

January 14, 2019

3 Chapman Avenue  
Easthampton, MA 01027  
Attn: Jennifer N. Hiatt, Spelman Johnson Search Associate

RE: University of California – Associate Vice Chancellor for Student Affairs and Dean of Students

Dear Search Advisory Chair and Committee Members:

In response to correspondence received from Ms. Jennifer N. Hiatt of Spelman Johnson regarding the Associate Vice Chancellor for Student Affairs and Dean of Students (AVC) position with the University of California, Riverside (UC Riverside), I welcome this opportunity to forward my application to the search committee. My sincere interest in this fantastic opportunity is driven by evidence of your commitment to promote student development and student success. Also your institution's direction parallels my strong personal passion to comprehensively leverage inclusive excellence in strategically leading institutional achievement through the practice of effective teamwork and campus-wide collaboration.

After examining your institutions evolution, specific to student success initiatives, it appears your AVC will need a breadth and depth of innovative leadership experiences which will complement the new vision and direction currently underway. With this in mind, understanding how to work across units, schools & colleges, as well as departments and divisions with diverse populations and programs is paramount. Because of this, I believe my strengths and experiences are a great fit for your campus and this opportunity; let me briefly explain why.

The AVC position, as described, will require a variety of skills and areas of knowledge. This talent set will require a well-grounded understanding of student development practices and student achievement models. A deep understanding of how to foster campus wide excellence by effectively blending the application of both will be essential. Also it is clear a basic understanding of working with faculty governance as well as having the ability to discern subtle yet significant differences between school cultures will be equally as important.

In response to these needs, I'm pleased to share my progressive and unique blend of experience in student development, discipline specific student engagement, and contributions toward student success campus leadership. To begin, the intentional combination of Bachelor's degrees in Psychology, Sociology, Master of Science in Higher Education Administration, and Doctorate of Philosophy in Education Administration - Leadership in Higher Education have offered me the opportunity to acquire the necessary academic foundation. Equally important, my professional experiences reflect a unique and progressive blend of leadership in culturally relevant traditional and non-traditional student success and community building initiatives involving discipline specific schools, colleges, and the broader campus environment.

During the first half of my career my professional activities primarily were concentrated in collaborative programming experiences in support of targeted student success initiatives. While targeted in nature,

evidence of these initiatives directly influenced and impacted campus wide student success, where proven positive outcomes in climate, culture, and student experience campus wide resulted.

The second half of my service journey has been geared toward gaining concrete experiences in building linkages between student affairs departments and academic schools and colleges. The lessons learned through successes and short falls has been invaluable. Linking core courses with relevant experiential learning, service learning, and career development opportunities supports my systems thinking philosophy. Developing the ability to build and implement conceptual frameworks to improve the quality of learning, the overall student experience, and student outcomes has served as a cornerstone for my professional success.

### **Academic Collaborations - Cultivating Belonging for Students, Staff, and Faculty**

Over the past 15 years my service journey has been geared toward gaining concrete experiences in proactively building linkages between diversity initiatives, student affairs departments, and academic schools & colleges. The C.U.- L.E.A.D. (Leadership, Excellence, Achievement, Diversity) Alliance reflects my collaborative leadership philosophy and is an excellent example of what a wonderful blending of student development and academic discipline focused effort exemplifies. This organization of 13 plus university programs and departments work interdependently and in collaboration with one another, the Vice Chancellor (VC) for the Office of Diversity, Equity and Community Engagement (ODECE), and other university leaders to coordinate and provide leadership, resource management support, and programmatic expertise campus-wide. The Alliance is designed to promote academic and personal success of underrepresented and first generation students in each school and college at the University of Colorado, Boulder. Under my management we served over 1700 students, administered over \$800k in scholarships annually, and achieved an 86% graduation rate (up from 72%) of all participants within a 4.5-year period.

A few of my more recent leadership experiences include conceptualizing and co-leading the University of Colorado's Inclusive Campus Action Network (I-CAN), the CU-Denver Socio-Academic Mentor Collaborative, and collaborative optimization of our financial aid, academic advising, and career placement resources as an appointed member of the Chancellors Student Success Action Team. Reporting to the Vice Chancellor for Diversity & Inclusion, the C.U. Inclusive Campus Action Network is a recently formed campus-wide council designed to support students by way of meeting staff and faculty professional development and training needs. This is accomplished by diplomatically strategically leveraging campus talent and resources already available. The I-CAN initiative is represented by 12 student affairs departments, 6 schools / colleges, and various individuals from various student service units across campus.

Leading our socio-academic mentor collaborative involves building consensus around a mentoring philosophy and developing common core elements which promote discipline specific collaboration campus-wide. While gathering profile data of existing mentor programs and gaining a sense of "better practices", I have been working with faculty to incorporate mentoring (training and experiences) within course curriculum. As we move into our 3<sup>rd</sup> year (from pilot to institutionalization), this model initiative has provided valuable insights for our campus leaders to appropriately evaluate and assess what opportunities and challenges we may encounter regarding college and university scalability. Linking core courses with relevant experiential learning, service learning, and career development opportunities

supports my systems thinking philosophy. It's my belief that next level leadership will lean toward identifying ways to incorporate experiential and service learning pedagogy / andragogy into curriculum.

### **Strategic Partnerships with Alumni, Friends, Parents and Industry**

Creating strong networks with local partners is critical for establishing sustainable and healthy working and learning environments for a diverse community. My experiences with developing and implementing Conferences, Alumni Events and Networks, Industry Symposia, and discipline specific intensive pre-college programs (Business, S.T.E.M., Arts & Sciences, Education, etc.) have proven to be central in accomplishing institutional transformative change. The mission of these efforts have been to provide an action oriented platform for promising education and learning practices. This student / parent / educator approach has had profound impact on fostering student exposure, academic achievement and overall student success in our urban, rural, and diverse communities. These programs have been centered around offering our students, faculty, staff, and industry / community members a structured space to discuss and share strategies which contribute to student success, cultivating relevant networks for faculty and staff, as well as exposure and engagement with our broader community.

### **Communication, Administration, and Higher Education**

My administrative activities include supporting and leading annual and long-range strategic planning to enhance diversity university-wide, foster a culture of inclusion, and promote student success. Outlined in my resume' you will find university, school, and joint community effort examples. These initiatives focus on identifying and developing efficient strategies to improve the student experience, address recruitment, transition, retention, career development / placement, and academic program completion challenges. As the Chair of our Strategic Enrollment Management Team I have labored greatly to introduce, incorporate, and advance the use of research, data, and expert knowledge in our decision making and reporting cycles.

My breadth of reporting experience includes developing and implementing formative and summative diversity report cycles at the University of Colorado Denver, University of Colorado Boulder, Colorado State University, Sonoma State University and the University of New Mexico. I have also been responsible for providing progress reports to numerous Advisory Boards (i.e. Leeds School of Business); corporate partners, foundations, and community agencies. I have also presented internal reports to Deans, Directors, Department heads, University Board of Regents, and State Legislators. My background also includes collaborating with institution and school level marketing departments and communication operations.

### **Campus-Wide Emergency and Crisis Management**

Early professional experiences with Colorado State University, Sonoma State University and the University of New Mexico required me to serve in a liaison relationship to the Campus Police.

Emergency planning, training and educational resources have been central in my career portfolio. At the University of Colorado Boulder, as the Chair of the C.U.-L.E.A.D. Alliance, I partnered with the Executive Director of Environmental Health & Safety to familiarize our students, staff and faculty with the policies, procedures, and current response plans through presentations, seminars, workshops, tabletop exercises, and simulations activities. At University of Colorado Denver, I have worked in support of our Vice President for Student Affairs to serve as a campus wide incident response liaison, to serve on our school's emergency preparedness committee, and guide school specific emergency response planning initiatives.

**Higher Education Strategic Planning Experiences**

Many colleges are grappling with declining enrollments, increasing attrition rates, and recruiting students that are not a fit for their institution. Even for those institutions that have experienced some success, supporting low-income first generation students seem to place a demand on limited resources. Over the course of my career, I have been able to draw from a wide range of collaborative strategic planning experiences. Successes include federal funded TRIO Program efforts (i.e. Educational Opportunity Centers, Ronald E. McNair, Student Support Services, Talent Search, Upward Bound, Veterans Upward Bound), University Cultural Center planning; Advisory member consultation o LGBTQ Centers, contributions in departments of Athletics; campus wide Counseling Centers, enrollment management teams, as well as school and campus wide Career Service Centers. As a result, I have sharpened my ability to understand and facilitate effective and inclusive planning processes.

**Personnel & Fiscal Management**

Our current economic reality indicates smaller endowments and shrinking government funding. This trend necessitates thoughtful use and management of both human and fiscal resources. Experiences within various types of student affairs units, academic schools, and different institutions have expanded my practical accounting skills, budgeting knowledge, and ability to understand the delicate interplay of course enrollment and targeted student support services.

Additional experiences include working with and supervising both large and small staffs, classified employees, contract employees, research and graduate assistants, hourly student hires, work-study student employees, and volunteers. These points of reference continue to serve well in terms of producing sound results and responsible resource stewardship. Operating in a more resourced constrained, more technologically advanced, and global environment has also motivated me to creatively pursue resource collaborations. Effective resource management has only been possible by, first nurturing great relationships, developing strong teammates, followed by strategically aligning university goals and resources.

In closing, I hope these examples offer insight into the types of experiences that have challenged my growth, enhanced my leadership, and improved my ability to advocate for diverse populations. If my background and experience interests you, may we plan a time to discuss how my leadership skills may match the amazing evolution of the University of California, Riverside? I look forward to hearing from you soon.

With sincerity,



Aswad Allen, Ph.D., Assistant Dean  
School of Education & Human Development  
University of Colorado, Denver

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## ASWAD ANTHONY ALLEN

### Professional Summary

- Over 25 years of progressively innovative and collaborative student focused initiatives developing and implementing culturally relevant academic specific student success models; extensive leadership in bridging curriculum and student affairs programs
- Broad history of promoting outcomes driven student success results via sound fiscal, human, and operational management techniques.
- Demonstrated strength in conceptualizing and developing “promising-practices” for engaging students, faculty, staff and community regarding addressing a wide variety of student success issues.
- Experienced in effective organization and community strategic partnership and alliance building.
- Thought-Leader in project-based community building concepts and models.
- Experienced in identifying and presenting useable and useful quantitative and qualitative information.

### Education

COLORADO STATE UNIVERSITY, Fort Collins, CO

**Doctorate of Philosophy:** Educational Leadership & Human Resources, December 2014

*Dissertation:* *Experiences of Persistence in Business Education:  
A Retrospective Phenomenological Analysis of African American Alumni*

**Master of Science:** Student Affairs in Higher Education Administration, 1993

*Thesis:* *Culturally Responsive Curriculum & Academic Success*

UNIVERSITY OF COLORADO, Boulder, CO

**Bachelor of Arts:** Sociology, May 1988

**Bachelor of Science:** Psychology, May 1988

*Senior Capstone Project*

*Independent Study:* *Self-Reported Effects of Breakfast on High School Student Learners*

### Professional Experience

UNIVERSITY OF COLORADO, Denver, CO

September 2012 – present

**Assistant Dean, School of Education and Human Development (SEHD)**

**Diversity, Inclusion, and Student Engagement**

As a member of the Deans Team and joint-manager of a 15-million-dollar budget, responsibilities include collaborative leadership in the areas of enrollment management, student services, organizational assessments, faculty / staff support and strategic planning. Provide vision and key leadership in developing a nurturing, open, diverse, inclusive and supportive learning and working environment with a specific focus on underrepresented and marginalized populations.

Responsible for facilitating the integration of grounded diversity and equity policy and practice in the SEHD. Design, deliver and / or co-facilitate bi-annual Inclusive Excellence Professional Development (IEPD) series. Inspire over 68 faculty and 73 staff to engage in continuous self-improvement regarding cultural competence in the learning, teaching, student support, student development, and student engagement functions of the organization.

Develop and lead cross-functional student success oriented Strategic Enrollment Management Team (SEM) Members include Associate Deans, Directors of Admissions, Academic Services, Marketing, Research &



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Assessment, and Continuing Education. Facilitate the examination and interplay of enrollment, student services and support, budget, costs, pricing and affordability. Collaborate with faculty members to improve and enhance the quality of curriculum, career planning, and placement through assessment. Provide leadership toward improving persistence throughout the student life-cycle (i.e. pre-college outreach, financial literacy, advising admissions, community orientation, transitional support, retention, persistence, career & leadership development, degree completion, alumni engagement).

Provide leadership and support in the development of culturally relevant curricular and co-curricular activities, three (3) First-Year Experience (FYE) Living Learning Communities, peer and professional mentoring, student / faculty engagement experiences, alumni relations and other student success initiatives. Create and develop SEHD Alumni Network and Alumni Speakers Series aimed at increasing aimed at improving academic performance, retention, persistence, graduation, and overall student success outcomes.

Special Assistant to the Vice Chancellor for Student Affairs

September 2016 – present

Collaborate with campus leadership to advance university-wide high impact student success practices and initiatives (i.e. Carnegie Classification Community Engagement lead). Support the Vice Chancellors for Student Affairs and Diversity & Inclusion by ensuring the implementation and monitoring of recommended student retention strategies and initiatives. Review data and advise campus Deans and Directors regarding opportunities to improve institutional effectiveness and student engagement. Support the integration of such knowledge into schools and colleges, campus programs, and student services.

*UNIVERSITY OF COLORADO, Boulder, CO*

June 2001 – August 2012

**Senior Director (Inaugural), Leeds School of Business - Diversity Affairs**

Responsibilities included engaging and leading students, staff, faculty and external campus constituencies in initiatives and programs that support diversity in all of its forms. Established collaborative partnerships with numerous campus-wide departments including the Office of Admissions, Financial Aid, Study Abroad Programs, International Student Services, University Advising, Athletics, and Career Services. Successfully developed and implemented operational infrastructure, administrative oversight, budgetary development project management, assessment & tracking, public relations & marketing, and fundraising functions. Responsibilities also included direct supervision of professional, student staff, volunteer staff. Advised Deans, Vice Chancellors, and campus leadership on a variety of student development and inclusion initiatives. School point of contact for Title IX issues and investigations.

**Diverse Scholars Program (Founding Director)**

Created and developed this comprehensive academic learning community comprised of 275 scholarship recipients, with a specific focus on student engagement, leadership development, and academic achievement. Provided leadership to produce an innovative partnership with the Student Academic Services Center, Office of Admissions, and the Office of Financial Aid; Cultivated on-going partnerships with over 55 business and corporate partners; generated nearly \$800,000 in programmatic and scholarship support. Annually administered over \$200k in scholarships. Campus partners included the C.U. - L.E.A.D. Alliance, University Administration, 2 Career Service Offices, 12 student associations, collegiate athletics, residence life, ombudsman, and the C.U. Development Office.

C.U.-L.E.A.D. (Leadership, Excellence, Achievement, Diversity) Alliance - Chair, 2006 – 2012

Lead all campus schools and colleges via inter-dependent collaborations in support of campus-wide student success initiatives. Leadership and advocacy in promoting equity and challenges related to barriers which impede full access and inclusion. Advanced partnerships with campus Chancellor, Vice Chancellors, Deans, student service Directors, and academic department heads. Provided specific guidance and support to 13 university student support unit leaders within each academic school or college. Responsibilities include coordinating support service, resource management support, and programmatic expertise in promoting academic and personal success of underrepresented and first-generation students. The Diverse Scholars Program is a member of the C.U.-L.E.A.D. Alliance with 1700 active students; \$1.2 million in scholarships

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administered annually.

*HIGH SPEED ACCESS CORPORATION (NASDAQ: HSAC), Denver, CO* November 1999 – May 2001

**Director (Inaugural), Employee Relations - Human Resources**

Provided human resource leadership, support, and services to over 600 start-up I.S.P. employees located in multi-site, urban and ex-urban locales nationally. As a report to the national Sr. Vice President of Human Resources, assisted corporate executive leadership in developing and implementing policies and procedures designed to identify and resolve internal employee relation and management development concerns. Responsibilities also included corporate recruitment, new employee orientation, “new initiatives” communication, dispute / conflict resolution, grievance investigations, corporate-wide training & staff development. Direct supervision of regional managers located in Colorado, Illinois, and Kentucky with general oversight of 32 employees in multi-site locations.

*UNIVERSITY OF NEW MEXICO, Albuquerque, NM*

June 1995 – January 2000

**Director African American Student Services; Adjunct Instructor - Ethnic Studies**

Provided leadership in developing and administering multicultural / cross-cultural educational and career related programs and activities (i.e. workshops, seminars, conferences, symposia); lead collaborations with Academic Advising, Student Orientation, International Student Services & Programs, 3 Career Service Centers, Admissions Office, Financial Aid, and 8 residence halls within Residence Life. Developed and delivered instruction using S.H.A.R.P. © (self-help and readiness program) model for multiple courses designed to promote scholarly achievement and leadership by way of service learning, volunteerism, peer education, and ethical decision.

Improved collaborations with University Advising Center, El Centro Hispanic Student Services, Native American Students Services, Women’s Resource Center, Center for Disabled Students; Developed and supervised first year, transfer, nontraditional, and returning student support programs.

Instrumental in increasing participation of student-athletes with academic, educational, social, personal and professional issues that may affect their academic progress and quality of life; provide administrative coordination, support and advise; and provide student leadership training and development programs.

*SONOMA STATE UNIVERSITY, Rohnert Park, CA*

July 1994 – June 1995

**Director, The Inter-Cultural Center; Adjunct Instructor**

Provided academic and leadership programs for all students with a specific focus on synergies promoting student success. Target populations included Asian American / Pacific Islander, Latino / Hispanic, African / African-American, L.G.B.T.Q., differently “abled” students, domestic majority & international students. Additional responsibilities included developing and managing the Center's budget. Partner with institutional fund raising campaigns generating \$3,500,000. Additional responsibilities included facilities management, selecting & supervising 8 student staff, and organized a 32-member volunteer assistance team.

Responsibilities included the coordination of multicultural / educational programs designed to support university recruitment, retention, student satisfaction, graduation, and post-graduation initiatives. Instructed interdisciplinary leadership development seminars, advised independent research, and guided student independent study projects.



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*COLORADO STATE UNIVERSITY, Fort Collins, CO*

September 1989 – June 1994

**Director, Academic Support Services, Athletics Department -1992-1994**

Provided leadership in collaboration with coaching staffs and campus wide academic departments focused on student-athlete recruitment, retention, academic success, and graduation for 14 sports programs serving over 350 student athletes. Responsibilities included guidance specific to addressing academic deficiencies, coordinating personal and career counseling, and job placement for student athletes. Implemented inclusive cultural responsive academic co-seminars, elective course offerings and creative career development opportunities designed to foster an environment of success and inclusion. Worked closely within guidelines of NCAA rules and regulations.

**Assistant Director, Black Student Services / Student Affairs Advocacy Team - 1989-1992**

Responded to and provided leadership in support of 228 students' academic, educational, social, and career needs; collaborated with other advocacy office leadership to specifically address ethnic population student success issues and concerns. Effectively served as liaison and student advocate to other central student service departments including Admissions, Financial Aid, University Counseling Center, Career Services, H.E.L.P. Advisement Center, Collegiate Athletics, Ombudsman, Health Center, Residence Life, Campus Police, etc.); Co-authored department strategic plan and supported leadership in various programs and initiatives.

*URBAN LEAGUE OF METROPOLITAN DENVER, Denver, CO*

May, 1988 – September 1989

**Assistant Director (Inaugural), Youth Entrepreneur Program**

Lead program development for the Denver Public School System and the City of Denver; responsibilities included developing business education workshops and training specific to youth financial literacy, entrepreneurial principles, career development and employment opportunities for youth. Lead interventionist for at-risk youth between the ages of 16-24 and curriculum development coordinator. Managed a case load of 156 youth. Designed and facilitated workshop curriculum focused on youth interview skill development and job placement process. Collaborated with Denver County Support Services to provide resources for low-income emancipated minors and young adults.

*UNIVERSITY OF COLORADO, Boulder, CO*

January 1986 – May 1988

**Outreach & Recruitment Assistant, TRIO Student Support Services - Educational Talent Search**

Responsible for visiting 8 school districts along the Colorado Front Range area for university outreach and recruitment to low-income students. Over a 2-year period advised over 1200 middle and high school students through the college admission, transition, and graduation process. Facilitated over 35 academic goal-setting and career exploration sessions, as well as more than 20 college admission and financial aid workshops.

**Administrative / Business Management (select)**

- Demonstrated ability to promote and maintain collegial relationships and work effectively as part of an administrative team
- Strategic planning and consensus building
- Knowledge and understanding of laws relating to equal opportunity, affirmative action, and claims of discrimination and harassment, relating to faculty, staff, and students.
- Resource development, fundraising & "friend" raising; creative fiscal management
- Program evaluation & assessment

**Instruction & Training (select)**

Presentations:

- Culture, community, and curriculum workshop series (co-facilitator)  
(School of Education Faculty Retreat - August, 2013; January, 2014; August, 2015; January, 2016)



- Addressing diversity as a strategic priority  
(CU- Anschutz | Denver campus, Council on Diversity & Inclusion – June, 2016)
- “Standing in the gap” television broadcast  
(Rocky Mountain PBS i-News series – November, 2013)
- Community organization round-table dialogues  
(C.U. Denver Professional Development Days – September, 2013)
- Diversity management competency in socio-academic context (co-facilitator)  
(CU-Boulder, Leeds School of Business, Diversity Symposium - April, 2012)
- Multiplying opportunities for student engagement through motivational assessment.  
(National Conference on Student Recruitment, Marketing, and Retention, Noel-Levitz - June, 2011)
- Campus culture & student engagement: Working together to address at risk students.  
(University of Colorado, Boulder, C.U.-L.E.A.D. Alliance Retreat - March, 2011, 2012)
- Student success & completion: evidence based strategies that work.  
(Boulder School District Board Strategic Planning Retreat – October, 2009)
- Collaborating to expand the pipeline – (co-facilitator)  
(University of Colorado Law School, Black Alumni Weekend - September, 2006)

**Instruction:**

Family, Policy and Law HDFS 5075	“Freshmen Seminar” pilot courses
Leadership 101 (F.Y.E.)	Self Help & Readiness Project (S.H.A.R.P.) 291/391
Community Involvement & Leadership	Diversity and the World of Work
Diversity & Inclusion in the Workplace	Strong-Campbell Career Inventory
Noel-Levitz College Student Inventory	Myers-Briggs Personality Inventory
Leadership Development	(Colorado State University, 1992-1994)
Society, Leadership, & Multiculturalism	(Sonoma State University, 1995-1996)
Cultural Relevant Service Learning	(University of New Mexico, 1996-2000)
Living & Learning Communities guest lecturer	(University of Colorado, 2005-2017)

**Professional Associations & Service (Select)**

**University of Colorado Denver - Auraria Campus**

Chancellor’s Student Success Action Team	2015 to present
Co-Chair, Inclusive Campus Action Network (I-CAN)	2016 to present
Member, National Survey of Student Engagement (NSSE) Committee	2015 to present
Member, C.U. System Information Technology CRM Focus Group	2014 to present
Member, C.U. Institutional Research on Student Engagement Committee	2014 to present
Founder & Chair, Colorado Black Education Impact Conference (BEI)	2013 to present
C.U. School of Education & Human Development (SEHD) Service	2012 to present
Chair, <i>Strategic Enrollment Management Team</i>	
Co-Chair, <i>Diversity &amp; Inclusion Committee</i>	
Member, <i>Academic Program Leaders Committee</i>	
Member, <i>Alumni Development Team</i>	
Member, <i>Leadership &amp; Finance Team</i>	
Chair, <i>CU SEHD Learning Commons Renovation Team</i>	2014 to present
Member, National Association of Student Personnel Administrators (NASPA)	2015 to present
Member, National Association of Diversity Officers in Higher Education (NADOHE)	2016 to present
Member, <i>Kappa Alpha Psi Fraternity, Inc., (Beta Theta, 1985-88; Denver Alumni Chapter, 2000)</i>	1985 to present
Member, <i>American College Personnel Association</i>	1991 to 2014

**University of Colorado Boulder**

Member, <i>C.U. Leeds Dean Search Committee</i>	2010
Member, C.U. – L.E.A.D. Alliance	2002 to 2012
Member, <i>C.U.-Campus Climate Evaluation &amp; Assessment Committee</i>	2007 to 2012
Member, <i>C.U. Discrimination &amp; Harassment Case Review Committee</i>	2008 to 2012
Member, <i>C.U. Leeds New Building Development Committee</i>	2005 to 2007
Member, <i>C.U. Leeds Undergraduate Curriculum &amp; Policy Committee</i>	2006 to 2008
Consultant, <i>Noel-Levitz Retention Specialist Team - Product Development</i>	2002 to 2012



**Candidate Details**  
**University of California, Riverside**  
**Associate Vice Chancellor for Student Affairs and Dean of Students**

Candidate Name: Aswad Allen

Job Title: Assistant Dean

Institution/Employer: University of Colorado Denver

**Brief description of your institution (total enrollment, regional/national student population, residential, private/public, liberal arts or comprehensive, multiple campuses, etc.):**

Urban, Research I Comprehensive, Residential, Public institution. The Denver campus 2018 enrollment is as follows:

\*19,558 students

\*59% undergraduate

\*41% graduate/professional

\*76% full time

\*16% out-of-state residents

\*6% international students

**Please provide a general overview of your current institution's enrollment--full-time and part-time, undergraduate, graduate, international, traditional/non-traditional/adult students, etc.:**

\*57% full-time

\*43% part-time  
Diverse Population:

44% of undergraduates are students of color

59% of new freshmen are students of color

Average age of undergraduate students: 23

Average age of graduate students: 32

Students from 49 states and DC and 68 countries

**Percent of students describing themselves as a member of an underrepresented group:**

44%

**Number of students who live on campus:**

685

“C.U. in the City”, located in the heart of downtown Denver, has historically served non-traditional commuter students, most of whom don’t live on or near campus. Looking to increase enrollment among students seeking a traditional on-campus experience, CU Denver monetized its off-campus, 250,773-square-foot, 685-bed Campus Village apartments and an adjacent parcel with a private sector partner.

Similar to UC Riverside, this creative “P3” facilities approach works in concert with a creative enrollment strategy

As a commuter institution serving a large number of non-traditional students, we also rely heavily on Commuter Services, for off campus housing, and roommate search support and resources.

- Forty percent (40%) of students are age 22 to 29
- Thirty-five percent (35%) of students are 21 or younger
- Twenty-four percent (24%) of students are 30 or older

Our Exemptions to the first-time freshmen live-in requirement are:

- Living at home with parent(s) or legal guardian(s)
- Veterans of the armed forces
- Married or a parent with dependent(s)
- Part-time undergraduate student enrolled for less than 10 semester hours per semester
- Medically excusable issues
- Over 21 years of age

**Degrees granted by the institution:**

Most-enrolled Undergraduate Degree Programs:

Biology

Psychology

Music

Fine Arts



Public Health

Most-enrolled Graduate Degree Programs:

Business Administration

Public Administration

Counseling

Education and Human Development

Architecture

**Title of the person to whom you report:**

Dean

(indirect V.C for Student Development; V.C. for Diversity)

**A brief description of your general responsibilities (programs/offices/units/departments that you oversee):**

Provide key leadership and advice regarding academic and co-curricular success of under-represented, marginalized, and majority graduate and undergraduate students from pre-admission through graduation (i.e. pre-college outreach, admissions, advising, financial aid, student activities, career services, student organizations, and clubs

Lead student community building initiatives in concert with the Strategic Enrollment Management (SEM) Team (SEM members - Associate Deans, Directors of Admissions, Academic Services, Marketing, Research & Assessment, and Continuing Education)

Collaborate with Vice Chancellors (Student Affairs, Diversity, Institutional Effectiveness, Student Engagement), University Development & Advancement Office and other campus leadership to advance university-wide student success initiatives.

**Total number of staff that you supervise--please indicate breakdown by professional, administrative, paraprofessional, union, trades, etc.:**

4 direct - paraprofessional 17  
indirect (15 faculty; 2 admin - supervision is facilitated primarily through school and campus committee leadership service)

Largest number supervised:

FT faculty: 5

PT faculty: 4

FT staff: 17



PT staff: 22

**Total amount of budget that you oversee--please indicate breakdown by salaries, operations, grants, auxiliaries, etc.:**

Directly responsible for 800k - 75% salary; 25% operations

School of Education budget = 15 million (work as a member of the Deans Team to jointly influence and administer)

Largest Gift = 35 million CU Leeds Family naming gift

Federal Grant - 286K (TRIO partner program); # of participants = 198

**Have you ever been involved in an Office of Civil Rights complaint or investigation, Clery Audit, NCAA investigation, or Title IX complaint? Please describe your role and the status of the case.**

Yes, but many years ago as support to an NCAA investigation and Title IX complaint (CU Boulder)

**Institutional retention rate – first-to-second year retention:**

48%

**Institutional retention rate – four-year and six-year graduation rates:**

52%

**Institutional student governance structure and number of student organizations:**

The University of Colorado Denver has over 130 student organizations governed by the Student Government Association (CU SGA), which is comprised of three branches –

- Executive,
- Judicial, and
- Legislative

Under the Legislative Branch resides the four standing committees that make up the sitting membership of Senate: Events and Planning, Legislation and Outreach, Finance and Funding, and College Council.

CU SGA also has advisory committees and councils which are:

- the Student Fee Review Committee (SFRC),
- the Student Advisory Committee to the Auraria Board (SACAB), and First-Year Council

**Your experience with student development and student leadership development:**

Expensive and impeccable experience developing programs policies practices and systems of support; continue to work with individuals and groups (faculty, staff, students, alumni, external partners) to development systems of support and support communities focused on enhancing student experience and providing services for students. Strong background in creating opportunities focused on student outcomes via aligning co-curricular, curricular and classroom goals.

Examples include: CU LEAD alliance, CU Diverse Scholars Program, CU Peer Mentor initiative, Living and Learning communities, Leadership development series.

Also help launch and advise numerous student clubs and organizations.

Worked directly with Associated Student Government

**Your experience with athletics and recreation programs:**

Past Director of Academic Support services (14 sports programs);

Student athlete liaison (supporting social, cultural, academic, educational needs); served as issues and concerns representative and advocacy officer during time as cultural center program director

Developed student athlete life skills, academic success, and career development presentations, workshops, and mentor initiatives;

represented student athlete issues and concerns to A.D. and V.P. for student affairs. Liaison between institution and community

Title IX, NCAA liaison and point of contact

**Your experience with multiculturalism, diversity programs and initiatives, and advocacy offices:**

25-year cornerstone for student development work. Two inaugural roles building operation (staff, programs, resource infrastructure, relationships, outcomes, sustainability)

Developed offices, infrastructures, programs, partnerships

Responsible for building bridges on and off campus

Entire history is grounded in these experiences

**Your experience with student learning outcomes, assessment, and evaluation of student development programs:**

Co-Curricular and curricular Student Learning course and program design, implementation, assessment, and evaluation experience.

Strong design and implementation experience connecting discipline specific curricular and co-curricular vision, goals, and outcomes.

Qualitative and Quantitative data collecting (design), examples include CU LEAD, NxtGEN;

7 Living an Learning Communities; Socio-Academic Learning Neighborhoods;

Experience developing methods and strategies for identifying student outcomes challenges, collecting, analyze and interpreting data. Reporting to staff, faculty, students, alumni, partners, parents, friends, legislators, and external stakeholders.

**Your responsibilities as related to student conduct and judicial affairs:**

Serve on boards, as an advocate for fair process; program liaison

**Your responsibilities as related to behavioral intervention, crisis management, and campus safety:**

Liaison relationships to Emergency Response Teams, including Campus and City Police, involving emergency planning, training and educational resources. have been central in my career portfolio. Partnered with the Executive Director of Environmental Health & Safety to familiarize our students, staff and faculty with the policies, procedures, and current response plans through presentations, seminars, workshops, tabletop exercises, and simulations activities. Led school emergency preparedness committee in creating school specific emergency response planning and roll-out.

Also involved with mental health education as follows:

“How to help...” Mental Health topics and tools series; partner with CU Counseling Center

Suicidal Thoughts and Prevention forums (facts and outreach), Campus Safety Open forums; Loss and Grief

Stress and Anxiety management resources; 1:1, small group, Faculty Awareness discussions / Trainings,

Academic and Study Resources

(inaugural) Chi Sigma Iota Counseling Program Honor Society Mentor Program advisor

Interpersonal Violence and Victim Assistance

International, Immigrant, Ethnic minority liaison

LGBTQIA & Gender Identity resource / liaison; Veteran liaison

**Your responsibilities as related to student health and wellness programs:**

Integrate programming and education into student development activities;

Primarily preventive and intervention school liaison for student mental health; served on campus boards representing school

**Your responsibilities as related to enrollment management and services:**

Chancellor's Enrollment Mgt. Action Team



SEHD Strategic Enrollment Management Team founder, member, and past Chair

Campus wide NSSE advisory committee

Experience w/ numerous committees and task force assignments;

strategic partner

**Your responsibilities as related to auxiliary services and revenue:**

Chancellor's work group - CU Affordable Housing Task force (School representative)

Working knowledge of affordable student housing needs and P3 arrangements, understand practical structure and application of developing P3 strategies and partnerships

Familiar with Executive Orders that govern operational aspects

Familiar with Self-supporting philosophy off campus housing re: property acquisition and use; fee, rent, payment

**Please describe your experience with university/college housing initiatives:**

Outreach and Orientation programming

Staff training

Residence Life Cultural Programming

Cultural Competency training

Living and Learning community development and support;

Strategic thought partner / leader

**Please describe your experience with construction of student facilities (residence halls, student centers, etc.):**

Bear Creek Residence Hall Development Project (Bus. Sch. liaison and representative);

Leeds School (Design Team member);

SEHD Student Commons (Lead)

**Please describe your experience with residential education programming, including the development of living and learning communities:**

Supported students participating in 5 living and learning communities on Boulders campus

Assisted faculty and Staff in the development of 3 LLC's on CU Denver campus



Developed and supported educational programming at each institution I've served at in varied capacities.

Specific example - CU Business Residential Academic Program: Collaborative leader in the development and management of the living and learning community housing 120 students. This was created and established for learning through diversity, acknowledge personal accountability, and introduce concepts and values of social responsibility in business; environment design focused on promoting meaningful connections and a sense of belonging within the university community.

**Please describe your relationship with faculty and academic affairs, particularly as it relates to collaborative partnerships such as integrative learning opportunities and student success initiatives:**

CU-LEAD Alliance (student success strategies for underrepresented populations)

SEHD Diversity & Inclusive Excellence Action Plan Strategic

Planning partner for identify D & I research and teaching

collaborate with faculty on identifying strategic D & I / Student outcomes data points (metrics);

Grants & Contracts: Inclusive Excellence visioning process, Student data Resource for grant writing; Symposium and conference development collaborator;

Committee service

Graduate Student recruitment (G.A.'s & R.A.'s); Undergraduate Research Opportunity Program (access for S.O. C. into research)

Support awards and recognitions – Inclusive Excellence Leadership, Service, Community, Engagement – discipline specific skill building pedagogy

High Quality professional development op's

Support development of Discipline / Major specific Alumni network strategies

**Please provide a brief description of strategic planning initiatives that you have directed or in which you have participated:**

Designer and implementer for inclusive excellence metrics involving every area within the SEHD (academic dept's, centers, functional areas, student services);

participant and thought partner for CU Denver D & I planning, Support V.C. for Student Affairs in exploring strategies to bridge academic goals and co-curricular activity.

Past - Successes include federal funded TRIO Program efforts (i.e. Educational Opportunity Centers, Ronald E. McNair, Student Support Services, Talent Search, Upward Bound, Veterans Upward Bound), University Cultural Center planning; Advisory member consultation for LGBTQ Centers, contributions in departments of Athletics; campus wide Counseling Centers, enrollment management teams, as well as school and campus wide Career Service Centers.

**Briefly describe what you believe are three trends or best practices in student life/student affairs:**

3 Best Practices:

- 1) advancing the university's efforts to institutionalize systems which promote a sustainable climate of belonging;
- 2) methods to measure progress and;
- 3) establish a centralized inclusive excellence infrastructure (this will support transformative change)

3 important areas to focus:

- 1) Collaboration;
- 2) student development integration into curriculum;
- 3) cultural responsive and relevant learning experiences

**Please describe an experience in which you demonstrated leadership during a time of change. Briefly discuss the circumstances propelling the change, how you led a team through the process, and what results were generated.**

"Our current economic reality indicates smaller endowments and shrinking government funding. This trend necessitates thoughtful use and management of both human and fiscal resources."

As a result CU Denver has adopted a new financial model that is pursuing equity, efficiency, and student success.

My specific role has been to demonstrate the value-added impact that inclusive excellence has on the "bottom line". I am leading the integration of D & I metrics within the strategic plan, with a eye on student, faculty, staff, and external partnership outcomes.

I have collaborated with over 75 faculty members, 50 staff, and nearly 100 students to develop a strategy, identify baseline data point, methods for data collection, evaluation, and assessment. We are currently collecting baseline data. This has been a powerful community engagement and community building process.

In addition to the CU LEAD Alliance example mentioned in my cover letter, other examples include:

Leeds-McNeill Project: Collaborative partnership model via M.O.U. (McNeill Academic Program, the Office of Admissions, and the Diverse Scholars Program). Talent-Mining initiative designed to identify "hidden talent" during the application review process. Partnership served as a model program for the College of Engineering Gold-Shirt Program. This project has also produced comprehensive academic instruction and community engagement opportunities for over 475 students and CO-OP Grant writing with TRIO programs' Student Academic Support Center.

CU Business Leadership Program and Business Leadership Program Jr.: Intense pre-college impact program created to expose a select group of underprivileged high school and middle school students to college rigor, corporate experiences, the possibilities of a business career, and higher education. Self-funded from 2001 to

2008; over 75 corporate affiliates/sponsors; over 400 program graduates; nearly \$500,000 raised.