

John A. Vasquez, Ph.D.

*Data-Informed, Equity-Driven Change Agent for
Organizational Development & Culture*

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Ph.D. with over 20 years of progressively responsible, equity-minded leadership experience. Ten years of experience working with various stakeholders on visioning, strategic planning, and facilitating data-informed service re-organization in recruiting, advising, and retaining Black, Indigenous, and other students, faculty, and staff of color (BIPOC).

Expertise:

Change Leadership, Capacity Building, Strategy, & Execution	Grant Management/Operations	Strategic Operations Reorganization
Coaching & Mentoring	Holistic PIP Development	Systems Thinking in Higher Education
DEIB Curriculum Design & Delivery	Organizational Design	Turning Actions into Value
	Staff & Faculty Development	Turning Ideas in Action

CAREER HIGHLIGHTS

- Served at various institutional types, including a predominately white flagship institution, a land-grant agricultural university, an emerging-Hispanic serving comprehensive university, and an urban community college.
- Managed three National Science Foundation Grants (over \$5 million per year) and 1 Department of Education Title III Grant (totaling over \$2.2 million over 4 years) responsible for preparing budgets, operating expenditures, and reporting for both internal and external stakeholders.
- Provided leadership at both the undergraduate and graduate levels, specializing in academic advising, basic needs services, career services, mental health outreach, equity & belonging, leadership development, learning support programs, mentoring, student conduct administration, undergraduate research, and enrollment management.
- Evaluated, redesigned, and implemented holistic student support services to address equity gaps in retention and achievement for BIPOC students at three predominately white institutions.
- Experienced in creating and shepherding new academic programs through institutional processes, state higher education authorities, and the Higher Learning Commission. Helped to operationalize the first in the nation, competency-based master's degree for medical professionals at the University of Michigan.
- Recognized higher education community leader and presenter with expertise on topics related to DEI, mental health, student retention, intergroup dialogue, culture competency, and organizational change.

PROFESSIONAL EXPERIENCE

Arapahoe Community College, Littleton, CO | August 2022 – Present

Two-Year: Associate's College: Mixed Transfer/Career & Technical-High Traditional – 12,001

Title III Grant Director: Pathways to Equity, Access to Knowledge

Project Director for all [Title III Strengthening Institution Grant](#) activities, work with the ACC Leadership Team to accomplish objectives of this five-year federal grant by providing strategic and direct leadership of implementation efforts. This position also requires an equity-minded approach to understanding how policies, practices, and procedures impact all students, including historically marginalized students.

Key Responsibilities:

- Chair the Achieving the Dream Taskforce. Facilitate the efforts of the [Whole College Transformation Process](#) by leading the institution through a self-assessment process to identify areas where “transformational change” is needed most and learn about our most minoritized students and their experience.
- Identify and address the pre-conditions necessary to cultivate and sustain an inclusive environment that promotes success in the classroom for African American/Black and Latino/Hispanic students, which can be scaled to support success for other marginalized students.

- Create a culture of inquiry at ACC by engaging in campus-wide planning and processes to develop dashboards, metrics, and data analytics that empower faculty, staff, and students to use data to foster interventions that create an inclusive classroom experience that promotes student success.
- Implement enhanced case-management advising model to increase capacity to retain under-represented and minoritized students by providing equity-minded training (e.g., proactive-advising, trauma-informed interventions, and designing culturally minded academic and career plans).
- Work with Human Resources to develop an equity-minded mentorship program and ACC’s “Buddy Program” for onboarding new employees to the organization's culture.
- Represent the college on the Colorado HSI Coalition, a collaborative of higher education program representatives, program administrators, campus faculty, and student support practitioners that meet regularly to share best practices, discuss intercampus and system collaborations, and promote initiatives that aid student success for underserved and economically disadvantaged students from kindergarten through graduate school. Examples of the organization's goals include:
 - Increase college-going rates among underrepresented students, primarily low-income students and those who would be the first in their families to attend college.
 - Partner with K12 schools, colleges, and universities to close the achievement gap and expand all students' educational opportunities and career pathways.
 - Develop resources and broad-based partnerships to support student success throughout the P20 educational pathway.
 - Build a college-going culture in our partner schools and districts for future generations of underrepresented students.

Inaugural Associate Dean of Students for Access & Equity

Senior level administrator responsible for recruitment and retention initiatives within an emerging-Hispanic serving, rural comprehensive university with a mix of first-generation, minoritized, neo-traditional, transfer, re-entry and first-year students in pursuit of bachelor's and master's degrees.

Key Responsibilities:

- Serve on the Academic and Student Life Leadership Team focused on enrollment management and leadership in program planning, budget development, management, hiring and personnel actions, staff development, and facility management for 15 individual units, 12 direct reports, and approximately 65 staff. Oversight of divisional units and activities includes First year & Exploratory Advising, Retention Specialist, Learning Support Services (i.e., tutoring), Veteran's Services, College Assistance Migrant Program (CAMP), TRIO/Student Support Services, Passport to Careers Program (program for former foster and homeless youth), Disability Services, Academic Concerns and Dispute Resolution, Transfer Center, and Diversity & Equity Center.
- Develop, plan, and deliver educational opportunities, including marketing of new programs and opportunities for prospective families and communities. Collaborate with existing campus resources (e.g., Recruitment & Outreach, Admissions, and Orientation) to develop culturally inclusive programs that create a community of belonging for students and their families.
- Perform the role of Diversity Advocate for executive-level search committees: advocate for diversity in all aspects of the search process; attend to the equity, validity, and rigor of the search process; encourages evidence-based strategies to mitigate implicit bias; ensure all voices are heard during deliberations over candidates.
- Administer and supervise the collection of data related to the Student Success Survey, Advising Assessment Survey, Equity Scorecard, Academic Early Alerts, and retention and completion.
- Identify, assess, and develop best practices to help CWU achieve its goals of recruiting and retaining traditionally under-represented and minoritized students.
- Co-chair the Academic Advising Council which provides oversight of all academic advising units on campus and maintains university-wide guidelines and training to ensure major accuracy, best practices, and policy implementation.

Key Achievements:

- As Chair of the Academic Advising Council oversaw functional processes of all advisors and helped to develop a formal process for overseeing the delivery of academic pathways and major information campus-wide after major advising was decentralized and separated from student affairs.
- Charged by CWU president to develop the Jump Start program, an extended orientation program designed to facilitate the successful transition of underrepresented students to Central Washington University who have participated in TRIO programs (such as Upward Bound and Educational Talent Search). Organized overnight outreach, excursions, program activities, and wrap-around services to support and prepare 50 incoming first-time, first-year students to CWU.
- Co-chair the Equity Scorecard Steering Committee working to identify equity gaps between Black, Indigenous, and other students of color (BIPOC) and white students in the areas of recruitment, retention, and high-impact practices. Review data with faculty leadership to ensure that equity data and performance metrics are easily accessible and shared with the broader university community to develop strategies and address gaps at the unit, program, and college levels.
- Re-designed and re-organized First-year and Exploratory Advising to include retention counselors to intervene and support approximately 1,000 students a quarter that go on academic warning and probation.
- Oversee the curricular development of 35 sections of UNIV 10: Introduction to College, a required course for all first-time, first-year students, focused on increasing retention of students from their first to second year.
- Member of the Student Experience Taskforce which helped to re-design Orientation for new students.
- Helped to redesign the new vision and mission of CWU to focus on the equity and belonging of students.

Michigan State University, East Lansing, MI | 2015 – 2022

Public Land-grant, Doctoral University: Very High Research – 38,491 Undergraduate; 11,204 Graduate students

In 2015, enrolled as a full-time graduate student at Michigan State University's (MSU) College of Education. As an experienced higher educational professional returning to school, MSU provided me with many opportunities to engage in limited-term projects working with senior-level administrators in different MSU units and programs. This experience allowed me to supplement the academic training and research skills I was developing with practical experience using institutional data, surveys, climate studies, and conducting focus groups using phenomenology, narrative inquiry, and other qualitative methods.

King-Chávez-Parks Future Faculty Fellow

Sept. 2019 – Aug. 2022

Funded by the State of Michigan's Michigan Talent Investment Agency. As a fellow, provided trainings on how to work directly with under-represented and minoritized students on various topics including but not limited to advising, mentoring, retention programs, equity-minded teaching, and inclusive learning pedagogies.

Interim Director for Assessment & Professional Development for Molecular & Cellular Biology Doctoral Program

Jan. 2020 – July 2021

In this position, provided assessment and evaluation services to a small Ph.D. program at an MSU-affiliated, independent research institute, the Van Andel Institute Graduate School, which consisted of approximately 30 enrolled students. This included developing and implementing indicators that enabled the dean and faculty to measure the impact of the curriculum on doctoral students, collecting and analyzing qualitative and quantitative data regarding teaching and learning inside and outside the classroom/lab settings and participating in their program review process for re-designing their curriculum.

Key Achievements:

- Designed and implemented course evaluations, climate surveys, focus groups, benchmarking data, and other assessments to inform strategic goals related to student access, progression, and completion.
- Collected data from faculty, staff, students, and alumni to develop data dashboards and reports, including presenting to various faculty committees, the Board of Trustees, and the Higher Learning Commission.
- Developed and directed workshops and training for faculty on equity-minded mentoring, classroom assessment techniques, evaluation of teaching effectiveness, educational principles, and pedagogy. Provided training and workshops on holistic admissions, classroom teaching, assessment practices, and mentoring best practices for faculty to help advance the graduate school's commitment to access, equity, and inclusivity.

Interim Director of Ph.D. Career Services

Jun. 2016 – Dec. 2019

Stepped in as interim director from 2016-2017 to lead the unit until a new director was hired. Used a deep understanding of Ph.D. career paths to provide advice and support to masters and doctoral students, postdocs, adjunct faculty, and alumni on job search fundamentals and career development including writing resumes and cover letters, networking, and interviewing. Coordinated career & professional development programs with academic programs, student groups, and other constituencies.

Key Achievements:

- Tracked and reported on trends in growth areas in multiple disciplines; researched and investigate new career opportunities for Ph.D. graduates and use this information to develop new and highly interactive workshops.
- Worked with PIs and advisors to incorporate the [Academic Career Readiness Assessment \(ACRA\) framework](#) into individual development plans and yearly progress to degree meetings for graduate students and postdocs.
- Helped to launch the [Broadening Experiences in Scientific Training \(B.E.S.T.\) Program](#), a National Institute of Health (NIH) funded program aimed at providing non-academic biomedical career training and experiences for doctoral students and postdoctoral trainees.

Higher, Adult, & Lifelong Education Program Graduate Assistant

Jun. 2015 – May 2016

Upon entering the doctoral degree program, offered a full funding package by the Higher, Adult, & Lifelong Education program in the form of a graduate assistantship. Duties consisted of providing general office support to program chair, including putting on yearly departmental conference, managing department events, sending out monthly newsletters and responsible for communicating with prospective doctoral students and planning campus visits.

Assessment Committee Member & Subject Matter Expert
University of Michigan Medical School

Apr. 2015 – Present

After leaving my position as Program Manager for the Master of Health Professions Education Program (MHPE), stayed on as an affiliate member and participated on the programs Assessment Committee and as a qualitative research and DEI subject matter expert.

Key Responsibilities:

- Meet with medical professionals (e.g., doctors, nurses, dentists, etc.) enrolled in master's degree programs to support them in pursuit of training to become "scholar-teachers."
- Serve as a facilitator for learners by identifying resources on qualitative methods and DEI issues in medical training and referring learners to relevant articles and studies to conduct research and develop scholarly artifacts.
- Provide guidance and feedback during selected learning activities and help interpret the text in the EPA as it applies to individual projects.
- Review student write-ups and results of educational professional activities and make recommendations and provide feedback on student learning and outcomes.

Program Manager for Master of Health Professions Education
University of Michigan Medical School

Nov. 2013 - Apr. 2015

In 2013, the University of Michigan Medical School established the [Master of Health Professions Education \(MHPE\)](#) program that is explicitly designed from a [competency-based framework](#). This program has no courses; all learning is done in the context of 22 education EPAs, utilizing any viable instructional resource or format (e.g., texts, articles, online modules). This innovative program provides foundational knowledge and skills across five core domains: Theories of Teaching and Learning, Teaching Practice, Assessment and Evaluation, Research and Scholarship and Leadership. The program can be completed within a variable time interval that depends primarily on learner initiative, prior competence, and rate of EPA completion.

Key Achievements:

- Operationalized the development of the first national competency-based master's degree for medical professionals. Managed the non-instructional department operations, including recruitment, registration, and financial aid processes; developing and implementing the program's academic policies and procedures; maximizing operations, and developed the programs long term (ten year) budget projections.
- Guided and advised department chair and faculty on curricular and instructional matters, including acting as an ex-officio member on all department committees (e.g., executive, curriculum, recruitment, and evaluation) on policies and procedures and providing strategic vision for developing a well-run and model academic unit.
- Developed and executed strategies that support program's strategic enrollment goals for both international and domestic recruitment and enrollment of medical professionals in master's degree program. Provide program-wide recruiting and dissemination of information, both online and in print. Meet with and counsel prospective learners as appropriate.
- Responsible for managing the accreditation process with the Higher Learning Commission and application to participate in the U.S. Dept. of Education Federal Loan Program.

Academic Program Officer for Academic & Multicultural Programs
University of Michigan Rackham Graduate School

Jun. 2012 – Nov. 2013

The Rackham works with faculty, staff, and students across the University of Michigan (UM) system to promote excellence in graduate education for over 8,300 students in 108 Ph.D., 87 master's, and 34 certificate programs. From admission to graduation, Rackham partners at multiple levels with each graduate program, school, and college to ensure the quality of graduate education, encourage innovation and effective practices, and build a vibrant and diverse student community.

Key Responsibilities:

- Advised Rackham Dean and cabinet on issues related to graduate education of under-represented and minoritized students; contributed high-level strategic thinking and planning around implementing "graduate school pipeline."

- Collaborated with counterparts across the University to collectively troubleshoot a range of issues and questions related to diversity, equity, and inclusion in graduate education.
- Managed three National Science Foundation Grants totaling \$5,474,615; responsible for preparing budgets, operating expenditures, and reporting for both internal and external leadership.
- Worked with fellowships and financial aid offices to create funding plans for graduate students and negotiate financial arrangements with academic programs, maintaining program documentation and files, including producing annual reports for federal agencies and the public.
- Developed, planned, and executed multi-faceted programs, including faculty training and events that help faculty promote the academic development of graduate students' professional, educational, and networking needs.
- Used institutional data, surveys, climate studies, focus groups, other research materials, and the Rackham Program Review outcomes to identify and communicate successful practices to promote timely degree completion and address student academic success issues.
- Developed and facilitated programming to support doctoral students' academic, career, and psycho-social development. Coordinate and meet with affinity groups and diversity councils (e.g., Students of Color of Rackham, Black Student Alliance) to plan and promote the recruitment, retainment, and successful completion of graduate students of color.

Key Achievements:

- Helped to author and submit applications for the Building Bridges to the Doctorate Program which was developed in partnership with minority-serving institutions with the specific goal to recruit diverse students into STEM programs.
- Helped to foster the expansion of three new master's degrees programs and the creation of a fourth: the Marjorie Lee Browne Scholars Program (Applied Math), the Imes-Moore Bridge Program (Applied Physics), the Frontiers Program (Ecology and Evolutionary Biology), and the Pathways Program (Molecular, Cellular, and Developmental Biology).

**Assistant Director, Undergraduate Research Opportunity Program Aug. 2008 – Jun. 2012
University of Michigan College of Literature, Science & the Arts**

Undergraduate Research Opportunity Program (UROP) creates research partnerships between first- and second-year undergraduate students, UM researchers, community partners and organizations. Students engaged in research and creative projects with research mentors representing all 19 colleges/schools/units at UM and focused on helping them develop the skills, perspectives, and resources necessary to be successful in college and beyond.

Key Responsibilities:

- Responsible for coordinating efforts and outreach activities with UM Undergraduate Admissions, including representing the University on panels, and high school outreach workshops.
- Managed web-based database housing academic, financial, and student information for students.
- Responsible for managing the academic progress of 1,200 students participating in the program, including dissemination and processing of grade notices, mid-year evaluations, and other reports.
- Managed and advised approx. 300 students in the pre-health career track (including transfer students).
- Developed curriculum and led discussion sections for two courses targeted at multiple audiences, including community college transfer students & under-represented students.
- Expanded the pipeline to underrepresented high school students by partnering with other units and organizations, such as the Office of Admissions, the College of Engineering, and the Society of Hispanic Professional Engineers (SHPE).

Key Achievements:

- Grew the number of participants in program from 800 to 1,200 students within the first two years.
- Secured external funding to develop the Changing Gears program, a summer research opportunity program focused on providing community college students an opportunity to participate in mentored research projects the summer prior to transferring to the university.
- Developed a retention program, the UROP Junior/Senior Program, targeted at helping “at-risk” students with less than 2.5 GPAs. The program was focused on connecting students to mentored research projects to help them build connections with faculty while helping to boost their academic standing. Students developed e-portfolios that could be used for highlighting their research for graduate school or future employment.
- Increased the number of Black, Indigenous, and Latinx students participating in research by 30%.

Project Manager, Counseling & Psychological Services Jan. 2007 – Aug. 2008 (Grant Funded)

In 2007, then UM President Mary Sue Coleman charged the Counseling & Psychological Services Program with expanding mental health services online to all three campuses of the University of Michigan without adding more staff. During this period, approximately 3,127 different students were requesting clinical services (approximating to 14,126 clinical appointments) and the need was growing, especially at satellite campuses. Funding was provided directly from the President.

Key Responsibilities:

- Hired as the administrative manager to develop an interactive mental health website at all three UM campuses.
- Managed a \$300,000 yearly budget and supervised nine individuals, which included technical staff, interns, and work-study students to create web content, and videos and help facilitate mental health marketing campaigns.
- Created a student advisory board to develop a strategic plan for addressing students of color mental health issues on campus.

Key Achievement:

- Successfully launched [Mi Talk \(pronounced "My Talk"\)](#), a culturally relevant and inclusive website.
- Helped to successfully launch the university's first, inclusive and diverse, student mental health advisory board.

Diversity Programs Manger for the William Monroe Nov. 2005 – Jan. 2007 (Grant Funded) **Trotter Multicultural Center**

In response to the 2003 Supreme Court decision on Grutter vs. Bollinger, the UM President set aside \$100,000 per year for two years to develop programs that promote the education, retention, well-being, and success of students of color.

In 2005, I was hired as UM's first campus-wide Program Manager for diversity. Jointly reporting to the Director of Multi-Ethnic Student Affairs and the President's Office, I was hired to advocate for students of color, develop diversity training for faculty, staff, and students, and build coalitions between students of color, non-students of color, and undergraduate and graduate student organizations.

Key Responsibilities:

- Increased the visibility of The William Monroe Trotter Multicultural; developed diversity, social justice, and other training for UM students, faculty, and staff
- Developed process for providing funding to students and organizations through grants program funded directly by the UM President's Office
- Administrative duties included supervision of professional staff, students, and interns through the MESA Office and developing budget reports for Multicultural Center Programs
- Recommend changes & improvements for department mission, direction, goals, and objectives; develop strategies for increased staff retention and training

Key Achievements:

- Developed a multicultural advisory board comprised of students, faculty, and staff from a wide range of units and backgrounds that led an open and transparent assessment of diversity programs on our campus and develop new goals for our institution through the Division of Student Affairs.
- Led the planning and coordination of Hate & Bias Training provided by the National Coalition Building Institute. We held two sessions on our campus through which over 100 students, faculty, and staff participated in the training.
- Developed and implemented the William Monroe Trotter Multicultural Center Community Building Grant, the campus's first funding program to build partnerships between graduate, undergraduate, and community organizations. As a capacity-building grant, this funding mechanism engaged students, faculty, and community members in working together to understand and appreciate the diversity represented at the University and join others in working toward community-based projects and social justice work.

PROFESSIONAL CONSULTATIONS

Faculty Coach & Facilitator, NACADA, The Global Community for Academic Advising 2022 --

NACADA offers conferences, institutes, web events, and seminars throughout the year across the U.S. to provide quality professional development opportunities for advisors, faculty advisors, and administrators who are invested in helping higher education students achieve academic success. Serve as a faculty coach and facilitator for:

- [Administrator's Institute](#): provide coaching and workshops on supervising personnel, hiring, and training new advisors, team building, evaluating, and assessing advising programs, staff morale, budget management, program evaluation, training and development programs, research, etc.
- [Summer Institute](#): provide coaching and workshops on the development and implementation of action plans, conflict management, creating or restructuring an advising center, making equity-minded decisions with data, and holistic support for diverse student populations.

Executive Coach & Facilitator, *New Leadership Academy*, University of Utah 2021 --

The [New Leadership Academy Fellows Program \(NLA\)](#) is a partnership between the University of Utah and the [American Association of Hispanics in Higher Education \(AAHHE\)](#). The NLA curriculum and learning objectives draw upon traditional leadership theory and contemporary scholarship that investigate the roles of leaders under highly contested and complex conditions. Fellows participate in tailored programs and activities, which include online learning modules and discussions, an interactive case study simulation, written reflections, and coaching sessions throughout the Fellowship.

- As a facilitator, provide interactive workshops on leadership for DEI in complex and contested environments, communicating values, goals, and institutional imperatives, and innovation and opportunities for transformational change.

Facilitator, [Equity in Graduate Education](#), *Inclusive Graduate Education Network & California Consortium for Inclusive Doctoral Education* 2019 --

Funded by the National Science Foundation (NSF), IGEN and C-CIDE are committed to increasing the number of UREM (underrepresented racial/ethnic minority) students to erase the gap in attainment rates by such students between bachelor's and doctoral degrees through systemic reforms of bridge programs and admission's processes and training of doctoral program faculty.

- As a facilitator, lead 2-4, 2-hour online workshops that focus on
 - Fundamentals of Equity in Graduate Admissions & Strategies for Equity Minded Holistic Review or
 - Introduction to Equity-Minded Mentoring & Fostering Wellbeing in Racialized Mentoring Environments

Admissions & Recruitment Consultant, *Master of Science in Sports Coaching & Leadership*, MSU College of Education, Lansing, MI. 2016 - 2017

- Hired to help the program director develop strategies to help recruit and expand a new master's program directed at working professionals.

Co-Lead Facilitator, LeaderShape Institute, Champaign, IL 1998 --

- This campus-based retreat provides participants the opportunity for self-discovery, self-reflection, and feedback in a community of approximately 60 peers through self-assessment, intensive small-group discussions, and team-building challenges.
- As Co-Lead, manage the six-day schedule, deliver curriculum, and serve as a resource, coach, support, and role model for small group facilitators, participants, and on-site coordinators.

TEACHING EXPERIENCE

- Winter 2018** Instructor, Department of Education Administration, MSU College of Education, *EAD 315: Student Leadership Training*
Description: Utilize both experiential and discussion-based learning that enables students to practice and reflect on leadership dispositions and skills. Course topics include an overview of leadership theories, leadership skills, self-awareness and efficacy, communication, diversity, equity & inclusion, ethics, teamwork, and group dynamics.
- 2011 - 2012** Instructor, University of Michigan Undergraduate Research Opportunity Program, *UC 280.007: Changing Gears Seminar for Community College Transfer Students*
Description: The course focus was on the basics of inquiry and research methods in biomedical research. Duties included organizing periodical guest lectures, course planning, class activity planning, discussion leading, lecture outlining, grading, extended mentorship, some statistical software instruction.
- 2008 - 2011** Instructor, University of Michigan Undergraduate Research Opportunity Program, *UC 280.010: Junior/Senior Seminar*
Description: The course focus was on the basics of inquiry and research methods in research for advanced standing students. Duties included organizing periodical guest lectures, course planning, class activity planning, discussion leading, lecture outlining, grading, extended mentorship, research portfolio development.
- 1996 - 1998** Seminar Facilitator, the University of Michigan Program on Intergroup Relations, Conflict & Community, *UC 122: Intergroup dialogue Race, Gender & Sexual Orientation*
Description: Topics varied by semester but focused on race, gender, sexual orientation, socio-economic status, religion, and educational justice. Through readings, in-class exercises with thoughtful debrief, and participant journals, and other assignments, helped students explore their own identities, build relationships across different identities, and learn about pertinent issues facing various social identity groups on campus and in society. The goal of this class was for students to develop greater intergroup empathy, develop skills to collaborate across difference, and tools to participate in social change. Duties included course planning, class activity planning, and discussion leading.

FIELD EXPERIENCES

- Summer 2017** *Fellowship to Enhance Global Understanding in Havana, Cuba*
- Study tour to explore issues of race, gender, sexuality, and ability-status in the context of a socialist country, rooted in Afro-Caribbean traditions and educational system that boasts a 99% literacy rate.
 - Met with Cuban teachers, parents, students, non-governmental organization leaders, sociologists, journalists, and community leaders within various types of academic engagements (e.g., panels, 1:1).
- Summer 2016** *Study Tour in Mexico City (México Distrito Federal (D.F.))*
- Visited with faculty and high-level administrators at various types of Mexican higher education institutions including the Universidad Nacional Autónoma de México (UNAM), Universidad del Valle de México (UVM), and Tecnológico de Monterrey.
 - Conducted a comparative analysis of various types of higher education institutions in Mexico City and developed policy recommendations for how institutions could position themselves for long-term viability through broadening recruitment efforts and re-structuring of administrative units.

EXTERNAL GRANTS & RESEACH AWARDS

- 2020 Michigan College Access Network COVID-19 Community Engagement Grant (\$10,000)
2019 State of Michigan King-Chavez Parks Future Faculty Fellowship (\$39,000)
2019 UM-ICPSR Scholarship for Education Research in Quantitative Methods (\$6,000)
2018 MSU College of Education Dissertation Summer Research Award (\$6,000)
2018 MSU Center for Higher & Adult Education Summer Internship Award (\$2,000)

RESEARCH EXPERIENCE

- 2018 - 2020** Research Assistant, *Understanding Career Pathways for Program Improvement*, The Graduate School, Michigan State University.
- Review and synthesize literature and secondary data sources related to career outcomes for doctoral students selected STEM and Humanities programs.
 - Administer survey instruments, collect, and clean data for preparation to send to CGS for analysis.
- 2018 - 2019** Co-Principal Investigator, *The Postdoctoral Experience at Spelman College*, funded by Spelman College and MSU's College of Education.
- Conducted a phenomenological and ecological study on the experience of postdoctoral cisgender women's' experiences in STEM departments at a HBCU.
- Summer 2018** Research Intern, *Council of Graduate Schools*, Washington, D.C.
- Worked on numerous projects related to graduate education including producing tables for the 2017 Graduate Enrollment & Degrees Report.
 - Research, wrote and updated grant proposals to support research on CGS's doctoral initiative on minority attrition and completion, and working on a literature review and background research on career pathways after the Ph.D.
- 2017 - 2018** Research Associate, *"Building Institutional Support for Undocumented Students in Michigan Colleges & Universities"* funded by the Kresge Foundation and The National Forum on Higher Education in the Public Good, University of Michigan.
- Responsible for leading a team of graduate and undergraduate students analyzing policies related to undocumented students of 45 public higher education institutions in the state of Michigan.
 - Developed a report and website detailing findings and helping to support students and their families pursue higher education.
- 2016 - 2020** Graduate Student Researcher, *Éxito Educativo* project Sponsored by the Julian Sámora Research Institute at Michigan State University.
- Part of an interdisciplinary team consisting of students, faculty and community members, working together to develop a bilingual, 2-hour long, 6-week program to develop and support a college-going culture for Michigan Latino families.
 - In 2020, wrote grant and received funding from the Michigan College Access Network to turn the *Éxito Educativo* project into a virtual program.
- 2016 - 2019** Research Assistant, *Broadening Experiences in Scientific Training* (B.E.S.T), The Graduate School, Michigan State University. Sponsored by NIH.
- Review and synthesize literature and secondary data sources related to externships ("micro-internships") for Ph.D. students. Worked with students to analyze experiences and programmatic data to develop reports.

PEER REVIEWED ACTIVITIES

JOURNAL ARTICLES

Vasquez, J., Acosta, A., Hernandez, M., & Torres, R. (2021). Building institutional support for undocumented and DACA-eligible college students in Michigan. *Journal of College Access*, 6(2), article 13. <https://scholarworks.wmich.edu/jca/vol6/iss2/13>

Vasquez, J., Marcotte, K., & Gruppen, L. D. (2021). The parallel evolution of competency-based education in medical and higher education. *The Journal of Competency-Based Education*. DOI: [10.1002/cbe2.1234](https://doi.org/10.1002/cbe2.1234)

Vasquez, J. (2019). Mental health personnel. In M. Amey and M. E. David (Eds.), *The Sage Encyclopedia of Higher Education*. Thousand Oaks, CA: Sage Publications

Vasquez, J. (2019). *Building institutional support for DACA and undocumented students in Michigan: Implications for professional and institutional practice*. A report prepared for the National Forum on Higher Education for the Public Good at the University of Michigan and funded by the Kresge Foundation

Fitzgerald, J.T., Burkhardt, J.C., Kasten, S. J., Mullan, P.B., Santen, S.A., Sheets, K.J, Antonius T., **Vasquez, J.A.**, & Gruppen, L.D. (2016) Assessment challenges in competency-based education: A case study in health professions education, *Medical Teacher*, 38(5), 482-490, DOI: [10.3109/0142159X.2015.1047754](https://doi.org/10.3109/0142159X.2015.1047754)

Fitzgerald, J. T., Burkhardt, J. C., Kasten, S. J., Mullan, P. B., Santen, S. A., Sheets, K. J., Gruppen, L.D...**Vasquez, J.** (2016). Competency-Based Education, Program Design, and Challenges to Implementation. *Medical education*, 50(5), 532–539. <https://doi.org/10.1111/medu.12977>

CONFERENCE POSTERS, PRESENTATIONS & WORKSHOPS

Vasquez, J. (2020). *Introduction to using evidence-based practices in graduate education research: Assessment & Evaluation*. 2020 Virtual Annual Conference for the Graduate Career Consortium.

Vasquez, J. (2019). *After the Ph.D.: Perceptions and Resources Used by Postdocs to Make Career Decisions* [Paper presentation]. Association for the Study of Higher Education 44th Annual Conference, Portland, OR.

Vasquez, J. (2019). *What You Do is More Important than What You Say When Advising, Mentoring, or Supporting Postdoc Women in the Lab*. Presented at the Graduate Career Consortium 2019 National Conference, New Orleans, LA.

Martin, N., & **Vasquez, J.** (2018, April). *Building stronger partnerships between career services & postdoc associations*. 2018 National Postdoc Association Conference, Cleveland, OH.

Vasquez, J. (2018, March). *Exitto Educativo: Using narrative inquiry and a “funds of knowledge” framework to develop a culturally relevant college outreach program for Michigan Latinx communities*. 2018 Michigan College Access Network Conference, East Lansing, MI.

Vasquez, J. (2018, February). *A dream deferred: Developing a framework for inclusive policies to support immigrant, undocumented, and DACA students*. 2019 Higher Education Applied Research Forum, Ann Arbor, MI.

Acosta, A., & **Vasquez, J.** (2018, November). *Building institutional support for undocumented students in Michigan colleges and universities*. 2018 Michigan Association for Institutional Research Conference, Midland, MI.

Acosta, A., & **Vasquez, J.** (2018, September). *Best practices when advising undocumented and DACA students*. 2018 National College Access Network Conference, Pittsburg, PA.

- Vasquez, J.** (2018, September). *To be or not to be: How the postdoctoral research experience influences the career trajectories of future scientists.* 2018 Michigan AGEP Alliance Fall Conference, Michigan State University, East Lansing, MI.
- Vasquez, J.** (2017). *The Problem with Postdocs: A Review of the Literature.* 2017 Michigan AGEP Alliance Fall Conference, Michigan State University, East Lansing, MI.
- Driska, A. P. & **Vasquez, J.** (2017, August). *How do we evaluate coach education programs in Higher Education? Comparing program evaluation with program assessment.* Presented at the biennial Global Coaching Conference of the International Council for Coaching Excellence, Liverpool, UK.
- Greenwalt, K., **Vasquez, J.**, Landgraf, J., & Geraghty, L. (2017, April). *Why XY? Leveraging positive role models to empower at-risk, young minority males to aim high.* In K. Greenwalt (Chair), The 7th Annual School & Society Forum. Forum conducted as the John Dewey Society Meeting for the Study of Education and Culture at AERA Meeting, San Antonio, TX.
- Easterly, T., Hung, I. G., Sung, D... & **Vasquez, J.** (2016, June). *A 'thyme' to diversify: Intentional mental health outreach committee formation and functioning.* Association for University and College Counseling Center Outreach 2016 Symposium, Columbus, OH.
- Burkhardt, J., Fitzgerald, T. J., Gruppen, L.D... & **Vasquez, J.** (2014). *Competency-based Education for Medical Educators: Implementation and Implications.* Presented at the AMEE Meeting: An International Association for Medical Education, Chicago, IL.
- Decosmo J., Harris, J., Gregerman, S. & **Vasquez, J.** (2012). *A Community of Scholars Approach to Undergraduate Research.* Presented at the meeting of the Association of American Colleges & Universities, Seattle, WA.
- Vasquez, J.** (2010). *Access & Success through Community College Student Research Fellowships.* Presented at the Jack Kent Cooke Foundation Annual Meeting, Washington, D.C.
- Gregerman, S. & **Vasquez, J.** (2010). *The Role of Undergraduate Research in Student Retention & Academic Success: Promising Practices in STEM Education.* Presented at the National Conference on Undergraduate Research, Ogden, UT.
- Desprez, M. J. & **Vasquez, J.** (2008). *Partnerships for Promoting Wellness,* Presented at Educating the Whole Student: The Seventh Annual Advising Conference. University of Michigan, Ann Arbor, MI.
- Asidao, C., Sevig, T. & **Vasquez, J.** (2008). *Do Something: An Outreach Campaign to Increase College Student Mental Health Awareness.* Presented at the Big Ten Counseling Center Conference, Madison, Wisconsin.
- Vasquez, J.** (2008). *MI Talk: Creating a WEB of Support for Students at the University of Michigan.* Presented at the Depression on College Campus Conference, University of Michigan, Ann Arbor, MI
- Vasquez, J.** (2008). *Using Research to Partner with Students on Mental Health.* Presented at the Deconstructing Theory to Practice: The Fourth Annual Student Affairs Research Symposium, University of Michigan, Ann Arbor, MI.
- Byrne, H., Coffey, R. & **Vasquez, J.** (2007). *Student Affairs Programs with a Social Justice Lens: A Roundtable Discussion.* Chaired roundtable discussion at the Michigan College Student Personnel Association Annual Conference, Mt. Pleasant, MI.

PANELS, PRESENTATIONS & WORKSHOPS

- Vasquez, J.** (2021). *Equity-minded Practices in Teaching & Learning*. Author developed workshop for Central Washington University. Ellensburg, WA.
- Vasquez, J.** (2021). *Handling “Hot Topics” Inside and Outside the Classroom*. Author developed workshop for the Associate Certificate Program in For the Center for Excellence in Teaching at Central Washington University. Ellensburg, WA.
- Vasquez, J.** (2021). *Teaching Effectively Starts with Knowing Yourself*. Author developed workshop for the Associate Certificate Program in For the Center for Excellence in Teaching at Central Washington University. Ellensburg, WA.
- Vasquez, J.** (2021). *Educate to liberate*. Author developed workshop for incorporating liberation pedagogy in faculty-led mentorship training in STEM education. Van Andel Institute. Grand Rapids, MI.
- Vasquez, J.** (2021). *It’s more important what you do than what you say when mentoring BIPOC students in the graduate education*. Author developed workshop on building effective mentoring relationships in higher education. Van Andel Institute. Grand Rapids, MI.
- Vasquez, J.** (2018). Panelist for “Building Institutional Support for Undocumented Students in Colleges and Universities” for the Michigan College Access Network 2018 Conference.
- Vasquez, J.** (2017) Invited talk on “Recruiting, Supporting and Retaining Undocumented and DACA Students in Higher Education” organized by Florensio Hernandez, President of Advocates for Latino Student Advancement in Michigan Education.
- Vasquez, J.** (2021). *Its normal to shake as you soar*. Author developed workshop for graduating student professionals on transitioning to first post-graduate school position. Van Andel Institute. Grand Rapids, MI
- Vasquez, J.** (2020). *Building a relationship with Rejection*. Author developed workshop presentation for Ph.D. Career Services at Michigan State University. East Lansing, MI.
- Vasquez, J.** (2019). *Building your network of support (mentors, advisors & supporters)*. Author developed workshop presentation for Ph.D. Career Services at Michigan State University. East Lansing, MI: 2017, 2018, 2019.
- Vasquez, J.** (2019). *Diversity statement workshop*. Author developed workshop presentation for Ph.D. Career Services at Michigan State University. East Lansing, MI: 2018, 2019.
- Vasquez, J.** (2019). *Putting yourself on paper: Writing effective teaching and research statements*. Author developed workshop presentation for Ph.D. Career Services at Michigan State University. East Lansing, MI: 2017, 2018, 2019.
- Vasquez, J.** (2018). *Realizing the rainbow: What does it mean for your organization to be diverse? Author developed an on-line workshop presentation for the National Postdoc Association.*
- Vasquez, J.** (2016). *The six leadership hats: How to effectively manage teams and projects*. Author developed a workshop for the Humphrey Fellowship Program. Michigan State University. East Lansing, MI.

SERVICE

Arapahoe Community College

- 2023 – Co-chair, Achieving the Dream Taskforce
- 2022 – Trainer, Human Resources Mentorship Program
- 2023 – Colorado State-wide Coalition for the Educational Advancement of Latinos (CoCEAL)

Central Washington University

- 2021 – 2022 Member, Presidential Committee on Vision, Mission, & Strategic Planning
- 2021 – 2022 Member, Student Experience Task Force
- 2021 – 2022 Member, Retention Committee
- 2021 – 2022 Bias Response Team Member

Michigan State University, East Lansing, MI

- 2018 – 2019 Rueda Latin@ Graduate Student Association
- 2016 – 2017 Graduate Student Representative, Chicano/Latino Association

University of Michigan, Ann Arbor, MI

- 2009-2015 Board Member, Latina/o Studies Faculty Advisory Board
- 2007-2010 Chair, Student Mental Health Work Group
- 2006-2010 Trainer, LGBT Ally Training Program, Office of LGBT Affairs
- 2006-2009 Men's Activism Committee, Sexual Assault Prevention & Awareness Program
- 2004-2006 Faculty Advisor, Assisting Latinos to Maximize Achievement

Profession/Field

- 2022 -- Faculty Instructor, NACADA Administrator's Institute
- 2021 -- Communications Committee, Difficult Dialogues National Resource Center
- 2020 - 2021 Ex-Officio Member & Diversity Co-Chair for the Graduate Career Consortium
- 2019 - 2021 Co-chair, Resource Development Committee, National Postdoc Association
- 2019 - 2020 Co-chair, Graduate Career Consortium, Education Research Committee
- 2019 - 2020 Reviewer, Proceedings of the National Conference of Undergraduate Research
- 2015 - 2020 Executive Board, Michigan Alliance of Latinos Moving Toward Advancement

EDUCATION

- Diversity, Equity, & Inclusion in the Workplace Certificate***, University of Southern Florida 2021
- Ph.D., Higher, Adult, & Lifelong Education**, Michigan State University 2020
East Lansing, MI
- Master of Health Services Administration and Policy** 2006
School of Public Health, University of Michigan, Ann Arbor, MI
- Bachelor of Arts in Organizational Management** 2001
College of Literature, Science, & the Arts, University of Michigan, Ann Arbor, MI

PROFESSIONAL ASSOCIATIONS

- American Association of Hispanics in Higher Education (**AAHHE**)
- Association of Institutional Research (**AIR**)
- Difficult Dialogues National Resource Center (**DDNRC**)
- National Academic Advising Association (**NACADA**)
- National Association of Diversity Officers in Higher Education (**NADOHE**)