

Luis F. Paredes, Ph.D.

Providence, RI ▪
paredes.luis.f@gmail.com ▪
<https://www.linkedin.com/in/luisfparedes/> ▪
<https://www.paredesconsulting.com> ▪

EDUCATION

- **Ph.D., Interdisciplinary Cultural, Decolonial & Ethnic Studies** – 2015
University at Albany, State University of New York

Perú Negro: Choreographing and Performing Afro-Peruvian Identity, 1969 to the Present.
Patricia Pinho (mentor), Edna Acosta-Belén, Glyne Griffith, and Thomas F. DeFrantz.
- **M.A., Africana Studies** – 2010
University at Albany, State University of New York
- **M.A., Latin American Literature & Cultural Studies** – 2009
University at Albany, State University of New York
- **B.A., Modern World History & Spanish Linguistics** – 2007
Cum Laude
University at Albany, State University of New York

ANCILLARY EDUCATION & TRAINING

- **Institute for Educational Management** Harvard University 2025
- **LGBTQIA+ Leadership in Higher Education** Harvard University 2025
- **Executive Leadership** Cornell University 2024
- **Performance Leadership,** Cornell University 2024
- **Diversity, Equity and Inclusion** Cornell University 2023
- **Dialogue for Change** Cornell University 2023
- **DEI in the Workplace** University of South Florida 2022
- **Graduate Certificate, Urban Education** Bridgewater State University 2020

SUMMARY OF QUALIFICATIONS & HIGHLIGHTS

- **Higher Education Executive Administration Expertise:** Extensive experience in higher education administration, academic teaching, and research, with a proven ability to establish rapport with individuals from diverse backgrounds.
- **Strategic Engagement Leadership:** Effective diversity practitioner, educator, and consultant with a strong track record in training inclusion and equity competencies to support and execute institutional diversity initiatives.
- **University Administration Knowledge:** Comprehensive understanding of university administration, encompassing fiscal management, academic planning, student development, and recruitment and retention strategies.

- **Collaborative Engagement:** Proven ability to work cooperatively with students, faculty, staff, and administration across various university divisions, as well as with parents, alumni, and community leaders, to integrate programs and services that enhance student retention, progression, graduation rates, and personal development.
- **Leadership and Management Skills:** Demonstrated expertise in leadership, strategic planning, and budgeting, with a resourceful and organized approach to prioritizing and accomplishing objectives creatively and effectively.
- **Student Development:** Successfully developed self-esteem, confidence, and focus in adolescents and college students through academic and social discipline, fostering mutual trust and educational success.
- **Counseling and Facilitation:** Facilitated educational goals through high-quality diversity and inclusion counseling, engaging effectively in multiple university and leadership activities.
- **Professional and Community Involvement:** Actively involved in community and regional boards, leadership programs, and professional organizations, contributing to the broader educational and social landscape.
- **Principal Consultant:** Led “Equity Mindfulness – Connecting Dialogs” as Principal Consultant at [Paredes Consulting Group, LLC](#), providing strategic guidance and support.
- **Leadership and Facilitation:** Served on the Leadership Team and as a Facilitator for the [Racial Equity and Justice Institute](#) (REJI), co-editing the acclaimed [Racial Equity and Justice Institute Practitioner Handbook](#) in 2021. Edited [The Racial Equity and Justice Institute Practitioner Handbook, Volume 2: Advancing Equity-minded Systemic Change in Higher Education](#) (2024).
- **National Contributions:** Member of the Edward M. Kennedy Institute for the United States Senate Design Team for Civil Conversations, contributing to the national dialogue on civil discourse (2019-2020).
- **Leadership Academy Fellow:** Fellow at The National Inclusive Excellence Leadership Academy, coached by Dr. Damon A. Williams (Summer 2019).
- **Board Appointment:** Appointed to the Board of Directors of the Massachusetts Foreign Language Association (MaFLA), providing strategic oversight and leadership.
- **Advocacy and Scholarship:** Advocate for the Latinx/a/o Group, NASPA Ubuntu Institute (2018-2020), and Visiting Scholar at the Tepoztlán Institute for the Transnational History of the Americas (Summer 2018).
- **Diversity and Neuroscience Training:** Trained in Cognitively Based Ethnic and Racial Diversity at the Center for Educational Neuroscience Applications-CENA (Spring 2018).
- **Intercultural Communication Training:** Trained at The Intercultural Communication Institute and coached by Dr. Kathryn Sorrells in Intercultural Communication Praxis (Winter 2018).
- **Artist Residency:** Visiting Residency Artist at Duke University Dance Program (Spring 2017).
- **Cultural Heritage Documentation:** Historian and Writer for *Perú Negro*, the dance and music company, contributing to its Grammy and Latin Grammy Award nominations.
- **Strengths and Skills:** I excel in areas such as Input, Individualization, Learning, Intelligence, and Achievement. I possess advanced computer skills, including proficiency in Microsoft Office Suite, Mac OS, Blackboard, Canvas, Banner, PeopleSoft, Qualtrics, and various social networking platforms.
- **Language Proficiency:** Native proficiency in Spanish, native-like proficiency in English, and advanced reading and writing knowledge of Portuguese scholarly texts and periodicals.

PROFESSIONAL – ACADEMIC / EDUCATIONAL & EXECUTIVE EXPERIENCE

◇ WHEATON COLLEGE – Norton, MA

Associate Vice President for Inclusive Excellence and Community Engagement – *July 2025-Present*

Associate Vice President for Institutional Equity and Belonging – *Dec 2022-June 2025*

Office of the President

The Office of Inclusive Excellence and Community Engagement (former Office of Institutional Equity and Belonging) is integral to Wheaton’s pursuit of excellence. OIECE and its campus partners enable the college to fulfill its mission of providing a transformative liberal arts education, strengthening Wheaton’s capacity to envision and achieve a radically imaginative understanding of engagement, affirmation, and belonging in the community.

- **Chief Diversity Officer:** Steer comprehensive equity and inclusion strategies across the institution. Provide executive leadership to advance DEIB initiatives, leveraging data-driven insights to inform policies and ensure effective implementation.
- **Strategic Institutional Organization:** Successfully structured a new division encompassing the Marshall Center for Intercultural Learning, the Center for Social Justice and Community Impact, the Center for Religious and Spiritual Life, the Network for LGBTQ+ Inclusion, Support, & Advocacy, and DEAL (Diversity, Equity, and Access Leadership). The division of Institutional Equity and Belonging fosters equity-mindedness and strategic engagement, promoting an inclusive campus culture and advancing DEIB goals through collaborative and impactful initiatives. Report directly to the president; the efforts align with the institution’s strategic priorities.
- **Institutional Policy and Systems Leadership:** Lead institutional efforts to shape and refine the College’s policies and systems about equity and belonging, ensuring their integration and widespread understanding. Collaborate closely with the President, vice presidents, and other institutional leaders, including the Board of Trustees, to align DEIB objectives with the broader strategic goals of the college. **Results:** 1). Successfully integrated DEIB metrics into the college’s annual performance reviews, enhancing accountability and promoting a culture of continuous improvement. 2). Partnered with Human Resources to implement the mandatory “Equitable Hiring Practices” workshop.
- **Assessment and Benchmarking Culture:** Establish and maintain a robust culture of assessment, utilizing metrics and benchmarks to measure progress in equity and belonging. Partner with the Office of Institutional Research and other campus resources to develop comprehensive evaluation frameworks. **Result:** Implemented a tri-annual DEIB climate survey, providing actionable insights to drive targeted interventions and track progress.
- **Anti-Oppressive Community Development:** Build the capacity of Wheaton’s administration, faculty, staff, and students to foster an anti-oppressive community. Develop accountability mechanisms and provide training and resources to support this transformation. **Results:** 1). Launched an anti-oppression training series, including “The Empowered Bystander” and “Equity-Mindedness Design,” resulting in a 50% increase in reported inclusive practices among faculty and staff. 2). Worked closely with faculty to develop, create, and execute the college’s “Inclusive Pedagogy” definition and competency model.
- **Inclusive Campus Community Engagement:** Foster and enhance an inclusive campus community through strategic partnerships and collaborative initiatives. Engage with the Office of Human Resources, the Center for Collaborative Teaching and Learning, the Office of the Provost, and the Dean of Students Office to support the engagement and retention of diverse students, faculty, and staff. **Results:** 1). Facilitated and co-developed the Intergroup/Reflective Dialogue program curriculum in the Residence Halls. 2). Created an “Intercultural Mentoring Program,” linking underrepresented students with faculty and staff, resulting in a 75% increase in retention rates. 3). Hosted collaborative discussions with faculty and staff in developing a shared vision for inclusive pedagogy and how it can benefit our students and the community. Participants developed a goal and/or plan for incorporating a new element of inclusive pedagogy into their practices.

Created a Wheaton College definition and statement of Inclusive Pedagogy to be institutionally affirmed by faculty.

- **Financial Alignment and Advocacy:** Collaborate with Advancement, Finance, and Administration to link equity and belonging efforts to the financial priorities of the institution. Advocate for resource allocation that supports DEIB initiatives. **Results:** 1). Secured grants to fund diversity scholarships and support services for first-generation students and the LGBTQ+ financial scholarship. 2). Engaged with alumni and donors to advance support innovation and institutional growth.
- **Academic Support for Equity:** Support the Office of the Provost and academic departments in integrating equity components into the Compass Curriculum. Develop programs, structures, and outreach initiatives to enhance faculty engagement in DEIB efforts. **Result:** Partnered with academic departments to create an interdisciplinary “Equity-minded Plan” curriculum, increasing faculty participation in equity-related professional development by 60%.
- **Campus-Wide Equity Structures Oversight:** Oversee and coordinate campus-wide structures that institutionalize equity and belonging efforts, including Diversity, Equity & Access Leadership (DEAL), the First Gen and Low-Income Committee, and the Network for LGBTQ+ Inclusion, Support, and Advocacy. **Results:** 1). Collaboratively rewrote the above entities' mission, vision, and goals. 2). Revitalize DEAL and its mission to focus on accountability and assessment.
- **Diversity and Inclusion Strategic Plan Execution:** Oversee the execution of Wheaton’s Diversity and Inclusion Strategic Plan, ensuring the progress of its stated goals. Conduct regular reviews and assessments to keep the plan relevant and aligned with institutional priorities. **Result:** Conducted annual strategic academic plan reviews with the support of the Provost, leading to the implementation of 85% of the plan’s initiatives within the first two years.
- **Transparency and Communication Enhancement:** Improve transparency and regular communication around DEI goals and priorities. Collaborate with the Division of Marketing and Communication to host town halls and community forums and create newsletters and social media content. **Result:** Implemented a monthly DEIB newsletter and social media campaign, significantly increasing community engagement and awareness of DEIB initiatives.
- **Bias Incident Response Leadership:** Lead efforts to respond to bias or equity-related incidents. Collaborate with Legal Affairs, the Title IX Coordinator and the Bias Incident Response Team to improve policies and procedures, incorporating restorative justice and accountability. **Result:** Developed a restorative justice framework for addressing bias incidents, resulting in more meaningful resolutions and improved community trust via education.
- **Board and Committee Liaison:** As the President and Board Chair suggested, serve as a liaison to the Educational Quality and Student Experience (EQSE) Committee of the Board of Trustees or other committees. **Result:** Facilitated bi-annual reports to the Board on DEIB progress, influencing critical policy decisions and securing additional support for DEIB initiatives.
- **DEIB Programming Leadership:** Oversee the development and execution of comprehensive DEIB programming. Collaborate on training and development opportunities, workshops, and signature events such as the Otis Social Justice Award, Community Conversations, and the MLK Legacy Program. **Result:** Coordinated a year-long DEIB workshop series (“Elephant in the Room”), increasing participation by 50% and enhancing the campus culture of inclusion.
- **Community Engagement and Scholarship Promotion:** Champion efforts to position Wheaton as an anchor institution benefiting the local community. Promote community-engaged scholarship and partnerships that enhance mutual growth and understanding. **Result:** 1). Launched a community engagement initiative with the Norton Public School system, partnering to create student service-learning opportunities, strengthen community ties, and enrich educational experiences. 2). Established the “All are Welcome: Collaborative Approaches to Building Inclusive Communities” annual conference open to all community members and beyond.
- **Supervision and Support of DEIB Staff:** Supervise key DEIB staff, including the Dean of the Marshall Center for Intercultural Learning and the Director of the Centers for Social Justice and Community Impact. Support staff in building belonging and retention and integrating academic and developmental support for

BIPOC and all students. **Result:** Implemented a professional development program for DEIB staff, enhancing team performance and higher retention rates.

- **Budget Management:** Oversee divisional and reporting budgets, ensuring efficient resource allocation to support institutional DEIB goals. Example: Streamlined budget processes achieved 30% cost savings while expanding DEIB programming and support services.

◇ MASSACHUSETTS COLLEGE OF ART AND DESIGN – Boston, MA

Academic Appointment – *Aug. 2024-Present*

Humanities Department

- Visiting Lecturer
- Responsible for teaching the Humanities Department senior seminar required course: **LALW 408: Imagining Others, From Strangers to Cyborgs.**
- Provide mentoring to MFA students in Critical Studies, readings, and independent studies: **LASS 600: Graduate Directed Study.**

◇ BRIDGEWATER STATE UNIVERSITY – Bridgewater, MA

Academic Appointment – *Sep. 2017-Present*

Department of Anthropology

Latin American and Caribbean Studies Program

School of Social Work, MSW Program

- Visiting Professor
- Visiting Associate Professor
- Visiting Assistant Professor
- **Teaching and Curriculum Development:**
Taught courses in the School of Social Work, Anthropology, and Latin American and Caribbean Studies Program. **Result:** Created and developed new courses enhancing understanding of diversity and inclusion.
- **Graduate and Undergraduate Course Development:**
Created and designed courses such as “SCWK 580: Immigration in 21st Century U.S.” and “LTAC 210: Introduction to Latinx and Caribbean Diaspora Studies.” **Result:** Expanded curriculum, fostering more profound understanding and engagement in diversity issues.
- **Courses Taught** (*Created and designed courses):
 - SCWK 580 – Immigration in the 21st Century United States* (graduate)
 - SCWK 502 – Dynamics of Diversity and Oppression (graduate)
 - ANTH 299 – Special Topics, Afro-Latin America*
 - PSYC 215 – Mentoring Peers and Youth*
 - LTAC 210 – Introduction to Latinx and Caribbean Diaspora Studies
 - LTAC 201 – Introduction to Latin American and Caribbean Studies

April 2025 - Present
September 2019 – March 2025
September 2017 – August 2019

◇ **Interim Director of the Lewis and Gaines Center for Inclusion & Equity** – *Jun 2022-Oct 2022*

Division of Student Success & Diversity

BSU has ensured students receive an accessible, affordable, and exceptional education. Nationally ranked among the top institutions in our mission class for closing racial and educational equity gaps, BSU aspires to be a leader in supporting the success and sense of belonging of Black/Cape Verdean, Latinx, Indigenous, Asian,

and other students of color and members of different minoritized groups. BSU's LGCIE aims to support the success of intercultural students from an equity-minded, intersectional, and student-centered framework.

- **Operational Leadership:** Managed the daily operations of the Lewis and Gaines Center for Inclusion and Equity, encompassing budget management, strategic planning, assessment, and supervision. **Result:** Streamlined budget processes, resulting in a 20% cost-saving while expanding program offerings.
- **Policy and Practice Advisory:** Informed campus practices and policies regarding the success of intercultural students, ensuring alignment with equity goals. **Result:** 1). Advocated for and implemented a revised admissions policy that increased the enrollment of underrepresented students by 5%.
- **Innovative Student Success Initiatives:** Led innovative, collaborative, and persistent student success efforts within an equity framework. These efforts supported the admission, retention, success, and graduation of students of color from diverse intersectional identities. **Result:** Developed a peer mentorship program that improved retention rates among first-year students of color by 10%.
- **Resource Information Hub:** Served as a primary source of information about campus resources committed to supporting intercultural students' academic success, sense of belonging, student life involvement, and overall well-being. **Result:** Created an online resource portal that saw a 50% increase in student engagement with support services.
- **Evidence-Based Practices Integration:** Partnered with the Vice President to integrate evidence-based practices into policies and service delivery models. This focus was on supporting the success of intercultural students. **Result:** Implemented a data-driven advising system that led to a 30% increase in academic performance among students of color.
- **Collaborative Recruitment Efforts:** Partnered with the Department of Admissions to recruit Black/Cape Verdean, Latinx, Indigenous, Asian, and other students of color. **Example:** Launched a targeted recruitment campaign, resulting in a 10% increase in applications from underrepresented groups.
- **Staff Recruitment and Development:** Recruited, trained, and supervised staff, graduate assistants, and student workers, fostering a supportive and inclusive work environment. **Example:** Developed a professional development program for staff that increased job satisfaction and retention by 40%.
- **Diversity Trainings and Celebrations:** Designed, implemented, and assessed campus-wide events and diversity trainings, such as BSU's Kente Cloth celebration, Black History Month, and Hispanic/Latinx Heritage Month. **Result:** Increased participation in diversity events by 35% through targeted marketing and engagement strategies.
- **Regional and Campus Relationships:** Developed strong working relationships campus-wide and across the region to support the measurable success of intercultural students. **Result:** Established partnerships with local community organizations, enhancing student support networks and resources.
- **Data-Driven Decision-Making:** Planned and implemented assessment efforts that informed data-driven decision-making for programs, services, and activities. **Result:** Utilized assessment data to revamp student support services, resulting in a 20% improvement in student satisfaction.
- **Digital Presence Management:** In partnership with the BSU Marketing and Communications staff, the LGCIE extranet and intranet presence on the university website were maintained. **Result:** Redesigned the LGCIE website, improving usability and increasing web traffic by 50%.
- **Trend Monitoring and Application:** Monitored national and regional intellectual trends in higher education focused on the student success of intercultural students and applied such information to inform and assess campus efforts. **Result:** Integrated best practices from national conferences into campus programs, enhancing their effectiveness and relevance.
- **Racial Equity and Justice Institute Team Member:** Served on BSU's Racial Equity and Justice Institute team, which focused on advancing racial and educational equity across the university. **Result:** Contributed to a comprehensive equity plan adopted by the university, leading to measurable improvements in campus climate and student outcomes.

◇ **Director of Institutional Diversity – Jul 2017-Nov 2022**

Division of Student Success & Diversity

Bridgewater State University (BSU) was established in 1840 as one of the first normal schools in the United States of America. It is the comprehensive university of Southeastern Massachusetts and the third-largest public university—the 10th largest. With an enrollment of approximately 11,000 students, BSU provides opportunities to residents of the region and the commonwealth through myriad academic programs and innovative learning experiences inside and outside the classroom. The University grants more than 2,400 degrees and certificates each year.

- **Operational Management:** Managed the daily operations of the Office of Institutional Diversity, including budget management, strategic planning, assessment, and supervision. **Result:** Streamlined budget processes, resulting in cost-saving while expanding program offerings.
 - **Training and Workshops Development:** Developed and implemented workshops and in-depth training sessions for employees and students, focusing on leadership abilities to interact inclusively and with cultural competence. **Result:** Designed and delivered workshops such as “The Empowered Bystander” and “Unlearning Racism: Becoming a Racial Justice Ally,” increasing participation by 40%.
 - **Strategic Collaboration and Data Utilization:** Collaborated with campus members and relevant offices to develop strategies and action plans fostering a campus climate supportive of inclusion, respect, and social justice. **Result:** Partnered with the Office of Institutional Research to create a data-informed equity platform, leading to enhanced programming and student services.
 - **Faculty and Staff Development:** Provided and trained faculty to develop equity-minded provisions and goal settings in curriculum development, decolonial pedagogies, and anti-racism models. **Result:** Implemented training programs resulting in a 25% increase in faculty integrating inclusive practices in their teaching.
 - **Crisis Management and Communication:** Trained staff to respond to and provide ongoing support for critical/crisis management around diversity and inclusion. **Result:** After the murder of Mr. George Floyd, facilitated university-wide discussions and workshops, enhancing the community’s understanding and commitment to anti-racism.
 - **Vision and Direction for Assessment Programs:** Provided vision and direction for designing, implementing, and managing programs assessing student learning outcomes associated with diversity and inclusion training and leadership activities. **Result:** Supported the development of a mentoring course (PSYC 215: Mentoring Peer and Youth), leading to improved transitions for high school male students of color to college.
 - **Policy and Curriculum Development:** Worked closely with academic leadership to design and implement policies, processes, and training curricula, preparing students for leadership roles and fostering diversity, equity, and inclusion. **Result:** Introduced a Diversity Statement requirement in every faculty job description, enhancing recruitment of diverse faculty.
 - **Workshops and Conversations Facilitation:** Facilitated workshops and conversations to engage the campus community in thoughtful discussions about race, equity, and inclusion. **Result:** Organized workshops such as “The Impact of Inclusive Language” and “Jane Elliot’s, A Class Divided,” with high participation rates and positive feedback.
- **Administration:**
 - **Daily Operations Management:** Managed the daily operations of the Office of Institutional Diversity, including budget management, supervision, assessment, and strategic planning. **Result:** Enhanced operational efficiency and expanded program reach.

- **Employee and Student Success Luncheons:** Managed and facilitated monthly luncheons supporting the success of female and non-binary employees and institutional diversity. **Result:** Increased engagement and networking opportunities, fostering a supportive community.
 - **Mentoring Course Development:** Designed and taught a mentoring 200-level university course for youth and peers to support student of color retention. **Result:** Significantly improved retention rates through targeted mentorship.
 - **Diversity Training Implementation:** Developed and institutionalized training programs like “The Empower Bystander” to provide tools and competencies to act against bias and prejudice. **Result:** Enhanced community response to bias incidents.
 - **Social Justice Training for New Students:** Worked closely with the Director of New Student and Family Programs to implement social justice-related training, ensuring all new students received adequate diversity education. **Result:** Successfully integrated social justice training into orientation programs, increasing awareness among new students.
 - **Data-Informed Diversity Efforts:** Planned and implemented diversity efforts and interventions focused on eliminating achievement and opportunity gaps. **Result:** Utilized data to refine programs, resulting in measurable improvements in student success.
 - **Policy and Procedure Development:** Developed and revised university policies and procedures in critical areas such as judicial affairs, residential life, and student leadership. **Result:** Implemented new policies that enhanced inclusivity and fairness across campus.
 - **Relationship Building:** Developed strong working relationships with academic and administrative offices to retain employees and students, emphasizing those from under-represented groups. **Result:** Strengthened support networks, leading to increased retention and satisfaction.
 - **Social Media Coordination:** Coordinated all social media for the Office of Institutional Diversity. **Result:** Enhanced communication and engagement through strategic social media campaigns.
 - **Committee Involvement:** Served on various university-wide committees and task forces focused on diversity and equity-oriented work. **Result:** Contributed to significant policy changes and program development.
- **Specialized Institutional Structuring & Assessments:**
 - **Planning Committee Participation:** Participated as a member of the Planning Committee for the Leading for Change Higher Education Diversity Consortium and lead contributor to the Racial Equity and Justice Institute. **Result:** Assessed educational needs and informed strategic planning.
 - **Meta-Analysis and Program Evaluation:** Conducted a meta-analysis of institutional diversity and inclusion goals to identify opportunities for improvement. **Result:** Frequent guest speaker on diversity and inclusion challenges, influencing policy and practice.
 - **Student Satisfaction Surveys and Climate Studies:** Conducted surveys and studies with the Office of Institutional Research to evaluate campus climate. **Result:** Used findings to inform and improve diversity initiatives.
 - **Program Evaluations for Grant-Funded Programs:** Conducted evaluations to support student success. **Result:** Ensured grant-funded programs met learning outcomes and achieved desired impacts.
 - **Policy Analysis and Development:** Analyzed and developed policies on racial harassment, bias reporting, and community service. **Result:** Enhanced campus safety and inclusivity.
 - **University Service:**
 - **Executive Leadership Institute Facilitation:** Facilitator of the Executive Leadership Institute. **Result:** Led leadership development programs, enhancing executive skills in diversity and inclusion.
 - **Racial Equity and Justice Institute Leadership:** Lead facilitator and member, contributing to significant advancements in racial equity. **Result:** Guided initiatives that improved campus climate and equity.

- **Task Force and Committee Leadership:** Served on and led various committees focused on racial justice, student mentoring, and diversity programming. **Result:** Led impactful programs and policy changes, enhancing campus diversity and inclusion.

◇ STETSON UNIVERSITY – DeLand, FL

Director of Diversity and Inclusion – *Dec 2015-Jun 2017*

Division of Campus Life and Student Success, Community Engagement, & Cross-Cultural Center

Stetson University, founded in 1883, has grown alongside Florida, evolving to educate a diverse student population. Today, it prepares students for future challenges, fostering a community of compassion, significance, and respect. Students at Stetson are inspired to build a better world.

- **Administration:**

- **Leadership in Diversity and Inclusion:** Provided leadership to and advanced student peer-based diversity and inclusion work, including the Multicultural Student Council, Multicultural Student Organization faculty/staff advisors, and 14 Multicultural Student Organizations. Supervised the Assistant Director of Interfaith Initiatives and provided leadership to the entire staff team, including student employees, VISTAs, and Graduate Assistants. **Result:** Increased the number of active multicultural organizations by 30%, fostering a more inclusive campus environment.
- **Strategic Vision for Intercultural Initiatives:** Integrated high-impact educational practices into the cultural and spiritual ethos of the University by providing a strategic vision for intercultural educational initiatives aimed at fostering a community rooted in inclusion, following the University values, and developing, coordinating, and administering programs and activities that serve. **Result:** Launched a series of intercultural workshops that saw a 50% increase in student participation, promoting a more inclusive community.
- **Community Building and Networking:** Expanded the Stetson community for all students by developing strategic external networks and relationships, ensuring academic success for all students. **Result:** Established partnerships with local organizations to provide mentorship opportunities, enhancing student support and engagement.
- **Operational Oversight:** Oversaw the Cross-Cultural Center (Tri-C) operations, including marketing, managing a \$150,000 budget, and assessing learning outcomes. **Result:** Successfully managed budget allocation, resulting in the expansion of student services and programs.

- **Teaching & Student Behavior Development:**

- **Empowerment Through Dialogue and Programs:** Empowered students to plan and facilitate critical and transformational dialogue, cultural events, diversity programs, workshops, and community-building programs. **Result:** Developed and institutionalized annual diversity events, which became key components of campus traditions, significantly increasing student involvement.

- **Specialized Institutional Structuring & Assessments:**

- **Inclusiveness and Diversification Process:** Produced a process where identity differences are respected and embraced by implementing inclusiveness, diversification, and re-imagining of the academic model and student engagement principles. **Result:** Introduced a new mentoring program that improved student retention and success rates.
- **Holistic Educational Programs:** Increased awareness, fostered learning, and incorporated reflection by coordinating and assisting students, staff, and faculty in planning and implementing holistic educational,

intercultural, spiritual, social, and leadership development programs. **Result:** Implemented a comprehensive diversity training program that saw widespread adoption and positive feedback.

- **Networking & Collaboration:**

- **Strategic Partnerships:** Networked and partnered with other offices and faculty to increase diverse student participation in high-impact learning and support initiatives. **Result:** Collaborated with Career Development and Alumni Engagement offices to enhance internship opportunities and career advice for diverse students, increasing placement rates by 20%.

- **Master's Student Supervision:**

- **Thesis Committee Membership:** Served on committees for theses focused on social justice and diversity, providing mentorship and guidance. **Result:** Supported students in producing high-quality research contributing to diversity and inclusion.

- **University Service:**

- **Task Force Leadership:** Officer of the Task Force on Diversity and Inclusive Excellence, leading efforts to improve campus climate. **Result:** Led the “Many Voices, One Stetson” campaign, which collected valuable data on inclusion and informed policy changes.
- **Training Development and Facilitation:** Facilitated and created diversity and inclusion training for Residential Assistants, faculty, and staff. **Result:** Developed “Choose Your Attitude” training, significantly improving staff preparedness and student support.
- **Committee Involvement:** Served on various university committees focused on social justice, advocacy, and diversity programming. **Result:** Contributed to creating the Social Justice Lecture Series, enriching campus dialogue on important issues.

◇ UNIVERSITY AT ALBANY, STATE UNIVERSITY OF NEW YORK – Albany, NY

Senior Academic Advisor – *May 2009-Nov 2015*

Advisement Services Center

Founded in 1844, the University at Albany is the premier public research university in the Capital Region. It offers more than 17,000 students the expansive opportunities of a large university in an environment that fosters individual success. For over 175 years, UAlbany has committed to seeing perseverance in the underestimated and promise in the unwavering.

- **Administration:**

- **Academic Registration and Financial Aid Management:** Spearheaded the registration process, ensuring adherence to academic guidelines and significant course requirements using PSoft and DARS. Directed students through completing and submitting federal and state financial aid forms and loan applications, optimizing financial support access. Reinforced academic standards by maintaining minimum credit and GPA requirements focused on STEM students. **Result:** Improved financial aid application accuracy by 25%, reducing delays in student funding.
- **Advisor Training and First-Year Student Instruction:** Enhanced college success by training new advisors and teaching first-year classes, fostering a supportive academic environment. **Result:** Increased first-year student retention by 15% through targeted advisor training programs and effective first-year instruction.

- **Student Behavior Development:**

- **Comprehensive Academic and Career Advising:** Ensured timely graduation through strategic study engagement, academic major selection, performance monitoring, tutoring, and specialized workshops. Advised undergraduates on career planning, integrating intensive reviews and ongoing support to help students integrate into society confidently and responsibly. **Result:** Achieved a 20% increase in student satisfaction with academic advising services.
- **Holistic Counseling Services:** Provided individual and group counseling focusing on self-esteem enhancement, anger management, domestic violence, sex education, diversity issues, peer mediation, and substance abuse awareness. These efforts significantly enhanced students' cognitive, social, and emotional development, equipping them with essential life skills. **Result:** Effective counseling interventions Reduced student behavioral issues by 30%.

- **Specialized Institutional Structuring & Assessments:**

- **Funding Conservation and Program Development:** Conserved program funding by developing and implementing initiatives encouraging student participation in study groups, associations, and lobbying efforts. **Result:** Increased student engagement in study groups by 40%, improving academic performance.
- **Effective Communication and Instructional Integration:** Maintained active correspondence with students through meetings and monthly emails, providing personalized and group instruction in all curriculum areas. Integrated class schedules with extracurricular activities to create a balanced educational experience. **Result:** Effective communication and integrated instruction enhanced student academic performance by 15%.
- **Organizational Management and Faculty Training:** Administered and arranged seminars on plagiarism and library facility usage. Provided advising, coaching, and training to faculty and administrators, promoting academic integrity and resource utilization. **Result:** Reduced instances of plagiarism by 25% through comprehensive educational seminars.

- **University Service:**

- **Committee and Advisory Roles:** Served as a Search Committee Member for the Office of International Education Advisor and a Judicial Board Member/Hearing Officer. Acted as an advisor for the National Latino Collegiate Conference, enhancing cultural representation and leadership on campus. **Result:** Successfully recruited diverse candidates for key university positions, promoting inclusivity.
- **Orientation and Training Programs:** Assisted and presented at the “Fulbright Gateway Orientation Program” and facilitated “Safe Space/Zone Training.” **Result:** Improved participant understanding of inclusivity and cultural sensitivity by 35% through practical orientation and training sessions.
- **Mentorship and Club Founding:** Mentored Greek-lettered organizations and founded the UAlbany Salsa Dance Club, fostering community and cultural engagement. **Result:** Increased student participation in extracurricular activities by 20%, promoting a vibrant campus life.

- **Honors/Grants/Awards:**

- **Professional Development and Research Grants:** Received multiple New York State/United University Professions Professional Development Grants/Awards and the University at Albany Dissertation Research Fellowship Award, recognizing dedication to professional growth and academic research. **Result:** Leveraged grant funding to enhance research capabilities and professional development opportunities.
- **Outstanding Service and Leadership Awards:** Honored with the Outstanding Service Award as the NLCC Coordinator for Fuerza Latina and inducted into several honor societies, including Omicron Delta Kappa, Sigma Delta Pi, Chi Alpha Epsilon, and Phi Alpha Theta, acknowledging exceptional service and

leadership. **Result:** Recognized for outstanding contributions to student success and leadership development.

◇ THE COLLEGE BOARD – New York City, NY

AP Spanish Literature and Culture Exam Reader – *Jun 2011-2017*; **Table Leader** – *Jun 2018-2021*
Advanced Placement (AP) Program

▪ **Establishing a Visible Presence for Exam Grading Services:**

- **Leadership in Exam Grading:** Provided continuous assistance in grading the Advanced Placement Spanish Literature and Culture Exam, ensuring high standards and consistency in evaluation. Maintained a rigorous grading schedule, contributing to the timely and accurate assessment of thousands of student essays annually.
- **Adherence to Rubrics and Content Mastery:** Carefully read and evaluated essay responses by strictly following rubrics designed for language usage and content mastery, ensuring fair and objective grading. Enhanced the reliability of exam results, contributing to a 98% consistency rate in grading accuracy.
- **Analytical and Thematic Grading Application:** Applied grades for essays based on a thorough understanding of analytical and thematic approaches and mastery of literary texts and terms. Improved the depth and quality of feedback provided to students, helping them understand their strengths and areas for improvement.
- **High-Volume Essay Evaluation:** Demonstrated hands-on experience in reading and grading approximately 300 essays per day over a week, showcasing efficiency and dedication. Successfully managed high-volume grading periods, ensuring all essays were evaluated within the required timeframe and maintaining the integrity of the examination process.

◇ ASOCIACIÓN CULTURAL PERÚ NEGRO – Lima, Perú

Historian/Archivist – *Mar 2006-Present*

As a Historian and Archivist for Perú Negro, the premier Afro-Peruvian dance and music company established in 1969 and recognized by the Peruvian government as a “Cultural Ambassador,” I have been instrumental in preserving and promoting the rich cultural heritage of Afro-Peruvian arts.

▪ **Leadership in Cultural Preservation:**

- **Award-Winning Contributions:** Achieved Grammy Awards and Latin Grammy Awards nominations through dedicated training in choreography, performance, and music ethnography since 2006.
- **Anniversary Concert Production:** Conceptualized, wrote, and produced significant anniversary concerts that celebrated the legacy of Perú Negro. Produced the 49th Anniversary concert, “Sus Raíces: Una historia por contar,” at the Gran Teatro Nacional on July 25, 2018, in Lima, Perú, which received critical acclaim and strengthened the company's cultural impact.
- **Milestone Celebration Event:** Led the creation and production of the 50th Anniversary concert, “50 Años de Tradición: La Misma Esencia,” at the Gran Teatro Nacional on September 28, 2019, in Lima, Perú. Successfully commemorated the company's half-century milestone, attracting media attention and audience engagement, further solidifying its cultural significance.

COURSES TAUGHT

UNIVERSITY AT ALBANY, State University of New York

(2007-2014)

- LCS 300 – Theories and Research Methods in Cultural Studies
- LCS 289 – Special Topics in Race and Ethnicity
- LCS 240 – Classism, Racism, Sexism
- LCS 203 – Afro-Latin America
- LCS 100 – Cultures of Latin America
- UNI 100 – The Freshman Year Experience
- SPN 101 – Elementary Spanish II
- SPN 100 – Elementary Spanish I

THE COLLEGE OF SAINT ROSE

(2008-2010)

- SPA 400 – Contemporary Spanish-American Novelists
- SPA 302 – Spanish for Heritage Speakers
- SPA 101 – Elementary Spanish Language and Culture I

MANUSCRIPT REVIEWER & SCHOLARLY BOOK PUBLISHERS

- Routledge, Taylor & Francis Group
- Rowman & Littlefield Publishing / Bloomsbury
- State University of New York (SUNY) Press

OTHER PROFESSIONAL EXPERIENCES

◇ UMDNJ-NJMS/UH – Newark, NJ

Translator and Copyeditor [Department of Emergency Medicine] – *Jan-May 2010*

- Provided comprehensive proofreading, syntax correction, and verb tense accuracy, and facilitated the translation between written grammatically correct Spanish and conversational Spanish for seven diagnostic scripts: Asthma, Fractures, Sprained Ankle, Diabetes, Lacerations, Biliary Colic, and Vaginal Bleeding. **Result:** Contributed to the “Video Discharge Instructions Project (DVI),” which consisted of video discharge instructions for seven common emergency room diagnoses.

◇ Worcester Historical Museum and the American Antiquarian Society, Worcester, MA

Researcher, Editor, and Translator – *Summer 2005*

- Conducted in-depth research and compiled primary documents at the American Antiquarian Society for the Worcester Historical Museum.
- Translated 19th-century Spanish documents into English, ensuring accuracy and cultural relevance.
- Edited and proofread essential historical documents.
- Provided critical and insightful materials for museum professionals based on translated information.
- Initiated communication between major museums by writing letters in Spanish, fostering collaboration between institutions interested in information research.

RESEARCH INTERESTS

- Construction, representation, and authenticity of Afro-diasporic communities and identities through ancestral memories, photographic staging, rhythmic performance, choreography, and body performativity.
- Exploration of socio-historical experiences through the dance of Afro-Latin Americans and African Diasporic communities in popular culture.
- Latin American narrative and cultural studies' hermeneutics.
- Race theory and social thought in literary and textual analysis and academic settings.
- Identity development and construction.
- Student learning, particularly in social identity development.
- Diversity and Inclusion, Student Success, and Student Engagement.

ACADEMIC & PROFESSIONAL MEMBERSHIPS

- Association for the Study of the Worldwide African Diaspora (ASWAD)
- Latin American Studies Association (LASA)
- The Collegium for African American Dance (CADD)
- Modern Language Association (MLA)
- The National Academic Advising Association (NACADA)
- Association of American Colleges & Universities (AACU)
- Student Affairs Administrators in Higher Education (NASPA)
- The National Conference on Race & Ethnicity in American Higher Education (NCORE)

PUBLISHING OUTPUT

BOOK:

- *Perú Negro: Bailando muchas memorias.* (AIBAL: Asociación Iberoamericana de Artes y Letras & Studia Hispanica Editors, Lima-Perú). 2021.

BOOK CHAPTERS:

- “Casting Spells with Melody: The Ascension of Yma Sumac to the Throne of Exotica in the 1950s” in [*Racialized Bodies & Constructed Identities: Representations of Latinx Peoples in Visual and Textual Culture*](#). José Lara. Amherst College Press. (Forthcoming, September 2025).
- “Performing Peruvian Blackness: Perú Negro’s Choreography” in [*The Oxford Handbook of Black Dance Studies*](#). Thomas F. DeFrantz. Oxford University Press. (Forthcoming, March 2026).

HANDBOOK:

- Gentlewarrior, S., Gonell, Y., Paredes, L., & Shama, U. (2024). [*The Racial Equity and Justice Institute Practitioner Handbook, Volume 2: Advancing Equity-minded Systemic Change in Higher Education*](#). The Racial Equity and Justice Institute at Bridgewater State University
- Gentlewarrior, Sabrina & Paredes, Luis (Editors), (2021). [*The Leading for Change Racial Equity and Justice Institute Practitioner Handbook*](#). Bridgewater State University on behalf of the Racial Equity and Justice Institute.

NEWSPAPER ARTICLE:

- “Reflecting on Pulse, and Dancing Queer.” *The West Volusia Beacon*. 16 Jun. 2016: 5A.

ARTICLES:

- “Ronaldo Campos de la Colina.” *Caminante*. Volume 2 (2019): 4-6.
- “Chabuca Granda: memorias prestadas, nostalgias encontradas, memoria peruana.” *Hispanic Culture Review*. Volume XIX (2013): 33-38.

DIVERSITY AND INCLUSION TRAININGS, WORKSHOPS & CONSULTING

- “Community Education Program,” Consulting, Stetson University, DeLand, Florida, September 2023 – February 2024.
- “Intergroup Dialogue for Racial Equity & Supporting Student Success,” Consulting, Board of Trustees- Cape Cod Community College, West Barnstable, MA, July 19, 2022.
- “Equity-Minded Plan,” Consulting, Cape Cod Community College, West Barnstable, MA, March-June 2022.
- “Creating Equity-Mindedness for Racial and Social Justice: An Overview,” Facilitator, Professional Development Day, Cape Cod Community College, West Barnstable, MA, December 14, 2021.
- “La performatividad de la cultural afroperuana,” Semana Afroperuana, Universidad Católica San Pablo Centro de las Artes, Arequipa-Perú, October 26-28, 2021.
- “Hidden Legacies/Legados Ocultos: Exploring the Erasure of Black Culture,” Black History Month Lecture, ETSY, New York, NY, March 24, 2021.
- “Diversity Liberates and Inclusion Heals,” Connections Conference: Listen, Learn, Act!: Fighting for Justice in our schools & communities, Sutton School District, Sutton, MA, March 24, 2021.
- “LatinX: The Non-Monolith,” Hispanic Heritage Month Lecture, ETSY, New York, NY, October 15, 2020.
- “Possibilities of the Imaginary: Celebrating Diversity and Identifying Bias,” Sustaining Disciplinary Pedagogies for a Better World, 12th Annual Conference, Bridgewater State University, Bridgewater, MA, December 12, 2019.
- “Sustaining Diversity: Beyond Diversity Correctness,” Keynote lecture, The New England Association for Graduate Enrollment Management (NEGAP) Fall Conference, Salem State University, Salem, MA, December 5-6, 2019.
- “100 Males to College: Supporting the Success of Latinx and Other Males of Color,” In Pursuit of Equity, Accountability, and Success: Latinx Students in Massachusetts Schools, Worcester State University, Worcester, MA, October 4, 2019.
- “Las poéticas y narrativas Afro-latinoamericanas”, Summer Institute, Massachusetts Foreign Language Association, Lasell College, Newton, MA, August 16-18, 2019.
- Facilitating and consulting, “The Empowered Bystander”, Student and Alumni Services, Office of Multicultural Programming and Inclusion, MGH Institute of Health Professions, May 21 & August 8, 2019.
- Facilitating and consulting, “Leadership Retreat,” Office of Minority Education Team, Massachusetts Institute of Technology, April 6-7 & October 13-14, 2019.
- Facilitating and consulting, “Social Justice Leadership Retreat,” Student Activities and Leadership Team, Babson College, March 8, 2019.
- Facilitating and consulting, “Pedagogy of Culture in World Language Classrooms,” Dover Sherborn Public Schools World Language Teachers K-12, Dover, MA, December 5, 2018.
- “Racial Equity and Justice Institute,” Leading for Change: Higher Education Diversity Consortium Fall Summit, MGH Institute of Health Professions, Somerville, MA, November 1, 2018.
- “World Language Education is a Civil Right,” Massachusetts Foreign Language Association Conference 2018, Springfield, MA, October 25-27, 2018.
- “Denying Humanity: Anti-blackness and the Racialization of the Other,” Office of Residential Life, Brown University, Providence, RI, October 23, 2018.
- “Culturizando el salón de clases: películas, telenovelas, danzas, y el cancionero latinoamericano,” Summer Institute, Massachusetts Foreign Language Association, Lasell College, Newton, MA, August 17-19, 2018.
- “Pedagogy of the Body: Tools to Teach Afro-Latin American Literature and Culture,” Summer Institute, Massachusetts Foreign Language Association, Lasell College, Newton, MA, August 17-19, 2018.
- “Who Needs Diversity,” Residential Life Summer Orientation, Dean College, Franklin, MA, June 20, 2018.
- “Pedagogy of Culture: Tools to Teach Latin American Diversity,” Diversity Conference, Massachusetts Foreign Language Association, Lasell College, Newton, MA, May 5, 2018.
- “The Imperative of Racial Justice,” Leading for Change: Higher Education Diversity Consortium Spring Summit, Massachusetts Institute of Technology, Cambridge, MA, March 29, 2018.
- “Talking Diversity and Making Efforts for Community Engagement,” Chatham West Apartments, Brockton, MA, February 22, 2018.
- “Racism, Diversity, and Cultural Challenges: Unpacking Similarities for Community Engagement,” The Pines Apartments, Brockton, MA, January 25, 2018.
- “Intercultural Advising for Success,” Supporting All Students in STEM, Massachusetts PKAL Regional Network Winter Meeting, Bridgewater State University, Bridgewater, MA, January 10, 2018.

- “The Inclusion of Afro-Latin Culture in Spanish Classes,” Department of Modern Languages & Office of Inclusion and Student Engagement, Millikin University, Decatur, IL, October 3, 2017.
- “Bodies that Move, Bodies that Think: Confessions of Rebels In-between,” Creative Revolution(s): Combating Hatred with Justice Across the Americas, Department of Latin American, Caribbean, and U.S. Latino Studies Conference, University at Albany, Albany, NY, March 3-4, 2017.
- “Who Needs Identity?” Honorando Nuestra Herencia, 26th Annual National Latino Collegiate Conference, University at Albany, NY, April 9, 2016.
- “Pedagogía del Cuerpo: Herramientas para Enseñar Epistemología, Literatura y Cultura Afro-Latina,” Educational Testing Services (ETS) AP Spanish Literature and Culture Professional Night Speaker, Louisville, KY, June 13, 2015.
- “Ritmo y Sangre Resistente: Performing Revolution in Latinoamérica,” El Poder de Ahora: The Dawn of Tomorrow, 22nd Annual National Latino Collegiate Conference, University at Albany, NY, March 24, 2012.
- “El baile de los que sobran: Indigenous Identity in Latin America,” Lighting the Torch: La luz de América, 21st Annual National Latino Collegiate Conference, University at Albany, NY, March 26, 2011.
- “Hispanophobia: The Black Legend and its Curse in/through History,” Veinte a Veinte: The Best Vision is Insight, 20th Annual National Latino Collegiate Conference, University at Albany, NY, March 20, 2010.
- “Sexual Solitude in Latin American Cinema,” La voz de la calle: Turn up the Volume, 19th Annual National Latino Collegiate Conference, University at Albany, Albany, NY, March 21, 2009.

RESEARCH PRESENTATIONS & LECTURES DELIVERED

- “El aporte Afro en el Perú: Taller Teórico-Práctico,” Escuela Superior de Arte Dramático Virgilio Rodríguez Nache, Trujillo, Perú, June 24, 2022.
- “La Antropología de la Danza Afroperuana,” Peru AfroFest, Seminario Profesional de Danza Afroperuana, Lima, Perú, May 22, 23, 29 & 30, 2021.
- “Perú Negro: bailando muchas memorias,” Impact of Globalization in Latin American Discourses, Grand Challenges Research & The State of Iberoamerican Studies Series, University of Minnesota, Minneapolis, MN, November 4, 2020.
- “El eterno ritmo de Victoria Santa Cruz,” “Nuestra América: Justice and Inclusion,” Latin American Studies Association International Congress, Boston, MA, May 24-27, 2019.
- “Black Roots in Latin American Dance,” SPXCE Intercultural Center, Massachusetts Institute of Technology, Cambridge, MA, February 19, 2019.
- “Reprise: Decolonizing Diversity Politics in Higher Education,” Distinguished Speaker Lecture, Anthropology Department, Bridgewater State University, Bridgewater, MA, November 15, 2018.
- “Dancing Peruvian Blackness: Peñas, Calles, Jirones, Y Teatros,” “Diálogos de Saberes,” Latin American Studies Association International Congress, Lima, Peru, April 29-May 1, 2017.
- “Dancing Many Memories: Choreographing a New National Family,” Invited Visiting Artist at the Duke Dance Program, Duke University, Durham, NC, April 11, 2017.
- “Rituals of the Body: Perú Negro’s Choreographing and Performing of Afro-Peruvian Identity,” LASA at 50, Latin American Studies Association International Congress, New York, NY, May 27-30, 2016.
- “Perú Negro and the Commodification of Afro-Peruvian Identity,” Dancing the African Diaspora: Embodying the Afrofuture, 2nd Bi-Annual Conference, Duke University, Durham, NC, February 19-21, 2016.
- “Locating Blackness in the Peruvian Nation: Narratives of Peruanidad,” African Diaspora Circularities: Forging Communities, Cultures, and Politics, ASWAD 8th Biennial Conference, Charleston, SC, November 4-7, 2015.
- “La Tierra Se Hizo Nuestra: Perú Negro and the Mainstreaming of Peruvian Blackness,” LASA 2015 Precaridades, Exclusiones, Emergencias, Latin American Studies Association International Congress, San Juan, Puerto Rico, May 27-30, 2015.
- “Bodies of Different Colors: Afro-Peruvian ‘Blackness’ and Representations of Identity,” Dancing the African Diaspora: Theories of Black Performance, Duke University, Durham, NC, February 7-9, 2014.
- “Re-Memorizing Afro-Peruvian Identity, 1969 to the present,” Transformative Visions: Confronting Change and Creating Opportunity in Africa and the African Diaspora, ASWAD 7th Biennial Conference, Santo Domingo, Dominican Republic, October 30-November 2, 2013.
- “Perú Negro: Re-Memorizing Afro-Peruvian Identity in the Black Pacific,” Global Africa, Triple Heritage, and Pax Africana, 38th Annual Conference of The New York African Studies Association (NYASA), Binghamton University, April 5-6, 2013.

- “Perú Negro: coreografías y representaciones de la identidad afroperuana, 1969 hasta el presente,” Museo Nacional Afroperuano, Congreso de la República del Perú, Lima, Perú, August 16, 2012 (invited presentation).
- “Choreographing Afro-Peruvian Identity: Danced to Resist, Dancing to Remember,” Performing Memory, History and Identity in the Black World, Central Pennsylvania Consortium Africana Studies Conference, Dickinson College, Carlisle, PA, February 23-24, 2012.
- “La construcción de la danza y el ritmo: la africanización de ‘Perú Negro’,” Equidad, justicia, desarrollo: afrodescendientes en Latinoamérica, Conferencia Internacional, SEPHIS/ Universidad de Cartagena, Cartagena, Colombia, March 21-24, 2011.
- “Locating Africa in Peruvian Memory: Chinchá “La Reina del Sur” and the Afro-Peruvian Projection of ‘Teatro del Milenio’,” Uniting Wisdom: Diasporas of Color Across Disciplines, Continents, Centuries and Cultures, 3rd Biennial World Diaspora Conference, SUNY at New Paltz, New Paltz, NY, October 15-16, 2010.
- “Inventing with Memories: The Cultural Recreations of Victoria Santa Cruz and its Canonization in Afro-Peruvian Culture,” Conference of Afro-Latin American Studies, Journal of Afro-Latin American Studies, 2nd Annual International Conference, Santo Domingo, Dominican Republic, March 11-13, 2010.
- “The Tribe’s Trance: Afro-Peruvian Trajectory and Cultural Constructions,” African Culture, Transmission and Retention, Uncovering Connections XI: Cultural Endurance between Africa, the Americas and the Caribbean, DIRECT Center, Medgar Evers College of the City University of New York, March 5, 2010.
- “A Brief Overview of Perú Negro’s History,” Spotlight Talk, Weston Auditorium, Fitchburg State College. Fitchburg, MA, February 7, 2008 (invited presentation).
- “An Exploration of Afro-Peruvian Dance and Music: *Perú Negro*, the Cultural Ambassadors of Black Perú,” Theater Talk, Proctors Theater, Schenectady, NY, January 25, 2008 (invited presentation).
- ‘Me gritaron negra.’ La voz de protesta ante la opresión del negro,” Probing Brevity – Studies on Short Texts, Department of Languages, Literatures and Cultures, 2nd Annual Research Conference, University at Albany, Albany, NY, November 2, 2007.
- “Del ‘Callejón del Buque’ a los teatros del mundo: la interpretación artística de ‘Perú Negro’,” “Asociación Cultural Perú Negro,” Santiago de Surco-Lima, Perú, June 26, 2007.

MEDIA APPEARANCES

- “[Afro-Latinidad and the NYC Dance Ecology](#),” Moderator, Redefining Practice, Dance NYC, New York, NY, November 3, 2021.
- “[Search for Racial Equity: Afro-Descendants – Recognition, Justice and Development in the Americas](#),” *Talks at Google*. San Francisco, CA, July 9, 2020.
- “50 Años de Perú Negro,” *Presencia Cultural*, TVPerú. Lima-Perú, September 21, 2019.
- “La historia de Perú Negro,” *Radio Filarmónica 102.7 FM*, Ministerio de Cultura. Lima-Perú, September 18, 2019.
- “Perú Negro, 50 Años Después,” *Wantan Night*, Movistar TV Plus. Lima-Perú, September 17, 2019.
- “Perú Negro, 50 Años de Fuerza y Color,” *Cuarto Poder*, América Televisión. Lima-Perú, September 12, 2019.

LEADERSHIP ACTIVITIES

◇ LAMBDA SIGMA UPSILON LATINO FRATERNITY, Inc.

National Director of Expansion [Hoboken, NJ] – *Jul 2015-Jun 2016*

- Presided over all matters regarding national expansion efforts by acting as a Chair of the Expansion Committee and being engaged as a committee member, which appoints the induction officers for expansion groups through the National Induction Officer Protocol.
- Directed liaison between the fraternity and any institution that wishes to establish a chapter and all interested men from institutions where Lambda Sigma Upsilon Latino Fraternity, Inc. is not present.

New York Regional Expansion Officer [New York, NY] – *Jun 2009-Dec 2010*

- Contacted university and college administrations for permission/requirements/qualifications to expand/establish a new chapter at respective campuses.
- Recommended Pledge Educators to the National Expansion Officer for expansion chapters.
- Under term, Lambda Sigma Upsilon Fraternity, Inc. added three new chapters at St. John's University, Rochester Institute of Technology, and SUNY Oswego.

Founding Brother/Alumni Advisor [Aquila Chapter, University at Albany, Albany, NY] – *Dec 2007-Present*

- Founded chapter with the goals and vision of succeeding in areas where other Greek-lettered organizations failed.
- Maintained and directed event planning and administrative duties and reported to National Board Officers.
- Directed and educated New Pledge Members.
- The Aquila Chapter of Lambda Sigma Upsilon Fraternity, Inc. contributes to university and community involvement, has an outstanding social atmosphere, produces great alumni, and has a 100 percent graduation rate.