

23 November 2018

Provost Katherine Frank
Central Washington University
400 E. University Way
Ellensburg, WA 98926

Dear Provost Frank, Storbeck/Pimentel & Associates, and the Dean Search Committee,

In an increasingly-difficult time for higher education, Central Washington's reputation as a change-agent for affordability and access is a shining example for excellence in higher education. The next Dean of the College of Arts and Humanities will be crucial to continuing that course. I hope that you will consider my candidacy. My professional passion remains to empower students, staff, and faculty through leadership that begins in relationship. My commitment is to higher education that creates generational change in and through students, many of whom would otherwise be unserved in higher education, and I would love the opportunity to be able to marry that commitment to a position at an institution which is biased towards action. The entirety of my portfolio speaks to my administrative, research, teaching, and service aims to embolden faculty, staff, and students to meet the community where they are—with whatever gifts they have—to contribute to innovative social change.

Administration. My administrative background, experiences, and focus on team help meet the requisite needs CWU has in a new Dean. Through the varied administrative positions I have held at a large, research-emerging, Carnegie Civic Engagement-classified, Hispanic Serving Institution (HSI), I have emerged as a dedicated leader, with clear vision and direct communication, who can work across Colleges and units to effectuate positive change for our students, while valuing faculty and staff. As Associate Dean of Undergraduate Programs in the University College at the University of Texas at San Antonio ("UTSA"), my responsibilities include working with all University "pathway" advising centers for student success initiatives, including on caseload management, degree plan compliance, campaigns, resilience and retention, transitional (or transfer) advising, reinstatements, and all academic affairs-related university, core, and financial petitions. These duties are part of the kaleidoscope of academic affairs responsibilities I have as Associate Dean, many of which map onto the responsibilities that the CAH Dean will have. Those include maintaining primary responsibility for curriculum development, academic compliance for all College Program offices, SACS accreditation of academic affairs, developing faculty-led student success efforts, marketing of the College, retention and advising efforts for non-traditional students, scholarship administration, faculty training and recruitment, advocating for the College in campus decision-making processes, and promoting retention through collaboration between Institutional Research and advising. Of course, there are the day-to-day operational experiences my broad administrative background has given me, whether in administrative operations, planning policy, fundraising, or the development and implementation of strategic plans. My budget experience includes assisting all College programs through a current transition to a Hybrid Incentivized Budget Model (a Presidential Strategic Initiative), overseeing budgets for faculty, scholarship accountability for \$3.2 million/annum, and revamping special projects program budgets. I am adept at program creation (for example, the MA program in Philosophy), online program creation (from being a partner in the Cybersecurity fully-online degree, to the development of online and hybrid courses; from expanding online course offerings in the College, to serving on Task Force for the integration of online programming to serve the needs of the revitalized downtown campus), program development (for instance, transitioning the Center for Civic Engagement from Community Affairs into an Academic Affairs unit housed in University College), and program innovation (my ClassPass!

Orientation model for academic preview is an excellent way for advising and faculty to work together to attract and retain new students).

Advocacy and Diversity. UTSA is a Hispanic-serving Institution (HSI), and a recognized “Military Friendly School”, and University College is the academic home for both the Army and Air Force ROTC programs. As an institution of access, we are beginning to generate success in our outreach efforts to diverse students and faculty. From my first administrative moments, I paid particular attention to facilitating programs that welcomed and actively recruited students and faculty from diverse backgrounds, promoted multicultural understanding, and created an environment that provided opportunities for research and leadership development for all students, and especially those from groups underrepresented in higher education. One such program is the “First 2 Go & Graduate” program, a Department of Education grant-funded mechanism to pair “first gen” students with faculty who were also “first gen”. My students call me “OG”, because I have been with the program since its inception as a Faculty Coach and mentor 30 students one-on-one throughout each school year. I create advising campaigns for high-risk students across the First Gen student pool at UTSA, using EAB as a primary campaign tool. Fortunately, my advising resources as an administrator help me advocate and intervene for students when they have difficulty, to liaise between faculty, advisors, and students if there is a communication breakdown, and create avenues for engaged scholarship for students who ordinarily would not be able to go. (For example, the Multidisciplinary Studies major sits as the 4th largest in the University but does not currently have a study abroad component, and students are not able to study abroad in their last 30 hours. I was able to waive the residency component for one of my F2G&G students, and work with the MDST Program Director to help her travel to Urbino, Italy for Fall 2017 before she graduated in December.) Having strong relationships and working on behalf of your students pays off in diversity initiatives. Currently, 58% of the members of the UTSA University College are students of color and 53% came from groups underrepresented in higher education, which places the University College as one of the most diverse in the country. That level of diversity is not accidental. It has been achieved by developing a plan to include aggressive outreach campaigns for underserved students during recruitment activities, maintaining a holistic review process during admission and multiple entry points to ensure that students who are high risk immediately out of high school could be admitted after excelling in their first summer at UTSA, and working across campus (with the registrar, advising, athletics, and the Honors College) to ensure student success.

Towards that end, it is helpful to know that my advocacy efforts in higher education do not stop with UTSA. My work with the National Endowment for the Humanities has placed me as a leader in Texas for Humanities Advocacy, which includes drafting position papers to the Texas State legislature on behalf of the Texas Council of Faculty Senates, working with the AAUP for faculty protection in Texas (which has little presence in Texas), and being a part of the NEH’s Texas Humanities Advocates in Washington, D.C. to compel federal funding for the Humanities and Arts. Our core beliefs as faculty and administrators should include the protection of the liberal arts; as a philosopher, I am dedicated to impelling others to advocate, and to hold those in power accountable for the betterment of our students.

Engagement. In critical ways, my work at UTSA has positioned me to collaborate with internal and external stakeholders in higher education. I do so successfully and have used all available opportunities to help UTSA move to Research I status while leading the way as a Carnegie-classified Civic Engagement recipient. I have been able to work together across campus, campuses, University systems, and administrations to effectuate engagement for faculty and students. For example, my 3-year effort to move the Center for Civic Engagement out of Community Affairs and into Academic Affairs—specifically, University College-- paid off last Spring, which allows the College to create new courses and my project

to develop a campus-wide Service Learning certificate as a degree program to come to fruition. Certainly, my experiences in academic affairs administration, faculty governance, advising, recruiting, retention, and the development of educational programs has led to frequent invitations to serve on a variety of permanent and ad-hoc University and System committees that have helped shape undergraduate education at UTSA. Since coming to UTSA, I have been sought after to serve on University-wide initiatives for faculty and students, including participating in (and then being on the Leadership Team for) “Leadership UTSA” (an executive-leadership development program for faculty, staff, and administrators), multiple administrative and interdisciplinary hiring searches (including for the Dean of the Honors College, for the VPIMT, and a cluster hire in Artificial Intelligence), the University Scholarship Committee, the Enrollment Management Committee, the International Education Fund Committee, five Strategic Initiative Task Forces, and host of committees pertaining to Undergraduate Advising and Student Success. I assisted the Associate Provost for Faculty and Student Diversity and Recruitment in the development of the Top Scholars Program, a full-ride, merit-based scholarship program, and worked with the Office of Admissions on marketing presentations for high school counselors. I served on the Graduation Rate Improvement Plan (GRIP) Committee, which led to the opportunity to serve on an ad-hoc Committee that designed a new First Year Experience program and a new freshman seminar course for all freshmen. The interdisciplinary nature of the framework for that Academic Inquiry and Scholarship (AIS) course was based on the framework that we used in our upper-level Honors Seminar courses. These efforts attest to my ability to engage the entire campus community in maintaining high standards of academic excellence.

But my leadership has also been recognized in the State of Texas, where I was the first person from UTSA to serve on the Executive Council at the University of Texas System for the Faculty Advisory Council. My work there may be highly relevant to the search at Arizona State, for which you are looking for someone who has a keen sense of faculty governance and outreach. My main role at System was to advocate for faculty on behalf of UT-System schools (academic and health campuses) to the System, the Board of Regents, and the Texas Higher Education Coordinating Board. As a chair for Academic Affairs, the main System-funded initiatives were a state-wide Faculty Workload evaluation (the end result of which was to give control of faculty workload and Presidential release credits back to institutions to best use for faculty recruitment, retainment, and research) and state-wide Dual Credit data survey and analysis (which served to inform the legislature and campuses about the disparate quality of dual credit offered in the state and empower faculty and departments to wrest control back from the Coordinating Board on fields of study initiatives. (The latter of these remains an ongoing project). My work at System frequently led me to collaborate with other faculty, administrators, and System vice chancellors to write policy, defend academic freedom, and provide needed benefits for faculty (whether from health insurance to course release to family leave to protection of research time).

Research and Reputation. Beyond my administrative service to UTSA, I hold the rank of Professor in the Department of Philosophy, and have been active in winning grants, awards, and working with our VPR to make research accessible to all of our students. My own research portfolio is internationally renowned in three areas: early modern philosophy, ethics, and existentialism. It is difficult to maintain excellence across disparate areas in philosophical research, but I publish regularly in all three areas, give invited (domestic and international) major talks in all three, review in all three, have won prestigious awards in ethics and early modern, and am one of the world’s experts on early modern women in philosophy as well as the work of French philosopher and Catholic existentialist Gabriel Marcel. In the last year, I have organized major international sessions at the American Philosophical Associations for both the Society for the Study of Early Modern Women, and a joint session for the Gabriel Marcel and Karl Jaspers Societies, while also being invited to present an ethics paper at an International Social Philosophy

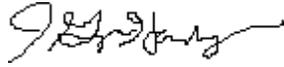
Conference-- which speaks to my repute and willingness to create opportunities for excellence in research. I am only the second scholar at UTSA to receive *both* the President's Distinguished Achievement Award in Research and the President's Distinguished Achievement Award in Teaching (the highest institutional awards offered). My commitment to excellence and innovation has only amplified since taking on administrative duties—my major (8-month) NEH Faculty Award came in 2014, for example, and I just this summer won the Sawtelle Teaching Innovation Award. I am a rare example of a candidate who went up for full professor after entering administration but refused to go up on my service record. Even after being promoted, I requested this Fall that the Dean maintain my 40/40/20% workload split I have worked on since becoming an administrator, to signal to my academic department that my commitment to scholarship has not abated.

Valuing research as an administrator helps me lead the way for our efforts in Undergraduate Research and Civic Engagement. I took over the editor-in-chief position for UTSA's undergraduate research journal last year, and expanded it to publish work from undergraduates across the country. In part due to my advocacy, the entire university's Office of Undergraduate Research is moving to University College this Fall, including the *Journal*. My efforts in Undergraduate Research include partnering with the Libraries to move the *Journal* to the server there, to maximize its visibility; helping to organize the Research Showcase for both the University and (separately) the College of Liberal and Fine Arts. My formal collaborations with VPR include bringing research excellence opportunities to all UTSA undergraduates, including workshops, internships, and one-on-one faculty mentoring scholarships for undergraduates. This year, I am working to pair freshmen and sophomores with research mentors who can introduce them to undergraduate research and foster long-term projects (and relationships). Along with this vision, I encourage students to attend professional conferences to present their work, marshal resources to fund their travel, and have accompanied groups of students to the annual National Conference on Undergraduate Research (NCUR) and Carnegie Mellon's Fusion Forward events. Promotion of undergraduate research is critical to the University's success as a research institution, as top research universities provide opportunities for students – *including* undergraduates and graduate students – to work with world-class faculty and engage in cutting-edge research and learning so that their degrees represent a nationally-recognized brand of integrity and innovation. As a humanist, educator, and administrator who knows the value of research for all students, my perspective on this from the CAH Dean's role will be to marshal the respect of faculty across fields, have the proper team in place to seamlessly facilitate faculty acquisition of grants and awards, to incentivize faculty research in all fields, and to view the success of all units within the College as integral to the mission of the University.

My foundational belief as an administrator is that faculty are the world experts on generating a sense of identity and dignity through their research and classroom spaces, and they should be resourced to lead home-grown student success and access initiatives. My administrative, research, and teaching objectives reflect that belief for higher education: faculty lead the way in opening up the excitement of discovery for students and modeling life-long character and skills that they can apply broadly throughout their lives. While I recognize the importance of learning class content, I want more for our students. I want to inspire them to continue learning on their own so that they leave our university-- with their own fundamental beliefs about their connection with, and obligations to, a world outside themselves. Armed with an understanding of the complexities of our globalized world and how their academic excellences can contribute positively to it, our students will leave as ethically-minded leaders and strong representatives of our mission. My work at UTSA and in philosophy has promoted opportunity, reduced inequality, and reflects my commitment to a daily fight for social justice.

I am attaching my CV, which provides additional information on all of these activities. I look forward to hearing from you and the search committee for the Dean of the College of Arts and Humanities position at Central Washington.

Warmly,



Dr. Jill Graper Hernandez
Associate Dean, Undergraduate Studies
Professor of Philosophy
University of Texas at San Antonio