
Biographical Sketch

Jose Luis Cruz began his tenure at The City University of New York (CUNY) in 2016 as the third president of Lehman College, the only senior College in the Bronx, and was later elevated by the Board of Trustees to the role of Executive Vice Chancellor and University Provost for the 25-campus system in 2019. During his tenure at CUNY, Lehman enhanced its national reputation as an engine of social mobility and the Central Office of Academic Affairs has registered important accomplishments on behalf of the University's more than 20,000 faculty members, 26,000 professional staff and 500,000 students and learners.

A leading national advocate for policies to expand opportunities and improve educational outcomes for all students-especially those who have historically been underserved-Cruz is a frequent keynote speaker and writer on higher education issues. He has testified several times before the U.S. Congress, and his work has been covered by many media outlets, including *The Chronicle of Higher Education*, the *New York Times*, the *Washington Post*, and *Univision*.

Previously, Cruz served as provost of California State University, Fullerton. He is a former vice president of Higher Education Policy and Practice at The Education Trust in Washington, D.C. and a former Chief Student Affairs Officer for the University of Puerto Rico system. He began his career as a faculty member in engineering at the University of Puerto Rico, Mayag0ez, rising through the ranks and serving as chair of the Electrical and Computer Engineering Department and dean of Academic Affairs.

Cruz chairs the board of directors of The Education Trust and serves on the boards of the Data Quality Campaign and the Institute for Higher Education Policy. He is also a member of the advisory board of the American Association of State Colleges and Universities (AASCU) Committee on Academic Innovation and Transformation, the National Survey of Student Engagement (NSSE), the Anchor Institutions Task Force, and the Community Advisory Group of the Federal Reserve Bank of New York and serves on the steering committee of the Presidents' Alliance on Higher Education and Immigration and is a commissioner on the Postsecondary Value Commission. Previously, he served on the board of directors of the New York Botanical Garden, the Regional Plan Association, and the Association of Chief Academic Officers.

Cruz is a Senior Member of the Institute of Electrical and Electronics Engineers, a patented inventor, and a National Science Foundation Career Award recipient. His work as a faculty member on optical interconnections for massively parallel processing systems was published in scientific journals and presented at international conferences. He earned his bachelor's degree in electrical engineering (magna cum laude) from the University of Puerto Rico, Mayag0ez and his master's and doctorate degrees from the Georgia Institute of Technology. He is an alumnus of the Harvard Institute of Educational Management.

Education

Ph.D.	1996	Electrical Engineering	Georgia Institute of Technology
M.S.	1992	Electrical Engineering	Georgia Institute of Technology
B.S.	1991	Electrical Engineering	University of Puerto Rico-Mayag0ez

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Professional Experience

2019-Present

EXECUTIVE VICE CHANCELLOR AND UNIVERSITY PROVOST, THE CITY UNIVERSITY OF NEW YORK

CUNY is the nation's largest urban public university, a transformative engine of social mobility that is a critical component of the lifeblood of New York City. Founded in 1847 as the nation's first free public institution of higher education, CUNY today has seven community colleges, 11 senior colleges and seven graduate or professional institutions spread across New York City's five boroughs, serving 275,000 degree-seeking students and 250,000 non-degree seeking students and awarding 55,000 degrees each year. CUNY's mix of quality and affordability propels almost six times as many low-income students into the middle class and beyond as all the Ivy League colleges combined. More than 80 percent of the University's graduates stay in New York, contributing to all aspects of the city's economic, civic and cultural life and diversifying the city's workforce in every sector. CUNY's graduates and faculty have received many prestigious honors, including 13 Nobel Prizes and 26 MacArthur "Genius" Grants. The University's historic mission continues to this day: provide a first-rate public education to all students, regardless of means or background.

Highlights:

- As the **Chief Academic Officer** of The City University of New York, collaborated with the Chancellor and other University and campus leaders in efforts that have positively impacted the University, including: securing a five-year collective bargaining agreement with the Professional Staff Congress; the successful conversion of CUNY's courses and support services to distance learning and remote working modalities in response to the COVID-19 pandemic; the distribution of thousands of devices to students as a means to bridge the digital divide; the design and implementation of temporary COVID-19 policies and practices including a flexible grading policy and the suspension of standardized tests for admission into undergraduate programs; a historic \$10 million award from The Andrew W. Mellon Foundation that will support CUNY's efforts to develop its ethnic studies programs and expand course offerings in the humanities (among other initiatives); and a commitment of 25,000 jobs for CUNY graduates from the recently launched New York Jobs CEO Council.
- Lead and oversee the work of the **CUNY Office of Academic Affairs (OAA)** which drives the development and implementation of University-wide strategic priorities through the coordination of a range of functional units, **councils and committees**, including the Council of Presidents Committee on Academic & Student Affairs, Enrollment Management, and Research (CASAEMR), the Academic Council, the Student Affairs Council, the Enrollment Management Council, the Committee on Academic Policy, and the Committee on Academic Technology, and more than 70 other cross-campus and cross-functional councils. Also responsible for communications across the system related to University policies and practices and liaising with the CUNY Board of Trustees, University Faculty Senate, and external stakeholders.
- Lead and supervise a cabinet of 17 Assistant and Associate Vice Chancellors and University Deans who in turn lead and supervise the work of more than 700 central office staff members ascribed to the **CUNY Office of Academic Affairs (OAA)** across dozens of **functional units**, councils, committees, and task forces, including: **Office of Research** (houses the offices of Faculty Research Development, Innovation and Entrepreneurship, Research Compliance, Student

Research Development, and Technology Commercialization); **Office of Faculty Affairs** (convenes the Faculty Affairs Advisory Board and supports several professional and leadership development programs for faculty); **Office of Budget and Planning** (houses the Office of Library Services, Office of the Dean for Health and Human Services, Office of the Dean for Education, Office of Academic Financial Analysis and Planning); **Office of Continuing Education and Workforce** (houses career success initiatives, continuing education programs, adult learner re-engagement initiatives, and internship initiatives); **Office of Early Childhood Initiatives** (houses the New York Early Childhood Professional Development Institute, Early Childhood Leadership Initiative and provides support to CUNY's 17 campus childcare centers); **Office of Institutional Research and Assessment** (houses the Office of Institutional Research, Office of Policy Research, and Office of Testing and Assessment); **Office of K-16 Initiatives** (houses the following programs: College Counseling Initiatives, College Now, Creative Arts Team, CUNY Affinity Group, CUNY Explorers, CUNY LINCT, CUNY Tutor Corps, CUNY Prep, Debating U.S. History, Early College Initiative, Freedom Prep, Graduate NYC, Network for College Success, Next Stop College, Peer Enabled Restructured Classroom, STEM Research, Academy); **Office of Student Success and Research Evaluation** (houses the nationally renowned ASAP and ACE programs as well as the Office of Research, Evaluation, and Program Support, and the Office of Data Management and Analytics); **Office of Undergraduate Studies, Academic Programs, and Policy** (houses the Office of Undergraduate Studies, Office of Academic Program Review, Office of International Education, and Office of Academic Policy); **Office of Student Inclusion Initiatives** (houses the offices of Immigrant Student Success, Disability Programs, Veterans Affairs, Women's Centers, Interfaith Programs, and LBBTQI+ Programs); **Office of University Admissions** (houses functional units in the areas of Recruitment, Application Support, and Admissions Operations); **Office of University Registrar**; **Office of Student Financial Assistance**; **Office of Student Conduct and Student Advocacy**; **Office of Student Life and Leadership Initiatives**; **Office of Student Mental Health and Wellness**; and the **University Student Senate**.

- Responsible for maintaining the **quality, effectiveness, and integrity of all academic programs** offered by CUNY's 25 colleges, from ESL certificate programs to graduate degrees, including more than 1,400 academic programs, 200 majors leading to associate and baccalaureate degrees and 800 graduate degree programs. Successfully presented several new programs for approval by the Board of Trustees and the New York State Education Department, including in high-demand fields such as an AS in Public and Nonprofit Administration, an AS in Computer Science, an MS in Cybersecurity, a BS in Data Analytics and Economics, and an MS in Taxation.
- Responsible for an annual **tax-levy budget of \$236 million and over \$100 million in City, State, and private grants and contracts**. Streamlined organizational structure and reduced central budgets to privilege campus efforts, including delaying the backfilling of senior leadership positions and assuming the responsibility of direct oversight of the Office of Research, Office of Enrollment Management, and Office of Student Affairs as part of these efforts. Chaired the University's programmatic FY21 Budget Request Task Force, served on the COVID-19 Fiscal Affairs Task Force, and led the development of the CARES Act allocation plan used to distribute \$118 million in emergency grants to eligible CUNY students.
- Chaired the University's **COVID-19 Academic and Student Support Task Force** which generated several concept papers, guidance memos, and recommendations related to academic programs strategy, enrollment management strategy, research support strategy, student support

services strategy, professional development, and IT strategy. Issued periodic **COVID-19 Academic Continuity Guidance** to campuses in response to the pandemic, providing real-time updates on matters related to accreditation and regulatory issues; academic policies, requirements, and deadlines; clinical placements; distance learning platforms, tools, and resources; instructional modalities; research continuity; travel; University admissions, and more. Oversaw several **COVID-19 response programs** to support campus communities through the COVID-19 crisis, including professional development programs serving thousands of faculty, staff, and students in how best to teach and learn online and deliver and access support services remotely and a public-private partnership that has allowed thousands of students to access free upskilling efforts from General Assembly, Cisco, Accenture, Revature, and Northwell Health, among others.

- Oversaw the development and implementation of several **University policies and initiatives**, including: Proficiency index implementation for course placements; Phasing out of remedial courses and adoption of co-requisite courses; Credit for Prior Learning; COVID-19 flexible grading policy; COVID-19 graduate admissions policy; Preparing for a primarily virtual Fall 2020 semester; and the temporary suspension of standardized testing requirements for undergraduate admissions.

2016-2019

PRESIDENT, LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

Located in the storied and resilient borough of The Bronx, Lehman reflects the rich diversity that characterizes CUNY and the City of New York. The College serves nearly 15,000 undergraduate and graduate students across 140-degree programs, plus 13,000 students in certificate and workforce development programs. Over fifty percent of Lehman undergrads have household incomes of less than \$30,000; 80 percent are students of color; and 45 percent speak a language other than English at home. Nearly seventy percent are female, and the median age is 25. The College's mission is advanced by 1,549 employees, consisting of 956 faculty and 593 staff, who support the work of five academic Schools: Arts and Humanities; Continuing and Professional Studies; Education; Health Sciences, Human Services, and Nursing; and Natural and Social Sciences. In 2018, The Equality of Opportunity Project ranked Lehman as third in the nation for its role in moving large numbers of low-income students into the middle class and beyond in a borough it previously called "among the worst counties in the U.S. in helping poor children up the income ladder."

Highlights:

- Led efforts to clarify Lehman's vision and solidify its identity as the nation's ultimate urban-serving institution. Launched the Lehman **90x30 Challenge**, a college-wide effort to become the top contributor to educational attainment in The Bronx. The challenge served as the organizing principle to guide the College's strategic and operational plans as it sought to produce 90,000 high-quality degrees and credentials with market value by the year 2030 - twice the number projected at the time. In 2019, just two years after launching 90x30, the number of degrees and professional certificates (3,194) earned by Lehman students increased by 12%, exceeding the growth rate required to meet the challenge. Moreover, out of every five graduates, three were first in their families to earn a college degree, two were born outside the United States, and one had dependent children. Important to note that the 90x30 Challenge has survived presidential transitions, being used as the framing device for the College's 2020-2025 strategic plan and being front and center in the search materials for the next permanent president.

- In support of **raising Lehman's profile**, presented testimony before the U.S. Senate Committee on Health, Education, Labor and Pensions, the U. S. House of Representatives Committee on Education and the Workforce, the New York State Assembly Committee on Higher Education, and the New York City Council Committee on Higher Education. Participated in panels and roundtables organized by AGB; The Kresge Foundation; Reinvention Collaborative; Hispanic Federation; Council of Independent Colleges; California State University; Center for American Progress; Inside Higher Ed; American Council on Education; Postsecondary National Policy Institute; Educators Writers Association; New America; White House Domestic Policy Council; The Andrew W. Mellon Foundation; the American Academy of Arts and Sciences; and TIM. Published op-eds in City & State New York and the Huffington Post; was profiled by Hispanic Outlook in Education and City & State New York; and was interviewed by The Chronicle of Higher Education, Univision, WABC-TV, CUNY TV, and several BronxNet programs.
- Recognized for **community outreach and service** efforts via a series of regional and state-wide awards, including: ranked #5 in the 2018 Bronx Power 50 list by the influential New York State political news organization *City & State*, up from #13 in 2016; awarded the New York City Puerto Rican Day Parade - Education Leadership Award in 2018; appointed as the Grand Marshal of the Bronx Puerto Rican Day Parade in 2019; presented the Leadership Award by the Latino Center on Aging in 2017; and received the Kingsbridge Heights Community Center Catalyst Award in 2018. This recognition was the product of a significant investment of time and energy cultivating relationships with elected officials, community-based organizations, alumni and friends of the college, The Bronx, and national organizations.
- Led efforts to streamline resource allocation practices and **build institutional capacity** by increasing the net number of full-time faculty and staff and investing in a broad array of strategic initiatives. In 2017, Lehman registered a five-year high in spending of its tax levy budget on student services, instruction, and department-level research (69.5%). In 2019, *The Century Foundation* found that Lehman "spends \$2.81 on instruction for every dollar it collects in tuition" and *Forbes* identified Lehman as only one of four public colleges among the top 25 "Low-debt/high-income schools" in the country.
- Supported efforts to expand access and opportunity through responsible **enrollment growth**. The growth in total FTEs between the Fall 2016 (13,329) and Fall 2018 (10,400) was 14.5%, with the number of first-time, full-time freshman increasing 50.6%, from 672 to 1,032-yielding in 2018 the largest freshman class in more than two decades. In fact, the percentage of fall first-time freshmen enrolled of those accepted increased from 7.3% in Fall 2015 to 12.6% in Fall 2019. The number of full-time incoming transfer students increased by 13% during the same timeframe, while the number of undergraduate STEM majors increased by 14.1 %, from 1,050 to 1,198. The 14.1 % increase more than doubled the total CUNY senior college growth rate (6.9%). Nearly 25% of Lehman's instructional full-time equivalents were taught either partially or fully online in Fall 2019, up from 21.5% in Fall 2016. This is the highest percent of any senior college in the system and nearly double the senior college average (13.9%). Also, in Fall 2019, Lehman enrolled 5,432 adult students, an increase of more than 10% - the largest total number among all CUNY senior colleges. Additionally, Lehman led all senior colleges with an increase of more than 20% in the representation of Black students, from 3,573 in Fall 2016 to 4,321 in Fall 2019; and an increase of 13.7% in the representation of Latinx students, from 6,007 in F2016 to 6,832 in Fall 2019.

- Led efforts to strengthen the use of data analytics to accelerate gains in **retention and graduation rates**, including deploying *Lehman 360* and other best-of-class information technology tools and streamlining several academic and administrative policies and practices - especially in support of timely advising practices and the articulation of seamless transfer agreements (Bronx Transfer Affinity Group). As a result of these and other prior and on-going efforts: the proportion of first-time, full-time freshmen who returned as full-time students (79.5%) in Fall 2017 outpaced the CUNY senior college average (69.9%) by almost ten points; the six-year graduation rate for the first-time, full-time freshmen 2013 cohort increased 9.3 percentage points compared to the Fall 2010 cohort (52.9% vs. 43.6%), the largest growth rate of any CUNY senior college during this period; and the four-year graduation rate of students who transferred to Lehman from a CUNY Associate degree program in Fall 2013 was 58.3%, 7.5 percentage points higher than the CUNY average (50.8%). Furthermore, the percentage of fall full-time first-time freshmen in baccalaureate students who earned 30 credits or more in their first year increased 10 percentage points from 52 in Fall 2015 to 62% in Fall 2018. Indeed, a recent analysis by the Urban Institute and The New York Times determined that Lehman's actual graduation rate was 9 percentage points higher than its expected graduation rate, which was the highest positive gap among CUNY senior colleges. This is in keeping with the recent recognition Lehman has received for being an engine of upward mobility, including a recent analysis by the American Council of Education that identified Lehman as the highest ranked Hispanic-Serving Institution for upward mobility, and data from the National Bureau of Economic Research and the Equality of Opportunity Project which ranked Lehman as having the third highest mobility rate in the nation among public four-year colleges. Lehman also outpaced all senior colleges in the increase in the percentage of students earning more than 30 credits in their first year, from 47.5% in Fall 2016 to 62.0% in Fall 2019, an increase of 30%. Finally, Lehman led all senior colleges in the percentage of students who passed Gateway math in their first year, from 62.5% in first year to 85.2% in Fall 2018 - a remarkable increase of 36.2%.
- Led **strategic fundraising and resource management efforts** that netted more than \$12 million in grants and contracts for training, equipment, and other sponsored and institutional activity, ranking fourth highest among CUNY senior colleges. Investments (November 2018) included a \$4.2 million multi-year award from the Robin Hood Foundation to support 250 students in the new Accelerate, Complete, Engage (ACE) completion program, starting in Fall 2019 to achieve 50% four-year graduation rates for freshmen and transfers with Associate degrees; a joint effort with 12 other CUNY colleges that resulted in a \$3.97 million award from NSF to fund the New York City Louis Stokes Alliance for Minority Participation STEM program; and a \$100,000 seed award from The Mellon Foundation for the development of a pilot program to increase the number and the diversity of the academic leadership pipeline with a focus on faculty in liberal arts disciplines. These efforts, coupled with innovative technologies including our transfer credit evaluation system and Lehman Que, our new digital scheduling system, resulted in a healthy reserve balance that grew by 39% from \$6.9M in FY17 to \$9.6M in FY20.
- Enhanced Lehman's **physical infrastructure**, including securing funding for the construction of a new 52,289 sq. ft., five-floor Nursing, Education, Research and Practice Center for which in 2019 CUNY's Board of Trustees approved the appropriation of \$75 million of Capital Funding. Per the board resolution: *"The new facility will provide the Nursing Department with state-of-the-art teaching facilities and support current nursing pedagogy, which emphasizes campus-based simulation labs in addition to traditional clinical placements in the community. It will also provide for doctoral candidates engaged in nursing research for the College's newly approved Doctor of Nursing Practice program."* The approved funding represented a \$34 million increase

over the amount available as of Fall 2016 and would eventually grow by an additional \$20 million in 2020 to accommodate increases in construction costs due to market forces in The Bronx. Other important projects for which millions of dollars were secured from the University and Borough and City allocations included: Davis Hall renovation for the Department of Social Work; Teaching & Learning Commons; Campus-Wide Emergency Power Upgrade Phase I; APEX Sporting and Recreational Complex lighting upgrades; Music Building Chimney Restoration. Design work on Carman Hall for automatic vent opening replacement, as well as ceiling and lighting replacement, also received full funding.

- Supported efforts to enhance the **career development services** available to Lehman students. In 2018, for example, Lehman opened the first Virtual and Augmented Reality Academy and Lab in the region and received a major grant from the Economic Development Corporation to provide workforce development opportunities as part of a three-year partnership with New York University. Lehman also secured a \$3 million New York City Tech Talent Pipeline (TTP) award. TTP connects qualified undergraduate computer science students to internships with industry leaders looking for specially trained tech employees and engages faculty and career advisors in ongoing work to align the college's tech education offerings with industry demand. And, in 2017, Lehman received a \$2 million grant as part of an initiative (CUNY 2X) by Mayor Bill de Blasio to double the number of CUNY students graduating annually with a tech-related bachelor's degree by 2022.
- Supported Lehman's **global engagement** efforts: signed statements of shared interest with several colleges and universities in Cuba (La Universidad de Sancti Spiritus, Universidad de Camagüey); Dominican Republic (Ministerio de Educación, Instituto Tecnológico de las Américas), and Mexico (Benemérita Universidad Autónoma de Puebla; Centro de Investigaciones y Estudios Superiores en Antropología Social; El Colegio de México; Universidad Autónoma de Baja California; Universidad Nacional Autónoma de México; El Colegio de la Frontera Norte; Instituto Nacional de Lenguas Indígenas; and Universidad Autónoma de Tlaxcala.)
- Chaired the **CUNY Council of Presidents (COPs)** Fiscal Affairs Committee and served as COPs liaison to the Board of Trustees Fiscal Affairs Committee and Audit Committee; served on the COPs Facilities Committee; Co-Chaired the COPs Faculty Diversity Committee; Co-Chaired the COPs Ad-Hoc Committee for the Recovery of Puerto Rico; and served on the search committee for the president of Kingsborough Community College.

2012-2016

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS, CAL STATE FULLERTON

Cal State Fullerton is one of the largest, most diverse comprehensive universities in the nation. During my tenure, the University served over 39,000 students and awards more than 9,000 degrees every year—ranking first in California for degrees awarded to Latinos and fifth in the nation among top universities for bachelor's degrees earned by underrepresented students. More than half of Cal State Fullerton graduates are first among their family to earn a college degree. Leading more than 2,000 faculty and 530 staff members, as provost I was responsible for an annual budget of more than \$260 million and the strategic and operational initiatives of eight colleges (Business and Economics; Arts; Humanities and Social Sciences; Natural Sciences and Mathematics; Education; Health and Human Development; Engineering and Computer Science; Communications) that house two schools (School of Music and School of Nursing), 58 departments, 59 centers and institutes, 109 academic programs (55 undergraduate, 54 graduate, 16 certificate, 2 interdisciplinary, 11 joint, 15 online programs). The

provost was also responsible for the operations of the following academic and administrative units: Irvine Branch Campus; Grand Central Arts Center in Santa Ana; CSUF Garden Grove Center; Fullerton Arboretum; University Library; Office of Academic Operations and Finance; Office of Institutional Research and Analytical Studies; Office of Faculty Affairs and Records; Faculty Development Center; Office of Online Training and Instruction; University Extended Education; Office of International Programs and Global Engagement; Office of Academic Programs; Office of Research, Creative Activities, and Technology Transfer; and the Office of Enrollment Services.

Highlights:

- Strengthened the use of actionable data to drive campus-wide conversations and decision-making (e.g., bottleneck courses, equitable funding practices for faculty support, and student success campaigns) to **increase graduation rates and narrow achievement gaps**. These efforts served to accelerate Cal State Fullerton's progress toward meeting and exceeding the ambitious goals the University set for itself in its **2013-18** Strategic Plan and the targets established by the Chancellor's Office as part of CSU's **2025** Graduation Initiative. Indeed, three years after the launch of the strategic plan and the establishment of college-based Student Success Teams, Cal State Fullerton exceeded its six-year graduation rate goal (moving from **51** to **62.3** percent, when the original goal for **2018** was **61** percent) and made significant progress in narrowing the achievement gaps between underrepresented and non-underrepresented students (from **12** to **8.7** percentage points, when the goal for **2018** is **6** percentage points).
- Led extensive cross-divisional collaborations to create an **integrated advising system**, including the recruitment of **20** new professional advisors (retention, graduation, and career specialists), establishing student success centers in several colleges/units, instituting mandatory advising, strengthening degree audits, developing assessment procedures for advising efforts, investing in best-of-class commercial and in-house data and predictive analytics platforms, and establishing college-based Student Success Teams. One early indicator of the success of these efforts can be found in the effects of the graduation specialists, who spent the **2014-15** academic year reviewing **6,959** graduation candidates and through their proactive advising and data-driven analyses prevented more than **2,000** graduation deferrals.
- Led efforts to increase student achievement in **bottleneck, gateway and low success rate academic courses** to drive improvements in student persistence, increase graduation rates, and narrow the achievement gaps of underrepresented students by more effectively engaging faculty members in course-redesign and supplemental instruction. After the inception of the CSU Course Redesign with Technology (CRT) program in **2013**, Cal State Fullerton was viewed as an innovative leader in course redesign efforts, many of which have been directed specifically toward bottleneck courses. In three years, nearly 75 Cal State Fullerton faculty members received funding for CRT projects. Most notably, five of the fifteen systemwide Proven Course Redesign Lead Faculty were from Cal State Fullerton. Additionally, the University was recognized as a Center of Excellence for the training of Supplemental Instruction based on the UMKC model across the CSU.
- Established and provided guidance to a **High-Impact Practices (HIPs)** Task Force that over the course of two years garnered national recognition for their work to build a robust model for identifying and measuring HIPs at Cal State Fullerton, which included setting targets; collecting an inventory of current potential HIPs; determining a process for designating HIPs; and, evaluating HIPs in terms of university learning outcomes, retention, and graduation. The task force efforts

were driven by CSUF's strategic goal of ensuring that 75% of its students participate in at least two HIPs by graduation. The innovative nature of the work led to CSUF's designation as the lead campus of the CSU consortium on HIPs under a Chancellor's Office Gates Foundation grant. A specific focus was placed on study away and study abroad programs: the number of students participating in these HIPs has increased by 40% over three years.

- Honored, nurtured, and sustained Cal State Fullerton's **collegial, shared governance culture**. Developed and Implemented Integrated communications strategies to ensure critical University-wide conversations (e.g., university learning goals, enhancing the professional experience of lecturers, strengthening general education, supporting high-quality student writing) were not only sustained by the official shared governance structure, but also informed by corresponding cross-divisional, department, and program-level discussions. Facilitated collaborations between the Council of Deans and the Academic Senate to prioritize and complete revisions of important university policy statements, including the bylaws and policies of the Planning, Resource, and Budget Committee; the enfranchisement of part-time faculty in chair elections; the recruitment process for full-time faculty; and the assessment of educational effectiveness.
- Strengthened **communications with internal and external stakeholders**, including: weekly one-on-one meetings with the Chair of the Academic Senate; weekly meetings with the Academic Senate Executive Committee; regular, periodic meetings (individually or in small groups) with new faculty, newly tenured or promoted faculty, and department chairs; faculty meetings with each of the university's more than 60 academic departments and program units; meetings with members of the board of directors of the Associated Students Inc. (student government); regular communications via the Provost's blog and a monthly Provost's report for the division of Academic Affairs. In addition, published monthly columns in *the Orange County Register* and other venues (e.g., *Chronicle of Higher Education* and *New York Times Room for Debate*); presented keynote addresses and participated in invited panels, forums or convenings organized by the California State University Chancellor's Office, Lumina Foundation, The Education Trust, American Association of Colleges & Universities (AAC&U), Western Interstate Council of Higher Education (WICHE), Western Academic Leadership Forum (WALF), Coalition of Urban Serving Universities (CUSU), American Council of Education (ACE), and other higher education groups and organizations.
- Oversaw the work of several university-wide taskforces charged with the **operationalization of the University's 2013-2018 Strategic Plan**, including: Strategic Accountability Taskforce; Student Advisement Taskforce; Assessment and Educational Effectiveness Taskforce; Bottlenecks and Gateway Courses Taskforce; Closing the Achievement Gap Taskforce; High Impact Practices Taskforce; and, Stewardship of Place Taskforce. Worked with the President's Cabinet and the Planning, Resource, and Budget Committee to ensure the University's annual budget memorandum was aligned with the priorities set forth in the strategic plan and the recommendations of the various taskforces.
- Led efforts resulting in a recommendation to the president from the Planning, Resource, and Budget Committee to engage the campus community in the development of the University's first-ever **Academic Master Plan** (AMP). The AMP would serve as a compass, ensuring that the University's decisions remained aligned with its core values and long-term aspirations by providing responses to fundamental questions in the areas of programs, degrees, and outcomes; students; faculty and pedagogy; and infrastructure and resources. Co-chaired, with the Chair of the Academic Senate, the university-wide AMP Steering Committee. Worked collaboratively with

multiple campus constituencies to establish the structure of the various AMP subcommittees, the consultation process, and the timeline for the work. Approximately 80 faculty members, administrators, students, and staff are involved in the process.

- Co-chaired, with the Vice President for Student Affairs, the university-wide Enrollment Management Committee charged with developing a framework for an undergraduate enrollment policy informed by data indicators, the University's mission, and CSUF enrollment targets; aligning enrollment practices with state legislation, CSU Executive Orders and community needs; integrating the primary vision and operational direction of the enrollment management units (Student Outreach and Recruitment, Admissions and Records, and Financial Aid); guiding the development of a strategic recruitment plan to include branding and marketing, segmentation of target populations, establishment of the recruitment area, consideration of requests for academic program impaction, incorporation of Chancellor's Office underserved communities initiatives, and international student outreach; and aligning recruitment, admissions, advising, and orientation practices and communication. The committee's recommendations were unveiled in spring 2016 and implemented in spring 2017.
- Collaborated with the California State University Chancellor's Office on various systemwide efforts: served on the Common Management System (CMS) Executive Committee; served on the search committee for the appointment of the Executive Vice Chancellor for Academic and Student Affairs; served on the steering committee of the systemwide Academic Council; served as an invited panelist in systemwide convenings (e.g., 2014 CSU Institutional Research and Analytical Studies Data Team Workshop.)
- Expanded efforts to recruit high-quality and diverse tenure-track faculty. In three years, hired 165 new tenure-track faculty. As a result, the university netted 62 tenure-track faculty. Established a centralized budgeting process to ensure that all new faculty received competitive startup packages and revamped on-boarding and professional development training programs to ensure their success. The intensity and effectiveness of these efforts is evidenced by the fact that, at the time, twenty-two percent of all tenured and tenure-track faculty at Cal State Fullerton had been hired in those three years.
- Responsible for final decisions regarding all retention, tenure, and promotion personnel actions pursuant to the systemwide Collective Bargaining Agreement and the University's faculty personnel policies and practices. In three years, recognized faculty accomplishments by approving tenure and/or promotions to more than 200 faculty who met or exceeded all corresponding teaching, scholarship, and service requirements.
- Led efforts to improve equitable access to the approximately \$14 million annual institutional investment in faculty research support. Established new faculty support services (e.g., Faculty Commons and college-based research grant specialists), increased the number of sabbatical awards, enhanced research infrastructure (e.g., NIH BRAD grant), provided assigned time and additional pay for strategic initiatives (e.g., course redesign efforts), oversaw the creation of an innovation grants program for centers and institutes, invested in a bridge funding program for expiring grants, and created a program for faculty to travel to Washington, D.C. to meet with program managers of various funding agencies. During tenure, the number of grant proposals submitted by faculty to funding agencies increased by 45% with a 23% corresponding increase in the total funding received.

- Served as the chief negotiator for the development of **Cal State Fullerton's 2015 Faculty Equity Salary Program** (\$1,043,409), designed and implemented the corresponding communications plan, and supervised the program's implementation in close collaboration with the California Faculty Association campus representatives. The equity program focused on reversing salary inversion and alleviating salary compression among ranks and included tenured, tenure-track, and adjunct faculty.
- Oversaw Internal and national **executive searches** and implemented highly consultative processes, pursuant to the University's administrative personnel policies, that led to interim and permanent appointments for numerous positions, including: Deputy Provost, Associate Vice President for Academic Programs, Associate Vice President for Research, Creative Activities, and Technology Transfer, Dean of the College of Health and Human Development, Dean of the College of the Arts, Dean of the College of Humanities and Social Sciences, Dean of the College of Natural Sciences, Dean of the College of Communications, Dean of University Extended Education/Associate Vice President International Programs and Global Engagement, University Librarian, Director of University Honors Program, Director of Online Education and Training, Director of Undergraduate Programs and General Education, and Director of Assessment of Educational Effectiveness. Also, chaired the University's search committees for the positions of Vice President for Administration and Finance and Vice President for Human Resources, Diversity, and Inclusion.
- Collaborated in the design and/or implementation of numerous **university-wide initiatives**, including: establishing the University's new Division of Human Resources, Diversity, and Inclusion; conceptualizing the university's Title IX efforts; restructuring the University's Cultural Centers; establishing a Dreamer's Center; formulating the foundations of a Presidential Commission for Equity and Inclusion; supporting the consultation process associated with a student success fee initiative; constructing university-wide resource allocation strategies; facilitating communication among division heads, department chairs and other faculty groups; creating, adopting, and launching various information technology platforms (e.g., CSUF Student Success Dashboard, EAB Student Success Collaborative Predictive Analytics Platform, Campus Labs Compliance Assist, Acalog/Curriculog, uAchieve, and College Scheduler); conducting a campus faculty and staff climate survey; and developing a Diversity Action Plan.
- Collaborated with the Council of Deans, Associate Deans, and Department Chairs to set the foundation for a new **core budgeting framework** for the allocation of the Division of Academic Affairs' more than \$260 million annual budget. The resulting framework addressed issues of timeliness, strategic investments, equity, and transparency. Engaged these same groups in a thoughtful discussion regarding the allocation of existing baseline funding, instructional costs, faculty investments (e.g., reassigned time, travel, additional pay), course fill-rates, new and projected funding streams, diversification of revenues, the CSU's Sustainable Funding Model conversation, and other topics. These discussions informed internal preparations for expected budget limitations and/or changes to enrollment-based funding models in upcoming years. Created reporting tools and professional development programs to ensure that department chairs, deans, budget staff, and other administrators in the Division of Academic Affairs could optimize resource utilization and address existing and emerging structural deficits.
- Led conversations in the University's Planning, Resource, and Budget Committee that resulted in a renewed emphasis on the need to invest in **campus infrastructure**. The committee's recommendations led to major investments in classroom refurbishment, research labs, teaching

labs, student success centers, cultural centers, performing arts stage, campus safety, additional instructional space, faculty offices, campus beautification, and a major remodeling of the Pollak Library through the University's Library of the Future initiative. During tenure, more than \$28.7 million was committed to these efforts.

- Collaborated with the Division of University Advancement in the establishment and cultivation of relationships with donors, community partners, state legislators, private foundations, and government agencies (e.g., State of California Department of Finance). Worked with academic deans on the development of annual **fundraising** plans, coordinated periodic progress reviews of the deans' goals with University Advancement, and held deans accountable for their goals in their formal annual performance evaluations. During tenure, academic colleges more than doubled their annual fundraising output going from \$6.6 million in 2012-13 to \$13.8 million in 2013-14 and \$13.2 million in 2014-15.
- Served on the board of **Cal State Fullerton's Auxiliary Service Corporation (ASC)**. ASC is a nonprofit public corporation for the purpose of promoting and assisting the educational mission of Cal State Fullerton. ASC ended the 2015 fiscal year with total assets of \$126 million, annual revenues of \$26 million, and \$34 million in cash, cash equivalents, and investments. During tenure, worked with ASC (through the Division of Administration and Finance) to purchase two new buildings for the Irvine satellite campus, lease space to a private law school, streamline post-award services for faculty, and renegotiate cost recovery parameters for self-support programs, among other projects.
- Oversaw self-support programs managed through **University Extended Education (UEE)**. In 2014-15, UEE generated \$28.4 million in revenue through existing programs (e.g., certificate and degree programs, Open University, summer and intersession courses, Early Start) and new programs (e.g., 17-month accelerated online master's program in software engineering). In an effort to help diversify revenue streams, UEE worked closely with department chairs to develop plans for 25 new self-support programs to be launched in the subsequent five years.
- Chaired the University's **Western Association of Schools and Colleges (WASC) Interim Report Committee** (2015). The university received high commendation from the WASC Commission, who noted that the report "was well structured, clearly focused, comprehensive, and self-reflective," and praised the "considerable improvement that has taken place since the Educational Effectiveness Review in 2012: establishment of a robust infrastructure for ongoing assessment, including revitalization of the central assessment office and creation of faculty assessment liaisons; a nicely developed strategic plan that is aligned with the budget; a well-funded and comprehensive advising effort that is making a difference in student success; an improved timeline for delivery of the budget; and a renewed commitment to diversity."
- Supported efforts associated with **discipline-specific accreditation agencies and associations**, including: Association to Advance Collegiate Schools of Business, National Association of Schools of Art and Design, National Association of Schools of Music, National Association of Schools of Theater, National Association of Schools of Dance, ABET, Council for Accreditation of Counseling and Related Educational Programs, Council on Education for Public Health, Accrediting Council on Education in Journalism and Mass Communications, Public Relations Student Society of America, National Council for Accreditation of Teacher Education, Network of Schools of Public Policy, Affairs, and Administration. During tenure, 22 programs were accredited and 10 were pending accreditation by discipline-specific agencies and associations.

- Collaborated with the Academic Senate on efforts to formalize the University's commitment, articulated in the first goal of the strategic plan, to provide "innovative, high-quality programs and services that offer students broad educational experiences, facilitate lifelong habits of intellectual inquiry, and prepare them for successful careers" through, the revitalization of the **general education (GE) program**. The effort resulted in the establishment of a University Policy Statement (approved by the Academic Senate in spring 2015) identifying student learning goals and learning outcomes that could be used to assess GE as an integral program as opposed to assessing individual courses. For example, one of the student learning goals states that "students will develop self-awareness, knowledge, intercultural skills, and critical reflection to participate ethically and effectively in local communities and global contexts". Among four learning outcomes for that goal is the intention that, upon completion of GE, "students will describe and understand how to enact ethical and transformative frameworks and modes of exchange and communication that promote rights, social justice, equity, and inclusiveness".
- Led efforts to enhance the University's **academic and community partnerships**. Led the taskforce that successfully developed and submitted the self-study report that resulted in a **Carnegie Engaged Campus** designation. Strengthened relationships with K-12 and community college partners (e.g., Presidential Enrollment Management Advisory Group, Adelante!, STEM² Collaborative, 2+2 programs between the Irvine Branch Campus and feeder community colleges). Supported important initiatives such as the Santa Ana Grand Central Arts Center, the Desert Studies Center, the Latino Communications Initiative, and the Center for Healthy Neighborhoods with internal strategic investment funds. Expanded stewardship of place efforts by securing funding for the creation of two new positions: Assistant Vice President for Academic and Community Partnerships and Assistant Vice President for South County Operations and Initiatives. Supported the development of new academic programs that responded to needs articulated by local community members and industry partners (e.g., BA in Vietnamese Studies, BS in Environmental Engineering, MS in Engineering Management, MS in Biomedical Engineering, MS in Athletic Training.)

2010-2012

VICE PRESIDENT, HIGHER ED POLICY AND PRACTICE, THE EDUCATION TRUST, WASHINGTON D.C.

(Served in this capacity while on leave of absence from the University of Puerto Rico-Mayaguez)

As Vice President for Higher Education Policy and Practice, fostered effective working relationships with national, state, and local organizations to help further Ed Trust's mission; worked collaboratively with the government affairs and communications division to develop policy positions and advocacy strategies; maintained good funder relations and obtained new sources of funding; served as an active member of the organization's executive team; and, provided direct supervision to the national Access to Success (A2S) Initiative. At the time, A2S was the nation's largest, longest-standing voluntary college access and success initiative, with participating systems committing to increasing the number of degrees produced for their states and reducing the access and achievement gaps separating underrepresented and non-underrepresented students. The A2S initiative included 22 public higher education systems representing 312 two-year and four-year campuses that collectively served more than 3.5 million students. Together, the participating systems educated about 20 percent of students attending public institutions nationally, including the nearly 40 percent of underrepresented and low-income students who attended public four-year institutions.

Highlights:

- Led and managed the national **Access to Success** initiative, including: data collection, analysis, and reporting process, and the development of detailed, interactive internal reports designed to help system leaders diagnose problems and direct action to increase the number of students who attain degrees by narrowing access and success gaps. Managed the relationships with system heads and system liaisons (typically, the systems' chief academic officers). Coordinated the efforts of the National Association of System Heads (NASH) and the U.S. Education Delivery Institute on behalf of participating A2S systems and campuses. Supervised the development of report cards for each of the participating systems and ethnographic profiles highlighting the policies and practices of three top gap-closing institutions: Florida State University, San Diego State University, and University of Wisconsin-Eau Claire.
- Managed a **leading indicators workgroup** comprised of institutional researchers and academic officers from 10 institutions in the Access to Success Initiative. Leading indicators include semester-by-semester retention rates, credit-accumulation rates, course-passage rates, grades, class attendance, and other such data that when properly analyzed allow academic leaders to determine whether they are on track to reach their institutional goals and what policies and practices they need to put in place in order to reach those goals. Participating institutions worked with Ed Trust staff in the implementation of the leading indicators framework described in "Advancing by Degrees: A Framework for Increasing College Completion" (Washington, D.C. and Sacramento, Calif.: The Education Trust and the Institute for Higher Education Leadership & Policy, April 2010). All 10 institutions validated the leading indicators framework and many are using the framework to guide their decision-making processes.
- Developed a campus-centered focus, framing, and curricular structure for the **2012 Annual Access to Success Meeting**: "Replenishing Opportunity in America: Driving Educational Attainment Through Equity-Minded Policies and Practices." Secured funding to sponsor 53 campus teams-typically including the institution's provost, vice president of student affairs, and director of institutional research-and 16 system teams.
- Served as the fiscal agent for the planning phase of the **National College Application Week**. This voluntary statewide college access program provided high school seniors, as well as adults with little or no college experience, the opportunity to apply to college online through a state's centralized college access portal or through one of several national portals. A training guide for state-level site coordinators was also produced during the planning stage and Ed Trust provided College Results Online materials to inform that guide. The American Council on Education (ACE) is now administering the implementation portion of *College Application Week*.
- Collaborated with a team of faculty members from Chattanooga State Community College, the Jefferson Community and Technical College, and the University of Hawaii Maui College on the development of a successful **Next Generation Learning Grant** proposal submitted to the Bill & Melinda Gates Foundation. The "Do the Math!" grant allowed all three community colleges to implement course redesign in two developmental math courses.
- Delivered **invited presentations** on how systems and institutions can drive student success by harnessing the exponential power of incremental change, working through existing shared governance structures, and implementing equity-minded policies and practices. These presentations were delivered at higher education forums organized by the State University System of

New York, Pennsylvania State System of Higher Education, Colorado State University, Tennessee Board of Regents, Montana State University System, State Higher Education Executive Officers, Association of American Colleges and Universities, Midwest Higher Education Compact, Western Interstate Commission for Higher Education, College Board, Education Sector, National Association of Latino Elected Officials, and the Service Employees International Union, among others.

- Co-authored "**Subprime Opportunity: The Unfulfilled Promise of For-Profit Colleges and Universities.**" The report was well-received and the resulting media coverage helped establish The Education Trust as an important voice in the debate surrounding the U.S. Education Department's proposal to enforce existing gainful employment regulations. Testified before the U.S. Senate Health, Education, Labor, and Pensions Committee on the need to protect students from low-performing for-profit programs and unveiled a six-element framework to guide policymakers as they examine ways to improve outcomes for this sector.
- Co-authored "**Priced Out: How the Wrong Financial Aid Policies Hurt Low-Income Students**", the first-ever analysis of how the financial-aid policies of colleges, universities, states, and the federal government together limit access to higher education for millions of low-income young people. Co-authored "Lifting the Fog on Inequitable Financial Aid Policies: A Companion Brief to Priced Out." These reports helped establish The Education Trust as an important voice in the national conversation on college affordability.
- Collaborated with Ed Trust's legislative affairs team on the "**Save Pell**" advocacy campaign. The Education Trust generated and drew 62 other organizations to join Ed Trust for a sign-on letter to President Obama asking him to preserve Pell Grant funding. As part of the coalition, the higher ed policy team developed nine one-page summaries which the legislative team and the coalition more broadly used to guide their conversations with federal policymakers.
- Supervised Ed Trust's **research and policy** group in the development of recommendations to many proposed federal initiatives, including the *White House's College Scorecard*, Sen. Durbin's *Know Before You Owe Act*, Sen. Hagan's *Protecting Financial Aid for Students and Taxpayers Act*, Sen. Blumenthal's *Advancing College Choice and Ethics Act*, Sen. Wyden's *Student Right to Know Before You Go Act*, Sen. Murray's *GI Bill Consumer Awareness Act*, and Rep. Clarke's *Student Loan Forgiveness Act*.
- Collaborated in the development of proposals to and **stewardship of grants** from the Kresge Foundation, Bill & Melinda Gates Foundation, and the Lumina Foundation to support the Access to Success initiative, the College Results Online platform, the Save Pell campaign, and the Do
- Authored numerous **reports, magazine articles, and op-eds** to build public will around issues of college access, success, and affordability. This effort resulted in hundreds of print, online, radio, and television pieces reaching millions of people, including coverage in *The Chronicle of Higher Education*, *Inside Higher Ed*, *The New York Times*, *The Huffington Post*, *The Washington Post*, and *Univision*.

2006-2009

CHIEF STUDENT AFFAIRS OFFICER, UNIVERSITY OF PUERTO RICO SYSTEM

Served as the Chief Student Affairs Officer for the University of Puerto Rico System (11 campuses, 5,200 faculty members, 8,000 staff, and 65,000 students - 99% Latino, 67% Pell eligible) between 2006 and 2009. During the first two years, served as Associate Vice President for Student Affairs reporting directly to the President of the University of Puerto Rico System. During the third year, served as the inaugural Vice President for Student Affairs, in charge of the newly created Office of the Vice President for Student Affairs.

Highlights:

- Served on the **system president's cabinet** with the Vice President of Academic Affairs, Vice President for Research and Technology, and the system directors of the Office of Legal affairs, Office of Budget, Office of Finance, Office of Infrastructure, Office of Development and Alumni Relations, Office of Human Resources, and Office of Strategic Communications. Chaired the Council of Deans of Student Affairs and supervised the work of the Council of Directors of Admissions and the Council of Directors of Financial Aid. Advised the system president on policy and practice issues to improve student services in the areas of student recruitment, admissions, retention, and learning and provided strategic leadership and supervision to the system's Office of Admissions, Office of Academic Records, Office of Financial Aid Programs, Office of Student Life Programs, Office of International Programs, and Office of Engagement and Special Projects. Supervised a staff of 30 employees, including 11 faculty members recruited to provide strategic and operational leadership to systemwide programs.
- Served on various standing and ad-hoc committees of the University Board and the **Board of Trustees-including** the committees of student affairs and strategic planning. Developed and delivered separate annual reports to the Council of Chancellors, Council of Deans, University Board, and Board of Trustees on the state of admissions, financial aid, student life programs, strategic planning, and various special projects. Collaborated with staff from the Office of the Governor of Puerto Rico, state legislators, mayors, and other publicly elected or appointed officials on university matters. Served as UPR's media spokesperson on all student-related and strategic planning issues.
- Designed the organizational structure, statement of responsibilities, and operational plans for the new **UPR System Office of the Vice President for Student Affairs**. The establishment of the office was approved by the Board of Trustees as part of a broader reorganization of the UPR System president's office.
- Served on the executive committee that managed UPR's participation in the **2009 American Recovery and Reinvestment Act**. Tracked the evolution of the 2009 State Fiscal Stabilization Fund (SFSF) legislation. Developed and presented possible funding request scenarios to the Board of Trustees, University Board, Council of Chancellors, Council of Deans, and a number of academic senates. Presented the impact of each scenario on UPR's FY10 and FY11 budgets to leaders of the various employee collective bargaining units, Puerto Rico's Office of Management and Budget, and Puerto Rico's Office of Transportation and Public Works. Collaborated with the directors of the system's offices of budget and finance on the development of UPR's SFSF funding request. Developed all the supporting materials required to support the request. The University of Puerto Rico received \$120 million through this effort.

- Collaborated with the Director of Finance (and other members of the system president's cabinet) on the development of a presentation to Moody's Investor Services to request a revision of **UPR's bond ratings**. As a result, the University's bond rating outlook was upgraded.
- Served as UPR's liaison to the national **Access to Success Initiative** and collaborated with system-level administrators from more than 20 public higher education systems on the development of metrics to measure the initiative's progress. Worked with UPR's directors of institutional research to collect and report the data required to establish the baseline metrics against which UPR's progress could be monitored. Participated in three initiative-wide workgroups on developmental courses, cost containment, and financial aid. Established systemwide workgroups in each of these areas to amplify knowledge sharing. As a result of these efforts, UPR adopted an equity-minded frame for its systemwide operational plan.
- **Reengineered UPR's admissions process and information technology systems** to optimize the enrollment process within the constraints on program eligibility criteria and number of seats available defined by the academic senates of UPR's 11 campuses. Worked with the directors of admissions, directors of counseling services, and directors of financial aid to identify areas for improvement. Commissioned the high school students' recruiting campaign to a team of undergraduates and faculty members from the UPR-Rfo Piedras communications program. Recruited 220 undergraduate students from the 11 campuses to hand-deliver college applications to high school students within their service area. Coordinated the first ever systemwide open house, including working with mayors to provide transportation to their municipality's 12th grade students. Secured approval from the Board of Trustees for an application-fee waiver program for low-income students. Supervised the development of an online "reconsiderations" tool to allow students not admitted to their preferred programs to select a program that they did qualify for and still had space available. During three-year tenure, admitted a total of 43,083 students-a 12% increase with respect to the previous three-year period.
- Worked with the President of the UPR System and Puerto Rico's Secretary of Education to establish the **Puerto Rico K-16 Council**. Developed the council's public charter and strategic and operational plans. Served as one of the six founding council members, along with the Secretary and the Under Secretary for Academic Affairs of the Puerto Rico Department of Education, the President and the Vice President for Academic Affairs of the University of Puerto Rico System, and the President of Sacred Heart University.
- Secured funding to support the Puerto Rico K-16 Council's activities by working with the Governor's Office to designate UPR as the state agency authorized to submit a proposal to the U.S. Education Department's new **College Access Challenge Grant Program (CACGP)**. Recruited a team of researchers and practitioners from various UPR campuses and from the Puerto Rico Department of Education to develop a CACGP proposal that was ultimately funded at a level of \$7.8M over two years. Developed operational plans and budgets for all proposed activities-including the development of a "Personal Roadmap to College" kit; STEM summer camps; online test-prep courses; assistance in completing the Free Application for Federal Student Aid (FAFSA); a "know how to go" student portal; and, a professional development program for middle and high school counselors. Supervised a team of project managers assigned to each of the funded activities. Met all first-year milestones and produced all deliverables.
- Coordinated the efforts of the Puerto Rico Governor's Office, the Puerto Rico Department of Education, and the College Board to offer the **College Board Entrance Exam**, free of charge

and during a regular school day, to all public high school seniors in Puerto Rico. Served on the Puerto Rico Department of Education's coordinating committee that engaged 89 school superintendents, 266 principals, 266 guidance counselors, and 1,693 teachers to administer the exam. Over 35,000 students took the exam-an increase of 35% over the previous year. The number of public school students scoring over 550 on their math or verbal aptitude tests increased by 30% and 50% with respect to the previous year.

- Developed student admissions data dashboards for each one of Puerto Rico's 78 municipalities. The dashboards showed how a municipality's students compared to students from the rest of Puerto Rico in terms of **K-12 access to STEM programs**. Presented these dashboards to a small group of influential mayors in an effort to enlist their help to upgrade high school science labs within their municipalities. Collaborated with UPR faculty members in the development of a model lab and accompanying science curriculum. Supported the President of the UPR System in a successful effort to secure \$10 million in matching funds from the state for those municipalities that opted to invest in science labs for their municipality's high schools.
- Facilitated the expansion of **transfer articulation agreements** among UPR campuses. Each agreement was negotiated by faculty members from the programs being articulated, validated by their respective department chairs, and certified by the chancellors of the respective campuses. During tenure, over 200 new agreements were put in place-including a significant expansion of articulation agreements in STEM programs.
- Supervised the annual distribution of over \$230 million in **financial aid**. Supervised the development of a software module to implement a revised Satisfactory Academic Progress policy approved by the Board of Trustees. Collaborated with the Office of Development on a new policy for the use of endowment funds-the policy was presented to and approved by the Board of Trustees. Collaborated with the office of finance on new guidelines to control increases in tuition and fees-the policy was presented to and approved by both the University Board and the Board of Trustees.
- Collaborated with the system's Office of Development and Alumni Relations to secure funding for a systemwide **cultural program**. Worked with campus directors of the offices of social and cultural activities to expand the number and improve the quality of their cultural offerings, and to extend these offerings to their local communities. Organized a six-campus concert tour for the Puerto Rico Symphony Orchestra, a series of Jazz, *Plena*, and *Bomba* concerts followed by lectures and workshops on these genres, and various other concerts, theater, and arts events.
- Led many **study abroad and internationalization** efforts. Worked with the director of the *Programa Espana Office* to expand the services available to UPR exchange students in Madrid, Spain and with the director of the Bilingual Initiative for Latino Students to expand the number of Latino Spanish-learners served by the program. Supported the development and approval process of a memorandum of understanding with the Organization of Eastern Caribbean States to allow students from these countries to study in Puerto Rico and pay in-state tuition rates. Established and managed the UPR Academic Initiative for Chinese Students to recruit students from mainland China. Supported the development and approval process of a partnership agreement with East China University of Science and Technology {Shanghai} to strengthen academic and cultural bonds between the People's Republic of China and the Commonwealth of Puerto Rico. Developed a proposal to establish a Confucius Institute in the Commonwealth of Puerto

Rico-the proposal was approved by the Hanban Confucius Institute Headquarters on August 2008.

- Coordinated a team of faculty members from various campuses to develop the academic policy for UPR's **OpenCourseWare Initiative**. Recruited faculty members from various campuses to develop the first 10 open courses. Managed the systemwide relationship with the OCW Consortium. Worked with the corresponding committees of the University Board and the Board of Trustees to gain approval for the proposed policy. The Policy was approved and certified by the Board of Trustees and the first 10 open courses went online by the end of 2009.

2007-2009

COORDINATOR, UNIVERSITY OF PUERTO RICO 2006-2016 STRATEGIC PLAN

(Served in this capacity while concurrently serving as the UPR's chief student affairs officer)

Coordinated the development of operational plans, assessment plans, evaluation metrics, and budgeting processes for the implementation of the University of Puerto Rico's 2006-2016 Strategic Plan, *Diez para la Decada* ("Ten for the Decade"). Designed and established the organizational structures and processes required to advance the plan's 10 goals and 102 objectives. Regularly reported progress to the Board of Trustees' *Diez para la Decada* Committee.

Highlights:

- Led the **alignment of system and campus strategic planning efforts**. Established a team of faculty assessment experts from each of the 11 campuses to perform a gap analysis between their campus strategic plans and the system plan. Used the results of this analysis (90% alignment between system and campus goals) to build internal will with various campus constituencies-advancing the goals of *Diez para la Decada* meant advancing the campuses own strategic goals and vice-versa.
- Worked with the systemwide *Diez para la Decada* Committee and the Board of Trustees to convert the strategic plan into an **outcomes-based operational plan**. Developed a proposal to structure the operational plan along seven operational lines and 18 spheres of action. Mapped the outcomes and responsibilities associated with each operational line and sphere of action to specific system and campus administrative units. Established seven systemwide committees (more than 60 faculty members from the 11 campuses were represented) to develop assessment plans and metrics for the work identified under each operational line. The resulting assessment plans and 30 performance metrics were presented to and approved by the Board of Trustees.
- Worked with the campus's directors of budget to develop a new budget request template and process to ensure the **alignment of campus and system budgets** with the *Diez para la Decada* strategic goals and objectives. During the first year of implementation, all budget requests were structured and aligned as required and campuses were able to tie 22 percent of their budget request to specific strategic goals and objectives.
- Coordinated the development of a systemwide **portfolio of emblematic projects** to prioritize system and campus efforts to advance the goals and objectives of *Diez para la Decada*. Defined the parameters for eligible projects (e.g., potential impact, availability of resources) and managed the reporting and selection process. Evaluated over 50 proposals from the 11 campuses. Worked with campus-

and 11 projects-one per campus-to advance the priorities of each campus. Developed operational plans and served as project manager for the "Access to Success in the University of Puerto Rico" and "A Culture of Internationalization" systemwide emblematic projects. Collaborated with the Office of Development and Alumni Relations on the development of operational plans for the "Patrons of Education" signature project.

- Coordinated the development of an operational plan for the **renovation of basic science labs** across all UPR campuses as a way to demonstrate the system's commitment to advance the goals and objectives set forth in *Diez para la Decada-goals* and objectives that had been approved by all academic senates, the University Board, and the Board of Trustees. Worked with campus teams and the system's Office of Infrastructure to identify and prioritize the work. Integrated campus recommendations into a systemwide \$20 million bond issue ultimately approved by the Board of Trustees.
- Developed and implemented a plan to migrate dozens of independent email systems throughout the University of Puerto Rico to a single Google Apps **systemwide e-services platform**. Presented the plan to the Council of Chancellors and obtained approval for a pilot program involving incoming freshmen. Obtained approval to migrate all students, faculty, staff, and alumni to the new platform. Managed the migration process to successful completion. Over 100,000 users now have a single@upr.edu digital identity that allows UPR to keep in contact with their stakeholders. The Board of Trustees officially adopted the @upr.edu platform as the university system's unique e-services platform.
- Collaborated with the system's Office of Strategic Communications to develop a *Diez para la Decada ce>mmunications plan for internal and external audiences*. Supervised the development of supporting materials, including an illustrated version of the strategic plan that was distributed to all UPR faculty members, staff, and students. Supervised the development of an online platform-*Diez para la Decada Avanza-and* the training of personnel from the communications offices of all 11 campuses on how to post, format, and tag campus news items according to the goals and objectives covered by activities highlighted in the post. Published and widely distributed the "Portfolio of Emblematic Projects".
- Worked with the president's cabinet, campus chancellors, and directors of institutional research to restructure and align all internal (University Board and Board of Trustees) and external (state accreditation, comptroller, and legislative) **public reports** to the *Diez para la Decada* operational plan. Developed templates and examples for all relevant reports. During the first year of implementation, all official UPR reports were structured and aligned as required.

2004-2006

CHIEF TECHNICAL OFFICER, COMMOCA INC, MAYAGUEZ, PUERTO RICO

(Served in this capacity while on leave of absence from University of Puerto Rico-MayagDez)

Co-founded a hardware/software technology startup. During tenure, grew the research and development group from 1 to 25 employees and filed three patent applications. Collaborated with the executive team in fundraising efforts that resulted in awards from the National Science Foundation Small Business Innovation Research Phase I and II Programs (\$1.1 million), private investments totaling \$4 million, and a \$3.8 million investment from the Puerto Rico Industrial Development Company (PRIDCO). Led the development of the "openTouch" family of products, presented the products at the 2006 Consumer Electronics Show in Las Vegas, and collaborated with BellSouth in a product field trial.

2001-2013

PROFESSOR, ELECTRICAL & COMPUTER ENGINEERING (ECE), UPR-MAYAGUEZ

(employment period includes time in administrative leaves of absence and appointment to system-level positions)

Received early promotion to the rank of professor due to "exceptional merit in the areas of teaching, research, service, and community outreach." Taught undergraduate courses in circuit analysis, digital systems, high-performance computing, and technology start-ups. Developed a multi-media online repository for course materials. Led over 200 engineering undergrads in a service-learning project to totally remodel the internal and external physical plant of a local home for abused children-supervised fund-raising and remodeling efforts from concept to implementation. Served as a reviewer for the *IEEE Technology and Society Magazine*. Served as a reviewer on NSF proposal evaluation panels. Served as an ABET and Puerto Rico Council on Higher Education program evaluator. Provided consulting services to various organizations. Served on the following campus committees: strategic planning committee {EGE department, committee chair}; electronics technical area committee {EGE department, member}; and the basic courses committee {EGE department, member}.

2003-2004

CHAIR, ELECTRICAL & COMPUTER ENGINEERING DEPARTMENT, UPR-MAYAGUEZ

Responsible for overall direction of undergraduate and graduate academic and research programs in electrical and computer engineering (52 faculty members, 1,700 students). Led faculty committees in the development of separate proposals for the creation of a Ph.D. program in electrical engineering and the creation of a department of computer science and engineering. Worked effectively with a broad and diverse group of faculty members and institutional committees to secure approval for these programs-the programs were approved by the EGE department, college of engineering, and UPRM's academic senate. Organized the 75th EGE Anniversary Gala and other fundraising efforts to commission a conceptual design for the construction of a new building for the EGE department. Established the Electrical and Computer Engineering Foundation to further the department's fundraising efforts. Prepared the department for an ABET accreditation site visit. Led the personnel committee in the development of the department's faculty recruitment and evaluation plan. Recruited new faculty members in the areas of power engineering and computer science.

2000

DEAN OF ACADEMIC AFFAIRS, UPR-MAYAGUEZ

Coordinated the academic activities of the College of Engineering, College of Arts and Sciences, College of Agricultural Sciences, and College of Business Administration (900 faculty members, 12,000 students). Supervised two associate deans, office staff, and the directors of the Office of the Registrar, Information Technology Center, General Library, Office of Admissions, Division of Extension, Office of Graduate Studies, Office of Catalogs and Licenses, Center for Professional Enhancement of Faculty, and other academic units. Served on UPRM's Administrative Board, Academic Senate and various board, senate, and institutional committees. Developed articulated transfer agreements with various UPR campuses. Reengineered the course registration process to align offer and demand. Coordinated the development of strategic plans for each division under supervision. Coordinated the development of an academic policy for the awarding of multiple degrees. Supervised the development of a database to automate course equivalencies. Developed an early warning system for students in danger of being placed on academic probation. Coordinated the development of a charter for a newly created Institutional Review Board. Coordinated the search process for the director of UPRM's General Library. Developed an operational plan for the preparation and submission of a Middle States Commission on Higher Education report.

1999-2002

REGIONAL DIRECTOR, FUTURE SCIENTISTS AND ENGINEERS OF AMERICA, UPR-MAYAGUEZ

(Performed as sponsored outreach work at the University of Puerto Rico-MayagOez)

Established the Future Scientists and Engineers of America (FSEA) after school program in 21 K-12 schools in Puerto Rico. Recruited mathematics and science teachers from these schools to serve as "club advisors". Trained and led a team of over 50 undergraduate volunteers to serve as "club mentors". Each after-school club served approximately 25 students. Organized annual FSEA competitions for elementary, middle, and high school clubs.

1999-2001

ASSOCIATE PROFESSOR, ELECTRICAL & COMPUTER ENGINEERING (ECE), UPR-MAYAGUEZ

Received the 1999 IEEE/ASEE Frontiers in Education Fellow Award. Received the College of Engineering's 1999 Distinguished Electrical and Computer Engineering Professor Award. Taught undergraduate and graduate courses in circuit analysis, digital systems, microprocessor interfacing, and advanced computer architecture. Created and conducted a course on Technology Start-ups. Managed courses through a WebCT platform and increased the number of students served via closed-circuit and video-conferencing technology. Led a group of undergraduate and graduate students in the development of a laboratory manual that was later distributed nationally by Motorola with all PowerPC Excimer Laboratory Kits. Served as faculty advisor to the IEEE Student Chapter and helped grow the chapter to over 300 members, making it one of the five largest chapters in the world-the chapter was awarded the IEEE Student Branch Center of Excellence Award in 1999. Trained a team of high school students to participate in the 1999 Junior Engineering Technical Society (JETS) Competition. Presented educational innovations at the 1999 Frontiers in Education National Conference. Collaborated with researchers from Northeastern University, Boston University, Rensselaer Polytechnic Institute, and UPR-MayagOez in the development of a successful \$2.4M proposal to establish an NSF Engineering Research Center-served as Co-PI of UPR's research team and Co-Lead of the Center's education team. Supervised undergraduate and graduate research assistants and managed all corresponding grants and contracts. Reviewed papers for the *International Conference on Computer Design* and the *Frontiers in Education Conference*. Served on NSF proposal review panels. Secured funding from the NSF and the General Electric Foundation for K-12 outreach projects. Coordinated the development of the Strategic Plan for the Center for Computing Research and Development. Served as director of UPRM's Pre-College Engineering Program, served as the regional director of the Future Scientists and Engineers of America Program, and served as director of the CEEMCI Teacher Training and Enhancement Program. Served on the following campus committees: strategic planning committee (college of engineering, ECE representative); ABET 2000 accreditation committee (college of engineering, ECE representative); electronics technical area committee and graduate studies committee {ECE department, member}.

1998-2000

DIRECTOR, PRE-COLLEGE ENGINEERING PROGRAM, UPR-MAYAGUEZ

(Performed as sponsored outreach work at the University of Puerto Rico-MayagOez)

Secured funding for and coordinated all aspects of UPRM's Pre-College Engineering Program-a two-week summer, residential program designed to introduce talented high school students and high-school teachers to the engineering profession. Served a total of 210 students and 13 high-school teachers-94% of the students went on to pursue careers in engineering. Sponsors included: General Electric Foundation; National Science Foundation; Intel; Mathworks; Lucent Technologies; Hewlett Packard; GTE; Honeywell; Motorola; Xerox.

1998-1999

VICE CHAIR, ELECTRICAL & COMPUTER ENGINEERING DEPARTMENT, UPR-MAYAGUEZ

Supervised undergraduate programs in electrical and computer engineering (ECE). Developed academic schedules. Managed course registration process. Supervised academic counselors. Served as the director of ECE graduate programs and managed graduate student assistantships. Managed all ECE grants and contracts. Negotiated release time and matching funds on behalf of faculty members. Coordinated the ECE planning and development committee. Supervised instructional laboratories and teaching assistants. Coordinated the ECE capital funds campaign. Coordinated departmental budget process. Developed and implemented faculty recruitment and ABET 2000 accreditation plans. Supervised the remodeling of all ECE classrooms. Developed ECE graduate student manual.

1997-2000

DIRECTOR, CEEMCI TEACHER TRAINING AND ENHANCEMENT PROGRAM, UPR-MAYAGUEZ

(Performed as sponsored outreach work at the University of Puerto Rico-MayagOez)

Established the Center for Educational Excellence in Math, Science, and Engineering. Organized teacher training and enhancement activities for high-school teachers. Promoted the use of instructional technologies in K-12 schools. Developed and disseminated lesson plans and content materials to help K-12 teachers incorporate the use of technology into their math and science courses. The center served more than 30 educators from the western Puerto Rico region. All educators participated in weekend workshops, many participated in the Pre-College Engineering Program, and most served as advisors to Future Scientists and Engineers of America clubs in their schools.

1996-1999

ASSISTANT PROFESSOR, ELECTRICAL & COMPUTER ENGINEERING (ECE), UPR-MAYAGUEZ

Received the National Science Foundation Career Award. Taught undergraduate and graduate courses in circuit analysis, digital systems, and microprocessor interfacing. Created two new courses: High Performance Parallel Computing and Optoelectronic Computing. Presented student workshops and seminars. Secured funding from Intel and Lucent Technologies for instructional labs. Managed the Microprocessor Development Systems Instructional Laboratory. Mentored 48 first-year and second-year students through the Alliance for Minority Participation Program. Presented on educational innovations at the 1997 and 1998 Frontiers in Education National Conference. Founded the Optoelectronics Systems Research Group. Secured research funding from the National Science Foundation, Army Research Lab, and Biometrics Imagineering. Supervised undergraduate and graduate research assistants. Presented research results in various peer-reviewed journal articles and international conferences. Reviewed papers for *Applied Optics*, *IEEE Transactions on Medical Imaging*, *International Conference on Computer Design*, and the *Frontiers in Education Conference*. Served on NSF proposal review panels. Established a STEM Summer Program for middle-school students. Served on the following campus committees: academic affair;; committee (college of engineering, ECE representative); ABET 2000 accreditation committee (college of engineering, ECE representative); Middle States accreditation committee (institutional committee, representative from the college of engineering); electronics technical area committee (ECE department, committee chair); and, graduate studies committee (ECE department, member.)

1992-1996

RESEARCH ASSISTANT, GEORGIA INSTITUTE OF TECHNOLOGY, ATLANTA, GEORGIA

Designed and implemented an ultraviolet interferometric variable-period diffraction grating fabrication facility for use in optical interconnection studies. Developed the Applications-Driven Optical Intercon-

nect Technology (ADROIT) modeling framework for comprehensive performance modeling of ultra-compact massively parallel processing systems. Designed and implemented a massively parallel Positron Emission Computed Tomography 3-D image reconstruction algorithm. Supported the creation of the Georgia Tech-Emory University Center for Excellence in PET/SPECT Image Reconstruction.

Service on Boards of Directors and Advisory Boards

2014-Present

THE EDUCATION TRUST, WASHINGTON, D.C.

Director (2014-2019) and Chair of the Board of Directors (since 2019) of The Education Trust - "a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families. Through our research and advocacy, Ed Trust supports efforts that expand excellence and equity in education from preschool through college, increase college access and completion particularly for historically underserved students, engage diverse communities dedicated to education equity, and increase political and public will to act on equity issues."

2017-Present

THE INSTITUTE FOR HIGHER EDUCATION POLICY, WASHINGTON, D.C.

Director of The Institute for Higher Education Policy (IHEP), "a nonpartisan, nonprofit organization committed to promoting access to and success in higher education for all students. Based in Washington, D.C., IHEP develops innovative policy- and practice-oriented research to guide policymakers and education leaders who develop high-impact policies that will address our nation's most pressing education challenges. For more than 25 years, IHEP has been a leading voice championing college access and success. Our staff includes some of the most respected professionals in the fields of public policy and research. IHEP is committed to equality of opportunity for all and helps low-income, minority, and other historically underrepresented populations gain access to and achieve success in higher education."

2018-Present

THE DATA QUALITY CAMPAIGN, WASHINGTON, D.C.

Director of The Data Quality Campaign (DQC), "the nation's leading voice on education data policy and use. DQC believes that all students deserve the benefit of data that supports them along their way. Our advocacy relies on the different experiences, backgrounds, and opinions of our team members to inform our efforts and explore avenues that expand our thinking. DQC's mission is to "advocate to change the role of data in education so that every student is not only counted but counts."

2019-Present

THE POSTSECONDARY VALUE COMMISSION, WASHINGTON, D.C.

Commissioner of the Commission on the Value of Postsecondary Education (Postsecondary Value Commission). The Commission focuses "on the economic returns of education after high school, recognizing that there are real and significant non-economic returns, such as developing critical and creative thinking skills and enhanced health and civic participation, many of which are directly related to employment and career outcomes. Drawing on current research, the commission will approach the value of certificates and degrees, at a minimum, in terms of *where* a student enrolls and *what* they study, *how* much they pay for their education, *whether* or not they complete a credential, and their post-college earnings. Equity is at the center of the commission's work. It is essential to understand whether and how colleges and universities create value for all students, especially low-income students and students

of color, who experience greater challenges achieving certificates and degrees and realizing their economic benefits"

2019-Present

PRESIDENTS' ALLIANCE ON HIGHER EDUCATION AND IMMIGRATION, WASHINGTON, D.C.

Member of the Steering Committee of The Presidents' Alliance on Higher Education and Immigration. The Alliance "brings together American college and university chancellors and presidents dedicated to increasing public understanding of how immigration policies and practices impact our students, campuses and communities. We support policies and practices that create a welcoming environment for immigrant, undocumented and international students on our campuses."

2020-Present

THE COMMUNITY ADVISORY GROUP OF THE FEDERAL RESERVE BANK OF NEW YORK, NEW YORK, NY

Member of the Community Advisory Group of the Federal Reserve Bank of New York - "the primary goal of the Group is to present to the New York Fed views and perspectives on the economy and monetary policy held by individuals and households in a diverse set of communities in the Second District."

2019-Present

THE NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE), BLOOMINGTON, IN

Member of the NSSE Advisory Board - "through its student survey, *The College Student Report*, NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. NSSE provides participating institutions a variety of reports that compare their students' responses with those of students at self-selected groups of comparison institutions. Comparisons are available for ten Engagement Indicators, six High-Impact Practices, and all individual survey questions. Each November, NSSE also publishes its *Annual Results*, which reports topical research and trends in student engagement results. NSSE researchers also present and publish research findings throughout the year."

2020-Present

AASCU'S ADVISORY COMMITTEE ACAD. INNOVATION & TRANSFORMATION, WASHINGTON, D.C.

Member of AASCU's Advisory Committee on Academic Innovation and Transformation. The committee "will provide input on the range of programs, events, and services that AASCU provides our members in the areas of civic engagement, international education, teacher education, and student success. It will provide guidance on such things as the design of our biannual academic affairs meetings and other convenings, the topics of our webinars, and the structure of our academic leadership development."

2019-Present

ADVISORY COMMITTEE OF THE ANCHOR INSTITUTIONS TASK FORCE, NEW YORK, NY

Member of the Advisory Committee of the Anchor Institutions Task Force. "Engaging government and philanthropy, the Task Force is enhancing anchor institution practices by: bringing together scholars, university presidents and other leaders in higher education, and practitioners; increasing cooperation and alignment among government, anchor institutions, businesses, schools, community organizations and philanthropy; developing strategies to promote interagency government collaboration; providing

---tools-for-anchor-institutions-to-enhance--their-societat-missions--;-address-to-cal-ne-eds--;-as-wel,as-----

strengthen democratic, mutually beneficial partnerships between institutions of higher education, schools, and community based organizations; providing tools for anchor institutions to help students develop as democratic citizens who are lifelong contributors to communities and the nation's well-being; and complementing philanthropic strategies to support and strengthen vulnerable communities."

2017-2019

THE NEW YORK BOTANICAL GARDEN, BRONX, NY

Trustee of the Board of Trustees of The New York Botanical Garden (NYBG). NYBG "pursues its mission through its role as a museum of living plant collections arranged in gardens and landscapes across its National Historic Landmark site; through its comprehensive education programs in horticulture and plant science; and through the wide-ranging research programs of the International Plant Science Center. The 250-acre Garden-the largest in any city in the United States-is a National Historic Landmark. More than one million visitors annually enjoy the grounds, view innovative exhibitions, and participate in educational programs that are larger and more diverse than those of any other garden in the world."

2018-2019

REGIONAL PLAN ASSOCIATION, NEW YORK, NY

Member of the Board of Directors of RPA, "an independent, non-profit civic organization that develops and promotes ideas to improve the economic health, environmental resiliency, and quality of life of the New York metropolitan area. We conduct research on transportation, land use, housing, good governance, and the environment, and advise cities, communities, and public agencies."

2015-2016

THE ASSOCIATION OF CHIEF ACADEMIC OFFICERS, FT. LAUDERDALE, FL

Member of the inaugural board of directors. ACAO'S mission "is to provide a global forum for sharing best practices, discussing current academic issues and promoting the educational interests of member institutions and their Chief Academic Officers. ACAO's purpose is to enhance the effectiveness of CAOs by providing networking and professional development opportunities and engaging members in conversations focused on issues that cut across the diversity of higher education institutions and missions."

Policy Briefings and Testimony on Educational Issues

1. Statement to the New York State Joint Legislative Assembly and Senate Higher Education Committee Meeting, *Impact of COVID on Higher Education*, Hearing, July 28, 2020.
2. Statement to the New York City Council Committee on Higher Education, *The Impact of Coronavirus (COVID-19) on the City University of New York*, Hearing, June 10, 2020.
3. Statement to the New York City Council Committee on Higher Education, *Diversity in Higher Education Classrooms and Curricula*, Hearing, Nov. 20, 2019.
4. Statement to the New York State Assembly Committee on Higher Education, *CUNY/SUNY Budget*, Hearing, Dec. 5, 2018.
5. Statement to the New York City Council Committee on Higher Education, *African American Studies and Hiring of Black Faculty at CUNY*, Hearing, Sept. 27, 2018.

6. Statement to the United States Senate Committee on Health, Education, Labor, and Pensions. *Accountability and Risk to Taxpayers*, Hearing. Jan. 30, 2018.
7. Statement to the United States House of Representatives, Committee on Education and the Workforce. *Challenges and Opportunities in Higher Education*, Hearing, Feb. 7, 2017.
8. Statement to the United States House of Representatives, Committee on Education and the Workforce, Subcommittee on Higher Education and Workforce Training. *Assessing College Data: Helping to Provide Valuable Information to Students, Institutions, and Taxpayers*, Hearing, Sept. 20, 2012 (Serial 112-69).
9. Press Briefing with U.S. Senator Kay Hagan. "Protecting Financial Aid for Students and Taxpayers Act" (Washington, D.C., June 20, 2012).
10. Statement to the United States Senate Committee on Health, Education, Labor, and Pensions. *Improving For-Profit Higher Education: A Roundtable Discussion of Policy Solutions*, Hearing, July. 21, 2011 (S. Hrg. 112-852).
11. Congressional Briefing. "College Affordability: Keeping Costs Manageable and Providing Access to Success," (Washington, D.C., July 15, 2011).
12. Statement to the United States Senate Committee on Health, Education, Labor, and Pensions. *Bridgepoint Education, Inc.: A Case Study in For-Profit Education and Oversight*, Hearing, Mar. 10, 2011 (S. Hrg 112-774).
13. Congressional Briefing: "For-Profit Colleges: The Need for Additional Student and Taxpayer Protections." (Washington, D.C., Mar. 3, 2011).
14. Briefings on College Affordability and Gainful Employment: White House Domestic Policy Council, Office of Management and Budget, Consumer Financial Protection Bureau, Education Department, U. S. Senate Committee on Health, Education, Labor, and Pensions. (Washington, D.C., Jan. 2011-June 2012).
15. Congressional Briefing. "Big Gaps, Small Gaps: Some Colleges and Universities Do Better Than Others in Graduating African-American and Hispanic Students." (Washington, D.C., Nov. 19, 2010).

Reports and Articles on Educational Issues

1. Cruz, Jose L "Hispanic Serving Institutions: Variables of Upward Mobility, Drivers of Transformative Change," *Urban Social Work*. 2019. Invited paper.
2. Cruz, Jose L "The Power of Intentionality: Cal State Fullerton's Strategic Approach to Ensuring Equity." *Diversity and Democracy* (Winter 2016).
3. Cruz, Jose L "Leveraging Outcomes-Based Funding Policies at the Institutional Level." Apt. In *Issue Papers: Outcomes Based Funding*. Lumina Foundation, 2016.
4. Cruz, Jose L, and Kati Haycock, "Occupy Higher Education: Why Colleges Should Own the Effort to Improve Student Success." *Change Magazine* June 2012.
5. Engle, Jennifer, Joseph Yeado, Rima Brusi, and Jose - Cruz. *Replenishing Opportunity in America: The 2012 Midterm Report of Public Higher Education Systems in the Access to Success Initiative*. Rep. Washington D.C.: Education Trust, 2012.

6. Lynch, Mamie, Jennifer Engle, and Jose L. Cruz. *Lifting the Fog on Inequitable Financial Aid Policies*. Rep. Washington D.C.: Education Trust, 2011.
7. Lynch, Mamie, Jennifer Engle, and Jose L. Cruz. *Priced Out: How the Wrong Financial-Aid Policies Hurt Low-Income Students*. Rep. Washington D.C.: Education Trust, 2011.
8. Lynch, Mamie, Jennifer Engle, and Jose L. Cruz. *Subprime Opportunity: The Unfulfilled Promise of For-Profit Colleges and Universities*. Rep. Washington D.C.: Education Trust, 2010.

Invited Panel Presentations and Keynotes on Educational Issues

1. APLU Annual Meeting: Strategies for Developing Decolonized Undergraduate & Graduate Curricula. 9 Nov. 2020. Invited Panelist.
2. AGB Institute on Leadership and Governance in Higher Education: Student Success Strategies. Virtual Event. 15 Sept. 2020. Invited Panelist.
3. SUNY Hispanic Leadership Institute: Higher Education Leadership. Virtual Event. 14 July 2020. Invited Panelist.
4. New York Fed: The Fed and Main Street Series, The Immigrant Experience During COVID-19. Virtual Event. 11 July 2020. Invited Panelist.
5. New York State Education Department Regional Planning Session: Higher Ed Reopenings. Virtual Event. 9 July 2020. Invited Keynote.
6. The Chronicle of Higher Education: Decision-Making for an Unprecedented Fall Semester. Virtual Event. 9 June 2020. Invited Panelist.
7. The Chronicle of Higher Education: Roundtable Discussion on Role of Higher Ed in Upward Mobility. Washington, D.C. 15 Jan. 2020. Invited Panelist.
8. Modern Language Association Annual Meeting: Values, Higher Education, and the Humanities. Seattle, WA. 10 Jan. 2020. Invited Panelist.
9. Center for Analysis of Postsecondary Readiness: Reimagining Developmental Education: How Can We Do Better for our Students? NY, NY. 21 Nov. 2019. Invited Panelist.
10. American Association of State Colleges and Universities Emerging Leaders Program: Leadership Styles and Team Building. Washington, D.C. 1 June 2019. Invited Opening Session
11. Kresge Foundation: Unlikely: New York City Red Carpet Premiere and Discussion. New York, New York. 14 Mar. 2019. Invited Panelist.
12. The Andrew W. Mellon Foundation: Academic Leadership Convening. New York, New York. 30-31 January 2019. Invited Participant.
13. AGB Institute for Leadership and Governance in Higher Education: What Challenges lie Ahead in Higher Education. Washington, DC. 23 Jan. 2019. Invited Panelist.
14. American Academy of Arts and Sciences: The Future of Undergraduate Education. New York, New York. 27 Nov. 2018. Invited Participant.
15. Reinvention Collaborative: Cultivating Institutional Self-Discovery, Arlington, Virginia. 9 Nov. 2018. Invited Panelist.

16. 2018 Hispanic Federation Education Summit: *Entre Familia* Leaders of Higher Education Institutions. New York, New York. 9 Oct. 2018. Invited Panelist.
17. Council of Independent Colleges Media Conference 2018: Tackling Public Mistrust of Higher Education. Washington, DC. 25 June 2018. Invited Panelist.
18. Center for American Progress: Accreditation on the Edge in the Next Reauthorization of the Higher Education Act. Washington, DC. 28 June 2018. Invited Panelist.
19. California State University: Celebrating the Learning Community: A New Institutional Culture of Inquiry. San Francisco, California. 11 May 2018. Invited Keynote Presentation.
20. SUNY: Strategic, Academic, and Innovative Leadership Fireside Chat. New York, New York. 19 June 2018. Invited Panelist.
21. TIAA Forum 2018: Difference Makers. Phoenix, Arizona. 24-25 April 2018. Invited Speaker .
22. American Council on Education: The Data-Enabled Executive, Using Analytics for Student Success and Sustainability. March 2018. Invited Panelist.
23. Inside Higher Ed: The Data on Eroding Confidence. Washington, DC. 15 February 2018. Invited Panelist.
24. Education Writers' Association: Latino Education in the Trump Era, Anaheim, California. 10 September 2017. Invited Panelist.
25. Postsecondary National Policy Institute: Institutional Approaches to Postsecondary Data. Austin, Texas. 23 August 2017. Invited Panelist.
26. "The Profile of Today's Provost: How Provosts Use Their Roles to Direct Change." AASCU American Academic Leadership Institute, 2017-18 Becoming a Provost Academy. Baltimore, MD. 23 July 2017. Invited Opening Keynote Presentation.
27. "The Provost's Role in Today's Challenges and Opportunities in Higher Education." AASCU American Academic Leadership Institute, 2016-17 Becoming a Provost Academy. Baltimore, MD. 22 July 2017. Invited Closing Keynote Presentation.
28. Institute for Higher Education Policy: Aligning Data Policy and Institutional Priorities, Washington, D.C. 2 June 2017. Invited Panelist.
29. New America Foundation: Diving into the Data - Translating America's Perceptions into Policy, Washington, D.C. 11 May 2017. Invited Panelist.
30. Somos *el Futuro* Conference: Closing the Hispanic Opportunity Gap - The Role of Policymakers and Higher Education Institutions, San Juan, PR. 12 Nov. 2016. Invited Panelist.
31. White House Summit on Postsecondary Diversity and Inclusion, Washington, D.C. 18 Nov. 2016. Invited Panelist.
32. "Bringing High Impact Practices to All Students." California State University: High Impact Practices - Systematically. 28 Apr. 2016. Invited Opening Plenary Presentation.
33. "Driving Institutional Change Through Data-Driven Conversations." The Education Trust OASIS Network Meeting. 17 Mar. 2016. Invited Presentation.
34. "Best Advice for New Chief Academic Officers." ACE Institute for New Chief Academic Officers. Mar. 12, 2016. Invited Panel Presentation.

35. "Improving Student Outcomes Through Actionable Data." Western Academic Leadership Academy. 13 Nov. 2015. Invited Webinar Presentation.
36. "The Ownership of Assessment: Promoting a Faculty-Driven Approach to Assess Student Learning." WASC Academic Resource Conference, Oakland, CA. 24 Apr. 2015. Presentation.
37. "Improving Student Outcomes Through Actionable Data." Western Academic Leadership Forum (WALF) Annual Meeting, Boise, Idaho. 23 Apr. 2015. Invited Speaker.
38. Lumina Foundation Convening on Traditional Higher Education Model Redesign, Atlanta, GA. 25-26 Feb. 2015. Invited Forum Participant.
39. 2015 USA Funds Symposium: Raising Our Expectations for Future Innovations, Atlanta, GA. 24 Feb. 2015. Invited Panelist.
40. "The Politics of Change in Higher Education." AAC&U General Education and Assessment Conference, Kansas City, MO. 21 Feb. 2015. Invited Closing Plenary Speaker.
41. Lumina Foundation Convening on Next Generation Finance Systems, Chicago, IL. 9-10 Sept. 2014. Invited Forum Participant.
42. "Framework for Student Success." 9th Annual Coalition of Urban Serving Universities Summer Retreat, Washington D.C. 23-24 June 2014. Invited Panelist.
43. "Cal State Fullerton's Student Success Dashboard." Lumina Foundation Strategy Labs Meeting, Long Beach, CA. 4 Apr. 2014. Invited Presentation.
44. AASCU Academic Affairs Summer Meeting Opening Plenary: Stewards of Place Part 11, Baltimore, MD. 25-27 July 2013. Invited Panelist.
45. AASCU Academic Affairs Summer Meeting, Featured Session: Undergraduate Research in Support of Regional Stewardship, Baltimore, MD. 25-27 July 2013. Invited Panelist.
46. Black, Brown and College Bound Summit, Tampa, FL. 18-21 Feb. 2013. Invited Keynote Speaker.
47. Western Academic Leadership Forum Point-Counterpoint: Contrarian Leadership Relevance in America's Decline, San Diego, CA. 24-26 Apr. 2013. Invited Panelist.
48. The Education Trust's Provosts Meeting, Baltimore, MD. 9 Jan. 2014. Invited Speaker.
49. Lumina Foundation: Key Issues to Consider in a Redesigned System of Postsecondary Education, Indianapolis, IN. 26-27 May 2015. Invited Panelist.
50. New England Educational Assessment Network, Worcester, MA. 2 Nov. 2012. Invited Keynote Speaker.
51. Sloan International Conference on Online Learning, Orlando, FL. 10-12 Oct. 2012. Invited Keynote Panelist.
52. The Aspen Institute's Labor Market Outcomes Forum, Washington, D.C. 16 July 2012. Invited Forum Participant.
53. "Replenishing Opportunity in America: Driving Educational Attainment Through Equity-Minded Policies and Practices." 2012 Access to Success Annual Meeting, Washington, D.C. 10 May 2012. Featured Speaker.

54. "Achievement and Opportunity in America: The Status of Black, Brown, and Poor Students in Our Schools and Colleges." Carnegie Corporation of New York, New York, NY. 8 May 2012. Presentation.
55. "Replenishing Opportunity in America." Fourth Biennial Diversity Conference of the Tennessee Board of Regents, Nashville, TN. 26 Apr. 2012. Invited Keynote Speaker.
56. "Improving the Success Rate of Students Via Evidence-Based Decision Making." Fourth Biennial Diversity Conference of the Tennessee Board of Regents, Nashville, TN. 26 Apr. 2012. Invited Presentation.
57. "Student Loan Debt Meeting." Ford Foundation, New York, NY. 24 Apr. 2012. Invited Forum Participant.
58. "Hitting the Trifecta: Shared Governance, Student Learning, and College Completion." Academic Leadership in the West: Harnessing the Power of Disruptive Innovation, Western Interstate Commission for Higher Education (WICHE), Phoenix, AZ. 19 Apr. 2012. Invited Keynote Speaker.
59. "K-16 Policy Briefing." National College Access Network Policy Meeting, Washington, D.C. 18 Apr. 2012. Invited Panelist.
60. "Latinos in Private For-Profit Institutions and College Completion." Higher Education Graduate Summit, Congressional Hispanic Caucus Institute, Washington, D.C. 16 Apr. 2012. Invited Panelist.
61. "Is the Pell Grant Program Sustainable?" Education Sector, Washington, D.C. 11 Apr. 2012. Invited Panelist.
62. "College Affordability." Office of the Under Secretary of Education. Washington, D.C. 28 Mar. 2012. Invited Forum Participant.
63. "Aligning Access with Success: Lessons from Colleges and Universities on the Performance Frontier." Student Success Conference, American Association of Colleges and Universities (AAC&U), Seattle, WA. 23 Mar. 2012. Invited Panelist.
64. "Aligning Access with Success: Using Data to Help Campus Communities Promote Student Learning and College Completion." Montana State University System, Bozeman, MT. 14 Feb. 2012. Invited Keynote Speaker.
65. "State of the Access to Success Initiative." U.S. EDI Network Meeting: Understanding Our Likelihood to Deliver, Washington, D.C. 1 Feb. 2012. Invited Presentation.
66. "Delivery Assessment Framework." U.S. EDI Network Meeting: Understanding Our Likelihood to Deliver, Washington, D.C. 31 Jan. 2012. Invited Presentation.
67. "Replenishing Opportunity in America." Give Students a Compass-Engaging From The Start Conference, American Association of Colleges and Universities (AAC&U), Los Angeles, CA. 13 Feb. 2012. Invited Keynote Speaker.
68. "Innovation that Harnesses the Heart of the Academy." Bridging Theory to Practice Project, 2nd National Bridging Conference, Washington, D.C. 25 Jan. 2012. Invited Panelist.
69. "Good for Wall Street, Bad for Students." Service Employees International Union, Pittsburgh, PA. 2 Feb. 2012. Invited Panelist.
70. "The Role of Higher Ed." College Board's Middle States Regional Forum. Panel: The Leaky Pipeline—Eradicating Through-K-16 Policy, Baltimore, MD. 23 Jan. 2012. Invited Panelist.

71. "Replenishing Opportunity in America." Chief Academic Officers Meeting, State University of New York, Albany, NY. 16 Nov. 2011. Invited Keynote Speaker.
72. "Replenishing Opportunity in America." Seventh Annual Policy Meeting. Midwestern Higher Education Compact (MHEC), Iowa City, IA. 15 Nov. 2011. Invited Keynote Speaker.
73. "A National Perspective of Best and Promising Practices." American Association of Colleges and Universities (AAC&U), Staff Meeting, Washington, D.C. 27 Oct. 2011. Invited Presentation.
74. "*Tu Educación es Nuestro Futuro.*" Univision: *Es El Momento* Campaign (nationally televised event), Washington, D.C. 21 Oct. 2011. Invited Panelist.
75. "Access to Success: A National Perspective of Best and Promising Practices." 2011 Annual Diversity Summit. Pennsylvania State System of Higher Education (PASSHE), Bloomsburg, PA. 13 Oct. 2011. Invited Keynote Speaker.
76. "Priced Out: How the Wrong Financial Aid Policies Hurt Low-Income Students." Seventh Annual National Summit on the State of Latino Education. National Association of Latino Elected and Appointed Officials (NALEO), Washington, D.C. 27 Sept. 2011. Invited Panelist.
77. "Lessons from Colleges and Universities on the Performance Frontier." 2011 Fall Leadership Forum. Colorado State University, Estes Park, CO. 8 Sept. 2011. Invited Keynote Speaker.
78. "Aligning Access with Success." 2011 Higher Education Policy Conference. State Higher Education Executive Officers (SHEEO), San Francisco, CA. 12 Aug. 2011. Invited Presentation.
79. "Closing the Achievement Gaps: What the Data Say About Patterns in Access and Success." 2011 Access to Success Annual Meeting, Washington, D.C. 5 May 2011. Invited Keynote Speaker.
80. "Quality of Execution Trumps Boldness of Reform." 2011 Access to Success Annual Meeting, Washington, D.C. 6 May 2011. Presentation.
81. "Cutting the Achievement Gaps: What the Data Say About Patterns in Access and Success." 2011 Annual Meeting. National Association of System Heads (NASH), Los Angeles, CA. 3 April 2011). Invited Keynote Speaker.
82. "Subprime Opportunity: The Unfulfilled Promise of For-Profit Colleges and Universities." 2011 Virginia Latino Higher Education Network. Annandale, VA. 25 Mar. 2011. Invited Presentation.
83. "Access, Success, Student Services, and the Culture of Institutions" in *Annual Conference of the Society for Applied Anthropology*. Proc. of A Socio-cultural Pedagogy of Praxis: Access and Success through Research, Action, and Collaboration, Merida, Mexico. 2010. Presentation.
84. "Democratizing Knowledge: Access and Success at the University of Puerto Rico." 2007 NASH/Ed Trust P-16 Summer Institute: Using Data to Promote Analysis and Action, Minneapolis, MN. 30 July 2007. Invited Presentation.

Selected Op-Eds on Educational Issues

1. Public higher education is key to a prosperous Bronx. {co-authored with Ruben Dfaz, Jr., Bronx Borough President.) *The Riverdale Press*. 2 June 2019.
2. New York should Protect Students from Predatory For-Profit Colleges. {co-authored with Gail O. Mellow.) *City & State New York*. 14 Mar. 2019.

3. Value, Accreditation, Accountability: A Dispatch from the Field. *HLA Insights & Outlooks*. 19 July 2018.
4. To succeed in tomorrow's workforce, today's students need equity-driven policy. (co-authored with Michelle Asha Cooper.) *The Hechinger Report*. 17 April 2018.
5. Higher Education: A Key to the Bronx Renaissance. *Huffington Post*. 8 Dec. 2017.
6. On (Not) Playing the Rankings Game. *The EvoLLLutinn* 18 Apr. 2016.
7. We Must Advocate to Educate. *Orange County Register* 30 Mar. 2016.
8. Better by Design: Using Actionable Data to Boost Student Success. *Impatient Optimists Blog (Bill & Melinda Gates Foundation)* 12 Jan. 2016.
9. Student Success Teams: Advising at the Cutting Edge. *Orange County Register* 3 Nov. 2015.
10. Hats Off to the Next Generation of Latino Students. *Orange County Register* 2 June 2015.
11. "Sf, Se Puede" Echoes Through Generations. *Orange County Register* 7 April 2015.
12. Cal State Fullerton Creates a New Way to REACH. *Orange County Register* 10 Mar. 2015.
13. Proposed Federal Ratings a Tool, not a Threat. *Orange County Register* 10 Feb. 2015.
14. School Principals Lead the Way. *Orange County Register* 13 Jan. 2015.
15. Launching Pumpkins and Aspirations. *Orange County Register* 2 Dec. 2014.
16. State's Move to Performance-based Funding. *Orange County Register* 3 Nov. 2014.
17. Higher Ed's Moral Purpose. *Orange County Register* 1 Oct. 2014.
18. Leading the Way in Teacher Preparation and Evaluation. *Orange County Register* 25 Aug. 2014.
19. First Step to Deeper Reforms. *The New York Times' Room for Debate* 28 May 2014.
20. CSUF: Connecting with the World. *Orange County Register* 2 Apr. 2014.
21. CSUF: Already Leading the CSU Mission. *Orange County Register* 10 Mar. 2014.
22. Maintaining a Spirit of Confidence. *Orange County Register* 24 Jan. 2014.
23. DREAM Bigger than California. *Orange County Register* 1 Jan. 2014.
24. Universities Must Know their Place. *Orange County Register* 6 Nov. 2013.
25. CSUF: Leading in Access, Value, and Success. *Orange County Register* 4 Oct. 2013.
26. Transformational Change. *Chronicle of Higher Education*. 30 Sept. 2013.
27. Borrowing for College: The New Angst. *U-T San Diego* 10 June 2012.
28. Control Reckless For-Profit Colleges. *The New York Times' Room for Debate* 12 May 2012.
29. Affirming our Ideals. *Orange County Register* 10 May. 2014.
30. The Milestone that Matters Most. *The Huffington Post* 12 Mar. 2012. Web.
31. College Affordability: Damned if you Go, Damned if you Don't? *The Huffington Post* 20 Jan. 2012.
32. News You Can Lose. *The Huffington Post* 21 Sept. 2011.
33. The Most Insane Cut. *The Huffington Post* 25 July 2011.

34. New Gainful Employment Regulation is Weak Medicine for a Strong Ailment. *eCampus News* 23 June 2011.
35. Watered Down Rule Disappoints. *National Journal* 7 June 2011.
36. The Toxic Rhetoric of For-Profit College Companies. *The Huffington Post* 17 Feb. 2011.
37. Accountability Needed for Industry that Accepts Billions in Subsidies." *Atlanta Journal Constitution* 22 Dec. 2010.
38. Step up Regulation of For-Profit Colleges. *Atlanta Journal Constitution* 11 Oct. 2010.

Selected Media Coverage of Higher Ed Work

1. Lipka, Sara. "'I Want to See You Here': How to Make College a Better Bet for More People." *The Chronicle of Higher Education*. 27 Feb. 2020
2. Stern, Gary. "Lehman College Doubles Graduates." *Hispanic Outlook on Education Magazine*. Oct. 2018.
3. Golston, Allan. "Leadership that Puts Students First." *Huffpost*. 21 June 2017.
4. Gardner, Lee. "The Path to Change Runs Through the Provost's Office." *The Chronicle of Higher Education*. 11 Sept. 2015. Feature Story.
5. Branch, G. "Cruz says 'Land of Opportunity' Facing Crisis." *Diverse Issues in Higher Ed*. 21 Feb. 2013.
6. Editorial. "For a Promising Future." *The Miami Herald*. 19 June 2012.
7. Weismann, Jordan. "The One Thing For-Profit Colleges Do Right." *The Atlantic*. 4 June 2012
8. Gonzalez, Jennifer. "More Minority and Needy Students Enroll and Graduate, but Gaps Persist, Study Finds." *The Chronicle of Higher Education*. 4 May 2012.
9. Lederman, Doug. "Gains in Access, Less in Success." *Inside Higher Ed*. 27 Apr. 2012.
10. Abdul-Alim, Jamaal. "Experts: Equipping Students With Questions is Next Best Thing to Stricter Regulations of For-profit Institutions." *Diverse Issues in Higher Education*. 17 April 2012.
11. Abdul-Alim, Jamaal. "Policy Forum: Experts Explore Pell Grant Sustainability." *Diverse Issues in Higher Education*. 12 Apr. 2012.
12. Field, Kelley. "With Pell Program in Peril, Advocates Weigh Overhaul." *The Chronicle of Higher Education*. 11 Apr. 2012.
13. de Vise, Daniel. "Hispanics are Crucial to College Completion Goals." *The Washington Post*. 23 Mar. 2012.
14. Resmovits, Joy. "State of the Union's Middle-Class Message Likely to Focus On College Costs." *The Huffington Post*. 23 Jan. 2012.
15. Hetling, Kimberly. "Thousands to potentially see Pell Grant cuts." *Associated Press (also ran in 118 other outlets, including: The New York Times; The San Francisco Examiner; San Francisco Chronicle; Salon.com.)* 16 Dec. 2011.
16. Chea, Terence. "Culinary school grads claim they were ripped off." *Associated Press (also ran in 110 other outlets, including: CBS News; CNBC; The Today Show; The Atlanta Journal-Constitution; and, The Huffington Post.)* 6 Sept. 2011.

17. Watson, Jamal Eric. "Land Grant institutions alleged to drift from their public missions." *Diverse Issues in Higher Education*. 29 Aug. 2011.
18. Editorial. "US will Lose if Pell Grants Face Major Cuts." *San Jose Mercury News*. 22 July 2011.
19. Editorial. "Don't Gut Pell Grants." *The Washington Post*. 16 July 2011.
20. Armario, Christine. "More Hispanic Students Graduating and Attending College, Census Says." *Associated Press* (story ran in nearly 90 outlets). 9 June 2011.
21. Phillip, Amara. "Report: Low-Income Students "Priced-Out" of College." *Diverse Issues in Higher Education*. 7 June 2011.
22. Berry, Jahna. "For Profit Schools Shadowed by Inquiries." *The Arizona Republic*. 5 June 2011.
23. Associated Press Business Staff. "For-profit college shares surge as student aid rules eased." *Associated Press* (nearly 100 publications ran this story). 2 June 2011.
24. Kirkham, Chris. "For Profit College Stocks Soar, Indicating New Regulations Won't Hinder Industry Growth." *The Huffington Post*. 2 June 2011.
25. Supiano, Beckie. "Only 5 Colleges Do Well by Low-Income Students, Report Says." *The Chronicle of Higher Education*. 1 June 2011.
26. Nelson, Libby. "Raising Graduation Rates, and Questions." *Inside Higher Ed*. 27 May 2011.
27. Abdul-Alim, Jamaal. "Higher Education Leaders Must Boost College Completion Efforts, U.S. Education Department's Kanter Says." *Diverse Issues of Higher Education*. 6 May 2011.
28. Donoghue, Frank. "For-Profit Colleges' Dubious Statistics." *The Chronicle of Higher Education*. 28 Mar. 2011.
29. Dillon, Liam. "Bridgepoint and the Feds." *Voice of San Diego*. 24 Mar. 2011.
30. Kirkham, Chris. "Obama Urged To Support Regulations On For-Profit Colleges And Student Debt." *The Huffington Post*. 26 Jan. 2011.
31. Asimov, Nanette. "More debts than diplomas from for-profit colleges." *San Francisco Chronicle*. 1 Dec. 2010.
32. Editorial. "Federal rules governing for-profit colleges should proceed." *San Jose Mercury News*. 1 Dec. 2010.
33. de Vise, Daniel. "Report criticizes for-profit colleges for low graduation rates." *The Washington Post*. 23 Nov. 2010.
34. Lederman, D. "Flogging For-Profit Colleges." *Inside Higher Ed*. 24 Nov. 2010.
35. Lewin, Tamar. "Report Finds Low Graduation Rates at For-Profit Colleges." *The New York Times*. 24 Nov. 2010.

Grants and Contracts (Principal or Co-Principal Investigator)

(Award amounts may include matching funds.)

1. The Andrew W. Mellon Foundation, \$3,000,000. "Support the Further Development of Race and Ethnic Studies at CUNY." 2020-2022. {PI, University Grant}
2. The Andrew W. Mellon Foundation, \$2,500,000. "Expand COVID-19 Emergency Funds to Support-Student Retention and Completion." 2020-2021--: IPI:-:University Grant)

3. The Andrew W. Mellon Foundation, \$2,000,000. "Transformative Learning in the Humanities at CUNY." 2020-2023 (PI, University Grant)
4. The Andrew W. Mellon Foundation, \$2,000,000. "Expansion of CUNY's Cultural Corps Program." 2020-2023. (PI, University Grant)
5. The Andrew W. Mellon Foundation, \$1,000,000. "Support Additional Adjunct Faculty for Humanities Courses." 2020-2021. (PI, University Grant)
6. National Science Foundation. \$3,970,000. "Louis Stokes STEM Pathways and Research Alliance: NYC LSAMP Alliance." 2019-2024. (PI, University Grant)
7. The Andrew W. Mellon Foundation, \$200,000. "Strengthening the Higher Education Leadership Pipeline." 2019-2021. (PI, University Grant)
8. U.S. Department of Education. \$2,390,000. "STEM² (Strengthening Transfer Education and Matriculation in STEM)." 2012-13. (Co-PI, Institutional Grant)
9. Kresge Foundation: \$800,000. "Equity-Minded Higher Education Policy and Practice Initiatives." 2012-13. (PI)
10. Bill & Melinda Gates Foundation: \$249,700. "Do the Math! Increasing Student Engagement and Success in Mathematics through Blended Learning." Next Generation Learning Grant Program, 2011-2012. (Co-PI)
11. Lumina Foundation: \$1,787,400. "Access to Success Initiative and College Results Online." 2010-2012. (PI)
12. Bill & Melinda Gates Foundation: \$1,060,000. "Access to Success Initiative." 2010-2012. (PI)
13. U.S. Department of Education: \$7,800,000. "Access to Success: Activities and Services for Increased Access to Postsecondary Education in Puerto Rico." College Access Challenge Grant Program, 2008-2010. (PI)
14. Johnson & Johnson: \$200,000. "Nursing Student Retention Grants." 2008-2010. (PI)
15. National Science Foundation: \$1,160,000. "SBIR Phase 118 VoIP Transactional Applications Delivery System." Small Business Innovative Research (SBIR) Program, 2005-2006. (Co-PI)
16. National Science Foundation: \$100,000. "SBIR Phase I Commoca Internet Protocol Phone - Making Communications Personal." Small Business Innovative Research (SBIR) Program, 2004. (Co-PI)
17. National Science Foundation: \$2,409,502. "NSF ERC: Center for Subsurface Sensing and Imaging." Engineering Research Centers, 2000-2004. (Co-PI)
18. General Electric Foundation and National Science Foundation (PR-AMP): \$98,187. "2000 Pre-College Engineering Program." 2000. (PI)
19. Intel Corp., National Science Foundation (PR-AMP), MathWorks, Lucent Technologies, Hewlett Packard, GTE, and Honeywell: \$124,500. "1999 Pre-College Engineering Program." 1999. (PI)
20. Intel Corp., National Science Foundation (PR-AMP), Motorola, Lucent Technologies, Better Roads Asphalt, Institute of Civil Engineers, Barrett & Hale Consultants, Master Concrete Corp., and Xerox: \$66,200. "1998 Pre-College Engineering Program." 1998. (PI)
21. National Science Foundation: \$409,408. "Optoelectronic Multicomputer Networks Modeling and K-12 Teacher Training and Enhancement: A Career Development Plan." NSF Career Program, 1997-2000. (PI)

22. Biometrics Imagineering: \$228,990. "Fingerprint Verification System: Vectorial Approach." 1997-1998. {Co-PI}
23. National Science Foundation: \$142,500. "Optical Interconnect Architectures." NSF Center of Excellence: University Outreach Program {Georgia Tech Packaging Research Center), 1997-2000. {PI}
24. Lucent Technologies: \$225,000. "Development of a Software Engineering Laboratory." 1999-2001. {Co-PI}
25. Army Research Lab: \$61,485. "Parallelization Analysis of Unsupervised Classification Algorithms for Hyperspectral Data." 1999-2000. {PI}
26. Intel Corp: \$141,240. "Computer Upgrades to INCADEL and Microprocessor Development Systems Laboratory." 1998. {PI}
27. National Science Foundation: \$26,000. "Performance Modeling of Optical Communication Networks for Ultra-compact Massively Parallel Processing Systems." NSF Research Initiation Planning Grant, 1996-1997. {PI}

Journal Articles and Peer-Reviewed Papers in Scientific & Technical Conferences

(1994-2001 Graduate student at Georgia Tech and early career as a faculty member at University of Puerto Rico-Mayaguez)

1. Gentile, D. S. Wills, J. L Cruz-Rivera, F. Sorbello, "Real-Time, Low Level Image Processing on SIMPIL - an Embedded SIMD Architecture," in *Proceedings of the Seventh Conference of the Italian Association for Artificial Intelligence (AI*IA)*, Bari, Italy, Sept. 2001.
2. Sek M. Chai, Antonio Gentile, Wilfredo E. Lugo-Beauchamp, Javier Fonseca, Jose L Cruz-Rivera, D. Scott Wills, "Focal Plane Processing Architectures for Real-time Hyperspectral Image Processing," *Applied Optics*, Jan. 2000.
3. M. A. Perez-Quinones and J. L Cruz-Rivera, "An Integrated Development Environment for a Microcontroller Systems Virtual Laboratory," in *Frontiers In Education '99*, San Juan, PR, Nov 10-13, 1999.
4. M. Velez-Reyes, M. A. Perez-Quinones, J. L Cruz-Rivera, "The Industrial Affiliates Program at the University of Puerto-Mayaguez," in *Frontiers In Education '99*, San Juan, PR: Nov 10-13, 1999.
5. J. L Cruz-Rivera, "Community Service Learning and K-12 Training and Enhancement: Creating a New Type of Engineer," in *Frontiers In Education '99*, San Juan, PR: Nov 10-13, 1999. {FIE Fellow Award.}
6. Antonio Gentile, Jose L Cruz-Rivera, D. Scott Wills, J. L Cruz-Rivera, J. L Fonseca-Camacho, Wilfredo E. Lugo-Beauchamp, Ricardo Olivieri, Marlyn Quinones-Cerpa, Alexis H. Rivera-Rfos, Iomar Vargas-Gonzales, and Michelle Viera-Vera, "Real time image processing on a focal plane SIMD Array," in *1999 IPPS Workshop on Parallel and Distributed Real Time Systems*, San Juan, PR, April 12-16, 1999, pp. 400-405.
7. J. L Cruz-Rivera, "A Project Oriented Approach to Teaching Software-Hardware Integration of Microcontroller-Based Systems," in *Frontiers In Education '98*, Tempe, AZ, Nov 4-7, 1998, pp. 64-68,

8. G. Beauchamp-Baez, J. L Cruz-Rivera, and W. Lugo-Beauchamp, "The Pre-College Engineering Program at the University of Puerto Rico-Mayaguez: Methods and Assessment," in *Frontiers In Education '98*, Tempe, AZ, Nov 4-7, 1998, pp. 1274-1278.
9. W. S. Lacy, J. L Cruz-Rivera, and D. S. Wills, "The Offset Cube: a Three-Dimensional Multicomputer Network Topology Using Through-Wafer Optics," *IEEE Transactions on Parallel and Distributed Systems*, vol. 9, pp. 893-908, Sept. 1998.
10. J. L Cruz-Rivera, D. S. Wills, T. K Gaylord, and E. N. Glytsis, "Optimal Usage of the Available Wiring Resources in Diffractive-Reflective Optoelectronic Multichip Modules," *Applied Optics, special issue on Optical Interconnections for Massively Parallel Systems*, vol. 37, pp. 233-253, Jan. 10, 1998.
11. M.A. Perez-Quinones and J. L Cruz-Rivera, "Experiences in Conducting Web-based, Paperless Undergraduate Software and Hardware Design Courses," in *1997 Frontiers in Education Conference*, Pittsburgh, PA, Nov. 5-8, 1997, p. 848.
12. J. L Cruz-Rivera, "Incorporating Multicomputer Hardware-Software Design Concepts into the Undergraduate Curriculum Through Physical Implementation," in *1997 Frontiers in Education Conference*, Pittsburgh, PA, Nov. 5-8, 1997, pp.1146-1148.
13. D. S. Wills, H. H. Cat, J. L Cruz-Rivera, W. S. Lacy, J. M. Baker, J. Eble, A. Lopez-Lagunas, and M. Hopper, "High-Throughput, Low-Memory Applications on the Pica Architecture," *IEEE Transactions on Parallel and Distributed Systems*, Vol. 8, pp. 1055-1067, Oct. 1997.
14. J. L Cruz-Rivera, "Optical Interconnects: A Systems' Level Review," in *1997 Hot Interconnects Conference*, Stanford, CA, Jan. 1997. {Invited half-day workshop.}
15. J. L Cruz-Rivera, W. S. Lacy, D. S. Wills, T. K Gaylord, and E. N. Glytsis, "Performance Modeling of Optical Interconnection Technologies for Massively Parallel Processing Systems," in *Third International Conference on Massively Parallel Processing Systems using Optical Interconnections*, Maui, HI, Oct. 27-29, 1996, pp. 264-275.
16. J. L Cruz-Rivera, W. S. Lacy, D. S. Wills, "Trace-driven Evaluation of the Offset Cube-An Optoelectronic Network Topology for Ultracompact Multicomputers," in *1996 Annual Meeting of the Optical Society of America*, Symposium on Silicon Computing: The Impact of Optical Interconnects, Rochester, NY: Oct. 20-25, 1996, paper MLL3.
17. J. L Cruz-Rivera, D.S. **Wills**, T. K Gaylord, and E. N. Glytsis, "Modeling the Technology Impact on the Design of a Two-level Interconnection Network," in *1996 International Conference on Computer Design*, Austin, TX, Oct. 7-9, 1996, pp.165-169.
18. D.S. Wills, J.M. Baker Jr., H. H. Cat, S. Chai, J. L Cruz-Rivera, J. Eble, A. Gentile, M. Hopper, W. S. Lacy, A. Lopez-Lagunas, Phil May, and Tarek Taha, "Processing Architectures for Smart Pixel Systems", *IEEE Transactions on Quantum Mechanical Devices*, vol. 2, pp. 24-34, April 1996. {Invited paper}.
19. J. L Cruz-Rivera, E. V. R. Di Bella, D. S. Wills, T. K. Gaylord, and E. N. Glytsis, "Parallelized Formulation of the Maximum Likelihood-Expectation Maximization Algorithm for Fine-Grain Message-Passing Architectures," *IEEE Transactions on Medical Imaging*, vol. 14, pp. 758-762, Dec. 1995.
20. J. L Cruz-Rivera, D.S. Wills, T. K. Gaylord, and E. N. Glytsis, "Architectural Design Issues for Optoelectronic k-ary n-cube Interconnection Networks," in *1995 Annual Meeting Optical Society of America Program, Optical Computing Session*, Portland, OR, Oct. 1995, paper FO4.

21. J. L Cruz-Rivera, T. K Gaylord, E N Glytsis, and D.S. Wills, "Applications-driven Optical Interconnect Technology Development," in *1994 Annual Meeting Optical Society of America Program, Symposium on Optical Interconnects: 2*, Dallas, TX, Sept. 1994, paper MYY3.
22. D. S. Wills, W. S. Lacy, and J. L Cruz-Rivera, "The Offset Cube: an Optoelectronic Interconnection Network," in *Parallel Computer Routing and Communication* (K. Bolding and L Snyder, eds.), pp. 86-100, Springer-Verlag, 1994.

Book Chapters, Manuals, Dissertations, and Publications with Mentored Students (1997-2000 *Early career as a faculty member and researcher at the University of Puerto Rico-Mayaguez*)

1. J. L Cruz-Rivera, T. K Gaylord, and E N Glytsis, "Fundamentals of Optical Interconnection Technologies," in *Introduction to Microelectronics Systems Packaging Technologies* (R. Tumala, ed.). New York: McGraw Hill, 2000, Chapter 15.
2. Jose I Quinones, Noel Serrano, Walter Guiot, Luis Narvaez, Eisen Montalvo, and Chuck Corley, *Motorola PowerPC Excimer Laboratory Manual*. (Jose L Cruz-Rivera, ed.). Motorola Press, June 1999. (104 pages).
3. J. L Cruz-Rivera, "Elements of an Applications-Driven Optical Interconnect Technology Modeling Framework for Ultracompact Massively Parallel Processing Systems," Doctoral Dissertation. (Atlanta, GA: Georgia Institute of Technology, 1996).
4. Alberto Cestero. "Design and Implementation of the Java-based Hybrid Interconnection Network Simulator and its Application to Clustered k-ary n-cube Networks," Thesis (M.S. Computer Engineering). (Mayaguez, PR: University of Puerto Rico-Mayaguez, 2001). Thesis Advisor and Chair of Thesis Committee: Jose L Cruz.
5. Michelle Viera-Vera. "Fine-grained Parallelization and Performance Evaluation of Industry Standard Compression Algorithms on a Focal Plane Processing System," Thesis (M.S. Computer Engineering). (Mayaguez, PR: University of Puerto Rico-Mayaguez, 2000). Thesis Advisor and Chair of Thesis Committee: Jose L Cruz.
6. Carlos A Roman-Zayas. "Exploiting Parallelism in a Vectorial Fingerprint Verification System" Thesis (M.E. Computer Engineering). (Mayaguez, PR: University of Puerto Rico-Mayaguez, 2000). Thesis Advisor and Chair of Thesis Committee: Jose L Cruz.
7. Jose I Quinones. "*Herramienta Grafica para la Tarjeta de Desarrollo de Codigo TMS320C80 SOB*," Project Report (M.E. Electrical Engineering). (Mayaguez, PR: University of Puerto Rico-Mayaguez, 1998). Thesis Advisor and Chair of Thesis Committee: Jose L Cruz.
8. Wilfredo E Lugo-Beauchamp and Jose L Cruz-Rivera, "Parallelization Analysis of Unsupervised *Image Classification and Segmentation*," *Colloquium Series in Engineering Research in Puerto Rico*, Mayaguez, PR, Oct. 1999.
9. Alberto Cestero and Jose L Cruz-Rivera, "Multilevel Implementation of k-ary n-cube networks," in *2nd Forum for the Promotion of Engineering Research in Puerto Rico*, Mayaguez, PR, Oct. 1999.
10. Gunther Costas and Jose L Cruz-Rivera, "Architectural vs. Application Design of a Fine-Grain Parallel Compiler", in *2nd Forum for the Promotion of Engineering Research in Puerto Rico*, Mayaguez, PR, Oct. 1999.

11. Michelle Viera-Vera and Jose L Cruz-Rivera. "Parallelization of Image and Video Compression Standards," in *2nd Forum for the Promotion of Engineering Research in Puerto Rico*, Mayaguez, PR, Oct. 1999.
12. Michelle Viera-Vera, Alexis Rivera-Rios, Iomar Vargas-Gonzalez, and Jose L Cruz-Rivera. "Parallel Implementation of the Sequential OCT-Based JPEG Encoder on a Focal Plane SIMD Array," in *Proceedings of the Symposium on Computing at Minority Institutions*, Duluth, MN, June 1999. (Best Presentation Award.)
13. W. Lugo-Beauchamp and J. L Cruz-Rivera, "K-Means Clustering Algorithm using SIMPIL Architecture," in *Proceedings of the Symposium on Computing at Minority Institutions*, Duluth, MN, June 1999.
14. Michelle Viera-Vera, Alexis H. Rivera-Rfos, Iomar Vargas-Gonzales, and Jose L Cruz-Rivera. "Image Compression Algorithms on a Focal Plane SIMD Array," in *Junior Technical Meeting '99*, Mayaguez, PR, Mar. 1999.
15. Noel Serrano, Walter Guiot, Luis Narvaez, Eisen Montalvo, "Motorola PowerPC Excimer Laboratory Manual," in *Industrial Affiliates Program Annual Meeting '99*, Mayaguez, PR, Mar. 1999.
16. W. Lugo-Beauchamp and J. L Cruz-Rivera, "Hyperspectral Imaging: Object Detection and Classification Using SIMPIL Architecture," in *Puerto Rico Junior Technical Meeting*, Mayaguez, PR, Mar. 1999.
17. W. Lugo-Beauchamp, A. Gentile, S. M. Chai, J. L Cruz-Rivera, "Hyperspectral Image Processing using SIMPIL Architecture: Region Identification," in *1998 Computer Research Conference*, Mayaguez, PR, Dec. 1998.
18. Urayoan Irizarry, "GUI and Database Management of a Biometrics Verification System," in *Industrial Affiliates Program Annual Meeting '98*, Mayaguez, PR, May 1998. (Second Place.)
19. Carlos Reyes, Alexis Marrero, Javier Rodrguez, Ricardo Gonzalez, "Fingerprint Verification System: A Vectorial Approach," in *Industrial Affiliates Program Annual Meeting '97*, Mayaguez, PR, Mar. 1, 1997.
20. Marisol Inesta, Jose Perez, Luis A. Rivera, Israel Irizarry, Gilberto Sanabria, "FPGA-Based Design and Implementation of Multicomputer Communication Interfaces," in *Industrial Affiliates Program Annual Meeting '97*, Mayaguez, PR, Mar. 1, 1997.
21. Marisol Inesta, Jose Perez, Luis A. Rivera, Israel Irizarry, Gilberto Sanabria, "FPGA-Based Design and Implementation of Multicomputer Communication Interfaces," in *Computing Research Conference '97*, Mayaguez, PR, Mar. 1, 1997.
22. Mirelsa Fontanes, "FPGA-based Design and Implementation of a RISC Architecture," in *32nd Jr. Technical Meeting*, Carolina, PR, Mar. 1, 1997.

Issued and Published Patents

1. Velez, Carlos, Inaki Olivares, and Jose L Cruz-Rivera. Internet Protocol (IP) Phone with Search and Advertising Capability. Patent US 7,525,955. Issued: 28 Apr. 2009.
2. Velez, Carlos, Iliaki Olivares, Walter Vale, Miguel Sosa, and Jose L Cruz-Rivera. Software Platform for Developing, Delivering and Managing Data-Voice Applications Operating on an Internet Protocol (IP) Phone. Publication Number: US 2006/00550686. Filed: 6 Sept. 2005.

3. Cruz-Rivera, Jose L. Method and System for Converged Communications Directory Search and Advertising Services. Publication Number: US 2006/60178903. Filed: 19 Jan. 2005.
4. Cruz-Rivera, Jose L and Miguel Berrfos. Methods and Apparatus for Circular Broadcasting of Audio and Video Signals. Publication Number: US 2003/0066093. Filed: 13 May 2002.