Dr. Luis G. Pedraja

Luis G. Pedraja has been the Provost and Vice President of Academic Affairs at Antioch University Los Angeles since July 1, 2011. From 2004 until 2011, Pedraja served as Vice President for the Middle States Commission on Higher Education, which accredits colleges and universities in New York, New Jersey, Pennsylvania, Delaware, Maryland, D.C., Puerto Rico, the U.S. Virgin Islands and locations abroad. While at Middle States, he had oversight of more than 90 institutions of higher education. In addition, he developed higher education policy, trained evaluators and led international quality assurance and accreditation efforts. His previous professional experience includes serving as Vice President of Academic Affairs and Dean at Memphis Theological Seminary (2000-2004) and as a professor at Southern Methodist University (1994–2000), where he also served as a Division Chair (1998-2000). He also taught religion and philosophy at the University of Puget Sound (1993–94).

Pedraja, a native of Cuba, has a doctorate in philosophy from the University of Virginia (1994), a M.Div. from Southern Seminary, and a B.A. from Stetson University. His publications include two books, two edited volumes, and numerous articles and contributions to books on Latino religion, postmodernism, and process philosophy. In his scholarship, Pedraja is noted for leading the shift from ethnocentrism, an effort to assert the significance of one's identity, to transculturalism, which uses identity and culture to promote intercultural dialogue and understanding. In addition to his scholarly work, Pedraja has presented and published on various issues in higher education, including strategic planning, assessment, and accreditation.

Among his professional accomplishments, Pedraja is the recipient of several grants and scholarly awards. While at Middle States, he was instrumental in providing guidance to administration, commissioners, and political leaders in response to student protests at the University of Puerto Rico that had shut down ten of the eleven campuses for months. He also led faculty efforts at Antioch that allowed the campus to be the first to offer credits for MOOCs. Nationally, he is an outspoken advocate for greater access to higher education for underserved populations and often sought out by the media to speak on the topic.

Pedraja's professional service includes serving as Co-Chair of the Hispanic American Religion, Culture, and Society group of the American Academy of Religion and as President of La Comunidad of Hispanic American Scholars of Religion (1999–2003). He also served as a mentor to several Latino/a scholars. In addition to his work in higher education, Pedraja also cofounded two small non-profits, WellpetUSA and The Crystal Dove Foundation. His community service includes volunteer work with the American Red Cross Disaster Services and as a translator and reserve officer for the Memphis-Shelby County Emergency Management Office. He also served as a board member for the Wilkinson Center in Dallas (1999-2000) and the Hispanic Summer Program (2000-2004).
January 19, 2015

Presidential Search Committee  
Hostos Community College  
c/o Ms. Julie Golder-Alion  
ACCT Search

Dear Search Committee:

I was honored to learn of my nomination for President of Hostos Community College (Hostos). I believe that my experience in higher education accreditation, community engagement, and university administration has uniquely prepared me to lead Hostos as its next President. Thus, I would like to be considered as a candidate for President.

As a first-generation college student, access to higher education transformed my life. Thus, I am passionate about ensuring that everyone has greater access to education to achieve his or her academic and career goals. As Vice President for the Middle States Commission on Higher Education (Middle States) from 2004-2011, I served as Hostos’ accreditation liaison for seven years, providing guidance to two Presidents on accreditation, strategic planning, governance, and best practices in higher education. During that time, I visited the campus on several occasions and had the opportunity to meet with administration, staff, faculty and students, as well as City University of New York (CUNY) officials and trustees. Thus, I know the vital role Hostos plays in transforming and improving the quality of life in the South Bronx. Further, I am familiar with the CUNY system and worked closely with other CUNY institutions such as Lehman College, Brooklyn College, and Bronx Community College.

At Middle States, I gained extensive experience in higher education policy, best practices, strategic planning, and accreditation, as well as a global network of contacts (some that I developed when I led Middle States’ international accreditation project). My work at Middle States required me to assess complex issues at colleges and universities, work effectively with multiple constituencies, and develop strategic solutions to a range of challenges (including financial, governance, and political crises). I also effectively represented Middle States in negotiations with campus groups and the public, including boards, politicians, and government officials. For instance, during 2010-2011 student protests at the University of Puerto Rico (UPR) that shut down 10 of UPR’s 11 campuses, I met regularly with senior system administrators and board members, student activist groups, faculty, and senior officials from the Governor’s office to resolve the situation. Based on my depth of experience in this area, the Higher Learning Commission (HLC) asked me to lead a nine-person team to evaluate Pima County Community College District in Arizona, which is under HLC probation, as well as significant community, political, and media scrutiny. In addition, my work at Middle States gave me unique insights into the opportunities and challenges faced by community and technical colleges.

I am native of Cuba, and as an immigrant I am deeply committed to social justice, diversity, and community engagement. This commitment is evident in my community service, scholarship, and
advocacy. In my current position at Antioch, I work closely with our faculty and staff to live our mission of social, economic, and environmental justice. Using prior learning credits, flexible scheduling, experiential learning opportunities, and alternative delivery modalities we provide essential access to higher education for adult learners and non-traditional commuter students in Greater Los Angeles. If selected as Hostos’ next President, I would draw from this experience to ensure that the College inspires students and excels in its mission as outlined below.

**Strategic and Innovative Leadership**

In my current position as Provost at Antioch, I have led the development and implementation of a strategic plan that emphasizes student learning assessment, faculty development, and greater interdepartmental collaboration. In implementing this plan, we developed a Teaching and Learning Center to ensure student success and a peer review process that supports faculty professional development. In addition, we restructured the academic departments to increase collaboration to meet student needs and expectations. This process enabled us to launch several new degrees and certificate programs, including:

- Developing partnerships with local high schools to develop dual degree early college programs that combine experiential knowledge and project based education;
- Expanding our bridge program, which provides free college courses up to 15 credits, mentoring, and learning support to underserved, non-traditional students living in poverty;
- Facilitating a faculty initiative to lower cost and increase access by becoming the first institution to offer college credits for MOOCs by incorporating prior learning, independent study, and face-to-face guided learning for courses offered via Coursera;
- Creating low-residency professional certificate programs offered at locations around the country where such training is in high demand; and
- Developing competency-based programs that combine fieldwork, team teaching (with faculty facilitators, multiple subject experts, and practitioners), and collaborative partnerships with local community based organizations.

If chosen as Hostos’ next President, I will work with the faculty and community to explore new opportunities to develop innovative programs to respond to the needs of students, to increase student engagement, and to provide clear pathways to student success. For example, the College must develop and provide innovative learning modalities to fit the diverse needs of today’s students, especially adult and non-traditional students, as well as lifelong learners. Such modalities can include: developing flexible hybrid programs, expanding distance education, and extending the campus’ physical presence to multiple locations, including high schools and corporate sites. At Antioch, I have led the development of strategic partnerships with other institutions, such as on-site degree completion programs at community colleges and an early college program providing university level courses at a local high school, which provides credits toward both a high school diploma and a college degree. These innovative programs serve our community by minimizing tuition burdens, while also feeding into and growing Antioch’s two-year B.A. completion program. As Hostos’ President, I would work with faculty to design entrepreneurial strategies to leverage the College’s unique strengths to be accessible to a broader student population without compromising on mission and academic quality. I would also convene a panel of faculty and community leaders to explore how the College can better serve the needs of the community.
I will also welcome the opportunity to explore with faculty and other community members ways to utilize technology economically and effectively. At Antioch, I worked with a team of faculty and administrators to make our web presence more accessible, including incorporating more social media and device-accessible technology. In addition, I worked to facilitate upgrades in technology that included smart classrooms, increased Wi-Fi access, interactive classroom environments, as well as the development of a GIS computer lab for community psychology, sustainability, and demographic analyses. Many colleges are turning quickly to online programs, although persistence and retention rates in such programs are low. For these reasons, I do not advocate introducing fully online programs without careful advanced examination and planning. However, there are ways to integrate technology effectively. For example, low-residency degree models incorporating some technology-based course work can provide the flexibility students now expect, coupled with the interaction of face-to-face programs that is a hallmark of the liberal arts tradition. If chosen as President, I will work with the faculty to explore how innovative technologies (such as adaptive technology, game-based educational models, and social media) can be used strategically to supplement the curriculum, increase flexibility, and provide students with the multiple educational modalities that many now expect.

Commitment to Diversity and Multiculturalism
To succeed today, students must be prepared to understand, appreciate, and interact effectively in diverse communities. Thus, in addition to integrating diversity into the curriculum, colleges must also work with the community to address challenges faced by members of different groups, remove barriers preventing broad access to education, and increase inclusion within the institutions. As a Latino scholar committed to social justice, diversity, and open inquiry, my academic research focuses on the areas of language and culture, particularly on how they affect our thinking and perception. In addition, I participated in several multi-cultural dialogues and research projects, including the race and civil rights working group of the University of Virginia’s Lived Theology Project, funded by Lilly. Last year, I was invited by the National Center for Institutional Diversity at the University of Michigan to participate in a workshop for higher education leaders and American Council on Education fellows. As a VPAA in Memphis, I increased the racial and gender diversity of my institution’s faculty, and led community efforts to provide support for the growing Latino population. At Antioch, I established and chair the Diversity Committee, which advises the President and includes representatives from the faculty, staff, administration, board, and student assembly. Under my leadership, the Diversity Committee developed a strategic diversity plan and sponsored a number of events, many addressing challenges and community issues related to diversity. If chosen as President, I will work with the College and the community to develop strategies to further advance inclusion and multiculturalism at Hostos.

Increasing Access and Retention
According to Hostos’ 2011-2016 Strategic Plan, providing greater access to higher education is an essential element of Hostos’ (and CUNY’s) mission. If chosen as President, I will take steps to expand access to the higher education opportunities that Hostos provides. Today, access to higher education is essential to both individual and community success because most new employment opportunities require high levels of skill and/or specialized knowledge. Colleges such as Hostos serve a profoundly and increasingly important role by offering life-long education opportunities
and pathways to meaningful employment for the residents of its service area. In addition, colleges must provide a robust support structure to ensure that non-traditional students can succeed. At Antioch, I established a Strategic Enrollment Management Committee, which brings together the Directors of Admissions, Financial Aid, Student Services, Alumni Relations, Marketing and Communication, along with the Registrar and faculty representatives. Collaboratively, we developed a strategic enrollment plan focused not only on recruitment, but also on retention, graduation, and career services – to ensure a seamless process for our students from recruitment to employment. As a result, Antioch (which serves non-traditional and commuter students) has over 70% graduation rates.

If chosen as President, I would develop a similar group focused on ensuring student success, improving retention, and increasing graduation rates. I would also work to increase community support for students through such strategies as: creating mentorship and support programs to prepare K-12 students to attend college, increasing scholarships by partnering with successful local-owned enterprises, and fostering a diverse and inclusive learning community. In addition, I would partner with local high schools in Hostos’ service area to provide a clear pathway to college. Further, I will work with employers in the region to provide pathways to career opportunities. Through such strategies, Hostos can increase its retention and completion rates, ensuring that its students successfully attain their academic and professional goals.

**Resource Diversification And Management**

Hostos, like most public institutions, can no longer rely primarily on support from public funds. The Great Recession combined with several years of budget cuts have left many community colleges struggling to meet the educational needs of their communities. Thus, the College’s economic sustainability must be solidified by multiple initiatives, including sound fiscal management and resource diversification. If chosen as President, I will establish a committee of administrators and faculty leaders to develop resource management strategies to ensure effective and fair resource allocations. At Antioch, I oversee all academic program budgets, and I have developed a transparent and collaborative budgeting process. In addition, I work with our President and CFO to develop Antioch’s annual budget and lead the process for establishing our three-year projections. Due to sound fiscal management, our campus has consistently generated a surplus and built its reserves.

However, sound fiscal strategies must be supplemented with resource diversification. If chosen as President, I will partner with key constituencies to reach out to alumni, donors, foundations, and corporate partners. Given the rising costs of higher education, the College needs a robust development program to continue to make education affordable and accessible to economically diverse students. This must be accomplished not just through grants and major donors, but also through corporate and community partnerships. At Antioch, I am a member of the University’s Grants and Foundation Relations Leadership Group, and I work closely with the President, Office of Institutional Advancement and faculty to develop successful fundraising strategies through alumni events, grants, and cultivation of donors. Through successful teamwork, we have secured grants and major gifts, including a transformative gift for our Bridge Program (providing free college courses and academic support to low-income adult students), and increased alumni giving.
**Internal Consensus Building And External Advocacy**

As a leader, I am committed to shared governance, collaborative processes, and transparent decision-making. At Antioch, I regularly walk around the campus and visit with faculty, staff, and students to learn about their interests and how I can support them. My greatest asset is the trust I have earned from faculty, students, administrators, and others in our academic community. If chosen as Hostos’ President, I will work diligently to earn that same level of trust by fostering a positive work and education environment, where all community members feel valued and heard, even when they disagree.

At Antioch, my external advocacy has created productive relationships with school districts, community colleges, and universities. Also, I lead Antioch’s effort to serve undocumented students in Los Angeles by collaborating with community leaders including: the Los Angeles Mayor’s office, Cal-Pac’s United Methodist Bishop, the Dream Resource Center, and business entities in Silicon Valley. I have also increased Antioch’s visibility in the national media by speaking publicly on issues important to the Antioch community, such as a recent interview I gave on the intersection of higher education and immigration reform that appeared in *Diverse Issues in Higher Education* and *The Huffington Post*.

At Middle States, I advocated with political leaders and other external constituencies concerning strategic solutions to a range of challenges (including financial, governance, and political crises). For example, I persuaded several government agencies to preserve funding needed to protect the quality and integrity of higher education resources. Also, during the student protests at the University of Puerto Rico, I met regularly with senior system administrators and board members, student activist groups, faculty, media, and senior officials from the Governor’s office to resolve the situation. My experience in accreditation gives me unique insights into best practices in higher education, and unique skills advocating on behalf of institutions with local, state, and federal officials. As President, I will advocate passionately for Hostos’ distinctive value and use my diverse communication skills to persuade internal and external constituencies to join in the project of achieving Hostos’ mission.

In closing, if selected as President, I will devote all of my passion for quality, my skills as an innovator in higher education, and my experience as a collaborative and transparent leader, to the project of ensuring that Hostos Community College achieves its full potential.

Thank you for your kind consideration of my candidacy. I look forward to speaking with you soon.

Sincerely,

Dr. Luis G. Pedraja
Dr. Luis G. Pedraja  
Provost and Vice President for Academic Affairs  
Antioch University Los Angeles

PROFILE SUMMARY

- Over 20 years of experience in higher education, including 16 years in administration, 14 at a senior level, including seven in higher education regional accreditation.
- Extensive experience in accreditation, substantive change, and international higher education.
- Consulting experience in international higher education quality assurance, including training universities and ministries of education on accreditation, strategic planning, and assessment.
- Experience developing higher education policies and reviewing complex universities, branch campuses, online education programs, governance structures, and institutional mission.
- Strong commitment to quality assurance and integrity in higher education practices.
- Demonstrated ability to assess strengths and weaknesses of complex institutions and to work with leadership team to implement changes.
- Demonstrated success in strategic planning, budgeting, curriculum development, new program development, outcomes assessment, and faculty development.
- Demonstrated leadership and supervisory skills.
- Successful grant writing and fundraising experience.
- Proven effectiveness at interacting with external constituencies and local communities.
- Excellent communication and relationship building skills.
- Knowledge of non-profit work, volunteer management, fundraising, and board development.
- Accomplished and recognized scholar in philosophy, Latino studies, and religion.
- Experienced educator having taught undergraduate, masters, and doctoral courses in philosophy, religious studies, ethics, Latino/a culture, and science and religion.

EDUCATION


The Southern Baptist Theological Seminary (1987), Master of Divinity in Theology.

Stetson University (1984), Bachelor in Arts. Religion Major.
ADDITIONAL PROFESSIONAL DEVELOPMENT

**Indiana University, School of Philanthropy (2009).** Principles and Techniques of Fundraising Certificate.

**Hispanic Association of Colleges and Universities (2013).** Leadership Institute.


**National Center for Institutional Diversity (2014).** Leadership for Diversity Summer Institute.

PROFESSIONAL EXPERIENCE

**Antioch University Los Angeles (07/2011-Present)**

**Provost and Vice President for Academic Affairs**

Antioch University Los Angeles (AULA) is one of the five campuses of Antioch University. Founded in 1972, its core values include social justice, service to community, and lifelong learning. It offers a B.A. degree completion program in liberal studies and masters degree programs in management, education and teacher credentialing, psychology, urban sustainability, and a nationally ranked MFA in creative writing to approximately 1200 students.

**Key Responsibilities**

- Promote a quality and innovative educational vision in all academic programs.
- Provide leadership in developing and implementing strategic planning objectives for academic programs consistent with standards of quality.
- Develop and implement policies/procedures that assure high academic standards and respect for AULA’s educational model.
- Provide curriculum development and new program development leadership in collaboration with Faculty and Department Chairs.
- Evaluate curricula and programs in relationship to AULA and University-wide mission, goals, and objectives.
- Oversee AULA’s academic planning process and coordinate with overall institutional strategic planning efforts.
- Develop, manage, and evaluate academic elements of articulation agreements with other higher education institutions.
- Facilitate communication among academic programs and coordinate with other Antioch University campuses when desirable.
- Serve on the AULA Leadership Council, President’s Team, Budget Committee, Marketing Task Force, and other committees and task forces as necessary.
- Chair the AULA Academic Leadership Team (A-Team).
- Serve as administrative liaison to the AULA Faculty Assembly.
- Serve on the Antioch University Academic Council, Council of Chief Academic Officers, and other University Committees as needed.
Serve as Unit Head for Antioch University’s Teacher Credentialing Programs in California, including Antioch University’s Los Angeles and Santa Barbara campuses, representing the university to the California Commission on Teacher Credentialing.

**Selected Accomplishments:**
- Established a faculty led Curriculum Committee.
- Created Strategic Enrollment Management Committee.
- Developed and Chair AULA’s Diversity Committee.
- Obtained University and Higher Learning Commission approval for two additional locations.
- Obtained approval from the California Commission on Teacher’s Credential for Antioch University to provide aligned credential programs in Los Angeles and Santa Barbara.
- Successfully led preparations and hosted California Commission on Teacher’s Credential reaffirmation of accreditation evaluation visit for Los Angeles and Santa Barbara Campus.
- Initiated partnership with Harbor College to provide a degree completion program at the college and led faculty effort to develop Early College Program for Da Vinci High School.
- Reorganized the Math and Writing Center into the Teaching and Learning Center under the Dean of Assessment and Student Learning increasing training for tutors and faculty to ensure increased student success.
- Developed first Academic Strategic Plan through a collaborative process with Academic Department Chairs and Directors.
- Developed and implemented the Peer Review Committee in collaboration with the Faculty Assembly.
- Drafted the new Academic Appeals Policy and New Program Approval Policy for the University and participated in the drafting of numerous university policies.
- Increased training for faculty, including a two-day workshop on Student Learning Assessment for core faculty and long-term adjuncts at AULA.
- Established Faculty Peer Teaching Support Groups and Online Course Development Group.
- Implemented first Online Catalog for the University and helped develop new web site.
- Helped AULA become the first university to establish a process for awarding credits for MOOCs in partnership with Coursera.
- Established articulation agreements with various professional and community colleges.
- Moved faculty to Nine-Month Contracts.
- Reorganized the Academic Department structure to align with disciplines and improve collaboration.
- Assisted Antioch University in obtaining ten-year reaffirmation of accreditation.
- Appoint Academic Department Chairs.
- Administer the processes of hiring and evaluating Faculty and Academic Department Chairs consistent with standards that promote academic quality.
- Ensure adherence to accreditation and licensure requirements, lead the process of preparing accreditation/licensure materials and manage the accreditation/licensure site visit processes.
- Supervise, coach, and evaluate academic support services staff including the Academic Department Chairs and the Directors of Admissions, Financial Aid, Student Affairs, Counseling Center, Registrar’s Office, and Library.
Curriculum Vitae, Luis G. Pedraja

Middle States Commission on Higher Education (07/2004 – 06/2011)

Vice President
The Middle States Commission on Higher Education, one of the seven regional accrediting commissions, is a voluntary, non-governmental, peer-based membership association dedicated to educational excellence and improvement through peer-evaluation and accreditation. It accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Island, and locations abroad.

Key Responsibilities:
- Oversight of over 90 institutions of higher education in the region and abroad.
- Review of institutional quality and integrity, including outcomes assessment, governance, finances, and strategic planning.
- Advise and collaborate with institutions preparing for evaluation reviews.
- Recruit, train, and advice evaluation team members.
- Serve as liaison to higher education agencies and government agencies to coordinate communication, collaborative evaluation processes, and inter-agency agreements.
- Supervise, develop, and implement volunteer evaluator training curriculum and programs.
- Direct the Commission’s international accreditation initiatives, including the International Pilot Project on Accreditation extending U.S. accreditation to international universities.
- Develop and interpret higher education policy and standards.
- Supervise the Substantive Change Committee, including development, implementation, and interpretation of substantive change policy, submissions guidelines, and review procedures.
- Head Vice President Division, coordinate activities with other division heads and President.
- Participate in the development and implementation of the Commission’s strategic plan.
- Participate in and support Commission committees including the Committees on Evaluation, Follow-Up and Candidate Institutions, and Periodic Review.

Selected Accomplishments:
- Successfully evaluated over 120 universities and colleges.
- Provided guidance to university and college presidents, provosts, and state officials on accreditation, higher education policies, strategic planning, governance, and assessment.
- Developed and implemented criteria for conducting collaborative reviews with programmatic accreditors and state agencies.
- Developed and implemented new procedures and criteria for reviewing substantive change proposals and provided training for institutions on preparing proposals.
- Developed and implemented new substantive change policies, including compliance requirement for the Higher Education Opportunity Act.
- Developed criteria, process, and training for evaluating additional locations, branch campuses, international sites, and online programs.
- Edited and revised new handbook for conducting and hosting evaluation visits.
- Organized and conducted improved evaluator training events, including the development of a new evaluation training curriculum plan and related workshops.
Developed and successfully implemented strategic plan, evaluation processes, and analysis of the International Pilot Project on Accreditation to determine success, financial viability, and challenges of extending U.S. accreditation to international institutions.

Served as consultant to international agencies and ministries of education on accreditation, strategic planning, and quality assurance practices.

Met with the senior staff in governor’s office and system leadership on strategies for resolving crisis in University of Puerto Rico system and campus protests.

Effectively worked with state systems, presidents, provosts, boards, and other senior administrators on accreditation, planning, outcomes assessment, and instructional quality related issues.

**Memphis Theological Seminary**

(Vice President of Academic Affairs, Dean, and Professor of Theology)

Memphis Theological Seminary is a diverse ecumenical graduate school of theology offering masters and doctoral degrees to over 350 students in Memphis, Tennessee.

**Key Responsibilities:**

- Supervised the faculty, library director, associate deans, registrar, admissions, and student services.
- Participated in the President's Cabinet, the executive decision making team that includes strategic planning, policy development, budgeting, and institutional oversight.
- Assisted the President in fundraising and development as needed.
- Prepared and oversaw instruction budget of approximately $3 million.
- Oversaw the academic programs, including the development of the curriculum, accreditation compliance, and implementation of new programs.
- Fulfilled the duties of the President in his absence as needed.
- Conducted evaluations and oversaw educational quality control.
- Taught up to two courses per year.

**Selected Accomplishments:**

- Increased by over 10% the size, racial, and gender diversity of the faculty and staff.
- Completed a curriculum review and implementation of the new curriculum.
- Initiated development of a mission-based strategic plan with clear outcomes measures.
- Worked with faculty team to obtain and implement a $2 million grant program.
- Increased student enrollment by 25%.
- Implemented first distance education classes and developed plans for extension sites.
- Completed SACS accreditation reaffirmation, including follow-up reports on strategic planning and assessment.
- Identified and corrected erroneous enrollment projections that had created a budget deficit during the previous administration.
- Increased tuition income, developed balanced budgets, and kept all departments within established budget over a four year period.
- Revised the Faculty, Administration, and Staff Handbook to improve policies and procedures, including tenure review and grievance processes.
- Developed emergency procedures plan for the institution.
- Created faculty program to support professional growth.
Perkins School of Theology, Southern Methodist University (08/1994 - 07/2000)

Theology and Ethics Division Chair (1998-2000)

Perkins School of Theology offers masters and doctoral theology degrees to over 500 students. Perkins’ is a part of Southern Methodist University, a large private research university in Dallas, Texas.

Key Responsibilities:
- Moderated monthly department meeting.
- Developed course schedule and staffing for the department.
- Coordinated course offerings with other department chairs.
- Supervised and assigned the department’s research assistants.
- Communicated departmental concerns to the associate dean.

Selected Accomplishments:
- Designed new introductory course which replaced two previously required introductory courses.
- Staffed all courses, including extension sites, and implemented use of teaching assistants in courses.
- Worked effectively with academic affairs committee and coordinated with the graduate studies program to staff joint doctoral program courses.
- Supervised doctoral research assistants assigned to the department.

Assistant Professor of Systematic Theology (1994-2000)

Key Responsibilities:
- Taught courses in theology and philosophy at master’s and doctoral levels.
- Served on Academic Affairs Committee, Minority, Women, and Ethnic Affairs Committee, Sexual Harassment Advisory Panel, and Community Life Committees and on several faculty search committees.
- Served on SMU’s Faculty Senate in the Library Committee, the Nominations Committee, and the Tenure, Promotions, and Ethics Committee.

Selected Accomplishment:
- Worked with governance task force to successfully reduce the number of faculty committees and increase efficiency.
University of Puget Sound, Religion Department  (08/1993 - 08/1994)

Assistant Professor of Christian Thought: The University of Puget Sound is a comprehensive liberal arts university in Tacoma, Washington.

Key Responsibilities:
- Taught three courses per semester to undergraduates, including required courses in ethics and in science and religion.
- Served on faculty committees as assigned.

Selected Accomplishments:
- Developed creative course formats that included student self-evaluation, collective work, and extracurricular discussion groups.
- Created and served as advisor for the “Dead Heretics Society,” a student reading group focused on how dissent and differences drives the development of philosophy and religion.

OTHER PROFESSIONAL EXPERIENCE


Editor

Apuntes is the oldest journal of Hispanic theology, published quarterly by Southern Methodist University’s Perkins School of Theology and the United Methodist Publishing House.

Key Responsibilities:
- Acquisition, review, and editing of articles for quarterly publication.
- Supervision of editorial process and layout.
- Work with editorial board and publisher on design, development, and planning.

Selected Accomplishments:
- Redesigned the layout and look of the journal.
- Established electronic submission process for articles and publications.
- Developed peer review process and advisory board.
- Recruited Book Review Editor and Assistant Editors.
- Increased the number of pages of the journal.
Curriculum Vitae, Luis G. Pedraja

Skinner Law Group (3/2014 – Present)

Higher Education Consultant
Skinner Law Group represents companies and corporations on legal issues related to aviation, general product liability, business disputes, employment, education, and tax.

Key Responsibilities:
- Serve as a consultant to legal practice and clients on issues related to higher education accreditation, policy, governance, grievances, and academic and disciplinary appeals.

GRANTS, FUNDRAISING, & EXTERNAL RELATIONS EXPERIENCE

Grants
- Louisville Institute General Grants, Hispanic Evangelism Project and Consultation, received jointly with Dr. Scott Jones, 1999-2001 ($80,000).
- Louisville Institute General Grants for research on Testimonios (Testimonies) in Hispanic Protestant Churches as a form of Hispanic Popular Religion, 1999-2000 ($25,000).

Antioch University Los Angeles Fundraising Experience
- Worked with President and Vice President for Institutional Advancement (VPIA) to secure grants from various foundations and strengthen alumni events.
- Supported Colors Program in securing major gift from donor.
- Worked with President, VPIA, and faculty in friend-raising and increasing donor gifts.
- Serve as a member of Antioch University (Central Offices) Grants and Foundation Relations Leadership Group.

Memphis Theological Seminary Fundraising Experience
- Successfully worked with faculty team to obtain $2 million Lilly Pastoral Excellence Grant.
- Worked in conjunction with President Hilliard in obtaining a major gift of $50,000 a year for five years to endow a faculty salary line for a total of $250,000.
- Assisted President Hilliard in securing a $150,000 gift for remodeling the student center.
- Assisted President Hilliard in securing gifts ranging from $5,000 to $20,000 from various private donors and supporters.
- Worked with Development Office to prepare alumni surveys and update alumni database.
- Participated in various aspects of annual fund, including speaking at alumni breakfasts, meetings with donors, writing a regular column for the alumni newsletter, and using personal communication to secure numerous gifts exceeding $1,000.
Marketing & External Relations:
- Interviewed and quoted by Associated Press reporter Martha Mendoza for her article “Latino Academic Achievement Gap Persists,” which appeared in January 2014 in the Huffington Post, the New York Times, the Washington Post, the San Francisco Chronicle, Yahoo, Bloomberg Businessweek, and 175 more publications around the United States.
- Developed student recruitment and retention strategies to increase enrollment by 25% at Memphis Theological Seminary.
- Lead initial efforts to redesign webpage, develop electronic catalog, and online resources at Memphis Theological Seminary.
- Cited in newspaper articles and featured in radio and television interviews as a subject expert while at SMU, Memphis Theological Seminary, Middle States, and AULA.
- Analyzed market needs for potential branch campuses of Memphis Theological Seminary in Little Rock, Nashville, and Tampa Bay, including initial meetings with prospective donors, alumnae, church groups, colleges, and supporters in the areas.
- Participated as a front-row expert on several installments of McCuistion, a Dallas based PBS program focusing on economic and social issues.
- Served as keynote speaker at various Southern Methodist University Perkins School of Theology alumni events, including alumni week events.
- Represented Perkins School of Theology at United Methodist Conferences meeting in Oklahoma, Texas, Arizona, and California, including related alumni lunches.
- Responded to press inquiries on behalf of Southern Methodist University on various religious issues, including several interviews with the Dallas Morning News.

Non-Profit Fundraising Experience
- Co-founded WellPetUSA, a non-profit animal rescue organization with national membership, and actively participated in the organization’s board development, fundraising, and recruitment of volunteers (1996-Present).
- Co-founded and serve as Chief Executive Officer of the Crystal Dove Foundation, a non-profit organization that provides assistance to families battling cancer (2007-Present).
- Served as a spokesperson for the Dallas Chapter of the American Red Cross for Spanish-speaking television and radio interviews, as well as on-site public relations for major television news outlets during local disaster relief operations (1996-2000).

AWARDS AND HONORS

Academic and Scholarly Awards:
- Faculty Development Award, Southern Methodist University, 1998.
- Scholarly Outreach Award, Perkins School of Theology, 1995-96.
- Hispanic Theological Initiative Post-Doctoral Fellow, 1997-98.
Curriculum Vitae, Luis G. Pedraja


Other Awards, Honors, and Recognition:
- Red Cross Dallas Area Chapter Disaster Volunteer of the Year Award, 1999.

PUBLICATIONS

Books:

Chapters and Contributions to Edited Books:


Forthcoming:


Selected Journal Articles:


Higher Education Publications:


Curriculum Vitae, Luis G. Pedraja


Other Published Articles:

SCHOLARLY PAPERS, LECTURES, AND PRESENTATIONS

Scholarly Papers Presented:
- “Postmodernism, Alterity, and the Hispanic Other,” Relational Hermeneutics in a Fractured World: Reality-Quest at the Turn of the Millennium Conference, Chapman University, Orange, California, 2000.
- “The Role of Language in Christology: A Latino/a Perspective,” Perkins School of Theology Faculty Forum, Southern Methodist University, Dallas, Texas, 1998.


Lilly Project on Lived Theology Work Group (University of Virginia):


Panels:


Lectures and Keynotes:

- “Jesus is My Uncle: Christology and Hispanic Ministry,” Continuing Education Workshop, South Indiana Conference, United Methodist Church, Bedford, Indiana, 2001.
- “Christology from a Hispanic Perspective,” Faculty and Plenary Speaker, Fellowship of Leaning, Nebraska United Methodist Conference, Kearney, 2000.
- “Theology, Oppression, and Human Tissue Engineering,” Panelist, Conference on the Professions, jointly sponsored by University of Texas Southwest Medical Center, Southern Methodist University Law School, and Perkins School of Theology, Dallas, Texas, 1999.

Speaking Engagements:

- Featured Guest, speaking on Hispanics and religious faith, El Foro 19, Local Hispanic Television Talk Show, Channel 19, Dallas, Texas, 1998.
“Hispanic Theology’s Contribution to the Church,” Perkins Laity Week, 1996.
“Ministry through Hispanic Eyes,” Keynote Address, Perkins Ministers Conference, Dallas, Texas, February 1996.

**Events and Consultations:**
- Evangelism in a Latino/a Context Ecumenical Consultation, Chair, funded by the Louisville Institute, 1999-2002.
- Louisville Institute Junior Hispanic and African American Consultation planning committee and participant, 1998.
- Louisville Institute Young Hispanic and African American Scholars Consultation Panelist/Participant, 1997.

**HIGHER EDUCATION PRESENTATIONS AND EVALUATOR EXPERIENCE**

**Lectures and Keynotes:**
- “International Accreditation, Quality Assurance, Strategic Planning, and Assessment,” Hiroshima University, Japan, 2009
- “Understanding the Commission’s Expectations on Reporting,” Caribbean University, Middle States Regional Meeting, Bayamon, Puerto Rico, 2009.
• “Accrediting Doctoral Programs into the 21st Century,” Tbilisi State University, Tbilisi, Republic of Georgia, 2005.

**Evaluation Team Chair**

- Higher Learning Commission, Probation Visit to Pima County Community College District, September 15-17, 2014
- Higher Learning Commission Focus Visit Team Chair to University of Charleston, Charleston, West Virginia, April 25-27, 2013.
- Higher Learning Commission Focus Visit Team Chair to Saint Luke’s College of Health Science, Kansas City, Missouri, June 4-5, 2012

**PROFESSIONAL SOCIETIES**

**American Academy of Religion (1992-Present):**

**La Comunidad of Hispanic American Scholars of Religion (1992-Present)**

**Association of Theological Schools Chief Academic Officers Society (2001-2004)**
Curriculum Vitae, Luis G. Pedraja

Center for Process Studies (1990-Present)

PROFESSIONAL SERVICE

Hispanic Theological Initiative Mentor, 1998-2011
- Served as a mentor to Hispanic doctoral students: Jay Alanis 1998-99 (Professor at Lutheran Seminary of the Southwest); Ruben Rosario Rodriguez 1999-2003 (Associate Professor, St. Louis University); Theresa Yugar 2006-2011 (Claremont Graduate School).

BOARD MEMBERSHIPS

The Crystal Dove Foundation, Co-Founder and Board Chair, 2007- Present
The Crystal Dove Foundation (www.crystaldovefoundation.org) is a non-profit, volunteer-based organization that assists cancer patients with basic living expenses.

WellPetUSA, Co-Founder and Founding Board Member, 1997-2012.
WellPetUSA (www.wellpetusa.org) is a non-profit, volunteer-based pet welfare organization focused on solving the pet overpopulation problem and educating humans on the care and welfare of domestic cats and dogs.

The Hispanic Summer Program is an educational consortium of schools and universities that provides a two-week intensive summer program for Latino/a students led by Latino/a professors.
- Hispanic Summer Program Director search committee.

Wilkinson Center, Board Member, Dallas, Texas, 1999-2000.
The Wilkinson Center is a non-profit community agency providing employment assistance, emergency aid, after school programs, and vocational assistance to a diverse segment of the community.
- Nominations Committee.

Apuntes Editorial Board, Southern Methodist University, Editor Emeritus, 2010-Present.

COMMUNITY SERVICE

American Red Cross Disaster Volunteer, (1992-2000). Government Liaison Chair, Dallas Area Chapter, 1998-2000; First Officer, Disaster Action Team, Dallas Area Chapter, 1996-1999; Red Cross Disaster Instructor, 1995-2000; Sector Coordinator, Disaster Action Team, Dallas Area Chapter, 1995-96; Disaster Action Team Member, Tacoma-Pierce County Chapter, 1993-94; Disaster Action Team Member, Central Virginia Chapter, 1992-1993.

