

ENEDINA GARCIA VAZQUEZ

OFFICE ADDRESS

New Mexico State University
Counseling & Educational Psychology
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EDUCATION

PHD	1990	THE University of Iowa, School Psychology <u>Minor Fields</u> – Special Education, Counseling & Human Development
MA	1983	The University of Texas at San Antonio, Bicultural/Bilingual Studies
BS	1979	Texas State University (formerly Southwest Texas State University), Elementary Education

ACADEMIC EXPERIENCE

2011 – Present

Professor

New Mexico State University
Counseling & Educational Psychology

Major responsibilities include teaching five courses per year at the undergraduate and graduate levels, advising graduate students, directing master's theses, Ed.S. theses/research projects and Ph.D. dissertations, supervising and training school psychology, counseling and counseling psychology students, service and maintaining a scholarly research agenda. Primary responsibilities are to the school psychology program. Additional responsibilities include assisting the College of Education Dean's office with identification and support of Education students seeking major prestigious scholarships/fellowships; interface with local school district to provide psychological assessment and intervention support for P-12 students and grow the Counseling & School Psychology Training Center in the Counseling & Educational Psychology department; and prepare the application for a school psychology doctoral program.

06/2003 – 07/2003

Visiting Professor

The University of Notre Dame
Alliance for Catholic Education Program
Notre Dame, IN 46556

Teach EDU 544 Child Development and Moral Education for early childhood and elementary education student teachers enrolled in the Alliance for Catholic Education program. Be available to advice and support students' participation in class and assignments.

2006 – Present

Full Professor

1998 – 2006

Associate Professor

1995 – 1998

Assistant Professor

New Mexico State University

Counseling & Educational Psychology Department

Major responsibilities include teaching five courses per year at the undergraduate and graduate levels, advising graduate students, directing master's theses, Ed.S. theses/equivalency projects and Ph.D. dissertations, supervising and training school psychology, counseling and counseling psychology students, service and maintaining a scholarly research agenda. Served as Training Director of the school psychology program for 10 years.

1993 – 1995

Assistant Professor

THE University of Iowa

Psychological & Quantitative Foundations Division-

Iowa City, IA

Member of the school psychology program faculty. Major responsibilities include teaching two courses per year, advising graduate students, directing Ed.S. theses/equivalency projects and Ph.D. dissertations, supervising and training school psychology students, service, and maintaining a line of scholarly activity.

1990 – 1993

Assistant Professor

THE University of Iowa

Curriculum & Instruction and Psychological & Quantitative Foundations Divisions

Iowa City, IA 52242

Joint appointment in two divisions: Curriculum & Instruction (50% first year, 75% second year) and Psychological & Quantitative Foundations. Major administrative responsibilities included directing/coordinating the ESL program and all responsibilities related to program development and implementation. Other responsibilities included teaching three courses per academic year, advising graduate and undergraduate students, supervising and training teachers for ESL and general education classrooms, directing master's theses and Ph.D. dissertations, providing service to the university and community, and maintaining a line of scholarly activity. Second appointment in the Psychological & Quantitative Foundations Division (50% first year, 25% second year) was in the school psychology program. Major responsibilities included teaching one to two courses per year, advising graduate students, directing Ed.S. and Ph.D. dissertations, supervising and training school psychology students, and maintaining a line of scholarly activity.

ADMINISTRATIVE EXPERIENCE

2006 – 2011

Associate Dean/Deputy Director

New Mexico State University

Physical Science Laboratory

Responsible for developing closer ties to academic colleges through joint appointments and research and education interdisciplinary programs for undergraduate and graduate students. Develop and help implement policy for research faculty. As Information Sciences & Security Systems Department Head,

oversee the operations for grants and contracts received in information modeling and threat analysis (electronic warfare systems countermeasures, development and integration, systems modeling and simulation), border technologies, signals and systems, and open source intelligence. Education and training initiatives include the Workforce Internship in National Security (WINS) co-operative education program and co-developing and implementing a center for national security. Outreach efforts include summer camps for middle and high school students (Matrix RED, I-SPY, CSI) from low income or minority backgrounds. Support and solicit new business and research development efforts. The IS & SS Department generates about \$20 million, annually, in research expenditures.

2003 – 2006

Associate Dean of Academic Affairs

New Mexico State University
The Graduate School

Primary responsibilities are concentrated in program/professional development to enhance retention for graduate students. Address the majority of student issues related to academic needs/concerns, graduate assistantships, grievances, and appeals. Supervise 10 staff and 4 graduate assistants. Lead the effort to develop an intelligence studies program at the undergraduate and graduate levels. Involved in recruitment. Member of campus-wide associate dean committees for academics and research.

1999 – 2003

Associate Director (Associate Dean*)

New Mexico State University
Honors College

Responsibilities include recruiting and preparing undergraduate students for major national and international fellowships/scholarships including but not limited to the Rhodes, Marshall, Truman, Goldwater, and Udall scholarships. The Associate Director/Fellowship Coordinator chairs the university wide fellowship committee and is responsible for program development. The Associate Director assists the director in various administrative roles related to the functioning of the Honors College. *In 2005 the Associate Director position was converted to an Associate Dean position. No changes were made to the responsibilities or job description.

1995 – 2004

Training Director - School Psychology Program

New Mexico State University
Counseling & Educational Psychology Department

2004 – 2005

Co-Training Director

The Training Director is responsible for all program development activities including establishing the mission for the program, developing curriculum plans, implementing graduate school rules and policies, preparing accreditation and state licensure materials, and general program coordination. The Director organizes training committee and student meetings, addresses all student concerns, develop training manuals, recruitment and retention.

OTHER PROFESSIONAL EXPERIENCE

1989 – 1990

School Psychology Associate

Bryan Independent School District
Bryan, Texas

Major responsibilities included evaluations of special and general education students, from pre-Kindergarten through High School, presenting with a variety of difficulties. Academic, behavioral and emotional assessments were conducted. Provided written diagnostic evaluations, interventions, overall recommendations and educational placement suggestions. Many evaluations and parent interviews were conducted in English, Spanish, or both. Students presented with learning, behavioral and mental disabilities.

1988 – 1989

School Psychologist

Grant Wood Area Education Agency
Coralville Office
Coralville, IA

Major responsibilities were to conduct special and general education evaluations of students from pre-Kindergarten to high school presenting with a variety of learning, behavioral and mental difficulties. Areas assessed included academic, behavioral and emotional aspects. Provided written diagnostic evaluations, interventions, overall recommendations and educational placement suggestions. Occasionally conducted bilingual (Spanish/English) evaluations for other school psychologists in the agency. Interviews with parents and students often conducted in Spanish or bilingually (English/Spanish) as needed.

1987 – 1988

School Psychology Intern

THE University of Iowa
University Counseling Service
Iowa City, IA

Provided clinical services in the following areas: ACOA issues, career indecision, interpersonal difficulties, academic and inter-cultural concerns. Individual seminars included differential assessment techniques, assessment and intake. Conducted screening interviews, psycho-educational assessments, and participated in weekly observation and supervision. Supervised by Licensed psychologists (Drs. Carol Enns, Bruce Etringer, Sam Cochran, and Martha Christiansen – Director of Training).

1983 – 1987

Graduate Assistant

THE University of Iowa
Iowa City, IA

Graduate assistantship responsibilities included teaching, supervising and training students in the teacher education program, specifically for students in the elementary education department. Student teachers included those working in regular elementary and ESL classrooms. Other duties consisted of testing students for the University of Iowa Summer Reading Clinic and providing research assistance.

1981 – 1983

Elementary Education Teacher

Southwest Independent School District
San Antonio, TX

Taught in bilingual Kindergarten and second grade classrooms. Master teacher in a Title VII Demonstration Project investigating the effects of The New Concurrent Approach (a bilingual education

technique using Spanish and English (on a 50/50% basis), concurrently using a system of cues. Also taught language arts in English and Spanish. Videotaped on a biweekly basis and audiotape daily.

1979 – 1981

Elementary Education Teacher

San Felipe Del Rio Independent School District

Del Rio, TX

Taught in bilingual third and fourth grade classes. Responsible for all content areas and teaching duties required.

MAJOR RESEARCH INTEREST AREAS

Social/cultural/emotional factors and academic success

Acculturation in children and adolescents

Assessment strategies with diverse populations

Intervention techniques

REFEREED PUBLICATIONS

Skiba, R. J., Reynolds, C. R., Graham, S., Sheras, P., Close- Conoley, J., & García-Vázquez, E. (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist, 63*(9), 852-862.

Rehbein-Narvaez, R, García-Vázquez, E, & Madson, L. (2006). The relation between self-esteem and sexual functioning in collegiate females. *Journal of Social Psychology, 146, (2), 250 – 252.*

Vásquez, M. J. T., Lott, B, García-Vázquez, E., Grant, S. K., Iwamasa, G. Y., Molina, L. E., Ragsdale, B. L. & Vestel-Dowdy, E. (2006). Personal reflections: Barriers and strategies in increasing diversity in psychology. *American Psychologist, 61 (2), 157-172.* (98% rejection rate)

García-Vázquez, E. (2005). RTI Q & A: Response from the New Mexico review editor. *New Mexico Review, 13, 12 –14).*

García-Vázquez, E. (2005). From RTI to the Praxis: Examining critical issues in school psychology. *Trainer's Forum, 24, 18-23.*

Savage, T. A., Arroyos-Jurado, E. C., Nero, C. L., & García-Vázquez, E. (2004). Applying a culturally responsive paradigm to the field of school psychology: A framework for practice and training. *Trainer's Forum, 24*(1), 10-18.

García-Vázquez, E. & Dunham, M. (2004). TSP in Dallas. *Trainer's Forum, 23*(4), 17 –19.

Grau, N. A., Waldo, M., García-Vázquez, E. & Steiner, R. (2002). Assessing barriers to learning in a borderland high school. *Border Walking Journal, 5, 1-18.*

García-Vázquez, E. (2002). Enhancing reading through cross-cultural parent-teacher communication. *New Mexico Journal of Reading, 3, 14-23.*

- López, E. J., Ehly, S., & García-Vázquez, E. (2002). Acculturation, social support and academic achievement of Mexican and Mexican-American high school students: An exploratory study. *Psychology in the Schools, 39*(3), 245-257.
- López, E. J., García-Vázquez, E., & Meloy, L. (2000). Acculturation and self – perception: Factors affecting the development of Latino/a adolescents. *Border Walking Journal, 4*, 43-57.
- García-Vázquez, E., Vázquez, L. A., Ling, N. D. & Adams, E. M. (1999). The impact of skin color on perceived discrimination among bi-ethnic/Latino adolescents. *Border Walking Journal, 3*, 44 – 52.
- Vázquez, L. A. & García-Vázquez, E. (1998). The impact of the differential social power system on Latinos' attitudes toward the high school and community college experience. *The Journal of Community College Research and Practice 22*, 1-10.
- García-Vázquez, E., Vázquez, L. A., & Huang, C. (1998). Psychological factors and language: Impact on Mexican-American students. *College Student Journal, 32*, 6 -18.
- Vázquez, L. A., García-Vázquez, E., Sanchez, P. J., & Sierra, A. S. (1998). Acculturative stress in university students: The impact of ethnic loyalty and skin color. *Borderwalking Journal, 2*, 37-46.
- García-Vázquez, E., Vázquez, L. A., López, I. C., & Ward, W. (1997). Language proficiency and academic success: Relationship between proficiency in two languages and achievement among Mexican-American students. *Bilingual Research Journal, 21*, 397 – 409.
- Vázquez, L. A., García-Vázquez, E., Bauman, S. A., & Sierra, A. S. (1997). Skin color, acculturation, and community interest among Mexican-American students: A research note. *Hispanic Journal of Behavioral Science, 19*, 377-386.
- García-Vázquez, E. (1997). In other words: Not just a song. Review of *In other words: The Science and Psychology of second-language acquisition (1st ed.)* by Ellen Bialystok, & Kenji Hakuta, (Eds.). New York: Basic Books, 246 pp. *Contemporary Psychology, 42*, 260-261.
- García-Vázquez, E. (1996). Literacy: A Broader Definition. Review of *Literacy: A Redefinition (1st ed.)* by Nancy J. Ellsworth, Carolyn N. Hedley, & Anthony N. Baratta, (Eds.). Hillsdale, New Jersey: Lawrence Erlbaum Associates, 238 pp. *Contemporary Psychology, 41*, 581-582.
- García-Vázquez, E. (1995). Acculturation and academics: Effects of acculturation on reading achievement among Mexican-American students. *The Bilingual Research Journal, 19*, 307-318.
- Vázquez, L. A. & García-Vázquez, E. (1995). Variables of success and stress with Mexican American students. *College Student Journal, 29*, 221-226
- García-Vázquez, E., & Ehly, S. W. (1994). Acculturation and intelligence: Effects of acculturation on problem-solving abilities. *Perceptual and Motor Skills, 78*, 501-502.
- García-Vázquez, E. & Vázquez, L. A. (1994). In a pen pals program: Latinos/as supporting Latinos/as. *Journal of Reading, 38*, 172-179.

García-Vázquez, E. (1994). The Changing Face of Homelessness, Marjorie J. Robertson and Milton Greenblatt (Eds.). *Contemporary Psychology*, 39, 422.

García-Vázquez, E., Ehly, S. W., & Vázquez, L. A. (1993). Examination of tutor and tutee interactions and attitudes: What happens during peer tutoring. *Special Services in the Schools*, 7, 1-20.

García-Vázquez, E. & Ehly, S. W. (1992). Effects of peer tutoring on the social acceptance of students perceived not to be socially accepted. *Psychology in the Schools*, 24, 256-265.

García-Vázquez, E. (1991). Language processing in bilingual children edited by Ellen Bialystok. *Contemporary Psychology*, 37, 762.

BOOKS and CHAPTERS

García-Vázquez, E., Crespi, T., & Riccio, C., Editors. (2010). *Handbook of Education, Training and Supervision of School Psychologists in School and Community, Volume I: Foundations of Professional Practice*. New York: Taylor Francis/Routledge. (Volume II: Bridging the Training and Practice Gap: Building Collaborative University/Field Practices, Edited by Kaufman, J. & Hughes, T.)

Vázquez, L.A., Marin, M., & García-Vázquez, E. (2009). Advances in Multicultural Assessment and Counseling with Culturally-Diverse Later-Life Adult. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander, *Handbook of Multicultural Counseling* (3rd.). California: Sage Publications.

Vázquez, L. A., & García-Vázquez, E. (2003). Teaching multicultural competence in counseling curriculum. In D. B. Pope-Davis, H. L. K. Coleman, W. M. Liu, & R. L. Toporek, Eds., *Handbook of multicultural competencies*.

Vázquez, L. A., & García-Vázquez, E. (2001). The impact of phenotype on gender and class for Hispanic Americans: Implications for counseling. In D. B. Pope-Davis & H. L. K. Coleman, Eds., *The intersection of race, gender, and class: Implications for counselor training*. California: Sage Publications.

Ehly, S. W., & García-Vázquez, E. (1998) Peer counseling. In K. Topping & S. W. Ehly (Eds.) *Peer assisted learning*. Mahwah NJ USA & London UK: Lawrence Erlbaum Associates

Ehly, S. W., & García-Vázquez, E. (1998). Groups in the school context. In K.C. Stoiber & T. R. Kratochwill (Eds), *Handbook of group intervention for children and families*. Boston: Allyn & Bacon.

García-Vázquez, E., & Ehly, S. W. (1995). *Best Practices in School Psychology, III*, Alex Thomas and Jeff Grimes (Eds.). NASP Publications.

REFEREED CREATIVE WORKS

García-Vázquez, E., Vázquez, L. A., & Ivey, M. B. (2004). Counseling Latino/Latina adolescents and children: Brief Interventions. A Video Workbook. Microtraining Associates and Company. North Amherst: MA

García-Vázquez, E., Vázquez, L. A., & Ivey, M. B. (2004). Counseling Latino/Latina adolescents and children: Brief Interventions. Counselor Training Video. Microtraining Associates and Company. North Amherst: MA

NON-REFEREED PUBLICATIONS

García-Vázquez, E. (2005). Graduate assistant handbook. Las Cruces, NM: The Graduate School, New Mexico State University.

García-Vázquez, E. (2004). Graduate student handbook (68 pages). Las Cruces, NM: The Graduate School, New Mexico State University.

García-Vázquez, E. (2004). New graduate assistant handbook (73 pages). Las Cruces, NM: The Graduate School, New Mexico State University.

García-Vázquez, E. (2004, 2005). Directors of graduate studies handbook (70 pages). Las Cruces, NM: The Graduate School, New Mexico State University.

Arroyos, E. C., & García-Vázquez, E. (1997). The effect of acculturation type, stress, and social support on Mexican-American adolescents: Abstract. *National McNair Journal*.

Arroyos, E. C., & García-Vázquez, E. (1997). The impact of acculturation type, stress, and social support on Mexican-American adolescents. *NMSU McNair Journal*.

García-Vázquez, E. (2004, 2003, 2002, 2001, 2000, 1999, 1998, 1997, 1996). School psychology student handbook. Las Cruces, NM: Counseling & Educational Psychology Department, New Mexico State University.

García-Vázquez, E. (1995). *School psychology operations manual*. New Mexico State University.

Vázquez, E. G. (1991). Acculturation: Conceptualization and operationalization. In *Best Practices in the Delivery of School Psychology Services*, Grant Wood Area Education Agency, Cedar Rapids, Iowa.

García-Vázquez, E. (1990). *ESL student handbook*. THE University of Iowa.

Vázquez, E. G. (1985). The school psychologist as a leader of Hispanic groups. *Iowa School Psychologists Association Newsletter*, 3(1), 6-7.

FUNDED GRANTS

(2011) Las Cruces Public School District - Assessment and Evaluation Center, PI \$149,588

(2008-Present) National Association of School Psychologists- Chair. \$66,500 yearly (includes support for a graduate assistant)

(2008- Present) New Mexico Department of Transportation- Border project building and installing a Weigh In Motion (WIM) system. \$596,200

(2007-2008) Matrix Project – K-12 initiative to develop curriculum for small technology. Co-PI Luis Vázquez, \$308,000.

(2008) ENLACE Evaluation Project – serve as the lead evaluator for the Enlace statewide project. Co-Evaluator . \$35,000 with \$20,000 plus up

(2008) Con Alma Foundation – Mentoring program. Lead evaluator for 12-month program to support adult mentoring program. Co-Evaluator . \$12,500

(2007) Southern New Mexico Dairy Green Water Reclamation and Reuse Project; Water Innovation Fund – Governor Bill Richardson’s Office; Co-Investigators – Robert Marquez & Annette Morales (PublicUs); Antonio Lara, Ramona Parra, Robert Hagevoort (New Mexico State University); \$500,000

(2006 - present) Training School Psychology Practitioners to Work with Diverse Populations – Office of Special Education Programs, Co-Principal Investigator Dr. Elsa Arroyos-Jurado, \$800,000

(2003) Physical Science Laboratory Cyberspace Grant, Cyberspace Ethics – Federal Government Grant, \$39,300 funded of original \$1.3 million funded to principal investigators.

(2002) Hot Projects: Paso del Norte Foundation, Sexual Assault Research (student grant – Robyn Rehbein), \$1600.

(2002) Doña Ana County Sheriff’s Department, Substance Use and Adolescents, \$4000.

(1999) McNair Scholar Program, New Mexico State University, \$1300.

(1998) State Department of Special Education, Mini Training Grant for School Psychology, \$43,000.

(1997) McNair Scholar Program, New Mexico State University, \$1300.

(1996) McNair Scholar Program, New Mexico State University, \$1300.

(1995) Research Fellowship, New Mexico State University, \$2000.

(1995) Iowa Measurement & Research Foundation, THE University of Iowa, \$18,620.

(1991) THE University of Iowa, Old Gold, \$3500.

MAJOR AREAS OF TEACHING INTEREST

Assessment of intelligence, personality and academics

Multicultural interventions for school psychologists

Practicum and Field Experiences in School Psychology

Learning Theory

Undergraduate courses in Human Development and Educational Psychology

COURSES TAUGHT

New Mexico State University

CEP 110	Human Development (undergraduates)
CEP 210	Educational Psychology (undergraduates)
CEP 512/612	Human Growth and Development (on-site & WebCT)
CEP 542	Appraisal of Counseling
CEP 547/647	Appraisal of Intelligence
CEP 558/658	Child and Adolescent Counseling
CEP 616	Spanish for Mental Health Professionals
CEP 624	Professional Issues in School Psychology
CEP 648	Appraisal of Personality
CEP 598	Special Research Programs
CEP 515/615	Learning Theory
CEP 672	Practicum in School Psychology
CEP 675	Advanced Practicum in School Psychology
CEP 684	Internship in School Psychology
CEP 499	Independent Study

THE University of Iowa

7E:142	Assessment of the Bilingual Child
7E:165	Methods: Multicultural-Bilingual Education
7E:196	Bilingual Lab Practicum in Elementary Education
7P:237	Practicum in School Psychology
7P:337	Ed.S. Field Experience in School Psychology
7C/7U:133	The Culturally Different in Diverse Settings
7P/7U:238	Assessment of Learning Difficulties
7E:195	Multicultural/Bilingual Concepts and Educational Systems
7E:395	College Teaching Practicum
7P:375	Research Project in School Psychology
7P:224	Pre-practicum in School Psychology
7P:348	Psycho-educational Interventions: Ethnic & Linguistic Diversity

MAJOR CONSULTING INTERESTS

Assessment practices
Strategies on working with diverse populations
Bilingual Education

PRESENTATIONS

National

García-Vázquez, E., Prus, J., Hughes, T., Worrell, F., & Miller, J. (2012). Accreditation, Certification, and Academic Freedom: Balancing the Scales, Trainers of School Psychologists Annual Meeting, held at the 2012 NASP Convention, Philadelphia, PA.

- García-Vázquez, E. (2012). NASP Program Approval Board – Q & A for Program Coordinators, 2012 NASP Convention, Philadelphia, PA.
- García-Vázquez, E. (2009, 2010, 2011, 2012). NASP Program Reviewer Training for New Reviewers, 2009, 2010, 2011, 2012 NASP Conventions.
- García-Vázquez, E. (2009, 2010, 2011, 2012). NASP Program Reviewer Training for Current Reviewers, 2009, 2010, 2011, 2012 NASP Conventions. Session supported by current NASP Program Approval Board members.
- García-Vázquez, E. (2009, 2010, 2011, 2012). NASP Program Approval Board: Online Submissions for Programs, 2009, 2010, 2011, 2102 NASP Conventions. Session supported by current NASP Program Approval Board members (Nancy Waldron, Susan Bartels, Dan Olympia, Susan Bartels, Eric Robinson).
- Torres-Pryor, J. & García-Vázquez, E. (2006). American Psychological Association National Conference, New Orleans.
- García-Vázquez, E., Vázquez, L. A., & Ivey, M. B. (2005). Counseling Latino/a Children and Adolescents: Brief Interventions. National Multicultural Conference and Summit, Hollywood, CA.
- Grant, S. K., García-Vázquez, E., Lin, G., Harrel, S., Mona, L., Edwards, G., & Longoria, R. (2005). Increasing Diversity in Psychology: Barriers and Strategies. National Multicultural Conference and Summit, Hollywood, CA.
- García-Vázquez, E., & Waterman, H. (2004). Associate/Assistant Deans: Lessons Learned, Council of Graduate Schools New Deans Summer Institute, San Juan, Puerto Rico.
- Vásquez, M. J. T., Lott, B., García-Vázquez, E., (2003). Retention and recruitment issues at the college level. National Multicultural Summit, Hollywood, CA.
- Murphy, R, & García-Vázquez, E. (2003). Ethnic identity, perceived discrimination and academic achievement: Impact on Mexican-American Community College Students. National Multicultural Summit, Hollywood, CA.
- Vázquez, L.A., García-Vázquez, E., Escoto, E. (2001). Religiosity, acculturation, and acculturative stress among Mexican Americans. American Psychological Association National Conference, San Francisco, CA.
- Torres-Pryor, J., & García-Vázquez, E. (2001). Acculturation and alcohol use among Latino/a and White college students. American Psychological Association National Conference. San Francisco, CA.
- Torres-Pryor, J., & García-Vázquez, E. (2000). Preventing sexual assault: Impact of an intervention on adolescent attitudes, beliefs, and self-reporting behavior. American Psychological Association National Conference, Washington, DC.
- García-Vázquez, E. (1999). Impact of skin color on perceived discrimination among bi-ethnic adolescents. American Psychological Association National Conference, Boston, MA.

- García-Vázquez, E. (1998). The impact of skin color, self-esteem, and acculturation on the self-expressiveness of Mexican-American adolescents. American Psychological Association National Conference, San Francisco, CA.
- García-Vázquez, E. (1997). Prevention Opportunities for Counseling Psychologists Through School Mental Health Services. American Psychological Association National Conference, Chicago, IL.
- García-Vázquez, E. (1997). Skin Color, Acculturation, and Community Interests. American Psychological Association National Conference, Chicago, IL.
- García-Vázquez, E. (1997). Acculturation, Stress, and Social Support Among Mexican-American Adolescents. National Conference on Undergraduate Research, San Antonio, TX.
- Arroyos, E. C, & García-Vázquez, E. (1996). Acculturation, Stress, and Social Support Among Mexican-American Adolescents. National McNair Research Conference, Wisconsin.
- García-Vázquez, E. (1996). Ethical Issues: School and Counseling Psychology. American Psychological Association National Conference, Washington, D.C.
- García-Vázquez, E. (1993). Dynamics of identity and community: Considering the context of literacy learning for Mexican-American students. National Reading Conference, Charleston, South Carolina.
- García-Vázquez, E. (1992). Acculturation and reading: Effects of acculturation level on reading abilities. National Reading Conference, San Antonio, TX.
- García-Vázquez, E. (1992). Ethical Issues: Families at Risk. American Psychological Association National Conference, Washington, D.C.

Regional, State, Local

- García-Vázquez, E. (2002). Bilingualism, Assessment and Intervention: A Difficult Dialogue. New Mexico School Psychology Association, Albuquerque, NM.
- García-Vázquez, E. (1999). Cultural awareness/ethnic loyalty among Mexican American adolescents. Rocky Mountain Educational Research Association, Las Cruces, NM.
- García-Vázquez, E. (1999). Skin color and perceived discrimination on academic success. Rocky Mountain Educational Research Association, Las Cruces, NM.
- García-Vázquez, E. (1999). Skin color and acculturation on self – expressiveness. Rocky Mountain Educational Research Association, Las Cruces, NM.
- García-Vázquez, E. (1999). Acculturation and ethnic identification on academic success. Border Walking Conference, Las Cruces, NM.
- García-Vázquez, E. (1999). Testing the cultural awareness/ethnic loyalty among adolescents. Border Walking Conference, Las Cruces, NM.

- García-Vázquez, E. (1999). Impact of skin color and self –esteem on self – expressiveness. Border Walking Conference, Las Cruces, NM.
- García-Vázquez, E. (1999). Overcoming barriers to learning for borderland middle and high school students. Border Walking Conference, Las Cruces, NM.
- García-Vázquez, E. (1998). Skin Color and Perceived Discrimination: Impact on Bi-Ethnic Students. BOCES/Border Walking Conference, Las Cruces, NM.
- García-Vázquez, E. (1997). Breaking through barriers to learning: Needs assessment and intervention in a borderland high school. BOCES/Border Walking Conference, Las Cruces, NM.
- García-Vázquez, E. (1997). Acculturative Stress and Ethnic Loyalty: Impact on Mexican-American Students. BOCES/Border Walking Conference, Las Cruces, NM.
- García-Vázquez, E. (1997). Acculturation Type, Stress, and Social Support Among Mexican-American Adolescents. Undergraduate Research Conference, Las Cruces, NM (NMSU).
- García-Vázquez, E. (1996). Acculturation and Special Education. Border Walking Conference, Las Cruces, NM.
- García-Vázquez, E. (1992). ESL at THE University of Iowa. 1991 Iowa Joint Bilingual Education English as a Second Language and Refugee Concerns Conference, Des Moines, Iowa.
- García-Vázquez, E. (1992). 500 Years of Oppression: Monolingualism through Bilingualism. Columbus Day Conference, Iowa City, Iowa.
- García-Vázquez, E. (1991). Acculturation in the Nineties. Iowa Joint Bilingual Education English as a Second Language and Refugee Concerns Conference, Des Moines, Iowa.

WORKSHOPS AND KEYNOTES

- 2003, Commencement Address, Doña Ana Community College, Las Cruces, NM.
- 2002, Commencement Address, Grants Community College. Grants, NM.
- 1995, The Future is Yours at Iowa, Faculty Chat. Orientation Services, Iowa City, Iowa.
- 1994, The Future is Yours at Iowa, Faculty Chat. Orientation Services, Iowa City, Iowa.
- 1992, Keynote - Latinas: Balancing Personal and Professional Roles. Sigma Lambda Gamma Founders' Day Banquet, Iowa City, Iowa.
- 1991, How to Work with Students Who Speak Languages Other than English. Upward Bound Staff, Burge Hall.

- 1991, Co-Keynote Speaker Motivational Speech On Being an Educated Latina: Achieving a Balance. Twin Cities Scholarship Awards Banquet, Sterling, Illinois.
- 1991, Educational Opportunities. Academic/Activities Fair - Lorenzo De Zavala Program.
- 1991, Peer Acceptance and Elementary Students. Chicanos y Amigos Student Association, Chicano Native American Culture Center.
- 1991, Opportunities for Women In Education. Sigma Lambda Gamma Career's Day, Iowa City, Iowa.
- 1991, Linguistics and Prejudice. West Liberty High School Peer Program.
- 1991, El Futuro de Latinos: La Importancia de Educación. Advanced Spanish Class.
- 1991, Recomendaciones Para Mejorar Nuestro Progreso. West Liberty High School Latino Parents and Students.
- 1990, Working with Parents Who are Ethnically Diverse. Course: Parent/Teacher Interventions.
- 1990, Bilingual/ESL Education. Course: Introduction to Elementary Education.

PROFESSIONAL SERVICE

International Service

- 1999 – 2000 El Camino Real de Tierra Adentro VI International Conference, Organizing Committee

National Service

- 2008 – present Chair – National Association of School Psychologists Program Approval Board (see description below)
- 2006 – 2008 National Association of School Psychologists Program Approval Board – Member of a committee of 6 school psychologists from across the country making final accreditation decisions on specialist and doctoral school psychology programs throughout the United States
- 2005 – 2008 Zero Tolerance Task Force – A national committee of the American Psychological Association Review the Impact of policies and practices in Elementary and Secondary Schools across the nation, prepare a report with recommendations for implementation across the US, prepare manuscript for the American Psychologist.
- 2005 – present Trainers of School Psychology, Trainers Forum, Editor
- 2002 – 2005 Trainers of School Psychology, Trainers Forum Newsletter, Associate Editor
- 2001 - present National Association of School Psychologists, Program Reviewer
- 2000 – 2003 Division for the Psychological Studies of Ethnic Minority Issues, American Psychological Association, Executive Council
- Journal of Multicultural Council & Development, Ad-Hoc Reviewer
- 1999 – 2000 Children, Youth, & Families, American Psychological Association, Division

	16, Committee Member
1998 – 1999	Bilingual Research Journal, Editorial Board
1997 – 2000	Hispanic Journal of Behavioral Sciences, Editorial Board
1996 – 1997	Hispanic Journal of Behavioral Sciences, Ad Hoc Reviewer
1994	American Psychological Association, Division 16, Conference Proposal Reviewer
1993	American Psychological Association, Division 16, Conference Proposal Reviewer
1992 – 1993	International Reading Association, Conference Proposal Reviewer
1991 – 1995	The Reading Teacher, International Reading Association, “In the Classroom” Reviewer

State

2005 – 2006	Leadership New Mexico
2005 – 2006	New Mexico Association of School Psychologists, Past - President
2004 - 2006	New Mexico Association of School Psychologists, Newsletter Editor
2004 – 2005	New Mexico Association of School Psychologist, President
2003 – 2004	New Mexico Association of School Psychologist, President - Elect
2001 – 2002	New Mexico Association of School Psychologists, Multicultural Committee, Chair
1999 – 2002	New Mexico Assessment & Evaluation Committee, Member

University – New Mexico State University

2005 – 2006	Intelligence Studies Planning and Curriculum committee – co-chair
2005 – 2006	North Central Accreditation Team – co-chair undergraduate and graduate curriculum committee
2005 – 2006	Director of Institutional Research Search Committee
2005 – 2006	Agriculture College Dean Search Committee
2005 – 2006	Associate Deans Academic Council – Co-chair
2005 – 2006	Phi Kappa Phi – NMSU Chapter President
2003 – present	Associate Deans Academic Council, Member
2003 – present	Council on Research Centers (Research Associate Deans), Member
2004 – 2005	Phi Kappa Phi – NMSU Chapter President-Elect
2003 – present	New Mexico Residency Appeals Board, Chair
2002 – 2003	Senior Senator Review Committee, Member
2001- 2003	Faculty Senate, Senior Member (COE)
	Long Range Planning Committee
	Committee on Committee
2001 – 2002	VP of Student Affairs/Dean of Students-Search Committee, Member
	Provost Search Committee, Member
2000 – 2001	Faculty Senate, Member
1999 – 2000	McNair Program – NMSU, Mentor - Patricia Madrid
1999 – 2003	University Fellowships Committee, Chair
1999 – 2000	Hispanic Faculty & Staff Caucus, President
1998 – 1999	University Fellowships Committee, Member
	Executive Vice President Search Committee, Member

1996 – 2000	Hispanic Caucus Scholarship Committee, Member
1996 – 1997	McNair Program – NMSU, Mentor – Iris Flechsenhaar
1995 – 1997	McNair Program – NMSU, Mentor – Elsa C. Arroyos

University – THE University of Iowa

1993 – 1995	Search Committee-Office of the Provost, Member
1992 – 1993	Opportunity at Iowa Scholars Program, Mentor
1991 – 1992	Opportunity at Iowa Search Committee, Mentor Minority Academic Success Seminar" Committee, Member

College of Education – New Mexico State University

2002 – 2003	Leadership Council (Development)
2001 – 2002	Restructuring Committee, Co-Chair
2001 - 2002	College Council – Student Affairs Committee
2000 - 2001	College Council - Budget Committee, Co-Chair
1999 - 2000	College Council - Research Committee, Chair
1998 - 1999	College Council – Research Committee
1997 – 1998	Dean's Advisory Committee
1996 - 2002	Teacher Education Program: Policy School Psychology Coordinating Committee
1995 - present	School Psychology Training Committee, Chair
1995 – 2003	Teacher Education Program: Ad Hoc Committee Counseling Psychology Training Committee
1995 – 1996	Planning & Space Committee

College of Education – THE University of Iowa

1993 – 1994	Educational Psychology Search Committee
1992 – 1993	Connie Belin Center Search Committee
1991 – 1992	Consortium Committee Collaborative Teacher Program Committee English Education Search Committee Teacher Education Program Strategic Planning Committee School Psychology Core Committee

SPECIAL HONORS AND AWARDS

Presidential Award 2012 National Association of School Psychologists for Exceptional Services to Children and NASP, presented by Phil Lazarus, President of NASP

Presidential Award 2009 National Association of School Psychologists for Exceptional Services to Children and NASP, presented by R. Gene Cash, President of NASP

New Mexico State University representative to Leadership New Mexico (Class of 2006), a statewide leadership program for top leaders in the state, nominated by President Michael Martin

Psychological Society of Ethnic Minority Issues- American Psychological Association, Service Award (2003)

NMSU College of Education-Dean Service Award (2002-2003)

Phi Eta Sigma (2002)
Phi Kappa Phi (2001)
NMSU College of Education - Dean's Scholarship Award ('97 - '98)
Phi Delta Kappa
Iowa School Psychology Student of the Year
Outstanding Young Woman of America

LANGUAGE ABILITY

Spanish	Proficient in reading, writing and speaking CLEP scores 78/80 reading, writing Level 5 (1-5 scale) speaking
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References

Upon Request