

# St. Edward's

UNIVERSITY MAGAZINE

SPRING/SUMMER 2016 VOLUME 16 ISSUE 2

PUSH  
LIMITS

Unpack  
potential

WHY CAN'T I?

LOOK  
TO THE  
FUTURE

Break Your  
Expectations

BELIEVE

Take a  
Chance  
dream

escape  
the  
comfort  
zone

CREATE  
YOUR OWN  
WAY

FIND A PATH

Seize  
Opportunity

Seek  
Adventure

YES





## 10 THE REAL REASONS INTERNSHIPS MATTER

Interns from St. Edward's take on real responsibilities and contribute their own innovations to the workplace. They build relationships with mentors and experts in their field. Here, five students share what their internships have taught them about their chosen profession — and themselves.

### LETTER FROM THE EDITOR

My son is weeks away from graduation. It's kindergarten graduation, but I have been told that it's a milestone worth marking. I have reminded him that he has another 16 years — at least! — of formal education ahead of him, so he would be wise to temper his excitement.

Superfluous graduations aside, his first year of school has provided many opportunities to talk about what his dad and I expect from him as a student. We remind him often, because he has the attention span of a goldfish, that his job is to be respectful (no bunny ears or moose antlers when your teacher is teaching) and kind. We also want him always to do his best — and sometimes that means doing things that are hard.

As he gets older, these conversations will evolve in complexity and nuance. But I might hand him this issue of *St. Edward's University Magazine*, because it hits on all of the things that I want for him.

At its core, this issue has stories of students (and alumni) who are doing hard things, taking risks and embracing opportunities. They're going after internships they didn't think they had a shot at getting. They're signing up for study abroad trips, even though they've



## 16 THE COFFEE HOUR

Perhaps every student at St. Edward's remembers a conversation during office hours that demystified a challenging concept, led to an opportunity, or turned into a long, philosophical debate. But what happens when professors gather for an hour's conversation — sans students — about academic life? We invited four faculty members to coffee so we could find out.

never left Texas. They're becoming teachers, despite the fact that the challenges will be numerous.

Our Holy Cross founders talk about this as the courage to take risks. It's embedded in the university mission and woven throughout the culture of St. Edward's. Because more often than not, that risk-taking is what leads to personal and professional fulfillment.

So whether you're "graduating" from kindergarten, actually graduating from high school or St. Edward's, or several years removed from college: I hope the stories in this issue inspire you, as they have me, to push yourself to try something new, even if it makes you a little uncomfortable, and see where it takes you.

Frannie Schneider  
Editor

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## 20 LEAPS OF FAITH

Risk-taking gets a bad rap. But it's an essential part of the St. Edward's University experience. Going after a competitive internship or launching a new venture could lead to failure — or it could result in personal growth and exciting opportunities. For these six students, challenging themselves to take risks paid off in inspiring ways.



## 26 SAVE THE TEACHERS

Teaching is one of the toughest gigs around. But high-school biology teacher **Angie Lux '12** is on her way to a successful career, thanks to powerhouse teacher-preparation programs at her alma mater.

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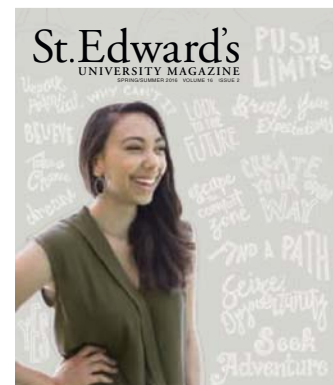
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### ABOUT THE COVER

It may be cliché, but when students come to St. Edward's University, they have a chance to write their own stories. The team that brings you *St. Edward's University Magazine* wanted to capture that sentiment with this issue's cover, which features **Alicia Olivier '17**, the hand-lettering of university graphic designer **Erin Strange** and the photography of **Whitney Devin '10**. Olivier landed a prestigious Goldman Sachs internship this summer; something, she says, she wasn't sure was possible when she began the application process. Like all of the students featured in "Leaps of Faith," which begins on page 20, it's that courage to try something uncertain that leads them to new heights.



# St. Edward's

UNIVERSITY MAGAZINE

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**Who owns Texas water? Charles Porter**, visiting assistant professor of University Studies, found that few Texans understand the laws governing their water. So he drafted language for legislation, signed into law by Governor Greg Abbott, that mandates a disclosure to homebuyers: They own the water beneath their land, but a groundwater conservation district may control it.

## The **Digital** Detective

**IS IT POSSIBLE FOR OTHERS TO KNOW** what apps have been used on a phone even after we've closed or deleted them from our devices? Do the sensors on our phones, from cameras to GPS, continue to offer up sensitive information, even when we don't want them to?

"I'm looking into securing not just the systems themselves, but the data on these systems," explains **Bilal Shebaro**, assistant professor of Computer Science.

There's no question that Shebaro's expertise is extraordinarily valuable in our smartphone-addicted culture: Millions of us put some of our most sensitive financial, health and personal information on our phones, and keeping that information from prying eyes is increasingly important.

Shebaro's academic research focuses on specific kinds of "digital residue" that may give others a glimpse of our digital and physical whereabouts long after we believe we've cleared the information from our devices.

While such information could be used by law enforcement to solve criminal cases, it also makes us more susceptible to hackers. That's why knowing how people can and can't snoop into our digital lives can help all of us make better decisions about how we use our phones.

Shebaro says there's a balance between paranoia and practicality. "When you're using these systems, you've got to be able to put some trust in them," he says. "But you've also got to be careful. Once your personal information is out there, you can't take it back."

—Erin Peterson



**Shebaro offers a few key tips that go beyond using strong passwords (and different passwords for various sites):**

- ✓ If you're not sure about the safety of a specific website, enter it into VirusTotal, a free URL scanning service.
- ✓ Before clicking on any link in an email, hover over it with your mouse. While the text on the link might say "example.com," hovering over it will show you where the link actually leads (like "suspicious.com"). Such clues can prevent you from falling victim to a clever scam.
- ✓ Keep your applications and device updated to ensure you have the latest bug fixes, which can help protect your information.
- ✓ Avoid sharing as much personal information as you can on websites. Every time you share your birthday, credit card information or address, you're increasing your risk.

From left: U.S. Rep. Lloyd Doggett, Natalia Villar '16 and Luana Chaires '17



# The Better Side OF POLITICS

**POLITICS IS ABOUT MORE THAN DRAMA AND DIVISION.** That other side of politics is what St. Edward's University students and alumni say they're experiencing, thanks to an ongoing internship program at the office of U.S. Rep. Lloyd Doggett, a Democrat who represents parts of Austin and San Antonio in the 35th District.

"Before the internship, I was pretty unaware of all the things your congressman can do for you," says **Natalia Villar '16**, a Global Studies major. "He really does serve as a proxy for constituents stuck in bureaucratic issues. He's a catalyst to get results. He has more pull than we do, and I don't think that's common knowledge."

The interns in Doggett's office provide assistance to constituents with things like Social Security benefits, veterans' aid or the immigration process. "I feel like I'm actually

changing something for the people I talk with," says **Luana Chaires '17**, a Political Science major. "This office prides itself on making sure that anyone who calls with an issue or complaint always gets some type of answer or service. If we can't help, we can give resources, like nonprofits in the area, that can help them."

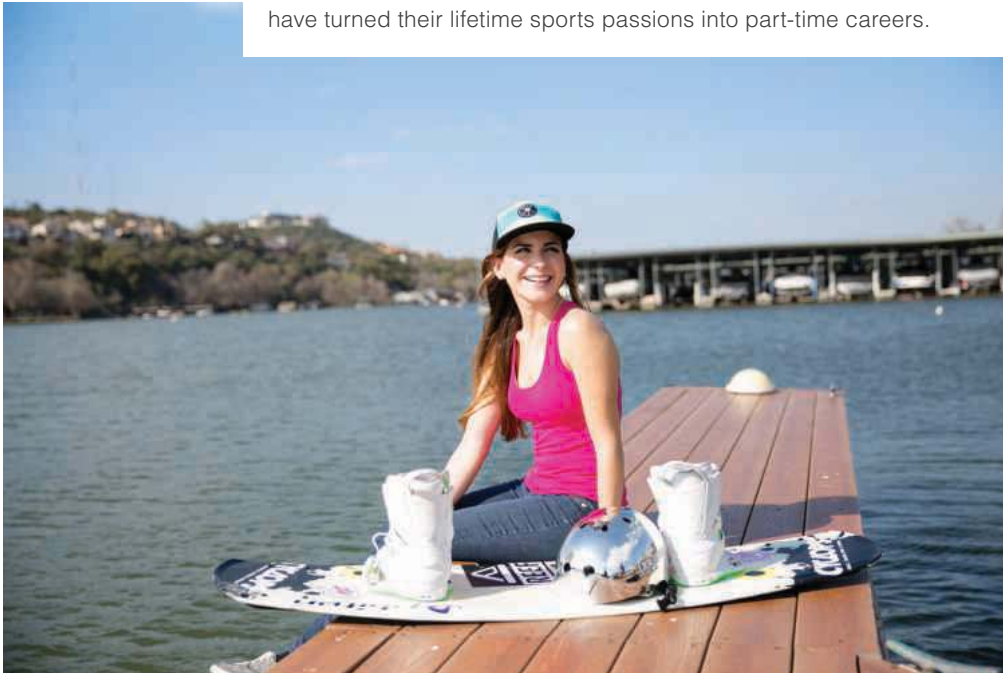
Doggett splits time between Washington, D.C., and Central Texas, but when he is around, he takes the time to meet his interns. It's the same courtesy he extends to his constituents, says **Michaela Larson '14**, who interned with Doggett as a student at St. Edward's and now attends Baylor Law School. "I thought it was great that his main focus was to be involved in his community and to make sure he knew what was going on with people and their different causes," Larson says. "That was probably the most inspiring thing."

The biggest takeaway for **Garrett Patterson '13**, now a law student at the University of Houston Law Center, was the overall office experience and working with a talented team. "I learned how to conduct myself in a professional environment, this being the first real job experience I'd had," Patterson says. "And there were some really great people working there who could explain anything."

While most say their time in Doggett's office hasn't changed their post-graduation plans, for many it has solidified their affinity for careers in public service. "What the internship taught me is more about civic leadership on every level," Chaires says. "Being an intern is not just something to put on my résumé; it's more of a service to my community. It's what I'm supposed to be doing." —*Lisa Thiels*

# Extreme Dedication

**STUDY. EAT. SLEEP. PRACTICE. REPEAT.** Two St. Edward's alumni have turned their lifetime sports passions into part-time careers.



## The Wake Rider

**Carolina Rodriguez '16** defies gravity as she flips and twists and turns on her wakeboard and lands gracefully behind the boat. She started wakeboarding when she was 12 and received an invitation to her first national championship in Mexico City when she was 14. As the current Mexican national champion of wakeboarding (and the 2013 world champion), she is a proven competitor.

A brand project in an advertising class helped her market herself to a potential wakeboarding sponsor. "My education has definitely helped in my career," the Communication major says. "And sports are risky. You never know when you are going to have an injury. It's important to rely on your education."

As she continues her wakeboarding career, she wants to be a role model to other girls who might be interested in an extreme sport. "Get out of your comfort zone," Rodriguez says. "I love risk, so I try and encourage that in people. It's just that first step that is the hardest."

## The Wizard

Boxing has always been a family affair for **Casey Ramos '16**. His grandfather, father, uncles, brothers and cousins have all been in the ring. Ramos had his first fight just three days before his eighth birthday and is now a professional boxer in the super featherweight category. Ranked in the top five in his category in the United States by IBF/USBA, he's known as "The Wizard," a nickname given to him when he worked some magic to pull off a tough win.

The Economics major fits classes around a schedule of serious workouts: running or cycling class in the mornings and strength training and boxing in the afternoons. "The training is something you have to grow to love," Ramos says. "It's vigorous. It tears your body down mentally and physically."

When he's no longer able to compete, Ramos sees himself coaching or even starting a business in the East Austin neighborhoods of Dove Springs and Montopolis, where he grew up. As a kid, he boxed at the Montopolis Recreation Center, which was started by a Holy Cross priest at Dolores Parish. "The Congregation of Holy Cross has had a lot to do with my entire career and my education — everything," says Ramos. —Lisa Thiels

# DO WOMEN LEGISLATORS MATTER?



**WHEN TEXAS SEN. WENDY DAVIS MADE NATIONAL NEWS** with her 11-hour filibuster in 2013, **Victoria Ochoa '15** was paying attention. The Political Science major was captivated by the live video feed and started thinking about what it must be like to be a woman in the Texas Legislature. “Why does a woman have to filibuster to be heard on an issue?” Ochoa remembers asking herself.

The following fall, she completed an internship at Annie’s List, an organization that fundraises to elect female candidates to office in Texas. Her internship would inspire her Honors thesis about the impact of female legislators on policy-making practices in state governments. In particular, she examined whether the states’ expansion of family planning covered by Medicaid was related to the number of women in the legislatures.

Her passion for the issue inspired the topic, but it was the guidance of her advisor,

Associate Professor of Political Science **Chad Long**, that helped her look at her experiences critically and academically. Ochoa’s pursuit of this kind of rigorous analysis “demonstrates her maturity as a scholar and elevates the study beyond that normally done by undergraduates,” Long says.

While her research yielded no statistically significant data, Ochoa believes the role of gender in state legislatures is more complicated than her research shows and warrants a second look. “Women voter turnout to elect representatives is low,” she says. “As a whole, women struggle to gain seats at the table.” She’d like to look at other policies through the same lens: For example, how do district maps differ when more women and ethnic minorities are in the legislature?

After graduating in December, Ochoa worked at the Office of Government and Community Relations at the University of

New Mexico. “It was interesting to get a comparative view of the Texas and New Mexico state legislatures. From size to frequency of meeting, the two legislatures are so different,” she says. “New Mexico has almost an even split between Republicans and Democrats in both the House and Senate, so there is a lot of bipartisanship.”

Now, Ochoa is looking at government at the national level. As a Truman Scholar — the first for St. Edward’s and the only student from a Texas university to receive the \$30,000 scholarship in 2015 — she is spending the summer in Washington, D.C., as an intern for the Partnership for Public Service on the Government Transformation and Agency Partnerships team.

“I was lucky to be in an environment that let me be ‘intellectually nerdy’ and see theories practiced in a real legislature,” she says.

—Amanda Beck '05

## The Well-Connected Professor

**THE REAL WORLD** — the one of jobs and careers and business — can sometimes feel a very long distance from the classroom. But in Professor of Marketing **Debra Zahay-Blatz’s** courses, students use online platforms like LinkedIn and WordPress to tether the lessons they’re learning in class to real-world skills.

There’s no question that Zahay-Blatz has mastered the forms. She’s an “open networker” who accepts LinkedIn requests from people she doesn’t know, as long as they help create an effective network, and she’s amassed more than 4,000 connections. This allows her to spread great ideas about digital marketing that she’s created and curated.

In addition, she helps students overhaul their own profiles on LinkedIn (a site that nearly 90 percent of all job recruiters rely on, according to one 2013 study) and nudges them to blog on a subject they’re interested in. In coming semesters, students will participate in projects such as Google’s annual online marketing challenge, which provides them with a \$250 budget to create an online advertising campaign for a business or nonprofit. She also holds certifications in



Hootsuite, a social media management tool, and HubSpot, an inbound marketing platform, both of which she will incorporate into the new Marketing curriculum over the next year.

The results of these projects and working with real-world tools can make a measurable impact. “I can’t get a job for my students,” she says. “But I can give them the skills they need to get one. And that’s my goal.”

—Erin Peterson



The causes and consequences of pain are an ongoing research focus for **Jessica Boyette-Davis**, assistant professor of Psychology and Behavioral Neuroscience. Her research examines the causes of chemotherapy-induced neuropathy, a painful side effect of many cancer-fighting drugs that damage the nerves in the hands. Boyette-Davis is currently working with students to investigate gender differences in pain perception.

## [Student] CODERS AT WORK

**WHILE WE ARE BUSY DOWNLOADING** the latest apps for our phones and tablets, developers are already working on what they hope will be the next big thing. **Maria Bisaga '17, Sophie Gairo '17 and Gage Martin '17** proved last fall that they are ready for the fluctuating frenzy of the tech industry by taking skills they learned in the classroom and applying them to create an innovative and marketable idea for emerging technology.

At the one-day 2015 Apple TV Hackathon in Austin, the students competed with industry professionals to create an app for Apple TV. They had experience developing apps for the iPhone, but they had never used the platform

for Apple TV. That fact, they say, put them on equal footing with the seasoned developers, who also were still learning the new system.

The competition challenged them to think differently about how to create software for other devices. "In our mobile apps course, it was easy to test our projects on an iPhone," Martin says. "With Apple TV, there's no touch screen, so we had to learn how to make an app that works with a remote."

Hackathon participants assembled teams at the event; the students from St. Edward's teamed up with three professionals and together proposed an app that would utilize the website-creation tool

WordPress and extract information from it to sync with Apple TVs. For instance, a business could use the framework of its website to generate information for in-house screens that display communications relevant to employees or customers, like meeting times at a corporation headquarters or nightly specials at a restaurant.

Judges awarded their team's app first place for creativity and innovation because it was not just a game or a feature but a tool to merge two data sources, which could have endless possibilities. Now a software development company is looking to pick up the idea, so Bisaga, Gairo and Martin are helping put together a proof of concept to demonstrate the app's viability.

While the students say they benefited from the industry expertise of the professionals on their team, Bisaga, Gairo and Martin also found the roles reversed: Apple had recently released a new programming language called Swift, which the students had used in the classroom. The professionals on their team were only familiar with the previous language and looked to the students to teach them the ins and outs of Swift.

The students also brought patience to the table. "A lot of developers want to jump right into the process," Gairo says. "In everything we do, we start on paper. Being in a liberal arts environment really helps us to see the bigger picture. When we are trying to think of ideas, we look at the whole system before we go on to the smaller parts." —Lisa Thiess





# Hilltop Discoveries

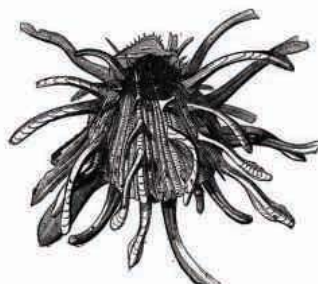
5 students share the passions they've uncovered at St. Edward's  
—Erica Quiroz



**Jacob Sanchez '16** has amassed quite the journalistic portfolio — all before donning his cap and gown. In addition to working at the student newspaper, *Hilltop Views*, he's held internships or fellowships at four publications, two in Texas and two in New Mexico.

*Texas Tribune*  
*Texas Observer*  
*Quay County Sun*  
*Clovis News Journal*

Why were Andeans (specifically the Inca) buried with Spondylus shells, which are commonly called “thorny oysters”? **Ashley Vance '16** says burial goods offer a glimpse into the region's trade, values and religion. “I can think of no better way to understand an illiterate civilization that couldn't document for itself than by studying how they treated their dead,” Vance says. Her legacy? Starting Hilltop Historians to share the love (of history, of course).



Curious about life's secrets, **Dylan Sosa '17** studies Bioinformatics, which combines computer science, statistics and mathematics to explain biology.



Sosa spent time at the McDonnell Genome Institute at Washington University School of Medicine in St. Louis, Missouri, studying the genomes of two flatworms that cause paragonimiasis, an infection that is often misdiagnosed as tuberculosis. His goal is to help develop tests to diagnose it quickly and correctly.

**“To solve a math problem, you have to ask the right questions. The most difficult part is setting it up; the rest is computational.”**

Think you have nothing in common with your mother-in-law or that cranky neighbor? Think again, says **Abigail Edgar '16**, who used graph theory to determine the lowest possible agreement proportion within a group where two out of every three group members have something in common. (She received an outstanding presentation award at the Mathematical Association of America MathFest conference in 2015 for her research, too.)



Aspiring special education teacher **Esmeralda Perez '16** thinks everyone deserves a passionate educator. So she set out to make an immediate impact at St. Edward's by coaching and mentoring in any way she could.

**8** students coached in the College Assistance Migrant Program (CAMP)

**3** students mentored in the Hilltop Bridge Alliance

# How to Make a Fashion Statement

A St. Edward's University student launches a fashion magazine about campus style – and learns how to improvise when models cancel for a rainy-day shoot.

Wandering the streets of Angers, France, while studying abroad, **Ysenia Valdez '17** noticed a difference in how the American and French students approached fashion. "A lot of the French students wore the same outfits each week," Valdez says. "In the United States, people don't wear the same outfits because there is more of an emphasis on individuality."

Inspired, she returned to Austin with an idea — start a fashion magazine that reflects the individual styles of St. Edward's University students. The first issue of *Cabra* (Spanish for "goat") debuted digitally in December, with a follow-up issue in April. We talked with Valdez, a Communication major, about what it takes to create a magazine from scratch (hint: a lot of teamwork) and what styles she sees on campus. —*Erica Quiroz*



## Why did you start *Cabra*?

My interests always come back to fashion, and there wasn't an existing student organization that focused on that. People put so much effort and care into what they wear around here, and I wanted a diverse and unlimited option for students to show off their individual styles. I didn't anticipate the attention it would get. Even other magazines in Austin have taken notice, which has given us networking opportunities.

## How did you decide on the look of *Cabra*?

The focus is for the magazine to be visually alluring and minimalist. **Anthony Flores '17** has an eye for detail that has helped shape the look. We also looked at other magazines like *Vogue* and *Harper's Bazaar* to get ideas of what we did and didn't want.



## What obstacles did you run into creating that first issue?

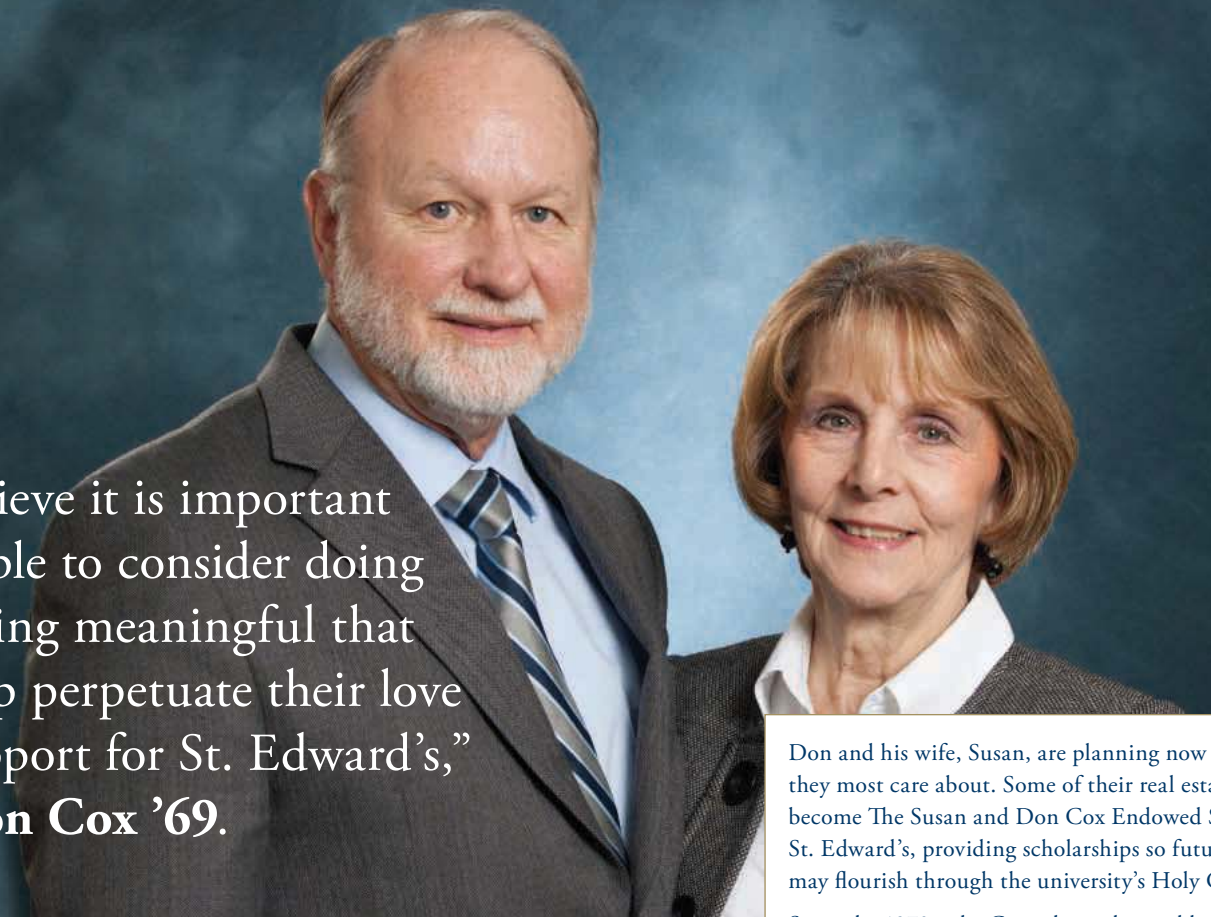
It rained during some of our photo shoots. Models canceled at the last minute, so a lot of our members are in the magazine. We had some trouble figuring out shadow effects in the studio when we edited photos. But I didn't really get frustrated because I knew what I was getting into. Our team is very dedicated, and any time someone was hesitant, another person would step in and take the lead.

## How do the academic disciplines of the staff impact *Cabra*'s look and feel?

My favorite part about our staff is that their majors and minors are so diverse. We have majors that range from Photocommunications to Chemistry to Business Administration. That mix is so beneficial for our magazine because it allows for multiple perspectives in terms of ideas and promotion. Without this range, I think we would only attract a certain demographic of the university, which is exactly what I didn't want to do.

## How would you describe the style at St. Edward's?

I see individuality. Even if people are wearing casual clothes or something typically Austin, they still make it their own with patterns or accessories. We highlight that on Facebook and Instagram with the hashtag #StyleSEU.



“We believe it is important for people to consider doing something meaningful that will help perpetuate their love and support for St. Edward’s,” says **Don Cox ’69**.

Don and his wife, Susan, are planning now for the causes they most care about. Some of their real estate will become The Susan and Don Cox Endowed Scholarship at St. Edward’s, providing scholarships so future Hilltoppers may flourish through the university’s Holy Cross education.

Since the 1970s, the Coxes have changed lives through service and generosity. Don was the university’s first full-time director of Alumni Relations and an Alumni Association board member. He’s a current member of the Gift Planning Advisory Council, and he and Susan are active within the Diocese of Austin. After the death of their 20-year-old daughter, they founded the Christi Center to provide grief support for individuals and families — even comforting some Hilltopper families who’ve lost loved ones. St. Edward’s hosts their annual remembrance service. “We’ve been very supportive of each other,” says Susan.

With the Coxes’ planned gift, Don and Susan join more than 115 members of the Mary Doyle Heritage Society — all of whom have used equity, property or other vehicles to make larger gifts than they could through their income. These planned gifts have formed the foundation of St. Edward’s, all the way back to our founding.

#### Bequest Renovates Our Lady Queen of Peace Chapel

2014: **Charles Kolodzey ’36** improved the capacity and structure of the chapel while restoring its beauty. Funds also contributed to the construction of the Brother Stephen Walsh, CSC, ’62 Campus Ministry Building, an inviting space for prayer, reflection, community and learning.

#### Estates Launch John Brooks Williams Natural Sciences Center

2006 and 2013: **John Bauer ’62** directed gifts from the estate of his late friend **John Brooks Williams** to the university and transformed cross-disciplinary learning and research. A \$7.5 million gift led to the center’s North Building, and \$5 million launched the South Building. **Bob ’63 and Nela Wilems’** estate commitment ensured its timely completion by fulfilling a challenge grant from the J.E. and L.E. Mabee Foundation.

#### Annuity Builds Robert and Pearle Ragsdale Center

1999: **Bobby Ragsdale** watched as his charitable gift annuity opened doors of opportunity through construction of the Ragsdale Center. The estate of **Ada “Tay” Birt Hodges** also helped give students this popular space to study and meet.

#### Donation Takes Hilltop from Farm to School

Circa 1872: The famously generous **Mary Doyle** contributed to Catholic education when she donated her 498-acre South Austin farm to the Congregation of Holy Cross. Atop her gift, **Father Edward Sorin, CSC**, founded St. Edward’s Academy, and the rest is history.

Philanthropic plans help to create the St. Edward’s University you love. Start your own hilltop legacy through planned or outright giving. Contact Rick Ybarra at [rybarra1@stedwards.edu](mailto:rybarra1@stedwards.edu) or 512-233-1401.



ST. EDWARD’S  
UNIVERSITY



# The Real Reasons **INTERNSHIPS MATTER**

As told to Robyn Ross | Photography by Morgan Printy and Whitney Devin '10



Forget making coffee and filing papers. Interns from St. Edward's take on real responsibilities and contribute their own innovations to the workplace. They build relationships with mentors and experts in their field, connections that are as valuable as the skills they learn. Here, five students share what their internships have taught them about their chosen profession – and themselves.

You could do an informational interview with everyone from new hires to Charles Schwab himself.

– **Andrew Low '16**, Computer Information Science

**LAST SUMMER, I INTERNED** with Charles Schwab Research and Development in Austin, which was then a brand-new department. Of the six employees, four of us were interns, so it was a really cool opportunity to start something from scratch.

I had two or three rounds of interviews for the position. My interviews involved a lot of normal technical questions about what language I like to write code in, but at the end my interviewer asked me, “If you walked into a room and saw a bucket of colored markers, a stack of paper, a can of nails and a screwdriver, what would you do?” I asked if I could change the nails out for screws, because I obviously couldn't use the nails with the screwdriver, and he said that was fine. Then I said something about lining the entire wall, floor to ceiling, with the paper to create a larger mural where each piece of paper was part of a bigger picture. Our boss says he hired the four of us based on our answers to that question.

Our team had seven weeks to develop four projects, one of which was improving how the website displayed user accounts. For each project we'd brainstorm for a day, then research the project's feasibility, build a prototype and prepare a presentation to deliver. At the end of the internship we sat down with the chief technology officer and other VPs and executives to get feedback, and they chose to adopt three of our four projects.

Our supervisors encouraged us to do informational interviews within the company to learn about different career paths. You could contact everyone from new hires to Charles Schwab — “Chuck” — himself. I sat down with a guy in my field who said that, for what I wanted to do, I had a choice of two paths: I could be a systems administrator or a regular software engineer. Then he set me up to interview two people who were relatively recent hires and around my age. I talked with both of them, watched them work and interviewed their superiors about what they look for when they hire people. That was extremely helpful — really, the best part of my internship.

**MY SOPHOMORE YEAR**, I interned at VisionEdge Marketing, where I was the only staff member other than the company president. She was busy with consulting, so I ran marketing campaigns, arranged meetings and wrote proposals for her speaking engagements. I got to implement my own strategies because she would let me figure out how to reach our target market better.

One of my duties was to write proposals for my boss to speak at conferences. I'm an international student from Mexico, and writing in a second language is a challenge. But I was being asked to write not just an essay for school, but a professional-level proposal, so my writing really had to improve. Another challenge was prioritizing tasks — in a company with just two employees, you're never finished. I struggled to juggle everything for the first few months but got more efficient the longer I was there. When I got to my second internship, I already knew how to conduct myself, how to interact with people, and what I needed to do to stand out.

For almost a year now, I've been a marketing intern at DaVincian Healthcare, which develops technology to improve health outcomes

worldwide. It's a growing company, headquartered in Austin. Because I have a little more experience than the other two marketing interns, I've taken on more. The company has participated in healthcare technology conferences in both Washington, D.C., and Las Vegas, and I was heavily involved in preparing for both. I've also managed a sales campaign where we sent email invitations to hospitals and health systems to request meetings with their executives. Now, I'm taking on product development and go-to-market strategy activities. My role continues to evolve with the changing needs of the company.

The real value in internships, more than the tasks you do, is learning from the executives or leaders who are your mentors — watching how they work and talking with them about the business. A good boss will teach you differently, and that's what sets you apart: not just the skills you learn but the way of behaving and communicating, the emotional intelligence. In my opinion, the best kind of internship is one where your employer really gives you credibility, independence and the opportunity to exert influence, and I've been lucky to find two like that.

**The best internships give you independence and the opportunity to exert influence. – Alan Chapa '17, Entrepreneurship and Marketing**





I want to be an art therapist, so I started a monthly artist workshop.  
— Georgia Huston '16, Psychology with Art minor

**SINCE THE BEGINNING** of my junior year I've worked at Blue Sky Abilities, which provides therapeutic services for children and teenagers who have behavioral or cognitive challenges. Many of them have experienced abuse or neglect and are receiving supervision by a social services agency. I do group counseling and one-on-one mentoring with both young children and teenage girls. I pick the kids up, bring them to the day's program — like a free event at the children's museum for the younger kids, or a talk-based session for the teenage girls — and then take them home and tell their parents what we've done that day.

I want to be an art therapist, so I started a monthly artist workshop for the older kids. Recently, I had my teenage girls draw trees, and on the trunk and roots they wrote

things they like about themselves — *I'm good with family, or caring, kind, funny*. And on the leaves they wrote things they wanted to change, like *do better in math class* and *be nicer to my sister*. The idea is that the leaves can fall and change, but their structure is sound.

When I started the internship, I wanted to work with the younger kids because I thought I could relate better to them than the teenage girls. But after doing this work, I think the teen group has become my favorite. In addition, I've been an intern for Associate Professor **Sara Villanueva's** Adolescent Psychology class for three semesters now, and I've discovered that I want to work with adolescents.

The stories that these kids tell are really heartbreaking sometimes. I've had to call

social services three times for really intense situations. That was a big wake-up call for me — the idea that a child is telling me something that I need to tell someone else, and it's my responsibility to make the phone call and say that he or she is in danger.

A lot of the kids are hungry. A lot of them have hygiene problems, and they wear the same outfit a lot. I see how negatively some of the parents talk to the kids. At the same time, the internship has encouraged me not to judge the parents, to remember that the parents are doing their best in their circumstances. I often cry after the sessions, either good tears because I feel like I made a breakthrough, or because I don't know how to help the child cope. But the tears always show me that I should be here, and this job has absolutely confirmed my career choice.

**BECAUSE ART TEACHER CERTIFICATION** in Texas covers early childhood through grade 12, you have to student teach in both an elementary classroom and a middle- or high-school classroom. So I taught for seven weeks at Blackshear Elementary School and seven weeks at the Ann Richards School for Young Women Leaders, which serves grades 6 through 12. It's hard to build relationships with students at one school and leave seven weeks later to be at a new school. But I feel like I learned twice as much.

Student teaching follows a bell curve of responsibility; you start off observing, and then you lead a lesson or teach one day a week. Then, in the middle, there are several weeks called Total Teach, where you run the classroom, and then at the end you're winding down again. For my Total Teach weeks at the Ann Richards School, I taught an experimental drawing curriculum based on a Drawing II class I had at St. Edward's with Assistant Professor of Art **Alexandra Robinson**. The students drew with a blindfold on, with their nondominant hand and with their toes.

I've met some good mentors during student teaching and the two semesters of observation and practice teaching I did before that. Some of my placements were with St. Edward's graduates. I got hired to start working at an elementary school in East Austin the day my student teaching ended, and I have a good network of art teachers I can call when I encounter a situation I don't know how to handle.

I was only at the elementary school for seven weeks. But I know 300 students' names, I can talk about their art, and I can tell you about their siblings. My favorite moment was with a student at the elementary school who had shown me so much disrespect that my cooperating teacher had removed her from art class for a day. On my last day in her class the student was saying to herself, "This is so messed up, I can't believe this," so I thought she was talking about something in her home life. I asked her if she was OK, and she said, "It's so messed up that you have to leave." Your most difficult students love you, even if you don't know how much they care about you until your last day. And it's impossible not to fall in love with them.

It's hard to build relationships with students at two schools in 14 weeks, but I learned twice as much. – **Jessica Foster '15**, Art with Education minor







I got so emotional, like, 'Yes! This is exactly what I'm supposed to do!' – **Rosemond Crown '17**, English Writing and Rhetoric

**JENA HEATH, MY ADVISOR** at *Hilltop Views* (and associate professor of Journalism), has a Facebook group that includes journalism jobs and internships, and she posted the internship with KXAN. The description said you needed broadcast experience, which I didn't have, but I applied anyway. Then I met Josh Hinkle, a KXAN reporter who leads the internship program and teaches broadcast journalism at St. Edward's. I interviewed with him, and my internship began two weeks later.

The first week I mainly did desk-work, like logging interviews and research for an investigative piece.

The second week my supervisor sent me out with a reporter who was working on a story about how football players in Austin schools were wearing purple ribbons on their helmets to show awareness of

domestic violence. We were supposed to film practice and interview the coach at a certain school, but our contact at the district gave us the wrong information and we had to scramble to find another school. But the reporter knew exactly what to do. We ended up getting a really good interview with a student who started talking about how his mom was a survivor of domestic violence. We didn't know he was going to say that — we were just going to do the basic story. That's when I realized that journalism is more than just telling information; it's actually helping people. I had to go in the bathroom and cry for a moment because I got so emotional, like, *Yes! This is exactly what I'm supposed to do!*

I produced my own package with a broadcast video and an interactive web story. I remade an actual story a KXAN reporter

## THE PROFESSORS' PERSPECTIVE

A recent study by Professor of Business Communication **Lorelei Ortiz**, Visiting Assistant Professor of Management **Michelle Region-Sebest**, and Professor of Business Communication **Catherine MacDermott** found that new hires often lack skills employers identify as important, such as proper grammar use, telephone etiquette, meeting participation and persuasiveness. In an article published in *Business and Professional Communication Quarterly*, an academic journal, the three St. Edward's faculty members reported that these abilities, along with skills like confidence and professionalism, are often missing even when recent graduates are accomplished in their area of study.

Internships can fill the gap, giving students a chance to develop proficiency in the context of a real work environment — and helping them arrive at their first jobs with the oral communication skills that are critical to career success. Additionally, internships help students see how the professional environment might differ from their expectations. "So it's almost like a practice run for them," Ortiz says. "The internship has become a really key component of helping students sharpen those soft skills and be ready by the time they get out and start working."

did and reshot the video as though I was reporting the story so that I can show the clip to future employers. The story was about assaults against police on Sixth Street. When that story originally was filmed, the reporter and I had planned to interview the leader of the police union and one or two people on the street. We ended up spending hours on Sixth Street because people kept talking to us. It took forever, but the reporter said we needed to talk to them because that's how you create trust. It just showed how, as journalists, we learn so many different things. Every day I'm learning something new about a policy or organization or procedure, and it's really mind-blowing.



From the left: Lisa Goering, Mary Dunn, Katie Peterson and Rodrigo Nunes

# *the* *coffee* *hour*

Interview by Robyn Ross | Photography by Morgan Printy and Whitney Devin '10

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At St. Edward's, students (and alumni) regularly tout how well they know their professors. Perhaps every student remembers a conversation during office hours that demystified a challenging concept, led to an opportunity, or turned into a long, philosophical debate. But what happens when professors gather for an hour's conversation — sans students — about academic life?

We invited four faculty members to nearby TOMS Roasting Co., where drink purchases help provide clean water in coffee-producing nations. The cups had barely been filled when the professors began hashing out the challenges of balancing teaching and research, the importance of doing what you love, and the best way to encourage students to relish their relative freedom. Join them in this edited excerpt.

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**Rodrigo Nunes, Associate Professor of Global Studies:**

I wanted to be a college professor because I liked the lifestyle, but in the graduate school environment, you're encouraged to be a researcher and focus less on teaching. When I came to St. Edward's, I realized this job is actually more aligned with what I originally wanted to do.

**Katie Peterson, Assistant Professor of Reading:** The students here are really critical in the best way possible, and they're involved in the community. I can engage in in-depth conversations with students in a way that wasn't necessarily available at other places.

**Lisa Goering, Associate Professor of Biology:** I have a freshman this year who's telling me, "Oh, you should read this book by Kafka, and you should listen to The Clash." And she was a Behavioral Neuroscience major, and then a Computer Science major, and now she's leaning toward Philosophy. She's clearly a Renaissance woman, and I'm thinking she's probably going to be a college professor.

**Nunes:** Let me ask you this, though: You say you have this Renaissance student, which is what a liberal arts education is all about. But we live in this environment where everybody's pushing for the skills and the job. Do you guys get that a lot? "Why is this going to work for me?"

**Goering:** "What can I do with this Biology degree?" I think that's one way our students have changed. When I started teaching at St. Edward's in 2007, the vast majority of incoming Biology majors wanted to be doctors, vets, nurses — something in the health professions. A large percentage of them still say that, but now, more students arrive already interested in graduate school and research.

**Mary Dunn, Assistant Professor of Management:** On a lot of campuses, there's debate about this evolution toward being more vocational or more outcome oriented at the expense of the liberal arts and sciences, but I think that can go hand in hand with the liberal arts experience. English majors could benefit from knowing their writing and critical-thinking skills could be of great use at, say, Microsoft.

**Nunes:** The current job market is so fluid and unpredictable. To live in this uncertain environment, you need to be able to put on different hats and adapt, and that's what you get here. I tell my students this education is about giving you the tools to be able to thrive in any number of things that you may choose to do.

**Peterson:** Because the School of Education is professionally oriented, it's a little bit more clear-cut, in that students leave the program with a teaching certificate. But I try to position teaching as a vocational experience, rather than just a job. Teachers are active

participants in a community, and you're shaping young people into thinkers, not just teaching a set of skills.

**Dunn:** When I was an undergraduate there wasn't this rhetoric in the broader society about, "If you take printmaking, what's the return on investment?" But if you think about Steve Jobs, who dropped out of Reed College after one semester, he credits the calligraphy class he took there with helping him develop the Mac's typography years later.

**Nunes:** But I hate that — the whole, "Oh, look at Steve Jobs; he didn't have to go to college. Look at Mark Zuckerberg; he dropped out of Harvard." You're talking about a few individuals who dropped out and made it, but then the masses out there are like, "What is college good for? You don't need college to make it big." But most of us are not Steve Jobs. And a fulfilling life entails more than just knowing how to code. It's about being culturally attuned and having broad knowledge about lots of things.

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I tell my students this education is about giving you the tools to be able to thrive in any number of things that you may choose to do.

—Rodrigo Nunes

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**Dunn:** That's true. And Peter Thiel —

**Nunes:** That guy is the worst!

**Dunn:** But these are the people who are reinforcing the sense that the parts of college that don't directly pertain to getting a job aren't important. Peter Thiel co-founded PayPal, and he's giving young people \$100,000 over two years if they work on their business idea instead of going to college. Some of that thinking trickles down to parents

and students, who are saying, "If I'm going to send my child to this school, what's the return on investment?" And yet Peter Thiel did his undergrad and law school at Stanford, and presumably, he benefitted from that.

**Goering:** One thing I try to get across to my students is that whatever you do, you have to love it. If you think being a doctor is noble and going to get you money one day but you don't love it, you're not going to make it. The cool thing about a liberal arts education is that you get to sample different subjects, and sometimes, you're surprised at what you love.

**Nunes:** Sometimes it's hard to "do what you love." But at least during college, you have the opportunity to choose what you study. If I could go back to college, I would take more literature courses, because I don't have time to read that kind of thing now.

**Goering:** I took a number of art classes, printmaking and photography, and those were some of the best experiences.

**Peterson:** I don't think that I fully understood the opportunity that I had when I was in college. I loved learning but also was focused on getting out and getting a job. I see that in students: They're very

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focused on the future, which is great, but I also see them willing to slow down and think in a way that I didn't. They're much more critical than I was when I was 21.

**Goering:** So many of them are focused on what's going to happen when they get out that I try to remind them: You're at a time in your life when you don't have children, you don't have dogs, you don't have a mortgage. You're free! Go do things! Travel, even if it's just to the Texas coast. Study abroad. Go to the symphony. Volunteer. Do whatever you can to take advantage of this time.



**Peterson:** There's pressure to grow up, to make money and to be employable, but those things can wait. The advice that I give to students most often is to slow down. It's so easy to get wrapped up in deadlines and miss the value of certain experiences. My advisor in my doctoral program urged me to do that when I was writing my dissertation, and it taught me to be really careful and focus on quality over quantity.

**Dunn:** Because I study developmental relationships and mentoring networks, I encourage students to seek out multiple mentors. And they don't have to use the label "mentor." They can learn from peers, too.

**Nunes:** We have to remind students, "You know some of the issues you're having with managing time and energy? We're still trying to figure it out, too."

**Dunn:** I read a really great article about managing your energy rather than your time, and that applies to research. When you're inspired and you want to work on it, that's when you need to grab it. But it's hard when you have to teach the next morning.

**Peterson:** You teach four classes, and you wake up and you have to be prepared because the students are counting on you in a way that your research is not.

**Goering:** This semester I'm in a group of faculty members with goals for writing projects, and we meet every other week. That accountability helps.

**Dunn:** I got a "revise and resubmit" on an article I sent to a top management journal, and it's due soon, and I can feel the days ticking down. I have two other projects I'm working on that really energize me and excite me, but I don't have time to work on them until the summer.

**Goering:** We're fortunate in biology because students work in the lab with us, which means that I can pretty easily blend the teaching and research. The research I do now is keyed to things that undergraduates can do in a shorter time period.

**Nunes:** The research I'm working on has to do with criminal justice reform in Brazil. I try to bring some of those issues up in class: rule of law, equality under the law, police violence, which are also things that we talk about in the United States. You can't bring your current research into every class you teach, but I do that when I can because it keeps me excited about it. I think the students notice, too, when I talk about my research.

**Dunn:** Because you exude passion.

**Goering:** At a larger university you might only teach courses directly related to your area of expertise, but at St. Edward's you have to be able to teach multiple courses in your field. That's part of the fun because we all like learning. But it also means I have to do my homework.

**Dunn:** That's true even if you're teaching a class for the second, third or fourth time.





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My job is to teach them to improve; people are still teaching me to improve.

—Lisa Goering

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**Nunes:** Because we're prepared for class, students just assume, "Oh, this person studies this. They know everything." I just assumed that when I was in college. But it takes a lot of work.

**Dunn:** I showed my students one of the peer reviews on an article I'd submitted to a journal. I said, "You know how you guys complain about what I write on your papers? Check this out: There's one paragraph about the strengths. And then the rest is, 'This is what you can do differently,' or, 'This is what I want you to do so that it will pass my review.'"

**Goering:** It helps them realize that the learning process never ends. I don't have it all figured out, and people critique my writing. My job is to teach them to improve; people are still teaching me to improve.

**Peterson:** The greatest email I ever received was from a student who gave me the hardest time in class. She just wanted "the answers" all the way through. She wrote me two years after she graduated and said, "I was really mean to you, and now I understand why you were doing what you were doing."

**Goering:** One of the most fun things about this job is watching students go from freshmen to seniors, and watching them change and grow up. That's a privilege we get at St. Edward's because it's small enough that you can watch that growth.

**Dunn:** It's especially fun — and humbling — to hear from former students who come back and tell me how they use concepts from my class in their workplaces or in their lives. I just had a student from several years ago reach out to me and ask for my suggestions for recent management books and readings.

**Goering:** I feel successful if students are getting to where they want to go, whether that's grad school, med school, a job. When they come back and say, "Hey, I got into that program," that's how I measure my success.

**Nunes:** If students come back to my classes, I think that's pretty successful.

**Goering:** The next day?

**Nunes:** No, if they take another class with me the next semester, especially when it's not required.

**Goering:** One of the biggest compliments I got was when a student told me a friend of hers had recommended she take my class because I was a great teacher. But the friend had done horribly in my class! I thought, there's no way that student likes me — but she recommended me to this other student. It was a huge compliment.

# Leaps of Faith





Risk-taking gets a bad rap. But it's an essential part of the St. Edward's University experience. Going after a competitive internship or launching a new venture could lead to failure — or it could result in personal growth and exciting opportunities. For these six students, challenging themselves to take risks paid off in inspiring ways.

By Joel Hoekstra

Illustrations by Erin Strange

Photography by Whitney Devin '10

It is an accepted cliché that college is the best time of your life.

There's truth in this, sure, but what is it that makes us utter this line over and over again to incoming freshmen? Yes, there's the opportunity to study what you've always wanted. To spread your wings for the first time (clichés: check and check). But there must be something more.

We talked with six students to try to get at this very thing. We asked them to share one story about their college experience that helped define college as the best time of their lives. What we found? It's about using the time to try something new. Pushing yourself. Entering uncharted territory. Getting out of a comfort zone.

So, maybe, college is really about taking that cliché and making it your own.

## FINDING HISTORY

Earlier this year, **Luke Schubert '18** paid a visit to the Career and Professional Development office on the St. Edward's campus. Then a sophomore, the Communication major from the Dallas–Fort Worth area wasn't especially worried about his future. But he'd heard good things about the campus resource and thought a quick meeting with a career counselor might be informative.

"What are you planning to do next summer?" asked the advisor who met with Schubert. He replied that he intended to volunteer at a Boy Scouts of America camp, just as he had during previous summers. The advisor handed him a brochure about study-abroad scholarship opportunities sponsored by the Fulbright Commission and said, "This might be a good opportunity for you."

Schubert took the brochure and, later, when he read it, one thing in particular caught his eye: a program in Bristol, England. For several months, he had been honing his research skills by working in an Austin-area law firm, helping one of the partners write on a book about 19th-century congressman John Bingham, the principal framer of the 14th Amendment to the U.S. Constitution. Because his research required him to read widely about the abolitionist movement, Schubert knew that the port of Bristol had played a key role in the slave trade, part of the triangular trading system that moved slaves from Africa to the South.

Schubert applied to participate in the U.S–U.K. Fulbright Commission's University of Bristol Summer Institute for Young American Student Leaders and, after an interview this past spring, was awarded a scholarship for the prestigious program, which draws applicants from around the world. He is spending a month studying the theme "Slavery and the Atlantic Heritage" in Bristol. Schubert, who once spent a week in Spain, says it's a "dream." He is eager to

see the city, develop a broader understanding of British culture, and perhaps even draw some connections between the city's history and his John Bingham research. "To me, it's important to understand the historical perspective and how that formed the discussion about civil rights and ultimately the modern civil rights movement," he says. "I knew it would be a valuable experience for me."



## TROTting THE GLOBE

In grade school, **Maria Cantu '18** was enthralled with the adventures of television character Lizzie McGuire, a teenage girl with a charmed life and a wild imagination. Lizzie did things that Maria and her friends only dreamed of doing when they grew up. In a Disney movie based on the series, for example, Lizzie travels to Rome, where she is mistaken for Italy's biggest pop star and falls in love with the star's singing partner ... "Silly, I know," Cantu says now. "But all my friends and I watched it."

Cantu thought of *The Lizzie McGuire Movie* last year when her advisor at St. Edward's suggested that she should find a way to spend some time abroad. Visiting Italy for two weeks as part of a semester-long ethics course worked with her Social Work major, so her advisor suggested she consider it seriously — and quickly. The deadline was looming. Cantu, thinking of Lizzie, jumped at the opportunity and



## TUNING IN

If you like to chill to electronic dance music, Topper Radio has something. If you prefer a little shoegaze, Topper Radio has you covered. And if indie pop or '90s throwbacks are your thing, log on to Topper Radio for a tour of all your favorite musical genres.

Like what you hear? Then thank **Nathalie Phan '16**, who with a classmate, **Austin Marshall '16**, launched the university's first digital radio station in 2013. "I sat next to Austin in the very first class I ever took, and he said to me, 'I have this crazy idea,'" Phan recalls. She was intrigued by his plan to help students broadcast their own shows, and the pair began a yearlong process of pulling together resources, funding and staff to make it happen.

A Digital Media Management major from Houston, Phan had long been interested in music and broadcasting. In addition to creating her own show, "Nat @ Night," an indie pop program, Phan produced several programs hosted by other students. She learned to use various technologies and became adept at mixing and editing tracks. But most importantly, she says, she got to hire and manage people. She helped write the documents that guided station operations. And she negotiated with campus administrators to get the station recognized as a student organization eligible for student-activities funding. "It was exhilarating," Phan says of her experience getting the organization off the ground. Equally gratifying, she says, has been watching Topper Radio continue to grow, even as her involvement has lessened.

A recent graduate, Phan is in the process of launching a startup venture that streams local music into local retail spaces in Austin and elsewhere. The business is still getting its footing, but Phan has confidence that it will be just the first in a string of innovative businesses she'll launch over time. "I want to be a serial entrepreneur," she says. "Topper Radio gave me a taste of what it could be like to create something from nothing."



signed up. "I was scared to tell my parents because I'd never been out of the country except to Mexico. I also didn't know where I'd get the money to pay for it," Cantu says. "But I signed up anyway. I told my parents I'd find a way to get the money."

That leap of faith eventually became a jump across the pond: Last spring, Cantu joined a group of students traveling from St. Edward's to Rome, visiting the Vatican, touring the Colosseum and the Pantheon, and sampling pasta and pizza in every corner of the city. "Italy has the most amazing food I've ever tasted in my life," Cantu remembers.

Cantu admits she felt some trepidation going into the trip. As she was growing up in small-town Texas, her school and family reinforced messages about personal safety and security. She has

taken those lessons to heart, but she's also realizing there's a world of adventure waiting out there. "Where I grew up, people don't think they can travel and get to see the world," she says. "Having done this trip, I feel like it's much more possible. It changed my whole outlook: 'Hey, I did that, so maybe I can do some other things outside my comfort zone.'"

In fact, this summer Cantu will travel to Australia to study in Perth and then Sydney as part of a conservation program. Eventually she'll meet up with other students, but initially she'll be traveling on her own — a first for her. If the trip sounds like something Lizzie McGuire would contemplate, Cantu's concerns might mirror the fictional character's, too: "I'm really scared about the spiders," she says. "That's one thing I've heard about, and I'm not a big fan."

## GETTING IN THE BOAT

In high school, **Darren Garcia '19** occasionally ran a 5K race, and he joined the swim team his senior year. But the school in Rio Grande City, Texas, where he grew up was tiny. He didn't think of himself as competitive, or even particularly athletic.

When he arrived at St. Edward's last fall, however, Garcia decided that getting involved in an activity would provide some stability and sociability. Among the choices that intrigued him was rowing. He knew nothing about the sport, so he began watching rowing videos on YouTube. He was hooked.

Shortly thereafter, Garcia attended an interest session for the university's Rowing Club. The room was packed, leaving him unsure if he'd make the cut without any prior experience. But a longtime team member assured him that

the number of people willing to show up for practice at 4 a.m. would cull the numbers significantly. The prediction was spot on: When Garcia struggled out of bed a few days later to attend the first early-morning workout, the number of newbies was less than a half-dozen.

Garcia isn't inclined to brag, but he took to the sport quickly, put in lots of hard work and impressed his coaches. "Most mornings, I get back to my room at 8 a.m., fall asleep and wake up a few hours later in complete pain," he says. But the early start and the ouch factor haven't kept him from going back again and again and again.

In the fall, Garcia traveled with the team to Tennessee to represent St. Edward's at the Head of the Hooch Regatta, the second largest in the

## STRIKING GOLD

This summer, **Alicia Olivier '17** will spend a few days at work on Wall Street — the Finance major's dream come true. But landing the gig, part of an internship with the investment bank Goldman Sachs, was no easy task for the senior from New Iberia, Louisiana. It took strategy, confidence, charm and — frankly — endurance to get through the seven interviews in the application process.

Olivier arrived at St. Edward's planning to study business and quickly fell in love with finance. "It kind of found me," she says. Her passion for the field led her to set her sights on a Wall Street career. The only question was: How would she get from Austin to New York City?

Encouraged by Professor of Business Communication **Catherine MacDermott**, Olivier began plotting her route. She attended a pre-internship "Insight Day" at Goldman Sachs in Dallas, knowing that it would give her a chance to introduce herself to company representatives and participate in a first-round interview. She spent hours and hours preparing for the interview, hoping that her Southern roots would pique the interest of hiring managers used to seeing Ivy League applicants. Being a female in a field dominated by men might help, too, she thought. "Getting a Goldman Sachs internship is statistically harder than getting into Harvard," Olivier notes.

Her preparation paid off. Hurdle by hurdle, Olivier made it closer to the final round of interviews, eventually finding herself in a room of candidates that included a war veteran and a fellow who was a pre-med Finance major with a Computer Science minor. "I realized that even if I didn't get what I wanted, I had worked hard," Olivier says. "There are so many people who have more impressive backgrounds and are probably more deserving. Even if I didn't get the job, I knew I shouldn't think any less of myself."

Olivier impressed Goldman Sachs, however. In late November, she got a call congratulating her on being awarded an internship. In June, she flew to New York City for training at the bank's headquarters, and soon afterward she began a summer gig at the company's Dallas office. "I'm not getting much sleep," Olivier says. "But that doesn't matter. I'm too excited."



country. “They literally threw me into the varsity boat at the start of one race because they needed an extra rower,” Garcia recalls. “I was freaking out at first because I’m a beginner, but the coach believed I could keep up. So I did.”

Garcia says his involvement in the sport has also made him better at time management: He schedules time to study around rowing practices and workouts. The club membership has also made Garcia — a self-described “quiet guy” — more social. “Everyone was so accepting, it was great. There’s camaraderie,” he says, adding with a laugh, “I didn’t think I was a social person, but according to my friends I’m a very social person.”



## RISING UP

**Simone DeAngelis '16** had struggled with depression for much of her life, including a couple of suicide attempts. In 2012, however, while living in Colorado, she hit rock bottom and devised a detailed suicide plan that she knew wouldn’t fail. Fortunately, her plan was uncovered, and DeAngelis wound up in a treatment facility where she was able to get help.

Getting back on her feet took a long time — and DeAngelis got help from a lot of other people. “I found out that I’m not the only one who gets overwhelmed by emotions,” says DeAngelis, who transferred to St. Edward’s later that year and graduated in May. She also found a way to help herself: During recovery, she wrote a coping guide for herself, reminding her of all the reasons why her life was valuable and meaningful. “I find it and reread it whenever I’m having a freakout,” she says. “It helps calm me down.”

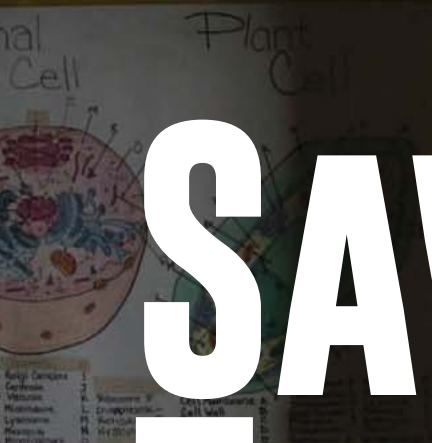
One day, DeAngelis shared the guide with a friend, who encouraged her to publish it. She declined, but the friend submitted it to a publisher in Portland, Oregon, anyway. Soon afterward, to the author’s shock and delight, she was contacted and asked if she was interested in a book deal. An avid writer and blogger, DeAngelis accepted the offer. In 2017, Microcosm Publishing will release *If You’re Freaking Out, Read This*, which contains DeAngelis’ letter as well as several of her essays.

DeAngelis says she developed her writing skills significantly during her time at St. Edward’s and, as a student in the School of Education, learned how to use writing as a way to improve thinking in the classroom. Next year, she plans to teach at an Austin-area school.

She isn’t sure what the reaction to her book will be. But if people respond the same way they have to the short sections she has published on her blog, she says she’ll be immensely happy. “I hope it will make people laugh a little and that maybe someone will even randomly pick it up and see that they’re not alone,” DeAngelis says. “They’re not a freak.”



CELLS



# SAVE THE TEACHERS

By Stacia Hernstrom MLA '05  
Photography by Whitney Devin '10

Teaching is one of the toughest gigs around. But high-school biology teacher **Angie Lux '12** is on her way to a successful career, thanks to powerhouse teacher-preparation and ongoing support programs at her alma mater.





**ANGIE LUX '12 DIGS HER TOES** into the cool Costa Rican sand and raises her binoculars. The moon rises over the beach near Tortuguero as she scans the horizon, looking for one tiny thing. Hundreds of them, actually — the baby sea turtles that have poked their way out of ping-pong-ball-sized eggs.

As Lux watches for signs of the tiny creatures scurrying down to the frothy waves on the dark beach, she thinks about the week she's spent with her classmates and her high-school ecology teacher, Joe Kuban. It's the spring of her senior year, and graduation is only a couple months away — but it feels a world away in the rainforest. Lux and her classmates have spotted a toucan and a bright yellow eyelash viper at the lodge; marveled at large fruit bats on a night hike; and studied *Chelonia mydas* — green sea turtles — and the ways they can increase the endangered creatures' chances of survival.

Lux spots the first hatchling as it treks toward the moonlit water, driven by an innate force she can't see. Suddenly, she's just as clear about her own path. She wants to have experiences like this again. She wants a career in biology.



**IT'S BEEN NINE YEARS** since her senior class trip to Costa Rica, and Lux has followed that trajectory, graduating from St. Edward's University with a degree in Biology and a minor in Education and earning her teacher certification in Life Sciences. Channeling her love for biology into a career as a teacher, she says, was a natural response to Dr. Kuban's tireless enthusiasm. It was also a response to Ms. Loughry, the kindergarten teacher who helped Lux perfect the loopy "g" in her own name; and Mrs. Krick, who spent English class discussing books and listening with empathy to middle-school angst.

“Science was always my thing — that’s what I loved,” Lux says, “but I had teachers in different grades and subjects all through school who helped shape the person I grew up to be. When my biology professors at St. Edward’s started asking me to think about how I wanted to use my degree, I kept coming back to teaching.”

Now in her fourth year as a biology teacher, Lux has seen more than 600 students pass through her classroom. She’s devised countless lessons to meet the state’s often onerous curriculum requirements, better known as the TEKS (Texas Essential Knowledge and Skills) — and administered its accompanying yearly State of Texas Assessments of Academic Readiness, or STAAR, to nearly all of her students. There is very little time in her four-period school day for instilling the sense of wonder about the natural world she felt on that Costa Rica beach nine years ago.

But Lux was ready for that.



#### AS A JUNIOR AT ST. EDWARD’S,

Lux was selected for the Robert Noyce Teacher Scholarship Program, a National Science Foundation (NSF) initiative that identifies talented upperclassmen with STEM majors — science, technology, engineering and mathematics — and helps them pursue teaching careers in elementary, middle and

high schools. The Noyce program at St. Edward’s (directed by the School of Education with partners in the School of Natural Sciences) was initially funded by an \$885,000 NSF grant in 2008 and launched in 2009, perfect timing for Lux to participate. But St. Edward’s kept supporting Lux as a teacher well beyond graduation.



#### ON A CHILLY NOVEMBER AFTERNOON

— the first truly cold day of fall — scarves and jackets lie on a Fleck Hall conference table, heaped perilously close to a few coffee cups. Lux and about 50 other Central Texas teachers — a mix of rookies, veterans, administrators and home-schoolers — fill the gray chairs, sit cross-legged on the floor or stand near the cold windows. At the head of the class is Associate Professor of Secondary Education **Steven Fletcher**.

This is his Texas STEM Teacher Circle, a networking group Fletcher created three years ago for School of Education students and alumni, as well as STEM teachers and administrators from across Central Texas. On this frigid day, the group bats around ideas about the Maker Movement, a national trend that encourages students to tinker, create and experiment. Earlier in the afternoon, Lux and the other teachers broke into small groups to hear from circle members who have already involved their students in maker-type projects like reverse-engineering toys and turning toothbrushes

into robots. Now, Fletcher moderates a conversation about how they all might implement similar lessons.

Lux is a regular at the monthly STEM circle meetings. They’re valuable, she says, because she gets to see how other teachers are doing innovative things in their classrooms — and managing to fit new ideas into the curriculum requirements outlined by the Texas Education Agency. “I’m always thinking about which TEKS lesson a new experiment or project might go with,” she says. “It’s a hard match to make because I also have to take into account what level my students are at, what supplies we’ll need, how we’ll get those supplies, and how much time it will take me to prepare.”

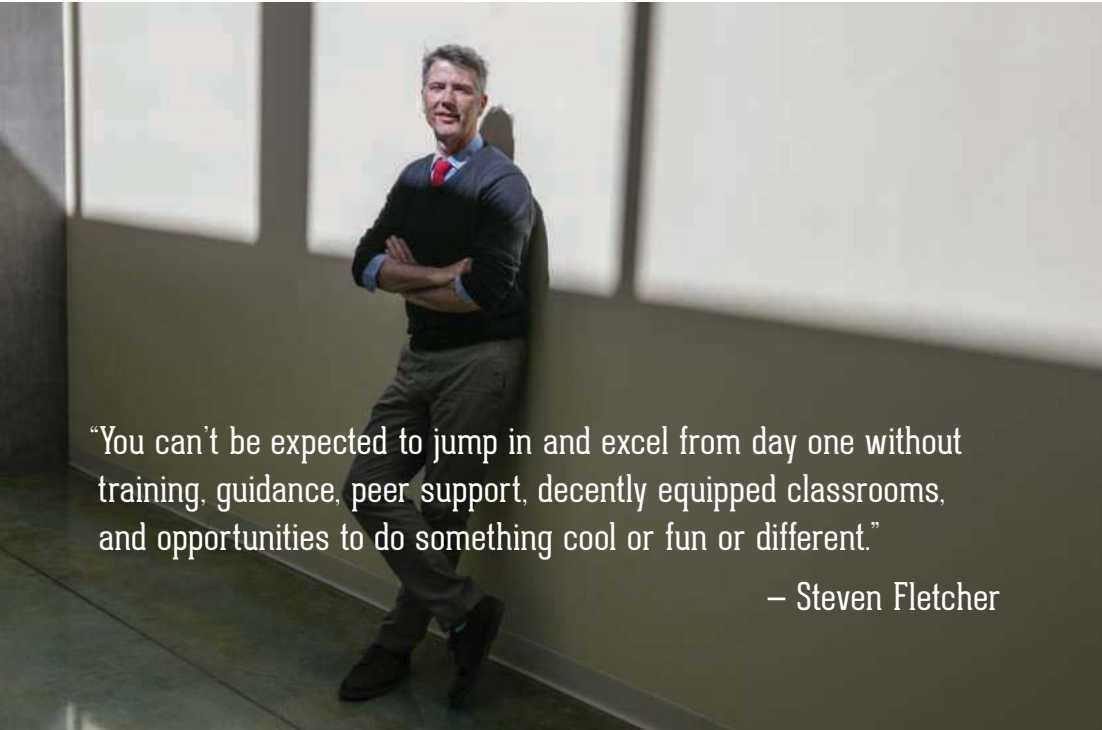
The STEM circle is a sounding board for those kinds of concerns, and the monthly sessions have the added benefit of serving as part of a new teacher’s induction, defined in the education world as professional development and training for teachers in their first through third years. Induction, coupled with better and more frequent classroom preparation, is the best way to stop or at least slow the exodus of novice teachers, Fletcher and other education experts believe.

“The data shows us that new teachers need a lot of socialization, time and support to acclimate,” he says. “You can’t be expected to jump in and excel from day one without training, guidance, peer support, decently equipped classrooms, and opportunities to do something cool or fun or different, even if it’s not explicitly outlined in the mandated curriculum.”

With two new grants in the coffer — an additional \$294,000 from the NSF and \$47,000 from the Powell Foundation — Fletcher and his colleagues have now launched teacher circles for literacy, bilingual education and elementary education. Another for special education is in the planning stages.

“What’s emerging and evolving is that teachers need more than general induction support,” says Fletcher. “They need specific support in their particular content area — that’s what they find most useful.”

In addition to content-sharing, the circles are a way to commiserate about challenges and celebrate successes with “a



“You can’t be expected to jump in and excel from day one without training, guidance, peer support, decently equipped classrooms, and opportunities to do something cool or fun or different.”

— Steven Fletcher



Lux's bag is the largest and sturdiest she could find — it holds papers to be graded; supplies and notebooks; her laptop; her breakfast, lunch and afternoon snack; and prizes and rewards for students.



About 140 students see this view from Lux's classroom each week.



community that listens, is empathetic and communicates a joy for the profession,” says Shelly Rodriguez, a 12-year veteran science teacher who started mentoring Lux through the Noyce program. (Rodriguez is the former science department chair at Crockett High School in Austin and is also a clinical associate professor in the University of Texas’ UTeach program.) “That support is so very important because it’s challenging to make sense of the ecosystem of a school and how all the moving parts work together.”



**AT 8:47 ON A THURSDAY** morning in January, the ecosystem that is Akins High School is bustling. Cars move through the drop-off line. Buses unload. Hundreds of rolls bake in the cafeteria’s industrial ovens. By 9:15, 11 ninth graders and their accouterments — notebooks, loose-leaf, pencils, a basketball — sprawl across two rows of rectangular tables in Lux’s second-floor classroom. Everyone is wearing black, except one kid in gleaming orange high tops and another in camo Chuck Taylors.

This is Lux’s first and smallest class of the day — Environmental Systems for freshmen who need extra help getting

ready for biology next year. Today’s lesson is photosynthesis. Lux draws a data table on the overhead projector, and the kids dutifully copy it down. She explains that they’re going to fill three test tubes with water and a chemical called bromothymol blue, or BTB, which turns green in the presence of carbon dioxide. They’ll add carbon dioxide to their tubes, place a sprig from an elodea plant (a waterweed often used in aquariums) in two of them, cover one with a paper towel to keep out the light, and put the other in a rack on the sunlit back windowsill. The third tube will be their control. At the end of the class period, the color of the liquid in the tubes will demonstrate whether the plants added oxygen to the water — and by extension, what conditions are necessary for photosynthesis.

To demonstrate how the BTB works, she puts a few drops of blueberry-colored liquid in a beaker of water and blows into it with a straw until the mixture turns the color of peas. After some discussion, her students agree that Lux added carbon dioxide to the beaker when she blew into it, which caused the color change. “This will be important later,” Lux hints. “Remember what it means when the liquid is green and what it means when it’s blue.”

The students disperse to their lab stations and start setting up their test tubes. One kid accidentally sucks water and BTB up the straw and into his mouth. He spits and gargles while his lab partners cackle. Another kid blows into the straw too forcefully and splatters her glasses and the blond tips of her black hair. Eventually, all the tubes are assembled and in place. An hour later, when the students return to their tubes, they’ll find that the water in the sunlit, elodea-containing tube has reverted to blue — but first, Lux has questions.

When the students return to their desks, she asks about the differences between photosynthesis and its opposite process, cellular respiration.

Eyes shift and pencils go still. “Anyone?” she asks. “Okay, take a deep breath,” she says. “Now, put your hand in front of your mouth and breathe out.” They do. “What do you feel?”

“It’s wet,” somebody says.

“It’s warm,” somebody else says.

“Yeah, it’s kind of sticky,” says the kid with the basketball.

“That’s right,” says Lux. “Your body just made water. Let’s do it one more time ... Oxygen in, carbon dioxide out, you just made water AGAIN!” A few students laugh.





A few others snort.

“The oxygen is helping us make water, which is a byproduct of cellular respiration, which is the opposite of what our plants in the window are doing,” she says, connecting the scientific dots. “So, why do we need oxygen but plants don’t? Why can’t we function without it? Have you ever thought about that?”

A few seconds tick off the industrial black clock on the wall. “Not until now,” the kid with the camo shoes finally says.

And that’s the moment.

That’s the moment that separates an experienced teacher from an inexperienced one. The moment the planned lesson gets temporarily shelved so the spontaneous one can take over. The moment every student in the class is focused on understanding the why and the how of a concept they skimmed, or maybe skipped, in their textbook last week.

It’s the kind of moment Lux is always looking for, says her mentor Rodriguez, because “one of Angie’s strengths as a teacher is the heart she has for her kids and their learning — first and foremost, she is an advocate for them.”

And four years into her teaching career, Lux is quickly becoming an advocate for new teachers like herself. She is already mentoring a first-year teacher she met through a colleague at Akins. In December, Lux will complete her MED in Curriculum and Instruction with a science emphasis through a distance-learning program at the University of Texas–Arlington. “Dr. Fletcher always tells us, ‘Get to know your students and help them get to know you. Be honest and be reasonable. Transparency is key,’” Lux says. “I love teaching science, but it’s not just about the subject. It’s about who you’re teaching and how you build relationships.”



One way Lux engages her students is by helping them plan experiments based on their interests, everything from cosmetics to candles.

# ALUMNI NOTES

## Great Conversations

Talks with his professors put **Ryan Grundy '12** on his current career path working for a global nonprofit. Now, he's trying to engage others in discussions about international issues.

A single conversation can change the direction of your life. **Ryan Grundy '12** knows that firsthand. Currently, he works for the Denver-based Global Livingston Institute (GLI), which focuses on education and job creation in East Africa, but less than a decade ago, the Houston native was debating whether spending a semester abroad was worth the time, money and trouble.

A discussion with Associate Professor of Religious Studies **Steve Rodenborn** persuaded him to give it a go. *Trust me*, Rodenborn said. *The experience will change your life.* So Grundy took Rodenborn's advice and went to Florence, Italy, during the spring semester of his junior year. "I ended up making lifelong friends and developing a love of travel," Grundy recalls. "Plus, I majored in Religious Studies with a minor in Political Science, and obviously, Italy is a place where politics and religion are closely intertwined."

Grundy's education and career path have been marked by such conversations. Shortly after arriving at St. Edward's, Grundy was given an assignment that involved interviewing Professor of Religious Studies **Ed Shirley** (who passed away in 2012). "It was less an interview than a conversation, with Ed riffing on the topics of the day," Grundy recalls. "At the time, I had no idea what I wanted to do with my life." Shirley, employing his legendary personality to full effect, persuaded Grundy to major in Religious Studies.

Just before graduation, it would happen again. Grundy found himself talking with Rodenborn about his career options. He had an interview scheduled with a high school because he thought he might want to teach. Rodenborn sensed his lack of confidence, however, and asked, "What do you really want to do?" Grundy confessed he was interested in public service, perhaps even politics. Rodenborn put him in touch with an acquaintance, who helped him land an internship in the office of Colorado Gov. John Hickenlooper.



That internship with Hickenlooper turned into full-time employment and gave him the opportunity to learn from "some amazing and talented people," Grundy says. Among them was the governor's deputy chief of staff, Jamie Van Leeuwen, who also heads up GLI. Grundy took notice, and in 2014, he accepted a position as the organization's associate director.

Grundy now oversees the day-to-day operations of GLI's five-person office in Denver and 20 staff members in Uganda. He organizes conferences and trips to Rwanda and Uganda — all intended to provoke the kind of smart, reflective conversations he had at St. Edward's. The goal, Grundy says, is to get Americans and globally minded citizens of other countries to think about the impact of their lives, politics, business and international aid efforts on countries halfway around the world.

Grundy plans to make a career in international and community development, and he credits his time at St. Edward's with preparing him for that professional path. "My education taught me to think big and realize I have a responsibility to serve the wider community," he says. "I left St. Edward's with a mission to take on really big challenges and make some change in the world."

—Joel Hoekstra

## Stay Connected

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800-964-7833

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Campus Mail Box 1028

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3001 South Congress Avenue

Austin, Texas 78704-6489



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## CHAPTER & NETWORK EVENTS

### Homecoming 2016

More than 1,300 alumni, students, families and friends came together for Homecoming and Family Weekend.



### Austin

The Austin alumni chapter hosted a happy hour on April 28 at Parlor & Yard.



### Rio Grande Valley

The Rio Grande Valley alumni chapter gathered for fun and networking at Agave Blue Mexican Grill on March 23.



### Washington, D.C.

The D.C. alumni chapter hosted a networking happy hour at Fado's Irish Pub on Jan. 21.



### CAMP

Thirteen CAMP alumni returned to St. Edward's to present at CAMP Career Day on Jan. 23.



### Service Break Experience

Students participating in the Service Break Experience program through Campus Ministry shared dinner with alumni in the Bay Area, New Orleans, Denver and El Paso in March.



### BIG Event Service Projects

Alumni gathered at Eden Park Academy in Austin and Catholic Charities in Houston for a day of service on April 9. With The BIG Event, the Student Government Association annually invites alumni, students, faculty and staff to give back to their communities through a day of service.



### Presidential Receptions

President **George E. Martin** visited Houston and Dallas–Fort Worth to share updates on the strategic plan and the Campaign for St. Edward's University. The Houston reception was hosted by **Duncan Underwood '95**, university trustee and chair of the Campaign for St. Edward's University, and his wife, Sarah. The Dallas–Fort Worth event was hosted by **Martin Rose**, university trustee, and his wife, Joni, parents of **Allyson Rose Schaeffer '03, MBA '10** and **Bryan Rose '00**.



# Class Notes

## SEND IN YOUR CLASS NOTES

Send your Class Notes and wedding or birth announcements to the Alumni Office at [bit.ly/AlumniUpdateForm](http://bit.ly/AlumniUpdateForm) (address is case sensitive).

### 1960s

**Ernesto Ancira Jr. '64**, of San Antonio, along with his wife, Robin, received the North Chambers Salute to Excellence Award for their contributions to the community.

### 1970s

**Pat Wallace Miller '73**, of Richmond, retired from a 37-year career as a teacher and elementary librarian. She's written 20 professional books and five children's books.

**Priscilla Hubenak '74**, of Austin, was appointed chief of the Environmental Protection Division of the Texas Attorney General's Office.

### 1980s

**Monica Palau '80**, of Manta, Ecuador, is a research professor at Universidad Laica Eloy Alfaro de Manabí.

**James Brocato '84, MAHS '88**, of Beaumont, was appointed to the Rehabilitation Council of Texas by Gov. Greg Abbott in December.

### 1990s

**David Bohmfalk '91**, of Hondo, recently released his first novel, *The Crossbow and the Beret*.

**Robb Catalano '92**, of Fort Worth, leads the Felony Alcohol Intervention Program (FAIP) as judge of the Criminal District Court No. 3 in Tarrant County. FAIP won the American Probation and Parole Association's 2016 Award for Excellence in Community Crime Prevention.

**Ronald Bennett '93**, of Austin, serves as chief investigator for the State Commission on Judicial Conduct.

**Colin Schoonover '94**, of Tulsa, Oklahoma, is the co-president of development for the Oklahoma Business Ethics Foundation.

**Angela Brutsche '95**, of Austin, is the deputy director of the Texas Veterans Land Board.

**Connie Doland '96, MAHS '98**, of Austin, recently joined Austin Pain Associates as a therapeutic counselor.

**Brook Hall '97**, of Taipei, Taiwan, is the artistic director at The LAB Space, a performance venue that also offers acting classes.

**Jessica Clark Duffy '99**, of Galway, Ireland, completed an MS in Work and Organizational Psychology at the University of Limerick.

**Carlos Lopez '99**, of Austin, joined John Hancock Retirement Plan Services as regional vice president in the central division.

### 2000s

**Joe Fay '00**, of Richardson, is the sales manager for Alamo Drafthouse Cinema Dallas–Fort Worth.

**Stacy Irvin '01**, of Hesse, Germany, is a teacher at the Frankfurt International School.

**David Denison MBA '02**, of Austin, was named a 2015 Engineering Leader Under 40 by [PlantEngineering.com](http://PlantEngineering.com).

**James Nisbet '02**, of Long Beach, California, is an assistant professor of Art History at the University of California–Irvine.

**Linda Bauer MA '04**, of Austin, owns her own photography business, LG Bauer Photography.

**Joseph Bazan '05**, of Fort Collins, Colorado, is an admissions counselor at Colorado State University.

**Mike Kim '05**, of Los Angeles, California, is head of marketing for PackStack, a new photo-sharing application for smartphones.

**Lori Najvar MLA '05**, of Austin, is the director of PolkaWorks, a nonprofit company that focuses on cultural traditions in Texas.

**Katheryn "Kate" Rosati '06, MBA '12**, of Cambridge, Massachusetts, is an associate events manager with the Harvard Faculty Club.

**C. Sean Spivey '06**, of Washington, D.C., recently joined the office of Hogan Lovells U.S. LLP as an associate in the technology, media and telecommunications group.

**Kaitlin Leckie '07**, of Pueblo, Colorado, is the director of behavioral health education at Southern Colorado Family Medicine Residency.

**Jenny Gale Howe '08**, of San Francisco, California, is vice president of sales and one of the founders of Metric Theory, a digital media–advertising group.

**Sandy Munoz '09**, of Austin, is a program manager at Green Sprout Preschool.

### 2010s

**Seth Cooper MSPM '10**, of Chicago, Illinois, is a technology consultant manager for Baker Tilly.

**Bailey Bounds '12**, of Austin, is the communications coordinator at Wayside Schools.

**Melissa "M.J." Denis MAC '12**, of Round Rock, is a Licensed Professional Counselor and is practicing at Crossroads Counseling Associates.

**Andrew Ryan '12**, of Birmingham, Alabama, is the marketing manager for the Alabama Opportunity Scholarship Fund.

**Michael Elmore '13**, of Gillette, Wyoming, completed his JD at Baylor University School of Law.

**Miranda Jane MAC '13**, of Austin, recently joined Austin Pain Associates as a therapeutic counselor.

## BIRTHS

To **Mitchell Herr '06** and **Chelsea Herr**, daughter Ivy Ann Herr on Dec. 4, 2015

To **Alberto Pasillas '06** and **Daisy Salinas**, daughter Valentina Pasillas Salinas on May 14, 2014

To **Lech Kazmirski '08** and **Catherine Kazmirski**, son Ziven Lech Kazmirski on Sept. 5, 2015

To **Jessica Rodriguez Reyes '08** and **Encarnacion Reyes Jr.**, daughter Melina Jeslin Reyes on July 3, 2013

To **Kayleigh Bradley Woolard '09, MAC '11** and **Patrick Woolard '09**, son Theo Kemp Woolard on Dec. 29, 2015

## MARRIAGES

**Ashley Herron '03**, of San Francisco, California, to Micah Freedman on Oct. 30, 2015

**Erica Waage '03**, of Wahiawa, Hawaii, to Derek Austin on Jan. 17, 2015

**Lucy Ortiz '04**, of Edinburg, to Miguel Garza on Dec. 12, 2015

**Elizabeth Chen '09**, of Houston, to Justin Douglass on Jan. 23, 2016

**Christa Almaguer '13**, of Austin, to Adolfo Villarreal on Sept. 19, 2015

## IN MEMORIAM

**Rev. Msgr. Joseph Schmitt '50**, of Lago Vista, on Oct. 7, 2015

**Robert Carr hs '51**, of Waynesboro, Virginia, on Dec. 22, 2015

**R. Kent Rowe Sr. '52**, of South Bend, Indiana, on Jan. 5

**Ronald Pawlick '59**, of Houston, on Jan. 28

**Charles Phillips '63**, of Waveland, Mississippi, on Dec. 12, 2015

**Brother John Thornton, CSC, '64**, of Valatie, New York, on Dec. 3, 2015

**Phillip Liberty '71, MBA '74**, of Austin, on Nov. 24, 2015

**Brother Don Fleischhacker, CSC, '72**, of Notre Dame, Indiana, on Nov. 18, 2015

**Stephen Johnson '75**, of Austin, on Aug. 30, 2015

**Carol Null '75**, of Flatonia, on Dec. 25, 2015

**Erving Hull '78**, of Austin, on Dec. 24, 2015

**Janet MacLean '79**, of Bethlehem, Pennsylvania, on Oct. 29, 2015

**Jimmy Bennett MBA '86**, of Marble Falls, on Nov. 8, 2015

**Robert Tracy MAHS '90**, of Austin, on Sept. 23, 2015

**Charles Coney '93**, of McAlester, Oklahoma, on Dec. 29, 2015

**Angelica Jaffers '95**, of Austin, on Oct. 5, 2015

**Robert Munday '98**, of Austin, on Sept. 21, 2015

**Kerry Kern Klenzendorf '01**, of Pflugerville, on Jan. 21

**Maxwell Berins '04**, of Austin, on Nov. 21, 2015

**Jeremiah Martin '04**, of Austin, on Nov. 26, 2015

**Ruth Surita '04 MSCI '06**, of Austin, on Dec. 12, 2015

**Maxwell Sarofim '08**, of Houston, on Oct. 3, 2015

## ALUMNI AWARD SPOTLIGHT

Each year, St. Edward's University celebrates alumni who demonstrate professional excellence and give back to their communities. Honorees are recognized during Homecoming and Family Weekend. Here are this year's recipients.

### DISTINGUISHED ALUMNI AWARD



**Robert "Bob" C. Hilliard '80**

*Founder of Hilliard Muñoz Gonzales, a national personal injury trial law firm, and Hilliard & Shadowen, which specializes in economic justice and civil and human rights law*

**How he stays connected with St. Edward's:**

Hilliard established The Brother Emmett Strohmeyer, CSC, and Paul J. Weber '80 Memorial Endowed Scholarship in honor of his mentor and classmate.

**Career highlight:** Named the 2015 National Elite Trial Lawyer of the Year by the *National Law Journal*.



**Steve D. Shadowen '80**

*Attorney and founding partner of Hilliard & Shadowen, a law firm focused on pursuing economic and social justice cases*

**How he stays connected with St. Edward's:**

Shadowen established The Professor William Zanardi CAMP Endowed Scholarship, named after the professor who was a major influence on him during his time at St. Edward's. Shadowen also is a university trustee.

**Career highlight:** Received the first Outstanding Antitrust Litigation Achievement in Law Practice award in 2013 by the American Antitrust Institute.

### ALUMNI ACHIEVEMENT AWARD



**Marissa B. Valencia '06**

*Deputy Chief Investigator with the Travis County Medical Examiner's Office (TCMEO)*

**How she stays connected with St. Edward's:**

Valencia oversees the St. Edward's University Internship Program at TCMEO, mentors interns and often speaks in Forensic Science classes at St. Edward's.

**University highlight:** Valencia was the first student to graduate with a major in Forensic Science at St. Edward's.

### ALUMNI SERVICE AWARD



**John Dudney hs '59, '64**

**How he stays connected with St. Edward's:** Dudney served as the St. Edward's High School representative on the Alumni Association board of directors from 2008 through 2014. He currently volunteers at university and Alumni Association events and is a member of the Golden Guard. Dudney is a member of the faith community at Our Lady Queen of Peace chapel.

**University highlight:** Dudney credits Brother Emmett Strohmeyer, CSC, and the Brothers of Holy Cross for instilling values such as citizenship and respect for others, which he says have guided him throughout his life.

## ALUMNI VOLUNTEER SPOTLIGHT

## A Holy Cross Connection



**Brother William "Bill" Nick, CSC, '64 and Fred Estrello '77** met at Holy Cross High School in San Antonio more than 40 years ago when Nick, an English teacher, accidentally called Estrello by his older brother's name. Estrello turned and said, "I am not my brother."

"When you teach, there's a natural tendency to call the younger one by the older one's name," says Nick, who would soon become the school's principal. "When Fred stood up for himself, I knew he had spunk."

A friendship formed, and in just a few years, Estrello would follow in his mentor's footsteps, first by earning a bachelor's degree at St. Edward's, then by pursuing a master's degree in Education. When Estrello became a principal in 1987, it was Nick he turned to for advice.

Eventually, the two both found their way back to the hilltop, Estrello as the director of special projects for the School of Education and Nick as the assistant provincial for the Congregation of Holy Cross' Moreau Province. The longtime friends both serve on the university's Alumni Association board.

—Interviewed by Erica Quiroz

#### How would you describe your friendship?

**Nick:** Whenever a teacher or school administrator is able to reconnect with students later on in life and see that they turned out quite well, that's rewarding. I was very proud of Fred as he went into education, and that we are both on the alumni board makes it very special. I hope that when I'm sitting by the fireplace in a rocking chair with my cane someday, he'll visit me.

**Estrello:** He's always been a big influence to me as a teacher, a colleague and a friend. I really admire how giving and helpful he is, especially with the other brothers.

#### How did you get involved with the Alumni Association board?

**Nick:** The Holy Cross Brother who was on the board was ill and couldn't go to the meetings, so they wanted someone who was a little bit younger and more active. I always wanted to serve the university in some capacity, so being on the alumni board seemed a natural fit.

**Estrello:** When I retired from the Austin Independent School District in 2007, there were a couple years when I was on the advisory board for the School of Education. I ran one of the school's grants and then the associate dean asked if I wouldn't mind maybe teaching a class and supervising student teachers. That's when I really started getting more and more involved with student activities and supporting the alumni board.

#### What kind of impact do you want to have in your role on the board?

**Nick:** The brothers are not as visible at the university because there are so few. I can bring the tradition, legacy and mission to the board by speaking about what's going on with Holy Cross today and being the connection to the past brothers.

**Estrello:** I try to support the Holy Cross mission and discuss the role the brothers have as much as possible, even when I teach a class here or talk or visit with students. As a board member, I think preserving the legacy is one of our most important jobs.

On March 14, more than 80 alumni, families of current students and prospective students, high school counselors, and university administrators gathered in Panama City, Panama, to celebrate St. Edward's. The event was organized by **Rolando Domingo**, the father of **Aida Domingo Diaz '19**. St. Edward's University President **George E. Martin** updated guests on recent developments and success stories on campus. The event provided an opportunity for students and parents to learn more about the university and was a reunion for local alumni who hadn't gathered in years. Guests of honor included **H.D. Raul Hernandez '72**, **Rene Diaz '71**, **Antonio Buron '68**, **John M. Moses '70**, **Charles Moses '69**, **Johnny Moses '99**, **Victor Cardoze '06**, **Victor de la Guardia '68** and **Max Ulloa '68**.

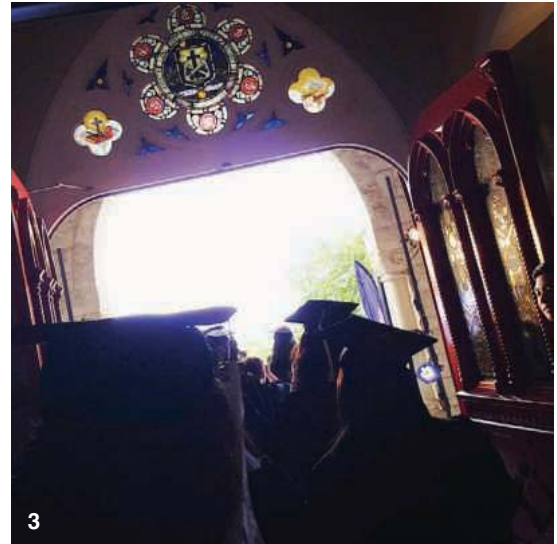


President George E. Martin, Aida Domingo Diaz '19, Celia Diaz and Rolando Domingo, and Dean of Admission Tracy Manier

# Congratulations, #SEU16!

We asked the Class of 2016 to share their commencement weekend photos with us on social media. Here are a few of our favorites.

—Erica Quiroz



PHOTOS COURTESY OF: 1 & 7 @SEUALUMNI 2 @EVELYN823 3 @KRANGRAPHY 4, 5 & 6 @STEDWARDSU 8 @SEUCAMPUSMINISTRY 9 @CAITLYNELYCE 10 @LOOFUL



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“Working toward  
your goals with  
anything less than  
that positive mindset  
is cutting yourself short.”

~Alicia Olivier '17