



Branch Alliance
for Educator Diversity

NEWS

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For Immediate Release

Two Minority Serving Institution Administrators Join the Staff of Branch Alliance for Educator Diversity

AUSTIN, TEXAS — A former Vice President for Academic Affairs, Student Success, and P-16 Integration and a former Dean of Education recently joined the staff of Branch Alliance for Educator Diversity (BranchED), the innovative organization that works with educator preparation programs at Minority Serving Institutions (MSIs).

Patricia Alvarez McHatton, Ph.D., was named BranchED's Vice President for Strategy and **Marrix D. Seymore, Sr., Ph.D.**, was named the organization's Continuous Improvement Coach. Both McHatton and Seymore bring a wealth of experience in higher education, teacher preparation, diversity training and educator programs to their new roles.

"I look forward to the contributions that Marrix and Patty will make to the educator preparation programs at our MSIs and to BranchED. They bring a diverse set of talents and expertise to their work and both are highly respected in the field of education," Cassandra Herring, Ph.D., BranchED president and chief executive officer said.



At BranchED, Alvarez McHatton will work alongside President Herring to establish key organizational objectives and raise awareness of the impact of MSIs in the field of educator

preparation. As an integral member of the senior management team, she will help cultivate and manage relationships with educator preparation programs and focus on the BranchED's field-facing activities.

Alvarez McHatton was the University of Texas Rio Grande Valley's (UTRGV) founding Dean of the College of Education and P16 Integration, where she led multiple initiatives to enhance educator preparation programs within the college, expand the educator pipeline, and cultivate collaborative partnerships with school districts and community members. She was part of the Select Committee of Hispanic Serving Institutions (HSI) Deans and Educators convened by the White House Initiative on Educational Excellence for Hispanics to explore developing quality teacher preparation programs that serve the needs of Hispanic students. Alvarez McHatton earned a bachelor's degree in Special Education Behavior Disorders and Learning Disabilities, a master's in Special Education Varying Exceptionalities, and her doctorate in Curriculum and Instruction with an emphasis in Special Education and Urban Education, from the University of South Florida.

As BranchED's continuous improvement coach, Seymore will chaperon educator preparation programs that are engaged in a three-year transformation effort to enhance the quality and scale of equity-oriented teacher preparation programming. He also will serve as a thought partner to program participants, providing resources, data support and peer-to-peer collaboration and quality assurance.

Previously, Seymore was dean of the School of Education at Lincoln University, an HBCU located in Jefferson City, Mo., where he accomplished accreditation site visitor training Council for the Accreditation of Education Preparation (CAEP), and authored a three-year *Continuous Improvement Plan* to maintain teacher education standards of Missouri Teaching Credentialing (MoDESE), National Council of the Accreditation of Teacher Education (NCATE), and the Association for Advancing Quality Educator Preparation (AAQEP). While at Lincoln, he also was director of Title III Programs and Initiatives and was director of the Black Male Teacher Preparation Initiative. Seymore earned his bachelor's degree in Elementary Education and master of education degree in Educational Administration from Prairie View A&M University and his doctorate degree from Northcentral University.

About BranchED

Based in Austin, Texas, Branch Alliance for Educator Diversity is the first and only non-profit organization in the nation dedicated to strengthening and growing educator preparation at Minority Serving Institutions, with broader goals of both diversifying the teaching profession and intentionally addressing critical issues of educational equity for all students.