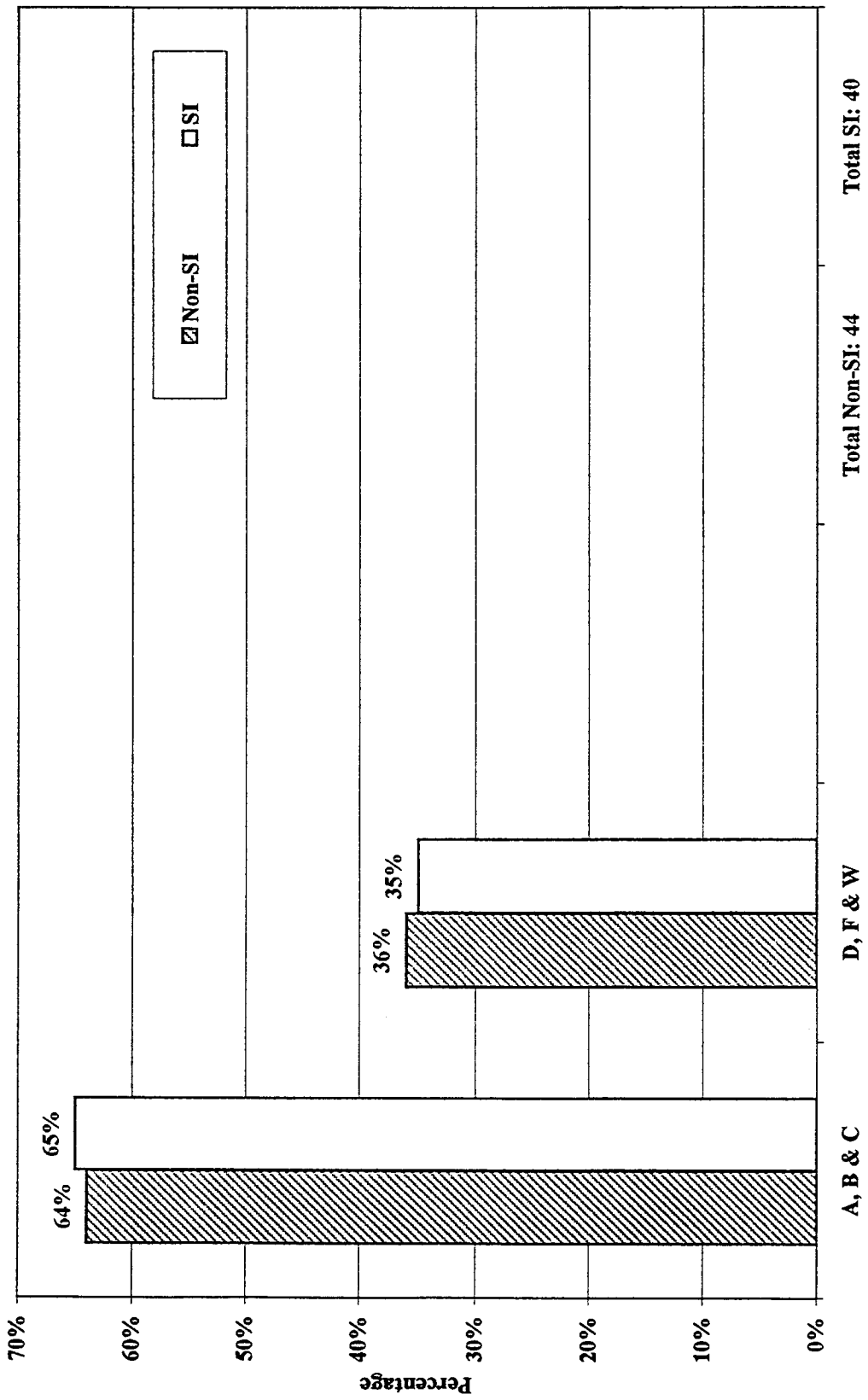
SI and Non-SI Participants Final Grade Comparison
Biology 1403-002, Fall 1999



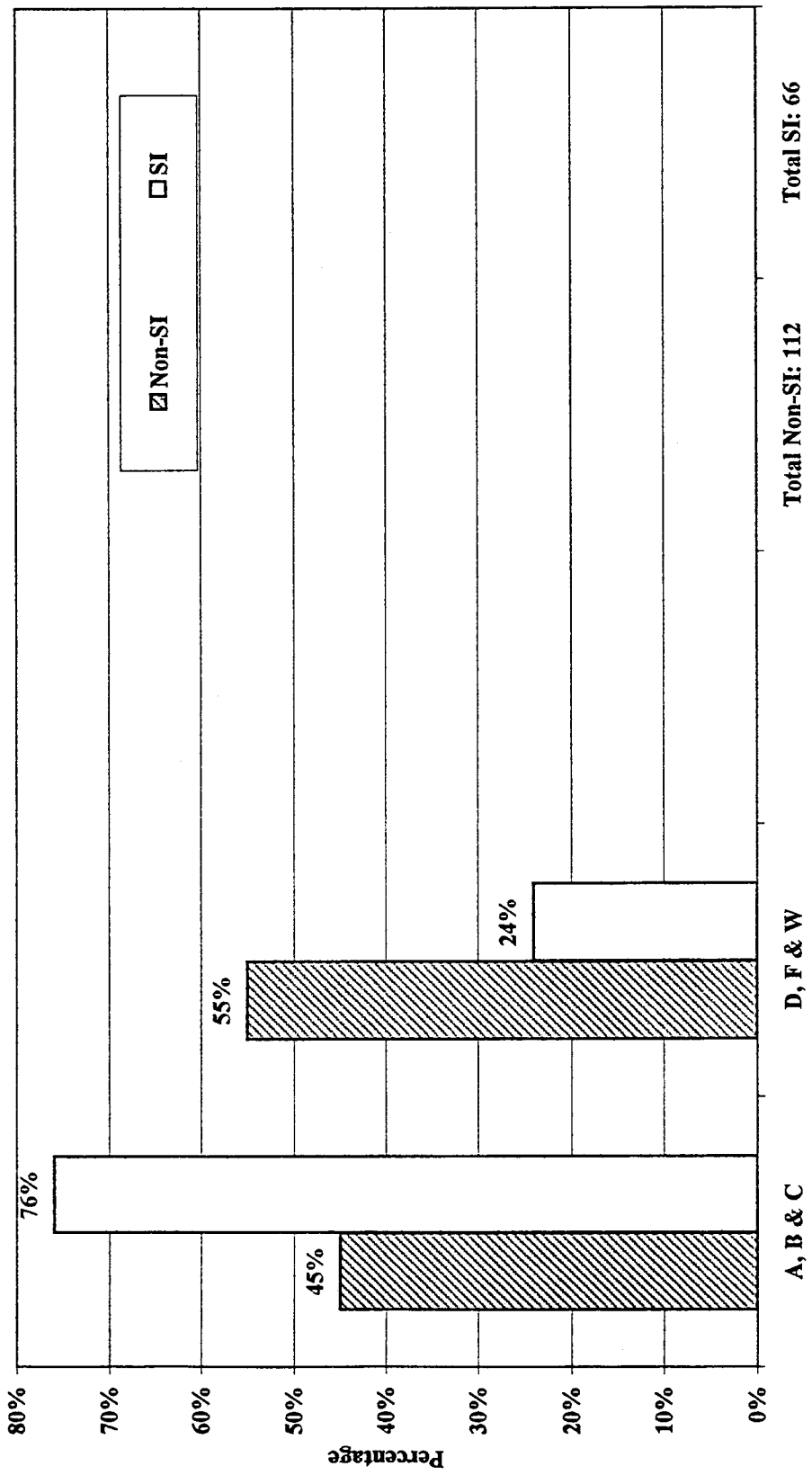
SI and Non-SI Participants Final Grade Comparison
Chemistry 3305-001, Fall 1999



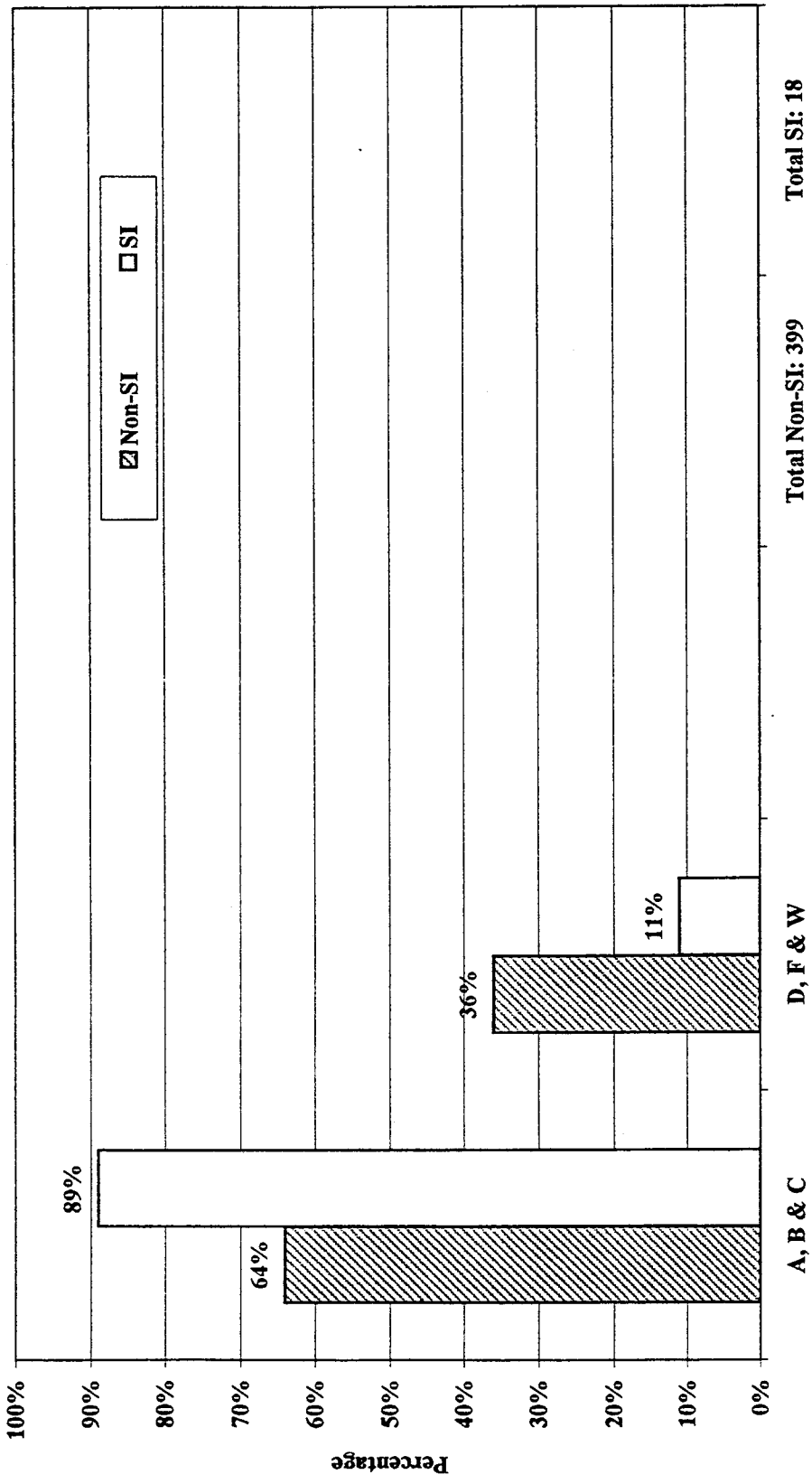
SI and Non-SI Participants Final Grade Comparison
Chemistry 3306-001, Fall 1999



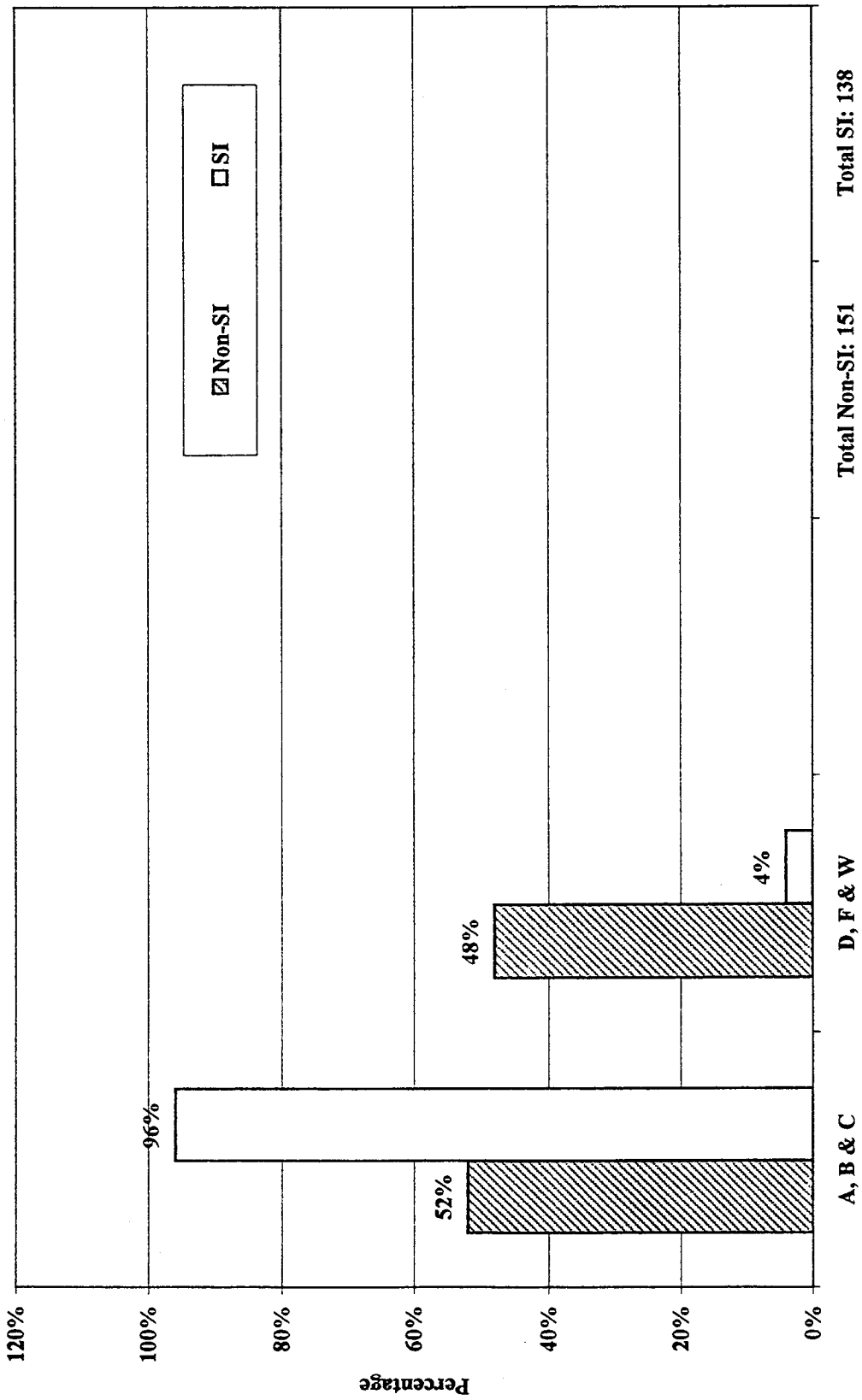
SI and Non-SI Participants Final Grade Comparison
Chemistry 1301-001, Fall 1999



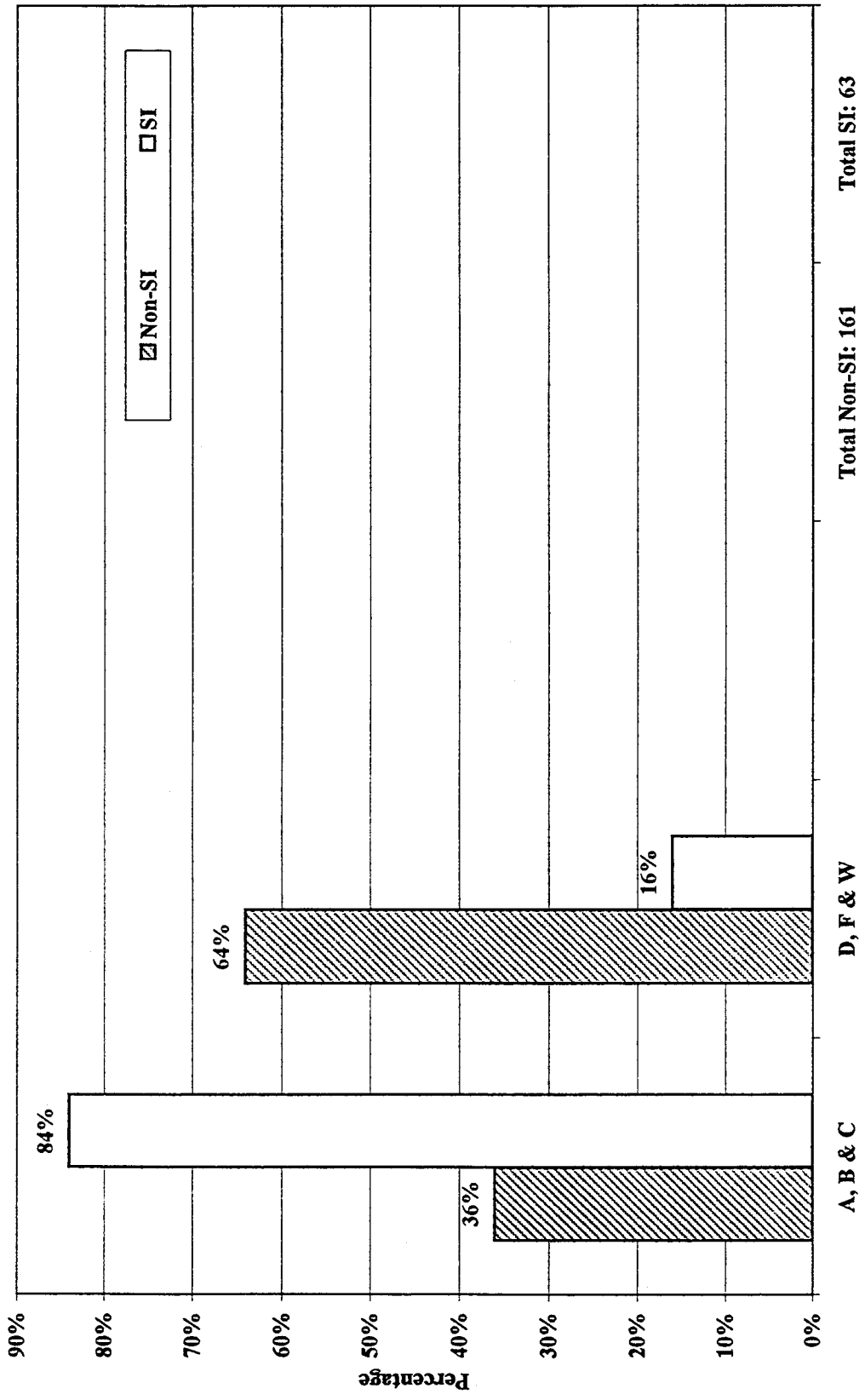
SI and Non-SI Participants Final Grade Comparison
Chemistry 1301-002/004, Fall 1999



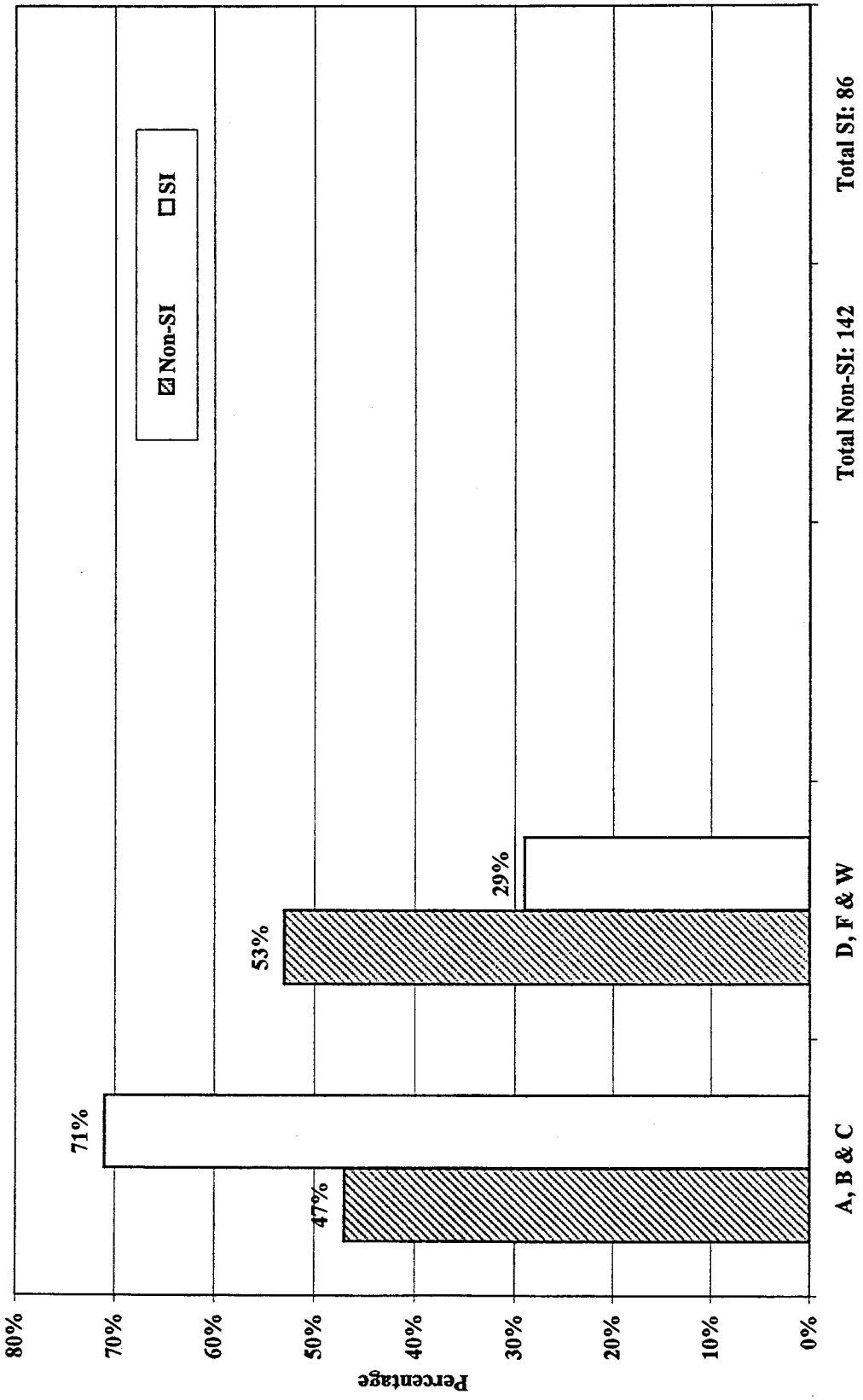
SI and Non-SI Participants Final Grade Comparison
Chemistry 1301-003, Fall 1999



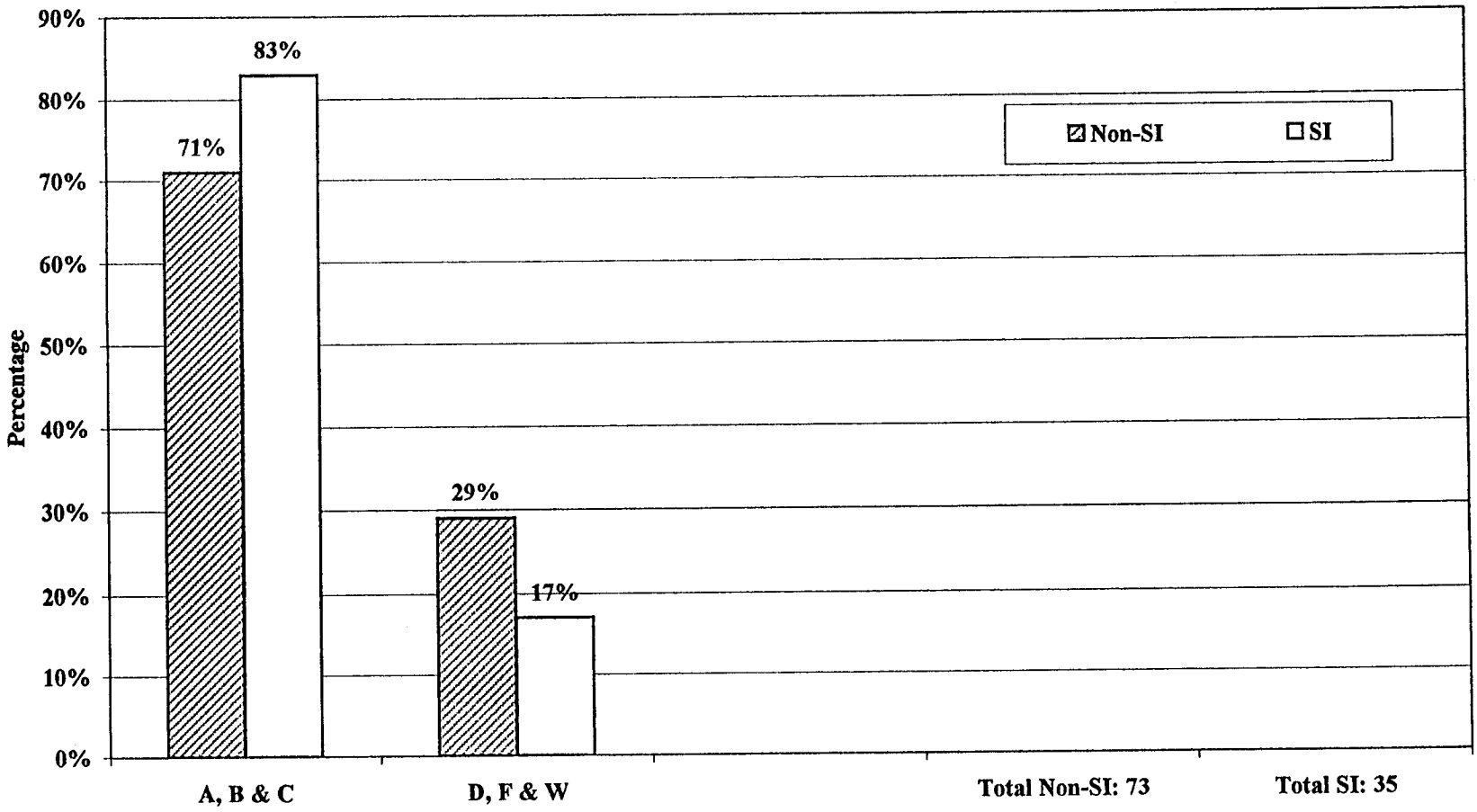
SI and Non-SI Participants Final Grade Comparison
Chemistry 1307-001, Fall 1999



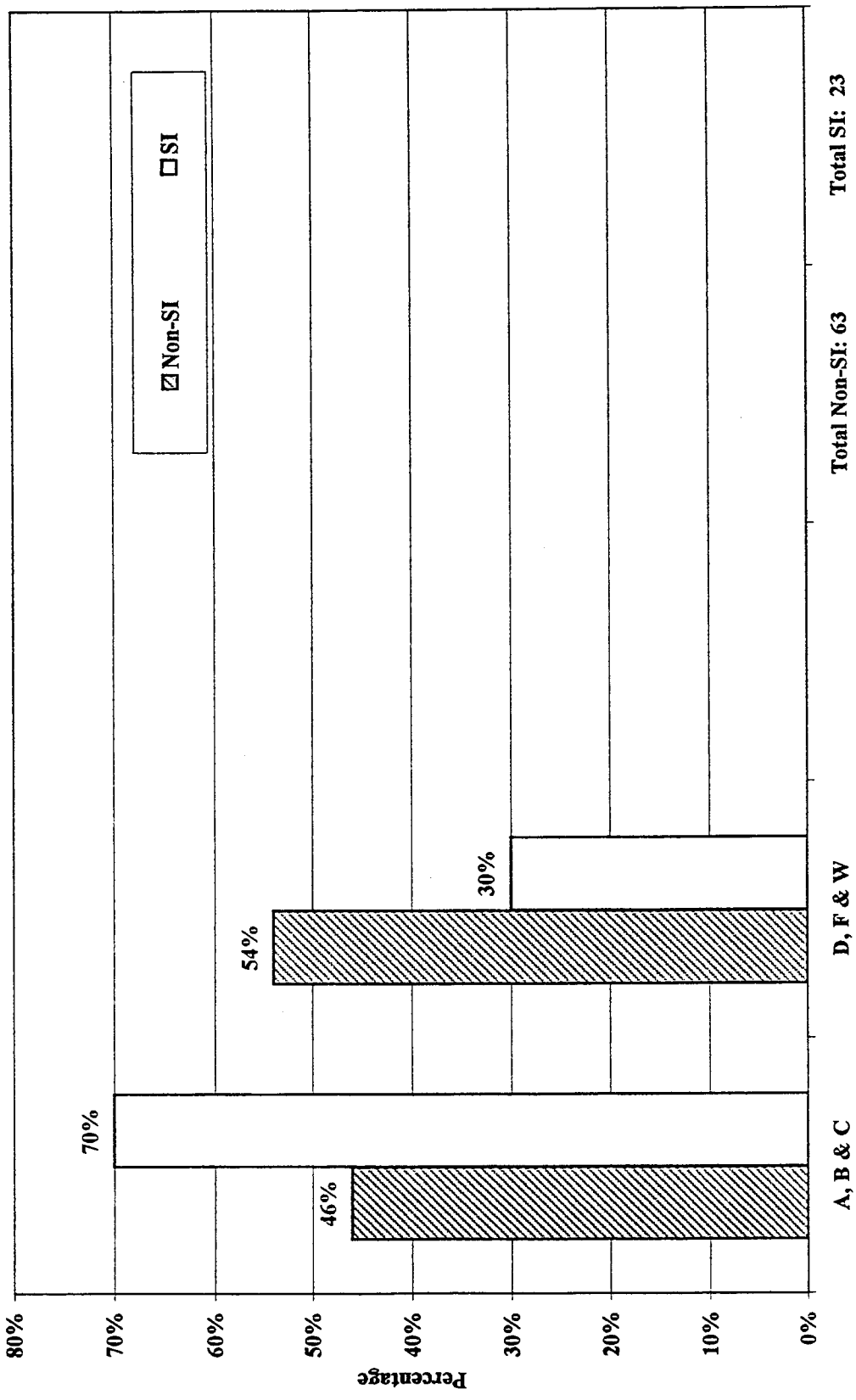
SI and Non-SI Participants Final Grade Comparison
Chemistry 1307-002, Fall 1999



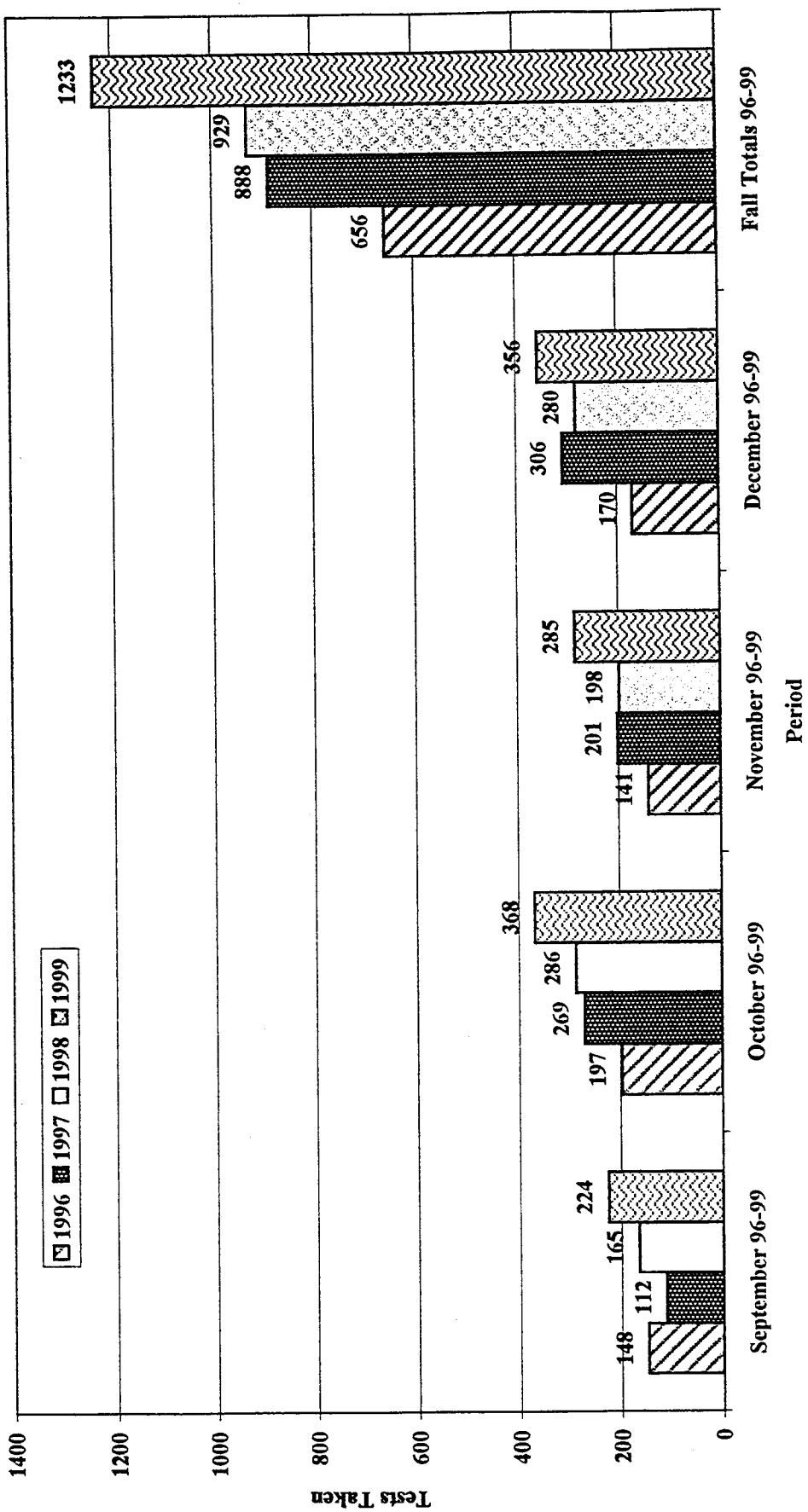
SI and Non-SI Participants
Final Grade Comparison
Economics 3311-002
Fall 1999



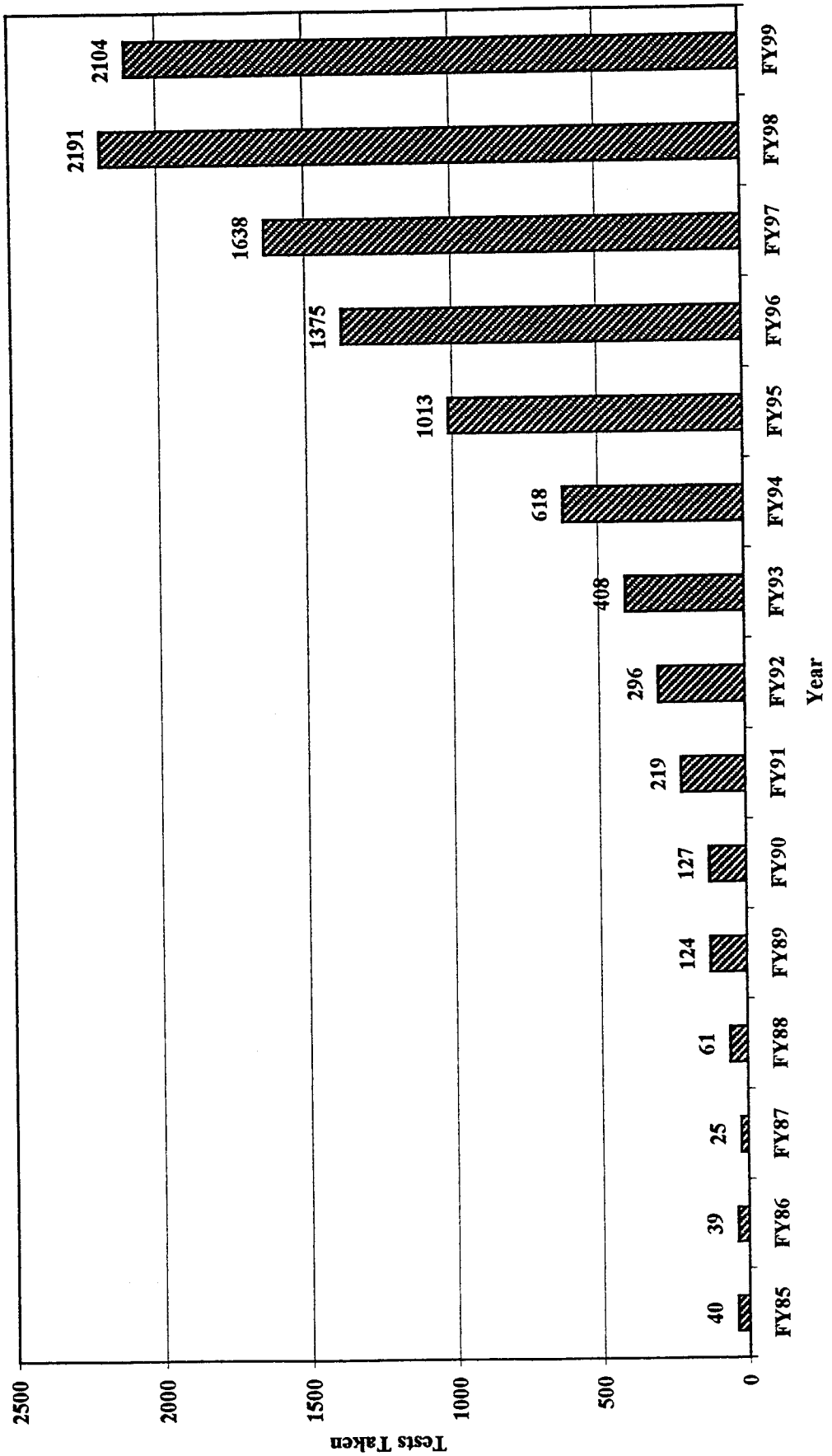
SI and Non-SI Participants Final Grade Comparison
Philosophy 2310-004/005, Fall 1999



PASS: Tests Administered for Students with Disabilities: Fall Totals 1996-1999



PASS: Tests Administered for Students with Disabilities: Annual Totals FY85-FY99



TASP Placements

Fall 1999

Area	# students
Reading	121
Math	538
Writing	82
Rem complete (*)	146
Total	**887**

Spring 2000

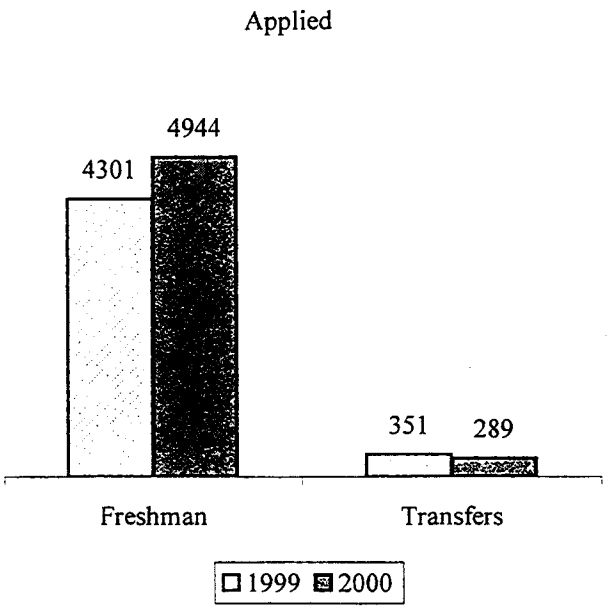
Area	#students
Reading	52
Math	449
Writing	60
Rem Complete (*)	153
Total	**714**

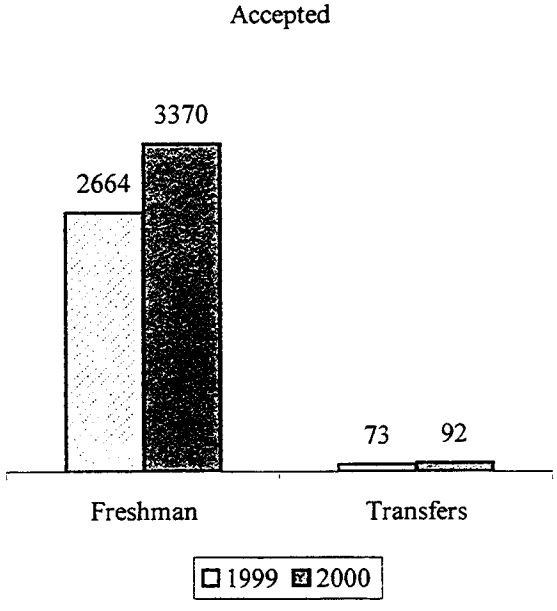
(*) (retesting or enrolled in "B" or better course)

TEXAS TECH UNIVERSITY

Undergraduate Admissions Report
February 4, 2000

	1999	2000	% Change
Freshman:			
Applied	4301	4944	14.95%
Accepted	2664	3370	26.50%
Provisionally Accepted	44	60	36.36%
Canceled		5	
Denied		2	
Transfers:			
Applied	351	289	-17.66%
Accepted	73	92	26.03%
Canceled		2	
Denied	1	1	0.00%





Office of Admissions and School Relations
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806-742-1480 FAX 806-742-0980

February 4, 2000

Freshman Applications by College

	1999	2000	% Change
Agriculture			
Ag. Economics	34	30	-12%
Ag. Education	5	17	240%
Ag. Undecided	14	12	-14%
Animal Science	68	63	-7%
Landscape Architecture	12	16	33%
Horticulture	3	5	67%
Range/Wildlife Management	25	23	-8%
College Total	***161***	***166***	3%
Architecture			
Architecture	155	228	47%
College Total	***155***	***228***	47%
Arts and Sceinces			
Art	39	74	90%
Arts and Sciences Undecided	450	461	2%
Biology	145	130	-10%
Chemistry	33	40	21%
Communication Studies	51	52	2%
Economics/Geography	8	17	113%
English	27	20	-26%
Foreign Language	7	9	29%
General Studies	22	10	-55%
Geosciences	13	15	15%
History	20	25	25%
HPER	58	62	7%
Pre-Professional Health	563	580	3%
Pre-Law	101	106	5%
Mathematics	32	40	25%
Mass Communications	220	257	17%
Music	93	82	-12%
Philosophy	4	4	0%
Physics	15	12	-20%
Political Science	41	30	-27%
Psychology	161	185	15%
Anthropology	23	32	39%
Theatre and Dance	33	37	12%
College Total	***2159***	***2280***	6%

Freshman Applications Cont.

Business			
Accounting	106	24	-77%
General Business	191	57	-70%
Business Undecided	274	890	225%
Finance	71	14	-80%
Management Information Systems	33	16	-52%
Management	55	15	-73%
Marketing	94	21	-78%
Petroleum Land Management	1	0	-100%
College Total	***825***	***1037***	26%
Education			
Multidisciplinary Studies	185	240	30%
College Total	***185***	***240***	30%
Engineering			
Civil Engineering	73	103	41%
Computer Science	168	211	26%
Chemical Engineering	56	59	5%
Electrical Engineering	111	140	26%
Engineering Physics	8	12	50%
Engineering Undecided	99	80	-19%
Industrial Engineering	17	13	-24%
Mechanical Engineering	93	143	54%
Petroleum Engineering	24	19	-21%
Engineering Technology	19	16	-16%
College Total	***668***	***796***	19%
Human Sciences			
ENRHM	44	45	2%
Human Sciences Undecided	5	7	40%
Human Development/Family Studies	40	71	78%
MEDC	59	74	25%
College Total	***148***	***197***	33%
University Total	***4301***	***4944***	15%

February 4, 2000

Freshman Acceptances by College

	1999	2000	% Change
Agriculture			
Ag. Economics	17	22	29%
Ag. Education	4	15	275%
Ag. Undecided	7	8	14%
Animal Science	45	42	-7%
Landscape Architecture	9	12	33%
Horticulture	3	5	67%
Range/Wildlife Management	13	14	8%
College Total	***98***	***118***	20%
Architecture			
Architecture	107	143	34%
College Total	***107***	***143***	34%
Arts and Sceinces			
Art	28	48	71%
Arts and Sciences Undecided	269	308	14%
Biology	94	91	-3%
Chemistry	27	29	7%
Communication Studies	27	31	15%
Economics/Geography	5	13	160%
English	15	16	7%
Foreign Language	4	7	75%
General Studies	10	8	-20%
Geosciences	10	11	10%
History	11	21	91%
HPER	25	38	52%
Pre-Professional Health	358	402	12%
Pre-Law	56	70	25%
Mathematics	21	24	14%
Mass Communications	147	191	30%
Music	68	54	-21%
Philosophy	2	1	-50%
Physics	12	9	-25%
Political Science	28	21	-25%
Psychology	90	116	29%
Anthropology	18	23	28%
Theatre and Dance	12	23	92%
College Total	***1337***	***1555***	16%

Freshman Acceptances Cont.

Business			
Accounting	64	19	-70%
General Business	113	34	-70%
Business Undecided	170	632	272%
Finance	51	9	-82%
Management Information Systems	18	11	-39%
Management	31	11	-65%
Marketing	60	12	-80%
Petroleum Land Management	1	0	0%
College Total	***508***	***728***	43%
Education			
Multidisciplinary Studies	107	149	39%
College Total	***107***	***149***	39%
Engineering			
Civil Engineering	50	71	42%
Computer Science	100	129	29%
Chemical Engineering	40	48	20%
Electrical Engineering	71	96	35%
Engineering Physics	4	6	50%
Engineering Undecided	64	51	-20%
Industrial Engineering	8	9	13%
Mechanical Engineering	59	108	83%
Petroleum Engineering	15	16	7%
Engineering Technology	8	10	25%
College Total	***419***	***544***	30%
Human Sciences			
ENRHM	30	30	0%
Human Sciences Undecided	3	5	67%
Human Development/Family Studies	16	40	150%
MEDC	39	58	49%
College Total	***88***	***133***	51%
University Total	***2664***	***3370***	27%

February 4, 2000

Transfer Applications by College

	1999	2000	% Change
Agriculture			
Ag. Economics	6	1	-83%
Ag. Education	2	1	-50%
Ag. Undecided	0	1	0%
Animal Science	6	3	-50%
Landscape Architecture	0	2	0%
Horticulture	0	0	0%
Range/Wildlife Management	3	4	33%
College Total	***17***	***12***	-29%
Architecture			
Architecture	8	13	63%
College Total	***8***	***13***	63%
Arts and Sceinces			
Art	5	5	0%
Arts and Sciences Undecided	33	10	-70%
Biology	10	9	-10%
Chemistry	3	4	33%
Communication Studies	2	2	0%
Economics/Geography	0	3	0%
English	6	3	-50%
Foreign Language	1	2	100%
General Studies	8	0	-100%
Geosciences	3	1	-67%
History	4	7	75%
HPER	15	7	-53%
Pre-Professional Health	40	19	-53%
Pre-Law	6	6	0%
Mathematics	5	2	-60%
Mass Communications	11	12	9%
Music	5	8	60%
Philosophy	0	0	0%
Physics	1	0	-100%
Political Science	3	2	-33%
Psychology	11	10	-9%
Anthropology	7	1	-86%
Theatre and Dance	3	2	-33%
College Total	***182***	***115***	-37%

Transfer Application Cont.

Business			
Accounting	10	2	-80%
General Business	14	6	-57%
Business Undecided	12	59	392%
Finance	7	3	-57%
Management Information Systems	6	5	-17%
Management	7	1	-86%
Marketing	7	2	-71%
Petroleum Land Management	1	0	-100%
College Total	***64***	***78***	22%
Education			
Multidisciplinary Studies	10	22	120%
College Total	***10***	***22***	120%
Engineering			
Civil Engineering	8	3	-63%
Computer Science	10	15	50%
Chemical Engineering	4	1	-75%
Electrical Engineering	13	6	-54%
Engineering Physics	0	0	0%
Engineering Undecided	5	2	-60%
Industrial Engineering	3	0	-100%
Mechanical Engineering	6	7	17%
Petroleum Engineering	2	4	100%
Engineering Technology	4	1	-75%
College Total	***55***	***39***	-29%
Human Sciences			
ENRHM	3	2	-33%
Human Sciences Undecided	0	1	0%
Human Development/Family Studies	10	4	-60%
MEDC	2	3	50%
College Total	***15***	***10***	-33%
University Total	***351***	***289***	-18%

February 4, 2000

Transfer Acceptances by College

	1999	2000	% Change
Agriculture			
Ag. Economics	1	0	-100%
Ag. Education	0	1	0%
Ag. Undecided	0	0	0%
Animal Science	2	0	-100%
Landscape Architecture	0	0	0%
Horticulture	0	0	0%
Range/Wildlife Management	0	3	0%
College Total	***3***	***4***	33%
Architecture			
Architecture	1	2	100%
College Total	***1***	***2***	100%
Arts and Sceinces			
Art	0	2	0%
Arts and Sciences Undecided	6	4	-33%
Biology	1	3	200%
Chemistry	2	2	0%
Communication Studies	0	0	0%
Economics/Geography	0	0	0%
English	1	2	100%
Foreign Language	0	1	0%
General Studies	0	0	0%
Geosciences	1	1	0%
History	1	1	0%
HPER	6	1	-83%
Pre-Professional Health	6	6	0%
Pre-Law	1	1	0%
Mathematics	2	2	0%
Mass Communications	1	4	300%
Music	2	2	0%
Philosophy	0	0	0%
Physics	0	0	0%
Political Science	0	0	0%
Psychology	2	2	0%
Anthropology	0	0	0%
Theatre and Dance	0	1	0%
College Total	***32***	***35***	9%

Transfer Acceptances Cont.

Business			
Accounting	4	1	-75%
General Business	4	2	-50%
Business Undecided	2	24	1100%
Finance	0	1	0%
Management Information Systems	3	3	0%
Management	0	0	0%
Marketing	1	1	0%
Petroleum Land Management	0	0	0%
College Total	***14***	***32***	129%
Education			
Multidisciplinary Studies	3	7	133%
College Total	***3***	***7***	133%
Engineering			
Civil Engineering	1	1	0%
Computer Science	2	4	100%
Chemical Engineering	3	0	-100%
Electrical Engineering	4	0	-100%
Engineering Physics	0	0	0%
Engineering Undecided	1	0	-100%
Industrial Engineering	0	0	0%
Mechanical Engineering	2	1	-50%
Petroleum Engineering	0	3	0%
Engineering Technology	0	0	0%
College Total	***13***	***9***	-31%
Human Sciences			
ENRHM	2	1	-50%
Human Sciences Undecided	0	0	0%
Human Development/Family Studies	3	2	-33%
MEDC	2	1	-50%
College Total	***7***	***4***	-43%
University Total	***73***	***93***	27%

TECH PARENTS
TEXAS TECH ASSOCIATION OF PARENTS

...your campus letter

February 2000
Vol. 3, No. 1

TUITION DRAW AND PRIZE WINNERS ANNOUNCED

Isaac Albarado and his mom Elsa Albarado of Ballinger hit the jackpot Family Day Weekend winning one-year's tuition up to $2,500 in the Tuition Draw.

Daniel Kuemmerle and his parents Ed and Lora Kuemmerle of Roswell, New Mexico won one semester's tuition.

Winners of the computer system from eisa.com, Inc. were Aaron Samoska and his parents Dennis and Karen Samoska of Tomball.

$250 book scholarships from Varsity Bookstore went to Jessica Frommert, daughter of Kurt and Nancy Frommert of Arlington; Courtney Surles, daughter of Chris and Lea Surles of Dilley; Andrew Strand, son of Phillip and Anita Strand of De Soto; and Lauren Van Slavern, daughter of James and Debbie Van Slavern of Midland.

Elizabeth Prather, daughter of Bill Farmer of Hurst, won the full version of Microsoft Office 2000 Professional from HighTech Computer Store.

Winners were announced during the Iowa State game November 6.

Our special thanks to Endowment Cabinet Chair Meg Garland for her work in introducing such a successful annual fundraiser. Work is already underway for next fall's draw, with opportunities for volunteers to secure prizes and coordinate ticket sales.

NEW NAME, NEW VISION! PRESENTING THE "TEXAS TECH ASSOCIATION OF PARENTS"

A packed house at the general membership meeting November 6 unanimously and enthusiastically adopted both a name change and a revised constitution.

The Texas Tech Association of Parents, while recognizing its evolution from the Texas Tech University Dads Association and then Texas Tech University Dads and Moms Association, began reaching out to the current generation of parents. The name is more reflective of the variety of parental relationships in today's traditional and blended families, particularly single, step, and grandparents.

The revised constitution reflects both the partnership relationship with the Office of the Dean of Students/ Parent Relations and the emergence of a shared vision for serving the university. It both streamlines operations and encourages participation by more members, particularly new ones, in both leadership and membership roles.

Most of the parents present were new to the association. Their enthusiasm and creativity were evident as they suggested worthy projects and volunteered the time to make them happen. They established the "Safe Travel Parent Network" for the next weekend's game with UT in Austin. This expanded exponentially for the holiday break, online as well as in print.

The group will sponsor a bus trip for students to the A&M game next fall. An email network was started, and a group of technology consultants formed. A membership directory is now online at the members' request. Joining the Austin chapter which formed in August are groups beginning in Abilene, Bryan/College Station, Corpus Christi, Fort Worth, Midland, Rio Grand Valley/Harlingen, and Sherman/ Denison.

BIG AND MAGNIFICENT — THEY TRULY ARE!

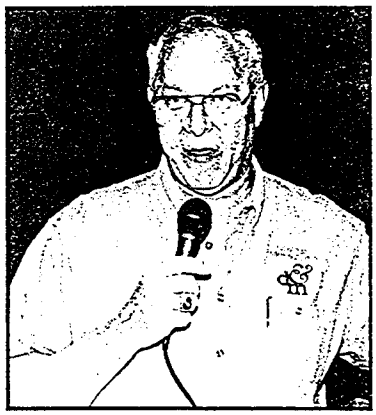
Sheila Archie of Dallas and Paul Strelzin of El Paso received the association's highest awards during Family Day Weekend festivities.

"Magnificent Mom" Sheila and her husband Paul have been involved with the association and Dallas Chapter for over two years, serving as Dallas Co-Vice-Presidents. Mom to Paul Jr., Brent and Coy, Sheila represented the chapter at two board meetings in Lubbock this year. She coordinated guest speakers for their meetings and helped to organize the "Send-Off" this summer for Tech families in the Dallas area. She has spent countless phone hours and many hours here on campus encouraging other Tech parents to be involved. Because Sheila lights up the room with her bubbly personality and bright, cheery smile, few would guess that she accomplished these things while defeating breast cancer. She faithfully champions the message of self-examination and early detection. Thank you, Sheila, for your hard work, example, courage and spirit.

"Big Daddy" Paul Strelzin and his wife Darlyne joined the association over twelve years ago when their oldest daughter Sandra was a freshman. She and middle daughter Sara have since graduated, with youngest Laura soon to join their ranks. "The Strelz" is currently president-elect. A driving force behind the name change and other recent initiatives, he has clocked many frequent flyer miles to represent the association to incoming Raider parents. A tireless Tech supporter, he has also worked behind the scenes to recruit students. As a radio personality, his booming voice is a handy tool for recruiting record numbers of new members. Many of you had an opportunity to meet Paul during the summer New Student Orientations.

Thank you, Paul, for sticking with us all these years. Your ideas and sense of humor are appreciated.

Sheila Archie



Paul Strelzin

THE PARTY'S OVER...

But it was indeed a rousing time while it lasted! Our sincere gratitude to the many, many folks who have written, emailed, and called about the fun we shared Family Day Weekend. *Dallas Morning News* readers may have noticed Tech dad John Anders' column about the weekend on November 10. Our *Future Raider Families* program was featured with the award for Best Tailgate that weekend.

We need to hear from you on this issue!

Toll-free: 1-888-888-7409 (8 am-5pm, Mon-Fri) Email: parent@ttu.edu
Direct: (806) 742-3630 (8 am-5 pm, Mon-Fri) FAX: (806) 742-0330

PARENTAL NOTIFICATION OF ALCOHOL VIOLATIONS

The Texas Tech Board of Regents raised questions during their December meeting about a new measure allowing parental notification of alcohol use among their underage students on campus.

In October 1998, Congress passed the Higher Education Reauthorization Act that amended federal law to permit parental notification in certain cases in which institutional alcohol or substance abuse policy is violated by a student 21 or under. The act also allows schools to release the outcome of any disciplinary actions pertaining to a violent crime involving a student.

The amendment specifically addresses the 1974 Family Educational Rights & Privacy Act, known as the "Buckley Amendment," which threatens loss of a school's federal funding if it releases information from student records, even to parents, unless prior consent is obtained in writing.

It is important to note as well what the amendment is not. It does not impose any affirmative obligation on the institution to inform parents of the disciplinary action. Rather, it specifically states that such action does not violate FERPA or the Higher Education Act.

In considering whether Texas Tech should adopt a policy regarding parental notification, careful attention must be given to many factors. "If we're going to implement certain policies, we have to have a rational reason why we are doing this," according to Interim Vice President for Student Affairs Michael D. Shonrock. "If we implement this policy, we have to realize that it will change our relationship with students."

During Family Day Weekend, Shonrock said he talked to parents about the issue of parental notification. "Overall, some parents would like to know if their child is drinking, but there are a handful of parents who say that students are 18 and, therefore, it is up to them what they want to do," he said.

In the *University Daily*, Student Government Association President Douglas Jeffrey said adopting such a measure might be ineffective simply because the issues surrounding it are complex. He said the policy would cause conflict for those students who receive no financial or moral support from their parents. Yet, parental notification may help underage students who are abusing alcohol, especially if their parents play an active role in their education. "It's a gray issue because there are so many factors," he said. "There are concerns I have with it."

Other students interviewed felt strongly that students should be treated as "responsible adults" accountable for their actions and that notifying parents would diminish their sense of independence.

Currently, Texas Tech's system of adjudication for student violations of its alcohol and drug policies includes a strong educational sanction and support program. Tech has reviewed the findings of other institutions. There is little consensus about the issue. "What's best for Texas Tech is best for Texas Tech," Shonrock said. "We look at what is the best policy for our students."

Shonrock will address the Regents on this issue at their February 10-11 meeting.

SENIOR CLASS GIFT AND THE OFFICIAL TEXAS TECH EX-STUDENTS ASSOCIATION CLASS RING

Spring is class ring and class gift time, a time for each student to display a proud accomplishment and leave a lasting legacy on campus. While official class rings may be ordered any time, March 9 is the deadline for ordering rings to be presented to each student personally by President Donald Haragan during a ceremony and reception at Merket Alumni April 29.

The Official Texas Tech Ex-Students Association Class Ring is available exclusively for those students who have completed at least sixty credit hours and have achieved junior or senior year standing. It is the only class ring officially recognized by Texas Tech and is copyrighted to protect it from duplication. The design of the official class ring will not change – it is the one common bond of past, present and future graduates.

For additional information and orders call 1-800-355-1145 and ask for operator 251.

The Class of 2000 continues the class gift tradition by raising funds to build an interactive sundial to commemorate its graduation. Bricks for the structure may be purchased and engraved with your graduate's name. For $50, each name listed will become a permanent part of the Texas Tech campus.

Please mail your checks to:
Texas Tech Foundation
Box 41081, Lubbock TX 79409-1081
or call
1-888-999-0074 or 806-742-1829

APRIL 8 IS SPRING SCHOLARSHIP WEEKEND

Mark your calendar to join us Saturday, April 8 for Spring membership activities as we celebrate Spring Scholarship Weekend.

Beginning with a brunch at 8:30 a.m. at Merket Alumni Center, the association will recognize faculty for excellence in teaching, innovation in teaching, research, and distinguished leadership and service. Also honored at the brunch will be recipients of the "Student Academic Citizenship Awards" and our 1999-2000 scholarship recipients and their families.

The Spring general membership meeting will be at 11:30 a.m. in the University Center Red Raider Lounge. Officers and Board of Directors members for 2000-2001 will be elected, and a constitutional revision presented concerning the dues structure, followed by an open discussion of parent issues and concerns. Workshops on chapter formation/development, freshman send-offs, and network and emergency support are slated at 1:30 p.m. in the UC.

We invite those interested to participate in any or all of these activities. Tickets for the brunch are $10 each and must be purchased no later than 5 p.m. Wednesday, April 5 through Parent Relations. An order form is included with enclosed the involvement survey.

The Holiday Inn Civic Center has a reserved a block of 50 rooms at $59 per night. For reservations call (806) 763-1200 or (806) 740-9946. The Four Points Sheraton Lubbock has reserved a block of rooms at $65 per night. For reservations call (806) 747-0171 by March 8. Be sure to ask for the Texas Tech parents rate.

For information on airline discounts, call us at (806) 742-3630 or 1-888-888-7409 toll free.

Your *Campus Letter*
is published quarterly by the
Texas Tech Association of
Parents

c/o Parent Relations
244 West Hall, Box 42024 TTU
Lubbock, Texas 79409-2024
(806) 742-3630
(806) 742-0330 FAX
1-888-888-7409 Toll Free
http://www.ttu.edu/parentspage
ttap@ttu.edu.

April 8, 2000

SCHOLARSHIP APPLICATIONS AVAILABLE

The application deadline for Texas Tech Association of Parents scholarships is March 1. All Tech students are eligible, and applications are available at Parent Relations, 244 West Hall.

Individual scholarship amounts vary depending on endowment restrictions. Only one application is necessary for consideration for any of the 55 scholarships awarded annually, with 50 to students who are currently enrolled full time at Texas Tech and five to incoming freshmen who will be enrolled full time in the fall. To be eligible, a student must be enrolled in at least 12 hours during the Fall 2000 semester, and take sufficient hours in Spring 2001 to complete a total of 24 hours. The student may not concurrently receive another Texas Tech administered scholarship for more than $1,000 for the academic year.

Students should return completed applications before March 1 to the scholarship chairperson's office within each college, usually in the dean's office, where they will be reviewed and forwarded to Parent Relations.

Selection will be by the Scholarship Selection Committee, chaired by Steve Burres, on April 7.

HAVE A SPRING FLING WITH US...

We look forward to a rewarding and productive Spring Scholarship Weekend and hope many of you will join us for the general membership meeting and workshops.

We'll make good use of your time as we roll up our sleeves and get to work making that new vision a reality.

SAFE TRAVEL NETWORK RESOUNDING SUCCESS

The Safe Travel Parents Network is one of the most important association projects in many years. Response from both parents and students has been overwhelming, with 312 parents from across the state and nation participating.

Network lists were printed in the University Daily prior to the Texas game and Thanksgiving break on November 11, and prior to the Christmas break December 6 and 7. The UD also covered the introduction of the network with two different stories.

Network lists were also distributed to students through the Student Government Association, Student Health Services, Recreational Sports, Office of the Dean of Students, and residence halls and via the web at www.ttu.edu/parentspage.

The association also partnered with these groups in the Drowsy Driving Campaign, and participated in a banner signing kickoff ceremony December 1.

On March 2 from 3:00–6:00 p.m. in the C6 commuter lot, students may bring their cars to a "Free Car Clinic" for all Tech students. Reputable mechanics will be on duty to check out the basics on students' cars before they drive to their Spring Break destinations. They will check fluids, hoses, belts, tires, tire pressure, etc. and encourage them to repair the problems if needed. Students will receive goodie bags containing information on security, drowsy driving, road rage, drinking, drugs, sun, water safety, and a network list, and be eligible for lots of door prizes. Encourage your students to take advantage of this service, sponsored by Student Health Services, Student Government Association, University Police, Housing and Dining Services, Rec Sports, the Texas Department of Transportation, and Texas Tech Association of Parents.

A SPECIAL NOTE OF FAREWELL

January 31 we said a fond "Happy Retirement" to Dr. Robert H. Ewalt, the one and only Vice President for Student Affairs that Texas Tech has ever had.

A life member and long-time supporter of the Texas Tech Association of Parents, he has been an advocate for and friend to students and parents alike during his 27-year tenure.

His legacy includes the development of women's athletics, once a department in the division; the approval, design and construction of the Student Rec Center; the establishment of programs serving minority and international students; and the creation of Upward Bound, Student Legal Services, PASS, and Texas Tech's first recruiting office. He forged a strong relationship with the Student Government Association, counting among its leadership alumni many national, state, and local figures. Both the Minority Faculty/Staff Association and Staff Senate found their footing under his able watch.

His integrity and honesty earned the respect of students, staff, administrators, and community members. In a job that daily presented ample opportunity for discord, so many chances for people to get mad at him. He possesses the ability to suspend judgment – carefully looking at an issue or situation from each person's side before considering a course of action.

We admire him, we appreciate him, we'll miss him, and we wish him well!

FAMILY DAY WEEKEND
has been set for
November 10, 11 and 12, 2000.
Watch for details on the web:
www.ttu.edu/parentspage.

PARENT VOLUNTEER/INVOLVEMENT SURVEY

We need you!

The Texas Tech Association of Parents needs your help to fulfill our goal of serving Texas Tech parents and their students. Your willingness to share your time and talent is crucial as we strive to connect with all families who have Texas Tech students. Please indicate your interest by completing and returning the following survey:

❑ I would like to join the Safe Travel Parent Network (if you have not already returned form).
This includes serving as a contact for students having trouble on the road or who need a drowsy driving break and including my name and phone number on published list for students.

❑ I would like to serve as an *officer*, as a *member-at-large of the board of directors*, or *chair a committee.*
❑ Officer: President, President-Elect, Secretary-Treasurer, Endowment Cabinet Chair
❑ Board of Directors: Chapter President, Member-at-large (2), Scholarship Committee Chair
❑ Chapter Officer: Existing chapter or formation of new one

❑ I would like to serve on one or more of the following *committees:*
❑ Endowment Cabinet (includes Tuition Draw)
❑ Scholarship (selection process each spring on campus – this year afternoon of April 7)
❑ Awards (selection by fax, mail, phone each fall, spring)
❑ Nominations
❑ Technology (work by email, online, phone)
❑ Transportation (including bus trip to A&M fall 2000)

❑ I would like to work on/organize a *summer send-off* for Tech students in my area.

❑ I would be able to be on campus to *help host* at any of the following events in 2000:
❑ University Day, February 18
❑ Spring Scholarship Weekend, April 8
❑ State Destination Imagination Competition (former *Odyssey of the Mind*), April 29
❑ Texas PTA Association, June 2-4
❑ Summer New Student Orientations
Mid-June through the end of June
❑ June 18-20
❑ June 21-23
❑ June 25-27
❑ June 28-30
Late-July through early August
❑ July 16-18
❑ July 19-21
❑ July 23-25
❑ July 26-28
❑ July 30-Aug 1
❑ Fall New Student Orientation and move-in, August 19-21.
❑ Pre-game receptions in the Fall
❑ Family Day, November 10, 11 & 12

❑ I would like to work from home on such things as networking with other members and welcoming parents of incoming Tech students, and
_____
_____

❑ I would like to work with a group of parents on Issues/Concerns/Position Statements.
❑ I would like to work on actual projects, such as
_____
_____

❑ I have a good idea(s) I would like to share:
_____
_____

❑ I would like to see
_____
_____

❑ I would like to say
_____
_____
_____

Cut or tear out here

SURVEY RESPONSE/ORDER FORM

Membership
❑ I am a current member ❑ Annual membership @ $25
❑ 4-year membership @ $60 ❑ Life membership @ $100
Magnetic Association DoubleT Nametags (members only)
❑ ____ Nametags @ $6
Please list names as you wish them to appear:
_____ _____

❑ Spring Scholarship Brunch ____ Tickets @ $10

Total _____ • *For credit card charge add $3 (nametags and tickets only)*

Name(s) _____
Address/City/State _____
Daytime phone _____ Evening phone _____
Updated email address(es) for email news _____
Student Name(s) _____
Enclosed is: ❑ cash ❑ check # _____ Charge ❑ Mastercard ❑ Visa
Card No. _____ Expiration Date _____
Signature (*credit card only*) _____

Please return to: Texas Tech Association of Parents, c/o Parent Relations, TTU, Box 42024, Lubbock, Texas 79409-2024

TECH PARENTS
CHAPTER/AREA CONTACTS

Abilene ..... Patty & Mike Matthews (915) 691-0282
Austin ..... Lillian Andrew (512) 928-0372
Bay City ..... Jim & Kathy Bourn (409) 244-2364
Bertram ..... Peggy Little (512) 699-4428
Bryan/College Stat. ..... Herb & Alita Dillon (409) 823-1993
Burkburnett ..... Karen Steele (940) 569-7383
Corpus Christi ..... Howard & Jenny Holt (361) 992-8625
Dallas ..... Jean & James Hagar (972) 416-7728
Denison ..... Robert & Rita Hempkins (903) 463-5522
Denver/Boulder CO ..... Marjo Wells (303) 683-1753
El Paso ..... Paul & Mae Quon (915) 598-6171
Farmington NM ..... Brennan Colyer (505) 327-0730
Fort Worth ..... Becky & Jerry Brooks (817) 731-2141
Houston NW ..... Chris & Linda Bruce (409) 273-5583
Houston W ..... Donna Pittenger (281) 579-6576
Houston NE ..... Carole Hood (281) 358-4794
Lubbock ..... Ann Ferris (806) 797-1183
Midland ..... Karen & Nick Hood (915) 686-0798
Pampa ..... Jerry Lane (806) 669-3484
Rio Grande Valley ..... Larry & Connie Soper (956) 425-2363
San Antonio ..... Bill Erwin (210) 653-0965
Sherman ..... Sheri Sides (903) 786-9585
Tyler ..... John Anderson (903) 581-0683
Waco ..... Meg Garland (254) 865-2807
Wichita Falls ..... Tillie Force (940) 476-2677

FROM A STUDENT'S VIEW
BY ROBIN MARLOW
SENIOR, COLLEGE OF HUMAN SCIENCES

You waved good-bye to your students as they made their journey back to Lubbock and asked yourself if every Christmas is going to be this stressful. The only thing I can tell you is – it gets better with time. You are wondering how your sons and daughters got to be so hard-headed. My response to that is they went off to college. They are making that transition from being your little girls and boys to adults.

To add to the stress of the holidays, grades come in. Every parent has the dream that their child will go to college, make a 4.0 and graduate in four years Magna Cum Laude. It's time to realize that likely it is not going to happen. College is a lot different from high school. The professor assigns a paper on the first day of class, and it is never mentioned again until it is due. There is no one there to remind them, or to make them do the work. Making it through college in four years is all a myth. The average student changes majors several times, and each of those times loses hours.

Now that grades are in and they are not exactly what you expected, do you change your expectations? Listen to your student, ask them how their semester went, what was hard, what was easy. Maybe your student is not a 4.0 student. I am not, and most are not. Remember the first semester is always the hardest. Your students are jumping in headfirst and hoping they do not drown. There are lots of resources out there, but students must seek them out.

Now that you have survived the holidays, start preparing yourself for Spring Break. It is a new semester, a clean slate. Remember to lean on each other, just like your kids do. We are changing into adults right before your eyes. Praise our accomplishments and recognize our independence. Listen to us, because we have a lot to say.

OOPS! BEAR WITH US... UNDER CONSTRUCTION

We apologize to those of you who may have tried unsuccessfully to reach us at the toll-free and main numbers during the last few weeks. The phones were changed to a new, voice mail-equipped system. Our office suite was demolished December 1 in preparation for a complete renovation. We moved into the beautiful and spacious Parent Relations Office in 244 West Hall on January 26, and look forward to your visits when you are in Lubbock!

I have always loved the following little rhyme I learned during Girl Scout days:

Make new friends, but keep the old — one is silver, and the other gold

For all of you who have been loyal members of the Texas Tech Dads and Moms Association, I would like to extend both a special thank you and a special welcome. A special thank you for laying a firm foundation of hard work and generosity of spirit from which the enthusiastic current membership could grow. A special welcome to continue to be an active and vital part of the organization by strengthening the bonds between students, their parents, and the university.

SPRING 2000

Last day to drop a course for a refund	February 2
Last day to withdraw, receive a partial refund	February 14
Dallas Area Chapter Meeting	February 16
6:45 p.m. 1st Christian Church, 15th & Ave. H	
Short business meeting	7:15 p.m.
Campus Safety & Security: Dan Hale & Bryan Roberts, UPD	
University Day	February 18
Last day to drop a course w/ automatic "W"	February 28
Car Clinic – Safe Spring Break	March 2
2:00–5:00 p.m. C-6 parking lot	
Boulder/Denver group seating at Tech vs. Colorado game	March 6
Tracy Hennington (303) 649-9312 or Marjo Wells (303) 683-1753	
Mid semester grade rolls due to Registrar	March 9
Classes dismissed for Spring Break	March 11
Dallas Area Chapter Meeting	March 15
7:30 p.m. 1st Christian Church, 15th & Ave. H, Off Campus Living	
Classes resume	March 20
Advance registration	April 4-20
Spring Scholarship Weekend	April 7–8
Scholarship Selection Meeting	April 7
Spring Scholarship Brunch	April 8
8:30 a.m. Merket Alumni Center	
Spring Membership Meeting	April 8
11:30 a.m. UC Red Raider Lounge	
Parent/Volunteer Work Sessions	April 8
1:30 p.m. UC Red Raider Lounge	
Chapters/Freshman Send-offs, Networking & Crisis Support	
Board of Directors Meeting	April 8
Campus 2000 Alcohol Conference	April 16–18
Dallas Area Chapter Meeting	April 19
7:30 p.m. 1st Christian Church, 15th & Ave. H, Election of officers	
Day of no classes	April 24
Last day to drop a course or withdraw	April 28
Last day of classes	May 3
Individual study day	May 4
Final exams	May 5-10
Halls close	May 11
Commencement	May 13
Grades due to Registrar	May 15
Texas PTA Association	June 2–4

OUR SYMPATHY...

To the member family of Michael Burrows, who was killed in a car accident October 29 on the way to a Houston meeting of the National Society for Black Engineers. From this tragedy, the Safe Travel Parent Network emerged.

The Texas Tech Association of Parents joined the Division of Student Affairs in expressing our sympathy to the students, parents and alumni of A&M following the bonfire incident in a large advertisement in the *Battalion* student newspaper.

BEYOND THE CALL...

Heroes abound. Our thanks to Linda Bruce of Houston and Jeff Lane of College Station for their assistance to the 17 NSBE students involved in a fatal car wreck, to their parents, and to our colleagues at Texas A&M. Our thanks to Mike and Patty Matthews and Susan Cathey of Abilene for offering their assistance to Tech parents with a student injured in a wreck and hospitalized there before Christmas. And our thanks to the unsung heroes we haven't yet heard about!

TO NOTIFY OR NOT TO NOTIFY...

(see story page 3)

April 16-18 Texas Tech will host CAMPUS 2000, the first state-wide alcohol symposium for colleges and universities. "Challenging Administrators to Minimize Prevent and Understand Substance Abuse" is an effort we encourage parents to participate in, whether by presenting a program or attending. Please contact us if you want to be involved in this conference.

FOR A LITTLE BOOSTER...

Free electronic greeting cards especially for college students can be found at www.bluemountain.com.

WAY TO GO...

Recently voted the "Best of the Border," our own President-elect Paul Strelzin did his radio show broadcast live from Washington, D.C. February 3-11.

"Big Daddy" Paul was also featured in a *University Daily* article on January 21.

TECH PARENTS
TEXAS TECH ASSOCIATION OF PARENTS
Texas Tech University
244 West Hall
Box 42024
Lubbock, Texas 79409-2024

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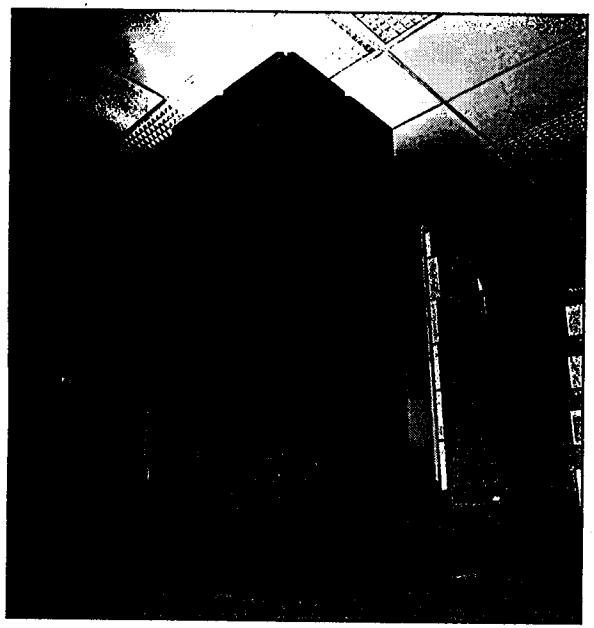
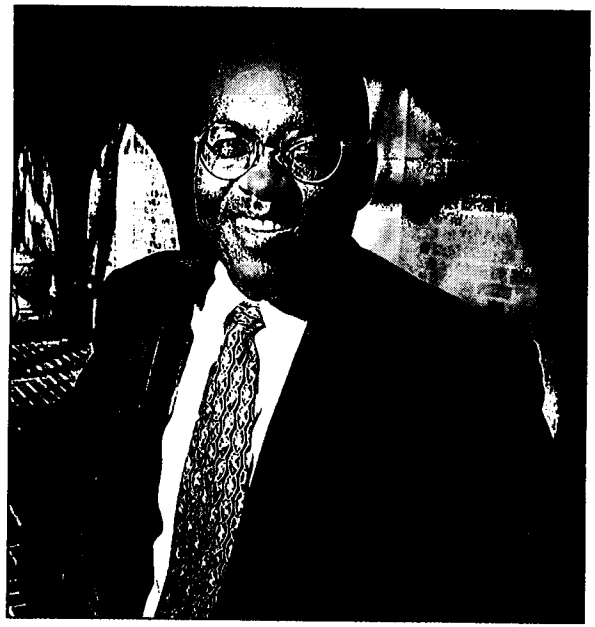
Research & Graduate Education





Texas Tech University
Office of the Vice President
for Research, Graduate Studies
and Technology Transfer

1998-99 In Review

Research and Graduate Education: 1998-99 in Review

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Dr. Kathleen Hennessey ..... International Center for Informatics Research
Dr. Eileen Johnson ..... Museum
Preston Lewis ..... Library
Dr. William McCaughan ..... Extended Learning
Dr. Judith Ponticell ..... Education (Faculty Senate)
Ted Johnston ..... Grants and Contracts
Dr. Robert Sweazy, Chair ..... Research Services
Dr. Kathleen Harris ..... Research Services
Dr. Jay McMillen ..... Research Services
Colette Solpietro ..... Research Services

Statement from the Vice President and Graduate Dean

Providing leadership for graduate education, research and technology transfer at Texas Tech has been the most satisfying professional opportunity in my career. Our faculty, graduate students and staff are performing critical studies, reporting groundbreaking results and developing new technologies that are placing Texas Tech on the map as a growing force in research. We are beginning to engage partnerships and interdisciplinary collaboration that will position us for even greater excellence in the future.

In many ways, 1998-99 was a year of firsts. For example, this was the first year of operation for the Office of Technology Transfer and Intellectual Property. Under the leadership of H. Walter Haeussler, we have made substantial improvements in our ability to protect intellectual property and to transfer that technology into the marketplace for economic development.

This year also witnessed a major reorganization of the Graduate School. A new senior associate dean, Dr. Ronald Anderson, was hired to handle the day-to-day affairs; a new associate dean, Dr. Allan Headley, was recruited to lead our program review process; and Dr. Troy Johnson resigned to assume the position of senior director of enrollment and academic services at Sonoma State University in California. Our new assistant dean for recruitment and director of graduate admissions, Dr. Judy Toyama, brings a wealth of experience, especially in the area of diversity. A highly significant achievement in the Graduate School has been the dramatic improvement in the diversity of our graduate enrollment. The enrollment of African-American graduate students at Texas Tech increased by 46 percent and Hispanic students by 19 percent.

Also, I was pleased with the significant progress made by our development office under the leadership of Amy Fox, to secure funding to assist graduate students in the pursuit of their education. This was the first year of operation for the Carl H. Gelin Emergency Loan Fund. Made possible by a generous $360,000 endowment gift from the Gelin Estate; this one-of-a-kind program provides loans to graduate students at no interest. In the first year, more than 80 students received emergency loans.

We had the second best year ever in research. Under the careful and able guidance of Dr. Robert Sweazy and Dr. Kathleen Harris, the Office of Research Services processed $40.7 million in sponsored project awards. Federal and federal pass-through funding combined increased by 18 percent. Our total federal funding of $25.9 million was the highest in institutional history. Thus, we are continuing our march toward becoming one of the top 100 research universities in the country.

The knowledge and energy of our researchers, and our special research technology and resources, have afforded us important opportunities for collaboration beyond the borders of the university and immediate community. Our Institute of Environmental and Human Health, capably directed by Dr. Ronald Kendall, worked in partnership with the University of Texas at Austin and the University of South Florida, to form the National Center for Countermeasures to Biological and Chemical Threats. This consortium was formed to conduct basic and applied research, education and training to facilitate the ability of the Department of Defense and other federal agencies to address chemical/biological terrorism, which is of vital importance to our national defense.

Research is about discovery and innovation. It links us to our society in new and profound ways, and it has become a major engine for economic development and social change. As the leading research institution in West Texas, we have a tremendous opportunity to fulfill a mission of service to the rural constituents of the state. To explore these opportunities, we organized the Rural Assistance Initiative as a way for the university to contribute toward improving the qualities of rural living in West Texas through interdisciplinary research, planning and technical assistance.

While we have made great improvements and have started many new endeavors, we have an even larger ambition as we make our way to the new millennium. Our goals are to enable our faculty and students to pursue scholarship and important research for the benefit of the people of Texas and the global research endeavor. Striving to meet this goal will further enhance Texas Tech University's reputation as a leading comprehensive university.

D. J. Schmidly

Research and Graduate Education at Texas Tech University

Research and graduate education both have significant financial impact on the university and the local community. The formula used in Texas to fund public higher education provides three times more funding for a master's candidate and almost 10 times more for a Ph.D. student than for an undergraduate. Additionally, the State Comptroller has calculated an economic multiplier of $3.62 for every $1 of research expenditure. Texas Tech projects that 80 percent of research funding is spent in the local area. Thus, for fiscal year 1998-99, the research and sponsored programs of Texas Tech had a $118 million impact on the Lubbock-area economy. Texas Tech received more than $26.4 million in formula funding for its more than 5,500 graduate students.

Highlights of 1998-99

- Six new or expanded degree programs were approved by the Texas Higher Education Coordinating Board. They include a Master of Science degree in Marriage and Family Therapy, Master of Science in Environmental Toxicology, Joint Medical Doctor/Master of Business Administration degree, Master of Arts in Technical Communication, the Master of Science in Software and a Doctor of Education degree in conjunction with the Allen Independent School District. Several more degree programs are awaiting approval, including the Master of Science in Multidisciplinary Science, the Doctor of Environmental Toxicology and Doctor of Musical Arts.

- Texas Tech awarded 170 doctoral degrees in 1998-99. An additional three health sciences center students earned doctorates in basic sciences. Of the 850 master's degree students, 240 elected the thesis option, with 19 of those being health sciences center students.

- More than 150 nominees competed for Chancellor's Endowed Graduate Fellowships in 1998-99. New fellowships went to 57 master's degree candidates and 61 doctoral students.

- Ronald Anderson, Ph.D., was hired as the new senior associate dean to handle the daily affairs of the Graduate School, and Allan Headley, Ph.D., was recruited as a new associate dean to lead the Graduate School's program review process. Assistant Dean Judy Toyama, Ph.D., is responsible for recruitment and graduate admissions.

- Associate Dean Janet Perez, Ph.D., was unanimously elected an Honorary Fellow of the Hispanic Society of America in New York.

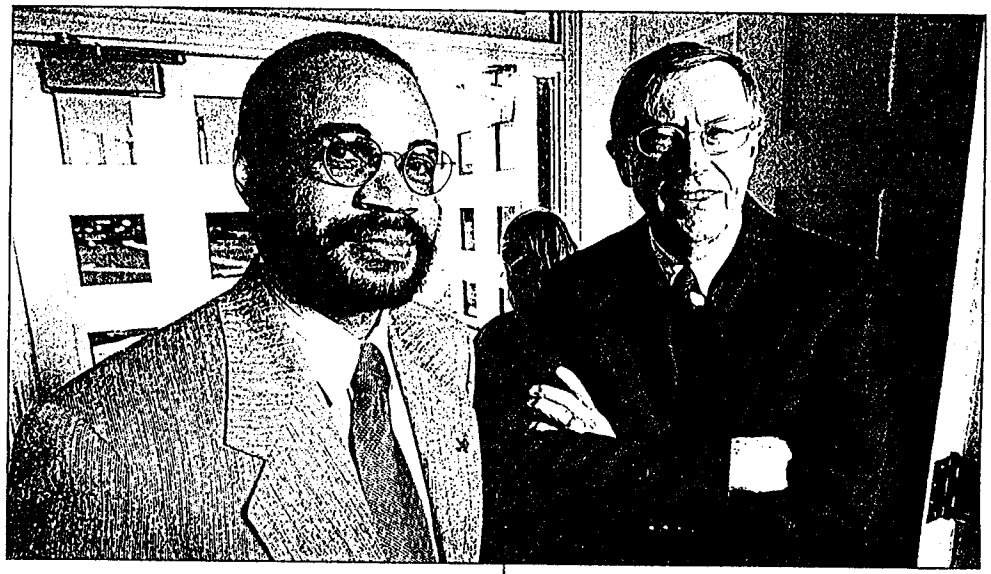
■ The Graduate School improved its efforts regarding diversity issues in 1998-99 with an increase in minority enrollment, a 46 percent increase in African American students and a 16 percent increase in Hispanic students.

■ The Graduate School also increased its recruitment efforts in the southern United States, for example in Alabama and the Rio Grande Valley of Texas. Additionally, the school was more active in the recruitment of students in the Ronald B. McNair Achievement Program that targets first-generation college students and prepares them for graduate school.

■ From 1998 to 1999, the amount of funds from federal sources increased 18 percent, from $21.9 million to $25.9 million. The level of funding from federal sources is significant because it is often used as a measure of an institution's research productivity.

■ Because of the support of the Texas Congressional delegation, the university continued to experience success with federal initiatives. In 1999, the university received special grants from three federal agencies: $4 million for environmental research from the U.S. Department of Defense, $1.1 million for wind engineering research from the National Institute of Standards and Technology, and $187,120 for cotton research from the United States Department of Agriculture.

■ More than half of the sponsored project funds received in 1999 were for projects conducted through centers and institutes. This reflects the increasing multidisciplinary nature of research. In response to this trend, in 1999, the university established eight new centers and institutes and now has a total of 66 such units.



Allan Headley and Ronald Anderson

■ One new center is the High Performance Computing Center, which supports all university high performance computing. In 1999, the university purchased an SGI/Cray System and related visualization system, which are in place in facilities at the Reese Center.

■ In its first year of operation, the Office of Intellectual Property and Technology Transfer filed 17 new patent applications or provisional patent applications for inventions by university faculty and staff and executed five license agreements.

■ The past fiscal year was the first year for the Carl H. Gelin Emergency Loan Fund, a program unique in that it does not charge interest to students. About 80 students received emergency loans last year.

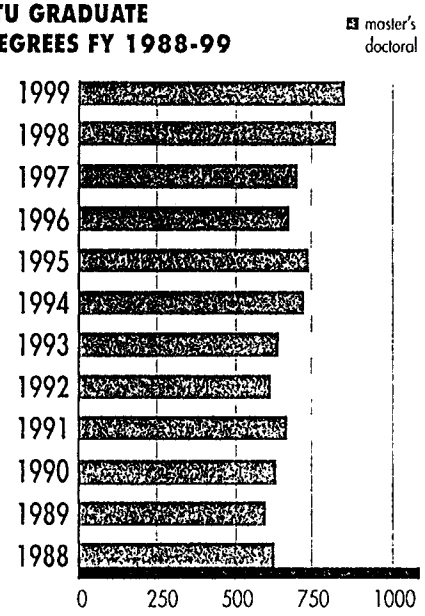
■ Through The Horizon Campaign, the university's largest-ever comprehensive capital campaign, the Graduate School had its first major annual calling initiative and a direct mail drive that added hundreds of new support donors.

The Graduate School and Graduate Education

Texas Tech offers a comprehensive array of graduate programs, with degrees in the arts and humanities, agriculture, education, sciences, engineering, architecture, human sciences and business fields. Texas Tech offers programs across a broad spectrum of graduate disciplines representing 107 master's and 49 doctoral programs.

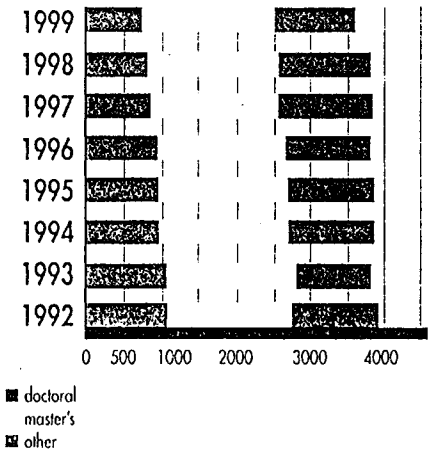
■ Texas Tech has awarded more than 100 Ph.D. degrees annually since 1986, and the number of Ph.D.s grew to a record of 191 in 1997-98. The number of master's degrees awarded last year, 850, also was a record.

TTU GRADUATE DEGREES FY 1988-99



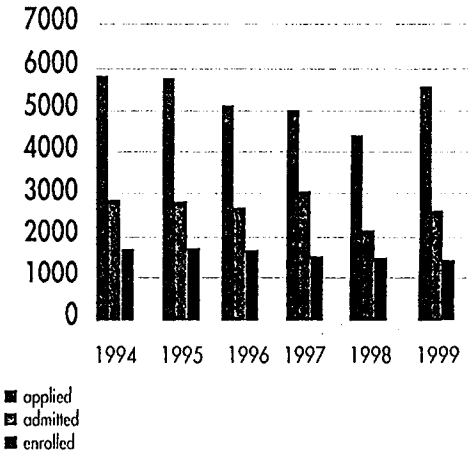
■ Graduate student enrollment at Texas Tech has been remarkably consistent since 1991. Over the past eight years, the total graduate student head-count for each fiscal year has averaged between 3,500-4,000 students with graduate students comprising between 17 percent and 20 percent of the total student enrollment at the university. The proportion of master's students has averaged about twice that of Ph.D. students since 1991. About 17 percent of the graduate student population is comprised of students enrolled in certificate and non-degree programs, although this percentage has been decreasing for the past several years as more students entered degree programs.

TTU GRADUATE STUDENT HEADCOUNT 1992-99



■ Although applications to graduate school at Texas Tech (and nationally) have declined steadily since 1993, admissions and enrollment held fairly constant with only a slight decline. Moreover, the quality of enrolled students has increased, despite the fact that competition for highly qualified graduate students has intensified. Our well-designed pages on the World Wide Web and the ability of students to apply to graduate school over the Web have helped in recruiting students. We invite the reader to visit our Web pages at **www.ttu.edu/gradschool**.

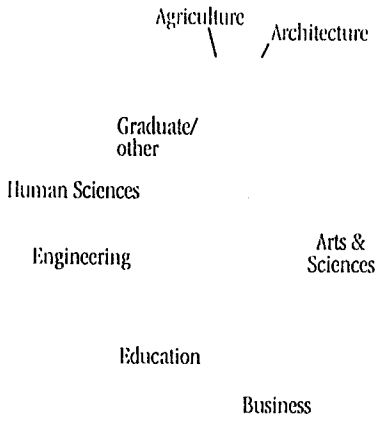
TTU APPLICATIONS, ACCEPTANCES, NEW ENROLLMENTS 1994-99



The Graduate School and Graduate Education

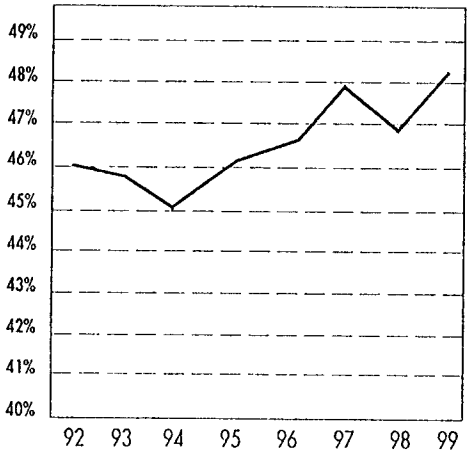
■ More than 50 percent of our graduate students study in two colleges, Arts and Sciences (32 percent) and Education (20 percent). In descending order, the rank of the other colleges is Business and Engineering (12 percent each), Agriculture (5 percent), Human Sciences (4 percent) and Architecture (2 percent). The largest master's programs are in Arts & Sciences (32 percent), Business (19 percent), Engineering (16 percent) and Education (17 percent).

TTU GRADUATE STUDENTS FALL 1999

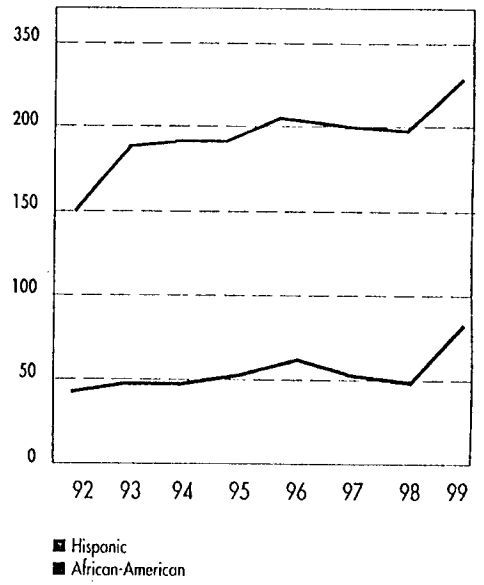


■ For the past five years, women have made up between 44 and 49 percent of the graduate enrollment at Texas Tech. The number of Hispanic students has been rising steadily since 1992 and now is approximately 275, and the number of African-American students has increased in 1999. We are addressing minority recruitment actively, consistent with state and federal law. One of our highest priorities is to increase the diversity of our student body.

TTU PERCENTAGE OF WOMEN GRADUATE STUDENTS



TTU AFRICAN-AMERICAN AND HISPANIC GRADUATE ENROLLMENT



Graduate Student Research and Public Service

Although graduate student research always has importance in some part of the world, many Texas Tech University graduate students choose to focus their research on subjects that benefit the state of Texas. Many choose to remain in Texas, some even remaining at Texas Tech, and others at various universities in the state.

In 1999, several graduate students and doctoral candidates who completed their degrees at Texas Tech made outstanding contributions in many different aspects relating to Texas and the industries important to the state's prosperity.

Michelle Hainze, who received her master's degree in architecture in August, traveled the state studying cotton gins for her master's thesis. She looked both at gins that are in use and ones that have been abandoned. She then spoke with gin managers and owners and studied the gins to define specific features and worked toward dating various gins based on these characteristics. She said Texas Tech has one of the oldest gins in the area, but it is no longer in use. Hainze is now pursuing a doctoral degree in environmental design where she will conduct the same type of research with historic Texas ranch houses, looking at the ranch design.

Her husband, Thomas Hainze, received an interdisciplinary doctoral degree in 1998 in land use, planning, management and design. His research examines the opinion of builders, local politicians, bankers and land developers in arid southwestern cities concerning scarce water resources. According to his research, these individuals do not perceive a problem with water, while civic leaders are aware of the potential shortages. Civic leaders recognize the necessity for water conservation, while others represented in the study believe that the problem of pending scarcities can be alleviated by raising water rates and thereby stimulating conservation. Hainze is now employed by Cisco Junior College and teaches in Abilene and in Cisco.

Kirt Martin, studying biology, carried out biochemical research designed to clarify steps in the cellulose biosynthesis pathway that are particularly sensitive to cool temperatures. His research was a step in solving an agricultural problem that reduces the economic value of the cotton crop in this area. The cool nights during the summer and fall on the Texas High Plains hinder the production of cellulose, which can result in immature fibers and lower crop yield. The results of Martin's research showed that cool temperatures hindered the synthesis of the immediate substrate for cellulose synthesis within the fiber. Therefore, the enzyme responsible for synthesis of this substrate was implicated as a very likely candidate for beneficial change through genetic engineering. The resulting genetic engineering strategy, which since has been devised and implemented, should benefit High Plains cotton growers.

Benjamin Sauls, also studying biology, conducted research that focused on mitigating the effects of pesticides on avian wildlife through habitat enhancement. The U.S. Environmental Protection Agency funded his research. As a research assistant at Texas Tech's Edith Angel Environmental Research Center in Chariton, Iowa, he engaged in various research projects studying quail, pheasants and songbirds. These findings have been presented at regional and national conferences.

— Mary Hudspeth

Michelle Hainze traveled the state studying cotton gins for her master's thesis.

International Graduate Education and Research

International research and education is an important aspect of graduate education. Students at Texas Tech University are able to learn about cultural diversity and international cooperation during their studies through an international course or semester abroad.

The Department of Classical and Modern Languages and Literatures offered graduate students an opportunity to study in Granada, Spain. Eduardo Cabrera, Ph.D., assistant professor of Spanish, taught a Spanish theater course while students attended the Universidad de Granada. The month of daily classes was enriched by cultural activities such as Flamenco shows, visits to the Alhambra and a performance at the Theatre Festival of Palma del Río, Córdoba. Students lived in Spanish homes in a family setting, allowing them to truly immerse themselves in the language and culture they were studying.

"This was a very special direct learning experience within the Spanish culture for all the participants, and it motivated them to continue studying with more enthusiasm," Cabrera said.

The College of Architecture offers a similar program for graduate students to study in Italy directed by Michael Jones, associate dean. The program is held in the Vicenza Institute of Architecture, a branch of the University of Florida. Lectures, seminars and design critiques are held in the Filanda Center in Teatro Berga, Italy. The Filanda Center is an ancient Roman theater within the old city walls of Vicenza. The first three weeks of the program are devoted to a study-tour of Italy from Milano to Roma. Students have the opportunity to visit art galleries, gardens, museums and operas while in Italy. The program culminates with a five-day trip to Switzerland allowing students to visit the studios and architecture of notable Swiss architects. Students are able to view and study architecture and are encouraged to broaden all areas of their education.

The College of Architecture offers a study program in Italy.

Graduate programs in some colleges allow for an entire semester abroad and provide the opportunity for international students to study at Texas Tech. The College of Engineering and the Universidad de las Américas-Puebla (UDLA) offer a joint master's degree program in various engineering fields. The program was implemented in January 1999 with two Texas Tech students traveling to Puebla to study and two UDLA students studying at Texas Tech.

The College of Education has established a program that allows graduate students from Yemen to pursue a master's of higher education with an emphasis in community college teaching. A group of 32 people from Yemen will be attending various American universities, and six of these students will be at Texas Tech. Two new community colleges are scheduled to open Oct. 1, 2000, in Yemen, and the new teachers will be able to gain knowledge about higher education. They also will take some courses in building and civil construction while at Texas Tech. Those of the group expecting to be new teachers will have the opportunity to study higher education. An internship program also will be offered allowing the selected graduate students to teach classes at South Plains College. Al Smith, Ph.D., professor of education, and John Murray, Ph.D., associate professor of education, are consultants on the program and will be traveling to Yemen to visit with the potential student/teachers.

— Ann Befort

Sponsored Research Awards

Proposals, awards and expenditures for externally sponsored projects from fiscal years 1995 to 1999 are summarized below. In fiscal year 1999, awards declined slightly from FY 1998 but still exceeded any other previous year. The amount of awards from federal sources increased significantly. The number of faculty members who received awards and the number of sponsors increased slightly.

Summary of Sponsored Research Activity
FISCAL YEAR 1998-99

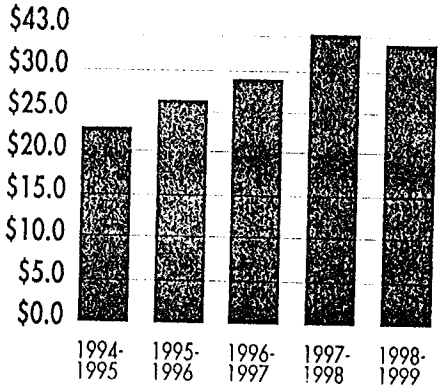
Number of Proposals Submitted	736
Number of Awards Received	528
Grant and Contract Dollars Awarded	$40,689,445
Facilities and Administrative Costs Recovered	$ 4,657,724
Expenditures for Research and Development*	$40,104,672
Expenditures for Sponsored Activity other than Research	$10,193,984
Total Expenditures	$50,298,656
Number of Faculty Who Received Awards	330
Number of Sponsors	224

**Expenditures for research and development are from the Texas Higher Education Coordinating Board Research Expenditures Report. This expenditure total includes appropriated as well as sponsored funds.*

The amount of funding for externally sponsored projects in FY 1999 totaled $40.7 million, a decrease of 5 percent from the previous fiscal year. The decline is attributable in part to the two-year cycle of the Texas Advanced Research and Advanced Technology Programs. Awards from these programs are made in even-numbered years; in FY 1998 the university received $3.5 million in awards for two-year projects funded by these programs.

Awards for 1998-99 include $4 million in earmarked funds from the U.S. Department of Defense for environmental research and $1.1 million in earmarked funds from the National Institute of Standards and Technology for research in wind engineering.

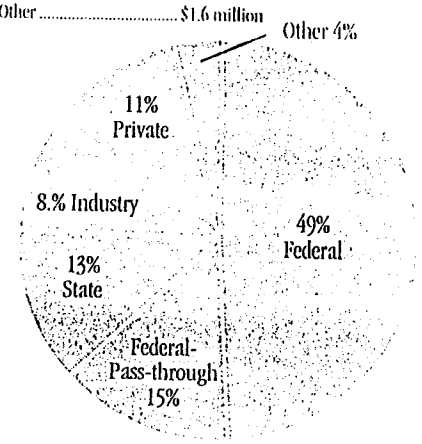
AMOUNT OF DOLLARS RECEIVED 1995-1999 (in millions)



Of the total awards for FY 1999, $19.8 million, 49 percent of the total, was awarded directly from federal agencies. An additional $6.1 million, 15 percent of the total, was federal dollars passed through state agencies or other universities. State funds awarded from Texas agencies amounted to $5.5 million, 13 percent of the total; $3.3 million (8 percent) came from industrial sources; $4.4 million (11 percent) was awarded by foundations and private agencies; and $1.6 million (4 percent) came from other sources, primarily commodity groups.

AWARDS BY SPONSOR TYPE 1998-1999 (in millions)

Federal	$19.8 million
Federal Pass-Through	$6.1 million
State	$5.5 million
Industrial	$3.3 million
Private	$4.4 million
Other	$1.6 million

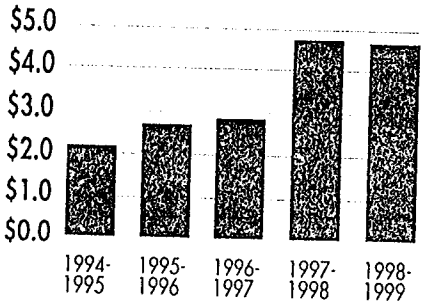


Sponsored Research Awards

■ Facilities and administrative costs awarded declined slightly from $4.8 million to $4.7 million, a decrease of 3.7 percent. Facilities and administrative costs are shared costs, such as utilities and facility maintenance, that cannot be directly associated with individual projects.

■ A small portion of the decline resulted from a decrease in the university's federally negotiated facilities and administrative cost rate. The rate for on-campus projects decreased from 47 to 46 percent of modified total direct costs on Sept.1, 1998.

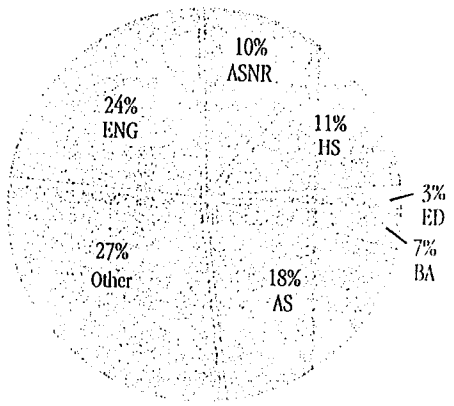
FACILITIES/ADMINISTRATIVE COSTS RECOVERED 1995-1999 (in millions)



■ In FY 1999 independent interdisciplinary centers and institutes as a group received $11.2 million or 27 percent of funds awarded. The Institute of Environmental and Human Health received more than half of this amount ($5.6 million).

AWARDS BY MAJOR ACADEMIC UNIT 1998-1999 (in millions)

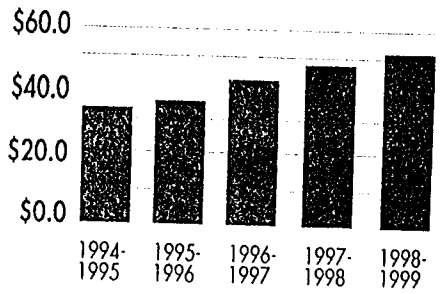
Agricultural Sciences & Natural Resources (ASNR)	$3.9
Arts & Sciences (AS)	$7.5
Business Administration (BA)	$2.9
Education (ED)	$1.3
Engineering (ENG)	$9.6
Human Sciences (HS)	$4.3
Other	$11.2



■ Expenditures for all research and sponsored projects combined increased from $47.7 million in FY 1998 to $50.3 milion in FY 99, an increase of 5 percent. These figures include expenditures for research and development from institutional, state-appropriated and externally sponsored funds, as well as all non-research sponsored activity.

■ Expenditures for research and development increased from $39.4 million to $40.1 million, an increase of 2 percent. Expenditures for sponsored activities other than research increased from $8.3 million to $10.2 million, an increase of 23 percent.

RESEARCH EXPENDITURES 1995-1999



Non-Sponsored Research and Scholarship

Because government and industry grants are not always available for some faculty members' research, non-sponsored research continues to be a significant endeavor on university campuses. Often, faculty researchers in the arts, humanities and social sciences pursue their investigations with their own funds or with supplemental funding from the university. Some researchers find alternative ways to support their investigations.

Sponsored or not, research is important to those teaching in higher education, because through such activities, Texas Tech University faculty members become better informed about issues in their areas of expertise.

One example of a faculty member conducting non-sponsored research is Amie Thomasson, Ph.D., assistant professor of philosophy. Thomasson currently is spending two years at the University of Hong Kong as a research assistant professor. "It's like a regular assistant professor position except the primary duty is research, not teaching," she said. Thomasson recently had a book released by Cambridge University Press titled "Fiction and Metaphysics." She believes the book helped her to land her current position because part of the selection criteria is recent research productivity.

Diane Wood, Ph.D., associate professor in the Department of Classical and Modern Languages and Literatures, has been traveling abroad to London and Paris and visiting United States universities, such as Yale and Princeton, so that she may access a variety of texts important to her research and her teaching. She recently completed a book on one of the early French women writers, Helisenne De Crenne, who wrote during the 1500s. The book, titled "Helisenne De Crenne: At the Crossroads of Renaissance Humanism and Feminism," will be published by Farleigh Dickinson University Press in 2000.

"At one time, women writers weren't talked about, but today, graduate students read this author," she said. In addition, Wood frequently spends summers in Paris with groups of students who participate in a program with the American Institute of Foreign Study.

Graduate students in the Department of English recently have created a way to experience first-hand the different aspects of producing a literary magazine. The publication is titled "Dark Horse Literary Review," and most of the top editorial positions are filled by the graduate students. The journal is managed by Jill Patterson, Ph.D., assistant professor in English, and uses several regional professors to serve as contributing editors. Patterson said she reserves several of the reading/editorial positions as well as the managing editor positions for graduate students. "They are doing a terrific job, and it is excellent professional experience for them," Patterson said.

In the spring semester, Patterson said she will offer a journal production course based upon the Rice Publishing Program's structure. She said students who cannot directly work for the journal can take the course and learn the process of publishing and publicizing a literary journal.

Some faculty members conduct non-sponsored research that relates to the work of a center or institute on the Texas Tech campus. One of the highlights of the past year was the dedication and opening ceremony of the Virginia Murray Sowell Center for Research and Education in Visual Impairment. The goal of the center is to enhance the quality of education for students with visual impairments through personnel preparation, research and public service. The center is the first of its kind in the United States to focus exclusively on the needs of school-age students with visual impairment.

Jill Patterson has created the "Dark Horse Literary Review."

Co-directors of the center are Alan Koenig, Ph.D., associate dean of the College of Education, and Nora Griffin-Shirley, Ph.D., assistant professor in the college.

The center eventually will be housed in the new English/Philosophy/Education Complex, which is scheduled to be completed in the spring of 2002.

— Mary Hudspeth

Research and Technology Highlights

Learning and discovery are inseparable processes, and both are fundamental to Texas Tech University's research and scholarship mission.

The articles that follow, while not representative of all research and scholarship at the university, highlight success stories about unique projects and programs, including partnerships and collaborations, that explain how research at Texas Tech is helping to develop and improve technology, contributing to the education and scholarly development of graduate students, and addressing major needs of our citizens and communities. Many of them relate to centers of excellence at the university, and they focus on various areas of research that have economic growth potential.

High Performance Computing Center

Sustainable Pork Research

Researchers in Texas Tech University's College of Agricultural Sciences and Natural Resources are developing a way to eliminate the stink surrounding the hog industry. Literally.

Texas Tech Animal Science Department researchers are raising pigs in what the university calls its "Sustainable Pork™" production system. The animals are reared under conditions that are friendlier to the environment, the community, the workers and the animals. The system also should allow small and mid-size – and especially young – pork producers to participate more successfully in the industry.

The project brings together production technology, environmental stewardship and training to alleviate some of the problems and perceived images faced by the pork industry. According to John McGlone, Ph.D., professor and director of Texas Tech's Pork Industry Institute, the major complaint that conventional hog farms face is that the farms smell bad. "Secondly, conventional pig farms have the potential to pollute rivers, streams and lakes," McGlone said. "The pigs also are at a health risk and require more antibiotics." Additionally, public perception of conventional pig farms is that the animals' welfare is not considered important.

Texas Tech researchers have found solutions in raising pigs outdoors. Unlike conventional American pig farms, which are usually comprised of a system of large indoor buildings with poor air quality that house the animals and waste lagoons with the potential for runoff, the Sustainable Pork system works as an environmentally friendly cyclical system.

Researchers seek to describe and improve the environmental impact by tracking applications of animal nutrients (manure)and growth of comparable amounts of plant nutrients that are removed from the land (foraging).

"The objective of the outdoor unit is to produce a high number of pigs per sow per year at a low cost. A properly run outdoor unit has the advantage of being environmentally friendly because it will have animal populations that are low enough to allow growth of native or planted vegetation. When vegetation can grow during operations, the site is less likely to have an offensive odor or to produce damaging runoff of manure.

"The future growth of the industry will be in a manner that is friendly to the environment – both air and water, the animals and the local communities," McGlone said.

The acreage is divided into separate sections, called "radials." The radial design makes sow movement and farm worker efforts more efficient. There are separate radials for breeding, gestation, farrowing (birthing) and new plant growth. Each radial contains an arc-shaped hut in which the pigs sleep and find shelter from inclement weather. Because the pigs are moved from radial to radial, the waste products are spread around the land naturally. The nutrients then return to the soil, and the natural grass renews itself, creating more forage for the next cycle.

The comparative simplicity and cost of the initial set-up for Sustainable Pork production should allow more small mid-size and younger producers to enter into the Sustainable Pork production method as an alternative t the traditional method. According to McGlone, the initi cost of getting into the outdoor production business is one-third that of starting a conventional indoor hog farm.

Producers who would like to begin a Sustainable Pork system would have to follow certain guidelines to obtain the Sustainable Pork label. The animal friendly nature of the system requires the use of fewer antibiotics Also, the crates and slats system used in typical indoor production are not allowed. The state's soil and water conservation service, or equivalent, must certify that the farm uses the best management practices. Workers must have health insurance and a safety program. The farm must be economically competitive. A final requirement i that the farm must be community-friendly, and it is left to the producer to meet this test.

A related objective in this area of the project is to monitor the effects of a mid-sized production unit on rural communities, especially its economic impact and effect on community resources such as schools, health care and housing.

"After the initial outlay for getting started, the costs are pretty much the same as indoor production," McGlone said. "Another difference, however, is that in sustainable production, the end product, pork meat, should bring a higher price." With less initial cost and more substantial returns, Sustainable Pork production

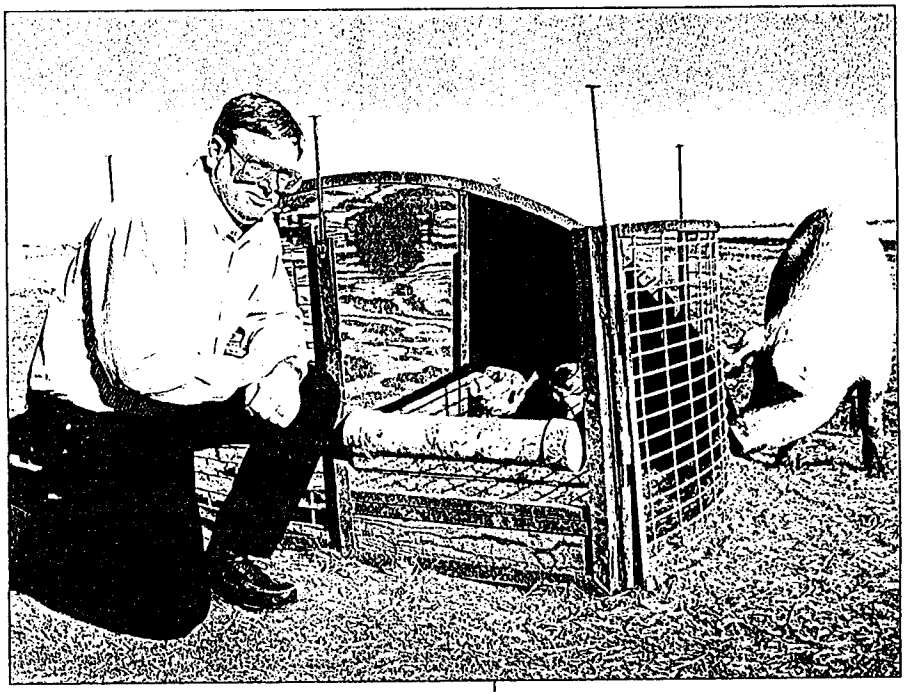
may look more appealing to those small and mid-size producers, he said.

Another goal of the Sustainable Pork production project is to develop a unique product label for the United States, European and Asian markets that capitalizes on the natural and animal welfare-friendly aspects of the pork products and to determine price sensitivities to this new major market segment.

"With the proper topography and climate, which we have here on the South Plains, farmers can realize the ability to develop a major pork market niche that can make them competitive in both the national and international pork markets," said McGlone. "Historically, consumers' desires have been fairly simple – that is to have cheap but wholesome food," McGlone continued. "However, now a large segment of consumers are adding, even demanding, new requirements of the food and meat they buy."

McGlone said that in taste tests of the Sustainable Pork product, researchers found that the meat was more tender, juicy and flavorful than its conventionally produced counterpart. Meanwhile, in-supermarket surveys substantiate the theory that people would be willing to pay more for pork raised with some assurances as to its history. Specifically, consumers say they would consider animal welfare, community welfare and environmental welfare in their buying decisions.

"We will work to develop a major market segment in the United States and overseas to channel these value-added products into higher-priced markets," McGlone said.



John McGlone

Funding for the Sustainable Pork project has come from many sources. Consolidated Nutrition is supplying $1.2 million over four years, to be used for facilities and equipment needed for farm operations. Texas Tech and the United States Department of Agriculture each will have contributed $475,000 over a four-year period. Pig Improvement Company USA, an international pig breeding business, has contributed $20,000 for huts and sows at a discount, plus technical inputs.

— *Leslie Woodard*

Transportation Research

Here in West Texas, with miles between each city, one can't help but notice the state of the roads on which one travels. Underneath the tires lies research that was probably done at Texas Tech University. "There are more than 70,000 miles of state-maintained roads in Texas," said Priyantha Jayawickrama, Ph.D., director of the Texas Tech Center for Multidisciplinary Research in Transportation, "and Texas Tech University is very involved in developing research to make them smoother, safer and more durable."

The Texas Tech Center for Multidisciplinary Research in Transportation (or TechMRT for short) was established in November 1997 in response to a proposal submitted by a team of researchers led by John Borrelli, Ph.D., then interim chair of the Civil Engineering Department. According to Robert Sweazy, Ph.D., senior associate vice president for research at Texas Tech, there was an increasing need to have a centralized resource for transportation research at Texas Tech.

Jayawickrama explains: "It was obvious that there was starting to be an increase in research for transportation issues, and we wanted to make sure that Texas Tech was equipped to take advantage of that. TechMRT is a new center of excellence for the university."

And so the TechMRT was born on the cusp of the transportation trend, a wave that would pay substantially in terms of research dollars. With close to $2 million in monies for fiscal year 1999-2000, the funding has doubled in the past two years, and quadrupled when it is compared to the monies in its coffers five years ago.

Almost all of the research conducted at TechMRT is funded by the Texas Department of Transportation (TxDOT). "Credit should also go to TxDOT for having a very comprehensive research program, especially when compared to departments of transportation in other states," added Jayawickrama.

Despite the narrow selection of research funding sources, the TechMRT is unique in that it is widely multi-disciplinary due to the complex, atypical projects it conducts that benefit from a team approach. Consequently, many TechMRT research projects are conducted by interdisciplinary teams and even multi-university teams in which Texas Tech researchers work in conjunction with researchers at Texas A&M University or at the University of Texas at Austin.

For example, collaborative research with Paula Desmond, Ph.D., assistant professor in the Department of Psychology, is focusing on developing ways to decrease the number of drowsy driver-related accidents. Drowsy driving causes at least 100,000 crashes nationwide each year, according to the National Highway Traffic Safety Administration. The Automobile Association of America reports that sleepy drivers are just as dangerous as are drivers who drink.

"The project is working on countermeasures to prevent driver fatigue," explained Desmond. "We want to find out which people are more likely to fall asleep at the wheel and how fatigue affects driving performance. Driver fatigue is a serious problem in Texas given the long stretches of monotonous highway."

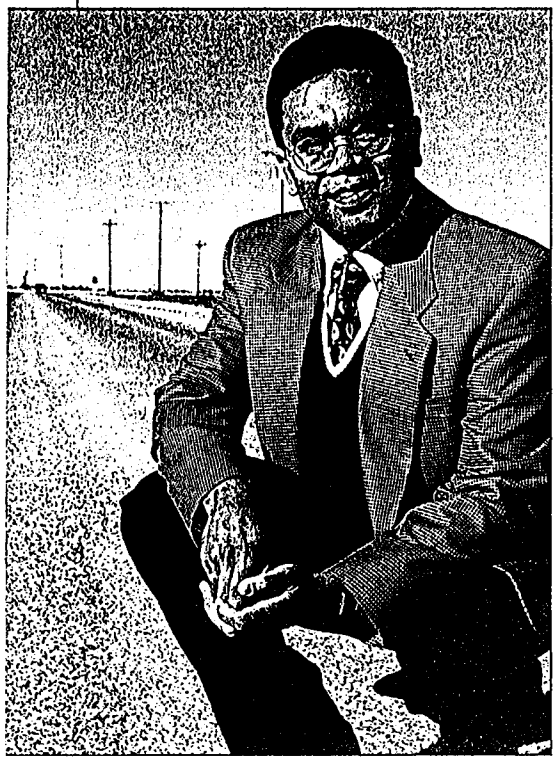
TechMRT encourages strong multi-disciplinary cooperation on both the faculty level and on the student side of the equation. Each project typically involves both graduate students and undergraduate students, and 100 percent of the graduate students who specialize in transportation research are employed as research assistants on TxDOT projects.

In March 1999, TechMRT was named as the university's focal point for communication and coordination of all aspects of any TxDOT-funded research. In addition, the cooperative research agreement between TechMRT and TxDOT has been modified, giving TechMRT the same status as the Center for Transportation Research at the University of Texas at Austin.

In addition to this change of status, TxDOT also agreed to fund two full-time positions for the TechMRT coordinator and the technical editor -- a sign of the confidence that TxDOT has in Texas Tech's ability to do cutting-edge research.

As if to underscore that reputation, two TechMRT research projects received recognition for "1999 Top Research Findings or Innovations" sponsored by TxDOT. The competition involved all research projects funded by TxDOT in 1999.

One of the award-winning projects, which focused on seal coat construction-related issues, was led by Douglas Gransberg, P.E., formerly associate professor in engineering technology, and Sanjaya Senadheera, Ph.D., a research assistant professor in civil engineering. According to Senadheera, roadway pavements require periodic maintenance treatments, such as seal coats, to prevent premature wear of the road surface, depending on a number of factors including traffic level, location and road condition. Seal coats are applied by spraying an asphalt material on the existing surface followed by spreading rock chips and subsequently compacted using rollers.



Priyantha Jayawickrama

By doing extensive field studies and talking with other teams of engineers across the 25 different TxDOT regions, the TechMRT research team learned which construction techniques are most effective in seal coat projects. Different material application and rolling patterns can affect the road quality in terms of its longevity, maintenance and distress.

"More than 50 percent of all state-maintained highways have seal coat as their surface because it is an extremely cost-effective maintenance strategy. The roadway can be opened to traffic almost immediately and it extends the life of the pavement," noted Senadheera. "Our study recommends ways to improve how seal coats are applied."

Another research project is investigating how to provide a stable building base for structures when the only available location has a weak subsoil. (Such a situation would occur, for example, if a city wanted to construct a bridge but the only base available was unstable soil by the river.) The traditional solution involves removal of the weak subsoil and replacing it with higher quality base material.

By using a process called "in-situ vitrification," the unstable soil literally can be melted down in its original location at temperatures of 1,200 degrees centigrade and allowed to cool. Upon cooling, the once-unstable soil has been transformed into solid rock. The current task for researchers is to develop a mobile vehicle that can complete this in-situ vitrification process in the field.

"The technology is new to transportation issues, but stems from a patented process which was originally used to stabilize hazardous waste," explained Jayawickrama. "This is truly a multidisciplinary challenge we are undertaking here. Civil engineers are finding and evaluating the different materials utilized at different stages in the process. Ed O'Hair, Ph.D., from electrical engineering, is looking into questions concerning the electrical power supply. The design of mechanical components of the equipment is performed under the supervision of Artila Ertas, Ph.D., in mechanical engineering, while ergonomics and safety engineering issues are being researched by Jerry Ramsey, Ph.D., in industrial engineering."

TxDOT has five different research areas in which it places its focus: pavements, transportation planning, rights-of-way issues/environment/hydraulics, traffic operations and structures. Every research arm is run by a group called a "research management committee," with its own panel of technical advisers to use when necessary. TechMRT currently provides technical advisers in all of the five different areas.

So with its eye on the next millennium, TechMRT and its director, Jayawickrama, plan to make Texas roads even smoother, hardier and safer for everyone.

— Elizabeth Inskip-Paulk

Compressed Medical Images Research

With medical technology becoming more and more complex and interactive every day, it will be only a matter of time until the medical world routinely uses the Internet as part of its "little black bag of tools." Because of a researcher in electrical engineering, it is now easier for physicians and other medical professionals to use computers and the Internet to help diagnose patients who are miles away from their health care providers, even as far away as the other side of the world.

Sunanda Mitra, Ph.D., professor and director of the Computer Vision and Image Analysis Laboratory in the Department of Electrical Engineering at Texas Tech University, has been developing technology to help make this transworld transmission of complicated medical information a reality.

"We are working to compress and send these images cost-effectively through the telephone line and across the existing Internet, without taking a lot of time or losing a lot of the information when viewed at the receiving end," Mitra explained. "There is a worldwide interest in being able to use this technology for teaching students and for research."

The National Library of Medicine has collected a huge amount of data on medical imagery. Downloading a small subset of this huge data set (approximately 254 gigabytes) via the existing Internet may take weeks.

"This just serves to underscore the importance of what we are trying to do. As telemedicine and long-distance medical care become more common-place, it will be vital that specialists can retrieve medical images quickly and easily, without the risk of losing any valuable diagnostic information in the process," explained Mitra.

Sunanda Mitra

The current standard "JPEG" file format is not adequate for compressing and transmitting complex medical images from one computer to another at a rate required for fast transmission. Mitra describes the "JPEG" format as being "very blocky" which means that the image is distorted with numerous little squares, making it look like a badly painted rendition from the Cubist school of painting.

To overcome this Cubist tendency, Mitra, in collaboration with Hamed Sari-Sarraf, Ph.D., assistant professor in electrical engineering, proposes to use a combination of two separate processes called "lossless compression" (where no information is lost in compression) and "lossy compression" (where some information is lost, but the relevant information is kept). These methods reduce transmission time without reducing the quality of the image and will be utilized by radiologists to analyze digital mammograms to reach an accurate diagnosis at remote locations.

The medical world is still a little reticent at receiving important medical information in this way, but Mitra expects that to change when physicians and other health care providers realize the value in terms of increased productivity and faster retrieval of accurate information while still maintaining the quality of the medical image.

"They'll come around when they see how useful it will be to them," said Mitra. "It will be a valuable tool."

And for the rest of us who may enter the medical field not as medical experts but as patients, Mitra's technology may help us receive faster diagnoses, leading to more effective medical treatment.

— *Elizabeth Inskip-Paulk*

Research to Recycle Electronic Products

The disposal of obsolete electronic products is an urgent problem, worldwide, especially with the millions of computer-users that upgrade constantly. A Texas Tech University researcher, Hong-Chao Zhang, Ph.D., a professor of industrial engineering, is working to find a solution that is focused on recycling parts of these products.

One estimate is that personal computers alone will fill approximately 170 million cubic feet in landfills by the year 2005, causing considerable environmental problems by virtue of the large variety of materials they contain. Zhang sees an opportunity to recover materials, including precious metals, from these throw-aways.

"This is environmental-related research, but the difference from the traditional environmental research is that we want to start the recycling process initially in the design of the product, or in green product design," said Zhang, who is the director of the Center for Automation and Robotics at Texas Tech.

He and other researchers are looking at ways in which computers and other electronic products can be economically disassembled and how their parts, containing such materials as gold and platinum, can be recycled. The researchers have developed a computerized prototype decision-making model that results in an optimal recycling scenario for general end-of-life electric and electronic products. The research is based on a project supported by the U.S. Department of Energy through the Amarillo National Research Center, a higher education consortium of the systems of Texas Tech, Texas A&M University and the University of Texas.

The Advanced Technology Program of the Texas Higher Education Coordinating Board also supports the recycling project.

"The model is aimed at both the manufacturers of electronic products, so they will have a clear vision when their product is obsolete, and at the recycling companies, so they can predict how much benefit they can realize with recycled materials, to manage their production," Zhang said. "We try to put the manufacturing company together with the recycling company so that from the beginning, answers can be found to such questions as when you take this order, how much time do you need to disassemble, what kind of labor do you need, where will you recycle the detail components, how much can you recover from the product?"

The theory under which Zhang is working is called environmentally conscious design and manufacturing, a view of manufacturing that includes the social and technological aspects of the design, synthesis, processing and use of products in continuous or discrete manufacturing industries. The benefits of such a theory include safer and cleaner factories, worker protection, reduced future costs for disposal, reduced environment and health risks, improved product quality at lower cost, better public image and higher productivity.

Zhang's research has received accolades from Compaq Computer in Houston, Dell Computer in Austin, Intel in Tucson and Motorola Cell Phone Company in Chicago. He has collaborated with Frederick F. Ling, at the University of Texas, on decision making in material management during product dismantling at Pantex, under U.S. Department of Energy support. Pantex, near Amarillo, is the final disassembly point for all nuclear weapons produced in the United States.

"Recycling is gaining increasing attention worldwide. It has been recognized that disassembly of used products is needed in order to make recycling economically viable in the current state of the art of reprocessing technology. We are developing a disassembly model for recycling end-of-life products," he said. "Environmental concerns must be introduced into early stages of product design. Thus environmental impacts will be eliminated or maximally reduced for the next generation of products."

— Kippra D. Hopper

Hong-Chao Zhang

Mathematics Research

With more than 14 National Science Foundation awards in the past two years, Texas Tech University's Department of Mathematics and Statistics has developed a reputation for applying mathematical theory to problems encountered in areas as wide-ranging as aviation, biology, civil engineering, computer science and medicine.

The department's Texas Higher Education Coordinating Board Advanced Research Program grant numbers are equally impressive with a total of five awards in 1999.

A continuing theme of departmental research focuses on how a system interconnects to accomplish a task or interacts with the environment to bring about change. For instance, the task of walking across a courtyard, which seems natural and automatic, requires a number of events and processes to achieve the desired result. It doesn't just happen: numerous inputs and outputs must occur before any action is taken.

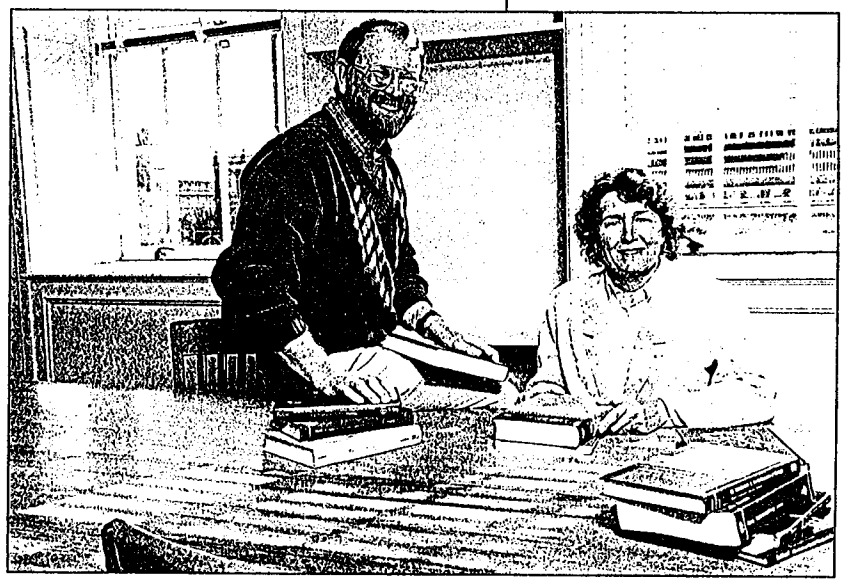
Working with life scientists and engineering scientists at the University of Chicago and at Washington University, St. Louis, Texas Tech's mathematical scientists are working to understand how biological systems acquire "innate" capabilities and how these systems apply such knowledge in adapting to new environments.

Department Chairman Lawrence Schovanec, Ph.D., Paul Whitfield Horn Professor Clyde Martin, Ph.D., and Professor W.P. Dayawansa, Ph.D., are studying sensory memory or sensory learning, an innate ability found in all biological systems, in a project that could lead to the creation of machines or robots that can adapt to any situation. This research also may lead to creating machines that enable disabled individuals to regain the use of their limbs.

Computer models show the systems involved in fluid motion, such as walking upright. By combining biology, mathematics and engineering, the researchers are developing advanced biological systems that improve the interaction between human and machine.

"We are interested in modeling the process and identifying how that process works," said Schovanec. "While the action of human movement is a complex system, we want to bring it down to a simple model that shows the key inputs and actions."

Schovanec, Martin and Dayawansa are applying a common mathematical approach called control systems theory to analyze the process of walking or seeing. By creating a schematic drawing of the process, the researchers can show precisely what occurs during a process like walking and in what order. This mathematical description of the relationships between the inputs and the outputs allows scientists to identify and isolate the absolutely necessary processes that occur during an action. In a large biological system such as the human body, control systems scientists find it is necessary to simplify the complex systems and concentrate only on the key elements involved in the process.



Ed and Linda Allen

Systems and patterns rarely occur without rhyme or reason. The spread of an infectious disease or the spread of a noxious weed may appear to be random events. However, underlying each is a complex system following a set pattern. Researchers Linda Allen, Ph.D., and Ed Allen, Ph.D., are applying mathematical modeling to each system to show how they spread into the population. Their research applies mathematical modeling to solve problems in ecology and epidemiology.

While a thick patch of dandelions in a lawn may appear to be a random scattering, in reality the spread of the weed into the grass has occurred according to a set pattern that can be modeled. Similarly, the spread of chicken pox through a class of first-graders also follows a set pattern. If you understand how the disease or the noxious weed invades a host, then you can fine-tune control measures, whether they are herbicides or medicines. Working with Mark McGinley, Ph.D., of biology, the Allens are using a National Science Foundation award to develop and analyze mathematical models that provide quantitative and qualitative means for evaluation of various control procedures. The idea is to understand how the system spreads into a population, and then qualify how the unwanted invader can be eliminated or restrained.

The problem is complex because while a disease or weed may spread over a set period of time, each spreads out across a spatial distance. The investigators are analyzing mathematical models for weeds and infectious diseases to determine the effects of spatial dispersal, age or stage structure of the unwanted agent, interactions among many populations, and general growth assumptions on the behavior of the weed or disease. This information eventually will lead to an understanding of how fast the weed or disease spreads and the short- and long-term effects of a control procedure.

Expanding on the idea that all complex systems follow a set pattern, Associate Professor Marianna Shubov, Ph.D., is using a National Science Foundation award to study wing flutter in airplanes. Most importantly she is searching for the trigger that sets wing flutter in motion. Working in collaboration with scientists at the Flight Systems Research Center at the University of California – Los Angeles, Shubov has identified how wing flutter occurs and has suggested ways to lessen it or remove it entirely.

Instability caused by flutter occurs in an aircraft wing at a specific speed. Damage inflicted by flutter results in significant cost to the aircraft industry. Although an extensive experimental and numerical study of flutter phenomena has been carried out, the design of new efficient theoretical models and their analytical investigation are still open problems. Shubov has been working with scientists at NASA's Dryden Flight Research Center for almost two years on the asymptotic and spectral analysis of a one-dimensional wing model to isolate the root of the problem.

While Shubov's research applies theoretical results to flutter suppression, the research of Professors Jim Dunyak, Ph.D., Victor Shubov, Ph.D., and David Gilliam, Ph.D., is using mathematical modeling to analyze tornado and hurricane-force winds.

While people living in Tornado Alley understand the power of a tornado, scientists still do not fully understand how and why the winds created by these storms have such a devastating effect. With funding from the National Science Foundation, Dunyak's research looks at the behavior of the wind within the surface boundary layer of severe storms, the sources of energy-fueling wind events, and the influence of the boundary layer wind on buildings and other structures.

Using data collected at Texas Tech's Wind Engineering Research Center and the West Texas Mesonet, Dunyak's group is modeling how wind gathers around a structure, or blows across an agricultural field, and the forces associated with each wind event. The investigators are focusing on the boundary layer wind because researchers have traditionally overlooked it. While much is known about upper-level atmospheric winds and surface winds, not much is known about the winds in the area where a tornadic storm builds and releases energy.

With information from the field weather sites and instrumented towers, Dunyak plans to measure the effects of wind pressure on the corners of buildings and measure the amount of suspended dust in the air to document the effects of local soil erosion. This information will lead to a better understanding of how wind impacts buildings and air quality on a regional scale.

In a related study, Professors Victor Shubov and Gilliam are studying how tornadoes form and sustain themselves over vast distances. With initial impetus from a 1997 Texas Higher Education Coordinating Board Advanced Research Program grant, Shubov and Gilliam are modeling nonlinear dynamics of storms, looking at how many factors all work at once or at different times to create the complex storm system.

Working with researchers in the Department of Geosciences and the Wind Engineering Research Center, Shubov and Gilliam are employing mathematical modeling to identify the core systems taking place when a tornado forms and then sustains itself. Data gathered from storm chasers is being used to create a mathematical system that tracks the complex system of rotating winds and updrafts within a tornadic storm. Eventually the researchers hope to identify the trigger mechanisms responsible for causing these storms to grow to destructive size and power.

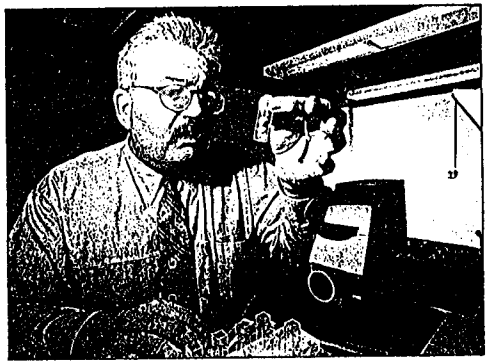
—Michael Sommermeyer

Analytical Chemistry Research

Early diagnosis of colon cancer, new micro-sensors capable of detecting minute quantities of hazardous toxins and the isolation of the contaminants that lead to fuel cell failure all have one thing in common: analytical chemistry. Texas Tech University Department of Chemistry researchers are working on various projects that range from improving the monitoring of chemicals in the environment to making it possible for deep space probes to continue functioning longer. In addition, researchers are developing new teaching tools that bring the science of analytical chemistry closer to the hands of students.

The analysis of airborne particulate matter is the current focus of researcher and Paul Whitfield Horn Professor Purnendu K. Dasgupta, Ph.D. Using tools developed in the laboratory, Dasgupta currently is analyzing data collected at the Environmental Protection Agency's Southern Oxidants Study site in Atlanta, Ga. The study, aimed at collecting information about ozone accumulation in the atmosphere, represents the first time a study has focused on particulate matter of 2.5 microns or less. It also provides a collective opportunity for researchers to offer materials for a multi-disciplinary research project. Dasgupta focused on collecting data associated with sulfate and nitrate emissions. He is developing a system that can test for particulate matter automatically, and then relay that information to a computer or laboratory.

Smaller and smaller test kits and analysis tools are also the work of Associate Professor Darryl J. Bornhop, Ph.D. Bornhop's research concentrates on developing micro-optic, fiber optic and spectroscopy tools to help



Dennis Shelly

identify cancers and mutations in DNA. Working with researchers at the Southwest Cancer Center, Bornhop and graduate students have mapped drug transport in cancerous tissue and are developing markers for the identification of cancer. By combining chemical markers with microspectroscopy and fluorescence endoscopy, these investigators established a protocol for early detection of colon cancer.

Further research aims at developing smaller tools for improved cancer detection that will eventually provide the ability to conduct biopsies of tissue using small optical scanners and analysis tools.

The ability of analytical chemistry tools and techniques to isolate mutations or flaws in a system provides researchers with opportunities to isolate problems and help create better systems. Such is the case for researcher and Associate Professor Carol Korzeniewski, Ph.D., whose research involves using sensitive analytical techniques to monitor chemical and physical processes. In particular, Korzeniewski is working on determining what chemical reaction causes fuel cells, often used to power deep space probes and satellites, to fail.

A fuel cell system releases electrical energy following many chemical reactions, which take place within the surfaces of the metal catalyst inside the fuel cell. Often these surfaces become contaminated causing the fuel cell to fail. Korzeniewski is using electrochemical, spectroscopy and chromatographic tools to identify the agents, or poisons, that pollute the catalyst surface. Eventually, she anticipates her research will provide clues that will lead to better fuel cells that are designed to avoid contamination of the catalyst.

Associate Professor Dennis C. Shelly, Ph.D., also is using spectroscopy tools to identify the processes that take place when a chemical is applied to materials, such as leather. For instance, research has been done that identifies how the chrome tanning process takes place. While chrome tanning of leather has been used for more than a century, the complex process never had been fully explained. Now based on Shelly's research, alternative tanning processes are being developed that are safer and more environmentally friendly. In a similar project, the identification of flaws in highly filled materials, such as rocket propellants, slurries and sludge, are being studied by Shelly using optical viscometry. The aim is to find out why rocket propellants fail or become contaminated.

All of this research is finding its way into the hands of students through the "Chemistry in Your Pocket" program. This unique system allows students to conduct laboratory procedures, or take field-based analytical measurements, and then graph the results on a Texas Instruments calculator. This program, developed by Shelly to enhance undergraduate research, provides the department with a powerful learning tool.

— *Michael Sommermeyer*

Psychology Research

Chairperson of Psychology Ruth Maki, Ph.D., and her husband, Visiting Professor William Maki, Ph.D., received a grant from the National Science Foundation to evaluate an introductory psychology course they created for the World Wide Web. Now in the second year of the grant, Maki and Maki are comparing the Web-based course with the standard lecture course, using student learning, student satisfaction and individual differences as criteria.

The Makis began collaboration and research for this project in 1996, while on the faculty at North Dakota State University. Now at Texas Tech University, Ruth Maki's specialty is metacomprehension and spatial information processing, and William Maki's area of expertise is visual attention. Both are interested in the area of technology in higher education.

Like a lecture class, the Web class encourages students to use distributed rather than mass learning, which, according to Ruth Maki, has been shown to be far more effective. Distributed learning is information learned regularly over a period of time, while mass learning is, she said, "the equivalent of cramming for an exam." But while a lecture class is generally a passive enterprise for students, Maki said the Web-based course promotes more active involvement.

The researchers formulated the online course with an interactive syllabus and interactive quizzes that must be taken each week as study tools. Students in the class meet once each week to review and discuss the material and to pool data gathered from interactive computerized exercises. A course progress report, which students can check at any time, is also online so students can track their progress. Grades are determined by points assigned for completing work, by two mastery quizzes given each week which students must pass at 80 percent, and by in-class exams.

Students return answered quizzes by e-mail, and they are automatically scored and returned. Immediately after each quiz, correct answers and explanations are posted on the site. William Maki wrote all the software for these interactive quizzes. Before exams, which are taken in class, students receive an e-mail study guide, and following the exam, a review with correct answers is posted.

In assessing the course, student satisfaction and grades from online sections of introductory psychology were compared with lecture sections of the same course. All students studied course material from a common textbook and took the same three mid-term exams as well as a common final exam.

"The same graduate students in the doctoral program served as instructors for the lecture sections and as teaching assistants for the online sections," Ruth Maki said. "Students in the lecture and online sections answered a pre-course and a post-course questionnaire consisting of a computer anxiety scale, a computer use scale and 40 difficult content questions."

The researchers found that all students improved their scores on the content questions from before to after the course, with the online sections improving more than the lecture sections. Students in the online sections also performed better on class exams, showed less anxiety about computer use and felt that communication with the professors was better.

Ruth and William Maki

Lecture students, however, perceived psychology as more interesting, while online students, though found to learn slightly more overall, were generally less satisfied with the course. This result, Ruth Maki believes, may be linked to the halo effect, in which instructor enthusiasm affects student responses to course evaluations.

So far, according to Ruth Maki, personality traits do not seem to predict who will enjoy the class and who will not. The researchers plan to conduct tests to determine if style of learning, rather than personality traits, determines who is best suited to learning on the Web.

"Web-based learning is not for everyone," she said. "The key to Web-based courses is to target the student who will most benefit from Internet learning. Our next challenge is to determine whether there are identifiable individual differences that will predict what type of students are most satisfied with online courses and which students do the best with this type of course delivery."

— Taylor Bloom

Research Concerning Youth

Violence among America's youth is growing steadily and becoming increasingly more severe. To meet the demands for more parental involvement and more attention given to at-risk teenagers, Texas Tech University, funded by grants from the Texas Department of Regulatory and Protective Services, is conducting three projects to address these issues.

One project, called Transition to Seventh Grade, is led by Joyce Munsch, Ph.D., associate professor of human development and family studies in the College of Human Sciences, and targets entering junior high school students at what Munsch calls the time of a pivotal school transition. This particular transition is difficult, she says, because elementary schools are generally neighborhood schools and include a smaller group of children who relate to only a few teachers. Once the junior high school level is reached, not only is the school larger physically, there are children from many different neighborhoods and therefore a more diverse group of students.

"Kids who get off track in junior high begin a downward spiral that eventually leads to the student disengaging from school and drifting into groups of students who also are disengaging, therefore leading to a further decline," Munsch said.

The Transition to Seventh Grade project has essentially three parts. The first part takes place before the school year begins at Cavazos Junior High School in Lubbock. The incoming seventh graders and their parents discuss the transition they are about to undergo. The second part of the project, the Transition Support Program, involves teachers nominating students who seem to be struggling with grades, or have social or behavior problems. The project concludes with Building the Future, in which the students come to the Texas Tech campus on a Saturday to discuss topics and then take part in art activities and the Ropes Course, which is a low-element challenge course that stresses teamwork.

Another project developed by College of Human Sciences faculty is the Parent Empowerment Project (PEP). Elizabeth Wieling, Ph.D., and Richard Wampler, Ph.D., marriage and family therapy faculty members in the Department of Human Development and Family Studies, developed the project to help prevent future delinquency and reduce problem behaviors at school and in the home. The project combines parent education, skill practice and family therapy services as a way to strengthen the bonds between parents and children.

Intensive PEP services are provided over a period of eight to 10 weeks with 20 to 25 families being served during that time. The program offers family therapy sessions in the home, focusing on issues such as resolving parental disagreements about discipline and family rules and engaging the children in developing family rules. Family therapists also are available at each of the four elementary schools and Cavazos Junior High one day a week to provide small group counseling and some individual and family therapy. After the period of therapy ends, the families are contacted after three months, six months and one year.

"The integration of a parent educator has been the key to the success of the program as a whole. The parent educator is someone these families know and trust, from their neighborhood," Wampler said. "The parent educator is often the person called on for advice."

Hansel Burley

A related project is Intercambios, directed by Hansel Burley, Ph.D., assistant professor in the College of Education. This project uses technology to enhance the exchange of ideas, skill and expertise between Cavazos Junior High, Texas Tech and the community. It provides one-on-one mentoring and tutoring to Cavazos students as well as e-mail mentoring by Texas Tech students. The project makes available Internet-ready computers for student use and provides Internet access to the school. The students also have access to learning software that can help them to master basic skills in reading, math and writing, Burley said. "The program is self-paced and individualized and can really help the students to move ahead by mastering these skills," he said.

Burley explained that the project began by focusing more on community service projects to get students involved but now it is more academically based. As Cavazos is a technology magnet school, the Intercambios project helps students make the most of their facilities.

— *Mary Hudspeth*

Business & Statistics Research

Typical statistical studies attempt to answer multiple questions. For example, in a clinical trial, a drug company might ask, does a new flu drug lessen the duration of the flu? Does it reduce congestion? Does it reduce fever? Does it reduce headache? Thanks to software developed by a Texas Tech University professor, the answers to these types of multiple questions are more accurate, resulting in more precise research.

According to Peter H. Westfall, Ph.D., professor of statistics in the Texas Tech College of Business Administration's Area of Information Systems and Quantitative Sciences, when several such questions are asked from a given study, the likelihood of a "false positive" result increases.

"For example, if a drug really is just a sugar pill, it is still likely that some positive 'effect' will be found by chance alone, due to the multiplicity problem. In some cases, false positives can lead to multi-million dollar losses for pharmaceutical companies. In other cases, false positives can cause useless drugs to be prescribed by doctors," Westfall said.

Regulatory agencies such as the United States Food and Drug Administration, or FDA, and its counterparts in Europe and Japan, as well as drug manufacturing companies, have long known about this problem and have sought ways to solve it. Clinical trials typically cost millions of dollars, and it is essential that the data arising from them be interpreted correctly.

The main focus of Westfall's research for the past 15 years has been to develop theoretical methodology and statistical software to solve the problem of multiplicity in statistical studies. Using a $90,000 grant from the Pharmaceutical Manufacturer's Association, he developed software for the procedure "PROC MULTTEST," which is now an integral part of the SAS/STAT® procedures of SAS Institute Inc. Located in Cary, N.C., SAS® is a major software producer whose products are used by pharmaceutical companies and financial organizations worldwide.

"The PROC MULTTEST is breakthrough technology for the analysis of large, complex experiments," said James Goodnight, president of SAS Institute.

Peter Westfall

The methodologies and software developed by Westfall have been used extensively in the pharmaceutical arena. "It would be fair to say that Dr. Westfall's work as applied to this area has had a major impact on the pharmaceutical industry's approach to these analyses and on how the United States Food and Drug Administration evaluates information from these studies," said Robert O'Neill, Ph.D., director of the Office of Epidemiology and Biostatistics at the FDA.

Westfall has published two books on his methods and dozens of research articles, two of which have won "Best Paper" awards. The first book, "Resampling-Based Multiple Testing" (Wiley, 1993), has received critical acclaim.

Westfall's latest book, "Multiple Comparisons and Multiple Tests Using the SAS System" (SAS® BBU series, 1999), promises to be a great asset to scientists worldwide who are faced with the multiplicity problem, and who seek practical solutions.

Garnering international acclaim for his research, Westfall has received invitations to speak in Europe, the United States and Canada. His research is cited frequently, with more than 100 citations listed in the Science Citation Index over the past four years. He recently was elected Fellow of the American Statistical Association, an honor that is accorded to no more than one-third of 1 percent of the membership in any year.

Continuing to promote the importance of correct statistical evaluations to pharmaceutical companies and the FDA, Westfall spent the summer of 1999 in Raleigh, N.C., working as a Research Fellow for Glaxo Wellcome Inc., a large international pharmaceutical research and manufacturing company. During that time, he provided training and consulting for statisticians and authored several papers on statistical methodology.

— *Leslie Woodard*

Private Support for Research and Graduate Studies

In fiscal year 1999, Texas Tech's Horizon Campaign reached its initial goal of $300 million and established a new goal of $500 million. For research and gradute education, this fundraising success meant that more funds were available to assist graduate students and faculty.

In its first year of operation, the Chancellor's Endowed Graduate Fellowship Fund, a fund created by a $5 million gift from Southwestern Bell Telephone and the Proctor Ranch, provided fellowships to 100 students.

First awarded for the 1999-2000 school year, they will be awarded again for the 2000-2001 school year. Each stipend is the same, $3,000 per year with one-year awards going to students intending to pursue master's degrees and three-year awards going to students intending to pursue doctoral degrees. Although they are called fellowships, they function like scholarships in that they waive out-of-state tuition and may be enhanced by other scholarships or assistantships.

Another 80 students received emergency loans from the Carl H. Gelin Emergency Loan Fund, which was also in its first year of operation. This loan fund is unique in the nation in that it does not charge interest.

The Sandy Land Underground Water Conservation District, another new scholarship fund, is administered through the Texas Tech Water Resources Center and awarded $2,500 scholarships to two students.

Eleven students received support from the Health and Social Services Fellowship Program. St. Mary/ Covenant Health System endowed this fund to recruit and retain well-trained professionals with an interest in health and social studies particularly individuals who are bilingual and from communities in West Texas.

Two significant gifts received in 1999 created the James Douglas and Mary Hazlewood Memorial Fellowships and the Don Clay Cash Endowment. These endowments will award scholarships in FY 2000. The financial support of these generous donors is crucial for the Graduate School to reach its goals in student recruitment, retention and support.

In addition to these scholarships and fellowships, donations were received to assist with equipping research and technology transfer facilities. For example, the Houston Endowment provided $500,000 toward equipping the laboratories in the building that houses the Institute of Environmental and Human Health, and the CII Foundation donated funds for a computer system to the Office of Intellectual Property and Technology Transfer.

Ann Hamilton of the Houston Endowment Inc. presents a donation for the Institute of Environmental and Human Health to Chancellor John T. Montford.

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Technology Transfer and Intellectual Property

Texas Tech University's Office of Technology Transfer and Intellectual Property completed its first full year of operation in 1998-1999. Under the direction of H. Walter Haeussler, the office made significant strides in establishing a presence on campus and throughout the region.

Haeussler, former president of the Cornell Research Foundation, came to Texas Tech in 1998 to create the new office with the goal of stimulating high-tech commercialization and economic development throughout the region by transferring university research into the marketplace.

In the past year, he points out, the office spent valuable time raising awareness of intellectual property issues among the faculty. As a result, faculty members regularly seek advice from the office on issues related to intellectual property, including invention evaluation, as well as copyright and trademark matters.

"I believe we have successfully created an identity for the office on campus," Haeussler said. "Creating a viable technology transfer program is a long-term venture, but we have made a very credible start this year."

Haeussler notes that helping a researcher find industrial interest and support in a project often aids in the grant application process. Professor of Biological Sciences Shan Bilimoria, Ph.D., agrees.

"Before Texas Tech had an Office of Technology Transfer, the administration was understandably skeptical about which research had real patent potential. The office has given the university confidence about the application process and then has had the legal expertise to guide the patent process through all its many stages," he said.

Bilimoria's research into eradication of the cotton boll weevil through genetically engineered insecticides soon may be patented. The university submitted its application in December 1998. The Office of Technology Transfer and Intellectual Property introduced the research to several major seed companies. One was interested enough to sign a letter of disclosure with Bilimoria, who included the letter and a statement of the university's support of his patent with a grant application to the Texas Advanced Technology Program of the Texas Higher Education Coordinating Board. His project was funded for $186,700.

"I feel confident that the letter of industrial support and the patent application included in my grant were significant factors in my receiving this funding," Bilimoria said.

In its first year, the Office of Technology Transfer and Intellectual Property filed 17 new patent applications or provisional patent applications. Texas Tech was awarded four new patents and executed five new licensing agreements. Patent income totaled $177,000, up 130 percent from fiscal year 1997-1998 totals.

The office has worked throughout the year to strengthen its ties with regional economic development entities and to encourage those organizations to work together to develop a vision of regional economic development. As a result, Texas Tech is working on such a vision with the City of Lubbock, Market Lubbock Inc., the Reese Redevelopment Authority, the South Plains Association of Governments and various chambers of commerce in the region. The collaborating groups completed initial planning in the 1998 fiscal year for a high-tech business incubator to be located at Reese Center.

In addition to performing like a traditional technology-based business incubator, this project would access the supercomputing facilities at Reese, and would also create a virtual incubator to provide information, skill training and support to regional entrepreneurs who are unable to come to the campus for information, advice and support provided by the traditional incubator. The virtual incubator at Reese will provide instruction and expert support via interactive video conferencing and other distance learning protocols. Haeussler expects the incubator to open its doors in the next fiscal year.

Hauessler points out that the incubator will be critical to a successful model for economic development for the South Plains. Venture capital funds are also critical to the success of new high-tech business. The availability of such venture capital has grown substantially across the United States in the past few years as new technology continues to dominate the economy. Haeussler sees the availability of significant venture capital funds in the West Texas region as well. He continues to investigate the possibility of creating a zero stage venture capital fund. Early research indicates the fund would form around the business incubator slated to open in 2000. He currently is investigating a management structure for such a fund that would invest in start-up companies identified through the incubator.

Working with the Office of Technology Transfer and Intellectual Property in regional economic development is the West Texas Regional Economic Development

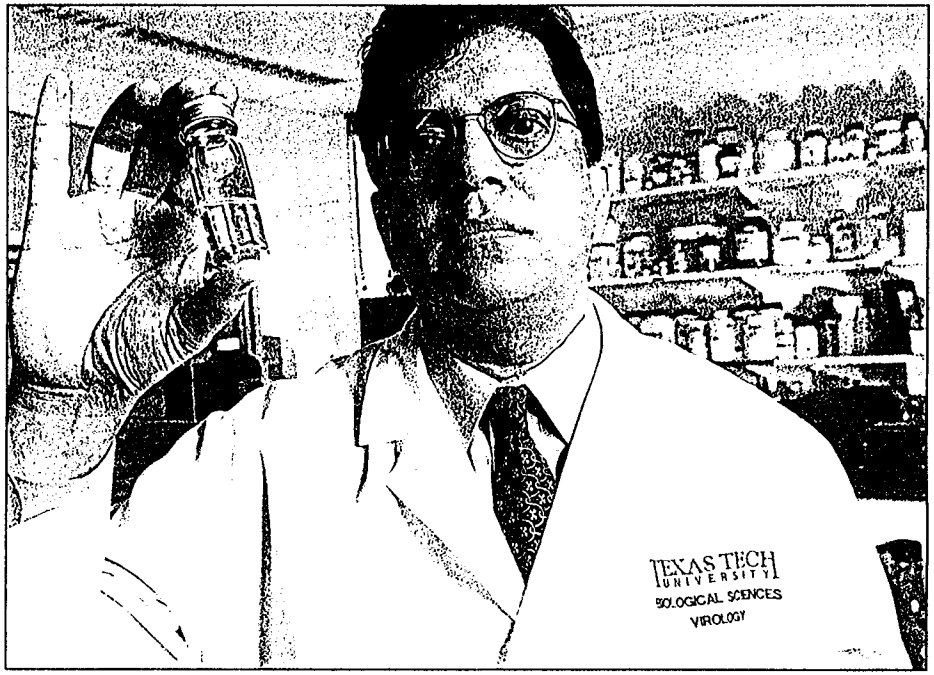
Center. Created by the Texas Tech Board of Regents in 1997, the center attempts to stem the negative effects of a declining and increasingly isolated regional economy. The center seeks to ensure that Texas Tech will grow in its leadership role in regional development.

According to Robert McComb, Ph.D., associate professor of economics and geography, the center will work with Haeussler's office to open avenues through which regional entrepreneurs can gain access to and support from Texas Tech researchers, both at the university and the health sciences center. "I see Texas Tech as an important platform to promote integration of the High Plains region into the global economy," he said.

In addition to holding regional economic development conferences and workshops, the center will establish a regional economic data warehouse, McComb said. "Such a warehouse should feature full Geographic Information System (GIS) access and Web-based access with links to all centers and departments at Texas Tech with regional development interests." Plans to create the Web data warehouse developed throughout the 1998-1999 fiscal year and the site should be operational in 2000, he said.

"Technology transfer, the creation of intellectual property and meaningful regional economic development are all long-term matters," Haeussler said. "They are also matters that are not accomplished by any one entity. In the 1998-1999 fiscal year, we have established the partnerships within the university and the region that will lead to our collective success in the future."

— Margaret Lutherer



Shan Bilimoria

Centers and Institutes 1998-99

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Center for Feed and Industry Research and Education
International Textile Center

Institutes

Cotton Economics Research Institute
Institute for Research in Plant Stress
Pork Industry Institute for Research and Education
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Center for Professional Development
Northwest Texas Small Business Development Center
Northwest Texas International Trade Center (NWITC/COBA)
Texas Center for Productivity and Quality of Work Life

Institutes

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EDUCATION

Center

Virginia Murray Sowell Center for Research and Education in Visual Impairment

ENGINEERING

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MRI Petrophysical Applications Center
Murdough Center for Engineering Professionalism
Rural Airborne Particulate Matter Research Center
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Institute for Ergonomics Research

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Center for Child and Adolescent Development and Resiliency
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Software Engineering Research, Training and Education Center (SERTEC)
Teaching, Learning and Technology Center
Wind Engineering Research Center

Institutes

Institute for Development and Enrichment of Advanced Learners (IDEAL)
Space Science Research Institute
The Institute of Environmental and Human Health (TIEHH)

Virginia Murray Sowell Center for Research and Education in Visual Impairment

New Centers and Institutes

In FY 1998-99, Texas Tech established seven new centers and one new institute. Two of these new units are in the College of Engineering; one in the College of Human Sciences; and five involve disciplines in more than one college.

The mission of the ***Rural Airborne Particulate Matter Research Center*** is to conduct high quality research that solves both current and anticipated future environmental problems caused by airborne particulate matter. The focus will be on determining the linkage between the source of airborne particles and threats to health due to long-term exposure to those particles that can potentially carry harmful chemical and biological agents.

A joint research and development initiative between Texas Tech University and the University of Houston, the ***Sensor Systems Center*** will integrate various areas of opto-electrics and electronics expertise at the two universities to create a broad-based interdisciplinary program. The center will produce prototype sensors with a wide range of industrial applications providing the benefits of advanced technology to a number of industries. The center also will participate in development of cross-disciplinary educational programs providing advanced training to undergraduate and graduate students.

The Center for Biotechnology and Genomics will emphasize the multi-disciplinary approaches that characterize the best and most productive modern research in the biological sciences. The center will provide state-of-the-art infrastructure support for research and teaching in the areas of biochemistry, molecular biology, cell biology, microbiology and genomics. The center also will serve as a focus for encouraging multi-disciplinary research in the biotechnology and genomics areas that are likely to dominate biological sciences in the 21st century.

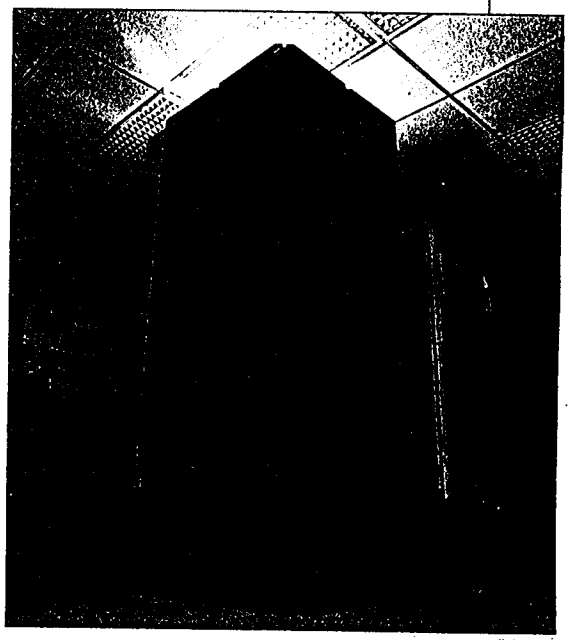
The High Performance Computing Center will operate and administer the high performance computing system and will develop and offer instructional short courses and seminars for faculty and other user groups. The center will service and support all high performance computers on campus as well as central high performance computers. An SGI/Cray System and related visualization system were purchased in the summer of 1999 and are now in place in facilities at the Reese Center.

The Fire Ecology Center will conduct fire ecology research in grassland systems primarily for brush management and wildlife habitat improvement. Through Web site databases and printed material, the center will provide information to professionals and students in this area.

The Space Research Institute will bring together space-related research and educational activities that already exist in a variety of programs across the campus. The center will become the focal point to stimulate, co-ordinate and implement space-related activities at the university and will draw faculty, students and researchers together to build stronger, more diverse space science programs.

The Center for Child and Adolescent Development and Resiliency will support interdisciplinary efforts and community partnerships to promote child and adolescent developmental programming and research with a primary emphasis on risk prevention. Planned activities include off-site training for teachers, counselors, parents and others; consultation and program evaluation services for risk prevention and intervention programs; and research related to developmental risk.

High Performance Computing Center



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Cotton Incorporated
Cotton Incorporated - Texas State Support Committee
Council for International Exchange of Scholars
Helen Jones Foundation, Inc.
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Howard Hughes Medical Institute
Human Frontier Science
International Foundation for Retirement Education
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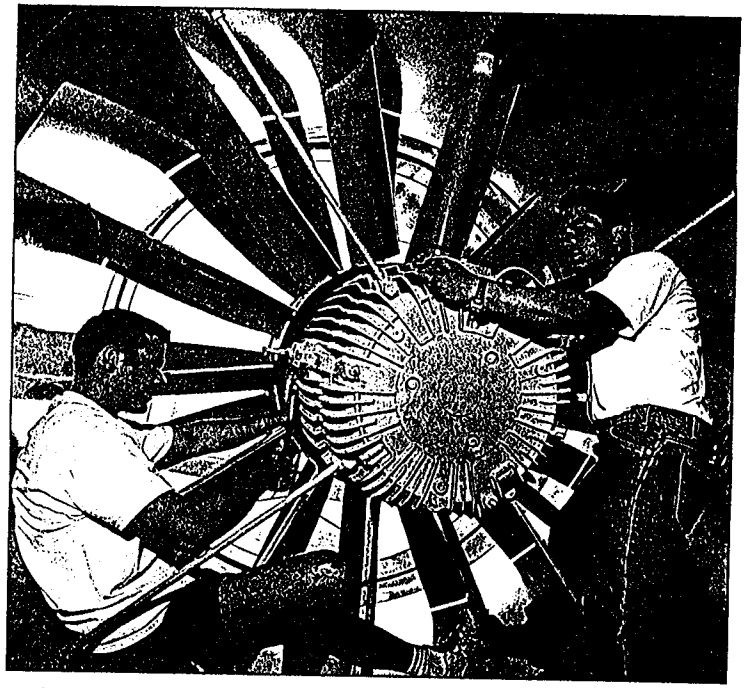
International Rice Research Institute
Komsomolsk-na-Amure Aircraft Production Association
Lubbock Area Foundation, Inc.
Lubbock Arts Alliance, Inc.
Lubbock Osteopathic Fund, Inc.
Lubbock Regional Council on Alcohol and Drug Abuse
McKnight Foundation
Nature Conservancy
New Century Energies Foundation
North Atlantic Treaty Organization
National Bureau of Economic Research
National Geographic Society
National Institute for Engineering Ethics
National Pork Producers Council
Penn State University/Hershey Medical Center
Plum Foundation
Robert A. Welch Foundation
Robert A. Welch Foundation/ University of Texas-Austin
Rockefeller Foundation
Ronald McDonald House Charities of Lubbock
Samuel Kress Foundation
Society of Manufacturing Engineers Education Foundation
Society for Design & Process Science, Inc.
Society of Photo-Optical Instrumentation Engineering
South Plains Foundation
South Plains Volunteer Services
Southwestern Bell Foundation
St. Mary of the Plains Healthy Community Project
Texas Corn Producers Board
Texas Peanut Producers Board/ Texas Engineering Experiment Station
Trees Forever, Inc.
U.S. Consortium for Automotive Research
W.K. Kellogg/Texas A&M University Kingsville
Whitaker Foundation
YWCA of Lubbock



Wind tunnel facility

Sponsors 1998-99

Other

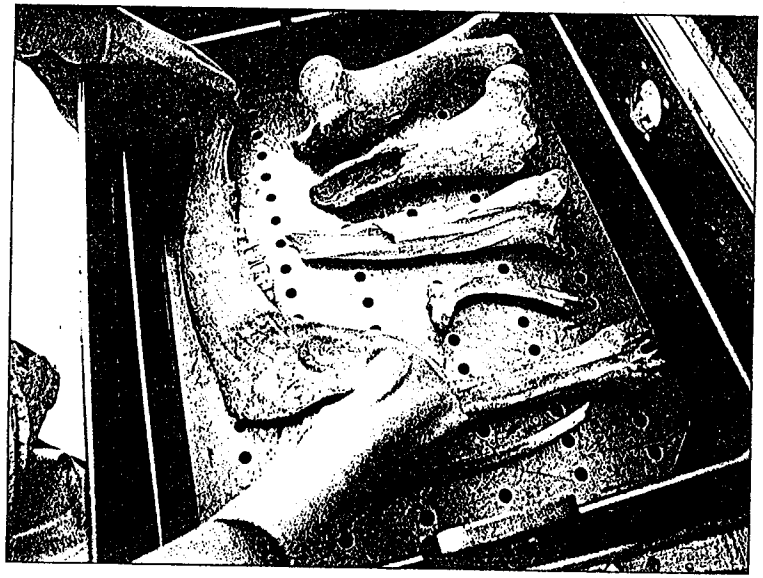
121st Judicial District Adult Probation Department
Andrews Industrial Foundation, Inc.
Big 12 Conference
City of Lubbock, Texas
Greater Opportunities of the Permian Basin, Inc.
High Plains Underground Water District
Lubbock Chamber of Commerce
Lubbock Housing Authority
Lubbock Independent School District
South Plains Community Action Association
South Plains Safe Communities Coalition

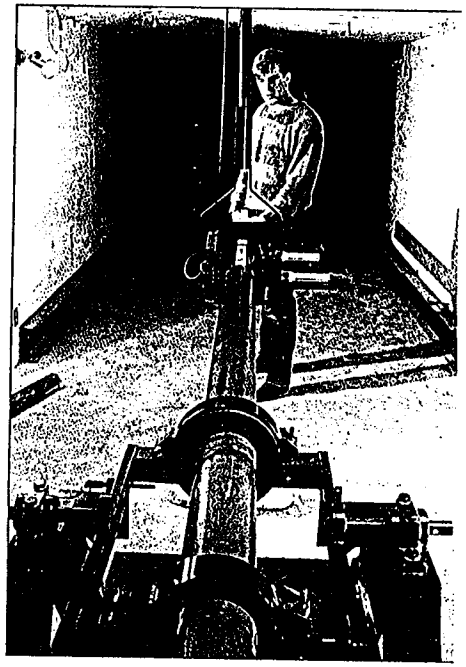
State Agencies

Foundation Insurance Regulatory Studies in Texas
Kansas Department of Wildlife & Parks
State Energy Conservation Office
Telecommunications Infrastructure Fund Board
Texas Agricultural Experiment Station
Texas Agricultural Experiment Station/THECB
Texas Beef Industry Council
Texas Department of Commerce
Texas Department of Economic Development
Texas Department of Transportation
Texas Education Agency
Texas Low-Level Radioactive Waste Disposal Authority
Texas Natural Resources Conservation Commission
Texas National Research Laboratory Commission
Texas Parks & Wildlife Commission
Texas Space Grant Consortium
Texas State Library & Archives Commission
Texas Telecommunications Engineering Consortium
THECB - Advanced Research Program 97
THECB - Advanced Technology Program 97
THECB - Eisenhower Program
Texas Department of Protective & Regulatory Services
TxCOT/Texas Agricultural Experiment Station
TxGrain/Texas Agricultural Experiment Station

University

Arizona State University
Kansas State University
Texas A&M University
Texas Tech University Health Sciences Center
University of Georgia
University of Puerto Rico
University of Texas-Austin
University of Texas-San Antonio
University of Washington-Center for Process Analytical Chemistry
West Texas A&M University





(above) Tornado cannon
(left) Lubbock Lake Landmark research

Table 1.

FY 1999 Texas Tech Line Items (specific direct appropriations from the State of Texas)

Line Item Title	1st Yr	Mission
Research in Rangeland Management	1967	To conduct research in brush and weed control, grazing management following control, and use of water by undesirable plant species; to aid in the development of a major swine industry in Texas using Plains-grown crops; to aid in the development of a vegetable crop industry in Texas.
Research on Wool, Mohair and Cotton	1969	To conduct research to promote the greater use of the natural fibers produced in Texas which are cotton, wool and mohair.
Research in Water, Water Conservation and Reuse	1977	To develop solutions to the critical water problems of the Texas High Plains region, with focus on water supply augmentation, conservation and protection and restoration of water quality in the municipal, agricultural and industrial sectors.
Research in Alternative Sources of Energy	1978	To support energy research activity at Texas Tech University. Wind Engineering Research was added in 1989.
Research in Agriculture, Business Administration, Engineering and Human Sciences	1967	To provide support for a broad and varied range of research projects in the Colleges of Agricultural Sciences and Natural Resources, Business Administration, Engineering and Human Sciences thus helping Texas Tech University to become recognized as a major research university with particular research strengths in these areas.
Research in Texas Leather Industry	1994	To provide research, education and service aimed at expanding the leather tanning and finished products industry in the United States, especially Texas.
Efficient Beef Production Research	1977	To discover and provide information about nutrition, management, feed handling and processing to the beef cattle industry of Texas.
Research on Problems of Arid and Semiarid Lands	1974	To coordinate the interdisciplinary research, education and public service efforts of Texas Tech University faculty and units, which are focused on the problems of dry lands.
Fire Ant Research	1968	To conduct basic and applied research to limit the spread and reduce infestations of red imported fire ants.
Applied Research in Robotics and High Technology	1986	To develop research on robotics and automation, with an emphasis on manufacturing and production of goods and services.
Wine Marketing and Enology Research	1989	To provide technical and research support for the economic development and growth of the Texas wine grape industry.
Cotton Economics Research	1996	To conduct economic research that benefits the various segments of the cotton industry in Texas, which, in turn, benefits the Texas economy.
Biotechnology Research	1994	To combine biotechnology and conventional technology to develop commercially adapted products and techniques for the production of the major crops of Texas to reduce annual losses to plant stress.
Biological Database	1996	To perform research on biodiversity, disease and pollution on humans and animals and collect tissue sample data in conjunction with other statewide efforts at the Texas Department of Health, and other state agencies including institutions of higher education.
Vietnam Research Center	1996	To develop the foremost Vietnam research center and archive in the United States, and to study the implications of the American Vietnam experience for policy formulation as the United States approaches the 21st century.

Table 2.

Five-Year Comparison of Awards by College & Department

COLLEGE AND DEPARTMENT	1995	1996	1997	1998	1999	% FY99 total
AGRICULTURAL SCIENCES AND NATURAL RESOURCES	3,794,729	2,918,291	3,148,028	5,773,473	3,945,800	9.70%
Agricultural & Applied Economics	703,524	163,339	151,640	380,421	245,846	0.60%
Agricultural Education & Communications	77,000	207,268	127,539	316,446	199,786	0.49%
Agricultural Sciences & Natural Resources Dean's Office	256,150	293,579	338,672	245,850	409,094	1.01%
Animal Science & Food Technology	456,199	218,610	202,172	558,328	472,041	1.16%
Center for Feed Industry Research & Education	44,104	66,390	64,250	88,304	51,200	0.13%
International Textile Center				749,664	343,608	0.84%
Landscape Architecture	19,939	28,450		750	10,000	0.02%
Plant & Soil Science	634,099	941,209	1,484,916	1,636,961	1,002,216	2.46%
Pork Industry Institute for Research & Education		8,130	20,584	825,763	781,834	1.92%
Range, Wildlife & Fisheries Management	1,577,715	941,560	572,487	940,986	354,443	0.87%
Wildlife & Fisheries Management Institute	26,000	49,756	185,767	30,000	75,732	0.19%
ARCHITECTURE	35,288	46,846	58,712	64,775	1,000	0.00%
ARTS AND SCIENCES	6,709,472	8,956,498	6,295,340	8,499,076	7,602,283	18.68%
Art	23,965	47,494	58,048	54,700	77,000	0.19%
Biological Sciences	2,054,646	2,170,179	1,354,060	1,710,358	1,746,423	4.29%
Chemistry & Biochemistry	1,981,461	3,629,534	2,533,607	2,980,613	2,451,106	6.02%
Classical & Modern Languages & Literatures	40,030	2,345	1,410		9,400	0.02%
Center for Applied Systems Analysis	79,999	35,000	35,000			0.00%
Center for Forensic Studies					3,000	0.01%
Center for Historic Preservation & Technology			30,000			0.00%
Center for Public Service	57,316	57,316				0.00%
Center for Study of Regional Economic & Industrial Development					102,000	0.25%
Cooperative Institute for Convective Meteorology Studies					6,665	0.02%
Economics & Geography	164,351	15,678	32,043		35,415	0.09%
Geosciences	256,446	284,661	197,357	145,042	992,362	2.44%
Health, Physical Education & Recreation	69,000	700	3,100	2,250	15,649	0.04%
History	2,495	12,475	136,149			0.00%
Mass Communications	109,025	50,361	9,199	10,000	10,356	0.03%
Mathematics & Statistics	488,068	720,090	394,729	1,155,528	631,752	1.55%
Music	11,300	40,013	28,500	2,000	500	0.00%
Physics	1,343,921	1,843,579	1,356,786	1,752,469	1,455,872	3.58%
Political Science				68,105	13,500	0.03%

COLLEGE AND DEPARTMENT	1995	1996	1997	1998	1999	% FY99 total
Psychology	13,300	26,195	79,352	512,400	70,843	0.17%
Sociology, Anthropology & Social Work	14,150	18,000	28,500	82,711	(21,061)	-0.05%
Theatre & Dance		2,878	17,500	22,900	1,500	0.00%
BUSINESS ADMINISTRATION	959,013	2,190,462	1,363,704	1,726,249	2,861,875	7.03%
Business Administration	88,010	810,597	117,723	198,893	227,300	0.56%
Center for Professional Development					791,640	1.95%
Small Business Development Center	860,503	1,377,865	1,245,981	1,527,356	1,842,935	4.53%
Small Business Institute	10,500	2,000				0.00%
EDUCATION	1,931,761	1,163,038	1,606,660	1,303,114	1,295,587	3.18%
Curriculum & Instruction	1,271,220	613,116	746,334	537,576	482,742	1.19%
Education Dean's Office			13,000			0.00%
Educational Psychology & Leadership	660,541	549,922	847,326	765,538	149,658	0.37%
V.M. Sowell Center for Research & Education in Visual Impairment					663,187	1.63%
ENGINEERING	7,196,104	7,516,077	10,678,229	12,838,392	9,609,644	23.62%
Chemical Engineering	281,449	269,614	155,853	303,718	382,649	0.94%
Civil Engineering	1,768,575	1,359,059	932,317	858,156	280,777	0.69%
Computer Science	598,088	555,083	450,823	410,223	575,839	1.42%
Center for Applied Petrophysical Studies	298,984	67,614	13,625	7,479	25,000	0.06%
Center for Multidisciplinary Research in Transportation					1,035,106	2.54%
Electrical Engineering	2,510,842	2,515,146	4,766,357	4,090,384	3,521,419	8.65%
Engineering Dean's Office	98,483		1,469,928	76,669	59,503	0.15%
Engineering Technology	47,758	215,212	322,146	546,496	25,605	0.06%
Industrial Engineering	679,362	1,056,963	993,841	287,332	357,516	0.88%
Institute for Design & Advanced Technology			50,000	27,995	14,520	0.04%
Mechanical Engineering	573,493	1,016,961	663,661	1,078,388	538,239	1.32%
MRI Petrophysical Applications Center					245,000	0.60%
Murdough Center	60,000	116,600		183,816	72,996	0.18%
Petroleum Engineering	5,000	74,595	291,626	322,090	20,443	0.05%
Water Resources Center			153,352	400,080	509,457	1.25%
Wind Engineering Research Center	274,069	269,231	414,702	4,245,567	1,945,576	4.78%
GRADUATE SCHOOL					660,000	1.62%
Graduate Dean's Office					660,000	1.62%
HUMAN SCIENCES	2,339,028	2,728,941	1,114,613	4,987,699	4,277,704	10.51%
Center for Study of Addiction	391,922	350,238	267,682	266,722	203,741	0.50%
Education, Nutrition & Restaurant/Hotel Management	76,722	215,740	149,955	5,952	173,840	0.43%

Table 2.

Five Year Comparison of Awards by College & Department

COLLEGE AND DEPARTMENT	1995	1996	1997	1998	1999	% FY99 total
Home Economics Curriculum Center	192,750	420,308	21,202	412,136	428,466	1.05%
Human Development & Family Studies	153,233	117,151	23,631	123,243	673,480	1.66%
Human Sciences Dean's Office		26,013	55,008	1,789	32,109	0.08%
Institute for Child & Family Studies	1,465,646	1,343,817	291,495	3,880,903	2,399,919	5.90%
Merchandising, Environmental Design & Consumer Economics	58,755	255,674	305,640	296,954	363,150	0.89%
Texas Wine Marketing Research Institute					3,000	0.01%
■ **OTHER UNITS**	2,190,114	3,855,950	3,161,413	7,831,668	10,435,553	25.65%
Athletics	69,212	68,206	74,771	2,400		0.00%
Career Planning & Placement	66,983					0.00%
Cooperative Fish & Wildlife Research Unit	78,540	769,278	654,379	615,604	438,864	1.08%
Facilities Planning and Construction					240,000	0.59%
Financial Aid for Students	18,731		42,373	52,158	52,038	0.13%
International Center for Arid and Semiarid Land Studies (ICASALS)		77,839			22,708	0.06%
Institute of Environmental & Human Health			50,000	895,137	5,599,574	13.76%
Institute for Environmental Science		17,443				0.00%
International Affairs	364,802	609,620	132,952	280,932	155,390	0.38%
International Center for Informatics Research	241,500	266,611	80,000	497,300	200,000	0.49%
International Textile Center	279,300	233,154	150,033			0.00%
Library	140,383	670,270	478,665	453,202	372,041	0.91%
Museum	73,958	131,482	58,260	141,859	40,874	0.10%
News & Publications			39,600			0.00%
Office of the President				20,781		0.00%
Office of the Provost					5,000	0.01%
Office of Research Services			17,700	3,801,960	758,310	1.86%
Outreach and Extended Studies (formerly Continuing Education)	489,233	463,601	471,137	489,690	1,955,715	4.81%
Southwest Collection		5,000				0.00%
Student Support Services	356,122	346,046	359,888	379,045	392,487	0.96%
University Center	11,350	7,400	5,000	4,000	1,000	0.00%
University Police			356,655			0.00%
University Transition Advisement Center		190,000	190,000	197,600	201,552	0.50%
GRAND TOTAL	**25,155,509**	**29,376,101**	**27,426,699**	**43,024,446**	**40,689,445**	**100.00%**

Texas Tech University

Graduate student Julian Friend is managing editor of the "Dark Horse Literary Review."

Texas Tech University offers more than 50 doctoral and 100 master's programs.

■ *Graduate degrees offered in the following areas:*

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Education
Engineering
Fine Arts
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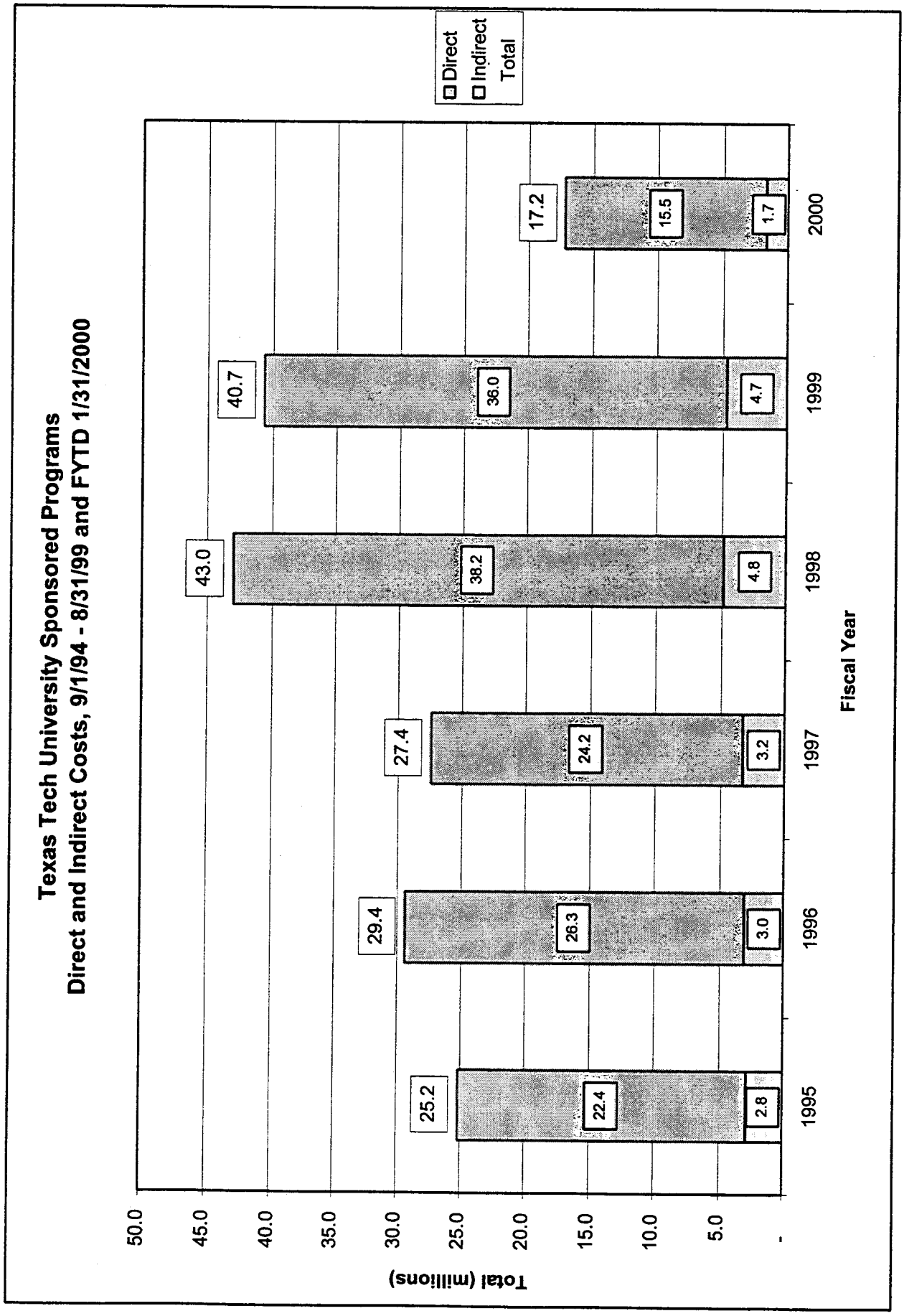
Texas Tech University Sponsored Programs
Direct and Indirect Costs, 9/1/94 - 8/31/99 and FYTD 1/31/2000
Direct
Indirect
Total
Total (millions)
Fiscal Year
50.0
45.0
40.0
35.0
30.0
25.0
20.0
15.0
10.0
5.0
-
1995
1996
1997
1998
1999
2000
25.2
22.4
2.8
29.4
26.3
3.0
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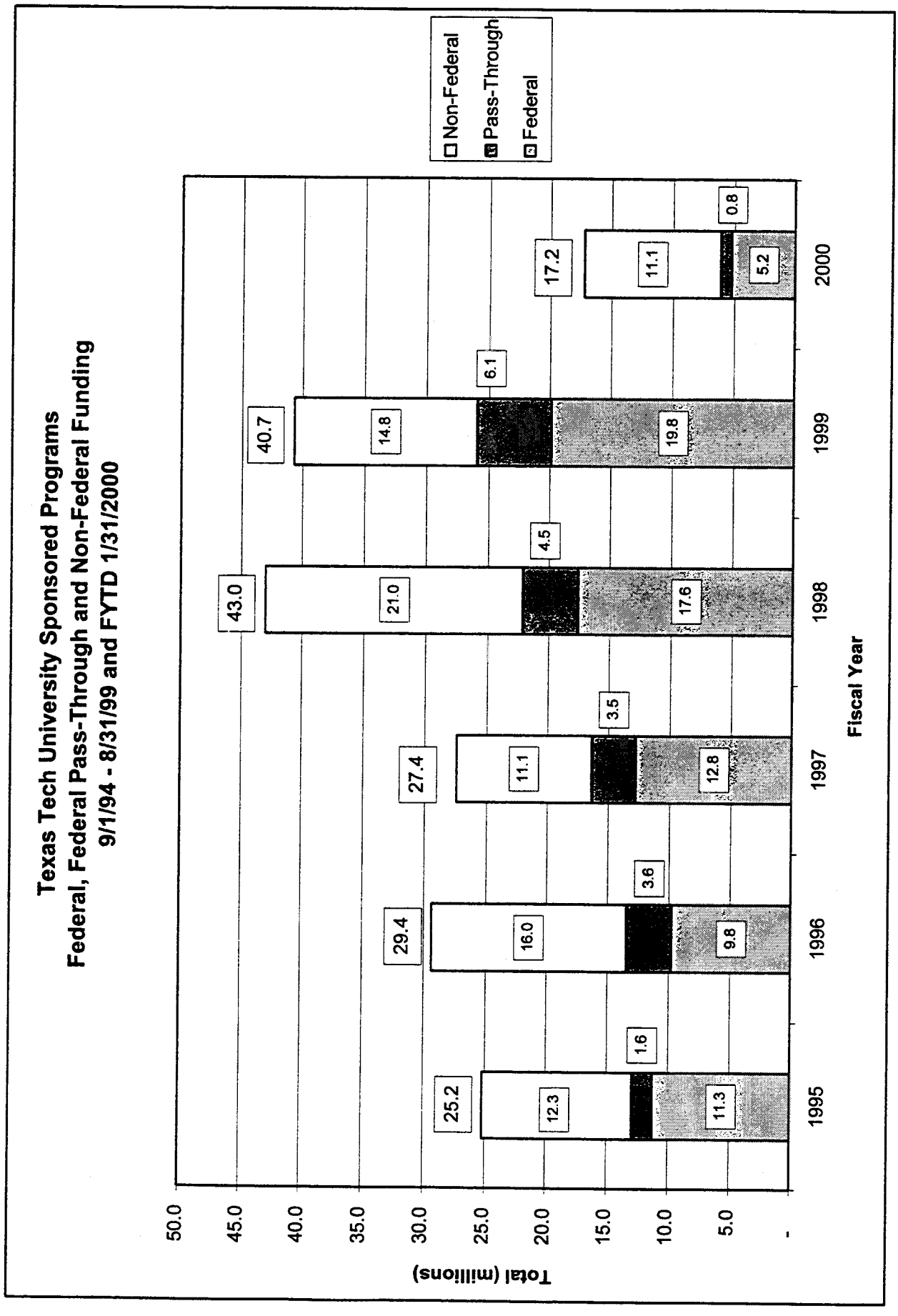
40.7
36.0
4.7
17.2
15.5
1.7


Texas Tech University Sponsored Programs
Federal, Federal Pass-Through and Non-Federal Funding
9/1/94 - 8/31/99 and FYTD 1/31/2000
Non-Federal
Pass-Through
Federal
Total (millions)
Fiscal Year
50.0
45.0
40.0
35.0
30.0
25.0
20.0
15.0
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3.5
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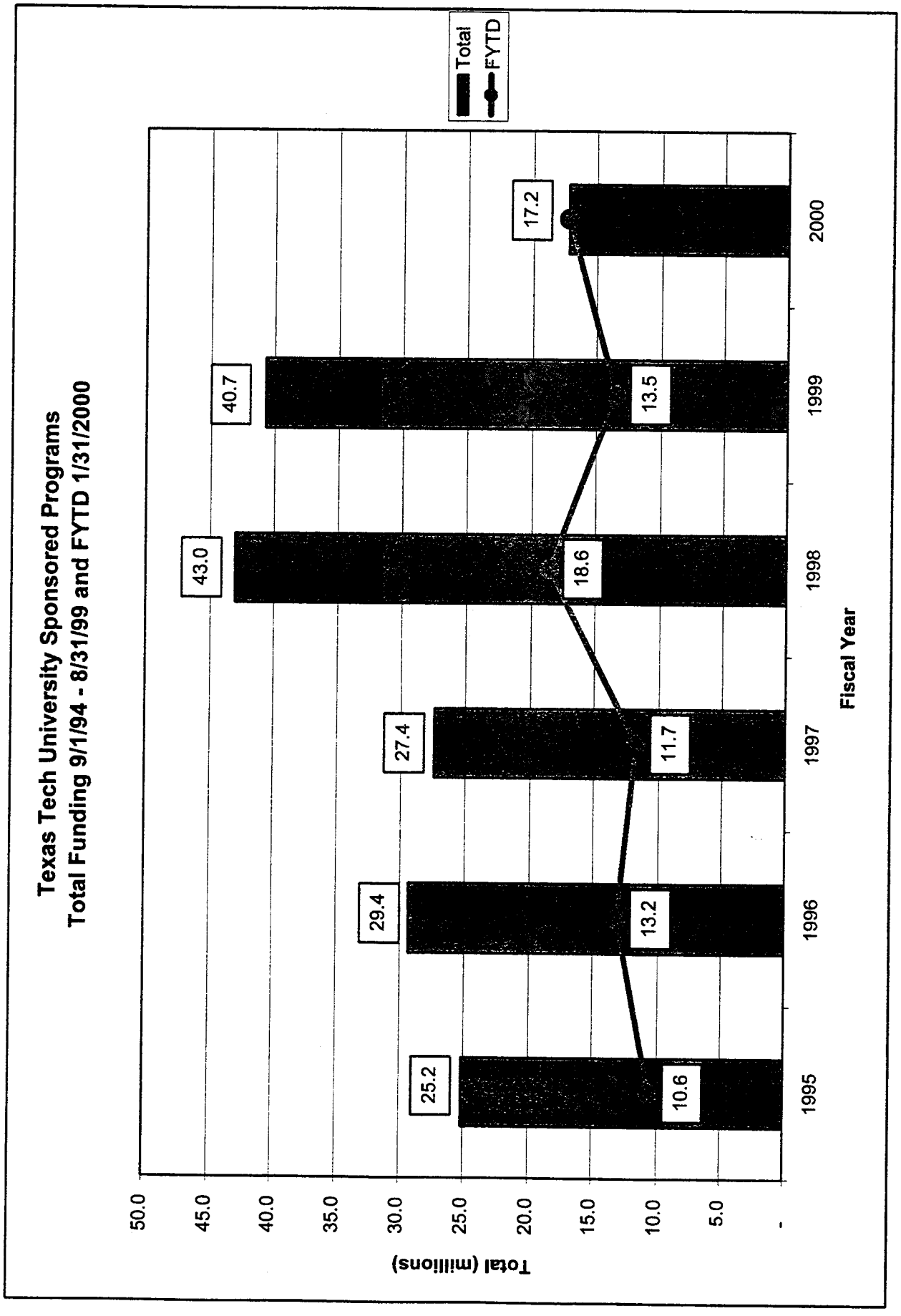

Texas Tech University Sponsored Programs
Total Funding 9/1/94 - 8/31/99 and FYTD 1/31/2000
Total
FYTD
Total (millions)
50.0
45.0
40.0
35.0
30.0
25.0
20.0
15.0
10.0
5.0
-
25.2
10.6
29.4
13.2
27.4
11.7
43.0
18.6
40.7
13.5
17.2
1995
1996
1997
1998
1999
2000
Fiscal Year

Selected Press Clippings
featuring sponsored research
at Texas Tech University
December 8, 1999 to January 31, 2000

AS 1-27-00

Tech research focus turns to loftier goal

By KARA ALTENBAUMER
Avalanche-Journal

After all the talk about becoming a Carnegie Level I university, Texas Tech now appears to be looking past that goal.

The Carnegie Foundation for the Advancement of Teaching announced last fall that it was changing its criteria for measuring universities, meaning Tech would make level I with ease.

So why not be satisfied with reaching the top ranking?

Because "what we want to do is become a more significant research institution," said David Schmidly, research vice president.

The principal is the same, he said, but the measuring stick is new. Now Tech wants to join a list of the top 100 schools on a National Science Foundation list of research expenditures.

Tech ranked 125 in the latest rankings, just behind Rush University and just ahead of the University of New Hampshire.

Topping the list is John Hopkins University. Texas schools making the top 100 were Texas A&M University, University of Texas at Austin, Baylor College of Medicine, University of Texas Southwest Medical Center, University of Texas M.D. Anderson Cancer Center and University of Texas Medical Branch in Galveston.

"Most of (the top 100) are flagships like UT, land grants like A&M, private elites like Harvard or they are very large medical schools like UT Southwestern or UTMB," Schmidly said. "You won't find one that serves a predominantly rural constituency. It's not easy to move up on this list because you're chasing a moving target. To catch up, you've got to do more than your competitors are averaging."

See TECH 11A

Tech sets lofty research goals

Continued from Page One

Tech has been moving up. Between 1996 and 1998 – the most recent figures calculated – the university moved from 134 to 125.

"Those near the 100 ranking, it looks like they are improving at about 5 percent a year," said Bob Sweazy, senior associate vice president for research. "For us to make inroads, we'll have to increase at 9 or 10 percent a year. We wouldn't have moved up in our ranking if we hadn't been doing well."

Tech is currently increasing research expenditures between 6 percent and 7 percent a year, which is above average, he said.

"We're going to have to add new faculty," Sweazy said. "About 40 to 50 percent of our faculty engage in sponsored research. Those that do are saturated. There's not a lot of funding in those areas that don't have sponsored research."

Although moving up the new measuring stick will represent significant improvements, the National Science Foundation's ranking system has got problems, too, said Kathleen Harris, assistant vice provost. It measures expenditures only in engineering and science. That means research in all other areas of the campus get left out of the total.

The old Carnegie categories measuring research dollars counted federal dollars in all areas. The NSF list, however, doesn't differentiate between state, private and federal dollars.

The 100 spot held by UTMB represents $86.5 million in research expenditures, with Tech's No. 125 spot representing $53.1 million.

Sweazy believes that if all of Tech's research were measured, Tech would rank higher, somewhere between 113 and 119.

Tech won't ever definitively know where it should rank "unless the Carnegie Foundation or someone else begins collecting the data," Sweazy said.

"We want to do whatever makes us look the best, and that is to use all the expenditures," he said. "That includes everything from poetry to Star Wars."

According to the Carnegie Foundation's Web site, it will come up with a new set of criteria in 2005. Sweazy and Harris hope those are more comprehensive measurements that Tech is looking for.

Sunday, December 26, 1999

Tech finds pipeline of new research

By MARY ALICE ROBBINS
Morris News Service

AUSTIN – Although fierce competitors on the football field, Texas Tech and Texas A&M have teamed up to convince Congress to provide funding for a national pipeline safety research center to be jointly operated by the two institutions.

"The best vehicle to deliver pipeline safety technology is a university-based research center," said Ted Wiesner, an assistant professor of chemical engineering at Tech.

But despite the fact that pipelines crisscross the country, there is no comprehensive university-based program that focuses on their safety, said Herbert Richardson, director of the Texas Transportation Institute, the Texas A&M division working with Tech on the project.

Because of the importance of pipelines in Texas, Wiesner and Richardson believe this is the state where a research center should be developed.

About 17 percent of the nation's pipelines are located in Texas. The state's 270,000 miles of pipelines exceed the highway miles in Texas, Wiesner noted.

While pipelines can transport a variety of commodities, the bulk of the products moving through pipes in Texas come from the petroleum industry. That includes crude oil, gasoline and natural gas.

Wiesner said the goals of the proposed research center are to improve pipeline safety, reduce companies' costs for operating pipelines and governments' costs for regulating them, and to increase public confidence in their safety.

Data collected throughout the past 13 years by the Office of Pipeline Safety in the U.S. Department of Transportation shows that, on the average, 417 pipeline incidents occur annually in the United States. An average of 23 deaths and 113 injuries occur annually as the result of pipeline accidents.

Both Tech and the transportation institute already are doing pipeline safety research.

Wiesner said Tech and A&M received about $272,000 this year from the Texas Higher Education Coordinating Board, Texas Department of Transportation and Koch Industries for three pipeline research projects.

A number of projects already have been proposed if the center is funded, including studying the effectiveness of using "smart pigs" to detect cracks in pipelines.

Wiesner said pigs – pressurized devices that can be forced through pipes – traditionally have been used to clean pipelines. The device becomes a smart pig when a computer and sensors are attached to it, he explained.

Smart pigs are being used to collect data on pipes, and researchers want to find out if they would be useful in spotting cracks, Wiesner said.

Another project that's been proposed, Wiesner said, involves using ground-penetrating radar to inspect buried pipelines.

The Tech and A&M researchers are seeking $5 million in federal funding to launch the center, which would operate in existing facilities at both institutions. The federal money, which Wiesner hopes will be appropriated for the 2001 fiscal year, would be leveraged with private funds.

AJ, Sunday,
Dec. 26, 1999

Reese Center's big dreams roll toward reality

By KARA ALTENBAUMER
Avalanche-Journal

Walter Haeussler's predictions may be coming true.

Earlier this year, a few months after his arrival as director of technology transfer and intellectual property at Texas Tech, he said that in 10 years, Lubbock would be glad that Reese Air Force Base closed, because in its place would be the kind of companies and jobs the city has been hurting for.

Last week, he said three such companies could be operating at Reese Center by the middle of next year.

One, Texas T-Bone Express, has been mentioned before, but Haeussler said the meat company has plans for a bigger and more research-oriented operation than originally anticipated.

Another company, Supachill, is also a meat-related company with plans to capitalize on Tech's award-winning meat science program. The Australian-based company, which manufactures equipment for rapid chilling, has been looking to establish an American branch and wanted a location where it could interact with a university. It "appears that Texas Tech is the American university they will choose," Haeussler said.

The third is a minority-owned environmental company that will work with the Institute of Environmental and Human Health.

"I think it's important to look at this Reese thing," Haeussler said. "The base has been closed less than three years. To have three tax-paying businesses is nothing short of a miracle."

> *"The base has been closed less than three years. To have three tax-paying businesses is nothing short of a miracle."*
>
> **Walter Haeussler**
> **Texas Tech director of technology transfer**

Texas T-Bone Express, known for making chicken-fried steaks, may have much larger potential than originally anticipated. Haeussler wasn't sure how many more employees the company's new vision would involve but said it does mean more research involvement.

"It's an example that we started with an opportunity," Haeussler said. "Over time, it will have a much larger impact in a shorter time than any of us thought. It's amazing to me to see this possibility expanding as we watch."

Supachill has already launched a research project with Tech's meat lab regarding rapid chilling of pork carcasses. But the company is interested in finding uses for its technology throughout the campus, including projects like rapid chilling to prevent breakage of eggs and sperm used in artificial insemination of animals.

"We're helping the company think outside the box and create new products for their technology," Haeussler said.

See TECH 17A

Tech may see benefits of company's move

Continued from Page One

The environmental company should help benefit Tech and the South Plains because it competes for contracts to clean up environmental messes left on government property such as military bases and superfund sites, Haeussler said.

Because it is a minority-owned business, it receives preference on government contracts, and those contracts could then become subcontracts for Tech's Institute of Environmental and Human Health, he said.

Also expected at Reese by the end of the summer is a small business incubator.

Haeussler said it's not that universities need to change what they do, they just need to "package" it better to attract companies to their research.

"Universities are competing for a shrinking dollar," he said. "They're competing with welfare moms and infrastructure improvements. They have to be able to prove their relevance."

12-5-99

Tech study tackles low voter turnout

Research pinpoints non-voting 'regretters'

By DAN McKAY
Avalanche-Journal

A recent Texas Tech study suggests that targeting people who regret not having voted in elections could help blunt the downward trend in voter turnout.

These "regretters" – people who didn't vote but wish they did – are similar to voters and might respond well to efforts to increase voter participation, the study says. The study, which was developed with the help of Texas Tech marketing students, examined the 1998 general election.

Stephen P. Watt, Lubbock's voter registrar and tax assessor-collector, said he commissioned the study after observing the light voter turnout in the March 1998 primary election.

"My concern is, at some point, you have to question whether elections represent the popular will of the people," Watt said.

Voter turnout has sagged somewhat in recent elections. In the 1998 general election, for example, about 34 percent of Lubbock's registered voters actually voted – compared with 52 percent in 1994.

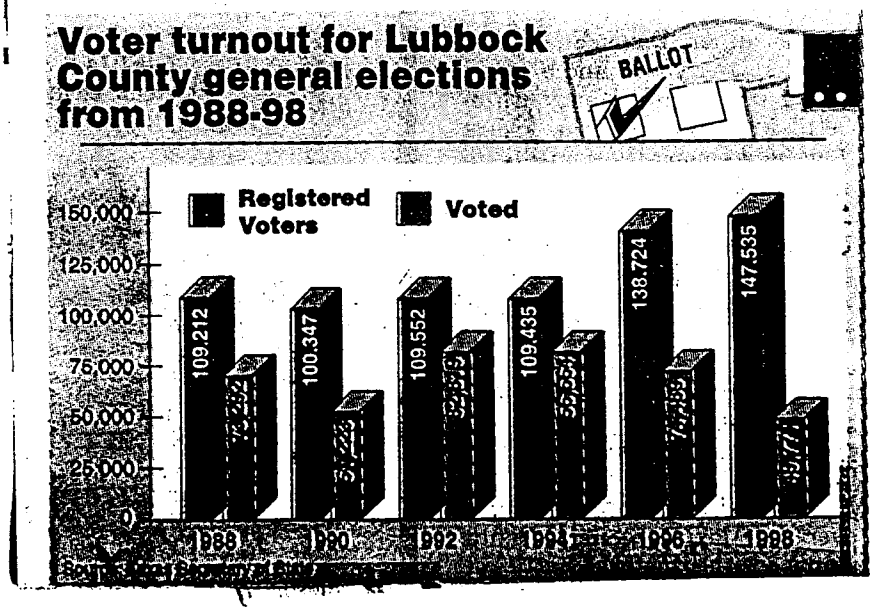
Watt turned to Texas Tech University for help with the problem. In response, Dale F. Duhan, a business administration professor, developed the study.

The study became a class project for graduate students in marketing. With support from United Market Services, the county Democratic and Republican parties and the League of Women Voters, the students conducted a telephone survey of more than 400 registered voters in Lubbock County.

The study churned out some surprising results. It classified residents into three categories: voters, non-voters and regretters.

"Regretters are non-voters who claimed that they had indeed voted," the study says. "The term regretters was chosen

See PROJECT 12A



Project targets students' political awareness

Continued from Page One

because there was indication that they intended to vote and truly wished that they had voted."

To come up with the categories, survey responses were cross-checked against county data, which showed whether respondents had actually voted.

Eighty people who did not vote said they did, the study found.

"This systematic misreporting is consistent with some literature in marketing research indicating that respondents may knowingly respond incorrectly when they feel that they should have done something that they did not do," the study says. "In this case the misreporting is likely due to the respondent regretting the fact that they did not vote."

The study said that in many ways, regretters are more similar to voters than to non-voters. For instance, on average, voters and regretters said they knew enough about candidates. Non-voters, on the other hand, said they had less information than they needed.

Also, voters and regretters rated high on feelings of "civic duty." Voters and regretters were also less confused by the voting process than were non-voters.

"Targeting (regretters) seems to be the logical choice to increase voter turnout in Lubbock County," the study concludes. "Further investigation of this group is needed."

Meanwhile, the county is taking part in a statewide effort to introduce students to politics and the electoral system. Dorothy Kennedy, an assistant chief deputy with the Lubbock County tax assessor-collector's office, visits local schools as part of Project VOTE – Voters of Tomorrow through Education.

The project aims at making the voting process easy to understand and promoting voter participation. It introduces the voting process to students "so it's not a source of fear to them," Kennedy said.

"It starts with education – education in schools and in the home," Kennedy said. "Parents who do vote teach that government ... is not something to be scared of."

Watt said he has high hopes for the project.

"We've got to increase the percentage turnout of our young voters," he said. "Somehow we must convince the regretters that it is their duty to vote."

Although state and federal regulations govern much of the electoral process, Watt said, local officials can still do a lot to promote voter participation.

Watt said that reversing voter participation trends is "not something that's going to be done in the short term."

"I'm concerned that the low voter turnouts don't speak well for representative government," he said.

Duhan said the problem is a complex one to tackle. County officials have no control over many of the factors that shape voter turnout, such as the age of the population, he said.

"It's hard to know what we can do besides increasing convenience," he said. "It's really easy to vote now."

Like Watt, Duhan said he's disappointed that more people don't take advantage of their right to vote.

"Most of the world doesn't even have the option," Duhan said. "We have an opportunity to choose leaders and make decisions directly. It's just a shame more people don't take advantage of it."

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Dec 15, '99

Tech researchers find peace in green things

By KARA ALTENBAUMER
Avalanche-Journal

It doesn't matter if it's a shrub, an apple tree or a daffodil. As long as it's green, it makes people happy, Texas Tech researchers say.

A growing discipline within the university horticulture department called "horticulture therapy" is examining the phenomenon of why plants make people healthier, more relaxed and more confident.

"There seems to be a natural, built-in desire to be around green plants," said Landry Lockett, a graduate student studying horticulture therapy. "There are people who haven't made it their first love or career, yet they're drawn to that green space. People have that need to grow things."

> *"There are people who haven't made it their first love or career, yet they're drawn to that green space. People have that need to grow things."*
>
> **Landry Lockett**
> **Graduate student**
> **Texas Tech**

Hospital patients who are able to see plants heal faster than patients who don't, said Ellen Peffley, a horticulture professor. Studies have shown, she said, that people have lower stress levels after visiting botanical gardens.

"It's a living organism. It's the process of caring for it, nurturing it, seeing it prosper," said Kevin Lombard, also a graduate student studying under Peffley. "There's a great deal of satisfaction in harvesting your own tomatoes for example."

No one seems to know precisely why plants improve well being. People just know they do.

"I find (gardening) relaxing," said Judith Wilmington, who was an interior landscaper at Texas Instruments for a number of years. "It's quiet. The different textures are soothing. I've often wondered if because they give off oxygen if the air is cleaner around plants."

Wilmington, who was responsible for 23 indoor flower beds and green spaces at TI, said the areas gave employees a place to take a break. Texas Instruments manufactured computer chips, and the company left Lubbock in 1998.

"At Texas Instruments, people were so stressed. They worked in those suits in sanitized areas," she said. "When they went back to do their job (after breaks in the green areas) they were more efficient because they had unwound. For the line workers, it reduced the stress of monotony."

Those in the Tech discipline have seen the positive impacts of plants through a project at the Lubbock's Montford Unit prison, where inmates grew vegetable gardens.

"It was an instant success because they had volunteers – inmates who wanted to do this," Lockett said. "Some of them hadn't been outside in months."

The prison program, participation in which was an inmate privilege, was "used as an incentive, an esteem-

Researchers: Plants help ease stress

Continued from Page 1B

booster," Peffley said. "It's an area of their life they have control over. It gives them confidence."

Lombard has focused on another area of horticulture therapy, reaching out to people with disabilities through the Internet horticulture courses. The therapy has shown to be particularly promising among individuals with both physical and mental disabilities, the researchers said.

"There are a number of people who are classified as disabled who aren't the classic definition of disabled," Peffley said. They have paranoias, real fears. This gives them an opportunity to learn about science."

Like the inmates at the Montford Unit, gardening gives people control over a portion of their lives, she said. There are even tactile gardens where blind people can feel and smell plants.

"By planting a seed yourself and watering it and watching it grow, that's something," Lockett said.

As a form of physical therapy, horticulture therapy has shown promise in treating arthritis patients and accident victims. Additionally, horticulture therapy has been useful to inner-city children in combating the stresses of urban life, Tech researchers said.

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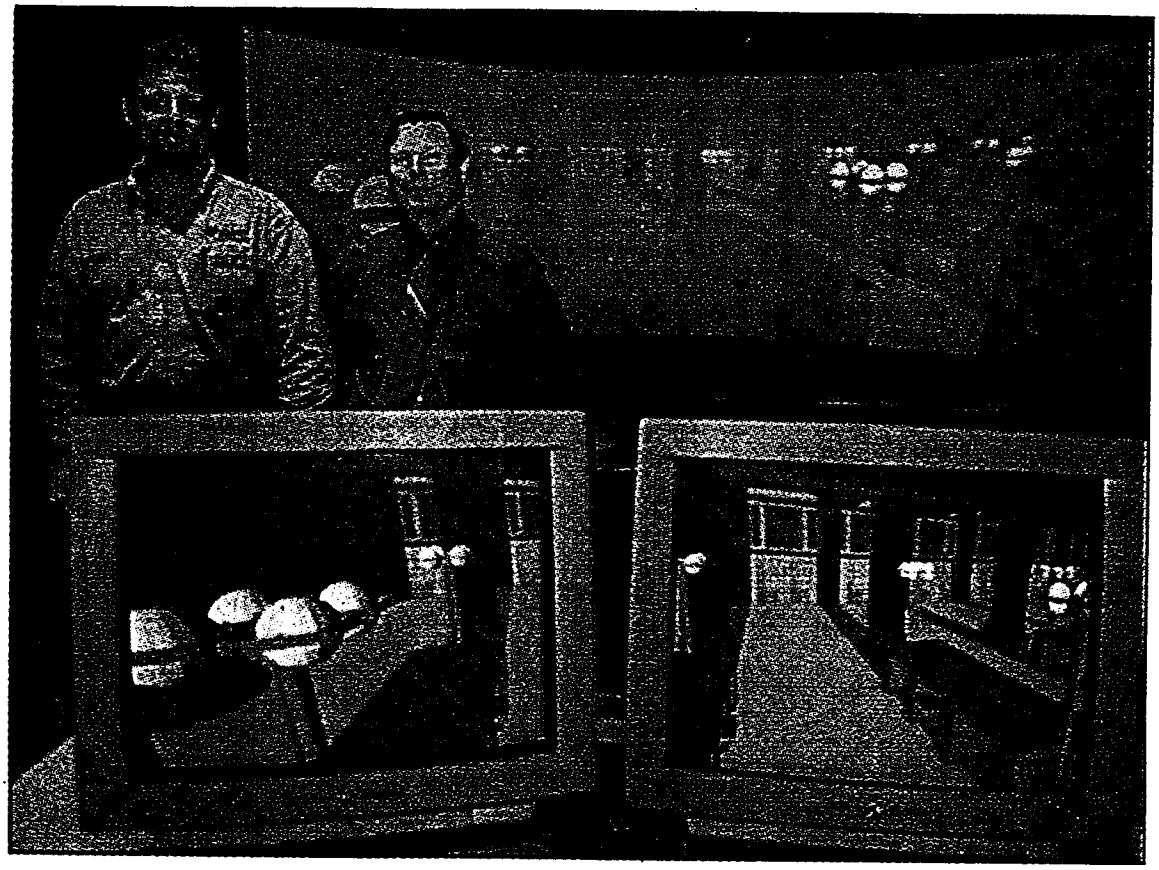
★ Thursday, December 2, 1999

VIRTUAL ARCHITECTURE



A-J Photo/Jim Watkins

Ken Schwarz, left, a technical consultant with Silicon Graphics, and Phil Smith, director of Texas Tech's High Performance Computing Center, demonstrate the capabilities of a new Virtual Reality Center with a Frank Lloyd Wright building.

By KARA ALTENBAUMER
Avalanche-Journal

Lubbockites who attend next week's dedication of the Institute of Environmental and Human Health will have the chance to walk through a building famous for breaking ground architecturally.

A Frank Lloyd Wright building constructed in a railyard, famous for windows that didn't open, will be one of the models used to demonstrate the newly operational $3 million Virtual Reality Center.

What is particularly intriguing about this model, says Phil Smith, director of the High Performance Computing Center, is that the building has been torn down. A virtual walk-through is the only way to tour the building.

A look at the Virtual Reality Center, along with tours of the institute, will be part of dedication ceremonies, which begin at 3 p.m. Monday. The tours and demonstrations start at 3:30 p.m. and last until 6 p.m. The institute is located at Reese Center.

The super computer that powers the Virtual Reality Center has about 560 times more power than a new desktop computer and has the speed of between 100 and 500 desktop machines, Smith said. The comparison is only a loose one because of the difference in the way the computers operate, he explained.

Glenn Hill, an architecture professor whose students worked on the Wright building, said the capability of Tech's new center is hard to explain to someone who hasn't seen virtual reality in action.

Search Terms: Texas Tech University

Omaha World-Herald

December 8, 1999, Wednesday SUNRISE EDITION

SECTION: ;BUSINESS; Pg. 33

LENGTH: 1168 words

HEADLINE: Bringin' Home The Bacon New Hog-Producing System Holds Hope for Small Farms

BYLINE: ESTHER M. BAUER

SOURCE: WORLD-HERALD CORRESPONDENT

DATELINE: Lubbock, Texas

BODY:

A new hog-production system developed at **Texas Tech University** - in collaboration with an Omaha company - promises tastier pork, less risk of damage to the environment and the potential for greater profits among independent farmers.

A professor who helped create the so-called Sustainable Pork program believes, too, that it will eventually become the dominant approach to growing hogs and will contribute to a shift in production from soggy, coastal areas in North Carolina to the more arid Great Plains.

"In 20 years, half of all pigs will be raised this way ...," said John James McGlone, professor of animal science and food technology at Texas Tech. "Fifty years from now, this is the only way pork will be produced. Consumers will demand it."

At least one Nebraska producer doubts that the more old-fashioned methods of the Sustainable Pork system can match the efficiency of today's confined hog operations, and McGlone acknowledges that even his supporters think he's overzealous. But at least in the near term, the program could help producers fetch premium prices from a small segment of consumers who are willing to pay extra for better-tasting pork that is produced in a humane, environmentally friendly way.

That may represent a market opportunity for small and large producers alike, but if the system has the low up-front costs and high productivity that McGlone boasts, it will help level the playing field for the little guys.

The first large-scale test of Sustainable Pork begins Thursday, and trial marketing of the meat is slated to start early next year.

Texas developed the program in conjunction with the U.S. Agriculture Department as an alternative to high-density hog farms, which have raised environmental concerns in Nebraska, Iowa and most other hog-producing states. Consolidated Nutrition - a feed and swine company owned by Archer-Daniels-Midland Co. and Ag Processing Inc., an Omaha-based farmers' cooperative - provided about 2,500 hogs for early testing of the system.

The Sustainable Pork approach is a departure from today's high-capacity barns, where hogs are raised on slatted floors and waste drops through to be flushed to open-air lagoons. Under McGlone's system, piglets are raised with sows on grassy pastures, then fattened for market in low-density barns on beds of deep straw. Pastures are rotated and planted with grain or hay, enriched by manure left by the hogs.

Indeed, some hog-farming experts see the Texas plan as a return to an earlier era, when small pigs raised outdoors were crushed by their mothers or died of exposure - a system they say could never compete with today's methods.

"I would be happy to go toe-to-toe with that system any day," said Jim Pillen, president and owner of Columbus, Neb.-based Progressive Swine Technologies, a high-density pork producer with 30,000 sows. "The pig who grows the fastest at the lowest cost wins the game."

Rotating pastures and deep bedding won't work as a mainstream pork-producing method, Pillen said. Rather, "it's going to be for affluent niche markets, and that's all."

National Pork Producers Council spokesman Steven Cohen was noncommittal about Sustainable Park, saying only that that alternative methods of production are good for the varying needs of producers.

Texas Tech scientists found in early tests of Sustainable Pork that meat produced under the system is more tender, juicy and flavorful than pork produced in confinement operations.

The new system will guarantee consumers that its hogs weren't given subtherapeutic antibiotics - commonly used to spur weight gain and prevent disease in high-density operations - and were raised in a manner friendly to them and the environment, supporters say.

Plans call for a not-for-profit certifying agency to ensure that Sustainable Pork producers comply with the system's 32-page guidelines and for a marketing company to contract with processing plants and take a piece of the profits.

"Those kinds of marketing arrangements are the way to go if smaller producers are to survive against big companies," said Robert Woolley, who owns a 2,000-sow outdoor hog farm near Lamar, Colo., and is president of Colorado Pork Producers Council. "Getting the business side right is No. 1, but I believe they're headed in the right direction."

Initially, Sustainable Pork would be premium-priced and would be sold in health food stores, upscale grocery stores and restaurants. Texas Tech's McGlone projects that the meat will appeal to roughly 5 percent of U.S. pork buyers - a group worth $ 700 million wholesale last year - willing to pay more for meat if it tastes better or promises environmental or animal-welfare benefits.

Eventually, McGlone believes the system will become the industry norm and will be priced about the same as pork from confined hog farms.

There could be strong overseas demand for pork produced under the new system. Pork is the most consumed meat in the world, according to the U.S. Meat Export Federation and the Agriculture Department, and in some countries, price is not always the biggest concern.

Japanese consumers, for instance, are sensitive about the taste and quality of pork and often shun

traditional U.S.-raised pork, while some European countries refuse to import U.S. pork unless its raised humanely. Still others object to use of subtherapeutic antibiotics.

If the domestic and foreign markets are there, "we want to be in on it," said Ron Brock, director of Consolidated Nutrition's swine operations. "That's why we're involved in the research.

"This is a different way to produce; we think there will be different market niches this will fit into. We're always looking for alternative and better ways to produce pork, and this is environmentally friendly and low cost to get into."

McGlone predicted that the largest source of exported U.S. pork will be centered in the Great Plains, especially the Texas and Oklahoma panhandles, southwest Kansas and eastern Colorado. Hog producers have been locating in that region for the same reasons that drew cattle feedlots in the 1960s: a dry climate, availability of grain and water, easy transportation and not many people.

As the industry expands, he said, environmentally friendly farms are more likely to be welcome than high-density operations.

If McGlone's vision for Sustainable Pork comes true, though, it could be at the expense of North Carolina, second only to Iowa in hog production.

Hurricane Floyd revealed the hazards of that state's waste lagoons - its primary waste-treatment system - which overflowed into rivers and streams crisscrossing humid coastal areas.

Although North Carolina researchers are trying to devise different waste-treatment systems, McGlone said it's futile: The Sustainable Pork system is suitable for drier, less-populated areas of the country. (7)

GRAPHIC: B&W Photo/1 NEW LOOK: Researchers at Texas Tech University, with the help of an Omaha company, are developing a new approach to raising hogs that doesn't use traditional confinement systems. The confinement operation shown, located near Ogden, Iowa, is used by Iowa State University researchers. -PHID- 16314,; RODNEY WHITE/FOR THE WORLD HERALD/1

LANGUAGE: ENGLISH

LOAD-DATE: December 10, 1999

Previous **Document 2 of 3.** *Next*

Avalanche Journal
Sept. 29, 1999

Bioterrorism lab draws panel's focus

Tech institute director stresses communication as citizens' group meets

By KARA ALTENBAUMER
Avalanche-Journal

Open communication was the theme of the first meeting of a citizens' advisory committee for Texas Tech's Institute of Environmental and Human Health. The panel will address such issues as the construction of a lab capable of handling bioterrorism agents.

Institute director Ron Kendall opened the meeting Wednesday by stressing that the board wasn't created solely "to address

■ Surges plague Institute 9A

public concern for the Biosafety Level IV lab."

Kendall said earlier this week that the advisory committee was part of a more than two-year-old strategic plan for the institute.

"It was set up ... to engage facts and truth," he said Monday. "It appears to address the BSL because of timing."

Although during Wednesday's inaugural meeting Kendall discussed all facets of the institute from pesticide research to jet fuel safety, all the while repeating the mantra "And I still haven't talked about bioterrorism yet," board members' comments focused on just that subject.

One member, Fred Underwood, who is president of the cotton warehouse firm The Trinity Co., said, "It's got to be done.

"You're not going to carry an atomic bomb in your suitcase," he said. "But you can carry a (biological agent) in a fountain pen that can wipe out a thousand people."

Gary Lawrence, who leads the group and is president of Norwest Bank, said he's glad to see someone "taking initiative to deal with these terrorists."

"It can happen," he said. "Someone can poison the water system here in Lubbock. I feel threatened."

See INSTITUTE 9A

Institute director says bioterrorism lab in beginning stages

Continued from Page One

A Biosafety Level IV lab, which Kendall recently called a "goal" of the institute, is the highest security lab approved by the international Centers for Disease Control. The 20 or so such labs in the world are the only facilities approved for handling deadly toxins such as anthrax, cholera and smallpox.

Kendall said Tech is in the beginning stages of the process of acquiring such a lab. Though he seemed to have many details about the facility and its research during a July interview with The Avalanche-Journal, Kendall said Wednesday, "There are no plans as far as a drawing. We don't have a location, but we have a place where I would like to see it."

The time frame and surety of the lab has become a contentious item recently, as has how far Tech has moved in the process before the community has been informed of the project. Kendall said Monday, "They are in the beginning phases of this process," and Lou Chiodo, a pharmacologist who heads up efforts such as the lab, said last week that he believes it will become a reality.

"I want to communicate to the public and to the media so you will understand what we are doing," Kendall said. "Yes, this whole arena of addressing biological terrorism is complicated and controversial. The time frame ... to me, that's not the issue. Whether it's 18 months or 24 months, it's important that we develop a process ... with appropriate citizen involvement."

He told the citizen's group on Wednesday, "There is no way in the world that we would build anything out here that we can't regulate ... because I live here. My children are a part of this community."

The committee plans to meet monthly and eventually will lead community meetings addressing the lab.

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Avalanche Journal
Sept. 29, 1999

Electrical surges causing problems at Reese Center institute

By KARA ALTENBAUMER
Avalanche-Journal

Something rather routine is threatening some of the high-level technology in West Texas – electricity.

Power surges – sometimes up to 20 percent – have become a regular occurrence at Texas Tech's Institute for Environmental and Human Health and are a "potentially devastating problem," director Ron Kendall told a citizens' advisory group Wednesday. The institute had experienced a power failure earlier in the day.

"We've got equipment worth hundreds of thousands of dollars," he said. "We can't have power surges."

The institute is still awaiting surge-protecting equipment for its new multimillion-dollar supercomputer. Kendall said the computer isn't in danger though, because it hasn't been plugged in due to electricity fears.

"The power surges create a threat to our analytical equipment," he said. "There's a lot of money in here. That's why power is so critical."

Southwestern Public Service general manager Don Boatman blamed the problem on inadequate electrical systems left from Reese Center's days as an Air Force Base.

"They're working with facilities that date back to World War II," he said. "Their demand is a lot more sensitive than it used to be. They're moving in high-powered computers out there, and they're in need of higher-quality electricity than what they've got."

Although Boatman said the problem lies with electrical systems and not with the power supplied to the base, Kendall said Boatman and the Lubbock Reese Redevelopment Authority have promised to get working on the problem this morning.

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Avalanche Journal
Sept. 29, 1999

Open house, field day to spotlight Tech research on pork, beef cattle

Pork and beef cattle research by Texas Tech scientists will take center stage Friday during an open house and field day.

Tech's College of Agricultural Sciences and Natural Resources and the university's Pork Industry Institute will kick off activities with a joint open house from 3:30 p.m. to 6:30 p.m.

The first phase of afternoon activities starts at 3:30 p.m. at the PII's Sustainable Pork Pig Research Farm in northeast Lubbock County.

Following will be a look at the multi-disciplinary Sustainable Crop/Beef Cattle Whole Farm Systems research site, which will be in the spotlight from 5 p.m. to 6:30 p.m. at the Agricultural Field Lab on the New Deal Teaching and Research Farm.

Both research projects bring together production technology, environmental stewardship and training to demonstrate to farmers and community leaders that cattle and pork producers in this area can develop a major market niche for sustainable agriculture products.

"With the proper topography and climate, which we have here on the South Plains, farmers can realize the ability to develop a major pork market niche that can make them competitive in both the national and international pork markets," said John McGlone, institute director.

"The objective of the outdoor unit is to produce a high number of pigs per sow per year with a low cost.

"A properly run outdoor unit has the advantage of being environmentally friendly because it will have animal populations that are low enough to allow growth of native or planted vegetation. When vegetation can grow during operations, the site will not have an offensive odor or a runoff of manure."

The multi-disciplinary Sustainable Crop/Beef Cattle Whole Farm System also offers advantages to producers, said Vivien Allen, Thornton distinguished professor of forages in the plant and soil department, who is heading the livestock research program.

"Developing integrated crop livestock grazing systems has the potential to reduce total water used for irrigation while maintaining agriculture productivity and profitability for this region," Allen said. "This research is using an integrated approach to nutrition management and pest control while producing cotton and feedlot-ready beef cattle."

The pork research farm is located on FM 789, three miles north of U.S. Highway 62/82.

The stocker cattle research site is on Tech's New Deal Farm about six miles east of New Deal on FM 1729 at the intersection of County Road 3000.

Report of the Investment Advisory Committee

The Investment Advisory Committee met in Lubbock on February 3, 2000. Due to scheduling conflicts, a quorum was not present. Thus, the committee took no formal actions.

Several members of the Texas Tech Foundation, Inc.'s Investment Committee attended the meeting as invited guests.

David Stein of Fund Evaluation Group (our investment consultants) presented a summary recapping the performance of the Long-Term Investment Fund ("LTIF"). Through November 30, 1999, the composite portfolio's quarterly return was 3.3%, underperforming the balance index of 4.1%. For the one-year period, the LTIF's return was 10.7%.

Mr. Stein indicated that during this quarter, small company issues out-performed large company stocks and that growth oriented stocks outperformed value-oriented issues, especially in the communication services and technology areas.

The portfolio's large cap growth manager -- Davis, Hamilton and Jackson -- continued to outperform its benchmark. For the quarter, it posted an 8.3% quarterly equity return. However, INVESCO, the large cap investment manager, continued to underperform. Its quarterly return was -.4% and its one-year return was -1.6%, both significantly under the S&P 500 index.

A discussion was held concerning INVESCO's history of poor performance. It was observed that the firm's performance was explained by more than just the lower performance of the value style of investing. Rather, its performance has been affected by some poor stock selections.

During an asset allocation study presentation, the concept of implementing a more passive investment strategy utilizing the investment in the S&P 500 Index was

discussed. Also discussed was the option of replacing INVESCO with a deep value investment manager.

The committee suggested that a telephonic meeting be arranged later in the month to consider two items. First, to determine if a recommendation to terminate INVESCO should be submitted to the Board of Regents. And secondly, a recommendation as how the funds allocated to INVESCO should be redeployed if INVESCO is terminated.

Chancellor's Report
Board of Regents Meeting
February 11, 2000

Good morning, members. I am going to do a quick walk-through of our marketing initiative since Regent Brooks made an inquiry about this yesterday. I will make sure we get to you all of the information that is current. If you want copies, we can provide them. If you prefer, we can mail them to you.

Just to set the tone, I would ask that you look at this week's edition of *The Chronicle of Higher Education.* We have a copy that Cindy Rugeley will circulate. I think we have done a good job of setting the tone for the need for additional research universities in Texas. This article is very current and points out the foundation of that message in terms of why it would be a good thing for Texas in the long-term planning for higher education to have more so-called Tier I research universities.

For the first time last year in September of 1999, we created an advertising and marketing budget that will affect this current year. We have worked with advertising firms such as Richards Gravel in Dallas on messages and strategies. Let me point out to you that a lot of these initiatives necessarily are budget driven and certainly we have to carefully plan in keeping with our mission which fundamentally is recruiting the best and brightest students and recruiting and retaining the best faculty. Our goal was to have paid advertising in place for student and faculty recruitment and at the same time expand our media outreach through newspapers and television outlets. In all of our survey work, we found that our best message was the message that communicated the success of our students, our graduates and our faculty. Our biggest draw for Texas Tech was the perception that we could get students involved at our university and also we wanted to emphasize our top faculty and that is why we chose the theme "Growing Leaders" as a part of our advertising/marketing campaign. We decided to primarily advertise in magazines based on recommendations from marketing firms and the people we consulted with at our university. Cindy Rugeley has a copy of this month's ad. I think it is a very well done piece that you will find in *Texas Monthly* this month. Again, the idea being to communicate our message to parents and students. This particular ad will accompany about a 2 million issue circulation. It will also be placed in *Texas Business Magazine* and we will continue to promote this theme.

We have other examples of ads. We have also done two 30-second spots for Big XII football and basketball. Candidly, I find that those commercials on nationally-televised athletic events are our biggest bang and we hope we get a lot of those in the forthcoming seasons.

We did this 8-page *Texas Monthly* ad because it is student recruiting time and we wanted to send a powerful message to future students about coming to Texas Tech.

I also have clips from major media placements that have occurred through the last year. Cindy Rugeley will distribute these for your review. Again, if you want copies, we will be glad to provide them to you. We had placements in the *New York Times* on an art research project, distance education, wind research and a number of other faculty research initiatives. Also, we had placements in *USA Today*, *The Wall Street Journal, The Boston Globe,* and many other national publications.

This week's piece in *The Chronicle of Higher Education* is encouraging to me because if you look at a three-year window, I do not believe anyone was talking about Tier I until about 3 years ago. Now, I think we have communicated that message both statewide and nationally. It is starting to be the topic of significant academic debate.

We have been on "Dateline" twice in the last year: once for pain management and once for wind engineering. Dr. Verghese was featured on "Sixty Minutes" talking about foreign-born doctors' contribution to rural health care. Wind engineering was on all the national broadcasts. "CBS Morning News" shot live from our campus and Dr. Smith has mentioned to you about the forthcoming piece that will be shown on "48 Hours."

Our staff is also doing some field production for CBS national news on wind engineering and we think that is a good linkage for us relative to the national media. We have also shot videos for both CBS and ABC. Dr. Smith's "President's Prescription" show is now in 11 media markets in Texas and New Mexico. I don't know whether you have seen it but he has about 6 double "T" emblems strategically placed on his uniform and everytime they beam in on him you can't help but understand that Texas Tech is behind all this. Besides that, he looks kind of like Ted Turner so it is a pretty good draw.

We had major state stories this past year on agricultural research, the United Spirit Arena, wind engineering, the Center for the Study of Addiction, seaweed research, and a number of others. It is interesting what the media capitalizes on. Dr. Robert Baker's research on bats is one of our biggest national attention getters in terms on media draws. Dr. Baker's story on bats ran all over the country.

We have some other major market stations that will be airing spots about Texas Tech soon. They prefer in our dealings with them that we not give away their secrets before they run the stories.

Print coverage is across the board. We can mail copies of this to you and make you copies of the media clips on video if you are interested.

We just launched a radio outreach package. The major news radio stations in Texas requested this. Our first effort, believe it or not, was a story on why chocolate is good for you, health wise, from the medical school. It is amazing what they pick up on but the Associated Press and NBC's national TV feed picked this up and it ran extensively across the country. I like the idea of chocolate being good for you.

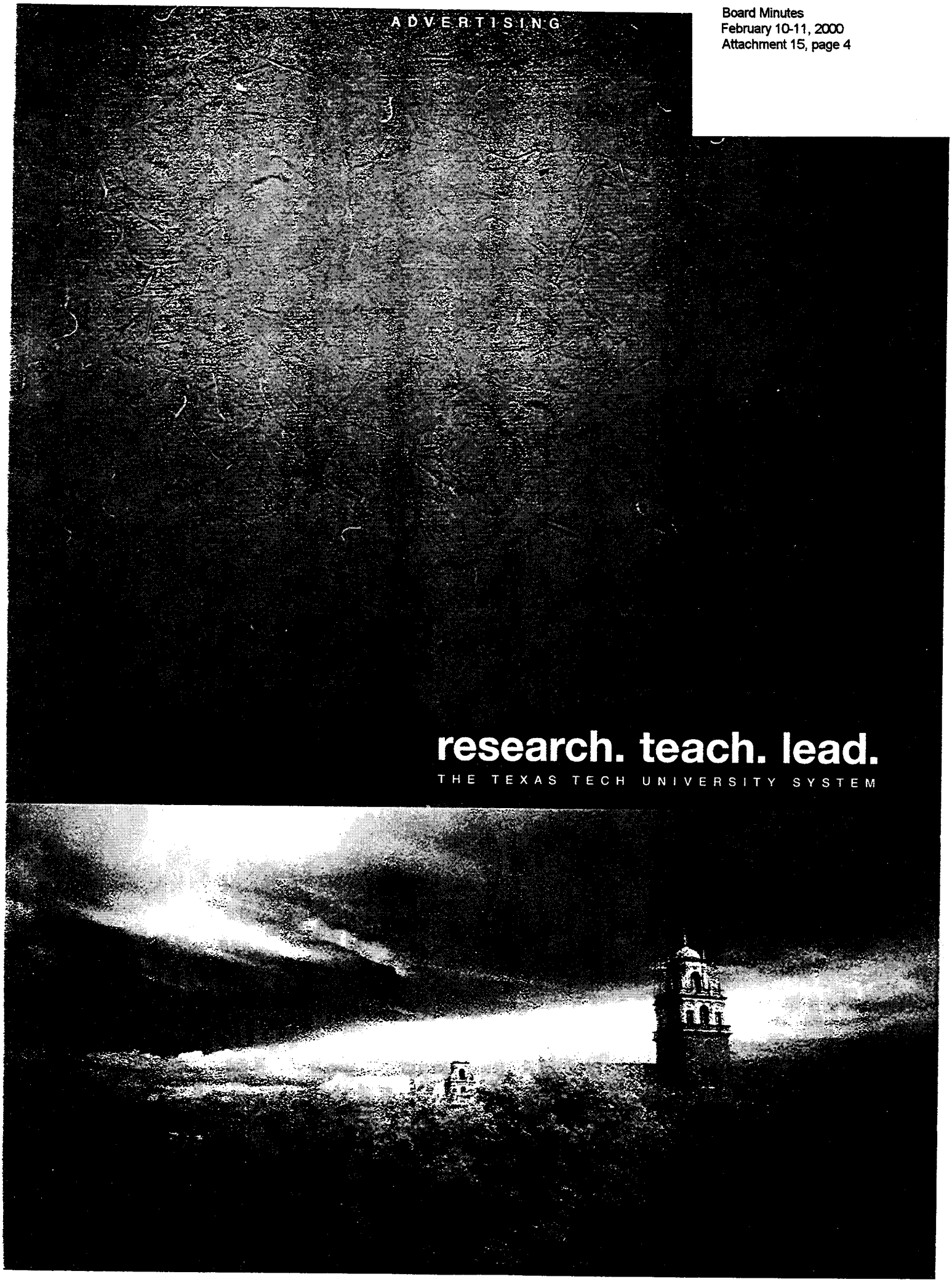
This summer, we are going with the budget we have which is never enough as you know. We have decided to make some strategic billboard placements in major cities across Texas with our recruiting and Texas Tech message. We will continue to the extent we can advertise in reinforcing the message in magazines also. We are working on some specific projects in El Paso and other areas for our branch campuses to increase coverage and awareness about those campuses.

Recently, Pal Tate, that we have now brought on board relative to national media and strategy, did a survey in the United States about Texas Tech. Candidly, we will be bringing this data to you in the near future when we get it refined. The bottom line message was that Texas Tech was well regarded and we were pleased with the results. It also showed that our strengths were that we graduated students that were qualified to go into the job market and immediately go to work and that our students who came here could get involved in our campus and that our campus was known as a friendly campus.

Our Mass Communications department did another survey of parents of students aged 14 through 18 who were considering college. We got the third highest rating in Texas. We were nosed out by UT and A&M but closely on their tail. The bottom line on that particular study, as we are again refining some of this data, is that we do not get enough recruitment information out as compared ironically to Baylor and UT and I think that is certainly an area we have been working on through Dr. Heintze.

One last point of interest we also found in these surveys is that parents do look at rankings. Believe it or not, students also look at the appearance of a campus. I found that fairly interesting data in terms of their perceptions of its learning opportunities. We have spent a lot of time and a lot of visits relative to our rankings in *US News and World Report* and other major survey publications and we will continue to work on those initiatives. So, I wanted you to know that we are not setting idly by. A lot of this is budget driven, but I think we have refined our message now and I feel confident that Texas Tech will become one of the top one-hundred research universities.

Mr. Chairman and members, I would be happy to answer any questions.


ADVERTISING
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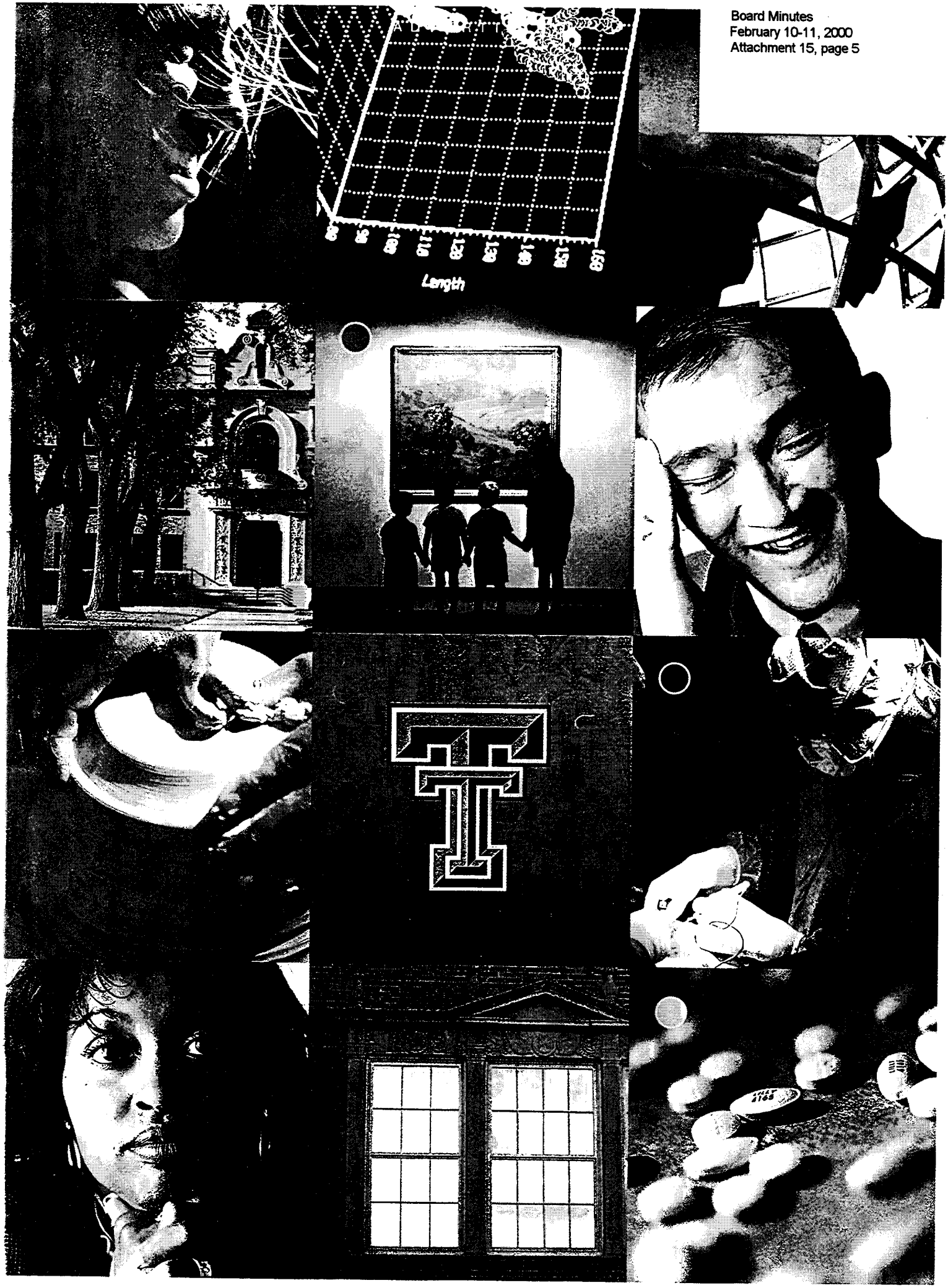
THE TEXAS TECH UNIVERSITY SYSTEM


Length

ADVERTISING

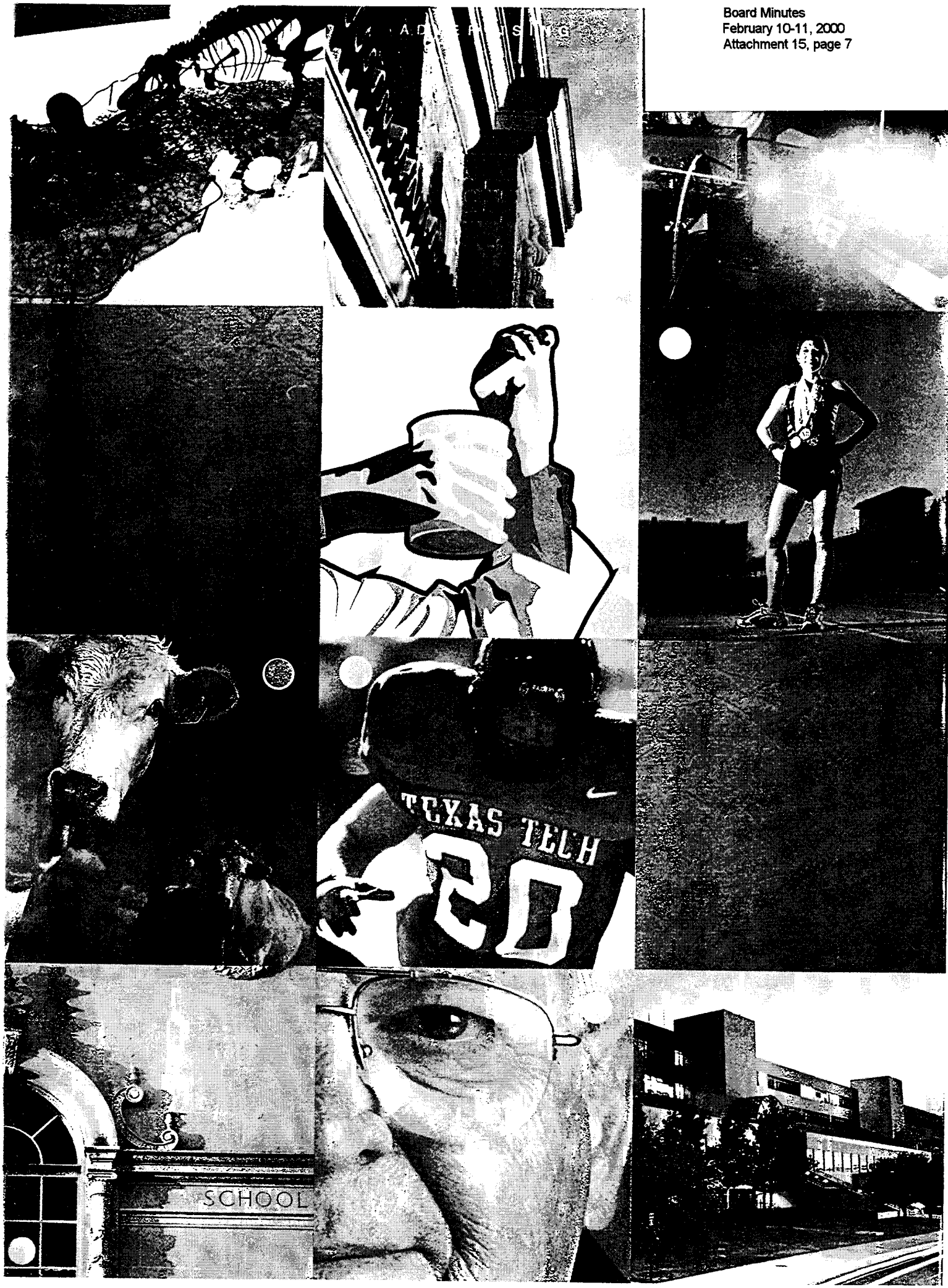
The Texas Tech University System is growing leaders. We invite you to join the 27,000 students who have chosen to study at Texas Tech because of its superior academic programs, its intimate size, its world-class research opportunities, its prospects for involvement in service and activities, and its spirit of Red Raider tradition.

Select from the 150 undergraduate, 100 master's or 50 doctoral degrees offered at Texas Tech – from the fine arts and humanities to engineering, from business to human sciences, from law to architecture, from the health sciences to the physical sciences, or from education to agricultural sciences.

Texas Tech is moving forward in becoming the institution of choice for undergraduate education in Texas. Students can become involved in our Honors College or through the Howard Hughes Medical Institute Program and the Goldwater Scholars Program, which are undergraduate research programs in the areas of medicine, biology, science education, engineering and mathematics.

A few examples of some of our unique and far-sighted academic programs include our M.D./M.B.A. Joint Degree Program, which attracts students whose knowledge and expertise will further shape the health care delivery system into one that balances ledger books without compromising patient care. Our Fine Arts Doctoral Program, the only interdisciplinary degree of its type in the country, produces some of the most well-rounded professionals in the arts work force as college professors, theater center or museum directors and symphony managers. Our School of Pharmacy, located in Amarillo with additional sites in El Paso and Lubbock, is the first public school of pharmacy in the nation built since 1951.

Our growing leaders are award-winners throughout our system. For example, our School of


TEXAS TECH
SCHOOL

Law has the best bar exam pass rate in the state for the decade, and one of our graduates earned the top score on the state bar exam given recently. The famous Goin' Band from Raiderland has been named the top marching band in the country, earning the 1999 Sudler Trophy. Also, Texas Tech's meat judging team has won two national championships in the last three years. Our athletic leaders excel academically as well. Leigh Daniel, an All-American long-distance runner at Texas Tech, is the defending NCAA champion in both the 5,000 and 10,000 meters – and she's achieved a grade-point-average that puts her on the Dean's List. Texas Tech athletes are second in the Big 12 conference in the number of academic All-Americans. Texas Tech linebacker Keith Cockrum was one of two players in the country with a 4.0 grade-point-average to make the first team of the GTE Academic All-America University Division Football Team.

Texas Tech is also moving toward becoming one of the top-tier research institutions in the country. Critical to the learning process, research and scholarship at Texas Tech are remarkable in their scope and leadership. Animal science researchers are beginning to unlock a mysterious connection among cattle, seaweed and immune function that could have incalculable economic ramifications in the livestock industry, as well as enormous human implications at some point in the future. One of Texas Tech's scholars developed a laser fingerprint detection system that has helped law enforcement officials solve crimes worldwide. A Medical Center researcher has developed a worldwide reputation as a leader in pain management and has left a legacy of a Pain Center that is a state-of-the-art facility that reaches a global audience.

Another Medical Center scholar recently discovered an essential, previously unknown protein


ADVERTISING

that is responsible for body processes such as growth, metabolism, sexual activity, temperature regulation and stress response. For his contributions, he received a prestigious international award given to only one North American scientist each year. An internationally recognized materials research scientist at Texas Tech has developed the university's first "clean room," which is a sterile environment for work with highly sensitive electronic equipment, such as microchips, semiconductors and optoelectronic devices. Texas Tech biologists have created the best field natural history research program in the United States and one of the best mammalogy programs in the world. Texas Tech's Dr. Abraham Verghese is a physician and the well-known author of several best-selling books, including "The Tennis Partner," about a friend's battle with addiction. He has dedicated his life to helping AIDS patients and teaches his students that compassion and tenderness are profound cures.

Texas Tech is a leader in research that impacts our state and nation. Our wind engineering researchers are recognized for work on how structures can survive severe winds, and they have designed an in-residence shelter that has saved lives during major tornadoes. Home to the unique Institute of Environmental and Human Health and a new supercomputer, Texas Tech researchers explore the impacts of chemicals and toxins on environmental and human health, resulting in strategies on how to mitigate environmental threats.

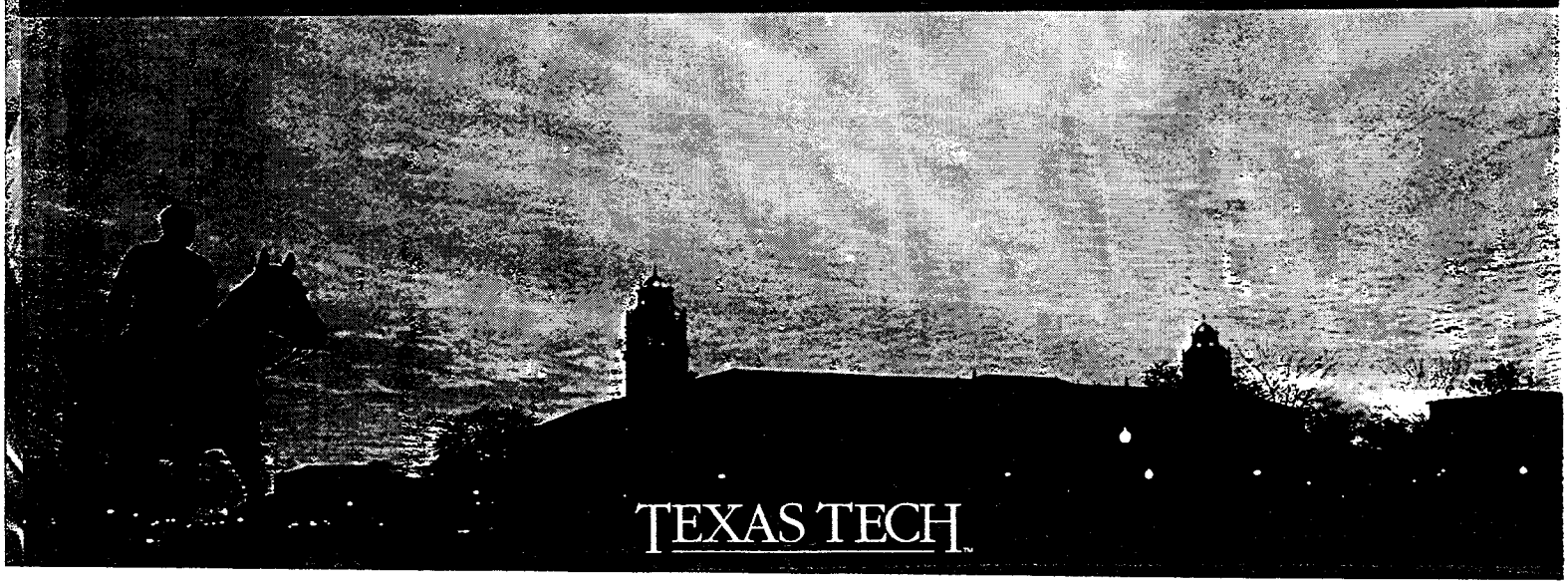
Other researchers and students are poised to put Texas Tech in the national lead in solving the retirement crisis of the new century through the Center for Financial Responsibility. Medical Center researchers have taken major steps toward solving the riddle of "sick building syndrome" by identifying two fungi as possible causes. This has saved school districts and homeowners across the country from poor air quality and respiratory problems. Texas Tech is reaching out

to serve the rural health care market through its Physician Assistant Program that makes health care providers available when physicians are absent. Texas Tech also is ready to become a national leader in caring for the aged as it is building a new geriatric long-term care and teaching center, the first facility of its kind in the nation.

Moving into the next millennium, Texas Tech has plans for constructing its largest-ever academic building, the English/Philosophy/Education Complex, along with a new Life Sciences Building. The recently opened United Spirit Arena, the best special events center in the Big 12 conference, brings ever more excitement to women's basketball and volleyball and men's basketball games. Texas Tech is ensuring itself a strong future as it continues toward fund-raising goals with The Horizon Campaign, meant to endow scholarships, professorships, capital improvements and research funds.

Together, Texas Tech's students, faculty and staff are staking out a legacy. We are striving to become a top-tier research institution as well as the institution of choice in Texas for undergraduate students. People are what make Texas Tech extraordinary. People are our strength. We are growing leaders.

www.texastech.edu



TEXAS TECH UNIVERSITY SYSTEM
Lubbock, Texas

FOR BOARD INFORMATION

TEXAS TECH UNIVERSITY

1. Small Class Report, Fall 1999, per *Board of Regents Policy 06.07.2*
2. Contract Renewals per *Board of Regents Policy 04.05.5*
3. Budget Adjustments per *Board of Regents Policy 04.05.c(3)* for the period November 1, 1999 through December 31, 1999

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

1. Exception to *Board of Regents Policy 04.23.4.b*
2. School of Medicine Faculty Employment contracts per *Board of Regents Policy 01.01.14.b(4)*
3. Contract Renewals per *Board of Regents Policy 04.05.5*
4. Budget Adjustments per *Board of Regents Policy 04.05.c(3)* for period November 1, 1999 through December 31, 1999
5. Summary of Revenues and Expenditures by Budget Category, FY99 per *Board of Regents Policy 01.01.8(f)*
6. Construction Contracts between $50,000 and $600,000 per *Board of Regents Policy 03.01.2*
7. Endowment Report per *Board of Regents Policy 05.06.2.*

[The above referenced information items are on file in the Board of Regents office.]