

March 27, 2015

New Mexico Highlands University
Presidential Search Committee and
NMHU Board of Regents
ATTN: R.H. Perry & Associates

Dear Members of the Search Committee:

I submit this letter of application for your consideration as you seek to identify the next President of Highlands University. Over the past 14 months, I have served the university as Provost and VPAA, which has given me the opportunity to learn much about the many constituencies within and external to the institution. I was drawn to New Mexico Highlands University for a number of reasons, including: being an open enrollment public institution; attracting many first-generation college students; being a federally-designated HSI; being a small, comprehensive university in a rural community; offering graduate and professional degree programs; offering degree programs at multiple sites in the state; having a commitment to diversity, inclusion, and international students; and having numerous nationally accredited academic programs. I have also come to appreciate exemplary academic degree and support programs, dedicated faculty and staff, motivated students, successful alumni, and numerous friends of the University (including emeriti faculty/staff, community leaders, elected officials and generous donors). There is clearly much to build upon.

As the Provost and VPAA, I have worked closely with the current President as a member of his leadership team in identifying institutional strengths, issues, needs, resources, and opportunities. Clearly, many members of this search committee are familiar with my leadership style and some of the initiatives that have been implemented in my role as the Provost. While that may be useful information to consider with my application, I believe it is more important to identify what I view as the most urgent issues and opportunities at Highlands University and the role of the president in addressing those issues. I also briefly highlight relevant skills and experiences I would bring to the presidency which align with several of the desired qualifications noted in the position announcement.

In reviewing the executive search profile, I would agree with the majority of the identified challenges and opportunities listed. I suggest there are five *critical and urgent issues* for the next president at Highlands University which are based upon my experiences here at Highlands in my current position, my experiences at previous universities as a faculty member and/or administrator, and my familiarity with national trends and issues in higher education. These five issues are: 1) the need for a comprehensive and strategic enrollment management plan; 2) enhanced university image and visibility; 3) sound financial/resource management; 4) increased campus engagement and community partnerships; and 5) improved communication strategies. Within each of these five areas, there are obviously a multitude of specific initiatives and actions that must be implemented with a clear understanding of which individuals or offices are responsible and accountable for effective implementation. The next president should engage in an analysis of the infrastructure, personnel, and workflow needed to ensure effective implementation. It is equally important to build upon existing strengths, and to invest in people and the necessary resources. In essence, the role of the president is to

acknowledge, address and respond to these issues through visionary leadership, shared input and timely decision-making. The leadership team is also essential to the success of the president.

The skills, experiences and qualifications I bring which I believe are most relevant to this presidency are highlighted here:

- Administrative leadership roles as a department vice-chair, college associate dean, graduate dean, school academic dean, university center director, and provost and vice president
- Sponsored/selected participant in university administrative leadership development programs (e.g., UNL Faculty Associate to the Chancellor; Bryn Mawr HERS Summer Institute; Institute for Administrators in Catholic Higher Education) [see CV]
- Tenured full professor at four IHEs (University of Nebraska-Lincoln, Cal Poly Pomona, University of New Mexico and Our Lady of the Lake University), granted based on peer assessment of teaching, research and service by faculty at each institution
- Strong commitment to shared governance
- Experience with collective bargaining at three IHEs (Cal Poly Pomona, University of New Mexico-*staff only*, New Mexico Highlands University-*faculty only*)
- Experience with various funding models (public and private; formula funding) and transparent budgeting strategies
- Commitment to embracing/promoting culture, diversity, inclusion and international experiences
- Academic program development (online programs, honors program, new academic programs) and program review processes
- Experience with planning and securing MOUs and MOAs with partner institutions
- Previous faculty leadership roles in academic senate, committee chair, faculty mentor
- Current chair of the NMHU strategic planning steering committee for HU Vision 2020

Serving as chair of the NMHU strategic planning steering committee has given me a unique opportunity to learn more about internal concerns from the university community and the interests from external constituencies. These open forums and sessions have been forward-looking and promising and will provide the framework for naming our 3 to 5 institutional priorities for the next five years. The steering committee will strive to propose a bold and ambitious plan in *Vision 2020* for consideration by the university community and the Board of Regents.

After 30 years in higher education, I am quite convinced that *leadership sets the tone* for the entire institution. I have witnessed and experienced an incredible range of leaders throughout my career in higher education, some whom I aspire to emulate and others who have taught me how “*not to do things.*” I have seen a diversity of strategic plans, budgeting processes, and communication efforts over the years. I have been privileged to have mentors who have taken the time to share their wisdom, opinions and candor on issues of leadership in higher education. At the end of the day, I believe that leadership sets the tone for levels of trust, mutual respect, and shared vision.

I conclude with my opening statement. I was drawn to Highlands University for a number of reasons. In the time that I have been here, I am quite convinced that we are on the *right track* in identifying critical needs, recognizing strengths and building upon the strong foundation given to us by the many people who care deeply about this University. I would be honored to provide leadership at this next level of responsibility and agree that there are multiple challenges and opportunities for the next HU president. I am committed to offering continued leadership at Highlands University and request your full consideration of my application to serve as the next president of Highlands University.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Teresita E. Aguilar". The signature is fluid and cursive, with a long horizontal stroke at the end.

Teresita E. Aguilar, Ph.D.

Abbreviated Curriculum Vita

Teresita E. Aguilar, Ph.D.

New Mexico Highlands University
Office of Academic Affairs, Box 9000
Las Vegas, NM. 87701

CAREER PROFILE

Over 30 years of experience in both public and private higher education institutions, serving as a faculty member and academic administrator. Experience in comprehensive, faith-based liberal arts and research universities. Experience with academic program development and coordination. Progressive administrative responsibilities. Personnel management and development. Budgeting. Strategic planning. Engaged in external accreditation reviews of professional, credential programs and university accreditation. Strong commitment to inclusion, integrity, respect, and vision. Proponent of collaboration and community.

EDUCATION

- Ph.D. Higher Education. University of North Texas, Denton, Texas, 1985
- M.A. Spirituality. Oblate School of Theology, San Antonio, Texas. (*In progress*)
- M.S. Therapeutic Recreation. University of North Texas, Denton, Texas. 1981
- B.A. Recreation, University of Mary Hardin-Baylor, Belton, Texas, 1977

PROFESSIONAL EXPERIENCE

Administrative Experience

New Mexico Highlands University (NMHU), Las Vegas, NM [2014 – pres]

Provost and Vice President for Academic Affairs.

Serve as member of the President's executive leadership team. Provides leadership for instructional and academic support areas which includes the College of Arts & Sciences, the Schools of Education, Business and Media Arts, and Social Work. Also oversees the Registrar's Office, the university Library, Graduate Studies, Office of Research and Sponsored Programs, and off-site Center programs in Santa Fe/Espanola, Farmington, Albuquerque, Rio Rancho, and Roswell. Collaborates with Student Affairs programs and initiatives to support student success, transformation and enrichment. Strongly supports shared governance, inclusion, university mission and vision. Provides leadership in strategic planning, academic program development, research initiatives, faculty and academic staff development, academic and student policy development and implementation. Works collaboratively with external educational, economic, public service, professional, research, and other community institutions and agencies in creating mutually beneficial programs and initiatives. Commitment and focus on student retention, graduation and transformation.

Our Lady of the Lake University (OLLU), San Antonio, TX. [2005–2014] Tenured Prof, EDUC.

Center Director, Center for Mexican American Studies and Research [CMASR].

[2010- 2014. Note: 1st year, *joint appointment* w/SPS-WSSS deanship]. Reported to the President. Created strategic plan responsive to the revised OLLU Vision Statement. Planned and coordinated special initiatives in cultural competence, including faculty and staff development; budget mngt; expanded annual CMASR conference; promoted student and faculty research and scholarly activity;

engaged in fundraising for Center initiatives. Collaborated with Mission and Ministry, Student Affairs, Academic Affairs, and Continuing Education to provide special programming and initiatives. Engaged in community outreach and programming in areas of culture. Teaching and guest lecturing.

Academic Dean: School of Professional Studies (SPS) and Worden School of Social Service (WSSS) [2005-2011]. Chief academic officer for the School of Professional Studies (SPS): Communication Disorders, Education, Psychology, and Applied Social and Cultural Studies; Worden School of Social Service: BSW/MSW. Two Centers: Harry Jersig Speech-Language-Hearing Center & Community Counseling Service. Operational and discretionary budget mngt, strategic planning at university and school levels, revised mission statement for SPS , coordinated with enrollment mngt., new faculty orientation, faculty development and support, personnel mngt (46 FT faculty; 8 FT staff), faculty and staff evaluations, university and professional accreditation, program level student learning outcomes, enhanced student advising/tracking, grants and contracts for projects & student scholarships, student research support prog., academic program reviews, new program development (Honors, Nursing, MAT, off-site and online delivery of Sch Coun and Social Work progs), community outreach (recruitment, social services, special events, partnerships, student placements), alumni relations and events, teaching.

University of New Mexico (UNM), Albuquerque, NM. [2002-05] Tenured Prof, College of Education. **Graduate Dean, Office of Graduate Studies.**

Member of Deans Council (Inc. Deans of Architecture, Arts & Sciences, Education, Engineering, Library, Continuing Education, Law, Fine Arts, Pharmacy, Nursing, Graduate Studies, Management, University College, and the Provost). Management and supervision of Office of Graduate Studies staff (n=14); reorganization of office personnel to be more responsive to graduate student needs; ex-officio chair of University Graduate Council; graduate student initiatives (eg. Graduate Peer Mentoring, student workshops); revised Academic Program Review guidelines; budget management; fundraising activities (Inc. first golf tournament); new graduate programs (Ph.D, Nursing; MFA, Creative Writing; MCM, Construction Management); presentation to NM Higher Education commission, member of NM Graduate Deans Council. Inter-university coordination in graduate recruitment to STEM fields (with NMSU and NM Tech). Saw increase in graduate student enrollment.

California State Polytechnic University (CPP), Pomona, CA.[2000-02] Tenured Prof, Dept of Ethnic & W. S. **Associate Dean, College of Education and Integrative Studies (CEIS).**

Supported Dean and serve in his absence; personnel management (29 FT faculty), strategic planning, special events coordination, student issues and success, space/facilities mngt (Inc. space renovations), curriculum planning; teacher education accreditation; budget input; led Chair Council; serve on Associate Dean Council. Coordinated first international staff development institute in central Mexico. College enrollment was approximately 1,500 majors.

Faculty Experience

University of Nebraska-Lincoln (UNL), Lincoln, NE. [1991-2000] (*Tenured: Fall, 1994*)

Professor, Multicultural Education (MCE), and **Chair, Graduate Program, Center for Curriculum and Instruction.** Taught undergraduate and graduate courses in MCE, doctoral student chair and mentor. Workshops/seminars on graduate student mentorship, promotional materials and web site, faculty discussions on distance education, graduate program review.

Vice Chair, Center for Curriculum and Instruction, (.5 FTE) Faculty workload analyses, personnel (staff) matters, course scheduling, and monitoring promotion and tenure files.

Faculty Associate to the Chancellor, Office of the Chancellor, (1-yr Internship). University retention study, lower-division course analyses, and diversity initiatives. Participated in campus-wide strategic planning initiative. Shadowed Chancellor in internal and external relations. Attended weekly cabinet meetings with senior officers, weekly academic affairs meetings, Board of Regents meetings and

Institutional leadership retreats. Program developed to encourage faculty interest in university leadership (president and chancellor) positions [1993-1994]

Associate Professor and **Coordinator, Multicultural Education Program, Center for Curriculum and Instruction.** Courtesy rank, **Latino & Latin American Studies.** Revised undergraduate multicultural curriculum, created multicultural emphasis for doctoral studies, chaired/served on doctoral and masters committees, advised McNair scholar. Faculty Senator. Served on university-wide general education program. Implemented domestic and international cultural immersion experiences. [1991-98]

Arizona State University (ASU), Tempe, AZ. [1989-1991]

Assistant Professor, Dept. of Leisure Studies; & Research Associate, Hispanic Research Center
Taught undergraduate and graduate courses in therapeutic recreation and research methods; mentored masters' students (thesis only) to degree completion; as research associate with the Hispanic Research Center, completed survey of cultural artists in region.

University of Nebraska-Lincoln (UNL), Lincoln, NE. [1985-1989]

Assistant Professor, Recreation and Leisure Studies Program and the **Institute for Ethnic Studies** (Courtesy appt). Taught undergraduate therapeutic recreation and general recreation courses; created diversity initiatives for department and college; graduate faculty member. Mentored masters' students.

University of New Mexico (UNM), Albuquerque, NM. [1982-1984].

Visiting Lecturer, Department of HPER Full-time instructor in therapeutic recreation (TR). Taught undergraduate and graduate courses. Led experiential program (for course credit in TR) in Winter Park (CO) resulting in a local ski program at Sandia Peak for persons with physical disabilities. Refined TR curriculum.

University of North Texas (UNT), Denton, TX. [1980-1982]

Research Associate and Graduate Teaching Assistant, Division of Recreation and Leisure Studies. Federally funded grant on social psychology of leisure. Taught undergraduate courses in general recreation and therapeutic recreation.

RELATED PROFESSIONAL DEVELOPMENT

- **7th Annual Institute for Administrators in Catholic Higher Education**, Boston, MA. [2 wk, summer 2007]
- **Bryn Mawr Summer Institute**, Bryn Mawr College and HERS, Mid-America, Bryn Mawr, Pennsylvania. [Co-supported by Cal Poly Pomona and University of New Mexico]. [1 month, June-July, 2002]
- **Keeping our Faculties: Addressing Recruitment and Retention of Faculty of Color in Higher Education.** Sponsored by the **University of Minnesota**, Minneapolis, MN. [Oct. 1998]
- **Faculty Development Leave (Sabbatical).** Sponsored by the University of Nebraska Lincoln. Research, cross-cultural experiential travel seminars. Visiting Professor. CETLALIC: The Tlaluca Center for Language and Cultural Exchange and (C.E.M.A.L.) Centro de Educación Mundial en America Latina, Cuernavaca, Morelos, Mexico. [AY 1996-1997]
- **American Council on Education (ACE).** Annual conference. Washington, D.C. In conjunction with the UNL Faculty Associate to the Chancellor internship. [Feb, 1994]

SCHOLARLY and CREATIVE ACTIVITIES

Selected Journal Articles, Proceedings, Chapters

[* Refereed]

Higher Education articles

*Arana, R., Castañeda-Sound, C., Blanchard, S. & Aguilar, T. (2011). "Indicators of Persistence for Hispanic Undergraduate Achievement: Toward an Ecological Model." *Journal of Hispanic Higher Education*. 10 (3):237-251.

Aguilar, T.E. (2009). "The Pedagogy of Julian Samora. Reflection on Education: Post-Samora." In Pulido, A., Driscoll, B., & Samora, C. *Moving Beyond Borders: Julian Samora and the Establishment of Latino Studies*. Pp. 132-137. Urbana and Chicago: University of Illinois Press.

- Aguilar, T.E. (2006). Building the Academic Infrastructure for Institutionalizing International Initiatives: A Model Faculty Planning Institute. *The Voice of Hispanic Higher Education*, Vol. 15(3), pp. 14-20.
- Aguilar, T.E. (2004). Cultural Bridging and Transformation: The shared graduate and professional journey. *The American Indian Graduate*. 4(1), 8.

Teacher Education/Multicultural Education articles

- *Pohan, C.A. & Aguilar, T.E. (2001). Measuring educators' beliefs about diversity in personal and professional contexts. *American Educational Research Journal*. 38(1), 159-182.
- *Torok, C.E. & Aguilar, T.E. (2000). Changes in preservice teachers' knowledge and beliefs about language issues. *Equity and Excellence in Education*. 33(2), 24-31. [lead author -McNair Scholar]
- *Kalbach, L. & Aguilar, T.E. (2000). Strategies for incorporating 'racism' into a multicultural education foundations course. *Multicultural Perspectives*, 2(3), 15-20.
- *Aguilar, T.E. & Pohan, C.A. (1998). Una experiencia de inmersión cultural para aumentar la competencia transcultural. (pp. 7-28). A cultural immersion experience to enhance cross cultural competence. (pp. 29-49). *SOCIOTAM: Revista de Ciencias Sociales y Humanidades*. [Int'l Journal of Social Sciences & Humanities], 8 (1).
- Aguilar, T.E. (1997). Inside a Cuernavaca Seminar. *Global Perspectives* (15th Anniversary Issue, Center for Global Education, Augsburg College). Summer Issue, 24-27. [Invited article].
- Aguilar, T. E., & Pohan, C. A. (1996). Using a constructivist approach to challenge preservice teachers' thinking about diversity in education. In F. Rios (Ed.), *Teacher Thinking in Cultural Contexts*, 260-281. New York: SUNY Press (Social Context of Education Series). [Invited Chapter]
- *Pohan, C. A., Aguilar, T. E., & Bruning, R. (1995). Developing multicultural teachers: A constructivist approach. In C. A. Grant (Ed.), *National Association for Multicultural Education Proceedings [1993 and 1994 Proceedings]*, 123-132. San Francisco, CA: Caddo Gap Press.

Culture, Ethnicity and Leisure articles

- *Aguilar, T.E. (1997). Una medida de la participación en el ocio étnico. (pp. 7-21). A measure of ethnic leisure participation. (pp. 23-36). *SOCIOTAM: Revista de Ciencias Sociales y Humanidades*, 7(1).
- *Aguilar, T. E. (1990). The relationship between participation in ethnic leisure activity and strength of ethnic identity: Preliminary findings. In B. J. A. Smale (Ed.), *Leisure challenges: Bringing people, resources and policy into play: Proceedings of the Sixth Canadian Congress on Leisure Research*, 151-157. Waterloo, Ont.: Univ. of Waterloo.
- *Aguilar, T. E., & Washington, S. (1989). Towards the inclusion of multicultural issues in leisure studies curricula. *Schole: A Journal of Leisure Studies and Recreation Education*, 5, 41-52.
- *Shim, S. S., & Aguilar, T. E. (1988). A cross-cultural analysis of leisure time use among Korean and American older adults. *Journal of Leisure and Recreation Studies* (pub. of the Korean Society of Leisure and Recreation), 5, 71-84.
- *Madrigal, F. M. A., Albarran, M. A., & Aguilar, T. E. (1982). Therapeutic recreation: The focus in Latin America. *Therapeutic Recreation Journal*, 16(2), 44-47.

Published Creative Writing

- Aguilar, T.E. "Center Stage" In *The Thing Itself*, Our Lady of the Lake University. Spr, 2006, p.35. (poetry)
- Aguilar, T.E. "No, Know." In *Baylorian*, Mary Hardin-Baylor. 1975. p. 30. (poetry)

Selected Professional Presentations

- 2014, September. Invited Keynote. "Cultural Perspectives on Education in the 21st Century: Considerations for Culture in Teacher Preparation and the Development of Intercultural Competence. 23rd National Congress of Educational Sciences, Kocaeli University, Turkey.
- 2014, June. New Mexico Diversity Summit I, Albuquerque, NM. Invited Panelist.
- 2014, Feb. Invited Panelist for Opening Plenary: "Chicano/a Studies: Where is it and How do we Proceed?" National Association for Chicana & Chicano Studies, Tejas Foco Regional Conference, San Antonio, TX. (w/ M. McMahan; E. Zamora; J. Tejada & J. Pedraza).

- 2013, Nov. National Association for Multicultural Education Annual Conference, Oakland, CA. "Out of the Shadows and in the Light: Measuring Teacher Beliefs about Diversity in Changing Times." (w/ Dr. Cathy Pohan, National University-Fresno).
- 2012, Mar. AAHHE Annual Conference. Costa Mesa, CA. "Institutional and Student Transformation: Our Response to a Shared Vision." (w/Catherine Fragoso, Student Life, OLLU).
- 2011, Oct. HACU 10th Annual Latino Higher Education Leadership Institute. San Antonio, TX. Invited Panelist-Deans & Directors Panel: "Setting, Driving and Actualizing a Vision." (w Dr. Lynda Y. de la Vina, Dean, College of Business, University of Texas at San Antonio; and Geraldine Isais Forbes, Dean, School of Architecture and Planning, University of New Mexico. Moderator: Dr. Jozi De Leon, VP for Equity & Inclusion, UNM).
- 2007, Oct. HACU Annual Conference. Chicago, IL. "Hispanic Undergraduate Achievement: Indicators of Persistence."(w/B. Rico, McNair Scholar).
- 2004, Nov. People of Color in Predominantly White Institutions, 9th Annual National Conference. Keynote: "What would "there" look like?" Sponsored by the University of Nebraska-Lincoln.
- 2003, Jul. Council of Graduate Schools. New Deans Summer Institute. Savannah, GA. Panel: "Post Supreme Court Decision on Michigan." (w/E. Green, Michigan State Univ).
- 2000, Feb. VII Seminario Científico sobre la Calidad de la Educación: Intercambio de Experiencias de Profesionales Cubanos y Norteamericanos. La Havana and Santiago, Cuba. Panel: "Narratives of Race, Power, and Difference in Higher Education: Voices from a Multiracial Panel of Women." (w/B. Sparks and E. Peterson).
- 1999, Feb. VI Seminario Científico sobre la Calidad de la Educación: Intercambio de Experiencias de Profesionales Cubanos y Norteamericanos. La Havana, Cuba and Pinar del Rio, Cuba. Roundtable: "Ver, Pensar, Actuar y Celebrar: Challenges for Connectedness in Teacher Education/Teacher Preparation." (w/graduate students: Meyer, Hargesheimer, Kalbach)
- 1998, Oct. National Association for Multicultural Education. Annual Conference, St. Louis, Missouri. Teaching about Race and Racism at a Predominantly White University." (w/L. Kalbach). And "When Social Justice is at the Heart of Learning: Teachings by Mexican Grassroots Activists."
- 1998, Apr. American Educational Research Association, San Diego, California. Poster Session: "Two instruments for measuring beliefs about diversity." (w/C. Pohan).
- 1998, Feb. V Seminario Científico sobre la Calidad de la Educacion: Intercambio de Experiencias de Profesionales Cubanos y Norteamericanos. Cienfuegos and Havana, Cuba. "Professional Development for Cultural Diversity: An Intensive Cross-Cultural Strategy."
- 1997, Mar. Instituto Tecnológico y Estudios Superiores de Monterrey (ITESM), Cuernavaca, Mor,Mex. Presentation: "Ethnic and Cultural Identity for Persons of Mexican Descent in the U.S.A."
- 1996, Feb. American Association for Colleges of Teacher Education, Chicago, IL. Presentation: "Establishing a foundation for diversity in a teacher education program: Lessons learned and visions shared." (w/Kean, Nemeth, & Miller)
- 1993, Feb. National Association for Multicultural Education, Los Angeles, California. Paper: "Developing Effective Multicultural Teachers: A Constructivist Approach" (Co-investigators, C. Pohan & R. Bruning, UN-L).
- 1990, May Sixth Canadian Congress on Leisure, Waterloo, Ontario, Canada. Paper: "The Relationship Between Ethnic Leisure Participation and Ethnic Identity: Preliminary Findings."

Selected University Presentations

- 2010 (May) Invited Guest Speaker, UNM Faculty of Color Awards Banquet. "On Creating the UNM Graduate Peer Mentoring project." National Hispanic Cultural Center, Albuquerque, NM.
- 2009 (Mar) Campus Report. "Envisioning OLLU's National Recognition for Our Expertise in Mexican American Culture." Office of Academic Affairs: Our Lady of the Lake University.
- 2003 (Nov) University of New Mexico, McNair Scholars Program. "Preparing for and Getting into Graduate School."

- 1998 (Feb) University of Nebraska-Lincoln, Women's Studies Program, International Colloquium Series. Presentation: "Teaching from the Margins--Teaching from the Heart: Voices of Three Grassroots Activists in Search of Social Justice."
- 1996 (Aug) University of Nebraska-Lincoln, Office of Graduate Studies. Presentation: "On the Mentoring Process for Graduate Students."
- 1993 (Oct) University of Nebraska-Lincoln, Graduate Women in Business Conference. Panelist: "Women in Higher Education" (with Drs. L. Pratt, J. Leitzel, J. Conoley, and H. Moore).

UNIVERSITY TEACHING

Oblate School of Theology

Guest lecturer on "Qualitative Research methods" for doctoral seminar course in Practical Theology

Our Lady of the Lake University

Taught undergraduate courses in Teacher Education and Leadership Studies. Taught graduate courses in Multicultural Education and Research Methods. Independent study in Mexican American Studies

Cal Poly Pomona

Taught two Ethnic Studies courses (one in Cuernavaca, Morelos, Mexico) and team-taught course in Interdisciplinary General Education

The University of Nebraska

[1991-2000] Taught required/elective UG and GR Multicultural Education in teacher education, including Honors section. Taught GR professional development courses for practicing teachers, including courses taught in Cuernavaca. Practicum courses in educ. Doctoral seminars. Summer workshops and off-site field courses. Chaired doctoral/thesis committees. [1985-1989] Taught UG courses in general and therapeutic recreation.

Arizona State University

Taught undergraduate and graduate courses in Therapeutic Recreation. Taught graduate research methods and chaired thesis committees.

The University of New Mexico

Taught undergraduate and graduate courses in Therapeutic Recreation. Taught core undergraduate courses in Leisure Studies. Taught inter-session TR field course in Winter Park, CO., resulting in community ski program at Sandia Peak in Albuquerque.

FUNDED PROJECTS: GRANTS AND CONTRACTS

- 2007-2008 Hispanic Undergraduate Achievement: Indicators of Persistence. OLLU Research Team with S. Blanchard; L. Pethick; C. Castaneda-Sound, & B. Rico. Funded by the PepsiCo Foundation.
- 2002-2005 New Mexico Alliance for Graduate Education and the Professoriate (NM-AGEP). Co-Principal Investigator (with Drs. C. Marlow-NMSU and D. Johnson-NM Tech). National Science Foundation
- 1994-1997 Nebraska Math and Science Initiative (Statewide Systemic Initiative Grant). Co-Principal Investigator (with S. Scofield, Director; J. Lewis, P.I.; M. Thorton, P.I.; B. Kean, P.I.; L. Veath, P.I.). Diversity/Equity Specialist.
- 1990 Consultant, A Survey of Arizona Artists: Focus on Ethnic Themes Among Hispanic Artists. Hispanic Research Center, ASU.

SERVICE

Selected Professional Organizations Service

National/Regional Organizations

Core Alliance Member: Texas Hispanic STEM Research Alliance (2013-present);
Served on local planning committee for national conferences: AAHHE and NACCS. Served as Board Member, Western Association of Graduate Schools. Session Chair (Div G) for AERA conference: Multicultural Education and Critical Pedagogy.

Manuscript reviewer

Southwest Teaching and Learning Journal, Journal of Catholic Higher Education (JCHE), Catholic Education: A Journal of Inquiry and Practice, Great Plains Research, Great Plains Quarterly, Journal of Teacher Education, Ethnic Studies Review, Leisure Sciences, Therapeutic Recreation Journal, Corrections Today.

Grant Reviewer

Office of Special Education and Rehabilitation Services (OSERS), U.S. Dept. of ED, NASA, H. Jenkins Pre-Doctoral Fellowship Program, National Science Foundation, (Research on Learning and Education)

Selected University Service

Committee/Council Leadership Positions

Chair, NMHU Strategic Planning Steering Committee for *HU Vision 2020*; Chair, OLLU Graduate Council; UNL University Research Council. Served in elected leadership roles as: Senator. UNL Academic Senate and Executive Committee. Elected to UNL's AAUP Executive Committee.

Special Committees/Assignments

Member of: OLLU Task force on creating University Core Values, Special workgroup on Shared Governance, OLLU Task Force on Honors Program proposal, UNM Task Force on Areas of Marked Distinction, UNM Project LINK [Banner SIS Implementation] Steering Committee, and UNL University General Education Planning Committee. Served as OLLU Campus Coordinator, Woodrow Wilson Visiting Scholars program: Dr. Anita Perez Ferguson. Served as Focus Group Coordinator, OLLU Mexican American Cultural Expertise initiative

Committee/Council Membership Positions

Served as member on numerous standing committees at each institution. Examples include: OLLU University Planning and Budgeting Council; OLLU Curriculum Committee; OLLU Deans Council and Academic Council; UNM Deans Council; UNM Enrollment Management Team; CPP Latino Faculty, Student, and Staff Association; UNL Sue Tidball Award for Creative Humanity Committee; UNL Teachers College Promotion and Tenure Review Committee

Selected Search Committee Membership

Served as Chair of Search Committee for OLLU Assistant Vice President for Continued Learning. Member of numerous search committees, including: OLLU Executive Vice President; OLLU Soccer (and Volleyball) Coaches; Cal Poly Pomona, Director of Admissions and Outreach; UNL Faculty Position, Department of Psychology and Latino Studies; and UNL Assistant to the Chancellor and Director of Affirmative Action and Cultural Diversity.

Community Service and Membership

Community/Civic/Religious Organizations

- Hispanic Women's Council, Albuquerque, NM [2004-present]
- Board Member. West San Antonio Chamber of Commerce, San Antonio, TX. [2010-2014]
- Associate Advisory Committee. Congregation of Divine Providence, San Antonio, TX. [2013-2014]
- Planning committee, Native American Empowered Identity Movement (NAIEM) Educational Panel, in affiliation with SA DreamWeek, Jan. 17, 2013
- Former Board Member. Hispanas Unidas, San Antonio, TX.
- Former Board Member. Bright Lights, Inc. (Summer Educational Enrichment Program), Lincoln, NE.

Selected Community Presentations/Workshops

- Invited reader, Tejano Vigil, "Honoring Tejana Heroines", [Sept, 2013]. Sponsored by Texas Tejano.com

- Retreat Facilitator: “Providence and Hope in the Midst of Stress.” (Retreat for Associates and Sisters of the Congregation of Divine Providence). San Antonio, TX. [2012, Nov]
- Luncheon Speaker, Wells Fargo Community Board. “The Status and Significance of Graduate Education at UNM.” Albuquerque, New Mexico. [2004, Mar]
- Luncheon Speaker. Lincoln Human Resources Management. "Diversity and Dialogue in the Workplace." [1995, Apr]
- Luncheon Speaker. Downtown Lincoln Lions Club. "On Diversity and Democracy." [1996, Jan]
- American Association of University Women, Lincoln Branch. Keynote: "Preparing ourselves and our students to live in a multicultural society." Lincoln. [1995, Mar]

CURRENT PROFESSIONAL MEMBERSHIPS

- ❖ Association of Chief Academic Officers
- ❖ Hispanic Association of Colleges and Universities (HACU), Associate member

AWARDS/HONORS/RECOGNITION

- Distinguished STEAM Honoree, DreamBuilders 2015. [Organization to inspire youth to pursue higher education in STEM fields). [to be awarded: April, 2015]
- Award Recipient, Outstanding Community Partner (CMASR and OLLU), National Hispanic Institute, 18th Annual Student Awards and Recognition Banquet
- Award Recipient, Cultural Arts, Hispanic Organization for Public Employees (HOPE), 9th Annual Tribute to Hispanic Heritage Banquet
- Award Recipient, West San Antonio Chamber of Commerce 8th Annual Doctoral Achievement Awards
- Hispanic Women’s Council Comadre. Cited in *Mujeres Valerosas. . .meet the extraordinary women of the New Mexico Hispanic Women’s Council*, Comadres, (2006, p. 110).
- Recognition Award for Contributions to Graduate Students, UNM Graduate and Professional Student Association
- Award Nominee, Donald R. and Mary Lee Swanson Award for Teaching Excellence, UNL.
- Award Recipient, UNL Chancellor’s Commission on the Status of People of Color, in recognition of contributions to improve campus environment for people of color.
- Mae Carvell Award Recipient, Venture Club of Lincoln (NE.), in recognition of community leadership to improve the economic, professional and social status of women.