







2011–2012 Impact Report



MISSION

The Division of Diversity and Community Engagement advances socially just learning and working environments that foster a culture of excellence through diverse people, ideas, and perspectives. We engage in dynamic community-university partnerships designed to transform our lives.













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"... no amount of purely academic study can substitute for the deep learning that results from human interaction—studying and working within a group of diverse individuals."

Bill Powers
 President, The University of Texas at Austin

Diversity. To someone learning English, the word would appear to be the opposite of *university*. But anyone who has studied or worked at a university knows that, ironically, the concepts are inseparable. In fact, we can *only* learn by coming into contact with those whose experiences are different from our own. The most basic diversity is that of experience within a given field, a diversity allowing those with more experience — teachers — to educate those with less experience — students.

But beyond that, of course, is the wealth of education that flows from contact with members of society whose stories differ from one another. Race, class, gender, geography, political and religious ideology — all of these factors and many more converge to create our complex identities. And no amount of purely academic study can substitute for the deep learning that results from human interaction — studying and working within a group of diverse individuals.

The blessings of diversity are both individual and collective: a diverse student body and faculty benefit both groups immediately, and they bestow long-term benefits on society not only by engendering inclusiveness but also by creating a richness of experience and ideas absent in a homogenous culture. This diversity at all levels accelerates progress and helps safeguard society against prejudice and groupthink.

Without denying or diminishing the difficulties of the past — indeed because of those struggles — The University of Texas at Austin faces the future with a clear-eyed sense of duty in the arena of diversity. I am proud of the institution we have become and optimistic that with the Division of Diversity and Community Engagement we will continue to lead the way in this critical area.

Bill Powers

President, The University of Texas at Austin





"With the completion of our strategic five-year plan and the work of our implementation teams already well underway, we continue to serve as a model of excellence for diversity and community engagement efforts."

Dr. Gregory J. Vincent
 Vice President for Diversity and Community Engagement

Leadership. As one of the great public research universities, The University of Texas at Austin is known across the country as a leader for change — whether through our pioneering research, implementation of best practices in higher education or the development of outstanding future leaders.

Leading for change also characterizes the Division of Diversity and Community Engagement (DDCE). We help other colleges and units on campus plan for diversity, foster academic success among students from underrepresented populations, and advance equity and access in communities that have been traditionally underserved by the university. In all of these ways, we work to transform learning and working environments and communities to be more socially just.

In our annual Impact Report 2011–12, you will read about community and university partners who have helped us successfully expand the walls of the university well beyond the Forty Acres; you will also see how we are helping change the culture of the university and you will come away with a sense of the passion and expertise our DDCE staff members bring to their work.

The DDCE remains one of the most comprehensive divisions of its kind in higher education. We appreciate the continued support of President Bill Powers, Provost Steven Leslie and the deans from all of the colleges and schools. With the completion of our strategic five-year plan and the work of our implementation teams already well underway, we continue to serve as a model of excellence for diversity and community engagement efforts. And that is a point of pride for all of our dedicated staff members. As I heard one staff member say last week, "We are not the Division of Diversity and Community Engagement but the *vision* for Diversity and Community Engagement."

Dr. Gregory J. Vincent

VICE PRESIDENT FOR DIVERSITY AND COMMUNITY ENGAGEMENT W.K. KELLOGG PROFESSOR IN COMMUNITY COLLEGE LEADERSHIP PROFESSOR OF LAW

DDCE Strategic Plan 2011–2016

The DDCE's first-ever strategic plan was completed in October 2011. The plan includes a vision, value statements and strategic goals that will define the division's work over the next five years.



Dr. Leonard Moore, associate vice president for academic diversity initiatives, leads discussion during the education pipeline implementation committee meeting while Thais Bass-Moore takes notes.

Strategic Plan Strengthens, Focuses DDCE

During a two-year inclusive process, the Division of Diversity and Community Engagement set out to create a strategic plan that strengthens organizational culture and identity while helping individuals define and reach their goals. The process — led by Dr. Sherri Sanders, associate vice president for campus diversity and strategic initiatives, with facilitation help from Dr. Linda Dickens, director of the Office of Institutional Accreditation and Program Assessment, and Dr. Doris Adams, research and evaluation coordinator for the Center for Teaching and Learning required a design team, a steering team, a strategic planning team and five strategy teams. The end result: a five-year strategic plan.

In the early stages of the process, the steering team, led by Dr. Gregory J. Vincent, vice president for diversity and community engagement, agreed on these goals:

- Create a strategic document to clearly communicate the mission, values and vision, and a plan for attaining that vision.
- Develop a mechanism to align resources with strategic priorities.
- · Identify methods to measure the success of initiatives, services and programs.
- Foster operational unity across the large, complex division by engaging individuals as active participants in an ongoing process.

Sanders explained that the division achieved the goals laid out by the steering team. "When we started on this journey, we only had a mission statement. We now have a vision and seven value statements reflecting the heart and soul of our work. We also have four progressive strategic goals and a manageable process for achieving them," she said.

Goals in four strategic areas arose from a review of current practices across the nation, interviews with campus and community stakeholders, focus groups, surveys and a division summit. These goals focus on campus culture, community engagement, education pipeline and research. Since its inception, the division's work has centered on the first three areas; only recently has research begun to play a more prominent role.



Strategic Planning Team (L to R): Erica Sáenz, Ryan Miller, Kimberly Zabaneh, Kim Carmichael, Dr. Choquette Hamilton, Dr. Sherri Sanders, Ixchel Rosal, Stephani Wolfe, Anne Steele, Katherine Antwi Green, Merrell Foote, Dr. Kenya Walker. Not pictured: Dr. Aileen Bumphus, Celina Ruiz-Snowden.

Said Sanders, "DDCE staff members are known both locally and nationally as leaders in the creation of knowledge about best practices for diversity and community engagement through scholarship, teaching, policy development, programs and services. Having research as one of our strategic goals signifies its importance to the division's individual units and portfolios. The research goal will take us to an entirely different level and sets us apart from our peer institutions."

Staff continue to develop and implement action plans for the yearly priorities and align budgetary requests with the strategic plan. Implementation teams for each of the four areas have been meeting regularly since October to ensure progress on all fronts.

Furthermore, staff members are reaping the benefits of collaborations and stronger partnerships within the division. In a post-planning survey, nearly three-fourths of staff agreed that the process built shared understanding across the division. Partnerships on campus and in the community also are being strengthened, according to Sanders, because of greater cohesion and focus.

"The strategic plan now serves as the blueprint for the division's work — to make sure we are working collaboratively and thoughtfully," said Vincent. "It also serves as a guide for meeting challenges efficiently and effectively. It will help us maintain that margin of excellence in everything we do, leading to a future of continued innovation and success."

DDCE Strategic Plan: BY THE NUMBERS

23

months of strategic planning

25

Planning Team meetings

44

staff served on cross-division strategic planning teams

57%

divisional participation in values survey

64

pages of data from horizon scan

40

staff participants in five focus groups

23

external stakeholder interviews conducted

75

Visioning Summit attendees

5

division-wide feedback surveys at key points

Campus Diversity and Strategic Initiatives (CDSI), a portfolio within the Division of Diversity and Community Engagement, supports and enhances an equitable campus culture at The University of Texas at Austin. CDSI staff carry out this work by engaging in divisional strategic planning, campus diversity planning, campus climate incident response, diversity education, research and special projects.



College of Fine Arts and DDCE Partner for Inaugural Diversity Planning Process

In a one-of-a-kind collaboration between an academic college and the Division of Diversity and Community Engagement, the College of Fine Arts (COFA) Diversity Committee and Campus Diversity and Strategic Initiatives have teamed up to create a comprehensive diversity plan. The plan will convey the college's commitment to diversity and articulate specific goals, objectives and action plans for implementation.

During the spring semester of 2012, Dr. Doug Dempster, dean of the college, announced the diversity planning process, positioning diversity as essential to the success of COFA.

"Being a diverse learning and research community is essential to the creativity and contest of ideas that are central to any arts college," Dempster said. "The College of Fine Arts expects to be a leader at UT in achieving the heterogeneity that is so essential to what we are and do. Accomplishing that ambition begins with an unvarnished understanding of our strengths and weaknesses and the challenges we face in becoming more diverse."

The Fine Arts Diversity Committee, led by Senior Associate Dean for Academic Affairs Ken Hale, is made up of faculty and staff from each of the college's three academic units and the dean's office.

Dr. Sherri Sanders, associate vice president for campus diversity and strategic initiatives, and two of her staff



The College of Fine Arts Diversity Committee will expand this year to include undergraduate and graduate students.

members, Dr. Kiersten Ferguson and Ryan Miller, have worked closely with the committee throughout the spring semester.

Sanders said, "Our partnership with COFA is built upon trust and shared responsibility as we actively and intentionally engage individuals within the college in the diversity planning process."

"In my 39 years on the faculty here at the university, this is the most important committee that I have had the privilege to serve on," said Hale. "This new initiative by Dean Dempster with its unique collaboration with Dr. Greg Vincent and the wonderful staff at DDCE has the potential to positively impact the lives and working environment of all faculty, students and staff in the college."

Thus far, the committee has created a mission statement, identified current diversity initiatives and best practices in the college and has begun a power mapping process to identify key stakeholders. The committee also administered an online climate survey to gather current perceptions of diversity, which yielded 702 respondents — 26 percent of all COFA students, faculty and staff.

"Diversity is a buzzword we hear often in a university setting, but we rarely have an opportunity to discuss it openly with our colleagues," said Karoline Liu, COFA director of recruitment and admissions and Fine Arts Diversity Committee member. "With the help of the DDCE, the conversations we've been having in the college have been open, transparent and respectful."

Committee member Stephen Gerald, associate professor of Theatre and Dance, agrees. "To address diversity with seriousness and candor, we must be willing to challenge the status quo of habit and complacency," he said.

In fall 2012 the committee will expand its membership to include undergraduate and graduate students, as well as a representative from Texas Performing Arts.

Campus Diversity and Strategic Initiatives also plans to expand its reach and collaborate with and support multiple colleges, schools and administrative divisions on campus as they produce their own diversity plans.

"Advancing efforts that shift an organization's culture is a complex goal that requires the active involvement and commitment of its stakeholders. By partnering with academic and administrative units to create diversity plans that consider their unique strengths and weaknesses, we will develop sustainable mechanisms throughout the university that result in diversity being an integral part of the culture — not an item on a checklist, but a core value," Sanders said.

Through the Thematic Faculty Hiring Initiative, the Division of Diversity and Community Engagement (DDCE) works with schools and colleges on campus to establish the critical mass of diverse faculty needed to foster a robust intellectual community. The initiative identifies areas of scholarship that have been underrepresented and provides funding for faculty fellows whose teaching, research and service are rooted in diversity and community engagement.

Thematic Hires Receive Tenure

Due to the successful track record of faculty hired through the Division of Diversity and Community Engagement's Thematic Hiring Initiative, President Bill Powers has committed \$1.5 million for the initiative over the next five years.

"This is great news for the colleges and departments on campus that we are working with," said Dr. Gregory J. Vincent, vice president for diversity and community engagement. "Through the Thematic Hiring Initiative, we are trying to establish a critical mass of diverse faculty on campus — this is needed to effectively influence the culture of the institution while developing a robust intellectual community." As a testament to the success of the initiative, this year three previous thematic hires received tenure: Dr. Anthony Brown, Dr. Kevin Michael Foster, and Dr. Julian Vasquez Heilig will advance in rank at the beginning of the 2012–13 academic year. These three were hired through the initiative after Vincent arrived at The University of Texas in 2005.

Another faculty member hired through the initiative in 2006, Dr. Moyo Okediji, was recently promoted to full professor. Okediji is affiliated with the College of Fine Arts, the African and African Diaspora Studies Department and the John Warfield Center for African and African American Studies. Additionally, Luis E. Cárcamo-Huechante, who was hired through the initiative in 2008, received the 2012 UT System Regents' Outstanding Teaching Award. Cárcamo-Huechante is an associate professor in the Department of Spanish and Portuguese. He is affiliated with the Teresa Lozano Long Institute of Latin American Studies and serves on the advisory council for the Native American and Indigenous Studies.

"Because of their excellence, the diverse faculty hired through the thematic faculty hiring initiative have helped strengthen the new African and African Diaspora Studies Department and have helped make the program a model for other universities," said Vincent.



Dr. Anthony Brown

Dr. Anthony Brown holds a dual appointment as an assistant professor in the Department of Curriculum and Instruction and as an affiliated faculty in cultural studies in

education at the John Warfield Center for African and African American Studies. His research examines how educators respond to the needs of African American students, especially males. "There are two things that African Americans have typically grappled with in education — who is going to teach African American students and what we will teach African American students. My work tries to work with those questions," said Brown. "One of the things that is so discouraging is how we dehumanize in our attempt to help. We either have contempt or pity."

His passion for his work stems not only from his love of humanity, but also from a desire to advocate for teachers building philosophies around their instructional practices. "There has never been an occasion in history where a movement wasn't based on something deeply philosophical," he said. Brown, who received a doctorate from the University of Wisconsin-Madison, was honored with the prestigious Regents Teaching Award in June 2011.



Dr. Kevin Michael Foster

Dr. Kevin Michael Foster is an anthropologist who takes pride not only in his widely published academic research, but also in applying that research to community service. Through his work and myriad volunteer efforts, Foster

aims to serve African American students and extend the reach of black studies in general. "I'm committed to scholarship that has direct impact upon broader communities," he said. "We're trying to push the envelope on community-engaged scholarship and generate new insights."

Foster was the first DDCE faculty fellow and is the founding director of the Institute for Community, University and School Partnerships and a co-founder of COBRA, an academic development and leadership program for boys in high school. He was awarded the 2006 Outstanding Faculty Volunteer Award for his service. His primary academic appointment is within the African and African Diaspora Studies Department, and he is a member of the College of Education Curriculum and Instruction Graduate Faculty.

"I didn't get into scholarship or into academia to just sit and read," Foster said. "I got in to do research that would help transform communities."



Dr. Julian Vasquez Heilig

Dr. Julian Vasquez Heilig learned firsthand the importance of diversity in teaching, both as a practitioner in the Houston Independent School District's Research and Accountability Department and as a cum laude graduate from the

University of Michigan. "I gravitated toward faculty of color because they can help you navigate a number of pitfalls. There are all kinds of social capital that faculty provide in those mentoring relationships. I've taken it on as a responsibility to do those things for my students so they understand what it takes for them to be successful in their jobs, in their classes and in the professoriate," he said.

Heilig holds a dual appointment in the Department of Educational Policy and Planning and the African and African Diaspora Studies Department. The award-winning researcher earned his doctorate from Stanford University.

His research focuses primarily on "how macro-level policies translate to micro-level realities," including the impact of educational incentives on student performance and outcomes and how the Top Ten Percent program affects graduates. He said, "I'm passionate about my work because the work we do affects thousands of students whose names and faces I'll never know."



Heman Marion Sweatt was the first African American admitted to The University of Texas at Austin School of Law.

Family of Heman Sweatt Weighs in on Fisher v. University of Texas

On October 10, 2012, the U.S. Supreme Court will begin hearing testimony in *Fisher v. University of Texas*, the case filed regarding the university's admissions process.

As the August 13 deadline for amicus briefs drew near, the university was overwhelmed by the friend-of-the-court filings. Retired generals, Fortune 500 corporations and states across our country joined with higher education leaders, University of Texas alumni, social scientists, civil rights groups, students and the United States government in urging the U.S. Supreme Court to uphold the university's narrowly tailored use of race as one factor in its admissions decisions. In more than 70 separate briefs, supporters argued that the U.S. military, businesses and society as a whole benefit from increased diversity and workforce capabilities that are nurtured by a holistic admissions process at The University of Texas at Austin and other American universities.

Among the briefs filed was one submitted by the law firm McDermott Will & Emery LLP on behalf of the family of Heman Sweatt. Sweatt was the first African American admitted to The University of Texas School of Law after the 1950 landmark decision in *Sweatt v. Painter*. Sweatt family members represented by the brief include Heman Sweatt's daughter, Dr. Hemella Sweatt-Duplechan, and nephews Dr. James Leonard Sweatt III and Heman Marion Sweatt II.

In a press release from the Sweatt family's counsel, Dr. Sweatt-Duplechan is quoted, "My cousins and I are pleased to support The University of Texas in its efforts today to create a truly diverse student body by considering applicants' race in the context of all their qualities and life experiences. This is the kind of holistic review that my father deserved, but did not get, when he applied to UT Law School."

In a news announcement of the many amicus briefs filed, University President Bill Powers said, "We are delighted by and thankful for this show of support. These amicus briefs demonstrate that this is a very important issue that will guide where America is going in the future."

The Campus Climate Response Team serves as a university-wide strategy and resource team that develops and facilitates the implementation of appropriate responses to incidents which could negatively affect the campus climate at The University of Texas at Austin.

New Campus Climate Response Team Launches Reporting System

Creating an inclusive and diverse campus involves more than just increasing the numbers of diverse students and faculty members. The experiences that students, faculty, staff and visitors have on campus define campus culture and play a role in the public image of the university.

To address incidents that may negatively affect campus climate, in 2011 President Bill Powers requested that Dr. Gregory J. Vincent, vice president for diversity and community engagement, establish the Campus Climate Response Team (CCRT).

The CCRT is made up of staff members from the Division of Diversity and Community Engagement, the Division of Student Affairs and University Operations. Leading the team are Dr. Doug Garrard, senior associate dean of students; Katherine Antwi Green, JD, assistant vice president for institutional equity; and Ryan A. Miller, assistant director of campus diversity and strategic initiatives.

Team members work together as a university-wide resource educating the campus community about campus climate issues and determining appropriate responses when incidents arise. During CCRT's first year, members developed a new website along with an online reporting form that allows students, faculty, staff, visitors and contractors to report incidents or actions motivated by bias or prejudice.

Katherine Antwi Green explained, "The type of incidents to be reported to the team could run the gamut from graffiti

regarding race, religion, sexual orientation or gender identity to a student organization hosting a party with a racist theme. The incidents are not necessarily incidents that would be considered hate crimes or involve criminal activity, but they are incidents that can negatively impact our campus community. The reporting system helps us keep a pulse on the campus climate."

After an incident is reported, the CCRT evaluates the incident and determines what type of follow-up should occur. Possible responses include providing mediation, identifying and connecting individuals with appropriate support services, coordinating activities with other campus-wide entities, or educating through programs and informational resources.

"Our team is here to help determine what types of education the university community needs," said Green. "In some instances we may serve as an advisory group on certain issues or identify gaps in certain policies. Above all, we want to be a positive force within the campus community, working to create a more welcoming and inclusive environment."



Ryan A. Miller, Dr. Doug Garrard, Dr. Sherri Sanders, and Katherine Antwi Green, JD, led the formation of the Campus Climate Response Team and online reporting system.



Service for Students with Disabilities (SSD) works to eliminate physical, instructional and attitudinal barriers for students with disabilities by providing reasonable accommodations and fostering awareness within The University of Texas at Austin community.

Ready, Willing and Able: The disABILITY Advocate Program

Emily Shryock, the 25-year-old disability services coordinator for The University of Texas at Austin's Services for Students with Disabilities, experienced firsthand the challenges of being a student with disabilities when she was an undergraduate in Indiana. She recalls being frustrated when she couldn't fit her wheelchair in campus restrooms and had to maneuver through side doors instead of front doors. Shryock said the experience increased her motivation to work on social justice issues.

That's part of how she came to create the disABILITY Advocate Program with Justin Paul Rogers in October 2011. The two designed a three-tier curriculum to train University of Texas at Austin faculty, staff and students to become advocates for students with disabilities. Rogers, who has an advertising and marketing background, and Shryock, who earned her bachelor's degree in disability studies, blended their areas of expertise to develop a curriculum to help raise awareness about the needs of students with disabilities on campus, dispel stereotypes and change some structural and attitudinal barriers for students through the program.

While offices exist on campus for physical barriers that frustrate disabled students, the disABILITY program is meant to "create campus advocates to break down attitudinal barriers like the assumption that if you need accommodations, you shouldn't be at UT or you're not qualified to be here," Shryock said.

The disABILITY program offers flexible training sessions including Disability Advocate 101 training designed for hourlong classroom sessions, as well as longer training sessions in which group members earn individual placards that certify their attendance.



Dr. Jennifer Maedgen, senior vice president for diversity and community engagement, presented Emily Shryock (front) and Justin Rogers with the Vice President's Award for Excellence in May.

"We talk about different facts about different types of disabilities, which ones are most prevalent and what the cultural perspectives are on disabled people as a minority group," Shryock said. The disabilities discussed range from psychological disabilities to physical ones. "The goal is not to just give people facts and information but to help them apply that to the interactions they may have with people with disabilities in everyday life."

SSD director Stephani Wolfe said, "The Advocate Program has been a wonderful addition to the SSD office. It packages information that people are hungry for in a way that makes it applicable to their work and empowers them to become involved in disability issues and the disability community."

In the fall, senior staff and unit directors in the Division of Diversity and Community Engagement took part in the first training session. Since then more than 500 people have attended disABILITY Advocate training.

One of the largest trainings has been for the Division of Housing and Food Services. According to Lindsey Brock who coordinated the training for the division, "Employees gained a better understanding of how they can help to improve accessibility for customers with disabilities and have a better understanding of the types of disabilities." Brock said that as a result of the training, staff will receive additional training on proper language to use when referring to different disabilities.

The program does not only benefit those who attend the training, however. "Beyond the impact on the Advocate Program participants, the program is allowing SSD to build visible stakeholders across campus so that students, staff and faculty can readily identify those that have been through the training. That is a huge benefit to the students we serve in SSD and is creating a much-needed support network for those within the disability community," said Wolfe.

SSD: BY THE NUMBERS

1,700

students registered each semester

12,000

hours of ASL interpretation services provided

35,000

pages of text converted into accessible formats

10,000

accommodation letters printed

Longhorns Compete in NAD College Bowl

University of Texas at Austin students joined students from Howard College and the University of Minnesota as first-time participants in the National Association of the Deaf (NAD) College Bowl held in Louisville, Kentucky. The three newcomers challenged three legacy schools that have participated since the competition began in 1988: California State University–Northridge, Gallaudet University and Rochester Institute of Technology/National Technical Institute for the Deaf (RIT/NTID).

During competition, the Longhorn team rose to third place but, in the end, placed fifth. RIT/NTID took top honors.

"The NAD College Bowl experience was so rewarding," reported Lauren Kinast, assistant director for deaf and hard of hearing services in the DDCE's Services for Students with Disabilities. "We left with new friends from other universities and expectations for us to return and compete in 2014 in Atlanta. The spirit and sportsmanship from all the teams participating was very positive and encouraging — such an awesome healthy competition."

The UT Austin team is coached by Kinast. Rachel Mazique serves as the team's co-coach. Team members include Duggan Baker, Lisa Guerra, Christy Hediger, Jordan Nussbaum and alternate Kalie Kubes. ■



Members of the 2012 Longhorn College Bowl Team (L to R): Rachel Mazique (coach), Duggan Baker, Christy Hediger, Lisa Guerra, Kalie Kubes, Jordan Nussbaum and Lauren Kinast (coach)

The Gender and Sexuality Center (GSC) provides safe spaces for all members of The University of Texas at Austin to explore, organize and promote learning around issues of gender and sexuality. The center also facilitates a greater responsiveness to the needs of women and the lesbian, gay, bisexual, transgender, queer, questioning and ally (LGBTQA) communities through education, outreach and advocacy.





Andra Steele and Katherine Charek Briggs participated in the Feminist Action Project conference held in late March.

Feminist Action Project Creates Space for New Generation of Community Thinkers and Activists

Founded in 2009, the Feminist Action Project (FAP) is a student organization that unites undergraduate and graduate students, faculty and the community through discussions and interactive trainings on social justice issues.

Ixchel Rosal, director of the Gender and Sexuality Center, said that FAP helps educate the community on what feminism means in the present day.

"Our hope with starting the Feminist Action Project was to engage folks in an honest and courageous conversation about what it means to be a feminist and, more importantly, to promote gender equity," Rosal said. "Today the word feminism has a stigma attached to it and many folks are not clear what it means; yet, the feminist movement is responsible for improving lives everywhere across the globe."

Each year the organization plans and hosts a conference that focuses on the intersectionality of activism, social justice and feminism. More than a hundred registrants took part in this year's conference, titled "Relationships: Building Alliances and Bridging Movements." Conference presentations, workshops and trainings included "Are you able? Disability as Diversity," "Anti-Racist Feminist Workshop," "Confronting Oppression through Political Action" and "Building an Intergenerational Queer Movement."



The Feminist Action Project is a student group which organizes annual activist conferences for gender justice and creates a community for discussion and trainings around social justice issues.

In addition to educating conference goers, the FAP creates real-world learning experiences for its student members.

Katherine Briggs, a graduate student and FAP member, said that the organization gives members opportunities to learn how to run an organization, gather and retain members and engage with experienced community activists.

"Being part of the organization enhances skill building for members," Briggs said. "It's really important that those who are very interested in community organizing get the training while they are still students."

Senior Alexandra Messenger said the organization not only provides opportunities to learn more about the feminist movement but also serves as a lifelong learning tool for members.

"I wouldn't be the person I am today if I hadn't joined this group," Messenger said. "If I hadn't had the conversations that I had, if I hadn't witnessed certain things and listened to what others had to say, I wouldn't have grown."

GSC: BY THE NUMBERS

1,700

attended 84 GSC workshops

8,000

contacts made through outreach activities

1,500

attended 21 special GSC events

Student Diversity Initiatives, including the **Gender and Sexuality Center (GSC)** and the **Multicultural Engagement Center (MEC)**, provide educational opportunities and support services for diverse groups of students. Both centers serve as agents of change within the campus community.





Welcome events are one way the Multicultural Engagement Center supports diverse students and provides networking opportunities.

Gender and Sexuality Center and Multicultural Engagement Center Provide More than a Welcome

When students set foot on The University of Texas at Austin campus, their first destination is often a student support organization. The Gender and Sexuality Center (GSC) and the Multicultural Engagement Center (MEC) not only welcome a diverse group of students, they provide support networks and opportunities for these students to develop skills necessary to take the lead in diversity and social justice issues on campus.

"When students have the opportunity to explore issues they are passionate about, they are able to develop a comprehensive knowledge base about these issues," said Ixchel Rosal, director of the Gender and Sexuality Center and interim director of the Multicultural Engagement Center.

Since 2004 the GSC has provided a safe place for students to explore, organize and promote learning around issues that affect women and LGBTQA communities. These students develop goals and action plans through committees, such as the Student Leadership Committee, which jumpstart campus events and projects that focus on gender and sexuality issues and increase awareness of the center.

Senior Zac Carter serves as a GSC student assistant and is part of the Student Leadership Committee. "The GSC gives you a space to learn from your peers," Carter said. "The center has multiple resources and 101 information for the UT community to learn about LGBTQA issues and feminism."

The GSC also pairs students and faculty through a mentorship program and co-sponsors student events and programs, giving those who want to be active leaders on campus opportunities to voice their passions.

The MEC is comprised of six student-driven agencies that work throughout the year to offer diverse educational opportunities and support services for students. Each agency, comprised of a variety of co-directors and committees, is responsible for annual welcoming events for new students, diversity awareness initiatives and mentorship programs.

Avani Ray, co-director of operations for the MEC's Asian Desi Pacific Islander American Collective (APAC), says the most rewarding thing about being part of the MEC is the ability to interact with the five other agencies that make up the center. "The MEC is such a great center because you don't see that collaboration anywhere else," she said.

Roberto Flotte, a 2012 distinguished graduate of the university, was actively involved in the MEC's Latino Leadership Council and also worked as a GSC student assistant. "I came from a very rural town in West Texas, so coming to a place where I could be myself completely as a gay, Latino, Native American man meant a lot for me," Flotte said.

Both centers provide students with resources to educate themselves and others about issues that are affecting today's society. "Most college students are in the midst of an intricate identity development process," Rosal said. "Having centers with staff who understand this process provides students the support they need to acquire skills to be key leaders on our campus — leaders who can motivate others to create positive change for our entire campus community."

MEC: BY THE NUMBERS

500

middle school and high school students served on campus visits

350

attended the first Gloria Anzaldúa Luncheon sponsored by Queer People of Color and Allies

153

attended New Black Student Weekend

1,000+

attended You Bring Out the Asian American in Me

1,500

students participated in Asian American Heritage Week

35

Latino/a student organizations under the Latino Leadership Council



Shane Whalley, education and outreach coordinator for the Gender and Sexuality Center, has a smile and resources for students during the MEC's Queer People of Color and Allies BloQ party.

Community Partnerships Make DDCE's Work Possible

With more than 250 collaborative community partnerships, the Division of Diversity and Community Engagement (DDCE) has played a major role in helping to expand the boundaries of the university beyond the physical campus. These partnerships not only further the university's efforts to share expertise and resources, they allow the DDCE to help address long-standing systemic problems related to education, social justice, access, equality and equity.

"These mutually beneficial partnerships demonstrate that community engagement is not tangential to the mission of The University of Texas at Austin — it is at the core of the mission of the university, influencing teaching, service, research and learning," said Dr. Gregory J. Vincent, vice president for diversity and community engagement. "The partnerships also further the university's efforts to address the recommendation made by the Commission of 125 that the university should serve Texas by marshaling its expertise, programs and people to address major issues confronting society."

Dr. Gregory J. Vincent, vice president for diversity and community engagement, celebrates receiving a Dell Powering the Possible grant with UT Elementary students and staff. Michelle Glaze, regional giving manager for Dell, is standing behind Dr. Vincent.



The DDCE's community partnerships take many forms. Some are one-time partnerships, and some are one-year commitments. Others may focus on initiatives that cover multiple years and require a memorandum of understanding between partners.

A majority of the division's partnerships are with community organizations. For example, DDCE has partnered for several years with the African American Men and Boys Harvest Foundation, the Austin Area Urban League, Communities In Schools, Feria Para Aprender and the National Hispanic Institute. These partnerships with community organizations focus on education, social justice or other community issues.

Other partnerships involve national, state or local governmental organizations such as school districts or city governments. DDCE also partners with academic institutions beyond The University of Texas System and with professional and regulatory agencies such as the National Association of Diversity Officers in Higher Education (NADOHE) and the Texas Higher Education Coordinating Board.

Many of the partnerships involve sponsorships as well, with the DDCE providing resources to help community partners carry out initiatives.

According to Vincent, the benefits that community partnerships bring to the university cannot be underestimated. "We could not make the progress we have made in the community and on campus without our many partners," he said.

"Our endeavors to educate and develop future leaders are enriched by students working in the community. Some of these partnerships involve service-learning and give students the chance to make valuable connections between what they learn in the classroom and what actually happens in the real world. Other partnerships inform scholarly research, while others enable us to make real progress solving problems around issues of social justice, race and equality."



The Austin Area Urban League is one of DDCE's many community partners working on social justice issues. Here, AAUL board member Herbert Martinez (middle), president of Real Estate Executives of Austin, receives an award from Scotty Holman (right) former chairman of the AAUL board of directors.

On the following pages, we feature highlights of a few of our partnerships in photos. For a complete listing of partners, please see page 64.











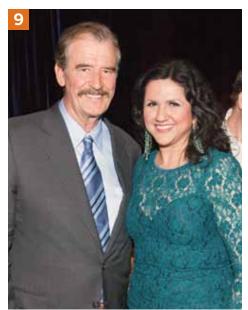


- 1. & 2. The University Resource Groups—including the Asian/Asian American Faculty and Staff Association, Black Faculty and Staff Association, Hispanic Faculty/Staff Association and Pride and Equity Faculty/Staff Association—are valuable partners in helping to create a culturally diverse campus environment.
- 3. Through a three-year agreement, the National Hispanic Institute brings more than 200 high school students to compete in the Texas Ambassador Great Debate program. Here are three of the rising sophomores who participated last summer.
- **4.** The Neighborhood Longhorns Program, which is a partnership between Texas Athletics, DDCE and Austin ISD, works with community partners such as Train 4 The Game to provide academic and incentive opportunities to Title 1 students.
- **5.** Prairie View Interscholastic League Coaches Association (PVILCA) members Robert Brown, Ed Roby, Cleve Freeman and Charles Herbert meet to discuss the PVILCA display that is housed in the DDCE Community Engagement Center.









- **6.** New York City Mayor Michael Bloomberg addressed a crowd of UT alumni and supporters and employees of AT&T during the screening of the documentary about Barbara Smith Conrad, When I Rise, at Lincoln Center last October.
- 7. Vice President Dr. Gregory J. Vincent, mezzo-soprano and alumna Barbara Smith Conrad, University of Texas at Austin President Bill Powers and Briscoe American History Center Executive Director Dr. Don Carleton celebrate at the Lincoln Center after the screening of When I Rise.
- 8. Gateway Scholars participate in one of the mathematics "boot camps" supported by oilfield service company Baker Hughes Inc.
- 9. Former President of Mexico Vicente Fox visits with DDCE Director of Community Relations Erica Sáenz at the Mexic-Arte Gala de Museo.
- 10. The DDCE, the Latino Leadership Council and the Consulate General of Ecuador Ricardo Miguel Bowen, hosted the Andean Nations/Central America Art Expo at the Benson Latin American Collection.



The University of Texas at Austin and the Division of Diversity and Community Engagement honor outstanding community members and alumni at three annual **Community Leadership Awards** ceremonies. These highly anticipated community events celebrate those who have helped make great strides in civil rights, social justice and education in the Austin area.

COMMUNITY ENGAGEMENT

2011–2012 Community Leadership Awards



Gwen Greene accepts a Community Partnership Award for the Austin Alumnae Chapter of Delta Sigma Theta Incorporated from Vice President Gregory J. Vincent and President Bill Powers.







Presented October 6, 2011 at

The Emma S. Barrientos Mexican American Cultural Center

COMMUNITY PARTNERSHIP AWARDS

Hispanic Scholarship Consortium Las Comadres Para Las Americas St. David's Foundation

COMMUNITY LEADERSHIP CIRCLE AWARDS

Ms. Sylvia Acevedo, CommuniCard LLC

Mr. Sam Coronado, Coronado Studios

Ms. Pilar Sanchez, Housing Authority of the City of Austin

SPECIAL RECOGNITION IN MEMORIAM

Dr. Janis Guerrero-Thompson, Austin Independent School District

JOE R. & TERESA LOZANO LONG LEGACY AWARD

Dr. Gonzalo Garza, retired associate superintendent, Austin Independent School District







Presented December 13, 2011 at

The George Washington Carver Museum and Cultural Center

COMMUNITY PARTNERSHIP AWARDS

Austin Alumnae Chapter of Delta Sigma Theta Incorporated
Town Lake Links Incorporated

National Forum for Black Public Administrators–Central Texas Chapter

COMMUNITY LEADERSHIP CIRCLE AWARDS

Dr. Meria Carstarphen, superintendent, Austin Independent School District

Mr. Albert Hawkins, retired executive commissioner of Texas Health and Human Services

Mr. Michael McDonald, assistant city manager for public safety services, City of Austin

Mr. Marc Ott, city manager for the City of Austin

Dr. June Brewer Legacy Award

Mr. Michael Lofton, founder and executive director of the African American Men and Boys Harvest Foundation







Presented April 30, 2012 at

The Etter-Harbin Alumni Center

COMMUNITY PARTNERSHIP AWARD

Texas Asian Chamber of Commerce

COMMUNITY LEADERSHIP CIRCLE AWARDS

Tommy Hodinh, chairman and CEO, MagRabbit Rommanee "Foo" Swasdee, founding board member, Texas Asian Chamber of Commerce

LEGACY AWARD

David Chiu, owner Tres Hermanas Restaurant











- 1. Diana Maldonado and Dr. Gonzalo Garza
- 2. Pilar Sanchez and daughter at the MACC
- 3. Three guests at the MACC Community Leadership Awards
- 4. Back row: Dr. Gonzalo Garza, President Bill Powers, Joe Long, Chuck Thompson (husband of Janis Guerrero-Thompson), Dr. Gregory J. Vincent, Marisa Limon Front row: Pauline Guerrero, Elizabeth Garcia, Pilar Sanchez, Sam Coronado, Teresa Lozano Long, Dr. David Garcia
- **5.** Effie Gilder and Crystal Wiltz at the Carver Community Leadership Awards
- 6. President Bill Powers, Rev. Dr. Victoria Pratt-Davis, Dr. King Davis









- 7. Dr. Gregory J. Vincent, Toni Williams, Albert Hawkins, Michael Lofton, Michael McDonald, Gwen Greene, Anthony Snipes, Meria Carstarphen, Marc Ott, President Bill Powers
- **8.** Members of the Austin Alumnae Chapter of Delta Sigma Theta, Incorporated
- **9.** Ashwin Ghatalia and Sumit Dashgupta enjoy the festivities at the AACLA.
- **10.** The Honorable and Mrs. Peter A. Sakai were among 150 guests at the AACLA.
- **11.** Tommy Hodinh visits with Jerry Fuller at the AACLA.
- 12. President Bill Powers, Tommy Hodinh, Lucia Hur, Dr. Gregory J. Vincent, Rommanee "Foo" Swasdee, David Chiu, Dr. Madeline Hsu, Sam Bakir











The Heman Sweatt Symposium on Civil Rights, named for the first African American admitted into the University of Texas at Austin School of Law, began as a way to recognize the university's role in the historic Sweatt v. Painter Supreme Court case. Now in its twenty-sixth year, the symposium continues to bring issues of race, diversity and social justice to the forefront.

COMMUNITY ENGAGEMENT

Sweatt Symposium Focuses on Young Men of Color

Dr. Leonard Moore, associate vice president for diversity and community engagement and professor of history, and Dr. Victor Sáenz, DDCE faculty fellow and assistant professor of educational administration, are committed to improving educational outcomes for young men of color. Both have created mentoring initiatives that help young men meet high benchmarks for success. Together, they led the planning team for this year's highly successful Heman Sweatt Symposium on Civil Rights, Awareness to Action: Advancing Solutions for Young Men of Color.

Using "The Educational Crises for Young Men of Color," a compelling 2010 report by The College Board as a springboard for symposium sessions, Moore and Sáenz recruited top academics, as well as leaders of community programs, to share knowledge and best practices that support minority male academic success. Symposium events, held between February 8 and May 4, attracted 850 participants and were supported by 26 colleges and departments on campus, three of the Texas Exes alumni networks and The College Board. ■



Dr. Rich Reddick, assistant professor of education, and Dr. Leonard Moore, associate vice president for academic diversity initiatives and professor of history (both standing), discuss solutions to academic challenges faced by young black males.

Video of the symposium's opening session and audio from other sessions can be found on the Sweatt Symposium web site: http://bit.ly/RUGxgD

Machree Gibson Honored with Heman Sweatt Legacy Award

At the closing event of the 26th Annual Heman Sweatt Symposium on Civil Rights, the Division of Diversity and Community Engagement awarded the 2012 Heman Marion Sweatt Legacy Award to Machree Garrett Gibson, the first African American female president of the Texas Exes.

The award is given annually to honor the memory of Heman Sweatt, the first African American admitted to the university's School of Law.

"Machree has given so much to The University of Texas at Austin, including service on the Commission of 125, the Law School Executive Committee, the UT Development Board and the Forty Acres Scholarship Foundation. As president of the Texas Exes, she has helped spread the word of the importance of the university to the state's economy and quality of life," said Dr. Gregory J. Vincent, vice president for diversity and community engagement.

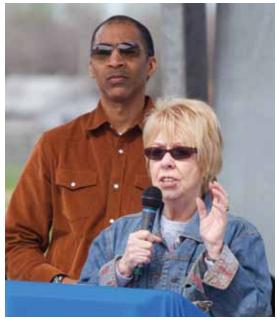
Gibson earned her bachelor of arts from The University of Texas at Austin in 1982 and her juris doctorate in 1991.

Gibson's affiliation with the Texas legislature goes back to her freshman year in college when she took a secretarial job at the Capitol. She worked for Senator Gonzalo Barrientos for nearly eight years before becoming Governor Ann Richards' legislative liaison with the Senate. When Gov. Richards appointed Ron Kirk secretary of state, Kirk persuaded Gibson to serve as the assistant secretary of state.

Gibson is currently a principal in the Graydon Group, a public affairs firm. She and her husband, Michael, have two children: Michael Garrett Gibson, who is a Texas Tech University graduate, and Mallory Gibson Shiraz, who followed in her mother's footsteps in the UT Austin School of Law.



Vice President Dr. Gregory J. Vincent, Legacy Award winner Machree Garrett Gibson, School of Law Interim Dean Stefanie A. Lindquist and President Bill Powers celebrate Gibson's award at the Heman Sweatt Symposium on Civil Rights.



DDCE advisory council members Byron Anderson (B.A. '88) and Dr. Sharon Justice welcome volunteers to The Project 2012.

THE PROJECT: BY THE NUMBERS

3,048

volunteers participated in Texas Exes Care About The Project and The Project 2012

130

students served as site leaders

105

VSLC alumni participated

53

Texas Exes chapters and networks participated

438

attended the Community Fair held in conjunction with The Project 2012

The Project and Texas Exes Care About The Project Mobilize More Than 3,000 Volunteers

What could be better than The Project — the annual day of service organized by University of Texas at Austin students that attracts an average of 1,200–1,500 student volunteers each year? The answer: Taking The Project to a global level with Texas Exes Care About The Project.

This new partnership between the Division of Diversity and Community Engagement and the Texas Exes is designed to unite alumni worldwide in community service. This year during the month of February, Texas Exes Care About The Project involved more than 1,000 alumni in 53 chapters and networks.

From Lubbock to London, Texas Exes collectively donated 27 pints of blood, 83 orange and white pansies, 245 hours of service and 2,104 cans of food. From thanking 40 veterans for their service to beautifying parks, volunteers did it all — proof that what starts at The University of Texas really does change the world.

Meanwhile in Austin, the Austin Texas Exes worked alongside current UT Austin students during The Project's annual day of service on February 25. This year 2,049 student and alumni volunteers worked on 110 projects at 23 sites in the Dove Springs and Onion Creek Plantation neighborhoods. An estimated 6,000 tons of brush were removed, fences were painted and repaired, and gardens and flowerbeds planted.

DDCE Advisory Board members Byron Anderson, a UT Austin alumnus, and Dr. Sharon Justice, former dean of students at the university, serve as ambassadors for Texas Exes Care About the Project. Anderson is committed to community service and said that alumni and student involvement in such service "is a true measure of the type of students, faculty and alumni we have here at the university."

Texas Exes and DDCE:

A Partnership for the Future

As The University of Texas at Austin's student population becomes more diverse, so does the alumni association. Finding new ways to promote the university and connect with current students and alumni are among the goals of Texas Exes CEO Leslie Cedar, who assumed her leadership in July 2011. She sees the Exes as bridge builders. In an interview in *The Alcalde*, she said the Texas Exes could educate others on the contribution the university makes to the community, state and nation. "We can generally bring people together in welcoming environments to talk openly about these things," she said.

"The goal of building relationships, establishing connections is very much what we do, too, in the Division of Diversity and Community Engagement," said Dr. Gregory J. Vincent, vice president for diversity and community engagement. "The Exes and DDCE are a great fit as partners. We are well connected with diverse communities and students; the Texas Exes is an organization that welcomes diversity and recognizes that students and alumni are attracted to a range of activities. That's why our partnership around Texas Exes Cares About The Project is great. We're connecting alumni to community service efforts that take UT Austin to other areas of the country, and we're creating an avenue for students who have participated in The Project to get involved both with their communities and the Exes when they leave the university."

Cedar said of the partnership, "Collaborating with the Division of Diversity and Community Engagement showed just how much of an impact we can have when we work together. What starts here does change the world, and during our month-long community-service push we showed it again and again. This partnership has huge potential for growth, and we're already looking forward to next year."



Ashley Bible (B.S. '01), president of the Austin Texas Exes chapter, spreads mulch at Dove Springs Recreation Center.

Growing Diversity in Texas Exes **Creates New Networks**

Demonstrating the organization's growing diversity, Texas Exes has welcomed its newest networks—the Asian American Alumni Network and the Lesbian, Gay, Bisexual and Transgender (LGBT) Alumni Network—into its fold. Alongside existing networks for African American and Hispanic alumni, these new networks give diverse alumni a muchneeded voice within the Texas Exes and the university. As well, they are dedicated to enhancing the experiences of current students.

The LGBT Network held a large debut reception following Lavender Graduation on May 16. The festive event, held in the Legends Room at the Etter-Harbin Alumni Center, was standing room only. The group cheered loudly when Texas Exes CEO Leslie Cedar said, "The Texas Exes is not your grandpa's alumni association. It's yours."

Ryan A. Miller, co-chair of the LGBT Network along with Angie Faye Brown, explained the network grew out of decades of student and alumni activism. "The network itself may be new, but it builds on the foundation set by others

over the course of many years. The support we have received from Texas Exes and from the Division of Diversity and Community Engagement has played a large role in our success during this first year."

Although the Texas Exes Asian Alumni Network (TEAAN) was formed several years ago, this year marked a new tradition for the group as it convened at the Etter-Harbin Alumni Center for the very first Texas Exes Asian Alumni Network Winter Reunion. Festive lights and holiday music set the scene at the Connally Banquet Hall as more than 70 attendees honored the personal achievements of Dr. Mitchel Wong for his innovative work in ophthalmology and long-standing legacy in the Austin community. More than \$1,500 was raised that night to support the TEAAN Scholarship Fund. This fall an incoming UT Austin student will receive a \$1,500 scholarship named in honor of Dr. Wong.

Jennifer Wang, outgoing president of TEAAN said, "Since its founding in 2008, the network continues to provide opportunities for Texas Exes to help shape the future of the Asian American community at The University of Texas at Austin and beyond. We would not be where we are without the support and leadership of our alumni and friends."



LGBT graduates mingled with friends, faculty and alumni at the first-ever LGBT Network alumni reception held at the Etter-Harbin Alumni Center.

For fifty years The University of Texas at Austin's Regional Foundation Library has served the Central Texas nonprofit community by connecting nonprofit organizations with grantmakers and philanthropists.

COMMUNITY ENGAGEMENT

Happy 50th RFL!

The Regional Foundation Library (RFL) began when Dr. Robert L. Sutherland, the first president of the Hogg Foundation for Mental Health, recognized the critical importance of providing information and facilitating communication between those seeking funding and the growing number of grantmakers and philanthropists in Texas. The library opened its doors in 1962 as an internal program of the Hogg Foundation, a grantmaking and operating unit of the university. In 2007 the RFL became part of the Division of Diversity and Community Engagement (DDCE), moving from the offices of the Hogg Foundation to the DDCE's Community Engagement Center.

In accordance with Sutherland's vision, Director Ellen Moutos-Lee, along with VISTA member Julie Gutowski, continue to provide valuable resources and engage with the community they serve.

"Our long history makes us unique," said Moutos-Lee. "We've kept an extensive archive of foundation materials." She noted that LBJ School of Public Affairs students often use the materials when conducting research about the history of philanthropy and philanthropy-related issues. "Plus, our one-on-one consultations are very thorough."

Lee and Gutowski also present workshops at nonprofit organizations, conduct surveys and establish connections through social media like Facebook and Twitter.

Renee Nelms, development director for Special Olympics Texas, credits the RFL with her organization's fundraising success. "There is no other source for the information I am able to access there and on the database," said Nelms. "But it's so much more than just getting online and looking something up. I've also seen the value of the RFL for other organizations while I'm there working on my projects. In one afternoon I observed a small, new nonprofit in consultation with RFL staff about strategic planning and fund raising, and then an individual grant writer getting feedback on his proposal—all while I was researching hundreds of thousands of dollars in grant funding for a large, statewide program."

RFL: BY THE NUMBERS

visitors from September 1-July 31

workshops conducted

nonprofits served



RFL Director Ellen Moutos-Lee (right) helps a library visitor navigate the foundation database.

The **AmeriCorps VISTA** program in the Division of Diversity and Community Engagement (DDCE) is part of the national service organization designed to fight poverty. By working with DDCE programs that aim to strengthen the educational pipeline for underserved students and promote equity and social justice, the VISTA members make invaluable contributions to DDCE's work.

COMMUNITY ENGAGEMENT

AmeriCorps VISTAs

Helping nonprofit and community organizations provide stronger programming that is sustainable is at the heart of the AmeriCorps VISTA members' work. As Free Minds director Vivé Griffith explained, "Having VISTA Hana Silverstein work with Free Minds from 2010 to 2012 completely changed the trajectory of the program. So much of our effort had gone into our work with students, and having a VISTA allowed us to back up and look at the larger issues of how we tell our story and sustain the program."

Silverstein created Free Minds' monthly e-newsletter, launched its community writing workshops, and helped write successful grants totaling \$150,000. Griffith said, "Her work helped us showcase the program's successes, and she put systems in place that we'll use long into Free Minds' future."

Silverstein's work is typical of the ways that VISTAs have helped DDCE programs, according to Cheryl Sawyer, DDCE community engagement officer and director of the VISTA program. Here we showcase three other VISTAs who Sawyer says have taken their programs to a whole new level.

Hali Hoyt:

Strengthening UT Service Scholars Program

Throughout the 2011–12 academic year, VISTA Hali Hoyt focused on the UT Service Scholars program. She reorganized the leadership team and worked with faculty advisor Dr. Sarah Jane Rehnborg, associate director of the LBJ School of Public Affairs, to deepen involvement of the LBJ School faculty in service seminars. According to Sawyer, Hoyt's efforts have also contributed toward developing a credit-bearing class for the Service Scholars and developing a new logo and visual identification for the program.

Perhaps Hoyt's biggest achievement was a signature service event at Reilly Elementary School, a Title 1 school in Austin. She formed community partnerships and got support from Home Depot, the Sustainable Food Center and Dunkin Donuts. About two-thirds of the UT Service Scholars participated in the event, working alongside students, teachers and staff to build an outdoor classroom. Third-grade teacher Eliza Gordon remarked the event was "one of the best things to happen to Reilly Elementary School!"

Jacki Pfeifer:

Leadership Training for UT Outreach-Austin Students

VISTA Jacki Pfeifer had been working with UT Outreach—Austin only two months when she realized that her students lacked the know-how to step into leadership roles.

"Most of the students that I work with are very intelligent and hardworking, but they didn't really know how to step up and be a leader in their school or community," explained Pfeifer.

Hence the Be a Leader, Be a Longhorn Leadership Conference was born. More than 100 students attended along with 35 parents, teachers and college student mentors. Pfeifer's goal was to inspire the students and help them realize their backgrounds were similar to those of the UT Austin students and faculty who spoke about their own influential leadership experiences.



VISTA members visit Texas State Rep. Elliot Naishtat.

L to R standing: Sergio Aguillon-Mata, Cheryl Sawyer (DDCE community engagement officer and director of the VISTA program), Joanna Lugo, Kirsten Raschko, Julie Gutowski, Dorothy Garretson (front), Spenser Dill, Juan Castillo, Texas State Rep. Elliott Naishtat and Sarah Curtis

L to R seated: Emily Frenzel, Megan Zeller, Marissa Garcia, Jacki Pfeifer and Latoya Sadler

Front: Hali Hoyt

Patrick Patterson, UT Outreach—Austin director believes the leadership conference is the type of experience that is crucial if the university is to attract more students from diverse backgrounds. "Our Outreach students spoke with and listened to UT students who looked like them, talked like them and who came from neighborhoods similar to their own. This experience, and others, help to solidify dreams that young people have about continuing their education," he said.

Julie Gutowski:

Showcasing East Austin

As she began hearing publicity for SXSW, Austin's premier music event held every March, VISTA Julie Gutowski realized that not many East Austin musicians were playing throughout the week. She came up with the idea to hold East by Northeast (ExNE): Celebrating East Austin at the DDCE's Community Engagement Center on East 11th Street.

According to Sawyer, "Julie single-handedly got local businesses involved and worked with ProArts Collective to get performers."

The ExNE lineup included Bells of Joy, Texas Eastside Kings, Peterson Brothers, Riders Against the Storm and Soul Tree Collective. "The musicians were thrilled to participate," said Gutowski. "All of them seemed really honored to be a part of the event and want to take part in it next year. Many of the artists grew up in the neighborhood."

Other community partners including African American Men and Boys Harvest Foundation, Austin Revitalization Authority, Balcones Resources, The Cipher, Texas Music Museum, Victory Grill and Ebenezer Baptist Church got involved, too. ExNE provided one of the few chances to showcase the vibrancy of the cultural community of East Austin and celebrate the contributions of East Austin musicians during SXSW.

An Ongoing Contribution

Just as these VISTA members have contributed greatly to the achievements of their units, DDCE staff can be proud of providing these young men and women with a meaningful and hands-on employment experience they can carry with them long after their service year.

"The Division of Diversity and Community Engagement AmeriCorps VISTA program is an example of a program that ensures VISTA members are prepared for their futures," said Beverly Watt Davis, Corporation for National and Community Service state director. "Professional development provided by director Cheryl Sawyer increases and improves the knowledge, skills and abilities of the VISTA members and enhances volunteer service that is being delivered to organizations and communities by VISTA members throughout Texas."

Academic Service-Learning (ASL) courses provide structured opportunities for students at The University of Texas at Austin to serve their communities while gaining real-world experience. The Academic Service-Learning office in the Division of Diversity and Community Engagement (DDCE) provides ASL resources and teaching support to faculty and facilitates connections among faculty, community partners and students who wish to participate in service-learning.

COMMUNITY ENGAGEMENT



Dr. Suchitra Gururaj, director of the Academic Service-Learning Program and Katie Pritchett, graduate research assistant, recruit faculty to develop new service-learning courses.

Academic Service-Learning Inspires Connection

Upon taking journalism instructor Diana Dawson's service-learning course, The Immigrant Experience in Austin, Emily Van Duyn's world opened up. "My service-learning course created an environment that was more reflective and less rigid," recalled Van Duyn, a senior political science communication major, "and that was more meaningful to me than having someone tell me what to think."

Academic service-learning (ASL) allows students to earn course credit as they engage in activities that address community priorities. Cited in the report of the Commission of 125 as integral to The University of Texas at Austin's commitment to community engagement, service-learning is based on reciprocity and reflection. Community partners and students benefit equally, and students are encouraged to make connections between coursework, service and real-world impact.

For Rebecca Breeden, a 2012 graduate of the LBJ School of Public Affairs, ASL "takes you into the field to be relevant and have a purpose." While taking part in an ASL course, Breeden conducted an analysis of a proposal to raise Texas' age of juvenile jurisdiction. That analysis became part of a paper to be published in the American Journal of Criminal Law.

Besides forging connections for students and empowering community partners, academic service-learning benefits faculty as well. LBJ School instructor Michele Dietch's service-learning course about the juvenile justice system in Texas was voted "Most Valuable Course at the LBJ School" for 2011–12. For Dietch, taking up the challenge of a new pedagogy allowed her to ask herself important questions about her own skills and passions, as well as what she might do to benefit diverse and, especially, marginalized populations. Ultimately, she found that service-learning enables instructors themselves to find the "confluence between . . . passions and skills."

During the 2012–13 academic year, under the ongoing leadership of Dr. Suchitra Gururaj, the Academic Service-Learning program will continue to offer resources for instructors, community organizations and students. In addition, the program will focus on identifying current courses and faculty advocates; recruiting new instructors and developing new courses throughout the university; and, in line with the DDCE Strategic Plan Research goal, investigating instructor motivations for service-learning. Current efforts to partner with campus entities, including the Office of Sustainability, the International Office and the Senate of College Councils, will also extend the reach of the program throughout campus and across disciplines.

Many instructors already know that service-learning can be a powerful pedagogical tool that promotes civic engagement and the pursuit of social justice. "Service-learning allows students to build their confidence, and what we refer to in management as 'ego strength," said Kristie Loescher, a McCombs School of Business professor and Tower Award winner for best service-learning faculty member. "They have the courage and convictions to understand that what they're learning in school will give them skills, abilities and knowledge to help them solve real problems in the world and make a real difference."



Students from academic service-learning courses are involved in the Mart Community Project to revitalize the Central Texas community of Mart. Here, a Mart resident works on one of the art projects which have helped brighten the town.

The University of Texas Athletics Department founded the **Neighborhood Longhorns Program (NLP)** as a way to reach out to economically disadvantaged youth and help close the achievement gap. Now a part of the Division of Diversity and Community Engagement, NLP serves more than 6,200 students in Austin-area Title 1 elementary and middle schools. The program connects students with tutors, exposes them to college campuses and provides support as they develop academic goals. When students accomplish their goals, they earn prizes including scholarships, summer camp tuitions and tickets to UT Austin sporting events.

COMMUNITY ENGAGEMENT



Ufot Umana, a UT Austin alumnus and former Neighborhood Longhorns Program (NLP) participant and mentor, believes NLP instills the notion that attending UT Austin is an attainable goal for all students.

Neighborhood Longhorns Program Inspires Students to Succeed

Ufot Umana, a 2005 University of Texas at Austin graduate, is a successful litigation associate for a law firm in Dallas. Umana earned his bachelor's degree in sport management at The University of Texas at Austin and his juris doctorate at George Washington University Law School. Umana's hard work and determination, coupled with encouragement along the way, led him to success. He credits the Neighborhood Longhorns Program (NLP) for exposing him to the world of higher education.

Umana participated in NLP as a student at Odom Elementary School and at Kealing Magnet Middle School. Before graduating from Kealing, he knew he wanted to attend UT Austin, and he says that NLP was instrumental in his decision to become a Longhorn.

"The program allowed me to develop a familiarity with UT," he said. "I was comfortable with the campus, and that aided me in my college decision process."

"Ufot's academic experience truly epitomizes 'What starts here changes the world.' He participated in The Neighborhood Longhorns Program in 3rd through 8th grades and then in UT Outreach—Austin in 8th through 12th grades, before starting his undergraduate studies here at the university," said NLP Director Celina Ruiz-Snowden. "The opportunity to expose students at

NLP: BY THE NUMBERS

6,250

Title 1 students served at 30 sites

6,000

students visited The University of Texas at Austin campus

850+

University of Texas at Austin student volunteers

2,300

students participated in Coach Bev Kearney's Pursuit of Dreams Rally

3,500

students participated in Spring Jam! held at Darrell K Royal-Texas Memorial Stadium

an early age, ideally, provides a comfort zone for our students and instills the notion that attending The University of Texas can be an attainable goal."

Umana believes that, by providing opportunities to experience communities beyond campus, the program serves UT student volunteers as well as NLP students.

While Umana was an undergraduate, he gave back to the program by becoming a volunteer NLP coordinator. As a coordinator, he focused on increasing the number of tutors who served NLP students. "Despite my involvement in UT organizations, I wanted to affect change outside of the Forty Acres, particularly in Austin's minority community," Umana said.

He is grateful that the NLP exposed him to strong role models, including Ruiz-Snowden whose passion to community service shaped his own commitment for community service. "I am confident that NLP will continue to positively impact the lives of both AISD and UT students," he said.



Coach Mack Brown takes time to visit with two future Longhorns during the Dine with a Coach event.



The Neighborhood Longhorns Program provides opportunities for students to take part in academic and athletic activities on the UT Austin campus.

Administered through the Division of Diversity and Community Engagement, Math Masters is one of three **Pre-College Academic Readiness Programs** that prepare high school students to succeed in college-level courses. Along with ChemBridge and SPURS (Students Partnering for Rhetoric Success), Math Masters offers students campus visits, access to University of Texas at Austin professors and exposure to college-level course material.

COMMUNITY ENGAGEMENT





Math Masters students have the chance to visit The University of Texas at Austin campus.

Math Masters

An innovative curriculum that combines mathematics courses with an additional advisory course is at the heart of Math Masters, a new program being piloted in the Austin Independent School District.

Math Masters is a collaborative partnership among participating high schools, the Charles A. Dana Center and the Division of Diversity and Community Engagement. The program aims to strengthen the teaching and learning of advanced mathematics and to help build the expectation of postsecondary education for students who are underrepresented on college campuses.

During the 2011–12 academic year, Math Masters was implemented in four Austin Title 1 high schools—Lanier, Lyndon Baines Johnson, Reagan and Travis. Tenth graders who took part in the program studied Algebra II. As juniors, they will study pre-calculus or advanced quantitative reasoning; then as seniors, they will choose among calculus, statistics or an advanced dual-credit math course.

Math Masters provides an online and face-to-face system of support, using resources created by the Dana Center through an intensive research and development initiative with Agile Mind, Inc. These math courses, along with the advisory course known as the Academic Youth Development (AYD) initiative, help students gain academic mastery of the material and build confidence and math problem-solving skills. The AYD curriculum works to establish a college-going culture in mathematics classrooms as well as strong bonds between lead teachers and their students.



Establishing a college-going culture is an important part of DDCE's Pre-College Academic Readiness Programs.

As part of the effort to create a college-going culture, students also visit The University of Texas at Austin campus each fall semester. And as an added opportunity for immersion in campus life, participating high school juniors will be invited to a weeklong summer camp in 2013 that will focus on both college awareness and academic preparation.

According to Susan May, Dana Center senior program coordinator, the AYD curriculum concludes with many role-playing and problem-solving experiences, such as a forensic activity that give students the time of death but leaves them to investigate bones to determine the cause. "The idea of these activities is to apply strategies such as good communication and how to stay motivated when you get frustrated because these are complex problems with multiple solutions," she said.

As part of the program, each participating math teacher received a week-long training during the summer and was supported by a university student mentor, as well as class visits from May, during the school year.

Besides assisting the teacher with implementing the curriculum and helping students solve problems, mentors also share their experience in college classrooms. May explained, "In the AYD course when the class is conversing about how do you work collaboratively, students can ask: What does that look like at UT? Can you work with other students? Do you have study groups?"

Math Masters' four participating high schools also offer students the ChemBridge program, which equips students for college-level chemistry and offers dual credit. Dr. Kenya Walker, the executive director for DDCE's Pre-College Academic Readiness programs said, "We want Math Masters students to be prepared for and open to the possibility of a career in the STEM fields."

Pre-College Academic Readiness Programs: BY THE NUMBERS

476

students participated in Math Masters

200

high school juniors participated in SPURS

6

high schools participated in SPURS dual-credit pilot program

305

high school juniors and seniors served by ChemBridge

17

high schools in 7 school districts participated in ChemBridge

92%

of ChemBridge students earned college credit for Chemistry in Context I (CH304K)



Through numerous programs and services, the Longhorn Center for Academic Excellence (LCAE) assists students in becoming engaged members of The University of Texas at Austin community and exemplifying academic and personal excellence from their first semester through graduation. Programs under LCAE include the Gateway Scholars Program, Summer Scholars Program, Achieving College Excellence (ACE), UTransitions and two federally funded programs—Longhorn Link and McNair Scholars.

Dr. Ge Chen: An Engaged Administrator

For the last two decades, Dr. Ge Chen has devoted her professional skills and knowledge to helping underrepresented students achieve academic success at The University of Texas at Austin. As assistant vice president for academic diversity initiatives in the Division of Diversity and Community Engagement (DDCE), Chen leads division-wide assessment efforts for diversity outreach, recruitment and retention. Through her involvement with the DDCE's Longhorn Center for Academic Excellence (LCAE), she works directly with students every day. She is also an active leader of the Asian and Asian American community on campus.

Chen came to the university twelve years ago as the program coordinator for the Gateway Scholars Program. Along with Dr. Leonard Moore, associate vice president for academic diversity initiatives, Chen continues to manage the program, which is housed in the LCAE. She also serves as executive director for the Longhorn Link and McNair Scholars programs, federally funded TRiO programs affiliated with the LCAE.

Chen describes LCAE students as "talented, committed to learning and determined to overcome and succeed."

She said, "This job gives me such a unique opportunity to hear their life stories and struggles, share their joys, and celebrate their little victories and life accomplishments. It is also very rewarding to see that the LCAE programs are making a significant impact, helping them achieve their academic goals and lifelong dreams."



Chen knows about achieving both goals and dreams. She came to the United States from China in 1988 to pursue a graduate education. "My first part-time job was a cashier in a Chinese restaurant. I sometimes had to walk five miles in cold or dark to work," she said. She earned her master's degree and doctorate from the University of Arkansas College of Education.

Chen said that, through her work, she is able to further the division's mission of advancing social justice. "Twelve years ago I was more focused on individual student services and success," she said. "Now through our DDCE programs and services, we create and promote access and opportunities for our students to complete a postsecondary education, pursue an advanced degree or successful career and thus help enrich the diversity and leadership of the society." ■

LCAE Students to Embark on China Maymester

This May, for the first time, the Longhorn Center for Academic Excellence (LCAE) is offering first-generation college students the opportunity to study abroad in Beijing, China. Dr. Leonard Moore, associate vice president for academic diversity initiatives within the university's Division of Diversity and Community Engagement, and Dr. Ge Chen, assistant vice president for institutional assessment, will take 30 students on the educational trip.

Students will receive Chinese language and cultural instruction from Chen in the spring. Moore, a history professor, will teach HIS 317, Social Entrepreneurship in China and the U.S. during the trip. The course examines how innovative people in the U.S. and China use business approaches to address social problems. In addition to classroom learning, students will engage in internships at a local middle school which serves the city's large and growing migrant population. Once a week the UT Austin students will teach English and work on school projects. Students will also be assigned a Chinese roommate from the Beijing Foreign Studies University.

By exposing students to Chinese culture LCAE is addressing the 100,000 Strong policy initiative that President Barack Obama established in 2009. The initiative aims to get more underrepresented students to study abroad. Presently, LCAE staff is working with several campus offices and outside foundations to minimize student costs.

Chen wants students to come away from their China Maymesters, scheduled for 2013 and 2015, more informed about what the country is really like.

"We hope that students will look at China from their own critical lens to have an objective view and first-hand experience about China's culture, education, government and the language," she said. ■



Dr. Leonard Moore

LCAE: BY THE NUMBERS

898

hours of tutoring in STEM subjects provided by LCAE

\$120,000

grant from the Coca-Cola Foundation to establish China Maymester program

161

tutoring sessions devoted to writing provided by $\ensuremath{\mathsf{LCAE}}$

300

students served by Gateway Scholars Program

3.04

average first-year GPA for Gateway Scholars

16

McNair Scholars attended the McNair National Research Conferences

5

McNair Scholars received prestigious University of Texas at Austin awards and honors

157

students served by Longhorn Link

93%

retention rate for Longhorn Link students

Michael Williams:

Mentoring to Help Others Achieve

University of Texas at Austin senior and Gateway Scholars mentor Michael Williams has traveled a long way from Corsicana, Texas, where he grew up. With guidance from the Gateway Scholars staff, he overcame a fluctuating grade point average and indecision over his major-problems which dogged Williams his first two years at the university. He also began getting involved with groups including Student Government, Afrikan American Affairs and the Study Abroad Office, which led this first-generation college student to Maymesters in England and Ghana.

Now beginning his third year as a mentor, Williams tries to help students learn that they can achieve much more than they think possible. Speaking from experience, he explained that freshmen often put themselves in situations they later regret. His message to first-year students is, "You don't come here to stop applying yourself; you continue to reach higher."

Williams credits Gateway Executive Director Dr. Aileen Bumphus and Senior Program Coordinator Tiffany Tillis for teaching him to become more responsible. They saw leadership potential in Williams and continued to push him even when he doubted himself.

Dr. Leonard Moore, associate vice president within the Division of Diversity and Community Engagement, who oversees the Longhorn Center for Academic Excellence, changed the way Williams thought. "Dr. Moore pushed me out of my comfort zone," he said. "He made me want to learn about the diaspora of African and African American people. He made me want to see different sides of civil rights and the black power movement. He made me more aware of what it means to be black in America."

Along the way Williams acknowledged a growing passion for education and eradicating systemic inequalities. He now has a dual major of sociology and youth education and community studies. As a McNair Scholar, he has been researching the Top Ten Percent program and what it has meant for African American males.



UT Austin senior and Gateway mentor Michael Williams spent time in Ghana this summer, where he said the slower pace, the respect people had for each other and the sense of community caused him to reflect on his life.

Williams is taking mentoring a step further by starting his own organization called Men of Excellence. With Tillis' help, he has recruited mentors, set up a twelve-member executive board and begun the necessary paperwork to become a nonprofit and a student organization. "We want to welcome students from different backgrounds-minority, firstgeneration, low-income—to the University of Texas," said Williams. "We are looking for students who aren't yet leaders but those that have the potential to do great things and don't yet know." ■

Longhorn Link Program Inspired Recent Graduate Elena Garcia

The Longhorn Link Program—one of two federally funded TRiO programs in the Division of Diversity and Community Engagement (DDCE)—has helped first-generation high school and college student Elena Garcia find her place in academia and in the field of health care.

A former participant in UT Outreach's high school programs, Garcia acquainted herself with the Longhorn Link program during her freshman orientation. The tutoring and mentoring that Longhorn Link provided helped her get on track and stay on track academically during her freshman and sophomore years. Since then Garcia has continued to meet with Longhorn Link staff, including DDCE Assistant Vice President Ge Chen, for advisory sessions.

As an honors student in nursing, Garcia learned about the power that research has on people and public policy. Under Dr. Evelyn Clingerman, she conducted research into the stress and associated health outcomes of Latino farm workers in the Rio Grande Valley. She presented the findings at the St. David's Center for Health Promotion and Disease Prevention Research Conference this past March and at the Longhorn Research Bazaar in April.

"It was an amazing experience," said Garcia. "My favorite part was interviewing the participants because each person had a great story to share. Listening to their stories of oppression and injustice multiplied my passion to advocate for underserved populations and minorities."

Garcia credits the Longhorn Link staff with providing support and inspiring her to serve others. "I'm passionate about advocating for underserved populations because I was surrounded by this environment," she said.

"I learned in public health about the social determinants that affect health," she said. "Education affects access to care and resources. I want to give back to others and education is one of the most powerful ways to do it."

Garcia earned her diploma from the School of Nursing in May and graduated, not only with honors, but with an Outstanding Undergraduate Student Award. She will begin her career at University Medical Center Brackenridge in Austin and has a long-term goal to promote social justice in health care.



Elena Garcia credits the Longhorn Link staff with inspiring her to serve others.

Five University of Texas at Austin **Outreach Centers** throughout the state provide precollege programs for high-achieving students at underserved high schools in Austin, Dallas, Houston, the Rio Grande Valley and San Antonio. The centers foster a college-going culture and offer assistance with both academic skills and the college admissions process.

COMMUNITY ENGAGEMENT





UT Outreach—Austin partners with Dr. Chris Sullivan to introduce underserved high school students to the idea that they could become researchers at top universities.

UT Outreach-Austin Students Explore How Viruses Cause Cancer

It is rare that high school students get the opportunity to work in a state-of-the-art microbiology laboratory, conducting research alongside faculty and students at a premiere research university. But that's exactly what fourteen Austin students did in July.

The students are part of the Division of Diversity and Community Engagement's UT Outreach—Austin, one of five outreach centers that assist high-achieving students who attend underserved high schools.

For the past three years, Dr. Chris Sullivan, assistant professor in Molecular Genetics and Microbiology at The University of Texas at Austin, has hosted UT Outreach—Austin students for a two-week summer research seminar.

Sullivan's high school internship program, the Virology Research Project, engages students in hands-on research activities to strengthen their skills and knowledge in the laboratory and pique their interest in science as a major and a career.

This year their research focused on molecular biology, evolution and viruses. Using the university's biomedical engineering lab, the young researchers collected and analyzed fruit flies taken from around the Austin area to identify novel viruses and contribute to Sullivan's exploration of how human viruses cause cancer.



Molecular Genetics and Microbiology graduate student C.J. Chen loves teaching and sharing his knowledge with UT Outreach students.

"Minimally, their participation will give them a taste of how fun science can be, and even if they don't end up in a scientific profession, the interaction with some of UT's brightest undergrads and faculty should be of value a few years down the road when deciding on a college," said Sullivan.

Patrick Patterson, executive director of UT Outreach—Austin, couldn't agree more. "Collaborations like the virology program with Dr. Sullivan are extremely motivating because they place our students in direct contact with the college environment in a classroom or lab setting," he said.

But the students gain more than experience in a scientific research lab. "They also find out that professors and graduate students are approachable and that the learning environment in college is fun," said Sullivan.

This is extremely important for youth from groups historically underrepresented on college campuses, Patterson pointed out, because they often don't consider themselves to be strong applicants to major research universities like The University of Texas at Austin.

"Programs like UT Outreach are vital for bringing students into a safe, fun research setting where they can test the waters and find that their potential is unlimited. The positive environment created by the professor instills the confidence in our students that they truly belong in a highly rigorous, stimulating academic space," said Patterson.

UT Outreach: BY THE NUMBERS

2,227

students served in targeted underserved high schools

120

UT Outreach seniors admitted to The University of Texas at Austin

44

admitted through Coordinated Admissions Program at The University of Texas at Austin **The University of Texas Elementary School** is a public charter school that serves 300 students in East Austin and is a model for best practices for diverse learners. A part of the Division of Diversity and Community Engagement, the school administers the Urban Education Project along with the university's College of Education and several East Austin elementary schools.

COMMUNITY ENGAGEMENT



First-grade students at UT Elementary had the chance to choose topics, make decisions and solve problems through project-based learning.

UT Elementary First Graders Become Independent Thinkers Through Project-Based Learning

On this particular day at the end of the school year, first-grade students at UT Elementary continued to stay busy. Teamed up in pairs or working in small groups, they intently read, wrote, discussed and created. The topics were of their choosing and ranged from bullfrogs and honeybees to the life of Michelle Obama.

Their classrooms were part of a continuing study led by Dr. Jennifer Adair, assistant professor in the Department of Curriculum and Instruction at The University of Texas at Austin. In a three-year research project funded by the Foundation for Child Development, Adair is trying to understand how children in early grades respond academically and socially to increased agency in the classroom.

Through the support of their teachers, Natacha Jones and Molly Kelly, these students have been given more opportunities for project-based learning that enables them to problem solve, make decisions, experiment, think critically and help each other learn.

"It is by nature student driven, not teacher driven," said Kelly, a veteran teacher and former curriculum supervisor with Austin Independent School District. "They have more control over what and how they learn."



UT Elementary School: BY THE NUMBERS

300

students served

16

student teachers trained

49

Visualize Graduation Society members

526

current and future educators trained by UT Elementary School teachers and administrators in best instructional practices

First-grade teacher Natacha Jones loves seeing her students take control of their learning.

She and Jones were quick to point out that they still teach a curriculum according to the Texas Essential Knowledge and Skills, the state standards for what students should know and be able to do at each grade level.

Jones explained, "We still have lessons on rocks and minerals in science, but those lessons spark student questions that allow them to go further than what is inside the curriculum. As teachers, we must find balance between whole group instruction and the project-based learning freedom."

"On their own, the students in these two classrooms have become more curious — they go beyond what they are asked to do in almost every case," said Adair.

Project-based learning has correlated with fewer behavioral referrals than in years past and has encouraged students to form relationships that might not develop in a traditional classroom.

Kelly explained, "Conventional thinking says don't put a high-performing student with low-performing child because the high performer would get frustrated. But with project-based learning, the high and low performers gravitated together and boys and girls gravitated together. Relationships formed around subject matter — two students who wouldn't normally be friends might both love volcanoes."

"They are independent thinkers now," said Jones. "We have many resources in the classrooms; the kids don't have to ask us about topics, but see themselves as little researchers, little scientists. They get excited about things and make connections with the real world. It is good to see a six- or seven-year-old take control of their own learning."

The Hogg Foundation for Mental Health promotes mental health in Texas through funding for mental health services, research, policy and education. The foundation was founded by the family of Texas Governor James S. Hogg in 1940 and has been part of the Division of Diversity and Community Engagement since 2007.

COMMUNITY ENGAGEMENT



Dr. Octavio N. Martinez, associate vice president for diversity and community engagement and executive director of the Hogg Foundation for Mental Health, has led the foundation in establishing such innovative programs as the fellowship program and policy academy. The National Resource Center for Hispanic Mental Health honored Martinez with the 2012 Shining Lights Award for Excellence in Hispanic Mental Health Advocacy and Leadership.

The Hogg Mental Health Policy Academy: Developing Mental Health Advocates for the Future

Recognizing that public policy plays a critical role in achieving positive change, the Hogg Foundation created an innovative fellowship program in 2010 to cultivate and empower a new generation of Texas advocates for mental health.

In June the foundation kicked off the second round of the program and awarded grants to five Texas nonprofits for each to hire an in-house mental health policy fellow. All fellows are recent graduates of a law, social work, public policy or other related graduate program.

Each fellow is paired with an experienced mentor. Together, fellows and mentors participate in the Hogg Mental Health Policy Academy. The academy, administered by Texans Care for Children, provides training and support for fellows, mentors and others involved in advocacy work in Texas. Throughout the year, the academy conducts training sessions, teleconferences and meetings with experts to enable the fellows to develop the critical public policy skills needed to become effective advocates. These skills include the ability to:

- Identify key issues that need to be addressed, analyze options, develop solutions, work with decision makers to realize change and monitor implementation of policy changes.
- Identify opportunities for change within the current policy environment and agenda.
- Identify potential partners and collaborate with individuals and organizations working on the same or similar issues.
- Develop effective policy strategies.
- Monitor and evaluate system changes resulting from policy initiatives.

"It's an honor to be a part of the Hogg Foundation Mental Health Policy Academy. I am excited to have the opportunity to be engaged with and learn from some of Texas' most innovative voices in mental health policy," said Clayton Travis, policy fellow for Texans Care for Children. "Not only will the academy provide rich professional development, but I'm confident that this cohort of fellows can support lasting change in the Texas mental health policy arena."

The academy includes monthly learning luncheons and continued content-learning opportunities featuring expert speakers with various policy perspectives. During these meetings, academy fellows learn about lobbying restrictions and requirements, the Texas legislative process, bills filed in the 82nd legislative session and what to expect in the upcoming session, integrated health care, the use of a racial equity framework for policy development, and the Texas budget process and best practices in budget messaging.

In January 2012 the first class of Hogg Foundation policy fellows and their mentors spent five days in Washington, D.C. meeting with national policy experts from top mental health organizations. The trip provided the fellows with the opportunity to gain insight from key policy professionals about national policy initiatives. The new cohort of fellows will participate in a similar training in September.

We look forward to seeing these fellows in action during the next legislative session as they work to effectively use public policy to change the state's complex mental health system.

The Hogg Foundation for Mental Health: **BY THE NUMBERS**

\$1.6 million

awarded to three grant sites to create internships for doctoral psychology students

320

attended one-day conference on integrated health care

\$175,000

in grants for innovative research awarded to 10 tenure-track professors

\$408,000

in grants awarded to four nonprofits to improve mental health policies in Texas

27

full scholarships awarded to bilingual graduate students in Texas

11

philanthropic organizations convened to discuss supporting behavioral health policy work



2012 Policy Fellows go to Washington, D.C. (from left): Theresa Terlik, Intern for NAMI Texas; Katherine Barillas, PhD, MSW, Fellow for OneVoice Texas; Katharine Ligon, MSW, Fellow for MHA of Greater Houston; Kristi Tonn, JD, Fellow for Lutheran Social Services of the South; Lauren Rose, MPA, Fellow for Texans Care for Children

The **University Interscholastic League (UIL)** was created by The University of Texas at Austin to provide leadership and guidance to public school debate and athletic teachers. Since 1910 the UIL has grown into the largest inter-school organization of its kind in the world. In 2007 the UIL became part of the Division of Diversity and Community Engagement and continues to provide high-quality educational extracurricular academic, athletic and music contests.

COMMUNITY ENGAGEMENT





Dr. Aileen Bumphus, executive director of Gateway Scholars, gives Roger Cain, a student at the Liberal Arts and Science Academy in Austin, the first-place award in the Barbara Jordan Historical Essay Competition.

Essay Contests Find New Home with UIL

The Barbara Jordan Historical Essay Competition and the Historia y Comunidad: Latina/o Essay Competition have found a new home with the University Interscholastic League (UIL).

The two essay competitions join an array of academic contests offered by the UIL, a unit of the Division of Diversity and Community Engagement (DDCE). Having originated in other DDCE units, both contests now have the chance to grow with the UIL and to help the UIL reach its goal of offering more diverse competitions to students underrepresented in high school academic contests.

"Part of our strategic plan was that we look at areas where students have not participated historically, and, in order to address that, we took a hard look at the contests already in place," said UIL Executive Director Dr. Charles Breithaupt. "The Barbara Jordan essay competition has a rich history, and the Historia y Comunidad essay contest, although in its infancy, brings great opportunity for Texas students to learn about topics beyond the classroom."

The Barbara Jordan Historical Essay Competition began in 1996 in honor of Jordan, the first black Congresswoman from the South and the first African-American woman elected to the Texas Senate. The topic of the essay contest remains the same every year, "The African-American in Texas: Past and Present," but the focus of essays differ as students are encouraged to interview people from their communities who lived through historic times and experienced significant events in African-American history.

Last year, the UIL administered its first Barbara Jordan essay contest and received entries from regions of the state that had not previously participated. Roger Cain from the Liberal Arts and Science Academy in Austin took home the grand prize with his essay "Giving Back Through Public



Historia y Comunidad regional winners received Special Recognition Awards. (L to R) Emmanuel Briseño, Alexander Hernandez (accepted by Angie Moreno), Jessica Herrera, Elisa Wulfsberg, and Yazmin Garcia (accepted by Mr. Joe Lopez)

Service: The Life of Attorney David A. Talbot Jr." His work, along with the essays by first runner-up Rachel Green of Pittsburg High School, third place winner Stephen Mangum from Midland Lee High School and all other regional finalists, will be archived as historical record in the Dolph Briscoe Center for American History.

"In our first year we had great participation, and we were able to promote the contest and give more students the opportunity to compete," said Breithaupt. "With more than 100 years of experience sponsoring high school extracurricular contests, we hope to continue building and growing these competitions for the future."

After a successful year as a pilot program of Pre-College Hispanic Initiatives, a unit of DDCE, the Historia y Comunidad essay competition will begin its first year under the UIL in 2012–13. The essay contest provides high school students the opportunity to research and write about past and present contributions in the Latino communities of Texas.

The winner of the inaugural Historia y Comunidad essay competition was Emmanuel Briseño from Crystal City High School with his essay "The Crystal City Walkout." Yazmin Garcia from Mission High School was the first runner-up, and Alexander Hernandez of La Joya High School took home the third place prize.

With the addition of both essay competitions, the UIL can expand opportunities offered under its current academic slate of activities. And with the largest interschool organization of its kind in the world sponsoring each event, participation in these culturally rich competitions is sure to grow.

UIL: BY THE NUMBERS

640

students receiving Texas Interscholastic League Foundation scholarships

\$1.3 million

in scholarships for students attending Texas colleges and universities

1,405

member schools

469,158

opportunities for student participation in UIL academics

747,083

opportunities for student participation in UIL music

1.2 million

opportunities for student participation in UIL athletics

2.2 million+

opportunities for student participation in UIL activities

93

state championship team crowned

428

individual state champions crowned

The award-winning Intellectual Entrepreneurship Consortium Pre-Graduate School Internship provides opportunities for undergraduates to work with graduate student and faculty mentors as they engage in community projects and learn what it is like to attend graduate school. Approximately 60% of the students who participate are from underrepresented populations or are first-generation college students. More than 1,400 students have participated since 2004.

COMMUNITY ENGAGEMENT



Ashley Garcia

IE Leads Student Ashley Garcia to the Ralph Bunche Summer Institute and Grad School at Georgetown

Ashley Garcia's involvement in the Intellectual Entrepreneurship (IE) Pre-Graduate School Internship led her to the prestigious Ralph Bunche Summer Institute at Duke University last summer, where she performed intensive research on political party corruption and Mexican drug trafficking. Her project, "Mexicanos al Gritode Guerra: What is Causing the Drug War in Mexico?" was one of only ten selected for presentation at the American Political Science Association conference in September.

Garcia's story is just one of the many success stories among the 1,400 students who have participated in the Pre-Graduate School Internship since it began in 2004. The internship allows undergraduate students to discover what they want to accomplish in the future by working with graduate students and faculty in academic fields that are of interest to them.

Garcia, a Radio-Television-Film and Latin American Studies senior, took part in the IE internship program in Spring 2011. In the fall of 2010, Ashley heard about the IE Pre-Graduate Internship through Manú Avilés-Santiago, the teaching assistant for her U.S. Latinos in the Media class.

"One afternoon he sent out an email telling the class he wanted to be a mentor for a student interested in grad school," Garcia said. "That semester I was thinking about grad school, but I really didn't know the process on how to get there."

Hoping that a mentor would guide her in the right direction, Garcia applied and began interning with Santiago. During the course of her internship, Garcia shadowed her mentor and even presented at a media studies conference in New Orleans.

Alice and Michael Kuhn

Kuhn Family Foundation Supports IE

The Kuhn Family Foundation has made a gift of \$66.000

to support the IE Pre-Graduate Interns. The Kuhn Family funding will provide \$1,000 stipends to first-generation students participating in the IE pre-grad internship program during the 2012–13 and 2013–14 academic years. The Division of Diversity and Community Engagement will match their funds to support graduate student mentors for each of the undergraduate students.

"During my internship, Santiago and I talked about his projects and my interests, too," Garcia said. "He helped me talk to people who were interested in similar research topics."

Garcia and her mentor also discussed pre-graduate programs that would be available during the summer. "He definitely encouraged me to apply to programs all across the United States," Garcia said.

During the spring semester, Garcia heard about the Bunche Summer Institute, which encourages students to pursue academic careers in political science. She applied to the program and heard of her acceptance a few weeks later. The summer institute covered her airfare, housing and meals, and provided a stipend.

"It was four weeks of pure research and reading," Garcia said. "I had 15 books to read in four weeks, plus articles." Garcia also had to take GRE prep courses.

"It was very intense, but it was definitely worth it," she said.

At the institute, Garcia completed the drug trafficking project. "I had to collect my own data because no data was available anywhere," Garcia said. "I had to make my own database." Although the work was tedious, Garcia received positive feedback.

Garcia accredits the IE Pre-Graduate Internship for preparing her for graduate fieldwork.

"The biggest thing I learned in IE is not be scared to talk to professors or graduate students," Garcia said. "There are people out there interested in your work. I thought I was the only one interested in certain specific issues, but thanks to IE, I know that I'm not."

Garcia is headed to Georgetown University in Washington, D.C. to pursue a master's degree in Latin American Studies.

"I love to do research, find things, answer questions," Garcia said. "I would like to have a more active role in the future. I can see myself as a policy maker or a professor."

Rick Cherwitz, founder and director of the Intellectual Entrepreneurship Consortium emphasized that the goal of his program is to help students mold their own futures. "I'm equally proud of the students who find out that they don't want to go to grad school as the others who never thought about it and now are," he said. "This program is and should be student driven."

Graduate Research Assistants have played valuable roles within Division of Diversity and Community Engagement (DDCE) initiatives, especially in the division's education pipeline programs. Through their experiences working in DDCE, GRAs prepare for careers as academics, educators and leaders.

Graduate Research Assistants

The Division of Diversity and Community Engagement has always had a diverse group of graduate research assistants (GRAs) who have played a variety of roles within our programs. They have served as mentors, researchers, teachers and special assistants to Dr. Gregory J. Vincent, vice president for diversity and community engagement. This year seven of our GRAs have been hired for tenure track or post-doctoral positions. Their work at the DDCE helped prepare them for their new positions and provided them with valuable experience in the field of education.

We have spotlighted four of our GRAs below, but congratulations are in order for all of our GRAs who are continuing their careers in academia:

Dr. Beth Bukoski, assistant professor of Higher Education at the University of Louisville

Dr. Aurora Chang, assistant professor in Educational Studies at the University of Wyoming

Dr. Laura J. Cortez, post-doctoral fellow, Center for Research and Policy in Education, The University of Texas at San Antonio

Dr. Darren Kelly, post-doctoral fellow, Longhorn Center for Academic Excellence, The University of Texas at Austin

Dr. Melissa A. Martinez, assistant professor in the Educational Leadership Program at Texas State University

Dr. Taryn Ozuna, post-doctoral fellow, Faculty Fellows Program, The University of Texas at Arlington

Dr. Spencer Platt, assistant professor of Higher Education, the University of South Carolina



Darren Kelly

Darren Kelly graduated in August 2012 with a doctorate in Sports Management and will begin a post-doctoral fellowship with the DDCE's Longhorn Center for Academic Excellence in September. His work with

first-generation, low-income and underrepresented students informed his decision to continue as a post-doc with the division. His dissertation, "A Conceptual Framework for Mentoring African American Male Student Athletes at Predominantly White Institutions of Higher Education," was influenced by his work in the DDCE Summer Scholars Program. About half of the Summer Scholars are incoming freshmen athletes, and the program addresses the unique needs of student athletes.

When Kelly came to UT Austin, he brought valuable experience gained while working with the University of Virginia's Office of African American Affairs Peer Advisor Program. He was chair of the selections committee, overseeing the recruitment, application, interview and selection processes of new peer advisors into the organization. According to Dr. Ge Chen, assistant vice president for academic diversity initiatives, this experience made Kelly a "great advisor, counselor and mentor" for students in the McNair Scholars program, where Kelly serves as a research and academic coordinator. He has also been coordinating the Gateway Scholars Peer Mentorship Program, which is in its fourth year. The 50 student mentors help freshmen become acclimated to the university campus, culture and environment. "I'm really proud of the progress and growth that has come from this program," Kelly said. "Although I help coordinate it, the program truly is student-driven."



Melissa Martinez

In 2011–12 Melissa Martinez began her first year as an assistant professor in the Educational Community Leadership Program at Texas State University-San Marcos. As a GRA in the DDCE, Martinez worked with Dr. Kevin

M. Foster in the Institute for Community, University and School Partnerships with the Community of Brothers in Revolutionary Alliance (COBRA) program. COBRA is a mentoring program for high school males in the Austin area. The program expanded to an initiative for young women called Verbally Outspoken Individuals Creating Empowered Sisters (VOICES). She has also worked in the Longhorn Center for Academic Excellence as a teacher and mentor. Martinez's dissertation focused on college access for students of color and on the experiences of faculty of color in academia.

"Now, as a professor, I hope to continue working on research that will positively impact students and families of color," Martinez said. "I feel like working with DDCE really shaped a lot of my interests and aided me in my desire to be a social justice advocate."



Taryn Ozuna

Taryn Ozuna was a DDCE GRA in the Gateway Scholars Program, serving as an instructor and advisor to first-generation students and students from underserved backgrounds. Her experience as a Latina in a predominately white

institution influenced her work with the Gateway Scholars and her dissertation, which examined the first-year experiences and perceptions of sense of belonging among Mexican American students enrolled in a Historically Black College and University (HBCU) in Texas.

Ozuna said her GRA experience in DDCE "shaped my interest in pursuing a career in academia." She is beginning a post-doctoral fellowship in the Faculty Fellows program at the University of Texas at Arlington. Her appointment is in the College of Education, Department of Educational Leadership and Policy Studies, and she is also affiliated with the department's Center for K–16 Education Policy and Research (KERP Center) as a Research Associate.



Spencer Platt

Spencer Platt's tenure as a DDCE GRA contributed to his personal success and the success of several programs. He was the first project director for the highly successful COBRA (Community of Brothers in Revolutionary Alliance) that

was started by Dr. Kevin M. Foster, associate professor in educational administration and anthropology. He also worked with the division's first community incubator project, the African American Men and Boys Harvest Foundation, and later in the UT Outreach program and the Longhorn Center for Academic Excellence as a student advisor. All the while, he remained focused on the experiences of African American males. During his last year at UT Austin, he played a key role in forming an Austin chapter of 100 Black Men, an organization dedicated to mentoring, health and wellness, economic empowerment and education.

His experience working in the DDCE allowed him to work closely with diverse faculty including Moore, Foster, Rich Reddick, Ted Gordon and Angela Valenzuela. Platt said, "I was able to get to know so many of them and find out things like how they are able to keep a productive publication schedule, how they balanced work and family life and what it is like to be a faculty member of color."

Platt also served as a teaching assistant for Dr. Gregory J. Vincent, vice president for diversity and community engagement for three semesters and for Dr. Leonard Moore, associate vice president for academic diversity initiatives, for two semesters. The teaching assistant experiences will serve Platt well in his new position as assistant professor in Educational Leadership and Policies at the University of South Carolina. "It was priceless because it allowed me to find a level of comfort and confidence in leading my own classroom," he said.



Generous gifts have enabled the Division of Diversity and Community Engagement (DDCE) to extend its work in new and exciting ways. Our donors help us build the margin of excellence that allows the DDCE to be an exemplar in higher education.

The Maxie Family's Musical Legacy Impacts UT Elementary School

Keith Maxie and his wife, Alice, created the Ira and Muriel Maxie Endowment in honor of Keith's musical parents. The endowment supports UT Elementary School's music programs, funding the purchase of musical equipment and supplies for the school's newly established cultural arts program.

The impact of music on the Maxie's family began with Ira and Muriel's first date. Keith's father, an accomplished whistler, discovered that Muriel's beauty was surpassed only by her singing voice. Their marriage produced a musical family with Keith as the first of four children.

Keith and his siblings may not have had the easiest child-hood growing up in segregated, government housing projects in Houston, but Ira and Muriel believed that exposing their children to music would broaden their horizons. They also believed that the study of music would teach academic discipline.

The musical training paid off, as each of Ira and Muriel's four children went to college while continuing to play music. To ensure that their children completed their degrees, Ira and Muriel often worked two or three jobs.

Though Keith chose to pursue mathematics at The University of Texas at Austin, graduating with a B.A. in 1967, musical notes have continued to strike a chord with Keith's own family: Keith plays the clarinet and baritone sax; his oldest daughter, Kristene, plays piano and sings; and his youngest daughter, Kimberley, played clarinet and performed in her high school marching band.

Extending their passion for music and education beyond their home, Alice and Keith began tutoring and mentoring students in neighborhood elementary schools. Their experience as volunteers made them realize what a difference an endowment gift could make in the lives of children. Just as Keith's parents enriched his life through music, the Ira and Muriel Maxie Endowment will now enrich the lives of UT Elementary students.



Alice and Keith Maxie are proud supporters of The University of Texas at Austin and UT Elementary School.

New Scholarship Honors Students within LGBT Community and Jackson School of Geosciences

At the 2012 Lavender Graduation honoring LGBTQ students and allies, the inception of the Johnson-Bates Respect and Inclusion Endowed Presidential Scholarship was announced.

Established by the Board of Regents to benefit the Division of Diversity and Community Engagement, this first-of-its-kind scholarship will be awarded to students who are taking a leadership role within LGBTQ communities and displaying academic excellence within the Jackson School of Geosciences.

Beginning with the 2012–13 academic year, the scholarship will be presented annually during the Gender and Sexuality Center and Queer Student Alliance Lavender Graduation.

Funds for the Johnson-Bates Scholarship were provided by an alumna who graduated with a B.S. in geology and geological sciences in 1983. She explained why she decided to endow this unique scholarship:

My heart was torn last year as story after story emerged about young men, women, boys and girls who were being bullied to the point of suicide just for being different and misunderstood. I lost a brother to suicide and I know what agony that is for a family.... I also have gay family members and I know the injustice of denying someone the equality of opportunity, happiness and even personal safety, just because the person they find comfort and solace in, the person they love, is of the same gender.

When considering how I could give to a university that has so much, to the Jackson School, which enjoys such prestige, I felt that I could do some small part to encourage a world where there is appreciation for the wonderful ways in which each of us is unique....

Our country needs every talented scientist to succeed in contributing to the enormous challenges of meeting energy demands, protecting the environment and providing food and water to a growing population. We need every talented geoscientist engaged.... This scholarship is to support LGBT geoscience students and the student allies who support them in recognizing the value and beauty of each unique individual.



Ixchel Rosal, director of the Gender and Sexuality Center, announces the Johnson Bates Respect and Inclusion Endowed Presidential Scholarship at the Fifth Annual Lavender Graduation ceremony.



Donors make a significant difference in the lives of the students and communities served by the Division of Diversity and Community Engagement (DDCE). Collectively, contributing individuals, organizations, foundations and corporations afford the DDCE the opportunity to support innovative initiatives and respond to the university's current and most pressing needs.

We offer sincere thanks to the following donors for their generous financial contributions, corporate sponsorships, gifts of services and in-kind gifts to specific DDCE programs, projects and initiatives over the past year. Their investments signal their belief in our work and ongoing success, and for that we are most grateful.

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With more than 250 collaborative community partnerships, the Division of Diversity and Community Engagement (DDCE) has played a major role in helping to expand the boundaries of the university beyond the physical campus. These partnerships not only further the university's efforts to share expertise and resources, but they allow the DDCE to help address long-standing systemic problems related to education, social justice, access, equality and equity.

To read more about our community partners and to view selected photos, please see page 20.

26 Miles for 26 Charities 100 Black Men of America Inc. 2M Clinical Research Services

Advise TX

African American Cultural Heritage District

African American Men and Boys Harvest Foundation

African American Quality of Life Initiative

AISD Police Department AISD Victory Tutorial Program AISD Cultural Proficiency and Inclusiveness Office

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Austin Asian American Chamber

of Commerce

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IN MEMORIAM

DR. JAMES L. HILL



Dr. James L. Hill, the first African American vice president appointed at The University of Texas at Austin, passed away on September 2, 2012. He was 84.

Hill's association with the university began in 1959 when he became a graduate student in the College of

Education. He would later enjoy years of active participation in the Texas Exes with the goal of increasing the number of African American students on campus. In a 2007 UT Oral History Project interview Hill recounted his time as a guidance counselor when he personally would travel with current students to Dallas and Houston to meet with principals, counselors and prospective students to dispel the notion that the university was an unwelcoming place.

When Hill graduated from Anderson High School in Austin as salutatorian, he could not attend the university. It was not yet integrated. Instead, he graduated in 1953 from Huston-Tillotson College in East Austin.

Throughout his university career, Hill became an exemplary role model for students, faculty members and administrators, especially African Americans. He was active on the Martin Luther King Jr. Statue committee, the Barbara Jordan Historical Essay Competition, Affirmative Action working committees, and the Austin Entrepreneurial Project. He was also a strong supporter of the Black Faculty and Staff Association (BFSA), formerly known as the African American Staff Advocating Progress (AASAP).

Dr. Gregory J. Vincent, vice president for Diversity and Community Engagement, now oversees much of Hill's former portfolio, said, "Dr. James Hill's contributions to the university cannot be understated. His relationship skills and understanding of the Austin community improved our campus and allowed it to become a more inclusive and diverse environment."

For his dedication and service to the university community, the Black Faculty and Staff Association honored Hill in 2001 with the Dr. James L. Hill Education Scholarship, now endowed and administered through the Texas Exes.



WHAT STARTS HERE CHANGES THE WORLD

STRATEGIC GOALS from the DDCE Strategic Plan 2011–2016

CAMPUS CULTURE

Advance efforts to create an inclusive, accessible and welcoming culture on campus.

COMMUNITY ENGAGEMENT

Cultivate mutually beneficial community-university partnerships that further the mission of the university to serve Texas and beyond with an emphasis on historically and currently underserved communities.

EDUCATION PIPELINE

Create a successful pathway for first-generation and underrepresented students as they progress from pre-K through graduate and professional school.

RESEARCH

Serve as a national model for the creation of knowledge about and best practices for diversity and community engagement through innovative scholarship, teaching, policy development, programs and services.

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