The symposium is a venue for discussing Texas higher education issues with scholars, state and local government officials, students, and campus and community members.

**Academic Research Presentations**

**Friday, August 6, 2010**

2:00 - 5:00 pm

Main Campus, UC III Ballroom 2

**ROOM 1.104**

**Friday Afternoon, August 6: Global Schedule**

Introduction and Legislative Preview 2:00 P.M. - 2:20 P.M.

Higher Education Research Presentations by Graduate Students and Their Professors

Graduate students and faculty from across the region and state will present on research and practice issues. The interest/research topics presented focus on or are connected to higher education.

I. Student Affairs 2:20 P.M. - 3:00 P.M.
II. Climate Issues 3:00 P.M. - 4:00 P.M.
III. Academic Affairs 4:00 P.M. - 5:00 P.M.

* Session titles, speakers, abstracts, and hour of presentation are provided below.

* To park on campus, download a parking permit at: [http://education.utsa.edu/images/uploads/Parking%20Permit%20for%20Symposium%202010%282%29.pdf](http://education.utsa.edu/images/uploads/Parking%20Permit%20for%20Symposium%202010%282%29.pdf)
INTRODUCTION AND LEGISLATIVE PREVIEW 2:00-2:20 PM

Session Chair: Dr. Maricela Oliva, University of Texas at San Antonio

► Legislative Preview

Ms. Kristi Meyer, University of Texas at San Antonio

As they do every two years, the Texas legislature will meet during spring 2011 to file statutes and develop state policy. Senate and House interim committees concerned with higher education have been meeting to consider legislative proposals; other committees may also file bills that indirectly impact higher education. At five months from the beginning of the 82nd Texas Legislature in January, consensus is emerging about which bills concerning higher education will be filed, have support, or have a likelihood of passing. As institutions consider the impact of the upcoming session, this presentation will preview proposals about higher education that are expected to emerge.
STUDENT AFFAIRS (2 presentations)  2:20 P.M. – 3:00 P.M.

Session Chair:  Ms. Susan Colorado-Burt, Doctoral Student, University of Texas at San Antonio

► Con Honores: High achieving Latinas/os within honors communities in Texas
Mr. Michael DeLeon, University of Texas at Austin

University Honors Programs and Colleges are expanding statewide in their diversity efforts. The question of how Latinas/os are being included by institutional agents and practitioners in this process is complex. This session explores issues such as the multiplicity of Latina/o identities as well as the best practices for engagement of Latinas/os within Honors communities in Texas. Further, this session expounds on the underestimated significance of practitioner knowledge within an area of the academy that has been historically stationary.

► From battlefields to dreamfields: Responding effectively to war veteran students and their needs
Dr. Elizabeth Stanczak, University of Texas at San Antonio
Mr. Jeff Gatlin, University of Texas at San Antonio

San Antonio, Texas is home to several military bases that house active military units and also provide active duty and recent retired military personnel with services. Military bases and units in the region include Fort Sam Houston, Camp Bullis, Camp Travis, Kelly Air Force Base, Brooks Air Force Base, Lackland Air Force Base, Randolph Field, and the San Antonio Arsenal (National Guard). The proximity of these military bases and offices to the University of Texas at San Antonio means that the institution is well situated to receive veteran students when they choose to utilize the educational benefits to which they are entitled. In recent years, student affairs and other personnel at UTSA have learned that war veteran students’ needs differ in significant ways from those of more traditional higher education students. This presentation will report on the lessons learned and on the ways in which UTSA is actively responding to war veteran students’ unique needs.

Presentations will be followed by a brief moderated Question & Answer Session
CLIMATE ISSUES (3 presentations) 3:00 P.M. – 4:00 P.M.

Session Chair: Ms. Leticia Duncan-Brosnan, Doctoral Student, Texas A & M University-College Station

► Exploring relevant literature when examining the campus culture of Hispanic Serving Institutions and first-generation, Mexican American students

Ms. Laura Jean Cortez, University of Texas at Austin

The number of Hispanic Serving Institutions (HSIs) is on a rise. Research suggests that institutions designated as HSIs graduate over 50% of Latinos enrolled in college. Considering their instrumental role in advancing the number of Latinos in postsecondary education this presentation discusses the relevant literature that supports a larger study regarding the campus culture of HSIs and its effects on degree completion of first-generation, Mexican American students. The presenter will share details regarding a proposed qualitative study in South Texas and its contribution to the literature on first-generation, Mexican American students as it relates to their success in college. More importantly, this presentation will discuss how the proposed research will further enrich our knowledge about the campus culture of Hispanic Serving Institutions and their role in degree attainment of Latinos.

► Our role in promoting sexual and gender diversity and inclusion: The higher education perspective

Mr. M. David Kessler, University of North Texas

Beyond the most visible cultural identities of race and ethnicity through which we traverse social norms in our daily lives, the concepts of sexuality and gender identity have gained prominence in the lives of many. Still, challenges for the sexual and gender minority suggest additional efforts toward positive change are necessary to support this community. The role of higher education in promoting inclusion for persons from racial and ethnic minority groups then provides a foundation for inclusion efforts, and supports a theoretical framework for transformative pedagogy within higher education that prepares students to promote inclusive practices for sexual and gender diversity in their environments.
“A hole in the soul of Austin: Black faculty community engagement experiences in Austin”

Dr. Richard Reddick, University of Texas at Austin  
Ms. Beth Bukoski, University of Texas at Austin  
Ms. Jessica Jimenez, University of Texas at Austin  
Ms. Stella Smith, University of Texas at Austin  
Mr. Patrick Valdez, University of Texas at Austin

Despite the city of Austin’s high placement on many “Best Cities” reports, there exists a perception that the quality of life in the city differs significantly for Blacks. This is evident through accounts of racial profiling and the city’s efforts to assess and improve the quality of life for Blacks. The recent arrest of Dr. Skip Gates at his home in Boston and subsequent reaction from Black scholars indicates that Black faculty are not immune from challenges to their sense of well being when they leave campus. This mixed-methods study collects the experiences in and perceptions of the Austin community by Black professors at UT-Austin. The study seeks to better understand how this population engages and participates in the community in order to help institutional leaders (locally and in communities with similar demographics) better support Black professors as they balance their academic responsibilities and their connections in, and contributions to, community life.

*Presentations will be followed by a brief moderated Question & Answer Session*
ACADEMIC AFFAIRS (3 presentations) 4:00 P.M. – 5:00 P.M.

Session Chair: Jan McKinney, Doctoral Student, University of Texas at San Antonio

➤ Becoming visible in policy and practice: College access for undocumented students in the United States

Dr. Maricela Oliva, University of Texas at San Antonio

Since the 1982 U.S. Supreme Court ruling of Plyler vs. Doe, undocumented students living in the United States have legally been able to attend public schools through high school graduation. However, undocumented students seeking to transition to college and/or the workplace subsequently find barriers to doing both. Indeed, as adults they become subject to other policies and in recent years increasingly become subject to laws that criminalize undocumented status. Several cases of undocumented college students subject to deportation or arrest and the current national immigration debate has made this issue more visible to educators and policy-makers. This presentation will describe the status of undocumented students in the United States and report on a recent meeting of diverse stakeholders in San Antonio, Texas that produced general, policy, and educator recommendations for improving service to undocumented youth after high school. The specific recommendations of the meeting will be briefly outlined and described.

➤ Learning from transfer students: Implications for building transfer capital

Dr. Amy Fann, University of North Texas
Ms. Mayra Olivarez-Urueta, University of North Texas

There is a critical need for improving transfer between community colleges and universities. Nationally community colleges enroll over 40% of all undergraduate students, with students of color more likely to begin at a community college. In Texas, 75% of all freshman and sophomores are enrolled in a community college. However, mirroring national trends, the majority of students who begin at a community college in Texas do not transfer or complete any kind of certificate or degree within six years. The student experience in the transfer process can tell us a great deal about how policy translates into practice at the institutional level.
Findings from 24 focus group interviews with community college and university students yielded valuable information about the successes and frustrations students encountered in the transfer process and how state policies designed to streamline this process may have unintended consequences. Implications for helping students build transfer capital will be discussed.

**Effects of learner characteristics and learning experiences on doctoral education outcomes**

*Ms. Baaska Anderson, University of North Texas*

Doctoral education is an important enterprise that prepares scholars and researchers who help define national prosperity and well-being. At the same time, it is one of the least explored areas of educational inquiry. In the last two decades, a burgeoning body of research related to doctoral education has emerged that is primarily qualitative in nature and addresses students’ learning experiences in relation to attrition. Recently, several organizations—including the Carnegie Foundations and the Council of Graduate Schools—have launched large-scale efforts to help improve doctoral education. However, quantitative evidence regarding the potential effects of personal and programmatic factors on learning experiences and learning outcomes is less prevalent in the literature on doctoral education. This study proposes to examine doctoral students’ learner characteristics, their level of academic integration as characterized by apprenticeship and intellectual community, and the impact of these elements—combined or standalone—on learning outcomes in the State of Texas.

*The session presentations will be followed by a brief moderated Q & A period.*

5:00-5:15 Reaction and Closing

*Dr. Gloria Crisp, Assistant Professor*

*University of Texas at San Antonio*
Sponsored by

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