**Mary A. Munoz Encinas**

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**EDUCATION**

**Arizona State University,** Tempe, Arizona Exp. Grad Dec 2023  
B.A. in Art History

**Arizona State University,** Tempe, Arizona  
B.A. in Sustainability, Minor in Art History May 2015

Magna Cum Laude

**PROFESSIONAL EXPERIENCE**

**Project Coordinator, HeatReady Initiatives** *Arizona State University*, Phoenix, AZ. Feb 2022 – Present

* Created heat readiness training for K-12 students as well as for pre-service teachers for learning environment implementation.
* Aided 30+ schools and community centers around the Phoenix metro area in heat readiness assessment and subsequent improvements to heat resilience measures in the areas of policy, prevention, environment, community, and training/education.
* Collaborated with public, private, and non-profit agencies in the development of policy solutions, adaptation and mitigation strategies, and educational components around heat-related risks and equitable community development.
* Contributed in the development of museum exhibits and activities aimed towards Hispanic communities in collaboration with STEM professionals as part of a [NASA grant](https://www.nisenet.org/hispaniccommunities).

**Museum Interpreter** *Heritage Square Foundation*, Phoenix, AZ. Nov 2021 - Feb 2022

* Researched and reviewed information about the cultures, peoples and artifacts associated with the Square, and historic Phoenix, to then develop engaging educational tours and programs for all ages.
* Greeted and interacted with guests to provide customer service in the museum and Square as needed. Interactions include but are not limited to guiding tours and bilingually interpreting historic events and themes, selling tickets and merchandise, and providing information about the area.

**Lead Teacher** *Villa Montessori School*, Phoenix, AZ. Aug 2019 – Nov 2021

* Led the instruction of Language Arts and Algebra I, among other subjects, for Middle School (7th & 8th grade) students, both in person and online.
* Supervised and participated with students in out-of-classroom learning experiences such as community service opportunities, field trips, school dances, and educational conferences.
* Collaborated with teachers and administrators to create and implement Individual Educational Plans, which adjusted curriculum to meet the needs of each student.

**Inclusion Assistant.** *AIR - Portland Parks & Recreation*, Portland, OR**.** Nov 2018 – April 2019

* Provided one-on-one support for children with disabilities.
* Designed and led cooking and crafting classes for adults with disabilities.

**Assistant Teacher** *Desert Garden Montessori*, Phoenix, AZ Aug 2016 – June 2018

* Taught of a variety of Montessori lessons for children ages 9-12 in an Upper Elementary classroom.
* Created curriculum and conducted individualized instruction of mathematics.
* Taught mathematics courses from Pre-Algebra to Algebra II to Middle school and High School students.
* Adapted to fill the role of receptionist, event staff, Life Skills Team support, substitute teacher for infant through high school classrooms, and shuttle driver when needed.
* Supported sustainability efforts by aiding the composting and recycling program and helping introduce the greenhouse & hydroponics program.
* Led “Global Partners”, an international pen pal course designed to bring multicultural experiences into the classroom, as well as community service efforts.

**Business Development Associate** *Evolve Technologies*, Scottsdale, AZ Aug 2015 – Aug 2016

* Acted as main contact for customer support and direct sales, as well as purchasing associate for both private and public contractors.
* Introduced sustainability practices such as recycling and material upcycling into the company’s operations.
* Led education of customers in resource conservation best practices.
* Served as lead translator for Spanish and French for Evolve Technologies, and Hotwire, Evolve’s parent company.

**Renewable Energy & Society Analyst** *SHESC @ ASU,* Tempe, AZ. Spring 2015

* Analyzed and coded data for the dissertation project of a PhD candidate, focusing on “geographical justice” language in the Desertec Vision research project.
* Implemented a qualitative system to categorize vocabulary found in the research literature.
* Worked closely with faculty, staff, and students from the School of Social Evolution and Social Science and the School of Sustainability.

**Research Aide & Student Worker** *CAP Long-Term Ecological Research,* Tempe, AZ. 2013 – 2015

* Gathered relevant information, maps and instructions for researchers prior to fieldwork.
* Analyzed and processed quantitative and qualitative data from a variety of long-term environmental surveys and entered this data into CAP LTER databases.
* Assisted the ASU Herbarium and the Arthropod Lab at Life Sciences @ ASU in the inventory of their collections.
* Conducted site visits and fieldwork for sample collection for a variety of CAP LTER surveys.
* Collaborated with faculty and students on developing new research projects under CAP LTER
* Presented CAP LTER findings at annual “All Scientists Meetings.”

**RELEVANT RESEARCH EXPERIENCE**

**HeatReady Neighborhoods Community Action Planning – Mesa, AZ** Fall 2022

* Conducted interviews and focus groups with community stakeholders in order to establish a rubric to facilitate heat emergency planning at the neighborhood level.
* [White paper available](https://static1.squarespace.com/static/60930482af4e01505c6ac52e/t/6401915766f0741cd82507cd/1677824344573/HeatReady+Neighborhoods_+A+Community+Action+Plan.pdf), academic paper publication pending.

**Social and Environmental Components of an Urban Shade Tree Program: A Phoenix Metro Area Case Study** Spring 2015

* Conducted comprehensive research exploring the socio-ecological interactions involved in an urban forestry initiative (VPA Shade Tree Program, now *Trees Matter*).
* Used data collection, GIS analysis and ethnographic studies to assess the sustainability of these programs.

**Individually Experienced Temperatures (IETs): A heat exposure study in five Phoenix, AZ area neighborhoods** Fall 2014 Spring 2015

* Recruited participants within four selected neighborhoods across the Phoenix Metro Area.
* Scouted, inspected and achieved approval for research sites.
* Conducted demographic studies through surveys and subject interviews, often in Spanish.
* Analyzed, coded and presented data as part of ongoing research regarding drivers of IETs and extreme heat risk.
* [Presented personal findings during poster presentation at CAP LTER’s “All Scientists Meeting”](http://bit.ly/2y2u2Nq)
* [Dataset published by CAP LTER, 2017.](https://sustainability.asu.edu/caplter/data/data-catalog/view/knb-lter-cap.647.2/)
* [**Subsequent article published at Environment International**](https://pubmed.ncbi.nlm.nih.gov/33395929/)

**Ecosystem Services in Residential Land Management: Expressed Priorities, Distinctive Dimensions, & Regional Comparisons**  Summer/Fall 2013

* Transcribed audio from interviews through ExpressScribe Software.
* Processed data from CAP LTER, as well as other LTER sites across the country for comparative study.
* Created visual representations for processed datasets.
* [Presented findings through poster presentation at CAP LTER’s “All Scientists Meeting”](http://bit.ly/2ldD6t0)

**ADDITIONAL INFORMATION AND SKILLS**

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| **Languages:** | Spanish (native); English (100% fluent); French (conversational) |
| **Computer Skills:** | Microsoft Office Suite, Google Suite, Salesforce CRM, ExpressScribe software, Square POS, MAXQDA and NVIVO Coding software. |
| **Certifications:** | CPR, AED & First Aid, State of Arizona IVP Fingerprint Clearance. |
| **Volunteer Activities:** | Mentor at Free Arts of AZ; Gallery Attendant at Portland Art Museum; English/Spanish Translator at USAHello; Math & Spanish tutoring. |