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“Good morning, Sen. Wentworth” • Honor Roll of Donors
THE SYLLABUS HAS CHANGED

In Judith Sobre’s art history class, students were expecting a lecture on the Renaissance; instead they listened to the radio. In Physics 1603, a lesson on two-dimensional motion and vectors was delayed so the class could talk about the news. Students observed a moment of silence in accounting principles class, then left early. In IDS 3003, no one could stay focused on the topic, which was how to teach kids about energy.

The adulthood and aging psychology class was dismissed after a brief meeting. Mark Bernstein’s lecture on ancient philosophy was cancelled, ditto, a lecture on animal ethics. The students who showed up for BIO 4073 adjoined to watch TV in the lobby of the Frio Street Building. Becky Peterson began each of her criminal justice courses by leading students in a performance of “God Bless America.” In a history seminar on the Holocaust, teacher Kolleen Guy decided to go forward with class.

“Did we discuss the readings that day? The specifics of the text, no, the deeper moral questions engaged by the text, yes.”

That day, of course, was Sept. 11, just two weeks into the beginning of UTSA’s new academic year. Though the university remained open, as did all state government offices and UT System campuses, the day was hardly normal. As news spread about the events on the East Coast, all the efficient comings and goings around campus stumbled to a halt. Unaccustomed to terror so close to home, students and staff reached out in gestures as awkward and unfamiliar as they were tender.

Sept. 11 was a significant day in the life of this campus, which responded to both the emotional and intellectual needs of the campus. This compassionate stance and scholarly outreach continues.

We asked six faculty members to tell us what they’re thinking about in light of the attacks and their aftermath. Some of them had participated in the wonderful series of teach-ins that took place in the weeks after the attacks. Others had expertise or experience that placed them very close to the crisis. We also reported on the special concerns of UTSA’s international students and on students who are in ROTC.

As always, we welcome your response to these articles. Peace.

— Lynn Gosnell
FEATURES

12 SEPTEMBER 11
Faculty write about their perspectives on the attacks against the United States and what the future holds. Also, UTSA reservists are prepared to serve, and the university’s international students are especially touched by the tragedy.

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UTSA boasted a record enrollment of 19,883 students for the fall semester. But who are the people behind the census date statistics? Staff writers talked to seven students and learned there is no such thing as a typical student.

DEPARTMENTS

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“Good morning, Sen. Wentworth.” A Texas state senator spends a semester in the classroom—teaching politics—and gets an education of his own.

By Judith Lipsett

The show cannot go on without them, but accompanists don’t always get the credit they deserve. We applaud them.

By Jasmin Khair

20 Class Notes
Profiles of Manny Flores, Diane Gonzales Bertrand and Cynthia Hernandez. Also, getting ready for Diploma Dash and a calendar of campus events.

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An ofrenda at the Institute of Texan Cultures honors those who died Sept. 11.

SPECIAL INSERT

23 Honor Roll of Donors
A thank you to everyone who contributed to the university last year.

Above, Lt. Gov. Bill Ratliff—who revealed that legislators sometimes refer to him as Obi-Wan Kenobi—guest lectures in a political science course taught by State Sen. Jeff Wentworth. See story, page 10. Also on campus, this fall’s Best Fest was renamed Blair Fest to accommodate a Halloween theme. Students raised funds for various clubs and programs.
¡BRAVO!

Richard W. Adams, professor of anthropology, invited to speak about his archaeological research at the 11th International Meeting of Investigators of Mayan Culture at the Universidad Autonoma de Campeche, Mexico;

Steve Brown, assistant professor in the Department of Earth and Environmental Sciences, elected president of GIS in Texas Education, an affiliation of Texas colleges and universities that promotes the use of geographic information systems in all academic fields; the College of Business, nominated by the National Society of Hispanic MBAs for a Braille Award in the educational institution category, given to leaders whose work reflects the society’s mission to foster Hispanic leadership through graduate management education and professional development; College of Education and Human Development students Tom Castanos, John Kliweer, Erica Knofher, Sativa Rasmussen and Nikki Stohr, winners of the Martinekelli Prize for Inquiry, started by Professor Emerita Marian Martinekelli to recognize the best student projects in the Modes of Inquiry across Fields of Discipline course; Assistant Professor Catherine Kaspe, Department of English, Classics and Philosophy, recipient of first place and editor’s choice awards for her short stories “Etymology of Yterrbium” and “J’Abab’s Cosmic Gown” in the Mid-American Review Fineline Competition, and winner in the Writers League of Texas Radio Collective Annual Story contest for her creative nonfiction piece “This Is Your Only Warning”; Steven Levitt, chair of the Department of Communication, recipient of the Best Paper Award at the New Horizons in Industry and Education Conference for his paper, “Improving the Critical Communication and Decision-Making Interface between Engineers and Managers”; President Ricardo Romero, honored by the San Antonio Chapter of the American Civil Liberties Union with the Maury Maverick Sr. Award for his work in education and civil rights; Cheryl B. Schrader, associate dean for graduate studies and research for the College of Engineering, named 2002 president-elect of the Institute of Electrical and Electronics Engineers Control Systems Society; Deborah Schwartz-Kates, assistant professor of music, appointed to the National Committee on Cultural Diversity of the American Musico logical Society, which is charged with expanding the presence of underrepresented groups in the field of musicology; Associate Professor Richard Wadsworth, management science, recipient of the UT System Telecampus Teaching Excellence Award for his work developing the first UTSA course to be offered through the telecampus. The course, Quantitative Analysis for Business, is jointly offered by eight UT System universities through the online facilities and has been taught for three semesters to students from Germany to the Pacific Coast.

Funding for biotechnology building nearly complete

The dream of constructing a Biotechnology, Sciences and Engineering Building is closer to becoming a reality. Funding for the $83.7 million facility is 96 percent complete, according to President Ricardo Romero. The university will break ground on the 127,946-square-foot building in late fall 2003, when completed in 2004, it will be among the state’s largest science-related educational buildings.

The majority of the funding for the facility—$54 million—is provided by the UT System Board of Regents Permanent University Fund. Tuition revenue bonds provided an additional $22.95 million, and private contributions of approximately $6.75 million are needed to reach the $83.7 million total. More than half of the required private support has been secured.

Since last year, the Biotechnology Initiative has focused on creating an environment in which engineers, scientists and physicians will pursue biomedical- and biotechnology-related research, and in which students will receive world-class, graduate-level instruction.

The initiative’s aims are

• to advance educational programs by developing new doctoral programs in biomedical engineering, computational biology, electrical engineering, chemistry, environmental science and environmental engineering, chemistry and biology
• to offer students in San Antonio and South Texas educational opportunities equal to the best nationally in emerging scientific fields of academic, medical and commercial significance
• to contribute to a vision of San Antonio as a national center of biomedicine and to spearhead the drive to transform UTSA into a top-tier doctoral/research university.

To learn more about the Biotechnology Initiative and the Biotechnology, Sciences and Engineering Building, contact Richard Ortega at (210) 458-5160 or e-mail rortega@utsa.edu.

SMART QUOTE

“I went to Mexico in 1994 to escape a failed romance and a bad job in Seattle. I went to a job that paid almost no money, but it was the best decision I ever made. I was able to witness the emergence of a new society . . . and it was nothing that CNN could film.”

— Sam Quinones, author of True Tales from Another Mexico. The Lynch Mob, the Popsicle Kings, Chalino, and the Bronx, speaking on Sept. 24 about living and working as a journalist in Mexico.
All roads lead to Budapest

By Holly Hansen-Thomas

“Make the strangers welcome in this land, let them keep their languages and customs, for weak and fragile is the realm which is based on a single language or on a single set of customs.” — St. Stephen, 1036 C.E.

Hungary—Magyarország to its residents—is a country marked by great beauty, a tragic past and a hopeful future. Ringed by seven countries, Hungary shares its 1,100-year history with Austria to the west and Romania to the east. This history is rife with tribal warfare, changing allegiances and foreign occupation, as well as periods of great cultural and intellectual flowering. I was able to take advantage of the sights, sounds, history, geography and language of this small nation when I was awarded a Fulbright scholarship for the 2000–2001 academic year. I was lucky to be placed in the capital city, Budapest, because it really is the heart and soul of the country. There, one can admire beautiful views of the Danube River, take a dip in natural hot mineral springs, dance the csárda, walk through ancient Roman ruins and eat delicious Hungarian food like pörkölt (stewed peppers and tomatoes) or freshly made salami. I enjoyed the benefits of holding an official visa and was often invited to official events such as the Ambassador’s residence. I even attended the formal election night party at one of the city’s swankiest hotels.

As a tourist, I traveled Slovakia, Poland, Austria and other neighboring countries. Although I have lived and worked in other countries (Spain and Germany), this was the first time I was able to enjoy so many professional benefits during my travels. Being a part of the “Fulbright family,” as our Hungarian director often called it, was an exceptional experience.

As a student in the new culture, literacy and language doctoral program in the College of Education and Human Development, I have already been able to draw on these many rich experiences.

Restructuring affects four research and education centers; new women’s center studied

As part of a broad restructuring effort at UTSA to redirect state institutional dollars to teaching, four education and research components were either closed or restructured Sept. 1. Provost Guy Bailey announced the changes this summer.

The Center for the Study of Women and Gender (CSWG) was reclassified as a program within the history department in the College of Liberal and Fine Arts, while the Metropolitan Research and Policy Institute merged with the Hispanic Research Center in the new College of Public Policy. The Institute for Studies in Business was dissolved, with related activities shifted to the College of Business or the Institute of Economic Development. As a result of the restructuring, the university stands to net $250,000 for instructional support or teaching, Bailey said.

“As do most state-supported universities, UTSA operates with very little discretionary money, and we frequently must make difficult choices in allocating our resources.” Bailey said “In making these choices, students are always our priority.”

The reclassification of the CSWG from a center to a program drew the attention of the center’s supporters and the local press.

At a meeting in September with representatives from the center’s advisory board, President Ricardo Romo announced that he would appoint a committee to assess the need for programs to address issues of women and gender. The 12-member committee, which is chaired by Vice President for Student Affairs Rosalie Ambrosino, will make recommendations about the scope and focus of a new center.

The committee’s report is due in February. Founded in 1994, the center was created to focus on research and community outreach, said Linda Schott, associate professor of history and the center’s former director. Its programs included Women’s History Week, a grant to develop conferences and attended Fulbright gatherings and poetry readings at the ambassador’s residence. I even attended the Fürt Oktober as well as periods of great cultural and intellectual flowering. I was able to take advantage of the sights, sounds, history, geography and language of this small nation when I was awarded a Fulbright scholarship for the 2000–2001 academic year. I was lucky to be placed in the capital city, Budapest, because it really is the heart and soul of the country. There, one can admire beautiful views of the Danube River, take a dip in natural hot mineral springs, dance the csárda, walk through ancient Roman ruins and eat delicious Hungarian food like pörkölt (stewed peppers and tomatoes) or freshly made salami. I enjoyed the benefits of holding an official visa and was often invited to official events such as the Ambassador’s residence. I even attended the formal election night party at one of the city’s swankiest hotels.

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In the Loop

Snapshot, Texas

Although manipulating photographs is common in the era of digital imagery, people have been manipulating images since photography was invented. Pictures are altered to enhance the photographer’s vision, to produce an otherwise impossible image and, sometimes, to deceive the viewer. By double-exposing film, changing the speed and orientation of the camera’s shutter or superimposing images in the darkroom, photographers have often convinced us that seeing is believing, even when our brains tell us otherwise.

Bob Eck Johnson and A. Rankin Johnson Jr., pushing wheelbarrow.
The San Antonio Light Collection, The University of Texas Institute of Texan Cultures at San Antonio, L-0821-A.
Copyright © San Antonio Express-News

In the original photograph, the boys are pushing an empty wheelbarrow. When it was published in the San Antonio Light on April 29, 1927, accompanying an article encouraging children to be kind to animals, a donkey had been added. The creation of the published image must have taken a lot of work, but perhaps it was less trouble than getting a donkey to pose.

— Kendra Trachta

Students give the Bard his due

There was a fear of language in the classroom. Illusive cascades of consonants created a cacophony of confusion. If it wasn’t the S’s, it was the hard C’s that twisted the students’ tongues: “O, CurS-ed be the Hand that made these HoleS! CurS-ed the Heart that Had the Heart to do it!”

But Alexandra Lilley, a member of the Actors from the London Stage, was determined to show the students in the public-speaking class that the only thing to fear was an unrepeated vowel or consonant.

In October, the touring ensemble of distinguished British Shakespearean artists marked the 13th anniversary of the annual UTSA Shakespeare program with a week of teaching and performance. Lilley, one of five actors in the troupe, visited the classroom of Dale Davis, a lecturer in the Department of Communication. She cajoled each student in Davis’ class to read a few lines from Portia’s “the quality of mercy is not strain’d” speech in The Merchant of Venice or from Lady Anne’s “whilst I awhile obsequiously lament” speech in Richard III.

The students’ task was to exaggerate the repeated sounds in the passages of verse. “If something is there, Shakespeare put it there for a reason,” Lilley said. “Even after performing a role for months, I still don’t know what all the words mean. But where the sounds are placed gives you clues about how to say the lines and how the character feels.”

At first, the participants read half-heartedly, and everyone laughed. But by the end of class, the students were becoming more comfortable with the words and critiquing each other’s work. The smile on Lilley’s face reflected her satisfaction with their efforts. The students were starting to get it—no need to fear using the sounds of language to tell a story.

When Lilley and her fellow actors performed A Midsummer Night’s Dream on campus, language and expression were key in differentiating the five characters each played. The set consisted of a ladder and six chairs, and the costumes were simple peasant shirts and dark trousers. Changes of hat, props or bearing aided characterization.

“We don’t have a director, so you would think it would be complicated putting together five people’s ideas,” Lilley said. “But it hasn’t been. It’s more difficult to adapt to the size of the stage or theater as we tour.”

The uncut script produced a play of two and a half hours, but few squirmed as the time passed. Judging by the silence during dramatic moments and the laughter at comedic moments, and by the extended applause and standing ovation, the audience was clearly drawn into the experience.

Two performances were near sellouts and one was standing room only. Bravo for the Bard!

— Tim Brownlee

The Actors from the London Stage troupe visited campus this fall. They are, left to right: Sean Gilder, Alexandra Lilley, Suzanne Packer, Paul Panting and Matthew Radford.
Spoken English is exceedingly variable; pronunciation depends on factors such as the region, class, gender and age of the speaker. Similarly, word choice varies among English speakers. For example, what do you call that carbonated beverage—soda? pop? soft drink? co-cola?

The same kind of linguistic variations exist in American Sign Language, says Professor Robert Bayley, co-author of Sociolinguistic Variation in American Sign Language (Gallaudet Press, 2001). Bayley (Division of Bicultural-Bilingual Studies) joined researchers at Gallaudet University in the study. His contribution centered on the quantitative analysis of data.

A Private in the Texas Rangers (Texas A&M University Press, 2001) brings to light the daily musings, activities and observations of a Texas Ranger, circa 1887. The ranger, A.T. Miller of Company B, Texas Battalion, is the great-grandfather of Associate Professor John Miller Morris (Department of Geography and Political Science). The ranger’s leather-bound diaries have been lovingly preserved by the family over the past century. Morris carefully edited the fading penciled script and supplied ample historical annotation about the places, people and customs of the era.

Is English the language of oppression or the language of liberation?

Ideology, Politics and Language (John Benjamins B.V., 2000) discusses this question and other ideas on the dominance of English around the world. Thomas Ricento (Division of Bicultural-Bilingual Studies) edited the book, which includes contributions from scholars who research language policy.

English has displaced or marginalized languages in countries throughout Africa, Asia, Latin America and the Middle East, Ricento says. The book addresses the complex role of English in the world and its function as both an imperial language and a language of liberation. For example, in South Africa, English was the language used by Nelson Mandela and the ANC in the struggle to overthrow apartheid. Under the new postapartheid constitution, English has become the official language of the South African parliament.

Associate Professor Larry B. Golden (Department of Counseling, Educational Psychology, Adult and Higher Education) has edited the third edition of Case Studies in Child and Adolescent Counseling (Merrill Prentice Hall, 2002). The 16 case studies of children ages 4 to 17 illuminate therapeutic approaches in school, agency and private-practice settings. Each case study lays out the presenting problem, therapeutic goals and strategies, the process and progress of therapy and the outcome. Each chapter concludes with a discussion—using the benefit of hindsight—of things the counselor might have done differently and of the professional growth that resulted from each case. Golden is the coordinator of UTSA’s counseling and guidance program.

What does it mean to be a teacher, and what is the purpose of literacy? In A Postmodern Literacy Policy Analysis (Peter Lang, 2001), Mary Frances Agnello (Department of Educational Leadership and Policy Studies) analyzes some current discourses about literacy policy with the aim of revealing their contradictions, undemocratic characteristics and tendencies to promote the status quo in social relations. Agnello taught in public high schools and community colleges before earning her graduate degrees.

“I became concerned about literacy issues when I realized that the training I had in college was not that useful to me in the classroom,” she said. “What really floored me was that some of the students who were termed illiterate were really some of the wisest students I had.”

Inspired by the theories of Brazilian philosopher and educator Paulo Freire, Agnello began to change her views of education and educators and has written a book that “urges teachers to question the kind of literacy we teach in the classroom.” — Lynn Gosnell and Dina Inman

Good business ethics means your company will do the right thing by its shareowners, its customers and its employees . . . willingly, and despite the cost. Good ethics doesn’t always come cheap—it can be quite expensive.

—Edward E. Whitacre Jr., chairman of the board and chief executive officer of SBC Communications Inc., speaking about business ethics in the global marketplace during the Business Ethics Symposium VIII on Sept. 25.
The Department of the Navy is funding research by Andrew Tsin (Department of Biology) in the amount of $60,459 on neurodegeneration of the retina.

Steve A. Tomka (Department of Anthropology) received $3,536 from Comal County Trails Inc. for his proposal to survey the Panther Canyon Trail Project in Landa Park. Tomka also received $85,999 from the Texas Adjutant General’s Department to survey the La Reforma National Guard training facility.

Ernest J. Gerlach (Center for Economic Development) received a $33,000 grant from Solar San Antonio to research ways to develop a renewable energy-based economy for San Antonio and South Texas. He also received $258,300 from the Economic Development Administration to help fund UTSA's Center for Economic Development.

Arturo Vega (Department of Public Administration) received $5,000 from Hispanas Unidas Inc. for his proposal to provide evaluation and assessment of the Esquelitas Project, an after-school mentoring and leadership program for Latina girls in fourth, fifth and sixth grade. The program is housed at Brewer Elementary, Ball Elementary and Connell Middle School.

Clyde F. Felix (Department of Biology) received $49,000 from the Air Force Research Laboratory to fund an electron microscopy analysis of albumin leakage across the blood-brain barrier following microwave exposure.

John R. McCarrey (Department of Biology) received $60,400 from the National Institute of Child Health and Human Development for a study of the regulation of gene expression by DNA methylation.

Robert Hard (Department of Anthropology) received $43,997 from the National Science Foundation to support his continuing archaeological investigations of Late Archaic Cerros de Trincheras sites in Chihuahua, Mexico.

The Texas State Library and Archives Commission funded a proposal by Gerrianne Schaad (Special Collections and Archives, UTSA Libraries) to process the political papers of Cyndi Taylor Krier, a former state senator and Bexar County judge, and current UT System regent. The grant is for $2,234.

Joe L. Martinez Jr. (Department of Biology) received $1,295,494 from the National Institute of Neurological Disorders and Stroke to support continuing research by faculty and collaborators on experience-dependent structural plasticity in the central nervous system.

The Administration for Children and Families of the U.S. Department of Health and Human Services has funded a proposal by Harriett Romo (Division of Bicultural-Bilingual Studies) to improve the education levels of Head Start teachers and staff members. UTSA will collaborate with other South Texas agencies during the program. The initial funding for the project is $136,000.

Investigations

The Durango Building, the newest academic building at the Downtown Campus, was opened to students this fall. The five-level, 127,500-square-foot structure houses the Tomás Rivera Center, the Upward Bound Program, Student Activities, Faculty Resource Center and administrative and faculty offices, as well as specialized labs and classrooms for biology, instructional technology, chemistry, ecology, kinesiology, music/theater, and art and architecture.

Features include a multipurpose student activities and recreational area, an art gallery and a meeting facility that can accommodate up to three separate events at one time.

The Durango Building is part of the Downtown Campus Phase III construction, which also includes a four-level parking facility. These structures were completed at a cost of $36 million. Work will begin in spring 2003 on the final Phase III component, a $7 million addition to the Durango Building that will house the UTSA Institute for Economic Development.
UTSA is bringing athletic spirit to campus in a wave of blue—the Blue Crew, that is. The brainchild of Brad Parrott, the Department of Athletics’ new director of promotions and community relations, the Blue Crew is a group of students who aim to put the “rowdy” back in Roadrunner sports.

“We want to build an affinity for our athletics program and create some new traditions at the games,” Parrott says. Besides providing spirited fun, the Blue Crew functions as an incentive program. The more games Blue Crew members attend, the more discounts they receive on athletics merchandise and at local restaurants and other venues.

More than 1,400 students have pledged allegiance to the Blue Crew, agreeing to abide by the crew’s “10 Commandments.” Each member receives a blue T-shirt that lists the commandments, all of which urge spirited support for UTSA sports. Parrott’s intention is to have at least a handful of Blue Crewers at every one of UTSA’s 108 home games, matches or meets.

“The Blue Crew is going to be the wildest, wackiest student group in college sports,” Athletic Director Lynn Hickey says.

Some of the group’s antics are rehearsed, and others are spontaneous, Parrott says. Members have sung silly songs, cheered, drummed, swept and even read the Paisano student newspaper (but only when the other team’s members were introduced) during volleyball and basketball games.

Adding to the spirit of the games is the UTSA pep band, which has returned to the court after a five-year absence. The 18-member student band will play at 25 athletic events, says Associate Professor Robert Rustowicz, who directs the group.

“With the lateness in the semester of starting the band, we realize that most of the musicians will be music majors, but we hope to open this up to a campuswide group,” he says. “It does take a lot of time to put this group together, but the kids who have expressed an interest are extremely excited about it.”

Part-time trombone instructor Chris Branagan, a former pep band member at Texas Tech University, will coordinate the group.
The senator at the chalkboard

by Judith Lipsett

Jeff Wentworth brings firsthand experience to the classroom

The nearly 300 students arriving for the first day of class had no idea what to expect. They had registered for Texas Politics and Society, a course required for every student as part of the university's Core Curriculum, but most did not know until they found their seats that morning that their professor would be someone who knew state politics from the inside out—Jeff Wentworth, Republican state senator from District 25.

Their teacher did not know what to expect, either. Sen. Wentworth had agreed to take on the daunting project of teaching the class less than a week earlier. Richard Gambitta, chair of the Department of Political Science and Geography, had only a few days before the fall semester classes began to find someone to replace a professor who had been slated to teach the class.

“I wanted an instructor with expertise about both state and local government, plus knowledge about the interactions of the state and local levels with the U.S. government,” Gambitta says. Because Wentworth has served on the Bexar County Commissioner’s Court as well as in the state House of Representatives and Senate, Gambitta thought of him immediately.

The senator came into the class with one goal: “I want the students to become interested enough to become active participants in the political system,” he explains. He began by handing out voter registration cards to those who were not yet registered. But Wentworth also wants students to go beyond merely voting. “Hopefully, they’ll go to their precinct conventions next March and see how easy and meaningful their participation in the political process is,” he says, noting that most college students fall in the age group with the lowest voter turnout.

Wentworth’s own involvement in state politics began in third grade, when his class took a field trip to Austin to observe the state legislature in session. Afterwards, when Gov. Beauford Jester spoke with the young visitors on the steps of the Capitol, Wentworth was hooked.

While he can’t recreate that field-trip epiphany for his students at UTSA, Wentworth has sought ways to make state politics come alive for them.

To that end he has brought in speakers with an expertise in the business of state politics and the media. These include Cyndi Taylor Krier, regent for the University of Texas System and former Bexar County judge; San Antonio television anchor Chris Marrou; syndicated political columnist Jan Jarboe Russell, Republican County Chairman Roy Barrerra Jr. and Democratic State Rep. Robert Puente. Lt. Gov. Bill Ratliff showed up to give students a personal account of the ups and downs of his powerful office.

Many students appreciate this injection of the real world of politics into the classroom. At the same time, Wentworth is learning about the students’ world.

As a state senator, serving approximately 850,000 people in 17 counties including Bexar, he deals with many issues that affect higher education in Texas, from budgetary decisions to affirmative action. But debating these issues in Austin and serving on the front lines are not the same thing.

The last-minute nature of his hiring and his unfamiliarity with the mechanics of university teaching have led to some bumps in the road for the teacher and for his students. Besides taking awhile to get his syllabus in order, the senator also learned what it was like to have a long-ordered textbook delivery go away—resulting in the late arrival of textbooks—something most college professors have experienced.

Wentworth is stymied by the level of absenteeism in the course. He’s convinced by this experience that “we need to reduce the number of students in classes—big survey classes make the learning experience for students a challenge.”

Despite the competing demands of his law practice and his Senate responsibilities, Wentworth dutifully holds office hours each week—in an office he shares with two other instructors. These hours, along with those spent preparing lectures and writing exams, have turned the volunteer job into a much greater commitment than he expected. He’s also in demand as a visiting lecturer on campus. Once word got out that he was teaching this fall, other professors started booking him for visits.

“It’s an amazing opportunity for students to have this access to an elected official with such experience in the nuts and bolts of politics,” says Amy Jaspersen, assistant professor of political science. “Recently, the Republican and Democrat state party leaders came to his class to debate—two of my former students mentioned how inspired they were by these women.”

It seems the teacher is taking away a lesson or two as well. “I didn’t contemplate fully what it would involve for a person who hasn’t taught before,” the senator says. “I have a better appreciation now for the work involved in teaching a class.”
Behind every performer . . . a great accompanist

By Jasmin Khair

The lights dim.
A tuxedo-clad performer enters stage right
to the sound of applause. He stands
directly in front of a concert grand.
What happens next is a moment of reality
in the musical realm.
Before the marquee vocalist sounds a note,
another person who entered the stage
behind him—the accompanist—
sits at the piano
and waits for a cue.

Though the accompanist is not the person the audience came to hear, without him or her there would be no star performance. Quick-thinking, adaptable, intuitive and, above all, passionate about music, accompanists are key to the success of UTSA’s musical performances.

The Department of Music has two full-time accompanists—Christine Debus and Geoffrey Waite. Like all accompanists, they must adapt to a variety of performing levels and conditions. And with more than 175 concerts and recitals at UTSA to their collective credit, Debus and Waite have developed a broad repertoire.

"While a solo-performing pianist may take a year or more to focus on a small number of recital-level pieces to take to the highest level, as an accompanist I have approximately 100 pieces of music in my active pile," Waite says.

"These range from shorter vocal songs all the way up to instrumental sonatas of 20 to 40 minutes in length, some of which I will have had two to four months to prepare for the first performance and some only days or weeks."

Just how difficult is it to be an accompanist? Consider some of the questions an accompanist must ask before collaborating with other musicians: How can I most effectively help them get through the performance and do the best job they can? Which passages of a piece are particularly challenging for an individual to perform? Where will the performer take a breath?

Debus knows that some people believe the accompanist is an individual who couldn't make it as a solo performer and referred to as the "lesser performer" on the stage. In fact, Debus explains, the accompanist is part of a unique and even intimate collaboration with another musician.

"A good accompanist can push along the tempo for the singer who is getting tired toward the end of his recital, or slow down for a nervous performer who is choosing too fast a tempo, or even quickly react and go along with the soloist who, performing by memory, has skipped half a page without realizing it," she added.

"One of my favorite quotes from [British accompanist] Gerald Moore is ‘the accompanist is not always so blindly obedient as many people believe.’ Indeed, expecting the unexpected is the hallmark of a good accompanist. It’s a quality that Debus relishes.

She also admits that not every collaboration leads to musical perfection. As with most jobs, some days it’s just a job. And on other days, "musically, it clicks," she says. "You get to build very intimate and rewarding relationships with many different people. It’s very fulfilling to me, and because the actual concert then involves more than one person, there is always room for what I could call the spontaneity of the moment . . . the thrill and the fun of the performance. I guess it is my way to live dangerously and it suits me!" Debus adds.

Even with the long nights of rehearsals, there are some situations an accompanist can’t anticipate. Waite encountered one such situation in his first UTSA performance.

"The stage crew forgot to lock the wheels on the concert grand piano on the recital hall stage, and it started rolling away from me during the performance," Waite recalled. "Fortunately the person turning pages for me had the presence of mind to find a handhold on the instrument and stick a foot behind one of the wheels so that the piece could be finished with the piano still on the stage."

Both Debus and Waite agree that it is the idea of collaborating with other musicians and playing a part in the growth of students that is what keeps them in love with their profession.

"It’s necessary to keep the art of ensemble playing at its very best. It’s the reason why I’m so passionate about music," Waite says.
Good and kind people outnumber all others by thousands to one. The tragedy of human history lies in the enormous potential for destruction in rare acts of evil, not in the high frequency of evil people. Complex systems can only be built step by step, whereas destruction requires but an instant. Thus, in what I like to call the Great Asymmetry, every spectacular incident of evil will be balanced by 10,000 acts of kindness, too often unnoted and invisible as the "ordinary" efforts of a vast majority.

Steven Jay Gould
The events of Sept. 11, 2001, have had a tumultuous impact on the United States. The rage that resulted from anger and fear after the catastrophe targeted Arabs (and look-alikes as well) and Muslims residing in this country. To avoid becoming a target of persecution, Youssef changed to Joe, Mohammad to Moe, Ibraheem to Abe, and Adnan to Dean. Muslim women were forced into either removing their head covers or staying at home out of sight. For the first time, circumstances placed Muslims in the United States in a position to empathize with persecuted minorities.

Yet, in testy times like these, institutions as well as people come to better understand the caliber of their mistake. UTSA and its population came through the difficult test with flying colors. As a Muslim and a teacher at the institution, I encountered no discrimination of any type; rather I found acceptance, respect and a thirst for more knowledge about my origin, religion and life. This horrific catastrophe has motivated Americans to learn more about themselves and the multiple components of their divergent society.

The president, provost and the vice president for student affairs at UTSA rose to the occasion, first by allaying fear within the university community and then by fulfilling its educational mission. The university encouraged faculty, particularly from disciplines such as political science, psychology and history, to analyze and explain the dreadful events that claimed the lives of so many innocent souls. Students showed genuine interest in learning about international politics, the Middle East, Islam, terrorism and Afghanistan. Teachers displayed their talents and knowledge at teach-ins and, in their classrooms, emphasized the need for tolerance and understanding. A growing number of students fascinated by the complexity and novelty of the Arabic language asked the Department of Foreign Languages to offer classes.

We as a nation will not be able to bring back the thousands who died on that terrible day, but we can work hard to ensure that it does not happen again. There are two ways of doing that. One way is to abridge the individual rights and civil liberties we have come to enjoy and cherish in this society. The bombings, some say. Many, as I do, stumble, not sure of what to call what happened that day. We are not sure what happened. Yes, it was an attack, but by whom? Not a nation, per se. We have no way of locating an enemy. Who could think of committing such an atrocity? Whose hate looms so large? Why? And whose only solution is annihilation? Perhaps if we understood their hate, believed that we share the same world and cared to work together for the whole world. Perhaps it is acknowledged that, yes, we worship the same God. Perhaps.

With time, we come to a realization that our government is at war, that we are bombing a nation that is our political opposite. We have made that nation our enemy, and I read that the dreaded Taliban are the enemy. But are the children and the old and the many who suffer because of our air strikes our enemy? Have we not become like them, like those who sought to kill innocent civilians? Mejor que haya un loco y no dos—better that there be one crazy person and not two—my mother would admonish us when we fought with each other over some childish squabble. What an opportunity to take the high road, to let there be only one madman.

Words, I believe, can heal; they can work miracles. Words are power, and we can invoke their power to effect change, to bring about justice with peace. I cannot accept that the actions of a group will be sufficiently punished by more killings of innocent civilians. I still hold in my heart the hope that the almost 5,000 who died have not died in vain and that we can learn the lesson of their sacrifice. Killing does not solve any problem. Death does not atone for death.
The catapulting of infected cadavers over the walls of European cities and castles under siege during the Middle Ages is probably the first documented example of biowarfare. Currently, a deadly array of bacteria and viruses (anthrax, brucellosis, smallpox, tularemia, viral hemorrhagic fevers, plague and Q fever) and naturally occurring toxins, including botulinum toxin and staphylococcal enterotoxin B, has gained favor among biowarfare enthusiasts due to their respective “mass killing” potential. The efficient presentation (i.e., weaponizing) of these organisms to their target population is a critical issue. Anthrax spores were effectively weaponized by the United States in the 1950s and 1960s, and it is well known that other countries have actively pursued this goal.

It is difficult to refute the very real possibility that we will not be able to prevent nor effectively cope with simple, orchestrated biowarfare scenarios. More frightening is the possibility of bioengineered Trojan horse-type pathogens masquerading as indigenous microbial agents and giving rise to fulminating, lethal infections. The purposeful insertion of virulent genetic elements of one organism into that of another, thereby creating hybrid, extremely virulent, drug- and antibiotic-resistant, and infectious organisms the likes of which the world has never seen must also be contemplated. Fantasy? No. Challenging? Yes, but a simple examination of the scientific literature and laboratory experiences tells us that what was dauntingly challenging 10 years ago, is a Betty Crocker recipe today. These agents and their use pose a great threat to this nation’s vital interests. Rapid and reliable detection of these agents, their constitutive genes and expressed toxic products is critical. Our laboratory efforts here at UTSA during the past 15 years have been recognized for playing a significant role in development of sensing elements for rapid identification of a variety of biological agents. This work continues in concert with our significant involvement in the Biological and Chemical Countermeasures Program at the University of Texas Institute for Advanced Technology.

This war will not be fought on the traditional battlefield with the familiar field pieces. There will be no submerging dreadnoughts resting a few feet from the water’s surface, seeping oil to remind us of the ignoble act—the ambush. Considering the ease of hiding, the futility of genes, the killing potential and the open nature of a democracy, the events of the last few weeks underscore the sobering reality—war is being waged on American soil. We must now confront and effectively deal with the unthinkable.

The unthinkable.
WHERE WERE YOU?

MAJOR MONIKA LUTZ, executive officer of the Army ROTC program and assistant professor of military science, will retire this spring with 20 years of military service.

I work for a company with 480,000 employees—the U.S. Army. Despite its size, the army runs on teamwork. The military teaches a code that develops esprit de corps and loyalty, qualities rarely found in businesses smaller in size and scope. Members work side by side while using their differences of culture, religion, gender, education and experience as a strength to build on rather than an obstacle to overcome. Those strengths went into high gear on Sept. 11.

Our military sustained a tragic blow that day. Along with other Army ROTC staff members at UTSA, I listened in disbelief as radio reporters announced the news that an airplane hit the Pentagon. Then we waited with our military family throughout the world for news of victims and survivors. We learned that we lost former supervisors and co-workers, friends and close associates.

At home that night I longed for a respite from the television, print and radio broadcasts chronicling death and devastation. I needed stories about the mundane, the kind of articles we skim or overlook most of the time. I searched through my pile of military newspapers, too, through the stack of my military newspapers, too, plucked death and devastation. I needed stories about the mundane, the kind of articles we skim or overlook most of the time. I searched through my pile of newspapers and found the San Antonio Express-News edition of Sept. 10. As I thumbed through section after section, I looked for a sign of what was to happen the following day. What I read startled me. Should we have seen Sept. 11 coming?

That day’s edition featured a front-page color photo of a burning bus in Israel. Page after page spun the world’s news into a web of sadness—killing, assaults, growing problems with the economy and terrible acts of inhumanity. I picked through the stack of my military newspapers, too, and selected a copy of the Army Times—it was also dated Sept. 10.

The front page displayed a photo of two young soldiers and the headline, “Power to the People. How one brigade is letting junior leaders take charge.” Inside the paper, HBO had a full-page color ad to highlight the first episode of its new miniseries, Band of Brothers. The ad depicted 11 soldiers, some serious, several grim and all extremely young. They reminded me of the young soldiers I’d been going to Vietnam, Panama, Somalia and the Persian Gulf.

Where were you on Sept. 10, 2001? Like millions of Americans, you know exactly where you were the moment you heard about the tragic events of Sept. 11. That memory will stay with you for a lifetime. But where were you the day before the tragedy happened?

Our lives changed between 8:30 and 9:30 a.m. on Tuesday, Sept. 11. We could not have prepared for the atrocities in New York City, in the countryside of Pennsylvania, or at the Pentagon’s own west wing. We thought that Sept. 10 was just another day. But there won’t be just another day in America for a long time, and our soldiers won’t have just another day’s work in the defense of our country. So perhaps the day before is a memory we should hold close to our hearts. It was the last day of an America that is lost forever, for the military and for us all.

THE FUTURE OF GROUND ZERO

GEORGE JELL, an assistant professor in the School of Architecture, watched the twin towers of the World Trade Center being built. Now he wonders what will take their place on the New York City skyline.

The World Trade Center disaster on Sept. 11 was of particular significance to me and my family, having lived in a cooperative loft building in Manhattan for 25 years. Despite the fact that the two towers are missing now, and we have not been back since, we still imagine the magnificent view of the towers from our SoHo loft apartment. It is hard to imagine a void where they once stood.

As a student of architecture in the mid-1970s, I watched the towers go up inch by inch, like an oversized creature in the distance that didn’t stop growing. I still remember waking up one night and seeing one of the towers covered halfway by a cloud. My first reaction was “The tower is burning”—but of course that’s why these buildings are called skyscrapers. Then came a light earthquake rumble one night in the mid-eighties, and we actually tried to calculate the distance between the WTC and our apartment. We were relieved to find out that if the towers fell, they would not hit our building.

I also remember many weekends downtown at the newly created waterfront at the financial center, built on a landfill from the sand removed from the WTC site, and looking out to the Statue of Liberty and back to the towers, which gleamed like steel bars in the afternoon sun. The creatures had turned into light sculptures, and the reflections of the steel and glass exterior changed according to the hour of day and served as reference points for one’s position in Manhattan.

This reference will have to shift toward mid-town now, to the Empire State Building or to something else to be built to replace the enormous amount of office space lost. The four buildings of 50 stories proposed for the site may have a hard time acting as visual markers for downtown Manhattan, but they would certainly accommodate the anxiety and fear of height that potential tenants may have after the collapse. There is also the chance to create an improved neighborhood with new low-rise buildings and carefully designed street fronts, grouped around a memorial space.

Of course, it would certainly be more spectacular to have a landmark designed by Rem Koolhaas [Dutch architect and founder of the Office of Metropolitan Architecture] and the like. I hope to see an international competition produce the ideal combination of a memorial for the thousands of lives lost, an integrated, lively neighborhood and a spectacular new market for the downtown Manhattan skyline.

CAMPUS RESPONDS TO CONCERNS OF INTERNATIONAL STUDENTS

The university’s international students, more than a fourth of whom come from Middle Eastern and South Asian countries, were especially affected by the Sept. 11 tragedy. Though they shared the shock, sadness and anger of the rest of the student body, these students were without the solace of home and family. And within hours of the tragedy, as credible reports surfaced about the identity of the perpetrators, many realized they were vulnerable to bigotry, discrimination and violence.

On the day of the attacks, President Ricardo Romo, Vice President for Student Affairs Rosalie Ambrosino and other administrators met to formulate plans to address the concerns of the UTSA community, including the international students. The message that went out on the Web site and UTSA Update (the faculty/staff e-newsletter) could not have been more clear:

“A hallmark of UTSA’s community is our diversity,” Romo wrote, “and I ask each of you to encourage respect for all students, faculty, staff and visitors to our campus regardless of their ethnic or religious background.”

UT System Chancellor R.D. Burck also issued several statements warning against harassment of Muslims and Middle Eastern students and decrying several reported incidents at universities around the country. [A widely reported attack against a Middle Eastern student at Arizona State University has since been proven to be a hoax.]

“There was some anxiety, but for the most part our [international] students have done really well. They have a lot of faith in what we do here,” said Sylvia Medel, assistant director for the Office of International Programs.

Ten international students, most of them from Qatar, withdrew from the university. There were no reported incidents of violence against UTSA students, Ambrosino confirmed.

A group of international student associations and the Office of International Programs organized a memorial service that featured speakers from Muslim, Christian, Hindu and Jewish faiths. “I felt that a loss of life is a loss of life anywhere in the world. My friend lost his leg when a bomb, planted by a terrorist, exploded in Delhi,” said Shahnaz Iqbal, a graduate student who spoke at the service. “I was meters away, so I definitely understand the fear and the trauma caused by such a senseless barbarism.”

— Lynn Gonsell
She’s 24 years old and Hispanic. She’s taking classes full time in the College of Business. She’s from Bexar County.

At least, that’s the typical student based on census date statistics for the fall 2001 semester: 55 percent of students are female; the average age for undergraduates is 24.8; Hispanic students account for 45 percent of the student population, with white students a close second at 42 percent; 61 percent of students attend full time (12 or more hours a semester); the College of Business has the largest enrollment of the university’s six colleges; and, finally, almost 63 percent of students come from Bexar County.

Every semester, the university culls its records to create a profile of the current student body. Like the U.S. Census, UTSA’s census report is essentially a head count—of how many students attend the university, how many are enrolled in each degree program, how many are first-time freshmen, how many are transfer students, how many are from Texas, from other states and other countries, etc.

This year, UTSA has a record enrollment of 19,883, an increase of more than 5 percent since last year. And the Downtown Campus saw an almost 13 percent increase in enrollment in that time.
The report also shares a few quirky factoids. Though out-of-staters account for less than 2 percent of the student body, UTSA has students from each of the United States except Rhode Island and Vermont. (Students from Alaska and Hawaii? Yes, we’ve got them. But Rhode Island and Vermont—no.)

While it seems that every UTSA student fits one set of statistics or another, none of them is defined by those demographics. Instead, the census data cannot tell us who our students really are, what brought them to the university and where they plan to go from here.

Indeed, the data doesn’t reveal much about their lives off campus—how many students are married or have children, how many work part or full time or how many live at home. Perhaps in the future, there will be a way to sample our student population for this essential information.

In these pages, you’ll meet seven students who have different backgrounds, different GPAs and different ideas about what they want to do with their lives. Curiously enough, there’s not a 24-year-old Latina business major from Bexar County among them.

“I couldn’t really correlate track and school when I was a freshman,” Cantú says, “but my coach used to say, ‘How you perform on the track is how you perform in the classroom,’ and I never really thought about it like that until now.”

A biology (pre-med) major, Cantú came to UTSA on a track scholarship four years ago. Next spring he plans on taking the MCAT, a first step toward entering medical school. Ultimately, he wants to work in sports medicine.

In the meantime, he understands his role as a student athlete. He views education as his top priority; running track comes in second.

Cantú has been running track since the fourth grade. His events are the 110- and the 400-meter hurdles. Last year he helped the Roadrunners win their first conference track meet.

“James is the type of young athlete we like to recruit to UTSA,” comments track coach Que McMaster. “He has grown tremendously as far as an athlete and as a student in the classroom, and those are the areas where we look for growth.”

For the first couple of years at UTSA, Cantú lived with friends. Last year he decided to move in with his older sister. According to Cantú, she has been instrumental in his newfound dedication toward school.

Cantú also credits his parents with helping him realize how important it is to earn an education. “My parents continuously give me advice,” says Cantú. “They tell me to make goals and to go after them.”
trade-off, he says, is that UTSA doesn’t have
including Home Depot and Circuit City. The
local C.P.A. and working part time in stores
and gained work experience by interning with a
father, a furniture store controller.
to accounting, following in the footsteps of his
change in attitude. Some friends from the
focus on his education. He thought he might
mediocre grades, Deleon decided it was time to
going through the motions and making
university because so many students live and
work off campus. “When you come to school
here, you realize how fortunate you are,
because a lot of other students have to work
full time,” he says. “So you see that, and in a
way it motivates you.”
Deleon graduates in December, and with
his degree almost in hand, he says he doesn’t
regret his decision to transfer
“I’ve learned a lot, and the professors here
have been really good. I’ve enjoyed some of the
classes, even though some of them have been
tedious and you had to do a lot of work.
“Nothing worthwhile is easy. If it were, every-
body would have a bachelor’s in accounting.”

“I have mixed feelings about being
called a first-generation college student.
What does that mean to others?”
Name: Adriana Salazar
Age: 20
Hometown: San Antonio
Class: Junior
Major: Political science and sociology
To hear Adriana Salazar talk about her first
two years at UTSA is to be reminded of what

“I wish I could have known then what
I know now. But that’s not going
to happen. That’s life. You learn things
as you get older, you mature.”
Name: Michael Deleon
Age: 23
Hometown: Mission, Texas
Class: Senior
Major: Accounting
Michael Deleon loved the last school he went
to. That’s why he left.
“I was having too much of a good time,” he
says. “I joined a fraternity. . . . I made a lot of
friends. I probably knew 10 times as many
people there as I do here.”
While his social life was thriving, his aca-
demic life was not. After two and a half years
of going through the motions and making
mediocre grades, Deleon decided it was time to
focus on his education. He thought he might
need a change of scenery to accompany his
change in attitude. Some friends from the
Valley were attending UTSA, so he transferred
here. He also changed his major from biology
to accounting, following in the footsteps of his
father, a furniture store controller.
At UTSA, Deleon has brought up his grades
and gained work experience by interning with a
local C.P.A. and working part time in stores
including Home Depot and Circuit City. The
trade-off, he says, is that UTSA doesn’t have
the same active campus scene of his previous
When he graduated from a small high school near Tyler, Texas, Charles Gordon was ready to expand his horizons. So he joined the U.S. Air Force, where he spent four years performing maintenance on liquid fuel systems. But except for several temporary duty assignments overseas and around the country, Gordon spent his entire military service in Abilene.

Though the Air Force didn't broaden his geographic experience very much, Gordon credits the service with improving his leadership abilities and giving him confidence. It also provided him with access to a tuition-free education through the Hazelwood Act.

After enrolling at St. Phillips College, Gordon transferred to UTSA, where he settled on a major in business management. He wants to shore up his studies with both volunteer and paid experience in the business world. He works 20 to 25 hours a week at Randolph Air Force Base.

"A lot of students think they can get out of college without any experience and get a high-paying job," Gordon says. "This veteran is ready to roll up his sleeves.

"I may be starting late, but I'm definitely not taking it for granted."

Name: Charles Gordon
Age: 36
Hometown: Bethesda, Md.
Class: Junior
Major: Business management

When she graduated from a small high school near Tyler, Texas, Julianna Bolton was really happy to get a C. "Woohoo!" Now I get really angry with myself if I don't get an A."

Another difference has been the 17-year span from Bolton's high school graduation to her enrollment in college. Between then and now, she got married, had two children (Ben, 8, and Matthew, who turns 3 in December), moved from Maryland to Texas and spent in between, and worked jobs from waiting tables to selling telephone service. Last fall, she became a college student.

"I realized I wasn't happy," she says. "I wasn't doing anything inspirational. I wasn't doing anything that was benefiting anybody other than big companies."

For her personal inspiration, Bolton wears the pendant her mother received when she was named to Who's Who Among Students in American Universities and Colleges for 1955-56. Her mother, a kindergarten teacher, died when Bolton was a child.

Like her mother, Bolton plans on becoming a teacher, but with each new semester she finds something else she's interested in. "I've liked all my classes," she says. "I took politics with Dr. Amy Jasperson, and all of a sudden I thought I wanted to be a politician."

Bolton wasn't as confident when she first thought about going back to school. She worried that it had been too long since she'd been a student, that the coursework would be too hard. She proved herself wrong by being tapped for the freshman honor society. Bolton also worried that, because of her age, she wouldn't fit in. She has been the oldest student in some of her classes, but no one has made her feel like an outsider. "There are so many nontraditional students here that it really helps," she says.

"All the people that I meet and that I talk to are open-minded and friendly."

Name: Vlasta Jurkovic
Age: 36
Hometown: Zagreb, Croatia
Class: Graduate student
Major: Counseling

In her native country of Croatia, Vlasta Jurkovic says, there's no such thing as a non-traditional student. The universities are filled with young adults, people who've had careers or families generally do not pursue academic degrees later in life. One of things she likes about coming to UTSA is that learning isn't limited to the young.

"I really adore when I see people here who've had their career—they are maybe even grandparents—and they are so committed," she says. "It's so inspiring."

Jurkovic and her husband, an instructor at Palo Alto College, moved to San Antonio from Croatia in 1998; she began the master's program in counseling the following spring.

"Going to school at UTSA has been quite different than going to college in Croatia. For example, Jurkovic had to write a thesis to earn her undergraduate degree there, for the master's program here, there are thesis and non-thesis options. Having already done a thesis—and also because "my grammar is not so perfect," Jurkovic says, smiling—she opted not to write one.

Jurkovic also sees a difference in the classroom, especially in the professors and their attitudes. In Croatia, professors lecture and students listen, but at UTSA Jurkovic has found more dialogue between professors and students, and among students themselves.

This semester, Jurkovic is taking classes and interning at an agency that provides medical care and counseling to uninsured and low-income clients. When she earns her degree and licensed professional counselor certification, Jurkovic thinks she might return to school again.

"I'd like to work in a college environment maybe," she says. "I really enjoy being with people who have ideas of what to do with their life."
Profile

Good service is only a bus ride away

She doesn’t ride the bus to work, but Cynthia Hernandez does occasionally ride the bus for work. Every month or so, Hernandez, B.B.A. in accounting ’87, hops on a bus and spends half a day riding around San Antonio. As director of customer services for VIA Metropolitan Transit, she says it’s the best way to understand what kind of experience regular VIA customers have when they ride.

“I spend four hours riding around just to see what’s going on out there.”

Hernandez has been with VIA since 1989, after beginning her career at a firm where she was a government auditor. “I had the opportunity to look at lots of government clients,” she says. “VIA had one of the best-run organizations I’d seen.”

Hernandez started out in VIA’s budget department before being promoted to customer services director three years ago. She still uses her skills as a CPA when preparing budgets for her own department—and having a mind for numbers certainly helps in route planning and scheduling—but her job has allowed her to branch out. “This was an opportunity to enhance my people skills and still use my analytical skills.”

Hernandez oversees an office of about 70 employees. Her duties include, among others, supervising VIA’s customer information center, which receives more than 700,000 calls a year, and determining eligibility for VIA Trans service, which serves more than 10,000 customers with mobility impairments. The biggest challenge of her job, she says, is balancing the needs of the community with the needs of individual customers. That sometimes means recommending that routes be changed or even eliminated, though those final decisions fall to VIA’s board of directors.

“One on hand you have to be a steward of taxpayer dollars,” she says, “and on the other hand, you have people who have no other means of transportation.”

Hernandez’s job has its rewards, too, she says. One of her favorite success stories is of a woman with a disability who uses VIA Trans for special trips but began to use the fixed-route service to go to work. But she was having trouble at her bus stop. Hernandez and other supervisors went to the stop to see what the problem was.

“It was simply a matter of moving the bus stop back 200 or 300 feet so she had a smooth, level surface where she could alight the bus.” So they had the bus stop moved. “It was a win-win situation,” Hernandez says with a smile.

In September, UTSA and VIA renewed their transportation agreement which allows students, faculty and staff commuting between the Downtown Campus and the 1604 Campus to ride for free. Hernandez says VIA takes members of the UTSA community on 47,000 bus rides a year through its UTSA express routes 93 and 94. This semester VIA also unveiled new placards—identifying the routes as the Roadrunner Express—that are placed in the front windows of each of the buses so UTSA riders can easily spot them.

Riding the bus around town has given Hernandez more ideas about how to make the ride more enjoyable. On one of her rides, she had a letter to mail and realized that it was difficult to complete such errands when someone else was driving. Now she has ideas to increase the amenities at VIA’s off-property sites, such as the Park and Ride locations, by adding mailbox-stamp vending machines, maybe even dry cleaners.

“It is a satisfying job,” Hernandez says. “Very challenging but very satisfying.”

— Rebecca Luther

Come for the run. Stay for the fun.

Diploma Dash is more than a race. The 5K run and fitness walk, sponsored by the UTSA Alumni Association, raises approximately $17,000 annually for student scholarships and serves as the San Antonio City Championship. The event includes free food, live music and prize giveaways. Diploma Dash will be held Feb. 23, beginning at the Convocation Center on the 1604 Campus. Participants and volunteers receive a long-sleeved Diploma Dash T-shirt. Medals and cash awards go to the top finishers in each age category and corporate team division.

On-site registration and check-in begins at 8 a.m. The race starts at 9 a.m. Early registration is $15 a person before Feb. 20 or $20 on race day. Registration for corporate teams of five is $250. UTSA students can preregister for $10 at the Alumni Programs Office in UC 2.00.10. All others can pick up registration forms at local San Antonio sports stores or register online at www.active.com. For more information or to volunteer, contact Jane Findling at (210) 458-4133 or jfindling@utsa.edu.

Alumni

Good service is only a bus ride away

She doesn’t ride the bus to work, but Cynthia Hernandez does occasionally ride the bus for work. Every month or so, Hernandez, B.B.A. in accounting ’87, hops on a bus and spends half a day riding around San Antonio. As director of customer services for VIA Metropolitan Transit, she says it’s the best way to understand what kind of experience regular VIA customers have when they ride.

“I spend four hours riding around just to see what’s going on out there.”

Hernandez has been with VIA since 1989, after beginning her career at a firm where she was a government auditor. “I had the opportunity to look at lots of government clients,” she says. “VIA had one of the best-run organizations I’d seen.”

Hernandez started out in VIA’s budget department before being promoted to customer services director three years ago. She still uses her skills as a CPA when preparing budgets for her own department—and having a mind for numbers certainly helps in route planning and scheduling—but her job has allowed her to branch out. “This was an opportunity to enhance my people skills and still use my analytical skills.”

Hernandez oversees an office of about 70 employees. Her duties include, among others, supervising VIA’s customer information center, which receives more than 700,000 calls a year, and determining eligibility for VIA Trans service, which serves more than 10,000 customers with mobility impairments. The biggest challenge of her job, she says, is balancing the needs of the community with the needs of individual customers. That sometimes means recommending that routes be changed or even eliminated, though those final decisions fall to VIA’s board of directors.

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Class Notes

Profile

Latin works

“We’re marketers,” Manny Flores, B.B.A., ’80, says of his ethnic marketing firm, LatinWorks. “Some of us are from different, diverse backgrounds and ethnicities, but we’re still marketers, communicators and idea-generators at heart.”

After a 17-year marketing career with Anheuser-Busch that began just months after he graduated from UTSA, Flores founded LatinWorks in fall 1998. He recognized the potential in helping major corporations tap into the now-$452 billion purchasing power of the nation’s 33.3 million Hispanics.

Flores says the venture gave him a more flexible schedule, allowing him to spend more time with his wife and two daughters. He adds that he and his partner, Alejandro Ruelas, were looking for “an opportunity to call our own shots.”

“We thought that it would be an incredible opportunity to venture out and sell corporate America on the potential of this growing and diverse market.”

The idea worked. LatinWorks took on the Miller Genuine Draft brand for Miller Brewing Company as their first account, and have since added Ralston Purina, BeechNut Baby Food, Schick/ Wilkinson Sword, and most recently, SBC Communications Inc.

How is ethnic marketing different from general marketing? According to Flores, it’s different—and it’s the same.

“What sets us apart is that we speak the language and live the culture,” he says. “We understand the Hispanic consumers, their mind-set, their perspective and attitude.”

Another difference, he adds, is in the delivery of the message. The firm works closely with their clients’ general marketing firms to present consistent communication to the consumer; but for the Hispanic market they use slightly different situations and, of course, a different language.

“We believe in creating synergy between general market and Hispanic market campaigns. Our clients get a bigger bang for their buck if they speak to their consumers using a similar tone and voice,” Flores says. “So when you see a Miller Genuine Draft billboard in Dallas on Greenville Avenue, it will have the same look and tone as a Miller Genuine Draft board in East L.A., a Hispanic section.”

With 26 people in the Austin office and three employees in Los Angeles, LatinWorks combines its marketing communications talent with trend analysis to predict what will be happening in the Hispanic market. Their corporate futurist studies the market to help LatinWorks differentiate itself from other agencies.

Another, for example, is the head boy’s basketball coach at Goldwater High School in Goldwater, Texas.

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Profile

Bertrand enjoys the writing life

As a student at UTSA in the mid-1970s, Diane Gonzales Bertrand, B.A. in English ’78, knew exactly what she wanted to do with her life after college: become a teacher. Her inspiration was her history professor, Félix Almaráz. “He was outstanding,” she says. “He taught me about what good teaching should be.” Sure enough, after graduating, Bertrand devoted herself to teaching middle and high school, taking additional courses at her alma mater to improve her skills. But after a brief hiatus to take care of her two young children, Bertrand’s career took a decidedly different direction. It all started when she went back to school to learn to be a better writing teacher. “My first graduate professor told me that a good writing teacher is a writer herself,” the award-winning author explains. “That’s what put me on the road to writing for publication.” Her first published work—an essay about her father’s job for Arte Publico Press, the editors recognized that the characters were good role models for girls. Their instinct to market the book as young adult romances!”

Bertrand’s first three novels met with rejection, but when she sent her fourth, Sweet Fifteen, to Arto Publico Press, the editors recognized that the characters were good role models for girls. Their instinct to market the book as young adult fiction rather than romance proved sound. “Seventh- and eighth-grade girls sent that book into a second printing,” Bertrand says.

Sweet Fifteen was followed by several more young adult novels and bilingual picture books, including Sip, Slurp, Soup, Soup, Caldo, Caldo and Family Values. Trino’s Choice, published in 1999, won many awards and was chosen for the influential Lone Star Reading List by Texas librarians. When that happened, Bertrand says, “It was like a piñata burst.” She now receives countless requests for school visits, and she squeezes in as many as possible between the demands of her family, her writing and teaching at St. Mary’s University.

“I believe we can expect our kids to read upwards,” she says. “When I wrote Sweet Fifteen, publishers worried that teens wouldn’t read a fat book. But if there’s a good story, they will.”

All of Bertrand’s books feature Latino characters, in part because as the fourth of seven children in a “big Mexican family,” Bertrand knows this community well. But she also believes that “children need to see themselves reflected in literature—they need that positive identification in what they read.”

Bertrand describes her own life as magical. “I’ve had terrific people all along the line saying, Don’t give up!” But it’s the response from readers that makes the work so rewarding. “When boys who read Trino write and tell me, I hate to read but I loved your book,” that’s what inspires me.

“One of the best things that ever happened to me was at a book signing for Caldo. A little girl came up to me with her brother and said excitedly, My name is in your book and so is my brother!’” Bertrand says. “Her smile was better than a big royalty check.”

— Judith Lipsett
Dear Alumni and Friends,

With deep gratitude, I present the 2000-2001 Honor Roll of Donors. The contributions, pledges and gifts that received your enthusiastic support have been a remarkable success. As a result of this great support, UTSA has now secured $5.65 million with the major portion earmarked for the construction of the new Biotechnology, Sciences and Engineering Building. It also includes needed support for endowed faculty positions and scholarships.

We are grateful for the generosity encountered daily from UTSA alumni and friends in the San Antonio community and beyond.

To the members of UTSA’s Honor Roll of Donors—our heartfelt thanks!

Sincerely,

Ricardo Romo
President

UTSA’s Honor Roll is a list of those who annually support UTSA’s objectives. The contributions, pledges and gifts that received your enthusiastic support have been a remarkable success.

UTSA has many devoted friends who share our educational mission at UTSA. Their gifts help us achieve the margin of excellence we pursue. The university is deeply grateful for its friends’ annual commitment to excellence.

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Richard W. and Margaret Carlsbad
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Loise L. and Mary P. Stumberg
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C. H. “Clancy” and Jo Ann Woliver
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Mary Scogin
John A. and Elizabeth A. Senneff

The 2000-2001 Honor Roll of Donors includes contributions received between Sept. 1, 2000 and Aug. 31, 2001. In compiling this report, care has been taken...
Three generations of Natives have helped students pursue their dreams at UTSA—the late Clara Freshour Nelson, her son, Harold, and his daughter, Elizabeth, Clara instilled in her son a love of the arts and a helping spirit, and Harold generously shares those family values through the Clara Freshour Nelson Scholarship fund, which funds scholarships in the College of Liberal and Fine Arts each year. Harold and Elizabeth are shown here with some of the 2001-2002 Nelsen Scholars from the Department of Music.
Louis and Mary Pat Stamburg are involved in many ways at UTSA. Mary Pat is a life member of the College of Liberal and Fine Arts Advisory Council and a development board member for the UTSA Culture. Louis sits on the UTSA Development Board. They have been President's Associates for more than 40 years.

Most recently, Louis and Mary Pat made a leadership gift to the biotechnology initiative that will help fund the construction of the new biotechnology, Science and Engineering Building under construction in late-2002.
Through their gifts, alumni demonstrate their pride for their alma mater as well as see the value of their alma mater to them. Annual gifts from alumni enhance every aspect of the university and UTSA is proud to accept, in turn, to recognize the loyal support from our alumni.

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Charles A. Toudouze Jr. ’77 BA

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Timothy D. Chapman ’84 BBA
Scott E. Chakales ’83 BBA
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Jeanie and Bill Wyatt
Vernon and Frances D. Zuehl
Domingo Yruegas
James O. Young
Naomy Ybarra
Vernon and Frances D. Zuehl

Will and Mary Hathaway, shown here with scholarship recipients Tamara Luckeckeyer, Kathy Risinger and Stacy Schmidt, are longtime UTSA benefactors and No. 1 fans of the Roadrunners. Will and Mary’s generous support of UTSA Athletics and the Honors Program makes all this possible, from scholarships and grants, to team support and programs. As Sombilla’s Society members, their latest gift was planned through their estate and will create a permanent scholarship endowment.
their personal contributions.

company's matching gift program to strengthen donors supporting a variety of programs,

Jim serves as vice president of

**SOMBRILLA  1/14/03  9:57 AM  Page 27**
Latawia Towler is a senior economics major and a third-year Alumnae Scholarship recipient. She is the daughter of Royal B. Towler, Jr. whose also received state farm insurance, Rotary Club and Dan W. Hissner Business Scholarships. A native of San Antonio, she has a 3.86 GPA and plans to attend law school. She is member of Omicron Delta Kappa Leadership Honor Society, and will participate in the College of Business Leadership Program in the 2002. Her sister, Jessica, is a junior attending USA.
Jeff (BS ’86) and Loretta (BS ’87) Clarke are UTSA alumni residing in Austin, Texas. Jeff is a new member of the board of directors of the Alumni Association. Jeff has also served on the board, and they are both life members of the Alumni Association. Jeff, a vice president for Dell Computers, and Loretta are Presidents’ Associates members at the Leadership Council level. They also support the Annual Fund and the Alumni Scholarship Fund.

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UTSA benefits from the generous matching gift programs at many companies. Matching gift funds can double or triple a gift to the university, increasing its benefits to students, programs and faculty. UTSA thanks the following companies for their support of the university through an employee matching gift program.

Aeropostale Foundation, Inc.
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NationsBank
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SunTrust Foundation
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Endowments

UTSA has many generous friends and alumni who have sought to ensure that their support for the university continues for a long time into the future. The university is deeply grateful to members of the Sombrilla Family who have included UTSA in their estate plans.

Dr. & Mrs. Robert J. Van Wagenen
Dr. & Mrs. Robert V. West Jr.
Dr. & Mrs. John W. Williams
Dr. & Mrs. James A. Wood

UTSA gratefully acknowledges faculty and staff who support the university, not only with their daily efforts, but with gifts that help to enhance and expand our many wonderful programs. UTSA is proud that so many faculty and staff members demonstrate their belief in the university community by directly contributing to its success.

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Manuel P. Renteria

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$100-249

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$50-99

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$25-49

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$10-24

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$5-9

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$1

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Dr. & Mrs. Phillip N. Smith
Dr. & Mrs. Margaret C. Smith
Dr. & Mrs. John A. Stoler
Dr. & Mrs. William E. Spruce

* Anon

Club Sembradores de Amistad de San Antonio, a non-profit organization, was founded in 1967 to promote friendship, ethics, understanding and civic progress. Club Sembradores de Amistad, which means “sowers of friendship” in Spanish, are generous friends of UTSA. Club Sembradores de Amistad de San Antonio, a non-profit organization, was founded in 1967 to promote friendship, ethics, understanding and civic progress. Club Sembradores de Amistad, which means “sowers of friendship” in Spanish, are generous friends of UTSA. The club established an endowed scholarship in 1991 and continues to add to its principal through proceeds raised from their Posada event each December.
Winter 2002

Jan. 15–Feb. 15
Latin American Women Photographers
Photography exhibit
10 a.m.–4 p.m. Monday through Friday
2–4 p.m. Sunday
Art Gallery in the Arts Building
Opening reception: Jan. 17, 6–8 p.m.
Call 458-4352 for more information.

Feb. 2–9
Homecoming
Visit www.goutsa.com for events.

Feb. 4–8
Black Heritage Week
Call Student Leadership and Cultural Programs, 458-4770, for details.

Feb. 15
Literary and Cultural Studies Series
“Homosexuality’s Closet”
David Halperin
4 p.m.
Downtown Campus

Feb. 19
Great Conversation!
An evening of 50 stimulating table conversations benefiting the UTSA Honors Program
6–8:30 p.m.
Institute of Texan Cultures
Tickets $60, patron tables starting at $800.
Call 458-4129.

Feb. 23
Diploma Dash
Registration, 8 a.m.; race, 9 a.m.
Convocation Center
See story on page 20 for more details.

Feb. 28, March 1
Brackenridge Distinguished Professor
Sandra Gilbert, University of California-Davis
7:30 p.m., Feb. 28; 2 p.m., March 1
University Room, Business Building

March 4
Faculty Recital
Linda Poetschke, soprano, with
Christine Dehus, piano
7:30 p.m.
Recital Hall
Call 458-4354 for more information.

March 4–7
Women’s History Week
“Beyond Borders”
Guests include Vicki Ruiz, Yolanda Leyva, Sharon Bridgforth, Elora Shehabuddin, Lucia Chiavola Bimbaum, Enriqueta Vasquez, Ines Hernandez-Avila and Marti Khel.
Call 458-4876 for a schedule of events.

March 4–31
5 Women Painters: “Nature/Culture”
Art exhibit
10 a.m.–4 p.m. Monday through Friday
2–4 p.m. Sunday
Art Gallery in the Arts Building
Opening reception: March 7, 6–8 p.m.
Call 458-4352 for more information.

March 19–21
New Music Festival
7:30 p.m.
Recital Hall
Call 458-4354 for more information.

March 22–24
Spring Opera Workshop
The Consul
7:30 p.m. Friday and Saturday
3 p.m. Sunday
Buena Vista Theatre
Call 458-4354 for ticket information.

For the latest information on campus events, visit www.utsa.edu/today.

What’s new, Roadrunner?

Send us updates on promotions, relocations, marriages, additional degrees, accomplishments—anything newsworthy. Let your fellow Roadrunners know what you’ve been up to by completing this form and sending it to us. Class Notes are printed in each quarterly issue of Sombrilla.

Name (include maiden name)  Degree/Class Year

Spouse’s Name (include maiden name)  Degree/Class Year (if UTSA grad)

Home Address
City, State and Zip Code   Home Phone

Place of Employment  Title
May we include your title and employer in Class Notes?  ___Yes  ___No

Work Address
City, State and Zip Code   Work Phone
Fax Number

Preferred E-mail Address (home or work)
May we include your e-mail address in Class Notes?  ___Yes  ___No

For marriage and engagement announcements, remember to include your spouse’s full name, class year and degree (if UTSA graduate), and wedding date. For birth and adoption announcements, include your child’s full name and the date of birth/adoption.

Send us your news
E-mail: alumni@utsa.edu
Write: Office of Alumni Programs, UTSA
6900 North Loop 1604 West, San Antonio, Texas 78249-0619
Fax: (210) 458-7227
Log on: www.utsa.edu/alumni
Dias de los Muertos ofrendas, or altars, at the Institute of Texan Cultures honored the victims of the Sept. 11 attacks in New York City, Washington, D.C. and Pennsylvania. Flowers, candles, skulls, pan de muerto and toy figures of fire trucks and police cars trimmed the altar, shown at left. The institute has been creating ofrendas to honor deceased loved ones since the 1980s. Dias de los Muertos, the Days of the Dead, Nov. 1 and 2, are celebrated all over Catholic Latin America and in Mexican American communities throughout the United States.