Dr. Dario A. Cortes

Dr. Cortes is a forward-thinking leader and visionary who has consistently conceived and introduced new programs, policies and academic initiatives to support student success and enable higher education access to first-generation college students. He is a strategic thinker with sharp business acumen and talent for implementing new structures to enhance organizational operating efficiencies, and increase enrollment and revenues in a fiscally responsible manner. Dr. Cortes’ exceptional relationship-building skills have resulted in demonstrated success in cultivating private, business, community and government partnerships to achieve fundraising goals and institutional objectives.

A scholar in Latin American Studies, Dr. Cortes is a product of New York City and CUNY schools. He emigrated to the United States and New York City at the age of 14. During his junior year at Queens College in New York, Dr. Cortes received a note from his professor, Dr. Eugenio Chang-Rodriguez, asking the young Cortes if he was considering attending graduate school. With Professor Chang-Rodriguez’s guidance, he was accepted to the University of Virginia’s Latin American Studies program. Dr. Cortes credits that life changing moment to a professor who took the time to believe in his potential. This experience, which Dr. Cortes refers to as the magic of teaching and learning in transforming lives, has had a constant impact on Dr. Cortes’ commitment to serving students.

Dr. Cortes fosters a mission-driven environment of cohesive leadership, creativity and collaboration. He is an architect for transformation, bringing education to the forefront at the intersection of business and local and global communities. He has consistently expanded the international presence and urban footprint of the institutions he has served.

Dr. Cortes was appointed President of Berkeley College in 2008. Prior to joining Berkeley College, Dr. Cortes held several senior level administrative positions including the President and Executive Director of the American School Foundation, Mexico City; Vice President for Academic Affairs at the Fashion Institute of Technology (SUNY); Dean at Fairleigh Dickinson University; and Associate Dean of Graduate Studies and Research at the University of Maryland at College Park.

Dr. Cortes earned his Doctorate degree from the University of Illinois, Urbana-Champaign, a Master’s degree from the University of Virginia, and a Bachelor’s degree from Queens College, City University of New York. He has completed post-graduate work at Harvard University and the University of Pennsylvania. In 2008, he was named a Klingenstein Fellow at Teacher’s College of Columbia University.

Active in many community, civic, and professional organizations, Dr. Cortes was appointed Commissioner of Middle States Commission on Higher Education and was on the Middle States committee that revised the Standards in 2014. He serves on the Executive Committee of the New Jersey Presidents’ Council; the Corporate Advisory Council of the Morris County Hispanic Chamber of Commerce; the Board of Directors for Hispanic Education Technology Services (HETS); Latino Leadership Alliance of NJ; and the Board of Directors of One to World, a non-profit organization responsible for coordinating Fulbright programs for the greater NY area.

Dr. Cortes is an accomplished author, lecturer, and conference leader. He enjoys soccer, reading, travel and spending time with his two daughters, Sherry and Natalie. He resides in New York City.
January 10, 2015

Dr. Narcisa Polonio
Executive Vice President for Education, Research, and Board Leadership
Office of Executive Search/ CUNY
205 East 42nd Street, 11th Floor
New York, N.Y. 10017

Dear Dr. Polonio:

I am honored to be considered for the position of President of Hostos Community College, CUNY.

I believe that my personal strengths, academic leadership skills and administrative experience well prepare me to continue Hostos Community College’s forward momentum. I would honor the values, traditions and accomplishments that are rooted in the history and mission of the College, and bring my commitment and experience in opening pathways to higher education and career training for first-generation college students to the Hostos campus community.

I am currently a college president with a record of achievement in serving first-generation college students. I have been successful at increasing completion among underserved students and providing them with a viable path to fulfilling careers that advance their socio-economic well-being.

Building on the Accomplishments of President Félix V. Matos Rodríguez

The mission of Hostos has been well served by President Félix V. Matos Rodríguez. It would be an honor to extend the legacy of President Matos Rodriguez, who is a national voice for Latina and Latino excellence in higher education.

President Matos Rodríguez raised the profile of Hostos as “an agent for change” during President Barack Obama’s call to community colleges to increase access to educational opportunity among underserved students. Hostos will continue to play a prominent role in the White House dialogue on college completion, and the important linkages community colleges such as Hostos provide to students seeking to enter the middle class. Like Dr. Matos Rodriguez, I would ensure that Hostos continues to be defined by its excellence.

Increasing college completion and access to the middle class for underserved students is not just a call to action by the President, it is a moral imperative. My experience working with lawmakers in federal, state and local government would be critical to further positioning Hostos as a model institution for educating underserved students and leading them into careers that propel them to a better quality of life.

An Alumnus of CUNY and New York City Schools

I am a scholar in Latin American Studies, a product of New York City and CUNY schools, and a visionary who understands the important role of community colleges in sustaining the economic vitality of communities. I graduated from Long Island City High School in Queens and started my college studies at New York City Community College in Brooklyn (now known as City Tech).
After one semester, I transferred to Queens College where I completed my studies with a dual degree in Spanish and Education.

I began my career in higher education as a faculty member, spending many years teaching and conducting research, developing academic programs and initiatives aimed at increasing college degree attainment among first-generation college students. This experience brings an understanding of the faculty and student experience from the frontlines.

Providing a Pathway to Health Careers and STEM Education

Community colleges are also a pathway to Bachelor’s degrees and to careers in innovative fields such as science, technology, engineering and mathematics (STEM). In addition to providing a curriculum for STEM education and training in allied fields, Hostos must prepare students to attain higher degrees in order to excel in the workforce, including STEM careers, where Latinas and Latinos, African-Americans, and women are largely underrepresented.

My experience includes establishing numerous certificate, Associates degree and Bachelor’s degree programs in career-focused education, including Business, Health Sciences, Allied Health and Engineering, and establishing Bachelor’s degree programs that build on these specialties so students can further advance in their careers.

I would work to cultivate the legislative, government and community support, public/private partnerships, and funding sources that help meet student and community needs, impact student success and increase representation among underserved students in STEM fields. I would maintain the integrity of the Liberal Arts program at Hostos and enhance exposure to arts and culture. In addition, I would:

- Boost the efforts of Hostos’ faculty and administrative teams to further construct programs that impact the overall student experience (this includes college preparedness and support services, and mentorship programs required to support student success);
- Build on the academic degree, continuing education and workforce development initiatives that are aligned with economic development and employment opportunities in growth sectors; and
- Place an emphasis on increasing the number of students who pursue Bachelor’s degrees after graduating from Hostos.


My experience as an educator has been rooted in diverse settings – from public colleges and universities – to a career-focused college and an educational foundation. Among these institutions I have raised $30 million for the establishment of various schools and academic degree and certificate
programs, and have elevated the global reach, reputation and local impact of the institutions I have served.

I have worked with hundreds of faculty members and administrators to create new programs, expand grant funding and generate opportunities for students to pursue internships, job placements and advanced degrees. These public institutions include: University of Wisconsin-Madison, where I was Assistant Professor; North Carolina State University, where I was Program Director and a tenured faculty member; University of Maryland, College Park, where I was the Associate Dean of Graduate Studies and Research; Fashion Institute of Technology (FIT), where I was Vice President of Academic Affairs and Chief Academic Officer.

I also bring solid experience as an administrator in a labor union environment, including steering collective bargaining and serving in the role of chief negotiator at FIT in the SUNY system.

**Record of Transformation**

In my current role as President of Berkeley College, I was instrumental in transforming the institution and implementing of programs that are having a positive impact on student success and the reputation of the College in local communities.

The majority of students at Berkeley, like the students at Hostos, are of Hispanic and African-American descent. As the nation’s schools struggle to educate diverse student populations, community colleges such as Hostos, and Berkeley, share a mutual responsibility for helping students overcome their obstacles. Integral to the success of our schools are the relationships with stakeholders in the community, such as businesses, non-profit organizations and government agencies, which contribute to the vitality of higher education and the quality of life of our students and communities.

**Opening Access to Bachelor’s Degrees through Community College Partnerships**

Throughout my tenure at Berkeley College I have placed a strong emphasis on community college partnerships and increasing the number of community college students who pursue Bachelor’s degrees. One of my proudest achievements includes the nearly 100 community college partnerships developed through my administration, which fostered the transfer of 1,500 community college graduates into Baccalaureate degree programs at Berkeley through a scholarship initiative I created titled the “Transfer Opportunity Program Scholarship (TOPS).” Over the past three years TOPS has delivered $5 million in institutional aid to community college transfers who have a retention rate of 80%.

In addition, the School of Health Studies at Berkeley spearheaded support of a grant application led by Union County College (UCC) that resulted in a $250,000 award to UCC by the Robert Wood Johnson Foundation. UCC plans to use the funding to offer an accelerated pathway from a Licensed Practical Nursing Program to a Bachelor of Science in Nursing at Berkeley.
Initiating Change through Program Excellence

My leadership entails fostering a mission-driven environment of cohesive leadership, creativity, diversity and collaboration. The scope of my experience includes academic affairs; teaching; strategic planning, assessment and policy development; retention and graduation; fundraising; operations and capital expansion; innovation; online learning; domestic and international enrollment; student development and campus life; community service; economic development; business partnerships; government relations; alumni relations and foundation development.

During my tenure at Berkeley, the College became ranked as a top college for Online Bachelor’s Degrees by *U.S. News & World Report* for two consecutive years in 2014 and 2015, and was one of the first colleges in the country to receive the United States Distance Learning Association (USDLA) Quality Standards Certification for Berkeley College Online®, passing a review that included 124 standards. The College also earned numerous accolades as a “Best College” for Military and Veteran Students. While at Berkeley I also:

- Presided over $25 million in capital projects, campus expansions and new construction.
- Developed two five-year Strategic Plans and added 24 new degree programs.
- Launched four schools in the areas of health sciences, business, professional studies and liberal arts.
- Implemented comprehensive academic advisement, developmental education and mentorship programs to improve student outcomes. One example of the impact of these initiatives on student retention and success includes Learning Communities. In 2013, the retention rate for First-time Fulltime Freshmen (FTFT) who participated in Learning Communities in New York locations was 75%, with the rate for the college system engaged in Learning Communities at 67%.
- Graduated 2,000 students in 2014, the largest class in Berkeley College history.
- Improved graduation rates, with a 33% graduation rate for Baccalaureate degree students and a 29% graduation rate for Associate degree students in 2014.
- Opened two new campuses, including a location in Downtown Brooklyn, which is the fastest growing location in the Berkeley system.
- Became one of the founding members of a consortium of 11 colleges and universities in the Downtown Brooklyn Partnership, the non-profit economic development agency driving higher education technology entrepreneurship and workforce development.
- Expanded Career Services, with a network of more than 5,000 businesses in New York, and Career Service offices located on every campus, to prepare students for job opportunities and support their continued career development post-graduation.
- Achieved a 75% job placement rate for graduates in-major within six months of degree completion.
- Focused on more effective data collection, use and analysis by launching an Office of Institutional Effectiveness.
• Developed a financial literacy program for students, which is required for all incoming freshmen, and implemented a tuition freeze for continuing students.
• Created a Teaching and Learning Commons to enhance faculty pedagogy, and improve teaching and learning outcomes.
• Introduced technology training for faculty to increase the use of technology in the classroom.
• Established an honors program to engage top-performing students in rigorous exploration of their academic degree programs and the greater use of soft skills such as critical thinking, communications, collaboration, research and team-building skills.
• Instituted an Office of Military and Veterans Affairs and six Veterans Resource campus centers to support the transitional and academic needs of more than 500 military and veteran students.
• Founded a College-wide Community Service Day initiative, which dedicates a full day of service, and has contributed thousands of hours of service to non-profit organizations throughout New York and New Jersey.

Building on the Momentum of the Aspen Prize

Hostos is emerging as one of the best community colleges in the nation for its efforts to improve student outcomes, gaining recognition as a top 10 finalist for the Aspen Prize for Community College Excellence. This accomplishment reflects the talents, hard work and dedication of faculty, students, staff and administrators in achieving the mission of Hostos, which is centered on “offering access to higher education leading to intellectual growth and socio-economic mobility.”

Hostos is a gateway to opportunity for first-generation college students and a partner in economic development driving workforce preparedness for the 21st Century in the South Bronx and New York region. As president of Hostos Community College, I would provide a portal to some of the most promising local and global careers of the 21st Century, and widen the pathway to sustainable futures for the students and communities served by the institution.

I promise to strengthen Hostos’s mission and resources and further position the institution as a model community college that delivers on the nation’s promise of opportunity for all.

I look forward to meeting with the Search Committee to further discuss this position.

Sincerely,

Dario A. Cortes

Dario A. Cortes
DARIO A. CORTES

**Higher Education Leader:** Forward-thinking leader and visionary who has consistently conceived and introduced new programs, policies and academic initiatives to enhance access to higher education for underserved populations and to support student success. Strategic thinker with sharp business acumen and talent for implementing new structures to enhance organizational operating efficiencies, and increase enrollment and revenues in a fiscally responsible manner. Exceptional relationship-building skills with demonstrated success in cultivating private, business, community and government partnerships to achieve fundraising goals and institutional objectives.

**EDUCATION**

Ph.D. University of Illinois, Spanish and Latin American Studies (1979)
M.A. University of Virginia, Spanish and Portuguese (1975)
B.A. Queens College (CUNY), Spanish and Education (1974)

**Postdoctoral**

Teachers College, Columbia University, Klingenstein Visiting Fellow (2008)
Harvard University, Institute for Education Management (1996)

**ADMINISTRATIVE POSITIONS**

**President**
**Berkeley College**
**2008 – Present**

President and Trustee of Berkeley College, consisting of 10 campuses in New York/New Jersey and Berkeley College Online®. Founded in 1931, the college has an enrollment of more than 8,000 students, employs more than 1,500 faculty and staff members, and has an annual budget of more than $200 million. Berkeley College is regionally accredited by the Middle States Commission on Higher Education. Report to a 14-member Board of Trustees.

**Major Accomplishments**

Appointed a solid high-achieving leadership team that has made a significant impact on the academic, financial and enrollment management of the college. Developed a comprehensive strategic planning process which has resulted in a reorganization of several areas of the institution, including Academic Affairs, and the establishment of four Schools for Business, Professional Studies, Health Studies and Liberals Arts.
Developed 24 new academic undergraduate degree and certificate programs in Marketing and Communications, Information Technology, Interior Design, Graphic Design, Legal Studies, Surgical Technology, LPN to BSN, Practical Nurse, Multi-Level Patient Care, Medical Assistant, Medical Insurance, Billing and Coding, and National Security Studies, among others.

Created an Honors Program and a Center for Global Studies to promote interdisciplinary and academic excellence and a Center for Excellence in Teaching and Learning to support faculty development initiatives. Introduced technology training for faculty to increase the use of technology in the classroom.

Launched initiatives to support student success, significantly impacting retention, persistence, and graduation. Implemented comprehensive academic advisement, developmental education and mentorship programs to improve student outcomes. One example of the impact of these initiatives on student retention and success includes Learning Communities. In 2013, the retention rate for First-time Fulltime Freshmen (FTFT) who participated in Learning Communities was 75% in New York and 67% throughout the system. Graduated over 2,000 students in 2014, the largest class in Berkeley College history.

Created an enrollment and tuition assistance model to provide affordable access to undergraduate degrees for community college graduates, titled the Transfer Opportunity Program Scholarship (TOPS). More than $5 million in institutional aid has been provided through TOPS to 1,500 students transferring from community colleges. The retention rate for community college transfers was 80% in 2014.

Entered into a seamless articulation agreement with Union County College (UCC) where Licensed Practical Nurse (LPN) graduates from Union County College (UCC) can transfer into a Bachelor of Science in Nursing (BSN) program at Berkeley College. This agreement was integral to UCC receiving a $250,000 grant from the prestigious Robert Wood Johnson Foundation for an LPN to BSN program.

Expanded Career Services, with a network of more than 5,000 businesses in New York, and Career Service offices located on every campus, to prepare students for job opportunities and support their continued career development post-graduation. Achieved a 75% job placement rate for graduates in-major within six months of degree completion on 2013.

Focused on more effective data collection, usage and analysis by launching an Office of Institutional Effectiveness. Instituted new college policies on employee degree qualifications and improved the campus environment by implementing a smoke-free policy.

Instituted an Office of Military and Veterans Affairs and six Veterans Resource centers to support the transitional and academic needs of more than 500 military and veteran students.
Founded a College-wide Community Service Day initiative which dedicates a full day of service, and has contributed thousands of hours of service to non-profit organizations throughout New York and New Jersey.

Increased national rankings of the college, positioning Berkeley College as one of nation’s Best Colleges for Online Bachelor’s degrees by *U.S. News & World Report* in 2014 and 2015. The College was recognized by *Military Times* and other organizations as a Best College for Military and Veteran Students. Open Doors ranked Berkeley No. 7 in 2014 for International Student Enrollment, with more than 900 students from 100 countries. Berkeley was one of the first colleges in the country to receive the United States Distance Learning Association (USDLA) Quality Standards Certification for Berkeley College Online®, passing a review that included 124 standards.

College was named to the 2014 President’s Higher Education Community Service Honor Roll sponsored by the Corporation for National and Community Service for achieving meaningful outcomes through community service endeavors. The distinction is the highest federal recognition that colleges and universities can receive for community service, service learning and civic engagement.

Instituted a Public Safety Department to provide a safe, secure environment for all students, faculty, staff and visitors, including a required identification policy. The Department manages emergency policy and procedures.

Established an Office of General Counsel and Institutional Compliance to meet the increasing requirements of federal, state and local regulations. Developed an financial literacy program for students, which is required for all incoming freshmen, and implemented a tuition freeze for continuing students. Decreased student default rates by 31% in New York and 16% in New Jersey. The Office of Financial Aid assisted 4,055 students with resolving their loan payment issues. Assigned responsibility to a senior manager to oversee and review all operational risk management processes of the institution.

Directed numerous infrastructure and capital improvement projects including $12 million modernization of Woodland Park, NJ college headquarters, and launched new campuses in Brooklyn, N.Y. and Berkeley College Online® in Clifton, N.J. to increase enrollments and to enhance student support services.

One of the founding members of a consortium of 11 colleges and universities in the Downtown Brooklyn Partnership, the non-profit economic development agency driving higher education, technology entrepreneurship and workforce development and increasing internship and job placement opportunities for students in Brooklyn’s technology hub.

Implemented competitive bidding process for capital projects and vendor contracts. Achieved 100% clean audits on student finance and collections accounts ranging from $45 million to $50 million.
Expanded Student Development and Campus Life Activities, including student government organizations, participation in volunteer and civic engagement initiatives, and varsity sports, including men’s and women’s basketball, soccer and track and field.

Leading the launch of the College’s first Master’s in Business Administration (MBA) program to be introduced in New Jersey in the fall of 2015.

**President and Executive Director**
The American School Foundation (ASF), Mexico City  
2005–2008

President and Chief Operating Officer, responsible for overseeing administrative offices for Academic Affairs, Admissions, Registrar, Institutional Advancement, Office of Communications, Information Technology, Finance, Human Resources, Operations, and Extended Education. ASF is a university preparatory school located in Mexico City. Founded in 1887, it is the oldest American School abroad. ASF is accredited by the Southern Association of Colleges and Universities (SACS), and is a member of the International Baccalaureate Diploma Program, and is certified by the Universidad Nacional Autonoma de Mexico (UNAM). The school had an enrollment of over 2,400 students, served by approximately 300 full-time faculty. Reported to a 17-member Board of Trustees.

**Major Accomplishments**
Raised over $3 million in 2006-2007 from corporations, foundations, government agencies, parents and alumni in support of new academic initiatives, student scholarships, and faculty development. Developed a comprehensive faculty recruitment and retention program. Hired over 100 new full-time faculty since 2006. Established the Center for Teaching Excellence (CTE) for faculty and professional development. Launched a Distinguished Lecture Series and an Artist-in-Residence Program, and partnered with local artists in the establishment of an outdoor sculpture garden on campus.

Initiated a comprehensive Strategic Vision and Road Map in order to position the institution for the 21st Century. Organized a design competition to select an architect for a multi-year Master Building Plan. Secured funding for capital campaign for renovations and new construction. Developed a school-wide strategic technology plan to strengthen the integration of technology into the curriculum as well as administrative services.

Developed academic partnerships with schools in Mexico, the U.S. and abroad. Signed agreements with strategic business partners, such as Blackboard, Apple, and others to promote and expand ASF’s resources and capabilities. Expanded the Alumni Affairs office and organized annual cultivation events throughout the U.S. Opened offices in Washington, D.C. to encourage and facilitate donations from alumni based in the United States. Developed a new marketing and public relations campaign and strengthened the external relations of the school with local, national and international communities.
Vice President for Academic Affairs
Fashion Institute of Technology (FIT), SUNY
1999 – 2005
Served as Chief Academic Officer responsible for five schools (Art and Design, Business and Technology, Liberal Arts, Graduate Studies, and Continuing and Professional Studies), as well as overseeing administrative offices for International Programs, Institutional Research, Grants, the Library, the Internship Center, the Presidential Honors Program, the Center for Excellence in Teaching, the Teaching Institute, the Distance Learning Program, Faculty Services, and the overseas campus in Florence, Italy. FIT is accredited by Middle States Association of Colleges and Universities with an enrollment of 10,500 students, and approximately 800 full-time and part-time faculty, and an annual budget of over $120 million. Served as chief collective bargaining negotiator.

Major Accomplishments
Led fundraising collaboration that resulted in $12 million dollars generated from city, state, corporate, foundation and alumni in support of the naming of the School of Business, new academic initiatives, student scholarships, faculty development and research; secured funding for capital campaign for new buildings, classrooms, labs, studios, and equipment infrastructure. Received funds from the National Endowment for the Arts under a program for New Public Works, Grants for Excellence, through a design competition for a major new academic building.

Hired more than 150 new full-time faculty. Established the Center for Excellence in Teaching (CET) to serve faculty in designing innovative instruction and integrating information technologies into the academic environment. Developed a university-wide strategic technology plan that strengthened the use of information technology in student, faculty and administrative services. Established policies for distance learning and implemented the use of a course management system. Secured funding for the development of FIT’s Digital Image Library.

Incorporated SUNY General Education requirements into all undergraduate degree programs, ensuring that appropriate liberal arts and critical thinking skills were included. Implemented assessment of student learning outcomes in the majors and established a centralized undergraduate Advisement Center. Passed a SUNY safety audit of all 42 labs to address the Higher Education Initiative of the United States Environmental Protection Administration. Developed 10 new undergraduate and graduate degree programs, including those in fine arts, digital photography, illustration, global management and computer animation. Guided the university through the successful accreditations from Middle States Association of Colleges and Universities, from the National Association of Schools of Art and Design (NASAD) and from the Foundation for Interior Design Education Research (FIDER).

Signed agreements with institutions in China, Japan, Italy, France, Spain, Thailand and Turkey to promote and expand FIT’s international programs. New academic program agreements were signed
with Zhejiang International Institute of Fashion Technology (ZIFT) and Donghua University in China; Bunka Woman's University in Japan; Istanbul Technical University in Turkey; De Diseño de Moda de Madrid in Spain; and Institut Français de la Mode in Paris, France. A new and interdisciplinary master's degree in Global Management was launched in 2004 and is being offered in three different continents: North America, Europe and China.

Dean, University College: Arts, Sciences and Professional Studies
Fairleigh Dickinson University
1992 – 1999
Chief operating officer of University College at Teaneck-Hackensack campus, responsible for academic departments and programs housed in eight distinct colleges, including those in engineering, nursing, education, criminal justice, international studies, liberal arts, computer science, and natural sciences. Also supervised academic support programs including physical education, the Freshman Seminar and Mentor program, the Center for Asian Studies, the English Language Institute, the Center for Psychological Services, and the Center for Clinical Teaching. Fairleigh Dickinson University is a private institution with multiple campuses in New Jersey and campuses in England and Israel.

Major Accomplishments
Raised over $5 million for faculty development, for student scholarships, for naming the Henry P. Becton School of Nursing, and for an endowed professorship. Allocated college resources to build a multimedia center, a campus art gallery, a communications lab, a foreign language laboratory, and fine arts studios. Dedicated new laboratory facilities for biology and chemistry. Received federal and corporate funding in support of a joint degree program in international business and languages.

Supervised 11 nationally accredited programs, including: the Accreditation Board for Engineering and Technology, the Computer Science Accreditation Board, the American Chemical Societies, the American Psychological Association, the National League of Nursing, the Commission on Collegiate Nursing Education, the Joint Review Committee on Education in Radiological Technology and the National Association of State Directors of Teacher Education and Certification Schools.

Instituted new undergraduate degree programs in education, criminal justice, radiography, and graduate programs in nursing, physics, and international studies, including a doctorate degree in School Psychology. Established a computer literacy requirement for all incoming freshmen students. Expanded distance learning courses on the Web and on interactive television in the areas of engineering, education, criminal justice, nursing, computer science and management information systems. Received approval from the Middle States to offer a full online Master of Science degree in Electrical Engineering.
Initiated and supported exchange agreements with institutions in Korea, Spain, Israel, Poland, Japan, and Taiwan. Developed articulation agreements with two-year colleges in order to promote and enhance transfer opportunities for community college students.

**Associate Dean, Graduate Studies and Research**  
**University of Maryland at College Park**  
**1988 – 1992**  
Supervised 100 master’s and doctoral programs with an enrollment of more than 10,000 graduate students. Responsible for coordination of development and implementation of programs, policies, and procedures for graduate studies, research, admissions, and fellowships and grants. Administered programs to recruit and retain minority students, including a Summer Research Program, a Graduate Fellowship Program, the Patricia Roberts Harris Program, and the Campus-Wide Recruitment Program. Attracted over $2 million of funding from federal agencies and private foundations. The University of Maryland at College Park is the flagship university in the University of Maryland System.

**Senior Program Officer, National Foreign Language Center**  
**The Johns Hopkins University, The School of Advanced International Studies**  
**1987 – 1988**  
Conducted studies and surveys on foreign language education, policy, corporate needs, the use of foreign languages, the use of technology in language instruction, and the role of for-profit vendors of language instruction in meeting the demand for foreign language competency. With foreign language educators across the U.S., developed language learning strategies and teaching methods responsive to national needs in an increasingly competitive global economy.

**Director, Business Management and Foreign Language Studies**  
**North Carolina State University**  
**1980 – 1987**  
Responsible for the development and implementation of an interdisciplinary dual degree program in business management and foreign languages in collaboration with the School of Humanities and Social Sciences, and the School of Business. Designed the curricula, supervised faculty, and advised students. Established student internships with international companies and developed relationships with state agencies engaged in promoting international development overseas. Also, from 1981-1985, served as director of the Mexico Summer Language and Culture Study Abroad Program in Cuernavaca, Mexico. Raised over $500,000 in support of these initiatives. NCSU is a research-extensive land grant institution ranked first in total research expenditures among the 16 campuses in the University of North Carolina System.
BOARD MEMBERSHIPS

Present:
Appointed Commissioner of Middle States Commission on Higher Education (MSCHE) (January 2013).
MSCHE Task Force member responsible for rewriting the Middle States standards (2014).
Selected by the American Council on Education (ACE) to serve on a national Task Force to review the role of regional accreditations which resulted in this ACE publication, *Assuring Academic Quality in the Twenty First Century: Self-Regulation in a New Era* (June 2012).
Led an Accord of Regionally Accredited Proprietary Institutions of Higher Education in the U.S signed by 20 colleges establishing principles of accountability for transparency and conduct (February 2011).
Board member, Latino Leadership Alliance of New Jersey.
Executive Committee of the New Jersey’s President’s Council.
Board member of One To World, Official Coordinator for Fulbright Scholars in the New York area.
Board member of the American Council on Education of the ACE Fellows Program.
Executive Secretary of the Hispanic Education Technology Services (HETS).
Corporate Advisory Board Member of the Hispanic Morris County Chamber of Commerce.

Past:
American Council on Education’s Commission on Women in Higher Education.
Member of the American Council on Education Accreditation Task Force.
Board member, Boys and Girls Club of Paterson and Passaic, New Jersey.
American Chamber of Commerce in Mexico City, Education Committee.
Member of the Consejo Mexicano de Asuntos Internacionales (COMEXI).
Chairman of the Board, Zhejiang International Institute of Fashion Technology, Zhejiang, China.
Board member, Children’s Museum of Manhattan, New York City.
Board member, Instituto Superior de Empresa y Moda, Madrid, Spain.
Co-Chairman of the International Foundation of Fashion Technology Industries.

ACADEMIC FACULTY APPOINTMENTS
Tenured Professor of Foreign Languages and Literature, Fairleigh Dickinson University, 1992-1999.
Associate Professor of Spanish and Portuguese, University of Maryland at College Park, 1988-1992.
Tenured Associate Professor of Foreign Languages and Literature, NC State University, 1979-1987.
Assistant Professor of Romance Languages, University of Wisconsin-Madison, 1978-1979.

TEACHING AWARDS
Elected to the Academy of Outstanding Teachers, NC State University, 1984.
**FELLOWSHIPS AND HONORS**

Harvard University, Institute for Educational Management Grant, 1996.
Phi Sigma Iota (National Foreign Language Honor Society), 1980.
Phi Kappa Phi (National Academic Honor Society), 1978.
Sigma Delta Pi (National Hispanic Honor Society), 1976.
University of Virginia Fellowship, 1975.

**EXTERNAL FUNDRAISING/DEVELOPMENT**

Instrumental in securing external funding exceeding $30M from a wide diversity of public and private sources throughout career: Raised over: $3M from foundations, public and private businesses/individuals for the American School Foundation; $12M from public and private sources along with National Endowment for the Arts award to support academic initiatives and capital campaigns for Fashion Institute of Technology; $10M for student scholarships and naming Henry P. Becton School of Nursing, and for endowed professorship for Fairleigh Dickinson University; $5M+ from federal agencies and private foundation to support graduate studies and research at University of Maryland.

**ACADEMIC ACHIEVEMENTS/PUBLICATIONS**

Distinguished scholar, lecturer, and conference leader who has authored two books on Latin American Literature and refereed numerous journal publications and book reviews. (Addendum with detailed lists of publications, academic papers, lectures and conference presentations, articles, and available upon request).

**LANGUAGES**

Bilingual in English and Spanish.
Fluent in Portuguese.
Good speaking and reading ability in Italian.
Good reading ability in French.

**REFERENCES**

Furnished upon request  (See attached list).