TEXAS TECH UNIVERSITY – BOARD APPROVAL ITEMS
(September 1, 2001 – October 31, 2001)

NO.	ACTIVITY	SOURCE OF FUNDS OTHER	INCOME	EXPENSE	REMARKS
	BOARD APPROVAL:				
HC00307	Research Assistantships – FY 02/03 Special Emphasis Program	$400,000		$400,000	Transfer funding from the Teaching Assistantships account (0070-44-6914) to the Research Assistantship account (0094-44-6915) to provide for additional research assistants.
HC00716	Office of the Dean of Business Administration	300,000		300,000	Transfer funding from the faculty and staff reserve accounts to fund Dr. McGinnes' salary.
HC01223	Office of the President	521,346		521,346	This transfer moves the President's support staff from a local account to a state account.
HC00648	Student Services Fee – HSC		250,000	250,000	Establish a new account for the collection of HSC's Student Service Fee.
LQ00125	Student Placement Center	250,000		250,000	Transferred funds from the fund balance of Institutional Tuition to the Student Placement Center account (3702-49-0109).
VO03984	Wiggins Dining Complex – Career Center Project #01939	250,000		250,000	Transfer funds from the fund balance of 3700 to provide for the renovation of Wiggins Dining Complex for the transfer of the Career Center.

Report of the Investment Advisory Committee

The Investment Advisory Committee has met twice since the last BOR Report.

October 18, 2001 Meeting

Investment Report – Hammond Associates

The report was continued with Mr. LaMore discussing the LTIF's portfolio. In determining our target return, Hammond suggested that the index used to account for inflation be changed from the CPI to the Higher Education Price Index (HEPI). This would mean adding an additional 0.5% (3.0% assumption for HEPI, as opposed to 2.5% for CPI) to the target return calculation. The overall target return would not necessarily be higher, however. The current projection of 1.0% for fees may be too high. Hammond will review portfolio managers' fees and negotiate them lower where possible.

The portfolio's performance was -4.8% for the year ended 8/31/01, but was better than the target index return of –11.3%. Hammond attributed the higher performance to fixed income and REIT allocations that were higher than the target percentages, but still within the policy ranges.

Investment Monitoring

Prior to today's meeting, Hammond had been asked to evaluate Oechsle International Advisors, the manager chosen by the Committee as a result of the international growth manager search. The Committee chose to accept Hammond's recommendation by not hiring Oechsle and deploying any new funds earmarked for international allocation into Barclay's iShares MSCI EAFE exchange-traded fund for the interim.

Hammond was also asked to evaluate MDL Capital, a current fixed income manager for the LTIF. MDL has generated very good returns by actively managing duration. Hammond does not believe that active duration management can generate excess returns over time, and therefore did not recommend MDL as a manager. The Committee decided to have Hammond monitor MDL for benchmark-relative underperformance and to notify the Committee quickly if performance drops.

Mr. LaMore also provided return information on Loomis Sayles, the fixed income manager chosen by the Committee in August. Loomis had underperformed relative to the Lehman Brothers Aggregate Index, which was contrary to the analysis provided by the previous investment advisor. The Committee instructed Hammond to determine the reason for the difference before making its recommendation regarding Loomis. Until then, the fixed income allocation of new funds would remain in cash.

In summary, previous decisions on Oeschle and Loomis Sayles were not to be implemented. MDL Capital was to be actively monitored.

Asset Allocation

Hammond recommends a value bias in the portfolio, with two-thirds of the equity allocation in core equities and one-third in value. Hammond recommends that the portfolio increase its allocation in small caps. Hammond made a case for increased investment in emerging markets. Emerging markets make up 79% of the world population and 19% of world GDP, but only 5% of the world equity capitalization. Hammond recommends adding an emerging market component to the portfolio's asset allocation.

The next issue regarded alternative investments. Ms. Barth mentioned that she considered this decision much more critical to the portfolio than the previous asset allocation recommendations. Mr. Anderson said that the manager selection becomes critical in alternative investments. He believes that the Committee should be contrarian in making its investment decision and invest opposite of the prevailing investment of funds in the alternative investment market. He currently likes the distressed debt sector as a potential outperformer.

The Committee voted to allocate 10% of the portfolio (about $25 million) to alternative assets. The motion was passed. Hammond was instructed to present at the next Committee meeting additional asset allocation studies with the idea of completely changing the current investment policy, if necessary, rather than making small adjustments to the current allocation. To aid in the presentation, Hammond will survey the Committee members regarding their asset allocation preferences. Hammond was also instructed to assist the Committee in the alternative investment process, including having manager presentations from the various alternative asset sectors. For the next Committee meeting, Hammond will arrange for EnCap (oil & gas) and Gerber/Taylor (alternatives).

November 15, 2001 Meeting

Loomis Sayles discussion

At the request of the Committee, Mr. Anderson presented Hammond's opinion of Loomis Sayles, a fixed income manager that was selected at the July 18 Committee meeting. Hammond's recommendation was solicited due to its August hiring. **Mr. Anderson stated that Loomis Sayles' product has significant credit risk for a fixed income portfolio.** He also stated that it has a low Sharpe ratio when compared to its index, and Hammond does not recommend Loomis Sayles to the Committee. Mr. Pfluger suggested that since interest rates are so low, this fixed income portion of the portfolio should be indexed. **The Committee agreed, and Hammond will give its index fund recommendation to staff for implementation.**

Alternative Asset Presentations

The Committee invited two alternative asset managers, EnCap and Gerber/Taylor, to make presentations.

EnCap Investments
Gary Peterson, Senior Partner
Marty Phillips, Senior Partner
Bob Zorich, Senior Partner

Encap is headed by four senior partners, three of which made the presentation. EnCap's currently available fund is its ninth overall fund and its fourth equity fund. It will have multiple closings through April 2002. Mr. Peterson stated that almost all investors in the third equity fund have made commitments for the fourth fund. Fund IV will target $500 million in commitments.

EnCap has been a leading provider of capital to the independent sector of the domestic oil and gas industry since 1988, with an extensive network of oil and gas contacts and relationships. The four principals have 100 years of collective experience in oil and gas investing and have worked together since the mid-1970's. All of its investments are underpinned by companies with proven reserves.

EnCap is a wholly owned subsidiary of El Paso, which controls 40% of domestic natural gas pipelines. EnCap has retained full autonomy, with the four principals as the only members of its investment committee. El Paso is making a $100 million commitment to Fund IV.

EnCap has consistently generated superior returns since its inception, with a 22.5% gross return on its total portfolio. 38 of 48 investments have been realized, substantially realized, or publicly traded. Its last equity fund, Fund III, generated a 25.9% gross return on its portfolio, with 12 of 19 investments realized, substantially realized, or publicly traded. Its investment fundamentals have not changed, investing in companies with proven reserves, thereby incurring only an engineering risk, not an exploration risk. In all of its corporate investments, EnCap has members on the board and frequently has a controlling interest.

EnCap would draw down any investment commitment over a 3 – 3 ½ year period, but enough cash would be returned that only a maximum of 50% of the commitment would outstanding at any time.

EnCap creates value through the exploitation of market inefficiencies. Value is created through increased valuations attributed to public versus private companies and large versus small companies. Value creation also occurs in transitioning companies from non-producing to producing and in the cyclical nature of hydrocarbon prices.

Mr. Peterson stated that this is a great market to invest in due to the deletion of the pooling of assets accounting method for mergers. That method requires that companies not sell properties for two years prior to a pooling of assets merger. With that method and requirement gone, companies will be selling off non-core assets.

Gerber/Taylor Management Company
Michael Douglass, Principal

Gerber/Taylor (GTM) is an independently owned firm managing fund-of-funds, focusing on alternative asset strategies including hedge funds, private equity, and private real estate. It has been managing fund-of-funds for over 10 years and manages over $575 million in assets. Mr. Douglass recommended that its GT Partners and GT Global Hedge funds be the products we would use from GTM.

GTM seeks to generate superior risk-adjusted returns available in many alternative strategies. Diversification among managers is key to successful implementation of its strategy. Its manager monitoring process includes monthly communications with managers (calls and on-site visits); focusing on leverage, concentration, and style drift, and focusing on manager level issue, such as personnel changes, capital inflows/outflows, and changes in strategic business direction.

GT Global Hedge is invested with a diverse group of global long/short stock pickers. Managers must always have short exposure in their portfolios, preferring stock shorts to index shorts. Its size is approximately $140 million. Its one-year return, net of fees, is 3.61%, compared to a (25.24%) return for the MSCI World Index. The five-years returns for the two are 15.84% and 5.20%, respectively.

GT Partners' goal is to generate a consistent absolute return equal to or exceeding T-Bills plus 5% with little or no correlation to the markets. It has multiple strategies, including convertible bond and fixed income arbitrage, distressed debt, closed-end fund arbitrage, merger arbitrage, private placements, and long-short equity. Its assets are about $215 million. Its one-year return, net of fees, was 8.42%, compared to a T-Bills plus 5% return of 9.81%. The five-year returns were 11.66% and 10.10%, respectively.

Alternative Asset discussion

Mr. Pfluger suggested that $20 million of the portfolio be allocated to EnCap. After discussion, the amount was amended to include **$5 million for GTM (½ to the Partners fund and ½ to the Global Hedge fund) and $15 million to EnCap (over EnCap's stated 3 year period). The motion was passed subject to Hammond performing a due diligence review for EnCap and GTM, including evaluation against like managers.** Staff will also amend the investment policy to include a 10% allocation to alternative investments.

Hansberger Global Investors

Wes Freeman, Managing Director – Client Service
Lauretta Reeves, Managing Director of Research

Hansberger's investment philosophy utilizes a bottom-up, fundamental company analysis. It is a value investor, with a disciplined implementation of investment opportunities based upon the current share price relative to future earnings, cash flows, and book value.

The HIS International Fund, which the portfolio currently holds, has about the same country weightings as the MSCI ACWI Ex US index. The fund holds a higher percentage of Europe (ex UK) and a lower percentage of United Kingdom. It also has a lower percentage of Japan.
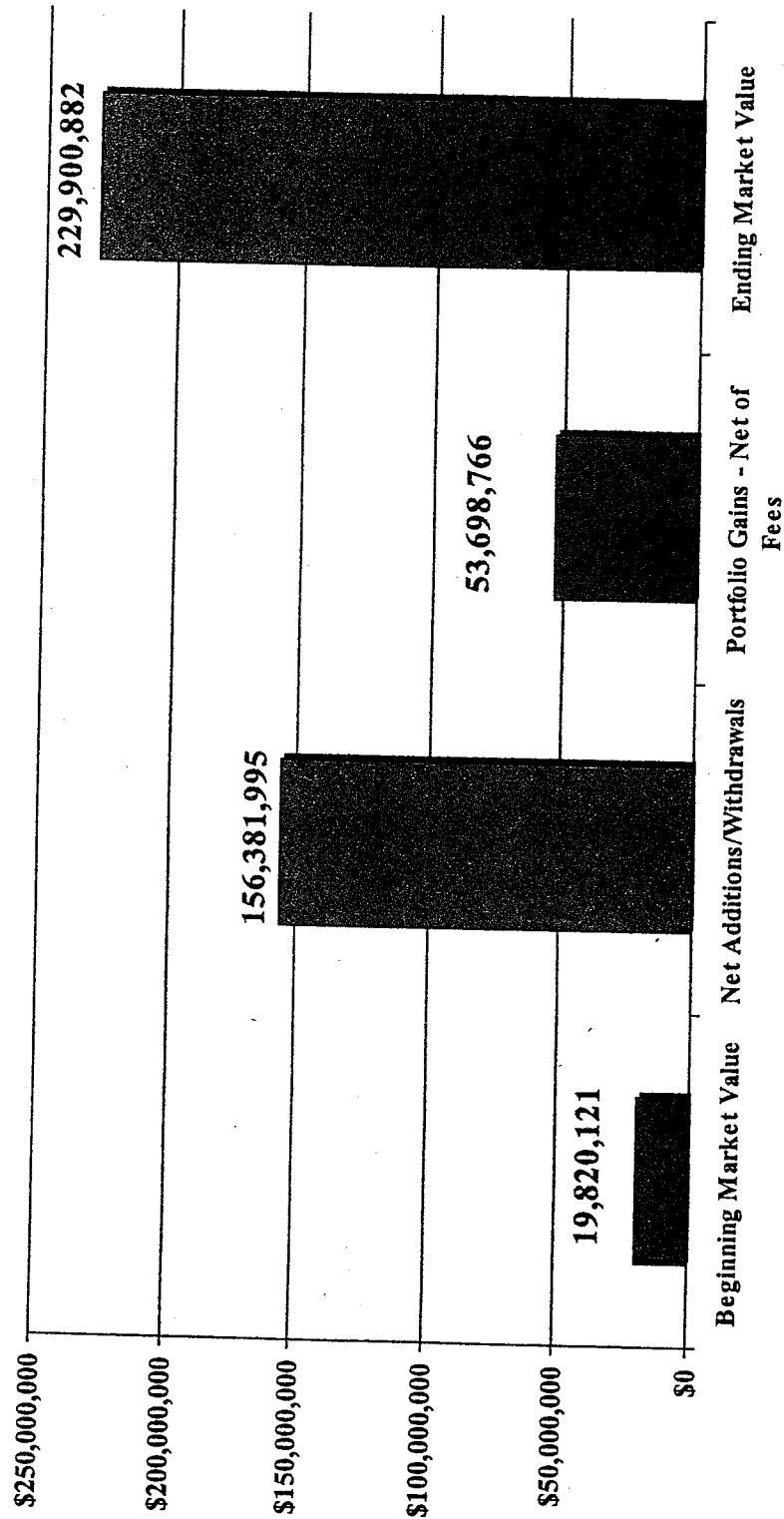
The fund's performance for the year as of 10/31/01 is (22.14%), versus (19.36%) for the MSCI ACWI ex US Value Index. Since the portfolio's initial investment in the fund, its annualized return is (5.55%), versus 1.55% for the index. Hansberger attributes the underperformance to the high percentage of European market capitalization taken up by a small number of companies and to its value style being out of favor.

Ms. Barth asked if there was still a diversification benefit for international investing given that so many of the domestic companies conduct global business. Mr. Freeman replied that there was, and illustrated a graph that showed the historical uncorrelated economic cycles for the U.S., Japan, and the European community.

After the presentation, at the request of the committee, Mr. Anderson agreed to monitor Hansberger for underperformance and company changes. In addition, Ms. Barth requested that Hammond send the committee its recommendation for an international value manager.

Sources of Composite Portfolio Growth

Change In Market Value
(8/96 - 8/01)

Category	Value
Beginning Market Value	19,820,121
Net Additions/Withdrawals	156,381,995
Portfolio Gains – Net of Fees	53,698,766
Ending Market Value	229,900,882

($)

$250,000,000
$200,000,000
$150,000,000
$100,000,000
$50,000,000
$0

HAMMOND ASSOCIATES

REPORT ON USE OF INFORMATION TECHNOLOGY

Board of Regents Meeting
December 14, 2001

Michael Phillips, CIO, TTUHSC
and
Gary Wiggins, VP for Information Technology, TTU

Dr. Smith introduced the report, noting that the focus on information technology started as an initiative of the board to take a look at our IT positioning in a broad array of areas. We pulled together an incredible team, with Mike and Gary and others, to do just that. We've made considerable investments over the last number of years in facilities and the facilities of the future for higher education may in fact be information technology, bandwidth and interconnectivity, as well as integration. Mike and Gary will give the board a brief update on where we are.

Michael Phillips:

There are two pages being distributed. I'm going to talk about two documents. While you are probably interested in knowing more detail of what is in these documents, you are probably not interested in taking back the incredible amounts of paper. We will give you some URL references in terms of getting back to that material if you want to obtain that detail. The other point that I would make – and Gary and I are going to take a chance here – we're going to attempt to do the first IT briefing ever without using PowerPoint. We thought that perhaps you would like to have a conversation.

I will give you some historical context and talk about what the two universities have done in response to the recommendations in the CIO report that you commissioned, the collaborative efforts between the two universities over the past 18 months, and highlight the Health Sciences Center's activities. Gary will then highlight TTU's activities.

Dr. Smith:

CIO refers to Chief Information Officer. You will recall that this position was included in the number of management and administrative areas within the Office of the Chancellor that you asked to be reviewed. At the time one of the precipitating things was the integration and how that was working, particularly in the area of facilities planning. I believe Deloitte & Touche was in and as part of that report, one of the items that was recommended, including some of the restructuring of the Chancellor's Office, was also this area of information, informatics and the CIO's position.

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Michael Phillips:

In the spring of 2000, at the board's request, Chancellor Montford commissioned the study that we are talking about, to take a look at the information and technology environment at Texas Tech and to make some specific recommendations in terms of how the universities needed to position themselves to meet the challenges and to take advantage of the opportunities in the information area. Chancellor Montford asked me to lead a small group. We branched out in a very significant way on both campuses and engaged in a very active way constituencies (students, faculty, and staff) on all campuses within the system.

Based on that participation and input, the report concluded that significant improvement was needed, both in terms of the quality and the scope, and in many areas in terms of information technology services. As many of you may remember, the report offered a series of findings and basic recommendations in three strategic areas: leadership and vision; governance; and in strategic planning and investment.

Our recommendations included the need for both universities to establish a focal point at the institutional level to coordinate centralized and de-centralized IT activities. We also recommended that the organizational structure needed to reflect services instead of necessarily functional areas within a university, because things had changed in the last several years. At one part of the day you might have a need for academic computing and then an hour later you are administrative computing. Setting up organizationally around traditional ways that higher education had organized did not make sense any more. We also recommended that there needed to be a technology strategic planning process that aligned itself with the institution's mission and goals and that we needed to shift our financing approach to more of a strategic investment strategy at a funding level consistent with our peers.

We are pleased to come before you today and tell you that significant progress has been made in each of these areas. Both universities have, in fact, appointed Chief Information Officer positions that report directly to the presidents. Both universities have adopted a more unifying organizational culture to begin at the institutional level that is focused around two concepts: technology services and information services. While technology services are very important, the real action and the real value and the real investment needed in the coming years are going to be on the information services side.

We'd also like to report that we've been very active in terms of advancing collaborative activities. On a monthly basis, the senior IT management of both universities meets as a council and, as a result of these collaborative activities, we've accomplished a number of things. We now share the same Microsoft Campus Agreement; we also use the

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same student information system; we're jointly developing e-commerce type applications to streamline processes; we're using the same network user authentication system; we're co-developing network security strategies and policies; we're sharing IT training resources, both for IT staff as well as faculty and staff on both campuses; we're jointly developing enhanced information services for FP&C.

Dr. Smith:

We might want to stop for just a second. There are two areas of priorities for the board related to several audits: one related to the area of development and the other for facilities planning. Because of the combined horsepower, we've requested that TTU and HSC each take responsibility for one area. HSC is working with facilities planning on the plans from that initial report and audit, to upgrade and continue to improve our FP&C capabilities in IT. TTU is working with development on reporting everything from endowment and others so that there are some real practical approaches as we try to continue to improve our systems.

Dr. Jones:

You said that we have now combined across the two universities. Does that extend also to Amarillo and Odessa and El Paso?

Michael Phillips:

Yes. As you are aware, the Health Sciences Center is multi-faceted, which is one of the jobs I'll talk about in a few minutes. We keep growing in terms of number of campuses and our campuses continue to get more and more complex. So, absolutely, it includes Junction, as well. It includes everything that is Texas Tech.

Robert Brown:

Concerning the cost to acquire these systems and develop them, are we making purchases through a centralized purchasing system with other universities? Do we have combined buying power with other systems to buy this obviously expensive equipment?

Michael Phillips:

On the state of Texas level, where it makes sense, obviously we take advantage of contracts the Department of Informational Resources have procured on behalf of the state and, as you are probably aware, HSC and also TTU have participated in establishing very significant relationships and partnerships with SBC and Cisco Systems and so we are in a position to buy far below the price levels that others are. The Microsoft campus is another example where they were leveraged and we were able

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to get those resources to the faculty and students at a much reduced cost. Microsoft, from a business model standpoint, believes that the health sciences centers are in a better position to afford their array of products at a higher level. Working with Gary Wiggins and his staff, we are actually the first health sciences center that participates at that level in the United States.

We also are collaborating on a management review of communication services; we will soon be sharing commodity band width in an initiative that will roll out in about 45 days and, in concert with CFOs, we will also evaluate enterprise level software for our financial needs.

Additionally, in response to the strategic planning recommendation in the report, both institutions have undergone very substantial planning initiatives in the past year. In the investment area, additional investments have in fact been made at both universities. These are good down payments; substantial investment is going to be required in the coming years if we are going to remain competitive with our peers.

As Gary and I look forward in terms of the challenges that confront us, we are actually very optimistic. We have had a board that has identified, for quite some time actually, how critical IT is for successful organizations. We have two presidents that don't just talk it, but have demonstrated through their actions how critical the information and technology environment is; they have demonstrated as it relates to funding invisibility. This is in fact a strategic priority at both institutions. The other thing that makes us very optimistic is, from our work over the past 18 months, we have found broad support throughout both universities. While the amount of work ahead is significant, we are in fact very optimistic.

I'll now focus on the Health Sciences Center. One of the things that Dr. Smith and I talked about after the CIO report was issued is that we didn't want to lose the momentum, the support and visibility that we had garnered at the Health Sciences Center. We both felt that the next critical step was to develop specific implementation strategies and related investment requirements to meet critical IT priorities. Earlier this spring we launched a strategic planning initiative through HSC to build on the work of the CIO report. We focused on five key areas:
    Information technology for students
    Developing a coordinated web strategy
    Technology assisted learning
    Integrated access
    Policies and standards

Through appointments by the president of student senate, the deans, and the president, we staffed two councils and three workgroups with approximately 50 people that

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represented the diversity of our constituencies – whether it be students, schools, campuses, or departments. Over a five-month period, the councils and workgroups worked diligently with the private sector. We had engagements with two different companies to evaluate our practices, identify and prioritize our needs and objectives, develop implementation strategies, and develop governance and policy recommendations. These were then integrated into a single set of goals and priorities and related investment requirements. This rather large book is the result of that process; while I wouldn't want to burden you with it in your luggage, I do think it is worthy of reviewing it on the website and taking a look at the effort that was made on behalf of the institution; whether it was students or staff or faculty, most of them have full-time jobs to begin with and they gave very generously of themselves. This work product was presented to the executive leadership of HSC for their consideration and action at a two-day IT work session in July. The recommendations were broadly supported and, as a result of this process: We have strengthened our relationships; we've built a more cooperative, collaborative environment; we've established a governance process that focuses on institutional priorities and actively engages our constituents in setting our priorities, defining the expectations, and evaluating our performance. On the investment front, the leadership put $1.5 million in capital investment on the table and $1.5 million in recurring investment on the table to address the priorities that were advanced as a result of this process. These investments were focused in a number of key areas:

> Student access to technology and information systems and services
> Classroom and library technology and support
> Expanding access to services and resources
> Information systems development and integration
> Enhancing the security of our information environment
> Developing human resources

We have made and continue to make significant improvements in our technology infrastructure and technology services. Given the scope of the need, again the expansion of our campuses and the complexity of our campuses, El Paso is a perfect example in terms of what is going to occur there in the next 2-3 years. Also, the level of expectation and demand for services is accelerating. HSC must get very aggressive in terms of planning and implementation, and an investment strategy over the years.

Gary Wiggins will now highlight TTU's IT activities.

Gary Wiggins:

Immediately after becoming president, one of the first things that President Schmidly did was create the information technology division for TTU. In the following months, TTU

completed a total reorganization of its IT operations and began work on a number of information technology initiatives. First among these was delivering more services to students. Under the Microsoft Campus Agreement which we began in fall of 2000, students in the first year received essentially no charge Microsoft software products with a retail value of approximately $3 million. Now that HSC has joined us for the second year, we expect that number to be even better in fiscal year 2002. In the Internet area, we developed a completely functional student Internet portal as a delivery mechanism for delivering information and services to our students over the Internet. In the next few months, we expect to expand that capability and use it as a key to instruction, information delivery, and faculty-student collaboration down to the section level.

We have continued to enhance and expand the offerings of web services in areas including campus calendar, the TTU home page, and various college and departmental web sites. Beginning in January, every student and employee will have access to a significant amount of storage via the web so that the person can work anywhere (at home, on campus, in a laboratory), save the work and return to it from anywhere via the Internet. This is something that the students had requested for a long time and we think it will be an interesting prerequisite for all manner of interactive activities. We have added several new laboratories for our students; every on-campus resident will be within a ten-minute walk of a 24' by 7' facility with the completion of our work in Sneed Hall. We've assigned every student an e-mail address and have opened a centralized help operation that provides a single on-ramp to make contact and obtain services and support. We added several video classrooms and technology classroom facilities in fiscal year 2001 and are working with the colleges such as the Rawls School to go forward with more of that in the current year. A wireless network is being piloted for students in the law school and we increased the capability of our off-campus Internet connection by a factor of 14 during fiscal year 2001.

The second area of interest for us was collaboration, efficiency and integration. We have created a strategic governance council on our campus composed of deans and vice presidents to provide the IT division with guidance and direction for their needs and interests at the highest level. We have created a technology committee of faculty and staff members to look at the specific things that are just over the horizon—things we need to be ready for, things we need to be working to prepare for, and to keep each other informed of what we are doing. We have a created a student advisory committee with which I and the other senior IT managers of the university meet regularly to find out what the students are interested in. Sometimes they surprise us—we knew they wanted portal, we knew they wanted storage, we wouldn't have guessed their current— "pay my parking tickets on-line." That turns out to be a big deal with them. We have completed a physical and administrative merger of all of our campus backbone networks. That creates both efficiencies and actual dollar savings. We now have central professional server management and support for all of the hundreds of servers

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that have proliferated throughout our institution. We've begun in that process to fill a long-standing need; we started moving from a legacy mainframe environment to newer, cheaper and better alternatives, and at long last we have completed and placed in production a high-speed fiberoptic link between our campus and our facility at Reese, which should facilitate use of the Origin supercomputer and the visualization facility by a broader segment of our community.

The third overall area of interest for us is to make information available to people and to use technology to make informed decisions better. We're taking the first steps toward moving from a paper-bound and process-bound way of doing business with each other to an e-commerce or e-business way of doing business with each other. We are going to have all of our employees in a single e-mail environment. We are rolling out this year our first tentative attempts at delivering paperless and e-commerce based solutions. We have rolled out a web-based data warehouse application for information sharing and making information available, so that we can fulfill President Schmidly's goals of making decisions in a more informed way. We've begun with the College of Engineering on expanding capabilities in the areas of decision support and business intelligence. As Mike spoke of the information services side of the business being important, that's going to be crucial for us going forward. It's not so much having a lot of data any more, it's being able to get useful information from it. This is going to be a very important activity of ours over the next year.

Almost all of the activities I've mentioned require the help, collaboration and support of people in units outside of the IT division. Almost every college and administrative unit has collaborated with the IT division on something important in the last year. The fact that that has happened, the fact that we are doing these joint activities, and even more important, that these things are now becoming commonplace and routine is probably our single-most important accomplishment in the last year. It speaks a lot about how far we've come toward our goals and collaboration and integration. Although progress has been made, there is certainly a lot that remains to be done. There are several very important challenges that I want to share with the board:

We have to deal with our legacy mainframe systems and be able to provide services beyond what they are capable of.

We have to address the problem of security. It has been a crucial problem – security of networks, security of equipment, security of information – for a long time. Because of recent things that have gone on in our nation, it's now on everyone's front burner nationally. It should be on ours as well.

We have the ongoing and interesting problem of resource and investment.

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Strategic and tactical planning will help us deal with these. At TTU, we've made a splendid start on that this first year. President Schmidly has commissioned a university strategic plan that has technology as one of its prime focuses. Our division has completed a strategic plan as part of that process and the strategic plans of almost every unit at TTU have a strong technology component. As we go forward, I think this planning effort and the fact that the planning effort is going to be unending will put us in a decent position to meet some of these challenges.

Dick Brooks:

Do each of you feel that you have good input from providers and users?

Gary Wiggins:

We've made a good beginning. We've had faculty advisors and the student advisory committee. I meet with the faculty senate and the student senate at least once a semester. We have standing advisory committees that we've created and then we have more operationally focused committees that we also meet with. We have a good start, but there is certainly more we can do about learning what people need.

Michael Phillips:

One of the things we try to do in our governance is to really make our constituents a part of the dilemma of setting priorities, grappling with reality and defining expectations, establishing benchmarks and evaluating performance based on that. That's a key issue. "Don't let me off the hook; make me a part of the solution."

There were no additional questions from the board.

--End of report--

Foundations for Excellence

Information and Technology

Texas

CIO Study Report Published

At the request of the Board of Regents, Chancellor Montford charged the CIO Design Team with the responsibility of completing a study of the information technology issues which will be critical to the success of Texas Tech in the 21st Century. The CIO Design Team findings and recommendations have been published in a report entitled, "Information and Technology – Foundations for Excellence".

Thanks to the contributions of hundreds of people throughout the Health Sciences Center and TTU, we believe the report identifies the key issues which Texas Tech must address to remain competitive in the Information Age. The report is published on the web at http://www.ttuhsc.edu/itinitiative/CIOReport/report.htm.

The report has been accepted by the Board of Regents, Chancellor Montford, President Smith, and President Schmidly as the template for our strategic direction in this area. We look forward to working with you as we seek to establish a broad based consistency throughout Texas Tech to support this important initiative.

IT Strategic Initiative Report Published

Dr. David Smith, President of the Texas Tech University Health Sciences Center, determined it was an institutional priority to conduct a strategic planning initiative to determine how we will leverage information and technology to support our academic, research and service goals. Under the leadership of Michael Phillips, Chief Information Officer, a broad constituency of students, faculty and staff focused it's efforts on the five priorities:

- IT for Students
- Developing a Coordinated Web Strategy
- Technology Assisted Learning
- Integrated Access
- Policies and Standards in an Integrated Environment

The findings and recommendations from this planning process is contained in a briefing book that was presented to the executive management of Texas Tech University Health Sciences Center in July 2001. This briefing book is published on the web at web at http://www.ttuhsc.edu/itinitiative/InitReport/InitReportIndex.htm.
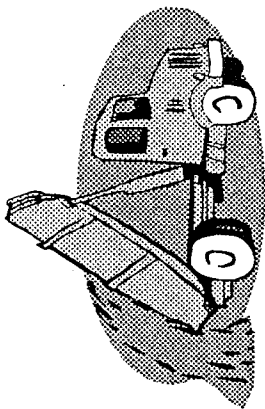
Dirt and Dust Report
Projects Under Construction
December, 2001
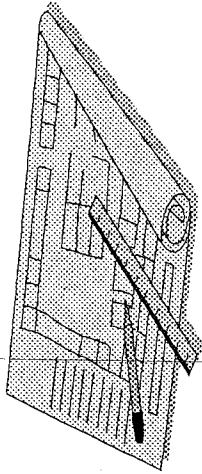
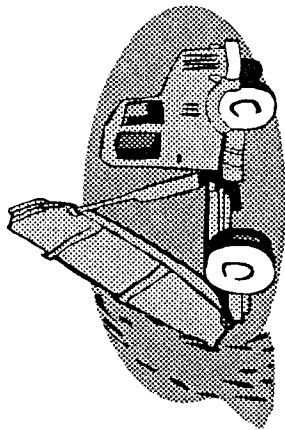| Project	Cost	Completion Date
Jones Stadium Stage I	$22,000,000	September 2001
Jones Stadium Stage IIA	$51,500,000	TBD
English-Philosophy & Education	$45,199,000	July 2002
Student Union Bldg. Renov/Expansion	$38,000,000	March 2003/June 2004
Flint Avenue Parking Facility	$11,500,000	August 2002
Student Rec Center Expansion	$12,000,000	November 2001
Golf Course	$12,500,000	May 2003
Tennis Softball Complex	$4,059,784	September 2001
Amarillo Academic/Clinic Facility	$23,167,533	March 2002
Bonfire-Phase II & III	$398,000	October 2001/May 2002
Pfluger Fountain	$840,000	February 2002
Garrison Ctr. [Sears Methodist Project]	$12,000,000	March 2002
Marquee	$326,000	September 2001
TOTAL	$233,490,317	

Revised 11/29/2001

Dirt and Dust Report
Projects In Design
December, 2001
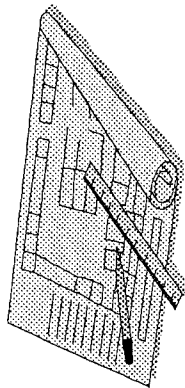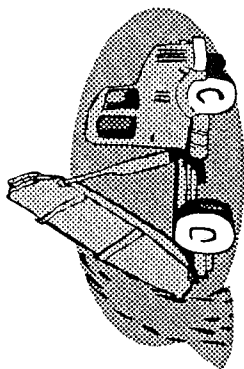
Project	Cost	Completion Date
Jones Stadium Stage III	$11,000,000	March 2003
Experimental Sciences Building	$36,997,000	February 2004
Food Technology Building	$17,000,000	TBD
HSC Academic Classroom Bldg.	$15,006,072	February 2003
HSC Synergistic Center	$2,100,000	August 2002
HSC Ophthalmology	$3,000,000	TBD
HSC El Paso Third Floor Addition	$8,900,000	TBD
Texas Tech Parkway	$9,237,000	August 2003
Marsha Sharp Freeway [TxDOT Project]	TBD	2006
Hotel/Conference Center	TBD	TBD
Marsha Sharp Athletic Academic Center	$4,000,000	TBD
Health Exercise & Sports Science Bldg	$4,000,000	TBD
HSC Academic Clinic & Research Bldg.	$30,915,025	TBD
HSC El Paso Research Facility I	$40,000,000	TBD
Business Administration Bldg.	$50,000,000	TBD
Student Wellness Center	$6,000,000	TBD
Art Program Relocation	$2,500,000	TBD
Horn/Knapp Fire Suppression	$3,600,000	TBD
TOTAL	$244,255,097	

Revised 11/29/2001

Dirt and Dust Report
Projects In Development
December, 2001
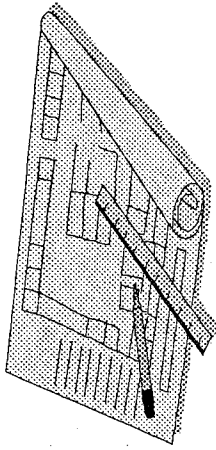
Project	Cost	Completion Date
Advanced Research Center	$50,000,000	TBD
College of Fine & Performing Arts	$40,000,000	TBD
Performing Arts Center	$40,000,000	TBD
Art Building Renovation	$5,000,000	TBD
Retirement Village	TBD	TBD
Child Care Center	$2,000,000	TBD
Dairy Barn Relocation	$2,000,000	TBD
TOTAL	$139,000,000	

Revised 11/29/2001

PROPOSED POLICY

Provisional Admission Program. ~~Freshman applicants not admitted through the review process may be admitted through the provisional admission program. Students in this program are required to pass a prescribed number of hours in specific Core Curriculum courses and IS-1100 Freshman Seminar at Texas Tech in either the summer after high school graduation or the following spring. For a complete listing, see "Core Curriculum" in the catalog. Remedial or developmental courses may not be used to satisfy these requirements.~~

<u>Freshman applicants who do not meet University admissions requirements are eligible to participate in either the Summer Gateway Program or the Fall/Spring Gateway Program.</u>

~~Students may satisfy their provisional admission requirements in one of three ways:~~

- ~~Attend either the first or second summer session at Texas Tech and pass 7 hours of required Core Curriculum courses with a cumulative grade point average of at least 2.5 on a 4.00 scale. The required course work must include IS-1100 Freshman Seminar.~~
- ~~Attend both the first and second summer sessions at Texas Tech and pass 13 hours of required Core Curriculum courses with a cumulative grade point average of at least 2.25 on a 4.00 scale. The required course work must include IS-1100 Freshman Seminar.~~
- ~~Enroll in the spring semester following high school graduation at Texas Tech and pass 13 hours of required Core Curriculum courses with a cumulative grade point average of at least 2.25 on a 4.00 scale. The required course work must include IS-1100 Freshman Seminar.~~

~~Provisional students who complete one of these requirements and who meet all other admission criteria will be admitted as regular degree-seeking students.~~

<u>Summer Gateway Program. Students participating in the Summer Gateway Program are required to enroll in the summer following high school graduation. Students must pass a prescribed number of hours in specific transferable courses. These courses will be offered on the Texas Tech campus by South Plains College. Summer Gateway students will live in Texas Tech residence halls and have access to most student activities, facilities, programs, and services on the Tech campus.</u>

<u>Students may satisfy their Summer Gateway requirements in one of two ways:</u>

- <u>Attend either the first or second summer session and pass 7 hours of transferable course work with a cumulative grade point average of at least 2.5</u>

on a 4.00 scale. The required course work must include a one-hour college orientation course.

- Attend both the first and second summer sessions and pass 13 hours of transferable course work with a cumulative grade point average of at least 2.25 on a 4.00 scale. The required course work must include a one-hour college orientation course.

Summer Gateway students who complete either of these requirements will be admitted as transfer students.

Fall/Spring Gateway Program. Students who choose to participate in the Fall/Spring Gateway Program are required to enroll for one academic year following high school graduation. Fall/Spring Gateway students are required to pass 24 semester hours of transferable credit with a cumulative grade point average of 2.25 on a 4.0 scale. (Students may be considered for transfer after one semester provided they pass 12 semester hours of transferable credit with a cumulative grade point average of 2.5 on a 4.0 scale.) The required course work must include a one-hour college orientation course. All course work will be offered by South Plains College and taught at the Reese Educational Center. Fall/Spring Gateway students will live in Texas Tech residence halls and have access to most student activities, facilities, programs, and services on the Tech campus.

Fall/Spring Gateway students who complete either of these requirements will be admitted as transfer students.

~~Students who do not complete their provisional requirements may gain admission at a later time in one of two ways:~~

Transfer Option. Students who do not successfully complete one of the Gateway programs may gain admission later in one of two ways:

- Complete 12-23 semester hours of transferable college work at another institution with a cumulative grade point average of 2.50.
- Complete 24+ semester hours of transferable college work at another institution with a cumulative grade point average of 2.25.

OPERATING POLICY AND PROCEDURE

MEMORANDUM TO: All Holders of Texas Tech University Operating Policy and Procedures Manuals

DATE: October 18, 2000

SUBJECT: POLICY FOR UNIVERSITY RELATED TRAVEL BY MOTOR VEHICLE

PURPOSE:

The purpose of this Policy is to help minimize the risks of liability connected with motor vehicle travel by University faculty, staff, and students. The Policy applies to the use of motor vehicles in any activities directly related to the academic, research, and/or administrative responsibility of the department involved. This policy also applies to travel undertaken by one or more students presently enrolled at the University to reach a University Related Activity located more than twenty-five miles from the University. It applies to travel required by a registered student organization.

REVIEW

This OP will be reviewed on July 1 of each even-numbered year by the Office of the Provost, Vehicle Fleet Management and Contracting with recommendations for change forwarded through administrative channels to the Vice President for Student Affairs by August 1.

POLICY/PROCEDURE

1. Generally Applicable Definitions

    a. Employee

    For purposes of this policy, an employee is defined as anyone appointed to work for the University in a manner that causes his or her name to appear on the University payroll.

    b. Sponsor

    The sponsor of a student activity is selected by the organization from faculty or full-time staff members who have been employed by the University for at least one year.

c. Student

Anyone eligible to hold a current student identification card.

d. Course and Scope of Employment
An employee is within the course and scope of employment when he or she is engaged in activities that are related to the mission of The University and are in the furtherance of its affairs or business, whether on The University's premises or elsewhere.

e. University-Related Activities

University-related activities are those activities that are consistent with The University's mission and that are approved by the appropriate administrative unit. This includes activities organized or sponsored by the University, funded by the University, and using vehicles owned or leased by the University.

2. Travel Using University-Owned Vehicles

a. Appropriate Use

Only persons who are acting within the course and scope of University-related activities should use university vehicles.

b. Drivers

Because of the risks of personal injury, it is required that only those persons whose names appear on the approved driver's list be asked or allowed to use University-owned motor vehicles. If students will be using state owned or rental vehicles, the following is required:

(1) The requesting Department or Unit must submit students who drive on behalf of the University to the Contracting Office for approval.

(2) Qualifications for drivers of all University or rental vehicles are as follows:

(a) Must possess a valid (Texas or other U.S. state) driver's license, be eighteen years of age and have held a valid license for at least two years;

(b) Must have available documentation of current personal insurance;

(c) Must sign a driving disclosure form. See attachment A;

(d) Must not have more than two moving violations within the last eighteen months;

(e) Are required to report any driving violations to their immediate supervisor within five days of the occurrence. This includes violations that occur while driving a vehicle not owned by the University;

(f) Must not have had any violations for driving while intoxicated, driving under the influence of alcohol or drugs, or reckless driving. Must not have had a reinstated license in effect for less than one year after a revocation; and

(g) Must comply with Motor Vehicle Report check requirements.

(3) Additional qualifications for drivers of vans equipped for fifteen passengers are:

(a) Must be at least twenty years of age;

(b) Must comply with Motor Vehicle Report check on an annual basis;

(c) Must successfully complete a driver training course;

(d) Must attend refresher training annually;

(e) Must not have more than one moving violation in the last eighteen months.

3. Operator Conduct

Operators of University vehicles must take a fifteen-minute break every three hours and may drive no more than ten hours in a twenty-four hour period. When the vehicle driven is a van with passengers, a second person must ride in the front passenger seat, who remains awake at all times.

a. Those who operate a University vehicle represent the University to the general public. The image conveyed does affect the University; therefore:

   (1) DO NOT use University vehicles for personal transportation or business;

   (2) DO NOT allow alcoholic beverages or narcotics to be transported or consumed in any University vehicle;

   (3) DO NOT pick up hitchhikers or transport family members;

   (4) DO NOT allow the vehicle to become unnecessarily dirty and present an unfavorable image to the general public;

   (5) DO observe all traffic rules and regulations;

   (6) DO drive carefully, safely, and courteously;

   (7) DO require driver and all passengers to use seat belts and other appropriate occupant restraints at all times the vehicle is being operated;

   (8) DO NOT operate the vehicle unless all occupants are wearing the appropriate restraints;

   (9) DO NOT allow the number of passengers to exceed the authorized capacity of the vehicle.

b. When a vehicle is damaged through operator misuse or operated by a person under the influence of alcohol or narcotics, the department head employing the operator will be furnished a complete statement of the circumstances and a copy of the policy report for the appropriate administrative action. Citations for all parking and traffic violations will be the personal responsibility of the operator.

c. Use common sense driving. For road trips of 100 miles or more, share the driving, if possible, and take frequent breaks.

4. Accidents

The following procedures should be followed whenever a University vehicle is involved in an accident, regardless of the extent of damage.

a. Stop immediately and notify local police so that an official report can document the accident;

b. Take necessary steps to prevent another accident;

c. Use the Vehicle Fleet Management handbook for instructions and numbers to call;

d. Call a doctor, ambulance, or emergency medical team, if necessary. Render aid to the injured until help arrives;

e. Get names and addresses and phone numbers of all witnesses;

f. Provide all required information to the police officer, and;

g. Notify the department head or supervisor. If you are unable to contact or reach someone, contact the Texas Tech University Police Department; and

h. Refer to Texas Tech University OP 80.08 for the completion of required vehicle accident paperwork.

5. Authorization

Employees who drive University-owned vehicles or have driving listed as one of their functions of University employment must have a current Motor Vehicle Record (MVR) on file with the Contracting Office. The Contracting Office may be contacted for information on how to add and delete names on the approved driver's list.

6. Trip Insurance

Trip insurance is available for purchase through the Contracting Office. The coverage is $.35 per person per day and provides $2,000 worth of medical expense protection.

a. Health Insurance Coverage of Students driving to and from, or during University related activities;

    (1) The hiring department should verify that student/employees who drive have trip insurance coverage;

    (2) When non-employee students drive to and from, or during field trips or other "University related activities" outside the city limits of Lubbock, the head of the administrative unit

approving the event must verify that the student-driver has trip insurance coverage.

THE UNIVERSITY DOES NOT CARRY MAJOR MEDICAL OR HEALTH INSURANCE FOR STUDENTS TRAVELING BY MOTOR VEHICLE OR ANY OTHER MEANS OF TRANSPORTATION. STUDENTS MUST RELY ON THEIR OWN INSURANCE TO COVER SUCH HEALTH CARE EXPENSES.

8.   Travel Using Personal Vehicles

The University recognizes that employees occasionally use personal vehicles while engaged in University-related activities on campus and in the local area. Because personal automobile insurance will be looked to first in the event of an accident, all persons who use their vehicles while conducting University business should be made aware of the possibility of personal liability related to such use. No coverage for personal injuries is available to students if they drive their personal vehicles. Use of personal vehicles is discouraged by the University.

9.   Reimbursement for Costs of Personal Vehicles

Mileage costs related to any significant use of personal vehicles to conduct University-related business may be reimbursed to employees upon approval of Department heads. Contact the travel office for additional information.

10.   Use of Personal Vehicles Not Required

No individual shall be required to use his or her vehicle to perform University-related activities.

11.   Policy Concerning Use of Personal Vehicles by Students

a.   Use of personal vehicles by students to drive to University-related activities is discouraged;

b.   If students use their own vehicles, and/or transport other students as passengers, they should be informed, in advance, that their personal insurance will be responsible for any liability that may arise from such use.

12.   Policy Concerning Student Releases and Medical Authorization

Each student who travels by motor vehicle (or any other form of transportation) to participate in a University-related activity, including but

not limited to academically-related field trips, courses, competitions, or contests; or non-academic activities such as those sponsored by Recreational Sports, must execute a copy of the Release and Indemnification Agreement and the Authorization for Emergency Medical Treatment that are attached to this policy prior to such activities. These documents follow this policy as Attachments B and C respectively.

13. Guidelines Concerning Safe Travel Practices

a. Each administrative unit approving University-related travel, especially that involves students, is encouraged to promulgate Guidelines that encourage safe driving and minimize risks of injury during that travel.

b. Registered student organizations are free to make such off-campus trips as are deemed worthwhile by the membership and sponsors of the organization. Students and their parents should understand that participation in such off-campus trips and activities is at the student's own risk. If personal injury or accident should occur to students or other persons during such activities, Texas Tech will assume no responsibility, financial or otherwise.

c. Faculty and staff sponsors and organization officers are urged to take all possible precautions to ensure the safety and well-being of all persons participating in the off-campus activity.

d. There is no official registration procedure for official off-campus trips, and there are no official excused class absences for students who participate in off-campus trips by student organizations. Students will be responsible for making their own individual arrangements with instructors for class work missed while participating in an off-campus trip. Instructors will be free to set their own requirements for class work missed under such circumstances; they must grant students an opportunity to make up all course work missed while participating in an official off-campus trip.

e. Please refer to the Study Abroad Department for information regarding travel abroad.

Final Report of the Strategic Planning Steering Committee

In August 2000, President David J. Schmidly initiated a strategic planning effort for Texas Tech University. The planning effort was founded around five key challenges facing the university: access and diversity; academic excellence; community engagement; technology; and partnerships. During the Fall Semester 2000, planning involved a university-wide SWOT Analysis, in which all levels of the university reflected on their strengths, weaknesses, opportunities, and threats, and documented their prior successes and failures. The analysis served as a foundation for discussions about strategic planning.

The president appointed the steering committee on January 29, 2001. The committee members included:

Gil Reeve, Committee Chair, Health, Exercise, & Sport Sciences
Kevin Pond, Committee Vice-Chair, Animal Science & Food Technology
Mike Allen, Office of Research and College of Engineering
John Abernathy, Dean, Agricultural Sciences & Natural Resources
Charlotte Dunham, Faculty Senate
Andrew Schoppe, Student Government Association
Kerry Billingsley, Staff Senate
Gary Wiggins, Information Technology
Gerald Skoog, College of Education
Debbie Laverie, Teaching Academy, Rawls College of Business
Julian Perez, Arts and Sciences
Judi Henry, Intercollegiate Athletics
Gary Elbow, Economics and Geography

Marc Giaccardo, Faculty Senate, and Tammy Dickie, Student Government Association, replaced Charlotte Dunham and Andrew Schoppe, respectively, when their terms ended. Additionally, Ronald Phillips, Special Assistant to the President, served as the coordinator for strategic planning, and Jessica Carrillo provided secretarial support to the committee. Mary Chicoine from Gonser Gerber Tinker Stuhr. L.L.P. was a consultant for strategic planning and provided much guidance to the committee and university community. Tim Hadley, a doctoral student in technical writing and a graduate assistant in The Writing Center, served as an editorial assistant.

Based on the key challenges outlined by President Schmidly, the initial draft of the University Strategic Plan was prepared. The plan included a mission statement, a vision statement with core values, and eight goal statements with critical success factors and objectives for each goal. This draft was shared with the university and served as a framework for the development of area and unit strategic plans. Areas were identified as the academic colleges and support offices within the university. Within the academic and support areas, the individual departments were identified as the units. Preliminary drafts of area strategic plans were submitted for review during the Spring Semester 2001. Two task forces, one task force for the academic areas and another for the support areas, conducted the reviews. The task forces served as peer-review panels for the area strategic plans.

Members of the two task forces included:

Academic Task Force
Vickie Sutton, Chair, Law School
Madonne Miner, Vice-Chair, Arts and Sciences
Yvonne Caldera, Human Sciences
Alan Graham, Engineering
Carleton Whitehead, Business Administration
Joe Billelo, Architecture
Hansel Burley, Education
John McGlone, Ag. Sciences & Nat. Res.
Jan Kemp, Library
Rosslyn Smith, Extended Learning
John Ricco, Art

Support Task Force
Vicki West, Chair, Institutional Research
Jim Burkhalter, Vice-Chair, Student Affairs
Carole Wardroup, Accounting Office
Eric Crouch, Traffic and Parking
Chuck Risley, Physical Plant
Sam Segran, Academic Computing Services
Jan Childress, Student Publications
Eric Strong, Upward Bound
Dee Jackson, Student Health Services
Elizabeth Teagan, University Transition
Advisement Center

During the Summer 2001, units within each academic and support area submitted their strategic plans for review. Areas leaders and members of the steering committee reviewed all the unit strategic plans. Also, the steering committee developed strategies and assessments for each objective in the university plan. This draft of the complete University Strategic Plan, including the strategies and assessments, was distributed to areas and units to further guide them in developing their complete strategic plans. A second round of reviews for all area and unit plans was conducted in the early part of the Fall Semester 2001. Thus, every plan was submitted for two rounds of reviews, prior to final submission.

To ensure university and community-wide input and support for the strategic planning process, a series of meetings with various constituents was held. The series included four town hall meetings, two retreats of the Senior Administrative Council, two focus meetings, and meetings with the Faculty, Staff, and Student Senates. During each town hall meeting President Schmidly answered questions about the goals and critical success factors in the Strategic Plan and about the process for implementing the plan. The provost, vice-presidents, and deans met with the president and steering committee to review the University Strategic Plan during the retreats. The steering committee held the focus meetings to provide a forum for faculty and staff to discuss issues related to developing the area and unit plans. The senate meeting presentations allowed for additional input form faculty, staff, and students. Also, the plan was posted on the university homepage to solicit comments.

On November 15, 2001, the final area and unit strategic plans were submitted to the steering committee. As a result of this process, 176 integrated strategic plans addressing every component of the university were developed. Also, on this date the steering committee submitted to President Schmidly the University Strategic Plan. The University Strategic Plan, now with nine goals, provides the critical framework to ensure our mission and to achieve our vision of becoming a nationally recognized public research university.

The strategic planning steering committee identified a number of steps to be implemented to facilitate the transition from the planning phase to the action phase of strategic planning. The most critical of those actions are presented below.

- Appointment of the Council for Planning and Assessment that will provide oversight for strategic planning, performance tracking, and assessment.
- Development of the university, area, and unit performance ledgers to allow for performance-based discussions of quality and productivity.
- Coordination of strategic planning with the Legislative Action Request.
- Realignment of faculty evaluations and departmental assessments to integrate the reports and for the reports to be used in budget planning and resource allocations.
- Identification of university cross-cutting areas, such as technology, graduate studies, research, and teacher preparation, and the coordination of those planning efforts.
- Coordination of the marketing efforts for the university and the integration of marketing with strategic planning, assessment, and accountability.
- Continuation of the town hall meetings and/or other forums to focus communication of planning and assessment.
- Development of Web links between the University Strategic Plan and related planning documents, such as the area strategic plans, on the Internet.

The Strategic Planning Steering Committee recognizes the commitment and work that has been invested by the many members of the university community. Faculty, staff and students from every area of the university have been engaged in developing their strategic plans. The contributions of these individuals are very much appreciated. The results from strategic planning will be realized as Texas Tech University achieves its vision of being a national leader in higher education.

TEXAS TECH UNIVERSITY

STRATEGIC PLAN

MISSION STATEMENT

Committed to teaching and the advancement of knowledge, Texas Tech University, a comprehensive public research university, provides the highest standards of excellence in higher education, fosters intellectual and personal development, and stimulates meaningful research and service to humankind.

VISION STATEMENT

Texas Tech University will be a national leader in higher education—manifesting excellence, embracing diversity, inspiring confidence, and engaging society. The university aspires to a national recognition of excellence and performance in scholarship through teaching, research, and service.

Texas Tech University will

- be recognized as one of the top public educational and research universities in the United States, attracting the best students, faculty, and staff;

- prepare students to be leaders and decision makers, articulate and principled, innovative and confident, and able to think critically with sound reasoning ability;

- be a research-intensive institution where faculty discovery enhances learning and prepares students to compete in a knowledge-based society; and

- be engaged in local, regional, and state social and economic development for the benefit of both the public and private sectors.

Texas Tech University is committed to the values of

- mutual respect;

- cooperation and communication;

- creativity and innovation;

- community service and leadership;

- academic and intellectual freedom;

- pursuit of excellence;

- public accountability; and

- diversity.

GOALS, CRITICAL SUCCESS FACTORS, and
OBJECTIVES (including Strategies and Assessments)

Goal 1. Access and Diversity: Recruit, retain, and graduate a larger, more academically prepared, and more diverse student body.

Critical Success Factors *(measures of the degree of success over the next 5 years):*

- Increase student diversity to more closely reflect the high school graduates in Texas.
- Enrollment of at least 27,000 students, 82% undergraduate, with 5% in the Honors College, and 18% graduate students, including the law school.
- Retention rate of 85% for freshmen.
- Graduation rate of 55% for undergraduate students.
- Make progress toward a mean SAT score of 1200 for entering freshmen.
- Mean GRE of 1050 from master's degree students.
- Mean GRE of 1100 for doctoral degree students.
- Median GMAT of 612 for entering full-time MBA graduate students.
- Mean LSAT of 151 for Juris Doctorate degree students.
- 75 National Merit and Achievement Scholars.
- Endowed scholarship funds of $100 M.
- 4.0 average score on a 5-point scale in all areas in the student satisfaction surveys.

Objectives:

Objective 1.1:   ***Have an integrated enrollment management plan consistent with institutional enrollment priorities.***

Strategies:

- Create an integrated enrollment management plan including policies, procedures, and activities that incorporate university and college enrollment priorities.
- Review and modify annually the enrollment management plan in the university and those in each college to ensure alignment with institutional priorities.
- Establish a tracking mechanism to document the integration of the university and college enrollment management plans.
- Ensure that Board policy is consistent with university strategies.

Assessment:

- Critique of enrollment management plans for the Board, university, and colleges.

Objective 1.2: ***Diversify the student body through increasing access.***
Strategies:

- Conduct a comprehensive university-wide study that identifies existing and projected barriers to access related to ethnicity and disability.

- Establish policies and practices that eliminate barriers and allow for greater accessibility.

- Coordinate and support college initiatives for increasing diversity.

- Evaluate educational programs for nontraditional students.

- Work with system offices in recruiting.

- Seek partnerships that enhance diversity through increasing access.

- Establish educational programs in locations throughout the state that have clearly defined educational needs.

Assessment:

- Student body diversity in relation to Texas high school graduates.

Objective 1.3: ***Compete for the most qualified undergraduate students.***
Strategies:

- Enhance the quality of selected academic programs.

- Enhance the academic environment.

- Increase the reputation of outstanding academic programs through an integrated marketing program.

- Increase university and college scholarship endowments.

- Make recruiting a priority for all members of the university community.

- Track recruiting success at area and unit levels.

Assessments:

- SAT/ACT scores of entering freshmen for the university, colleges, and departments.

- Number of National Merit and Achievement Scholars.

Objective 1.4: ***Improve retention and graduation rates for undergraduate students.***
Strategies:

- Enhance programs intended to prepare incoming freshmen for college life.

- Identify and alleviate or rectify conditions that negatively impact retention and graduation rates.
- Identify and promote successful retention programs and activities.
- Upgrade advising and enhance opportunities for faculty-student contacts.
- Target specific retention programs for specific groups of students.
- Make retention a priority for all members of the university community.

Assessments:

- Retention rate for freshmen.
- Graduation rate.

Objective 1.5: *Compete for the most qualified graduate students.*

Strategies:

- Enhance the quality of selected graduate programs.
- Increase the reputation of outstanding graduate programs through an integrated marketing program.
- Establish graduate programs in disciplines where there are unique opportunities.
- Be competitive in university and college scholarship endowments and support for graduate teaching assistantships.
- Make recruiting a priority for all members of the university community.

Assessments:

- GRE/LSAT/GMAT scores of entering graduate students for colleges and departments.
- Yield by department (number enrolled/number admitted).
- Fellowships and graduate assistantships benchmarked against peer institutions.

Objective 1.6: *Improve the success of graduate students.*

Strategies:

- Identify and alleviate or rectify conditions that negatively impact success.
- Identify and promote successful programs and activities.
- Improve faculty mentoring of graduate students.
- Increase graduate student support for research.
- Report placement of graduates.

Assessments:

- Placement of graduates.
- Research support.

Objective 1.7: ***Achieve higher levels of student financial support.***
Strategies:

- Make annual scholarships and endowed scholarships a fundraising priority for the university, colleges, and departments.
- Establish target levels for scholarship support for the university and colleges.
- Implement university and college marketing plans that address the need for increased student financial support.
- Identify, cultivate, and solicit donors for scholarship gifts.
- Recognize successful scholarship fundraising efforts in colleges and departments.

Assessments:

- Level of gifts received by the university and colleges.
- Number of gifts received by the university and colleges.
- Total amount of scholarship endowments.

Goal 2. Academic Excellence: Attain national recognition as a top public educational research university.

Critical Success Factors *(measures of the degree of success over the next 5 years):*

- Ranked in the top 75 public research universities in sponsored projects .
- Ranked in the top 75 public research universities in federal research expenditures.
- Selected disciplines ranked nationally in the top 75 of public universities.
- Academic reputation score in national rankings.
- 10 research centers or institutes, each with at least $3M per year in research expenditures.
- Ranked in the top 50 in Association of Research Libraries.
- University Press publish at least 30 high-quality books annually.
- 2 faculty members in national academies.
- Increase number of faculty selected as Fellows in scholarly societies and those winning state and national society teaching and research awards.
- Obtain at least 7 major national faculty awards per year.
- 210 Doctorates awarded annually.
- 120 Postdoctoral opportunities annually at the university.
- Increase the number of students selected as Rhodes, Truman, and Goldwater Scholars.
- Prepare for certification 600 Early Childhood through grade 12 teachers per year.
- 5% of undergraduate students involved in study-abroad programs prior to graduation.
- Receive unqualified accreditations from appropriate external agencies.
- Improved performance on multiple measures of teaching effectiveness.
- Increase percent of former undergraduate students enrolled in graduate or professional programs.
- Increase percent of graduates in careers related to their degree.

Objectives:

Objective 2.1: **Improve national ranking and reputation of undergraduate programs.**
Strategies:

- Adjust admission standards to recruit distinguished students.
- Develop additional funding for undergraduate research opportunities.
- Increase undergraduate student participation in national and regional programs and conferences.

- Recruit National Merit Scholars and other distinguished high school graduates.
- Establish an office that supports students in applying for nationally recognized scholarships and awards.
- Implement an integrated marketing program that advances the university's reputation.
- Identify, enter, and pursue winning national academic/scholastic competitions.
- Establish and implement performance standards for all academic programs.
- Track and report the professional success of undergraduate students.
- Increase the number of students affiliated with honor societies.
- Provide support for honor society officers to attend national conferences.

Assessments:

- Number of national scholarships.
- Rankings of academic departments.
- Rankings in national academic/scholastic competitions.
- Number of National Merit Scholars.
- Number of mentored research opportunities.
- Average SAT/ACT scores.
- Number of student participants in programs and conferences.
- Number of student members in honor societies.

Objective 2.2: *Improve national ranking and reputation of graduate and professional programs.*

Strategies:

- Adjust admission standards to recruit distinguished students.
- Develop additional graduate research opportunities.
- Establish graduate programs in disciplines where there are unique opportunities.
- Increase graduate student participation in national and regional programs and conferences.
- Encourage and assist graduate students in applying for nationally recognized scholarships and funded research opportunities.
- Implement an integrated marketing program that advances the university's reputation.
- Establish and implement performance standards for all graduate programs.
- Track and report the professional success of graduate students.

Assessments:

- Number of national scholarships.
- Rankings of graduate programs
- Number of participants in programs and conferences.
- Average GRE/LSAT/GMAT scores.
- Publications by graduate students.
- Number of doctoral graduates employed at research universities and research laboratories.

Objective 2.3: *Improve the ranking of the library among Association of Research Libraries institutions.*

Strategies:

- Track the library performance in the Association of Research Libraries rating categories.
- Increase the number and salaries of library professional staff.
- Expand library holdings in both serials and monographs.
- Expand holdings in electronic databases.
- Market and promote the quality of library collections.
- Expand usage of the library collections.

Assessment:

- Level of performance in each Association of Research Libraries category.

Objective 2.4: *Implement policies and practices designed to enhance teaching effectiveness.*

Strategies:

- Emphasize effective teaching as a priority of the university.
- Expand the number and value of awards that recognize excellence in teaching.
- Improve technological capabilities of classrooms.
- Provide faculty training and professional development opportunities related to teaching.
- Provide teaching assignments appropriate for quality faculty instruction and student learning.
- Expand teaching improvement opportunities.
- Provide appropriate support for faculty to develop innovative teaching approaches.

- Utilize multiple measures of teaching effectiveness.
- Identify and promote effective teaching practices on campus.

Assessments:

- Number of teaching awards.
- Amount of support for teaching enhancement.
- Number of faculty participating in teaching enhancement programs.
- Evaluations of faculty teaching.

Objective 2.5: **Build nationally recognized research programs.**

Strategies:

- Recruit nationally recognized research scholars in designated areas.
- Develop nationally recognized research scholars from within the university.
- Increase financial and physical resources for research infrastructure.
- Increase graduate student participation on funded research projects.
- Provide incentives to increase research productivity.
- Establish formal mentoring programs for new junior faculty.
- Establish funded research programs that are integrated with educational programs throughout the state.

Assessments:

- Number of faculty publications and citations.
- Total research expenditures.
- Federal research expenditures.

Objective 2.6: **Expand opportunities for international experiences and study-abroad participation.**

Strategies:

- Seek funding to support students in study-abroad programs.
- Seek external funding to develop or expand study-abroad programs.
- Provide support to establish diverse study-abroad programs, including language development and dual-degree programs.
- Provide faculty incentives to participate in study-abroad programs.
- Increase the professional staff involved in study-abroad programs.
- Ensure policies and procedures that enhance study-abroad programs and address crises management.

Assessments:

- Number of programs.
- Number of program participants.
- Amount of funding.
- Evaluations of study-abroad experience and program performance .

Objective 2.7:   ***Have productive and relevant centers and institutes.***

Strategies:

- Target specific areas of excellence to establish centers or institutes.
- Identify faculty members interested in establishing interdisciplinary centers or institutes focused on emerging international, national, or regional issues.
- Provide initial support to centers and institutes that are addressing emerging issues.
- Improve existing review program for centers and institutes.

Assessments:

- External funding generated through centers and institutes.
- Number of publications generated.
- Documentation of the relevancy of each center and institute.

Objective 2.8:   ***Increase the number of nationally recognized faculty.***

Strategies:

- Recruit nationally recognized scholars.
- Provide support and resources to develop nationally recognized scholars from within the university.
- Review tenure and promotion standards to ensure scholarly development.
- Provide competitive salaries and benefits.
- Establish an office that supports faculty in applying for national honors and awards.
- Identify and market faculty achievements through a university-wide nomination committee.

Assessments:

- Number of faculty fellows in national societies.
- Number of state and national teaching and research awards.
- Number of publication citations.

Objective 2.9: ***Develop nationally recognized excellence in every college.***
Strategies:

- Identify areas with potential for excellence in each college.

- Encourage faculty to propose areas of excellence that might be developed into national prominence.

- Support collaboration in the development of interdisciplinary excellence.

- Provide the resources necessary to develop excellence.

Assessments:

- Number of nationally ranked programs.

- Level of external funding.

Goal 3. Engagement: Provide programs and services that disseminate knowledge and skills and that enhance the quality of life.

Critical Success Factors *(measures of the degree of success over the next 5 years):*

- Each university unit annually will offer or participate in at least one activity or event of service to the community.

- Each academic program will include at least one required course with a service-learning component.

- Graduate 10% of the student body with service-learning distinction.

- 10% of undergraduate and graduate students will participate in an activity or program related to on-campus or off-campus community service learning.

- 20% of registered student organizations will participate in an activity or program related to community service learning.

- 30% of campus-wide student activities and events will incorporate a component of community service learning.

- Assist in the creation of 1,500 businesses and 7,000 jobs in the region.

- Provide professional and technical training to 20,000 people.

- Increase outreach activities for Early Childhood - 12 students and for older adults in the community.

Objectives:

Objective 3.1:   *Have student-learning communities that support the student's academic and career goals.*

Strategies:

- Educate the university about student-centered learning communities.

- Identify areas of study for the formation of student-learning communities.

- Form learning communities where appropriate.

- Facilitate the success of the student-learning communities.

Assessments:

- Number of student learning communities.

- Number of participants.

- Academic performance of participants.

Objective 3.2: *Be recognized as a valuable resource through university service to external communities.*

Strategies:

- Create a formal mechanism to guide university involvement in community relations.
- Identify current activities or events that provide service.
- Identify other community needs that could be met by the university.
- Implement programs or activities that meet the needs of communities.
- Track service activities within the university, colleges, and departments.
- Support faculty and staff involvement in community programs.
- Market and promote university service activities.

Assessments:

- Number of activities or programs provided.
- Number of people served.
- Participant satisfaction.

Objective 3.3: *Establish service learning as an academic priority.*

Strategies:

- Define service learning and educate the university community of its importance.
- Establish the criteria for graduation with a service-learning distinction.
- Identify a course or courses within each academic program that would be appropriate for a service-learning component.
- Identify service-learning opportunities within the community.
- Offer service-learning training for faculty who will teach service-learning courses.
- Recognize faculty who successfully incorporate service learning.

Assessments:

- Number of graduates with service-learning distinction.
- Number of courses with service-learning component.
- Number of faculty offering service-learning opportunities.
- Number of students participating in service learning.

Objective 3.4: **Enhance cultural, entertainment, and recreational opportunities on campus.**

Strategies:

- Identify cultural, entertainment, and recreational offerings that successfully meet community needs and interest.

- Identify additional opportunities to meet other cultural, entertainment, and recreational needs of the community.

- Increase support for programs.

- Enhance the university-wide calendar of events.

- Promote university cultural, entertainment, and recreational offerings.

Assessments:

- Number of programs.

- Number of attendees.

- Survey of attendee satisfaction.

Objective 3.5: **Increase participation in the economic development of the region.**

Strategies:

- Work with the Lubbock Reese Redevelopment Authority to identify areas where the university can contribute to the Reese Technology Center's success.

- Provide expertise to the entities at the Reese Technology Center and other economic areas.

- Participate in the regional strategy for workforce development.

- Build research programs that contribute to social and economic development.

- Support faculty and staff involvement in economic development.

Assessments:

- Number of economic development programs

- Number of people served.

- Number of programs developed for social and economic development.

- Client satisfaction.

Goal 4. Technology: Benefit from the use of technology in the delivery of services.

Critical Success Factors *(measures of the degree of success over the next 5 years)*:

- Create technology infrastructure that provides easy collaborative interaction in a learning environment.
- Create and maintain a quality Internet presence.
- A uniform and integrated technology system.
- Conduct 50% of internal business on-line.
- Offer 12 degree programs through distance learning and 8% of total course inventory through distance learning.
- Effectively use advanced technology in teaching 25% of courses.
- 25% of classrooms will be technology enabled.
- 75% of appropriate student recruiting tools will be Internet-based.
- 75% of appropriate student services will be available through the Internet.
- Realize a $1,000,000 savings through efficient use of technology over the next 5 years.
- Increase availability and use of technology for students.
- Every student and faculty member will have basic computer and information technology literacy.
- Establish policies and procedures related to the use of technology.

Objectives:

Objective 4.1:   *Increase student, faculty, and staff access to information technology.*
Strategies:

- Fund and manage technology as a university-wide resource.
- Operate and maintain appropriate telecommunications equipment and network.
- Create fully supported, twenty-four-hour, student computer access areas, both on and off campus, with state-of-the-art equipment and software.
- Use wireless and other technology to bring network access via portable devices to designated classrooms and other campus locations.
- Use site licensing to leverage buying power to ensure state-of-the-art software campus-wide.

- Provide campus-wide access to portal technology, high volume access to network storage, and collaborative online tools.
- Ensure appropriate level of technological infrastructure in all renovations and new construction.

Assessments:

- Volume of use and savings on site license programs.
- Capacity and convenience of student access areas.
- Portal and network access capabilities compared to peers.
- Growth of bandwidth capacity and network features.

Objective 4.2:   Integrate the use of technology in teaching and learning processes.
Strategies:

- Increase the number of distance/technology education classrooms.
- Support the special needs of teaching and learning in very technology-focused areas.
- Provide incentives to faculty for using technology into their pedagogy.
- Engage faculty in how instruction is impacted by technology.
- Provide an appropriate infrastructure for distance learning.
- Seek external funding for technology in teaching.

Assessments:

- Number of distance courses.
- Amount of external support.
- Number and capabilities of technology classrooms.
- Number of courses using technology.

Objective 4.3:   Integrate the use of technology in research.
Strategies:

- Develop a long-term plan to maintain high-performance computing.
- Seek external funding for high-performance computing.
- Provide consulting, training, and other services for researchers.
- Investigate creative ways for using available technology.
- Identify and support alternative uses of technology in research.

Assessments:

- Amount of external funding.
- Use of high-performance computing in funded projects.

Objective 4.4:   *Expand the use of E-business applications to streamline operations.*

Strategies:

- Create a university-wide integrated computer system that enables services to be provided electronically.

- Use the Internet as the primary mode for conducting campus-wide routine administrative business.

- Use the transition to the Internet as an impetus and occasion to reengineer processes and activities to make them more effective.

- Remove unnecessary barriers to access to information—both technical and policy based.

- Create secure, well-structured data warehouse applications and powerful and easy to use tools to access them on demand.

Assessments:

- Percent of university's business conducted on-line.

- Use of data warehouse offerings.

Objective 4.5:   *Become a technology resource for the region.*

Strategies:

- Provide collaboration, consulting, and working models to those using technology for economic and rural development.

- Seek external funding for technology use in rural and economic development.

- Host or support a technology infrastructure for economic and rural development.

- Provide technology training throughout the region.

Assessments:

- Number of development ventures using technology.

- Amount of external technology funding for use in rural and economic development programs.

Objective 4.6:   *Increase the number of electronically delivered degree programs and courses.*

Strategies:

- Develop and implement additional electronically delivered courses and programs.

- Support faculty training for electronically delivered instruction.

- Support faculty training in the design and implementation of electronically delivered curriculum.

- Provide appropriate technological resources for electronically delivered instruction.
- Market electronically delivered courses and degree programs.

Assessments:

- Number of electronically delivered courses.
- Number of electronically delivered degrees.
- Student enrollment.

Goal 5. Partnerships: Build strategic partnerships and alliances with external entities.

Critical Success Factors *(measures of the degree of success over the next 5 years):*

- $10M annually from private sectors to support graduate student stipends and research.
- 5 formal agreements with government labs and federal agencies.
- Annually renew or establish 30 formal partnerships with universities, with 10 of these being active international partnerships.
- Annually renew or establish 20 formal partnerships with private sector entities.
- Average 3 Intergovernmental Personnel Act assignments each year.
- Increase the dollar amount of research partnerships with Texas Tech University Health Sciences Center by 100%.
- Increase the partnerships with Early Childhood - 12 schools and post-secondary institutions.
- 500 students in the Gateway Program with South Plains College.

Objectives:

Objective 5.1: ***Establish and strengthen partnerships within the University System.***

Strategies:

- Enhance partnerships and cooperation among university areas such as the Teacher Education Council.
- Identify and facilitate activities and programs that cut across university divisions.
- Develop a database of faculty teaching and research interests within the system.
- Establish a Texas Tech University/Health Sciences Center committee that meets regularly to explore and review partnerships.
- Support joint programs between Texas Tech University and Health Sciences Center.
- Support faculty initiatives to develop teaching, research, and service partnerships.
- Market and publicize joint initiatives.

Assessments:

- Number of cooperative programs.
- Joint publications.
- Amount of funding.

Objective 5.2: **Increase the number of partnerships with state, federal, and international agencies and laboratories.**

Strategies:

- Identify potential state, federal, and international partners that could provide benefits to the university.

- Establish formal partnership agreements with agencies and laboratories.

- Actively pursue Intergovernmental Personnel Act assignments.

- Annually assess the quality of the partnerships.

- Market the results of the partnerships.

Assessments:

- Number of partnerships.

- Funding generated.

Objective 5.3: **Increase the number of partnerships with private-sector companies.**

Strategies:

- Identify companies throughout the state that would be interested in associating with university's instruction, research, and service programs.

- Establish formal partnerships that significantly advance the university's programs.

- Evaluate the effectiveness of the partnerships.

- Market partnership programs.

Assessments:

- Number of partnerships related to instruction.

- Number of partnerships related to research.

Objective 5.4: **Develop partnerships with other educational institutions.**

Strategies:

- Identify partnerships with other educational institutions, both nationally and internationally, that provide opportunities for external funding.

- Expand the Gateway Program.

- Expand the partnerships with Early Childhood - 12 schools.

- Expand the partnerships with post-secondary institutions.

- Market the partnership programs.

Assessments:

- Number of inter-university partnerships.
- Number of K-12 partnerships.
- Number of post-secondary institution partnerships.
- Number of students in the Gateway Program.

Goal 6. Human Resources and Infrastructure: Maintain a quality work force and work environment.

Critical Success Factors *(measures of the degree of success over the next 5 years)*:

- Move toward peer institution parity in compensation for faculty, staff, and administrators.

- Participation in the university orientation and customer-service programs by all new employees.

- Annual performance review, including a professional development plan, for all employees.

- Documented, equitable, and consistent assessment procedures for annual reviews and merit increases.

- Reduce faculty and staff turnover rates.

- 100 new tenure-track faculty positions.

- Have an integrated University Facilities Master Plan that reflects strategic goals.

- Have at least 9,000 square feet per $1.2M in annual research funding.

- Teaching classroom utilization 1% higher than the Texas Higher Education Coordinating Board's State Standard for Classroom Use.

- Teaching lab utilization 2% higher than the Texas Higher Education Coordinating Board's State Standard for Class Laboratory Use.

Objectives:

Objective 6.1: **Recruit and support excellent and diverse faculty, academic professionals, and staff.**

Strategies:

- Assure that current and accurate job descriptions exist for all positions.

- Empower the appropriate area for the recruitment of new personnel.

- Provide competitive salaries and compensation packages at all levels.

- Expand employee benefits.

- Provide a clear and concise statement that affirms the significance of academic freedom and tenure within the university.

- Provide institutional resources to target diverse populations for position vacancies.

- Have an effective performance-evaluation system for all employees consistent with university priorities.

- Annually conduct performance evaluation and provide feedback, which includes a professional development plan.

- Expand campus resources for professional development and training.
- Provide administrative training and mentoring for new unit leaders.
- Evaluate systems for awarding merit to ensure they are fair and consistent.
- Develop and implement a plan to increase tenure-track faculty positions.

Assessments:

- Accurate job descriptions for all positions.
- Employee benefits.
- Number of diverse faculty and staff.
- New tenure-track faculty positions.
- Level of salary equity with peer institutions.

Objective 6.2: *Reduce employee turnover and increase employee satisfaction.*

Strategies:

- Implement an exit interview process for employees transferring from a department or departing the university.
- Incorporate exit interview results when addressing retention factors.
- Provide a program that allows for informal mediation/guidance in the resolution of complaints/concerns of staff and faculty.
- Analyze and create necessary support systems to enhance a diverse workforce and a spirit of inclusion.
- Ensure that faculty and staff are effectively integrated into their units.
- Have reward systems based on excellence in work performance.

Assessments:

- Employee turnover.
- Employee satisfaction survey.

Objective 6.3: *Provide excellence in service to internal and external constituencies.*

Strategies:

- Require all new staff to attend customer-service training within sixty days of employment.
- Include an assessment of customer service in annual staff performance appraisals.
- Use internal and external customer satisfaction feedback to improve quality of service provided.
- Recognize and reward units that offer excellent customer service.

- Include service excellence expectations in new-faculty orientation.

Assessment:

- Customer service surveys.

Objective 6.4: **Use a coordinated and effective process for implementing policies and procedures in a dynamic changing environment.**

Strategies:

- Include faculty and staff input on development and revision of operating policies and procedures that impact their employment responsibilities.

- Provide training for policies/practices that are essential components of department operations.

- Develop an information system that alerts students, faculty, and staff to changes in university operating policies and procedures.

- Create a system of accountability for uniform policy implementation.

- Initiate an appropriate review process and ensure consistency among policies and procedures.

Assessments:

- Information system utilized.

- Annual review of policies and procedures.

Objective 6.5: **Provide physical resources that effectively meet individual assignments and responsibilities.**

Strategies:

- Conduct a campus-wide facilities and equipment needs assessment.

- Develop a facilities and equipment master plan based on needs assessment.

- Implement the deferred maintenance plan.

- Maintain a good physical working environment.

- Ensure appropriate access and accommodations for faculty and staff.

- Maximize the utilization of existing space resources, reassigning spaces consistent with priorities.

- Provide funding for the facilities and equipment master plan and the deferred maintenance plan.

- Ensure that the addition of new personnel provides for adequate facilities and equipment.

- Ensure appropriate levels of energy efficiency in renovations and new construction.

Assessments:

- Completed needs assessment.
- Facilities and equipment master plan.
- Deferred maintenance projects completed.
- Amount of funding.

Goal 7. Tradition and Pride: Develop a national image based on Tech traditions and pride in Tech achievements.

Critical Success Factors *(measures of the degree of success over the next 5 years)*:

- An integrated marketing plan.
- Activities, programs, and events that build and sustain Tech pride and tradition.
- 25% of entering freshmen attending Red Raider Camp.
- 10% of faculty and staff appointments in leadership roles in national organizations.
- 5 academic championships for student competitions.
- Consistent top 25 national rankings for 25% of the Intercollegiate Athletic teams.
- 35% of alumni giving.

Objectives:

Objective 7.1: **Strengthen the pride and prestige associated with all Texas Tech programs and activities.**

Strategies:

- Increase student involvement in the selection, planning, and implementation of university events.
- Ensure that Tech traditions are referred to in campus tours and new student orientations.
- Increase attendance at Red Raider Camp.
- Develop strong partnerships with the Ex-Students Association and the Texas Tech Association of Parents.
- Highlight Tech traditions at new employee orientation.
- Identify and publish long-standing Tech traditions.
- Involve faculty and staff in campus events.
- Market successful programs and activities.

Assessments:

- Red Raider Camp attendance.
- Participation at events.
- Number of members in booster organizations.

Objective 7.2: **Strengthen Texas Tech's position in the Big XII Athletic Conference and NCAA.**

Strategies:

- Maintain successful sports teams.

- Increase attendance at all sports events.

- Effectively market the sport programs, personnel, and events.

- Improve graduation rates and academic performance for student athletes.

- Improve the financial stability of athletic programs.

- Maintain compliance with NCAA regulations.

Assessments:

- Attendance statistics by sport.

- Compliance with NCAA.

- Income generated.

- Ranking in each sport.

- Graduation rates of student-athletes.

- Championships and post-season participation.

Objective 7.3: **Implement an integrated marketing program that enhances Tech's national image and builds on successes.**

Strategies:

- Create an integrated marketing plan.

- Identify and promote Texas Tech's brand and image.

- Establish policies and procedures defining the use of Texas Tech's brand and image.

- Evaluate all marketing materials for consistency with Texas Tech's brand and image guidelines.

- Use advertising/promotional campaigns to highlight university achievements and outstanding people.

Assessments:

- Consistent marketing materials.

- Documentation of the integrated marketing plan.

- Survey of name and image recognition.

Goal 8. Financial Stability: Strengthen financial resources.

Critical Success Factors *(measures of the degree of success over the next 5 years)*:
- $80M per year in cash and deferred gifts.
- $400M endowment.
- $10M Transfer Scholarship Fund.
- $10M First Generation Scholarship Fund.
- Increase cash gifts for discretionary purposes.
- Ranked in the top 30 for Annual Giving.
- 12-month budgeting cycle for all university operations.

Objectives:

Objective 8.1:   *Increase financial resources.*
Strategies:

- Ensure leveraging of state research excellence funds resources.
- Improve leveraging of other state resources.
- Increase funding from external sources through partnerships, research grants, and licenses and patents.
- Leverage educational and research partnerships offered throughout the state to increase financial resources.
- Increase funding from corporate and other private donors.
- Assign responsibility for colleges' fundraising efforts to déans.

Assessment:

- Amount of resources allocated to support fundraising.
- Funds generated.

Objective 8.2:   *Increase fiscal stability.*
Strategies:

- Implement forecasting (prediction modeling) analyses in planning.
- Implement a twelve-month academic budgeting cycle.

Assessments:

- Long-term financial planning.
- 12-month budget cycle.

Goal 9. Accountability: Enhance planning, performance, assessment, and public accountability.

Critical Success Factors *(measures of the degree of success over the next 5 years):*

- Council for the oversight of strategic planning and assessment.
- Comprehensive university-wide assessment procedures.
- A comprehensive, fully accessible benchmarking database.
- Priority- and performance-based resource allocations.

Objectives:

Objective 9.1: **Develop a quality-based and performance-based ledger system.**
   Strategies:

- Identify key factors for a ledger measuring performance and quality.
- Integrate the key measurable factors into institutional, area, and unit ledgers.
- Provide opportunities for faculty and staff input in the ledger system.
- Evaluate the effectiveness of the ledger system for enhancing performance.
- Reward successful performance consistent with university priorities.
- Create a formal mechanism for ongoing review of strategic planning and assessment.

Assessment:

- Ledger system in place and used by management.

Objective 9.2: **Ensure fiscal accountability.**
   Strategies:

- Develop systematic assessment of fiscal accountability.
- Maintain open and accessible records.
- Distribute an annual report to inform the public of performance.
- Empower area leaders to allocate available resources based on university and area priorities.
- Ensure that educational and research partnerships located throughout the state are financially self-sufficient.

Assessment:

- Annual report.

A QUALITY-BASED AND PERFORMANCE-BASED LEDGER SYSTEM FOR TEXAS TECH UNIVERSITY

Through an ambitious strategic planning process, Texas Tech University is transforming itself into a student-centered, scholarship-driven, community-connected, and performance-based institution. Texas Tech will:

- be recognized as one of the top public educational and research universities in the United States, attracting the best students, faculty and staff;
- prepare students to be leaders and decision makers, articulate and principled, innovative and confident, and able to think critically with sound reasoning ability;
- be a research-intensive institution where faculty discovery enhances learning and prepares students to compete in a knowledge-based society; and
- be engaged in local, regional, and state social and economic development for the benefit of both the public and private sectors.

To achieve its vision of being a nationally prominent institution, Texas Tech University must emphasize strategic planning, performance assessment, and accountability. The University Strategic Plan with its nine broad goals focuses the work of the university community and sets an agenda for future direction and growth. Performance assessment requires an accurate and meaningful record of quality and productivity. Accountability demands a clear presentation of the outcomes from planning and assessment and the allocation of resources based on the University's priorities and performance-based decisions. Additionally, planning, assessment, and accountability are central to accreditation standards established by the Southern Association of Schools and Colleges and other external agencies.

The purpose of this document is to outline a basic approach to performance assessment for the university and for the academic and support areas. Performance assessment for the university not only allows for tracking performance of nationally recognized benchmarks in higher education but also provides the data for evaluating productivity and quality of the institution and its various academic and support areas. To manage performance assessment, a ledger system will be developed that includes the institutional ledger and individual ledgers for every academic and support area.

The Institutional Ledger

The institutional ledger will provide an overview of the university's quality and productivity. Initially, the institutional ledger will track performance on nine nationally recognized benchmarks. Additionally, other performance measures may be identified that capture the quality and productivity of the university's academic programs. Using the institutional ledger, the president and other representatives of the university will have the data needed to demonstrate the accomplishments of Tech's students and faculty to stakeholders and other interested groups. These groups include the Board of Regents, the State of Texas and federal government officials, and our alumni and friends. The ledger system initially will include the following benchmarks, with other benchmarks or quality and productivity added as appropriate.

<u>Instructional Benchmarks</u>

- **Weighted Semester Credit Hours (WSCH): WSCH Per Faculty FTE.** This index represents the relative productivity of faculty toward the University's instructional mission. Credit hours are weighted to create an incentive for increasing graduate enrollment and instruction.

- **Enrollment Goals: Total Head Count Enrollment Per Faculty FTE.** Enrollment targets at all levels will be determined by past enrollment and expected growth as indicated in the Strategic Plan.

<u>Student Benchmarks</u>

- **Freshman Retention Rate.** This rate is calculated as the one-year retention of new freshman.

- **Graduation Rate.** This rate is calculated as the six-year graduation rate of new freshman.

- **Degrees Awarded: Degrees Awarded Per Faculty FTE.** This benchmark represents degree productivity.

- **Ethnic Enrollment: Ethnic Enrollment Percentage.** This benchmark represents the percent ethnic enrollment of the University's student body.

Financial Benchmarks

- **Research Grants Awarded: Sponsored Research Dollars Awarded Per Faculty FTE.** This measures the relative productivity of the faculty in generating research and training funds from external sponsors. This index serves as only one measure of research productivity.

- **Fundraising: Private Gifts Received Per Faculty FTE.** This shows the relative productivity in generating private support for teaching and research as related to the number of faculty members. The deans and development officers are primarily responsible for fundraising. Although faculty are not usually directly involved in fundraising, donors most often are attracted by the quality of faculty and their programs

- **Other Income: Other Non-State Revenue Per Faculty FTE.** This shows the relative productivity of the faculty in generating non-state funds for teaching and research, excluding sponsored research. Examples of these other non-state revenues include payment for goods and services, program fees, clinical fees, as well as income from intellectual property and technology transfer.

Academic and Support Area Ledgers

Drawing on the institutional ledger and the critical success factors in their own strategic plans, each academic and support area will develop a ledger that best reflects the quality and productivity of the area. The nature and number of the benchmarks selected for an area ledger must be meaningful and manageable. Although each area ledger will be unique, there are benchmarks that will be common to all academic areas. These common benchmarks may include some, but not necessarily all, of the nine items in the institutional ledger. Other benchmarks indicative of both the quality and productivity of an area will be found in each area's strategic plan. Approval of the composition of each area ledger will be from the president. Units within the academic and support areas also will be expected to develop ledgers for performance assessment, drawing from their strategic plans and their area's ledger. In this manner, each level of the university will use

the same approach, albeit with different measures, for performance assessment and accountability.

The management of the data for each ledger will be the responsibility of Institutional Research (IR). Data sets that are normally collected by IR and generally reported for the university will be made available to each area and unit. Data sets that are common across a number of areas also will be made available from IR. There are data sets that are unique to an area or unit. These data sets will be treated on a case-by-case basis as to whether the information should be collected by the area or unit and reported to IR or obtained directly by IR, which in either case will maintain the data set.

Applications (Uses) of the Ledgers

The ledgers developed at each level of the university will serve a number of purposes. The primary purpose is that of accountability. The data included in the ledgers provide the foundation for performance-based discussions regarding the quality and productivity of the university, the areas, or the units. For each level, these discussions will occur between the appropriate and responsible parties. That is, the institutional ledger will be the framework for discussions between the president and the Board of Regents, whereas the academic area ledgers will be for discussions between the deans and the provost. Although the use of ledgers permits discussions to be performance-based, the ledgers (nor the data included in the ledgers) will not be used to derive formula-based solutions to questions of quality and productivity. Additional information regarding the context in which the data are produced will be considered in all decisions regarding quality and productivity. The focus of these discussions is on the performance an area or unit relative to its own previous levels of performance, rather than on its performance compared to other areas or units. Thus, one purpose of the ledgers is to allow for objective benchmarks to be the central focus of discussions and evaluations of performance of the university, the areas, and the units.

Another purpose of the ledgers is to provide important indicators of the success for marketing and promotion of the university. When the nine items in the institutional ledger are coupled with other measures of quality, Tech will have the data available to demonstrate academic excellence. Tech's ability to reliably and regularly report these data is critical to achieving the national prominence that Tech deserves. Moreover,

Tech's ability to attract support from alumni and other donors will be enhanced when concise information demonstrating improvement in academic performance is readily available.

As Texas Tech University becomes more performance-oriented, other important applications of the data sets in the institutional, area, and unit ledgers will become apparent. For example, the ledgers most likely will be used in external benchmarking of academic units against similar units from peer institutions.

Decisions to be made regarding the Ledger System

This document outlines a system of assessment and accountability that is data-driven and performance-based. The system will draw on the university, area, and unit strategic plans to identify relevant benchmarks. At each level of the university, the system will rely on a ledger of data sets that reflect important characteristics of quality and productivity. The university is committed to this performance-based approach. However, the outline is just the starting point for the discussions and decisions required for the each level of the ledger system to become operational.

It is understood that there are many considerations in developing the ledger system. Some of those considerations are listed below and others will develop as the conversations progress. However, to transform the university into a student-centered, scholarly-driven, community-connected, and performance-based institution requires that these decisions be made now and that strategic planning, performance assessment, and accountability become the centerpiece of the university.

Initial Considerations:

- Identification of appropriate benchmarks that best reflect both the quality and productivity of the university;

- Selection of the final set of benchmarks to be used in the institutional ledger, including the appropriate calculation methods for each benchmark;

- Selection of the benchmarks to be included in the areas' and units' ledgers;

- Development of external benchmarks and identification of peer institutions for performance assessment of academic programs;

- Integration of the various assessment activities within the university into a comprehensive system of performance assessment and accountability.

Prepared – January 25, 2001

TEXAS TECH UNIVERSITY:

STRATEGIZING FOR THE 21ˢᵗ CENTURY

"Strategy is the great work of the organization. In situations of life or death, it is the Tao of survival or extinction. Its study cannot be neglected." **Sun Tzu, The Art of War.**

EXTERNAL/INTERNAL ENVIRONMENTAL ASSESSMENT

The Current Educational Climate:

- Higher education is viewed more as a private than a public benefit. Thus tax revenues have decreased, and tuition, fees, and private fundraising have increased.

- There is increasing demand for accessible educational products and credentials. Conventional college educations are giving way to new educational models using the Internet and distance learning.

- There is a need to produce 500,000 more college graduates by 2015 for Texas to sustain its standard of living. Many of these will be first generation students.

- Competition among universities, private and public, has increased in light of demographic shifts. Likewise, the recruiting lines between private and public education have blurred.

- The costs of sustaining the physical plant, personnel, programs and technology of a university have grown beyond the capacity of traditional revenue sources.

- There is a growing interest on the part of the general public, governing boards, and the government in accountability and performance of higher education.

- The disparity between "the haves" and the "have nots" is rapidly growing.

Issues in Higher Education:

- **Quality versus access.** Quality without access is elitism; access without quality is mediocrity. Access without accompanying excellence is a hollow victory and does not serve the needs of our economy or our constituents.

- **Cost of education.** While the maintenance and enhancement of access and quality will cause the cost of education to continue to rise, so too must opportunities to secure grants, scholarships and other financial aids to help offset increasing costs.

- **Public interface.** The university must create a seamless interface with its constituents so that K-12 education, workforce development and career preparation are all appropriate outreach and result in enhanced economic development and expanded service/leadership opportunities.

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- **Teaching, learning and technology.** The university, like all of higher education, is challenged by the development of new technologies that facilitate rapid and effective information transfer. These new technologies must be pursued to supplement teaching and learning.

- **The Undergraduate Experience.** While improving access to an undergraduate education to all our citizens, we must also foster educational success through innovative programs and services, top quality teaching faculty, and an emphasis on leadership development and civic responsibility.

- **Research, intellectual property and technology transfer.** Through increased private and governmental funding, better collaboration with business and industry, and enhanced research facilities and technologies, we must increase the importance of the intellectual property on our campus and the incidence of technology transfer from our laboratories to business and industry.

The Financial Climate for Higher Education:

- **Increasing competition for public funds.** As the state seeks a stronger position of national leadership, various governmental agencies require higher levels of funding. Competition from K-12 education, transportation construction needs, and health-care funding shrinks monies available for higher education. Prison construction and maintenance also loom as threats to adequate funding.

- **Reluctance to increase taxes.** In a state in which citizens have long been opposed to most tax increases and in which a state income tax is as unpopular as ever, the reluctance to increase taxes coupled with competition threatens the possibility for sufficient funding to enhance excellence and access in the future.

- **Uncertainty about levels of public (state) funding of higher education.** Because of competition for funding and a strong reluctance to increase taxes, the legislature makes no long-term commitment to increasing funding levels from biennium to biennium, creating uncertainty in planned growth for higher education institutions.

- **Increasing reliance on tuition.** As state support declines, institutions must raise tuition and fee levels to cover expenses. Thus, students and parents, the consumers of higher education, are paying more and more of the costs. Some lines between private and public education are blurring.

- **Concern about affordability.** As tuition rates increase, more students find a college education unaffordable. Institutions must increase affordability through administrative and academic efficiencies on campus.

- **Dependence upon loans as the form of student aid.** If private support of scholarship and fellowship endowments does not increase, students are faced with meeting the cost of education through borrowing, even at federally guaranteed lower rates than found in the private sector.

- **Increasing levels of student indebtedness.** It is now common for undergraduate students to receive a diploma and several decades of debt at the end of their educations. Graduate and professional students are finding that substantial debt is the result of few other financial aid opportunities.

Key Questions for Texas Tech:

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- **How do we become the institution of choice for high quality undergraduate students?** We must be mindful that our image relates to our graduates. We must communicate a perception of value, a commitment to excellence, and consistent key messages about undergraduate education that will be heard and remembered by top performing high school students.

- **How can we diversify our administration, faculty and student body?** As the demographics of the state change, we must attract an administration and faculty that mirrors the diversity of our student body. Our geographic location cannot hinder our creation of a campus community that represents the diversity of the entire state.

- **How can we recruit, retain and graduate more students?** The messages of excellence that we use to market our programs must be consistent with the excellence we deliver on campus so that we retain and graduate a great majority of those we successfully recruited.

- **How can we attract the most talented faculty and graduate students?** We find resources to offer value added incentives such as funding for excellence, outstanding facilities, and current technology to attract the best faculty and graduate students to our programs.

- **How can we enhance our graduate education, research, and technology transfer programs?** Because research funding attracts the best graduate students and because technology transfer brings jobs to Texas Tech and to the state, we must find creative ways to enhance these programs.

- **How can we make this university more user-friendly?** From easy access to our Web page to a hassle-free experience in registration, bill paying, advisement, and matriculation, our students should see Texas Tech as an institution with their best interests a foremost goal. Community members and visitors should also find the experience of a campus visit a non-threatening, pleasant experience.

- **How can we enhance our value to the community?** We must develop and implement a strategic outreach plan targeted to the South Plains community that will enable local businesses and citizens to efficiently and comprehensively access the various facilities, programs, services and activities offered by Texas Tech University.

- **How do we enhance our image in the country, state and region?** Because the image of a university is tied directly to its ability to attract students, raise funds, and accomplish its mission, it is important to define and consistently communicate the university's distinguishing strengths. Image and product are inseparable concepts in higher education.

SWOT (STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS) ANALYSIS OF TEXAS TECH

Strengths:

- **Right size.** Texas Tech is a mid-size major public research university, large enough to be competitive, but small enough to be manageable, nimble, and responsive to changing conditions.

- **Dedicated faculty.** Many of our faculty are intensely committed scholars, teachers, and researchers who are willing to do whatever is needed to improve the university.

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- **Dedicated core of community and alumni support.** Texas Tech has a growing contingent of loyal ex-students, parents, and supporters in major Texas markets and throughout the nation.

- **Political strength in Austin.** Texas Tech graduates and friends occupy several key state political offices. Our supporters in state government are powerful allies.

- **Conservative image with safe, beautiful and friendly campus.** Again, parents looking for the right size and right environment for their children's education favor our safe and friendly campus. Our Best Buy status is also a plus.

- **Growing Honors College.** Dramatic growth from 10 to 1,000 students in a decade and a powerful image among other state honors programs make our Honors College a strong selling point for prospective high achieving students.

- **Big XII Membership.** Membership in one of the strongest athletic conferences in the nation gives us prestige and enhances our reputation by association with our Big XII peers.

- **Growing and maturing research program.** Growth of the Reese Technology Center and increased private and federal support give credibility to our growing research program and point to further maturing in the next decade.

- **Successful Capital Campaign that provides credibility.** Many wondered about our ambitious capital campaign goals just five years ago. But the huge success of only our second campaign in university history has made believers of many alumni, state leaders and supporters from across the nation.

- **Ambitious leadership.** The leadership team is determined to set a strategic plan that will guide future growth and turn opportunities into strengths while guarding against our recognized threats.

<u>Weaknesses</u>:

- **Lack of coordinated planning, strategic direction, communication, and prioritization.** Efforts often proceed without connection to a strategic direction and without integration and collaboration with the entire university. Lack of fully costing and planning projects strains our limited resources and limits the success of projects.

- **Bureaucratic gridlock.** The amount of time and effort we require our faculty, staff, and researchers to spend on bureaucratic and paper-bound processes saps morale, stifles initiative, and robs us of the equivalent costs of FTEs in wasted time and unproductive effort.

- **Technology on campus lagging behind rest of state, nation.** With technological advances changing the face of knowledge and communication every few years, we must offer our students, faculty and staff more competitive technology on campus. Otherwise we will lose a huge recruiting tool.

- **Remote location and perception of West Texas wilderness in urban areas.** Many high school students and their parents in the eastern urban centers of the state think of Lubbock as a small, remote, cold and windy frontier town.

- **Small faculty with low salary base.** To grow our research program and remain competitive in undergraduate classroom experiences, we must grow the faculty in key areas of shortage and

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raise all faculty salaries to reduce the brain drain we experience with sought after scholars.

- **Parochial and limited vision bound by the old way of doing things.** Some faculty and administrators are prisoners of routine, no longer particularly productive, but unable to energize to accept change. There is a need to review accountability and reward systems.

- **Lack of organizational accountability.** At times the system, university, and HSC do not work together for the benefit of the whole. Each unit seeks strength on its own, minus cooperation with all units. This is also the result of confusion by faculty and staff as to who is in charge.

- **Poor research facilities and lack of excellence funds.** Outdated laboratory facilities and few incentives to promote research excellence will erode our progress in growing our research program.

- **National image/perception.** Texas Tech does not have a clear image of what it is or wants to be nor an integrated marketing plan to position its message to the state and nation.

- **Aging facilities with large deferred maintenance costs.** Classrooms lack necessary equipment to meet changing technology requirements and auxiliary enterprises are in need of remodeling or rebuilding. Resources are funneled into new construction without a strategic plan for maintaining the existing facilities.

Opportunities:

- **Growth into a first rate research institution.** If the university takes advantage of a carefully crafted strategic plan, growth potential at Reese Technology Center, increased interest from federal sources, and opportunities to grow the faculty, we can experience significant growth as a research institution in the next decade.

- **Ability to attract more high quality undergraduate and graduate students.** An integrated marketing plan should rely upon our strengths, such as the success of the Honors College and the growth of the research program, to stress the benefits of a Texas Tech education.

- **Ability to transform administrative environment through e-commerce applications.** By moving our administrative processes to a streamlined, e-commerce model, we can flatten processes, provide better service, waste less time, and gain the equivalent of many faculty and staff FTE.

- **Diversify faculty and student body.** The changing demographics of our state and nation indicate a real opportunity to meet the educational needs of traditionally underserved populations. To do this effectively, we must hire faculty that represent the cultural diversity of our population. If we do not create opportunities to achieve diversity, we will not keep pace with new trends in higher education.

- **Strategic plan as a basis for future success.** We can use real, serious, strategic planning to focus our resources and direct our energies toward our most important goals.

- **Build a true Texas Tech system.** In these times of realignment of public higher education, Texas Tech must be able to attract smaller universities into our system so that we can meet the educational needs of a wider constituency across the state.

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- **Utilize distance education.** We can use distance education to become a center for lifelong learning for the citizens of Texas. As members of the large and affluent baby boom generation move toward retirement, demand for such distance learning opportunities should expand rapidly. Likewise, professional training and continuing education for professionals through distance learning is a trend that should continue to grow.

- **Develop national reputation.** Texas Tech conducts research and offers degrees in several niche areas where our opportunity to gain national recognition is significant. A strategic plan that identifies our clear goals for national recognition will help forge a plan to reach those national goals.

- **Build on growth at Reese Technology Center.** The center provides us with considerable space for expansion. Likewise, the center presents us a good opportunity to partner with various corporations, junior colleges, local governments and others looking for partners in various ventures.

- **Build renewed enthusiasm for all intercollegiate athletics.** The recently established Celebrate Pride and Pageantry Committee should help the administration analyze strengths and weaknesses of our athletic program and devise ways to bring more fans into the various venues and rebuild enthusiasm for our competitive Big XII programs.

Threats:

- **Texas demographics.** Growth in Texas is concentrated in regions east of Interstate 35, with two of the fastest growing cities in the nation in the Metroplex. If we do not establish ourselves quickly at the top tier in the state, we may not have the political clout to do so later.

- **Future makeup of Big XII Conference.** Should the University of Texas or Texas A&M University decide to align themselves with another athletic conference, the entire Big XII could fall apart or realign. Unless Texas Tech shows stronger fan support and strength as a Big XII member, we might not be part of a major athletic conference after realignment.

- **Communication problems.** Lack of internal communication leads to misunderstandings, lost opportunity, low morale, and duplication of efforts. The internal constituency requires a much different plan of communication than supporters on the outside, and we have no such internal communication plan at this time. We may wind up with many unfocused islands without such a plan.

- **Recruitment and retention of key faculty and staff.** The combination of a strong economy, a small local pool of potential employees, antiquated personnel policies and practices, non-competitive salaries, lack of career ladders, and an inability to reward high performers may make attracting and retaining skilled employees difficult.

- **Aging physical plant.** As the campus buildings age, unmet maintenance and renovation needs can leave us with a dilapidated physical plant. This situation will become progressively worse until it harms the recruitment of students and faculty.

- **Undefined image.** If we do not create a clear image of ourselves in the minds of the public, and decision makers, we will continue to have a hard time attracting their attention.

- **Erosion of pride and traditions.** A university without a strong sense of pride and tradition never captures the lifelong support of its students and graduates. If we let an emphasis on pride and

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pageantry continue to wane, we will be eroding our support base for generations to come.

- **Declining graduate enrollment.** If we do not reverse recent trends in declining graduate enrollment, we will not be able to sustain growth of our research programs.

- **Restructuring into UT or A&M system.** If we are not a true system ourselves, we will be an easy target for takeover by larger, well-established systems should the state government seek to streamline the costs of higher education.

- **Unwillingness to face weaknesses and change.** Turf issues we have fought among ourselves for decades will harm our chances of achieving our strategic goals. An inability to face our weaknesses is a significant threat to our future.

SUCCESSES AND FAILURES: TEXAS TECH UNIVERSITY IN THE 90s

Successes:

- **The Horizon Campaign.** A successful capital campaign provides credibility. The completion of the original goal and announcement of a higher goal proved the solid support for Texas Tech across the nation. The huge success of only our second campaign in university history has made believers of alumni, state leaders and supporters from across the nation.

- **The Honors College.** Dramatic growth from 10 to 1,000 students in a decade and a powerful image among other state honors programs make our Honors College a strong selling point for prospective high achieving students.

- **Admission to the Big XII.** Membership in one of the strongest athletic conferences in the nation gives us prestige and enhances our reputation by association with our Big XII peers. The strength of the conference, the revenue sharing aspects of the conference agreement, and the television audience for Big XII sporting events are all positive for the university.

- **Lady Raider Basketball and Red Raider Baseball.** The outstanding performance, national rankings, academic accomplishments and strong fan base of these two sports are models for all Texas Tech athletic teams.

- **United Spirit Arena.** Coaches around the country who play in the USA declare it the best in the nation. Students and community members give strong support to the USA's concert programming. This new facility enhances campus life as well as student recruitment.

- **Growth in Research and Technology Transfer.** A doubling of research funding over the past decade and a strong showing of federal research support signal continued future growth of our research programs. The success of the new Office of Technology Transfer and Intellectual Property shows that the university can be a strong force in building intellectual capital in the region.

- **Reese Technology Center and TIEHH.** The relocation of several companies to the Reese Technology Center and the options available for further growth at the Center have created a strong position for our new and promising growth in economic development and partnership opportunities.

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- **Enhanced Admission Standards, Increased Graduation Rates.** In the 1980s Texas Tech had a statewide reputation for being easy to get in but impossible to graduate. This strongly negative message has been erased by higher admission standards and improved graduation rates.

- **Association of Research Libraries Membership.** This distinguished designation is critical for a university seeking to be known as a top tier research institution. Coupled with recent renovations in the library building and the fine new Southwest Collection/Special Collections Library, this designation puts us on equal ground with our Big XII peer institutions.

- **Establishing Regional Centers.** The ability to visit a real Texas Tech facility has been very helpful for recruiting students from Texas' largest urban centers. These centers provide a visibility across the state that escaped us previously.

Failures:

- **NCAA situation, issues of compliance and fiscal responsibility in athletics.** Perhaps no negative receives as much publicity for universities today as an NCAA investigation and sanctions. This, coupled with fiscal problems in a program seeking widespread expansion and facility upgrades, creates a perilous situation to be carefully navigated in the future.

- **Faculty and staff low pay, poor retention, weak reward system.** Perhaps nothing promotes the image of a good university more than the positive word of mouth of an energized faculty and staff. Poor pay and few incentives for outstanding performance demoralize the faculty and staff. So it is not only retention but also image at risk if this situation continues.

- **Lack of diversity improvement.** If Texas Tech is seen as a campus that does not encourage and celebrate diversity, we will not be successful in recruiting the top high school students. Likewise, coordinating board and legislative penalties could result if our diversity percentages do not improve.

- **No growth in graduate enrollment.** Texas Tech strategic plans of the past called for a graduate student population to equal 20 percent of total enrollment. Failure to meet that percentage has slowed the growth of research programs and hampered our national image.

- **Poor strategic planning.** Plans of the past have been more exercises for administrators than blueprints for achieving strategic goals. Current planning must result in measured action.

- **Deferred maintenance.** Like many other universities across the nation, Texas Tech is experiencing the aging and decay of its core facilities. As critical repairs are deferred again and again, we are less able to attract the faculty and students we seek.

- **Establish a true system.** Because we exist in a state with two strong systems we must remain mindful that our two-campus system can be absorbed into either if we do not strategically add campuses to enhance our mission and our vision for the future.

- **Achieve better cooperation among components.** A perception exists within Texas Tech that we are a university composed of pockets of power that do not yield to each other. This lack of communication and a spirit of cooperation has defeated our push to the next level.

- **Falling behind in technology, student computer access.** The university student of the 21st century will be most intolerant of a campus not sufficiently wired to compete with other campuses. Likewise, both private and government research funds will flow into universities where technology

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is the most sophisticated.

- **No National Academy members; only one Rhodes Scholar; no Phi Beta Kappa chapter.** These prestigious designations spell success to faculty and administrators at other universities. They are good also for internal morale and are well received by the most competitive potential students. Such designations also improve college rankings.

Texas Tech Psyche: |||| How do we feel about ourselves?

- **Too much focus on what we don't have.** We often spend too much time worrying about things we do not have rather than working hard to make the most of the resources that are available to us.

- **Too much belief that money will solve all our problems.** Without a strong strategic plan, money thrown at a problem will seldom solve it.

- **Somewhat of an inferiority complex, like we have to be apologetic for who we are.** Perhaps this feeling is the result of no real consensus about who we are and what we stand for. In this absence, it is easy to believe what others say about us, and for others to define who and what we are.

- **Need a change in attitude and a boost of self-confidence.** A clarification of our core values, mission and vision and the implementation of a strong strategic plan will realign priorities and send a strong message of purpose that will boost institutional self-confidence.

- **Build a culture that expects the best.** We need to reemphasize the strength of our pride, traditions and spirit in shaping the lives of our stakeholders.

- **Open lines of communication and build trust.** There is too much ad hoc communication and reliance on rumor in transmitting important information. There is a great need to improve internal communication.

- **Create the vision and atmosphere of a learning community where all people are valued.** We must find new ways to engage our students and our community supporters in a dialogue that results in lifelong learning and services to our stakeholders.

What are our core values?

- **Respect for one another.** Teaching respect and tolerance by example is central to our mission and should be central to the job performance of every employee.

- **Cooperation and communication.** We must exhibit these characteristics internally before we can be known for teaching them.

- **Creativity and ambition.** We must celebrate creativity and not reward conformity. Our staff, faculty and students should be expected to set high ambitions for their Texas Tech experience.

- **Pride in work ethic and a job well done.** To reward successful behaviors and outcomes and to recognize and correct unsuccessful behaviors and outcomes creates a strong work ethic among

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faculty and staff as to how to get the job done.

- **Focus on intellectual and service/leadership growth in students.** To understand that intellectual development is a lifelong pursuit and that leadership in community service brings great satisfaction are lessons we must continue to teach our students.

- **Diversity of opinions and perspectives.** We must not lose sight of the importance of the open discussion of our opinions, ideas, ideals, and perspectives.

Specific Issues for Texas Tech: Outcomes of Previous Strategic Plans

- **Balancing admission standards with quality and access.** Strategic planning in the 1980s led to higher admission standards that have improved the quality of the undergraduate student body over the last decade. However, issues of quality must also be weighed with issues of access and diversity. Is there a way to maintain quality standards without being elitist and improve access without lowering standards?

- **Location, location, location -- how do we compensate?** If segments of the population continue to view West Texas as an undesirable location for pursuing a college education, should we continue to look for opportunities to expand our system in other parts of the state? Conversely, can we do a better job of selling our location as safe, convenient and friendly?

- **Achievement of top-tier research status.** While previous strategic plans have stressed our need to attain top tier status, organizations setting standards for such status continue to change the benchmarks. While we have attained top tier Carnegie status, we must not lose sight of our continuing need to increase overall research funding, especially federal funding.

- **Diversifying the administration, faculty, staff, and student body.** Given our geographic location, we must continue to look for creative methods for attracting a more diverse campus community at Texas Tech. We must aim for greater numbers of minority students and an administration and faculty that mirrors that student body.

- **Need for additional faculty.** Although additional faculty have been a priority in planning for the past decade, increased emphasis on accountability and tuition costs dictate that sufficient faculty be secured to allow satisfactory student performance and access to courses needed for graduation. In addition, we still face a critical need for top quality research faculty.

- **Improving faculty salaries.** For the past several years, Texas has lagged behind other large states in average faculty salaries and Texas Tech has lagged behind other flagship universities in the state. Although earlier planning has narrowed the gap, the issue of faculty salaries will continue to be a critical one into the new century.

- **Improving space and equipment.** To remain competitive on every front, we must reduce deferred maintenance of our classrooms and laboratories and update equipment. It is difficult to recruit top-notch students from high schools with laboratories more modern than our own. This is also a major issue of value added incentives for faculty.

- **Development of distance learning.** Distance learning programs allow us to reach a much larger constituency of learners than we find on the campus. We must offer competitive distance learning programs for undergraduates, post-graduates, and continuing education learners.

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- **Enhancing library resources.** Our libraries have benefited from new construction and renovation planned in the last decade. Now, our main problems center on resources. Both print and electronic resources need funding support in many areas: e.g., science and technology, fine arts, and many of the social sciences. Salaries for librarians continue to lag behind other Texas ARL institutions.

- **Expanding international programs and study abroad opportunities.** Former strategic plans have identified international education as a key component to our future success. As a result, many new opportunities for our students to study abroad have developed. This trend to internationalize our curriculum must continue as more and more students see study abroad as essential to a well-rounded education.

- **Growth in private sector funding.** The Horizon Campaign began as a concept for future growth in 1989. With its implementation, we have seen substantial successes, discovering and nurturing new sources of private funding. An ongoing plan for private sector giving is critical to our future growth.

- **Telling our story through an outreach plan.** While the majority of universities and colleges in the country have implemented integrated marketing plans, we have not yet taken that step. Such a plan provides a strategic framework for building the positive visibility of the university. A strong plan should take into account the importance of informed decision-making based upon research, of coordinated planning and evaluation, and of connecting the critical targeted efforts that reach individual constituencies with the greater university goals that are at its heart.

SEVEN KEY CHALLENGES FACING TEXAS TECH UNIVERSITY

Access and Participation: Recruitment, Retention, Graduation

- Diversify the faculty, staff, administration and student body.

- Compete for the best and brightest students, undergraduate and graduate.

- Improve graduation and retention rates.

- Establish an enrollment management plan consistent with institutional strategy.

Excellence: National Standards of Performance

- Strengthen undergraduate academics.

- Strengthen graduate academics.

- Improve and expand research and sponsored program productivity.

- Strengthen programs in the fine arts, humanities, and communication.

- Build research programs in niche areas that contribute to local workforce and economic development.

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- Expand international education and study-abroad opportunities.

- Secure a Phi Beta Kappa Chapter at Texas Tech.

Engagement: Community Connections

- Promote and support a student-centered learning community that enables students to achieve their academic goals.

- Promote activities that advance the university's civic function.

- Establish service learning as an academic priority.

- Enhance fine arts and cultural opportunities on campus to benefit students and community citizens.

- Expand the role of Texas Tech in the creation of a regional strategy for workforce and economic development.

- Sustain the role of Texas Tech at the Reese Technology Center.

Technology: Maximize the use of technology in the delivery of services

- Increase student, faculty and staff access to technology and computing.

- Increase use of technology in teaching and learning processes.

- Increase the use of technology in research.

- Develop an information highway that will link rural communities to each other and to urban centers around the world.

- Build Lubbock as the "go to" technology area in West Texas

Partnerships and Collaboration: Work more cooperatively with others

- Establish partnerships that represent strong ties between Texas Tech and K-12 education.

- Establish a higher education partnership with South Plains College.

- Increase partnerships with the Texas Tech Health Sciences Center.

- Increase partnerships with state and federal agencies and laboratories.

- Enhance partnership and cooperation among Texas Tech colleges, institutes, schools and centers.

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- Increase Texas Tech's presence in the Hill Country.

Human Capital: Invest in People

- Hire, promote and retain excellent and diverse faculty, academic professionals, and staff.

- Reduce employee turnover and increase employee satisfaction.

- Train all employees to deliver quality service.

Institutional Advancement: Academic Fund-Raising and Marketing

- Strengthen the pride, pageantry and prestige associated with all Texas Tech programs.

- Prepare an effective national outreach strategy for Texas Tech.

- Increase fund raising for academic programs (scholarships, fellowships, chairs, professorships, etc.).

SPECIAL SITUATIONS AND OPPORTUNITIES:

Athletics: Important to National Image and Public Relations

- Strengthen Texas Tech's position in the Big XII.

- Remain in full compliance with NCAA rules and regulations, including the institutional principles of the Knight Commission.

- Strengthen academic performance of student athletes.

- Insure that the Athletic Department budget does not develop an operating deficit.

- Improve attendance and participation at all athletic events.

The Rural Situation: How can Texas Tech make a difference?

- Establish Texas Tech's presence as a major resource for rural communities, especially in West Texas.

- Establish strong links between local farmers, ranchers and the College of Agricultural Sciences and Natural Resources.

- Increase the presence of the Small Business Development Center, the Economic Development Center, and the Office of Technology Transfer and Intellectual Property in rural communities of the region.

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The Honors College: An Emerging Area of University Excellence

- Heighten knowledge of Honors College among high school guidance counselors.

- Grow the number of students admitted from 950 to 2000 in 5 years.

- Support more faculty participation in the Honors College.

- Strengthen opportunities for undergraduate student research within the College.

The College of Business Administration: Ensure Accreditation and Improvement

- Identify key problem areas in light of upcoming accreditation.

- Successfully recruit a new dean with strong leadership credentials.

- Increase admission standards to check growth of enrollment.

- Establish Centers of Excellence within the College and actively raise private funds to support them.

- Increase size and quality of faculty.

The College of Visual and Performing Arts: Implementation Strategies

- Create a college mission statement.

- Establish a development plan with a budget for the new college.

- Recruit a dean who will build interactions between humanities and sciences.

- Design and build a performing arts center.

SECTION ONE-CODE OF PROFESSIONAL AND ACADEMIC CONDUCT

06.01.1 General Policy

An environment in which the privileges of citizenship are protected and the obligations of citizenship are understood fosters freedom of discussion, inquiry, and expression. Accordingly, the University community has developed standards of behavior pertaining to students and to student organizations. Students and student organizations are subject to disciplinary action according to the provisions of the Code of Professional and Academic Conduct and/or any other official University publication or policy.

Student and student organizations conduct on University premises or at University-sponsored events is subject to University disciplinary jurisdiction. The University may enforce its own disciplinary policies and procedures when a student's or a student organization's conduct directly, seriously, or adversely impairs, interferes with, or disrupts the overall mission, programs, or other functions of the University.

University disciplinary proceedings may be instituted against a student or student organization alleged to have violated the Code of Professional and Academic Conduct and/or any other official University publication. Proceedings under the Code of Professional and Academic Conduct may be carried out prior to, concurrent with, or following civil or criminal proceedings. The proceedings are conducted in a manner, which ensures that substantial justice is done and are not restricted by the rules of evidence governing criminal and civil proceedings.

It is the responsibility of each student to become familiar with the various regulations of the University and to satisfy them in the proper way. Written policies are described in various publications such as this handbook and the individual school's catalogs. Each student, in accepting admission, indicates a willingness to subscribe to and be governed by the rules and regulations of University officials to take such disciplinary action, including dismissal or expulsion, as may be deemed appropriate for failure to abide by such rules and regulations.

06.01.2 Misconduct

Any student or student organization found to have committed the following misconduct is subject to disciplinary sanction(s), condition(s), and/or restriction(s). Misconduct or prohibited behavior includes, but is not limited to:

1. Alcoholic Beverages

    *   Use, possession, sale, delivery, or distribution of alcoholic beverages, except as expressly permitted by University policy;

    *   Being under the influence of alcohol and/or intoxication.

NOTE: State law will be strictly enforced at all times on all property controlled by the University and its inclusive of all regional sites and its components.

2.   Narcotics or Drugs

- Use, possession, sale, delivery, or distribution of any narcotic, drug, medicine prescribed to someone else, chemical compound or other controlled substance or drug-related paraphernalia, except as expressly permitted by law;

- Being under the influence of narcotics or drugs, except as permitted by law.

The University respects the rights and responsibilities of students and shall consider each violation of the University's substance abuse policy and each violation of federal, state, and/or local law on a "case-by-case" situation and shall further attempt to initially use educational options and subsequently intervention and/or prevention options to assist students. Violations of the substance abuse policy shall result in appropriate disciplinary action through the appropriate school which may include required attendance and active participation in substance abuse education and/or intervention programs and may result in notification to the parents/guardians of dependent students under twenty-one (21) years of age.

3.   Firearms, Weapons, and Explosives

- Use or possession of weapons, including handguns, firearms, ammunition, fireworks, explosives, noxious materials, incendiary devices, or other dangerous substances on University premises;

- Attempting to ignite and/or the action of igniting University and/or personal property on fire either by intent or as a result of reckless behavior which results in damage on University premises.

NOTE: Possession of weapons, even by licensed holders of concealed handguns, is prohibited on University premises. The Texas Tech Police Department provides storage for weapons and firearms.

4.   Theft, Damage, or Unauthorized Use

- Attempted or actual theft of property of the University, of other University students, of other members of the University community, or of campus visitors;

- Possession of property known to be stolen or belonging to another person without the owner's permission is considered as theft;

- Attempted or actual damage to property of the University, of other University students, of other members of the University community, or of campus visitors;

- Attempted or actual unauthorized use of a credit card, debit card, automated teller machine card, telephone card, and/or personal check; alteration, forgery, or misrepresentation of any form of identification.

5. Actions Against Members of the University Community

- Physical harm or threat of harm to any person;

- Intentional or reckless conduct which endangers the health or safety of any person;

- Disruptive behavior;

- Harassment, including sexual harassment, acts, or communications that are intended to intimidate or humiliate any person;

- Sexual misconduct or unwanted sexual behavior, including but not limited to any attempted or actual physical contact of a sexual nature, regardless of gender;

- Excessive pressure, threats, or any form of conduct, coercive tactics or mind control techniques used to retain or recruit a student for membership in an organization;

- Participation in a campus demonstration which disrupts the normal operations of the University and infringes on the rights of other members of the University community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular.

6. Gambling, Wagering, or Bookmaking

- Gambling, wagering, or bookmaking on University premises is prohibited.

7.   Hazing

Hazing, which is defined as any intentional, knowing, or reckless act directed against a student, occurring on or off the campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging or associating, being initiated into, affiliating with, holding office in, seeking, and/or maintaining membership in any organization whose members are students or include students. Consent or acquiescence by a student or students subjected to hazing is not a reasonable defense in a disciplinary proceeding. The term includes but is not limited to:

- Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;

- Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of a student;

- Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance which subjects a student to an unreasonable risk or harm, or which adversely affects the mental or physical health or safety of a student;

- Any activity that intimidates or threatens a student with ostracism, that subjects a student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of a student, or that discourages a student from entering or remaining registered at this educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described above;

- Any activity in which a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing; intentionally, knowingly, or recklessly permits hazing to occur; or, has firsthand knowledge of the planning of a specific hazing incident which has occurred, and knowingly fails to report the incident in writing to the specific school's student affairs office;

- Any activity in which hazing is either condoned or encouraged or actions of any officer or combination of members, pledges,

associates, or alumni of the organization in committing or assisting in the commission of hazing.

NOTE: Texas Education Code, Sections 37.151-37.157 and Section 51.936

8. False Alarms or Terrorist Threats

- Intentional sounding of a false fire alarm; making a false emergency call or terrorist threat; issuing a bomb threat; constructing mock explosive devices; or improperly possessing, tampering with or destroying fire equipment or emergency signs on University premises.

9. Financial Irresponsibility

- Failure to meet financial obligations owed to the University, including, but not limited to, the writing of checks on accounts with insufficient funds.

10. Unauthorized Entry, Possession or Use

- Unauthorized entry into or use of University facilities; unauthorized possession or duplication, processing, production, or manufacture of any key or unlocking device or access code for use in any University facility;

- Unauthorized use of the University name, logotype, or symbols of the University;

- Use of the University's name to advertise or promote events or activities in a manner which suggests sponsorship by the University.

NOTE: Student organizations are permitted to use the word "Tech" as a part of their organizational names or to use the complete statement "a student organization at Texas Tech University Health Sciences Center."

11. Traffic and Parking

- Violation of University Traffic and Parking regulations

- Obstruction of the free flow of pedestrian traffic on University premises

12. TTU Housing and Dining Services Regulations

   - Violation of rules which govern behavior in the campus residence and/or dining Halls as stated in the Residence Hall Handbook and/or other notifications or publications provided by the University Department of Housing and Dining Services.

13. Student Recreation and Aquatic Center Regulations

   - Violation of rules which govern behavior in the University Student Recreation Center and Aquatic Center.

14. Failure to Comply with Reasonable Directions or Requests of University Officials

   - Failure to comply with the reasonable directions or requests of a University official acting in the performance of his or her duties.

15. Failure to Present Student Identification

   - Failure to present student identification on request to any University official and identify himself/herself to any University official acting in the performance of his/her duties.

16. Abuse, Misuse, or Theft of University Computer Data, Programs, Time, Computer or Network Equipment

   - Unauthorized use of computing and/or networking resources;

   - Use of computing and/or networking resources for unauthorized or non-academic purposes;

   - Unauthorized accessing or copying of programs, records, or data belonging to the University or another user, or copyrighted software, without permission;

   - Attempted or actual breach of the security of another user's account and/or computing system, depriving another user of access to University computing and/or networking resources, compromising the privacy of another user, or disrupting the intended use of computing or network resources;

   - Attempted or actual use of the University's computing and/or networking resources for personal or financial gain;

- Attempted or actual transport of copies of University's programs, records, or data to another person or computer without written authorization;

- Attempted or actual destruction or modification of programs, records, or data belonging to the University or another user or destruction of the integrity of computer-based information;

- Attempted or actual use of the computing and/or networking facilities to interfere with the normal operation of the University's computing and/or networking systems; or through such actions, causing a waste of such resources (people, capacity, computer);

- Allowing another person, either through one's personal computer account, or by other means, to accomplish any of the above; "spamming" defined as the sending of unsolicited e-mails to parties with whom you have no existing business, professional, or personal acquaintance.

17. Providing False Information or Misuse of Records

- Knowingly furnishing false information to the University, or to a University official in the performance of his/her duties, verbally, or through forgery, alteration, or misuse of any University document, record, or instrument of identification.

NOTE: *The Director of Admissions or Director's representative is responsible for resolving issues involving falsification on admission forms.*

18. Skateboard, Roller blades, or Similar Devices

- Use of skateboards, roller blades, or other similar devices in Health Sciences Center buildings or on University premises in such a manner as to constitute a safety hazard or cause damage to University or personal property.

NOTE: *Also refer to HSC Operating Policy and Procedure 76.32A, "Traffic and Parking Regulations."*

19. Academic Dishonesty

All students and faculty of the University are expected to subscribe to an honor system, which is implicit in accepting admission to the University. The student is responsible for his/her own integrity, and is likewise responsible for reporting possible violation of the Code by other students. The faculty shall take all reasonable steps to prevent

violations and each faculty member likewise is responsible for reporting possible violations.

a. Cheating, including but not limited to:

- Use of any unauthorized aid, sources, and/or assistance or assisting others in taking a course, quiz, test, or examination, writing papers, preparing reports, solving problems, or carrying out assignments;

- Acquisition, without permission, of tests or other academic material belonging to a member of the University community;

- Alteration of grade records;

- Bribing or attempting to bribe a member of the University community or any other individual to alter a grade.

b. Plagiarism, including but not limited to:

- Use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment;

- Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

c. A student who witnesses any of the above or who is approached with an offer to gain unfair advantage is obligated to report that violation to the appropriate authority. Failure to do so may result in disciplinary action.

NOTE: Individual school's catalogs may have additional school specific violations.

20. Violation of published University Policies, Rules, or Regulations

- Violation of any published University policies, rules, or regulations that govern student or student organization behavior.

21. Abuse of the Discipline System

- Failure by a student or student organization to respond to a notification to appear before the Dean of their respective school or Dean's representative and/or an official of the University during any

stage of a disciplinary proceeding; failure to comply with or respond to a notice issued as part of a disciplinary procedure and/or failure to appear will not prevent the Dean of their school or Dean's representative and/or an official of the University from proceeding with disciplinary action;

- Falsification, distortion, or misrepresentation of information in disciplinary proceedings;

- Disruption or interference with the orderly conduct of a disciplinary proceeding;

- Filing an allegation known to be without merit or cause;

- Discouraging or attempting to discourage an individual's proper participation in, or use of, the discipline system;

- Influencing or attempting to influence the impartiality of a member of a disciplinary body prior to, and/or during the disciplinary proceeding;

- Harm, threat of harm, or intimidation either verbally, physically or written of a member of a disciplinary body prior to, during, and/or after disciplinary proceeding;

- Failure to comply with the sanction(s), condition(s), and/or restriction(s) imposed under the Code of Professional and Academic Conduct;

- Influencing or attempting to influence another person to commit an abuse of the discipline system;

- Retaliation against any person or group who files grievances or allegations in accordance with the Student Affairs Handbook and the individual school's catalog.

06.01.3 Disciplinary Procedures

General:

To file an allegation, including an incident report from the University Police Department, or members of the University community, against a student or student organization, individuals may meet with a University official and shall deliver a written allegation describing the action or behavior to the individual school's Office of Student Affairs. For the School of Nursing, a written allegation shall be delivered to the Undergraduate Program Office or the Graduate Program

Office. The written allegation should be received within twenty (20) University working days of the alleged incident to initiate disciplinary procedures.

The individual school's Office of Student Affairs will inquire, gather, and review information about the reported student or student organization misconduct and will evaluate the accuracy, credibility, and sufficiency of this information. The Director of Student Affairs will ensure that the requirements of due process are fulfilled in accordance with the following procedures:

When a written allegation is filed, the student or student organization named in the allegation will be notified in writing to appear before the Director of Student Affairs to discuss the alleged violation(s). The student or student organization's student representative will have five (5) University working days from the date of the written notification to respond by contacting the school's Office of Student Affairs. For the School of Nursing, contact shall be the responsible programmatic office.

In any disciplinary proceeding, the student or student organization's student representative has the right to:

- notification of the alleged misconduct;

- know the source of the allegation(s);

- know the specific alleged violation(s);

- know the sanctions, conditions and/or restrictions which may be imposed because of the alleged misconduct;

- be accompanied by an advisor at any disciplinary hearing (for advisory purposes only, not for representation);

- refrain from making any statement relevant to the allegation(s);

- know that any statements made by the student or student organization's student representative can be used during the proceeding.

06.01.4 Mechanism for Reporting and Responding to Possible Violations of Code of Professional and Academic Conduct.

School of Medicine and Graduate School of Biomedical Sciences

A. Possible violations of the Code of Professional and Academic Conduct will be reported by any source to the Associate Dean for

Educational Programs who will be responsible for a preliminary investigation regarding the validity of the charge.

B. The Associate Dean for Educational Programs may ask the Assistant Dean for Admissions and Student Affairs, one member of the Student Affairs Committee, and one officer of the Medical School Student Government to assist in determining whether a basis for hearing exists.

C. If no basis for hearing is determined, the Associate Dean will notify in writing the charging party that no basis for hearing exists. No copy of the letter will be placed in the accused student's file, but a copy will be maintained in a confidential file in the Office of Student Affairs.

D. If the charge appears founded, the Associate Dean shall gather all pertinent information and shall notify the accused student verbally and in writing of the charge(s).

E. If, in the judgment of the Associate Dean, the student poses a threat to himself, to others, or to normal activity of the school, he may temporarily suspend the student and implement such other restrictive actions as deemed necessary pending completion of the disciplinary procedure. In such instances the Associate Dean shall initiate appropriate disciplinary procedures within five (5) TTUHSC School of Medicine working days.

F. As soon as possible, the Associate Dean will convene a Hearing Committee composed of the faculty members of the Student Affairs Committee and the President and Vice President of the Medical School Student Government. A quorum shall consist of at least three faculty members and two students present. If necessary, the Dean may appoint alternate faculty members and students. The Committee will elect a chair from its membership, and that chair will vote only in case of a tie. The Associate Dean for Educational Programs and the Assistant Dean for Admission and Student Affairs will serve ex officio to the committee.

G. The accused student may choose to appear before the Committee, may choose to present his/her case in writing, or may choose to remain silent. She/he has the right to call witnesses and to produce materials for consideration.

H. While hearings on the Code of Professional and Academic Conduct are informal hearings, the accused student may be accompanied by a representative. In that event, the Office of General Counsel

shall represent the university. An attorney or other representative may appear only in an advisory capacity and may not address the committee or the other party. If a student is to be accompanied by a representative, he/she shall notify the Associate Dean at least five (5) working days in advance of the hearing of such fact.

I. When the Committee has elected a chair, the Associate Dean will present the nature of the allegation(s) to the Committee in the presence of the accused students (if she/he chooses to be present). The Chair of the Hearing Committee shall inform the student of the rights listed above and shall determine the student's choice.

J. The charging party shall present relevant information to the Committee in the presence of the accused student. The student and members of the Committee have the right to question the charging party. The charging party may present witnesses and produce materials for consideration. Witnesses likewise may be questioned by the accused and by Committee members.

K. The Committee may call other witnesses or ask for other materials it deems necessary to conduct its investigation.

L. Following the hearing, the Committee, by majority vote, shall determine the validity of the charge(s) and provide written findings as follows:

1. The charge(s) have not been established. The Committee will notify the Dean of that decision in writing. The Dean will then notify the student of the finding. A record of the proceedings is maintained in a confidential file in the Office of Student Affairs, but no copy is placed in the accused student's personal file.

2. That charge(s) have been established. The Committee shall then recommend to the Dean the disciplinary sanction to be assessed.

M. Sanctions for violation of the Code of Professional and Academic Conduct may include but are not limited to:

1. Censure by written letter to be placed in the student's file. The Committee will determine whether the letter will remain permanently or may be removed at graduation from medical school.

2. Probation for a specified time period with written conditions for criteria for release from probation.

3. Suspension for a specified time period or for an indefinite period with written criteria for re-entry to the school and for standards to be maintained on re-entry.

4. Dismissal. The student's transcript shall reflect the nature of the dismissal.

N. The Dean may accept, reject, or modify the Committee's recommendation. The Dean will notify the student in writing of his decision.

Appeals Process

1. If the student feels that (1) the charge against him/her is insufficiently grounded, (2) a procedural error has been committed which adversely affected the Committee's decision, or (3) the sanction assessed is inappropriate to the gravity of the offense, he/she may appeal in writing within ten (10) working days to the Dean. The reason for appeal must be clearly stated and justified in the letter.

2. The Dean will appoint an Appeals Committee of three senior faculty members who have not been involved in the previous hearing(s). The chair of the initial hearing committee will present the basis for action of the committee and serve with the Associate Dean for Educational Programs as ex-officio to the Appeals Committee.

3. The Appeals Committee shall review the case, the written appeal of the student, or organization, or circumstances regarding sanctions.

4. The Appeals Committee will make one of the following recommendations:

    a. Find no substantive error and affirm the decision of the initial hearing committee.

    b. Find that the evidence submitted was not sufficient to establish that a violation(s) as charged was committed.

c. Find procedural errors that were prejudicial to the student sufficient to require another hearing. In this event, the matter will again be referred to the Associate Dean for Educational Programs for a new hearing as previously outlined.

5. The Dean may affirm, reject, or modify the recommendation of the Committee. The Dean's decision will be final and will be transmitted in writing to the student with a copy of the letter placed in the student's permanent file.

School of Nursing

Recognizing that nursing is a profession that demands the highest standards of honesty and integrity, the TTUHSC School of Nursing wants to impart to its students, faculty and administration the responsibility they have in maintenance of personal, professional and institutional standards in order to bring about a positive reflection upon themselves, the school and the nursing profession. Failure to meet the requirements of these responsibilities is a serious affront to the institution, its faculty and students and therefore, is dealt with in a firm and vigorous manner commensurate with the offense.

Violations

Violations of academic integrity are acts of commission or acts of omission that a nursing student does or fails to do in violation of the standards established for nursing students.

1. Violation of professional standards under this section includes conduct by the student that is not in compliance with the American Nurses' Association *Code of Ethics for Nurses* and/or the Texas Board of Nurse Examiners *Nursing Practice Act, Standards of Professional Nursing Practice and Unprofessional Conduct Rules.* These statements enumerate the expectations required for a safe and sound professional nursing practice. In some situations, reporting to the Board of Nurse Examiners for the State of Texas (or the corresponding board of vocational nursing) is necessitated.

2. Facilitating or encouraging acts of dishonesty: Students are not to use their influence in encouraging another student to take an action that will amount to an infraction under this procedure. Association with, aiding and/or abetting an offense is considered an equal transgression as that actually committed.

c. Find procedural errors that were prejudicial to the student sufficient to require another hearing. In this event, the matter will again be referred to the Associate Dean for Educational Programs for a new hearing as previously outlined.

5. The Dean may affirm, reject, or modify the recommendation of the Committee. The Dean's decision will be final and will be transmitted in writing to the student with a copy of the letter placed in the student's permanent file.

School of Nursing

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2. Facilitating or encouraging acts of dishonesty: Students are not to use their influence in encouraging another student to take an action that will amount to an infraction under this procedure. Association with, aiding and/or abetting an offense is considered an equal transgression as that actually committed.

Process:

Applicability: This policy/process is relevant and applicable to all students enrolled or employed on a full-time or part-time basis within the TTUHSC School of Nursing.

Governing Policy: This policy/process represents the School of Nursing intent to facilitate the student's right to due process and reflects the general policies of the school and the University.

Institutional Response for Reported Violations:
Investigation and Notification: Upon receiving a report from any source, the Associate/Regional Dean gathers all relevant, appropriate information about the alleged incident. After investigation, if the Associate/Regional Dean finds probable cause to believe the violation may actually have occurred, the involved student will receive written notification of the details of the charge(s) within five (5) business days of receipt of the initial report. Notice will be given personally with verification noted or by certified mail. All related communications between the SON and the student will be through the Associate/Regional Dean's office. The student is required to make an appointment to meet with the Associate/Regional Dean. The meeting is to be scheduled within five (5) business days of receipt of notification. When appropriate, the reporting individual may also be present. The Associate/Regional Dean renders a decision regarding alleged violation within five (5) business days. If the decision rendered by the Associate/Regional Dean is not acceptable to the student, he/she may request a hearing in writing within five (5) business days.

If, in the judgment of the Associate/Regional Dean, the student poses a threat to himself, to clients, to others or to normal activity of the school, the student may be temporarily suspended and/or other appropriate restrictive actions may be implemented pending completion of the disciplinary procedure. In such instances the Associate/Regional Dean shall initiate appropriate disciplinary procedures within five (5) TTUHSC SON working days.

Hearing Procedure:

1. Grievances shall be heard by the School of Nursing Student Hearing Committee, which shall be composed of:

    •   Tenured Faculty member - who will serve as chair;

    •   Two students not directly involved;

- Two faculty members not directly involved;

- The appropriate Associate/Regional Dean's office will provide technical assistance and support to this committee

2. As soon as the hearing is scheduled, a written notice will be sent to all involved parties. The notice will specify the time, place, and nature of the hearing, plus a brief description of the grievance.

3. The notice will also confirm the right of all involved parties to present witnesses and evidence and to be accompanied by counsel for advisory purposes only. If the student has advisory counsel present during the hearing; counsel will not be allowed to speak, argue, or conduct any questioning during the proceedings. If the student desires the presence of counsel, notice must be given by the student at least five (5) business days prior to the hearing so that the SON may also have advisory counsel present.

4. At least three days prior to the meeting, all parties will provide to the Chair of the Student Hearing Committee a list of the names of any witnesses or counsel who will attend the hearing. At least three days prior to the meeting, the student and the involved individual(s) shall exchange all information and documents to be considered by the Hearing Committee, including the names of all persons giving evidence and shall provide all such information to the Hearing Committee.

5. The Student and the involved parties shall attend the hearing and be offered an opportunity to state their positions and present testimony and other evidence relevant to the case.

6. The Associate/Regional Dean, faculty members, and involved student will not be present during the committee deliberations.

7. The Chair of the Student Hearing Committee shall provide to the appropriate Associate/Regional Dean an audio taped record of the hearing, which shall include date, time and location of the hearing, names of those present, and any evidence (e.g., records, written testimony, duplicated material) introduced. These materials shall be stored in accordance with university policy.

Committee Decision/Recommendation:

1. If the hearing committee finds that the facts do not support the allegation, the charges will be dismissed. The hearing committee chair will provide written notification of this decision to the student,

the faculty member, Associate/Regional Dean within five working days of the hearing. The matter will be considered resolved and no further action will occur.

2. If the hearing committee finds that the facts support the allegation, the hearing committee shall provide to a written recommendation to the appropriate Associate/Regional Dean within one (1) business day following the meeting as to whether a violation of academic integrity actually occurred with recommendations for action.

3. The Associate/Regional Dean reviews this recommendation and other documentation in arriving at a final decision. Within three (3) business days of receipt of recommendation, the written decision of the Associate/Regional Dean is given to the student personally with verification of receipt noted or is sent by certified mail. The decision shall include the specific actions(s) to be taken as a result of the recommendation.

Sanctions for Violations may include but are not limited to:

1. Censure by written letter to be placed in the student's file. The Associate/Regional Dean will determine whether the letter will remain permanently or may be removed at graduation from the school of nursing.

2. Probation for a specified time period with written conditions for criteria for release from probation.

3. Suspension for a specified time period or for an indefinite period with written criteria for re-entry to the school and for standards to be maintained on re-entry.

4. Dismissal. The student's transcript shall reflect the nature of the dismissal.

Appeals Process:

1. In instances where the student is dissatisfied with the decision of the committee, the student may appeal to the Dean. An appeal must be made, in writing, within five working days, to the Dean of the School of Nursing.

2. If no appeal is requested in writing within five (5) business days of receipt, the decision of the Associate/Regional Dean is final.

3. If the student seeks appeal, the Dean of the School of Nursing will review the decision of the Associate/Regional Dean as well as the student's written appeal, and will render a decision. The decision of the Dean is final.

Academic Integrity-Impaired Behavior/Mental Illness:

Students found to have violated the academic integrity policies due to impaired behavior or mental illness may be reported to The Texas Peer Assistance Program for Nurses (TPAPN for students who are RNs and LVNs) as required by law.

If the violation of academic integrity involves unsafe practice in the clinical area by a student with licensure status, state law requires a report be made to the Board of Nurse Examiners (RNs) or the Board of Vocational Nurse Examiners (LVNs), as well as institutional follow-up of the incident.
Incidents of unsafe practice in the clinical area by students are dealt with based on appropriate course expectations, The Texas Nurse Practice Act (BNE) and The Code for Nurses (ANA).

Confidentiality:

To the extent allowed by law and institutional policy, the "Process" will be conducted with regard to maintaining confidentiality of the issues and decisions, which shall be available to those with a need to know who are involved in the "Process".

School of Allied Health

Procedure for Resolution of an Incident of Academic Misconduct:

To assure fair and consistent resolution of an alleged incident of academic misconduct within the School of Allied Health, the procedure will be as follows:

1. If a faculty member, through personal observation or information, or through evidence obtained from other sources, has reason to believe that a student has engaged in an act of academic misconduct, the faculty member is responsible for confronting the student. The faculty member will inform the student of the accusation. If the student provides the faculty member with a satisfactory explanation for the questioned behavior, the incident is considered to be resolved.

    If the explanation of the questioned behavior is not satisfactory, the

faculty member is responsible for assembling pertinent data and immediately discussing the alleged incident with the course director (if the faculty member is not the course director) and Program Director. If the evidence is not considered sufficient to pursue the allegation, the incident is considered to be resolved.

2. If the student has reason to believe that another student has engaged in an act of academic misconduct, the student who observed the act is responsible for informing the course director who will deal with the matter in the manner described above.

3. The Program Director will investigate further, those cases that are not resolved. Discussion with all parties involved and review of any evidence will be part of that investigation. The Program Director's written conclusions and proposed actions/sanctions are submitted to the Department Chair for review and approval. The Department Chair will inform the student in writing of the conclusions and actions/sanctions, if any.

4. If a student is not satisfied with the Department Chair's recommendation, he/she may file a request for a hearing by completing a request form in the Office of Admissions and Student Affairs. The hearing request must include a specific statement why the student disagrees with the recommendation.

5. If the student files a request for a hearing, the Student Hearing Committee will convene within 15 working days.

6. The Director of Admissions and Student Affairs will forward the request for a hearing to the Associate Dean, who serves as the Chair of the Student Hearing Committee.

7. At the hearing, the hearing committee will consider the accusation and the explanation (admission or denial) of the alleged act.

   The hearing committee will consider the information and oral summaries presented, make findings of facts in matters of dispute, and determine whether the facts support the allegation against the student.

Hearing Procedure:

Grievances shall be heard by the School of Allied Health Student Hearing Committee, which shall be composed of:

• Associate Dean, who will serve as chair;

- Two students from departments not directly involved;
- Two faculty members;
- Student Affairs will provide technical assistance and support to this committee.

As soon as the hearing is scheduled, a written notice will be sent to all involved parties. The notice will specify the time, place, and nature of the hearing, plus a brief description of the grievance. The notice will also confirm the right of all involved parties to present witnesses and evidence and to be accompanied by counsel for advisory purposes only.

At least three days prior to the meeting, all parties will provide to the Chair of the Student Hearing Committee a list of the names of any witnesses or counsel who will attend the hearing. At least three days prior to the meeting, the student and the involved individual(s) shall exchange all information and documents to be considered by the Hearing Committee, including the names of all persons giving evidence and shall provide all such information to the Hearing Committee.

The Student and the involved parties shall attend the hearing and be offered an opportunity to state their positions, and present testimony and other evidence relevant to the case. The responsibility of establishing the validity of the grievance(s) shall rest with the student.

The Student Hearing Committee Chair shall keep an audio taped record of the hearing, which shall include date, time and location of the hearing, names of those present, and any evidence (e.g., records, written testimony, duplicated material) introduced.

Committee Decision:

If the hearing committee finds that the facts do not support the allegation, the charges will be dismissed. The hearing committee chair will provide written notification of this decision to the student, the faculty member, program director and department chair within five working days of the hearing. The matter will be considered resolved and no further action will occur.

If the hearing committee finds that the facts support the allegation, the hearing committee may recommend or concur with disciplinary sanctions proposed by the Program Director and Department Chair.

After completion of the hearing, the Hearing Committee shall meet in closed session and prepare written recommendations that will be communicated in a report approved and signed by the committee chair.

Copies of the Hearing Committee Chair's report shall be forwarded to all concerned parties.

In instances where the student is dissatisfied with the decision of the committee, the student may appeal to the Dean. An appeal must be made, in writing, within five working days, to the Dean of the School of Allied Health.

The Dean of the School of Allied Health will review the decision of the Hearing Committee as well as the student's written appeal, and will render a decision. The decision of the Dean is final.

Note: Throughout this document, the phrase "working days" means days when the school administrative offices are open and excludes weekends and holidays.

School of Pharmacy

All candidates and faculty of the TTUHSC School of Pharmacy are expected to subscribe to a Code of Professional and Academic Conduct. Each candidate implicitly and personally subscribes to the Code of Professional and Academic Conduct in accepting admission to the School of Pharmacy. The candidate is responsible for his/her own integrity, and is likewise responsible for reporting possible violation of the Code by other candidates. The faculty shall take all reasonable steps to prevent violation of the Code of Professional and Academic Conduct, and each faculty member likewise is responsible for reporting possible violations.

Examples of conduct for which disciplinary action may be taken include but are not limited to:

A.   Dishonesty which includes, but is not limited to, gaining unauthorized access to an examination or to obtain unfair advantage, using unauthorized sources of information during an examination, assisting a fellow candidate in committing an act of cheating, collaborating on assignments without explicit permission of the instructor, entering an office or building to obtain unfair advantage, taking an examination for another candidate, or altering grade reports.

B.   Plagiarism, which is using, stating, offering, or reporting as one's own, an idea, expression, or product of another without the proper credit to its source. As defined by Webster, plagiarism is "an act or instance of stealing or passing off the ideas or words of another as one's own, using a created production without crediting the source,

or presenting as new and original an idea or product derived from an existing source." (Webster's Collegiate Dictionary)

A direct quote should be cited and placed in quotation marks. However, the student should also know that if the ideas of others are used, these must be referenced or you will be guilty of an act of plagiarism. For example...For a direct quote: "Ask not what your country can do for you, ask what you can do for your country". (1) For a non-direct quote: You should consider how you can aid your country; rather than using your country.

It is the policy of the School that acts of plagiarism or any other acts of academic dishonesty, on any assignment, quiz, or examination, will result in a course grade of zero (0). The failing grade and incident of cheating will be reported to the Associate Dean and the appropriate subcommittee of the Student Affairs Committee.

C.   A candidate who witnesses any of the above or who is approached with an offer to gain unfair advantage is obligated by the Code of Professional and Academic Conduct to report that violation to the appropriate authority (see below). Failure to do so may result in disciplinary action.

Mechanism for Reporting and Responding to Possible Violations of Code of Professional and Academic Conduct:

A.   Possible violations of the Code of Professional and Academic Conduct will be reported by any source to the Associate Dean for Curriculum and Students who will be responsible for a preliminary investigation regarding the validity of the charge. A student who is deemed to be academically dishonest (e.g., plagiarism, cheating) will receive a grade of zero for the course, and the case will be reported to the Associate Dean for Curriculum and Students for formal evaluation. Repeat offenders will receive special sanctions beyond the course grade of zero.

B.   The Associate Dean will undertake a preliminary investigation to determine if there is sufficient cause for a hearing.

C.   If no basis for hearing is determined, the Associate Dean will notify in writing the charging party that no basis for hearing exists.

D.   If the charge appears founded, the Associate Dean shall gather all pertinent information and shall notify the accused candidate verbally and in writing of the charge(s).

E. If, in the judgment of the Associate Dean, the candidate poses a threat to him/herself, to others, or to normal activity of the school, he may temporarily suspend the candidate and implement such other restrictive actions deemed necessary pending completion of the disciplinary procedure. The Dean shall initiate appropriate disciplinary procedures within five (5) TTUHSC School of Pharmacy working days.

F. As soon as possible, the Associate Dean will convene a Hearing Committee composed of the faculty members of the Student Affairs Committee and the President and Vice President of the Pharmacy School Student Government. A quorum shall consist of at least three faculty members and two candidates present. If necessary, the Dean may appoint alternate faculty members and candidates. The Committee will elect a chair from its membership, and that chair will vote only in case of a tie. The Associate to the Dean for Curriculum and Students will serve ex officio as staff to the committee.

G. The accused candidate may choose to appear before the Committee, may choose to present his/her case in writing, or may choose to remain silent. She/he has the right to call witnesses and to produce materials for consideration.

H. While hearings on the Code of Professional and Academic Conduct are informal hearings, the accused candidate may be accompanied by a representative. In that event, the Office of General Counsel shall represent the university. An attorney or other representative may appear only in an advisory capacity and may not address the committee or the other party. If a candidate is to be accompanied by a representative, she/he shall notify the Dean at least five (5) working days in advance of the hearing of such fact.

I. When the Committee has elected a chair; the Associate Dean will present the nature of the allegation(s) to the Committee in the presence of the accused candidate (if she/he chooses to be present). The Chair of the Hearing Committee shall inform the candidate of the rights listed above and shall determine the candidate's choice.

J. The charging party shall present relevant information to the Committee in the presence of the accused candidate. The candidate and members of the Committee have the right to question the charging party. The charging party may present witnesses and produce materials for consideration. Witnesses

likewise may be questioned by the accused and by Committee members.

K. The Committee may call other witnesses or ask for other materials it deems necessary to conduct its investigation.

L. Following the hearing, the Committee, by majority vote, shall determine the validity of the charge(s) and provide written findings as follows:

1. That charge(s) have not been established. The Dean will be notified of that decision in writing by the Committee. The Dean will notify the candidate of the finding. A record of the proceedings is maintained in a confidential file in the Office of Student Affairs, but no copy is placed in the accused candidate's personal file.

2. That charge(s) have been established. The Committee shall determine the disciplinary sanction to be assessed.

M. Sanctions for violation of the Code of Professional and Academic Conduct may include but are not limited to:

1. Censure by written letter to be placed in the student's file. The Committee will determine whether the letter will remain permanently or may be removed at graduation from Pharmacy school.

2. Probation for a specified time period with written conditions for criteria for release from probation.

3. Suspension for a specified time period or for an indefinite period with written criteria for re-entry to the school and for standards to be maintained on re-entry.

4. Dismissal. The candidate's transcript shall reflect the nature of the dismissal.

N. The Dean may accept, reject, or modify the Committee's recommendation. The Dean will notify the student in writing of his decision.

Appeals Process

A. If the candidate feels that (1) the charge against him/her is insufficiently grounded, (2) a procedural error has been

committed which adversely affected the Committee's decision, or (3) the sanction assessed is inappropriate to the gravity of the offense, she/he may appeal in writing within ten (10) working days to the Dean. The reason for appeal must be clearly stated and justified in the letter.

B. The Dean will appoint an Appeals Committee of three senior faculty members who will not have been involved in the previous hearings(s). The Committee will be convened by the Associate to the Dean for Curriculum and Students who will chair the committee but who will have no vote. The chair of the initial hearing committee will present the basis for action for the committee.

C. The Appeals Committee shall review the case, the written appeal of the candidate, or organization, or circumstances regarding sanctions.

D. The Appeals Committee will make one of the following recommendations:

1. Find no substantive error and affirm the decision of the initial hearing committee.

2. Find that the evidence submitted was not sufficient to establish that a violation(s) as charged was committed.

3. Find procedural errors, which were prejudicial to the candidate sufficient to require another hearing. In this event, the matter will again be referred to the Associate to the Dean for Curriculum and Students for a new hearing as previously outlined.

E. The Dean may affirm, reject, or modify the recommendation of the Committee. The Dean's decision will be final and will be transmitted in writing to the candidate with a copy of the letter placed in the candidate's file.

06.02.1 Non-Academic Grievance General Procedures

Prior to filing a formal grievance, students are encouraged to attempt to resolve the concern through a dispute resolution process or directly with the individual(s) involved. The general procedures set forth do not apply to applicants for employment.

File a Non-Grade Grievance form in the school's Office of Student Affairs within five business days of the aggrieved occurrence, specifying the relief requested.

An investigation, as may be appropriate, shall follow the filing of a grievance. In most instances, the school's Office of Student Affairs shall conduct the investigation.

The Office of Student Affairs shall respond in writing no later than 5 business days from the date of filing. If the student does not file an appeal within 5 business days after verified receipt of the response, the decision of the school is final.

Appeals Process:

If the student is not satisfied with the recommendation, he/she may file appeal in writing within 5 business days to the Dean. The appeal must include a specific statement of the student's complaint, an explanation of what remedy the student seeks, and a copy of the Office of Student Affairs recommended resolution. Submit, in writing, any additional information to comprise appeal to the Dean's office. The responsibility of establishing the validity of the grievance(s) shall rest with the student.

The Dean will appoint an Appeals Committee comprised of faculty members and students. The Associate Dean, who will chair the committee but who will have no vote, will convene the Committee. The school's Student Affairs Office will provide technical assistance and support to this committee.

As soon as the hearing is scheduled, a written notice will be sent to all involved parties. The notice will specify the time, place, and nature of the hearing, plus a brief description of the grievance. The notice will also confirm the right of all involved parties to present witnesses and evidence and to be accompanied by counsel for advisory purposes only.

At least three days prior to the meeting, all parties will provide to the Chair of the Appeals Committee a list of the names of any witnesses or counsel who will attend the hearing. At least three days prior to the meeting, the student and the involved individual(s) shall exchange all information and documents to be considered by the Appeals Committee, including the names of all persons giving evidence and shall provide all such information to the Appeals Committee.

After completion of the hearing, the Appeals Committee shall meet in closed session. The Committee's decision, recommendation(s), and other appropriate comments or information will be forwarded in a report approved and signed by the committee chair to the Dean within one business day of the conclusion of the hearing. Copies of the Appeals Committee chair's report shall be forwarded to all concerned parties.

If a student is dissatisfied with the decision of the Committee, the student may appeal to the Dean. An appeal must be made, in writing, within five business days, to the Dean of their respective school.

The Dean may affirm, reject, or modify the recommendation of the Committee. The Dean's decision will be final and will be communicated in writing to the student within ten business days. Only in the event that the student believes the school's appeals process has been violated, he/she may, within five business days, appeal, in writing to the President of TTUHSC. The President will notify the student of his/her decision within ten business days. If the appeal is not made within five business days of the receipt of the Dean's decision, the right to appeal to the President is waived.

The Office of Student Affairs shall maintain all files and records relating to the grievance filed.

TTUHSC 77.08 OPERATING POLICY AND PROCEDURE

AUTHORITY:

This policy is required by Section 51.949 of the Texas Education Code and is filed with the Texas Higher Education Coordinating Board not later than August 1, 2002.

OVERVIEW:

This policy regulates any travel undertaken by one or more students presently enrolled at TTUHSC to an activity or event that is located more than 25 miles from the campus of TTUHSC. This operating policy applies to any event or activity which is organized, sponsored and/or funded by HSC, is undertaken using a vehicle owned or leased by the university or is a required event or activity by a student organization registered at TTUHSC.

Modes of travel by students to events or activities as defined above include:
1. personally-owned vehicles;
2. rental cars, vans, chartered buses;
3. commercial airlines; and
4. use of HSC-owned vehicle.

The purpose of this Policy is to help minimize the risks of liability connected with motor vehicle travel by University faculty, staff and students. The Policy applies to the use of motor vehicles in any activities directly related to the academic, research, and/or administrative responsibility of the department involved. This policy also applies to travel undertaken by one or more students presently enrolled at the University to reach a University-related activity located more than 25 miles from the University. It applies to travel required by a registered student organization.

REVIEW:

This OP will be reviewed on July 1 of each even-numbered year (ENY) by the Director of Student Services, Director of Business Services, Director of General Services, Director of Contracting and the Senior Associate General Counsel, with recommendations for change forwarded through administrative channels to the Vice President for Operations and Student Support Services by August 1.

POLICY/PROCEDURE:

1.   Generally Applicable Definitions.

   a.   Employee.

       For purposes of this policy, an employee is defined as anyone appointed to work for the University in a manner that causes his or her name to appear on the University payroll.

b.   Sponsor.

The sponsor of a student activity is selected by the organization from faculty or full-time staff members who have been employed by the University for at least one year.

c.   Course and Scope of Employment.

An employee is within the course and scope of employment when engaged in activities that are related to the mission of the University and in the furtherance of its affairs or business, whether on the University's premises or elsewhere.

d.   University-Related Activities.

University-related activities are those activities that are consistent with the University's mission and that are approved by the appropriate administrative unit. This includes activities organized or sponsored by the University, funded by the University, and using vehicles owned or leased by the University.

2.   Travel Using University-Owned Vehicles.

a.   Appropriate Use.

Only persons who are acting within the course and scope of University-related activities should use university vehicles.

b.   Drivers.

Because of the risks of personal injury, it is required that only those persons whose names appear on the approved driver's list be asked or allowed to use University-owned motor vehicles. If students will be using state-owned or rental vehicles, the following is required:

(1)   The requesting department or unit must place students who drive on behalf of the University on the approved driver's list.

(2)   Qualifications for drivers of all University or rental vehicles are as follows:

(a)   Must possess a valid (Texas or other U.S. state) driver's license, be at least 18 years of age and have held a valid license for at least two years;

(b) Must have available documentation of current personal insurance;

(c) Must sign a disclosure statement;

(d) Must not have more than two moving violations within the last 18 months;

(e) Are required to report any driving violations to their immediate supervisor as soon as possible. This includes violations that occur while driving a vehicle not owned by the University; and

(f) Must not have had any violations for drunk driving, driving under the influence of drugs or reckless driving. Must not have had a reinstated license in effect for less than one year after a revocation.

(3) Additional qualifications for drivers of vans equipped for 15 passengers are:

(a) Must be at least 21 years of age;

(b) Must comply with Motor Vehicle check on an annual basis;

(c) Must successfully complete a driver training course;

(d) Must attend retraining annually; and

(e) Must not have more than one moving violation in the last 18 months.

3. Operator Conduct.

Operators of University vehicles must take a 15-minute break every 3 hours and may drive no more than 10 hours in a 24-four hour period. When the vehicle driven is a van with passengers, a second person must remain awake at all times and ride in the front passenger seat.

a. Those who operate a University vehicle represent the University to the general public. The image conveyed does affect the University; therefore:

(1) DO NOT use University vehicles for personal transportation or business;

(2) DO NOT allow alcoholic beverages or narcotics to be transported or consumed in any University vehicle;

(3) DO NOT pick up hitchhikers or transport family members;

(4) DO NOT allow the vehicle to become unnecessarily dirty and present an unfavorable image to the general public;

(5) DO observe all traffic rules and regulations;

(6) DO drive carefully, safely, and courteously;

(7) DO require driver and all passengers to use seat belts and other appropriate occupant restraints at all times the vehicle is being operated;

(8) DO NOT operate the vehicle unless all occupants are wearing the appropriate restraints; and

(9) DO NOT allow the number of passengers to exceed the authorized capacity of the vehicle.

b. When a vehicle is damaged through operator misuse or operated by a person under the influence of alcohol or narcotics, the department head employing the operator will be furnished a complete statement of the circumstances and a copy of the police report for the appropriate administrative action. Citations for all parking and traffic violations will be the personal responsibility of the operator.

c. Use common sense when driving. For road trips of 100 miles or more, share the driving, if possible, and take frequent breaks.

4. Accidents.

The following procedures should be followed whenever a University vehicle is involved in an accident, regardless of the extent of damage.

a. Stop immediately and notify local police so that an official report can document the accident;

b. Take necessary steps to prevent another accident;

c. Use the motor pool card with instructions on the front and numbers to call on the back;

d. Call a doctor, ambulance, or emergency medical team, if necessary. Render aid to the injured until help arrives;

e. Get names and addresses of all witnesses;

f. Provide all required information to the police officer;

g. Notify the department head or supervisor. If you are unable to contact or reach someone, contact the Texas Tech Police Department; and

h. Refer to TTUHSC OP 76.34 for the completion of required vehicle accident documentation.

5. Travel Using Personal Vehicles.

The University recognizes that employees occasionally use personal vehicles while engaged in University-related activities on campus and in the local area. Because personal automobile insurance will be looked to first in the event of an accident, all persons who use their personal vehicles while conducting University business should be made aware of the possibility of personal liability related to such use. **No University coverage for personal injuries is available to students if they drive their personal vehicles on university-related activities as defined hereinabove.**

6. Reimbursement for Costs of Personal Vehicles.

Mileage costs related to any significant use of personal vehicles to conduct University-related business may be reimbursed to students upon approval of Department heads. Contact the travel office for additional information.

7. Use of Personal Vehicles Not Required.

No individual shall be required to use a personal vehicle to perform University-related activities.

8. Policy Concerning Use of Personal Vehicles by Students.

a. Use of personal vehicles by students to drive to University-related activities is discouraged;

b.   If students use their personal vehicles, and/or transport other students as passengers, they should be informed, in advance, that their personal insurance will be primarily responsible for any liability that may arise from such use.

c.   No University coverage for personal injuries is available to students if they drive their personal vehicles on University-related activities as defined hereinabove.

9.   Policy Concerning Student Releases and Medical Authorization.

Each student who travels by any form of transportation to participate in a University-related activity, including but not limited to academically-related field trips, courses, competitions, or contests, or non-academic activities, must, prior to such activities, execute a copy of the Release and Indemnification Agreement and the Authorization for Emergency Medical Treatment that are attached to this policy.

10.   Guidelines Concerning Safe Travel Practices.

a.   Each administrative unit approving University-related travel, especially travel that involves students, is encouraged to promulgate guidelines that encourage safe driving and minimize risks of injury during that travel.

b.   Registered student organizations are free to make such off-campus trips as are deemed worthwhile by the membership and sponsors of the organization. Students and their parents should understand that participation in such off-campus trips and activities is at the students' own risk. If personal injury or accident should occur to students or other persons during such activities, Texas Tech will assume no responsibility, financial or otherwise.

c.   Faculty and staff sponsors and organization officers are urged to take all possible pre-cautions to ensure the safety and well-being of all persons participating in off-campus activities.

d.   There is no official registration procedure for official off-campus trips, and there are no official excused class absences for students who participate in off-campus trips sponsored by student organizations. Students will be responsible for making their own individual arrangements with instructors for class work missed while participating in an off-campus trip. Instructors may set their own requirements for class work missed under such circumstances; they must grant students an opportunity to make up all course work missed while participating in an official off-campus trip.

e.   Please refer to the TTU Study Abroad Department for information
      regarding travel abroad.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
AUTHORIZATION FOR EMERGENCY
MEDICAL TREATMENT

I, _____(*Name*), am a student at Texas Tech University Health Sciences Center (TTUHSC) and hereby give TTUHSC, its representatives, agents, or other responsible party who is a member of _____(*Organization, Sponsoring Group*) to seek emergency medical treatment on my behalf in the event I should be injured while participating in a TTUHSC activity which is organized, sponsored, and/or funded by TTUHSC and involves the travel of at least twenty-five (25) miles from the TTUHSC campus.

I hold TTUHSC, its representatives, agents, or other responsible party who is a member of _____(*Organization, Sponsoring Group*) harmless from any liability, negligent or otherwise, with regard to seeking emergency medical treatment on my behalf. I am at least 18 years of age, have read and fully understand this agreement and am voluntarily requesting emergency medical treatment on my behalf in the event of such need.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
TRAVEL RELEASE AND
INDEMNIFICATION AGREEMENT

As a student of the Texas Tech University Health Sciences Center (TTUHSC) _____(*organization*), I have the opportunity to participate in the _____(*activity*) located in _____(*city*), _____(*state*), from _____(*date*) through _____(*date*).

I, the undersigned, am aware of the dangers associated with travel by motor vehicle, or other conveyance and the possibility of injuries or death while in transit.

In consideration of being allowed to attend the above mentioned activity, I, the undersigned, do hereby release, indemnify and hold harmless Texas Tech University Health Sciences Center, its Board of Regents, all the University's officers, advisors, agents, and employees, as well as the officers, advisors, sponsors and employees of the _____(*name of group sponsoring trip*) from any and all liability due to injuries, damage, or death arising or resulting from any act or omission, negligent or otherwise, of said Texas Tech University Health Sciences Center officers, advisors, agents, and employees and other officers or members of the _____(*name of group sponsoring trip*), or any other person or other participant in said activity while attending the activity or while in transit to and from the activity. The terms hereof shall also serve as a release and an assumption of risk for my heirs, executor and administrator, and for all members of my family and may be pleaded as a bar to litigation.

I agree to indemnify and hold Texas Tech University Health Sciences Center, its Board of Regents, and all of the University's officers, agents, and employees harmless from and against any and all personal injury or damage to property.

I am above the age of 18 years and have read this Release and Indemnification Agreement and accept its terms.

_____   _____
Signature of Applicant   Date

_____   _____
Signature of Witness   Date

Texas Tech University Establishes an Integrated Marketing Committee

David J. Schmidly

Background

In 2001, 76 years after opening its doors to 914 students, Texas Tech University has grown from a regional college into a 25,500-student comprehensive research institution. Texas Tech has attained the top ranking, Doctoral/Research-Extensive, in the Carnegie classification system and has attained membership in the prestigious American Association of Research Libraries.

Despite its phenomenal growth into the only major research university in the western two-thirds of Texas, people both inside and outside the state still perceive Texas Tech as just one of the three other universities behind the University of Texas and Texas A&M University. Besides this misperception, the university does not enjoy a distinct and positive brand in the minds of its target audience.

The first step in creating a strong marketing program at Texas Tech was the implementation of a strategic planning process. The comprehensive strategic planning process at Texas Tech University is now reaching an end. Undertaking the implementation of the plan will require the efforts of the entire campus community. In order to reap the greatest rewards of the strategic plan, the university must now implement an integrated marketing process. To achieve this end, I have formed an Integrated Marketing Committee made up of 20 faculty and staff members. The committee has met on October 23, 2001 and on November 15, 2001. They will continue to meet throughout the Spring 2002 semester. The role of the committee is to review our current marketing initiatives and present a plan for creating an integrated marketing program at Texas Tech University. The plan will be presented at the May meeting of the Texas Tech University Board of Regents.

Definition of Integrated Marketing

Integrated marketing is a listen-first, data-dependent approach to marketing that involves all segments of the university in a campus-wide marketing plan as opposed to decentralized marketing of individual units on campus. Integrated marketing is by definition a coordinated, university-wide effort to communicate mission-critical values and messages in a way that target audiences notice, understand, and respond to. Integrated marketing communication stresses data-driven audience segmentation, message integration, and evaluation.

Charge to the Marketing Committee

Support Texas Tech University by initiating and implementing a plan to create and manage marketing strategies that communicate the university's strengths and its goals and facilitates access to the university by all audiences. Accomplish the following:

- Determine what we want our image to be in light of the goals we have set for ourselves in the strategic plan.
- Create a Process to Manage that image
- Create a Texas Tech brand and message
- Create a desire in our target audiences to be part of our brand.

Next Steps for the Committee

- Identify Target Audiences
- Submit a Plan to Manage the Integrated Marketing of Texas Tech

Attachment: Integrated Marketing Council Membership

Attachment

Integrated Marketing Council Membership

Ron Streibich	Institutional Advancement and Marketing, Co-chair
Margaret Lutherer	Office of the President, Co-chair
Mary Chicoine	Facilitator

Gene Binder	President's Office
Jim Brink	Provost
Dawn Dockter	Libraries
Jim Douglass	Ex-Students Association
Steve Downing	Athletics
Manuel Escamilla	Equity and Diversity
Marsha Gustafson	Ranching Heritage Center
Michael Heintze	Enrollment Management
Curt Langford	Community representative
Allen McInnis	Rawls College
Michele Moskos	Extended Studies Marketing
Judy Oskam	School of Mass Communications
Bob Phillips	Rawls College
Sally Post	News and Publications
Michael Shonrock	Student Affairs
Nadine Smith	College of Human Sciences Development
Steve Sullivan	Athletic Marketing
Gary Wiggins	Information Technology

Texas Tech University— Hill Country

Update for the Board of Regents—December 2001
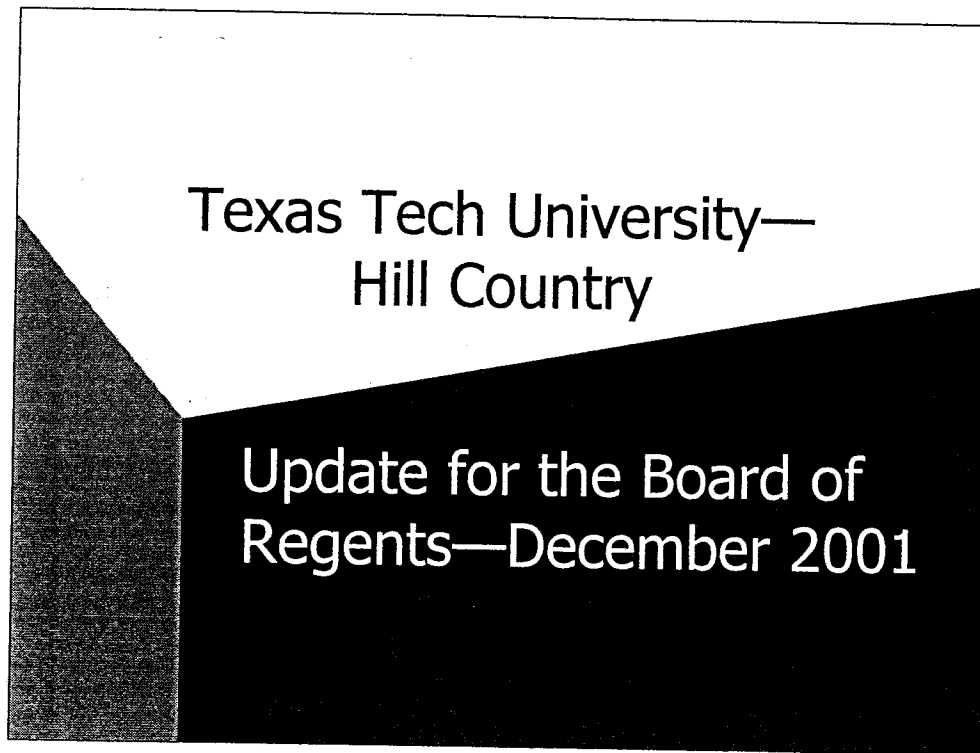
❑Appreciate opportunity to update on progress we've made on Hill Country initiatives since your board meeting in February.

❑Take a quick geographic tour of our region

The Hill Country University Consortium
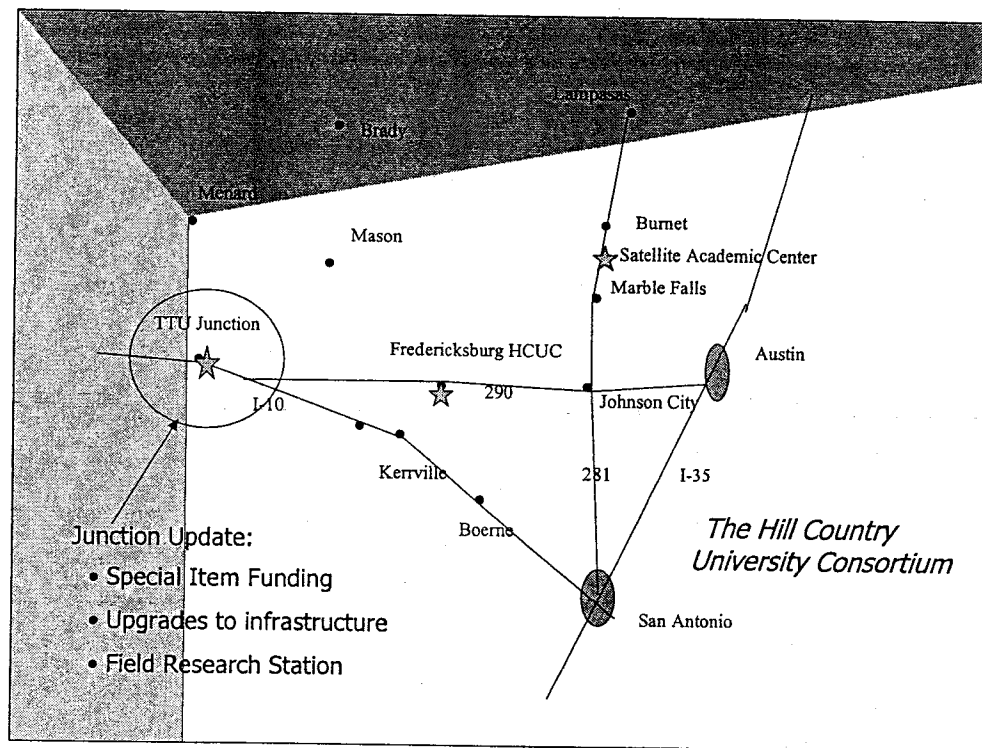
□ Biggest news is we received a special item appr from legislature for $500k over the biennium—we're using bulk of that funding to continue upgrade aging campus infrastructure

    □Replacing obsolete vehicles and maintenance equip

    □Upgrading furniture and other amenities in faculty housing

    □We're also adding critically needed staff support in the area of information technology

□Two major facility projects underway at Junction (both in preparation for doubling size of RRC next summer):

    □First is renovation of old bathhouse—funded by grant from LCRA. Project is under contract and will be started by end of year.

    □Second is very exciting—construction of swimming pool for Junction. That project is out for bids and we hope to start construction in January

□Great news is development of concept for a long-overdue permanent research presence at Junction

Texas Tech in the Hill Country

- Junction Field Research Station
  - Concept development for full-time research presence at Junction
    - Focus on water resources, use and conservation
    - Collaboration with other universities and governmental agencies
    - A state of the art facility
    - Strong public education function

❑The research station will host an inter-disciplinary research program, with a theme of water resources and preservation of the fragile central Texas ecosystem

❑Over 30 scientists are preparing proposals

❑The program will be a collaboration with several universities and colleges (including those in Mexico), as well as state and federal agencies

❑We envision a state of the art facility that models a synergistic relationship to the environment and appropriate use of resources

❑The program will feature a strong public education program that brings the general public and school classes into the facility on a regular basis

❑Hope that you hear a great deal more about this in the future
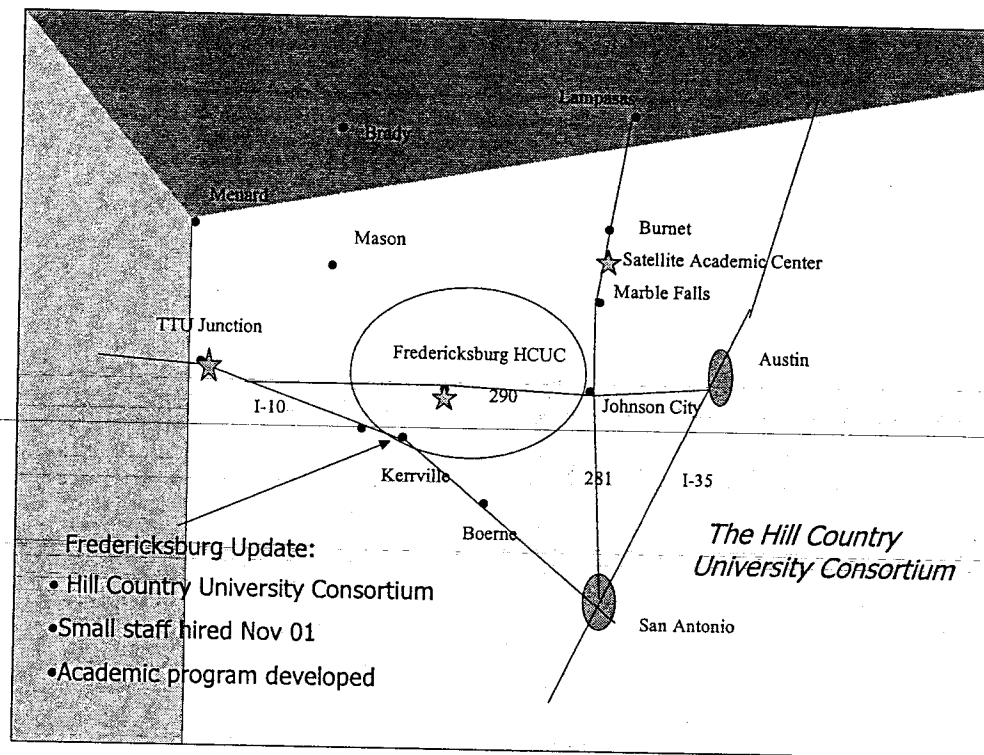
During your February meeting, you authorized implementation of a MITC serving the Hill Country region contingent upon receiving special funding from the legislature

❑We received $1.0 million for the biennium in a special item, not as much as hoped, but enough to implement a pilot program

❑Dr. Schmidly approved our plan in July and we have been busy implementing the first phases

❑We have achieved four initial milestones

❑Brought on a small Center staff of four in Nov, including a Director; in addition VPSA and VP EnRoll have positioned a fifth employee in Center

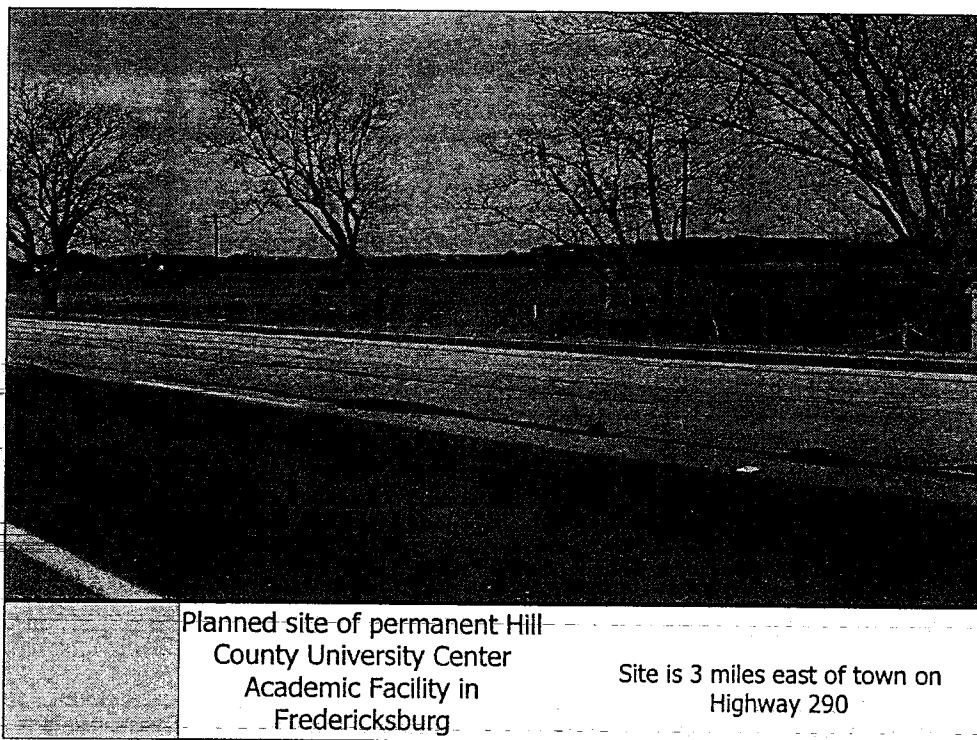❑New Slide—We have firmed----transition

Texas Tech Hill Country University Center

- Partners:
  - Angelo State, Sul Ross State, Schreiner University, Texas Tech HSC
  - Austin Community College, Howard College, Texas State Technical College
    - Adding Central Texas College
- Academic Program – June 2002
  - Emphasis on Education and General Studies
  - Degree and program offerings will expand as dictated by student demand and imperative for quality
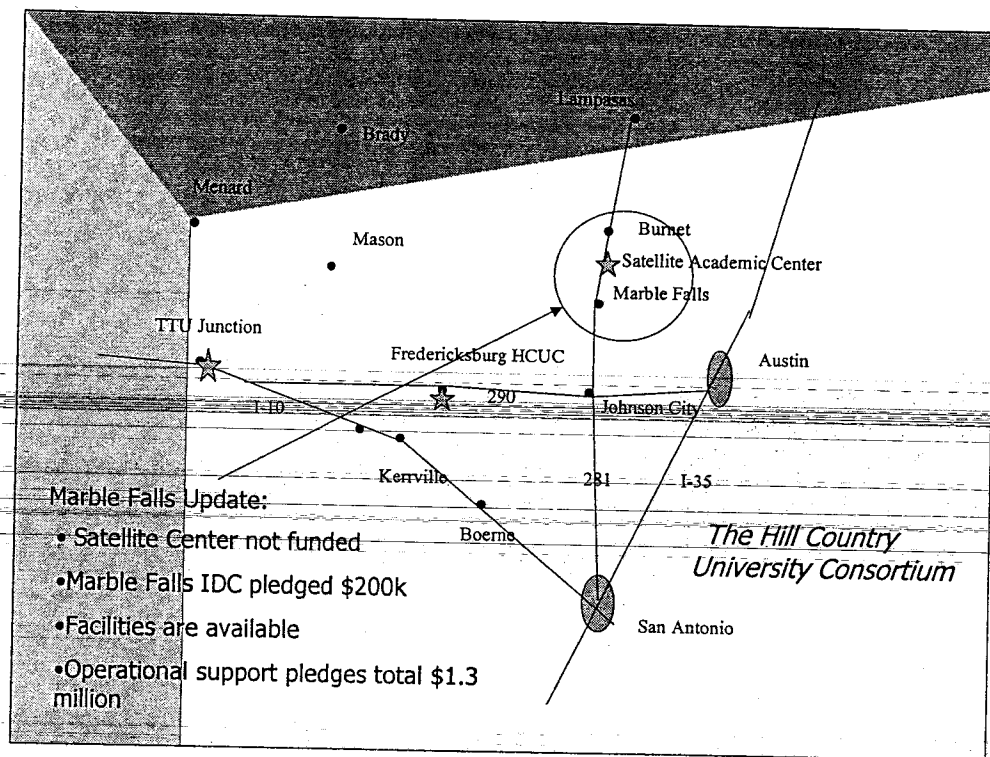
❑We have firmed up the collaboration with our eight partners

❑The list of partners is as briefed in Feb, with the addition of Central Texas College (a community college out of Killeen)

❑Central Texas came into the mix due to a legislative change in community college boundaries during the last session

❑We have developed the initial academic program that will be offered beginning in June 2002 at the three academic centers

❑Heavy focus on supporting teachers—3 MS degrees in education; we will offer endorsements, such as bilingual education for teachers

❑A general studies degree will be offered with several concentrations to serve the large number of working adults interested in completing a degree

❑Other degrees and programs are planned to be phased in during future semesters at a pace consistent with maintaining quality

❑Next slide—We have developed interim facilities------transition
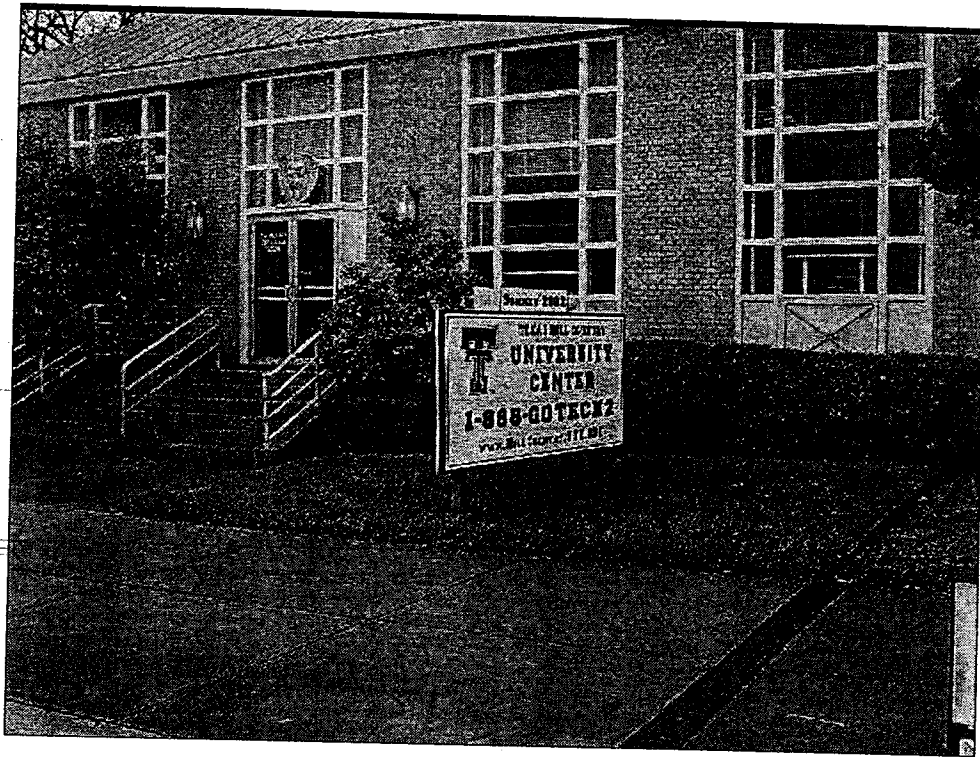
❑We have developed interim facilities in Fredericksburg

    ❑Shown here are our administrative offices in the Old Post Office on Main Street

    ❑These facilities have been made available by the Gillespie Country Commissioners Court at no cost

    ❑If you are in town, hope you will drop in

❑Classroom space has been dedicated at Fredericksburg High School

❑Next Slide—Finally, there is an active fund-raising effort---transition

Planned site of permanent Hill
County University Center
Academic Facility in
Fredericksburg

Site is 3 miles east of town on
Highway 290

❑Finally, there is an active fundraising effort underway in the
community to provide a permanent academic facility on property
that belongs to the City of Fredericksburg

The Hill Country University Consortium

Marble Falls Update:
- Satellite Center not funded
- Marble Falls IDC pledged $200k
- Facilities are available
- Operational support pledges total $1.3 million

Original plan for MITC envisioned a number of satellite teaching centers to better distribute the educational opportunities throughout the region

    ❑However, funding provided by legislature was insufficient to implement this concept

❑Group of supporters (many, but not all Red Raiders) from Marble Falls and Horseshoe Bay have joined to raise the funds needed to establish an academic center in Marble Falls

❑City was first to pledge support with $200k from IDC to fund distance education technology

❑School district has pledged initial space, and private investors have offered to provide space at no cost

❑ A number of individual supporters have banded together to raise funds for operational support of the Marble Falls Center over the first five years of operation

    ❑Goal is $1.8 million for five years--$1.3 million has been pledged to date

❑With this support, we will be able to offer classes beginning in June

President's Report
Texas Tech University
Board of Regents Meeting
December 14, 2001

Dr. Schmidly distributed the attached printed report.

Dr. Schmidly further noted that the Visitors' Center in West Hall will be open at 1:30 p.m. today for an informal reception and tour for the regents.

Dr. Schmidly also informed the board that as of this morning, the university has sold 23,147 tickets to the Alamo Bowl in San Antonio, TX.
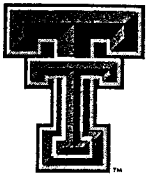
A regular report on the

ACCOMPLISHMENTS

of Texas Tech University from the Office of the President

REPORT TO THE REGENTS

Volume One   Number Two   December 14, 2001

INSTITUTIONAL ACCOMPLISHMENTS

Star Award

■ The *Texas Tech University Writing Center* has won one of the first ever Star Awards from the Texas Higher Education Coordinating Board. The award celebrates progress toward the state's "Closing the Gap by 2015" initiative, which encourages enrolling hundreds of thousands more students in Texas colleges, ensuring their success, enhancing quality of academic programs and increasing research capabilities in the state. The University Writing Center is under the direction of Dr. Lady Falls Brown. Governor Perry named four other university programs from across the state Star Award winners on November 28. *Texas Tech's TECHniques* program, directed by Leann DiAndreth-Elkins, was also a finalist for the award.

The Visitors Center ...from meager to magnificent!

■ One of the most beautiful locations on the Texas Tech campus is the new *Visitors Center*, home to a gracious staff, original art by Texas Tech faculty and world famous artists, and the spot for first impressions of the university for thousands of prospective students.

The staffs of the Visitors Center and the Office of Admissions and School Relations are proud to welcome the Board of Regents to this wonderful new home in West Hall. The Visitors Center is the initial stop for thousands of future Red Raiders and their families.

Since February 21, 2001, The Visitors Center has hosted over 2,000 students for campus tours. This figure does not include parents or other family members who accompy the students. Over 750 of these students visited Texas Tech during March and April, the "spring break" months.

Applications Up

■ Freshmen applications for fall 2002 are up 23 percent over last year's record-breaking numbers at this time.

University Public Art Committee

■ The University Public Art Committee has awarded a commission to Lubbock artist *Steve Teeters* to complete an installation of iron work that will wrap the first-floor exterior of the new parking garage under construction at 18th Street and Flint Avenue. Teeter's concept for an iron work mural that tells the story of life and geography on the South Plains was selected from three finalists' concepts after a national competition for the design on the parking garage. The Flint Avenue Garage will be complete in August.

Institutional Technology

■ Texas Tech students can now take advantage of version 2 of the student portal at *raiderlink.ttu.edu.* It offers students more choices of portal entries, more content,

FACULTY AND STAFF ACCOMPLISHMENTS

■ Horn Professor **Sankar Chatterjee,** Geosciences, was recently elected a Fellow of the American Association for the Advancement of Science.

■ **Dr. Meredith McClain,** Classical & Modern Languages and Literatures, was awarded the Lucius B. Clay medal from Germany. This medal is given annually to the American who has made the most significant contribution that year to Germany. Only twenty of these awards have ever been given, and Dr. McClain is the first woman and the first academic ever to receive this honor. Dr. McClain was also recently featured in an article published in Germany's Newsweek, Focus Magazine, titled "In Wilden Westen."

■ **Dr. Ronald Kendall,** director of The Institute of Environmental and Human Health, was recently reappointed as chair of the Scientific Advisory Panel of the United States Environmental Protection Agency.

■ **Gail Barber** from the School of Music has received international and national attention for her work with the harp as a healing instrument, most recently at the Indiana State Convention for Hospice and Palliative Care.

■ **David Dees,** School of Music, performed recitals and master classes recently with the Royal College of Music in London and at other academies and institutions in England and Switzerland.

■ **Dr. Laura Beard** of Classical and Modern Languages and Literatures was selected to participate in a National Endowment for the Humanities (NEH) Institute on "Environmental Ethics and Issues: Alaska as a Case Study" at the University of Alaska Anchorage, and **Dr. Sharon Nell** of Classical and Modern Languages and Literatures was selected for the NEH Institute on "A Literature of Their Own? Women Writing-London, Venice, Paris-1550/1700" held at the University of North Carolina - Chapel Hill.

■ **Dr. Miriam Mulsow,** assistant professor and director of graduate programs, the Department of Human Development & Family Studies, was awarded the Meritorious Service Award in November at the National Council on Family Relations Meeting in Rochester, New York.

■ **Dr. Edward V. George** of Classical and Modern Languages and Literatures is currently serving a 3-year term as President of the American Association of Neo-Latin Studies.

■ **Dr. T. Gilmour Reeve,** Professor and Chair of Health, Exercise, & Sport Sciences, is serving as Editor-in-Chief of the Research Quarterly for Exercise and Sport, a multidisciplinary research journal.

■ **Dr. Carolyn Rude,** Department of English, is serving as President of the Association of

Teachers of Technical Writing. In addition, Dr. Rude recently received the Distinguished Service Award from the Council for Programs in Technical and Scientific Communication.

■ **Dr. Dottie Bagwell,** Professor, Department of Merchandising, Environmental Design, and Consumer Economics, received the 2001 Western Region Home Management and Family Economics Educators Ph.D. Research Award.

■ **Dr. Lynn Huffman,** Professor and Department Chair, Education, Nutrition, Restaurant, Hotel, and Institutional Management, received the John Wiley & Sons award for Innovation in Teaching from the Council of Hotel, Restaurant, and Institutional Education.

■ **Dr. Robert Morgan** from Psychology was one of ten faculty members selected nationwide for participation in the "Mentoring and Education for Health Services Research Program" sponsored by Yale University. He will have two mentors and attend workshops designed to increase his chances at obtaining an NIH grant.

■ **Dr. Karen Meaney,** Associate Professor of Health, Exercise, & Sport Sciences is Chair of the Motor Development Academy, a national organization that focuses on lifespan development of individuals involved in physical

activity. The Academy is a 3,000-member organization within the National Association of Sport and Physical Education.

■ **Dr. Mark Miller,** animal science and food technology, recently received the American Meat Science Association 2001 Distinguished Teaching Award.

■ **Dr. Keith Bearden** of the School of Music received the national Distinguished Service to Music Award from Kappa Kappa Psi.

■ **Dr. Daniel Nathan** from the Department of Philosophy and **Dr. Joaquin Borrego** from the Department of Psychology were awarded Big 12 Faculty Fellowships. Dr. Nathan will visit the University of Texas, and Dr. Borrego will visit the University of Oklahoma Health Sciences Center.

■ **Birgit Green,** Director of Professional Development and Community Outreach at Extended Studies, has been elected President of the Texas Association for Community Service and Continuing Education (TACSCE).

■ **Brent Cejda,** coordinator of the Higher Education program in the College of Education, recently authored a study entitled "Integrated Marketing in Higher Education" that is being used by universities across the United States who are beginning integrated marketing programs on their campuses.

STUDENT ACHIEVEMENT

■ The *Texas Tech Chapter of the Student Affiliates of the American Chemical Society* was awarded the outstanding rating by the national organization; only 24 out of 600 student affiliate chapters received this highest ranking and recognition.

■ The *Texas Tech chapter of Pi Tau Sigma*, the mechanical engineering student honor society, has received all three national awards for their activities at the society's November annual meeting. The Tech chapter won the Outstanding Service Award, the Outstanding Chapter Award, and the Overall Best Chapter for the Academic Year Award.

■ The *Omega Chapter of Phi Upsilon Omicron, an international honor society for human sciences students,* placed second internationally and was the District VIII Professional Project Winner with a project called Investing in the Future: Opening Eyes, Unlocking Hearts. This project worked with the Children's Home of Lubbock and Women's Protective Services.

■ *Mitchel Cottenoir* (graduate student) and *Jennifer Lacina* (undergraduate student) from the Department of Chemistry and Biochemistry were awarded ARCS fellowships in the most recent competition. These students were presented with a certificate, a medal, and cash awards valued at $7,500.

■ *Daniel T. Chang,* doctoral student in the Department of Chemistry, won the competition for best poster for his presentation "First Principles Simulation of the Photoelectron Spectra of LiH" at

the 18th Southwest Theoretical Chemistry Conference in El Paso, Texas. First runner-up was *Tom Baker,* also a graduate student from the Chemistry Department.

■ *Jim Cody,* a graduate student in the Department of English, presented a paper at the International James Joyce Festival in London.

■ *Jerome Stueart,* a graduate student in English, is teaching and studying in Whitehorse, Canada, this year in the Fulbright program. *Chris Hice,* a doctoral student in biology, is studying in Peru, also on a Fulbright Fellowship.

■ *Julie Beaver,* senior animal science and food technology major, recently placed first in the American Royal Livestock Judging Contest in Kansas City. She received the highest score ever recorded in that contest. The entire *Meat Judging Team* has placed first in six national competitions and will shortly compete for the national championship.

■ Texas Tech agricultural education student *Mary Jane Short* was recently elected national president of ACT, Agricultural Communicators of Tomorrow. Tech's ACT chapter was also named Chapter of the Year.

■ During the past 6 months, sixteen *Texas Tech Howard Hughes Medical Institute undergraduate students,* both research and science education, have attended national scientific meetings and presented oral or poster presentations.

■ The Texas Tech University *Computer Sciences Pro-*

gramming Team won the Rocky Mountain Regional Competition recently in Boulder. The team solved 7 out of 8 problems, the only team in the competition to solve more than 6 problems. The team will represent Texas Tech at the World Finals in Hawaii in January.

■ The *Rawls College of Business Undergraduate*

Tax Challenge Team placed third nationwide in the Andersen Tax Challenge in the finalist competition in November, winning a prize of $5,000.

■ *Patrick L. Schultz,* a doctoral student in the Rawls College of Business was a finalist in the College on Organization Science Dissertation Proposal Competition held recently.

INSTITUTIONAL ACCOMPLISHMENTS *cont. from page 1*

and greater ease of customizing their personal Internet portal. Version 3 will be delivered in the spring semester. In addition, students can now have 50 megabytes of personal disk storage available and accessible through the Internet. This will allow students to work at various locations and have their data always available for use.

■ Texas Tech was recently awarded a *2001 Educators of Distinction Award* by Saludos Hispanos/Saludos.com, the leading career and education site and magazine for bilingual Hispanics.

■ The Texas Higher Education Coordinating Board has given its approval to the creation of the *College of Visual and Performing Arts* at Texas Tech. The new college will begin offering classes in the fall 2002 semester and office temporarily in the Administration building.

■ Texas Tech has released the results of a survey commissioned by Texas Parks and Wildlife to determine the future direction of its growth. The survey, "Texas Parks and Wildlife for the 21st Century," took 18 months to complete and includes a survey of public lands and historical and cultural sites in the state. Primary authors of the study are *David Schmidly, Nick Parker* and *Robert Baker.*

■ The *J.F Maddox Foundation of Hobbs* has funded a new position of transfer counselor at New Mexico Junior College to create a transfer program that will expedite enrollment of NMJC students into degree programs at Texas Tech.

■ The Texas Tech Athletic Department is busy throughout the month of December planning for a massive ticket sale campaign to fill the Alamodome on December 29 when the *Texas Tech Red Raiders* face the University of Iowa Hawkeyes in the Alamo Bowl Classic. Tech expects to sell more than 30,000 tickets to the post-season match up and related events in San Antonio.

NEWS FROM THE ACADEMIC UNITS

■ The *International Cultural Center and the Office of International Affairs* participated in the recent International Week of the United States with a special program called "Gateway to America: The Immigrant Experience on Ellis Island." The Division of Public Education sponsored two additional programs for K-12 students as part of the week's events. All programs were featured on the U.S. State Department's Web site.

■ The *Department of Mathematics and Statistics* was recently ranked #55 nationally in terms of publications per faculty member.

■ The *College of Engineering* announced recently that it will partner with West Texas A&M, the Amarillo Economic Development Corporation, and BWXT Pantex to offer a graduate studies program in engineering, beginning in January at the Texas Tech Medical Center in Amarillo. The college hopes to expand its Amarillo offerings to include an undergraduate program by fall semester of 2003.

■ The *College of Engineering* has also signed an agreement with the City of Abilene, the Development Corporation of Abilene and three universities there to offer a graduate degree in engineering, beginning in August 2002. The degree will be the only engineering degree of any type offered in the Abilene area. The program will be called the Texas Tech University Center for Excellence in Engineering Graduate Studies and Research.

■ The *Operations Division* has worked throughout the fall to establish the campus security committee, which developed the heightened security measures at our athletic venues in response to the national events of September 11. The committee is also developing the threat and vulnerability analysis for the entire campus.

Operations has also completed Phase 1 of the TTU aerial mapping program, which was the required flyovers to take the scaled pictures of the TTU campus, New Deal Farm, East Research Complex, the Junction Campus, and the Fredericksburg property. The final product will yield precise base maps of all surface improvements and infrastructure.

■ Texas Tech's Operations Division has been notified that the United States Postal Services will nominate *MailTech* as a "Mailroom of the Year" at the National Postal Forum in Spring 2002. The Division has also learned that Pitney Bowes is preparing an article for a professional mail journal publication on MailTech's successful mailroom operation.

■ The *College of Human Sciences* and the *Family*

Financial Planning Program has started an initiative called Red to Black Financial Counseling, to establish a prototype for campus-based financial counseling and education service in the U.S. Their mission is to provide TTU students with knowledge to help control personal debt and manage personal finances.

■ The *College of Education* sponsors the local chapter of the *Texas Student Education Association* which has won state honors the past two years. This enterprising group of student leaders has organized a partnership with students at Estacado High School to promote the teaching profession and mentor future teachers.

■ The *College of Education* will be implementing a Master's Degree in Curriculum and Instruction for our Texas Tech University Hill Country constituents beginning with initial coursework in the summer of 2002.

■ The *Restaurant, Hotel, and Institutional Management* program recently renovated their *Skyviews* laboratory, making it one of the nicest dining facilities in the city. They continue outreach programs, partnering with entities such as the Texas Workforce Commission and South Plains Food Bank.

DISTINGUISHED VISITORS

■ *Allan Bromley,* Sterling Professor of Sciences and former Dean of the College of Engineering at Yale University, will deliver the commencement address on December 15 at Texas Tech's winter commencement ceremony. His topic is "Science, Technology, and Politics." Professor Bromley will also receive an honorary doctorate from Texas Tech University at the ceremony.

■ Renowned American literary figures *Pattiann Rogers* and *Scott Russell Sanders* both lectured on campus in November as part of the Losing Geography, Discovering Self series hosted by the University Libraries. Rogers, a poet, has archived her personal papers in the James Sowell Family Collection of Literature, Community and Natural History at the Southwest Collection/Special Collections Library.

NEW APPOINTMENTS

■ *Dr. Janet Diaz Perez* was named Qualia Professor in the Department of Classical & Modern Languages and Literature.

■ *Dr. Mary Jane Hurst* was named Director of the Fine Arts Doctoral Program as Dr. Tom Langford retired.

President's Report
Texas Tech University Health Sciences Center
and
Chancellor's Report
Texas Tech University System

Board of Regents Meeting
December 14, 2001

Dr. Smith noted that due to the time, his report would be brief. Dr. Smith stated that it has only been 102 days since September 4th. A lot has happened and most importantly, the team has pulled together and maintained momentum. He noted that he was particularly pleased with the progress that was made regarding strategic planning. This is important for us as times are changing. We need to be responsive. We saw results of this during the last two sessions. Dr. Smith complimented the board on that process. The staffs of both universities are committed to carry that out because it is integral to our future and, most importantly, for the job we have to do in higher education for students and faculty and to maintain our expertise in teaching, research and service.

Dr. Smith was also pleased that the system was able to make some contributions. Working with the Chief Financial Officers and Dr. Schmidly, we have been able to reduce administrative expenditures across both universities and the system. The system saw a reduction of greater than ten percent. Both universities have made some difficult decisions in those areas, as well. Resources have been redirected, at the board's discretion, to academic purposes. That is important given these times.

Dr. Smith was also proud of the board's actions on their efforts to build equity back into the system. This included property rights sales that will enable us to put Texas Tech University and the System in a better position in the coming months and years. This is particularly important as we look at a tougher economy and probably a more difficult legislative session. This was done without putting an additional burden on the students.

Dr. Smith commended the staff and faculty and people like Ben Lock and others who worked on our successful fundraising campaign with the SECC program. The Texas Tech family contributed over $.5 million to the efforts here in Lubbock. This was an all-time high and we exceeded our goal. This shows the other side of what Texas Tech means to the community of West Texas and to the people that reside here.

Dr. Smith noted that fundraising is continuing on all fronts. We are pleased with some of the new gifts that we will be able to celebrate in the coming weeks both in the academic realm and in others.

Dr. Smith noted that, consistent with what the board has requested, we have had senior management teams pull together across both the university and the system to identify the things we would like to accomplish in the next six months. Certainly there is the strategic side, but on the other side is the tactics. Clearly there are a number of things that we would like to get "off the table" and to be able to move forward on in a variety of settings whether they be in the academic arena, the financial arena or in the area of

athletics and others. We are particularly pleased with the board's help and assistance as we have attempted to get those issues into a state of resolution and we will continue to identify those. We appreciate your patience and time as we have gone through those. It certainly has helped us clarify our position and redirect our resources so they can be corrective.

Finally, Dr. Smith stated that we are really pleased with what is going on with the student first initiatives. Efforts have been combined with Dr. Schmidly, the Health Sciences Center and also with the students. The community is not involved with the three Chambers of Commerce and the Mayor's Office. We can see what our communities can do to make Texas Tech, Lubbock and West Texas more student oriented.