



COED Faculty Highlights

Oct 2025

Awards & Honorifics

Dr. Erika Mein was selected for the inaugural Richard Castro Excellence in Education Award sponsored by CREEED, a local education organization that provides funding for the Miner Teacher Residency. She is scheduled to accept award at CREEED's second annual Education Matters Summit on October 2.

Each year, the AARC (Assessment and Research in Counseling) recognizes one outstanding article from each of its affiliated journals—including Counseling Outcome Research and Evaluation (CORE) and Measurement and Evaluation in Counseling and Development (MECD)—in celebration of excellence in research that aligns with their mission. **Drs. Paul Corrola, Eunae Han, Johana Rocha**, and collaborators in Mexico, were happy to learn that in July, their published article, titled "Evaluation of the Spanish Version of the Machismo Measure with Mexican Men Who Have a History of Domestic Violence," was selected to receive the AARC/MECD Patricia B. Elmore Award for Outstanding Research in Measurement and Evaluation (2025).

Dr. Cynthia A. Wiltshire was recently invited to join the Advisory Board of The National Research Center on Hispanic Children & Families. In alignment with the mission of the UTEP COED, the Center conducts research to inform programs and policy to better serve Hispanic children and families with low incomes, as well as providing mentorship and research funding opportunities for junior scholars. <https://www.hispanicresearchcenter.org/>

Dr. Johana Rocha has been elected to serve as an Awards Committee Member of the Texas Association for Counselor Education and Supervision (TACES), a professional counseling organization.

Publications & Conferences

Drs. Johana Rocha, Sang Min Shin, Paul Carrola and Yesmin Giresunlu co-authored an article: Rocha, J., Carrola, P. A., Giresunlu, Y., & Shin, S. M. (2025). Counseling supervisees' perspectives of supervisee behaviors that hinder the supervision process: a mixed- methods approach. *The Clinical Supervisor*, 1-21.

Drs. Johana Rocha, Kristy Carlisle and David Moran co-authored an article: Moran, D., Rocha, J., & Carlisle, K. (2025). Understanding Hispanic cultural strengths through parents' voices: Insights for interdisciplinary school personnel. *Journal of Human Services Scholarship and Interprofessional Collaboration*, 2(2), 31-65. <https://doi.org/10.25779/4fx2-d622>

Dr. Christina Convertino with former doctoral student, Dr. Josey Pickett, published on Convertino's multi-year ethnographic study on broadening participation in STEM higher education: Convertino, C., & Pickett, J. (2025). Shifting epistemologies around (dis)-parity: The necessity of a feminist poststructural framework to reconceptualize the terms of participation and belonging in computer science. *Journal of Women and Minorities in Science and Engineering*, 31(5), 27- 51.

Dr. Christina Convertino, Chair of the Hispanic-serving Research Council, led a publication based on the council's team-based mixed methods research study: Convertino, C., Frausto Hernandez, I., Cisneros, J. Dura, L. (2025) Contextualizing the HSI: Placebased indicators of servingness at a fronterizx Hispanic-serving institution. *Journal of Hispanic Higher Education*. (Online, print forthcoming).

Dr. Pei-Ling Hsu published two research articles in top journals, both co-authored with doctoral students: Hsu, P.-L., & Wang, X. (doctoral student) (2025). The roles of science internships in shaping high school students' career choices. *Journal of Experiential Education*. Thomason, D. (doctoral student), & Hsu, P.-L. (2025). The effect of a STEM integrated curriculum on design thinking dispositions in middle school students. *International Journal of Technology and Design Education*, 35, 83-121.

Dr. Eunae Han has published an article in *Counselor Education and Supervision* (CEAS), the official journal of the Association for Counselor Education and Supervision. The article explores researcher identity development among women of color in counselor education and supervision programs, offering insights into the complex interplay of personal and professional identities. It also provides practical strategies to support and promote researcher identity development within the field: Han, E., Lee, I., & Jha, P. (2025). Researcher identity development among women of color in counselor education. *Counselor Education and Supervision*. OnlineEarlyView.

Dr. Maria Teresa de la Piedra co-authored a peer-reviewed article with **Dr. Sarah Jean Johnson** presenting findings from their National Endowment for the Arts grant: de la Piedra, M. T. & Johnson, S. J. (2025). Learning music en la frontera: Translanguaging and multimodal assemblages in a community-based violin education program. *Language and Education*.

Dr. Xintong (Gillian) Bausch had two co-authored publications: Ni, L., Bausch, G., Thomas-Cappello, E., Martin, F., & Feliciano, B. (2025). Understandings and enactments of culturally responsive pedagogy in teaching computer science: A case study with two middle school teachers. *Computer Science Education*, 1-26. Ni, L., Martin F., Feliciano B., & Bausch G. (In print). Teen students as change agents: Integrating mobile app design with civic engagement. In S. Barch & F. Rein (Eds.), *Digital Civic Engagement and Youth Empowerment: Toward Achieving an Inclusive Global Society*. Oxford University Press.

For AERA 2025, **Dr. Sarah Jean Johnson** co-organized a session on "dignity-ing," that is examining dignity (or the denial of) as it is constructed in social interaction. The session built upon work of the scholars Manuel Espinoza and Shirin Vossoughi, who served as discussants for the panel.

As part of the Translanguaging Classroom Institute in Las Cruces, NM, **Dr. Dan Heiman** presented with Tania Ibarra and María Galindo, undergraduate students in our educator preparation program seeking bilingual certification. The title of our presentation was "Translanguaging alongside future bilingual teachers in the borderland."

COED Faculty Highlights

Oct 2025

Grants and Funding

Drs. Sang Min Shin and Daniel Dosal-Terminel – Cross-Border Collaboration in Play Therapy – \$20,000 from UTEP's U.S.-Mexico Faculty Collaboration Fellowship Award. The collaboration between UTEP and UACJ expands play therapy training and research to prepare bilingual, culturally responsive mental health professionals serving children and families in the U.S.-Mexico border region.

Drs. Katherine Mortimer, Erin Doran, and Maria de la Piedra – LONESTARP3 Postsecondary Pathways Research Collaboratives at UTEP – \$77,176 from UT Austin & The LONESTARP3 Network. UTEP researchers contributing to statewide LONESTARP3 collaboratives that study opportunity gaps in postsecondary pathways—focusing on dual credit access and workforce credential alignment in Texas borderland communities.

Drs. Johana Rocha, Adrian Billings, Thenral Mangadu, Chu-ling Lo, Emre Umucu, and Veronica Estala Gutierrez – Juntos en la Comunidad: Behavioral Health Workforce Training in US-MX Border Communities – \$2,382,632 from DHHS – Health Resources & Services Administration. The Juntos en la Comunidad project expands access to behavioral health care in rural and minority US-MX border communities by training and growing a culturally competent, community-driven workforce. This project expands access to quality interprofessional behavioral health care services across ten rural West Texas US-MX border communities.

Dr. Erin Doran – Has successfully transferred over a new allocation from her original award at Iowa State University – Providing Más [More] with MAS [Mexican American Studies] – \$34,651 from The Spencer Foundation. This project examines how Mexican American Studies programs in community colleges create transformational educational experiences that foster pride, empowerment, and degree attainment among Latina/o/x students.

Highlights from the Field

Dr. Robyn Pinilla organized and hosted a summer book club and learning series for the Early Childhood Mathematics Teacher Educator Community Circle of the Association of Mathematics Teacher Educators in early summer 2025. The group read "Exploring Mathematics Through Play in the Early Childhood Classroom" by Amy Parks and met online weekly to discuss how the practices described could support their teaching. Dr. Parks joined them in their last session to learn more about honoring children's play while promoting effective pedagogical practices.

Dr. Cynthia A. Wiltshire was elected Junior Member-at-Large of the Early Education and Child Development Special Interest Group (#32) of the American Educational Research Association. In this two-year role, she will oversee the group's Dissertation and Early Career Awards.

UTEP's El Paso Computes: K-12 Initiative hosted two workshops in June for elementary level in-service teachers focusing on enhancing their computational thinking skills and knowledge, and secondary level teachers with the goal of developing teachers' AI knowledge and literacy skills. **Dr. Xintong (Gillian) Bausch** was one of the instructors for the secondary workshop, during which she discussed with teachers various topics regarding AI literacy and CS education, as well as inspired and prompted ideas of how they envision AI education in their CS classrooms.



On Saturday, September 20, 2025, the UTEP College of Education hosted an HQIM Institute for more than 160 teacher residents. The Institute featured two strands: the first on High-Quality Instructional Materials (HQIM) and lesson internalization for candidates in Residency I, and an advanced strand on Data & Differentiation for candidates in Residency II. With expert facilitation from **UTEP's faculty Site Coordinators**, teacher candidates gained valuable curriculum insights and differentiation strategies to strengthen their teaching practice.



Invited Presentations

On July 14, 2025, **Dr. Bill Robertson** gave a keynote address for over 50 teacher educators from the Big Bend Region at the 2025 Science of STEM Literacy Conference held at the Museum of the Big Bend on the campus of Sul Ross State University in Alpine, Texas.