

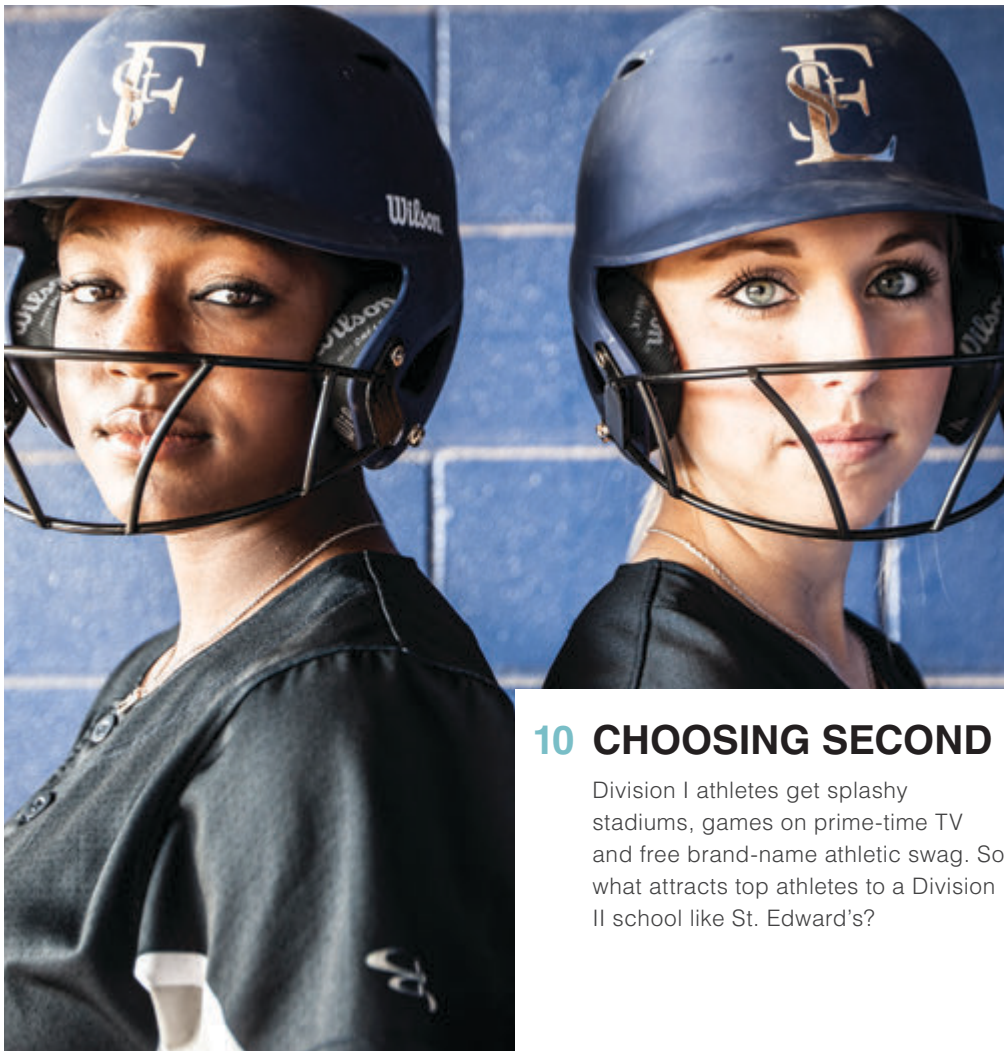
St. Edward's

UNIVERSITY MAGAZINE
SPRING/SUMMER 2014 VOLUME 14 ISSUE 2



HOPE IN
UNEXPECTED PLACES

PAGE 20



10 CHOOSING SECOND

Division I athletes get splashy stadiums, games on prime-time TV and free brand-name athletic swag. So what attracts top athletes to a Division II school like St. Edward's?

16 TRUE GRIT

Education majors from St. Edward's University are making the grade in one of the most challenging school districts in Central Texas, where many of the students are just trying to survive.

LETTER FROM THE EDITOR

"It blew my mind that one of the families we built [a house] for was so grateful to be able to move six people into a new two-bedroom home," says **Bryanalyse Hernandez '14**, who traveled to the Dominican Republic for a Habitat for Humanity Global Village trip during spring break in March.

Hernandez and 12 other students worked in rural San Juan de la Maguana, where inadequate housing isn't the exception. It's the rule. Low-income families live in homes made out of crumbling concrete with dirt floors and broken windows. Roofs are often constructed from rusty corrugated tin sheets. Multiple families crowd into these small spaces.

But as the students and their leader, Office of International Education Director **Holly Carter**, will tell you, there's happiness. Everywhere. You can see it in the faces of local villagers, like the stunning woman on our cover. It radiates from the faces of the children, as they celebrate the end of the build with balloons and cake. And perhaps most of all, it emerges from the beaming smile of Juana Ramirez, who was the recipient of one of the houses the students from St. Edward's built.

Juana is enrolled in literacy classes, where she's learning to read and write. Her daughters, Jenny and Karla, are attending college.

The students who traveled to the Dominican Republic recognize that very little about the trip was black and white. They left pondering issues of social justice and who has a responsibility to help solve the global housing crisis. They wondered what it means to have enough and wrestled with the lives of abundance so many of us lead in the States.

The story of their trip begins on page 20. Not only is the work they did inspiring and amazing, but what the students took away from the trip should give us all hope for the future.

Frannie Schneider
Editor



20 SET IN STONE

Thirteen students spent spring break building houses in rural San Juan de la Maguana in the Dominican Republic as part of the university's first Global Village build for Habitat for Humanity. But the foundations they laid might just be their own.



26 THE NEW LIBRARY

Forget what you know about libraries. Dark spaces, cramped rows of books, even silence. Since opening last August, the Munday Library has quickly become the intellectual hub of campus.

departments

03 Happenings

37 Parting Shot

alumni notes

32 What I Learned:
Alumni Award Winners

34 Chapter News

35 Class Notes

36 Dates to Remember



stedwards.edu/webextras

How to Make It in Show Business: Four alumni share how they made it through countless auditions to find success on the stage and screen.

Reel Impact: Watch two student-made films — one that tells the story of a young woman's tragic murder and another that chronicles musician Sid Fly's relationship with Lady Bird Johnson — that are now part of the Texas Archive of the Moving Image.

A Celebration of Champions: Catch a whirlwind video of the accomplishments of the 2013–2014 Hilltopper athletic teams.

Building Community: Follow Photocommunications major **Joe Arellano '14** as he chronicles his trip to the Dominican Republic to build houses for Habitat for Humanity.

About the Cover

Dominican Republic-based photographer Santiago Vidal captured this issue's cover subject — a villager in rural San Juan de la Maguana — while documenting the Habitat for Humanity Global Village build with students from St. Edward's.



3001 SOUTH CONGRESS AVENUE
AUSTIN, TEXAS 78704-6489
512-448-8400 | STEDWARDS.EDU

FOR THE EDITOR:

512-448-8775

FRANNIES@STEDWARDS.EDU

St. Edward's

UNIVERSITY MAGAZINE

EDITOR	Frannie Schneider
CREATIVE DIRECTOR	Rick Ramos
DIRECTOR OF COMMUNICATIONS	Mischelle Diaz
DESIGNERS	Andrew Barton Joanie Cahill Betsabe Rodriguez '11
STAFF PHOTOGRAPHER	Jessica Attie '04
CONTRIBUTING WRITERS	Stacia Hernstrom MLA '05 Lauren Liebowitz Erin Peterson Robyn Ross Lisa Thiels
PRESIDENT	George E. Martin, PhD
VICE PRESIDENT FOR MARKETING AND ENROLLMENT MANAGEMENT	Paige Booth

BOARD OF TRUSTEES

OFFICERS:

CHAIR	J. William Sharman Jr. '58
VICE CHAIR	Carolyn Lewis
TREASURER	Kevin Koch '80, MBA '84
SECRETARY	Timothy F. Gavin '76

MEMBERS:

Graham "Hughes" Abell	Patricia Berrier Munday
John H. Bauer '62	Marilyn L. O'Neill '74
Brother James Branigan, CSC	Theodore R. Popp '60
Thomas L. Carter Jr.	Martin Rose
Margaret E. Crahan, PhD	Steve Shadowen '80
Brother Richard Daly, CSC, '61	Jim A. Smith
Ellie Ghaznavi '89	Ian J. Turpin
Brother Richard B. Gilman, CSC, '65	Duncan Knapp Underwood '95
Monsignor Elmer Holtman	F. Gary Valdez MBA '78
Regina Lewis, DDS	Donna Van Fleet
Edward E. Leyden '64	Melba Whatley
Joseph A. Lucci III, MD	Peter Winstead
Sister Amata Miller, IHM	Brother William Zaydak, CSC

EX OFFICIO:

George E. Martin	Kay Arnold '04, MLA '06
Richard Kopeck	Samantha Mendoza '15

TRUSTEES EMERITI:

Charles A. Betts	Isabella Cunningham, PhD
Brother Donald Blauvelt, CSC, '67	Gregory A. Kozmetsky '70
Edward M. Block '50	Most Reverend John E. McCarthy,
Guy Bodine III '68	Bishop Emeritus
Leslie Clement	William Jennings Renfro '95

Taking the Next Steps

A new job. A promotion at work. Graduate school.

It all awaits the nearly 1,100 graduation candidates who received their degrees on May 10. On the eve of commencement, the new graduates walked through the historic red doors and soaked in the view of Austin one last time as part of the Legacy Walk, symbolizing the completion of their degree from St. Edward's and entry into the alumni community. Our congratulations to all of the new graduates. Your degree represents a real accomplishment, and your time starts now!



First Year in France student Marie Vilsange '16 (right) regularly speaks Spanish with one of her best friends, Bettina Staartjes '15 (left), who is from Venezuela.



Bonjour, Austin

Marie Vilsange '16 grew up in Nantes, on the western coast of France, and attended the Holy Cross high school Notre Dame d'Orveau. She had planned to attend college in Paris but began looking at St. Edward's when a recruiter visited her school to introduce the First Year in France program. Vilsange spent her first year of college at the St. Edward's program in Angers, where she polished her English and adapted to the instructional style of American professors. She just completed her second year in Austin and is majoring in Communication. —*Robyn Ross*

How would you contrast the American and French teaching styles?

In France, most of what we learn comes from the professor lecturing to us. We aren't asked to participate in the class or do as many presentations. The relationship we have with the teachers here is closer — they know us. My first year in France we had the American Experience class, and we had to do a paper on our family roots. Some reacted to that assignment [saying], "I'm not going to tell my story. That's private." We didn't know at the time that that's what American education was like. We didn't know the relationship we were going to have with the teachers.

What aspects of American culture surprised you?

When I first came to Austin, I was kissing people on both cheeks, but people were just hugging me. Then you meet people from South America, and they just kiss you once — you're waiting for the second one and it never comes, so you're just hanging. In France, if I walk to school and pass people, they're not going to say, "Hi" or "How are you doing?" When I walk across the Austin campus, I can say hi to 50 people between the library and Hunt Hall, and I don't know their names.

What international experiences have you had on campus?

I'm taking Communication and Culture this semester, and one of my best friends, who's from Venezuela, is also in the class. We'll often be asked questions about our own cultures. Most of my friends are from South America, and we speak Spanish together. My roommate is from Gambia. I think everyone should study abroad if they have the opportunity. I'm growing up through this experience — it makes me more mature and independent and gives me another perspective on the world.



Poet on Fire

Assistant Professor of English Writing and Rhetoric **Carrie Fountain** had her poem "Burn Lake" selected for a *Poetry* magazine portfolio last September. Children's author Lemony Snicket (of *A Series of Unfortunate Events* fame) compiled the portfolio. Fountain's poem is about an accidental lake created by a construction snafu and is part of her 2010 collection by the same name that was chosen for the prestigious National Poetry Series. Fountain has also won the Marlboro Prize in Poetry and the Austin Library Foundation's Illumine Emerging Author Award. Fountain's second poetry collection, *Instant Winner*, will be published by Penguin in October.

Radio Waves

Assistant Professor of Digital Media Management **Gregg Perry** will be spending

the fall semester researching and teaching in Innsbruck, Austria. Perry received a four-month

2

Fulbright Award to study the impact of on-demand music streaming services on international music piracy at the Management Center Innsbruck, an entrepreneurial institution.



Things We Love

A Certain Ring

St. Edward's University juniors, seniors and graduates are now sporting some new bling: the official university ring that debuted last fall after a year of planning. The ring features four hilltop icons: Main Building, its red doors, the university seal and Sorin Oak. The idea, says Associate Director of Student Life



3

Marisa Lacey MSOLE '06, was to "celebrate university traditions and make sure our symbols were accurately represented." Alumni who previously purchased an unofficial ring can exchange it for the official ring until Dec. 3. Go to bit.ly/stedsring for more information on the exchange program.

And ... Action!

Four St. Edward's graduates are in the spotlight, thanks to recent movie, television and theater gigs. **Bianca Malinowski '07** plays Debbie in AMC's new series *Halt and Catch Fire*.

Amy Lee Pearsall '94 was named one of Indie Theater Now's 2013 People of the Year for her contributions to "the diversity and vitality" of New York's theater scene. **Ashley Spillers '08** played opposite Robert De Niro in 2013's *Last Vegas*. She premiered two more films — *Arlo & Julie* and *Two Step* — at SXSW in March. **Charles Rogers '09** co-directed *Fort Tilden*, which took

4

home the narrative feature grand jury prize at the 2014 SXSW film festival.

Away They Go

The Office for Global Initiatives expects at least a 25 percent increase in the number of students studying abroad this academic year. The five most popular destinations? France, Scotland, Chile, Japan and Bangladesh. "We have so many options around the world," says Office of International Education Director **Holly Carter**. "We help students find the program that fits both their degree plan and

5

their financial situation — but is also an amazing experience abroad." Our passports are ready!

6 Creature Comforts

Janelle Sylvester '13 has three months to figure out what to pack for semesters in Belgium, Peru and Italy. In September, she'll start working on her master's degree in Tropical Biodiversity and Ecosystems through Tropimundo, an elite two-year program funded by the European Commission. Sylvester, whose focus is tropical restoration, ranked first out of 300 applicants and received a full scholarship. —*Stacia Hernstrom MLA '05*



How to Make It in Show Business

Four graduates tell us how they got their lucky breaks in the entertainment industry. Read their advice at stedwards.edu/webextras.



Like Mother, Like Daughter

Pam '14 and Brittany '14 Folsom are separated in age by nearly 30 years, but the mother-daughter duo shared a graduation ceremony this spring. Pam, 53, and Brittany, 24, both crossed the stage as members of the class of 2014 with degrees in Business Administration.

The two didn't plan to follow similar educational paths. It just turned out that way. Pam went to work in the corporate world right after high school and later earned an associate's degree in Management from Austin Community College. When Brittany graduated from high school, she earned the same degree. Both women enrolled in New College, the university's adult undergraduate program, to complete their bachelor's degrees while working full time — Pam at a state agency, Brittany at a hair salon.

While Brittany and Pam have busy lives and didn't live together during school, they reminded each other of school assignments and deadlines via text. They unintentionally took a couple of the same classes. And they had a friendly competition.

"When I was working on a paper, but I wasn't in the mood to do it, I would think, 'Oh, I bet Brittany's already knocked hers out, so I'd better get with it,'" says Pam.

For Brittany, the experience has "amplified my respect for [Pam] as a woman, a mom and a fellow college student. I didn't hear stories about 'when I was in college I worked my hardest,' because I could see that," she says. "She didn't think, 'What's my daughter doing in college?' She knew." —*Robyn Ross*

Postcard from Abroad



Patrick Dunlap '13 is spending the year in a tiny ski town called Brezovica high in Kosovo's Sharr Mountains. But he's not there for the 128 days of powder-covered slopes. He's there because of what happened 16 years ago, when ethnic Albanians and Serbs clashed over control of the country. Some 800,000 Albanians fled and about 10,000 were killed until NATO intervention brought about peace after more than 15 months of fighting.

"I wanted to see how things actually work and understand how people here have moved forward since the conflict," says Dunlap, who studied similar post-conflict transformations in Uganda and Rwanda as an undergraduate at St. Edward's. "Kosovo is unique and complicated — I was attracted to the peculiar obstacles the country has faced since the war ended."

His year in Kosovo is funded by a 2013–2014 Fulbright Teaching Assistantship, one of 22 awarded to students from St. Edward's since 2004. Dunlap teaches English to Serbian high-school students and to third-through ninth-graders in a nearby Albanian village. He is also taking lessons in both Serbian and Albanian.

With his brown hair, brown eyes and Mediterranean-looking skin, he also frequently gets mistaken for a native Albanian. On a recent walk to the post office, Dunlap was stopped by a car full of skiers needing directions to the town's only ski resort. He understood their question — but didn't have the Albanian words to answer. Once he finally convinced them that he was not, in fact, Albanian, "I spent half an hour standing outside in the cold answering questions about what the United States is like and what I am doing in Kosovo," Dunlap says. "They were amazed to find an American in such a rural part of their country." —*Stacia Hemstrom MLA '05*



Eyes

on the Middle East

In 2011, when uprisings in Middle Eastern countries were front-page news, many students at St. Edward's looked on with interest as people of their generation took to the streets to transform their governments. But few had as close a connection to the action as **Laila Al-Yafi '10, MLA '13**.

Al-Yafi, whose mother is from Austin and whose father is from Saudi Arabia, spent 18 years of her childhood in Bahrain, which borders Saudi Arabia and also went through political unrest in 2011.

"I wasn't there during the 2011 events, but my friends were," Al-Yafi says. "I have some Shia friends, and I have some Sunni friends. I actually saw friendships break up for a while

because of the issues that were tearing the area apart."

Al-Yafi, who was focusing her master's coursework on global studies at the time, made the Arab Spring revolutions in the Middle East the subject of her special project in the Master of Liberal Arts program. She looked at the manifestation of political Islamism and the creator of the Muslim Brotherhood, Hassan al-Banna, whose ideas she found relevant to the emerging Middle Eastern political climate.

"I learned a lot more about my culture by stepping out of it and examining it from an outsider's perspective," Al-Yafi says. "Because social media sped up the process and brought down the [Egyptian] regime of 30 years in just

14 days, people expected the revolution to have immediate change. And what people forget is that revolutions take decades or centuries. We live in a time when you can download anything instantaneously, and people forget to be patient. That's one thing I worry about for our generation — that we're just revolutionists, and that we only think about short-term rather than long-term goals."

Al-Yafi, who is now back in Bahrain, hopes to become a magazine writer and further her knowledge of the politics of the area. Eventually, she sees herself coming back to Austin to earn her doctorate. —*Lisa Thiegs*



Old Images,

When **Jonathan Lopez '13** took a Documentary Production class last fall, he didn't need much time to choose a topic for his film. The 1978 murder of Lopez's aunt by her husband had been on his mind for years, and his father had never really told him any details about it until he began the project. "My father told the story in his own words," Lopez recalls. "I just asked him to be honest, and it was tough to hear him cry."

Students in the class, taught by Assistant Professor of Communication **Scott Christopherson**, pieced together generic visuals from the Texas Archive of the Moving Image and used them to paint the picture for their three- to five-minute narratives, which told personal stories or ones that had a connection to Texas history or culture. The archival films have a grainy look about them; the movements are a bit jerky.

Lopez's film starts and ends with a young girl riding a kiddie car at a fair. The film takes its audience down an open road. It shows a family doing everyday activities around the home. It cuts to a young woman sitting on a lounge chair reading a paper and laughing. There is the sound of a gunshot and another image of a young girl — life juxtaposed with death. The voice of Lopez's father cracks as he says, "You wouldn't think it would happen to your family."

New Stories

To this day, Lopez's father, Jesse, who serves as narrator of the film, still ponders why his brother-in-law took his sister's life. He shot her in their home while family members were within earshot.

Jesse came home in the aftermath, and the memories are still vivid. The video leaves its viewers with the phrase, "You never forget."

For Jonathan, what matters is that his aunt's story has now been told, and it lives on in the Texas Archive of the Moving Image. —*Lisa Thiels*



Seven student films from Assistant Professor of Communication **Scott Christopherson's** class were added to the Texas Archive of the Moving Image in December 2013. Watch how two students bring new life to stories about a young woman's tragic murder and musician Sid Fly's relationship with Lady Bird Johnson at stedwards.edu/webextras.

The Perfect Fit

It may have been serendipitous that **Jessica Sacheck MBA '14** didn't accept the offer from her former company to transfer from Austin to New York. Instead, she left her advertising sales position to become an entrepreneur. And her new role fits her like a perfect pair of jeans.

When Sacheck entered the MBA program at St. Edward's in 2011, she knew little about fashion, other than that she liked to shop. Now, the founder and owner of TShirt & Jeans Girl (the idea was inspired by the university's 2013 spring business-plan competition) has turned a class project into a successful business venture.

With thousands of orders for her casual line of clothing, more than a dozen retail

locations selling her clothes and a deal with Amazon, Sacheck considers her first year of business to be a whirlwind success.

"The focus of the business plan was the persona of the casual girl, something people could relate to," says Sacheck, who works with independent designers to create the T-shirts. "We are still small enough that we can provide each customer with a very personalized [experience]. We also take design feedback from our retail partners and customers alike. Our customers are helping to shape the brand."

Sacheck, who graduates this summer, couldn't be more grateful for the practical knowledge she has gained from the MBA program. "My professors have been



invaluable," she says. "I've gotten feedback that I can use to directly benefit the brand right now. I've really learned the discipline of marketing and how to implement it."

—*Lisa Thiels*



Jack Ikard '16 may dream up some crazy inventions, but at least one of them looks like it's got legs — or fins, as the case may be.

An entrepreneur and a committed environmentalist, 20-year-old Ikard is trying to get his product AquaSprouts to market. He's learned about patents, trademarks, LLCs, manufacturing and how to talk to investors at trade shows — on top of studying for his Communication degree.



As a high-school student, Ikard built his first aquaponics system out of Tupperware bins in his backyard. (Aquaponics uses fish waste to grow plants. Humans feed the fish, and the system converts the waste into nutrients to feed the plants.) Most aquaponics systems take up a lot of space outdoors, but Ikard envisioned something that could be used in households or at schools.

There were a few smaller kits available for purchase, but they were expensive, so Ikard set out to design his own. Ikard's invention, AquaSprouts, sits on top of an ordinary 10-gallon aquarium and is capable of growing lettuce, broccoli and onions. He made a few units by hand and started selling them in local shops, such as The Great Outdoors, a garden-supply store across from St. Edward's on South Congress Avenue.

In Summer 2013, Ikard had an ambitious idea: make aquaponics easy and affordable for ordinary people by mass-producing AquaSprouts. To do so, he worked with a local firm to adapt the design for mass production. Now he's working to secure funding to pay for the production.

The AquaSprouts team includes web developer **Jake Lane '14**, as well as Ikard's business partner, **Shannon Crow '16**, a Global Studies major who has traveled to Argentina, Costa Rica and Alaska to study aquaponics. Professors and classmates have connected him with investors and opportunities to present at the Austin Startup Crawl during SXSW and other events.

In April, he and his team turned to Kickstarter for help. While they didn't hit their \$100,000 goal, Ikard considers the effort a success: AquaSprouts attracted the national and international attention that might just help them take the next step. —*Lauren Liebowitz*



HONORING BROTHER STEPHEN WALSH, CSC, '62



“The legacy of Holy Cross education is not a gift to be buried in the archives but a talent to be acted upon.”

—Brother Stephen Walsh, CSC, '62

In 1972, at the age of only 31, **Brother Stephen Walsh, CSC, '62** became president of St. Edward's University during one of the most challenging periods in its history. He met those challenges by not only making the difficult decisions necessary to keep the university open but by also laying crucial stones in the foundation of the university's future. He started New College for adults seeking to finish their degrees, he helped St. Edward's become one of the first schools in the nation to establish a College Assistance Migrant Program (CAMP), and he chose to preserve the condemned Main Building so that it could be restored in the future.

But Brother Stephen was more than just a leader. First and foremost, he was a Holy Cross educator, serving as a teacher and administrator at Holy Cross schools around the country. Brother Stephen always approached his work with the Holy Cross principle of meeting students where they are.

His final ministry was as the founding executive director of the Holy Cross Institute, which serves to connect and inspire Holy Cross institutions. Brother Stephen formed the Holy Cross Institute into a powerful platform for sharing the charisms of Holy Cross education among educators and administrators at Holy Cross schools across the country and around the world.

To recognize his tremendous accomplishments and his work on behalf of St. Edward's University and Holy Cross education, former university trustee **Ken Reimer '61** and trustee **John Bauer '62** have pledged \$200,000 to formally memorialize Brother Stephen by naming our new Campus Ministry building after him.

We hope to match their generosity with gifts from Brother Stephen's friends, colleagues and those whom were impacted by his work. Your support will play a crucial role in our effort to honor Brother Stephen's legacy and will add you to the list of those contributing toward this opportunity to honor him.

If you would like to support this project or learn more, please contact Tony Weber at 512-233-1401 or anthonyw@stedwards.edu.

CHOOSING SEC



COND

By Erin Peterson
Photos by Jessica Attie '04

Division I athletes get splashy stadiums, games on prime-time TV and free brand-name athletic swag. So what attracts top athletes to a Division II school like St. Edward's?

As a talented golfer growing up in Sugar Land, **Ryanne Haddow '14** always assumed she'd play for a college team in Austin. She just figured it would be for the University of Texas, a Division I powerhouse.

But when Haddow met St. Edward's head golf coach **Jennifer McNeil** at a golf camp the summer after her sophomore year of high school, she began to think she might be focusing on the wrong Austin-based school. She loved McNeil's approach and goals for the Hilltopper program. And she realized that a Division II school, unlike UT's sprawling Division I program, might actually be a better fit for her. Haddow wouldn't have to compromise her education to pursue her ambitious athletic goals — and she had a chance to make a real impact on a strong program. “When picking colleges, I had two choices,” Haddow recalls. “I could see limited playing time at a Division I school, or I could go to an elite Division II school, see lots of playing time, and have a great chance at competing for a national championship,” she says.

In the end, Haddow says the decision was easy: She chose St. Edward's. She's excelled at golf, making second-team All-America. The Kinesiology major has also made the dean's list.

For many athletes, Division II sits in an unfamiliar space between the well-funded and highly competitive Division I schools, and the scholarship-free, participation-friendly Division III schools. But St. Edward's University athletic director **Debbie Taylor** says that students like Haddow represent the best of what Division II offers. “Division II is a middle ground,” she says. “It's about balancing the academic, athletic and social life of students.”

Division II might not get as much attention as its business-like big brother, Division I, but at St. Edward's, coaches and players emphasize that it can offer an experience that's just as compelling.

THE CHALLENGES OF RECRUITING

Every year, about 200 students at St. Edward's participate in one of the university's 11 varsity sports — five for men, six for women. Three-quarters of these students receive at least some scholarship aid. But finding the right mix of student-athletes — those committed not just to their sport and to their studies, but to the service and spirituality that are the hallmark of the St. Edward's experience — poses distinct challenges.

Head softball coach **Lindsay Gardner** deeply understands these challenges. She was a Division I student-athlete at UT, and now she recruits students to St. Edward's. She knows from personal experience the kind of amenities that Division I programs have to woo young athletes — from multimillion-dollar fields and chartered flights to promises of packed stands for every game.

At St. Edward's, she acknowledges, the day-to-day experience is a little different. “We have a beautiful field, but it doesn't have a locker room or bathrooms,” she says. “And we take buses and vans almost everywhere we go.”

But in some ways, she says, it's easy to sell the program to recruits. Her team is successful: They've earned a berth at the regional tournament for the past two years. And at a school with approximately 3,550 traditional undergraduate students, players never get lost in the crowd. “They're not going to be in a classroom with 400 students, shouting across an auditorium just to ask a question,” says Gardner. “We don't have mediocre expectations for them as athletes or as students. Our goal is to show them there is opportunity around every corner at St. Edward's, and we expect them to strive to be the very best they can be.”

Indeed, says **Nick Cowell**, the head women's soccer coach, the most important part of a successful athletic experience — at any level — has very little to do with high-end amenities or big-name sponsorships. And that's what he emphasizes to his recruits. “The things kids remember most are the

TOP PERFORMERS

Since joining the NCAA in 1999 (from the NAIA), the Hilltoppers have compiled some impressive stats:

49

CONFERENCE
CHAMPIONSHIPS

50

HILLTOPPERS WITH
ALL-AMERICA HONORS

62

TEAMS WITH NCAA
NATIONAL TOURNAMENT
APPEARANCES

Last year (2012–2013), many teams had fantastic — if not record-setting — seasons, including:

Men's golf qualified for the NCAA regional competition for the **10TH STRAIGHT YEAR**

Women's golf finished **FOURTH** at the **NATIONAL TOURNAMENT**

Women's soccer went to the regional tournament for the **SIXTH TIME IN SEVEN YEARS**

Baseball advanced to the **DIVISION II WORLD SERIES** for the first time and finished in a tie for third

Men's tennis won its **FIFTH STRAIGHT CONFERENCE TITLE**

Softball earned a berth at **SUPER REGIONALS**



Kathleen Brisbane, Junior
Kinesiology
Kansas City, Kan.



John Rutherford, Senior
Criminal Justice
Bowie, Md.

relationships they have with their teammates and their coaches,” he says. “These are the people who will stay with them forever, who will be their best friends for life. And that’s why it’s so important to find a team that values team chemistry, that strives for excellence. That’s our strong point.”

At St. Edward’s, striving for excellence doesn’t end on the field or in the classroom. As a whole, student-athletes tally around 5,000 volunteer hours every single year, and team-sponsored volunteer activities are common. Over the fall, for example, the baseball team helped clean up Oak Hill Little League fields that were devastated by floods. As part of preseason activities, the volleyball team travels to South Padre Island every year to lead sports clinics for middle-school girls.

Volleyball player **Elissa Stanton ’15** says that she and her teammates are each required to log an additional 30 hours of volunteer work in addition to any service projects they do as a team. But for her, it’s more than just another activity to fit into her schedule. “I really enjoy serving others,” she says. “Community service is a huge focus for St. Edward’s in general, and it only makes sense that student-athletes are held to a higher standard in that area as well.”

CREATING THE BALANCE

While balance is the buzzword for Division II sports, high-level achievements in athletics and academics require significant sacrifices. **Matt McLaughlin ’14**, a soccer player who is double-majoring in Economics and Finance, says he’s had to forego many activities to focus on sports. “Over the years, I’ve missed birthdays, celebrations, movies and family time because of my hectic schedule,” he acknowledges. Adds golfer Haddow, “If you think you have a few free hours, you probably don’t.”

At St. Edward’s, coaches understand that students may need help structuring their lives to maintain the kind of focus that succeeding at school and sports requires, and it’s why they’ve got an array of systems in place to help students stay on track.

On Gardner’s team, for example, all first-year students are required to spend eight hours a week in study hall; over time and with good grades, players can whittle that down to



Alex Mayfield, Freshman
Criminal Justice
Nacogdoches, Texas

Samantha Gilmore, Sophomore
Psychology
Glenn Heights, Texas

just two hours a week of structured study time. During their travels, Gardner frequently turns off the movies in the bus and requests that her players hit the books for study halls on the move.

Cowell, meanwhile, notes that his players aren't allowed any unexcused absences from class. Even if it's not easy for students to make those early morning classes, for example, when they know they're being held accountable, they'll find a way to get there. Cowell adds that he gets updates every few weeks from the professors of every player; any areas of concern — missed classes or flagging grades — get immediate attention. That might mean he helps a student hire a tutor or reminds the student to reschedule a test she missed while traveling for a game.

For head baseball coach **Rob Penders**, the study halls, the professor check-ins and the frequent academic discussions are all part of a larger mission at St. Edward's. "Academics come first," he says, noting that no matter how players perform on the field, academic success is what will drive them for the rest of their lives. Penders points out that this emphasis on education requires players to communicate and plan ahead, so they can succeed as both athletes and as students.

And recent statistics suggest that this mission is being met: The average GPA of student-athletes at St. Edward's is 3.21; the school's "academic success rate" — a graduation-rate measure that includes both scholarship and non-scholarship varsity athletes — is 92 percent, a full 20 points higher than the national average, and 16th among 300 Division II schools.

WHAT DIVISION II SUCCESS LOOKS LIKE

The athletics program at St. Edward's isn't only for student-athletes, though. Eight of the 11 sports have no admission fees for competitions; basketball and volleyball tickets cost just \$5, though

students get in for free with their St. Edward's ID. Compare that to a Division I school, where a single ticket for a basketball game can cost up to \$50. This accessibility allows students of any means — if they can carve out the time — to have one more way to feel part of the university, says Taylor. "Having more fans at any of the venues makes for a more exciting atmosphere," she says. "It lends to the vibrancy of the campus community."

The athletics staff further encourages students to get involved by highlighting conference rivalries through promotions like Battle of the Saints and the Blue and Gold Series, in which students get cards punched when they attend athletic events and earn T-shirts and entries into prize drawings.

In the end, it's that focus on keeping sports an important — but not all-consuming — part of the university experience for both players and fans that separates Division II from its Division I and Division III counterparts. An extremely small number of athletes end up with professional contracts, even at the Division I level. But varsity athletics remain an important way for players to build discipline and interpersonal skills. And it's a way for members of a campus community to come together on a regular basis to support the efforts of their fellow students.

For Penders, the success of his program and athletics in general is about more than just a team's record or players' experiences during their four years on campus. It's about how those experiences and friendships play out over the course of the rest of their lives. "Almost every week, we have former players who are proud to come back to the field and say hi. I go to weddings, I hear [about new babies]," he says. "I want our players to know that the support they have isn't just here while they're here. They'll also have a support base when they leave."

SPORTS & RECREATION

Not all students have the skills or desire to participate in Division II athletics, but that doesn't mean that they can't make sports and recreation a part of their St. Edward's experience.

From intramural and club sports to workout classes and trips, students have hundreds of opportunities to get fit and find new friends, says Campus Recreation Director **Andy Lemons**.


Since Lemons took over the program in 2009, the number of offerings and rates of participation have skyrocketed. In 2009, about 1,400 students participated in intramural sports; last year, that number was 3,489. Informal recreation usage — students swiping their IDs to use the treadmills or free weights, for example — has climbed from 36,000 a year to nearly 70,000. The Campus Recreation program has added more than a dozen types of group fitness classes, like Zumba and kickboxing. When the alumni gym renovation is completed later this year, Lemons hopes to boost offerings even more.

Psychology major **Bethany Cuenod '14** is one of the many students who have become increasingly involved in campus recreation programs. She started on the school's club rowing team, but has since gone on to participate in activities including intramural volleyball and all three of the Outdoor Adventure Club's ski and snowboarding trips to Breckenridge, Colo. She loves that people come to the program to learn as much as to compete. "It's not about having the most toned body or being able to run a half marathon when you come to Campus Recreation," she says. "It's the idea that no matter where you come from or what you did in high school, you can learn activities and skills that you will enjoy during and after your time at St. Edward's."

**Tim Lagrimas, Sophomore
Pre-Engineering
Spring, Texas**

 **webextra**
.....
**A Celebration of
Champions**

See the Hilltoppers in action with our highlight reel of the 2013–2014 season. Watch the video at stedwards.edu/webextras.




Gusty Simpson '12 teaches 10th-grade English at Del Valle High School. "I say this a lot to myself — the biggest thing you need to be an effective teacher is sheer grit," he says.

TRUE GRIT

Education majors from St. Edward's University are making the grade in one of the most challenging school districts in Central Texas, where many of the students are just trying to survive.

By Stacia Hernstrom MLA '05



IT'S 8:11 ON A THURSDAY NIGHT and **Gusty Simpson '12** is poring over poetry anthologies. He sits at his industrial-looking beige desk and flips through Shakespearean sonnets, Pablo Neruda translations and Kanye West lyrics. Four lamps illuminate stacks of red hardbound Webster's dictionaries and piles of yellow *National Geographic* magazines. But there's no sitcom laugh track playing in the background, no spaghetti noodles boiling on the stove, no fluffy cat curled up at his feet.

Because Simpson is still at work.

As a 10th-grade English teacher at Del Valle High School, Simpson starts his day long before the first bell rings at 8:30 a.m. He finishes when the work is done, or mostly done, long after the student parking lot clears and the parade of yellow buses sputters down Ross Road. It's a job Simpson can describe with one word.

GRIT.

"I say this a lot to myself — the biggest thing you need to be an effective teacher is sheer grit. It's the grit of waking up in the morning and knowing you have a pretty large day ahead of you and still going ahead and showing up," he says. "It's committing yourself to figuring out this incredibly tough thing of reaching your students. It's being tenacious with patience and effort and time. It's ongoing, and you just keep growing."

PRACTICE MAKES PERFECT


Simpson is the product of a partnership that began in 2010 between St. Edward's University and Del Valle Independent School District. Starting their junior year, education majors spend two mornings a week on Del Valle campuses, where they study concepts like differentiated instruction and zones of proximal development with a St. Edward's professor. They role-play classroom scenarios, and they create and critique each other's lesson plans. They also work directly with a mentor-teacher in their content area, whether that's art, social studies or kinesiology.

The first semester, the students from St. Edward's train at Ojeda Middle School; the next semester, they move to Del Valle High School. When they are seniors, many complete their required student-teaching semester in a Del Valle district school. And when they graduate, they tend to be the district's first choice for new hires.

"There is a very big difference between the teachers who are prepared by St. Edward's and the ones who are prepared by everybody else," says Del Valle High School Principal David Williams. "Because I've had everyone else, and there is just no comparison to what St. Edward's provides."

Williams started teaching in Del Valle ISD in 1988. He was the principal at Ojeda Middle School for three years before taking over at Del Valle High in October. He has trained more than 15 student-teachers over the years, and he has hired some 50 teachers for the district.

Teachers like **Emily Kraus '11**. As an undergraduate, she was selected as a Noyce Scholar, part of a National Science Foundation program to recruit STEM teachers — those whose focus is science, technology, engineering or math — for high-need schools. She was also one of just 33 education majors honored by the Texas Higher Education Coordinating Board



and CREATE, a consortium of 40 institutions from across the state. In her third year of full-time teaching, Kraus is the curriculum leader for Ojeda Middle School's sixth-grade math department. "She's going to be a superstar," says Williams.

A STUDY IN COMMITMENT

But what makes her a superstar for her 150 sixth-graders is something entirely different: She can untangle a Rubik's cube in less than two minutes. It's a trick she has relied on to help her kids see that math can be, well, a game.

"As a teacher, you have to learn to think like your students. You have to get on their level to get them to buy in, and you have to let the kids get to know you as a person," she says. "They are transitioning into teenagers, and many of them haven't decided yet if they hate school or love school, if they hate math or love math. I love that I get to help them make that decision."

In her classroom, Kraus uses iPad apps like ShowMe to record lessons that students can review as often as they need. She brightens the dingy gray walls with neon purple and yellow bulletin boards that highlight student expectations and successes. On one wall, she tacks up quizzes graded in turquoise marker: 100! 100! 105! On another wall, she reminds students to check her website (krausmath.com) for assignments and tutoring times.

The cheerful, technology-rich environment helps keep students engaged, but sometimes their problems are more deeply rooted than one teacher in one school year can solve, she says. This is especially true at Ojeda Middle School, one of 56,000 nationally designated Title I schools that serve at-risk students living near or below the poverty line. More than 90 percent of Ojeda's students meet those criteria, according to the Texas Education Agency.

Kraus sees this every day. When she required one particularly willful student to write a letter explaining his behavior before she would let him back into class, "I was stunned how many times he wrote that he was dumb," she says. She began tutoring him after school each week, and she soon realized his math skills barely met third-grade requirements. After weeks of individual sessions, he finally made a perfect score on a quiz. "I've never seen a kid smile so big. That was definitely one of

my best days," she says. "It makes me realize that my job is not just about the teaching — that's actually a small part. I have 150 kids, and I can't say, 'Oh, you're in this category.' I get to know each one, each personality. It's about being everything to them — parent, friend, mentor and teacher."

"On a tough day, things become overwhelming on all sides very quickly. But on my best days, I've created a lesson that makes my kids forget that they are sitting under fluorescent lights in a room where maybe they don't want to be. They are so captivated that they forget the time and the place. They are intrinsically into it, and they don't want the lesson to end."

—Gusty Simpson '12

THE ESCAPE PLAN

Seventh-grade math teacher **Francisco Garcia '13** knows that all too well. In between teaching his students to convert decimals to fractions and calculate the volume of triangular prisms, he's helping them cope with things like homelessness and abuse.

"School is really their escape from bad situations at home. Some are on their own; their parents don't care or don't have time to care as much as they should," Garcia says. "It's really hard to teach kids whose priority is survival, not school. A big part of my job is helping them see that there's more out there."

Garcia himself attended Title I schools in Weslaco, Texas, and began working — picking onions, peppers and watermelons on South Texas farms — when he was 12. His father

spent a decade in prison, leaving his mother to raise four boys alone. By the time Garcia was in high school, he was spending summers working on farms in Illinois. He found his way out of the fields through CAMP, the College Assistance Migrant Program at St. Edward's, and is the first in his family to earn a college degree.

It's impossible not to see himself in many of his students, he says. "They are finding themselves and trying to create an identity for themselves. A lot of the choices they make will carry over to high school and even after that," says Garcia. "In middle school, they are up in the air, bouncing around, trying to figure out where they're going. I feel like I can help them make sure those choices are good ones."

In his fourth-period class — a group of 11 at-risk students who are trying to master mathematical concepts along with English skills — Garcia guides them through volume formulas, switching between English and Spanish when he sees confusion on their faces. When one frustrated student puts her head down on her desk and tunes out, he tells her to get some water and take a moment to regroup. As the rest of the class continues to work, he hands out little white tickets for participating or offering a right answer. On Friday, the students will trade their tickets for rewards like wearing a ball cap in class or listening to music on their cell phones.

EDUCATION UNLOCKED

It's crucial that Garcia and his peers like Kraus and Simpson maintain that same level of energy in every period, every day. That's no easy thing, especially when some classes top 35 students. But the teachers with degrees from St. Edward's are well-equipped for the challenges precisely because the environment is not new to them, says Associate Professor of Education **Steven Fletcher**, who coordinates the St. Edward's–Del Valle partnership.

By the time they graduated, Garcia, Kraus and Simpson had spent at least two semesters in Del Valle classrooms. Garcia had also volunteered on his own time and had been a long-term substitute teacher before taking over the classroom when his mentor-teacher was promoted to assistant principal. Kraus was hired full time just one month into her student-teaching semester. And Simpson, just two years after graduating, has been entrusted

Francisco Garcia '13 and Emily Kraus '11 both spent two semesters as undergraduate students in Del Valle ISD classrooms. Now they're teachers at Ojeda Middle School, where they're helping students overcome challenges and succeed in school.



to help 10 sophomores who previously failed the all-important State of Texas Assessments of Academic Readiness (STAAR) improve their reading comprehension skills.

"Our graduates are ready to teach at any school in the district. They know the culture of the schools, they know many of the students, and they have learned lots of things about being a teacher that you won't find in any textbook," Fletcher says. "They know that they are role models and that their responsibilities are different on the other side of the desk."

That's by design. "The main purpose of having our education students move into the field as quickly as possible is to accentuate what the world of work is like. We instill a whole new set of expectations, from dressing professionally and showing up promptly at 8 a.m. to learning and following the rules

and regulations of the school where they are placed," says School of Education Dean **Grant Simpson**, who also chairs the Central Texas Council on Educator Preparation. "It's an intense experience, one that we are duty-bound to make sure our students have. The result is that students find out very early on what teaching is really like — and whether it's a career suited to them."

And there's something else — something that Fletcher emphasizes to each new crop of future teachers as they furiously scribble notes about concepts like formative assessment and the scaffolding principle. Even on the tough days, especially on the tough days, Fletcher says, "seek out opportunities to learn as much as you teach, to see every student as a human being with strengths waiting to be unlocked."

That's why Garcia attends his students' track meets, why Kraus gets to school at 6 a.m. every day, why Gusty thinks outside the box when it comes to poetry, why they all stay after school to tutor kids who need extra help.

"On a tough day, things become overwhelming on all sides very quickly," says Gusty. "But on my best days, I've created a lesson that makes my kids forget that they are sitting under fluorescent lights in a room where maybe they don't want to be. They are so captivated that they forget the time and the place. They are intrinsically into it, and they don't want the lesson to end."

"It's those days when my stores are replenished and I remember: I am doing this for a good reason, I can do this well, and I can change things for these kids."



set in STONE

Thirteen students spent
spring break building houses
in rural San Juan de la Maguana
in the Dominican Republic as part
of the university's first Global Village
build for Habitat for Humanity.
But the foundations they laid
might just be their own.

By Stacia Hernstrom MLA '05 | Photography by Santiago Vidal



Blanca Munoz '15 works alongside one of the recipients of the home they're building together.



“Albañil,” say their bright red shirts. Construction crew.

Workers pile out of a beat-up van and yank down hard hats over their bandanas and sweatbands. They eye tall piles of sand and rock through their sunglasses, bright reds and oranges and greens that match the plantains and papayas growing along the nearby river. As members of the group slip their hands into thick work gloves and grab shovels, somebody hums a few bars of “I Will Survive.” It’s 8:30 a.m., and the humidity is pushing 80 percent. Time to mix a little concrete.

Never mind that this crew doesn’t know the proper ratio of materials, let alone how to operate the rusty red mixer in front of them. Never mind that the calluses on their fingers are from ballpoint pens, not wooden wheelbarrow handles. Never mind that it’s spring break.

Today, they are *albañiles*. And there is work to be done.

IN THEIR OTHER LIVES, some 1,900 miles away, these 13 are students at St. Edward’s University. Among them are a mortgage broker, a bartender, a mother of three, a black belt in tae kwon do and a Ballet Folklórico dancer. They grew up in places like Ciudad Juárez, Mexico; Heidelberg, Germany; and China Grove, Texas. They represent a gamut of academic programs, from English Literature to Forensic Science to Photocommunications. But for this week — for these five long, hot, hard days — they are Habitat for Humanity volunteers in rural San Juan de la Maguana in the Dominican Republic.

The trip is the culmination of the Topics in Sociology class taught by Office of International Education Director **Holly Carter**, who worked right alongside the students in the Dominican Republic. For almost two months, the class met twice a week in Trustee Hall to explore the concepts of poverty housing and social justice. They examined how people live around the world and what constitutes adequate housing; watched a video about the prefabrication process Habitat for Humanity uses to minimize structural damage from hurricanes and earthquakes; and researched their build location. They also used Skype to talk with the Habitat trip coordinator for Latin America, learned how to fundraise through a Habitat-organized webinar and set up a class webpage. The total raised? More than \$13,000 to cover their trip expenses and supplies.

This international building trip is a first for all of Carter’s students — and for St. Edward’s. But Carter herself is no stranger to Habitat

Global Village builds. She first volunteered in El Salvador in 2008 and has since led teams to New Zealand, Portugal, Nepal, Indonesia, Sri Lanka, Honduras, Romania and Argentina. The trip to San Juan de la Maguana is her 13th build, and later this year, she will oversee non-university-related Habitat trips to Chile and Cambodia.

With her copious experience, Carter has prepared her students well, but the motivation is all their own. “This group of young people had the wonderfully amazing idea of traveling and making the world a better place,” she says. “They knew they needed to go somewhere and make a difference somehow, and they signed up for dirty, hard work.”

JEANNIE RAE BAZAN ’14 is trying to remember that as she helps hoist a 200-pound concrete wall into place. Yesterday, the team of 13 mixed concrete and poured panels that will cure for 28 days before future volunteers use them. Today, Bazan, five teammates and Carter are assembling panels made by a previous team while the rest of the St. Edward’s group pours a foundation at another site.

“*Todos fems — no buen,*” Bazan hears and grits her teeth. The professional crewmembers supervising the volunteers are concerned the women in the group — six of the seven — can’t handle the heavy loads. They’ll be at it all day, connecting the different-sized concrete panels together like puzzle pieces to make a six-room, 35-square-meter house. Once the house can stand on its own, it will be plastered and painted. If the women can pull their weight.

But for Bazan and the other female students, there’s no question. They have come to work.

Before long, they have proven themselves, and the team is locking the panels in place. Even villagers who had been watching from lawn chairs feel the energy and come to help. The men show the students how to support the loads by bending their legs and twisting slightly so the bulk of the weight rests on their shoulders. When the students start plastering, they apply the sticky, gray goo to the concrete walls as evenly as they can — “*Suave, suave!*” directs the supervising crew mason.

“Our group of mostly girls went to build homes in an area where men are the ones who do most of the manual labor. They doubted our ability, but we surprised them,” Bazan says. “The absolute best part was teaching my new skills to one of the local girls. Showing her that building houses wasn’t just a man’s job felt really empowering.”

(Clockwise) The students from St. Edward's poured the foundation and built the house for Juana Ramirez and her two daughters, Jenny and Karla, during their five-day build in the Dominican Republic. Hanna McAdams '14 installs a window with a Habitat for Humanity mason. Members of the construction crew from St. Edward's, along with recipients of the home, stand in front of the concrete panels they assembled. McAdams and Jeannie Rae Bazan '14 lift 200-pound concrete panels into place.





(Clockwise) Alain Cabrera MBA '15, Bryanlyse Hernandez '14, Katherine Obando '14 and Gracie Villanueva '15 pour a cement foundation. Obando takes a break from construction to connect with one of the children from the neighborhood. The team from St. Edward's celebrates with neighborhood children at the final party and house dedication. Director of International Education Holly Carter presents Juana Ramirez with a Bible at the dedication for her house.



 **webextra**
.....
**Building
Community**

See the Habitat build through the eyes of Photocommunications major **Joe Arellano '14** at stedwards.edu/webextras.

By 3 p.m., Bazan and her team are sitting inside the house with its new owner, a mother of four named Anny. Until today, she and her three young daughters lived next door with her parents in their tiny home with its cracked, crumbling bricks and metal roof. There is not room for Anny's 6-year-old son — he lives three hours away in Santo Domingo with her husband, who works in a shampoo factory.

Amid her exhilaration at what she and the team have just completed, Bazan can't stop herself from wondering, *Wow, is this it?* "Anny's new house still seemed so much smaller compared to the home that I lived in growing up," she says. "But I knew that working so hard for Anny meant that her son could come back to live with her and that she and her kids didn't have to crowd into that one room with her parents anymore. They were beyond grateful, but I somehow felt like I had gained so much more than I had given them."

A FEW DAYS LATER — across town and up a nearly impassable pathway that stymied the *wawas*, or small vans, used to transport the volunteers — **Alain Cabrera MBA '15** and the rest of his team are dumping wheelbarrows of concrete on top of a 27-square-meter wire frame. They are laying the foundation for *Illuminado de los Santos'* new home, right next to the stick-and-mud shack where he has lived for 40 years. Pigs and chickens mill about, and the lush plantations in the valley below glitter in the golden sunshine.

Cabrera wants to hear the elderly man's story, but he can't bring himself to move beyond mundane chit-chat. "His living conditions were tough. Our truck could barely get up the incline, and this old man had no vehicle at all," he says. "I was afraid that knowing any more details about his life would devastate me. My emotional walls were already all the way down." He settles for a few photos and a handshake inside the existing shack — a future team of volunteers will finish assembling the new house once Cabrera and the team's foundation dries — and hops in the back of the *wawa* for the slow, jostling descent to town.

Cabrera's unease surprises him. Born in Miami, Fla., he moved with his family to the Dominican Republic when he was an infant. Though they returned to Florida when he was 4, he spent many childhood summers visiting his grandparents in Santo Domingo.

"I've seen poverty in the Dominican Republic. I'm used to that," he says. "In the capital, on every street corner, there are children selling you flowers, peanuts, something, just to pay their way and make ends meet. But I wasn't prepared for the living conditions. That's something you just don't see on a drive through the city."

As Cabrera and the others from St. Edward's explore the ramshackle neighborhoods of San Juan de la Maguana during breaks and after they finish their daily construction chores, they notice the

dirt roads, the smell of sewage from outhouses and latrines, the kids without shoes. But they also see something else: residents coming out to shake their hands and thank them, little girls peeking out of windows and playfully shouting *Hola!*, and a boy and his friends running down the street flying a kite made from a plastic bag.

Social Work major **Latisha Valles '15** can't help but contrast that with her own life as a mother of three children, ages 11, 10 and 5. "It really struck me. With my own kids, there are video games and movies to fill the afternoon," she says. "In San Juan, we witnessed children playing with plastic bags and string."

It was inspiring and heartbreaking at the same time, says Valles. "Everyone deserves to live in a safe, suitable home, especially when they have so little else. We cannot be okay with millions of people worldwide living in poor conditions." Yet as a privileged American visiting a country where half of the children live in poverty, "there was never a time I felt we were just a group of outsiders doing something charitable in another country," she says. "We were in it. We were with them — everyone was together."

FRIDAY AFTERNOON, the *albañiles* from St. Edward's file into San Juan's small town hall. They are sweaty and streaked with plaster. With three foundations laid, three houses assembled and 60 panels curing on pallets for the next team of volunteers, their work is done.

Now — the celebration. Bazan blows up balloons and tosses them back and forth with the local kids. Valles hands out tubes of paints and packets of crayons. Cabrera holds a sleeping baby girl so that her parents can enjoy the party. Everyone eats cake, and Carter starts an icing fight.

The families whose houses have been built over the course of these five long days stand up to say thanks. Carter hands them each a ceremonial key and Bible on behalf of Habitat for Humanity. There are hugs, tears, photos and kisses on icing-smeared cheeks. And too soon, it's time to go.

The *albañiles* turn in their hard hats and pack their suitcases with the magnets, flags, bracelets and coffee they are bringing home as souvenirs for friends and family. They try to focus on the midterms that await them in Austin. But they know they'll be back to San Juan de la Maguana, or somewhere like it. They've seen, done and felt too much to stay away.

"We all want to do another Habitat trip as soon as we can," says Bazan. "Nobody cares where — we just want to go."

That's exactly why Carter has volunteered 13 times with more to come. "When you go on a build like this, you see the difference you have made that very day," she says. "You stand next to the person you've helped. And you are forever changed in that moment."

THE NEW LIBRARY



On any given morning, a dozen students are waiting at the door to the Munday Library when it opens at 7:30 a.m. They find their favorite study space — whether in the bustling, computer-filled commons or in a quiet zone near the stacks — and settle in. Throughout the day, students will type papers, send emails, hold videoconferences, develop group presentations, and yes, even check out a book or two. The morning sun will pour in from the east, spilling across the wood floors of the periodicals area. In the evening, full-length windows on the west wall will showcase the bustle of South Congress Avenue as the setting sun casts the scene in orange, then pink, then violet.

“The students came to love this space very fast,” says library director **Pongracz Sennyey**. “They discovered it, and made it their own. That was gratifying to see. The old library was 30 years old, and it needed a refresh. This was a terrific refresh.”

The photos on the following pages offer a snapshot of the intellectual efforts happening throughout the building on a Wednesday in March. As midterms approached, students focused their attention on study sheets and research papers — and the occasional glance at the campus squirrels’ Instagram feed.

1 **Lauren Ayoub '17** drafts a talk for her presentational speaking class, which is held in one of the library's digital classrooms. With three monitors on each end of the room, “you can look straight ahead at your PowerPoint instead of turning around and getting distracted,” she says. “We use the cameras to record our speeches so that we can critique them later.”

2 The library offers 17 Nook ereaders that students can check out to download any of the nearly 300,000 ebooks in the library's collection. The ebooks can also be accessed on a student's personal laptop or tablet.

Forget what you know about libraries. Dark spaces, cramped rows of books, even silence. Since opening last August, the Munday Library has quickly become the intellectual hub of campus.

By Robyn Ross | Photos by Jessica Attie '04



3 "I've been here since 8 a.m., and it's 12:13 now," says **David Kitson '15**, who's from San Salvador, El Salvador, and is studying for a finance test. "I come here twice a week and usually sit over there [by Ayoub], so I can see everyone walking by. But I don't talk to them."

4 The new library bears the name of **Pat and Bill Munday**, whose gift of \$13 million funded its construction. One of the hallmarks of the Munday Library is its global digital classrooms, which can link students and faculty to the best minds in the world through videoconferencing.

5 The library floor is elevated 2 feet above the concrete foundation, and floor panels can be lifted to allow easy access to wiring. "We can change the electrical conduits easily, which is important if 10 years from now we want to reconfigure the computers, or there are different types of computers," Sennyey says. A second benefit of the raised flooring is the in-ground air-conditioning vents, which are quiet

and unobtrusive. Both designs contribute to the building's sustainability. "We have more than 10,000 additional square feet than the old building, but we consume less energy."

6 John Grisham's *Sycamore Row* is the reading material of choice for David Green, a retired Spanish teacher who drove a bus of Del Valle High School students to campus for a tour. He picked it from the rotating collection of popular fiction available for two-week checkout. "Instead of sitting on the bus, I thought I'd come here and read a book while I wait," he says. "Now I'm into it so much that I'll go to Half Price Books and get my own copy."

The central hall of the library buzzes with activity all day, as students check email between classes, draft their research papers and access the library's collection, which is now predominantly online.



- 1 In addition to offering traditional research assistance, library staff members offer virtual help to students working off campus. From 7:30 a.m. to midnight, a “live chat” feature on the web connects students with a staff member, who resolves the question or takes the student’s email address for a librarian to follow up the next day. Staff members also teach students how to navigate the primarily digital library, including its online collection of 12,000 scholarly journals.
- 2 The spacious, airy commons is home to 71 PCs and 25 Macs. The central hall of the library buzzes with activity all day, as students check email between classes, draft their research papers and access the library’s collection, which is now predominantly online. “You don’t have a sensorial experience of this huge collection,” Sennyey says. “You don’t see the miles of bookshelves, and yet it is incredibly big.”
- 3 **Ana Chavez ’17** creates her own study sheet for a neuroscience midterm tomorrow. “This will also help me on the final exam,” says Chavez, who is from Monterrey, Mexico. “I don’t like studying by myself. I can study alone, but with other people around me.”
- 4 The oldest items in the library’s collection, two 14th-century music books, are on display in a glass case outside the Special Collections reading room. The books are large enough for an entire choir to gather around. Special Collections is also home to the university archives (everything from architectural drawings to yearbooks to the papers of the Congregation of Holy Cross) and a collection of 2,300 jazz records.
- 6



- 5 **Hayleigh Dicianna '14** hammers out a section of her Capstone paper, which looks at the pros and cons of an assault weapons ban. So far Dicianna has written 23 pages. "I'm working on the fifth draft of Step 2, which is the halfway point," she says.
- 6 Earlier today, Dicianna met with a tutor in the Mission Course Resource Center, a tutoring center that focuses on the St. Edward's-specific courses American Dilemmas and Capstone. Students work with a faculty member who has taught one or both of the classes to develop their research, papers and oral presentations.
- 7 A sound-absorbing wall keeps noise in the commons from reverberating throughout the building.
- 8 The stacks hold a collection of 80,000 print books, but the library has almost 300,000 ebooks and an expanded collection of scholarly journals online. "The modern library has most of its content online, so the collection is, to a great extent, not in the building," Sennyey says. "We no longer have scholarly journals in print, but we have a larger collection of scholarly journals than a library this size ever could have had. If all our electronic resources were to become print tomorrow, there wouldn't be enough space in the building for them."
- 9 Special Education major **Lauren Crow '16** prepares a mock lesson plan for the first two days of (hypothetical) school. "I study here when the weather's nice," she says, gesturing to the full-length windows on her right. "I like that from these couches you can look out at the trees, Fleck Hall and SoCo."



- 1 During SXSW, the university held a panel discussion on entrepreneurial education in one of the global digital classrooms. The event included panelists who were physically present, as well as those who “beamed in” from Stanford, MIT and the Chinese University of Hong Kong.
- 2 The two global digital classrooms are equipped with Cisco TelePresence technology that enables students to videoconference with people around the world. Cameras and microphones allow the participants to see and hear one another, and speakers from multiple locations can talk and debate as though they are in the same room. Former Secretary of State Madeleine Albright gave a talk via videoconference on U.S.–China relations last fall and took questions from audiences around the country, including students at St. Edward’s.

- 3 While the event held during SXSW wasn’t targeted to students, it provided an educational opportunity for students. **Victoria Alvarez DMBA ’14** ran the Zoho customer relationship management system and the online invitation system Eventbrite to manage the mailing lists for the event. **Cynthia Cruz ’15** managed the event-planning timeline and coordinated meetings and volunteers. “A lot of the credit for the turnout and organization goes to them,” says event organizer **David Altounian**, assistant professor of Entrepreneurship.
- 4 Altounian regularly uses the room’s technology to record the two classes he teaches there, so that students can play the recordings back to review material. When icy roads made it difficult for some of his students to get to campus, a few dialed in from home and discussed assignments on-screen.



- 5** **Ivan Gutierrez '17** watches a video and reviews vocabulary in preparation for an exam on French cinema. "My major is International Business," he says, "but these classes are just for fun." The freshman from Monterrey, Mexico, studies in the library three times a week. "It's very modern," he says, pointing to the row of electrical outlets in the center of the table. "You can plug everything in."
- 6** At the Media Center, students can check out cameras and equipment and then assemble their footage on MacBook Pros equipped with audio- and video-editing software. A green-screen room lets them film themselves in front of a plain background and replace it with a different one, such as a news desk with the city skyline behind it. The center's technology is used by business, broadcast journalism and film production classes, as well as by counseling and education students who film themselves, then review the tapes. Students can expand their software literacy at the Innovation Creation Lounge, which offers drop-in tutoring in programs like Dreamweaver, Photoshop, Prezi and Illustrator.
- 7** Four giant chalkboards serve as bulletin boards and places to doodle. They hold a mix of reminders — Ash Wednesday service times, events for International Women's Day — and comic relief (fans of the campus wildlife are urged to "follow @squirrelchronicles on Instagram"). The chalkboards have been "wildly popular," Sennyey says. "We erase them every Saturday, and by Monday afternoon they're 'chalk-full' again." (Pun intended.)
- 8** A group of students prepares a business plan in one of the library's 15 group study rooms. Half of the rooms are equipped with technology that allows students to work on presentations, write papers or surf the web in a group setting, rather than crowding around one person's laptop. The work can be shown on large touchscreens with computers behind them, or a student can connect her own laptop to the touchscreen via a cable. The rooms without technology serve as mini-conference rooms or quiet study areas.
- 9** Floor-to-ceiling windows show off a panoramic view from South Congress to Our Lady Queen of Peace Chapel.

What We've Learned



Distinguished Alumnus Award: Joaquin "Kinny" G. Cigarroa III '74

When Kinny Cigarroa graduated from St. Edward's with a degree in History, he wasn't sure what to do next. A mentor in Laredo referred him to the president of the Laredo National Bank, and the next day, Cigarroa went to work counting bills and wrapping coins in the bank vault. By 1985, he'd become a vice president at the bank, and by 1992, he was the COO. Today he is director and executive vice president of Texas Community Bank. For the past three years, he has hosted presidential receptions for alumni and prospective students, helping spread the word about St. Edward's to a new generation in Laredo.

► My dad went to St. Edward's in the early 1940s. Austin in the early 1970s was a bit more of a rebel town than when my dad went

And now south Austin, particularly close to campus, has seen a radical change [toward trendiness] since the early 1970s.

► **Brother William Dunn, CSC**, was a great guy. In my first class at St. Edward's in 1971, he went through the syllabus and then assigned reading to be discussed at the next class meeting. I showed up to class next time and sat in the back. He lectured for maybe 15 minutes and then started calling on students. My luck was that he picked me first, and I hadn't read a thing. After about 40 seconds he asked to see me after class. When that time came, he said, "Look, young man, you've got to be prepared and responsible for your actions. You've got to be accountable." So from that point forward I'd read up for all of my classes, and I was ready. That experience was a valuable lesson learned.

► I think the quality of life in Laredo is the best in the United States. The people here are very hardworking, industrious and friendly. There's no violence on this side of the border. When I was growing up here, both Laredo and Nuevo Laredo, on the Mexico side, were a lot smaller. But we viewed them as one city that was separated by a narrow river. We would spend a lot of time in Nuevo Laredo, and the kids from Nuevo Laredo would spend a lot of time over here. We'd cross the bridge two or three times a day. About 10 years ago that changed, and Nuevo Laredo became a very violent city. It's getting much better now with the change in the Mexican presidency about a year and a half ago. We see businesses in Nuevo Laredo that closed three or four years ago are now reopening. The pace is slow, but we sense that things are improving every day.

Three distinguished graduates who received alumni association awards this year share their wisdom with us.

Interviewed by Robyn Ross

► I play in a bridge group. Unfortunately, there are fewer and fewer bridge players nowadays, but it's a great game. It can be rough-and-tumble, too. You're very cordial, you sip coffee and tea, and you engage in niceties all around. Once you deal the cards, however, friendship is cast aside, and each person is for him or herself!



Alumni Achievement Award: Matt Abbott '03

Matt Abbott is the CEO of Wayside Schools, a college prep public charter school district in Austin serving pre-K to 11th-grade students (12th grade will be added in 2015). With a background in business, public policy and teaching, he was tapped to lead Wayside's expansion from 240 students on one campus to 2,500 on multiple campuses. So far, the schools have expanded to serve 1,100 students while maintaining their signature academic quality and parental involvement.

BIRTHS

👶 To **Georgianne Spaulding '01** and Lt. Col. Ryan Fayrweather, a son, Vincent James, on June 25, 2013

👶 To **Jessica Attie '04** and **Peter Stafford '04**, a daughter, Stella Rose, on Aug. 7, 2013

👶 To **Alicia Robertson MSOLE '06** and Travis Robertson, a daughter, Lilian Rose, on March 8, 2013

👶 To **Jennifer Hollas McGee '07** and **Michael McGee '07**, a son, Michael Adam, on June 24, 2013

► The founder of [charter school] KIPP Houston told me about what he calls the FedEx effect. Independent school districts are the post office, and charter schools are FedEx. Before FedEx, the post office said it was impossible to ship a package overnight. But then FedEx comes along — it's a small, nimble entity that proved overnight delivery is possible — and now the post office can do overnight delivery, too. FedEx was the catalyst for change. It made something happen that people thought was impossible. I see charter schools as that same catalyst for change so that when people say, "It's not possible," well, we can prove it is, and it's happening at our schools each day.

► We're transitioning to become an all-International Baccalaureate charter school district someday. The whole idea behind IB is preparing kids to attend the best colleges and universities anywhere in the world, to work in companies that are multinational, and to really be culturally and civically aware that we're not all the same. It's about learning how to better work with the world around you.

► When I started teaching public school, I found this slew of negativity in the teaching lounge. Teachers would say, "Those kids can't speak English. They're two or three grade levels behind. Their parents don't care." This frustrated me. I believe there is a huge percentage of students and families who have been chronically underserved for generations. They've never stepped into a school that has really helped them from day one. Is it their fault they're so far behind? Sometimes. But in general, I feel like we've done a poor job of serving communities that need us the most.

► I tell current St. Edward's University students that they don't have to have it all figured out. But there are key things every person has to have to be successful. You have to be a problem solver. The world is full of people who complain, but we have to

create a world full of people who are willing to fix problems. If you're the type of person who can go in, identify an issue, create a solution, implement it, refine it and make it better, you're probably going to be just fine.

► I met my wife, **Stephanie [Bazan '02]**, on the hilltop. On my 21st birthday, student government was putting on a back-to-school luau. Stephanie and I both won door prizes: She won a gift certificate to Hula Hut, and I won a beach towel. I went up to her and told her that I thought she had a responsibility to take me to Hula Hut to eat on my birthday. We had never met before, and she thought I was being ridiculous. We did go to Hula Hut that weekend and have been together ever since.



Alumni Achievement Award: Alex Winkelman '11

Six years ago, Alex Winkelman founded Citizen Generation, a nonprofit organization that promotes philanthropy among new and young donors in Austin. An almost-lifelong Austinite, she has volunteered and served on boards including the Center for Child Protection, Austin Pets Alive! and the Long Center for the Performing Arts. The New

College graduate uses lessons from her self-designed major in Social Entrepreneurship to further her philanthropic work.

► Six years ago, I started doing research on what was going on in Austin and learned we were ranked 48th out of the 50 largest cities in the nation in per capita giving. Considering we were a city with top-10 rankings for jobs, technology and single people, we were ranked really poorly when it came to giving back.

► I believe in karma, and I think what you give comes back to you.

► A lot of people don't know how to give or why. They may think, "I'll give when I'm 50 and make a million dollars." But research has found that if someone is not a donor by age 44, they'll never give. They have to get into that habit of giving. The whole premise behind Citizen Generation is that we are 100 percent focused on new and young donors.

► In Austin, the median age is 31 years old. There are so many young people living here and moving here, and they're taking advantage of all the amazing things in our city — the parks, live music, wonderful weather — but there's a responsibility with all of that as well. These young people are going to be moving up in big companies or starting their own companies. If we can get them [to give] now, they can start passing that down from generation to generation.

► I think it's really important when you're volunteering to use a different set of skills than your day job so that it's enjoyable and you don't get burned out.

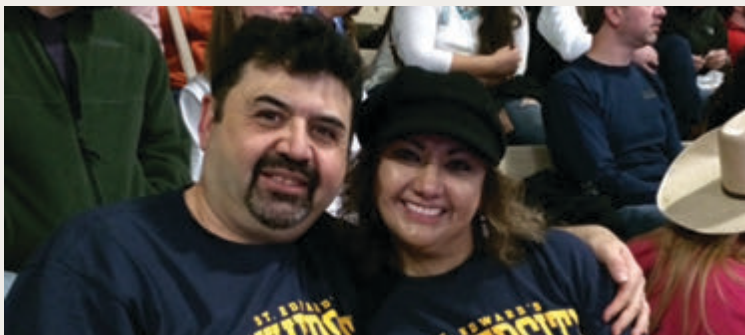
🕒 To **Megan McElligot Davenport '08** and Chris Davenport, a son, James Alexander, on Dec. 27, 2013

🕒 To **Kayleigh Bradley Woolard '09, MAC '11** and **Patrick Woolard '09**, a daughter, Cora Jade, on Dec. 6, 2013

🕒 To **Kate Hahn MBA '12** and Chris Hahn, a daughter, Evelyn Fay, on Oct. 14, 2013

🕒 To **Stephen Rodriguez MBA '13** and Kelly Rodriguez, a daughter, Maxine Pearl, on Sept. 2, 2013

CHAPTER NEWS



FROM AUSTIN

Austin-area alumni embraced their Texas pride and watched some of the nation's top cowboys and cowgirls tough it out for the title of champion. After the roping and riding, they enjoyed a concert from the Josh Abbott Band at the Star of Texas Fair and Rodeo on March 8.

FROM NEW YORK

Alumni represented the hilltop and marched with other Holy Cross schools at the NYC St. Patrick's Day Parade on March 17 for the sixth year in a row.

FROM SAN ANTONIO

More than 70 Austin and San Antonio alumni and their families gathered to cheer on the San Antonio Spurs as they defeated the New Orleans Pelicans on March 29. The exclusive event included a courtside experience.



PRESIDENTIAL RECEPTIONS

President **George E. Martin** visited Dallas, Houston, Laredo and McAllen this spring and shared updates on the strategic plan and the Campaign for St. Edward's University. He also met with alumni, prospective students and current parents. The Dallas reception was hosted by university trustee

Martin Rose and his wife, **Joan**, parents of **Allyson Rose Schaeffer '03**, **MBA '10** and **Bryan Rose '00**. The Houston reception was hosted by **Fowler '03** and **Lucy Carter**. The Laredo reception was hosted by **Kinny Cigarroa '74** and the Texas Community Bank. The McAllen reception was hosted by **Ruben Cardenas '47, '51** and his wife, **Dardanella**, a former university trustee.



BIG EVENT 10TH ANNIVERSARY

Alumni gathered at Wayside Schools, an Austin charter school district, for a day of service on April 12. Volunteers worked on a comprehensive beautification project. While alumni completed their project at Wayside, other members of the St. Edward's community served at different sites in the neighborhoods around the hilltop.



HOMECOMING 2014

More than 1,300 alumni, students, parents, family and friends came together in February for Homecoming and Family Weekend. Guests enjoyed class reunions, an alumni welcome reception, a barbecue tailgate and Sunday Mass.

MARRIAGES

- ♥ **Deni Cowles Hirsh '78**, of Cordova, Tenn., to Ronald W. South Jr. on July 5, 2012
- ♥ **Amanda Riojas '08**, of Denton, to David Brown on Sept. 15, 2013
- ♥ **Kate Mack '09**, of Austin, to Kevin Kozak on Sept. 28, 2013

IN MEMORIAM

- ✚ **Rev. William Donahue, CSC**, of Copperas Cove, on Sept. 30, 2013
- ✚ **Brother Carl Tiedt, CSC**, of Austin, on June 12, 2013
- ✚ **John Dunne Jr. '46**, of South Bend, Ind., on Nov. 11, 2013
- ✚ **Cater Joseph '48**, of Austin, on Oct. 16, 2013

- ✚ **Basil Brock '50**, of El Paso, on Oct. 10, 2013
- ✚ **Edward Fahey '50**, of San Antonio, on Jan. 12
- ✚ **Francis Medina '51**, of Belton, Mo., on Jan. 14
- ✚ **Marcel Doleac '53**, of Metairie, La., on Aug. 25, 2013

- ✚ **Brother John Kuchenbrod, CSC, '54**, of Valatie, N.Y., on Nov. 24, 2013
- ✚ **Federico Paez '54**, of Laredo, on Oct. 31, 2013
- ✚ **Brother John Terlisner, CSC, '54**, of Austin, on Aug. 11, 2013
- ✚ **Brother Edward Wauchter, CSC, '54**, of Notre Dame, Ind., on Jan. 19

CLASS NOTES

1960s

Robert (Michael) Grannis '64, '68, of Clayton, N.C., was elected to his third term on the Clayton Town Council on Nov. 5, 2013. At his first council meeting after the election, his peers on the council elected him to his third term as mayor pro tem.

1970s

Barbara Irvine MBA '74, of Hagerstown, Md., edited Alfred's *Singer's Library of Musical Theatre, Volume 1*, a set of four Broadway songbooks. The books are available at barbarairvinemusic.com.

Timothy D. Russ '77, of West Hollywood, Calif., is lending his vocal talents to play the role of Tuvok in Star Trek's online game "A Step Between the Stars."

Laurie Friedman Fannin '79, of Hortonville, Wis., has been appointed prevention education coordinator for Harbor House Domestic Abuse Programs. She works with school-age children to address the issues of bullying, teen dating violence and healthy relationships. She spends her summers as the artistic director for Riverside Theatre in the Park in Neenah, Wis.

1980s

Terry E. Mitchell MBA '80, of Austin, was appointed to the Capital Metropolitan Transportation Authority board by the Capital Area Metropolitan Planning Organization in March.

William "Scott" McAfee '86, of Driftwood, was reappointed by Texas Gov. Rick Perry to the State Library and Archives Commission for a term to expire Sept. 28, 2019.

1990s

Jose Antonio "Tony" Pompa '94, of Arlington, is running on the Republican ticket to represent District 10 in the Texas Senate.

Stacy Wheeler Ehrlich MAHS '96, of Austin, is the executive director of the Society of St. Vincent de Paul–Diocesan Council of Austin, a Catholic lay ministry that serves Central Texas' poor. In addition, she retains her position as founder and managing partner of Seeds for Change Consulting LLC, a full-spectrum consultancy serving nonprofit organizations.

Andy Fathollahi '96, of Corona del Mar, Calif., received the Orange County Business Journal's annual Excellence in Entrepreneurship Award in March. Fathollahi is the founder and CEO of Incipio Technologies, a leading designer and manufacturer of award-winning mobile-device accessories and technology.

Michael Lucas '97, of Atlanta, Ga., was named deputy director of the Atlanta Volunteer Lawyers Association. Lucas previously served as director of housing and consumer programs with the same organization.

Elisa Fogle '99, of Corpus Christi, is a senior director for the Corpus Christi Hooks Minor League Baseball team. She monitors account activity for all clients, handles team travel and player housing, and serves as a liaison between the Hooks and numerous businesses and organizations.

2000s

Peter Grier Beste '01, of Brooklyn, N.Y., published *Houston Rap* with writer Lance Walker. The book, which features Beste's photography, documents the hip-hop and inner-city culture of Houston.

William Newton '02, of Austin, was appointed to the Office of Small Business Assistance Advisory Task Force by Texas Gov. Rick Perry.

Sandra Dee Rector '03, of Austin, was honored as 2014 VIP Woman of the Year by the National Association of Professional Women. Rector has more than 20 years of experience as an IT engineer and recently sold her business, Pilates Private Practice LLP.



The Bill Munday School of Business

St. Edward's University announces the naming of its School of Management and Business in honor of a business leader, humanitarian and friend of the university, **Bill Munday**. His entrepreneurial success and philanthropic leadership inspired the university to connect his name and legacy with its business program.

"Our relationship and friendship with the Mundays is based on shared values," says **George E. Martin**, president of St. Edward's University. "Bill is an advocate for young people seeking opportunity, and he understands the importance of making higher education accessible to students who are both talented and in need of financial assistance. Where there is a need, he works to meet it."

- ✦ **Brother Joseph Lahare, CSC, '58**, of Austin, on Dec. 24, 2013
- ✦ **Macon Banner '60**, of Kerrville, on Feb. 20
- ✦ **Rosalie Weir '60**, of Dallas, on July 30, 2013
- ✦ **Rev. Michael Adams '61**, of Pago Pago, American Samoa, on Oct. 21, 2013

- ✦ **Edward Downes '62**, of Clearwater, Fla., on July 18, 2013
- ✦ **David Beach '63**, of Metairie, La., on Oct. 29, 2013
- ✦ **Neal Harrison '63**, of Ennis, on Feb. 16
- ✦ **Edwin Ingersoll '63**, of Exton, Pa., on Sept. 23, 2013

- ✦ **Robert Daoust '64**, of West Linn, Ore., on Feb. 4
- ✦ **Roland Brewer '68**, of San Marcos, on Feb. 25
- ✦ **Peter Farrell '69**, of Little Neck, N.Y., on July 23, 2013
- ✦ **Paul Jubenville '69**, of Manchester, Conn., on Feb. 23

- ✦ **Gregory LaValle '70**, of Fairview, on Oct. 19, 2013
- ✦ **John Curry '71**, of Houston, on Oct. 12, 2013
- ✦ **Thomas Stoetzner '72**, of The Woodlands, on Feb. 7
- ✦ **Walter Burke '73**, of Pittsburgh, Pa., on Sept. 18, 2013

Lori Najvar MLA '05, of Austin, directed the documentary film *The Grove, Texas*, which held its premiere at the Stateside at the Paramount Theatre in Austin on Feb. 17.

Jackie Lee Young '05, of Austin, photographed a fashion editorial for Through the Looking Glass, a vintage and modern clothing company in Austin.

Ricardo Zamarripa MBA '05, of Austin, is vice president of Klotz Associates, where he is responsible for the day-to-day operations of Klotz Associates' offices in Austin and San Antonio. He is also serving a two-year term on the company's board.

Gregory Gotham MBA '07, of Austin, joined BalanceBPO as senior director of product delivery.

Kenneth Reese Jr. MBA '07, of Mansfield, was appointed senior marketing consultant for Warm Thoughts Communications.

Lorraine Ortega '08, of El Paso, received her doctorate in Physical Therapy from Columbia University in New York in May 2013. She is now practicing at University Medical Center of El Paso.

Mary Edna Gonzalez MLA '09, of Austin, was re-elected to represent District 75 in the Texas House of Representatives by defeating her primary opponent on March 4.

2010s

Catharine "Catie" E. Johnston '11, of Austin, has spent the past year living and working in a village in El Salvador, where she established an Internet cafe. Johnston will continue her work there for an additional two years.

Sarah Lonsdale '11, of Austin, is the medical case manager for Open Door Mission in Houston.

Matthew Frazier '12, of Sugar Land, was featured on the "Hit the Mark" podcast, which is rated No. 4 in the entertainment section of iTunes.

Raul Garza MLA '12, of Austin, received the first place award in the 2014 *Austin Chronicle* Short Story Contest for "In the Room." Garza's full-length play, *Fantasmaville*, received the 2007 National Latino Playwriting Award.

Portia Odell '12, of San Antonio, was appointed marketing and communications coordinator of eTool.

Nicole Seligman '12, of Pflugerville, met Vice President Joe Biden and actress Mariska Hargitay during their October 2013 visit to the National Domestic Violence Hotline in West Lake Hills.

CONGRATULATIONS!

Welcome to the St. Edward's University Class of 2014 — the newest members of the alumni association!

Get connected with us at stedwards.edu/alumni.

▲ SEND IN YOUR CLASS NOTES

Send your Class Notes and wedding or birth announcements to the Alumni Office at seualumni@stedwards.edu.

Learn more about upcoming events at think.stedwards.edu/alumni

DATES TO REMEMBER

JUNE 27 | Stargazing at Wild Basin Creative Research Center

JUNE 28 | DC Day at the National Zoo

JULY 26 | Dallas Alumni Night at the Ballpark

AUG. 2 | Austin Alumni Night at the Ballpark

OCT. 11 & 18 | Founders Day Events

FEB. 27–MARCH 1 | Homecoming 2015

Alumni

Stay Connected

EMAIL: seualumni@stedwards.edu
WEB: stedwards.edu/alumni
FAX: 512-416-5845
MAIL: St. Edward's University
 Campus Mail Box 1028
 Attn: Data Specialist
 3001 South Congress Avenue
 Austin, TX 78704-6489

NETWORK: Search for St. Edward's University Alumni Association



Update your contact information at think.stedwards.edu/alumni/contact

- ✦ **John Kelly '75**, of San Antonio, on April 17, 2013
- ✦ **Donald Neff '75**, of Fallon, Nev., on Dec. 31, 2013
- ✦ **Jose Ortiz '75**, of Brownsville, on Oct. 30, 2012
- ✦ **Gary Coll '79**, of Austin, on June 10, 2013

- ✦ **Billy Harris '82**, of Austin, on Jan. 22
- ✦ **Bettye Henderson '83**, of Richardson, on Jan. 1
- ✦ **Annamae Howe '83**, of Austin, on Nov. 30, 2013
- ✦ **Morris Abbott Jr. '84**, of Austin, on June 24, 2013

- ✦ **Jacqueline Davis '86**, of Los Angeles, Calif., on Dec. 25, 2013
- ✦ **Floyce Mounce '86**, of Pontotoc, Miss., on Jan. 17
- ✦ **Peggy Russell '90**, of Austin, on Jan. 26
- ✦ **Thomas Pryor '94**, of San Antonio, on Jan. 22

- ✦ **Barbara Heffner '95**, of Austin, on Jan. 4
- ✦ **Timothy Clayton Towery '96**, of Austin, on Feb. 13
- ✦ **Nancy Tuck '98**, of Austin, on Feb. 25



JESSICA ATTIE '04

THE SCULPTOR

When **Stan Irvin**, professor of Art and sculptor extraordinaire, came to St. Edward's in 1976, he had to build the ceramics program from the ground up — literally. He made kilns, worktables and shelving for the Art program that are still in use today. Throughout the past 38 years, he's shaped countless pieces of clay on his wheel and molded the minds of art students. Now the time has come for Irvin and his wife, Associate Professor of Counseling **Vicki Totten**, to retire together. They're looking forward to traveling on their new sailboat, and of course, Irvin plans to keep working in his studio at home.

St. Edward's is saying goodbye to a few other beloved faculty members, who are also retiring: **Neal Wise**, professor of Political Science since 1969; **Sue Currey**, associate dean and professor of Communication since 1998; **Jim Payne**, associate professor of Social Work since 1988; and **Kay Michael**, professor of Business Administration since 1991.



ST. EDWARD'S[®]
UNIVERSITY

Marketing Office
3001 South Congress Avenue
Austin, TX 78704-6489

CHANGE SERVICE REQUESTED

Nonprofit Org.
U.S. Postage
PAID
Austin, Texas
Permit No. 1315

I would hear the term 'third-world country' and imagine African huts. It wasn't until this class and the trip to the Dominican Republic that it finally hit me: People from all over the world are living with way less than I am, and the ones whom I have had the pleasure of meeting are so happy.

Bryanalyse Hernandez '14

