“Without community, there is no liberation... but community must not mean a shedding of our differences, nor the pathetic pretense that these differences do not exist.”

– Audre Lorde
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I am pleased to present the 2019-20 Impact Report for the Office of Intercultural Engagement and Leadership (IEL). This is a particularly exciting moment for IEL in that it marks the culmination of one full academic year since the merge of L.E.A.D. and S.E.E.D.S. Our team is devoted to educating, engaging, and developing students of all identities through our four focus areas: service, inclusion, experiential leadership and social justice. This Impact Report is a glimpse into the story of our signature accomplishments during the 2019-2020 academic year. It shows how the team engaged students in ways that inspire them to become their best selves. The work we do would not be possible without constant collaboration with our campus partners, students and community. The strength of these partnerships has allowed us to reach new heights by continuously addressing student, campus, and community needs while learning, evolving and improving. Keeping student success and engagement at the forefront of all that we do, here are a few of our statistical facts from this year:
• Engaged 1,419 participants through cultural heritage month programming

• Had 1,782 hours of service with an economic impact of $40,184

• 286% exponential growth in IEL Living Learning Community student engagement

Attending and presenting at regional and national conferences our staff stay apprised of best practices in their field and spearhead dynamic initiatives in support of the office’s overall goals. I welcome you to navigate this report to learn more about the evolving Office of Intercultural Engagement and Leadership, as well as the impact of its programs and initiatives on students. Thank you for investing your time and dedicating your resources to our Lion family.

Sincerely,

Crystal Hardeman-Ikem
Director for the Office of Intercultural Engagement and Leadership
The Office of Intercultural Engagement & Leadership (IEL) at Texas A&M University-Commerce was established on September 19, 2019. Currently, the office presents over 35 programs and initiatives per year that increase cultural awareness, experiential leadership, social justice and community engagement for the TAMUC greater community. These events include, but are not limited to: lectures, films, service opportunities, panel discussions, cultural celebrations, leadership programs, mentoring and tutoring programs, diversity workshops, dialogues, and trainings. As the university grows, so does the engagement and participation of our TAMUC students. The office also provides a space that students can call “home” which is equipped with a relaxation lounge, study space, conference room and staff that are great resources for on and off campus information. The Office of Intercultural Engagement and Leadership serves as the hub for social justice, experiential leadership, service, and inclusion programs and initiatives on campus.

**Mission**

The Mission of the Office of Intercultural Engagement & Leadership at Texas A&M University-Commerce is to develop global leaders committed to service, lifelong learning, and inclusion by providing a supportive environment of co-curricular excellence and transformative experiences.

**Vision**

The Office of Intercultural Engagement & Leadership strives to educate, engage, and develop students of all identities. Grounded in social justice and leadership, we will immerse our students in experiential learning and develop their cultural competency through co-curricular experiences.
Advocacy We prioritize a student-center model that amplifies the voices of students while teaching them to advocate for themselves.

Equity & Inclusion We believe that inclusive and equitable spaces enhance educational experiences and create successful co-curricular outcomes.

Ethics We foster an environment of mutual respect, trust, and accountability for all people regardless of differences.

Experiential Leadership We believe leadership is about immersing students in transformative experiences where they can develop and reflect on their leadership skills, and apply them to other situations in their lives.

Collaboration We value intentional partnerships that assist us in service of our students, TAMUC campus, and greater community.
Highlights and Themes for the Department this Year

This academic year the Office of Intercultural Engagement & Leadership experienced a complete transition. The Offices of Leadership Education and Development (L.E.A.D.) and the Serving Engaged, Empowered, and Diverse Students (S.E.E.D.S.) merged together to co-create this new office bringing together two areas under one new umbrella. In this first year, this new office prioritized coming out of the year as a stronger and more vibrant community, focused on student-centric programming, fiscal reallocations, and initiatives central to the holistic development of students.

Existing programs, such as: Operation Blue and Gold, Hats off to Women, and Que Comience La Fiesta were redesigned and implemented. The Office also gained two new programs - the Latino American Mentorship Program (LAMP) and Womxn of Commerce to increase the visibility of diverse communities from a social justice lens. The Office of Intercultural Engagement & Leadership has also established relationships with several new community partners to provide access to an increase in student civic engagement, build and sustainable campus partnerships, and significantly increase fundraising efforts with the Leadership Without Limits program and Mujeres de Accion.
1,782 total service hours completed by TAMUC faculty, staff, and students through IEL service program offerings

Lions serve. It’s what we do. GivePulse is an online platform provided by the IEL office to bring students, non-profit organizations, and community agencies together for a common purpose: to serve the needs of the greater Commerce community. The opportunities listed on GivePulse are provided by our community partners and can range from youth mentoring organizations, senior citizen facilities, environmental groups, community revitalization, cultural art endeavors, and everything between.

Hosted 32 participants for the annual {I} Experience personal student leadership conference

The {I} Experience is an overnight, off-campus personal leadership conference for promising students who yearn to develop their leadership potential. This experiential conference is designed for students to increase their self-awareness and explore their natural talents.

Inducted 188 scholars into the National Society of Leadership and Success

The National Society of Leadership and Success is the nation’s largest leadership honor society. Students are selected by their college for membership based on either academic standing or leadership potential. Candidacy is a nationally recognized achievement of honorable distinction. With 552 chapters, the Society currently has 685,994 members nationwide. Membership is for a lifetime and provides access to benefits including scholarships and awards, exclusive on-campus events, employer recruitment through an online job bank, and discounts on computers, textbooks, grad school prep courses, insurance and much more.
12 out of 59 applicants accepted to serve within the 2019-2020 cohort of the Leadership Without Limits program.

Leadership Without Limits is a unique global leadership opportunity for undergraduate students in their third year and above at Texas A&M University-Commerce. Students develop an understanding of leadership in a global context that will enhance their interactions with diverse individuals abroad, at A&M-Commerce, and in their future endeavors. Students will be challenged to examine their own perspectives by learning from each other and the culture that they will visit. This year the cohort identified Athens, Greece as their destination of study.

Engaged
1,109 participants through cultural heritage month programming

The Office of Intercultural Engagement & Leadership strives to create a campus community where students not only feel included and represented, but also see their cultural heritages celebrated. In concert with national efforts to recognize cultural heritage months, IEL organizes and gathers events and programs from across campus to pay homage to different cultures represented around the world.
CONNECTIONS TO THE DIVISIONAL STRATEGIC PLAN (2019-2020)

The information below explains one way the department contributes to each of the five divisional goals.

1. Sense of Belonging - We engaged students by implementing a strategy to connect students having difficulty finding community and engagement.

2. Cultural Humility & Global Awareness - We enhanced our capacity by developing cultural competency.

3. Health & Wellness - We partnered and empowered by programming.

4. Civility, Leadership, & Accountability - We communicated with students by promoting positive student events and activities that elevate the student experience.

5. Organizational & Operational Excellence - Being intentional in developing collaborative relationships that are in the best interest of our students and A&M-Commerce.
The information below explains one way the department contributes to each of the five University goals.

1. **Student Preparedness** - We engaged students by providing a transformative and experiential education that prepares students for a rapidly changing world.

2. **Create an Inclusive Community** - We enhanced our capacity by creating occasions for meaningful interactions across the university, including opportunities that enhance global awareness.

3. **Elevate Research** - We partnered and empowered by encouraging interdisciplinary and student-involved collaboration.

4. **Align our Initiatives** - We communicated with students by cultivating and strengthening partnerships that serve regional needs.

5. **Transform our Operations** - Increasing organizational effectiveness by developing sound business practices that are intentional, collaborative and data-informed.
GOALS, OUTCOMES, AND ASSESSMENT DATA FROM 2019 - 2020

Divisional Strategic Priority: Civility, Leadership, & Accountability

Divisional Strategic Priority: Sense of Belonging
**Leadership**

- Students will work together to fundraise $10,000 in order to go on their Leadership Without Limits trip to Greece.

- Students will present different topics regarding Greek culture, history, and education in preparation of their trip.

- 93% (124 of 133) Students from 4 post event assessments were able to identity a skill they had learned, developed, or enhanced through.

**Service**

- 80% of ASB participants assessed will rate their ability for teamwork at proficient (3) or higher (3) on a 5 pt. Likert scale.

- Increase the number of leadership and service programs offered that engage students in a cooperative and collaborative manner.

- Launched Givepulse platform
  - Students recorded 5514 hours of service in Givepulse (which includes all IEL Service programs).
  

    - 88% (74/84) felt empowered to be more civically engaged after service.

Increase number of leadership and service programs offered in AY 2019-2020 compared to the 9 from AY 2018-2020.
Inclusion

Engaged 78+ participants in Leaving Your Legacy: Faculty/Staff & Student of Color networking session

138 graduates celebrated through Rites of Passage ceremonies- Ujima ceremony, La Raza ceremony, and Lavender ceremony.

Facilitated Living Learning Community Retreat with 48 lead mentors.

Provided 8 African-American identifying students with a professional development opportunity at the 2020 Texas Association of Black Professionals in Higher Education Conference to network with industry leading administrators.

Observed National Coming Out Day in support of LGBTQ History Month with 132 participants.

Sent 3 Latinx identifying students to the United States Hispanic Leadership Institute (USHLI) to strengthen their leadership capacities and learn to evoke positive systemic change as a servant leader.

Established the ‘Womxn of Commerce: Tell Herstory’ program, an event illuminating the stories of 6 distinct TAMUC women through leadership, empowerment, and inspiration.

Fundraised $8,000 for the Mujeres de Accion Endowed Scholarship to provide scholarships for Latinx students in-need.

Experience exponential growth of 286% increase in Living Learning Community student engagement.
RESULTS OF 2019 - 2020
ASSESSMENT DATA COLLECTION
1. **Hispanic Heritage Month Kickoff**

**Method or tool** - Hand Written Evaluation Sheet

**Foundation assessment question(s)** -
- Overall quality of event
- Assessment of Learning Outcomes
- Marketing and promotion

**Summary of findings/data** -
- 75% of survey participants reported that the event date and quality was excellent.
- Participants reported that they learned about the differences and similarities in the Hispanic culture, the different countries, and cultural aspects.

**Changes to be made based on findings** -
- Many participants reported not wanting to change anything, others reported disliking the outside heat and long food lines.

2. **Black History Month Kickoff**

**Method or tool** - Hand Written Evaluation Sheet

**Foundation assessment question(s)** -
- Quality and time of event
- Something learned
- How did they hear about the program

**Summary of findings/data** -
- 70% of participants reported that the event date and quality was excellent.
- Participants reported that they learned about the different African American student organizations on campus, African American icons, and historical events.
- Participants reported that they would like to see more of these types of events.

**Changes to be made based on findings** -
- Participants reported that they would have liked for the event to be in a bigger space, and they would’ve also liked more food.
3. **On the Menu Series: Breaking Barriers**

**Method or tool** - Qualtrics Online Evaluation Tool

**Foundation assessment question(s)** -
- Overall quality of event
- Quality of speaker
- New connections
- Marketing and promotion

**Summary of findings/data** -
- 74% of survey participants reported that the overall quality of the program was excellent.
- 83% of survey participants reported that the quality of the speaker was excellent.
- 64% of survey participants reported making a new connection.

**Changes to be made based on findings** -
- Many participants reported they would like to see more programs like this centered around social justice.
- Participants reported a different seating arrangement was needed.
- Participants reported they would like to see more audience participation.

4. **Tunnel of Oppression Submissions**

**Method or tool** -
- Qualtrics Online Evaluation Tool

**Foundation assessment question(s)** -
- Group submitting program
- Theme of scene
- Takeaway message

**Summary of findings/data** -
- QPOC, Pride Alliance, A-team, and FLC were only groups submitting.
- Themes: Classism, Maternity/Paternity leave, LGBTQ+, Body Positivity and Domestic Violence.
- Educate and understand different types of oppression happening.

**Changes to be made based on findings** -
- Since submissions were so minimal, complete revamping or replacement of the program is needed.
5. **I-Experience**

**Method or tool** - Qualtrics Online Evaluation Tool

**Foundation assessment question(s)** -
- Overall quality of program
- How much information do you plan on implementing on campus
- How prepared do you feel to utilize the information

**Summary of findings/data** -
- 42.86% felt the program exceeded expectations
- 57.14% felt they were going to bring back everything
- 14.29% felt very prepared to utilize the information that was given

**Changes to be made based on findings** -
- Attendance for I-Experience has been in a steady decline for the past few years.
- This year there was a total of 32 participants for I-Experience.
- Because of lack of interest and program costs, program will be removed from IEL offerings.

6. **Leadership Without Limits**

**Method or tool** - Focus Groups, Interviews

**Foundation assessment question(s)** -
- Were you successful in achieving your fundraising goal?
- What steps were taken to ensure you met your goal?
- Were you able to work as a team?

**Summary of findings/data** -
- 100% of participants reported they felt more successful second semester in achieving their fundraising goal.
- 8 out of 12 participants reported that they needed to hold others accountable and to have a structure in meetings when looking at fundraising.
- 10 out of 12 participants felt when they were able to assign a lead to the fundraiser it helped them learn about different team building skills: delegation, accountability, participation, organization

**Changes to be made based on findings** -
- Participants need to have examples of how to fundraise and structure set in the beginning of the program in order to set them up for success.
- Participants need to have templates and paperwork to help them set-up their fundraising goals and processes.
7. Dare 2 Roar Service Programs

**Method or tool** - Written Evaluation Sheet Open Response

**Foundation assessment question(s)** -
- Demographic
- Overall quality of event
- Assessment of Learning Outcomes

**Summary of findings/data** -
- 472 participants / 8 events
- Avg GPA: 3.05
- 30% Male
- 69.5% female,
- >.5% unknown
- 1782 hours of service
- Economic Impact $40,184
- 94% (244/259) participants felt a sense of belonging through service
- 88% (74/84) felt empowered to be more civically engaged after service
- 75% (142/189) experienced a positive change of thoughts or perspective of the event compared to before the event

**Changes to be made based on findings** -
- Assess male interest and design programs that might be more attractive to male participants
- Create more on campus events that enable students to meet, engage, and cooperate together.
8. State Fair Experience
Method or tool - Written Evaluation
Foundation assessment question(s) -
• Assessment of Learning Outcomes
• Program Feedback

Summary of findings/data -
• 13 students participated (combination of domestic and international students)
• 100% (11/11) experienced sense of belonging
• 100% (11/11) shared their own culture
• 100% (11/11) experienced or felt more connected to Texas Culture
• 90% (10/11) articulated a skill learned, developed, or enhanced during experience

Changes to be made based on findings -
• Find a more affordable way to keep this event
• Change event time to a Friday or evening
• Split group into teams prior to arriving at park

9. Poverty Simulation
Method or tool - Written Evaluation
Foundation assessment question(s) -
• Assessment of Learning Outcomes

Summary of findings/data -
• Program Feedback
• 86 participants
• 51% (44/86) completed post assessment
• 90% (40/44) expressed having a better understanding of poverty

Changes to be made based on findings -
• Align more of the post assessment questions for our office (used a pre-set tool for program provided by Nursing Department)
• Reduce the shenanigans of the robbers
• Create a follow-up activity that enable students to create a plan to educate individuals on resources in the community
Other Accomplishments

- The Office of Intercultural Engagement & Leadership successfully joined and created a new office with space for students to be engaged in leadership, diversity & inclusion, and social justice programs and initiatives.

- The Office of Intercultural Engagement and Leadership increased the number of service sites of Operation Blue & Gold from 7 projects in Fall 2018 to 25 projects in Fall 2019 an increase of 357%.

- The Office of Intercultural Engagement & Leadership developed relationships and/or collaborated with 14 academic and co-curricular departments through its initiatives.

- The Office of Intercultural Engagement & Leadership launched Leadership Without Limits 2020-2021 and had 59 applicants for the program.

- The Office of Intercultural Engagement & Leadership had 1,419 students engaged in cultural heritage month programs.
DEPARTMENTAL COLLABORATIONS

The Office of Intercultural Engagement & Leadership strives to create sustainable campus partnerships with a wide variety of office, departments, and community organizations to best service our students. This year we have done this by...

1. College of Ag

Type of collaboration - Academic Affairs

One sentence description of collaboration (one-time v. ongoing) - This is an on-going programmatic collaboration for multiple service events.

Description -
The College of Agricultural Sciences and Natural Resources (CASNR) collaborated with our office for numerous events and projects. The collaboration allows us to extend our student reach while also partnering with a program that is directly connected with food systems, food insecurity and food justice issues. IEL collaborated with CASNR on a grant proposal related to leadership development and understanding food systems and injustices. The Twin Oaks Farm participated in our volunteer fair and hosted a worksite for Operation Blue & Gold, they also loaned us their truck for Operation Blue & Gold. CASNR served as a sponsor for Lions Against Hunger and Dr. Bob Williams’ Signature Class participated in the event as it related to the class.
2. **Office of International Student Programs**

**Type of collaboration -**
Academic Affairs

**One sentence description of collaboration -**
This was a one-time programmatic collaboration for an Extraordinary Leadership Series Event.

**Description -**
The Office of International Student Programs and IEL partnered on a Texas Cultural Experience at the State Fair after hearing many international students talk about wanting to experience Texas Culture. OISP served as a financial and programmatic sponsor for the event. The program allowed us to create an opportunity for cooperative and experiential learning while also addressing cultural awareness.

3. **Bread of Life Community Services**

**Type of collaboration -**
External – Community

**One sentence description of collaboration -**
This was an on-going programmatic collaboration for multiple service events.

**Description -**
The Bread of Life Community Services participated in numerous events including our Volunteer Fair, hosted 2 sites at Operation Blue & Gold, and posts opportunities for students to volunteer using Givepulse. Our collaboration allows their services to become known and allows us to provide an outlet for students to volunteer.
4. United Way

**Type of collaboration** -
External – Community

**One sentence description of collaboration** -
This was an on-going programmatic collaboration for multiple service events.

**Description** -
United Way is a local partner in which we collaborate annually. They serve as a host site for Operation Blue & Gold, providing our students an outlet to volunteer. We also collaborated with them to provide volunteers for their Summer Meal Program. They are able to provide annual projects for our students to get involved in and we are able to provide volunteers when they are in need.

5. Quality Enhancement Plan

**Type of collaboration** -
Academic Affairs

**One sentence description of collaboration** -
This collaboration is an on-going programmatic opportunity for Sophomore Year Experience.

**Description** -
The Quality Enhancement Plan and the Office of Intercultural Engagement and Leadership came together to provide an opportunity to meet the needs of our Sophomore students. The Global Leadership Scholar Program intentionally prioritizes global awareness by creating an opportunity to study and apply knowledge of the interconnectedness of global dynamics throughout this class and travel abroad. Furthermore, students are able to view themselves as engaged global citizens when they travel abroad in the summer.
6. Faculty

**Type of collaboration** -
Academic Affairs

**One sentence description of collaboration** -
This collaboration was an on-going programmatic opportunity for our On the Menu Series

**Description** -
Various Faculty members and the Office of Intercultural Engagement and Leadership came together in our On the Menu Series to discuss different areas of social justice. On the Menu series worked to highlight different faculty members that identified as feminists, or had experienced significant barriers to success. Students were exposed to different resources within the university to help empower them to become more civically engaged.

7. Victim Advocacy and Support

**Type of collaboration** -
Student Affairs

**One sentence description of collaboration** -
This collaboration was a one-time programmatic opportunity for our On the Menu Series.

**Description** -
The Victim Advocacy and Support and the Office of Intercultural Engagement and Leadership were planning to come together (before COVID-19 hit the campus) in our On the Menu Series. This program was set to discuss the different resources available on campus and throughout the community and to shine light on some of the victims and struggles they have overcome.
8. Residential Living & Learning

**Type of collaboration** - Housing

**One sentence description of collaboration** - This collaboration is an on-going programmatic opportunity for our Lion Peer Educators.

**Description** -
The Department of Residential Living and Learning and the Office of Intercultural Engagement worked to redevelop the Lion Peer Educators Program. Residential Living and Learning had established a Multicultural Programmer Position and felt they needed to align their position to a department that has expertise in this area. The two offices worked together to align goals, learning outcomes, and expectations in order to launch the position in Fall of 2020.

9. Gee Library Archives

**Type of collaboration** - Academic Affairs

**One sentence description of collaboration** - This collaboration coincides with the cultural heritage months, once a semester.

**Description** -
The Library and the Office of Intercultural Engagement and Leadership partner up to promote diversity and inclusion among students by displaying monumental times in culture at TAMUC. The archive wall in the office gives voices to those who have made history at the university by their acts of bravery and courage.
10. Department of Counseling

**Type of collaboration** -
Academic Affairs

**One sentence description of collaboration** - This collaboration was a one-time opportunity for students who volunteered.

**Description** -
The Department of Counseling and the Office of Intercultural Engagement and Leadership came together to provide professional development opportunities to 10 students who were available to attend the Annual Texas Association of Black Personnel in Higher Education Conference. This opportunity gave students the ability to network with African American higher education professionals from various colleges and universities around the state of Texas.

11. Residential Living & Learning

**Type of collaboration** -
Housing

**One sentence description of collaboration** - This collaboration is an ongoing.

**Description** -
The Department of Residential Living and Learning and the Office of Intercultural Engagement established a relationship that reallocated all four affinity based Living Learning Communities to the Office. The Offices are now in the process of developing a universal curriculum for the programs that will be administered in and outside of the residence halls. The IEL Office has implemented the Collaborative Agreement with all four LLCs.
PROGRAM
TESTIMONIALS
2019-2020

“I really like Operation Blue and Gold because it gives us an opportunity to help the community around us. It gives us a sense of belonging. A lot of students only know the university and not the town around them, so this is the best way to get out of comfort zone and see more of the Commerce community.”
- Luisa Esquivel (Operation Blue & Gold)

“One of the most extraordinary experiences that I have had at the university was the trip to the State Fair. Both domestic and international students were put into a group and were given the task to find various things at the fair, specifically objects that represented our different cultures. I learned so much about the cultures of India, Thailand, Nigeria, and Vietnam that I would have otherwise not known. We shared personal experiences, compared life in various countries, and also noticed how similar we are regardless of our cultural differences. This was one of the most enriching experiences I have had at Texas A&M University-Commerce. You can learn indirectly about cultures from reading text or watching videos, but having actual interactions and human connection stands far above.”
- Amanda Davis (State Fair Experience)

“During my time in Leadership Without Limits, I learned a lot about what it means to be a true leader. I worked with an amazing group of people from various different backgrounds, who managed to teach me a lot about patience and perseverance. When I was first going into it, I had no clue what to expect other than the fact that it would be difficult because I was working with such a large group. However, now that the experience has come to an end, I realized that communication was the true key to our success. I walked away with knowledge, memories, and people, who I will carry with me for a long time.”
- Delia Wallace

“I had no clue how I would be helping but I made a friend with a Special Olympics athlete and we did a dance together, and now I am thinking about getting a minor in Special Education.”
- Chauncy Rabb-Montgomery (Dare 2 Roar: Special Olympics)

“Alternative Spring Break was a wonderful and enlightening experience. Not only did I get to spend the week with an electric group of brilliant students, but I got the chance to give to people who need help. This trip pushed me to grow as an individual and as an integral piece to a group commitment. This trip changed and shaped me in a positive way. I now try to change the way I look at the world and my impact in it. I can help change the world.”
- Amy Farrar (Alternative Spring Break)
POINTS OF PRIDE

Honoring those who go above and beyond.
Akilah Wilson
(Student)

Unsung Hero (NSLS)
Campus Annual
Organizational Awards
Accepted Proposals / Presentations at Professional Conferences

Professional Development Day (Sept 2020)
- PRESENTATION: “Let’s Talk About Service”
  LOCAL/CAMPUS

TACUSPA (Oct. 2020)
- PRESENTATION: “Co-Curricular Conversations”
  LOCAL/STATE

NASPA (March 2020) – CANCELLED COVID-19
- PRESENTATION: “The Civically Engaged Professional”
  NATIONAL

Gulf Summit on Service Learning & Civic Engagement
- POSTER ACCEPTED “The Color and Gender of Service”
  REGIONAL
Outstanding Graduate Student (NSLS)
Campus Annual Organizational Awards

Curtis Ivory (Student)
Obtained employment with Teach for America NATIONAL
Delia Wallace
(Student)

Obtained employment with Achievement First NYC
NATIONAL

Obtained acceptance into Grad School
REGIONAL
“Never doubt that small group of thoughtful committed citizens can change the world: indeed it’s the only thing that ever has.”

-Margaret Mead
indeed it’s the only thing that ever has.”

-Margaret Mead

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