



WT125

From the
PANHANDLE
to the **WORLD**



TM

“West Texas A&M University has been committed to understanding the aspirations of the young people of this region for more than a century. Their hopes and dreams have always been an important part of our role as a regional university, and we will continue to meet those needs through academic purpose and service for the next 100 years. WT 125 is essentially a plan to do just that—create a future for West Texas A&M University that is responsive to the needs of the students, faculty and staff, the Panhandle and the world.”

—*Walter V. Wendler*



WT125:

*From the Panhandle
to the World*

is a carefully conceived
vision for the future
of West Texas A&M
University.

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OPENING THOUGHTS

Dear Reader,

The document before you represents the culmination of tireless work by hundreds of individuals. It is impossible to gauge the intellectual and emotional energy invested in *WT 125: From the Panhandle to the World*. Those of us involved in the process firmly believe it will transform West Texas A&M University into a more effective institution in service to our region, The Texas A&M University System, the state, nation and world.

This document represents an ambitious endeavor. We are not afraid of it, but run toward it. Our history is invaluable. West Texas A&M University has educated the Texas Panhandle since 1910. Over 70 percent of the teachers and administrators in public schools in the Panhandle have at least one degree from WT. We are proud of this foundation, and we intend to build a powerful future through excellence in our classrooms, laboratories, studios and other teaching venues through an intensified research agenda that is defined by the challenges and opportunities of the Panhandle. Our commitment to Panhandle rural communities as well as the urban areas of Canyon and Amarillo is the nucleus of our future. What we find and respond to here will also have application to similar geographic regions of the state, nation and world.

I would like to express my appreciation to the many individuals who contributed to this project. White papers, theme group reports and other contributions to this energetic process are available at wtamu.edu/wt125.

WT has been
the source of higher
education in the Texas
Panhandle for more than
100 years. Our long-standing
commitment has always been
to serve both the students
and the region of the
Panhandle.

WT 125: From the Panhandle to the World was developed using processes and procedures similar to those used with plans I helped develop at Texas A&M University, The Texas A&M University System, and, lastly, as chancellor at Southern Illinois University Carbondale. History shows each of these efforts had a positive impact. Accumulated experience is the best teacher, and this plan is the best of the lot.

It has been inspiring to watch the process unfold. We hope you find excitement in reading about WT's future.

Sincerely,



Walter V. Wendler
President

Who we are.

*The Context
and Character
of WT*



BIG IDEAS

CITIZENSHIP

At WT, we believe that the many rights granted to citizens carry considerable responsibilities.

WORKING AND STUDYING

Opportunities exist for individuals to exhibit abilities and accomplishments above the norm for which they are recognized and acknowledged. Internships and apprenticeships create appreciation for organizational hierarchies and the demands of performance.

COMMUNITY COLLEGE

Community colleges represent a low-cost, high efficiency means for students to test “college waters” with little or no debt. Students who would need to borrow money to attend WT are encouraged to attend a community college before transferring to WT.

OUR CAMPUS

WT is tied to the Texas Panhandle. Being responsive to the geography, values, beliefs and passions of the people of the Panhandle is what makes the University distinctive.

SHARP FOCUS

Our focus will be on community life, schools in rural settings, enriched enterprise, beef, rural healthcare, and water and energy. These points of focus will lead to the development of a first-of-its-kind *Regional Research University*.

DEEP PLANNING PRINCIPLES

Underpinning future leadership of this campus and the community will be done with an entrepreneurial spirit and a commitment to service, program excellence and operational efficiency.

REGIONAL RESPONSIVENESS

Addressing regional challenges will attract positive attention from lawmakers, business and industry. Such action is empowering, not limiting. The demographics of our region include a growing number of Hispanics and African Americans. We are classified as a Hispanic Serving Institution. The majority of these students are first in their families to attend college. Serving them well serves our region.

MISSION

The primary mission of West Texas A&M University is to serve the people of Texas.

Our mission is accomplished by offering intellectually challenging, critically reflective and regionally responsive academic programs that provide students keen insight and vocational vitality.

WT's first responsibility is to the people of the top 26 counties of Texas—the Texas Panhandle.

Focusing on the aspirations and needs of the citizens that the University serves creates value beyond the borders of the Panhandle by first attending to rural community life.

Serving first
locally is a commitment
WT stands by when it comes
to the top 26 counties of Texas. The
University is regionally responsive
to the needs of the people of the
Texas Panhandle through
academic purpose
and service.

VISION

The citizens of the Panhandle are pioneers.

Our history is contoured by the perseverance and the tenacity of our citizenry and informed by the climate, the land and the serenity of the Panhandle. WT's vision is to become a **Regional Research University** responsive to these unalterable forces that shape who we are. Our focus on the people and places of the Panhandle will create a distinctiveness acknowledged throughout the Panhandle, across the country and around the world. We will work diligently to share our work and its value.

The pioneer, wherever found, is self-reliant of necessity. There is no one else upon whom he can depend. Likewise, he is courageous because he is habitually meeting situations from which he cannot run away. He is tenacious and determined because it takes such qualities to wrest victory from the forces which everywhere oppose him. He is resourceful because he is compelled to invent most of the means and instruments that he uses in his daily work. He looks hardship squarely in the eye without flinching and refuses to be discouraged in the face of difficulties. In short, the pioneer develops those fine qualities of life that make him stand out as a useful and constructive citizen.¹

OUR VALUES

WT's values are inspired by the people of the plains, the towns, ranches, farms and communities that prioritize commitment to family, faith, hard work and community—locally, regionally and universally. These values also are shaped by the historic forces of American higher education.

Regardless of background, family history, personal beliefs or aspirations, everyone who meets its standards of performance will realize the benefits WT has to offer.

WT's values are reflective of, and responsive to, the people we serve. Performance, service and accomplishment guide our values. Graduates of WT will value hard work and performance as measures of excellence.

**WT will create
in its students a
commitment to being**

- self-reliant,
- courageous,
- resourceful, and
- part of something larger than one's self.

Where
we are
going.

*The Start of
Strategic Planning*



ORIGINS OF WT 125

West Texas A&M University aspires to be a Regionally Responsive Research University. As this plan was developed, over 300 people from campus, the Amarillo and Canyon communities, the extended Texas Panhandle and the state and nation came together to talk about the future of the University. In numerous small group meetings, a multitude of topics were deliberated. Out of those conversations came a view of the future for West Texas A&M University. This work will be realized at the 125th anniversary of service, which will be celebrated in the year 2035.

Our University has been charged by The Texas A&M University System to attain doctoral status in the near future by developing doctoral degrees and graduating 20 doctoral candidates per year on a consistent basis. We take this charge seriously and are working to attain that status by first serving locally. This means, without equivocation, our advanced study programs will never neglect the importance of the fundamental understanding of the human condition as expressed in areas of study like literature, history, humanities and social sciences along with areas of study in life sciences, natural sciences and computational competence—all of

which are deemed to be the foundation of human existence.

Ultimately, the quality of this institution will be determined not by four-year graduation rates, six-year graduation rates, success in professional and vocational testing or any system of measurable inputs or outcomes. The best measure of WT's success is taken at the regional level, where lives are changed and in turn impact other lives. The University's reputation will grow in proportion to its impact on the lives of Panhandle residents.

West Texas A&M University in the near and distant future will be wholly committed to serving students in attaining their life ambitions. The benchmarks are only a means to help us understand how we serve. We are aware, however, of the limitations of many measures held in high regard by others. Each student must be treated as an individual since differences in life experiences and preparation demand a more precise and personal measure. For example, imagine a 34-year-old working parent of two children who has decided to pursue a bachelor's degree. If that person takes eight years to complete the degree, while maintaining a parenting role and full-time job, today's policymakers judge this a failure. But in fact, this is a great success.

There are
various ways to
determine the quality of an
institution, but the best gauge, by
far, is its impact on the
lives and communities
it serves.

The idea to
first serve locally
holds merit when it comes to
building important connections.
These connections foster relationships
that have significant impact
on the institution as well
as the region
it serves.

Toward this end, the architects of *WT 125: From the Panhandle to the World* have carefully and deliberately used a process that collects the opinions of many individuals, along with their aspirations for an institution that they hold dear. A vast number of the people involved in this process are WT alumni. The impact and importance of that relationship is apparent in the care and concern that alumni demonstrate for the influence that the institution has had in changing the course of their lives. We hold such perspective in the highest regard. To do otherwise is to squander the very basis for an educational experience. The impact of an education is dramatic and life changing. When the skin is peeled off the rhetoric, the predispositions, the strategic plans and the portfolios of elected and appointed officials, the purpose of an education is wholly and simply this: to change the way an individual thinks.

Organizations serve all best when they first serve locally. This is true in any business enterprise, any educational institution and any religious organization—even in institutions that conduct business digitally. Quality is assessed through the lens of geography.

WT 125: From the Panhandle to the World is a long-range plan. For better or worse, government bureaucracies (and this includes universities) tend to derive direction from quarterly reports, annual reviews, and in the most thoughtful instances, five-year plans. This plan spans nearly two decades. It is a generational plan, one that encompasses roughly one generation. When organizations become large and complex, change and real progress occur at a glacial pace. Traditions, habits, customs, operating principles, shared governance and self-perception tends to develop over the life of an organization, not in a one- or two- or even five-year window.

PLANNING PRINCIPLES

The following 12 planning principles will be evidenced in all decision-making as the future of WT is realized.

1. PEOPLE FIRST

West Texas A&M University is first composed of people. Every effort will be made to recruit, retain and reward students, faculty and staff who share this commitment. Students are WT's purpose for existence. Recruiting and retaining the very best, by our measure, requires much more than test scores and class rank. We seek those who will lead. Excellent faculty are needed to work with excellent students. The high quality of WT's faculty and the work environment the University nurtures are important to ongoing success. Graduate students, under the leadership of faculty in creative and scholarly work, are at once learners and leaders. Staff, who also support the academic enterprise, should be appreciated for the commitment to excellence that they bring.

2. SERVANT LEADERSHIP

The foundation of all leadership decisions in the planning process will be the extent to which a decision allows WT to lead by serving. Decisions will be made by understanding the highest interests of WT in its many dimensions. Work will be directed to serving those interests through leadership at every level.

3. LEARNER-CENTERED UNIVERSITY

West Texas A&M University must provide a nurturing yet rigorous educational environment for learners of all levels, both on- and off-campus, degree seeking and non-degree

seeking. All actions suggested by planning should value and emphasize educational opportunity afforded students as the central purpose of WT. This is our focusing purpose, and it is academic in nature.

4. CORE PROGRAMS AND DISTINCTIVE COMPETENCIES

At West Texas A&M University, various core programs define the University experience. There should be access to excellence in foundational educational programs, the core body of knowledge that allows a person to be an educated human being, a U.S. citizen and a member of society. Each academic program should provide distinctive, excellent core experiences for students. Additionally, each program should provide something to the greater university and to the state of Texas that is available nowhere else in the state. Strength in core programs and distinctive competencies will mark West Texas A&M University's excellence.

5. DEEP INTERDEPENDENCE

As West Texas A&M University evolves into a *Regional Research University*, the variety and type of offerings must be tailored to the strengths of each program represented and its relationship to our faculty's skills and interests and regional challenges, needs and opportunities.

6. QUALITY AS THE CORNERSTONE

Defining and assessing quality is an immense challenge. Quality is not always easily characterized in words and numbers. Some aspects of quality in higher education defy any quantification; most require multiple indicators. For

example, student retention—a measure some value highly—should never be misinterpreted to mean our educational efforts are of high quality just because student retention is good. A quality education will result in improved retention, but the reverse is not always true. The way that students are nurtured, the number effectively placed for employment or graduate/professional study and performance on professional examinations for certification all indicate quality in other dimensions. These dimensions are themselves indicators of the University’s aspiration to make WT a place known for a pervasive commitment to student achievement.

7. SERVING OUR CORNER OF TEXAS

Vibrant universities become so by serving well at the local level. Our mission at West Texas A&M University is to diligently address the needs of the people, communities, institutions and enterprises of the Texas Panhandle. The top 26 counties of Texas makeup our corner of the world. As part of The Texas A&M University System, the Morrill Act that established the land grant universities in America is in our DNA. The act was passed in response to the demand created by the Industrial Age for educated people to serve the agricultural and mechanical needs of a growing nation. When West Texas State Normal College was founded, our commitment was to educate teachers who would educate the citizens of this region of Texas. A teachers college coupled with a commitment to practically minded, land-grant inspired service is a powerful testament to who we were and what we will become. The challenge today is to capture and define the idea of a **Regional Research University** built on a foundation of service to the place we call home. WT will lead in extending and amplifying what it means to be service-oriented in the 21st century through actions consistent with the ideals of the Morrill Act. As members of The Texas A&M University System we share those ideals.

in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.²

8. PARTICIPATORY DECISION MAKING

Those affected by the plan and process should be directly involved in the decision-making that produces the plan. While it is impossible to include everyone, it is possible to include representatives of those affected. For example, students involved in course work throughout the University can be effectively represented in the planning process through the agency of dedicated faculty and staff. The key players in the planning process sought participation from their constituencies to the broadest extent possible. As the plan unfolded, this input guided the effort to serve all.

9. A FLEXIBLE ORGANIZATION

West Texas A&M University should be known as an efficient organization. Many sources indicate that resources for administration are effectively distributed at WT when compared to other institutions. Increasing competition from private, for-profit universities and demands for efficiency from Austin and The Texas A&M University System mean we must become even more adept from an administrative standpoint. Necessary bureaucratic procedures should be transparent and easy to negotiate, not an obstacle to success. People, rather than organizations, should be responsible for making decisions. We will do all that we can to create channels of responsibility and to have decisions made by people at the lowest, most appropriate levels that add value. The best universities are responsive to change and are adaptable, agile and able to provide support and assistance for the knowledge work of the institution.

10. RISK-FRIENDLY ENVIRONMENTS

The best universities of the 21st century will encourage informed risk-taking. Taking risks may produce failure, but from failure, comes discovery. The most profound ideas, the

It never hurts
to push the proverbial envelope
just a bit—that’s a risk that everyone
should take to push ideas, thoughts and
dreams forward to encourage growth, success
and opportunities. It’s something seen
every day in the Texas Panhandle—an
entrepreneurial spirit that offers unlimited
possibilities, and that same
spirit is encouraged
at WT.

greatest inventions, the most compelling masterpieces grow from an environment that tolerates, even encourages, risk. People identify with the entrepreneurial spirit of Texas and especially of the Panhandle. This spirit—that pushes the edge of thought and action and sees possibilities and opportunities where others may not—needs to be present in the faculty, staff and students of West Texas A&M University and in its plan. Faculty, staff and students will be encouraged to be entrepreneurial in every aspect of University life and to be bold in seeking opportunities that benefit the life of the University, its citizens, and, ultimately, the citizens of the Panhandle, state and beyond. This entrepreneurial spirit will mark WT.

11. REFLECTIVE AND RESPONSIVE

The diversity of the student body, faculty and staff directly

support the intellectual mission of the University by assuring that a broad and relevant set of experiences, perspectives, needs and talents are present in the academic community. The University will be reflective and responsive to the diverse needs of its community through its programs and services and by living up to its fundamental commitment to equity and dignity of all persons.

12. STUDENT-CENTERED FACILITIES

The campuses and facilities of West Texas A&M University must provide welcoming environments that are aesthetically pleasing as well as appropriate to their purpose and efficiency. All should be proud of the physical facilities and resources of West Texas A&M University.

MAXIMS OF WT 125: FROM THE PANHANDLE TO THE WORLD

These ideas will carry West Texas A&M University into the forefront of WT's aspirational peers while WT serves its students and the region.

wtamu.edu/wt125themegroupreportsummary

MAXIM ONE

Serve the Panhandle and Its Heart – The I-27 Corridor and Route 66

wtamu.edu/wt125thepanhandle

ASPIRATION

The University's relationship to its community is critical. Schools, industries, businesses and cultural activities all play a pivotal role in building a quality place to live and study. This is a mutually reinforcing phenomenon.

MAXIM TWO

Embrace Our Community College Partnerships

wtamu.edu/wt125communitycollege

ASPIRATION

The University must cultivate a modern version of itself and understand historical imperatives that affect its role in serving students in partnership with community colleges as a means to cost effectiveness and impact on various communities.

MAXIM THREE

Build Undergraduate Academic Excellence

wtamu.edu/wt125undergradacademics

ASPIRATION

The quality of the student body, the quality of teaching and advising available to students and the quality of the faculty who work with undergraduates all contribute to the undergraduate academic experience. The strength of a *Regional Research University* is defined, in part, by the quality of the core humanities, arts and sciences programs offered. While our programs are sound, improvement and strength of identity are needed. Essential to success is recruiting high-achieving students. We need to engage the very best freshman scholars.

MAXIM FOUR

Focus Graduate Academics on Regional Opportunities

wtamu.edu/wt125gradacademics

ASPIRATION

Exceptional faculty attract exceptional graduate students. The best universities have the most accomplished graduate students and research programs. It is that simple. Our move to doctoral status is driven and sustained by carefully conceived graduate programs. These programs must be responsive to the needs of the Texas Panhandle and similar geographic regions.

MAXIM FIVE

Learn and Live: Residential Education Experience

wtamu.edu/wt125residentialeducation

ASPIRATION

Identification with and capabilities for providing a complete experience that includes leadership development and life skills should never fall below any other priority of the institution.

MAXIM SIX

Efficiently Utilize Resources

wtamu.edu/wt125financialresources

ASPIRATION

The quality to which we aspire will be achieved with appropriate material support. Resources may not lead to quality, but quality always leads to resources. Quality first.

MAXIM SEVEN

Provide Access to Insight: Intellectual Resources

wtamu.edu/wt125intellectualresources

ASPIRATION

The core of the campus, at its heart, is the flow of intellectual resources, insight and wisdom. No aspiration of *WT 125: From the Panhandle to the World* will be achieved without substantial commitments in information technology, the Cornette Library, the Panhandle-Plains Historical Museum and other resources that power creative thinking and provide insights to students, faculty and the Panhandle community.

MAXIM EIGHT

Engage and Empower Excellence in Human Capital

wtamu.edu/wt125humancapital

ASPIRATION

Faculty and staff are the University. The University must recruit, reward and retain the very best. The sine qua non of all faculty and staff at every level must be teaching and the support thereof in its diverse manifestations.

MAXIM NINE

Foster Locally Responsive Research and Infrastructure

wtamu.edu/wt125researchandinfrastructure

ASPIRATION

Sustain excellence in research, scholarship and creative activities that first address local needs and ideals. Excellence in research and scholarship will attract human and material resources. This is a critical goal.

MAXIM TEN

Purposefully Lead, Govern and Organize

wtamu.edu/wt125leadershipgovernance

ASPIRATION

Great universities exist where there is enlightened leadership. This is true at the state, system and university levels. It is true from within and from without. It comes from every rank of university life: staff, faculty and administration. No segment has the corner on the market of innovation and insight. Recognition of this will make WT better positioned to lead.

PRESUPPOSITIONS

THE DUTY OF CITIZENSHIP

The many rights granted to citizens carry considerable responsibilities. Theodore Roosevelt probably said it best in his speech “Citizenship in a Republic” given on April 23, 1910:

The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, and comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows the great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat.³

The essence of Roosevelt’s proclamation was that power and purpose grow out of a person’s duty as a citizen through the exercise of free will. This University embraces the duty to encourage and sustain individual responsibility to the region, the state and the country. Noble citizenship and its

purpose expressed in an effective university create a potent and useful force for change.

THE VALUE OF WORK

WT will continue to encourage students to reap the benefits of both work and study and to intertwine these experiences seamlessly, thereby benefiting both.

The educational experience is one in which all students are treated equally and effectively guided by knowledgeable faculty members. Opportunities exist for individuals to exhibit abilities and accomplishments above the norm for which individuals are recognized and acknowledged. Internships and apprenticeships create appreciation for the consequence of a hierarchy.

To provide and encourage students to incorporate on-the-job training in both apprenticeship and internship settings, WT works to expand these types of pedagogical extensions of the classroom. Students, regardless of major, benefit from internships/ apprenticeships that combine learning and laboring. Providing sufficient mentors and meaningful experiences for students to bridge the gap between education and experience is a challenge WT is prepared to undertake.

THE PRIMACY OF PLACE

To a great extent, West Texas A&M University is a creation of the Texas Panhandle and the state of Texas. An intentional focus on the region will result in considerable advantages, including:

- heightened attention to the needs of students from the local service region;
- positive attention from lawmakers, business and industry;
- an attractiveness to students from afar, even as we serve first locally, who will be drawn to a university with clarity of purpose and distinctiveness;
- mission excellence growing out of the collective impact of research, scholarship and creative interests of faculty, focused on students and delivered with a regional responsiveness;
- sustained regional economic impact recognized by leaders across the locale, state and nation; and
- cost efficiencies generated by the ability to focus resources more narrowly according to the regional priority.

WT will be attractive to those who call the Panhandle home as well as inviting to those beyond the regional community.

OUR CAMPUS IS AN EXTENSION OF AMARILLO-CANYON AND VICE VERSA

Amarillo and Canyon are mutually supportive – neither can exist without the other. WT’s responsiveness to its local community, its host and partner, creates vitality and value for both. The University Economic Development Association suggests that institutional engagement with partners and stakeholders creates sustainable growth and extends the value of both the campus and the community. By 2035, or sooner, WT will fully reflect this principle.

OUR CAMPUS IS A PLACE THAT PROVIDES THE OPPORTUNITY FOR REVERENCE

Typically, we think of reverence as related to matters of faith, but campuses also have places of reverence. WT is in close proximity to several faith-based organizations and maintains Joseph A. Hill Memorial Chapel on WT’s campus. WT will enhance and continue to improve on manifold opportunities for such spaces of reverence.

I met a man who proposed to his wife at Kimbrough Memorial Stadium. Understandably, this makes Kimbrough a place of reverence for this man and woman.

—Walter V. Wendler

OUR CAMPUS IS EMBLEMATIC OF TEXAS

WT’s place in the state of Texas and in the Panhandle provides geographic, cultural and climatic distinctiveness. Appreciating these aspects of the Panhandle should help define the nature of our physical campus. The openness, entrepreneurship, self-assurance, toughness and tenacity are resident and critical for this place we call home. West Texas A&M University will powerfully reinforce our sense of place. WT is Texas, and, as Abraham Lincoln supposedly quipped, “I like to see a man proud of the place in which he lives. I like to see a man live so that his place will be proud of him.”

EMBRACING PARTNERSHIP

Given the geographic and population characteristics of this region, partnerships with community colleges and peer institutions will be the natural outgrowth of a regional

priority. Partnerships with national research institutions will increase opportunities for WT graduates to complete their graduate and professional studies at renowned research universities.

With the rise of college costs and student debt, the cost effectiveness of post-secondary education is justly under scrutiny. Because community colleges provide a low cost, highly efficient way for students to start their college career, WT encourages students to attend one of these quality institutions if they lack the resources to attend WT without borrowing money during their first 60 hours of college study. WT will work closely with community colleges to make this path to a bachelor's degree efficient and effective.

For students intending to complete a graduate professional degree, WT will partner with outstanding national research universities. These partnerships will grant access for WT students to competitive post-graduate programs at flagship universities, including Texas A&M University. Quality creates quality.

THE ARTS AND HUMANITIES

A Rightful Place in Rural America.

A recent report from the National Endowment for the Arts regarding rural arts, design and innovation in America reveals that civic engagement and leadership result from engaging with the arts.⁴ In addition, local businesses consider the impact of the arts and entertainment to be a

magnet for new business development suggesting that arts and humanities organizations are a genesis of innovation.

WT Provides Priceless Assets to Support the Arts and Humanities.

The heart of the Texas Panhandle, home to dozens of small communities, relies on Amarillo and Canyon for cultural, human and community sustenance. The cultural context of this constellation of communities revolves around the I-27 Corridor connecting Amarillo and Canyon. The region looks to West Texas A&M University to cultivate appreciation for the human condition and its expression provided by the arts. A special focus on the history of the Texas Panhandle comes alive through the work of the Panhandle-Plains Historical Museum.

The Panhandle-Plains Historical Museum is a vehicle for engendering community support. With its calendar full of programs and relationships with schools and businesses in Amarillo and Canyon, the Panhandle-Plains Historical Museum reaches out into the community in service and partnership.

—*The Panhandle-Plains Historical Museum*
wtamu.edu/wt125pphm

The University
recognizes the rights
of students as active
and responsible citizens
and its power to produce
change for the
betterment of the
country.

Where we are.

*A University's
Regional
Responsibilities*



THE PANHANDLE

The Texas Panhandle includes small communities and agricultural populations of the northernmost 26 counties of the state. Over 20 percent of the Texas population lives in agrarian communities. This proportion changes little for our national population. About 80 percent of America's citizens live on three percent of the land. According to the United Nations, about 45 percent of the world's population live in non-urban areas. While the worldwide population continues to urbanize, smaller communities are critical to the organic functioning of the world. In almost every case in every nation, smaller communities are the keepers of the values that define a people. At WT, we recognize, preserve and celebrate both the natural assets and the values possessed by rural communities.

With more than 20 percent of the Texas population living in agrarian communities, WT is dedicated to addressing the needs of these rural communities through its strategic-planning process.

2017 Population Estimates Panhandle Counties

| | | | | | |
|-----------------------------|---------------------------|-----------------------------|----------------------------|-------------------------------|---------------------------|
| Dallam 7,208 | Sherman 3,067 | Hansford 5,447 | Ochiltree 10,073 | Lipscomb 3,378 | |
| Hartley 5,691 | Moore 22,097 | Hutchinson 21,375 | Roberts 938 | Hemphill 4,024 | |
| Oldham 2,114 | Potter 120,458 | Carson 6,032 | Gray 22,404 | Wheeler 5,358 | |
| Deaf Smith 18,836 | Randall 134,442 | Armstrong 1,879 | Donley 3,311 | Collingsworth 2,987 | |
| Parmer 9,842 | Castro 7,843 | Swisher 7,515 | Briscoe 1,528 | Hall 3,071 | Childress 7,067 |

U.S. Census

WT will focus its research and service efforts on local needs and in the general areas that define the Texas Panhandle.

COMMUNITY LIFE

Rural, agricultural communities typically lack access to cultural activities and events that make life special through vibrant, intellectually-moving experiences. The future prosperity of these small communities often comes from the humanities, the fine arts and other cultural perspectives. Colleges and universities that commit to the study of the arts and humanities in agrarian settings have ever-widening spheres of influence. WT will continue to produce exceptional musicians, dancers, artists, theatre performers and educators of the arts who have access and contribute to the local arts community and who also maintain a dedication to sharing a vibrant social and cultural life in the Texas Panhandle.

SCHOOLS IN RURAL SETTINGS

The single most powerful tool for equipping the region, enhancing its health and prosperity and delivering the quality of life desired by its inhabitants is education. Supporting Texas Panhandle educators in various ways has defined this University since its inception. WT will continue to expand and adjust its work to provide high-quality educational leaders who live and work across this region. At the writing of this plan, the University has just received approval to open a first-of-its-kind doctoral program that will prepare educators to lead rural schools effectively and with innovation. The Doctor of Education Degree in Educational Leadership is a prototype for additional graduate programs that will serve the top 26 counties in the Texas Panhandle with distinction. WT is committed to serving the needs of small school districts in agricultural settings with excellence.

ENRICHED ENTERPRISE

Enriched enterprise is important to the vitality of the Texas Panhandle and the people who live in the small communities in the region. WT will continue to heighten and elevate the importance of individuals in the entrepreneurial process, ideation and development of business concepts that improve the quality of life. WT is committed to serving the region and well beyond with successful entrepreneurs and business leaders who are empowered to lead others.

BEEF

The U.S. leads the world in producing beef.⁶ Moreover, no region in the United States feeds and produces as many beef cattle as the Panhandle and High Plains region of our state—about one third of the total U.S. production within a 100-mile radius of Canyon.⁷ With the leadership of people like Paul Engler, inaugural inductee into the Cattle Feeder's Hall of Fame, feed cattle became big business in the Texas Panhandle. Driven by regional forces, WT has a regional responsibility and is committed to beef production.

RURAL HEALTH CARE

In small communities, there is a critical need for people to have access to care or resources in order to improve or maintain physical health and mental health. WT will continue to focus our health industry efforts on rural population health care initiatives and the people of the Texas Panhandle who need access to health care, health care education or health care resources. WT is committed to serving the health care needs of outlying areas of the Panhandle with excellence.

WATER AND ENERGY

Water, one of the most precious resources for survival, is scarce in the Texas Panhandle. In fact, the Panhandle is a significant part of the agricultural heart of the nation—one of the 10 most challenged regions of the country for water scarcity. Because of that, WT plans to systematically focus on the water needs of the top 26 counties of Texas. In addition, WT has a regional responsibility in the area of energy. The Texas Panhandle is one of the most consistently windy regions of the United States, and Amarillo, the closest and most important neighbor of Canyon, is one of the four windiest cities in America. In short, WT's location provides tangible opportunity to understand wind energy and the science and prospects for its effective use. WT is committed to its responsibilities of water and energy in the region in order to create value beyond the Texas Panhandle.

The plan.

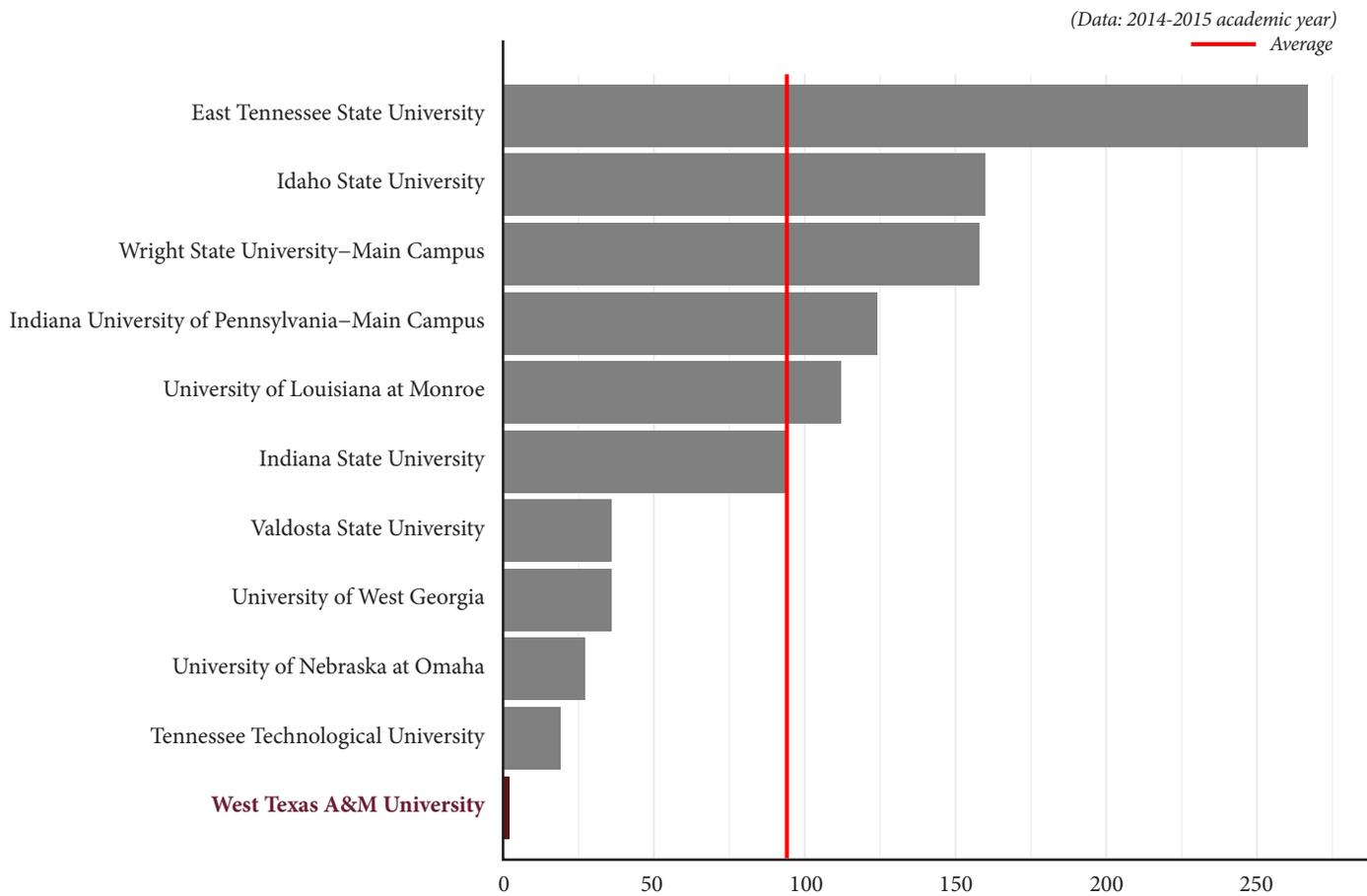
*From the
Panhandle
to the World*



WT's objective
is to attain doctoral
status and in so doing
becomes something
currently unknown: a
*Regional Research
University.*

A *Regional Research University* is focused on solving the complex and demanding problems and challenges associated with the constellation of many small communities served by a single metropolitan area. WT aspires to stand alone as an institution that understands the needs of regional communities in pursuits related to agriculture, commerce and economic development, education, engineering, health care and social and cultural progress in a way that is distinctive.

Aspirant Peers: Doctoral Degrees Awarded



WT will
become a university
unlike any other,
well suited to the people,
place and progress
of the Texas
Panhandle.

In serving this distinctive region, we will be able to transfer our insights and ideas to other similar regions in the nation and even beyond our national borders.

*This unique context gives definition and purpose to the term **Regional Research University**. Simply put, the overall purpose of a **Regional Research University** is to serve regional students and regional needs first, believing that if the institution cannot serve locally first, it will serve nowhere well. This focus does not limit a **Regional Research University's** world-wide reach; instead, it reaffirms through transferability that by focusing first on the region, the needs of similar regions across the nation and world will benefit from its attention, research and resolution of the challenges and opportunities that characterize the region.¹⁰*

wtamu.edu/wt125wp-regional-research-university

A CAREFULLY CONCEIVED VISION FOR THE FUTURE

While *WT 125: From the Panhandle to the World* is an innovative process for the future, a well-developed and clear understanding of where WT fits within the current educational landscape is important. To this end, three distinct groups of “peer” institutions have been identified that help position WT in 2017-2018 as we seek to define what we intend to become by 2035.

PEER INSTITUTION GROUPS

GEOGRAPHIC PEERS

This set of peers includes both Master’s and Doctoral institutions that are similar to WT in many ways, including geographically.

COMPARISON PEERS

This group represents institutions currently similar to WT and is comprised of Master’s Colleges and Universities.

ASPIRANT PEERS

This group is key to the strategic plan, as Aspirant Peers are models for WT’s intention to achieve Doctoral status in the future.

HOW DO WE COMPARE

The Office of Institutional Effectiveness, Data and Analytics at WT conducted a months-long analytical study to identify which institutions should be considered for inclusion in the comparative peer groups. The primary data source for this analysis was the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS).¹¹ IPEDS, which is updated annually, includes data for more than 7,000 institutions and is the de facto data source for inter-institutional comparisons. An initial IPEDS query of data from the 2014-2015 academic year resulted in a data set that included 373 institutions and 215 variables

for consideration in the peer analysis. The first phase of data analysis reduced the sample to 215 institutions and 99 variables that were included in subsequent analyses.

These variables represented many aspects of the University, including admissions, student completions, enrollment, faculty and staff, financial information, institutional characteristics and student success. Even though more than 80 variables were included in analyzing institutional peers, one of the primary factors considered in creating the peer groups was the current Carnegie Classification of each institution. These Carnegie designations are reflected in the descriptions of each these groups.

THE DATA

analytics.wtamu.edu/ieda/wt125.html

Although geographic peers have been identified, there are “competitive peers” that could have been considered. Our students frequently choose between WT and Texas A&M, the University of Texas, Oklahoma State and Texas Tech. Some potential students have legacy connections where their parents, siblings, uncles, aunts and/or grandparents may have attended those institutions, and students consider these institutions carefully.

While WT legitimately competes with these institutions for some of its students, comparisons with those institutions will not be made in this analysis. These are national research universities that produce hundreds of millions of dollars of funded research annually, manage endowments in the hundreds of millions, if not billions of dollars, and field Division I intercollegiate athletics programs. These institutions are fundamentally different from WT. In each and every case, they do not have the distinctiveness (regional mission, common history and geographic locale) that WT shares with the Texas Panhandle.

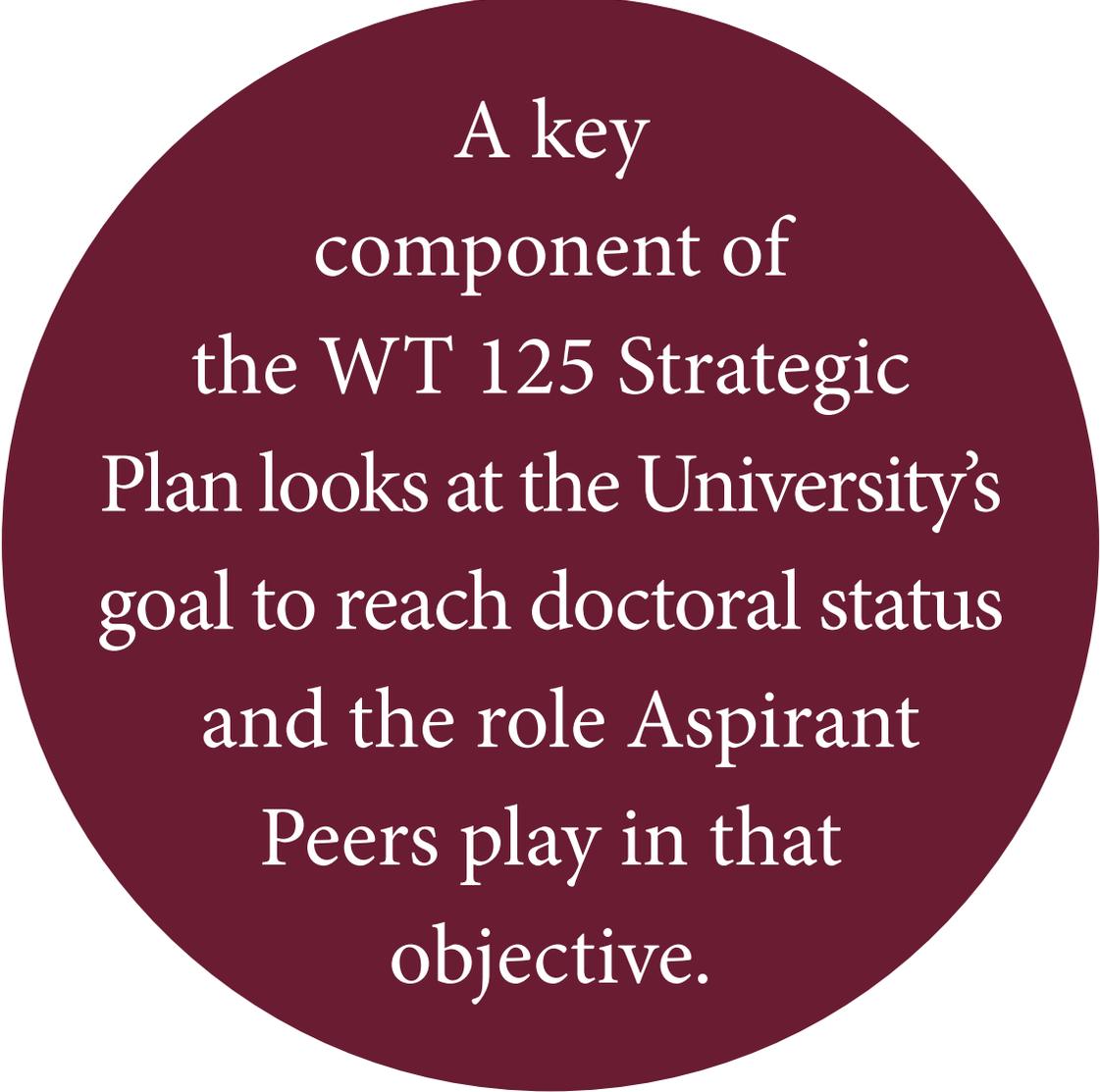
The selection of peer institutions should not be misinterpreted. WT does not want to be exactly like any other university on these lists. Rather, WT wants to be considered in the same family of these universities, while maintaining our identity as WT. Much of our uniqueness is an “accident of geography” that gives us something that no other institutions possess. None are part of the Texas Panhandle. WT is distinguished

from all others in a remarkable way, and it is the culture and geography of the Texas Panhandle that will drive what we do in the coming decades.

The desire to be good, the fear of failure and the desire for familiarity are three fundamental conditions of human nature. WT will address these through a steadfast determination to build on strengths, eliminate weaknesses, seek opportunities and face threats creatively and energetically.

The legislature and the people of Texas should be more aware of what WT does for the state’s economy and for citizens’ quality of life. An understanding of WT’s deep responsibility will provide the foundation for this, but it will be built upon by a new view of how we can provide leadership. WT accepts the responsibility to inform our many constituents in a way that will set an example for other universities.

New alliances and new forms of teaching and learning will emerge. These will shape educational programs that go beyond the individual and impact learners from childhood to advanced age, in primary and secondary schools, in corporate offices and places of production, individually and in groups, for profit and for fun. This is the changing nature of higher education, and it will mark WT’s excellence.



A key
component of
the WT 125 Strategic
Plan looks at the University's
goal to reach doctoral status
and the role Aspirant
Peers play in that
objective.

A Glossary of Terms for the Following Charts

SACSOC

The Southern Association of Colleges and Schools Commission on Colleges — SACSOC is the regional organization of accredited degree-granting higher education institutions in the Southern states—Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia—that share values and practices to assure educational quality.

FTE

Full-time Enrollment — FTE enrollment is a measure of institutional size that normalizes the mix of full-time and part-time students.

RET RATE

Retention Rate — This rate measures fall-to-fall retention of first-time, full-time students. It is a key performance indicator of institutional effectiveness used by many universities and organizations across higher education.

4YR GRAD RATE

4-year Graduation Rate — Graduation rate of first-time, full-time students is a key performance indicator of institutional effectiveness used by many universities and organizations across higher education.

6YR GRAD RATE

6-year Graduation Rate — Graduation rate of first-time, full-time students is a key performance indicator of institutional effectiveness used by many universities and organizations across higher education.

DEGREES/FTE

Degrees per Full-time Enrolled Students — This locally-created metric divides total degrees awarded by student FTE to make ‘apples-to-apples’ comparisons across institutions with different sizes of enrollment.

CARNEGIE

The Carnegie Classification® — The Carnegie Classification of Institutions of Higher Education is a framework for classifying colleges and universities in the United States. The framework primarily serves educational and research purposes, where it is often important to identify groups of roughly comparable institutions.

DOCTORAL DEGREES

Doctoral Degrees — The number of doctoral degrees awarded is a key metric as WT seeks to attain Doctoral Status.

Comparison Peers

analytics.wtamu.edu/ieda/wt125.html#comparison-peers

(Data: 2014-2015 academic year)

| INSTITUTION | STATE | SACSOC | FTE | RET RATE | 4YR GRAD RATE | 6YR GRAD RATE | DEGREES /FTE | DISTANCE FROM WT |
|---|-------|--------|--------|----------|---------------|---------------|--------------|------------------|
| Austin Peay State University | TN | 1 | 8,227 | 71 | 15 | 36 | 0.22 | 825 |
| Indiana University-Purdue University-Fort Wayne | IN | 0 | 9,168 | 64 | 6 | 25 | 0.17 | 1007 |
| Indiana University-South Bend | IN | 0 | 5,396 | 66 | 6 | 26 | 0.17 | 967 |
| McNeese State University | LA | 1 | 6,934 | 67 | 13 | 37 | 0.19 | 606 |
| Morehead State University | KY | 1 | 8,184 | 66 | 22 | 45 | 0.20 | 1050 |
| Northern Michigan University | MI | 0 | 7,416 | 74 | 21 | 48 | 0.18 | 1100 |
| Northwestern State University of Louisiana | LA | 1 | 6,801 | 72 | 19 | 38 | 0.18 | 556 |
| Pittsburg State University | KS | 0 | 6,365 | 74 | 24 | 49 | 0.24 | 436 |
| Southern Utah University | UT | 0 | 7,042 | 64 | 22 | 41 | 0.18 | 649 |
| The University of Tennessee-Martin | TN | 1 | 5,999 | 75 | 21 | 46 | 0.20 | 740 |
| <i>University of Central Oklahoma</i> | OK | 0 | 13,548 | 62 | 10 | 36 | 0.23 | 255 |
| University of Nebraska at Kearney | NE | 0 | 5,453 | 80 | 21 | 53 | 0.22 | 423 |
| University of North Alabama | AL | 1 | 5,992 | 76 | 13 | 35 | 0.23 | 808 |
| University of Southern Indiana | IN | 0 | 8,494 | 71 | 15 | 37 | 0.21 | 818 |
| <i>University of Wisconsin-Whitewater</i> | WI | 0 | 11,157 | 81 | 28 | 55 | 0.23 | 891 |
| West Texas A&M University | TX | 1 | 7,565 | 64 | 25 | 40 | 0.25 | 0 |

Italicized rows indicate deans' request



Geographic Peers

analytics.wtamu.edu/ieda/wt125.html#geographic-peers

(Data: 2014-2015 academic year)

| INSTITUTION | STATE | CARNEGIE | SACSCOC | FTE | RET RATE | 6YR GRAD RATE | DOCTORAL DEGREES | DEGREES /FTE |
|--|-------|--------------------|---------|--------|----------|---------------|------------------|--------------|
| Angelo State University | TX | Master's: Larger | 1 | 6,609 | 63 | 30 | 18 | 0.24 |
| Colorado State University-Pueblo | CO | Master's: Medium | 0 | 5,213 | 64 | 33 | 0 | 0.15 |
| Fort Hays State University | KS | Master's: Larger | 0 | 9,412 | 70 | 44 | 0 | 0.34 |
| Lamar University | TX | Doctoral: Moderate | 1 | 10,256 | 58 | 34 | 92 | 0.26 |
| Midwestern State University | TX | Master's: Medium | 1 | 4,949 | 70 | 44 | 0 | 0.24 |
| Southwestern Oklahoma State University | OK | Master's: Larger | 0 | 4,396 | 66 | 30 | 76 | 0.19 |
| Stephen F. Austin State University | TX | Master's: Larger | 1 | 11,022 | 71 | 43 | 23 | 0.25 |
| Tarleton State University | TX | Master's: Larger | 1 | 10,056 | 66 | 43 | 9 | 0.19 |
| Texas A&M International University | TX | Master's: Larger | 1 | 5,745 | 76 | 43 | 1 | 0.23 |
| Texas A&M University-Commerce | TX | Doctoral: Higher | 1 | 9,430 | 73 | 45 | 45 | 0.32 |
| Texas A&M University-Corpus Christi | TX | Doctoral: Moderate | 1 | 9,398 | 59 | 40 | 31 | 0.21 |
| Texas A&M University-Kingsville | TX | Doctoral: Moderate | 1 | 7,752 | 69 | 34 | 15 | 0.25 |
| The University of Texas at Tyler | TX | Master's: Larger | 1 | 6,620 | 62 | 44 | 17 | 0.28 |
| The University of Texas of the Permian Basin | TX | Master's: Medium | 1 | 3,823 | 71 | 27 | 0 | 0.23 |
| University of Colorado Springs | CO | Master's: Larger | 0 | 9,480 | 68 | 46 | 26 | 0.21 |
| West Texas A&M University | TX | Master's: Larger | 1 | 7,565 | 64 | 40 | 2 | 0.25 |



Aspirant Peers

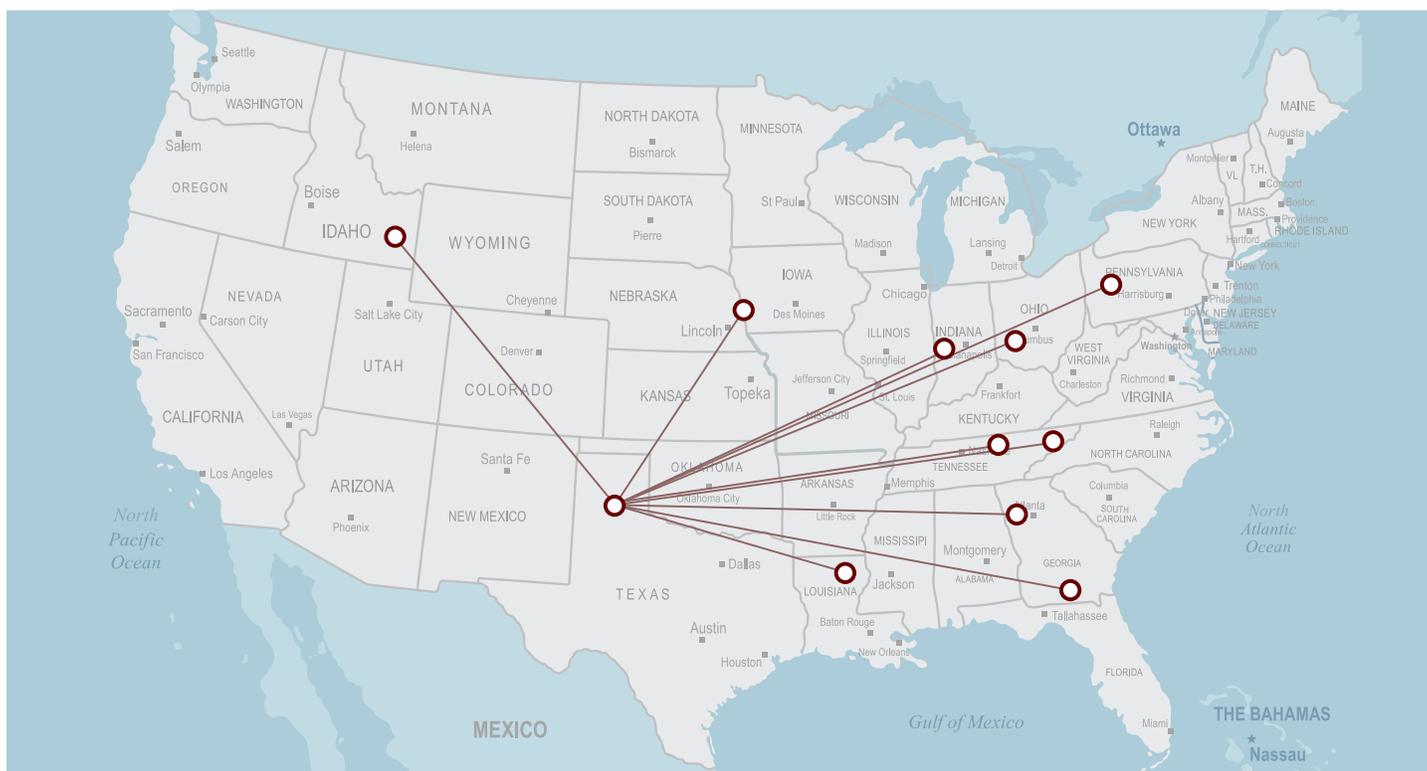
analytics.wtamu.edu/ieda/wt125.html#aspirant-peers

(Data: 2014-2015 academic year)

| INSTITUTION | STATE | SACSCOC | FTE | RETENTION RATE | 6YR GRAD RATE | DOCTORAL DEGREES | DEGREES /FTE |
|--|-------|---------|--------|----------------|---------------|------------------|--------------|
| <i>East Tennessee State University</i> | TN | 1 | 12,486 | 71 | 41 | 267 | 0.24 |
| Idaho State University | ID | 0 | 10,108 | 72 | 31 | 160 | 0.16 |
| Indiana State University | IN | 0 | 11,777 | 64 | 42 | 94 | 0.19 |
| Indiana University of Pennsylvania-Main Campus | PA | 0 | 12,605 | 76 | 51 | 124 | 0.24 |
| Tennessee Technological University | TN | 1 | 9,772 | 75 | 51 | 19 | 0.22 |
| University of Louisiana at Monroe | LA | 1 | 7,022 | 76 | 40 | 112 | 0.20 |
| University of Nebraska at Omaha | NE | 0 | 12,481 | 77 | 42 | 27 | 0.25 |
| University of West Georgia | GA | 1 | 10,749 | 72 | 43 | 36 | 0.20 |
| Valdosta State University | GA | 1 | 9,303 | 70 | 40 | 36 | 0.22 |
| West Texas A&M University | TX | 1 | 7,565 | 64 | 40 | 2 | 0.25 |
| <i>Wright State University-Main Campus</i> | OH | 0 | 13,704 | 67 | 41 | 158 | 0.25 |

BOLD rows indicate 'Reclassified to Doctoral Status'

Italicized rows indicate deans' request



What it
means.

*Maxims
and Metrics*



MAXIM ONE

Serve the Panhandle and Its Heart (The I-27 Corridor and Route 66)

... the region more generally lack(s) “good” jobs, the kind of jobs that attract and retain college-educated “white collar” workers. It is a familiar story that the region loses its younger generation to other places where opportunity is greater. Many parents help their children through college in full expectation that they will be sending them “away” for jobs elsewhere.¹²

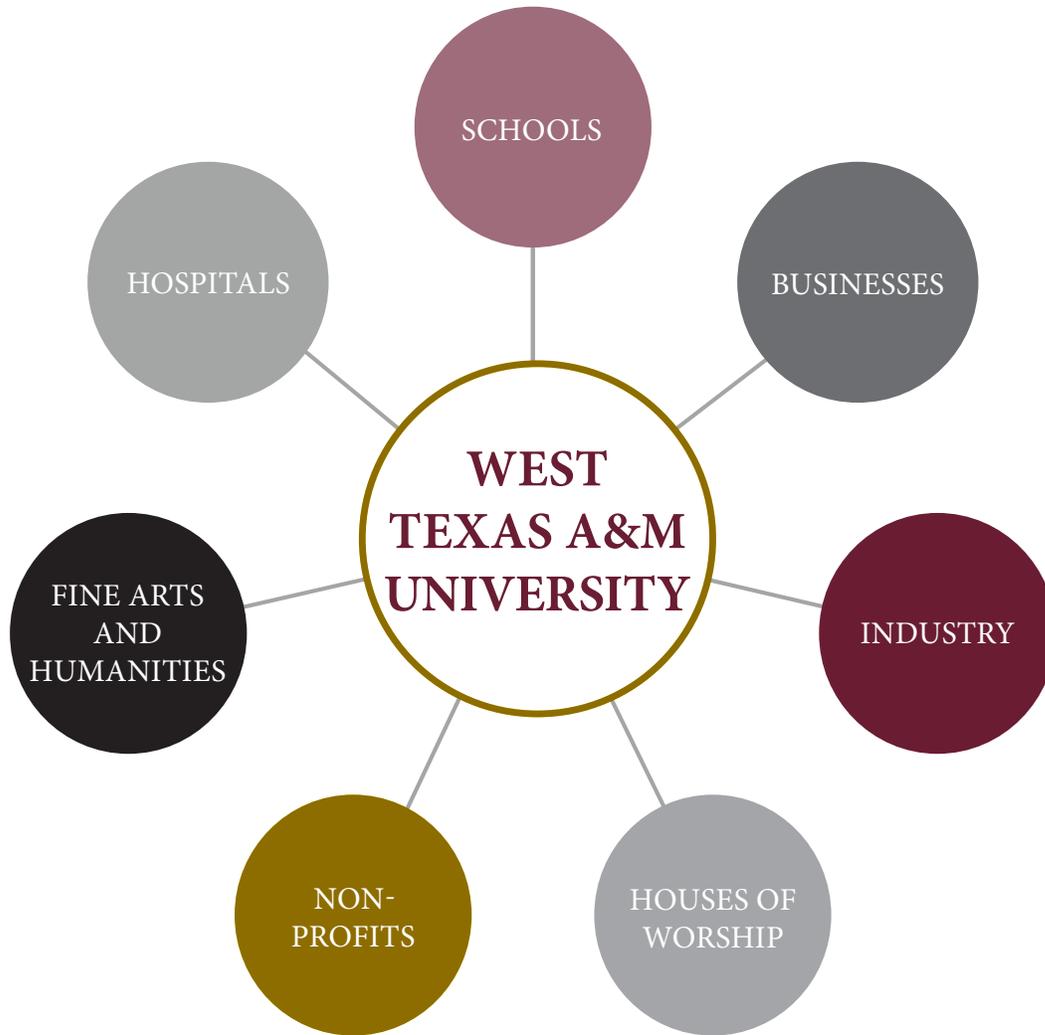
wtamu.edu/wt125wp-the-panhandle

ASPIRATION

The University’s relationship to its community is critical. Schools, industries, businesses and cultural activities all play a pivotal role in building a quality place to live and study. This is a mutually reinforcing phenomenon.

While the Amarillo area has seen growth over the last decade, it has generally been at the expense of the smaller communities spread across the Panhandle. WT will work to foster a quality of life and opportunity that will result in thriving communities across the region. It will succeed at those goals only by joining with renewed commitment to the communities of the Panhandle to address needs and expand opportunity.

Two keys to this university-community cooperation are the need to unite Amarillo and Canyon in shared effort and to bring the needs and assets of the rural communities to this work. The heart of the Texas Panhandle is the I-27 Corridor and Route 66.



CREATING IMPACT

WT seeks to partner with these community entities throughout the region and through this relationship increase the quality of life in the Panhandle.

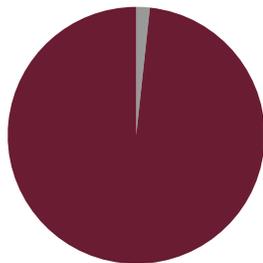
Not only
should higher
education provide
the best in educational
opportunities, it should also
generate new knowledge
and new insights to
serve the needs of the
community and
society.

Higher education institutions have a distinctly public character or responsibility to society.¹³ To meet this public responsibility objective, higher education institutions historically receive significant funding from government sources. Today, the basic funding and functions that higher education institutions perform are going through a process of change. The teaching and research functions are being reassessed in particular with an eye on the contribution they make to the social-economic well-being of their environment. Higher education is not only expected to deliver excellent education and research, but it also has to deliver those outputs in ways and forms that are relevant to the productive process and to shaping the knowledge society. In addition to the transmission and extension of knowledge, universities have been called upon to engage the following:

- (1) Play an important role in the general social objective of achieving greater equality of opportunity;*
- (2) Provide education adapted to a great diversity of individual qualifications, motivations and aspirations;*
- (3) Facilitate the process of lifelong learning; and*
- (4) Assume a public service function by making a contribution to the solution of major problems faced by the local community and society at large.¹⁴*

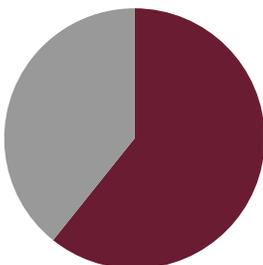
wtamu.edu/wt125wp-responsiveness-to-industry

POPULATION CHANGE



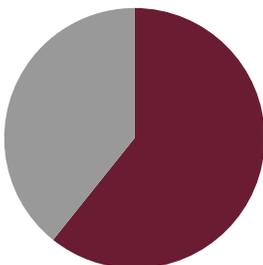
Births/Deaths

4,220 Without
Randall
-73 With
Randall



Net Migration

-11,599 Without
Randall
7,498 With
Randall



Top 26 Counties

-11,672 Without
Randall
46 With
Randall

(U.S. Census Bureau, 2010-2016)

SUSTAINING THE POPULATION OF THE PANHANDLE

WT's presence in Randall County within the Panhandle serves as a means of sustaining the population of the Panhandle as a whole.

Metric:

Enroll 50 percent of all valedictorians and salutatorians in our region. In addition, 50 percent of all our scholarship dollars will be distributed to students who have been educated in the Texas Panhandle. Such measures, among numerous others, will determine the effectiveness of our outreach to the I-27 Corridor and Route 66.

Metric:

Seventy-five percent of our graduates work or live in the top 26 counties of Texas after graduation.

An action plan will evolve from the *WT 125: From the Panhandle to the World*. It will be of value to people in and out of the region and effectively strengthen WT's reputation as a premier *Regional Research University*. It is anticipated that the plan will include most of the following ideas.

PANHANDLE ADVISORY BOARD

A Panhandle Advisory Board will facilitate communication between the University and community. With a mission to identify, facilitate and communicate the evolving accomplishments and needs of the University and the community, the board will provide insight and assistance to both the region and the University through the collection and dissemination of ideas from and about the top 26 counties of Texas.

There is growing awareness across the country of the power of colleges and universities to stimulate economic growth. Aligning the focus of both institutions on this important priority would allow university expertise to join local grassroots efforts with the community colleges serving as conveners. The community colleges have tight relationships with local interests and the University can bring incredible expertise and connections to the table. The result would be a localized impact that could breathe energy and resources into communities that may be stagnant or in decline.¹⁵

wtamu.edu/wt125wp-affiliation-benefits

We value our partners; the cities of Amarillo and Canyon have been great two-way relationships that continue to inspire great ideas and benefits for all parties involved.

—WTAMU Business and Finance

wtamu.edu/wt125business

The very nature of intercollegiate athletic competition unites a university with the broader community it serves. Athletics brings students, local citizens, parents and alumni together in a way that no other entity on campus can do. Further, athletics generates a tremendous amount of media exposure that provides WT a grand stage on which to promote its academic and community achievements and to spur interest in its academic programs, research opportunities and campus life. All told, athletics generates more than 100,000 in-person visits to the WT campus each year, more than 200,000 annual viewers and listeners to live game broadcasts and year-round coverage on local newspaper, television and radio stations.

—WT Intercollegiate Athletics

wtamu.edu/wt125athletics

The purpose of the Panhandle-Plains Historical Museum—to collect and preserve the record of life in the Panhandle-Plains region—is as viable in 2018 as it was in 1921. However, for the museum to be viable in 2035, it must maintain its role of collecting and preserving history, yet expand its reach to become a community-service provider and a change agent for the Panhandle-Plains region. The mission of the Panhandle-Plains Historical Museum is to use its collection to build relationships and the vision of the museum is to improve the quality of life in the Panhandle-Plains region through community building and innovative planning.¹⁶

wtamu.edu/wt125wp-pphm

THE PANHANDLE-PLAINS HISTORICAL MUSEUM

The museum is a vital part of Texas history as well as the history of our region. It contributes to the power of West Texas A&M University to serve the Texas Panhandle. In its possession are more than two million artifacts—many of them irreplaceable—that fuel research and learning. In its nearly 100 years of service, tens of thousands of visitors have gained insight into the contributions made to the arts, the oil and gas industries, governance and a multitude of other aspects of Panhandle life that color our institution and the lives of people who study and visit here. The museum will flourish in the future.

Art, theatre, dance and music students and faculty provide needed talent that supports the ballet, orchestra, opera and theatre. English, Philosophy and Modern Languages supports literary discussions, poetry circles and visiting artists. These areas also support educators for the region and state who continue educating our youth in these areas. This is an important economic impact for the region.

—WT Sybil B. Harrington College of
Fine Arts and Humanities
wtamu.edu/wt125cofah

By 2035, the School of Engineering, Computer Science and Mathematics will have a four-year program for high school students which will result in them graduating with a Master of Science in Engineering. They will complete their undergraduate engineering degree within the first two years of graduation from high school and then complete the Master of Science degree within the last two years of the program. This will allow students to take full advantage of the dual-credit courses offered by community colleges through their high schools, while also allowing them to mature and develop for four years before entering the workforce.

—WT School of Engineering, Computer Science
and Mathematics
wtamu.edu/wt125secsm

SERVING THE PANHANDLE OF TEXAS BY SERVING STUDENTS

A vitally important role for WT is to successfully serve the needs of the Texas Panhandle and the surrounding region by educating students to fill important local and regional positions in business, health care, engineering, education, technology, agriculture, communication, fine arts and more.

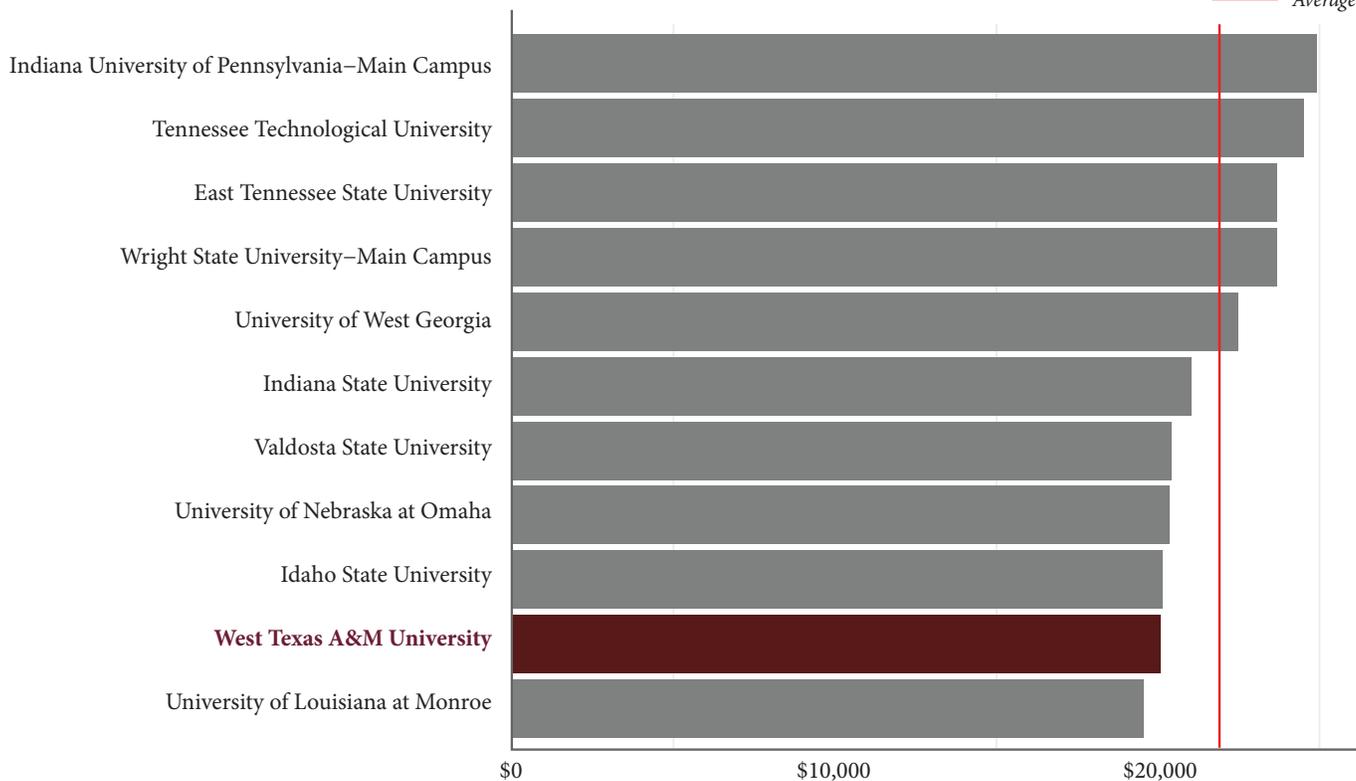
The intention is to create working relationships that lead to economic benefit for students and industry in this region first, and eventually to the state of Texas to create a perspective that encourages distinctive programs at WT.

There is no reason to believe the current interdependency between the regional community and West Texas A&M University will fundamentally change between now and 2035. Ideally, WT can be a vehicle that accelerates regional economic development by providing meaningful educational programs that attract additional employers to the region. A combination of agriculture, technology, finance, transport and energy companies are ideal prospects to locate in the Texas Panhandle and rely on local educational resources for human capital needs. The attractiveness of the region is further enhanced by a low cost-of-living combined with quality health, education and performing arts amenities tied directly to WT. In the end, the future prosperity of the Texas Panhandle and WT are highly correlated. West Texas A&M University will need to be increasingly responsive to market conditions and local needs across all disciplines if there is a desire to drive regional engagement, innovation and impact.¹⁷

wtamu.edu/wt125wp-responsiveness-to-industry

Aspirant Peers: Total Price for In-State Students Living on Campus

(Data: 2014-2015 academic year)
Average



Note: This total price calculation allows inter-institutional comparisons of the average annual cost for students who qualify for in-state tuition and live in on-campus residence halls.

LOCAL SERVICE

WT will continue to identify key academic programs that are strong and successful and which prepare graduates to meet local and regional employment needs. WT will establish robust, positive and meaningful relationships with key local and regional business and industry leaders in order

to keep them apprised of the quality of WT graduates as well as monitor the list of top industries in the Panhandle compared to the current programs offered. Programs at WT that connect to high-need jobs in the Panhandle will be promoted.

MAXIM TWO

Embrace Our Community College Partnerships

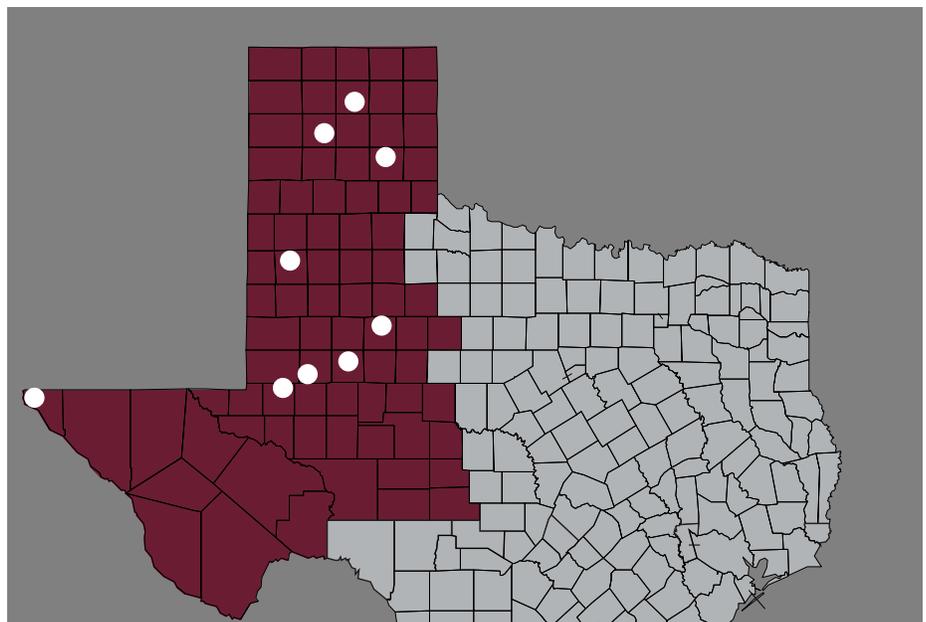
The face of higher education in the United States is changing. New high school graduates without college credits are being replaced with students graduating high school with associate degrees, students with families and full time jobs, and students who transfer from community colleges to universities.

—*WT Diversity and Inclusion*
wtamu.edu/wt125diversity

ASPIRATION

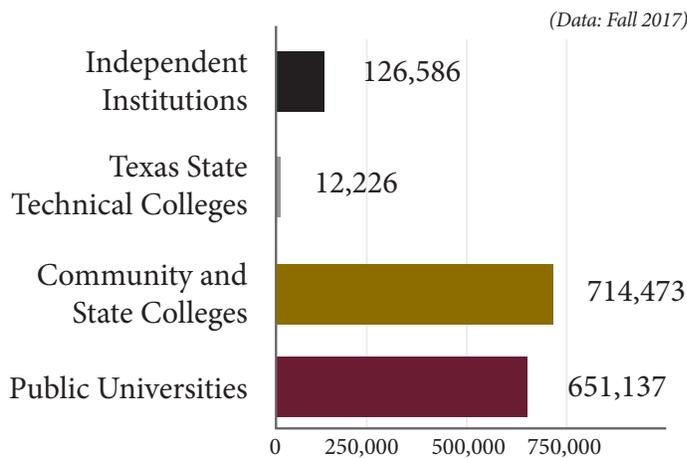
The University must cultivate a modern version of itself and understand historical imperatives that affect its role in serving students in partnership with community colleges as a means to cost effectiveness and impact on various communities.

Analysis and national trends indicate that an ever-increasing portion of WT's student population will find their way to WT through community colleges. This trend applies across all demographic groups: recent high school graduates, working adults, veterans, and all culturally and socially under-represented groups, as well as members of the majority population.



There are 9 West Texas Community College Districts.

Texas Undergraduate Enrollment



Texas community colleges are a fertile area for recruitment for WT.

WT will increase the academic capabilities of the freshman class by attracting a more academically rigorous student body with a special emphasis on the diverse population of the Texas Panhandle and first-generation college students. University growth, on the other hand, will occur through a dramatic increase in the number of students who hold an associate degree as a milestone in their pursuit of a baccalaureate degree.

WT's future will be affected by transfer issues—either positively or negatively. If WT does nothing, some community college transfers will not continue their studies after their associate degree, a tragic loss to the community and nation. But others will simply find another way to a bachelor's degree. And the effect over time of those two outcomes will be to erode public trust in WT. This will negatively affect enrollment, fund raising, scholarship, and ultimately weaken the University. There are both positive and defensive reasons for WT to more effectively serve transfer students in the future.¹⁸

wtamu.edu/wt125wp-community-college-transfer

WT will share faculty, facilities, subject matter expertise, manpower and political influence with community colleges. Most importantly, we will learn to do so in a genuinely collaborative manner, where the interests of students come first, followed closely by the interests of both the community college and the University.

—WT Strategic Relations

wtamu.edu/wt125strategicrelations

Metric:

Maintain freshman enrollment at approximately 1,300 students; grow transfer enrollment by 50 percent by 2035.

Metric:

To have the highest percentage of bachelor's degree recipients who previously earned an associate degree in the state of Texas.

WT
will strive to be a
First-Choice Destination
for Transfer Students:
WT will become the model
in Texas and across the
country for successfully
educating transfer
students.

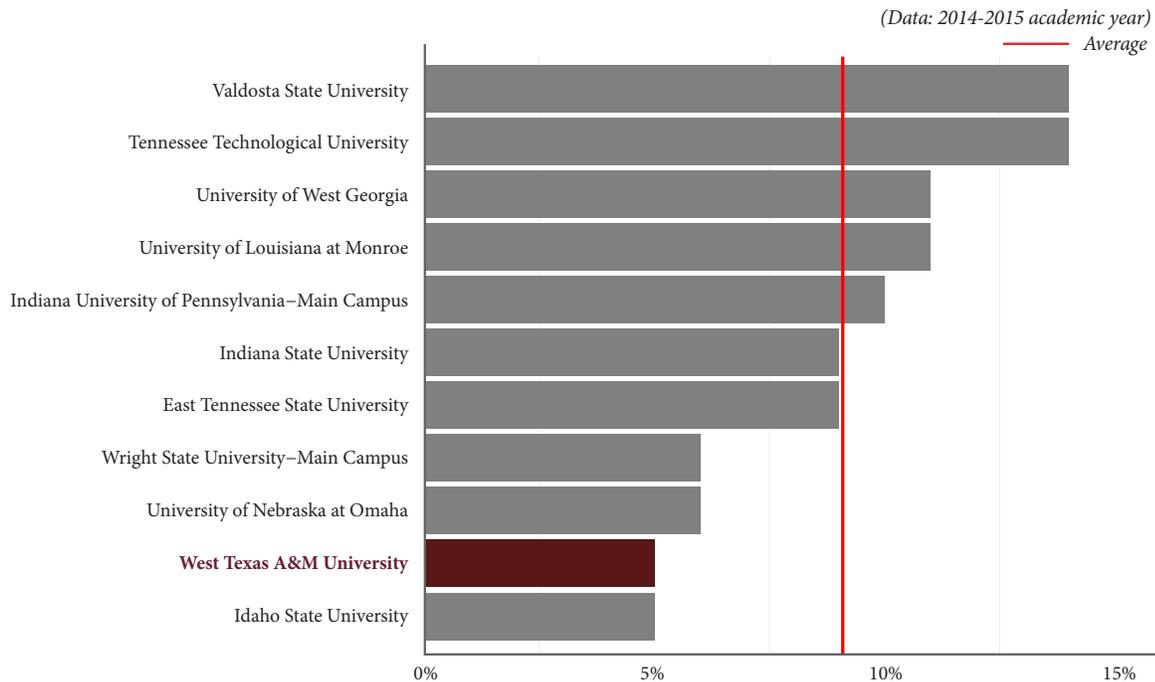
Metric:

Thirty percent of residential transfer students should live at least one year on campus.

There is good news in the trends in higher education. In response to the cost increases in higher education that have been unabated since the 1990s, more and more students are choosing alternative routes to a baccalaureate degree other than a high school to a four-year university path. While that path still provides the most robust and fulfilling college going experience, a baccalaureate degree can be obtained, at a much lower cost, by gathering credits through dual-credit in high school, community colleges and from various online and in-person options. More students are enrolled in Texas two-year colleges than in four-year colleges, by about 100,000 students. Over 80 percent of students who start at a two-year college express an intent to transfer, but only about 20 percent do. This statistic represents a huge potential for enrollment at four-year colleges by tapping into the transfer market and facilitating success for these students.¹⁹

wtamu.edu/wt125wp-enrollment-in-higher-education

Aspirant Peers: Student Service Expenses as a Percent of Core Expenses



Note: This percentage provides an estimation of how much an institution spends on student service expenses compared to other core expenses.

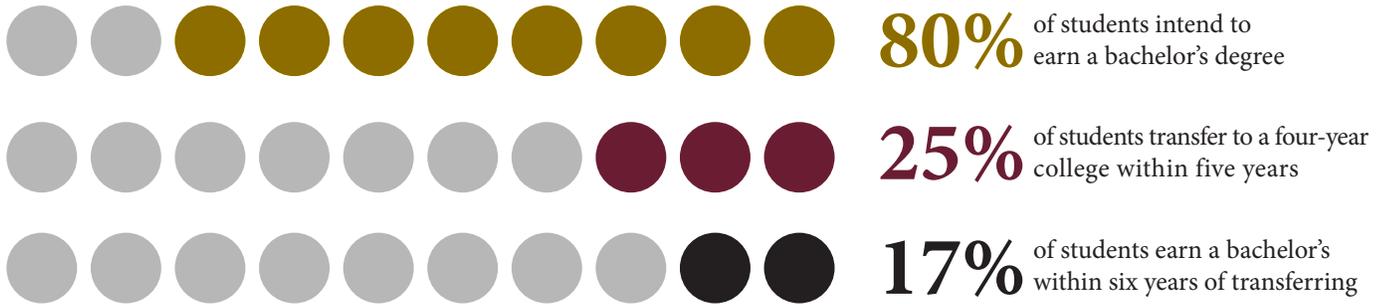
EVOLVING TO BETTER SERVE TRANSFER STUDENTS

More transfer students will choose to live on campus during their junior and senior years, seeking to experience many of the advantages they missed when starting at their community colleges. The University will provide vastly improved information about how community college courses fit into WT degrees and will provide that information long before students transfer, thus reducing accumulation of “excessive hours” toward their bachelor’s degrees. For community colleges within driving distance of campus, participation in WT clubs and organizations will begin prior to transfer, easing the transition between institutions.

REVOLUTIONIZING THE RESIDENTIAL EXPERIENCE

Currently, students entering the University with fewer than 60 hours must reside on campus. Although they are usually older and more experienced than new freshman students, these transfers are often housed with younger students. This can be a negative experience for transfer students because of their age and maturity level compared to traditional students in the residence halls. Transfer students should have an on-campus space with students of similar experience, if they so choose. To encourage this, the University will make the living arrangements such that they would WANT to live on campus and will create residential spaces dedicated to transfer students, including married students and international students.

National Transfer Challenge



Metric:

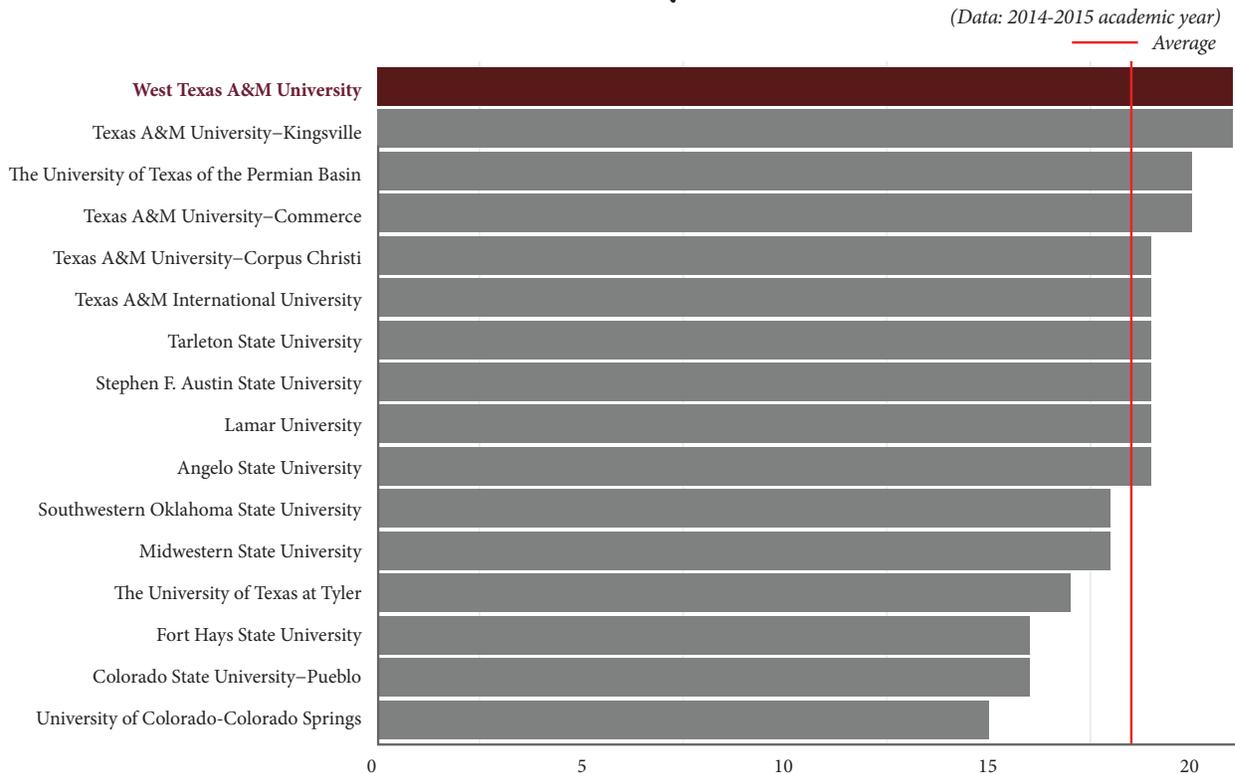
*Student to Faculty
Ratio of 15:1*

Reverse transfer can be a positive and useful practice for WT community college transfer students. Reverse transfer is the practice that allows students who have earned considerable credit at a community college to transfer university course credit back to that institution in order to be awarded an associate degree.

The advantage of reverse transfer is that the student is awarded a degree for which he/she has completed all course requirements. Attainment of the associate degree may prove helpful to the student in the future (e.g., life issues sometimes force students to “stop out” prior to completing their baccalaureate degree).

Emphasizing the reverse transfer process will create goodwill between WT and community colleges.

Geographic Peers: Student-to-Faculty Ratio



Note: This ratio shows the number of FTE students to FTE instructional staff. WT's ratio was 22:1 in 2014–2015. Lower ratios indicate the institution employs more faculty per student.

DUAL CREDIT AND TRANSFER TO WT

The participation by high school students in dual-credit programs, which earn them both high school and college credit, is an established and growing practice in Texas. It is important for the University community to understand the concept, practice, value, importance and economic advantage of dual-credit courses for students and their parents and to know how best to advise them on their academic choices.

We recognize the value to parents in saving time and money, but we are concerned about students entering upper-level courses without sufficient intellectual and emotional maturity.

The University will clearly articulate many of the pros and cons

associated with these options. If a student can attend college without accruing debt during his/her first two years, then he/she will receive the broadest set of advantages by starting and finishing at WT. But if resources are not sufficient, it will often be best for the student to augment undergraduate studies at lower costs through some combination of dual credit and community college study.

Valuing lower-division course work and the faculty who teach them is essential. Such experiences for students can create a foundation for excellence. We want a strong and stable freshman class.

MAXIM THREE

Build Undergraduate Academic Excellence

Metric:

Have the highest percentage of top 25 percent high school graduates of any of our geographic peers.

Metric:

Secure 50 percent of the valedictorians and salutatorians graduating from public and private high schools in the top 26 counties of Texas. These students will import the values of the communities from which they hail and will help shape the University. WT will lead the state in attracting the highest number of top graduates in our service region.

ASPIRATION

The quality of the student body, the quality of teaching and advising available to them and the quality of the faculty who work with undergraduates all contribute to the undergraduate academic experience. The strength of a *Regional Research University* is defined in part from the quality of the core humanities arts and sciences programs offered. While our programs are sound, improvement and strength of identity are needed. Essential to success is recruiting high-achieving students. We need to engage the very best freshman scholars.

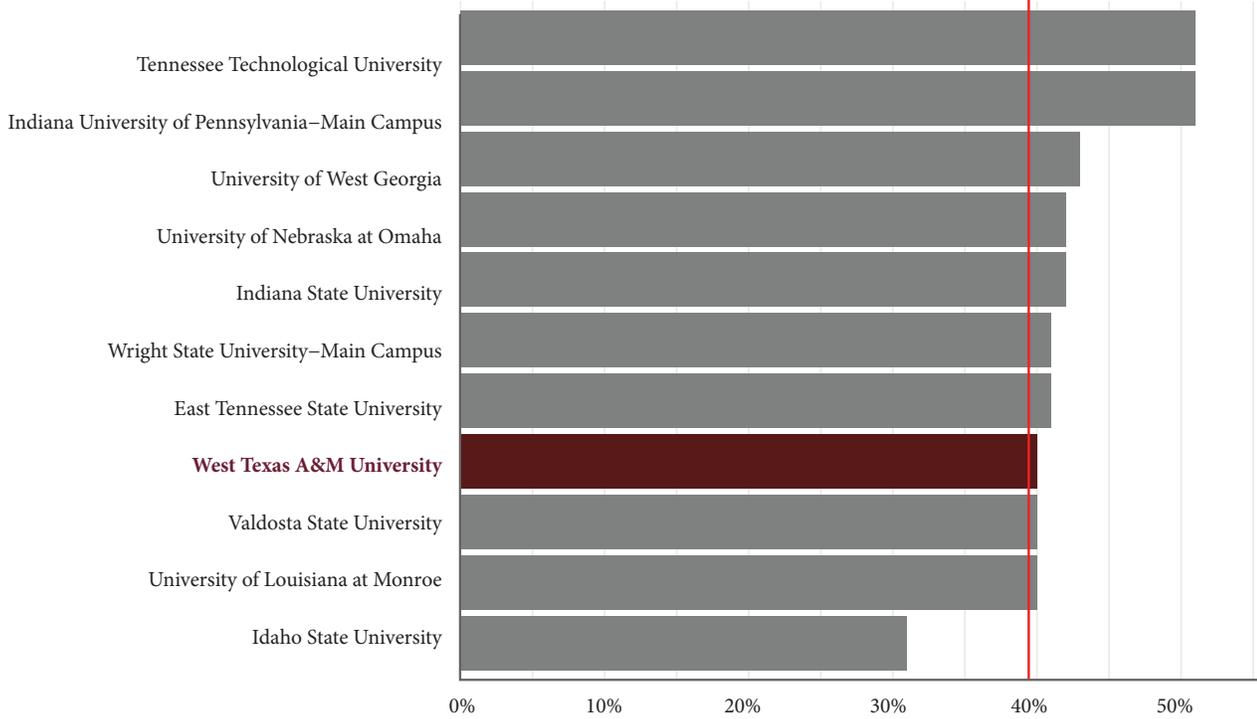
INNOVATION

In this context, innovation will be the transformation of a regional institution into a different and yet well-defined type of institution with a liberal arts foundation and an experiential learning focus embedded into many facets of the curriculum and campus culture.

73.3 percent of WT full-time faculty hold a terminal degree.

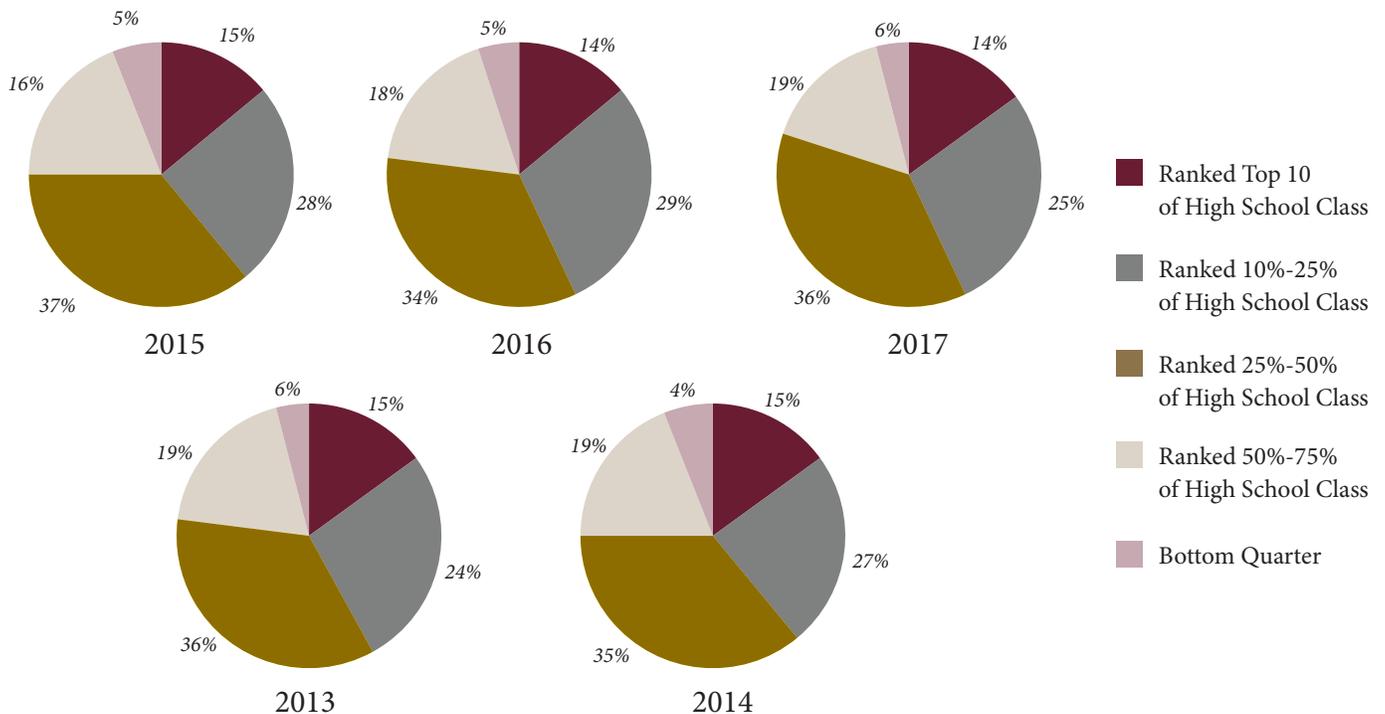
Aspirant Peers: Six-Year Graduation Rate

(Data: 2014-2015 academic year)
Average



Note: Graduation rate is a key performance indicator of institutional effectiveness used by many universities and organizations across higher education.

WT: Entering Freshman by Class Rank



Strategy development, based on innovative, non-traditional thinking that results in students wanting to reside on campus, is the ultimate target that the University would like to achieve.

This overall strategy will need to consist of at least the following three objectives:

- (1) Focus on the financial consideration of residing on-campus and lower the overall cost for students. Any strategy that lowers costs must still be financially affordable to the University.*
- (2) Second, value-added features that capture students' attention and create an atmosphere of excitement about living on campus need to be identified. There are likely to be features that can be introduced with little or no direct cost to the University (such as assigned parking for residents; bringing personal services to campus, etc.). Some of these benefits will be costly but should still be given consideration if they are deemed to be effective in attracting students to on-campus living.*
- (3) Finally, the educational benefits of on-campus living need to be front and center when students and/or parents are in the decision-making process.²⁰*

wtamu.edu/wt125wp-residential-cost-analysis

The
University
will strive to
encourage students
to live on campus
through an innovative,
non-traditional
plan of
action.

The quality and effectiveness of our undergraduates will be measured by two criteria.

1

Every bachelor's degree graduate from WT will have an appreciation for the human condition and its development through history. Graduates will understand the basics of mathematics and physical science. World literature and an appreciation for Western culture as our foundation in an ever-changing contemporary society will be essential. This will require unprecedented attention to what a core curriculum needs to be as we near the midpoint of the 21st century.

2

Every graduate of WT will have an experiential learning opportunity in a professional setting. The combination of general knowledge that allows a person to be an educated human being and vocational pragmatism of being able to perform valuable tasks in the workplace is essential as WT gains the status that we desire it to have.

Not all students know at the time of enrollment in college what major they should select. Others have known since middle school. Some models have all new students enroll in a university college for at least their freshman year, while others allow transfer to different colleges after students have accumulated 58-60 credit hours.²¹

wtamu.edu/wt125wp-college-of-arts-sciences

GOAL:
WT will strengthen its liberal arts roots by re-envisioning the core to engage students and develop key skills. We will seek to become a First-Choice university for students graduating in the top 25 percent of their respective classes.

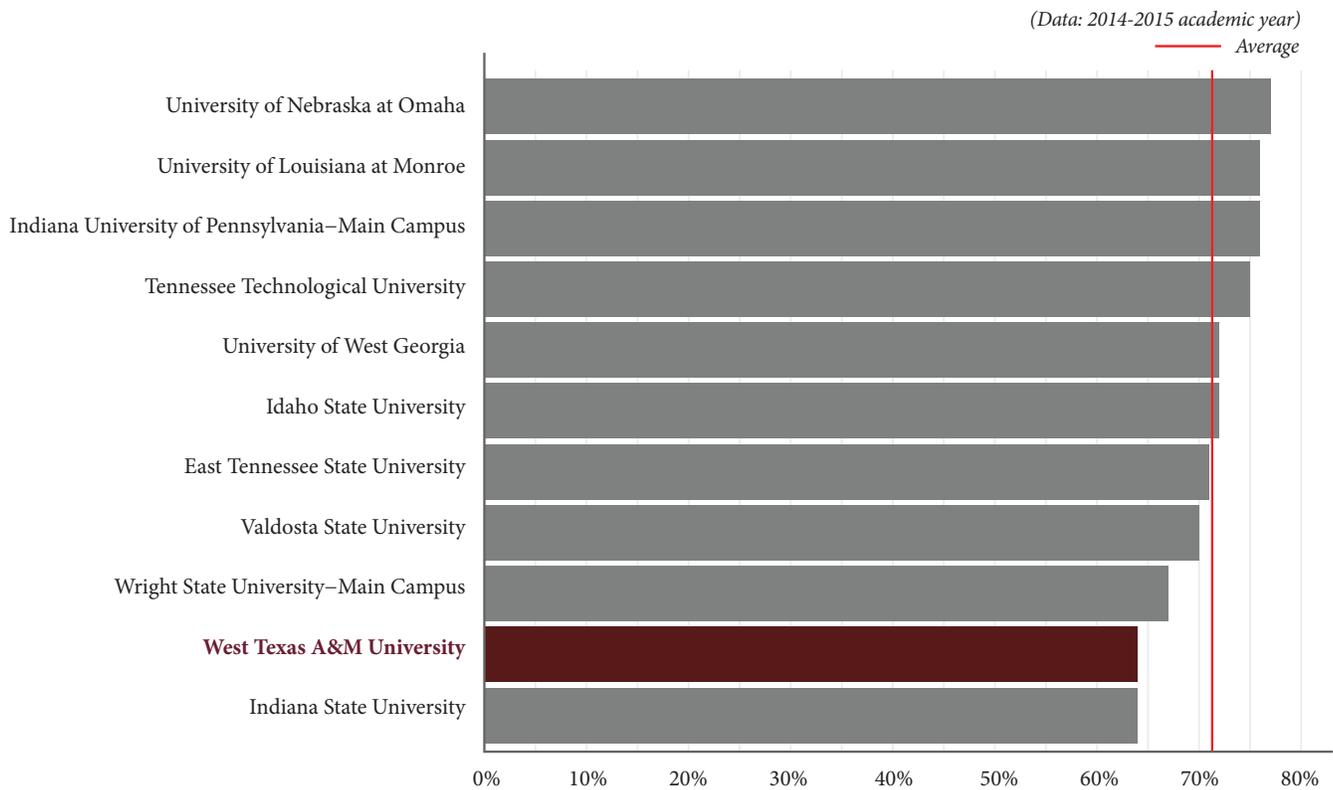
We will seek opportunities for national ranking and recognition for all business degree programs and seek local, regional and national outlets for advertising and branding Paul and Virginia Engler College of Business programs.

—Paul and Virginia Engler
College of Business
wtamu.edu/wt125pavecob

WT must develop innovative curriculum that focuses on student experiential learning in and outside of the classroom. It must be nationally recognized for an excellent core curriculum available to our first-time college students that effectively engages students in critical thinking and a deep understanding of our American roots and the opportunities a free society provides. WT should not apologize for what it is, but herald its traditions and fabric as the University's greatest strength.

WT also will create a recruitment effort to increase our valedictorian and salutatorian students. These students will import the values of the communities from which they hail and will help shape the University. WT will lead the state in attracting the highest number of top graduates in our service region.

Aspirant Peers: Fall-to-Fall Retention (First-Time, Full-Time Students)



Note: This retention rate is a key performance indicator of institutional effectiveness used by many universities and organizations across higher education.

In addition to the outstanding academic training students receive, the college offers a wide variety of extracurricular activities including competitive teams, departmental student organizations service-learning activities and leadership opportunities.

— WT Paul Engler College of Agriculture and Natural Sciences
wtamu.edu/wt125pecans

Metric:

WT will develop a student alumni program that influences and makes clear the value of loyal alumni to the University and community. The Alumni Association will grow its student alumni program to 2,500 members (freshman to graduate students) within the next decade.

MAXIM FOUR

Focus Graduate Academics on Regional Opportunities

KNOWN CHALLENGES TO RURAL TEXAS PANHANDLE

- Declining Aquifer [Water]
- Agricultural Production/ Profitability [Beef]
- Oil, Wind and Solar Energy [Energy]
- Post-Secondary Educational Attainment [Education]
- Urbanization [Small Communities and Rural Populations]

ASPIRATION

Exceptional faculty attract exceptional graduate students. The best universities have the most accomplished graduate students and research programs. It is that simple. Our move to doctoral status is driven and sustained by carefully conceived graduate programs. These programs must be responsive to the needs of the Texas Panhandle and similar geographic regions.

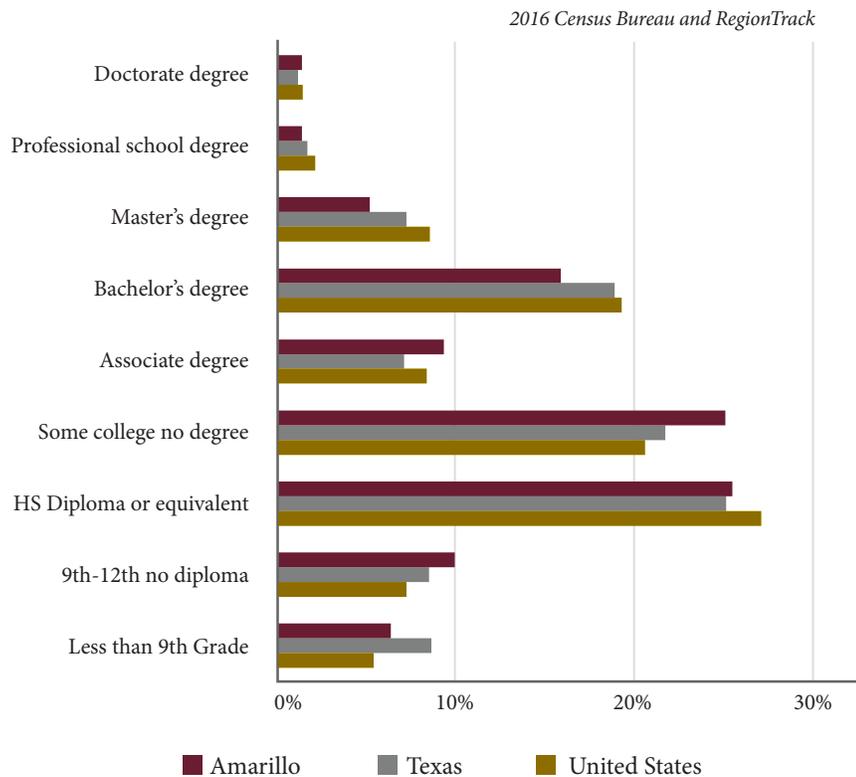
The mission of the Graduate School at West Texas A&M University is to provide support for the recruitment, admission, matriculation and graduation of graduate students as it relates to the University's mission of creating a diverse and inclusive student-centered community of learners engaged in academically rigorous educational experiences.

The Doctor of Education (Ed.D.) program at WT will become a nationally recognized program in several respects. First, the program will demonstrate how leadership programs support the success of rural school district superintendents—a gap in knowledge and practice not just in Texas, but nationally. The program is attuned to the particular socio-cultural dynamics rural superintendents face and must manage successfully to foster student learning.

—WT College of Education and Social Sciences

wtamu.edu/wt125coess

Level of Educational Attainment in Amarillo



The Time magazine Person of the Year in 2006 wasn't a former president, a famous author or even a Nobel Peace Laureate. It was you. The cover page simply showed the word you within a video player and a caption that read, "Yes, you. You control the information age. Welcome to your world." The rise of Internet video and social media has given everyone equal footing and the means to establish their own personal brand for free. Everyone is now his/her own technology company and the Internet has enabled a new generation of global entrepreneurs that are not bound by traditional barriers to entry. They think differently.²²

wtamu.edu/wt125wp-information-technology

While the focus of new programs will be on serving the Panhandle region, WT will provide a framework to facilitate the graduate school's mission as an extension of **WT 125: From the Panhandle to the World**. To that end, the graduate school will

- support the increase of the number of doctoral programs and graduates;
- support programs that lower the cost and debt of graduate education to students at WT;
- support students whose aspirations do not match graduate programs at WT gain admission to TAMU and other institutions;
- increase the number of high-impact experiences graduate students have during their programs;
- support opportunities for research that is done at the intersections of disciplines; and
- support programs that offer students a broader perspective across disciplines.

Metric:

Thirty doctoral graduates per year.

THE CORE
OF GRADUATE
EXCELLENCE: Faculty
drive research and must have
institutional support to conduct
innovative research that
aligns with the mission
of WT.

Metric:

*Twenty percent of
graduates who leave WT
for post-baccalaureate
study are accepted at
Texas A&M University.*

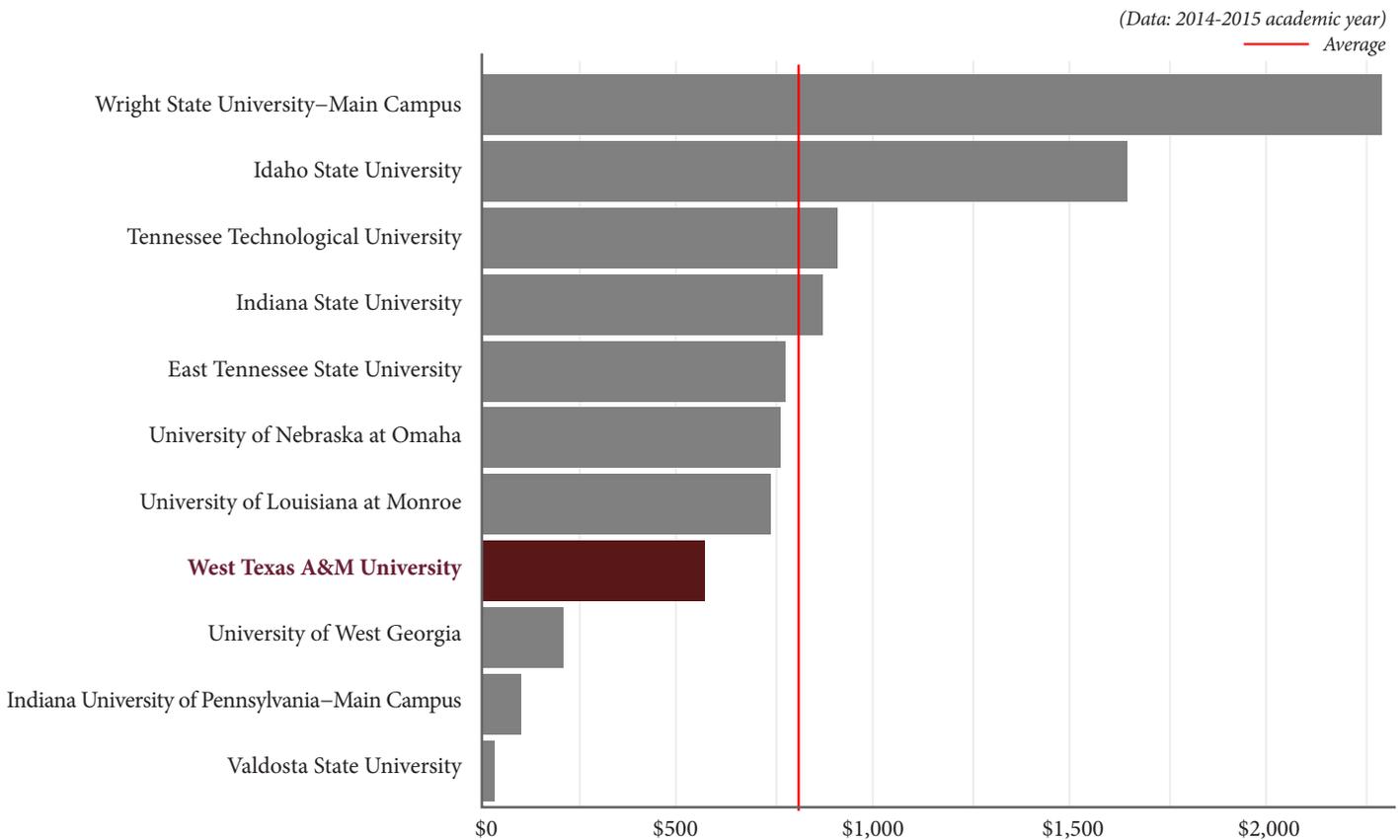
A CHANGED NATURE

WT will increase the number of doctoral graduates/programs in order to achieve Carnegie R3 Doctoral Classification Status. This will require focused effort among faculty, staff, administration and all stakeholders to identify the areas in which WT can serve regional needs with doctoral programs and commit the resources necessary to design and deliver quality programs in those areas.

PIPELINES TO PROFESSIONAL SCHOOLS

Baccalaureate/master's graduates whose post-graduate goals do not fit with existing programs at WT will have opportunities to continue graduate education elsewhere. Pipelines provide opportunity and cost effectiveness. In addition, they strengthen both institutions and the service those institutions provide to their respective constituencies.

Aspirant Peers: Research Expenditures per FTE



Note: This metric shows how much an institution spends per FTE student to produce research outcomes. This is an outcome that will need to increase as WT works toward becoming a Regionally Responsive Research University.

To support students who seek graduate education, WT offers more than 40 exceptional and highly competitive graduate programs. It should be noted that we want the exceptional undergraduates at WT to have access to graduate opportunities at WT and at other universities, as best fit student need and availability. To that end, WT is partnering with each college and school at Texas A&M University (TAMU) for the purpose of developing a mutually beneficial graduate pipeline relationship to bring highly qualified WT students to TAMU master's and doctoral programs, especially in areas where WT does not have similar programs. In doing so, these college-to-university agreements 1) enhance collaboration and develop a mutually beneficial relationship between the associated TAMU college or school and WT; 2) support capacity for graduate study (master's and doctoral); 3) provide academically qualified WT students a pathway to graduate programs; and 4) mutually improve student opportunities at both institutions.²³

wtamu.edu/wt125wp-pipeline-programs

WT will explore
graduate-level
programs that utilize
an interdisciplinary
approach.

Metric:

Every college and school at West Texas A&M University will have access to a doctoral degree by the year 2035.

INNOVATION

Graduate education at WT will encompass changes that

- advance the institution as a center for “regional research;”
- make graduate school and the academic colleges efficient and responsive to change, wherein procedures will be transparent and never an obstacle to success; and
- make the brick and mortar environment technologically advanced to maximize the quality of teaching and research conducted at WT.

In addition, WT will ensure that the opportunities provided by higher education are not nullified by excessive debt. The goals of research and teaching in rural settings of the Texas Panhandle and similar areas in the United States and the world are paramount. Our practices of teaching and research must include interdisciplinary approaches.

Doctoral degrees
will focus on applied research
and contribute to solving
problems that exist in the Texas
Panhandle. In achieving this focus
across all such doctoral programs,
WT will become the model for a
***Regional Research
University.***

Given this unique approach, these programs will create a distinctiveness on the state and national levels that will strengthen our standing, validate our existence and bring opportunity to this region.

*WT is dedicated to defining a culture and environment that supports excellence in graduate study in all dimensions in the core disciplines of a **Regional Research University** without duplication of existing programs in Texas.*

MAXIM FIVE

Learn and Live: Residential Education Experience

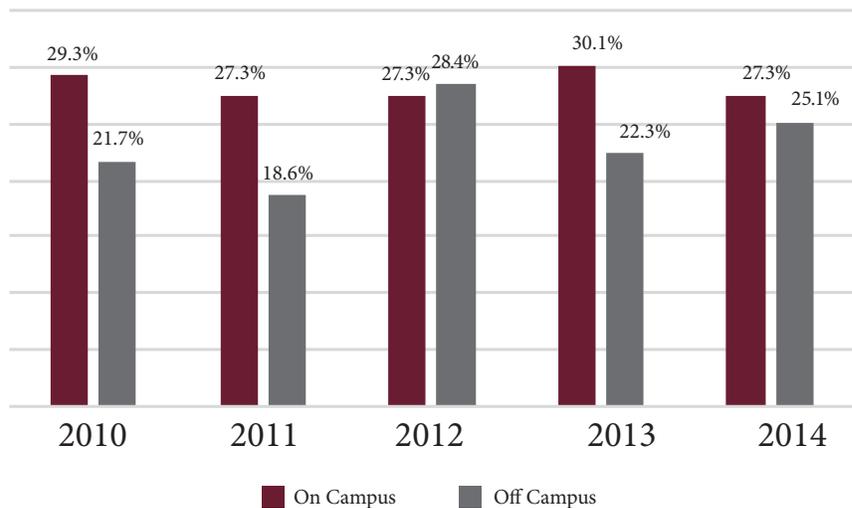
ASPIRATION

Identification with and capabilities for providing a complete experience that includes leadership development and life skills should never fall below any other priority of the institution.

Metric:

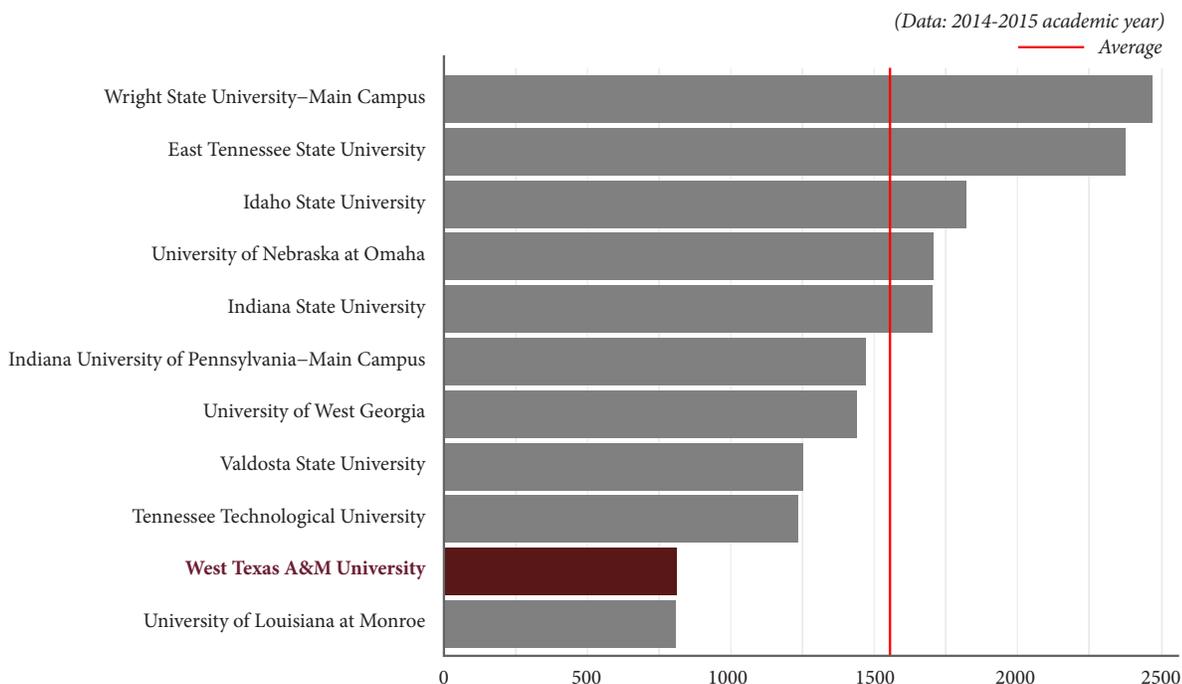
Increase by 50 percent the number of students who live on campus for the total time of their undergraduate experience.

4-Year Graduation Rates by Freshmen Cohorts



The power of the campus life experience is real. Students will be encouraged to live on campus and take advantage of campus work opportunities to reduce the cost of education. Integrated living and study experiences that encourage students to dwell with those who study in the same subject areas will make campus living more valuable and attractive. We will engage students in laboratories, classrooms, studios and other places of study and carry that engagement into the areas where students sleep and eat.

Aspirant Peers: Total Faculty and Staff FTE



Note: This metric shows how many total FTE staff are employed by each institution. This count includes all occupational categories (administrative staff, instructional/research/public service staff, etc.).

Research shows that students who live on campus have higher rates of graduation, retention, GPA and campus involvement. In fact, the Center for Applied Economics and Policy Research released a report in which they state, “We find a robust result ... that on average, living on campus increases GPA by between 0.19 to 0.97. That is, the estimate for the degree of improvement to student performance caused by living on campus ranges between one-fifth to one full letter grade.”²⁴

wtamu.edu/wt125wp-residential-life

EXCELLENCE AT THE HEART

To create a uniquely-focused academic emphasis within residential housing, WT will form a network of former Attebury Honors Program students and Rogers LEAD WT Scholars to mentor current students. This network of students will work as interns, part-time employees and even full-time employees after graduation. In addition, WT will fund an Honors Faculty in Residence to live in the halls and support ongoing programming.

WT will improve the residential living experience for all students with a special emphasis on living environments that promote academic excellence, especially for top scholars, Attebury Honors Program and Rogers LEAD WT Scholars.

STUDENTS AT
THE CORE:
WT will create
clusters of students
to share critical
academic experiences
and interests.

Students will be encouraged to select housing by student organizations, college majors (ex. engineering) or honors program, choosing to live on the same floor and/or hall.

Metric:

Colleges and schools will have Living/Learning Communities with built-in mentoring services in cooperation with Residential Living.

SERVE THOSE WHO SERVED

We will consolidate Veterans Services offices from individual offices to a center/suite format to include space for additional student/visitor workstations to complete required registration and application processes to utilize available state and federal educational benefits. The Veterans Services office serves almost 600 eligible students, a number which has been increasing annually as members transition from the military or transfer from other institutions. The numbers will continue into the future as veterans transfer their benefits to dependent children and spouses.

UNIFIED, CONSISTENT SUPPORT

We will extend Career Services beyond the campus to embrace online and non-traditional students, and partner with faculty to identify the marketable skills students will gain in their academic courses. We will provide a means for students to compile these skills and use them to gain future employment.

WORK ETHIC

The Texas Panhandle has long been known for its strong work ethic and resilient citizens. Traits like persistence, focus and goal-orientation as well as respect for chain-of-command have been marks of pride. But urbanization, affluence, technology and modern lifestyles are eroding this foundation. WT will reinforce these values and seek specific ways to encourage character development that is built around a strong work ethic.

There will be at least two ways WT will build on this culture. First, expanding and integrating campus work experiences into the residential housing program will broaden the work experiences for more students. Second, raising the visibility of WT athletics across the campus and region will help deliver the message that hard work and commitment prepare students to be successful in life.

We will work to grow and expand our experiential learning program and leadership programs, developing relationships with external constituents and agencies to increase opportunities for leadership and internships and translate experiences into marketable skill development.

—WT Student Enrollment, Engagement and Success

wtamu.edu/wt125sees

Metric:

Increase commitment to funding honors programs by 100 percent.

Metric:

Be the leader among peer institutions in the percentage of students gainfully employed post-graduation.

Metric:

Enroll the highest percentage of veterans compared to our geographic, peer and aspirant peer institutions and be a leading institution in the United States for enrolling military personnel completing tours of duty.

MAXIM SIX

Efficiently Utilize Resources

Metric:

Reach or exceed an average 7 percent annual increase in gifts and grants.

Metric:

Increase annually the alumni giving rate by 5 percent.

Metric:

Secure four endowed faculty positions annually.

ASPIRATION

The quality to which we aspire will be achieved with appropriate material support. Resources may not lead to quality, but quality always leads to resources. Quality first.

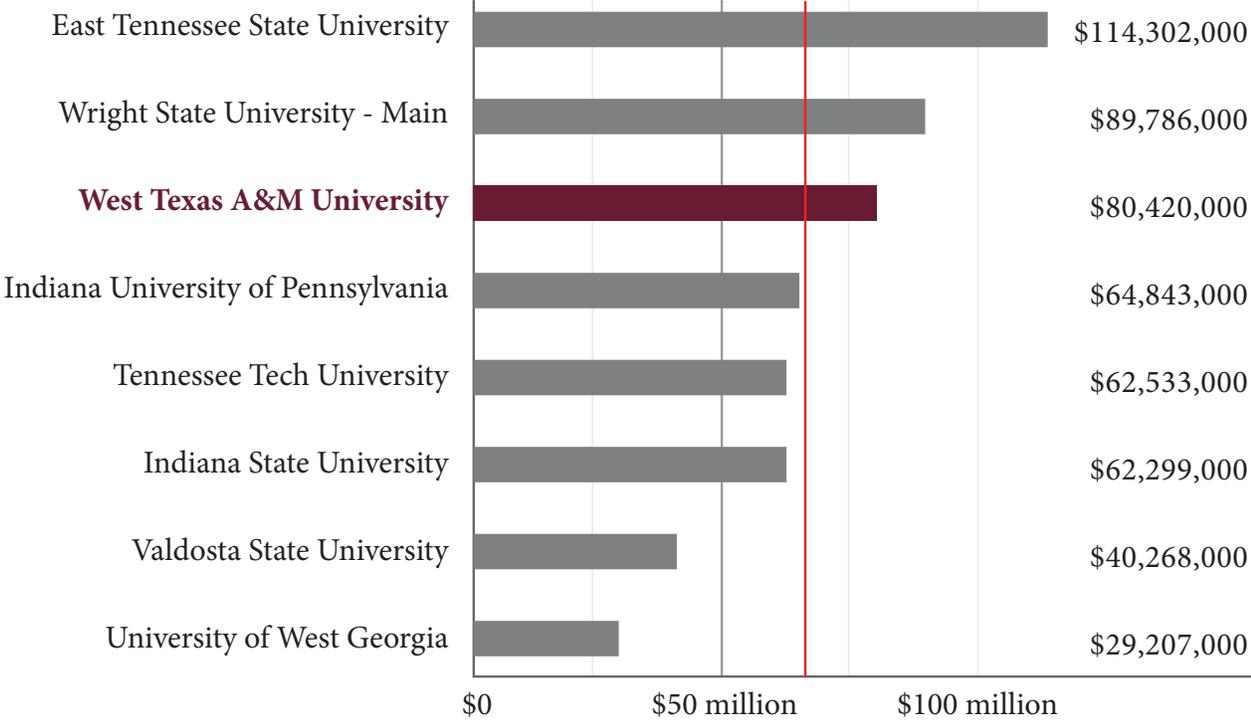
The state's contribution to the funding of higher education has generally declined over the past 40 years. It is naïve to expect a change in that trend soon; although, if the decrease does not level-off by the time WT reaches its 125th birthday, WT will have become a private university. Therefore, in the next 15 years, we are determined to engage in two major fund-raising campaigns. The initial campaign will be focused on the people of WT—the faculty, staff and students. Its efforts will be directed to increase the quality and effectiveness of the people who make WT successful.

INNOVATION

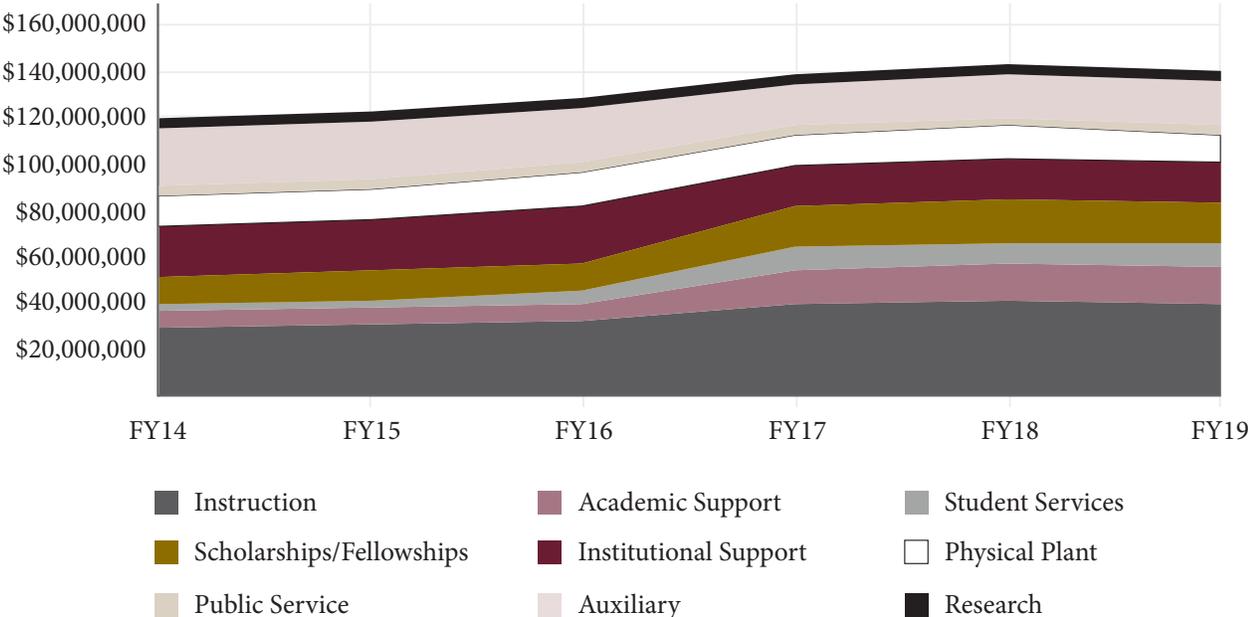
There are several disruptive forces challenging regional educational institutions like WT that require thoughtful reflection, a deep commitment to change and the ability to adapt to new environments. A paradigm shift is warranted to employ new business models and a new governing structure.

Aspirant Peers: Market Value of Endowment

(Data: 2014-2015 academic year)
Average



WT: Operating Budget



Metric:

Infrastructure—each college should obtain one facilities endowment annually.

Metric:

Research grant funding should increase by 10 percent annually.

Metric:

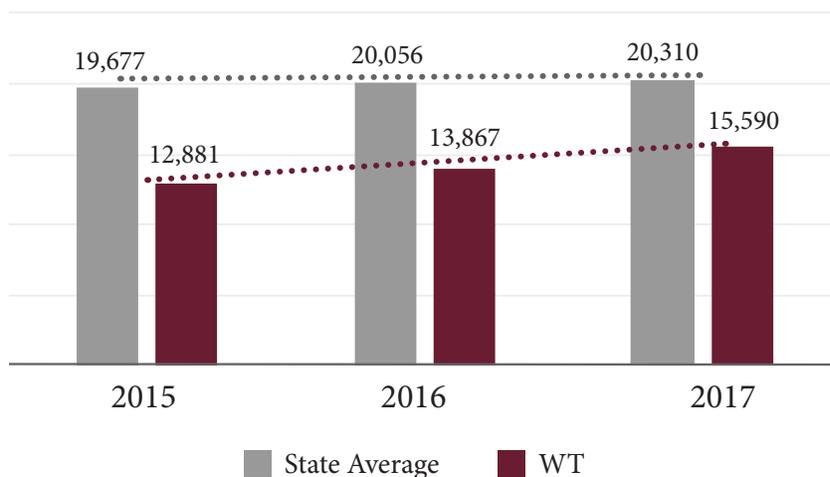
Increase both paid and unpaid Alumni Association memberships by 4 percent annually.

Being able to effectively make a value proposition to our stakeholders is essential. This value proposition will be the primary reason for students and others to choose our University. In creating a new business model, appropriate components should be included to enhance competitiveness and maintain sustainability. The main elements of any proposed business model should include market segmentation, value proposition, revenue stream, cost structure and channels to interact with stakeholders.

A recent report on Forbes.com presented the stark reality of student loan debt in America: more than 44 million borrowers have in excess of \$1.3 trillion in student loan debt, as the average student loan debt for graduates in 2016 was over \$37,000. What often can be lost in discussions of “millions of borrowers” and “trillions of dollars” is the very human, personal impact on individuals and families under the crippling weight of student loan debt. For many college graduates, and even more so for college stop-outs/dropouts, student loan debt can be a barrier to purchasing homes, providing for a family and contributing to society.²⁵

wtamu.edu/wt125wp-student-debt

**Operating Expenses:
WT v. State Average**



Administrative Costs (Efficiency %)

(Data: 2015 fiscal year)

| | |
|--|--------------|
| University of North Texas at Dallas | 21.20% |
| Texas A&M University-San Antonio | 14.90% |
| Texas A&M University-Texarkana | 14.80% |
| University of Houston-Downtown | 14.00% |
| Sul Ross State University | 13.00% |
| Texas A&M University at Galveston | 12.60% |
| Lamar University | 12.30% |
| Texas A&M University-Kingsville | 11.70% |
| University of Houston-Clear Lake | 11.40% |
| The University of Texas Pan American | 11.30% |
| Stephen F. Austin State University | 11.20% |
| Midwestern State University | 10.80% |
| The University of Texas at Brownsville | 10.30% |
| Texas A&M University-Commerce | 10.20% |
| Texas Woman's University | 10.10% |
| The University of Texas at Tyler | 10.00% |
| University of Houston-Victoria | 10.00% |
| The University of Texas at Dallas | 9.80% |
| Texas A&M University-Central Texas | 9.70% |
| Sul Ross State University Rio Grande College | 9.00% |
| Angelo State University | 8.90% |
| Texas Southern University | 8.90% |
| The University of Texas of the Permian Basin | 8.70% |
| West Texas A&M University | 8.66% |

The percentage of funds expended for administrative costs as a percentage of operating budget.

Access to a college education is one important indicator of family and individual success. However, a changing and challenged economy, severe disinvestment in postsecondary education by states and rising college costs have combined to create a higher education environment as fiscally challenging as the nation has ever seen. WT is a Hispanic-Serving Institution, and concomitantly enrolls a substantial number of first-generation college students—many of these families are of low socioeconomic status, thus the expense of college can be overwhelming.

—WT College of Nursing and Health Sciences

wtamu.edu/wt125conhs

EXTERNAL FUND RAISING

The keystone of the future of financial sustainability for WT is to expand its non-governmental funding streams. Gifts, grants and private support in every manifestation will mark WT in the coming decades.

Metric:

Increase annual giving by 5 percent (as measured by the aggregate of annual campaigns).

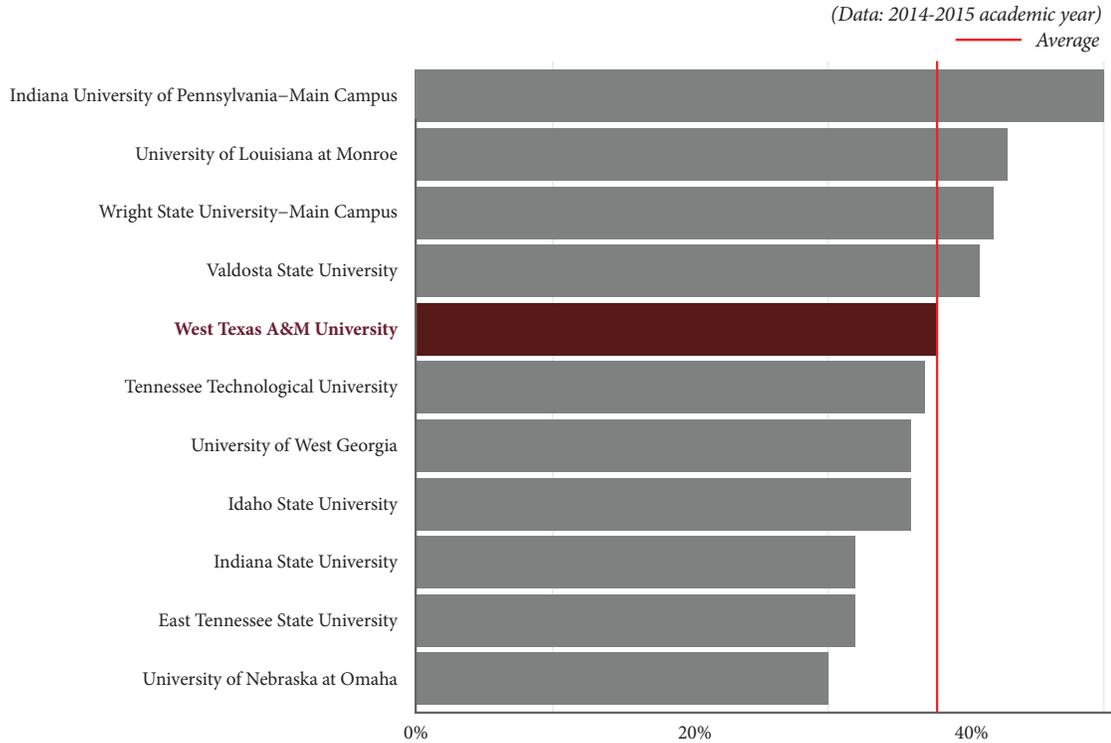
Measuring performance is a crucial step that the University must take to succeed in achieving its goals through fund-raising initiatives. Identifying practical and relevant metrics for fund-raising and philanthropic giving levels is not only essential, but also a moral imperative. Several metrics have been identified that could be used to strengthen existing strategies for fund raising and giving.

FUND-RAISING METRICS

Identifying and tracking key metrics tied to the culture of WT while providing some comparisons with our aspirational peers will move the philanthropic efforts of WT into alignment with the aspirations of this plan. To be successful, accountability at both the campus and unit level is critical. Fund-raising efforts will focus on critical areas such as students and faculty as well as infrastructure. These measures will help assess our progress in achieving increased private support.

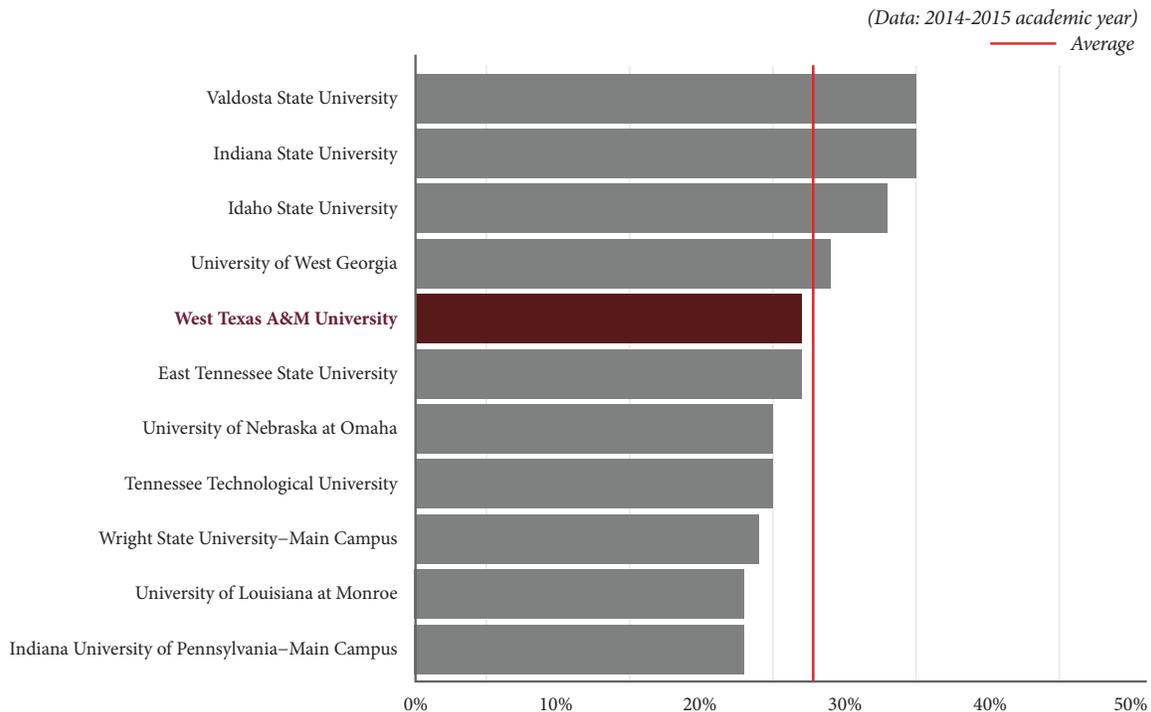
The University needs to grow research funding and research grants, as well as public and private giving. Partnerships and innovative programs must proliferate. Academic programs of distinction and success which enhance student professional careers will be established. Each college will be encouraged to establish private partnerships to support academic programs. These changes will result in nationally recognized programs of research and study.

Aspirant Peers: Tuition and Fees as Percent of Core Revenues



Note: This percentage provides an estimation of how reliant an institution is on student tuition and fees as a source of revenue.

Aspirant Peers: State Appropriations as Percent of Core Revenues



Note: This percentage provides an estimation of how much support an institution receives from the state.

Metric:

Strengthen institutional processes and priorities for resource effectiveness.

Metric:

Enhancement of costs structure.

Metric:

Decision Empowerment: Fiscal transparency will be structured to occur at the appropriate level of the organizational hierarchy. Such action will ultimately lead to a better locus of control and more effective fiscal decision-making. Relevance, sustainability and viability programmatic cost/revenue streams and implications (of fiscal decisions/initiatives) should occur at ground level.

The University will assess the viability of low-performing units, align fiscal policy with strategic targets, set spending levels and expected returns for academic programs and adopt institutional funding models and rolling budget cycles.

WT will recruit, reward and retain human capital (talent). To do so successfully and over time, the University will lead among its peer institutions in terms of strength of salary and overall compensation. WT will continuously review outsourcing of services and will hand to the private sector operational aspects that the University is not well-suited to deliver.

Since the primary method for the state to compensate the University is semester-credit-hour (formula) funding, the University should adopt fiscal policy and budget practices that reward growth as one part of a multi-faceted allocation model.

PROGRAMMATIC COST/REVENUE STREAMS

Programmatic costs, both budgeted and actual, will be analyzed annually. All initiatives will include expected financial metrics that are measurable.

BUSINESS PRACTICES

A comprehensive review of fiscal policies (internal/external), academic programs (general operating) and funding models for future growth will occur within the next year. Comprehensive review of fiscal policies (internal/external) will be reviewed and updated annually. Academic programs (general operating) will establish a funding model that, in part, bases annual funding on SCH generation.

Expenditures Per Full-Time Student Equivalent (Ranked)

(Data: 2015 fiscal year)

| Institution | Enrollment | Amount |
|--|--------------|------------------|
| Texas Southern University | 8,965 | \$ 19,955 |
| Prairie View A&M University | 8,268 | \$ 19,601 |
| Texas A&M University-Kingsville | 9,207 | \$ 16,831 |
| Midwestern State University | 5,734 | \$ 16,750 |
| University of Houston-Clear Lake | 8,906 | \$ 16,561 |
| The University of Texas at Tyler | 8,500 | \$ 15,961 |
| Angelo State University | 8,343 | \$ 15,794 |
| Texas A&M International University | 7,192 | \$ 14,659 |
| The University of Texas of the Permian Basin | 5,937 | \$ 13,551 |
| West Texas A&M University | 9,482 | \$ 12,881 |

Funding models for future growth will establish a model that in part bases annual funding on SCH generation.

WT will develop strategies that will build the resource streams—state, federal, corporate and private—required to support the University’s rapid evolution toward a doctoral university that defines a *Regional Research University* prototype.

Metric:

Administrative cost ratios per graduate and per student-credit-hour produced will be the best of all non-flagship institutions in Texas.

MAXIM SEVEN

Provide Access to Insight: Intellectual Resources

Metric:

One hundred percent increase in service centers and intellectual resource development funding.

ASPIRATION

The core of the campus, at its heart, is the flow of intellectual resources, insight and wisdom. No aspiration of *WT 125: From the Panhandle to the World* will be achieved without substantial commitments in information technology, the Cornette Library, the Panhandle-Plains Historical Museum and other resources that power the mind and provide insights to students, faculty and the Panhandle community.

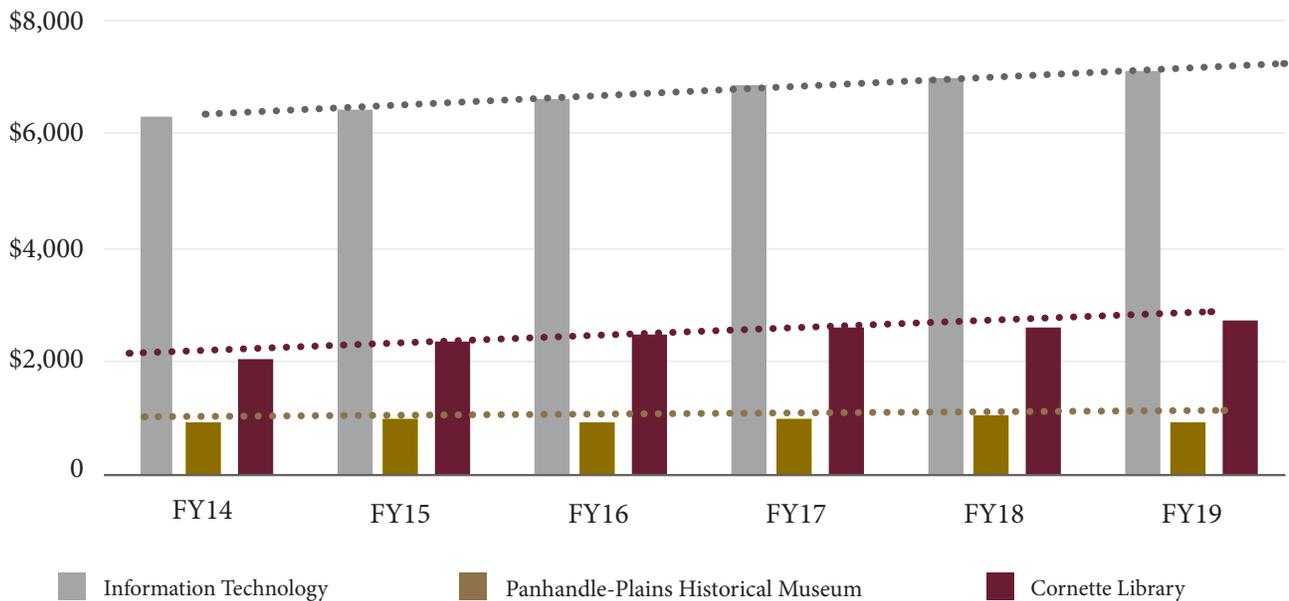
The fundamental characteristic of Generation Alpha students will be their relationship with information technology, so it is important that the concept of digital transformation and enhancing the University's digital capabilities be appropriately used to connect and engage with tomorrow's generation of students.

— *WT Information Technology*

wtamu.edu/wt125it

Increased competition and the changing generation of students will require higher education to rethink traditional delivery models, embrace innovation and technology, and seek new ways of teaching, learning and conducting research. Next generation digital learning platforms will leverage artificial intelligence, the Internet of Things, machine learning, augmented and virtual reality and dynamic video content and provide a more customized, personalized and collaborative experience to improve outcomes.

Historical Budget Allocations: Information Technology, Panhandle-Plains Historical Museum and Cornette Library; Five-Year Trend



Our intention is to be at the forefront of all of the regional universities in our nation and state in the development of model campus libraries, transformative technology, enterprise agility and ubiquitous access to information digitally.

In order to meet the research expectations of a doctoral granting institution, WT must develop new techniques for faculty to electronically store research data and collaborate with fellow researchers. A faculty commons website will encourage participation, foster interdisciplinary perspectives and provide resources for teaching and research. The faculty commons will also encourage collaboration within and between disciplines and increase digital offerings available through the Texas Digital Library subscription.

Along with developing new research storage and collaboration methods to benefit WT researchers, expanding access to research journals, particularly in the sciences, is necessary.

To maintain its competitive advantage, the University will establish a campus council of innovation that is inclusive of all academic and non-academic departments across the campus. WT, already a global leader in online education, will focus on the development of a public, private cloud architecture that provides flexible, cost-effective and scalable services that maintains a shared vision consistent with the University’s vision, mission and strategic goals.

Metric:

Be recognized in state and nation as a leading regional university in the provision of technical support in learning and research.

Metric:

Measure and track use of all library resources and increase by 100 percent.

The cost of Cornette Library's e-resources will continue to rise exponentially. In FY 2004 the Library spent \$177,006 on electronic resources—this has grown to \$902,776 in FY 2017. By FY 2019 our cost will be over \$1 million. At the 8 percent rate of increase we plan for, the resources we subscribe to today will cost over \$3 million in 2035. The library profession has recognized this as an unsustainable model. In response, academic libraries are embracing the open access (OA) model. The organization SPARC (Scholarly Publishing and Academic Resources Coalition) has introduced OA journals as competitors to some of the most expensive science journals on the market and has had some success in driving the price down.²⁶

wtamu.edu/wt125wp-library

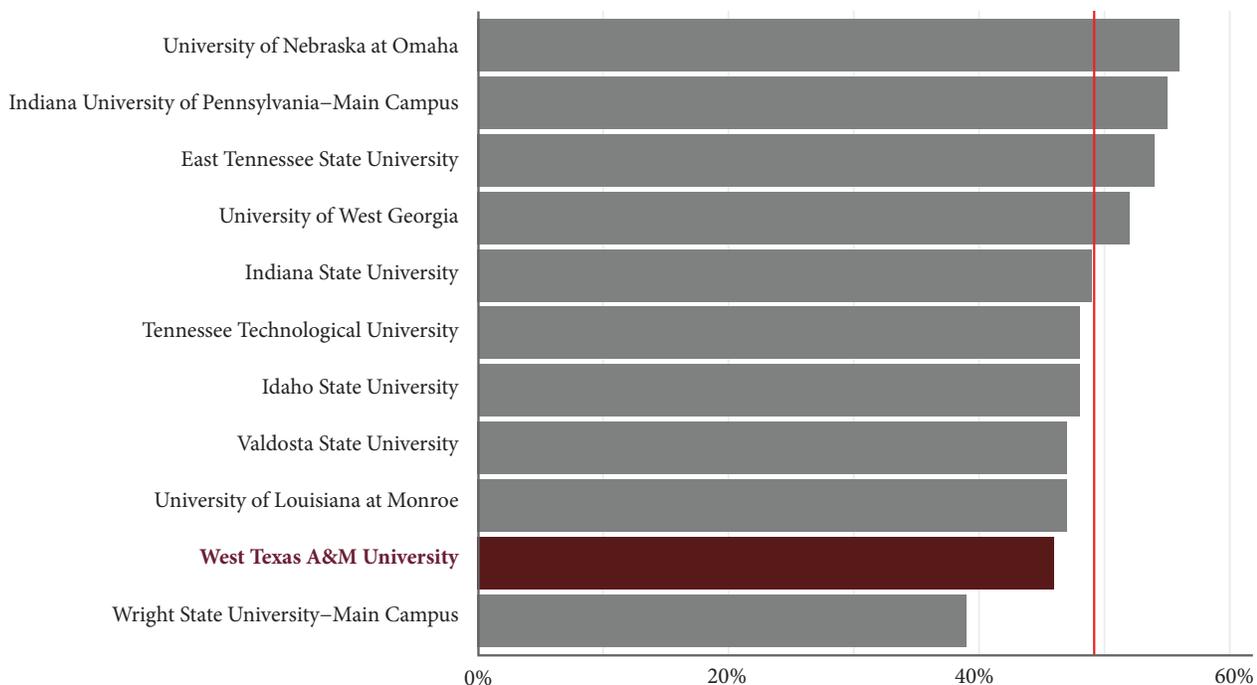
DIGITAL LEARNING

WT will continue to expand the number of smart classrooms and enhance the technological capabilities such as wireless presentation solutions for displaying from multi-platforms and devices, video and lecture-capture systems to support hybrid learning, mobile apps and incorporation of the Internet of Things to support classroom automation, attendance, data analytics and artificial intelligence capabilities. A state-of-the-art digital archive of both Panhandle-Plains Historical Museum materials and artifacts, as well as a digital archive of the works of art on campus will be essential. Expanded virtual learning spaces to serve the needs of both students and faculty will be required.

Existing strengths will be recognized and reinforced. Examples include West Texas A&M Small Business Development Center, Dryland Agricultural Institute, Cooperative Research Education and Extension Team (CREET), Center for the Study of the American West, Crossbar Ranch and the Beef Carcass Research

Aspirant Peers: Instruction Expenses as a Percent of Core Expenses

(Data: 2014-2015 academic year)
Average



Note: This percentage provides an estimation of how much an institution spends on instructional expenses compared to other core expenses.

Center. We will identify what is unique about this region and use that as the focus of the development of new programs.

INNOVATION

WT will seek innovative ways to approach its mission for the next decade and beyond by developing existing technologies and creating spaces where new technologies (specifically Virtual Reality) can be used by both faculty and students. There are also innovative ways to approach the limited resources we will face such as sharing research facilities and utilizing current resources in creative ways.

A LEARNING COMMONS

The idea of grouping services for students is already present on campus with the co-location of Student Advising and auxiliary services in the Classroom Center. A Learning Commons will bring together not only the student services that we currently have, but also create a common area for learning and research to take place. This will occur by expanding the footprint of the current Cornette Library.

JOURNAL ACCESS

WT will expand access to research journals, particularly in the sciences. Additional library resources, especially online databases with full-text journal access, also will be needed to support new doctoral programs.

The University

seeks innovative ways to
move toward its mission for
the coming decade and beyond.
The focus should be directed at
improving and building upon existing
technologies while being open to and
making room for new ideas and
concepts that benefit faculty
and students.

SMART CLASSROOMS

We will continue to expand the number of smart classrooms and enhance the technological capabilities such as wireless presentation solutions for displaying from multi-platforms and devices to create a learning environment rich in student presentations, interaction and collaboration in the classroom. Further enhancement of smart classrooms includes video and lecture-capture systems to support hybrid learning, mobile apps and the incorporation of the Internet of Things (IoT) to support classroom automation, attendance, data analytics and artificial intelligence capabilities.

DIGITAL ARCHIVES

Using the resources that are already provided by Information Technology and the Cornette Library, WT will create a Virtual Learning Space and digital archive for materials currently housed in the Panhandle-Plains Historical Museum.

Metric:

Reduce costs of textbooks and instructional support by 90 percent.

Metric:

Decrease subscription rates to traditional journals by 50 percent and increase access to digital databases and support infrastructure by 100 percent.

Metric:

All classrooms, laboratories, studios and lecture halls will be accessible digitally through hand-held devices.

Metric:

One hundred percent digital access to our history.

MAXIM EIGHT

Engage and Empower Excellence in Human Capital

ASPIRATION

Faculty and staff are the University. The University must recruit, reward and retain the very best. The sine qua non of all faculty and staff at every level must be teaching and the support thereof in its diverse manifestations.

Metric:

Recruit, reward and retain the highest quality of faculty, students and staff. Never lose anyone to another enterprise except for reasons of family, climate or geography.

As institutions of higher learning, universities must push to the forefront diversity and inclusion initiatives by engaging students in critical thought education that pushes boundaries and encourages students to become, not just aware of, but compassionate toward those who are different from themselves. Today's students come from a variety of ages, cultural, ethnic, inner city, rural and socioeconomic backgrounds. The diverse nature of this "new student" is pushing universities to be proactive in the ways in which they engage students. Despite the obvious need to expand and support programming for diversity and inclusion initiatives that meet students where they are, these programs are often attacked, cut and marginalized on campuses across the country.²⁷

wtamu.edu/wt125wp-diversity

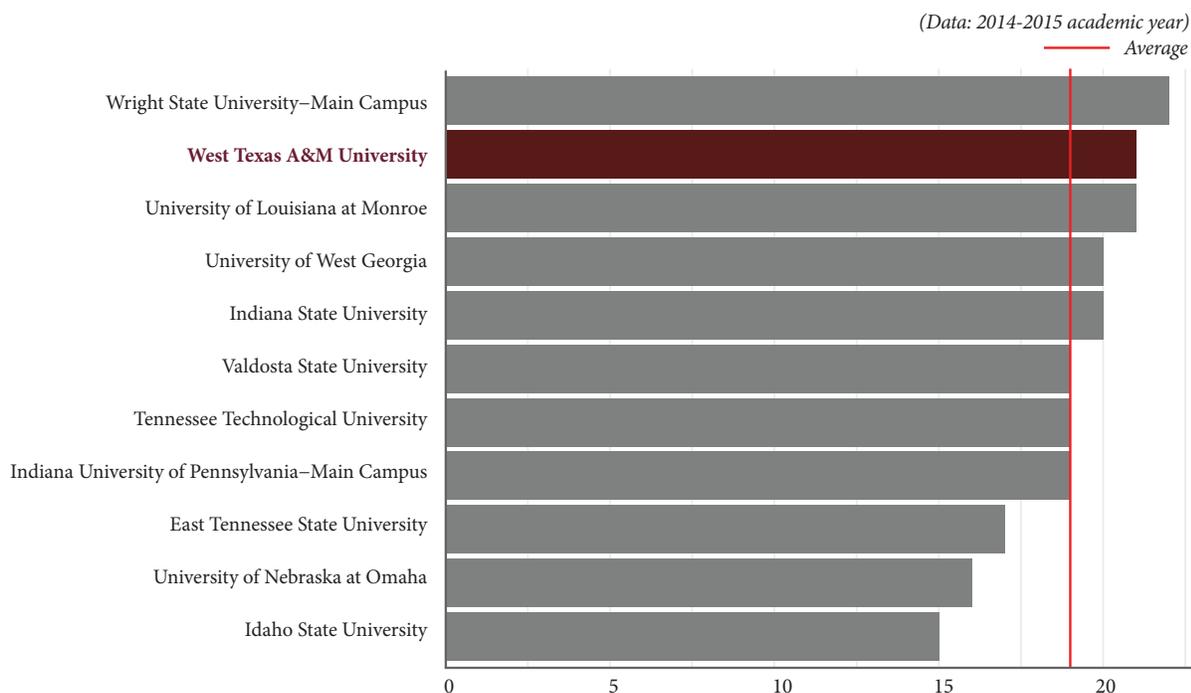
Universities are about people. As our enrollment grows and graduate programs continue to develop, shifts in the number of faculty, students and staff will occur.

It is essential that our attention to the human capital that produces excellence is continuously increasing. Our student-faculty ratios will be better than the averages for any of our three peer groups. Likewise, faculty with terminal degrees will continue to grow as a percentage of the whole. Our students on scholarship for academic excellence will have access to twice the current levels of scholarship funding. This corresponds directly to the structure of our next capital campaign. In addition, WT will find ways to increase our means to reward excellence in all categories of our University population. Lastly, in selected areas, WT will emphasize our support for diversity and boldly recruit faculty who are leaders in their respective disciplines. This practice will change the matrix of faculty salaries and reward structures for the entire campus.

Metric:

Develop exemplary reward systems that recognize excellence in individual support, merit-based pay and promotional increases. To the degree possible, raises should reflect merit rather than across-the-board approaches.

Aspirant Peers: Student-to-Faculty Ratio



Note: This ratio shows the number of FTE students to FTE instructional staff. WT's ratio was 22:1 in 2014–2015. Lower ratios indicate the institution employs more faculty per student.

Metric:

Create a sense of community and culture to reduce isolation of faculty, staff and students as we welcome new members to the Buff family.

INNOVATION

As far as faculty and staff are concerned, innovation means the University will work to assess what is currently done, be more progressive and focused toward human capital and purposefully incorporate strategies in the strategic plan moving forward. To adequately measure progress, a rating system is suggested to determine if intended outcomes have been achieved, if noticeable progress has been made or if no noticeable progress has been actualized. Responsible parties must be established, and parameters for data collection must be determined. Finally, reviews of the data must be conducted at appropriate intervals.

The University must place an emphasis on diversity of staff and faculty. The types of diversity needed are those that contribute to intellectual debate, growth in understanding and improvements in student learning. This would include ethnicity, educational background, gender and intellectual orientations. Such diversity, if done well and purposefully, encourages engagement with students that raises the quality of the education and prepares students for life.

The University must place an emphasis on diversity of staff and faculty. The types of diversity needed are those that contribute to intellectual debate, growth in understanding and improvements in student learning.

MAXIM NINE

Foster Locally Responsive Research and Infrastructure

Metric:

Focus research, scholarly and creative agendas so that they address one or more dimensions of regional problems. Agenda should be “a quarter-inch wide and a mile deep.” We will know it when we see it.

ASPIRATION

Sustain excellence in research, scholarship and creative activities that first address local needs and ideals. Excellence in research and scholarship will attract human and material resources. This is a critical goal.

Aspirant Peers: Research Expenditures

Data: 2015-2016 fiscal year

| | |
|--|--------------------|
| Wright State University-Main Campus | \$38,949,072 |
| Idaho State University | \$24,627,613 |
| Indiana State University | \$11,263,000 |
| East Tennessee State University | \$9,908,820 |
| Tennessee Technological University | \$9,768,262 |
| University of Nebraska at Omaha | \$9,738,122 |
| University of Louisiana at Monroe | \$5,864,622 |
| West Texas A & M University | \$4,620,126 |
| University of West Georgia | \$2,144,639 |
| Indiana University of Pennsylvania-Main Campus | \$1,335,081 |
| Valdosta State University | \$329,881 |

Research, scholarship and infrastructure will evolve to assist the University in gaining **Regional Research University** status. Each component of the triangle—research, scholarship and creative activity—will be attended to in sciences and applied disciplines. New avenues for funding research that support

Since
2013, WT
has received
166 grant awards
totaling more than
\$24 million.

Data: 2015-2016 fiscal year

professional doctorates with application-driven potential will evolve. In disciplines that rely on traditional forms of scholarship, access to intellectual insights to the developing library, the Panhandle-Plains Historical Museum and investigative study will grow. Our faculty, staff and students will continue to contribute effectively to the cultural life of the Texas Panhandle in the areas of performance and artistic expression. This three-pronged approach to excellence in research and infrastructure will make possible our designation as a **Regional Research University**. We will look different from land-grant universities and traditional doctoral universities.

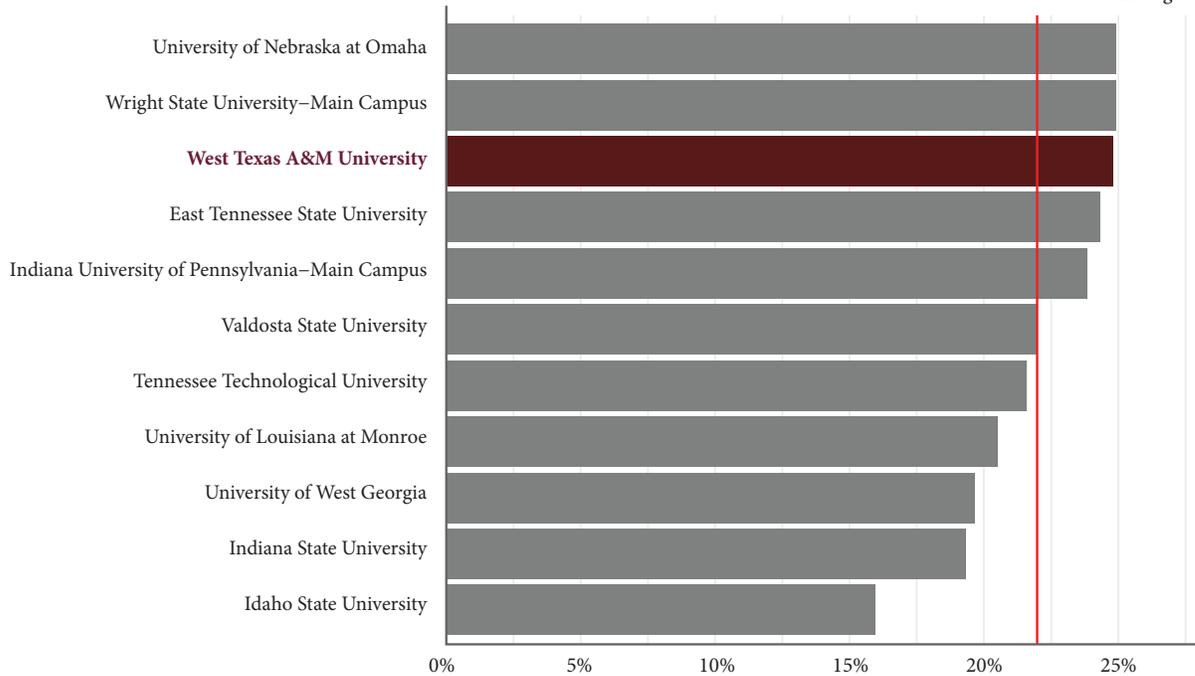
INNOVATION

Innovation will include knowledge, insight and creative pursuits of every type used to fuel local communities with a passion for progress while understanding that WT is preparing for a future and future research that is still unknown and developing. WT will continue to have worldwide reach, affirmed through the transferability of regional innovation while understanding that

the world's challenges do not fit neatly under a single subject area; rather, they are interdisciplinary and transdisciplinary, and require diverse thinking to develop solutions.²⁸

Aspirant Peers: Degrees Awarded per FTE

(Data: 2014-2015 academic year)
Average



Note: This locally-created metric divides total degrees awarded by student FTE to make 'apples-to-apples' comparisons across institutions with different sizes of enrollment.

It will take the entirety of the WT community—students, staff, faculty, administration, alumni and community members—if we are to achieve this aspiration. Broad-based, long-range, measurable outcomes include these:

- Identifying and participating in partnerships with Panhandle communities so that economic success of the region is sustained and further developed;
- Producing research-trained students that move into the regional labor market and provide needed economic resources;
- Producing faculty-research publications, presentations, commissioned research, grants and sponsored research, seminars and regional conversations that support innovation;
- Hiring and employing faculty experts in various specific fields based on the regional context and environment;
- Developing regionally beneficial intellectual property (licenses and patents);
- Developing new models of generated knowledge as applied to rural research settings;
- Interfacing with technology, including artificial intelligence (AI), the Internet-of-Things (IoT), cybersecurity and big data to engage the future of research and economics; and
- Building needed funding sources, including those within community partnerships.

BUILDING AN INFRASTRUCTURE TO SUPPORT RESEARCH

In higher education, funding resources remain on the decline.²⁷

It is important to have adequate financial resources for research and its related infrastructure.²⁸

RESEARCH CENTERS

Each WT college or school will have at least one established research center and have identified unique research capabilities and niche areas that have the capacity to serve the Panhandle region. Each center will be recognized through publications and presentations, and, as disciplinary appropriate, will secure grant and sponsored research and fees for local service work. A short- and long-term research and marketing plan for each center will be completed and include input from community/regionally-based advisory committees. Additional measurements could include the number of business and community partnerships established, the number of research hours achieved, the number of research papers published and presented, the number of faculty research sabbaticals awarded, the number of research grants awarded and total grant dollars calculated on an annual basis before and after establishment of each center.

PERSONAL ACCOUNTABILITY

The University will identify a research director for each WT research center whose responsibility will be to facilitate the operation of the center and represent the center to both internal and external communities. The directors

will be included as members of the WT Killgore Research Committee. The primary function of the director will be to lead and manage the research enterprise. Teaching responsibilities will be minimal and will reflect research-related content.

SUPPORT OF RESEARCH FACULTY

We will review the current appointment process whereby faculty are hired for percentages of research to determine if the assignment accommodates research or if research efforts become overwhelmed by college or school teaching priorities. WT will hire or identify “research faculty” in each college who will focus on conducting research. For these research faculty, WT will provide research support: time, resources, travel funding, library investment, facilities, equipment and the accompanying research production and evaluation expectations.

We will develop a faculty research mentorship program that includes mentors from within and outside the researcher’s discipline, including industry research mentors as appropriate.

The University will restructure the WT facilities and administration/indirect cost formula for research centers to financially support faculty research, including course reductions, travel funding, research sabbaticals, equipment and supplies.

Metric:

Increase local business and industry support of new ideas by 100 percent.

Metric:

Develop innovative ways to support faculty in their development of ideas so that publication and recognition of insights increase by 100 percent.

Metric:

Research standards of each college or school will be comparable to disciplinary peers at aspirational peer universities.

Metric:

Publication rates will be in the top decile compared to peer institutions.

QUALITY CONTROL IN RESEARCH ACTIVITIES

The higher education industry and its sectors are going through “seismic”/ structural changes.²⁹ Quality assurance is critical in higher education and applies to national and regional universities.³⁰ Each college and school should annually review research standards and consider their value as well as continuously review and adjust the predictions of what research standards will look like in the future. Research standards will provide specific criteria for evaluation of research faculty in colleges where this does not exist or is not clearly delineated. Focus will be on quality research as defined by each discipline. For example, some disciplines measure quality by the impact factor of journal publications.

SHARE INSIGHT

Universities are important in the process of research dissemination. Colleges or schools and their faculty will be involved in this process. A proper infrastructure will be developed to implement these complex changes.³¹ A communication plan for WT research implemented through each WT college and school will be developed. Built on top of a web infrastructure and in cooperation with the Office for Communications, Marketing and Events and the Cornette Library, these repositories will regularly list all faculty publications, specialized reports and surveys, monographs and related material and research projects for public access.

By being in the “connected world” and “connected markets,” dissemination of faculty publications, reports, surveys, monographs and related material will bring academic and research visibility to WT.³²

Each research center, along with the college or school and the Office of Communications, Marketing and Events will develop a comprehensive set of messages intended to spread awareness of WT research and its practical

applications. Presentations (inclusive of the WTAMU Amarillo Center), invited lectures, advertisements in select conference proceedings, newspapers and research periodicals are critical in building prestige locally.

FACULTY GENERATED IDEAS

We will create a more strategic and sustainable process for communicating and recognizing faculty research achievements, including research that falls within the creative works classification.³³ Creative arts (music, dance, radio and TV, theatre, visual arts, writing, etc.) are major areas in higher education and add a tangible value to today's digital economy and its creative industries.³⁴ Marketing and recognizing faculty research, performances, exhibitions and related creative activities will promote the University and its programs in the region and beyond.

We will create a regional faculty research conference at WT to showcase regional research. A steering committee will include industry and University stakeholders. This committee will help publicize the University's research programs regionally and will involve outside stakeholders. WT will host an annual faculty regional research conference to serve as the culmination of research work each year.

Increasing research connection to regional communities will not limit WT's worldwide reach. Instead, it will demonstrate that by focusing first on the Panhandle region, research will actually become more successful at addressing

worldwide needs. This success will then be picked up by similar regions around the nation and the world—research that is relevant/needed/market-driven. Others will notice.

Research centers will enable the University to expand graduate and undergraduate student involvement in research. Students involved in research have better retention and graduation rates than those who are not involved in similar activities. Student involvement in research also provides valuable professional experience, future educational work, scholarship attainment and workforce success.

WT will build scholarships for research assistantships for undergraduates in each college and school and continue to build this infrastructure with additional endowments and scholarships. This action will help attract quality students to the University and assist faculty in their research activities, data collection, lab work, creative activity, exhibitions, etc. This action will help attract quality research students to WT.

CREATION OF A CENTER FOR INNOVATION

IT-based initiatives and the IoT-related gateway are critical in today's changing higher educational environment and its associated digital models. These IT-related activities can help WT differentiate itself from other institutions. Creation of a Center for Innovation can be WT's "first-mover advantage" in the region. An implementation team consisting of research faculty, the vice president of

Metric:

Increase the number of business and community partnerships established and external research dollars generated annually by 100 percent.

Metric:

Endow the current University student internal grant research programs and a graduate research assistant for each college and school.

research, the chief information officer, the vice president for academic affairs, the vice president for institutional advancement, the director of information and library resources, the Killgore Research Faculty Committee and industry partners will create the planning documents; seek appropriate approvals, funding and location; and implement its creation.

CREATION OF EXPERIMENTAL/BEHAVIORAL APPLIED SCIENCE RESEARCH FACILITY/LABS

There is potential to integrate applied research/researchers on campus, including those from the areas of psychology, business, behavioral economics, communication, social work, sociology, criminal justice and nursing, among others. This will be a facility designed with the nuances of multiple disciplines in mind. The focus of the center will be seeking grant funding combined with fees for local service work that supports cross-disciplinary research.

PARTNERSHIPS WITH TEXAS A&M UNIVERSITY

WT and the Texas A&M Veterinary Medical Diagnostic Lab (TVMDL): A shared research plan to integrate WT research with the TVMDL will be created to include external grants and sponsored research. The TVMDL will help attract sponsored-research projects and external grants and enhance research and analytical capabilities for WT faculty. Renovations and updates will need to occur to current capabilities at the WT Research Feedlot, Nance Ranch and various campus research labs. Additionally, the new Veterinary Education, Research & Outreach Center will add opportunity for students and faculty.

West
Texas A&M
University is the
primary source of the Texas
Panhandle's past, present
and future employees, leaders,
entrepreneurs, innovators and
cultural leaders—all of whom
are forever linked to the
University.

On the negative side, the lack of population growth in the region limits the ability of WT to achieve the organic enrollment growth experienced by many other institutions throughout the state. Expansion of degree options, increases in student services, funding of new initiatives and maintaining competitive salaries are all dependent on positive marginal revenue growth, which is usually correlated with enrollment. On the positive side, the lack of anticipated population growth limits the attractiveness of competitor institutions physically locating in the region. The Texas Panhandle is generally not viewed by external constituents as a growth market. The result of limited competition implies the importance of WT in the regional community will continue to increase. The primary source of future Texas Panhandle employees, entrepreneurs, innovators, civic leaders and cultural ambassadors will remain inextricably linked to West Texas A&M University.³⁵

wtamu.edu/wt125wp-responsiveness-to-industry

Metric:

Quadruple the scholarship and work-study opportunities available to students.

Metric:

Creation of a Center for Innovation will be completed by 2035.

MAXIM TEN

Purposefully Lead, Govern and Organize

Metric:

*Amend annual assessments
and evaluations for
University employees to
include leadership
development activities.*

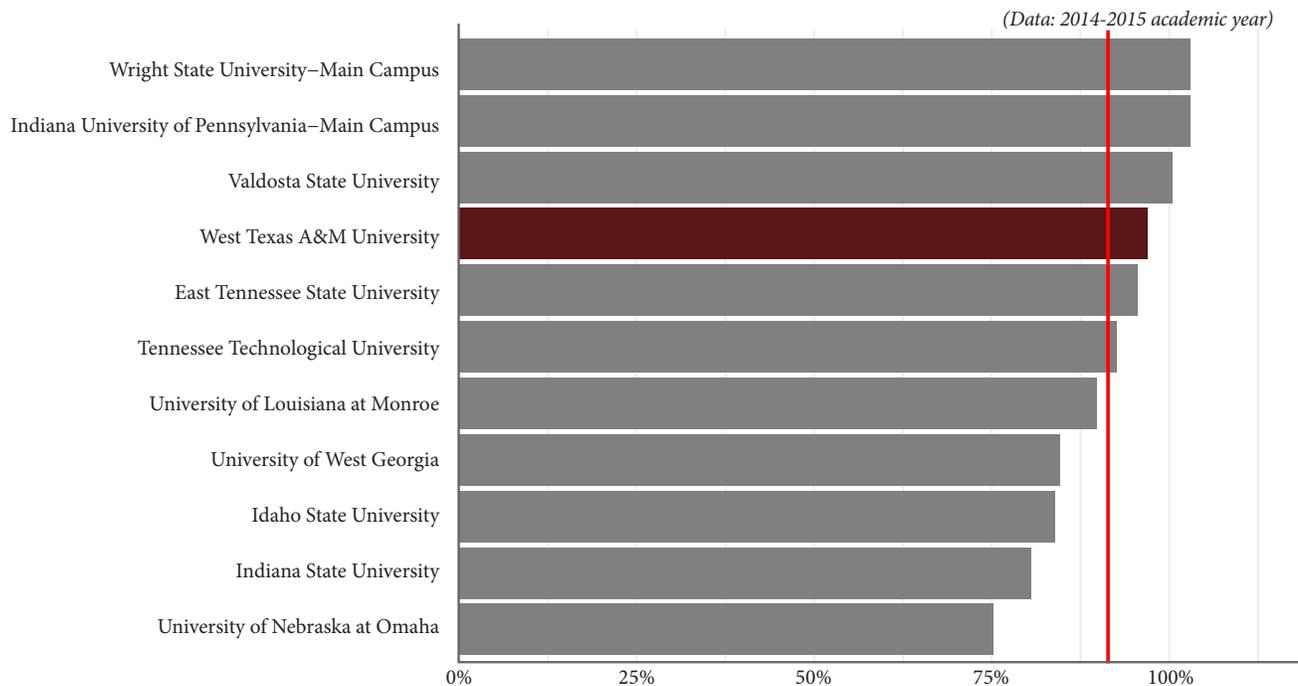
ASPIRATION

Great universities exist where there is enlightened leadership. This is true at the state, system and university levels. It is true from within and from without. It comes from every rank of university life: staff, faculty and administration. No segment has the corner on the market of innovation and insight. Recognition of this will make WT better.

To gain every advantage as we serve the Texas Panhandle, we will be a regional university more integrated with our flagship, Texas A&M University, than we are currently. There will be a two-way flow of people and ideas. Many of our best undergraduate students will go on to advanced study at Texas A&M University. Likewise, the programs that we offer on this campus and the attributes that are strong for us—such as our programs in music, performance and the arts—may be attractive to students from Texas A&M University. Our strengths in music and the study of the American West, fueled by the Panhandle-Plains Historical Museum are unique and should help us more fully integrate with Texas A&M University. This requires a confident and comfortable view, through the eyes of leadership at every level, regarding the interdependence of our institutions. Distributed education allows each organization to provide opportunity through its strength. This is our aspiration.

While developing academic leaders is a given at any university, the call for leadership development to staff, students and volunteers, as well as faculty, is critical.

Aspirant Peers: Core Expenses as a Percent of Core Revenues



Note: This percentage provides a rough estimate of institutional efficiency. An institution that is close to 100 percent on this metric is investing most of their core revenues in core areas essential to the successful operation of the university.

INNOVATION

The opportunity for innovation is without boundaries. The area of leadership is rich with new ways to identify, encourage, develop and reward leaders. By contrast, innovation in governance and organization at WT is a little more challenging, but not without opportunity.

EFFECTIVE UNIVERSITY LEADERSHIP

We will invest in consistent programs that identify, support and retain effective current and future University leaders among University administrators, faculty, staff, students and volunteers. We will select University leaders to develop efficacy through participation in evidence-based leadership development programs and trainings, encourage and support continuing leadership development, and identify and support external

opportunities for leadership development. We will use current high-performing University leaders to coordinate and lead internal leadership development initiatives and obtain metrics related to alumni engagement and number of volunteers involved to determine effectiveness of leadership development activities.

TRUST

We will create a culture of trust among internal and external University stakeholders through open, honest and direct communication. Insist upon open and public dialogue in matters pertaining to strategic decision making. Elicit input from existing University bodies that represents and protects the interests of internal and external stakeholders (e.g., Staff Council, Faculty Senate, Student Government, Alumni Association).

EMPOWERMENT

Internal and external University stakeholders will actively participate in University initiatives. We will seek input by establishing regular online town-hall style gatherings that elicit attendance and participation from internal stakeholders (e.g., students, staff and faculty).

BUILD A CULTURE

Establishing and communicating a clear and distinctive university identity promotes a discernible university-wide culture. We will foster a common university culture that unifies all internal and external stakeholders and promotes unity among university brand, programs and services that emphasizes the University's presence throughout Amarillo and the Texas Panhandle (e.g., main campus, Amarillo Center, Enterprise Center, Small Business Development Center). We will identify ways to obtain input from students, faculty and staff who leave the University.

Via the Office of Communications, Marketing and Events, we will establish a checklist matrix of the following dimensions: Panhandle points of contact for services offered, Panhandle points of impression (e.g. news outlets, press release channels, social media outlets, on-campus branding and marketing labs and incubators—Media Minds, etc.) and Panhandle active branding and information campaigns.

IDENTITY

WT will create a distinctive university identity that identifies central attributes and unique characteristics that

are aligned with the University's vision and can withstand change.

We will use university branding and marketing that is consistent, create university brand focus groups consisting of both internal and external stakeholders to collect qualitative data relative to University branding and use common campus spaces to host University events that coalesce internal and external stakeholder involvement.

STRUCTURAL CLARITY

To elucidate a university organizational structure we will create a clear sense of roles and responsibilities among all internal and external University stakeholders. We will review existing roles and responsibilities for clarity and fit with the University's vision and make any necessary adjustments. The annual review of organizational structure will align with policy and procedures practiced at all levels.

LEADERSHIP THAT ENHANCES TEACHING, SCHOLARSHIP AND SERVICE

We will foster a stimulating environment that results in academic excellence to attract and retain quality instructional faculty. By providing opportunities for instructional faculty to engage with ongoing professional learning, we will foster the highest quality learning environment among all students and provide competitive compensation and benefits packages to prospective faculty members.

ENERGIZED ENGAGEMENT:

We will foster a stimulating environment that encourages meaningful engagement with community, professional and University service by encouraging faculty and staff to actively participate in service within the Amarillo and Canyon communities. We will encourage faculty and staff to actively participate in professional service within their related discipline or professional field in University service.

Parting thoughts.

*Remarks and
Recognition*



CLOSING REFLECTIONS

We have worked diligently to define the steps required to make WT a Regionally Responsive Research University.

Our guiding goal is to gain doctoral status and simultaneously define a new type of research university—a *Regional Research University*—through a combination of academic excellence and service to the community. This change requires a sustained production of doctoral degrees. In attaining this status, it is not our intention, nor will it be the result, that our commitment to excellence in teaching be diminished. In addition, it is not our intention to change the fundamental systems of our University that drive the values of family, work, faith and community life in the Panhandle. Without these values, West Texas A&M University falls short. The application of these basic values creates our distinctiveness and differentiates WT from the 400 similar universities across the United States.

None of this means that we relax in our pursuit of new ideas, thoughtful deliberation regarding the human condition or entrepreneurial aspects of community engagement. The value of economic development combined with the changing nature of a university serves the Texas Panhandle. This adherence to fundamental values and an open-minded, futuristic outlook are mutually supportive—neither can exist without the other.

Values of the Panhandle people are proven durable by resilience in a changing social, environmental and political context. The worth of new ideas and progress can only be measured from a datum that determines what change can contribute to or detract from our value system. Evolvment must be our calling at West Texas A&M University.

The work of *WT 125: From the Panhandle to the World*, carried out by over 300 people, is about making suggestions

WT intends
to be an effective
and purposeful
educational institution
for the people of
the Panhandle
and beyond.

for the forward progress of WT. The planning efforts reinforce a commitment to growth and an appreciation of Texas Panhandle history and its people. What may seem commonplace at WT is not commonplace at many universities. The future essence of a good university—West Texas A&M University—should never be taken for granted, especially at the midpoint of the 21st century. WT intends to be an effective and purposeful educational institution for the people of the Panhandle and beyond. As the 125th anniversary approaches, WT will respond to the changing environment of public higher education in Texas, the United States and the world. This is a high calling and one that WT accepts.

WT's attention to these lofty aspirations and the many maxims and metrics under development is what makes these appropriate intentions plausible.

It is WT's commitment. It will be the future of West Texas A&M University.



Walter V. Wendler
President

—WT— 125 | *From the* PANHANDLE *to the* WORLD

The planning process that has led to our plan, *WT 125: From the Panhandle to the World*, has carefully attended to The Texas A&M University System Board of Regents strategic plan as a set of guiding imperatives to help shape our role at West Texas A&M University as contributing components to The Texas A&M University System. For example, WT 125 articulates strong relationships between our undergraduate programs and the graduate schools and colleges at Texas A&M University. One metric stipulates, “20 percent of graduates who leave WT for post-baccalaureate study are accepted at Texas A&M University.” This is a single example of pervasive coordination between our aspirations and those of The Texas A&M University System.

We would encourage interested readers to view The Texas A&M University System Strategic Plan at:
wtamu.edu/tamustrategicplan.

Included below are the six imperatives for the future identified by the System Strategic Plan. Correlations, similarities and mutually reinforcing perspectives flow in both directions. This consistency of purpose strengthens both West Texas A&M University and The Texas A&M University System.

While WT is a very strong university on its own, it will be a powerful Regional Research University when coupled with the components of The Texas A&M University System. This creates distinctiveness for both WT and the System.

TEXAS A&M UNIVERSITY SYSTEM STRATEGIC PLAN 2016 – 2021 VISION: IMPERATIVES FOR THE FUTURE

We will be the system of choice for students, employers, faculty and staff and research funders:

1. All qualified students will find a place in the A&M System and will have an array of pathways to pursue their ambitions and interests. We will develop a coordinated recruitment and admissions strategy for the A&M System and create coherent pathways among institutions.
2. The A&M System will remain affordable and accessible. We will continue to ensure that our costs remain reasonable so that the cost of education does not become a barrier for Texans to access the A&M System.
3. Our students will leave the A&M System as responsible and engaged citizens prepared for successful careers in an increasingly global economy. Our member institutions will develop the educational experiences, experiential opportunities and service opportunities that our students need to succeed post-graduation in a global economy.
4. The A&M System will increase its prominence by building a robust and targeted research portfolio. We will continue to encourage cross-institution and cross-discipline collaboration, and we will support our member institutions in their research pursuits, including obtaining emerging research status.
5. The A&M System will provide services that respond to the needs of the people of Texas and contribute to the strength of the state's economy. We will continue to address the needs of Texas and use technology to reach citizens in new ways.
6. The A&M System, in adhering to the high standard of excellence and growth required in this strategic plan, will display prudent financial stewardship and sustainability. Our member institutions will be diligent about their plans for growth, and the A&M System will ensure financially sound decision making at the aggregate level. We have robust financial management capabilities in place and will continue to manage the A&M System's financial health in a holistic manner.

CITATIONS

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- ²³Shaffer, Wade and Angela Spaulding. "Graduate Pipeline Programs to Texas A&M University (College Station)." WT 125 White Paper. November 2017. wtamu.edu/wt125wp-pipeline-programs.
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- **Walter V. Wendler, Chair**, President, West Texas A&M University
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- Dr. Brad Johnson, Vice President, Strategic Relations
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- Dr. Todd Rasberry, Vice President, Institutional Advancement
- Dr. Wade Shaffer, Provost and Vice President, Academic Affairs; Professor, History

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- The Late Dr. Dean Hawkins, Dean, Paul Engler College of Agriculture and Natural Sciences; Professor, Animal Science
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- Dr. Emily Hunt, Dean, School of Engineering, Computer Science and Mathematics; Professor, Mechanical Engineering
- Dr. Jessica Mallard, Dean, Sybil B. Harrington College of Fine Arts and Humanities; Professor, Communication Studies
- Dr. Dirk Nelson, Dean, College of Nursing and Health Sciences
- Dr. Angela Spaulding, Vice President, Research and Compliance; Dean, Graduate Studies; Professor, Educational Leadership
- Dr. Neil Terry, Dean, Paul and Virginia Engler College of Business; Professor, Economics

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- Michael McBroom, Director, Athletics
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- Ann Underwood, Executive Director, Communications, Marketing and Events
- James Webb, Chief Information Officer

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- **Don Powell, Co-Chair**, Former President and CEO, First National Bank; Former Chairman, The Texas A&M University System Board of Regents; 16th Chairman, Federal Deposit Insurance Corporation
- Salem Abraham, President, Abraham Trading Company; Established, Salem & Ruth Ann Abraham Endowed Dance Scholarship
- Jim Austin, President, Amarillo Independent School District Board of Trustees; Amarillo College Foundation Board; Potter/Randall County Appraisal District Review Board; Texas Tech Medical School Advisory Board; United Way of Canyon and Amarillo; Amarillo Chamber of Commerce

- Joe Austin, Co-Founder, S20 Group; Former General Manager, Microsoft Managed Solutions; Former COO, Microsoft Worldwide Services; Former General Manager, Integrated Solutions Development; Established, Joseph and Rhoanna (Griego) Austin Scholarship, 2003 Recipient, WT Distinguished Alumni Award; Member, Old Main Society - Sustainer Level
- Mike Bain, President, First United Bank; Member, WTAMU Foundation Board; Member, WT College of Agriculture and Natural Sciences Advisory Board; Member, Canyon Main Street Advisory Board; Member, Old Main Society - Sustainer Level; Naming, Bain Athletic Center, First United Bank Center and the Bain Event Center
- Scott Bentley, President, Amarillo Market; Member, Board of Directors at First United Bank; Member, Golden Spread Council of Boy Scouts; President, Board Member, and Past Campaign Co-Chair, Amarillo/Canyon United Way; Founding Board Member, Past President, Juvenile Diabetes Research Foundation.
- Carl Birdsong, President and Chief Compliance Officer, Maxor National Pharmacy Services Corp., Amarillo; National Football League Punter, St. Louis Cardinals; 1994 Inductee, WT Hall of Champions; 2004 Inductee, Texas Panhandle Sports Hall of Fame
- Mark Bivins, Rancher and Partner, Corsino Cattle Company; Member, WTAMU Foundation; Member, The Buffalo Council; Former Commissioner, Texas Parks and Wildlife Department; Vice Chairman, Texas Parks and Wildlife Foundation; Member, University of Texas Chancellor's Council; Member, Texas A&M Chancellor's Council; Member, Texas Cattle Feeders Association; Member, Texas and Southwestern Cattle Raisers Association; Past Chairman, The McDonald Observatory Board of Visitors; Former Chairman, St. Andrew's Day School; Former Chairman, Amarillo Area Foundation; Former Chairman, Don and Sybil Harrington Foundation; Former Chairman, Don Harrington Discovery Center; Established, Betty Teel Bivins Leadership Scholarship; Established, Teel Bivins Professor of American Politics Professorship
- Tom Bivins, Vice-President and Director, Excel Cattle Company; Founding Partner, Corsino Cattle Company; Vice-Chairman, Grants and Scholarships of the Mary E. Bivins Foundation; Former Board Member, Amarillo Economic Development Corporation
- Ron Boyd, President, Duncan & Boyd Jewelers; Certified Gemologist Appraiser, American Gem Society; AC Distinguished Alumnus; Former Campaign Co-Chair, United Way; Man of the Year, *Amarillo Globe-News* 2008
- Eddie Bradley, CEO, AutoInc
- Karl Bradley, Human Resource Consultant, KWB Enterprises, Inc.; Former Consultant, TXU Energy; Contractual Concession Operational Manager, Fort Worth School District; Co-Chair, "Maurice Cheeks Bronze Statue & Endowment Scholarship Campaign;" Served, African American Student Reunion
- Jim J. Brewer, Co-Founder and President, J-Brex Company; Former Director, Sandridge Energy, Inc.; Director and Co-Founder, EnergyNet.com, Inc; Advisory Board Member, FirstCapital Bank of Texas; Board Member, WTAMU Foundation; Founding Member, The Buffalo Council; 2018 Recipient, WT Distinguished Alumni Award
- Bill Britain, Co-Founder, Chairman and President, ENET Holdings, LLC.; Co-Founder, EnergyNet, Inc.; Co-Founder, J-Brex Company; Served, United States Army Infantry; Past President, St. Andrews Episcopal School; Founding Member, The Buffalo Council
- Coney Burgess, President and Chairman, Burgess-Herring Ranch Company; Board Member, Chain-C, Inc.; Board Member, Herring Bank; Board Member, Southwestern Public Service Company; Board Member, Xcel Energy; Director Emeritus, Cal Farley's Boys Ranch; Former President, Board of Directors of the Harrington Cancer Center; Former President, Downtown Rotary Club of Amarillo; Board Member, American Quarter Horse Association; Board Member, National Cattleman's Beef Association; Chairman, Texas and Southwestern Cattle Raisers Association
- David Cole, Southwestern Bell/AT&T in St. Louis, Mo. and Dallas, Texas; Board Member, AT&T Cotton Bowl Board; Board Member, Field & Mary Scovell Foundation; Inductee, Missouri Athletic Club Hall of Fame; 2009 Inductee, WT Hall of Champions
- Rev. James Collins, Pastor, Mount Zion Baptist Church, Amarillo; Past Pastor, Baptist Churches Corsicana, Texas (1995-1998); Past Pastor, Baptist Churches Cuney, Texas (1986-1995); Past Pastor, Baptist Churches Pittsburg, Texas (1981-1986); 2016 Moderator, Annual Congress and Association Meeting
- Steve Dalrymple, President, CEO and General Counsel, Baptist Community Services; President, CEO and General Counsel, High Plains Christian Ministries Foundation
- Hassan Dana, Co-Owner, Amarillo/Canyon McDonald's franchises; Member, President's Circle; Member, Old Main Society - Sustainer Level
- Scott Doores, Owner, Scott Doores Management Trust; Former President and Owner, AudioTel Corporation; Established, Scott Doores Scholarship Fund; 2006 Inductee, WT Hall of Champions; Member, Old Main Society - Patron Level
- Scott Dueser, Chairman, President and CEO, First Financial Bankshares, Inc.; Immediate Past President, International Financial Conference; Former Chairman, Texas Tech Board of Regents; Former Chairman, Texas Bankers Association; Board Member, Texas Tech Alumni Association; Board Member, Abilene Industrial Foundation; Former Board Member, Texas Tech Foundation; 2009 Outstanding Citizen of the Year, Abilene; Inductee, 2015 Texas Bankers Hall of Fame; Distinguished Alumnus, Texas Tech University; Distinguished Alumnus, Southern Methodist University
- Paul Engler, Founder, Cactus Feeders; Inductee, Meat Industry Hall of Fame; Inductee, Cattle Feeders Hall of Fame; Former Member, WTAMU Foundation Board

- Alex Fairly, President, The Fairly Group; 2017 Recipient, WT Distinguished Alumni Award
- Gary Fletcher, President, Salt Fork Family Ranch Management, LLC; Former President, United States Team Penning Association; Served, United States Army – one tour in Vietnam; Former President and Executive Committee Member, Tri-State Exposition Executive Board; Chairman and Member, Bivins Foundation Board of Directors; Former Member, WTAMU Foundation Board
- Bob Garrett, Broker and Owner, Coldwell Banker First Equity, Realtors; Former President, Texas Association of Realtors; Past, Texas Realtor of the Year; Former Member, WTAMU Foundation Board
- J.R. Gaut, Real Estate Broker and Partner, Gaut, Whittenburg, Emerson Commercial Real Estate; Advisory Director, First Capital Bank of Texas; Serves, University of Texas School of Social Work Advisory Board
- Bill Gilliland, Leader, The Gilliland Group; Man of the Year, *Amarillo Globe-News*
- Paul Harpole, Served, United States Army; Recipient, Army Commendation Medal; Recipient, 19 Army Air Medals; Affiliate, Kappa Alpha Social Fraternity; Past Vice President and General Manager, John Chandler Ford; Founder, Paul Harpole Motors; Former Mayor, Amarillo; Former City Council Member, Amarillo
- Jolly Hayden, Chief Operations Officer, Golden Spread Electric Cooperative, Inc; Serves, School of Engineering, Computer Science and Mathematics Advisory Board; Serves, Power and Energy Institute of Kentucky Advisory Board; Senior Adviser, NEAH Energy Asset Management; Former President and Board Member, Working Groups for the Investment in Reliable and Economic Electric Systems; Executive Board Member, 7 Star Therapeutic Riding Center
- Jack Hayward, Owner and Operator, First State Bank in Elkhart, Kansas; Gifted, Hayward Spirit Tower; Serves, WT Veterans War Memorial Committee; Member, Old Main Society – Patron Level; Recipient, 2012 WT Pinnacle Award
- J. Pat Hickman, Chairman and CEO, Happy State Bank and Trust Company; Former Board Member, WTAMU Foundation Board; Serves, Texas Tech University Foundation Board; Gift and Naming, Happy State Bank Studio Theatre; Gift and Naming, Happy State Bank Academic and Research Building, Agricultural Sciences Complex
- Jerry Hodge, Founder, Maxor National Pharmacy Services Corp.; Former Mayor, City of Amarillo; Former Member, Texas Board of Criminal Justice; Former President, Texas State Board of Pharmacy
- Honorable Ernie Houdashell, Judge, Randall County
- David Hudson, President, Xcel Energy – New Mexico and Texas; Volunteer, United Way; Serves, Amarillo Parks and Recreation Commission; Serves, The Bridge; Serves, Amarillo Chamber of Commerce; Serves, Panhandle Twenty/20 strategic planning group
- Mike Hughes, President, FMC Management, Inc.; Owner, Prairie Dog River Ranch
- Kyle Ingham, Executive Director, Panhandle Regional Planning Commission (PRPC); Former Director, PRPC'S Local Government Services
- Alan Keister, M.D.; Physician and Associate Clinical Professor, Texas Tech University Health Sciences Center; Founder, Heal the City; Past Chief Resident, St. Thomas Hospital
- Muff London, Director of Operations, The Greenways Subdivision; Partner, DDS; Established, Mariwyn McPherson Webb Memorial Scholarship
- Dr. Russell Long, President Emeritus, West Texas A&M University; 2015 Inductee, WT Hall of Champions; Former Provost and Vice President of Academic Affairs, West Texas A&M University
- John Lutz, Vice President of Sales and Marketing, Davidson Oil; Chairman, Amarillo's Local Government Corporation; Leadership Role, Downtown Amarillo Inc.; Leadership Role, Center City
- John Marmaduke, President, John H. Marmaduke Family Limited Partnership; Managing Member, New Normal LLC; Partner, Chop Chop Japanese Steakhouse LP; Former Chairman and CEO, Amarillo's Hastings Entertainment Inc.; Former President and CEO, Western Merchandisers Inc. of Amarillo; Vice Chairman, Harrington Cancer and Health Foundation; Board Member, Amarillo Museum of Art; Board Member, Amarillo Recovery From Alcohol and Drugs; Past Chairman, Harrington Cancer Center; Past Chairman, Amarillo Area Foundation; Past President, National Association of Recording Merchandisers; 2011 Inductee, Variety Home Entertainment Hall of Fame; 2009 Inductee, Amarillo High School Hall of Fame; Recipient, 2008 WT Pinnacle Award; Recipient, Humanitarian Award, American Jewish Committee of New York; 1998 Ernst & Young Entrepreneur of the Year, Southwest Retail/Consumer Products Industry
- Brad Martin, Consultant, Mechanical Engineering and Business Management; Past President and CEO, Scottco Mechanical Contractors; Past Business Coach, Nexstar Network; Founding Trustee and Board Member, Nexstar Legacy Foundation; Board Member, WT Enterprise Center Advisory Board; Leadership Role, Amarillo Economic Development Corporation; Leadership Role, Amarillo Executive Association; Leadership Role, Eveline River's Sunshine Cottage; Leadership Role, Better Business Bureau
- Chris Matthews, Director, WTAMU Foundation Board; Past Member, WT COFAH Advisory Board; Past Member, Panhandle-Plains Historical Museum Board of Directors; Past Member, Amarillo Area Foundation
- Greg Mitchell, President and CEO, Toot'n Totum Food Stores, L.L.C.; Established, Toot'n Totum Endowed Scholarship; Appointed, Texas Higher Education Coordinating Board; Served, Amarillo Chamber of Commerce; Served, United Way of Amarillo and Canyon; Served, Don and Sybil Harrington Foundation; Served, Amarillo Area Foundation

- Puff Niegos, CPA and Treasurer, HB Realty; President, WTAMU Foundation Board; Established, WT Community Partnership for Learning Disabilities Resource Center; Serves, Amarillo Area Foundation; Serves, Golden Spread Council of Boy Scouts of America
- Alice O'Brien, Member, WTAMU Foundation Board; Former Board Member, Amarillo Area Foundation; Former Board Member, Amarillo Museum of Art; Served, Amarillo Independent School District School Board; Served, St. Andrew's Episcopal School Board; Served, Cal Farley's Boys Ranch School Board; Past Member, Mary Bivins Foundation Board; Past Member, Harrington Foundation Board; Serves, St. Andrews Foundation; 2007 Woman of the Year, *Amarillo Globe-News*
- Larry Oldham, Founder, Former President and CEO, Parallel Petroleum Corporation, Midland, Texas; Past Director, Midland Country Club; Past Director, Petroleum Club of Midland; Co-Owner, Oldham Properties; 1975 Recipient, WT Man of the Year; Awardee, 2012 WTAMU Foundation Alumni Award
- Judge Morris Overstreet, Judge, Texas Court of Criminal Appeals; Distinguished Visiting Professor of Law, Texas Southern University; Director, Legal Clinic, Texas Southern University; Professor, Evidence and Criminal Procedure Classes, Texas Southern University; Past Prosecutor, 47th Judicial District Attorney's Office; Former Assistant District Attorney; Presided Over, Potter County Court
- George Raffkind, Former Owner, Raffkind's; Manager, Raffkind Family Investments; Former President, Amarillo Economic Development Corp.; Former President, Amarillo Business Foundation; Founding Member, The Buffalo Council; Former Board Member, Maxor National Pharmacy Services Corp.
- Dyke Rogers, Managing Partner, Frontier Fuel Co., North Texas Gas Co., Rogco Management; Former President, WTAMU Foundation Board; Supporter, Rogers LEAD WT Program; 2014 Recipient, Old Main Society's Pinnacle Award; Trustee, Dalhart ISD; President, Lions Club; President, Dalhart's Chamber of Commerce; Chairman, People's Church Board of Elders; 2000 Citizen of the Year, Dalhart, Texas; Former Board Chairman, Amarillo Area Foundation; Former Board Chairman, Harrington Foundation; Served, Harrington Regional Medical Campus Board; Awarded, Association of Fundraising Professionals National Philanthropy Day 2014 Family Philanthropic Spirit Award
- Jerry Rohane, President and Co-Owner, Western Builders of Amarillo, Inc.; Board of Directors, First Capital Bank of Texas; Former Advisory Board Member, Liberty Mutual Insurance; Former Board Chair, Amarillo CareNet; Former Board Chair, Amarillo Children's Home
- Rodney Ruthart, Executive Vice President and Chief Credit Officer, First United Bank; Member and Past Chair, Cal Farley's Board of Directors; Vice Chair and Secretary, Cal Farley's Foundation; Served, Potter-Randall County Child Welfare Board; Served, Amarillo Education Foundation; Served, The Buffalo Club Association; Served, Amarillo Area Court Appointed Special Advocates, Inc.; Served, Amarillo Hospital District Board of Managers; Served, Amarillo Firemen's Relief and Retirement Fund Board
- David Schaeffer, CPA; Chairman of the Board, First United Bank; Member, WTAMU Foundation Board; Established, Shawn David Schaeffer Memorial President's Honor Scholarship; Established, David and Sherry Schaeffer Experiential Learning Scholarship; Member, Old Main Society – Sustainer Level
- Stanley Schaeffer, Business Leader; Philanthropist; Inductee, Canyon High School Hall of Fame; Golden Nail Awardee, Amarillo Chamber of Commerce; Outstanding Philanthropist Awardee, Association of Fundraising Professionals; Vice Chair, WT Chapter, Chancellor's Century Council; Served, WTAMU Foundation Board of Directors; Member, Old Main Society – Benefactor Level; 2005 Recipient, Inaugural WT Pinnacle Award; 2010 Inductee, WT Hall of Champions; Gifted, Dr. Geneva Schaeffer STEM Lab for Educator Preparation
- Eddie Scott, Founder, Greenways Sub-Division Project; Original Shareholder, Matador Petroleum Corporation; Original Shareholder, Matador Resources Company; Past CPA, Price Waterhouse & Co.; Past Attorney, Gibson, Ochsner & Adkins; Regent, West Texas State University Board of Regents; Founding Member, The Buffalo Council; 2018 Distinguished Alumnus, West Texas A&M University
- Stan Sigman, Past President and CEO, Southwestern Bell Mobile System; Former President and CEO, Cingular Wireless; Established, Room and Board Scholarships; Lead Gift, Agricultural Sciences Complex
- Les Simpson, Past Publisher, *Amarillo Globe-News*; Regional Publisher, Morris Publishing Group; Past Managing Editor and Executive Editor, *Athens Banner-Herald*; Past Copy Editor, *The Augusta Chronicle*; President, Southern Newspaper Publishers Association; Chaired, United Way Campaign; Past President, United Way; Founding Chairman; Downtown Amarillo, Inc.; Served, WTAMU Foundation Board of Directors
- Dr. Aubrey Smith, Board Certified Orthopedic Surgeon, City of Amarillo; Fellow, American Academy of Orthopedic Surgeons; Fellow, American College of Surgeons
- Bob Stewart, Former Chief Financial Officer, Local Oil and Gas Engineering Firm; Licensed CPA; Member, The Buffalo Club; Established, Bob and Mary Stewart Athletics Scholarship Endowment
- Laura Street, Private Consultant, Amarillo Economic Development Corporation Board; Former Executive Director, Laura W. Bush Institute for Women's Health at Texas Tech University Health Sciences Center; Chairwoman, Panhandle Behavioral Health Alliance; Founding Executive Director, Globe-News Center for the Performing Arts; Member, Amarillo Symphony Board; Former President, WTAMU Foundation Board; 2006 Woman of the Year, *Amarillo Globe-News*; 2018 Distinguished Alumna, West Texas A&M University
- Johnny Trotter, Owner, Bar G Feed Yard; President, Livestock Investors, Ltd; 2015 Inductee, Texas Cowboy Hall of Fame; 2006 Inductee, Tri-State Western Heritage Hall of Fame; 2017 Johnny Chester A. Reynolds Awardee, The National Cowboy & Western Heritage Museum;

Past President, American Quarter Horse Association; Deaf Smith County 2005 Citizen of the Year, Hereford Lions Club; 2015 Awardee, Honorary Doctorate of Agricultural Business and Economics, West Texas A&M University; Established, Dr. Johnny and Jana Trotter Agriculture Graduation Success Plan Awards

- Charles Vaughan, Retired Chairman and CEO, Atmos Energy; Former CEO, Engergas; 2006 Distinguished Alumnus, West Texas A&M University; Established, President's Honor Scholarship; Naming, Charles K. and Barbara Kerr Vaughan Pedestrian Mall; Member, Old Main Society – Benefactor Level; 2013 Recipient, WT Pinnacle Award
- Richard Ware II, Chairman, Amarillo National Bank; Member, Southern Methodist University Board of Trustees; Three Time – Trustee of the Year, Southern Methodist University; 2008 Recipient, Recipient, SMU Distinguished Alumni Award; Lead Gift, Amarillo Center; 2017 Recipient, WT Pinnacle Award
- James Welch, Retired CEO, YRC Worldwide; Former CEO, Dynamex Inc.; 2014 Recipient, WT Distinguished Alumni Award; Gift, WT Alumni Association; Gift, Bain Athletic Center; 2014, 2015, 2016, 2017 Member – “Power 100”, Kansas City Business Journal
- Bob Williams, President and CEO, BSA Health Systems
- David Willis, Owner, Renaissance Enterprises Inc.; Managing Partner, Renaissance Capital Group; Managing Partner, Cedar Crest Development Company; Previous Head Coach, WT Track and Field; Appointed, 2012 Inaugural Edition of Who's Who in Black Dallas; Immediate Past President, WT Alumni Association Board of Directors; 2017 Inductee, WT Hall of Champions
- Ross Wilson, President and CEO, Texas Cattle Feeders Association; Awardee, Texas Tech University – Gerald W. Thomas Outstanding Agriculturist Award; 2011 Awardee, Texas A&M AgriLife Distinguished Texan in Agriculture Award; 2001 WT Distinguished Alumni, College of Agricultural Sciences and Natural Resources

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- Dr. Syed Anwar, Professor, Marketing
- Dr. Gary Bigham, Associate Professor, Education
- Shyla Buckner, Of Counsel, Sprouse Shrader Smith PLLC
- Brandy Carr, Senior Academic Adviser, Advising Services
- Kimberly Cornelsen, Director, Student Engagement and Leadership
- Kathy Cornett, Consultant, Sandbox; Former Chairman, McCormick Company
- Shelly Davis, Associate Vice President/Controller, Business Office
- Kaaren Downey, Executive Director, Sponsored Research Services
- Lilia Escajeda, Former City Councilwoman, Amarillo

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- Bill Harris, Former Chief of Staff, Congressman Mac Thornberry
- Mark Hiner, Assistant Vice President, Business and Finance
- Rick Haasl, Associate Dean, College of Nursing and Health Sciences; Instructor, Sports and Exercise Sciences; Faculty Director, Rogers LEAD WT
- Gary Hinders, Mayor, City of Canyon; President, Happy State Bank-Canyon
- Dr. Trudy Hanson, Department Head, Communication; Professor, Communication Studies
- Dr. Roy Issa, Professor, Mechanical Engineering
- Dr. Matt Jackson, Associate Dean, School of Engineering, Computer Science and Mathematics; The Bell Helicopter Endowed Professor of Mechanical Engineering; Associate Professor, Mechanical Engineering
- Lance Jones, CPA, CVA, Shareholder, and Secretary, Brown, Graham & Company, PC
- Shawna Kennedy-Witthar, Director, Information and Library Resources, Cornette Library
- Dr. Emily Kinsky, Associate Professor, Media Communication
- Dr. Pam Lockwood, Associate Dean, School of Engineering, Computer Science and Mathematics; Professor, Mathematics; Director, Attebury Honors Program
- Shannon Massey, Vice President, Bell
- Dr. Paul Matney, President Emeritus, Amarillo College
- Will Miller, President, Amarillo FirstBank Southwest; Chief Lending Officer, FirstBank Southwest
- Cody Myers, Director of Fine Arts, Amarillo Independent School District
- Ginger Nelson, Mayor, City of Amarillo
- Puff Niegos, CPA and Treasurer, HB Realty; President, WTAMU Foundation Board; Established, WT Community Partnership for Learning Disabilities Resource Center; Serves, Amarillo Area Foundation; Serves, Golden Spread Council of Boy Scouts of America
- Katie Noffske, Executive Director, United Way of Amarillo and Canyon
- Dr. George Pacheco, Jr., Director, Experiential Learning and C2C
- Dr. Rex Pjesky, Associate Dean, Graduate School; Professor, Economics
- Dr. Dave Rausch, Professor, Political Science; The Teel Bivins Endowed Professor of Political Science
- Leo Reid, Director, Veterans Services

- David Rejino, Assistant Vice Chancellor, Governmental Relations, The Texas A&M University System
- Dr. Angela Spaulding, Vice President, Research and Compliance; Dean, Graduate Studies; Professor, Educational Leadership
- David Schaeffer, CPA; Chairman of the Board, First United Bank; Member, WTAMU Foundation Board; Established, Shawn David Schaeffer Memorial President's Honor Scholarship; Established, David and Sherry Schaeffer Experiential Learning Scholarship; Member, Old Main Society – Sustainer Level
- Joan Urban, Community Leader
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- James Webb, Chief Information Officer
- Dr. Dana West, Superintendent, Amarillo Independent School District
- Dr. Judy Williams, Associate Dean, College of Education and Social Sciences; Assistant Professor, Education
- Gina Woodward, Regional Director, Small Business Development Center
- David Cook, Rancher
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- Lilia Escajeda, Former City Councilwoman, Amarillo
- John Frantz, President, Hartley Water Supply Corp
- Bob Hatton, Community Volunteer; Columnist, *Amarillo Globe-News*
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- Jeff Nunn, President, CEO, Director, Citizens Bank-Amarillo

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- Mark Bivins, Rancher and Partner, Corsino Cattle Company; Member, WTAMU Foundation; Member, The Buffalo Council; Former Commissioner, Texas Parks and Wildlife Department; Vice Chairman, Texas Parks and Wildlife Foundation; Member, University of Texas Chancellor's Council; Member, Texas A&M Chancellor's Council; Member, Texas Cattle Feeders Association; Member, Texas and Southwestern Cattle Raisers Association; Past Chairman, The McDonald Observatory Board of Visitors; Former Chairman, St. Andrew's Day School; Former Chairman, Amarillo Area Foundation; Former Chairman, Don and Sybil Harrington Foundation; Former Chairman, Don Harrington Discovery Center; Established, Betty Teel Bivins Leadership Scholarship; Established, Teel Bivins Professor of American Politics Professorship
- Lilith M. Brainard, Philanthropist
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- Claudia Stuart, Poet and Accomplished Author
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- Mike Wartes, Retired Superintendent, Canyon Independent School District

- Ron Watts, President, Officewise Furniture and Supply; Board Member, WTAMU Foundation Board; Board Member, WT Alumni Board; 2010 Recipient, WT Distinguished Alumni Award; Former Board Member and Past President, Panhandle-Plains Historical Society

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- Dr. Matt Jackson, Associate Dean, School of Engineering, Computer Science, and Mathematics; The Bell Helicopter Endowed Professor of Mechanical Engineering; Associate Professor, Mechanical Engineering
- Dr. Darryl Flusche, Superintendent, Canyon Independent School District
- Michael Grauer, Instructor, Art; Associate Director, Curatorial Affairs, Panhandle-Plains Historical Museum; Curator, Art and Western Heritage, Panhandle-Plains Historical Museum
- Mary Jarvis, Assistant Director, Information and Library Resources, Cornette Library
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- Ginger Nelson, Mayor, City of Amarillo
- Jacob Osborn, Student, School of Engineering, Computer Science and Mathematics
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- Dr. Lee Stitzel, Assistant Professor, Economics
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- Eric Sosa, Project Coordinator, Graduate School
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- Carolina Galloway, Director, Study Abroad
- Dr. Lisa Garza, Department Head, Political Science and Criminal Justice, Psychology Sociology and Social Work; Professor of Sociology
- Dr. Eddie Henderson, Dean, College of Education and Social Sciences; Professor, Education
- Dr. George Pacheco, Jr., Director, Experiential Learning and C2C

The Panhandle

- Dr. Alex Hunt, Director, Center for Study of American West; Professor, English; The Haley Endowed Professor of Western Studies

Community College Transfer

- Brandy Carr, Senior Academic Adviser

- Dr. Brad Johnson, Vice President, Strategic Relations

Enrollment in Higher Education

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- Dr. Anne Macy, The Gene Edwards Endowed Professor of Finance; Professor, Finance
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Residential Cost Analysis

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- Dr. Blake Decker, Current: TAMUS, Assistant Vice Chancellor in Academic Affairs for Data Science, Former: WT, Assistant Vice President, Institutional Effectiveness, Data and Analytics
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- James Webb, Chief Information Officer

Cornette Library

- Mary Jarvis, Assistant Director, Information and Library Resources, Cornette Library
- Shawna Kennedy-Witthar, Director, Information and Library Resources, Cornette Library

Panhandle-Plains Historical Museum

- Carol Lovelady, Director, Panhandle-Plains Historical Museum

Affiliation Benefits

- Dr. Blake Decker, Current: TAMUS, Assistant Vice Chancellor in Academic Affairs for Data Science, Former: WTAMU, Assistant Vice President, Institutional Effectiveness, Data and Analytics
- Dr. Brad Johnson, Vice President, Strategic Relations

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- Dr. Pat Tyrer, Professor, English; Director, English Graduate Studies

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