



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**Research and Scholarship  
2016-2018**



**Mike O'Brien**  
*Provost and Vice President  
for Academic Affairs*

Dear colleagues:

Once again, our faculty members have demonstrated their commitment to making Texas A&M–San Antonio a world-class university—one where quality research and creative achievement are part and parcel of undergraduate and graduate education. This quality is evident in every aspect of what we do here, from classroom instruction, to service and outreach, and, of course, to research. As I noted last year, I cannot imagine an institution of higher learning that doesn't emphasize research and creative activity because it's as much a part of educating undergraduate and graduate students as is lecturing to a class of thirty or holding a seminar discussion.

Our students and their parents are becoming smart consumers of what's being offered at colleges and universities, and they are interested in whether a school consistently places its most valued scholars in front of undergraduates. Great point because it gets at what I believe a great university does: puts the best and brightest faculty members in the classrooms and labs and gets students involved with what the faculty members are doing. Professors who seek new knowledge through research and creative activity are the most current in their fields of expertise and are able to assimilate and disseminate the latest information in theory and practice. That's what parents and students want and that's what we deliver.

As a scientist who is heavily involved in research and publication, I am proud to be both the provost of A&M–San Antonio as well as a faculty member. Please read through this book to see what your colleagues have been up to.



## Research & Scholarship

Faculty at Texas A&M-San Antonio have many responsibilities including a primary focus on teaching. Faculty are also scholars who do research and incorporate their research into teaching and publishing in academic and professional journals and books. Additionally, they are involved in service to the university, community, and their academic disciplines. I am proud of their accomplishments as scholars and researchers and the excitement generated by their discovery, analysis, action, and application. The works of our faculty are found in a wide variety of refereed professional journals, books, and chapters in books. Whenever one of our faculty publishes a manuscript, the name of our university is highlighted and shines a little brighter. We are going to continue to shine as we become a destination university with a continuing recognition that “The world is our campus, starting on the south side!”

This brochure represents a compilation of publications by members of the faculty from 2016 through August 2018. Thanks to our faculty for their impressive work!



**Brent M. Snow**

*Director, Graduate Studies & Sponsored Programs*

*Emeritus Provost & VP for Academic Affairs*

*Professor, Counseling & Psychology*

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## Research & Scholarship



**Mirley Balasubramanya**  
*Dean, College of Arts and Sciences*

The contributions of faculty members in the College of Arts and Sciences accelerated during the past two years. Each of the fields in our college, especially biology, criminology, English, history, mathematics, political science, psychology, and sociology, is well represented in the contributions for 2016—2017. This is a testament to the enthusiasm and zeal with which our scholars have pursued their work. This bulletin provides a useful introduction to the current interests of our faculty. Hopefully it will spur collaborations across the disciplines.

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- Greene, T. A.** (2017). Softening the heart, eliciting desire: Experiencing music in a Carolingian monastery. In E. Wheatley and M. Miller (Eds.), *Emotions, Communities, and Difference in Medieval Europe: Essays in Honor of Barbara H. Rosenwein* (pp. 46–58). New York: Routledge.
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**Westermann, E. B.** (2016). Stone cold killers or drunk with murder? Alcohol and atrocity in the Holocaust. *Holocaust and Genocide Studies*, 30, 1–19.

**Wise de Valdez, M. R.** (2017). Mosquito species distribution across urban, suburban, and semirural residences in San Antonio, Texas. *Journal of Vector Ecology*, 42, 184–188.

## Research & Scholarship



**Tracy Hurley**

*Dean, College of Business*

College of Business faculty have had a diverse publication record over the last few years. Research interests include case studies, book chapters, and applied peer-reviewed research across business and computing disciplines to include accounting, finance, international, innovation, entrepreneurship, marketing, information security, economics, and leadership.

With the Association to Advance Collegiate Schools of Business accreditation self-study underway, faculty in the college are stepping up both the rigor and the impact of their research through a collaborative, team-based approach to collective research. This innovative approach will help develop specific areas of research that will elevate the expertise of faculty at A&M-San Antonio on a global stage.

### **College of Business Faculty Publications**

*(Texas A&M University-San Antonio Faculty in Bold)*

**Alsmadi, I.** (2018). Cyber security education based on NICE framework: Issues and challenges. *ISACA Journal*, <https://www.isaca.org/Journal/archives/2018/Volume-4>.

Al, A., Martínez-Ballesté, A., & **Alsmadi, I.** (2018). Regions-of-interest discovering and predicting in smartphone environments, pervasive and mobile computing. *Elsevier*, 47, 31-53.

**Alsmadi, A.**, Abdallah, K., & Dianxiang, X. (2018). Network slicing to improve multicasting in HPC clusters. *Cluster Computing*, 1-14, doi.org/10.1007/s10586-017-1561-5.

Aleroud, A., & **Alsmadi, I.** (2018). Identifying cyber-attacks on software defined networks: An inference-based intrusion detection approach. *Journal of Network and Computer Applications*, 80, 152-164.

**Alsmadi, I.**, Burdwell, R., Aleroud, A., Wahbeh, A., Al-Qudah, M., & Al-Omari A. (2018). *Practical Information Security: A Competency-Based Education Course*, New York City, New York: Springer.



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Zarrad, A., & **Alsmadi, I.** (2017). Evaluating network test scenarios for network simulators systems. *International Journal of Distributed Sensor Network*, 13 (10), doi.org/10.1177/1550147717738216.

**Alsmadi, I.**, & Bettayeb, S. (2017). Protein interaction based features' extraction. *International Journal of Bioinformatics Research and Applications*, 13, 200–213 .

Akour, M., **Alsmadi, I.**, & Alazzam, I. (2017). Software fault proneness prediction: a comparative study between bagging, boosting, and stacking ensemble and base learner methods. *International Journal of Data Analysis Techniques and Strategies*, 9, 1–16.

**Alsmadi, I.** (2016). The Integration of Access Control Levels Based on SDN. *International Journal of High Performance Computing and Networking*, 9, 281–290.

Al-Kabi, M. N., Al-Ayyoub, M. A., & **Alsmadi, I.**, & Wahsheh, H. A. (2016). A Prototype for a Standard Arabic Sentiment Analysis Corpus. *The International Arab Journal of Information Technology (IAJIT)*, 13(1A), 163–170.

**Alsmadi, I.**, & Karabatis, G. (2016). *Information Fusion for Cyber-Security Analytics (Studies in Computational Intelligence)*, New York City, New York: Springer.

McGovern, E., Luna-Nevarez, C., & **Baruca, A.** (2017). Utilizing mobile devices to enrich the learning style of students. *Journal of Education for Business*, 92, 89–95.

De la Vina, & **Black, S. L.** (2018). U.S. Equity crowdfunding: A review of current legislation and a conceptual model of the implications for equity crowdfunding. *Journal of Entrepreneurship*. 27, 83–110.

Rudy, B. & **Black, S. L.** (2016). Attack or defend? The role of institutional context on patent litigation strategies. *Journal of Management*, 44 (3), 1226–1249.

**Black, S.** (2017). How to crowdfund your venture. In P. Miesing & M. Aggestam (Eds.), *Educating Social Entrepreneurs: From Idea Generation to Business Plan Formulation* (pp. 173–176). New York: Business Expert Press.

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**Black, S. L.** (2017). HRIS and social media. In M. J. Kavanaugh & R. D. Johnson (Eds.) *Human Resource Information Systems* (4<sup>th</sup> ed.), (pp. 444–462). Thousand Oaks, Calif.: Sage.

**Black, S.,** & Birmingham, C. (2017). Native American leadership. In D. M. Kennedy, S. Verbos, C. Birmingham, S. Black, D. Stewart, & J. Gladstone (Eds.), *Native American Business Practices* (pp. 123–141). Seattle: University of Washington Press.

**Black, S. L.,** & de la Viña, L. Y. (2017). Equity crowdfunding. In P. Miesing, & M. Aggestam (Eds.), *Educating Social Entrepreneurs: From Idea Generation to Business Plan Formulation* (vol. 2), (pp. 143–160). New York: Business Expert Press.

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Verbos, A., & **Black, S. L.** (2017). Benefit corporations as a distraction: An overview and critique. *Business and Professional Ethics Journal*, 6, 229–267.

**Black, S. L.,** Washington, M. L., & Schmidt, G. B. (2016). How to stay current in social media to be competitive in recruitment and selection. In R. N. Landers & G. B. Schmidt (Eds.), *Social Media in Employee Selection and Recruitment* (pp. 197–219). New York: Springer.

Cox, C. B., Young, F., **Guardia, A.** & **Bohmann, A. K.,** (2017). The Baby Boomer Bias: The negative impact of generational labels on older workers, *Journal of Applied Social Psychology*, DOI: 10.1111/jasp.12491.

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- Rahman, S.** (2018). The Lucas Hypothesis on monetary shocks: Evidence from a GARCH-in-mean model. *Empirical Economics*, 54, 1411–1450.
- Rahman, S.** Another Perspective on Gasoline Price Responses to Crude Oil Price Changes. *Energy Economics*, 55, 10–18.
- Morales, K., **Sosa-Fey, J.** & Farias, J. (2017). Social media: Are the benefits worth the risks for business? *International Journal of Business and Public Administration*, 14, 18–28.
- Peek, B. & **Sosa-Fey, J.** (2017). Management of integrative healthcare. *Academy of Business Research Journal*, 1, 114–126.
- Welsh Voges, K., & Glaser-Segura, D.** (2016). Integrating institutional theory with market orientation to study SMEs in transition economies: A conceptual model. In A. Zbchea & F. Pinzaru (Eds.), *Strategic approaches in Economy, Governance and Business* (pp. 57–68), Bucharest: Tritonic.
- Yang, J.,** Lee, Y., & Chang, K. (2018). Evaluations of JaguarCode: A Web-Based Object-Oriented Programming Environment with Static and Dynamic Visualization. *Journal of Systems and Software*, doi: 10.1016/j.jss.2018.07.037.
- Lee, Y., Marepalli, D. B., & **Yang, J.** (2017). Teaching test-driven development using DOJO. *Journal of Computing Sciences in Colleges*, 34, 64–70.
- Shah, K. B., **Yang, J.,** & Lee, Y. (2016). Enhancing engineering education using virtual lab technology. *Transactions on Techniques for STEM Education*, 1, 79–85.

## Research & Scholarship



**Suzanne Mudge**

*Interim Dean, College of Education  
& Human Development*

Faculty Members in the College of Education and Human Development are involved in numerous research initiatives that are impacting educational, community and societal issues. The faculty regularly publish scholarly work in national and international journals. There are a wide variety of research expertise in areas such as early childhood education, bilingual education, special education, literacy, the use of technology the classroom, kinesiology, mental health, school counseling, and educational leadership.

Much of the scholarly work that emanates from the College is conducted in cooperation with community, business, and educational partners and is designed to inform and positively impact organizational practices. If you share an area of interest, we invite you to reach out to our faculty for consultation and collaboration.

### **College of Education and Human Development Publications**

*(Texas A&M University-San Antonio Faculty in Bold)*

**Acevedo, M. V.** (2018). Young children playing their way into intercultural understanding. *Journal of Early Childhood Literacy*. doi: [org.ezproxy.lib.umb.edu/10.1177/1468798417727134](https://doi.org/10.1177/1468798417727134).

**Acevedo, M. V.** & Short, K. (2018). Encouraging intercultural understanding through talk and play: Children's engagement with global literature. In N. Daly & L. Limbrick (eds.). *Understanding Ourselves and Others through Children's Literature in a Multiliterate World* (pp. 129–146). London: Trentham Press.

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**Acevedo, M. V.**, Kleker, D., & Pangle, L. & Short, K. G. (2017). Building oral language through everyday encounters around story. In N. Kucirkova, C. Snow, V. Grover, & C. McBride,

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**Boucher, M. L.** (2017). The art of observation: Issues and potential of using photo-methods in critical ethnography with adolescents. *International Journal of Adult Vocational Education and Technology (IJAVET)*, 8, 1–14.

**Burgard, K. & Boucher, M. L., & Johnston, K.** (2018). Building capacity and changing mental models: The impact of a short-term overseas teaching experience on rural, white teacher candidates. *Action in Teacher Education*, 40, 96–112.

**Burgard, K., & Boucher, M. L.** (2018). The special responsibility of public spaces to dismantle White supremacist historical narratives. In Labrador, A., & Silberman, N. A (Eds.). *The Oxford handbook of public heritage theory and practice* (pp. 239–256). New York, NY: Oxford University Press.

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**de Vries, S. R.** (2017). Empirically validated models. In J. Carlson & S. B. Dermer (Eds.), *The SAGE Encyclopedia of Marriage, Family and Couples Counseling* (pp. 532–535). Thousand Oaks, Calif.: Sage.

**de Vries, S. R.,** Juhnke, G. A., Valadez, A. A., & Marcus, I. (2016). Addictions severity index (ASI) findings: Implications for counseling south Texas homeless persons. *Journal of Professional Counseling: Practice, Theory, & Research*, 42, 2–16.

Mayorga, M. G., **de Vries, S. R.,** & Wardle, E. A. (2016). Mindfulness behavior and its effects on anxiety. *I-manager's Journal on Educational Psychology*, 9, 1–7.

**de Vries, S. R.,** Cook, K., & Mayorga, M. (2016). Emotionally focused career portfolio processing intervention for mature adults. In W. K. Killam, S. Degges-White, & R. E. Michel (Eds.), *Career Counseling Interventions: Practice with Diverse Clients* (pp. 223–224). New York: Springer.

**Dorel, T. G.,** & **Pittman, R. T.** (2017). The impact of experiential learning in literacy and teacher efficacy: A study of SA Reads. *TALE Yearbook*, 4, 72–81.

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**Dorel, T., Kearney, W. S., & Garza, E.** (2016). Ready from day one? The relationship between length of pre-service teacher field residency and teacher efficacy. *Critical Questions in Education*, 7(1), 38–52.

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**Garfield, T. & Pittman, R.** (2017). The impact of experiential learning in literacy preparation and teacher efficacy: A study of SA Reads. *TALE Yearbook*, 4, 72–81.

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**Garza, E. & Arreguin-Anderson, M.** (2018). Translanguaging: Developing scientific inquiry in a dual language classroom. *Bilingual Research Journal*, 41, 101–116.

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- Harris, S.** (2017). T-TESS: A new evaluation measure for teachers. *Early Years*, 38, 12.
- Bull, S. & **Harris, S.** (2016). Improving Vocabulary at the Secondary Level: History, Literature and Findings. In, N. Zakaria, A. Abdul-Talib & N. Osman (Eds.), *Handbook of Research on Effective Communication in Culturally Diverse Classrooms* (pp. 218–229). IGI Publications: Hershey, PA.
- Palomo, R. A., & **Hinojosa, T. J.** (2018). Student reflective literacy practices and the professional development of Mexican American women post-secondary educators. *Journal for the Study of Postsecondary and Tertiary Education*, 3, 41–57.
- Hinojosa, T. J., & Carney, J. C.** (2016). Mexican American women pursuing counselor education doctorates: A narrative inquiry. *Counselor Education and Supervision*, 55, 198–215.

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**Hinojosa, T. J.** (2016). Meaningful turning points: A narrative exploration into how I became a counselor educator. In M. Schuler, B. Kelle-Dupree, & K. Cook (Eds.), *Transformational Learning Experiences: A Conversation with Counselors about Their Personal and Professional Developmental Journeys* (pp. 19–26). Philadelphia: University Press of America.

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**Jurica, J., & Kearney, W.S.** (2018). Reflections on classroom practice: Student insights into the use of video self-critique in an educator preparation program. *National Forum of Teacher Education Journal*, 28, 1–10.

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**Kearney, W. S., Smith, P. A., & Maika, S.** (2016). Asking students their opinion of the learning environment: An empirical analysis of elementary classroom climate. *Educational Psychology in Practice*, 32, 310–320.

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*(Texas A&M University-San Antonio Staff in Bold)*



**Tim Gritten**

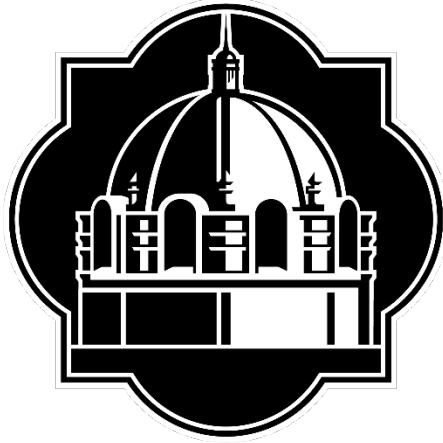
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