



The University of Texas at San Antonio™

Spring College Meeting

Focus on COEHD Committees

Welcome!

- Congratulations and best wishes to Dr. Nora and Dr. Harmon
- Welcome Dr. Michael Vriesenga, Director for Assessment and Program Accountability.
- Meeting agenda and scope

Meeting Agenda

- Research & Development Committee updates - Dr. Rosalind Horowitz
- Diversity & Inclusion Committee updates – Dr. Norma Guerra
- Conceptual Framework & Candidate Proficiencies updates – Dr. Belinda Flores
- CAPCC Committee updates – Dr. Michael Moyer
- College Updates - Dean DelliCarpini
- Lunch



The University of Texas at San Antonio™

**COEHD Research & Development
Committee Report**

COEHD Committees Update and Data Retreat

Research and Development Committee Report

Prepared by
The College of Education and Human Development
Research and Development Committee

Chair, Rosalind Horowitz
Jessica Lloyd-Hazlett
Juan Niño
Amaury Nora
Guan Saw
Jorge Solís
Erica Sosa
Monica Treviño

The University of Texas at San Antonio
11 May 2018

Structure for the Present Report (and follow up White Paper)

Part I	Background	Rosalind
Part II	Typology of Faculty Research	Rosalind and Jorge
Part III	Faculty Survey of Perceived Support and Needs	Erica
Part IV	Scholarly Productivity: Comparison of UTSA to Peer and Aspirant Institutions	Guan
Part V	Research & Development Committee Next Steps	Jessica and Juan
Part VI	Grant Development and Submission Process	Monica and Amaury

Part I

Background

Redefining Educational Research

"...battles...within educational research ... other disciplines have also fought, but resolved long ago. In medicine, agriculture, engineering, technology, and many other fields, substantial and lasting progress did not begin until the field agreed on a simple set of Principles:

--Practice and policy must be based on rigorous, independently verifiable evidence from research.

--Substantial investments in research, from government, foundation, and industry sources, are more than justified by the practical benefits they produce."

-Robert Slavin, John Hopkins University (1999)



Integrating Science and the Humanities

"One of the greatest potential contributions of modern science may be a deeper integration with the Humanities. [But] By all accounts the Humanities are in trouble."

-Steven Pinker, Harvard University (2018), author of *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress* (Viking)



The Difficulty of "Knowing" Following Research

While there is pressure to conduct randomized controlled trials in research, the practical implications of this research are complex. What do we tell classroom teachers after a study is conducted? To what extent can we generalize across the state of Texas? Or nationally?

The jury is out.

Catherine Snow, Harvard University, AERA (2018)



Determining Goals and Visions for 2018 to 2028

1. Consider National/International development in Research growth in Colleges of Education and Higher Education at-large. Consider education foundations who work at the forefront of Research.
2. Through Faculty interaction with Administration-- develop a Vision that is appropriate for an Hispanic Serving Institution of the Americas, 150/miles from the U.S. Mexico Border, with first-generation populations.
3. Build the talent of individual faculty, Departments, and unified Interdisciplinary teams across the College and University.

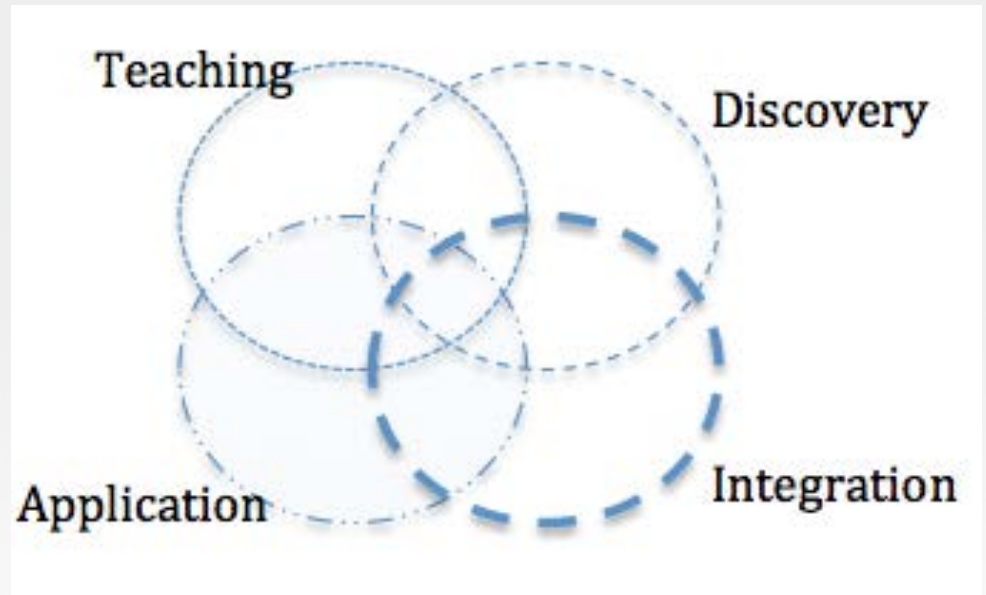
Part II

Typology of Faculty Research

Expanding Ideas about Scholarship

... the work of the scholar also means stepping back from one's investigation looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students. Specifically, we conclude that the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of *discovery*; the scholarship of *integration*; the scholarship of *application*; and the scholarship of *teaching*.

(Boyer, 1990, p.16)



*Scholarship reconsidered:
Priorities of the professoriate.*

Section 1:

For this section, please include up to five research products between 2013-present that you believe represent your main scholarly focus.

Research Citation or Scholarly Product: Includes products such as publications, funded grants, technical reports, research-based conference paper, or other scholarly contributions.

Boyer's Four Scholarship Categories:

Discovery: Focus on searching for new knowledge, discovery of new information and models.

Application: Focus on discovering how new knowledge can solve real world problems, concerns, goals, or endeavors.

Teaching: Focus on researching innovative approaches to informal/formal teaching, advising, mentoring.

Integration: Focus on the integration of knowledge from different sources and, bringing findings together across disciplines to discover convergences.

Research Citations or Scholarly Products

Format (journal article, book/chapter, technical report, grant)

Scholarship Category (discovery, application, teaching, integration),

Methodology (mixed methods, n/a, quantitative, qualitative),

Partnership (School K-12, universities, community based organization, early childhood centers, other).

Faculty Perceptions of their Research Based on Boyer's Four Types of Scholarship in the COEHD

	Application	Discovery	Integration	Teaching
Across Departments	26%-36%	27%-46%	7%-23%	0%-27%

n=191

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Across Departments	26%-36%	27%-46%	7%-23%	0%-27%

n=191

Faculty Responses Based on Boyer's Faculty Perceptions of Types of Scholarship by **Citation**

- 100+ different Journals were cited
 - 41% on *Discovery* Scholarship
 - 19% on *Application* Scholarship
- 4-8% books/chapters in 4 *types* of Scholarship
- 6% grants address *Application* Scholarship

Faculty Perceptions of their Research Based on Boyer's Four Types of Scholarship by **Methodology**

	Application	Discovery	Integration	Teaching
Mixed Methods	3%	5.8%	0.5%	0.5%
N/A	10.5%	4.7%	5.8%	3.7%
Qualitative	9%	23.2%	3.2%	2.1%
Quantitative	7.9%	17.9%	1.1%	1.1%

n=190

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	Application	Discovery	Integration	Teaching
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n=190

Faculty Perceptions of their Research Based on Boyer's Four Types of Scholarship by **Methodology**

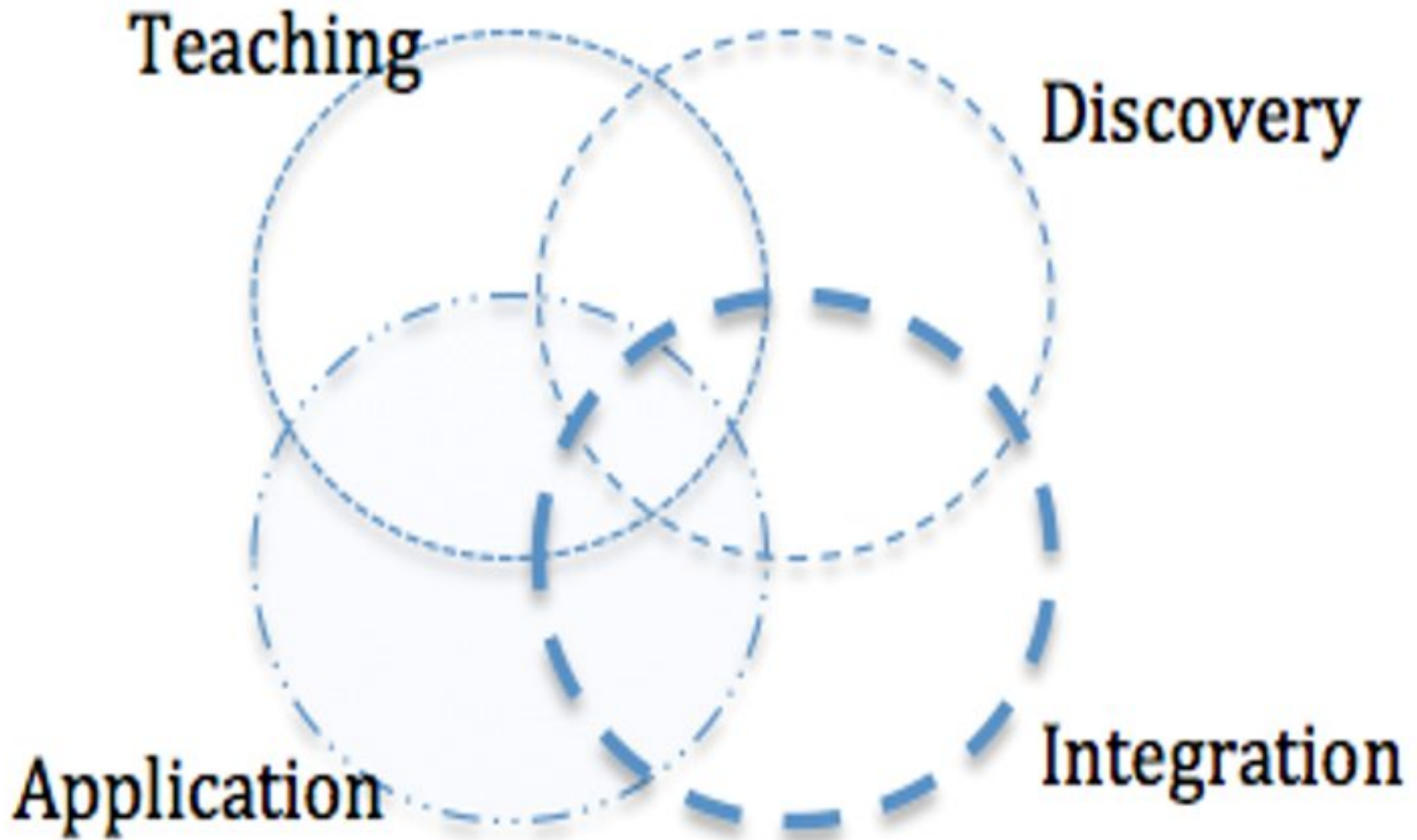
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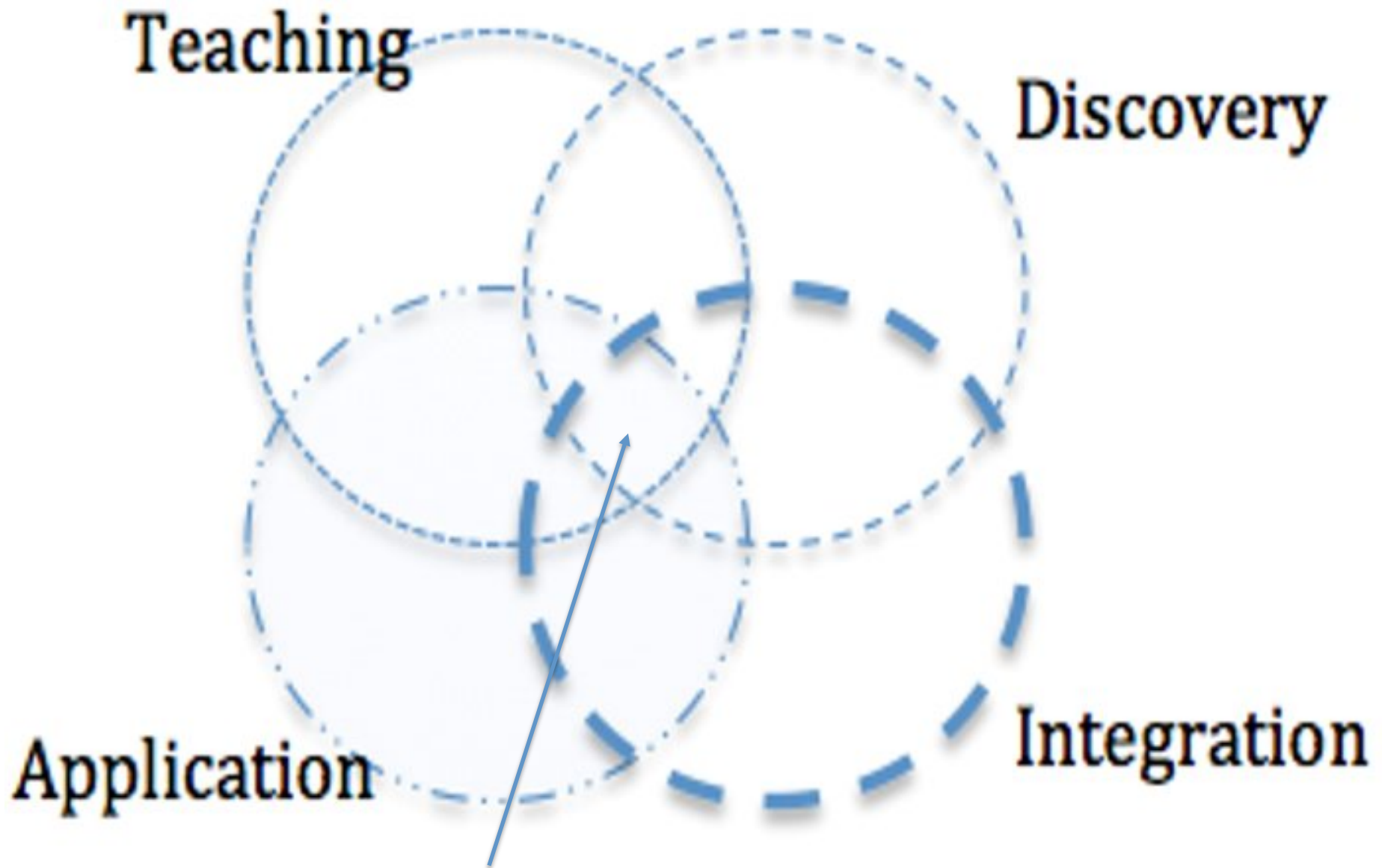
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Faculty Perceptions of their Research Based on Boyer's Four Types of Scholarship by **Methodology**

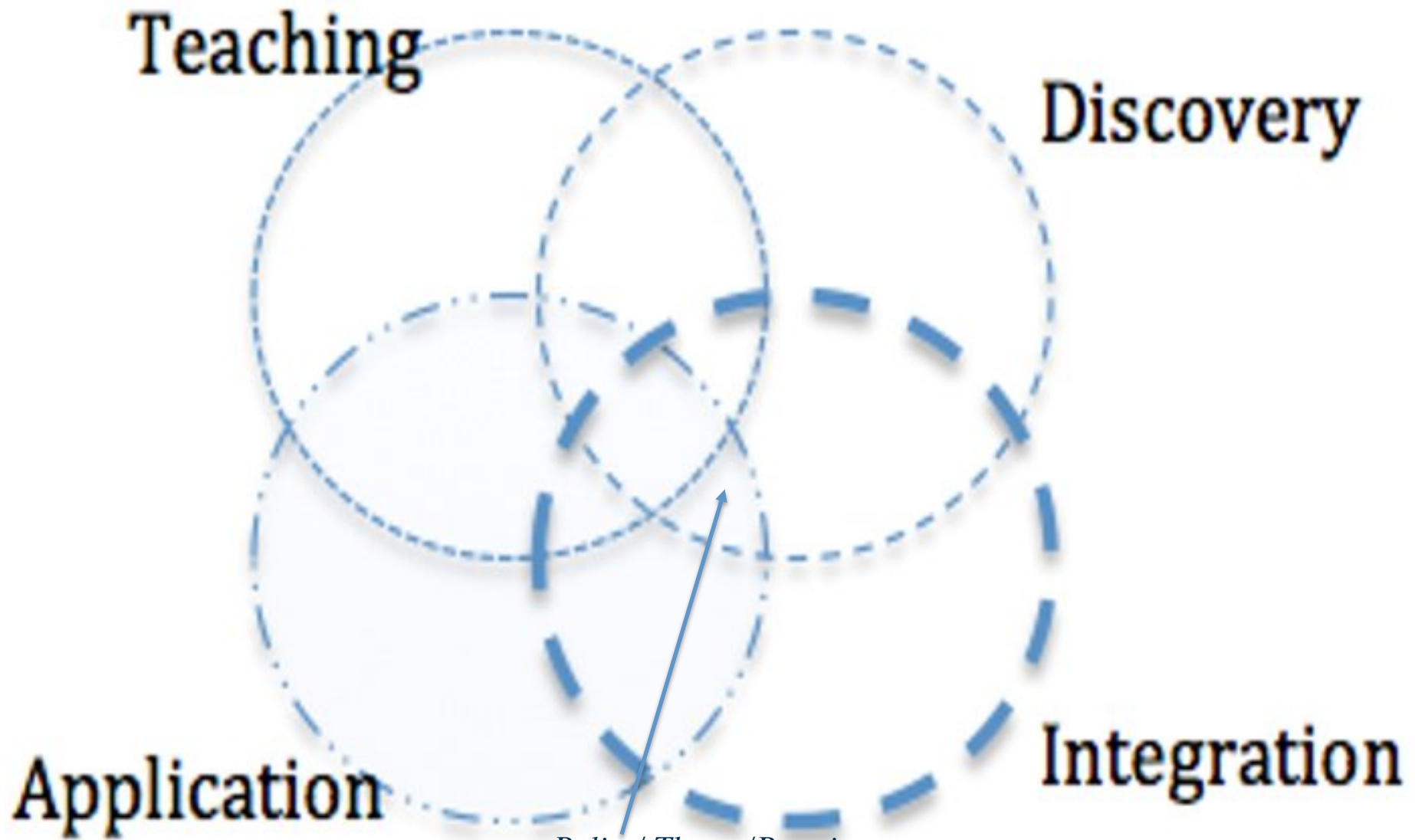
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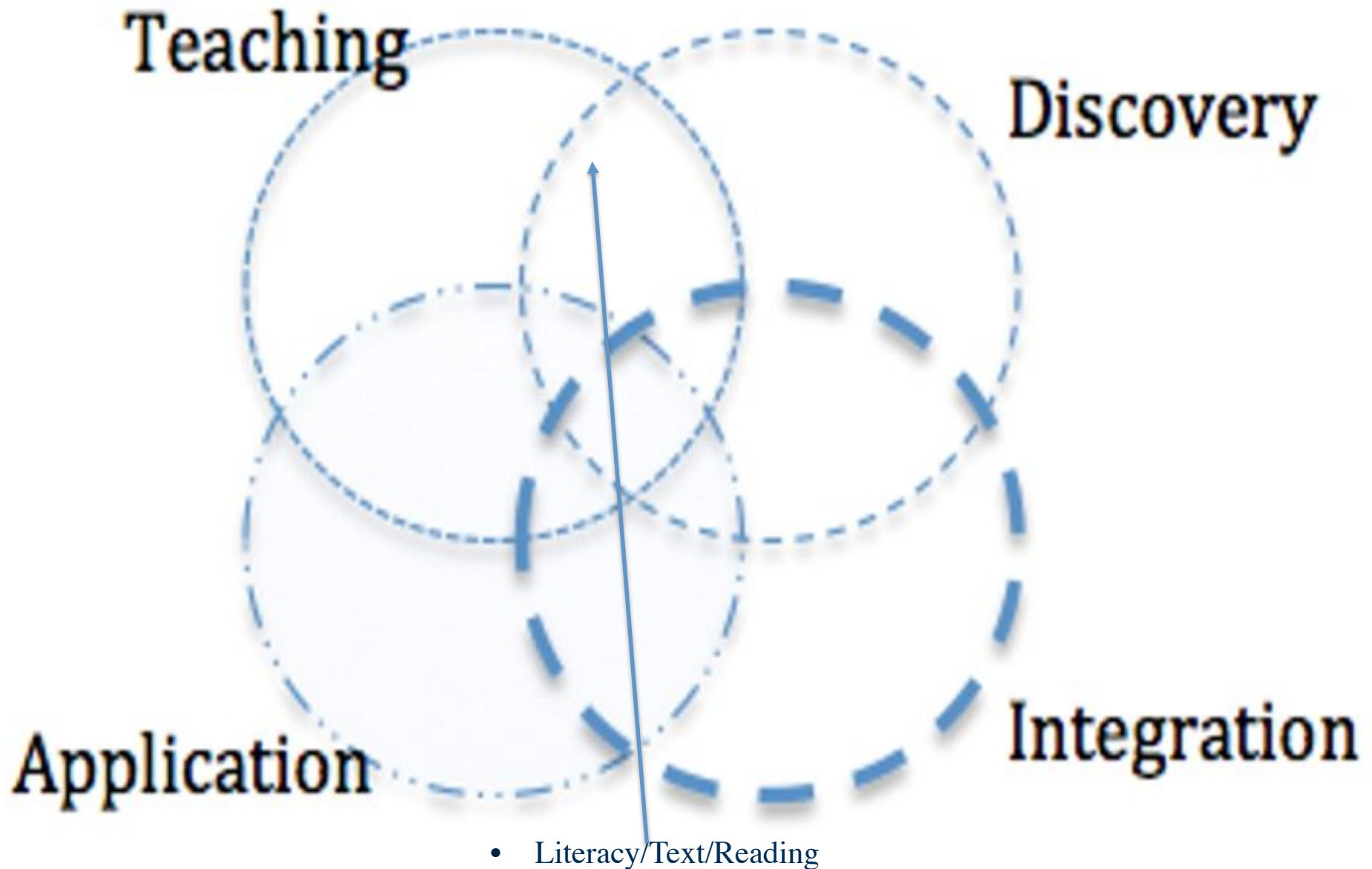


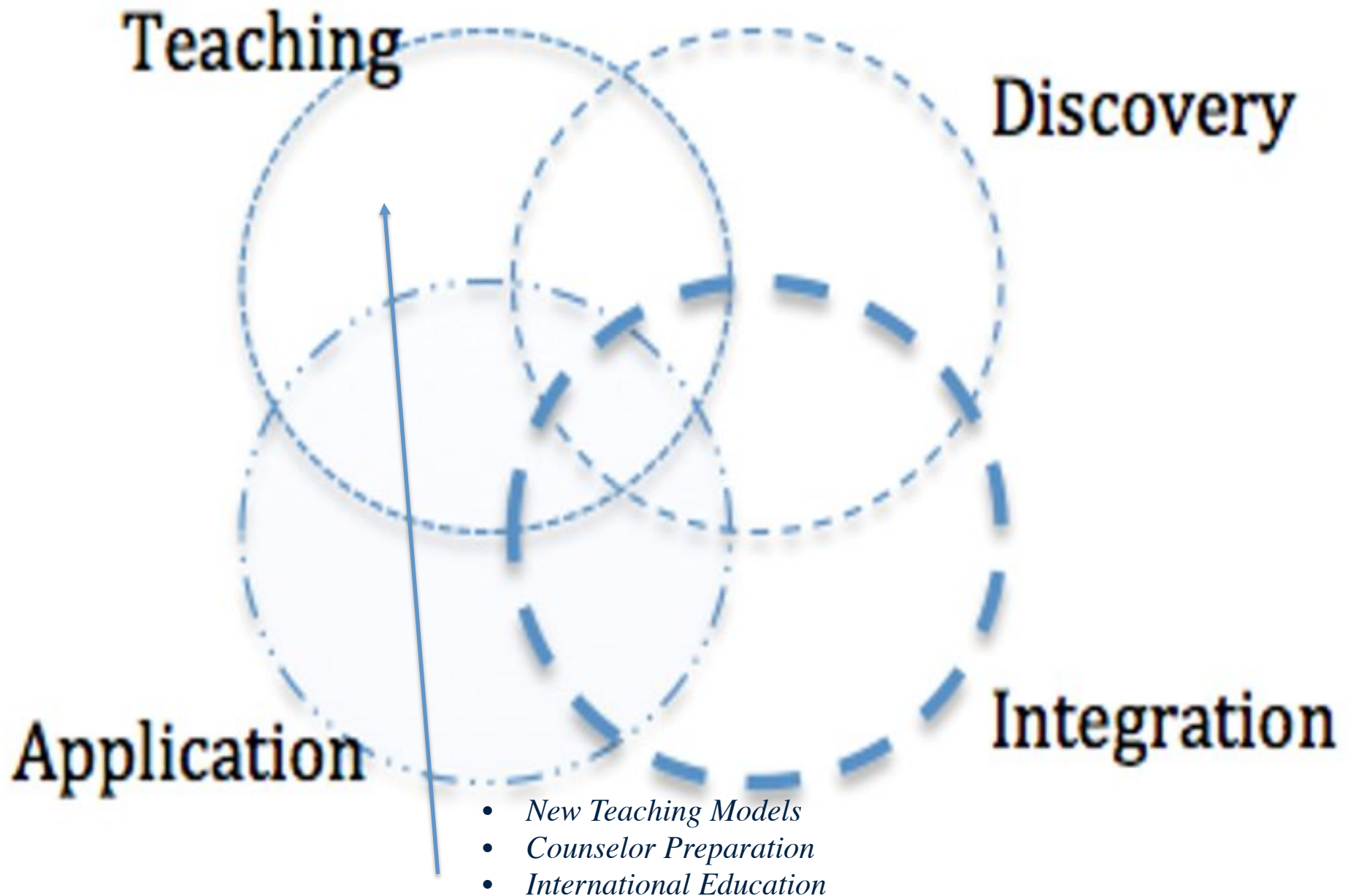


- *Social Justice, Critical Theory*



- *Policy/ Theory/Practice*
- *Multicultural/Diversity Education*
- *Mexican-American/Chicano/a/Latinx*





Part III

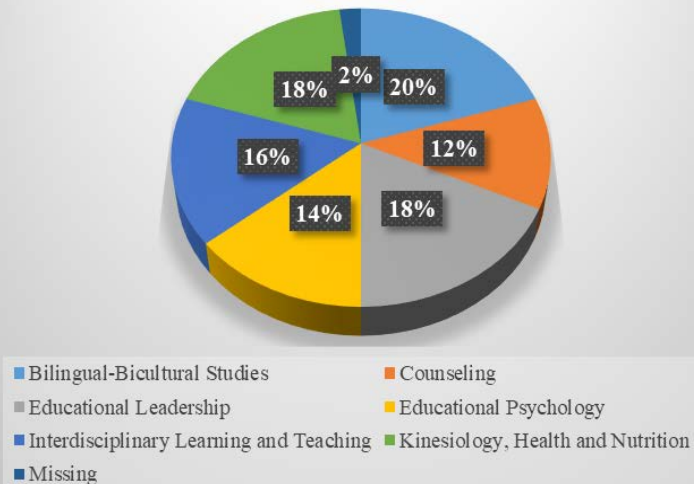
Faculty Survey of Perceived Support and Needs

Methods

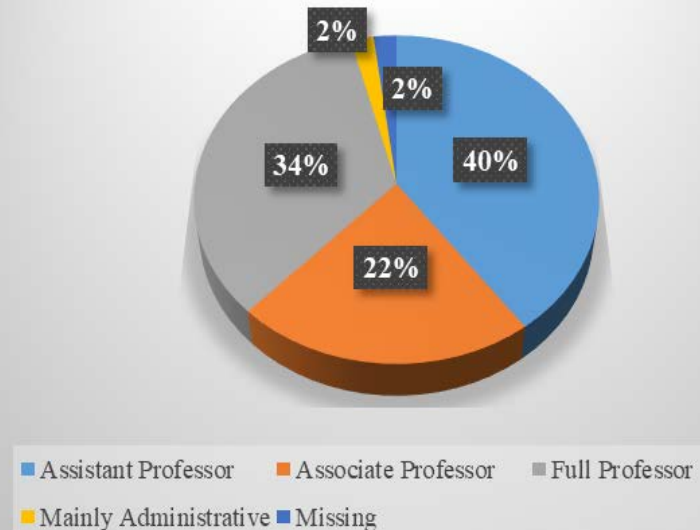
- Online Survey of COEHD T/TT faculty
- Interviews with subsample of volunteers

n=49

Department Represented in Survey Sample



Ranks Represented in Survey Sample



Current Perceived Support

Table 3.1

COEHD Faculty Perceptions of COEHD Research Support

Statement – The COEHD supports me in...	Strongly Disagree/ Disagree	Agree/ Strongly Agree
Conducting research that I personally find meaningful and important	12.8	83.0
Obtaining grant funding for my research	14.9	78.7
Conducting high-impact research or research that moves the field forward	21.3	72.3
Conducting innovative/cutting-edge research	27.7	61.7
Publishing my research in high-impact and/or leading journals in my field	42.6	44.7
Research design and measurement of research projects	42.6	40.4
Develop my skills as a researcher	46.8	34.0

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Develop my skills as a researcher	46.8	34.0

Faculty Perceptions of Needed Resources

Obtain More Research-Focused Grant Funding	Increase Meaningful, High-Impact and Innovative Research	Publish in High Impact or Leading Journals
Increased Awareness of Grant Opportunities	Space	More collaborations
Grant Writing Assistance & Peer Review	Internal Review Process	
Clarity on grant funding importance for tenure	Equipment/Software	Publishing/Editing Fee Assistance
Clarity on current grant development and submission processes	Methodological Support	
More professional development	Increased Promotion and Visibility of Research	
Support for training, networking		
More Time		
Graduate Assistant Support		
Faculty Development Leave		

Interviews

Interviewed 14 faculty members across all departments

Two of the questions were:

1. What barriers have you encountered when trying to increase your research productivity? What have you done to overcome those barriers?
2. If the COEHD could figure out a way to leverage resources and provide more training for faculty members, what training is most needed?

What barriers have you encountered when trying to increase your research productivity? What have you done to overcome those barriers?

- Being at a 'satellite' campus
 - Travel to 1604 campus for resources
- Not having adequate connections or support
 - Making connections individually
- Keeping research momentum between grants
 - Self-funding
- Limited Quantitative Skills
 - Collaborating with external quantitative methods experts
- Lack of "research culture" in the college
 - Trying to seek out other researchers to collaborate with
- Processes and systems that slow productivity
 - Trying to ask different people how they've navigated the systems

If the COEHD could figure out a way to leverage resources and provide more training for faculty members, what are the training most needed?

- Methodological Training (innovative research approaches; statistical analysis)
- Writing (productive academic writing practices)
- Promoting faculty research; building national reputation

Part IV

Scholarly Productivity: Comparison of UTSA to Peer and Aspirant Institutions

Methods

- External Research Grants
 - Method: searching College websites
(by Amaury Nora & Juliet Ray)
- Academic Publications:
 - Method: Web of Science Database
(by Guan Saw)

Comparison of UTSA to Aspirant and Peer Institutions: Research Awards, FY16

Institution	Classification	University Total Awards	College of Education Awards	Percent of Total Awards
University of Texas at San Antonio	Emerging	\$67,747,965	\$3,689,060	5.44%
University of Louisville	Aspirant	\$267,015,551	\$1,504,750	0.56%
University of Houston	Aspirant	\$150,000,000	\$4,000,000	2.66%
University of Maryland – Baltimore	Aspirant	\$392,051,010	Unknown	Unknown
University of California, Riverside	Aspirant	\$93,514,850	\$854,163	0.91%
Georgia State University	Aspirant	\$120,000,000	\$6,540,000	5.45%
Texas Tech University	Aspirant	Unknown	Unknown	unknown
University of Texas at Arlington	Peer	\$59,204,159	\$1,295,183	2.18%
University of Texas at El Paso	Peer	\$50,000,000	Unknown	Unknown
University of Oregon	Peer	\$116,900,000	\$3,507,000	3.00%
Washington State University	Peer	Unknown	Unknown	Unknown

Source. Data compiled by Amaury Nora and Juliet Ray (September 2017).

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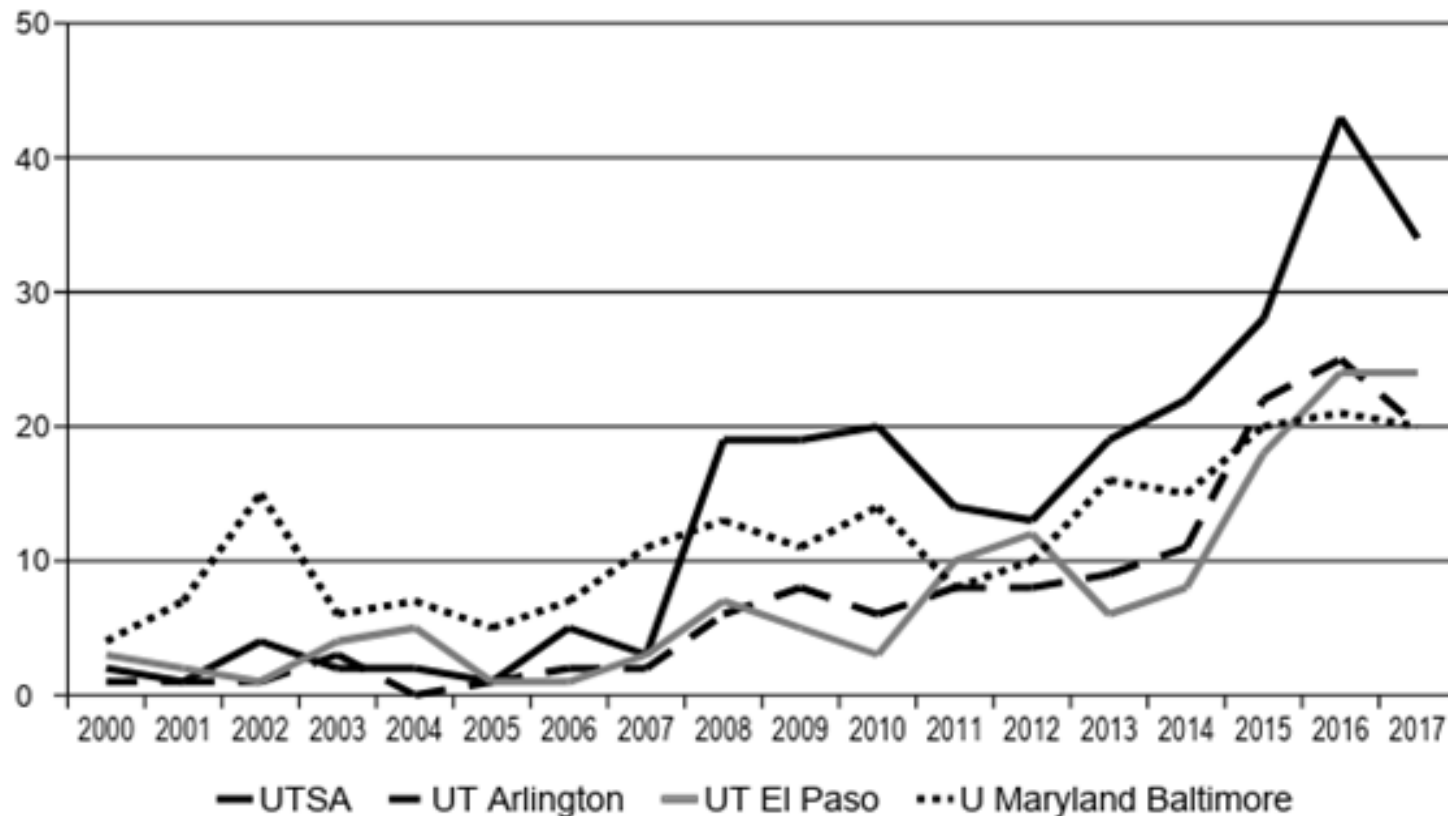
Source. Data compiled by Amaury Nora and Juliet Ray (September 2017).

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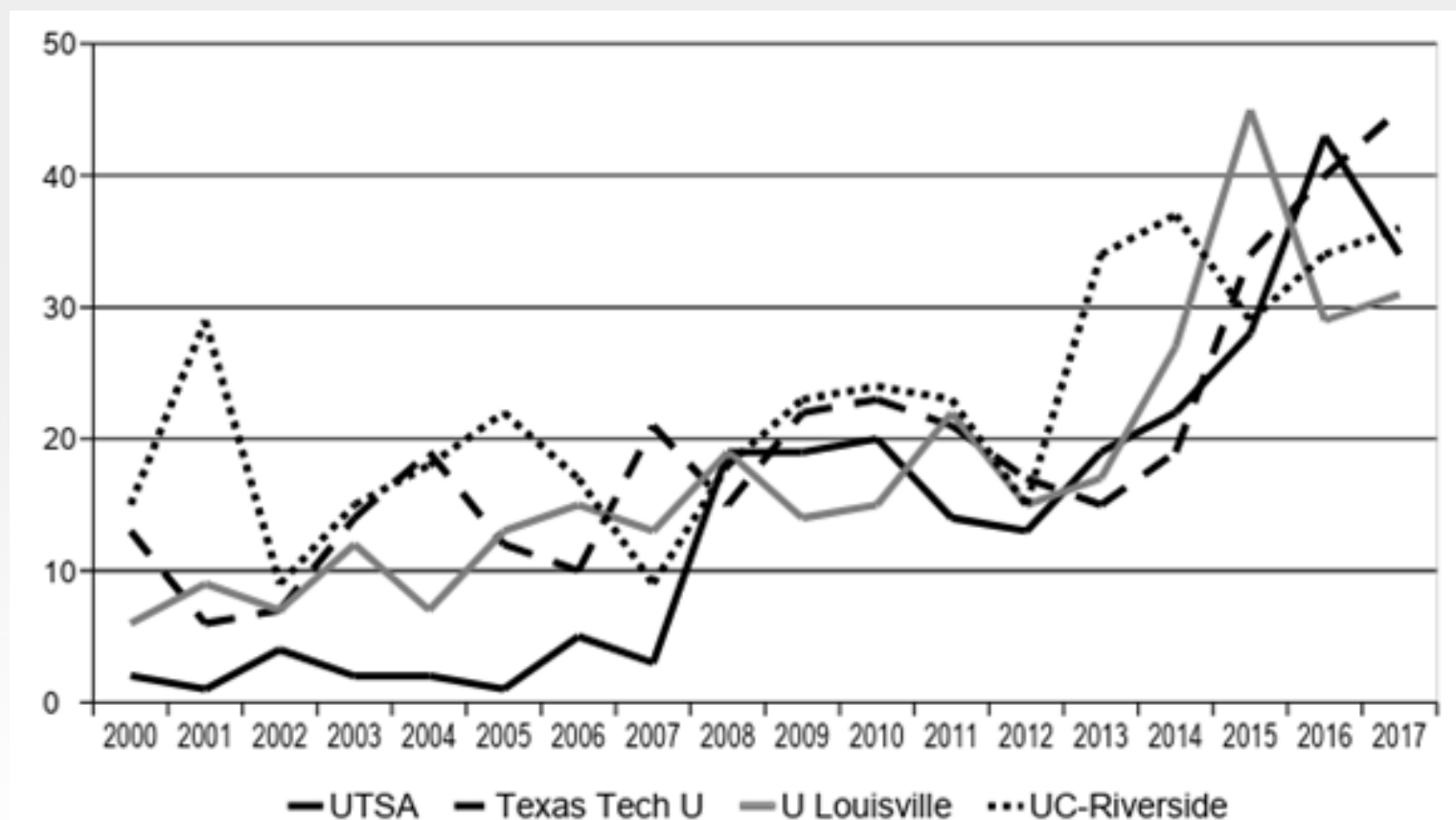
Source. Data compiled by Amaury Nora and Juliet Ray (September 2017).

Comparison of UTSA to “Former Peer” Institutions, High-Impact Journal Publication in Education, Educational Psychology and Special Education Only, 2000-2017



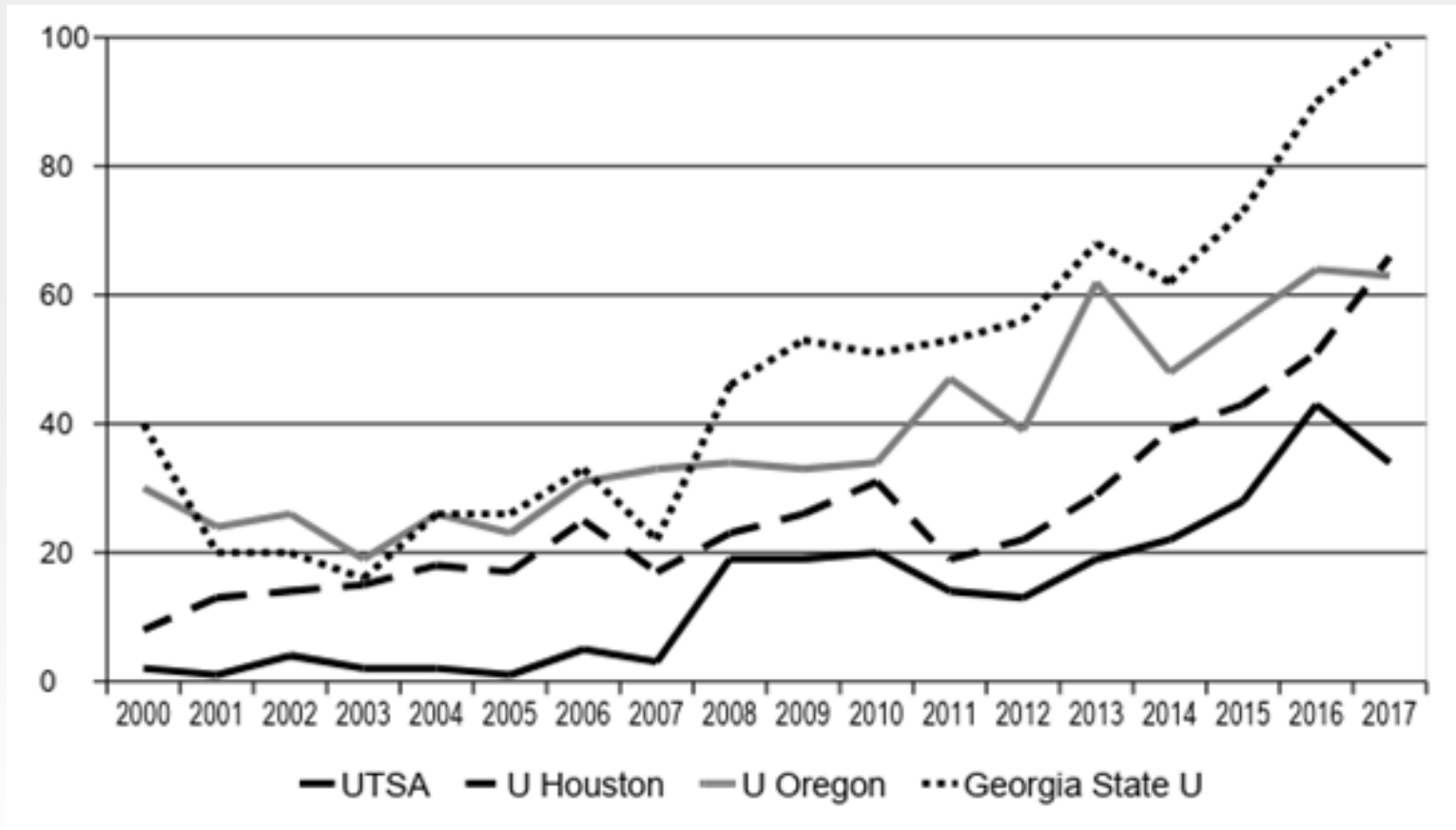
Source. Web of Science Database, compiled by Guan Saw.

Comparison of UTSA to “Current Peer” Institutions, High-Impact Journal Publication in Education, Educational Psychology and Special Education Only, 2000-2017



Source. Web of Science Database, compiled by Guan Saw.

Comparison of UTSA to “Aspirant Institutions, High-Impact Journal Publication in Education, Educational Psychology and Special Education Only, 2000-2017



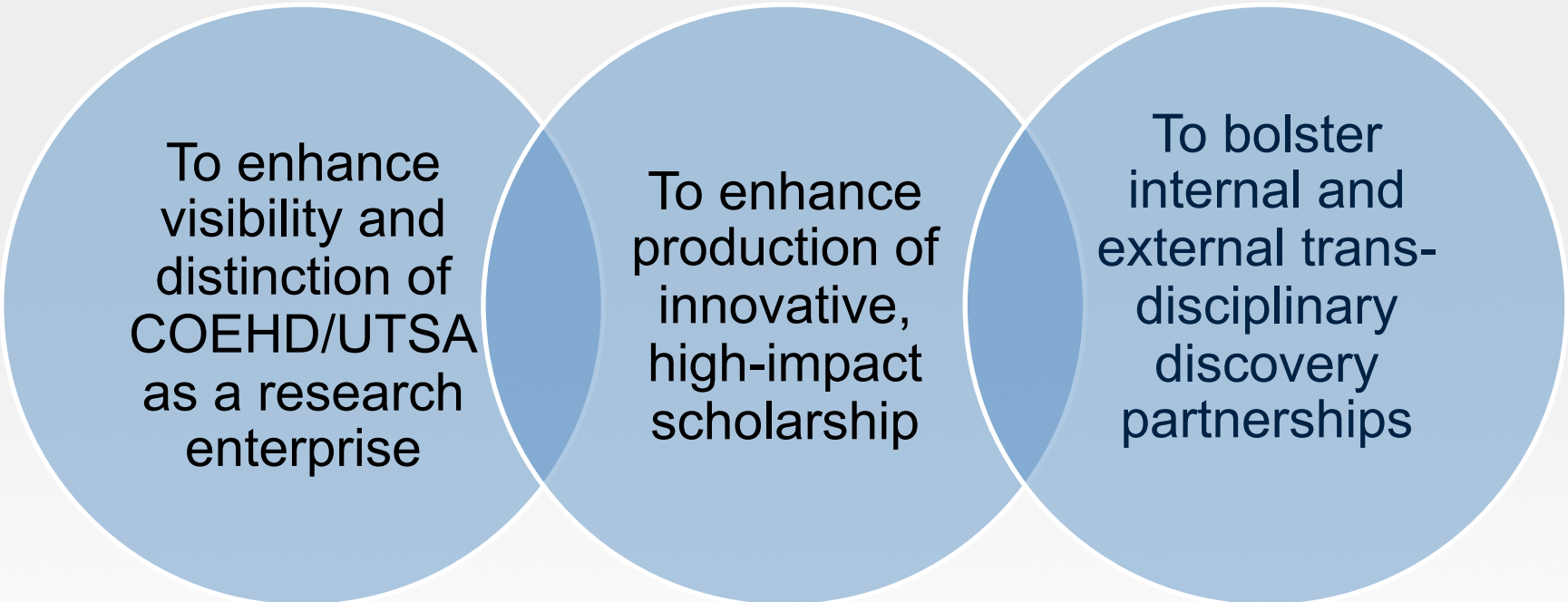
Source. Web of Science Database, compiled by Guan Saw.

Part V

Research and Development Committee Next Steps



Strategic Foci



To enhance
visibility and
distinction of
COEHD/UTSA
as a research
enterprise

To enhance
production of
innovative,
high-impact
scholarship

To bolster
internal and
external trans-
disciplinary
discovery
partnerships

Committee Next Steps

- Finalize White Paper
- Continue Visioning
- Streamline communication and utilization of existing resources
- Leverage research centers
- Enhance internal and external partnerships
- Monitor growth of COEHD scholarly productivity

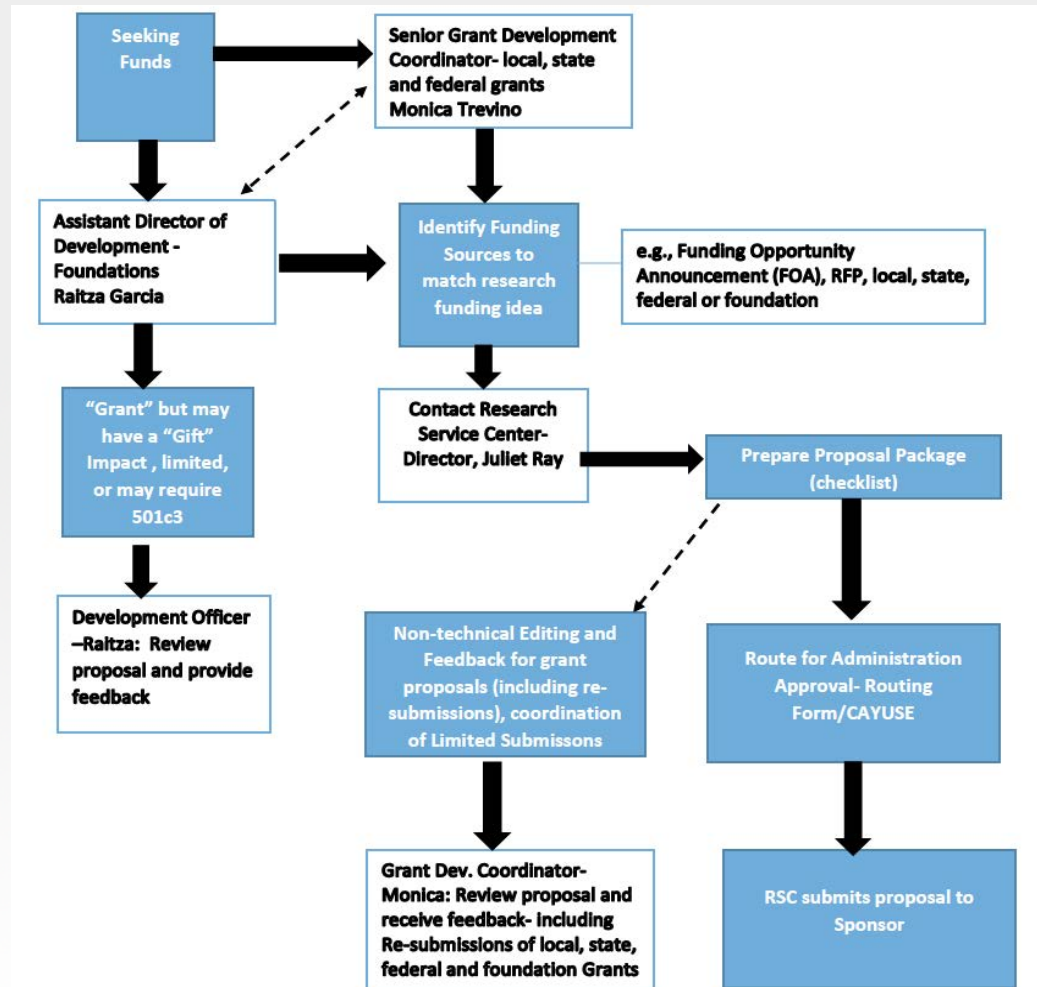
Part VI

Grant Development and Submission Process

Grant Development and Submission Process

- Quick overview for PIs
- Finding funding
- Pre-Award step-by-step process
- Post-award process- account set-up
- Resources from COEHD and VPRs office

Grant Development and Submission Process Flowchart



We look forward to continued dialogue about COEHD research!!!

Please contact your department representative with any
thoughts, ideas, or questions:

Chair, Rosalind Horowitz

Jessica Lloyd-Hazlett

Juan Niño

Amaury Nora

Guan Saw

Jorge Solís

Erica Sosa

Monica Treviño



The University of Texas at San Antonio™

Diversity & Inclusion Committee

Committee Membership: Langston Clark, Derek Robertson, Sylvia Hernandez, Melissa Lichtenberg, Norma Guerra (Chair)

Proposed Diversity and Inclusiveness definition -

- Includes socioeconomic, racial, cultural, ethnic background, religion, sexual orientation, gender identity, age, differently abled, linguistic, veteran status, nationality and/or intellectual perspectives

Faculty Diversity as identified across the College and University

College of Education and Human Development (234)

36% Male

64% Female

38% White

6% Asian

6% Black or African American

40% Hispanic

4% International

6% Not reported

University of Texas at San Antonio (1350)

59% male

41% female

52% White

11% Asian

4% Black or African American

19% Hispanic

5% International

7% Not reported

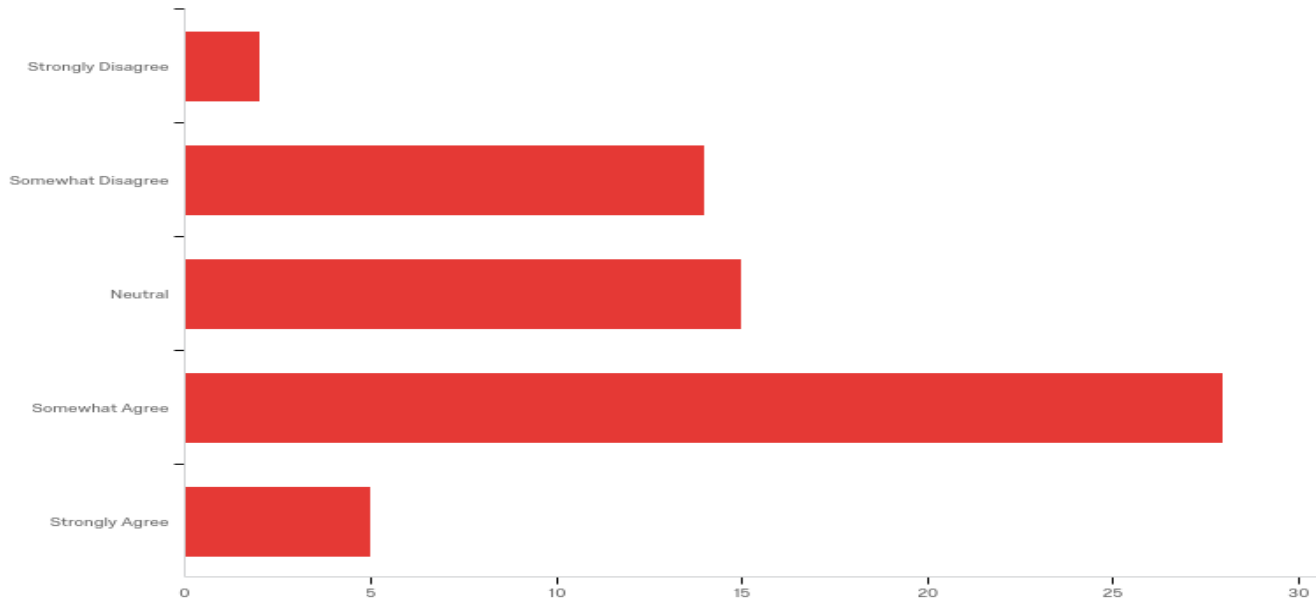
Proposed College Diversity and Inclusiveness Mission Statement

- We, the College of Education and Human Development embrace diversity and social justice— our faculty, staff, students, research, curricula, and service to the community — create a rich atmosphere for teaching, learning, and inquiry. We are committed to diversity which may include socioeconomic, racial, cultural, ethnic background, religion, sexual orientation, gender identity, age, differently abled, linguistic, veteran status, nationality and/or intellectual perspectives. Our commitment is to prepare our graduates to succeed in a diverse world and to be change agents for the betterment of society. We recognize a history of oppression, inequity, and structural discrimination and leverage diversity and inclusiveness as critical components in our research, inclusive and empowering curricula, and professional leadership.

Preliminary Survey results collected to-date

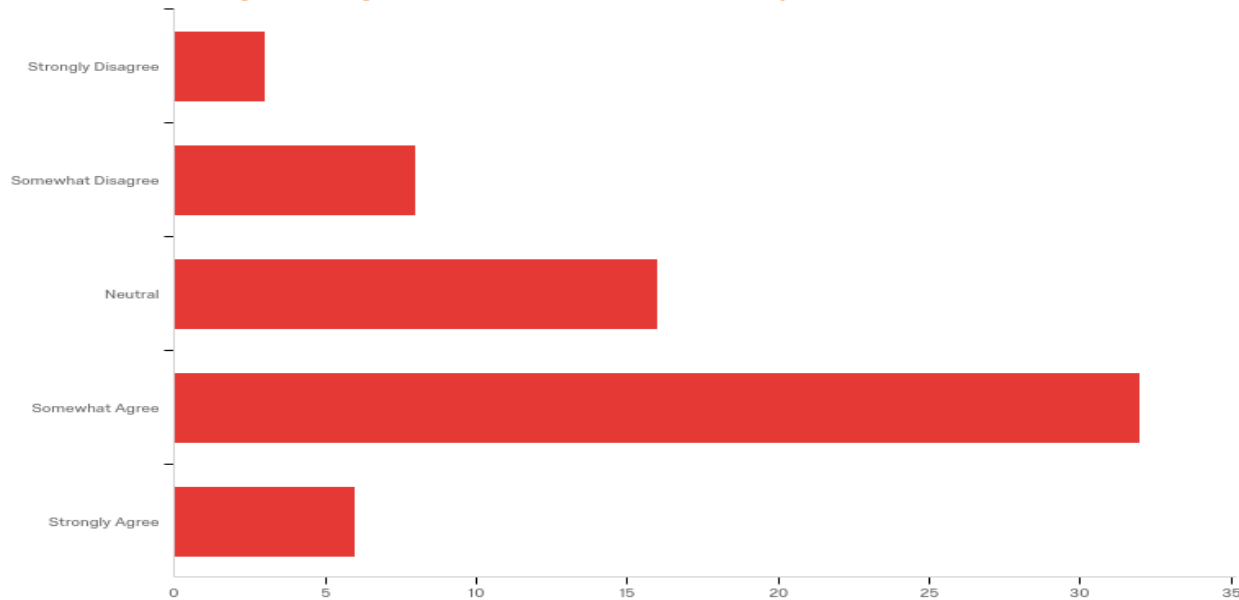
- Emailed to all College of Education and Human Development faculty and staff
- Survey: 24 questions
- Responses received: 64 responses

Q1 - Current employees demonstrate a commitment to inclusion.



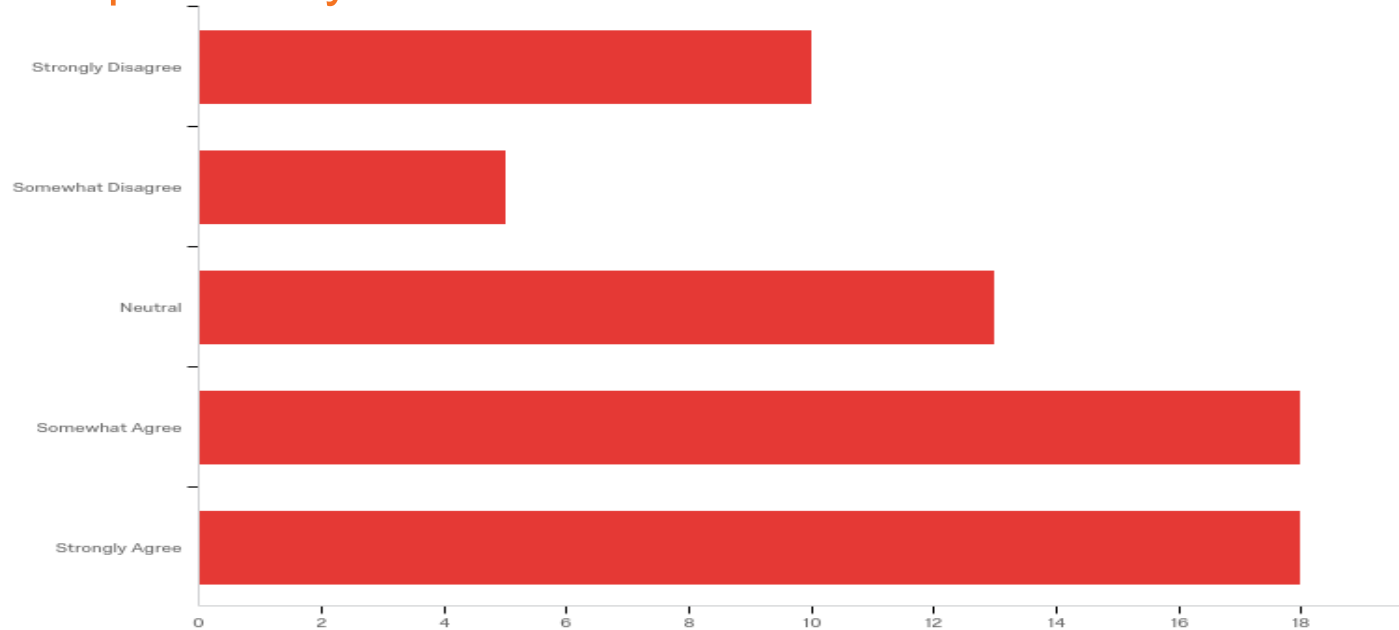
#	Answer	%	Count
1	Strongly Disagree	3.13%	2
2	Somewhat Disagree	21.88%	14
3	Neutral	23.44%	15
4	Somewhat Agree	43.75%	28
5	Strongly Agree	7.81%	5
	Total	100%	64

Q2 - UTSA is making progress with diversity initiatives.



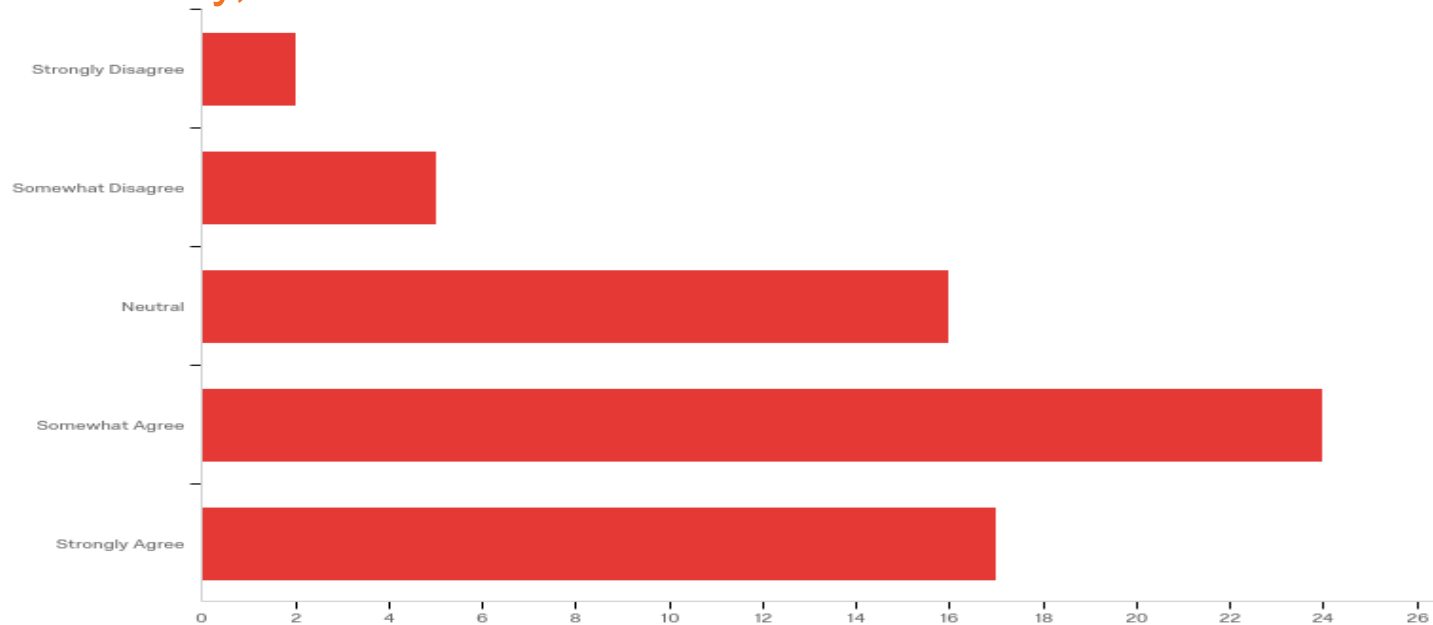
#	Answer	%	Count
1	Strongly Disagree	4.62%	3
2	Somewhat Disagree	12.31%	8
3	Neutral	24.62%	16
4	Somewhat Agree	49.23%	32
5	Strongly Agree	9.23%	6
	Total	100%	65

Q3 - I have personally witnessed discrimination within UTSA.



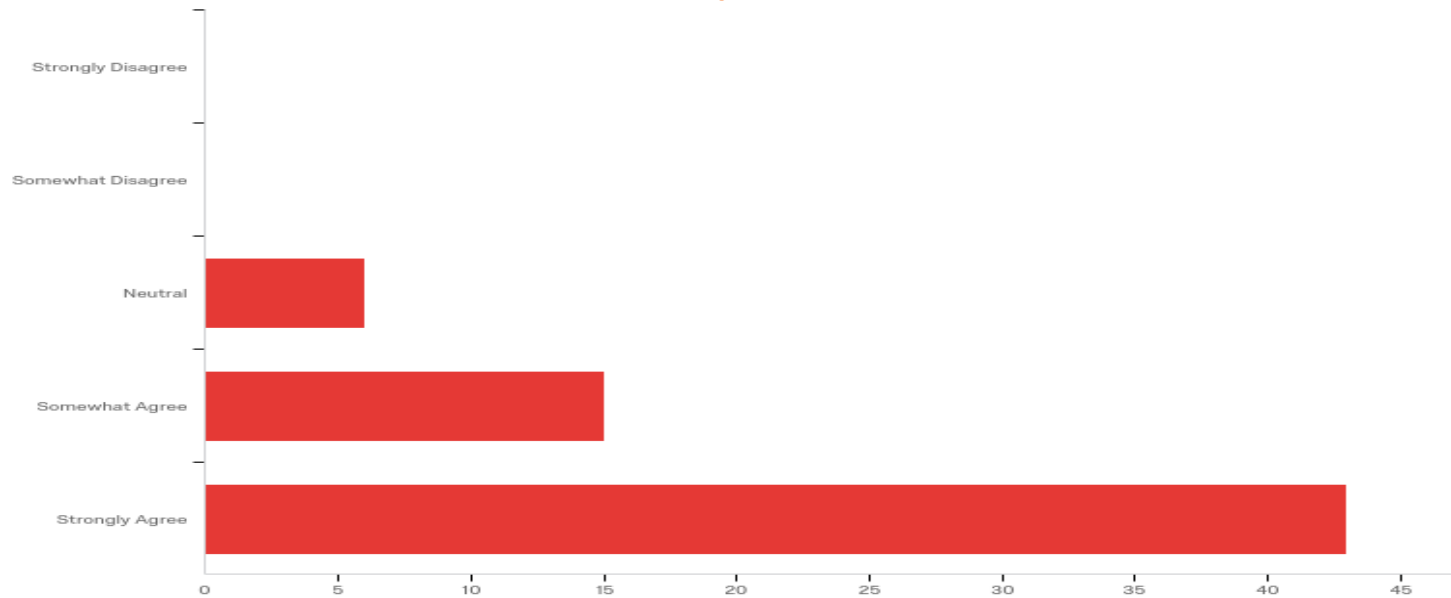
#	Answer	%	Count
1	Strongly Disagree	15.63%	10
2	Somewhat Disagree	7.81%	5
3	Neutral	20.31%	13
4	Somewhat Agree	28.13%	18
5	Strongly Agree	28.13%	18
	Total	100%	64

Q4 - My experiences at UTSA have led me to become more understanding of cultural diversity, and racial and ethnic differences.



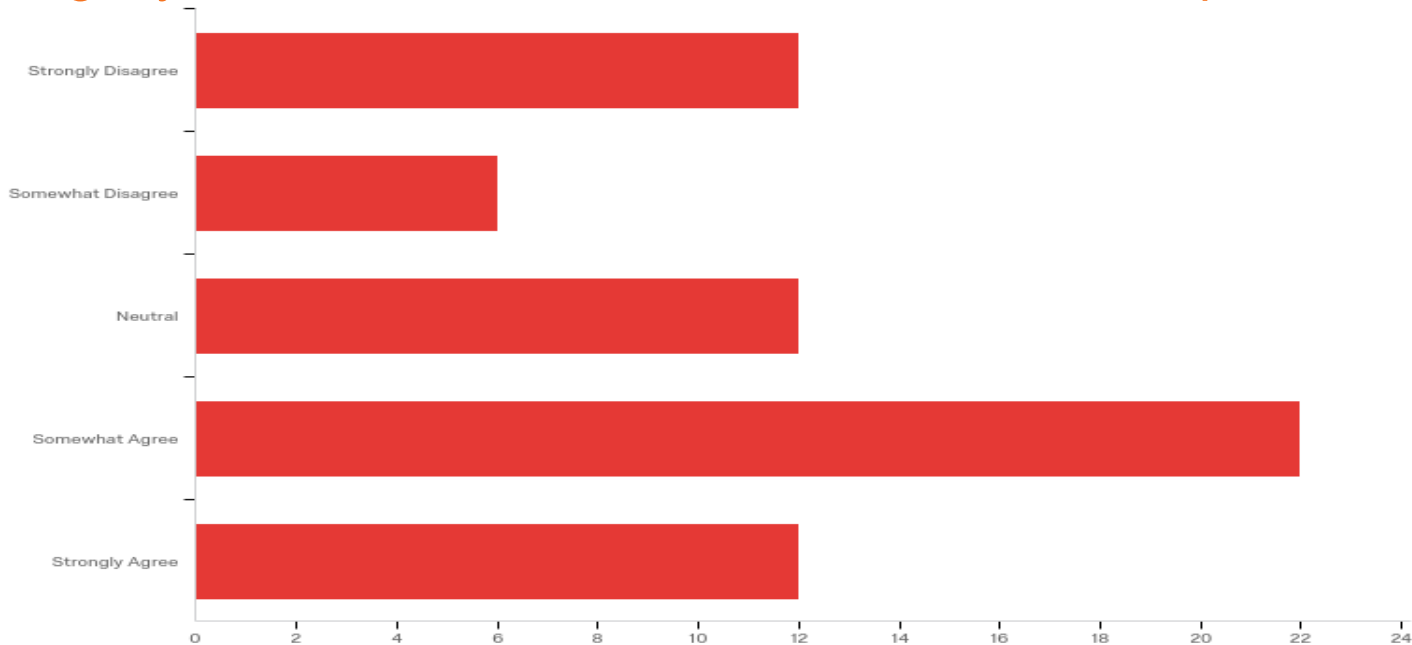
#	Answer	%	Count
1	Strongly Disagree	3.13%	2
2	Somewhat Disagree	7.81%	5
3	Neutral	25.00%	16
4	Somewhat Agree	37.50%	24
5	Strongly Agree	26.56%	17
	Total	100%	64

Q5- Education about cultural diversity will enhance UTSA's reputation.



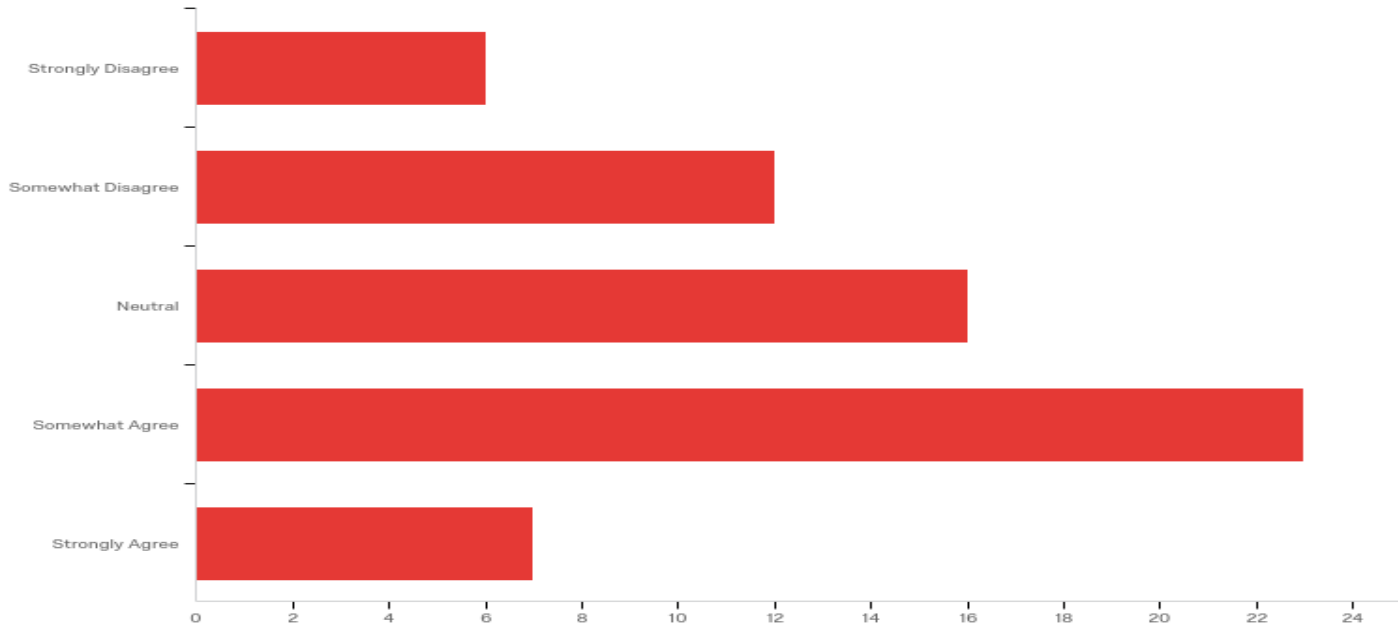
#	Answer	%	Count
1	Strongly Disagree	0.00%	0
2	Somewhat Disagree	0.00%	0
3	Neutral	9.38%	6
4	Somewhat Agree	23.44%	15
5	Strongly Agree	67.19%	43
	Total	100%	64

Q6 - During my time at UTSA, I have felt isolated or out of place.



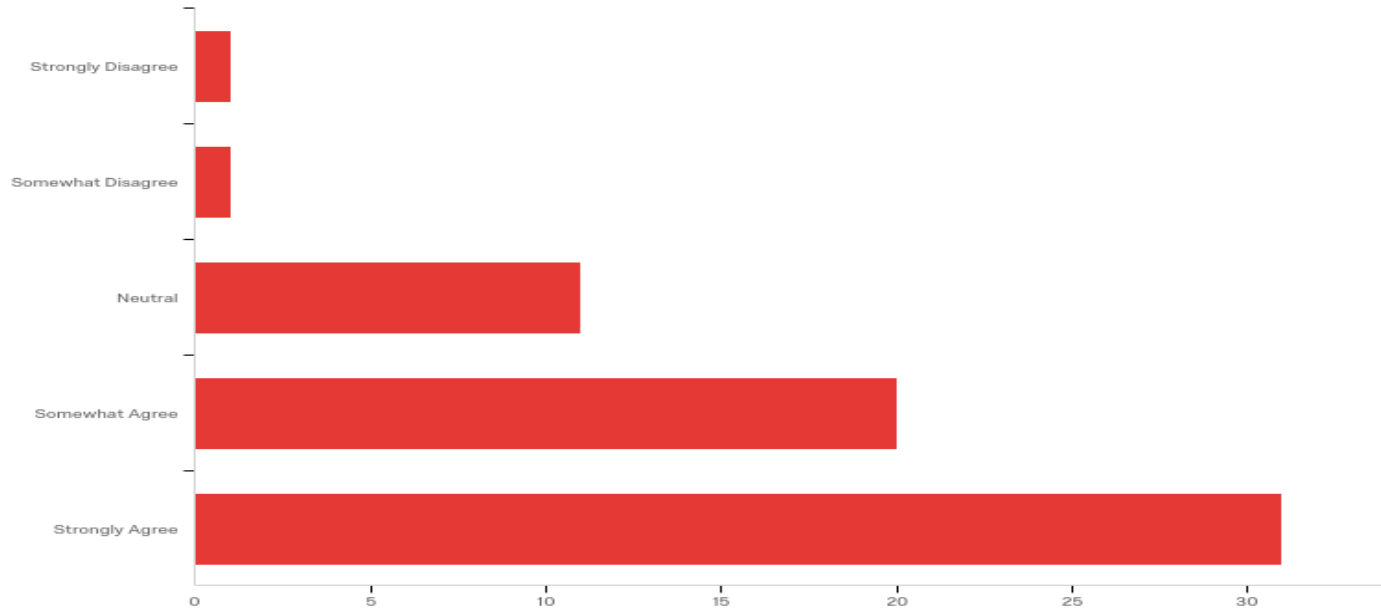
#	Answer	%	Count
1	Strongly Disagree	18.75%	12
2	Somewhat Disagree	9.38%	6
3	Neutral	18.75%	12
4	Somewhat Agree	34.38%	22
5	Strongly Agree	18.75%	12
	Total	100%	64

Q7 - I am satisfied with the sense of community I have at UTSA.



#	Answer	%	Count
1	Strongly Disagree	9.38%	6
2	Somewhat Disagree	18.75%	12
3	Neutral	25.00%	16
4	Somewhat Agree	35.94%	23
5	Strongly Agree	10.94%	7
	Total	100%	64

Q8 - I believe UTSA needs to implement a stronger recruitment effort for faculty, staff, and students from culturally diverse backgrounds.



#	Answer	%	Count
1	Strongly Disagree	1.56%	1
2	Somewhat Disagree	1.56%	1
3	Neutral	17.19%	11
4	Somewhat Agree	31.25%	20
5	Strongly Agree	48.44%	31
	Total	100%	64

Proposed Recommendations

Recruitment and Hiring - Promotion - Training

- Request that all faculty and staff **new hires** be asked to submit a personal diversity statement as a component of their application
- During the **invited interview** – request applicant/candidate share their work experience with students from diverse backgrounds

In preparation for **tenure / promotion**

Include a diversity statement as a component of their application

Training – provide diversity **training for faculty and staff** (e.g., welcoming and working with students from diverse backgrounds)



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Conceptual Framework & Candidate Proficiencies

Dr. Belinda Flores, Chair

COEHD

Conceptual Framework

Committee:

Kathryn Henderson, BBL
Jessica Lloyd-Hazlett, COU
Langston Clark, KHN
Mariela Rodríguez, ELPS
Norma Guerra, EDP
Crystal Kalinec-Craig, ILT

Committee Chair:

Belinda B. Flores,
Associate Dean of Professional Preparation,
Assessment, & Accreditation

Our Process

- Reflected on UTSA Vision
 - Considered and reflected on our unique context as a Hispanic-Thriving Institution
- Examined other universities' conceptual frameworks
- Reflected on what qualities we considered essential as COEHD graduates
- Polled college, community and students:
 - **College:** What qualities should every COEHD educator and professional embody?
 - **Community & Students:** Name the qualities that every graduating COEHD educator and professional should embody.

This River Here (excerpt) Carmen Tafolla

***This river here
is full of me and mine.
This river here
is full of you and yours.***

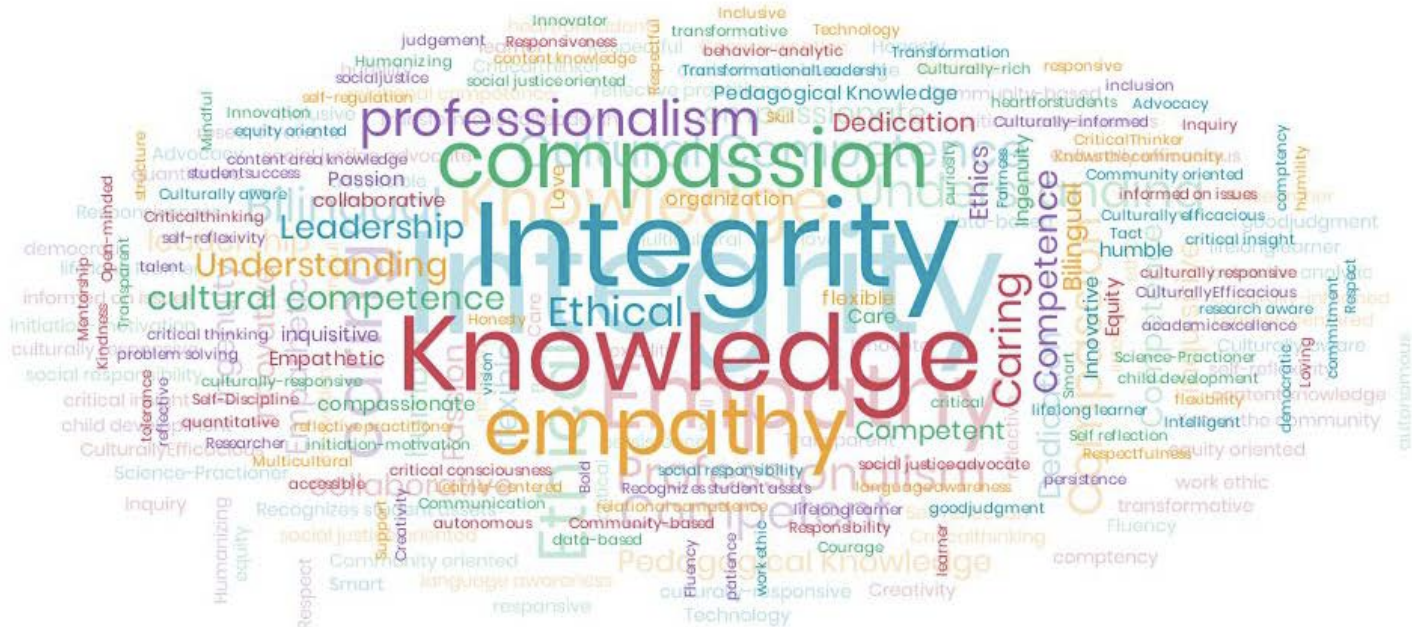
...

***And right here we stand,
washing clean our memories,
baptizing our hearts,
gathering past and present,
dancing to the flow
we find
right here
or maybe—
a little farther
down.***



College Community

What should every educator and professional embody?

[Show image](#)

Student Notions

Name the qualities that every graduating COEHD educator and professional should embody.



Name the qualities that every graduating COEHD educator and professional should embody?

 Mentimeter



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THEMES

Kind Dedication
Humor Knowledgeable
Reliable Understanding
Passionate Engagement
Communication Bilingual
Caring Culturally-responsive Patience
Competent Professionalism
Integrity Social-justice Compassion
Equitable Multicultural Community
Open-minded Empathy
Ethics Commitment

MULTICULTURAL AGENTS^{OF} CHANGE

COMMUNITY-BASED

KNOWLEDGEABLE

PROFESSIONAL



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CAPCC Committee

Dr. Michael Moyer, Chair

College Academic Policy and Curriculum Committee (CAPCC)

- Committee members
- Meeting schedule and timelines
- Forms and Procedures
- Purpose



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College Updates

Dean Margo DelliCarpini

COEHD Updates

- Fall application deadline extended to July 31 for seven graduate programs:
 - *BBL; C & I; ED. Leadership; Ed. Psych.; Health & Kinesiology; Special Education: Teaching English as a Second Language.*
- Position requests: 17 total requests
- Vacancies for fall 2018: 8
- Budget planning underway

Summer planning/ work

- Course fees analysis
- Procedures for MOUs/Partnership agreements
- COEHD Organizational Structure
- Staff cross-training and audit (Dean's Office)
- Secondary Education
- Academic Program Review: WSCH Production/strategic enrollment/strategic growth
- Educator Preparation
- Graduate Studies
- Student Success
- Accreditation and assessment
- CAST Tech/Lab School Model/Partnership Model
- Study abroad
- Child Development Center
- PD for faculty and graduate students (in-house)
- IT/Website/ISTE
- COEHD Leadership Academy
- Governance & Bylaws
- Budgeting priorities
- Formal mentoring program
- Recruitment plan
- Low enrolled course policies
- Workload policies
- Gender and equity pay analysis and plans
- Onboarding new Associate Deans
- Developing Calendar of events for 18-19: Junior faculty meetings; Research and Writers group; Committee meetings; Program Coordinator meetings; T & P workshops (in house) ;

Task force updates

- Strategic Enrollment (Dr. Langman)
- Student Success (Dr. Sanchez)
- WSCH Production (Dr. Oswalt)
- Budget and Finance (Dr. DelliCarpini)



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College Award Winners

Dean Margo DelliCarpini

Interdisciplinary Learning and Teaching

- **Rosalind Horowitz**
 - 2017-2018 Jack Cassidy Award for Distinguished Contributions to Literacy, Texas Association of Literacy Education
- **Lee Mason and Alonzo Andrews**
 - Exemplary Program Award in Category 1: Preservice/In-Service Training, American Council for Rural Special Education (ACRES)
- **Theodorea Berry**
 - Derrick Bell Legacy Award, Critical Race Studies in Education Association
- **Karla Broadus**
 - Dr. Jacqueline Dansby Award for Educational Leadership, Alpha Kappa Alpha Sorority, Inc. Regional Conference

Educational Psychology

- **Victor Villarreal**
 - 2018 Faculty Fellow, American Association of Hispanics in Higher Education (AAHHE)/Ford Foundation Multidisciplinary Faculty Fellowship
- **Guan Saw**
 - 2018-2019 American Educational Research Association (AERA) Research Award, funded by the National Science Foundation (NSF)
- **Leslie Neely**
 - Appointed to the Board of Directors, Autism Lifeline Links

Counseling

- **Brenda Jones, Thelma Duffey, Shane Haberstroh**
 - Professional Writing Award, Texas Counseling Association
- **Jessica Lloyd-Hazlett**
 - Biggs-Pine Journal Award, Association for Spiritual, Ethical, and Religious Values in Counseling
 - Outstanding Teaching Award, Southern Association for Counselor Education and Supervision
 - Emerging Engagement Scholar, Engagement Education Consortium

Educational Leadership & Policy Studies

- **Mariela Rodriguez**
 - 2018 Distinguished Faculty Award, Texas Association of Chicanos in Higher Education
- **Vanessa Sansone**
 - Enhancing Visibility, and Training Educators (ELEVATE) Fellowship, Penn Center for Minority Serving Institutions Enriching Learning

Bicultural-Bilingual Studies

- **Carmen Tafolla**

- Distinction in the Arts Medal, City of San Antonio, Oct 2017
- Accepted into the Real Academia -- ANLE, *Academia Norteamericana de a Lengua Espanola*, November 2017
- Civic Leadership Award, La Prensa Foundation, March 2018
- Elected President of the Texas Institute of Letters, April 2018
- Chosen to give the Arturo Madrid Lecture at *Latina Poetry across the Americas* Symposium, Trinity University
- Commencement Keynote, Our Lady of the Lake University, May 10, 2018
- Honorary Associate's degree and acceptance speech, Palo Alto College, May 19, 2018,
- Commencement, Palo Alto College.

- **Patricia Sanchez**

- Educator of the Year, National Hispanic Institute-San Antonio (2017)
- Inducted into the Academy of Distinguished Teaching Scholars, University of Texas at San Antonio (2017)

- **Margarita Machado-Casas**

- Civic Leadership Award, La Prensa Foundation, March 2018

- **Sidury Christiansen**

- Awarded 2017-2018 Fulbright U.S. Scholar Program to teach and research in Mexico. Promoting technology for language teaching and learning. Research on transnationalism and returnees from the U.S.
- Nominated Fall 2017. AERA Hispanic Research Issues SIG (Special Interest Group). Early Career Scholar Award.
- English Language Specialist to Russia. April 2018 appointment by the U.S. Department of State's English Language Programs to a two-week assignment to Russia on Academic Writing and Writing Centers.

Kinesiology, Health, and Nutrition

- **Phillip Schnarrs**
 - Interdisciplinary Research Leaders Program, Robert Wood Johnson Foundation
- **Zenong Yin**
 - 2018 President's Award for Research, UTSA