

TING LIU, PH.D.
DEAN, COLLEGE OF GRADUATE STUDIES
PROFESSOR, DEPARTMENT OF COUNSELING, HEALTH, AND KINESIOLOGY
TEXAS A&M UNIVERSITY-SAN ANTONIO

EXECUTIVE SUMMARY

Accomplished academic leader and tenured full professor with more than 10 years of progressive leadership experience as dean, associate dean, and undergraduate and graduate program director in public higher education. As the founding Dean of the College of Graduate Studies at Texas A&M University–San Antonio, I established the College’s mission, vision, strategic direction, and operational infrastructure while leading initiatives that strengthened academic quality, student success, faculty and staff support, and graduate growth. My leadership contributed to a 37% increase in graduate enrollment, a 2.46% increase in one-year persistence, and an 18% increase in graduation, while also advancing new academic programs, policy development, student support services, and cross-campus collaboration.

Across my career, I have led academic planning, faculty support and development, curriculum and program innovation, enrollment growth strategies, assessment, accreditation-related work, and community-engaged partnerships. At Texas State University, I served as Associate Dean for Research and Sponsored Programs and as graduate and undergraduate program director, where I helped drive 120% enrollment growth and a 20% increase in retention and graduation while strengthening faculty success and research productivity. Under my leadership, internal grant awards increased by 50% and college extramural funding increased by more than 60%.

I bring substantial experience in academic leadership across faculty affairs, student success, strategic planning, budgeting, compliance, and institutional effectiveness. My work has included academic policy development, program review, accreditation readiness, external partnerships, and collaboration with state and system leaders. As President of the Association of Texas Graduate Schools and Co-Chair of the Texas A&M University System Graduate Deans Community of Practice, I have advanced graduate education priorities through statewide and system-level leadership, advocacy, and collaboration.

I am a collaborative, data-informed, student centered, and mission driven leader with a strong commitment to academic excellence, faculty and staff support, student opportunity, and regional impact. My career has been defined by building high-performing teams, aligning academic priorities with institutional goals, and creating the conditions for innovation, accountability, and student success.

EDUCATION

The University of Texas at Austin

Doctor of Philosophy (Ph.D.), 2006

Kinesiology: Movement and Cognitive Rehabilitation Science

Boise State University

Master of Science (M.S.), 2001

Exercise and Sports Studies

Beijing Sport University, China

Bachelor of Science (B.S.), 1993

Physical Education

UNIVERSITY AND LEADERSHIP EXPERIENCE

2023 – present *Texas A&M University – San Antonio*

Dean, College of Graduate Studies

- Found the college, establish its mission, vision, and strategic direction, and build its infrastructure from the ground up.
- Provide leadership, supervision, and direction, and set strategic priorities for the College of Graduate Studies in alignment with Academic Affairs planning and the university's mission.
- Manage and oversee the Promoting Post baccalaureate Opportunities for Hispanic Americans grant including budget and fiscal matters, personnel management, assessment and reporting and project management, including working within federal guidelines and with program staff, external evaluators, and stakeholders.
- Oversee the processes by which graduate students are admitted, enrolled, supervised, retained, and awarded advanced degrees.
- Collaborate with the Director of Intercollegiate Athletics and coaching staff to coordinate academic supports for student-athletes, monitor progress toward degree, and ensure consistent academic expectations and compliance.
- Provides accurate and timely information concerning the Graduate Studies programs and procedures.
- Assist departments/programs in developing proposals for new graduate programs for consideration by appropriate faculty committees and university administration.
- Convene the Graduate Council in reviewing and approving new programs and curricular changes and gives final approval for all revisions and expansions of the university's graduate curriculum offerings and degree or certificate requirements.
- Allocate funding for graduate student support, including Teaching and Graduate Assistant funding, to the Colleges (academic deans) as appropriate.
- Support, in collaboration with Academic Affairs leadership, external reviews of graduate programs and participates in each review process as appropriate, such as assisting colleges/departments/programs in implementing recommended improvements resulting from such reviews.
- Collaborate closely with Student Affairs, Student Business, Enrollment Management, International Affairs, and University Advancement to ensure students receive coordinated support from recruitment through graduation, including alignment of student success services, resolution of financial and registration barriers, enrollment and retention strategy, international student support, and advancement of scholarships and other resources that strengthen student outcomes.
- Support colleges in marketing and advertising programs.
- Oversee hiring and training of employees; plans, assigns and reviews work; establishes goals and are selected and supervised.
- Oversee the review and approval of all theses/dissertations/graduate research projects.

- Work with the Texas Higher Education Coordinating Board (THECB) on matters related to graduate education including off-campus upper-division and graduate courses and program requests and approvals.
- Take an active role in the activities of the Association of Texas Graduate Schools, the Conference of Southern Graduate Schools, and the Council of Graduate Schools.
- **President of the Associate of Texas Graduate Schools (ATGS):** hold a pivotal leadership role in advancing graduate education across Texas.
 - Lead the annual ATGS meeting, setting agendas and facilitating discussions among member institutions.
 - Serve as chairperson of the executive committee
 - Act as the primary representative of ATGS, fostering relationships with external organizations such as the Texas Higher Education Coordinating Board (THECB) and other educational bodies.
 - Advocate for the interests of graduate education in Texas, ensuring that member institutions' voices are heard in policy discussions.
 - Develop and implement programs that address current challenges and opportunities in graduate education.
 - Promote active participation among member institutions, encouraging collaboration and sharing of best practices.
- **PI and Project Director of multi-million-dollar grant:** provide comprehensive leadership and oversight for the \$3 million, 5-year U.S. Department of Education Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) grant. Responsibilities include:
 - Strategic Grant Management: Direct all aspects of grant implementation to ensure alignment with the approved objectives, timelines, and federal guidelines. Oversee day-to-day operations and long-term planning to support institutional capacity-building and student success.
 - Budget and Fiscal Oversight: Manage the full grant budget, including planning, allocation, monitoring, and reconciliation of expenditures. Ensure compliance with federal fiscal regulations and institutional policies and prepares financial reports for internal and external stakeholders.
 - Personnel Management: Supervise grant-funded staff, faculty collaborators, and graduate tutors. Oversee recruitment, training, performance evaluation, and coordination of professional development to maintain high-functioning project teams.
 - Assessment, Evaluation, and Reporting: Lead the development and implementation of assessment strategies to measure project outcomes. Coordinate with external evaluators, analyze data, and prepare comprehensive reports for submission to the U.S. Department of Education and institutional leadership.
 - Compliance and Stakeholder Coordination: Ensure all grant activities comply with federal regulations and Department of Education grant terms. Serve as the primary liaison with the Department of Education, institutional

- leadership, program staff, external partners, and stakeholders to maintain clear communication and accountability.
 - Sustainability and Institutional Integration: Collaborate with campus leadership to embed grant-supported practices into long-term institutional strategies, with a focus on sustainable improvements in graduate education.
- **Co-Chair, Texas A&M University System Graduate Deans Community of Practice:**
 - In partnership with the System Assistant Vice Chancellor for Planning and Policy, providing strategic leadership for System-wide graduate education priorities.
 - Convene and lead monthly meetings of graduate deans across the Texas A&M University System to align initiatives, share best practices, and address emerging issues in graduate education.
 - Set meeting agendas, facilitate cross-campus discussions, and drive follow-through on action items and collaborative projects.
 - Coordinate System-level communication and collaboration to support policy interpretation, planning efforts, and consistent implementation of graduate education standards.
 - Identify System-wide needs and opportunities (e.g., new program development, student success, compliance, and workforce alignment) and elevate recommendations to appropriate System leadership.

2008 – 2023 *Texas State University*

2020 – 2023 *Texas State University*

Associate Dean for Research and Sponsored Programs

- Provide leadership and support for faculty who are seeking external public and private funding to advance their work and for those who are managing external funding, inclusive of grants and contracts
- Provide leadership and faculty professional development related to identifying external funders, developing competitive external funding proposals, and building experiences and skills that assist in achieving funding
- Create a series of faculty development workshops: Funded Research Lecture Series, Grant Writing Workshop, Journal Club, Grant Development Scholars Program, and Research Mentoring Program, to support faculty members' internal/external funding efforts
- Collaborate with the academic departments, the university Office of Research and Sponsored Programs (ORSP), University Advancement, and others to establish strategic partnerships and teams to pursue new research opportunities, and facilitate a supportive and effective research infrastructure
- Represent the College of Education research agenda and faculty research efforts with funding agencies at the federal and state levels, private foundations, the university's government relations staff, University Advancement, education research consortia (CADREI, AERA-CURI), and internal and external stakeholders
- Support the development and promotion of the College of Education faculty's research activities and impact

- Manage the College of Education Research Office (COERO) and supervising faculty and staff
- Serve as a member of the College Council
- Perform other responsibilities as delegated by the Dean, including represent the Dean when requested on university and college councils and committees, serve as the Dean's delegate in the absence of the Dean from campus.
- Chair, staff search committee

Professor and Program Director

- Associate Dean for Research and Sponsored Programs
- Graduate Program Director for Exercise and Sports Science (ESS) Division
- Proposed and developed an interdisciplinary PhD program in Health and Rehabilitation Sciences
- Co-Chair, International Advisory Council
- Chair, International Student Recruitment, Retention, Graduation Subcommittee
- Member, Diversity, Equity, and Inclusion Champions Committee
- Provide leadership and faculty development in academic excellence
- Member, Thesis/Dissertation Research Support Fellowship Committee, the Graduate College
- Undergraduate Research Advisor, Honors College
- Lead Faculty Advisor, ESS Graduate Student Organization
- Research in machine learning, analytics, and augmented reality for smart and connected health for individual with disabilities/autism
- Member, College Council, College of Education
- Director, Texas State University autism summer camp
- Member, Asian Professional Association
- Member, University Leadership Assembly
- Member, Council of Funded Research
- Member, Jacob Advisory Committee
- Member, Mentoring Committee, Tenure-Track Assistant Professors

2015 – 2020 *Texas State University*

Associate Professor and Program Director

- Graduate Program Director for ESS Division
- Faculty Senator Representing College of Education
- Undergraduate Program Director for ESS Division
- Undergraduate Research Advisor, Honors College
- Chair of the Graduate Admissions Committee
- Chair, Tenure-Track Faculty Mentoring Committees
- Chair, Assistant/Associate Professor Search Committees
- Teach required graduate and undergraduate motor behavior and graduate applied statistics courses
- Supervise thesis and independent study (including independent study serving as a master's culminating experience)
- Director, Texas State University autism summer camp
- Research in cognitive, motor behavior functions of children with autism

- Center for P-16 Initiatives, research director for a university funded (\$180,000 per year) multi-disciplinary collaborative project called “The Caminitos Collaborative” (i.e., pathways to school success for children and family in the community) since 2013. This project involves faculty from Health and Human Performance, the department of Curriculum and Instruction, and the department of Family Consumer Science working with 60 graduate assistants, 500 low SES preschoolers and their families at a pre-K school in San Marcos, TX

2009 – 2015 *Texas State University*

Assistant Professor

- Chair, the Graduate Admissions Committee
- Teach required graduate and undergraduate motor behavior, undergraduate motor development, graduate applied statistics and undergraduate measurement and evaluation courses.
- Supervise thesis and independent study (including independent study serving as a master’s culminating experience)
- Director, Found and Created Texas State University Autism Summer Camp
- Research in cognitive, motor behavior functions of children with autism
- Research director for a multi-disciplinary collaborative project “The Caminitos Collaborative” since 2013.

2008-2009 *Texas State University*

Lecturer, Teach required undergraduate core courses in the Department of Health and Human Performance

2007-2008 *The University of Texas at Austin*

Lecturer, Teach motor development course in the Department of Kinesiology and Health Education.

2001-2006 *The University of Texas at Austin*

Teaching and Research Assistant

1998-2000 *Boise State University*

Teaching Assistant

1993-1995 **Staff, National Sports Commission. China**

AWARDS, HONORS, FELLOWSHIPS

2021: The Regents’ Teacher Award

(2 recipients were selected from the 7 universities in the Texas State University System)

The Texas State University System

News release: <https://news.txstate.edu/featured-faculty/2022/tsus-names-ting-liu-regents-teacher.html>

2021: The University’s nominee for the Piper Professor Award

(University selects one nominee to compete in Texas colleges and universities)

The Minnie Stevens Piper Foundation

2021: The Everette Swinney Faculty Senate Excellence in Teaching Award
Texas State University

2021: Leadership Institute Fellow
American Kinesiology Association

2020: The Presidential Distinction Award for Excellence in Scholarly/Creative Activities
Texas State University

2020: The Everette Swinney Faculty Senate Excellence in Teaching Award
Texas State University

2020: College Achievement Award for Excellence in Teaching
Texas State University

2019: The Alpha Chi Favorite Professor

2019: Health Scholar Showcase: Translational Health Research Poster Award
(4 winners were selected from posters out of 30 departments/schools/centers across 7 colleges)
Texas State University

2018: The Presidential Distinction Award for Excellence in Teaching
Texas State University

2018: College Achievement Award for Excellence in Service
Texas State University

2017: Alpha Chi Favorite Professor
Texas State University

2017: The Presidential Distinction Award for Excellence in Teaching
Texas State University

2017: College Achievement Award for Excellence in Service
Texas State University

2016: College Achievement Award for Excellence in Teaching
Texas State University

2015: College Achievement Award for Excellence in Service
Texas State University

2015: The Presidential Distinction Award for Excellence in Teaching
Texas State University

2014: The Presidential Award for Excellence in Scholarly/Creative Activities
(the sole tenure-track faculty recipient of the Presidential Award)

Texas State University

2014: College Achievement Award for Excellence in Teaching
Texas State University

2013: College Achievement Award for Excellence in Scholarly/Creative Activities
Texas State University

2013: The Presidential Distinction Award for Excellence in Teaching
Texas State University

2012-2013: Service Learning Faculty Fellowship
Texas State University

2012: College Achievement Award for Excellence in Scholarly/Creative Activities (Research)
Texas State University

2011: The Lolas E. Halverson Motor Development and Learning Young Investigator Award
National Association for Sport and Physical Education (NASPE)

2007: The Outstanding Student Paper Award in Motor Development
The North American Society for the Psychology of Sport and Physical Activity (NASPSPA)

MEDIA RECOGNITIONS

2025: New Industry Partnership Opens Doors for A&M–San Antonio Graduate Students in STEM
A&M-SA Today
<https://news.tamusa.edu/2025/11/New-Industry-Partnership-Opens-Doors-for-AMSan-Antonio-Graduate-Students-in-STEM.html>

2025: A&M-San Antonio Pioneers Graduate Education with Purpose and Support
A&M-SA Today
<https://news.tamusa.edu/2025/07/AM-San-Antonio-Pioneers-Graduate-Education-with-Purpose-and-Support.html>

2025: South Side's First Doctoral Path: A&M-San Antonio Ed.D. Gets State Approval
The Mesquite
<https://mesquite-news.com/south-sides-first-doctoral-path-am-san-antonio-ed-d-gets-state-approval/#:~:text=AUSTIN%E2%80%94The%2520first%2520doctoral%2520degree,hire%2520two%2520additional%2520faculty%2520members.>

2025: Summer Research Program Focuses on Interdisciplinary AI Research in Healthcare
A&M-SA Today
<https://news.tamusa.edu/2025/02/Summer-Research-Program-Focuses-on-Interdisciplinary-AI-Research-in-Healthcare.html>

2023: University Names Inaugural Dean of Graduate Studies
A&M-SA Today

<https://news.tamusa.edu/2023/07/university-names-inaugural-dean-of-the-college-of-graduate-studies.html>

- 2022: Texas State and Huston-Tillotson partner to streamline path to M.S. in exercise science degree (*I was Texas State lead faculty in establishing this historic partnership between Texas State University and an HBCU)
Texas State / Newsroom
<https://news.txstate.edu/inside-txst/2022/txst-huston-tillotson-partnership.html>
- 2022: TSUS (Texas State University System) names Texas State's Ting Liu Regents' Teacher for 2022
Texas State / Newsroom
<https://news.txstate.edu/featured-faculty/2022/tsus-names-ting-liu-regents-teacher.html>
- 2022: NSF grant establishes REU site for undergrad research into smart, connected communities, health (as the Co-PI)
Texas State / Newsroom / Research & Innovation
<https://news.txstate.edu/research-and-innovation/2022/nsf-grant-established-reu-site-for-undergrad-research-into-smart-communities.html>
- 2019: Health & Human Performance Department welcomes Chinese Olympic Rowing Team thanks to partnership established by alumna
Texas State / College of Education Newsroom
https://www.education.txstate.edu/newsroom/olympic.html?utm_source=twitter&utm_medium=twitter&utm_campaign=olympic
- 2019: Researchers identify relationship between motor competence and executive function in children with autism spectrum disorder
Texas State / Newsroom / Research & Innovation
<https://news.txstate.edu/research-and-innovation/2019/researchers-identify-relationship-between-motor-competence-and-executive-function-in-children-with-autism-spectrum-disorder.html>
- 2019: A place of their own: Texas State autism summer Camp
Newspaper: San Marcos Daily Record
<https://www.sanmarcosrecord.com/features/place-their-own>

PUBLICATIONS

REFEREED JOURNAL ARTICLES AND BOOK CHAPTERS: (H-INDEX: 25; I10-INDEX: 34)
(*STUDENT)

1. *Harris, J., McCurdy, K., **Liu, T.**, Mettler, J. A., Walker, J., & Farrell, J. W., III. (2026). Comparison of repeat power ability during a high-volume squat exercise in resistance-trained males and females. *Biomechanics*, 6(1), 5. Doi: <https://doi.org/10.3390/biomechanics6010005>

2. *Deinhardt, A., *Bowler, D., Menezes De Carvalho, M., **Liu, T.**, & Valles, D. (2025). AIoT for autism: Analyzing motor behaviors in virtual environments using visual data. *2025 IEEE 22nd International Conference on Mobile Ad-Hoc and Smart Systems (MASS)*, 628-633. Doi: 10.1109/MASS66014.2025.00102.
3. *Bowler, D., *Deinhardt, A., Menezes De Carvalho, M., **Liu, T.**, & Valles, D. (2025). Simulation-based smart home architecture for autism support using CSI-based movement detection. *2025 IEEE 22nd International Conference on Mobile Ad-Hoc and Smart Systems (MASS)*, 705-710. Doi: 10.1109/MASS66014.2025.00115.
4. Hamilton, M., Chen, J., & **Liu, T.** (2025). The Future of graduate education in kinesiology: Making it accessible, affordable, and accelerated. *Kinesiology Review* (ahead of print). Doi: <https://doi.org/10.1123/kr.2024-0082>.
5. Li, Y., Koldenho, R., *Jiwan, N., *Zhan, J., & **Liu, T.** (2025). Automated rowing event assignment: A machine learning approach. *Sports Biomechanics*, 1–13. Doi: <https://doi.org/10.1080/14763141.2025.2528885>
6. *Malik, M., *Zaki, A., *Tran, N., *Liang, I., **Liu, T.**, & Valles, D. (2024). Virtual reality on assessing the motor skills of individuals with autism spectrum disorder. *IEEE Ubiquitous Computing, Electronics & Mobile Communication Conference (UEMCON)*, 548-555. Doi: 10.1109/UEMCON62879.2024.10754723.
7. *Smith, E., Koldenhoven, R., Farrell, J., Aslan, S., Resendiz, M., Li, Y., **Liu, T.**, & Valles, D. (2024). Development of an augmented reality handwashing tool for children with autism spectrum disorder. *IEEE Xplore*, 0249-0256. Doi: 10.1109/CCWC60891.2024.10427963.
8. *Nachega, M., *Yahaya, S., *Wallace, I., **Liu, T.**, Valles, D., Koldenhoven, R., & Li, Y. (2024). Enhancing early diagnosis of autism with machine learning algorithms using postural control features. *IEEE Ubiquitous Computing, Electronics & Mobile Communication Conference (UEMCON)*, 593-598. Doi: 10.1109/UEMCON62879.2024.10754700.
9. *Tran, N., & *Liang, I., **Liu, T.**, & Valles, D. (2024), Board 300: Impact of virtual reality on motor-skill performance in children with autism spectrum disorder. *ASEE Annual Conference & Exposition*. <https://peer.asee.org/46878>
10. Li, Y., Koldenhoven, R., *Jiwan, N., *Zhan, J., & **Liu, T.** (2024). Automated rower assignment to rowing events: A machine learning approach. *42nd International Society of Biomechanics in Sports Conference*, 592-595. <https://commons.nmu.edu/isbs/vol42/iss1/99>
11. *Rafiq, S., *Ellsworth, E., *Resendiz O., *Varanasi, S., *Ishola, A., Koldenhoven, R., Farrell, J., Li, Y., Resendiz, M., Aslan, S., **Liu, T.**, & Vallea, D. (2024). Design of Autonomous Rover for Firefighter Rescue: Integrating Deep Learning with ROS2. *IEEE World AI IoT Congress (AIIoT)*, 421-428. Doi: 10.1109/AIIoT61789.2024.10578950.
12. **Liu, T.**, Hamilton, M., & Chen, Y. (2023). Creating and retaining an inclusive graduate program in Kinesiology. *Kinesiology Review*, 2(4), 285-296. <https://doi.org/10.1123/kr.2023-0025>.

13. **Liu, T.**, *Tongish, M., Li, Y., & *Okuda, P. (2023). Executive and motor function in children with autism spectrum disorder. *Cognitive Processing*, 24, 537–547. <https://doi.org/10.1007/s10339-023-01156-y>
14. **Liu, T.**, Chen, Y., Hamilton, M., & *Harris, K. (2022). Peer mentoring to enhance students' sense of belonging and academic success. *Kinesiology Review*, 2(4), 285-296. <https://doi.org/10.1123/kr.2022-0019>.
15. **Liu, T.**, Hamilton, M., Chen, Y., *Harris, K., & Pandya, R. (2021). Recruiting and retaining graduate students in kinesiology. *Kinesiology Review*, 10(4), 404–409. <https://doi.org/10.1123/kr.2021-0048>.
16. **Liu, T.**, *Capistran, J., & *ElGarhy, S. (2021). Fine and gross motor competence in children with autism spectrum disorder. *The Physical Educator*, 77, 227-241. <https://doi.org/10.18666/TPE-2021-V78-I3-9644>
17. Li, Y., **Liu, T.**, & *Venuti, C. (2021). Development of postural stability in children with autism spectrum disorder: a cross-sectional study. *International Biomechanics*, 8. <https://www.tandfonline.com/doi/full/10.1080/23335432.2021.1968316>
18. Li, Y., Rofle, R., *Jiwan, N., *Zhan, J., & **Liu, T.** (2021). Intra-trunk and arm coordination displayed by Olympic rowing athletes. *Sports Biomechanics*. Doi: 10.1080/14763141.2021.1883728
19. Li, Y., Koldenhoven, R., **Liu, T.**, & *Venuti, C. (2021). Age-related gait development in children with autism spectrum disorder. *Gait & Posture*, 84, 266-266.
20. Maia, D., Pohl, S., *Okuda, P., **Liu, T.**, Puglisi, M., Ploubidis, G., ... & Cogo-Moreira, H. (2020). Psychometric properties and optimizing of the Bracken school readiness assessment. *Educational Assessment, Evaluation & Accountability*. <https://doi.org/10.1007/s11092-020-09339-3>
21. *Valdez, I. & **Liu, T.** (2020). Assessing student perceptions to enhance undergraduate research in kinesiology. *Kinesiology Review*. <https://doi.org/10.1123/kr.2020-0038>
22. Li, Y., Rofle, R., *Zhan, J., *Jiwan, N., & **Liu, T.** (2020). Trunk and shoulder kinematics of rowing displayed by Olympic athletes. *Sports Biomechanics*. <https://doi.org/10.1080/14763141.2020.1781238>
23. *Okuda, P., Félix, E., Cogo-Moreira, H., **Liu, T.**, Surkan, P., Martins, S., & Caetano, S. (2020). Construct validity of the motor development scale-MDS. *Trends in Psychiatry and Psychotherapy*, 42(1), 82-85. <https://doi.org/10.1590/2237-6089-2018-0114>
24. Lourenço, C., Esteves¹, D., Nunes¹, C., & **Liu, T.** (2020). Motor proficiency of children with autism spectrum disorder and typical developing children in Portugal. *Journal of Physical Education and Sport*, 20(3), 1491-1496.

25. **Liu, T.,** *Kelly, J., *Davis, L., & *Zamora, K. (2019). Nutrition, BMI and motor competence in children with autism spectrum disorder. *Medicina*, 55(5), 135.
doi:10.3390/medicina55050135
26. Knudson, D., **Liu, T.** Schmidt, D., & Van Mullem, H. (2019). Mentoring tenure-track faculty in kinesiology. *Kinesiology Review*, 8(4), 312-317. <https://doi.org/10.1123/kr.2019-0041>
27. **Liu, T.,** *Kaarengala, V., & Litchke, L. (2019). Motor competence and social function in children with autism spectrum disorder. *Journal of Physical Education and Sport*, 19(1), 521-526. doi:10.7752/jpes.2019.01076
28. Litchke, L., *Droman, R., *Williams T., & **Liu, T.** (2019). Mental health benefits of service-learning group drumming between college students and children with autism spectrum disorder. *Journal of Service Learning in Higher Education*, 9(1), 62-72.
29. *Okuda, P., Swardfager, W., Lucio, P., Ploubidis, G., **Liu, T.,** Pangelinan, M., & Cogo-Moreira, H. (2019). The trajectory of balance skill development from childhood to adolescence was influenced by birthweight: A latent transition analysis in a British birth cohort. *Journal of Clinical Epidemiology*, 109, 12-19.
<https://doi.org/10.1016/j.jclinepi.2018.12.012>
30. Lang, R., **Liu, T.,** & Ledbetter-Cho, K. (2018). *Exercise in autism*. In F. R. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders* (pp.1-6). New York, NY: Springer Publishing Company. doi:10.1007/978-1-4614-6435-8_102189-1
31. Litchke, L., **Liu, T.** *Scroggins, M. (2018). Therapeutic effects of multisensory yoga program on mood, initiation of needs and social skills for children with autism spectrum disorder. *Journal of Yoga and Physiotherapy*, 5(2), 555659. doi: 10.19080/JYP.2018.05.555659
32. *Willemin, T. Litchke, L., **Liu, T.,** & *Ekins, C. (2018). Social emotional effects of Drumtastic®: A dyadic within-group drumming pilot program for children with autism spectrum disorder. *International Journal of Special Education*, 33(1), 94-103.
33. Litchke, L., **Liu, T.** & *Castro, S. (2018). Effects of multimodal mandala yoga on social and emotional skills for youth with autism spectrum disorder: An exploratory study. *International Journal of Yoga*, 11(1), 59-65. <http://www.ijoy.org.in/text.asp?2018/11/1/59/222107>
34. Hamilton, M. & **Liu, T.** (2018). Effects of a motor intervention on the gross and fine motor skills of Hispanic low SES pre-k children. *Early Childhood Education Journal*, 46(2), 223-230. doi: 10.1007/s10643-017-0845-y
35. **Liu, T.,** Breslin, C., & *ElGarhy, S. (2017). Motor skill assessments in autism spectrum disorder: A case study. *The Physical Educator*, 74(2), 239-254.
<https://doi.org/10.18666/TPE-2017-V74-I2-7148>
36. Hamilton, M., **Liu, T.,** & *ElGarhy, S. (2017). The relationship between body weight and motor skill competence in Hispanic low-SES preschool children. *Early Childhood Education Journal*, 45(4), 529-535. doi: 10.1007/s10643-016-0785-y

37. **Liu, T., *Hoffmann, C., & Hamilton, M. (2017).** Motor skill performance by children in the head start and typically developing children on PDMS-2. *Early Childhood Education Journal*, 45(1), 53-60. doi: 10.1007/s10643-015-0755-9
38. ***ElGarhy, S. & Liu, T. (2016).** Effects of psychomotor intervention program on students with autism spectrum disorder. *School Psychology Quarterly*, 31(4), 491-506.
39. **Liu, T., *Fedak, A. T., & Hamilton, M. (2016).** The effects of physical activity on the stereotypic behaviors of children with autism spectrum disorder. *International Journal of School Health*, 3(1), e28674. doi: 10.17795/intjsh-28674
40. **Meaney, K. Liu, T., & Duke, L. (2016).** Creating entrepreneurial and innovative fundraising opportunities through service-learning. *Kinesiology Review*, 5, 255-262.
41. ***Scroggins, M., Litchke, L., & Liu, T. (2016).** Effects of multisensory yoga on behavior a male child with Apert and Asperger syndrome. *International Journal of Yoga*, 9(1), 81-84.
42. **Liu, T., Hamilton, M., & *Smith, S. (2015).** Motor proficiency of the head start and typically developing children on MABC-2. *Journal of Child and Adolescent Behavior*, 3, 198. doi:10.4172/2375-4494.1000198
43. **Breslin, C. & Liu, T. (2015).** Do you know what I'm saying? Strategies to assess motor skills for children with autism spectrum disorder. *Journal of Physical Education, Recreation & Dance*, 86(1), 10-15.
44. **Liu, T., Breslin, C., & *ElGarhy, S. (2015).** Methods and procedures for measuring comorbid disorders: Motor movement and activity. In J. L. Matson (Ed.), *Comorbid conditions among children with autism spectrum disorders* (pp. 91-134). New York, NY: Springer Publishing Company.
45. **Liu, T., Hamilton, M., *Davis, L., & *ElGarhy, S. (2014).** Gross motor performance by children with autism spectrum disorder and typically developing children on TGMD-2. *Journal of Child & Adolescent Behavior*, 2, 123. doi:10.4172/jcalb.1000123
46. **Liu, T., & *ElGarhy, S. (2014).** Psychomotor training program as a treatment intervention for children with autism spectrum disorder. In R. Todaro (Ed.), *Physical education research: Role of school programs, children's attitudes and health implications* (pp. 73-89). Hauppauge, NY: Nova Science Publishers, Inc.
47. **Liu, T. & Breslin, C. (2013).** Fine and gross motor performance of the MABC-2 by children with autism spectrum disorder and typically developing children. *Research in Autism Spectrum Disorders*, 7, 1244-1249.
48. **Liu, T. (2013).** Sensory processing and motor skill performance in elementary school children with autism spectrum disorder. *Perceptual and Motor Skills*, 116(1), 197-209.

49. **Liu, T., & Breslin, C.** (2013). The effect of a picture activity schedule on performance of the MABC-2 for children with autism spectrum disorder. *Research Quarterly for Exercise and Sport*, 84, 206-212.
50. **Liu, T.** (2012). Motor milestone development in young children with autism spectrum disorders: An exploratory study. *Educational Psychology in Practice*, 28(3), 315-326.
51. **Liu, T., & Jensen, J. L.** (2012). Age-related difference in bilateral asymmetry in cycling performance. *Research Quarterly for Exercise and Sport*, 83(1), 114-119.
52. **Pope, M., Breslin, C., Getchell, N., & Liu, T.** (2012). Using constraints to design developmentally appropriate movement activities for children with autism spectrum disorders. *Journal of Physical Education, Recreation & Dance*, 83(2), 35-41.
53. **Liu, T., & Meaney, K.** (2011). Developing a recreational summer camp for children with autism spectrum disorder. *Palaestra*, 25(4), 27-31.
54. **Pope, M., Liu, T., & Getchell, N.** (2011). Object control skills in Hispanic preschool children enrolled in Head Start. *Perceptual and Motor Skills*, 112(1), 193-200.
55. **Liu, T., & Jensen, J. L.** (2011). Effects of strategy use on children's motor performance in a continuous timing task. *Research Quarterly for Exercise and Sport*, 82(2), 198-209.
56. **Liu, T., & Jensen, J. L.** (2009). Effectiveness of auditory and visual feedback for children when learning a continuous motor task. *Perceptual and Motor Skills*, 109(3), 804-816.
57. **Pope, M., Lynch, A., Liu, T., & Getchell, N.** (2009). Motor development in children with autism spectrum disorders. In L. T. Pelligrino (Ed.), *Handbook of motor skills: Development, impairment and therapy* (pp. 287-298). Hauppauge, NY: Nova Science Publishers, Inc.
58. **Liu, T., Swank, A. M., Funk, D. C., & Farr, B.** (2007). Effects of short term application of prophylactic knee brace on balance for athletes with uninjured knees. *Applied Research in Coaching and Athletics Annual*, 22, 77-96.
59. **Craven, C., Farr, B., Liu, T., Nigrini, C., Funk, D., & Swank, A.** (2004). The temporal efficacy of ankle taping verse brace on restriction of ankle inversion over an extended period of activity. *Applied Research in Coaching and Athletics Annual*, 19, 52-65.

SCHOLARLY PRESENTATIONS

1. **Hamilton, M., & Liu, T.** (2026, January). *Program innovation to impact: communicating graduate value to boost enrollment*. Presented at the American Kinesiology Association Leadership Pre-Workshop. Atlanta, GA.
2. **Hamilton, M., Chen, J., & Liu, T.** (2025, January). *Recruitment and retention strategies: fostering diversity in graduate kinesiology programs*. Presented at the National Association

for Kinesiology in Higher Education (NAKHE) Conference. Royal Sonesta San Juan, Puerto Rico.

3. Russell, J., & **Liu, T.** (2025, January). *Transitioning from faculty to administrator: effectively “joining the dark side”*. Presented at the National Association for Kinesiology in Higher Education (NAKHE) Conference. Royal Sonesta San Juan, Puerto Rico.
4. Yahaya, S., Nachega, M., Wallace, I., **Liu, T.**, Rolfe, R., Li, Y., & Valles, D. (2024, October). *Enhancing early diagnosis of autism with machine learning algorithms using postural control features*. Paper presented at the IEEE 15th annual Ubiquitous Computing Electronics & Mobile Communication Conference (UEMCON). Yorktown Heights, New York.
5. Malik, A., Zaki, A., Tran, N., Liang, I., **Liu, T.**, & Valles, D. (2024, October). *Virtual reality on assessing the motor skills of individuals with autism spectrum disorder*. Paper presented at the IEEE 15th annual Information Technology, Electronics & Mobile Communication Conference (IEMCON). Berkeley, California.
6. **Liu, T.**, Wallace, I., Cressman, H., Koldenhoven, R., Li, Y., & Valles, D. (2024, September). *Enhancing early diagnosis of autism spectrum disorder with machine learning algorithms using postural control features*. Paper presented at the conference of the International Society of Research and Advocacy for Developmental Coordination Disorder (ISRA-DCD)—15th Biannual Conference and International Motor Development Research Consortium (I-MDRC). Abstract published in Journal of Motor Learning and Development, S36. Ghent, Belgium. DOI: <https://doi.org/10.1123/jmld.2024-0049>.
7. Tran, N., Liang, I., **Liu, T.**, & Valles, D. (2024, June). *Impact of virtual reality on motor-skill performance in children with autism spectrum disorder*. Paper presented at 2024 ASEE Annual Conference & Exposition, Portland, Oregon. 10.18260/1-2--46878
8. **Liu, T.**, Hyder, M., & Valles, D. (2023, June). *Virtual reality effectiveness on motor assessment in children with autism*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA). Abstract published in Journal of Sport & Exercise Psychology, (Suppl.), vol 45, S19. Toronto, Canada.
9. **Liu, T.** Hamilton, M., & Chen, Y. (2023, January). *Creating and retaining an inclusive graduate program in Kinesiology*. Presented at the American Kinesiology Association Leadership Pre-Workshop. San Diego, California.
10. **Liu, T.** & Hamilton, M. (2022, June). *Motor competence and socialization skills in children with autism spectrum disorder*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA). Abstract published in Journal of Sport & Exercise Psychology, (Suppl.), vol 44, S18. Kona, Hawaii.

11. **Liu, T.** Chen, Y., & Hamilton, M. (2022, January). *Peer mentoring to enhance graduate students' sense of belonging and academic success*. Presented at the American Kinesiology Association Leadership Pre-Workshop. Virtual
12. **Liu, T.**, & Okuda, P. (2021, September). *Relationship between Motor Competence and Executive Function in Children with Autism Spectrum Disorder*. Paper presented at the International Motor Development Research Consortium (I-MDRC). Virtual
13. **Liu, T.** & Hamilton, M. (2021, January). *Recruiting and ensuring graduate student success for kinesiology students in minority serving institutions*. Presented at the American Kinesiology Association Leadership Pre-Workshop. Virtual
14. **Liu, T.** & Hamilton, M. (2020, June). *Motor competence and sensory processing in children with autism spectrum disorder*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA). Abstract published in Journal of Sport & Exercise Psychology, (Suppl.), vol 42, S18. Virtual
15. Li, Y., **Liu, T.**, & Venuti, E. (2020, June) *Development of postural stability in children with autism spectrum disorder*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA). Abstract published in Journal of Sport & Exercise Psychology, (Suppl.), vol 42, S18. Virtual
16. **Liu, T.** & Valdez, I. (2020, January). *Perceptions of undergraduate research in exercise and sports science at Texas State university*. Presented at the American Kinesiology Association Leadership Pre-Workshop, Tampa, Florida.
17. **Liu, T.**, & Hamilton, M. (2019, September). *Motor and social competence in children with autism spectrum disorder*. Paper presented at the International Motor Development Research Consortium (I-MDRC), Verona, Italy.
18. Hamilton, M., & **Liu, T.** (2019, September). *Fine and gross motor competence and body mass index in Hispanic pre-k children*. Paper presented at the International Motor Development Research Consortium (I-MDRC), Verona, Italy.
19. **Liu, T.** (2019, June). *Motor proficiency, sensory processing, and BMI in children with autism spectrum disorder*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Baltimore, Maryland. Abstract published in Journal of Sport & Exercise Psychology, (Suppl.), vol 41, S15.
20. **Liu, T.** & Knudson, K. (2019, January). *Mentoring tenure-track faculty and managing a third-year review*. Presented at the American Kinesiology Association 2018 Leadership Workshop, Phoenix, Arizona.
21. **Liu, T.** (2018, June). *Motor competence and executive functioning in children with autism spectrum disorder*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Denver, Colorado. Abstract published in Journal of Sport & Exercise Psychology, (Suppl.), vol 40, S53.

22. **Liu, T.** (2018, January). *Promoting hands-on learning for undergraduate students through service-learning*. Paper presented at the American Kinesiology Association 2018 Leadership Workshop, Denver, Colorado.
23. **Liu, T. & Hamilton, M.** (2017, November). *Fine and gross motor proficiency of children with autism spectrum disorder*. Paper will present at the International Motor Development Research Consortium (I-MDRC-III), Melgaco, Portugal.
24. **Liu, T.** (2017, June). *The relationship of motor proficiency, nutrition knowledge and BMI in children with autism spectrum disorder*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), San Diego, California. Abstract published in *Journal of Sport & Exercise Psychology, (Suppl.)*, vol 39, S79.
25. Hamilton, M., **Liu, T.**, Matula, K., & Plotts, C. (2017, June). *Executive function, motor skills, and school readiness in low SES Hispanic pre-kindergarteners*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), San Diego, California. Abstract published in *Journal of Sport & Exercise Psychology, (Suppl.)*, vol 39, S68.
26. **Liu, T.**, & Breslin, C. (2016, June). *Comparison of three standardized motor assessment instruments on children with autism spectrum*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Montreal, Canada. Abstract published in *Journal of Sport & Exercise Psychology, (Suppl.)*, vol 38, S127.
27. Hamilton, M., **Liu, T.**, & Montes, J. (2016, June). *The relationship of school readiness and motor skill performance of low SES Hispanic preschool-kindergarten children*. Presented paper at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Montreal, Canada. Abstract published in *Journal of Sport & Exercise Psychology, (Suppl.)*, vol 38, S122.
28. Ahrens, J., **Liu, T.**, & Hamilton, M. (2016, April). *Caminitos collaborative: Early childhood movement program targeting school readiness*. Paper presented at the annual national convention of the Society of Health and Physical Educators (SHAPE) America. Minneapolis, Minnesota.
29. **Liu, T.**, Loeffler, W., & Hamilton, M. (2015, October). *Caminitos collaborative: Early childhood movement program*. Presented at the SHAPE America PETE & HETE Conference, Atlanta, GA.
30. **Liu, T.**, ElGarhy, S., & Breslin, C. (2015, June). *Motor assessment for children with autism spectrum disorder: A case study*. Presented paper at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Portland, Oregon. Abstract published in *Journal of Sport & Exercise Psychology, (Suppl.)*, vol 37, S83.
31. Hamilton, M., & **Liu, T.**, Olivarez, P., & Ahrens, J. (2015, June). *The effects of a motor intervention on performance of the pdms-2 for Hispanic low SES pre-k children*. Presented

paper at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Portland, Oregon. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 37, S78.

32. Ahrens, J., Hamilton, M., & **Liu, T.** (2015, March). Caminitos collaborative: A movement program in a culturally diverse community. Paper presented at the annual national convention of the Society of Health and Physical Educators (SHAPE) America, Seattle, Washington
33. **Liu, T.**, & Hamilton, M. (2014, June). *Gross motor performance by children with autism spectrum disorder and typically developing children on TGMD-2*. Presented paper at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Minneapolis, Minnesota, USA. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 36, S70.
34. Caçola, P., & **Liu, T.** (2014, April). *PE assessment and strategies for children with developmental motor disabilities*. Paper presented at the annual national convention of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), St. Louis, Missouri, USA.
35. **Liu, T.**, & Hamilton, M. (2013, June). *The effects of physical activity on the stereotypic behaviors of children with autism spectrum disorder*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), New Orleans, Louisiana, USA. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 35, S68.
36. **Liu, T.**, & Breslin, C. (2012, June). *The effect of a picture activity schedule on performance of the MABC-2 for children with autism spectrum disorder*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Honolulu, Hawaii, USA. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 34, S169.
37. Hamilton, M., & **Liu, T.** (2012, June). *Effects of environmentally designed and direct instruction on the object-control skills of Hispanic preschool children*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Honolulu, Hawaii, USA. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 34, S163.
38. Cox, G., Hess, S., & **Liu, T.** (2011, December). *Early college high school PE program: results from academic year 2010 - 2011*. Paper presented at the annual meeting of the Texas Association for Health, Physical Education, Recreation and Dance conference (TAHPERD), Dallas, TX, USA.
39. Cox, G., & **Liu, T.** (2011, July). *Physical education in middle and high schools*. Paper presented at the annual meeting of the Texas Association for Health, Physical Education, Recreation and Dance summer conference (TAHPERD), San Marcos, TX, USA.
40. **Liu, T.**, & Meaney, K. S. (2011, June). *Bridging research with community service: Developing a summer camp for children with autism spectrum disorders*. Paper presented at

the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Burlington, VT, USA. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 33, S35.

41. Liu, T., & Pope, M. (2010, June). *Motor milestones may be used as indicators for early diagnose in autism*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Tucson, Arizona, USA. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 32, S45.
42. Pope, M., Fite, K., & Liu, T. (2009, June). *Motor performance of children enrolled in a head start program*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Austin, Texas, USA. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 31, S40.
43. Liu, T., & Pope, M. (2009, June). *Motor milestones for children diagnosed with autism spectrum disorders*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Austin, Texas, USA. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 31, S36.
44. Liu, T., & Jensen, J. L., (2008, August). *Memory strategy use on children's recall of a timing task*. Paper presented at the 2008 Pre-Olympic International Convention on Science, Education, and Medicine in Sport, Guangzhou, China.
45. Liu, T., & Jensen, J. L. (2008, June). *Effects of contextual interference on children's performance and learning in pedaling*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Niagara Falls, Ontario, Canada. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 30, S52.
46. Liu, T., & Jensen, J. L. (2007, June). *Effects of strategy use on children's performance and learning in recall of the pedaling cadences*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), San Diego, California, USA. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 29, S38.
47. Liu, T., & Jensen, J. L. (2006, November). *Age-related differences: Use of strategies in a timing task*. Paper presented at the annual meeting of the Motor Development Research Consortium (MDRC), Lubbock, Texas, USA.
48. Liu, T., & Jensen, J. L. (2006, June). *Age-related differences: Effects of recall strategy in learning a timing task*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Denver, Colorado, USA. Abstract published in *Journal of Sport & Exercise Psychology*, (Suppl.), vol 28, S110.
49. Liu, T., & Jensen, J. L. (2006, January). *Age-related differences: Effects of contextual interference in acquisition of a timing task*. Paper presented at the 4th Annual Hawaii International Conference on Education, Honolulu, Hawaii, USA.

50. **Liu, T., & Jensen, J. L.** (2006, January). *Age-related differences in use of recall strategy in learning a timing task*. Paper presented at the 4th Annual Hawaii International Conference on Education, Honolulu, Hawaii, USA.
51. Newstead, A., Chao, P., **Liu, T., & Jensen, J. L.** (2005, June). *Pilot study of pedaling performance and neuromuscular responses in children with cerebral palsy*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), St. Pete Beach, Florida, USA. Abstract published in *Journal of Sport & Exercise Psychology, (Suppl.)*, vol 27, S116.
52. **Liu, T., & Jensen, J. L.** (2004, June). *Effectiveness of auditory-visual stimuli for learning timing skills by children in a repetitive task*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Vancouver, British Columbia, Canada. Abstract published in *Journal of Sport & Exercise Psychology, (Suppl.)*, vol 26, S124.
53. **Liu, T., Korff, T., Chao, P., & Jensen, J. L.** (2003, June). *Bilateral asymmetry and cycling performance in children*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), Savannah, Georgia, USA. Abstract published in *Journal of Sport & Exercise Psychology, (Suppl.)*, vol 25, S91.

GRANTS

FUNDED EXTERNAL GRANTS AND CONTRACTS:

1. Valles, D., & **Liu, T.** (2025–2028). REU site: Undergraduate research experiences in artificial intelligence, data analytics, and mixed reality for smart and connected health. Funded \$371,758 from National Science Foundation (NSF). Role: Co-PI
2. Golla, V., & **Liu, T.** (2022-2027). Proyecto Exito (Project Success). Funded \$3,000,000 from the U.S. Department of Education PPOHA (Promoting Postbaccalaureate Opportunities for Hispanic Americans). Role: PI and Project Director
3. Valles, D., & **Liu, T.** (2022-2025). REU site: Undergraduate research experiences in machine learning, analytics, and augmented reality for smart and connected health. Funded \$350,429 from the National Science Foundation (NSF). Role: Co-PI.
4. **Liu, T.** (2012-2023). Autism camp operation and research support on children with autism spectrum disorder. Funded \$57,000 from the San Marcos Lions Club Grant. Role: PI
5. **Liu, T.** (2017-2020). Incorporating a service-learning component into an undergraduate class to promote physical activity participation and development for children with autism. Funded \$20,000 from the H-E-B's Tournament of Champions Grant. Role: PI
6. **Liu, T.** (2015-2020). Impact of a movement program on promoting physical activity participation and fitness development for youth with autism spectrum disorder. Funded \$25,500 from the United Way Community Investment Grant. Role: PI

7. **Liu, T.** (2015-2020). Cross-regional comparisons on cognitive and motor behavior changes in children with autism. Funded \$23,000 from the City of San Marcos Youth Grant. Role: PI
8. **Liu, T.,** Li, Y., McAllister, M., Rolfe, R., & Patek, K. (2019). Impact of a 4-6 week training intervention on biomechanical and physiological markers in Olympic rowing athletes. Funded \$2,098 from the Chinese Rowing Association. Role: PI
9. **Liu, T.** (2012). Physical activity effects on children with disabilities. Funded \$500 from the Tommy Wilson Grant, American Association for Physical Activity and Recreation. Role: PI

Total Funded: \$3,850,285

FUNDED INTERNAL GRANTS AND CONTRACTS:

1. **Liu, T.,** & Tongish, M. (2019). Executive function and motor competence in children with autism spectrum disorder. *The Translational Health: Health Scholar Showcase*, \$5,000. Role: PI.
2. Li, Y., & **Liu, T.** (2019-2020). Artificial intelligence machine learning: Diagnosis of postural control in children with autism. *Research Enhancement Grant*, \$16,000. Role: Co-PI
3. **Liu, T.,** & Hamilton, M. (2014-2015). *Faculty Learning Community for Globalization*, \$1,500. Role: PI.
4. **Liu, T.** (2014-2015). Effects of psychomotor training program on body and spatiotemporal concepts for children with autism spectrum disorder. *College of Education Faculty Pilot Research Grant*, \$4,800. Role: PI.
5. An, J., & **Liu, T.** (2011-2012). Promoting physical activity participation and fitness development for youth with developmental disabilities: Implementation of adapted aquatics program. *Research Enhancement Grant*, \$16,000. Role: Co-PI.
6. **Liu, T.** (2011). Children physical activity engagement in autism summer camp. *Equity and Access*, \$2,500. Role: PI.
7. Cervantes, C., & **Liu, T.** (2009-2010). Effects on physical activity in children with visual impairments: Relationship between motor skill development and physical activity. *Research Enhancement Grant*, \$16,000. Role: Co-PI

Total Funded: \$61,800

FUNDED EXTERNAL SERVICE GRANTS AND CONTRACTS

\$15,962.00	Autism Summer Camp, 2023
\$19,959.91	Autism Summer Camp, 2022
\$7,250.90	Autism Summer Camp, 2021

\$7,398.52	Autism Summer Camp, 2020
\$19,114.68	Autism Summer Camp, 2019
\$19,565.86	Autism Summer Camp, 2018
\$19,820.00	Autism Summer Camp, 2017
\$16,475.00	Autism Summer Camp, 2016
\$16,594.78	Autism Summer Camp, 2015
\$14,199.76	Autism Summer Camp, 2014
\$12,175.00	Autism Summer Camp, 2013
\$10,315.00	Autism Summer Camp, 2012
\$5,025.00	Autism Summer Camp, 2011
\$6,176.57	Autism Summer Camp, 2010

Total Funded: \$154,443.30

FUNDED INTERNAL TEACHING GRANTS AND CONTRACTS

1. **Liu, T.** (2021). *Completed HHP Diversity, Equity and Inclusion Syllabus Workshop*, \$500.
2. **Liu, T.** (2020). ESCALA HSI (Hispanic-Serving Institution) Faculty Development Workshop, \$2000.
3. **Liu, T.** (2019). Promoting Active Learning Workshop. \$1000.
4. **Liu, T.** (2016). Upgrading the Mobile Active Learning Laboratory in Health and Human Performance. \$48,380
5. **Liu, T.** (2012-2013). Promoting service-learning in classroom to enhance hands on teaching to children with autism spectrum disorder. *Service-Learning Faculty Fellowship*, \$2,000.
6. **Liu, T.** (2010-2011). Bring technology into classroom. *Technology Integration Workshop*, \$1,200.
7. **Liu, T.** (2009-2010). *Completed Teaching and Learning Excellence Workshop*, \$800.

Total Funded: \$55,880

GRADUATE COLLEGE ESTABLISHMENT AND ACHIEVEMENTS

As the founding Dean of the Graduate College at Texas A&M University-San Antonio, I spearheaded the establishment of the Graduate College, developing its mission, vision, and strategic plan. I implemented student success initiatives and created key policies and procedures to shape and guide

graduate studies operations, achieving measurable advancements in program development and overall college growth.

- Established the College of Graduate Studies.
- Created the College's Mission and Vision.
- Developed the College's Strategic Plan, Setting Goals and Priorities.
- Founded the Graduate Student Society.
- Established a pathway partnership through MOUs with San Antonio Alamo Community Colleges.
- Developed and implemented numerous Graduate Policies and Procedures:
 - Graduate Assistantship Handbook
 - Graduate Program Review Guidelines
 - Graduate Thesis Manual
 - Graduate Faculty Membership Policy and Form
 - Graduate Program Coordinator Policy and Forms
 - Graduate Student Research Travel Grant and Form
 - Graduate Expedited Admissions Policy and Form
 - Merit Scholarship Policy
 - Graduate Studies Scholarships
 - Competitive Graduate Scholarship-Continuing Students
 - Graduate Foreign Credential Evaluation Policy
 - Graduate Leave of Absence Policy and Forms
 - Graduate Micro-Credential Policy
 - Graduate Assistant-Research Policy and Form
 - Post Graduate Program Review Evaluation
 - Graduate Curriculum (program/course) Change
 - Graduate half-time and three-quarter-time enrollment status
 - Outstanding Graduate Student Award
 - Doctoral Admissions and Degree Requirements, Comprehensive Examination and Dissertation Guide
- Revamped the website to create a one-stop resource for graduate students.
- Launched the inaugural Three Minute Thesis (3MT) Competition.
- Established El Centro, a student success center.
- Organized professional development workshops for graduate students, faculty, and staff.
- Reviewed and updated the Graduate Catalog by collecting feedback from programs, departments, and colleges to ensure accuracy.

- Implemented student success initiatives, including a lending library, loaner laptop program, graduate mentorship program, academic advising, tutoring, and career development services.
- Developed staff professional development opportunities to enhance team growth and performance.
- Held monthly meetings with the Graduate Council and Graduate Program Coordinators to ensure alignment and communication.
- Used program capacity data and worked with Graduate Program Coordinators (GPCs) on SWOT analysis to improve program effectiveness.
- Conducted graduate student satisfaction and exit surveys to inform program improvements.
- Launched the PAID (Providing Assistance for Internship Development) Program to support internships and experiential learning opportunities for graduate students.
- Hosted the inaugural Graduate Student Leadership Summit to foster student leadership and engagement.
- Hired key positions, including a Graduate Student Success Coach, Graduate Admissions and Outreach Coordinator, and mentored Graduate College Faculty Fellow and Dean's Fellow.
- Introduced the inaugural Staff Performance Award to recognize outstanding staff contributions.
- Created a comprehensive Graduate Student Resource Guide to support student success.
- Developed Pathways to the Profession initiatives to connect students with career opportunities.
- Organized alumni and international recruitment events to build engagement and attract diverse talent.
- Established international partnerships through MOUs with multiple universities in India
- Developed a Graduate College recruitment and marketing plan, collaborating with Ruffalo Noel Levitz (RNL) to drive enrollment growth.
- Distributed the Graduate College Monthly Newsletter, featuring the Graduate Student Success Coach Tip of the Month.
- Hosted the Graduate College Tabling Events to engage prospective students and stakeholders.

- Implemented a Degree Audit Process to streamline academic tracking for graduate students.
- Created Half-Time and Three-Quarter-Time Enrollment Status to benefit graduate students who receive financial aid awards and VA benefits.
- Awarded Coursera Certificates to support professional development and credentialing.
- Enrolled students in the graduate mentorship program and attracted many students to attend career development workshops.
- Led a philanthropic partnership with the university advancement office to secure the institution's first sponsored graduate scholarship, the Terracon Foundation Graduate STEM Scholarship.
- Expanded student outreach efforts by 30%, resulting in a 37% increase in graduate enrollment.
- Achieved a 2.46% increase in the one-year persistence rate and an 18% increase in graduation rates.

MENTORING

Summer 2025- present:

- Dean's Fellow: Dr. Liz Tinoco
- Faculty Fellow: Dr. Tony Liang
- Faculty Fellow: Dr. Vipul Grag

Fall 2024-Summer 2025:

- Dean's Fellow: Dr. Matt Watson
- Faculty Fellow: Dr. Berenice de la Cruz

Fall 2023-2024:

- Faculty Fellow: Dr. Mike Moyer

Spring 2022-Spring 2023:

- Member, Mentoring Committee, Tenure-Track Assistant Professor, Dr. John Farrell
- Chair: Independent study for graduate students Timoteo Barrientez, Kenneth Bloomer, Krina Nayani, and Morrison Victoria. Summer 2022.

Spring 2021-Fall 2021:

- Chair: Independent study for graduate student Rishab Sharma, Summer 2021.
- Sponsor: Postdoctoral Scholar from China, Dr. Yin Yu.

Spring 2019-Fall 2020:

- Chair: Culminating project for graduate student BriAnna De La Fuente. Children with autism spectrum disorder behavior ratings. Fall 2020
- Chair: Independent study for graduate student BriAnna De La Fuente. Summer 2020.
- Chair: Independent study for graduate student Kenton Manis. Summer 2020.
- Chair: Independent study for graduate student Haley Rogde. Summer 2020
- Chair: Thesis Committee for Isabel Valdez. *Perceptions of undergraduate research in exercise and sports science at Texas State University*. Graduated May 2020.
- Chair: Culminating project for graduate student Abhisha Patel. *Socialization and motor skills competence in children with autism spectrum disorder*. Fall 2019-Spring 2020
- Chair: Culminating project for graduate student Preetik Gokhale. *Comparison of fine and gross motor proficiency in children with autism*. Fall 2019- Spring 2020
- Chair: Independent study for graduate students *Haley Coates, Matthew Garcia, Sharon George, Preeti Gokhale, and Abhisha Patel*. Summer 2019.

Fall 2018-Spring 2019:

- Chair: Culminating project for Ashlyn Hildebrandt. *Motor performance and social function in children with autism spectrum disorder*. Fall 2018-Spring 2019
- Co-Chair: Culminating project for Jose Ruiz & Aleaha Evans. *Effects of augmented feedback on knee mechanics during drop-landing tasks*. Fall 2018-Spring 2019

Fall 2018-present:

- Chair, Mentoring Committee, Tenure-Track Assistant Professor, Dr. Yumeng Li

Spring 2018:

- Dissertation Committee member, Doctoral Student Paola Okuda, Federal University of San Paulo, Brazil
- Chair: Culminating project for Jennifer Radford. *Effects of a modified USRPT protocol on high school club swimmers' freestyle performance*.

Fall 2017- present:

- Mentoring Committee chair, new tenure-track assistant professor, Dr. Lyndsay Kipp

Spring 2016 – Spring 2017:

- Thesis Committee member, Joshua Harris from Department of Health and Human Performance

Fall 2015 – Spring 2017:

- Mentoring Committee member, new tenure-track assistant professor, Dr. Lyndsay Kipp

Fall 2015 – present:

- Mentor for Lecturer Raquel McAfee, Sarah Molleur, Terri Carter, and Jessica Warren

Fall 2014 – Spring 2015:

- Thesis Committee member, Chris Prickett from Department of Psychology

Fall 2014:

- Supervisor/sponsor – Visiting Scholar from Russia, Alena Makarova

Fall 2013 – Fall 2014:

- Thesis Committee member, John Quiroga from Department of Health and Human Performance

Fall 2013 – Sum 2014:

- Thesis Committee member, Sho Aari from Department of Health and Human Performance

Fall 2013-Spring 2014:

- Supervisor/sponsor – Postdoctoral Fellow from Egypt Dr. Sayed G ElGarhy

2013 – present:

- Graduate Academic Mentor for ESS Graduate Students

Spring 2012:

- Chair: Honors Thesis (HON4390B) for Anne T. Fedak
Ms. Fedak was the Recipient of 2012 Sallie Beretta Outstanding Senior Woman Award

2012 – 2013:

- Mentor for Lecturer Stacey Herzog

2010 – 2011:

- Mentor for Lecturer Marty Wright

Fall 2009 – Spring 2010:

- Thesis Committee, member – Graduate Student Megan Haynes from Department of Health and Human Performance

RECEIVED NUMEROUS GRADUATE STUDENT RECOGNITION LETTERS

When students graduate, they were asked to name any faculty member that they felt contributed significantly to their success and development during their time at Texas State University:

Graduate Student Recognition - Anabel C., Texas State University
Graduate Student Recognition - Camila K., Texas State University
Graduate Student Recognition - Jennifer M., Texas State University
Graduate Student Recognition – Sarah G., Texas State University
Graduate Student Recognition – Sho A., Texas State University
Graduate Student Recognition – Chelsea H., Texas State University
Graduate Student Recognition – William B., Texas State University
Graduate Student Recognition – Joe C., Texas State University
Graduate Student Recognition – William H., Texas State University
Graduate Student Recognition – Adrian C., Texas State University
Graduate Student Recognition – Michael S., Texas State University
Graduate Student Recognition – Anne F., Texas State University
Graduate Student Recognition – Courtney L., Texas State University
Graduate Student Recognition – Kingsly E., Texas State University
Graduate Student Recognition – Patrick P., Texas State University

Graduate Student Recognition – Tessa M., Texas State University
 Graduate Student Recognition – Veronica P., Texas State University
 Graduate Student Recognition – Ashley M., Texas State University
 Graduate Student Recognition – Jim S., Texas State University
 Graduate Student Recognition – Ariel A., Texas State University
 Graduate Student Recognition – Rulesha H., Texas State University
 Graduate Student Recognition – Joseph S., Texas State University
 Graduate Student Recognition – Naomi M., Texas State University
 Graduate Student Recognition – William S., Texas State University
 Graduate Student Recognition – Nina T., Texas State University
 Graduate Student Recognition – Jesse R., Texas State University
 Graduate Student Recognition – James R., Texas State University
 Transfer Student Recognition – Priscilla G., Texas State University
 Graduate Student Recognition – John B., Texas State University
 Graduate Student Recognition – Xina O., Texas State University

CURRICULUM DEVELOPMENT

As the Dean of the Graduate College at Texas A&M University-San Antonio and Graduate Program Director at Texas State University, I have overseen, led, and collaborated with stakeholders on numerous graduate program curriculum changes and development:

Texas A&M University-San Antonio

- New doctoral program: Collaborated closely with program faculty in the College of Arts and Sciences to develop an interdisciplinary Ph.D. in Integrative Genetics and Genomics with two tracks: Public Health Genetics and Genomics track, and Ecology, Evolution and Environmental Genetics track.
- New doctoral program: Collaborated closely with program faculty in the College of Education and Human Development to develop the interdisciplinary Ed.D. in Educational Leadership with 5 strands: District Leadership with Superintendency Certification, Multidisciplinary Approaches, Special Education, Bilingual Education, and Early Childhood Education, which received THECB and SACSCOC approval, and is scheduled to launch in Fall 2026.
- New certificate: Oversee the development of a graduate AI certificate.

Texas State University:

- New doctoral program: Proposed and developed an interdisciplinary Ph.D. program in Health and Rehabilitation Sciences (Department of Health and Human Performance in College of Education and Department of Physical Therapy in College of Health Professions)
- New program: Master of Science (M.S.) Major in Exercise Science concatenation in Health and Rehabilitation Sciences, Non-Thesis Option

- New program: Master of Science (M.S.) Major in Exercise Science concatenation in Health and Rehabilitation Sciences, Thesis Option
- New program: Master of Science (M.S.) Major in Exercise Science concatenation in Strength & Conditioning and Sport Coaching, Non-Thesis Option
- New program: Master of Science (M.S.) Major in Exercise Science concatenation in Strength & Conditioning and Sport Coaching, Thesis Option
- New program: Master of Science (M.S.) Major in Exercise Science Physical Activity Literacy Concentration with Teacher Certification
- New program: Master of Science (M.S.) Major in Exercise Science Physical Activity Literacy Concentration
- Revisions: Master of Science (M.S.) Major in Exercise Science, Non-Thesis Option
- Revisions: Master of Science (M.S.) Major in Exercise Science, Thesis Option
- Revisions: Master of Science (M.S.) Major in Exercise Science concatenation in Health and Rehabilitation Sciences, Non-Thesis Option
- Revisions: Master of Science (M.S.) Major in Exercise Science concatenation in Health and Rehabilitation Sciences, Thesis Option
- Revisions: Master of Science (M.S.) Major in Exercise Science concatenation in Strength & Conditioning and Sport Coaching, Non-Thesis Option
- Revisions: Master of Science (M.S.) Major in Exercise Science concatenation in Strength & Conditioning and Sport Coaching, Thesis Option
- Revisions: Master of Science (M.S.) Major in Exercise Science Physical Activity Literacy Concentration
- Deletion of Minor in Physical Education
- Deletion of Master of Education (M.Ed.) Major in Physical Education (Sports Education Concentration Non-Thesis Option)
- Deletion of Master of Education (M.Ed.) Major in Physical Education (Sports Education Concentration Thesis Option)
- Deletion of Master of Education (M.Ed.) Major in Physical Education (Teacher Certification Concentration)
- New course: ESS 7309 Biomechanics for Exercise & Sports Science
- New course: ESS 5328 Principles of Endurance Training

- New course: ESS 5312 Applied Exercise Metabolism
- New course: ESS 5327 Strength and Conditioning Assessment and Training
- New course: ESS 5110 Research Seminar

INSTITUTIONAL SERVICE

Texas A&M University – San Antonio

2025-present: Member, University Strategic Planning Committee

2023-present: Lead, the Graduate Council

2023-present: Members, the Deans Council

2023-present: Members, the Academic Council

2023-present: Member, the Extended President Cabinet

2023-2024: Co-Chair, Counting Year Task Force

Texas State University

2023: Judge, Graduate Student Research Conference, the Graduate College

2022-2023: Chair, Search Committee, Research Coordinator

2022-2023: Member, College of Education Tenure and Promotion Review Group

2022-2023: Member, Nontenure Line Workload Reassignment Committee

2021-2023: Member, Asian Professional Association

2021-2023: Member, Diversity, Equity and Inclusion Champions Committee

2021-2023: Member, Inclusive Postsecondary Education (IPSE) Program Planning Advisory Committee

2021-2023: Member, Mentoring Committee, Tenure-Track Assistant Professor, John Farrell

2020-2023: Co-Chair, International Advisory Council

2020-2023: Chair, International Student Recruitment, Retention, Graduation Subcommittee

2020-2023: Member, College Council, College of Education

2020-2023: Member, Council of Funded Research

2020-2023: Member, Jacob Advisory Committee

2020-2023: Member, Thesis/Dissertation Research Support Fellowship Committee, the Graduate College

2021-2023: Member, University Leadership Assembly

2019-2021: Lead Faculty Advisor, ESS Graduate Student Organization

2019: Chair, Exercise Science (Assistant Professor) Search Committee

2018-present: Undergraduate Research Advisor, Honors College

2018-2020: Member, Institutional Effectiveness Council

2018-2022: Chair, Mentoring Committee, Tenure-Track Assistant Professor, Yumeng Li

2017-2021: Chair, Mentoring Committee, Tenure-Track Assistant Professor, Lindsay Kipp

2018-2020: member, International Advisory Council

2018: Co-Chair, College of Education Curriculum Committee

2018: member, University Curriculum Committee

2018: chair, Athletic Training Assistant/Associate professor Search Committee

2017 -present: Graduate Program Director for Exercise and Sports Science Division

2017-2018: Chair, HHP Department Poster Committee

2017-2018: member, ESS Biomechanics (Assistant professor) Search Committee

2016-2019: The Faculty Senate, Senator

The Faculty Senate consists of a substantial service responsibility with 3-year term and 2-hour meetings every Wednesday evening. As a senator, I actively involved with numerous UPPS, and Academic Affairs PPS reviews, participated in discussions on a broad range of academic and governance issues, communicated with college of education and department of Health and Human Performance (HHP) faculty regarding their concerns/suggestions, and voiced them at the faculty senate and when meeting with the President's Academic Advisory Group

2016-2019: Institutional Effectiveness Council, Faculty Senate Representative

2016-2019: member, University Leadership Assembly

2015-2016: member, The Interdisciplinary PhD Program Planning Committee

2013- present: Graduate Academic Mentor for ESS Graduate Students

2017: The Mace Bearer, Spring Commencement

2016: The Mace Bearer, Fall Commencement

2015-2017: Undergraduate Program Director for ESS Division

2011-2017: chair, Graduate Admissions Committee

2015: Commencement Graduate Faculty Marshal for College of Education

2015-2016: member, Athletic Training (tenure-track position) Search Committee

2014-2015: member, Sports Education (tenure-track position) Search Committee

2014-2015: member, ESS Graduate Student Writing Committee

2014: panelist, the Distinguished Research Panel at the Sixth Annual International Research Conference for Graduate Students, the Graduate College

2013 – 2014: treasurer, Faculty Advisory Council

2013: reviewer: The Teaching Residency Program for Critical Shortage Areas

2013: reviewer: panelist, Multi-disciplinary Internal Research Grant (MIRG) Review Panel

2012-2013: member, Faculty Advisory Council
2011: chair, Graduate Admissions Policy Ad Hoc committee
2010-2012: member, Faculty Development Committee
2009: member, Tenure and Promotion PPS Committee
2009: member, Emphasize on Graduate Education and Increase Funded Research Subcommittee

PROFESSIONAL SERVICE

2025-present: Co-chair, Texas A&M University System Graduate Deans Community of Practice
2025-present: Past-President, member of Executive Committee, The Association of Texas Graduate Schools (ATGS)
2024-2025: President, Chair of Executive Committee, The Association of Texas Graduate Schools (ATGS)
2024-2025: President-Elect, member of Executive Committee, The Association of Texas Graduate Schools (ATGS)
2024: Executive Committee, American Kinesiology Association (AKA)
2023-present: Montor, American Kinesiology Association (AKA) Leadership Institution
2022-2025: Board of Directors, American Kinesiology Association (AKA)
2020-2023: Communications Director, Executive Committee, International Motor Development Research Consortium (I-MDRC)
2020-2023: Member, Motor Development Planning Committee, the North American Society for the Psychology of Sport and Physical Activity (NASPSPA)
2020-2023: Member, Halverson Award Committee, I-MDRC
2021-2022: Member, Workshop Planning Committee, American Kinesiology Association
2020: Co-Coordinator for membership, Advisory Committee, International Motor Development Research Consortium (I-MDRC)
2016-2020: American Kinesiology Association, membership committee, member
2016-2017: Motor Development Organization Committee for NASPSPA (50th Anniversary)
2016: Review Panel Chair, Research Council of SHAPE America
2016: American Kinesiology Association, pre-workshop organization and discussion
2016: Manuscript Reviewer, Journal of Motor Behavior
2015: Moderator for Developmental Perspectives Symposium, NASPSPA
2015: Reviewer for Adapted Physical Activity Quarterly (APAQ)
2015: Research Abstract Reviewer for “Motor Behavior and Measurement”, SHAPE America
2013: Reviewer for Research Quarterly for Exercise and Sport (RQES)

2013: Member of Motor Development Area Program Committee, NASPSA
2012: Research Consortium Reviewer, AAHPERD
2012: Reviewer for Journal of Autism and Developmental Disorders (JADD)
2009 – 2012: Head Start Body Start Physical Activity Consultant, AAHPERD
2011: Reviewer for Journal of Research in Childhood Education
2009: Conference Abstract Reviewer, AAHPERD

PROFESSIONAL AFFILIATIONS

2023-present: Council of Graduate Schools (CGS)
2023-present: The Associate of Texas Graduate Schools (ATGS)
2023-present: The Conference of Southern Graduate Schools (CSGS)
2016-present: American Kinesiology Association (AKA)
2014-present: The International Motor Development Research Consortium (I-MDRC)
2011-present: Member of Texas Association for Health, Physical Education, Recreation and Dance (TAHPERD)
2009-present: Member of American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), now changed to Society of Health and Physical Educators (SHAPE)
2009-present: Member of National Association for Sport and Physical Education (NASPE)
2009-present: Member of American Association for Physical Activity and Recreation (AAPAR)
2003-present: Member of North American Society for the Psychology of Sport and Physical Activity (NASPSA)

COMMUNITY SERVICE

Texas A&M University – San Antonio

2023 – present: Partnership for Graduate Degree Attainment (PGDA)

The purpose of the PGDA initiative is to for Institutions to partner with Local Education Agencies to promote graduate degree attainment for K-12 educators. Texas A&M University-San Antonio has successfully partnered with K-12 school districts by entering into agreements with 11 specific school districts to offer district-specific incentives for that district's employees to join the graduate programs at A&M University- San Antonio. These partnerships involve support from both the University and the Local Education Agency. Most recently, the 2024 PGDA initiative resulted in 75 newly enrolled graduate students.

Plan for expanding to 100 total participants in 2025.

It is our goal to expand the 2025 PGDA initiative to a total of 100 participants – which would represent a 25% gain over the enrollment achieved in the 2024 PGDA initiative. The following strategies are proposed to help meet this goal:

Strategy #1: Expand the total number of participating districts from 11 to 15

Strategy #2: Increase the appeal of this initiative by offering the “first course free” when participants register for a minimum of 6 SCH in their first semester of graduate coursework.

Texas State University

2009–2023: Autism Summer Camp, Founder and Director

The mission of our Autism Summer Camp is to provide children with autism spectrum disorder (ASD) access to a quality summer camp experience while ensuring safety and enjoyment with sensitivity to each child’s unique abilities. The camp is open to children across the autism spectrum in San Marcos and surrounding community. No child is turned away because of the severity of his/her disorder.

This camp, the first of its kind in the San-Marcos, is a rewarding experience for the campers, their families, the counselors (University students), and faculty involved with this unique and innovative program. Starting from the summer of 2010, the Autism Summer Camp has provided over 600 children with autism aged 4-15 living in San Marcos and surrounding areas the opportunity to participate in a developmentally appropriate summer program. This camp made a huge impact on the lives of those children who attended it. Furthermore, about 30 Texas State students every year participated in the service-learning project and provided over 3000 hours of service each summer to the children with autism in the San Marcos community.

July 10 th – July 28 th 2023	3-week Autism Summer Camp (served 25 children, 15 Texas State students participated)
July 5 th – July 29 th 2022	4-week Autism Summer Camp (served 35 children, 20 Texas State students participated)
July 5 th – July 30 th 2021	4-week Virtual Autism Summer Camp (served 35 children, 8 Texas State students participated via Zoom)
July 6 th – July 31 st 2020	4-week Virtual Autism Summer Camp (served 50 children, 10 Texas State students participated via Zoom)
July 8 th – August 1 st 2019	4-week Autism Summer Camp (served 55 children, 35 Texas State students participated)
July 9 th – August 2 nd 2018	4-week Autism Summer Camp (served 55 children, 30 Texas State students participated)
July 10 th – August 3 rd 2017	4-week Autism Summer Camp (served 50 children, 35 Texas State students participated)
July 11 th – August 4 th 2016	4-week Autism Summer Camp (served 60 children, 45 Texas State students participated)
July 6 th – July 30 th 2015	4-week Autism Summer Camp (served 58 children, 42 Texas State students participated)
July 7 th – July 31 st 2014	4-week Autism Summer Camp (served 53 children, 35 Texas State students participated)
July 8 th – August 1 st 2013	4-week Autism Summer Camp (served 50 children, 35 Texas State students participated)
July 9 th – August 2 nd 2012	4-week Autism Summer Camp (served 53 children, 30 Texas State students participated)

July 11 th - August 4 th 2011	4-week Autism Summer Camp (served 40 children, 30 Texas State students participated)
July 12 th - July 29 th 2010	3-week Autism Summer Camp (served 30 children, 28 Texas State students participated)

2013–2020, Caminitos Collaborative, Research Director, Center for P-16 Initiatives

The Caminitos Collaborative is a multi-disciplinary collaborative project in the Center for P-16 Initiatives. This project involves faculty from department of Health and Human Performance, the department of Curriculum and Instruction, and the department of Family Consumer Science working with low SES preschoolers and their families at a pre-K school in San Marcos. This multifaceted endeavor includes research studies, comprehensive developmental assessments, assistance with pre-K classrooms, professional development, and parental involvement. I have trained over 60 graduate students on many cognitive and motor assessments and spent countless hours with these students providing high-quality assessments to underserved children in San Marcos community. Our research team has been able to collect cognitive and motor performance data on 500 pre-K children with low SES background over the years.

CERTIFICATE

- The CITI (Collaborative Institutional Training Initiative) Research, Ethics, and Compliance Training Certificate
- ESCALA HSI Faculty Development Certificate
- Cybersecurity Certificate
- Child Protection Training Certificate
- Certificate of Ethics and Compliance
- Equal Employment Opportunity & Title IX Training Certificate
- Clery Act and Campus Security Authorities Certificate