

TITLE: Opportunities***OPPORTUNITIES, CHALLENGES, AND FUTURE DIRECTIONS***

Texas Tech has undergone an organizational maturation process as the Chancellor and his executive staff have built a new management team to position the overall system for greater achievement and success. Senior staff with years of proven success in higher education systems throughout the country have been successfully recruited to Texas Tech University and the Health Sciences Center. The most important foundation was laid by the selection and hiring of new Presidents for Texas Tech University and the Health Sciences Center. In addition, positions successfully filled within the last couple of years include the Vice Chancellor for Institutional Advancement and the Associate Vice Chancellor for Marketing and Communications within the system; the Senior Vice President for Administration and Finance for TTU; and at TTUHSC, the Executive Vice President for Academic Affairs and Dean of the Graduate School of Biomedical Sciences, the Vice President for Communications and Marketing, and the Vice President for Diversity and Multicultural Affairs.

CLOSING THE GAPS

The Texas Higher Education Coordinating Board's Closing the Gaps by 2015 plan comprises four strategic goals in the areas of participation (access), success (degree/certificate completion), centers of excellence and research. The Texas Tech University System is one of the few comprehensive research institutions that can help the state reach its Closing the Gaps goals in all four areas.

Closing the Gaps calls for adding an additional 500,000 students enrolled in higher education between 2000 and 2015. Texas Tech University and the Health Sciences Center have grown rapidly in recent years, so that enrollment at TTU is approximately 28,500 and at TTUHSC approximately 2,100. These numbers are expected to increase. To increase diversity in the student population, a number of initiatives have been established.

- Mentor Tech –The Mentor Tech Program pairs TTU System faculty and staff members with first-year freshmen, transfer and graduate African-American and Hispanic students. The program is designed to enhance retention of members of underrepresented groups at Texas Tech. Program goals include enhancing the quality of the educational experience of students through services, advocacy, and campus and community involvement. In FY 2004:
 - 166 students were accepted and matched with mentors
 - 40 students returned from 2002-2003 (an 87% retention rate)
 - 81 percent of students earned cumulative GPAs of 2.5 or greater
 - 56 percent earned GPA of 3.0 or greater

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- Preparing for College Workshops - A total of 23 workshops were held in inner city public and private schools and community locations in Houston, El Paso, San Antonio, and Lubbock and the surrounding areas. These sessions encouraged students to attend college and assisted them in filling out applications for admission and scholarships. In FY 2004, the workshops yielded 693 contacts with students and parents interested in applying to Texas Tech.
- Pastors' Forum - The Pastors' Forum provides local clergy an opportunity to receive useful TTU information for their congregations and communities so they can actively participate in the recruitment and retention of TTU students.

CAMPUS MASTER PLANNING

The Texas Tech University System developed a set of Master Planning Policies that will guide the development of Texas Tech's campuses for the next 25 to 30 years. With the assistance of Ira Fink, a nationally known campus planning expert, system leaders worked to ensure the Master Plan provides a framework for making decisions about the size, location and character of future campus development.

Faced with increasing enrollment and constrained budgets, campus modernization and growth must be integrated with and fully support the institution's academic plans. Such a carefully formulated strategic planning process will allow the institution to ensure a higher impact for the long-term future by focusing on maximizing limited resources and not allowing them to dissipate in an unplanned way.

Working with the leadership of the system, TTU and HSC, the Master Planning Process also will develop methodologies for forecasting Texas Tech's future land needs to allow the campus to modernize and grow. The Master Planning Process will also identify lands that, while reserved for future academic needs, may be available to be developed for compatible current uses and will develop criteria for evaluating these development opportunities.

A MARKET POSITIONING FOR THE TEXAS TECH UNIVERSITY SYSTEM

As the higher education marketplace becomes more competitive and colleges and universities become more sophisticated about how to survive and even thrive in the new market economy, Texas Tech needs to position itself as a continually improving institution with serious academic accomplishments.

To that end, in FY 2004, Texas Tech contracted with a nationally respected higher education marketing/communications firm Lipman Hearne of Chicago to conduct a system-wide marketing study. The goal of the project was to incorporate Lipman Hearne's expert research-based

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recommendations to reposition Texas Tech as a higher education institution with a serious academic mission in the eyes of the greater public and specific target audiences.

Key recommendations included the adoption of a “positioning platform” for each component of the institution, including the system, Texas Tech University and the Texas Tech University Health Sciences Center. As a result of these recommendations, the former News and Publications Office was updated and transformed into a modern Communications and Marketing Office through major reorganization and staffing changes. Other projects included revamping of the institution’s websites; creation of a unified “look” and “graphic identity” to reduce the rampant “logo and communications anarchy” as identified by Lipman Hearne; and development and execution of an aggressive and creative unified strategic marketing plan for each component of the system.

NEW FOUR-YEAR MEDICAL SCHOOL IN EL PASO

With the first class of students scheduled for 2008, (contingent upon the availability of start-up funding), the Texas Tech University Health Sciences Center’s El Paso Medical School will be the first new four-year medical school built in the state in 30 years. The school will provide outstanding medical education with a special focus on border health and biomedical research. The El Paso location will provide support for regional and international collaborations for new research discoveries and improved health care interventions.

The Texas Tech University Health Sciences Center received approval from the 77th Legislature to issue tuition revenue bonds for construction of a medical education building, scheduled to open in fall 2005. The institution continued to seek support from the state and private sector to help establish the four-year medical school.

BUILDING STRONG SYSTEM-ALUMNI ASSOCIATION RELATIONS

Administrators in the Texas Tech University System and the Texas Tech Alumni Association worked hard to continue to strengthen ties and collaboration for the good of the institution. The Alumni Association pledged that local alumni chapters will participate actively in marketing and communications and in efforts to raise scholarship support.

Realizing the value of alumni, the Texas Tech University Health Sciences Center Institutional Advancement team set a goal to strengthen ties and reconnect with alumni, the foundation of support for the Health Sciences Center.

HSC alumni celebrated the 35th anniversary of the founding of the medical school. Also, the School of Medicine held receptions in Dallas and Houston to encourage medical alumni to participate with student applicants and reorganized its Medical Alumni Association Board. The School of Nursing in Odessa will celebrate its 20th anniversary in September 2005. Additionally, the Health Sciences Center has plans under way for an alumni reunion in fall 2005.

TITLE: Opportunities***BUILDING REPUTATION***

Texas Tech is well-positioned to increase its status in a potential realignment of higher education in Texas, given the state legislature's consideration of the need for additional universities to join the flagships of The University of Texas at Austin and Texas A&M University. Texas Tech President Jon Whitmore testified before legislators considering this re-alignment. Due to the size of its academic research enterprise, TTU is poised to assume the role of a flagship university.

BUILDING QUALITY THROUGH INCREASED TTU FACULTY HIRING

Recent years of rapid student enrollment growth that has not been matched by a concurrent influx of funding from the state to hire new teachers has resulted in a steady erosion of Texas Tech University's faculty ratio.

| <i>2000</i> | <i>2001</i> | <i>2002</i> | <i>2003</i> |
|-------------|-------------|-------------|-------------|
| 19:1 | 20:1 | 20:1 | 21:1 |

TTU President Jon Whitmore has made a commitment to use revenues from tuition increases to build quality through increasing the number of faculty positions and thus improving the faculty/student ratio, as well as increasing faculty and staff salaries, student financial aid and the academic and research infrastructure.

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The following shows the breakdown of allocations to these areas from the \$10 per semester hour tuition increase in the spring and summer of 2004:

(Note: total revenue from this period for the \$10 per semester hour increase was \$3.785 million)

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|--|--------------------|
| New Faculty Positions (10) | \$932,000 or 25% |
| Retention of Current Faculty and Staff | \$1,530,000 or 40% |
| Merit Related Fringe Benefits | \$382,000 or 10% |
| Need-Based Financial Aid | \$941,000 or 25% |

While the system has made many advances and has much to celebrate, challenges remain and much work must be done in the following areas.

TITLE: *Challenges****NEED FOR INCREASED ETHNIC AND SOCIAL/INCOME DIVERSITY***

Texas Tech has a long tradition of commitment to educating all Texans. Moreover, the Texas Higher Education Coordinating Board's Closing the Gaps by 2015 plan requires that Texas universities and colleges commit to bringing hundreds of thousands of first-generation and minority college students into higher education. In FY 2004, a combined 17.4 percent of the undergraduate student body was African-American, Hispanic, Native American or Asian. The Health Sciences Center's diversity rate was 29.5 percent. While the universities' student populations increased in diversity, much is still to be done.

Health Sciences Center President M. Roy Wilson has made increasing diversity of the HSC faculty and student populations one of his top strategic priorities. To that end, President Wilson hired Germán R. Núñez G. as HSC's new Vice President for Diversity and Multicultural Affairs in July 2004. Núñez is responsible for developing and implementing programs in all of the Health Sciences Center schools to increase enrollment and retention of under-represented minority students, especially Mexican-Americans and African-Americans.

Texas Tech University President Jon Whitmore appointed Juan Munoz, Ph.D., as Special Assistant to the President for Diversity. In that capacity, Munoz's responsibilities include facilitating policies and activities campus-wide that will lead to increased diversity of the TTU faculty and student body. Munoz came to Texas Tech in July 2004 from California State University at Fullerton where he was Associate Professor of Bilingual and Diversity Studies.

NEED FOR INCREASED RESEARCH IN "NICHE" OR TARGETED AREAS

The amount of research conducted by a university is one of the most important criteria for increasing academic reputation and position among competing institutions. In addition, research is one of the foundational pillars of the overall mission of an institution of higher education. Presidents Whitmore and Wilson have taken up the challenge to increase the research enterprise at their respective institutions, while at the same time actively seeking to improve undergraduate education factors.

In 2004, Health Sciences Center researchers conducted approximately \$21 million worth of research funded by all external and internal sources, including governmental and foundation grants. Approximately \$6 million of the overall research was funded by the National Institutes of Health (NIH). President Wilson has set a goal of increasing the NIH-funded research at the HSC to \$15 million over the next five years.

To initiate this institutional change and growth, President Wilson invited a number of nationally known scientists and research administrators to the Health Sciences Center for a symposium in April 2004. One of these national experts advised the HSC to identify one or two "niche areas" of research and put in place strategies to build its research capabilities in those specific areas. HSC executive staff are actively working on strategic plans to implement such a vision. Areas of research will likely corre-

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spond to President Wilson's strategic priorities of decreasing health disparities and improving community health and/or build on current HSC research strengths.

TTU President Jon Whitmore has made increasing research one of his top priorities. He has set a goal of increasing TTU's research enterprise from \$50 million to \$100 million. Dr. Whitmore is undergoing with his faculty and staff a process to identify areas of research specialties to pursue and thus far areas of emphasis chosen include water, engineering, life sciences, agriculture and Southwest studies.

NEED FOR INCREASED HSC FACULTY IN RELATION TO CURRENT AND FUTURE NEEDS

The Health Sciences Center has increased enrollment, most notably in Allied Health Sciences and Nursing, and this requires more faculty to meet the education mission. In addition, more School of Medicine physician faculty are needed to handle the multiple demands of academic and research work as well as handling large practice plan caseloads. Finally, the Health Sciences Center will need more faculty for the El Paso four-year Medical School.

Because TTU has sufficient student numbers, a modest tuition increase can generate funds to pay for hiring many new faculty. But even a large tuition increase by the HSC will not provide funds to hire many faculty because of the cap on student enrollment set by accrediting boards. In addition, the HSC has to develop creative ways to prioritize existing funding to allow the institution to enhance its research portfolio. The Health Sciences Center has been shifting tobacco funds toward research development, but will need other, new funds from development and fundraising activities to help meet the goal of hiring new academic faculty.

NEED TO DEVELOP NEW RESOURCES

Because of reduced state funding in addition to the increasing need of students for scholarships, Texas Tech faces the challenge of raising millions of dollars in private sector dollars to sustain and improve the quality of education at this institution. Such funds already include programs like the Regents Matching Professorship and Scholarship Program, Rawls College of Business Campaign, El Paso Four-Year Medical School Campaign and others.

TITLE: *Future Directions****INCREASED INTERDISCIPLINARY WORK BETWEEN TTU AND HSC***

HSC and TTU are focusing on creating better systems to share resources between institutions and to increase interdisciplinary work.

As of July 2004, the Texas Tech University System had 13 research grants from federal agencies such as the Department of Defense and the National Institutes of Health that involved collaborative work of scientists at both TTU and HSC. Examples of inter-campus collaborative work include the work of HSC's Dr. Samuel Prien (OB/GYN) with TTU's College of Agricultural Sciences and Natural Resources in the field of human and animal reproductive physiology.

The top research administrators at TTU and HSC, Dr. Robert Sweazy and Dr. Roderick Nairn, have had frequent meetings to formulate a strategic plan to increase the cooperative research enterprise for the system as a whole and to review current research that could lead to development of new technologies and products.

NOURISHING LINEAR RELATIONSHIPS WITH COMMUNITY COLLEGES

Texas Tech has formal agreements with 36 community colleges in Texas and one institution in New Mexico. These agreements facilitate student transition from community college to Texas Tech and increase the number of Texas residents completing a bachelor's degree. Community college agreements are designed to increase awareness about the educational opportunities available at Texas Tech; promote an understanding of the personal and financial value of a college education; and encourage currently enrolled students to complete their associate degrees. The services and opportunities available to community college students are offered through cooperative efforts of TTU's Enrollment Management, Information Technology, the Office of the Provost, the Health Sciences Center and community colleges.

AMBITIOUS NEW SCHOLARSHIP FUNDRAISING CAMPAIGN

Texas Tech Institutional Advancement undertook an ambitious fundraising campaign to raise \$100 million in new endowments, including cash and planned gifts, to support a student scholarship program (\$10 million per year for the next 10 years).

INCREASING LIFELONG LEARNING OPPORTUNITIES BEFORE & AFTER "COLLEGE"

From accredited K-12 curriculum and college credit courses to non-credit lifelong learning opportunities, Texas Tech offers a wide range of outreach and distance learning programs to meet the increasingly global demand for distance education. While the university's college credit distance learning programs meet the needs of degree-seeking students, its K-12 programs serve as useful recruiting tools by educating prospective students about higher education opportunities at Texas Tech. Outreach programs also increase awareness of Texas Tech globally with special programs in more than 25 foreign countries.

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Texas Tech's K-12 credit programs serve both rural school districts and underserved populations, assist schools with supplementary curricula and offer homeschoolers innovative alternatives to traditional classroom schooling. Underserved districts such as Brownsville, rural school districts such as Jayton, and districts such as Houston and San Antonio continue to benefit from Texas Tech's K-12 options. By the end of the 2004 academic year, Texas Tech had processed more than 87,660 K-12 credit-by-examination and for-credit course enrollments. Additionally, Texas Tech University Independent School District, a K-12 diploma-granting program, served more than 1,300 full-time students and had a 2004 graduating class of 166 students. To build on these programs and activities, Texas Tech envisions a completely online K-12 program, including library and IT support services, and is exploring the possibility of securing funding for a face-to-face K-12 program that would mirror the distance program.

By 2010, the 55-64 year-old age segment is expected to grow faster than any other age group. In an effort to serve this burgeoning over-55 population, Texas Tech inaugurated the Texas Tech Lifelong Learning Community (TTLLC) in the spring of 2003. TTLLC enrolled almost 350 members over the age of 55 in its first year. In 2004, TTLLC enrolled 1,150 members, an increase of 800 members since 2003. The program seeks to make the intellectual resources of the university accessible to community members by providing high-quality, non-credit learning opportunities that stimulate learning, create awareness, enrich community life, and also foster engagement and social connectedness among non-traditional learners. The program has also been launched in the Texas Hill Country. Field trips, theatre visits, and foreign film and book circles, as well as courses in topics such as world religion or current affairs are designed to increase experiential and interdisciplinary learning.

In January 2004, The Chronicle of Higher Education reported that distance learning "is going to continue to grow by leaps and bounds...there will not only be more and more students accessing distance learning opportunities, but expecting them" (p. B8). Texas Tech is striving to meet this need and currently offers 25 degree plans, either completely at a distance or through its off-campus instruction, with additional programs under development. Additionally, Texas Tech's off-campus educational sites provide an important Texas Tech presence and educational opportunity outside the Lubbock area. The university envisions expanding and diversifying its distance and off-campus degree programs.

Texas Tech's vision for these outreach and distance learning activities is expansive as it seeks opportunities to strengthen existing programs and to serve new populations of Texans.