

**HENRIETTA WILLIAMS PICHON, PH.D.**  
**Cover Letter**

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February 26, 2022

Dear Selection Committee:

Please accept this cover letter as interest in the Dean/Professor position in the College of Education at the University of Colorado Colorado Springs (UCCS). I am drawn to the college's focus "to prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation." This mission vision speaks to the work I have done throughout my life's work in higher education. This position will allow me to use my 27 years of experience in higher education to engage with students, faculty, staff, leaders, and community to co-create meaningful transformative experiences for all constituencies.

Currently, I am serving as the Interim Dean in the newly formed College of Health, Education, and Social Transformation at New Mexico State University after serving as Interim Dean in Education for one year and Associate Dean for two years. NMSU is the states land-grant institution. The institution is designated a Hispanic Serving Institution (HSI) and NASA Space-Grant College. The main campus in Las Cruces serves over 12,000 diverse students in six colleges with over 200 certificates and degrees while striving to return to R1 status. The new college combines units in the former College of Education (Communication Disorders; Counseling and Educational Psychology; Kinesiology; and Teacher Preparation, Administration, and Leadership), the former College of Health and Social Services (Nursing, Public Health, and Social Work), and the Sociology Department (formerly in the College of Arts and Sciences). These programs are spread through 7 different buildings and 3 different campuses. The new college serves as a regional leader for identifying gaps that lead to disparities in health, education, and socio-economic outcomes. HEST serves over 3,000 students, 140 faculty, 25 staff, and approximately 60 staff hired through Research and Sponsored Programs (e.g., Headstart, SOAR, NM Rising, STEM Outreach, Excellence in STEM) or outreach (Myrna's Children Village). It has a combined budget of \$16.5M, manages \$35M in grant proposal submissions, \$18M in foundation (current use, endowments, and scholarships). Accreditations and endorsements include APA, CAAASHA, CAATE, CACREP, CAEP, CCNE, CEPH, CSWE, NASP, and NSCA. As Interim Dean, I have worked with college constituencies to facilitate and craft year-long strategic initiatives for year one while establishing the foundation for more long-term strategic planning per organizational scan; provide quality teaching and learning opportunities that take advantage of best practices and technology to engage students in student-centered best practices; lead and support research and outreach initiatives designed to position the new college to engage in transformative research that engages community partners and highlights synergies of expertise; advance commitment to social justice and issues related to equity, inclusion, and diversity; provide leadership and oversight over instructional and general budget funding, resource allocation, fundraising, and legislative finance and policy development and advocacy. These experiences, along with my other administrative experiences in working with a college of similar size, mission, and programs could be leveraged to assist in further advancing the College of Education—much of what I am doing now.

As the Interim Associate Dean in Education, I launched a number of initiatives to improve experiences for students, faculty, and staff within the college: created a recruitment and retention plan; worked with College Council to revamp the promotion and tenure documents; conducted Promotion and Tenure

Review Committee training sessions; and created an individualized approach to the program review processes. As the dean in the College of Education, I oversaw a number of these initiatives while leading the college through a merger proposal, budget cuts, and pandemic restrictions. This year as a newly formed college, I have facilitated and craft year-long strategic initiatives for year one while establishing the foundation for more long-term strategic planning per organizational scan; provided quality teaching and learning opportunities that take advantage of best practices and technology to engage students in student-centered best practices; lead and support research and outreach initiatives designed to position the new college to engage in transformative research that engages community partners and highlights synergies of expertise; advanced commitment to social justice and issues related to equity, inclusion, and diversity; and provided leadership and oversight over instructional and general budget funding, resource allocation, fundraising, and legislative finance and policy development and advocacy.

As an administrator/faculty member, I continue to have a strong record of teaching, research, scholarship, and service/outreach. I understand the professional development needs of faculty, especially early career members, in the academy. I have embraced Boyer's four notions of scholarship: teaching and learning, discovery, integration, and application. I believe that all of my work with teaching and learn, research and scholarly activities, practice (and leadership), outreach, and service should inform one another, be disseminated widely, and be open to peer review and critique. My research has centered around access, development, and persistence of historically underserved populations in higher education. I have maintained an active research agenda and have approximately 30 publications forthcoming or published in an edited book, peer-reviewed journals, peer-reviewed conference proceedings, book chapters, reviews, and blogs. I have presented my research (approximately 60) and offered workshops several times per year. I have several manuscripts under review, and as the interim dean, I am working on several others. As a faculty member, I have taught approximately 40 different courses to both undergraduate and graduate students in varying modalities (e.g., face-to-face, online, hybrid, compressed video). I have received several teaching awards at New Mexico State University, and my most recent, *Leading the Way* (2018), I received because of my willingness to work with early career faculty and/or inform my department for online teaching. I understand the multiple demands on faculty time and will work with leadership team to continue to support and uplift that work nationally and internationally.

With regard to service (i.e., integration and application), I have served on a number of committees and volunteered my time, talents, and treasures to improving higher education for all. Service initiatives at the profession level is my work as the editor for the *Journal of the Professoriate*, as well as my work with AABHE's Leadership and Mentoring Institute. I have served as session discussant and paper reviewer for national associations within my profession. My leadership experiences have allowed me to serve as a peer reviewer for the Quality Matters (national, online course evaluation system) as well as a volunteer Corp Reviewer for the Higher Learning Commission (regional institutional accreditation). At the university level, I have served on Faculty Senate, served on Retention Committee, and served on numerous committees. Most recently, I'm serving on a faculty compensation task force. Additionally, my service at the college and unit level has included serving on college governance and accreditation committees, search committees, student committees, etc.... This work has allowed me to share my expertise as well as allow me to learn, firsthand, how policies impact individuals, especially those underserved in higher education. I also understand the importance of acknowledging this work with the college and seek ways to elevate service in meaningful ways, reducing invisibility.

Throughout my tenure in higher education, I have consistently advocated for access, persistence, and development of historically underserved groups (students, faculty, and staff) in higher education. As a part of this work, I have worked with varying university constituencies to develop programming,

workshops, and policies to assist with the transition and retention of these individuals in higher education. As an educational leader/administrator, I have experience in making data-informed decisions regarding students, staff, and faculty; addressing student-faculty and student-staff conflicts; developing short- and long-term strategic initiatives; overseeing admissions, comprehensive examination, and graduation processes; and collaborating with university personnel to address issues of access, persistence, and development. I also have experience in overseeing budgets; creating and implementing a variety of programming, workshops, and presentations for students, faculty, and staff; and working with university and/or program accreditation (e.g., SACS, Middle States, Higher Learning Commission [HLC], NCATE, CAA, CAATE, CAEP, CACREP, APA, NASP).

I have continued to grow as a student success administer, faculty member, and administrator throughout my time in higher education. As a member of the College of team, I will continue to work collaboratively with faculty, staff, students, leadership and community in the college and beyond to realize the mission. I welcome the opportunity to discuss my interest in the **Dean/Professor position at UCCS**. Please feel free to contact me at your convenience. I look forward to discussing my interest in the position.

Sincerely,

A handwritten signature in black ink, appearing to read "Henrietta Pichon". The signature is fluid and cursive, with a large initial "H" and "P".

Henrietta Williams Pichon, Ph.D.