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Program Development:
The program was initiated in the summer of 2002 as the result of a conversation between Cory Powell, who was at the time working in the TTU System Office of Community and Multicultural Affairs (OCMA), and Felicia Martin, an employee of TTU Athletics. The two discussed some of the challenges students making the transition to Lubbock and Texas Tech experience.

The discussions also included the retention issues at Tech and how to best address them. A few years prior, Cory and another former OCMA employee attended a conference at Dartmouth College. During the trip, they also visited Boston College, where they learned about a successful mentoring program, The Benjamin E. Mays Mentoring Program.

Remembering the exposure to Cory and Felicia reached out to the administrators of the Mays program, along with several others across the country. The two proposed to pilot a mentoring program for incoming Texas Tech freshmen. With the approval of the System’s leadership, the program was officially launched in November 2002.

Program Success
During the program’s pilot year, more than 100 TTU and TTUHSC faculty and staff members signed up to serve as mentors to freshman and first-year transfer and graduate students. Forty-six successful matches attended program-sponsored events, as well as university and community functions throughout the year. The year culminated with the first annual Mentor Tech Scholarship Banquet, which generated more than $7,000 to benefit scholarships for student participants. Eighty-seven percent (87%) of the students who participated in the program during the pilot year enrolled at Texas Tech the following fall.

Based on the outstanding success of the first year, the Texas Tech University System committed to the growth and expansion of the Mentor Tech program. In the fall of 2003, 145 new students were accepted into the program.

Now entering its 14th year, the program has experienced remarkable growth in mentor and protégé participation, with nearly 900 total participants. In the last 9 years, more than 900 participating students have graduated from TTU and TTUHSC.
Dr. Lauro F. Cavazos
Texas Tech University Degrees Earned:
M.A. Zoology 1951; B.A. Zoology 1949

Dr. Lauro F. Cavazos was born on the King Ranch, Texas. He is married to Peggy Ann Murdock, whom he met while a student at Texas Tech. Currently, Dr. Cavazos is a Professor and Director of the Graduate Programs in Public Health, Department of Family Medicine & Community Health at Tufts University’s School of Medicine in Boston, MA. Dr. Cavazos holds the distinction of being the first TTU alumnus who later became President of the institution (1980–1988). In 1988, he became the first Hispanic appointed to a cabinet level position when President Ronald Reagan appointed him Secretary of Education. Dr. Cavazos has 21 honorary degrees, has been honored as Distinguished Alumnus of Texas Tech University, and was named “Most Influential Hispanic” in the United States by Hispanic Business, Inc. In October of 1987, the Texas Tech Alumni Association created the Lauro F. Cavazos Award for outstanding service to Texas Tech University. He currently resides in the Boston, MA. with his wife, Peggy.

Favorite Memory
“The excellence of the faculty and their caring attitude. Also, the beauty of the campus. As a student, I felt that the faculty truly wanted to impart knowledge. Without exception, every one of my teachers would give of their time to help me in my studies. The student body was also friendly.”

Experiences to Share
“My professional life has been one of teaching, research, and academic administration. After leaving Washington, DC, I have continued as an educator and have served or currently serve on several corporate boards.”

Thoughts and Advice for Current Students
“Texas Tech University and the Texas Tech Health Sciences Center are truly outstanding institutions. Current students at TTU and TTUHSC have a remarkable opportunity for education. I am so pleased I attended Texas Tech. The education I received there was solid and formed the basis for all of my academic activities. Students – you can also draw upon the academic excellence of TTU and TTUHSC.”

(Information taken from the Minority Faculty and Staff Associations’ Calendar)
Ophelia Powell–Malone
Texas Tech University Degree Earned:
B.S. Home Economics 1964

Ophelia Powell–Malone was born near Austin, Texas. Mrs. Powell–Malone was the first African American to receive a baccalaureate degree from Texas Technological College. A newspaper article of the event highlighted the accomplishment. The article noted that Mrs. Powell–Malone applied herself to the task at hand; and she succeeded. She was a graduate of Anderson High School in Austin, Texas, and had studied at Huston–Tillotson College (a historically black institution) before transferring her hours to Texas Tech University. After graduation, Mrs. Powell–Malone worked in the Hobbs and Coldspring public schools, worked as a dietitian at Langston University, and in nursing homes in Houston and Lubbock. She was the mother of one child.

Favorite Memory
Ophelia Powell–Malone was quoted as listing her graduation from Texas Tech as her most favorite memory. She had very good instructors who encouraged her to do her very best. She learned how to work and study in a diverse population, as she was the only Black student in many of her classes.

Experience to Share
Mrs. Powell–Malone performed her student teaching at Dunbar High School under the supervision of Mrs. Dottie Faye Barrow. She expressed very strong admiration for Mrs. Barrow and the students she encountered. Her student teaching field of concentration was in Home Nursing and Health Care.

Thoughts and Advice to Current Students
Ophelia loved helping others. Most of her working years were spent in health care. She believed that students should always accept the responsibility of solving their own problems but should not hesitate to seek resources and persons that can assist in making the choices and sound decisions.

(Information taken from the Minority Faculty and Staff Associations’ Calendar)
**Purpose of the Program**
To enhance the quality of the educational experience of all students through programs, services, advocacy, and campus and community involvement.

**Mission Statement**
Through faculty and staff mentoring and peer group networking, to improve the retention and eventual graduation rates of all students in the Texas Tech University System, with a special focus on those from underrepresented groups, by fostering a campus climate that is conducive to their academic, social, and cultural needs and interests.

**Goals of the Mentor Tech Program**
- Provide students with information, encouragement and direction, while assisting them in reaching their academic, personal, and professional goals
- Encourage positive and realistic self-appraisals, intellectual development, clarification of values, appropriate personal choices, wellness, and collaboration
- Promote and encourage academic and personal growth and community involvement
- Enhance the quality of student adjustment and campus life by identifying environmental conditions that may negatively affect their experience at Texas Tech
- Provide leadership in the promotion of multiculturalism, diversity, and inclusion
- Provide support for initiatives designed to recruit and retain students
- Promote advocacy for students and their rights
- Assure equal access and opportunity for all students

*Mentor Tech is committed to a policy of non-discrimination and equal opportunity for all qualified applicants without regard to race, color, religion, sex, age, sexual orientation, national or ethnic origin or disability.*
Definition of Mentoring

What is mentoring?
Mentoring is a dynamic reciprocal learning relationship in which mentor and protégé agree to a partnership, where they will work collaboratively toward the achievement of mutually defined goals that will develop the protégés skills, abilities, knowledge and or thinking.

Mentors focus on a protégé’s achievements and areas for growth through one-on-one relationships that are non-threatening and non-judgmental to both parties.


“What we have done for ourselves alone dies with us; what we have done for others and the world remains and is immortal.” Albert Pike

Mentoring is a tool that, if administered effectively, can allow the transfer of experience, knowledge and history from one generation to the next.

Why mentoring?
- Helps with the retention of students at Texas Tech
- Contributes to building a sense of community with incoming students.
- Assists in information dissemination about Texas Tech University and the Lubbock community
- Creates and identifies opportunities for social interaction and professional advancement/development
- Identifies, enhances and develops new talent
- Supports the expansion of organizational culture and values
- Helps with the establishment of legacy
- Shares unwritten rules of culture
The Benefits of the Mentor Tech Program

For the Protégé:
- Individual recognition, encouragement, and academic support
- Increase self-esteem and confidence
- Self-challenge to achieve new goals and alternatives
- Increase leadership skills
- Role Modeling
- Advice on achieving life balance
- Networking and volunteering opportunities
- Exclusive scholarship opportunities

The Governor’s Mentor Initiative program of the Texas Commission on Volunteerism and Community Service is dedicated to growing mentoring in Texas boasts of the following results:

Of 400 high school students with mentors who participated in a Louis Harris poll*:

- 73% said mentors helped them reach their goals and expectations;
- 87% went to college or planned to attend college within two years of graduation;
- 59% improved their grades; and
- 87% said they felt some benefit from their mentoring relationship.


“Life isn’t about finding yourself. Life is about creating yourself.”

George Bernard Shaw

For the Mentor:
- Satisfaction of helping someone reach their goals; giving back
- Access to current information on campus and community activities
- Alternative perspectives and experiences
- Expanded network of professionals and colleagues
- Increased self-esteem
- Improved communication skills
- Revitalized interest in work
- Official recognition
Qualities of a Mentor
The mentor should be a resource who is experienced and knowledgeable about Texas Tech, the community, and, wherever possible, the protégé’s academic interest area.

Mentoring qualities include:
- A commitment to a mentor/protégé relationship;
- Respectful of all individuals;
- Good listeners;
- Non-judgmental;
- Sensitive to another person’s struggle;
- Stable and flexible;
- Honest, patient, and trustworthy; and
- Willing to help

“All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence.”
Martin Luther King, Jr.

Mentor Responsibilities
- Attend a Mentor Information Session
- Provide feedback to program staff and Mentor Cluster Leaders (MCL);
- Attend and participate in their Mentor Clusters to interact with fellow mentors, to offer support, and to engage in information exchange;
- Have weekly contact with assigned protégé(s) (phone calls, e-mail, face-to-face meetings, social media websites, and/or text);
- Minimum of two face-to-face interactions per month (e.g. breakfast/lunch/dinner, program sponsored events, athletic events, campus & community activities, etc.);
- Submit online interactions, a minimum of 4 interactions a month must be reported. Log on at my.mentortech.ttu.edu; and
- Can serve no more than two protégés at one time
Each participant of the Mentor Tech Program is a representative for the common goals and purpose of Mentor Tech. Please remember to use common and professional courtesies such as returning phone calls, texts, e-mails and attending scheduled meetings or calling to cancel/reschedule.

Other examples of common and professional courtesies are:

- Being considerate;
- Scheduling the next contact each time you meet;
- Notifying change of address/phone number or schedule changes; and
- Following through on agreements.

“Counting time is not as important as making time count.” James J. Walker

**Effective Communication**

In order to effectively communicate with your protégé(s), remember:

1. the message must be clear;
2. your protégé(s) must understand it and pay attention to it;
3. the source must be credible; and
4. your protégé(s) must be willing and able to act on it.

The effectiveness of verbal and nonverbal communication is high on the list of important factors that contribute to the success of mentoring relationships. Mentors have a special responsibility for effective communication because they are a primary source of information, support and challenge to the recipients of their mentoring.

Effective communication with your protégé **DOES NOT** include the negative language habits outlined below:

- Ordering or commanding;
- Warning or threatening;
- Moralizing, preaching, or lecturing; and
- Judging, ridiculing, blaming, name-calling, sarcasm, or shaming with put-downs.

“We live very close together. So, our prime purpose in this life is to help others. And if you can’t help them, at least don’t hurt them.” Dalai Lama
“Faculty/staff must avoid academic supervisory, teaching or evaluative relationships with students, staff or other faculty that pose significant conflicts of interest from the standpoint of personal or professional connections.” (OP 32.33 Vol. 1)

Remember that the focus of the mentor–protégé relationship is interpersonal support, guidance, sharing wisdom, coaching, and role modeling. Romantic and sexual relationships between mentors and protégés are absolutely inappropriate. Mentors involved in such relationships with protégés will be dropped from the program and appropriately reported.

**Failure to Contact Policy**

Regular communication between mentors and protégés is essential to the success of the program. The following steps should be taken if you are unable to establish contact with your protégé:

**Mentor Attempts:**
- Two calls with messages left and one email with no response over the course of one week.
- If attempts aren’t successful, mentor notifies his/her Mentor Cluster Leader (MCL).

**Mentor Cluster Leader Attempts:**
- MCL/PAC member attempts to make contact (two phone calls with left messages, one email and a face-to-face attempt, if possible) over the course of one week.
- If attempts aren’t successful, MCL/PAC member notifies program staff.

**Staff Attempts:**
- One phone call with message left
- Email detailing threat of being dropped from program if no response within 5 business days.
- After deadline with no response, protégé/mentor is mailed a letter notifying them that they’ve been dropped and their mentor/protégé re-matched.

*Mentors and protégés will be dropped for non-compliance with contact policy.*
Building the Mentor Relationship

After pairing mentor(s) and protégé(s), there are stages you should expect to progress through in the relationship. These stages are:

- Personal disclosure;
- Mutual commitment;
- Building Trust;
- Seeking to understand;
- Taking risk;
- Agreeing to goals; and
- Giving feedback.

“Ninety-nine percent of the failures come from people who have the habit of making excuses.”
George Washington Carver

Setting Expectations in Your Mentor Relationship

- Take time to define mentor/protégé(s) roles
- Share what you have to offer each other in the mentor relationship
- Discuss skills to develop and things to learn throughout the relationship
- Discuss any limits to the relationship (i.e., no calls after 10pm, no loaning money, etc...)
- Discuss confidentiality and any exception to the rule
- Discuss preferred ways of communicating (e-mail, telephone, texts, social media sites, or face-to-face)

A written agreement is an option for discussing the expectations of your mentor relationship. Within the agreement, you and your protégé(s) can write down the ground rules on how you want the relationship to work.

“Ninety-nine percent of the failures come from people who have the habit of making excuses.”
George Washington Carver
Mentoring from Head to Toe

1. **A brain to pick.** Pace the information you provide and check for understanding along the way.

2. **Another set of eyes.** Share your perspectives with the intent of broadening your protégé’s vision and understanding.

3. **An ear to listen.** Being a mentor puts you in a unique position to provide a sounding board for your protégé to test out new ideas…push your protégé’s thinking and acting forward by helping he/she solve problems."

4. **A shoulder to lean on.** Balance compassion with challenge. Ask questions. Avoid becoming a permanent leaning post for the protégé.

5. **Arms around a problem.** Helping a protégé get his/her arms around a problem, issue or challenge is often the first step to real understanding. Encourage exploration of options before pushing to action.

6. **A helping hand.** Sometimes it is a helping hand provided at just the right time that promotes the protégé’s development. The “hand” may be an invitation to work on a project together, an introduction to the right person, exposure to a new idea, and/or reframing a current problem.

7. **A kick in the pants.** Encouragement supports a protégé’s growth and development and keeps up the learning momentum. A mentor can provide encouragement in multiple and timely ways: identifying (and sometimes providing) opportunities, knowing when and how to convey the message “you can do it.”

Avoiding the Pitfalls of Mentoring

Are there risks associated with mentoring? The answer is “relatively few”. The major risks associated with mentoring can be avoided or reduced through knowledge and planning.

- **Mismatch between mentor and protégé** – Mentors and protégés who take time at the beginning of the relationship to become acquainted with each other’s interests, shared values, goals, and expectations greatly enhance the development of a strong foundation for the mentoring relationship. That foundation, in turn, allows mentors and protégés to deal with major differences between them and helps them avoid any serious personal clashes.

- **Threat to one’s professional image** – Protégés who are familiar with the multiple roles that mentors play are able to avoid stereotyped perceptions of mentors. Protégés armed with this understanding can help to dispel misconceptions about the degree of responsibility a mentor has for the success or failure of the protégé being mentored.

- **Failure as a mentor** – Knowledge of successful mentoring techniques contribute to the professional and social growth of both individuals in a mentoring relationship and decreases the likelihood of frustration, failure, or fear of failure for either member.

- **Competition or rivalry** – Competition or rivalry can be destructive to any mentoring relationship. Knowledge of the evolutionary nature of mentoring relationships helps to prepare everyone for changes in a relationship.

When the mentor’s guidance no longer seems to be needed, and the emerging protégé begins to demonstrate expert competence and knowledge, the wise mentor takes the lead in REDEFINING the relationship. Such leadership generally leads to a mutually rewarding respect for one another, and the mentor can take justifiable pride in his/her contribution to the professional development of another individual.
Mentoring: The Power Paradigm

Consider These Truths:

1) Many protégés believe they don’t bring anything to the match and simply wait for a mentor “to take them under their wing.”
2) Protégés are often fearful and reluctant to “assert themselves and ask for what they need for fear of offending their mentor and not being respectful of their status.”
3) “Both the presence of power and the feeling of powerlessness can negatively impact a mentoring relationship.”

When the power dynamic is not addressed and kept in check, the relationship can and will experience: “conflict, withdrawal, inauthenticity, and unproductive posturing.”

Keep the Power Paradigm in Check:

1) Set ground rules at the beginning of the relationship. Ground rules lay the foundation for the relationship and become yardsticks for mutual accountability throughout the relationship.
2) Checking in often with your protégé(s). Find out how the relationship is going for them and let them know what is working for you and what is not. Benchmark your progress against your goals. Use your ground rules as a yardstick to evaluate how well the relationship is working.
3) Asking powerful questions. Questions engage the protégé. It is tempting to use your mentoring sessions to talk about your knowledge and experience. One-way mentoring relationships miss the mark and frequently end up making the protégé(s) feel powerless.
4) Inviting feedback by asking for your protégé’s input. Protégés are generally reluctant to give feedback to a mentor about the advice they have received from them. Encourage their feedback.

(Mentoring: Leveling the Playing Field: http://www.centerformentoringexcellence.com/blog/?p=514)
**Let’s Review**

**Do:**
- Appreciate any signs of growth;
- Listen carefully to what your protégé(s) says;
- Ask good questions;
- Share your thoughts/feelings with your protégé(s);
- Remember professional courtesy;
- Be interested in your protégé(s);
- Show that you recognize your protégé’(s’) values and lifestyle;
- Strive for mutual respect; and
- Be honest.

**Don’t:**
- Think you are going to change the world overnight;
- Jump to conclusions;
- Be judgmental;
- Forget communication means listening too;
- Forget how important you are to your protégé;
- Use poor language;
- Get talked into things that you know are against program rules;
- Try to inflict your beliefs or values on a protégé rather than demonstrate your values; and
- Settle for rudeness or foul language.

**Problem Resolution Resources**
- Mentoring Program Staff, Mentor Cluster Leaders (MCL), Protégé Advisory Committee (PAC) members & other mentors/protégés
- Training and Development websites (see listed resources)
- Other websites
- University, corporate, government, other professional training agencies and vendors

"The greatest good you can do for another is not just to share your riches but to reveal to him his own."

Benjamin Disraeli
**Evaluations/Assessment**
Evaluation and consistent assessment from participants regarding their views about their participation and the effectiveness and values of the Mentor Tech program are extremely important. We ask that you and your protégé(s) take the time to give feedback after each of the following events or activities.

- Orientation/training evaluations;
- Mentor/Protégé Relationship Evaluations;
- Program/seminar evaluations;
- Personal Evaluations; and
- Most importantly, the mentor and protégé should periodically assess the progress and effectiveness of the mentoring process for them both.

**Suggested Reading & Resources**

- [http://www.depts.ttu.edu/mentortech/](http://www.depts.ttu.edu/mentortech/)
- [http://mentoringexpert.wordpress.com/](http://mentoringexpert.wordpress.com/)
- [www.mentoring.org](http://www.mentoring.org)
- [www.mentornet.net](http://www.mentornet.net)
- [www.peer.ca/mentor.html](http://www.peer.ca/mentor.html)
- [www.whomentoredyou.org](http://www.whomentoredyou.org)
- Parks, Sharon, *Big Questions, Worthy Dreams: Mentoring Young Adults*, 2000
**Activities and Events**

Mentor Tech provides participants with a program calendar of the program-sponsored academic, social, and cultural programming and activities for the fall and spring semesters. Mentors are encouraged to share information about campus and community events with program coordinators for monthly scheduling.

For additional events dates, times and locations visit:

www.mentortech.ttu.edu
## Mentor Tech Fall ‘17 Events Calendar

Protégés MUST attend 3 Academic/Career Development events & 1 Social/Cultural event per semester

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<th>Date</th>
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<tr>
<td>Thursday, August 31st (M)</td>
<td>Mentor Round Table Luncheon 1 “Being a Resource to Your Protégé”</td>
<td>Noon–1:00 p.m.</td>
<td>McKenzie Merket Alumni Center</td>
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<tr>
<td>Thursday, August 31st (A)</td>
<td>Protégé Academic Success Workshop 1 “It’s About Time” Time Management/Eliminating Procrastination</td>
<td>5:30–7:00 p.m.</td>
<td>Biology Bldg. Lecture Hall 100</td>
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<tr>
<td>Tuesday, September 5th (A)</td>
<td>Protégé Academic Success Workshop 2 “What’s Your Style?”</td>
<td>5:30–7:00 p.m.</td>
<td>English/Philosophy Bldg. Basement 001</td>
</tr>
<tr>
<td>Monday, September 11th (A)</td>
<td>Mentor Tech Transfer Student Welcome (Transfer Students Only)</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement 001</td>
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<tr>
<td>Tuesday, September 12th (A)</td>
<td>Protégé Academic Success Workshop 3 “Maximizing Faculty Interactions”</td>
<td>5:30–7:00 p.m.</td>
<td>English/Philosophy Bldg. Basement 001</td>
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<tr>
<td>Thursday, September 14th (CD)</td>
<td>Before the Gown Workshop 1 “Resume Writing &amp; Working A Career Fair” (Upperclassmen only)</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Room 001</td>
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<tr>
<td>Sunday, September 17th (S)</td>
<td>&quot;Mentor Tech Family Fun Day&quot; (Bowling, Laser Tag, Putt–Putt, Billiards)</td>
<td>4:00–7:00 p.m.</td>
<td>Main Event 6010 Brownfield Hwy</td>
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<td>Monday, September 18th (A)</td>
<td>Student Success Study Session 1</td>
<td>6:00–8:00 p.m.</td>
<td>Doak Hall Room 101c</td>
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<tr>
<td>Tuesday, September 19th (A)</td>
<td>Protégé Academic Success Workshop 4 Financial Aid &amp; Scholarship Night</td>
<td>5:30–7:00 p.m.</td>
<td>English/Philosophy Bldg. Basement 001</td>
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<tr>
<td>Tuesday, September 20th (A)</td>
<td>Protégé Academic Success Workshop 5 “Effective Reading/Writing Workshop”</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement, 001</td>
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<tr>
<td>Thursday, September 28th (A)</td>
<td>Protégé Academic Success Workshop 6 “It’s A Different World”</td>
<td>5:30–7:00 p.m.</td>
<td>Human Sciences Bldg. Basement 069</td>
</tr>
<tr>
<td>Monday, October 9th (A)</td>
<td>Student Success Study Session 2</td>
<td>6:00–8:00 p.m.</td>
<td>Doak Hall Room 101c</td>
</tr>
<tr>
<td>Thursday, October 19th (M)</td>
<td>Mentor Round Table Luncheon 2 Building Successful Matches</td>
<td>Noon–1:00 p.m.</td>
<td>Education Bldg. Basement 001</td>
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<tr>
<td>Thursday, October 19th (A/CD)</td>
<td>Protégé Academic Success Workshop 7 “Advising/Is Your Major the Right or Wrong Fit?”</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement 001</td>
</tr>
<tr>
<td>Monday, October 23rd (A/CD)</td>
<td>Before the Gown Workshop 2 &quot;Dressing For Success–What Not To Wear&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>English/Philosophy Bldg. Basement 001</td>
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<tr>
<td>Friday, October 27th (S)</td>
<td>Mentor Tech Karaoke/Lip Sync Battle</td>
<td>6:00–8:00 p.m.</td>
<td>Human Sciences Bldg. Room 169</td>
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<tr>
<td>Monday, October 30th (A/CD)</td>
<td>Before the Gown Workshop 3 &quot;The Art of Networking&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>English/Philosophy Bldg. Basement 001</td>
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<tr>
<td>Tuesday, November 7th (CD)</td>
<td>Before the Gown Workshop 4 &quot;Interviewing 101&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement 001</td>
</tr>
<tr>
<td>Thursday, November 9th (A)</td>
<td>Protégé Academic Success Workshop 8 “Home For The Holidays”</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement 001</td>
</tr>
<tr>
<td>Monday, November 13th (A)</td>
<td>Student Success Study Session 3</td>
<td>6:00–8:00 p.m.</td>
<td>Doak Hall Room 101c</td>
</tr>
<tr>
<td>Tuesday, November 14th (A/CD)</td>
<td>Networking Reception</td>
<td>5:30–7:00 p.m.</td>
<td>Student Union Red Raider Ballroom</td>
</tr>
<tr>
<td>Wednesday, November 15th (M)</td>
<td>Mentor Round Table Luncheon 3</td>
<td>Noon–1:00 p.m.</td>
<td>TTUHSC Academic Classroom Bldg. Room 240</td>
</tr>
<tr>
<td>Thursday, November 30th (A/S)</td>
<td>“Time To Relax”</td>
<td>5:30–7:00 p.m.</td>
<td>Student Union Matador Room</td>
</tr>
<tr>
<td>Monday, December 4th (A)</td>
<td>Student Success Study Session 4</td>
<td>6:00–8:00 p.m.</td>
<td>Doak Hall Room 101c</td>
</tr>
<tr>
<td>Tuesday, December 5th (S)</td>
<td>Annual Holiday Social</td>
<td>5:30–7:00 p.m.</td>
<td>Frazier Alumni Pavilion</td>
</tr>
</tbody>
</table>

Additional details will be mailed and/or emailed. Information also be available at my.mentortech.ttu.edu

(A) - Academic Event  (C) - Cultural  (CD) - Career Development  (M) - Mentors Only  (S) - Social Event

19
## 2017–2018 Academic Calendar

<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>First Summer Term 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty on Duty: August 23</td>
<td>Faculty on Duty: June 4</td>
</tr>
<tr>
<td>First Class Day: August 28</td>
<td>First Class Day: June 5</td>
</tr>
<tr>
<td>Holidays: Sept. 4, Nov. 22 – 26</td>
<td>Holiday: July 4</td>
</tr>
<tr>
<td>Last Class Day: December 6</td>
<td>Last Class Day: July 5</td>
</tr>
<tr>
<td>Final Exams: December 8 – 13</td>
<td>Final Exams: July 6 – 7</td>
</tr>
<tr>
<td>Commencement: December 15 – 16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2018</th>
<th>Second Summer Term 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty on Duty: January 16</td>
<td>Faculty on Duty: July 9</td>
</tr>
<tr>
<td>First Class Day: January 18</td>
<td>First Class Day: July 10</td>
</tr>
<tr>
<td>Spring Break: March 10 – 18*</td>
<td>Last Class Day: August 8</td>
</tr>
<tr>
<td>No Classes: April 2*</td>
<td>Final Exams: August 9 – 10</td>
</tr>
<tr>
<td>Last Class Day: May 8</td>
<td>Commencement: August 11</td>
</tr>
<tr>
<td>Final Exams: May 10 – 15</td>
<td></td>
</tr>
<tr>
<td>Commencement: May 18 – 19</td>
<td></td>
</tr>
</tbody>
</table>

* Student holiday only

*Texas Tech University reserves the right to make calendar changes in the best interest of the faculty, students, and academic program.*
Campus Resources

ACADEMIC CONCERNS

Academic Deans’ Offices
College of Agricultural Sciences & Natural Resources
108 Goddard
Range & Wildlife & Fisheries Mgmt. Building
(806) 742-2808

College of Architecture
1005 Architecture Building
(806) 742-3136

College of Arts & Sciences
202 Holden Hall
(806) 742-3833

Jerry S. Rawls College of Business Administration
703 Flint Ave.
(806) 742-3171 – Undergraduate Services
(806) 742-3188 – Dean’s Office

College of Education
110 Education Building
(806) 742-1998

College of Engineering
Engineering Center Suite 100
(806) 742-3451

Graduate School
Administrations Building 327
(806) 742-2787

Honors College
103 McClellan Hall
(806) 742-1828

College of Human Sciences
142 Human Sciences Building
(806) 742-3031

Law School
122-C Law Building
(806) 742-3993

College of Media and Communications
169 Media and Communications
(806) 742-3385

University Studies
164 Drane Hall
(806) 742-7100

College of Visual & Performing Arts
Holden Hall 103
(806) 742-0700

Undergraduate Education & Student Affairs
201AA Student Union Building
(806) 742-2984

Office of the Provost
164 Administration Building
(806) 742-7025

ACADEMIC FACILITIES
Academic Support & Facilities Resources (ASFR)
Suite 5 Administration
(806) 742-3658

UNDERGRADUATE ACADEMIC SUPPORT
University Advising Center
79 Holden Hall 742-2189

IS 1100: Raider Ready
Undergraduate Education
(806) 742-2984

SOAR/Learning Center
80 Holden Hall
(806) 742-3664

ACTIVITIES
Tech Activities Board
020 Student Union
(806) 742-4708

Student Organizations
201 Student Union
(806) 742-5433

ADMISSIONS
Undergraduate Admissions
100 West Hall
(806) 742-1490

Graduate Admissions
Administration Building 327
(806) 742-2781

ALCOHOL EDUCATION
Student Health Services
103 Student Wellness Center
(806) 743-2848

Raider Assistance Program
Student Wellness Center
(806) 743-2844 ext. 296

ALUMNI
Texas Tech Alumni Association
Merket Alumni Center
(17th Street & University Avenue)
(806) 742-3641

BILLING (tuition and fees)
Student Financial Center
301 West Hall
(806) 742-3272

BOARD OF REGENTS
202 Administration Building
(806) 742-2161

BOOKSTORE
Barnes & Noble Bookstore
Student Union (West side)
(806) 742-3816

BUS INFORMATION
Student Government Association
302 Student Union
(806) 742-3631

CAMPUS LIFE
Center for Campus Life
201 Student Union
(806) 742-5433

STUDENT UNION & ACTIVITIES
203 Student Union
(806) 742-3636

CAMPUS SAFETY
Texas Tech Police Department
(Campus Crimes Officer)
413 Flint Avenue
(806) 742-3931

CHANCELLOR’S OFFICE
124 Administration Building
(806) 742-0012

COMPUTER ACCESS
Advanced Technology Learning Center—ATLC
West Library Basement and Student Union Basement
(806) 742-1650

COPY FACILITIES
Copy Mail
100 Student Union
(806) 742-3444

COUNSELING
Academic & Career Services
Wiggins Complex 150
(806) 742-2210

Degree Requirements
(see Academic Concerns)

Financial
Student Financial Center
310 West Hall
(806) 742-3681

Red to Black
271 Human Sciences
(806) 742-9781

Legal/Mediation
Student Legal Services
307 Student Union
(806) 742-3289
LANDMARK ARTS  
105 Art Building  
(806) 742-1947

LIBRARY  
Texas Tech Library Hours  
(806) 742-2265
Information  
(806) 742-2265
Southwest Collection  
(Next to Texas Tech Library (north side)  
(806) 742-3749

LOST AND FOUND  
Texas Tech Police Department  
413 Flint Ave.  
(806) 742-3931

MATH PLACEMENT  
Mathematics Department  
201 Math Building  
(806) 742-2566

MOTORIST ASSISTANCE  
University Parking Services  
Motorist Assistance Program  
407 Flint Ave  
(806) 742-MAPP (6277)

MUSEUM  
TTU Museum Information  
102 Museum (4th Street and Indiana Avenue)  
(806) 742-2490

NEWSPAPER  
The Daily Toreador  
103 Student Media Building  
(806) 742-3393

OMBUDS OFFICE (Student Resolution Center)  
232E Student Union  
(806) 742-7233

ORIENTATION  
Center for Campus Life  
201 Student Union  
(806) 742-5433

PARENTS  
Parent & Family Relations  
201Q Student Union  
(806) 742-3630

PARKING  
University Parking Services  
Administrative Support Center  
407 Flint Ave, Ste 145  
(806) 742-PARK (7275)

POLICE  
Texas Tech Police Department  
413 Flint Ave.  
(806) 742-3931

PRESIDENT’S OFFICE  
150 Administration Building  
(806) 742-2121

RECREATION  
Recreational Sports  
202 Student Rec Center  
(806) 742-3351

REGISTRATION (current students)  
Office of the Registrar  
103 West Hall  
(806) 742-3661

REGISTRATION (new students)  
Center for Campus Life  
Red Raider Orientation  
201 Student Union  
(806) 742-5433

ROTC  
Air Force  
117 Student Media  
(806) 742-2143

Army  
3003 15th St. 8th Floor  
(806) 742-2141

SAFE RIDE  
Student Government Association  
302 Student Union  
(806) 742-RIDE

SCHOLARSHIPS  
Scholarship Office  
205 West Hall  
(806) 742-3681

SHUTTLE VAN  
Student Government Association  
302 Student Union  
(806) 742-NITE

SOLICITATION REQUESTS  
Center for Campus Life  
201 Student Union  
(806) 742-5433

SORORITIES  
Panhellenic Council  
Student Union, Second Floor  
(806) 742-5433

Multicultural Greek Council  
Student Union, Second Floor  
(806) 742-5433

National Pan-Hellenic Council  
Student Union, Second Floor  
(806) 742-5433

STAFF SENATE  
(806) 742-7555

STUDENT GOVERNMENT ASSOCIATION  
302 Student Union  
(806) 742-3631

STUDENT ORGANIZATIONS  
Center for Campus Life  
201 Student Union  
(806) 742-5433

STUDENT SERVICES  
Dean of Students  
201 Student Union  
(806) 742-2994

Marsha Sharp Center for Student Athletes  
7th & Boston  
William J. Davis Dining Hall  
(806) 742-0150

Barnes & Noble Bookstore  
005 & 112 Student Union  
(806) 742-3816

Center for Campus Life  
201 Student Union  
(806) 742-5433

Hospitality Services  
Wiggins Complex  
(806) 742-1360

Student Resource Center  
232E Student Union  
(806) 742-7233

Parent & Family Relations  
025 Student Union  
(806) 742-3630

Recreational Sports  
202 Student Recreation Center  
(806) 742-3351

Registrar’s Office  
103 West Hall  
(806) 742-3661

Senior Associate Vice President for Enrollment Management  
145 West Hall  
(806) 742-1452

Ovations Food Services  
United Spirit Arena – Basement  
(806) 742-7381

Student Counseling Center  
201 Student Wellness Center  
(806) 742-3674

Student Disability Services  
335 West Hall  
(806) 742-2405

Student Financial Aid  
310 West Hall  
(806) 742-3681

Student Government Association  
302 Student Union  
(806) 742-3631

Student Health Services  
1003 Student Wellness Center  
(806) 743-2848
Student ID Office
103 Student Union
(806) 742-1457

Office of Student Conduct
025 Student Union
(806) 742-1714

Student Legal Services
307 Student Union
(806) 742-3289

Student Media
180 Media and Communications
(806) 742-3388

Student Union
203 Student Union
(806) 742-3636

TECHniques Center
242 West Hall
(806) 742-1822

Undergraduate Admissions
131 West Hall
(806) 742-1480

United Supermarkets Arena
1701 Indiana Ave
(806) 742-7362

University Career Services
150 Wiggins Complex (southeast side)
(806) 742-2210

University Student Housing
Wiggins Complex
(806) 742-2661

Upward Bound
119 Doak Hall
(806) 742-3616

Assistant Vice Provost for Student Affairs
201AA Student Union
(806) 742-2984

Vice Provost Undergraduate Education & Student Affairs
164 Administration Building
(806) 742-7025

STUDY SKILLS
SOAR/Learning Center
80 Holden Hall
(806) 742-3664

TECHniques CENTER
242 West Hall
(806) 742-3661 x 234

Texas Success Initiative (TSI)
116 West Hall
834-3491

THEATER
Maedgen Theatre (University Theater)
18th & Boston, (southwest of Library)
(806) 742-3601

TIKTES -ATHLETIC
Jones AT&T Stadium (North End)
(806) 742-Tech (8324)

TIKTES –ENTERTAINMENT
Student Union Ticket Booth
East Welcome Center
Student Union
(806) 742-3610

Maedgen Theatre (University Theatre)
18th & Boston (southwest of Library)
(806) 742-3601

School of Music
250 Music Building
(806) 742-2270, Ext. 295

TRANSCRIPTS
Office of the Registrar
103 West Hall
(806) 742-3661

TRAVEL Assistance
Road Raiders Safe Travel Network
203 Student Union
(806) 742-3630
1-888-888-7409

TUTORS
SOAR/Learning Center
80 Holden Hall
(806) 742-3664

TV STATION
KTTZ-TV Station
17th & Indiana
(806) 742-2209

VETERAN SERVICES
Military & Veterans Programs Office
Drane Hall 147
(806) 742-6877

WITHDRAWALS
Office of the Registrar
103 West Hall
(806) 742-3661

XL (Academic Probation)
Strategies for Learning
56 Holden Hall
(806) 742-3928

YEARBOOK
La Ventana
180 Media and Communications
(806) 742-1583 ext 266
University Mission Statement and Strategic Priorities

Texas Tech University Mission Statement
As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation, and world.*

*Approved by the Texas Tech University Board of Regents (BOR) on May 14, 2010

Texas Tech University Strategic Priorities

Priority # 1 – Increase Enrollment and Promote Student Success
We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated workforce for the state of Texas.

Priority # 2 – Strengthen Academic Quality and Reputation
We will attract and retain the best faculty in the country in order to enhance our teaching excellence and grow our number of nationally recognized programs.

Priority # 3 – Expand and Enhance Research and Creative Scholarship
We will significantly increase the amount of public and private research dollars in order to advance knowledge, improve the quality of life in our state and nation, and enhance the state’s economy and global competitiveness.

Priority # 4 – Further Outreach and Engagement
We will expand our community outreach, promote higher education and continue to engage in partnerships in order to improve our communities and enrich our quality of life.

Priority # 5 – Increase and Maximize Resources
We will increase funding for scholarships, professorships, and world-class facilities and maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas.

*Adopted by the BOR in March 2009
University Statement of Ethical Principles

Texas Tech University Statement of Ethical Principles: “DO THE RIGHT THING”

Mutual Respect
Texas Tech University is committed to an open and diverse society. Each member of the Texas Tech community has the right to be treated with respect and dignity. This right imposes a duty not to infringe upon the rights or personal values of other Professionals among all members of the Texas Tech community deserve attention so that they are not exploited for base motives or personal gain.

Cooperation and Communication
Texas Tech University is committed to the promotion of professional relationships and open channels of communication among all individuals. The university will publish and disseminate in a timely manner its values, policies, procedures, and regulations, as well as any other information that is necessary to protect and educate all members of our community. We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom. While the free expression of views in orderly ways is encouraged, personal vilification of individuals has no place in the university environment.

Creativity and Innovation
Texas Tech University is committed to ethical institutional programs that meet the teaching, research, and service objectives of each discipline and department, to policies that are consistent with those objectives, and to a working and learning environment that encourages active participation. Such exemplary environments often challenge existing worldviews, requiring trust in the process of discovery and the acceptance of uncertainty and ambiguity within ethical parameters. The university supports all its members in life-long learning—a process that is both challenging and rewarding—and encourages creative and innovative means to achieve this goal through both opportunities and incentives.
University Statement of Ethical Principles (cont.)

Community Service and Leadership
Texas Tech University is committed to ethical leadership practices at all levels and to our tradition of community service, both within the university community and in our relationships with the greater community. We strive for exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment. We strive to provide excellent service in a caring and friendly environment and encourage such involvement in the community by all faculty, students, staff, and administration.

Pursuit of Excellence
Texas Tech University is committed to achieving excellence in all aspects of its community. We expect this in the expertise and performance of our faculty, staff, and administration, as well as the continuing education of our students. A high standard of professionalism, including opportunities for professional contact and continuous growth, is expected of our faculty, students, staff, and administrators. The university is committed to academic integrity and to the effective and just implementation of a system designed to preserve and protect it. The university intends to be a model of excellence, following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.

Public Accountability
Texas Tech University is committed to transparency in governance, personal responsibility, and both individual and organizational integrity. Being responsible requires us to be thoughtful stewards of our resources—accountable and respectful to ourselves, to each other, and to the publics we serve. A sense of institutional and public responsibility requires careful reflection on one’s ethical obligations and the duty to respect commitments and expectations by acknowledging the context and considering the consequences, both intended and unintended, of any course of action. We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, administration, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or ensure that they do not compromise our procedures and values. When we make promises, we must keep those promises. We strive to do what is honest and ethical even if no one is watching us or compelling us to “do the right thing.”
Diversity
Texas Tech University is committed to the inherent dignity of all individuals and the celebration of diversity. We foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies that ensure that all are welcome on the campus and are extended all of the privileges of academic life. We value its cultural and intellectual diversity because it enriches our lives and the community as a whole, promoting access, equity, and excellence.
Thank you for your participation in

The Lauro Cavazos & Ophelia Powell–Malone Mentoring Program