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TEXAS TECH UNIVERSITY

News Release

MEDIA--

The Remnant Trust exhibit will be open to the media from 9-10 a.m. July 10 prior to the museum's opening time. At 9 a.m. representatives from The Remnant Trust will give a brief (10-15 minutes) introduction to the exhibit, and trust and museum staff will be available for interviews after the welcome. The museum is located at 3301 Fourth St., and free parking will be available in both museum lots.

FOR IMMEDIATE RELEASE

DATE: July 1, 2015

CONTACT: Heidi Toth, heidi.toth@ttu.edu

(806) 742-2136

Public Invited to View Early Editions of Plato, Aristotle Works

The Remnant Trust, a collection of first and early editions of documents that have shaped the world's political and social ideals, will be on display at the museum.

A collection of rare documents by the likes of Plato, Aristotle, Thomas Paine and Harriet Beecher Stowe will be on display at the [Museum of Texas Tech University](#) starting July 10.

Approximately 1,300 items make up [The Remnant Trust](#), a collection of works that are both printed and handwritten and include some cuneiform tablets dating to 2200 B.C. Within the mission of The Remnant Trust, these materials deal with the ideas of individual liberty and human dignity and now are permanently housed at Texas Tech.

"We are so honored to house The Remnant Trust, which includes work from some of the great leaders and philosophers in world history," Texas Tech President M. Duane Nellis said. "Texas Tech aims not only to educate students but also to encourage them to think about new ideas, a goal shared by The Remnant Trust. We are pleased the public will get to see much of this world-class collection as well."

The works that will be available for viewing at the museum include:

- "Common Sense" by Thomas Paine
- "Opera" by Aristotle
- "Gorgias" by Plato
- "Essays on Philosophical Subjects" by Adam Smith
- "Uncle Tom's Cabin" by Harriet Beecher Stowe
- An original leaf from the first Bible printed in English in America

Most of the documents, including early copies of the Magna Carta, the Declaration of Independence, the King James Bible, the Federalist Papers and Galileo's dialogues, are

Office of Communications and Marketing

housed in the [Southwest Collections/Special Collections Library](#). Professors are able to view these works, which include the writings of Martin Luther, Abraham Lincoln, John Calvin, Sir Isaac Newton, Confucius and Charles Darwin, as well as proceedings from congressional inquiries and well-known sermons.

“The Remnant Trust, Inc. is excited to continue this endeavor with Texas Tech,” said Kris Bex, president of The Remnant Trust. “We are looking forward to sharing our collection with those interested in tracking the ideas of liberty and dignity – where we came from, how we arrived where we are and where we may go from here. We like to think of the collection as a timeline of liberty.”

While portions of The Remnant Trust will continue to travel, the collection’s home will be Texas Tech. The securing of The Remnant Trust was made possible, in part, by grants from the Helen Jones Foundation and The CH Foundation.

The museum is located at 3301 Fourth St. It is open from 10 a.m. to 5 p.m. Tuesday through Saturday and 1-5 p.m. Sunday. The museum is closed on Monday. Admission is free.

CONTACT: Malorie Kreighbaum, unit coordinator, The Remnant Trust, Texas Tech University, (806) 834-8878 or malorie.kreighbaum@ttu.edu or Jonathan Blackwell, marketing manager, Museum of Texas Tech University, Texas Tech University, (806) 834-1162 or jonathan.blackwell@ttu.edu.



News Release

FOR IMMEDIATE RELEASE

DATE: July 1, 2015

CONTACT: George Watson, george.watson@ttu.edu
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Rawls College of Business Breaks Ground on Phase II of Building

The new wing will add classrooms, a testing center and office space to current building.

The Rawls College of Business at Texas Tech University officially broke ground Wednesday morning on a \$15 million expansion project that will result in a new west wing for the college's existing building.

The new three-story, 38,000-square-foot addition, approved by the Texas Tech Board of Regents, will match the current building's architecture and was designed by Parkhill, Smith and Cooper, who designed the original building. Lee Lewis Construction, who built the original structure, is the expansion's contractor.

"It's really exciting for us," Rawls College of Business dean Lance Nail said. "This was the original part of the building that didn't come online as we built it, so now the expansion brings us full circle to where we planned to be a few years ago. We've had such growth lately. We're going to need this space as we move forward. We're over 90 percent capacity now in classroom space and more freshmen are coming in every year."

The addition is set for completion by fall of 2016, which Nail said has become necessary due to the growth of the college. When the original building opened in 2012, Nail said, the college had fewer than 4,000 students. This fall he expects the college to top 5,000 students, with a target of 6,000 by 2020.

"We've had countless students go through these doors of the new Rawls College of Business since its opening, and we find ourselves breaking ground on a new addition so soon after completion of the first phase," Texas Tech President M. Duane Nellis said. "That really is a testament to the faculty, staff, students and leadership through Dean Lance Nail. Students in the Rawls College are enrolled in some of the most cutting-edge and entrepreneurial programs available not only in Texas but in our nation, and we're extremely proud of the Rawls College and what it has to offer."

The new wing will feature four new classrooms, a state-of-the-art testing center for student exams, a third-floor behavioral research laboratory and a multipurpose space for events, guest speakers and student engagement.

It also will add more faculty and doctoral student offices, a new office for the study abroad program, private study rooms for students, a conference room for student organizations, seminar rooms for doctoral students, “think tank” rooms with white boards and an outdoor courtyard.

There also will be a Chick-fil-A eatery for students in the courtyard as well as an entrance on the west side that will enhance the experience for visitors to that side of campus.

“I think the thing is we have utilized the great technology, and the current building is a beautiful facility,” Nail said. “But we’ve learned from the last three and a half years in that building and we’ve actually listened to our students on what worked well and what didn’t work well and tried to incorporate a lot of that into the planning of this building and having more engagement space for students and classrooms that are more friendly for the learning environment. I think as word of that gets around it helps us recruit more students as well.”

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Advisory

FOR IMMEDIATE RELEASE

DATE: July 6, 2015

CONTACT: Emily Gardner, emily.e.gardner@ttu.edu
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BOC Honors Program Hosts Two Concerts

Performances are part of the School of Music Band and Orchestra Camp.

WHAT: The Texas Tech University [School of Music](#) presents two concerts by the [Band and Orchestra Camp](#) (BOC) Honors Program.

WHEN: **7 p.m.** Wednesday (July 8): Honors Wind Ensemble Patriotic Salute Concert featuring the Lubbock West Winds Brass Band

7 p.m. Thursday (July 9): Honors String Concert

WHERE: Honors Wind Ensemble: [Museum of Texas Tech](#) Helen Devitt Jones Sculpture Court, 3301 Fourth St.

Honors Strings Concert: Kent R. Hance Chapel, 17th Street and University Avenue

WHO: The BOC Honors Program is part of the Band and Orchestra Camp and is funded by the Helen Jones Foundation. Students come to Texas Tech for a week of learning and performances. Participants are selected to join the program by Texas Tech faculty. Decisions are based on candidates' achievements in the Texas All-State audition process as well as their potential as a prospective Texas Tech student.

Each concert is free and open to the public. Doors open 30 minutes before the performances.

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TEXAS TECH UNIVERSITY

Advisory

FOR IMMEDIATE RELEASE

DATE: July 6, 2015

CONTACT: Heidi Toth, heidi.toth@ttu.edu
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Lubbock Lake Landmarks Hosts Annual Archaeology in Action Day

The event is the only chance for community members to tour the sites being excavated at the national historic site north of Lubbock.

WHAT: Archaeology in Action Family Day is the only time throughout the year when the public is allowed a behind-the-scenes tour of the current excavation at the [Lubbock Lake Landmark](#) and at regional research sites. Visitors can talk with the researchers and field crew about their experiences and the artifacts they've recovered.

In addition to tours, there will be hands-on activities all day and the landmark's exhibition will be open. The wildflowers also are in bloom this time of year.

The landmark is on the National Historic Landmark because it contains evidence of continuous human occupation spanning the last 12,000 years of North American history. Part of its mission is educating people about the cultural and natural heritage of the region.

Admission is free and no registration is required.

WHEN: 9 a.m. to 3 p.m. Saturday (July 11)

Tours of the excavation site and research lab run from 9-10:15 a.m., 11 a.m. to 12:15 p.m. and 1-2:15 p.m.

WHERE: Lubbock Lake Landmark, 2401 Landmark Drive

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Office of Communications and Marketing

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TEXAS TECH UNIVERSITY

News Release

FOR IMMEDIATE RELEASE

DATE: July 7, 2015

CONTACT: Heidi Toth, heidi.toth@ttu.edu

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Infectobesity Expert Receives Seven-Figure Grant for Diabetes Research

During his research that led to the discovery of a virus that causes obesity, Nikhil Dhurandhar identified a viral protein that may lead to a new diabetes treatment.

A Texas Tech University professor may be only steps away from a drug that will change the way diabetes is treated, and he has a hefty grant to help him get there.

Dr. Nikhil Dhurandhar, a professor and chairman of the [Department of Nutritional Sciences](#) at Texas Tech, received almost \$3 million from Vital Health Interventions while at Pennington Biomedical Research Center at Louisiana State University. When he came to Texas Tech in November, he brought along both the project and the grant for continued research.

The research is based on human adenovirus 36, which causes obesity in humans and animals while at the same time reducing blood sugar, a phenomenon Dhurandhar first noticed years ago in rodent models.

“It’s a little paradoxical because you have an agent that is making an animal fatter, so you would expect their glucose levels to deteriorate,” he said.

He isolated a protein from adenovirus 36 responsible for reducing blood sugar and tested it on both diabetic cells and animals. Both experiments showed the protein improved diabetes, and other researchers doing similar experiments confirmed Dhurandhar’s results. The next step is developing a drug that eventually will be tested on humans, which, if successful, could be a significant step forward in treating diabetes.

How the protein works

Diabetes occurs when glucose builds up in the blood instead of being used by cells for energy production. In a normal circulatory system, glucose molecules in the bloodstream will enter the fat and muscle cells that line the blood vessels. Insulin, a hormone, is needed to start the molecular reaction that pulls the glucose into the cells.

A Type 1 diabetic doesn’t produce insulin. Type 2 diabetes is known as insulin resistant; the body produces insulin but is ineffective in promoting glucose intake by the body’s cells. In both types of diabetes, glucose can build up in the blood at dangerous levels. Providing insulin or drugs that promote the action of insulin are some of the main approaches to decrease glucose levels in the blood, thus treating diabetes. The adenovirus

protein Dhurandhar and his research team identified reduces blood glucose levels in the absence of insulin and without mimicking the action of insulin.

Diabetes also affects the liver. The human body needs glucose all the time, which is provided by food. Normally, some of the surplus glucose is stored in the liver. This stored glucose is released when a person is not eating, and the release is terminated when a person is eating. In diabetes, this release of glucose is uncontrolled, thus contributing to an increase in blood glucose levels.

This protein also blocks uncontrolled glucose from liver cells, Dhurandhar said, which would contribute to lower blood sugar.

“The beauty of this is this protein acts independent of insulin. Hence, the drug we develop may work for Type 1 because it will act in the absence of insulin, or it could work in Type 2 in the presence of insulin resistance,” he said.

He is optimistic the protein will have similar effects on humans as it has shown in other organisms.

About Dr. Dhurandhar

Dhurandhar, who is president of The Obesity Society and one of the pioneers of the infectobesity movement, came to Texas Tech in November. He has been studying viral obesity for years, which he started when he was a physician in India focusing on patients with obesity. His research related to this virus focuses on diabetes treatment and creating a vaccine for viral obesity. Dhurandhar holds a number of patents for his work on adenovirus 36. Read more about his [research](#).

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News Release

FOR IMMEDIATE RELEASE

DATE: July 7, 2015

CONTACT: Trevor Bell, trevor.bell@ttu.edu
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Rawls College Marketing Research Faculty Ranked 48th in World

The ranking comes from a study that examined the research impact of marketing departments.

Texas Tech University marketing faculty research at the [Rawls College of Business](#) was ranked No. 48 among the top 500 research universities in Australia, New Zealand, Canada, the United Kingdom and the United States, according to a recent study.

The study, “[Research performance of marketing academics and departments: An international comparison](#)” examined the research impact of researchers at 500 top universities in five countries using metrics compiled for publications between 2001 and 2013. Results from this study provide objective research performance benchmarks for use by governments, universities and individuals.

Only universities with four or more full-time professors were included in this list. Texas Tech has some of the more widely known faculty across the country, including long-time Professor Shelby Hunt, Senior Associate Dean Debbie Laverie and Rawls Business Leadership Program Director and Associate professor Mayukh Dass.

“The Rawls College is proud of its long heritage of impacting the discipline of Marketing through the high quality of its research,” Rawls College of Business Dean Lance Nail said. “This study validates that impact. Our Area of Marketing ranks in the top 50 departments in the world, top 40 in the United States and top 25 among public universities. We are fortunate to have senior scholars like Shelby Hunt build this legacy, and are excited to add outstanding junior faculty to our ranks to build upon that legacy.”

The study’s researchers, Geoffrey N. Soutar from the University of Western Australia, Ian Wilkinson from the University of Sydney (Australia) and Louise Young from the University of Western Sydney, included academics employed in research-intensive universities, which were defined as those institutions in the Academic Ranking of World Universities (ARWU) in 2013 in which marketing was taught.

The result was a sample of 2,263 marketing academics from 195 universities – 123 from the U.S., 27 from the UK, 22 from Canada and 23 from Australia and New Zealand.

The researchers solely focused on papers published from 2001-2013, which served to standardize the comparisons and reduce age effects. Textbooks were excluded as they are often new editions of old books, making it hard to evaluate their real impact. However, research books, book chapters, journal articles and conference papers were included.

The study was recently published in the *Australian Marketing Journal (AMJ)*. The official journal of the [Australian and New Zealand Marketing Academy \(ANZMAC\)](#), the *AMJ* is an academic journal for the dissemination of leading studies in marketing for researchers, students, educators, scholars and practitioners. Its objective is to publish articles that enrich and contribute to the advancement of the discipline and the practice of marketing.

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News Release

FOR IMMEDIATE RELEASE

DATE: July 9, 2015

CONTACT: George Watson, george.watson@ttu.edu
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Diverse Issues in Higher Education Ranks Several Texas Tech Departments

The rankings were based on the amount of minority graduates produced.

Several departments from Texas Tech University were ranked among the top 100 minority degree producers by Diverse Issues in Higher Education.

In all, eight Texas Tech departments ranked in the top 50 among similar departments from throughout the country in terms of undergraduate degrees awarded to minorities. Also, three departments ranked in the top 50 for graduate degrees awarded to minorities.

“Texas Tech University is proud of the achievements of its students and the growing number of minorities that continue to distinguish themselves through their attainment of degrees in STEM fields and other related disciplines,” said Juan Muñoz, senior vice president for [Institutional Diversity, Equity & Community Engagement](#) and the vice provost for [Undergraduate Education & Student Affairs](#).

“Texas Tech currently enjoys the highest percentage of minority students in its history and is poised to quickly become a formal Hispanic Serving Institution. At Texas Tech University excellence, equity, and access are being realized every day. These achievements are further indicative of the school’s motto, ‘from here it’s possible.’”

The [Edward E. Whitacre College of Engineering](#) had the most undergraduate degrees awarded to minorities with 147 during the 2012-13 academic school year. That number was up from 120 in 2011-12, representing a 23 percent increase.

“I am very pleased and happy to see the hard work of our faculty and staff being recognized,” said Al Sacco Jr., dean of the Whitacre College of Engineering. “This increase in our ranking is the result of our combined efforts to produce the best engineers and technology leaders possible from all ethnic groups to solve the world’s technological problems.”

The largest percentage increase belonged to the [Department of History](#), which increased by 68 percent the number of undergraduate degrees awarded to minorities, from 19 to 32, to be ranked No. 37 in the country. Interdisciplinary studies, ranked 32nd, has the second-

highest number of minority graduates with 116 followed by the [College of Human Sciences](#) with 97, which ranked 11th in the country.

The [College of Architecture](#) had the highest ranking with 64 undergraduate degrees awarded to minorities, ranking sixth in the country.

Interdisciplinary studies also had the highest number of graduate degrees rewarded to minorities with 12, ranking No. 32.

The rankings by Diverse Issues in Higher Education are based on data from the U.S. Department of Education reports each institution submits each year.

To view the rankings, go to the Diverse Issues in Education [website](#).

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Expert Pitch

FOR IMMEDIATE RELEASE

DATE: July 9, 2015

CONTACT: George Watson, george.watson@ttu.edu
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Expert Available to Discuss Whataburger's Policy on Open Carry of Firearms

Pitch

Last week, the president of San Antonio-based Whataburger Restaurants posted on the company's website a statement outlining the chain's policy on allowing open carry of firearms inside its restaurants. While the company said it supports the Second Amendment right to bear arms, Whataburger has, for several years, prohibited the open carry of firearms in its restaurants and will continue to do so despite the Texas Legislature passing a bill allowing the open carry of firearms by licensed conceal carry holders.

Eric Chiappanelli, the Frank McDonald Endowed Professor of Law at the Texas Tech University School of Law, is available to discuss the policy and how it might be received by open carry advocates. Professor Chiappanelli currently teaches in the area of business law and also has expertise in corporate law.

Expert

Eric Chiappanelli, Frank McDonald Endowed Professor of Law, (806) 834-8274 or eric.chiappinelli@ttu.edu

Talking Points

- Whataburger was founded in the 1950s in Corpus Christi and has expanded to almost 800 restaurants, mostly across the South. It is considered by many an institution in Texas.
- Under Texas' new open carry law, which will take effect in January, private property owners can ban the open carry of firearms but must post a sign on their business clearly stating its open carry policy.
- The full statement on Whataburger's open carry policy can be viewed on its [website](#).

Quotes

- "Whataburger's decision to continue its ban on open carry guns is based upon its view of what its *customers* prefer," Chiappanelli said. "It is not based on management's view of whether open carry in general is good or bad."
- "Every enterprise makes business decisions because it believes its customers will approve," Chiappanelli said. "Lots of companies, big and small, public and private, have made the same decision Whataburger has made, and for the same

reason. It's an assessment by each company of what will increase sales from its core customers."

- "Whataburger supports customers' Second Amendment rights and we respect your group's position, but we haven't allowed the open carry of firearms in our restaurants for a long time (although we have not prohibited licensed conceal carry)," said Preston Atkinson, president and CEO of Whataburger. "It's a business decision we made a long time ago and have stood by, and I think it's important you know why."

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News Release

FOR IMMEDIATE RELEASE

DATE: July 9, 2015

CONTACT: Emily Gardner, emily.e.gardner@ttu.edu
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Knight Raiders Continue Gaining National Recognition

Program boasts two of U.S.'s top 10 chess players; director receives award for service.

The Texas Tech University chess program continues to gain national recognition.

The [Knight Raiders](#) chess team now includes two of the [top 10 chess players in the nation](#), according to the U.S. Chess Federation (USCF), and the team's program director, Al Lawrence, will receive the USCF Distinguished Service Award in August.

Alex Onischuk, Texas Tech Chess Program coach and international grandmaster, is ranked fifth nationally and has been ranked in the top 10 since 2001 when he arrived in the United States. Yaroslav Zhrebukh, an international grandmaster and Texas Tech student, is ranked eighth in the nation after officially transferring his chess flag to the U.S. Zhrebukh, a finance major and honors student, plays board one for the Texas Tech A-team and has led the team to a [third-place finish in the Final Four of College Chess](#) two years in a row.

"We are so proud of the progress that Mr. Lawrence, Coach Onischuk and the entire chess team has made in becoming a nationally recognized program," said Paul Frazier, associate vice president of the [Division of Institutional Diversity, Equity & Community Engagement](#). "I am excited that, after his experiences in Lubbock at Texas Tech, Yaroslav has chosen to become a U.S. chess player. That fact speaks volumes about Texas Tech and its programs."

Lawrence will receive the Distinguished Service award, USCF's highest recognition for service, on Aug. 8 at the U.S. Open and Convention in Phoenix.

"Receiving the award is overwhelming and humbling because I will join the list of many of the most important names in the history of the United States Chess Federation, legendary leaders I've always admired," Lawrence said.

Lawrence is an award-winning chess author and serves as chairman of the USCF College Chess Committee. He previously served as executive director of both USCF and the World and U.S. Chess Hall of Fame. He became program director of the Texas Tech Chess Team in 2012.

Office of Communications and Marketing

The Texas Tech University Chess program – part of the [Division of Institutional Diversity, Equity and Community Engagement](#) – offers outreach programs to more than a dozen area schools and can provide teaching materials and other assistance on request.

For more information or to register for events, contact the chess program at texastechchess@ttu.edu or (806) 742-7742, or visit the program [website](#) and [Facebook page](#).

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TEXAS TECH UNIVERSITY

News Release

FOR IMMEDIATE RELEASE

DATE: July 10, 2015

CONTACT: Glenys Young, glenys.young@ttu.edu

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Associate Professor Named as President's Administrative Fellow

Dimitri Pappas is expected to learn the other side of higher education in his new position.

An associate professor of chemistry in the Texas Tech University [Department of Chemistry & Biochemistry](#) has been selected as the university's newest President's Administrative Fellow.

Dimitri Pappas, who is chairman of the [Institutional Laboratory Safety Committee](#) and maintains an active research group, will begin his new role Sept. 1.

The [President's Administrative Fellows program](#) was developed by President M. Duane Nellis to give selected faculty members an opportunity to enhance their professional experiences by working as an administrator within an academic environment.

"My duties will be to work on one or more projects in the president's office in order to advance the university," Pappas said. "I will work within his office and across campus to reach the goals set out at the start of the fellowship."

The program engages participants with the current priorities and challenges at Texas Tech while giving them time to continue their teaching and research responsibilities. It is expected that after serving in this program, participants will be better equipped to serve in an administrative position, as a department chairperson or in other campus leadership capacities, as well as having a different perspective of higher education.

"Before coming to Texas Tech, I ran a research group at Johnson Space Center and also was in the management track there," Pappas said. "I enjoy solving problems from a birds-eye perspective, and working with people in different units to reach our goals. At Texas Tech, I have worked with a diverse group of faculty and staff to meet challenges related to lab safety, and I have maintained an interest in administrative work. This appointment will allow me to broaden my experience and also apply my skills to a new set of problems."

One person – a tenured associate or full professor who has worked at the university for at least eight years – is selected as a President's Administrative Fellow each year through an application process. The fellowship lasts nine months, beginning Sept. 1, during which time the fellow reports to the president while working on a major project and multiple mini-tasks.

“Dr. Pappas is a distinguished and well-respected faculty member, which will lend favorably to his experiences as the President’s Administrative Fellow,” Nellis said. “He is passionate about Texas Tech University and our priorities of offering quality educational opportunities and becoming a national leader in research.”

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Expert Pitch

FOR IMMEDIATE RELEASE

DATE: July 10, 2015

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Maurice Clark audio file available on request.

Astrophysicists Available to Discuss New Horizons Space Mission

The New Horizons space probe is scheduled to reach Pluto in the early morning hours of Tuesday (July 14), and will begin relaying its observations and measurements of the dwarf planet – the closest ever attained – to Earth.

Texas Tech University has two assistant professors who can speak about the mission in general as well as put the data into context once it is received from the probe. While neither was directly involved with the New Horizons mission, with their expertise in physics and astronomy they can comment on what the probe is doing and help explain its findings.

Maurice Clark, assistant professor, Department of Physics, (806) 742-3781 or maurice.clark@ttu.edu

Maurice Clark earned his bachelor of science and his doctorate in physics from Murdoch University in Western Australia. Astronomy has been his lifelong passion.

“Pluto is a whole new class of world that we’ve never explored before, so we’re seeing something totally new,” Clark said. “I think one of the more important factors to remember about this mission is that now, after 53 years, we’re finally going to complete the initial reconnaissance of our solar system. Pluto is the last major world in our solar system that has not yet been explored, so at last we’re going to have seen all of it close up. This is a whole new world, the likes of which we’ve never seen before.”

Clark’s research is focused on asteroid and variable star photometry. He has data on more than 250 asteroids, many of which he is now re-observing to model their three-dimensional shape. As a byproduct, he has discovered 31 new variable stars.

Clark’s other current projects include supernovae photometry and deep, wide-field imaging of the northern Milky Way in H-alpha light.

David J. Sand, assistant professor, Department of Physics, (806) 834-2264 or david.sand@ttu.edu

David Sand is an observational and experimental astrophysicist who earned his bachelor of science in physics from UCLA and his doctorate in physics from the California Institute of

Technology. He completed postdoctoral work at the University of Arizona, Harvard University and the University of California-Santa Barbara.

Sand's research interests include the properties of dark matter, gravitational lensing, astrophysics of dwarf galaxies, physics of galaxy clusters, galaxy evolution, supernova rates and astronomical instrumentation.

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Expert Pitch

FOR IMMEDIATE RELEASE

DATE: July 10, 2015

CONTACT: Heidi Toth, heidi.toth@ttu.edu
(806) 742-2136

Evensky: In or Out of Eurozone, Greece Economy Unlikely to Have Long-Term U.S. Impact

Harold Evensky, a certified financial planner, professor in Texas Tech University's [Department of Personal Financial Planning](#) and chairman of Evensky & Katz/Foldes Financial Wealth Management in Miami, is available to comment on Greece's financial situation and potential impact of it staying or leaving the Eurozone. On Thursday Greece submitted a measure to European finance ministers, which will be reviewed this weekend before its contents are made public. Reports in Greek media say the measure includes tax increases and spending cuts of more than 12 billion euros for the Mediterranean nation.

Expert

Harold Evensky, personal financial planning professor, (806) 834-5042 (office), (806) 392-2525 (cell) or harold@ek-ff.com

Talking points

- On Sunday, Greek voters overwhelmingly voted against certain bailout terms that are not much different from those Greek Prime Minister Alexis Tsipras submitted Thursday.
- The BBC reported Friday morning the submitted plans, described as "thorough," are intended to keep Greece in the Eurozone. A decision could be made over the weekend.

Quotes

- "The Greek government's expectation that a strong 'no' vote would place them in a better bargaining position seems to have been a bad bet."
- "Although many 'experts' believe Greece will remain in the Euro universe, I spoke to one major institutional investor this week who said his firm places odds at 80 percent that Greece will exit the euro. Should that happen there will likely be short-term market turmoil; however, for well-diversified, long-term U.S. investors it is not likely to have significant long-term impact."
- "While there is no expectation of a global market contagion, it may provide some short-term buying opportunities."
- "For those who wish to worry, they may transfer their attention to China, as unfolding issues there are likely to have significantly greater impact."

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News Release

FOR IMMEDIATE RELEASE

DATE: July 10, 2015

CONTACT: Cara Vandergriff, cara.vandergriff@ttu.edu
(806) 742-2136

NOTE TO MEDIA: Pictures are available upon request.

Remnant Trust Collection Open to Public

The Museum of Texas Tech University is home to a collection of rare documents that have shaped world history.

A selection of documents from The Remnant Trust, a collection of more than 1,300 original and first-edition documents that have shaped the ideals of human liberty and dignity, is open to the public at the [Museum of Texas Tech University](#).

The collection includes both printed and handwritten works and encompasses genres such as politics, economics, mathematics, science, history, philosophy and religion. Notable works include an edition of the Magna Carta from 1350, one of three known copies of the third Dunlap printing of Declaration of Independence from 1776 and a first edition King James Bible from 1611.

Kris Bex, president of The Remnant Trust, emphasized the most distinctive characteristic of this collection: it is hands-on.

“What makes us unique from other similar collections is we let people actually use the documents,” Bex said. “You can pick them up, take them to class, it’s awesome. Nobody ever brings out a 500-year-old book and puts it in your hands.”

Most of the documents are housed at the [Southwest Collections/Special Collections Library](#), but a select number are on display at the Museum of Texas Tech University to be rotated on a yearly basis. The Remnant Trust offices will be available for visitors, by appointment, to come in and spend more personal time with the books and documents. Appointments can be made by phone at (806) 834-8878.

Peggy Miller, director/special assistant to the provost for The Remnant Trust, said the ability to use these historical documents has a great influence on visitors.

“There’s something thrilling about touching these items that have had such profound influence on who we are for so many centuries,” Miller said.

The purpose of The Remnant Trust is to place important and rare documents in the hands of people in the hopes it will lead to an improvement of their minds and spirits. It strives to elevate educational standards and the public's understanding of individual liberty and human dignity through the hands-on availability of the world's great ideas in original form.

"There is a risk that using these documents will cause them to fall apart sooner, but our board is willing to take that risk if we can get people to talk about these ideas," Bex said.

Texas Tech was chosen as The Remnant Trust's permanent home for many reasons, an important one being the popularity of the exhibit when it visited Lubbock temporarily in 2012.

"We were here for a normal display a few years ago, and they had more than 70,000 people come to see our books," Bex said. "That blows away any exposure we've gotten at any other venue."

Bex said The Remnant Trust team knew something special was happening in Lubbock, and the conversation of making it the collection's new home began there.

Miller, who has been working with The Remnant Trust for more than 20 years, says she is confident Texas Tech and the Lubbock community will make a perfect home for it.

"The popularity of the collection the last time it was here really says something about West Texas and our commitment to human dignity and liberty," Miller said. "We have a deep respect for these intellectual treasures of our history."

"I hope these documents spark conversation," Bex said. "Where they come from, how they influence the way we think, how they will lead us into the future."

"This is such a phenomenal collection," Miller said, "and I think Texas Tech is exactly the right place for it."

For a complete list of the collection, visit "Our Holdings" at www.theremnanttrust.com. The Museum of Texas Tech University is located at 3301 Fourth St. and is open from 10 a.m. – 5 p.m. Tuesday through Saturday and 1-5 p.m. Sunday. Admission is free.

Find Texas Tech news, experts and story ideas at [Texas Tech Today Media Resources](#) or follow us on [Twitter](#).

CONTACT: Peggy Miller, director/special assistant to the provost for Remnant Trust, Office of the Provost, Texas Tech University, (806) 834-3850 or peggy.miller@ttu.edu.

Malorie Kreighbaum, unit coordinator, Provost and SVP Academic Affairs, Texas Tech University, (806) 834-8878 or malorie.kreighbaum@ttu.edu.

Radio Pitch

FOR IMMEDIATE RELEASE

DATE: July 10, 2015

CONTACT: Glenys Young, glenys.young@ttu.edu
(806) 834-3079

Texas Tech Astrophysicist Discusses New Horizons Space Mission

Pitch

The New Horizons space probe is scheduled to reach Pluto in the early morning hours of Tuesday (July 14), and will begin relaying its observations and measurements of the dwarf planet – the closest ever attained – to Earth. Texas Tech University assistant professor Maurice Clark, who was not directly involved with the New Horizons mission, talks about it.

Sound bites:

The audio can be found on Texas Tech University's FTP site:

<http://communications.ttumedia.com>

Username: ttucomm

Password: Raiders!!

Go to **Radio Sound** folder and click on the 'New Horizons Mission' file.

Expert

Maurice Clark, an assistant professor in the [Department of Physics](#)

Quotes

- “Pluto is a whole new class of world that we’ve never explored before, so we’re seeing something totally new. I think one of the more important factors to remember about this mission is that now, after 53 years, we’re finally going to complete the initial reconnaissance of our solar system. Pluto is the last major world in our solar system that has not yet been explored, so at last we’re going to have seen all of it close up. This is a whole new world, the likes of which we’ve never seen before.”
- “If we knew what we were going to discover, we wouldn’t need to go there and find out. We’ve got no idea. I guarantee whatever preconceived notions we’ve had, they’ll be shattered.”
- “If Pluto was discovered today, it never would have been classed as a planet. It was more of a historical accident that they called it a planet because when it was discovered, they were searching for a giant planet out there and they thought that was what they found.”
- “The human race has to explore. If we don’t explore, we die. Doing exploration and research like this stretches our imagination, stretches our science, our engineering and our technology. It develops us as a species. It improves our whole world. Let’s face it: How much do you, today, depend on space? Just think. Your mobile phones, your internet would be gone if we hadn’t been exploring space. You never would have had anything.

We would still be back in the 1950s. Exploration like this is what helps give us meaning as a human race. It gives us something to strive for, and compared to something like military and wars, it costs nothing. It's absolutely vital for us.”

Complete log of sound bites and/or a sample script can be found in the attachment.

For more information or media resources, contact Glenys Young, senior editor, Office of Communications & Marketing, Texas Tech University, (806) 834-3079 or glenys.young@ttu.edu.



News Release

FOR IMMEDIATE RELEASE

DATE: July 10, 2015

CONTACT: Emily Gardner, emily.e.gardner@ttu.edu
(806) 742-2136

Texas Tech Hosts Reception for Putting on the Dog Photo Exhibit

The reception will begin at 5 p.m. Friday at the International Cultural Center.

The [Office of International Affairs](#) (OIA) is hosting a reception Friday (July 10) for its sixth annual exhibit, [Putting on the Dog: Dogs Without Borders](#), where dog lovers, including at least 19 Texas Tech University employees and students, will display their photographs to observe the dog days of summer. The reception begins at 5 p.m. in the International Cultural Center (ICC), giving the public another way to view the exhibit.

“When visitors enter the ICC galleries during the Putting on the Dog: Dogs Without Borders photo exhibit, most of them immediately start smiling ear to ear,” said Jane Bell, senior director of outreach and operations at OIA. “Not only do our visitors love the exhibit, it also is a great favorite for the staff of the Office of International Affairs. Several staff members have photos of their own dogs in the exhibit, and I think they are all delighted to have images of their canine companions framed for all to see.”

“Still Life with Animated Dogs,” an award-winning 30-minute animated film about the humorous ways canine companions helped animator and illustrator Paul Fierlinger endure the bleakness of his early life in the 1950s in Stalinist Prague, Czechoslovakia, will play at 5:30 and 6 p.m. in the ICC auditorium.

The exhibit promotes OIA’s international mission by listing the origin of the dog breeds under each of the 64 photographs. Of the more than 150 dog breeds recognized by the American Kennel Club, only a few originated in the United States.

The public also can view the photographs from 8 a.m. to 5 p.m. Monday-Friday through Aug. 25.

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CONTACT: Jane Bell, senior director of outreach and operations, Office of International Affairs, Texas Tech University, (806) 742-3667 or jane.bell@ttu.edu.



TEXAS TECH UNIVERSITY

News Release

FOR IMMEDIATE RELEASE

DATE: July 10, 2015

CONTACT: Karin Slyker, karin.slyker@ttu.edu

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Texas Tech University at Highland Lakes Receives 2015 Best of Marble Falls Award Marble Falls Award Program honors the achievement.

[Texas Tech University at Highland Lakes](#) has been selected for the 2015 Best of Marble Falls Award in the Colleges & Universities category by the Marble Falls Award Program.

Each year, the Marble Falls Award Program identifies companies it believes have achieved exceptional marketing success in its community and business category. These are local companies that enhance the positive image of small business through service to their customers and the community. These exceptional companies help make the Marble Falls area a great place to live, work and play.

Various sources of information were gathered and analyzed to choose the winners in each category. The 2015 Marble Falls Award Program focuses on quality, not quantity. Winners are determined based on the information gathered both internally by the Marble Falls Award Program and data provided by third parties.

About Marble Falls Award Program

The Marble Falls Award Program is an annual awards program honoring the achievements and accomplishments of local businesses throughout the Marble Falls area. Recognition is given to those companies that have shown the ability to use their best practices and implemented programs to generate competitive advantages and long-term value.

The Marble Falls Award Program was established to recognize the best of local businesses in the community. The organization works exclusively with local business owners, trade groups, professional associations and other business advertising and marketing groups. Its mission is to recognize the small business community's contributions to the U.S. economy.

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CONTACT: Chris Cook, director, Office of Communications & Marketing, Texas Tech University, (806) 742-2136 or chris.cook@ttu.edu.



News Release

FOR IMMEDIATE RELEASE

DATE: July 13, 2015

CONTACT: George Watson, george.watson@ttu.edu
(806) 742-2136

McGlone Honored with American Veterinary Medicine Association Humane Award

The honor is presented each year to a non-veterinarian for their work in animal welfare.

John McGlone, a professor of animal welfare and animal behavior in the Texas Tech University [Department of Animal and Food Science](#), was honored by the American Veterinary Medical Association with the AVMA Humane Award at the organization's convention in Boston.

The award is presented by the AVMA each year to a non-veterinarian for his or her work in promoting animal welfare through leadership, education, public service and research. The design of the award is to encourage attention to animal welfare through responsible animal use while rewarding thoughtful scientific animal welfare advocacy.

"They give one out only once a year and have been doing it for only 13 years, so I'm honored and grateful to receive this award," McGlone said. "I'm happy to be recognized. It is a great feeling to get an award from this organization."

McGlone is an expert on swine behavior but also has expertise in the physiology and behavior of domestic animals, including pets and laboratory animals. His research in animal pheromones has resulted in numerous products that help control behavior in household pets. His research in farm animal care has defined farm animal care both at universities and commercial farm.

He has served on the AVMA's Task Force on Sow Housing, the FDA Center for Veterinary Medicine Advisory Committee, and was highly involved with AAALAC International and laboratory animal care among his numerous activities promoting animal welfare.

"John is an internationally recognized authority on farm animal welfare," said Michael Galyean, dean of the [College of Agricultural Sciences & Natural Resources](#). "We are very pleased that his many accomplishments are being recognized with the prestigious award from the AVMA."

In addition to maintaining an active research program in animal behavior, McGlone has been the administrator or Institutional Official that oversees campus-wide animal care at Texas Tech University since 2007.

“John McGlone has been a pioneer in the field of animal welfare and behavior for more than 30 years,” said Michael Orth, professor and chairman of the Department of Animal and Food Science. “His impact can be seen in the high quality of students he has mentored, his service to national associations and Texas Tech University and his collaborations with industry partners. He is truly deserving of this award.”

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CONTACT: John McGlone, professor, Department of Animal and Food Sciences, College of Agricultural Sciences & Natural Resources, Texas Tech University, (806) 834-8275 or john.mcglone@ttu.edu.



TEXAS TECH UNIVERSITY

Advisory

FOR IMMEDIATE RELEASE

DATE: July 14, 2015

CONTACT: K'Leigh Sims, kleigh.sims@ttu.edu
(806) 742-2136

Texas Tech to Welcome Brazilian High School Students

The students are a part of Texas Tech University Independent School District's fourth annual International Academic Summer Camp.

WHAT: Texas Tech University Independent School District and President M. Duane Nellis welcome Brazilian high school students to campus.

WHEN: 9 a.m. Thursday (July 16)

WHERE: College of Media & Communication, Room 82, Texas Tech University
15th Street and Flint Avenue

While participating in [Texas Tech University Independent School District's](#) (TTUISD) fourth annual International Academic Summer Camp and traveling across Texas, approximately 30 Brazilian high school students will visit Texas Tech Thursday (July 16) where President Nellis will address and welcome them.

The International Academic Camp is an effort to recruit international students to Texas Tech while broadening their academic learning experience with TTUISD.

Starting in Austin, the Brazilian students participate in academic classes and excursions as they travel across Texas.

The Brazilian students will be available for interviews and photos during Nellis' address.

This is the first of two International Academic Summer Camps. The second set of students will be on campus July 29 when Texas Tech Provost Lawrence Schovanec will address additional Brazilian students at 9 a.m. in the [College of Media & Communication](#), Room 83.

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CONTACT: Ryanne Dewhurst, marketing coordinator, TTUISD, Texas Tech University, (806) 834-8912 or ryanne.dewhurst@ttu.edu.

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TEXAS TECH UNIVERSITY

News Release

FOR IMMEDIATE RELEASE

DATE: July 16, 2015

CONTACT: Glenys Young, glenys.young@ttu.edu
(806) 742-2136

Texas Tech Finishes with Second-Highest Fundraising Total for St. Jude Children's Research Hospital

The university's teams hope to raise \$50,000 by the end of October.

Texas Tech University finished second in the nation in the St. Jude Up 'til Dawn Executive Board Fundraising Challenge for St. Jude Children's Research Hospital, coming in behind the University of Louisiana-Monroe.

By the June 30 deadline for the national ranking, Texas Tech's teams raised \$7,865. But the fundraising will continue until Oct. 30, one week before Texas Tech's Up 'til Dawn event, from midnight to 6 a.m. Nov. 6 at the [Robert H. Ewalt Student Recreation Center](#). The theme is "Stay Up For Good," and the event will feature activities, food, prizes and sponsors.

"I am extremely proud of Texas Tech St. Jude Up 'til Dawn's executive board and participants," said team captain and co-executive director Lauren Preiss, a senior nursing student from Round Rock. "We are very thankful for each student's dedication and our generous sponsors. Last year we reached our goal by raising \$30,000. This year, our goal is \$50,000. When we reach this goal, the other co-executive director, Evan O'Leary, will shave his head in honor of the kids of St. Jude."

The Up 'til Dawn concept is best explained in two sentences from the Texas Tech teams' fundraising [website](#): "Parents lose sleep over their kids all of the time. Will you do it for one night?"

O'Leary said he is proud to be part of such an involved and generous community.

"I believe it speaks volumes about the spirit of Texas Tech," said O'Leary, a senior finance major from Midland. "As only our third year participating, to have so many people working to raise money in such a short amount of time is astounding. Knowing this, I have no doubt we will meet our goal of \$50,000 by November."

St. Jude's Children's Research Hospital works to find cures to childhood cancers. Research done there has helped push the survival rate for childhood cancer from less than 20 percent in 1962 to more than 80 percent today, according to its [website](#).

"There is nothing more humbling than knowing I am directly impacting the lives of the families and children of St. Jude," Preiss said. "The families and children should not have

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to worry about finances during such a critical time. Families never receive a bill from St. Jude for treatment, travel, housing or food. It is my honor to be a small part of this extraordinary program.”

Because the success of St. Jude Up ‘til Dawn is made possible through the combined efforts of everyone associated with the program, Preiss said everyone is important.

“That is the same message students receive from the beginning of their relationship with Texas Tech,” she said. “We simply carry through that same attitude in our fundraising efforts. We need every volunteer and dollar, but more importantly, St. Jude needs us. There’s a place for everyone in St. Jude Up ‘til Dawn, whether it’s making a donation, being a team member or serving in a leadership position. We hope more and more Red Raiders lend their time, talent and support to St. Jude Up ‘til Dawn this year and for years to come.”

Texas Tech’s Up ‘til Dawn executive board is still looking to recruit new teams to help raise money for St. Jude. Teams of six can register [here](#) and receive donations through the website.

“It is a privilege to be able to work with an organization that is so dedicated to its patients and its cause,” O’Leary said. “However, St. Jude Children’s Research Hospital is completely nonprofit and relies on people like us to keep it running. We will need as many Red Raiders to get involved as we can. I’m thankful for everyone who has participated so far and am looking forward to seeing how well we perform this year.”

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CONTACT: Lauren Preiss, team captain and co-executive director, Up ‘til Dawn, Texas Tech University, lauren.preiss@ttuhsc.edu; Evan O’Leary, team captain and co-executive director, Up ‘til Dawn, Texas Tech University, evan.oleary@ttu.edu.



News Release

FOR IMMEDIATE RELEASE

DATE: July 16, 2015

CONTACT: Cara Vandergriff, cara.vandergriff@ttu.edu
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Western Literature Exhibit Now Open at National Ranching Heritage Center

The Writers of the Purple Sage exhibit features more than 60 western writers who helped shape the image of the West.

The [National Ranching Heritage Center](#) at Texas Tech University recently opened a new exhibit, Writers of the Purple Sage, that will make a collection of Western and ranch-related works available to the public. The exhibit features more than 100 books, both fiction and non-fiction, focusing on the history and lifestyle of the American West.

The collection, named after Zane Grey's famous novel "Riders of the Purple Sage," consists of western-genre books by noted authors such as Louis L'Amour, Larry McMurtry, Max Evans and Stephen King. Many of the collection's works are first-edition, signed manuscripts.

Robert Tidwell, curator of the National Ranching Heritage Center, said the collection exemplifies how important western literature is to the greater scope of American literature.

"All the writers featured are people who have made some kind of mark in the genre of western writing," Tidwell said. "It's not just that these are important people, but the pieces that we highlight are, in themselves, very important pieces of literature."

The collection includes a wide variety of works such as a series of cowboy songs from the late 19th century that, until published, were only passed down through generations by word of mouth.

"Without that book, we wouldn't have some of the iconic cowboy songs we continue to enjoy today," Tidwell said.

The books featured in the collection allow readers a chance to experience the American West as it once was.

"You really get a sense and feel for just how rich and deep the genre is," Tidwell said. "You start to see this kind of western writing appear, and it just grows and develops and becomes mature, soon becoming an irreplaceable part of American literature."

Office of Communications and Marketing

The National Ranching Heritage Center is located at 3121 Fourth St. and is open Monday through Saturday from 10 a.m. to 5 p.m. and Sunday from 1 to 5 p.m.

Find Texas Tech news, experts and story ideas at [Texas Tech Today Media Resources](#) or follow us on [Twitter](#).

CONTACT: Robert Tidwell, curator, National Ranching Heritage Center, Texas Tech University, (806) 834-0888 or robert.w.tidwell@ttu.edu.



News Release

FOR IMMEDIATE RELEASE

DATE: July 17, 2015

CONTACT: Emily Gardner, emily.e.gardner@ttu.edu
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Sowell Center Receives \$1.25 Million U.S. Department of Education Grant The grant lasts five years and expands the center's graduate-level programs.

The [Virginia Murray Sowell Center for Research and Education in Sensory Disabilities](#) at Texas Tech University received a \$1.25 million grant from the U.S. Department of Education. The Office of Special Education Programs Personnel Preparation grant begins Aug. 1 and lasts for five years.

The Sowell Center project that won the grant, Collaboration and Assistive Technology for Students with Sensory Impairments (Project CAT-SI), allows 40 new students split between two groups to enter the center's graduate programs in the areas of visual impairment, orientation and mobility, deaf/hard of hearing and deafblindness. The Sowell Center is one of three university programs in the low-incidence priority area to receive the grant. Sixty-four programs applied and 14 received grant funding. The focus of the program is training teachers to collaborate with the rest of a student's educational team and families and to evaluate and instruct students in assistive technology.

“Receiving this federal grant supports the mission of the Sowell Center to enhance the quality of life, including education and socialization, for students with sensory impairments through personnel preparation, research and public service,” said Rona Pogrund, visual impairment program coordinator. “It will increase the number of qualified teachers in rural and high-need areas of the country to meet the specialized needs of students with visual impairments, deafness and deafblindness so they can reach their potential. By receiving this grant, we also are able to grow our distance education graduate programs in these areas.”

Project CAT-SI builds on the Sowell Center's current graduate-level certifications that prepare teachers to work with sensory impaired students from birth through age 22. The project uses partnerships made through a similar grant from the U.S. Department of Education, which is in its fourth year. The grant funds students' tuition, books and travel to the Sowell Center for a graduate certificate in deafblindness for students from Texas as well as a certification in deafblindness, orientation and mobility, deaf/hard of hearing and visual impairment for students from other states the center collaborates with, including Idaho, Montana and Wyoming.

The Sowell Center is part of the [College of Education](#). More than 180 graduate students are registered in the four areas of study – visual impairment, deafblindness, orientation and mobility and deaf/hard of hearing – from throughout Texas and the nation. Students can receive a certificate with a concentration in one of the four areas and can continue their education to receive a master’s degree in special education.

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CONTACT: Rona Pogrund, coordinator of program for teachers of students with visual impairments, Sowell Center, College of Education, Texas Tech University, (512) 206-9213 or rona.pogrund@ttu.edu; Nora Griffin-Shirley, orientation and mobility program coordinator, Sowell Center, College of Education, Texas Tech University, (806) 834-0225 or n.griffin-shirley@ttu.edu; Leigh Kackley, deaf/hard of hearing program coordinator, Sowell Center, College of Education, Texas Tech University, (806) 834-5980 or leigh.kackley@ttu.edu.



TEXAS TECH UNIVERSITY

News Release

FOR IMMEDIATE RELEASE

DATE: July 20, 2015

CONTACT: Heidi Toth, heidi.toth@ttu.edu

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Mastergeorge Starts as Chairwoman of Human Development and Family Studies

The early childhood development expert has had a long career in a variety of institutions and research programs.

Ann Mastergeorge, a developmental psychologist with expertise in both typical and atypical child development, is the new chairwoman of the Department of Human Development and Family Studies (HDFS) at Texas Tech University.

Mastergeorge came to Texas Tech from the University of Arizona, where she was chairwoman of the early childhood initiative and assistant director of the Frances McClelland Institute for Children, Youth and Families. While a portion of her previous appointment was academic administration, she also was the principal investigator for grant-funded early intervention and prevention programs for families with young children at risk as well as those with developmental delays and disabilities.

Prior to Arizona she was and continues to be an affiliated faculty member at the University of California-Davis' [MIND Institute](#), where she worked with scholars in the area of developmental disabilities.

She came to Texas Tech in large part because of the many available collaborative opportunities, including the [East Lubbock Promise Neighborhood grant](#), the [Burkhart Center for Autism Education & Research](#), the [Institute for Measurement, Methodology, Analysis & Policy](#), the [Texas Tech University Health Sciences Center](#) and the [Child Development Resource Center](#) and [Early Head Start](#) programs.

"I had no idea of the resources that were available here," she said. "For me, what was a huge draw was just all the infrastructure that was here."

Mastergeorge, who started July 1, will spend the 2015-16 academic year focusing on her administrative duties. Next year she'll start teaching and set up labs, which include a variety of different projects focusing on both typical development for children ages 0-5, risk factors among children and families that could lead to negative developmental outcomes as well as early risk behaviors that could indicate developmental disorders.

"Dr. Mastergeorge is uniquely qualified to lead our Department of Human Development and Family Studies as she has had significant administrative and grant-funded experience," said Linda Hoover, dean of the College of Human Sciences. "Both our existing and new faculty will directly benefit from her guidance and mentorship. I know

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that she will provide strong leadership to the Department of Human Development and Family Studies.

“Based on all of these factors, Dr. Mastergeorge’s efforts will enable the department to increase its contributions to the field of human development and family studies.”

Her focus as department head will be supporting the research of the HDFS faculty as well as increasing collaboration among faculty in other colleges and other universities throughout Texas and the nation. She plans to create a departmental strategic vision and plan with input from the faculty to help move the university closer to Tier One research status.

Mastergeorge earned her bachelor’s degree in speech communication from California State University-Fullerton, her master’s degree in communication disorders from the University of Washington and her doctorate in educational psychology with an emphasis on developmental psychology from the University of California-Los Angeles.

Her research interests include typical attention development of young children, prevention and early intervention for young children with autism or risk behaviors for another developmental disorder, parent-child interaction and understanding at-risk development. Her applied research has included going to families’ homes to observe everyday interactions and contexts, meeting with high-risk families and helping parents be the primary facilitator for intervention for young children with autism.

Her lab-based research includes understanding gaze and gaze-shifting behaviors in infants. A current study tracks infant eye gaze – where their pupils focus when watching interactive movie clips.

This research has been developed to understand typical and atypical developmental trajectories, as gaze shifting in early development is an important precursor for early language development and social interaction.

“It’s important to understand typical development so you can think about important interventions for children developing atypically and those with risk behaviors,” she said.

She has received grant funding from the National Institutes of Health, the MIND Institute, the U.S. Department of Education, the Centers for Disease Control and Prevention, the U.S. Department of Defense, the Spencer Foundation and other statewide and federal agencies. Mastergeorge is a member of the Early Head Start consortium at Harvard University, the University Centers of Excellence on Developmental Disabilities and an op-ed writer for the Huffington Post and Washington Post.

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TEXAS TECH UNIVERSITY

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Advisory

FOR IMMEDIATE RELEASE

DATE: July 20, 2015

CONTACT: James Hodgins, james.hodgins@ttu.edu
(806) 834-4829

Texas Tech Alum to Perform Special Carillon Concert

WHAT: Will Balch, a Texas Tech alumnus, will perform a special carillon concert on the 43 bells inside the Administration Building tower.

The carillon was refurbished and extended in 2005, adding additional bells to make 3½ octaves. The bourdon (the largest bell) weighs approximately eight hundred pounds, and the smallest only about eight pounds. Twelve of the bells were cast by Whitechapel Bell Foundry in England, 24 were cast by the Paccard Foundry in France and the newest bells by Meek & Watson Foundry in Ohio. The estimated value of this collection of bells today is \$250,000.

William Balch graduated from Texas Tech in 2008. He founded the Matador Guild of Carilloneurs in the fall of 2005. He is the orchestra teacher at Salem-Keizer Public Schools in Salem, Oregon. Balch also wrote and directed a documentary titled, “The Carillon Project” in 2006.

WHEN: 7 p.m. Tuesday (July 21)

WHERE: The Baird Memorial Carillon, in the west tower of the Texas Tech University Administration Building

People are welcome to gather around the Double T Bench outside the Administration Building or anywhere in the central campus area to listen to the concert.

CONTACT: **Thomas Hughes, professor of organ, School of Music, Texas Tech University,** (806) 742-2270 or thomas.hughes@ttu.edu.



News Release

FOR IMMEDIATE RELEASE

DATE: July 20, 2015

CONTACT: K'Leigh Sims, kleigh.sims@ttu.edu
(806) 742-2136

Texas Tech Named to 2015 Great College to Work For® List for Second Consecutive Year

The university is one of 86 colleges and universities recognized by The Chronicle of Higher Education.

For the second consecutive year, Texas Tech University has been recognized as one of the nation's 2015 Great Colleges to Work For® by [The Chronicle of Higher Education](#), the No. 1 professional source for news, jobs and information for college and university administrators and faculty. Texas Tech is one of 86 colleges and universities selected for the recognition.

“I am so proud of the faculty and staff for their efforts that made this designation possible,” Texas Tech President M. Duane Nellis said. “Texas Tech is such a closely-knit university, and our faculty and staff are a big part of that. They are all dedicated to one another and our students, and I commend everyone's efforts for making Texas Tech a great institution to work for.”

The Chronicle's 2015 Great Colleges to Work For® program is one of the largest and most respected workplace recognition programs in the country. Now in its eighth year, The Chronicle recognizes the colleges and universities that get top ratings from employees on workforce practices and policies.

To select the prestigious Great Colleges to Work For® list, The Chronicle, in conjunction with [ModernThink LLC](#), surveys hundreds of thousands of employees nationwide. It is a two-part assessment process with a survey administered to faculty, administrators and professional support staff followed by an institutional audit to capture demographics and workplace policies and practices from each institution that participates.

To be deemed a Great College to Work For®, colleges and universities must excel in at least one of 12 categories:

- Collaborative governance
- Confidence in senior leadership
- Supervisor or department chair
- Relationship

Office of Communications and Marketing

- Professional/career development programs
- Teaching environment
- Tenure clarity and process
- Diversity
- Facilities, workspace and security
- Work/life balance
- Compensation and benefits
- Job satisfaction
- Respect and appreciation

Liz McMillen, editor for The Chronicle, said the Great Colleges to Work For® program shows how participating colleges and universities are getting things right.

“They’re leaders in creating environments where smart people enjoy their work,” she said. “The faculty and staff who make up our readership want to know which institutions are Great Colleges to Work For® because many of them are either seeking to improve their own campus or are looking for that next great career opportunity.

“The selection process is rigorous and being named to the list is a tremendous accomplishment, but it also positions colleges and universities well to recruit people who make them a success.”

This year 281 institutions throughout the United States participated, including 185 four-year institutions and 96 two-year institutions. Last year only 278 institutions participated.

After the data was gathered, Texas Tech excelled in the job satisfaction and professional/career development programs categories. According to the surveys, faculty members say their job is meaningful to themselves and the college, and they have opportunities to develop their skills and understand the requirements needed for career advancement.

“This designation is such a great way to recognize all of our exceptional faculty and staff for their excellence,” said Jodie Billingsley, managing director for Texas Tech’s [Human Resources](#). “Receiving additional recognition in the areas of job satisfaction and professional/career development programs supports the university’s commitment for ensuring we have a professional and supportive work environment.”

Find Texas Tech news, experts and story ideas at [Texas Tech Today Media Resources](#) or follow us on [Twitter](#).

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News Release

FOR IMMEDIATE RELEASE

DATE: July 22, 2015

CONTACT: George Watson, george.watson@ttu.edu
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Media & Communication Offers New Online Master's Program The degree in Strategic Communication and Innovation begins this fall.

Beginning this fall, the [College of Media & Communication](#) at Texas Tech University will offer a new Online Master's Program in Strategic Communication and Innovation, and the response so far has been tremendous.

David Perlmutter, dean of the College of Media & Communication, said students have already begun registering for the degree plan, which was approved earlier this month by the Texas Higher Education Coordinating Board. This will allow current students as well as alumni the opportunity to further their education with the flexibility to do so around the demands of their life and jobs.

“Two years ago, we conceived the idea for a master's degree that would be available to communication professionals anywhere, but only if it featured the highest quality course materials, an accessible and interactive delivery system and the most relevant, modern and sophisticated curriculum and, of course, top flight faculty,” Perlmutter said. “This fall, the vision becomes reality with a program that allows senior professionals to gain all the latest technological, new media and analytics skills they want, and emerging professionals to improve planning and strategy skills.”

The program is designed to give communicators who are ready to take the next step in their careers an extra edge in the job market or to assist in updating skills in the global digital market.

Students will be required to complete 27 hours plus a final project (three hours). Enrollment is open year-round, allowing prospective students to begin in the semester most convenient. Students can determine how many courses they take each semester based on their schedules.

Course work will be completed at the student's convenience throughout the week without a designated class time, allowing for greater flexibility.

“As an institution of higher learning, it is imperative we offer unique, yet relevant, degree programs to all students, including non-traditional,” Texas Tech President M. Duane

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Nellis said. “It's never too late to gain additional knowledge for immediate application in the workplace. Dean Perlmutter and his staff have done a wonderful job of developing this program.”

Students who finished their bachelor’s degree with a 3.0 or higher grade-point average are exempt from taking the Graduate Record Examination (GRE) to enter the program. To apply for the program, students must submit a program application at www.ttugrad.org/new and an application to the Texas Tech [Graduate School](#) at www.applytexas.org.

“We have already had significant interest in the program by professionals across the country, some of whom have already been accepted into our first class,” Perlmutter said.

Upon application, students must submit their contact information, a personal statement, resume, work and writing samples, three references and college transcripts.

A full description of the program as well as the required and elective courses available can be found at the program’s [website](#). The program has seven specific courses and allows for three electives.

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TEXAS TECH UNIVERSITY

News Release

FOR IMMEDIATE RELEASE

DATE: July 23, 2015

CONTACT: Heidi Toth, heidi.toth@ttu.edu
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MEDIA –

The two award recipients will be in Lubbock and available for in-person interviews through Sunday. Phone numbers for both are available on request.

Doctoral Students Win Prestigious Science Education Awards

Both women, who will graduate in 2017, have focused on reaching underrepresented minorities and women in STEM fields.

Two doctoral students from the Texas Tech University [College of Education's Global Pragmatic Researchers in Science Education \(PRiSE\)](#) program received national awards for science education.

Florentia Spires, a master educator in the District of Columbia Public Schools, received the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) for the District of Columbia on July 1. The [presidential awards](#) are the nation's highest honors for math and science teachers. One high school science teacher per state is recognized every other year for teaching excellence.

Jacqueline Fernandez-Romero, the founding STEM educator and STEM director for the Latin American Youth Center Career Academy in D.C., was presented the National Science Teachers Association's (NTSA) Distinguished Service to Science Education Award. The award is given to two teachers each year who advance science education and science teaching.

Spires applied for her award in 2012. Part of the application was a recorded lesson, and she chose an engineering design lesson. Her students designed and constructed lunar land rovers using cardboard and other materials, then tested them to see which could hold the heaviest load, move the fastest and hold up in the rugged terrain of a simulated moon.

"When I put the materials out the students looked at me like I was absolutely nuts," she said. "They couldn't see how this was going to become a vehicle that could actually carry a load and move in different terrains and go over rocks."

Her students, many of whom were from low-income families, also didn't expect to build a prototype of a NASA vehicle. The project took them outside of their typical education and opened their minds to a world outside of the inner city.

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The award also took into account her many years and experiences as a science educator. Spires has been an Einstein Fellow with the National Science Foundation, a Peace Corps volunteer in Botswana and a master educator with NASA in addition to years as a teacher. As part of her graduate coursework she created a project teaching students about global precipitation and connected classes in D.C. and Nigeria to do the project together. She also runs science projects at the library for students who aren't in her classes in D.C.

“There’s only one presidential secondary school science teacher awardee per state, so Florentia is in a rarified group of educators,” said Walter Smith, a professor of education who works closely with the Global PRiSE program.

Fernandez-Romero, who was nominated for her award by the director of academics at her charter school, said the recognition was for her work in empowering and furthering science and science education as much as it was her actual science teaching. She has taught science in schools in San Francisco, New York City and D.C. and now is one of the founding educators of a charter school for 16- to 24-year-olds, many of whom are from low-income families and have struggled with education.

She is particularly focused, as is Spires, on helping minorities and women gain a love of STEM.

“Jacqueline has a passion for helping students get a solid educational grounding to launch them into successful adulthood,” Smith said. “She garners every opportunity she can to strengthen her instruction.”

Fernandez-Romero recently returned from a trip to Japan, which Fulbright Japan sponsored, to look at that country’s education system and consider ways to apply some of their best practices. Only 14 educators and administrators from throughout the United States were selected to go. In October, she will be on the NASA Stratospheric Observatory for Infrared Astronomy (SOFIA) plane to participate in astronomy research.

“Everything I’m learning I’ll bring back to my class,” she said. “It means better instruction, provides me with different alternatives of teaching, enhances my curriculum and makes science even more exciting.”

About the Global PRiSE program

The Global Pragmatic Researchers in Science Education doctorate program is designed for students who want to specialize in STEM education with a global perspective. The coursework is primarily done online; students come to campus for two weeks every summer for the duration of the program.

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TEXAS TECH UNIVERSITY

News Release

FOR IMMEDIATE RELEASE

DATE: July 23, 2015

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Researcher Receives Grant to Study Role of Eggs in Weight Loss

Nik Dhurandhar will look at whether eating eggs for breakfast instead of a nutritionally similar meal will contribute to weight loss.

A Texas Tech University researcher is investigating the role eggs play in weight loss.

Dr. Nik Dhurandhar, chairman of the [Department of Nutritional Sciences](#), received a grant from the American Egg Board to study whether eating eggs for breakfast while on a diet can contribute to greater weight loss. Previous studies suggest eggs can help reduce weight, possibly because of the higher quality protein found in eggs.

“Through a series of experiments, we were the first to observe that eggs have greater satiety value, which likely increases compliance to a weight loss regimen and enhance weight loss,” Dhurandhar said.

The study, which will include 20 participants – all healthy plus-sized women between the ages of 18 and 44 – will compare the effects of eating an egg breakfast of higher protein quality to the effects of eating a breakfast with similar calories and nutrients but lower protein quality. The participants will be following a reduced energy diet.

The study will begin in August.

About Dr. Dhurandhar

Dhurandhar, who is president of The Obesity Society, came to Texas Tech in November. As a physician and nutritional biochemist, he has been involved with obesity treatment and research for more than 20 years and has treated more than 10,000 patients for obesity using lifestyle therapy as well as pharmacological approaches. Read more about his [research](#).

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News Release

FOR IMMEDIATE RELEASE

DATE: July 27, 2015

CONTACT: George Watson, george.watson@ttu.edu
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College of Engineering Cited for Top Online Master's Management Program SuperScholar ranks Texas Tech's program No. 17 in the nation in its list of top 50.

The Texas Tech University [Whitacre College of Engineering's](#) online master's degree program in engineering management was ranked No. 17 among the top 50 in the nation, according to the website SuperScholar.org.

The organization's Smart Choice Colleges for Online Engineering Management Degrees rankings were based on a school's academic reputation, flexibility, cost, recognition and return on investment. Only regionally accredited colleges and universities listed in the National Center for Education Statistics were considered for the award.

"Once again, I am very pleased with the continued recognition of our online programs placing us ahead of many top universities like Drexel University, Kansas State University, University of Nebraska-Lincoln, Oklahoma State University and University of Michigan," said Al Sacco, dean of the Whitacre College of Engineering. "This is indeed elite company and is a credit to our faculty and staff at the Whitacre College of Engineering at Texas Tech University."

The SuperScholar website cited the college's master of science in systems & engineering management for its ability to prepare students for leadership in the industry and a solid understanding of management and financial issues.

The program is offered through the [Department of Industrial Engineering](#) and requires 30 credit hours with both thesis and non-thesis options. There are 15 required hours while 15 can be taken from any of the engineering disciplines within the College of Engineering.

According to the website, coursework is completed online with some use of interactive video conferencing, and both part-time and full-time programs are available to meet with student's schedules. Those interested in the program must hold a bachelor's degree in engineering.

For more information on the master of science in system & engineering management program, visit its [website](#).

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TEXAS TECH UNIVERSITY

News Release

FOR IMMEDIATE RELEASE

DATE: July 27, 2015

CONTACT: Emily Gardner, emily.e.gardner@ttu.edu

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Graduate School Honors Student Theses, Dissertations

The 2015 award recipients were selected by quality of work, nominations.

Texas Tech University's [Graduate School](#) announced the recipients of this year's awards, which recognize the quality of work shown in graduate students' theses and dissertations. This year those honored had thesis and dissertation topics in biological and life sciences and humanities and fine arts. Students are nominated by their discipline's faculty members for the cash award donated by the Helen Jones Foundation.

The 2015 recipients:

Biological and Life Sciences

- Master's thesis:
 - First place: Aakriti Sharma, [Department of Plant and Soil Sciences](#). Nominated by David Weindorf, [College of Agricultural Sciences and Natural Resources](#) associate dean for research and BL Allen Endowed Chair of Pedology, for "Characterization of Soils via Portable X-ray Fluorescence Spectrometer."
 - Second place: Cody Sultenfuss, [Department of Animal and Food Sciences](#). Nominated by Samuel Prien, professor of reproductive physiology and assisted reproduction, for "A Novel and Inexpensive Semen Thawing Device Designed to Improve Efficiency in a Production Agriculture Environment."
- Doctoral dissertation:
 - First place: Sanaz Shafian, Department of Plant and Soil Sciences. Nominated by Stephen Maas, professor of agricultural microclimatology, for "Estimation of soil moisture status in the Texas High Plains using remote sensing."
 - Second place: Matthew Van Landeghem, [Department of Natural Resources Management](#), CASNR. Nominated by Reynaldo Patiño, professor of fisheries/biological sciences, for "Environmental Factors Regulating Toxic Blooms of Golden Algae (*Prymnesium Parvum*) and their Effects on Fisheries Resources."

Humanities and Fine Arts

- Master's thesis:

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- First place: Tiffany Gonzalez, [Department of History](#). Nominated by Julie Willett, associate professor, for “Chicana Politics: Maria Cardenas and La Raza Unida Party, 1935-1993.”
- Doctoral dissertation:
 - First place: Michael Palmer, [Department of English](#). Nominated by Dennis Covington, professor, for “Baptizing the Dead: Creative Nonfiction Essays.”
 - Second place: Heath Wing, [Department of Classical and Modern Languages and Literatures](#). Nominated by John Beusterien, professor of Spanish, for “States of Exception on American Frontiers: Biopolitics, Violence, and Nation in Martin Fierro, Os Sertaes and Blood Meridian.”

The first place doctoral dissertation winners were nominated for the [Council of Graduate Schools annual CGS/ProQuest Distinguished Dissertation Award](#). The competition recognizes dissertations that represent original work and make unusually significant contributions to the disciplines being recognized.

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News Release

FOR IMMEDIATE RELEASE

DATE: Jul 28, 2015

CONTACT: K'Leigh Sims, kleigh.sims@ttu.edu
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Griffin Companies President to Speak at August Commencement

Mark Griffin is a Texas Tech School of Law graduate.

[Mark Griffin](#), the Griffin Companies president and general counsel and a former [Texas Tech University System Board of Regents](#) member will speak at Texas Tech's summer commencement Aug. 8. Griffin served as a Board of Regent from 2005-2009.

"Mark Griffin has been a wonderful ambassador and ardent supporter of Texas Tech University throughout his career," said [M. Duane Nellis](#), Texas Tech president. "His background in giving back to the community exemplifies the outreach in which we encourage our students to engage during school and following graduation. Combined with his successes as a businessman, Mark's message to our students will be impactful and encouraging."

A Lubbock native, Griffin is a [School of Law](#) graduate and oversees Rip Griffin Truck Service Center, Inc. and Pro Petroleum, Inc., which are retail and wholesale fuel marketing, distribution and storage companies.

Griffin is a graduate of Monterey High School and is a former director for PlainsCapital Bank. He has served on many boards, including the Covenant Health System, the Texas Guaranteed Student Loan Corporation and the Lubbock Independent School District Foundation.

After receiving his law degree in 1979, Griffin began his career in law at Hance, Thompson, Thomas and Sawyer before joining The Griffin Companies in 1981. He also worked as an adjunct professor for business law at Lubbock Christian University from 1982-1985.

Griffin received his bachelor's degree in business administration from the University of Texas and also is a member of the State Bar of Texas and Lubbock County Bar Association.

Texas Tech will host two commencement ceremonies Aug. 8 – the first at 9 a.m. and the second at 1:30 p.m.

The first commencement ceremony will include the [Rawls College of Business](#), the [Edward E. Whitacre Jr. College of Engineering](#), the [Graduate School](#), the [College of Human Sciences](#), university programs, the [College of Visual and Performing Arts](#) and the [National Wind Institute](#).

The second commencement ceremony will include the [College of Agricultural Sciences and Natural Resources](#), the [College of Architecture](#), the [College of Arts and Sciences](#), the [College of Education](#), the Graduate School, the [Honors College](#) ([Environment and Humanities](#) and [Honors Arts and Letters](#) majors only) and the [College of Media & Communication](#).

For more information about Texas Tech's summer commencements, please visit the commencement [website](#).

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News Release

FOR IMMEDIATE RELEASE

DATE: July 28, 2015

CONTACT: Emily Gardner, emily.e.gardner@ttu.edu
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Texas Tech Libraries Wins Innovation Award for Occam's Reader The project is an interlibrary sharing system for e-books.

The [Texas Tech University Libraries](#) recently received the 2015 Rethinking Resource Sharing Innovation Award for developing [Occam's Reader](#), an interlibrary sharing system for electronic books. Texas Tech shared the award with the University of Hawaii at Manoa and the Greater Western Library Alliance (GWLA).

“Texas Tech University Libraries are taking a leadership role in developing cutting-edge technologies to solve a growing problem academic institutions face in sharing e-book resources with other research institutions,” said Ryan Litsey, assistant librarian of Document Delivery and head of the Occam Reader's project.

The project team was recognized at the American Library Association's 2015 annual conference in San Francisco, where Litsey accepted the award and a \$500 stipend on behalf of the team. The purpose of the award is to showcase innovation in resource sharing, encouraging other librarians and libraries to change the way they share resources to improve information delivery for library users. Litsey and programmer/analysts Kenny Ketner, Weston Mauldin and Scott Luker were the Texas Tech representatives who designed the project, along with the University of Hawaii at Manoa and GWLA.

Occam's Reader is a software program and the first library-developed system involving interlibrary lending of e-books. The system was created in 2011 and works with [ILLiad](#) software and PDF files to deliver documents electronically between libraries. Currently, creators are just beginning to offer the system to academic libraries nationally.

In order for Texas Tech faculty, staff or students to access the system, a request must be submitted to make sure the document meets the Occam's Reader requirements and, if it does, the reader will be sent an email with a link to the Web page and log-in information to access the e-book.

For more information on the Occam Reader's project or to see an example, visit the [website](#) or email libraries.occams.reader@ttu.edu.

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News Release

FOR IMMEDIATE RELEASE

DATE: July 28, 2015

CONTACT: K'Leigh Sims, kleigh.sims@ttu.edu
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Texas Tech Student Participates in Dream Riders Across America Campaign

Saba Nafees, a mathematical biology doctoral student, is the only Dream Rider from Texas selected for the national campaign.

Saba Nafees, a mathematical biology doctoral student from Pakistan, currently is participating in the [Dream Riders Across America](#) national campaign where young representatives will travel across the United States telling their stories and encouraging young people to become agents for social change and racial justice. Participants are either undocumented, [Deferred Action for Childhood Arrivals](#) (DACA) recipients or come from hard working, low-income families

Nafees, who is a Dream Rider for the national campaign, is the only representative this year from Texas.

“This is a historic event in the lives of us Dreamers,” Nafees said. “We have set out to help our fellow Americans come out of the shadows. We need America united in this front so that it can continue to be the land of freedom it is today.”

While serving as a Dream Rider, Nafees and the other representatives share their personal stories of migration, hopes for their families and country and how young people can get involved in building a united network of progressive young people from all walks of life.

Nafees has a strong personal connection in encouraging the younger generation today as she is a [One Young World ambassador](#), CEO and president of [Texas Tech Innovation, Mentorship and Entrepreneurship \(TTIME\)](#) and vice president of Graduate Affairs for the Texas Tech University [Student Government Association](#), among many other titles. She presented at [Texas Tech's TEDx](#) conference, spoken on national news outlets such as MSNBC, traveled to Guatemala for medical missions and recently she and four other Texas Tech students won the [Tibetan Innovation Challenge](#) hosted by Rochester University.

Earlier this year, Nafees was a panelist at the [White House Summit on Asian Americans and Pacific Islanders](#) with other national representatives speaking about immigration laws in the United States.

As a recipient of the DACA program, Nafees works to encourage young people to apply for this program as it allows her to be in the United States to get an education and receive many opportunities without the possibility of being separated from her family.

As the Dream Riders make their way across the U.S., they encourage the younger generation to use the resources available to them and inspire them to have a voice for new policies and opportunities for immigrants coming to the U.S.

“There are millions of young immigrants who have been raised in this land we call home,” Nafees said. “Yet solely due to the lack of comprehensive immigration solutions, we struggle to have the rights we deserve, the opportunities we are capable of earning and the ability to live with freedom.”

The drive across the country began Monday (July 27) and will continue through Aug. 7. The Dream Riders started their trip in Washington, D.C., and will travel through Virginia, North Carolina, Georgia, Florida, Alabama, Louisiana and Texas.

Find Texas Tech news, experts and story ideas at [Texas Tech Today Media Resources](#) or follow us on [Twitter](#).

CONTACT: K’Leigh Sims, senior editor, Office of Communications & Marketing, Texas Tech University, (806) 834-5631 or kleigh.sims@ttu.edu.



TEXAS TECH UNIVERSITY

Advisory

FOR IMMEDIATE RELEASE

DATE: July 29, 2015

CONTACT: Emily Gardner, emily.e.gardner@ttu.edu
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ELPN Hosts Annual Summer Rise Up Event

East Lubbock residents can attend the program on Aug. 1.

- WHAT:** The [East Lubbock Promise Neighborhood](#) (ELPN) at Texas Tech University hosts its second annual Summer Rise Up Family Event.
- WHEN:** 11 a.m. - 2 p.m. Saturday (Aug. 1)
- WHERE:** Estacado High School, 1504 E. Itasca St.
- EVENT:** The theme of this year's event is health and well-being, with the goal to provide East Lubbock residents with ways to lead healthy lives. Free basic health checkups and meals, family activities and door prizes will be provided. The event also will have a guest speaker and a cooking demonstration by a professional chef. Sixteen neighborhood organizations are set to attend.

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News Release

FOR IMMEDIATE RELEASE

DATE: July 29, 2015

CONTACT: K'Leigh Sims, kleigh.sims@ttu.edu
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K-12 Students and Families Invited to 16th Annual Back to School Fiesta

Free educational resources, school supplies, food and entertainment will be provided.

In preparation for the upcoming school year, Texas Tech University's [Office of Community Engagement](#) is hosting its 16th annual [Back to School Fiesta](#) (BTSF) at the Student Union Building (15th Street and Akron Avenue) from 9 a.m. to noon, Aug. 8. K-12 students and their families will receive free educational resources, school supplies, food and live entertainment.

"Back to School Fiesta is one of the highlights of our year because it is the perfect opportunity for students and families to visit campus, gain valuable resources and information and learn more about our amazing university," said Heather Martinez, senior director for the Office of Community Engagement.

Hosted by Texas Tech's Office of Community Engagement along with the [Office of the President](#) and [Division of Institutional Diversity, Equity and Community Engagement](#), the event's mission is to promote higher education and build a college-going community in Lubbock and surrounding areas.

Since its beginning, BTSF has grown to serve more than 4,000 students and families from the South Plains area.

"Our goal is to help families talk about the value and benefit of higher education in a fun, safe and exciting way," Martinez said. "We have several new partners this year as well as many partners who have been with us for years. We look forward to what they have to offer and having a wonderful day."

Each K-12 student who attends BTSF will receive a Texas Tech backpack filled with school supplies offered on a first-come, first-served basis. The event also includes a community and college fair, college admissions and financial aid information and bilingual events and activities. Both lunch and backpacks will be distributed at 10:30 a.m.

For more information about BTSF or the Office of Community Engagement, please visit its [website](#).

Find Texas Tech news, experts and story ideas at [Texas Tech Today Media Resources](#) or follow us on [Twitter](#).

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News Release

FOR IMMEDIATE RELEASE

DATE: July 30, 2015

CONTACT: George Watson, george.watson@ttu.edu
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Scribes—The American Society of Legal Writers Moves National Headquarters to Texas Tech University School of Law The organization honors legal writers and promotes better legal writing.

The Texas Tech University [School of Law](#) will become the national headquarters for Scribes—The American Society of Legal Writers, effective Saturday (Aug. 1).

Founded in the early 1950s by former New Jersey Supreme Court Chief Justice Arthur T. Vanderbilt, Scribes honors legal writers and encourages “clear, succinct and forceful style in legal writing” in an effort to promote better writing throughout the legal community. The move to Texas Tech comes after Dean Darby Dickerson, whose presidency of the group ends Aug. 1, advocated the organization’s move to Lubbock because of her expertise with the group.

“I’ve been honored to serve as an officer and director of Scribes for more than a decade,” Dickerson said. “The organization’s move to Texas Tech is exciting for many reasons, one of which is our law school’s long emphasis on and leadership in legal-writing.”

Jamie Baker, the faculty services librarian in the School of Law, will serve as Scribes’ executive director while senior business assistant Michele Thaetig will serve as its administrative assistant. Law school faculty and staff will work with legal-writing scholars throughout the country.

The organization will be headquartered in Lubbock for at least three years with an option to renew, but the expectation is Scribes will remain at Texas Tech indefinitely.

“Texas Tech Law is well known for excellence in education and will be a splendid home for Scribes,” said Bryan Garner, a legal-writing expert and editor-in-chief of Black’s Law Dictionary.

The Thomas M. Cooley Law School at Western Michigan University has housed Scribes since 2005. Scribes’ members include practicing lawyers, state and federal judges, law school deans and professors and legal editors.

Scribes promotes better legal writing in several ways. The group presents three annual awards, two publications, a quarterly newsletter called The Scrivener and the highly regarded The Scribes Journal of Legal Writing.

Scribes also sponsors legal-writing programs throughout the country. Those programs have been held at the annual American Bar Association convention, meetings of the Association of American Law Schools and various law schools, including several in Texas.

Scribes encourages camaraderie among those who write about the law, promotes an interest in writing about the history, philosophy and language of the law and those who make, interpret and enforce the law and encourages people to write about the law.

For more information about Scribes, visit its [website](#).

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Advisory

FOR IMMEDIATE RELEASE

DATE: July 30, 2015

CONTACT: George Watson, george.watson@ttu.edu
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Texas Tech University Innovation Hub and Research Park Ribbon Cutting Set
President M. Duane Nellis and other university officials will open the building Aug. 5.

- WHAT:** Ribbon cutting ceremony for the Texas Tech Innovation Hub at the Research Park
- WHEN:** 5:30 p.m. Wednesday (Aug. 5)
- WHERE:** Texas Tech University Research Park, 3911 Fourth St.
- EVENT:** Texas Tech's continued commitment to innovation and entrepreneurship will reach a significant milestone on Wednesday (Aug. 5) with the official ribbon-cutting ceremony for the Texas Tech University Innovation Hub and Research Park.

The 40,000-square-foot, \$29 million facility near the corner of Fourth Street and Quaker Avenue will promote entrepreneurialism, innovation and partnerships between the academic and business communities to further research efforts in a myriad of areas. The facility will have both traditional laboratories and computer visualization facilities. Individuals, groups or businesses can lease space in the facility to conduct research, making it separate from the rest of the Texas Tech campus and specifically designed so that outside factors, such as air quality or traffic on nearby streets, will not affect experiments or research being conducted inside.

One company has already committed to moving into the facility. Chromatin, an agbiotech company headquartered in Chicago dedicated to uncovering solutions to some of the biggest global agricultural issues today, will move its research and development team to the Innovation Hub, creating approximately 12 new jobs.

Texas Tech Chancellor Robert Duncan, President M. Duane Nellis, Vice President for Research Robert Duncan and Vice Chancellor for Facilities, Planning and Construction Michael Molina will speak at the ribbon cutting.

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TEXAS TECH UNIVERSITY

News Release

FOR IMMEDIATE RELEASE

DATE: July 31, 2015

CONTACT: Glenys Young, glenys.young@ttu.edu

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Allen Awarded Distinguished Lecture for Contributions to Mathematics

She will deliver her speech at an international conference in Beijing.

A professor in the Texas Tech University [Department of Mathematics & Statistics](#) is being honored for her contributions to the field of mathematics.

Linda J. S. Allen, the Paul Whitfield Horn Professor of Mathematics, will be awarded the AWM-SIAM Sonia Kovalevsky Lecture. The name honors Russian mathematician Sonia Kovalevsky, who made significant contributions to the theory of partial differential equations. She was the first woman to receive a doctorate in mathematics in modern Europe.

The Association for Women in Mathematics (AWM) and the Society for Industrial and Applied Mathematics (SIAM) give the award jointly to highlight the significant contributions of women to applied or computational mathematics.

“I am very honored to have been selected this year to present the AWM-SIAM Sonia Kovalevsky Lecture,” Allen said. “I have been fortunate in working at Texas Tech University for the past 30 years where I have had many opportunities to grow academically in performing research and in directing graduate students.”

Allen is being recognized for outstanding contributions in ordinary differential equations, difference equations and stochastic models, with significant applications in the areas of infectious diseases and ecology.

Her research interests are in applied mathematics, mathematical biology, ordinary differential equations and stochastic processes. Her contributions have impacted the fields of mathematical epidemiology and ecological modeling. Since 1999, Allen has served as an adjunct professor at Texas Tech’s [Institute of Environmental and Human Health](#).

Allen will receive the award at the SIAM Prizes and Awards Luncheon at the eighth International Congress on Industrial and Applied Mathematics (ICIAM 2015) in Beijing, China. The luncheon will be held from noon to 1:30 p.m. Aug. 13 at the China National Convention Center.

She will deliver her associated prize lecture, “Predicting Population Extinction, Disease Outbreaks and Species Invasions Using Branching Processes,” from 7-8 p.m. Aug. 13 in Ballroom C of the convention center.

Office of Communications and Marketing

An EEO/Affirmative Action Institution

The AWM-SIAM Sonia Kovalevsky Lecturer receives a certificate signed by the Presidents of AWM and SIAM. The award was established in 2002.

Find Texas Tech news, experts and story ideas at [Texas Tech Today Media Resources](#) or follow us on [Twitter](#).

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Web Only

Cat Pheromones May Cause Increased Scratching, Focus on Scratching Devices

A study by animal behavior expert John McGlone theorizes cats scratch more due to pheromones left behind from previous cat scratching.

By George Watson

Cats have long been some of the most independent and unpredictable animals on the planet. They were revered by Egyptian pharaohs and have been used as symbols by many cultures for their grace, elegance and demeanor.

Predicting their behavior, however, has long been a mystery, one which scholars throughout the ages have studied. Figuring out what a cat wants, when it wants it and how it wants it has led to numerous theories and studies.

Now, one professor in the Texas Tech University [College of Agricultural Sciences & Natural Resources](#) may have unlocked the answer to at least part of what a cat is thinking when it comes to what that cat prefers to scratch.

John McGlone, a professor of animal welfare and animal behavior in the [Department of Animal and Food Sciences](#), presented this week his study on cat scratchers, which scratchers cats preferred and why. His research was delivered during the 2015 Joint Annual Meeting (JAM) of the American Dairy Science Association (ASDA) and the American Society of Animal Science (ASAS) in Orlando, Florida.

Using kittens due to their playful nature more than adult cats, McGlone and his research team tested various cat scratchers to determine which one cats preferred. Knowing which cat scratcher kittens prefer will help people select effective cat scratchers. Cat owners want to direct cat scratching towards selected objects rather than having them scratch furniture, drapes and carpet.

The team then used that preferred scratcher to determine what causes kittens to spend more time scratching. The experimental evidence suggested kittens deposit pheromones from scratching and from their fur. The thinking is cats are attracted by pheromones, chemicals excreted or secreted by animals that trigger a social response in members of the same species.

“We are hypothesizing that kittens are responding to pheromones on the cardboard scratchers and the next kitten that comes in experiences the scratcher smell of other kittens’ odor and it makes them scratch more,” McGlone said. “We will be able to direct cat scratching towards preferred objects and away from household objects like furniture.”

Before McGlone and his team could get to why cats scratch certain scratchers more, they had to go back further to determine which scratchers cats preferred in the first place.

No empirical data

A walk through the local pet store will reveal dozens of products for cats. The only problem is there is no real research or consumer-driven information that indicates which product is the best buy.

“If you’re buying a car, you can look up how it performs in fair government tests, what the miles per gallon is for any car,” McGlone said. “If that’s your criteria for buying a car, you can get one with really good gas mileage. If you pick up a piece of food at the store you can see what’s in it. But you go to a pet store, you can hardly get any information on anything they are selling. So we began to evaluate this in our study to see if we could increase or decrease cat scratching.”

McGlone purchased several types of scratchers – flat, rope, hemp and tower scratchers as well as making some of their own, utilizing cardboard, carpet and bubble wrap. Some scratchers were vertical, some were horizontal on the ground and some were on raised platforms. The idea was to test as many types of scratchers as possible.

An evaluation also had to be done on which cats to use, adult or kittens. Kittens, unsurprisingly, were more playful and active than adult cats. While it is thought that adult cats can be manipulated to become more playful when fed dried catnip, as sold in stores, they determined catnip applied to the scratchers did not change the rate of scratching.

From there, kittens were placed into a controlled environment with different types of scratchers and observed to determine which scratcher they preferred. After all the testing was done, the results showed kittens preferred the cardboard scratcher in the shape of an ‘S’ over all other scratchers.

“Nobody’s done any sort of official approval for cat scratchers,” McGlone said. “This was an opportunity to answer these questions and help people and animals.”

Saving the drapes

Now that McGlone had the right type of scratcher and the right kittens, he tested what made cats use the scratcher longer.

“We do know when a cat grooms itself, it licks the hair all over its body, its paws included,” McGlone said. “We know a cat is continually applying its scent on itself, and cat hair is a much more potent stimulator of scratching than is catnip, for example. That cat hair contains pheromones.”

One at a time, kittens were placed in a controlled environment meant to simulate a normal living room, with a couch, drapes, carpet and the ‘S’ scratcher along with a human being to both record the kitten’s activity and place the kitten on the scratcher if it wandered off.

The first test determined that kittens preferred an older ‘S’ scratcher to a newer one, which strengthened the hypothesis regarding cat hair and pheromones. But it didn’t completely validate the hypothesis.



In the next test, researchers applied different objects to the scratchers to see if they induced scratching. The researchers used hair from an adult cat, ground catnip and catnip oil, applying each to a separate scratcher.

Catnip oil had some effect, but overwhelmingly, kittens preferred the scratcher with cat hair on it.

Also, researchers discovered that a kitten will scratch a new scratcher for a certain amount of time, then each subsequent kitten that scratches that scratcher will do so for increasing time lengths.

McGlone said the theory of cats being territorial doesn't hold up because kittens have no sense of territory. They're just playing.

"Odors do strange things to animals," McGlone said. "It makes them eat more, it makes them more sexually active and it makes them play more."

The next step, McGlone said, is determining exactly which pheromone affects behavior. They are doing organic chemistry and animal behavior work to identify the molecules involved, and once that is determined, that pheromone can be applied to scratchers to induce play and keep drapes and furniture safe.

"Kittens might stay away from an adult male cat," McGlone said. "Maybe we can use pheromones to stop cats from scratching the couch, or maybe if they're so interested in the cat scratcher they'll forget about the couch. There's more than one way to get this goal accomplished."

About John McGlone

John McGlone is a professor in the Department of Animal and Food Sciences specializing in swine, animal welfare and animal behavior. He is an expert on swine behavior but also has expertise in the physiology and behavior of domestic animals, including pets and laboratory animals. His research in animal pheromones has resulted in numerous products that help control behavior in household pets, including [a spray to stop dogs from barking made from pig pheromones](#). His research in farm animal care has defined farm animal care both at universities and commercial farm. He was recently honored by the American Veterinary Medical Association with the AVMA Humane Award, given each year to the top non-veterinarian for his or her work in promoting animal welfare.



Web Only

CFAS Creates New Structure for Addiction Recovery Research, Support

The Institute for the Study of Addiction, Recovery, & Families houses three centers, each with a different focus on community and family systems.

By Heidi Toth

The [Department of Community, Family and Addiction Sciences](#) (CFAS) at Texas Tech University covers a broad spectrum of issues – marriage and family therapy, addiction recovery studies and a collegiate recovery center that provides support and mentoring for college students in recovery. To better serve a diverse group of people and research interests, the department created the Institute for the Study of Addiction, Recovery & Families and three centers to collaborate on a number of projects related to addiction, recovery and families.

CFAS department chairman Sterling Shumway and professor Kitty Harris are co-directors of the institute, which is composed of the Center for Collegiate Recovery Communities, directed by Thomas Kimball; the Center for Addiction Recovery Research, directed by Spencer Bradshaw; and the Center for Family Systems Research and Intervention, directed by Nicole Springer and Doug Smith. The new structure replaces the previous Center for the Study of Addiction Recovery, which previously housed all addiction recovery activities, including research, support and clinic work.

Shumway said creating the institute and centers will allow for greater collaboration not only among Texas Tech faculty but also with researchers throughout the state and nation and create a larger footprint when seeking out grants and donations.

“All of our faculty and staff are taking greater levels of responsibility to build our academic programs and the institute and centers, increasing collaboration, funding and resources,” he said. “For the most part they’re all doing the same things, just in a more strategic and effective way. We’ve pulled them together into these places that identify what they’re doing and asked them to do a little more.”

The institute remains part of the [College of Human Sciences](#).

Center for Collegiate Recovery Communities (CRC)

Kimball said college can be an excellent experience for students who are in recovery, but it also is fraught with difficulties given the drinking and drug use that occurs among college students. That doesn’t mean students in recovery can’t succeed, they just need some unique help.

The CRC’s primary purpose is supporting students in recovery. Texas Tech was one of the first universities in the nation to create a support system for students in recovery for drug

or alcohol addiction. Through the years the program has grown from 25 students to 120. As funding and resources increase, the CRC helps more students.

“What we found from our research is if you provide the right kind of support to people in recovery on college campuses, they do incredibly well,” Kimball said. “They do better as far as academic performance, their GPAs are higher than the general population and they graduate at a higher rate while maintaining their recovery.

“I’ll put my 120 students against any group of 120 students across the world.”

The center provides scholarships, academic counseling and support and meetings for Alcoholics Anonymous, Narcotics Anonymous and eating disorder support groups. A nutritionist is available to help students improve their health and well-being.

Those 120 students also have their own physical space. The CRC built a new, donor-funded building in 2006. While it includes meeting rooms and faculty offices, the basement, accessible to center members only, has a game room, computer lab, study areas and a kitchen.

“We know there’s at least one space on campus that is completely alcohol- and drug-free,” Kimball said.

The program itself has existed at Texas Tech for three decades. The university was one of four throughout the nation to create a support system for students in recovery and has been a leader since. Kimball said the success of the community is because of donors who support the CRC through donations for scholarships and operating expenses.

Additionally, CRC students are active members in their community. The Association of Students about Service, to which all 120 students in recovery belong, plans drug- and alcohol-free community activities, educates others regarding the dangers of drug use and the promise of recovery and provides service to the Lubbock and Texas Tech communities.

“The great thing about people in recovery is they’ll also do tremendous amounts of service to the Lubbock community and the Texas Tech community,” he said. “Part of recovery is serving other people.”

Any student who is seeking recovery can go to the center for help, Kimball said, and they will direct students to resources. Students who wish to be an active member and receive a scholarship must apply to the program and have at least a year of sobriety before entering.

Center for Addiction Recovery Research (CARR)

Researchers throughout the world are examining addiction. While it’s important, that’s not what Texas Tech has highlighted.

“We’re more focused on recovery than addiction,” Bradshaw said. “That’s what we want to be known for nationally and internationally.”



That includes using neuroimaging technology to compare addicted and recovering brains and track the brain through recovery. In the same way researchers can see the brain change as it becomes addicted, they can see it change as recovery takes hold.

To better understand the physiological aspects of recovery, researchers measure heart rate, eye muscle movement, blood flow in the frontal cortex and electrical charges of the skin when exposed to various stimuli, such as a picture of a glass of wine. Their purpose is to better understand addiction and recovery, Bradshaw said, allowing for more effective treatments.

“I think the general consensus here is we all really value people and the personal struggle people have with recovery, and that’s going to be our end goal after we filter down through all of our other processes and research,” he said. “It’s to really help people.”

Current research includes a study on how the frontal cortex, the brain’s center for decision-making, changes in a recovering alcoholic over time and how effective coping can change brain activity and help an addict recover more quickly. Center faculty members also do clinical research with recovering addicts and their families to learn more about addiction recovery and contribute to long-term recovery.

Another interesting study, which has produced only preliminary data, appears to show family members of an addict can become addicted to their loved one in the same way the addict is addicted to a drug. If a family member allows his or her well-being and identity to become so wrapped up in the addict’s life and recovery, that person’s brain may change in ways similar to the brain of a person with a chemical dependency.

“When we show family members a picture of whoever is the addict or alcoholic, the way their brain responds is similar to the way the alcoholic’s brain responds when they see alcohol,” Bradshaw said.

CFAS faculty members also are looking at behavioral addictions, including food addiction and pornography, and Bradshaw is hoping more researchers will use the resources the center offers. He’s already seen an uptick in interest among other CFAS faculty about the center’s research and possible collaborations following the creation of the Center for Addiction Recovery Research.

Center for Family Systems Research and Intervention

The Center for Family Systems Research and Intervention is the only completely new center under the institute’s umbrella, though its Family Therapy Clinic, in conjunction with the marriage and family therapy (MFT) graduate program, has been in place since 1981. Springer and Smith direct the center, with Springer’s primary focus being the clinical work.

The clinic provides graduate students the opportunity for real-world experience as well as filling a need for affordable family therapy. Services are offered on a sliding pay scale,

with session fees ranging from \$10 to \$70. Student therapists see between 7,000 and 8,000 people a year. In the last five years, students have spent 34,000 hours providing therapy.

“We fill a gap for people who don’t have mental health coverage via health insurance plans,” Springer said.

Because of research on intimate partner violence Smith is doing, the clinic has implanted a screening protocol for violence in couples or families. Not every patient will divulge that information, but it’s critical to know before approaching relationship issues.

“Every couple who comes into the clinic is screened for violence, and if there is violence then we have a brief intervention protocol that we go through to make sure it’s safe to work with them,” Smith said. “Couples therapy can bring up emotional issues. In a couple where there’s violence and you don’t know about it, the risk is that you bring up sensitive topics and they go home and violence occurs.”

He has a research interest in intimate partner violence as well. Smith is doing neuroimaging research comparing women who have experienced domestic violence to those who haven’t. Although it’s only a pilot study at this point, he’s hoping to enlarge it.

“The basic difference we’re finding is women who have never been in violent relationships, when they see people in conflict they engage parts of their brain that have to do with emotional reasoning and conflict and things like this,” he said. “Women who have been in violent relationships don’t seem to engage the same parts of the brain. They may have more of a limbic response, meaning they engage the parts of the brain associated with fight or flight, with survival, which is not all that surprising.”

Springer’s work outside of the clinic focuses on medical family therapy, a subspecialty that helps to create integrative care between a patient receiving medical care, the family and the medical staff and physicians. Often a medical crisis brings out emotions that are difficult to deal with, and the therapist can be the liaison between all the parties. She has created partnerships with Covenant Women’s and Children’s Hospital and the Ronald McDonald House Charities of the Southwest to provide support during a medical crisis, injury or chronic childhood illness.

Ultimately, the professors say the education, training and research conducted by faculty affiliated with the Center for Family Systems Research and Intervention will have life-changing benefits for individuals, families and communities. The same is true of the Center for Collegiate Recovery Communities and the Center for Addiction Recovery Research. Shumway said the Institute for Addiction, Recovery and Families serves as an excellent example of improving and enhancing the human condition, which is the mission of the College of Human Sciences.



Web Only

East Lubbock Students Get Hands Dirty Through Summer Garden Program

The ELPN-sponsored program gives 10 Dunbar students the opportunity for a hands-on education about healthy food and job skills.

By Heidi Toth

Quaran Johnson knelt in the dirt, pulling a brown, wilted plant out of the ground. A young zucchini plant sat nearby, which Johnson eased into his row of plants before patting the dirt around it. By the end of the summer, if all goes well, he'll sell the squash from that plant to Lubbock residents.

Johnson spends one morning each week at the South Plains Food Bank GRUB (Growing Recruits for Urban Business) Farm. The soon-to-be ninth-grader at Estacado High School is part of a summer program called the Garden Initiative. It has a fivefold mission: Give East Lubbock teens something to do during the summer; teach them about healthy eating and the work that goes into every piece of produce; teach job skills; make some money; get along with others.

The inaugural program is one part of the East Lubbock Promise Neighborhood, a grant-funded campaign sponsored by Texas Tech University's [College of Education](#) designed to improve the health, life and educational opportunities for East Lubbock children, adults and families. Dozens of community groups and Texas Tech students, faculty and staff are participating in a variety of different programs.

Michele Cook, a curriculum coordinator for ELPN, runs the Garden Initiative, which is a project-based learning program designed to get students applying what they learn. Two mornings a week the students meet her at Dunbar College Preparatory Academy, where they all just finished eighth grade, and get on a bus. Once a week they go on field trips to sites like the [National Ranching Heritage Center](#), the Lubbock Arboretum, Bayer Museum of Agriculture and the [Texas Tech greenhouse](#).

The other day of the week they farm. Each of the 10 students is responsible for his or her own row, including weeding and taking care of the crops. If one of the participants isn't there, others pitch in and help out with that row.

"We've gotta get the weeds every time," Cook said.

The kids

Cook and Mike Ruiz, an ELPN employee who used to be a coach at Dunbar, picked these students to participate. They weren't looking for troublemakers or trying to replace summer school. These students have pretty good grades, Cook said, though some may struggle with different subjects. Some of them are shy, some don't participate in extracurricular activities.

“We want to make sure we keep them engaged during the summertime,” she said. “That lag time is when they start doing things that can hinder them.”

The teenagers have a good time with their work and with each other.

“We compete against each other,” Johnson said. “I like competition.”

Jeredias Cruz, a ninth-grader who will attend either Coronado or Estacado High School in the fall, has gardened before. It is hard work, he said, but he likes doing it.

“It’s pretty fun because I like to see the plants grow, and you get to eat some of the plants,” Cruz said.

The students are paid to be there. The grant provides \$1,000 per student, which Cook pays out during the course of the summer, plus another \$1,000 per student based on how many bonus points each student gets. They get points for showing leadership, helping each other and making presentations, which come later in the summer.

It’s not a bad payday for 14-year-olds, so the teenagers want to be there. Cook wants them there participating too; the program won’t help these young teenagers if she kicks them out for small infractions. However, she needs to enforce rules, require discipline and ensure the students can at least be civil with each other.

To do that, she puts it back on the students. After a number of them complained about one student’s behavior, she pulled him aside and asked him not to come the next day. He needed to think about whether he wanted to participate and what he needed to change in his behavior. He came back and is getting along with everyone, Cook said.

“You have to allow for them to grow and be able to change,” she said.

They are changing, Ruiz said. He’s known some of these students for years, and two or three years ago he didn’t think he’d see them helping each other and laughing together. He credited the program with giving them a reason to work together and to understand the benefits of collaboration.

“Nobody’s really asked them to do anything before this,” he said.

Preparing for the future

These 10 teenagers likely will not grow up and become farmers, but they’re still learning skills they’ll use at every job they have. Cook said the teenagers are responsible for getting to Dunbar on time to meet the bus, weed their rows and the rows of peers who didn’t attend that day and make sure their plants are progressing properly. They’re also learning why collaboration is important.

That lesson has sunk in, as the four boys in attendance one day were faced with many rows of weeds. Instead of each boy hoeing his own row, all four jumped into first one row and then the next to get the weeds. When the weeding was done, all of them moved into planting.



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When the plants start producing, the students will market their crops to consumers. Cook said this will include presentations, sales proposals and research at local grocery stores to find the market price for zucchini and how much they should charge.

They're also learning the importance of calling Cook when they know they're not coming and that payment is linked in part to how hard they work.

"They're learning 21st century skills. That's what we're doing here, and they don't know that," Cook said. "They think they're out here just planting some stuff."

The summer program is more than a part-time job, though. All of these teenagers live on the east side of Lubbock, which is considered a food desert. One grocery store serves 30,000 people, and that grocery store is pretty far north and thus not easy to get to for a large chunk of those residents. That means many end up going to convenience stores for groceries.

This "fast" food, while it may be the norm, isn't healthy, and part of having the kids on the farm this summer is to introduce them to "slow" food and how much work goes into getting food to consumers.

"We know that growing our own stuff is slow food, but what does that mean?" Cook said. "Why is it healthier?"

The program also introduces the teens to different job opportunities. Like Johnson, they don't want to be farmers, but when the group went tractor shopping in early July, the store owner talked to them about the need for mechanics in any industry with machines and how well-paid those mechanics were. Each new person they talk to presents the students with new ideas, Cook said.

She wants them to be more than good employees, however. Cook is hoping the students walk away feeling a greater responsibility for natural resources and for community involvement. She talks to them about sustainable growth, organic farming and why they are always attacking the weeds but commercial farmers who use pesticides don't have to.

"The idea is that students take ownership in what we're doing," she said. "They learn a ton of different skills, they learn collaboration, they learn how to be a good steward of the land as well as how to be a good citizen."

About the East Lubbock Promise Neighborhood grant

ELPN, founded in 2013, is funded through a grant from the U.S. Department of Education and aims to educate, support and advocate for children and parents in one of the poorest, most underserved neighborhoods in Texas. Programs focus on health, early learning, education and community and have included such projects as music lessons from the [College of Visual & Performing Arts](#) students; increasing participation in Early Head Start from the [College of Human Sciences](#); Camp Champion, a four-day camp put on by the [Department of Health, Exercise & Sport Sciences](#); and school readiness programs from the College of Education.



Web Only

Education Professors Taking Message of Reform on the Road

Prior to new education standards coming in 2017, two Texas Tech educators are offering advice to teacher education programs in other states on the process of reform.

By Heidi Toth

With new federally mandated education standards around the corner, teacher education programs throughout the country are evaluating how effectively they prepare students to become teachers.

To that end, state superintendents from two states have reached out to Texas Tech University, asking about the [College of Education's](#) teacher education program that requires more and quicker accountability from both its teacher candidates and professors.

On top of that, the Urban Teacher Residency United recently highlighted TechTeach in its research report, "[Clinically Oriented Teacher Preparation](#)," as one of more than 20 programs that have shifted teacher preparation to competency-based standards and more time in the classroom.

Doug Hamman, chairman of the Department of Teacher Education, and Kathryn Button, associate professor of teacher education and director of the TechTeach distance program, went first to Massachusetts, then Louisiana, to discuss Texas Tech's teacher education program with teacher education directors in those states. Dean Scott Ridley went to Massachusetts as well.

The purpose of their visit to Massachusetts was to discuss teacher preparation program reform. Although not everyone was on board with the idea of reform, the three Red Raiders discussed changes the university had made in only a few years – completely redoing curricula and syllabi, overhauling the system, creating evaluation measures and forming partnerships with school districts.

Those are the keystones of TechTeach, which Ridley pioneered while associate dean at Arizona State University. When he was hired at Texas Tech, he told the hiring committee he would implement that teacher preparation program.

"The difference between our story and the story of Arizona State is they had many, many, many years to get to where they are now, and we have done all of this since the dean came in 2011," Button said.

Because the state superintendent in Louisiana was driving reform, their visit focused on implementation. Texas Tech was one of three schools represented, along with Arizona State University and Louisiana Tech University. The programs are facing changes that will directly tie K-12 students' performance with the program that prepared their teacher.

“Our worth is determined by how well our graduates’ students do on their tests,” Hamman said. “The stakes are very high.”

Federal reforms

Preliminary implementation of the U.S. Department of Education’s new accountability standards will begin in 2016; they will be widespread by 2017. When these reforms were approved, teacher education programs throughout the nation said they weren’t a good idea. The Department of Education moved forward anyway.

Those reforms include evaluating teachers according to a rubric, which will include students’ test scores, and holding not only the teachers accountable, but also the programs that prepared them to be in the classroom.

“The biggest part about that is teacher preparation programs will be responsible for the achievements of students taught by our graduates,” Hamman said.

Although TechTeach has not been around long enough to have a complete data picture, the feedback from principals and mentor teachers is good: students are more prepared for the classroom, they have new ideas, they’re excited. They’re also teaching well. Anecdotal evidence from administrators and other teachers show TechTeach graduates are finding success in the classroom and bringing enthusiasm to their jobs as well as being more prepared than many traditionally educated teachers.

“The dean’s promise was that if you hire one of our graduates, within the first three years they will have student gain scores above the district average,” Button said.

As the government is demanding changes with federal dollars on the line, states are looking around for ideas and landing at Texas Tech. The initial invitation to Massachusetts came through a relationship with the [National Institute for Excellence in Teaching](#) (NIET), which provides the rubric on which Texas Tech based its evaluation system.

“We’re serious about coming out good in that accountability system, but we also want to be leaders in the state,” Hamman said. “We want to be the No. 1 provider of teachers and prepare the measurably best teachers in Texas.”

The specifics of TechTeach

TechTeach is different from traditional teacher education programs in a number of ways:

- Competency tests: Teacher candidates must pass competency tests before they are allowed to student teach, thus putting only those candidates who are prepared into the classroom.
- Yearlong student teaching: TechTeach students spend their entire senior year in a classroom working closely with a mentor teacher and being an active part of the classroom. Professors observe the student teachers via web recordings and give feedback immediately after a lesson.
- Partnerships with local school districts: Administrators in the College of Education have reached out to dozens of superintendents to build these relationships, which requires the school to invest more in its student teachers, including involving



mentor teachers who actively work with the students to whom they are assigned. Schools also give Texas Tech student test scores and other data. The university releases its data to the schools.

- Instructional rubric for evaluations: Using NIET's competencies, Texas Tech administrators created a measurement rubric with specific criteria for instructional plans, standards and objectives, presenting instructional content, activities and materials, academic feedback and managing student behavior. All students are rated according to the listed criteria.
- On-site coordinators: TechTeach Across Texas allows students who live in different parts of the state to take classes online and do their student teaching in their areas. The university has coordinators in each of the areas to oversee the program and observe the teacher candidates in the classroom.
- Connection between classroom learning and student teaching: The teacher candidates are recorded and their professors watch the recordings. They're able to troubleshoot in almost real time what candidates are doing well and what they need to fix. This also allows professors to tweak their curriculum if teacher candidates aren't applying their classroom lessons.

The benefits and challenges of reform

During the panel in Baton Rouge, a number of deans said they didn't have the funding to implement the entire program. What was the most important part?

"We went across the panel and we each had something different," Button said.

As the distance education coordinator, she chose the site coordinator position, who is in the field conducting assessments, coaching teacher candidates and representing the university to the districts. Hamman chose yearlong student teaching and the use of instructional rubrics for evaluating teacher candidates.

"Those are the least expensive and I think, initially, the most effective," he said.

Teacher education programs considering reforms have more than financial cost to consider. They have to persuade professors and students it will be in their best interests and figure out how it works in a school of their size. (Texas Tech graduates about 500 teachers a year, while ASU graduates thousands. Some of the schools in the Louisiana and Massachusetts graduate 50 to 100; one had two teacher candidates graduate one semester.)

Administrators then need to build partnerships with school districts, which Hamman said they're still learning about four years in. The relationships aren't just forced once; rather, they have to consistently meet with principals and superintendents.

"Figuring out how they all work together, that's something everybody has to work out on their own in their own unique settings," Hamman said.

Since reform is coming, though, programs are listening. Ridley is working on a grant that will allow Texas Tech to be an education center for a number of other universities and help them through the reform process.

“They hope to learn from us because what we are doing is getting a lot of attention and graduating very strong teacher candidates,” Button said.



Web Only

General Purpose Classroom Project Upgrades Facilities, Technology at Texas Tech

Since 2010, the project has improved 44 rooms across campus.

By Glenys Young

Texas Tech University is working to ensure all students and faculty have access to updated facilities and technology, thanks to its General Purpose Classrooms project.

The General Purpose Classroom (GPC) project is designed to serve the entire Texas Tech community by updating classrooms with a wide range of equipment and resources. The initiative began in 2010 and has grown due to its popularity and continued positive feedback from faculty, students and staff. There are a total of 44 GPCs in six buildings spanning the Texas Tech campus: Agricultural Sciences, Holden Hall, Human Sciences, Mathematics, Media & Communication and Science.

“When looking for rooms to renovate, we look into rooms that are underutilized or in disrepair and will provide the greatest impact to the Texas Tech community if renovated,” said Patricia Vitela, assistant managing director for [Academic Support and Facilities Resources](#). “We work diligently to ensure the new space will provide an improved, up-to-date teaching and learning environment for the Texas Tech community. Surveys are also frequently used to not only gauge the use of existing General Purpose Classrooms, but to determine needs and seek feedback from the Texas Tech community that can influence future projects.”

According to the project’s [website](#), a space analysis was completed for all classrooms and meeting rooms on campus. The analysis included condition, usage, location and use by the home department. Upon review, rooms were chosen that were in poor condition and could potentially be used by multiple departments on campus.

GPCs are centrally scheduled, which means they can be used for a variety of disciplines. This improves use and provides an appropriate academic space for all course-related activities, Vitela said. Special attention also is paid to ensure the rooms are up to current building codes and in compliance with ADA guidelines.

“We want to help improve the experience of those with disabilities on our campus, and ensure that our academic spaces can meet their needs as much as possible,” Vitela said. “All GPC classrooms are ADA accessible, have assistive listening devices and are equipped with ADA desks or stations.”

[Classroom Technology Services](#) ensures all GPCs have the most current technology. Standards include a Dell computer with BluRay player, projector with motorized screen, Polycom phone, Intellimonitors, interactive display, ceiling speakers, podium and wireless

microphones for sound reinforcement & ADA assisted listening, wireless keyboard/mouse, and both HDMI and VGA laptop connections.

Some rooms also are equipped with more specialized equipment based on instructional demand. Examples of this include document cameras, additional flat-screen television displays and interactive video conferencing equipment.

“The technology is fantastic,” said Todd Chambers, associate dean for undergraduate affairs and a professor in the [College of Media & Communication](#) who has taught in GPCs for three years. “The presentation system allows a teacher to switch between several multimedia options. It really opens up the opportunities to create different types of learning experiences for the students. I think it’s definitely helped the students because the sound system, visual presentation system and multimedia presentation technologies allow for students in all sections of a room to clearly see and hear what’s happening.”

Instructors overwhelmed by the technology need not fear, Chambers said.

“One of advantages of the GPC is the technology support,” he explained. “Unfortunately, you don’t get a chance to interact with the technology support staff unless there is a problem. Any time I’ve had an issue with technology or access to a GPC, the response time has been almost immediate. Every member of the staff has demonstrated professionalism and expertise — the problems get solved quickly.”

The furniture in each room is chosen based on functionality, size of the room and pedagogical need. Neutral color schemes are selected, and rooms are carpeted to help dampen sound interference. Large dry erase boards are installed to provide ample space for students and instructors to write. Each room is carefully checked each week for any maintenance needs. This helps maintain the quality of not only the physical room, but the technology as well.

“We are also in the process of implementing a new global lock system on all of our GPCs, which helps not only increase security, but allow for greater customization,” Vitela said. “Instructors access the classrooms using their university IDs, and can determine whether or not they would like the room locked or unlocked during their class time. One swipe of their ID will unlock the door for a short amount of time to allow entry before locking back, and two swipes of their ID will leave the door unlocked for the duration of the class period. The new global door locks can also be programmed and controlled remotely, which not only saves significant time and resources, but also helps provide back-up in case of emergency.”

Anyone interested in having a room become a General Purpose Classroom can submit information about the room and the department managing it to Academic Support and Facilities Resources for analysis at patricia.vitela@ttu.edu or asfr.facilities@ttu.edu. For construction updates and more on the project, follow the [GPC Blog](#).

(sidebar)

General Purpose Classrooms
Agricultural Sciences: 214.



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Holden Hall: 028, 033, 038, 104, 106, 109, 111, 127, 128, 130, 152, 154, 155, 225, 255.

Human Sciences: 169 (technology only; room has not been renovated), 273.

Mathematics: 012, 108.

Science: 112.

Media & Communication: 053, 055, 057, 067, 075, 080, 082, 083, 084, 153, 155, 157, 166, 168, 253, 255, 257, 266, 268, 270, 281, 353, 359.



Web Only

‘It’s Who I Am:’ Blindness Just Part of Life for Congressional Intern

Senior Ashley Melero wanted to see the policy side of her field of social work, so she spent a month this summer in Washington interning on Capitol Hill.

By Heidi Toth

WASHINGTON – Ashley Melero sits at her desk preparing a “Dear Colleague” letter for her boss.

Congresswoman Sheila Jackson Lee authored House Bill 83, a bill to help states acquire emergency notification systems. As Melero finished the letter requesting support for the bill, Jackson Lee’s constituents in Houston prepared for Tropical Storm Bill.

Melero, a Texas Tech University senior with a double major in social work and sociology, is one of 23 students who spent part or all of their summer in Washington, D.C., as interns at the U.S. Capitol. They live in the Tech House, a block away from Capitol Hill, joining hundreds of employees each morning hurrying through the muggy D.C. air.

Melero’s routine is much the same. She and fellow Texas Tech intern Lindsey Sweetgall head for the intersection, talking as they weave quickly through the heavy traffic. Sweetgall is just a half-step ahead; Melero has her right hand on Sweetgall’s elbow and with her left holds onto Truffle, her seeing-eye dog. The trio has a 10-minute walk to their building’s elevator, where Sweetgall splits from Melero and Truffle, both women get to work and the Hill’s only canine intern settles in for a nap.

It’s been a busy summer for the El Paso native. Besides her work, including a floor statement published in the official congressional record, Melero has explored D.C. with the other interns, and she’s seen all of Capitol Hill and the National Mall using tactile maps written in braille that are housed in the Capitol.

“It was really cool to see it all laid out,” she said of the map. “In Texas we don’t have that.”

Ashley and Truffle

Melero was born with retinitis pigmentosa, a genetic condition that causes blindness. Both of her parents were carriers, and she and her sister were born blind. This has required some adjustments in her surroundings as she’s grown up and moved away, but hasn’t slowed her much.

“You learn, not necessarily that things are harder, but it’s more that you have to learn to do them in a different way,” she said.

She got Truffle four years ago when she came to Texas Tech, and the two found their way around campus. Making her way from apartment to classrooms to the library became second nature, and Truffle loved leading Melero around the now-familiar campus. The nation's capitol has taken a little more adjustment for both of them.

For one, they had to get used to an entirely new campus. Before her first day at work, Melero and Truffle met with a legislative staffer, Texas Tech alumna Stephanie Addison, who walked the pair around the Capitol, finding Jackson Lee's office, the bathroom and other important points. Melero would give Truffle a treat at each point so she would remember it.

Once Truffle learned how to get them to work, Melero found skills she needed to learn. She hadn't used Microsoft Excel before, so she turned to Google to figure out shortcut keys. Now her biggest concern is Truffle, who's used to changing classrooms every hour. Sometimes she gets a little too comfortable under Melero's desk.

"Truffle snores," she said with a laugh.

Fortunately, the yellow lab has a fan club, said Lillie Coney, the policy director in Jackson Lee's office. They've loved their first four-legged intern.

"Truffle has gotten great reviews," she said.

Working on the Hill

Melero and Truffle could walk to work alone, but on most days Sweetgall, who works in Rep. Gene Green's office two floors up, walks with them to the Rayburn Building.

"OK, Truff, you're up," Sweetgall says as the doors open on the second floor. Truffle heads out of the elevator and trots around a corner, through the office door to Melero's corner desk, where she settles down for a break while Melero gears up for a busy day. Other interns and staff members greet each other, fill water bottles and power up computers with the TV tuned to CNN.

"The hallmark of working for Sheila Jackson Lee as an intern is the work you get to do is pretty much training for a legislative staff position," Coney said. "You're going to be doing real work."

Although Melero has a machine on her desk that includes regular and braille keyboards, most of her work is done on a computer that looks the same as all the computers in the office, except hers always has headphones plugged in. She has a program that reads whatever is on the screen to her, the robotic voice emphasizing capital letters, punctuation and tabbed spaces.

She is always busy. If she finds herself out of projects, Melero talks to Coney, who immediately finds work for her and the five other interns in Jackson Lee's office.

"I couldn't even have imagined that it would be the way it is," Melero said, adding she'd heard interns got coffee and answered the phone. "I was surprised when they were like,



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‘You’re going to write a floor statement.’ I’m going to what? I’ve been pleasantly surprised at the work we’ve been allowed to do in this office.”

The most beneficial experience so far has been the girls in juvenile justice briefing, in which four girls who’d been through the system and two juvenile judges talked about what’s working and what’s not in the juvenile justice system. What they all said, and what Melero has seen in her work, is the system is set up to punish after a person is in trouble, instead of focusing on prevention or intervention.

She also sees a lack of help for parents in social work programs. If the purpose of Child Protective Services is to reunite families and help them function, it should have programs that help adults be better parents in addition to its focus on children.

“If the parent isn’t fixed it’s going to happen all over again,” Melero said.

She’s also seeing social work from a policy aspect, which she said will help her in her career; Melero wants to work in foster care and adoptions. Besides that, she’s learning to be organized and juggle half a dozen different assignments, which will come in handy when she’s a case worker.

It’s exhausting, Melero admits. She’s at the Capitol from 9 a.m. to 6 p.m., busy the whole time, and just wants to collapse into bed when she gets home. She’s not the only one.

“When 5:59 comes Truffle will get up and be ready to go,” she said. “She knows when it’s time to go home.”

Truffle is on duty from the time they leave the Tech House to when they get back and on any trips they take to museums, baseball games, intern receptions and other Washington, D.C. outings. At home the vest comes off and she gets the run of the first floor. She’s enjoyed D.C. as well, Melero said, though Truffle wasn’t used to the humidity at first.

Going to Washington

About 50 interns, both graduate and undergraduate Texas Tech students, go to Washington each year. Internships are available during the spring and fall semesters as well as both summer semesters. Their fields of study range from law to public relations to English to agriculture.

Melero got an email last fall about the internship, but she wasn’t sure she’d apply. It sounded fun, but she graduates in December, and she worried the internship would interfere with her program. She mentioned it to her father, and he latched onto the idea.

“As time went on I kept getting calls from my dad: ‘Have you applied?’ I’m like, ‘no, Dad, I haven’t yet.’ ‘You’d better do it.’”

The interview was less intimidating than she expected – questions focused on how well she'd fit into the program, not on how much she knew about the politics of social work – and then she waited for weeks to hear.

Her parents are quietly worried, she said. D.C. is a big, unfamiliar city and she's far away from home.

That they're worried because she's blind never comes up.

“It's not challenging for me. It's not different for me,” Melero said. “It's not something I have to face every day. It's who I am. It's what I know. It's me.”



Web Only

Making Structural Equation Modeling Fun: Todd Little Goes to Camp

Little, an educational psychology professor, started Stats Camp because of a dearth of statistical methodology experts at universities throughout the nation.

By Heidi Toth

There are no campfires, s'mores, snipe hunting or tents at Todd Little's camp.

There are statistics – lots and lots of statistics.

[Stats Camp](#), which Little founded, is sponsored by Texas Tech University and supported by the [Institute for Measurement, Methodology, Analysis & Policy](#), of which Little is director, and the [College of Education](#). It came about because many colleges nationwide lack experts in the advanced statistical techniques that social and behavioral science researchers should be using.

But don't worry, it's fun too. So fun, in fact, that many people come back year after year.

"I joke that this is the one time when recidivism is a good thing," Little, a professor of educational psychology, said.

Stats Camp, which just finished its 14th year in early June, is an opportunity for researchers from throughout the world to get a crash course on the methodological programs and techniques needed to ensure the most accurate, most effective results in social science research. It's held annually, this year at the Grapevine Courtyard/TownePlace Suites complex outside of Dallas. It's a much needed and increasingly popular event aimed at educating researchers on the newest statistical methods.

The need

When Little was working on his doctorate in the late 1980s, reviewers asked why he used structural equation modeling instead of more "tried and true" methods like ANOVA or Regression. He responded to those reviewers and journal editors explaining the advantages of the techniques he used and the problems associated with the techniques reviewers requested.

He converted them to his way of thinking, but found himself writing similar letters frequently. Over and over again, he explained the mistaken assumptions on which the old techniques were based and how these new techniques not only corrected those errors but also opened new avenues of discovery.

"There's a lot of fear of uncertainty and risk aversion," he said. "If researchers aren't trained in these best-practice techniques, they're going to use what they were trained to use – what their advisers taught them. Their advisers are using what they were trained to use."

There's a fear of moving onto new techniques, particularly because they require advanced training to learn and understand."

The mistaken assumptions include accepting all data as equally relevant and assuming a piece of data, once collected, is pristine. Especially in social sciences, where Little works, this assumed quality of data frequently is not the case. Anytime questions are being asked, there will be errors.

The danger of outdated, ineffective statistical methodology is researchers and others base their findings on those results, and if the results are wrong, well, so is everything built on top of the results.

"All the relationships you're looking for are going to be kind of masked by that measurement error," he said.

Not all of this is the result of intentionally holding onto bad methodology, he said. Not every university has a professor who's an expert in advanced statistical techniques like structural equation modeling and those universities that do may not have enough experts to teach all of the graduate students who need it.

That lack makes Stats Camp, which gathers several experts as well as helps students build relationships with those experts, a necessity for many researchers. For Kristy Soloski, an assistant professor of marriage and family therapy at Texas Tech, Stats Camp was important enough to write into her starting budget.

"As a professor and researcher, it's important to me to stay apprised of the current statistical methods in the field," she said. "With best practice methodologies constantly changing and improving, I wanted to be sure I was up to date."

The camp

The first Stats Camp was in 2003, when Little was a professor at the University of Kansas. He put out a notice on various websites to see if anyone would be interested in an intensive one-week course that would cover a semester's worth of statistical methodology. At the end of the week he had the entire camp – all 13 of them – over to his house for a barbecue.

About five years in he had to nix the backyard barbecue.

"We got to the point that we had so many people we had to rent a bus and bus them to my house for this massive barbecue," Little said. "I got really good at flipping burgers."

This year's camp had 285 campers, including some who stayed for both weeks. Most are in academia, with a fairly even split between graduate students who are learning how to do methodology and professors who have been using less effective methodology throughout their careers. Depending on the subject, they get a few industry people, but it's mostly academics.

Little teaches a course each week and brings in professors from throughout the world to teach others. Courses include structural equation modeling, multilevel modeling,



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psychometrics, meta-analysis, missing data, causal inference, program evaluation and cost-benefit analysis and other programs and methods.

“If people come to Stats Camp, they’re not going to get yesterday’s understanding of these modern statistics,” Little said. “They’re going to get tomorrow’s understanding, because these are the people who are publishing the articles, who are moving the field of statistics forward.”

He keeps the ratio of experts to participants low, as many of the participants bring their data and get help during the camp. Students and faculty members from Texas Tech’s research evaluation measurement and statistics (REMS) program are on hand to help people, as are all of the world-renowned professors who are teaching courses.

The evaluations are always good, Little said, with which first-time attendee Martin Goetz, a doctoral student at the University of Switzerland, agreed.

“I highly enjoyed and greatly profited from both courses I took due to their breadth as well as their depth,” he said. “Although the pace and level of the courses were quite demanding, the instructors managed to keep everybody on board and, probably more importantly, keep everybody motivated.

“I especially enjoyed all instructors grappling with each question from the audience and providing valuable answers.”

Plus, it’s camp, so it’s fun – really! Little works hard to make camp fun. He and the other teachers wear scout camp uniforms, complete with sashes decorated with patches like the Stats Camp logo. Starting next year, participants get a patch for each course they complete.

Plus, Stats Camp is a great way to meet other people in similar fields, put together collaborative projects or find a like-minded spouse. With no small amount of pride, Little said he’s had a couple of bachelor and bachelorette parties during Stats Camp, and one couple went on their honeymoon there.

The future

Soloski said she would recommend the camp to any researcher or consumer of research because it helped her not only in her research but also in advising students.

“I mentor many graduate students who are in the process of conducting their own research, and I am now able to counsel them on additional ways to conceptualize and model their research questions and the best practice methods in the field,” she said. “In my research, Stats Camp has helped me consider new means of examining my data and inspired me to continue to pursue complex methods.

“Overall, it has provided me with the confidence to continue with and improve my current line of research.”

Little hopes other researchers will listen to Stats Camp alumni. For the next few years, at least, it likely will grow incrementally. He's adding three more courses to the second week of camp next year, and he would like to see participation increase by about 10 percent each year. If that happens by 2018, the last year he has the Grapevine Courtyard/Townplace Suites reserved, the hotel and conference space will be about maxed out. If he wants to keep growing, he'll have to find another space.

He's also looking into additional Stats Camp dates. Since many of his attendees come from Europe, he may plan a smaller camp there in 2016. It may be somewhere warm and sunny so he can hold the camp in January, or it may be a castle available for rent near Konstanz, Germany.

Wherever students participate, it's a valuable resource. Goetz said when he met Little he thought Little was just talking up his own program, but he only needed a few conversations to realize this was an experience that would significantly move his research forward. Despite all the intensity, participants have a good time on top of benefiting their research.

"The energy in the classroom when people have traveled far and wide to be there is different from the energy of somebody who's a student and has other concerns," Little said.



Web only

Mastergeorge Starts as Chairwoman of Human Development and Family Studies

The early childhood development expert has had a long career in a variety of institutions and research programs.

By Heidi Toth

Ann Mastergeorge spent much of her time as a UCLA doctoral student in her car, driving from one Southern California house to the next. In each home was a child who wasn't developing typically but also hadn't been diagnosed with a developmental disorder. No one had answers for the worried, sometimes overwhelmed, parents.

Mastergeorge spent hours in each home, talking to parents and children about the ambiguous diagnosis and how it affected the family's lives and culture. She observed playtime, bathtime, dinnertime and bedtime, taking notes of the changes that accompany a child with a disability.

That is just one of the projects in Mastergeorge's 20-year career in developmental psychology that led her to Texas Tech University, where she became chairwoman of the [Department of Human Development and Family Studies](#) in the [College of Human Sciences](#) on July 1.

"We're very well-positioned," Mastergeorge said. "I can really see a vision of where we can go in terms of building a top rated HDFS program."

Her credentials

Mastergeorge earned her bachelor's degree in speech communication from California State University-Fullerton, her master's degree in communication disorders from the University of Washington and her doctorate in educational psychology with an emphasis on developmental psychology from the University of California-Los Angeles.

Prior to coming to Lubbock she was chairwoman of the early childhood initiative and assistant director of the Frances McClelland Institute for Children, Youth and Families at the University of Arizona. She also worked for, and still is affiliated with, the [MIND Institute](#) at the University of California-Davis, which focuses on the study of neurodevelopment disorders.

Mastergeorge published dozens of papers and has received grant funding from the National Institutes of Health, the MIND Institute, the U.S. Department of Education, the Centers for Disease Control and Prevention, the U.S. Department of Defense, the Spencer Foundation and other statewide and federal agencies.

Mastergeorge is part of the Texas state team for autism and the University Centers of Excellence on Development Disabilities and hopes to be affiliated with the [Burkhart](#)

[Center for Autism Education & Research](#) on campus. That, among other programs, contributed to her decision to come to Texas Tech.

“I had no idea of the resources available here,” Mastergeorge said. “For me, what was a huge draw was just all the infrastructure that was here.”

Human Sciences Dean Linda Hoover said they are looking forward to the expertise Mastergeorge brings to the position.

“Dr. Mastergeorge is uniquely qualified to lead our Department of Human Development and Family Studies as she has had significant administrative and grant-funded experience,” she said. “Both our existing and new faculty will directly benefit from her guidance and mentorship. I know that she will provide strong leadership to the Department of Human Development and Family Studies.

“Based on all of these factors, Dr. Mastergeorge’s efforts will enable the department to increase its contributions to the field of human development and family studies.”

Her research

Most of Mastergeorge’s research is applied, such as Project Child at UCLA. Her two main areas of applied research relate to the risk and early intervention for young children with disabilities and looking at risk factors for children who live in poverty.

Her autism focus, which she will continue at Texas Tech, has been on parent-mediated interventions when a child is a year old or sometimes younger. It allows a parent to be the facilitator when interacting with a child with autism or other developmental disorder. A therapist is present as well, ensuring the parent is following best practices, but the parent is taking the lead.

“We can look at risk behaviors very, very young and intervene very early and really change the trajectory of the development,” she said. “We know we can change the way the brain is developing based on these early interventions.”

Her other area of applied research is poverty-centered; Mastergeorge looks at the risk factors a child living in poverty experiences. She focuses on low-income families because although poverty itself does not guarantee negative outcomes in the future, it often comes with other risk factors, such as untreated maternal depression, food insecurity and poor parenting strategies.

At Arizona, she was part of a grant-funded program called Strengthening Families that focused on families of preschool-age children. The grant provided dinner for the entire family before each session, then the parents learned about verbal problem-solving and other positive parenting strategies.

“For many it was a night they could bring their whole family to have a meal,” she said. “They showed up to all the sessions because of that.”



She also works extensively with Early Head Start and is part of an Early Head Start consortium at Harvard University. Much of this research focuses on finding and promoting strategies leading to positive long-term outcomes for young children as well as positive family well-being.

“We focus on the family,” she said. “It’s not just a focus on the child.”

Additionally, Mastergeorge has studied children 1-3 years old and their interactions with their mothers over time. She tracks emotional availability, maternal sensitivity and responsiveness. Many of these mothers don’t know how important play and responsive communication with their children is relative to important developmental milestones and school readiness. By monitoring and modeling better parenting these parents can become more effective.

Her final area of research is in the lab. She studies gaze and gaze-shifting behaviors in infants. A current study tracks infant eye gaze – where their pupils focus when watching interactive movie clips. Children who develop typically tend to focus most on the person speaking or something moving, like a ball. A child developing atypically may stare into one corner or focus on a character’s headband.

This research has been developed to understand typical and atypical developmental trajectories, as gaze shifting in early development is an important precursor for early language development and social interaction.

Her views on leadership

Mastergeorge has met all of the faculty members, but she plans to meet individually with each in the coming weeks to talk about his or her research, individual and department goals and how the department should move forward. She’s also planning a faculty retreat for August.

The faculty members will help create a mission and strategic plan for the department, which will align with the college’s strategic plan, which aligns with the university’s strategic plan of becoming a Tier One research institution. This will include grants, recruitment efforts and collaborating with faculty in other colleges and universities throughout Texas and the nation.

“It’s very important for us not to be seeking grants just with each other or on our own, but to really be collaborative with other disciplines,” she said.

One factor that drew her to Texas Tech was the opportunity to collaborate with other experts and researchers, including the [East Lubbock Promise Neighborhood grant](#), the Burkhart Center, the [Institute for Measurement, Methodology, Analysis & Policy](#), the [Texas Tech University Health Sciences Center](#) and the [Child Development Resource Center](#) and [Early Head Start](#) programs.

Mastergeorge also is the director of the Institute for Children and Families, and she wants to increase research under its umbrella, especially given the breadth of expertise among faculty members in the department. Part of that will include her work with Early Head Start.



Web Only

Researchers at Lubbock Lake Landmark Continue Dig into Bison Bone Bed

The volunteer crew is made up of anthropology students from throughout the nation.

By Heidi Toth

Imagine rooting around in the dirt and finding the jawbone of a bison, teeth still intact, with marks indicating humans killed it more than 10 millennia ago. What would you do?

The excavation crew at the [Lubbock Lake Landmark](#) celebrates in a way that makes a lot of sense for an excavation crew.

“We get really excited when we find something, then we get out our little wooden picks to see how far it goes and try to figure out what it is,” said Katherine Ehlers, crew chief of the landmark’s volunteer excavation team.

Ehlers leads a team of students from all over the country, and occasionally the world, who do field research at the Lubbock Lake Landmark, a national historic landmark with a name that underplays its historical significance and confuses visitors every now and then. Long before it was plains filled with wildflowers and small animals, Texas Tech University’s Lubbock Lake Landmark was an ancient body of water that allowed plant life to thrive, attracting bison and other animals and then drawing in the Paleoindians of the era.

The evidence that has been unearthed at the landmark in the last several decades indicates more than just human life from 10,000 years ago. It all adds to the evidence demonstrating that people have continually lived, or at least moved through the South Plains, for the last 12,000 years. Few other regions in the country can make that claim.

“People have been here since they’ve been in North America,” Ehlers said.

Field research

The field research occurs May through August at the landmark and other sites throughout the region. The researchers, outside of Ehlers, are mostly volunteers – undergraduate and graduate students in anthropology. The volunteers this summer are from Costa Rica who, although they have done digs in their home country before, are having a different experience. The soil and environment in Costa Rica are not conducive to preserving bones, so most of what they found was pottery.

“The things we’re digging are completely different from what we see at home,” said Eugenia Amador, an anthropology student from the University of Costa Rica.

She and a number of classmates looking for field research had the Lubbock Lake Landmark highly recommended to them. It’s well-known in the anthropological world.

The ancient bison bone bed they're excavating is about 10,000 years old, and the bones show evidence of being hunted instead of dying naturally. Ehlers said the bones have microscopic marks made by butchering tools and are stacked in a way animals would not have died naturally. That means humans moved through the Lubbock area, following the bison, which came for the water and the associated plant food.

The bones they're excavating do more than confirm the Paleoindians' stop, though. The teeth still clinging to a jawbone can tell the scientists how old that animal was. The researchers are digging up the remains of at least three bison – two adults and one juvenile – and they may be able to determine in which season the juvenile was killed based on how old it is.

“There's really a lot we can find out about how people were utilizing the bison and interacting with the landscape just from something like this,” Ehlers said.

A day in the life

To avoid spending too much time in the blistering late afternoon sun, the researchers are digging before 7 a.m. They dig about an inch at a time, using small, flat trowels and little brooms to dislodge the sediment and sweep it into bags. The dirt, along with just about everything from an ancient research site, will be processed and analyzed in a lab later. That slows the process somewhat.

“We do a lot of documentation,” Ehlers said.

This summer volunteers have already uncovered about a dozen bones, which sit in undisturbed dirt and act as motivation for the digging. The dig is methodical, with each volunteer assigned a specific square. They chat and occasionally shift sitting positions. A radio plays oldies in the background. They're in the low area of the landmark, so they're well-shaded, at least in the morning.

As the day heats up they put away their tools, cover the bones with bags of sand and spread a tarp over the whole area, then head to the lab for paperwork and to process the sediment. Heritage education manager Susan Rowe said for every hour the researchers are in the field, they spend four hours inside processing and cataloguing information.

In the evening the volunteers return to their home away from home – several tents on landmark property that include a kitchen, a bathroom and a washer and dryer.

Texas Tech graduate student Lila Jones, who grew up in Costa Rica before coming to Lubbock, began volunteering for field research five years ago. She's now an employee at the landmark while finishing her master's degree in interdisciplinary studies, which allows her to take classes in biology, museum science and geographic information systems, all of which will prepare her to do this kind of work full time.

She much prefers working with bone over the pottery shards she found in digs in Costa Rica, she said.



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“It’s been really great,” Jones said during a break from her square, where she works in close proximity to previously unearthed vertebrae. “I get to work in the field and in the lab.”

The bones they’ve found, including ribs, a radioulna, tibia, lumbar vertebrae, two humeri, metacarpals and an ankle bone, have not been removed, even though some were unearthed a year ago. Ehlers said the bones are in such bad condition that the dirt surrounding them is what holds them together. When they reach that step, the researchers will build a plaster cast and essentially remove the bone with the dirt, take it to the lab and remove the dirt in a controlled environment.

Exploring the Lubbock Lake Landmark

Although the landmark is free and open to the public, the excavation sites are closed to visitors 364 days a year. One Saturday in July they hold Archaeology in Action Day, and anyone interested can visit the site and ask the researchers questions.

“I had a lot of questions about mammoths from little kids one year,” Ehlers said with a laugh. She attributed the sudden interest to one of the popular “Ice Age” movies being released.

Rowe said they occasionally get visitors who want to see the dinosaur bones, and somebody has to explain they’re not doing ancient reptile excavation here. It is, however, just as interesting, both said.

“We have a chance to see how people who lived here a long time ago adapted to the environment,” Ehlers said.

The volunteers will work until Aug. 15, at which point they’ll cover the dig area with planks and tarps and stack sandbags around it to keep rain, wildlife and other dirt out. At that point Ehlers, Jones and others are in the lab full-time.

“The lab stays busy all year trying to get everything taken care of and accounted for,” Ehlers said.

The Lubbock Lake Landmark is open 9 a.m. to 5 p.m. Tuesday through Saturday and 1-5 p.m. Sunday all year long. It is home to exhibitions that explain the research findings and how the South Plains has changed in the last 12,000 years as well as a nature preserve with walking trails. For more information call (806) 742-1116.



Web Only

Texas Tech Alum Takes Already Storied Career to Washington

Noah McCullough, a former congressional intern and 2015 graduate, was hired straight out of college to work in Sen. John Cornyn's majority whip office.

By Heidi Toth

Noah McCullough is a wee bit precocious.

He became interested in politics watching the coverage of the 2000 presidential election between George W. Bush and Al Gore. He was 5 years old.

He became a correspondent on "The Tonight Show" when he was in third grade. That led to appearances on other TV shows, including "The Oprah Winfrey Show" and "Late Night with Conan O'Brien."

At the ripe old age of 10, he toured with President Bush, who was pitching his new Social Security plan. That led to authoring books while he was still in elementary school.

All of that preceded McCullough, a 2015 Texas Tech University graduate, being the first person hired into Texas Sen. John Cornyn's majority whip office immediately after graduating.

"For me, presidential trivia was a hobby," he said. "Some kids collected Yu-Gi-Oh! cards, some kids collected sports cards. For me, I really enjoyed collecting presidential trivia.

"I was just an ordinary kid with an unusual hobby, and it ended up leading to some really cool opportunities."

Interning and working

McCullough had his eye on Texas Tech before finishing high school in Clayton, New Mexico. He wanted a political career in his future and was familiar with the university's congressional internship program, which sent interns to Washington, D.C., every semester and provided a living stipend.

"One of the things that brought me to Tech was the congressional internship program they had, and the more I went along in school I realized that was an opportunity I wanted to take advantage of," he said. "I thought a career on Capitol Hill might be interesting, and an internship would be a good segue to that."

The financial aid helped out too.

"I wouldn't have been able to do an unpaid internship for four months with my own resources," he said.

He came to Lubbock, majored in political science and economics and spent the last semester of his senior year in Washington, interning for Sen. Cornyn. For the four months he was in D.C. he introduced himself, shook hands and let people know he was interested in a full-time position.

All the work paid off when a position in Cornyn's Senate majority whip office opened up. He took it, becoming the first staffer in the whip office to be hired right out of college. He moved out of the Tech House, flew back to Lubbock on May 14, attended graduation and returned to D.C. May 17 to start work the next day, this time as a staffer and resident of the nation's capitol.

His day still includes a lot of grunt work. He sorts press releases and media posts, creates daily press reports for Cornyn and his staff, runs errands, writes a weekly memo summarizing the activities of each senator and escorts groups to and from the Senate floor. The whip's office, which is separate from Cornyn's Senate office, is responsible for finding out how senators feel about bills, whether those bills have the necessary votes to pass and getting the votes as needed.

"When we're out of session, it's very, very slow, but when we're in session it's very, very hectic," he said. "When there are votes on the floor it can be pretty crazy."

COMMENTS FROM CORNYN'S OFFICE

McCullough's first two months have been a great experience, he said. He admires Cornyn and appreciates the opportunity to work with him, he likes interacting with other members of Congress and he knows he's doing valuable work, which is fulfilling.

When he's lacking for inspiration he just sits back and looks out the window.

"I've got a really cool view of the Capitol dome from my desk," he said. "It's kinda cool at your entry level job you get to have that kind of view."

Where he came from and where he's going

When he was 13, in an [interview with Scholastic Books](#), McCullough remembered the mock election his kindergarten class did in 2000. His friends voted on who looked the coolest. He asked a bunch of questions about the candidates' positions on different issues, and for his effort to be part of an informed electorate was banned from voting.

That jump-started the hobby that has morphed into a career. He came to the national stage after someone recorded him in a second-grade talent show discussing presidents and sent it to Jay Leno, host of "The Tonight Show," leading to multiple TV appearances as a third-grader. *That* led to a tour with President George W. Bush to discuss Social Security when he was in fourth grade.

"That led to the opportunity to write the books," he said.

He authored "The Essential Book of Presidential Trivia" and "First Kids: The True Stories of all the Presidents' Children."



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Politics, to say the least, is McCullough's passion and he has no plans to leave anytime soon. He wants a career in policymaking and plans to run for office one day. He's thinking about law school, which would fit into his skill set and goals, but he hasn't decided on anything for sure yet.

Until then, he's pretty comfortable with where he is.

"I feel like D.C. is a place where a lot of times opportunities open up where you wouldn't necessarily expect," McCullough said. "I'm keeping an open mind because I want to see what all is out there."



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Texas Tech Chef Shares Summer Treat for Culinaricians Day

Hospitality Services chef Kara Perez shows how to make an easy and delicious fruit pizza with just a few ingredients.

By K'Leigh Sims

In celebration of Culinaricians Day on Saturday (July 25), Texas Tech Today visited with [Hospitality Services](#) chef Kara Perez for [The Market](#) dining location at the Stangel/Murdough residence hall about creating a colorful sweet treat that's perfect for summertime: a fresh fruit pizza.

With just a few ingredients, this fruit pizza is kid-friendly and great for summer cookouts, celebrations and pool parties.

Perez takes you through the simple steps to make a fruit pizza. To make your own, a printable recipe is available here and below.

Fruit Pizza

Ingredients:

- Pizza Crust:
 - ½ cup butter, softened
 - ¾ cup white sugar
 - 1 egg
 - 1 1/4 cups all-purpose flour
 - 1 teaspoon cream of tartar
 - ½ teaspoon baking soda
 - ¼ teaspoon salt
- Icing:
 - 1 (8-ounce) package cream cheese
 - ½ cup white sugar
 - 2 teaspoons vanilla extract

Directions:

1. Preheat oven to 350 degrees.
2. In a large bowl, cream together the butter and ¾ cup sugar until smooth. Mix in egg. Combine the flour, cream of tartar, baking soda and salt; stir into the creamed mixture until blended. Press dough into an ungreased pizza pan.
3. Bake in preheated oven for 8 to 10 minutes, or until lightly browned. Allow crust to cool.

4. In a large bowl, beat cream cheese with $\frac{1}{2}$ cup sugar and vanilla until light. Spread on cooled crust.
5. Arrange desired fruit on top of filling and chill.



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Texas Tech Professors Discuss Favorite War Movies

Features from the 1920s to present day made the list.

By Emily Gardner

War movies have held a special place in American cinema through the years as well as in the hearts of film scholars. From movies created in the 1920s to present day, patriotism and freedom have rung. In time for the Fourth of July, several Texas Tech University professors list their all-time favorite war movies and explain why.

Robert Peaslee, associate professor in the College of Media & Communication

- “[Apocalypse Now](#)” (1979) “This is not only a great war film – the cinematography, editing, writing, direction, performance and soundtrack are all incredible – it is for my money the single greatest film adaption of literary material ever produced.”
- “[Inglourious Basterds](#)” (2009) “The most fun you can have in a war film, and two of the greatest single scenes ever written.”
- “[Full Metal Jacket](#)” (1987) “There are at least three Stanley Kubrick films that could be on this list, but this is the most shattering and unforgettable. Pvt. Pyle is perhaps one of the most indelible and haunting characters in all of cinema.”
- “[The Thin Red Line](#)” (1998) “For me, this is Terrence Malick’s masterwork: a gorgeous tone-poem on the insanity of war, the beauty of life on the edge and the problem of duty.”
- “[The Hurt Locker](#)” (2008) “The film is a classic for the War on Terror age. The suit for which the film is named serves as a potent metaphor for the might and the confining, suffocating nature of American military action since 2001. It’s expertly directed by Katherine Bigelow, who gets additional points for the taut ‘Zero Dark Thirty.’”

Tim Day, instructor in the College of Media & Communication

- “[Empire of the Sun](#)” (1987): “The film is the underrated Spielberg coming-of-age tale and was Christian Bale’s feature debut. A 12-year-old boy in a Japanese internment camp makes an indelible impression as he measures his dreams and fantasies against the reality of war.”

- “[Bridge on the River Kwai](#)” (1957): “David Lean’s epic offers daring escapes, sabotage and one of the most suspenseful sequences ever filmed. A struggle for leadership and power is the crux of this fantastic film, and there is a mesmerizing performance from Alec Guinness.”
- “[The Steel Helmet](#)” (1951): “Sam Fuller broke the mold when he shot a film about the Korean War during the Korean War. A ragtag group of soldiers take refuge from a sniper in a Buddhist temple. As racial and ideological tensions grow, the movie offers a gut-punch for the horror of war.”
- “[The Dirty Dozen](#)” (1967): “‘Train ‘em! Excite ‘em! Arm ‘em! Then turn them loose on the Nazis.’ The film combines the dregs of military prison under the leadership of Lee Marvin for a suicide mission to end Hitler’s grip in Europe. Yes please.”
- “[The Great Escape](#)” (1963): “Made at the peak of the Hollywood studio system. This is a great example of a fantastic ensemble cast and a marquee idol in Steven McQueen. Thrills, laughs and plenty of action from beginning to end.”

Paul Reinsch, assistant professor of practice, Department of Theatre and Dance

- “[The Best Years of Our Lives](#)” (1946): “Most war films are actually combat films, and most combat films are action films merely pretending to have more somber ambitions. William Wyler’s greatest film documents the efforts of three World War II veterans to re-assimilate to their home and the community’s efforts to welcome them back.”
- “[The Big Red One: The Reconstruction](#)” (1980, 1994): “Professional raconteur and World War II veteran Samuel Fuller made films that often feel more like wrestling matches with the audience than anything like entertainment. In the afterword to the novel ‘The Big Red One,’ he writes: ‘To make a real war movie would be to occasionally fire at the audience from behind the screen during a battle scene.’ This film is less confrontational than this work in previous decades and stops well short of firing live rounds into the audience, but it sums up his feelings about war and war films, especially in the extended version released after his death.”
- “[The Deer Hunter](#)” (1978): “Writer-director Michael Cimino’s study of the effect of the Vietnam War on the men and woman of a small Pennsylvania town overtly echoes Wyler’s earlier film. While the film’s ‘Russian Roulette’ sequences are rightly infamous, it is the presentation of the community before the war that most successfully builds on the foundation of ‘The Best Years of Our Lives.’”
- “[The General](#)” (1926): “Buster Keaton is funnier and more inventive than Chaplin, and he always was. While much of his great work is found in short films, this is his most perfect feature. Here, with Clyde Bruckman, he recreates the partially true story of Johnny Gray and his love for his girlfriend and locomotive. Though the film ignores the ‘peculiar institution’ that caused the Civil War and continues to



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plague the U.S. today, Keaton's images are as indelible as, and more beautiful and spontaneously alive than, Mathew Brady's or Alexander Gardner's photographs."

- "[Men in War](#)" (1957): "The title is generic but not inaccurate. Known more for his westerns and contributions to film noir, director Anthony Mann contributed equally to the war film, though this work is often neglected. 'Men in War' presents soldiers in the Korean War trying both to survive and understand their own actions."



Web Only

The Double T in D.C.: Internship Program Provides Capitol Experience for Students

Dozens of Texas Tech students from all majors intern on Capitol Hill every year, providing valuable job and life experience.

By Heidi Toth

WASHINGTON -- Holton Westbrook remembered being at the U.S. Capitol earlier this year, watching as members of Congress and their suited-up staffers hurried between offices, meetings and the session. All around him, important work was happening.

Westbrook, the incoming [Student Government Association](#) president at Texas Tech University, was in Washington, D.C., as part of Big 12 on the Hill, an opportunity for student leaders in the Big 12 Conference to lobby Congress on behalf of their conference.

That experience was why he applied to one of Texas Tech's congressional internship programs and how a few months later he was in D.C., wearing a suit and walking from office to meeting, working for the government.

"It was really cool to see that side of it," he said. "Now it's cool to be that person on the other side, being able to see what all these leaders do around the Hill and for this country."

Westbrook, a senior agricultural economics major from Stephenville, is one of 23 Texas Tech students spending some or all of their summer in the nation's capital, interning for members of Congress, House committees and federal departments. The internship is an opportunity for students of all majors to experience legislative life, network with the nation's leaders and explore different options for careers and post-college life.

It's an eye-opening experience for the students in more ways than one.

"I know being from Houston and being from Texas, it's very different from being in Washington, D.C.," said Nora Jan, a senior with three majors and plans to go to law school. "The culture, the environment, the people are all entirely different."

The congressional internship program

Texas Tech has parallel internship programs administered by the [president's office](#) and the [College of Agricultural Sciences & Natural Resources](#) (CASNR). The programs are virtually the same, particularly when students get to Washington, but CASNR's program is open only to its students, while the [Government & Public Service Internship Program](#) is open to graduate and undergraduate students in any program. Students in both programs get a stipend to help pay for their time in D.C.

Missi Barton, the internship coordinator for Texas Tech's Government & Public Service Internship Program, said the president's office sends about 16 students each semester,

while CASNR sends three to four students each semester. Both programs started in the late 1990s.

“The program allows students to be introduced into the world of public service and contribute to the policy-making process,” Barton said.

Students applying through the president’s office submit an application, then go through an interview, said Amber Yanez, a senior marketing major and incoming SGA vice president.

“I was super nervous before going in, and I walked out and thought, ‘Oh, that was the best interview I’ve ever had,’” she said.

CASNR’s process is more involved, though it still shouldn’t be a deterrent to potential applicants, Westbrook said. He attended an information session in fall 2014 and heard from previous interns about the experience, then filled out an application that asked questions about leadership skills, academics accomplishments and community service. He also wrote an essay discussing current events.

From there, he had an interview with several faculty members who cull the applicants down to about 10. Each member of that group has a second interview with members of the agricultural industry in Texas, who asked him questions like who his congressional representative is, who the agriculture commissioner is, why he applied and what he hoped to gain in Washington.

“That’s a little bit more intimidating,” Westbrook admitted.

Once students are selected, the Office of the President or CASNR works with internship coordinators in Congress to place students in different offices. They look at students’ interests, personalities, plans, hometowns and more when considering where to place students.

Most go to Texas offices, though not all. Denzel Maxwell, who is working on a master’s of public administration, worked with a representative from New Jersey. Westbrook interned for the House Committee on Agriculture, allowing him to work not only with Midland Rep. Mike Conaway, who is the chairman, but other representatives as well.

The internship experience

Interns answer phones, give tours, run errands, do research, write documents and go to briefings. When Yanez walked into her first briefing, she immediately recognized the room from watching C-SPAN.

“You’re in the same room with them and they’re doing something so great and you’re witnessing it, not just on TV but in person,” Yanez said. “That was a great experience for me.”

Ashley Melero, a senior social work and sociology major, was surprised when, during her first week in Congresswoman Sheila Jackson Lee’s office, she was told to do research and given assignments such as writing a floor statement.



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“I couldn’t even have imagined it would be the way it is,” Melero said. “I’ve been pleasantly surprised at the work we’ve been allowed to do in this office.”

Jan, who is majoring in English, political science and sociology, came to Texas Tech in part because of the internship program. This was her second summer in D.C.; in 2014 she interned at a firm that lobbied Congress on medical health and geriatrics. She attended many of the same types of meetings, just as a different kind of participant.

“I’m still toying around with which I like better, but it’s nice to see that both sides do significant amounts of work,” she said.

Westbrook, in a committee office, works with both the legislative and business side of Congress. He gets coffee, sorts newspapers and works with legislative assistants on the daily grind, but he also works with lobbyists who come in and prepares for meetings between representatives and different organizations.

He’s also had a myriad of unexpected moments just by avoiding the same elevator two mornings in a row or eating at a cafeteria in a building. Taking different hallways allowed him to meet new people and fully explore Capitol Hill.

“I worked out one day in a gym and thought about going home to eat a sandwich, but I decided to go out and eat, and Michelle Obama was actually at the restaurant I went to,” Westbrook said.

Life in the Tech House and D.C.

The Tech House is a red brick, square building that sits off a street a block south of Capitol Hill. It’s unassuming, with only a Double T on a doorway indicating ownership. The house has 16 bedrooms on two floors; each floor has a kitchen, living room, laundry room and two bathrooms.

It’s much like living in a residence hall, several interns said. They all hang out together in the living room when they’re home and have worked out an informal schedule for the bathrooms in the morning.

The best aspect of the Tech House, though, is its location. Other university houses require close to an hour commute each way.

“Being able to walk to work in 10 minutes, it’s awesome,” said Evonne Heredia, a sociology and criminology double major from Hobbs, New Mexico.

Of course, they’re not spending a lot of time at the house. The interns are at work all day and in the evenings explore Washington, D.C., and go to events planned through the congressional internship programs. The receptions introduce the students not only to each other but also to the sights, experiences and opportunities D.C. has to offer, Heredia said.

Plus, they're living in a vibrant city. The interns have explored historical sites, gone to the Holocaust Memorial Museum, strolled around the National Mall and played tour guide when their families came to visit.

Jan especially appreciated the unique gastronomical experiences D.C. had to offer during Truckeroo, a 12-hour food truck extravaganza.

"A roommate and I went and binge-ate like 18 different types of food," Jan said.

The future

Yanez might come back to D.C., though not in the same capacity. She wants to fundraise for campaigns, either at a district or a national level.

Jan is going to law school to become a corporate lawyer.

"D.C. could be in my future," she said. "It's certainly not one of the projected cities, but being here is changing my mind."

Westbrook plans to get a law degree and a master's degree in agricultural economics, a dual degree program Texas Tech offers. After that, his goal is to work for an agriculture lobbying firm, although he wouldn't say no to nonprofit work.

"I'd like to help be the voice for agriculture," he said. "That's a passion of mine."

Whether she makes it back in the future, Yanez said her summer in D.C. was well worth the heat, humidity and wearing a suit every day.

"You think you have an idea before you come here what D.C.'s going to be about, and you come here and it's just so much more," she said. "Everyone here is on a mission to do something every day. That's my favorite part about D.C. Everyone's doing something good every day."

Sidebar

President's office requirements

Be in good standing with the university

Complete 60 hours of course work by the start of the internship

Have a cumulative GPA of at least 3.0 at time of interview and internship

CASNR requirements

Be a CASNR student in good standing

Complete 30 hours of course work by the start of the internship

Have a cumulative GPA of at least 3.0 at time of interview and internship

Internship availability

Spring, fall, summer I, summer II, entire summer

Did you know?



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Texas Tech also offers internships with congressional district offices in Lubbock for students who want the experience but are unable to relocate to D.C. or stop working for a semester. Every other year, while the Texas Legislature is in session, students can do internships in Austin.

Additionally, students can apply more than once. Several students recommended applying as a sophomore, allowing people who don't get it the first year a chance to apply again.

“If you have any type of inclination, do yourself a favor and take that chance and apply,” Jan said. “If you're a student and you feel like this could be a place for you, definitely take advantage of the opportunity.”

Summer 2015 interns

Name	Hometown	Office
Devin DeLapp	Stinnett	Rep. Mac Thornberry
Denzel Maxwell	Tulsa, OK	Rep. Donald Cross
Cole McNiel	Mansfield	Rep. Randy Neugebauer
Ashley Melero	El Paso	Rep. Sheila Jackson Lee
Sarah Muncy	Carrollton	Rep. Filemon Vela
Holton Westbrook	Stephenville	House Committee on Agriculture
Amber Yanez	Houston	Rep. Joe Barton
Melanie Yeisley	Trophy Club	Rep. Michael Burgess
Alyssa York	Frisco	Rep. Jeb Hensarling
Molly Craft	Lubbock	Rep. Henry Cuellar
Michael Kmetz	Commerce	Rep. Pete Olson
Dawn Stecklein	Flower Mound	Rep. Michael McCaul
Darby Sullivan	Canyon	Rep. Mac Thornberry
Danielle Villarreal	Leander	Rep. Sam Johnson
Ryley Bennett	Corrales, NM	Rep. John Carter
Amanda Cook	Cypress	Department of Commerce
Evonne Heredia	Hobbs, NM	Sen. Ted Cruz
Nora Jan	Houston	Rep. Beto O'Rourke
Garrett Lam	Burkburnett	Rep. Mike Conaway
Taylor Shackelford	Prosper	Sen. John Cornyn
Lindsey Sweetgall	Canyon	Rep. Gene Green
Taylor Turner	Lubbock	Rep. Randy Neugebauer
Jordan Vogel	Canyon	Rep. Blake Farenthold and House Ag Committee



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White House, Science Educators Association Recognize Doctoral Students

Jacqueline Fernandez-Romero and Florentia Spires, both students in Texas Tech's global STEM education program, received national awards recently.

By Heidi Toth

The phones at Jacqueline Fernandez-Romero's charter school in Washington, D.C., aren't always the most reliable, so a number of messages from the National Science Teachers Association (NSTA) had gone unanswered when a secretary told her to call the organization back.

When she did, the Texas Tech University doctoral student learned she'd been selected for NTSA's Distinguished Service to Science Education Award. She was one of two recipients in 2015 for one of the organization's highest awards.

"It was one of those days where everything was going just right," Fernandez-Romero said. "The phones were working, the Internet was fine and everything was going the way it should. In education, that's the beauty of it. Every day is a different day. You never know what you're going to get."

Fellow doctoral candidate Florentia Spires didn't get a phone call. The master educator for the District of Columbia Public Schools received a letter in early July, capping a long year of personal and professional challenges. She was a recipient of the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) for the District of Columbia, the nation's highest honor for math and science teachers.

"My immediate reaction was laughter and crying at the same time," she said. "It's been challenging, so it was just joy. It was just joy."

Both women are members of the [College of Education's Global Pragmatic Researchers in Science Education \(PRiSE\)](#) program, a mostly online degree geared toward educators who work full-time and have a special interest both in global matters and science education. It's one of only a handful of such programs nationwide.

These awards demonstrate the high caliber of students who participate in Texas Tech's program, said Walter Smith, the Helen Devitt Jones Endowed Professor in professional education and chairman of the Department of Curriculum and Instruction.

"We are pleased to have 70 outstanding STEM educators from 20 states in the Global PRiSE doctoral program, and we are proud that two of our students have received two of the highest honors bestowed in the nation," he said.

Jacqueline Fernandez-Romero

Office of Communications and Marketing

Fernandez-Romero is the STEM director for the Latin American Youth Center Career Academy in D.C. Four years ago, she and 13 other educators saw an educational gap for teenagers and young adults. Many graduate from high school but don't continue their education and just work at low-paying jobs. Fernandez-Romero and her colleagues founded the charter school to serve 16- to 24-year-olds in the D.C. area.

The director of academics at her school nominated Fernandez-Romero for the NSTA award, which recognizes the promotion and advancement of science education. The association highlighted her work to inspire passion for science among her students, many of whom are low-income and minority students who don't have many role models in the STEM fields.

She takes that part of her job seriously. Fernandez-Romero grew up in Mexicali, Mexico, crossing the California-Mexico border each day to go to school. After high school she went to San Francisco State University, majoring in microbiology and Raza (Latino) studies.

After graduating, she worked for the NASA Ames Research Center in California, taught science and created the Young Women in Science Club at El Puente Academy for Peace and Justice in New York City and taught math at a D.C. charter school. She also increased her expertise, earning a master's degree in education from Lesley University, mentoring students and going to Space Academy for Educators in Huntsville, Alabama.

"The students are more motivated because the teaching comes from someone who's actually done the research and is now teaching them, so that always interests them," she said. "Everything I'm learning I'll bring back to my class. It means better instruction, provides me with different alternatives of teaching, enhances my curriculum and makes science even more exciting."

She met Spires at Space Academy, and when Fernandez-Romero looked around for a doctoral program that fit her STEM interests, Spires suggested Texas Tech's Global PRiSE program, which she was starting. The program was technically closed, but one student had dropped out. Fernandez-Romero called Smith and applied the next day.

While she looked at other programs, including Johns Hopkins, Texas Tech was a better fit.

"When I heard about the program and the focus on STEM education, that spoke to me just because science has been a passion of mine since seventh grade," she said.

That's continuing, even outside of classrooms. She recently returned from a trip to Japan as part of the Fulbright program, where she and 13 other educators and administrators from throughout the nation toured different schools and learned the best practices from that country's top educators. In October she will be on the NASA Stratospheric Observatory for Infrared Astronomy (SOFIA) plane to participate in astronomy research.

"We are very proud of Jacqueline's recognition, for her award is one of the highest awards given by the National Science Teachers Association," Smith said. "She has a passion for helping students get a solid educational grounding to launch them into successful adulthood. Jacqueline garners every opportunity she can to strengthen her instruction."

Florentia Spires



TEXAS TECH UNIVERSITY

Spires was teaching at a D.C. area school a few years ago with several women looking for greater recognition. They needed to be proactive about seeking positive attention, they agreed.

“I did some research and found out all of the awards for every one of those areas,” she said. “The only way you can be awarded is to apply. I said, ‘We know each other. We need to nominate each other.’”

None of the others did, but she learned about the PAEMST and applied. It’s given to one secondary math and science teacher from each state every year and includes a visit to the White House and a \$10,000 prize.

Spires found out she received the award three years after applying and a year after her father’s health declined and she had to juggle caring for him while working and continuing her doctoral work. The award recognizes the entirety of her work, which spans teaching with the Peace Corps in Botswana, acting as an Einstein fellow for the National Science Foundation and volunteering during Computer Science Week.

In addition to her long history of teaching, Spires submitted a video of a science lesson. She chose an engineering design lesson, giving her students cardboard and other common materials and telling them to build a lunar land rover.

“When I put the materials out the students looked at me like I was absolutely nuts,” she said. “They couldn’t see how this was going to become a vehicle that could actually carry a load and move in different terrains and go over rocks.”

They built land rovers, though, and Spires found another box and covered it with sand, rocks and twigs and added craters. Then her students tried their vehicles on their little strip of moon.

“Of course they were fascinated by it because they just never expected that they would be able to do that,” she said.

She also created a science project connecting classrooms in D.C. and Nigeria. Spires designed a global precipitation experiment that included building a rain gauge and testing water quality, then had a class in each place perform the experiment, contribute to a shared blog and videochat about their experiences. It helped shrink the world for both inner-city D.C. students and African students.

“There’s only one presidential high school science teacher awardee per state every other year, so Florentia is in a rarified group of outstanding educators,” Smith said.

A passion for more than science

Both Spires and Fernandez-Romero want to share their love of science with any student in their classrooms, but they have special interests in some of their students. As minority

women, both are part of a vastly underrepresented group in STEM fields, and they want to change that.

Fernandez-Romero has sought out job opportunities that allow her to work with Latino students since she was in college and mentoring younger students.

“I knew at that time I just really wanted to connect with students who looked like me or came from the same background as I did, just to push them into higher education, to know science was something cool,” she said. “As Latina women, we see that our parents as immigrants are working in the fields. I want to say to them, ‘you can do more with yourself.’”

“Any job done with dignity is a good job, but if you have the opportunity to pursue higher education, that’s good. That was my ultimate point in empowering these young men and women.”

Washington, D.C., is seeing an influx of unaccompanied minors crossing the southern borders from Central America, and that group more than almost any other needs help, she said. They have special needs outside of the classroom affecting their ability to succeed in school, and many teachers have not had the necessary training to cope with those issues or don’t see understanding and dealing with what happens outside of school as part of the education process. It is, though, if children are going to succeed.

“I feel that as a teacher my duty is to always educate the whole child as best as I can,” she said.

Spires, who is black, wants to focus her dissertation on groups underrepresented in STEM fields and science education. She wants to know how teachers, administrators and policies can enhance and enrich opportunities for these students.

“I want to ensure African-Americans and Latinos show up as well, but obviously they have to be prepared,” she said. “I’m trying to get to them at younger ages so they have exposure to science and the light goes on earlier.”

Teachers and parents also need to recognize the signs of STEM aptitude, she said. Playing with building blocks could indicate an early interest in engineering.

Spires also wants to push students into more collaborative work. People in STEM fields work in groups and understand their strengths compared to the strengths of the other group members, so each person is contributing effectively. Children can be taught to recognize their own and others’ strengths as well, thus learning to think critically, brainstorm ideas and work together.

And she wants to see more people who look like her both doing and teaching science, even if some days she feels all the work is on her.

“I know some folks, but I don’t know enough folks, and therefore I do feel like I’m just trying to reach every child, and I can’t,” Spires said. “But I’m doing my darned best.”