

Duff C. Galda

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Education

University of Arizona, Tucson, Arizona

- **Ph.D., Department of Teaching, Learning, and Socio-cultural Studies**
 - **Research Interests:** Indigenous Education: Culture-Based Curriculum in Support of Indigenous Nation Building, Tribal Sovereignty, Self-Determination, and Indigenous Well-being
 - **Dissertation Title:** *Footprints on a Path Less Traveled: Perspectives of Indigenous Scholars on their Successful Negotiation of Doctoral Programs*
- **Graduate Certificate, Instructional Design & Technology Applications, U A South, Educational Psychology**
- **Post-baccalaureate Teaching Certificate**
 - Cohort Valedictorian
 - Outstanding Student Achievement Award
 - Convocation Speaker

Appalachian State University, Boone, North Carolina

- **National Certification in Developmental Education**
 - Kellogg Institute - Developmental Education Cohort, Pima Community College

Northern Arizona University, Flagstaff, Arizona

- **M.Ed. Special Education, Summa Cum Laude**
 - **Research Interests:** The Multilingual/Special Education/Multicultural Intersection, Cognitive Diversity in the Culturally and Linguistically Diverse Classroom, Curriculum Supporting Linguistic and Cognitive Development, Science Education at the Elementary Level, Environmental Literacy
- **M.Ed. Bilingual/Multicultural Education – ESL, Summa Cum Laude**
 - **Research Interests:** English Language Learning, Accommodation of Culturally, Linguistically and Cognitively Diverse Students, Environmental Education, Culturally Relevant Science Curriculum for Native American Students
 - 24 graduate units of independent study conducted in Australian classrooms - 1995, Victoria, Australia
- **M.Ed. Curriculum and Instruction, Summa Cum Laude**
 - **Research Interests:** The Planning, Development, Implementation, and Evaluation of Curriculum, Cross-curricular Instruction, Cognition, Meta-cognition, Environmental Education, Physical Sciences in the Indigenous Classroom
- **B.S. Natural Resources Management/Public Administration, Minor: Geology, Summa Cum Laude**

Glendale Community College, Glendale, Arizona

- **A.A. Natural Sciences/Agriculture, Highest Honors**

Certification

Arizona Community College Regular A.1.a. Lifetime Teaching Certificate, February 1993

- Basic Education (Developmental Writing, Reading, Math)
- Education
- ESL
- Social Sciences (Political Science, Anthropology, Sociology)

Tohono O'odham Community College Instructional Certifications

- EDU – Education, Education Psychology, Child Development, Special Education
- WRT - Writing

Estrella Mountain Community College Instructional Certifications

- EDU – Education and Special Education
- ECE – Early Childhood Education
- CFS – Child and Family Studies

Pima Community College Instructional Certifications

- EDU – Education
- ETT – Educational Technology
- EDS – Special Education
- SCT – Science Teaching
- REA – Reading
- ESL – English as a Second Language

Arizona Elementary Teaching Certificate, K-8 , February 1985 (Renewed 2005)

- ESL Endorsement
- Special Education Endorsement

Victorian Directorate of Education Teaching Credential, Early Childhood, Victoria, Australia, January 1995

- Prep (4 ½ to 5 year olds)
- Grade 1 (5 ½ to 6 year olds)
- Grade 2

Language Proficiency

English, Native Speaker

Spanish, Intermediate Level of Fluency

American Sign Language, Beginning Level of Fluency

Tohono O'odham, Novice Level of Fluency

Academic Appointments, Full-time

Tohono O'odham Community College, Sells, Arizona

Full-time Faculty, Elementary Education

2018 Faculty member Associate of Arts in Elementary Education Program working with a diverse student population (students earning a certificate for direct employment, traditional undergraduate students preparing for university transfer into Elementary Education programs, and professional educators seeking continuing education opportunities) teaching a flexible schedule of weekday, evening, and weekend classes in a range of delivery options

to

Present Including:

- classroom lecture
- student cohort facilitation
- field work, internship, and service learning experiences
- individualized instruction and independent study
- hybrid, web-enhanced courses

Duties:

- Teach fifteen (15) credit hours per semester of Education and Special Education courses in a variety of delivery modalities including traditional, hybrid, on-line, open entrance/exit, accelerated, and dual enrollment (with the Nation's secondary schools)
- Maintain College hours of accountability and consistent office hours
- Attend class consistently and arrive a minimum of fifteen minutes prior to scheduled class times; notifying supervisor and providing an alternative lesson in the rare event of a faculty absence
- Participate in curriculum development, assessment reform, and pilot projects focusing on student success through the use of Course, Program, and College Learning Outcomes to inform and improve instruction
- Plan, implement, and evaluate instructional programs in Education
- Design curriculum and associated course outlines for department courses, develop and pilot innovative methods and courses supporting student engagement
- Utilize knowledge of instructional design to create and maintain effective, efficient, accessible on-line courses
- Develop syllabi, instructional materials, assessment techniques, evaluation tools
- Identify appropriate instructional support materials including open source readings, open educational resources, and relevant, accurate on-line reading materials to trim costs for students
- Instruct, monitor, and evaluate pre-service teachers in foundations and methodology classes, instruct, supervise, monitor, and evaluate pre-service and in-service educators in practicum experiences
- Incorporate interactive, learner-centered methodologies (contextualized concept development, situational learning, group work, individualized assignments, creative instructional formats and techniques, and open-ended assessment) to support student success for diverse student populations

- Use instructional technology in all courses taught including a variety of learning management systems, class websites and chatrooms, instructional media, etc. that support instruction and student success
- Model professional dress, decorum, communication, attendance, punctuality, and confidentiality for the pre-service students being served
- Provide academic advisement through feedback, student assessment, and frequent, regular student communication
- Assess retention of student learning by developing and grading assignments, papers, exams
- Maintain records and monitor student progress through participation and assignment completion
- Facilitate and support student academic success through availability, communication, innovation, modeling of enthusiasm for discipline, and informed improvement of course offerings
- Utilize problem solving strategies and critical thinking skills to address challenges effectively, efficiently, and in an informed and responsible manner
- Meet with students during office hours to assist and advise; work with students out of class as requested
- Participate in search and hiring committees to identify and secure outstanding staff, faculty, and administrators for the College
- Review credential, screen applicants, and recommend adjunct faculty to teach for the College
- Support faculty success and retention through interacting with and mentoring new and adjunct faculty
- Conduct observations of adjunct faculty and peers to provide feedback in support of targeted improvement of instruction
- Regularly communicate and collaborate with student services dean and personnel, including the College Counselor, to support consistent student wrap-around services, processes, and procedures and college-wide student success and retention efforts
- Collect, analyze and report data concerning the program, the students it serves, and the needs of the community to establish future program directives for the College
- Complete and submit required forms, reports, grades, and program scheduling in a timely manner, consistently adhering to required deadlines at the program, department, division, and College level
- Maintain currency in disciplines taught by developing/improving and applying knowledge of trends and issues within the discipline to teaching and professional practices
- Maintain a rigorous plan of professional development through ongoing course completion, research, professional conferences and educational in-services and workshops
- Collaborate with outreach coordinators of the three state universities in facilitating transfer programs for Indigenous students such as Project Native and the Indigenous Teacher Education Program
- Design and prepare recruitment brochures, media releases, website pages, catalog texts, and other program-specific materials on behalf of the College
- Collaborate with Baboquivari Unified School District to create a pipeline of paraprofessionals-to-certified teachers to return to teach for the Nation
- Represent the College in various community events and outreach efforts including annual report presentations in the Nation's eleven districts and to the executive committee of the Nation, TOCC high school recruitment visits, visiting elementary and

middle schools on the Nation, manning the TOCC table at the Nation's Rodeo, and a variety of village festivals and services

- Coordinate transfer efforts with AZTransfer to ensure seamless student transfer, including attendance of Articulation Task Force meetings
- Plan and coordinate professional development activities with internal and external entities, including the inaugural annual *Gathering of Teachers*, a two-week learning and sharing summit for the Tohono O'odham Nation's language and culture teachers
- Support the College Core Values, Vision, Mission, and Goals through engagement in academic life of the College
- Negotiation of Memos of Understanding with the Pascua Yaqui Tribe and the Ak-Chin Indian Community to deliver Continuing Education Credits in Education for the language and culture teachers serving these Indigenous populations
- Support the worldview of the Tohono O'odham by privileging the *Himdag in* curriculum development, course delivery, and all professional and social interactions at the College
- Advocate Tribal Nation-building through recruitment and retention of Tohono O'odham students in career fields needed by the Tohono O'odham Nation
- Serve as a member of multiple College committees and work groups including Assessment, Curriculum, On-line Instruction, and Himdag Committees as well as on the Faculty Senate

Estrella Mountain Community College, Avondale, Arizona

Residential Faculty, Teacher Education Institute

- 2017 Faculty member Associate of Arts in Elementary Education Program and in the Early Childhood Program working with a diverse student population (students earning a certificate for direct employment, traditional undergraduate students preparing for university transfer into Early Childhood and Elementary Education programs, and professional educators seeking continuing education opportunities) teaching a flexible schedule of day, evening, and weekend classes
- to
- 2018 in a range of delivery options including:
- classroom lecture
 - student cohort facilitation
 - field work, internship, and service learning experiences
 - individualized instruction and independent study
 - on-line, hybrid, web-enhanced (flipped) courses

Duties:

- Teach fifteen (15) credit hours per semester of Education, Special Education, Early Childhood, and Child and Family Science courses maintaining College hours of accountability
- Participate in curriculum development, assessment reform, and pilot projects focusing on student success through the use of Course and Program Learning Outcomes to inform and improve instruction
- Design curriculum and associated course outlines for department courses, develop and pilot innovative methods and courses to support student engagement
- Develop syllabi, instructional materials, assessment techniques, evaluation tools
- Instruct, monitor, and evaluate pre-service teachers in foundations and methodology classes, instruct, supervise, monitor, and evaluate pre-service and in-service educators in practicum and student teaching experiences

- Incorporate interactive, learner-centered methodologies (contextualized concept development, situational learning, group work, individualized assignments, creative instructional formats and techniques, and open-ended assessment) to support student success for diverse student populations
- Use instructional technology in all courses taught including interactive whiteboards, class websites and chatrooms, instructional media, etc. that support instruction and student success
- Provide academic advisement through student assessment and frequent student communication
- Assess retention of student learning by developing and grading assignments, papers, exams
- Maintain records and monitor student progress through participation and assignment completion
- Facilitate and support student academic success through availability, communication, innovation, modeling of enthusiasm for discipline, and informed improvement of course offerings
- Incorporate the use of alternative low- or no-cost learning materials, including open source books and materials and appropriate on-line information sources, to support student access and to keep student costs low
- Utilize problem solving strategies and critical thinking skills to address challenges effectively, efficiently, and in an informed and responsible manner
- Meet with students during office hours to assist and advise; work with students out of class as requested
- Sponsor and support student clubs, activities, and organizations, such as the Future Teacher's Club, Service Learning Activities, and supervision of the Christmas Toy Drive by Child and Family Studies students
- Support faculty retention through interacting with and mentoring adjunct faculty
- Collect, analyze and report data concerning the program, the students it serves, and the needs of the community to establish future program directives for the College
- Maintain currency in disciplines taught by developing/improving and applying knowledge of trends and issues within the discipline to teaching and professional practices
- Maintain a rigorous plan of professional development through ongoing course completion, research, professional conferences and educational in-services and workshops
- Support the College Vision, Mission, and Goals through engage in academic life of the College
- Serve as a member of multiple Campus and College committees and work groups
- Actively participate in meetings and projects at the Department, Campus, and College level
- Proactively build collaborative relationships within the educational community of the College as well as within the greater Pima County community to establish relationships and opportunities that mutually benefit students, the College, and the community

Facilitate Courses in the Following Disciplines

Teacher Education

- Elementary Education - Associate of Arts Degree
- Child and Family Studies
- Early Childhood Education

Pima Community College, Tucson, Arizona

Full-time Instructional Faculty, Teacher Education Program, Community and Desert Vista Campus

- 2008** Faculty member in the on-line Post-baccalaureate Teacher Education Program and the traditional Associate of Arts in Elementary Education Program working with a diverse student population (individuals preparing to make a career change by earning a certificate for direct employment, traditional undergraduate students preparing for university transfer into Early Childhood and Elementary Education programs, and professional educators seeking continuing education opportunities) teaching a flexible schedule of day, evening, and weekend classes
- to**
- 2017** in a range of delivery options including:
- classroom lecture
 - student cohort facilitation
 - lab practicum and student teaching
 - individualized instruction and independent study
 - on-line, hybrid, web-enhanced (flipped) courses
 - open-entrance/open exit options

Instructional Courses

Teacher Education

- Reading - Post-Degree Endorsement
- Structured English Immersion (SEI) - Post-Degree Endorsement
- Elementary Education - Associate of Arts Degree
- Elementary Certification - Post-Degree Certificate
- Special Education Mild-Moderate Disabilities Certification - Post-Degree Certificate
- Special Education Mild-Moderate Disabilities Certification for Certified Teachers - Post-Degree Certificate
- Middle School - Post-Degree Endorsement

Educational Technology

- Basic Educational Technology - Certificate Program

Science for Elementary Educators

- Process of Science for Elementary Educators I
- Process of Science for Elementary Educators II

Duties:

- Teach fifteen (15) credit hours per semester of Education, Special Education, Science for Elementary Educators, and Education Technology classes while maintaining College hours of accountability
- Participate in curriculum development, assessment reform, and pilot projects focusing on student success through the use of Course and Program Learning Outcomes to inform and improve instruction
- Design curriculum and associated course outlines for courses, develop and pilot innovative methods and courses to support student engagement
- Develop syllabi, instructional materials, assessment techniques, evaluation tools
- Instruct, monitor, and evaluate pre-service teachers in foundations and methodology classes, instruct, supervise, monitor, and evaluate pre-service and in-service educators in practicum and student teaching experiences, instruct, monitor, and evaluate educational

professionals seeking certification in Reading, Sheltered English Immersion, and Special Education

- Incorporate interactive, learner-centered methodologies (contextualized concept development, situational learning, group work, individualized assignments, creative instructional formats and techniques, and open-ended assessment) to support student success for diverse student populations
- Use instructional technology in all courses taught including interactive whiteboards, class websites and chatrooms, instructional media, etc. that support instruction and student success
- Incorporate the use of alternative low- or no-cost learning materials, including open source books and materials and appropriate on-line information sources, to support student access and to keep student costs low
- Utilize problem solving strategies and critical thinking skills to address challenges effectively, efficiently, and in an informed and responsible manner
- Provide academic advisement through student assessment and frequent student communication
- Assess retention of student learning by developing and grading assignments, papers, exams
- Maintain records and monitor student progress through participation and assignment completion
- Facilitate and support student academic success through availability, communication, innovation, modeling of enthusiasm for discipline, and informed improvement of course offerings
- Meet with students during office hours to assist and advise; work with students out of class as requested
- Support faculty retention through interacting with and mentoring adjunct faculty
- Collect, analyze and report data concerning the program, the students it serves, and the needs of the community to establish future program directives for the College
- Maintain currency in disciplines taught by developing/improving and applying knowledge of trends and issues within the discipline to teaching practices
- Maintain a rigorous plan of professional development through ongoing course completion, research, professional conferences and educational in-services and workshops
- Support the College Vision, Mission, and Goals through engage in the College
- Serve as a member of multiple Campus and College committees and work groups
- Actively participate in meetings and projects at the Department, Campus, and College level
- Proactively build collaborative relationships within the College's educational community as well as with external constituents to establish relationships and opportunities that mutually benefit students, the College, and the community

Full-time Instructional Faculty, English as a Second Language, Downtown Campus

1997

to

2008

As a full-time ESL faculty member, work with culturally and linguistically diverse students who represent our community's limited English proficient citizens, as well as our immigrant, refugee, and international populations. Also taught Elementary courses as contract overloads

Instructional Courses:

- **ESL Reading:** Basic, Intermediate, and Advanced
- **ESL Writing:** Basic, Intermediate, and Advanced
- **ESL Grammar:** Basic, Intermediate, and Advanced
- **Integrated Skills** (Reading, Writing, Grammar) Basic, Intermediate, and Advanced
- **Computer Skills to Support English Language Learning**
- **ESL Conversation:** Basic, Intermediate, and Advanced
- **ESL Listening, Speaking, Pronunciation:** Basic, Intermediate, and Advanced
- **ESL Independent Study**
- **American Film and Culture**
- **Bilingual Education**
- **Sheltered English Immersion**
- **Introduction to the Exceptional Learner**
- **Introduction to Education**
- **Diversity in Education**
- **Classroom Management**

Duties:

- Teach fifteen (15) credit hours per semester of ESL classes while maintaining College accountability hours
- Teach a flexible schedule of day, evening, and weekend classes that includes a broad range of courses using a variety of delivery options including
 - classroom lecture
 - web-enhanced instruction
 - student cohort facilitation
 - lab – Computer-aided Language Lab
 - individualized instruction and independent study
 - open-entrance/open exit options
- Participate in curriculum development, assessment reform, and pilot projects focusing on student success through the use of Student Learning Outcomes to inform and improve instruction and delivery
- Actively participate in curriculum development and pilot projects focusing on the use of technology in second language skills development designed to facilitate English acquisition
- Design curriculum and associated course outlines for department courses, develop and pilot innovative methods and courses to support student engagement
- Develop syllabi, instructional materials, assessment techniques, evaluation tools
- Instruct, monitor, and evaluate students in writing, reading, grammar, listening, speaking, pronunciation, integrated skills, conversation, American culture, and computer technology
- Incorporate interactive, learner-centered methodologies (contextualized vocabulary development, situational learning, group work, individualized assignments, creative instructional formats and techniques, and open-ended assessment) to engage students evidencing a variety of learning styles and

cognitive processing preferences and to promote student success

- Incorporate instructional technology in all courses (interactive whiteboards, class websites and chat rooms, educational websites, instructional media, etc.) supporting instruction and student success
- Provide academic advisement through student assessment and frequent feedback
- Assess retention of student learning by developing and grading assignments, papers, exams
- Keep records and monitor student progress through participation and assignment completion
- Facilitate and support student academic success through availability, communication, innovation, modeling of enthusiasm for discipline, and informed improvement of course offerings
- Incorporate the use of alternative low- or no-cost learning materials to support student access and to lower student costs
- Utilize problem solving strategies and critical thinking skills to address challenges effectively, efficiently, and in an informed and responsible manner
- Meet with students during office hours to assist and advise; work with students out of class as requested
- Support student success through interacting with and mentoring adjunct faculty
- Collect, analyze and report data concerning the program, the students it serves, the community needs, etc. to establish future program directives for the College
- Maintain currency in disciplines taught by developing/improving and applying knowledge of trends and issues within the discipline to teaching and professional practices
- Maintain a rigorous plan of professional development through ongoing course completion, research, professional conferences and educational in-services and workshops
- Engage in academic life of the Modern Languages Department, College, and District
- Support the College Vision, Mission, and Goals through active professional participation
- Serve on a wide variety of Campus and College committees and task forces
- Participate in meetings and projects at the Department, Campus, and College level
- Build collaborative relationships within the College and extend community to establish relationships and opportunities that mutually benefit students, the College, and the community
- Design, deliver, and evaluate on-line courses using a variety of Learning Management Systems including Blackboard, Blackboard Vista, Desire2Learn, and Canvas
- Assess, analyze, and report student learning outcomes, course, outcomes, and program outcomes
- Conduct program review and maintain consistent cycle of program updates

Higher Education Instructional and Academic Leadership Positions

Tohono O'odham Community College, Sells, Arizona

2019 to 2020 Lead, Curriculum Committee
2018 to 2020 Secretary, Faculty Senate

Pima Community College, Tucson, Arizona

2013 to 2014 Chief Spokesperson for the Faculty, PCC Education Association
2012 to 2013 Vice President/President Elect, PCC Education Association
2010 to 2016 Faculty Meet and Confer Team Member, PCC Education Association
2009 Department Chair - Education/Education Technology, Community Campus
1999 to 2004 Department Chair, Modern Languages, Downtown Campus
2003 to 2004 Lead Faculty – Education/Education Technology, Downtown Campus
1997 to 2003 Lead Faculty – English as a Second Language (ESL), Downtown Campus

In the positions listed above, I performed the following duties:

Oral and Written Communication

- Utilize exemplary oral and written communication skills with internal/external constituents
- Accurately maintain appropriate records for the Program, Department, the Campus, and the College

Curricular and Instructional Leadership

- Maintain culture of high academic expectations, collegiality, collaboration, and student support within the assigned programs, departments, and committees
- Plan for, direct, and provide oversight for departmental initiatives
- Implement teaching policies and best practices in the field of Education, Developmental Education, and English Language Learning
- Apply knowledge of educational innovations and practices gained through professional development, including technological augmentation and instructional design
- Facilitate planning for and implementing change in a complex educational institution
- Provide information related to curriculum and academic policies
- Provide assistance with curriculum development
- Provide support services related to curriculum and academic policies
- Assist with developmental and implementation of curriculum policies and procedures
- Provide oversight of curriculum development
- Remain informed of discipline trends, issues, initiatives, ensuring curriculum currency
- Adhere to accreditation standards compliance for post-degree teacher education program
- Adhere to articulation standards and agreements for Education and Education Technology
- Provide guidance and support to inter-disciplinary colleagues in curriculum development
- Ensure accuracy of curriculum for record-keeping, accreditation, and state inspections

- Facilitate interdisciplinary discussions
- Utilize problem solving strategies and critical thinking skills to address challenges effectively, efficiently, and in an informed and responsible manner
- Assist with proposal of international programs for the World Languages Department
- Plan and implement dual enrollment opportunities with local high schools
- Maintain currency in knowledge of state and federal policies
- Remain knowledgeable of and in compliance with regulatory issues affecting curriculum
- Function as the curricular lead in departmental instructional initiatives
- Develop Department curriculum in response to constituent needs and articulation requirements
- In consultation with colleagues, determine appropriate delivery modalities, textbooks and materials for course offerings
- Identify and recommend for purchase/access supplemental resources/data bases
- Represent the EDU Department in EDU curriculum committee meetings
- Represent the Languages Department in the curriculum committees of a variety of world languages
- Coordinate Department efforts in the implementation of curricular goals and objectives as well as Departmental efforts in the implementation of policies and procedures regarding Campus and College instructional and academic support programs
- Maintain curricular currency and instructional appropriateness in courses developed and delivered Advocate for maximum student support through development of appropriate, current, relevant curriculum
- Advocate for maximum student support through sound, appropriate, innovative instructional methodologies
- Coordinate Department efforts in ensuring the implementation of curricular goals and objectives throughout all Department courses
- Coordinate Department efforts in the implementation of policies and procedures regarding Campus and College instructional and academic support programs
- Advocate for the use of appropriate delivery methodologies in the Teacher Education Program that will augment teacher preparation and that are preferred by our teacher certification candidates
- Develop and implement ESL courses that will introduce and help language learners with the mastery of technology skills that support success at the collegiate level of education

Instructional Support

- Identify the need for and respond to the needs of instructional support within the Department
- Coordinate instructional support efforts at the Program and Department level
- Design and implement an Adjunct Faculty orientation
- Mentor Adjunct Faculty colleague
 - Train and support Adjunct Faculty colleagues in the effective use of Instructional Technology to address multiple learning modalities

- Provide ongoing instructional support for veteran and non-veteran Adjunct Faculty colleagues alike
- Assist in coordinating efforts that relate to instructional support at the Department level

Instructional Assessment and Evaluation

- **Assessment**
 - Take the lead in performing ongoing, formative assessment in order to improve student learning within the courses of the Department
 - Ensure that assessment is process-oriented in order to determine how the learning in Department courses is progressing
 - Utilize assessment findings in diagnostic processes to identify areas to be targeted for instructional improvement
- **Evaluation**
 - Take the lead in performing final, summative evaluation in order to gauge quality of courses and course content within the disciplines of the Department
 - Ensure that evaluation is outcomes-oriented in order to determine what has been learned in Department course offerings
 - Utilize evaluation findings to determine overall quality of course/program/discipline content

Curriculum Currency and Instructional Appropriateness

- Advocate for the use of appropriate delivery methodologies in the Teacher Education Program and AAEE Program that will augment teacher preparation and that are preferred by our teacher certification candidates
- Develop and implement ESL courses that will introduce and help language learners with the mastery of technology skills that support success at the collegiate level of education
- Implement accessible, well-designed instructional delivery in on-line and technology-supported instruction

Articulation

- Support student success by ensuring the bridge from community college to universities by our student is easily crossed through active involvement in intercollegiate articulation
- Attend the Arizona Articulation Task Force meetings for Department disciplines
- Communicate and collaborate with college and university colleagues representing Arizona tertiary institutions and Arizona Department of Education to ensure PCC course curriculum is current and articulates to university language programs
- Support student success through designing and implementing student retention, completion, transfer strategies, and career-bridging strategies
- Advocate for and support the articulation opportunities with regional high schools
 - Work with guidance counselors from regional secondary schools to recruit students interested in studying education at PCC
 - Adhere to external support and compliance requirements
 - Participate in Departmental disciplines articulation by working with colleagues from K-12 schools, colleges, universities, and other institutions as appropriate
 - Act as a liaison between local secondary school guidance counselors, Department of Economic Security, and Educational Support Faculty to support students enrolling in languages courses

Assessment/Student Outcomes/Course Outcomes/Program Outcomes/Institutional Outcomes

- Collaborate with Curriculum Discipline Area Committee (CDAC) members to ensure that Department courses remain consistent in their adherence to the course objectives and outlines as well as the articulation agreements
- Support student success by identifying, evaluating, and assessing Student Learning Outcomes for courses in the Department through collaboration with CDAC members
- Identify, evaluate, assess course, program, institutional learning outcomes

Enrollment Management

- Analyze enrollment trends to optimize course delivery options (day, evening, weekend offerings using traditional/hybrid/online delivery)
- Develop questionnaires and survey students to elicit direction regarding preferred delivery modality
- Strategically employ appropriate enrollment management strategies to support student recruitment, retention, persistence, and completion of academic and personal goals

Strategic Scheduling

- Lead coordination of course scheduling initiatives for discipline and department
- Develop the schedule of classes for the Department
 - Schedule all Teacher Education Program courses and on-line AAEE courses
 - Work with Master Scheduler to schedule all Language Departmental courses
- Collaborate with Departmental colleagues, VPI, and Campus President in scheduling
- Survey students and make informed, data-driven decisions on course offerings and scheduling
- Propose and strategically coordinate curricular sequencing for EDU Department courses, which normally includes direct-employment certification courses in Elementary, Secondary, and Special Education as well as Arizona Teacher Certificate Endorsements for practicing educators (including Reading and Structured English Immersion), into scheduling blocks of primarily on-line delivery offerings in 16-week, 9-week, and 5-week spring and fall sessions, 10-week summer sessions, late-start, and condensed formats
- Propose and strategically coordinate curricular sequencing for Languages Department courses which normally includes 4-6 levels in each of 16-20 (or more) different world languages offered in day, evening, and weekend scheduling blocks through face-to-face, hybrid, and on-line delivery modalities in 16-week spring and fall sessions, 10-week summer sessions, late-start, and condensed formats
- Coordinate departmental schedules with the College Master Schedule
- Coordinate master schedule and classroom usage with Department Chair and Lead Faculty colleagues at the Campus and College level

Student Services

- Advocate for student support through accurate, comprehensive student services
- Participate in the development of student success efforts at all institutional levels

- Coordinate or assist in coordinating the implementation of student success efforts within the Program/Department/Campus/College to promote student success
- Communicate with colleagues to ensure student success efforts are reviewed, assessed, and evaluated in order to improve the services we provide our students

Student Success Programs

- Support student success through recruitment efforts, academic advisement, intercollegiate articulation, and academic bridging between the College and the state universities

Advisement

- Support student success through academic advisement of students enrolled in/considering enrolling for courses in the Department
- Support student success by working closely with Educational Support Faculty and student advisors in the Student Services side of the house to ensure counselors and advisors have access to current course descriptions and requirements, the information needed to help students prepare for emergency and temporary certification, and any other relevant materials that will help them to better serve our students
- Advocate for student support through development of appropriate, current curriculum Advocate for student support through appropriate, innovative instruction
- Coordinate Department efforts in ensuring the implementation of curricular goals and objectives throughout all Department courses
- Coordinate Department efforts in the implementation of policies and procedures regarding Campus and College instructional and academic support programs

Recruitment

- Participate in student recruitment activities such as on-air interviews and advertisement Visit schools and participate in local and regional employment fairs to recruit students
- Visit activities, gatherings, communities of recent refugee populations to recruit students

Accreditation Process

- Represent disciplines and Department at all Campus and College accreditation informational meetings
- Be familiar with the assumed practices and expectations of the Higher Learning Commission
- Attend and actively participate in College meetings, initiatives, and activities that support HLC assumed practices and help to prepare the constituents of the College for informed, active roles in the HLC re- accreditation process
- Discuss accreditation process with full-time and Adjunct colleagues in both virtual and face-to-face forums

Management and Leadership

- Lead and supervise diverse groups of individuals
- Manage fiscal resources responsibly
- Develop and lead high performance teams in an academic institution through HLC fast action team participation and leadership
- Interpret, apply, and explain policies and administrative procedures to a wide variety of constituents

- Provide leadership in problem solving and conflict resolution
- Problem analysis: analyze situations accurately and adopt appropriate course of action
- Apply project management skills including strategic planning, systematic processes, and the meeting of deadlines
- Plan and conduct regular Department meetings
- Faculty co-chair of numerous committees
- Work with administrative co-chair to provide support and guidance to committee and its members
- Prepare agendas
- Prepare committee reports
- Communicate curricular actions to organization
- Provide leadership in the development and implementation of a computer-aided language learning laboratory

Collaboration

- Collaborative, consultative and inclusive management style
Demonstrated effectiveness in working collaboratively with faculty and content experts
- Utilize highly developed analytical skills, writing and presentation skills, and communication skills that allow for effective communication with constituents
- Collaborate with colleagues, the Academic Dean, and Vice-President of Instruction to facilitate the effective, efficient, and inclusive operation of the Department
- Cultivate and maintain collegial, collaborative relations with students, colleagues, and all other internal constituents at the Department, Campus and College level
- Cultivate and maintain collaborative relationships with external constituents including K-12 students, teachers, administrators, schools, and school districts within the community as well as with individuals and departments representing public and private colleges and universities in the region
- Collaborate with Departmental colleagues, Academic Dean and Vice-President of Instruction in scheduling systematic evaluation and improvement of department courses, departmental projects, and department programs
- Utilize a variety of social and professional team building strategies to develop and maintain an atmosphere of collegiality and cooperation within the Department

Governance Participation

- Participate in Department governance through planning and facilitating regular Department meetings and activities
- In consultation with faculty, Program Manager, and Assistant Program Manager, design and implement fair, reasonable, and consistent practices and procedures to ensure the efficient, effective operation of the Program and Department
- Participate in Campus governance through participation in meetings and activities

- In collaboration with colleagues and administrators to advocate for, propose, design, and implement fair, reasonable, and consistent practices and procedures to ensure the efficient, effective operation of the Campus
- Participate in data gathering initiatives and College surveys
- Participate in College governance through attendance and participation in meetings and activities
- In collaboration with members of different employee groups, PCCEA, and administration representatives, advocate for, propose, and work to adopt fair, reasonable, and consistent practices and procedures to ensure the efficient, effective, transparent operation of the College
- Participate in data gathering initiatives and College surveys

Institutional Climate

- Support the enhancement of a healthy and collegial work environment
- Plan and facilitate social activities promoting strong, supportive interpersonal relationships
- Advocate for and facilitate activities that lead to greater levels of civility in and out of the classroom
- Mediate disputes and participate in conflict resolution at the informal level
- Actively participate in Department, Campus, and College meetings and functions including Student-sponsored and student-focused activities
- Sponsor student organizations and clubs
- Affirm the College's commitment to diversity through educating learning community members on the myriad of diversities represented within our community including experiential, cognitive, linguistic, ethnic, cultural, physical ability, multinational, gender, age, and socio-economic diversity

Long-Range and Strategic Planning

- Engage in a process of continued improvement resulting from long-range, strategic planning
- Engage with internal and external constituents and advisory boards to determine the needs of the students, communities, and county that we serve
- Collaborate with Department colleagues, Academic Dean, Vice-Presidents of Instruction and Student Services, and Campus President in strategic and long-term planning for Department programs utilizing evidenced based data and data-driven decision-making processes
- Collaborate with Department colleagues, Division Dean, Dean of Instruction (VPI), and Campus President in strategic and long-term planning for the diverse language disciplines of the Department utilizing data-driven decision-making processes
- Analyze College-generated Program Review data to inform decisions, establish baselines, develop short and long range program goals and objectives, identify key indicators, conduct gap analyses, construct timelines for completion, establish performance measures, and conduct outcome evaluations
- Allocate resources to support short and long range goals and objectives, meet timelines for completion, and conduct outcome evaluations

- Identify untapped opportunities and under-served populations within the community to target in supporting the ability of the Department and Campus to grow and evolve in response to the needs of our internal and external constituents

Reporting

- Participate in Program, Department, Campus, and College reporting
- Write required reports for appropriate College entities
- Submit required reports and documents to the appropriate College entities in a timely manner
- Lead the Program Review process for the disciplines of the department, write Program Review reports, and present Program Review results when no lead faculty or full-time faculty are assigned to a discipline within the Department
- Support the development of a collegial, collaborative Program Review team to analyze program review data, to identify areas for improvement, to develop goals and objectives for the successive semesters/academic years, to identify key performance indicators, set timelines for activities/goals and ongoing assessment, and evaluate the Program Review plan at the end of the cycle
- Ensure that Program Review team members are encouraged to voice suggestions, concerns, and critiques of existing program aspects and are secure in knowing that their perspectives are respected and confidentiality
- Ensure that the Program Review written report is consistently sent out to team members for input and that the input is incorporated into the written report
- Ensure that the Program Review team formally approves the final version of the written report and the multi-media presentation for the Campus Cabinet and the Chancellor's Cabinet
- Report findings, goals, and objectives of the Program Review in an multi-media presentation to the President's/Chancellor's Cabinet

Facilities Planning

- Collaborate in the efficient utilization of Campus facilities
 - Work with Department colleagues to collect and analyze data to determine the short and long-range facility utilization of the Department and to utilize the data to inform planning decisions
 - Work with Department colleagues to analyze data to identify departmental facility needs
 - Respond to data-demonstrated Campus need for a Computer-aided Language Laboratory by working with Departmental colleagues in reporting data that supports the funding of this critical student support facility to Campus and College administration
 - Initiate formal request for capital budget funds to develop a Languages Laboratory on the Downtown Campus
 - Participate with Department colleagues, the Business Office manager, and Campus administration in facilities planning that will accommodate the technological innovations (including the first Smart Board ever approved and purchased at the College) necessary to develop a state-of-the-art Computer-aided Language Laboratory capable of meeting current Department needs but fully able to accommodate rapid technological innovation

- Participate with Department colleagues, the Business Office manager, and language students to determine an appropriate physical location that can be easily accessed by students for the Downtown Campus' Languages Laboratory
- Participate with Department colleagues and language students to determine an appropriate configuration for the Languages Laboratory that will accommodate synchronous and asynchronous teacher-led instruction and independent learning as well as simultaneous on-line access and face-to-face communication between and among students in the laboratory
- Participate with Department colleagues, the Business Office manager, and students to identify appropriate furnishings for the Languages Laboratory
- Respond to data-demonstrated Campus need for additional full-time EDU Faculty members by
- working with Departmental colleagues in reporting data that supports the funding of this critical need to Campus and College administration

Equipment and Materials Acquisition

- Coordinate equipment and materials acquisition for the Department
 - Collect data to determine the short and long-range needs of the Department in collaboration with Department colleagues
 - Analyze data to identify the equipment and material needs of the Department in collaboration with Department colleagues
 - Recommend the equipment and material needs, which have been suggested by the data analysis, to the Vice President of Instruction and Campus President
 - Initiate equipment and material requests on behalf of the Department Develop and maintain a roster of all textbooks (title, author, ISBN #, publisher information, associated price list) and materials used in each of the courses in the department
 - Utilize textbook/material roster to complete textbook orders for bookstore and to order desk copies for course instructor each academic session
 - Research, sample, and recommend appropriate support materials and software for utilization in course tutoring

Innovation

- Remain receptive to and affirming of change, both internal and external
- Actively engage in professional development opportunities that focus on new approaches and processes in leadership, leadership team development, shared governance, problem solving, planning, critical thinking, strategic decision making
- Remain current in the literature of the fields of expertise within the areas served
- Utilize data collection and analysis to make informed, evidence-based decisions
- Welcome and facilitate the contribution of diverse perspectives and understandings in the decision-making process
- Utilize planning and implementation processes that are systematic and strategic in nature to support positive growth, responsiveness, and implementation of new methods, processes, understandings, and behaviors

- Remain focused on continuous improvement to create and sustain an institution that maintains the highest standards of public engagement and service
- Actively seek opportunities to engage with, learn about, and incorporate emerging technologies, professional and personal technology-aided networking, and technology driven knowledge and mindsets in order to better serve the students and the College of the 21st Century

External/Community Relations

- Recognize and affirm existing community and regional partnerships
- Identify potential partnership opportunities within the community and the region
- Develop and maintain positive relationships with external constituents in metropolitan Tucson and throughout the county
- Nurture and maintain routine communication with external advisory boards and community partners
 - Plan and Facilitate Education Advisory Committee meetings
 - Plan and facilitate Translation Studies Advisory Board meetings
 - Coordinate the activities of the Advisory Board meetings
- Speak on educational topics in response to requests from external institutions and organizations
- Volunteer to facilitate, free of charge, in-services, workshops, parent nights, etc. for external constituents as part of the College's ongoing efforts in community outreach and service
- Identify external support and funding sources for the Department and its Programs
- Participate in fund-raising and external College support activities
- Remain aware of and sensitivity to the diverse academic, cognitive, socio-economic, cultural, ethnic, experiential, and ability backgrounds of community college students and the community at large
- Represent the College in meetings, education-related events, social engagements, and business activities as assigned (Hispanic Chamber of Commerce, Local K-12 Schools, in advertising, etc.)

Grant Writing and Administration, External Funding

- Identify grant funding opportunities
- Identify external support and funding sources
- In collaboration with appropriate college personnel, garner collegial and administrative support of grant applications and external funding opportunities
- Participate in grant writing process by collecting and analyzing data, identifying and soliciting internal and external partnerships to maximize the benefits of the grant awards, writing or co-writing the grant proposal, and supporting its final submission
- Facilitate contributions of language-related software to the Department by local businesses and national/international corporations
- Attend and support fund-raising functions of the College, its employees and students, and the PCC Foundation
- Participate in external College support and fund-raising activities
- Administer all funded grants for the discipline/department
- Prepare required reports for all funded grants received by the discipline/department
- Maintain current accounting of all grant funds received by the discipline/department
- Attend all grant funding source mandated meetings and training sessions

Special Assignments

- Perform other duties as agreed upon in collaboration with the Departmental colleagues, the Vice Presidents of Instruction and Student Development, and/or the Campus President

Commitment to Life-long Learning

- Participate in continuous learning and self-improvement
- Provide opportunities for College constituents to engage in career and life-long learning opportunities through planning, delivery, and assessment of workshops, in-services, and brown bag presentations

Sky Islands Public Charter High School, Tucson, Arizona

2008 to 2012	Governing Board Chairperson
2006 to 2020	Governing Board Member

In the positions listed above, I performed the following duties:

General Accountability and Responsibilities

- Commit to the very highest standards of legal and ethical conduct
- Determine the mission of and identify goals and priorities for SIPCHS based on the mission
- Identify evaluation criteria by which the mission and goals of SIPCHS are evaluated
- Ensure that the mission and goals of SIPCHS are met by comparing evaluation criteria with the data presented by school administrators to confirm completion
- Establish appropriate governance model that will meet the needs of SIPCHS
- Establish delegation of authority between the Governing Board and SIPCHS administrators
- Maintain accountability to the Arizona Department of Education for operational oversight of SIPCHS
- Function in the role of liaison between SIPCHS and the community
- Abide by Arizona's legal requirements regarding open meetings for public bodies
- Provide an opportunity for public comment at regular meetings of the Board
- Recognize the principle of freedom of speech is fundamental to school operations
- Ensure that administration, faculty, staff, students, and community participate in the decision-making processes of the school
- Routinely participate in school functions and support fund-raising activities
- Routinely represent the school at community functions and support fund-raising initiatives

Legal Accountability

- Ensure compliance with all state and federal laws regarding health, safety, and civil rights
- Ensure compliance with city and county ordinances for facilities
- Carry out all requirements prescribed by the Arizona Education Code provisions
- Ensure compliance with all provisions of the Individuals with Disabilities Education Act (IDEA)
- Comply with any restrictions or regulations related to acceptance of federal funding

Fiscal Accountability

- Responsible to the Arizona Department of Education for fiscal oversight of SIPCHS
- Ensure submission of a detailed business plan as part of Arizona public charter
- Evaluate and approve annual SIPCHS operational budget
- Adhere to State statutes for submission of an annual budget
- Ensure that SIPCHS submits periodic enrollment counts for state funding apportionments
- Ensure that an annual external financial audit with an independent certified CPA is conducted
- Ensure compliance with the uniform system of financial records for charter schools
- Ensure submission of annual financial reports to the State Department of Education

Accreditation

- Determine the accreditation needs of the school
- Decide which accreditation agency the school will commit to
- Ensure compliance with external accreditation agency's expectations and standards

Academic, Curricular, and Student Development Accountability

- Ensure alignment to Arizona's Academic Standards is demonstrated by instructional employees
- Ensure instructional employees identify clear student performance objectives, including percentage of mastery, that demonstrate a clear crosswalk between SIPCHS curriculum and Arizona Standards
- Ensure participation in the Arizona criterion-referenced testing program (AIMS) in grade 10
- Ensure annual participation in state-mandated, nationally norm-referenced testing program
- Ensure an annual external programmatic audit is conducted by an independent auditor
- Participate in student recruitment and retention activities of SIPCHS
- Participate in oversight of student success initiatives including planning, implementation, and evaluation processes

Accountability and Responsibilities as Chairperson of the Governing Board

- In consultation with Board and administration, plan the work of the Board and set Board priorities
- Preside at all meetings of the Board and act as the official spokesperson for the Board
- Act on behalf of the Board when required by law or at direction of the Board
- Ensure that accurate minutes of all board meetings are recorded
- Sign contracts, official documents, and communications from the Board in the name of the Board
- Establish advisory committees to address particular issues, functions, or projects
- Utilize data to drive the decision-making process of the Board
- Utilize appropriate problem solving techniques and conflict resolution practices to effectively and efficiently address challenges in an informed and impartial manner

Faculty Service & Outreach

2019-20 Faculty Lead, TOCC Curriculum Committee
2019-20 Faculty Representative, TOCC Himdag Committee
2018-20 Representative, TOCC Table, O’odham Taş and Tohono O’odam Wapkial Ha-Taş (Rodeo)
2018-20 Representative, TOCC Annual Report, Tohono O’odham Nation District Meetings
2018-20 Member, TOCC T-Ba’itk (Faculty Senate)
2018-20 Secretary, TOCC T-Ba’itk (Faculty Senate)
2018-20 Member, TOCC Curriculum Committee
2018-20 Negotiating Representative, to Develop MOUs for class delivery to Pascua Yaqui and Ak-Chin Departments of Education

2013-20 Representative, Arizona Education Curriculum Articulation Taskforce
2017-18 Community Outreach, Christmas Toy Drive supporting Holiday Helping Hands
2017-18 Community Outreach, Future Teacher Club’s Prom Dress Extravaganza
2017-18 Faculty Supporter, Future Teacher Club

2014-15 Coordinator and Facilitator, Faculty Learning Academy (10-day new faculty orientation)
2014-16 PCC Chaperone, “Queering Arizona” Conference, ASU Polytechnic Campus
2013-16 Faculty Sponsor, Downtown Campus Diversity Club
2014 Downtown Campus Diversity Club, National Collegiate Leadership Conference, New York
2012-13 Faculty Sponsor, Downtown Campus Black Student Union/Diversity Club
2010 Member, PCC Project Diversity Committee
2009 Standardization of on-line course syllabi, welcome pages, rubrics for EDU/EDS in response to student feedback for the courses I delivered
2009 Review of on-line EDU/EDS cloned courses, in response to student concerns, to streamline and synthesize course assignments in the courses I delivered
2009 Host, EDU/EDS “Book Exchange/Swap-meet”
2008-14 Host, EDS Interns’ Meet and Greet Night and EDS Interns’ Semester Dinner
2008-13 Initiation of “Un-Office Hours” program in service to on-line Post-degree Education students enrolled in EDU and EDS courses at the Community Campus
2008-09 PCC EDU Faculty Representative, PCC/U of A Joint Committee on Student Transitioning
2007-09 Facilitator, Individualized tutoring sessions, WebCT and BlackBoard Vista, EDS and EDU students
2004 Principle Investigator, *Classroom Action Research: Maximizing instructional time*, integration of technology innovations and initiatives to save ESL students additional tuition costs for lab sessions

2003 PCC Liaison, Adult Probation ESL/GED Students, Served as point of contact for Adult Probation scholarship recipients and students attending college for the first time
2002 Facilitator, Student Workshops, *Computer Applications for Education*, supporting the development of technology skills with ESL Students to assist in bridging to PCC transfer-level courses
2001 Student Life Recognition Award, for outstanding contributions to Student Life on the Downtown Campus
2001 Student Life Participation Award, for participation in Student Life activities – English Club Sponsor
2000-06 Presenter, STU 100, College Study Skills, Downtown Campus Student Orientation Program
2000 Chancellor’s Equity and Diversity Award – Faculty, for leadership & advocacy on behalf of PCC’s Diverse Student Population
2000 Student Life Recognition Award, for outstanding contributions to Student Life - Intermural Sponsor
2000 Student Life Participation Award, for support of student life on the Campus – MECHA Club Sponsor
1999 Development of DC Weekend Program in ESL, to meet the ever expanding needs of English language learners in the community who needed more flexible options to take classes
1999 Student Life Participation Award, for participation in Student Life – MECHA Club sponsor
1998-05 Initiator/Sponsor, Downtown Campus “Dia de los Muertos” Altar Project, which provided an opportunity for ESL students from many cultures to write for a wide audience of their fellow

- students, providing an opportunity for students, faculty, and staff to recognize and honor the diversity of cultures represented by our refugee, international, and multi-lingual ESL students
- 1998** **Obtained Funding for 1st Student Life Tuition Scholarship** awarded to ESL students who scored highest on the annual "Dia de los Muertos" Altar Competition
- 1998** **Student Life Recognition Award**, for outstanding support of Student Life activities
- 1997-03** **Developer/Facilitator, ESL Orientation**, presented each semester to incoming ESL students
- 1997-99** **Faculty Co-sponsor**, Downtown Campus Chicano Student Club
- 1997** **Development of DC Evening Program in ESL** to meet the needs of the growing population of refuge and international students

Faculty Leadership

HLC Accreditation, Leadership, and Service

- 2013-14** **Member**, IBC Faculty Team
- 2013-14** **Member**, IBC Common Policy Complaints and Grievances Sub-group
- 2013-14** **Member**, Developmental Education Committee
- 2013-14** **Member**, Developmental Education Steering Committee
- 2013-14** **Member**, Complaints and Grievances Oversight Team
- 2013-14** **Member**, Monitoring Report Follow-up Team (Self-Study Team 10)
- 2013** **Member**, HLC Monitoring Report Writing Group, Faculty Representative
- 2013** **Member**, Common Policy Ad-Hoc Working Group, PCCEA/Faculty Senate Representative
- 1998-14** **Participant**, College meetings, initiatives, and activities supporting HLC assumed practices; preparing College constituents for informed, active roles in the HLC re-accreditation
- 1998-14** **EDU Program Representative**, all Campus and College accreditation informational meetings
- 1997-14** **Liaison**, HLC Monitoring Report Follow-up Team and Complaints and Grievances Oversight Team-maintained familiarity with and knowledge of the assumed practices and expectations of the Higher Learning Commission and shared information and updates with community members, colleagues, and students

Departmental Leadership and Service

- 2016-17** **Member**, Teacher Education Curriculum Disciplinary Committee, Education/Education Technology
- 2013-14** **Member**, Teacher Education Faculty Search Committee, Community Campus
- 2013** **Member**, Vice-President of Instruction Administrative Search Committee, Community Campus
- 2011-12** **Lead, Program Review** – Education
- 2011-12** **Lead, Program Review** – Educational Technology
- 2011-12** **Lead, Program Review** – Special Education
- 2008-09** **Lead, Program Review** – Education
- 2008-09** **Lead, Program Review** – Educational Technology
- 2008-09** **Lead, Program Review** – Special Education
- 2003-04** **Lead Faculty**, Education/Education Technology, Downtown Campus Social Sciences Department
- 2001-03** **Lead**, Languages Department Initiative, Language Institute Development Workgroup
- 2001-03** **Lead**, Design & Implementation of World Languages Department Shared Leadership Model
- 1998-03** **Department Chair**, Downtown Campus Languages Department
- 1997-03** **Lead Faculty**, ESL, Downtown Campus Languages Department

1997-03 **Facilitator**, Downtown Campus ESL Instructor Orientations
1997-03 **Host**, Downtown Campus ESL Adjunct Faculty Bi-Annual Social Events
1998-99 **Lead Faculty**, Education and Education Technology, Downtown Campus Social Sciences
1998-99 **Co-collaborator** with colleague, Dr. Ibanez-Murphy, to Research and Select Technology and Equipment for DC Languages Lab, including the acquisition of the PCC's first Smart Board
1998 **Lead**, justifying and securing Chancellor's support of DC Languages Lab by using ESL Program Review data
1998 **Member, Program Review Research/Reporting Committee**, ESL
1998 **Member**, Spanish Program Review Task Force
1997-98 **Chair**, ESL Program Review Task Force

Campus/College Leadership and Service

2016 **President, PCCEA**
2015 **Member**, Assistant Vice-Chancellor of Developmental Education Search Committee
2014-15 **Faculty Co-Chair**, Education CDAC
2014-15 **Faculty Co-Chair**, Strategic planning Committee
2014-15 **Coordinator**, Faculty Learning Academy/Faculty Learning Community
2014 **Member**, Faculty Hiring Task Force
2014 **Member**, Dispute Resolution Advanced Analyst Search Committee
2014 **Member**, Dispute Resolution Director Search Committee
2013-14 **Member**, Faculty Innovation Group
2013-14 **Member**, Developmental Education Committee
2013-14 **Member**, Developmental Education Steering Committee
2013-14 **Member**, Faculty Interest-Based Collaboration and Meet & Confer Team
2013-14 **Chief Faculty Spokesperson Elect**, PCCEA
2013-14 **Vice-President Elect**, PCCEA
2012-14 **Member**, On-Line Education Committee
2011-14 **Member**, Project Diversity
2008-14 **Member**, Events and Convocation Committee
2004-15 **Member**, Education College Discipline Area Committee
2013 **Member**, Grievance Policy Workgroup
2010-15 **Faculty Senate**, Education Department Senator, Community Campus
2010-14 **Executive Committee**, PCCEA
2010-14 **Campus Representative**, PCCEA Community Campus
2009-12 **Vice-Chairperson**, Faculty Professional Development and Sabbaticals Standing Committee
2008-09 **Co-chair**, Faculty Search Committee, Special Education, Community Campus
2008-09 **Co-chair**, Faculty Search Committee, Education, Community Campus
2008-09 **Lead**, Program Review – Education
2008-09 **Lead**, Program Review – Special Education
2006-09 **Member**, College Events and Planning Committee
2005-09 **Member**, District Educational Technology Committee
2001-08 **Member**, Developmental Education Task Force, Downtown Campus
2004-08 **Member**, Campus and College Developmental Education Committee

1999-15 **Member**, Faculty Professional Development (Sabbatical) Committee
2005-07 **Chair**, Faculty Professional Development and Sabbaticals Standing Committee
2001-06 **Member**, College Diversity Committee
2000-05 **Member**, Hispanic Convocation Committee
2002-03 **Member**, College Curriculum Council
2002-03 **Co-chair**, Languages Laboratory Coordinator Staff Position Search Committee
2001-03 **Vice-chair**, Faculty Professional Development (Sabbatical) Committee
2001-02 **Co-chair**, Spanish Faculty Search Committee, Downtown Campus
1997-02 **Member**, Student Success Committee, Downtown Campus
2001 **Member**, Banner Trainer Staff Position Search Committee
2000-01 **Co-chair**, Spanish Faculty Search Committee, Downtown Campus
2000-01 **Co-chair**, ESL Faculty Search Committee, Downtown Campus
1999-01 **Chair**, ESL Program Review Task Force
2000 **Member**, Bilingual Education Task Force
 Co-facilitator, "The Conversation of Colleagues" community-building initiative, Downtown Campus
1999-00 **Chair**, ESL CDAM (College Discipline Area Committee)
1999-00 **Chair**, ESL CDAM (College Discipline Area Committee)
1999 **Member**, Machine Tool Technology Faculty Search Committee, Downtown Campus
1999 **Co-chair**, CGR Laboratory Technician Staff Position Search Committee, Downtown Campus
1998 **Member**, Program Review Research/Reporting Committee, ESL
1997-14 **Member**, PCCEA
1997-08 **Member**, ESL College Discipline Area Committee

Service, Outreach, and Leadership within the Community

2006-20 **Governing Board Member**, Sky Islands Environmental Charter School, Tucson
2014-15 **Volunteer**, Market on the Move, Borderlands, Tucson
1999-15 **Community Volunteer**, United Way Day of Caring, Tucson
2010-14 **Volunteer**, Ben's Bells, Tucson
2010-14 **Trainer**, University of Arizona Safe Zone, Tucson
2012-13 **Volunteer**, Davis Elementary School, Tucson Unified School District
2004-13 **Volunteer Reader**, TUSD Love of Reading/Dr. Seuss' Birthday, Manzo Elementary, Rincon High
2008-12 **Governing Board Chairperson**, Sky Islands Environmental Charter School, Tucson
2007-12 **Member**, University of Arizona Advisory Committee on LGBTQ Issues
2011 **Facilitator**, Pima County Anti-Bullying Summit
2008-09 **Volunteer Driver and Field Trip Chaperone**, Sky Islands Environmental Charter School, Tucson
1998-09 **Fundraiser**, American Heart Association, Tucson
2008 **Volunteer Reader**, SUSD Love of Reading/Dr. Seuss' Birthday, Saguarita Elementary School
2002- 07 **Fundraiser**, American Cancer Society, Tucson
2005-06 **Representative**, University of Arizona Graduate Student Council
2004-05 **Member**, Mayor's Task Force on LGBT (Gay, Lesbian, Bisexual, and Transgender) Issues
2003 **Literacy Volunteer**, Jewish Refugee Re-Settlement

2002-03	Fundraising Coordinator , BSA Troop 339
1997-01	Den Leader , Boy Scouts of America, Pack 339, Catalina Council of Tucson, Arizona
1997-00	Board Member , Sunset Shadows HOA

Professional Development and Activities

International Fellowships

- **Rotary International (Clubs of Southern Arizona)** “Group Study Exchange/Japanese Culture, Hokkaido, Japan,” (Spring/Summer 2000)
 - Japan,” (Spring/Summer 2000)
- **Fulbright-Hays Foundation International Fellowship**, Fellowship and Intensive Study, Middle East Technical University, Ankara, and Bogazici University, Istanbul, Turkey
 - Turkey (Summer, 1998)
- **International Teaching Fellowship, Victorian Directorate of Education/Arizona Department of Education**, Yarra Valley, Victoria
 - Arizona’s 1995 Fellow to Victoria, Australia, One-year Fellowship (December, 1994 – December, 1995)

Sabbaticals Awarded

- **2012 Faculty Professional Development Sabbatical** Awarded to work on Ph.D. research
- **2008 Faculty Professional Development Sabbatical** Awarded to work on Ph.D. coursework
- **2004 Faculty Professional Development Sabbatical** Awarded to write and submit an ESL computer technology textbook proposal and to commence Ph.D. coursework

Professional Affiliations

- **Amerind Foundation**, Education Committee
- **Arizona Association for Environmental Education**, Member
- **Arizona Association for Learning in and About the Environment**, Lifetime Member
- **Arizona Science Teacher Association**, Lifetime Member
- **Indigenous Thinkers of the University of Arizona**, Member
- **International Reading Association**, Member
- **National Association for Developmental Education**, Member
- **National Association of Bilingual Education**, Member
- **National Education Association**, Member
- **National Council of Teachers of English**, Member
- **Native American and Indigenous Studies Association**, Member
- **Phi Kappa Phi**, Lifetime Member
- **Pima Community College Education Association**, Member
- **Southwestern Parks and Monuments Association**, Member
- **Teachers of English to Speakers of Other Languages (TESOL) International**, Member
- **Tucson Teachers Advocating Whole Language (TAWL)**, Member

Professional Review Activities

- **Student Learning Outcomes Consultant**, *Q ESL Reading 2 & Writing 1*, Oxford University 2011
- **Student Learning Outcomes Consultant**, *Q ESL Reading 1 & Listening Speaking 1*, Oxford University 2010
- **Student Website Consultant**, *College Reading 3*, Houghton Mifflin, 2004
- **Disciplinary Reviewer**, *College Reading: English for Academic Success, Book 4*, Houghton Mifflin, 2004
- **Disciplinary Reviewer**, *College Reading: English for Academic Success, Book 1*, Houghton Mifflin, 2003
- **Disciplinary Reviewer**, *Reading Matters, ESL Book 4, 2nd Edition*, Houghton Mifflin, 2003
- **Disciplinary Reviewer**, *Reading Matters, ESL Book 3, 2nd Edition*, Houghton Mifflin, 2001
- **Disciplinary Reviewer**, *Reading Matters, ESL Book 1, 2nd Edition*, Houghton Mifflin, 2000

Conferences Attended

- **Queering Arizona LGBTQ Student Leadership Conference**, Arizona State University, 2014-16
- **Arizona Developmental Education Summit**, Northland Pioneer College, 2013
- **Education Innovation Summit**, Scottsdale, Arizona, 2013
- **Arizona Women's Leadership Symposium**, Scottsdale, Arizona, 2013
- **Language, Reading, and Culture Colloquy**, University of Arizona, Tucson, AZ, 2013-17
- **10th Annual Women's Leadership Conference**, Eller College of Business, University of Arizona, 2013
- **Arizona Framework for Measuring Educator Effectiveness Summit IV: Bridging Educator Evaluation with Common Core Implementation to Improve Teaching and Learning**, Arizona Department of Education, 2013
- **Queering Arizona LGBTQ Student Leadership Conference**, Arizona State University, 2013
- **Language, Reading, and Culture Colloquy**, University of Arizona, Tucson, AZ, 2012
- **Academic Technologies Summit**, University of Texas, El Paso, 2012
- **Region A "Strategic Planning for Local Success" Retreat**, Arizona Department of Education, 2012
- **American Indian Languages Development Institute**, University of Arizona, 2012
- **Language, Reading, and Culture Colloquy**, University of Arizona, Tucson, AZ, 2011
- **International Indigenous Languages Research Policy Symposium**, University of New Mexico, 2011
- **Stabilizing Indigenous Languages Symposium**, Arizona State University, 2010
- **Education Innovation Summit**, Arizona State University, 2010
- **Language, Reading, and Culture Colloquy**, University of Arizona, 2010
- **International Indigenous Languages Research Policy Symposium**, University of New Mexico, 2010
- **American Indian Language Development Institute Symposium**, University of Arizona, 2009
- **Language, Reading, and Culture Colloquy**, University of Arizona, 2009
- **Stabilizing Indigenous Languages Symposium**, Arizona State University, 2009
- **International Indigenous Languages Research Policy Symposium**, University of New Mexico, 2009
- **National Association of Developmental Education**, Daytona Beach, Florida, 2009
- **American Indian Language Development Institute**, University of Arizona, 2008
- **Language, Reading, and Culture Colloquy**, University of Arizona, 2008
- **American Indian Languages Development Institute**, University of Arizona, 2007
- **Stabilizing Indigenous Languages Symposium**, Northern Arizona University, 2008
- **Arizona Literacy Teachers Association 3rd Annual Conference**, University of Arizona, 2007
- **Language, Reading, and Culture Colloquy**, University of Arizona, 2007
- **National Association of Bilingual Education (NABE) International Conference**, San Jose, CA, 2007
- **6th Annual Hawaiian Conference on Education**, Honolulu, Hawaii, 2007

- **American Indian Language Development Institute**, University of Arizona, 2006
- **Language, Reading, and Culture Colloquy**, University of Arizona, Tucson, 2006
- **International Reading Association Southeast Regional Conference**, Mobile, Alabama, 2006
- **National Association for Developmental Education**, Philadelphia, Pennsylvania, 2006
- **5th Annual Hawaiian Conference on Education**, Honolulu, Hawaii, 2006
- **Kellogg Institute on Developmental Education**, Boone, NC, 2005
- **Language, Reading, and Culture Colloquy**, University of Arizona, Tucson, AZ, 2005
- **Tucson Teachers Advocating Whole Language**, Tucson, 2004
- **Language, Reading, and Culture Colloquy**, University of Arizona, Tucson, AZ, 2004
- **Conferencia Hemispherica Contra la ALTA (Pan-American Conference against the Free Trade of the Americas Agreement)** Havana, Cuba, 2001
- **IV Taller Internacional, La Mujer en el Siglo XXI (Fourth International Workshop, Women in the 21st Century)**, Havana, Cuba, 2001
- **Unlearning Racism, YWCA Conference**, Tucson, 2001
- **Rotary International District 2510**, "Current Environmental Issues Impacting Southern Arizona – Global Implications," Hokkaido, Japan, 2000
- **Ford Foundation Empire Project Intensive Multicultural Education Seminar for Grant Recipients**, Reno, NV, 1994
 - One of a 12-member regional team of elementary educator grant recipients from schools in Flagstaff, AZ and Yakima, WA chosen to work directly with James Banks, Geneva Gay, and Sonia Nieto on multicultural issues affecting our schools, communities, and constituents

Continuing Education/Training

- **Quality Matters, On-line Instructional Training**, Tohono O’odham Community College, 2019
- **Course Completion**, Tohono O’odham History and Culture, Tohono O’odham Community College, 2018
- **Course Completion**, Tohono O’odham Language 101, Tohono O’odham Community College, 2017
- **Canvas Learning Management Systems Training**, Maricopa Community Colleges, 2017
- **D2L Brightspace Ease of Use Training**, Downtown Campus, 2016
- **On-line Teaching**, University of California Open Course, 2016
- **Best Practices in Online Teaching with Larry Ragan**, OpenStax CNX course, 2016
- **Interest – Based Collaboration Training**, Eller College of Business, University of Arizona, 2014
- **D2L Instructor Training**, 2011
- **Blackboard Vista Instructor Training**, Pima Community College, 2008
- **Pima Writing Conference, Conversation of Colleagues**, Northwest Campus, Pima College, 2007
- **Blackboard/WEB CT Instructor Training**, Pima Community College, 2006
- **Tell Me More English Software Instructor Training** Downtown Campus Languages Department, 2005-06
- **Ellis Language Software**, Downtown Campus Languages Department, 2004-05
- **Developmental Education Mini-Academy**, Desert Vista Campus, Pima Community College, 2002

Publications and Presentations

Publications

Author: *“Footprints on a Path Less Traveled: Perspectives of Indigenous Scholars on their Successful Negotiation of Doctoral Programs.”* Doctoral Dissertation, ProQuest (2019)

Co-Author: *"Identifying Student Learning Outcomes from Epistemological Conceptualizations: Creating a Diné-Based Education Curriculum," Journal of Language Awareness, Special Issue - Engaging with Language: Language Awareness and Imagination*, Simon-Frasier University (2010)

Author: *"Voices of our Students: The AILDI 2006 Model of Indigenous Education"* in *AILDI Voices from the Field: Three Decades of Language and Culture Revitalization* University of Arizona (2010)

Author, *"My Words is Big Problem,"* in *Research on ESL in U.S. Community Colleges: People, Programs, and Potential*, K. Bailey and M. Santos, Eds., University of Michigan Press, Ann Arbor, MI. (2009)

Co-Author, *"Comparative Ecosystems Curriculum-A Cross-curricular Environmental Education Learning Module,"* Arizona Department of Education (1994)

Author, *"Space Education for Navajo Middle School Students,"* US Space Foundation, Colorado Springs, CO (1993)

Presentations

Panel Moderator, LGBTQA Discussion Panel, Meander in Lesbian Meet-up, Tucson, 2014
"Intergenerational Transfer of Queer Knowledge: Deconstructing Queer Narrative"

Panel Moderator, LGBTQA Discussion Panel, Meander in Lesbian Meet-up, Tucson, 2013 *"Evolving LGBTQA Identities: Coming of Age Out of the Closet in the 21st Century"*

Presenter, International Indigenous Languages Research Policy Symposium, Albuquerque, 2011 *"A Model of Curriculum Development Grounded in Cultural Epistemology, Ontology, and Axiology"*

Presenter, International Indigenous Languages Research Policy Symposium, Albuquerque, 2010
"Identifying Student Learning Outcomes from Traditional Diné Conceptualizations to Create a Culture-Based Education Curriculum Grounded in Diné Epistemology, Ontology"

Presenter, Stabilizing Indigenous Languages Conference, Tempe, 2009 *"Tell Me Your Stories: Incorporating the Diné concept of a Well-Directed Person in Epistemologically-grounded Curriculum"*

Panel Presenter, Stabilizing Indigenous Languages Conference, Tempe, 2009 *"Indigenizing the Academy: Emergent Scholars and their Work – Supporting Indigenous Languages and Cultures"*

Presenter, International Indigenous Languages Research Policy Symposium, Albuquerque, 2009 *"Creating a Culture Based Education Curriculum Grounded in Diné Epistemology"*

Panel Presenter, Language, Reading, and Culture Colloquy, University of Arizona, 2009 *"Voices from the Academy: Indigenizing Higher Education-a Case Study of the U of A Indigenous Thinkers"*

Panel Presenter, Stabilizing Indigenous Languages Conference, Flagstaff, 2008 *"Anchoring Curriculum in Tribal Epistemology: A Proposed Model of Indigenous Curriculum Development Supporting Language and Culture Revitalization"*

Panel Presenter, Teachers of English to Speakers of Other Languages International Conference, New York, 2008 *“Transitioning ESL Students to Higher Education: Bridges Supported by Student Services and Curricular Innovation”*

Presenter, Language, Reading, and Culture Colloquy, University of Arizona, 2007 *“Frat Boys and Sorority Sues: Linguistic Variation on a Social Networking Website”*

Presenter, National Association of Bilingual Education (NABE) International Conference, San Jose, 2007 *“Infusing Indigenous Epistemology into the Bilingual Curriculum: AILDI 2006 Participant Panel”*

Presenter, 6th Annual Hawaiian Conference on Education, Honolulu, Hawaii, 2007 *“Accommodating Culturally Diverse Digital Immigrants into the College Learning Environment: A Computer Course for the Synchronous Development of Language and Technology Skills with English Language Learners”*

Presenter, 5th Annual Hawaiian Conference on Education, Honolulu, Hawaii, 2006 *“A View from the Other Side: Lifetimes of Learning Experiences Affecting English Language Learners”*

Presenter, Rotary International (Clubs of Southern Arizona), 2000-2001 *“Group Study Exchange/Japanese Culture, Hokkaido, Japan”*

Presenter, Rotary International District 2510, Hokkaido, Japan, 2000 *“Current Environmental Issues Impacting Southern Arizona – Global Implications”*

Panelist, Fulbright-Hays Group Study Panel, Middle East Technical University, Ankara, Turkey, 1998 *“Multicultural Dynamics within American College Classrooms”*

Presenter, Special Educational Session, the Parliament of Victoria, Melbourne, Victoria, Australia, 1995 *“Reflections of an American Educator – Comparative Educational Histories, Systems, and Challenges: Victoria, Australia and Arizona, USA”*

Academic Appointments, Higher Education - Adjunct/Associate

University of Arizona, Tucson, Arizona

2006-09 **Course Instructor, College of Education - Teaching, Learning, and Socio-cultural Studies Department**

LRC 435, Literacy in the Multicultural Secondary School

2007-09 **American Indian Languages Development Institute (AILDI)**

LRC 428/528, Ecology of Indigenous Education

LRC 435, Curriculum and Materials Development in the Bilingual Classroom

Northern Arizona University, Flagstaff, Arizona

1992-94 **Instructor, Center for Excellence in Education, Bilingual Multicultural Education Program**

ECI 526, Parent and Community Involvement in Education BME 480, Bilingual and Multicultural Classrooms

BME 637, The Cultural Component of Bilingual and Multicultural Instruction (Synchronous ITV Class)

K-8 Elementary Education/Full-time Teaching Positions

Flagstaff Unified School District, Flagstaff, Arizona

1993-97 ESL/Special Education Inclusive Class Teacher, Grade 2, South Beaver School, Supervisor, K. Brown

Served a culturally, linguistically, socio-economically, experientially, and cognitively diverse community and group of learners

1991-93 ESL Teacher, Grade 6, Leupp Public School, Navajo (Diné) Nation – Supervisor, J. Gilmore

Served Native American children in a self-contained, integrated classroom on the Navajo (Diné) Nation

1991 ESL Teacher, Grade 5, Leupp Public School, Navajo Nation - Supervisor, Joan Gilmore

Served Indigenous children in a self-contained, integrated classroom on the Diné Nation

Cartwright School District, Phoenix, Arizona

1989-91 Substitute Teacher, K-12

and *Worked in a wide variety of educational settings, including self-contained reading and*

1984-85 *ESL classrooms, with students representing extensive diversity in grades K-12*

Sunnyside Unified School District, Tucson, Arizona

1988-89 Bilingual Teacher, Grade 3 Inclusive Class, Santa Clara Elementary – Supervisor, Marty Cortez

Served students in a bilingual classroom situation delivering a dual Spanish/English curriculum

Parker Unified School District, Parker, Arizona

1987-88 Elementary/ESL Teacher, Grade 4, Wallace Middle School – Supervisor, John Sells

Served linguistically culturally, and socio-economically diverse students in an Outcomes Based Education program emphasizing collaborative planning, curriculum adaptation, and team teaching at the intermediate grade levels

Sunnyside Unified School District, Tucson, Arizona

1986 -87 ESL Teacher, Grade 6 Inclusive Class, Liberty Elementary School – Supervisor, Olivia Schaad

Served linguistically culturally, experientially, and socio-economically diverse students in an Outcomes Based Education program emphasizing collaborative planning, curriculum adaptation, and team teaching at the intermediate grade levels

In the positions listed above, I performed the following duties:

Assessment and Evaluation

- Utilized a variety of regularly scheduled class assessments to inform curricular and delivery decisions

Collaboration/Mentoring

- Active participant in the Career Ladder Professional Development Program
- Designated Career Ladder Master Teacher
- Mentored other less-veteran teachers through the Career Ladder Program
- Served as a peer-mentor and peer-evaluator through the Career Ladder Program
- Hosted student teaching activities and pre-service teacher research and observation for Northern Arizona University's College of Education Community

Community Relations and Outreach

- Worked closely with Mrs. Irene Franklin and Mrs. Daisy Dover, two community leaders, to integrate traditional Navajo teaching methods and Navajo language instruction into the existing curriculum
- Site Council Member
- Active Participant in PTA

Curriculum Development and Delivery

- Developed, wrote and instituted a comprehensive, culturally relevant and appropriate curriculum
- Infused science, mathematics, and technology literacy into content areas across the curriculum

Diversity

- Facilitated inclusive classroom environment, allowing full participation by students with specific learning disabilities, Down's syndrome, limited English proficiency, and limited bicultural competencies

Fund-Raising

- Actively participated in fund-raising activities to support student activities at the school
- Helped students in my class establish, market, staff and run a school store in order to raise funds for their annual cultural exchange trip into Supai Canyon
- Volunteered for PTA school carnival
- Volunteered for PTA fund-raisers, bingo/cake walks, raffles, and bake sales

Grant Writing and Grant Oversight

- Grant Writer, Recipient, Administrator – Babbitt's Department Store - to develop and facilitate a series of Environmental Education field trips to various ecosystems on the Colorado Plateau to participate in comparative environmental carrying capacity experiments and explorations
- Grant Writer, Recipient, Administrator - Navajo (Diné) Nation to develop an intercultural exchange program for my students to travel to a Native American cultural center and to participate in a variety of traditional and non-traditional collaborative learning forums
- Grant Writer, Recipient, Administrator – Navajo (Diné) Nation to support the development of an Environmental Education curriculum that utilized the traditional Navajo creation explanation to interpret the geology and natural history of the Colorado Plateau

International Teaching Fellowship

Victorian Directorate of Education, Melbourne, Australia

1995 International Teaching Fellow, Grades Prep/1/2, Yering Primary, Trudi Doidge

Arizona's International Teaching Fellow for 1995 - Served as an early childhood educator working with children aged 4 ½ to 8 years of age in a multi-age, multi-grade, inclusive Prep/1/2 class in a two-room, rural schoolhouse in Australia's Yarra Valley

Curriculum Development and Strategic Planning

- Developed, delivered, and evaluated a year-long cross-disciplinary Reading, Writing, Math, Science, and Social Studies curriculum that focused on Australian and American themes, including Australian and American Environmental Literacy and Global Sustainability

Community Relations and Outreach

- Represented Arizona in fellowship program co-sponsored by the Directorate of Education, Melbourne, and the Arizona Department of Education
- Facilitated presentations and workshops for community and educational organizations focusing on current trends and issues in American education

Honors and Professional Recognition

- Honored by the Victorian Parliament as Victoria's International Teaching Fellow for 1995
- Recognized by the Australian Parliament as an International Teaching Fellow representing the state of Arizona

Inter-governmental Relations

- Presented an address on cross-cultural education to the Parliament of Victoria

Outstanding Oral and Written Communication Skills, Public Speaking

- Presented extensively as a guest lecturer and visiting scholar to university students and educational organizations throughout the state of Victoria

K-12 Instructional Technology Innovation

Arizona Department of Education

1991 Interactive TV Instructor, AZ Department of Education Pilot Project, Supervisor, Carmen Johnson

Collaborative member of first teaching team implementing a DOE grant providing interactive television instruction (ITV) for distance learning with Chapter 1 students in the Flagstaff and Yuma school districts through a joint collaborative effort with Northern Arizona University

Curriculum Development – Interactive Television

- Received extensive training to support distance learning curriculum development
- Infused linguistic and mathematics literacy into the content areas across the curriculum

Distance-Delivered Instruction

- ITV facilitator responsible for curriculum delivery in the classroom of origin

Instructional and Technological Innovation – Synchronous Distance Delivery

- Received extensive instruction in theory of distance delivery and cognition related to
- Responsible for maintaining project timelines and meeting project deadlines

Project Assessment and Evaluation

- Conducted on-going project assessment and final project evaluation

Data-informed Decision-making

- Utilized data from project assessments to inform decisions concerning point of origin facilitators and facilitation as well as receptive site facilitators and facilitations

Research and Data Analysis

- Collected and analyzed data throughout project for use in final grant report

Project Reporting

- Prepared written report and oral presentation of pilot ITV project

Short- and Long-Term Strategic Planning

- Participated in extensive pre-project strategic planning to prepare for the innovative delivery approach (ITV) being piloted for potential distance learning interventions for children with exceptionalities living in rural counties of Arizona

Other Professional Employment and Supervisory Experience

National Park Service

1987 **Southwest Parks and Monuments Association, Education Desk**, Saguaro National Monument, East
1979-1982 **Interpretive Ranger/Intern**, Sunset Crater/Wupatki National Monuments

Arizona Game & Fish Department

1984-86 **Wildlife Education Docent**, Tucson, AZ, Bill Watt, Supervisor

Arizona State Parks Department

1984 **Seasonal Ranger**, Arizona State Parks Department, Cattail Cove Recreational Park, Wade Huett, Supervisor

1982-84 **Park Ranger**, Arizona State Parks, Catalina and Buckskin Mountain State Recreational Parks, Neil Donkersley and Larry Busby, Supervisors

1979-1982 **Park Ranger/State Service Intern**, Cattail Cove Recreational and Riordan Mansion Historical State Parks, Doug Collup and John Marvin, Supervisors

Charged with the conservation and stewardship of the state’s three Colorado River parks. In collaboration with my supervisors, the Chief Rangers and Park Managers, supported the operation of these parks. Participated in all facets of park operations including short- and long-range planning, making recommendations for strategic planning process, planning for park expansion, park lay-out and development, biotic community surveys,

preparation of environmental impact statements, fiscal operations, materials acquisition, capital and operational budgeting, grant-writing, data collection, report-writing, and employee training, mentoring, supervision, and evaluation.

In the Arizona State Parks positions listed above, I performed the following duties:

Oral and Written Communication

- Utilize exemplary oral and written communication skills with internal/external constituents
- Accurately maintain appropriate records for the Unit, Park, Department, State

Strategic Planning

- Responsible for on-going planning, development, assessment of park properties and facilities

Compliance

- Provide leadership in ensuring the Unit, Park, and Department are in strict compliance with all local, county, state, regional, and national regulations and restrictions

Data-informed Decision-making

- Identify and provide data to inform land acquisition, management, and stewardship decisions
- Analyze data to determine the priorities and goals of strategic planning

Stewardship

- Charged with the conservation and stewardship of Arizona's State Parks
- Identify and developed outreach opportunities to expand conservation efforts
- Support conservation and stewardship of Parks through educational outreach and funding

Park, Park Units, and Park Worksite Operations and Oversight

- Ensure welfare and safety of park visitors, volunteers, and employees
- Conduct law enforcement, boating safety, and lake patrol activities
- Maintain First Responder, CPR, and First Aid Certifications
- Perform any task necessary for the supervision and operation of parklands and historic sites

Facilities

- Planning and specifications development for all brick-and-mortar facilities of the park
- Planning and development for public access - campgrounds, trails, interpretive areas
- Surveying of park grounds and mapping of park roadways
- Maintenance and improvement of all park facilities

Budgeting

- In consultation with the Park Manager, responsible for preparation of capital and operational budgets
- Responsible for management and oversight of operating budgets
- Responsible for ordering park equipment and operational items
- Responsible for developing bid specs for capital acquisitions
- Responsible for completion of all budgetary paperwork

Inter-governmental Collaboration and Cooperation

- Work in concert with municipal, county, state, and federal representatives and entities to ensure coordination and cooperation with long-range regional plans
- Collaboration and cooperation with county and state law enforcement agencies to ensure efforts in serving and protecting the public are supportive, efficient, and effective between Park Law

Enforcement Officers and local law enforcement agencies

Public Relations and Community Outreach

- Support the Park's mission of service and outreach to the community by visiting local schools and institutions to speak, present programs, conduct fund-raising activities, and advocate for support of our natural lands and the Agency
- Facilitate specialized in interpretation and educational programs
- Develop public information and educational brochures and programs on a variety of topics including state and local history and prehistory, geology, ecology, watercraft and water sport safety, human interdependence with the environment and orientation to indigenous flora and fauna
- Coordinate and facilitate park visits for school and special interest groups
- Coordinate volunteer and support projects for the park with numerous civic organizations, educational institutions, and special interest groups
- Coordinate conservation efforts with other state, local, federal agencies

Research and Writing

- Catalog park flora, fauna for interpretive purposes
- Assist in the archaeological surveys, assessments, and impact studies
- Conduct environmental impact studies
- Write and submit environmental impact statements
- Conduct annual wildlife surveys
- Research prehistoric, historic and contemporary human cultures of the region and analyze human interaction with the ecosystems represented in the foothills regions of southern Arizona and utilize information in outreach to local civic groups and educational institutions

Grant Writing and Grant Administration

- Responsible for research, writing, submission, oversight, fiscal accountability, data collection and analysis, and completion reporting for grants supporting the park mission
- Write for and administer State Lake Improvement grants for a number of park projects and flood diversion efforts

Supervision

- Coordination, hiring (or appointment), training, mentoring, scheduling, supervision, weekly reporting, and evaluation of up to 6 seasonal rangers and state interns, up to 20 park volunteers, and various inter-agency work crews (Youth Conservation Corps, Juvenile Justice Court Alternative Action Corps, etc.) of up to 15 workers

Professional References

Sandra Kelleher
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Leupp and South Beaver Schools
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Shari Popen
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Sky Islands Environmental
Charter High School
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Tucson, AZ 85711
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Mays Imad, Ph.D (PCC Mentee)
Biology Faculty
East and Desert Vista Campus
Pima Community College
4905 East Broadway
Tucson, AZ 85709
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Kerry Hodgkinson (Former Student)
Teacher of the Deaf
AZ Schools for the Deaf and Blind
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