



spectrum
2015 NEWSLETTER: A YEAR IN REVIEW

Transformative Education

Creating Positive Change in Education, Students and Communities. How the COEHD changes their future...

UTSA[®]

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT • THE UNIVERSITY OF TEXAS AT SAN ANTONIO

College of Education and Human Development

spectrum

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About the cover

In creating the next generation of education
and human development professionals, the
COEHD develops, shapes, and changes
the minds of our students, which affects
the future of our students and communi-
ties. What better symbol of transformation
than a butterfly? Brothers Donavin Bedell
(L), Dylan Bedell (R), and Ryan McNeely
(Lower), sport butterfly faces to show how
the COEHD transforms not only our stu-
dents' futures, but theirs and their communi-
ties as well.

The College of Education and Human
Development welcomed hundreds of
members of the Class of 2019 during
Roadrunner Days this August.



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Get to know our

NEW FACULTY



Sonya Alemán
Associate Professor
Bicultural-Bilingual Studies
(Mexican American Studies)

Hometown: Cotulla, TX.
Education: Ph.D. in Communication from The University of Utah
Research area: critical race theory, race and media studies
Why UTSA? I chose to come to The University of Texas at San

Antonio to be a part of an emerging research I university that is also a Hispanic Serving Institution.



Enrique Alemán, Jr.
Professor & Department Chair
Educational Leadership & Policy Studies

Hometown: Kingsville, TX.
Education: Ph.D. in Educational Administration with a concentration in Educational Policy and Planning from The University of Texas at Austin

Research areas: educational policy, critical race theory, and P-20 equity issues
Why UTSA? I am able to work in a community that I care about with a first rate faculty and an institution that is influencing the future of this city and region.



Kim Lee Hughes
Assistant Professor
Counseling
Hometown: Washington D.C.; Atlanta, GA.
Education: Ph.D. in Professional Counseling and Supervision from The University of Georgia
Research areas: queer college women of color, counseling ethics, and theory

Why UTSA? I have had a long and positive relationship with members of the UTSA Counseling Department since starting my doctoral program in 2011. I met many members of the UTSA Counseling family at national conferences. The choice to apply for the position was driven by the passion of the faculty and the resolve of the administration to make UTSA a Research I institution. I am proud to be a Roadrunner, and pleased to be a part of UTSA's mission.



Brian Fortney
Assistant Professor
Interdisciplinary Learning & Teaching
Hometown: Park Ridge, IL.
Education: Ph.D. in Curriculum and Instruction from The University of Texas at Austin
Research areas: understanding preservice teachers' developing identity and sense of agency that

includes beliefs about inquiry, teaching, and student learning in STEM classrooms; interactions between belief systems that include beliefs about diversity and equity in STEM education.
Why UTSA? I chose to come to The University of Texas at San Antonio because of the mission of the university, and the College of Education and Human Development. The commitment to teaching and student learning closely matches my interests in research and teaching.



Kathryn Henderson
Assistant Professor
Bicultural-Bilingual Studies
Hometown: Boston, MA.
Education: Ph.D. in Bilingual/Bicultural Education from The University of Texas at Austin
Research areas: language ideologies, dual language, language policy
Why UTSA? I was drawn to The

University of Texas at San Antonio and the College of Education and Human Development because of the strong Bicultural-Bilingual Studies department and their commitment to the local community.



Leslie Neely
Assistant Professor
Educational Psychology
Hometown: San Antonio, TX.
Education: Ph.D. in Educational Psychology from Texas A&M University
Research area: application of applied behavior analysis to the functional assessment and treatment of challenging behavior for

individuals with autism and developmental disabilities
Why UTSA? I get to be part of the strategic plan to reach Tier I and return to my hometown and give back to the community. I also love the diversity and culture of UTSA and San Antonio.

Message from the Dean

Welcome to the 2015: A Year in Review issue of the Spectrum magazine for the College of Education and Human Development. We are gearing up for the Spring 2016 semester, and faculty, staff, and students are deeply engaged in the educational processes, enthusiastically working with a wide range of community partners, and making important contributions with respect to teaching and learning, health, and wellness.

As we continue to pursue our goal of becoming a Tier One University, we remain committed to innovative research that responds to the needs of the communities we serve, while also generating new knowledge that plays a critical role in informing the policies and practices of educators, counselors, and health professionals. Also essential to achieving our mission is our commitment to providing students with the knowledge and skills they need to work respectfully, creatively, and collaboratively with diverse populations, often within rapidly changing and unpredictable contexts. We are deeply conscious of the responsibilities we bear as educators and are unwavering in our commitment to serve others through excellence in teaching, research, and service.

While no single publication can capture the full range and quality of activities in which our students and faculty are currently participating in, this issue provides a sampling of some of the work that we do. The articles demonstrate our commitment to local, national, and international research, teaching, and service. As reflected in the Spectrum, our faculty members continue to distinguish themselves and our college by being elected to influential leadership positions in their national professional organizations. The networks associated with these organizations provide valuable opportunities for our students to interact with experts in their respective fields of study.

As in years past, the graduates of the college continue to be recognized as unique teachers, administrators, university professors, counselors, and health professionals in that they possess the ability to effectively work with a broad range of children, youth, and families. A large number of our graduates were recognized for their individual contributions, and overall excellence, in teaching and leadership throughout the year. This spring, we graduated our largest ever doctoral class of 20 students, and this fall, we welcomed hundreds of incoming freshman to the college.



We are constantly growing and refining our programs, and we appreciate your continuing support of our efforts, particularly at a time when public education, regardless of the national context, is facing enormous challenges.

Best Wishes for the New Year!

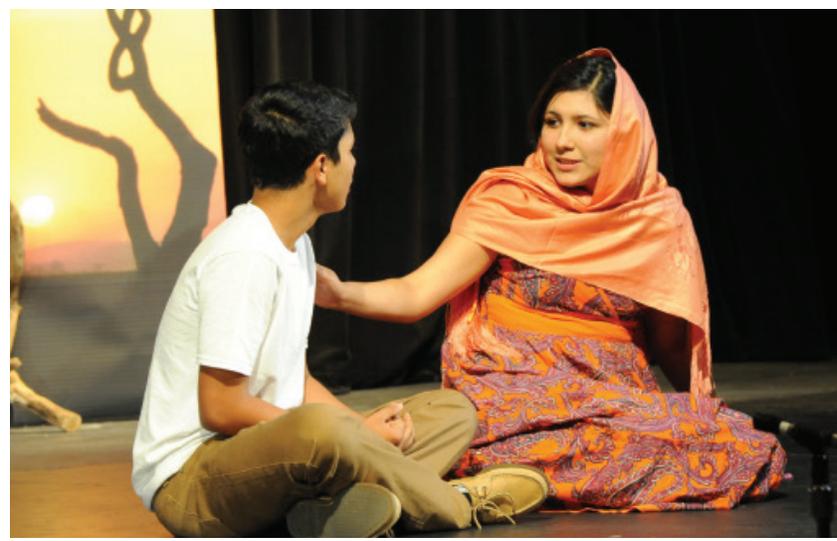
Respectfully,

Betty M. Merchant

Betty Merchant

Dean, College of Education and Human Development

Giving back thro



Tucked away in the Buena Vista Theater on the UTSA Downtown Campus was a small group of middle and high school students from around the San Antonio area. They ranged in age from 11 to 18, each with different stories to tell. But one thing they had in common was their passion for theater arts.

For two weeks, these students met for six hours a day, five days a week, to participate in the Language in Play Summer Camp and work alongside award-winning actor, Tony Plana.

"I have been working in education for years, but I have been getting really serious lately about offering theater arts as a powerful, dynamic tool to help children connect with language on a personal level, teaching them from the inside out," said Plana, whose acting credits include roles in "Ugly Betty," "Born in East L.A.," and "An Officer and a Gentleman." "I think given the pervasive presence of entertainment on our phones, our computers, on television, everywhere, the classroom needs to be reconsidered as a place where

we question traditional practice and really start to find different approaches towards making the classroom more dynamic and engaging for students."

Plana, along with acting coaches David Lemay and Jose Yenque, worked with the 18 students to further develop their acting, writing, and communication skills. The students were exposed to all aspects of theater arts, including acting, screenwriting, set design, and lighting.

"The curriculum we used incorporated a lot of exercises and games that develop and enhance skills, and techniques that will serve the students well when they act, interact, write, and perform," said Plana, co-founder and executive artistic director of the East L.A. Classic Theatre. "For the students that were shyer, we had a lot of group activities. These students started to find trust and comfort and safety in those group activities and they started to come out of their shell. They started to be less inhibited and more capable of communicating what they were thinking and how they were feeling."

But the camp, Plana said, was much

more than that. For the students, it became a safe space to not only share their experiences, but to also learn from the stories and experiences of their peers.

"Theater is an empathic art form," said Plana. "By hearing and experiencing other students sharing their own realities, perspectives and experiences, they start to develop the capacity to get into other peoples' lives and walk in other peoples' shoes. Empathic capacity can be very valuable in school, in the work place, and in life. There's great satisfaction and sense of fulfillment that results from this type of peer learning. What's more powerful than being able to create something together that's very personal and sharing that as a group with an audience?"

In addition to theater arts, the students worked with staff from the Academy for Teacher Excellence (ATE) to develop college readiness skills.

"Twice a week, we engaged students in activities to be college ready," said Deborah Chaney, education specialist for ATE. "We told them that they can

ough theater arts

By: Jo Ann Jones, COEHD



take this experience as preparation for college. It's increasing their writing and study habits."

The Language in Play Summer Camp was the brainchild of Dr. Margarita Machado-Casas, associate professor in the Department of Bicultural-Bilingual Studies, and Plana. Previously, Plana and Machado-Casas worked together with the Latino Education Advocacy Days (LEAD) Summit where they began the plans to bring the East L.A. Classic Theatre and the Language in Play summer camp to UTSA.

"This camp gave me a chance to get back into the classroom and connect with the program at an intimate and personal level," said Plana. "It reaffirmed for me how powerful this process can be and how much fun it is to interact with the students on a daily basis."

The summer camp culminated in a finale performance on Thursday, July 9 in the Buena Vista Theater at the UTSA Downtown Campus. As part of the finale, the students performed three plays, two of which, a telenovela and a horror story, were written by the students

throughout the duration of the camp.

"The students were relating to language and manipulating language and being creative with language in many different ways, and I loved that," said Plana. "The camp was journal based, using the students' personal experiences. In the camp, we worked on both acting skills and on the writing skills, taking experiences and adapting them to stage so that they can be performed."

Through ATE's Title V-Hispanic Serving Institutions grants, all of the students were able to attend the camp free of charge.

"When they applied to the summer camp, they had to write a statement about why they wanted to be in the camp and what they hoped to get out of the camp," said Chaney. "Some of them wanted to learn how to be less shy. Some of them wanted to be in leadership positions in their schools and needed to develop public speaking skills. Some of them wanted to make friends. Some of them wanted to explore acting as a potential career."

And at the end of the camp, the

students were able to look back on their experience and see their growth.

"My hope is that these students got to know themselves better, accept themselves more, and examined their identities and strengthen that," said Plana. "I like to think I've had a positive influence on these students. The students know me from television and I think were, at first, a little intimidated. But I think that taking that iconic perception and humanizing it for them empowered them, especially since I came from Hollywood and the world of television and film to San Antonio to be with them. I think that made them feel special and it made success real to them, it made success possible."

Did you know?

The Academy for Teacher Excellence was recognized as a Bright Spot in Hispanic Education by the White House Initiative on Educational Excellence for Hispanics and was featured in the online catalog. The Bright Spots in Hispanic Education National Online Catalog is composed of 230 programs, models, organizations and initiatives that invest in key education priorities for Hispanic students.

COEHD boasts highest graduating doctoral class in its history

Nearly 200 graduate students from the College of Education and Human Development graduated from the university on Saturday, May 9, 2015. Twenty of these graduate students received their doctoral degree, marking the college's largest graduating doctoral class.

Seven students received their Ph.D. degree in Counselor Education and Supervision; seven students received their Ed.D. degree in Educational Leadership and Policy Studies; and three students received their Ph.D. degree in Culture, Literacy and Language. An additional three students received their Ph.D. degree in Interdisciplinary Learning and Teaching.

"We are producing quality graduates that are making direct impacts on the San Antonio community and beyond," said COEHD Associate Dean of Graduate Studies Dr. Page Smith. "Under Dean Betty Merchant's leadership, we have experienced both exponential growth and maturation of our graduate programs. Without question, our COEHD doctoral productivity is a testimony to a committed and focused faculty."

Currently, the college offers four doctoral programs in the departments of Bicultural-Bilingual Studies, Counseling, Educational Leadership and Policy Studies, and Interdisciplinary Learning and Teaching.

"We take a vested interest in the success of every single student that pursues doctoral studies," said Smith.



WSI honors 11th Women's Advocate of Year

The University of Texas at San Antonio Women's Studies Institute named Dr. Yvonne Katz as the 2015 Women's Advocate of the Year at the Women's History Month Opening Reception on Thursday, March 5, 2015. The annual event was part of the institute's Women's History Month. Katz is the 11th person the Women's Studies Institute has named as Women's Advocate of the Year.

COEHD acquires editorship of AMAE Journal

The UTSA College of Education and Human Development (COEHD) has acquired the editorship of the "Association of Mexican American Educators (AMAE) Journal" from Arizona State University. The journal will be housed in the Department of Bicultural-Bilingual Studies (BBL) under the direction of lead editor Dr. Patricia Sánchez, associate professor.

The AMAE Journal, which was previously housed in the Mary Lou Fulton Teachers College at Arizona State University, is a leading research journal in the field of Mexican American and Latino education. Dr. Oscar Jimenez-Castellanos, associate professor at Arizona State University, served as the previous lead editor. The journal was founded by AMAE, Inc., whose mission is to ensure equal access to a quality education (PK-16) for Mexican American/Latino students where cultural and linguistic diversity is recognized and respected. This year, AMAE, Inc. celebrates its 50th anniversary.

"By acquiring the journal, we are sending a message to the academic community nationwide that UTSA,

COEHD, and BBL value scholarship on Latina/o educational issues," said Sánchez. "The journal provides a much needed outlet for important, up-and-coming work on the nation's fastest-growing student population. There are only two other journals in the broader field of educational studies that focus on Latina/o students and families."

Currently, Dr. Lucila Ek, BBL associate professor, and Dr. Julie L. Figueroa, associate professor at California State University, Sacramento serve as the new associate editors. BBL doctoral student Janeth Martinez serves as the current managing editor, replacing Carolina Ramos, a recent doctoral graduate, and Dr. Enrique Alemán, professor and chair of the Department of Educational Leadership and Policy Studies, serves as a member of the journal's Editorial Board.

"We are also providing our doctoral students with excellent training in research publication and the peer-review process as they gain access to efforts that often take place behind-the-scenes," said Sánchez.



The transition of the journal began in the fall of 2014. Since that time, the journal, which is published triannually, has produced three issues.

"It feels great to have taken three issues to press," said Sánchez. "We have jumped over the publication hurdle several times and now have a much smoother system for this process. Each issue is like giving birth to a book: there are some pains but great rewards."



Educational psychology students present research

Graduate students in the Department of Educational Psychology's School Psychology program presented their research at the fourth annual UTSA School Psychology Symposium and Reception on Wednesday, May 6, 2015 at the Downtown Campus.



Counseling graduate students participate in biofeedback seminar

Three graduate students from the Department of Counseling's Neurofeedback Training Program participated in a three-day biofeedback seminar at Ft. Sam Houston.

Stephanie Dreis, Michael Fitzsimmons, and Greg Perez assisted Dr. Tony Hughes, director of the Stens Corporation Biofeedback Certification Program in teaching more than 30 clinicians from various branches of the military about neurofeedback, a form of counseling used by clinicians to control brainwaves associated with certain conditions.

Other biofeedback-related topics covered in their seminar included electromyography (muscle tension), skin temperature, skin conductance, and heart rate variability.

"These forms of biofeedback

are evidence-based treatments for stress-related disorders, anxiety, and PTSD," said Dr. Mark Jones, adjunct professor in the Department of Counseling and coordinator of the UTSA Neurofeedback Program.

The students assisted the seminar participants in using the software and equipment, and showed them different techniques for performing the procedures.

"As part of the courses that I teach in the counseling department, these students have gained proficiency in the systems that were utilized in the training," said Jones. "The students had an extremely positive experience and returned with greater enthusiasm for learning more about applied psychophysiology."



Photo courtesy of Dr. Mark Jones

NCAS helps area schools boost academic performance

Hart Elementary School, in the Hart Independent School District, and Meadowland Charter School, in Boerne, Texas, met and surpassed the Texas Education Agency's target accountability scores for 2015 as a result of their work with the National Center for Accelerated Schools (NCAS), a center housed in the UTSA College of Education and Human Development. Both schools began working with the NCAS last year.

"We are very proud at how far these schools have come over the last year," said Joan Vasbinder, director of the National Center for Accelerated Schools. "Through their commitment and work, these schools have made substantial gains. The scores they received are reflective of their hard work and dedication"

Each year, TEA assesses the academic accountability of K-12 schools within the state of Texas using four indexes: student achievement, student progress, closing performance gaps, and postsecondary readiness. These four indexes help determine if the school has met the academic standards set forth by the state learning community."



Enrique Alemán, Jr. named chair of the Educational Leadership and Policy Studies Department

Dr. Enrique Alemán, Jr. has returned home to Texas as the new chair of the Department of Educational Leadership and Policy Studies in the UTSA College of Education and Human Development. Alemán assumed his duties at the start of the 2015-2016 school year.

Prior to joining UTSA, Alemán, a native of Kingsville, Texas, served as associate professor at the University of Utah and the co-founder and director of the Westside Pathways Project and the Adelante Partnership. His research areas include the impact of K-12 and higher education policies on under-represented students, community-university-school collaboratives, and the use of the Critical Race and Latino Critical theoretical frameworks within educational research.

“One of the things that attracted me to UTSA and the college was that there are so many faculty in the Department of Educational Leadership and Policy Studies that are wanting to influence opportunities for social justice in schools and in higher education,” said Alemán.

Alemán received his Ph.D. in Educational Administration from The University of Texas at Austin, where he also received a Mexican American Studies doctoral certification. He is a former Ford Foundation and National Academy of Sciences Fellow, and the recipient of the 2005 Dissertation of the Year Award by the American Education Research Association (AERA) Research on the Superintendency Special Interest Group.

Last year, he produced and co-wrote the documentary “Stolen Education” about the Hernandez et al. vs. Driscoll Consolidated School District court case on desegregation. The film has been viewed in cities across the United States, including two showings at UTSA, one at the Downtown Campus and one at the Institute of Texan Cultures.

“I am looking forward to learning from UTSA,” said Alemán. “I see more opportunity than anything else and I just want to be a key player in that. I want to help faculty grow and do great work, and I want to help the college continue to grow. I would love for students around the country to want to come study here because of our great faculty, our programs, and the many opportunities to be funded and do research in a great city.”

UTSA associate professor Carmen Tafolla named Texas State Poet Laureate 2015-16



Internationally acclaimed writer Carmen Tafolla was named the 2015 Texas State Poet Laureate by the 84th Texas Legislature. Tafolla, an associate professor of practice with the UTSA College of Education and Human Development’s Department of Bicultural-Bilingual Studies, was officially invested as poet laureate at a special resolution ceremony for the induction of all Texas State Artists at the Texas State Capitol in Austin on May 7, 2015.

Office of Teacher Education Services moves to new office

The Office of Teacher Education Services, which houses Student Teaching, TExES, and Field Placements, moved to their new offices in the Main Building, room 3.310, this past fall. Pictured below (l-r) are Janet Scott, Cherie Weiss, Veronica Kiley, and Jodi Maker.



Maricela Oliva appointed associate vice provost for academic and faculty support



U TSA associate professor Maricela Oliva has been named associate vice provost for academic and faculty support. In her new role, Oliva will serve as a liaison to the Faculty Center and help facilitate the implementation and review of all faculty support programs, including faculty mentoring and faculty recognition programs. She will also support initiatives related to the Downtown Campus.

Salinas family establishes the Angie Martinez Memorial Scholarship

Rebecca Salinas, '00 BA, '11 MA, always knew that teaching was something she was meant to do.

"Growing up playing in my bedroom, I was constantly imitating my teachers," said Salinas, who taught both in public and private schools for nine years. "There was never any other profession that I wanted to pursue. I have a real passion for helping others."

And this passion for helping others and giving back to the community has always played an important role in her life. It was a lesson, she said, she learned from her mother at a young age.

"With my mom, it was always about giving back," said Salinas. "She always let us know that if you have a little more, you do a little more."

In 2008, Salinas' mother, Angie Martinez, was diagnosed with cancer. This was the same year that Salinas returned to school to earn her master's in education.

Two years later, her mother passed away; but throughout those two years, Martinez continued to help the community and encouraged her family to do the same.

"When my mom was first diagnosed with cancer, she made it a point to make sure that we continue helping people and give back to our community," said Salinas.

This past spring, Salinas continued her mother's efforts and established the Angie Martinez Memorial Scholarship in memory of her mother.

"This scholarship is really about giving back," said Salinas. "That is

what she would have wanted."

The scholarship provides \$2,000 to an undergraduate student pursuing a degree in interdisciplinary studies and a certification in either early childhood through sixth grade or fourth through eighth grade. Twenty-one students applied to the scholarship this spring; five students were selected as scholarship recipients.

"With the scholarship, I hope to give the recipients the same opportunities that I had," said Salinas. "I worked full time while I was in school, so I am hoping the scholarship will take off some of that monetary pressure and help out with any financial need."

Salinas and her husband, Martin, '94, also have a scholarship in the College of Business in honor of her husband's grandparents, the Jesus Rodriguez and Lorenzo Salinas Endowed Fellowship.

"Education is just something that we really strongly believe in and we are big UTSA people," said Salinas. "I



am hoping to see our new scholarship grow a little bit more each year."

But Salinas has not just given back to UTSA, but to the San Antonio community as well. In 2010, Salinas and her family started a thanksgiving luncheon in their church's community center. The family, joined by volunteers from their church, served a free meal to nearly 200 people the first year.

This past year, they served more than 700 meals.

"This all just goes back to the idea of giving back," Salinas said. "It's an exciting feeling and makes me want to do a little bit more knowing that even just a little bit can help make a difference in someone's life."

UTSA hosts Global Latino Education Advocacy Days Summit



The University of Texas at San Antonio hosted the inaugural Global Latino Education Advocacy Days (LEAD) Summit on Thursday, March 26, 2015 on the UTSA Main Campus. Global LEAD brought together an international group of educators, scholars, activists and community members to engage in conversations about issues related to Latino education worldwide. Award-winning actor Tony Plana provided the keynote address for the summit.

Department of Educational Leadership and Policy Studies moves to UTSA Downtown Campus

By: KC Gonzalez, UTSA Downtown Campus

As of this past summer, the UTSA Department of Educational Leadership and Policy Studies (ELPS) has relocated its faculty and administrative offices to the UTSA Downtown Campus. This places three of the UTSA College of Education and Human Development's (COEHD) six departments at the Downtown Campus, all three of which are graduate-level programs.

"This is a very deliberate and significant move for both the college and the Downtown Campus," shared COEHD Dean Betty Merchant. "The Department of Educational Leadership and Policy Studies already plays a critical role in developing the leadership in public schools as well as community colleges and four-year colleges in San Antonio. Being downtown will make our faculty and students closer in proximity and more accessible to the communities we serve. Additionally, relocating to the Downtown Campus will create new opportunities for ELPS faculty to collaborate with colleagues in the colleges of Public Policy and Architecture, Construction and Planning."

ELPS offers graduate programs for educational leaders in K-12 and higher education settings, with an emphasis on preparing leaders who can work effectively in ethnically, racially, socially and

linguistically diverse environments. The department offers a Doctor of Education in Educational Leadership and a Master of Education in Educational Leadership and Policy Studies. In addition, the department offers certification programs for educators interested in becoming principals, superintendents or higher education administrators.

"The ELPS programs have always been a very strong component of graduate education at UTSA, and it is exciting to welcome ELPS students and faculty to their new home downtown," said UTSA Provost and Vice President for Academic Affairs John H. Frederick.

The move became possible after the College of Business moved some offices from the Downtown Campus to the Main Campus in spring 2015.

"The ELPS department's move downtown adds to both the programs and degrees the Downtown Campus offers on urban issues, research and leadership," said Jesse T. Zapata, senior vice provost of UTSA Downtown and academic and faculty support.

The ELPS faculty and administrative offices can be found on the fourth floor of the Buena Vista Building.

The department's Center for Research and Policy in Education – a think tank on Latino/a student success

and college completion – has also moved to the Downtown Campus and can be found in the Buena Vista Building, Room 4.356.

The department's Center for Education Leadership, Policy and Professional Development, which creates opportunities for educational leaders to grow professionally and to find ways to improve academic achievement for all students, is already located at the Downtown Campus in the Durango Building, Room 4.226.

Traditionally, ELPS programs serve a high proportion of working education professionals who are completing their graduate degree as part-time students.

More ELPS courses may be offered at the Downtown Campus starting in spring 2016; however, ELPS courses will continue to be offered at both campuses in order to adequately serve students in the region.

The UTSA Downtown Campus is home to the UTSA College of Architecture, Construction and Planning and the UTSA College of Public Policy. The Department of Educational Leadership and Policy Studies joins the Department of Counseling and Department of Educational Psychology at UTSA's campus in the heart of downtown San Antonio.



In Memoriam



Dr. Marian Martinello

Dr. Marian Martinello, UTSA professor emerita and a retired faculty member with the College of Education and Human Development, died Friday, July 24, 2015.

Martinello's career as a full-time faculty member lasted 25 years until her retirement in 2000. She was one of the founding members of the UTSA Retired Faculty Association and served as its first president for many years. The Marian Martinello Memorial Fund was established in her honor in care of the Office of External Relations. To contribute to the memorial fund, visit giving.utsa.edu.

Photo courtesy of University Communications



Dr. Berry Sutherland

Dr. Berry Sutherland, UTSA professor emeritus and a retired faculty member, died September 17, 2015. He was 83 years old.

Sutherland was a longtime professor of education and environmental sciences. He began his career at UTSA in 1972 and served as associate dean for two different colleges from 1976 until his retirement from the university in 1998. He was a member of the UTSA Retired Faculty Association.

Photo courtesy of the Office of the Provost and Vice President for Academic Affairs



Laura Carter

Laura Carter, a graduate student in the College of Education and Human Development's Department of Counseling's, died January 11, 2015. She was in pursuit of her master's degree in clinical mental health counseling.

This past June, Carter's parents, James Carter and J'Ann Rodriguez-Carter, established the Laura Carter Memorial Fellowship. The newly established fellowship awards \$5,000 annually to a student in the UTSA Counseling Program. To contribute to the memorial fund, visit giving.utsa.edu/lauracarter.

Photo: Laura Carter (left) with her mother, J'Ann Rodriguez-Carter (right); courtesy of the Carter Family

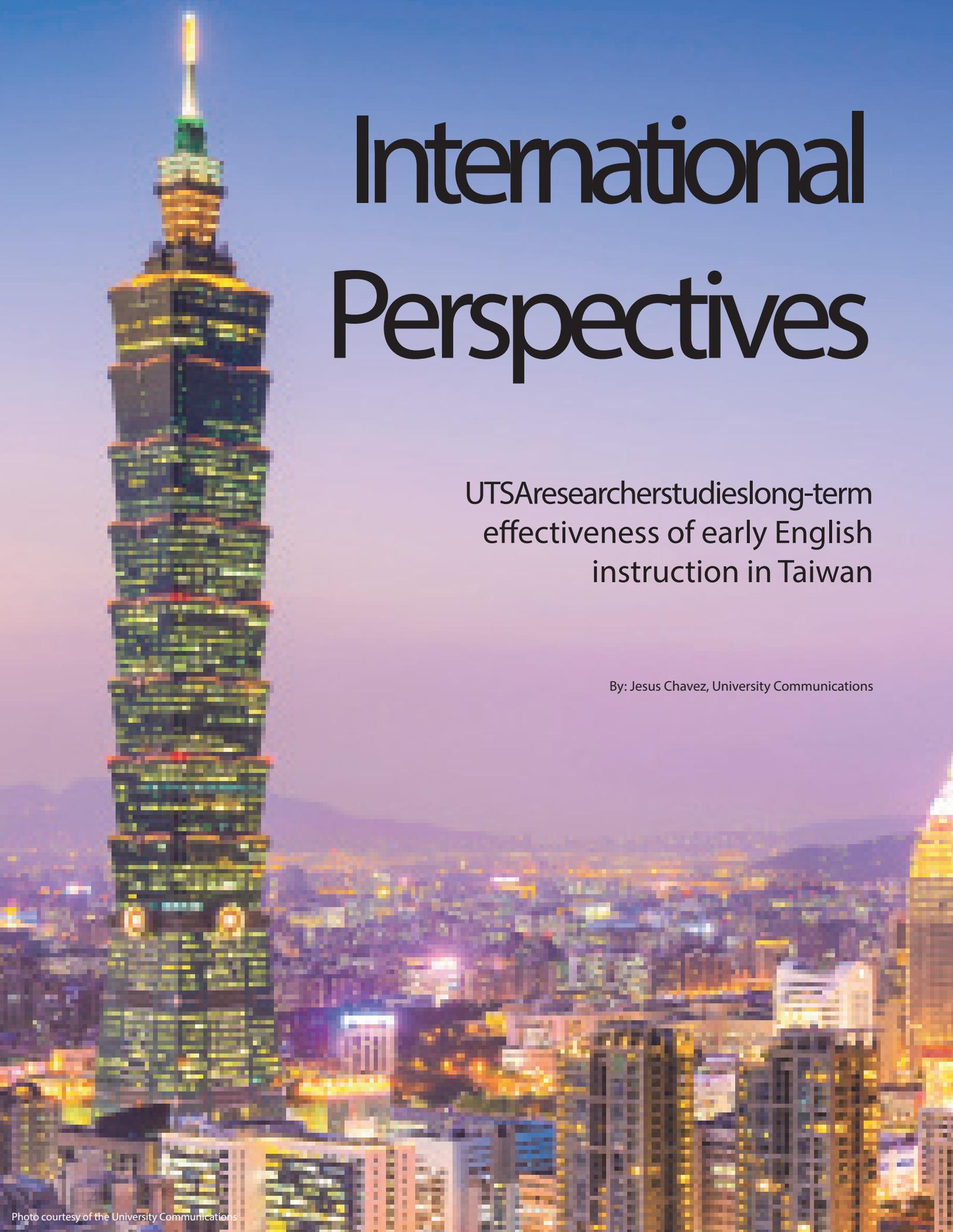


Dr. Miguel Agustín Alvarez

Dr. Miguel Agustín Alvarez, a doctoral graduate from the Department of Bicultural-Bilingual Studies, died November 26, 2015. He was buried with full military honors.

Alvarez dedicated his life to educational equity. His dissertation, entitled "The Role of Language in Students' Reading Trajectory: Exploring a Summer Reading Enrichment Program," is an example of action research designed to improve the quality of education for language minority students, especially in the area of literacy. Alvarez was hooded at a special ceremony in October.

Photo: Miguel Alvarez (second in from left) with his wife, Aracely, and sons Miguel Alejandro and Andre



International Perspectives

UTSA researcher studies long-term
effectiveness of early English
instruction in Taiwan

By: Jesus Chavez, University Communications

Conventional wisdom suggests that the earlier a child begins instruction in a foreign language, the more proficient that child will be in the long run. Becky Huang, assistant professor of Bicultural-Bilingual Studies in the College of Education and Human Development at UTSA, recently put that notion to the test in her hometown of Taipei, Taiwan.

When Huang was growing up in Taiwan, English-as-a-foreign-language (EFL) instruction was not offered in public schools until middle school. Instead of waiting until middle school, Huang's parents hired private tutors to teach her English as a child. That attitude isn't uncommon. With more than 1 billion English speakers around the world, it isn't surprising that more and more parents are trying to make sure their children begin learning the language even earlier.

In Taiwan, English-only immersion preschools and kindergartens sprang up so rapidly in the late '90s that its Ministry of Education passed strict regulations on them, including outright banning all-day English programs for preschool children, amidst concerns with quality and potential negative effects on child development. In spite of this, EFL instruction remains a booming, multimillion-dollar industry in many countries around the world, including Taiwan.

"English is becoming the language of global commerce, and many international parents want to ensure that their children learn it early so they don't get

left behind," said Huang. "I wanted to know how much of a difference immersing children in English-only instruction before elementary school actually makes in the students' long-term English proficiencies."

Huang used a combination of literacy and grammar tests and surveys to compare the proficiencies 97 Taiwanese public high school students studied in three separate groups. All students spoke a Chinese language as their first language and learned English as a foreign language either before or during elementary school. One group attended English-only kindergartens, another group received weekly EFL instruction in kindergarten but spoke primarily Mandarin Chinese in all other subjects, and the third did not receive any EFL instruction until they entered elementary school. Huang limited her research to the public school system.

According to Huang, a majority of early EFL immersion programs are working from the notion that human language acquisition is guided by biological maturation. That is, once the human brain reaches a certain age, learning a new language becomes difficult due to loss of brain plasticity. Huang said that very little research into EFL instruction and brain plasticity has been conducted in settings where English is taught only through formal, structured instruction. She wanted to know if the time between kindergarten and elementary school makes enough

of a difference in students growing up in non-English societies to be worth the expense of early EFL instruction, especially immersion programs.

Huang found that the long-term fluency benefits to the students who attended the English-only programs during kindergarten were limited to listening comprehension by the time the students entered high school. However, these students' reading comprehension, grammar knowledge and grades in English were on par with the other groups of students. Essentially, all 97 students were similarly skilled by the time that they hit high school regardless of the type of EFL instruction they received, if any, before entering elementary school.

Huang's other major finding was that language exposure contributed more to the Taiwanese students' English proficiency than the age at which they began instruction. Students who read in English, watched English television or listened to English songs had better proficiency outcomes than their peers who did not sustain regular exposure to the language.

"In truth, as it is with any language, exposure and practice are the main thing that will separate the proficiencies between these students," said Huang. "While beginning foreign language instruction early may get students on that road, it is up to them to practice what they learn in order to become truly fluent."





South African teacher educates, inspires American teachers

By: Jo Ann Jones, COEHD

If there's one thing that Thandiwe Dlodlo is passionate about, it's education. The 13-year teaching veteran and current Director of the Foundational Phase in the Limpopo Province traveled 9,207 miles from her home in South Africa to the UTSA College of Education and Human Development to learn how to become a better writer, teacher, and teacher educator.

"As teachers, we affect lives every day," said Dlodlo. "You can't teach learners as an object of a job or as just a responsibility that you have within the walls of the classroom. If you care to know who you are teaching and where they come from, then you are in a position to make a difference in their lives. That's what I strongly believe in."

Dlodlo, along with 19 graduate students and teachers from across the San Antonio community, participated in the 2015 San Antonio Writing Project (SAWP) Summer Institute. The four-week institute featured a series of writing workshops and activities, such as daily logs, reflections, research, writing, demonstrations, and presentations, using the "teachers teaching teachers" model.

"For me, I was drawn to the lesson demos," said Dlodlo. "That is what I am taking greatly to South Africa. With the lesson demonstration, there was a way of making

the theoretical framework that we read a lot about visible in practice.”

The teachers were also exposed to each other’s teaching style, personal stories, and culture. In many cases, the similarities between the teachers outweighed the differences.

“At the end of it all, we are all the same,” said Dlodlo. “Our concepts are the same. We may be viewed as a developing country, but the aspirations of our learners and their desires and dreams are the same.”

In her position as Director of the Foundational Phase, Dlodlo oversees nearly 60,000 teachers within the early childhood development phase in the Limpopo Province. Each teacher, she said, teaches about 40 students, or “learners.” In some areas, however, the number of students in each classroom increases to nearly 80.

“As director, I have to make sure that teachers are equipped with the strategies that they need for the classroom,” she said. “Those early childhood levels are critical because what they do in the early grades actually determines what will happen in higher grades. If we don’t get the foundation right, then we have missed it.”

This past summer marked the fourth year that teachers from South Africa have come to the United States to take part in SAWP’s Summer Institute. The goal each year has been to facilitate cross-cultural collaboration in order to send the South African teachers back home with the knowledge, resources and tools to teach their students, and fellow educators, how to become better writers.

“This camp has been a mind-blowing experience,” said Dlodlo. “I think that the experience was not only for teachers, but also for me as a person to say ‘How do I take my craft from here and empower teachers back home in South Africa?’”

Since the first Summer Institute in 2006, the SAWP has helped more than 150 teachers become better writers and educators. At the close of the Summer Institute, all of the teachers received a certificate of completion, six hours of graduate course credit and became official members and Teaching Consultants for the SAWP. Dlodlo, however, will take even more back home with her to South Africa.

“I hope that my South African teachers will take from me this notion that each and every learner can learn when given an environment that enables learning to happen,” said Dlodlo. “Each and every teacher should be willing to go a step further than what they are currently doing by embracing the learner, because I think for a teacher to teach, you need to know your learner.”

SAWP summer destination:

Haridwar, India

By: Jo Ann Jones, COEHD

Members from the San Antonio Writing Project (SAWP), which is housed in the College of Education and Human Development’s (COEHD) Department of Interdisciplinary Learning and Teaching, traveled to Haridwar, Uttarakhand in Northern India this summer to establish the Haridwar Writing Project (HWP).

Dr. Kalpana Iyengar, COEHD alumna and co-director of the Kahani Project, Dr. Roxanne Henkin, professor and director of SAWP, Dean Betty Merchant, and SAWP Teacher Consultant and Ph.D. candidate Thomas Porter will work with 25 teachers from rural communities at Dev Sanskriti Vishwavidyalaya (DSVV), a Hindu university in Haridwar.

“My ultimate goal for this trip was to build a partnership with the universities in India so that we can offer professional development for teachers in India,” said Iyengar.

As part of the HWP at DSVV, the teachers and university students worked with the SAWP staff to develop the pedagogical skills necessary to become better writing teachers across the curriculum.

“I wanted to take the writing proj-

ect to a rural area, because these teachers teach students in schools where there is not even access to electricity and safe drinking water,” said Iyengar. “Each one of the teachers that we worked with help educate 200 students at a time, so even if we taught five teachers, imagine how many students we were able to reach.”

This is the second site network established by SAWP outside of the United States and the first one in India. The first site network, the Limpopo Writing Project, has been providing professional development to teachers in Limpopo, South Africa since its establishment in 2009.

“Through the Haridwar Writing Project, I wanted the teachers and university personnel in India to know that SAWP teacher consultants, directors, co-directors, and the dean from UTSA were willing to reach out and come across the globe to provide professional development,” said Iyengar. “Dean Merchant traveled to Haridwar to sign a Memorandum of Understanding with DSVV so a sustained, professional relationship was established between the universities to benefit students and researchers.”



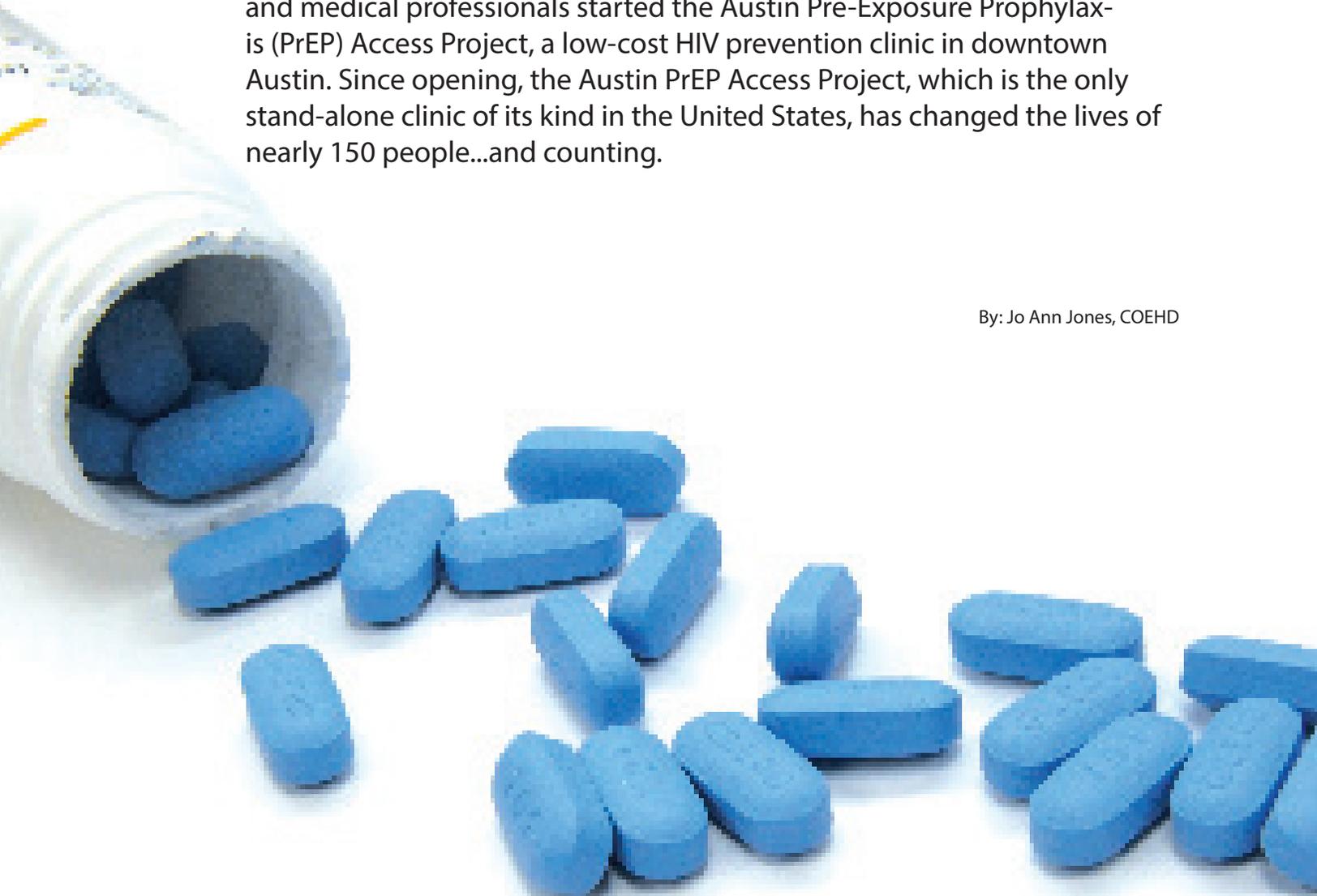
Photo courtesy of Dr. Roxanne Henkin

PrEP Access

bringing HIV-prevention to San Antonio

Five months ago, Dr. Phillip Schnarrs, assistant professor in the College of Education and Human Development's Department of Kinesiology, Health, and Nutrition, and a team of researchers, community members, and medical professionals started the Austin Pre-Exposure Prophylaxis (PrEP) Access Project, a low-cost HIV prevention clinic in downtown Austin. Since opening, the Austin PrEP Access Project, which is the only stand-alone clinic of its kind in the United States, has changed the lives of nearly 150 people...and counting.

By: Jo Ann Jones, COEHD



"The Austin PrEP Access Project's vision is to increase awareness, access, and adherence to PrEP for HIV prevention," said Schnarrs. "We provide insurance navigation and co-pay assistance programs, a free clinic, and conduct HIV prevention research and community outreach and education."

Schnarrs now plans to bring the PrEP Access Project to San Antonio with the help of the South Texas Consortium for HIV and STI Research (Consortium), a collaboration between The University of Texas at Austin, The University of Texas Health Science Center San Antonio (UTHSCSA), the South Texas Veteran Health Care System, and the San Antonio Military Medical Center.

"We are in the process of trying to figure out how to best increase awareness and access to PrEP in San Antonio," said Schnarrs, who also serves as the research director for the Austin PrEP Access Project. "With a changing culture regarding PrEP and a developing support network for PrEP, we realized that this might be the time to begin to build capacity to support this project and seek funding from the National Institutes of Minority Health and Health Disparities."

Like the Austin project, PrEP Access San Antonio (PASA) will provide individuals with information about and access to PrEP, an FDA approved, HIV prevention medication. PrEP is given to HIV negative people to prevent them from contracting the virus.

"Recent research out of San Francisco has shown that PrEP has the potential to reduce transmission of HIV by more than 90 percent, which is more effective than condoms," said Schnarrs. "In a more recent study, zero men out of 625 participants contracted HIV over a two and a half year period."

In addition to PrEP access, outreach, and education, PASA will also help patients find ways to make the medication, which can cost up to \$1,500 a month, more affordable. At the Austin PrEP Access Project, more than 95 percent of the patients have access to PrEP for free.

"PASA and the Consortium have the potential to significantly reduce the number of new cases of HIV in San Antonio and South Texas," said Schnarrs. "Once more San Antonians become aware of PrEP and its effectiveness in preventing HIV transmission, there will be an incredible need regarding access."

Working with the Consortium, Schnarrs said, has allowed PASA to develop in a significantly different way than the Austin project.

"The size and diversity of San Antonio is something unlike what we experienced in Austin," said Schnarrs. "PASA will require more than a centralized clinic with one group educating the community and advocating for PrEP. The Consortium has allowed HIV researchers from medicine, nursing, pharmacology, public health, sociology, and a variety of other areas, to work directly with AIDS services organizations and private practice physicians in developing increased capacity for PASA."

Schnarrs also hopes to use PASA as a center for research in conjunction with the Austin PrEP Access Proj-

ect and the Texas Department of State Health Services. The Austin PrEP Access Project has already established partnerships with organizations around the country, such as the Valley AIDS Council, the Center for Excellence in Transgender Health in San Francisco, the Gender Justice League in Seattle, and the Center for HIV Educational Studies in Training in New York.

Unlike the Austin project, PASA will have specific research programs targeting various groups in the San Antonio and South Texas region. One such program is PrEPárate, a multisite project examining awareness, access, uptake and adherence of PrEP among Latinos in South Texas, San Antonio, Southern California, and New York City. Other research projects include College PrEP, PrEP and Young Men who Have Sex with Men, and iPrEP.

"The eventual goal is to develop PrEP and sexual health clinics across the state as a way to reduce the number of new HIV cases in Texas to zero," said Schnarrs.

Currently, Schnarrs has a partnership in the works with medical students at UTHSCSA to open a free, student-run LGBTQ clinic at the UTSA Downtown Campus. The clinic is slated to open sometime in 2017. Schnarrs also hopes to house one of the PASA clinics at the Downtown Campus as well.

"For me, community and sexual health research is not just about reducing risk behaviors and improving health outcomes," said Schnarrs, who is also working with the Walter Reed Army Institute of Research's Military HIV Research Project. "It's more so about empowering the disenfranchised, building community capacity for political and social mobilization, and using my privilege to help dismantle systems of oppression."



Dr. Phillip Schnarrs, Assistant Professor
Department of Kinesiology, Health, and Nutrition

COEHD, Mexican researchers work to combat childhood obesity

By: Jo Ann Jones, COEHD

Childhood obesity affects millions of children around the world. According to Centers for Disease Control and Prevention, nearly 18 percent of American children between the ages of six and 11 were obese in 2012. In Mexico, 28 percent of boys and 29 percent of girls between the ages of five and 17 were either obese or overweight that same year, based on statistics by the Organisation for Economic and Co-operation and Development.

To combat this global epidemic, Dr. Yolanda Flores-Peña, professor at the Universidad Autónoma de Nuevo León's College of Nursing in northeastern Mexico, and her colleagues Drs. Velia M. Cárdenas-Villarreal, Hermelinda Ávila-Alpirez, Perla M. Trejo-Ortiz, and Ms. María D. Ruvalcaba-Rodríguez, have partnered with Drs. Meizi He and Erica Sosa from the UTSA College of Education and Human Development's (COEHD) Department of Kinesiology, Health, and Nutrition to find ways to lower these numbers.

Over the past year, this collaborative team has been developing a pilot program, "Healthy Change," that aims to educate parents (specifically Hispanic mothers) about childhood obesity. The program will focus on teaching mothers how to recognize overweight and obesity in their children, and how to prevent it.

"We hope to change mothers' mindsets about body weight, obesity, and how to raise healthy children," said He. "Obesity is a national problem here and in Mexico."

The pilot program, which will launch in early 2016, will include two sites, one in San Antonio and one in Monterrey, Nuevo León, Mexico. The findings from this pilot study will be used to help develop a large-scale childhood obesity prevention program for the Hispanic population in both countries.

"In our department, we have a hope to address health issues that impact South Texas, like obesity," said Sosa. "With this collaboration, we hope to expand our outreach further than we have already done in the past."

Over time, Flores-Peña said, the study will expand to other states in northern Mexico,



including Tamaulipas and Zacatecas.

"I think the collaboration with UTSA is very important because it is both international and multidisciplinary," said Flores-Peña, principal investigator for the study and current UTSA visiting professor. "It opens up opportunities in the future for other Mexican researchers to come to San Antonio to improve their knowledge and share ideas."

This international collaborative work, "Healthy Change," has been funded by competitive agencies, including the Institute of Nutrition and Health Kellogg's (INSK), Mexico and the National Council for Science and Technology (CONACyT), Mexico.

"The beauty of this international collaboration with an interdisciplinary team is that our work will benefit both countries, the United States and Mexico," said He. "It's important for an international knowledge exchange. We want to put UTSA and our research on the global map."



Marco Cervantes is hip-hop's Mexican Step Grandfather

By: Jesus Chavez, University Communications



Meet Marco Cervantes. Better known by his stage name, the Mexican Step Grandfather, this UTSA faculty member uses music to share his experiences and insights with the world.

Cervantes has toured and performed as a rapper and DJ at venues across the country and abroad, including stops in Mexico City and Spain. He has released several albums under the Mexican Step Grandfather moniker, including “Occupied State” and “Estere-ere-o.”

Cervantes’ hip-hop collaborative – Third Root, with Charles “Easy Lee” Peters and DJ Chicken George – has even performed in high-profile music festivals like South by Southwest (SXSW) in Austin.

Born and raised on the north side of Houston, Cervantes was exposed to hip-hop and rap at an early age. The music was a part of his daily life growing up.

“In my neighborhood, I saw the daily intersections between Latinos and Black Americans and was affected by the ways our cultures interacted,” he said. “hip-hop was such a huge part of my life. You couldn’t go anywhere in my neighborhood without hearing it blasting from stereos or seeing young crews practicing their rhymes.”

By middle school, Cervantes had already been a part of several hip-hop groups, performing at school functions and neighborhood events as a rapper. By the time he entered high school, he was in the studios recording mix tapes and having his songs played on local radio stations.

As he grew as a musician, Cervantes sought to use his music to explore his experience as a Chicano – Mexican-American – living in the U.S. through the medium that he knew best: hip-hop. Culturally and socially conscious artists, he said, have always influenced his music.

“I was inspired by artists like Talib Kweli, Immortal Tech-

nique and Chuck D, who weren’t afraid to share their truths in their music,” he said. “I wanted to tell my story – the story of the Chicano in Texas – the best way I knew how: through my music. I want to explore the systems that have created inequality in our society, the socio-economic divides and prejudices that are ever-present in so many peoples’ lives.”

Cervantes’ love of hip-hop has even bled into his scholarship. As an assistant professor in the Mexican-American Studies Program, his research specialty is the blending of Black and Latino culture through music.

“When I began studying literature in college, I found myself interested in examining hip-hop as literature,” he said. “This music was just becoming accepted as a scholarly pursuit. It was exciting to see academics examining the music of my youth as literature, and I decided that this was what I also wanted to focus my career on.”

In his classes, Cervantes explores Latino cultural expressions, Mexican-Americans in the Southwest, and the history of Black and Latino cultural relationships. As a professor, he has used his musical connections and background to bring unique viewpoints into classroom discussions.

“My solo music has to do with understanding the Chicano experience and politicizing our community,” he said. “Through the musical component of my classes, the students and I can have frank discussions about issues facing Mexican-American and other minority populations today.”

Cervantes is currently working on a new album, a book exploring Black and Chicano musical interactions throughout history, and he is even branching out into poetry, which he sees as an extension of his work as a performer.

Scholars present research on Hispanic-Serving Institutions

The College of Education and Human Development's Department of Educational Leadership and Policy Studies (ELPS) and the College of Public Policy co-hosted a book talk on "Hispanic-Serving Institutions: Advancing Research and Transformative Practice," on Friday, Aug. 28 at the UTSA Downtown Campus.

The event featured a presentation by the book's co-editors Dr. Anne-Marie Núñez, ELPS associate professor, Dr. Sylvia Hurtado, professor at the University of California, Los Angeles, and Dr. Emily Calderón Galdeano, director of research for Excelencia in Education.

"Hispanic-Serving Institutions: Advancing Research and Transformative Practice," which was published by Routledge earlier this year, critically explores the environment and organizational behaviors of Hispanic-Serving Institutions (HSIs). The book includes chapters written by leading HSI scholars, including ELPS associate professor Dr. Gloria Crisp.

The event was sponsored by the Department of Educational Leadership and Policy Studies, the College of Public Policy, and the Office of the President.



ILT professor conducts research in Israel this summer



Dr. Rosalind Horowitz, professor in the Department of Interdisciplinary Learning and Teaching, traveled to Israel this May and June to meet with doctoral students whose work she has contributed to as an External Doctoral Dissertation Faculty Member.

Horowitz has also contributed to the formulation of research papers by these doctoral students, which have been presented at international conferences and published in international journals.

UTSA team encourage healthy living through vacation bible school program

As part of the Building a Healthy Temple program, Dr. Meizi He and her team recently developed and pilot-tested an innovative childhood obesity intervention program. The program works in parallel with local churches' annual vacation bible schools (VBS). Funded by BlueCross BlueShield of Texas, the BHT team worked with San Antonio-based churches St. Paul Catholic Church, Central Church of God and Grace Calvary Church to implement a special VBS curriculum emphasizing healthy living. The program was designed for school-aged children and provided free of charge to the church and their local community members.

The five-day VBS, named "Under Construction: To Build A Healthy Temple," was designed to coincide with the Bible-related teachings the children learn during the VBS. The children learned to "care for their temple" by making their own healthy snacks and participating in physical activities and healthy eating competitions.

Parents also had an opportunity to take part in the VBS proceedings by attending daily health education sessions and cooking demonstrations.

The Building a Healthy Temple program also established a partnership with the state of Texas and took part in the statewide initiative, Growing Healthy Texas. The initiative hosted free miniconferences throughout the state, making stops in San Angelo, Fort Worth, San Marcos, and Corpus Christi, Texas. As part of the initiative, He and her team presented the work that they are doing through the Building a Healthy Temple program in the San Antonio community at each of these stops.



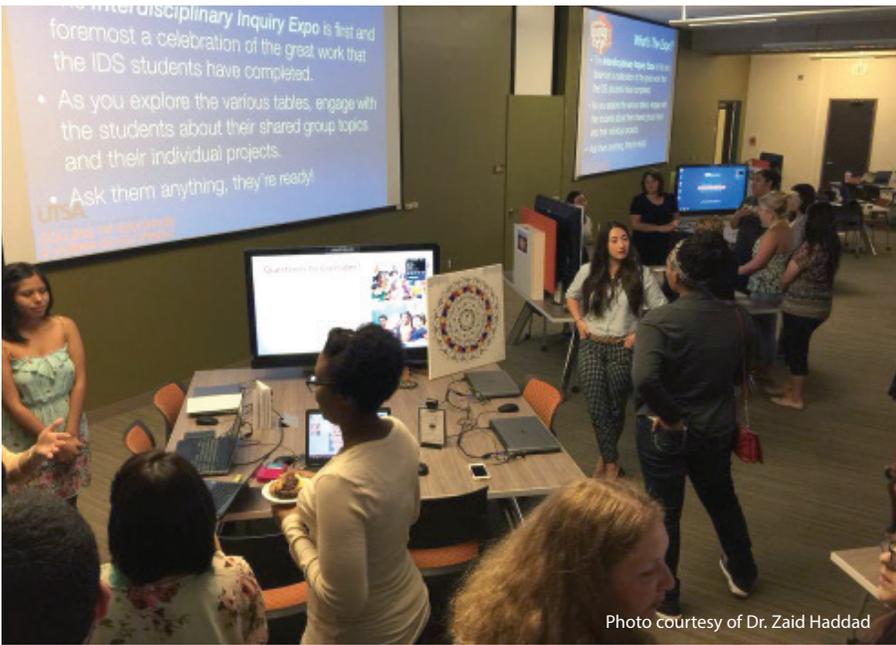


Photo Courtesy of Dr. Zaid Haddad

Interdisciplinary Studies students present research

The College of Education and Human Development's Department of Interdisciplinary Learning and Teaching hosted the inaugural Interdisciplinary Inquiry Expo on Saturday, Aug. 8 on the UTSA Main Campus.

The expo was organized as a living gallery. More than 80 students who were enrolled in the Interdisciplinary Inquiry course this summer had their research displayed for people to walk by and see. The top two research projects were nominated to compete in the annual Interdisciplinary Studies Colloquium in the spring of 2016.

UTSA research suggests 'vaping' may not be as risk-free as it appears

In one of the first studies of its kind, UTSA researchers William H. Cooke and Donovan Fogt, and Caroline Rickards at the University of North Texas Health Science Center, gathered data on the cardiovascular effects of vaporized nicotine in healthy young adults. Cooke, Fogt and Rickards studied 20 healthy non-smokers. Each was randomly given a nicotine cartridge or a placebo cartridge, and various cardiovascular measurements were taken.

Cooke, Fogt and Rickards observed that the non-smokers they studied experienced acute blood pressure spikes immediately after they vaped for 10 minutes. Moreover, those spikes lasted for at least 15 minutes after nicotine inhalation ended. Cooke says that nicotine is one of the most addictive substances on the planet. He also says that the flavorings commonly

used alongside vaping cartridges such as fruit or bubblegum may attract young non-smokers who may have never considered smoking, and experimenting with "vaping" could lead to nicotine addiction.

The researchers also worry that in addition to causing blood pressure spikes, prolonged vaping could lead to long-term cardiovascular problems, especially in people with undiagnosed hypertension.

The UTSA pilot study was funded by \$30,000 from the Office of the Vice President for Research. Over the next few years, the researchers will expand the study to drill deeper into the long-term health effects of continuous vaping on a variety of populations. The study has been accepted for publication in the journal, *Clinical Autonomic Research*.



COEHD hosts 5th Annual Student Research Colloquium

The College of Education and Human Development hosted the Fifth Annual Student Research Colloquium on Friday, November 20, 2015 on the UTSA Main Campus. Students from all three educational levels presented their research to their fellow classmates and a panel of faculty judges. Prizes were awarded in each of the three categories Undergraduate, Masters, and Doctoral. First place winners in each category received \$500, second place winners received \$400, and third place winners received \$300 (pictured above with Drs. Juliet Ray and Amaury Nora).



Dr. William Cooke (bottom row, second in from right), professor and chair of the Department of Kinesiology, Health, and Nutrition, was one of 11 researchers inducted into the UTSA Academy of Distinguished Researchers. The charter members were selected by the UTSA Research Advisory Board for the demonstrated academic impact of their research and scholarly activity.



Loretta Clarke: Lifelong Champion of Education

Met Dr. Loretta Clarke '87, '90. A great supporter of UTSA and its College of Education and Human Development, this alumna is a lifelong champion and ambassador for education.

Clarke's love for education began at an early age. Growing up, she was surrounded by educators in her family, most notably an aunt who was a long-time teacher and an uncle who worked as a teacher and principal.

"I have always enjoyed teaching, particularly helping educate school-aged kids," said Clarke. "Teaching runs in my family, and it's something that I've been blessed to be able to do in my career."

When Clarke chose to pursue her education degree at UTSA, the university was much different than it is today. Nevertheless, she found a sense of independence as a college student.

"UTSA was my first real experience with being and succeeding on my own," said Clarke. "As a result, the UTSA community has always felt like a second home to me, and I feel very connected to it."

Clarke graduated from UTSA with a bachelor of science in physical education in 1987 and her master's in early childhood education in 1990. She said the many overwhelmingly positive experiences she had engaging with and learning from COEHD faculty helped shape her teaching style and dedication to early childhood education.

"The professors were very caring and invested in our success as students and future educators," said Clarke. "They were great role models for my life as an educator. They taught me that if you care about your students and their success, then they in turn will do their best for you."

She went on to earn her Ph.D. in curriculum and instruction from The University of Texas at Austin in 2000 and currently works in higher education.

In 2003, Clarke, along with her husband and fellow UTSA alumnus, Jeff '86, gave \$500,000 to create two professorships: The Robert E. Clarke Jr. Distinguished Professorship in Electric Engineering and the Loretta J. Lowak Clarke Distinguished Professorship in Health and Kinesiology. At the time, it was the single largest alumni gift UTSA had ever received.

In 2012, the couple gave again, this time \$1 million to establish two professorships: the Mary Lou Clarke Distinguished Professorship for Leadership in Electrical Engineering and the Henrietta Zezula Lowak Endowed Distinguished Professorship. The latter is named after Clarke's mother.

That same year, she was one of three alumni to receive an Alumnus of the Year Award from the UTSA Alumni Association.

"Dr. Loretta Clarke has been incredibly supportive of the COEHD, as an alumnus, ambassador and donor," said Merchant, the first recipient of the Henrietta Zezula Lowak Endowed Distinguished Professorship. "She has consistently demonstrated her faith in our college, our mission and our ability to make a significant positive impact on the lives of educators and health professionals. We will always be grateful to her for her support and encouragement of our faculty and students."

Clarke adds, "In addition to knowing that my gifts are making a real impact, getting to know Betty Merchant has been great. It's like icing on the cake. She's fantastic and cares so much about the education of the college's students."

More recently, Clarke and her husband pledged \$200,000 to the university that will benefit the Distinguished Presidential Scholarship Program.

"It's been nice to see how UTSA has grown," Clarke said. "The university football team is pulling the UTSA community tighter together, even pulling in people from the greater San Antonio community who may not have gone to UTSA to create a lot of community pride."

Clarke wants to help foster growth of the UTSA community. Her connection to UTSA is so strong, she said, that she wants to help create similar connections in past, current and future students.

"I want all students to receive the type of education that I received at UTSA," Clarke said. "I encourage all past and future alumni to stay connected to the university and see how it evolves. UTSA is and always will be a part of their life."

With deep appreciation, we recognize donors for their cumulative giving to the College of Education and Human Development between 9/1/14 and 8/31/15.

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Helen M. Wolf ('77)
Andrea M. ('06) and Justin M. Zelenak

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Sonya R. ('75) and Francisco A. Acosta
Arthur Aguilar ('79)
Sandra ('02) and Frank Aguilar ('98)
Natalie Alaniz ('09)
Amanda N. and Paul A. Alvarez ('11)
Signe Ankrava-Chang ('08) and Jonathan C. Chang
Anonymous
Aviva K. Anzak ('12)
Azalea I. ('77) and Vicente Arcos ('77)
Daniel Ayala ('97, '01)
Mark A. Barrella ('79)
Frank Barrera
Cynthia E. Bazaldua Woolley ('77)
Sarah Belew ('77)
Imelda A. Benavidez ('07)
Patricia A. ('04) and Larry L. Birney ('04)
Lisa M. Blais ('10)
Janet L. ('77) and James F. Bohren
Michelle Y. Boyle ('12)
Beverly and Ian Bradburn
Casey L. ('07) and Douglas H. Brakebill
Jennifer J. Brooks ('07, '09)
Bobby T. Bryant ('15)
Jamie Burgess ('15)
Christina M. Burns ('12, '14)
Marcos D. Bustamante ('14)
Tammy L. ('82, '85) and Mark Calkins
Yvonne E. ('12) and Armando Campos
Lisa M. ('11) and Wilfred Cassidy
Rose M. ('01) and Severiano Castro
Julie A. and Kendall D. Center
Jacob R. Collazo ('12)
Cristina Colunga ('08)
Brandi Cook ('12)
Valerie B. Cox ('10)
Janet B. ('94) and Duncan W. Crawford

Kevin J. Criss ('12)
 Cynthia ('15) and Charlie V. Davis
 Marceila L. and Alex J. De La Garza ('10, '13)
 Heidi M. Debree ('02)
 Cynthia A. ('04, '14) and Christopher P. Dennis
 Gilda A. ('93) and Ron L. Dieringer
 Erin Doran ('06, '08, '15) and Kevin Desjean ('06, '08)
 Kimberly E. Duncan ('86)
 Teresa A. Echigo ('76, '80)
 Sergio Evans ('09)
 Alicia G. Farias ('79)
 Naomi Feldman ('77)
 Genevieve ('02) and Peter M. Flores
 Veronica ('92, '15) and Jason A. Forde
 Jessica A. Freed ('10)
 Mary C. ('01) and Don M. Friday
 Linda ('78, '81) and Richard Fry III ('79) and the Fry Family Property Management Trust
 Necole W. Fryar ('08)
 Dane M. Fuller ('11)
 Kanyarat and Juan Gallegos
 Melissa M. Garay-Avila ('99) and David Avila
 Virginia M. Martinez-Garcia ('83) and Henry R. Garcia
 Y. Michelle ('08) and Pedro Garcia
 Antonio Garza, Jr. ('10)
 Cristina R. Garza ('03, '12)
 Margaret F. Garza ('74)
 Yolanda R. Gentile ('91)
 Ingrid K. Gentles ('88)
 Ryan Glaser ('12)
 Wendy and Alvaro Gomez ('02)
 Linda A. ('77) and Carlos Gomez
 Angelina Gonzalez
 Samantha A. ('99) and Douglas M. Gonzalez
 Shannon L. Goretska ('95)
 Ashley G. Gregory ('08)
 Bridgotte ('00) and Emereth Griffin II
 Nathaniel Guidotti ('13)
 Larry W. ('79) and Martha K. Haefling
 Jennifer Hall
 Shirley R. Harris ('76)
 Roxanne L. Henkin
 Amanda and Jesse P. Hernandez
 Stephanie ('87) and James Herrod ('86)
 Miguel A. Hinojosa ('12)
 Rosalind Horowitz
 Susan and Jack D. Howard ('79)
 Lisa M. ('82) and Bryan Hutsell
 Claudia M. Ibanez ('05)
 Linda S. ('95) and James E. Ireland
 Kalpana M. Iyengar ('14)
 Elvira E. ('06, '13) and Jack I. Jacquez
 Jane ('82) and Michael Jensen ('82)
 Helen J. ('77) and Carey Jones
 Vanessa and Jimmy Jones
 Sarah R. Karim-Alford ('02) and Joe A. Alford
 Patricia ('89) and Mark Keenum ('93)
 Veronda K. ('05) and Lowell S. Kendall
 Katherine M. Kitchens ('12)
 Connie L. ('86) and Michael Klick
 Connie J. Kline ('80, '85)
 Dorothy M. ('74) and Cliff Knago
 Pamela A. and Wayne Knutson
 Nancy M. Kocurek ('78)
 John M. Koiner ('89, '01)
 Marva D. Laury ('79)
 Amy J. ('08) and Gerald M. Lazar
 Gérardine M. Leon ('00)
 V. Millie ('95) and Jose Linares
 Albert B. Liza ('14)
 Elizabeth J. and David Longoria ('07, '11, '15)
 Veronica Y. Lopez ('08)
 Bever Luna ('15)
 Leigh A. ('93) and Michael B. Lynch
 Andrew J. Maese ('10, '12)
 Araceli Manriquez ('13)
 Tamra Marinos ('09, '14) and Jeremy Sanchez ('10, '12)
 Margaret and Joe F. Martinez ('02)
 Selina Martinez ('10, '12) and Jesus Martinez III
 Rebecca and Dwight McHazlett ('95, '05)
 Chaunte C. McLendon ('07)
 Johnette ('05) and Jack McWhorter, Jr.
 German Medina ('10)
 Sandra L. Merrifield
 Tiffany E. Mohon ('04)
 Mary E. ('81, '85) and Ramiro G. Morin
 Priscilla ('92) and Clemente Murguia ('99)
 Marissa Murillo
 Cathy ('10) and Richard Neville III ('78)
 Belle T. ('97) and Patrick Nichols
 Emma G. Noriega ('13)
 Chike J. Ogbonna ('12)
 Miriam Oglesbee-Ellison ('77) and Leslie E. Ellison
 Analissa M. Olivares ('06)
 Victor Olivares ('10)
 Lisa M. ('08, '13) and Juan M. Ortega
 Cynthia A. and Kenneth A. Padilla
 Stephanie E. Padilla ('13)
 Bobbye D. ('96) and Charles E. Patton
 Rosemary ('77) and Ruben Perez ('76)
 Constance M. Perry ('79)
 Thomas A. Porter ('81, '05)
 Janna B. ('96) and Jody Poth
 Brittany ('06, '11) and Bryan Pratt ('04)
 Henry R. Puente Jr. ('12)
 Stephanie J. Ramirez ('11)
 George A. Renfroe, Jr. ('08)
 Alexander Rios ('13)
 Leticia A. and Roland J. Rios ('02)
 Kailey E. Roberts ('10, '13)
 Josette R. Rocha
 Drew A. Rodriguez ('15)
 Elizabeth Rodriguez
 Lewis S. Rodriguez ('12)
 Matthew Z. Rominger ('13)
 Debora P. ('09) and David Romo
 Rhonda K. Rosenauer ('85)
 Roberta and Lester J. Roundtree ('94)
 Mark T. Ruffin ('08)
 James V. Ruiz ('09)
 Mary S. ('77) and David Saenz, Jr.
 Judith E. Salge ('86)
 Ermelinda Salinas ('95, '12)
 Alicia San Miguel ('15)
 Yvette Santos ('15)
 Susan K. Schultz ('75)
 Heidi H. T. and Timothy Schwenn ('97)
 Karen A. and Joseph T. Senesi ('09)
 Stacy K. ('95) and Miguel G. Serna
 Ruth C. ('93) and Charles H. Shaw
 Susan M. ('83, '91) and Justin L. Shires
 Beatrice A. Sifuentes ('81)
 Juan T. ('78) and Elizabeth Silva
 Lydia D. Silva ('92)
 Jason H. V. Smith ('00)
 Richard S. Sollenberger ('12)
 Toni D. Sturdivant ('12)
 Bessie A. Sturgeon ('14)
 Jocelyn ('08) and Nathaniel Swim ('07)
 Judy Tamayo
 Carol and Brandon Tate ('14)
 Irma M. ('94) and Louis L. Tejada
 Noreen M. and Charles B. Thurston
 Brittany K. ('02) and Ethan Timmons
 Diego Torres ('98, '02)
 Serena Torres ('11)
 Charles G. Vallejo ('14)
 Leslie A. and Juan A. Velasquez ('02)
 Elizabeth A. Vidales ('10)
 Aimee Villarreal Garza ('01)
 Karen A. ('99) and Patrick C. Wade
 Linda L. Waite ('83)
 Andrew D. Walton ('12)
 Nicole R. ('08) and Michael B. Washington
 Margaret C. ('89, '95) and Joseph E. Waters
 Kimberly A. Weaver ('06)
 Dorris J. ('79) and David Westfall
 Kerry G. ('80) and Mark T. White
 Beth A. Willstrop ('87)
 Jo Anne F. ('87) and Rodney C. Wilson
 Kristine M. and Litterio E. Zinna, Jr.

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*Deceased

Changing lives through children's books

How one COEHD graduate is using her gift with words to inspire others and change the face of counseling

Over the years, Jennifer Vassell has written hundreds of stories. Some stories were short; some were long. Some were plays and skits; others were songs. All of them sat unfinished, hidden from the world. That is until a few years ago.

"One of my first memories is of writing a song for my brothers while growing up in Natchez, Mississippi," said Vassell, a recent graduate of the College of Education and Human Development's Department of Counseling. "There came a point in my life a couple of years ago where I had all of these stories stored in folders all over the house. One day, I just decided to finish some of them and get them published."

The first book she published was "How Fish Learned to Swim," a story about how Swimmer, a fish that only knew how to float, faced adversity and learned to embrace his difference in a sea of walking fish. This story, which was illustrated by counseling student Jenna Burns, was inspired by both her daughter and granddaughter.

"When my eldest daughter was younger, she would always ask me, 'Mom, how did fish learn to swim?'" said Vassell. "Her daughter, my granddaughter, asked me that same question a couple of years ago. So, I came up with this great story to tell her because I wanted her to have a story that was empowering and entertaining."

Her newest book, "Domino the Donkey," was inspired by her youngest daughter and provides a unique twist on the Nativity Story.

"My youngest daughter, when I used to tell her the Nativity Story, was always wondering what the donkey was like," she said. "'Domino the Donkey' is a story told through the eyes of little Domino who carried Mary and Joseph to Bethlehem on that first Christmas."

According to Vassell, her books seek to answer children's questions while also teaching them to acknowledge and respect diversity, an integral part of the UTSA Roadrunner Creed that she incorporates into each of her stories.

"I hope children learn that it's okay to be a little different," said Vassell. "When I read the Roadrunner Creed, one of the principles that stood out to me is to respect and accept individual differences, recognizing the inherent dignity of each person. I believe that different is not deficient; difference is more. A person is more of themselves when they are not trying to be like everyone else. I want my readers to recognize the inherent dignity in each person."

In the midst of publishing her stories, Vassell continued her studies as a full-time graduate student in the Department of

Counseling, focusing on family and couples counseling. Her story of how she decided to become a counselor is just as inspiring as the children's books she writes.

Nearly 22 years ago, while her husband was stationed in Keflavik, Iceland, Vassell received news of the death of her brother. A few months later, her mother passed away. Vassell, who was thousands of miles away from her family, turned to counselors for help during this difficult period in her life.

"Their deaths ripped my heart out; I just didn't know how I could go on," said Vassell. "There were some counselors in Iceland who helped me through that time and I always thought that if I ever got the opportunity, I would help others the way I was helped during the worst time of my life."

And that opportunity presented itself when she applied to the Clinical Mental Health Counseling Program at UTSA after Vassell's husband retired from the U.S. Air Force in San Antonio.

"I was so worried about coming to UTSA, especially because of my age," she said. "I was worried about how I would be accepted and whether or not I had missed my window of opportunity. The professors and instructors were so kind and so helpful. For the most part, the staff was very positive and focused on our strengths. I am hoping that I can take some of that positivity with me into the future."

Vassell graduated this past December with her master's degree in counseling and plenty of ideas for future stories, including a series called "Counselor Trey." Counselor Trey counsels animals that are having difficulty in their everyday lives. Trey uses basic counseling techniques to help those animals. The series, she said, is part of her efforts to bring counseling and mental health issues to the forefront.

"I really want to advocate for this profession," said Vassell. "One way to do that is to help decrease the stigma of mental health illness among children. I really feel that if we can reach children when they are young, they will grow to learn to be comfortable with the idea of counselors and counseling."

Vassell will continue to publish her stories and hopes to open her own counseling practice so that she can help others just as her counselors helped her.

"In my time at UTSA, I learned to seek the positive in others when trying to support their goals in life," she said. "Hopefully I will be able to help someone the way I was helped in Iceland and the way I was encouraged here at UTSA. That is the type of support that I intend to offer my readers and future clients."

"A person is more of themselves when they are not trying to be like everyone else. I want my readers to recognize the inherent dignity in each person."

- Jennifer Vassell





Photo courtesy of Dr. Felicia Castro-Villarreal



Making an impact in the community

The UTSA School Psychology Graduate Student Organization

Every year, the members of the UTSA School Psychology Graduate Student Organization (SPGSO) log in hundreds of hours of community service. From volunteering at community awareness walks to working with the San Antonio Children's Shelter, the SPGSO gives back to the community in more ways than one.

"I am most proud of the volunteer work the SPGSO does with inner city schools and needy families, and the presence they have in the community," said Dr. Felicia Castro-Villarreal, associate professor in the Department of Educational Psychology and the SPGSO faculty advisor. "The organization sets the bar when it comes to outreach and service to schools, children, and families in need. The UTSA School Psychology Program is becoming well-known for their commitment and investment to the community."

The organization is comprised of graduate students from the College of Education and Human Development's (COEHD) Department of Educational Psychology. Over the last five years, they have made a lasting impact on the San Antonio community and are now turning their efforts closer to home.

Since the beginning of the year, the SPGSO has gotten more involved with the UTSA community through the Teacher Education Autism Model (TEAM) Center, a center housed within the college that provides early intensive behavioral intervention services for children and adolescents with Autism Spectrum Disorders.

This past October, the SPGSO coordinated the annual trick-or-treat event in the TEAM Center. The event included a Halloween party for the children and families receiving services from the TEAM Center, along with trick or treating with the college's faculty. The organization secured food donations, organized the trick or treating route, and supplied the treats.

This year was the first year that the SPGSO worked alongside the TEAM Center staff to coordinate the event.

"I think as an organization, it was really neat to get involved with the children in the TEAM Center," said Bianca Aguilar, SPGSO president and school psychology graduate student. "A lot of us are immersed in similar environments through our course work or our outside work. Since we usually work with the parents and families in the TEAM Center so closely, it was nice to be able to work more hands-on with the children."

The SPGSO plans to coordinate a similar event in the spring around the Easter holiday with activities and face painting for the children and their families.

"One of our main goals as a group this year has been to get more involved in the community in whatever way that we can," said Aguilar. "A lot of us really value service, so going into this school year, community service was something that we really wanted to do more of as a group in order to foster relationships among our cohorts."

This December, the SPGSO participated in their annual Toys for Tots drive. Throughout the beginning of December, the organization collected new, unwrapped toys in the Psy-

chological Assessment and Consultation Center. These gifts were wrapped by the SPGSO officers and taken to families and children in need in the community.

"My experience working with the SPGSO has been inspiring," said Castro-Villarreal. "They lead by example and inspire others to engage in service for others. The SPGSO has had a positive impact on our entire department. In fact, most faculty members have participated in some way or another by volunteering time or donating funds and items."

The organization, Aguilar said, hopes to continue the tradition of service to the community in the future through the TEAM Center, the San Antonio Children's Shelter, and beyond.

"Everything we do is directed towards the children in the community, whether its directly volunteering or providing them with any resources that we can, especially during the holiday season" said Aguilar. "Through the community service that we have had the opportunity to participate in, we have really developed relationships within our group that transpose directly into our work within our respective schools and as future school psychologists."





Dr. David Thompson, professor in the Department of Educational Leadership and Policy Studies, was named the 2015 Advocate of the Year by the Texas Council of Professors of Educational Administration. The Texas Council of Professors in Educational Leadership (TCPEA) established the Advocate of the Year Award in order to recognize

outstanding professors focused on service to the profession and the organization.

Dr. Roxanne Henkin, professor in the Department of Interdisciplinary Learning and Teaching, received the 2015 Outstanding Literacy Alumni Award from Northern Illinois University's Department of Literacy and Elementary Education for her professionalism, service and career success. She also received the 2015 Faculty Row's Super Professor Award and the 2015 Faculty Award for Most Helpful to Students by The University of Texas at San Antonio.



Dr. Heather Trepal, associate professor in the Department of Counseling, received the Texas Association for Counselor Education and Supervision (TAC-ES) Advocacy Award for her advocacy activities that support the mission of TAC-ES and counselors in Texas.. She also received the Adultspan Journal Award for her article in the Adultspan journal, "Five relational mentoring strategies for female faculty."

Dr. Vittorio Marone, assistant professor in the Department of Interdisciplinary Learning and Teaching, was awarded the Sawtelle Financial Teaching Innovation Grant for 2015. Marone's project Remix 4 Diversity!, transformed his IDS-3123 Culture, Literature, and Fine Arts class into a dynamic "remixing lab" that integrated individual and group projects, as well as in-class, outside-the-class, and online learning activities.



Dr. Thelma Duffey, professor and chair of the Department of Counseling, received the 2015 Southern Association for Counselor Education and Supervision Outstanding Tenured Counselor Educator Award. This award acknowledges an individual with an established, ongoing record of career commitment to counselor education through exemplary work in

all areas of academic responsibilities: research, service, and teaching. She also received the Texas Counseling Association Dr. William E. Truax Founders Award and the 2015 Texas Association for Counselor Education and Supervision Outstanding Counselor Educator Award for her contributions to the field of counselor education, supervision, and mentoring.

Dr. Peter Sayer, associate professor in the Department of Bicultural-Bilingual Studies, was awarded the 2015 TexTESOLer of the Year at the annual state TextESOL (Texas Teachers of English to Speakers of Other Languages) conference in San Antonio in November 2015 by the TextESOL Region II (South Texas) Affiliate in recognition for his work with ESL teachers.



Dr. Gerald Juhnke, professor in the Department of Counseling, was awarded the the David K. Brooks Distinguished Mentor Award from the American Counseling Association. The award recognizes the invaluable influence of a professional mentor and salutes the ACA member whose actions adhere to this special type of teaching which David Brooks supported throughout his career.

Dr. Rosalind Horowitz, professor in the Department of Interdisciplinary Learning and Teaching, received a 2015 Amber Award from the UTSA Student Ambassadors. She was selected as a Senior Scholar Mentor and Model at the inaugural Research Mentoring Session of the American Educational Research Association (AERA) Special Interest Group on Language and Social Processes, and was invited to give a Keynote Address at the AERA Conference on "The Global State of Literacy." In addition, she was one of three international scholars honored and invited to deliver the Meadows Chair for Excellence in Education Lecture at The University of North Texas, and was invited to review international proposals for funding by The National Academy of Education. She was also featured in UTSA's Discovery Magazine for 2014.



Dr. Belinda Flores, professor and chair of the Department of Bicultural-Bilingual Studies, was honored with the 2015 Hispanic Research Issues Special Interest Group Elementary, Secondary, and Postsecondary Award by the American Education Research Association.

Dr. Iliana Alanis, associate professor in the Department of Interdisciplinary Learning and Teaching, was elected as a National Association for the Education of Young Children Board Member at Large. She will serve a four year term.



Dr. Kara M. Styck, assistant professor in the Department of Educational Psychology, along with Grant Morgan, Baylor University, was awarded the 2015 Southwest Educational Research Association's Bruce Thompson Outstanding Paper Award.

Dr. Curtis Brewer, assistant professor in the Department of Educational Leadership and Policy Studies, along with co-author Hans Klar, received the 2015 Journal of Educational Administration Highly Commended Paper Award from Emerald Group Publishing for their paper "Successful leadership in rural, high-poverty school: The case of County Line Middle School."



in the Department of Interdisciplinary Learning and Teaching, will serve as an associate editor.

Dr. Misty Sailors, professor in the Department of Interdisciplinary Learning and Teaching, was appointed to serve on the Literacy Research Panel (LRP) of the International Literacy Association.



Dr. Margarita Machado-Casas, associate professor in the Department of Bicultural-Bilingual Studies, was named the new Chair-Elect for the American Educational Research Association's (AERA) Hispanic Research Issues Special Interest Group (SIG).



Dr. Richard Drum, senior lecturer in the Department of Educational Leadership and Policy Studies, received the Faculty Member of the Year Award from the Texas Association of College and University Student Personnel Administrators (TACUSPA).

Jo Ann Jones, communications specialist for the College of Education and Human Development, was awarded the UTSA Staff Council's Staff Appreciation Award for February 2015. The award is given to staff members who exemplify professionalism through staff involvement in serving the UTSA community.



Dr. Logan Manning, assistant professor in the Department of Interdisciplinary Learning and Teaching, received the 2015 Promising Researcher in English Education Award from the National Council of Teachers of English (NCTE) Standing Committee on Research.



Karla Broadus, senior lecturer in the Department of Interdisciplinary Learning and Teaching, received the 2015 Ujima Faculty Award. The Award is given to a faculty member who embodies the principle of UJIMA: Collective Work and Responsibility; the third of seven principles of Kwanzaa and is a role model and mentor for students



The Teacher Education Autism Model (TEAM) Center, under the direction of Dr. Lee Mason and Alonzo Andrews, received the President's Distinguished Diversity Award in the faculty and staff category.

and supports the African American and Black community on and off campus.

Sara Ramírez, lecturer in the Women's Studies Institute, received the 2015 Lavender Faculty Award during the Lavender Graduation and Achievement Ceremony for her role as a leader and mentor for GLBTQ and Ally students at UTSA.



Dr. Donovan Fogt associate professor in the Department of Kinesiology, Health, and Nutrition and director of the Office of Undergraduate Research, received the Richard S. Howe Excellence in Service to Undergraduate Students Award.



Dr. Kristen Lindahl, assistant professor in the Department of Bicultural-Bilingual Studies, was named the Teacher Education Blogger for the Teaching English to Speakers of Other Languages (TESOL) International Association (<http://blog.tesol.org>).

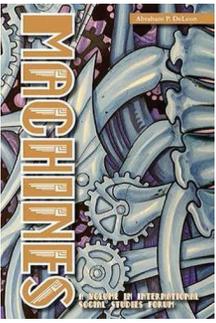
Dr. Dennis Davis, Miriam Martinez, and Misty Sailors, faculty members in the Department of Interdisciplinary Learning and Teaching, were selected to serve as editors of the Literacy Research Association's journal, *Journal of Literacy Research*. Dr. Logan Manning, assistant professor

Faculty Promotions

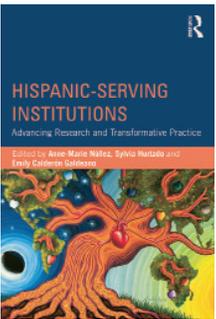
Associate Professor
with Tenure
Maria Arreguin-Anderson
Theodorea Berry
Emily Bonner
Guadalupe Carmona
Felicia Castro-Villarreal
Alberto Cordova
Erica Sosa
Timothy Yuen

Full Professor
Wan Xiang Yao
Associate Professor
Emeritus
Patricia McGee
Professor and Dean
Emeritus
Richard Diem

Literary Leaders

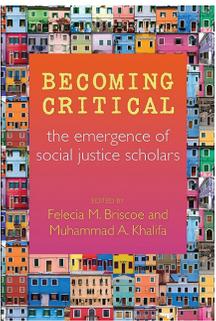


Dr. Abraham DeLeon, associate professor in the Department of Educational Leadership and Policy Studies, published a book on machines this past January with Information Age Publishing. DeLeon's book, "Machines," provides an in depth look at machines and technological innovations throughout history. The book uses the machine as both a metaphor and an actualized object in order to demonstrate that technological innovations cannot be separated from the people or societies that produce them.

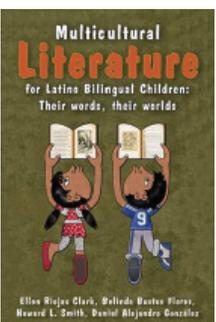


Dr. Anne-Marie Núñez, associate professor in the Department of Educational Leadership and Policy Studies, co-edited a book on Hispanic-Serving Institutions (HSIs). Núñez's book, "Hispanic-Serving Institutions: Advancing Research and Transformative Practice," provides a critical exploration into the environment and organizational behaviors of HSIs and includes chapters written by leading HSI scholars. Co-editors for the book are Sylvia Hurtado, professor at the University of California, Los Angeles, and Emily Calderón Galdeano, director of research for Excelencia in

Education. UTSA associate professor Dr. Gloria Crisp is one of the authors featured in the book.



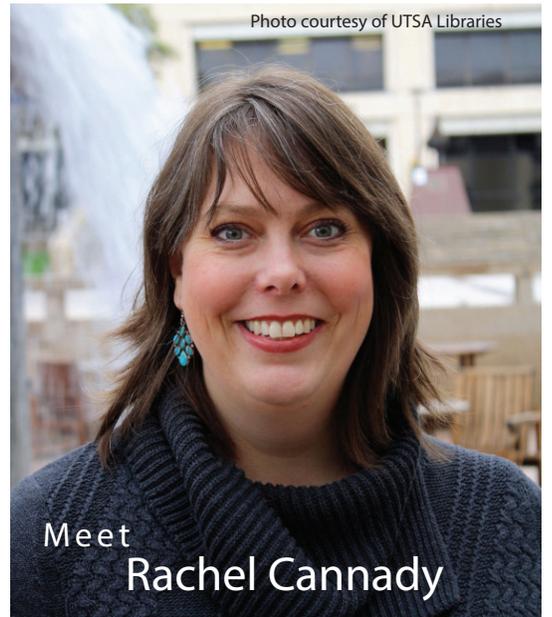
Dr. Felecia Briscoe, associate professor in the College of Education and Human Development's (COEHD) Department of Educational Leadership and Policy Studies, co-edited a book on social justice with Dr. Muhammad Khalifa, assistant professor at Michigan State University. The book, "Becoming Critical: The Emergence of Social Justice Scholars," is a collection of autoethnographies from a diverse group of teachers and students that focus on key experiences in their journeys to becoming social justice scholars.



Drs. Ellen Riojas Clark, Belinda Bustos Flores, and Howard Smith from the Department of Bicultural-Bilingual Studies (BBL), along with alumnus Daniel González, co-wrote and edited a book on multicultural literature for Latino bilingual students. "Multicultural Literature for Latino Bilingual Children: Their Words, Their World" provides bilingual teachers with information and resources for their students on multicultural Latino literature. Other COEHD faculty members who have chapters published in the book include Drs. Patricia Sánchez, Carmen Tafolla, and Lucila Ek from BBL,

and Drs. Mari Cortez, Miriam Martinez, and Maria Arreguin-Anderson from the Department of Interdisciplinary Learning and Teaching.

Photo courtesy of UTSA Libraries

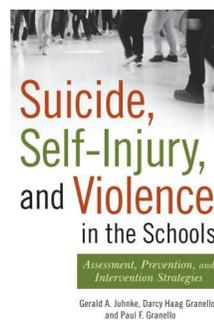


Meet
Rachel Cannady

Rachel Cannady is the new scholarly resources librarian for education in the UTSA Library. She is part of a team of scholarly research librarians that provide services to UTSA students and faculty across a multitude of disciplines.

In her role, Cannady works specifically with the faculty and students across all six departments in the college to help them access a wide variety of library resources. Undergraduate students, graduate students, and faculty members can schedule a one-on-one research consultation with Cannady for additional support.

Prior to joining UTSA, Cannady served as the education and distance education librarian at Mississippi State University and as an English teacher for eight years in El Paso, Texas. She holds an M.A. in Information Resources and Library Science from the University of Arizona and a B.A. in English from Texas Lutheran University. Cannady can be reached at rachel.cannady@utsa.edu.



Dr. Gerald Juhnke's co-authored book, "Suicide, Self-Injury and Violence in the Schools: Assessment, Prevention, and Intervention Strategies," was translated into Korean and reformatted for future use by Korean school administrators, counselors and teachers. This is the first time the book will be available in a

language other than English. The book, originally published in 2010, provides current and future school counselors with information on risk assessment and guidelines for responding to crises.



COEHD center is inspiring inquiry through literacy

Amidst the shelves of colorful books and the motivational posters that adorn the walls of La Plaza de Lectura (the Reading Place), a center housed within the College of Education and Human Development's Department of Interdisciplinary Learning and Teaching, sit empty plastic tubs.

At the start of the spring semester, each of these tubs will be filled with fiction and non-fiction books, poems, jokes, and other pieces of literature. Each tub, or inquiry kit, will be organized around topics of interest as identified on student surveys and will be used by UTSA students, La Plaza de Lectura staff, and children, the Roadrunner Readers. These materials are part of an oncoming, collaborative effort to improve literacy and inspire inquiry throughout the community.

"Current research indicates that motivation and interest positively impact student engagement and success," said Teresa Sellers, senior lecturer in the Department of Interdisciplinary and Teaching and director of La Plaza de Lectura. "With these inquiry kits, we want to provide authentic literature and give students a real purpose for reading. The kits will support Roadrunner Readers as they seek answers to ques-

tions and explore ways to take an active role in the world."

Ten inquiry kits, covering a wide range of topics, from natural disasters to sea animals to music and dinosaurs, will give children meaningful opportunities to immerse themselves in literature.

"I think that these kits are providing the children that we tutor with the opportunity to become experts," said Alicia Villarreal, La Plaza de Lectura's research coordinator. "Every kit has a social justice component to it, so it's making them aware of how they can make a change."

The benefits of these kits will also extend beyond the walls of UTSA. Undergraduate and graduate students will learn inquiry-based approaches to literacy instruction that will become hallmarks of their classroom practice.

"A lot of these books are presenting issues at the children's level and from their point of view so that they can easily relate to it," said Marcy Wilburn, graduate research assistant in La Plaza de Lectura. "I think the children find connections to themselves in a lot of these books."

The inquiry kits are modeled after kits La Plaza de Lectura has already implemented through their Roadrunner

Readers program in a local school district. The kits, Sellers said, have helped improve literacy in the district and, in turn, have inspired inquiry among the students.

At the culmination of the semester, each Roadrunner Reader will share new learning and insight as they speak from positions of expertise.

"It is very exciting to see children take on this role of 'expert' and see their excitement as they read to learn about their world," said Sellers. "The kits are helping us meet kids needs where they are in meaningful ways with topics that are meaningful to them. They make the kids want to read and want to be engaged."

In addition, the inquiry kits will provide the college's interdisciplinary studies students with an additional resource to encourage childhood literacy.

"We are giving our UTSA students an opportunity to engage in cutting-edge research that says that these kits are successful in how we develop and promote literacy," said Sellers.

Funding for the inquiry kits was provided by a grant from Firstmark Credit Union, a local teacher's credit union with ties to education and literacy promotion.

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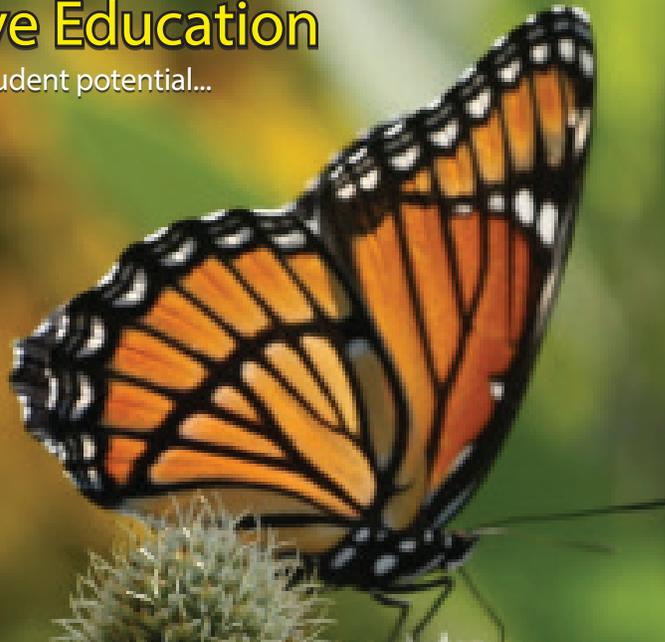
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