Inclusive Excellence Report

Texas Tech University

THE OFFICE OF INSTITUTIONAL DIVERSITY, EQUITY, AND COMMUNITY ENGAGEMENT
Inclusive Excellence

Moving forward to promote quality and excellence in diversity, research, scholarship, and community engagement.
I warmly welcome the publication of the first Division of Institutional Diversity, Equity, and Community Engagement Inclusive Excellence Report. Last year, the Office of Institutional Diversity released its annual report highlighting the growth of diversity programs and services at Texas Tech University. I am excited now to welcome the Inclusive Excellence Report that highlights the significant growth of institutional diversity, equity, and community engagement under the direction and leadership of Dr. Juan S. Muñoz, the first vice president appointed to head this division.

This work is central to the university’s mission and is a key component in enabling the university to achieve many of its strategic priorities. The establishment of the Division of Institutional Diversity, Equity, and Community Engagement, the President’s Diversity and Equity Council, and the strategic priorities set by Texas Tech University Board of Regents all strongly signal to the university that we are entering a challenging yet welcome period of growth and advancement. Texas Tech University remains committed to advancing equality, access, and academic excellence.

During the last five years, Texas Tech University has marshaled initiatives to recruit and retain diverse faculty, students, and staff through programs such as the Faculty Excellence Fund, the Chancellor’s African-American and Hispanic Enrollment Task Forces, and the Celebrate Diversity Scholarship Program. The creation of offices such as the Cross-Cultural Academic Advancement Center, the Office of Institutional Diversity, and the Office of Community Engagement demonstrates our commitment to serving Texas Tech students, faculty, staff, and greater communities.

Texas Tech University makes Texas better.

ENVISIONING THE NEW DIVISION

Texas Tech University recognizes and respects the importance of similarities and differences among people. As an institution of higher education, it is committed to fostering inclusiveness, understanding, acceptance, and respect in today’s increasingly multicultural and global society. Universities and college campuses across the nation are coordinating their long-standing commitment to educational quality through curriculum innovation, technology, diversity, civic engagement, and newly dynamic student learning outcomes.

Through my appointment as the first Vice President for Institutional Diversity, Equity, and Community Engagement at Texas Tech, I was commissioned to bring together programs and units that promote academic and inclusive excellence. This appointment further provided the opportunity to continue to extend the foundation of collaboration that exists between the Office of Institutional Diversity, Equity, and Community Engagement and the Cross-Cultural Academic Advancement Center, and the consolidation of units and activities that foster equity, outreach, academic preparation, and community engagement.

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 University System.

In the following pages, you will see the impact that each of our departments has made and enjoy a glimpse of some of the exciting initiatives we are undertaking. From pre-college programs, to thematic hiring, to our Inclusive Excellence Initiative, our innovative work has achieved measurable progress on the campus and in the community.

The Inclusive Excellence Report provides a summary of our growth, commitment and advancement of the academic, diversity, and community engagement goals of Texas Tech.

An understanding of the multiple dimensions of diversity is essential and has significant social, economic, and intellectual benefits. The past year has been an amazing start, but there is more work yet to be done. We invite you to join us in preserving and strengthening this university’s greatest asset – its community of diverse people and ideas.
Our goal is to create a much more intentional and goal-oriented educational experience.

INCLUSIVE EXCELLENCE

*At most colleges and universities*, institutional diversity is often regarded as an isolated set of programs and resources that work with targeted populations to produce a diverse student body and a positive campus climate for all.

Inclusive Excellence:
- Demands that true excellence be measured by the needs of all students, regardless of socio-economic status, race, gender, or other characteristics.
- Encompasses many dimensions including advancing faculty diversity, equitable access, student development, local and global community engagement, and research and teaching.
- Provides connection between diversity, the educational experience, and academic success across groups.

The practice of most higher education institutions has been to designate certain activities translated to serve specific populations such as minority or perhaps disabled students. Academic colleges and universities are moving from an isolated set of activities designed to implicate diversity to a more comprehensive approach to creating a campus environment that involves all members in inclusive excellence. This helps all members of the university community achieve their most enriching educational experience possible.

Texas Tech University has enhanced the American Association of Colleges & Universities Making Excellence Inclusive initiative, which seeks to redefine notions of diversity, inclusion and excellence. Through activities led by the division and collaborations with on- and off-campus communities, units in the division are promoting broad learning outcomes where knowledge, skills, responsibilities, and application of the said outcomes are derived from diverse communities and an understanding of the interconnectedness of an increasingly global society. Our goal is to create a much more intentional and goal-oriented educational experience.

The Division of Institutional Diversity, Equity, and Community Engagement is committed to advancing and connecting inclusive excellence initiatives to the academic mission of the university through coordinated efforts within the division, strategic partnerships across campus and with external communities.
In 2009, the Celebrate Diversity Committee was formed to advance the diversity and community engagement initiatives of Texas Tech University. The committee consisted of ten community members from Lubbock representing education, business, and non-profit organizations. The Celebrate Diversity Committee served as an ad hoc committee of the Texas Tech Chancellor’s Hispanic Enrollment Task Force.

The Celebrate Diversity Committee developed the Inclusive Excellence Award to recognize leaders and advocates of higher education. The Celebrate Diversity Committee selected Dr. Kelly Overley and Dr. Juan Muñoz as the first recipients of the Inclusive Excellence Award. The two recipients were recognized for their contributions to diversity, scholarships, academic excellence, and the advancement of Texas Tech students, faculty, and staff.

Dr. Muñoz and Dr. Overley were recognized at the Celebrate Diversity Scholarship Dinner on February 22, 2009, where critically acclaimed actor Edward James Olmos spoke to a sold-out crowd on the importance of diversity. Olmos was selected as the speaker for the scholarship dinner because of his advocacy for higher education, community service, and civil rights. The Celebrate Diversity Scholarship Dinner raised money for scholarships to assist current Texas Tech students.

The Inclusive Excellence Award was designed by New Mexico artist Bob Bennett to recognize success achieved through partnerships and collaborations. It symbolizes unique entities working together to achieve excellence in academic and diversity pursuits and will be awarded annually to Texas Tech and Lubbock community members who champion those same values.
The Office of Institutional Diversity, Equity, and Community Engagement and the Cross-Cultural Academic Advancement Center created unique settings on the Texas Tech campus that further celebrated and recognized the many diverse cultures that make up Texas Tech.

Texas Tech University leads the region in bringing talented speakers from diverse backgrounds who provide engaging dialogues for Texas Tech faculty, staff, students, and broader communities. Moreover, the Office of Institutional Diversity, Equity, and Community Engagement (OIDECE) and the Cross-Cultural Academic Advancement Center created unique settings on the Texas Tech campus that further celebrated and recognized the many diverse cultures that make up Texas Tech. Together, the OIDECE, the Cross-Cultural Academic Advancement Center, and their partners collaborated to support the following activities:

- Veteran actor Pepe Serna performed his one-man show El Rocco, Chuco, Cholo Pachuco for Hispanic Heritage Month. Serna is best known for his performance in the movie Scarface.
- Fortune 500 diversity trainer Phoebe Eng led students in activities exploring cultural intelligence and leadership at the second annual Student Leadership Symposium.
- Internationally recognized lion dancers Chin Woo Lion and Dragon Dance Team performed at the Lunar New Year Celebration.
- Georgetown University professor and best-selling author, Dr. Michael Eric Dyson spoke at the seventh annual Mentor Tech Celebration Banquet.
- Emmy Award winning filmmaker Dante James spoke at the Inspiring Change in Our Community Dinner organized by the Black Faculty Staff Association.
- Legendary actor and diversity advocate Edward James Olmos addressed audience members at the Celebrate Diversity Scholarship Dinner. Mr. Olmos also participated in on- and off-campus activities, including a theater workshop for Texas Tech students.
- Feminist icon and journalist Gloria Steinem participated in the 25th Annual All-University Conference on the Advancement of Women in Higher Education organized by Texas Tech’s Women’s Studies Department.
- Texas state champions in Texas Raas, Indian step and dance, Dirty South Dandia of the University of Texas performed at the second annual Indian festival Holi.
- Rising Indie comedy artists, Allah Made me Funny: The Official Muslim Comedy Tour, performed at the annual Raider Welcome organized by the Division of Enrollment Management and Student Affairs.
The division engaged over 5,000 K-12 students – as well as faculty, staff, and local, state, and national communities – in advancing inclusive excellence initiatives on the campus and across the nation.

Community engagement programs focused on building academic skills, especially for first-generation and low-income students, starting in elementary school through college. Among themes addressed by the division, pre-college youth development is a major emphasis.

The following activities realized the division’s outreach efforts:

- Texas Higher Education Coordinating Board G-Force Mentoring Program
- The National Hispanic Scholarship Fund Student Scholar Chapter
- Texas Tech’s College Readiness Program
- The Day of the Dead marketing collaboration with El Instituto Educativo Paramericano in Jalapa, Veracruz
- Mentor Tech Student Organization Mentoring and Tutoring Initiative
- IDEAL summer camps
- Native American Summer Bridge Institute
- National Hispanic Institute Great Debate
- The Texas Lyceum
- The Ford Foundation Difficult Dialogue Assessment Team
- Big XII Chief Diversity Officer Consortium
- Mexican-American Legislative Caucus
- Upward Bound recruitment visits and summer camps
- Texas Tech Back to School Fiesta

During summer 2009, Upward Bound, the Cross-Cultural Center, and IDEAL coordinated several bridge programs, including the Texas Tech Summer Institute, Native American Summer Bridge Institute, and the Upward Bound Quest program. Collectively, these programs hosted over 800 students on the Texas Tech campus during the summer.

“Tomorrow’s classrooms will not look like the classrooms of today.”
- President Bailey

INCLUSIVE EXCELLENCE LOCAL AND GLOBAL COMMUNITY ENGAGEMENT
The OIDECE further demonstrated its commitment to academic and inclusive excellence with an impressive calendar of activities for faculty, staff, students, and broader communities. Among campus programs were the Faculty Excellence Fund, the College and Faculty Diversity Development Grants, conference and research funding, and the President’s Excellence in Diversity and Equity Award. The Division also secured over $200,000 in external funding to support student engagement and community outreach.

The growth and development of programs necessitated the formation of a division. In spring of 2009, the newly formed division welcomed the Institute for the Enrichment and Development of Advanced Learners (IDEAL) who added the Texas Tech Summer Institute to their extensive list of academic development programs such as Super Saturdays, Science: It’s a Girl Thing!, and Shake Hands with Your Future. IDEAL celebrated 30 years of serving gifted and talented children in 2009. In May 2009, the division added the Federal Trio Program Upward Bound.

Finally, in the summer of 2009, the Office of Community Engagement was created to better coordinate community outreach and engagement initiatives once housed in the OIDECE and the Cross-Cultural Center. The Office of Community Engagement welcomed former U.S. Attorney General, the Honorable Judge Alberto Gonzales to become a part of its unit. Together, the units within the division worked to foster new pathways for inclusive excellence and community engagement.

The new division was appropriately titled the Division of Institutional Diversity, Equity, and Community Engagement. The units within the division were now in a stronger position to connect Texas Tech to a variety of community partners. The formation of the Division of Institutional Diversity, Equity, and Community Engagement has produced many positive results. By strategically positioning units to support the goals of the university, the division has set out to create a framework that supports the recruitment and retention of all faculty, staff, and students at Texas Tech.
The Office of Institutional Diversity, Equity, and Community Engagement directed by Dr. Juan S. Muñoz: The Office of Institutional Diversity, Equity, and Community Engagement (OIDECE) is dedicated to create and support an environment that allows all members of the university community to be academically and professionally successful through a commitment to mutuality and reciprocity.

The Cross-Cultural Academic Advancement Center directed by Jobi Martinez: The Cross-Cultural Academic Advancement Center (CCAAC) connects students, faculty and staff to programs and resources across the university to promote access, respect, inclusiveness and community regardless of personal culture. The Center focuses on programs that advance cross-cultural explorations, academic advancement, inclusive excellence, and student engagement. Past programs include the Student Leadership Symposium, American Indian Event, Native American Summer Bridge Institute (NASBI), G-Force, Hispanic Scholarship Fund (HSF), Holi, and Lunar New Year.

Institute for the Development and Enrichment of Advanced Learners directed by Martha Hise: The Institute for the Development and Enrichment of Advanced Learners (IDEAL) provides distinctive and unique academic enrichment programs that promote academic excellence, citizenship/leadership, diversity, and an appreciation of the arts for children in grades kindergarten through 12.

Federal Trio Programs, Upward Bound directed by Maria Fernandez: Upward Bound is a dynamic academic enrichment program designed to recruit and assist students from families with limited financial resources and whose parents do not have a bachelor’s degree. Upward Bound provides young people with opportunities and assistance to explore their potential for academic, social, and personal growth. Its purpose is to provide equal access to post-secondary education for high school students by providing them with adequate preparation to enter college. Upward Bound assists students with college selection and application, assistance in career planning, scholarships, and financial aid to attend college.

Office of Community Engagement directed by Dr. Michelle Bair: The Office of Community Engagement (OCE) fosters, encourages, and promotes student, faculty, and staff involvement within local and global communities. Through community-based learning, strategic partnerships, leadership development, community service, and innovative programs and resources, OCE is deeply committed to fostering a lifelong commitment to social justice, civic engagement, and social responsibility in every member of the Texas Tech campus and communities we serve.

Community Engagement programs focus on building academic skills, especially for first-generation and low-income students, starting in elementary school through college.

**OUR CHARGE**

- Developing and communicating a dynamic understanding of diversity and its benefits across campus.
- Creating a welcoming campus climate to foster a culture that promotes and celebrates diversity at Texas Tech and attracts and retains a diversity of talented people at all levels.
- Building sustainable partnerships to address the educational needs and diversity challenges of Texas Tech and the communities we serve.
The mission of the Office of Institutional Diversity, Equity, and Community Engagement (OIDECE) is to lead a focused institutional effort to evaluate existing programs and develop new initiatives to support diversity and equity at Texas Tech University. OIDECE provides the leadership to establish Texas Tech University as a national and international model in creative ways to address diversity and equity issues in an academic setting. The OIDECE is charged with advancing the cause of diversity by providing leadership for the formulation and oversight of policies related to pluralism and equity and by initiating programs and practices that promote diversity, inclusion and fair treatment of all members of the community.

The 2008-2009 academic year was dedicated to aligning programs and resources that would elevate diversity initiatives to a more visible platform.

In November 2008, the division convened the biannual meeting of the Big XII Chief Diversity Officers Consortium at Texas Tech. The Chief Diversity Officers of the Big XII met to discuss compelling themes and opportunities related to diversity in higher education across Big XII institutions. Dr. Muñoz and Dr. Roger Worthington with the University of Missouri founded the Big XII Chief Diversity Officer Consortium.

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The Ford Foundation Difficult Dialogue Campus Assessment Team also visited Texas Tech last fall to examine diversity issues. The team hosted focus groups during the two-day visit to provide recommendations to Texas Tech on the implementation of the Difficult Dialogue Program. The Difficult Dialogue Program is designed to promote academic freedom and religious, cultural, and political pluralism on college and university campuses in the United States. This project seeks to prepare students to constructively engage with difficult and sensitive topics. Difficult and sensitive topics include fundamentalism and secularism, racial and ethnic relations, the Middle East conflict, religion and the university, sexual orientation, and academic freedom.

The Difficult Dialogue Program is the first Big XII diversity collaboration initiated at the Big XII Chief Diversity Officer Consortium meeting in San Diego, California in 2008. The Difficult Dialogue Program will be led by the Cross-Cultural Academic Advancement Center, which participated in the five-day Difficult Dialogue Summer Institute at the University of Missouri in June 2009.

Texas Leaders met on the Texas Tech campus in January 2009 to discuss pertinent state issues and prepare for their year of service to the Texas Lyceum. Over 80 statewide leaders convened on the Texas Tech campus to participate in a two-day training for new Lyceum directors. The Texas Lyceum is a statewide leadership organization that seeks to identify and develop the next generation of top leadership in the State of Texas. Past Lyceum members include Senator Kay Bailey Hutchison, President George W. Bush, and then-Lieutenant Governor Rick Perry. Members of the Texas Lyceum attended meetings and events on the Texas Tech campus and in the Lubbock community.

“Texas Tech recognizes its responsibility as an institution of higher education to prepare its students to serve as future leaders in their communities. It is important that we not only prepare our students but also position Texas Tech, Lubbock, and West Texas as communities that assist the state in leadership development,” commented Dr. Muñoz, who also serves as a Director on Texas Lyceum Board.
The Office of Institutional Diversity, Equity, and Community Engagement
THE PRESIDENT’S EXCELLENCE IN DIVERSITY AND EQUITY AWARD

The President’s Excellence in Diversity and Equity Award was created in 2004 to recognize faculty, staff, and students who excel in pursuing and advancing diversity and equity at Texas Tech and the communities they serve. On April 22, 2009, President Bailey recognized Texas Tech faculty, staff, and students for their commitment to diversity, equity, service, and academic advancement.

Recipients for the 2009 President’s Excellence in Diversity and Equity Award were:

- Dr. Jaclyn Cañas, Assistant Professor, Analytical Toxicology and Environmental Chemistry, received a $2,500 faculty stipend.
- Rosa Gallegos, Director for Student Support Services, with College of Engineering received a $1,500 staff award.
- Orlando Espino received a $500 undergraduate student scholarship.
- Serkan Balyimez received a $500 graduate student scholarship.

Applications and nomination forms for the 2010 President’s Excellence in Diversity and Equity Award are available at www.depts.ttu.edu/diversity.

THE PRESIDENT’S DIVERSITY AND EQUITY COUNCIL

President Guy Bailey organized a council of Texas Tech faculty, staff, and Lubbock community members to promote diversity and equity by bringing together leaders to initiate cooperative programs and facilitate opportunities for multicultural dialogue. The President’s Diversity and Equity Council is designed to advise the President on diversity issues and serve the University’s diverse populations by recommending coordinated institutional procedures that will help achieve the inclusive excellence objectives of the university.

The council integrated the work of the Chancellor’s African-American and Hispanic Enrollment Task Forces into an organizational structure that advances their work through the council. The duties of the Council are to advise the President on matters related to diversity and equity issues at Texas Tech and make recommendations for changes to ensure an equitable and inclusive environment for all members of the university community.

The President’s Diversity and Equity Council will reconvene in 2010 to discuss a strategic assessment of diversity programs and services at Texas Tech. The assessment will assist the Council and the Office of Institutional Diversity, Equity, and Community Engagement in creating a diversity strategic framework plan for Texas Tech.

“Tomorrow’s classrooms will not look like the classrooms of today,” stated President Bailey during his charge to the council.

THE CHANCELLOR’S AFRICAN-AMERICAN AND HISPANIC ENROLLMENT TASK FORCES

The Chancellor’s African-American and Hispanic Enrollment Task Forces were created to assist the university in increasing the enrollment of Hispanic and African-American student populations. The task forces consisted of faculty, staff, and student members, as well as Lubbock community leaders, who worked together to advise the Texas Tech system on activities that lead to increased enrollment of Hispanic and African-American students.

The task forces met on November 3, 2009 for a special session to review previous recommendations and university developments that specifically target enrollment of underrepresented student populations. The special sessions were held to welcome guests Texas Tech alumnus and President and Chief Executive Officer of Chapa Consulting, Chino Chapa, and newly appointed Texas Tech Chief of Staff Grace Hernandez.

The task forces met again in spring 2009 and agreed that the new division could carry out additional activities related to the strategic recruitment and enrollment of all students. The task forces organized into an ad hoc capacity for special projects led by the division and the newly formed President’s Diversity and Equity Council.
The Office of Institutional Diversity, Equity, and Community Engagement

Faculty Excellence

The division provides resources such as the Faculty Excellence Fund, the Faculty Diversity Development Award, workshops promoting faculty diversity, and funding support for faculty initiatives.

The initiatives offer support for faculty in their research, service, and leadership at Texas Tech and the communities they serve. Since 2006, the OIDECE has coordinated over 1 million dollars to support the strategic hiring and retention efforts for faculty at Texas Tech.

Faculty Excellence Fund

The Faculty Excellence Fund is used to target new faculty for whom funding is not currently available but who have been identified as a hire of opportunity that will assist a core mission of the university, including to diversify the faculty at Texas Tech.

Initiatives to further support a comprehensive approach to Faculty Excellence include the collaboration between the OIDECE and the National Science Foundation (NSF) funded PoWERS-STRIDE committee at Texas Tech. Together, these units hosted the Breakthrough Advances in Faculty Diversity Workshop. The one-day workshop provided insights for faculty and administrators on how to recruit, hire, and retain diverse faculty at Texas Tech.

Diversity Development Grants

Grants for diversity enhancement are also available to faculty and academic colleges. College Diversity Development Grants and Faculty Diversity Development Awards are available for activities that enhance diversity at Texas Tech. Diversity Development Grants are awarded to academic colleges to support college initiatives that advance academic diversity and the scholarship of the college. The division awarded two $5,000 grants each to the College of Mass Communications and the College of Engineering for advancing diversity through activities that engage high school students from west Texas through on-campus activities.

The College of Mass Communications hosted campus visits for local west Texas students that included a day-long experience exploring majors in the college. The College of Engineering Diversity Alliance student group encouraged Dean Pam Eibeck to apply to secure funds for initiatives that support the recruitment and retention activities of the seven minority engineering student groups including the Association of Women in Engineering, the National Association of Black Engineers, and the Society of Hispanic Professional Engineers.

Recipients of the Diversity Development Grants were selected through an application process where peer faculty selected proposals that advanced the diversity mission of the university.

Through the Faculty Diversity Development Awards, tenure track faculty were provided $2,000 awards to support research, programs, and/or other activities that advance the diversity mission of the university.

2009 Faculty Diversity Development Awards Recipients included:

- Dr. Miguel Levario, Assistant Professor, History Department. Dr. Levario’s research involved securing a comprehensive account of the events of the Santa Ysabel Massacre of 1916 in Chihuahua, Mexico. The research assisted his current publication on militarization and social relations along the U.S. – Mexican border.
- Dr. Claudia Cogliser, Assistant Professor, Rawls College of Business Area of Management. Dr. Cogliser’s study focused on diversity in leader/follower relationships and how it relates to race. Dr. Cogliser presented her findings at the Academy of Management annual conference.
- Dr. Mary Frances Agnello, Associate Professor, College of Education Secondary Education. Dr Agnello secured funding to develop the College Entrance Examination Preparatory Institute at Estacado High School. The institute supported preparation activities for the PSAT/SAT and ACT exams. The research conducted during the institute assisted in building cultural responsive teaching skills. Dr. Agnello received tenure after receiving this award.
- Dr. Sarah Kulkofsky, Assistant Professor, Human Development and Family Studies. Dr. Kulkofsky’s project investigated cultural differences in the reported functions of parent-child joint reminiscence, the recollection of past memories. The study examined how the parent and child translated shared experiences. The data collected from this research will be used to apply for a National Science Foundation Faculty Early Career (CAREER) Award.
- Dr. Sylvia Niehuis, Assistant Professor, Human Development and Family Studies. Dr. Niehuis’ study examined the development of commitment to marriage in
local Hispanic sample of couples in the Lubbock area. The pilot study will lead to the generation of a large-scale longitudinal research study on premarital relationships.

Other faculty funding awards include awards that support conferences, symposiums, visiting faculty presentations, and similar activities. For example, the OIDECE provided funding to the Migration, Border and National State Conference that attracted over 50 visiting faculty members to present on migration, border crossing, and nation building.

In its commitment to faculty and staff success, the OIDECE also annually supports faculty and staff organizations that assist in diversity programming, faculty retention, and student mentoring. In 2009, the OIDECE awarded $5,000 to the Black Faculty Staff Association, the Latino(a)/Hispanic Faculty Staff Association, and the Arab-American Faculty Forum. Funding supported activities such as Sabor Latino, Black History Month, faculty luncheons, and other activities that support faculty and staff inclusive excellence. Each year, the OIDECE and the Cross-Cultural Center support these organizations with funding, program development, and administrative support. Together, they initiated and supported collaborations to organize the Asian American Faculty Association and the Native American Faculty and Staff Association.

The division’s commitment to enhancing faculty diversity initiatives exist through strong reciprocal relationships with faculty and support of the many activities organized by units that make up the division.

“It feels good to be in the midst of a community of people embracing diversity – diversity of thoughts and ideas, and diverse people, locally, nationally, and globally.” Aretha Marbely, PhD, Associate Professor, Director of Community Counseling in Counselor Education.
Dr. Jaclyn Cañas joined Texas Tech faculty in 2005 as an Assistant Professor for Environmental Toxicology through funding provided by the Faculty Excellence Fund from the Office of Institutional Diversity.

“Efforts to recruit talented faculty have allowed us to not only bring in faculty members such as Dr. Jaclyn Cañas, but also to procure one million dollars in research funds and a faculty member dedicated to the advancement of minority students in the sciences,” stated Dr. Juan Muñoz.

Dr. Cañas believes that her role as a faculty member is to provide research, scholarship, and service that assist the university in recruiting and graduating minority students from science fields.

"I believe my teaching extends beyond my classroom. Not only do I serve as a mentor in the lab, but I also encourage young women interested in science to explore that interest and pursue an academic degree in the sciences,” adds Dr. Cañas.

Dr. Cañas was one of the founders of the West Texas Association of Women in Science (WTAWIS) in April of 2008 to provide a forum for women in science in higher education. Dr. Cañas also founded courses in Science: It’s a Girl Thing in toxicology for seventh-and eighth-grade female students. She serves as the faculty advisor to SACNAS, the Society for the Advancement of Chicanos and Native Americans in Science.

In 2009, Dr. Cañas received the President’s Excellence in Diversity and Equity Faculty Award for advancing diversity and equity at Texas Tech and in the communities she serves. “I was really honored by this award because it recognized my contributions to the University but also empowered me to continue to help minority students succeed in higher education,” stated Cañas on the award. “I am happy to see Texas Tech advancing diversity and opportunities for all faculty and students,” she added.

The Faculty Excellence Fund is designed to attract distinguished faculty who enhance the diversity of Texas Tech. The Office of Institutional Diversity, Equity, and Community Engagement provides over $250,000 yearly to support the recruitment and retention of talented faculty members.
STUDENT LEADERSHIP SYMPOSIUM
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Left: 2008 Student Leadership Symposium Poster
Below: Day of the Dead Postcard
Below Left: Lunar New Year

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Texas Tech University
Cross-Cultural Academic Advancement Center
Office of Institutional Diversity
The Cross-Cultural Academic Advancement Center, in collaboration with faculty, staff, and students, advanced diversity programs and services designed to accomplish three major goals: (1) to create significant opportunities to engage diverse ideas inside and outside the classroom through curricular innovations; (2) to provide sufficient structures for managing a diverse environment; and (3) to build diverse student, faculty and staff populations through community outreach efforts.

In its effort to advance academic learning and diversity outcomes, the Cross-Cultural Center appointed Dr. Priscilla Ybarra, Assistant Professor of Latino/a Literature, to serve as the Center’s Faculty Liaison for Special Initiatives. The Faculty Liaison serves to support dialogue and interaction between faculty and the programs and initiatives of the Cross-Cultural Center. Dr. Ybarra was instrumental in connecting the Center’s programs with faculty and curriculum for the Cross-Cultural Academic Advancement Center and the Office of Institutional Diversity.

Curricular and Co-Curricular Collaborations

The second annual Student Leadership Symposium: Cultural Intelligence and Entrepreneurship featured Fortune 500 diversity trainer Phoebe Eng, who led students in activities exploring cultural intelligence and leadership. Phoebe Eng is an award winning, Asian-American author and national lecturer on race and gender issues who has been featured in several publications, including The New York Times, The Wall Street Journal, and Newsweek. In bringing Phoebe Eng to Texas Tech, the Center partnered with faculty in the College of Business, Mass Communications, and Human Sciences to advance their coursework in marketing, management, human resources, advertising, and graduate courses.

The second annual Texas Tech West Texas Showdown Step Show is now an integral part of Texas Tech Homecoming Week. The step show is designed to showcase the history of African-American step dance and African-American student organizations and is organized by the Eta Upsilon Chapter of the Alpha Phi Alpha Fraternity Inc. The Alpha Phi Alpha organization collaborated with faculty to explore themes related to the step show such as African American history and music. The winners of the 2008 step show were the Alpha Phi Alpha chapter from Monroe, Louisiana.

The 2008 Day of the Dead Celebration allowed the Cross-Cultural Academic Advancement Center and the student organization Unidos Por Un Mismo Idioma (UMI) to extend its cross-cultural learning goal to Mexico. The Cross-Cultural Center and UMI invited the Instituto Educative Paramericano to participate in a marketing design campaign to promote the 2008 Day of the Dead Celebration. The challenge for the students from Mexico was to design images that reflected the many characteristics of the holiday and communicated the meaning of the holiday while advertising the event to a public not too familiar with the cultural celebration. This included its history, traditions, and celebration at Texas Tech.

The month-long design competition also engaged Texas Tech students, who provided feedback to teams regarding their designs and an understanding of the celebration at Texas Tech.

The Center partnered with several campus organizations to host the fourth annual American Indian Event. The Center partnered with the Texas Tech History Department to bring in two visiting faculty members: Dr. Paul Kelton and Dr. Robert Goodwin to present on their recent publications on Native Americans. Paul Kelton, history professor at the University of Kansas, reviewed his most recent publication Epidemics and Enslavement: Biological Catastrophe in the Native Southeast on November 6, 2008. Earlier that week, Dr. Robert Goodwin, Research Fellow at the University College London, presented on his book Crossing the Continent: 1527 – 1540 depicting the first African-American explorer to visit Pueblo lands. Other activities included cultural performances and a Native American film festival through a collaboration with the Texas Tech Museum.

The Cross-Cultural Center also collaborated with the Asian American Faculty Association and several student organizations to organize a week-long celebration of the Lunar New Year. Lunar New Year activities celebrated Asian culture, history, and traditions such as Lion Dragon performances, calligraphy, and Asian films. Over 800 Texas Tech faculty, staff, students and community members attended the week’s events.
The arrival of spring also marked the arrival of the second annual Holi Festival of Colors on the Texas Tech campus. Over 250 students attended the event that celebrates the arrival of spring and is based on Hindu mythology. Holi welcomes Texas Tech students, faculty, staff, and families to wish each other Happy Holi by smearing bright colored powder on each other. The event is organized by the South Asian Student Association and the Cross-Cultural Center.

Dr. Lori Boyer, Assistant Professor in the College of Mass Communications, collaborated with the Cross-Cultural Academic Advancement Center to present a public relations campaign opportunity to students in the spring Public Relations Campaigns course. Dr. Boyer led her two courses in surveys, focus groups, interviews and other activities to examine how the task forces and Texas Tech were communicating to prospective African-American and Hispanic students. After weeks of gathering data from Texas Tech administrators, task force members and African-American and Hispanic high school students, the student teams designed public relations campaigns focusing on the enrollment of African-American and Hispanic students. Many of the strategies presented, including the use of social media and new technologies in recruitment, were adopted by the Cross-Cultural Center.

The Cross-Cultural Center also welcomed back Native American students to participate in the second year of the Native American Summer Bridge Institute (NASBI). Twenty of the original twenty-three high school juniors returned for NASBI II, designed to assist students in preparing for college during their senior year. The seven-day program engaged current Texas Tech students, faculty, staff, and Lubbock community members.

The Cross-Cultural Academic Advancement Center provides over $60,000 in leveraged funds to support multicultural programs and academic advancement initiatives to student groups, faculty, and academic units.

The Cross-Cultural Academic Advancement Center awarded over $77,000 in student scholarships through G-Force, HSF, Mentor Tech, and the Student Leadership Symposium.

OUTREACH AND ENGAGEMENT

The Cross-Cultural Center supports outreach and engagement activities that position current Texas Tech students in leadership, mentoring, and academic advancement opportunities. Outreach and engagement initiatives led by the Center are made possible through external grants.

EXTERNAL SUPPORT

The Texas Higher Education Coordinating Board awarded Texas Tech $69,000 to organize and lead the Collegiate G-Force Mentoring Program. G-Force hires students to mentor high school students and create a college-going environment. Over 20 students were hired during the 2009 academic year to serve as G-Force mentors and participated in activities at local high schools, community centers, GO Centers, and Texas Tech.

In addition to the efforts of the G-Force program, the Cross-Cultural Academic Advancement Center agreed to serve as the National Hispanic Scholarship Fund’s pilot school to host a student chapter of the Hispanic Scholarship Fund (HSF). Texas Tech HSF students support the recruitment and retention efforts for Hispanic students. HSF members attended recruiting events for the university and assisted with other activities such as Red Raider Academy and the Back-to-School Fiesta. This initiative secured a $10,000 endowment from Texas Tech alumnus Chino Chapa.

INCLUSIVE EXCELLENCE 2010 PREVIEW

The Mentor Tech Program welcomed 125 new students in August 2009 and led these students and their mentors in a series of activities designed to promote student persistence and first-year transition. The 2009 Mentor Tech Annual Report will be distributed in spring 2010.

The Cross-Cultural Academic Advancement Center has partnered with Texas Tech faculty diversity advocates to present Models of Diversity Learning. This unique opportunity provides faculty opportunities to promote their research, curriculum, and other activities that advance the academic and diversity goals of the university.

For more information on Mentor Tech, Models of Diversity Learning, and the Difficult Dialogue Program please visit www.depts.ttu.edu/diversity/ccaac.
IDEAL joined the Division of Institutional Diversity, Equity, and Community Engagement in the spring of 2009. IDEAL, founded in 1980, offers academic enrichment programs on the Texas Tech campus for children in grades K-11. Programming reflects core values and goals of the strategic plan of Texas Tech University with focus on access, diversity, engagement and partnerships. IDEAL programs offered in 2009 were:
BUILDING A COLLEGE-GOING COMMUNITY
• Building A College-Going Community serves to introduce students to Texas Tech University and college activities. The program targets academic clubs at elementary schools.

SUPER SATURDAYS ACADEMIC ENRICHMENT PROGRAM
• Super Saturdays Academic Enrichment Program consists of a variety of academic enrichment classes for children in grades K-5. Topics include: forensics, mathematics, photography, geology, art, animal science, and biotechnology. Classes are held on Saturdays on the Texas Tech campus during the fall and spring semesters.

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.

SHAKE HANDS WITH YOUR FUTURE
• Shake Hands With Your Future 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. In the summer of 2009, Shake Hands celebrated 30 years of serving gifted and talented children and youth.

WIND ENGINEERING CAMP
• Wind Engineering Camp provides young scholars an introduction to the field of wind science and an opportunity to consider wind science as a future academic pursuit. This residential summer camp, funded by the U.S. Department of Energy, provided young scholars with an introduction to the field of wind science. Some session topics and activities included windsailing, building a wind turbine, classes on principles of physics of wind-to-electricity, environmental considerations in wind power, and atmospherics and meteorological aspects of forecasting wind power.

THE TEXAS TECH SUMMER INSTITUTE
• The Texas Tech Summer Institute was funded by a $100,000 grant from the J.F. Maddox Foundation. The program recruits first-generation high school students from Lea County, New Mexico. Participating schools were Hobbs, Eunice, Lovington, Tatum and Jal High Schools. Students attended academic enrichment courses, seminars on college readiness, took the College Student Inventory, and received academic counseling. Program partners were PEGASUS, the Cross-Cultural Academic Advancement Center (CCAAC), the Center for Undergraduate Research, Hispanic Scholarship Fund Scholar Chapter, and the CCAAQ GO Center. The group will return in 2010 for skill-building classes in writing, chemistry and mathematics led by Quantum Learning.

Through these innovative academic enrichment and outreach programs, IDEAL served 1,670 youth. 2009 was also a record setting year for scholarship awards, with an overall award percentage of 56 percent. $170,919 was raised from foundations, on- and off-campus organizations and individuals. Scholarships support students in K-11 who demonstrate financial need.
The Federal Trio Program Upward Bound assists students from families with limited financial resources and whose parents do not have a bachelor’s degree. The Upward Bound Program recruits high school students from Lubbock and surrounding schools to participate in academic enrichment and college preparation programs. New students are interviewed and selected in early fall. Upward Bound students participate in workshops during the school year and a summer intensive bridge program.

“Motivation without information is simply a good conversation,” Coach Darrell Andrews stated as he engaged Upward Bound students in a Youth Passion Mapping Workshop designed to encourage students to explore college majors and careers.
Academic Year Component

*Upward Bound provides intensive college-prep* classes, academic advising, and exposure to higher education designed to generate the skills and motivation necessary for success in college. During the school year, Upward Bound sessions are held each Saturday morning. Instruction is provided in mathematics, literature/composition, science, foreign language, and university readiness.

Summer Component

*Upward Bound students live in* one of the university’s residence halls for one summer session (approximately 4 weeks). During the summer component, bridge students (high-school graduates), are enrolled in regular university classes. The non-bridge students who are still enrolled in high school attend Upward Bound classes. The core classes are math, science, and literature/composition. Other non-bridge classes include the language exchange and several elective service learning enrichment classes.

Students in the Upward Bound Program have participated in activities such as the CSI Festival, where students gathered to learn basic forensic techniques used by crime scene investigators. A private investigator, a law enforcement training specialist, and a forensic anthropology professor led the workshops. Students also toured the Lubbock County Medical Examiner’s Office.

Other Upward Bound activities have included a kinetic sculpture race, where students built art mobiles, and the International Balloon Festival in Albuquerque, where students participated in various physics activities. Students in the summer program built the world’s largest Icosedren (21-sided geometrical design).

Upward Bound served over 150 students during the 2008-2009 academic year and awarded over $200,000 in student scholarships and student stipends this year.
The Office of Community Engagement is focused on identifying strategic priorities, facilitating collaboration between college and community, challenging academic departments and encouraging faculty to use their teaching and research in focused ways to serve a larger community.

The Office of Community Engagement:
• Supports faculty engaged in community-based research that advance equity, access, and inclusive excellence; and
• Cultivates partnerships with schools, businesses, and organizations throughout the region to promote college attendance for underrepresented students in higher education.

The office also acts as a resource for faculty, staff, and students in all academic and administrative units on the definition, recognition, and introduction of community engagement institutional initiatives that are included in the mission of Texas Tech.

The Office of Community Engagement seeks to link academic teaching, learning and community service by engaging students, faculty, and community partners in collaborative relationships.

Programs supported by the Office of Community Engagement include the Texas Tech University Back-to-School Fiesta. The event brings over 6,000 visitors to the Texas Tech campus and engages families in tours, college preparation workshops, academic workshops, and other activities designed to assist families in preparing their children for college. Other programs and initiatives include the College Readiness Program and Mini-University Days.

In June 2009, the Division of Institutional Diversity, Equity, and Community Engagement created the Office of Community Engagement to support and lead current programs within the Office of Institutional Diversity, Equity, and Community Engagement and the Cross-Cultural Academic Advancement Center. Dr. Munoz appointed Dr. Michelle Bair to lead the Office of Community Engagement, joining Jennifer Sutton and former U.S. Attorney General Honorable Judge Alberto Gonzales. Judge Gonzales assists Texas Tech University and Angelo State University in their efforts to recruit and retain more students from underrepresented student populations.
**A MODEL DIVISION LEADS TO MODEL STUDENTS**

*Going to college was something* Kristen Escobar knew she was going to accomplish. She enrolled in Upward Bound as a high school student in Plainview, Texas. Upward Bound prepared her to enter college, and, after three years of participating in the program, Kristen enrolled at Texas Tech.

“Entering college, I knew exactly what I wanted to do but just had no idea how to do it,” Kristen commented on her enrollment. Kristen is now a third-year student at Texas Tech taking advantage of the many activities within the Division of Institutional Diversity, Equity, and Community Engagement. Kristen is pursuing a Bachelor of Undergraduate Studies with Human Development and Family Studies, Cross Cultural Learning, and Sociology and hopes to become a Director of the Upward Bound Program.

Kristen is also a member of the Texas Higher Education Coordinating Board Collegiate G-Force Mentoring Program and the Texas Tech Hispanic Scholarship Fund Student Scholar Chapter. Both organizations allow Kristen to encourage students to attend college. “You get a firsthand opportunity to push a student to their full potential and truly make a difference,” Kristen remarks on her involvement with both organizations. The G-Force Mentoring Program and Hispanic Scholarship Fund Scholar Chapter are student programs in the Cross-Cultural Academic Advancement Center. The G-Force Program provides financial assistance to student mentors for leading college preparation activities and is sponsored by a grant received from the Texas Higher Education Coordinating Board. The Hispanic Scholarship Fund is a pilot program designed to assist in the recruitment of Hispanic students to Texas Tech.

“My G-Force experience has taught me that making a difference is very possible for students like myself and has given me the opportunity to help others in the community by sharing my tips, advice, and personal college experience,” states Kristen. Kristen traveled to area schools with G-Force and to El Paso, Texas with Hispanic Scholarship Fund Chapter members to recruit students to Texas Tech.

G-Force employed over 30 students during the 2008-2009 academic year. Over a dozen G-Force students were hired during the summer to assist with the Texas Tech University Back-to-School Fiesta. HSF recruited seventeen students to serve in the pilot program to recruit Hispanic students to Texas Tech. HSF Scholar Chapter Coordinators receive a $1,000 scholarship for their year of service.
## FINANCIAL REVIEW 2008-2009

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## OTHER (DONATIONS & SMALLER GRANTS)

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## REVENUES

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## SCHOLARSHIP AWARDED

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<td>Upward Bound</td>
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The Office of Institutional Diversity, Equity, and Community Engagement has added the Texas Tech Inclusive Excellence Institute to its programs for Texas Tech faculty. The Texas Tech University Institute for Inclusive Excellence will provide a series of annual trainings for participating faculty who will then assist the Division of Institutional Diversity, Equity, and Community Engagement in the development of activities and programs that advance the academic and professional climate for diversity and equity to thrive within the university.

The Inclusive Excellence Institute will engage tenure track faculty in a series of workshops to enhance their understanding of the academic value of diversity and equity. The Institute engages faculty in strategies and insights that build their current resume to be multi-culturally competent and globally competitive in their research, community service, and academic scholarship.

Institute Modules include:
- Enhancing Faculty Diversity
- Assessing Multicultural Curriculum in the Academic Core; and
- Community Engagement.

The Institute begins February 3, 2010.

Latino Education Summit

The 2010 Texas Tech University Latino Education Summit represents a confluence of research, policy development and education reform efforts involving leaders from diverse sectors across west Texas. Panelists representing Hispanic policy organizations, regional independent school districts, and regional colleges and universities will meet at Texas Tech on March 31, 2010 to discuss Latino students’ pursuit of higher education. The summit is a follow up to the African American Education Summit held in 2008.

Members of the planning committee identified the principal goals of the Latino Education Summit as follows:
- To convene Latino leaders from throughout Texas in a concerted effort to develop an action plan for the next five years to address educational inequity.
- To provide research and policy context on the Latino achievement gap.
- To identify complementary and collaborative efforts throughout the state that can provide additional momentum and leverage for addressing educational inequity.

For information on the Inclusive Excellence Institute or the Latino Education Summit please visit www.depts.ttu.edu/diversity.

Inclusive excellence—where diversity and educational quality are inextricably linked and fully embedded into the core of academic mission and institutional functioning.

To advance inclusive excellence, the Division of Institutional Diversity, Equity, and Community Engagement will continue to introduce efforts to reframe notions of underserved populations. This focus is a necessary priority for an informed, innovative workforce that will be graduates of Texas Tech.

The Division will also continue to provide programs, services, and resources to a variety of communities we serve to enhance and strengthen scholarly engagement, academics, scholarships, and student learning outcomes.

2010 Inclusive Excellence Calendar

- Celebrate Diversity Scholarship Dinner featuring Soledad O’Brien – March 10, 2010 (postponed)
- Latino Education Summit – March 31, 2010
- Inclusive Excellence Institute – Spring 2010
- Mexican-American Families Conference – April 2010
- Native American Summer Bridge Institute – June 2010
- Race, Ethnicity, and Community Engagement Conference – October 17-20, 2010

Join us as we embark on new initiatives that support the strategic goals of the university to position Texas Tech as a leading university in research, scholarship, faculty engagement, and diversity. For more information, visit our website at www.depts.ttu.edu/diversity.