More Than a Walk Around the Block

Each semester, Haydée Rodriguez and her students walk the neighborhood around Austin’s Zavala Elementary School. The clinical assistant professor wants her students to learn about the community’s assets and its history, as well as the people who live and work where their students live. Through these community walks, our pre-service teachers develop a stronger connection with their students. They incorporate their students’ heritage and cultural experiences into their classrooms, increasing student and community engagement.
This moment is about setting the future of college

Join us as we Reimagine Education. We are honoring our foundation of strength, staring the future squarely in the eyes, and reorienting the college to better serve the future of Texas. If we can change the system in Texas, we have the chance to make a sustaining impact on the nation and beyond.

Throughout this magazine you will read about how our community of learners is changing our world. On page 4, you’ll see the work done over a six-month period by our faculty, staff, and students to establish three Signature Impact Areas, setting our course for years to come.

On page 9 you’ll meet 10 alumni who are teachers, healthcare providers, analysts, and entrepreneurs. On page 20 meet a student who spent the summer in Ghana, learning, understanding, and making change.

The work that we do—that you do—is about laying claim to our values and going on record with the goals we will pursue. It’s about creating urgency to do our part to fix a system that too often fails too many kids.

You are part of this effort. We are enlisting you—and all of our alumni, faculty, students, staff, and friends—in our shared commitment to make a lasting difference for kids, adults, families, schools, and communities.

Charles R. Martinez Jr.
Dean
Lee Hage Jamail Regents Chair in Education
Sid W. Richardson Regents Chair

LEADERSHIP
Charles R. Martinez Jr. Dean
Sherry Field Associate Dean Faculty and Academic Affairs
Beth Maloch Associate Dean Administration and Educator Preparation
Richard Reddick Associate Dean Equity, Community Engagement, and Outreach
Alexandra Loukas Interim Associate Dean and Graduate Studies
John Bartholomew Chair Department of Kinesiology and Dance Education
Chris McCarthy Interim Chair Department of Educational Psychology
Mark O’Reilly Chair Department of Special Education
Victor Saenz Chair Department of Educational Leadership and Policy
Cynthia Salinas Chair Department of Curriculum and Instruction

EDITORIAL
Bridget Glaser Director of Communication
M. Yvonne Taylor Assistant Director of Communication

CONTRIBUTORS
Elizabeth Gabriel
Bridget Glaser
Susan Lattion
Dan Magorrian
Kellie Miller
M. Yvonne Taylor

PHOTOGRAPHY
Christina S. Murrey
Sloan Breeden (Page 5), James D. Smith/ Dallas Cowboys (Page 15), Courtesy of Austin Independent School District (Page 15), Darren Braun (Page 33)

ART DIRECTION AND DESIGN
Ellen Buckmaster
Bucko Design

4 Reimagine Education
The College of Education introduces three areas of strategic impact

9 You Can Get There from Here
Meet 10 professionals who started their careers in the College of Education

17 A Conversation with
Dean Charles R. Martinez Jr.
Meet the college’s 12th dean

20 The Color Complex
A student explores the influences of colorism

22 International Study Through the College of Education

24 Whole Communities Whole Health
Faculty engage in a collaborative program to help families improve their lives

28 Changemakers
Keffrelyn Brown and Nathan Clemens

30 Alumni News

32 Giving is Joyful
Philanthropy has the power to improve the lives and experiences of our students and faculty

40 By the Numbers
National Deaf Center on Postsecondary Outcomes
We invite you to join us as we reimagine education.

In the College of Education, we engage in deep interdisciplinary work in how we prepare students, how we conduct cutting-edge research, and how we leverage our strengths. We have a new vision and are introducing our signature impact areas.

The stone represents a potential action...maybe it’s an action that could improve the lives of children, adults, and families or impact leaders in our schools or communities. Maybe it’s a quiet action, one that skims the surface with ripples that barely and ever-so-slightly stretch across the surface of the water. Or maybe it’s a bold action with great force, that produces strong waves and extended ripples.

As we take action, all of us, collectively and individually, create ripples, amplifying the effects of our work. We are honored to channel the passion of our students, alumni, faculty, staff and other champions!

**Mission**
We serve the people of Texas, the nation, and the world through transformational research and teaching. Our work is guided by a deep commitment to community partnership, and bridging research to practice. We respond to the most urgent problems in the field by implementing effective programs and policies and by developing the next generation of leaders to carry this work forward. We build upon individual, family, and community strengths in order to combat disparities in education and health, and to promote social justice.

**Values**
- Equity
- Excellence
- Innovation
- Empowerment
- Community Centered
- Bridging Research to Practice

**Signature Impact Areas**

**1: Advancing Equity and Eliminating Disparities in Education and Health**
We work to ensure that systems, and the people within them, are accountable for inequities that impact the most vulnerable. We recognize and build upon the strengths of individuals, families, and communities to advance equitable outcomes in education and health across the lifespan. We develop, test, and implement programs and interventions that contest these inequities.

**2: Attending to Place and Context**
How and where people live matters. We respect the influence of home and community factors in the health and wellbeing of children and adults. We respond comprehensively to individual needs, and seek to understand and build on existing strengths within families and communities to improve education and health outcomes.

**3: Thriving through Transitions**
We work to understand how people adapt to transitions in life, whether expected or unexpected. We seek to support resiliency and healthy adjustment in the face of life’s transitions including those related to changing social, economic, health, school, and community circumstances.

**Vision**
We are agents of change committed to transforming education and health research, practice, and policy to ensure the thriving of children, families, schools, and communities.

Learn more about work being done in the college’s three signature impact areas from Terrance Green, associate professor; Haydee Rodriguez, clinical assistant professor; and Stephanie Cawthon, professor and director. education.utexas.edu/reimagine-education

On September 6, Dean Martinez welcomed Advisory Council members, education leaders, faculty, and friends to a luncheon where he introduced the college’s three signature impact areas. The impact areas were developed over a six-month period by college leadership, faculty, staff, and students.

Photos (Clockwise from top left) Dean Charles R. Martinez Jr.; Students Uriel Iglesias, Beatriz Valdez, Rebecca Watson, Lillie Saunders, and Nazlee Khadjeheian; Alfie Meyerson and Ginni Mithoff; Julius Glickman, Joanie Haley, and Suzan Glickman
Dynamic Innovation Transforms Education in San Antonio

A team of College of Education faculty and doctoral students is redesigning early childhood education in San Antonio ISD. Team members are restructuring learning so that it’s project-based and fosters children’s agency—or choice—in their activities.

Alejandra Barraza, Ph.D. ’12, was the catalyst for change in the district. She’s the principal of Henry Carroll Early Childhood Education Center in San Antonio’s East Side neighborhood. She implemented the learning principles in her school during her doctoral studies with Associate Professor Jennifer Adair.

Child-centered learning is a departure from classrooms in which children are compelled to sit still and receive information rather than be active participants. Barraza’s work increased engagement by students and their families, and caught the attention of district leaders, who are expanding it across the district.

They completed the first year of collaboration in May. The five-year project, Dynamic Innovation for Young Children, is led by Adair and Associate Superintendent Paulk Dow. The initiative is not about a curriculum, but culture change, Adair says. The first year’s goals were to “work intently with six schools through professional development that included select teachers, their principals, district leaders, the children and their families.”

COLLEGE’S RESEARCHERS COLLABORATE WITH AUSTIN ISD

In February, the College of Education and Austin Independent School District (AISD) hosted the inaugural Collaborative Research Forum. Researchers shared projects that ranged from the impact of gentrification on Austin schools to experiences of transgender students in AISD to successful reading and math interventions for elementary students.

The forum brought together university- and district-based researchers to share findings, discuss issues, and identify new areas of inquiry in Pre-K-12 education. The forum featured presentations from college faculty and members of AISD’s Department of Research and Evaluation. Topics included building strong instructional environments, students’ reading and language skills, math and science achievement, mental health, school culture and climate, and innovation in elementary education. Dean Charles R. Martinez Jr. welcomed the researchers and noted that collaboration “is what the College of Education is all about.”

Dean Charles R. Martinez has appointed Associate Professor Richard Reddick as the college’s inaugural associate dean for equity, community engagement and outreach. “Dr. Reddick’s deep ties to Texas, focused leadership work to advance equity and inclusion in education systems, and steadfast commitment to building bridges between underserved communities and the university are essential strengths and well-aligned with the college’s goals and vision. I can’t wait to work side-by-side with Rich in our efforts to advance equity in the college, across UT, and in our fields of practice.”

Alexandra Loukas has been appointed interim associate dean for research and graduate studies. Loukas is the Barbie M. and Gary L. Coleman Professor in Education in the Department of Kinesiology and Health Education, where she directs the Health Behavior and Education program. Loukas’s research focuses on adolescent and young adult problem behavior development, and tobacco use and cessation.

Executive Vice President and Provost Maurie McInnis has appointed Tasha Beretvas to the role of senior vice provost for faculty affairs. Beretvas holds the John L. and Elizabeth G. Hill Centennial Professorship in the Department of Educational Psychology and will continue her affiliation with the college.

Allison Skerrett has been appointed as the new director of teacher education for the College of Education. A professor in the Department of Curriculum and Instruction, Skerrett has also been recognized with the Elizabeth Shatto Massey Award for Excellence in Teacher Education. “The award recognizes a ‘teacher of teachers’ and is a testament to Dr. Skerrett’s efforts and success in preparing our pre-service teacher leaders to create equitable, collaborative classrooms in which Texas students thrive,” says Martinez.

FACULTY APPOINTMENTS

TEXAS EDUCATION INNOVATORS PRESENTED BY THE OFFICE OF INSTRUCTIONAL INNOVATION

Improve Our Understanding of Child Psychopathology with Sarah Kate Bearman

What are Career Counseling and Career Planning Doing in a College of Ed? With Chris McCarthy

Wow, That’s So Fun! Text-Based Classroom Discussion with Diane Schaeffer

Autoimmune Disease, Traumatic Brain Injury, Paraneoplasia and Immune Systems: A Series with Steve Kamgath

COLLEGE INTRODUCES EXECUTIVE Ed.D. PROGRAM

The Executive Ed.D. is a doctoral program in the Program in Higher Education Leadership. It launched in 2019 and is designed for working professionals aspiring to high-level administrative and executive roles in higher education. Learn more: education.utexas.edu/executive

TEXAS EDUCATION      7
**Transformational Grants**

A sample of the research grants our faculty receive each year to transform teaching and health.

Associate Professor Nathan Clemens and a team of special education faculty and representatives from The Meadows Center for Preventing Educational Risk have received a $4 million grant from the Institute of Education Sciences for Behavior and Academic Supports: Integration and Cohesion. The team works with 1,200 Texas second- and third-grade students who have, or are at-risk for, reading, math, and behavior-related disabilities. Over the next five years, they’ll build adaptive interventions to improve students’ academic and behavioral outcomes by integrating strategies that enhance self-regulation and academic engagement with reading and math interventions. “Academic and behavioral problems co-occur at high rates,” says Clemens. “The presence of academic difficulties is highly predictive of behavioral difficulties in the future, and vice-versa. Students with co-occurring learning and behavior problems have the most severe difficulties and highest risk for negative outcomes.”

Audrey Stone has received a $2.4 million, four-year grant from NIH National Heart, Lung, and Blood Institute for the project, Temporal Effects of Inflammation on the Autonomic Control of Circulation During Exercise in Type 2 Diabetic Rats. Stone is an assistant professor. The project co-investigator is Michelle Harrison, director of the Health and Integrative Physiology Laboratory. Both are in the Department of Kinesiology and Health Education (KHE). People with diabetes experience chronic inflammation that can affect their sensory nerve fibers. This can lead to serious cardiovascular issues, such as fatal arrhythmia or stroke. “This project will provide new insights on the role of inflammation throughout the progression of diabetes on the cardiovascular responses to exercise,” Stone says. “It is rare for an assistant professor to receive a grant of this magnitude. We are proud of Audrey and her co-investigator, Michelle Harrison,” says John Bartholomew, KHE chair.

Two other faculty received Spencer Foundation grants of $50,000 each. Marie-Anne Suizzo is studying Mexican-American parent-adolescent conversations. She’s a co-associate professor in educational psychology. Tracey Flores, assistant professor in curriculum and instruction, is creating writers’ workshops in bilingual classrooms.

**ACCOLADES**

Professors Keffrelyn Brown and Kevin Cokley have been inducted into the prestigious Academy of Distinguished Teachers at The University of Texas at Austin. Brian Farr has received the 2019 Most Distinguished Athletic Trainer award by the National Athletic Trainers’ Association. Tracey Flores received the NCTE Promising Researcher Award. Jennifer Holme served as 2019 AERA Annual Meeting Co-Chair. John Ivy received the 2019 Tom Osborne Award. Jody Jenson received the UT Austin President’s Civitatis Award. Katharina Payne has been awarded a Big XII Faculty Fellowship. Sarah Powell, associate professor, has received the Presidential Early Career Award for Scientists and Engineers, the highest honor bestowed by the U.S. government to outstanding scientists and engineers who show exceptional promise for leadership in science and technology. Pedro Reyes received the Ronald F. Campbell Lifetime Achievement Award. The Hispanic Association of Colleges and Universities has selected Victor Saenz, professor and department chair, as a fellow for its inaugural Presidential Leadership Academy, La Academia de Liderazgo. Jan Todd was named to Texas Exes’ 2019 Texas 10. The EDP Counseling Psychology Program was selected as one of two recipients of the 2019 Richard M. Suinn Minority Achievement Award by the APA Commission on Ethnic Minority Recruitment, Retention, and Training (EMRRT).
ALEXANDRIA SMITH  
TEACHER • AUSTIN, TEXAS

How did your program in the College of Education prepare you? I knew I wanted to be a teacher. I knew what philosophies I held, but I didn’t know how to be a teacher. The Urban Teachers Master’s Program taught me that. It helped me merge the theoretical work I’d been reading and writing about for years into practice. The faculty, course texts, and professional development encouraged me to be an adaptive, reflective educator and pushed me to assist students in becoming the civically minded, knowledgeable students of the world I always hoped I could help them be.

Are there particular courses or projects that stand out? In Keffrelyn Brown’s Multicultural Curriculum and Teaching, our final project was about how our own cultural histories and backgrounds shaped our teaching philosophies. In Allison Skerrett’s Literacy and Social Change course, we conducted an equity audit and a teacher research project proposal in which I was forced to contend with ideas about what it would mean to be a Black teacher in Austin. I continue to use these ideals to create an equitable space for my students in my classroom. My teaching practicum class taught by Deb Kelt gave me skills I could implement in my classroom. Through professional development, lesson planning, and getting to take over a teacher’s full schedule during student teaching, I saw what it means to be a teacher full time.

What do you like most about your work? I love to work and build relationships with my students. The students at my school are some of the brightest, most loving, charismatic, and resilient people I have ever encountered.

What’s been most surprising to you about your career? That I have also been able to find success in education outside the classroom. My professors at UT always taught us to make a space for ourselves in our schools, to speak up for our children, to take leadership positions. I’ve been able to do the same outside of school. I presented at NCTE in 2018 with Dr. Skerrett, and I was also given the opportunity to speak at the college’s May 2019 Pinning Ceremony. I’m hoping that I will continue to be able to speak about what I learned at UT and how it has so positively affected my teaching.

MATTHEW CAMARILLO, M.D.  
SURGEON AND ASSISTANT PROFESSOR  
HOUSTON, TEXAS

How did your program in the College of Education prepare you? Kinesiology with a focus in athletic training laid the groundwork for basic science of anatomy and physiology as well as the mechanics of how the human body works. The athletic training program also emphasized hands-on care and frontline diagnosis and treatment of athletic injuries. Are there particular courses or projects that stand out? The introduction to athletic training courses taught me the basics of history and physical exams of athletic injuries. These courses made an impact because they laid a clear path and desire for me to go to medical school and pursue a career in orthopedic surgery with a sub-specialty in sports medicine. The practicum hours allowed me to take the classroom teachings into clinical application.

What do you like most about your work? In orthopedic surgery, patients often present with an injury that impacts their daily living, quality of life or ability to perform activities or sports. I am given the ability to diagnose, establish a treatment plan—surgical or not—and return them back to their previous health and activities they enjoy. Nothing is more rewarding than following an athlete from injury to returning to playing the sport they love.

What’s been most surprising to you about your career? It is surprising how quickly medicine evolves. While the basics of anatomy, physiology and pharmacology will remain the same, technological advances, especially in the orthopedic field, are evolving at a rapid pace. Treatments and procedures that I learned early in my residency have since evolved to newer techniques. The importance of staying up to date with current literature to treat patients is critical so we must never stop learning in order to provide the best care for those we have the opportunity to serve.
How did your program in the College of Education prepare you?

I had been a teacher for six years before entering the doctoral program, and I think the program taught me how to analyze what I heard and saw, and also to become more reflective about what I chose to do.

Are there particular courses or projects that stand out?

My influential courses focused on literacy, in my case, Spanish, as well as classes based on social justice. My literature classes helped me look at books critically to allow for better classroom choices. I was excited by strategies to integrate social justice into curriculum for young students.

What do you like most about your work?

I enjoy working with the students, getting to know them and their families. I have said before that we learn from each other and it’s true! My students challenge me to be better, to keep growing. I have high expectations for them, too.

What’s been most surprising to you about your career?

I don’t know that it is a surprise, but I get such fulfillment from my job. Maybe, what has been surprising is how much I still enjoy being in the classroom teaching young children. I believe this is the important beginning of their education, and I want to help them develop a love of learning. I could work at a university, and I know I would enjoy the experience. At this time, I mentor, tutor, attend conferences, and make presentations, so yes, I feel fulfilled. For me, it is honestly about the teaching.
**MEGAN WEHRLE**  
**TEACHER - ELGIN, TEXAS**

How did your program in the College of Education prepare you? I sought out the Reading Specialization cohort and it did not disappoint. We read research, created lesson plans, completed running records, and were able to apply this learning in real-time during our English as a Second Language tutoring program. After my undergraduate program, I was prepared with my knowledge on the logistics, data collection, and lesson planning aspects of teaching.

Are there particular courses or projects that stand out? School Organization and Classroom Management was particularly impactful. However, I know that I learn best when I am learning from others, so the most valuable part for me was interning and student teaching in classrooms at Cowan Elementary.

What do you like most about your work? Daily reflection makes teaching the best opportunity to grow as a leader and a learner. It provides me with second chances, so that even on the most difficult of days, I still have endless opportunities to improve my practice.

What’s been most surprising to you about your career? After finishing my undergraduate degree, I naively thought that I was finished learning. In May, I completed my seventh year of teaching, and I am continually surprised at the amount of new information and ideas I learn each day. My program director, Brian Farr, and the clinical instructors encouraged us to be able to communicate well among our peers and athletes.

HANSON YANG, PT, DPT, ATC, LAT  
**PHYSICAL THERAPIST - DALLAS, TEXAS**

How did your program in the College of Education prepare you? The Athletic Training program allowed me to develop critical communication skills I use every day in my practice. My program director, Brian Farr, and the clinical instructors encouraged us to be able to communicate well among our peers and athletes.

Are there particular courses or projects that stand out? The clinical hours that were required as part of our curriculum helped mold me into the clinician I am today. Through observation, training, and practice, I got first-hand experience in what the field offered.

What do you like most about your work? Seeing individuals go back to doing what they love to do because you helped them get there. As a PT/ATC, the staff and I cover more than 60 athletes. We do the rehabs, cover practices and the everyday workings of an NFL team. It’s rewarding to see individuals perform at a high level and know you were part of that process.

What’s been most surprising to you about your career? Definitely being hired right after graduation by the Dallas Cowboys. After college, I went to grad school and then to physical therapy school. My plan was to become a sports medicine director. I had no experience working with NFL teams but I had a great interview and I did the most I could with that luck.
How did your program in the College of Education prepare you? The college made me aware of the challenges and complexities in the teaching industry as far as credentialing and having the right pieces to fit the right R&D and school. The college allowed me to see how many different subjects, sports, sciences, and arts someone can teach. Mixing and matching those certifications and experiences can be extremely difficult. That's what led me to create Sophosi—a software tool to match teachers and coaches with schools.

Are there particular courses or projects that stand out? I took an SAS programming class from Earl Jennings, and it was one of the most impactful courses. I learned how to ask research questions and put data sources together to answer those questions. That course, along with measurement courses, really solidified the trajectory of my career.

What do you like most about your work? Two things stand out: building something you have true passion for; and the freedom to figure out how to make it work, putting together the early team with the same vision and goals.

What's been most surprising to you about your career? It is interesting to sit back and think about the different paths one takes as they go down their life journey. I have taken many and I have learned from them all!
Charles R. Martinez Jr. joined the College of Education January 1, 2019, as our 12th dean. He came to The University of Texas at Austin from the University of Oregon where he was the Philip H. Knight Professor in the Department of Educational Methodology, Policy, and Leadership, and director of the Center for Equity Promotion. In Oregon, Dean Martinez also served as the University of Oregon Vice President for Institutional Equity and Diversity for seven years, was a locally elected school board member, and served as chair of the Oregon State Board of Education. An avid researcher, Martinez also enjoys traveling with his wife, Leslie, and their son, Andrew; is a commercial pilot and flight instructor, and has run every day for more than nine years. Martinez holds the Lee Hage Jamail Regents Chair in Education and the Sid W. Richardson Regents Chair.

You’ve been at the University of Texas for 22 years, and hadn’t considered leaving. What was it about Texas that caused you to pull away, to pick up stakes? If I and our College of Education are ever going to be at the forefront of knowledge generation and leave a mark, this is certainly the most important time in the history of the state and beyond, and then organize ourselves around those areas of impact so that our words lead to actions.

As someone who was a first-generation college student, I have a deep-held belief in the transformative power of education to change lives. I feel a sense of urgency to address the longstanding opportunity gaps, and education and health disparities that persistently affect our most vulnerable students, families, and communities. I can think of no better venue to move this sense of urgency into bold action than the College of Education at The University of Texas at Austin.

In the current landscape, how does the College of Education want to Reimagine Education? When children—and adults—arrive to school, teaching and learning do not occur in a vacuum. Students come to school embedded in place and context. They bring all of the strengths and challenges they encounter at home and in their communities with them when they arrive at school. Teachers, helping professionals, and educational leaders must all be responsive to these circumstances. Truth is, we also must acknowledge that our educational system has failed too many students, and especially those who are most vulnerable. We cannot afford to be a generically great college; we have to boldly declare the specific difference we will make for the state of Texas and beyond, and then organize ourselves around those areas of impact so that our words lead to actions.

What do you see as major issues facing public education? The most pressing issue is to improve the quality of our education system in terms of how we serve students and families. This first begins with a focus on raising the expectation of educator preparation and elevating the education professions. On August 23, I penned an op-ed piece in the Austin-American Statesman about the persistent devaluing of teachers in Texas and in the nation. It’s time to change that. We need to organize our educator preparation and professional support efforts in a way that truly recognizes the critical role that teachers play in transforming lives. For too long, and particularly in Texas, our system has focused on just getting bodies in classrooms, rather than honoring and developing excellence among teachers, and creating the supports needed to keep great teachers in the profession.

A second major issue facing public education is how to implement evidence-based practices at scale in schools and in real-world settings. Work in our college and in colleges of education around the country has led to the development of many evidence-based interventions and programs that address the academic and social behavioral needs of students. So, the problem is not that we don’t have effective programs. The problem is that we don’t have effective systems to move these evidence-based interventions into real world practice. We have learned through time building cost-effective implementation models, understanding what makes interventions work, and considering how to best adapt the interventions we have developed to the unique cultural and linguistic needs of students, and the unique contexts of schools and communities. The other problem is that our educational system itself is often tuned to chase the “next big thing” to improve outcomes in schools rather than maintaining a relentless focus on intervention approaches that match a particular need, with ongoing monitoring to ensure these approaches are maximally effective and sustainable.

Thirdly, and most importantly, public education continues to face major challenges related to ensuring equity in outcomes for all students. We continue to see vast disparities in access to education, and in success in education for vulnerable populations of students. Those disparities persist year after year, based on students’ social advantage or disadvantage, socioeconomic status of families, parent education, race/ethnicity, gender, whether you grew up in a rural or urban setting, special educational status—things that have no business predicting educational success. Inequities in the system are the biggest—maybe the single biggest—problem facing public education. We observe disparities for vulnerable populations of students in terms of grades and student achievement, but also in terms of broader school factors such as discipline referral, school suspension/expulsion, access to state-of-the-art STEM education, and participation in higher education. Whether or not all of these disparities are of a school’s making, they most certainly are of their potential making.

What role does the College of Education have in addressing these issues? We have the unique capacity to develop, test, and implement interventions that can lead to lasting changes for students and schools. Moreover, in our academic programs we have the unique responsibility to train educational and health professionals and leaders who are capable of disrupting the factors that impede student success, and to realign the system to serve all kids.

What relationships would you like to see develop between communities and the College of Education? Honestly, deepening our connection to communities and schools is among our most important priorities. Although I tweet lots of energy into thinking about UT and our college, what gets me most excited each day is thinking about how we can leverage the strengths of our college to better serve the 8 million children in Texas, the 5.5 million kids in K-12 in the state, the 2 million kids who have yet to enter the system, and the hundreds of thousands of kids who have been set out of an educational system that wasn’t prepared to meet their needs. In the College of Education, we don’t have the luxury of studying things just because they’re interesting, although we study many interesting things. We must direct our scholarly work and programmatic activities toward efforts that have the promise of making a difference for students, families, schools, communities, and individuals. We have an urgency to do work that can make a difference, and that means we have to orient ourselves to what the real world needs from us. To do this, we must engage deeply with our partners of practices in schools and other settings to better understand the most pressing needs, and then align ourselves to meet these needs. That work often doesn’t come naturally to universities.

What originally drew you to academia? For one thing, being in academia has allowed me to combine my love for teaching, research, and clinical practice in a way that I could never replicate in another setting. More fundamentally, I have deep belief in the true power of higher education, particularly public higher education, to change lives.

You haven’t missed a day of running since 2000. Have you found a favorite trail in Austin? Sadly, most of my runs have occurred during the early morning, often in the dark, and near my home without excising scenery. That being said, I have enjoyed running the Ann and Roy Butler Hike-and-Bike Trail near and around Lady Bird Lake. I also enjoy the complex trail system at Walnut Creek and also further north at Brinly Creek. I recently discovered that you can also run at the Lady Bird Johnson Wildflower Center. You have to make some circles if you want to go for a long run, but it’s gorgeous out there.

I feel a sense of urgency to address the longstanding opportunity gaps, and education and health disparities that persistently affect our most vulnerable students, families, and communities. I can think of no better venue to move this sense of urgency into bold action than the College of Education at The University of Texas at Austin.
In spring 2018, College of Education student Vida Nwadiei joined three undergraduates from other colleges on campus to compete in the inaugural university-wide program, the President’s Award for Global Learning. Now in its second year, the program promotes international research, social impact, and entrepreneurship in seven regions throughout the world.

Nwadiei and her teammates Timia Bethea, Rebecca Chen, and Christina Cho competed to be one of seven teams selected to conduct region-focused research that would have a lasting impact on its citizens. Their proposal: explore the influences of colorism in Ghana through the lenses of media and businesses, identity and self-worth, the cyclical nature of skin bleaching in families, and social mobility.

A pre-physical therapy senior majoring in exercise science, Nwadiei and her team were selected from a field of 28 and received a $25,000 grant to implement their two-year, self-proposed project in Africa: The Color Complex.

Nwadiei’s team has worked throughout the process with three faculty members that they selected to serve as subject matter experts: Kevin Cokley, Oscar and Anne Mauzy Regents Professor for Educational Research and Development in the College of Education; John Doggett, senior lecturer in the McCombs School of Business; and Minette Drumwright, associate professor in the Moody College of Communication.

From Austin to Accra

Nwadiei, Bethea, Chen, and Cho spent the summer of 2019 in Accra interviewing Ghanaian women about their experiences with personal care products and their attitudes toward beauty practices. “Our time in Accra was part of our plan to create separate and specialized social media campaigns that will run at UT Austin and the University of Ghana to mitigate the negative effects of this serious mental health concern,” Nwadiei says.

When the team came back for the fall semester, they started working with two advertising classes, both led by Galit Marmor-Lavie, lecturer in the Moody College of Communication. “We want students to be able to talk about their own experiences, understand each other’s experiences, and begin a process of healing. We want to take this from a summer project, to a movement, to something that can be institutionalized. This is a global issue that we want to begin to tackle here at The University of Texas,” Nwadiei says.

If you would like to learn more about the cause, share your story, or just connect, go to thecolorcomplex.cargo.site or contact thecolorcomplexpagl@gmail.com.

Clockwise from top left: Timia Bethea, Christina Cho, Vida Nwadiei, and Rebecca Chen.

Colorism is a form of prejudice that says a person with a slimmer nose, bigger eyes, straighter hair, and lighter skin has more value. People around the world believe that these qualities make people more desirable, successful, and intelligent. Colorism creates a social hierarchy within homogenous communities of color that says the more European a person looks, the more acceptable they are to their community. These values are often internalized.

In South Korea one in three women between the ages of 19 and 29 undergoes double-eyelid surgery, rhinoplasty (nose job), or jaw reconstruction surgery. African American women in the U.S. straighten their hair, Africans, Asians, and Latin Americans take skin lightening pills or use skin bleaching creams on themselves and their children to lighten their skin.

In August 2016, Ghana placed a ban on skin bleaching products containing a harmful substance called hydroquinone. Despite the ban, the multibillion-dollar industry of skin bleaching products still dominates the West African cosmetics market. This creates a world of mixed messages for women. In Ghana, colorism is often most pronounced among professional and pre-professional women.

In the future, we want to take this from a summer project, to a movement, to something that can be institutionalized. This is a global issue that we want to begin to tackle here at The University of Texas.

—VIDA NWADIEI

Project Timeline

**SPRING 2019**
Qualitative research in Austin with African-American and Asian-American undergraduate students at The University of Texas at Austin.

**SUMMER 2019**
Qualitative research in Ghana with Ghanaian women, including students at the University of Ghana.

**FALL 2019**
Develop campaigns and pre-test and post-test surveys with students at The University of Texas at Austin.

**SPRING 2020**
Run campaigns at The University of Texas at Austin and the University of Ghana.
STUDY ABROAD Through the College of Education

UT Austin continues to expand opportunities for students to study and learn in other countries, with programs focused on many areas of study across the Forty Acres. The College of Education has several programs scheduled for 2020.

2020 COLLEGE OF EDUCATION MAYMESTER PROGRAMS

Cambridge, England  Exploring UK Education, led by Richard Reddick, associate dean for equity, community engagement, and outreach

Mexico City, Mexico  Critical Latinx Masculinities in Education: Transnational Perspectives, led by Victor Sáenz, chair of the Department of Educational Leadership and Policy

Copenhagen, Denmark  Sport, Society and the International Olympic Movement, led by John Bartholomew, chair of the Department of Kinesiology and Health Education, and Thomas Hunt, associate professor

San Joaquín de Flores, Costa Rica  Socially Responsible and Ethical Student Leadership, led by Aileen Bumphus, assistant professor of practice

Antigua, Guatemala  Culture, Diversity, and Education at Casa Herrera, led by Luis Urrieta, professor

Tokyo, Japan  Exercise and Sports for Health, Fitness, and Performance, led by Hirofumi Tanaka, professor

Taipei, Taiwan  Individual Differences: Applied Learning and Development, led by Katie Tackett, assistant professor of practice

2020 COLLEGE OF EDUCATION EXCHANGE PROGRAM

Oxford Brookes University in England—This rigorous science-based program offers our students the opportunity to earn credit for KHE courses in fall and spring semesters.

Why Should You Study Abroad? Studying abroad enhances and enriches your professional opportunities, language and communication skills, and view of the global community. When you study abroad, you develop a more comprehensive vision of your academic goals and objectives.

How to pay for Study Abroad

Financial aid can be applied to approved UT study abroad programs. Loans also may be available to help cover costs. Scholarships for a study abroad are available through the university. Tips: Start saving early for initial expenses, including passports and plane tickets.

Plan your Study Abroad

Consult with a study abroad advisor and your College of Education advisor to discuss costs, staying on track to graduate, the best time to apply, and to determine how study abroad credit can be applied to your degree.

Note: Plan ahead! College of Education students pursuing a teacher certification may have some timeline limitations.
In Texas, many children live in poverty, suffer from chronic illness, or endure abuse and neglect. Despite years of targeted intervention, these issues persist. Now a team of researchers from across campus is working alongside community partners to change the way science helps society thrive.

Whole Communities—Whole Health is one of three UT grand challenge initiatives rethinking “research as usual.”

“There’s always been a dilemma in research: we collect a great deal of data about study participants, but often the data isn’t shared with them so that they can use it or learn from it,” says Sarah Kate Bearman, assistant professor in the Department of Educational Psychology. “Now, with incredible advances in technology, there is the possibility of getting information back to study participants quickly.”

Faculty from across campus are contributing to Whole Communities—Whole Health, which kicked off in fall 2018. Bearman is one of two faculty members from the College of Education taking part. The other is Darla Castelli, professor in the Department of Kinesiology and Health Education.

Traditional research studies take snapshots of people’s lives at different points. Advances in measurement and technology in recent years allows for a better understanding of the complex and dynamic ways in which people live their lives. Whole Communities—Whole Health hopes to use that technology to build a more complete view—a movie, compared to a snapshot—of the many factors that affect a child’s wellbeing.

One of the unique features of this initiative is the emphasis on returning this information back to the people who can best put it to use. Study results and insights will be returned to participants and community organizations quickly — and in some cases in real time — so that information can be a catalyst for change.

We’re meeting families in their homes and neighborhoods. We’re welcoming them as engaged, contributing community scientists—finding answers to their questions and sharing results with them in real time.

FOLLOW bridgingbarriers.utexas.edu/whole-communities-whole-health/
The College of Education is committed to bridging research to practice and preparing educators, researchers, and leaders to join us in responding to pressing challenges in education and health.

The college’s overall research expenditures have exceeded this total annually for the last five years. Our faculty pursue research and practices that improve lives and enhance wellbeing.

**6 Top 10 Ranked Programs**

*U.S. News & World Report, 2020*

- Administration/Supervision .......... 5th
- Educational Psychology ............. 5th
- Special Education .................... 5th
- Curriculum and Instruction .......... 7th
- Secondary Education ................ 10th

**National Academy of Kinesiology**

Kinesiology and Health Education ................. 2nd

**College Centers and Institutes**

- Center for Applied Psychometric Research
- Center for Community College Student Engagement
- H.J. Lutcher Stark Center for Physical Culture and Sports
- Institute for Public School Initiatives
- Meadows Center for Preventing Educational Risk
- The National Deaf Center on Postsecondary Outcomes
- National Institute for Staff and Organizational Development
- Texas Center for Disability Studies
- The STEM Center
- Vaughn Gross Center for Reading and Language Arts

**Undergraduate Students**

- 695 Applied Learning and Development
- 1,070 Kinesiology and Health Education
- 83 Athletic Training and Pre-Athletic training

**College Centers and Institutes**

- 766 Full-time Graduate Students
- 170+ internships for KHE students

**Projected 2019-20 Scholarship Awards for College of Education Undergraduates**

- 16 Full-Tuition Scholarships ($10,000+/year)
- 31 Half-Tuition Scholarships ($5,000/year)
- 54 Partial Tuition Scholarships ($2,500–$4,999/year)
- 50 Other Scholarship Awards ($1,000–$2,499/year)

**ENDOWMENTS**

The college’s endowment has a market value of more than **$74.5 million**

- **$42 million** for faculty support
- **$26 million** for student support
- **$19.5 million** to program endowments

**INCREASED INVESTMENT → MORE IMPACT**

$3M → $137K

$3.048.353 endowed undergraduate scholarship dollars have been raised since September 2016, leading to $137,176 additional annual scholarship dollars awarded to undergraduates.
REORIENTING RISK

KEFFRELYN BROWN

Brown’s research and teaching focus on the sociocultural knowledge of race in teaching and curriculum, critical multicultural teacher education, and the educational discourses and intellectual thought related to African Americans and their educational experiences in the U.S. She has published prolifically and serves on the editorial boards for numerous peer-reviewed journals. Her most recent book is After the “At-Risk” Label: Reorienting Educational Policy and Practice. In 2017, she received the Division K Mid-Career Award from the American Educational Research Association. She is a new member of the university’s Academy of Distinguished Teachers and was inducted into the Provost’s Teaching Fellows program at UT Austin in 2017.

IMPROVING READING

NATHAN CLEMENS

Nathan Clemens’ research and teaching focus on improving outcomes for students who have reading difficulties, from kindergarten through high school. He studies ways to improve reading skills and to help teachers use assessment data to improve interventions for their students. His work is part of a five-year, $4 million grant, where he and his team are integrating strategies that improve students’ self-regulation during reading and math interventions. He is also part of a three-year project that is developing an intervention to improve adolescents’ reading comprehension and is leading efforts to foster collaborations among university researchers and area school districts.
A Central Texas teacher from the Round Rock school district has been honored with an H-E-B Excellence in Education Award. Allie Duffy, B.S. ’09, M.Ed. ’15, was one of two winners in the Rising Star category. She teaches second grade at Joe Lee Johnson Elementary School.

Anessa Cheek, Ph.D. ’11, is president of St. Cloud Technical and Community College in St. Cloud, Minn. Previously, she served as executive vice president of Sinclair Community College in Dayton, Ohio.

Fran’Cee Brown-McClure, Ph.D. ’15 is the vice president for Student Affairs and Dean of Students at Union College in Schenectady, N.Y. Previously, she was dean of students at Spelman College in Atlanta.

Dorado Kinney, Ed.D. ’17, has been selected for the prestigious Aspen Presidential Fellowship for Community College Excellence. He is executive dean for central regional campuses for Austin Community College. He recently led ACC’s initiative to develop two 2-degree programs, which offer students an entire degree plan made up of classes that use free materials and open educational resources.

Jharrett Bryantt, M.Ed. ’16, Ed.D. ’18, was named to Forbes 30 Under 30 in Education in 2019 for his work on educational inequity. As assistant superintendent for the Office of Strategy and Innovation in Houston Independent School District, Bryantt leads a number of high-priority initiatives for the district. In 2013, Bryantt helped launch the EMERGE program, which was founded by fellow superintendent Rick Cruz. EMERGE is an initiative that increases the number of high-achieving students from low-income communities that attend highly selective colleges.

Tracie Lowe, Ph.D. ’18, received the American Association of Blacks in Higher Education 2019 Dissertation of the Year award. Lowe’s dissertation discussed the activism experiences of black women graduate students. Lowe is a postdoctoral research fellow at UT Austin’s Institute for Urban Policy Research and Analysis.

Megan Wehrle, B.S. ’12, M.Ed. ’19, is a recipient of the Presidential Early Career Award for Scientists and Engineers. Wehrle is an associate professor at Southern Methodist University in Dallas. The award is the highest honor bestowed by the U.S. government to outstanding scientists and engineers who are beginning their independent research careers and who show exceptional promise for leadership in science and technology. Wehrle is among 11 selected from Texas to receive the award, including the college’s Sarah Powell, associate professor of special education. Wehrle’s research focuses on making abstract math ideas more understandable by connecting them to students’ everyday experiences. By examining students’ out-of-school areas of interest and their intended careers, her research looks at personalizing mathematics instruction.

Candace Walkington, Ph.D. ’10, is a recipient of the Presidential Early Career Award for Scientists and Engineers. Walkington is an associate professor at Southern Methodist University in Dallas. The award is the highest honor bestowed by the U.S. government to outstanding scientists and engineers who are beginning their independent research careers and who show exceptional promise for leadership in science and technology. Walkington is among 11 selected from Texas to receive the award, including the college’s Sarah Powell, associate professor of special education. Walkington’s research focuses on making abstract math ideas more understandable by connecting them to students’ everyday experiences. By examining students’ out-of-school areas of interest and their intended careers, her research looks at personalizing mathematics instruction.
Giving is joyful

Susie Baker Adams, B.S. ’67, and her husband, John, are longtime supporters of undergraduates in the College of Education and believe in the power of philanthropy.

When Adams arrived on the Forty Acres in fall 1963, her goal was to become an educator. “I think I always knew that I wanted to teach. I had loved working with kids and a teacher can make such a positive difference in a child’s life. Several of my teachers had impacted my life in many ways and I wanted to do the same. Playing a role in helping a child develop and be able to think for themselves, and then to grow into productive adults gave me such a sense of joy,” she says. After graduation, Adams taught for the next seven years at elementary schools in Houston, Austin, Chicago, and then Houston again. When she and John started their family, she stopped teaching to raise their two children, John and Elise. The couple has lived in Dallas for more than 30 years.

The Adams met on campus when she was a freshman in education and he was a sophomore majoring in business. Fifty years later, their Longhorn spirit and passion for philanthropy are inextricably linked.

They want to ensure that current and future undergraduate students have what they need to be successful. They also want to help students with what they don’t need—debt.

“New teachers shouldn’t graduate with debt. We are providing scholarships so that fewer of our new graduates have debt to begin with,” she says.

The couple has established two endowments: the Suzanne B. and John L. Adams Endowed Professorship in Education, currently held by Luis Urrieta, professor in the Department of Curriculum and Instruction; and the Susie and John L. Adams Endowed Scholarship for the College of Education.

“We’re so inspired by the students we meet. We want to inspire others to give, too,” Susie says. “We think that giving is joyful!”
Gratitude and Inspiration

Your donation has the power to change lives.

Consider establishing an endowment to support faculty, students, and programs.

“When I graduated, I was able to begin my teaching career without the burden of student loan debt.”

KYNDALL WICK, B. S. ’19
Past Recipient of the Hill Bank and Trust Co. Endowed Scholarship
2nd grade teacher, Petty Elementary School, Taft ISD

“I rely on financial aid, grants, and student loans to help pay for my education, as well as the income from my job as a referee for RecSports. As an exercise science major, I am preparing for physical therapy school and hope to one day open a practice focused on student athletes. This additional support helps reduce my financial burden.”

JONATHAN SANDOVAL
Recipient of the Jo Ann Cutler Sweeney Endowed Presidential Scholarship in Education

Make Your Will Known

Consider making a gift that lasts beyond your lifetime through your will or estate plan. It is a simple way to make a meaningful donation to support students and faculty in the College of Education.

SAMPLE WILL LANGUAGE—To give to the College of Education through your will, this is the language we suggest:

I hereby direct $____________ (or percent of my residual estate) in cash, securities or other property to the Board of Regents of The University of Texas System for the benefit of The University of Texas at Austin. This donation shall be for the further benefit of __________________________ and shall be used to support __________________________ (College) __________________________ (Program, Fund, Scholarship or Endowment).
A leader in transformation continues to change lives

Throughout his career, Beeman Phillips was a leader in transforming the field of school psychology. He continues that work today by supporting students and programs through the Beeman N. Phillips Endowment and the new Sarah H. and Beeman N. Phillips Graduate Fellowship. Phillips says, “I want to give back to a program that meant so much to me professionally over my 40-year career at UT. I want to make it easier for graduate students in the field of school psychology.”

Phillips’ late wife, Sarah, was also passionate about the field of education. She had earned a master’s degree and was a supervisor of elementary school teachers for UT Austin and Texas State University.

Phillips joined the faculty of the Department of Educational Psychology in 1956 where he founded one of the nation’s first doctoral training programs in school psychology, the first program nationally to be accredited by the American Psychological Association, and a program considered by many in the field to be the leading program in the country.

“I am very proud of the achievements of the doctoral students who came through the program,” he says. “They are real leaders in the field, not just in Texas, but across the country.” Under Phillips’ leadership, the school psychology program produced scientist-practitioners of the highest quality, many of whom went on to pursue award-winning careers in academia and public schools.

Phillips exemplified and modeled for his students conceptual and methodological rigor in applied educational research that set a high bar within the department. In recognition of his contributions, Phillips received the first annual Dean’s Distinguished Faculty Award in 1992. He fondly recalls an event—the American Psychological Association’s annual retirement dinner in 1998—where “I was honored with a special roast.”

From his home in Austin, he reflects on the reason he invests in graduate students and their futures through his and Sarah’s endowments. “I like to give because I want to help students and this is another way I can help them,” he says. “It’s so expensive to get an education, especially at the doctoral level. I choose to establish endowments because these funds last forever.”
Introducing the Dean’s Promising Scholars

The college is pleased to announce the launch of the Dean’s Promising Scholars, the college’s first four-year, full-tuition scholarship program for undergraduate students who show tremendous academic and leadership promise, and who demonstrate potential for service to the community and a desire to improve the lives of others.

“We believe deeply in the transformative power of education,” says Dean Charles R. Martinez Jr. “It’s clear to us that these young scholars share our commitment to being agents of change and the dedication to ensuring children, families, schools, and communities thrive.”

Sarah Chong is among eight undergraduate students from across Texas chosen for the program. “This scholarship will allow me to concentrate my time on my schoolwork rather than worrying about finances, and for that, I am extremely grateful. I found my passion for teaching while working with kids at my church and in my community. Being able to personally witness the change of attitude in a student brought me joy, and I realized that I wanted to pursue a major in early childhood education,” she says. “Attending UT feels like a dream. I’m looking forward to learning how to be an influence to others, the way past teachers have been to me.”

The program will help recruit and retain the best and brightest students from Texas and beyond.

Would you like to support students in the College of Education? Contact Stacey Oliver, assistant dean for development 512-471-8178 or Stacey.olver@austin.utexas.edu.

Charles Butt Scholarship for Aspiring Teachers

The Charles Butt Scholarship for Aspiring Teachers encourages the best and brightest students to consider a future in teaching. “Being a Charles Butt Scholar has allowed me to be the best version of myself. It has given me the opportunity to get out of my comfort zone as I find resources that will help me become the teacher that I strive to be,” says Uriel Iglesias.

Iglesias was one of 14 students selected in 2018, its inaugural year. An additional 20 were selected in 2019. It’s part of the $50 million Raising Texas Teachers initiative sponsored by the Raise Your Hand Texas Foundation. “It’s a pleasure to work with the Raise Your Hand Texas Foundation to support these amazing future teachers. It’s exciting to work with them and learn from them. We can’t wait to see what their futures hold,” says Charles R. Martinez, dean.

Scholars receive up to $8,000 in annual funding for up to four years, as well as ongoing professional development, mentorship from public school educators, and participation in a statewide aspiring teachers network facilitated by the Raise Your Hand Texas Foundation. Charles Butt Scholars are committed to teaching in high-needs Texas public schools or in hard-to-fill subject areas.

The College of Education is honored to be one of 11 partner university teacher preparation programs selected by Raise Your Hand Texas to administer the Charles Butt Scholarship for Aspiring Teachers.
Charting Paths Toward Deaf Success. As deaf* people leave high school and transition to college or employment, the National Deaf Center on Postsecondary Outcomes is here to help them—and their teachers, specialists, colleges, and parents—with free resources, one-on-one assistance, e-learning, and more.

How critical is their work? The National Deaf Center’s 2019 reports on employment and education reveals significant gaps between deaf and hearing people in the U.S., despite improvements in college enrollment. “It’s an opportunity gap and the National Deaf Center is creating more opportunities on local, state, and national levels for greater deaf success,” says Stephanie Cawthon, the center’s director. Cawthon is a professor in the Department of Educational Psychology with a courtesy appointment in the Department of Special Education.

The National Deaf Center is a technical assistance and dissemination center funded by the Department of Education’s Office of Special Education Programs. It’s headquartered in the College of Education.

REACH:

48,137  Subscribers to e-newsletter and listserv
43,595  Downloads of online resources, data reports, and curriculums
10,932  Followers on Facebook, Instagram, and Twitter @NationalDeafCenter
6,812  E-learning courses completed
3,500+  Teen players choosing their future in Deafverse, an online game in English and ASL that strengthens self-determination skills
920  People and organizations served by one-on-one support team
25  Partnerships with national centers and organizations

ABOUT:

$20.7 M  Federal grants funded by the Department of Education’s Office of Special Education Programs and Rehabilitation Services Administration.
25  Total dedicated staff. Their work is for deaf people, by deaf people. Nearly all staff and leadership are deaf or hard of hearing.

2017  Year founded

2017  Year founded

Visualizing Math In her video studio in the College of Education, Sarah Powell creates short videos for YouTube that offer tools and strategies on a variety of math topics—from solving equations to partial products multiplication. The videos provide research-based techniques and strategies that are easy to transfer to the classroom. The videos are part of Project STAIR*, which offers quick and easy-to-understand tutorials, whether you’re a new teacher or a classroom veteran—or a parent looking for help with your student’s homework. Powell is an associate professor in the Department of Special Education. Her research interests include developing and testing interventions for students with mathematics difficulties.

* Project STAIR—Supporting Teaching of Algebra: Individual Readiness—is a research project collaboration among the University of Missouri, Southern Methodist University, and The University of Texas at Austin.

© 2017 UNIVERSITY OF TEXAS AT AUSTIN
When you're done with your Texas Education magazine, please pass it along to a friend or colleague.