



Terry B. Rogers College of Education & Social Sciences

Committed to Advancing Society by Developing Professionals to
Lead | Serve | Educate

Monthly Faculty & Staff Newsletter



Dr. Gary Bigham
Regents Professor | Dean

Greetings from the Dean

There is an old saying that relates, “April showers bring May flowers.” If the March winds soured our attitudes, perhaps we should be focusing our thoughts and energies on the showers and flowers instead of dwelling on the frustrations associated with our seasonal windy days. I have been in the “school” business for many years, and I have found at all levels of education that stress, emotions, and tempers often tend to elevate as the end of the academic year draws near. You may have noticed my intentional use of the words (or forms of) wind, sour, and attitude in the second sentence. Take a moment to reflect on your state of mind as our academic year comes to an end. When the wind blows, are you motivated to build walls to block it, or windmills to harness its energy? When life gives you lemons, are you frustrated and down, or do you use them to make lemonade? Lastly, attitudes are contagious. Is yours worth catching? Our actions not only affect us, but also those who associate with us.

In This Issue

Why, Values, Beliefs,
Vision, and Mission

Assessment,
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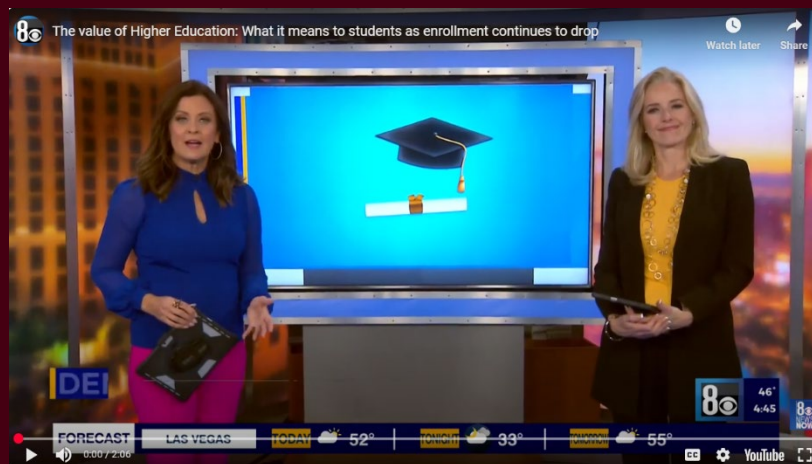
Follow us



wtamu.edu/coess

What We Do Matters!

Student enrollment and headcount challenges are not unique to West Texas A&M University, nor are they unique to our college. I found this news story to be interesting and worthy of sharing. I hope you enjoy it.



- Higher education degrees unlock pathways into career fields where people can excel.
- Americans with a degree are more likely to say their job is a good fit.
- Positive correlations were found between health and education.
- Advanced education leads to higher likelihood to vote and serve communities.
- Bachelors degreed individuals make about \$1 million more over a lifetime than HS graduate counterparts.

Revisioning the Terry B. Rogers College of Education and Social Sciences

Our Why, How, and What

Why?

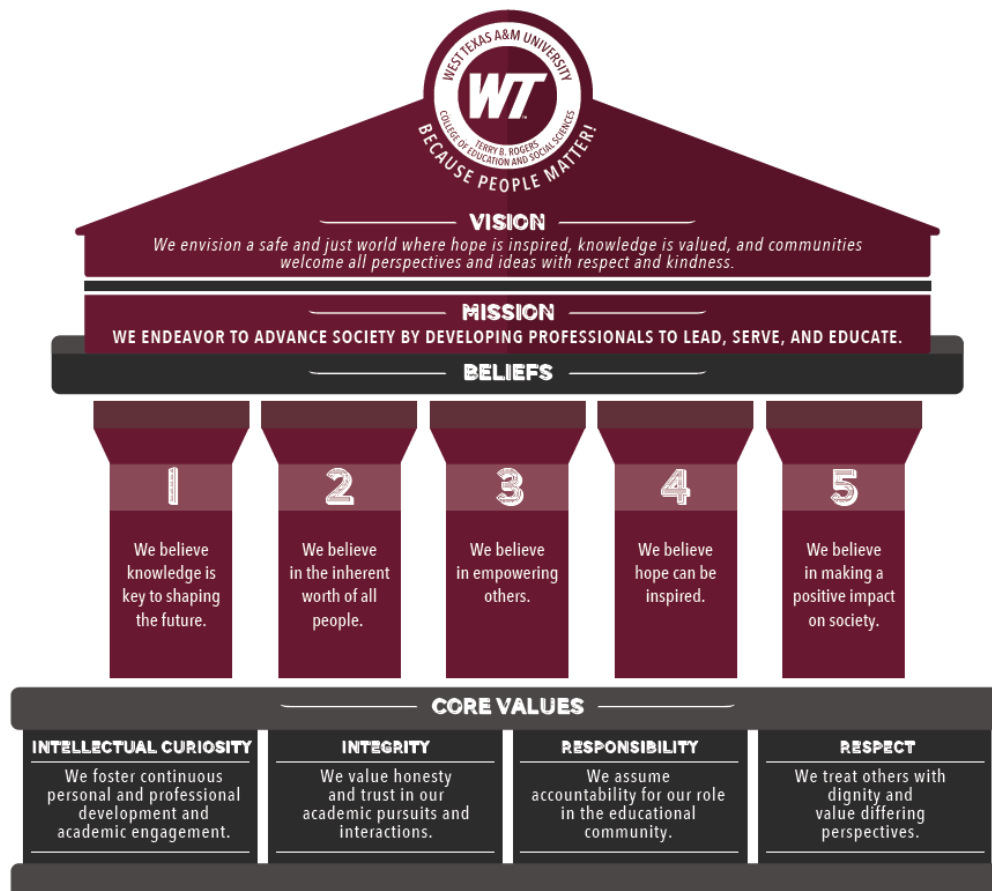
Everything we do in the Terry B. Rogers College of Education and Social Sciences centers on our deep-held belief that knowledge is key to shaping a better future for the people who comprise our society. In short, we do what we do because people matter!

How?

Through a combination of traditional and online course offerings coupled with meaningful engagement in internships, practicums, clinical experiences, research, and service, we avail opportunities for individuals seeking advanced credentials to positively impact society. We offer high-quality, competitively priced degree and certification pathways for traditional and non-traditional students leading to Bachelor's, Master's, and Doctoral degrees, in addition to an array of professional certificates in Education and the Social Sciences.

What?

We contribute to the advancement of society by developing professionals to lead, serve, and educate.



ALIGNMENT

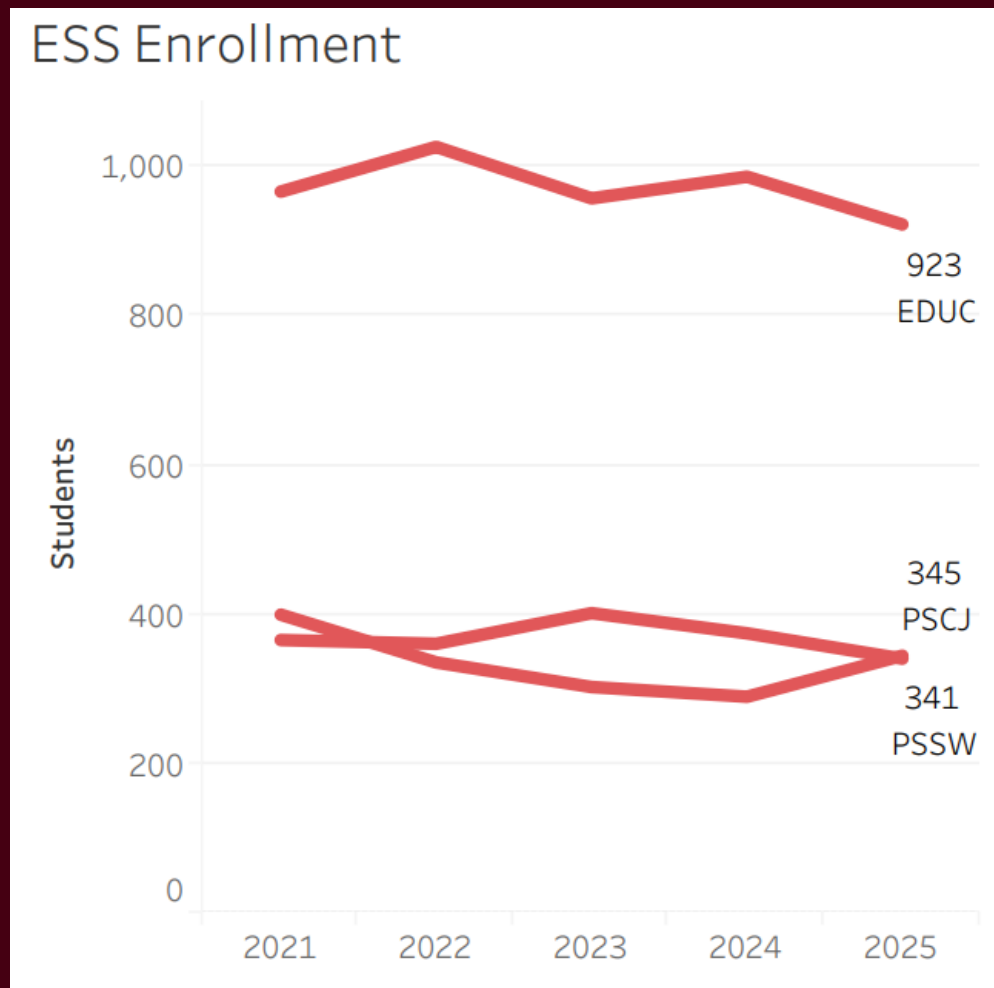
As a college within the university, it is important that our values (and beliefs), vision, and mission align with the university's. However, with a focus on people and society, there is a reasonable expectation that our values, beliefs, vision, and mission as a college may have different, or more specifically defined meanings than those that may be more broadly defined by the university. Consider the following in terms of alignment:

Terry B. Rogers College of Education and Social Sciences	West Texas A&M University
<p>Our Why: Because people matter!</p> <p>Vision:</p> <p>We envision a safe and just world where hope is inspired, knowledge is valued, and communities welcome all perspectives and ideas with respect and kindness.</p> <p>Mission:</p> <p>We endeavor to advance society by developing professionals to lead, serve, and educate.</p> <p>Beliefs:</p> <ul style="list-style-type: none"> • We believe knowledge is key to shaping the future. • We believe in the inherent worth of all people. • We believe in empowering others. • We believe hope can be inspired. • We believe in making a positive impact on society. <p>Core Values:</p> <ul style="list-style-type: none"> • Intellectual Curiosity – We foster continuous personal and professional development and academic engagement. • Integrity – We value honesty and trust in our academic pursuits and interactions. • Responsibility – We assume accountability for our role in the educational community. • Respect – We treat others with dignity and value differing perspectives. 	<p>Vision:</p> <p>Guided by its pioneering spirit, West Texas A&M University is recognized for its excellence in teaching and learning, and a strong focus on engaging students in experiences that aid in the development of skills, capabilities, and insights. Our vision is to become a Regional Research University responsive to the forces that shape who we are. Our distinctive focus on the people and places of the Panhandle region will be acknowledged throughout Texas, across the country, and around the world.</p> <p>Mission:</p> <p>The mission of West Texas A&M University is to provide intellectually challenging, critically reflective, regionally responsive, and comprehensive academic programs that discover, interpret, apply, and disseminate knowledge for preparing the next generation of global citizens.</p> <p>Core Values:</p> <ul style="list-style-type: none"> • Academic Freedom – We champion the free exchange of ideas. • Service – We put the needs of others first. • Pragmatism – We seek to apply what we learn for the betterment of community. • Innovation – We embrace better ways to shape the future. • Respect – We treat others with dignity which flows from the humanity of each individual. • Engagement – We promote citizenship and being part of something larger than oneself.

STUDENT COUNT

Spring Census Statistics

According to final Spring census numbers obtained from the Office of Institutional Effectiveness, the Terry B. Rogers College of Education and Social Sciences began the Spring 2025 semester with 1609 students. This number is slightly larger than the preliminary numbers reported in last month's newsletter.



By department, from Spring 2024 to Spring 2025, EDUC is – 64 students, PSCJ is + 55 students, and PSSW is – 30 students. This equates to – 39 students for the college from last Spring to this Spring. In our changed narrative ([February newsletter](#), p. 1), we may not be where we desire to be yet, but with the enhanced recruitment and retention efforts (many of which are highlighted in this, and previous newsletters), we are well on our way!

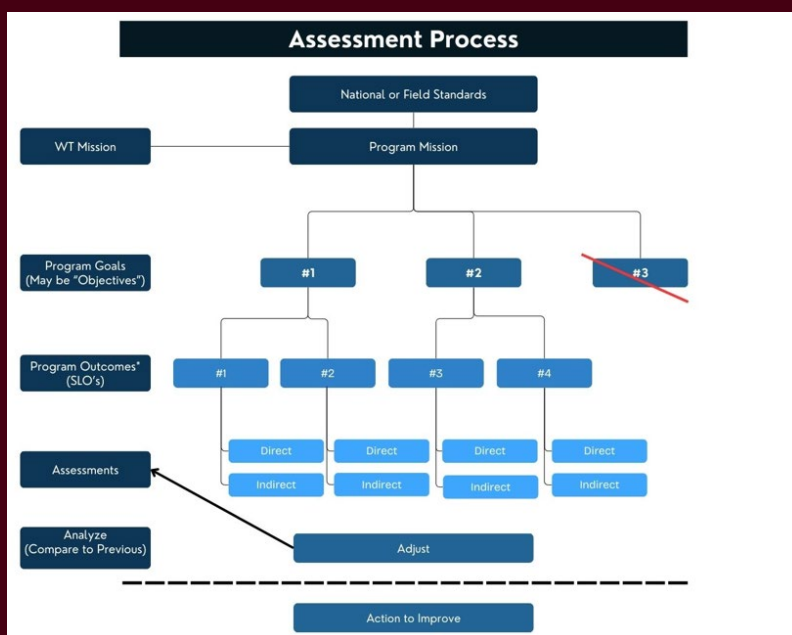
PROGRAM ASSESSMENT

Annual Program Assessment Requirement and Process

Dr. Dan Stroud emailed deans, associate deans, and department heads on 2/28 reminding us (and faculty) that assessment time is upon us. In his email, he said, “As a reminder, completion of the General Education/Core assessment Rubrics for the spring semester will come due no later than Monday, May 26, 2025 at 5 PM.”

Dr. Stroud recommends:

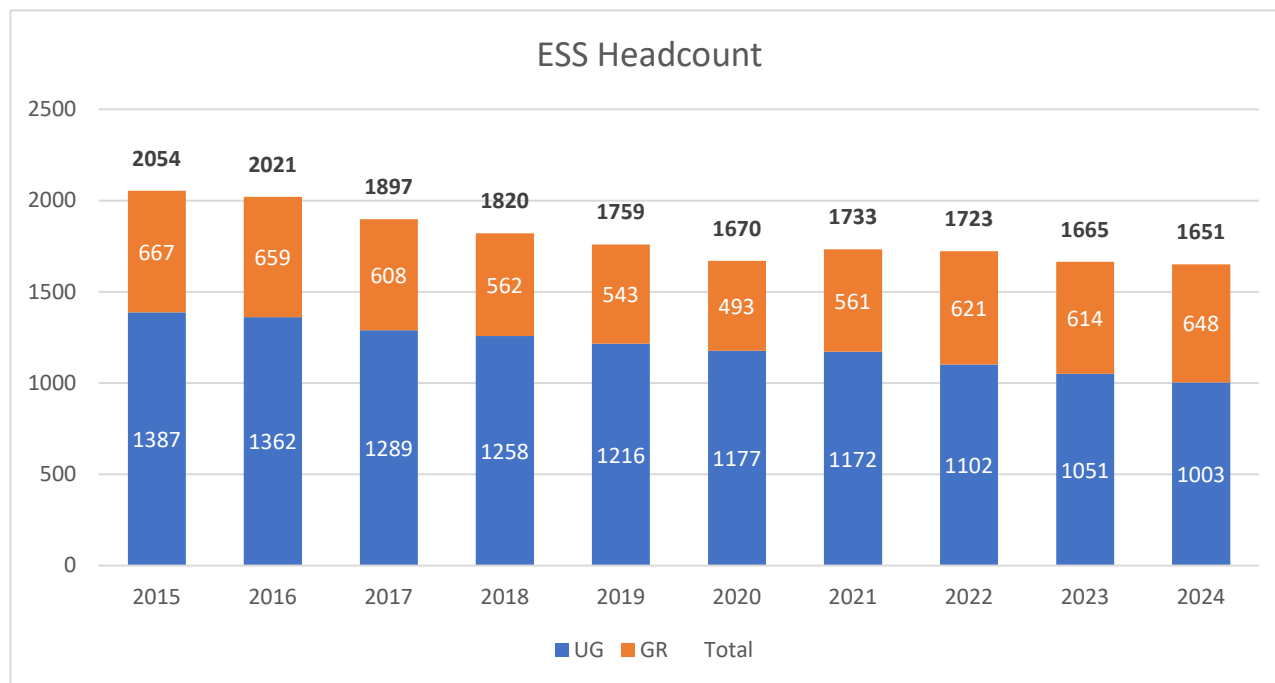
- 1) Begin with a review of your Assessment Scorecard. This feedback is not an analysis of your programs’ successes or failures in the classroom, but a critique used to guide each one through the process for clean and effective assessment.
- 2) You can find your scorecard feedback in either of two places, your programs’ designated Weave folders (see folio attachments sections at the bottom of the webpage folder), or by going directly to the website link. (<https://analytics.wtamu.edu/improvement/index.html>)
- 3) While at the link and when reviewing your scorecard, you will notice buttons designated to the right of each feedback section. If a program is seen to be deficient in a given area, simply click on the corresponding button and it will take you directly to a page with instructions on how to clear up this particular issue. **Using this tool makes it incredibly easy to push all of your programs into the green. Remember use of this button is only possible from the website. It cannot be accessed from the report housed in your Weave folders.**
- 4) Look at the Action/Analysis at the bottom of your programs’ 2023-24 Improvement Narrative. This is where the process for the 2024-25 narrative should begin. What did your program say it was going to do last year, and what were the results of this intervention/action taken. Then build out the narrative from there.



COLLEGE ENROLLMENT GOAL

Increasing Headcount

Needs Assessment Data



University and College Goals

WT 125 Goal 3: Increase university enrollment through student recruitment and degree attainment.

TBRCOESS Goal: Increase enrollment in the Terry B. Rogers College of Education and Social Sciences to 2000 (headcount) by AY 2030-31 via active recruitment and retention measures.

The Math (in round figures)

Annually: $\frac{2000 \text{ headcount} - 1600 \text{ headcount}}{2030 - 2025} = \frac{400 \text{ headcount target growth}}{5 \text{ years}} = 80 \text{ headcount growth/year}$

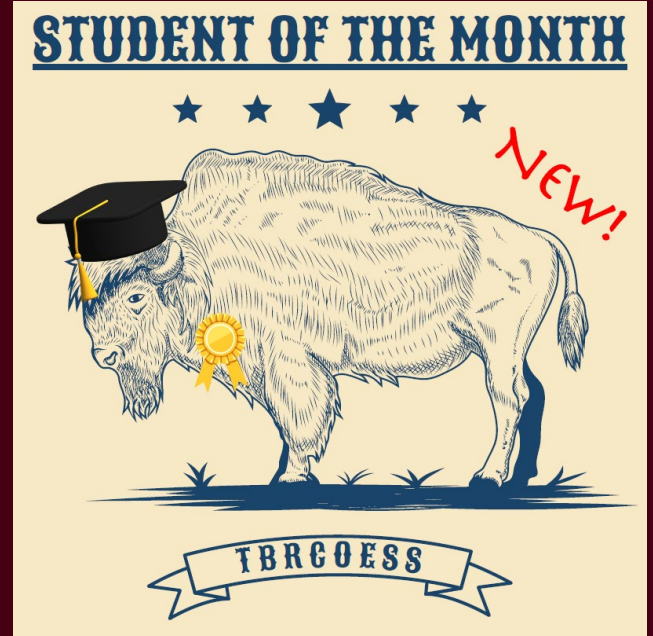
$\frac{80 \text{ headcount growth/year}}{\sim 20 \text{ programs}} = \sim 4 \text{ headcount growth / year / program}$

STUDENT OF THE MONTH

As a part of our student retention efforts, and in conjunction with our goal to increase student headcount, the Terry B Rogers College of Education and Social Sciences will recognize three undergraduate students each full month of the regular, long semesters for the *Student of the Month*. Students will be nominated by their faculty and/or programs for this recognition, and awards will be chosen by the college leadership team. This recognition will allow the college to highlight undergraduate students and their outstanding performance, encouraging perseverance in their studies.

Students will be nominated by faculty via an online submission. The criteria include (a) GPA >3.25, and (b) outstanding performance (e.g., academic achievement, research productivity, etc.). A student awardee will be chosen from each department (3 total) based on the faculty nominations. College leadership will verify GPA's and will choose awardees if multiple nominations are presented within a department.

Online nominations will be shared and open at the beginning of each full month of regular, long semesters: February, March, and April in the spring and September, October, and November in the fall. Then, awardees will be highlighted in college media and newsletters at the beginning of the following months. At the end of the semester, all awardees (9) will be recognized during a college event.



The deadline for April nominations is April 25th.

Faculty: Nominate worthy candidates via the nomination link or the QR code below.

**Nominate a Worthy
Student Now**



March Students of the Month



Treesen Pierson, Social Work

Categories:

- Academic Performance in Major
- Academic Achievement Outside the Classroom
- Engagement in Program
- Engagement in Profession and/or Field
- Leadership in Major and/or with Peers
- Upright Character and/or Professionalism

Nominator comments: Treesen is an outstanding social work student! She continuously demonstrates a professional and responsible character while excelling academically and during her current internship at St. Francis Ministries, an agency that supports TX families and children with foster care, therapy and adoption services! Treesen demonstrates not only her desire to

become an advocate in her community as a future social worker, but she represents the WTAMU Social Work program with great honor, compassion, integrity, respect and ethical standards.



Maddie Leochner, Criminal Justice – Policing

Categories:

- Academic Performance in Coursework/Grades
- Academic Performance in Major
- Community Service
- Engagement in Program
- Leadership in Major and/or with Peers
- Leadership in Community and/or Beyond
- Upright Character and/or Professionalism

Maddie is an exemplary student and an outstanding ambassador for the Criminal Justice Program. She consistently achieves high grades in her courses, regularly earns As, and demonstrates a genuine dedication to academic excellence. Maddie has been an integral member of the Criminal Justice Association (CJA) since arriving at WT in 2023 and currently serves as the organization's Vice President. Her commitment to the Criminal Justice Program is paralleled by her dedication to serving the broader community. Maddie helps lead a weekly Bible study at Hillside Church, showcasing her passion for mentorship and community engagement. Beyond her impressive academic achievements and leadership roles, Maddie embodies the qualities of kindness, integrity, and quiet strength. She exemplifies the values the Criminal Justice Program strives to cultivate in our students. Her unwavering dedication, character, and service-minded approach make her truly deserving of this recognition. We are proud and lucky to have her as a valued member of the Criminal Justice Program.



Riven Robinson, Psychology

Categories:

- Academic Performance in Coursework/Grades
- Academic Performance in Major
- Academic Achievement Outside the Classroom
- Engagement in Program
- Leadership in Community and/or Beyond
- Research Productivity
- Upright Character and/or Professionalism

Riven Robinson is an outstanding psychology student who excels academically while contributing to meaningful research aimed at reducing mental health stigma. As a McNair

Scholar and key member of the Social and Evolutionary Psychology Lab (SEPL), Riven has helped secure research grants and recently earned funding to support her own independent project. Riven also works as a student employee in the Terry B. Rogers College of Education and Social Sciences, where she has quickly become a trusted and valuable team member.

GRADUATION

STUDENTS

Planning to graduate in December 2025?

GRADUATION APPLICATIONS
OPENED FEBRUARY 15

In order to graduate, you **MUST**
complete a graduate application



Apply Now!

Spring 2025 Commencement

The ceremony for the Terry B. Rogers College of Education and Social Sciences will be at 10:00 a.m. on Saturday, May 17, 2025, at the First United Bank Center (FUB).

[Graduation | Commencement Information](#)

SCHOLARSHIPS



Charles Butt Foundation (CFB) scholarship applicants attended a luncheon where the EPP staff met with them to review expectations in the final stages of the application process. Twenty-two applicants were selected by the Education Faculty Screening Committee to forward to the CFB for consideration and an interview for opportunities to be awarded \$10,000 scholarships.

Charles Butt
SCHOLARSHIP FOR ASPIRING TEACHERS®

About the Charles Butt Scholarship for Aspiring Teachers

Charles Butt
SCHOLARSHIP FOR ASPIRING TEACHERS®

03:08

Scholarship Fund Established at WT in Honor of AISD's Loomis



The scholarship will be established with a \$25,000 endowment principal. Contributions to the scholarship are welcomed. Donations can be accepted online at wtamu.edu/one-west/give.html. Select "Give Now," and under "designation," type "Doug Loomis Scholarship." Gifts also may be made via check made payable to WTAMU Foundation for the Doug Loomis Scholarship. The mailing address is WTAMU Foundation, Box 60766, Canyon, TX 79016.

For more information, refer to the [press release](#).

Seven MPA Students Receive Scholarships

Dr. Darrell Lovell has announced that the Department of Political Science and Criminal Justice and Master of Public Administration program have awarded scholarships to seven MPA students based on their merit and scholarship applications. The following students have received awards:

- Jonathan Kraus
- Chelsey Cline
- Grace Shelton
- Alfredo Aleman
- Michael Burden
- Michael Ondruch
- Andrew Leftakes

Dr. Lovell encourages us to congratulate these students, saying, "These are well earned awards for some very good students that are great representatives of the program."

EDUCATORS

Buff Alumni at the Educators EXPO 2025



Career Fair Description

The **Educators' EXPO** provides an opportunity for future educators to meet and network with employers who may be interested in hiring them for full-time professional teaching opportunities. This year's EXPO was held in Legacy Hall on March 26th.

TBRCOESS STUDENTS IN ACTION

Spring 2025 Clinical Teaching Cohort



Doctor of Education in Educational Leadership Summer Immersion Experience



The annual summer immersion experience for doctoral candidates is scheduled for July 18-19. This year's event will feature nationally recognized speakers on topics of research, data analysis, leadership, rural education, and innovative approaches to educator preparation. The event will be held in the Happy State Bank Academic and Research Building, home of the Paul Engler College of Agriculture and Natural Sciences.

Political Science Student Plans to Study Abroad This Summer



Alison Sweeny, a Political Science major with an emphasis in Legal Studies will be participating in a study abroad program this summer. Alison plans to study at the University of Stirling in Stirling, Scotland. She will be enrolled in two courses titled *International Relations* and *Religion and Conflict*.

Alison is currently interning in Washington D.C. through the [Texas A&M University Public Policy Scholars Program](#) with Representative Keith Self, R-McKinney. (See [press release](#) for more information).

Alison is a graduate of Klein High School in Spring, Texas. She is a part of Chi Omega where she is the Career and Personal Development Chair, the Attebury Honors Program, Student Government Association where she is an Associate Justice, and the Pre-Law Student Association where she is the co-founder and Vice President. After graduation, Alison plans to attend law school with interests in agricultural, constitutional, and corporate law. After law school Alison plans to be a litigator and ultimately plans to become a judge.

Students Participate in NASPAA Competition Simulation

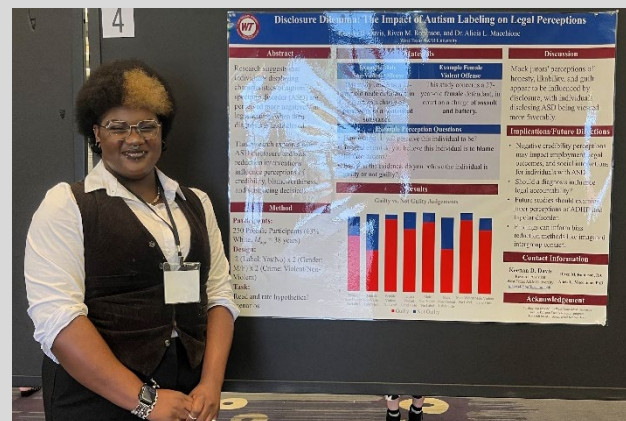
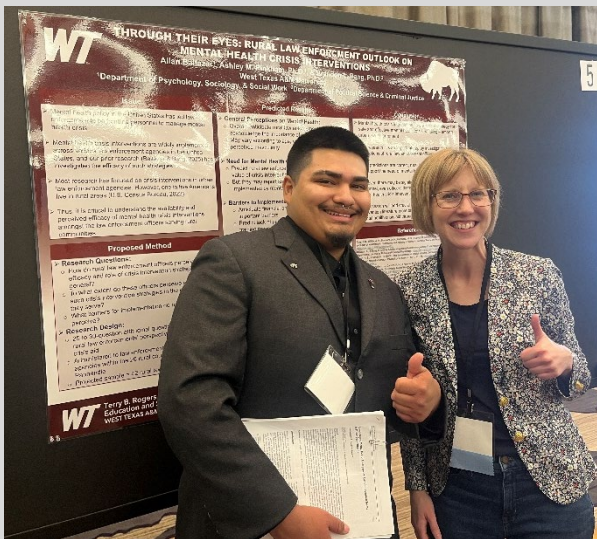
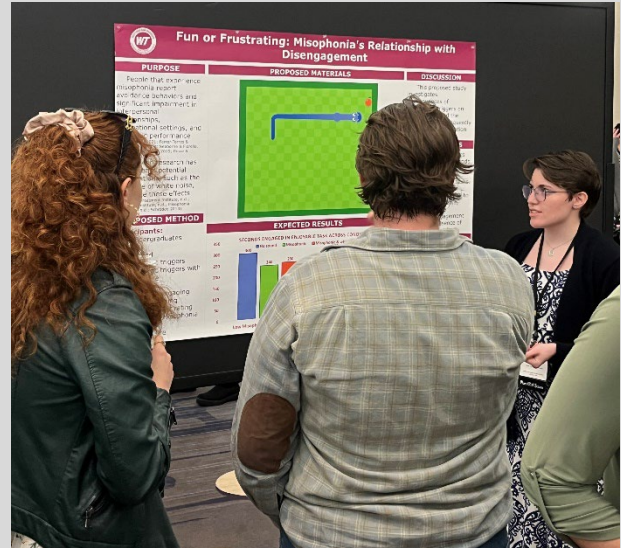
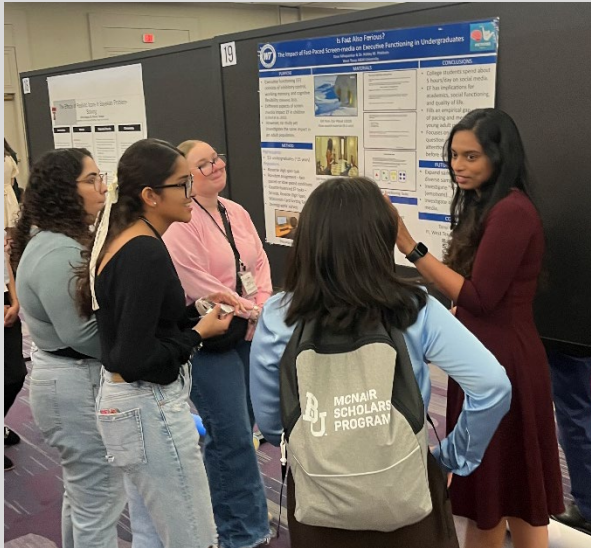
Under the guidance of Dr. Darrell Lovell and with the support of the PSCJ department, four students participated in the NASPAA Competition Simulation March 8th. This was a remote event where students were grouped with students from around the country to participate at one of seven different site competitions. Groups were given a scenario - for example, dealing with a pandemic - and were tasked with creating a response plan to address it.

Four WT students participated – Dustin Anderson (EMA student) and Andy Kraus, Theresa Daniels, and Jessica Acker from the MPA program. Andy's group advanced to his site finals as one of the top four teams based on their approach to a health pandemic.

Congratulations to all four participants!



Psychology Students Present Research at SWPA Conference



Political Science Students Gather for Movie Night



Dr. Piper Biery hosts movie nights inviting all Political Science students, and students from her Introduction to American Government classes. The goal is to support retention and community building within the program. These students were watching *Hidden Figures*. Afterwards they discussed the connections between *Hidden Figures* and the life of women in politics.



Bachelor of Social Work Conference

Students pursuing the Bachelor of Social Work degree had a great opportunity to interact with agencies in their field at the BSW conference on April 4th in Legacy Hall.



TAFE

Texas Association of Future Educators

Our local TAFE chapter led by Dr. Amy Carlson was scheduled to meet for Movie Night with pizza and popcorn on the evening of April 9th with plans to sort donated clothes from a professional clothing drive with Canyon ISD. However, word on the street is that they became so involved in the work connected to the clothing drive that they never made it around to watching the movie. That is exciting to have that level of enthusiasm for a service project!

STUDENT EMPLOYEE OF THE YEAR AWARDS PROGRAM

Over 70 students were nominated by various departments university-wide for the Student Employee of the Year Award. Each nominee was recognized at the awards program on April 7th. Nominees from the Terry B. Rogers College of Education and Social Sciences included the following:

Ximena Badillo, a junior education major from Wheeler

Keenan Davis, a senior psychology major from Amarillo

Ella Engel, a freshman criminal justice major from Chandler, Arizona

Monica Hernandez-Olivo, a graduate student in school counseling from Dumas

Anna Holcomb, a senior psychology major from Amarillo

Tex Houseal, a senior psychology major from Amarillo

Noah Koetter, a sophomore criminal justice major from Windthorst

Casen Lucas, a senior political science major from Lubbock

Landrey Posey, a sophomore psychology major from Amarillo

Anthony Sarmiento, a graduate student in school psychology from Big Spring

Avery Shelton, a junior social work major from Amarillo

Abdl-Ille “Mohammed” Tajjiou-Noble, a sophomore education major from Wiesbaden, Germany

Noah Wolff, a junior criminal justice major from Pampa

For more information about the event, see the [press release](#).

PARTNERSHIPS



"We're putting rural education on the map."

Rural schools educate 20% of America's students, but the vast majority of education resources and innovation are focused in urban areas.

WE START WITH SCHOOLS, BUT WE DON'T STOP THERE

Collegiate Edu-Nation is a non-profit organization engaging whole communities to reinvigorate education, revitalize local economies, and reimagine what's possible for rural America. We're preparing rural communities to connect and thrive in a fast-moving future.

Pictured from left to right are Dr. Kim Alexander, Founder; Dr. Rachel McClain, President; Kimberly Mouser, Instructional Coach, and Dr. Gary Bigham, Regents Professor and Dean of the Terry B. Rogers College of Education and Social Sciences, West Texas A&M University.



This photo was taken at a Carnegie convening at Albuquerque, NM where the top 10 performers nationwide were gathered to share best practices and innovative approaches in preparing secondary students for post-secondary endeavors.

Collegiate EduNation was selected by the Carnegie Corporation as one of the top 10 performing non-profit organizations nation-wide focused on post-secondary readiness. Our college partners with CEN in several ways, but most notably by serving as their Educator Preparation Program of choice in their Teach Where It Matters (TWIM) program.

INSTRUCTIONAL TECHNOLOGY

Canvas Course Migration Training

All summer courses will be in Canvas. Students will gain access to their Summer 1 Canvas courses on May 30th. All faculty scheduled to teach online courses this summer should be preparing NOW for the LMS transition from Blackboard to Canvas by completing **all three** Canvas Course Migration Trainings before the end of March.

The first three workshops, in sequential order, are listed below:

- ① First Steps in the WTClass Canvas Migration Workshop
- ② WTClass Canvas: Understanding and Preparing Migrated Content Workshop Part 1
- ③ WTClass Canvas: Understanding and Preparing Migrated Content Workshop Part 2

Training Records indicate the following training attendance for our college thus far:

First Steps	Part 1	Part 2
42	34	31

Clean-up of online course migrations WILL BE NECESSARY.

Although IT is doing everything they can to cleanly transfer data for a smooth transition, it will not be a perfect mirror image of your Bb courses and you will need time to clean them up **before** the summer term begins. Click on the PDF icon to access the workshop calendar document and click the registration button to enroll in the trainings you need.



Register for Training

Faculty **not teaching this summer** have the convenience of delaying enrollment in the *First Steps in the WTClass Canvas Migration Workshop* until April through July.

Ramifications of Bb to Canvas Migration on Incompletes

ATTENTION!

The migration from Bb to Canvas will affect students with incompletes and faculty who assign grades of I. Faculty and students with incompletes will lose all access to any Blackboard content after Aug. 31st. This means faculty will have to migrate and develop the content housed your Spring Bb course to Canvas so students can continue to access content. Accordingly, faculty should strongly consider the implications of agreeing to assign incompletes this semester. If an incomplete is justified, faculty are advised to set a completion date on the Incomplete Contract no later than **June 30th**. This will allow you two weeks to complete your grading in Bb with a small amount of cushion remaining before access to Bb is lost.

Procedures for Assigning Incompletes

Procedures for assigning a grade of incomplete changed in the Spring 2023 semester. The procedure is as follows:

- Professors will not submit a grade of incomplete when posting grades at the end of the semester. The Registrar's office will post the grade of Incomplete once a contract form has been completed (see below for more detail about the process).
- The professor and student will have a conversation concerning a grade of incomplete.
 - Items to consider when determining if an incomplete should be granted.*
 - Has the student completed a significant (60%) portion of a course, but still needs to complete a project, an assignment or two, take an exam, etc.)?
 - Is the student currently passing the course? If not, is a grade of incomplete a realistic option?
 - A grade of incomplete cannot be issued prior to the drop/withdrawal date for the semester.
 - An incomplete cannot be issued when a student will need to retake the entire course.
 - Incompletes must be approved by the department chair/direct supervisor.
 - The student will not be allowed to drop the course and may not receive a grade of X once an incomplete has been granted.
 - There is a place on the contract to allow WTClass access for course completion.
 - **The student will have no more than 4 months to complete the contract.**
 - During this conversation, the professor will notify the student that an incomplete contract will be submitted by the professor on behalf of the student. The student will receive an email notifying them the contract is available for student approval.
- The professor will submit an incomplete contract via the Contract for Incomplete Form that will be added soon to the Registrar's Office website. Staff from the Office of the Registrar will post the grade of incomplete that will expire within 14 days should the student not accept the terms of the contract.
- The student will review the terms of the contract. If s/he agrees to the terms of the contract, the student will submit their approval.

NOTE: In cases where the student is not available to approve contract, the professor should work with the Registrar to develop a plan to assist the student.
- After the student agrees to the terms of the contract, the Department Chair/Direct Supervisor will receive a notice via email and will need to approve the incomplete contract.
- Department Chair/Direct Supervisor approval sends the contract to the Registrar's Office where the expiration date will be updated according to the terms of the contract.
- If the student needs access to WTClass, a copy of the contract will be sent to ITSC for granting access, the student and professor will be notified when the course is available.
- Once the student completes the terms of the incomplete, the professor will submit a grade change form found at grade change form.
 - If a grade change is not submitted by the time the incomplete grade expires, the grade will be converted to an F.

Department Chair/Direct Supervisor: If you deny an incomplete, contact the professor to discuss the reasons for the denial, what steps s/he should take to notify the student and that a grade change form will need to be submitted to post the official grade.

WELCOMING NEW MEMBERS TO THE TEAM

Administrative Associates Join the Dean's and Department Heads' Office Suites



A hearty welcome to Deanna Moore and Misty MaGouirk!

Deanna serves as the Executive Administrative Associate for the College and Misty serves as the Administrative Associate for the Departments of Education, Political Science and Criminal Justice, and Psychology, Sociology, and Social Work.



We are glad you are here!

3rd Year Review, Promotion, and Tenure

From the Office of Academic Affairs:

A meeting has been scheduled for **Thursday, April 24, 2025 at 2:30 pm in OM 203** for faculty members applying for promotion or promotion and tenure in Fall 2025 **and** for faculty members who are scheduled for third year review in Fall 2025. Faculty in their fourth year of probationary appointment may attend for informational purposes. Preparation procedures will be discussed and questions will be answered concerning promotion, promotion and tenure, and third year review. While this meeting is not mandatory, it is highly recommended for those who intend to apply for promotion/tenure or third year review. Direct supervisors are also encouraged to attend.

Portfolios will not be due for submission to direct supervisors until September, 2025; however, it is hoped that this meeting will help provide faculty ample time for preparation. If you cannot attend, we can arrange a time to meet after this date to review the items that were discussed at the meeting.

WT **AMY ANDERSEN, Ed.D.** **ASSOCIATE PROVOST
PROFESSOR OF EDUCATION
OFFICE OF ACADEMIC AFFAIRS**
806.651.2931 | aandersen@wtamu.edu | wtamu.edu
FOLLOW AND TAG US ON SOCIAL MEDIA.

COMPLIANCE CORNER

Severe Weather Information

As we move into the spring months in the Texas Panhandle, the potential for severe weather increases. As such, it is important for all WTAMU students, faculty, and staff to know what to expect in the event severe weather moves across the high plains.

In the Texas Panhandle, the months of April, May, and June are typically the worst months for thunderstorms, hailstorms, and tornadoes. As severe weather season approaches, please take some time to plan your actions should a severe weather alert be issued.

Required Employee Trainings

In accordance with TAMUS Regulation 33.05.02, all System employees are required to take select trainings. When these trainings are not completed by their assigned due date, the employee is considered noncompliant. If an employee does not meet the deadline, noncompliance results in the following: staff and faculty will lose Network Access and must contact IT and HR to regain access and complete trainings, student employees, staff technicians and camp workers will be terminated immediately. As well, staff who are late on assigned training will be ineligible for merit that year, should merit be available. It is important to ensure that you, along with any employees you supervise, stay up to date on training completion. If you have questions regarding training compliance, course assignments, or technical issues with Train Traq, please contact Megan Groff at mgroff@wtamu.edu or call 806.651.2115.

All faculty, staff, and students are strongly encouraged to download the Safe Zone app on all personal mobile devices. Doing so allows users to receive WTAMU issued emergency alerts and safety information directly on cell phones and other mobile devices. Alerts are issued via emails, text messages, and push notifications. Additional information regarding SafeZone is available online at <https://safezoneapp.com/>. SafeZone app is available to download on [Apple](#) and [Android](#) devices. This service is easy to use and contains many other great safety features.

SCHOLARLY PRODUCTIVITY

Presentation



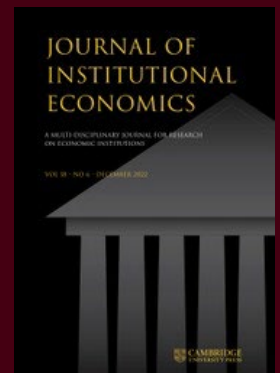
Dr. Jenifer Kunz presented her paper titled *Stratified Greetings: Exploring Social Boundaries in Christmas Card Exchanges with Unknown Senders* at the National Social Science Association meeting in Las Vegas.



Publication



Dr. Kal Demerew recently published a co-authored paper entitled "Toward Polycentric Federalism" in the Cambridge Core Journal, *Journal of Institutional Economics*. It is available open access [here](#).



Grant



Dr. Kal Demerew also was recently awarded a Governing Deep Differences Grant from the University of Pittsburgh to conduct summer field research in Ethiopia and Rwanda, as part of his book project *Economic Freedom and Self-Governance in Africa* (under contract with Routledge).

PROFESSORSHIPS

Professorship Established at WT in Honor of AISD's Loomis



The professorship, established with funds from an anonymous donor, creates a \$125,000 endowment.

For more information, refer to the [press release](#).

Terry B. Rogers College of Education and Social Sciences Endowed Chairs and Professorships

Endowed Chairs and Professorships in the college strengthen the University's foundation of academic excellence by expanding opportunities for exceptional faculty members by providing additional resources for teaching, meaningful scholarship, and professional development. Endowed Chairs and Professorships provide the University with a valuable tool for recruiting and retaining exceptional faculty members. Funds generated from the endowment allow the University to reward scholarly excellence and encourage research while enhancing program growth and development.

The Loomis professorship will add to the 16 previously established professorships in the Terry B. Rogers College of Education and Social Sciences.

Visit the [Endowed Chairs and Professorships](#) page of the Terry B. Rogers College of Education and Social Sciences website to learn more.

Peer-Reviewed Publications of TBRCOESS Faculty in 2024

Education Faculty

- Behl, M., Green, L. A., Garcia, B. A., Laux, J. (2024). Learning from the pandemic: School counsellor experience during the pandemic in the United States. *Journal of Psychologists and Counselors in Schools* 34(3), 319-333. <https://doi.org/10.1177/20556365241268897>
- Bigham, G. D. (2024). Learner-centered human resources leadership and management. In J. A. Vornberg, Y. Oliveras-Ortiz, & N. Templeton (Eds.), *Texas public school organization and administration: 2024* (19th ed., pp. 573-620). Kendall-Hunt.
- Bigham, G. D., & Barbosa, R. (2024). Human capital. In J. A. Vornberg, Y. Oliveras-Ortiz, & N. Templeton (Eds.), *Texas public school organization and administration: 2024* (19th ed., pp. 209-258). Kendall-Hunt.
- Garcia, B. A., Shin, M., Clifton, A. R., Bingham, T. L., Coneway, B. K., & Hughes, C. D. (2024). Journey for crafting excellence: West Texas A & M University teacher educator standards development and implementation of standards for rural educators. *Texas Forum of Teacher Education*, (15). 20-36.
- Hindman, J. & Hwang, S. (2024). Critical Issues in Multilingual Education Through Strategic Research. *The Journal for the Advancement of Educational Research International*. 15 (1), 62-71.
- Hwang, S. (2024). Enhancing Emergent Bilingual (EB) Learners' Performance on the STAAR Test: Strategies for Success with Constructive Response Questions (CRQs). *Texas Journal of Literacy Education*, 11 (2), 34-54. <https://www.talejournal.com/index.php/TJLE/issue/view/11/23>
- Hooper, H. H. & Denham, J.C. (2024, December). The effects of leisure time and traveling on retaining quality rural educational leaders. *Global Journal of Tourism, Leisure, and Hospitality Management* 2 (3). 001-002. [DOI:10.19080/GJTLH.2024.02.555589](https://doi.org/10.19080/GJTLH.2024.02.555589)
- Lisic, E., Garcia, B. A., & Clifton, A. R. (2024). Improving educator preparation through boundary spanning and collaboration with pk-12 Partners in boundary-spanning in school-university partnerships. Information Age Publishing (IAP).
- Nix, J. V., & Song, L. M. (2024). Political savviness. In R. Lindbeck and V. Nix (Eds.) *Workplace leadership*, (First edition, pp. 235-244). Cognella.
- Ramos Salazar, L., & Peebles, S. (2024). The role of probation/parole officer communication orientation and supportive relationships on female offenders' occupational self-efficacy. *Victims & Offenders*. (IF: 1.4)

Education Faculty - Continued

- Ramos Salazar, L., Peeples, S., & Brooks, M. L. (2024). Generative AI ethical considerations and discriminatory biases on diverse students within the classroom. In *The Role of Generative AI in the Communication Classroom*, IGI Global.
- Ramos Salazar, L. Weiss, A., Yarbrough, J.R., & Sell, K. (2024). The effects of COVID-19 risk, gender, and self-compassion on the workplace cyberbullying and job satisfaction of university faculty. *Journal of Social Psychology*, 1-20.
- Ramos Salazar, L. Weiss, A., Yarbrough, J.R., & Sell, K. (2024). Cyberbullying of university faculty: An examination of prevalence, copying, gender, and personality factors. *Computers in Human Behavior*. 155.
- Simmons, M., Shin, M. & Hart, S. (2024). Texas Dyslexia Legislative Updates Influence on Identification Rates. *Texas Education Review*, 12(2), 6-24. <https://doi.org/10.26153/tsw/51997>
- Shin, M., Hart, S. L., & Simmons, M. (2024). Meta-analysis of single-case design research: Application of multilevel modeling. *School Psychology*, 39(6), 625- 635. <https://doi.org/10.1037/spq0000637>
- Thacker, B., Hart, S. L., Wipfli, K., & Wang. J. (2024). Development of free-response questions to assess learning assistants' PCK in the context of questioning. *Research in Science Education*. <https://doi.org/10.1007/s11165-024-10203-3>
- Wang, J., Wang, Y., Thacker, B., Wipfli, K., & Hart, S. (2024). Unveiling the influence of pedagogical content knowledge in questioning on college students' conceptual learning of introductory physics. *Physical Review Physics Education Research*. 20, 020122.
- Weiss, A., Williams, J., & Whaley, S. B. (2024). Teaching McCarthy's *All the Pretty Horses* in the (Texas) High School English Classroom. *English in Texas*, 54 36-45.

Social Sciences Faculty

- Mohaqeqi Kamal, S., H., **Makki Alamdari, S.**, Basakha, M., Zanjari , N., Harouni, G., G. (2024). Measuring social well-being among the older adults: Introducing a composite index. *УСНПЕХИ ГЕРОНТОЛОГИИ (Advances in Gerontology)*, 37(3):187-197. <https://pubmed.ncbi.nlm.nih.gov/39139110/> DOI: 10.34922/AE.2024.37.3.004
- Demerew, K.** 2024. "Can Institutions Explain Mass Violence? Amhara 'Settler' Discourse and Ethiopia's Ethnic Federalism." *Nations and Nationalism* 30(3), 493-509. DOI: 10.1111/nana.13004.

Social Sciences Faculty - Continued

- Demerew, K.** 2024. "Contractualism in Post-Colonial State-Building: A Liberal Approach to Sovereignty and Governmentality." *Review of Austrian Economics*. DOI: [10.1007/s11138-024-00640-8](https://doi.org/10.1007/s11138-024-00640-8).
- Partaw, A. and **Demerew, K.** 2024. "Institutional Logic of Fragile States: Afghanistan and South Sudan in Comparative Perspective." *Journal of the Middle East and Africa* 15(4), 371-395. DOI: [10.1080/21520844.2024.2415182](https://doi.org/10.1080/21520844.2024.2415182). (with A. Murid Partaw)
- Demerew, K.** 2024. *Book Review: Haile Selassie I, Emperor of Ethiopia* by Nigusie Kassaye W. Michael. Lanham, MD: Lexington Books, 2023. *Africa Today* 70(4), 109-111. DOI: [10.2979/at.0018](https://doi.org/10.2979/at.0018).
- Dolamore, Stephanie, Rachel Emas, Peter Jones, **Darrell Lovell**, Geoffrey Whitebread, Rashmi Chordiya, & Del Bharath, (2024). "Self-Perceptions by Students in Public Administration Graduate Education: Dismantling the Impostor Syndrome and Promoting Student Engagement," *Journal of Public Affairs Education*, 30(4), 560-587.
- Macchione, A.L.**, Sacco, D. & Brown, M. (2024). Comparing the efficacy of two inclusivity interventions on willingness to invest in female- versus male-led STEM and non-STEM companies. *Journal for STEM Education Research* 8, 179–198. <https://doi.org/10.1007/s41979-024-00136-x>
- Sacco, D. F., Namuth, A. J., **Macchione, A. L.**, & et al. (2024). Differences in support for retractions based on information hazards among undergraduates and federally funded scientists. *Journal of Academic Ethics*, 22, 505–520. <https://doi.org/10.1007/s10805-024-09505-y>
- Bruton, S. V., **Macchione, A. L.**, Brown, M., & et al. (2024). Citation ethics: An exploratory survey of norms and behaviors. *Journal of Academic Ethics*. <https://doi.org/10.1007/s10805-024-09539-2>
- Welch, Reed L.** 2024. "Strangers and Foreigners or Fellow Citizens with the Saints? How Leaders of The Church of Jesus Christ of Latter-day Saints Have Portrayed Immigration Over Time." *Journal of the Mormon Social Science Association* 2(1): 91-108. <https://doi.org/10.54587/JMSSA.0204>



The Terry B. Rogers College of Education and Social Sciences was VERY WELL represented at this year's Faculty and Student Research Poster Session and Research Fair!

Faculty Presentations

Clark, E.M., & Butkovich-Kraus, N. M. – For Your Freedom and Ours: Ukrainian Refugee Integration in Poland.

Hatala, E., Simmons, M., & Shin, M. – Practices and Preferences Using the WJ-IV Battery in Culturally/Linguistically Diverse Evaluation [Richard and Mary West Traylor grant recipient].

Hwang, S. – STAAR CRQ Strategies for Emergent Bilingual (EB) Learners.

Hwang, S., Ortiz, E, & Starks, K. – Refugee ESL Program at Catholic Charities [Amarillo Area Foundation grant recipient].

Kim, H., & Hiranuma, N. – Scientific Imagination: Investigation Science Fiction for Children [Terry B. Rogers College of Education and Social Sciences Faculty Research Award].

Kim, S. – Refugees' Perceptions of Law Enforcement and Fear of Crime [Killgore grant recipient].

Ramos-Salazar, L., Solis, O., & Peeples, S. – Personal Finance and Parental Financial Socialization: Predictors of College Students' Financial Behaviors.

Ramos-Salazar, L., Peeples, S. L., Brooks, M. E., & Sirisilla, H. – The ChatGPT Learning Challenges and Benefits of Diverse Students in Higher Education [Killgore grant recipient].

Rausch, John David, Jr; Rausch, Mary Scanlon - Religious Diversity and Voter Support for Marijuana Legalization

Song, Lan "Misty"; Nix, Vance - A transformative Mixed-Methods Study: Legitimizing Affective Learning Outcomes Assessment

<https://www.wtamu.edu/news/2025/03/20th-annual-fair-spotlights-faculty-student-research.html>

Student Presentations

Baltazar, Allan - Graduate Student, Terry B. Rogers College of Education and Social Sciences
Through Their Eyes: Rural Law Enforcement Outlook on Mental Health Crisis Interventions

Bigirimana, Claude - Graduate Student, Terry B. Rogers College of Education and Social Sciences
Uncovering Hidden Bias: How Subtle Discrimination Shapes Careers of Diverse Candidates

Canada, Logan - Senior, Terry B. Rogers College of Education and Social Sciences
Inclusive STEM = Stronger STEM: Reducing Bias Against LGBTQ+ Workers

Clendennen, Kiley - Graduate Student, Terry B. Rogers College of Education and Social Sciences
Engaging and Escaping Through Erotica: Exploring the Pros and Cons of Reading Erotic Literature

Corey, Hadassah - Senior, Terry B. Rogers College of Education and Social Sciences
Pick Me, Choose Me: Self Disclosure in Dating Profile First Impressions

Davis, Keenan and Riven Robinson - Senior, Terry B. Rogers College of Education and Social Sciences
Diagnostic Disclosure Among Individuals with Autism

Gil, Sarah - Senior, Terry B. Rogers College of Education and Social Sciences
Investigating Body Image and Self-Esteem Levels in WT Dance Students

Haynes, Michael - Graduate Student, Terry B. Rogers College of Education and Social Sciences
Identifying Mentor Characteristics Attributed to Mentee Success Through the Perspective of Early Career County Extension Agents in Texas

Houseal, Tex - Senior, Terry B. Rogers College of Education and Social Sciences
Fun or Frustrating: Misophonia's Relationship with Disengagement

Humeniuk, Olha - Graduate Student, Terry B. Rogers College of Education and Social Sciences
Combating Gender and Beauty Biases in Workplace Success

Jones, Stephanie Ann - Graduate Student, Terry B. Rogers College of Education and Social Sciences
The Politicization of Higher Education Philanthropy in the United States: A Modified Delphi Study

Karnezis, Brittany - Graduate Student, Terry B. Rogers College of Education and Social Sciences
An Experimental Study of the Effectiveness of a Reflective Peer Group for Reducing Vicarious Trauma in Student Affairs Staff

Kraus, Andy - Graduate Student, Terry B. Rogers College of Education and Social Sciences
Communicating Urban Planning Initiatives: Insights From Three Cities

Mhapankar, Tanvi - Graduate Student, Terry B. Rogers College of Education and Social Sciences
Is Fast Also Furious? The Effect of Media Pacing on Executive Functioning

Prock, Chris - Graduate Student, Terry B. Rogers College of Education and Social Sciences
Leadership and Job Satisfaction: Insights from Higher Education

Sellinger, Rhiannon - Senior, Terry B. Rogers College of Education and Social Sciences
Respect Your Elders and Veterans ... or Not? Investigating the Permissibility of Their Social Norm Violations

Skidgel, Khara - Graduate Student, Terry B. Rogers College of Education and Social Sciences
Integrating Design Thinking in Special Education Leadership: A Delphi Study

Stilwell, Abigail - Senior, Terry B. Rogers College of Education and Social Sciences
The Privilege to the Exploited: Marginalization, The Social Safety Net, and the United States Military

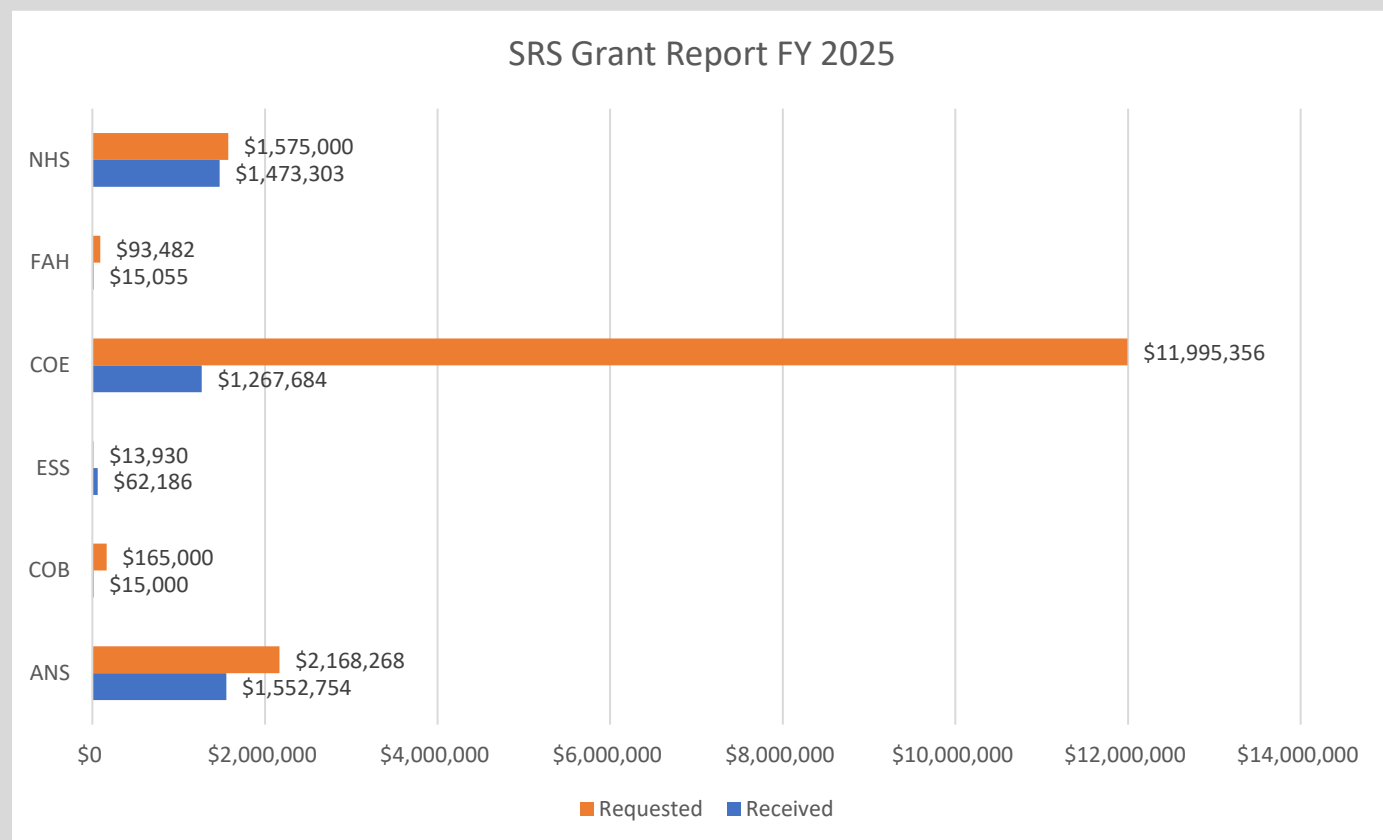
Williamson, Collin - Senior, Terry B. Rogers College of Education and Social Sciences
Political Parties in Taiwan and the Effects of East Asian Nationalism
(*President's Undergraduate Student Research Grant Recipient*)

More student research than any other College!

Not only that, but more than ALL other Colleges put together!

Sponsored Research Services Grant Report

Steve McLean, Director of Sponsored Research Services, reported the following for FY 2025:



Note: FY 2025 proposal and award activity spans September 1 through March 31, 2025

OUTREACH

Center for Learning Disabilities

The Center for Learning Disabilities (CLD) hosts Community Workshops throughout the academic year. The line-up for 2025 is as follows:

May 5	Transition to College Panel: Advocacy and Recommendations from College Students' Lived Experiences
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Social Work Program Co-Sponsors Event

The Social Work program co-sponsored an event with the Amarillo Mental Health Professionals.



Thank you!

We appreciate everyone who joined us for coffee and conversation at the **Amarillo Mental Health Professionals and WTAMU Social Work Program event**, and for kicking off the 50th anniversary of the BSW program

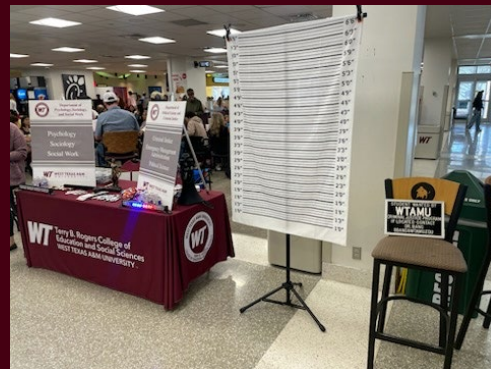
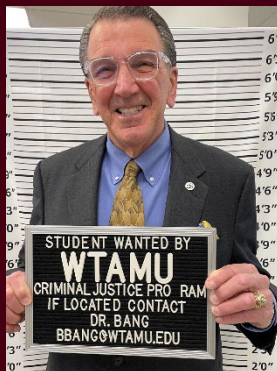
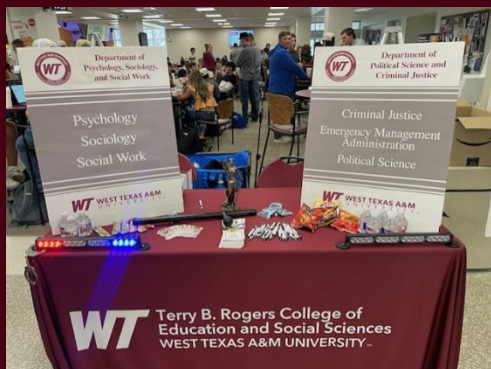


Student Recruitment Events

On March 28th, high school FFA students from across the region participated in Career Development Events hosted by the Department of Agriculture. Our friends in the Department of Agriculture invited colleges to join them to recruit students to WT. Drs. Denton and Welch proudly represented our college in the Ag Complex.



Dr. Bang's Mugshots continue at various events...



April 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Registration opens: Graduate Students <hr/> 2:00: IRB and IACUC Submission Deadline	2 Registration opens: Seniors	3	4 Buffalo Roundup <hr/> Registration opens: Juniors <hr/> Transfer student registration day	5
6	7 CLD Community Workshop Registration opens: Sophomores	8	9 Registration opens: Freshmen	10	11 Buffalo Roundup IT Maintenance	12
13	14	15 2:00: IRB and IACUC Submission Deadline Financial Aid Application Priority Deadline	16	17	18 Good Friday; No Classes; University Open	19 Fall Graduation Application Available
20 Easter	21	22	23	24 2:00: 3 rd year and P&T meeting; OM 203	25 Buffalo Roundup <hr/> Application Deadline: Undergraduate Admissions <hr/> 11:00: Induction/Mentoring Meeting; OM 210	26
27	28	29	30			

Academic Affairs Calendar

Academic Calendar (Registrar)

May 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 August Graduation Deadline Application Deadline; International Students	2 Buffalo Roundup	3
4	5 CLD Community Workshop	6 10:00: ARMR Meeting; OM 207	7 Last Class Day	8 Dead Day 10:30: Faculty Spring Address	9 Finals  ----- Application Deadline; Undergraduate Admissions Deadline for Grad Degree Candidates to submit thesis	10 
11	12 Finals 	13	14 Deadline for degree candidates to submit official transcripts; finish incomplete grades	15  2:00: IRB and IACUC Submission Deadline	16 Waitlists close 10:00: Commencement ; FUB; FAH & COE 2:00: Commencement ; FUB; ANS & NHS	17 10:00: Commencement ; ESS 2:00: Commencement ; COB
18	19 9:00: Grades Due First Class Day; May Intersession	20 Census Date	21 School Board Workshop	22	23 IT Maintenance 	24 
25	26 Memorial Day; University Closed	27	28	29 NSO – All Colleges  Last day to drop/withdraw w/ grade of X	30  Waitlists close	31

Academic Affairs Calendar

Academic Calendar (Registrar)