

SUMMARY OF QUALIFICATIONS & HIGHLIGHTS

- Years' of experience from higher education administration to scholar teaching and research; particular skill in establishing rapport with people from diverse backgrounds.
- Effective diversity practitioner, educator, and consultant; efficient trainer of diversity and inclusion competencies to execute and support diversity initiatives and structural organization.
- Comprehensive knowledge of university administration, including fiscal, academic, student development, student success, recruitment, and retention theory.
- Work cooperatively, collegially, and collaboratively with students, faculty, staff, and administration across university divisions and colleges, as well as parents/family members, alumni, and local community leaders, to ensure the integration of programs and services that enhance retention, progression, graduation rates, academic/career success and personal development of students.
- Demonstrated leadership, managerial, strategic planning, and budgeting record.
- Resourceful, organized, and able to prioritize effectively to accomplish objectives with creativity and enthusiasm.
- Developed self-esteem, confidence, and focus in adolescents and college students through academic and social discipline, and mutual trust.
- Facilitated educational student goals through quality diversity and inclusion counseling.
- Effectively engaged in multiple university and leadership activities.
- Active leadership and involvement in community and regional boards, leadership programs, and professional organizations.
- Facilitator of the **Leading for Change Racial Equity and Justice Institute (REJI)**.
- Co-editor of the highly acclaimed [Racial Equity and Justice Institute Practitioner Handbook](#), 2021.
- Member, **Edward M. Kennedy Institute for the United States Senate** Design Team for Civil Conversations, 2019-2020.
- Fellow, **The National Inclusive Excellence Leadership Academy**. Coached by Dr. Damon A. Williams, summer 2019.
- Appointed to the Board of Directors of the **Massachusetts Foreign Language Association (MaFLA)**.
- Advocate for the Latinx/a/o Group, **NASPA Ubuntu Institute**, 2018-2020.
- Visiting Scholar at the **Tepoztlán Institute for the Transnational History of the Americas**, summer 2018.
- Trained in **Cognitively Based Ethnic and Racial Diversity** at the Center for Educational Neuroscience Applications-CENA, spring 2018.
- Trained at **The Intercultural Communication Institute** and coached by Dr. Kathryn Sorrells in *Intercultural Communication Praxis*, winter 2018.
- Visiting Residency Artist, **Duke University Dance Program**, spring 2017.
- Historian and Writer of the dance and music company *Perú Negro*, nominated once to the **Grammy Awards** and three times to the **Latin Grammy Awards**.
- StrengthsQuest: *Input – Individualization – Learner – Intellection – Achiever*.
- COMPUTER SKILLS: Microsoft Office Suite; PeopleSoft; Banner; Maxient; all major Web browsers; Windows 11OS, macOS; various social networking platforms.
- LANGUAGE PROFICIENCY: Spanish (native language); English (native-like written & verbal expression, native-like reading knowledge); Portuguese (advanced reading and writing knowledge of scholarly literary texts and periodicals).

PROFESSIONAL / ACADEMIC / EDUCATIONAL EXPERIENCE

WHEATON COLLEGE – Norton, MA
Associate Vice President for Institutional Equity and Belonging – *Dec 2022-Present*
 Office of the President

The Office for Institutional Equity and Belonging (OIEB) is integral to Wheaton’s pursuit of excellence. Enabling the college to fulfill its mission to provide a transformative liberal arts education, OIEB, and its campus partners strengthen Wheaton’s capacity to envision and achieve a radically imaginative understanding of engagement, affirmation, and belonging in the community.

- Lead institutional efforts to shape the College’s policies and systems about equity and belonging and work to ensure they are widely used and understood in collaboration with the President, vice presidents, and other institutional leaders, including the Board of Trustees.
- Lead and support institutional efforts to establish and maintain a culture of assessment, metrics, and benchmarks concerning equity and belonging, partnering with the Office of Institutional Research and other campus resources, as appropriate.
- Lead and support institutional efforts to build the capacity of Wheaton’s administration, faculty, staff, and students to work toward an anti-oppressive community and develop accountability mechanisms to measure progress over time.
- Lead and support efforts to foster and build an inclusive campus community and the engagement and retention of students, faculty, and staff, partnering and collaborating with the Office of Human Resources, the Center for Collaborative Teaching and Learning, the Office of the Provost and the Dean of Students Office in these efforts.
- Collaborate with Advancement, Finance, and Administration to promote and link equity and belonging efforts to the financial priorities of the institution.
- Collaborate and support the Office of the Provost and other academic areas to support diversity components of the Compass Curriculum and support the development of programs, structures, and outreach for faculty engagement.
- Serve as a liaison or appoint a liaison to oversee campus-wide structures that coordinate and institutionalize equity and belonging efforts, including DEAL, the First Gen and Low-Income Task Force, and the Network for LGBTQ+ Inclusion, Support, and Advocacy.
- Oversee and execute Wheaton’s Diversity and Inclusion Strategic Plan and ensure the progress of its stated goals. Conduct regular review and assessment of the plan on an ongoing basis to ensure that it is updated, relevant and that it continues to serve as a comprehensive, unified, and integrated framework for the College’s institutional DEIB efforts.
- Lead and oversee the College’s efforts to improve transparency and regular communication around the College’s DEI goals and priorities in collaboration with Marketing and Communication. Host town halls or community forums and create newsletters and/or social media messaging to increase transparency about Wheaton’s progress in addressing campus DEI, accessibility, and social justice concerns.
- Lead and support the College’s efforts to respond to bias or other equity-related incidents. Collaborate with Legal Affairs, the Title IX Coordinator, and Bias Incident Response Officer, Bias Incident Response Team to improve policy and procedure alongside restorative justice and accountability efforts.
- Serve as a liaison to the Educational Quality and Student Experience (EQSE) Committee of the Board of Trustees or other committees, as the President and Board Chair suggested.
- Oversee the rigor and coherence of the College’s DEIB programming efforts to educate students, faculty and staff in all areas of DEI by collaborating on training and development opportunities, workshops and guest speakers, and other signature events, including the Otis Social Justice Award, Community Conversations, International Women’s Day Luncheon, MAP Day, MLK Legacy Program, Creative Showcase, and other programs.
- Champion institutional efforts that support the development of Wheaton as an anchor institution that benefits the local community and promotes community-engaged scholarship.
- Supervise the Dean of the Marshall Center for Intercultural Learning, Director for the Centers of Social Justice and Community Impact, and Religious and Spiritual Life, and support staff with the goals of building belonging and retention, supporting student success, and integrating academic and developmental support for BIPOC and all students.
- Manage and oversee departmental and reporting budgets.

BRIDGEWATER STATE UNIVERSITY – Bridgewater, MA
Interim Director of the Lewis and Gaines Center for Inclusion & Equity – Jun 2022-Oct 2022
 Division of Student Success & Diversity

BSU has ensured that our students receive an accessible, affordable, and exceptional education. Nationally ranked as among the top institutions in our mission class for closing racial and educational equity gaps, BSU aspires to be a leader in supporting the success and sense of belonging of Black/Cape Verdean, Latinx, Indigenous, Asian, and other students of color and members of different minoritized groups. BSU's LGCIE aims to support the success of intercultural students from an equity-minded, intersectional, and student-centered framework.

- Managed the daily operation of the Lewis and Gaines Center for Inclusion and Equity, including budget management, assessment, strategic planning and assessment, and supervision.
- Informed campus' practice and policy regarding the success of intercultural students.
- Lead innovative, collaborative, and persistent student success efforts within an equity framework that supports the admission, retention, success, and graduation of students of color from diverse intersectional identities.
- Served as a source of information about campus resources committed to intercultural students supporting their academic success, sense of joyful belonging, student life involvement, and overall well-being.
- Partnered with the Vice President in the university's efforts to integrate evidence-based practices into policies and service delivery models focused on supporting the success of intercultural students.
- Partnered with the Department of Admissions on recruiting Black/Cape Verdean, Latinx, Indigenous, Asian, and other students of color.
- Recruited, trained, and supervised staff, graduate assistants, and student workers.
- Designed, implemented, and assessed campus-wide events and diversity trainings and celebrations such as BSU's Kente Cloth celebration, Black History Month, and Hispanic/Latinx Heritage Month.
- Developed strong working relationships campus-wide and across the region to support the measurable success of intercultural students.
- Planned and implemented assessment efforts that informed data-driven decision-making of the programs, services, and activities within core duties.
- In partnership with BSU Marketing and Communications staff, maintained the LGCIE extranet and intranet presence on the University website.
- Monitored national and regional intellectual trends in higher education focused on the student success of intercultural students and applied such information to help inform and assess campus efforts in these areas.
- Served on BSU's Racial Equity and Justice Institute team focused on racial and educational equity at BSU; the team currently has over 40 members from across the university.

Director of Institutional Diversity – Jul 2017-Nov 2022
 Division of Student Success & Diversity

Bridgewater State University (BSU) was established in 1840 as one of the first normal schools in the United States of America. BSU is the comprehensive university of Southeastern Massachusetts and the third-largest public university – the 10th largest. With an enrollment of approximately 11,000 students, Bridgewater State University provides opportunities to residents of the region and the commonwealth through myriad academic programs and innovative learning experiences inside and outside the classroom. The University grants more than 2,400 degrees and certificates each year.

Reporting to the Vice-President of Student Success & Diversity and managing the daily operations of the Office of Institutional Diversity, as the director, I am responsible for providing socially-justice oriented competencies to all members of the campus community.

- Developed and implemented workshops and in-depth trainings for a range of employee and student constituencies focused on enhancing employees' and students' leadership abilities to interact in an inclusive and culturally competent manner, i.e.:
 - *The Empowered Bystander*
 - *Unlearning Racism: Becoming a Racial Justice Ally*
 - *Debiasing Teaching Methodologies*
 - *Reflexive and Inclusive Classroom Dialogues*

- Collaborated with campus members and relevant offices to develop strategies and action items to foster a campus climate supportive of inclusion, respect, and social justice, i.e., I began working closely with the Office of Institutional Research to expand and architect a data production system to inform an equity-based platform for programming and student services. Based on newly desegregated campus climate data and under my leadership, the Office of Institutional solidified a partnership with the Office of Student Accessibility, the Academic Achievement Center, Lewis and Gaines Center for Inclusion and Equity, the Center for Student Involvement, the Department of Residential Life to disseminate the information. Still, most importantly, the focus of these talks was designed to offer practice-oriented competencies to best support our ever-changing student demographics.
- Provide and train faculty to develop Equity-Minded provisions and goal settings in curriculum development, decolonial pedagogies, and anti-racism models.
- Trained staff to respond and provide ongoing divisional and university-wide support about critical/crisis management around diversity and inclusion. Though my vision is futuristic, right after the killing of Mr. George Floyd, I was designated by the President as the source of information relating to anti-racism work and equity-based resources. Also, provided the following workshops to the campus community (participation ranged from 65 to 85 people, including students, faculty, staff, and community members) i.e.:
 - *The Ins and Outs of Activism*
 - *Critical Cultural Humility*
 - *Understanding and Using History as an Organizing Tool*
 - *Introduction to Systemic Racism*
 - *Disrupting Systemic Racism*
 - *Tips to Speak Up and Activate Support*
- Responsible for providing vision and direction for the design, implementation, and management of a program for assessing the student learning outcomes associated with diversity and inclusion training and leadership activities, i.e., supported the creation and development of a mentoring course (extra-curricular and hands-on engagement), *PSYC 215: Mentoring Peer and Youth*, designed to support and facilitate high school male students of color transition to college. Similarly, I participated in the committee responsible for creating a version-like summer-bridge program named *Summer Bears* (in honor of BSUs mascot, Bristaco, the Bear), supporting first-generation students of color and economically deprived students in transition into college.
- Worked closely with the Provost, Associate Provost, Deans, and Chairs to administer the design and implementation of policies, processes, and training curricula to prepare students for leadership roles in recognized student organizations and train students to engage in responsible self-governance, effective fiscal management, collaborative learning, ethical leadership, understanding of diversity, inclusion, and equity, and service to the University community and society at large. Worked to include a Diversity Statement in every faculty job description, along with a required essay on “inclusive engagement and delivery in the classroom.”
- Responsible for facilitating faculty and staff with conversation and teaching concepts, skills, and effective approaches to engaging thoughtfully in a diverse, equitable, and inclusive academic community. Such workshops and conversations include and are not limited to:
 - *Truths about Race*
 - *Socializations*
 - *The Impact of Words*
 - *Jane Elliot’s, A Class Divided*
 - *Racial/Ethnic Prejudice & Discrimination*

ADMINISTRATION:

Work cross-divisionally and collaboratively with all campus constituencies to enhance campus climate. Collaborate with campus members in implementing data-informed programs and initiatives to help meet goals focused on diversity, equity, and the elimination of student and employee achievement and opportunity gaps.

- Managed the daily operation of the Office of Institutional Diversity including budget management, supervision, assessment, and strategic planning.
- Managed and facilitated the monthly *Supporting the Success of Female and Non-Binary Employees* and *Institutional Diversity* luncheons.
- Designed and taught a mentoring 200-level university course for youth and peers, oriented to support student of color retention.

- Developed and implemented the *Dream It. Plan It. Achieve It.* mentoring dinners aimed at creating spaces of belonging to male, female, and LGBTQ+ students at the university while providing an opportunity to be mentored by a faculty or staff member of the University in addition to other student-success-oriented programming.
- Developed and institutionalized *The Empower Bystander* training, designed to provide the University community with tools and competencies to act when witnessing acts of bias and prejudice.
- Worked closely with the Director of the Office of New Student and Family Programs to implement social justice-related trainings/workshops to increase sociocultural competencies and ensure that every new class of students receives adequate education relating to diversity and inclusion efforts, both on and around campus.
- Planning and implementing data-informed diversity efforts and employee and student success interventions focused on helping the university eliminate achievement and opportunity gaps.
- Developed and revised university policies, practices, and procedures in key program areas such as judicial affairs, residential life, orientation, parent and family programs, holistic wellness, and student leadership.
- Developing strong working relationships with campus-wide academic and administrative offices and departments to develop and implement programs and resources focused on retaining employees and students, emphasizing those from under-represented groups.
- Coordinating all social media for the Office of Institutional Diversity.
- Serving on university-wide committees and task forces focused on diversity and equity-oriented work.

SPECIALIZED INSTITUTIONAL STRUCTURING & ASSESSMENTS:

- Participating as a member of the Planning Committee for the Leading for Change Higher Education Diversity Consortium and lead contributor to the Racial Equity and Justice Institute.
RESULT: Assessed the educational needs of undergraduate, graduate, and professional school students who were minoritized or underserved.
- Conducted a meta-analysis of institutional diversity and inclusion goals to identify opportunities for improvement.
RESULT: Frequent guest speaker in several classes regarding diversity and inclusion challenges, women's empowerment, race relations, and equity initiatives.
- Conducted student satisfaction surveys and campus climate studies with the Office of Institutional Research.
- Conducted program evaluations for all grant-funded programs in support of student success.
- Coordinated evaluation of all cultural and educational programs to assess how well student-learning outcomes were being achieved.
RESULT: Human Resource Development and Talent Management & Title IX Office & Title VII & ADA.
- Policy analysis and development in racial harassment, bias reporting, hate speech, community service, conflict mediation, and the residence hall conduct system.

UNIVERSITY SERVICE:

- Facilitator of the Executive Leadership Institute.
- Lead facilitator of the Racial Equity and Justice Institute, Leading for Change Higher Education Consortium, 2018-present.
- Member of the Special Presidential Task Force on Racial Justice.
- Co-lead of Male Mentoring Dinners.
- Faculty advisor to M.I.B. (Men Integrated in Brotherhood).
- Faculty advisor to A.S.A. (African Student Association).
- Faculty advisor to Urban Renegades (Multicultural Dance Team).
- Faculty advisor to Mi Gente (Latin American Dance Team).
- Member of Presidential Retention Committee.
- Contributor to Universal Children's Day (College of Education and Allied Studies).
- Chair, Search Committee for the position of Director of the Lewis and Gained Center for Inclusion & Equity.
- Chair, Search Committee for the position of Assistant Director for Male Success Programs.
- Chair, Search Committee for the position of Director of the Office of Student Involvement and Leadership.
- Member, Search Committee for the position of Associate Director of the Disability Resource Center.
- Member, Search Committee for the position of Police Department Community Liaison.
- Member of the Diversity Grant Committee.
- Committee Member, Black History and Latino Heritage Month Programs.

PROFESSORSHIP:**School of Social Work, MSW Program****Department of Anthropology & Latin American and Caribbean Studies Program**

- *Visiting Associate Professor*, September 2019 – Present
- *Visiting Assistant Professor*, September 2017 – August 2019
- Responsible for teaching the required-sequence course, SCWK 502: Dynamics of Diversity and Inclusion.
- Developed and wrote a new graduate seminar for the MSW curriculum, SCWK 580: Immigration in 21st Century U.S.
- Developed and wrote three undergraduate courses, LTAC 210: Introduction to Latinx & Caribbean Diaspora Studies, PSYC 215: Mentoring Peers and Youth, and ANTH 299: Afro-Latin American Cultures.

STETSON UNIVERSITY – DeLand, FL

Director of Diversity and Inclusion – *Dec 2015-Jun 2017*

Division of Campus Life and Student Success, Community Engagement, & Cross-Cultural Center

In 1883, Stetson University emerged as a university on Central Florida's frontier from the DeLand Academy. As Florida grew, so did Stetson - standing firm in character and steadfast in its purpose to educate a growing American student population. Then, as of now, students come to Stetson to become business and social leaders, artists, innovators, guides, and catalysts. Today, the university prepares students for existing and new challenges with broad knowledge and the unflagging fortitude necessary to serve future generations with compassion, significance, and respect. Students come to Stetson to gather the courage to declare, "I will build a better world!"

ADMINISTRATION:

Provided leadership to and advanced student peer-based diversity and inclusion work, including Multicultural Student Council, Multicultural Student Organization faculty/staff advisors, and 14 Multicultural Student Organizations. Supervised the Assistant Director of Interfaith Initiatives and provided leadership to the entire staff team, including student employees, VISTAs, and Graduate Assistants. Provided success coaching, support, and resources for students to develop effective self-determination and self-advocacy to reach students' academic and personal goals.

- Integrating high-impact educational practices into the cultural and spiritual ethos of the University by providing a strategic vision for intercultural educational initiatives aimed at fostering a community rooted in inclusion, following the University values, and developing, coordinating, and administering programs and activities that serve.
- Expanding the Stetson community for all students and creating a welcoming environment by developing strategic external networks and relationships while ensuring academic success with all students.
- Overseeing operations of the Cross-Cultural Center (Tri-C), including marketing, \$150,000 budget, and assessment of learning outcomes.

TEACHING & STUDENT BEHAVIOR DEVELOPMENT:

- Empower students to plan and facilitate critical and transformational dialogue, cultural events, diversity programs, workshops, and community-building programs, with a focus on developing long-term and annual programs that become embedded campus traditions.

SPECIALIZED INSTITUTIONAL STRUCTURING & ASSESSMENTS:

- Produced a process where identity differences can be respected and embraced by implementing all the inclusiveness, diversification, and re-imagining of the academic model, as well as student engagement principles; and by conceiving of diversity as dynamic and transformative, and far from assimilation to the mainstream; charged with identifying and valuing the experiences of diverse millennials and gen Z students.

RESULT: Students are experiencing administrative decision-making situations preparing them better for the next step of their lives in society.

- Increased awareness, fostered learning, and incorporated reflection by coordinating and assisting student, staff, and faculty efforts in planning and implementing holistic educational, intercultural, spiritual, social, and leadership development programs.

RESULT: Cultivate an inclusive community and prepare students for life in a global world.

NETWORKING & COLLABORATION:

- Networking and partnering with other offices and faculty to increase diverse student participation in high-impact learning and support initiatives by collaborating with: Career Development and Alumni Engagement offices to strengthen relationships with diverse alumni for internship opportunities and career advice; WORLD international learning to provide support to international students and to encourage domestic students to study abroad; the Academic Success center on success coaching and academic support initiatives, extensive work with Student Development and campus vibrancy collaborating on efforts such as club and organization development and support and leadership programming, Wellness and Recreation to encourage diverse student participation in wellness services, initiatives, and programs.

MASTERS STUDENT SUPERVISION:

- “Low Income First-Generation Students at Post-Secondary Institutions” by Samaris Cruz (Committee Member) – M.Ed. Teaching for Social Justice – Thesis completed July 2016.
- “Creating a Diverse and Inclusive Campus: International Students in the Classroom Professional Development Plan” by Peggy Hollis Fox (Committee Member) – M.Ed. Teaching for Social Justice – Thesis completed May 2016.

UNIVERSITY SERVICE:

- Officer of the Task Force on Diversity and Inclusive Excellence.
- Faculty Member of the Latin American Studies Program.
- Officer of “Many Voices, One Stetson” campaign to collect information about how students, faculty, and staff experience and perceive inclusion, inter-group and intra-group relations, and respect issues.
- Facilitator and creator of Diversity and Inclusion Training for Residential Assistants: “Choose your Attitude”.
- Facilitator and creator of Diversity and Inclusion Training for Faculty and Staff: “Leadership Identifier: Your Individual Narrative.”
- Officer for Student Cultural Credit programming approval.
- Facilitator and creator of Train the Trainer Diversity and Inclusion Workshops: “Who Needs Identity?”, “The Crisis of Representation,” “Whiteness of a Different Color.”
- Social Justice Lecture Series Committee Member.
- The Social Justice Advocacy Committee Member.
- Instructor for the Community Education Project at Tomoka Correctional Institution.
- Title IX and Anti-Bias Related Incidents Investigator.
- Values Day Committee Member.
- Facilitator of the Diversity and Inclusion Round-table discussion series.
- Facilitator and creator of Safe Zone Training 101 & 102, Train the Trainer development and training.
- Facilitator and creator of Inclusion 101 & 102: Identity Development & Power, Privilege, and Oppression, respective trainings.
- Creator and facilitator of the Inclusivity Model, based on three pillars: programming, policy, and self-awareness.
- Search Committee Member for the WORLD Program Coordinator position.
- Top Hatter Student Awards Selection Committee Member.

UNIVERSITY AT ALBANY – Albany, NY
Senior Academic Advisor – May 2009-Nov 2015
 Advisement Services Center

Founded in 1844, the University at Albany is the premier public research University in the Capital Region. It offers more than 17,000 students the expansive opportunities of a large university in an environment that fosters individual success. For over 175, UAlbany has committed to seeing perseverance in the underestimated and promise in the unwavering.

ADMINISTRATION:

Facilitated and completed the registration process within academic guidelines and major course requirements using PSoft and DARS. Assisted students in completing and submitting all federal and state financial aid forms and loan applications. Reinforced and maintained guidelines of minimum credits earned and grade point average requirements based on each

semester for program and university standards eligibility, with particular attention to STEM students. Managed college success by providing training to new advisors and teaching first-year classes.

STUDENT BEHAVIOR DEVELOPMENT:

- Ensured timely graduation with study engagement and planning choice of academic major, academic performance, tutoring, and specialized workshops by advising undergraduates on career planning through intensive review and on-going efforts, which helped students integrate into society with responsibilities.
- Provided individual and group counseling with a primary focus on self-esteem enhancement, anger management, domestic violence, sex education, diversity issues, peer mediation, and substance abuse awareness, enhancing student cognitive, social, and emotional development as core life skills.

SPECIALIZED INSTITUTIONAL STRUCTURING & ASSESSMENTS:

- Conserved funding for the program by developing and implementing programs to encourage participation in study groups, student associations, and lobbying efforts.
- Initiated and maintained correspondence with students through meetings and monthly emails that helped deliver individualized and group instruction in all curriculum areas by integrating class schedules registered by students and their extracurricular activities.

RESULT: Built a solid foundation in the work environment. Organization Management: Administered and arranged seminars on plagiarism and library facility; provided advising, coaching, and training to faculty and administrators.

UNIVERSITY SERVICE:

- Search Committee Member for Office of International Education Advisor.
- Judicial Board Member/Hearing Officer.
- National Latino Collegiate Conference Advisor.
- Assistant/Presenter: “Fulbright Gateway Orientation Program.”
- “Safe Space/Zone Training.”
- Greek-lettered Organizations Mentor.
- Founder and Advisor for the UAlbany Salsa Dance Club.

HONORS/GRANTS/AWARDS:

- New York State/United University Professions Professional Development Grant/Award – Feb 2015
- University at Albany Dissertation Research Fellowship Award – 2013-2014
- New York State/United University Professions Professional Development Grant/Award – Feb 2014
- New York State/United University Professions Professional Development Grant/Award – May 2010
- Outstanding Service Award, NLCC Coordinator- Fuerza Latina – Oct 2008
- Omicron Delta Kappa National Leadership Honor Society
- Sigma Delta Pi, Eta Psi Chapter, (Spanish Honor Society)
- Chi Alpha Epsilon, Beta Phi Chapter, (Academic Honor Society)
- Phi Alpha Theta, Chi-Delta Chapter, (History Honor Society)

THE COLLEGE BOARD – New York City, NY
AP Spanish Literature and Culture Exam Reader – Jun 2011-2017; **Table Leader** – Jun 2018-2021
 Advanced Placement (AP) Program

Establishing a visible presence for exam reading services on campus.

- Continuously assisting in grading the Advanced Placement Spanish Literature and Culture Exam.
- Carefully read essay responses by following rubrics for language usage and content mastery.
- Applying grades for the essays based on analytical and thematic approaches and on mastery of literary texts and terms.
- Demonstrated hands-on experience in reading tasks that turned in grading approximately 250 essays per day over a weeklong period.

ASOCIACIÓN CULTURAL PERÚ NEGRO – Lima, Perú
Historian/Archivist – Mar 2006-Present

Performing activities as a Historian and archivist of the Peruvian-based company established in 1969. Perú Negro is the leading and most crucial Afro-Peruvian dance and music company that has traveled and performed worldwide and was given the title of “Cultural Ambassador” by the Peruvian government.

- Accomplishing Grammy Awards & Latin Grammy Awards nominated results by training in choreography, performance, and music ethnography since 2006.
- Writer and producer of the 49th Anniversary concert: *Sus Raíces: Una historia por Contar*. Gran Teatro Nacional. July 25, 2018. Lima, Perú.
- Writer and producer of the 50th Anniversary concert: *50 Años de Tradición: La Misma Esencia*. Gran Teatro Nacional. September 28, 2019. Lima, Perú.

EDUCATION

2015 **Ph.D.**, Interdisciplinary Cultural, Decolonial & Ethnic Studies, *University at Albany, State University of New York*, Albany, NY.

Perú Negro: Choreographing and Performing Afro-Peruvian Identity, 1969 to the Present.
 Patricia Pinho (Mentor), Edna Acosta-Belén, Glyne Griffith, and Thomas F. DeFrantz

2010 **M.A.**, Africana Studies, *University at Albany, State University of New York*, Albany, NY.

2009 **M.A.**, Latin American Literature & Cultural Studies, *University at Albany, State University of New York*, Albany, NY.

2007 **B.A.**, Modern World History & Spanish Linguistics, *University at Albany, State University of New York*, Albany, NY.

OTHER EDUCATION

2022 **Certificate.**, Diversity, Equity and Inclusion in the Workplace, *University of South Florida*, Tampa, FL.

2020 **Graduate Certificate.**, Urban Education, *Bridgewater State University*, Bridgewater, MA.

COURSES TAUGHT

BRIDGEWATER STATE UNIVERSITY:

- SCWK 580 – Immigration in the 21st Century United States
- SCWK 502 – Dynamics of Diversity and Oppression
- ANTH 299 – Special Topics, Afro-Latin America
- LTAC 210 – Introduction to Latinx & Caribbean Diaspora Studies
- PSYC 215 – Mentoring Peers and Youth

UNIVERSITY AT ALBANY, State University of New York:

- LCS 300 – Theories and Research Methods in Cultural Studies
- LCS 289 – Special Topics in Race and Ethnicity
- LCS 240 – Classism, Racism, Sexism
- LCS 203 – Afro-Latin America
- LCS 100 – Cultures of Latin America
- UNI 100 – The Freshman Year Experience
- SPN 101 – Elementary Spanish II

- SPN 100 – Elementary Spanish I

THE COLLEGE OF SAINT ROSE:

- SPA 400 – Contemporary Spanish-American Novelists
- SPA 302 – Spanish for Heritage Speakers
- SPA 101 – Elementary Spanish Language and Culture I

MANUSCRIPT REVIEWER & SCHOLARLY BOOK PUBLISHERS

- Routledge, Taylor & Francis Group
- State University of New York (SUNY) Press

OTHER PROFESSIONAL EXPERIENCES

UMDNJ-NJMS/UH – Newark, NJ

Translator and Copyeditor [Department of Emergency Medicine] – *Jan-May 2010*

- Provided proofreading, fixed syntax, corrected verb tenses, and bridged the gap between written grammatically correct Spanish and Spanish used in dialogue for seven diagnoses scripts: Asthma, Fractures, Sprained Ankle, Diabetes, Lacerations, Biliary Colic, and Vaginal Bleeding.
RESULT: Scripts were part of the “Video Discharge Instructions Project (DVI).” – The project consisted of video discharge instructions for seven common emergency room diagnoses.

Worcester Historical Museum and the American Antiquarian Society, Worcester, MA
Researcher, Editor, and Translator – *Summer 2005*

- Researched and compiled primary documents at the American Antiquarian Society for immediate use by the Worcester Historical Museum.
- Translated 19th-century Spanish documents into English.
- Edited papers and proofread important documents.
- Provided critical and insightful material for museum professionals to use based on the information translated.
- Wrote letters in Spanish to major museums to initiate communication between institutions interested in information research.

RESEARCH INTERESTS

- Construction, representation, and authenticity of Afro-diasporic communities and identities through ancestral memories, photographic staging, rhythmic performance, choreography, and body performativity.
- Exploration of socio-historical experiences via dance of Afro-Latin Americans and African Diasporic communities in popular culture.
- Latin American narrative and cultural studies’ hermeneutics.
- Race theory and social thought in literary and textual analysis and in academic settings.
- Identity Development and Construction.
- Student learning, particularly around social identity development.
- Diversity and Inclusion, Student Success, and Student Engagement.

ACADEMIC & PROFESSIONAL MEMBERSHIPS

- Association for the Study of the Worldwide African Diaspora (ASWAD)
- Latin American Studies Association (LASA)
- The Collegium for African American Dance (CADD)
- Modern Language Association (MLA)
- The National Academic Advising Association (NACADA)
- Association of American Colleges & Universities (AACU)
- Student Affairs Administrators in Higher Education (NASPA)
- The National Conference on Race & Ethnicity in American Higher Education (NCORE)

PUBLISHING OUTPUT

BOOK:

Perú Negro: Bailando muchas memorias. (AIBAL: Asociación Iberoamericana de Artes y Letras & Studia Hispanica Editors, Lima-Perú). 2021.

HANDBOOK:

Gentlewarrior, Sabrina & Paredes, Luis (Editors), (2021). *The Leading for Change Racial Equity and Justice Institute Practitioner Handbook*. Bridgewater State University on behalf of the Racial Equity and Justice Institute.

NEWSPAPER ARTICLE:

“Reflecting on Pulse, and Dancing Queer.” *The West Volusia Beacon*. 16 Jun. 2016: 5A.

ARTICLES:

“Ronaldo Campos de la Colina.” *Caminante*. Volume 2 (2019): 4-6.

“Chabuca Granda: memorias prestadas, nostalgias encontradas, memoria peruana.” *Hispanic Culture Review*. Volume XIX (2013): 33-38.

DIVERSITY AND INCLUSION TRAININGS, WORKSHOPS & CONSULTING

“Intergroup Dialogue for Racial Equity & Supporting Student Success,” Consulting, Board of Trustees- Cape Cod Community College, West Barnstable, MA, July 19, 2022.

“Equity-Minded Plan,” Consulting, Cape Cod Community College, West Barnstable, MA, March-June 2022.

“Creating Equity-Mindedness for Racial and Social Justice: An Overview,” Facilitator, Professional Development Day, Cape Cod Community College, West Barnstable, MA, December 14, 2021.

“Afro-Latinidad and the NYC Dance Ecology,” Moderator, Redefining Practice, Dance NYC, New York, NY, November 3, 2021.

“La performatividad de la cultural afroperuana,” Semana Afroperuana, Universidad Católica San Pablo Centro de las Artes, Arequipa-Perú, October 26-28, 2021.

“Hidden Legacies/Legados Ocultos: Exploring the Erasure of Black Culture,” Black History Month Lecture, ETSY, New York, NY, March 24, 2021.

“Diversity Liberates and Inclusion Heals,” Connections Conference: Listen, Learn, Act!: Fighting for Justice in our schools & communities, Sutton School District, Sutton, MA, March 24, 2021.

“LatinX: The Non-Monolith,” Hispanic Heritage Month Lecture, ETSY, New York, NY, October 15, 2020.

“Possibilities of the Imaginary: Celebrating Diversity and Identifying Bias,” Sustaining Disciplinary Pedagogies for a Better World, 12th Annual Conference, Bridgewater State University, Bridgewater, MA, December 12, 2019.

“Sustaining Diversity: Beyond Diversity Correctness,” Keynote lecture, The New England Association for Graduate Enrollment Management (NEGAP) Fall Conference, Salem State University, Salem, MA, December 5-6, 2019.

“100 Males to College: Supporting the Success of Latinx and Other Males of Color,” In Pursuit of Equity, Accountability, and Success: Latinx Students in Massachusetts Schools, Worcester State University, Worcester, MA, October 4, 2019.

- “Las poéticas y narrativas Afro-latinoamericanas”, Summer Institute, Massachusetts Foreign Language Association, Lasell College, Newton, MA, August 16-18, 2019.
- Facilitating and consulting, “The Empowered Bystander”, Student and Alumni Services, Office of Multicultural Programming and Inclusion, MGH Institute of Health Professions, May 21 & August 8, 2019.
- Facilitating and consulting, “Leadership Retreat,” Office of Minority Education Team, Massachusetts Institute of Technology, April 6-7 & October 13-14, 2019.
- Facilitating and consulting, “Social Justice Leadership Retreat,” Student Activities and Leadership Team, Babson College, March 8, 2019.
- Facilitating and consulting, “Pedagogy of Culture in World Language Classrooms,” Dover Sherborn Public Schools World Language Teachers K-12, Dover, MA, December 5, 2018.
- “Racial Equity and Justice Institute,” Leading for Change: Higher Education Diversity Consortium Fall Summit, MGH Institute of Health Professions, Somerville, MA, November 1, 2018.
- “World Language Education is a Civil Right,” Massachusetts Foreign Language Association Conference 2018, Springfield, MA, October 25-27, 2018.
- “Denying Humanity: Anti-blackness and the Racialization of the Other,” Office of Residential Life, Brown University, Providence, RI, October 23, 2018.
- “Culturizando el salón de clases: películas, telenovelas, danzas, y el cancionero latinoamericano,” Summer Institute, Massachusetts Foreign Language Association, Lasell College, Newton, MA, August 17-19, 2018.
- “Pedagogy of the Body: Tools to Teach Afro-Latin American Literature and Culture,” Summer Institute, Massachusetts Foreign Language Association, Lasell College, Newton, MA, August 17-19, 2018.
- “Who Needs Diversity,” Residential Life Summer Orientation, Dean College, Franklin, MA, June 20, 2018.
- “Pedagogy of Culture: Tools to Teach Latin American Diversity,” Diversity Conference, Massachusetts Foreign Language Association, Lasell College, Newton, MA, May 5, 2018.
- “The Imperative of Racial Justice,” Leading for Change: Higher Education Diversity Consortium Spring Summit, Massachusetts Institute of Technology, Cambridge, MA, March 29, 2018.
- “Talking Diversity and Making Efforts for Community Engagement,” Chatham West Apartments, Brockton, MA, February 22, 2018.
- “Racism, Diversity, and Cultural Challenges: Unpacking Similarities for Community Engagement,” The Pines Apartments, Brockton, MA, January 25, 2018.
- “Intercultural Advising for Success,” Supporting All Students in STEM, Massachusetts PKAL Regional Network Winter Meeting, Bridgewater State University, Bridgewater, MA, January 10, 2018.
- “The Inclusion of Afro-Latin Culture in Spanish Classes,” Department of Modern Languages & Office of Inclusion and Student Engagement, Millikin University, Decatur, IL, October 3, 2017.
- “Bodies that Move, Bodies that Think: Confessions of Rebels In-between,” Creative Revolution(s): Combating Hatred with Justice Across the Americas, Department of Latin American, Caribbean, and U.S. Latino Studies Conference, University at Albany, Albany, NY, March 3-4, 2017.
- “Who Needs Identity?” Honorando Nuestra Herencia, 26th Annual National Latino Collegiate Conference, University at Albany, NY, April 9, 2016.
- “Pedagogía del Cuerpo: Herramientas para Enseñar Epistemología, Literatura y Cultura Afro-Latina,” Educational Testing Services (ETS) AP Spanish Literature and Culture Professional Night Speaker, Louisville, KY, June 13, 2015.
- “Ritmo y Sangre Resistente: Performing Revolution in Latinoamérica,” El Poder de Ahora: The Dawn of Tomorrow, 22nd Annual National Latino Collegiate Conference, University at Albany, NY, March 24, 2012.
- “El baile de los que sobran: Indigenous Identity in Latin America,” Lighting the Torch: La luz de América, 21st Annual National Latino Collegiate Conference, University at Albany, NY, March 26, 2011.
- “Hispanophobia: The Black Legend and its Curse in/through History,” Veinte a Veinte: The Best Vision is Insight, 20th Annual National Latino Collegiate Conference, University at Albany, NY, March 20, 2010.
- “Sexual Solitude in Latin American Cinema,” La voz de la calle: Turn up the Volume, 19th Annual National Latino Collegiate Conference, University at Albany, Albany, NY, March 21, 2009.

RESEARCH PRESENTATIONS & LECTURES DELIVERED

- “El aporte Afro en el Perú: Taller Teórico-Práctico,” Escuela Superior de Arte Dramático Virgilio Rodríguez Nache, Trujillo, Perú, June 24, 2022.

- “La Antropología de la Danza Afroperuana,” Peru AfroFest, Seminario Profesional de Danza Afroperuana, Lima, Perú, May 22, 23, 29 & 30, 2021.
- “Perú Negro: bailando muchas memorias,” Impact of Globalization in Latin American Discourses, Grand Challenges Research & The State of Iberoamerican Studies Series, University of Minnesota, Minneapolis, MN, November 4, 2020.
- “El eterno ritmo de Victoria Santa Cruz,” “Nuestra América: Justice and Inclusion,” Latin American Studies Association International Congress, Boston, MA, May 24-27, 2019.
- “Black Roots in Latin American Dance,” SPXCE Intercultural Center, Massachusetts Institute of Technology, Cambridge, MA, February 19, 2019.
- “Reprise: Decolonizing Diversity Politics in Higher Education,” Distinguished Speaker Lecture, Anthropology Department, Bridgewater State University, Bridgewater, MA, November 15, 2018.
- “Dancing Peruvian Blackness: Peñas, Calles, Jirones, Y Teatros,” “Diálogos de Saberes,” Latin American Studies Association International Congress, Lima, Peru, April 29-May 1, 2017.
- “Dancing Many Memories: Choreographing a New National Family,” Invited Visiting Artist at the Duke Dance Program, Duke University, Durham, NC, April 11, 2017.
- “Rituals of the Body: Perú Negro’s Choreographing and Performing of Afro-Peruvian Identity,” LASA at 50, Latin American Studies Association International Congress, New York, NY, May 27-30, 2016.
- “Perú Negro and the Commodification of Afro-Peruvian Identity,” Dancing the African Diaspora: Embodying the Afrofuture, 2nd Bi-Annual Conference, Duke University, Durham, NC, February 19-21, 2016.
- “Locating Blackness in the Peruvian Nation: Narratives of Peruanidad,” African Diaspora Circularities: Forging Communities, Cultures, and Politics, ASWAD 8th Biennial Conference, Charleston, SC, November 4-7, 2015.
- “La Tierra Se Hizo Nuestra: Perú Negro and the Mainstreaming of Peruvian Blackness,” LASA 2015 Precaridades, Exclusiones, Emergencias, Latin American Studies Association International Congress, San Juan, Puerto Rico, May 27-30, 2015.
- “Bodies of Different Colors: Afro-Peruvian ‘Blackness’ and Representations of Identity,” Dancing the African Diaspora: Theories of Black Performance, Duke University, Durham, NC, February 7-9, 2014.
- “Re-Memorizing Afro-Peruvian Identity, 1969 to the present,” Transformative Visions: Confronting Change and Creating Opportunity in Africa and the African Diaspora, ASWAD 7th Biennial Conference, Santo Domingo, Dominican Republic, October 30-November 2, 2013.
- “Perú Negro: Re-Memorizing Afro-Peruvian Identity in the Black Pacific,” Global Africa, Triple Heritage, and Pax Africana, 38th Annual Conference of The New York African Studies Association (NYASA), Binghamton University, April 5-6, 2013.
- “Perú Negro: coreografías y representaciones de la identidad afroperuana, 1969 hasta el presente,” Museo Nacional Afroperuano, Congreso de la República del Perú, Lima, Perú, August 16, 2012 (invited presentation).
- “Choreographing Afro-Peruvian Identity: Danced to Resist, Dancing to Remember,” Performing Memory, History and Identity in the Black World, Central Pennsylvania Consortium Africana Studies Conference, Dickinson College, Carlisle, PA, February 23-24, 2012.
- “La construcción de la danza y el ritmo: la africanización de ‘Perú Negro’,” Equidad, justicia, desarrollo: afrodescendientes en Latinoamérica, Conferencia Internacional, SEPHIS/ Universidad de Cartagena, Cartagena, Colombia, March 21-24, 2011.
- “Locating Africa in Peruvian Memory: Chinchá “La Reina del Sur” and the Afro-Peruvian Projection of ‘Teatro del Milenio’,” Uniting Wisdom: Diasporas of Color Across Disciplines, Continents, Centuries and Cultures, 3rd Biennial World Diaspora Conference, SUNY at New Paltz, New Paltz, NY, October 15-16, 2010.
- “Inventing with Memories: The Cultural Recreations of Victoria Santa Cruz and its Canonization in Afro-Peruvian Culture,” Conference of Afro-Latin American Studies, Journal of Afro-Latin American Studies, 2nd Annual International Conference, Santo Domingo, Dominican Republic, March 11-13, 2010.
- “The Tribe’s Trance: Afro-Peruvian Trajectory and Cultural Constructions,” African Culture, Transmission and Retention, Uncovering Connections XI: Cultural Endurance between Africa, the Americas and the Caribbean, DIRECT Center, Medgar Evers College of the City University of New York, March 5, 2010.
- “A Brief Overview of Perú Negro’s History,” Spotlight Talk, Weston Auditorium, Fitchburg State College. Fitchburg, MA, February 7, 2008 (invited presentation).
- “An Exploration of Afro-Peruvian Dance and Music: *Perú Negro*, the Cultural Ambassadors of Black Perú,” Theater Talk, Proctors Theater, Schenectady, NY, January 25, 2008 (invited presentation).

“Me gritaron negra:’ La voz de protesta ante la opresión del negro,” Probing Brevity – Studies on Short Texts, Department of Languages, Literatures and Cultures, 2nd Annual Research Conference, University at Albany, Albany, NY, November 2, 2007.

“Del ‘Callejón del Buque’ a los teatros del mundo: la interpretación artística de ‘Perú Negro,’” “Asociación Cultural Perú Negro,” Santiago de Surco-Lima, Perú, June 26, 2007.

MEDIA APPEARANCES

“Search for Racial Equity: Afro-Descendants – Recognition, Justice and Development in the Americas,” *Talks at Google*. San Francisco, CA, July 9, 2020.

“50 Años de Perú Negro,” *Presencia Cultural*, TVPerú. Lima-Perú, September 21, 2019.

“La historia de Perú Negro,” *Radio Filarmónica 102.7 FM*, Ministerio de Cultura. Lima-Perú, September 18, 2019.

“Perú Negro, 50 Años Después,” *Wantan Night*, Movistar TV Plus. Lima-Perú, September 17, 2019.

“Perú Negro, 50 Años de Fuerza y Color,” *Cuarto Poder*, América Televisión. Lima-Perú, September 12, 2019.

LEADERSHIP ACTIVITIES

LAMBDA SIGMA UPSILON LATINO FRATERNITY, Inc.
National Director of Expansion [Hoboken, NJ] – *Jul 2015-Jun 2016*

- Presided over all matters regarding national expansion efforts by acting as a Chair of the Expansion Committee and being engaged as a committee member, which appoints the induction officers for expansion groups through the National Induction Officer Protocol.
- Directed liaison between the fraternity and any institution that wishes to establish a chapter; and all interested men from institutions where Lambda Sigma Upsilon Latino Fraternity, Inc. is not present.

New York Regional Expansion Officer [New York, NY] – *Jun 2009-Dec 2010*

- Contacted university and college administrations for permission/requirements/qualifications to expand/establish a new chapter at respective campuses.
- Recommended Pledge Educators to the National Expansion Officer for expansion chapters.
- Under term, Lambda Sigma Upsilon Fraternity, Inc. added three new chapters at St. John’s University, Rochester Institute of Technology, and SUNY Oswego.

Founding Brother/Alumni Advisor [Aquila Chapter, University at Albany, Albany, NY] – *Dec 2007-Present*

- Founded chapter with the goals and vision of succeeding in areas where other Greek-lettered organizations failed.
- Maintained and directed event planning and administrative duties and reported to National Board Officers.
- Directed and educated New Pledge Members.
- The Aquila Chapter of Lambda Sigma Upsilon Fraternity, Inc. contributes to university and community involvement, outstanding social atmosphere, and producing great alumni, and having a 100 percent graduation rate.