



Texas Tech University

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Texas Tech Integrated Scholars 2010

Bob Smith* and Katie Allen**

“Finding the right work is like discovering your own soul in the world.”

—Thomas Moore (1478-1535)

English scholar, royal advisor (teacher),
and public servant

There have been notable responses to the September 2009 *All Things Texas Tech* (ATTT) article: “Integrated Scholars: You Will Find Many at Texas Tech.” The Texas Tech University (TTU) Strategic Planning Council adopted the integrated scholar concept during preparation of the Texas Tech Strategic Plan for 2010-2020 (*Making it Possible . . .*). Similarly, the term was used in the *TTU Strategic Plan for Research* (2010), which was recently reviewed by the TTU Board of Regents and submitted subsequently to the Texas Higher Education Coordinating Board. We also observed TTU faculty members using the terminology in promotion and tenure files considered in the Office of the Provost during 2009-2010 academic year. Thus, we wanted to prepare this redux and share the integrated scholar concept with faculty members joining the university this fall. Simultaneously, we wanted to note the impressive work of a new round of integrated scholars at Texas Tech. For the edification of new ATTT readers, here is a brief review of the “integrated scholar” concept:

- 1) Using the metaphor of the “triple threat,” (*i.e.*, in football, the player who excels in running, kicking, and passing; in the performing arts, artists who are great at acting, dancing, and singing), we note parallel academicians who are not only outstanding in teaching, research, and service, but are also able to generate synergy among the three functions.
- 2) Faculty members who are integrated scholars consistently promote active learning and infuse the results of their research and scholarship in courses and other learning experiences. Integrated scholars publish results of their teaching innovations in peer-reviewed journals. Finally, integrated scholar faculty members plan and execute service commitments to complement their teaching and research goals.

The Integrated Scholar Further Exemplified

Having reviewed briefly the integrated scholar model, we would now like to offer a new set of TTU faculty examples who have developed records as integrated

scholars. As noted in the first article of this series, we know that by crafting such a list, some faculty members who have distinct claims to integrated scholarship might feel left out. However, as promised in the first article in this emerging series, the overall list will expand with time, and we hope there will be additional opportunities for all of us to revel in the integrated scholarly efforts of many more Texas Tech integrated scholar faculty members.

For now, and for additional illustrative purposes, we have chosen to highlight 12 of Texas Tech's "academic triple threats": **Vivien Allen**, Paul Whitfield Horn Professor and Thornton Distinguished Professor of Forages (College of Agricultural Sciences and Natural Resources); **Sam Bradley**, Associate Professor of Advertising (College of Mass Communications); **Hansel Burley**, Professor of Educational Psychology and Leadership and Associate Dean (College of Education); **Lou Densmore**, Professor of Biological Sciences and Interim Chair, Department of Biological Sciences (College of Arts and Sciences); **Urs Peter Flueckiger**, Associate Professor of Architectural Design (College of Architecture); **Susan Fortney**, Paul Whitfield Horn Professor and Interim Dean (School of Law); **Debra Laverie**, Professor of Marketing and Senior Associate Dean (Rawls College of Business Administration); **Michelle Pantoya**, Professor of Mechanical Engineering (Whitacre College of Engineering); **John Poch**, Professor of English (College of Arts and Sciences); **Christopher Smith**, Associate Professor of Musicology and Ethnomusicology and Director of the Vernacular Music Center (School of Music, College of Visual and Performing Arts); **Susan Tomlinson**, Associate Professor and Director, Natural History and Humanities Program (Honors College); and **Anisa Zvonkovic**, Hutcheson Professor of Human Development and Family Studies (College of Human Resources).

Vivien Allen

Unless you have engaged in field research, it might be difficult to understand the challenges of a faculty member such as Vivien Allen. Besides requiring extraordinary patience, insight, and forbearance to adjust to factors often out of your control (*e.g.*, weather), when your research also cuts across fields such as animal, plant, and soil sciences, the challenges are magnified—by breath of understanding if nothing else. Yet, Professor Allen has successfully tackled these challenges and more in her work with sustainable agriculture, particularly the co-development and support of animal and plant agriculture, which are all potentially threatened by our declining water resources, changing government policies, environmental concerns, and economic stability. Through the building of a highly diverse and successful team, Texas Tech is home to one of the largest and most productive long-term integrated systems research sites in the U.S. But, through

work in such complex systems, Professor Allen has excelled not only in research that has been recognized internationally, but also in the field- and campus-based teaching of her students. And, the notable teaching and research efforts are woven with outreach to the agricultural community in Texas and beyond.

Sam Bradley

Winner of college-level teaching awards and the recipient of student evaluations rated in the top 10 percent among mass communications faculty members, Indiana University PhD recipient Sam Bradley has become quickly established among his peers at TTU. Now, couple his notable teaching record with his research on human psychophysiological responses (*e.g.*, heart rate, skin conductance, and facial muscle activities) to media production—results of which have been recognized by acceptance of papers in top-notch journals and through top-paper awards from the International Communication Association and the Association for Education in Journalism and Mass Communications—and we all take notice. Finally, when you consider Professor Bradley’s teenage experiences from mailroom clerk to research analyst in his family’s advertising business, along with his ability to weave recollections of these experiences into his teaching and research, you realize a sound basis for his demonstrated integrated scholarship.

Hansel Burley

If you review Hansel Burley’s record, you might find it difficult to determine where the elements of teaching, research, and service begin and end, because they are so tightly woven. Professor Burley’s scholarly pursuits span the practical to the theoretical, from studies of developmental (some say remedial) education to diversity (particularly the success of African American students in higher education) to the concept and application of semantics in World Wide Web programs and learning. The scholarship guides his teaching (*e.g.*, cultural foundations of education, introduction to education statistics, meta-analysis of education research) and informs his service roles—whether through his outreach to College of Education faculty members (through his contributions as associate dean), contributions to the American Educational Research Association and the Traditionally Black Colleges and Universities Association for Institutional Research (wherein he is president), or notable other campus and off-campus causes. Thus, he has become a prime example of an integrated scholar.

Lou Densmore

What do working with crocodiles and more than 20 years teaching at intercession, the TTU Howard Hughes Medical Institute (HHMI), and Texas Tech graduate and undergraduate students have in common? Don't give up—it's Lou Densmore. He is the integrated scholar who brings these entities together in unique and beneficial ways. Crocodiles connect with landmark molecular systematics, population genetics, and molecular toxicology research focused on the endangerment of these reptiles, now more than five years in the making through collaborations with Dr. Chris Brochu at the University of Iowa. Similar research with a variety of other reptiles drives the teaching and learning in which Professor Densmore engages to the benefit of undergraduate and graduate students alike in his intercession field herpetology class at the Junction campus. And, the TTU/HHMI tie relates to the 17 plus years of continuous funding that a team including Professor Densmore has been instrumental in bringing to the university—all for the benefit of Texas Tech undergraduate and graduate students doing research with faculty mentors. The span of TTU/HHMI Science Education Program support puts the university in the company of many of the top 15 research universities in the country. But, it is Professor Densmore's vision, dedication, energy, and passion (acknowledged in part through a Presidential Excellence in Teaching Award in 2007) that bring these elements together—elements that reinforce his position as an integrated scholar.

Urs Peter Flueckiger

As a relatively young College of Architecture faculty member, Urs Peter Flueckiger already has a number of “claims to fame.” He is the recipient of college teaching and research awards (*e.g.*, Barney E. Rushing, Jr. Distinguished Research Award), and in 2009, he received the TTU Presidential Teaching Award and the President's Book Award. His Swiss heritage supports his reputation as a rigorous and demanding teacher, but he is also one whose student evaluations are typically in the top 10 percent among his architecture faculty colleagues. On the research front, Professor Flueckiger is noted for scholarly work that informs uniquely his teaching and interests in architectural design. For example, consider his latest book, *Donald Judd: Architecture in Marfa, Texas*, which one reviewer noted as, “the first systematic survey of the architectural contribution in Marfa of the internationally famous Minimalist artist, Donald Judd. What makes this volume a significant contribution is the insight into Judd's full engagement of his environment . . . an overarching philosophy of spatial relationships.” The same reviewer also commented that the book is, “very readable and accessible to both

specialists in the field and interested non-academic readers.” Thus, his work has a very special outreach component to it. Due to his community-based interests in sustainable housing, along with all of his other efforts—integrated superbly—we salute Urs Peter Flueckiger as a 2010 TTU Integrated Scholar.

Susan Fortney

To imagine the integrated scholarly work of Susan Fortney, you have to consider her elected membership (1999) in the TTU Teaching Academy (recognizing many of the university’s best teachers), appointment as a Paul Whitfield Horn Professor in 2008 (the most distinguished recognition the university offers for its faculty), TTU School of Law Distinguished Researcher Awards (2007 and 2006), Chancellor’s Council Distinguished Teaching Award (2006), Presidential Academic Achievement Award (for teaching, research, and service in 2005), Spencer Wells Award for Creative Excellence in Teaching (2001-02), and President’s Excellence in Teaching Award (2000). And, that is just within the university. Consider further her being designated by the Texas Bar Foundation as the Lola Wright Foundation Award for outstanding public service (2010), being named one of the 30 Extraordinary Women of Texas Law by *Texas Lawyer*, and being inducted as an inaugural member of the National Institute on Teaching Legal Ethics and Professionalism (2005), and you see how strong her case is for the integrated scholarship moniker. Formal recognition aside, Professor Fortney is also known among the Texas Tech law students as an outstanding teacher in a variety of areas from bioethics to legal ethics and malpractice to immigration to torts, among others. Her expertise in ethics and malpractice arises in part out of her seminal texts (*e.g.*, *Legal Malpractice Law: Problems and Prevention*, 2008) and myriad articles and presentations at venues spanning at least three continents. Now with her recent service to the university and TTU’s School of Law as associate dean and currently interim dean, the claim as integrated scholar becomes even more tangible.

Debra Laverie

When we offer advice to new faculty members on becoming integrated scholars, we talk about developing teaching skills including the publication of papers on advances in pedagogy. We also advise a research agenda that includes research and scholarly disciplinary and interdisciplinary studies in areas of seminal importance, along with publication of results in front-line journals. Finally, our advice includes involvement in meaningful service-oriented efforts and conscious attempts to integrate all the lessons noted to this point. If Professor Laverie had

been a student of the above noted lessons, she would have received a top grade for her results to date. She is an outstanding teacher who has been recognized by membership and leadership appointments (*e.g.*, Chair, 2000-2002) in the Teaching Academy. Additionally, she is the recipient of the TTU Chancellor's Distinguished Teaching and President's Excellence in Teaching Awards, along with the Academy of Marketing Science Outstanding Teaching Award. In 2010, she was also awarded one of only 15 statewide Piper Professorships (of the Minnie Stevens Piper Foundation), which acknowledge superior teaching at the college level. Not to be just on the receiving end, Professor Laverie has given of herself to teaching excellence through her service as director of the university's Teaching, Learning and Technology Center during the past five years. Her direction of undergraduate and graduate student research has led to the publication of many research papers in leading journals in her field of marketing. In 2010, Professor Laverie was appointed senior associate dean in the Rawls College of Business where she will be offering a new level of service to Texas Tech and the world of academic business administration. We know the model of her integrated scholarship will not be lost as she comes in contact with greater numbers of faculty members and students through her new administrative role.

Michelle Pantoya

When the TTU leadership wished to highlight a science-engineering integrated scholar in the recently developed strategic plan for 2010-2020 (*Making it Possible . . .*), they chose to highlight an apt exemplar—Michelle Pantoya. Known principally for her work in mechanical engineering, where she studies the synthesis and explosive properties of materials, her academic efforts do not stop there. Professor Pantoya has amassed an instructional record—principally at the graduate level—that blends elegantly directed science-engineering research and learning for future researchers and higher education leaders. But, her life of integrated scholarship does not stop at higher education teaching and research. Her concern for the education and development of the youngest of current generations led her and colleague Emily Hunt of West Texas A&M University to publish a children's book, *Engineering Elephants* (2010), illustrated (Molly Stewart) and designed to help children ages 4-8 not only to grasp the concepts of engineering but also to see how vital the field of engineering is to our twenty-first century. In short, the interwoven world and contributions of Michelle Pantoya clearly seal her claim to the tile of integrated scholar.

John Poch

Akin to many fine poets, John Poch knows that poetry brings together—pithily—rhyme, meaning, and word sound in stunning ways. But, Professor Poch also knows that to insure the future of his art, poems and poetry have to be brought to scholars and the public at large in time-honored and unique ways. John Poch is known as a great teacher in one of the top creative writing programs in the country, right here at Texas Tech. His scholarly credentials record a number of books, including his most recent *Dolls* (2009). But, the scholarly work does not end with his work alone. It also includes editorial efforts and the production of the print poetry magazine, *32 Poems*. Additionally, he is the Series Editor for The Vassar Miller Poetry Prize, which involves responsibility for oversight of one of the most prestigious annual poetry prizes in the country. He has also chaired (2001-2009) the Lubbock-based program Poetry by Heart and has been a contributor to the Highland Park School Literary Festival (Dallas). Additionally, he is a contributing author to the website: [From the Fishhouse](#) (*sic*)—an audio archive of emerging poets. Thus, honoring his interwoven life of teaching, scholarship, and research, we acknowledge John Poch as a 2010 integrated scholar.

Christopher Smith

If you listen to the Texas Tech NPR Station (KOHM) on Friday nights or Saturday mornings, you will hear “Celtic Shores”, the radio program Chris Smith has written, produced, and hosted since 2005. The program is one measure of the integrated scholarship of Professor Smith, who is a Teaching Academy member and responsible for courses in musicology, ethnomusicology, and popular music as general university and honors offerings. Professor Smith’s scholarly work includes studies of American and African American Music, twentieth-century music, folk music including especially that originating from Ireland and other Celtic regions, along with improvisation in musical performance, the intersection of music and politics, and great performances in history. His conference presentations and published works (in journals and magazines ranging from *New Hibernia Review* to *Contemporary Music Review* to *Lubbock Magazine* and many others) include studies of the “Celtic guitar,” the improvisations of Miles Davis, cinematic portrayals of Irish musical culture, among a broad swath of work. His teaching and research is informed and enlivened by performances with Altramar—a medieval music ensemble, co-leadership (with Angela Mariana) of the traditional Irish group, Last Night’s Fun, as well as numerous other presentations nationally and internationally. His outreach activities also include World Wide Web content for the Prentice-Hall music history textbook series, the Buddy Holly Center, and the

[Banjo Lessons and Tips](#) site. In all, his integrated efforts are as rich and abundant as one could hope for in a TTU integrated scholar.

Susan Tomlinson

“Prairie woman—through and through,” “artist,” “naturalist,” “scientist,” “teacher,” and “writer,” are words that all apply to Susan Tomlinson—with one rejoinder. Bring them together in all you do and all you contribute to your academic life at Texas Tech. The joining, the weaving, and the integration come together in a remarkable program (which she directs) and degree offered through the TTU Honors College: Natural History and Humanities (NHH). Although relatively small in enrollment, the NHH program offers opportunities for student sojourners to learn and contribute to interdisciplinary scholarship that cuts across art, literature, history, philosophy, and science (particularly environmental and sustainability studies), all with a thrust towards integrated understanding. Professor Tomlinson’s life quest in natural history and humanities comes alive through the courses she has created (*e.g.*, Introductory Fieldcraft: Nature as Text, Women and Nature); her writings, which include the recently published book, *How to Keep a Naturalist’s Notebook*; and the field experiences she creates for her students. Her excellence as a teacher has been recognized by induction into the TTU Teaching Academy, a President’s Excellence Award in Teaching (2004), and accolades noted frequently by students. The latter came to fruition in 2010 when TTU students voted to designate her as “Honors Faculty Member of the Year.” Professor Tomlinson’s scholarship has been acknowledged through an Editor’s Choice Award (2008) of *Isotope*—a literary magazine devoted to science and nature writing. We acknowledge her as an integrated scholar because of her bringing together and synergizing teaching, research, and service—an accomplishment of great importance in the education of students who will bring understanding and energy to the sustainability of our shared environment.

Anisa Zvonkovic

If you study the challenges modern professionals face balancing work and family life, especially where the work-related efforts involve considerable travel, you will come across the name of Anisa Zvonkovic. She has been a leader in related research and funding from the National Institute of Health (NIH)—over \$1.4 million in the past five years—which has involved managing a large group of graduate students and research staff in studies that are illuminating the work-family life dynamic, including such notable challenges as job termination. The research and findings are vital to the courses and mentoring that Professor Zvonkovic is

known for among human development and family studies master's and doctoral students (she advises nine graduate students). For example, in 2010 a number of her students won university-wide awards for research/graduate study (*e.g.*, TTU Graduate School Outstanding Social Sciences Master's Thesis Award, AT&T Chancellor's Doctoral Fellowship Award) and instruction (TTU Teaching, Learning and Technology Center TEACH Fellowships, Graduate Part-Time Instructor of the Year). Professor Zvonkovic herself was acknowledged through an Outstanding Faculty Mentor award from the TTU Center for Undergraduate Research. Her efforts at outreach and service, which have informed the teaching and research, have involved service on a major NIH scientific review committee (2009-2011) and presentations at numerous national forums. Additionally, she serves on the Berado Mentoring Award committee of the National Council on Family Relations. In the past, she has also chaired the national program for this organization, along with giving service in other organizational areas. On top of all of the above, is the service that Professor Zvonkovic has given in recent years to editorial boards (of three major journals) as well as the College of Human Sciences as chair of the Department of Human Development and Family Studies. Thus, she has had to manage her own work-family life dynamic, which has been aided by her integrated approach to scholarship across the teaching-research-service triad.

Thinking Ahead

Now, for the newly appointed TTU faculty member or one who wishes to proverbially reinvent himself or herself, we might ask: "How might I craft a integrated scholarly career path akin to that of a Lou Densmore or Susan Fortney?" Here is some free advice from a provost who has reviewed more than 1,500 promotion and/or tenure portfolios at four research universities (TTU, Washington State University and the Universities of Connecticut and Arkansas at Fayetteville):

- Maximize your teaching effectiveness. Sign up for workshops sponsored by the [Teaching, Learning and Technology Center](#) (TLTC). Find out about the [Teaching Academy](#), and get to know the [Teaching Academy Executive Council](#) member who represents your college or school.
- If you don't already—learn to love students!
- Determine how instructional efforts might lead to scholarly contributions. Many fields such as chemistry, education, engineering, and marketing have journals that provide excellent outlets for related scholarly efforts.
- Choose wisely your scholarly and research interests and focus areas. Pick areas, topics, and projects where you can make important contributions. Consider collaborations with well-established scholars and researchers. See

how you might engage in interdisciplinary efforts that embrace your background and talents. Look and apply for grants that may support your research and scholarly work, as well as undergraduate and graduate students who you can engage in research. Use the services of the [Office of Research Services](#) to assist in grant development efforts.

- Present papers at first-rate venues, including meetings of well-recognized scholarly organizations.
- Publish articles in top-tier journals. If your area of scholarship emphasizes the publication of original work in books, seek out the very best university or commercial presses for publication. Robert Mandel, director of the [Texas Tech University Press](#), and his staff may provide some sage advice along the way. If your scholarly work is in the areas of visual or performing arts, seek advice on creative scholarship from mentors at Texas Tech or other major research universities.
- Develop a plan for rendering service to the university, professional organizations, and society. In most tenuring units, there are light expectations for university service at the assistant professor level, but service expectations should not be nil. Choose university assignments wisely. Think about enlarging your commitments as you become tenured and anticipate promotion to full professor. After joining and participating in one or more professional organizations, think about seeking a place on organizational service committees or running for office. Consider service on editorial boards of noted journals.
- Keep your chair and dean informed of notable accomplishments in teaching, research, and service. I have, in turn, asked the deans to keep me informed so that we may suitably acknowledge your successes either through publication or university awards.
- Seek ways to integrate all of your efforts at the university. Ask for pointers from your chair and trusted colleagues. Place the topic of integrated scholarship on the agenda for a future faculty meeting.

Summarizing, we have reviewed some defining ideas about integrated scholarship and integrated scholars. We have also offered examples of 12 Texas Tech faculty members who personify integrated scholarship. Finally, some free and useful advice has been offered for organizing one's thinking about integrated scholars. Let me know what you think, either through e-mail or snail mail. If you craft a thought-provoking piece we'll consider it for publication in [All Things Texas Tech](#). Ideas and suggestions are welcome and can be directed to bob.smith@ttu.edu.

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Texas Tech’s Budget Working Group—What’s it All About?

Guy Bailey* and Bob Smith**

“Action expresses priorities.”

—Mahatma Gandhi (1869-1948)

Political and spiritual leader, sparking social reform in South Africa, political independence in India, and inspiring directions for the American Civil Rights movement

Texas is a relative latecomer to the recession of 2008, but unfortunately our state has now reached a stage wherein revenues are not keeping up with the current and increasing needs of the state. Additionally, federal stimulus funds have all been allocated. The result: Our state faces a \$10-18 billion shortfall in general revenue during the next biennium or FY12 and FY13. Higher education funding will probably not be immune from the effects of this shortfall; thus, it is incumbent on Texas Tech to plan and prepare for possible contingencies.

The good news: Texas Tech is growing in enrollment and research funding. Accordingly, there are favorable prospects for increased revenues. Further, our strong increase in weighted student credit hour production will ameliorate our losses from the state funding formula. None of this, however, is likely to offset completely the possible general revenue losses, so we need a planning framework to anticipate and adjust to possible future general revenue reductions.

Texas Tech University President Guy Bailey has charged Provost Bob Smith with chairing a large group of university stakeholders named the TTU Budget Working Group (BWG) to begin the planning. Through this paper, we offer: (1) information on the composition and charge to the BWG, including opportunities for the delineation of possible budget efficiencies as well as the exploration of sources of increased revenue during the next three to five years; (2) a description of the primary goal of the BWG, specifically the preparation of a white paper that will serve as a planning tool for Texas Tech as the Texas Legislature swings into action in the spring of 2011; (3) an indication of what other research and emerging research universities in Texas and elsewhere are doing to adjust to current and possible future budget cuts; (4) an indication of how the BWG will help build common understanding across the Texas Tech community regarding our fiscal makeup and our commitment, even in challenging times, to the university’s vision and mission and to the goals and strategies of the TTU Strategic Plan for 2010-2020 (*Making it Possible . . .*).

Composition and Charge

Bailey appointed the BWG on July 19, 2010. The group is chaired by Smith and composed (see **Appendix**) of senior leaders in the university, including members of the President's Administrative Council (PAC); the chancellor and provost offices; deans of all colleges, the School of Law, the Graduate School, and the Libraries; representatives from the university's shared-governance bodies (*i.e.*, Faculty and Staff Senates); faculty members affiliated with distinguished academic groups (*i.e.*, Teaching Academy, Horn Professors); and elected representatives (Student Government Association [SGA]) among TTU students. The BWG has been charged with the following:

- Explore options for budget efficiencies
- Determine opportunities for revenue enhancements, including possible initiatives that may be vital to the long-term growth and development of the university, to offset possible reductions in general revenue funding
- Prepare a 10 to 20-page white paper summarizing the workings of the BWG and containing a set of recommendations to the president and the PAC on strategies, guidelines, priorities, and procedures for possible budget reductions during FY12 and FY13
- Transmit the BWG White Paper to the president by December 31, 2010
- Keep the entire TTU community apprised of the group's efforts, including the scheduling and support of college- and university-based forums and other presentations, along with written summaries

The BWG White Paper as a Planning Tool

As a product of the BWG process, it is important to keep in mind what the presidential white paper is and is not. First—so there is no confusion—the BWG White Paper is neither a definitive plan nor a surrogate for the university's strategic plan. Rather, the BWG White Paper is a planning tool—an instrument that offers possible options and directions for planning and action. It is also a tool that must be true to the vision, mission, strategic priorities, goals, and strategies of the TTU Strategic Plan for 2010-2020 (*Making it Possible . . .*). The white paper will also contain ideas on processes for implementation of budget reductions, should they be necessary, including changes in expenditure policies and procedures, reconfiguration of units, and personnel changes. All relevant recommendations should be in the context of similar planning-related efforts statewide and

nationally.

Developing Recommendations in Context

A recent informal survey of provosts at research universities in Texas indicates that some of our peers are already actively involved in efforts parallel to those noted under the umbrella of the TTU BWG. Measures being invoked at our sister institutions include, among others, identification and trimming of redundancies in service units (*e.g.*, business and information technology operations), outsourcing of services, design and implementation of retirement incentive plans, implementation and enforcement of differential faculty teaching loads, and development of long-range budget plans. All of these locally generated ideas will be considered, along with those readily accessible from out-of-state institutions that have had to face significant reductions in state resources. Of course, all ideas and recommendations must be placed in the context of our culture and situation at Texas Tech, including the movement of the university toward Responsibility Center Management (RCM) (Strauss and Curry, 2002), which is already under development through the RCM Council, with plans for implementation in FY12.

To summarize, the BWG must interweave its efforts with the TTU community, all in the context of our state and nation.

Building Common Understanding

If the BWG White Paper is to have value, it must represent the thinking of the best minds at the university—faculty and staff members and students. Also, at various times during the course of the BWG’s efforts, feedback is likely to be received from alumni and other constituent groups served by Texas Tech. The advice from within and out the university will be of great value—particularly the insights of our faculty and staff members who are on what a colleague notes as the “front line.” Thus, **we wish to emphasize that advice and feedback, assuming that it is constructive when critical, will be most welcome and will be considered seriously by the BWG in the course of its work.**

The BWG began its work with a retreat this summer at which all BWG members representing financial units of the university (*i.e.*, deans) were asked to share thoughts on budget reductions in general and particularly in the context of their specific units. After all presentations, proffered ideas were discussed, especially where individual concepts or proposals seemed to have applicability across units.

Beginning this fall, the BWG meetings, held once or twice monthly, will

advance discussions and the drafting of the white paper noted above. This article, minutes from BWG meetings, and other materials are being posted on a website devoted to the BWG and its activities ([Click here to view the BWG website](#)). Members of the university community are invited to submit comments and suggestions to the BWG through the website. Before the end of the fall semester, Smith or other members of the BWG will be offering presentations and leading discussions in unit-based and all university forums to insure participation throughout the university community.

In summary, this document contains information on the composition and charge to the BWG, including opportunities for the group to describe possible budget efficiencies, as well as to explore and pursue ideas for possible increased sources of revenue during the next three to five years. We have also described the primary goal of the BWG, namely the preparation of a white paper that will serve as a planning tool for Texas Tech as the Texas Legislature swings into action during the spring of 2011. The white paper will also contain intelligence on what other research and emerging research universities in Texas and elsewhere are doing to adjust to current and possible future budget reductions. Finally, we considered the importance of the BWG in helping us build common understanding of financial challenges and possible remedies across the Texas Tech community.

We welcome your views and recommendations on this paper and other materials posted on the BWG website. Please consider writing to us through the BWG website's comment submissions link. Your input will be highly valued.

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*Guy Bailey is President and Professor of English at Texas Tech University.

**Bob Smith is Provost and Senior Vice President and Professor of Chemistry at Texas Tech University.

Appendix

Budget Working Group Composition, 2010-2011

Bob Smith, Provost and Senior Vice President, Chair
Mike Molina, Vice Chancellor for Facilities Planning and Construction
Martha Brown, Associate Vice Chancellor for Government Relations
Michael Shonrock, Senior Vice President for Enrollment Management and Student Affairs
Taylor Eighmy, Vice President for Research
Juan Munoz, Vice President for Diversity and Community Outreach and Vice Provost for Undergraduate Education
Kyle Clark, Chief Financial Officer and Vice President for Administration and Finance
Grace Hernandez, Chief of Staff, President's Office
Mary Diaz, Associate Vice President for External Relations
Rob Stewart, Senior Vice Provost
Valerie Paton, Vice Provost for Assessment and Planning
Tibor Nagy, Vice Provost for International Affairs
Mike Wilson, Vice Provost for Financial Planning and Analysis
John Burns, Dean, College of Agricultural Sciences and Natural Resources
Andrew Vernooy, Dean, College of Architecture
Lawrence Schovanec, Dean, College of Arts and Sciences
Allen McInnes, Dean, Rawls College of Business Administration
Chuck Ruch, Interim Dean, College of Education
Jon Strauss, Interim Dean, Edward E. Whitacre Jr. College of Engineering and Co-Chair, Responsibility Center Management (RCM) Council
Fred Hartmeister, Graduate School
Steve Fritz, Interim Dean, Honors College
Linda Hoover, Dean, College of Human Sciences
Susan Fortney, Interim Dean, School of Law
Don Dyal, Dean, Libraries
Jerry Hudson, Dean, College of Mass Communications
Carol Edwards, Dean, College of Visual and Performing Arts
Matt Baker, Dean, University College
Sam Segrán, Chief Information Officer
Richard Meek, President, Faculty Senate
Tim Matis, Vice President, Faculty Senate
Christopher M. Smith, Convener, Faculty Senate Budget Study Committee
Roman Taraban, Chair, Teaching Academy
David Knaff, Spokesperson, Horn Professors
Beverly Pinson, President, Staff Senate
Bruce Bills, President-Elect, Staff Senate
Drew Graham, President, Student Government Association (SGA)
Tyler Patton, SGA External Vice President
Jenny Mayants, SGA Internal Vice President
Deepali Butani, SGA Graduate Vice President

Total Membership = 40

Studying Abroad—Is it Worth it?

Bob Smith* and Katie Allen**

“Journeys are the midwives of thought. Few places are more conducive to internal conversations than moving planes, ships, or trains. There is an almost quaint correlation between what is before our eyes and the thoughts we are able to have in our heads: large thoughts at times requiring large views, and new thoughts, new places. Introspective reflections that might otherwise be liable to stall are helped along by the flow of the landscape.”

—Alain de Bottom (1969-)

Swiss Author, Documentary Film

Producer and Teacher

Travel, in general, and study abroad, in particular, have powerful effects on learning. The literature abounds in examples of people whose lives were changed by study in societies and cultures outside of their own. Consider just three historically significant examples:

Gertrude Margaret Lowthian Bell (1868-1926)—Born in England and the first woman to earn highest honors (Modern History) at Oxford, Bell parlayed a privileged background and wanderlust into the learning of Arabic and Persian languages and Middle Eastern culture through travel and study throughout areas now known as Iran, Iraq, and Saudi Arabia. Ultimately, her unparalleled travel-based learning would evolve into insight and cross-cultural skills, on a par with or perhaps exceeding that of Lawrence of Arabia, which made her contributions to British intelligence instrumental in the ousting of the Ottoman Empire from several countries in the Middle East. Additionally, Bell’s writings would ultimately inform Middle Eastern understanding throughout the Western world for many decades following her death.

Mahatma Gandhi (1869-1948)—Born in India, but educated in London—where he studied law, comparative religion, and secular humanism—Gandhi returned to his home country where success in law practice eluded him. In 1893 he signed a contract for a short-term stint in South Africa working for the Indian law firm of Dada Abdullah & Company. His experiences in South Africa—especially with prejudice against people of Indian origin—led to a 21-year saga of political activities and a personal commitment to non-violence and civil disobedience. He took the latter principles and their application back to India where he was instrumental in India’s journey to independence from Great Britain in 1947. Years later, Gandhi’s philosophy and

inspiring example would serve as a touchstone for Martin Luther King, Jr. and other leaders in the U.S. civil rights movement.

Norman Borlaug (1914-2009)—A native of Cresco, Iowa, Borlaug was educated and trained in forestry and plant pathology at the University of Minnesota (bachelor's, master's, and doctoral degrees). In 1944, he assumed a leadership role in a project to improve grain production in Mexico. The project was sponsored by the Mexican Government and the Rockefeller Foundation and led to further travel and study during a career of plant development (especially wheat varieties). The result? The Green Revolution that was pivotal in transforming countries such as India, Mexico, and Pakistan from being net importers to becoming net exporters of grain. It is now acknowledged that the Green Revolution may have prevented the starvation of more than a billion people worldwide and contributed to a litany of accolades for Borlaug's work, including his receiving the Nobel Peace Prize in 1970.

Besides the stellar individuals noted above, there are great numbers of people—some famous and some not so famous—whose lives were changed forever by learning abroad. For example, consider members of the USA Today's 2010 All-USA College Academic Team (*USA Today*, 2010). Of the 20 scholars at private and public institutions ranging from Harvard to Arizona State to MIT and Georgia Tech, 19 designees all had prospective (*e.g.*, Rhodes and Marshall scholars) or completed study abroad experiences, some including research projects in developing countries in Asia and Africa and others credited with multiple experiences across more than one continent.

In the context of Texas Tech, one of us (Katie Allen) has interviewed and videoed students and faculty members who have had exceedingly favorable experiences studying at one of Texas Tech's European centers or other Texas Tech-affiliated venues. Video profiles of these students and faculty members are linked to this article. Thus, this article is about myriad opportunities and how life's directional flows can be changed dramatically by studying abroad—beginning with experiences in college. We will also consider pragmatically what it takes to mount a study abroad adventure and consider some Texas Tech contextual elements and services that should be of value to students and faculty members alike.

An Institutional Perspective

It may seem like a rather droll charge, but if you survey vision and mission statements of U.S. colleges and universities, you'll find a variety of espoused commitments to global experience and understanding. For example, consider the vision statement of Texas Tech University (Strategic Plan, 2010), which states clearly that the future of the university and its

academic community is tied integrally to student success and engaging the world. Or, consider the mission statement of Middlebury College in Vermont (2006), which notes:

“At Middlebury College we challenge students to participate fully in a vibrant and diverse academic community. The College's Vermont location offers an inspirational setting for learning and reflection, reinforcing our commitment to integrating environmental stewardship into both our curriculum and our practices on campus. Yet the College also reaches far beyond the Green Mountains, offering a rich array of undergraduate and graduate programs that connect our community to other places, countries and cultures. We strive to engage students' capacity for rigorous analysis and independent thought within a wide range of disciplines and endeavors, and to cultivate the intellectual, creative, physical, ethical and social qualities essential for leadership in a rapidly changing global community. Through the pursuit of knowledge unconstrained by national or disciplinary boundaries, students who come to Middlebury learn to engage the world.”

The Texas Tech and Middlebury examples are hardly unique. Thus, we find commitments to internationally based or study abroad education programs in nearly all U.S. colleges and universities. But, the degrees to which such programs are developed and supported vary considerably from institution to institution. The trick for the college-age learner (and his or her parents) is to determine study abroad program strengths as a part of choosing an institution to earn a degree. Let's explore this topic a bit more.

Institutional commitments to study abroad tend to play out in programs with one or more of the following features:

- Centers or campuses in selected countries, with varying degrees of home campus faculty member involvement
- Contractual agreements with internationally based universities for exchange of students or support of students from the U.S.-based institutions
- Arrangements with larger inter-institutional consortia

The situations noted above have varying attractiveness and liabilities, and at the risk of getting too detailed, we want to offer some advice with all three of the noted situations.

First, consider institutions with centers or campuses abroad. The size and scope of such operations varies from full-fledged campuses served by faculty and staff members who are all employed by the home institution, to physical centers owned or leased by the college or university and having varying arrangements for

institutional involvement by faculty and staff members. For example, a U.S. college or university might partner with an institution in another country wherein instruction and student services are a joint responsibility. When making choices based on differing options, here are some good questions to ask:

- Is the non-U.S.-based campus or center and its programs fully accredited by the institution's regional accrediting agency (*e.g.*, Southern Association of Colleges and Schools [SACS]) as certified by the U.S. Department of Education, as well as program accrediting bodies (*e.g.*, The Association to Advance Collegiate Schools of Business or AACSB International for programs in business-related fields) where applicable? At Texas Tech, our campuses in Seville, Spain and Quedlinburg, Germany are fully staffed by TTU professionals and approved through our university-wide SACS accreditation. Coursework taken at either center is applicable to TTU degree requirements, including those in program-accredited fields.
- How are internationally based living arrangements handled? Are students left to their own devices in finding living accommodations, or does the institution own or lease residential facilities or maintain well-developed relationships with host families? At the TTU center in Seville, students live with host mothers—usually widows who have raised children and have established records of helping our students not only with housing arrangements, but also with meals and other homely comforts. Similar arrangements have been made with families in Quedlinburg. Our students, overall, have indicated a high degree of satisfaction with these living arrangements in Spain and Germany.
- For programs in countries where English is not the first language, what arrangements are offered for foreign language instruction either prior to or during a study abroad period? At Seville and Quedlinburg, language instruction is consistently offered with opportunities for students to gain increasing degrees of Spanish or German proficiency, depending in part on their stays at the two centers.
- Given differing time options for study abroad—typically one month, six weeks, or one and two semester stays—what opportunities are provided, paid or otherwise, for travel to neighboring cities or domains? Does center-organized travel—typically involving instruction and learning in areas such as art, architecture, culture, and history—serve as an integral part of the study abroad program? Multi-faceted travel experiences are built into all study plans at Seville and Quedlinburg. Thus, students return to Texas Tech culturally, intellectually, and socially enriched.

- What systems are in place to insure the health and welfare of student participants? Health insurance options and plans are in place both in Seville and Quedlinburg. Additionally, Texas Tech's seasoned staff members are well-familiar with local service providers to handle any healthcare need.

Scoping out the above noted matters might seem daunting, but answers to such questions will be immensely helpful in making choices, including whether an institutionally run campus or center is preferable to signing on with an institution that has a contractual arrangement with the home college or university. Let's consider this option a bit more.

When considering study abroad, you frequently hear references to "exchange programs." The latter, in principle, require that students change places with one another at U.S.-based and non-U.S. colleges or universities. In theory, the cost to the cooperating institutions should be nil and the savings passed on to the participating students. Such arrangements seem highly attractive, but in practice require significant attention administratively to make them work. Additionally, the cooperating institutions are frequently challenged to find one-to-one matches for students, and for this reason exchange programs are less commonly encountered than you might imagine among study abroad programs.

Instead of strict exchange programs, you'll commonly find contractual relationships among U.S. colleges and universities and their international counterparts wherein institutional and student services are the responsibility of the latter. Such arrangements entail greater potential liability for prospective study abroad students than operations run exclusively through a college- or university-managed campus or center; however, there are ways to modulate the risks. For instance, Americans can choose study abroad options that involve one or more of American-styled colleges and universities that are members of the Association of American International Colleges and Universities (AAICU). These institutions, though based in countries such as Bulgaria, Egypt, and Greece, are accredited by U.S. regional accrediting bodies and are administered similarly to institutions in America. Thus, they have the feel of U.S.-based colleges or universities while being located in more or less exotic places. So, the learning systems in place along with personnel, including faculty and staff members, give you the feeling of being at home. But overall, the day-to-day experiences involve many of the learning advantages of living and learning in other countries.

Besides institutions coming under the AAICU umbrella, colleges or universities might have specific contractual relationships (*i.e.*, frequently referred to as Memoranda of Understanding or MOU) with internationally based institutions, wherein all instructional and student services reflect the norms and culture of the host country. These types of arrangements will involve some potential risk, as noted below, although the relationships might have built over

many years and might in fact be reinforced by regular faculty exchanges with the U.S.-based institutions.

TTU, through our Office of International Affairs and its study abroad division, has crafted MOUs with dozens of colleges and universities in more than 33 nations worldwide. The MOUs and affiliation agreements together allow the Office of International Affairs to send students to more than 70 countries. Our international affairs professionals, led by a former U.S. Ambassador (Tibor Nagy) with 32 years experience in the U.S. diplomatic corps, take these associations seriously, and all MOUs are reviewed periodically. In practically all cases, TTU professionals have had or currently have academic relationships with the host institutions, and the sites are regularly visited.

In general, as you move away from home-institutional control such as in TTU's centers in Seville and Quedlinburg, you should exercise caution and ask questions about what study and life will be like at the host institution. Such questioning and exploring will be especially important when engaging in study abroad experiences arranged through large educational consortia.

Many U.S. colleges and universities partner with regionally and nationally based consortia that provide organizational and logistical help in arranging study abroad services. The consortia vary from specific inter-institutional arrangements, such as the Committee on Institutional Cooperation (CIC) of the Big Ten (*e.g.*, Indiana University, the Ohio State University, and the University of Michigan) and the Southeastern Conference Academic Consortium (SECAC) of the Southeastern Athletic Conference (*e.g.*, Auburn University and the University of Georgia), to large consortia bodies (*e.g.*, Institute for Study Abroad, 2010) involving a plethora of opportunities in countries around the world. While the inter-institutional consortia, such as the CIC and SECAC, and some of the other larger multi-institutional consortia will provide reliable and high-quality services, some others might not. The difference is based often on the profit status of the organization. Let me explain in a broader context.

There is a paucity of individuals who have organized their thinking about the profit status of colleges and universities. While many Americans have an understanding of public *versus* private universities, fewer individuals are cognizant of the differences between non-profit private colleges and universities (*e.g.*, Dartmouth and Yale) and those run for profit (*e.g.*, the University of Phoenix). Although many for-profit institutions—in the U.S. at least—are fully accredited (by regional accrediting organizations as noted above) and are credible, many are not, and when you look internationally, the picture involving for-profit higher education gets very murky and prone to serious risks of varying types. Former American College of Thessaloniki President Richard Jackson (2009) recently highlighted these risks, while pointing to the exceptional status of the American

international college and university system operating as non-profit institutions with full accreditations.

Overall, college-level learners (and their parents) will want to avoid becoming part of the unwritten stories of students arriving in a foreign country, being handed an envelope with instructions for getting settled and beginning study, and being left forthwith. Students generally need and indeed deserve more thoughtful and continuing services, especially if they are embarking on their first study abroad experience. Thus, I recommend that all prospective study abroad candidates seek help through a U.S. college or university-based study abroad (or international studies) office. Professionals who staff these offices are generally well-versed in the opportunities, advantages, and potential pitfalls of the myriad study abroad options. At Texas Tech, these offices and services are well-provided for through our Office of International Affairs, headed by Ambassador and Vice Provost Tibor Nagy. The [Office of International Affairs](#) website is a great starting place to find answers for questions about opportunities affiliated with TTU.

Now, it may seem like a lot of bother preparing for a study abroad experience, but believe us, the effort is well worth it. For those who are not convinced, I would like to offer some tips and advice that will help insure success in a study abroad program or, for that matter, embarking on travel study in general.

Making the Leap: Learning Through Travel and Study Abroad

In our complex and information-saturated world, you can use practically everything you learn at one time or another in your career. And, travel or study abroad can be such a broadening and enriching experience that it ought not be wasted. Accordingly, here are some thoughts worth considering, whether you travel near or far:

- It may seem trite, but do your homework about your destination. What museums and other attractions are located there that might be of great benefit in understanding the study area or nation it represents? What indigenous authors might help to illuminate the scene? For example, a trip to Amherst, Massachusetts, would be poorer if you had not learned about the life and work of Emily Dickenson. Analogously, an awareness and understanding of Michelangelo will add immensely to a trip to Rome or Florence.
- Consider keeping a journal during your study abroad program.
- Try to “go native” whatever your destination (although avoid use of the word “native” in African nations, where it has a pejorative connotation). By this I mean to try new foods, experience local customs, and seek understanding of the local culture. College and university study abroad

professionals have shared with us stories of students who had great difficulties acclimating to different cuisine and cultural envisions, thus stunting their experiences.

- If you travel or study in a country where English is not the first language, try to learn as much as you can of the local language. You might not become fluent in the language, but some proficiency goes a long way. Indeed, you'll be surprised how appreciative people will be even if you can only muster morning or evening greetings along with a few courteous expressions. Certainly, if you are committed to any extended stay in a non-English dominant culture, make arrangements, preferably ahead of time, for formal language instruction and learning. This is especially important in study abroad programs wherein students board with host families.
- Seek out opportunities, particularly during study abroad ventures, to get to know well people who live in your host country.
- Look for study abroad opportunities that embody service-learning courses, wherein directed volunteer work, often with local citizens, becomes part of the formal learning effort. At one university where one of us served, for example, a service-learning course oriented toward cultural, economic, and educational development was implemented in a small village in Belize. Teams of undergraduate students—from architecture to education to civil engineering—were organized through on-campus and in-country interdisciplinary courses in rural development. The program became so successful and personally satisfying to the students and faculty members involved that participants were known to return home eagerly seeking additional tours of service.
- Consider how international service might lead to special postgraduate opportunities. At two universities where one of us has worked (*i.e.*, Texas Tech University and Washington State University), partnerships were formed with the U.S. Peace Corps, which requires coordinated foreign service and study—all leading to master's degrees in fields such as agriculture, education, and public administration.
- Think of a way to extend the benefits of travel and study abroad through speaking and writing projects at home. Many people use travel experiences to inform specific writing and communication efforts. This paper, for example, would not have been possible without international experiences one of us has had that includes more than three decades of service to projects in countries as varied as Bolivia, Chile, China, Greece, Ireland, Russia, South America, and Tunisia. Such experiences truly change one's life forever.

Where do you begin in planning travel learning and study abroad? For resolve, consider Texas Tech's Core Values and Ethical Principles (Strategic Plan, 2010), which advise interest and understanding in differences among people, places, histories, and cultures. Imagine how travel and particularly study abroad might round out the learning component of your life-long learning plan, and consider your personal stakes in enhancing and enriching your life's career opportunities that may lead to places near and far. If questions or concerns arise, seek help through our [Office of International Affairs](#). And, keep us apprised about your adventures.

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What We Don't Know Cannot Help Us—Understanding Higher Education Advances in Saudi Arabia

Bob Smith*

“Education is one of the most important duties shouldered by this country since its foundation. In order to support higher education, I inaugurated King Abdullah University of Science and Technology at Thul in the presence of a top level world audience. Other new universities in various regions were established to raise the total number of universities to twenty-five. All available resources and capabilities were made available for them, with unlimited support. This has ensured that our universities occupy advanced rankings at the level of Arab, Islamic, and world universities. We continued the program of sending students on scholarships abroad to provide the best opportunities and access to the world's best universities in the most important specializations. The number of students sent abroad now stands at 70,000.”

—King Abdullah bin Abdulaziz (1924-)

Kingdom of Saudi Arabia

From March 8, 2010 Keynote Address to the Majlis Al-Shura (Consultative Council), Riyadh

As members of the TTU academic community—an institution where global engagement is championed—we should know about the unprecedented higher education investment occurring in the Kingdom of Saudi Arabia. Just imagine: a country of approximately 900,000 square miles (about 3.4 times the size of Texas) with about 26 million people (compared to about 25 million people in Texas), that is investing a total of \$50 billion to craft new or totally renovate 25 universities throughout the country. Also, envision a country where all eligible undergraduate and graduate students are paid to go to college through modest monthly stipends in addition to subsidies that pay all tuition, fees, and costs for books. Furthermore, conceive of a country that sends abroad 80,000 undergraduate and graduate students, who are not only placed in highly esteemed universities in Australia, Europe, New Zealand, and the United States, but are also provided with full tuition (including out-of-state tuition costs) and stipend support to the tune of \$6 billion per year! These situations are all happening through the education system (*i.e.*,

including the Ministries of Finance and Higher Education) of Saudi Arabia in an experiment that has to be one of the most formidable in the history of international higher education.

I had the privilege of experiencing a part of the Saudi Arabian investment recently while contributing to a workshop of national vice rectors (*i.e.*, officials equivalent to U.S. provosts, vice presidents, or vice chancellors for academic affairs, and vice presidents or vice provosts for research and graduate education) in Medina, Saudi Arabia. Medina is one of the two most sacred cities (*i.e.*, along with Mecca) in the Muslim world.

The workshop (Titled: *Promoting a Culture of Excellence in Today's University*) was sponsored by the Saudi Arabian Ministry of Higher Education through the national Academic Leadership Center (ALC) located at the King Fahd University (KFU) of Petroleum and Minerals at Dhahran in the far eastern part of the country. The Ministry of Higher Education established the ALC in 2009, to promote higher education leadership curriculum across the Kingdom. Thus far, the ALC has sponsored three workshops for rectors and vice rectors of the country. The workshops have been two-day affairs that go from morning to night and, from all indications, the sessions are helping to build solidarity across the leadership of Saudi Arabian higher education and improving leadership skills and common understanding of a higher education system that is on the move. Indeed, this higher education system is moving on the following fronts all at once:

- Building infrastructure—human resources and physical facilities to develop research universities that can compete internationally, and branch campuses and comprehensive universities to insure access to higher education for all eligible Saudi Arabian citizens.
- Insuring uniform education in the English language (except for Islamic studies).
- Moving toward equity for women students (who now compose 70 percent of higher education students nationwide) and faculty members.
- Enhancing economic and cultural development in a country that wishes to stake its claim as a major player (*sic*) in higher education internationally.

The ALC is the brainchild of the rector of KFU in Dhahran (His Excellency Dr. Khalid S. Al-Sultan) and Jeffrey Buller (Professor and Dean, Harriet L. Wilber Honor College, Florida Atlantic University) who began the collaborative project with the Saudi Arabian Ministry for Higher Education in 2009. Buller is a Classics scholar who has traveled and lectured in countries around the world and directed onsite study abroad trips each year to Egypt involving honor students and faculty from Florida Atlantic.

The ALC vision and mission, aided by Professor Saled Alamondi (KFU of Petroleum and Minerals) and his younger faculty colleagues (who are serving as coordinators), is to offer robust yearly workshop programs for upper administrators and specific university-based conferences for deans, department chairs, and administratively aspiring faculty members. Thus, the Saudi Ministry of Higher Education has mounted a multi-pronged approach to higher education advancement that seems to this observer as unparalleled in the modern world.

Now, you may be asking: Why is the TTU Provost spending a week of his time contributing to higher education in Saudi Arabia? Of what benefit is his trip to Texas Tech?

First, let's be clear that I, the provost, spent no university funds traveling to the Saudi Kingdom. All expenses were paid by the Saudi Ministry of Higher Education. More importantly, I returned from the Middle East not only with first-hand information, but also with prospects for significant new cooperative ventures and partnerships for Texas Tech with several Saudi higher education institutions. What specifically? The cooperative ventures and partnerships that are evolving include:

- The recruitment of fully funded undergraduate and graduate students to Texas Tech (through the Saudi Ministry of Higher Education).
- Research partnerships aptly tied to TTU research themes that are important to our state, nation, and world. For example, imagine our mutually important interests in water quality, natural resource recovery (*i.e.*, especially oil), and alternative energy in Texas and the Kingdom.
- Student and faculty exchange agreements that will aid mutual understanding and help the partners advance their economic, cultural, and intellectual agendas.

How did these positive events occur for Texas Tech and our Saudi neighbors? They occurred primarily because there was the opportunity through the April 2010 ALC workshop to tell the story of Texas Tech and our dedication to strategic planning tied to our ambitions to becoming a great public Tier One research university. Specifically, here are the titles of the four presentations made in the Kingdom last April:

- 1) *Strategic Planning and its Use in Setting Priorities*
- 2) *Developing and Promoting the Concept of Faculty as Integrated Scholars*

3) *Moving From Strategic Planning to Integrated Scholarship and Excellence in Research*

4) *Promoting Excellence in Research: What difference does it make?*

Personal contributions aside, the Texas Tech community and our state constituents should know how appreciative our Saudi colleagues were to hear about the developments at Texas Tech. Our Saudi neighbors have expressed great interest in pursuing a variety of opportunities to partner with the university and its units (colleges, schools, and departments) and faculty members, students, and staff. The alignments should yield significant and measurable enhancements for Texas Tech and our Middle Eastern neighbors. That is good economically, culturally, and intellectually. Thus, in some small way, we may collectively be able to enhance the peace, security, and prosperity of our global community.

In conclusion, our recent outreach efforts in Saudi Arabia are leading to tangible benefits to Texas Tech and our higher education neighbors in the Kingdom of Saudi Arabia. Readers are welcome to share suggestions or pose questions related to any aspect of our emerging Saudi partnerships, by writing to Bob Smith (bob.smith@ttu.edu) or Ambassador Tibor Nagy, Vice Provost and Director of the Office of International Affairs, (tibor.nagy@ttu.edu).

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Assessment of Teaching in Higher Education

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Although the research is clear that quality instruction positively impacts student learning and that ineffective teaching has long-term negative effects, assessing faculty teaching to improve instruction remains unclear. In short, we do not know how to do it well. This is not a small matter for tenure-track faculty.

Despite the classroom complexities and our lack of agreement on how to assess and for that matter to replicate good teaching that stimulates student growth, institutions continue to rely on formative assessment to help faculty improve and summative assessment to determine continued employment. In this paper the authors explore differences in purpose, process, and complexity of formative and summative evaluation, and offer insight into shifts in mindset, mentoring, and motivation that can have profound influences on assessment. For the professoriate the paper may serve to instill what Bok (1987) called *a cast of mind*, a way of thinking about the knowledge and skills required to solve problems encountered in practice, in this case assessment of teaching.

Formative and Summative Assessment

It cannot be emphasized enough that formative evaluation and summative evaluation are separate in intent, motivation, and construct. The intent of formative assessment is to improve teaching by the *deliberate* insertion of the observer's point of view. Conducted primarily through an ethic of care by the observer, the observed professional is usually motivated by an ethic that improvement of one's teaching equates to being professional. The ethics of a critique and professionalism on the part of the observer are, in general, lesser considerations. Common forms of formative assessment include peer review, administrator's observations or walk-throughs, feedback from students, self-evaluations, and unannounced observations by individuals variously affiliated with the teacher.

The intent of summative assessment is to make judgments about the results of teaching with the emphasis on objective measures for the purpose of administrative decision-making. Summative assessments help administrators decide to recommend tenure or not to recommend tenuring faculty, typically to boards of regents or trustees. Summative ratings are designed to be objective, reliable, valid, standardized, legally defensible, and impersonal. In most organizations, summative assessments are the duty of administrators as the assessment becomes a part of the hiring and retention process. Summative

assessment does *not* lead to teacher improvement and can actually discourage improvement, especially if the evaluation is punitive. But if conducted primarily from an ethic of professionalism through policy enforcement, summative assessment involves an ethic of critique and the element that minimal expectations must be met. A commitment to justice may also require summative evaluations, for example, during actions leading to the dismissal of teachers for violations of ethics code. The primary intent is to make a judgment of teaching as evidenced through observations, examples of teaching and/or formative assessments, or perhaps a teaching portfolio. Such judgment has consequences in regard to employment primarily because it holds faculty accountable.

Compelling evidence indicates that formative assessment improves student learning if instructors use the assessment evidence to adjust their instruction (Popham 2010). Providing a culture that stimulates faculty to grow and adjust instruction rather than to comply and simply meet requirements of an annual evaluation is no easy matter. Peer review as formative assessment conducted from a learning focus in combination with other initiatives is the most effective. The other initiatives may include mentoring, coaching, establishing a culture of risk, and promoting an understanding of the complexity of mindset, motivation, and values clarification through reflection. As an example of the *power* of values clarification, note that a tenure-track professor in a university environment that values a quiet classroom as a learning classroom will focus on structure and control to ensure learning rather than relationships, passion, or collaborative partnerships as those tend to lead to more noisy learning environments. Considering that a tenure-track professor is conservatively a million-dollar investment, values clarification in teaching that promotes student learning assumes greater impact.

We are learning that the act of teaching is in actuality an unnatural act of immense complexity that does not always engage the individual brain's preconceptions about how the world works. Assessing how well a faculty member teaches is even more complex given the lack of agreement in the educational community as to what constitutes good teaching. Even the old adage *we know it when we see it* is suspect when it comes to teaching because of the human tendency to feel good about what is most like what we as individuals do or prefer to do. Add the dynamic of an ever-changing classroom and the values enacted in balancing the innumerable tensions in that classroom, and something as seemingly simple as giving meaningful feedback that will stimulate teaching improvement becomes immensely intricate.

Formative Assessment Process

The boundaries that distinguish formative and summative evaluations should not be blurred no matter how expedient the desired outcome because their purposes are different (Glickman 2009). Organizations caught in the thrall of efficiency, objectivity, and impersonalization, unfortunately persist in doing just that. One of the more common transgressions occurs when clinical supervision, a process commonly used as a formative assessment tool, is used for summative evaluations. As a result, faculty no longer see formative and summative assessments as distinct from one another. That perception leads to confusion as to intent, and that confusion can hamper growth.

Clinical supervision is a five-step process consisting of (1) inviting someone to observe or to be observed, (2) conducting a pre-observation with both parties in which goals and objectives are discussed as well as the instrument that will be used by the observer to gather data (qualitative or quantitative format), (3) gathering data objectively, (4) interpreting the data, and finally (5) providing feedback to the person observed. While the process is straightforward and objective, at each step there is the possibility that the observed teacher will not benefit from the experience because of soft variables. The latter include, but are not limited to, diagnosis bias, feedback technique and tone, lack of active listening, the intent of the observer, the teacher's motivation to change, discourse issues, timing, and differing values both on the part of observers and the observed. These soft variables plus others can lead to irrational judgments by the observer. In formative assessments the ethic of care ameliorates this problem, but that is not the case in a summative evaluation. In summative assessments the relationship is not collegial but rather hierarchical and the expectation is compliance, not growth (Glickman 2009).

Humans constantly judge or diagnose the world around them. In fact, it is impossible for us to not make judgments even when we do not realize we are doing so. This psychological undercurrent can result in *diagnosis bias*. The advantage of clinical supervision is that it forces us to put that bias aside when gathering data but the observer is susceptible to diagnosis errors at other stages of the process. Cultivating awareness of our *personal construct theory*, the lens or construct through which we view/judge the world can help because it forces us to consider other perspectives and points of view. Not making snap judgments and taking one's time is a simple technique that avoids bias. Also, waiting too long to share results from a formative evaluation can dilute the impact. One week or less for feedback to the observed faculty member is optimal.

The process of formative assessment, because it involves judgment and decisions about others, must be fair, or at least perceived to be fair. Employees will accept criticisms and negative evaluations that affect their employment if they feel the process was done fairly. Keeping the observed person involved is critical to a perception of fairness. Helping that person understand the decision-making process, perhaps through something as simple as thinking aloud about how the observer arrived at the decision, is one way the observer can do that. The payoff is immense, because research shows that when employees are involved in their assessment, be it formative or summative, they have a sense of fair play about the judgment. Transparency of process and thought, even to the extent of sharing the evaluator's own emotions, including doubt in formative assessments, should be a key component of one's actions. For evaluators who work with tenure-track faculty, the concept of fairness in assessment cannot be overemphasized.

Teaching Techniques. One area that is not discussed within most educational units and which should be is clarification of the techniques of teaching. Communication rests on being able to understand one another, and having a basic understanding of techniques is the first step in establishing a common meeting ground in assessment between the observed and the observer. It is a point peer reviewers and administrators often miss. We assume that we all speak the same language of teaching, and the reality is we do not. For example, technique as used here should not to be confused with style that includes presentation, timing, organization of content, and a whole host of other variables that express the preferences of the instructor. Before any assessment initiatives begin, preparing the groundwork in common understanding of the language, terms, and techniques of teaching must be undertaken.

Despite the plethora of different names for variations, research is clear that teaching involves five basic techniques: lecture-based, skills-based, inquiry-based, individual and group, and technology-enhanced. Each of the techniques accomplishes specific goals that the teacher wants to accomplish, so although we are inclined to judge which is best, "Asking which technique is best is analogous to asking which tool is best—a hammer, a screwdriver, a knife, or pliers" (Bransford 2000). Variations within the techniques themselves include three to four broad areas:

- The lecture-based technique can include the oral, written, and narrative, as well as videos.
- The skills-based technique includes isolated drill and practice, contextualized practice, and modeling.

- The inquiry-based technique includes cases, problems, projects, and learning by design.
- The individual versus group technique includes jigsaw learning, cooperative learning, and self study.
- The technology-enhanced technique includes simulations, electronic tools, assessment opportunities, and communication environments.

Combinations and variations of these techniques are limited only by imagination. Given the complexity and ingenuity of human thought, the variations and combinations are infinite.

One Initiative. Peer assistance and review (PAR) programs are emerging in K-12 systems, but are not common, yet, in higher education. These consulting teachers leave their classrooms to mentor, support, and assess a caseload of new and/or struggling teachers. Focused on formative evaluation, a PAR consultant offers frequent direct assistance and makes unannounced classroom visits for up to three years. At the end of a specific period of time, the peer reviewer writes *one* summative evaluation, which becomes part of the administrative decision-making process to retain or to let the teacher go. PARs challenge a teacher's autonomy and egalitarianism, because the consulting teachers are in classrooms more frequently than administrators. They succeed because of the motivation, skill, and design/planning that goes into the program. Although PARs are vulnerable to budget cuts, dispensing with such programs is not fiscally sound thinking.

Neuroscience, Mindset, and Motivation

Organizations assume that employees need to be held accountable to be motivated to do their jobs, but emerging research indicates that assumption might be erroneous. Until recently, it was commonly accepted that two main drives powered human behavior: the biological drive (food, water, and sexual gratification) and extrinsic rewards and punishments. But a third drive, joy in the performance of the task, is proving to be just as strong as the other two, although it requires the right environment to survive. We call it intrinsic motivation, and researchers like Csikszentmihalyi (1990), Pink (2009), Pinker (2003), and Dweck (2007) are challenging folklore about motivation, including wide-spread organizational acceptance of McGregor (1960) Theory X, which assumed that people avoid effort, work only for money and security, and need to be controlled. McGregor's Theory Y, which holds that work is as natural as play, that initiative

and creativity are wide spread, and that if people are committed to a goal, they will seek responsibility, is more realistic.

A complex process like teaching has the drive of intrinsic motivation at its roots. Autonomy, the desire to drive our own lives in terms of task, time, team, and technique, is a critical element of formative assessments that work. Allowing tenure-track faculty to choose the teaching areas in which they want to improve is preferable to telling them to improve in specific areas. Allowing the observed teacher to choose the time for the observation, the person doing the observation, and the technique they want evaluated is also critical. The principal of autonomy holds true for mentoring and coaching activities as well.

Cultivating a culture of mastery, which fosters improvement in teaching, requires acceptance of failure and risk-taking in efforts to improve. That culture then helps faculty to renew their energy for improvement and to stay motivated. A key to mastery is changing one's mindset to an acceptance that teaching is infinitely improvable, that it demands effort and deliberate practice, and that to become a master teacher is impossible as there is always room for improvement in teaching. The third essential element, purpose, is simply identifying teaching as a cause that is greater and more enduring than oneself. It is not something that we do for a living but something that we do in order to live fully, completely, and beyond ourselves. Faculty should be encouraged to take pride in what they do. Formative assessment procedures that enable the observed teacher to focus on drive, mastery, and purpose will improve teaching.

Mentoring and Coaching

Mentoring is a learning partnership, and the role of mentor should be less of an authority figure and more of a facilitator. Mentoring relationships fail when the focus is not on learning goals. Too often mentoring relationships fall into stereotypical roles of subservience on the mentee's part and information giver on the mentor's part instead of two-way information sharing and discussion. The latter fits more closely to what research indicates motivates people as it encompasses autonomy, mastery, and purpose. Table 1 (Zachary 2000) illustrates the elements in a learner-centered mentoring program:

Table 1 Elements in a learner-centered mentoring program

Mentoring Element	Changing Paradigm	Adult Learning Principle
Mentee role	From: Passive Receiver To: Active partner	Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning
Mentor role	From: Authority To: Facilitator	The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place.
Learning Process	From: Mentor directed and responsible for mentee's learning To: Self-directed and mentee responsible for own learning	Adult learners have a need to be self-directing
Length of Relationship	From: Calendar focus To: Goal determined	Readiness for learning increases when there is a specific need to know.
Mentoring relationship	From: One life = one mentor; one mentor = one mentee To: Multiple mentors over a lifetime and multiple models for mentoring individual, group, peer models	Life's reservoir of experience is a primary learning resource; the life experiences of others add enforcement to the learning process.
Setting	From: face to face To: Multiple and varied venues and opportunities	Adult learners have an inherent need for immediacy of application.
Focus	From: Product oriented knowledge transfer and acquisition To: Process oriented: Critical reflection and application	Adults respond best to learning when they are internally motivated to learn.

Coaching is sometimes confused with mentoring in the educational literature, but when used as a formative assessment, it seems to be more directive than mentoring and focused on acquisition of skills rather than self-discovery. For example, peer coaching can be used by individual faculty in small groups to coach one another on concepts learned, a process that promotes better learning. In this situation, peer coaching is used as a formative assessment strategy that increases motivation and provides immediate feedback.

Issues of Diversity

Faculty of Color

Since students and faculty of color have been underrepresented in undergraduate, graduate, and professional schools of predominantly white institutions (PWIs) for more than a half-century (Johnson 1996), improving the teaching of faculty of color in those institutions is subsumed under a larger initiative—hiring and retaining faculty of color. From 1989-1997, studies indicate a meager 1 percent increase in the number of faculty of color in the PWIs professoriate despite research that indicates faculty of color serve as role models and mentors to students of color and are crucial to the success of students of color. Recent research indicates that the small number of faculty of color hired and retained in academe is thought to compromise the retention and graduation of students of color.

White faculty and administrators who observe faculty of color in formative and summative assessments should be aware of the following: Faculty of color confront many issues that are detrimental to their academic success, such as professional and social integration, a chilly academic climate, social isolation, and racial bias in the classroom (Jalomo 2000; Hendrix 1998; Rubin 2002; Sotello-Turner and Myers 2000; Dey 1998). By virtue of their color, race, ethnicity, and gender, faculty of color may be subjected to inappropriate outbursts, unwarranted attacks, challenges to their authority in the classroom, subtle attacks on their credibility, and biased and negative evaluations. Factors that impede the success of faculty of color are negative labels by university personnel, institutional commitment, institutional climate, academic support services, faculty attitudes, faculty expectations, and lack of mentoring or poor mentoring (Lee 1999; Sotello-Turner and Myers 2000). In the promotion and tenure process, many institutions continue to deny (or refuse to admit) any impact of race and color on judgments of teaching, despite the testimonials of faculty of color to the contrary and the evidence that White students and colleagues articulate different assessment criteria

of teaching for faculty of color than the criteria they use to evaluate White faculty (DiPietro and Fay 2005). Consequently, there is a need to create and discover strategies that address retention, academic achievement, and success of faculty of color and women faculty of color. Formative assessment of teaching can be one such strategy if observers are aware of the challenges that faculty of color face.

Race and Summative Student Assessment. While summative assessment is not meant to improve teaching, it is worth mentioning here in the larger context of retention of faculty of color. Race bias in student evaluation is a relatively new area of quantitative research, although there are numerous qualitative studies. Empirical inquiry on race and the intersection of race and gender as it pertains to peer evaluation of teaching to student evaluations of instructors based on the students' race and gender is almost non-existent. The limited number of quantitative studies on race and summative student evaluations of teaching showed that women faculty received significantly lower evaluation ratings than male faculty, faculty of color received lower course evaluation ratings than White faculty, and female faculty of color received the lowest course evaluations ratings. This research is also supported by numerous qualitative studies and counter-narratives of faculty of color.

Gender

Gender has been shown to be a variable in summative assessments for the granting of tenure and promotion to female professors within universities (Olsen, Maple, and Stage 1995; Porter 1994; Ezorsky 1977). Upper administration in universities is mostly comprised of men. Thus, gender can play a role in the big picture of formative and summative assessment of females, as a predominantly male hierarchy determines power and status from top to bottom of faculty (Olsen, Maple, and Stage 1995). Feminist research has shown that women are perceived to be more circular in their thinking than they are linear—the type of thinking most common to males, and this bias persists despite research that indicates women can and do think linearly (Martin 1987). Therefore, in a power structure dominated by males, such as in the traditional scientific paradigm, linear thinking has been, and continues to be, rewarded (Martin 1987). Inequitable allocations of general support to female faculty, salaries, and travel money have been attributed to this perceived lack of linear thinking, as well as bias toward linear thinking, along with gender bias against women (Olsen, Maple, and Stage 1995).

Gender and Summative Student Assessment. Gender also comes into play in student assessment of female faculty. Female students tend to evaluate female professors more harshly than male professors (Stone and Boldt 1994). In addition, female faculty who teach classes on diversity report to textbook publishers that they receive lower evaluations than their counterparts who do not teach diversity classes. Yet, universities rely on women and minorities to address issues of diversity in the curriculum (Olsen, Maple, and Stage 1995). If summative evaluations are to be meaningful, they must include more than an average of student evaluations over the career of a female faculty member. If formative evaluations are to be significant for female professors, especially those who teach in male-dominated subject areas, they must embrace the strategies explained in the discussion here.

Conclusion

Faculty impact student lives, but myths, biases, organizational beliefs, mindsets, and motivations about formative and summative assessment can also impact the lives of faculty. We are beginning to understand ways faculty are influenced by the organization around them and it is through assessment and how it is conducted that faculty understand just how much their organization values teaching. That in turn influences whether or not faculty within the system believe in the worth of what they do and how they do it. In higher education, intrinsic motivation, the inspiration behind good teaching and formative assessment, requires a culture that supports and encourages the professional drive to always improve one's teaching.

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Dream No Little Dreams

Kent Hance*

In 1961, my mother and dad brought me to Texas Tech. They let me out at Bledsoe Hall. Soon thereafter, I fell in love with Texas Tech, and I have loved it ever since.

My family has to watch me because in August every year, I want to go back and start all over—just one more time. I finished my Tech degree in four years, but if I could have taken 14 years—I would have loved it. Maybe I shouldn't have said that, but one time after speaking at an earlier Tech graduation, a student approached me and said, "I appreciate your saying that for it makes my seven years look really short."

As a student, I loved everything about Texas Tech. It is the greatest university in the world. You can receive no better education anywhere. We have an excellent faculty. We have faculty that inspired me.

I would also put our alumni up against anyone. Consider our alumni—who are the best—because they excel.

When Congress and the White House had concerns about General Motors, they didn't call Harvard or Yale or Stanford, they called a Texas Tech graduate—Ed Whitacre, Jr.—to solve GM's problems. Ed is the only person in history to have served as chief executive officer (CEO) of two top-ten corporations in the world, having been CEO at AT&T before joining GM.

When you look at *Forbes* magazine's recent "100 most powerful women of the world" listing, you will find as number four, Angela Braly who came to Tech from Richardson, Texas. While at Texas Tech, someone forgot to tell her, "You can't be CEO of the largest insurance company of the world." Braly is chief executive officer and president of the largest insurance company in the world, WellPoint, the parent firm for Blue Cross/Blue Shield. I called Angela when she was named to the *Forbes* list and said, "I am impressed. You were even ahead of Oprah and Hillary Clinton." She said, "My sisters were impressed that I was ahead of Queen Elizabeth"—which shows she has a good sense of humor.

If you visit New York City, Google the Metropolitan Opera to find out if Susan Graham is performing. Susan is a regular at the Met and acknowledged to be one of the world's foremost mezzo-sopranos. She is also a West Texas woman and a double graduate of Texas Tech. Somebody forgot to tell her that you can't have such roots and become one the world's leading opera performers.

On Sunday night when you watch *60 Minutes*, note the work of correspondent Scott Pelley. He's a Texas Tech man.

If you hear about Captain John Alexander, the new Commanding Officer of the U.S.S. Abraham Lincoln—one of only 10 Nimitz-class aircraft carriers and among the largest in the world—think of Texas Tech. He is one of us.

If you go to China, and visit the country's largest telecommunications company, you will note the name of CEO Edward Tian. He's a Texas Tech graduate.

When you try to envision all the societal reform necessary for Iraq to become a stable democracy, think about Hussein Al-Uzri, another Texas Tech graduate (electrical engineering). Mr. Uzri is president of the Iraq's largest financial institution—The Trade Bank of Iraq—that is leading the latest advances in banking in his home country. Al-Uzri's dedication to commercial reform almost cost him his life during a suicidal bomber's efforts in 2008.

All professional baseball teams can use a boost once in a while. But, when the Oakland Athletics could see a perfect game in their sights on May 9, 2010, they placed their faith in Dallas Lee Braden—a Tech graduate—to deliver the very special win.

Our people excel. They have a great work ethic, they know what to do, and they dream no little dreams.

Now, I am going to share briefly just a few recommendations with you.

The first relates to leadership. Leadership usually is determined by what people think of you and how you treat them. When I was thirty, I was fortunate enough to be on a board of regents, and the chairman called me and asked, "Would you like to go to New York with me to see the New York Nicks and the Boston Celtics play in the NBA finals?" I said, "Sure, I would love too." So I flew to Dallas commercially, and we went in the chairman's private jet to New York. And that's the way to go. That was the first time I had ever been on a private jet. In fact, when we landed I got out of the jet and walked around it a couple times, hoping that the girl who stood me up when I was a sophomore in high school would drive by, and I could say, "What's happening, honey?" She wasn't in the neighborhood.

The chairman and I then took a limo to Madison Square Garden where we watched the Nicks-Celtics game. Even though the chairman lived in Dallas, he had an apartment in New York City. We went to the apartment after the game. It was really nice especially being situated on the east side of Central Park. As we entered the building, it was obvious that the chairman knew not only the doorman by his first name, but the desk clerk and elevator operator as well.

We got onto the elevator along with a number of other people. Our destination was the 31st floor—the penthouse where the chairman had an apartment—one of two. Before we started on our journey up, the elevator operator said to the chairman, "Mr. Box, my son will graduate from Holy Cross this year, and he would never have been able to do it if you hadn't given him a summer job." And Box said, "Look, we were glad to have him, and he did such a good job, we

have offered him a permanent position and he is going to take it.” The elevator operator then said, “I know, we really appreciate it. I have another boy that’s graduating from high school and he needs a summer job.” So my friend told him, “Well you have him contact . . . and if your younger son is capable of functioning as well as his brother, I am sure we will be able to work something out.” Then, as we continued to ascend, the elevator operator said, “My daughter needs a music scholarship over at Columbia University. Could you write a letter of recommendation?” And Box got out his pen and replied, “What’s your daughter’s full name? I know the president of Columbia since we served on a committee together. I will call him tomorrow.” Shortly thereafter, the elevator made its first stop and it was on floor 31. As we got off, people grumbled a little as the elevator had gone by the sixth, eighth, and additional floors where the other passengers wished to get off. As we stepped out of the elevator I remarked, “Those people were angry.” And he said, “I’ve told my elevator friend a million times, don’t do that. But he does it every time.”

Now, if my job was running that elevator and somebody had helped one of my kids get through college, was going to help another one with a job, and volunteered to help my daughter obtain a music scholarship, I also would have gone straight to the 31st floor. The next day, I went with the chairman to Marine Midland Bank, which was bought out by Citicorp several years ago. We went there to see a banker named Lee Erdman. I hadn’t met him previously and haven’t seen him since, but I remember the bank and remember his name. The chairman was there to borrow two million dollars—not for his company but for a little project he had on the side. The chairman borrowed two million like I would have borrowed twenty dollars. But as I watched the chairman, I observed that he was no more cordial to the guy who loaned him two million dollars than he had been to the person who ran the elevator. There is something to be said for that. Watch people who are successful. Hang around them. Watch how they act. I am sure as a CEO of a major company, my chairman friend had to let people go from time to time. He also had to make tough decisions, but he was consistent in how he treated people—people at all levels—with the utmost respect, and they treated him the same way back.

A second message about leadership relates to a professor I had at Texas Tech, Dr. Ken Davis who told me something that helped a lot. And I want you to remember this one also. He said, “In communication—oral or written—it is important that your messages are so clear and concise that you cannot be misunderstood.” Boy, he is right on that. There have been wars fought over people not understanding each other. So anytime you are giving instructions to others, make sure the recipients understand you. Many times I tell people who work for me to repeat back what I have said. I want to make sure they don’t get me wrong.

That's very important. Professors at Texas Tech, Dr. Davis, and many others inspired me.

I now teach a course on leadership and success. It's a one-hour offering for juniors and seniors. Do I have any of my students in here? Please raise your hands. Look at all those smart people. Just little geniuses!

As a part of my course, I try to stay on top of issues, along with fads, fashions, and other cultural changes. A year ago, near Valentine's week, I went to buy my wife some flowers. I went to United Supermarkets. The reason I go to a supermarket instead of the floral shop is because it is cheaper. It's the thought that counts. Remember that. If you don't think that it's the thought that counts then forget sometime and you'll understand it.

After picking out some flowers I went to check out. The girl who was working the cash register was checking me out. Not the type of checking me out wherein she might ask, "What's happening Paw, Paw? You want to get together a little later?" No, she was going to tabulate my bill and take my money. But, at the same time, it looked like she was about to cry. So, I asked her, "Are you okay?" And she said, "Heath Ledger just died. Heath Ledger just died." I replied, "Did he work here?" I didn't know who he was. I got home later that night and was watching television and found out. When I told this story at orientation last year, a lady from Abilene sent me a text message. It said, "Dear Chancellor, in case you did not know: Michael Jackson did not work at United Supermarkets." I knew who Michael Jackson was.

Besides staying abreast of cultural developments, another important thing for you to remember is to follow through with your dreams. My motto at Texas Tech is this: "Dream no little dreams!" If you want to dream little dreams go to A&M or UT Austin. I shouldn't have said that, they're good schools. We hire some of their graduates occasionally to work for us. But, leadership, as I mentioned in reference to Scott Pelley and others, is a clear mark of Texas Tech people.

In my leadership class, I have my students read an article called "A Message to Garcia." In 1898, President McKinley was trying to reach General Garcia, who was head of the insurgency in Cuba fighting Spain. He was in the middle of the jungle surrounding the mountains of Cuba. They didn't know how to get him a message over 100 years ago. That's when someone suggested that if there were anyone who could do it, it would be Colonel Rowen. So they contacted Colonel Rowen and asked him to come to the White House. They gave him a letter in a leather pouch. And President McKinley's aid said, "We want you to deliver this to General Garcia." Here is a picture of what happened next: Colonel Rowen winds up in the jungle somewhere in Cuba. His confederates inform him, "A boat will take you to toward the south coast of Cuba and will let you out so you may proceed north until you encounter General Garcia. After you have made contact, given him the letter, and after you have gotten a reply, you will proceed further north and

shoot a flare with this flare gun we are giving you. We will then come to pick you up.”

Now here’s the important thing in this story about leadership. Colonel Rowen didn’t say, “Could I hire a consultant? Could I get a committee? Can y’all give me more information?” He did it! He did the job. Three weeks later he had delivered the message, and he fired that flare on the northern side of Cuba. When his number was called, he was ready. Now in your lifetime, there are going to be times that your number will be called. Be ready!

In 1981 President Reagan called. More precisely, his secretary called my office and said, “The president wants to see you.” And I went over to the oval office and met with President Reagan one-on-one, when he said, “I need you to carry the tax cut.” That’s the tax cut contained in the Conable-Hance Act. It’s the largest tax cut in the history of the country. Let me tell you something. I was ready. I was ready!

Many people get excited about baseball games. They may even fantasize about starring in professional baseball games. But, games aren’t won on the day of the game; they are won during two-a-day practices that make you ready to play. When your number is called, I want you to be ready to play.

As future leaders, you are going to have to have goals. I want you to think about those goals. Goals should not be discussed with masses of people, except perhaps one or two persons. But once you have established your goals, give five minutes a day to think about them along with your personal life. Are you happy? Are you excited about your job? Are you satisfied spiritually? Think about that—five minutes a day. I know, a lot of you are saying to yourselves, “That’s not much time at all.” Now I want to do something. During the next 15 seconds, I am not going to say anything so you will have a better understanding of exactly what five minutes is. [PAUSE] Seems like a long time, doesn’t it? Boy it just seems like an eternity. But it’s not. Remember: Five minutes a day on your goals.

I want to end this talk with just a few thoughts about failure. You have got to have some failures. If you don’t have failures you will never be successful.

Thomas Edison tried many things in his quest to invent the light bulb. But, he knew what he wanted. One time, a reporter from the *New York Times* asked, “How do you feel about failing ten thousand times?” He replied, “I haven’t failed ten thousand times, I just know ten thousand ways it won’t work.” I like that. He took a positive approach.

Abraham Lincoln lost seven elections in a row before he won the presidency. Having been in politics, I would have caught on after about four or five rejections. But, seven in a row—and he turned out to be one of the greatest presidents that we have ever had.

One of my fraternity brothers at Texas Tech was named Henry John Deutschendorf, Jr. We called him Dutch. He quit school in our junior year and

went on to the Knott's Berry Farm to sing. He then began writing songs *and* singing. Sometime later, he changed his name to Denver—John Denver! I advised him not to go into singing. I just didn't think he had the talent.

Then, there's a friend of mine from Matador, Texas. He wrote country and western songs including a song about his girlfriend, which had the line, "Her teeth are stained but her heart is pure." I thought *he* had a lot of talent but no one is aware of him today.

John Denver was repeatedly told in Nashville and Hollywood that he didn't have it. But he believed in himself. He followed his dream.

I want you to follow your dream. I want you to feel a passion about something. The best employees, the best leaders, are people who feel passion about their careers and roles in life. I don't care if you want to be a CEO, member of Congress, the best elementary education teacher or best social worker. Whatever you want to be, I want you to do well. I want you to be excited. I want you to be successful. In fact, I want you to be so successful that you will rival Bill Gates, Jr. and Warren Buffet for money earned—and you should send 90 percent of it to Texas Tech. I'm only asking for 90 percent.

By the way, while I am at it, you should join the Tech Alumni Association. One hundred dollars a year is a good way to start and you'll know what's going on. Come back to football games. Participate at Texas Tech. We love ya, and you will continue to love Texas Tech. This is a great school.

One thing that makes me appreciate why Tech is so great, is that during one of my leadership classes, we discussed immigration, and a young man came up after class and he said, "Chancellor, I think my parents were the original illegal aliens." I replied, "Son, I don't know your parents, but they're not old enough." His mother and dad came from Mexico. One of them washes dishes; the other one is a cook. He went through Texas Tech, even though it took him six years. He didn't borrow any money. He worked his way through and is now teaching high school history.

The next week a young man, two down from the above-noted student, came up to see me and said, "My granddad says he is a good friend of yours." And I asked, "Who's your granddad?" He said, "James Baker." Then I questioned: "James Baker?" "Yes," he said, "James A. Baker." And, I followed with, "Secretary of State under Bush and Secretary of Treasury under Reagan?" "Yes," he said, "that's Paw Paw." To which I responded, "Good, we are going to get Paw Paw to speak at graduation." And, we did. Is this a great country or what? You have in that class, two removed from each other, one student, whose parents are washing dishes and flipping burgers and another student whose granddad knows every leader in the world on a first-name basis. And, the students are getting the same great education. Our university is a cross section of America. I love Texas Tech!

In summary, I want you to excel in everything you do. Don't let me down.
Go Red Raiders!

*Kent Hance is Chancellor of the Texas Tech University System. He is a baccalaureate business graduate of Texas Tech and subsequently earned a law degree from the University of Texas at Austin. Prior to joining the Texas Tech System in 2006, Hance practiced law in Austin and served as Texas Railroad Commissioner. In the years leading up to his commissioner post, he served three terms in the U.S. House of Representatives and five years in the Texas Senate. Hance's legendary course on leadership has inspired many future leaders of Texas and beyond. This paper is based on his December 18 and 19, 2009 commencement addresses to Texas Tech University graduates in Lubbock, Texas.

Self Control and Liberty in Law

Royal Furgeson*

Tech graduates, because of your families and your teachers, you are here today in celebration of a significant accomplishment. So please rise and give them a standing ovation.

I have a long connection to Texas Tech. My father, the original Royal Furgeson, enrolled here in 1927, after growing up on a farm near Lubbock. Two years later, the Great Depression hit, and he was forced to drop out of school to help his family survive. For the next eight years, on and off, my father continued to go to Tech, until he graduated in 1937, ten years after he started. He would be the only one of his twelve brothers and sisters to earn a college degree.

For most of his life, except for duty in World War II, my father was a county employee. The best opportunity for a college education for his children, just as it had been for him, was Texas Tech. And so it was that I graduated from Tech in 1964, my sister Peggy graduated from Tech in 1969, my brother Jim graduated from Tech in 1971, and my sister Sally graduated from Tech in 1975. Since Tech's inception in 1925, it has been this way for generations across the western two-thirds of Texas. The best opportunity for a college education has been Texas Tech. I imagine that the story of my father, my brother, my sisters, and me is not unlike your story. Tech has given all of us our start.

You might understand then why I have such a strong affection for and appreciation of this university. I owe it a lot. Therefore, when my good and great friend Kent Hance asked me to speak here, I immediately agreed. This is a very special honor for me.

That being the case, I promise not to abuse your trust. This will be a short speech. Regardless of content, there has seldom been a bad short speech. But, since you are my people, and since I've been around for 68 years, there are some things I want to share with you.

The subject of my speech comes from a visit with my mother, Alyene Hardwick Furgeson, in her nursing home. For all 90 years of her life, my mother has been a committed Methodist. By her side is an ancient Cokesbury hymnal, worn down by years of devoted attention. I noted it on my last visit and decided to read some hymns to her. As I did so, I turned to that iconic ode to our nation—"America the Beautiful"—and these lines jumped off the page: "Confirm thy soul in self control, thy liberty in law." I could not resist the message. And so today, may I talk to you a few minutes about self-control, liberty, and law?

It is axiomatic to me that self-control, liberty, and law go hand-in-hand. All three are necessary ingredients for a thriving democracy. Without all three, it is unlikely that a democracy can even exist.

First, let us consider self-control. One disclaimer to begin with: I did not choose the topic of self-control to caution you against riotous behavior at the conclusion of this happy occasion. I know that you will be prudent.

In my view, self-control means maturity and delayed gratification. Be slow to anger. Don't fly off the handle. Embrace Aristotle's Golden Mean: avoid extremes and seek the middle path.

People with self-control also realize that they are not perfect, that they can be wrong, and that they have an obligation to listen to opposing viewpoints and to give them careful attention. In such circumstances—indeed in all circumstances—civility matters. As John F. Kennedy once said, “Civility is not a sign of weakness.”

Self-control means not jumping to conclusions. Gather the facts and then decide. John Adams counseled that facts “are hard things.” Recall also what Patrick Moynihan said: “We are entitled to our own opinions, but not to our own facts.”

Self-control means that a person strives for wisdom, and while wisdom does not require graduation from a great university like Texas Tech, education and learning can only be accomplished through self-control. Regarding wisdom, the *Talmud* reminds us that, “The highest wisdom is loving kindness.”

Another type of wisdom is the ability to discern the false gods in our presence. Today, at almost every corner, there seems to be someone selling a new secret to success or happiness or fulfillment for only \$9.99 down and \$9.99 a month for 12 months. They want us to worship their gods. Turn them away. Remember that Emerson's instruction is correct: “It behooves us to be careful what we worship, for what we are worshipping we are becoming.” We only get one life, so it should be the life we choose, not what others would choose for us.

Self-control means a healthy lifestyle. Eat plenty of fruits and vegetables, and don't forget broccoli and Brussels sprouts. They may be an acquired taste, but you can do it. Eat smaller portions, because it is a fact that today our caloric intake is 20 percent higher than it was twenty years ago. A few beers on the weekend or maybe a glass of wine or two is certainly acceptable, but moderation is important here. As the songwriter in the movie *Crazy Heart* wrote, “There is such a thing as too much fun.”

Exercise as much as possible. You only get one body. Take good care of it. As Mary Schmich has advised, use sunscreen and always floss. And as I advise, to the men in the audience, don't forget to wear socks with your shoes.

Self-control requires thoughtfulness in personal relationships. It's not always about us. What Maya Angelou has noted is true: “I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” Instructive here is a story about the two great

nineteenth-century rivals in British politics: Gladstone and Disraeli. One of the grand ladies of London society was reported to have had successive dinners with the two men and then observed: “After dining with Mr. Gladstone, I concluded that he was the most clever person in all the world. After dining with Mr. Disraeli, I concluded that I was the most clever person in all the world.”

Pass along an encouraging word to others, especially those who make our lives better. Dave Barry has put it another way: “A person who is nice to you, but rude to the waiter, is not a nice person.”

Self-control is the opposite of self-indulgence. Just as Galileo understood that the earth was not the center of the universe, we must understand that we are not the center of the universe either.

Self-control is also the opposite of arrogance. Even our best minds still struggle to understand the mysteries of life and of intergalactic space. Knowing how little we truly know, how can any of us be arrogant about anything? Humility should always be the order of the day.

When I think of self-control, I think of the people who built this magnificent country of ours. Some were famous, but most were not. To paraphrase George Eliot, “The growing good of [America has been] partly dependent on un-historic acts, and that things are not so ill with you and me as they might have been, is half owing to the number who lived faithfully a hidden life and rest in unvisited tombs.” We should never forget that we have benefited from the efforts of so many that have labored so diligently and in complete obscurity to make our lives better. That’s why there truly are no self-made men or self-made women. Those who have gone before us have paved the way for us.

The second part of the referenced stanza in “America the Beautiful” requires that we confirm our liberty in law. To me, after long years at court, it is self-evident how liberty is confirmed in law. Think about it. If we are not secure in our person, in our home, and in our property, then we have no liberty. If there is no law to protect us, then we are not free, because everything can be taken from us.

Law, therefore, matters. It allows us to deal with those who commit crimes, who breach contracts, and who perpetuate fraud. It is an unfortunate fact that not all our citizens keep to the straight and narrow path. Per capita, we have more people in prison than any other nation in the world. And some of those people are much worse than others. Yet, it is crucial that even they be judged under the law, because as Robert Bolt has observed, we should give even the Devil the benefit of the law, for our own safety’s sake.

John Marshall put it another way in *Marbury v. Madison* when he wrote that the “very essence of civil liberty certainly consists in the right of every individual to claim the protection of laws.” And James Madison put it yet another way when he observed that if “men were angels, no government would be necessary.” Nor

would laws be necessary. But not one of us is an angel, so we need government and the law to make us accountable to each other.

James Madison also wrote that, “Justice is the end of government. It is the end of civil society. It ever has been and ever will be pursued until it be obtained, or until liberty itself be lost in the pursuit.” It bears repeating. If there is no law and no justice, then there is no liberty.

By the way, it is important to note that in America, we do justice with juries. When Thomas Jefferson penned the Declaration of Independence, he gave as one reason for our rebellion that we had been denied the right to trial by jury. Two of the first ten amendments to the Constitution guarantee Americans the right to trial by jury. Indeed, to me, the greatest institution of democracy in our nation is the jury, because it is the only time when our citizens make the final decision in our governmental structure. From time-to-time you will hear criticisms of juries. I tell you that most are ill-founded. I have personally observed hundreds of juries during my 43 years in the justice system. In almost every instance, the jury verdict has been the right verdict. After all, juries are us, and if we can’t trust ourselves, then we are indeed on the road to perdition. I hope you get the chance to serve on a jury someday.

But, don’t take all of this from me. Take it from Atticus Finch in Harper Lee’s *To Kill a Mockingbird*: “Our courts have their faults, as does any human institution, but in this country our courts are the great levelers, and in our courts all men are created equal. [It is not idealistic] to believe firmly in the integrity of our courts and in the jury system—that is no ideal, . . . it is a living, working reality.”

So, my dear friends, that’s it. “Confirm thy soul in self control, thy liberty in law.” Please understand that I am not asking you to lead a dull and boring existence. Not so at all. Be of good cheer. Laugh and be joyous. And anyway, have you ever met a dull and boring Red Raider? Such a person does not exist.

Follow this formula with a good and abiding spirit. It will lead you along the path of good citizenship and sound achievement. And when you get to your senior years, you will be confident in the knowledge that you did your best for your family, for your community, and for your nation. It is a legacy to strive for.

Now could we all stand to sing “America the Beautiful”, by Katharine Lee Bates.

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America! God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America! God mend thine every flaw
Confirm thy soul in self control,
Thy liberty in law!

Congratulations, Red Raiders. God bless you, and God bless Texas Tech.

*Royal Furgeson serves as United States District Judge, Western and Northern Districts of Texas. He is a 1964 Texas Tech graduate with a Bachelor of English degree and a 1967 graduate of the University of Texas School of Law. While at Texas Tech, Furgeson lettered on the men's basketball team and served as student body president. In 2007, he was named as a Distinguished Alumni by the Texas Tech Alumni Association and named as a West Texas Legal Legend by the Texas Tech School of Law in 2008. He is a former shareholder of the law firm of Kemp, Smith, Duncan & Hammond, and a former U.S. District Judge in the El Paso, Midland, and San Antonio Divisions. This paper is based on his commencement address May 14 and 15, 2010 to Texas Tech University graduates in Lubbock, Texas.