



TEXAS TECH UNIVERSITY

Office of Communications and Marketing

Web Stories and Profiles from 2012

TABLE OF CONTENTS

Web Stories and Profiles from 2012

Title	Writer
A Night for Tradition and Romance	Callie Jones
Advisors Make the Difference in Student Lives	James Hodgins
An Easier Way to Get Your Paycheck Faster	James Hodgins
Anatomy of a Mutation: "Viral" class seeks to create every possible single-point mutation on a protein	John Davis
Apocalypse Now? Not quite. Texas Tech experts debunk myths surrounding end of the Maya calendar.	John Davis
Beating a Hasty Retweet: Twitter as a teaching tool, branding device, at Texas Tech	John Davis and Daniel Hernandez
BRAVO! To Cindy Deanda for Turning a Confusing Process into a Pleasant Experience	James Hodgins
BRAVO! To Gena Woods	James Hodgins
BRAVO! To Ian Wilkinson	James Hodgins
BRAVO! To Rachel Galley	James Hodgins
Bringing the Community Back to School	James Hodgins
Building 50 Years of Memories	James Hodgins
CASNR Presents "Outstanding Agriculturalist" Awards to Area Leaders	Norman Martin
Catwalk Winner	Melanie Hess
Celebrate National Relaxation Day at the Texas Tech MindSpa	Callie Jones
Celebrating Excellence	James Hodgins
Chuck Seipp	John Davis
Clark Scholars Program Brings Gifted High School Students to Campus	Sally Post
Dean of TTUHSC Medical School Chronicles Abduction in "Anatomy of a Kidnapping"	John Davis
Doing "Dallas": Texas Tech's Administrator for Presidential Lecture & Performance Series Remembers Early Days at South Fork	John Davis
El Grito Kicks Off Hispanic Heritage Month at Texas Tech	James Hodgins
Encore Performance: Venus to Make Final Repeat Transit Across the Sun for Another Century	John Davis
Engineering a New Life	Callie Jones
Engineering Imagery	John Davis
ERS to Host Two Information Events on Annual Benefits Enrollment	James Hodgins
Faculty and Staff Invited to Welcome Prospective Students on University Day	James Hodgins
Faculty and Staff Receive LGBTQ Allies Training	James Hodgins
Faculty Prepare for 2012-2013 Theatre Season	James Hodgins
Finding Success as a Red Raider Alum	Callie Jones
Finishing for Him: Doctoral student completes legendary book by Texas writer that documents the rise and fall of tarpon fishing.	John Davis
Fortuitous Find: Texas Tech archaeologist, students, uncover relics from life at one of Britain's Roman frontier forts	John Davis
GEAR Provides Engineering Students with a Glimpse of Their Future	Karin Slyker
Grave Implications: Texas Tech Professors Prove Zombies Can Be Good for Your Brain	John Davis

TABLE OF CONTENTS

Web Stories and Profiles from 2012

Title	Writer
Helping Students Get RaiderReady	James Hodgins
Honoring the Innovation, Vision and Impact of Texas Tech's Faculty	James Hodgins
Honoring Veterans at Texas Tech	James Hodgins
Honors College No Longer Texas Tech's Best Kept Secret	James Hodgins
HR Updates Criminal Background Checks	James Hodgins
HR Updates Essential Forms	James Hodgins
Hub City Final Stop for Annular Eclipse This Sunday	John Davis
Human Resources Announces New Leadership Series	James Hodgins
Human Resources Just Made Hiring Much Easier	James Hodgins
Human Resources Publishes Results of Employee Engagement Survey	James Hodgins
Internal Water Summit Brings Together Faculty, Research Resources	Rachel Pierce
Kathy Pate Scott - Alumni Profile	Leslie Cranford
Learn How to Protect Yourself Online During Cyber Security Awareness Month	James Hodgins
LEEDing the Way	John Davis
Let's Get Ready to Humble	John Davis
Library Hosts Services Fair for Students, Faculty and Staff	James Hodgins
Liliana Carlos	Melanie Hess
Matador Ethics Video Challenge Winners	Callie Jones
Meet Your New Staff Senate Officers	James Hodgins
More than Music: University Unveils Revitalized iTunes U Platform	Scott Irlbeck
National Science Foundation Makes Major Changes To Proposal Submission, Review, Reporting	Sally Logue Post
New Tobacco-Free Policy for Facilities Housing CPRIT-Funded Projects	Sally Logue Post
New Work on Display at Annual Art Faculty Exhibition	James Hodgins
Newly Created Team Helps Texas Tech Research Soar	Sally Logue Post
NSF Program Brings Top University Students from Across the Country to Texas Tech	Sally Post
Operatic Ambition: Texas Tech Music Students Take Mozart Opera On the Road to South America	John Davis
President Hosts Holiday Event to Thank Faculty and Staff	James Hodgins
Q&A with Former Homecoming Royalty: Angela Walker Garcia	Megan Shudde
Q&A with Former Homecoming Royalty: Beth Ann Wright Erhardt	Callie Jones
Q&A with Former Homecoming Royalty: Karen Mayfield Price	Sydney O'Drobinak
Q&A with Former Homecoming Royalty: Melissa Hancock	Lindsay Bradshaw
Q&A with Former Homecoming Royalty: Pamela White Taylor	Lindsay Bradshaw
Q&A with Former Homecoming Royalty: Ryan Huie	Sydney O'Drobinak
Rawls Course Expands to Include Clubhouse & Team Facility	Callie Jones
Recognizing Half a Century of Public Broadcasting at Texas Tech	James Hodgins

TABLE OF CONTENTS

Web Stories and Profiles from 2012

Title	Writer
Smokeout Texas Tech	James Hodgins
Spanish to English Program Changes the Lives of Hospitality Staff	James Hodgins
Staff and Student	James Hodgins
Staff Senate Helps Employees Go Back to School	James Hodgins
Steve McCurry: A Photography Icon	Lindsay Bradshaw
Student Goal to Restore Home Country Aided by Texas Tech Faculty	Melanie Hess
Student Takeover within College of Media and Communication	Sydney O'Drobinak
Subscribing to Success: Alumna Creates Success Telling Others' Stories	Leslie Cranford
Talent Management Offers New Guide for Supervisors	James Hodgins
Target Awards Three Students with Scholarships for Case Competition Victory	Karin Slyker
TechAlert! Updated for Faster Emergency Response Time	James Hodgins
Texas Tech Bat Researchers Discover new Species on St. Vincent Island	John Davis
Texas Tech College of Education Sponsors Read for the Record	Leslie Cranford
Texas Tech Employees Donate to Children's Miracle Network	Jorge Cruz
Texas Tech Gives Back this Holiday Season	Callie Jones
Texas Tech Holiday Gifts Available	Callie Jones
Texas Tech Hosted 560 Reports, Expert Speakers for 22nd Annual Society of Environmental Journalists Conference	John Davis
Texas Tech Names Distinguished Engineers	Karin Slyker
Texas Tech Ranks Among Most Transfer Students Nationally	Callie Jones
Texas Tech Receives Favorable Report from Chemical Safety Board	Sally Logue Post
Texas Tech Students Inspire Art Work on Wind Turbines	Sally Logue Post
Texas Tech Student Organization Recognized as Role Model Chapter	Lindsay Bradshaw
Texas Tech's Top 10 Things to Do This Summer	James Hodgins
Texas Tech Turns Attention to New Core Curriculum	Rachel Pierce
The Amazing Spider-Man and Web-Spinning Heroics	Karin Slyker
The Art of Science Safety: Chemistry TAs Use Theatre Techniques to Keep Undergrad Labs Safe	John Davis
The Delicate Design of Motherhood	Karin Slyker
The Higgs is up? Texas Tech Researchers Announce CERN Discovery of Possible Evidence of "God Particle"	John Davis
The Ironman Architect	Callie Jones
This Thanksgiving, Texas Tech Students United to Give	Callie Jones
Together, Texas Tech Employees Can Change Lives	James Hodgins
TTU Cross-Cultural Academic Advancement Hosts Open Teaching Event	Sydney O'Drobinak
University Advising Molds Students into Adults	Callie Jones
University Calls for Distinguished Staff Award Nominations	James Hodgins
University Reading Circle Brings Together the Campus Community	James Hodgins
Valentine's Day: Singles Awareness Day	Karin Slyker
Vernacular Music Center Blurs the Boundary Between Audience and Performer	James Hodgins
West Texans, Students Benefit from Texas Tech, Regional Public Defender Partnership	Leslie Cranford
Women's Connection to Campus	James Hodgins



Web Only

FOR IMMEDIATE RELEASE

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A Night for Tradition and Romance

Carol of Lights is more than just a Texas Tech tradition for some lucky couples.

As Natalie and her boyfriend Ryan approached campus for the 52nd annual Carol of Lights in 2010, Ryan complained of recent knee injury. He was worried about standing for the entirety of the ceremony.

As the choir sang, hinting that the lighting was just moments away, Ryan turned to Natalie.

“Is this it?” he asked.

“Yes, I think so,” she answered, thinking he was asking if the lights were about to come on.

Ryan knelt on his hurt knee and opened a small box as the lights turned on, illuminating the Texas Tech campus along with the couple.

“He told me he loved me and asked me to be his wife,” Natalie said, remembering a night she will never forget. Natalie Corona graduated from Texas Tech in 2011 and her now-husband Ryan graduated in 2010. The Coronas wed this past summer in Lubbock, and the reception was held at the Frazier Alumni Pavilion.

For many couples, Carol of Lights serves as the perfect backdrop for an engagement. Red Raider students and alumni, as well as members of the Lubbock community have proposed and been proposed to at the ceremony.

“We love Texas Tech University, and the Carol of Lights tradition will always hold a special place in our hearts,” Natalie said.

The Coronas were not the only couple to be engaged in 2010. Shane Kammerer ('01) proposed to his now-wife Kathleen ('01) in 2010, more than ten years after they first met at Texas Tech in 1997. Shane popped the question at a local church, moments before the Carol of Lights ceremony began.

“We plan on attending Carol of Lights this year with our nine-month-old daughter, Audrey, to celebrate the two-year anniversary of our engagement,” Kathleen said.

Marissa Bell was a single mother working two jobs and attending Texas Tech part-time in 2007 when her boyfriend Seth ('97) proposed. Seth was a saddle tramp and the two had been dating for only six months, so Marissa was taken by surprise when he popped the question.

“The evening came and just as usual the evening was wonderful,” Marissa said. “As Seth came to meet us I felt him shaking, I thought it was the cold weather. We went to take pictures under the tree, it was at this time that he got on one knee and asked me to marry him.”

Marissa now works at Texas Tech as the coordinator for Mentor Tech. She married Seth in March of 2008.

Just last year, Bryce Bowley ('06) proposed to his girlfriend, Brittany ('09, '11), at Carol of Lights. The two were married in July and enjoy reflecting on the perfect setting for a Red Raider engagement.

“Finally it was our turn to take our picture,” Brittany said. “We posed for one, then Bryce turned to me and asked if he could give me an early Christmas present. I was confused as to why he would want to give it to me right at that moment. Then he got down on his knee, and asked me to marry him. At that moment, the thousands of people who were all around watching disappeared and it was just me and him in that moment. Never in my life have I had such a perfect feeling. Tears in both of our eyes, I said yes, and like that, I became the Future Mrs. Bowley! He could not have chosen a more perfect place or a more perfect time.”

Advisors Make the Difference in Student Lives
Student organizations look to advisors for direction.
By James Hodgins

There are nearly 500 student organizations at Texas Tech University spanning 16 different categories, and each and every one relies on an advisor.

Not only does the Center for Campus Life require each registered organization to have an advisor, but advisors also provide many benefits to the group.

Hariette Baker, unit coordinator for student organizations, said advisors are the consistent aspect of an organization who provide history, background knowledge and leadership. While advisors' specific roles vary from group to group, they typically are involved in meetings, events, planning and programming as well as act as a resource to network with other departments within the university.

"We encourage students to work with faculty and staff members in order to help them connect with campus and get the resources they need," Baker said. "Faculty and staff have proven to be a really great connector between the organizations, the students and all the resources that are available to them."

Many faculty and staff members become advisors, Baker said, because they were involved with the organizations as undergraduate students, either at Texas Tech or elsewhere. As a Texas Tech student, she was involved in associations and enjoys giving back to those groups.

"I couldn't have been involved with my organizations and grown as a leader without my advisors," she said. "Now that I'm in a position where I can afford that to other students, I leap at the opportunity."

Elizabeth Massengale, who also works with student organizations with the Center for Campus life, said employees also become advisors because it can be personally rewarding.

"You don't typically work on a college campus and not like college students," she said. "It provides a different type of interaction with the students when you work with them in an organization. It's not the same classroom-type interaction."

Faculty and staff who act as advisors directly impact student retention by getting them interested, engaged and connected on campus. Helping students succeed, Massengale said, ultimately benefits the entire university.

Massengale said students tend to feel connected with their advisors, such as Dominick Casadonte, a professor of chemistry who advises several organizations. Casadonte first started advising in 1994 with Habitat for Humanity, an association he was involved with before coming to Texas Tech.

“It really started because I had an interest in the mission of the organization,” he said. “From that point on, I just fell in love with working with the students.”

He said he enjoys developing leadership skills in the students he works with by empowering them to take responsibility in the organization. He also likes the enthusiasm students bring to each group.

“I won’t advise a group unless I think it’s a worthwhile organization that will really make a difference for the people in the group and the people they serve,” he said. “All the groups I advise do some amazing things for the community and for Texas Tech.”

Casadonte is very hands-off with some groups and much more involved in others, saying there’s no cookie-cutter way to be an advisor. He tries to attend as many meetings as possible for every organization he advises, but from there, what he does for each is very different.

“Advisors play an important role in students organizations because they provide a sense of continuity and history,” he said. “Also it gives students the chance to interact with faculty members directly, often in areas where there is mutual interest.”

Baker said anybody that works full-time for Texas Tech can be an advisor, not just faculty members. She said they currently have advisors from every area on campus.

“Students should think outside the classroom when looking for an advisor,” she said. “Faculty and staff members don’t have to be an expert in an area. They just have to be willing to share their time.”

Baker said there is a lot of variety in the student organizations at the university, and students are free to form their own group with the approval of the Center for Campus Life. There are many benefits for advisors to get involved as well.

“They use it as much as an outlet for their interests as the students,” she said. “It creates a close bond between advisors and students because they share a common interest that’s not necessarily related to their area of expertise, where they work or what area they teach in.”

Faculty and staff can also be involved as presenters for student organizations. Massengale said students are always looking for interesting and relevant programs, and Texas Tech is full of experts in many areas that would appeal to students. Another way faculty and staff can get involved is through attending events hosted by student organizations.

“Student organizations always like to see faculty and staff out at their events,” Massengale said. “Just coming and experiencing what the students are doing, I think it could be just as valuable to the faculty and staff member.”

Employees who are interested in becoming advisors can fill out a survey on the Center for Campus Life website to measure their interests and find the best fit. Baker said the survey also identifies opportunities for student organizations to bring in on-campus experts and presenters.

“We’ve had a lot of success with that because faculty and staff members are so willing to help,” she said. “It comes up pretty often that a student organization is looking for an advisor to be a part of their group in a more engaged way. Since the faculty and staff have taken the time to seek out the opportunity to advise, they prove to be a very engaged advisor.”

Those who want to get involved but don’t feel qualified need not worry, Baker said. The Center for Campus Life provides several training opportunities for advisors to learn everything they need to know.

The Advisor EDU Lunch Series is a one-hour training that covers a specific topic as it relates to student organizations and an employee’s role as an advisor. The series starts Tuesday (Sept. 25) and will cover basic advisor involvement. Two more classes follow in October and November.

The Fall Student Organization Academy on Sept. 29 trains current officers and advisors on OrgSync, risk management and management and development.

For more information on getting involved with student organizations, please contact Baker at 806.742.5433 or harriette.baker@ttu.edu.

An Easier Way to Get Your Paycheck Faster

Employees can now update their direct deposit information online.

By James Hodgins

Starting today (Nov. 1), Texas Tech University employees can update their direct deposit information through Raiderlink. With this new service, faculty, staff and student employees are now able to:

- Set up a new direct deposit
- Add up to three separate bank accounts
- Make changes to existing accounts
- Stop an existing direct deposit

Babar Khan, managing director of Payroll Services, said 74 percent of Texas Tech employees currently are enrolled in direct deposit, compared to an average of 96 percent enrollment at institutions of similar size nationwide.

Many employees still feel more comfortable picking up a paper check. But he said direct deposit is the safest and most secure way of delivering a paycheck. With the new self-service option, employees don't have to do anything except get online to make changes.

"I want to give the flexibility to employees so we can increase participation in direct deposit by making it available in more than one way," Khan said.

There's been a shift in the culture at Texas Tech the past several years toward being more technologically oriented, and Payroll Services is encouraging employees to go electronic and save paper.

Khan said it's part of payroll's mission to streamline services for employees and make it as easy as possible to work with his office.

"We want to make it easier for employees to communicate with us and tell us their problems," he said. "We're trying to be more focused on our customers, who are all employees of Texas Tech."

Ultimately, the new option gives employees more access at their own pace. It also makes it easier to get their paychecks on time, Kahn said, especially around holidays and vacations.

"By having more self-service options, it makes the information available 24/7," he said. "Employees can get it done at their ease. They control their own destiny. And if they still have problems, they can send us an email and we'll help them out."

For detailed step-by-step instructions, please go to the My Texas Tech Information section under the TTU Employee tab in Raiderlink.

Anatomy of a Mutation

“Viral” class seeks to create every possible single-point mutation on a protein

By John Davis

Rohan Nandkumar prepares his sample for crystallization.

Earlier this year in a class of about eight graduate students, the biotechnology master's student from India literally pulled a mutation out of a hat. His task: to change one amino acid to another on a simple protein found in cyanobacteria.

It's part of an experimental new “viral” class designed by two chemists at Texas Tech University and Texas Tech University Health Sciences Center (TTUHSC). The idea is to get many involved in the massive undertaking in order to discover how mutating each amino acid on the one protein alters the shape and function.

By doing so, the work of many may help researchers infer how mutations affect other proteins and cause some diseases, said Bryan Sutton, X-ray crystallographer and associate professor at TTUHSC.

“We want to examine what happens to a protein when you mutate every amino acid in a protein to every other possible amino acid,” Sutton said. “This has never been done. It's been done to more or less of an extent on some other proteins. But it's never been done completely on one protein. So we want to investigate the affects of mutation on one protein on the structure and enzymatic activity of that one protein to see what it would do.”

Proteins are large molecules that do most of the work in cells. They can serve as antibodies, enzymes, send messages, provide structural support or transport or store other molecules.

The protein Sutton's class is working with is called glutaredoxin and occurs in a cyanobacteria currently being studied by David Knaff, Horn Professor of Chemistry in the Department of Chemistry and Biochemistry.

Knaff said the animal, called *Synechocystis*, has adapted to live in water containing arsenic. The protein he and Sutton's students are studying is responsible for changing arsenic to a less toxic form before being shuttled out of the bacterium's body. This protein is fairly close to the human version of the glutaredoxin, which may play an antioxidant role against arteriosclerosis in coronary arteries.

Knaff said he and Sutton came up with the class after collaborating on solving the first protein structure at Texas Tech.

“This is an example of the growing importance of collaborative research projects between the general academic campus and the TTUHSC,” Knaff said. “Bryan has come up with a very imaginative idea for using this protein as the basis for a highly innovative teaching.”

Solving three-dimensional structures of proteins is something all top-tier research universities are doing, Knaff said, and Texas Tech University recently acquired the equipment to begin the process here. The detailed three-dimensional shape of a protein explains its special characteristics, such as its catalytic ability, its ability to recognize and bind substrates with high specificity and selectivity.

Glutaredoxin has 88 amino acids, which can each be replaced, or “mutated” with 19 others. Once the experiment is concluded years from now, students will have created about 1672 different point mutations, though some will destroy the protein completely. The hope is scientists can predict how certain mutational changes affect activity in other proteins.

“In situations like sickle cell anemia, there’s a single mutation which causes hemoglobin in red blood cells to sickle,” Sutton said. “So, that’s a good example of one point mutation causing tremendous cellular changes and having tremendous implications in the way a particular human might live. That’s just one mutation. Hopefully, once we understand what all mutations do to this one protein, we can make similar inferences to provide cures or information to help treat sickle cell anemia or other diseases that are caused by point mutation.”

Sutton said The CH foundation provided \$75,000 to develop a course at Texas Tech and help to disseminate the class to Eastern New Mexico University, Midland Baptist University, Lubbock Christian University and others, such as the University of Illinois. Southern Illinois University at Edwardsville and Sam Houston State University also have expressed interest in contributing to the course.

“I hope by the time I retire, we’ll finish,” he said.

Students will use an X-ray crystallography machine especially designed for the class by Rigaku in Houston. Sutton said the screen machine is safe and simple to use, but provides a high quality X-ray so close up, it reveals the atoms in the protein.

“We have the first version of that machine here now, and it’s working and produced protein structures of glutaredoxin here a few months ago,” he said. “It’s quite impressive. Once we have all mutations together, we can see what consequences are for the molecules that will actually crystallize. We’ve already seen some fairly dramatic changes that occur on this molecule with the 10 mutations we’ve done.”

Apocalypse Now?

Not quite. Texas Tech experts debunk myths surrounding end of the Maya calendar.

By John Davis

We're nearing the end of the 13th baktun.

Each day, we grow closer to the end of the Maya calendar. And after the Hollywood blockbuster "2012" used the end of a Maya calendar as the preface for the end of the world, so many worry the end could very well be nigh that the U.S. government issued a statement the world wasn't going to end after all.

But if you're a conspiracy theorist, how can you trust the U.S. government?

Not to worry, said Brett Houk, an archaeologist and associate professor at Texas Tech University who studies Mesoamerican history. Each summer, he and his students travel to Chan Chich in Belize, a city that sprang up about 700 B.C. and ended about 900 A.D.

The calendar in question causing all the consternation, called the Long Count was one of several used by the Maya, he said. And while they don't count exactly like the modern calendar, in one respect, they do work exactly the same.

"When the calendar ends, it's just going to start over again," Houk said. "When it hits the end of the 13th baktun, it's the end of the 144,000 days in the last cycle of the Long Count calendar, and it will just click forward like the odometer in a car. It's really just a big cycle. This Long Count calendar is one of several calendars the Mayans used. It counted forward from the creation date in 3114 B.C."

The Maya (Mayan refers only to the language spoken, Houk said) used several calendars, one of which was 52 years long. The purpose of the Long Count calendar, comprised of 13 segments called baktuns that lasted 144,000 days or 394 years, was for the Maya royalty to keep up with their dynasties and count back in time to see what ruler did what to keep track of important historical footnotes.

"If something happened more than 52 years ago, the 52-year calendar becomes meaningless," Houk said. "So the Maya created this Long Count calendar as a way to count back in time and a way royalty could keep track of when grandfather was born or when a certain king did something. They didn't use it to look forward as much as back. They occasionally would mention dates in the future. There's a fairly recent discovery that mentions a king and the 13th baktun. But they don't say 'it's the end of the world.' They're playing with numbers and playing or showing off with their math ability. They weren't predicting anything.

"Some people think it's the end of the world because the Maya believed in cyclical creations, and that there were three creations before ours. People associate the end of this baktun as the end of this creation, but that's not necessarily how this works."

What about messages in the stars?

Some have stated the importance of the calendar's end on winter solstice combined and peppered that fact with tales of special planetary alignments that serve as a harbinger of cataclysms to come.

But don't freak out yet, Houk said.

"I get that question a lot about how astronomy may be connected," he said. "The Maya couldn't predict anything like an alignment of planets or if magnetic poles would reverse. It's just coincidence that their calendar ends on winter solstice."

Along with the Maya end-of-the-world scenarios infecting the Internet, some predict an asteroid will bring an end to our blue planet.

It's true that seven asteroids, including the three-mile-long Toutatis, will make close passes to Earth during December. But even this monster space rock passed by with 4.3 million miles (about 18 times the distance of the moon to the Earth) to spare, said Collin Smith, an information technology unit manager in the Department of Mathematics & Statistics and treasurer of the South Plains Astronomy Club.

"Toutatis carries the greatest risk to our world of the near-Earth asteroids we know of today," Smith said. "Apophis, a somewhat less deadly, but still very dangerous asteroid, has a better chance of smashing into us. For astronomers, it's not a question of if a big asteroid or comet will hit us someday, only a question of when. But just like a geological perspective, the astronomical timescale is, well, astronomical. In terms of risk, it's highly unlikely we'll get hit by any of these anytime soon."

The gas giant Jupiter acts as a policeman for the inner planets of the solar system by either sucking up asteroids or comets with its enormous gravitational pull or scattering them back into space.

"Jupiter doesn't keep out everything, but most space stuff has to deal with its enormous gravity and size," he said. "And the sun itself gobbles several comets annually."

And while some doomsday-sayers have propagated a myth of an unprecedented planetary alignment which will mark the end of the world, Susan Holtz, an instructor of astronomy, said no special planetary alignment will happen Dec. 21. She agreed that scientists knew of nothing special happening in the universe that should cause people to worry.

"Some folks are alarmed about a rough alignment of the Earth, Sun and Milky Way center, but that happens every year about the time of the solstice," she said. "So, they should be alarmed every year. Some folks are alarmed about the Maya calendar ending, but that makes as much sense as being alarmed that your wall calendar needs to be replaced every 31st of December. NASA says there is nothing going on that does not always go on in the universe on the Winter Solstice this year."

Beating a Hasty Retweet

Twitter as a teaching tool, branding device, at Texas Tech

By John Davis and Daniel Hernandez.

When he read the requirement for a Twitter account in an email from his professor, he wasn't sure about what ENGL 2305 had in store for him.

Jonathan Hickey, a senior exercise and sport sciences major, couldn't discern what practical purpose Twitter had to learning poetry. Alarm bells sounded in his head. Could it be he'd gotten himself into something more difficult than he'd imagined?

Social media sites such as Facebook, Youtube and Twitter have invaded the classroom.

According to a Babson Survey Research Group, a recent April survey of 2,000 university educators found 80 percent of them used social media as a teaching tool.

"I was kind of worried this class was going to be really tough, and we were going to go outside the borders of what we're used to," Hickey said. "But after getting into the class and doing it, it's actually helpful, because you have to get more involved. You can't just mindlessly read your assignment. You're actually looking for things you can connect with instead of just scanning it.

"I enjoy using it for this class. You get your opinion out there and get to be more reflective."

That's exactly what Ruben Quesada, a professor of literature and poetry in the Department of English and Philosophy, wanted to achieve. He opened his account in 2007 after moving to Lubbock. As he settled into Texas Tech, the new medium allowed him to connect with contemporaries in the field of poetry.

"Twitter allowed me to connect with people interested in the same topics I was," Quesada said. "I thought if I incorporated Twitter into a poetry class, I might find a way to get my students more interested in poetry."

Quesada set up specific guidelines for Twitter in the classroom where his students tweeted several times a week and recorded the tweets they make in a notebook for a grand total at the end of the semester. He made having a Twitter account essential to participating in the class.

Students followed updates or changes he made to the schedule through Twitter, which Quesada said was a lot easier to tweet those changes than to send out an email.

"The majority of the students hadn't been on Twitter," he said. "They didn't see the point of it. A lot of people see Twitter as the same thing or similar to status updates on Facebook. When most of my students joined on Twitter, they started following other people who had the same

interests as they do. Over time, students became more interested in the subject. They paid more attention to reading because they had to tweet specific passages. They're warming up to it."

So long as the sound is off, it's not unusual to watch students pulling out their phones and laptops in class to check their Twitter accounts – something Quesada said was unheard of a few years ago.

The same Babson survey found that only 2 percent of instructors use Twitter. An online story in U.S. News and World Report suggested that the 140-character limit on communicating may cause academics and language purists, afraid that social media is killing the English language, to shudder.

But Quesada said he doesn't mind if students adapt their message to the 140-character limit.

"I've allowed students to eliminate terminal punctuation with their tweets to make sure they're able to include an entire, comprehensible and comprehensible message," he said. "Just like with texting, there are different ways to abbreviate words. I don't mind that at all. What's essential is being able to communicate the message."

Courtney Meyers, an assistant professor in the College of Agricultural Sciences and Natural Resources, also decided recently to make tweeting part of her curriculum.

In her summer class for Utilizing Emerging Media in Agricultural Communications, she had her students tweet at least three times a week with the class' hashtag and something relevant to the course, such as sharing resources, answering another student's tweet or retweeting a relevant story.

"I started using Twitter in summer of 2010 when we taught the course for the first time," Meyers said. "It was really kind of our experiment to see what this fuss with Twitter was all about. Students are only going to get credit when they tweet about information that's valuable to the course. I'm trying to get them to move past where they had their cup of coffee in the morning and into sharing an article."

Meyers required students to participate in Ag Chat on Tuesdays, where participants use Twitter like a chat room. Students experience how professional communicators, professionals in the agriculture world and interested parties use Twitter to keep up to date on issues in different parts of the country.

Because social media and its uses evolve constantly, Meyers said she isn't afraid to adapt an idea with her students' input. But at the same time, she doesn't rely completely on the new technology for imparting information to her students.

"Don't be afraid to admit when things don't go the way you want," she said. "I've got to be able to be very open about it if things aren't working. I like to ask students if they liked using Twitter.

Do they think there should be a Facebook group for something? What do they want to use? What do they not want to use? At the same time, I don't use Twitter as a be-all, end-all method to communicate with students. I've learned that just because you put it on Twitter and that tweet may be easier than typing up an email, students checking their Twitter for that information is not always something that happens."

Students at the Rawls College of Business have been working to harness the power of Twitter since the summer, said Eric Ritchie, a master's student in business administration who recently took over the college's account.

"I think one of the main reasons why we wanted to improve our Twitter account was to help brand the Rawls College of Business," Ritchie said. "There were two things we were looking at; creating awareness for Rawls College and building brand online. Originally, when you would search the college on Google or Twitter, we wouldn't even come up, and not many people knew us by that name. "

Ritchie and others set about changing the Rawls' presence on Twitter by providing a snapshot on what a day at the college is like. Tweets are sent at 7:30, 9 and 11 a.m., as well as 1 and 3 p.m. Topics include information about classes, the new building, guest speakers and articles from business publications that may be useful for students.

"Our goal is to have all our tweets prepared at least 24 hours out," he said. "We're trying to keep a unified voice throughout our tweets, and we want to make it sound like one person is doing all the work from the three people doing it."

In the beginning, the college had only 360 followers. Ritchie and his team began looking at how other business schools used their Twitter accounts and the number of followers at universities such as Baylor, University of Texas and other Big 12 schools.

After re-tooling the old account, The Rawls followers jumped to 1,300 and counting. Ritchie's team strives to put the college's experts in front of people when certain topics trend and try to get retweets from large corporations, such as Coca-Cola, Target and Dillard's.

"We're just trying to connect," he said. "The more people you connect with, the more people see your hashtag. Every day we go through and look at number of tweets we sent out, how many times we were listed, Klout score and who retweeted us. Our goal for the end of spring is to have 3,000 followers."



TEXAS TECH UNIVERSITY

DATE: July 13, 2012

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BRAVO! to Cindy DeAnda for Turning a Confusing Process into a Pleasant Experience
Staff Senate Announces June's BIG BRAVO!

When Ismael Flores received the paperwork he needed to retire from Texas Tech University Health Exercise and Sport Sciences, he and his wife, Peggy, weren't sure where to go for help. Most directions they received sent them to just call the Texas Retirement System (TRS), but they were looking for more personal guidance.

It's a good thing, then, that they met Cindy DeAnda in Human Resources Administration.

"We just happened to catch Cindy that day and asked if we could see her," Peggy said. "Cindy actually took the time and sat us down at her desk and went through every form that we got from TRS. She helped us figure out everything that my husband needed. That was quite helpful to us."

DeAnda helped the Floreses so much, that Peggy, who is a unit coordinator with Institutional Diversity, gave her a BRAVO! in June. This week, the Staff Senate announced that DeAnda also was the recipient of the monthly BIG BRAVO!

"I was surprised," DeAnda said. "I was just doing my job. It's nice to see that it's recognized."

Filling out the TRS paperwork can be confusing, DeAnda said.

"It's not something that people deal with every day," she said. "I'm hoping it was nice for them to come in and sit down with someone who was going to take the time to go over it with them and help them understand the process a little bit better, and just to know they have somebody there that they can turn to."

Flores said it was more than the help they received, but also how DeAnda helped them that really stood out.

"Anytime I've ever spoken with Cindy, she's always been very pleasant, very helpful. She goes the extra mile for anyone," she said. "It made us not only feel good, but it made us feel good about what she was doing there at the office as far as being so helpful and extending that knowledge to us."

For her part, DeAnda said it's nice to know that what she does is appreciated.



“I don’t need that all the time, but it sure is nice to hear once in a while,” she said. “I enjoy meeting the people that I meet every day and just being nice. Sometimes all it takes is just being nice to someone.”

The Staff Senate manages the BRAVO! Board and gives out the BIG BRAVO! after each month. According to its website, any faculty, staff or student can post a BRAVO! Appreciation can be given for big or small jobs, or simply because someone helped you or the Texas Tech community and deserves to be recognized.

DeAnda said she likes the BRAVO! Board because it lets her know she’s doing a good job.

“I think it’s great because there’s a possibility that I might never see the people who came into my office again, and it’s nice to know that I did help them,” she said. “Sometimes you wonder if you did help them or not. It’s just reassuring to me to know that I did the best that I could, and they recognized that, and that it did help them in the long run.”

Visit the BRAVO! Board to read all the BRAVO!s and to give a BRAVO!



TEXAS TECH UNIVERSITY

DATE: Sept. 12, 2012

CONTACT: James Hodgins, james.hodgins@ttu.edu

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BRAVO! to Gena Woods

A relaxing day leads to August's BIG BRAVO!

Once the fall semester begins at Texas Tech University, the pace picks up and life can get pretty hectic for faculty and staff. This year, a simple welcome party the weekend before school started earned one staff member August's BIG BRAVO!

Gena Woods, senior business assistant, opened her home and welcomed School of Art students, faculty and staff who would be working closely together throughout the upcoming school year. At her house, people relaxed, mingled and got to know each other before the first day of classes.

David Mondt, gallery assistant, was having a bad day before the party and said he considered not going.

"My wife talked me into going, and I'm glad I did," Mondt said. "It really made a difference and turned things around for me. It let me relax and get into the right mindset for the upcoming school year. We actually ended up staying longer than we expected because we were having such a good time."

It made such a difference that Mondt thanked Woods by giving her a BRAVO! on the Staff Senate BRAVO! Board. That led to Woods winning August's BIG BRAVO!

"I didn't know anything about it until I got an email telling me that David had given me a BRAVO!," Woods said. "I think it's awesome. You can say thank you to somebody, but it just goes to that person. By giving a BRAVO!, everybody can find out about it."

Woods still feels overwhelmed by the honor and response. She said she had about 50 people thank her for having such a good time and getting a chance to meet who they were going to work with during the semester.

"Nobody's ever done anything like that for me before," she said with a hint of emotion creeping into her voice. "I had a lot of people thank me for the party, but to have it publicly announced, it was pretty amazing."



TEXAS TECH UNIVERSITY

DATE: August 24, 2012

CONTACT: James Hodgins, james.hodgins@ttu.edu

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BRAVO! to Ian Wilkinson

How Technical Support Made a BIG Difference

Just days before classes were set to start for Summer II, Austin Walden realized he had no idea how to put videos of his recorded lectures on Blackboard for his students to watch.

Walden, a trainer in Administration and Finance Information Systems Management (AFISM), also is an adjunct professor of political science. With two jobs, he didn't have a lot of time to prepare for his class. On top of that, he was using Blackboard for the first time.

Lost and with limited time, Walden turned to Ian Wilkinson for help. Wilkinson does PC and network for Technology Support and, thanks in part to Walden's nomination, was the recipient of the Staff Senate's July BIG BRAVO!

Wilkinson knew that Blackboard wasn't the best platform for videos, so he helped Walden upload his content onto a media site that was better suited for it.

"Ian helped me get all my stuff set up," Walden said. "Without his help, I would not have been able to present my lectures to my students, to connect with them or share information. Without Ian, I really wouldn't have been able to teach my students effectively."

The two worked closely together throughout the second summer session with Wilkinson handling each issue as it came up, even to the point of working from home and over the weekend to get everything ready in time for class.

"He was such a support- and service-oriented person," Walden said. "After awhile, I felt like I was bugging him, but he constantly reassured me that it was no big deal. I never felt like I was inconveniencing Ian. He always made me feel like I was part of the family."

Wilkinson said the most important thing was having everything ready for the students.

"I felt like he needed to get his students taken care of, and I could help him out," Wilkinson said. "We worked on this for several weeks. Most of Summer II we went back and forth. I'm sure happy that he was happy."

Wilkinson's help led to Walden giving him a BRAVO! on the Staff Senate website.



“I gave him a BRAVO! because I was talking to him every day, and he was helping me,” Walden said. “Every time I had a question, he could answer it. If he didn’t know it, he figured it out and got back to me. He was a pretty big lifesaver.”

Then, at the beginning of August, Wilkinson found out that he was selected at the month’s BIG BRAVO! winner.

“When I got the Big BRAVO! I sent Austin an email to say thanks and told him I’d have to get him lunch with my COWamongus! certificate,” Wilkinson said. “He’s a super-nice person and very pleasant to work with, as is the rest of the staff here at Texas Tech.”

Walden said that he continues to work with Wilkinson to use the same media sites for his training with AFISM.

“It’s nice that I’ve had that contact because now I’ve started using it for full-time faculty and staff as well,” he said. “He’s actually made both of my jobs easier.”

Both Walden and Wilkinson have used the BRAVO! Board in the past, having received and given several recognitions. They talked about how much they like having the service available to Texas Tech staff.

“Instead of just saying thank you to Ian, I wanted to send a message to the entire Texas Tech community that I was really glad to have him,” Walden said. “I was thrilled to have him on my side.”

“I think it’s fantastic,” Wilkinson said. “I think it’s great to let the person know that they’ve helped you out, but an email can do that. The thing that’s nice about a BRAVO! is that everybody sees it, especially their boss and coworkers.”

Visit the BRAVO! Board to read all the BRAVO!s and to give a BRAVO! to someone who has helped you.



TEXAS TECH UNIVERSITY

DATE: June 12, 2012

CONTACT: James Hodgins, james.hodgins@ttu.edu
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BRAVO! to Rachel Galley
Staff Senate Announces May's BIG BRAVO!

The Staff Senate announced that May's BIG BRAVO! went to Rachel Galley, section coordinator in Administration and Finance Information Systems Management. Galley was given two BRAVO! awards in May from Michael Johnson and Linda Owen.

"Rachel not only responds to any query promptly, professionally and to great satisfaction, but she always does so with pleasant courtesy and a friendly smile," Johnson wrote on the BRAVO! Board. "She goes out of her way to make any interaction feel like her most important interaction for that day, despite the dozens, if not hundreds, of interactions she must have every day."

In March 2011, the Staff Senate launched the Texas Tech BRAVO! Board. A BRAVO! can be given to any Texas Tech staff member to show appreciation for big or small jobs. At the end of each month, one of the staff members who received a BRAVO! is chosen as the BIG BRAVO!

In addition to the BIG BRAVO! Galley will receive a certificate signed by President Guy Bailey and Staff Senate President Bruce Bills, recognition on the Staff Senate webpage, a \$10 gift certificate courtesy of COWamongus! and a one month pass to the Robert H. Ewalt Student Recreation Center.

When Galley was notified she had received the BIG BRAVO! she said she was surprised.

"I felt really honored," she said. "There's a lot of good people on campus who do a really good job, so I'm really honored to get this."

Britta Tye, unit supervisor with Technology Support, is the chair of the Staff Senate Communications and Public Relations Committee, which handles the BRAVO! Board.

"It all started when there were some changes made in how the university was going to recognize staff," Tye said. "We wanted to give another way for staff to recognize each other for the little things, for just doing their job day in and day out. So we came up with the BRAVO! Board."

The first BRAVO! was given in March 2011, and since then, more than 240 BRAVO! awards have been presented on the website.

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TEXAS TECH UNIVERSITY

“It’s one of those easy ways to say thank you,” Tye said. “It comes as a surprise for those who receive a BRAVO! because they think they are just doing their job the only way they know how, which is the best way.”

Tye said that the BRAVO! Board has been so successful that other universities have contacted Texas Tech for help in implementing a similar program.

To read a list of BRAVO! awards or to submit a BRAVO!, visit www.bravoboard.ttu.edu.



TEXAS TECH UNIVERSITY

DATE: Sept. 10, 2012

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Bringing the Community Back to School

OLLI and Texas Tech faculty offer classes to improve community engagement.

David Cummins, a retired law professor, is known on occasion to give campus art tours around Texas Tech University. When a group of OLLI students was on such a tour, and was in the Holden Hall Rotunda looking at the Pioneer Mural, one of the participants spoke up and mentioned that he was a student back in 1954 and remembers passing by and watching Peter Hurd paint the fresco mural.

Cummins said that's what is so interesting about OLLI. It's not the obvious, of being in sessions with Texas Tech faculty and staff who share their expertise and passion for their field of endeavor. Rather, it's what the students bring to the interaction.

On Saturday (Sept. 8), a new semester started at Texas Tech when the Osher Lifelong Learning Institute (OLLI) began its academic year of programs.

OLLI is a unique educational program specifically designed for adult learners age 50 or older with short sessions at affordable prices, said Emma Carrasco, director of OLLI at Texas Tech.

After a strenuous five-year probation, the Lifelong Learning Center officially received an endowment from the Osher Foundation in 2008 and was renamed OLLI at Texas Tech. It then moved to the Texas Tech Alumni Association in the summer of 2011. Texas Tech is only the second university in the state to receive this endowment.

"We are quite proud of our OLLI program," Carrasco said. "It gives the university a lot of prestige. They're very rare, and they're no longer being given. There will be no more OLLIs in Texas."

OLLI offers non-credit classes in the fall and spring semesters, and this year, they will extend into the summer for the first time. With 50 to 60 offerings each semester, classes cover almost every subject. Popular offerings include everything from current events and economics to art and music history, photography, literature, health, science, archaeology and even wine and cheese tasting.

Classes are primarily taught by current and retired Texas Tech faculty who donate their time. Carrasco said the professors teach because they enjoy it.

"I think it helps the faculty to tie in with the goals of Texas Tech for community engagement," she said. "What I've heard from every professor who has taught for us is



that they immensely enjoy the class because OLLI students are engaged, interested and focused.”

Rob Weiner, associate librarian, has taught classes for the program for 10 years, before it was associated with Osher. He teaches a variety of classes that are mostly film-related. For the past six years, he also has taught a class on the American presidents.

“The experience has been a very good one. It’s a really good service that OLLI provides to the community,” he said. “It’s a star for Texas Tech that shines a light on the positive things we’re doing here. It’s something that Texas Tech can be proud of and that paints a very positive picture of the university.”

Weiner said he enjoys teaching OLLI classes because it gives him the sense he’s making a difference in the community and representing Texas Tech. OLLI provides a way for people to continue their education with classes that are fun, but also have solid content from the professors.

“The students really appreciate everything,” he said. “They’re very positive and have a real desire to learn and take advantage of the program. I’ve even had a number of students who have taken my classes and have unofficially adopted me as their son.”

Weiner remembers a specific history class in which they watched clips from *Grand Hotel*, a film from the 1930s starring Greta Garbo and one of the earliest blockbusters. The class watched mesmerized and fascinated, which surprised him because that movie is from so many years ago. To him, that showed how art is timeless and that a good film is a good film regardless of when it was made.

OLLI students trust the connection with Texas Tech, and Carrasco said this gives the classes added value, more prestige and better content. Many of the students are volunteers and are very active in the Lubbock community. Most of them have a college education or at least some college hours, so they understand and appreciate the value of education, Carrasco said.

Carrasco and Weiner both said OLLI connects the campus and people who don’t work at or deal with Texas Tech on daily basis.

“It brings them back, whether it’s through loyalty, financial support or just giving praise, which sometimes is more valuable if someone can say that Texas Tech is really the place you need to bring your kids,” Carrasco said.

“OLLI is one of Lubbock and Texas Tech’s best kept secrets, and it shouldn’t be,” Weiner said. “Its programs are beneficial to everyone in West Texas. I think it shows a very progressive approach for the university in terms of outreach in the community.”



TEXAS TECH UNIVERSITY

There are no strict criteria for participating in OLLI events. Anyone can take a class through OLLI, even if they're not age 50, by paying a slightly higher fee.

Most importantly, Carrasco said, OLLI supports the goals of Texas Tech by providing high-valued non-credit education for adults who have a desire to learn. This is important because, as she put it, "curiosity never retires."

For more information on OLLI and to receive a catalog for fall 2012 events, visit the OLLI at Texas Tech website or contact Carrasco at 806.742.6554.



DATE: June 11, 2012

CONTACT: James Hodgins, james.hodgins@ttu.edu
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Building 50 Years of Memories
Employee Reflects on Lengthy Career

At the Length of Service Awards ceremony this past spring, Marion Munn was recognized for his 50 years of work at Texas Tech. Munn started in 1961 as a carpenter, quickly moved up to foreman then became the superintendent.

"I'm in my 51st year as a servant to the students of this fine university," Munn said.

More than 50 years at the same institution is an incredible achievement, one that not many today could understand. But Munn gave a simple answer to why he's stayed this whole time.

"I love my job," he said. "I enjoyed the work I was doing and decided to make it a career. Also, the longer that I remained here at the university, the more dedicated I became. I actually never gave a thought to quitting my job and seeking other employment. This is a great university."

Munn's accomplishment is part of a family legacy. He is the second of three generations to work at Texas Tech.

"My father, Pat, had 14 years of service before he relocated," Munn said. "My son, Marty, has 32 years, this year, working for the Physical Plant. That's a combined 97 years. Two more years, and we will have over 100 years of service in the Munn family."

Munn is now the manager of the facility audit program for the Physical Plant. Needless to say, he has spent a large portion of his time at Texas Tech working on the campus buildings. It's no surprise then that most of his memories center on those buildings.

He remembers when he first started how few buildings there were on campus, and he reflected on how much the university has grown.

"Back in 1961, all the land west of the old Dairy Barn was pasture and had horses and cattle grazing," he said. "The Dairy Barn was being used to milk cows and was often a place for students to congregate."



TEXAS TECH UNIVERSITY

Munn helped install the flagpoles that are now a mainstay in the middle of Memorial Circle. He also said he remembers when the School of Law got its start in an old Air Force barracks building.

“In fact, the university, at one time, had 34 barracks buildings on the campus,” he said. “Almost every school had at least one barrack for support. There was even one next to the greenhouse that had a basement under it for studying radioactivity.”

Munn also was here when the tornado struck the Texas Tech campus on May 11, 1971, and recalled that day well.

“In addition to bending over the lights at the football stadium, which everyone is familiar with, it also blew out the north end of the old Home Economics Building,” Munn said. “You can still see evidence of the damage if you look up at the repaired brick and stonework on the northwest corner of the building.”

Munn won the Top Techsan Award in 1994 and still considers that one of the highlights of his career. But when asked what he likes most about his job, he gave a familiar answer.

“The people,” he said. “I get to deal with a lot of good people in my job.”



News Release

FOR IMMEDIATE RELEASE

DATE: Nov. 13, 2012

CONTACT: Norman Martin, norman.martin@ttu.edu
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CASNR Presents 'Outstanding Agriculturalist' Awards to Area Leaders

Three industry leaders – two of them alumni – honored at annual event.

Texas Tech's College of Agricultural Sciences and Natural Resources honored three area residents with Gerald W. Thomas Outstanding Agriculturalist Awards during its annual Pig Roast at the Lubbock Memorial Civic Center Banquet Hall. The Pig Roast also features scholarship donors, recipients and intercollegiate judging teams.

The annual outstanding agriculturalist awards recognize individuals for contributions to various areas of Texas agriculture. This year's recipients are Kevin Igo of Plainview for agricultural production, Richard Ridgway of Flower Mound for public service, and Joe Hurst of Idalou for agribusiness.

• **Kevin Igo – Agricultural Production**

The Plainview native currently farms 3,000 acres of land, with crops including corn, cotton, wheat, milo, cucumbers, soybeans and alfalfa. He also runs 225 head of Black Angus cattle and operates a feedlot/finish yard with background cattle. Igo has produced and raised 14 Breed or Reserve Breed Champion steers at major Texas stock shows in Fort Worth, San Antonio and Houston. Along with being a crop consultant in his area, he's also the president and owner of Halfway Farm Chemical, Inc. He has been a Hale County 4-H adult leader for more than 28 years, as well as a member of the Hale County Stock Show Board and Texas 4-H Foundation Board.

• **Richard Ridgway – Public Service**

The Flower Mound resident serves as the president of the Charles Valentine Riley Memorial Foundation, where he's initiated a partnership with the American Association for the Advancement of Science and the World Food Prize Foundation to promote a broader understanding of agriculture and to demonstrate the importance of scientific knowledge. Previously he served in research and leadership positions with the USDA's Agricultural Research Service in both College Station and Beltsville, Md. He received his bachelor's degree in agronomy from Texas Tech in 1957. His master's and doctorate in entomology are from Cornell University (1959, 1960).

• **Joe Hurst – Agribusiness**

The Idalou resident is currently general manager of Hurst Farm Supply, which was established in 1955 by his father as a Lorenzo John Deere dealership. Hurst developed a process for trading and selling late model, used cotton strippers that enabled the firm to earn the title of the nation's top cotton stripper dealer for John Deere. The company has

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dealerships in Lubbock, Slaton, Crosbyton, Colorado City, Snyder and Abernathy. Hurst is a long-time supporter of FFA, Texas Boys Ranch, Women's Protective Services and the American Museum of Agriculture. He received his bachelor's degree in agricultural education from Texas Tech in 1979.

The outstanding agriculturalist awards, established in 1969, are named for Gerald W. Thomas, who served as dean of Texas Tech's College of Agricultural Sciences from 1958 to 1970.

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Catwalk Winner
By Melanie Hess

A Texas Tech College of Human Sciences alumna has won the approval of some of the nation's most renowned in the fashion industry, not to mention \$10,000.

Ashley Burghardt, a 2008 apparel design and manufacturing (ADM) graduate, was recently featured on Lifetime Television's "24 Hour Catwalk," a show that challenges designers to create their own collection in just 24 hours.

The Red Raider appeared in the Feb. 16 episode titled "Sex Appeal," opposite three other designers, including a 61-year-old New Yorker trying to prove she was still relevant to the industry; a self-proclaimed king-of-fashion, also from New York, and a naïve Southern gentleman.

In the initial two-hour elimination round, Burghardt and the others were challenged to make a "sexy first-date look" out of a pair of "granny panties." Each was required to incorporate the panties, sew at least part of the garment, and present the design on a dress form.

A former designer at both Be&D and Coach, Burghardt now owns Dallas-based handbag line, Ashard Richely, a combination of her and her husband's first names. With a specialty in accessories, she said she went into the competition feeling like the underdog.

"I haven't sewn a garment in five years," she told the cameras. "Everyone else has a lot more experience."

Burghardt's lingerie-themed dress included a very short skirt and exposed boning. The panties were incorporated into the waistband, with the lace inserted at the bust line.

The judges, designer Cynthia Rowley, author and fashion editor Derek Blasberg and publicist James LaForce, selected the Red Raider to advance to the final competition, where she had to fashion a fluffy pink negligee into an "inner wear as outerwear" collection, carefully walking the fine line between sexy and scandalous.

The requirements included sketching three designs, utilizing the negligee in at least one of them. All six designs were to be presented by live models on the catwalk, fully sewn. And each designer also managed a team of three sewers, tasked with helping them complete the collection within an intense 24-hour span.

Su-Jeong Shin, director of the Texas Tech ADM program, expressed great confidence in her student, despite the time constraint.

"Ashley was a talented student and successfully completed any project on time with full execution of the design process," Shin said. "She has great passion."

Also advancing in the competition was the conservative 22-year-old Barrett Hutchinson from Louisiana, who chose a classy floral pattern. Burghardt took the opposite approach, calling it “dominatrix with a soft spot.”

“I don’t know how much experience Barrett had with the ladies,” she said. “So I thought I might have the advantage.”

Burghardt’s designs “The Mistress,” “The Temptress,” and “The Missus” consisted of sophisticated looks in all-black, celebrating women of power.

Judges called her winning collection “cohesive,” “polished,” and “completely wearable.”

“ADM faculty and students are so proud of her,” Shin said. “And Ashley’s story will inspire others design students to pursue their own dreams.”

View the show’s outcome and the results of Burghardt’s hard work, at <http://www.mylifetime.com/shows/24-hour-catwalk/video>



Web Only

FOR IMMEDIATE RELEASE

DATE: Aug. 15, 2012

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Celebrate National Relaxation Day at the Texas Tech MindSpa

In the final weeks before the fall semester begins, celebrate National Relaxation Day (Aug. 15) with a visit to the MindSpa at the Texas Tech Student Counseling Center.

The MindSpa was opened in September 2011 to offer students, faculty and staff a variety of resources and equipment to manage stress and anxiety. The MindSpa includes several relaxation rooms equipped with items like a zero-gravity massage chair, a stress-management audio library, and meditation cushions called the “Zafu” and “Zabuton.” Video programs are available to facilitate and guide meditation.

“Stress and anxiety are two of the most common concerns that students have when they come to college,” said Eileen Nathan, director of the Student Counseling Center and licensed psychologist. “The MindSpa is self-guided and a financially efficient way to reach many people.”

Nathan and staff psychologists Ashlee Brown and Lisa Viator believe the MindSpa to be a preventative service to ensure students, faculty and staff do not become clients of the Counseling Center.

“There is a normal curve when it comes to anxiety,” Brown said. “As anxiety increases, performance actually increases until you hit a critical point when performance plummets. We want to keep people on the proactive side of the anxiety curve, not the paralyzing side of anxiety that affects grades and success.”

The MindSpa also features video games that use biofeedback technology to monitor the body’s physiological state and provide visual information to promote stress management and relaxation.

“One cannot be both anxious and relaxed at the same time,” Nathan said. “In the video games, you succeed in the game by finding a way to make yourself relaxed.”

The MindSpa also contributes to the overall health and wellness of the Texas Tech community. According to Brown, finding ways to manage stress is not just important for productivity's sake, but also for general health concerns.

“Stress has such wide ranging effects,” Brown said. “It can contribute to chronic disease, high blood pressure, and perhaps even obesity.”

Because stress and anxiety can affect academic performance, services such as the MindSpa help students become more academically successful, contributing to a higher retention rate.

Students, faculty and staff do not have to be clients of the counseling center to use the MindSpa, but they do need to make an appointment by calling the Student Counseling Center. The rooms are available for one hour at a time.

“I think National Relaxation Day is a reminder that we need to relax,” Brown said. “We can’t work all the time and we can’t be busy all the time, because if we do then we’ll miss out on everything that life has to offer us.”

To visit the MindSpa or to learn about other services at the Student Counseling Center, visit their website at www.depts.ttu.edu/scc/ or call (806) 742-3674.

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Celebrating Excellence

Office of the President celebrates Texas Tech's NRUF designation.

By James Hodgins

When the criteria required to participate in the National Research University Fund (NRUF) were announced in 2010, some said it would take Texas Tech University eight years to qualify. Two years later, Texas Tech not only met the criteria, but surpassed them.

To show appreciation for the collective effort of students, faculty, staff and administration, the Office of the President and Chancellor's Office hosted a Celebration of Excellence on Tuesday at the Frazier Alumni Pavilion.

A large crowd of students, faculty and staff joined in the celebration to hear Interim President Lawrence Schovanec and Chancellor Kent Hance speak about the impact of NRUF on the university and thank all those who helped reach this milestone.

"When it was announced last spring that Texas Tech had met the required benchmarks to receive NRUF designation, it was not something that was achieved as a result of two years of effort," Schovanec said. "It represented a culmination of what many people had been doing for a long time."

Schovanec said the faculty and staff who have been at Texas Tech for many years have set an example of world-class scholarship and laid the foundation for the success and accolades we now enjoy.

While many of the criteria involved raising funds for research, the NRUF standards were not just about money. The other benchmarks were statements of quality regarding faculty, students and degrees.

"What this does for us is improve the value of a degree from Texas Tech," Hance said. "It improves what we're doing. We're on the cutting edge of doing more with less. That's been what Texas Tech's all about."

Both the president and chancellor emphasized that this success was achieved through the work of many people, including faculty, staff and students.

"This was a team effort," Hance said. "We had to have the help of the faculty, the staff and all the people at Texas Tech. Everyone worked together, and everyone's role was very big. No one person got us here. I love this university. One of the reasons why is the people we have. You work hard, and you love Texas Tech."

Texas Tech's journey to NRUF designation began in 2009 when the Texas Higher Education Coordinating Board designated Texas Tech and six other schools in the state of Texas as emerging research universities.

NRUF legislation's most immediate impact was the creation of the Texas Research Incentive Program (TRIP), making \$50 million available in matching grants for private gifts.

Texas Tech took full advantage of this opportunity by raising \$29.5 million. The remarkable level of support from alumni and friends provided Texas Tech with the opportunity to show the level of commitment that has been placed on reaching NRUF status.

Schovanec said Texas Tech already is taking advantage of these increased funds by establishing 13 endowed professorships and 26 endowed graduate assistant positions as well as putting in approximately \$26 million in infrastructure to support research. This year, Texas Tech will receive \$8.4 million from NRUF to add faculty and support graduate students and undergraduate research opportunities.

"One thing we should always keep in mind is it's about the students," Schovanec said. "What are we doing to provide the best possible educational experience for our students at Texas Tech."

The journey doesn't end with NRUF designation, though. Administrators have several goals to reach in the coming years to ultimately become a member of the Association of American Universities.

"When people ask 'what's the next goal,' I would say we continue to pursue growth in enrollment and research always with a sight on quality," Schovanec said. "Funding may be cyclical, but we never have to worry about any variations in our insistence on excellence."

For more information on NRUF and Texas Tech's journey to Tier One status, please visit the [Office of the President website](#).

Chuck Seipp

By John Davis

He took the silver piccolo trumpet out of its case and began to explain why it's one of his favorite trumpets to play.

Silver and sleek, it almost looks like a toy. But don't be fooled by its appearance, said Chuck Seipp, a visiting professor of trumpet and a former member of The United States Army Band "Pershing's Own" – the highest musical element of the Army.

"It's small," he said describing the horn. "You think that its small size would make it easier to play, but the resistance will leave you red in the face."

He puts it up to his lips and begins to blow. The baroque trilling melody of Jeremiah Clarke's "Trumpet Voluntary" rings clearly through the studio. Jaws drop and mouths crease into smiles. He's not just playing the music. Seipp is blowing life into it in a way rarely heard from trumpet players. It's not just loud or soft or technically correct. It's more of an expression.

That's his secret. His gift. His magic. That's how he played for U.S. Presidents Reagan, Clinton, both Bushes and Obama. And that, along with emotional control, is what he says is the most important skill he tries to teach other trumpet players at Texas Tech's School of Music.

"One thing trumpet players do very well is play like trumpet players," he said. "One thing that trumpet players don't do very well is play like musicians. If you're nervous, your performance suffers drastically. So I try to keep the students as relaxed as possible to set them up for success – being as positive and re-enforcing as one can be to allow themselves to get into the music."

Development takes a very long time to become proficient on the trumpet – longer than most instruments it seems. But with lots of practice and the ability to experience a piece of music and portray the emotion behind it, the player and the audience will be amply rewarded.

"If done correctly, making music with the trumpet could be a magical-like musical experience. When you get into the music, one can imagine it's almost like 'Alice in Wonderland.' You've got to step through the mirror to get into that other world. When you're so wrapped up in the music, you're not even [aware that anyone is listening to you. I'm a fan of analogies in my teaching and just an example how I attempt to get the student's imagination involved to express themselves musically while overcoming the fear of performance anxiety.]"

"Instrumentalists don't have words like vocalists to tell a story. We have to tell a musical story with notes on a page, and that is not an easy task."

Family Tradition

When your father is a band director and you're the youngest of five children who play instruments as well, it's hard not to become a musician, Seipp said. And when you grow up in the small farming community of Akron, Iowa, there's plenty of time to learn an instrument.

"The trumpet is what I gravitated toward, and it seemed to be a good fit for me, so I stuck with it," he said. "Akron was a small community, but it was a strong community musically."

In middle school, he began flirting with Julie Harris, which evolved into dating in high school. When his family moved to Florida before his senior year, he and his girlfriend maintained a long-distance relationship. That continued when he went to the University of Kansas in 1975, and Julie finished her senior year of high school before following him to college.

"I was his accompanist in high school," she said. "That's how we became a couple. We were kind of kindred souls. We were really good friends. When he went with his family to Florida his senior year in high school, I was sad. From that point we knew it would probably be a forever thing. So far, so good."

Seipp's two brothers were college music professors, and that career seemed like the logical choice for him as well. He continued studying the trumpet at KU, where he met his teacher and mentor, Roger Stoner.

Stoner had been a part of the Marine Band in Washington, D.C., earning his master's and doctorate degrees while there. While not the traditional route, Seipp thought a military band might be a good option.

"My senior year at KU, there happened to be only one opening in any of the Washington, DC military bands and that opening was with The United States Army Band," he said. "I auditioned and made it into that band. I never dreamed I would spend a career in The Army Band."

Julie said she'd agreed to do whatever would help Chuck excel as a musician. He could audition first before enlisting, and being in Pershing's Own meant a permanent duty station. In three years (one enlistment), the two planned, Chuck would serve in the band and complete his post-graduate degrees. Then, they'd move on to something else.

"Well, 32 years later..." she joked. "But, you see, The U.S. Army Band is awesome. It was a great job. It had great camaraderie, became our 2nd family and we were in a culturally rich place to raise a family. We graduated from KU on the 19th of May in 1980. We were married on the 24th. Then he went to boot camp two weeks later in June. We moved all our worldly possessions in a U-Haul trailer and went to the great unknown of Washington, D.C. It was scary, but exciting"

Clark Scholars Program Brings Gifted High School Students to Campus **By Sally Logue Post**

Jonathan Cohen is one of Forbes Magazine's "30 Under 30." Ritwika Mitra runs a worldwide nonprofit organization. Both are high school seniors and both have spent the last seven weeks on the Texas Tech campus gaining hands-on, high-level research opportunities as part of the Clark Scholars Program.

The program is designed to bring some of the nation's top high school students to campus for an intensive research experience.

"The students work hand in hand with researchers at Texas Tech University and at the Texas Tech University Health Sciences Center (TTUHSC)," said Michael San Francisco, director of the program and associate vice president for research. "The Clark Scholars Program accepts students in every discipline, from the arts, to the humanities, to the sciences and engineering."

This year's class of 12 students worked in areas, including the biological sciences, engineering, classical and modern languages and literatures.

Beyond Academics

San Francisco has worked with the Clark Scholars Program for 15 years, and he continues to be amazed by the quality and involvement of the students.

"Some faculty mentors tell me these students come into their labs and really do graduate-level work," he said. "But in addition to their academic excellence, all of these young people are already making huge impacts on the world around them."

Cohen and Mitra are only two examples of the program's impressive students.

Cohen, a senior from Highland Park near Chicago, has invented an aerodynamic shield that is placed on the front of school buses to reduce fuel use by about 25 percent. His project is called Green Shields, and it has landed him on the 2012 Forbes Magazine "30 Under 30" list, the Banking on Youth Award and a speaking role on a panel during Harvard's Global Energy Initiative symposium.

Mitra, a senior from Fremont in the San Francisco Bay Area, founded the global nonprofit Renaissance Now with her sister. The humanitarian organization provides free tools, training, product development and marketing assistance to help underprivileged artists out of poverty. So far, her organization has trained more than 300 artisans and given tools to 500 others. She has also created a series of tutorials for cinematographers on YouTube, and the videos have drawn more than a million views, in addition to advancing the message of her organization.

Choice Choices

While both students are already successful, the Clark Scholars Program has allowed them to make some decisions about college and their futures.

“I was looking for something that would let me do high-level research,” he said. “With many other programs you don’t get to write your own paper or participate at as high a level as Clark allows you to. I think it has allowed me to have some insight into research and allowed me to know what I want to look for in a college. I’ve really enjoyed the research here, and I’d like to continue doing research in college, but I can see myself not continuing strictly as a researcher once I graduate, but using science and engineering applications.”

For Mitra, the Clark Scholars Program helped her to refocus her goals.

“The program gave me a research experience that not many students get to have at this young age,” she said. “It gave me the information to decide whether I want to go into a research field in college. I loved the research, but I don’t think it’s for me as a profession. I want to go into entrepreneurship. That doesn’t exclude doing research because a lot of research is about being entrepreneurial.”

The Clark Scholars Program was established 20 years ago by Texas Tech President Robert Lawless and Provost Emeritus John Burns with an endowment from the Anson L. Clark Foundation. It has provided nearly 225 gifted high school students the opportunity to work with Texas Tech’s outstanding researchers.

Dean of TTHUSC Medical School Chronicles Abduction in 'Anatomy of a Kidnapping'

By John Davis

For a few moments, he stared into the abyssal blackness of the gun barrel pointed in his face.

Dr. Steven L. Berk, dean of the Medical School at Texas Tech University Health Sciences Center, admitted that at the time, he didn't know the difference between a shotgun and a rifle.

Not that it mattered. All that mattered was life or death on that bright Sunday morning in March 2005, when dogs barked, birds chirped and children played in yards. An ordinary Sunday in upscale suburban Amarillo, save for the stranger barking orders at him and threatening his life with deadly force.

Berk wrote about his four-hour ordeal "Anatomy of a Kidnapping: A Doctor's Story," which recently was published by Texas Tech University Press. In it, he describes how he used his training as a physician to interact with the man who'd abducted him.

"I was not the usual crime victim, and quickly I saw my captor as no ordinary criminal," Berk wrote. "I saw his struggle through the eyes of a doctor. If he was addicted to drugs, I had treated the drug addict. If he was a victim of abuse as a child, I had intervened in such abuse. If he was psychotic or sociopathic, such behavior I understood as part of the disease process. Unfortunately, I had learned the consequences of trauma and violence from a big-city emergency room. ... But fortunately, however, I had also learned *aequanimitas*, the ability for physicians to stay calm and rational at all times."

Aequanimitas was a phrase used by Dr. William Osler, a leading medical instructor at the University of Philadelphia who spoke of the need for equanimity for physicians in his farewell address before becoming physician-in-Chief at Johns Hopkins Hospital in Baltimore. This became a credo for modern medicine. The Latin word blinked in Berk's mind as the sound of his son's guitar twanged from the basement, and thoughts of his wife's imminent return from church made the situation even more dire.

Only \$500 lay between keeping his life intact and his family safe. And so, he agreed. He agreed to act nonchalantly as his son left for church. He agreed to drive convicted felon and drug addict Jack Lindsey Jordan away from his home and family to an ATM, despite the fact that he didn't know the PIN to access his account.

"I had never actually been to an ATM machine, and I didn't know my pin because Shirley did all the banking," Berk said. "He found that hard to believe, so eventually he became very angry and said that he had abducted the stupidest person in the world. He didn't give up on the PIN number. He wanted me to call my wife, who was at church, to give me the PIN number. The last thing I wanted throughout the whole ordeal was to be involved with a confrontation with the police, because this was a very, very desperate man. I told him that it would be very suspicious to call Shirley and ask for the PIN number. He said, 'No you just tell her you are going out for the big day with the boys, and you need about \$500 for beer.'

"I don't think she would've believed that."

Berk prefaced that his book is not to be used as a primer to handling a hostage situation correctly, and he's been told by experts that many of the tactics he chose weren't ideal. Instead, his book chronicles the insights he had during and after the event about life and death, the practice of medicine, the physician/patient relationship and the thinking processes doctors use to deal with a crisis situation.

His story will appear on Biography's "I Survived" in four to six months.

After a speaking engagement, we sat down with Dr. Berk to find out how life had changed in the seven years since he was dumped, unharmed, off of Interstate 40 in cotton fields west of Amarillo.

Q: When you were driving around, where was his weapon?

A: OK, for most of the time we were riding around, he was in the back seat with the gun in my back. When we changed seats, the gun was over on his driver side. Which brings up several other issues with the idea of what you're supposed to do when you are kidnapped? Of course, a lot of my colleagues – particularly those who are much larger than me – said that in that closed setting I could've fought for that gun. In that close setting, it's hard to think about that. I now know he had experience with fights in prison. I've been in one fight in middle school when somebody tried to throw me into the ladies bathroom, so I don't think that would've been a good idea. Then there's jumping out of the car, which you do think about, especially on the passenger side. But by the time that became an option when we were going from Amarillo to Bushland, the car was moving too fast, and I didn't think that would work. I think I was fortunate to keep a good dialogue, and I saw his temper and tried to keep him calm. After the initial gun to my head, I thought I might be able to survive this. I think in general, each situation is unique and each person has to figure out what's best for them. It's probably different for how big you are and if you are a male or a female."

Q: Unlike many victims who take their experience very seriously, you tend to look at it with a little bit of levity. Is that just a coping mechanism or did you find humor in some events after the fact?

A: I think maybe both. I remember early on making too much of a joke about it, and that was probably a coping mechanism. But now when I look back on what happened, there is a humorous side to the bizarre nature of this meeting between myself and this individual.

Q: How would you compare the experiences you've had throughout your career to this abduction experience?

A: I think the process is not that different between being a doctor in a medical emergency and having a situation like this, because it's the same process of staying calm and thinking rationally. A lot of the process is the same, and that's why I like to use the term *aequanimitas*.

Q: *Aequanimitas*. Was that something you were actually thinking at the time or is that something you used in the book to describe what you were doing?

A: It was both, because as a professor, I was teaching Osler's teachings to the students during emergencies and during difficult situations. So that was something that was always close to my thinking on a day-to-day basis

Q: In the beginning when you had a shotgun pointed at your face, you were panicking internally. Throughout your ordeal, was there ever a time when you were able to see this person as a human and know he was also seeing you as a human so you could both let your guard down a little or at least feel a little more comfortable in that situation?

A: For the most part yes. It was back and forth, and there were times when he was really telling me about his life and what had happened with his wife and his mistakes. Those made me feel like things were going very well. But it had its ups and downs. He had a couple of temper tantrums, and that made me realize that he could do the wrong thing at any time. When I looked at his hand and saw teeth marks on his fingers, I knew that he had hit somebody sometime fairly recently. So it was on and off. Sometimes feeling comfortable about things, but also recognizing he had a temper and had a history of violence. In the beginning, it was petrifying. Your heart is beating so fast. We are wired to kind of do the wrong thing in an emergency. You know, you have to overcome that initial physiological response.

Q: How do you remember coming to terms with the fact that you may die that day?

A: Well, you do think about various things left undone. For a big part of this though, I wondered how my son gets out of this. It's bad enough if you are going to be killed that day, but you certainly don't want your son killed. You definitely think about your family first. I feel that's a victim's natural first step is 'how do we make sure nobody else gets involved in this situation.'

Q: When you saw him in the beginning, were you diagnosing him at all? Were you noticing signs of withdrawal from methamphetamine or anything like that?

A: I was thinking about that, but there were no signs of acute intoxication. He was telling me that he was an amphetamine user, so I was thinking of somebody who had potential for violence from those facts he had given me. And then, I did think of this idea of a sociopath who wasn't that upset about the crimes he was committing.

Q: How did you think about him as a person in the beginning, and how do you think about him now? Is there anger or animosity, or is it more of a diagnosis of a sick patient and is that how you still see it now?

A: I had a certain element of sympathy during the kidnapping because he was telling me about how badly his life had gone and his mistakes. He was telling me how he accidentally killed his wife, which was the only person he really ever loved. There was some true doctor-patient back-and-forth trying to understand, 'why are you doing this now, what led you to this.' Now I would have to say after the trial, there were a lot of other victims that testified during the sentencing phase, and you lost any kind of sympathy pretty fast. He had no repentance at the trial phase, so I would have to say my opinion of him deteriorated during the week of the trial. The more I found out about him the less sympathetic I was.

Q: Do you feel writing the book helped in you healing from the event?

A: It may have. I don't think I wrote the book as a way of dealing with the issue, but I think it probably helped put things in perspective.

Q: How do you think the Steven Berk of seven years ago compares to today?

A: There was a period of time when I did not know if I was going to make it through that day or not. And then, when you get that new lease on life, you're not hurt, you're not injured, nobody in your family has been affected, then you have a new appreciation. All of us have a tendency to just assume that one day we will be the same after the other, and it reminds you that if there are things you want to do, then get them done.

Doing 'Dallas'

Texas Tech's Administrator for Presidential Lecture & Performance Series Remembers Early Days at South Fork

By John Davis

On scorching summer days in 1980, the crowds swelled in downtown Dallas.

Word had gotten out.

Citizens clamored for a glimpse of the stars. Everyone watched in the hope of discovering clues, connecting some dots – anything – to find out the planet's most important question at the time.

“Who shot J.R.?”

That's when production assistant Jo Moore, then Jo McClennahan, realized that she stood in the middle of an international entertainment phenomenon. After an unknown assailant gunned down J.R. Ewing on “Dallas” in the March 21, 1980, episode titled “A House Divided,” it seemed the whole world held its collective breath to discover the name of the culprit.

Now, 34 years after the premier of the first five pilot episodes, Moore said she's waiting to see old friends and the next generation on the premier of “Dallas” June 13 on TNT.

“It was such a fun time for me to work on the show and something I remember fondly,” said Moore, who is now the administrator for Texas Tech University's Presidential Lecture & Performance Series. “I grew up watching ‘I dream of Jeannie,’ so I was rather star struck upon meeting Larry Hagman. I didn't know how big the show had become until I started reading about it in the press and seeing how people were reacting to it. The cast members were on the covers of every major magazine. I would glance at an article in the checkout line of the grocery store after work, then arrive for a 4 o'clock make-up call with Larry, Linda, Patrick and Victoria the next morning. You can't help but take a step back and say ‘pinch me.’ I got a sense then of what a special experience it was.”

At the time, even she and the cast were unaware of how the plot would unfold. Dummy scenes had been shot. The plot thickened. That summer, the world could hardly wait for the fall premier. Hagman, who played J.R., was offered £100,000 to identify the perpetrator while vacationing in the U.K. Betting shops worldwide set up odds on 10 of the principal characters. And when the moment arrived, Turkey's parliaments suspended one session to allow government officials a chance to go home and hear the perpetrator's name.

Not only did the show make the actors international celebrities, but also it helped change people's minds when they thought about Moore's hometown. For years after the John F. Kennedy assassination, much of the country thought of Big D with disdain. With the show's success, the city itself also became a star.

“Dallas had such a bad reputation from that,” she said. “Being from Dallas, you’d say where you were from, and people didn’t look at that very fondly. But this show helped to change people’s thoughts about the city.”

Behind the Celluloid...or Videotape

In her 20s, Moore said that she wanted to learn what went on behind the scenes of a production company. Videotape had become the new medium in the late ‘70s, and she found work at Southwest Teleproductions, a company that transferred film to the new medium of video.

Beginning a 15-year freelance film/video production career, a stint on a low-budget movie in 1979 helped her quickly decide she wasn’t interested in the feature film industry. However, that same year colleagues in the industry told her of a position assisting the accountant in the production office for the then-new television show on CBS

“Dallas” originally started as a five-part mini-series in 1978 that followed the “Romeo and Juliet” romance of characters Bobby Ewing and Pamela Barnes, played by Patrick Duffy and Victoria Principal. But when the show premiered as a full series in ’79, the focus shifted to surly big brother, J.R. Ewing, and America was hooked.

In 1980, Moore became a production assistant for the show, which shot the outside scenes at South Fork Ranch and downtown Dallas. Her days began with wake-up calls at 4 a.m. Naming herself the “low man on the totem pole,” she often was the first person on the set and the last one to leave at night.

Twelve- to 14- hour days weren’t uncommon, she said, and keeping track of the multitudes of information that fell within her purview kept her on her toes. She monitored which actors would leave the hotel to come to the set, who was in makeup at what times, and when they were due on the set, as well as where Teamsters were supposed to park the trucks.

“Whatever the second assistant director told you to do, you did,” she said. “It was intense being a production assistant keeping track of so many details all the time. But it was a great way to get introduced and see how shows were put together back then. There was nothing computerized. It was all hand-written on photocopies or typed out on forms. You become your own travelling city. It was a huge boost to the economy of Dallas. And your friends and the people you hang out with become the cast and crew.”

The Cast as People

‘Dallas’ is included in Time Magazine’s 2007 list of the “100 Best TV Shows of All-Time.” Running for 14 seasons, from 1978 to 1991, it became one of the longest running primetime dramas in TV history.

All outdoor shots were filmed in Texas, Moore said. Interior shots were filmed at a sound studio in Culver City, Calif. On trips to visit the sound stage, Moore got to see actors working the inside scenes as well as the writers' room in California, where producer and director Leonard Katzman and others pounded out script ideas and scenarios for the season.

Compared to back home, the sound studios were much more comfortable.

At South Fork, temperatures could climb to 115 degrees during the day. Downtown scenes could be even hotter with the concrete and buildings, sometimes reaching 140 degrees. Despite the miserable heat and humidity, the actors and actresses, sporting big Texas hair and shoulder pads, somehow managed to look like a million bucks on film.

As days turned into nights and the long hours passed, Moore said the cast and crew bonded like a family.

"Part of the experience when you're working with these celebrities is you get to see them in a very different light," she said. You see them as people, where the fans see them as stars. It really is a neat privilege to know celebrities as the people that they really are rather than as their celebrity image."

Real sadness hit the company family with the passing in 1981 of Jim Davis, who played family patriarch, Jock Ewing. But mostly, Moore said she remembered many happy times in between all the hard work.

Hagman and Duffy lived to play practical jokes on set, she said. The two were constantly scheming and keeping the cast and crew in stitches.

"I remember Larry had quit smoking, and he carried this little fan with him," Moore said. "If anyone around him would come up to him with a cigarette, this little fan would come out, and he would blow the smoke in your face. He was making a statement. It was the '80s. Everyone smoked back then."

Moore served as Barbara Bel Geddes' driver in the 1981 season. Taking the woman who played "Miss Ellie" wherever she needed to go, Moore said she enjoyed the ribald company.

"She was just a lot of fun," Moore said of Bel Geddes. "She was this salt-of-the-Earth, sweet character as Miss Ellie. But she was very funny in real life. And she had a very dry sense of humor. She was very irreverent."

Even to this day, Moore said she made some lifelong friends – location casting director Rody Kent and Victoria Principal, who played Bobby Ewing's wife, Pamela.

"Victoria and I became good friends and still are to this day," she said. "I have family in California, so if our schedules mesh, we get to see each other. Regardless, we stay in close touch."

I remember, though. We would go to lunch, and we could not go anywhere without people interrupting us or wanting an autograph.”

End of the Line

After her stint on the show, Moore said she moved on to do other production work with movies of the week, TV commercials and even a rock video for Aerosmith. She worked for several years in the audio-visual department at Mary Kay Cosmetics.

Moore said her experience working on Dallas prepared her for a career in the arts by providing a framework for interacting with creative individuals from actors to producers to crew.

Film and video production is a collaborative effort, and especially on the scale of a major studio production like “Dallas,” the ability to engage with folks of all walks of life is essential. One learns on their feet, she said.

There is no school for learning the ropes quite like working on a set, whether it is on location or in a studio, she said.

“The phrase ‘time is money’ has never been more apparent as in the film and video industry, so learning how all the moving parts work together was essential in learning how to budget later in my career when serving as a production manager/producer for TV commercials, sales/training films and now, in my position as administrator for the Presidential Lecture & Performance Series,” she said. “I also believe that learning early in my career how to communicate and work authentically with celebrities and studio executives has proved invaluable throughout my career. An interest in people, whether cast or crew, and a passion for connecting people and ideas has led me to this fascinating career as an arts presenter with the College of Visual & Performing Arts and the Presidential Lecture & Performance Series.”



TEXAS TECH UNIVERSITY

DATE: Sept. 13, 2012

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El Grito Kicks Off Hispanic Heritage Month at Texas Tech

The event brings campus community together to celebrate Hispanic culture.

After the football game this Saturday (Sept. 15), the festivities on campus will just be getting started. El Grito, a celebration of Mexican independence, will begin at 10 p.m. in the North Plaza of the Student Union Building.

The Cross-Cultural Academic Advancement Center (CCAAC) will broadcast a live feed from Mexico City on a projector screen and provide free traditional meals including pozole, specially made by Top Tier Catering. Then at 11, the crowd on campus will join the president and citizens of Mexico as they shout “Viva Mexico!” and sing the Mexican national anthem.

Martha Mouret-Sanders, assistant director of the CCAAC, said El Grito is a way for people on campus with Mexican heritage to come together and show pride in their heritage.

“We started the event because we wanted a place for our students, faculty and staff to celebrate Mexican independence,” she said. “We also wanted to teach the community about their cultural heritage.”

Every year on September 15, the president of Mexico goes out into Mexico City – and other leaders go out in their cities all over Mexico – for El Grito, a calling for all Mexicans to yell, “Viva Mexico!”

The name of the event comes from “El Grito de la Independencia,” which translates to the “Cry of Independence.” The event marks the beginning of the Mexican War of Independence in 1810.

Since October 1825, the anniversary of the event is celebrated as Mexican Independence Day all over the world. This year will be the fourth time it has been celebrated on the Texas Tech campus.

The first year, Mouret-Sanders said they weren’t sure how many students would come. They expected 75, and 300 showed up. She said they would like to see even more at El Grito this year.

“This isn’t only for Mexican students,” she said. “We see people from all over who come to the event. It brings a sense of community and a welcoming climate to campus.”



Mouret-Sanders said events like this promote unity and respect on campus. She enjoys seeing students celebrate other cultures and have other students celebrate their culture.

“To me seeing students from this heritage come together with other students with mutual respect, that’s what Texas Tech is all about,” she said. “To be yourself and be respected and to respect everyone else. The feeling there is that everybody’s welcome.”

In previous El Grito celebrations, Mouret-Sanders said she’s talked to students with Mexican heritage who were born in the United States but had never celebrated El Grito before coming to Texas Tech. One year, a student was even able to proudly wear his poncho made by his mom.

This year, the CCAAC asked faculty to apply for grants to find ways to include events like El Grito in the classroom curriculum.

One class is learning about the history of El Grito and specifically studying the traditional food. Those students will learn about it in class, then get a chance to experience it firsthand at the event. Another professor will use the event this year as a way to research traditional Mexican music.

Kent Wilkinson, associate professor at the College of Media and Communication, was awarded a grant to help his International Electronic Media students participate in the event.

He saw the call to work with the CCAAC and thought it would be interesting to have his students do research on how El Grito is celebrated in different parts of the world outside of Mexico, including different areas in the United States.

His students created a PowerPoint that will be shown at the event and depict the history of El Grito and how it is celebrated, including interviews with Texas Tech faculty members and students about their experiences celebrating El Grito in the past.

“El Grito is an increasingly popular event with the CCAAC,” Wilkinson said. “I think it’s important for people in the Southwestern United States to know something on the history and traditions of Mexico.”

Wilkinson, who is also the director of the Institute of Hispanic and International Communication in his college, said he works with the CCAAC as much as he can about programming and working more cross-cultural learning into courses.

“Given the demographic changes we’re experiencing in the state and nationally, I think we need educated Hispanics in leadership and a better understanding of Hispanic social groups by others, and vice-versa,” he said.



TEXAS TECH UNIVERSITY

El Grito is the first event at Texas Tech during Hispanic Heritage Month. Mouret-Sanders said by recognizing this month, Texas Tech shows Hispanics they are welcome on our campus and the university cares about their culture.

“The Hispanic culture and other cultures on campus are growing,” she said. “This is because Texas Tech opens its doors to other cultures. Thanks to the faculty and staff at Texas Tech, other cultures are getting stronger.”

The CCAAC provides resources to help students feel welcome at Texas Tech and help them learn about all the other cultures. Mouret-Sanders said people have a desire to learn about other cultures, and they want Texas Tech students to become global citizens, which means they are able to understand and relate to other cultures.

“We connect students and faculty with the resources regarding cross-cultural learning,” she said “The best way for them to succeed in this society is to become global, to understand other cultures.”

Encore Performance: Venus to Make Final Repeat Transit across the Sun for another Century

By John Davis

It's a celestial ballet that you'll have to wait another 105 years to watch again.

Making its second appearance in eight years, the planet Venus will come between the earth and the sun, gliding slowly across the disc of the sun's surface – one of the rarest predictable events in the solar system.

Appearing as a small dot, the planet named for the Roman goddess of love should come into view for the South Plains at about 5:05 p.m. Tuesday (June 5). However, the whole dance will not be visible to the Central United States. The transit will be about 60 percent complete when the sun goes down at 8:55 p.m.

Haze from New Mexico's fires shouldn't be a problem, said Susan Holtz, a solar system astronomy instructor in the Department of Physics at Texas Tech University as well as an astronomer at the university's Gott Skyview Observatory. But if clouds appear, the Lubbock area may be out of luck to watch the last transit for another century.

"It's the last chance in our lifetime to see a transit of Venus," she said. "Venus' transits come in a pair separated by about eight years. We had the first transit of a pair in 2004. The first of the next pair of transits is in 2117. That's more than 105 years until the next time. So, unless you're a particularly healthy person, this is it."

Since Jeremiah Horrocks and William Crabtree made the first scientific observations of the Venesian transit in 1639, people have watched this event only seven times, Holtz said. Mercury is a lot better on the transit score, making about 13 each century. But because Venus' orbit is tilted with respect to the Earth's orbit, Venus rarely lines up between the earth and the sun so that we can see the crossing.

Tuesday's event will last about six and a half hours, though the South Plains only will see four hours before the sun sets.

"Historically, viewing these transits were important because it was one of the first ways to measure distances in our solar system," Holtz said. "Before radar, this gave astronomers a way to determine distances between the Earth and the sun and the Earth and Venus."

Collin Smith, an information technology unit manager in the Department of Mathematics and Statistics, said he traveled to Charleston, S.C., to watch the first transit in 2004. Last time, America caught the tail end of the transit on the East Coast and Europe was treated to the whole show. This time, Europe won't see the whole event. Hawaii and Alaska will catch the show late Tuesday and China will see the entire spectacle in the morning of June 6.

"The transit is more subtle than an eclipse, so it won't be quite as dramatic as that," he said. "But it is an interesting site. This is a bit lazier, and takes six and a half hours compared to only minutes for an

eclipse. Still, it's a great scientific event. There will be lots of monitoring of the atmosphere of Venus. There are always plenty of scientific endeavors around a transit of Venus, because they're so extremely rare."

More information on the transit is available from transitofvenus.org, and [Sky and Telescope magazine](#). Watch a simulation of the event [here](#).

Holtz said people should remember never to look at the sun with the naked eye, Holtz said, even in the presence of cloud cover. Sunglasses or completely developed photographic negatives are not enough to protect against retinal burns. Telescopes and all optical devices must have solar filters, and people should use solar viewers that have been certified.

Smith said welder's glass No. 14 is safe to view the sun through directly, too, but under no circumstances should people trust their vision to hodge-podge filtering schemes.

If certified solar filters aren't an option, people can make [pinhole projectors](#), or craft a [pinhole camera](#) from a long 6- to 10-foot-long box, she said.

The public is welcome to attend a viewing at the Gott Skyview Observatory, Holtz said, though the parking lot is limited to 40 cars. Directions are [here](#).

Smith said the South Plains Astronomy Club and the Museum of Texas Tech University will host a viewing party in front of the museum at Fourth Street and Indiana Avenue. Guests are welcome to arrive about 4:45 p.m. About 500 pairs of solar-filtered sunglasses designed specifically for direct solar viewing will be available for \$1 apiece. Texas Tech's Graduate School will provide graduate students with proper ID a pair for free.

Paper plates with centered, small circular holes will be provided for people to view the transit via projection onto a flat background surface.

Since the event will take about four hours, Smith said the team plans to wait out the clouds for glimpses of Venus. But should the weather not cooperate, club members will attempt to set up a live feed of the transit.

"This is a once in a lifetime event, so unless you're still breathing and seeing on planet Earth 105 and a half years hence in December of 2117, this is your last chance," Smith said. "The South Plains Astronomy Club will have telescopes with properly fitted solar filters to observe this transit. The paper plates and views through the scopes are free, and the entire event is free and open to the public."



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FOR IMMEDIATE RELEASE

DATE: Dec. 14, 2012

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Engineering a New Life

Graduating senior Ben Cox overcame a lifetime of challenges.

On Saturday, Benjamin “Ben” Cox will earn diplomas from Texas Tech University and Wayland Baptist University. He was a dual-enrollee and worked on a math degree from Wayland Baptist for several years before enrolling in the civil engineering program at Texas Tech. His undergraduate education will prep him to become an engineer—possibly for a department of transportation, as has always been his dream.

But on Saturday, Ben will not walk across a stage. He will not play the piano, and he will never play the sports he loves as he did growing up.

On March 17, 2011, Ben and his father went skiing at Monarch ski resort. Ben, who grew up in Colorado skiing and having fun on the slopes, saw a jump he wanted to try.

“When I hit the jump, I thought alright, I might catch 8 feet of air at the most,” Ben said. “Well, I ended up catching somewhere between 20 and 30 feet of air.”

Ben snapped his femur in three locations, shattered his C6 vertebrae, and bruised his spinal cord from C5 to C7 upon landing. It was the latter injury that paralyzed him from the chest line to his toes.

Ben’s life was changed forever.

“I had to figure out how to live life again,” he said. “When I was in the hospital, getting out of my chair and into bed by myself just to take a nap was nearly impossible.”

Despite facing what Ben and his family thought were insurmountable odds, the Cox family were supported by family, friends and even strangers who helped Ben in a number of ways that helped him get back to his education.

After the Accident

Jim Colton, a walking golfer who took an interest in Ben’s story, undertook a mission to raise funds for Ben’s medical bills. As a way to raise money, Colton walked 155 sponsored holes in one day at Ballyneal Golf & Hunt Club in Colorado, the course at which Ben had worked as a caddie before his accident. Colton put together a network of

golfers and courses called the Hundred Hole Hike, which aided Ben's cause and other charitable causes.

In addition to Colton's support, Ben's family also received assistance from the citizens of Haxtun, Colo., Ben's hometown; as well as from members of Ben's church community in Lubbock, Harvest Christian Fellowship. The combined efforts resulted in more than \$100,000 the Cox family put toward needed modifications on their home, a modified van Ben could drive, and Ben's student loans.

At the time of his accident, Ben had about a semester and a half left to complete before graduating. The injury forced him to take about 15 months off from school. After a three-month stay at a rehabilitation center in Colorado, Ben returned home and learned how to live as normal a life as he could. He debated returning to Lubbock for school. Ultimately, however, Ben says his faith and church community in Lubbock encouraged him to return to finish his degrees.

Returning to Texas Tech

"Even though Texas Tech is a huge school, my advisor knows me personally and most of my professors know me personally," Ben said. "They all had heard about what happened and they were all willing to work with me."

Ben's advisor in the engineering department, Glenna Andrews, says Ben was never one to complain about his situation.

"He is some kind of special person," Andrews said. "He has never been down and out when he has been on campus. He has just muscled through with such a great attitude."

Ben knew returning to school would be a challenge. Along with supportive friends and professors, he motivated himself to do the best he could considering his circumstances.

"I figured out how to write in a matter of a month," Ben said. "When I got to Tech, I was so determined to take notes for myself. But after the accident, my ability to retain knowledge has been changed a little bit. I had a friend that took notes for me so I could concentrate better. Professors have been really nice in giving me a day or two extra to get an assignment done, or some extra time in taking tests. But when it comes down to it, if I can do it, then I'm going to do it. I don't want someone to do it for me."

Ben says figuring out how to navigate campus in a wheelchair was difficult at first, but with some time, he has come close to mastering it. He attended all home football games this fall with his fiancée, Stephanie Cruz, and said stadium personnel were very accommodating.

Compared to most Texas Tech students, Ben's day-to-day life is anything but ordinary. Getting ready for class in the morning can take up to two-and-a-half hours and he requires someone to help him do some everyday tasks.



However, he says that perspective helps him retain a sense of normalcy.

“I am glad I came back,” Ben said. “I’m glad I finished. Coming back, I had new appreciation for life.”

Ben’s life is now about “finding the joy in little things.” Ben and Stephanie plan to wed on March 17, 2013, the two-year anniversary of his accident. He says their decision on the date was intended to turn a negative memory into a positive one.

“Looking at the big picture, I can still be a contributor to society,” Ben said. “There are times that I feel like I’m a burden. But at the same time, I can realize I’m still going to get a job, I’m still going to do engineering work and I’m going to get married. So you have to put it in perspective.”

Engineering Imagery

John Poch talks about life as a poet, pedagogue and purveyor of the fine metered word

By John Davis

Words make his machines.

Sometimes only two lines long, and some that go on for pages. But the curious turns of phrase he hears in everyday life sit patiently in the mind and notebooks of poet John Poch, waiting for him to take them out and engineer them into finely tuned creations.

“I am like most poets in that I write a different poem on a different day because of whatever has happened to me in my life,” said Poch, a professor of creative writing in the Department of English. “But I’m always listening to language and how people use it in interesting ways, and how language offers a multiplicity of different meanings at once. And whenever I hear something peculiar, I try to write it down and somehow fit it into a poem.”

Poch, a former engineering student who instead began to study the written word, is an integrated scholar and one of four poets at Texas Tech University’s nationally renowned Creative Writing Program. He teaches the art and craft of reading and writing poetry to graduate and undergraduate students. The author of more than 200 published poems, a chapbook, three books of his own and a collaborator on two others, he has three more in the hands of publishers.

His work has appeared in Ploughshares, Paris Review, Yale Review, Agni and many other magazines. He just stepped down as editor of 32 Poems Magazine, which has in the last eight years published five poems that have gone on to appear in the “Best American Poetry” series. The series chooses 75 of the best poems out of thousands published in one year.

In the classroom, however, Poch said he tries to teach what makes good poetry, how it’s OK not to “get” all the meanings.

“I think a lot of people think poetry is this thing that can’t be taught,” he said. “But there are a lot of aspects of the craft that you really can teach. I try to focus on those things.”

Son of a Preacher Man

Born in 1966 in Erie, Penn., Poch was the middle of four siblings. His father was a minister and his mother a homemaker. At 12, the family moved to Stockbridge in rural Georgia, and he learned to blend into that society after a fellow student told him he “talked funny.”

He credits his father’s career with the start of his love affair with words.

“If I were to go back to when I think my love of poetry started, it would probably be with the cadences of the King James Bible,” he said. “But it’s a combination of everything in my life that made me love words.”

Throughout his childhood, Poch said writing and poetry never seemed crucial, though he did love to read. Instead, he pursued scientific and mathematical interests.

The first member of his family to go to college, Poch got his first two-year degree in physics. But as he finished his first semester at Georgia Tech University studying to become a nuclear engineer, he wasn’t happy.

“I didn’t have any family who had ever been to college before, so I was sort of on my own and didn’t know what to do,” he said. “I thought well, I’m good at math and science so I guess I would be an engineer.”

Instead of formulas and theorems, he escaped by writing short stories and poems. Poch recalls a poetry professor at Georgia State asked him why he was studying nuclear engineering. It was the first time he asked himself the same question. When he couldn’t find a reason to continue, he said he changed his life to pursue something he really loved.

And so began Poch’s love affair with words. He recalled walking down the streets of downtown Atlanta feeling as though he might burst out of his skin while on the way to a poetry workshop. His short stories got shorter and shorter until poems ruled his creativity.

Working nights on the loading docks of Southeastern Freight Lines in Conley, Ga., he would ask his fellow dock workers to critique some of his works in their spare time.

“They must have thought I was a freak,” he said, blushing. “Here it was, their second or third job of the day, and here I was passing out my poems for them to read.”

Poch went on to earn his master’s in poetry in 1997 from the University of Florida, where he met William Logan, a professor of poetry in the Department of English, a regular New York Times Book Review poetry critic and author of eight poetry books.

He credited Logan with giving him the proper poetic education he needed to become a professional.

“From Logan, I learned the responsibility of the writer to be a reader and critic, as well as a poet,” Poch said. “I learned that few poems last beyond a generation or a century. If it does last, it is because you have made a contribution to the language, not because you fit some social project or some incidental fad. I learned that craft can be taught, and it is helpful, but imaginative possibilities must come from a life and all its complexities beyond the academic education. Poems should contain philosophy, history, the literary tradition, linguistic excellence and so much more far beyond some personal self-expression.”

Logan said he remembered Poch's courage as a writer, and his ability to learn from his mistakes.

"John was not crippled by his gifts, as some young poets are," he said. "He faced up to them and was not cowed by them. He learned how far to go by going a little too far, by making mistakes and not making them again. A poet needs to be a little bit reckless and then know how not to drive off the cliff. His later work has shown how important that touch of recklessness was."

Poch earned his doctorate in English in 2000 from the University of North Texas. He served as the first Olive B. O'Connor fellow at Colgate University before coming to Texas Tech in 2001.

The Writer/The Teacher

When looking for inspiration, Poch said he draws from his own experiences, much as many poets do, when creating a new piece.

"I began writing poems that were more personally symbolic in the beginning," he said. "Poems that were more about language itself and my own personal stories behind the scenes without trying to make them clear. Maybe I've come full circle because I'm interested in that again. But I shifted to where I wrote poems about ghost towns in northern New Mexico because I was passionate about Taos and what made it special."

Perhaps the appeal to the mathematical part of his mind for writing poetry is how words can become like engineered machines when the language used offers a multiplicity of different things at once.

Whenever he hears words and phrases that sound workable, he collects them like wheels and gears, then tries to fit them into the machinery of a poem. Sometimes it works and sometimes it doesn't, he said.

"I write poems that are two lines and some that go on for six or seven pages," Poch said. "I try to follow the words and see where it leads me. ... I have a 5-year-old, and about a year ago she was looking out the window and she said 'Daddy look, the birds are pretending they're airplanes.'" That's a poem in and of itself. So I got my notebook out and wrote it down, trying to figure how I was going to fit that into a poem."

As he's learned from life's experiences, being a poet isn't easy. No road to riches lies ahead. Even fiction writers have it somewhat easier when it comes to making a living. Because of the pace of modern lifestyles and lack of spare time, Poch said, very few people buy poetry anymore, and not many want to take 30 minutes indulging in the analysis of the words, except for other poets.

But that doesn't stop him from practicing it. Or teaching others how to succeed as a poet or writer.

Chloe Honum, a creative writing doctoral student from Auckland, New Zealand, was recently honored as a finalist in The Yale Series of Younger Poets. She said her correspondence with Poch served as the deciding factor for her to come to Texas Tech to earn her degree.

“I greatly admire John’s poetry, and was already excited about the possibility of working with him,” Honum said. “Since entering the program, John has become a wonderful mentor. He is generous, wise, and goes out of his way to support his students. I feel very fortunate to have John Poch as a mentor and look forward to taking courses with him.”

As a teacher, Poch tells students to take time to play with the words in their minds and enjoy the experience.

“Poetry wasn’t created for any other purpose than the purpose of enjoying language,” he said. “It’s not created to teach you how grammar works or syntax functions. It’s not created to help you make you public speeches, although it can lead to those things. Poetry is made for pleasure.”

With undergraduates, he tries to remember how learning about poetry was for him in the beginning, and then adds what he wished he learned. Imagery usually serves as a good starting point. Then he moves on to more technical aspects, such as rhyme, meter and metaphor.

“Young kids say ‘I don’t like poetry because I never get it,’” he said. “It’s a constant enjoyment of language that you should get. It’s not about getting a meaning. That’s one of the things I have to un-teach in the beginning of a semester before we begin.”

Even so, some parts of poetry are hard to identify in words – parts he can only call magical. Moments even he finds difficulty in trying to explain why it works. In the best poems there are moments that rise above in some mysterious way, and he and his students try to get at it to find what makes them work and how they can do this in their poems.

In the end, he hopes his students have discovered a new love and way of expression through a language they use every day.

“Some students will come in having no knowledge of poetry whatsoever,” he said. “If they’re hungry for knowledge and what the class offers, then we’re going to have a really good time. I tell them, ‘You might find yourself getting interested if you work at it, and making discoveries you wouldn’t have. Poetry can offer a new way of seeing the world, and the practice of being creative with words will probably help you to be creative with whatever else you choose to pursue.’”

“And truthfully, who doesn’t stand in awe when someone recites a poem by heart.”

Books

- *Dolls*. Orchises Press, September 2009.
- *Two Men Fighting with a Knife*. Story Line Press, 2008.

- *Ghost Towns of the Enchanted Circle*. Flying Horse Editions, 2007. A limited edition letterpress/art book.
- *The Essential Hockey Haiku*. (a poetry/fiction collaboration with Chad Davidson) St. Martin's Press, 2006.
- *Poems*. Orchises Press, 2004. Finalist for the PEN/Osterweil prize.

Awards Box

- Dorothy Sargent Rosenberg Poetry Prize (\$5000), 2007
- Headlands Center for the Arts residency for poetry, May 2007
- Lynchburg College Thornton Writer-in-Residence, Spring 2007
- Howard Nemerov Fellow in Poetry. Sewanee Writer's Conference. July 12-25, 2004
- Texas Tech University Research Enhancement Fund Grant (\$3300), 2004
- Kate and George Kendall Fellowship, MacDowell Colony, 2000-01
- Blue Mountain Center residency, July 2001
- Saltonstall Foundation residency, June 2001
- Colgate Creative Writing Fellowship (\$25,000), 2000-01
- The Nation/Discovery Prize, (\$45,000), 1998



TEXAS TECH UNIVERSITY

DATE: July 5, 2012

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ERS to Host Two Information Events on Annual Benefits Enrollment

Learn what you need to know about your plan and UnitedHealthcare

The Employees Retirement System of Texas (ERS) will host Texas Tech University's annual benefits enrollment fair 9 a.m. – noon Monday (July 9) at the International Cultural Center. Information sessions begin at 10:30 a.m.

Additionally, ERS will host an information session to give Texas Tech employees a chance to meet with representatives from the new third-party administrator, UnitedHealthcare. This special event takes place from 10 a.m. - noon July 16 on the Texas Tech Health Sciences Center campus in the Academic Classroom Building.

Human Resources encourages all benefits-eligible employees to attend at least one of these events. If unable attend, recorded presentations of the annual enrollment fair will be available online for employees to watch at their convenience. A schedule of events is located on the ERS website.

At the annual enrollment fair, employees can review HealthSelect benefits (such as copays and coinsurance) and learn about such benefits as optional term life insurance, TexFlex, and TexaSaver.

The HealthSelect information session will give employees the opportunity to learn about the new HealthSelect NurseLine, health and wellness tools and discounts, and disease management programs, as well as how to create an online account starting September 1.

Starting this month, ERS will send all benefits-eligible employees a Personal Benefits Enrollment Statement and information about their annual enrollment benefit choices.

Annual enrollment will be conducted in phases this year. **Texas Tech's annual enrollment phase is July 16 through July 27.** Employees will have two weeks to make enrollment changes.

Please continue to visit the Human Resources website or the ERS website for the latest news about benefits.

DATE: Sept. 27, 2012

CONTACT: James Hodgins, james.hodgins@ttu.edu
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Faculty and Staff Invited to Welcome Prospective Students on University Day
Departments have an opportunity to showcase their services available to students.

Texas Tech University will host thousands of potential students and visitors on campus for the Weekend of Red & Black culminating in University Day.

The weekend kicks off Oct. 13 with a tailgate on the West Hall lawn in conjunction with this year's homecoming game against West Virginia. The University Night Reception on Oct. 14 gives visitors the chance to mingle with faculty, administrators and current students at the McKenzie-Merket Alumni Center.

On Oct. 15, University Day previews the full Red Raider experience including a spirit rally, academic college presentations, tours and an information fair featuring academic colleges and departments, admissions, campus life and activities, financial aid, housing and hospitality and other student services.

Brandon Taylor, manager of the West Texas Region & Visitors Center, said a crucial element to University Day is having faculty and staff participate in the Academic & Student Services Fair. Everyone on campus is invited to promote their respective areas at the fair from 9:30 a.m. to noon at the United Spirit Arena.

"In planning this year's University Day, a big focus of ours is making sure every area on campus is represented," Taylor said. "Our hope is we will have a variety of colleges, departments and student services gathered under one roof to showcase all that Texas Tech has to offer."

There are many opportunities available to students at Texas Tech, and the fair provides an opportunity for departments to get in front of incoming students to promote what resources they provide, Taylor said.

"University Day provides a great opportunity to demonstrate a cohesive campus community to our prospective students," he said. "There's something very powerful about us all working together to recruit the next generation of Red Raiders."

Attending the fair benefits staff, faculty and departments just as much as students by putting into focus all the great things each department is doing as part of the university.

"It's a good reminder that we work at a great institution," Taylor said. "It gives employees the opportunity to talk about the great things going on in their areas and see the excitement prospective students have to be a part of it."

Tours will be going on throughout the weekend, and all visitors will be given a red bag. If any employee sees someone on campus with a red bag, Taylor said they are encouraged to reach out and welcome them, give directions and showcase the university's hospitality.

Departments can register online to attend the fair (<http://www.visit.ttu.edu/admin/uday/fairresv.asp>) and need to do so by Wednesday (Oct. 3.)

For more information, faculty and staff can contact Taylor at the Visitors Center or attend the University Day Preview on Oct. 8 from 10:30 to 11:30 a.m. in the Student Union Building Escondido Theater.

Faculty and Staff Receive LGBTQ Allies Training

Student Counseling Center hopes to create a more supportive campus environment.

By James Hodgins

Caption: the Texas Tech Allies Program is a community of supportive faculty, staff, and students who affirm the rights of all lesbian, gay, bisexual, queer, questioning and transgender individuals.

On Oct. 19, the Texas Tech University Student Counseling Center hosted LGBTQ Allies Training to help faculty and staff learn how to be a more visible and supportive resource for the campus LGBTQ (lesbian, gay, bisexual, transgendered or queer/questioning) community.

The Student Counseling Center holds this training every October during LGBTQ Awareness Month as well as once more during the spring semester. The idea is to show employees what it means to be an ally and create an accepting and supportive environment at the university, said Amanda Wheeler, a counseling psychologist and the coordinator for allies training.

"This is my passion," she said. "It's important for this community to have straight allies at Texas Tech."

Wheeler said allies do not require the training. An ally can be anyone who strives to be a friend, a listener, open-minded and willing to talk.

Nancy Robinson, staff psychologist, also presented at the training about what it means to be an ally.

"I can't stress enough how important an ally's role is on this campus," she said. "An allies program is one way for LGBTQ individuals to identify gay-friendly faculty, staff and students who will be supportive of them."

The Student Counseling Center recommends that campus allies display an Ally Safe Zone symbol to identify places where people can feel safe. Robinson said allies do not have to act as counselors, rather direct people and connect them with existing campus resources.

The training also included several exercises to help participants think about different scenarios and discuss how LGBTQ individuals are viewed in Lubbock, nationally and in the media. A theme throughout training was tolerance versus acceptance.

In addition to this training for faculty and staff, there are many other resources available at Texas Tech and in the Lubbock community, including individual, couple and group therapy at the Student Counseling Center.

For more information on the LGBTQ allies program at Texas Tech, please contact Wheeler at (806) 742-3674 or amanda.wheeler@ttu.edu.

DATE: Oct. 4, 2012

CONTACT: James Hodgins, james.hodgins@ttu.edu
(806) 742-2136

Faculty Prepare for 2012-2013 Theatre Season

Director calls for increased campus support as the new season opens this month.

The Texas Tech University Department of Theatre and Dance raises the curtain on the 2012-2013 season with two shows in October. The season opens Oct. 8 in the lab theatre with "Dog Sees God: Confessions of a Teenage Blockhead," an unauthorized parody that imagines characters from the popular comic strip Peanuts as teenagers.

The first show on the mainstage theatre opens Oct. 18. "How to Succeed in Business Without Really Trying," the award-winning Broadway musical from the authors of Guys and Dolls, is a satire of big business and all it holds sacred.

Courtney Brown, assistant professor of voice and movement, is directing the musical. She choreographed last year's musical and has acted in a previous main stage show, but this is her first time to direct a show at Texas Tech.

"It's big," she said. "Because it's a musical, there are so many different components to put together cohesively. It's a lot to juggle, but I have a great team."

Brown said she enjoys doing shows because it's another educational outlet for the faculty and a huge learning experience for students.

"When we get to do these shows, it is like a living lab to see that the work we're doing in the classroom is bleeding over into rehearsals and performances," she said.

Faculty always direct the mainstage shows and typically act as designers and choreographers. Brown said they try to give students as many roles as possible, both on and off the stage. Students are filling many of the designer position for this season's musical.

No matter the part, students and faculty both have to put in a lot of work to get a show ready by opening night. Rehearsals for "How to Succeed in Business" are Sunday through Friday from 7-11 p.m.

While it does make for a long day, Brown said the cast of this show has made coming to rehearsals easy because of their spirit and hard work. She said they all give their most because they want to do their best work.

"At the end of a long day teaching, it can be hard to get the energy to come back and not only be creative and problem solve, but also still be a teacher," she said. "But it's been a pleasure to see their enthusiasm, which has allowed me to relax and enjoy the experience. No matter how tired I think I am, they always give me energy."

Brown said other AAU institutions have renowned theatre and dance departments and it's important for the arts to have a strong presence on the Texas Tech campus. While they appreciate their current audience, she said she'd like to see more faculty and staff members at the shows throughout the season.

"I think it makes for a complete community that is interesting and plugged in with each other," she said. "I think that's really crucial. And it means everything to us to have a larger presence within the larger community. Theatre is nothing without an audience."



Web Only

FOR IMMEDIATE RELEASE

DATE: Oct. 4, 2012

CONTACT: Callie Jones

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Finding Success as a Red Raider Alum

Neiman Marcus Executive and Texas Tech Alumnus Reflects on Success

For James E. Skinner, chief operating officer and chief financial officer of Neiman Marcus Group Inc. and Red Raider alumnus, Texas Tech University graduates are in a unique position to find success.

“Texas Tech students don’t have a sense of entitlement,” he said. “In many ways, the students here have the drive to prove themselves.”

Skinner recently visited the Texas Tech campus when he was in Lubbock for the “Little Black Dress” fundraiser for the Laura W. Bush Institute for Women’s Health. The event featured the CEO of Neiman Marcus, Karen Katz.

Graduating in December 1974 with a bachelor’s degree in accounting, Skinner has worked for Neiman Marcus since 2001. He oversees strategy, finance, information technology and distribution for the company. Before coming to Neiman Marcus, he worked for CompUSA as executive vice president and chief financial officer.

He believes his success in the retail industry is the result from a combination of work ethic, luck and respect for different types of people.

“I’ve worked in several industries,” Skinner said. “You have to have good work ethic but it is very important to have respect for different personalities especially in retail. You have to respect and appreciate all the people that make a business possible.”

Early in his career, Skinner made a decision to start treating his various jobs as a business in which he is the sole proprietor and customer service is a priority.

“If you start looking at yourself as a business instead of an employee, you learn how to work with different people,” he said. “My clients are my colleagues. What do people want? They want to know if they ask for something, it’s done and done with high quality. If you focus on what is the expectation of your customer, then you will do well. That’s one thing that (Neiman Marcus) takes very seriously. I don’t care who you are – if you call me, then I’m going to return the call.”

Skinner was named a Distinguished Alumnus by the Texas Tech Alumni Association in 2010 for his various career accomplishments. He believes that all young Texas Tech alumni have the opportunity to find success in their careers upon graduation.

“The people that come from Texas Tech have an attitude of gratitude for their job,” Skinner said. “There’s a great work ethic and I felt that when I was a student.”

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Finishing for Him,

Doctoral student completes legendary book by Texas writer that documents the rise and fall of tarpon fishing.

By John Davis

Silver and sleek like a torpedo, they're a bit too bony to eat.

But man, do they fight.

The Texas tarpon has worked its way into the state's fishing lore for more than a century. In 1903, Charles F. Holder advocated adopting the silver king-sized prize as the state's saltwater fish in his book, "The Big Game Fishes of the United States." Franklin D. Roosevelt even made a trip to the Texas coast to try his hand at catching one.

And near the end of his life, Texas newspaperman, novelist and avid outdoorsman Hart Stillwell sat down to pen a book on the remarkable fish. He died in 1975 before he finished, and his manuscripts sat on the shelves of the Southwest Writers Collection at Texas State University.

That is, until a doctoral student in the Literature, Social Justice and the Environment program at Texas Tech University's Department of English took up the challenge of finding the elusive compositions that had become almost as legendary a tale as the great fish itself.

More than 35 years following Stillwell's death, "Glory of the Silver King: The Golden Age of Tarpon Fishing," is finally complete and available from Texas A&M University Press.

Brandon Shuler said he's a seventh-generation Texan and third-generation Texas fisherman. His family, one of 300 original clans to settle the Lone Star State, makes a living as fishermen on the Gulf Coast.

Also an avid conservationist, Shuler served as a fishing guide for six years before he decided to earn his doctorate at Texas Tech. Now 40, he had heard of Stillwell's unfinished book at 12 and had even encountered one of the drafts. Because of Stillwell's Texas roots and contributions to literature, Shuler decided to finish Stillwell's novel for him.

Born in 1902, Hart Stillwell wrote articles for newspapers across Texas as well as for *Esquire*, *Field & Stream*, *Outdoor Life* and *Sports Afield*. He was a contemporary of Texas writer and folklorist J. Frank Dobie. Stillwell wrote three novels and two nonfiction books in his career before his death.

Finishing Stillwell's novel was a daunting task, Shuler said. Though he never met him, he did have a working knowledge of the man's style from his magazine articles.

"It is a lot of pressure," he said. "I have been a Stillwell fan. I write in *Field & Stream* and *Outdoor Life*, and Stillwell wrote for both of those. And what he did, what really helped me was some of the stories that are in 'Glory of the Silver King' he had written as stand-alone articles for *Outdoor Life* in the '40s and '50s. So, I did have a model to look to and find that voice and how he was telling the story. As far as

an academic goes, I wanted to make sure that I maintained his voice and made sure there was authorial intent as much as possible. So yeah, there was a ton of pressure to make sure that I did that.”

For one, Shuler said he came across four versions of the book within the collection. He had to choose which of the chapters seemed most complete.

“They had four manuscripts of ‘Glory of the Silver King,’” Shuler said. “And as you read through all four manuscripts, it was the same book but it was four drafts, and he was changing it. The last two chapters finished but they weren’t the most complete. He hadn’t finished because he passed away before he finished. I wasn’t sure which version he was going to stick with. So when I got to that point, and I was editing it and collating this project, I said, you know what? I really need to get in touch with the family.”

Shuler said he had to get permission from them to edit and publish the book anyway. He talked to Stillwell’s grandson, Benjamin Acosta-Hughes, who sent him two more manuscripts. Luckily, one of them had a fairly complete version of the last two chapters.

To finish the last chapters, Shuler said he began by taking the three completed final two chapters from the collection and the two chapters Stillwell’s grandson had sent him and applied editorial theory to figure out which lines would have most likely remained in the finished product.

“What I did was I looked at the other chapters and their drafts to figure out what was cut and what was kept and tried to keep the voice as true as I possibly could to Hart Stillwell,” he said. “That’s how the final book ended up.”

The book reminisces about the height of the tarpon fishery in Texas during the 1920s and ’30s. That’s when Stillwell was first introduced to tarpon fishing at Port Aransas. Once common, *Megalops atlanticus* in the Gulf of Mexico became a prize for anglers. Easily caught at the time, fishermen would take a picture with their catch, then throw the fish away.

By the ’60s and ’70s, Stillwell was at the end of his fishing career, and tarpon had disappeared. In his lifetime, he literally watched the rise and the decline of the tarpon fishery. While the population, which survived after the dinosaurs, is starting to make a rebound, catching one in Texas waters still is a rare occurrence.

Found in salt and freshwater environments, their pseudo-lung swim bladders allow them to breath in various types of brackish water. Because they are not a valuable food fish, little is known about their geographic distributions and migrations.

Texans are lucky to see one today.

Shuler’s informal research estimated that about 100 Texas anglers can say they’ve ever caught a tarpon out of the 2.6 million registered saltwater fishermen in the state.

“The beauty of this manuscript is you get to see the rise and fall of the tarpon fishery,” he said. “But you also get to see Hart offering solutions to fix this. Unfortunately he didn’t see it in his lifetime. Why this

called to me was really the conservation ethic that Hart Stillwell has in this book. And he has throughout his whole lifetime talked about how we need to conserve our wildlife. What really called to me and what really pulled me the most, everyone kept telling me, 'You are the modern-day Hart Stillwell.' As far as my conservation effort goes, we pair very much."

The book is available through Barnes & Noble and Amazon.com. Shuler also is the author of "New Border- Contemporary Voices from the U.S. Mexico Border," and "Tom Lea Authorized Biography" published by Texas A&M Press.

Fortuitous Find

Texas Tech archaeologist, students, uncover relics from life at one of Britain's Roman frontier forts

By John Davis

Not so much as an old coin or shard of pottery.

Ashley Maloney, a master's student of classical languages from Washington, D.C., pored through the rubble of what once was either an old storefront or a dwelling that stood outside the Roman fort of Vinovium.

She was one of four graduate and 11 undergraduate students participating last summer in Texas Tech University's Binchester Archaeological Field School – part of an international excavation of the nearly 2,000-year-old settlement 25 miles southwest of Newcastle-upon-Tyne in the United Kingdom.

This was the second year for Texas Tech to join the teams from Stanford and the U.K.'s Durham University, and Texas Tech students participated for two or four weeks on the project.

Maloney said she's interested in studying Roman religion in Britannia. As a grad student with previous excavation experience, her instructor, Christopher Witmore, asked her to stand in as a teaching assistant for the summer to assist undergraduates also enrolled in the field program.

"This was the first time I'd done anything in England," she said. "I'd only done some excavations around the Mediterranean and Greece."

Below her, a 22-by-47-yard (20-by-43-meter) trench lay opened in the dark soil, and top researchers worked together alongside students and local volunteers interested in the site. Unlike the style of archaeological excavation in the U.S. where many individual diggers work small areas about 1-by-1-yard (1-by-1-meter), Britons prefer this larger, open plan of digging.

Five days had passed to the end of a Friday and nothing interesting had turned up yet for Maloney. She'd flown 4,700 miles to experience the hands-on archeological dig. She joked about it, but she wondered just a little if the trip might be a bust.

"Not to worry," one of the archaeology directors from Durham University said to Maloney. "Next week, you'll find something."

After the weekend and a morning's worth of work on Monday, Maloney was moved 15 feet (4.5 meters) away to another location. As she began to excavate, one piece in particular caught her eye. The engravings were intricate. This was no cobblestone, or at least wasn't intended to be when it first was created.

“I was in a corner working all by myself,” Maloney said. “And that afternoon, we got back from lunch, and I thought, ‘This is a strange little piece. It has detail on the corner.’ I slowly kept working down and working down. Eventually, I recognized what it was, but I didn’t want to get my hopes up too much. So, I asked one of the directors. I said, ‘Could you take a look at this corner and tell me what you think?’ She said, ‘Well, I think you’ve found an altar, Ashley.’ So, we worked down for the rest of the afternoon until we figured out there was an inscription on it, and we knew what it was.”

So far, this was the first altar found during the new international project, though others have turned up during previous excavations. They are fairly common at other Roman outposts, Maloney said. More could be found as work continues. Researchers also have uncovered one of the best-preserved Roman bath houses in the U.K. and some of the most impressive mausolea seen on a Roman site for 150 years.

While the fort itself is intriguing, archaeologists also are interested in the large town surrounding the fort that continued to thrive long after the empire fell.

Witmore is an associate professor of classical archaeology in the Department of Classical & Modern Languages & Literatures and a principal investigator on the site. During the 2010 season, the first Texas Tech students began digging at the fort, now called Binchester, as part of a larger itinerant field school called City, Country, Borders.

Witmore ran this study-abroad program with Texas Tech associate professor Donald Lavigne. Students incorporated Witmore’s work in Rome, Greece and England and learned three different archaeological methodologies – standing building, landscape archaeology and excavation practices, Witmore said.

“With Binchester, we have a rare opportunity,” he said. “A professional unit of contract excavators teaches archaeological methods that include the open-area mode of excavation. The methodology is very distinct. In the U.S., one rarely encounters students trained in open-area excavation. But it’s becoming a more predominant form of excavation in other European countries. At Binchester, students learn archeological practices from the trench to the laboratory, which is great. We’re really trying to teach them every aspect of the archaeological process.”

The Fort on the Edge

Britannia first was invaded by the Romans in 43 A.D. After Gnaeus Julius Agricola was named governor of the island frontier in 77 A.D., he led a massive push for control in northern Wales and up into Scotland from 79 to 80 A.D. While there, he consolidated Roman military authority and built a line of forts and roads from west to east.

Vinovium most likely was one of these fortresses, Witmore said. Originally built of timber and turf, it stood as one of the empire’s larger northern forts, covering about 17.5 acres in the

northeastern border region of Britannia. Originally a fort for auxiliary troops, it sat on a hill near the River Wear and guarded the Dere Street Bridge.

The fort sat 30 miles from Hadrian's Wall, which Romans began constructing in 122 A.D. The wall served as the physical northern border of the empire's reach, and was thought to have controlled border crossing as well as helped to contain the barbarians living behind it.

"One of the interesting things we're looking at is what was there before Romans," said Gary Devore, an instructor of Roman archaeology and one of Stanford University's three main directors at the site. "No one has found any indication of Celtic or Iron Age people living there. That's very surprising if that's the case, because the fort is on a very nice hill overlooking a very important river crossing. You expect native Britons would have used that high ground for their own."

Once construction of the Antonine Wall ended in 154 A.D. – a wall 100 miles north of Hadrian's Wall designed for the same purposes – Vinovium was pared down to a cavalry fort, a 218-by-218 yard (200-by-200 meter) camp very similar to the general rectangular layout of forts throughout the empire. Romans abandoned the Antonine Wall after only 20 years and retreated back to Hadrian's Wall. Vinovium remained the smaller cavalry fort built of stone and that guarded Dere Street, the main road between the major Roman outposts at York and Corbridge.

As time went on, locals built stores and homes around the sides of the fort. This suburb, called a vicus, attracted people who were all too willing to relieve Romans of their coins. Taverns, brothels and stores sprung up around Vinovium. Devore said researchers record the evidence they find in this area as well.

"When archaeologists have looked at Roman forts in the past, there was a tendency to focus on the military stuff inside the fort because that was sexy," he said. "About a decade ago, people got interested in the civilians outside the fort. We've been making a conscious effort to excavate inside the fort in the Roman settlement and outside the fort in the civilian settlement. We're one of the few who are doing this."

Richard Hingley, professor of Roman archaeology at Durham University, said historical texts and discoveries in the ground have given researchers an idea of how people lived life on the Roman Frontier.

The substantial Roman military force in Britannia was recruited across the Roman Empire, and soldiers and the people who followed the soldiers came from places such as Germany, North Africa, Spain and some areas of the Near East. They left behind information in the remains of their settlements, such as the things they ate, their burial monuments, and the roads they traveled.

At the Roman fort Vindolanda, which is near the modern village of Bardon Mill and about 30 years ahead of Vinovium with excavation, archaeologists discovered a cache of documents that

were written by soldiers and their wives. These gave researchers a detailed record of life in Roman-ruled Britannia, Hingley said. While some believed Roman rule became more difficult the farther north they went, archaeological evidence suggested life wasn't as chaotic or dangerous as one might think.

This frontier certainly didn't resemble the American West, he said.

"How unstable that society was we don't really know," Hingley said. "We do know from historical records there were problems from time to time with security in the region. Basically, a lot of the archaeological evidence we find indicates a really quite settled life with quite a level of culture. People had access to good pottery. They had a Roman bath on site. They had amphorae with wine and olive oil imported from the Mediterranean that was used to supply the soldiers. So people had quite a decent standard of living. But the reason the forts and Hadrian's Wall are there is that there was an element of insecurity in that region."

When it came to expanding the edges of their empire, the Romans were adept at securing loyalty and cooperation from the local, indigenous people, Witmore said. Bloody battles raged as the empire swallowed more and more of Europe, but the Romans were savvy about the political choices they made (and forced) as well.

"What seems to have happened is they enrolled local power brokers," Witmore said. "For some, the Roman ways of life are seen as ways to distinguish oneself as elite. It gave the locals who support the Romans certain materials, knowledge and cache. Quite a few people in Britannia thought it was a good thing to live and relate to the Romans, and they became part of that Roman expansion because they got something out of the arrangement. Basically, they either increased their quality of life or preserved it."

Major changes occurred across Britannia at the end of the fourth century. Soldiers weren't receiving payments from Rome, buildings became repurposed and the creation of new public buildings ceased.

People began using the basilica at Silchester for industrial uses at this time, and that likely wouldn't have been condoned officially. Archaeologists rarely have found copper coins dated past 402, although hoarded gold and silver coins of the same age prove Romans still lived in the area.

Throughout Britannia, Romans started to leave. People abandoned the empire's currency. In the wake of this power vacuum, warlords began attacking settlements in rural areas.

Vinovium, too, experienced changes that appear to start around 400 A.D. For the next 100 years, people still lived in and around the fort, but evidence suggests that life changed drastically.

"In one case, we had a barracks block that was housing soldiers," Devore said. "But in this transitional period, it turned into a butcher's workshop and a tannery. Hides were brought in

from surrounding countryside, put into pits and tanned. We see that as interesting archaeologically. We don't have much of a clue at other sites what the end of a fort entails. Here, this site seems to be useful enough or attractive enough to still be occupied once Romans are no longer there calling the shots. It's repurposed both inside and outside the fort.

“There was a very nice commander's house. Afterward, parts of it were turned into a blacksmith's shop in the early sixth century. Once the early Middle Ages begin in earnest, parts of the fort were not repurposed for industry and were turned into cemeteries. Early medieval people started burying their dead in parts of the fort, which is an interesting reconsideration of space.”

But how and if the Romans at this particular fort left remains a mystery. What life was like at the fort when they were there also remains unanswered. The only way to find these answers is to continue digging, researchers said.

Gone but Not Forgotten

Kingdoms rose and fell. The Saxons invaded. Then the Normans. Ralph, Earl of Westmoreland owned the land in the 15th century, then sold it to a family related to Christopher Wren, architect of St. Paul's Cathedral in London.

Though vague ruins of the fort remained and locals always recognized the area as the site of a Roman fort, no one paid much attention. Gardeners incorporated these ruins into the estate's landscape design. Walking across the estate's fields, local tenant farmers and others regularly found Roman coins and called them Binchester pennies.

In 1815, the bath house was discovered after the wheels of a horse-drawn trap fell through the collapsed hypocaust floor. One of the landowners enjoyed what little excavation he did, while the one that followed cared nothing for antiquity and used parts of the floor columns of the bath to hold up coal mines somewhere in the district.

Since then, several excavations have occurred at the site, including a few as early as the '80s and '90s. But the current project is the most extensive ever done.

The project originally started with Durham County Council, Durham University and Stanford University. Because of Witmore's collaborations with Michael Shanks, a Stanford professor and co-director at Binchester, Witmore knew about Binchester and expressed interest in bringing Texas Tech students to participate. After the 2010 season, Witmore accepted a role as a co-principal investigator.

“When I arrived at Texas Tech three years ago, I came into a classics and modern languages department that never had an archaeologist on faculty before,” he said. “We had to build an archaeology program from the ground up. We began to make links with anthropology and the museum, which are two important areas of archaeology here at Tech and have been for some

time. We also needed to have an outlet for our students to go and actually learn excavation practices. We went for a small, week-and-a-half season in 2010 with about 20 Texas Tech students. I instantly saw all kinds of opportunity. Binchester is the kind of site with the kind of collaboration that spawns all sorts of very interesting possibilities.”

Today, workers are digging in the period between Roman-occupied Britannia and the start of the medieval period. Not much is known about this transitional time, but organizers at the site said they’ve made a concerted effort to document evidence of how life and the fort’s use changed in the years following the empire’s departure from Britannia about 410 A.D. They expect to continue clearing away this period, then venture into the late Roman period this year.

As they go, researchers hope to find out what happened to the Roman soldiers who originally occupied the site. Historical texts indicate many Romans returned to their homelands following nonpayment from the Caesar at the beginning of the fifth century. But questions remain if some stayed behind and decided to join the local society they once ruled.

Archaeologists have unearthed a series of interesting pits recently, which may be associated with tanning operations.

“Materials found in some of the circular pits suggest that they may have had linings,” Witmore said. “Some were cut into the soil. Others had several layers of stone facing and some had skulls and bones in them. We found tons of nails. These nails, we believe, are related to some sort of wooden structure for holding liquid. The tanning process requires large amounts of water. We also have a potential well that was cut straight through the ramparts. This has yet to be excavated fully. Next to that well, there was a linear ditch that ran across the trench connecting to some of these tanning pits.

“The interesting thing about an archaeological excavation is that it’s kind of a moving project. You come across something, and you’re not quite sure what it is. You have to follow it, trace it and see what emerges through the excavation process. Interpreting these pits as components of a tannery is part of that process. One must remain open to other possibilities. You have to be cautious with these types of interpretations.”

Such thorough detail and attention to accuracy is important for understanding the subsequent transformation of a Roman site, Witmore said. Past excavators at other sites tended to plow through the post-Roman periods just to get to the features associated with the fort or villa, so current understanding of post-Roman times is limited.

Occasionally, archeologists find something of great significance, such as an inscription from a building found last year.

Roman inscriptions turn up in very small numbers in Britain, Hingley said. Only one or two are found a year. However, they help researchers understand about life on the frontier and date some

of the buildings in the forts and vici. Perhaps another one or two are due for discovery at Binchester this year, he said.

“I’ve found one or two quite impressive things myself in my life, but I’ve never found a Roman inscription,” he said. “From time to time, someone makes a really important discovery that really has important connotations within Britain. That inscription will end up being written up probably for *Britannia*, which is a journal that deals with the archaeology of Roman Britain, in due course.”

Hingley said the spectacular finds aren’t really what’s most important most of the time. The regular finds of pottery and coins and animal bones help to tell us a lot about the economy and life of people on the site. Anybody involved in the excavation of the site will most likely find those things.

The experience of finding part of a religious altar is one Maloney said she won’t soon forget. She will be one of 20 students to attend this year’s itinerant field school, *City & Province: Rome & Britain*, overseen by Witmore and Corby Kelly, a visiting assistant professor of classics at Texas Tech. Students will spend two weeks in Rome followed by four weeks at the Binchester site.

Maloney said she’s anxious to see what turns up this year.

“It is thrilling to hold something in your hands that’s nearly 2,000 years old,” Maloney said. “It is so exciting to find something like the altar, and to recognize the value of it and know what it is, especially if you’ve been studying Roman religion a little bit more in context. It was probably one of the most exciting days on site, at least for me. As someone who has excavated in three other excavations in the Mediterranean, and to never have found something that compares, this was a real surprise to me. I can’t wait to go back.”



Web Story

FOR IMMEDIATE RELEASE

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GEAR Provides Engineering Students with a Glimpse of Their Future Student mentors prepare for career while inspiring schoolchildren to do the same.

More than 500 robots motored onto the Texas Tech University campus Saturday. Though no time-travelers were included in this go-round, the machines did come from great minds of the future. These robots were conceived in the vast imagination of children assisted by student mentors.

Get Excited About Robotics (GEAR), a nonprofit volunteer organization, invites elementary and middle school students to compete in an eight-week challenge that involves programming LEGO robots to do a series of tasks.

“Their goal is to inspire future generations to consider a career in engineering, science or technology,” said Tanja Karp, associate professor of electrical and computer engineering.

Karp has organized the competition since 2006, when it was merely a trial run held at Harwell Elementary School. It has grown since then. For the past five years, Texas Tech has served as a local GEAR hub for the competition in Lubbock.

The theme this year was “Power Up,” in response to corporate sponsors, Halliburton and Alpha Industries. More than 500 students from 50 schools around the Lubbock area and across the South Plains participated.

“Through participation and LEGO Mindstorms NXT kits, the students learn robot design and programming, problem solving, the application of math and physics,” Karp said.

One of the student mentors who assisted was Megan Nicole Conway, a junior mechanical engineering major from Plano. Conway said she is happy to share her love of science with children who may one day follow her into the engineering field.

“I got involved through a service learning course and mentor for an hour a week at the schools,” she said. “It’s fun to see them get excited when a robot does what they want it to on this eight-foot-by-eight-foot field.”

“The kids used their robots for tasks such as relocating oil drilling rigs, repairing underwater pipelines or delivering solar panels,” Conway said. “Each task depending on its difficulty is worth a different number of points. And they can choose to do as many as they want in two minutes.”

In addition to the scored competition, Conway said awards are given to students in other categories, including the most creative robot, most creative use of tools, and best themed.

Elementary School (K-5th)

- 1st Place - Harwell Elementary Team 2, Lubbock
- 2nd Place - Garden City Elementary Team 4, Garden City
- 3rd Place - Roscoe Wilson Elementary Team 3, Lubbock
- 4th Place - Harwell Elementary Team 1, Lubbock

- Pinnacle Award - Harwell Elementary Team 2, Lubbock
- Best Themed Award - Reddell Academy Home School Group, Lubbock
- GEAR Head Award - Maedgen Elementary Team 5, Lubbock
- Judges Award - Garden City Elementary Team 3, Garden City
- Most Elegant Robot Award - Harmony Science Academy Team 1, Lubbock
- Programming Award - Wylie Intermediate School Team 1, Abilene

Young Engineers Award

- 1st Place - Garden City Elementary Team 1, Garden City
- 2nd Place - Carver Center Elementary Team 1, Midland

Middle/Jr. High Category (6th-8thgrade)

- 1st Place - Bonham Jr. High Team 9, Odessa
- 2nd Place - Follett ISD Team 1, Follett
- 3rd Place - Reddell Academy Home School Group Team 1, Lubbock
- 4th Place - Seminole Jr. High Team 2, Seminole
- Pinnacle Award - Bonham Jr. High Team 9, Odessa
- Best Themed Award - Kelton ISD Team 3, Wheeler
- GEAR Head Award - Stanton Middle School Team 2, Stanton
- Judges Award - Alpine Middle School Team 2, Alpine
- Most Elegant Robot Award - Alpine Middle School Team 5, Alpine
- Programming Award - J.T. Hutchinson Middle School Team 2, Lubbock

Young Engineers Award

- 1st Place - Smylie Wilson Middle School Team 3, Lubbock
- 2nd Place - J.T. Hutchinson Middle School Team 5, Lubbock



TEXAS TECH UNIVERSITY

For more information on this program, visit the [GEAR](#) website.

Find Texas Tech news, experts and story ideas at www.media.ttu.edu and on Twitter [@TexasTechMedia](#).

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Grave Implications

Texas Tech Professors Prove Zombies Can Be Good For Your Brain

By John Davis

Professors Use Zombie You can learn a lot from a zombie.

At least that's the way two instructors at Texas Tech University see it.

Students in an Honors College class and a Communications Studies class both will experience the lessons of the undead this semester. And while it won't be a crash course in surviving the zombie apocalypse, these instructors hope to use the zombie narrative as a means for explaining how we view our world.

For 20 Honors College students who managed to get into his class, associate humanities librarian Rob Weiner will instruct *Zombie Culture: The Zombie in History, Film, Literature, Sequential Art and the Popular Imagination*. The film-intensive course will study the genre's growth, touching on the mythical aspects native to countries such as Japan and West Africa, and cover how Western society adopted it into a form of fear fiction.

"I've done some preliminary research, and there are zombie classes all over the place," Weiner said. "But they might not have the spin on them that I do. There are a lot of classes on the zombie apocalypse and what you should do in an invasion. I'm not interested in that. I'm into talking about zombies in history, pop-culture, what constitutes a zombie, why we even talk about zombies and why they are popular. I'm actually puzzled by it because zombies are gross. To me, zombies are the most terrifying monster. No matter how many you kill, they just keep coming. Maybe that's it. Maybe that's the attraction."

Starting off as mindless automatons created through West African religious rites in the 1930s, Western culture never really embraced these monsters, he said. In films such as "White Zombie," humans were transformed into mindless slaves, though at the time other monsters such as Frankenstein, werewolves, vampires and the mummy (which is a zombie by default), eclipsed their popularity.

Fast-forward to the late '60s and George Romero's "Night of the Living Dead," and the storyline changes, Weiner said. The catalyst for becoming a zombie is no longer religious, but scientific. Some cause, perhaps radiation or a biological agent reanimates the dead who have only one desire – to eat the flesh of the living. Once bitten, victims of these new zombies will become one of this collective of the damned.

"I think zombies represent the chaotic world we live in," Weiner said. "Zombies represent the fact that no matter how you try to escape the chaos, they just keep coming. In some way the zombies are a reflection of humanity that is not pretty. They're ugly and disgusting, and we are

fascinated with ugly and disgusting. Whether it's the traditional zombie controlled by a ju-ju man or whether it's the brain-eating zombie that's decaying, zombies are, in a way, a warning. Going back to 'Night of the Living Dead,' they show the hive mentality. Zombies want to make you one of them. Zombies can teach us to be individuals and think for ourselves. Think critically. Develop critical thinking skills. The zombie can be used as a metaphor that says maybe we shouldn't always follow the crowd.

"The zombie is a warning that we should remain unique. And question things."

The Apocalypse Argument

Since the dawn of time, humans have loved stories about the beginning, said Charles Miller, an instructor in the Department of Communication Studies.

They've also enjoyed stories about how the end might be.

"Right now, there seems to be a widely held desire to escape from the reality around us," Miller said. "It's appealing to escape from the mundane activities of everyday life and start surviving again. I think people fantasize about that. I don't think people plan for it, but I do think most secretly hope for a chance to live what may be considered a more 'authentic' lifestyle."

Those stories of end times are powerful tools when it comes to rhetoric and getting people to do what you want.

In fact, he admits that's part of the reason why he included zombie apocalypse in his class, Special Topics in Rhetoric. If he'd used Plato and Aristotle in the title of his class, he said he didn't think as many people would have signed up to attend.

"The area I want to study the most is the idea of the way that we frame our discourse about the end of the world," Miller said. "This discourse has its implications for the public sphere, and it influences how we interact with the world around us. Zombies are interesting examples of this. Students are fascinated with zombies. I think what draws people to them is that, no matter how they're portrayed, they represent pure desire. Zombie movies often serve as critiques of our consumerist culture. That's what I think most appeals to people about zombies: They are beings of pure desire who actually act on their desires, which invites others to play in the fantasy."

In this course, students will examine apocalyptic scenarios and other disasters, such as meteorological, economic, and human-caused, to understand the implications these communicative practices have for the public sphere. Topics will include the Mayan calendar and prophecies about 2012, apocalyptic themes in the environmental movement, the March 2011 earthquake in Japan, and zombie movies including "I am Legend" and "Dawn of the Dead."

"We'll talk about the cultural phenomenon of survivalism, such as building fallout shelters in the '50s, or survivalists building extravagant survival bunkers out in the woods. Right now, I'd

venture to say that survivalist goods represent a multi-billion-dollar industry. We're also going to look at how apocalyptic rhetoric is used as a recruitment tool and is typically used as a means for other ends. For example, there is a strain of apocalyptic rhetoric present in the environmental movement. That's not to say that it's not without merit, but they use it as a mechanism for emphasizing our connection with and responsibility to the natural world."



TEXAS TECH UNIVERSITY

DATE: Aug. 28, 2012

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Helping Students Get RaiderReady Refreshed Course Aims to Improve Student Retention

This week, thousands of freshmen begin classes at Texas Tech University. Based on recent national statistics, 22 percent won't return for their sophomore year.

One class will help bring that percentage way down, said Patrick Hughes, associate vice provost in the Division of Undergraduate Education and Student Affairs.

This fall, the division launched a refreshed freshman seminar course specifically based on retention strategies research. The changes started with a new name for the course: RaiderReady.

"RaiderReady is now more directly a retention tool than ever before," Hughes said. "It has enrolled significantly more students this semester than last year's program."

Research shows students who have completed the freshman seminar have a higher GPA and are 5 to 8 percent more likely to return the following fall semester. The new course is expected to do even better.

There are now more than 1,600 students enrolled in more than 80 sections of RaiderReady. The new course incorporates as many retention tools as possible to help students be better prepared socially, emotionally and academically.

The former version of the freshman seminar would meet for only the first half of the semester, ending just when students are more likely to need the most help. Now classes meet every other week over the entire semester. This also helps to develop a strong faculty/student relationship.

Creating a stronger network for students and faculty benefits both, said Katie Langford, department chairwoman in communication studies.

"We teach better, I believe, when we know our students better, not just who they are in the classroom, but outside the classroom as well," she said. "Then, we can better direct their learning, tailor our examples and focus on what they need to know."

Langford has taught the freshman seminar since 2005 and said she enjoys teaching freshmen and working with students who are excited about this new experience. She said having contact with students for the entire semester will have the biggest impact.



“We teach them a lot of good things, but everything’s so new to them, they don’t necessarily know what problems they’re going to run into,” Langford said. “By meeting with them every other week and having the community engagements the other weeks, we make sure the support network is with them throughout the entirety of that first semester.”

For the weeks students aren’t in class, Student Affairs developed a calendar of activities designed to connect students with the campus community and help them feel like they truly belong at Texas Tech. Research has shown that student involvement in the university significantly impacts retention levels.

“The out-of-class weeks are engagement opportunities that are assigned to students by the faculty member,” Hughes said. “We’ve provided a calendar of all the possible engagement opportunities that we could come up with – anything from football games to invited speakers and cultural events.”

Langford said she is looking forward to adding the engagement opportunities into the class this fall.

“I’m excited about being able to interact with the students outside the traditional classroom environment,” she said

Another way to improve retention is to better understand the social and emotional readiness of students. Hughes said they measure this using MAP-Works®, an early-alert system that every RaiderReady student completes.

The program helps students understand where they might be at risk, academically or socially. It also helps the university understand the risk factors in order to provide the appropriate services to better help students.

“The redesign is more about the whole student and getting them engaged in the campus and the community and establishing those ties,” Langford said. “If we do that, the likelihood of them succeeding in their college career is better.”

RaiderReady addresses students’ academic needs through incorporating projects in the class that they are likely to see in other courses, such as the ubiquitous group project. There is also a mandatory Blackboard component.

“What we’ve done is expose them to much of what they’ll have to do in other classes,” Hughes said. “We have them doing assignments that actually prepare them to do the same kinds of assignments better in current and future classes.”

RaiderReady is taught by tenure-track faculty from every academic college on campus and selected staff from student services units on campus. Every section has the same content and assignments, but faculty decide how to teach their individual classes.



TEXAS TECH UNIVERSITY

“I envision that a typical class will be highly engaged, centered on student-faculty interaction and student discussion,” Hughes said. “This is not a lecture class. This is not a class where PowerPoint trumps interaction between students and faculty. We want the students thinking about their work and their success at Texas Tech from the first day.”

With the launch of RaiderReady this fall, the Division of Undergraduate Education and Student Affairs already is looking ahead to, as Hughes put it, “RaiderReady 2.0.”

“This is just the beginning of the RaiderReady refresh,” he said. “What we’re going to learn from our experience in teaching this fall is going to impact the next iteration of RaiderReady.”

Many of the ideas that went into this refresh and future improvements came directly from the faculty who are teaching the class. Hughes said many other offices around campus also contributed to developing the new course, including the Teaching, Learning, and Professional Development Center, which facilitated the faculty training and produced the Blackboard environment for the course.

Ultimately, RaiderReady is about helping students succeed socially, emotionally and academically so that they graduate on time, which also benefits the university and the state, Hughes said.

“This is the class that people should look back on and think, ‘I learned a lot about myself, I learned a lot about my classes, I learned a lot about Texas Tech, and I learned a lot about faculty,’” he said. “All of this is about the students and their place and success at Texas Tech University.”

For more information on RaiderReady, please visit the Division of Undergraduate Education and Student Affairs.

Honoring the Innovation, Vision and Impact of Texas Tech's Faculty
University Library hosts 28th Annual Faculty Academic Contributions Exhibit.
By John Davis

On Oct. 17, the Texas Tech University Library opened the 28th Annual Faculty Academic Contributions Exhibit (FACE) with an event featuring keynote speaker Celine Godard-Codding. The exhibit will be on display in the Croslin Room for the next month.

Godard-Codding, an associate professor at the Institute of Environmental and Human Health, has the unusual task of studying endangered whales and sea turtles in West Texas. As a molecular biologist, she specializes in environmental toxicology and looks at the impact of pollution on marine mammals.

"Celine epitomizes what we think an integrated scholar should be at our university in many ways," said Michael San Francisco, interim vice president of research, in his introduction of Godard-Codding.

Founded on the idea that shared scholarship empowers the academic environment, FACE showcases faculty excellence and academic diversity and celebrates collaboration and dialogue.

"Texas Tech's faculty accomplishments are the reason that our university is gaining momentum within higher education and advancing its reputation in all academic tiers," said Kaley Daniel, director of marketing and communications at the library.

Godard-Codding's research projects were just three of the 97 entries in this year's exhibit, the first to comprise of digital displays only and no physical items. This year's theme is a Network of Scholars.

"We had so many people participate, that we actually ran out of room to share all the research that's being done on this campus," said Donald Dyal, dean of libraries. "We've had to turn the exhibit portion of the program into an all-electronic display."

Daniel said she enjoys seeing how far reaching the research is at Texas Tech. The significant contributions that faculty make are not necessarily done in the classroom, but may go unseen in the lab.

"We love the chance to highlight faculty and the work that they do," she said. "It's great seeing the research that's being done all around the world and Texas Tech being in the center of it. That's exactly what this year's theme is all about."

Godard-Codding is currently involved in research projects in every ocean and on every continent except Antarctica. She said she appreciates the library providing an opportunity for faculty to share the research they are doing as part of Texas Tech.

“My work is really made possible because of all the collaboration with a full network of colleagues. Without them, I wouldn’t be able to do the research that I do,” she said. “It’s very nice to be a part of a university that values faculty accomplishments and takes the time every year to highlight those accomplishments.”

Dyal said a lot of people contributed to make this exhibit possible, including, of course, the researchers themselves.

“This is one of the most fun things we do here at the library,” he said. “I thoroughly enjoy seeing the kind of research that’s going on on campus and meeting with researchers.”

Daniel hopes that faculty from all over the university come view the research on display at the exhibit to see the work that their colleagues are doing.

“We want to thank the faculty and make them feel honored,” she said. “This exhibit is really for them.”

DATE: Nov. 8, 2012

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Honoring Veterans at Texas Tech

Military and Veterans Programs to celebrates service during Veterans Day weekend.

Sunday (Nov. 11) is Veterans Day across the country, and at Texas Tech University, the Military & Veterans Programs (MVP) will host a weekend full of events to honor those who have served.

MVP assists veterans and their families in achieving academic and personal success at Texas Tech. Ryan Van Dusen, associate director of MVP, said the events this weekend are a chance to show appreciation of our veterans and thank them for their military service.

“There’s been a lot of build up,” he said. “It’s exciting that the whole campus commits so much. It’s a community effort that goes a long way to show how committed our campus is to veterans.”

The events begin Friday (Nov. 9) with a free on-campus lunch courtesy of Hospitality Services for all veterans who are Texas Tech students, faculty or staff. Then for dessert, Student Union and Activities and MVP will hold a cake reception at 1-3 p.m. in the Student Union Courtyard.

Friday night, the Vietnam Center and Archive will host the final speaker in their 2012 Guest Lecture Series, Rocky Bleier, former Pittsburgh Steeler football player and a veteran who was wounded in action in Vietnam.

Texas Tech athletics also is hosting a Military Appreciation Game on Friday at 8 p.m. as the Red Raider basketball team takes on Prairie View A&M at the United Spirit Arena. Military personnel, veterans and their families get free tickets to the game, and MVP will be honored at halftime.

On Saturday (Nov. 10), MVP hosts a private Veterans Day Tailgate before the football game against Kansas. At 8:30 that morning, two student veterans will lead the team in the Raiderwalk, including Juvenico Zamora, a first-generation college student who said he wouldn’t be as successful at Texas Tech without MVP. Five additional student veterans will lead the team out of the tunnel before the game.

Other special activities surrounding Saturday’s game include the National Anthem sung by members representing Cannon Air Force Base, a flyover highlighting three aircraft from Cannon Air Force Base and a special halftime performance by the Goin’ Band from Raiderland titled “A Rhapsody of Red, White & Blue.”

MVP has given out 350 tickets to veterans and family members. Additional tickets are available to military personnel, veterans and first responders for \$20 through the ticket office.

Veterans Day is one of the most prominent programs MVP celebrates each year, but it is not the only thing it does at Texas Tech. The office provides services to more than 1,600 students who are all active duty, veterans and dependents.

Van Dusen said the programs provide a huge financial benefit for the students by taking away their financial burden. This also helps the university by adding a diverse student body with a lot of life experience, knowledge and leadership to the campus.

“Other students tend to look up to our veteran students in class and ask them to lead study groups because they see that they are serious students and leaders who are not afraid to step up,” he said. “I think that’s a benefit to the whole campus community.”

MVP has formal relationships with each academic college through a liaison that communicates directly with them to ensure all veteran students are taken care of and have access to available services and programs.

More than 300 additional people have been trained in the Green Zone program to enhance the overall college experience for veteran students and make sure they get the guidance and the assistance they need.

“We’re so blessed here in West Texas,” Van Dusen said. “It seems everyone knows someone who has served in the military and has such a genuine appreciation for military service. Whether people are veterans or not, I think they’re still very committed to helping.”

Texas Tech also has more than 350 faculty and staff who have served in the military and are now role models and potential mentors, Van Dusen said.

“Veterans are drawn to other veterans, whether formally or informally,” he said. “To see that there are others here on campus who have been through what they have, it goes a long way and lets our veteran students know that they have a bright future.”

Toby Rider, an assistant professor in political science, served from 1994-98 as an infantryman in the Marine Corps. He said his service shaped his interests in politics, history and the military and found a way to combine his passion and background with a career in teaching.

Rider said colleges around the country, including Texas Tech, receive an influx of veterans who are going back to school. The adjustment from military service to civilian life can be difficult, and he said our campus community does as much as possible to assist veterans.

“The more we can do in terms of programs to assist with their unique challenges, the better,” he said. “Not only is it the right thing to do, but these veterans are also a great addition to our student body. They bring a different perspective to our campus, and I think that’s an important thing to have.”

Rider seems to have veteran students in nearly every class. He said in general, faculty probably teach many veterans and never even know. These students are important to campus because they bring a higher level of focus and maturity to the classroom.

Van Dusen said professors like Rider and the many other resources available around campus make Texas Tech a better choice for veterans who want to go to school.

“When I talk to veteran students and ask why they chose Texas Tech, they say it’s because we treated them better,” he said. “They say our campus is friendly and welcoming and always willing to find the answer to every question.”



TEXAS TECH UNIVERSITY

DATE: August 2, 2012

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Honors College No Longer Texas Tech's Best Kept Secret

The college is experiencing record growth, many changes.

In the heart of the Texas Tech campus there's a tight-knit community where students can study across disciplines in small, interactive classes and are offered opportunities that go way beyond your typical college experience.

This place is the Honors College, and it's no surprise the college is currently undergoing record growth.

Heather Medley, director of admissions at the Honors College, said the college is admitting more students, creating new degree programs and expanding services to better serve its students.

"We have the largest incoming class in the college's history," Medley said. "We admitted 548 students. It has grown about five to 10 percent a year. We're busting at the seams. This is a very exciting time to be part of the Honors College."

Medley said her office is working closely with Undergraduate Admissions to make it easier to apply to the Honors College and keep the growth going strong.

"Our application is going online," she said. "In the past, students had to print out their application and physically mail it in. We want it to be a smooth process. Hopefully that will increase our applications and be a great flagship program for the university."

Medley attributes a lot of this growth to the support of other offices around campus.

"The president's office and the chancellor's office are so supportive of the Honors College," she said. "Every chance admissions has to talk about the Honors College, they really promote it and talk about how it can enhance a student's experience."

Staff members, especially advisors, also advocate for the Honors College and help to identify students who might be a good fit.

"Staff members definitely are huge proponents for the Honors College because they are the ones who talk to students all the time," she said.

Beyond the increase in students, Medley said the Honors College is working closely with the other colleges on campus to grow or create new degree programs, including a new access program for the College of Architecture that gives access to students to graduate with honors.



TEXAS TECH UNIVERSITY

One-third of Honors College students are studying engineering, so the college has partnered with the College of Engineering to create a new “150 program” that allows students to earn an undergraduate and master’s degree in as few as 150 hours.

“We are here to serve the other colleges,” she said. “So if we can help students and enhance their experience or help recruit the top students, that’s what we’re here for. We’re here to work together. We love to help.”

Creating an honors program is about offering students fundamentally different classes that incorporate a different style of teaching. Additionally, honors courses are generally limited to 25-30 students.

“It’s not more. It’s different,” Medley said. “A lot of professors enjoy teaching honors classes because they’re very discussion based, they have students who are more driven and they also get one-on-one with students that sometimes they don’t get in a lecture class.”

“It gives them the chance to teach in a different way or even to add in different material because you can go broader and deeper, faster,” she said.

Medley said the most exciting part of working at the Honors College is helping the other colleges and working with a community of students who are still excited and fascinated with learning.

“There’s so much going on here,” she said. “It’s just a neat forward-thinking place.”

DATE: Sept. 19, 2012

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HR Updates Criminal Background Checks

New forms for student workers and less expensive reports for all new hires

To better serve the Texas Tech community, Human Resources (HR) negotiated a price drop in the current employee comprehensive background check with a new price of \$41 per background check. In addition, all background checks will be charged to the department at the listed price. No additional county, state, or other fees will be added to each report.

HR also introduced discounted basic background checks for student assistants, graduate assistants and teaching assistants. These reports are \$20.00 and will be run at the discretion of the hiring department.

This does not pertain to any student worker positions that hold a security sensitive level I or II, as stated in OP 70.20. These positions will continue having regular comprehensive criminal background checks run on them upon hire/transfer.

The following list outlines if a student worker is a security sensitive level I or II and will need a comprehensive background check.

Student Workers with Security Sensitive Level I or II:	
Eligible TTU driver	Handles sensitive information (i.e. student and employee records)
Handles hazardous materials	Interacts with minors (i.e. camps)

HR is providing a new Criminal Background Check Disclosure and Authorization Form to reflect the recent changes on the Human Resources website.

<http://www.depts.ttu.edu/hr/forms.php>

If you are unsure your employee needs a background check, please contact HR at 742-3851 and the position will be assessed based on the its job duties.

HR Updates Essential Forms

The new position description and performance evaluation forms are now available online.
By James Hodgins

Texas Tech University Human Resources released a new position description form and performance evaluation form.

In order for the transition to these new forms to go smoothly, multiple training sessions have been scheduled including Dec. 6 during the Administrator's Group meeting.

The new forms and instructions can be found on the [Human Resources website](#). Click "Forms" on the homepage and look in the Performance Management box.

A position description is an official written list of a position's responsibilities and requirements, not the capabilities of the employee. It is designed as a resource for supervisors to:

- Identify and select employees
- Set expectations for the job
- Provide a point of reference for employee performance accountability
- Assist in leave administration
- Aid in legal aspects

A performance evaluation provides the employee an assessment of his/her performance on the essential job functions, global competencies and supervisory factors (when applicable). The essential job functions and global competencies are taken directly from the position description linking the two forms together to provide the background for successful performance management. It is the immediate supervisor's responsibility to ensure the performance evaluations for their employees are completed within the required timeframe.

Please contact Talent Development at 806-742-0530 for more information.

Hub City Final Stop for Annular Eclipse This Sunday

By John Davis

What will start in Southern China will end about three and a half hours later in an even more-than-usually spectacular West Texas sunset in Lubbock.

That is, if the weather cooperates.

For the first time since 1994, the United States will be treated to a central annular eclipse of the sun, which will start at 7:31 p.m. Sunday (May 20) for the South Plains.

Susan Holtz is a solar system astronomy instructor in the Department of Physics at Texas Tech University as well as an astronomer at the university's Gott Skyview Observatory. At the eclipse's peak, which will happen about 8:36 p.m., she said the sun will appear like a giant ring of fire as the moon obscures about 94 percent of its surface. By 8:44 p.m., a crescent sun will fall behind the horizon.

"These annular solar eclipses are quite rare," Holtz said. "Once the shadow of moon hits Earth, it moves across surface at more than 1,000 miles an hour. This will start in China and Japan, and then it will have a 3 ½ hour race across Pacific Ocean. A larger region will see a partial eclipse. But it's kind of special that Lubbock lands in the smaller region where we see the complete annular eclipse. It ends at Lubbock. That's why we will see the eclipse at sunset."

Observers are hoping for good weather, though a 20 percent chance of bad weather currently is predicted. The next partial eclipse in this region will occur Oct. 23, 2017. The next total solar eclipse for Lubbock will take place in 2024.

Though eclipses are cyclical and repeat in a time period called a saros, this particular eclipse will not occur again in this part of the country three saros periods, which is about 54 years and 34 days.

More information on the eclipse is available from [NASA](#) and [Eclipse-Chasers](#).

People should remember never to look at an annular eclipse with the naked eye, Holtz said, even in the presence of cloud cover. Sunglasses or completely developed photographic negatives are not enough to protect against retinal burns. Telescopes and all optical must have solar filters, and people should use solar viewers that have been certified.

If certified solar filters aren't an option, people can make [pinhole projectors](#), or craft a [pinhole camera](#) from a long 6- to 10-foot-long box, she said.

Collin Smith, an information technology unit manager in the Department of Mathematics and Statistics, said the South Plains is in for a special celestial sight. Also the treasurer for the South Plains Astronomy Club, he said that though solar eclipses occur regularly, but often are found in regions such as Alaska, Australia or Antarctica, or in the middle of the oceans where no one sees them.

“It’s a truly going to be an amazing event,” Smith said. “The 48 states haven’t had a good eclipse for many, many years. This should be quite a treat. Lubbock is at the end of it, so the eclipse It should be quite dramatic. The crescent sun setting is pretty spectacular looking.”

The public is welcome to attend a viewing at the Gott Skyview Observatory, Holtz said, though the parking lot is limited to 40 cars. Directions are [here](#).

Smith said the South Plains Astronomy Club has teamed up with The Lubbock Lake Landmark for a viewing party with a much larger capacity. Running from 6:30 p.m. to 8:45 p.m., People should drive to the landmark site and park in {WHATS THE NAME?} Sports Center Parking lot. Attendees can take turns viewing the eclipse from about 8 different telescopes, or purchase the \$950 available solar viewing lenses for \$1 apiece. Also, people can make their own paper-plate pinhole viewers for (COST?).

Directions to the Landmark are [here](#).

But the fun won’t stop there, Smith said.

Hang on to the solar viewing lenses for another even rarer event. At (ABOUT WHAT TIME) on June 5, the club will host a viewing event at The Museum of Texas Tech University to watch Venus traverse across the surface of the sun.

“This is a very rare occurrence, and the next time this will happen will be 105 years from now in 2117,” Smith said. “I got to see the one in 2004, and it was quite spectacular. This happens twice in eight-year segments. So this is your only chance to see this event occur in your lifetime.”

For more news and events, go to www.spaceweather.com.

Human Resources Announces New LEADERSHIP Series

Classes provide managers and supervisors with up-to-date information and education to successfully lead employees.

By James Hodgins

Today (Oct. 16) is National Boss's Day. Officially proclaimed as a holiday in 1962, Boss's Day is a time for employees to show appreciation for their managers and supervisors.

Managers and supervisors are at their best when they act as leaders in the workplace, so that's why Texas Tech University Human Resources (HR) recently unveiled a new LEADERSHIP Series to help them meet specific challenges in leading their employees.

The LEADERSHIP Series provides any employee who oversees the performance of others with information, resources and expertise to better lead a team of employees in a rapidly growing, academically challenging and research-focused university, said Karen Hopkins, in HR Talent Development.

"This new series is designed to help managers and supervisors be effective leaders at Texas Tech," Hopkins said. "We need leaders, not just managers and supervisors. We need people who can empower others to accomplish tasks that support the overall mission of the university."

The LEADERSHIP Series comprises three modules, including:

- **LEADERSHIP Module I: Addresses the communication of leaders through:**
 - Exploring the leader's communication style and how it may be received by others
 - Understanding how to communicate with multiple generations in the workforce
 - Coaching and fostering a respectful workplace

- **LEADERSHIP Module II: Addresses the responsibilities of leaders as they:**
 - Plan, prioritize, delegate and follow through with tasks and assignments
 - Develop a cohesive team committed to supporting the university's and department's missions
 - Seek solutions and manage change
 - Model desired behavior

- This module also provides leaders with need-to-know information in areas such as HR functions, IT, ethics, risk management, equal employment opportunities, payroll, legal issues, and administration and finance.

- LEADERSHIP Module III: Addresses performance management, including:
 - Developing a position description
 - Preparing a performance evaluation
 - Providing corrective action

Hopkins said the modules provide more information specifically about the day-to-day operations and responsibilities of leaders including new information and resources for our leaders.

The new modules are based on input and recommendations from participants of the previous manager series. Hopkins said the very nature of business has changed over the past five years, and the updated training reflects those changes.

“It was critical to make sure that our program supports the success of every leader at Texas Tech,” she said. “Together, these three modules give leaders an overview of information necessary to be a successful leader, making this university a better place to work.”

The first session of the new series is set for Oct. 24-25. Starting in November, there will be two sessions each month. The first will follow New Employee Orientation so newly hired supervisors can quickly get the key information they need.

Managers and supervisors can sign up for the [LEADERSHIP Series online](#) or by contacting HR Talent Development at 806-742-0530 or at quality.registration@ttu.edu.



DATE: July 16, 2012

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Human Resources Just Made Hiring Much Easier

The New Employee Packet has been shortened and simplified.

Human Resources (HR) updated and revised the New Employee Packet in order to make the process simpler by consolidating forms to allow the same data to be collected more efficiently. HR has reduced the number of steps needed from 13 to nine and consolidated 11 forms into seven.

Additionally, all forms now can be filled out and saved electronically. Forms still need to be printed out in order to provide a physical signature. HR updated all the forms and added them to the HR website on July 12. They will continue to take the old forms through the end of the month.

The New Employee Packet will gather information about the employee as well as inform the employee about the policies and procedures set forth by the State of Texas, Texas Tech University and the Board of Regents.

The complete list of revised and new forms includes:

- New Employee Packet Checklist – **revised**
- Biographical Data Form – **revised**
- TTU System Community Conduct, Intellectual Rights, Excerpts from the State Government Code, Excerpts from the General Appropriations Act – **revised and renamed** (Previously the Employee Conduct Code)
- Employee Acknowledgement Form – **new**
- Benefits Enrollment Information – **revised**
- Teachers Retirement System Eligibility Enrollment Form – **updated in appearance only, not in content**

The following forms and steps have not changed and are still required in the New Employee Packet:

- I-9 Form
- W-4 Form
- Proof of Selective Service Registration
- Direct Deposit Form
- Special Instructions for Foreign Employees
- Benefits Orientation Enrollment

For more information on the New Employee Packet, please visit the Human Resources website or call 742-3851.



TEXAS TECH UNIVERSITY

DATE: July 9, 2012

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Human Resources Publishes Results of Employee Engagement Survey

Today (July 9), Texas Tech University Human Resources unveiled a new webpage to communicate the results of the employee engagement survey. Human Resources conducted the survey this past spring, and 1,331 staff members participated (about 32 percent of those eligible).

“We were fortunate to receive a high response rate on this survey that demonstrated the commitment of our workforce,” said Justin Clark, managing director of Human Resources.

The webpage includes a graphic that highlights the four highest-rated responses as well as the four largest areas for improvement. It also identifies questions with a high variation in the responses that Human Resources considers potential “hot spots.”

“We were excited to learn that, as a whole, our employees are passionate about educating students,” Clark said. “Further, our employees are proud of the work they do, are loyal to their departments and feel motivated to contribute their best efforts.”

Areas for improvement identified in the report, Clark said, include providing managers and administrators with more tools to care for employees.

“Our employees told us that they care about professional development and feel like they could use more of it,” he said. “They also told us that there is an opportunity for them to become more empowered in doing their jobs.”

Human Resources compiled the results of all 27 survey questions into a complete report. The report includes information on what Human Resources will do with the data collected.

Also on the webpage is an area for employees to leave feedback anonymously regarding the survey results and, specifically, the opportunities for improvement.

“Texas Tech is a great place to work,” Clark said. “And with our employees’ help and input, we can work to make it even better.”

During the next several months, Human Resources will reach out to individual departments to identify specific strengths and opportunities for development. Also, Human Resources will release a summary of the data for each division to the vice presidents.

**Internal Water Summit Brings Together Faculty, Research Resources
By Rachel Pierce**

To answer the increasing complexity of water resources issues, Texas Tech is in the early stages of developing a Water, Energy, and Natural Resources Innovation and Research Cluster.

A water summit is set for 8 a.m.-4 p.m. on Wednesday in the McKenzie-Merket Alumni Center. The summit is the first step in creating a multidiscipline initiative with a focus on research at improving water, energy, natural resources and agricultural sustainability by providing science-based information and technology using a systems-based transdisciplinary approach.

“Water resource problems increase in complexity. The present state of having uncoordinated and mission-driven water resources agendas within and between agencies, within and between research components of universities, and within and between companies and industries in the private sector will have to change to surmount future water problems and address the many and complicated water supply and water demand solutions proposed in the 2012 State Water Plan,” said Tom Arsuffi, director of Texas Tech’s Llano River Field Station and member of the Texas Tech Water Leadership Council.

The water summit will feature two sessions of working group discussions. The morning sessions will focus on water and agriculture, water and energy, and water and municipalities. The afternoon session will address a wider range of topics, including aquatic ecosystems, surface and groundwater modeling, crop choice innovations, and municipal water conservation.

Dan Hardin, director of the water resource planning division of the Texas Water Development Board, and Mark Ellison of the Texas Water Development Board will serve as the water summit’s two keynote speakers.

“Texas Tech University is uniquely poised to help solve the technological, scientific, economic, management and policy questions and issues associated with the State Water Plan through strategic, integrated university components working alongside the private sector and state agencies,” Arsuffi said.

Subsequent meetings of the Water, Energy, and Natural Resources Innovation and Research Cluster will include outside stakeholders and agencies and will match water, energy and natural resources strategic response teams with funding and grant opportunities.

This internal summit is hosted by the Texas Tech Water Leadership Council and the Office of the Vice President for Research. For more information, to RSVP and for the water researcher survey, please go to:
<http://www.depts.ttu.edu/vpr/RDT/watersummit/>

Kathy Pate Scott – Alumni Profile
By Leslie Cranford

The No. 1 high school in California is managed by a Texas Tech alumna. And Oxford Academy in Orange County is the seventh-best in the country as well, according to a recent survey from US News & World Report.

Kathy Pate Scott, a 1979 Phi Kappa Phi graduate of Texas Tech's College of Education, has been the principal of Oxford Academy in Cypress, Calif., since 2006. Since she has been leading the school, it has landed in US News & World Report's top ten high schools in the nation and in California every year that the list has been published. However, this year, it was selected as the top high school in the entire state of California and as the No. 7 school in the country.

Oxford is a 7th -12th grade college preparatory public school of choice in the Anaheim Union High School District. It is designed for students who are high achievers and who are committed to attending a four-year university.

Responsible leadership

Scott believes she is fully responsible for the overall expectations that make her school a national leader.

“It is significant to note while we have students who have a strong desire to excel in their learning and parents who support that desire – that these two components alone will not produce a high-performing school,” Scott said. “There must be a school-wide expectation that all staff will give their best every day – food services, custodians, office staff, counselors, classroom teachers and administration.

“My job is to hold everyone accountable to this expectation and most importantly as the instructional leader, to ensure that teachers are equipped and supported to provide the best classroom instruction possible for students. We are very fortunate that the teachers at Oxford Academy are reflective practitioners, willing to continuously grow professionally and personally.”

Riding High as a Red Raider

Scott was born in Plainview and raised in Dumas until ninth grade when her family moved to Lubbock. She graduated from Monterey High School in 1974.

“My dad was a Tech graduate and the family expectation was for me and my two brothers, Bradley and Steven, to graduate from Texas Tech – which we all did,” Scott said. “In fact, all three of us were at Tech together from 1976 to 1979.”

She graduated with honors with a bachelor of science in education, with majors in secondary education, math and special education. Scott earned a Master of Science in Education Administration from the University of the Southwest, Hobbs, N.M., in 1997.

While at Texas Tech, Scott worked for three summers in the registrar's office and worked her freshmen year in the cataloging department in the library. She also was involved in the college ministry at Oakwood Baptist Church as well as with the Texas Tech Baptist Student Ministry.

Being in the right place at the right time was integral to Scott's success in becoming a leader at Texas Tech. She was fortunate, she said, to be one of the three cofounders of Texas Tech's High Riders, the women's spirit organization that mirrors the iconic men's group, the Saddle Tramps.

"In 1976, which was just four years after Title IX was enacted banning gender discrimination in public educational institutions, we founded High Riders," Scott said. "The mission of this new spirit organization was to provide support for women's athletics. The leadership role provided me the opportunity to step out into 'unchartered waters' for promoting women's athletics and providing to young women a venue of service to the university in a new and important way."

Mentors, Role Models and Learning by Example

Two mentors who stand out to Scott are Jeannine McHaney and Joyce Arterburn.

"Miss McHaney was the Women's Athletic Director at Texas Tech when we founded High Riders, and she was very supportive and provided a great deal of direction and focus to the new organization," Scott said. "Joyce Arterburn was a professor of physical education and served as the first faculty advisor of High Riders and continued to be a very powerful force for the growth of the organization for more than 15 years. Both women were great role models for the establishing a discipline of tenacity and perseverance in the face of challenges and opposition that come with establishing a new campus organization."

There are others Scott may not remember by name, but who made an impact on her future.

"I remember I also had a wonderful student-teaching advisor who provided me with support and encouragement during my last year at Tech. More specifically, he made a follow-up visit with me during my first year of teaching math at Thompson Junior High. The individual attention and concern taught me how important it is to provide that same kind of support to teachers, especially those who are beginning their educational career."

Another timely event was the enacting of Public Law 94-142 in 1975, opening the door for special needs students to receive a free and appropriate public education. Scott remembers how visionary the chair of the Special Education Department was at that time.

"Her forward thinking has remained with me to this day," Scott said. "The special education courses I took introduced innovative, student-centered instructional strategies and impressed upon me the need to teach the student, not just the subject."

The road to California

Scott's education field-work requirement led her to teach residents of the Lubbock State School and juveniles who were incarcerated at the Lubbock County Jail. She said both experiences broadened her awareness of the power of education to all kinds of students and also taught her the importance of stepping into challenges that were beyond her initial comfort zone.

For two years Scott taught junior high math in Lubbock Independent School District, then for six more years in Deer Park ISD. Scott then taught self-contained elementary special education for eight years in Hobbs Municipal School District, and served as assistant principal at Lovington High School from 1997-1999. Now married and with two sons, the family moved to Santa Monica, Calif., in July 1999 where she taught math one year and then was assistant principal for three years and principal for two years at Lincoln Middle School in Santa Monica.

Scott agreed to serve as interim HR Director for one year with the Santa Monica-Malibu Unified School District, then moved to Anaheim Hills in Orange County and became principal of Oxford Academy in 2006.

Nationalizing the success equation

As an award-winning educator, Scott has very definite ideas about what it takes to have a successful educational system, whether it is one high school in Southern California or an entire national educational system.

“Thirty-plus years of educational experience have taught me the irreducible minimum that should be expected from every school, from every administrator, and from every teacher is a commitment to provide excellent classroom instruction. More specifically, this means a focus on relevancy, rigor and high student engagement.”

Kathy is married to Mark A. Scott, a graduate of Howard Payne University. They have two sons, Joel and Jeffrey. Joel graduated from Texas Tech in 2001 and resides in Houston with his wife, who is also a Texas Tech graduate, and their 18-month-old son. Jeffrey and his wife graduated from Howard Payne University and live in Abilene with their three-year-old and 22-month-old sons.

Learn How to Protect Yourself Online During Cyber Security Awareness Month

IT will host events throughout the month to help the campus community stay safe online.
By James Hodgins

Today, whether it's at work or at home, on social networks or on a phone, we are connected more than ever before thanks to technology. IT systems and tools such as the internet were created to improve communication and make it easier to share information, but they were never originally built with high-level security in mind.

Many people go online without knowing how to protect themselves, and that makes them all vulnerable targets, Chief Information Officer Sam Segran said. According to the 2012 Norton Cybercrime report, close to 18 people worldwide are victimized by computer crime every second. In the U.S. alone, people lost an estimated \$20.7 billion to cybercrime last year.

This threat is why Texas Tech Information Technology (IT) formally launched the Safe Computing Practices Campaign in spring 2004, well before many other businesses and universities across the nation created similar programs, Segran said.

When October was dedicated as National Cyber Security Awareness Month (NCSAM) in 2005, he said they saw an opportunity to leverage the federal program and enhance their campaign with local events, activities and speakers, and the partnership continues this month.

The campaign originally started with safety tips in the IT Division Bulletin, which have evolved from talking about floppy disks to now putting information on social networking safety and emerging threats. Segran said the goal is to always keep the information current and relevant.

Cyber security dates back to before many of the students at Texas Tech University were even born. Starting in the '80s, hackers ran small scams more for fun and prestige than anything else. In the '90s, motivations turned from mischief to money, and with the advent of the World Wide Web, cybercrime exploded.

"The tools have changed, the people have changed, but the danger is still there," Segran said.

Other efforts in NCSAM include spring cleaning for electronic data and holding Shred Days on campus. At the first Shred Day in April 2008, the Texas Tech community shredded nearly 8,000 pounds of paper. That amount has grown every year, and in 2011, almost 86,000 total pounds were shredded during two Shred Days.

In addition to Shred Day, this year's programs for NCSAM include Cyber Security Awareness 101 on Oct. 10. This "lunch and learn" will cover the most common threats, scams and unsafe habits. Attendees will learn the basics of cyber security, while reaping the benefits of technology.

IT also will host three sessions on how to manage your online reputation on Oct. 18, 23 and 30. These discussions will cover what and what not to do online to protect your reputation and how

to make a good impression online for a prospective employer, scholarship committee and many others.

Cyber security has become a lifestyle issue with how people live with technology all around them, Segran said. The hard distinctions between work-related and personal use with social networks are getting harder to distinguish.

“Safe computing behavior that is good for the university is also good for personal habits and vice versa,” he said. “When we teach employees about strong passwords and other good online practices, it protects them at home as well. We’re trying to raise the overall level of cyber security knowledge.”

Cyber security is a constant issue on campus, and IT is always looking to increase the preventative measures and controls in place to protect the university, faculty, staff and students. Segran said they have a general four-part strategy to improve cyber security at Texas Tech:

1. Make systems less vulnerable
2. Provide services and resources to protect data and infrastructure
3. Educate the campus community
4. Block cyber-attacks when they occur

In 2011, IT blocked 761,086 attacks and detected and fixed 2,179 issues. They also conducted hundreds of hours of training to thousands of participants.

The protection is extended beyond just the campus borders. IT has partnered with many area organizations including the Lubbock Chamber of Commerce to provide educational presentations to help promote safe computing practices to Lubbock and surrounding communities.

The university has official operating policies that outline the guidelines on dealing with data and information. To help employees, IT makes cyber security education a priority in its strategy to protect the campus community.

“The university can only do so many things to protect people, but ultimately, people have a huge responsibility,” Segran said. “How faculty and staff handle confidential and/or sensitive data is no longer a technology issue. At that point, it’s a people issue.”

Segran said there are several basic safety tips to protect yourself online, including:

- Set strong passwords
- Make password security questions harder to guess
- Keep your systems and software up to date
- Be careful what websites you visit and emails you open
- Delete old apps off your smartphone
- Wipe data from devices that are no longer used

IT also provides a safe computing website for the campus and Lubbock communities with information about best practices, threats and other educational materials.

Sidebar:

Cybersecurity begins with **STOP. THINK. CONNECT.** These three simple steps are the starting point for staying safer and more secure online.

- **STOP:** Before you use the Internet, take time to understand the risks and learn how to spot potential problems.
- **THINK:** Take a moment to be certain the path ahead is clear. Watch for warning signs and consider how your online actions could impact your safety or your family's.
- **CONNECT:** Enjoy the Internet with greater confidence, knowing you've taken the right steps to safeguard yourself and your computer.

- National Cyber Security Alliance

LEEDing the way

New Business Building Uses Recycling, Green Building Techniques to Save Energy, Water

By John Davis

Thompson and Gaston Halls were wiped from Texas Tech University's campus in 2009.

And yet, in a strange paradox, they remain.

That's because 1,600 tons of the brick, concrete and masonry from the original buildings were crushed and reused as fill to re-level the site where the new Rawls College of Business Building stands today.

That was just one of many recycling steps that architects and designers took to create a new facility that would meet LEED certification, and one of many points of pride for the project, said Paul LaBrant, a registered interior designer and LEED-accredited professional at Parkhill, Smith & Cooper who oversaw the certification process.

"One of things I'm most proud of is the level of attention paid to the demolition of Thompson and Gaston Halls," LaBrant said. "We saved 90 percent of the construction waste from going into a landfill. That was just huge. The contractor worked with local organizations and nonprofits, such as Habitat for Humanity and Catholic Family Services, that accepted many of the fixtures, some of the furniture and the hardware from the buildings. About 1,800 tons of the original buildings' fixtures and hardware were either recycled this way or salvaged."

LEED, or Leadership in Energy and Environmental Design, gives a framework for practical and measurable green building design to building owners and operators, according to the U.S. Green Building Council.

LEED certification gives independent, third-party verification that a building, home or community was designed and built to achieve high performance in key areas of human and environmental health, states the council's website. The key areas include sustainable site development, water savings, energy efficiency, materials selection and indoor environmental quality.

About 9 billion square feet of building space are ranked currently by the rating systems, and 1.6 million feet certifying per day around the world, the site stated.

LaBrant said the building currently should rate a strong silver rating, though designers are waiting to find out if it will receive gold. The new Business Administration Building is the first LEED certified building on campus.

Architects and designers began sharing ways to create a sustainable, green environment with people at Texas Tech as planning began in earnest, he said. Overall, the building saves 20

percent of energy and 23 percent of energy costs as well as 47 percent of water usage for a like-sized building not built to LEED standards.

“We found unilateral support throughout the project, specifically from the university’s Facilities Planning & Construction and the design team,” he said. “We were pretty heavily pursuing energy efficiency and reduction of potable water use. We really looked at storm water, and created the water retention basins because storm water runoff is a huge issue on campus.”

Allen McInness, dean of the Rawls College of business, said it made sense to build a green building.

“There are only a few LEED-certified buildings in Lubbock,” he said. “We wanted to step up to the challenge of LEED certification to teach our students concern for the environment is important. We incorporated environmental factors that would serve the most benefit to the college and save money for years to come.”

To save transportation energy, supplies for the building came from a 500-mile-radius, he said. Windows block 40 to 60 percent of the sun to conserve energy. Drought-tolerant landscaping, waterless urinals and low-flow toilets save water. And designers used recycled materials in floors and countertops.

Throughout the building, the opportunity to recycle plastic, paper and aluminum is available at nearly every turn.

“Recycling is happening all over this building,” McInnes said. “Our new generation of business leaders will be trained in a facility that shows concern for the environment.”

In addition, McInnes said staff will spend the next six months to a year learning how to best utilize the new technology in the new building to save the most energy and water.

Even inside, air quality performance was a major concern, LaBrant said. At the new tobacco-free facility, smoking isn’t allowed within 25 feet of any door or air intake for the building. But not only that, entrances feature metal grates to capture dust and dirt, thereby increasing the building’s air quality and reducing the amount of energy and chemicals it takes to keep it clean.

“We were also very concerned with indoor air quality and how you experience a building,” LaBrant said. “Case in point, the material for all wood products in the building is urea-formaldehyde free, which has been found to be an irritant for asthma. This included all the doors, windows, cabinets, wood trim and wainscoting, the wood backing in the walls and the majority of the furniture. Studies have shown there’s less absenteeism in LEED buildings because of the higher quality of indoor air.”

Parking lots and roofs went green in the project as well, he said. Bike trails abound. Light concrete pavement reflects heat instead of trapping it, just like light-colored roofing material. And special parking spaces exist for low-emission car owners and carpoolers.

“The whole LEED aspect is to save energy and be a better steward,” LaBrant said. “I like to look at many of the LEED credits as benefits to the users.”

Michael Molina, vice chancellor of Texas Tech University System Facilities Planning & Construction said the new business building has set a precedent on campus that will be followed in the future.

“This is our spearhead project into the LEED initiative,” Molina said. “As we move forward with new projects, all will be held to a LEED-certified minimum standard. This was the first kickoff of that, which was amazing. The design team provided outstanding performance and kept us on track. We will not only reduce our carbon footprint, but also reduce operating expenses. This strategy creates a benchmark for our future campus planning.”

Let's Get Ready to Humble

Graduate Student Presents Research on Christian Mixed Martial Arts Groups

By John Davis

As Tim Tebow garners media coverage because of his Christian beliefs, some may question how Christianity can be entwined in such a game of violence as football.

But that pales in comparison to one group of evangelical Christians who are willing to beat each other up cage-match style in the name of their Lord and Savior.

That behavior piqued the curiosity of Melissa Galica, a Texas Tech University graduate student in the Department of Sociology, Anthropology and Social Work, who studied the group and described them in her work "Let's Get Ready to Humble: The Use of Recreational Violence as a Religious Recruitment Tool."

Galica, a sociology student, recently presented her work to the Association for the Sociology of Religion.

"Years ago, I had read about using Brazilian Jiu-Jitsu as an evangelical tool to recruit men," she said. "A lot of times, evangelical Christianity is considered feminine. You know, 'Let's hug it out.' This is literally talking about beating the crap out of someone. I'm talking knock-down, drag-out, bloody nose. This is cage fighting, but in a Christian context. You can go on any Christian mixed martial arts website and the participants say 'We're doing this for God. We're Christian warriors.' Then, they go into a cage and beat each other. And then you think, 'Uh, wait a minute.'"

Because many Christians talk about kindness, neighborly love and turning the other cheek, the evangelical Christian mixed martial arts approach to praise can cause dissonance with several main messages of Jesus to the casual onlooker.

However, Galica said that the fighting often is a tribute to Jesus' willingness to never give up on humans and continue fighting the good fight, sparking the catch phrase "Jesus didn't tap" within this group of believers.

Though little material exists about the exact beginnings of such groups, Galica said they originated on the East and West Coasts in the mid-1990s, and have grown ever since. Many of the followers come from inner-city surroundings and claim to have been down-and-out before finding the mixed martial arts Christian groups, saying the experience changed their life.

About 150 listed Christian fighting organizations exist in the U.S., she said, spread all over the country, concentrating on the West Coast especially.

“These groups say to these types of men, ‘We’ll let you be masculine and fight each other, but we still want you to have Christian values,’” she said. “I think a lot of times young men think, ‘I don’t want to hug this out. You don’t live on the streets.’ Well, now, you’re starting to see youth pastors with tattoo sleeves and piercings. And now this.”

After the Association for the Society of Religion issued the theme of violence and religion as one topic they’d like researchers to study two and a half years ago, Galica said she took the less-obvious approach of looking at violence and terrorism to delve into these relatively recent Christian fight groups.

“After I read about this movement, I wondered if anyone in the academic religious community is doing anything on this. Did this raise questions about what’s going on here? Can you really have people bloodying each other and still say, ‘Well, you need to treat everyone with respect and treat them nice and turn the other cheek?’ This gave me the opportunity to break out and see where it went.”

A more masculine approach to Christianity is hardly something new, Galica said.

In the mid 1800s, the work of Charles Kingley and Thomas Hugh sparked the Christian muscularity movement, followed by the YMCA movement, where men were encouraged to engage in sports to build their bodies – their temples – into better images to not only do the Lord’s work, but also make themselves into better men.

Another more modern movement include Promise Keepers, which encourages men to believe in Christ but exhibit masculine traits such as acting as the head of household, focusing on physical activity and serving as the foundational support for the traditional nuclear family.

Paul Johnson, a professor of sociology who served as Galica’s advisor during her research, said that religion is sometimes related to various forms of violence as an aspect of male competitiveness and aggression.

He said part of the attraction to this kind of attraction may be the sense of euphoria participants experience when exerting themselves in an aggressive manner, particularly if they win in a competitive contest involving physical aggression.

“I know from other work that there are people interested in Christian athletes, and of course Tim Tebow – well, this is part of that same genre,” Johnson said. “I see that interest as a reflection of research a few people have done in the sociology of religion linking highly masculine behavior as a way to express their religious beliefs. They rationalize their behavior as having a higher purpose than self-aggrandizement. Or they’re using aggressive competitive activities to demonstrate that religion is not a feminine pursuit or oriented toward getting people to adapt passively to the way things are.”

The biggest surprise Galica has seen is the pushback from many in the evangelical group against the Christian mixed martial arts groups. Many mainstream evangelicals take exception to the Christian fighting organization's interpretation of the crucifixion, specifically. The fighting groups see the crucifixion as an example of how Jesus Christ refused to give up on humanity and that crucifixion had to occur to make him stop, whereas mainstream evangelicals believe crucifixion was the ultimate gift and what Jesus ultimately was put on Earth to achieve.

"I know there's a real cognitive dissonance about that kind of violence in these fighting groups and what evangelicals are trying to preach about turning the other cheek and making our own village against the world," she said. "You read some of the negative comments from evangelicals on the Christian fight club websites, and it's bad. But that, in turn, really strengthens this group. It seems to strengthen their cause when they find pushback from their own religious subgroup. The biggest cohesion factor is when other evangelicals say 'you're wrong.' A lot of them go into very eloquent soliloquies about fighting for Christ. Jesus didn't tap. A lot of these guys get into these fights until they physically can't do it anymore because they believe Jesus didn't tap. He never gave up."



TEXAS TECH UNIVERSITY

DATE: Sept. 18, 2012

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Library Hosts Services Fair for Students, Faculty and Staff

There's a carnival coming to campus, as the Texas Tech University Libraries will host the third annual Library Services Fair 10 a.m. to 2 p.m. Wednesday (Sept. 19) in the Croslin Room of the main library.

The event will offer an interactive forum for library patrons to ask questions, tour the building and see demonstrations of the numerous services provided including:

- The new Crossroads Recording Studio
- Electronic resources such as historical newspaper archives
- Personal librarians
- Millions of free digital images

Information also will be provided on the many items available for checkout from the Digital Media Studio including iPods, digital cameras, lighting kits, audiobooks, DVDs and much more.

Kaley Daniel, director of marketing at the University Libraries, said while students are the primary audience for the fair, faculty and staff are more than welcome. She expects hundreds to attend this year, and more departments in the library are getting involved.

"There are a lot of hands-on engagement opportunities with all our library services," she said. "It's an opportunity for people to be introduced to the library in our building and have some fun at the same time."

The fair is centered on a carnival theme with each department contributing to the theme through mini carnival games. The fair also will feature popcorn and giveaways, as well as a chance to complete a Library Passport and win additional prizes. Attendees can take their picture, carnival style, with a cutout of the library's 3D animated "Studios Raider Red" and upload it to Facebook for even more prizes, said Kimberly Vardeman, reference librarian.

Vardeman said the library's goal is to help students and faculty with all their research and academic endeavors. The fair is one way to get them into the library early on in the school year to demonstrate all the services available that they can take advantage of.

"Being physically in the library is not always necessary anymore because we have so many electronic resources," she said. "But when you are here in person, there are still many benefits to being in the library, like our GroupWorks area and KIC scanners. It's still worthwhile to physically come to the library."

For more information on the Library Services Fair, contact Vardeman at kimberly.vardeman@ttu.edu.

Liliana Carlos

By Melanie Hess

For one Texas Tech University international student, a for-credit internship turned into a full-time job in NYC.

Texas Tech business finance student Liliana Carlos' adventure began when she decided to pursue higher education in the U.S.

"It's fairly typical for students from Mexico to attend English school in the U.S. after graduating high school," she said. "What isn't typical is deciding to stay."

After completing her one-year English program in Utah and trying a couple courses at Brigham Young University, Carlos knew she was meant for the business world. Hoping to attend a well-known business school closer to her family, she transferred to Texas Tech in 2009.

Although she was set on business, Carlos explored many concentrations in the field before finally deciding on finance. After taking her first finance class, she quickly fell in love with the subject.

"Finance gives you a lot more freedom to think outside the box," Carlos said.

For an individual who doesn't spend much time living in between the lines, this was perfect. After moving from Mexico to Utah and Utah to Texas, Carlos recalls several culture changes among her three residencies.

Like any student coming from a small city, Carlos saw Lubbock as much larger than her hometown.

"My family lives in Jimenez, Chihuahua," Carlos said. "The population is around 40,000, and the principal economic activities are agriculture and farming. The only establishments that are not local are a couple supermarkets, and most of the entertainment is outdoor activities."

But it was more than the change in population that provided a challenge. Carlos went from a primary language of Spanish to everyday English and from attending soccer, or "futbol" games in Mexico with many families to large American football games with peers. She went from family-style living with other international students in Utah to roommates in Lubbock she'd never met.

"It was interesting because everyone was nice, but they would also sit and stare at me and ask me questions about Mexico," Carlos said. "You have to get used to how things work and how being roommates work. I did, and one of those girls is still a good friend of mine."

Carlos took another leap last summer before her senior year, accepting an internship on Wall Street. Working 85-100 hour work weeks with Bank of America Merrill Lynch in the busy city of Manhattan, New York, Carlos faced a few more adjustments.

“My internship in New York was the best experience of my life,” she said. “I loved it and I’m going back. It was shocking, but I was expecting a different life. It was very hectic, everyone runs all day. You wake up really early, get your coffee, go to work, work all day, work, work, work, and then I’d leave the office at 11 p.m. every day.”

Surrounded by students from Ivy League schools, Carlos found the courses she has completed at Texas Tech were useful tools.

“I am very close to a lot of my professors,” Carlos said. “It’s a really good program. And last semester I took this class, student managed investment. It’s a class that’s mixed graduate and undergraduate, and you basically manage the school endowment fund. At the end of that class, the professor gives scholarships to take the Charter Financial Analyst (CFA) test. The test is hard and has a low passing rate, but it is very similar to what we learned in class.”

Debbie Laverie, senior associate dean of the business college, said Carlos is one of the most outstanding students she has ever worked with.

“This is after seventeen years of teaching at Texas Tech and several thousands of student interactions,” Laverie said. “Lili is bright, motivated, a hard worker and pleasant to work with. Her performance on Wall Street during an internship this summer really made the Rawls College and Texas Tech look good. Lili outperformed investment analysts from Ivy league schools.”

Carlos encourages other international students that one of the keys to her success was getting involved in organizations and meeting people.

“When I first joined the business fraternity, Delta Sigma Pi, it wasn’t what I was used to, like the formalities of a fraternity. We aren’t used to that in Mexico. But I found academic organizations can really help you, even if it’s just making your English better, talking to Americans and talking to people whose native language is English. It helps a lot.”

Drew Winters, head of the finance department, said he found Carlos’ ability to perform well in multiple languages amazing.

“Lili was a student in my financial statement analysis course, and she did an excellent job,” Winters said. “English is not her native language, and I was impressed that she would have a conversation before class each day in Spanish and then turn around and do a great job in my class.”

While Carlos misses her family and her mom’s cooking, she is thankful for the technology that allows them to be in contact nearly every day. Following her internship, Carlos was offered a

two-year contract with the company she interned with and will return to New York after she graduates in May.



TEXAS TECH UNIVERSITY

Web Only

FOR IMMEDIATE RELEASE

DATE: Nov. 13, 2012

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Matador Ethics Video Challenge Winners

A group of four Texas Tech University students won a recent video challenge hosted by the Texas Tech University Ethics Center called the Matador Ethics Video Challenge. The contest, currently in its fourth year, features a theme from the Texas Tech Statement of Ethical Principles. This year's theme was "diversity."

Yi-Hui Lee, unit coordinator at the Ethics Center, manages the video challenge.

"Students make a short film on their interpretation of the chosen theme and the videos are judged by a panel of faculty, students and community members," Lee said.

The winning submission, featuring statements from students about diversity on the Texas Tech campus, was written and directed by Xavier Salinas. Group members included Theresa Malicki, Rylan Lujan and Jenabeth Gunter.

"I really think that once we, society, come to accept and appreciate the diversity all around us, we can start to pool our resources and work together as equals, which in turn will create a better place to live and work," Salinas said. "By showing this on campus and getting the student body involved, our outside community, which has a watchful eye over Texas Tech, will follow by example."

The winning video was shown at Jones AT&T Stadium during the Texas Tech football game versus Kansas on Nov. 10.



DATE: July 2, 2012

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Meet Your New Staff Senate Officers

What they hope to accomplish and a glimpse into their work and lives

What does scrapbooking, a diehard Cornhusker and 1970s British punk music have to do with the Staff Senate? They all describe your new senate officers.

On July 1, the new Staff Senate Administration officially took office. They will be sworn in during a transition ceremony at the upcoming senate meeting July 11. Below is a roundtable discussion with the newly elected officers, including:

- President Jeff Hays, Student Legal Services
- President-Elect Christine Self, Parent & Family Relations
- Secretary Tamara Mancini, Student Disability Services
- Treasurer Tonya Pinkerton, Sponsored Program Accounting & Reporting

When did you join the Staff Senate and why?

Jeff: I started in 2010. It just seemed like a good way to advocate for staff members.

Tonya: I was also 2010. I was nominated by a fellow employee. She believed that I could do it and got my name in there, and I got voted in.

Christine: This is the end of my first year, so I started in 2011. Like Jeff, I saw the opportunity and thought it would be a good way to serve my fellow staff members.

Tamara: I just finished my second year. I joined because Britta [Tye] asked me to. She was on the Staff Senate already, and she said she thought I would make a really good member. I thought it would be fun.

How has your experience with the Staff Senate been so far?

Jeff: It's interesting to network with a lot of people from a lot of different departments who I would never meet otherwise. It's just a great opportunity to get out and meet people. Everyone seems so personable, so easy going, but we still accomplish a lot.

Christine: We started the TechAdvantage event this year. Seeing that event come together and be such a success was really interesting and neat.

Jeff: I was really encouraged and really pleased with the TechAdvantage. That was so well received and so well attended. Hopefully, we'll improve on it. Past senators have offered ideas.



And that's the whole thing with Staff Senate is that we're looking out for each other. It's nice. I like that feeling.

Tonya: The BRAVO! Board was started in our first year. It took off pretty well. Somebody who I've put in has gotten the Big BRAVO!, and the things that she got were pretty cool.

What's the most important thing you hope to accomplish this year?

Jeff: I want to leave Staff Senate membership as healthy as it's ever been. The last couple of years, we've been struggling to do business, so we need to have a certain membership in our senate. I want to make sure that's there when I leave.

Tonya: I want people to know who we are. Nobody actually knows what it is or what we do.

Christine: I think we really need to utilize what communication tools we have available to us to let our staff know not only about us, but also about what great opportunities and programs there are at Texas Tech to keep them meeting their professional and personal goals.

Tamara: If we could get the word out there that it's helping you and the rest of your staff to be a part of something like this, then that would be really important to do. [I also want people to know] that you can come to any meeting. All the meetings are open. And I don't think people realize that.

What's something about you that others might not know?

Tonya: I'm a Ph.D. student. But also I am a scrapbooker and very creative for an accountant. I'm the weird accountant kid who was in marketing classes for her electives.

Christine: I really like 1970s British punk music. I do love to ride my bike to campus. I live close-by, so that's really great for me.

Jeff: I'm not sure if I should out myself as a Cornhusker or not, but I'm actually from the Omaha area and my undergrad is from Nebraska. I do have season tickets for Texas Tech football, too.

What do you like most about working at Texas Tech?

Tonya: It's the atmosphere of being on campus. My husband makes fun of me for perpetually wanting to be in school. When I'm not in school, I'm yearning for some kind of class to do. So for me it's the atmosphere. I like being on campus.

Christine: I think a lot of it is just the opportunities that you have when you work on a college campus. Things like tuition and fee waivers if you want to take courses, employee dependent scholarships if you have kids who want to take courses. Some of the lectures and cultural events



TEXAS TECH UNIVERSITY

that you get to go to. There's lots of things. I mean, how many places are you going to work for that have their own football team?

Tamara: I think it's the people. All the different kinds of people you get to meet, and all the students you get to interact with. It's just fun. Every day is different, and so it doesn't make your job boring.

Jeff: I have a perfect job. I get to be a lawyer to kids. I have 32,000 clients, so I'm not going to be out of work anytime soon. You get to interact with students. That part of it is great, and you feel like you've helped them.

Staff Senate meetings are held the first Wednesday of every month from 4-5 p.m. For locations and more information, please visit the Staff Senate website ([link](#)).

MORE THAN MUSIC: UNIVERSITY UNVEILS REVITALIZED *iTunes U* PLATFORM
By Scott Irlbeck

Educational podcasts and video tutorials now available on iTunes U

To better utilize the explosion of user-generated Web content, Texas Tech University is relaunching the Texas Tech on iTunes U platform (<http://itunes.ttu.edu>). The enhanced site features new and familiar content covering a wide range of academic interest.

The relaunch effort is a partnership between the Texas Tech Information Technology Division and the Research and Academic Communications team in the Offices of the Provost and Vice President for Research.

“We are using our partnership between Apple and Texas Tech as another outlet to provide information to our campus community,” said Sam Segran, Texas Tech associate vice president for Information Technology and chief information officer. “The newly designed site is a benefit for everyone on campus and will help to communicate the excellence of our research, scholarship and creative activity.”

Texas Tech Provost Bob Smith said the opportunities for learning through digital source materials are endless.

“The iTunes Store has partnered with hundreds of colleges, universities and affiliated units in the United States, Australia, Canada, New Zealand and countries throughout Europe to provide access to a host of educational materials, including entire sets of course materials posted to the iTunes U website by faculty members from around the world,” Smith said. “Many of the offerings are complete course lectures that can be downloaded for sequential viewing and study.”

Faculty and administrators from the College of Arts and Sciences, the College of Visual and Performing Arts, University Libraries and the Provost’s Office are among the initial contributors of multimedia content. Past commencement addresses and materials from the Vietnam Center and Archive are also available. More interest areas will be available soon.

For information on how to submit content for iTunes U, visit <http://itunes.ttu.edu>.

**National Science Foundation Makes Major Changes
To Proposal Submission, Review, Reporting
By Sally Logue Post**

The National Science Foundation (NSF) is making major changes that will affect how researchers will prepare and submit proposals for funding. There also is a change to the way proposals are reported upon. All changes will go into effect Jan. 14.

Failure to follow the new guidelines could result in a faculty member's proposal not being accepted or in a report being lost.

To help researchers understand the changes, the Texas Tech University Office of Research Services has prepared a series of training videos.

A series of information sessions also have been scheduled to go over changes and to answer any questions. All sessions will be held in room 153 of the Teaching, Learning and Professional Development Center, first floor of the University Library. The sessions are set for:

- Dec. 20, 2-3 p.m.
- Jan. 4, 9:30-11 a.m.
- Jan. 10, 2-3 p.m.

A significant change is that FastLane will reject proposal submissions if key elements of a proposal are not completed correctly. The rejection will be marked "Proposal Not Accepted." The new NSF Proposal and Award Policies and Procedure Guide (PAPP) states if the proposal, "does not contain the project summary, including an overview, and separate statements on intellectual merit and broader impacts it will not be accepted by FastLane." This new non-award category will also apply to data management plans as well as postdoctoral mentoring plans.

Because of FastLane's new ability to block submissions of non-compliant proposals, NSF strongly suggests submitting proposals several hours before the deadline to allow time to correct errors.

For the first time in 13 years, the National Science Board has made changes in the merit review criteria that will affect the way in which proposals will be reviewed and scored. There also are significant changes to many proposal elements including biosketches and proposal summaries.

NSF also has clarified the appropriate use of indirect costs, or facilities and administrative costs, as well as cost sharing and conflict of interest policies.

Within the next few months NSF will shut down FastLane for reporting functions only and will use Research.gov. FastLane will still be used for proposals submissions.

The new NSF PAPP Guide can be found at http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf13001. Please direct questions to the pre-award analyst who covers your department.

New Tobacco-Free Policy for Facilities Housing CPRIT-Funded Projects **Sally Logue Post**

Texas Tech has amended its smoke and tobacco-free environment policy (OP 60.15) to meet new requirements from the Cancer Prevention and Research institute of Texas (CPRIT).

All organizations receiving CPRIT funding must certify a tobacco-free policy by August 31, 2012 to receive CPRIT funding.

The organization adopted a new rule in January prohibiting the use of any tobacco products by all employees and visitors in all buildings and structures where projects funded by CPRIT are taking place. The CPRIT rule includes the sidewalks, parking lots, walkways and attached parking structures immediately adjacent to those buildings.

Signs will be posted in appropriate places around the buildings. Texas Tech currently has about \$893,000 in CPRIT funding in four facilities on campus:

- College of Human Sciences
- Psychology
- Electrical Engineering
- Agricultural Sciences

Which buildings are affected will change based on new CPRIT funding or expiration of current funding. A list of CPRIT funded projects and the facilities in which they are being conducted can be found on the website of the Office of the Vice President for Research. The full text of the new rule is available on the CPRIT website.

Employees interested in tobacco use cessation services should contact the Office of Human Resources or their insurance provider.

CPRIT was established in 2007 by Texas voters to fund groundbreaking cancer research and prevention programs and services in the state.

New Work on Display at Annual Art Faculty Exhibition

By James Hodgins

Each fall, Landmarks Arts hosts the Annual Art Faculty Exhibition at the Texas Tech University School of Art Landmark Gallery. The exhibition, going on now through Oct. 28, showcases to the campus the variety of work being done by School of Art faculty.

Andrew Martin, associate director and associate professor, is one of the faculty members with a piece on display at the art show. He said it is a great way to start out the year by giving students and faculty a chance to see what's going on in the school.

"I love seeing what my colleagues are doing and being able to talk to the students about what the faculty are working on," he said. "It's important for students to see that their faculty are producing artists and that we engage with the same challenges and activities as they do in the studio."

Martin said exhibitions like this allow other faculty to come see things that are being thought about and explored. Martin said he hopes faculty from outside the School of Art can come and make connections between what they see at this show and what they are working on in their field.

Martin's piece, *Interlace*, is made almost entirely out of paint, using acrylic paint and fiberglass mesh without any traditional canvas. He said what's important is not only the subject, but also the process used to create the work.

The painting shows communication towers in a West Texas landscape. Martin said he wanted to his work to communicate its message in the same way as the towers broadcast communication.

"I'm interested in the actual communication towers, but I'm also interested in how communication is broken down and transmitted," he said. "So it's not just a picture of the towers. It also tells you a little about how the piece was made."

The finished art on display is only half the image. To make the piece, Martin literally broke the image down and reassembled it, digitizing the missing parts. He then put them back in their place within the image. In this way, the painting references technology not just through the picture of the towers, but also through the way the image was created.

"At the faculty art show, I like to show something that I'm trying out like some new work or something I'll be trying out over the next year," he said. "It's about showing the students we don't have it all figured out, but we're always asking what's possible."

Martin looks at art as a way of discovering what was going through the artist's mind when creating the work.

"The arts are a really important part of human activity and thought," he said. "It's a different type of thought than you would find in a science, math or history class, but it's still a way of understand the world."

William Cannings, associate professor, specializes in sculpture and also has a piece in this year's art show. He said it provides immediacy for the students to see what the faculty members are working on and promotes the vast diversity and the rich research efforts within the School of Art.

"The most important thing from my perspective is my students get to see what I do," he said. "And maybe students who haven't thought about art come and see the show and get excited about the process of not just art, but the research as well. It's important for students to get passionate about the endless possibilities in art. There is no boundary within the creative field."

Cannings is currently experimenting with different processes to create sculptures out of steel. He started by asking, "What can steel be?" Then he developed a process that wasn't as industrial as previous steel work.

Pastoral, his piece in the Art Faculty Exhibition, was inspired by this new process as well as the physical boundaries between property in Central Texas, commonly distinguished by barbed wire.

"I developed this process of inflating steel so it takes on the quality of something soft," Cannings said. "It's filled with contradiction, which is something that I really like. And I'm really interested in people physically engaging with the work because until you touch it, to you it will always be a soft, balloon-like sculpture."

Cannings said the work in this show is just a small snippet of the potential of what students can bring to the field of art.

"There's a lot more going on here than people may realize," he said. "There's a lot of natural crossover between disciplines that can affect students and how they think about what they're doing. The faculty are always excited about working with students. In the end, it's all about enriching the experience of the students. That's what we're here for."

Newly Created Team Helps Texas Tech Research Soar

By Sally Logue Post

Texas Tech has created a new resource to help faculty members win large research grants. The Research Development Team (RDT) is a three-person group working primarily with multi-disciplinary or multi-institutional teams applying for large awards.

“Texas Tech has made a serious commitment to expand our research enterprise,” said Guy Bailey, Texas Tech president. “To achieve our goal we must provide our researchers with the support such as the RDT that they need to successfully win large competitive grants.”

The RDT, which has unofficially been known as the SOAR team, is made up of Reagan Hales, managing director; Heather Morris, associate managing director; and Anna Thomas Young, senior proposal development administrator.

“Many funding agencies are moving toward awarding large, multi-million dollar grants to teams of researchers from multiple institutions,” said Taylor Eighmy, vice president for research at Texas Tech. “The RDT was created to help find opportunities to partner with other institutions and then help shepherd the proposal through to completion.”

Complex grants can become an almost full-time job for researchers. The RDT also allows faculty to continue to focus on their work in the classroom.

“It is extremely challenging for a single researcher to do all of the administrative work involved in a complex, multi-institutional grant submission,” said Bob Smith, Texas Tech provost. “The RDT provides that valuable assistance so that the faculty members can still manage their other teaching, research and service demands.”

The RDT has had two recent successes. Texas Tech and two industry partners secured a grant from the U.S. Department of Energy to accelerate the development of midsize wind turbines for the U.S. market with the ultimate goal of making these turbines commercially available.

Also, the South Central Climate Science Center, a multi-million dollar award from the U.S. Department of the Interior, was awarded to a consortium consisting of Texas Tech, the University of Oklahoma (OU), Oklahoma State University, Louisiana State University, the Chickasaw Nation, the Choctaw Nation, and the National Oceanic and Atmospheric Administration’s Geophysical Fluid Dynamics Laboratory.

“The RDT at Texas Tech and their counter-parts at OU were essential to keeping the faculty focused on their tasks and for keeping the weekly momentum going in

the development of such a complex proposal as the Climate Science Consortium,” said John Zak, associate dean in the College of Arts and Sciences and the university lead investigator on the project. “We would not have been successful, I believe, without their efforts. We now have at TTU a proposal support team that understands the complexities of developing multi-university and investigator proposals and the necessity of having a larger team participate in these efforts. I believe we have the capacity to take advantage of many more large funding opportunities with their assistance.”

“Through our research development colleagues and our discussions with faculty, the RDT knew about the grant opportunity for the climate science center almost a full year before the proposals were due,” said Hales. “We helped develop and support a team of researchers at Texas Tech through each phase of the proposal with our counterparts at the other universities.”

A key part of the team’s responsibility is forecasting what external funding opportunities are on the horizon and examining whether they fall within the university’s research themes and investment areas, then determining if there are researchers at Texas Tech who are interested and analyzing if there are other institutions or other external partners that would be a good fit with Texas Tech researchers.

“If we know what external funding agencies are interested in ahead of time, we can begin preparing long before the actual requests for proposals go out,” said Hales. “These large, multi-institutional proposals take a great deal of time and we can be most successful when we are proactive versus reactive.”

The team also works with transdisciplinary groups solely within the university and with individual researchers who are seeking \$1 million-plus awards.

Each member of the RDT works with different federal agencies. All three work with different sections of the National Science Foundation. In addition, Morris works with the U.S. Department of Agriculture and the U.S. Agency for International Development, Hales works with the U.S. Department of Energy and the U.S. Department of the Interior, and Young works with the U.S. Department of Education and the National Institutes of Health.

For contact information for the Research Development Team, go to <http://www.depts.ttu.edu/vpr/rdt/index.php>.

NSF Program Brings Top University Students from Across
the Country to Texas Tech
by Sally Logue Post

From robotics to smart grid security, 10 students from Texas Tech and universities across the country have spent the past 10 weeks working on a variety of topics as part of the National Science Foundation (NSF) Research Experiences for Undergraduates Site Program.

This is the final year of Texas Tech's three-year grant from NSF that brings undergraduate students to campus to participate in ongoing research programs.

"The students go through the research process, from the literature review to designing their project to presenting their results," said Susan Urban, professor in the Department of Industrial Engineering and principal investigator on the grant. "Our NSF grant allows us to expose undergraduates to the research process in a short period of time, and hopefully, this experience encourages the students to go on to graduate school."

Urban said her team has tracked the students from the previous two years and found that about 50 percent have gone to graduate school. While not all of the students from the previous years have graduated, Urban said she is hearing from them now about graduate school.

Research Success

As part of the program, the students have been paired with a faculty mentor as well as a graduate student to assist them through the research process. They also took part in numerous professional development seminars covering topics such as applying to graduate school and ethics in research.

For Charles Baker, this is his second summer in the program. Last year was his first experience with research. Now he has his sights set on a graduate degree from Texas Tech.

"I was able to continue last summer's research project into the fall," said Baker. "I wrote a paper that was accepted by an international conference on software security and reliability. I was able to go to the conference in Washington, D.C., and present the paper."

Research Collaboration

For some students, the 10-week program also was a lesson in collaboration and building on one another's work.

Shiloh Huff, a Texas Tech senior computer science major, modified an existing program into a new program called DOROTHY (Design of Robotic Oriented Thinking to Help Youth). His program is aimed at attracting young students, especially women and minorities, into computer science.

“DOROTHY is a simple drag-and-drop interface that allows students to program robots with sound, lights and movement,” he said. “My goal was to make an easy application so that young students would not be intimidated by complicated programming.”

Stephanie Graham, a Texas Tech junior computer science major, used Huff’s DOROTHY program to create middle school and high school curricula.

“Previously there has been a standardized curriculum for middle school and high school students,” she said. “The two groups learn differently and don’t need to be learning the same things. I used DOROTHY to develop a curriculum for middle school students that focuses on an introduction to computer science. For high school students, the curriculum focuses on design and the methods of solving problems.”

Sabyne Peeler, a senior computer science major from Florida A&M University, takes DOROTHY one step further.

“We have the imaging and mapping capabilities to use a type of robot called the Erratic robot to show students real-life applications of computer science,” said Peeler. “It’s a next step to demonstrate what real robots are capable of and what types of robots students might actually work with.”

The students and their projects are:

- Charles Baker, Texas Tech, Simulation of Fault Detection for Robot Applications
- Tyler Flack, Texas Tech, Exploiting Security Vulnerabilities in a Smart Grid Home Area Network Using Hardware Simulation
- Gabriel Garza, Texas Tech, Creating a Zigbee Home Area Network Simulator for Smart Grid Security Research
- Stephanie Graham, Texas Tech, Using Graphical Programming and Robotics to Educate Students in the Principles of Computer Science
- Benjamin Horne, Union University, Extensions to the Descartes Specification Language for the Development of Real-time Object Oriented Systems

- Shiloh Huff, Texas Tech, Design of Robotic Oriented Thinking to Help Youth (DOROTHY)
- Catherine Meador, Swarthmore College, Using Context to Improve Robot Vision
- Sabyne Peeler, Florida A&M University, Creating a Stimulating 3D Programming Environment by Integrating Complex Robot Types
- Sandra Pogarcic, Vassar College, Event Stream Processing for Intrusion Detection in Zigbee Home Area Networks
- Christian Washington, Louisiana State University, Decision-Making on Robots using POMDPs and Answer Set Programming

Faculty advisers for the program are: Urban, associate professor Michael Shin and assistant professor Mohan Sridharan in the Department of Computer Science, and professor Joseph Urban in the Department of Industrial Engineering.

Operatic Ambition:

Texas Tech Music Students Take Mozart Opera On the Road to South America

By John Davis

She stood behind the set, holding a necklace in her hand and waiting for her cue to perform not only in front of 400 people in the audience but also on live Honduran television.

As the orchestra began and the curtain rose, Kaitlin Hatchett, a music education and vocal performance major from Midland, said she realized her dream to make a living as a singer could become reality.

The 21-year-old actress played Dorabella, one of the gullible sisters in Wolfgang Amadeus Mozart's classic comic opera "Cosi fan tutte," which translates roughly to "The School for Lovers" or "Thus Do They All," and remarks on the fickle nature of women.

In this Italian opera, a miserly bachelor explains to two soldiers that women can't be trusted and will prove unfaithful every time. These two men are dating sisters, and decide to test the bachelor's theory and pretend to run off to war.

They return dressed as exotic new suitors from Albania who have taken poison and need medical attention. As the sisters help these strange exotic new men, the soldiers in disguise try to woo and win the heart of the other man's woman. But as the story unfolds, it becomes clear that the men are more duplicitous than the women.

Texas Tech students, under the direction of Texas Tech's music theatre director Gerald Dolter, not only performed March 31 in Midland, but also June 7 and 8 at the Manuel Bonilla Theatre in the Honduran capital of Tegucigalpa.

Bill Ballenger, director of Texas Tech's School of Music, provided \$20,000 from the school to cover the company's traveling budget and per diem. Sets, hotel and local transportation were covered by Honduras' National Symphony Orchestra.

"Cosi fan tutte" presented two firsts for Texas Tech and one for the country of Honduras, he said. The performance at the Wagner Noël Center for the Performing Arts was the first staged production in that new center. The Midland Opera had sponsored many of Texas Tech's main stage productions and children's opera through the years, but never one of this standing and scope.

The two performances at the National Theatre of Honduras was the first international appearance for Texas Tech Music Theatre. The performances were fully staged and costumed, and the final performance was broadcast on national television. And this was the first time any Mozart opera, was performed in Honduras – ever.

“We were just surprised we were there in the first place,” Hatchett said of her experience. “I was so not expecting the school would let us go. I didn’t believe it until we were on the plane. Then I thought we were going to be in a gymnasium, but we were in an actual old opera house – this beautiful building.”

This was Hatchett’s first opera. In fact, her first lead role. Representatives from several governments, including ambassadors from Italy and Japan, sat in the audience as TV cameras rolled. The music swelled, Hatchett waited for her cue, smiling across the set to her best friend who also performed that night, she couldn’t believe her fortune at experiencing a professional company atmosphere at such a young age.

“All the people were so nice,” she said. “Everyone volunteered to be stagehands and chorus. They were so excited to do this opera, because they’d never had an opera come down from the United States before. That was pretty exciting. I didn’t even know anything about chorus or the conductor. The orchestra was one of the best I’d ever heard. I didn’t expect any of that – how nice they would be, how excited they would be. It was the perfect experience.”

Hatchett was one of a troupe of nine singers and five instrumentalists from Texas Tech’s School of Music who travelled to Honduras for the performance. Behind the glamour of a glittering opera, she said, lots of hard work went into preparing and perfecting the product before performing it in a house they’d never worked in before. Even though sometimes she could barely keep her eyes open to enjoy the tours and other experiences that South America had to offer, she said she loved every back-breaking minute.

“I could actually visualize this being a real career path,” she said. “Before, we just sang at Tech in front of our friends. Then suddenly, you hop on a plane and sing in front of a conductor you don’t know, a chorus you don’t know. It was really just thrilling to be a part of all of it, especially to represent Texas Tech in a positive way for the School of Music and to bring that opera they’d never experienced in that city. I was very touched to be involved in everything. I took away a lot more than I thought I would.”

Diplomacy of Art

The idea to take an opera production from Texas Tech University to Central America began in the summer of 2011 in Honduras. Andrew George, Texas Tech’s director of orchestral activities, and Jorge Gustavo Mejia, conductor of the National Symphony Orchestra of Honduras, collaborated on the idea of the University Symphony Orchestra performing one of Mejia’s compositions at Texas Tech in February of 2012. Mejia, a prominent composer in Honduras, came for that performance of “Danza, Majia & Ritual (Dance, Magic & Ritual).” Following that, Mejia extended the official invitation for bringing “Cosi fan tutte” to Honduras.

Texas Tech's School of Music has a successful history of projects in Central America, including outreach/educational trips in May 2005 and 2006, and more recently in 2011 and 2012, George said. During those projects, Texas Tech faculty worked with more than 1,000 student and professional musicians ranging from 10 years old to 42, and collaborated with all of the prominent musical organizations in Honduras: Filarmonica de Honduras, Escuela Nacional de Musica, Conservatorio de Musica and the Universidad Nacional Autónoma de Honduras.

"In the course of the past seven years, the Texas Tech string area has experienced a dramatic increase in graduate applicants from Central America," George said, explaining the outreach projects' effects. "Students from Central America have been among those highest ranked in TTU auditions. The training level of string players in Honduras is extraordinarily high, but only extends through the undergraduate level. The faculty teaching at all three prominent Honduran educational institutions do not hold graduate degrees. These musicians are eager for more."

The goals of these projects are beneficial to students and faculty, and participants are encouraged to create and implement their own pedagogical ideas, using imaginative ways to communicate through words and sound.

"As we help the musicians of Honduras, we give an opportunity to our graduate students to explore the positive effects that they can have on a community, stressing the importance of educational outreach and global musical endeavors outside of the classroom," George said. "Our faculty has an opportunity to show their skills as performers and teachers, and recruit for further studies at Texas Tech. Our efforts thus far have had a lasting impact on parties in both countries, and we are excited we have been invited for multiple years to return."

Director's Notes

For Dolter, directing the show and finding a way to get the students to South America proved one of the greatest challenges he's faced as director of ensemble in Honduras. The good news was "Cosi fan Tutte" had already been performed at Texas Tech and would travel to Midland for (HOW MANY) performances.

When Dolter picks a show for his students to perform, he said he never does so with himself in mind. Each year, he peruses scripts and scores to match the right students with the right parts to give them the experience they will need to go into the cutthroat world of show business and create successful careers.

And with the right cast in place, the opportunity to travel the show would be a priceless experience for performers and musicians who would travel to Honduras to perform.

"No one in the group had any experience performing outside of Texas," Dolter said. "And all the better to now be going to a new country, and these Hondurans take their art seriously. I wanted to give the students this professional credit on their resume. It's an international gig. They had

put their roles aside for three months and then get back to them for two performances down there. This they did. I think we had better shows all the way around when they had to come back to their roles. They discovered new parts of their characters that way. And then there was the foreign exchange experience I wanted them to have as well as to see how wonderful our life is in this country.

“They got more from this than any experiences on campus.”

Standing before him like the great Andes, mountains of semantics and questions of how to transport an opera 1,600 miles away still remained to be answered. How much would it cost to ship the troupe and costumes to Honduras? How would they handle the set? Designing the lights and sound? How could the requirements for setting the show be met with such a short lead time? How would they translate the Italian words from the music into Spanish correctly?

What if something went wrong with any of these issues?

Dolter admitted these questions kept him up at night. But, he said, he took comfort in the talent and inventiveness of his students and their desire to meet the challenge head-on.

“After Maestro Mejia extended an invitation to the national theatre, then it was a matter of cost,” Dolter said. “The set would have cost \$12,000 to ship down there, and that was impossible. So, I sent them renderings of what our set looked like in the hopes they could build it down there in Honduras. They told us that they had an architect down there who was pretty good at working with renderings. However, we didn’t know until we got down there on a Tuesday and got into theatre Wednesday. I didn’t know what we were going to end up with, so I told the students that we have to be prepared for everything and anything.

“We walked in, and there was our complete set, painted exactly how it was painted up here in Texas. Every element was there, including exact replicas of our benches we’ve used here for years. The students said, ‘OK, let’s get to work.’ So, then, the next big thing for me was I had to work with a Spanish-speaking-only chorus in this show. We had just 48 hours to rehearse them and put them on stage. That was a trick, but we got it there.”

Students went to work preparing for the audience. Some learned an antiquated light board and designed lights while others prepared costumes and set the stage. Dolter said other students not only had to learn how to stage-manage, but also learned Spanish on the fly and communicated their needs to a Spanish-speaking-only stage crew to keep backstage running as smoothly as onstage.

“Before the final performance began, the TV crew was there,” Dolter said. “They came backstage with cameras and were interviewing singers as they were about to go on. It was like ‘Live at The Met.’ It made the performers feel like they’d arrived. And they had.

“When it was all over and I crawled into bed, I slept very well. I knew this would not have happened without help of the students. As with all art, what we create is meant to be shared, otherwise, why do it? Our spring 2012 production of Mozart’s ‘Cosi fan tutte’ proved to be the most significant operatic production in my 17 years at Texas Tech.”

Editor’s Note: Liza Muse contributed to this article.



TEXAS TECH UNIVERSITY

DATE: Dec. 6, 2012

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President Hosts Holiday Event to Thank Faculty and Staff

Interim President Schovanec opens up about the holidays and this past year at Texas Tech.

Texas Tech University staff and faculty gathered to celebrate a successful year at the Holiday Open House at the McKenzie-Merket Alumni Center yesterday. The Office of the President hosts the event each year.

This year, Interim President Lawrence Schovanec was there to greet staff and faculty. He said it is important they know that what they do is appreciated and the holidays is a natural time to say thank you and assess our blessings, including our colleagues and the university.

“You shouldn’t have to wait for a special event to convey that, but we often get caught up in our day-to-day business and don’t stop to say thank you enough,” he said. “The holiday season is a reminder that we should be doing that.”

Reflecting on this past year, Schovanec said a lot has happened, but if you take a broad perspective, you realize every year is full of change. He mentioned achieving NRUF status, the new buildings on campus and the overall growth of the university as significant accomplishments in 2012.

“What makes Texas Tech an exciting place to work is there is so much happening all the time,” he said. “There are lots of changes; there’s lots of progress. It’s a natural outcome of the fact that we have many people doing so much.”

Schovanec said hosting the open house is one of the privileges of being in the Office of the President. As interim president, Schovanec is able to view the university at a high level. He said the reason Texas Tech works so well is because people do their jobs with such dedication.

“One of the things I’ve really enjoyed about working in the president’s office is it’s made me more aware of how strong our people feel about this institution,” he said. “I really believe Texas Tech is a special place, and it starts with the people who work here.”

The perceptions students, alumni, friends and others have of Texas Tech are a direct result of how they are treated by staff and faculty on a daily basis. Schovanec said the people here should never underestimate their impact on others.

Before accepting his current role, Schovanec worked at Texas Tech for 30 years. This has given him the opportunity to meet and get to know many people around campus.

“It’s a blessing to have shared so much in common,” he said. “It’s part of the bond that connects us as colleagues and friends to this university. The Holiday Open House is a chance to let



TEXAS TECH UNIVERSITY

everyone know that this university, and I personally, really do appreciate them and what they do."

In addition to the Holiday Open House, the Office of the President is hosting a toy drive for Toys for Tots. Through Wednesday (Dec. 12), the campus community is invited to donate a new, unwrapped toy this Christmas. Donations can be made near the President's Office, just outside of room 150 in the Administration Building.



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FOR IMMEDIATE RELEASE

DATE: Oct. 9, 2012

CONTACT: Megan Shudde, m.shudde@ttu.edu
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Q&A with Former Homecoming Royalty: Angela Walker Garcia

Angela Walker Garcia was Texas Tech University's 1994 Homecoming Queen. She graduated from the university in 1995. Now she lives in Overland Park, Kan., with her husband and two children, and is a sales director at **Automatic Data Processing, Inc.** (ADP).

What was it like being named homecoming queen?

I can't think of any words that would accurately describe the feeling when the announcer said, "The 1994 Texas Tech Homecoming Queen is.... (long pause).... Angela Walker! Congratulations, Angela!" Being named homecoming queen is a proud moment for any young lady, and when they said my name I was shaking so much that I couldn't move. I realized at that moment that I was one of a few women in the university that had the honor to hold this title. Winning homecoming queen is something I am proud of and will hold my head up high for a lifetime.

What accomplishments did you have that made you the best candidate for homecoming queen?

I was very involved at Texas Tech. I was the membership chair and then president of Zeta Tau Alpha, and I was a member of the business fraternity in the College of Mass Communications. I participated nearly every night of the week in intramural soccer. I also had really good grades, graduated with honors.

I am not sure that it was the accomplishments at Texas Tech that made me the best candidate, although I am certainly proud of them. Rather, I like to think it was because of my character and how I treat people with respect. I was nice to any and every one, regardless of what organization they were or were not involved with. I realized at an early age that all you have is your name. And, I worked hard for who "Angela Walker" was, and what I stood for. I have always been real down to earth with people. I think a lot of this, along with my leadership positions in the campus organizations, helped me to stand out with the judges, and with the student body vote.

How did winning affect your life positively?

Being a college Homecoming Queen is truly an honor, and it has affected my life positively in many ways. The first thing that comes to mind is how I raise my daughter to be a loyal, true friend and to treat everyone with respect. Always stick up for the underdog. Never bully, and always stand up for what you believe in. Be a leader. Follow your heart.

What does homecoming mean to you?

Homecoming to me means coming together to celebrate your school with the student body. I think of the floats, bonfire, parade and the big game. Homecoming is the special occasion that you get to experience with your friends and classmates.

What was Texas Tech like in the '90s?

A great university, much like it is today. I have always been proud to say that I am a Texas Tech graduate, and that "I'm red til I'm dead!" I also think of life on campus, and our campus is the most beautiful of any I've ever seen. The thing you never wanted to do would be to miss the bus to your next class on the other side of campus! Texas Tech will always have a special place in my heart.

What have you been up to since you graduated?

I met my husband of 16 years shortly after I graduated, and we have two children together, Brittany, 15, and Brian, 10. As for my career, I have been with ADP for more than 10 years. I work in the TotalSource Division as a sales director, and have a team of 12 people. I have had the opportunity to qualify for President's Clubs with ADP, and have been able to experience different parts of the world, most recently Rome, Italy.

Looking back, how will you remember your time at Texas Tech and as homecoming queen?

I am very proud to be the 1994 Texas Tech Homecoming Queen. It feels like just yesterday that I was able to share that exact moment of being crowned with my mother and my friends that were cheering me on. Being the homecoming queen of a major university is truly an honor, and it is with nothing but a smile on my face and a warm feeling in my heart when I think of my student life at Texas Tech. The honor was a testament to treating people with respect and being involved on campus and in my classes.



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FOR IMMEDIATE RELEASE

DATE: Oct. 10, 2012

CONTACT: Callie Jones, callie.jones@ttu.edu
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Q&A with Former Homecoming Royalty: Beth Ann Wright Erhardt

Beth Ann Wright Erhardt was crowned homecoming queen in 1978 and graduated in 1979. She currently is a neurology specialist in pharmaceutical sales and lives in Bulverde with her husband, Mark, and their four children.

What was it like being named homecoming queen?

Being named Texas Tech University Homecoming Queen was such an honor and so exciting. I will never forget riding on that convertible around Jones Stadium after I was crowned. I actually was a candidate the year before as well, so it was nice to win my senior year. I think it reinforced that good things happen to average, small-town people.

What accomplishments did you have that made you the best candidate for homecoming queen?

Not at all sure that I was the best candidate. I think it may have helped that I was involved in a number of different organizations at Texas Tech. I was a cheerleader, a Kappa Alpha Theta, a Phi Gamma Delta little sister, a Raider Recruiter and very involved in the student ministry at First Baptist Church in Lubbock.

What does homecoming mean to you?

I think it is an awesome opportunity for Texas Tech alumni to come back to Lubbock and celebrate all that Texas Tech meant to them and still means for students today.

What was Texas Tech like in the 70s?

Even though it was a large campus with thousands of students, and I came from a VERY small town in Menard (43 in my graduating class), I always felt that Texas Tech was so personal, such a great place for students to find connections. It wasn't just students from the major cities of Dallas, Houston, etc, but a place where students from every city or town could find a home and a place to fit in and participate.

What have you been up to since your graduated?

Wow. That's a lot of years. I have been blessed to be married to a great guy, Mark and have four amazing kids, Cameron (21), Cooper (20), Addison (17), and Elena (14). We have enjoyed life in the Smithson Valley area for most of those years.

How will you remember Texas Tech?

I will always be thankful for the positive impact Texas Tech had on my life. The people I connected with there had a long term effect on my spiritual growth and perspective. Go Tech!

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FOR IMMEDIATE RELEASE

DATE: Oct. 11, 2012

CONTACT: Sydney O'Drobinak, Sydney.odrobinak@ttu.edu
(806) 742-2136

Q&A with Former Homecoming Royalty: Karen Mayfield Price

Karen Mayfield was crowned Homecoming Queen of Texas Tech in 1984 and graduated in 1986. After college, she was a television anchor/medical reporter for several years. Now she spends her time living in Amarillo with her husband and taking care of two of her four children. Her second-to-oldest child currently is a student at Texas Tech.

What was it like being named homecoming queen?

Being named Texas Tech Homecoming Queen was such a huge honor. Having the honor to represent our university was just incredible. When I came to Texas Tech I knew one person. I had no idea I was going to win and told my parents not to worry about coming. As a matter of fact, when they called my name, my escort had to tell me and nudge me forward.

What accomplishments did you have that made you the best candidate for homecoming queen?

I'm not sure what qualified me to be a candidate. I was first honored that my sorority, Chi Omega wanted me to represent them. I was involved in several volunteer projects at that time. I also headed up a program called Raider Recruiter. We worked in conjunction with coaches and the Saddle Tramps to promote Texas Tech for athletes. I was a calendar girl, called "Girls of Texas Tech"...not one of *those* calendars. I also represented my sorority and was runner up for Maid of Cotton.

How did winning affect your life positively?

I have such fond memories of my years at Texas Tech. One fond memory I have from being crowned was when I was able to represent Texas Tech at the Southwest Conference Cotton Bowl Classic. Every Southwest Conference School had its Homecoming queen present. There were several events to talk up my great university, which I did proudly. We were also in a nationally televised parade, and even though Texas Tech was not playing in that game, the Heisman Trophy winner was Doug Flutie. I even boasted to Mr. Flutie what a great university Texas Tech is!

What was Texas Tech like in the '80s?

All I can say is BIG EVERYTHING! Big curly hair, big shoulder pads, big make up, big color...let's just say I hope fashion does not repeat itself. Of course music was all about Madonna and Michael Jackson. I remember watching the first "Thriller" video in the Student Union Building. Technology was prehistoric compared to today. We really used the library in those days.

Office of Communications and Marketing

What is it like having a son attend Texas Tech?

I'm so glad my son attends Texas Tech. As I sat in freshman orientation last year I was flooded with so many memories. I know my son was so sick of hearing me say, "Oh my gosh, when I was here..." but I get to come to Texas Tech as often as I can. I'm sure it's more than my son would like, but it brings back such good memories.

Looking back on your memories of Texas Tech, what stands out to you?

Texas Tech means more to me than just the great university it is. I was headed to University of Southern California my high school senior year, until one of my friends headed to Texas Tech to play basketball. I decided to check out the school at the last minute. I fell in love with not only Texas Tech, but the State of Texas.

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FOR IMMEDIATE RELEASE

DATE: Oct. 12, 2012

CONTACT: Lindsay Bradshaw, lindsay.bradshaw@ttu.edu
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Q & A with Former Homecoming Royalty: Melissa Hancock

Melissa Hancock was crowned homecoming queen in 1999. She received her master's degree in communication studies from Texas Tech in 2002. She currently resides in Lubbock and is a pharmaceutical sales specialist and adjunct instructor at Texas Tech.

What was it like being named homecoming queen?

Being named Texas Tech Homecoming Queen has been one of the most memorable life events to date. Being named homecoming queen was an experience that reinforced all the hard work and dedication that I had put into my time at Texas Tech.

What made you the best candidate for homecoming queen?

I feel that I had a diverse list of accomplishments that ranged from sorority experience, intercultural clubs, philanthropy, and spirit organizations.

How did winning affect your life?

Winning gave me the confidence and the attitude that one can truly do it all. I was involved in many student organizations and worked while attending college and was still able to connect with the student body in a way that was full of impact and led to being voted homecoming queen.

What does homecoming mean to you?

Homecoming to me is a time for past, present and future Texas Tech impact to be had. Families are together, alumni reconnect, and the present student body celebrates. This is truly a time for all Red Raiders to be connected and unified under the spirit of Texas Tech.

What was Texas Tech like in the '90s?

Texas Tech was in a great time of transition. We all knew what was on the horizon but the changes had not begun to take place. The '90s were also a time of hope and accomplishment. Texas Tech was getting national coverage in both academics and athletics and we could all feel that big things were on the way.

What have you been up to since you graduated?

I have worked in the pharmaceutical industry for the past 10 years and have been an adjunct professor in communication studies.

What advice would you give to future homecoming queens and kings?

I feel that being selected homecoming king or queen is such a special title that has impact throughout one's life. I hope all celebrate the accomplishment and look at the position as one that will allow you to be an ambassador of the university for life.



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FOR IMMEDIATE RELEASE

DATE: Oct. 11, 2012

CONTACT: Lindsay Bradshaw, Lindsay.bradshaw@ttu.edu
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Q&A with Former Homecoming Royalty: Pamela White Taylor

Pamela White Taylor was crowned homecoming queen in 1962 and graduated in 1963. Before retiring, she was an associate professor of computer science at the University of Texas at Tyler. She currently lives in Winnsboro with her husband Mark, also a Texas Tech alumnus. The two have four children and eight grandchildren.

What was it like being named homecoming queen?

Being named Texas Tech Homecoming Queen was truly the most exciting secular event of my young life: the coronation, the parade, being driven around the field at half time and having the SMU cannon being fired as I was driven past it, not knowing whether it was out of respect or the other alternative. Either way, my hearing was affected for a time. SMU subsequently submitted an apology that was published in the Toreador. The excitement of being queen continued throughout my senior year by participating as a princess representing Texas Tech at the Cotton Bowl, then also representing Tech at the University of Texas Roundup.

What accomplishments did you have that made you the best candidate for homecoming queen?

It is a fact, that to be “popular” in college, you have to have exposure to the student body through the activities in which you are involved. On a lark, at the beginning of my freshman year, I decided to try out for twirler for the Going Band from Raiderland. It was Dean Killion’s first year. I was one of the six selected and remained a twirler for the remaining three years at Tech. That gave me a lot of public exposure. I also played oboe in the concert band for three and a half years.

The engineering school had very few, if any, women students at that time. I was the only woman working toward an industrial engineering degree and do not recall any other women in mechanical, electrical, or civil engineering. This made me unique and added to the positive exposure. Other activities included Kappa Kappa Gamma social sorority, Alpha Pi Mu (Industrial Engineering Honor Society), and Engineering Representative to the Student Government. Plus, being elected an Air Force ROTC Sweetheart and Junior Class Favorite afforded me contact with yet others on campus.

How did winning affect your life positively?

It impressed upon me that no matter your perception of yourself, you can be perceived by others in an entirely different light. I perceived myself, and still do, as just an ordinary, but “real” human being. To be seen in the eyes of others as special and unique was an

Office of Communications and Marketing

overwhelming, but humbling, experience. To this day, I never let it go to my head. I see it as one of the many exciting adventures God has granted me during my lifetime.

What does homecoming mean to you?

Homecoming to me is a time to reconnect with old friends, reminisce about our college experiences, and visit our old haunts. It brings back the beautiful memories of a carefree, fun, and uncomplicated time of my life.

What was Texas Tech like in the 60's?

I was there in the early 60s, 1959 – 1963. Many of the 7000 students came from 300 to 600 miles away. Therefore, not being able to hop in a car and go home for the weekend, meant that there was great attendance at the school and Greek dances on weekends throughout the year. The women's dorms were well regulated as to the mandatory times the girls were required to be back in their rooms: 10 p.m. on week nights and midnight on Friday and Saturday nights. No men were allowed past the lobby. Personally, I liked the restrictions and was disappointed they were not in place when one of my daughters went to Tech in the 90s.

Girls were not allowed to wear pants on campus, short or long. I had to wear a skirt over my shorts when I went to twirler practice. I take that as a positive restriction also, as I see many girls in less than modest dress on most all college campuses this day and age. The food in the dorm was less than palatable. There were no choices, no seasonings, and no leafy green salads; only orange and red jello. Every now and then you absolutely had to go get a hamburger at Hi-D-Ho. Very few of the girls had cars so we would have to pile into the vehicle of one who did, or hopefully have a date with a guy that would treat us to dinner. At least in my case, the boys always paid for the date, never the girl. To get away from it all, we would go to McKenzie Park and sit on a blanket to read or study during the day and "park" at night. I walked many places on campus and around town at night, alone, and never felt fearful.

By my senior year, enrollment had doubled and Tech and seemed to begin to lose that warm sense of community that comes with a small campus – or maybe it was because I just was not as close and in touch with the newbies that were coming to Tech. Hopefully, they had great experiences there just as I did.

What have you been up to since your graduated?

After graduating in June of 1963, I worked as a Systems Engineer for IBM for the three years that my husband, Mark Taylor ('63), was in law school at SMU. We then moved, at the request of the government, to Tucson, Arizona, where Mark began his 4-year commitment with the Air Force as a JAG officer. I then began a sixteen year career as a stay-at-home mom with my four children: Rob, Amber, Zane and Heather.

After a two year tour of duty in Karamursel, Turkey, during the Vietnam conflict, we settled down in Winnsboro, Texas, the home of my husband's family for six generations since 1822. We built our dream home five miles out of town where we have now lived for thirty-five years.



TEXAS TECH UNIVERSITY

At the age of forty-two, I decided to go back to college to get both a bachelors and masters degree in computer science (there were no such degree programs at Texas Tech in the early sixties). That led to a Ph.D. from the University North Texas. I taught, while working on my degrees, for 16 years at the University of Texas at Tyler at the undergrad and graduate levels before I retired. My husband retired seven years later from serving as Wood County Criminal District Attorney for twenty-eight years.

Presently, we enjoy working on our acreage. We cruise for “get-aways” and have all seventeen of our immediate family, which includes 8 grandchildren, over for the holidays. We are both very involved in our church, First Baptist, and I teach a ladies’ Bible study on Monday night. God has richly blessed us in many ways.

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FOR IMMEDIATE RELEASE

DATE: Oct. 12, 2012

CONTACT: Sydney O'Drobinak, Sydney.odrobinak@ttu.edu
(806) 742-2136

Q&A with Former Homecoming Royalty: Ryan Huie

Ryan Huie was crowned Texas Tech's first homecoming king in 2000. Since graduating in 2001, he attended law school in Houston and now owns his own firm in Austin with his law partner, Stephenie McCoy, who also is a Texas Tech alumna. Along with his law practice, he has started a Water Ski School on Lake Austin, named the "SKI L.I.F.E. ACADEMY." The acronym "L.I.F.E." stands for "Life Is Fun Everyday."

What was it like being named the first homecoming king?

It is a milestone in my life that I will never forget. I was absolutely honored and humbled to be chosen out of the 25,000 students to represent our school as the first homecoming king of Texas Tech. I asked my sister, Morgan, who was a sophomore at Texas Tech at the time, to be my escort on the field when they announced the winners. I'll never forget how excited she was when they announced my name. She was jumping up and down on the 50-yard line yelling, "You won Bub! You won!"

What accomplishments did you have that made you the best candidate for homecoming king?

I think the students who voted for me would be better equipped to answer this question, but I'd like to think it was because I was genuinely nice to everyone I met at Texas Tech. I truly care about people. I also had a very diverse group of friends and acquaintances. I was active in my classes, involved with several different student groups, and was the president of President's Select, where we worked as student ambassadors for the President's Office and gave tours of campus. I have bled red and black since birth. My parents met and fell in love at Texas Tech. I didn't even apply to any other schools.

How did winning affect your life positively?

I was given the Texas Tech Hummer to drive around that afternoon after the game. THAT was way cool. It's also quite the conversation starter when someone sees "First Homecoming King" on my resume. But all-in-all, I think winning mainly allowed me to affect others' lives positively. As homecoming king, I was given the duty to uphold the spirit and tradition of Texas Tech, and to be an example of such spirit and tradition. I spent a lot of time at the first freshmen orientation at the Junction Campus helping to instill the spirit and values of Texas Tech into those new freshmen. It was a very rewarding experience.

What does homecoming mean to you?

Homecoming, to me, means nostalgia. Anytime I come back to Texas Tech's campus, I am flooded with memories of a very exciting time in my past. Homecoming weekend is especially nostalgic because you are more likely to run into people you've lost touch with over the years. I appreciate the homecoming committee for all their hard work to make it a special weekend for all of us "old" alums.

What was Texas Tech like when you were here?

Texas Tech was full of life and growth. There were a lot of changes and shifts happening with plenty of new construction on campus, new leadership, and of course a dynamic football team with the likes of Kliff Kingsbury and Wes Welker at the helm. There weren't many people staying inside on game days.

Anything else you would like to add?

I think "Strive for Honor" is the absolutely the best motto or value that Texas Tech could instill in its students and alumni. If you carry it forward through your life, it will serve you even more than your degree will.

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FOR IMMEDIATE RELEASE

DATE: Sept. 24, 2012

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Rawls Course Expands to Include Clubhouse & Team Facility Improvements enhance the award-winning golf course.

After nearly 10 years, the Rawls Course now has a clubhouse and team facility worthy of the course's numerous accolades.

The public course, which was designed by Tom Doak and opened in 2003, has enjoyed recognition for its layout, accessibility and affordability in recent years. However, until just a few weeks ago the pro shop, dining facility and administrative offices were all located inside a trailer next to the course.

Now, Texas Tech golf team members and patrons alike can enjoy a state-of-the-art contemporary facility that cost \$3.7 million. The facility includes a clubhouse complete with a pro shop, administrative offices, locker rooms, and a full dining experience available at Jerry's Grill.

The Cash Family Team Facility features locker rooms for men's and women's golf teams as well as reception and lounge areas for team members and recruits. The location of the facility will enable better facilitation for the management company, Troon Golf.

"I think it'll just help grow the image of the Rawls Course and Texas Tech by alumni, faculty, staff and students being able to come out and enjoy the experience from the front door all the way until they leave," said Greg Winter, general manager of the Rawls Course.

Jerry's Grill, named after Tech alum and endower Jerry S. Rawls, preserves the name and menu from the former location, but now boasts a full-service bar and expanded seating options. A fire pit and rocking chairs overlook the ninth hole as guests may enjoy food, beverages and company on the outdoor patio. According to Winter, the grill may change slightly over the upcoming months as management adjusts to the new facility. Management may alter the menu and add more seating as demand during the lunch hour is particularly high.

A Great Course Gets Better

The Rawls Course itself has received rave reviews since its inception in 2003, but recently it has received the following honors by national publications:

- Golfweek's No. 2 Best Course that you can play in Texas for 2012
- Golfweek's No. 3 Best Campus Golf Course in America
- Golf Magazine's No. 4 Best Public Golf Course in Texas for 2012

Even with these rankings, the Rawls Course is accessible and affordable for many. Green fees are as low as \$36 during the week, and four different membership levels are available. The Rawls Course also offers clinics and accommodations for group events.

The architecture of the new clubhouse and team facility was designed to be integrated with both the course and the Spanish architecture of the Texas Tech campus.

"The palette of materials and building proportions reflect a combination of classic and contemporary styles and was specifically designed to serve not only our Texas Tech golf team but also our entire Red Raider community," said Michael Molina, vice chancellor for facilities planning & construction. "As you walk the two facilities you will notice details such as the custom Douglas fir trusses; the hard white maple millwork; ornate rafter tails around the exterior roof edge; tongue and groove ceilings and soffits and special floor materials designed for golf foot traffic."

Robert McKinney, the architect for the clubhouse and team facility, had a unique opportunity in designing the buildings as he is a former Texas Tech golfer and 2008 inductee to the Texas Tech Athletics Hall of Honor.

"It's very rewarding to bring something to life that you've thought about for a long time," McKinney said. "It will be interesting to see how the new facility will impact the number of rounds, tournaments and events at the Rawls Course."

Uniting the Lubbock Community and the University

McKinney said the team facility's proximity to the clubhouse offers a relationship that is seldom found at other university courses.

"Although the facility is relatively small, its location next to the clubhouse gives it a big presence, which will positively impact the women's and men's golf teams," McKinney said.

Winter believes the new clubhouse will offer a distinctive experience for all golfers in West Texas.

"The response so far has been through the roof," Winter said. "We are so excited to begin a new chapter at the Rawls Course and at Texas Tech."



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DATE: Oct. 23, 2012

CONTACT: James Hodgins, james.hodgins@ttu.edu
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Recognizing Half a Century of Public Broadcasting at Texas Tech
KTTZ-TV celebrates 50-year anniversary.

As the sun started to set on Oct. 16, 1962, a three-hour broadcast of college telecourses began airing out of the old Beef Cattle Pavilion Building on the campus of Texas Technological College.

Fifty years later, a lot has changed, from the names of the station and the university to the location and technology of the broadcast. But the mission of KTTZ-TV has remained the same - to provide alternative, educational and informative television programming to the Texas Tech and South Plains communities.

“It shows this community’s commitment to public broadcasting,” said Robert Giovannetti, interim general manager at KTTZ. “It’s hard for markets our size to sustain a public broadcasting station, but ours has been going strong for 50 years.”

On Oct. 18, KTTZ-TV celebrated its 50th anniversary at the International Cultural Center with a preview of “The Dust Bowl,” a new documentary by Ken Burns and Dayton Duncan, and a question and answer session with Duncan after the film. The full documentary will air on KTTZ-TV in two parts Nov. 18 and 19.

Giovannetti said programs like “The Dust Bowl,” that you can’t get on commercial television, really set KTTZ apart. While there’s something educational on every night, he said there also is a broad spectrum of programming that appeals to everyone.

Many public stations in markets similar to Lubbock simply pass on content from PBS or other larger markets. But Giovannetti said KTTZ-TV recently has started to emphasize local programming, including “Inside Texas Tech with Chancellor Hance,” “24 Frames” and “Locally Lubbock.”

“Not a lot of PBS stations, especially ones our size, are such leaders in developing local programming,” he said. “We’re breaking some ground in what we’re doing in production.”

Many people in the Lubbock area have grown up with this local PBS station, from the children’s programming to documentaries and even the first reality show on television, “An American Family.” Even so, the future of public broadcasting is uncertain. Going forward though, Giovannetti said it’s still a very positive future for the station, thanks to the support of the university.

“Chancellor [Kent] Hance and President [Lawrence] Schovanec have committed to supporting public broadcasting at Texas Tech,” he said. “Like every other entity on campus, we are going to have to operate more efficiently.”

During the welcome at the anniversary celebration, Hance reiterated his support for the TV station.

“We really think we provide a service that no one else provides,” Hance said. “KTTZ is very important to the community. Supporting this station is a great investment for our community and for Texas Tech.”

This support portrays an image that Texas Tech cares about public broadcasting. Giovannetti said television can be a great window into society, and they are trying to make KTTZ become a window into the university.

“We want to show what’s best about Texas Tech and tell some of the great stories that happen on campus,” he said. “We’re trying to be a real partner with the university and emphasize some of the things that might not get as much attention.”

Even with limited support, Giovannetti said the station not only survived, but also re-invented itself to make a difference locally. Looking ahead to the next 50 years, he said he would like to develop even more local features, especially with children’s programming and more university-related content.

“I think we’ve just scratched the surface on what we can do and how we can partner with Texas Tech,” he said. “I would really like to explore that over the next couple of years because if it weren’t for Texas Tech, KTTZ would not exist. That’s how I see this TV station remaining viable for the next five, 10 or 50 years.”

Smokeout Texas Tech

The Great American Smokeout provides an opportunity for employees to quit and reduce the cost of health insurance.

By James Hodgins

Tobacco use is the largest preventable cause of disease and premature death in the U.S. An estimated 443,000 people die each year from smoking, yet about one in five Americans still smoke cigarettes.

As of Jan. 1, the Employee Retirement System of Texas (ERS) implemented a premium increase for all state employees who use tobacco. With this increase, tobacco users now pay an additional \$30 per month on their health insurance premium.

Today (Nov. 15) the American Cancer Society marks the 37th Great American Smokeout to encourage smokers to quit – even for just this one day.

UnitedHealthcare, Texas Tech University's new health insurance administrator, offers resources to help employees understand the harms of smoking and benefits of quitting. [Its website](#) offers a Personal Health Center, which includes an online Health Coach: Smoking Cessation Program. Features Include:

- Quit Date Selection Tool
- Tobacco Tracker
- Cost of Smoking Calculator
- Tobacco Cessation Diary
- Health Quiz
- Motivational Support

LaDonna Johnson, associate managing director of the Human Resources Employee Services Center, said ERS based the premium increase on a study that showed tobacco users are typically high users on their health insurance plans. It's also another way to encourage members to quit using tobacco.

For people who are trying to stop smoking, the American Cancer Society offers Quitline (800-227-2345), which can more than double their chances of quitting successfully. The American Cancer Society also offers the following tips to help quit:

- **Set a date for quitting.** Take one day at a time, and set short-term goals.
- **Tell family and friends.** Having social support is one of the keys to quitting successfully.
- **To avoid temptation, get rid of all cigarettes, lighters and ashtrays.**
- **Talk to a doctor** about using a medication or nicotine replacement therapy as an alternative to quitting "cold turkey."
- **Change up the routine.** If a smoker usually lights up during morning coffee, then eat breakfast in a different place or drink tea instead of coffee.

- **After quitting, talk with someone, go for a walk, drink water or get busy with a task to deal with the urge to smoke.** Reduce stress by taking a hot bath, exercising or reading a book.
- **Finally, take advantage of the Great American Smokeout.** The body starts to recover quickly after quitting. For instance, 20 minutes after the last cigarette, blood pressure will go down toward a baseline level and heart rate will become slower. After 12 hours, the carbon monoxide levels in lungs will return to normal. And that's just in the first day.

According to the website, even if employees are not ready to quit just yet, joining the Great American Smokeout will teach them that they can go one day without cigarettes.

Texas Tech employees are encouraged to contact Human Resources Employee Services Center with any questions at 742-3851 or hrs.employee.services@ttu.edu.



TEXAS TECH UNIVERSITY

DATE: July 26, 2012

CONTACT: James Hodgins, james.hodgins@ttu.edu
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Spanish to English Program Changes the Lives of Hospitality Staff
Spanish-speaking staff members get help and opportunities for work and home.

At the Wiggins Training Center, '80s pop music plays in the background as the conversation slips indeterminately between English and Spanish. Topics range from the planets in our solar system to the Boston Massacre.

It may be hard to keep up for English-only speaking visitors, but for these Texas Tech University staff members, it's just another day of class in Hospitality Services' Spanish to English Program.

Dolores Gonzales, staff development and training facilitator with Hospitality Services, started the Spanish to English Program in 2006 with only 12 students - all Hospitality Services staff members.

Today, about 40 employees are in the program ranging from their mid-20s to 50s, including some from Housing Services and the Rec Center. The program has grown beyond the workplace and into teaching life skills and studying for the Nationalization and Citizenship test.

"I felt the need to help," she said. "They were eager to learn but didn't know where to go."

The first students in the program were all long-term employees who had immigrated to the United States and had their permanent residency. Gonzales said she was impressed with their work ethic and desire to do more.

She started by translating menus and teaching words directly related to their jobs. When she became a full-time trainer with Hospitality Services, Gonzales began officially offering classes.

"It started as English for the workplace, and that's what it was for the first two to three years," she said.

Alan Cushman, administrator of business development for Hospitality Services, said a diverse group of employees take advantage of this program.

"Most of the employees are behind the scenes in some of the different kitchens around campus," Cushman said. "Several are cashiers, and they have done really well. Those are the ones who are learning a lot faster because they have to communicate directly with students."

"They want to know about grammar," Gonzales said. "I've restructured everything to where it's more like a school for them. Since they basically know things about work, now we're doing things like nouns, verbs, writing and reading."



Six employees have been part of the program since the beginning. While they can now speak English very well, Gonzales said they want to learn more, so they keep coming to class each week.

Employees attend classes in small groups once a week, and classes are to fit around their work schedule. The departments allow one hour a week for training that employees don't have to make up.

"It's on a voluntary basis," Gonzales said. "We don't require them to come, so they can come on their own. We do have three different times during the week that they can come."

Because of the demand to continue learning, Gonzales now offers three different levels of classes: beginners, intermediate and advanced.

"In the advanced class, I challenge them to go take the GED because I know they can do it," she said.

She said she is pushing some of her students to take the GED soon. They will be the first from this program to do so, although Hospitality Services does offer separate GED classes for all their employees.

Gonzales said English can be a difficult language to learn, especially if you try to compare the grammar to Spanish. Several of the students have degrees from Mexico, and two were teachers. She said they have trouble when they start questioning everything.

"It's challenging because with English, you can't just learn it and say that's it," Gonzales said. "There's always exceptions to the rules, and they try to analyze it. I always tell them not to question it, just accept it."

Sometimes the challenges take a funny turn, she said, especially when the students try to translate literally from Spanish, resulting in strange word combinations like "fronthead" (forehead) and "finger toes."

"I tell them in this class that we can laugh at ourselves, and it's OK," Gonzales said with a small laugh herself. "We try to tell jokes in English sometimes, but it doesn't work."

Gonzales encourages her students to listen to radio and watch TV in English, especially the news or even "Dora the Explorer." She even gives out homework occasionally.

"A couple of ladies, their grandkids help them," she said. "They go home to do their homework, and the kids will tell them, 'No, not like that, like this.' Their grandkids keep them in check."

Since the Spanish to English Program started six years ago, Gonzales and Cushman have noticed a big difference in the employees who attend classes.



TEXAS TECH UNIVERSITY

“I push them a lot, and they have learned a lot from the beginning to now,” Gonzales said. “Their self-esteem is totally different. Now they understand, so they’re more willing to communicate. And they’re not shy anymore with the customers, especially with the students.”

“Since the program’s been going on, there’s a more willingness to communicate and talk to people, which is really remarkable,” Cushman said. “They’re excited to use the English that they’re learning.”

Staff and Student

The story of two employees graduating from Texas Tech this fall.

By James Hodgins

After commencement this weekend, thousands of new Texas Tech University graduates will look ahead to starting (or finding) new jobs. A select few, however, will return to campus on Monday to familiar positions – but now, with an additional degree to their name.

Each semester, hundreds of Texas Tech staff members sit side-by-side with students in classrooms across campus. From bachelors to doctorates, these employees are working extra to earn a degree.

Christine Self, unit coordinator in Parent and Family Relations, and Megan Balko, unit coordinator of transitions and engagement in the Center for Campus Life, will walk across the stage Friday to receive their Master of Education in Higher Education.

“Working in higher education, it was the perfect program for me,” Self said. “It helped me learn strategies to better serve students and do my job.”

Balko said she chose this degree because she loved working at a university and is passionate about education in general. Her classes even helped her develop programming in the Center for Campus Life to meet the needs of college students as they develop emotionally, socially and intellectually.

“I love working with college students,” she said. “I knew that a university setting is where I wanted to stay, so that’s why my job and my degree have really fit together. Something I do at work makes sense in one of my classes and vice-versa.”

While it was difficult at times, both said balancing work, life and school was easier than expected.

“It wasn’t really that hard to fit into my schedule,” Self said. “I was surprised at how easy it was to get back into the routine of a student and at how exciting it was to take classes again.”

Balko said some semesters were definitely harder than others. For example, she finished her degree this semester by writing a thesis, and at the same time, she was training for the Panhandle Half Marathon, which she ran in September.

“It wasn’t too bad when I was taking classes,” she said. “I wrote a thesis, and there were times when that was challenging. I got in danger of getting burned out, but now that I’m finished, I’m thinking that it wasn’t that bad.”

Another challenge of returning to school was paying for classes. Both credited the Employee Tuition Assistance Program and Staff Senate Scholarship with helping cover the costs. Balko said this help was like getting a raise to help pay for school.

“One of the great things about working at Texas Tech is they support your educational goals,” Self said. “I would definitely encourage other staff members to pursue a degree at whatever level they’re at.”

Balko was surprised at how many other staff members also are going to school. She said she got to know a lot of other people on campus through classes, which was just one of the many benefits of earning her degree.

“The personal and professional development was really worth it for me,” she said. “What I found is supervisors are really supportive of their employees taking classes. The employee usually gets enough benefit out of it that it’s worth it.”

Now that they’ve completed their degrees, Balko and Self are both looking ahead to what’s next.

“It feels like a great accomplishment, but I’m already wondering what’s the next step,” Balko said. “I’ll probably take a semester off and end up going back to take classes in a doctoral program.”

“It feels really good to get my degree,” Self said. “I’m excited to start reading for fun again. Going to school part-time, it might take a little longer to finish your degree, but it’s definitely worth it.”



TEXAS TECH UNIVERSITY

DATE: July 31, 2012

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Staff Senate Helps Employees Go Back to School

The application deadline for fall semester is fast approaching.

In just a few weeks, more than 30,000 students will start classes for the fall semester at Texas Tech University. Joining them will be more than 100 Texas Tech staff members who are pursuing degrees of their own.

In 2005, the Staff Senate decided to give out scholarships specifically for staff in order to offset the costs of taking a class not covered by tuition reimbursement, such as books.

In recent semesters, the senate has awarded 10 scholarships of \$300 each for both fall and spring semesters and five scholarships per summer session, said KC Gilchrest, chair of the Staff Senate Scholarship Committee.

Gilchrest said the application deadline for fall 2012 is in early September, between the first and 10th of the month. The final deadline will be published on the [Staff Senate website](#).

“We want to promote staff pursuing their education, and a scholarship is one of the best ways to do that,” Gilchrest said. “I think it is a great incentive to be involved with the university and pursue further education. There’s some help out there for you offered through the people that you work with.”

Lara Mandrell, lead counselor with the Communications Services Center at the Rawls College of Business, is pursuing a Master of Arts in Technical Communication. She was awarded a scholarship for the spring 2012 semester.

Mandrell studied English and secondary education as an undergraduate and went on to teach high school. At the time, she thought teaching was the only career available to her, but she said she’s learned a technical communications degree is a foundation for many more career fields.

“When I began working as a lab instructor of managerial communication in the Rawls College of Business, I knew I still enjoyed the field of English but wanted to branch out of the literature/academic writing side,” she said.

As a working wife, mother and now student, Mandrell said the scholarship helped her with her finances.



“I’m able to use the money I normally would not have to purchase textbooks or other materials, allowing me to save money to buy things for my family, such as groceries or other routine expenditures,” she said.

James Whitfield, assistant director of Student Disability Services, received a scholarship this past summer session. He said his master’s degree in interdisciplinary studies with a concentration on higher education and deaf education will help him work with the deaf and hard of hearing student population at Texas Tech.

“There was an audiology class that I just took this summer,” he said. “It gave me an idea of what pitches and noise levels individuals are able to hear. It gave me a much better perspective on that and ways to better fine tune the services that we provide.”

Whitfield said the scholarship relieved some of the burden of taking classes. His books can sometimes cost hundreds of dollars, even if he buys them used.

“We’re employees at this university, and there’s something out there that is available for employees to encourage them to go to school,” he said. “It’s kind of a little stress reliever versus having to worry about getting the money to buy books. It’s nice to see that support from the Texas Tech community for their employees.”

Gilchrest said the recipients are selected from about 20-30 applicants each semester. According to the [Staff Senate website](#), evaluation is based on the following:

- Spelling, grammar, punctuation and articulation of essay
- GPA
- Discussion of goals and/or area of study
- Purpose of taking courses: personal enrichment, professional development and degree seeking (range of scale 1.5 to 3.5)

The website goes on to list the criteria employees must meet to be eligible to receive a scholarship, including being a benefits-eligible full-time staff employee with a minimum of 135 days of continuous employment at Texas Tech. Recipients must be enrolled in classes for the semester in which the scholarship will be awarded and have a cumulative GPA of 3.0.

Gilchrest said a staff member is only eligible for one scholarship per academic year. The senate created that requirement to award scholarships to as many employees as possible.

“Apply as often as you can,” Gilchrest said. “There’s a pretty good chance that if you’re taking classes for two to three years, you going to end up getting a scholarship – as long as you apply. It’s designed that way.”

For more information or to submit an application for the fall semester, visit the [Staff Senate website](#).



News Release

FOR WEB RELEASE ONLY

DATE: Sept. 24, 2012

CONTACT: Lindsay Bradshaw, lindsay.bradshaw@ttu.edu
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Steve McCurry: A Photography Icon

He snapped shots of the World Trade Center on 9/11. He produced the famous image of the "Afghan Girl," which won several awards after being the cover of a National Geographic. He travels the world with his camera, producing images of the conflict occurring all over the world.

Steve McCurry has covered many war regions, including Cambodia, the Philippines, the Gulf War, the former Yugoslavia and Tibet. He gives attention to the human effects of war, not only showing the impact war has on the land, rather on the human face.

"I think being a war photographer who conveys these emotions through photos is a noble profession," said McCurry, who recently spoke at Texas Tech University. "And it may sound morbid or crazy, but as a photographer, I get an exciting adrenaline rush while shooting as I dodge bullets and shells."

McCurry kicked off his photography career when he began taking pictures for Pennsylvania State University's newspaper, The Daily Collegian. He also did some freelance work for a few years before heading to Asia to explore different countries with a bag of clothes, and his camera.

"Life for these people occurs on the street," McCurry said. "They play, work, eat and live their lives in the open. You will not find such wonderful scenes of life like these in countries where the climate is colder and where people tend to live their lives indoors, or in developed cities where everything is organized and ordered."

However, it was not until he crossed the Pakistan border into Afghanistan's closely monitored territory that he produced images of the conflict taking place. McCurry made his way into the area during the Soviet Invasion, and his work won the Robert Capa Gold Medal for Best Photographic Reporting from Abroad, an award bestowed to photographers who display exceptional courage and enterprise.

One particular image caught the attention of National Geographic and was named as "the most recognized photograph" in the magazine's history. The picture was titled "Afghan Girl," and was taken when McCurry was taking snapshots of the many inhabitants near a refugee camp in Pakistan.

“I like to celebrate people, places and culture through my photography,” McCurry said. “I also like to tell stories about my subjects through my photographs, especially those I have shot in areas of conflict.”

With the native people’s curiosity piqued as he tried to take pictures, McCurry said getting the perfect shots in the foreign region began as a struggle. However, with experience and persistence, he was finally able to capture images of their day-to-day life.

For the many aspiring photographers hoping to produce the next “Afghan Girl,” McCurry has some valuable advice.

“Like any vocation, I think you need tenacity, perseverance and commitment to your work to be a successful photographer,” McCurry said. “For me, being a photographer has been an enormous amount of fun. I have had the wonderful opportunity of visiting the amazing places I have shot in. I can’t imagine a better way to spend your time and life than exploring this amazing planet.”



TEXAS TECH UNIVERSITY

FOR IMMEDIATE RELEASE

DATE: April 27, 2012

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Student Goal to Restore Home Country Aided by Texas Tech Faculty

It's been two and a half years since Devi Khajishvili's life took a turn that brought him from Batumi, a resort town in the Republic of Georgia, to Texas Tech University.

Now, Khajishvili looks forward to completing his degree in political science and hopes to return to Georgia to help lead his home country, recently burdened by war, as a politician.

Born in the former Soviet Union, he witnessed the fall of communism and repercussions of Georgia's 2004 Rose Revolution with Russia, including a new, more westernized culture.

"Life changed totally in Georgia in 2004, it was more modern, more westernized, the education system got better," he said. "Instead of learning Russian as a foreign language, we started learning English."

Khajishvili's father, Nodari, who was once the Republic of Georgia's deputy minister of sport in Adjara and world champion in Shotokan Karate-do, lost his job because of the war, and life changed.

While he still went to the private school he had previously, Khajishvili couldn't afford college.

Since Khajishvili, who now speaks five languages fluently, had begun learning English in 2004, he was the perfect host for Texas Tech professors who were travelling in Eastern Europe. So in the summer of 2009, husband and wife Mark Webb and Virginia Downs, who also are Texas Tech faculty and staff, found themselves at Khajishvili's breakfast table.

"We were only there overnight and the next morning until noon," Webb said. "So they put on breakfast—and it was a monster breakfast—and Devi was the only one in the house that spoke English, so he did all the translating the whole morning long."

Khajishvili said he just wanted to get to know the American couple, and they wanted to learn about his culture. They talked for four hours straight, with plenty of food.

"We had a lot on the table," he said. "In Georgia that shows how giving you are, how welcoming you are. I had never seen real Americans before. I used to watch movies about American culture, which really interested me, but I never got to really feel it until I met Dr. Mark and Virginia."



TEXAS TECH UNIVERSITY

Webb, Downs and Khajishvili all said they felt an immediate connection.

Webb said the group learned Khajishvili had been working to help support his family due to the hard economic times the war had created.

“He impressed us with his abilities and also with his diligence,” Webb said. “He told us he was graduating high school, and since things were not so great with Russia and higher education was very expensive, he would be forced to go into the army.”

The couple and a former Texas Tech law professor, Ann Graham, were moved by his story. A few weeks later, Khajishvili received a phone call confirming the instant friendship he described.

Downs, Graham and Webb called him and offered to bring him to Lubbock, pay for his schooling and give him somewhere to live.

“They host me here and give me education in every way,” Khajishvili said. “Not only did they give me a college education, but they got me driving lessons, they took me to guitar lessons, they paid for everything and they’ve taken care of me and given me proper education.”

While Webb and Downs have been on many of these Eurasian trips and met a lot of talented students, the couple had never been moved to do something like this before.

“People think my wife and I are crazy for doing this, but we’re not unusual people in any way,” Webb said.

While Khajishvili chose political science because the material will aid his goal of restoring friendly relations with Russia, he is also very sports-oriented like his father. A two-time world champion for his age range, Khajishvili also excelled in karate. He previously taught cardio boxing at the Texas Tech recreation center and now works as a personal trainer.

“While being here, I’ve met many interesting people,” he said. “Classes offered here at Tech are fascinating and help widen my thinking. For example, when I took U.S. government, it helped me understand how everything works in the U.S. and ways I can take all the good things about this system back to Georgia.”

He also enjoyed public speaking and said it was a tool he will certainly need as a politician. However, his favorite classes are transnational issues with and international politics with professors John Barkdull and Lance Hunter, in which he is currently enrolled.

Generally, people expect transitioning from one culture and one family to another might have its difficulties, but Khajishvili and his host family say there were very few.

“I’m lucky there was no difference,” Khajishvili said. “They are the same way as my real parents. Love for a child in Georgia and America is the same. My family has the same love for me and love for me to them that’s the same with the people I live with here. The differences are



TEXAS TECH UNIVERSITY

mainly in the cuisine and traditions. There are the same values, education is the priority, health is the priority, care for a child, being considerate, support, gratitude, all of this is the same. The mutual love that I have with my family is the same with Dr. Mark and Virginia.”

Khajshvili said that funniest part about living in West Texas, aside from the accent, is that so many people don't know the Republic of Georgia is a country.

“Everyone thought I came from the state of Georgia, like Savannah or Atlanta, and everyone wanted to know why I had such a weird accent,” he said. “Some people still just think I'm very nationalistic about the state of Georgia, and want to make it a country.”

Khajishvili describes Georgian cuisine as 180 degrees different from American foods, and said his hometown is well known for its khachapuri, a filled bread dish with hot melted cheese, eggs and other ingredients; khinkali, a Georgian dumpling; and mtsuadi, which is skewered meat. While he was used to these complicated dishes, peanut butter is the American food he was most taken by.

“I had never had peanut butter in my life,” he said. “So that was an amazing discovery here. I ate it for lunch every day for a year.”

Webb said Khajishvili calls him “otec,” Russian for “father,” and that he and Khajishvili's biological father are similar in many ways, describing their connection as brotherly. They often joke that 11 years from now, when Khajishvili's youngest sister turns 18, they will bring her to the U.S. and do the same thing.

“I wish I would get to see her growing up in front of my eyes and teach her what I want to and what I have learned,” Khajishvili said in reference to his 7-year-old sister Elene. “What I lacked when I was 7-years-old, I want to teach her English the way I learned it, to introduce her to various ways of life.”

While Downs and Webb say Khajishvili is intelligent, they believe what makes him stand out is his character and determination to make the most out of the opportunity to study in the U.S. and at Texas Tech.

“He's the hardest-working, most diligent student I've ever met,” Webb said. “He's humble about his own abilities and accomplishments, of which he has many. His vision for his own country and the world and his determination, I've never met anyone like that, and my wife and I thought this is a way we can make a difference. We can make him able to meet his potential; then he's going to go out and make a huge difference.”



Web Only

FOR IMMEDIATE RELEASE

DATE: Dec. 10, 2012

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Student Takeover within College of Media and Communication

The Texas Tech College of Media and Communication is offering students various opportunities to get more involved by forming three student-produced programs which include Double T Insider, a sports show about Texas Tech athletics; The Hub, a website about on-and-off campus news; and the restoration of the student public relations firm, RaiderComm.

“As part of the strategic planning process, the faculty, administration and staff in the College of Media and Communication have been focused on providing opportunities for our students to actively participate in all aspects of the media industry,” said Todd Chambers, associate professor and chair of the Department of Journalism. “Ultimately, it’s about the quality of Texas Tech students and providing them with opportunities that will hopefully help them build their resumes and portfolios.”

Double T Insider

The Double T Insider offers students the opportunity to perform a variety of skills with a focus on various aspects of broadcasting in-depth stories about Texas Tech athletics. The web-only sports show, entirely created, produced and directed by students, goes beyond getting highlights and scores, bringing viewers closer to the athletes.

Students wanted a new platform to become more involved in something the college has never had before. It is a chance for them to hone the skills they want for their future career in the sports broadcasting industry.

“Double T Insider started because we were looking for something more than our classes alone could provide us with,” said Riannon Rowley, senior electronic media and communications major from El Paso and co-producer/director of the show. “In the sports industry, it is difficult to gain experience, so instead of waiting for something to come along, we took the initiative to build our own experience and make it one that will last.”

According to the Double T Insider’s mission statement, students are given a chance to become experienced individuals with the ability to voice their ideas and produce their vision in a collective, free-thought atmosphere.

The students produce weekly episodes which are published on YouTube and under the publications section of the Texas Tech College of Media and Communication website. In the future they hope to be carried by Midland, Amarillo and Lubbock stations.

“The Double T Insider will succeed because of the diligence and hard work of these students who want to go beyond classroom projects and want to do something to the get them started in a highly competitive industry,” Rowley said.

The Hub

The Hub is a student produced website dedicated entirely to the students of Texas Tech. The College of Media and Communication wanted to create something different from all other news publications about Texas Tech, allowing students to get more involved by encouraging them to submit their own work to the website to be published.

The site offers students an opportunity to submit their work from a wide variety of topics both from inside and outside the classroom. The site contains a local and national news section; an entertainment section dedicated to movies, music and humor; a lifestyle section; an opinion section; a media section containing videos; and a sports section, where they also publish episodes of the Double T Insider.

“I think The Hub encourages students to be more engaged in the college because they are able to submit one story or 10 stories about what they have accomplished,” said Chelsea Poe, a junior public relations major from Fort Worth and public relations manager for The Hub. “It is a unique way to showcase the work the students are doing in the College of Media and Communication.”

The new Media and Communication Building has provided students working for The Hub their own lab to produce the website and its content. Poe said the college has been really great about providing the resources they need to create the content they want to for the site.

In the future, creators of The Hub hope to produce their own television series for the site, and also plan on the site continuing to grow. They hope that with time, students will keep submitting more of their work to highlight their accomplishments.

“I feel like The Hub is finally the outlet that allows more students to get involved that the college has never had before,” Poe said. “I think the more students learn about The Hub, the more they will take advantage of showing off their work.”

RaiderComm

RaiderComm, the student-run public relations firm, is being reestablished after being lost in the reorganization of the College of Media and Communication’s Public Relations Student Society of America chapter to Tech PR. It is a sub-organization of Tech PR in which dues-paying members get the opportunity to apply for a position at RaiderComm.



TEXAS TECH UNIVERSITY

“It’s a great asset for all media and communication students now that RaiderComm is back up and running,” said David Peveto, a junior public relations major from Houston and director of RaiderComm. “It allows students interested in public relations to take all the knowledge and skills we learn in the classroom, and provide a practical application for those skills.”

The new building offers students involved with RaiderComm their own office, which includes multiple rooms for members to plan and pitch to clients.

“Between me, Trent Seltzer, who is the faculty advisor, and a really wonderful staff of skilled students, RaiderComm will be a real point of pride for both the department and the college as a whole in the coming years,” Peveto said. “I think that as RaiderComm grows, we’ll not only be able to take on more clients, but also offer more and better services to those clients.”

The organization represents clients on and off campus. Their current client is the student produced radio station, KTXT 88.1 FM. They are concluding their research this semester and hope to do more tactical work, such as events and publicity, for the station next semester. In the future, they hope to take on other small clients in addition to the radio station.

Find Texas Tech news, experts and story ideas at www.media.ttu.edu and on Twitter @TexasTechMedia.



Subscribing to Success: Alumna Creates Success Telling Others' Stories
Texas Tech grad launched the (successful) publishing arm of major media company.
By Leslie Cranford

To others, she said her resume' might look like a bizarre collection of unrelated jobs in a multitude of industries.

But Deborah Heisz, a 1989 graduate in English from Texas Tech and recent editor-in-chief of SUCCESS magazine, explained that what all those jobs have in common is the opportunity to develop and create things and build something new. Heisz, 45, simply loves the process of creation and seeing something appear that didn't exist before.

As senior vice president of creative services at VideoPlus, a 25-year-old marketing communications company that also has publishing and manufacturing arms, Heisz said even now, her title means nothing relative to what she does.

Choosing Texas Tech

Coming from Hillcrest High School in Dallas, Heisz, wanted to go to a bigger school and have the whole campus-life experience.

"I centered pretty early on the thought of attending one of the larger state schools – UT, A&M or Texas Tech. I always believed that you could attain an excellent and equivalent education at any of them. UT was really not my style as I didn't want the urban atmosphere education," Heisz said. "Texas Tech appealed to me in that my family did a lot of hunting in West Texas and I would be able to join them for some weekend outings."

She visited the campus (it was the only campus visit she made) and for the most part, selected it based on her experience during that visit. She found the campus and the town very welcoming and liked the atmosphere of having the university being the real center of the city.

If it's to be, it's up to me!

Heisz said what her experience at Texas Tech taught her most is to be self-sufficient and self-directed. "I was a poor student my first two years. My last two years, however, I realized it was up to me. I changed majors frequently and was exposed to a lot of different opportunities. However, I learned that the only way to get an education is to commit yourself to it. This is something I have carried into my career. Texas Tech provided an environment which allowed me some latitude but enabled me to learn the skills it would take to develop myself."

Mike Schoenecke, an associate professor of literature and academic advisor her last two years, stands out as someone who encouraged her creativity and independence.

"I believe it was the first time I really had a professor treat me like an adult and an equal," Heisz said. "A friend of mine and I were his TAs for a 'monster' English Lit class as well as students in his film studies class."

Heisz worked in the game room at the University Center – now the Student Union Building – and was a part of Army ROTC her first three years on campus.

“Although I did not elect to pursue a career in the military, my fondest memories of Tech are the time I spent with my fellow cadets,” she said. “I was Captain of the Patton Rifles Drill team my junior year and had the honor of presenting the colors on the field before football games, firing the howitzer and even raising the flag at a flag ceremony following the Challenger disaster.”

Finding herself

After Texas Tech, Heisz went to Oklahoma State University for a while, thinking she wanted to be an English professor. She said her professors in that department made a big impression on her. She discovered after only a year, however, that academic life wasn't for her. Instead she started working, first as a technical writer, then as a project manager. She earned an MBA in marketing from the University of Dallas.

“I always took the job that was most interesting to me and provided the most challenge.”

Heisz, who resides in the Lewisville, Texas area, joined the Dallas-based VideoPlus, LP in August 2004 to launch its publishing business. She is credited with building the publishing division and overseeing the editorial and creative development of all its titles, including *Success from Home*, *Empowering Women* and *Your Business at Home*.

A model publisher

Prior to her employment, VideoPlus didn't do publishing. During the past seven years, she has been responsible for building the publishing business and developing several successful products.

“I initially came on board to develop an industry-controlled circulation magazine called Direct Selling News, which we launched in 2004. It is still published, but has been spun off into its own division.”

In 2005 Heisz was responsible for developing a national newsstand publication called *Success from Home*, which is published monthly and available on newsstands nationwide.

“It supports the direct selling industry by profiling reputable companies and promoting the opportunities those companies provide,” she said. “We have also started and sustained as many as seven simultaneous newsstand titles that also support the direct selling business model.”

She still manages this part of the business as well as the video/audio production group.

Finding success with SUCCESS

In 2007 Heisz was given a tremendous opportunity when VideoPlus purchased the name rights to *SUCCESS* magazine.

“I and Darren Hardy, the publisher and face of the magazine, were given the privilege of collaborating to develop an entirely new iteration of *SUCCESS* that launched in March of



TEXAS TECH UNIVERSITY

2008. The publication is focused on giving its readers the tools required to achieve their own ideal of success,” Heisz said.

“It has content on business, relationships, health, money and giving back. As editor-in-chief of the first 36 issues of this new publication, I was able to hire and work with a very creative team that has had the privilege of meeting and interviewing some of the great thought leaders of our times as well as other people who make an impact on us every day. It has been a ton of work and a ton of fun. It is also great to see a vision realized.”

Heisz said since that magazine is doing very well, growing in circulation and revenue in a time where most magazines are struggling and many are failing; and, since what she really loves is the creative development aspect (rather than the maintenance) of product creation, the decision was made to hire a new editor-in-chief for SUCCESS. She made that transition in November.

“While I still manage the design, custom publishing and video/audio creative groups, I could not devote the time and attention to SUCCESS that it requires,” Heisz said. “I took on the responsibilities for developing some new products – not magazines – for the company. We are working on some things for our clients that are very exciting but I can’t discuss!”

But one can bet, that no matter what Heisz is working on, it will have success written all over it.



TEXAS TECH UNIVERSITY

DATE: July 11, 2012

CONTACT: James Hodgins, james.hodgins@ttu.edu

(806) 742-2136

Talent Management Offers New Guide for Supervisors

Get the most out of your employees and deal with difficult situations.

In most sports, players have individual roles to play on the team. A team does best when each player performs their role the best they can and helps everyone else do the same.

It is ultimately the coach's responsibility to make sure players understand their unique role and how it contributes to the team's overall success.

This is really no different than a supervisor's job in the workplace. A supervisor is a coach. Supervisors need to help employees find their role on the team to support their success.

The Supervisor's Guide to Coaching and Corrective Action

To help supervisors along the way, Talent Management created a new course, "The Supervisor's Guide for Coaching and Corrective Action." It is a focused training for all Texas Tech University staff members who supervise employees.

"We found that not all supervisors had the tools they needed to effectively coach their employees toward successful careers," said Todd Phillips, section manager of Talent Support.

The objective of the course is to provide supervisors with what they need to be successful coaches. This course helps supervisors set clear expectations and communicate effectively with their employees, recognize achievements and provide effective corrective actions when required.

In some cases, supervisors might not have much experience leading people, setting them up for success and providing corrective responses when confronted with performance and behavioral problems. Some may be unsure or afraid to address employee issues, while others do not grasp the importance of positive feedback and the power of being an effective coach.

The course covers the newly developed supervisor's guide of the same name and also includes activities and exercises. The guide uses the coaching and corrective action method to help supervisors be effective coaches and set clear expectations for their employees.

The new guide emphasizes the interactive process to ensure supervisors are talking with their employees to understand any constraints or barriers to success. It also provides a focus on correcting unacceptable behavior through changing the employee's mindset.



The end goal is to empower employees to be more productive by creating a professional work environment that enables each person to reach his or her full potential.

The key to influencing employees' behavior is to show them how their behavior or action affects the overall mission of the department and help them own their contribution to that mission. It is also vital that supervisors recognize accomplishments and reward achievements. Good coaches also are cheerleaders and morale builders.

Coaching and Corrective Action

The course outlines a positive approach to coaching and corrective action, one that moves away from discipline based on punishment and toward an interactive approach that identifies obstacles and provides opportunities to improve.

Supervisors will learn to establish clear expectations on the employee's first day, hold them accountable for achieving those expectations and help them understand the business impact when performance or behavior does not meet those expectations.

Coaching is stressed throughout the course. While it may be easy to focus on the corrective action process, supervisors may overlook recognizing employees who are exceeding their expectations.

Providing positive feedback, praising accomplishments and recognizing success are vital aspects to successful coaching. Texas Tech has several venues for formal recognition including Service Excellence Awards and Distinguished Staff Awards.

Who This Course is For and How to Sign Up

"If you supervise employees at Texas Tech, it is our desire that you attend this course at some point," Phillips said. "We have received feedback from several managers that the class is beneficial and they recommend anyone in a supervisory role take this course."

Supervisors can sign up for the class with Sum Total. Talent Management is constantly adding new dates and times to make it convenient to attend. Human Resources also can set up special classes for large groups between 15-25 people.

For more information on this course or the supervisor's guide, please contact Phillips at 742-3851 or any other member of the Talent Management team.

Web Story

FOR IMMEDIATE RELEASE

DATE: Dec. 4, 2012

CONTACT: Karin Slyker, karin.slyker@ttu.edu
(806) 742-2136

Target Awards Three Students with Scholarships for Case Competition Victory

Three students from Texas Tech University's College of Human Sciences have received a scholarship for their victory in a case competition sponsored by the Target Corp.

The case challenge was introduced to students as part of a retail management course taught by associate professor Deborah Fowler, to help Target "Channel in... on Guests" through an integrated multichannel strategy that seeks to provide the ultimate guest experience – anytime, anyplace and anywhere.

Three teams, comprised of three students each, were asked to develop a strategy to leverage guest contact channels into an experience that drives grocery sales. Each proposal included a SWOT analysis (internal: strengths/weaknesses, external: opportunities/threats) of the current situation.

Research for the project started in October and continued throughout the semester, culminating in a final group presentation and a written strategic plan in late November. Target personnel judged the contest, including district team leader John Crocco and DeeDee Davis, team leader of both Lubbock Target stores.

"All the groups did a great job presenting their information with some very creative ideas," Davis said.

The winning team proposed that Target better advertise their grocery division by renaming the grocery brand and expanding it into a more developed grocery concept. The students also suggested stand-alone grocery stores that cater to either the collegiate community or urban areas, typed by population density and demographics. Additional suggestions include alleviating customer frustration by streamlining online orders, and updating the mobile application to customize the interface to match the local store.

Team members included David Beames, a senior retail management major, from Shallowater; Alexis Reynolds, a senior retail management major from Lodi, Calif.; and Sara Rieke a senior retail management major from Meridian. The students will share a \$2,000 scholarship for the win.

The funds were awarded through the Target Campus Grants, awarded to support school programs to help develop and influence future leaders of Target. Each regional campus recruiter for Target may select one university per semester to participate in the grant program and competition.

“Not only does this provide a real-world experience for both our undergraduate and graduate students, but it will also establish a strong foundation for a long relationship between Target and the Texas Tech Retail Management Program,” said Shane Blum, Nutrition, Hospitality, and Retailing department chairperson.

“Every opportunity to do a real-life project, a presentation, and receive feedback builds on what each student will one day become, which is a great employee,” Fowler said. “For them to be successful – that’s all I want.”



TEXAS TECH UNIVERSITY

DATE: July 24, 2012

CONTACT: James Hodgins, james.hodgins@ttu.edu
(806) 742-2136

TechAlert! Updated for Faster Emergency Response Time
New software makes sending notifications easy and quicker.

Today (July 24), Texas Tech University's Emergency Communications Center upgraded the software used to send out TechAlert! messages to the campus community.

Blackboard Connect 5 features an all-new interface that's streamlined for faster delivery. The intuitive design allows administrators to send out notifications with as few as three clicks.

The updated software uses templates that contain pre-defined messages for many possible situations, from weather delays to an active shooter on campus. Many messages can be sent immediately without any edits, allowing for quicker response in an emergency.

Notifications can be sent to everyone on the TechAlert! system through a phone call, a text message, email, Facebook, Twitter and even through the digital signage around campus.

The update also makes it easier for administrators to update and manage contacts in order to ensure everyone receives the proper and most up-to-date information.

"TechAlert! is an important component to emergency communications on campus," said Allison Matherly, who facilitates TechAlert! with the Office of Communications and Marketing. "The new user-friendly interface is one more step toward keeping our campus safe."

Members of the Emergency Communications Center include personnel from the Texas Tech Police Department, the Office of the CIO and the Office of Communications and Marketing.

TechAlert! is an Emergency Alert Notification System that communicates important alerts and emergency response information to students, faculty and staff. To make sure you receive emergency alerts, update your contact information at www.ttu.edu/emergencyalert.



Texas Tech Bat Researchers Discover New Species on St. Vincent Island **By John Davis**

At first glance, the bat captured in St. Vincent looked like a common type found in South America.

But after closer inspection, Texas Tech University biologists discovered a new species found only on the Caribbean island and whose origins probably trace back to a dramatic marooning during the end of a recent Ice Age.

The discovery was made by Peter Larsen, a post-doctoral research associate in the department of biological sciences and Lizette Siles, graduate student of zoology. It was published in November 2011 in the peer-reviewed journal, *Mammalian Biology*.

Researchers from the University of Scranton, South Dakota State University and the University of Nebraska also contributed to the discovery.

As a way of honoring St. Vincent's inhabitants, the researchers have named the bat *Micronycteris buriri*. Buriri is the Garifuna word for bat, and the Garifuna are the blended culture of Carib, Arawak and West African peoples that trace their ancestry back to St. Vincent.

Larsen said he went to St. Vincent in 2005-2006 on two expeditions with a team of researchers seeking to categorize bat diversity on the island.

"We didn't know at the time when we caught this particular species that it was a new species," he said. "We thought it was a species that had already been described in South America. A year or so went by, and I happened to look at this species that we had collected and compared it to what we thought it was – a species from Trinidad. But the St. Vincent bat was huge comparatively speaking."

Larsen gave the sample to Siles, who is expert in neotropical bat morphology. After looking at the teeth and the skull, she determined the bat from St. Vincent was distinct from its closest South American relatives. Though these relatives are smaller, often small animals grow larger and large animals grow smaller when introduced onto an island.

Larsen said that though the island effects on the body size may have played a role in this example, the species on St. Vincent is genetically distinct and has species-level differences in body type, which is how the team determined that the bat was a new species to science.

"Its size was the first clue," Siles said. "It's very large bat in body and skull size compared to its mainland counterparts. Also it differs in specific skull and teeth characteristics. The lower incisors are a lot larger than they are wide. That's completely different than the one he thought it was. At the base of the skull where the ear is there are

supposed to be two wells. Those wells are very shallow. On the mainland species, they're very deep."

The new species came about fairly recently, the researchers said, probably sometime in the last 600,000 to 1 million years. Prior to this, the bat's common ancestor from the South American mainland managed to island-hop across to St. Vincent when sea levels were much lower.

The marooning likely occurred during one of the Pleistocene's ice ages, which raised sea levels raised and isolated the St. Vincent population.

Siles said the bat is mainly an insect eater that will roost in caves, trees and even logs on the forest floor.

However, the animal has an uncommon method for catching prey, she said.

They can actually pick off their insect prey off the surface of rocks and leaves," Siles said. "Not all insectivores can do that, because most insectivores catch their prey on the fly. Their big ears, wide wings and membranes between the rear feet and tail allow them to maneuver better."



News Release

Texas Tech College of Education Sponsors Read for the Record Local children participate in a reading of "Ladybug Girl and the Bug Squad"

Jumpstart Lubbock and the Texas Tech University College of Education sponsored a local Read for the Record on the day of the national event (Oct. 4).

Sponsored by Jumpstart, Read for the Record is a one-day annual event promoting literacy education by enlisting volunteers to read a chosen book to millions of children. This year's book is "Ladybug Girl and the Bug Squad" by David Soman and Jacky Davis.

Guest readers read this year's book to 80 preschool students from Ramirez Elementary at the Texas Tech College of Education.

Jumpstart corps members, Texas Tech's Masked Rider, Raider Red and members of the Goin' Band from Raiderland also participated in the event.

Singer and actress, Ashanti, the national ambassador for Read for the Record read the book on the "Today" show, kicking off the campaign across the country.

Since 2006, Read for the Record has engaged 7 million children in its campaign to promote early childhood education and has raised more than \$7 million for early-education programs.

Jumpstart is a program that helps children develop the language and literacy skills they need to be ready for school, setting them on the path for lifelong success.



TEXAS TECH UNIVERSITY

Web Only

FOR IMMEDIATE RELEASE

DATE: June 18, 2012

CONTACT: Jorge Cruz, jorge.cruz@ttu.edu
(806) 834-8696

Texas Tech Employees Donate to Children's Miracle Network

Texas Tech employees recently donated \$17,620 through the State Employee Charitable Campaign (SECC) to the Children's Miracle Network telethon, a fundraising event for the University Medical Center's Children Hospital. Texas Tech's portion amounted to \$14,675.

"The donations were collected from Texas Tech University, Texas Tech University System and Texas Tech University Health Sciences Center employees through an annual workplace giving program, the State Employee Charitable Campaign (SECC), which runs from Sept. 1 through Oct. 31," said David Abercia, the university and system's SECC coordinator and executive associate to the president.

In 2011, Texas Tech was the second largest single fundraiser compared to other emerging research universities as well as Texas A&M University and the University of Texas. The university system as a whole had the second highest participation rate, along with the highest per capita gift.

"Texas Tech University and Texas Tech University System employees donated \$456,000 of the \$917,000 in SECC contributions from the Greater West Texas area, which includes Lubbock, Midland, Odessa and Abilene," Abercia said.

For more information about SECC, visit www.secc.ttu.edu.

Find Texas Tech news, experts and story ideas at www.media.ttu.edu.

CONTACT: David Abercia, campaign coordinator, State Employee Charitable Campaign, Texas Tech University, (806) 742-2121 or david.abercia@ttu.edu.



Web Only

FOR IMMEDIATE RELEASE

DATE: Dec. 25, 2012

CONTACT: Callie Jones, callie.jones@ttu.edu
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Texas Tech Gives Back this Holiday Season

This morning, many children who might not otherwise receive gifts were able to play with new toys, thanks to the combined efforts of Texas Tech University and the U.S. Marine Corps' Toys for Tots Foundation.

"Texas Tech proved once again its commitment to the community in helping more than 6,500 kids this year," said Sgt. Michael Buikema, coordinator for the Lubbock area Marine Toys for Tots Foundation. "Without its support along with others in the community, we would never be able to accomplish our mission."

Texas Tech is a longtime supporter of the Lubbock Toys for Tots initiative. This year, Texas Tech students, faculty and staff contributed in a variety of ways.

Several drop-off locations were in place around campus so that members of the Texas Tech community could donate new toys. Members of the Lady Raider basketball team volunteered their time by sorting through the toys at the Lubbock headquarters.

Texas Tech University Transportation & Parking Services held the Toys for Tickets program, which encouraged individuals with an unpaid Texas Tech parking citation to bring a new, unwrapped toy of at least the value of the citation to the Transportation & Parking Services office to have one parking citation dismissed. Participants were able to bring several toys that added up to the value of their citation.

Grace Hernandez, chief of staff for the Office of the President and assistant vice president for administration, said that Texas Tech's contributions to Toys for Tots reflect the university's commitment to service.

"Texas Tech is committed to helping the Lubbock community, especially during the holiday season," Hernandez said. "During this time of celebration, it is important to remember families and children who may not receive any gifts this year. This year Toys for Tots has included CASA of the South Plains in its cause of ensuring that some of those families will have a little more joy today, and Texas Tech is proud to support the Marine Corps in their mission."

Jennie Hill, executive director for CASA of the South Plains, said that Texas Tech has been supportive of the organization for many years.

“Texas Tech’s involvement with CASA is a wonderful example of community partnership at its best. We are very grateful for all staff, faculty and student support of the CASA program.”



Web Only

FOR IMMEDIATE RELEASE

DATE: Dec. 10, 2012

CONTACT: Callie Jones, callie.jones@ttu.edu
(806) 742-2136

Texas Tech Holiday Gifts Available

This year, several Texas Tech University gifts are available for the holiday season. A portion of the proceeds for each gift will benefit Texas Tech student scholarships. See below for details on each gift.

2012 Texas Tech Ornament

Will Rogers on his horse, Soapsuds, is one of the most recognized landmarks on the Texas Tech campus. For 64 years, this statue sat at the heart of the campus. Before every home football game, the Saddle Tramps wrap "Old Will" with red crepe paper. These handcrafted keepsakes make the perfect gift and add a touch of Texas Tech spirit to any home. The 2012 ornament is available for \$25.

To purchase the 2012 ornament, visit <http://merchandise.ttu.edu> or call 806-742-2121.

"Pride by Design" (Children's Book)

"Pride by Design," a children's book featuring Raider Red and Raiderland, aims to gain young interest in engineering by portraying how sports and engineering go hand in hand. Authors Michelle Pantoya is a professor of mechanical engineering at Texas Tech, and Emily Hunt is a professor at West Texas A&M University. "Pride by Design" is available for \$15.

To purchase "Pride by Design," visit <http://merchandise.ttu.edu> or call 806-742-2121.

Sterling Silver Necklace and Red Raider Charm Set

Own the essence of Texas Tech style with jewelry designed for the Office of the President. These stylish pieces are a must-have for any Texas Tech fan. The 16-inch sterling silver necklace and Red Raider Charm set is available for \$40 or the Red Raider charm is available individually for \$15.

To purchase the necklace set or charm, visit <http://merchandise.ttu.edu> or call 806-742-2121.

Student Housing Scholarship Shirt

This year University Student Housing is selling a T-shirt that will benefit the Housing Scholarship Fund. The T-shirt is black and features the Double T on the front and a rendering of the Will Rogers statue wrapped for game day on the back. The T-shirt makes a perfect gift for any Texas Tech student, family member or alum. The T-shirt is available for \$10.

To purchase the housing scholarship shirt, visit <http://housing.ttu.edu/scholarshipshirt>.



TEXAS TECH UNIVERSITY

Texas Tech Hosted 560 Reporters, Expert Speakers for 22nd Annual Society of Environmental Journalists Conference
By John Davis

About 560 journalists, expert speakers and others from around the globe descended on Texas Tech University to attend the 22nd Annual Society of Environmental Journalists (SEJ) Conference from Oct. 17-21.

Reporters represented organizations such as National Geographic, The New York Times, Chicago Tribune, ABC News, National Academy of Sciences, Science News, Pro Publica, The Dallas Morning News, National Library of Medicine and other institutions across the U.S., Canada, Latin America and Europe.

“We developed and offered a very ambitious program agenda, featuring dozens of events during five days - eight if you count the post-conference tour to Big Bend,” Parke said. “The impact of this conference cannot be overstated. We had people there from 11 countries and 40 states. Conference results will be playing out for years to come in terms of all that was learned and how that will be applied in terms of journalism, business, advocacy and public communication of science politics – a wide range of fields. It was exciting to me to see people from all over the world, sitting down and talking together, or in some cases visiting unusual locations of special interest that few might ever have a chance to see, learning and exchanging information and points of view.”

The SEJ is the only U.S.-based membership organization of working journalists dedicated to improvements in environmental reporting.

The annual conference brings together hundreds of journalists, scientists, educators, government officials, environmental advocates, business representatives and other leaders to explore the many facets of environmental stories. Randy Lee Loftis, environmental writer for the Dallas Morning News, served as the 2012 conference chairman.

The goal of the conference is to help journalists working in all forms of media to improve the quality and accuracy of environmental news reporting. Each conference presents an opportunity to meet with other journalists, sit in on training, writing and computer workshops and attend panel sessions where current and emerging issues are debated by experts, policy-makers and experienced reporters from all types of media.

During the event, Jill Tidman and Robert Redford’s son, Jamie, presented the film “Watershed.” The pair produced the film, which was shown on Oct. 16 in Lubbock as part of pre-conference events. Also, an Oct. 18 pre-screening of Ken Burns’ “The Dust Bowl” featured Dayton Duncan, a co-producer on the master documentarian’s latest piece.

Each year, the society chooses a distinguished research university to co-locate its conference. This year’s theme, “Big Land, Big Sky, Big Issues” covered topics such as Lubbock and the South Plains region, environmental toxicology, water use in an arid

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environment, oil and natural gas production, the cattle industry and the natural environment.

The event offered a great opportunity for Texas Tech and West Texas to showcase how the region contributes to the nation's economy and considers land stewardship at the same time, said Lawrence Schovanec, interim president of Texas Tech.

“For four days, Texas Tech University, the city of Lubbock and the South Plains were the focal points of some of the leading environmental journalists across the country and abroad,” Schovanec said. “Dr. Ron Kendall, his staff and the staff of the SEJ are to be commended for providing and accommodating meaningful dialogue pertaining to issues facing our world. It will have a positive social and economic impact on our region from what these reporters learned about us. We are proud to have hosted such a venerable group.”

Throughout the event, Parke said members continued coming up to conference organizers remarking on the high level of information and education offered during various programs.

“We are surveying attendees right now, and they are telling us that they got tremendous value in terms of new contacts including sources for news stories, a deeper understanding of issues and story leads,” Parke said. “Some folks were surprised by how much they enjoyed Lubbock and the surrounding area. Folks were also eager to learn about water issues and the Ogallala Aquifer, to ask questions and make observations first hand on some of the tours. We were congratulated for having such a great conference and taking the group to a lesser known place, not another meeting in a predictable convention town. Quite a few said it was the best conference they'd ever attended.

“We cannot say enough about the contributions of Dr. Ron Kendall, without whom this conference would never have taken place. He gave critical, essential support to so many aspects of this project, from the very beginning, up to and throughout the thick of those last few months.”

More than 70 experts from Texas Tech University served on panels, discussions and field trips, said Beth Parke, executive director for the SEJ. That number was more than any other institute that has hosted the conference in the past.

“We were thrilled by the level of enthusiasm and high-level contributions we got from so many of Texas Tech's outstanding faculty and staff,” she said. “Your researchers had a lot to share and their presentations were very attractive. I could name many faculty members who served as speakers, and made simply outstanding contributions to the program. Dr. Katherine Hayhoe in particular was a sensation, and kind enough to speak on several sessions. Kelly Kaufhold from your school of Media and Communication worked with us to train and deploy a wonderful crew of students for the purpose of recording many sessions. The student poster session that presented their environmental research on Wednesday was perhaps the most successful we've ever had.

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“We do hope to maintain relationships with a number of TTU people we had the opportunity to work with in this process.”

Bringing the conference to Lubbock was the idea of Ron Kendall, professor of environmental toxicology and special assistant to the president, Office of the President. After reading about a recent SEJ conference held at his alma mater, Virginia Tech, he said that he became intrigued with the possibilities of hosting a meeting at Texas Tech.

The process to bring the journalism organization to Lubbock took three years, he said.

“I found out previous meetings were at Stanford and the University of Wisconsin at Madison – both of which are top-tier universities,” Kendall said. “This was a huge coup for Lubbock to bring this kind of organization in so that we, as academics and as a campus, can interact and establish relationships with its members. After this, we’ll have extraordinary outlets with which to communicate about our community and university, and make aware, particularly to industry research sponsors, our capabilities at Texas Tech University.”

Kendall said he was pleased with the involvement with Texas Tech faculty and said the contacts made and education presented not only gave the world press a better idea about Texas Tech’s activities as an emerging research university, but also about how industries such as cotton, oil and gas, wind power and the cattle industries have worked to make their various commodities more environmentally sound.

“I’ve been told by many through the SEJ organization that we had a lot to offer and we proved it in terms of the environmental research we’re doing,” Kendall said. “This didn’t just involve the university. It also involved a lot of the important industries. We showed very well as a university, a city and as an entire region.”

This event was co-sponsored locally by Texas Tech’s Office of the President, Office of the Provost, Office of the Vice President for Research, Cotton Inc., Bayer CropScience, Syngenta, Prosperity Bank, Lubbock Economic Development Alliance, High Plains Underground Water Conservation District, Plains Capital Bank, Lubbock National Bank, Texas Tech South Central Climate Center, and United Sorghum Checkoff Program.



Web Story

FOR IMMEDIATE RELEASE

DATE: April 18, 2012

CONTACT: Karin Slyker, karin.slyker@ttu.edu
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Texas Tech Names Distinguished Engineers

Honorees include the first ever father/daughter recipients.

She followed in her father's footsteps when she entered the engineering field, but they walked side by side on the day they were commended for their accomplishments by the Texas Tech University Edward E. Whitacre Jr. College of Engineering.

Elizabeth F. Holland and James E. Lowder are the first father and daughter to receive the Distinguished Engineer Award in the same year.

"There are many engineers in our family, but sharing this with my daughter is special," Lowder said. "I've been walking around on cloud nine ever since I found out."

They were joined by Capt. John D. Alexander, Alan L. Smith and Karan Watson as the 2012 honorees. All five were recognized on April 13 at the Overton Hotel in Lubbock.

The Distinguished Engineer Award was established during the 1966-67 academic year to recognize the most outstanding alumni of the college. Since that time, 207 former students have received this honor.

Recipients of the award must be distinguished in their profession, an inspiration to their peers, and have demonstrated a continuing interest in areas outside the field of engineering.

"The Distinguished Engineer Award is an opportunity for the Whitacre College of Engineering to recognize our exceptional alumni," said Al Sacco Jr., dean of the college. "Our entire scholarly community is proud of the accomplishments of our latest group of alumni to earn the title Distinguished Engineer. These individuals have set themselves apart in various and unique ways as outstanding engineers and business leaders and are a testimony to the exceptional education provided by our faculty and staff to all our students: past, present and future."

Lowder attended Texas Tech in the mid-1950s in the Department of Mechanical Engineering. He worked for more than 50 years in the construction and industrial

earthmoving business. He holds 14 U.S. and foreign patents. Lowder is currently the president of Evstar Technologies and is the chair of the advisory committee for the Byron Martin Advanced Technology Center at Lubbock Independent School District.

Holland graduated in 1984 with a Bachelor of Science in industrial engineering. After eight years in defense electronics at Texas Instruments, she has spent the last 20 years in health care, developing and marketing cutting-edge medical devices and equipment. Holland is currently a managing partner at Medical Product Consulting Inc. in Wadsworth, Ill.

Alexander graduated in 1982 with a Bachelor of Science in mechanical engineering. He was commissioned in the U.S. Navy in December 1982 and was designated a Naval Flight Officer in November 1983. He completed sea duty assignments as a bombardier/navigator, strike operations officer, aviation department head, and squadron commander. He has served as the executive officer of the U.S.S. Dwight D. Eisenhower and commanded the Amphibious Transport Dock ship U.S.S. Juneau. He has accumulated more than 3200 flight hours with 687 carrier-arrested landings. He was named Naval Flight Officer of the Year in 1994. Alexander is currently the commander of the U.S.S. Abraham Lincoln, an aircraft carrier in the U.S. Navy.

Smith graduated in 1985 with a Bachelor of Science in petroleum engineering. He has been in the petroleum industry since 1985, working for major and independent companies, and consulting firms. He successfully created and sold two independent oil companies and was eventually recruited to join the private equity firm Quantum Energy Partners. Smith is currently the chief executive officer of QR Energy and Quantum Resources Management in Houston, Texas.

Watson graduated with a Bachelor of Science in electrical engineering in 1977, a Master of Science in electrical engineering in 1981, and a doctorate in electrical engineering in 1982. She joined the faculty of Texas A&M University in 1983, eventually serving in associate dean positions in the Dwight Look College of Engineering from 1991 to 2002. She worked in the provost's office in associate provost, vice provost, and interim positions from 2002 until 2011. Watson is currently provost and executive vice president for academic affairs at Texas A&M University. She also is president-elect for Accreditation Board for Engineering and Technology, Inc. (ABET) and will serve as the president from October 2012-October 2013.

For more detailed information on each of the Distinguished Engineers, visit <http://www.depts.ttu.edu/coe/alumni/de/index.php>

Find Texas Tech news, experts and story ideas at www.media.ttu.edu and on Twitter @TexasTechMedia.

CONTACT: Jeff Sammons, director of marketing, Whitacre College of Engineering, Texas Tech University, (806) 742-3451, or jeff.sammons@ttu.edu.



Web Only

FOR IMMEDIATE RELEASE

DATE: July 27, 2012

CONTACT: Callie Jones, callie.jones@ttu.edu
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Texas Tech Ranks Among Most Transfer Students Nationally

According to a recent U.S. News & World Report education report, Texas Tech was ranked 16th for most transfer students among all schools listed on the annual “Best Colleges” list.

The 2012 rankings were based on data from 2010 and include all the colleges and universities with rankings published on the overall “Best Colleges” report by U.S. News. While the average number of transfer students for all universities was 467, Texas Tech enrolled 2,447 transfer students in 2010.

“We are delighted with the high ranking but we are also impressed by the implications of this ranking of Texas Tech,” said Provost Bob Smith. “Our favorable ranking results from all that we are doing to attract and retain transfer students—ensuring that every transfer student has the best opportunity to earn a baccalaureate degree.”

The largest concentrations of the Texas community college population are located in the greater Houston and Dallas areas, according to the most recent enrollment report by the Texas Association of Community Colleges. Texas Tech is the only university in Texas with a published ranking by U.S. News to be included in the top 20 for most transfer students. Director of undergraduate admissions Ethan Logan explained that this was no small feat.

“The fact that Texas Tech is not in a major metropolitan area is a challenge we work hard to overcome,” Logan said.

For university administrators, the recent ranking did not come as a surprise. According to Ryan Gibbs, assistant vice provost for undergraduate education & student affairs, Texas Tech actively pursues transfer students.

“We understand that transfer students often come in better prepared; they have a more focused motivation. They are often more serious about their studies,” Gibbs said.

University administrators believe the high rate of transfer students can be attributed to the strong connection Texas Tech facilitates with state-wide community colleges. Texas

Tech attracts potential transfer students with a joint effort by the Office of Undergraduate Admissions and the Office of Community College & Transfer Relations (CCTR). The CCTR exists to help potential transfer students at community colleges with a seamless transition process, by providing academic counseling for current community college students to ensure that any credit earned will apply to a specific academic plan at Texas Tech.

“There are not many comparable offices like the CCTR across the state or across the nation,” Gibbs said. “It really shows the dedication Texas Tech has toward serving transfer students, specifically those from community colleges.”

Texas Tech has also made an effort in recent years to increase the amount of scholarship money available specifically to transfer students.

“The challenges that transfer students have are primarily related to academic transferability and the cost of education,” Logan said. “So those are the two areas where we try to alleviate concern or anxiety with our transfer students.”

Texas Tech’s relationship with community colleges also helps to increase the number of minority students enrolled at the university.

“When we consider that over sixty percent of Hispanic students begin their college careers in community colleges, our success with transfer students is very likely to impact students that have traditionally underrepresented in the academy. Thus, there are a number of very good reasons for celebrating the ranking noted,” Smith said.

In addition to the CCTR, Texas Tech offers programs and services to transfer students through Transfer Connection. Transfer Council, Transfer Techsans, and the Transfer Connection Learning Community all provide opportunities for transfer students to meet one another and to encourage success at Texas Tech.

“The transition from a 2-year to 4-year institution can be disconcerting,” Logan said. “That’s why we provide support for retention and engagement.”

Programs geared specifically toward transfer students help Texas Tech retain transfer students at high levels because they provide comfort, friendship and opportunities for involvement in the university.

“We don’t want students to miss any of the Texas Tech experience because they have chosen to be a transfer student instead of being a native freshman,” Gibbs said. “You have so many opportunities to expand yourself and to find where you fit. This is a great place to be.”

To learn more about the Office of Community College and Transfer Relations, visit <http://www.cctr.ttu.edu>.

Texas Tech Receives Favorable Report from Chemical Safety Board By Sally Logue Post

The status of the investigation into the 2010 incident at the Texas Tech University Chemistry Building that injured a graduate student has been changed to “Open-Acceptable Response” by the U.S. Chemical Safety Board (CSB).

The status change came in a letter from the CSB. In the letter, Rafael Moure-Eraso, chairperson of the U.S. Chemical Safety and Hazard Investigation Board, informs Texas Tech officials that “...the status change reflects the Board’s determination that TTU has planned and initiated actions that appear consistent with the intent of the recommendations. We appreciate that TTU’s newly established Institutional Laboratory Safety Committee is working to both revise the university’s chemical hygiene plan and to develop an incident and near-miss reporting system.

Please continue to keep us abreast of TTU’s efforts to implement the CSB’s recommendations. We look forward to seeing TTU’s revised CHP and incident and near-miss reporting system.”

On Jan. 7, 2010, an accident in a laboratory in the Department of Chemistry and Biochemistry left a graduate student seriously injured. The student was working with energetic materials in greater quantities than was prudent. He also was working outside of a hood, without a blast shield and without personal protective wear.

The CSB investigated the incident and in October 2011 issued a report with two recommendations:

- Revise and expand the university chemical hygiene plan (CHP) to ensure that physical safety hazards are addressed and controlled, and develop a verification program that ensures that the safety provisions of the CHP are communicated, followed and enforced at all levels within the university.
- Develop and implement an incident and near-miss reporting system that can be used as an educational resource for researchers, a basis for continuous safety system improvement, and a metric for the university to assess its safety progress. Ensure that the reporting system has a single point of authority with the responsibility of ensuring that remedial actions are implemented in a timely manner.

“The CSB’s change in our status is good news, but we still have a long way to go,” said Taylor Eighmy, senior vice president for research. “The CSB’s investigation is not closed. It remains open, but the CSB is signaling that we are making good progress in meeting their recommendations.”

In addition to the CSB's recommendations, Texas Tech President Guy Bailey imposed additional recommendations:

- Adapt elements of physical risk into our chemical hygiene plan.
- Require Texas Tech University to become an exemplary institution around the culture of safety.
- Require the university to report annually to the CSB about progress made toward improving the culture of laboratory safety.
- Establish a TTU Faculty Chemical Safety Committee to help firmly establish the culture of laboratory safety.
- Acquire an online chemical inventory system.
- Require the provost and senior vice president for research to make laboratory safety an element of annual evaluations (e.g., college, department, faculty).
- Others to be determined.

“Texas Tech is making good progress on these recommendations,” said Alice Young, associate vice president for research/research integrity. “In the aftermath of the incident, the university made it a stated goal that we become an exemplar in our campus climate and culture around laboratory and studio safety. Our May 2012 report to the CSB outlined multiple initiatives that many groups, including the new Institutional Laboratory Safety Committee, departments, and the Faculty Senate, will continue working on in the coming year.”

The Office of the Vice President for Research has created a [website](#) that details the university's response and ongoing action in the wake of the CSB's investigation.

Texas Tech Students Inspire Art Work on Wind Turbines **By Sally Logue Post**

Science and art meet on two wind turbines soon to be installed as part of a research wind farm at Texas Tech's research facility at Reese Technology Center.

Texas Tech has a partnership with Sandia National Laboratories to install two turbines, the first of several to be built at the Scaled Wind Farm Technology (SWIFT) Facility.

In an effort to incorporate the arts- and student-based perspectives, Texas Tech hosted an art competition. The Sandia turbines will feature art inspired by students in the senior-level design class of Carla Tedeschi, program coordinator of communication design in the School of Art. Each of the 11 students in the class presented their original art designs to a panel of Texas Tech judges. Six designs were selected to send to Sandia for the final decision.

While Sandia did not choose to exactly replicate a single student's design, they did combine two entries to create the final concept. The two students who created those designs are Grant Willingham of Wichita Falls and Kimberly Redinger of San Antonio. Each will receive a \$500 scholarship from the Office of the Vice President for Research.

Even though Sandia chose to combine two designs, for Tedeschi the experience was perfect for her class.

"The main objective of graphic design is to satisfy the needs of a client," she said. "A key characteristic of a designer is the ability to compromise when necessary and adapt to client preferences while maintaining quality design. The student has to learn how to separate themselves from their work."

While working with a federal agency was a new experience for her class, working with clients was not.

"This is a service-learning class that combines meaningful service to the community with curriculum-based learning," Tedeschi said. "Some call it education in action. Students apply theories to practical problems and have the opportunity to design for a client in a controlled environment. The experience is invaluable in preparing the student to work in the professional design field."

The students had to follow strict guidelines in developing their designs. For example: only 50 percent of the turbine could be painted; blades could not be painted; and cyan blue and dark green, the colors which represent Sandia and the Department of Energy (DOE), had to be incorporated in the designs.

John Schroeder, director of Texas Tech's Wind Science and Engineering Research Center, said he was impressed with the students' designs and was delighted that wind science and art could come together for this project.

"These are tremendously talented students who put a lot of time and work into this project," Schroeder said. "We are going to have one of the best wind energy research facilities in the world with great partners in Sandia and DOE, and adding art to the science is a perfect way to top it off."



FOR IMMEDIATE RELEASE

DATE: Dec. 4, 2012

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Texas Tech Student Organization Recognized as Role Model Chapter

Texas Tech University's Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) received the 2011-2012 Role Model Chapter award for outstanding professional development during a recent National SACNAS Conference.

SACNAS is a society dedicated to helping underrepresented minorities advance their academic and professional careers in science, technology, engineering and mathematics.

Ximena Bernal and Jaclyn Cañas-Carrell, co-advisers of SACNAS, said minorities often encounter particular challenges that reduce their chances to advance academically. Thus, it is imperative to provide opportunities that encourage them to obtain degrees in science, technology, engineering and math (STEM).

"With the changing demographics of the United States and the need to remain competitive in STEM, there is a need to grow the number of scientists, mathematicians and engineers from underrepresented groups," said Cañas-Carrell, associate professor of environmental toxicology. "Organizations like SACNAS are needed to support those underrepresented minorities in STEM, encourage them to obtain graduate degrees and support those with the degrees to move into leadership positions."

The award was given for the chapter's Science in 3D events, which bring science out of the textbooks and into reality.

"Science in 3D events are meetings in which professors talk about their research but also about their academic pathway to where they currently are," said Bernal, assistant professor of biological sciences. "The 3D meetings offer a unique opportunity for students to hear about research presented at their level, while also learning about what it means to be a scientist in those fields."

In addition to Science in 3D, chapter meetings also encourage professional development by allowing members to receive information on various topics such as graduate school, financial planning, presentation skills and research internship opportunities.

The next goal of the chapter is to have a strong turnout at the next SACNAS National conference in San Antonio next October.

“This conference is a unique opportunity for students to network with faculty, scientists and researchers in their disciplines,” Bernal said. “The chapter has a strong and vibrant group of students, but only a few get to go each year. With the national conference being in our home state next year, we want many students to enjoy the inspiring environment. We also want to represent and promote Texas Tech’s mission to support a diverse campus.”

Andrew Armstrong, president of SACNAS, said the organization puts a lot of effort into its promotional efforts.

“Each year we try to target incoming freshmen who are current or potential STEM majors in order to inform them of all the opportunities Texas Tech has for them as a student,” Armstrong said. “We also mentor those who are interested in approaching faculty for undergraduate research positions.”

Armstrong said the organization has a promotional table at all SACNAS events possible at the beginning of the school year and the Center for Undergraduate Research’s Undergraduate Research Conference each spring.

The chapter will continue hosting Science in 3D and providing professional development at its chapter meetings.

This is the second year in a row the chapter has been recognized. In 2011, it received the Role Model Chapter award for outstanding sustainability.

Find Texas Tech news, experts and story ideas at www.media.ttu.edu.

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DATE: June 20, 2012

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Texas Tech's Top 10 Things to Do This Summer

What employees can do on and around campus without having to take vacation.

Today (June 20) is the first official day of summer. While many faculty and staff members take advantage of this time to go on vacation, the fun doesn't have to wait until you leave – or end when you get back.

There are many things to keep you busy and having fun this summer on and around the Texas Tech University campus. Below is our list of the top 10 things to do, but ultimately, you are only limited by your own creativity.

See a Show

The Department of Theatre and Dance **Summer Rep' 2012** kicks off today with *The Odd Couple (female version)*. On June 27, the Summer Rep continues with *Goldilocks on Trial*. Curtain times for both shows are 7:30 p.m. Wednesday through Saturday at the Maegden Laboratory Theatre. Tickets are \$10.

Moonlight Musicals have become a staple of Lubbock summers. This year's slate includes *Disney's My Son Pinocchio* (June), *Fiddler on the Roof* (July) and *The Sound of Music* (August). Shows are Fridays and Saturdays at 8 p.m. at the Wells Fargo Amphitheatre. Visit the Moonlight Musicals website for more information.

Catch a Concert

There are plenty of options this summer for music lovers, from the **Buddy Holly Summer Showcase** to big names like **The Oak Ridge Boys** and **Alan Jackson**.

The School of Music brings a wealth of professional guest artists to Lubbock throughout the year for free, and next week's **Summer Jazz Festival** on June 26 is another not-to-be-missed opportunity.

It'll be an evening of cool jazz with the Texas Tech Summer Big Band and guest performer Don Shelton, said Liza Muse, senior specialist with the School of Music.

"This is a wonderful chance to see and hear the Texas Tech Summer Jazz Band and enjoy the artistry of veteran jazz man Don Shelton on flute, clarinet, saxophone and vocals," Muse said. "It's great entertainment for a great price – free!"

Attend a Festival

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For even more arts and entertainment, you could attend one of the many festivals going on in Lubbock this summer.

4th on Broadway is the largest free festival in Texas. On Independence Day, enjoy the parade on Broadway followed by the street fair. That night is a street dance featuring Josh Abbott, William Clark Green and Brandon Adams. The celebration is capped off by the huge Fireworks Extravaganza.

Or you could tour the **First Friday Art Trail**, Lubbock's longest running and most successful art event. On the first Friday of every month, galleries, restaurants and businesses open their doors to showcase local and regional visual and performing art. There's always something fun going on at the Texas Tech Museum, and the best part is it's all free!

Go to Summer Camp

Well, maybe not you, but there are several camps on campus for your children or grandchildren.

There are camps at the museum like "**Six Flags of Texas**" or "**Superhero**" summer camps. The National Ranching Heritage Center also is holding **Summer Youth Classes**.

Are your kids more into sports? There is a camp for nearly every sport the Red Raiders play. Check out the full list of **Sports Camps** at texastech.com.

Try Something New to Eat

Be adventurous and grab a bite to eat somewhere on campus you haven't tried yet. Whether it's new or just new to you, there's always something different to try come lunchtime.

Head over to **Einstein Bros. Bagels** in the brand new Rawls College of Business building, or try the new **Tyson UCreate** concept in Sam's Place at Murray.

"UCreate features a unique variety of sandwiches prepared on Gridiron Grill bread or you can design your own sandwich," said Alan Cushman, unit manager with Hospitality Services.

This fall, **The Commons** will open in the new dorm on Boston and 18th. The Commons will feature everything from a second Einstein's to Khan's Mongolian Grill, Greens & Things salads, Ciao Down Ristorante (with a brick oven pizzeria), Just Say Cheese grilled cheese line and more.

Get in Shape

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TEXAS TECH UNIVERSITY

Looking for ways to get the pounds off rather than put them on? The Rec Center has many different activities and programs available to members.

You can take free **RaiderX** classes like Zumba and other aerobics, or pay to schedule a more specialized **RaiderX2** class like spin, yoga or Pilates.

Also, members can sign up and play **intramurals**, said Scott Layher, assistant director of marketing at the Rec Center.

“Summer’s probably the best time to play intramural softball because it’s so laid back, and there aren’t as many teams,” Layher said. “People aren’t as competitive, and it’s super laid back.”

Not a member? There are options available to non-members, too. Any faculty or staff member can rent equipment to go biking, climbing or camping. Plus, the **Outdoor Pursuits Center** is taking two summer trips, one whitewater rafting and the other canyoneering in the Guadalupe Mountains, July 6-9 between Summer I and Summer II sessions.

Relax

If you just want to kick back and relax this summer, there are options available to you as well. The Rec Center offers **massages** from licensed massage therapists to both members and non-members. Schedule an appointment over the phone for a Swedish, sports, deep-tissue or hot stone massage.

Or come out and enjoy the **Leisure Pool**. You don’t even have to be a member of the Rec, said Layher.

“The Leisure Pool is a great activity to take advantage of,” he said. “Faculty and staff can use their Texas Tech ID to get a one-day membership. It’s only \$8 for adults and \$5 for children. You can also bring up to four guests on one membership.”

Catch up on Summer Reading

Another option to relax this summer is to catch up on your summer reading. It’s become a tradition to set aside the summer months to enjoy some popular fiction, either at home or while on vacation.

Head to **Barnes & Noble Bookstore** in the SUB to check out the latest national campus bestsellers or discover something new. There’s also an entire section devoted to books written by our very own faculty.

And while you’re there, pick up some extra Texas Tech gear or treat yourself at Starbucks. You deserve it.

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TEXAS TECH UNIVERSITY

Learn a New Skill

Of course, you could also take advantage of these few months to learn a new skill or improve in an area for work or personal development.

The Texas Tech University Library provides access to **Lynda.com** for anyone with an eRaider account anywhere on the Texas Tech campus. Lynda.com is a web-based video tutorial service with videos covering commercial software, art processes, business processes and more.

Learn about a wide variety of software including Adobe, Blackboard, Microsoft, Apple and more.

Technology Support also offers instructor-led **short courses** over the summer covering Adobe and Microsoft software among others.

Get Your Football Season Tickets

Sure, it's still 72 days until kickoff, but it's never too early to start planning where you'll be when the Red Raiders take the field for the 2012 season. Be a part of arguably the best home schedule in team history as Texas, Oklahoma and West Virginia all visit Jones AT&T Stadium.

All full-time staff and faculty members also get a 15-20 percent discount on season tickets. You can get up to two season tickets per ID for as low as \$120 each.

So get out there and enjoy. Summer will be over before you know it.

For a complete calendar of campus events, visit Events@Texas Tech.

Texas Tech Turns Attention to New Core Curriculum

By Rachel Pierce

In response to changes by the Texas Higher Education Coordinating Board in the state-mandated core curriculum of public colleges and universities, Texas Tech is revising its core curriculum course offerings.

The Core Curriculum Committee is accepting submissions of courses for consideration as part of the new core curriculum. The submission forms can be found at a new website, newcore.ttu.edu. The website details the process that will be used to establish the new core curriculum.

It also details the objectives and criteria that must be met for foundational courses in the areas of:

- communication
- mathematics
- life and physical sciences
- creative arts
- American history
- government
- social and behavioral sciences
- language, philosophy and culture

There also are modified requirements for optional component area courses in oral communication and mathematics and logic.

“The new core curriculum objectives are a great improvement over the exemplary educational outcomes in the old core,” said Gary Elbow, associate vice provost for academic affairs. “More important, the changes in component area definitions and objectives provide an excellent opportunity to make the TTU core curriculum stronger and more effective in helping to prepare graduates for success in their workplace, community, and home.”

The new core curriculum, approved in October 2011, reworks guidelines set forth in 1999 for undergraduate general education classes. Courses that comply with the new core curriculum should allow students to demonstrate critical thinking skills, communication skills, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility.

The new core curriculum will go into effect in fall 2014, and all Texas public colleges and universities must submit their core curricula by Nov. 30, 2013. Target dates in the core curriculum course approval process are listed on the website.

“When the TTU general education curriculum was first developed in the 1980s, the committee took about five years to complete the task,” Elbow said. “The Core Curriculum Committee has less than two years to complete its work and submit the proposed TTU core curriculum to the coordinating board by its Nov. 30, 2013, deadline. An important part of the course review process will be to evaluate all courses submitted

for the core curriculum and return those where we see problems to the submitting unit for revision along with an explanation of the problems. Through this process we will draw academic units into the course improvement process, but this will require adherence to some rather tight deadlines.”

Selected representatives from each department or college may submit a new course proposal or revise an existing course through the course approval application on the website. The application is password protected, so departments and colleges should designate certain faculty or staff members to download applications. Academic units should request access to the application by sending their name and eRaider username to associate vice provost Elbow at gary.elbow@ttu.edu.



Web Story

FOR IMMEDIATE RELEASE

DATE: July 5, 2012

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The Amazing Spider-Man and Web-Spinning Heroics

New book edited by Texas Tech's own dynamic duo digs deep into Spider-verse.

"The Amazing Spider-Man" already has fans caught in his web. After the midnight opening, the film grossed more than \$7.5 million after its midnight showing, and approximately \$35 million in its first day. Critics were initially concerned about a reboot so soon after the trilogy. The response, however, has been overwhelmingly positive, and fans have discovered there is more to Spider-Man than meets the eye.

This comes as no surprise to Texas Tech University film experts Rob Weiner and Robert Moses Peaslee, assistant professor in the College of Mass Communications. The pair has teamed up as editors of a new book, "Web-Spinning Heroics: Critical Essays on the History and Meaning of Spider-Man."

This volume collects a wide-ranging sample of fresh analyses of Spider-Man. It traverses boundaries of medium, genre, epistemology and discipline in essays that advance the study of one of comic's most beloved characters.

"This collection looks at the various facets of the culture that is Spider-Man, from gaming to the animated series, from gender to race, and even music and urban analysis," Weiner said. "We also look at Spider-Man with regard to journalism, given Peter Parker's profession."

The book examines all things Spider-Man, from the controversy of his origins, to the villains, and even his evolution from the star of a graphic novel to Broadway," said Peaslee. "This book was crafted for fans, creators and academics alike."

There are many aspects to Peter Parker's history that remain relatively unexplored, Weiner said. The book points out the highlights and answers many questions, and yet - invites readers to explore their own interpretations.

"Web-Spinning Heroics: Critical Essays on the History and Meaning of Spider-Man" is available at online book sellers, such as [Amazon](#) and [McFarland Books](#).

Find Texas Tech news, experts and story ideas at www.media.ttu.edu and on Twitter [@TexasTechMedia](#).

Office of Communications and Marketing

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The Art of Science Safety: Chemistry TAs Use Theatre Techniques to Keep Undergrad Labs Safe

By John Davis

After a long night of drinking, she broke the rules and slugged some water as she and her partner prepared for an experiment in the chemistry lab.

Another student refused to put on her safety goggles. Later on, carelessness caused a fire at one of the other lab benches.

It sounds like a classroom nightmare, but thankfully it was all a drill and a teaching experiment unto itself. In this learning experiment, run by a new partnership between the Department of Theatre and Dance and the Department of Chemistry & Biochemistry, chemistry teaching assistants tasked with instructing undergraduate lab sections spent the day taking acting lessons and learning how theatre techniques can help to increase overall lab safety.

“Today, we are working with chemistry students to give them some tools with their voice and body that can allow them to have greater authority and presence in a classroom,” said Elizabeth Stromsness, a third-year master’s student in the theater department.

The eight-hour day fittingly began in the Laboratory Theatre with an hour of theatre games to warm up the students and prepare them for interaction – a prospect that Dominick Casadonte, Piper Professor of Chemistry, readily admits most of the teaching assistants met with some level of skepticism. Students then learned about body and movement, vocal work and status transactions, or how one announces one’s dominance or submission through body language.

“I think art and science are both tied together,” Casadonte said. “We made the point. I said, ‘Why do you think this is called a lab theatre? This is where the theatre students come to create new works. This is where they perform their cutting-edge stuff. It’s just like when you create new compounds in the lab. Both are tied together by this notion of creativity, and I think that resonated with the students.’”

Then it was over to the chemistry labs to see how the teaching assistants would react to simulated problems involving trained actors playing unruly students to the hilt.

Linda Donahue, an associate professor and associate chairwoman of the theater department, said she and Casadonte had discussed the possibility of pairing theatre and chemistry in some way for years. The two spoke with Carol Korzeniewski, chairwoman of the chemistry department, who had experienced a similar scenario coordinated by the chemistry organization COACH facilitated by a group from Harvard’s Kennedy School of Management, and the three decided to try to implement a similar program at Texas Tech.

Last spring, students spent an hour and a half a week for six weeks learning similar theater techniques. This fall, the teaching assistants were fully immersed in a day-long program, Donahue said.

“Dominick and I had been mulling over different projects where theatre and chemistry came together,” Donahue said. “This seemed like a perfect fit for both departments. Carol mentioned she had similar training at a chemistry conference, and she uses it almost every day in her professional life. Our theatre graduate students are using theatre techniques for the chemistry TAs to use as they conduct labs. They learn about how to use your voice and how to have a commanding voice. They learned physical work also, a lot of body positions, movement and then we did something called status transaction. We help the students learn how to use high-status or low-status body posturing depending on the safety issue.”

As she stepped into the world of live performance for the first time, Korzeniewski remembered the same uncomfortable feeling that many of the teaching assistants experienced in the beginning. But just like them, she and the other chemistry professors participating in the activity let go of their inhibitions and learned from the process.

“My initial thought was ‘this makes you feel dumb,’ ” she said. “You feel very uncomfortable at first. The theatre people really draw you out, however. I was participating with my peers in chemistry and after a few minutes you become a little more comfortable, because everyone is doing it. Subsequently, I realized these were skills you could use every day. I very often think back to that training and utilize the skills taught.”

Using 16 different safety scenarios, organizers in chemistry drafted departmental responses to each one, such as fire, chemical spills or handling horsing around. Actors from the theatre department would portray the scenarios, stopping at the crucial moment when teaching assistants would have to make a critical decision. The teaching assistants would discuss what they should do, and then be inserted into the restarted scene to handle the situation with safety as the ultimate outcome.

Sometimes, the teaching assistants had to be commanding and take control of a situation. Other times, they had to be soothing in a tense situation to keep the class under control.

Texas Tech is one of three schools connecting theatre training with the sciences, including Wheelock College in Boston and Stony Brook University.

While some may not realize it, Casadonte said, teaching has an element of performance to it.

“It’s not just enough to know how to respond to emergency training,” Casadonte said. “If you’re standing in front of a group of people and trying to transmit knowledge, there is a certain amount of performance to that transmission. That’s how these theater skills are relevant to teaching. It was very neat to see how our graduate students were somewhat skeptical when they first came in and did this and by the end how wildly enthusiastic they were. Some came up to me afterward and said, ‘I didn’t realize what I would do with this situation until I was actually in the situation.’ Doing it with trained actors who were really acting the scene is more effective than a bunch of TAs just muddling through with role playing.”

Chemistry teaching assistant and graduate student Divya Ayier said that though the scenes were staged, she got a better feeling for how she should react to a real-life encounter.

"I learned how the tone and the way you speak, whether you should be a high standard or a low standard, all those things make a big impact when you're teaching," Ayier said. "The safety training is important because we have a lot of theoretical knowledge about what has to be done in a crisis situation, but with the theater people actually doing the acting I realized it is so much harder. When I was asked to act with these people in the actual scenario, I found that it was difficult to think on the spot and take quick action. I thought it would be like some kind of a drama going on and we would be the audience. But it was actually the other way around. We were taking part in the whole thing and there was total interaction with the theater people."

The Delicate Design of Motherhood

By Karin Slyker

A day in the life of engineering professor, Michelle Pantoya, author, wife and mother of four.

Michelle Pantoya hit the ground running as she and her husband, Damian, send their boys off to school. They include 9-year-old twins, Joseph and Aidan, 7-year-old Damie, and 5-year-old Mitch.

As in many large families, the youngest has figured out how to be heard.

“We get up at six in the morning, but my mom stays in bed until seven,” Mitch explained.

His mother was amused and questioned his analysis.

“So let me get this straight, I roll out of bed completely dressed and made up each morning?”

Mitch was stumped.

West Texas transplants from California, Michelle and Damian Pantoya met in high school and went to the prom together, but they attended different universities. Damian, a graduate of Sacramento State, is now director of finance at Lubbock Power & Light. Michelle has a bachelor’s degree in aeronautical engineering, and a master’s and doctorate in Mechanical Engineering, all from the University of California at Davis.

She came to Texas Tech in 2000 as an assistant professor of mechanical engineering, with a vision to develop a successful program that would inspire students. Her areas of teaching and research include wind tunnel modeling, heat transfer, fluid mechanics, thermodynamics and combustion. Already it is evident that Pantoya’s daily routine is a far cry from the stereotype, of aprons and feather dusters. She is very much hands-on, both at home and in her lab.

“You follow your passion and do what you enjoy. And balancing family and career is the key to my happiness,” Pantoya said. “It’s a lot, but through patience and perseverance, you prevail. And in the end it’s very rewarding.”

On this particular Friday in May, Pantoya began her day preparing to meet with her graduate students one last time before the end of the semester. She is assisted by one of her students, Chelsea Weir, who gathers coffee and donuts.

“Chelsea will be graduating this month, and I’m really going to miss her,” Pantoya said, walking from the kitchenette to her office. “She’s moving to Houston to work for a group that has not seen fit to hire a new employee in 30 years. How exciting is that?”

Pantoya entered her office to gather a few last-minute items, where you can't help but notice the influence of her boys. Her white desk has a splash of color, thanks to their artwork attached to all sides of it, also to her walls and the outside of her office door.

Her next stop is a conference room in Industrial Engineering. By 9:30 a.m., several members of Pantoya's group have gathered in a conference room in Industrial Engineering. Following introductions, she began the meeting with light conversation and laughter, while discussing her students' plans for the summer, both personally and professionally.

"My students are my inspiration," Pantoya said. "They bring a contagious enthusiasm that leads to great ideas."

Before shifting to student presentations, Pantoya decides to break for doughnuts. Only after her students have been satisfied, would she delve into serious conversation. As students presented their progress via slide presentations, she was an intent listener, soft-spoken and inquisitive. She offered solutions and constructive criticism, all of which seemed well-received by her students.

After the meeting, two of her students stayed behind for individual consultations. One took advantage of the brief walk back her office; the other required a more sit-down approach. And Pantoya was more than willing to take the time.

Next on her itinerary is a visit to the lab at 11:15 a.m., where her group studies energetic material combustion.

"Examples are explosives, pyrotechnics and propellants," Pantoya said, demonstrating on a pocket hand warmer. "These are materials that do not require an oxidizer to react."

The hand warmer generates heat through exothermic crystallization of supersaturated solutions. The opaque packet first appears clear, but quickly turns milky after the user flexes the disc initiating the crystallization reaction.

"And the packet is reusable," Pantoya said as she traded her floral skirt with heels, for a floral skirt with tennis shoes. "Just put it in hot water. Isn't that neat?"

Technology like the hand warmer delivers universal intrigue and appreciation for science, technology, engineering and mathematics (STEM). That is why Pantoya has expanded her reach well beyond the college years, all the way to elementary school.

"Children are impressionable," Pantoya said. "There is a need to plant the seed while they are young, watch it grow and allow it an opportunity to blossom into a stimulating and rewarding career."

Children can identify with professions like doctor, teacher, police or fireman, she said. If you ask a child what an engineer does, however, they will say they drive a train.

As winner of multiple awards and honors, Pantoya can now add author to the list. Her first book with business partner and co-author Emily M. Hunt, "Engineering Elephants," published in March 2010, has received rave reviews for the engaging humor and creative explanation of engineering concepts targeting children ages 4-8.

"It is my hope that through my series of children's books, and age appropriate activities, more will consider engineering and STEM in their pursuit of a brighter future," Pantoya said.

Texas Tech President Guy Bailey read their second book, "Pride by Design" to Lubbock school children for National Reading Day in January. This story features Raider Red as he takes in the sights and sounds of Raiderland.

"Engineering was our inspiration, and we put it with something they can understand, like sports," Pantoya said. "We talk about specially engineered fabric that can wick away sweat and cool off cross-country runners, to the sweet spot on a tennis racket."

A third book, "Designing Dandelions," will be published in 2012, with plans for more, in collaboration with Zenaida Aguirre-Munoz, associate professor in the Bilingual Education and Diversity Studies program within the Curriculum and Instruction department of the College of Education.

The time is now 11:15 a.m., and the lunch choice was more than a quarter mile away at Sam's Place in Murray Hall. The clock was ticking, and what's more, she had an appointment with Aguirre-Munoz at noon.

"We'll have about 10 minutes to eat," she warned, as she placed a huge wrap on her tray. "I'm going to cut mine in half and bring it to Zenaida. She doesn't know I'm doing it, but I know that she is often too busy to take time out for lunch."

With lunch out of the way, the walking shoes were put to the test again, with the half-mile walk from Murray Hall to the Education Building.

Grateful for the half wrap, Aguirre-Munoz and Pantoya spoke for approximately 30 minutes, as Pantoya jotted notes in a pink legal pad. The future of Pantoya and Hunt's book series was discussed, and also the prospect of adding a website and smart phone applications.

"The world is changing so fast with so many advances in technology, we'll need to inspire the next generation of engineers to keep the momentum alive," Pantoya said.

It's all in a day's work for Pantoya, but the real challenge is about to begin.

After finishing up on campus, she makes the drive to their home, south of town. There, the household comes alive at 4 p.m., as all four boys enjoy a late afternoon meal consisting of chicken nuggets, vegetables and chocolate milk.

Joseph and Aidan have a baseball game shortly, and are already suited-up. Damie and Mitch will dress later for their practice and scrimmage at another field. Damie finished first and quietly slips away from the table, disappearing to his room. Meanwhile Mitch, a typical five year old, chose to entertain, more so than eat.

As the twins finish their meals, they check on the family pets, which include two dogs, an aquarium of frogs and a young hamster – which lives in an elaborate enclosure complete with hamster playground.

The family patriarch arrived just as Damie called from his bedroom, hidden beneath a blanket. The boy is having trouble selecting something appropriate to wear.

“Michelle keeps it all together, she makes sure everyone is fed and gets them where they need to go,” Damian said. “The schedule is simple: baseball every night, for at least one of them. And they enjoy it. None of the boys is ever forced to do anything, except maybe Mitch.”

He left the entire family laughing as he went outside to greet a repairman who had just arrived to inspect damage after a recent hail storm.

With time running out, the boys were ushered outside, where bat bags and vehicles were waiting. Two climb in mom’s SUV, and the other two load up in dad’s pickup.

After a long day, this family of six is headed to separate ball fields, and the ruckus that preceded their departure is silenced by a shutting garage door. The only sound is that of a water bottle tumbling into the ditch, forgotten on the bumper of Damian’s truck.

The Higgs is up? Texas Tech Researchers Announce CERN Discovery of Possible Evidence of 'God Particle'

By John Davis

Scientists at the European Organization for Nuclear Research, or CERN, announced today that they may have found evidence of what many have dubbed the "God" particle.

Resarchers with Texas Tech University's High Energy Physics Group who conduct research at CERN said they and other scientists may have discovered forensic evidence – a shadow or an impression – of the elusive particle called a Higgs boson.

Nural Akchurin, a professor of physics and a member of the physics group as served in leading roles in one of the two major experiments at CERN that is called the Compact Muon Solenoid (CMS). He is an expert in calorimeters, a detector that measures the energies of fundamental particles that serve as "catcher's mitts" to grab evidence of Higgs.

"Today, we have evidence of some kind of signal, or resonance perhaps, of some particle," Akchurin said. "Is this signal ascribable to Higgs? This is a different question. For that, we need more data, different types of analysis. But what seems to be clear today is there is something significant that sticks out above background. Chances that this might be Higgs are not small, but it's not necessarily Higgs either. I think we need be clear about what this means today. I don't think we are ready to claim discovery of Higgs. I think we are prepared to say we have a signal that may be consistent with Higgs."

The results announced today are labeled preliminary. They are based on data collected in 2011 and 2012, with the 2012 data still under analysis. A more complete picture of today's observations will emerge later this year after the LHC provides the experiments with more data.

The new particle is in the mass region around 125-126 GeV. Publication of the analyses shown today is expected around the end of July.

Simply put, but perhaps too simply, this theoretical particle is responsible for giving mass to particles – basically nature's smallest building blocks. It's what makes a pencil a pencil or a rock a rock instead of loose energy floating around in space. Proof of its existence could clear up lots of questions about the universe and cement the Standard Model of Particle Physics.

Higgs is the last particle of this theory left to be discovered.

To find Higgs and answer other questions, scientists accelerate opposing beams of protons to near the speed of light in the 17-mile, circular Large Hadron Collider, which lies underground near Geneva, Switzerland. As these protons are shot around the circular tunnel, the CMS catches what is created when these protons crash into each other.

Somewhere in the melee of these particles' high-energy collisions, researchers look for the elusive Higgs boson that can be identified by the products of its decay.

Akchurin and three other Texas Tech professors were responsible for designing and building the calorimeters that have contributed to these historic discoveries that will usher in a new age of physics. The only ones like them in existence, the calorimeters now collect data and hunt for many different phenomena as well as the Higgs boson as collisions occur.

In a decade and a half, they and more than 10 post-doctoral and doctoral students from Texas Tech have joined a phalanx of about 3,000 international scientists probing the bounds of mass and matter and answer some of the universe's most mind-blowing riddles.

Since 2009, the international group of scientists has hoped the \$8 billion Large Hadron Collider and Compact Muon Solenoid would prove the existence of matter's smallest building blocks as well as dark matter, the secrets of black holes and how the universe began.

Barely cracking the spine of this "new physics" brand of particle science can overwhelm the average Joe. Some theories suggest there are actually 11 dimensions instead of four. Another theory says we live in a multiverse instead of a universe. Isaac Asimov or H.G. Wells contrived such ideas in fiction. Their proof may come as the experiments continue and more data is analyzed.

In the most vanilla version of the Higgs theory, Akchurin said, there must be some mechanism through which you give mass to electrons, quarks and other fundamental particles. Perhaps Higgs gives mass by holding the void of space together with strands of energy. Finding that mechanism could close the loop in assigning known masses.

"If you have Higgs, you can explain everything – or nearly most things," he said. "This is much bigger than the atom bomb. If this project finds nothing but Higgs, that's huge. Whatever comes out of this will be interesting."

Sung-Won Lee, an assistant professor of Physics at Texas Tech University, watches the calorimeters and hopes to catch Higgs and other particles. As data accumulate and different analyses are put together by different groups of scientists, a clearer picture starts to emerge.

The process is arduous, and requires the work of many dedicated scientists from around the world, he said. Discovery in this experiment belongs to the many, not just a few.

About a year ago, the CMS scientists published a paper that described where Higgs wasn't. As more data got collected, Higgs had less and less room to hide and now the data suggest that this significant excess in lighter mass region may be the Higgs boson.

There may be more than one Higgs hiding among the collision wreckage, Lee said. The theory of supersymmetry suggests there could be up to five different mass-giving particles.

For certain, he said, the particle or particles remain too elusive to catch with both hands.

“There are too many physics processes in the context of the Standard Model that look like Higgs,” Lee said. “So, the searching for Higgs is one of the most sophisticated efforts in the LHC physics program. There are huge amounts of statistical data, understanding the other physics processes, and understanding our detector also.”

The team also searches for evidence of other new phenomena, such as dark matter. Researchers believe up to 30 percent of the universe may be made of dark matter, but as of yet, it hasn't showed either. Still, Lee and others from Texas Tech work on the detector's construction and maintenance to make sure it continues to record everything so researchers can come back later to understand what is going on with the data.

“Texas Tech is well integrated into this international research effort,” he said. “We play a leading role in that part. I'm happy to say we've done a good job over many, many years. I believe that Texas Tech's High Energy Physics Group at CERN has excellent teamwork, and that is why we've done so well for many years.”

While the jury may still be out on what the signal could definitely be, Akchurin said the collider has served its purpose by not only finding this new possible particle, but also not finding anything that's contradicted the standard model of physics. Though another accelerator may be needed to probe the bounds of the new particle, the LHC has served its purpose as a discovery machine that will still be useful to finish uncovering what already has been discovered and perhaps more.

He predicted that we may have an answer soon as to what this particle actually is.

“We could tell I think with certainly by the end of this year if Higgs is discovered or not or some other particle was discovered,” he said. “If this turns out to be a real Higgs, there must be other accelerators, or perhaps an international linear collider to be built to study this particle in detail as we always imagined it would be done. But so far, our understanding of the standard model of particle physics is correct. There has not been a single signal or evidence that suggests the Standard Model of Particle Physics is wrong or different. That's a big deal.”

<http://youtu.be/jonKTct1Ybk>

The Ironman Architect

By Callie Jones

On graduation day in May, John Paul Barrandey didn't walk across the stage. Instead, he traveled 140.6 miles under his own power in the Memorial Hermann Ironman Texas race in The Woodlands.

On Saturday, Barrandey's trip will be remarkably shorter but just as impressive. He will carry the banner for the College of Architecture during summer commencement.

The Midland native dedicated the last four years of his undergraduate career to the study of architecture, and somehow found the time to train for what many regard as the world's most challenging endurance event, the Ironman Triathlon.

Consisting of a 2.4-mile swim, 112-mile bike and 26.2-mile run, the Ironman demands physical and mental stamina from its participants for more than 140 miles in a single day. To put it into perspective, the total distance of Interstate 27, which connects Lubbock and Amarillo (124 miles), is shorter than the total distance of an Ironman Triathlon.

Balancing hours of training with hours of studying seems daunting, but Barrandey sees the two disciplines as complementary.

"When you have your own determination to wake up and work out, it's no different than being disciplined to do your homework," Barrandey said. "I was just really self-disciplined."

Even though Barrandey maintains that keeping up with schoolwork was difficult at times, he will graduate as the highest-ranking student in the College of Architecture. A typical day for Barrandey includes an hour-long workout in the morning followed by class until late-afternoon. He then practices for 1-2 hours with the Texas Tech Triathlon team in the early evening, and finishes up studying until bedtime.

Barrandey transferred to Texas Tech from Texas State Technical College in 2008, where he received his associate's degree in drafting & design. With several family members' urging, he decided to enter the undergraduate architecture program at Texas Tech.

"They told me that Texas Tech takes care of their own and is great to the alumni," Barrandey said.

Before transferring, Barrandey met several members of the Texas Tech Triathlon team at a Lubbock-area race. With their encouragement, he joined the team and became an active member, serving as vice president for two years and as president during the 2011-2012 school year.

"The team is a huge part of my life at Texas Tech," Barrandey said. "As president I wanted to make the new members feel the way the team made me feel when I first joined."

Jamie Cooper, an assistant professor in the department of nutrition, coaches Barrantey and other members of the Texas Tech Triathlon team. She sees Barrantey as a natural leader for the team.

“He is intelligent, hard working, and dedicated to both his academic and athletic endeavors,” Cooper said. “At the same time, he is a great motivator to his fellow students and peers.”

The Texas Tech Triathlon team is a competitive club team. Its biggest race each year is the collegiate national championship held in April, which is an “Olympic” distance triathlon, a considerably shorter race than the Ironman.

Barrantey had to bump up his training mileage after collegiate nationals in April to prepare for the Ironman in May...right in the middle of Barrantey’s preparation for spring final exams.

“I’m not going to lie, it was tough to keep up with my schoolwork,” he said, laughing.

Barrantey finished Ironman Texas in just under 11 hours and 39 minutes—a time which garnered him a top-ten finish in his division. In addition to the full Ironman, Barrantey has completed four Ironman 70.3 races and two full marathons. Despite the physical toll each endurance race takes on the body, Barrantey claims that the real challenge is mental.

“The hardest thing to overcome is the unknown,” Barrantey said. “Mentally, it takes a toll on you. The day of the race is an emotional rollercoaster of nerves and adrenaline.”

Despite his nervousness, Barrantey completed the race and can call himself an “Ironman.” Soon, he will call himself a master’s candidate, as he plans to pursue a master’s degree in the College of Architecture beginning this fall.

But on Saturday, Barrantey is a graduate of Texas Tech.

“I think it’s kind of like the feeling you get when you cross the finish line,” he said of graduating. “It was worth it. There’s so much sacrifice in training and in studying; staying up late and waking up early. But everything was absolutely worth it.”



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FOR IMMEDIATE RELEASE

DATE: Nov. 22, 2012

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This Thanksgiving, Texas Tech Students United to Give

As families across the nation sit down for their traditional Thanksgiving feast, 110 families in the Lubbock community will be able to enjoy a meal that may not have been possible without the help of Texas Tech students.

For months, student organizations helped gather donations of food and books. The Texas Tech chapter of the League of United Latin American Citizens (LULAC) led the service project, which culminated in the “United to Give” event on Nov. 10.

“We have been doing bag drives around Lubbock to collect cans, asking for donations from members of the community as well as local businesses,” said Dulce Segura, a sophomore from Dallas who has been involved with LULAC since her freshman year. “Organizations around campus also helped us by providing can drives and asking for donations to help decrease the number of items we would have to buy.”

The “United to Give” event brought together 94 students representing 15 Texas Tech organizations, all helping to fill and hand-deliver Thanksgiving baskets to area families in need. Each food basket included a turkey, corn, peas, green beans, mashed potatoes, cranberry sauce, stuffing, bread and other non-perishable items donated.

The baskets also included children’s books, thanks to donations from JumpStart, the South Plains Closing the Gaps P-20 Council and the Lubbock Rotary Club. Local businesses that participated in the event included Montelongo’s Mexican Restaurant, Jimenez Bakery, Metro Rotary and Glasheen, Valles & Inderman, LLP.

LULAC member Alejandro Huerta, a senior from Big Spring, said that events like “United to Give” are what brings organizations together.

“As members of LULAC, our mission is to help others,” Huerta said. “As humans, we must share compassion and serve others. It is a great honor to do so.”

The students involved said that a dedication to serving the community is what LULAC is all about, and “United to Give” embraces the spirit of Thanksgiving.

“You constantly hear that giving back to the community is a great and rewarding opportunity, but having that firsthand exposure is completely different,” Segura said. “You

get to personally hand the baskets to these families and have an actual conversation with them, which they enjoy. The names we received were from Catholic Family Services, so every family had a different circumstance and story. To see the look on their faces when you hand them the baskets and personally see and hear their gratification is an amazing experience. It definitely makes the time spent preparing for the event worth it.”

Together, Texas Tech Employees Can Change Lives
University Begins Annual Charitable Campaign
By James Hodgins

Today (Sept. 4) from 3-5 p.m. at West Club Level of Jones AT&T Stadium, Texas Tech University will kick off the 2012 State Employee Charitable Campaign (SECC).

At the event, attendees can fill out pledge forms early and interact with 30 different agencies that benefit from the donations made to the SECC. A presentation of highlights from last year's campaign will begin at 4:15 p.m. and departmental awards will be handed out. All employees are encouraged to attend.

Last year, Texas Tech University – with 33 percent participation – gave \$420,082, or 92 percent of the university's goal. That amount contributed to the \$917,593 total donation by the Greater West Texas SECC.

This year, the university hopes to raise \$430,000 to change lives, shape the future and make a difference in our West Texas community, said David Abercia, Texas Tech University and Texas Tech University System campaign coordinator.

“This campaign is a great way for all employees to come together and give back to our community,” Abercia said. “West Texas is a tight-knit community, and the SECC is an excellent opportunity to continue that West Texas hospitality.”

Contributing to the SECC is even easier this year. Unlike in years past, the pledge form now can be submitted online. Donors can access the pledge form by visiting <http://www.secc.ttu.edu/pledge>. The paper pledge form can still be completed, but the university encourages everyone to use the new form.

“By transitioning to an online form, it allows us to engage more individuals and provide a more convenient way for the Texas Tech community to participate and give back,” Abercia said.

Once employees log in using eRaider, their personal information will be filled in automatically using information from the Human Resources Banner system. They can select as many charities to give to by searching for organizations by name or using the number code.

Then, employees can fill out the annual gift amount for each selected charity and their preferred payment process, including cash, check, credit card or monthly payroll deduction. Employees can also choose if and how their gift will be acknowledged.

Each department has been assigned an SECC coordinator to help employees with any questions or issues that may arise during the campaign. [Click here to find your department coordinator.](#)

The campaign supports a wide variety of charities and causes, ranging from small local organizations to large and well-known national and international groups. Charities that wish to participate must meet stringent legal requirements, and then be scrutinized by teams of state employees to ensure:

- They are recognized by the IRS as 501(c)(3) nonprofit organizations and registered with the Secretary of State.
- They are audited (or reviewed) annually by an accountant in accordance with generally accepted accounting practices.
- They provide direct or indirect health and human services.
- They spend no more than 25 percent of funds raised on administration and fundraising unless they qualify for a one-year exception due to special circumstances.

Employees can decide to participate as a leadership giver by donating \$1,000 or more. Other standards used in the campaign include giving one percent of your annual pay (Lone Star Gold level) or one hour of pay per month, calculated as .006 of your annual salary (Lone Star Red & Black level). Lone Star members will receive a mug and two tickets to a Texas Tech athletics game.

The Lone Star levels provide a suggested guide to giving. Abercia said employees are encouraged to give what they feel is appropriate for them and their budget.

“Every gift is appreciated and can make a difference to the charities in this campaign,” he said. “How much an individual employee gives is ultimately up to them.”

The SECC website has a wealth of resources available for everyone, including the campaign brochure, a mini-directory of charities, the deposit summary report for paper pledge forms and one-time gifts, the campaign calendar with all events and reporting dates, and the campaign video. If you have any questions, please don't hesitate to contact your department coordinator.

PHOTO CAPTION:

A success story of how the Lubbock Children's Health Clinic, a SECC-participating agency, made a difference in our community:

A woman in the Lubbock area obtained legal custody of a relative's daughter. The child was born with Spina Bifida and had several areas of need. The woman, unsure of where to turn, went to Lubbock Children's Health Clinic. The staff there began accessing all of the areas needed to help the child. Within a matter of days, the staff had connected the woman and child with all of the necessary doctors and specialists. This child now has a real chance. Read more success stories [here](#).



TEXAS TECH UNIVERSITY

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DATE: Oct. 12, 2012

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TTU Cross-Cultural Academic Advancement Hosts Open Teaching Event

The Texas Tech University Cross-Cultural Academic Advancement Center (CCAAC) is hosting "Teaching Diversity Across the Curriculum: Open Teaching Concept." According to Aliza Wong, faculty liaison to the CCAAC, the program offers students a unique and important educational opportunity by opening up classrooms to faculty, staff and students and encouraging interdisciplinary and cross-disciplinary discussion.

Schedule of events:

A Brief Treatise on the Imagination

12:30 – 2 p.m.

Thursday, Oct. 11

ENGL 201

Speaker: Dr. Ross Gay

International News Coverage of the 2012 U.S. Election

11 a.m. – 12:15 p.m.

Tuesday, Oct. 16

MCOM 082

Speaker: Dr. Kent Wilkinson

Let's Talk About Sex: Scandal, Sexuality, and the Debate Over Morality in Presidential Politics, Past and Present

12:30 – 2 p.m.

Tuesday, Oct. 16

Student Union Building

Escondido Theater

Speaker: Dr. Emily Skidmore

Editorial Cartoons, Comics, and Politics

3:30 – 4:50 p.m.

Tuesday, Oct. 16

MCOM 359

Speaker: Dr. Rob Weiner

The Impact of the 2011 Election on the Mental Health of American Families and Communities

Office of Communications and Marketing

An EEO/Affirmative Action Institution

6 – 8:50 p.m.
Tuesday, Oct. 16
MCOM 057
Speaker: Dr. Aretha Marbley

What Are Politics Doing in a Nice Field Like Education?: Politics and Education in the U.S.

1 – 1:50 p.m.
Wednesday, Oct. 17
EDUC 001
Speaker: Dr. Fernando Valle

Personal-Political Linkages in Health Care Policies

6 – 7 p.m.
Wednesday, Oct. 17
HUMSCI 226
Speaker: Dr. Jacki Fitzpatrick

Photography and the Political Process

3:30 – 4:50 p.m.
Thursday, Oct. 18
MCOM 359
Speaker: Jerod Foster

War Along the Border

6 – 8 p.m.
Thursday, Oct. 18
Senate Room (Student Union Building)
Panel Discussion with:
Dr. Arnoldo De León, Angelo State University
Dr. John Klingemann, Angelo State University
Dr. Miguel Levario, Texas Tech University

Europe and the American Presidency

1 – 1:50 p.m.
Friday, Oct. 19
HOLDEN 004
Speaker: Dr. Aliza Wong

Does the Foreign Policy Debate End at the Water's Edge?

1 – 1:50 p.m.
Friday, Oct. 26
HOLDEN 006
Speaker: Dr. Ron Milam

Co-curricular event schedule:



TEXAS TECH UNIVERSITY

Film Screening

9:30 p.m.

Thursday, Oct. 11

Cinemark Tinseltown

The Campaign

Worldwide Showcase

7 – 9 p.m.

Saturday, Oct. 27

Allen Theatre, Student Union Building

Tickets available at 101 Doak

Organized by Students for Global Connections

Latin Film Festival: The Immigrant Experience

Oct. 28 – 29

Films include: Crossing Over, A Day Without a Mexican, Innocent Voices, and The Proposal

For viewing times and locations visit www.depts.ttu.edu/diversity/ccaac

Film Screening and Discussion

6:30 p.m.

Thursday, Nov. 1

Student Union Building

Escondido Theater

Director, Curtis Chin: Vincent Who?

A film about the murder that awakened a people and ignited the Asian American civil rights movement

Find Texas Tech news, experts and story ideas at www.media.ttu.edu and on Twitter @TexasTechMedia.

CONTACT: Jobi Martinez, director, Cross-Cultural Academic Advancement Center, Texas Tech University, (806) 742-8681, or crosscultural@ttu.edu.



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FOR IMMEDIATE RELEASE

DATE: Aug. 28, 2012

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University Advising Molds Students into Adults Students receive real-world treatment for academic success.

For many new students, Texas Tech University Advising (UA) is the first stop on the journey of their academic careers. What these students may not realize is that advisors take very literally the idea that an undergraduate education is a “career.”

“We are here to help students dig into what they want to study by considering who they are and what is available to them,” said Joshua Barron, unit associate director for University Advising & campus advising liaison. “Then we help them pursue their goals relentlessly and confidently while taking advantage of every resource that Texas Tech has to offer.”

While many students come to college knowing what they want to study and pursue as Red Raider alums, many others need guidance and assistance in exploring the options that Texas Tech has to offer.

While declared students work with assigned departmental and college advisors to make the most of the options within a degree plan, UA’s Discovery! program assists students who are not yet confident in or qualified to declare their choice. The program helps students pinpoint what they want to study and enables them to make informed decisions about their academic careers. However, UA does not simply present these students with their options. Rather, advisors guide students through an exploratory process that may take up to three semesters.

“We are famous for asking students hard questions,” Barron said. “What are you pursuing? What is it going to take to get there? How’s that working for you so far? First, though, we offer tips and tools for practical things like building schedules and registering for courses. The next step is to help make students more aware of what is available. Most importantly, though, we prompt them to approach academics strategically.”

Finding the Right Path

Texas Tech advisors use four criteria—values, interests, skills and abilities—to help students through the exploratory process. They use a variety of tools and techniques including the values and interest assessments provided by University Career Services. Students also are encouraged to undertake their own investigative process to discover if a certain career is right for them.

“The Discovery! action play is key,” Barron said. “Students need thoughtful and deliberate exploration outside of class time to confirm the academic choices they are making. In many cases Discovery! helps students confirm their declared major choice. When necessary, we help them to thoughtfully explore one of the other 149 majors available at Texas Tech.”

In addition to assisting undecided and uncertain undergraduate students, UA also assists students as they prepare for their next academic home, including the Rawls College of Business and the Whitacre College of Engineering. UA facilitates the PreLaw program for students pursuing an education in law school. According to Barron, UA also exists to help students answer any questions they might have about Texas Tech, or to point them to the appropriate contact.

Real World Application

Barron and his team of advisors see their role as ensuring every student achieves success at Texas Tech.

“We know that there are a lot of students that start college degrees across the country and never finish,” Barron said. “We find that a lot of students, especially looking back, don’t look at their schooling as a full-time job.”

Looking at school as a career is a common theme at UA. In fact, what many students do not realize is that the U.S. Department of Education expects students to spend two hours outside of the classroom for every one hour spent in class with a professor. For the average student taking 15 credit hours, that adds up to 45 total hours of school work during the week.

“What we are trying to help students see is that they are the CEO’s of their own entrepreneurial companies,” Barron said. “The ‘business’ outcome of their academic effort is either a future filled with wild success, enjoyment and contentment, or academic bankruptcy.”

The advisors explain to new and returning students that success in their academic endeavors can be achieved through a real-world perspective. If a student attends class and does school work between 8 a.m. and 6 p.m. during the week, the total time spent on their education adds up to 45 hours. Evenings and weekends are then free for leisure. The payoff comes at the end of the semester, in the form of a high GPA.

“If we can engage with students and make them realize that the real world is here and happening right now, then we’ve done some good,” Barron said.

UA can help students in many areas of their undergraduate careers, but according to Barron, the advisors’ most important role is helping students to better understand themselves and fully embrace their opportunity for learning.



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“In the world we live in, you have to know how to do all kinds of things,” Barron said. “Texas Tech and University Advising is teaching students to be lifelong learners and accomplished researchers, to value themselves and the people around them, and to discover that the more engaged they are with learning and scholarship the more successful they are likely to be in every environment.”

Students can make an appointment to meet with a university advisor by visiting the website at www.depts.ttu.edu/advising/ or by calling (806) 742-2189. Tutorials are available for the UA [schedule builder](#) and [course registration](#).

Find Texas Tech news, experts and story ideas at www.media.ttu.edu and on Twitter @TexasTechMedia.

University Calls for Distinguished Staff Award Nominations

By James Hodgins

Do you know a staff member at Texas Tech University who has made significant contributions to the success of the university, fostered cooperation with others or demonstrated strong leadership during the past year?

Now is your chance to recognize those employees who regularly go above and beyond to make this university a better place to work.

Faculty and staff are encouraged to submit nominations for the Distinguished Staff Awards by Monday (Oct. 1). Any employee on campus can nominate a staff member, even if you do not work in the same department as the staff member you want to nominate.

Nominations can be submitted in the following ways:

- Online: www.staffawards.ttu.edu
- Email: staffawards@ttu.edu
- Mail: MS 1093
- Fax: 806-742-0255

Karen Hopkins, section supervisor in Talent Development, said it's important to look around us and take the time to recognize what makes Texas Tech a great place to work – our employees.

“The Texas Tech leadership is always trying to find opportunities to recognize and reward our employees,” Hopkins said. “We have a lot of hardworking, enthusiastic employees at Texas Tech, and this program gives us a chance to recognize some of the people who really stand out.”

The Distinguished Staff Awards is a broad-based recognition program rewarding staff members for their hard work, enthusiasm and dedication to Texas Tech. The awards are designed to be highly competitive and serve to promote greater individual staff recognition. Human Resources Talent Development administers the program with support from the Office of the Chancellor and the Office of the President.

There are six categories that cover every area of employment, from new employees to those who provide exemplary service consistently over the years and even teams who work together and demonstrate cooperation.

- The Matador Award will be awarded to a newcomer who has no more than three years of service with Texas Tech and who has made significant contributions throughout the year to his or her area or to the Texas Tech community.

- The Masked Rider Award will be awarded to an individual who has taken the initiative to contribute to the success of Texas Tech through his or her outstanding contributions at work.
- The Guns Up Award will be awarded to a team of no more than ten people who have fostered cooperation with fellow employees (internal and/or external) in their department.
- The President's Award of Excellence will be awarded to a staff member who has demonstrated strong leadership skills, served as a role model for his or her colleagues and has promoted the goals of Texas Tech through their actions and job performance.
- The Chancellor's Award of Excellence will be awarded to an individual with at least five years of continued service to Texas Tech who demonstrates exemplary service and commitment.
- The Chancellor's Colonel Rowan Award for Execution will be awarded to an individual with at least two continuous years of service who best demonstrates the ability to execute and follow-up on critical assignments with limited to no oversight.

Organizations that want to build an engaged workforce, Hopkins said, know one of the most important things they can do is recognize employees. While there are many opportunities to thank employees throughout the year, the Distinguished Staff Awards is one of the biggest and most prestigious ways to show appreciation.

"We are given an opportunity once a year to recognize all the amazing experiences from other employees and do something truly special for those who have made a difference," she said.

To learn more about the Distinguished Staff Awards, review eligibility criteria, nominate an employee or team or download a nomination form, visit www.staffawards.ttu.edu.



TEXAS TECH UNIVERSITY

DATE: July 19, 2012

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University Reading Circle Brings Together the Campus Community

This newly renamed program provides an escape for faculty and staff from routines and hierarchies.

A Texas Tech University graduate student, staff member, dean and vice provost walk into a room. No, it's not the start of a bad joke. It's the setting of the University Reading Circle.

This summer, the Teaching, Learning and Professional Development Center (TLPDC) renamed the Faculty Reading Circle to the University Reading Circle in the hopes of bringing a wider part of the campus community a few times each semester. The next meeting will be from noon to 1 p.m. Tuesday (July 24).

According to the TLPDC website, the University Reading Circle is a place where faculty, staff, instructors, and graduate students can gather to read and discuss meaningful issues in higher education and find community with colleagues.

Allison Boye, Ph.D., assistant director, academic and pedagogical development at the TLPDC, facilitates the University Reading Circle. She described the event as an informal gathering for anybody who wants to come.

"It can be an escape from your everyday academic responsibilities," Boye said. "It's a place where you can just come and talk about things that interest you and be engaged with other people in the academic community in a more informal and relaxed way."

Boye's favorite part of the University Reading Circle is providing the chance to meet other people and exchange ideas.

"We work in our own little separate spaces, but this is a place where everybody can get together and expand their world a little bit by meeting other people," she said.

It's not unusual to find a graduate student in a discussion with a vice provost, the dean of the Honors College and a former chair of the Department of Chemistry, Boye said.

"One thing that I really like about it is getting people together who might never normally get together," she said. "That's pretty fun, to get that blend of people together just having a conversation without that hierarchy. I think that's invaluable."

Boye selects all the readings then prepares a list of questions and discussion points. But, she said that she always lets the discussion flow naturally.



TEXAS TECH UNIVERSITY

“We just kind of see what happens and see where it goes,” she said. “It should be something where people are free to talk about whatever they want to talk about and whatever interests them based on the readings and topics that I’ve chosen.”

She typically chooses the topics based on current trends in *The Chronicle of Higher Education*. For the first summer meeting, the discussion centered on finance in higher education. Other previous topics include faculty burnout and academic bullying.

“I’m always trying to think of something that’s new and interesting, something that will appeal to a wide audience as opposed to a very specific audience,” Boye said. “I really like *The Chronicle* because the stories are short, accessible and easy for very busy members of the academic community to read.”

According to the website, during the upcoming meeting attendees will consider what it means to be an introvert in the college classroom (as both student and teacher), and how academia and society in general may or may not privilege extroversion.

Those interested in participating can access the articles on the TLPDC website by registering for the University Reading Circle event listing. Boye said people can also contact her directly or just show up.

“Sometimes it honestly doesn’t make a difference if you’ve read the articles,” she said. “You can still participate in the discussion because it’s usually something that people have some interest in or experience with at some point.”

Valentine's Day: Singles Awareness Day

by Karin Slyker

"I'm a loser. I'm not married. Let's just all look at me."

That is how one woman described the wedding bouquet toss after participating in 12 ceremonies in one year. It is also the title of a study by Elizabeth Sharp, associate professor of human development and family studies at Texas Tech University, who researched the life experiences of women still single "past-a-certain-age."

As another Valentine's Day approaches, many veteran singles find themselves evaluating their life's choices and what led them to spend the holiday unattached. The holiday itself triggers a spotlight on non-coupled individuals and can be a poignant reminder of the couple-oriented world we live in.

For her study, Sharp conducted 32 interviews with 10 single women in their late 20s and early 30s who had never married. She chose only women, because research indicates women's identities tend to be strongly attached to being married and having children. Sharp also considered the familial and social response attached to the status of being single.

"Societal norms are such that girls graduate from high school, go to college, spend a few years in a career, then get married by age 32 – or 34 at the latest," Sharp said.

What if they don't? The reality is that more and more people are actually waiting to get married, if at all, Sharp said. "I asked them what their lives were like and what people are saying about them, having never been married at a time in their life course when most of their friends were married, but the likelihood for them to get married was still high."

Several of the women believed "I should have been married by now," and as a result they felt they needed to validate that there was at least some part of them worthy of love. They would say things like, "I was engaged once." A statement that implies at least one person considered them marriage material, at one point in time.

Others often wished for a crystal ball, Sharp said. "They could handle the wait, as long as they knew that one day it [getting married] might happen for them."

The common denominator in this study is the uncertainty. One subject called this "living in the grey." For example, many women held off buying a house or saving for retirement because, conventionally, that is something you do with your spouse. As a result, these would-be homeowners lost years of equity and savings.

Children were another common concern. "My eggs are slowly dying," Sharp documented one participant as saying. Another admitted that she went so far as to calculate her best case scenario.

That is, “How long would it likely take to meet someone, fall in love, get married, and have children?”

Not only that, but the women believe by the time it happens there will be a whole new set of concerns, including fertility issues, becoming the oldest mom in kindergarten, and being able to keep up with an active child.

Because of the rapid growth of singles, the whole notion of singleism is a tough one to grasp, Sharp said. There are few role models to speak of. The women in her sample still experience a combination of loneliness and uncertainty, hesitation and regret, and to some degree – discrimination.

“A lot of people say comments to single people that they don’t even realize are a little bit insulting – and kind of rude,” Sharp said. “You’re 32... you’re so cute... you have a great career... why aren’t you married? It can be flattering for singles, but also frustrating.”

Sharp’s participants pointed out that such personal questions are commonly asked of singles, but questions like “why did you get married?” or “why would you decide to have a child?” are almost unheard of. Sharp argues this is a reflection of single people still having a marginalized identity, despite the growing number of singles.

At a time when stores are draped in red hearts and restaurants offer specials on dinners-for-two, Sharp is focusing on her next study: women who never want to experience Valentine’s Day as a married person.

“It’s important to support people in whatever path they choose, and don’t be so quick to squelch the idea of people who are not married – or do not want to,” Sharp said. “There are a lot of ways to be happy.”



TEXAS TECH UNIVERSITY

DATE: Aug. 30, 2012

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Vernacular Music Center Blurs the Boundary Between Audience and Performer
Texas Tech Community Invited to Participate in Classes, Events

Have you ever danced at a wedding? Sang in the shower? Doodled in your notebook? Or drummed on your desk? If so, you're already familiar with vernacular music.

"What vernacular means is music that is learned, taught and passed on by ear and in the memory rather than written down," said Christopher Smith, chair of Musicology and director of the Vernacular Music Center. "Music and dance at the Vernacular Music Center tends to be highly participatory."

For thousands of years, art was something people did for themselves as a way to celebrate and create a sense of community. They sang, danced and played because they wanted to and didn't need any other reason.

In recent history, however, art has become a commodity to be bought and sold. But vernacular music isn't about sitting in a dark concert hall and passively watching. That's why the Vernacular Music Center invites everybody, from students to staff and performers to spectators, to join them in creating music and dance.

"We think participating in music and dance is rewarding for anybody who does it," Smith said. "Not everybody can be an expert, but everybody can be a participant. It doesn't all have to be fine art and it doesn't have to be permanent. Making art is something people find emotionally rewarding. That's why kids like to do finger paints."

The center provides a diverse range of options that let people pick and choose from what they enjoy or are interested in, including seven ensembles and six sponsored groups. They also provide classes and settings for people to play, sing or dance, and hold concerts with elements that permit the audience to become part of the event.

"We want to create a situation where it's possible for people to come and discover ways to engage with music and dance that are more community oriented," he said. "We try to create events, classes, ensembles and experiences that allow people to participate in creating their own expressive culture."

Although the focus is on students because it is part of the university, nearly every group includes members of the community and/or faculty and staff. What may surprise people, Smith said, is far more than half of the staff members involved are from outside the School of Music, including people from Health Sciences Center, English, philosophy, anthropology and biology.



“We would not want a situation in which the only people who could participate would have to be trained experts,” he said. “Access to these experiences should not be restricted only to professionals. That’s a mistake.”

Smith said they try to find tools that help people with creative participation based on traditional music from around the world. These tools are well-suited to a wide diversity of people and levels of ability.

“When people are enabled to participate, they enjoy it, and they feel more like they’re part of something,” he said. “They take ownership. They add something unique, and if they’re not there, it’s not the same.”

To him, when everything works right, he says participants feel connected and the boundaries between people get brushed aside.

“The comment we get most commonly is, ‘That felt good,’ even when people haven’t done it before or even know what it is,” he said.

Smith said there are many opportunities available for faculty and staff members, from performances, practice sessions and classes. He emphasized the Vernacular Music Center is all about participation and inclusion and said he views art as a democratic ideal.

“We should have clean air, clean water, decent food, proper education, access to healthcare – and we all should be able to have music and dance.”

Selected upcoming events, including several free events, for the fall 2012 semester include:

- Sept. 25 – Vernacular Music Center House: Caprock Ceili Band & Tech Irish Set Dancers; all welcome to play, sing and dance! Free
- Sept. 30 - Celtic Ensemble Fall concert (“Party piece ceili”): students from Smith’s “Ireland” study abroad class participating, free
- Oct. 31 - Matt Cranitch on fiddle and Jackie Daly on the accordion: Hemmle Hall, 7 p.m., free
- Nov. 18 - Tzumba world music ensemble Fall Concert: Hemmle Hall, 8 p.m., free
- Dec. 2 - Celtic Ensemble at Second Baptist, free
- Dec. 13 - Celtic Christmas XII: Allen Theatre, 7 p.m., tickets needed

To find more events, opportunities to participate or additional information, visit the Vernacular Music Center online.

West Texans, Students Benefit from Texas Tech, Regional Public Defender Partnership

Law students gain first-hand experience from working on real cases.

When John (his real name is withheld for legal reasons) was stopped for a traffic violation in a small town in West Texas, the local law enforcement also thought they had a DWI on their hands. They did field sobriety tests and claimed he failed them. When they took him to the station and had him give a breath sample, John blew a .118 and a 1.21.

But they did not make John blow the breathalyzer test until more than an hour after he was arrested. John maintained that he was not intoxicated when he was stopped and fought the charge with help from the Caprock Regional Public Defender Office (CRPDO).

The CRPDO, a program administered through the Texas Tech University School of Law Clinical Programs and funded by a Texas Indigent Defense Commission grant to Dickens County provides representation to indigent and juvenile defendants in 16 counties in Northwest Texas.

In a rare decision, John's legal fight was successful, even with blood-alcohol content above the legal limit at the time of the breathalyzer test; that is to say, it may not have been above the legal limit at the time he was stopped and the prosecution could not prove otherwise. This victory for John meant no DWI charge on his record, a predicament that, though perceived by most as common, can make some simple things difficult in one's life. Misdemeanors such as DWI carry collateral consequences such as getting a job, keeping a driver's license or owning a gun.

Charlie Pelowski, assistant chief public defender, has explained John did well on the sobriety tests and looked sober in the video. Ultimately the jury agreed. The science behind alcohol metabolism was one of the technical points that helped John get a "not guilty" from the jury. His state-appointed attorney team was the other.

The CRPDO works to give access to legal counsel and increase the quality of representation provided to indigent citizens and juveniles accused of crimes. The CRPDO uses a cost-effective delivery model for indigent defense services and uses experienced defense counsel, and the resources available through the Texas Tech School of Law, including the assistance of qualified law students. The program is the first of its kind and will serve as a model for the state of Texas and possibly the entire country.

"There is a federal case that established the state's requirement to appoint attorneys to criminal defendants," Pelowski said. "States passed the responsibility on to the counties, and a lot of them don't have the income and aren't able to pay like other counties. Because of the grant, for the first two years the counties aren't paying anything for our services."

Pelowski said the program includes Armstrong, Briscoe, Collingsworth, Cottle, Dawson, Gaines, Garza, Floyd, Hardeman, Kent, King, Knox, Motley, Stonewall and Swisher counties. It will expand to Carson County and another also is in the works.

Donnie Yandell, a 2001 Texas Tech Law graduate, was hired as the chief public defender for the CRPDO in November and Lesley Washington (SMU Law '03) was hired as director of operations and communications. The office began taking cases in January.

“The area covered by this office is nearly twice the size of New Hampshire,” Yandell said. “One of the big problems with having a public defender’s office covering that large of a region was being able to contact our clients. The grant allowed us to use technology solutions to solve this by putting the computers and cameras in each of the court houses in the region we cover.”

The Texas Tech School of Law has a well-established Criminal Defense Clinic directed by law professor Pat Metze. The clinic has extensive procedures and serves as a model of effective student supervision in the delivery of indigent defense services, which have been integrated into CRPDO program. The quality of legal representation from the CRPDO is enhanced by using energetic third-year Texas Tech law students closely supervised by experienced defense attorneys Yandell and Pelowski.

Metze would like the partnership between the law school and the CRPDO to be a model for other law schools in other places.

“This model shows that it’s possible for these kinds of partnerships to provide legal services to poor and indigent in rural areas, who otherwise might not have access to legal defense,” Metze said.

The 2011-2012 public defender clinic included 12 law students, Xavier Charles of Eagle Pass; Robert Sullivan of Sierra Vista, Ariz.; Patrick Sloane of Scottsdale, Ariz.; Carah-Beth Bass of Oak Hill/Manchaca; Carl “Trey” Robinson of Midland; Karla Valles of Copperas Cove; Mary Porter of Dallas; Tope Ogunsemi of Garland; Shannon Crenshaw of El Paso; Christopher DeAnda of Lubbock; Charles Blevins of Waco; and Liceny Espaillat of North Bergen, N.J.

Twelve more students were recently selected for the 2012-2013 clinic experience. Yandell said the hope is that within two years the clinic will expand to three lawyers and a maximum of 24 students.

Pelowski said the students are fully responsible for their cases, from intake through disposition.

“They will be the ones contacting the clients, not me,” Pelowski said. “They will be doing research for the case, not research for me. They get to handle the cases just as if they were in a private practice. We will be supervising them making sure they’re doing what they’re supposed to be doing. Regardless of the case outcome, whether it’s dismissed, plead out or goes to trial, the students will be the ones responsible for it. So they’re getting real-world experience while they still have the safety net of experienced attorneys to oversee what they’re doing.”

A classroom component of the clinic focuses on skills development, ethics and case strategy related to criminal law. Students also have the opportunity to hone their writing skills by drafting motions.

Another primary goal of the project is the opportunity to use interdisciplinary research to inform the bench, bar, governmental entities and criminal justice stakeholders as to cost-effective methods of delivering indigent defense services in a way that could be a model for replication in other underserved areas.

According to Pelowski, 35 percent of criminal cases in the State of Texas have court-appointed attorneys. In most of the counties represented by the CRPDO they average 3-10 percent.

“We aim to educate the court systems in these areas as to what we’re here for, which people need to have attorneys appointed, how to go through that process,” Yandell said. “We hope to get our case load up so that these counties are in line with the rest of the state.”

That gives counties a chance to offer their citizens the opportunity to comply with the Sixth Amendment. And, Yandell said, it gives the clients the opportunity to have a zealous advocate in their favor and to have someone who really tries to help them out.

As far as the students’ involvement, working as part of the Caprock Regional Public Defender Office gives students real-world experience.

“It is our hope that when a student walks out at end of their third year, they can open a criminal law practice on their own with all the knowledge they need without having to worry about ‘what is a county attorney and what do they do? What do I do with prosecutors hard to get along with? What about clients who are hard to get along with?’ They’ll have that experience before they ever graduate from law school,” Yandell said.

And for John, having experienced help and an advocate was a good thing for his future, with no DWI on his record.

“That was a huge win, both morally and legally for the client,” Pelowski said.

(Student quotes follow on next page. We will treat them as sidebars, as the story is already long.)

Student Quotes:

My clinic experience so far has been one of the hallmarks of my law school career. I have been given the opportunity to experience first-hand cases that range from assault to possession of drugs. I've gained invaluable experience in how to approach a case, handle clients, and work with prosecuting attorneys. The lessons and experience I have learned thus far are ones that many of my peers who have graduated law school wish they experienced to be better prepared for what a lawyer really does.

Charles Blevins

Being a part of the first group of student attorneys of the Caprock Regional Public Defender Clinic is an honor that I will forever cherish. So far this opportunity has been great practice experience; but more importantly, it has reinforced my belief that our criminal justice system needs more attorneys who are in this fight for the principle and not the money.

Liceny Espaillat

The Caprock Regional Public Defender Office really does allow you to practice law in the small counties around Lubbock. You will be able to interview clients, negotiate with county attorneys, research, write memos and, of course, go to court. I recommend it for those that are passionate about advocacy and justice for those that are traditionally unrepresented.

Karla M. Vallés González

Women's Connection to Campus

University Women's Club Rings in 82nd Year with Private Art Show

By James Hodgins

This Saturday (Sept. 8) from 4-6 p.m., the University Women's Club will kickoff its 82nd year with a private reception at an art show in the Texas Tech School of Art.

The club is hosting an exclusive reception at the annual exhibition of faculty and M.F.A. student art while catching up with current members and welcoming new and interested women to the organization, said Heather Medley, president of the University Women's Club.

"Some of the artists will be there to talk about their work and introduce us to the other art shows they do throughout the year in the School of Art," she said. "We want to showcase the amazing things we have here on campus, not just for students, but also year round for the entire community."

The art show is the first of four major programs hosted by the University Women's Club. What makes this year different is every event will be held on the Texas Tech campus.

"This year, we're going to put the 'you' back in TTU," Medley said. "All of our events are on campus. That way, people who might not be on campus all the time can see some new things that are happening here."

The club was officially founded in 1930, just five years after the campus opened. It is open to all women in faculty or staff positions or wives of faculty or staff members within the Texas Tech University System.

"It was originally started by faculty wives who had moved out here to Lubbock," Medley said. "They wanted to socialize and share tips. It's evolved, but the purpose has remained the same. It's purely a social organization, and it's great for networking."

Membership dues are only \$20, and \$5 of that goes directly to the Paul Whitfield Horn Scholarship fund, which is awarded to women accepted for graduate study and working toward a degree at Texas Tech.

"Last year we gave away five scholarships to graduate women," she said. "It was phenomenal to listen to what they're studying and knowing how much the encouragement from the women in our club means to them."

The club now has approximately 200 members and a dozen different interest groups covering a variety of topics, from cultural events and road trips to a book club and cooking group, where members have learned how to make their own pasta.

"It's a really neat club to get involved in and do some different things that you probably wouldn't do otherwise," Medley said. "Come to what you can, and do those things that you enjoy. You can really make some true connections with some incredible ladies from all over campus."

The connections she's made in the club have helped her in many different ways, both professionally on campus and personally at home. And she's been able to use her position to offer help for other members.

"It helps to be able to reach out to people who are new to Texas Tech and need to get plugged in and involved," Medley said. "Sometimes people get into their department and don't reach out because they don't know how."

Medley joined the club in 2005 when she first joined the university and said it was one of the best organizations she's ever been a part of.

"There isn't a lady in this club who wouldn't love to help another member get connected," she said. "You can make some fantastic friends and create deeper relationships because they are personal and not just business. It really brings a different view to when we say the 'Texas Tech family.'"

For more information on the University Women's Club and the private art show this weekend, visit www.ttuwomensclub.com.