2015-2016
Mentor Handbook
The Lauro Cavazos & Ophelia Powell-Malone Mentoring Program
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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 protégé’s 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.

“There is nothing quite as important as having well-defined learning goals in a mentoring relationship. A clear, compelling goal inspires action and is indispensable to the work of mentoring in enabling growth and evaluating the ongoing success of the relationship.”

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
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<td>Tuesday, August 25th (A)</td>
<td>Protégé Academic Success Workshop 1 &quot;It's About Time&quot; Time Management/Eliminating Procrastination</td>
<td>5:30-7:00 p.m.</td>
<td>English/Philosophy Bldg. Basement 001</td>
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<td>Thursday, August 27th (A)</td>
<td>Protégé Academic Success Workshop 2 &quot;What's Your Style?&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Human Sciences Bldg. Room 169</td>
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<tr>
<td>Tuesday, September 1st (A)</td>
<td>Protégé Academic Success Workshop 3 &quot;Utilizing Your Mentor as a Resource&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Human Sciences Bldg. Room 169</td>
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<tr>
<td>Thursday, September 3rd (A)</td>
<td>Protégé Academic Success Workshop 4 &quot;Maximizing Faculty Interactions&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Human Sciences Bldg. Room 169</td>
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<td>Friday, September 4th (M)</td>
<td>Mentor Round Table Luncheon 1 &quot;Being a Resource to Your Protégé&quot;</td>
<td>Noon–1:00 p.m.</td>
<td>Student Union Building Matador Room</td>
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<td>Wednesday, September 9th (A)</td>
<td>Protégé Academic Success Workshop 5 &quot;Effective Reading/Writing Workshop&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement, 001</td>
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<tr>
<td>Thursday, September 10th (CD)</td>
<td>Before the Gown Workshop 1 &quot;Resume Writing &amp; Working A Career Fair&quot; (Upperclassmen only)</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement, 001</td>
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<td>Sunday, September 13th (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 14th (A)</td>
<td>Protégé Academic Success Workshop 6 &quot;Utilizing the Library&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>University Library Croslin Room</td>
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<td>Tuesday, September 15th (A/CD)</td>
<td>Protégé Academic Success Workshop 7 &quot;Beyond The Classroom&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Student Union Building Matador Room</td>
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<tr>
<td>Monday, September 21st (CD)</td>
<td>Before the Gown Workshop 2 &quot;Interviewing 101&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Human Sciences Bldg. Room 169</td>
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<td>Tuesday, September 22nd (A)</td>
<td>Protégé Academic Success Workshop 8 &quot;It's A Different World&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement, 001</td>
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<tr>
<td>Thursday, September 24th (A)</td>
<td>Mind, Body, &amp; Soul Workshop 1 – &quot;Mind&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement, 001</td>
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<tr>
<td>Saturday, September 26th (S)</td>
<td>Family Weekend Reception</td>
<td>Two Hours Prior to Kickoff</td>
<td>Education Bldg. Basement, 001</td>
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<td>Tuesday, September 29th (CD)</td>
<td>&quot;Introducing University Career Center&quot; (Freshmen only)</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement, 001</td>
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<tr>
<td>Thursday, October 1st (A)</td>
<td>Protégé Academic Success Workshop 9 &quot;Advising/Is Your Major the Right or Wrong Fit?&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement, 001</td>
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<tr>
<td>Wednesday, October 7th (M)</td>
<td>Mentor Round Table Luncheon 2</td>
<td>Noon–1:00 p.m.</td>
<td>Education Bldg. Basement, 001</td>
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<td>Thursday, October 8th (A)</td>
<td>Mind, Body, &amp; Soul Workshop 2 – &quot;Body&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Education Bldg. Basement, 001</td>
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<tr>
<td>Tuesday, October 13th (A/CD)</td>
<td>Before the Gown Workshop 3 &quot;Dressing For Success–What Not To Wear&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>Human Sciences Bldg. Room 169</td>
</tr>
<tr>
<td>Thursday, October 15th (C)</td>
<td>Diversity Of The Arts Showcase</td>
<td>5:30–7:00 p.m.</td>
<td>Student Union Building Matador Room</td>
</tr>
<tr>
<td>Friday, October 23rd (S)</td>
<td>&quot;The Not So Scary Costume Party&quot;</td>
<td>7:00–9:00 p.m.</td>
<td>McKenzie–Merket Alumni Center</td>
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<tr>
<td>Tuesday, October 27th (A/CD)</td>
<td>Before the Gown Workshop 4 &quot;The Art of Networking&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>English/Philosophy Bldg. Basement 001</td>
</tr>
<tr>
<td>Tuesday, November 3rd (A)</td>
<td>Mind, Body, &amp; Soul Workshop 3 &quot;Soul&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>English/Philosophy Bldg. Basement 001</td>
</tr>
<tr>
<td>Wednesday, November 4th (M)</td>
<td>Mentor Round Table Luncheon 3</td>
<td>Noon–1:00 p.m.</td>
<td>Education Bldg. Basement, 001</td>
</tr>
<tr>
<td>Thursday, November 5th (A)</td>
<td>&quot;Home For The Holidays&quot;</td>
<td>5:30–7:00 p.m.</td>
<td>English/Philosophy Bldg. Basement 001</td>
</tr>
<tr>
<td>Monday, November 9th (CD)</td>
<td>Networking Reception</td>
<td>5:30–7:00 p.m.</td>
<td>Student Union Building Red Raider Ballroom</td>
</tr>
<tr>
<td>Monday, November 23rd (S)</td>
<td>Mentor Tech Movie Night &quot;Let's Go to the Movies&quot;</td>
<td>6:30 p.m.</td>
<td>Alamo Drafthouse Cinema 120 W. Loop 289</td>
</tr>
<tr>
<td>Wednesday, December 2nd (S)</td>
<td>Annual Holiday Social</td>
<td>5:30–7:00 p.m.</td>
<td>McKenzie–Merket Alumni Center</td>
</tr>
</tbody>
</table>
## 2015–2016 Academic Calendar

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>First Summer Term 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty on Duty: August 19</td>
<td>Faculty on Duty: June 6</td>
</tr>
<tr>
<td>First Class Day: August 24</td>
<td>First Class Day: June 7</td>
</tr>
<tr>
<td>Holidays: Sept. 7, Nov. 25 – 27</td>
<td>Holiday: July 4</td>
</tr>
<tr>
<td>Last Class Day: December 2</td>
<td>Last Class Day: July 7</td>
</tr>
<tr>
<td>Final Exams: December 4 – 9</td>
<td>Final Exams: July 8 – 9</td>
</tr>
<tr>
<td>Commencement: December 11 – 12</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2016</th>
<th>Second Summer Term 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty on Duty: January 19</td>
<td>Faculty on Duty: July 11</td>
</tr>
<tr>
<td>First Class Day: January 21</td>
<td>First Class Day: July 12</td>
</tr>
<tr>
<td>Spring Break: March 12 – 20*</td>
<td>Last Class Day: August 10</td>
</tr>
<tr>
<td>No Classes: March 28*</td>
<td>Final Exams: August 11 – 12</td>
</tr>
<tr>
<td>Last Class Day: May 10</td>
<td>Commencement: August 13</td>
</tr>
<tr>
<td>Final Exams: May 12 – 17</td>
<td></td>
</tr>
<tr>
<td>Commencement: May 20 – 21</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.*
<table>
<thead>
<tr>
<th>Campus Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC CONCERNS</strong></td>
</tr>
<tr>
<td><strong>Academic Deans’ Offices</strong></td>
</tr>
<tr>
<td>College of Agricultural Sciences &amp; Natural Resources</td>
</tr>
<tr>
<td>108 Goddard Range &amp; Wildlife &amp; Fisheries Mgmt. Building</td>
</tr>
<tr>
<td>(806) 742-2808</td>
</tr>
<tr>
<td>College of Architecture</td>
</tr>
<tr>
<td>1005 Architecture Building</td>
</tr>
<tr>
<td>(806) 742-3136</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>202 Holden Hall</td>
</tr>
<tr>
<td>(806) 742-3833</td>
</tr>
<tr>
<td>Jerry S. Rawls College of Business Administration</td>
</tr>
<tr>
<td>703 Flint Ave.</td>
</tr>
<tr>
<td>(806) 742-3171 – Undergraduate Services</td>
</tr>
<tr>
<td>(806) 742-3188 – Dean’s Office</td>
</tr>
<tr>
<td>College of Education</td>
</tr>
<tr>
<td>110 Education Building</td>
</tr>
<tr>
<td>(806) 742-1998</td>
</tr>
<tr>
<td>College of Engineering</td>
</tr>
<tr>
<td>Engineering Center Suite 100</td>
</tr>
<tr>
<td>(806) 742-3451</td>
</tr>
<tr>
<td>Graduate School</td>
</tr>
<tr>
<td>Administrations Building 327</td>
</tr>
<tr>
<td>(806) 742-2787</td>
</tr>
<tr>
<td>Honors College</td>
</tr>
<tr>
<td>103 McClellan Hall</td>
</tr>
<tr>
<td>(806) 742-1828</td>
</tr>
<tr>
<td>College of Human Sciences</td>
</tr>
<tr>
<td>142 Human Sciences Building</td>
</tr>
<tr>
<td>(806) 742-3031</td>
</tr>
<tr>
<td>Law School</td>
</tr>
<tr>
<td>122-C Law Building</td>
</tr>
<tr>
<td>(806) 742-3993</td>
</tr>
<tr>
<td>College of Media and Communications</td>
</tr>
<tr>
<td>169 Media and Communications</td>
</tr>
<tr>
<td>(806) 742-3385</td>
</tr>
<tr>
<td>University Studies</td>
</tr>
<tr>
<td>164 Drane Hall</td>
</tr>
<tr>
<td>(806) 742-7100</td>
</tr>
<tr>
<td>College of Visual &amp; Performing Arts</td>
</tr>
<tr>
<td>Holden Hall 103</td>
</tr>
<tr>
<td>(806) 742-0700</td>
</tr>
<tr>
<td>Undergraduate Education &amp; Student Affairs</td>
</tr>
<tr>
<td>201AA Student Union Building</td>
</tr>
<tr>
<td>(806) 742-2984</td>
</tr>
<tr>
<td>Office of the Provost</td>
</tr>
<tr>
<td>164 Administration Building</td>
</tr>
<tr>
<td>(806) 742-7025</td>
</tr>
<tr>
<td>ACADEMIC FACILITIES</td>
</tr>
<tr>
<td>Academic Support &amp; Facilities Resources (ASFR)</td>
</tr>
<tr>
<td>Suite 5 Administration</td>
</tr>
<tr>
<td>(806) 742-3658</td>
</tr>
<tr>
<td>UNDERGRADUATE ACADEMIC SUPPORT</td>
</tr>
<tr>
<td>University Advising Center</td>
</tr>
<tr>
<td>79 Holden Hall742-2189</td>
</tr>
<tr>
<td>IS 1100: Raider Ready</td>
</tr>
<tr>
<td>Undergraduate Education</td>
</tr>
<tr>
<td>(806) 742-2984</td>
</tr>
<tr>
<td>SOAR/Learning Center</td>
</tr>
<tr>
<td>80 Holden Hall</td>
</tr>
<tr>
<td>(806) 742-3664</td>
</tr>
<tr>
<td>ACTIVITIES</td>
</tr>
<tr>
<td>Tech Activities Board</td>
</tr>
<tr>
<td>020 Student Union</td>
</tr>
<tr>
<td>(806) 742-4708</td>
</tr>
<tr>
<td>Student Organizations</td>
</tr>
<tr>
<td>201 Student Union</td>
</tr>
<tr>
<td>(806) 742-5433</td>
</tr>
<tr>
<td>ADMISSIONS</td>
</tr>
<tr>
<td>Undergraduate Admissions</td>
</tr>
<tr>
<td>100 West Hall</td>
</tr>
<tr>
<td>(806) 742-1480</td>
</tr>
<tr>
<td>Graduate Admissions</td>
</tr>
<tr>
<td>Administrations Building 327</td>
</tr>
<tr>
<td>(806) 742-2781</td>
</tr>
<tr>
<td>ALCOLHOL EDUCATION</td>
</tr>
<tr>
<td>Student Health Services</td>
</tr>
<tr>
<td>103 Student Wellness Center</td>
</tr>
<tr>
<td>(806) 742-2848</td>
</tr>
<tr>
<td>Raider Assistance Program</td>
</tr>
<tr>
<td>Student Wellness Center</td>
</tr>
<tr>
<td>(806) 743-2844 ext. 296</td>
</tr>
<tr>
<td>ALUMNI</td>
</tr>
<tr>
<td>Texas Tech Alumni Association</td>
</tr>
<tr>
<td>Merket Alumni Center</td>
</tr>
<tr>
<td>(17th Street &amp; University Avenue)</td>
</tr>
<tr>
<td>(806) 742-3641</td>
</tr>
<tr>
<td>BILLING (tuition and fees)</td>
</tr>
<tr>
<td>Student Financial Center</td>
</tr>
<tr>
<td>301 West Hall</td>
</tr>
<tr>
<td>(806) 742-3272</td>
</tr>
<tr>
<td>BOARD OF REGENTS</td>
</tr>
<tr>
<td>202 Administration Building</td>
</tr>
<tr>
<td>(806) 742-2161</td>
</tr>
</tbody>
</table>

| 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 |
| University 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) 742-3761 |

<p>| Legal/Mediation |
| Student Legal Services |
| 307 Student Union |
| (806) 742-3289 |</p>
<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID Office</td>
<td>103 Student Union</td>
<td>(806) 742-1457</td>
</tr>
<tr>
<td>Office of Student Conduct</td>
<td>025 Student Union</td>
<td>(806) 742-1714</td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>307 Student Union</td>
<td>(806) 742-3289</td>
</tr>
<tr>
<td>Student Media</td>
<td>180 Media and Communications</td>
<td>(806) 742-3388</td>
</tr>
<tr>
<td>Student Union</td>
<td>203 Student Union</td>
<td>(806) 742-3536</td>
</tr>
<tr>
<td>TECHniques Center</td>
<td>242 West Hall</td>
<td>(806) 742-1822</td>
</tr>
<tr>
<td>Undergraduate Admissions</td>
<td>131 West Hall</td>
<td>(806) 742-1480</td>
</tr>
<tr>
<td>United Supermarkets Arena</td>
<td>1701 Indiana Ave</td>
<td>(806) 742-7362</td>
</tr>
<tr>
<td>University Career Services</td>
<td>150 Wiggins Complex (southeast side)</td>
<td>(806) 742-2210</td>
</tr>
<tr>
<td>University Student Housing</td>
<td>Wiggins Complex</td>
<td>(806) 742-2651</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>119 Doak Hall</td>
<td>(806) 742-3616</td>
</tr>
<tr>
<td>Assistant Vice Provost for Student Affairs</td>
<td>201AA Student Union</td>
<td>(806) 742-2984</td>
</tr>
<tr>
<td>Vice Provost Undergraduate Education &amp; Student Affairs</td>
<td>164 Administration Building</td>
<td>(806) 742-7025</td>
</tr>
<tr>
<td>STUDY SKILLS</td>
<td>SOAR/Learning Center</td>
<td>(806) 742-3664</td>
</tr>
<tr>
<td>TECHniques CENTER</td>
<td>242 West Hall</td>
<td>(806) 742-3661 x 234</td>
</tr>
<tr>
<td>Texas Success Initiative (TSI)</td>
<td>116 West Hall</td>
<td>834-3491</td>
</tr>
<tr>
<td>THEATER</td>
<td>Maedgen Theatre (University Theater)</td>
<td>(806) 742-3601</td>
</tr>
<tr>
<td>TICKETS - ATHLETIC</td>
<td>Jones AT&amp;T Stadium (North End)</td>
<td>(806) 742-7362</td>
</tr>
<tr>
<td>TICKETS - ENTERTAINMENT</td>
<td>Student Union Ticket Booth</td>
<td>(806) 742-3610</td>
</tr>
<tr>
<td>Maedgen Theatre (University Theatre)</td>
<td>18th &amp; Boston (southwest of Library)</td>
<td>(806) 742-3610</td>
</tr>
<tr>
<td>School of Music</td>
<td>250 Music Building</td>
<td>(806) 742-2270, Ext. 295</td>
</tr>
<tr>
<td>TRANSCRIPTS</td>
<td>Office of the Registrar</td>
<td>(806) 742-3661</td>
</tr>
<tr>
<td>TRAVEL Assistance</td>
<td>Road Raiders Safe Travel Network</td>
<td>(806) 742-3630</td>
</tr>
<tr>
<td>TUTORS</td>
<td>SOAR/Learning Center</td>
<td>1-888-888-7409</td>
</tr>
<tr>
<td>UNIVERSITY CAREER SERVICES</td>
<td>Military &amp; Veterans Programs</td>
<td>(806) 742-2209</td>
</tr>
<tr>
<td>WITHDRAWALS</td>
<td>Office of the Registrar</td>
<td>(806) 742-6601</td>
</tr>
<tr>
<td>YEARBOOK</td>
<td>La Ventana</td>
<td>(806) 742-1583 ext 266</td>
</tr>
</tbody>
</table>
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.
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