The President’s Report 2014
and Strategic Plan 2020

Academic Innovation
Student Transformation
Distinctive Engagement
Exemplary Service

TARLETON STATE UNIVERSITY
Member of The Texas A&M University System
VISION
Tarleton will be the premier student-focused university in Texas and beyond. We will transform generations by inspiring discovery, leadership and service through exceptional teaching and research in vibrant learning communities.
The theme of Tarleton’s Homecoming 2013 was “A Farmer’s Dream, A Texan’s Future,” honoring our founder John Tarleton and our history, while looking ahead to what can be. It captures the culture of Tarleton as a place rich with tradition, committed to excellence, innovating for the future.

Our Strategic Plan, Tarleton 2020: Student Focused – Value Driven, informs our decisions today, supports student success and charts a course for the achievements of tomorrow. We will advance Tarleton’s academic reputation in four broad goal areas and move Tarleton to the front ranks of student-focused universities in Texas and beyond. This report highlights some of the innovative ways we are working to reach our goals.

**ACADEMIC INNOVATION** is a goal that drives us to provide learning environments and programs for the 21st century. Collaboration across academic disciplines leverages our strengths and creates opportunities for faculty and students to use new instructional tools and strategies. We are working to effectively identify and assist students who need academic support, increasing persistence to graduation.

**STUDENT TRANSFORMATION** as a goal focuses on the development of students as lifelong learners, change agents and leaders in a global and multicultural world. It is our objective to assure students that they can achieve success and to help them reach their academic aspirations. This report highlights our focus on the transition to college and the first-year experience, laying the foundation for success. We ask all students, staff and faculty to live Tarleton’s core values (integrity, leadership, tradition, civility, excellence, service), elevating the university community.

**DISTINCTIVE ENGAGEMENT** emphasizes the value of connecting with our communities, our colleagues in higher education and business and industry groups through academic and co-curricular programs. This goal commits us to learning that is connected to real-world experiences and serves the needs of society. Tarleton has a considerable presence and impact beyond the campus gates in Stephenville. We are increasing access by taking a mobile “gateway to the university” on the road, establishing more satellite opportunities and providing an enhanced online campus for students anywhere.

**EXEMPLARY SERVICE** is a commitment to each other, guests of the university and our community. It is a goal that reflects our core values of civility and excellence and affects the perception of Tarleton by those we serve. We are working to increase efficiency and effectiveness while developing programs that demonstrate our commitment to our mission, vision and values. Students will learn by example the principle of selfless service and how to contribute to the advancement of their communities and the world.

This report introduces people and projects that ignite our spirit and increase our pride. As our enrollment grows, so do our aspirations. We are energized by our new strategic plan, Tarleton 2020: Student Focused – Value Driven, and inspired by your support for Tarleton.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>01</strong> Create and deliver an innovative and relevant program mix.</td>
<td>A. Evaluate the academic program inventory for additions and deletions.</td>
</tr>
<tr>
<td><strong>02</strong> Use innovative instructional delivery and learning environments to enhance the academic experience and promote student success.</td>
<td>B. Expand engineering and health profession programs.</td>
</tr>
<tr>
<td><strong>03</strong> Create and deploy targeted academic support programs to promote student success.</td>
<td>C. Expand graduate programs.</td>
</tr>
<tr>
<td><strong>04</strong> Enhance the academic profile of Tarleton.</td>
<td>A. Expand the mission of the Center for Instructional Innovation (CII) to encourage cross-disciplinary collaboration, promote the scholarship of teaching and learning, and implement best practices in teaching and learning.</td>
</tr>
<tr>
<td></td>
<td>B. Use the campus master plan as a guide to pursue campus enhancements.</td>
</tr>
<tr>
<td></td>
<td>A. Use predictive modeling to continually identify emerging risk factors and possible gaps in provision of student support programs.</td>
</tr>
<tr>
<td></td>
<td>B. Develop and implement innovative mechanisms to proactively connect students to appropriate academic support programs.</td>
</tr>
<tr>
<td></td>
<td>A. Strengthen the quality of teaching, research and service programs.</td>
</tr>
<tr>
<td></td>
<td>B. Strategically hire faculty with a student-focused philosophy and with emerging program needs in mind.</td>
</tr>
<tr>
<td></td>
<td>C. Create an innovative Think Tank focused on academic achievement and student success.</td>
</tr>
</tbody>
</table>
Objectives

01 Academic Achievement - Assure that students reach their peak performance in all courses.

02 Meaningful Engagement - Connect students academically, socially, physically and mentally with the Tarleton experience.

03 Personal Growth - Prepare students for a global and multicultural world by developing strong habits of mind, body and spirit.

STUDENT TRANSFORMATION

Strategies

A. Require a minimum of 3 Applied Learning Experiences (ALEs) for every student to include an internal/external internship; a multicultural experience through a service learning or study away/abroad; and a third proposed by the student.

B. Develop innovative alternatives to replace traditional developmental education.

C. Implement a first-year seminar that increases learning and study skills in the discipline.

D. Expand proactive academic advising.

E. Increase the use of flipped and hybrid courses.

A. Develop and implement a comprehensive co-curricular program that reinforces student learning outcomes.

A. Enhance the impact of the university’s core values on student success.

B. Increase enrollment of international students.

C. Achieve Hispanic-Serving Institution (HSI) status.

D. Implement a comprehensive holistic wellness program.

E. Implement multicultural programming that will reach more students with greater impact.
Objectives

01 Increase the university’s commitment to outreach, partnerships and community engagement.

02 Engage faculty, staff, students, alumni and external stakeholders by communicating strategically and effectively.

03 Enhance the reputation of the university through distinctive academic and co-curricular programs.

Strategies

A. Strengthen partnerships with community colleges, universities and P-12 systems.

B. Strengthen mutually beneficial partnerships with business and industry groups and friends of the university.

C. Establish a center for community engagement.

D. Implement a comprehensive capital campaign.

A. Launch a marketing and branding campaign.

B. Develop a needs assessment and identify pre-existing data that continually provide opportunities to improve communication processes.

C. Based upon identified needs, implement solutions that improve communication processes, including social media.

A. Enhance the external recognition of Tarleton programs.

B. Enhance the national reputation of distinctive academic programs.

C. Enhance the national reputation of distinctive non-academic competitive programs.

D. Enhance the national reputation of Tarleton athletic programs.
Objectives

01 Develop a culture of exemplary service across campus.

02 Develop and support efficient and effective service systems to ensure long term success.

03 Implement a notable campus-wide sustainability initiative.

Strategies

A. Pursue the Malcolm Baldridge National Quality Award.
B. Incorporate service standards into position descriptions and annual reviews.
C. Implement ongoing assessments of constituent service satisfaction.

A. Identify and resolve service risks, problems and opportunities.
B. Develop leading edge IT infrastructure and support.
C. Use Six Sigma, Lean or other efficiency practices to implement solutions.

A. Enhance the sustainability program at Tarleton.
B. Incorporate sustainability into the curriculum.

EXEMPLARY SERVICE
Academic Innovation

Shoot for the Moon

Dr. Bryant Wyatt (standing) and two members of his particle modeling group, Travis Salzillo (left) and Justin Eiland.
Professor, students build model of "giant impact"

After it all started, then what?
How was the Earth-moon system formed in the early solar system?
That's the question Department of Mathematics Chairman Dr. Bryant J. Wyatt and the students in his Particle Modeling Group have been researching for three years. Wyatt recalls the project began when he gave the students a challenge: “Y’all go out and find a problem” to solve.

They came up with a doozy. The so-called “giant impact hypothesis” of the moon's creation was proposed almost 40 years ago and has been hotly debated in astrophysics, Wyatt noted. That hypothesis proposed that the Earth and moon were formed by the collision of the early Earth and a planet about the size of Mars called Theia.

Computer simulations proved the theory feasible. However, no model had been created that produced “a stable Earth-moon system in a single simulation,” Wyatt said. Under his supervision, the students in the group set about building such a model and trying to answer not only how the moon was formed, but also why it was so large yet had a small inner core, why soil samples taken from the moon were so similar to Earth's, and how the Earth's equatorial plane became tilted.

In other words, “Why is our moon special?” one of the students in the group, Travis Salzillo, asked as he demonstrated the findings for a visitor in a lab filled with desktop computers.
In the past, working on such a project with such complex computations would have required a $20 million to $40 million Cray supercomputer. Wyatt walked over to a cabinet in the simulation lab and pulled out a rectangular metal box and held it up. It was a $400 general-purpose graphic processing unit.

“These were made for the computer gaming industry,” he explained. “This is about 10,000 times faster than a $20 million machine. This is like 240 million times more bang for your buck.”

In 2007 a programming language called CUDA was developed that allowed the scientific community to program such devices—and gave researchers such as Wyatt and the particle modeling students the tools to solve large problems using desktop computers for “virtually nothing,” as Wyatt put it.

Bringing together their backgrounds in math, physics and computer science, the students built a computer model and then ran three simulations, each for 720 simulated hours, under a variety of conditions. They found that, indeed, they were able to demonstrate how a stable Earth-moon system was formed from a giant impact, something never achieved before in a simulation. They also were able to simulate that two planets slamming together in an off-centered collision would be the likely scenario to explain why the Earth’s equatorial plane is tilted.

The group has shared its findings in a scientific paper called “N-Body Simulation of the Formation of the Earth-Moon System from a Single Giant Impact,” authored by Wyatt, Salzillo, Justin C. Eiland, Brett H. Hokr and Justin L. Highland. Researchers at other universities and labs are taking notice of the research and no doubt will be testing the results. It all grew out of thinking about a better way to do particle modeling and solve a problem, and the students are looking for more to explore.

For video presentations of Tarleton’s moon research project, visit YouTube and search TSU Modeling.
When it came to physics, Glen Rose High School was “needing to fill a void,” said Vicki Goebel, associate principal.

“We already offered a regular physics course,” she said, “but for those students who wanted to pursue it in college, we wanted to expose them to a more advanced level.”

Enter Tarleton, with its reputation for distance learning, and the Sid W. Richardson Foundation, founded in 1947 by one of the richest men in Texas and devoted now to advancing educational, health, human services and cultural organizations.

Both Tarleton, through its teacher preparation degree plans in the College of Education, and the foundation, were aware that rural students often suffer from limited opportunities for advanced math and science courses due to a shortage of highly qualified math and science specialty teachers.

Rural students are often at a disadvantage in pursuing careers in these crucial STEM fields, said Dr. William Koehler, former provost at Texas Christian University and now education adviser to the Sid W. Richardson Foundation.

“(Foundation director) Pete Geren is very concerned about the offerings in rural schools in Texas and other states,” Koehler said. “The technology is available to enable high quality remote, synchronous teaching and learning. With these facts in mind and with knowledge of Tarleton State University’s College of Education, Pete approached the deans of Sciences and Education with the proposition to undertake a pilot program to deliver a course simultaneously to several rural districts.”

In late 2012, the foundation awarded a $300,000 grant to Tarleton to test a model that would expand science and math coursework, through distance learning, in rural school districts.

The grant is allowing Tarleton to work with area rural schools to deliver physics content via distance education while simultaneously training and mentoring local teachers to facilitate lab activities. Eventually, schools would share teachers through distance learning.

The pilot study began in summer 2013 with six area high schools: Alvarado, Early, Glen Rose, Maypearl, Santo and Stephenville. Tarleton physics professor Dr. Dan Marble is delivering an Advanced Placement-level physics course to more than 75 students using interactive television.

As part of the pilot project, Marble is providing a full set of laboratory exercises, lab equipment and professional development for the local teachers in physics content and modeling instruction to not only teach AP-level physics, but to also improve the quality of the physics courses taken by all students at the various high schools.

At the same time, Drs. Credence Baker and Lesley Leach, both from the College of Education, are measuring student response and assessing the program.

“We’re looking at model effectiveness and implementation,” Baker said. “We’re trying to measure whether it improves attitudes toward STEM fields? Are students actually learning? Does it change their trajectory for college aspirations? Are we building content knowledge with the teachers?”

The study represents almost limitless opportunities for rural schools, said the foundation’s Koehler.

“This application of technology will enable students to engage otherwise unavailable courses and great teachers regardless of where they are enrolled,” he said.

Tarleton delivers physics content to rural students via interactive TV
STUDENT TRANSFORMATION

INTELLECTUAL AWAKENINGS

Dr. Craig Clifford, director of the Honors College, with honors students Megan Nolin (from left), Alyssa Lowe and Elizabeth Lempeotis.
In the fall of 1970, Craig Clifford was a student enrolled in Plan II, the Liberal Arts Honors Program at the University of Texas at Austin. He started out as a math major, then switched to pre-law. Then he made a life-changing decision.

The honors students were enrolled in a philosophy class with Dr. John Silber, who left at the end of that semester to become president of Boston University. During that philosophy course, Clifford decided two things—that philosophy was his calling and that he wanted someday to go back to UT and teach the honors philosophy course.

Now a Ph.D. himself, Clifford didn’t end up back at UT, but he did end up directing the new Honors College at Tarleton. Each spring he teaches an honors seminar on the concept of a liberal education. “I see myself as doing for our honors students what Silber did for me in 1970,” Clifford said.

That kind of intellectual transformation is what drives honors programs, and it’s attracting more and more outstanding students to Tarleton. When the Presidential Honors Program began accepting students in 1985, it had 15. As of fall 2013, 59 students were in the honors program—50 who receive honors program scholarships of $7,000 each (renewable each year), Dick Smith Scholars who receive $9,000 annual scholarships and several honors program students who were beyond their four years of funding.
More than 570 students are enrolled in the Honors College, which includes the Presidential Honors Program and the Honors Degree Program. That’s compared with 272 students in fiscal year 2010. “We’ve more than doubled the number of honors students in the last three years,” Clifford said.

Honors students represent a cross-section of majors, from nursing to music to biomedical science to business to wildlife management. They study under distinguished senior faculty members from departments of sociology, communications, chemistry, English, mathematics, history, philosophy, political science, psychology, physics and geoscience, as well as the office of Student Disability Services.

Honors students live in a modern, attractive co-ed facility, Centennial Hall, reserved for them. They receive “elevated and more challenging general education through honors sections of most core courses,” Clifford said, and benefit from smaller class sizes.

Other opportunities include one-on-one interaction with visiting scholars such as former Texas Lt. Gov. Ben Barnes and writer Dr. Punch Shaw, trips to the Kimbell, Amon Carter and Modern Art museums in Fort Worth, and cultural events at Bass Performance Hall in Fort Worth.

The Honors College will offer a new month-long study abroad program beginning in July 2014 in Urbino, Italy—one of the centers of the Italian Renaissance—at the University of Urbino. More than 20 honors students have signed up for the program.

“Many of our honors students have never left the United States, and some have never left Texas,” Clifford noted. “The combination of serious academic study and direct encounter with another culture and language provides a unique opportunity to gain a broader perspective on the world and on human nature.”

Such a program can provide “a life-changing experience,” he added, just as his undergraduate honors program did for him more than three decades ago.

Recruiting promising young students to Tarleton is one thing. Keeping them enrolled and eventually having them walk the stage is quite another.

Retention and graduation rates are statistics that are much analyzed and dissected at all institutions of higher education. High rates are indicators of success and, at public universities, solid evidence that society’s investment is paying dividends.

Before Texan Transition Week was begun in 2012, “students moved in on a weekend and on Monday they started classes,” said Lathes Towns, director of transition and family relations programs. “They weren’t familiar with the university grounds, where their classes were located, what are the expectations at the college level, who can help them. And so the students came in and it was a slow start. Now with Transition Week, they hit the ground running.”

The idea is full immersion into college life before classes ever begin, Towns and Dr. Mike Leese, executive director of student life development, said.
“Every national study shows that the more you can engage new students to begin with, the more likely they are to stay and graduate,” Leese added.

The week, required for all first-time freshmen and transfer students with less than 30 hours of college credit, has academic, social and practical components, Towns said.

The heart of Transition Week is academics and instilling in students an understanding of expectations, Leese said. In 2013, a first-year seminar was introduced as part of the week.

“At Tarleton the first-year seminars are all academic in nature,” he added. “They are ideally limited to 30 students each. It’s a one-hour class and it’s in the core curriculum, so they have to have it to graduate. (The content) is decided by each college and each academic department.”

Related to the seminar are academic success labs such as math boot camps, learning study skills, computer skills and navigating the library.

Traditionally, there are sessions on student organizations, service opportunities, fraternities and sororities, student philanthropy, alcohol abuse, health services on campus, safety tips, and presentations on the Stephenville community. Social events are designed to familiarize students with Tarleton traditions and landmarks as well as create a sense of campus community.

Another objective that aids retention is giving the students more of a sense of ownership of their own futures, Towns said.

“We’re going to quit saying, oh, it’s going to take you five or six or maybe eight years to graduate,” she said. “Now we say, no, it’s going to take you four years to graduate and we’re going to help you be successful at that. And we emphasize that they are part of a class. You’re the Class of 2017. This first week gives them a taste of expectations inside and outside the classroom.”

The word that keeps coming up is retention, Towns said, “but I see it more in terms of student success. One of the things I say to parents is, we are here to make sure you get the best return on your investment. You’re investing in us and we’re investing in your students. We’re going to do everything we can to help them succeed in the next four years.”
DISTINCTIVE ENGAGEMENT

To Your Health

Tarleton nursing instructor Kerri Lindsey (center) works with students Justin O’Hara and Caitlyn Hull.
Nursing school opens training to area providers

When Tarleton’s new Nursing Building opened in early 2011, tucked inside was one of the most technologically advanced training facilities in all of Texas. The simulation lab, which by all appearances is an actual hospital unit, is complete with computer driven, high fidelity mannequins that can simulate an array of medical conditions ranging from cardiac arrest to breech births to surgery complications. Nursing students are trained to evaluate and respond to traumatic conditions without the risk of harming an actual patient.

But instead of restricting the lab to students and staff, Tarleton officials this year plan to open a fee-based Center for Clinical Simulation and Competency that will grant continuing education credits (CEUs) while providing educational opportunities to current and future health care professionals throughout the area.

The center is a prime example of Tarleton’s commitment to increase outreach, partnerships and distinctive engagement with the community.

Cheryl Hunter, simulation lab supervisor, said the center intends to provide training in areas such as basic life support, advanced cardiac life support, pediatric advanced life support and trauma nursing. Health professionals in nursing programs, nursing homes, hospitals, clinics and fire departments and EMS units can utilize the training.
“It’s important because we have the knowledge, the ability and the facility to really enhance the health care that our community members receive by helping to train the providers,” Hunter said. “Our facility allows them to get high-quality training in a realistic environment that they can’t get in too many places in this area.”

She said that Stephenville Fire Department personnel have already trained in the simulation lab with a scenario involving cardiac arrest in the field.

“We set the room up like a house and we have actors who work for us and play the patient’s family,” Hunter said. “The EMS providers work it like they would if they were going into someone’s house in the community. It was good practice for them. They were able to see how quickly they recognized the signs of a cardiac arrest and administered the appropriate interventions. Later in a debrief session, we let them watch the video of their simulation experience and they can see the strengths and weaknesses of their practice.”

Stephen Apala, training officer for the fire department, said, “The technology was more than I’ve ever seen. It was as life-like as you can get without having a real patient.” He added that he’s looking forward to further training at the lab.

“I think it’s really important that we reach out to the health care providers in our community and have them come here and train with us, broaden their experience, build their professional skills and increase their knowledge,” Hunter said.

“We want them to come and see what we have,” she added. “We know the benefit of being able to take care of a simulated patient in a safe setting and really put your critical thinking out there. It’s challenging and it’s fun. We know how much they can benefit from it because we’re health care providers too.”
Mobile Welcome Centers extend Tarleton’s reach

When one of two Tarleton “mobile welcome center” trailers rolled off the assembly line in Austin this past August, it quickly began doing its job of getting noticed.

Wrapped tip-to-tail with scenes from Tarleton, including lots of purple, the trailer was hitched to a pickup truck and heading north on U.S. 183 on the way to campus when someone pulled up in the next lane and began waving.

It was Tarleton President Dr. Dominic Dottavio, who just happened to be driving back from Austin at the same time.

“We had just picked up the trailer and were driving it back,” Ryan Taylor, one of the drivers and coordinators said.

“We couldn’t have planned it any better,” added Laurie Gaiser, Ryan’s supervisor and head of Tarleton’s brick-and-mortar Welcome Center. “That was kind of fun.”

The idea behind the mobile “go centers,” as they used to be called, is literally to drive Tarleton’s message home to high schools, junior colleges and educational events.

One of the trailers will be assigned to school relations at the main Stephenville campus. The second trailer will be based at Tarleton’s Southwest Metroplex Center in Fort Worth. Both can hit the road as needed.

In just its first month of usage, one of the trailers went to Navarro College in Midlothian, McLennan Community College and The Heart of Texas College Fair. High schools around the area have inquired about having a trailer visit their campuses. In March 2014 the trailer will be inside the exhibit hall at the South by Southwest Education fair in Austin.

Equipment inside the trailers includes 20 laptop computers, satellite Internet access, two 42-inch screen digital televisions and a public address system. Visitors can watch a video about Tarleton, get assistance with the application process, learn about financial aid, housing and academic programs, and talk to recruiters about campus life. The centers also have their own website and social media, including a Facebook page (facebook.com/tarletonmobilewelcomecenter) and Twitter handle (@tarletonMWC).

Tarleton traditions are part of the presentation, too. Visitors can pose for pictures with life-size cardboard cutouts of the Purple Poo and the Tarleton Rider, then post the image on Facebook.

Magnum Trailers in Austin built and equipped the trailers, with some help from Tarleton’s IT department. They were paid for with two grants totaling $170,740 from the Texas Pioneer Foundation in San Marcos.

The ultimate goal of the mobile welcome centers is to increase enrollment at Tarleton, especially among first generation college students. “Applying to college can be a daunting process. The mobile welcome centers help Tarleton reach out to prospective students with the information and help they need,” said Dr. Kim Rynearson, assistant vice president for outreach and off-campus programs.

The university these days is drawing students from all over the state. The mobile welcome centers are expected to go a long way – literally – to keep up that trend. “We really have extended our reach and this is going to help us extend it even farther,” Rynearson said.
Dr. David Weissenburger, associate vice president for enrollment management, discusses finances with Kenzie Paschal, a sophomore nursing major from Stephenville.
Financial literacy helps students navigate world of money

Stories of cash-strapped families taking out loans or students graduating with a mountain of debt are not uncommon at universities across the country. Costs are increasing. Compared to a generation ago, state support for higher education has dropped significantly.

“Certainly,” said Dr. David Weissenburger, associate vice president for enrollment management, “students and their families are being asked to bear more and more of the cost of their education.”

Tarleton is helping students and their parents deal with the often complicated world of money and education through an array of efforts, including financial literacy 101, Weissenburger said.

The goal, he said, is to help students prepare for the financial challenges they face in college, and that they’re going to face upon graduation and as an adult.

The training, which began this year as a part of the first-year seminar, is required for all freshmen. It is self-paced but must be completed in order to pass the first-year seminar, which is a core requirement necessary to graduate.

“The curriculum is quite extensive,” Weissenburger said. “It begins with a questionnaire, a survey of the student’s personal financial situation and what their goals in life might be. From there, it’s an online course and it’s customized for that student based on their answers to that survey.”
“It has modules that are concerned with financial health,” he added. “It talks about budgeting, how to create a budget. And then choosing a bank. How checking and savings accounts work. Credit cards and interest rates, and what changing rates mean. Credit reports. How to build your credit. Identity theft. How to spot the signs that you might be in financial trouble. Setting your financial goals. It even goes so far as talking about retirement and planning for retirement. It talks about insurance as well. It’s very comprehensive.”

Financial literacy 101 is part of a broader effort to address money matters, Weissenburger said. Tarleton is hiring a financial awareness coordinator to oversee all university financial awareness programs, including money management workshops, financial aid seminars and the like.

“And we’ve actually melded the financial aid and scholarship offices together under an umbrella called the Student Financial Assistance Services, because we want to work with parents and students in a more holistic way in terms of finances,” he said.

“We believe, and it’s true of anyone, when you walk in and you’re trying to purchase something, you want to know, OK, what’s my bottom-line cost. What’s it going to cost to buy this or have this experience? What Tarleton really wants to do is develop a package where we’re able to sit down with parents or students and say, here’s what it costs to attend and here’s how we can assist you.”
Kids at the Foster’s Home for Children in Stephenville each year participate in the Erath County Junior Livestock Show, showing their poultry, swine, goats and lambs. About six years ago a group of community leaders approached Tarleton agricultural students about getting involved, too. It was a natural fit. The students pitched in to help the kids with halter breaking and feeding their animals.

Then Dr. Barry Lambert, associate professor of animal sciences, noticed that the majority of the kids at Foster’s Home missed interacting with the students. “It occurred to me that that only 10 to 15 percent of the kids at the home raised animals,” Lambert recalled.

He and Laura Prewett, a student in the first group that worked with Foster’s Home and who has remained involved, decided the program needed to be broadened. The Tarleton Mentors organization thus was formed to help make a difference in the lives of children at Foster’s Home.

Student mentors donate a minimum of one hour a week at the home. They spend time pitching a ball and playing with the children, sharing a meal or helping the kids do homework, to teaching them how to play guitar or other instruments. And, of course, they continue to help raise livestock, which builds character traits and teaches business sense.

With his new duties as associate dean of the College of Graduate Studies, Lambert has passed the torch as advisor of the Tarleton Mentors to Francine Pratt, assistant professor and field coordinator of social work and faculty advisor to the Student Social Work Association.

Tarleton’s social work program also is a good fit with Foster’s Home, a nonprofit organization that cares for troubled children and their families who have been through trauma and need a safe place to recover. The children live in 12 residential group care homes staffed by home “parents.” Tarleton students become part of their extended family.

“Foster’s Home has really embraced us,” Pratt said. “They see a lot of value in what the students bring. Research shows that one of the assets a child needs is a caring adult.”

“It’s a great resource for us,” agreed Derrick Bam, Foster’s Home vice president of children’s services. “It’s nice for the children to know that someone cares enough to send them a card or come to their football game.”

The children become “very anxious at the beginning of the summer and at Christmastime when students are gone,” Bam added. “It shows how much they become a part of the children’s lives.”

Besides Tarleton Mentors, the Tarleton Equine Assisted Therapy Program, Tarleton Bass Club and fraternities have volunteered their services at the home. In fall 2012, Lynne Lovett’s housing and interiors students in the Family and Consumer Sciences department decorated the play therapy room and counselor’s room with crayon-bright color on the walls, rows of bright soda cans, giant pillows and even stool seats shaped like bottle tops.

“It’s a good group of kids and a wonderful cause,” Pratt said of Tarleton’s work with Foster’s Home. “I think the students get a lot out of it as a life-changing experience. Our students see the world a little differently after working with kids that have had it a little rough.”

“The students get the credit,” Lambert added. “They’re the ones doing the work. It’s for students to learn and figure out that service is important.”

Dr. Barry Lambert and Francine Pratt pose in the play therapy room designed by Tarleton students at Foster’s Home.
YEARS IN REVIEW

JANUARY
5 President Dottavio is a special guest at the 2013 All-American Bowl—the high school football all-star game sponsored by the U.S. Army. As a VIP guest, Dottavio spends several days in San Antonio participating in bowl week festivities, including community engagement activities and player and soldier hero challenges.

FEBRUARY
11 Austin-based Kiewit Building Group begins mobilizing at the O.A. Grant Building. The renovation and expansion of the facility will modernize and expand space, improve energy efficiency and create environments that are secure and will enhance learning for all students. The schedule calls for substantial completion of the project in June 2014.

MARCH
21 Approximately 7,000 FFA members from across the state converge on the campus to participate in the annual FFA Invitational Career Development Event Judging Contest. About 700 secondary agricultural educators, representing 400-plus high schools from all corners of Texas, accompanied the students.

APRIL
16 Dr. Dottavio welcomes former Tarleton student and lieutenant governor of Texas Ben Barnes to campus as part of Honors Week and to kick off the celebration of the transition to an Honors College. Barnes lectured to students enrolled in honors courses and visited several classes where he detailed his rise in Texas politics and offered his thoughts on some of the major public policy issues of the day.

MAY
11 At commencement, Dr. Dottavio hands out more than 1,220 degrees to associate, bachelor’s, master’s or doctoral students, including seven to the first graduates from Tarleton’s Midlothian program. Tarleton also awarded honorary doctorates to alum and former Fort Worth Mayor Mike Moncrief and his wife, Rosie.

14 Professors in the Texas Institute for Applied Environmental Research led by Dr. Ali Saleh are among a research team of scientists sharing in an almost $10 million U.S. Department of Agriculture grant to study the effect of increased climate variability on beef cattle and limiting agriculture’s impact on the environment. Dr. Dottavio calls the grant “just the latest evidence of our growing reputation in the academic community for quality faculty, excellence in research and applied knowledge for the benefit of society.”

JUNE
16 Dr. Dottavio watches as Tarleton’s men’s and women’s teams both capture third place at the College National Finals Rodeo, the “Rose Bowl of College Rodeo,” in Casper, Wyo.

18 Dr. Dottavio and other officials accept a donation from HOLT Agribusiness of eight tractors and heavy equipment machinery, with an estimated in-kind value of $967,000, for use at the Tarleton Agriculture Center.
JULY

1 The Texas Higher Education Coordinating Board approves the creation of the Texas Physics Consortium, a unique collaboration among physics programs at several Texas universities. The consortium will greatly increase opportunities for physics students at a substantial cost savings, says Tarleton’s Dr. Dan Marble, associate professor of physics and the first director of the consortium.

AUGUST

26 Construction begins on the technology-rich, interactive Learning Commons in the Dick Smith Library. The $1.7 million commons will reflect new models of learning and creative thought, said University Librarian Donna Savage. “If you think about the old library—quiet, study, meditative—it’s not like that anymore,” Savage said. “It’s talk out loud through your thought processes, collaborate with fellow students, collaborate with faculty. It’s an interactive place.”

29 At the annual General Assembly, Dr. Dottavio says the primary aim of the new Strategic Plan is to make Tarleton “the premier student-focused university in Texas and beyond.”

SEPTEMBER

11 Tarleton’s College of Education and the Waco ISD announce a partnership to establish two Professional Development Schools in Waco that will enable future teachers to learn and practice effective teaching strategies in an elementary school setting.

24 Saying the gift will “change families and change generations,” Dr. Dottavio and Tarleton officials acknowledge an endowment gift for scholarships expected to exceed $2 million from the late Iredell rancher Roscoe Maker.

OCTOBER

1 More than 200 educators from across Texas gather on the Tarleton campus to celebrate a quarter-century of the Jim Boyd Effective Schools Project (ESP), a collaborative professional development program established by the university’s College of Education in 1988. Faculty members, program administrators and educators from 22 area school districts attended the celebration.

29 Tarleton’s Equine Assisted Therapy (TREAT) organization gives more than 200 special-needs children a chance to be a cowboy for a day during its bi-annual Special Kids Rodeo.

NOVEMBER

16 The board of directors of the Tarleton Alumni Association votes to devote 100 percent of future membership dues to fund scholarships and to transfer operational duties to Tarleton State University.

DECEMBER

7 The Tarleton Texans finished the regular season 7-3 overall and were co-champions of the Lone Star Conference. The team was invited to appear in the C.H.A.M.P.S. Heart of Texas Bowl to play Ouachita Baptist, but the game was canceled due to inclement weather.
FY 2013 REVENUES AND EXPENSES

(in thousands)

Revenues Total $161,351

- Tuition and Fees
- Auxiliary Enterprises
- Sales and Services
- Grants and Contracts
- State Appropriations
- Other Sources

Expenses Total $152,433

- Instruction
- Research
- Public Service
- Academic Support
- Student Services
- Institutional Support
- Operation and Maintenance of Plant
- Scholarships and Fellowships
- Auxiliary
- Depreciation/Amortization
- Debt Service
- Non-Operating Expenses and Transfers

Note: Does not include capital expense of $9 million in FY13 or capital investment from TAMUS.
Core Values

- Integrity
- Leadership
- Tradition
- Civility
- Excellence
- Service
Executive Staff

DR. F. DOMINIC DOTTA VIO
President

DR. KAREN MURRAY
Provost and Executive Vice President for Academic Affairs

DR. RICK RICHARDSON
Senior Vice President of Advancement and External Relations

MR. TYE MINCKLER
Vice President of Finance and Administration

MR. RUSTY JERGINS
Vice President for Student Life/Dean of Students

DR. KYLE McGUIRE
Chief of Staff to the President

Deans

DR. DON CAWTHON
College of Agricultural and Environmental Sciences

DR. STEVE STEED (Interim)
College of Business Administration

DR. JILL BURK
College of Education

DR. LINDA JONES
College of Graduate Studies

MS. KELLI STYRON
College of Liberal and Fine Arts

DR. JAMES PIERCE
College of Science and Technology