

4th Annual



Best Practices Conference

Nuevas Fronteras (New Frontiers)

March 12-14, 2012

EVENT PROCEEDINGS

San Antonio, TX



Hosted and Co-Sponsored by:
University of the Incarnate Word
School of Graduate Studies and Research
4301 Broadway San Antonio TX 78209

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AHSIE | Alliance of HSI
Educators

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4301 Broadway San Antonio TX 78209



Dear Colleagues,

On behalf of the entire Conference Site Organizing Committee, we are delighted to welcome a record number of participants to San Antonio and University of the Incarnate Word (UIW) for the 4th Annual Alliance of Hispanic Serving Institution Educators (AHSIE) Title V / HSI Best Practices Conference. The 2012 program, themed *Nuevas Fronteras* (New Frontiers), features a broad range of sessions designed to engender an exciting exploration of best practices regarding teaching, faculty development, cross cultural student engagement, project management, and evaluation and assessment. The program features thirty-eight sessions and concludes with a HSI Grantsmanship Institute, which assists participants in maximizing opportunities to seek funding for their institutions.

The conference location, in vibrant San Antonio, offers many exciting visitor attractions to explore with colleagues. The conference hotels flank Texas' top tourist attraction, the historic Alamo Mission Plaza, and are adjacent to the city's famous River Walk, which meanders through the downtown area and is lined with numerous shops, bars, and restaurants, as well as the Arneson River Theater. The downtown area also features Cathedral of San Fernando, The Majestic Theatre, HemisFair Park (home of the Tower of the Americas and the Institute of Texan Cultures), La Villita, El Mercado, the Spanish Governor's Palace, and the Menger Hotel. On the northern side of the Alamo complex, beside the Emily Morgan Hotel, is the San Antonio Cavalry Museum, which features cavalry artifacts and exhibits, and is frequented by local re-enactors.

The conference site on the UIW campus, in the Alamo Heights area, is centrally located just ten minutes from downtown San Antonio and five minutes from San Antonio International Airport. The Alamo Heights area is filled with a variety of attractions including the Witte Museum, the McNay Art Museum, the San Antonio Botanical Gardens, and Brackenridge Park (home to the San Antonio Zoo and the Japanese Tea Gardens).

UIW is rated among the Southwest's top liberal arts schools and is the largest Catholic university and the fourth largest private university in the state of Texas. UIW is proud of its recognition as one of the top one hundred universities serving Hispanics in the United States and is listed number fifty-one among those universities conferring bachelor's degrees and number forty-two among those universities awarding master's degrees to Hispanics. UIW enjoys a fruitful affiliation with the Department of Education Title V programs, which enhance our learning community and provide expanded opportunities for our students and faculty. We are grateful for the opportunity to serve our community and share our campus as the site of this year's conference. Welcome to San Antonio and the AHSIE Best Practices Conference 2012.

Sincerely,

Dr. Kevin B. Vichcales, Dean
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AHSIE Council Member
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AHSIE | Alliance of HSI Educators

The Alliance of HSI Educators exists to support the work of the nation's Hispanic Serving Institutions as they work to provide quality, relevant educational opportunities to the large and growing numbers of underserved populations, particularly Hispanic students. The Alliance's activities directly benefit practitioners and educators at HSIs through cooperation, networking, partnerships, information-sharing, technical assistance and collaboration. Additionally, the Alliance communicates with federal agencies on behalf of the members and their institutions

The HSI Council consists of nine to seventeen Alliance of HSI Educators members and the chairs of all standing and ad hoc committees of the Alliance of HSI. The Council is elected by the full Alliance membership and is responsible for directing all Alliance activities, including oversight of the five components of the Alliance: Technical Assistance; the HSI Directory; the Library of Best Practices; the Best Practices Conference; and, HSI Advocacy and the members who work to maintain these components.

Current HSI Council Members:

Council Chair

Dr. David F. Trujillo, Director of Grants, Special Initiatives and Title V University of New Mexico-Taos, Taos, NM, trujio9@unm.edu

Council Vice-Chair

Ms. Jennifer Gomez-Chavez, Director, Student Academic Success - Office of the Provost, Director, Unidos Lumina Grant - Division for Equity and Inclusion, University of New Mexico, Albuquerque, NM, jengomez@unm.edu

Ms. Amanda Quintero, Director, Research and Sponsored Programs, California State University-Channel Islands, Camarillo, CA, amanda.quintero@csuci.edu

Mr. Victor M. Davila, Associate Director, Office of Title V Programs, Texas A&M University-Kingsville, Kingsville, TX, kuvmd002@tamuk.edu

Ms. Martha C. Pelayo, Project Director, East Los Angeles College, Monterey Park, CA, pelayom@elac.edu

Mr. Ruddys E. Andrade, Associate Vice President and Director of Grants and Sponsored Programs, New Jersey City University, New Jersey City, NJ, randrade@njcu.edu

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Dr. Rosario Rios de Torres, Project Director, University of Puerto Rico-Ponce, rosario.rios@upr.edu

Ms. Mindy Watson, Director of Federal Programs, Office of Educational Services, Clovis Community College, Clovis, NM, mindy.watson@clovis.edu

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Mr. Daniel Loera, Director of Multicultural Affairs, University of La Verne, La Verne, CA, dloera@laverne.edu

continued

Dr. Melba Schneider Castro, Director, Educational Partnerships, California State University-Fullerton, Fullerton, CA, mschneider@fullerton.edu

Ms. Angela Menke, Assistant Professor, Department of Mathematics, Palo Alto College, San Antonio, TX, amenke@alamo.edu

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<http://ahsie.unm.edu/ahsie-home/index.html>

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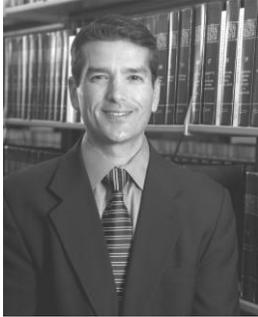
Conference Agenda

<u>Monday, March 12th</u>	<i>[all Monday activities take place in the Rosenberg Skyroom]</i>
4:00 – 6:00 PM	Shuttle Service to Campus
4:00 – 7:00 PM	Registration
5:00 – 6:00 PM	Cocktails and Networking
5:45 – 6:00 PM	Special Entertainment - Tejano Recording Artist, Dr. Patsy Torres
6:00 – 8:00 PM	Dinner Program Institutional Conference Welcome by Dr. Denise J. Doyle, Provost, UIW Introduction of AHSIE Chair and Vice-Chair by Conference Site Coordinator Dr. Kevin B. Vichcales, Dean, School of Graduate Studies & Research, UIW Opening Remarks by AHSIE Chair Dr. David Trujillo and Vice-Chair Ms. Jennifer Gomez-Chavez Dinner Introduction of Keynote Speaker by Dr. David Ortiz, Director, Graduate Support Center, School of Graduate Studies & Research, UIW Keynote Speaker Mr. Mike Villarreal, Texas State House of Representatives Entertainment by Mariachi Damas de Jalisco
8:00 – 9:00 PM	Shuttle Service to Downtown
<u>Tuesday, March 13th</u>	
7:00 – 9:00 AM	Shuttle Service to Campus
7:30 AM – 4:00 PM	Registration [Marion Hall Ballroom]
8:00 – 8:30 AM	Opening Plenary and Agenda Overview [Marion Hall Ballroom]
8:45 – 9:45 AM	Concurrent Sessions 1 - 4
10:00 – 11:00 AM	Concurrent Sessions 5 - 9
11:15 AM – 12:00 PM	Concurrent Sessions 10 - 13
12:00 – 1:30 PM	Luncheon and Guest Speakers [Marion Hall Ballroom]
1:15 – 2:15 PM	Concurrent Sessions 14 - 18
2:30 – 3:30 PM	Concurrent Sessions 19 - 22
3:45 – 4:45 PM	Concurrent Sessions 23 - 26
5:00 – 7:00 PM	Cash Bar and Networking [Marion Hall Ballroom]
5:00 – 7:00 PM	Shuttle Service to Downtown [dinner on your own in beautiful San Antonio]

continued

Wednesday, March 14th

- 7:00 – 9:00 AM Shuttle Service to Campus
- 8:00 AM – 4:00 PM Registration [Marion Hall Ballroom]
- 8:45 – 9:45 AM Concurrent Sessions 27 – 31
- 10:00 – 11:00 AM Concurrent Sessions 32 - 35
- 11:15 AM – 12:00 PM Concurrent Sessions 36 - 38
- 12:00 – 1:00 PM Lunch and Networking [Marion Hall Ballroom]
- 1:00 – 2:00 PM Shuttle Service to Downtown
- 1:15 – 5:00 PM HSI Grantsmanship Institute
- Conference Concludes*
- 5:00 – 6:00 Shuttle Service to Downtown



Keynote Speaker

Hon. Mike Villarreal,
Texas State Representative

www.mikevillarreal.com
www.facebook.com/RepMikeVillarreal

State Representative Mike Villarreal was born and raised in San Antonio, Texas. His father immigrated to the United States from Mexico with his family as a child. His mother is a product of the Edgewood community on the West Side of San Antonio. Together they taught their children the importance of earning an education, working hard, and aspiring to a better life.

Mike's parents sent him to Catholic schools: St. Luke's Catholic Elementary and Central Catholic High School. While at Central, he began taking classes at San Antonio College. He went on to receive an economics degree at Texas A&M University and later earned a master's in public policy from Harvard's Kennedy School of Government.

Mike's professional background is in finance. He worked at the Federal Reserve Board of Governors and JP Morgan Securities, and his last job in public finance was directing the San Antonio office for Public Financial Management, the nation's leading public finance advisory firm.

Mike is currently working on earning his Ph.D. in Public Policy at the University of Texas in Austin. After completing his degree, he plans to teach and research within his areas of focus in the legislature: public finance and education policy

In 1999, Mike launched a grassroots campaign for the Texas House of Representatives. His prior elected experience was serving as vice president of his neighborhood association in Beacon Hill. To win his election, Mike knocked on over 4,000 doors to meet his voters one-on-one. On election night, Mike won by one vote, defeating a judge backed by the local political establishment.

Mike is in his 7th term in the Texas House of Representatives advancing a public agenda to transform Texas into an educated economic powerhouse. Mike is known as a lawmaker who listens to all sides, studies the issues, and reaches his own independent decisions. His legislative accomplishments include securing a funding expansion for financial aid for college students, establishing State oversight of tax refund anticipation loans, and authorizing an innovative clean energy financing program. In 2011 Texas Monthly, Texas Observer and the San Antonio Current recognized Mike as one of the best State legislators.

Special Guest Speakers

Mr. Peter G. Fusscas, M.A.

Prior to joining the United States Department of Education in 1987, Peter Fusscas taught social studies in a Public School District in New York State. He spent nearly twenty-one years with the Office of Elementary and Secondary Education, Impact Aid Program, specializing in compensation to Local Educational Agencies. Mr. Fusscas served as Team Leader for the Title V, Developing Hispanic-Serving Institutions Program from July 2008 to May 2011. In 2009, he oversaw expansion of the program with the addition of the Promoting Post Baccalaureate Opportunities for Hispanic Americans Program and, in FY 2010, the Hispanic-Serving Institutions HSI STEM and Articulation Program. He is currently a Senior Program Officer with the Title V Program, and is lead for the Hispanic Serving Institutions (HSI) STEM and Articulation Programs. Mr. Fusscas received a B.A. degree from the State University College of NY, Oneonta and an M.A. degree from George Mason University in Fairfax, Virginia. peter.fusscas@ed.gov

Mr. Jeff Hartman, B.A.

Jeff Hartman joined the Office of Postsecondary Education, Developing Hispanic-Serving Institutions Division in December of 2011. Prior to joining HSI, he worked in higher education for fourteen years, most recently as Director of Admissions at Grand Rapids Community College. Mr. Hartman's experience includes student recruitment and development of outreach program for underrepresented first generation college students. He holds a Bachelor's degree in Communications and is pursuing a graduate degree in Psychology. jeffrey.hartman@ed.gov

Guest Entertainers

Ms. Patsy Torres, Ph.D.



One of the most prominent and influential Tejano stars today, Patsy Torres has twelve albums under her belt and is hailed for award winning Tejano music, dynamic performances, leadership, and community work. Patsy is a driving force in the entertainment industry as well as a youth advocate and an ambassador of cultural awareness. A recent inductee into the Tejano Roots Hall of Fame, she has performed for live audiences in Mexico of more than 100,000, appeared on national television, and toured in over a dozen countries. She is recipient of countless awards

for her musical talents and community works, and was inducted into the San Antonio Women's Hall of Fame and awarded the LULAC National Presidential Citation, Texas War on Drugs Leadership Award, Hidalgo Award, and La Prensa Award. Patsy donates time to countless organizations and advocates for youth, encouraging students across the nation to stay in school through her state of the art concerts and programs called The Positive Force Tour Inc. Patsy emphasizes that her greatest accomplishment is earning her Ph.D. in Education & Organizational Leadership from the University of the Incarnate Word. www.patsytorres.com

Damas de Jalisco

Damas de Jalisco, San Antonio's premiere all-female mariachi ensemble, is an eleven piece group comprised of local musicians ranging in age from 19 to 28 years. These young women were chosen



for their specific talents, instrumentally and vocally, as the best and brightest in San Antonio. Each member has previous individual success in the genre of mariachi. One core vocalist, Vanessa del Fierro, was recently a finalist on Voces de America, the latino version of American Idol. Some of these young women have shared the stage with musical icons such as Trio Los Panchos, Jose Feliciano, Mariachi Mujer

2000, Mariachi America, Sol de México, and the world renowned Mariachi Vargas de Tecalitlán. www.rdsmarketing.com/mariachi/mariachi-damas-de-jalisco

Session Descriptions

Sessions are assigned to the following UIW spaces [see campus map page 16]

Session 1	Library Auditorium
Session 2	Library Special Collections
Session 3	Joyce Building Rm. 126
Session 4	Nursing Building Rm. 214
Session 5	Library Auditorium
Session 6	Library Special Collections
Session 7	Joyce Building Rm. 126
Session 8	Nursing Building Rm. 214
Session 9	Gorman Building Rm. 212
Session 10	Library Auditorium
Session 11	Nursing Building Rm. 214
Session 12	Joyce Building Rm. 126
Session 13	Library Special Collections
Session 14	Nursing Building Rm. 214
Session 15	Joyce Building Rm. 126
Session 16	Library Auditorium
Session 17	Gorman Building Rm. 212
Session 18	Library Special Collections
Session 19	Nursing Building Rm. 214
Session 20	Joyce Building Rm. 126
Session 21	Library Auditorium
Session 22	Library Special Collections
Session 23	Library Special Collections
Session 24	Gorman Building Rm. 212
Session 25	Joyce Building Rm. 126
Session 26	Library Auditorium
Session 27	Gorman Building Rm. 212
Session 28	Nursing Building Rm. 214
Session 29	Library Auditorium
Session 30	Library Special Collections
Session 31	Joyce Building Rm. 126
Session 32	Nursing Building Rm. 214
Session 33	Library Auditorium
Session 34	Library Special Collections
Session 35	Joyce Building Rm. 126
Session 36	Nursing Building Rm. 214
Session 37	Library Auditorium
Session 38	Library Special Collections

HIS Grantmanship Institute [all sessions] - Rosenberg Skyroom

Tuesday, March 13th

8:45 - 9:45 AM Concurrent Sessions 1-4

Session 1 Know Thy Agency: Grant Programs at DOE, Labor, Agriculture & NSF Suited to HSIs

Presenters: John Rude and Martha Pelayo, East Los Angeles College
Location: Library Auditorium

Grant-writing requires skill in proposal preparation and awareness that the context of each proposal is likely to be different at each agency. Understanding these differences is critically important to a successful proposal. This session examines HSI programs in four Federal agencies: Department of Education, Department of Labor, Department of Agriculture, and National Science Foundation. How much money do they have? Which institutions are eligible to apply? How much effort is required to write a proposal? How much do relationships with agency staff matter? What is the preferred role of partners and collaborators? How do you keep track of shifting priorities? What are your chances for success? What are the nuances of accountability and compliance after you are funded?

Session 2 Mi Familia, Mi Exito (My Family, My Success): Innovations in Graduate Student Orientation

Presenters: Dr. David Ortiz, Trinidad Macias, Rebecca Ohnemus and Huynh Nga Nguyen, University of the Incarnate Word
Location: Library Special Collections

Graduate student orientation traditionally focuses on policies and services promoting academic success. While academic preparedness is essential to student success, orientation programs often fail to include a comprehensive approach to student engagement beyond academics. For Latino graduate students, particularly first-generation, this approach is crucial for successful matriculation and persistence to graduation. Inclusion of a graduate student's non-academic support system (e.g., family and friends) during orientation can be a critical element in promoting a student's sense of belonging to the university. University of the Incarnate Word, as recipients of a PPOHA federal grant, redesigned its graduate student orientation as a model of student engagement. Orientation was extended to half a day, and three separate informational tracks were developed (e.g., student, family, and small children). This session addresses the philosophical and best practices approach to engaging graduate students through an innovative orientation program, including step by step development of UIW's program and lessons learned after two successful orientations.

Session 3 People Count: Authoring the Terms of Human and Professional Development as P-12 and HSI Faculty

Presenter: Dr. Kaia Tollefson, California State University-Channel Islands
Location: Joyce Building Rm. 126

When defining what is important in the accountability systems devised for schools, colleges and universities in the United States, responsibility cannot be subtracted from the process. Demographic patterns matter. Human growth and development is what systems of education and accountability must provide. Project Vista, a PPOHA grant in its second year at CSU Channel Islands, focuses on the idea that institutional growth and improvement occurs when teachers and learners are central players in their own personal and professional development. This session describes several ways a learning community model for professional development was implemented at CI through Project Vista, including: a Summer Critical Friends Group Institute for P-12 teachers; a Project Vista Learning Community involving over forty faculty, staff and administrators; and, faculty-student learning communities designed to provide informal, group mentoring opportunities.

Session 4 Project Management in the Digital Age

Presenters: Dr. Laura Rosales and Liza Wisner, Texas A&M University-Corpus Christi

Location: Nursing Building Rm. 214

Project managers, often for lack of a better solution, rely on email, Microsoft Excel, and paper clipped folders as a management system. While this may make do on smaller projects, it is very inefficient for management of increasingly larger projects. Operating to maximum effectiveness requires use of systems which keep track of tasks, documents, progress, and other aspects of project management. Many tools are available which address this critical need. This session discusses tools that help create, build, and develop more successful programs, and efficiently assist in analyzing, measuring, and assessing projects, leaving more time and energy for executing goals. Session presenters share examples of applied and proven project management technology solutions for the digital age, developed and refined by the ELITE Graduate Program team (PPOHA funded) to maximize results, and improve efficiency in grant services and projects.

10:00 - 11:00 AM Concurrent Sessions 5-9

Session 5 Challenges and Best Practices in STEM Teacher Training

Presenters: Dr. Melissa Salazar and Dr. Andres Salazar, Northern New Mexico College

Location: Library Auditorium

Focused educational efforts in science, technology, engineering and math (STEM) have increased in recent years in response to rise of economic competition from developing countries, such as Brazil, Russia, India and China, and to a concomitant decrease in STEM performance of U.S. students on standardized tests and decreasing enrollments in STEM majors. One effort to improve U.S. STEM student outcomes is in teacher professional development. Studies show the classroom teacher is the key contributor to engendering interest in STEM to youth, as well as providing expert content matter instruction that prepares students for STEM careers. With the intense and complex development of STEM subjects over the past 25 years in materials, computers and software, space exploration, the internet, energy and environmental issues, it is imperative that teacher preparation in STEM subjects be deepened in order to foster and retain interest in those subjects in the K-12 stage of education. This session reviews major challenges in pre-service teacher training in STEM subjects and lists some best practices to address those challenges.

Session 6 Making External Evaluation Work for You

Presenters: Ruddys Andrade, New Jersey City University; Emma Mendiola, San Antonio College; David F. Trujillo, University of New Mexico-Taos

Location: Library Special Collections

Session description unavailable at time of publication.

Session 7 Building the CBE Culture: An Interactive Look at Curriculum, Instruction, and Assessment

Presenters: Jessica Bryant and Amy Flores, Northern New Mexico College

Location: Joyce Building Rm. 126

Northern New Mexico College is working to increase competency-based education through its writing and math programs. Because the goal of competency-based education is to assess student learning by way of student performance and demonstration of skills mastery, program changes were made that incorporate new methods. This session focuses on those methods in three specific areas: curriculum, instruction, and assessment. The process is nonlinear, by nature reflective and continuous. This presentation uses a hands-on approach to engage session participants in interactive learning, sharing, responding, and creating. For each component (curriculum, instruction,

and assessment), collaborative activities build upon one another, leaving participants with an understanding of Northern's competency-based practices, as well as equipping them with useful tools for adapting and implementing methods in their own specific areas. Supplied handouts and interaction with one another provide participants with first-hand experience and instruments for creating competency-based learning environments.

Session 8 Transformational Leadership and Culture Change Through Title V

Presenters: Christy Neill, Dr. Peter Gerity, New Mexico Institute of Mining & Technology
Location: Nursing Building Rm. 214

There are, within the formal structure of an organization, many substructures consisting of unspoken values and behaviors, which constitute the culture of an organization. Due to the entrenched nature of organizational culture, change can be difficult and often tumultuous. To guide an organization through the process of culture change, leaders must identify key structures for change, as well as the process by which the desired change is achieved. New Mexico Institute of Mining and Technology (NMT) is no exception to organizational cultures. While a culture of excellence runs throughout the University, there also exists a deeply embedded culture of tradition. Executive leadership recognized the unique opportunity to effectuate cultural change through the grant programs of USDE, a very different standard of grant program from the historical pattern of agency funding for NMT. Administration identified three structures as mechanisms for cultural change: 1) interdepartmental collaboration, 2) modifying traditional research, and 3) infrastructure change. The cultural changes and related factors associated with these mechanisms are identified closely with the process of change management as outlined by John Kotter, business professor and change management expert. This session discusses significant culture changes at NMT brought about as a result of three USDE grant programs.

Session 9 Engaging College Students and Promoting Critical Thinking in the College Classroom

Presenter: Lynda Cavazos, University of the Incarnate Word
Location: Gorman Building Rm. 212

Student engagement is critical for analyzing, synthesizing and evaluating student retention of knowledge and to ignite a spark for learning. This session provides theoretical background with innovative ideas for enhancing student learning through class activities and assignments that promote creativity and critical thinking.

11:15 AM - 12:00 PM Concurrent Sessions 10-13

Session 10 Getting FITT: Training Faculty for the 21st Century

Presenter: Kimlisa Salazar Duchicela, Pima Community College-Downtown Campus
Location: Library Auditorium

Pima Community College's Title V grant calls for bringing technology into the classroom to help "faculty engage the 21st century learner." This session covers the development and delivery of the Faculty Institute on Teaching and Technology (FITT), provides examples from a successful training program, illustrates the A-Z steps of developing faculty training, and delineates the pitfalls to avoid and the successes achieved and maintained.

Session 11 Ameliorating Culture Shock in STEM

Presenter: Dr. Karen Cianci, Fresno Pacific University
Location: Nursing Building Rm. 214

Academic STEM [science, technology, engineering, math] environments are cultures unto themselves. While most high school students experience a jolt of transition when entering college level science, for many first generation Hispanic students this transition can be intense and immensely difficult. This session presents Fresno Pacific University's Title V

program, which aimed to surround first generation Hispanic and low-income, first year STEM students, with the resources to help them understand the cultural transition they were going through and provide the necessary resources for them to transition quickly.

Session 12 Do's and Don'ts of Reaching out for Sophomore Success

Presenters: Dr. Marcela Uribe and Valerie Tijerina, Texas A&M International University
Location: Joyce Building Rm. 126

Texas A&M International University serves a population of 90% Latino/Hispanic students and is located in a region which is academically and economically disadvantaged [Laredo, Texas]. Determined to face the challenges of supporting an increased number of low-income first generation college students, including the challenge of a high failure and withdrawal rate among sophomores, TAMIU implemented its Sophomore Success program [Title V funded]. This session describes challenges identified and successful strategies developed by TAMIU while working to address the particular needs of sophomore students through its Sophomore Success program.

Session 13 Rethinking Cultural Context

Presenter: Dr. Cathy Martinez Berryhill, Northern New Mexico College
Location: Library Special Collections

This session helps practitioners discover the strengths of Hispanic learners at the college level, and is based on work done at Northern New Mexico College in the areas of cultural competency and cultural context and strategies to include both in teaching. Factors affecting retention and successful completion are often found primarily in the cultural foundations of minority groups. What this means for practitioners, including faculty, is that it is important to know how to build on cultural strengths while developing new skills.

1:15 - 2:15 PM Concurrent Sessions 14-18

Session 14 Best Practices to Address Under-representation of African-Americans and Hispanics in the Health Professions

Presenters: Dr. Amanda Walter Scarbrough and Regina K. Devers, MPH; Texas Area Health Education Center

Location: Nursing Building Rm. 214

Texas is facing a shortage of health professionals. An increasingly important by-product is a workforce that is no longer ethnically or culturally representative of the Texas population. This project was a compilation and analysis of existing programs designed to fill the holes in the health care workforce by encouraging ethnic diversity in health professions in order to determine if there are common attributes of "Best Practice" programs. This session discusses the project's objectives, implementation, and results.

Session 15 Cooperating in Innovative Interactive Programs for Rural Hispanic Student Success: Game Design & Simulation and Online Education programs

Presenter: Dr. Najib Manea, University of New Mexico-Valencia

Location: Joyce Building Rm. 126

Identifying industries that can provide good-paying jobs for Hispanic and other low-income students has always been a challenge for New Mexico. According to the UNM-Bureau of Business and Economic Research, "by all measures, the field of digital media is poised for significant growth and represents a promising avenue for economic development for New Mexico". Using a Title V Coop grant, UNM-Valencia and NMSU-Grants will collaborate and share expertise to develop a Game Design & Simulation and Online programs. Successful design and implementation of computer games and simulations is a marriage of art and science. UNM-Valencia has a highly successful Digital Media program but needs additional technical faculty that is proficient in Boolean algebra, program scripting

and who will work as a team with the Digital Media faculty to offer a game design and simulation program. NMSU-Grants' position is a complement to UNM-Valencia's. Both UNM-Valencia and NMSU-Grants currently offer Digital Media Programs. UNM-Valencia offers an Associate degree in Digital Media Arts (DMA) which transfers to UNM's main campus as well as other four year colleges. NMSU-Grants offers a certificate in Creative Media Technology (CMT) which transfers to NMSU's Creative Media Institute well as other four year colleges. This session discusses plans to build Game Design & Simulation and Online Programs based on the success of existing programs.

Session 16 External Evaluation: Intimidation to Innovation

Presenter: Dr. Gayle Lundgren Whitson, New Mexico State University

Location: Library Auditorium

External Evaluation is one mechanism built into the Title V Strategic Assessment Plan required as part of the US Department of Education's system for reviewing project proposals and awarding funding. External Evaluation provides a third-party, standardized assessment in the areas: 1) project compliance with federal regulations; 2) validation of progress in reporting measurable stated grant objectives; and 3) facilitation of reflective analysis in best practices and procedures implemented for achieving student success in low-income and Hispanic student populations and capacity-building for sustainability. This session discusses the presenter's experiences, observations, reflections, and conclusions regarding the perception of external evaluation and its formative process.

Session 17 Modeling a Three Part Approach to Changing Educational Practices

Presenters: Lillian Gomez, Adams State College; Barbara Catbagan, Naropa University

Location: Gorman Building Rm. 212

This interactive session explores a tested model of faculty professional development that created changes in university climate and faculty interactions with students. The facilitators will present the use of a three part approach using active learning strategies, the National Coalition for Equity in Education (NCEE) model structures and social justice content, which creates a dynamic process of change. This session focuses on a model program supported by the Center for Excellence in Learning and Teaching (CELT) at Adams State College, in Colorado. The transformative model includes a week long institute that involves raising issues of classism, racism, sexism and gender bias, as well as other issues (e.g., issues of language, homophobia/heterosexism, etc.), examining their impacts on individuals, society and education (including participants and participating institutions), discussing possible responses and engaging in planning for educational/institutional change. Session facilitators have been involved with the CELT Institute for eight years and will give participants a taste of the institute and present the findings of the ongoing work.

Session 18 Enhancing and Understanding Student Engagement through the Evaluation Process

Presenter: Dr. Armando M. Rivera-Figueroa, East Los Angeles College

Location: Library Special Collections

East Los Angeles College (ELAC) recently concluded a three year Hispanic Serving Institution (HSI) grant from the US Department of Education with the main goal of increasing the number of minority students transferring to a four year college or university and completing a Bachelor's degree in Science, Technology, Engineering and Mathematics (STEM). Many successful strategies and activities were developed and implemented throughout the course of the three year grant; however, a very unique opportunity arose to work closely with the external evaluator in developing and implementing simple but effective strategies for evaluation. This session discusses the two main outcomes from this collaboration. First, simultaneous use of the evaluation component of certain activities as an assessment tool and also as an outreach tool. Second, development of a photo journal evaluation component for the Summer Bridge

Academy. Specifically studied was students' perception of STEM careers and how their attitudes towards STEM degrees changed throughout the duration of the summer program. This successful component, already adapted by neighboring four year universities, not only provided information about students' learning and engagement process, but was also very interactive and therefore, interesting for the students. The grant targeted STEM teaching for Hispanics at ELAC and neighboring institutions, specifically Los Angeles Unified School District, by utilizing the "environment" as an engagement strategy and increasing engagement and interest in STEM careers by exposing students to everyday environmental issues in their own community.

2:30 - 3:30 PM Concurrent Sessions 19-22

Session 19 Whispers of the Elders: Reclaiming Lost Stories for Cultural Competence

Presenters: Dr. Jessica Kimmel, Dr. Sharon Herbers and Dr. Norman St. Clair, University of the Incarnate Word

Location: Nursing Building Rm. 214

Helping Hispanic students learn how to make meaning of their life experiences provides a basis for our research into stories, history, the arts, and the lives of those who have preceded us, especially in the Southwest. In this session three adult educators, who teach very different courses, offer methods and strategies for engaging students in cultural, social, and emotional connections to their history and modern lives. Using Vygotsky (1978), Clarke (2008), and Witherell & Noddings (1991) as guides to adults learning through narratives, memoirs, films, and historical data, the presenters describe the movement from story to connotative learning to self identity. A concentration on examples, following a theoretical model of adult learning, demonstrates how stories can expand the cultural understandings of listeners.

Session 20 The Teaching Academy: Preparing the Next Generation of University and College Professors

Presenters: Dr. Jessica Lavariega-Monforti, and Sylvia Aldape, U. of Texas-Pan American
Location: Joyce Building Rm. 126

University of Texas-Pan American launched the Teaching Academy in October 2010 as part of its PPOHA program of work. From its inception, this innovative program received rave reviews from faculty and students. Open to students planning to teach at the college and university level, the Teaching Academy provides monthly meetings on topics such as class management, use of technology and course preparation. Additionally, a Teaching Boot Camp is held each August to give students intensive preparation for the new semester and students are awarded certificates upon completion. The Teaching Academy provides valuable training to students whether or not they are able to obtain a teaching assistantship. This session discusses the Teaching Academy and its emphasis on preparing and mentoring students.

Session 21 College Attrition Factors for Hispanics: Peeling the Onion

Presenters: Dr. Andres C. Salazar, University of New Mexico; Dr. Melissa L. Salazar, Northern New Mexico College

Location: Library Auditorium

Research shows that lack of financial resources and poor student preparation are two major factors contributing to college attrition among Hispanic students. With some success, many colleges apply resources such as additional scholarships, mentoring programs, supplemental instruction and dedicated advisement to minimize the effects of these two factors. To better understand why these factors have not diminished in strength over the years, this session describes some environmental and cultural attributes of Hispanic students that may lead to the virulent nature of these factors, and help explain

the lack of significant improvement in retention rates. This session will also advocate measures to counteract the deleterious aspects of these attributes by earlier intervention in goal setting, resource management and the development of learning skills to close the gap in retention between Hispanics and other ethnic groups.

Session 22 From Inertia to Action: Engaging Faculty in Institutional Assessment

Presenters: Jennie A. Robertson and Carmela Vignocchi, Allan Hancock College

Location: Library Special Collections

This session explores one method used to initiate practice at a California community college in assessing institutional learning outcomes. Participants will learn specifics about one model used at Allan Hancock College that engaged faculty to assess whether students are achieving proficiency in seven institutional learning outcomes including: communication; critical thinking and problem solving; global awareness and cultural competence; information and technology literacy; quantitative literacy; scientific literacy and personal responsibility and development. Also discussed are the obstacles encountered and how the faculty was moved into action through the use of creativity, playfulness and technology.

3:45 - 4:45 PM Concurrent Sessions 23-26

Session 23 Best Practices in Teaching Students from Mexico: Cultural Relativity Approach

Presenter: Dr. Osman Ozturgut, University of the Incarnate Word

Location: Library Special Collections

With the shifting cultural texture and demographics of the United States, redefining how learning and teaching take place is imperative. Hispanics are projected to account for 43% of the United States population growth, making it crucial to understand the increasingly changed student population. Utilizing Hofstede's (1980) four dimensions (individualism vs. collectivism; masculinity vs. femininity; uncertainty avoidance; and power distance) as lenses to look at teaching practices both in Mexico and the U.S, this session will highlight the differences in teaching practices and offer recommendations for best practices in teaching students from Mexico.

Session 24 Using "Disruptive Innovation" to Enhance Student Success Outcomes via the Title V Grant

Presenters: Dr. Cynthia Herrera, Candice Moss, and Dr. Richard Duran, Oxnard College

Location: Gorman Building Rm. 212

Traditionally a "disruptive" factor halts progress and creates complications that must be dealt with in order to move things in the right direction. This session puts a positive spin on "disruption" by showing how it is possible to use "disruptive innovation" to accelerate student learning, promote the use of high impact teaching techniques, and enhance project/program sustainability to increase college-readiness, access, retention, transfer and degree completion.

Session 25 College and Career Prep Program: Best Practice Models for Outreach to Low-Income Hispano, Mexican and Native American High School Students

Presenters: Juan Montes, Mayra Gutierrez, Nicole Romero, Julian Suazo, Mireya Rodriguez, Ana Vasquez, and Carmen Limas, University of New Mexico-Taos

Location: Joyce Building Rm. 126

This session discusses the following seven programs/initiatives developed with the goal of presenting a best practice model for outreach to diverse student populations including low-income Hispano, Mexican, and Native American Pueblo high school students: 1) College and Career Prep Program emphasizing the importance of higher education; 2) Preparación Universitaria that works with public schools to create a culturally welcoming

environment for Hispano students within the school to promote high school graduation and pursuit of post-secondary education; 3) Mexican American Youth Association (M.A.Y.A.), a student advocacy group encouraging and supporting educational success, cultural awareness and political advocacy; 4) Native American Initiative developed to help Native Americans attend area high schools, graduate, and continue on to a post-secondary education; 5) Middle School Initiative providing talking circle discussions with 7th and 8th graders; 6) STEM Summer *Puente*, a seven week summer program offering three college level courses [Mathematics, English and Science] with emphasis on experiential learning and campus visits; 7) Alternatives to Expulsion Program, a mentoring/tutoring initiative working with students having emotional and academic problems in the public schools.

Session 26 Bureaucracy: Friend or Foe of STEM Success at Hispanic Serving Institutions?

Presenter: Leslie Hopper, Rio Grande Research Center-Sul Ross University

Location: Library Auditorium

Funding for STEM to modernize labs represents a rare opportunity for colleges and universities who serve the emerging demographic majority to obtain the technology, instrumentation and equipment necessary to properly educate students in the sciences. But can the investment bear significant fruit in the form of increased graduates in the sciences? Individual awardees are familiar with the strategies employed in their own proposals, but might wonder what successful strategies and interventions are proposed at other campuses. This session focuses on answering the following questions: What are the qualitative and quantitative metrics of success? What are the barriers? What information and data is gained through these projects? In the context of organizational structures and psychology, how can awardees best ensure that proposed strategies and lessons learned are truly effective in promoting STEM success for the target population?

Wednesday, March 14th

8:45 - 9:45 AM Concurrent Sessions 27-31

Session 27 Maximizing Your Title V Budget: Getting to know EDGAR

Presenters: David F. Trujillo, University of New Mexico-Taos; and Moises Armendariz, Mountain View College

Location: Gorman Building Rm. 212

Session description unavailable at time of publication.

Session 28 Institutionalization: The Look and Feel of Institutionalizing a Title V Grant

Presenters: Jennifer Gomez-Chavez, University of New Mexico; and Lorraine O. Martinez, Luna Community College

Location: Nursing Building Rm. 214

What does institutionalization of a grant mean? Directors from two different institutions share their experiences, with the goal of presenting a road map regarding how to institutionalize a grant. Learn strategies, prepare for challenges, and collect samples of institutional plans.

Session 29 New Partnerships for a New Economy: Making the Case for Service Learning Internship Programs

Presenter: Dr. Diane Podolske, California State University-San Bernardino

Location: Library Auditorium

The new vision for higher education must include a focus on student employability in order to remain relevant in today's economy. Developing adaptable and innovative future employees depends on strategic approaches to help college students successfully enter

the workforce. Students from economically disadvantaged backgrounds or under-represented groups often lack the knowledge needed to explore careers, gain relevant work experience while in college, and secure high-level employment after graduation. Research indicates that for these students enriching experiences such as career-relevant internships can have profound effects. Session participants will review the pedagogy of service learning and explore the potential for service learning internships as an important avenue to bridge the employment gap while contributing to local communities. CoyoteCareers, a Title V HSI grant at California State University, San Bernardino, is highlighted as an exemplar of the practice of service learning internship experiences.

Session 30 Utilizing HEP/CAMP Grants to Provide Educational Opportunities to Hispanics

Presenters: Dr. Renea Fike, University of the Incarnate Word, and Vince Salinas, Amarillo College

Location: Library Special Collections

The High School Equivalency Program [HEP] helps migratory and seasonal farm workers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. The College Assistance Migrant Program [CAMP] assists students who are migratory or seasonal farm workers (or children of such workers) enrolled in their first year of undergraduate studies. This session discusses implementation and outcomes of the Amarillo College HEP/CAMP program, which enrolls approximately 50 students per year in college after completing their GEDs.

Session 31 Writing Intensive Courses at Hispanic Serving Institutions

Presenter: Dr. Patricia Trujillo, Northern New Mexico College

Location: Joyce Building Rm. 126

According to the Building Engagement and Attainment for Minority Students (BEAMS) 5-year longitudinal study to increase student learning at HSIs, HBCUs, and Tribal Colleges, Writing Across the Curriculum is a key factor to minority student success. This presenter defines student success that moves beyond access to basic writing skills, addresses how writing courses are sites of academic “cultural transmission,” and asserts that writing courses teach students of color the culture of the academy as well as tools for their own success. This session address the development and implementation of an upper division Writing Intensive Course requirement for all students at Northern New Mexico College, and describes the model being implemented through professional development opportunities, which provide faculty across the curriculum with resources to utilize process-based writing instruction and Latino pedagogies in their various disciplines.

10:00 - 11:00 AM Concurrent Sessions 32-35

Session 32 Developing and Delivering a New Kind of Learning Space

Presenter: Kimlisa Salazar Duchicela, Pima Community College-Downtown Campus

Location: Nursing Building Rm. 214

Little has changed in the area of classrooms and learning spaces from the 19th to 21st century. Classrooms have whiteboards instead of chalkboards and plastic desks instead of wood, but students and faculty have changed exponentially. Pima Community College (PCC) is using grant funds to create new types of learning spaces to engage students and faculty, leading to increased retention and use of formal and informal learning spaces. This session discusses how PCC changed forever the way it looks at learning space.

Session 33 Roundtable Discussion for New Directors: Surviving the Project’s First Year

Facilitators: Lillian Gomez, Adams State College; Carmela Vignocchi, Allan Hancock College; Shannon Shively, Trinidad State Junior College; Barbara Knotts, San Antonio

College; and, Amanda Quintero, California State University-Channel Islands
Location: Library Auditorium

This session provides opportunity for new project directors to discuss the challenges and opportunities associated with initiating projects during first year of operation. Learn from experienced colleagues what strategies proved successful to maximize project success.

Session 34 Building Institutional Capacity and Engagement Culture for Master's Students Services

Presenter: Dr. Kevin B. Vichcales, University of the Incarnate Word

Location: Library Special Collections

University of the Incarnate Word's PPOHA project, Increasing Master Degree Student Persistence to Graduation, was designed to address five identified institutional needs pursuant to masters-level graduate education: 1) improve retention, academic performance, and persistence to graduation; 2) increase financial assistance opportunities for Hispanic and other low-income students; 3) improve infrastructure to meet the academic and social needs of students; 4) provide early and on-going supplemental development that enhances academic skills necessary for the achievement of high performance and success; and 5) increase student engagement in graduate life and connections to the University's academic and social resources. This session discusses successful strategies, pursued by UIW to increase institutional capacity and create a culture of engagement for master degree students, including: 1) creation and institutionalization of critical key infrastructure elements [Graduate Support Center (GSC), Graduate Learning Laboratories, Presentation Practice Spaces, Information Literacy Classroom, etc.]; 2) Mabee Library service advancements [ExLibris, Refworks, graduate laptop program, critical databases, etc.]; and 3) new engagement programs and services targeting master degree students [family orientation, discipline orientation, academic and professional workshop series, mentoring services, graduate writing institute, dedicated research librarian services, student and family activities, weekly newsletter, etc.].

Session 35 Dissertation/Thesis Intervention - Eliminating The ABD : A Successful Student Retention, Reengagement and ABD Completion Project

Presenter: Dr. Ron Kern, Fischler School of Education - Nova Southeastern University

Location: Joyce Building Rm. 126

Nova Southeastern University and the Fischler School of Education currently ranks 1st in number of overall doctoral degrees awarded to Hispanics, and #1 in the number of education doctorates awarded to Hispanics. Despite this achievement, a large doctoral ABD [All But Dissertation] population exists, which is a recognized doctoral student problem at all universities, particularly among Hispanics/Latinos. This session focuses on a highly successful project resulting from a Title V-B grant received in 2009. In particular, this presentation chronicles a successful evidence-based project that includes both doctoral success and doctoral intervention strategies that, in 2010, resulted in over 80% of inactive ABD students, subject to dismissal for time, reengaging with their dissertation committee and actively working on completion of their degree; and details the steps needed to reengage and retain students in any graduate program involving a final manuscript as a capstone event.

11:15 AM - 12:00 PM Concurrent Sessions 36-39

Session 36 Developing Service-Learning Initiative a Collaborative Approach to Faculty Development

Presenter: Dr. Marcela Uribe, Texas A&M International University

Location: Nursing Building Rm. 214

In an effort to support sophomore success, Texas A&M; International University developed a comprehensive plan that included academic advising, academic support, career advising, counseling services, and faculty development. A new Service-Learning initiative is supported by the Sophomore Success Title V Grant through the PROF Center (Professional Resource Opportunities for Faculty Center). TAMIU located in Laredo, a historically academic and economically disadvantaged region, serves a population of 90% of Latino/Hispanic students. Three challenges were addressed by developing Service-Learning at TAMIU: 1) Encouraging faculty to learn alternative pedagogies to support class connectivity and civic engagement; 2) creating Service-Learning opportunities for sophomore success; and, 3) implementing a Service-Learning program for the border region. This session describes planning and execution of the initiative, successes and challenges, and new opportunities for faculty development identified thus far.

Session 37 Academic Coaching for Student Success

Presenter: Melanie Jobe, La Sierra University

Location: Library Auditorium

La Sierra University developed a comprehensive First-Year Experience to help students integrate into the University, understand expectations in higher education, develop problem-solving skills, and successfully complete pre-foundational and foundational courses. This mandatory program for first-year students began in 2007 with creation of the Center for Student Academic Success (C-SAS). Retention for first-year students, including Hispanic students, increased significantly as a result of C-SAS interventions. The cornerstone of the First-Year Experience is academic coaching. Academic coaches team-teach First-Year Seminars with University faculty for all new first-year students. As part of this mandatory course, each student meets weekly for one-half hour with the academic coach team-teaching the Seminar. Academic coaches are full-time staff with a bachelor's degree. Each coach team-teaches two First-Year Seminars, meets individually with 40-45 students each week, conducts educational workshops, and participates in orientations. The coach also serves as the student's academic advisor for the first year. This session reviews the role of the academic coach and the coach's responsibilities, expectations, training, and supervision; outlines the quarterly coaching goals of the model, shares sample coaching materials, discusses lessons learned; and presents evaluation results and data since the program's first year of implementation as evidence of program achievement.

Session 38 Using the Keller Method to Improve Minority Student Learning Outcomes

Presenter: Dr. David Fike, University of the Incarnate Word

Location: Library Special Collections

Persons of Hispanic or Latino origin comprise over 16% of the United States population (U. S. Census Bureau, 2010), yet Hispanics are significantly underrepresented in a variety of health care professions. To address this disparity, two courses (science and math) grounded in Keller's Personalized System of Instruction were implemented. The Keller method is characterized by breaking course content into modules, then allowing students to test and repeatedly remediate and retest until competency is achieved. Outcomes from this intervention-based cohort study demonstrate that the Keller method was effective in reducing the educational achievement gap for Hispanic students. Findings from this research study provide a basis for asserting that this instructional method is worthy of consideration when focusing on improving Hispanic students learning outcomes in STEM courses. This session presents the study, its outcomes, and findings.

HSI Grantsmanship Institute 1:15 - 5:00 PM

The Grantsmanship Institute is an opportunity for Title V staff at all levels to learn more about the process of applying for Title V-related funding, including background information on the program.

1:15 - 2:15 Grantsmanship in the HSI Environment

Presenters: Dr. David F. Trujillo, University of New Mexico-Taos, and Teri Erickson, Otero Junior College

Location: Rosenberg Skyroom

Opening session that takes a look at the big picture behind grantsmanship at HSIs. After this session participants break into two groups, one for those who have experience writing and managing Title V grants, and another for those who are new to the process.

2:30 - 5:00 Concurrent Sessions

Session A: Basics of HSI Grantsmanship

Presenter: Teri Erickson, Otero Junior College

Location: Rosenberg Skyroom

Session participants take an in-depth look at writing effective Title V grant proposals and receive tips for maximizing points received on applications. Specific topics include: background on Title V; overview of each section in a proposal; tips for writing successful applications; a look at missteps that cost points; and, the most effective way to write objectives in a Title V proposal. This session is designed for anyone who has never written a Title V grant, those who have written but not been funded, and Title V staff seeking more information on the application process.

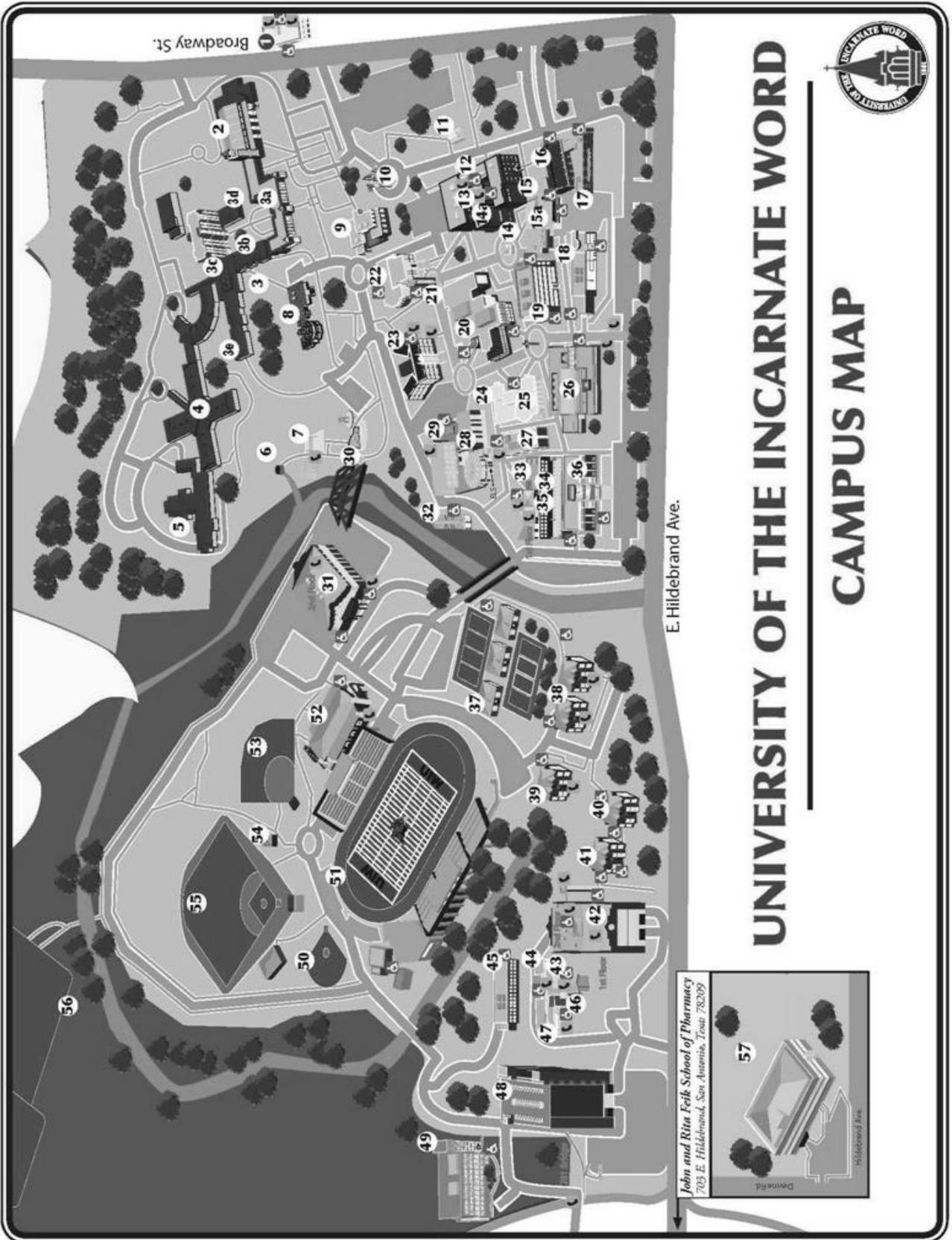
Session B: Advanced Grants-seeking Strategies for HSIs

Presenter: Dr. David F. Trujillo, University of New Mexico-Taos

Location: Rosenberg Skyroom

This session examines advanced grant seeking strategies to assist participants in maximize opportunities for seeking external funding, and provides a working knowledge of the advanced components required by many foundations, corporations, and government agencies. The session includes participant involved discussion of topics such as: The proposal as a problem-solving process; Developing and maintaining partnerships; Presentation strategies and rhetorical approaches; Using external funding to drive systemic change; and, Cultivating long-term success.

Campus Map



UNIVERSITY OF THE INCARNATE WORD CAMPUS MAP

UNIVERSITY OF THE INCARNATE WORD CAMPUS MAP



1. Kathleen Martin Watson Enrollment Center:
Admissions
2. Chapel of the Incarnate Word
3. Village at Incarnate Word
- 3a. Pierre House
- 3b. Madeline House
- 3c. Dubuis House
- 3d. CHRISTUS Heritage Room
- 3e. Alphonse House
4. DeMatel House
5. Angeliqne House
6. Blue Hole
7. Picnic Area/Sand Volleyball Court
8. George Washington Brackenridge Villa
9. Incarnate Word Generatate
10. Mission Plaza
11. Bernard O'Halloran Fountain
12. Administration Building: Registrar, Business Office, Post Office, Campus Ministry, Sr. Columkille Colbert Residence Hall, Paul R. Daber Academic Computer Center, Abe-Bowie-White Teleconferencing Center
13. Sr. Antoninus Buckley Courtyard
14. Our Lady's Chapel
- 14a. Financial Aid (1st floor)
15. Maureen Halligan-Ronald Ibbes Theatre and Dance Center
- 15a. Elizabeth Huth Coates Theatre
16. University Auditorium
17. Genevieve Tarlton Dougherty Fine Arts Center
Douglas and Donna Semmes Gallery (first level)
Pelestrina Recital Hall (second level)
18. Bonilla Science Hall,
19. AT&T Science Center
20. J. E. and L. E. Mabey Library, McCreless Art Gallery, Computer Labs, Counseling
21. The Marjorie Jordan Carillon Plaza
22. Sr. Mary Elizabeth Joyce Applied Arts & Sciences Building
23. Bishop Claude Dubuis Residence Hall
24. Sr. Margaret Patrice Slattery Incarnate Word House
25. Gorman Business and Education Center
26. Richard and Janet Cervena Wellness Center
27. Sr. Clement Eagan Residence Hall, Campus Police
28. Marian Hall: Student Centers, Dining Hall, ELS
29. Marian Residence Hall
30. Lourdes Grotto and Angel of Hope Statue
31. Ann Barshop Natatorium
32. Buckley-Mitchell Advancement Center
33. Agnese/Sosa Living/Learning Center
34. Center for Well-Being
35. Student Health Center
36. Sr. Charles Marie Frank Nursing Building
37. Clarence Mabry Tennis Center
38. Village of Avoca Apartments (A&B)
39. Avoca C
40. Avoca D
41. Avoca E
42. McCombs Center: Housing/Bookstore/Rosenberg Sky Room, Java on the Hill
43. Henriette Leonard Auditorium
44. St. Joseph's Hall
45. Hillside I Dormitory
46. AT&T Conference Room
47. Dr. Burton E. Grossman International Conference Center
48. Alonso Ancira Tower
49. Hillside II Dormitory
50. Practice Infield
51. Gayle & Tom Benson Stadium
52. Alice P. McDermott Convocation Center
Gorman-Mitchell Room (second level)
53. Softball Field
54. Concession Building
55. Daniel J. Sullivan IV Baseball Field
56. Practice Soccer Fields
57. Feik School of Pharmacy



Disability Access



Emergency Phone

This publication is available in alternate format by request.

Shuttle Service and Campus Parking

UIW provides complimentary shuttle service, for conference participants, between the downtown conference hotels (the Sheraton Gunter and the Emily Morgan) and the UIW campus. Shuttle service operates at the beginning and end of each conference day.

Scheduled shuttle service times are as follows:

Monday, March 12, 2012

4:00 – 6:00 p.m.

8:00 – 9:00 p.m.

Tuesday, March 13, 2012

7:00 – 9:00 a.m.

5:00 – 7:00 p.m.

Wednesday, March 14, 2012

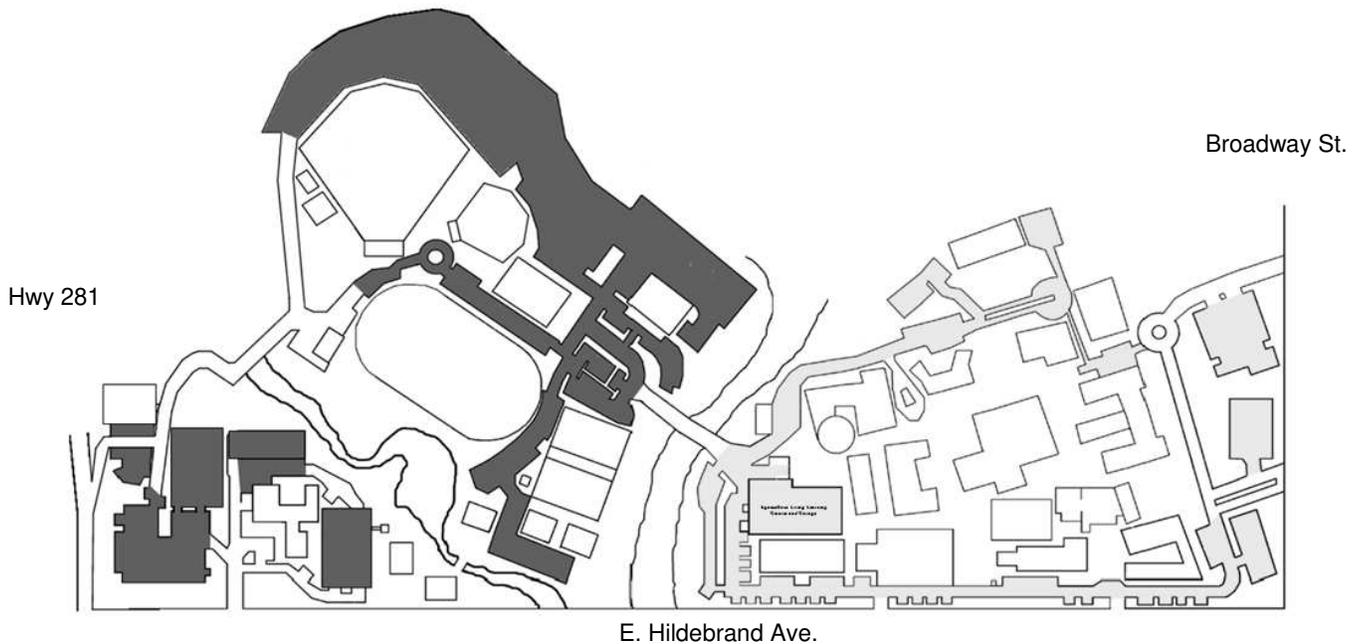
7:00 – 9:00 a.m.

1:00 – 2:00 p.m.

5:00 – 6:00 p.m.

Parking spaces, lots, and ramps are located throughout the UIW campus. Conference week coincides with Spring Break and, as a result, all parking areas [with the exception of those spaces marked "Reserved for..."] are available for parking without charge [including metered spaces].

Areas in either dark or light gray indicate parking.



NOTES:

NOTES:

AHSIE | Alliance of HSI
Educators

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