

TEXAS TECH UNIVERSITY

2011 Strategic Action Plan

Office of the Vice President for Research





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Letter from Vice President for Research Taylor Eighmy



Texas Tech University is nearing designation as a National Research University (NRU) by the State of Texas. The effort to meet the state's criteria has resulted in significant change across campus as the university has refocused and expanded its already impressive research, scholarship and creative activity.

The Office of the Vice President for Research also has undergone much change since I arrived at Texas Tech two years ago. The division has been reorganized, new personnel hired and initiatives undertaken to better support faculty success.



Three associate or assistant vice presidents have been named to focus on faculty development, research integrity, and federal affairs. We have formed a team to assist with major strategic grant initiatives. We have looked at our processes and procedures to see how our division can be more effective. A Transdisciplinary Research Academy to foster collaboration across campus debuted in fall 2011. A new electronic research magazine, *Texas Tech Discoveries: Research, Scholarship, Creative Activity*, was launched in May 2011 to showcase the broad range of work by our faculty and students. The Research Advisory Council, with Faculty Senate representation, was reestablished. We are evaluating new software products in hopes of making the grant application process more efficient. A new annual \$500,000 internal, peer competition began in fall 2011 for support of scholarship in the creative arts, humanities and social sciences. A new program is in place to assist faculty in obtaining highly competitive, nationally prominent annual awards.

The basis for this strategic action plan was three listening sessions attended by faculty, staff and students from across the campus. A Strategic Plan Advisory Committee was established to help frame our collective response to the many issues raised in the listening sessions. We heard consistent themes of where we could improve. The input from those sessions prompted us to create a document that is more of an action plan rather than a traditional strategic plan for the division. You will find clear action items with responsibilities assigned for each item over the next few years. This plan is dynamic – we expect to prioritize and address these items over the next few years. Most importantly, much progress has already been made in the intervening time between the listening sessions and the issue of this plan.

The Office of the Vice President for Research is committed to supporting the discovery of new knowledge in every discipline on this campus. Whether it is new advances in wind energy, a haunting new poem or an important new historical work, our office will continually look for new and better ways to further the scholarship of the university.

Taylor Eighmy
Vice President for Research

Introduction



Texas Tech University is in a rapid period of growth. With the passage of House Bill 51 by the Texas Legislature in 2009, Texas Tech was given a once-in-a-lifetime opportunity. Texas Tech and six other universities were named emerging research universities and allowed to compete for the benefits of the newly established NRU. To receive National Research University status, the seven universities were required to meet a number of bench marks established by the legislature and the Texas Higher Education Coordinating Board across two consecutive fiscal years.

The criteria included one benchmark that all seven universities must meet: having \$45 million in restricted research expenditures in each of two consecutive years. Texas Tech reported more than \$50 million for fiscal year 2010 and will report a similar number for fiscal year 2011.

The universities also were required to meet four of six additional criteria revolving around faculty and student quality, endowment and academic excellence (Appendix 1). Texas Tech has met these criteria for the two consecutive fiscal years as well. Once the state affirms reports submitted by the university, Texas Tech will become one of the first institutions to become eligible for NRUF payout.

Achieving NRU status in Texas is but a first step in the university's goal to become a truly national research university with attributes similar to Association of American Universities (AAU) institutions. The university expects it will take 10 to 15 years to achieve that goal. Texas Tech's total research expenditures must grow from about \$140 million annually now, to more than \$450 million. Federal research expenditures also must significantly increase. The university must continue

to work to recruit faculty who are members of, or have the potential soon to become members of the National Academies. Finally, faculty receiving nationally recognized competitive awards, such as Guggenheims, Fulbrights and NSF CAREER awards, remains critical.

To guide Texas Tech's progress over the next decade, a thorough strategic planning process began in 2009, based on the Texas Tech University System's strategic priorities. That process involved numerous campus meetings and input from all sectors of the campus. The result was that in 2010, *Making it possible... 2010-2020 Strategic Plan* was adopted by the university. The plan's five strategic priorities reflect the university's vision and mission. Strategic Priority 3 (Appendix 2) directly relates to the function of the Office of the Vice President for Research (OVPR).

Expand and Enhance Research and Creative Scholarship:

We will significantly increase the amount of public and private research dollars in order to advance knowledge, improve the quality of life in our state and nation, and enhance the state's economy and global competitiveness.

For the university to achieve its goals, the OVPR must adapt to the changing needs and expectations of our faculty and students. Much time has been spent listening to faculty, staff, administration and students to assess what is needed most from the OVPR. The Strategic Action Plan details what the OVPR is doing to address current and future needs.

Vision & Mission



The OVPR has been charged with leading the university's efforts to increase and improve upon the already excellent research, scholarship and creative activity at Texas Tech in part by providing appropriate support to faculty and staff. Our Vision and Mission Statements were crafted from input received during three listening sessions last year and through numerous discussions with administrators and faculty. The Vision and Mission Statements are meant to reflect the OVPR's commitment to achieving Strategic Priority 3 in "Making it possible...".

VISION *The Office of the Vice President for Research will create an environment to foster excellence in research, scholarship and creative activity across all disciplines.*

MISSION *The Office of the Vice President for Research will facilitate an environment that fosters intellectual discovery, creative problem solving and the dissemination and application of knowledge. The OVPR will provide support for faculty professional development, promote research integrity, facilitate transdisciplinary research, and support funded and unfunded research, scholarship and creative activity. The OVPR will offer superior support services to faculty and students to support the university's mission of becoming a great public national research university.*

Office of the Vice President for Research



The Office of the Vice President for Research is made up of eight functional areas (see chart on next page). Those areas include:

Office of Research Services (ORS), overseen by Dr. Kathleen Harris, is responsible for: proposal development; proposal budgeting; proposal submittal; award set-up; sub-contracting; contract negotiation; re-budgeting and extensions; reporting; faculty mentoring; research expenditures; and financial compliance, in coordination with Office of Sponsored Programs Accounting and Reporting (SPAR).

Faculty Professional Development, overseen by Dr. Michael San Francisco, is responsible for: the Transdisciplinary Research Academy; transdisciplinary scholarship initiatives; faculty professional development; individual proposal development; limited submissions; and nominations and awards.

Research Integrity, overseen by Dr. Alice Young, is responsible for: responsible conduct of research and research ethics; Institutional Animal Care and Use Committee (IACUC); human subjects protection through the Institutional Review Board (IRB); environmental health and safety, safety culture and compliance; conflicts of interest and commitment; misconduct in research and scholarly activity; collaborative training; research compliance; and policies.

Interdisciplinary Centers and Institutes, which report to Dr. Taylor Eighmy, are: Northwest Texas Small Business Development Center; Center for Biotechnology and Genomics; Wind Science and Engineering Research Center; National Wind Resources Center; and the Texas Tech Neuroimaging Institute.

Strategic Initiatives, overseen by Dr. Eighmy, include: senior and traditional hires, in coordination with the provost and deans; the Research Development Team (RDT), which was formed to help map large federal funding opportunities to TTU research investment areas and to support faculty through the proposal development lifecycle; federal relations efforts; corporate and foundation

partnerships, in cooperation with the Office of Technology Commercialization and Institutional Advancement; National University Research Fund criteria as related to research; strategic programs, proposals and facilities, in cooperation with deans and the Research Advisory Council (RAC); core facilities; and space.

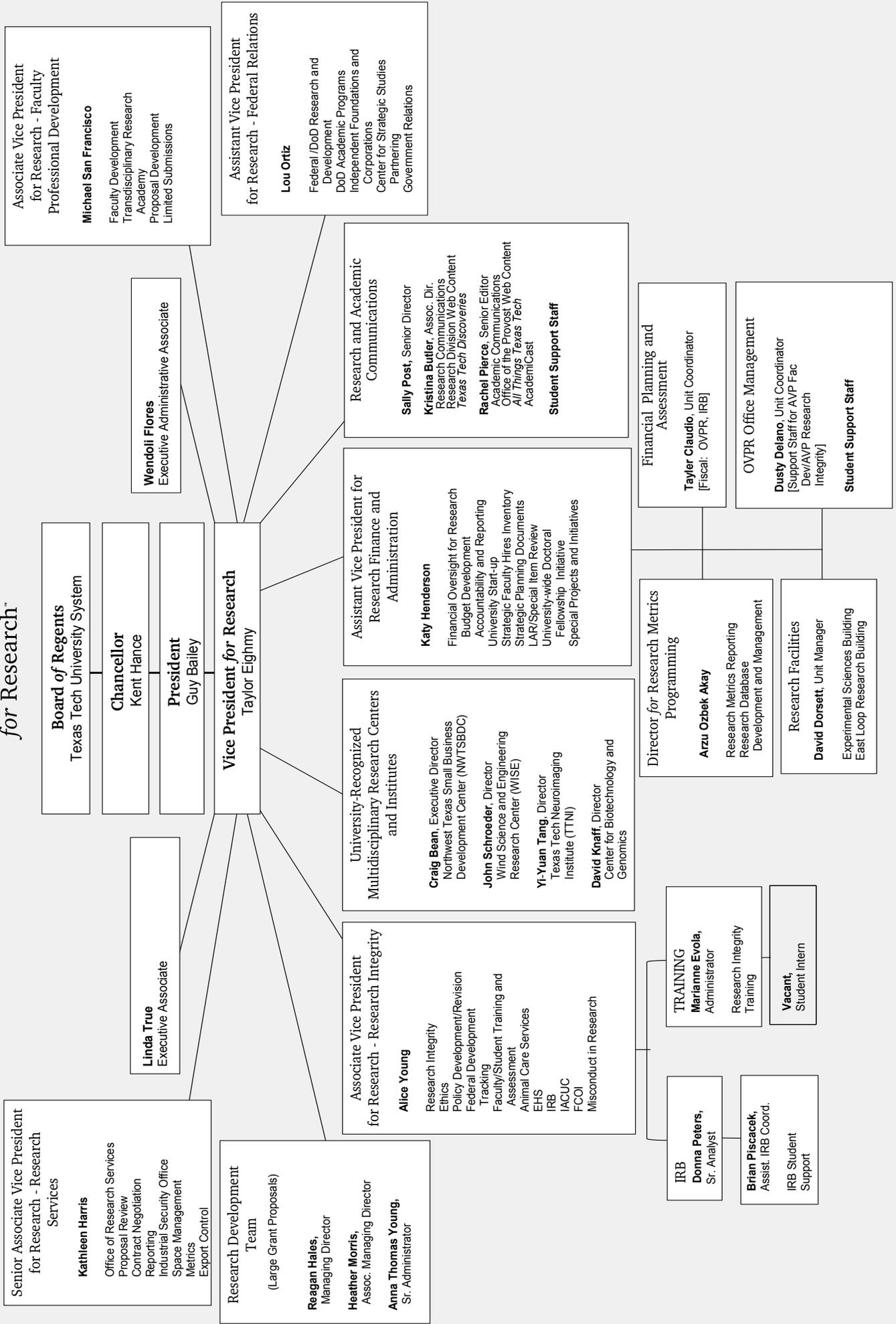
Federal Relations, overseen by Lou Ortiz, is responsible for: building research relationships and education partnerships at the federal level, particularly with the U.S. Department of Defense.

Finance and Administration, overseen by Katy Henderson, is responsible for: research division staff development and management processes; research division fund and budget development; OVPR fiscal operations; Legislative Appropriation Requests (LARs) and reporting for research; institutional start-up processes; facility and administrative cost return disbursement; and special institutional projects such as the American Recovery and Reinvestment Act (ARRA) funded graduate fellowship program.

Communications, overseen by Sally Logue Post, is responsible for: websites related to the OVPR and the Office of the Provost; *Texas Tech Discoveries* magazine; Academicast podcast; *All Things Texas Tech* electronic journal; and developing other communications vehicles to inform internal and external audiences about the ongoing research, scholarship and creative activity at the university.



TEXAS TECH UNIVERSITY
Office of the Vice President
for Research



Texas Tech University's Strategic Research Themes

Through the university's 2009-2010 strategic planning efforts, and in close concert with all colleges and schools, eight strategic research themes were identified. The themes were selected through external scans and SWOT, or strength, weakness, opportunity and threat, analysis. Each theme was evaluated with respect to increasing support to the institution, advancing knowledge, improving quality of life, and enhancing global and economic competitiveness. These eight themes will guide future programmatic development and resource investment strategies to expand and enhance research and creative scholarship. The strategic research themes will be evaluated periodically as the university's strategic plan is reviewed.

The eight strategic research themes are:

- 1. Sustainable Society** - TTU is on the cutting edge of research involving energy, water, agriculture and the built environment, including focus areas in food safety and quality, sustainable energy and communities, water resources and law, and animal health and well-being.
- 2. Innovative Education and Assessment** - Our researchers are finding new ways to educate and assess special needs and special education, bilingualism and English as a Second Language (ESL), science, technology, engineering and mathematics (STEM) training and certification, and social issues and critical pedagogy in public schools.
- 3. Computational and Theoretical Sciences and Visualization** - Our researchers work nationally and internationally studying high-energy particle physics, molecular dynamical simulation, business intelligence, systems engineering and information systems.
- 4. Advanced Electronics and Materials** - Providing immeasurable benefits to our state and nation both economically and defensively, Texas Tech is an innovator in advanced electronics and materials research including nanotechnology, nanophotonics and pulsed power.
- 5. Integrative Biosciences** - Texas Tech research collaborations extend across departmental boundaries in areas of biodefense law, addiction and recovery, and cancer research.
- 6. Community Health and Wellness** - Texas Tech is dedicated to research addressing the needs of rural West Texas community health issues, including family health and wellness, addiction and recovery, family outreach, health care law, and health care design.
- 7. Culture and Communications** - From the study of military law and policy to the cognitive and social effects of new media, researchers at Texas Tech cover a broad area of culture, communication, entrepreneurship, and leadership.
- 8. Creative Capital** - The university is invested in supporting and enhancing creative scholarship through arts and design technologies such as geospatial analysis and visualization, gaming and technology, and music perception and cognition.

Strategic Research Themes

(Themes were originally established in 2009-2010 and will be periodically reviewed)

Theme	Sub-Themes
Theme 1: Sustainable Society and Economy - Energy, Water, Agriculture & the Built Environment	Food safety, security, quality; Sustainable energy; Sustainable agriculture, competitiveness & management; Environmental & agroecosystem management; Ecosystem, ecology & environmental biology; Water resources, conservation, desalinization, law & distribution; Animal health & wellness; Environmental and natural resource economics; Geospatial analysis & visualization; Sustainable communities & built environment; Smart transportation systems and infrastructure; Conservation of environmental resources; Real estate finance; Capital markets; Sustainable energy in developing economies; Business energy management; Entrepreneurship & sustainable economy; Positivity in emerging organizations & economies; Strategy & sustaining society and organization; Resource advantage theory; Global supply management & comparative economics; Arid and semiarid land studies; International development
Theme 2: Computational and Theoretical Sciences and Visualization	Computational chemistry; Molecular dynamical simulation; Mathematical biology; High energy particle physics; Geochemistry; Imaging (medical, neuro, industrial, environmental); Systems engineering; Information systems (cyber security, parallel computation, declarative languages); Computational Fluid Mechanics (macro & micro fluidics); Information requirements determination; Market modeling; Business intelligence; Digital Design and fabrication
Theme 3: Innovative Education and Assessment	Special needs & special education; Bilingualism and ESL; Language, literacy & reading; Culturally responsible pedagogy; Creative writing; Technical communication; Social issues and critical pedagogy in public schools; Music educator preparation; Ethics & literature of social justice; 19th century study; Book history; Information management & search engines; Cray interactivity at a distance; Second Life for teaching; STEM and 7-12 teacher training & certification; Career preparation, student success & teacher success; Managing knowledge & creative work; Scholarship of teaching & learning; Business ethics and social responsibility; Experiential pedagogies; Virtual educational space; Legal skills & clinical education; Educational assessment; Educational policy; Program assessment
Theme 4: Advanced Electronics and Materials	Advanced materials (nano, energetic, polymers, high pressure, architectural); Power systems, pulsed power, power electronics; Nanotechnology and nanophotonics; Solid state electronics (lighting, photovoltaics, thermovoltaics, MEMs); Materials management
Theme 5: Integrative Biosciences	Biomedicine; Biotechnology & genomics; Bioinformatics; Bioengineering (instrumentation, biomechanics, geriatric, metabolic); Comparative & experimental medicine; Cancer research; Emerging diseases; Biodefense law & policy; Addiction & recovery
Theme 6: Community Health and Wellness	Community & rural health; Family health & wellness; Theoretical and applied human development across the life span; Addiction & recovery; Family outreach; Communication & public health; Health care law (conflict resolution, medial ethics) Health care design; Energy needs for communities in developing countries; Management of health care organizations; Business systems for high performance health care; Public policy research; Community banking; Environment/nature writing; Electronic health
Theme 7: Cultures, Communication, Entrepreneurship and Leadership	Globalization & migration; Music perception and cognition; Capture video technology; Gaming & technology; Film studies & documentary theater; Cultural studies and cross cultural entrepreneurships; Economic, business & financial culture; International & cultural communication; Cognitive and social effects of new media; Media & society; Consumer behavior; Personal & family financial well being; Professional ethics and stakeholder theory; Borderlands & contact zones; Legal ethics & the profession; Military law & policy; Entrepreneurial cognition; Entrepreneurial family business; Internet buyer behavior; Authentic leadership, ethical development and positive organization culture; International market development; Historic preservation & adaptive reuse; Community & urban design; Political theory; Cyber-bases open innovation; Electronic commerce; Linguistics; US Southwest history; Global & comparative history; 20th century US History
Theme 8: Creative Capital - Arts and Design Technologies	Music perception & cognition; Capture video technology; performance theory & practice; Concept, performance & statements; Gaming & technology; Film studies & documentary theater; Geospatial analysis & visualization; Digital humanities

Texas Tech University's Current Research Focus Areas

The following areas of investment reflect both current and new initiatives to advance the 2010 Texas Tech University Strategic Priority 3: Expand and Enhance Research and Creative Scholarship. Investments are meant to be very strategic in nature and typically include the following: senior hires, significant start-up packages, new or refurbished space, graduate student support, strategic partnerships and pursuit of very large competitive funding opportunities from the federal agencies, and to some degree, corporations and foundations that have been targeted by the 2010 TTU Strategic Plan for Research (see <http://www.ttu.edu/stratplan/docs/StratPlanResearch0410.pdf>) or by more recent targeting efforts. These will include National Science Foundation, U.S. Department of Agriculture, Department of Energy, Department of Defense, Department of Education, Department of Commerce, National Institutes of Health, Department of Interior, and U.S. Agency for International Development), select corporations and select foundations. These investments are frequently aligned with open endowed chairs or professorships in the STEM disciplines that must be filled.

Investments presently have been or will be made in the five colleges with significant external competitive funding and where significant federal funding opportunities exist with the above-mentioned agencies. The five colleges are Arts & Sciences, Agricultural Sciences and Natural Resources, Engineering, Human Sciences and Education.

These areas of investment are always subject to change based, in part, on input the OVPR receives from faculty through the deans of the five colleges.

The 13 current investment areas are listed below; the eight strategic research themes from the 2010 Texas Tech strategic plan supported by these investment areas are indicated by superscript numbers.

Renewable energy (e.g., wind, solar) ^{1,3,4}	Cancer detection, treatment & prevention ^{5,6,7}	biotechnology & biopolymers) ^{3,4,5}
Neuroimaging & neuroscience (e.g., autism spectrum disorders) ^{4,5,6}	Nutrition, obesity & diabetes ⁶	Ecotoxicology ^{5,6}
Bioinformatics & metabolomics ⁵	Climate, water & sustainable agriculture ¹	Addiction & recovery ⁶
Food safety & security (including food quality & animal welfare) ^{1,6}	Integration of biological & physical systems (e.g., nanobiology, biophysics, bioengineering,	National security ^{3,4}
Materials science (e.g., nanomaterials, soft materials & photoactive materials) ^{3,4,5}		STEM education & assessment (including university-school partnerships for P-20 education reform) ²

Strategic Planning Advisory Committee

This plan was written with the assistance of a Strategic Planning Advisory Committee made up of 11 faculty and staff members from across the campus. Their guidance was vital in forming the action items addressed here.

Committee Members

Dr. Kathy Austin Beltz, associate vice president, Division of Information Technology and IRB member

Dr. Tina Fuentes, director, School of Art

Dr. Michael Galyean, interim dean and Horn Professor, College of Agricultural Sciences and Natural Resources

Dr. Harvinder Gill, assistant professor, Department of Chemical Engineering

Dr. Yehia Mechref, associate professor, Department of Chemistry and Biochemistry

Dr. Peggy Miller, interim dean, Graduate School

Dr. Danny Nathan, associate professor, Department of Philosophy and Faculty Senate representative

Dr. Valerie Paton, vice provost and interim dean, University College

Dr. Brian Steele, associate dean, College of Visual and Performing Arts and RAC representative

Dr. David Stodden, associate professor, Department of Health Exercise and Sport Sciences

OVPR Strategic ACTION Planning Process

As Texas Tech has worked to achieve Texas National Research University status and the funding available with that designation, it became obvious that changes were needed in the institution's approach and within the OVPR. The process for arriving at the Strategic Action Plan for the OVPR has been a lengthy one and we have learned from prior, similar efforts. Close attention has been paid to recommendations from the Revenue Enhancement and Allocation (REA) Task Force appointed by President Guy Bailey in 2008, and to the recommendations from the Enhancing Research Revenue (ERR) subcommittee of the Responsibility Center Management (RCM) council. The recommendations of the two groups have been evaluated in terms of the existing OVPR structure. Also impacting this plan was the SWOT analysis of the Research and Creative Activity Working Group completed during the strategic planning process for *Making it possible...2010-2020 Strategic Plan*.

The OVPR held three listening sessions during the fall 2010 semester. About 255 people attended the three sessions, including 175 faculty members (appendix 4). The first session consisted of OVPR staff and groups on campus that the division works closely with to achieve its mission. Those groups included representatives from the Office of Communications and Marketing, the Faculty Senate, Office of the Provost, the Texas Tech University Health Sciences Center; the Research Advisory Council; Office of Information Technology; Office of Technology Commercialization; and centers that report to the OVPR. The second group was made up of all faculty hired in FY07, 08, 09 and 10. The third group consisted of senior faculty, including Horn Professors, center and institute directors, and Faculty Senate representatives from the colleges and schools.

Participants in each session were divided into small groups and asked to answer 10 questions. Not all groups answered all questions. Detailed summaries

of each group's responses are provided in Appendix

3. The questions are as follows:

1. How can we best help the faculty and colleges meet the goals of Strategic Priority 3?
2. From the list of recommendations from the Enhancing Research Revenue Subcommittee of the RCM Council, which are the most important ones?
3. How best to support and enable faculty development efforts?
4. How best to help faculty and staff embrace efforts promoting the culture of research integrity and compliance?
5. How best to support and enable sponsored program activity by the faculty?
6. How best to support and enable interdisciplinary scholarship efforts?
7. How best to support development of university strategic initiatives?
8. How can we help support the notion of integrated research, scholarship and creative activity and this idea of excellence across this continuum?
9. How best to instill the notion of solution-oriented, proactive customer service?
10. How best to communicate our successes to our internal and external audiences?

Based on the assimilation of all the shared ideas, and the framing of a responsive action plan, one institutional focus area and four areas to be directly responded to by the OVPR were identified.

Issues Across Multiple Administrative Units



Consistent themes were found during all three listening sessions that are not solely within the purview of the OVPR, but impact the research, scholarship and creative endeavors of Texas Tech faculty. The vice president for research will work in concert with other offices to address these issues. Where appropriate, action items have been identified with an assignment of responsibility and a time frame for implementation (i.e. short term, within six months of the report’s publication; midterm, within one year of the report’s publication; and long term, more than a year from the report’s publication).

Action Item	Responsibility	Time Frame	Status
<i>Review policies regarding funding sources, both internal and external to the OVPR, to determine possibility of establishing on-going seed funds, start-up funds and travel funds</i> ²⁻⁴	VPR Eighmy with VPA&F Kyle Clark	Midterm	Ongoing, the internal competition for the creative arts, humanities and social sciences is one example
<i>Examine funding sources for graduate student awards to ensure competitive packages among peer institutions</i>	Eighmy with Clark, Interim Graduate School Dean Peggy Miller	Short term	Ongoing
<i>Work with Texas Tech University Health Sciences Center (TTUHSC) and Angelo State University (ASU) to examine funding processes for multi-institutional projects</i> ³⁻¹	Eighmy and counterparts at ASU and TTUHSC	Midterm	Ongoing, particularly in cancer research, neuroimaging, and nutrition
<i>Work with the RCM Committee to ensure that the new budgeting method will not hamper interdisciplinary work</i>	Eighmy	Short term	Ongoing
<i>Work with SPAR and the Vice President for Administration and Finance to streamline funding processes, improve communication and better train researchers</i>	Eighmy with Clark and AVPR Kathleen Harris	Midterm	Ongoing
<i>Examine hiring policies with Human Resources to ease the difficulty of hiring post-doctoral positions</i>	Eighmy with Human Resources AVP Grace Hernandez and Harris	Short term	To be determined (TBD)
<i>Work with the Office of the Provost to review tenure and promotion policies to strengthen transdisciplinary work and examine financial incentives for such work</i> ^{3-1, 2-6}	Eighmy with Provost Bob Smith	Midterm	TBD
<i>Work with the Office of the Provost and Office of the President to define and set expectations for engaged, integrated research</i> ²⁻⁶	Eighmy with Smith, President Guy Bailey	Midterm	TBD

Action Item	Responsibility	Time Frame	Status
Work with TTU, TTUHSC and ASU administration to promote collaboration ³⁻¹	Eighmy with TTUHSC and ASU counterparts. AVPR Michael San Francisco with TTUHSC and ASU counterparts.	Ongoing	Opportunities for cross-institution collaboration are actively being sought. Several grant proposals such as to CPRIT and the National Institutes of Health have already been submitted.
Create and/or review long-term schedule for equipment/infrastructure investment ²⁻²	Eighmy	Midterm	TBD
Create/review shared equipment/infrastructure policies ²⁻²	Eighmy	Midterm	TBD
Leverage library resources more effectively, create a targeted dissemination and outreach plan, and survey the subscriptions utilized by TTU, TTUHSC and ASU to ensure that faculty have access to shared subscriptions and other resources and that cost savings are realized	Eighmy with Library Dean Don Dyal and counterparts as at TTUHSC and ASU	Midterm	Ongoing
Review the following policies to ensure they support and interface with Tier One research goals/status: teaching loads; promotion to prestigious memberships; faculty evaluation processes; faculty exchange programs between Texas Tech and other institutions; leave policies; recruitment strategies for engaging quality/senior faculty; distribution and management of funds generated by interdisciplinary teams	Eighmy with Smith	Midterm	Ongoing, particularly around fellowships and memberships

²⁻² REA Task Force Recommendations - Support existing infrastructure, service contracts for major (shared) research equipment, and develop new research space and equipment (user fees)

²⁻⁴ REA Task Force Recommendation - Continue seed funding, but target projects that will lead to major proposals. Follow up to document return on investment

²⁻⁶ REA Task Force Recommendations - Facilitate and encourage interdisciplinary research (resolve issues related to teaching/research credit, especially for projects involving more than one college or school)

³⁻¹ Research and Creative Activity Working Group SWOT Strategies - With the help of central leadership, expand success at multidisciplinary collaboration across the TTU colleges, ASU and TTUHSC

OVPR Strategic Focus Areas



Consistent themes were found during all three listening sessions that fall primarily within the scope of the OVPR. From the responses received during the three listening sessions, and from changes that have happened within the OVPR during the past few months, four strategic focus areas have been established.

Focus Area 1

Meeting Strategic Priority 3 of *Making it possible... 2010-2020 Strategic Plan*

Through Strategic Priority 3 of “Making it possible...” the OVPR is charged with strengthening and expanding research, scholarship and creative activity at Texas Tech. Achieving that goal will require increasing funding support, improving financial processes among the system’s institutions, and resolving interdisciplinary funding questions around RCM. The OVPR also must examine post-award processes, policies and improve communications between SPAR and researchers; enhance and streamline ORS processes; and examine and better communicate IRB processes. There also is a need to examine project management practices and staffing needs. The OVPR also must improve communication about strategic research priorities and NRU status to faculty and students.

Focus Area 2

Faculty and Student Support

Improving faculty and student support will directly impact the success of the research, scholarship and creative activity on campus. The OVPR must review and examine expanding professional development opportunities for faculty and students. New communication vehicles to inform faculty of funding opportunities and to promote faculty and student successes should be developed.

Focus Area 3

Promoting Research Integrity

As Texas Tech research, scholarship and creative activity expands, there is a growing need for enhanced communication and training in a host of research integrity and compliance areas. The OVPR will develop new training and communication channels to better inform both faculty and students.

Focus Area 4

Promoting Engaged Research

The OVPR will facilitate integrated research by developing ways for researchers to form partnerships. The OVPR will work with other administrative offices to remove barriers to integrated research and find ways to reward and promote successful work. The OVPR also will work with researchers to help enhance relationships with key funding partners.

Strategic Focus Action Items



Where appropriate, actions items have been identified with an assignment of responsibility and a time frame for implementation (i.e. short term, within six months of the report’s publication; midterm, within one year of the report’s publication; and long term, more than a year from the report’s publication).

Focus Area 1

Meeting Strategic Priority 3 of *Making it possible... 2010-2020 Strategic Plan*

Action Item	Responsibility	Time Frame	Status
<i>Create a method for the OVPR to identify funding opportunities and distribute to faculty</i> ²⁻⁴	San Francisco and AVPR for IT Kathy Austin Beltz	Complete	A searchable database of federal funding opportunities was established in September 2011.
	San Francisco	Short term	Exploration of how to add state and foundation funding opportunities to the online database is underway.
<i>Provide start-up funds earlier in the semester</i>	AVPR Katy Henderson	Short term	The OVPR releases all funds at the beginning of the semester. AVPR - Research Finance and Administration Henderson will continue to encourage colleges and departments to release funds at the same time through regular email and conversations.
<i>Examine staffing levels and processes for research division operations</i> ²⁻¹	Eighmy, AVPRs Harris, San Francisco, Henderson and Alice Young	Short term	Staffing levels are evaluated continuously. Two new positions have been added to the ORS and three more are planned. Other areas of the OVPR are under review.
<i>Better educate faculty about the role of OVPR, particularly ORS</i>	Eighmy, San Francisco, Harris, communications team	Short term	Eighmy is speaking to colleges about the role of the division. The ORS website is undergoing redevelopment to provide clear, concise information to faculty and students. Colette Solpietro from ORS speaks at new faculty orientation. ORS has established a presence on Facebook and Twitter to aid in communications. ORS is developing conferences to meet individually with new grant recipients to explain the post-award process.

Action Item	Responsibility	Time Frame	Status
<i>Better define responsibilities and processes so that it is clear what the researcher must do and what ORS does; provide clear direction on what has to be in the proposal before it comes to ORS; and ensure equality of attention to grants</i> ¹⁻¹	Colette Solpietro and Kristina Butler	Short term	The ORS website is being redeveloped to better explain what is expected of researchers and exactly what services ORS staff perform.
<i>Review and streamline the internal grant process</i>	San Francisco	Short term	The process is being streamlined.
	San Francisco, Henderson	Long term	All areas of OVPR are evaluating software to better automate processes and to integrate compliance requirements with proposal and award materials.
<i>Create electronic boilerplate information for all common infrastructure, equipment, resources at both TTU and TTUHSC</i>	RDT, San Francisco and Harris	Short term	Needed information resides in multiple locations. The RDT, San Francisco and Harris will evaluate how best to gather and maintain the information and share it with researchers.
<i>Explore ways to automate the proposal process to improve workflow, i.e. create a vehicle such as a research portal that would allow researchers and collaborators to see real-time data as well as relevant compliance committees and requirements</i>	Director of Research Metrics Arzu Ozbek-Akay, Henderson, Harris	Midterm	A funding dashboard is being developed in conjunction with AFISM to interface associated databases.
	RDT, San Francisco, Young, and Harris	Short term	Multiple staff members are evaluating software to better automate processes and to integrate compliance requirements with grant materials.
<i>Examine IRB process from researcher's point of view to streamline the system and provide more timely and consistent responses</i>	Young, IRB staff, Butler	Complete	The IRB website has been redesigned using results of usability testing to provide clear, concise instructions for faculty and students.
	Young and IRB Staff	Short term	Coordination with San Francisco and other OVPR staff to communicate the IRB process through the RAC and other avenues.
	Young and IRB Staff	Midterm	Initiation of discussions with IRB about possibility of town hall-type meetings in each college to explain processes, answer questions and encourage faculty membership on the IRB.
	Young and IRB Staff	Midterm	Examination, with the IRB, of addition of a comment section to the IRB website and possible future surveys of IRB users.

Action Item	Responsibility	Time Frame	Status
	Young and IRB Staff	Long term	In conjunction with other units within OVPR, evaluation of software to streamline the proposal processes. Compatibility with the grant proposal and award processes is essential.
<i>Consider the hiring of professional project management personnel for large, funded research projects or when a to-be-determined critical mass of funded research has been secured by a center/institute, department, college, project or faculty member</i>	Eighmy	Long term	TBD
<i>Create communication vehicles to explain Research Strategic Themes, Texas Tech and Research Division Strategic Plans, and Tier One</i>	Eighmy, Smith and the communications team	Short term	These subjects are communicated by the VPR and Provost at college presentations, on the VPR website, the Office of the Provost website, in <i>All Things Texas Tech</i> , through the Academicast podcast, <i>Texas Tech Discoveries</i> , Scholarly Messenger newsletter and other vehicles.
<i>Better utilize RAC to communicate issues/opportunities</i>	San Francisco and RDT	Ongoing	San Francisco and the RDT are working with RAC members to more fully integrate the group into the planning process for research based on college priorities.

¹⁻¹ ERR Recommendations - Faculty professional development efforts

²⁻¹ REA Task Force Recommendations - Increase administrative support: provide additional staff in ORS and/or in selected departments to provide assistance to PIs

²⁻⁴ REA Task Force Recommendations - Continue seed funding, but target projects that will lead to major proposals. Follow up to document return on investment

Focus Area 2

Faculty and Student Support

Action Item	Responsibility	Time Frame	Status
<i>Develop training for faculty on all phases of proposal submission</i> ¹⁻¹	San Francisco and Harris	Short term	San Francisco has established a monthly TIPS seminar for new faculty members. Programs including grant-writing workshops and expert panels have been held and more are being planned based on faculty input.
<i>Explore development of proposal writing center to help with all phases of grant writing</i> ^{1-1, 2-5}	San Francisco	Complete	A group of part-time writers and editors has been hired to assist faculty with grant proposals.

Action Item	Responsibility	Time Frame	Status
	San Francisco	Long term	San Francisco will work with the colleges so that the colleges can begin to absorb the cost of this project.
<i>Establish mentoring avenues/mechanisms</i> ¹⁻¹	San Francisco	Long term	San Francisco is in the process of meeting with each department chair as part of a discovery process to ascertain needs and existing programs that may be expanded beyond departments
	San Francisco	Short term	Faculty mentoring is multi-faceted. Programs such as the TIPS seminars are underway, and new programming focusing on grant development is already under development.
<i>Work with the Graduate School to determine professional development needs of students</i>	San Francisco and Miller	Midterm	San Francisco is in discussions with Graduate School to determine needs and develop a proposal.
<i>Create communication vehicles that provide a snapshot of each major agency and funding trends</i> ²⁻⁴	San Francisco, RDT and AVPR Lou Ortiz	Short term	San Francisco and the RDT have created what is being called RADAR, an informal means of looking to the future and anticipating what agencies will be looking for in the coming months. That information is being funneled to appropriate faculty members.
<i>Create communications vehicles that promote all research of faculty, graduate students and undergraduate students</i> ²⁻⁷	Sally Logue Post, Butler and Rachel Pierce	Complete	The OVPR website has been redeveloped to feature faculty and student research. <i>Texas Tech Discoveries</i> magazine has been launched. Social media channels have been established and are used daily.
	Post, Butler and Pierce	Short term	New communications platforms are under consideration and new vehicles will be launched in 2011-2012.
<i>Work with Communications and Marketing to highlight all research successes, not just major funded research</i> ²⁻⁷	Post, Butler and Pierce	Ongoing	The Research and Academic Communications team works with the Office of Communications and Marketing Managing Director Chris Cook on a daily basis.
<i>Work with Communications and Marketing to develop faculty media training</i> ²⁻⁷	Post, Butler and Pierce	Short term	The Research and Academic Communications team will work with the Office of Communications and Marketing Managing Director Chris Cook to develop a training package.

Action Item	Responsibility	Time Frame	Status
<i>Examine the time-intensive nature of online systems from a PI's perspective</i>	Eighmy, Harris, San Francisco, Henderson	Short term	All areas of the OVPR are looking at various solutions to streamline the grant process. In all cases faculty are included in the selection of systems.
¹⁻¹ ERR Recommendations - Faculty professional development efforts			
²⁻⁵ REA Task Force Recommendations - Provide a (part-time) grant reviewer/writer to fine-tune research proposals			
²⁻⁴ REA Task Force Recommendations - Continue seed funding, but target projects that will lead to major proposals. Follow up to document return on investment			
²⁻⁷ REA Task Force Recommendations - Improve the promotion of the research done at TTU			

Focus Area 3

Promoting Research Integrity

Action Item	Responsibility	Time Frame	Status
<i>Explore the creation of more Responsible Conduct of Research (RCR) training opportunities, including developing on-demand training modules ¹⁻¹</i>	Young, San Francisco	Short term	A new person has been added to the RCR team who is conducting seminars. A partnership has been formed with the Ethics Center to host annual RCR and safety conferences. Online CITI training has been added. Ongoing coordination with RAC, TLPDC, CUR and other groups to provide information to the community.
	Young, Post, Butler, Pierce	Long term	The possibility of creating on-demand training will be explored.
<i>Create a communications plan to inform faculty and students about research integrity policies. Work with the Ethics Center on how to best utilize their services</i>	Young, Post, Butler, Pierce	Short term	Websites have been redeveloped and continue to be reviewed for ways to provide information to faculty. RCR and safety seminars have been held and topics have been integrated into new faculty and tenure academy sessions. A partnership with the Ethics Center has been formed; a second annual RCR conference is set for spring 2012.
<i>Explore having compliance committee members visit with departments for presentations/questions</i>	Young	Short term	Young will work with responsible research committees to explore setting up town hall-style meetings in each college.
<i>Examine required forms for ease of use and possibility of making material available online</i>	Eighmy, San Francisco, Harris	Short term	All areas of the OVPR are looking at various solutions to streamline the grant process. In all cases faculty are included.

Action Item	Responsibility	Time Frame	Status
<i>Work with the Graduate School on availability of ethics and research integrity courses and whether those can be expanded to all graduate students</i>	Young and Miller	Short term	Coordination to determine needs and possibilities.
<i>Use university risk assessment to guide Responsibility Centered Research</i>	Young	Long term	Coordination with other areas of the OVPR, EH&S and Risk Management to determine how best to use risk assessment to improve RCR and safety training.
<i>Examine instituting compliance monitoring for IRB</i>	Young	Long term	IRB staff has recommended creation of a plan for compliance monitoring, including appointment of an additional staff member for post-approval monitoring of research protocols.
<i>Implement financial disclosure rules</i>	Young	Long term	A new electronic financial disclosure system has been put into place. Current focus in on need for an electronic system.
	Young	Short term	Appointment of a faculty-led investigator disclosure committee is underway, as is revision of financial disclosure policies to ensure Texas Tech's continued compliance.
¹⁻¹ ERR Recommendations - Faculty professional development efforts			

Focus Area 4

Promoting Engaged Research

Action Item	Responsibility	Time Frame	Status
<i>Assist in the establishment and continued nurturing of industry, international and state/federal agency partnerships including bringing representatives of funding agencies to campus</i> ²⁻⁴	Eighmy, Ortiz	Short term	Speakers have already been brought to campus and more are in planning stages. Both in-person and interactive media events will be scheduled.
	Ortiz	Short term	The new assistant vice president for research for federal relations and special assistant to the president has already visited with federal agencies to build research relationships and educational partnerships.
<i>Examine policies and processes around multiple principle investigators including how to acknowledge co-PIs on forms</i> ²⁻⁶		Complete	The current database has space for as many co-PIs as needed. Multiple funding accounts can be set up to accommodate splitting of funds between multiple PIs.

Action Item	Responsibility	Time Frame	Status
<i>Continue development of Transdisciplinary Research Academy</i> ²⁻⁶	San Francisco	Complete	The Transdisciplinary Research Academy focus has been determined. The first cohort was announced in January 2012.
<i>Encourage partnerships including social gatherings, forums and workshops</i> ²⁻⁶	San Francisco	Complete	Sigma Xi has been re-established to act as a more formal means for faculty to interact.
	San Francisco and RDT	Short term	San Francisco and the RDT are in the planning stages to have different departments host multi-disciplinary seminars and events.
<i>Investigate best option for, and implementation of, user-friendly research profile database to allow faculty to find others with similar or complementary interests. Review internal products (Digital Measurers) and external products (UTA research database, VIVO and Collexis) and look to others who have successfully implemented or researched expertise systems</i>	San Francisco and Harris	Short term	San Francisco meets bi-monthly with the Digital Measures staff to enhance the system. This is under active development.
	San Francisco, Harris, Young, Ozbek-Akay	Long term	San Francisco, Harris and the ORS staff, along with Young and Ozbek-Akay, are evaluating software that would better assist faculty members.

²⁻⁴ REA Task Force Recommendation - Expand funds for PI travel to Washington, D.C. to meet with program directors at federal agencies

²⁻⁶ REA Task Force Recommendation - Facilitate and encourage interdisciplinary research



Conclusion/Yearly Review



This Strategic Action Plan represents hours of listening to faculty from all disciplines, evaluation of recommendations from campus-wide committees working on RCM, and the goals and objectives in the university's strategic plan.

The Office of the Vice President for Research realizes that changes must be made to make the office more effective and responsive. The action items contained in this plan represent the overarching comments received from multiple groups.

Each action item will be reviewed at the end of each fiscal year by the person responsible. The Office of the Vice President for Research will issue a report in the fall of each year detailing progress made on each action item.

We anticipate that this is a dynamic process and this initial effort reflects our response to many cumulative needs. As new needs evolve through continued use of listening sessions, they will be captured in subsequent iterations of this document.

Appendix 1: National Research University Fund Criteria

In 2009, the Texas Legislature established the National Research University Fund (NRUF) and the Texas Higher Education Coordinating Board named seven universities, including Texas Tech, as emerging research universities to compete for the benefits of the fund. The seven must meet set criteria to qualify for additional state funding from the NRUF.

The universities must meet benchmarks in two consecutive years. The first year a university could be eligible to meet the criteria was FY10. Texas Tech has submitted a letter to the THECB stating that the university believes it has met the criteria for FY10 and FY11.

NRUF Criteria

All seven universities must meet two criteria:

1. Designation as an emerging research university – Texas Tech received the designation in 2009.
2. Expend at least \$45 million in restricted research funds in each of the two years. Texas Tech reported just more than \$50 million for both FY10 and FY11.

The universities also must meet four of six additional criteria. Texas Tech has submitted documentation to the THECB stating it meets the following four benchmarks:

- An endowment greater than \$400 million. Texas Tech’s endowment was valued at \$434 million in FY10 and about \$474 in FY11.
- Membership in Phi Beta Kappa, Phi Kappa Phi or the Association of Research Libraries. Texas Tech is a member of all three.
- Grant 200 Ph.D.s. Texas Tech awarded 215 in FY10 and 232 in FY11.
- High quality freshman class as defined by either:

Average SAT score of first-time entering freshman class students at or above the 75th percentile was equal to or greater than 1210 OR the average ACT score of first-time entering freshman class students at or above the 75th percentile was equal to or greater than 26 – Texas Tech’s first-time entering freshman class students scored an average of 26 on the ACT in fall 2009 and 27 in fall 2010;

OR

At least 50 percent of entering freshmen in top 25 percent of their high school class -- Texas Tech had 52.2 percent in fall 2009 and 52.2 percent in fall 2010.

AND

Freshman class must show progress towards Closing the Gaps, such as participation in one of the federal TRIO programs – Texas Tech submitted a report to the THECB in FY10 that was found to be compliant showing a TRIO program as active on campus. In FY11, Texas Tech will submit an updated report to the THECB again showing a TRIO program was active on campus.

Appendix 2: Strategic Priority 3

Priority # 3 - Expand and Enhance Research and Creative Scholarship

We will significantly increase the amount of public and private research dollars in order to advance knowledge, improve the quality of life in our state and nation, and enhance the state's economy and global competitiveness.

GOAL	2009	2010	Change 2009 to 2010	2010 Target	2011 Target	2015 Target	2020 Target
New Total Research Expenditures (THECB)	\$85.90 M	\$125.82 M	46.46%	\$100 M	\$130 M	\$160 M	\$200 M
Restricted Research Expenditures - Must be ≥ \$45 M (NRUF)	\$35,030,672	50,071,546	42.93%	\$45 M	\$55 M	\$80 M	\$150 M
Federal Research Expenditures (NSF)	\$25,645,008	\$35,970,000	40.3%	\$30 M	\$36 M	\$65 M	\$130 M
Federal Research Expenditures per Faculty Full-Time Equivalent (THECB)	\$28,269	Unavailable	Unavailable	\$30,000	\$32,000	\$40,000	\$80,000
Number of TTU-led Collaborative Research Projects with TTUHSC	2	4	100%	3	4	5	10
Proposals Submitted	950	959	0.84%	1,000	1,110	1,300	1,600
Strategic Faculty Hires	NA	6	NA	15	15	20	30
Research Space in Square Feet*	480,775	436,325	-9.25%	500,000	500,000	700,000	1 M
Total Research Expenditures (NSF)	\$94,649,000	\$133,360,000	40.89%	\$110 M	\$120 M	\$170 M	\$225 M
New Post-doctorates**	TBD	TBD	TBD	73	80	87	100

* In July 2010 an audit of research space was conducted and square footage was removed from the inventory if it was incorrectly categorized as primarily utilized for research.

** A review is underway to ensure that all post-doctorate positions are properly entered into Banner and properly reported in the NSF Survey of Graduate Students and Post-doctorates in Science and Engineering.

Appendix 2: Strategic Priority 3 (cont'd)

Adjustments to Texas Tech University Strategic Plan Goals:

New goals - Total Research Expenditures (THECB) and post-doctorates (NSF) - have been added.

KEY STRATEGIES

1. **Large Research Initiatives Within the Eight Strategic Research Themes** – Pursue five large strategic research initiatives and submit proposals to federal agencies and other sponsors. These are intended to advance disciplinary, multidisciplinary, and interdisciplinary research that builds capacity and excellence in core areas. (Complete by August 2011)
2. **Faculty Strategic Hires** - Fill fifteen strategic hire lines. They are expected to fully integrate in their departments and with their colleagues in advancing the research, teaching and outreach engagement of their department and college and advance the goals of the institution. Strategic hires likely will align with the eight strategic research themes of the institution, are expected to bring significant funding with them, and are expected to lead large initiatives that advance the research mission of the institution. (Complete by August 2011)
3. **Research Partnerships** -- Establish three new strategic research partnerships. These should promote sponsored research, especially with targeted federal agencies, and in conjunction with Institutional Advancement for targeted corporations and foundations. Specifically, these partnerships should include cooperative research agreements with national labs, science and technology research agencies and the private sector. (Complete by August 2011)
 - a. *Trans-disciplinary Research* – Resolve support for trans-disciplinary research under the RCM construct. (Complete by August 2011)
 - b. *Responsible Conduct of Research* – In collaboration with the TTU Ethics Center, complete the implementation of a responsible conduct of research training program to maintain compliance with federal requirements. (Complete by August 2011)
 - c. *Research Space* – Complete the implementation and planning of the University Space Committee findings and recommendations around space conversion and new space development. (Complete by August 2011)
 - d. *Undergraduate Research* - Appoint and charge Task Force for Undergraduate Research, with completion of study and set of recommendations for improved coordination and enhancement of undergraduate research. (Complete by September 2011)

KEY CHALLENGES

1. Supporting and enhancing trans-disciplinary research in the RCM environment and under budget constraints.
2. The ever-increasing and complex research regulatory environment.
3. The risk of loss of state resources for start-up packages for traditional and strategic hires (e.g., Research Development Fund) or program support (e.g., special lines), and for support of finance capital projects (e.g., Tuition Revenue Bonds, other funding streams).
4. Expansion of internal resources to encourage and support faculty research/creative activity across all disciplines, but especially in the social sciences, humanities, and creative arts.
5. Managing tactical budget reduction process for Research Division at the same time that research needs to grow and remain compliant.

Appendix 3: Listening Session Notes

Q1. How can we best help the faculty and colleges meet the goals of Strategic Priority 3?

AUGUST GROUP 1

- Faculty need to have accurate, up-to-date information on research fund balances. This would include better notification about fund expiration deadlines and better information (for reports) about how funds have been expended.
- Seed grant funds, such as assistantships, matching, etc., should be more flexible and available for longer period.
- Fund managers need to have more accurate information on any restrictions that exist on how funds can be spent.
- There should be more sensitivity to different models of research and research expenditures.
- University should invest in capability for researcher CV data to be stored electronically and flowed into each agency's bio-sketch format when needed. It was suggested that digital measures could play a role in this suggestion.

OCTOBER GROUP 1

- Use Marketing to increase the usage of experts.ttu.edu for example, cos.com or foundation center on line.
- Research Resources such as the Library have capabilities and the desire to assist in outreach.
- Need a centralized location of research database for connection making and reference
- Focus on Research – there is too much emphasis placed on funding.
- Strive for higher quality faculty in addition to monetary gains.
- Increase funding/opportunities for seed grants.
- Increase funding to allow for more workshop and sponsor visits.
- Host agency workshops.
- Advertise grants to faculty.
- Communicate throughout campus(es).
- Return a percentage of F&A directly to the PI's.

DECEMBER GROUP 1

- Strategy could be rewritten to include creative activity – Why “creative scholarship”? “Creative activity” is the more normal. Another view is that this brings creative activity into scholarship.
- Restate the question --What stands in the way?
- Centers need accounting and computer support.
- Need support to travel to meetings and for publication costs – always a problem for areas with less external funding, sometimes a problem for other areas.
- Bridge funding between awards.
- Space needs – both office space and lab space, poor quality of space that does exist. One department had to change a department library to office space.
- Strategic priority 3 speaks to improving quality of life - Creative writing – bring in writers to meet with students and give lectures. If they had funding, could bring in writers to have a literary week. Public events show what writers and scholars do. Maybe could be partly funded by foundations.

AUGUST GROUP 2

- Provide additional incentives to researchers.
- Highlight success on activities.
- Better communication about current incentives.
- Consider start-up funds for adjunct faculty.
- Encourage partnerships with industries.

OCTOBER GROUP 2

No Response

DECEMBER GROUP 2

- Center for proposal writing (for the “nuts and bolts”, not content).
- Enhance the Digital Measures resource.
- Idea's workshop (3 days or a weekend).
- Brainstorming sessions.
- FOCUS time.
- Budget development staff.
- Increased research assistants/apprentice.

Appendix 3: Listening Session Notes *(cont'd)*

AUGUST GROUP 3

- OVPR should individualize interactions with each college.
- Ask the question – “What do you need?”
- Begin with the respective deans.
- Could be a simple survey to measure needs.
- Assess college strengths as well.
- Expand on SWOT.
- Most importantly, OVPR should recognize that the needs for each college should be UNIQUE.
- In a joint effort between the OVPR and each college, develop personnel specifically to identify and coordinate the various funding opportunities.
- Overall, this August Group said the idea is about DECENTRALIZATION; that is, giving more authority to each college.
- Funding opportunities could be tied to the respective colleges.
- Each college could have an individual to take the lead in a specific task, such as proposal editor, or a team of individuals could seek out and follow through on grants, etc.
- The focus should be on developing an interdisciplinary/interfaces faculty network.
- Need reliable source of funding so as to better support and plan for post docs. Other option is to code them as research associates which clouds the actual numbers and definition of staff.

OCTOBER GROUP 3

- Provide integrated information about foundation opportunities for funding, grants-in-aid, and the like. How are OVPR information sources integrated with TTU development office?
- Provide guidance for dealing with cumbersome and unfamiliar rules that are peculiar to Texas.
- Need to have a smooth process for capital equipment outlays.
- Fix problems in using start-up or grant funds to pay human research participants. Texas and TTU rules and procedures create problems in cash payment and gifts for volunteers
- Fix slow turn-around time of ORS.
- Assign each faculty a dedicated ORS staff member;

faculty need the ability to make a same-day, same-hour appointment with ORS staff.

- Increase number of ORS staff.
- Fix communication gaps between SPAR and unit staff, SPAR and faculty.
- Create a one-stop-shopping or one-stop-service center for funding questions – with FAQs on web and no requirement that faculty know whether a question “should go” to ORS, SPAR, OVPR, etc.
- Easily available “boilerplate” text for common administrative sections in grants. Examples – how to write a personnel justification, what works as “larger impact for NSF”, descriptions of specialized resources, R15 training plans (NIH).
- Easily available budget information about: grad students by college; tuition; fees; and fringe benefits. Apparently faculty use what they find on ORS page and then are told that their budget numbers are wrong. This can affect science for proposals with small budgets; PIs need to find current numbers on ORS links.
- Information for “forward fiscal years.”
- Clear information about what has to be “in the proposal” at the time it goes to ORS. Some departments seem to require – or faculty think they require – full proposal, whereas other departments – and ORS – just require the ‘administrative and budget’ pages.
- Speed up work of Physical Plant (design, construction, maintenance).

DECEMBER GROUP 3

- Culture change is necessary to fix the lack of trust between the administration and the faculty. Previously broken promises and swept accounts created a culture of distrust which still lingers.
- It should be realized that teaching and research roles are not mutually exclusive but they are closely related. Also, there should be a better communication among all different roles. This should particularly be taken into account in the humanities fields.
- Loads between teaching and research should be balanced carefully because writing a good proposal or going after external funding requires a lot of time and effort.
- Effective stewardship of current funds, such as

Appendix 3: Listening Session Notes *(cont'd)*

reducing unnecessary or wasteful spending, will also increase the amount of money available for research. For instance, our group debated the need versus the expense of the marketing-ready, printed materials for this internal retreat as a possible source of savings. Examining spending through this lens could produce substantive savings that could be reinvested elsewhere throughout the institution.

AUGUST GROUP 4

- Communicate small business programs available to help faculty/researchers find funding.
- Make information sessions available to faculty through departments and colleges.
- Create a communication device that gives a snapshot of agencies and funding trends.
- Communicate the funding dollars by agencies to identify funding available and what percentage of awards comes from those agencies.
- Communicate the focus or trends of funding agencies to faculty.
- Office of Research Services must provide better service to faculty/researcher this could include more staff as needed.
- ORS staff should complete forms for researchers (currently the faculty are required to complete forms) or purchase a system, such as Cayuse, that auto-populates forms relevant to TTU and the specific researcher.
- Provide more training sessions to researchers.
- More students to help faculty/researchers.
- Offer training for students; this provides research experience to the student.
- Provide additional staff support to researchers who reach a threshold of externally funded research.
- Faculty need help. Currently, the faculty member is responsible for all accounts and reporting regardless of how big an award or how many awards they receive, particularly if the agency prohibits including a staffer on the grant. This is in addition to the need for general, shared personnel at the department/college level who assist in managing accounts and assisting faculty with overall grant administration.
- When a person reaches a threshold of funding, or some other parameter, they receive their own staffer to manage their grant funds.

OCTOBER GROUP 4

No response

DECEMBER GROUP 4

- Have a brainstorm retreat off-campus.
- Provide money for multidisciplinary groups to take a retreat.
- Encourages teambuilding; can be very successful.
- Bring external partners to the retreat.
- Provide more motivation for faculty to submit proposals.
- Motivation low at TTU.
- Promotions.
- Decrease teaching load.
- Financial incentives.
- Increase infrastructure and facilities.
- Share facilities and resources amongst departments.
- Encourage external funding.
- Too much “seed funding.”
- Should put restraints on it.
- Use development officers to help faculty write proposals.
- Couple incoming professors with successful investigators.
- Provide faculty mentors.
- Provide incentives for faculty mentors.
- Provide start-up packages.
- Make Banner more manageable.
- Most proposals = more bookkeeping.

AUGUST GROUP 5

- Researcher profile database needed.
- Create a forum where researchers can find one another for collaboration. Maybe information from digital measures could flow into a database of this sort.
- Maybe update and leverage the researcher database that Communications and Marketing maintains

Appendix 3: Listening Session Notes (cont'd)

OCTOBER GROUP 5

No response

DECEMBER GROUP 5

- Give faculty members free access to philanthropy/development office.
- Fundraising & entrepreneurialism is discouraged by the university.
- Streamline funding between TTU & HSC.
- Remove barrier/banner system.
- Break down silos; create web portal for trans-disciplinary research.
- Increase visibility of research.
- University professors must be required to do some sort of research.
- Funding for equipment upkeep.
- Put in a true faculty sabbatical system; e.g. UCLA.
- University site license for software.
- Inventory of software in each department.
- Look for more international funding programs.

AUGUST GROUP 6

- Stringent internal grant programs are needed.
- Strategic hires must be good mentors, have a history of external funding and a history of productivity, and have a good personality.
- Disseminate information about how to get grants to faculty.
- Assist in the development or expansion of mentoring program.
- Focus training seminars for specific grant agencies.
- Leverage or provide basic “tools” for existing faculty, i.e. access to databases.
- Pre-seed commercialization fees.
- Build relationships with federal agencies – do more networking.
- Teach researchers how to interact with Communications and Marketing in order to more effectively promote their work and engage with media.

OCTOBER GROUP 6

- There is a difference between what the priority states and the message being received. The majority of faculty recognize that money makes the world go round, but many believe that raising the university’s status to National Research Tier 1 is not as simple as: more proposals = more money = Tier 1. Unfortunately, whether intended or not, this is the message that is trickling down, and with time, may have a detrimental impact on those who are currently excited and enthusiastic about the pursuit of Tier 1; many hope to contribute to scholarly activities, but must do so without access to significant funding streams. If insufficient acknowledgement and encouragement is given to those who are contributing to scholarship, their participation, interest and enthusiasm for the Tier 1 project may wane, which would ultimately be detrimental to the project. The large land-grant and AAU institutions are, for the most part, institutions of education and research excellence across all subjects, irrespective of the subject’s potential to generate high dollar-value funding.
- Develop an endowment that promotes an internal competition for research in the arts and humanities.
- Develop mechanisms for alumni to donate to funds established specifically to fund projects that arise from faculty member’s scholarly or artistic “vision” (e.g. art installations, performance art etc). (The Texas Tech Public Art Program is (was) one of the nation’s top ten university public collections and provides a tremendous foundation upon which to build such a fund).
- Encourage, then recognize and reward (not necessarily financially) those who are active in attempting to fund their scholarly activities whatever the magnitude of funding stream. If TTU’s ~1,000 faculty members applied for a travel scholarship and living stipend of \$2,500 it opens up the potential for \$2.5 million in externally funded scholarly activity. No matter how small the pot of money nobody should ignore low-hanging fruit – many small contributions can add up.
- Establish “Proposal Development Officers” to assist as many faculty as possible to apply for as many potential funding opportunities as possible. These people would match potential funding streams with potential applicants and then work with them to create a strong (and complete) proposal, which would be submitted in a timely manner. This may

Appendix 3: Listening Session Notes (cont'd)

relieve some of stress on pre-award service personal in ORS, who could concentrate on the submission and compliance.

- A group member from the College of Education with several years of experience in the public school system teaches distance-learning and correspondence courses in Central Texas. The time committed to traveling each week is 10-12 hours. However, this junior faculty member does so because he recognizes the value of opportunity he affords local non-traditional and under-represented graduate students. Without his effort, they would drop out of the program because they cannot sacrifice the time or their current income to be full-time students on campus. Texas Tech has a good reputation amongst these communities, and continued provision of resources to outreach and recruitment should bring higher student credit hours and enrollment, but, it takes a heavy toll on the faculty involved who may have to sacrifice an expansion in their research program. How can TTU help these faculty members sustain research and scholarly activity?
- Suggestions included a teaching load that considers the travel commitment, particularly for research active faculty; provision of overnight accommodation and facilities that enable faculty to spend more concentrated time on location, and by extension, longer periods of time on campus for research without the interruption of a day each week travelling.

AUGUST GROUP 7

- Streamline management of collaborative funding.
- Create boiler plate information for things such as common infrastructure.
- Description of TTU including IT for proposals.
- Description of HSC facilities for proposals that need it.
- Promote tools to provide accurate data & analysis of current status.
- Promote collaboration with HSC through round tables and colloquium series.
- Dedicate individual to identify collaborative research funding opportunities -- designated liaison at OVPR
- Change culture of institution by hiring senior faculty.

- Attempt to make cluster hires.

OCTOBER GROUP 7

No response

AUGUST GROUP 8

- Better Business Services for PI's. PI's are typically unaware of the current standing of their funds and those balances. Better education and awareness of these funds, and more up-to-date reporting internally by SPAR, will allow them to better budget their projects and expenditures. The possibility of a central business center was mentioned.
- Eliminate administrative roadblocks to hiring post-docs. The paperwork for PD's is greatly more than that for a research associate and influences how personnel are added to staff.
- More funded proposals lead to more work without adequate compensation to the individual PI.
- Faculty are more interested in better mechanisms to increase what they can receive within the year from their grants on top of their instructional salaries, as opposed to increased faculty release time.
- Audit all internal processes and requirements for conducting research and maintaining research compliance, and apply LEAN processes or some other method of streamlining and reducing internally imposed, superfluous extra steps/burdens.
- As equipment and facilities grow older, the quality of research diminishes. A planned, cyclical investment into equipment and research infrastructure will maintain momentum of projects.
- Encouragement and recognition of research done at the undergraduate level will not only lead to potentially increased recorded research dollars, but also retention of talent as undergrads will choose to maintain coursework into graduate and doctoral programs at TTU.

OCTOBER GROUP 8

- Be able to find researchers with similar interests in the TTU system.
- Relief from service or teaching as research increases.
- Transparent rules & policies.
- Encourage involvement of assistant professors and

Appendix 3: Listening Session Notes (cont'd)

junior faculty.

- Faculty mentoring.
- Establish a “bank” of successful grants.
- Too much earmark funding and not used effectively.
- People who have successful grants though NSF, NIH, etc. help new grant writers get started.
- Interdisciplinary faculty who have some sort of grants should collaborate to promote research.
- Extended training (i.e. 3 + weeks) for grant writing from external agencies.
- How to use grants after funding achieved.
- Need to improve graduate student tuition packages.
- Need help with ordering and purchasing.
- Issues with SPAR – need to examine processes.

AUGUST GROUP 9

- Increasing proposal submission requires streamlining the proposal process, automating forms, providing electronic versions of the forms (e.g. routing sheet, etc.), a need for more pre-award staff in ORS, and finding ways to ease the submission of interdisciplinary proposals.

AUGUST GROUP 10

- End institution required administrativia – streamline research process and paperwork to ensure faculty are spending time on research, not paperwork.
- Enhance productivity by better using library resources.
- Promote faculty to prestigious memberships (such as organized nominations for membership in the National Academies of Science).
- Forming strategic alliances, particularly alliances and agreements with foreign entities.
- Facilitate interdisciplinary cooperation.

Q2: From the list of recommendations from the ERR Subcommittee, which are the most important ones?

AUGUST GROUP 1

- Establish seed funds for faculty, particularly social

sciences, humanities, and creative arts.

- Faculty work load needs to be examined to reflect research time.
- Need to allow faculty to spend significant time on research versus teaching; recommend release time.
- “Interdisciplinary” wording - some of the August Group members think that the term “interdisciplinary” should be used equally in describing scholarly activity in all fields and that it should not be emphasized more when talking about the social sciences and humanities, than is the case in engineering and the physical and biological sciences.
- The maintenance of the existing facilities and instrumentation is of crucial importance and is very much neglected.
- Expand core instrumentation and specialized research facilities.

OCTOBER GROUP 1

- Enhance faculty quality (new and existing)
- Need seed funds
- Encourage support for RAs (esp. doctoral levels) in proposals.
- Strategic hiring – don’t use all funding for strategic; other faculty members need start-up (esp. in regards to HEAF funds).

DECEMBER GROUP 1

No response

AUGUST GROUP 2

- Increase PhD Funding

OCTOBER GROUP 2

No response

DECEMBER GROUP 2

- Seed funding for inter-disciplinary efforts.
- Consistency.
- Workload.
- Space.

Appendix 3: Listening Session Notes (cont'd)

- Integration of concepts.
- All impact each other/ understand ripple effects.

AUGUST GROUP 3

- Seed funds can be useful for mid-career faculty and for those changing gears in research, so to speak.
- Flow chart: seed funds = hiring more grad students = more research.
- It is also important to identify the funding sources of seed funds and justify where it comes from.
- Need seed funds for the social sciences, humanities, creative arts.
- The group recommended this should not be given separate attention, i.e. we should not separate social sciences from hard sciences.
- Strategies for OVPR to expand undergraduate research.
- Subsidize summer undergraduate fellowships for students and mentors.
- The August Group argues the focus should be on graduate students/post-docs, not undergraduates, though this could be useful for new faculty potentially in need of undergrad assistants; support for undergrad research through externally funded programs is important (HHMI/NSF etc.).
- Strategies for OVPR to support faculty scholarship in the social sciences, arts and humanities.
- Discussion of whether to establish humanities interdisciplinary scholarship center separately from a social sciences interdisciplinary scholarship center. Others felt they should not establish these as separate centers. That the center should be linked up to make the centers interactive with hard sciences. They finally decided there is simply not enough money for them to exist separately-and creates more division.

OCTOBER GROUP 3

No response

DECEMBER GROUP 3

- Increase corporate R&D partnerships.
- Establish corporate, private and foundation partnerships.

- Strategic hires.
- Traditional hires – in particular, examine the need to increase overall faculty numbers so as not to compromise our teaching mission as the student body continues to expand.
- Seed fund social sciences, humanities, creative arts.
- Policy on research faculty.
- Centralized support for interdisciplinary center.
- Establish humanities interdisciplinary scholarship center.
- Establish social sciences interdisciplinary scholarship center.
- Reassign space based on productivity measures.
- Develop new space.
- Proposal preparation assistance.
- Relationship building with federal agencies, corporations, foundations.

AUGUST GROUP 4

- Maximize research space productivity and quality.
- Need more lab space.
- Need space for graduate/research assistants/post docs.

OCTOBER GROUP 4

- Need to address faculty work load. There are problems with a 3-3 workload. It is important to reduce teaching load. Most schools that we're competing with have a 2-2. Teaching a 3-3, writing grant proposals, and doing research is a burden. Also hurts grad student mentoring. Faculty need time to complete research. With more time and flexibility, faculty can strike a balance between teaching and research.
- Look at other universities for a model. General lower-level courses are taught by those interested in pedagogy. This frees up more research time for others. Requires new faculty or non-tenure track faculty. Tenured-instructor model (used in mass comm.) Research expectations are different (can handle a larger teaching workload).
- Permanent positions.
- In those intro classes, a dedicated teacher may do a better job preparing for, teaching lower-level classes.

Appendix 3: Listening Session Notes (cont'd)

- Maximize research space productivity and quality and enable high quality research.
- Quality research space is the best way to enable high quality research.
- The former is about space; the latter is about resources (i.e., what goes in that space).
- Consider the quality of the space provided for researchers.
- Seed money is essential to start up research projects.
- Once you're established, you're better qualified to pursue funding and be seen as a viable researcher.
- Want to be judged individually (money, time off from teaching, etc.).
- Include discipline-relative incentives.
- Support faculty scholarship in the social sciences, arts and humanities.
- Hard to get funding – “don't even apply.”
- Hard science grants can have social science component, however.
- Don't leave these behind despite lack of significant funding.
- Consider: strategic initiative team from OVPR.
- These fields are important and cannot be left behind due to money issues.
- Diversity is important.
- Only online training for social sciences at the TLTC.
- Should have human training (i.e., face-to-face) for qualitative data analysis.
- Enable interdisciplinary centers/consortiums/programs that can be incubated before becoming an institute that reports to the Provost or VPR or center that reports to a dean or deans.
- Networking luncheons.

DECEMBER GROUP 4

No response

AUGUST GROUP 5

- Added “competitive graduate support packages” to the list (goes well with “Enhancing recruitment of top-notch students.”)
- TTU is currently not competitive in the way that we fund our graduate students compared to other

institutions. Until the support packages offered to graduate students are on par with competitors, we will fail to compete and both scholarship and research will suffer.

- Establish humanities interdisciplinary scholarship centers.
- Establish social sciences interdisciplinary scholarship centers.
- Philanthropic support of unaligned research.

OCTOBER GROUP 5

No response

DECEMBER GROUP 5

No response

AUGUST GROUP 6

- Establish seed funds for faculty and seed fund social sciences, humanities, creative arts.
- Subsidize summer undergraduate fellowships for students and mentors.
- Establish humanities interdisciplinary scholarship center and establish social sciences interdisciplinary scholarship center.
- Philanthropic support of unaligned research.
- Centralize faculty development funds for training.

OCTOBER GROUP 6

No response

AUGUST GROUP 7

- Do cluster hiring.
- Facilitate collaborations such that faculty members are less likely to move.
- P&T standards have to interface with Tier 1 research status.
- Expectations & institutional support equalized.
- These together will support the other goals.

OCTOBER GROUP 7

- Priority # 1 was goal 2 which is “Further enhance

Appendix 3: Listening Session Notes (cont'd)

faculty quality (Retaining talented faculty, hiring of new faculty cohorts annually that embrace the integrated scholar model).

- Priority # 2 was goal 1 which is “Increase External Funding (focus on federally-sponsored research, corporate sponsored research, philanthropic sponsored research, royalty income, licensing income.)
- Priority # 3 was goal 9 which is “Enable High Quality Research (great public research universities have facilities and research support systems commensurate with aspirations.) The need for more research space was articulated by several members of the focus group, as was the need for a more streamlined and efficient IRB process.
- Priority # 4 was goal 3 which is “Faculty Work Load (creating a flexible environment that rewards the integrated scholar, allows for flexibility in work load within departments and over the course of academic career by a faculty member.) Several members of the focus group asked for reduced teaching loads and more time for research.
- Priority #5 was goal 8 which is “Maximize research space productivity and quality (sufficient and high quality, functional and collaborative space is essential for high quality scholarship.) There were concerns that the most productive researchers should be provided research space.
- Priority # 6 was goal 6 which is “Expand undergraduate research (much of our future opportunity can be tied to embracing undergraduate research as a complement to Ph.D. supported inquiry.)
- Priority #7 was goal 4 which is “Increase state formulaic funding and support of Ph.D.s on externally sponsored research (accentuate the focus on Ph.D. support and the role of Ph.D. mentoring as the central aspect of engaged scholarship at TTU.) Group members stated that the goal should be to develop more high quality Ph.D.s who are provided mentors and time for research activities.
- Priority #8 was goal 7 which is “Support faculty scholarship in the social sciences, arts and humanities (great public research universities have developed expertise in the social sciences, arts and humanities) (great public research universities have expertise and outstanding scholarship across the knowledge continuum, this is tied to Lubbock becoming a Tier 1 host community as well.) OVPR should assist

faculty community in finding opportunities in social sciences, arts and humanities.

- Priority # 9 was goal 5, which is “Enable interdisciplinary centers/consortiums/programs that can be incubated before becoming an institute that reports to the Provost or VPR or center that reports to a dean or deans (create an environment conducive to cross-disciplinary, interdisciplinary, multi-disciplinary research and collaboration .. Increasingly, society demands solutions to problems, not reductionist approaches.) Some members thought this should take a more organic approach rather than being developed by administration.

AUGUST GROUP 8

- Encouragement of interdisciplinary teaching/collaboration by networking/central facilitation of partnering opportunities.
- Management of financial award for those departments that have collaboratively worked together and receive funding. (Who gets what?)
- Successful, senior faculty should mentor junior faculty on proposal submission and research development.

OCTOBER GROUP 8

No response

AUGUST GROUP 9

- Seed money is needed for matching funds, acquisition of pilot data.
- Graduate student support also needed.

AUGUST GROUP 10

- Subsidize undergraduate fellowships.
- Support social sciences.
- Maximize research space.
- Develop existing faculty by enhancing faculty quality.

Appendix 3: Listening Session Notes (cont'd)

Q3: How best to support and enable faculty development efforts?

AUGUST GROUP 1

- Good sabbatical policy to improve TTU's existing faculty.
- Better mentorship policy should be enforced between senior and junior faculty.
- Young and existing faculty concerned about the distribution of the resources and funds after the strategic hires.
- While strategic hires can be crucial in advancing the university's research stature and output, equal attention should be paid to providing incentives for existing faculty.
- Exchange faculty among different institutions for short term periods, both to make TTU better known at the national and international level and to expose TTU faculty to new ideas and methodologies.

OCTOBER GROUP 1

No response

DECEMBER GROUP 1

No response

AUGUST GROUP 2

No response

OCTOBER GROUP 2

- Formal and/or informal collaboration times.
- Electronic journal access (web access to HSC).
- Sabbaticals (improved process).
- Resources for foreign travel.
- Seed monies/bridge monies (internal funding).
- Graduate student recruitment/ marketing (web).
- Graduate admission process aligned with fellowships.
- How to deal with increasing student body (vis-à-vis teaching load).
- Semester off for un-tenured faculty.

- Educate the department chairs.

DECEMBER GROUP 2

- "Grown-up" travel budget (per department).

AUGUST GROUP 3

- Extensive mentoring program.
- OVPR should reach out to faculty personally, peer-peer interactions, or through the website (keyword searching, DM etc).
- Promoting research that does not necessarily bring in high dollar awards.
- Greater faculty recognition.
- Incentives for faculty.
- Additional compensation.
- Buying out teaching time.
- Summer involvement contracts.
- Link professional development activities to promotion and tenure.
- For this to be accomplished, we would need all major actors to buy in (faculty, deans, provost office).

OCTOBER GROUP 3

- Grant-writing support groups for junior faculty.
- Listservs focused on areas that new faculty find tricky (what does ORS want? How do I pay human subjects? What are good strategies to build my research group?).
- Grant reading groups or individuals (reading for "salesmanship" not grammar).
- Faculty mentors who are experienced with target activity.
- Pool of technical writers who could be hired by or assigned to new grant writers [services of Technical Communications in English not up to job].
- Grant editors in schools/colleges.
- Sources of information and/or mentorship about how best to diversify funding sources. Where are funding opportunities in your/related areas of scholarship.
- Identification of sources for seed funding for new ideas, bridge funding for lapses in extramural support.

Appendix 3: Listening Session Notes (cont'd)

- Recruitment of top students, coupled with competitive funding for these students. Current levels are not competitive either w/in or outside of Texas.
- Realignment of space with size of research group and/or enrolment.

DECEMBER GROUP 3

- There should be a bottom-up approach with the involvement of colleges instead of a top-down approach.
- The faculty who are dedicated to research should be recognized more.
- Fair salaries – particularly substantive changes in areas such as salary and teaching loads for underpaid faculty such as humanities faculty. These types of changes will enable a true culture change with regard to performance, expectations, and research.
- It would be beneficial to provide reduced teaching loads to faculty especially right after their return from sabbaticals or funded research leaves. These reduced teaching loads would provide release time to summarize the research findings, publish them in articles, and/or cover the results in books.
- Of note - in small departments, it is harder to compensate the faculty who use the sabbatical leave. There are not enough faculty to cover him/her which brings extra work and responsibilities to others; therefore sabbaticals in small departments are oftentimes underutilized.

AUGUST GROUP 4

No response

OCTOBER GROUP 4

No response

DECEMBER GROUP 4

No response

AUGUST GROUP 5

- More departmental support.
- Faculty development leave – post assessment - family consideration. (G5)

- Mentoring (the fine line and overlapping needs for both top down and bottom up).
- Need a mechanism for social gathering among researchers (i.e. monthly wine night; faculty club; etc).
- Create a scholarship paradigm for the social sciences/humanities.

OCTOBER GROUP 5

No response

DECEMBER GROUP 5

- Give internal seed money to researchers who receive less than X-amount of funding.
- Make committees more transparent.
- Track seed funding.

AUGUST GROUP 6

No response

OCTOBER GROUP 6

- Improved provision of Teaching Assistants, particularly in writing intensive courses.
- Difficulty with navigating the IRB system and/or slow responses to applications.
- Difficulties with grant submission procedures.
- By teaching assistant, having a grader was the primary focus. It was noted that providing such support may assist the faculty, but it may offer minimal benefit to a graduate student looking to develop their teaching identity and experience. It was also noted that there may be adequate resources on campus to address the second and third points, by way of seminars and workshops that are well advertised, and ample guidelines available on-line.
- Relieve departments of the cost of office and laboratory refurbishment and undertake the project in the summer prior to new faculty members arriving on campus. Some examples of why this is important: Physical Plant quoted one department a cost of \$17,000 to paint laboratory space; one researcher is emptying lab space of equipment belonging to their predecessor as they embark on their third year; office and laboratory furniture being appropriated from colleagues or surplus because departments

Appendix 3: Listening Session Notes (cont'd)

cannot afford to outfit research offices and labs.

- Provide start-up funding as early as possible in the first semester, enabling new faculty to occupy their research space (see above) and establish research whilst they have teaching release. Bringing start-up funding for capital acquisitions on-stream late in the first year, or the summer which would result in research activities being initiated when new faculty are beginning to take on a larger teaching load.

AUGUST GROUP 7

No response

OCTOBER GROUP 7

No response

AUGUST GROUP 8

- Develop an interdisciplinary center (or academy) where faculty can share different ideas on similar subjects.
- OVPR can act as a conduit to discussion and research. This would include a variety of ideas from all colleges.
- Faculty mentoring and reward for mentor.
- The senior mentor should receive some recognition/compensation for his or her time in successful awards of junior faculty.
- Proposal development/trainings held more frequently and could possibly web-based and tailored to specific agencies (Endowment for the Arts/NSF/NIH, etc....). Should be conducted in small August Groups led by successful faculty, similar to ARP/APT training.
- Proposal review services, similar to that at Michigan State University. Review conducted internally. Could be reviewed for scientific merit or technical writing.

OCTOBER GROUP 8

No response

AUGUST GROUP 9

No response

AUGUST GROUP 10

No response

Q4: How best to help faculty and staff embrace efforts promoting the culture of research integrity and compliance?

AUGUST GROUP 1

No response

OCTOBER GROUP 1

- Report standings (favorable and unfavorable)
- Enhance transparency. List of research and status: title, researcher, grant status, approvals (IRB, IACUC, etc.).
- Enforce policies.
- Maintain outcomes for non-compliance.
- Compliance coordinators/committees should focus on assisting more than policing.
- Timely response and process.
- More difficult and lengthy the process the more corners will tend to be cut.
- Maintain timely IRB assessments.
- Friendly correspondence.
- Compliance personnel should visit each department as able.
- Educate researchers on the investigative and audit procedures for their areas.
- Attend departmental meetings.
- Workshops (promote and educate research integrity).
- "How to" IRB volunteers.
- Faculty requirements.
- Require faculty to teach this.
- Through teaching it the faculty will learn and prosper as well.
- Require training to be completed before a submission will be accepted.
- Require workshop attendance

Appendix 3: Listening Session Notes (cont'd)

- Leadership involvement.
- Leadership should emphasize research integrity down the line.
- For financial, provide department business managers.
- Banner module to assist keeping faculty in compliance with grants.
- Create dashboard such as that developed at Wayne State to help PIs manage their accounts:
- <http://campustechnology.com/articles/2010/08/01/innovators-awards-2010-wayne-state-university.aspx>

DECEMBER GROUP 1

No response

AUGUST GROUP 2

No response

OCTOBER GROUP 2

No response

DECEMBER GROUP 2

No response

AUGUST GROUP 3

No response

OCTOBER GROUP 3

No response

DECEMBER GROUP 3

No response

AUGUST GROUP 4

No response

OCTOBER GROUP 4

- More training.
- The PI is responsible, but much of that starts from IACUC, IRB.
- These offices need to be helpful and specific to researchers.
- Training should be mandatory – required human subjects training (especially for grad students).
- Plus making training more accessible.
- Recommendation of training every 3 years and having an office maintaining those records.
- Issue of iThenticate. Concern was conveyed with the recent email encouraging faculty to submit proposals online to safeguard against plagiarism. Encourage better worded communications around the issue in order to avoid the feeling that this undermines faculty integrity. Difference in opinion was expressed on researcher use of own text (depending on discipline). Some concern that the execution and communication of iThenticate does not promote a culture of research excellence. Major grant funding entities do use this software, so it's important to utilize. Would like more positive support from administration. iThenticate should not be used preemptively. Better communication/training between administration, faculty, and students needed regarding inappropriate citations, usage of and need for iThenticate, etc.
- Improved training for grad students.

DECEMBER GROUP 4

- Get a budget and account set up more quickly.
- Provide training for compliance for both faculty and students
- Provide distance online training for external student researchers.

AUGUST GROUP 5

- Ethics Center at TTU should play a vital role across campus.
- Communication.
- Efforts to make all colleagues aware of ethical issues/concerns with consistency and establish common ground.

Appendix 3: Listening Session Notes *(cont'd)*

- RCR – all graduate students required to take ethics course, not just NSF mandatory students.

OCTOBER GROUP 5

No response

DECEMBER GROUP 5

- Inconsistencies in IRB results.
- Composition of IRBs should reflect all relevant disciplines.
- Gatekeeper.
- Institutions/centers providing revenues through offering courses, proposals.

AUGUST GROUP 6

- Improve faculty integrity by more stringent review of new hires relating to integrity (background checks).
- Should new hire contracts have ‘stronger’ language regarding integrity?
- Develop mandatory seminar stating research integrity expectations.
- Require a research integrity course for grad students.
- Target non-compliance.
- Continuing education.
- Have education to address unknown concepts.
- Develop a common way to access all compliance committees, i.e. website.
- Make compliance training as easy as possible.

OCTOBER GROUP 6

No response

AUGUST GROUP 7

No response

OCTOBER GROUP 7

- Areas identified on campus that had compliance issues were Biosafety, Radiation, IACUC, and Conflict of Interest, IRB, Intellectual Property and Technology Transfer.

- The focus group identified two programs in which they worked with ORS in research compliance and that was IRB and Intellectual Property.
- IRB and IP should speed up and streamline the process for applying and making decisions.
- Benchmark progress by comparing with other universities. Identify institutions as leaders in the field of IRB and IP that have simplified and sped up the process of applying and being approved.
- New Regents Rule “10” is revising IP procedures for a quicker response. Provisional patent will be processed faster. Example was given that the University of Texas – Dallas will give a provisional patent to PI after it has been submitted in two days.
- Pay for participants and clinical studies programs for IRB approval need to be processed faster and streamlined.

AUGUST GROUP 8

No response

OCTOBER GROUP 8

No response

AUGUST GROUP 9

- Education is needed, “if you don’t understand, you can’t follow.” It could include short courses.
- Provide electronic forms (e.g. animal care and use forms) that are easier to fill out, and include explanations and examples.

AUGUST GROUP 10

No response

Q5: How best to support and enable sponsored program activity by the faculty?

AUGUST GROUP 1

No response

Appendix 3: Listening Session Notes *(cont'd)*

OCTOBER GROUP 1

No response

DECEMBER GROUP 1

- More timely billing.
- Need cultural change - part of it is with incentive. In some areas more lucrative to teach in the summer. Research enhancement funds were helpful in this regard – could apply for summer funds.
- Part of the problem in one area is curricular. Summer load are so intense there is no time for research.

AUGUST GROUP 2

- Better communication
- Better knowledge to faculty about funding.
- Hire someone that strictly finds funding for the university.
- Recruit quality faculty with funding that can collaborate with current faculty and assist them in acquiring funding.
- Invite representatives from funding agencies to the campus; establish closer contact with funding agencies.

OCTOBER GROUP 2

- Budget template for non- NSF proposals.
- Budget prep issues-ORS needs more staff.
- Budget management issues-Pcard.
- Improved access to HSC.
- Research professor position needs to be facilitated.
- Boiler-plate material for broader impact.
- Credit for students for undergraduate research.

DECEMBER GROUP 2

No response

AUGUST GROUP 3

No response

OCTOBER GROUP 3

No response

DECEMBER GROUP 3

No response

AUGUST GROUP 4

No response

OCTOBER GROUP 4

No response

DECEMBER GROUP 4

No response

AUGUST GROUP 5

No response

OCTOBER GROUP 5

- There are currently no incentives for interdisciplinary work.
- Difficult to collaborate when you do not know, nor can you easily access, the expertise of others.
- Time intensive to coordinate.
- Need innovative means for bringing people together.
- Speed dating or wine nights.
- Could be focused around directorates.
- VPR needs to identify large opportunities and set up meetings.
- Could potentially set up tiers among lead and secondary colleges for leads and support on specific proposals.
- Strategically pursue funding opportunities to maximize time.
- Need a searchable database of funding opportunities, upcoming events, other researchers, etc.
- COS – this resource needs to be better communicated to faculty.
- OVPR should build/strengthen relationships between labs and community.

DECEMBER GROUP 5

No response

Appendix 3: Listening Session Notes (cont'd)

AUGUST GROUP 6

No response

OCTOBER GROUP 6

No response

AUGUST GROUP 7

- ORS for departmental staff (G7)
- Establish a group for each strategic research theme a group of interested faculty & administration -- facilitated by the OVPR
- Investment in business managers.
- Expand assistance with proposal writing/editing to include contact with program officers.
- Facilitate multi-user access & management of university purchased equipment & facilities.
- Create service centers.
- Forceful institutional statement and support.
- Provide resources for technology (formal mechanism to develop/promote ideas – commercialization.

OCTOBER GROUP 7

- Overall, the campus community needs more support and services from ORS.
- A decentralized approach at the college or department level is needed which would assist researchers prepare grants for pre-award submission is optimal.
- The decentralized approach at the college or department level should also be utilized for post-award activities.
- There is a need for more diversified grant writing seminars especially for humanities and the fine arts.
- Guidance on writing proposals to agencies and private foundations.
- Speed up responses from ORS for processing proposals, pre-award and post-award.
- Developing a more robust online assistance for PIs.
- Need more assistance in working with COGNOS and Banner.

AUGUST GROUP 8

No response

OCTOBER GROUP 8

- Physical plant needs own budget so it does not carry over to faculty.
- Seed grants need to come back.
- Faculty shouldn't have to deal with budget □ ORS & OVPR needs to be more effective in this.
- Personnel in ORS needs to expand to handle increased capacity of incoming grants and proposals.
- Need staff of people to do grant writing in OVPR not in the department.
- More flexible start-up packages.

AUGUST GROUP 9

No response

AUGUST GROUP 10

- Additional graduate and post-doc funding. The existing program of support for Graduates and Post Docs from the Provost Office could also be utilized to support sponsored projects.
- Provide Administrative Support.
- Floating Experienced Administrators. A permanent "temp" pool, or group of trained administrators could be established for deployment to departments experiencing unexpected workloads (perhaps from large sponsored projects), illness, vacations, or other interruptions.
- Banner Concerns. Departmental capability to handle issues stemming from or related to Banner is not consistent. Additional training may be required for administrative staff and key faculty. Efforts should be made to ameliorate the impact of Banner.
- Publicize resources, particularly concerning Banner. Existing Banner training resources are not used to advantage. Additional promotion, or targeted individual instruction, would probably be a good approach.

Appendix 3: Listening Session Notes *(cont'd)*

Q6: How best to support and enable interdisciplinary scholarship efforts?

AUGUST GROUP 1

- Create opportunities for interactions among faculty.
- Small groups from different disciplines need to get together and brainstorm.
- There are departmental silo barriers within colleges and among colleges, these issues should be resolved to foster an interdisciplinary culture: some specifics include curriculum, FTEs, grant credits, bureaucratic obstacles and funding.
- Funding.
- There is a concern about how the funds generated by interdisciplinary faculty would be divided and shared.

OCTOBER GROUP 1

No response

DECEMBER GROUP 1

- Maybe have a center for interdisciplinary inquiry – support, panels on interdisciplinary topics of interest, pulled together around some theme.
- Lubbock fosters more interdisciplinarity, opportunities to meet and speak with people in other disciplines.
- Host a dinner with a theme and find who would be interested in from multiple disciplines. Water is an example that cuts across disciplinary lines.
- Successful example – comparative literature symposium – need basic funding.
- What is difficult - pressure to produce makes it less likely that people will collaborate – takes more time.
- Not using one of our resources – HSC – maybe some incentive for getting an interdisciplinary proposal funded.
- Need incentives or credit.
- Communication.
- Key requirements are: incentive; administration – people to put together; recognition.

AUGUST GROUP 2

No response

OCTOBER GROUP 2

- Joint appointments (monitored/facilitated by VPR/Provost).
- Publications outside area of expertise should be “awarded/recognized.” Chairs and departments need to be informed and educated.
- IDEA TECH (interdisciplinary teaching/education at graduate and senior level).
- Earmarks need to be more interdisciplinary
- Invitations for ideas from VPR.
- Funding multidisciplinary accessible data sets.

DECEMBER GROUP 2

- Centralized area for interdisciplinary academic and research centers.

AUGUST GROUP 3

- Have meetings in different colleges.
- Provides an opportunity for each college to showcase abilities and resources. Therefore, faculty will know where to look and who to contact in future research efforts.
- Better inform the Research Advisory Council of the resources and abilities of each college.
- Create a searchable database for faculty and students.
- This is about finding faculty expertise for any topic.
- Could also serve as an avenue for students to seek relevant knowledge.
- OVPR’s own website should incorporate this idea to create a one-stop-shop idea for research resources.
- Encourage training for students.
- Provide a clear understanding on how to support research activity.

OCTOBER GROUP 3

No response

Appendix 3: Listening Session Notes *(cont'd)*

DECEMBER GROUP 3

No response

AUGUST GROUP 4

No response

OCTOBER GROUP 4

- Luncheons.
- Structural issues that suppress such efforts.
- Interdisciplinary efforts are discouraged due to structure (teaching, existing research).
- Ultimately, friction between faculty and chair and problems with administration.
- Deans should get some measure of a reward for insisting on interdisciplinary efforts.
- Encourage chairs.
- Deans need incentives.
- Promotion of research group (interest group) opportunities.
- Pool interests in a faculty database.
- Matchmaking among faculty interests.
- Warehouse of research proposals.
- For those willing to collaborate.
- Interdisciplinary collaboration on project proposals and data sharing.
- Hard science grants should include ethics, web development components to add to the overall grant submission (and in turn, assist in bringing together researchers from different disciplines).
- It helps to be a Co-PI vs. a consultant. Then, the more Co-PIs will be able to seek grants on their own.
- Leveraging colleagues outside of your discipline for enhancing (i.e. filling in gaps) proposals.
- Define difference between interdisciplinary courses vs. interdisciplinary research.
- Grow out of transdisciplinary (grad) courses to assist development of interdisciplinary research.

DECEMBER GROUP 4

No response

AUGUST GROUP 5

- Need a mechanism for social gathering among researchers (i.e. monthly wine night; faculty club; etc).
- Approved, central Tech calendar.
- TechAnnounce could be more useful for finding collaborators if it was more streamlined – i.e. could sort by category.

OCTOBER GROUP 5

No response

DECEMBER GROUP 5

- Budget preparation should include spreadsheet with start date of funding.
- Rapid response to events to develop centers.
- Bill tuition at the beginning of semesters.
- Banner.

AUGUST GROUP 6

No response

OCTOBER GROUP 6

- This is a significant challenge in the university right now, and future developments in the university's funding and finance structure (RCM) will only accentuate the difficulties. The introductions at the listening session beautifully illustrated the point – three faculty members, in three colleges, with similar teaching and research interests, but had never met.
- Duplication in the course handbook is rife, which means similar courses being taught simultaneously by multiple faculty members. If a mechanism could be identified to distribute the revenue on the basis of a student's home department then faculty members could reduce their teaching load and dedicate more time to research.
- One suggestion – in return for the teaching release faculty would be expected to enter into inter-disciplinary, inter-department collaborative research with the faculty members who are sharing the teaching and also benefiting from the teaching release.

Appendix 3: Listening Session Notes (cont'd)

- Currently, interdisciplinary research is hindered because few people realize the diversity and vibrancy of research on campus beyond their own laboratory; ignorance of research within own department is sometimes disappointing. The solution could begin with getting people out of their labs, meeting and talking to people. The tried and tested methods of doing so are food, drink and money.
- Create a social venue (faculty/graduate club) ideally on, or very close to the edge, of campus.
- Create a regular series of research-related social events, focused in encouraging faculty to convene at the social venue, developing a habit of visiting the faculty club where they increase the chances of meeting individuals with similar research interests (for an exceptionally good example, see The Graduate Club at the University of Western Ontario, London).
- Need an internal funding stream dedicated to seed-funding of inter-disciplinary research. Provision of funding contingent on development of external funding proposals. Failure to develop a proposal should have consequences for researchers access to campus funding streams.
- Need financial incentives for encouraging the development of successful inter-disciplinary research projects that attract external funding.

AUGUST GROUP 7

No response

OCTOBER GROUP 7

No response

AUGUST GROUP 8

- Overall culture change of encouraging collaboration.
- Strategic interdisciplinary committees.
- Capitalization of 3 system units housed on one central campus. Example given was that of biomechanical engineering major that must interweave through TTU undergrad and then to TTUHSC as grad student. Currently, students go to UH to pursue many of these majors. Also, scholarship maintenance as students transition from TTU to TTUHSC.

OCTOBER GROUP 8

No response

AUGUST GROUP 9

No response

AUGUST GROUP 10

No response

Q7: How best to support development of university strategic initiatives?

AUGUST GROUP 1

No response

OCTOBER GROUP 1

- Communicate

DECEMBER GROUP 1

- Align department and individual efforts to university's goals.

AUGUST GROUP 2

No response

OCTOBER GROUP 2

No response

DECEMBER GROUP 2

No response

AUGUST GROUP 3

No response

OCTOBER GROUP 3

No response

Appendix 3: Listening Session Notes (cont'd)

DECEMBER GROUP 3

- The developments going on outside the academy should be communicated well.

AUGUST GROUP 4

No response

OCTOBER GROUP 4

No response

DECEMBER GROUP 4

No response

AUGUST GROUP 5

- Better communication.
- Faculty involvement is a must. Do not ignore the faculty. Get the faculty involved in different aspects. Faculty are an important driver.
- Involve faculty at the department level and then the college level working with a bottom up versus top down approach.
- Ask faculty for input.
- Faculty need to “buy-in.”
- Information flow is critical for faculty, staff and students.

OCTOBER GROUP 5

- Better communicate strategic initiatives.
- Marquee, buses, United Spirit Arena.
- Maybe use them as a searchable field in researcher expertise database.
- Use them as potential themes for getting faculty together.
- These need context in order to understand where we are with them.
- Identify initiatives already in place in these areas, and then list centers/departments/faculty members.
- Need abstract for each theme. These are not entirely self evident.
- Need incentives under RCM to promote interdisciplinary work.

- Tenure and promotion policies.
- University O.P.s.
- Need policies that enable/empower multiple PIs (i.e. currently, only one lead PI can be listed on the routing sheet, and this is an old-fashioned, non-collaborative way to process this info internally).
- Simplify the proposal process.
- Change the culture to enable interdisciplinarity to flourish.
- Currently, you are incentivized to teach your department's students more so than students from other departments – this creates a foundational level of silos that impedes interdisciplinary research and teaching.
- Examine formula funding to see if this is a Tech or Coordinating Board policy and change if possible.

DECEMBER GROUP 5

No response

AUGUST GROUP 6

- Disseminate ‘fact sheets’ on the Strategic Plan to explain “How this affects me.”
- Incentivize faculty.
- Promote and publicize.

OCTOBER GROUP 6

- There are many courses taught multiple times per semester, requiring some faculty to teach the same material two or more times to small classes (<100), in part caused by large lecture rooms being jealously guarded by the department who host the room. Access to centrally managed large lecture room facilities may enable departments to consolidate course sections reducing teaching load.
- Consolidation of high-performance, high-cost, high-dependence analytical instrumentation into centrally managed and supported centers. The facilities would be staffed by full time, preferably PhD educated (or technical equivalence) engineering and technical support, and managed by a center director assisted by a steering committee made up of diverse faculty. The university has a lot of under-utilized, under-performing instrumentation that is under the control of researchers that hinder access

Appendix 3: Listening Session Notes (cont'd)

to the broader community. This leads to duplication of instrumentation, for which there is inadequate technical support, and eventually falls into disrepair.

- It was also noted that certain software packages are utilized by multiple departments, particularly in teaching laboratories. Access to the laboratories commonly fall under the jurisdiction of departments or centers, and are not fully utilized throughout the teaching day. This requires duplication of high-cost computing laboratories with all the additional costs involved with up-keep and maintenance.

AUGUST GROUP 7

No response

OCTOBER GROUP 7

No response

AUGUST GROUP 8

No response

OCTOBER GROUP 8

No response

AUGUST GROUP 9

- Get faculty input from a large cross-section of campus.
- External input – maybe use the external advisory boards from each college.

AUGUST GROUP 10

No response

Q8: How can we help support the notion of integrated research, scholarship and creative activity and this idea of excellence across this continuum?

AUGUST GROUP 1

No response

OCTOBER GROUP 1

No response

DECEMBER GROUP 1

No response

AUGUST GROUP 2

- Recognition and incentives.
- Faculty awards.
- Recognition.
- Money.
- Examine administration and oversight.
- Develop and implement administration for (mechanism) assigning budgets, teaching tools that encourage interdisciplinary education and research.

OCTOBER GROUP 2

No response

DECEMBER GROUP 2

- Workload- more time to do things to enhance research (space).
- Utilize off-campus real estate to promote interaction and excellence for faculty.

AUGUST GROUP 3

No response

OCTOBER GROUP 3

- TLTC sessions about teaching tactics are too general. Include some discipline-specific sessions (strategies in quantitative courses may need to be different from those in survey courses, for example), perhaps in partnership w/ departments or schools.
- Many areas of research require late hours; campus is dark and dreary at night.
- Stipend levels in many departments put graduate students well below poverty levels.
- Work with deans and chairs on issues of how research expectations should impact faculty workload during the first several years. Specific idea:

Appendix 3: Listening Session Notes *(cont'd)*

How many “new course preparations” should a new faculty member have – and do the increased research expectations mean that older/current practices should be modified.

- Incentivize support of graduate students (i.e., support from extramural funds won by faculty member) w/ course release.

DECEMBER GROUP 3

No response

AUGUST GROUP 4

No response

OCTOBER GROUP 4

No response

DECEMBER GROUP 4

- We should invite more of our own faculty to speak and give lectures on campus.
- We always bring outside faculty.
- Should highlight the accomplishments of our own faculty more.
- Couple talks with multimedia.
- TLTC.
- Make speeches/lectures accessible to people with disabilities.
- Culture at Tech.
- More faculty on editorial boards.
- Leadership at administration level.
- Cut indirect costs that go back into faculty salary.
- Create research foundation.
- Institute a reward system for senior faculty.
- Salary increases/ supplementation.
- Retain accomplished faculty.
- Highlight accomplishments of faculty.
- Have federal foundation mixers. Gives faculty the opportunity to ask, “where science will be in the future?”

- Rethink politics of the university.
- Not making good use of our faculty talent.
- Don't have enough domestic graduate students.

AUGUST GROUP 5

No response

OCTOBER GROUP 5

- Ensure that policies and processes support interdisciplinary work.
- There is significant fear that RCM does not and will not support interdisciplinary efforts.
- Need much more info on RCM because understanding of it among faculty is largely absent.
- It is our belief that the cost/student should be the same no matter what dept a student comes from. The concern is that this is not the case under RCM.
- Per the Provost, this concern needs to be fed back to the RCM Council.
- Offer a “Nobel Prize” of integrated research.
- Winner could choose customized incentive based on what they value most (i.e.: time, monetary reward, etc).
- Maybe a potential reward would be getting “time back” and this time could double count (such as counting for your service requirements).
- The availability of funds in some colleges to support travel is applauded, and the need for these types of resources for all researchers is significant.

DECEMBER GROUP 5

No response

AUGUST GROUP 6

No response

OCTOBER GROUP 6

No response

AUGUST GROUP 7

- Create solid foundation, look at models of

Appendix 3: Listening Session Notes (cont'd)

institutions, institutional support, devote resources – similar to TLTC.

OCTOBER GROUP 7

No response

AUGUST GROUP 8

No response

OCTOBER GROUP 8

No response

AUGUST GROUP 9

No response

AUGUST GROUP 10

- Feature and recognize researchers who are also teachers to a greater extent.
- Incentive social science.
- Protect management in critical areas. Project managers should be assigned to centers/institutes, departments, colleges, or programs once a critical mass is reached. Project managers would be responsible for administrative duties for specific projects or programs, insuring correct processing of PAFs (for example), timely expenditures, purchasing of capital equipment, and flow of work--including compliance issues.
- More effective faculty evaluation process.
- Collaboration and shared resources.
- Shared use of resources.
- Nurture faculty collaboration (place & programing) (One group suggested a TLTC-type facility. The idea is organized collaboration opportunities for faculty.)
- Collaboration in hard science projects/particularly library.

Q9: How best to instill the notion of solution-oriented, proactive customer service in our vision statement?

AUGUST GROUP 1

- Pay attention to stakeholders, both internal and external.
- OVPR should keep in mind that the faculty is one of the biggest stakeholders.
- Bottom-up approach should be implemented when policies are made and enforced, faculty's opinion should be asked.
- Proactive and assistive.
- When the faculty has questions, the final answer should never be "NO", but always "How can I assist you? I'll do my best to find out, etc."

OCTOBER GROUP 1

No response

DECEMBER GROUP 1

No response

AUGUST GROUP 2

No response

OCTOBER GROUP 2

- Budget issues.
- Streamline process.
- Proposal processing.
- Post-award management (alert system).
- Timely responses to queries.
- More staff in ORS.

AUGUST GROUP 3

- Issues with current vision statement.
- There exists a lack of direction from the vision statement.
- We need a more challenging vision – something to really work towards.

Appendix 3: Listening Session Notes *(cont'd)*

- Lack of synergistic activities.
- Sense of marketing, but no more.
- Vision should be where you are going, not what you are or what you are doing
- Question: What are researchers looking for?
- New phrasing.
- “strives to” or “strives toward.”
- “entity through which new knowledge/ideas/interactions.”
- “provide synergistic activities required to lead the research directions of this university.”
- “strive to help people come together.”
- “provide a safe environment.”

DECEMBER GROUP 2

- Mutual respect

OCTOBER GROUP 3

No response

DECEMBER GROUP 3

No response

AUGUST GROUP 4

No response

OCTOBER GROUP 4

- Positive notes: quick email response, events such as this for feedback and networking (assisting in interdisciplinary efforts), email newsletter for grant opportunities.
- Limited submissions: better due dates, calls for limited competitions within the university.
- Format on internal submission should be similar.
- Quicker turnaround on IRB.
- Maintain an online system.
- Breaking up the application so it consists of specific questions rather than a full rationale.
- Increasing staff to assist in expediting IRB process for faculty .

- Focus is not entirely on protecting human subjects – questions received from IRB coordinator about the proposal are “focused on the minutiae” and unnecessary
- More consistency on IRB reviews (from reviewer to reviewer).
- Ease process between TTU IRB and TTUHSC IRB/ Covenant IRB.
- Same issues with IACUC.
- Problems with research funding.
- Not sure if funding will carry through to the next year.
- More transparency on how you can spend your money.
- Training to handle the funds received (especially when the amount is provided in full).
- More say in who you get in assistants.
- Need more human resource infrastructure.
- Offer an anonymous comment area on VPR website.

DECEMBER GROUP 4

No response

AUGUST GROUP 5

- Supportive environment.
- “leave the driving to us.”
- Individualize needs.
- Recursive Mentoring.

OCTOBER GROUP 5

No response

DECEMBER GROUP 5

No response

AUGUST GROUP 6

No response

OCTOBER GROUP 6

No response

Appendix 3: Listening Session Notes (cont'd)

AUGUST GROUP 7

No response

OCTOBER GROUP 7

No response

AUGUST GROUP 8

- Who is the target audience? Currently it seems as though there are two, internal and external.
- Break it up into two sentences.
- Internally focused.
- Externally focused.
- Mission and Vision statement seem repetitive.
- Define what the office DOES. It isn't just "communicate and inform."
- If on-line, add hyperlink to the Strategic Plan.

OCTOBER GROUP 8

- Treat the customer as if they had a choice to go somewhere else besides OVPR.
- Equality—first come first serve: \$10 mil proposals should not trump \$.5 mil proposals if the \$.5 million was there first.
- Take away "shared responsibilities" and clarify who does what; i.e. researcher's responsibilities vs. OVPR responsibilities.
- ORS lack of specialization; especially in the humanities and social sciences.
- More communication between the Offices of Research Services at TTU & TTUHSC.
- Increase effectiveness and efficiency.

AUGUST GROUP 9

No response

AUGUST GROUP 10

No response

Q10: How best to communicate our success to our internal and external audiences as noted in our vision statement?

AUGUST GROUP 1

No response

OCTOBER GROUP 1

No response

DECEMBER GROUP 1

- There has been a lot of improvement already.
- Success stories are still hard to find, unless you know how to drill down, still difficult to navigate the web site.
- TechAnnounce is too much.
- Font on many website is too small.
- One can get better national exposure through own network than through TTU releases.
- Articles are featured on TTU site only for 2 hours.
- Much easier to come from outside to inside, but local exposure is very important for informing the community and encouraging gifts.
- For national exposure – need travel money to conferences, part of this is recruiting too. English dept gives \$600. Other institutions would provide \$1500 to \$3000. Arch gives \$1000. Shortsighted to always cut travel first. Important for visibility and recruitment.

AUGUST GROUP 2

- Multimedia usage.
- Multimedia, especially internet communication.
- Engage researchers in telling their story.
- Researchers need to help tell their own story.

OCTOBER GROUP 2

No response

DECEMBER GROUP 2

No response

Appendix 3: Listening Session Notes *(cont'd)*

AUGUST GROUP 3

No response

OCTOBER GROUP 3

- Recognition of national service activities by faculty.
- Support for faculty taking on national service, perhaps in form of release from local service.

DECEMBER GROUP 3

- The case studies, success stories, and testimonials should be communicated as well as the numbers.
- Public media and local resources should be utilized.
- More assistance should be available to faculty to maintain their websites.

AUGUST GROUP 4

No response

OCTOBER GROUP 4

No response

DECEMBER GROUP 4

No response

AUGUST GROUP 5

- YouTube clips an option (20-25 second views of what project researchers are working on using \$100 camera/device). This would not be a professional production but rather quick and short. Caution should be taken to work with Communications and Marketing.
- Avoid press releases by faculty researchers...too time consuming and daunting to some...find alternative.
- Pass along that Communications and Marketing seeks out success stories and does follow-ups on stories and leads.
- Individuals need to be more time sensitive to releasing success stories.
- University President/Deans/Agency Reps to visit research facilities.

- Research Division components such as ORS for an example, add articles to college newsletters, etc. (internal).

OCTOBER GROUP 5

- Offer significant awards (i.e. a “Nobel Prize”) that communicates success broadly.
- Enhance external reputation.
- Use university funds to invite national level expert scientists to campus, i.e.: program directors at NCIs, NIH.
- Create a list of 20-25 stakeholders we want to advertise/market TTU to, and then strategically determine how best to reach them.
- Engage folks with Communications and Marketing.
- Disseminate C&M assignments to faculty.
- Social networking.

DECEMBER GROUP 5

No response

AUGUST GROUP 6

- Websites-social media.
- Brochures-advertising.
- Research showcase/internal competition.
- During Homecoming Week host a Research Show & Tell- “TTU WEEK.”
- Community engagement-“Learn with TTU.”
- Always inform Communications & Marketing of upcoming events!

OCTOBER GROUP 6

No response

AUGUST GROUP 7

- Link OVPR website with departments, colleges, & HSC.
- VPR on regional radio & TV.
- Podcasts.
- State of the Union – VPR address.
- Changing billboard in high traffic area.

Appendix 3: Listening Session Notes (cont'd)

- Continue and expand efforts to have TTU faculty exposed on national news.
- Join UTA research database.

OCTOBER GROUP 7

No response

AUGUST GROUP 8

No response

OCTOBER GROUP 8

- Increase and improve services in order to promote TTU with other institutions.
- Be more efficient to allow PIs to work on their science and research.
- Have someone speak at events like these about how OVPR and ORS helped them: POSITIVE testimonies.
- Put on website what sort of funding we are receiving.
- Help with internal notifications especially with limited submissions.
- Interlink with TechAnnounce so it is discipline specific: i.e. Engineers receive available grants related only to engineering, etc.
- More external speakers in departments.
- Scientific communities need to hear/see success of Texas Tech.
- Provide more financial support for TTU faculty to travel.
- Need a lot more cultural changes □more respect for professors' independence.
- Reduce teaching requirements for researchers (differentiate teaching, service and research requirements).

AUGUST GROUP 9

- Websites and social media are a must.
- Local, regional, national news.
- Consider research columns in local papers, radio discussions.
- Ensure that do we have a cohesive message with Comm and Marketing.

AUGUST GROUP 10

- Emphasize website, social media, open houses, vendor fairs.
- Emphasize ethics.
- Emphasize research at recruitment functions.
- Target external audiences, particularly other countries/languages.
- Alternative media.
- Short facts for public. This could follow the example of "Six-Word Stories," or Twitter-type communications that could be either broadcast using social media, displayed on fixed bulletin boards (such as the Marquee at 19th & Indiana, provided to news media, etc.
- Consolidate communications to create coherent effort.
- Alan Leshner, of AAAS, has advocated "Communicating Science." Resources are available through AAAS, such as The Center for Public Engagement with Science and Technology, <http://www.aaas.org/programs/centers/pe/> and Communicating Science, <http://communicatingscience.aaas.org/Pages/newmain.aspx>. TTU should embrace this strategy and take full advantage of the resources available to enhance publicly-accessible information about research achievements.

Q11: Other ideas/QUESTIONS?

AUGUST GROUP 1

- Communicate the Eight Strategic Themes.
- OVPR should initiate forums regarding the eight strategic themes to facilitate interdisciplinary opportunities and directions, for example: Red Book Process.
- OVPR should change the existing culture, OVPR should be the gatekeeper for the federal regulations but at the same time should be more service oriented.

OCTOBER GROUP 1

- Provide guidance on multi-institutional collaborations.

Appendix 3: Listening Session Notes (cont'd)

DECEMBER GROUP 1

No response

AUGUST GROUP 2

- Texas Tech should position itself as “the green” university.

OCTOBER GROUP 2

No response

DECEMBER GROUP 2

No response

AUGUST GROUP 3

- Require all faculty to receive IRB (human subjects) training.
- Need to focus on staff needs—they are the support structure without which this activity does not happen.

OCTOBER GROUP 3

- Programs for professional skills training for graduate students.
- Postdoctoral affairs office.
- Need to change the expectations of graduate students. Graduate students view grad school as 9-5 job, are not likely to be/stay competitive in field.
- College or university-wide research seminars to give graduate students view of the competition, of interdisciplinary science.
- Critical need to expand electronic resources at TTU library. 12 month embargoes not “in sync” with modern research.

DECEMBER GROUP 3

- Define the productivity measures and ask are they appropriate.
- While it is a fact of life that external funding will be used as a productivity measure in competition for university resources, it must not be the only measure, or even the most heavily weighted

measure. It is important that resource allocation decisions recognize the great variety of ways in which faculty activities contribute to the university mission.

- Published articles with the citation indexes should also be counted as a productivity measure.
- A center supported by OVPR and funds by RCM would be helpful to increase the level of research.
- Although there are a lot of institutional barriers currently, it would be helpful to find useful vehicles, such as interdisciplinary lecture series, to promote interdisciplinary research.
- Provide funding sources for travel and research to faculty members from departments where departmental support is not available.

AUGUST GROUP 4

No response

OCTOBER GROUP 4

- Improved communication from administrative offices to faculty once faculty is funded (training, etc.).

DECEMBER GROUP 4

No response

AUGUST GROUP 5

- Explain what does Tier 1 really mean? Impact on students, community, etc.
- Concern with decline with academic and teaching missions.
- Need faculty input, involvement, information.
- Improve administration/faculty/staff/student communications.

OCTOBER GROUP 5

- Strategize with PIs on proposal resubmissions in relation to reviewer comments.
- Faculty greatly needs back-end support to complete the funding cycle.

Appendix 3: Listening Session Notes (cont'd)

- This is true regardless of whether or not you receive funding. In particular, there is no support mechanism in place if you are not funded but receive good reviews and just need to move forward.
- The TTU website is a nearly unusable mess.
- Responsibility is oftentimes pushed down to the faculty to maintain their site.
- We need much better searchability on the TTU site.
- O.P.s mandating updated web pages.
- Social networking could be utilized more effectively.
- Academia.com.
- There is significant negative feedback regarding Digital Measures.
- DM is very time and labor intensive.
- DM formats often come out wrong on the back end even though they were entered correctly.
- DM service categories aren't intuitive.
- DM is a good idea but it is not user friendly.

DECEMBER GROUP 5

- Communicating undergraduate research activities university wide.
- Institutes and centers are not included.
- Recognize grants through the OVPR publicizing grants.
- Raising profiles on TTU website of centers & institutes.
- Inconsistency in F&A return across colleges.
- Publicize non-funded work.
- OVPR should ask all faculty about creative activity/ research done in time interval (e.g. last week/ month).
- Time & effort.
- Streamline postal work process.
- Create seminars – university wide.

AUGUST GROUP 6

No response

OCTOBER GROUP 6

- One last item that came up for discussion in the

group and again later during the social time, but for different reasons, was one of communication.

- Communication overload – there is a lot of poorly directly email traffic disseminating requests for information and input (e.g. blanket coverage requesting information that only one or two people may be able to provide), mixed in with general communication emails carrying information that many faculty classify as meaningless, that many faculty increasingly screen out communications that they, for better or worse, believe is meaningless. This will increasingly result in important communications slipping between the cracks and being missed by those who need to see it the most.

AUGUST GROUP 7

No response

OCTOBER GROUP 7

- There was considerable discussion during the social hour among several members of the group about how uneven and unpredictable the response from the IRB is at Tech, when compared to the peer schools where group members received their doctoral degrees. It often seems as if the IRB here focuses on questions of research methodology or design, instead of focusing on ensuring that research participants are aware of the risks associated with participating in a study.

AUGUST GROUP 8

No response

OCTOBER GROUP 8

- More discussion about lack of consistent responses from IRB.

AUGUST GROUP 9

- Uncertainty over how RCM will impact the research enterprise.
- More support for student development (supporting travel for them to present at conferences makes us look good and is a win/win).
- Higher graduate student stipends.
- Teaching loads are too high for a research university.

Appendix 3: Listening Session Notes (cont'd)

AUGUST GROUP 10

- Develop & enhance formalized relationships with Angelo State, and other universities, particularly encouraging, emphasizing, and nurturing relationships with minority-serving institutions---of which Angelo State is one.
- Emphasize distance communication opportunities such as telecommunications linking remote campuses (Video Conferencing).

DRAFT MISSION STATEMENT:

AUGUST GROUP 1

- Do not specify “sponsored programs research”, use a broader term, such as “facilitating research and creative activities”
- The August Group is not clear regarding the “Faculty development” language

AUGUST GROUP 2

- The OVPR Strategically focuses on supporting faculty development, leading research integrity and ethics, promotes sponsored programs research, enhancing interdisciplinary scholarship and advancing university strategic initiatives in order to support integrated research, scholarship and creative activity at Texas Tech University.

AUGUST GROUP 5

- Include of information is communication
- Include community
- “what do we do”

AUGUST GROUP 6

- The OVPR is strategically focused on supporting faculty development, promoting research integrity, facilitation sponsored programs research, commercialization, enhancing interdisciplinary and multidisciplinary scholarship and developing university strategic initiatives all in support of the integrated research, scholarship and creative activity continuum at Texas Tech University.

AUGUST GROUP 7

- The OVPR is strategically focused on supporting faculty development, promoting research integrity, facilitating sponsored programs research, enhancing interdisciplinary scholarship and developing university strategic initiatives all in support of the integrated research, scholarship and creative activity continuum at Texas Tech University.

AUGUST GROUP 9

- An outsider might question the meaning of “integrated”

AUGUST GROUP 10

- Consult University Writing Center
- Use active verbs. Avoid prepositions. Avoid needless words.
- Suggested revision: The OVPR supports faculty development, promotes research integrity, facilitates sponsored programs, enhances interdisciplinary scholarship, and develops university strategic initiatives to support the research, scholarship, and creative activity continuum at Texas Tech University.

DRAFT VISION STATEMENT:

AUGUST GROUP 1

- Exclude “internal and external partners”, instead use “partners and public”

AUGUST GROUP 2

- The OVPR is a solution-oriented, proactive customer service organization with direct responsibilities to faculty, students and the administration in supporting goals of the TTU strategic plan and to inform our internal and external partners about the successes of the research of the research, scholarship and creative activity at TTU.

AUGUST GROUP 4

- Include community
- “how do we want to be perceived”

Appendix 3: Listening Session Notes *(cont'd)*

AUGUST GROUP 5

- Need to incorporate the mindset/motto of “Leave the driving to us” meaning all research support staff need to act as faculty advocates/champions and tailor their interactions with their clients (the faculty) in an individualized manner based on each person’s needs, knowledge levels, and situational uniqueness

AUGUST GROUP 7

- The OVPR is a solution-oriented, proactive customer service organization with direct responsibilities to faculty, students and the administration in total support of realizing the goals of the TTU strategic plan and in communicating, and informing our internal and external partners about the successes of the research, scholarship and creative active enterprise at TTU.

AUGUST GROUP 8

- The OVPR is a solution-oriented, proactive customer service organization continually striving to pursue in depth research, scholarship, and creative enterprises, and be on the cutting edge regarding facilities, faculty, and research findings. With direct responsibilities to the faculty, students and the administration, we desire to communicate to our internal and external partners regarding all successes and important information aligning with the goals of the TTU strategic plan.
- The OVPR is a solution-oriented, proactive customer service organization which facilitates relations with community partners regarding the research, scholarship, and creative activity of TTU students, faculty and administration in support of the TTU strategic plan.
- “...encourages and facilitates research activities to promote the goals of the TTU strategic plan.”

AUGUST GROUP 9

- Does not seem very visionary to our August Group
- How will you adapt in the future?

Appendix 4: Listening Session Attendees

August Retreat Attendees

<i>Name</i>	<i>Department</i>	<i>Name</i>	<i>Department</i>
Steve Anderson	Small Business Development Center	Amber Dean	Office of Technology Commercialization
Cory Chandler	Communications & Marketing	Michelle Houglund	Communications & Marketing
David Knaff	Center for Biotechnology and Genomics	Ariasari Lair	Office of Research Services
Sarah Kulkofsky	Institutional Review Board	Matt Roe	Environmental Health & Safety
Kishor Mehta	Wind Science and Engineering Research Center	Joann Shroyer	Institutional Review Board
Danny Nathan	Research Advisory Council	Allyson Smith	Office of the Vice President for Research
Arzu Ozbek-Akay	Office of the Vice President for Research	Bob Smith	Provost
Shayne Sims	Office of Research Services	Doug Stocco	Health Sciences Center
Mark Wallace	Institutional Animal Care & Use Committee	Dexter Sykes	Small Business Development Center
Andy Lawson	Environmental Health & Safety	Becky Perez	Sponsored Programs Accounting & Reporting
Walter James	Environmental Health & Safety	Kathy Austin	Institutional Review Board
Ruben Chavez	Environmental Health & Safety	Teryn Bibb	Office of the Vice President for Research
Nicki Bienek	Office of Research Services	Chris Cook	Communications & Marketing
Megan Couts	Institutional Animal Care & Use Committee	Kathleen Harris	Research Advisory Council & Office of Research Services
Leslie Cranford	Communications & Marketing	Jennifer Horn	Office of Research Services
Travis Dodson	Environmental Health & Safety	Brett Hull	Sponsored Programs Accounting & Reporting
Valerie Paton	Office of the Provost	Jim Hutson	Health Sciences Center
Angie Sims	Office of the Vice President for Research	Huey Lee	Small Business Development Center
Catherine Smith	Office of Research Services	Michael O'Boyle	Research Advisory Council
Brian Steele	Research Advisory Council	Mike Toombs	Environmental Health & Safety
Jatindra Tripathy	Center for Biotechnology and Genomics	David McClure	Office of Technology Commercialization
Alice Young	Office of the Vice President for Research	Monte Ferguson	Environmental Health & Safety
Liz Saenz	Small Business Development Center	Reagan Hales	Office of Technology Commercialization
Sylvia Mendez-Morse	Institutional Review Board	Saif Haq	Research Advisory Council
Coy Callison	Research Advisory Council	Katy Henderson	Office of the Vice President for Research
Mary Diaz	Communications & Marketing	Kelly Phelan	Institutional Review Board
James McCoy	Office of Research Services	Phil Smith	Institutional Animal Care & Use Committee
Susan Mengel	Institutional Review Board	Pulkit Tomar	Office of Research Services
Brian Piscacek	Office of the Vice President for Research	Heather Turner	Sponsored Programs Accounting & Reporting
Al Sammann	Small Business Development Center	James Wilhelm	Small Business Development Center
Susan San Francisco	Center for Biotechnology and Genomics	Suzanne Williams	Communications & Marketing
Michael San Francisco	Office of the Vice President for Research	Susie Land	Communications & Marketing
Adolfo Varela	Environmental Health & Safety	Simone Barnhill	Sponsored Programs Accounting & Reporting
Suchitra Veeravalli	Office of Research Services	Laura Bilbao	Office of Research Services
Jose M. Hernandez	Environmental Health & Safety	Clint Boal	Institutional Animal Care & Use Committee
Allen Carrigo	Small Business Development Center	Pat Delucia	Institutional Review Board
John Davis	Communications & Marketing	Scott Irlbeck	Communications & Marketing
Taylor Eighmy	Office of the Vice President for Research	Jared Martin	Environmental Health & Safety
Javad Hashemi	Research Advisory Council	Sukant Misra	Research Advisory Council
David Miller	Office of Technology Commercialization	John Schroeder	Wind Science and Engineering Research Center
Randy Nix	Environmental Health & Safety	Emily Whitehead	Office of the Vice President for Research
Donna Peters	Office of the Vice President for Research	Judy Wilhelm	Small Business Development Center
Tim Riojas	Environmental Health & Safety	Mark Harral	Office of Technology Commercialization
James Smith	Institutional Review Board	Fernando Andrade	Environmental Health & Safety
Colette Solpietro	Office of Research Services	Kristina Butler	Communications & Marketing
Linda TRUE	Office of the Vice President for Research	Otilo Castellano	Small Business Development Center
Mohamed Fokar	Center for Biotechnology and Genomics	Rosemary Cogan	Institutional Review Board
Katie Allen	Communications & Marketing	Paul Cotter	Environmental Health & Safety
Carla Cavender	Office of Research Services	David Dorsett	Office of the Vice President for Research
Emily Everette	Office of Research Services	Teri Grijalva	Environmental Health & Safety
Richard Meek	Faculty Senate	Grace Hernandez	Office of the President
Heather Morris	Office of the Vice President for Research	Shelia Hoover	Research Advisory Council
Abdullah Muqim	Environmental Health & Safety	Amber Matthews	Institutional Animal Care & Use Committee
Sally Post	Communications & Marketing	Jay McMillen	Office of Research Services
Allison Ralston	Communications & Marketing	Tom Arsuffi	Research Advisory Council
Alan Reifman	Institutional Review Board	Hansel Burley	Research Advisory Council
Alan Reifman	Institutional Review Board	David Roach	College of Arts & Sciences
Emily Saiz	Office of the Vice President for Research	Ernst Kiesling	Civil and Environmental Eng
Andrea Starch	Communications & Marketing		
Craig Bean	Small Business Development Center		

Appendix 4: Listening Session Attendees (cont'd)

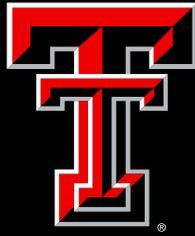
October Retreat Attendees

<i>Name</i>	<i>Department</i>	<i>Name</i>	<i>Department</i>
Christopher Bradley	Chemistry	Allison Whitney	English
Zhen Cong	Human Develop and Family Studies	Richard Bjella	School of Music
Dusty Delano	Office of the Vice President for Research	Zachary Brittsan	History
Sara Dodd	Dean's Office	Melissa Currie	Landscape Architecture
Zan Gao	Health Exercise and Sport Sciences	Harvinder Gill	Chemical Engineering
Michael Giberson	Rawls College of Business	Reagan Hales	Office of the Vice President for Research
David Hamilton	Political Science	Callum Hetherington	Geosciences
Kathleen Harris	Research Advisory Council & Office of Research Services	Catherine Jai	Nutrition, Hosp and Retailing
Luan Hoang	Mathematics and Statistics	Annette Juarez	Office of the Vice President for Research
Changzhi Li	Electrical and Computer Engineering	Martina Klein	Psychology
Arlene Paschel	Library	Akbar Siami Namin	Computer Science
Jonathan Ulmer	Ag Education and Communications	Jessica Smith	Mass Communications
Jerzy Blawzdziejewicz	Mechanical Engineering	Fernando Valle	Education Dean's Office
Kristi Gaines	Department of Design (DOD)	Jason Banta	Political Science
Jingyu Lin	Electrical and Computer Engineering	Zhaoyang Fan	Electrical and Computer Engineering
Derek Oler	Rawls College of Business	Micah Green	Chemical Engineering
Yoonjung Park	Health Exercise and Sport Sciences	Juske Horita	Geosciences
Shaikh Rahman	Agricultural and Applied Economics	Jessecae Marsh	Psychology
Jennifer Rice	Civil and Environmental Eng	Ed Mason	Office of the Vice President for Research
Toby Rider	Political Science	Mark Morton	School of Music
Michael San Francisco	Office of the Vice President for Research	Barton Myers	History
Brenda Swinford	Library	Donna Peters	Office of the Vice President for Research
Jeffrey Wherry	Human Develop and Family Studies	Susan Urban	Computer Science
Emily Whitehead	Office of the Vice President for Research	Fang Wang	Law Library
Amanda Booher	English	John Wirtz	Mass Communications
Alison Duffy	Department of Theatre and Dance	Teryn Bibb	Office of the Vice President for Research
Olan Farnall	Mass Communications	Zachary Domire	Health Exercise and Sport Sciences
Mei Ju Ko	Applied and Professional Studies	John Gerlach	Political Science
Barbara Millet	Industrial Engineering	Raegan Higgins	Mathematics and Statistics
Shannon Rinaldo	Rawls College of Business	Pamiela Hight	Library
Angie Sims	Office of the Vice President for Research	Hongxing Jiang	Electrical and Computer Engineering
David Stodden	Health Exercise and Sport Sciences	Arzu Ozbek-Akay	Office of the Vice President for Research
Laron Williams	Political Science	Kornel Rozsavolgyi	UC Finance and Administration
Moon-Cheol Won	Civil and Environmental Eng	Michael Serra	Psychology
James Yang	Mechanical Engineering	Abigail Swingen	History
Alice Young	Office of the Vice President for Research	Joseph Urban	Computer Science
Alan Barenberg	History	Siva Vanapalli	Chemical Engineering
Curtis Bauer	Classical and Modern Lang and Lit	Bob Smith	Provost
Kelli Cargile Cook	English		
Robert Cox	Natural Resources Management		
Liz Gardner	Mass Communications		
Katy Henderson	Office of the Vice President for Research		
Bruce Hermann	Department of Theatre and Dance		
Gregory Mayer	Inst of Environ and Human Health		
Jorgelina Orfila	School of Art		
Brian Piscacek	Office of the Vice President for Research		
Anne Prouty	Applied and Professional Studies		
Paul Bjerk	History		
Donna Brown	Psychology		
Kerry Griffis Kyle	Natural Resources Management		
Sara Guengerich	Classical and Modern Lang and Lit		
Erica Irlbeck	CASNR		
Shirley Matteson	Education Dean's Office		
Heather Morris	Office of the Vice President for Research		
Robert Peaslee	Mass Communications		
David Sandino	School of Law		
Kamaleshwar Singh	Inst of Environ and Human Health		
Allyson Smith	Office of the Vice President for Research		

Appendix 4: Listening Session Attendees *(cont'd)*

December Retreat Attendees

<i>Name</i>	<i>Department</i>
Sankar Chatterjee	Museum
Upe Flueckiger	Architechure
Susan Fortney	School of Law
Carole Janisch	Education
Clyde Martin	Mathematics
Andreas Neuber	Electrical and Computer Engineering
John Poch	English
William Westney	School of Music
Todd Chambers	Mass Communications
Eileen Johnson	Museum
Roger Lichti	Physics
Elizabeth Louden	Architecture
Greg McKenna	Chemical Engineering
Sunanda Mitra	Electrical Engineering
Gerald Skoog	Education
William Wenthe	English
Dick Auld	Plant & Soil Science
Laura Beard	Classical and Modern Lang and Lit
Jordan Berg	Mechanical Engineering
Loretta Bradley	Education
Dominick Casadonte	Chemistry
Howard Curzer	Philosophy
Audra Morse	Civil and Environmental Engineering
Kenton Wilkinson	Mass Communications
Tina Fuentes	Art
Nora Griffin-Shirley	Education
Gary Harris	Mathematics and Statistics
William Hase	Chemistry
Mark Holtz	Physics
David Nes	Chemistry & Biochemistry
Kenneth Rainwater	Civil and Environmental Engineering
Leslie Thompson	Animal and Food Sciences
Lucia Barbato	Center for Geospatial Technology
Shelby Hunt	Rawls College of Business
Kennet Ketner	Inst for Studies in Pragmaticism
Janice Killian	School of Music
Micele Navakas	English
Seshadri Ramkumar	Inst of Environ and Human Health
Sindee Simon	Chemical Engineering
Anise Zvonkovic	Human Develop and Family Studies



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