2011

DIVISION OF INSTITUTIONAL DIVERSITY,
EQUITY & COMMUNITY ENGAGEMENT

INCLUSIVE EXCELLENCE REPORT
HIGHLIGHTS

SCHOLARSHIP

COMMITMENT

GROWTH

DIVISION
Mentor Tech invites scholar Dr. Cornel West to speak at the 2011 MentorTech Celebration Banquet.

Read more on page 37.

2011 inclusive excellence awards

Presented to Texas Tech University Chief of Staff Grace Hernandez and Associate Professor Dr. Yuan Shu at the Diversity Summit.

Vietnam’s number one chess player wins 5th annual Texas Tech University Spice Cup

Vietnam’s number one chess player, 20-year-old Le Quang Liem, won the championship title at the 5th Spice Cup in the U.S. after beating Cuba’s Leinier Dominguez in a decisive game on October 26th.

Read more on page 42.
Launched in 2010, The Registry has positioned Texas Tech as a leader in faculty diversity.

Read more on page 18.

Texas Tech hosts leadership camp for Texas high school students.

Read more on page 26.

The Registry
National Registry of Diverse & Strategic Faculty
Texas Tech University

The premier national database of diverse & strategic faculty candidates sponsored by a major university

Launched in 2010, Pegasus Program experiences record growth.

Read more on page 38.
TEXAS TECH UNIVERSITY’S dedication to promoting institutional diversity, equity, and community engagement continues to advance our mission towards academic and inclusive excellence. The Inclusive Excellence Report highlights this significant growth and development attained through community outreach, engagement, research, and learning.

Through the offices and programs in the Division of Institutional Diversity, Equity, and Community Engagement and with various campus partners, Texas Tech has made extensive progress by working with the most distinguished faculty and students from around the world to develop a rich variety of people, perspectives, and spirit of academic excellence.

The University’s Strategic Plan reveals the direction and goals for Texas Tech and highlights as one of its key components and university priorities the promotion of diversity, equity, and community engagement in all areas of academic success. Many successful initiatives include the President’s Diversity and Equity Council, the Faculty Excellence Fund, the Chancellor’s African-American and Hispanic Enrollment Task Forces, and the Celebrate Diversity Scholarship Program. Furthermore, through the creation of offices specifically committed to diversity and community engagement, the university has demonstrated an immense commitment in this area.

Texas Tech University continues to grow our student body into ethical leaders with a diverse awareness of our growing state, nation, and world through efforts in recruitment and retention as well as community-based learning initiatives. I am encouraged by this year’s Inclusive Excellence report, managed and presented by the staff of the Division of Institutional Diversity, Equity, and Community Engagement, showing our continued progress in programs and services emphasizing diversity.

Sincerely,
Guy Bailey, Ph.D.
President
As we conclude our second year, the Division of Institutional Diversity, Equity, and Community Engagement (DIDECE) presents the 2011 Inclusive Excellence Report. This year’s report highlights many of the DIDECE’s programmatic initiatives, the DIDECE’s growth and expansion, and the university’s work towards academic and inclusive excellence. The DIDECE began strategically outlining its priorities, goals, and directions in September 2010 and recently completed a draft of a comprehensive strategic plan for diversity to be considered by the President’s Diversity and Equity Council later this year. The 2011 Inclusive Excellence Report highlights the DIDECE’s strategic direction, accomplishments, and progress in the area of inclusive excellence.

The work of the division to institutionalize diversity, equity, and community engagement – in all their dimensions – began over two years ago before the division’s formation, and has continued to the present. These efforts now fall under the encompassing term of “inclusive excellence.” The American Association of Colleges and Universities (AAC&U) defined inclusive excellence as, “the active, intentional, and ongoing engagement with diversity, in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.”

It is important that we situate Texas Tech University’s progress and innovations related to inclusive excellence within the context of other higher education institutions, particularly public research universities. The DIDECE has examined national best practices, including a range of data regarding diversity at other institutions, as well as our own. Where we may fall short in some measures, we will strive further. Where we equal or exceed the performance of others, we will strive to be yet better. The 2011 Inclusive Excellence Report captures much of our growth, assessment, and accomplishments. We hope you find the report a meaningful representation of the university’s efforts to be an exceptional and inclusive Tier 1 campus.

Sincerely,
Juan S. Muñoz, Ph.D.
Vice President

The work of the DIDECE to advance, incorporate, and institutionalize diversity, equity, and community engagement – in all its dimensions – began over two years ago, before the division’s formation, and has continued to today.
In FY 2012 and beyond, the Division of Institutional Diversity, Equity, and Community Engagement will focus on building upon current initiatives and adding new strategies in furtherance of the University’s progress in implementing and advancing its vision, mission, and strategic priorities while aligning the Division’s activities to achieve the goals of Making it Possible… Strategic Plan.

The following includes a sampling of these forward-thinking initiatives:

- Enhance the formats and venues in which the University welcomes all students and provides support for transitioning into the University’s academic and social culture (e.g., summer bridging, online modules, orientation courses).
- Ensure broad involvement of diverse, first generation, low-income, and underrepresented students in undergraduate research and experiential learning opportunities.
- Assess the effectiveness of undergraduate academic support programs each year to ensure that efforts and outcomes are aligned with goals and that opportunities for continuous improvement are identified.
- Offer educational and celebratory events for students, faculty, staff, and the community that recognize, value, and honor diversity and promote inclusion. Evaluate selected programs for their impact on the climate for diversity.
- Develop opportunities that help faculty members learn how to assess the achievement of diversity-related learning outcomes in class or in co-curricular experiences.
- Create and sustain an administrative center within the Division that serves as a resource hub for research and teaching focused on equity, inclusion, and diversity.
- Provide strong leadership in developing, strengthening, and coordinating community-wide partnerships and collaborations to improve the welfare and quality of life of individuals and groups in our community.
- Collaborate with faculty committed to pathway and pre-college programs to maximize resources and create effective pipeline partnerships.
- Establish an “open doorway” structure that invites and encourages private sector access to, and engagement with, Texas Tech that advance diversity, equity, and community engagement.
The Inclusive Excellence Report is published on an annual basis to report to the university, alumni, and our constituents the work of the Division of Institutional Diversity, Equity, and Community Engagement (DIDECE) and Texas Tech University towards making Texas Tech an Inclusive Excellence campus.

The first section of the Inclusive Excellence Report is new to the report. The information presented at the beginning of this report is intended to demonstrate that inclusive excellence is not only the work of the division, but rather, the entire campus and communities we work with. Through unique collaborations on and off-campus, the DIDECE has advanced the inclusive excellence framework through recruitment initiatives, community outreach and engagement, research and scholarship, curricular and co-curricular support, and retention and graduation strategies.

The report also highlights the work of several colleges and campus units investing people, resources, and research to advance and support diversity, equity, and community outreach and engagement. Much of this work is captured in the 2010 Diversity Viewbook that provides a glimpse of the work carried out by Texas Tech departments, colleges, faculty, staff, and students. To read more visit www.depts.ttu.edu/diversity or request a copy of the Diversity Viewbook from the Office of Institutional Diversity, Equity, and Community Engagement.

The second portion of the report describes the work and growth of the DIDECE and highlights the new programs and offices that further advance diversity, equity, community outreach and engagement.

The scope of the work of the DIDECE extends beyond a few activities and departments. Today, our work exists and permeates throughout the campus and into local, regional, state, national, and global communities. Together, Texas Tech University recognizes the values and benefits of a diverse and engaged campus. The remainder of the report highlights the work of the division and our progress towards creating a diverse campus of faculty, staff, and students. The DIDECE is dedicated to create an environment that allows all members of the university and community to be academically and professionally successful.
INCREASE ENROLLMENT AND SUPPORT STUDENT SUCCESS

- Achieve a more diverse and inclusive undergraduate and graduate student body, faculty and staff.
- To increase the academic success of diverse and underrepresented and first-generation students at Texas Tech.
- Engage students, faculty, and staff in learning varied perspectives of domestic and global diversity, inclusion, and community engagement to graduate globally competent students.

NEW FIRST-TIME FRESHMEN BY ETHNICITY
FALL 2011

EXPAND AND ENHANCE RESEARCH AND CREATIVE SCHOLARSHIP

- Contribute to research, teaching, and scholarship by generating novel approaches that reframe our understanding of diversity, equity, and community engagement.
- Participate in innovative disciplinary and interdisciplinary initiatives and curricular and co-curricular partnerships that contribute to research, scholarship, teaching, creative activity.

Further outreach and engagement

- Foster collaboration among the University, its neighbors and others in local, regional, state, and national communities and develop new services and outreach programs that address community needs and enrich the learning and research experience of faculty and students.
- Enhance the diversity of the University by serving as resource nexus for Texas Tech community engagement activities that advance access and equity, student preparedness, and research.

READ MORE ON PAGE 24.

The College Diversity Development Grant supported the Department of Psychology Psychology Diversity E-initiative. The project launched podcasts designed to enhance diversity related teaching and learning. The division also supported 14 faculty teaching, research and creative scholarship activities.

ENGAGING A UNIVERSITY
READ MORE ON PAGE 26.
**STRENGTHEN ACADEMIC QUALITY AND REPUTATION**

- Create and sustain an academic organizational environment that acknowledges and advances initiatives to recruit, train, and retain faculty who contribute to the academic and inclusive excellence of the University.
- Excel in providing faculty development opportunities, resources, and services related to institutional diversity, educational equity, and community engagement.

READ MORE ON PAGE 10.

**INCREASE AND MAXIMIZE RESOURCES**

- Increase existing external funding to support programs and activities that enhance campus diversity and community partnerships and engagement.
- Develop innovative sources of revenue that advance academic and inclusive excellence for faculty, staff, students and communities.

The Division raised over $40,000 in additional funding and program to support in FY2011 and FY2012.
The fundamental mission of the University is the intellectual production and education of new generations of citizens who must be prepared to live and work in an increasingly diverse and global world. Texas Tech wants students, faculty, and staff to be part of a campus community where the intellectual environment embraces and inspires diverse thought, research, and creative scholarship. Scholarly ability involves research, scholarship, and creative activity. Creativity fostered by the widespread discussions about diversity led to important new programs and services.

The DIDECE assists the university in fulfilling its commitment to be a diverse campus that is enriched and informed by the personal, cultural, and intellectual differences of its students, faculty, staff, and visitors. In 2011, the DIDECE led and assisted with several initiatives designed to foster creative scholarship, research, and engagement.

These include, but not limited to, the first Texas Tech University Diversity Summit, the Inaugural Women in Leadership Symposium, the first Race, Ethnicity, and Community Engagement Conference, and other programs.

Texas Tech University CELEBRATES an intellectual and educational climate that EMBRACES and INSPIRES DIVERSE THOUGHT.

FALL 2010 – FALL 2011

Student Leadership Symposium: Going Global – Why Diversity Matters in Global Leadership

OCTOBER 1-2, 2010

The annual Student Leadership Symposium is organized by the Cross-Cultural Academic Advance- ment Center and is designed to enhance students understanding of diversity and leadership as it relates and applies to their professional development. The 2010 Student Leadership Symposium welcomed the founder of the Texas and National Diversity Council and the director for Global Leadership and Diversity at Goldman Sachs to speak to participating students. Texas Tech faculty were also invited to lead workshops on diversity, cross-cultural competencies, and leadership.

The Texas Tech University Teaching Academy: The 9th Annual John M. Burns Conference on the Scholarship of Teaching and Learning featuring Dr. Kristen Renn

OCTOBER 5, 2010

Named in honor of Professor John M. Burns for his support of the teaching mission at Texas Tech University, the conference featured plenary speaker Dr. Kristen Renn, Associate Professor of Higher, Adult, & Lifelong Education in the Department of Educational Administration at Michigan State University. Prior to becoming a faculty member, she worked for ten years as a dean in the Office of Student Life at Brown University. Her primary research and teaching interests are in college student development, with projects including identi- ties of mixed race students, LGBT students, and
leaders of identity-based student organizations. Sessions included: Understanding Interactions among Diversity, Identity, Teaching, and Learning and Classroom Climate and Beyond: Optimizing Student Learning and Success.

**Texas Tech University Race, Ethnicity, and Community Engagement Conference**

**OCTOBER 17 – 20, 2010**

Texas Tech University hosted the first Race, Ethnicity, and Community Engagement Conference designed to explore the relationship between race, ethnicity and the variety of partnerships that flourish in educational institutions. The conference sought to define an emerging area at the intersection of cultural identity, diversity issues, experiential education, and higher education studies and the diverse communities engaged through service learning courses, community-based research projects, and student-led multi-curricular activities. The idea for the conference originated from the book African Americans and Community Engagement in Higher Education co-edited by Dr. Colette Taylor with the Texas Tech College of Education.

**Viva la Revolución! Symposium Commemorating Mexico’s Revolution of 1910**

**NOVEMBER 4-5**

The Texas Tech Department of History, the Cross-Cultural Academic Advancement Center, and Angelo State University’s Department of History collaborated to present the symposium that explored and discussed the Mexican Revolution of 1910. Panelists presented on a wide-range of topics including the socio-political developments leading up to the armed conflict, the complex web of actors such as Francisco “Pancho” Villa, Porfirio Diaz, Francisco Madero, Pascual Orozco, and Venustiano Carranza, and the Revolution’s impact on the United States, especially race relations in Texas and other border states. The symposium presented and celebrated the academic contributions on this topic by Texas Tech and Angelo State University faculty.

**Global Lens Initiative**

**MARCH 22 – MAY 20, 2011**

Global Lens is an annual touring film series launched in 2003 to support the distribution of cinematic works from around the world. 2011 marked the third year the series played at the College of Mass Communications. The series is made possible by contributions from the Texas Tech Institute for Hispanic and International Communication, the Texas Tech Cross-Cultural Academic Advancement Center and the Alamo Drafthouse Cinemas.

**Texas Tech University Diversity Summit**

**APRIL 12, 2011**

Texas Tech University hosted its first Diversity Summit on April 12, 2011, at the Merket Alumni Center. The Diversity Summit brought together Texas Tech faculty, staff, and students to present activities and initiatives advancing diversity and academic excellence at Texas Tech. The 2011 Diversity Summit set out to present and share best practices, help participants envision how they can advance diversity, and strategize how to advance diversity at Texas Tech. Over 65 Texas Tech faculty, staff, and student panelists participated in the event.

**2011 Comparative Literature Symposium: Where Have All The Wild Things Gone: Eco-criticism and Comparative Literature**

**APRIL 13-16, 2011**

The annual Comparative Literature Symposium explored its uniqueness as a field of study and highlighted how it can offer academic institutions unique tools for resolving pressing environmental problems. The Symposium included presentations from special guests from across the United States as well as from abroad. The Symposium also included talks by people from across the Texas Tech University community—including undergraduates, graduate students, and faculty. The Symposium also featured an exhibition in the School of Art that presents photos from “Llano Estacado: An Island in the Sky,” a new book published by Texas Tech University Press.

**Texas Tech University Women in Leadership Symposium**

**SEPTEMBER 28, 2011**

Texas Tech, in cooperation with the Texas Diversity Council, became the first institution of higher education in West Texas to host the Women in Leadership Symposium at the Merket Alumni Center. This year’s conference, themed “Women in Leadership: Rising Above the Ordinary,” featured a panel discussion of corporate and organizational leaders within the West Texas community.
In 2010, the Office of Institutional Diversity, Equity, and Community Engagement published the second Texas Tech University Diversity Viewbook which captures the significant activities and resources provided by the colleges, academic departments, student services, and other campus departments dedicated to promoting an inclusive excellence campus. The Diversity Viewbook highlights faculty, staff, students, alumni, and community partners who add to the diversity of research, teaching, and student learning and campus experiences. The Viewbook is intended to support the recruitment of talented faculty, staff, and students and also promote Texas Tech’s academic, athletic, cultural, and social offerings.

Below is a brief synopsis of the information included in the Diversity Viewbook and the work of the academic colleges who collectively and independently engage in activities that advance the academic mission of the university.

College of Agricultural Sciences & Natural Resources

The College of Agricultural Sciences & Natural Resources (GASNR) is the school of choice for more than 60 non-immigrant students from more than 22 countries including Australia, France, and China. GASNR students also have the opportunity to study in more than 50 countries, earning credit towards their Texas Tech degree.

College of Architecture

The College of Architecture hosts several opportunities and activities for all Texas Tech students. The Curtis W. Clerkley Architecture Academy is a two-week summer experience designed for students who are rising high school juniors and seniors interested in architecture. The program assists many students from underrepresented groups in the architecture field.

College of Arts and Sciences

The College of Arts and Sciences offers a great breadth and depth of diverse opportunities to prepare students to address societal and career needs. Areas of study such as Biological Sciences, Environmental Toxicology, Mathematics and Statistics, and other programs, support services, and activities for faculty, staff, and students. The College of Arts and Sciences recently created a Director of Diversity Enhancement position and appointed Dr. Joaquin Borrego to serve as the college's first director. The program is designed to help address several efforts and initiatives to enhance diversity within the college and Texas Tech.

Jerry S. Rawls College of Business Administration

The Jerry S. Rawls College of Business Administration is committed to the success and retention of diverse students and encouraging diversity within its academic community. The college houses the International Business Education Resource Center that offers opportunities to develop experience-based global awareness through innovative programs and services. The International Business Education Resource Center's main goal is to equip students in the global economy by facilitating numerous study abroad programs.

College of Education

The College of Education strives to attract students from underrepresented student populations to careers in education through a variety of specific programs. The College of Education in collaboration with South Plains College (SPC), a Hispanic Serving Institution, offers an Associates of Arts Degree in Teaching. The program provides mentoring and financial support for students transferring to Texas Tech after completing SPC’s associate degree requirements. Students are then accepted into the College of Education’s teacher education program.

Edward E. Whitacre Jr. College of Engineering

Hispanic Business Magazine named the College of Engineering the 14th best engineering program in the United States for Hispanics. Determined to promote engineering among women and minorities, the college offers programs such as the Conoco Phillips Academic Success Bridge Program. The program is an intensive bridge program for first year students that provides academic support services for students during their first year.

Honors College

The Honors College encourages students from all backgrounds to explore, grow, and achieve while enriching their minds with multicultural experiences. The college’s Undergraduate Research Fellowship Program offers opportunities for students to work with faculty mentors whose scholarship explores issues involving gender, race, ethnicity, class, geography, ability, age, and sexuality.

College of Human Sciences

The College of Human Sciences provides multidisciplinary education, research, and service focused on individuals, families, and their environments for the purpose of improving and enhancing the human condition. Most recently, the college developed a Cross-Cultural Studies Program geared to enhance cross-cultural knowledge, skills, leadership, and lifetime professional success in a broad variety of traditional and non-traditional career paths.

College of Mass Communications

The demographic and media related changes that society is experiencing in the 21st century require that faculty and students in the College of Mass Communications understand and appreciate cultural diversity. Increasing the diversity of faculty, staff, and students is a key strategic goal of the college, and diversity is intrinsic in three core activities: teaching, research, and service. Through courses such as Ethnicity, Race, Gender in Media and co-curricular programs such as the Global Film Initiative, the college is providing unique experiences for all.
The College of Visual and Performing Arts embraces and promotes diversity in individuals and perspectives and is committed to meeting the educational and cultural needs of multiple populations. Faculty and students from different colleges and departments work together on a variety of arts events, resulting in an annual performance and exhibition schedule rich in both diversity and collaboration. The college is home to the prestigious Presidential Lecture and Performance Series and other unique programs.

Through partnerships with other Texas Tech colleges and local Texas communities, University College is committed to increasing access to Texas Tech’s educational programs through online and off-campus delivery methods. Texas Tech University Independent School District’s accredited elementary, middle, and high school operates entirely at a distance and serves over 1,800 full-time students from 32 states and 7 countries. Online and off-campus programs afford diverse populations the opportunity to earn a degree from Texas Tech. Notable programs include the online Teacher Education Program in partnership with Dallas County Community College District and Dallas Independent School District and the Bachelor of Science in Architecture offered through El Paso Community College.

The Graduate School is driven by its interest to promote inclusion. The Graduate School trusts that diversity of race, culture, linguistics, economics, age, gender, and discipline enriches the strength of local, state, and national communities. Texas Tech representatives through the Graduate School regularly participate in the Lone Star Graduate Diversity Colloquium, the Society for the Advancement of Chicanos and Native Americans in Science, the National Black Graduate Students Conference, Hispanic Association of Colleges and Universities, and other national and area forums.
LAW SCHOOL

Diversity is vital to the practice of law and prevalent throughout the school. Students are engaged with multicultural experiences, and their time spent here prepares them to practice on an increasingly global scale. The Law School is commitment to diversity is evident not only its low student-to-faculty ratio, but also the participation of students in public service programs, high school student outreach, and multicultural law associations.

UNDERGRADUATE EDUCATION AND STUDENT AFFAIRS

In 2011, Texas Tech organized the Division of Undergraduate Education and the Division of Student Affairs to provide comprehensive services and activities dedicated to the overall academic success of all students at Texas Tech. Both divisions offer an extensive history of providing services and activities that promote academic and inclusive excellence. The following departments provide examples of the various units in the newly formed Division of Undergraduate Education and Student Affairs.

THE STUDENT COUNSELING CENTER

The Student Counseling Center hosts diversity workshops for the campus. The workshops are interactive presentations that focus on influences, biases, privilege, and students’ individual and collective college experience. The Student Counseling Center provides resources and services to all students and support positive learning and understanding of the diverse populations that make up Texas Tech. The Student Counseling Center embraces a definition of diversity that includes ethnic/racial identity, sexual orientation, age, sex, religious beliefs, socioeconomic status, gender identity, nationality, body shape/size and difference in physical ability. Services and activities that support cultural competence and diversity include Diversity 101, White Privilege Presenta-
tion, and Four Corners: a GLBTQ Values Exploration. The Student Counseling Center also works with the Cross-Cultural Academic Advancement Center with the Native American Summer Bridge Institute and the Ford Foundation Difficult Dialogues Program.

CENTER FOR CAMPUS LIFE

From campus resources to involvement opportunities, the Center for Campus Life is part of the ongoing excitement of the Red Raider Experience. Whether students are interested in joining student organizations, contributing to the community through service, developing leadership skills, or submerging themselves in culture, the Center for Campus Life is the comprehensive stop for student involvement. Campus Life provides information on multicultural organizations and support services for first-year, second-year, and off-campus students.

SUPPORT OPERATIONS FOR ACADEMIC RETENTION (SOAR)

SOAR is dedicated to providing quality services to meet all the academic achievements needs for Texas Tech students by: establishing collaborative relationships with faculty to strengthen the students’ educational experience; increasing learning opportunities to foster an eagerness to learn and contribute toward lifelong learning for all Texas Tech students; and ensuring that all students using any area of SOAR experiences full quality service addressing their personal academic needs. The SOAR program provides 34,151 services to students each academic year.

ACADEMIC TESTING SERVICES

Academic Testing Services is an approved/recognized national testing site. It assists students during their prospective student admissions phase and continues as an integral part of each academic progress through graduation; including graduate admissions and professional certification/licensure requirements. Academic Testing Services supports the efforts of the Division of Institutional Diversity, Equity and Community Engagement by providing academic and leadership assessments for programs such as the Native American Summer Bridge Institute and the first-generation Greater Texas Foundation Generation Proud Scholars Program.

CENTER FOR UNDERGRADUATE RESEARCH

The Center for Undergraduate Research supports undergraduate research and serves as the nexus of undergraduate research resources, support services, and other activities. The Center provides training, research funding, one-on-one mentoring, and other resources dedicated to the recruitment, retention and academic success of undergraduate researchers at Texas Tech University. The Center for Undergraduate Research works with first-generation, historically underrepresented students in higher education, and students demonstrating an academic interest in research and scholarly activities. Each year, CUR participates in the Lone Star Diversity Graduate Colloquium (LSDGC). The program was initiated to support the Texas Higher Education Coordinating Board Closing the Gaps Initiative. The LSDGC is a collaborative effort by Texas colleges and universities to expand the pool of graduate students and encourage more underrepresented student populations to pursue a graduate education. Thirty Texas Tech students attended the LSDGC at the University of Texas at Arlington last spring.

UNDERGRADUATE ADMISSIONS

Undergraduate Admissions hosts a number of activities, resources, and programs to support the recruitment and enrollment of prospective students to Texas Tech University. Undergraduate Admissions hosts activities such as Red Raider Academy, the National Hispanic Institute Collegiate World Series, and other programs that invite high school juniors to participate in a college-prep summer camp designed to help students start their journey to a four-year degree. Undergraduate Admissions also supports the activities of the Texas Tech Hispanic Scholarship Fund (HSF) Student Scholar Chapter. Each year, HSF attends Admissions activities to help identify and target prospective Hispanic students. During the 2011 Spring Admissions Receptions for prospective and admitted students, HSF traveled to Midland and visited with parents and students about Texas Tech and HSF scholarship opportunities. The student chapter ended the visit with a special dinner hosted by Texas Tech Hispanic alumni.

OFFICE OF STUDENT FINANCIAL AID

The Office of Student Financial Aid strives to meet student need by finding the best combination of aid including federal, state, institutional and other dollars. The Office of Student Financial Aid follows an “equity packaging” philosophy, which ensures that we give equal treatment to all students who qualify for need-based aid.

TTU SCHOLARSHIP

TTU Scholarship is dedicated to helping undergraduate students with scholarship needs. TTU Scholarship’s award undergraduate need-based scholarships, merit-based scholarships, process all scholarships for Texas Tech University, and host a list of outside scholarships that are available. Texas Tech University distributes over $20 million in scholarship money annually and awards scholarships on the basis of academic achievement and/or financial need. Financial need is rarely the primary factor considered, but it is often used to make a decision among equally qualified finalists. Many scholarships have additional qualifications.
SEPTEMBER & OCTOBER

September 12:
Minority Access Inc. awards Texas Tech the Committed to Diversity Award in Las Vegas, Nevada.

September 15:
El Grito – The annual event celebrates Mexico’s Independence Day (1)

September 18:
The National Registry for Diverse and Strategic Faculty (The REGISTRY) is launched. www.registry.ttu.edu (2)

October 17-20:
The Race, Ethnicity, and Community Engagement Conference hosted over 200 attendees

NOVEMBER & DECEMBER

2010 Institute for Inclusive Excellence Faculty Fellows selected

November 18:
Grammy nominee Jana Mashonee performs during Native American Heritage Month (3)

December 7:
Latino/Hispanic Faculty Staff Association hosts Las Posadas

JANUARY/FEBRUARY

January 28:
Annual Mentor Luncheon with guest speaker Chancellor Kent Hance (4)

February 3-4:
27th Annual All-University Conference for the Advancement of Women in Higher Education welcomed 400 guests. Keynote speakers included feminist organizer Shelby Knox (9)

February 4:
10th Annual Black History Month Celebration Banquet hosted by Black Faculty Staff Association

February 28:
Department of History presented 25 Years of Celebrating Dr. Martin Luther King Jr. (5)

MARCH/APRIL/MAY

March 28:
Texas Tech University Diversity Summit welcomed over 230 guests (6)

Super Saturdays begin

April 3:
SPICE claims National Chess Champions Title (7)

April 13:
President’s Excellence in Diversity and Equity Award Ceremony

April 15:
Annual Mentor Tech Banquet featuring Dr. Cornell West (8)

May 3:
PEGASUS awards $21,000 in student scholarships at annual banquet

May 12:
Hispanic Graduation Convocation sponsored by Raiders Rojos

JUNE/JULY/AUGUST

June-July:
Shake Hands with Your Future, Texas Tech Summer Institute, Science: It’s a Girl Thing! and Run on the Wind camps begin (10)

June 6 – 11:
Native American Summer Bridge Institute welcomes 19 Native-American high school students to Texas Tech

June 20:
Texas Tech awarded Texas Mother-Friendly Award by Texas Department of State Health Services to implement Texas Mother-Friendly Worksite Initiative

June 27 – July 1:
AVID team attends AVID Training (11)

July 7 – 10:
Camp L.E.A.D. (Leadership Education and Development)

August 9:
MVP launches Green Zone Training

August 13:
Back to School Fiesta welcomes over 6,000 attendees to the annual college-readiness event (12)

SEPTEMBER/OCTOBER

September 13:
Texas Tech recognized as Military Friendly School (13)

September 20:
Women’s Studies and the Teaching, Learning, and Professional Development Center welcome guest speaker Ellen Ratner, White House Correspondent and Bureau Chief for Talk Radio News Service

September 22:
Engaged and Integrated Scholar Series fall presentation featuring Dr. Vaughn E. James

September 28:
Inaugural Women in Leadership Symposium marks partnership between Texas Tech and Texas Diversity Council (14)

October 20:
Diversity Reading Series organized by the Department of English hosted poet Aracelis Girmay

October 15 – 25:
5th Annual SPICE Cup International

NOVEMBER/DECEMBER

November 3:
7th Annual Dia de los Muertos Celebration Dinner

November 11:
Military and Veterans Programs Office hosts Veteran’s Day Roll Call at Memorial Circle

November 17:
Tres Vidas performance

November 30:
Celebrate Diversity Scholarship Dinner welcomes Terrence Howard to Texas Tech University (15)

December 26 – 30:
Knight Raiders Chess Team qualify for Final Four at Pan American Intercollegiate Championship
The National Registry of Diverse and Strategic Faculty (The REGISTRY) was officially launched on September 1, 2010. The REGISTRY is an online database that connects current and prospective faculty members from underrepresented groups with institutions of higher education seeking to hire qualified candidates for open faculty positions. The online database allows candidates to search for positions at colleges and universities who have subscribed to the REGISTRY and have open positions available.

During the 2010-2011 academic year, the REGISTRY was in its pilot year. The changing needs of institutions and faculty has led to an increasing need for databases such as the REGISTRY to offer additional resources and support services to assist faculty and institutions throughout the entire search and hiring process.

The redesigned REGISTRY website offers faculty and subscribing institutions more services that directly connect faculty and institutions. An example, subscribing institutions are automatically notified when a candidate uploads his/her information indicating an interest or expertise in a field in which the Institution has posted a job opening. Institutions also benefit from the quantitative information provided by the REGISTRY. The REGISTRY provides subscribing institutions cumulative information on jobs posted such as how often their open positions have been accessed/viewed by candidates.

In November, the REGISTRY was highlighted at the Big XII Chief Diversity Officer Consortium as the premier database for institutions seeking a diverse pool of highly talented and qualified candidates for open faculty positions. “Since renewing our institutional membership, a number of colleges and departments have advertised open faculty positions. Advertising in The REGISTRY allowed Iowa State University to expand its reach and broaden its applicant pool,” stated John Taylor, equity and diversity coordinator at Iowa State University. “Additionally, we have found that The Registry has added value to our outreach initiatives,” adds Mr. Taylor.

Since its official launch, The REGISTRY has recruited over 900 candidates to post their information on-line and has over 100 member institutions, who have posted over 838 open faculty positions. The REGISTRY connects the nation’s most diverse and qualified pool of faculty candidates to colleges and universities across the country. The REGISTRY also supports Texas Tech’s strategic priorities related to faculty excellence. The REGISTRY lists open faculty positions at Texas Tech University and also allows faculty search committees the opportunity to view and identify diverse and strategic applicants.

The National Minority Faculty Identification Program (NMFIP) was inaugurated in the summer of 1985 by Southwestern University to serve as a bridge between minority faculty candidates seeking employment and institutions of higher education. The NMFIP was transferred to Texas Tech University in July 2010 and was launched as the REGISTRY in September 2010.

2011 REGISTRY DEMOGRAPHIC INFORMATION

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates</td>
<td>869</td>
</tr>
<tr>
<td>Women Candidates</td>
<td>502</td>
</tr>
<tr>
<td>African-American Candidates</td>
<td>355</td>
</tr>
<tr>
<td>Hispanic Candidates</td>
<td>189</td>
</tr>
<tr>
<td>Faculty Candidates representing STEM fields</td>
<td>275</td>
</tr>
<tr>
<td>Faculty Candidates representing Humanities</td>
<td>123</td>
</tr>
<tr>
<td>Faculty Candidates representing social/behavioral sciences</td>
<td>136</td>
</tr>
<tr>
<td>Faculty Candidates representing education</td>
<td>669</td>
</tr>
<tr>
<td>Faculty Candidates holding or pursuing Ph.D. degrees</td>
<td>162</td>
</tr>
</tbody>
</table>
The Texas Higher Education Coordinating Board awards Texas Tech $175,000 to launch the Post-Secondary Advancement Via Individual Determination (AVID) Program.

Texas Tech University became one of the first Texas four-year universities to receive the Advancement Via Individual Determination (AVID) Award. Dr. Fernando Valle, assistant professor in the College of Education, and Dr. Michell Kiser, with the Texas Tech Support Operation for Academic Retention (SOAR), led the application process for the University. “I have worked with the AVID Program in the high schools for several years. Having witnessed its success, I really wanted to bring that to Texas Tech,” stated Dr. Valle. The Division of Institutional Diversity, Equity, and Community Engagement and the Division of Undergraduate Education and Student Affairs coordinated to assemble the necessary services and expertise to ensure that Texas Tech met all the requirements necessary to apply. In Spring 2011, Texas Tech received notification that it had secured the award.

The mission of the AVID Program is to close the achievement gap by preparing all students for college readiness and success in a global society. The AVID program levels the playing field for minority, rural, low-income, and first-generation students without a college-going tradition in their families. AVID’s primary goal is to prepare underserved and middle-achieving middle and high school students for enrollment in four-year colleges through increased access to and support in advanced courses. AVID has a 30-year proven track record in public schools and continues to see steady national and international growth.

Several key faculty, unit directors, coordinators, graduate students, and tutors to form the Texas Tech AVID team. The team participated in a week-long institute in Dallas, Texas over the summer that presented team building and academic success strategies. The partnership between the departments will expand the support systems in place that ensure academic success and retention for first-year students.

An AVID Post Secondary section at Texas Tech will be available in spring 2012 for transfer students and a section for first-year students in the fall of 2012. The Texas Tech AVID 1102 College Success Course will provide college students with critical writing, reading skills, and tutoring and academic support to assist them in finding a successful route to college success and completion.

The Texas Tech AVID grant is a partnership between the College of Education, PEGASUS, Mentor Tech, SOAR, and the office of the Vice Provost for Undergraduate Education and Student Affairs.

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
TEXAS TECH LAW SCHOOL’S COMMITMENT TO DIVERSITY

Texas Tech University School of Law is a premier student-centered law school, developing effective, ethical lawyers and leaders for Texas and for the diverse world of the 21st century. In the Fall 2011, the Texas Tech Law School enrolled its most diverse class in the school’s history. During the last few years, the Law School engaged in a multitude of diversity initiatives. The law school embraces a legal and moral duty to ensure access to legal education for Texas citizens across the spectrum of diversity and to promote a more diverse law school environment.

THE COMMITTEE ON DIVERSITY, EQUITY, AND EQUAL OPPORTUNITY (DIVERSITY COMMITTEE)

The Texas Tech University School of Law also has a standing committee, the Committee on Diversity, Equity, and Equal Opportunity (Diversity Committee) whose purpose is to advise and assist the law school in promoting and developing a collegial and respectful law school environment in which diversity and equal opportunity are embraced. The specific mission of the Diversity Committee is to enhance professional, educational, and personal growth among its students, faculty, and staff by:

- Considering, recommending, and coordinating initiatives that will accomplish the purpose of the committee.
- Actively promoting an increased awareness of and a shared commitment to inclusiveness and diversity throughout the law school.
- Encouraging and promoting openness, appreciation, and respect for diversity among all members of the law school community.
- Assisting the law school in creating and sustaining a diverse community.

STUDENT RECRUITMENT

The law school has an aggressive recruitment program that strives to recruit women and minority applicants to enhance student diversity. Specific initiatives include the following:

CURRICULUM

The law school has integrated into its Orientation Program for first-year students a block of instruction on diversity and professionalism. This training is designed to sensitize first-year law students to issues of diversity and ethics within the law school, the legal profession, and society in general.

The law school regularly offers various diversity-related courses such as Race and Racism, Gender and the Law, Disabilities and the Law, Native American Law, Sexuality and the Law, Discrimination in Employment, Elder Law, Federal Civil Rights Law, Human Rights Law, Immigration Law, and Law & Psychiatry.

FACULTY RECRUITMENT

Recognizing the benefits of a more diverse faculty, the law school takes proactive and aggressive steps in recruiting a diverse faculty. The law school goes beyond the traditional Association of American Law Schools (AALS) faculty recruitment process by establishing ongoing relationships and communication with various professional associations and publications that target women and minority lawyers. These relationships enable the law school to identify and actively solicit applications from diverse applicants.

COMMUNITY SUPPORT

The law school reaches out to local racial and ethnic minority groups by actively participating in a variety of community activities that focus on racial and ethnic minorities. More specifically, the law school:

- Encourages students and faculty to volunteer to assist Legal Aid of West Texas at its pro bono clinics that serve large numbers of minority clients.
- Faculty and student leaders work with the Texas Tech University Vice Chancellor’s Community Outreach Program by speaking on issues of interest at various functions in Lubbock’s neighborhoods with large concentrations of racial and ethnic minority members.

SUPPORT TO STUDENT ORGANIZATIONS

The law school has a large variety of student organizations covering a wide range of diverse interests. Among these organizations are the Hispanic Law Students Association, Black Law Students Association, Jewish Law Students Association, Christian Law Student Association, International Law Students Association, Lambda Law Students Association, and the Women’s Caucus. The law school supports these organizations financially and through faculty sponsorship, as well as through support of various organizational activities.

“I am quite proud of the diversity program here at Tech Law. It all begins with a commitment to diversity as an integral part of the law school mission,” states Calvin L. Lewis, JD, MSS, Associate Dean for Student Affairs and Diversity. “While many law schools have programs that sound good on paper, here at Tech Law we back up the words with action and results,” adds Lewis.

THE TEXAS TECH UNIVERSITY LAW SCHOOL CLASS OF 2014

Texas Tech’s School of Law is ranked 17th in the nation in a Best Value ranking of America’s nearly 200 law schools. The National Jurist and preLaw magazines published the list in their September issues.
THE TEXAS HIGHER EDUCATION COORDINATING BOARD (THECB) IMPLEMENTED the Closing the Gaps Initiative in October 2000 with strong support from the state’s educational, business and political communities. The plan is directed at closing educational gaps in Texas as well as between Texas and other states. It has four goals: to close the gaps in student participation, student success, excellence and research. Texas Tech University has demonstrated its commitment to the Closing the Gaps Initiative by positioning the initiative as a strategic priority in its Making it possible…2010 – 2020 Strategic Plan. Texas Tech University began supporting the Initiative long before the 2010 Strategic Plan. To date, TTU has advanced the THECB Closing the Gaps Initiative through the following activities and programs:

GOAL 1: CLOSE THE GAPS IN PARTICIPATION

By 2015, close the gaps in participation rates to add 630,000 more students.

TARGETS:

- Increase the overall Texas higher education participation rate from 5.0 percent in 2000 to 5.6 percent by 2010 and to 5.7 percent by 2015. **Texas Tech University has experienced record enrollments the last two academic years.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEWIDE</td>
<td>1019517</td>
<td>1299058</td>
<td>1420993</td>
<td>1505449</td>
<td></td>
<td>1650000</td>
</tr>
<tr>
<td>TTU</td>
<td>24199</td>
<td>28422</td>
<td>30097</td>
<td>31587</td>
<td>32327</td>
<td>35000</td>
</tr>
</tbody>
</table>

- Increase the higher education participation rate for the African-American population of Texas from 4.6 percent in 2000 to 5.6 percent by 2010, and to 5.7 percent by 2015. **Included in the record enrollment numbers is the increase of African-American students enrolling at Texas Tech.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEWIDE</td>
<td>108463</td>
<td>152877</td>
<td>177459</td>
<td>193734</td>
<td></td>
<td>172700</td>
</tr>
<tr>
<td>TTU</td>
<td>701</td>
<td>1165</td>
<td>1412</td>
<td>1396</td>
<td>1696</td>
<td>1925</td>
</tr>
</tbody>
</table>

- Increase the higher education participation rate for the Hispanic population of Texas from 3.7 percent in 2000 to 4.8 percent by 2010, and to 5.7 percent by 2015. **Texas Tech recently released enrollment data that demonstrated a drastic increase of Hispanic students enrolled at Texas Tech.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEWIDE</td>
<td>237394</td>
<td>366878</td>
<td>412642</td>
<td>445183</td>
<td></td>
<td>676100</td>
</tr>
<tr>
<td>TTU</td>
<td>2366</td>
<td>3668</td>
<td>4234</td>
<td>4322</td>
<td>5305</td>
<td>6125</td>
</tr>
</tbody>
</table>

- Increase the higher education participation rate for the White population of Texas from 5.1 percent in 2000 to 5.7 percent by 2010, and to 5.7 percent by 2015. **Texas Tech also reported an increase in student applications and enrollment from White/Anglo and/or Caucasian students. Population growth was from 19,783 in 2000 to 21,476 in 2010.**
ACTIVITIES SUPPORTING GOAL 1:

• TEXAS TECH UNIVERSITY HISPANIC SCHOLARSHIP FUND (HSF) STUDENT SCHOLAR CHAPTER: HSF is a student organization supported by the Cross-Cultural Academic Advancement Center. The organization delivers a range of programs to Hispanic families and students through community outreach and education. HSF offers workshops for schools, students, parents, and community members and provides resources to assist Hispanic families and students in the college-going process.

• THE TEXAS TECH UNIVERSITY THECB COLLEGIATE G-FORCE MENTORING PROGRAM: G-Force is a student mentoring program that provides student stipends to Texas Tech students who mentor at local high schools and provide college-going support and resources. The program is funded by the Texas Higher Education Coordinating Board (THECB).

• TEXAS TECH UNIVERSITY BACK TO SCHOOL FIESTA: The Back to School Fiesta is Texas Tech’s largest university welcome and college-readiness program. The program welcomes over 6,000 parents and children to participate in activities designed to assist their college preparation activities.

• THE TEXAS TECH UNIVERSITY DIversITY SUMMIT: The 2011 Diversity Summit organized Texas Tech faculty, staff, and students to discuss the University’s progress towards diversity and academic success. Over 65 faculty and staff panelists contributed to discussions on student recruitment and retention, diversity dialogues in the curriculum, faculty tenure and diversity, and leadership and diversity.

• OFFICE OF COMMUNITY COLLEGE AND TRANSFER RELATIONS: The Office of Community College & Transfer Relations (OCCTR) serves the transfer student at-risk population, providing services focused on recruitment and retention of prospective transfer students.

• THE TEXAS TECH UNIVERSITY LATINx EDUCATION SUMMIT: The 2010 Latino Education Summit elevated the previous discussions on educational success by examining policies and implications on Latino student success. Educators and policy makers convened to discuss how to advance policies and activities that support Latino students and their families in their pursuit of a higher education.

GOAL 2: CLOSE THE GAPS IN SUCCESS

By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs.

TARGETS:

• Increase the number of African-American students completing bachelor’s degrees, associate’s degrees and certificates to 19,800 by 2010; and to 24,300 by 2015. 160 African-American students earned a bachelor’s degree during the 2010 academic year.

• Increase the number of Hispanic students completing bachelor’s degrees, associate’s degrees and certificates; to 50,000 by 2010; and to 67,000 by 2015. During the 2010 academic year, 595 Hispanic students completed their bachelor’s degree at Texas Tech.

ACTIVITIES SUPPORTING GOAL 2:

• MENTOR TECH: The Dr. Lauro Cavazos & Ophelia Powell-Malone Mentor Tech Program (Mentor Tech) at Texas Tech University exists to enhance the quality of the educational experiences of students from underrepresented populations through programs, services, advocacy, and campus involvement. The program admits 125 new students every academic year, and students can remain in the program throughout their collegiate career. The program includes faculty and staff mentoring and support group networking.

• PEGASUS: The TTU PEGASUS (Pioneers in Education: Generations Achieving Scholarship and Unprecedented Success) Program is an academic support, mentoring, and outreach program targeting First Generation College (FGC) students. Now in its ninth year, the program has a history of successfully providing an academic support and mentoring program to FGC students by facilitating a successful transition through the demands of higher education.

• MILITARY AND VETERANS PROGRAMS OFFICE (MVP): The Military and Veterans Programs Office supports the academic transition of military, veterans, and veteran dependents and from Texas Tech University. The office has served over 1,000 veteran and veteran-dependent students.

CLOSING the GAPS
By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities.

**Target:**
- Increase the number of research institutions ranked in the top 10 among all research institutions from zero to one, and two additional research universities ranked in the top 30 by 2010; increase the number of public research universities ranked in the top 10 among all public research universities from zero to two, and four ranked among the top 30 by 2015.

Texas Tech University has made great strides since receiving the designation of Emerging Research University from the state in 2009. This past year, Texas Tech University has launched and organized several activities that will assist in the goal towards Tier One status. Included among those activities are: a strategic plan outlining eight research themes, new partnerships in the sciences, and increased graduate enrollment.

Each college and university will have identified by 2002 at least one program to achieve nationally recognized excellence.

- Recognized as a Military Friendly School by G.I. Jobs
- Identified as Top Colleges for Women and Minorities in the STEM Field by Forbes Magazine
- Listed Top 100 Schools for Hispanics by Hispanic Outlook Magazine for Bachelor’s and Doctoral Degrees

As a part of the **Closing the Gaps** by 2015 statewide plan for higher education, public colleges and universities identified areas of national excellence in which they currently excel and in which they intend to excel by 2015.
The Division of Institutional Diversity, Equity, and Community Engagement (DIDECE) is committed to the idea that all students deserve equal access to higher education and that their college experience must be an integral part of the university's contributions to the world. Even before several units were organized to form the DIDECE, several offices worked to assist Texas Tech University in understanding and promoting the value of diversity, equity, and community engagement. Today, the work of the DIDECE is found in every college and most university curricular and student support service departments. The DIDECE also provides grants, awards, and research stipends to faculty.

The following programs support the advancement of diversity at Texas Tech.

**Faculty Excellence Fund:** The Faculty Excellence Fund (FEF) supports the hiring of faculty who contribute to the diversity of the University. Each year, the Office of Institutional Diversity, Equity, and Community Engagement awards over $100,000,000 to support new faculty hires, research, and professional development opportunities for faculty.

**College Diversity Development Grants:** The purpose of the College Diversity Development Grants is to develop and strengthen partnerships with colleges to leverage funding for programs that have a strong impact on the quality of teaching and learning about diversity.

**Previous Recipients:**
- The College of Mass Communications
- The College of Engineering
- The College of Arts and Sciences, Department of Psychology

**Faculty Diversity Development Award:** The purpose of the Faculty Diversity Development Award is to provide junior faculty opportunities to advance their scholarship and creative activities necessary for promotion and tenure. This program provides junior faculty with research support at a critical time in the pre-tenure stage. Awards in the amount of $2,000 are made in the form of research stipends.

**Previous Recipients:**
- Dr. Elizabeth Trejos-Castillo, College of Human Sciences
- Dr. Fernando Valle, College of Education
- Dr. Miguel Levario, College of Arts and Sciences, Department of History
- Dr. Sarah Kulkofsky, College of Human Sciences
- Dr. Mary Francis Agnello, College of Education
- Dr. Claudia Cogliser, College of Business
- Dr. Sylvia Niehuis, College of Human Sciences
$283K
FY11 PROVIDED IN FACULTY SUPPORT

PRESIDENT’S EXCELLENCE IN DIVERSITY AND EQUITY AWARDS: The President’s Excellence in Diversity and Equity Awards recognize Texas Tech faculty, staff, and students for their contributions in advancing diversity, equity, and inclusive excellence at Texas Tech. Faculty, staff, and students who go above and beyond their roles in promoting a welcoming campus climate, fostering a campus community of mutual respect, academic and intellectual inquiry and freedom. Since the programs inception in 2004, over 60 members of the Texas Tech campus have been recognized.

2010 AWARDS
• Faculty Award: Dr. Miguel Levario, Department of History
• Staff Award: Aline Sadikova
• Student Award: Carlos Gutierrez and Evelyn Mitchell

2011 AWARDS
• Faculty Award: Dr. Yuan Shu, Department of English
• Staff Award: Patricia Earl, Women’s Studies
• Student Award: Elizabeth Espino

PROMOTING INCLUSIVE EXCELLENCE ORGANIZATION SUPPORT: The Office of Institutional Diversity, Equity, and Community Engagement (OIDECE) provides faculty, staff, and student organizations with resources and funding to support a campus climate that celebrates the many cultures and populations that make-up Texas Tech. The program has assisted in the development of organizations such as the Arab-American Faculty Forum, the Chinese Faculty and Staff Association, and the Latino/Hispanic Faculty Staff Association. The OIDECE provided over $15,000 in organization support in 2010 and 2011.

THE INSTITUTE FOR INCLUSIVE EXCELLENCE: The OIDECE launched the third annual Institute for Inclusive Excellence (IIE) in 2011. The IIE is designed to provide activities that promote a greater understanding of the academic value of diversity and equity among Texas Tech faculty. The Institute is designed to provide selected faculty with a richer understanding of the academic success that can be achieved through an institutional model of inclusive excellence. Graduates of the program receive a research stipend designed to encourage further explorations on inclusive excellence and academic success.

2010-2011 GRADUATES
• Mary Frances Agnello, Ph.D., Assistant Professor, Secondary Education, Department of Curriculum and Instruction
• Kanika Batra, Ph.D., Dr. Kanika Batra, Assistant Professor, Postcolonial Literature
• Jorge Salazar Bravo, Ph.D., Associate Professor, Biology
• Du Feng, Ph.D., Professor, Human Development and Family Studies
• Rattikorn Hewett, Ph.D., Professor, Computer Science
• Stephanie Jones, Ph.D., Assistant Professor, Higher Education
• Bolanle Olaniran, Ph.D., Associate Professor, Department of Communication Studies
• Paul W. Pare, Ph.D., Professor, Biochemistry
• Rich Rice, Ph.D., Associate Professor, Department of English
• Ethan Schmidt, Ph.D., Assistant Professor, History
• Juliann Scholl, Ph.D., Associate Professor, Department of Communication Studies
• Weiwu Zhang, Ph.D., Assistant Professor, Public Relations

INSTITUTIONAL DIVERSITY FUNDS WERE ALSO AWARDED TO THE FOLLOWING PROGRAMS:
ENGAGEMENT TAKES ON MULTIPLE definitions on college campuses. At Texas Tech, through the Division of Institutional Diversity, Equity, and Community Engagement (DIDECE), engagement involves students, faculty, staff, community members, and global partners. Student and community engagement are at the core of our programs. By engaging students, faculty, staff, and communities, the division enhances the university’s mission of educating a diverse and global workforce. Below is a description of the community and student engagement advanced through the division.

“By engagement, we refer to institutions that redesigned their teaching, research, extension and service functions to become even more sympathetically and productively involved with their communities, however community is defined.” Returning to Our Roots: The Engaged Institution.

The DIDECE provides several outreach and engagement programs designed to foster access, equity, diversity, and academic excellence at Texas Tech and within the many communities we serve.

PRE-COLLEGE OUTREACH PROGRAMS

Pre-college outreach programs serve as a highly visible form of public engagement within the community. Pre-college programs are those programs that provide access to the university and are led and organized by the university. They offer K-12 students opportunities to prepare academically and socially for higher education, provide a pipeline for K-12 students, and expose students to campus living and learning experiences. The DIDECE launched its first pre-college program in 2008 through the Cross-Cultural Academic Advancement Center, the Native American Summer Bridge Institute (NASBI). Today, the DIDECE offers over 30 pre-college outreach programs.

THE DIVISION’S PRE-COLLEGE OUTREACH PROGRAMS:

NATIVE AMERICAN SUMMER BRIDGE INSTITUTE (NASBI): NASBI invites high school juniors and seniors to participate in a two week summer residential experience designed to prepare them to apply to college and adjust to campus life.

GIRL UNIVERSITY: Girl University is a one-day conference for girls in 8th through 12th grades and their parents. It is designed to give young women leaders an early start to planning life after high school. Girl University is a Texas Tech partnership with the Girl Scouts of America.

CAMP LEADERSHIP DEVELOPMENT AND EDUCATION (L.E.A.D.) Camp L.E.A.D. is designed for high school students entering their junior year. The camp offers an exciting and developmental experience on campus for top students who have demonstrated leadership potential. Established by leadership at the Texas Tech University System and Texas Tech, Camp L.E.A.D. hosted its first summer program in July 2011. The
program brings selected students to Texas Tech and immerses them in a leadership development culture that will assist them throughout the course of their lives and careers.

**SHAKE HANDS WITH YOUR FUTURE:** Shake Hands with Your Future is a week long summer residential camp for academically talented students. The program invites student’s grades 4 – 11 to take academic courses at Texas Tech and experience campus/college life.

The DIDECE offers a multitude of additional activities and programs designed to promote college access. Many of the DIDECE’s programs are classified as a service to our communities. Service is an integral part of the university’s function since its founding in 1923. The division’s service, through the pre-college outreach, promotes a college-going culture to communities who have historically faced access and equity challenges to higher education.

**SERVICE PROGRAMS:**

**THE TEXAS TECH UNIVERSITY BACK TO SCHOOL FIESTA:** The Texas Tech Back to School Fiesta welcomes over 6,000 participants to the Tech campus to explore higher education. Parents and children participate in summer-fun activities and attend workshops on preparing for college. Free school supplies are distributed to children in attendance.

**THE AFRICAN-AMERICAN & LATINO EDUCATION SUMMITS:** Each year, Texas Tech hosts a summit dedicated to enhancing the educational pathway for African-American and Latino students in West Texas. The summit invites regional educators, colleges and universities, administrators, and community groups to discuss critical issues for these student populations.

**RED RAIDER CUSTOMIZED TOURS/SCAVENGER HUNTS:** Red Raider Customized Tours are designed for K-12 students who have had limited exposure to the Texas Tech campus. The tours are interactive and engage students in activities designed to make the campus less intimidating.

**MINI-UNIVERSITY DAYS:** Mini-University Days are designed to introduce elementary students to college. Texas Tech faculty, staff, and student representatives travel to schools to provide a condensed version of a traditional university day.

**COLLEGE READINESS TRADITIONAL PRE-COLLEGE PROGRAMS**

Traditional college access programs typically assist disadvantaged populations in preparing for college. The most widely recognized traditional college access programs are the federal TRIO programs.

The Texas Tech Federal TRIO program, Upward Bound encourages access to higher education for low-income students. The program is supported by federal funds through the U.S. Department of Education. TRIO programs require at least two-thirds of the participants to be both low-income and first-generation college attendees. The remaining participants must be either low-income or first-generation. Upward Bound became a part of the DIDECE in 2009.

**UPWARD BOUND QUALITY UNIVERSITY EXPLORATIONS IN SCIENCE AND TECHNOLOGY (QUEST):** The QUEST Program is designed for high school students interested in pursuing careers in mathematics, science and/or technology. The program helps students gain unique opportunities to explore different career choices.

**UPWARD BOUND SELECT:** The Select Program serves area high school students who have interest in various career fields. The program is designed to help develop creative thinking, effective expression and positive attitudes towards learning. Teachers, counselors and other professionals provide comprehensive counseling services, academic enrichment and cultural activities which enhance students’ potential for success in college.
DISCIPLINE-FOCUSED PRE-COLLEGE PROGRAMS

Universities sponsor a large number of youth pre-college programs designed to encourage interest in particular disciplines. Programs that expose students to STEM disciplines (i.e., science, technology, engineering, and mathematics) have become increasingly popular in light of government and corporate calls for more STEM graduates, a vital factor in the country’s ability to compete in the global economy. Discipline-focused pre-college programs can also be found in the arts, foreign language and area studies, health professions, agriculture, communications, teacher education, business, and political science. Programs may be short- or long-term, residential or commuter. Their most important work is introducing underrepresented students to a collegiate experience dispelling myths and fears about higher education. Programs are often designed to address a particular need but all programs are designed to give children a successful academic experience on a university campus.

RUN ON THE WIND CAMP: The Run on the Wind Camp is designed to introduce young scholars to the field of wind science. The week long summer camp engages students in projects and course work related to engineering and wind science.

ACCOUNTING CAREER AWARENESS PROGRAM: The Accounting Career Awareness Program is a week long summer residential program designed to introduce high school students to accounting careers. The program is organized in partnership with the Rawls College of Business.

SCIENCE: IT’S A GIRL THING!: Science: It’s a Girl Thing! is a four day summer residential for girls in grades 5-11 designed to engage girls in the sciences and dispel any myths or misconceptions about science and careers in science. Participants explore the sciences through hands-on experiments and activities.

STUDENT ENGAGEMENT

According to the National Survey of Student Engagement (NSSE) college students who participate in high-quality community engagement programs experience a wide range of benefits: increased interaction with faculty and peers, opportunities for reflection, more meaningful learning, and an enhanced sense of belonging. These benefits apply to all students, but the NSSE has suggested that historically underserved students benefit more from engaging in these activities than white students in terms of earning higher grades and persisting to the second year of college. When community engagement initiatives link college and K-12 students, they can extend these benefits to younger students as well, improving their academic preparation and aspirations by connecting them with older role models. The potential for such initiatives have lasting effects for low-income, first-generation, and future college students, many of whom are students of color. The program and related efforts also enrich engagement initiatives by respecting and incorporating the valuable views of students whose identities and experiences encompass multiple traditions of service, community, and justice-seeking.

NATIONAL HISPANIC SCHOLARSHIP FUND STUDENT SCHOLAR CHAPTER (HSF): HSF positions Texas Tech students to assist with the recruitment and retention of Hispanic students to and at Texas Tech. In its third year, HSF has traveled across the region and across the state to visit with Hispanic students and their families about Texas Tech and the college admissions process. Activities have included Parent’s Night at Montelongo’s Mexican Restaurant, financial aid workshops, and workshops in Spanish at events like the Back to School Fiesta.

TENNSH HIGHER EDUCATION COORDINATING BOARD COLLEGIATE G-FORCE MENTOR PROGRAM: The G-Force Mentor Program positions Texas Tech students to support local high school GO Centers that provide additional resources for junior and senior students interested in pursuing a higher education. G-Force Mentors provide students with access to information about higher education, while also reaching out to those who may have not previously considered continuing their education beyond high school. The G-Force team concentrates on students’ attitude, aptitude and access for college. Through these focus areas, G-Force mentors demonstrate to students that college is possible with a commitment to academic success and proper planning. The G-Force team provides knowledge about college admission and financial aid as well as some academic tutoring. G-Force primarily serves Lubbock, Plainview, Ralls, Littlefield, Idalou and attends additional high school and communities across West Texas.

MENTOR TECH MENTORING PROGRAM: Students in the Mentor Tech Student Organization (MTSO) serve as mentors to minority students at Estacado and Lubbock High School. MTSO students provide mentoring activities that promote a college going culture among students at these two high schools. MTSO dedicates hours during the school day to mentor, tutor, and support students interested in advancing their academic success.
THE ROLE OF THE DIVISION

of Institutional Diversity, Equity, and Community Engagement at Texas Tech University is to promote, sustain, and advance an environment that supports equity, diversity, inclusion, and community. Together, the programs and offices housed within the division work with faculty, staff, students, administrators, community members, and local and national organizations to create an environment where diversity is seen in the composition of its leadership, faculty, staff, students; through its policies, procedures, and practices; across curricula; and integrated into its co-curricular services and programs.

AREAS OF RESPONSIBILITY

The Office of Institutional Diversity, Equity, and Community Engagement leads the division’s ten offices and initiatives, projects, and resources that integrate diversity, equity, engagement, and community into all aspects of institutional functioning. Programs and projects within the division, organized by faculty, staff, students, and community partners include:

- Diversity Education and Training
- Access and Equity
- Recruitment and Retention
- Cross-Cultural Learning
- Support Services for Targeted Student Populations
- Academic Excellence

Since our last Inclusive Excellence Report, the division has grown to include new programs, offices, and special initiatives. These include the development of:

- Military and Veterans Programs Office,
- The Office of First-Generation, Transition and Mentor Programs;

the inclusion of:

- Women’s Studies,
- The Susan Polgar Institute for Chess Excellence (SPICE),
- University Interscholastic League;

the redevelopment and recruitment for:

- The National Registry of Strategic and Diverse Faculty Database. The Registry is designed to assist faculty and institutions in seeking and finding qualified faculty candidates;

and the community outreach and engagement events such as:

- The Latino Education Summit and the Race, Ethnicity, and Community Engagement Conference that engage communities in the goal of creating equitable access for all.
The Division of Institutional, Diversity, Equity, and Community Engagement was formed in February 2009 to provide structure and momentum to the academic, diversity, and community engagement goals of the University. The creation of the new division communicated to Texas Tech and the broader community that diversity, equity, and community engagement are high strategic priorities for the university and the Texas Tech System. The division is committed to providing students with more than an exceptional interdisciplinary education; through diverse and engaging opportunities, we assist in the development of student’s intellectual and professional aspirations.

**The Office of Institutional Diversity, Equity, and Community Engagement**

The Office of Institutional Diversity, Equity, and Community Engagement (OIDECE) advances the work of the division by serving as the leader in programs, activities, and resources that promote diversity, equity, community outreach and engagement, and academic excellence. The OIDECE is responsible for the university’s comprehensive diversity, equity, and community engagement initiatives and programs, and for infusing the core values of each into all aspects of teaching, learning, research, service, and outreach at Texas Tech. The OIDECE envisions the University as a place where equity and diversity are woven into the very fabric of the University’s operations, and where colleges, administrative units, coordinate campuses, and external communities are partners in the work with shared responsibility for its success.

**The Cross-Cultural Academic Advancement Center (CCAAC)**

The Cross-Cultural Academic Advancement Center (CCAAC) offers programs and services designed to provide co-curricular and educational experiences that seek to broaden the knowledge of diversity, multiculturalism, social justice, and inclusive excellence. With a commitment to increasing cross-cultural awareness, the CCAAC offers a wide variety of programs and services that explore both the shared and unique experiences, histories, and heritages of our diverse community. The CCAAC is committed to promoting student learning, cross-cultural awareness, inclusive excellence and is committed to maintaining a campus environment of mutual respect for people of all backgrounds and cultures. The CCAAC strives to assist Texas Tech students to be prepared to thrive in a diverse and global society by cultivating awareness, inclusion and engagement through intentional experiences, events and programs.

**The Office of Community Engagement**

The Office of Community Engagement (OCE) connects the academic resources of the university with local, regional, and statewide communities to engage academic and community partners—locally and globally—to address issues, build community and facilitate change. The OCE is responsible for facilitating, coordinating, and advancing community outreach and engagement programs and activities. The OCE facilitates the use of university resources to support existing partnerships and engage new partners to contribute to the educational, social, and educational progress of the community, region, and state. Through innovative collaborations and partnerships, the OCE offers activities and services to K-12 students, TTU faculty, and families in West Texas. OCE cultivates diversity, access, and equity primarily through programs, activities, and resources for communities with additional challenges in accessing higher education. By connecting faculty and college students with K-12 students, the OCE supports the university’s mission in extending its services and resources to benefit to younger students, improve their academic preparation and aspirations by connecting them with positive role models and the university.

**Military and Veterans Programs Office**

The Military and Veterans Programs (MVP) Office is committed to student military and veteran academic success. The MVP Office assists military and veteran students in locating information about veterans’ services, military education, benefits and financial resources, scholarships, veteran and family support activities and other items of interest to veterans, family members, and community members. MVP assists with facilitating the transition and acclimation of military and veteran students from military life to college life. The MVP provides comprehensive support to current and former military service members, including eligible dependents, by collaborating with Veteran Affairs representatives, the University community, and civilian-advocate organizations.

**The Institute for the Development and Enrichment of Advanced Learners (IDEAL)**

The Institute for the Development and Enrichment of Advanced Learners (IDEAL) provides distinctive and unique outreach programs that promote academic excellence and diversity. The program engages children in grades kindergarten through 12 and in activities that introduce children to the collegiate experience to dispel myths and fears about higher education. Programs are often designed to address a particular need but all programs are designed to give children a successful academic experience on a university campus. IDEAL offers academic enrichment programs, residential summer camps, campus tours and activities, and academic clubs throughout the year. The program strives to promote academic excellence, citizenship, leadership, diversity, and an appreciation of the arts.
FEDERAL TRIO PROGRAM, UPWARD BOUND

The Federal TRIO Program, Upward Bound Program at Texas Tech is an academic enrichment and campus immersion program for high school students in West-Texas who are from families with limited financial resources and whose parents have not obtained a bachelor’s degree. The program is designed to prepare high school students for college and provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Students are exposed to a variety of professional career options and higher education settings through the program’s academic year and summer programs. Students in Upward Bound programs are also required to engage in social, cultural, civic, and leadership activities in addition to their rigorous academic experiences.

UNIVERSITY INTERSCHOLASTIC LEAGUE (UIL)

The University Interscholastic League (UIL) at Texas Tech University organizes and properly supervises contests that assist in preparing students for citizenship. It aims to provide healthy, character building, educational activities carried out under rules providing for good sportsmanship and fair play for all participants. The UIL exists to provide educational extracurricular academic, athletic, and music contests. The initials UIL have come to represent quality educational competition administered by school people on an equitable basis.

SUSAN POLGAR INSTITUTE FOR CHESS EXCELLENCE

The Susan Polgar Institute for Chess Excellence (SPICE) promotes chess, education, research, and outreach for all learners. The program seeks to promote chess as a vehicle for enriching the education of all children. SPICE offers workshops, camps, competitions, and other activities designed to promote and support competitive chess. The program is led by world-champion chess player Susan Polgar.

WOMEN’S STUDIES PROGRAM

The Women’s Studies Program is an interdisciplinary academic program that examines the cultural and social construction of gender, explores the history, experiences and contributions of women to society, and studies the influences of gender on the lives of women and men. The program emphasizes critical thinking across disciplines vital to success during and following formal education. The University offers a minor in Women’s Studies. The Women’s Studies Program also participates in the Graduate Certificate Program. Graduate certificates are intended to meet the supplemental post-baccalaureate education needs of professionals.

OFFICE OF FIRST-GENERATION, TRANSITION AND MENTOR PROGRAMS

The Office of First-Generation, Transition, and Mentor Programs provides support for students through efforts designed to strengthen academic preparation, and integration of first-generation and underrepresented students into the university. The office encompasses programs that encourage students to succeed at transitioning into the University, and beyond. The programs and activities seek to enhance student success through mentoring programs and resources designed to assist first-generation, transitioning, and students from historically underrepresented student populations in higher education.

EARNEST TERRELL, RETURNING VETERAN STUDENT
OUR PEOPLE ARE INTEGRAL TO BUILDING AND SUSTAINING OUR SUCCESS, ORGANIZATION AND EFFECTIVENESS

The Division of Institutional Diversity, Equity, and Community Engagement employs 33 full time staff members, up from 19 in FY2010. This increase includes the inclusion of departments such as Women’s Studies and the Susan Polgar Institute for Chess Excellence (SPICE). The division supported the hire of additional staff members to support increasing activities in the areas of student support and community outreach and engagement. Other organizational changes included the consolidation of activities and reporting lines to align staff, resources, and teams more closely with their functions and strategic priorities of the division and Texas Tech.

NEW DIVISION STAFF

Christy Barbee, Cross-Cultural Academic Advancement Center
Marissa Bell, Mentor Tech
Darlene Hennigh, Office of Community Engagement
Sara Shriver, Office of Community Engagement
Lana Jones, University Interscholastic League
Mikki Swaffar, Office of Institutional Diversity, Equity, and Community Engagement
Debbie Torrez, Office of Institutional Diversity, Equity, and Community Engagement

NEW TO THE DIVISION LEADERSHIP

Charlotte Dunham, Ph.D.
Director, Women’s Studies

Jesse Jalomo, M.Ed.
Director, Federal Trio Program,
Upward Bound

Ryan Van-Dusen, Ph.D.
Assistant Director, Military
and Veterans Programs

Heather Martinez, Ph.D.
Associate Director, Office of Community
Engagement

Ashley Gonzales, MPA
Assistant Director, Pioneers in
Education: Generations Achieving
Scholarship and Unprecedented
Success (PEGASUS)

Amanda Foster, M.Ed.
Assistant Director, Institute for the
Development and Enrichment of
Advanced Learners (IDEAL)

Sam Gentry
Associate Director, University
Interscholastic League (UIL)
DIVISION GOALS

PRIORITY 1: INCREASE ENROLLMENT AND SUPPORT STUDENT SUCCESS:

GOAL 1: Create and support a climate of inclusive access, diversity, and academic excellence at TTU.

GOAL 2: Promote the positive dynamics of multicultural learning and global competencies, equity, and community outreach and engagement through curricular and co-curricular activities.

2011-2012:
- Aid in achieving a more diverse and inclusive undergraduate and graduate student body, faculty and staff.
- Assist in increasing the academic success of diverse and underrepresented and first-generation students at TTU.
- Engage students, faculty, and staff in learning varied perspectives of domestic and global diversity, inclusion, and community engagement to graduate globally competent students.

PRIORITY 2: STRENGTHEN ACADEMIC QUALITY AND REPUTATION:

GOAL 1: Assist TTU in the recruitment, retention, and success of tenure track faculty and other instructional staff.

GOAL 2: Augment, enhance, and strengthen educational pathways for students that face historic barriers to achieving a higher education.

2011-2012:
- Contribute to an academic climate that acknowledges and advances initiatives to recruit, train, and retain faculty who contribute to the academic and inclusive excellence of TTU.
- Partner with campus units to provide faculty development opportunities, resources, and services related to institutional diversity, educational equity, and community engagement.

PRIORITY 3: EXPAND AND ENHANCE RESEARCH AND CREATIVE SCHOLARSHIP

GOAL 1: Provide TTU faculty, staff, and students with resources and services that increase research and creative activities.

GOAL 2: Coordinate programs, conferences, and professional development opportunities that increase faculty research and creative activities.

2011-2012:
- Contribute to research, teaching, and scholarship by generating novel approaches that reframe the understanding of diversity, equity, and community engagement.
- Participate in innovative disciplinary and interdisciplinary initiatives and curricular and co-curricular partnerships that contribute to research, scholarship, teaching, and creative activity.

PRIORITY 4: FURTHER OUTREACH AND ENGAGEMENT

GOAL 1: Share TTU’s intellectual and creative resources to positively impact constituent communities.

GOAL 2: Serve as a nexus for the TTU community engagement activities that create a reciprocal partnership through service, resources, and support.

2011-2012:
- Foster collaboration among the University, its neighbors and others in local, regional, state, and national communities. Develop new services and outreach programs that address community needs and enrich the learning and research experience of faculty and students.
- Enhance the diversity of the University by serving as resource hub for TTU community engagement activities that advance access and equity, student preparedness, and research.

PRIORITY 5: INCREASE AND MAXIMIZE RESOURCES

GOAL 1: Serve as a catalyst to create new opportunities for expanded and more coordinated ties between the University and community.

GOAL 2: Increase existing external funding.

2011-2012:
- Increase existing external funding to support programs and activities that enhance campus diversity and community partnerships and engagement.
- Develop innovative sources of revenue that advance academic and inclusive excellence for faculty, staff, students and communities.
MISSION
The Cross-Cultural Academic Advancement Center is a resource-nexus for issues and activities pertaining to the enactment of an inclusive and excellent learning environment for all TTU students and faculty.

AFFIRM IDENTITY - by promoting cultural and educational programs that celebrate, embrace, and enhance students’ learning experiences.

BUILD COMMUNITY – by establishing links between students, faculty, and staff in organizing, developing, and participating in programs and services that promote the intellectual, cultural, and social development of students.

CULTIVATE ACADEMIC ACHIEVEMENT - by creating coordinating services and programs for students that increase their academic success, and that support their retention and graduation from TTU.

THE CROSS-CULTURAL ACADEMIC ADVANCEMENT CENTER
The Cross-Cultural Academic Advancement Center (CCAAC) offers multicultural programming, student leadership development activities, faculty development, and community outreach activities and programs. Each year the CCAAC serves over 7,000 students through curricular and co-curricular programming, student scholarships, and community outreach initiatives. The CCAAC strives to provide students cross-cultural learning experiences and assist with developing and enhancing global competencies and leadership skills. Through the CCAAC’s activities, faculty, staff, and students can engage in global diversity learning experiences while at Texas Tech.

The following activities advanced the CCAAC’s strategic priorities to promote cross-cultural learning and prepare students for a globally diverse world:

THE 2010-2011 GREATER TEXAS FOUNDATION (GTF) GENERATION PROUD LEADERSHIP PROGRAM: During the 2010 – 2011 academic year, the GTF Generation Proud Leadership Program engaged 24 first-year, first-generation students in leadership activities designed to support their personal and academic leadership development as first-year students.

THE 2010-2011 GREATER TEXAS FOUNDATION (GTF) RISING TO THE CHALLENGE PROGRAM: The GTF Rising to the Challenge Program assisted 23 first-year transfer students with transition support services and activities to ensure their academic success.

THE 2010-2011 TEXAS HIGHER EDUCATION COORDINATING BOARD (THECB) COLLEGIATE G-FORCE MENTORING PROGRAM: The THECB G-Force Mentoring Program provided student salaries to twelve students to mentor high-school students in area schools pursuing a higher education. The G-Force Mentoring Program assisted over 300 high school students during the 2010-2011 academic year.

THE STUDENT LEADERSHIP SYMPOSIUM: GOING GLOBAL – WHY DIVERSITY MATTERS IN GLOBAL LEADERSHIP: The 2010 Student Leadership Symposium featured the founder of the National Diversity Council and the Diversity Recruiter for Goldman Sachs who spoke with 56 Texas Tech students participating in the two-day symposium.

HISPANIC SCHOLARSHIP FUND (HSF) STUDENT SCHOLAR CHAPTER:
The HSF Student Scholar Chapter supports the recruitment initiatives of the university by providing activities targeting Hispanic high school students and their families. During the 2010-2011 academic year, the HSF Student Scholar Chapter reached over 300 students and their parents through outreach activities such as admissions workshops and Parent’s Night at Montelongo’s Mexican Restaurant.

DIFFICULT DIALOGUES: In 2010, the CCAAC was awarded a small grant to support the development of the Ford Foundation National Difficult Dialogues Program at Texas Tech. In 2011, the CCAAC launched the program designed to introduce faculty to resources and activities to enhance diverse and difficult dialogues in the classroom. Nine Texas Tech faculty members were selected to participate in the first Difficult Dialogue Institute.

VIVA LA REVOLUCIÓN: SYMPOSIUM COMMEMORATING MEXICO’S REVOLUTION OF 1910: The Department of History and the CCAAC presented the Border Symposium on November 4-5, 2010. The Border Symposium presented. Each year, the CCAAC partners with an academic unit to present an symposium that advances diversity and academic learning.

NATIVE AMERICAN SUMMER BRIDGE INSTITUTE (NASBI): In 2011, the NASBI program graduated 19 additional high-school Native American students from the program. NASBI is a five day residential summer program that introduces and engages Native American high school students and their parents or elders to activities supporting their pursuit of a higher education. Since its inception, NASBI has served 43 high school students.

CROSS-CULTURAL PROGRAMMING: The CCAAC has witnessed the highest attended cultural engagement activities at Texas Tech. The highest attended cultural programs include El Grito, Day of the Dead Dinner, Holi, Raider Welcome Diversity Night, and Lunar New Year. All multicultural programs engage student organizations, campus departments, and faculty in organizing, leading, and promoting programs that seek to enhance cross-cultural learning, understanding, and appreciation of diversity.

TEACHING, LEARNING, AND CONNECTING (TLC) TO DIVERSITY: The TLC committee consists of faculty members in partnership with the CCAAC to collaborate on curricular and co-curricular programming designed to support cross-cultural and diversity learning outcomes. Examples include the 2010 El Grito Symposium and Celebration, Holi and the Global Lens Project, Black History Month, and Lunar New Year activities.
THE OFFICE OF COMMUNITY ENGAGEMENT

The Office of Community Engagement (OCE) was founded in 2008 by Vice President Dr. Juan Muñoz. At that time, the OCE was organized to support the outreach and engagement activities of the departments in the Division of Institutional Diversity, Equity, and Community Engagement and Texas Tech. The first campus-wide initiative led by the OCE was Texas Tech’s Back to School Fiesta (BTSF). Today, the BTSF welcomes over 6,000 children and their parents to the Texas Tech United Spirit Arena for a day of college-readiness activities.

The OCE was originally formed to connect the academic resources of the university with local, regional, and state-wide communities to engage academic and community partners—locally and globally—to address issues, build community and facilitate change. Today, the OCE offers an extensive offering of programs, resources, services and activities designed to promote community success.

The following activities are new to the OCE’s outreach and engagement efforts:

**GIRL UNIVERSITY:** In partnership with the Girl Scouts of the South Plains, the OCE presented Girl University, a day where 40 girls from the ages of 14 to 18 visited the Texas Tech campus and learned about access to education, leadership, self-image and college admissions and financial aid.

**YOUNG GENTLEMAN SCHOLAR’S CONFERENCE:** PAL Teen Conference: Together with Child Welfare Program Preparing for Adult Living, the OCE offered the PAL Teen Conference, which gave 38 foster children who were scheduled to graduate from high school within the coming school year the tools and resources they need to begin planning their life after graduation. This conference included information on college applications, financial aid, residential life and Texas Tech University.

**TALKINGTON YOUNG WOMEN’S DAY:** The OCE presented Talkington Young Women’s Day to over 250 students from the Margret Talkington School for Young Women Leaders. Events during the day included discussions on college readiness and access, self-image, community engagement, and leadership and social influence.

**NATIONAL HISPANIC INSTITUTE SOUTHWEST INITIATIVE:** For the first time, the National Hispanic Institute held qualifying tournaments for its annual Southwest Great Debate. The OCE played host to the 30 students participating in the qualifying tournament titled the Southwest Initiative on the Texas Tech campus.

**THE ENGAGED AND INTEGRATED SCHOLAR SERIES:** Five Texas Tech faculty members presented their current engagement work, curriculum, and research during the academic year. The series welcomed 160 participants.

COMMUNITY ENGAGEMENT PUBLIC SPEAKING PROGRAM (DEPARTMENT OF COMMUNICATION STUDIES): The OCE co-sponsored the Community Engagement Public Speaking Program led by Dr. Amy Heuman. The program invites middle-school students to the Tech campus and engage in public speaking activities.

K-12 OUTREACH AND COLLEGE READINESS

**COLLEGE ACCESS PROGRAMS:** OCE provides a series of activities designed to introduce youth to higher education and Texas Tech. The following information highlights the number of activities and youth served:

**REALITY CHECK:** OCE organized and hosted 17 Reality Check activities and served over 500 students during the 2010-2011 academic year. The fall 2011 semester has offered the OCE the opportunity to host seven Reality Check activities to 1100 students. Reality Check is a program designed to allow students to see the difference in quality of life between a college education and no college education.

**RED RAIDER SCAVENGER HUNTS:** 34 scavenger hunts were provided for children in grades K-12 on the Texas Tech Campus during the 2010-2011 academic year. The program served over 3,500 students. Since its inception, the program has served 4,307 students.

**MINI – UNIVERSITY DAY:** Three Mini-University Days were hosted at elementary schools. The program has served 980 students in grades K – 5th. The program is designed to plant the seed in young children’s minds that college is possible.

**COLLEGE READINESS WORKSHOPS:** In collaboration with LISD, OCE hosted 8 College Readiness activities and engaged over 300 eight grade LISD students during the 2010-2011 academic year. The program provides a series of workshops to LISD eight graders to engage them in beginning to prepare for college beginning in the eighth grade. Beginning fall 2011, the program expanded to other schools outside of LISD.

**TEENS OF THE MONTH, LUBBOCK ISD:** Each month, teachers and counselors from every middle school and high school in Lubbock nominate Teens of the Month. These are students who have gone above and beyond in both their academic and their community efforts. The OCE recognizes these students through a formal certificate and personal contact.

The OCE continues to advance its goal to promote a college-readiness programs and activities. During fall 2011, the OCE began developing a College-Readiness Curriculum and launching new initiatives such as the Rural Program Delivery in partnership with the Workforce Solution South Plains.
MILITARY & VETERANS PROGRAMS (MVP) OFFICE

The Military & Veterans Programs (MVP) Office assists veterans, and their families in achieving academic and personal success at Texas Tech. MVP assists students by:

• Providing a seamless transition from military to civilian life;
• Supporting and encouraging campus and community engagement; and
• Help provide a positive experience through degree completion and on to a successful future.

Historically, the U.S. Military is one of the most diverse organizations in the nation. During their military service, all veterans are exposed to a variety of ethnicities, backgrounds, and life experiences. The diversity of thought and experience that military veterans bring to Texas Tech University enhances the overall culture and campus environment. The demographic breakdown of the students receiving benefits is as follows: 0.6% Native American, 1.8% Asian, 5.9% African-American, 18.7% Hispanic, 59.9% Caucasian, and 12.9% Non-Disclosed.

Military & Veterans Programs serves nearly 1,100 veterans, military personnel, and their dependents. The program verifies enrollment for all students that receive military-related educational benefits from the university, state, and federal level. Additionally, the program provides outreach, referral to both on and off campus resources, and advocacy for military and veteran students in order to increase the retention and graduation rates of the students it serves.

THE MVP OFFICE OFFERS:

• Tutoring and learning techniques
• Veteran to Veteran Mentoring
• Post-deployment issues and adjustment
• Student Counseling
• Career Services
• Disability Services
• GI Bill
• Hazlewood Act

CERTIFICATION OF BENEFITS BEGINNING JUNE 2011:

<table>
<thead>
<tr>
<th></th>
<th>Hazlewood</th>
<th>Federal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I:</td>
<td>223</td>
<td>231</td>
</tr>
<tr>
<td>Summer II:</td>
<td>172</td>
<td>162</td>
</tr>
<tr>
<td>Fall:</td>
<td>207</td>
<td>524</td>
</tr>
<tr>
<td>TOTAL</td>
<td>602</td>
<td>917</td>
</tr>
</tbody>
</table>

The MVP Office also coordinates programs and activities that promote a welcoming campus climate for military, veterans, veteran dependents and their families. In summer 2011, the MVP Office launched the Green Zone Program that assists Texas Tech faculty and staff in understanding the needs of military and veteran students. At the end of the 2011 fall semester, 150 Texas Tech faculty and staff have participated in the program. The MVP Office also worked with other departments and student organizations to organize several student activities for 9/11 and Veteran’s Day. On Veteran’s Day, over 40 Texas Tech faculty, staff, and students read 6,319 names of fallen service men and women.
THE OFFICE OF FIRST-GENERATION, TRANSITION, AND MENTOR PROGRAMS

The first day of class can be intimidating for many students. For students who are first in their family to attend a university of 30,000 students, their transition to college can seem intimidating. The Office of First-Generation, Transition and Mentor Programs was formed in November 2010 as part of the Division’s strategic priority to increase enrollment and promote student success. The new office assists in supporting student populations with a unique set of needs. The Office of First-Generation, Transition and Mentor Programs provides support for first-generation and underrepresented student populations through efforts designed to strengthen academic preparation and student integration into the university community. This new office encompasses programs that encourage students to succeed in the transition to the University and beyond. Programs within the office currently include:

MENTOR TECH: The Mentor Tech Program provides transition support in the form of mentoring first-year students, including transfer and non-traditional students. It provides a series of academic excellence, leadership, social, and cultural activities to promote student success.

The PEGASUS Program is a program that supports first-generation college students through their first-year to assist them with their successful transition to college and into their second-year. The program provides advising, mentoring, and outreach support services.

The new office builds upon the current programs at Texas Tech and within the Division.

MENTOR TECH AND PEGASUS CELEBRATE TEN YEARS OF SERVING STUDENTS

The Mentor Tech and PEGASUS programs both began the 2011 fall semester planning activities marking the 10 years of student excellence. Both programs also witnessed record program enrollment during the 2011 fall semester.

**Mentor Tech** – 352 students

**PEGASUS** – 244 students

ABOUT MENTOR TECH

The Lauro Cavazos and Ophelia Powell-Malone Mentoring Program, Mentor Tech, was introduced during the fall semester of 2002. Named for Dr. Lauro Cavazos, the first undergraduate to serve as President of Texas Tech University and Ophelia Powell-Malone, the first African-American undergraduate of Texas Tech University, the program seeks to enhance the quality of education experiences and academic success of students from underrepresented groups through programs, services, advocacy, and campus and community involvement.

PROTÉGÉ ETHNICITIES

<table>
<thead>
<tr>
<th>Ethnicities</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>166</td>
<td>47%</td>
</tr>
<tr>
<td>Native American</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>17</td>
<td>5%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>9</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>140</td>
<td>40%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Protégés Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>128</td>
<td>36%</td>
</tr>
<tr>
<td>Female</td>
<td>224</td>
<td>64%</td>
</tr>
</tbody>
</table>

First Generation Students (FGS)

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGS</td>
<td>190</td>
</tr>
<tr>
<td>Non-FGS</td>
<td>162</td>
</tr>
</tbody>
</table>

Total Students = 352

*Does not include missing grades, SPC Bridge Program students or TTHSC Medical School Student Grades

MENTOR TECH ACCOMPLISHMENTS

- Record student enrollment – 352 students;
- Record mentor enrollment – 220 faculty, staff, and graduate students;
- Launched Mentor Tech Alumni Endowment Fundraising Campaign;
- Invited legendary scholar and esteemed author Dr. Cornel West to speak at the 9th Annual Mentor Tech Celebration; and
- Implemented the Mentor Tech IS1100 course for first-year Mentor Tech students.
OFFICE OF FIRST-GENERATION, TRANSITION AND MENTOR PROGRAMS CONTINUED:

PIONEERS IN EDUCATION: GENERATIONS ACHIEVING SCHOLARSHIP WITH UNPRECEDENTED SUCCESS (PEGASUS)

The TTU PEGASUS Program is a recruitment and retention program that supports First Generation College (FGC) students through their first year to make a successful transition to college. Recruitment and retention are accomplished through academic advising, mentoring, and outreach. The purpose of PEGASUS is to ensure that FGC students have access to the resources necessary for them to effectively navigate their undergraduate careers. Assistance is provided in three main areas of concern for FGC students: academic, social/community, and financial.

FALL 2011 ENROLLMENT

The program welcomed 243, first generation students. Twenty mentors (peer mentors who have completed the first-year) were recruited to provide peer mentorship to new members.

• PEGASUS Program had an average GPA of 2.76 compared to the TTU FGC average of 2.15.
• Average mentor semester GPA of 2.81 and cumulative GPA of 3.1.
• Non-Active participants (attending less than 4 events) had an average GPA of 2.62 while active participants had an average of 2.85.

(Learning Communities are designated residence hall floors on which students sharing common academic and personal interests are housed together, provided specialized programming and given increased access to faculty, academic staff and other students pursuing common interests and goals).

PROTÉGÉ DATA

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>174</td>
<td>85</td>
<td>48</td>
<td>21</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2011</th>
<th>Number</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>243</td>
<td>119</td>
<td>59</td>
<td>33</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>

The Office of First-Generation, Transition and Mentor Programs will serve as the Division’s and Texas Tech’s leading department supporting students in transition through resources, advocacy, scholarships, and academic support. The program’s long-standing history of student success and campus partnerships gives the new office momentum and a foundation for success.
THE WOMEN’S STUDIES PROGRAM

The Division welcomed the Women’s Studies Program in November 2010. The Women’s Studies Program has added a unique dimension to the Division by serving as an interdisciplinary program that contributes to both the curricular and co-curricular examinations of women’s and gender studies. The Division has long supported the Women’s Studies Program through programming and faculty support beginning with the Women’s Leadership Program in 2005 to the Gloria Steinem lecture in 2010 making the transition seamless.

During the transition, the program was planning for the 27th Annual All-Women’s University Conference for the Advancement of Women in Higher Education at Texas Tech. The theme Innovative Voices: Initiatives, Projects, and Practices for Empowerment and Gender Equality invited panelists and presenters to discuss present day discourse of examining the cultural and social construction of gender, exploring the history, experiences and contributions of women to society, and studying the influences of gender on the lives of women and men. The conference convened over 60 panelists at the two-day conference at Texas Tech. A total of 408 people were reached by 18 separate panel sessions featuring a total of 30 presentations, afternoon keynote panel session and the evening kick off film panel discussion.

The program also recently marked its 30 year anniversary of providing academic and co-curricular service to the University and Lubbock communities. In 2011, the program continued to provide academic scholarship by serving over 260 students through 30 courses with the WS prefix and delivered 10 Introduction to Women’s Studies courses. The Women’s Studies Program also developed strategic partnerships with faculty to support the Affiliated Faculty Program. The number of affiliated faculty has grown from 8 in 2007 to 81 current members.

OTHER ACCOMPLISHMENTS DURING THE 2010 – 2011 YEAR INCLUDED:

• Faculty and students from TTU presented research findings at the Gender & Gender Identity Colloquium in the fall. A total of 78 people were reached during 4 panel sessions consisting of 13 papers and presenters.

• Four academic scholarships were awarded from 3 different endowments including: Florence Brown En Avant Club Scholarship (2 - $500 each), Gwen Sorell Scholarship Endowment (1 - $500) and Rae Nell Griggs Scholarship Endowment (1 - $500)

• The Program was awarded a FY 2011 Growing Graduate Programs grant by the Graduate School in the amount of $2500 to support membership in the National Women’s Studies Association and for production of a brochure to help promote the Women’s Studies program.

WOMEN'S STUDIES COURSES

Courses delivered by Women’s Studies (Non cross-listed)

• WS 2500 Intro to Women’s Studies
• WS 4599 Seminar in Women’s Studies
• WS 5560 Foundations in Women’s Studies

Courses delivered by multiple departments

• WS 2501 Gender Roles: Life Span Developmental Perspective
• WS 2531 The Sociology of Marriage
• WS 3507 Gender Issues in Sport
• WS 3512 Gender and Communication
• WS 3521 Human Sexuality Through the Family Life Cycle
• WS 3523 History of Women in America
• WS 3525 Gendered Lives
• WS 3531 Sociology of the Family
• WS 3540 Gender and Sexuality in the Classical World
• WS 3582 Women Writers
• WS 4555 Women in Conflict in the 20th Century

ADDITIONAL WOMEN’S STUDIES PROGRAMMING:

Guest Speaker Ellen Ratner, White House Correspondent and Bureau Chief for The Talk Radio News Service

FALL FEMINIST FORUMS:

• “Risk Perceptions & Innovation in Academia,” Panelist included: Dr. Ed Check, Associate Professor, Visual Studies, School of Art, Dr. Aretha F. Marbley, Professor, Education Dean’s Office, Dr. Robert Peaslee, Assistant Professor, Electronic Media and Communications, Mass Communications, and Sara Peso White, M.Ed., PhD (ABD), Instructor, Women’s Studies Program;

• “The Feminist Teacher,” Panelist Included: Linda Kaye Larabee, Visiting Instructor, Sociology, Dr. Trenia Walker, Associate Professor, Education and Dr. Aretha Marbely, Professor, Education; and

• “Social Networks in Overdrive,” Panelist included: Tricia Earl, MFA, Coordinator, Women’s Studies Program; Sara Peso White, M.Ed., PhD (ABD), Instructor, Women’s Studies Program. 16 in attendance.

GENDER & GENDER IDENTITY COLLOQUIUM: The Fall Colloquium to provide the academic community an opportunity to present papers on, analyze, and discuss a specific topic. The purpose of the Gender & Gender Identity colloquium is to highlight feminist research and debates over the meanings of gender. Topics have included gender and media, gender and political activism, cultural construction of gender, and psychology of sex roles. The event was held on October 28, 2011 and witnessed over 150 in attendance.
Texas Tech University serves as the host institution to the University Interscholastic League (UIL) Region 1 and provides a variety of services based on an agreement between Texas Tech University and the University of Texas-UIL. In 2009, the UIL program joined the Division of Institutional Diversity, Equity, and Community Engagement to further its commitment to community engagement and serving students throughout the state of Texas.

Through academics, athletics, and the arts, UIL provides opportunities for students to enrich their education experience through equitable competition. UIL at Texas Tech University organizes and properly supervises contests that assist in preparing students for citizenship. It aims to provide healthy, character building, educational activities carried out under rules providing for good sportsmanship and fair play for all participants. The UIL exists to provide educational extracurricular competition. The initials UIL have come to represent quality educational competition administered by school people on an equitable basis.

UIL at Texas Tech advances several qualities of community engagement by utilizing the creative scholarship and resources of the university to provide high school students enhanced educational experiences. Many Texas Tech faculty members volunteer each year to advance the mission of UIL and assist in scholastic competitions.

During the 2010 academic year, UIL hosted fourteen regional and district competitions in math, science, theatre, and athletics and welcomed over 20,000 participants and visitors to the Texas Tech campus. UIL established a recruitment component for all activities to advance the pathway to a higher education at Texas Tech. UIL staff and volunteers distribute cards to students interested in requesting more information about Texas Tech.

UIL also introduced summer camps in math, science, and theatre. Over 275 students from across the region participated in the week long summer camps designed to encourage students to explore and engage in academic subjects that foster analytical, creative thinking, and team building skills.

The end of 2010 brought about the two impactful events for the program. The UIL program partnered with the Susan Polgar Institute for Chess Excellence (SPICE) to launch the state’s first UIL pilot program in chess puzzles. The launch of the Chess Puzzles is significant for Texas Tech as it is the first pilot UIL program introduced by Texas Tech. In September 2011, the UIL Austin office announced that over 40 school districts registered for the Fall 2011 UIL District Meet in Chess-Puzzle Solving.

Fall 2011 marked the beginning of another exciting academic year filled with UIL competitions. UIL witnessed its largest event on November 5, 2011. UIL Regional Cross Country Meets that witnessed ten separate competitions with a total of 1,769 competitors; 896 girls & 873 boys.
UPWARD BOUND, FEDERAL TRIO PROGRAM

Many college students follow a neatly designated path leading from elementary school to college enrollment and graduation. There are many though who must rely upon the assistance of others to guide them through high school and encourage them to seek a higher education. The Federal TRIO Program Upward Bound serves as one of the Division’s pre-college pathway programs supporting outreach and engagement.

The terms “Upward Bound” provide an accurate description of the destination for students in the program. The Upward Bound Program places more than 90 percent of its graduates at colleges and universities in Texas and across the nation. In 2010, the program witnessed three Upward Bound Bridge students graduate as valedictorians from their high schools. Two other students were admitted to the Texas Tech Honors College. Of the 19 Upward Bound 2010 graduates, 19 went on to colleges and universities. 10 of these students were accepted to and enrolled at Texas Tech for Fall 2010. Ten of the Upward Bound graduates enrolled in the first summer session at Texas Tech and earned a 4.0 grade point average.

HOW THE PROGRAM WORKS:

The program targets eighth grade students in West Texas communities who face economic barriers and are first in their families to attend college. Upward Bound works with students who face several challenges to obtaining a college degree but have the potential for succeeding in college through several programs. Upward Bound serves high school students throughout the academic year and during an intensified summer component that includes courses in reading, writing, mathematics and science. Very often, former Upward Bound students are the tutors and summer instructors for Upward Bound students.

ACADEMIC YEAR COMPONENT: Upward Bound provides intensive college-prep classes, academic advising, and exposure to academic culture designed to generate the skills and motivation necessary for success in the college environment. During the school year, Upward Bound sessions are held each Saturday, 8am – 12:30pm. Instruction is provided in Mathematics, Literature/Composition, Science, Foreign language, and University readiness.

SUMMER COMPONENT: Upward Bounds students live in the residence halls for one summer session. Bridge students, those students that have graduated from high school, are enrolled in six hours of university classes. Non-bridge students, students still enrolled in high school, attend Upward Bound classes of Math, Science, and Literature/Composition.
THE SUSAN POLGAR INSTITUTE FOR CHESS EXCELLENCE (SPICE)

The Susan Polgar Institute for Chess Excellence (SPICE) transitioned to the Division of Institutional Diversity, Equity, and Community Engagement in 2010. The SPICE program at Texas Tech is recognized around the world because of the program’s leadership and its ability to produce Grandmasters. Susan Polgar serves as the director of the SPICE program and is a world recognized champion chess player. Polgar is the first woman in history to break the gender barrier by qualifying for the 1986 “Men’s” World Championship and earning the Grandmaster title in 1991. She became the number-one ranked woman player in the world at the age of 15 and remained in the top 3 for nearly 23 straight years. Polgar went on to win ten Olympic medals (5 Gold, 4 Silver and 1 Bronze) and four Women’s World Championships.

Like her career, Polgar exhibits the same skill and dedication in training Texas Tech students to compete nationally and globally. In the past two years, Texas Tech has won nine national titles, two state titles and one regional title under Polgar’s leadership. The SPICE Program also produces on average three Grandmasters each year. The title Grandmaster is awarded to strong chess players by the world chess organization FIDE (International Chess Federation).

It is the many talents and skills of the players and their coaches that led the Knight Raiders to their College Chess Final Four Championship. For chess fans, the chess championship is equivalent to the NCAA final four basketball tournament. The Texas Tech Knight Raiders captured the win during the last round of the tournament with a margin win by Texas Tech Davorin Kaljosevic. The TTU Knight Raiders entered the competition ranked in fourth place and expected a tough competition against three of the most pre-eminent chess programs in the country. The win beat out three long-established chess powerhouses: University of Maryland, Baltimore County and the University of Texas at Dallas, the two schools that have won the tournament for the past decade.

The SPICE Program also receives global attention during their premiere event held each fall, the SPICE Cup. The SPICE Cup brings the world’s most talented Grandmasters to Texas Tech to compete with competitors from around the world. The Texas Tech Knight Raiders captured the win during the last round of the tournament with a margin win by Texas Tech Davorin Kaljosevic. The TTU Knight Raiders entered the competition ranked in fourth place and expected a tough competition against three of the most pre-eminent chess programs in the county. The win beat out three long-established chess powerhouses: University of Maryland, Baltimore County and the University of Texas at Dallas, the two schools that have won the tournament for the past decade.

The SPICE Program also receives global attention during their premiere event held each fall, the SPICE Cup. The SPICE Cup brings the world’s most talented Grandmasters to Texas Tech to compete with competitors from around the world. The SPICE Cup is the highest rated international invitational tournament in U.S. history. Between October 15-25, 2011, over 30 million viewers followed the event worldwide via internet. The Vietnamese Grandmaster Liem Le Quang, the top junior in the world, became the champion, ahead of the Cuban Grandmaster (former World Blitz Champion) Leonier Dominguez and Texas Tech’s own Knight Raider, Grandmaster Georg Meier, who tied for second place.

FALL 2011 RESULTS

THE 77TH ANNUAL SOUTHWEST OPEN CHAMPIONSHIP: Grandmasters Denes Boros and Andre Diamant tied for second place out of 55 participants in the main section.

EUROPEAN TEAM CHAMPIONSHIP: Knight Raider Grandmaster Georg Meier won the crucial final game to give Germany the first ever Gold medal. The European Team Championship is the second most prestigious team event in the world, second only to the Chess Olympiad.

14TH METROPOLITAN CHESS FIDE INVITATIONAL (IM NORM TOURNAMENT): Senior Master Faik Aleskerov, a Texas Tech graduate student and member of the Final Four Championship, won in his final round.

PANAM INTER-COLLEGIATE CHAMPIONSHIP: The event marks the beginning of the formal chess competitions leading up to the Chess Final Four. The Knight Raiders came to the PanAm as the #1 ranked team in the nation for the first time since the creation of SPICE in the fall of 2007. The Knight Raiders earned their spot in the College Chess Final Four by defeating Princeton University (4-0), University of Toronto (3-1), Washington University (4-0) and Columbia University (3.5-0.5) at the PanAm Intercollegiate Championship. Texas Tech also tied 2-2 against New York University.

ACADEMIC EXCELLENCE & COMMUNITY ENGAGEMENT

The SPICE Program served over 50 students during the 2010-2011 academic year and awarded $69,590 in student scholarships. SPICE students also spend their time and use their talents to teach younger students in the Lubbock Independent School District (LISD) how to play chess. Chess offers young students opportunities to demonstrate team work, leadership, and critical thinking skills. Each year, the program offers over a dozen workshops and competitions for younger students and after-school programs in LISD. The programs supports community outreach and engagement and served over 6,800 community members and school children during the 2010 – 2011 academic year.
THE INSTITUTE FOR THE DEVELOPMENT AND ENRICHMENT OF ADVANCED LEARNERS (IDEAL)

The Institute for the Development and Enrichment of Advanced Learners (IDEAL) provides distinctive and unique outreach programs that promote academic excellence and diversity. IDEAL strives to introduce underrepresented students in higher education to a collegiate experience and dispelling myths and fears about higher education. Programs are designed to give children a successful academic experience on a university campus.

IDEAL offers academic enrichment programs, residential summer camps, campus tours, and academic clubs throughout the year. The program strives to promote academic excellence, citizenship, leadership, diversity, and an appreciation of the arts. Programs offered are: Building A College Going Community academic club; LISD School, Iles Crusader Raiders. Two sessions of Super Saturdays are offered annually. Shake Hands with Your Future and Science: It’s A Girl Thing are academic/residential summer camps offered in June and July.

Over 146 students participated in 2010-2011 Super Saturdays. IDEAL offers its capstone programs during the summer months in the form of camps and summer bridge institutes. Students participating in summer camps come to Texas Tech from all over the state of Texas and surrounding states. The IDEAL program also supports K-12 students and their families with limited financial resources by offering student scholarships. IDEAL offered over $15,000 in scholarships to students participating in 2010-2011 programs.

IDEAL PROGRAMS

SUPER SATURDAYS: Super Saturdays consists of a variety of academic enrichment classes for children in grades K-6. Topics include: forensics, mathematics, lego-robotics, cooking, art, animal science, biotechnology and MORE. Classes are held on Saturdays on the Texas Tech campus.

SHAKE HANDS WITH YOUR FUTURE: Shake Hands is a summer residential camp for academically talented students. Students experience university life and attend two classes. The camp includes field trips, and recreational activities.

SCIENCE: IT’S A GIRL THING: Science: It’s A Girl Thing is a residential camp for girls. The goals are to provide girls with strong role models and dispel myths and misconceptions about science and careers in science. Campers experience university life, hands-on classes and recreational activities.

BUILDING A COLLEGE GOING COMMUNITY ACADEMIC CLUBS: Distinguished Panthers and Iles Crusader Raiders

FALL 2010-2011 PROGRAM

• Shake Hands with Your Future
• Super Saturdays
• Science: It’s a Girl Thing!
• Run on the Wind Engineering Camp
• Texas Tech Summer Institute

FALL 2011 PROGRAMS

• Super Saturdays
• Distinguished Panthers
• Crusader Raiders

The IDEAL program has a 31 year reputation of offering unique and engaging camps.
strategies in action:
the division’s accomplishments

strategy 1:
• Implemented Advancement Via Independent Determination (AVID) to support student success of first-year, transfer, and transitioning students;
• Mentor Tech and PEGASUS Program witnessed largest program enrollment in fall 2011;
• Awarded $102,401 in faculty funds to support diverse and strategic faculty hires;
• Created the Office of First-Year, Transition and Mentoring Programs;
• Hosted first Texas Tech Diversity Summit;
• Welcomed over 6,000 participants to the Back to School Fiesta;
• Implemented the Green Zone Veterans Advocacy Program, trained over 160 faculty and staff;
• Established Veterans Liaisons in every academic college and larger student affairs departments;
• Upward Bound QUEST students advanced to Digimedia Videos National TRIO QUEST Semifinals;
• Upward Bound Select program had an 87% college-going rate for 2010-11;
• Mentor Tech launched first IS1100 course for Mentor Tech students; and
• Established Gen One, a student organization for FGC students.

strategy 2:
• Provided $177,575 in Faculty Excellence Funds to support research and creative scholarship;
• Welcomed twelve faculty to the Institute for Inclusive Excellence;
• Launched third year of the Engaged and Integrated Scholar Series; and
• Assisted and the production of the 2011 Focused Report of the Multicultural Core Curriculum Committee.

strategy 3:
• Launched Diversity Faculty website highlighting diversity, research, scholarship, and creative activity;
• Supported faculty research through the College Development and Faculty Diversity Grants;
• Supported research publications of division staff;
• Sponsored the Race, Ethnicity, and Community Engagement Conference, the Understanding Mexican-American Families Conference, and the Diversity Summit; and
• Selected as Military Advanced Education’s 2012 Guide to Military-Friendly Colleges and Universities Honorees.

strategy 4:
• Engaged over 57,000 non-TTU attendees/participants in division activities during the 2010-2011 academic year;
• Served over 20,000 K-12 students and teachers in division activities during the 2010-2011 academic year;
• Secured over $560,000 in additional funding dollars to support community engagement initiatives;
• Hosted One-Act Play Director’s workshop at Texas Tech which witnessed increased enrollment;
• Organized Fall 2011 Cross Country Competition that witnessed 1,826 participants;
• Launched College Readiness Skype Project; and
• Witnessed increased enrollment in academic outreach programs:
  - Super Saturdays Fall 2011 - 155 Participants
  - Distinguished Panthers - 46 Participants
  - Crusader Raiders - 40 Participants

strategy 5:
• Launched the REGISTRY that has generated over $40,000 in additional revenues;
• Raised over $161,000 in scholarships between Fall 2010-Fall 2011;
• Awarded $5,300 to Upward Bound Bridge Graduates secured by the Upward Bound Select and QUEST Parent Councils;
• Awarded $6,250 in student scholarships to Upward Bound Bridge Graduates from the Youth Opportunities Unlimited (Y.O.U.) Endowment;
• Awarded $4,500 in student scholarships to first-year, first-generation college students through the PEGASUS Program;
• Partnered with Math/Statistic Department to award four $200 scholarships to top scoring senior in Math & Number Sense in 1A-3A schools and 4A-5A schools;
• Partnered with the Whitacre College of Engineering to award two $250 scholarships to top scoring senior in Calculator Applications in 1A-3A schools and 4A-5A schools; and
• Secured following grants to support programming:
  - $175,000 AVID
  - $50,000 Greater Texas Foundation
  - $100,000 J.F Maddox Foundation
  - $431,000 Federal Trio Upward Bound Program Grant
  - $70,000 Texas Mother Friendly Worksite Award

You have just read a sample of the variety and depth of activities underway on our campus that are intended to ensure that all members of our community are supported in the realization of their personal and professional aspirations. At Texas Tech, we are making it possible...

Juan Sanchez Muñoz, Ph.D.
Vice President, Division of Institutional Diversity, Equity, and Community Engagement