

Douglas R. Stoves, Ed.D.

February 18, 2019

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

Dear Selection Committee;

I am pleased to submit my application and resume for the position of Associate Vice President for Student Affairs and Dean of Students at the University of California-Riverside. After reviewing the strategic plan, the strategic mission of the University; along with some conversations with ACE Fellow Elizabeth Heise who is currently on the campus, I believe that I have the relevant experience, skills and passion for student success necessary to fulfill this important role within the University.

At the University of Texas Rio Grande Valley, I have assumed the role as the Associate Dean of Student Rights and Responsibilities. This was a new position created that resulted from the merger between the University of Texas at Brownsville and the University of Texas Pan American to create a new University, and as of July of 2016, includes a medical school. As the University of Texas Rio Grande Valley emerged, there was a reorganization of departments and responsibilities as well as a consolidation of staff on both campuses. As a founding member of the leadership team in Student Life, I have embraced the challenges and changes that come with a consolidation of this magnitude, successfully leading a team that spans the entire Rio Grande Valley and serves over 30 distinct locations and campuses.

The experiences that I would seek to bring to this position span over 30 years of professional involvement in post-secondary education in the private, public and community college settings. During the course of my career, I have been in leadership positions within Student Affairs that I feel have prepared me well for an executive position. The leadership experiences that I would bring to your institution include: Dean of Students, Collegiate Athletics, Orientation, Judicial Affairs, Student Life, Federal TRIO grants, Career Services, Student Union, Collegiate Chess, Food Services, Student Health Services, Counseling, Judicial Affairs, Student Engagement, Federal and State compliance (including Title IX and VAWA), Student Media, Intramural Sports, leadership of the Risk Management Team and Chair of the Behavioral Intervention Team. I held the position of Title IX coordinator for UT Brownsville as well as serving as the coordinator for all of the activities for VAWA and as a member of the ethics committee. At the University of Texas Rio Grande Valley (UTRGV), I serve as the Deputy Coordinator for Title IX for Students. In 2016-17, my office was responsible for the investigation and/or adjudication of 77% of the Title IX cases for our campus and 79% for AY2018.

I am excited at the potential that reimagining the ways in which the Dean of Students office will interact on campus. During the course of my tenure in South Texas, I have had many experiences with change management that uniquely qualify me for this position. I have been directly involved in establishing two Universities (University of Texas at Brownsville and University of Texas Rio Grande Valley), developing both processes and strategic plans. I developed and implemented the first residential life program on the campus of UT-Brownsville and Texas Southmost College (UTB-TSC) and innovating a new orientation programming model that increased yields of registered students by 12%. I find excitement at the potential that this position holds and would look forward to working with the WSU community to realize this role.

I have a proven track record of creating positive, cross-departmental initiatives that are focused on student

success and retention. In an effort to establish the Residence Life program on the UTB-TSC campus, I engaged faculty and staff in the development and implementation of programming for our students. Tutoring, educational and social programming, advisement, and eventually learning communities were established for our residential students in an effort to increase retention, satisfaction and graduation rates. The results of these student-centered efforts yielded not only a retention rate of 87% of all students eligible to return, but a satisfaction rate of over 92% of all students living on campus. In addition, the demand for housing was always greater than availability due to the quality (and quantity) of services offered to students.

Also, in all facets of my career, I have endeavored to create an environment that is inclusive and welcoming to all students. This is done by establishing inclusion as a norm for our campus, rather than viewing inclusion and diversity as a programmatic element. At the University of Texas at Brownsville, and now at the University of Texas Rio Grande Valley, that serves a student population which is 93% Hispanic/LatinX, 83% Pell eligible and approximately 65% first generation, the creation of a welcoming and accessible environment, is an imperative. Examples of this effort have included the redesign of our orientation program to focus on supporting first generation students (and their families), the hiring of an International Student Liaison in Residential Life to provide support for our students on campus, ensuring all programs are accessible to all students and making sure that our publications are bilingual (Spanish). More recently, I have developed an ally training program for members of the community who wish to become allies to our undocumented and DACA students (approximately 900 students who meet definition) called "The Dream Zone". I have also worked with faculty and staff in interpreting accommodations (Including Title IX) for our students, faculty and staff.

Over the course of my career, I have been a key partner in the institutions budgeting processes. I directed the development of the on campus housing, growing it from a \$150,000 annual deficit to a successful enterprise that boasted a \$2.1 million dollar reserve within 6 years. This was done through strategic planning and focusing on maintaining positive relationships with students, which resulted in the ability to purchase additional housing due to increased demand. Similarly, the student union was taken from an annual deficit to a profit center. In each case, I found it very important to match programmatic and institutional goals to budget in order to create a positive atmosphere for students and in turn have a positive impact on the student's success. I have extensive experience in the evaluation, management and oversight of Auxiliary Services contracts that have included bookstore operations, food services, beverage contracts and services that are required for the operation of residence halls, such as custodial and construction sub-contractors.

Another area of focus that I would like to highlight is my involvement with the student conduct code. In my current role, I act as a Chief Officer for Student Code of Conduct. In this role, I have developed protocols, procedures and case management systems that seek to create a positive learning environment. We focus on restorative justice, providing education and service learning meant to facilitate meaningful outcomes. I also have been active in developing proactive programming in an attempt to reduce policy violations. I embrace a holistic approach to conduct and seek to make the process fair and approachable by all members of the community.

Proactively, I have developed an active bystander initiative known as the "Superhero Project" that is designed to empower students to become engaged and involved in watching out for their fellow students. This continues the work that I did as the Dean of Students at UT-Brownsville, I focused the staff on being more proactive in their approach, which in turn lowered the incident occurrence involving alcohol by 42%. In addition, my staff and I are proactive with our faculty and staff as it relates to issues on campus. We have become a part of the programming that is offered annually to faculty that includes academic integrity (including prevention techniques), behavioral intervention and how to manage difficult students. It is my philosophy that my office must be equally proactive and reactive in addressing student conduct

issues.

As the Dean of Students, as well as the Director of Residential Life and now Associate Dean for Student Rights and Responsibilities, I have been involved in the creation, implementation and assessment of crisis management plans. Some examples of plans that I have created have been: hurricane evacuation and re-opening plans (including the temporary relocation of students), suicide/student death plans, fire evacuation and general crisis plans. In addition, I have developed protocols and procedures as the Chair of the Behavioral Intervention Team for both UT-Brownsville and UT Rio Grande Valley. I have been trained in both National Incident Management Systems as well as through the National Behavioral Intervention Team Association for responding to and managing crises.

I have also been engaged in both the interpretation of law (Federal, State and local) and development of best practices on a national level, as well as the creation of policies for our institution. I am currently charged with the compliance elements that are required for Clery Reporting, Title IX, Drug Free Schools Act and VAWA, maintaining certifications as both a Title IX investigator and as a Crisis Manager. Nationally, I have served as a member of the Public Policy Advisory Committee within the Association of College and University Housing Officers-International. I was also elected by my peers to serve on the Directorate of the Commission for Housing and Residential Life as well as the Directorate for the Commission for Student Conduct and Legal Issues within ACPA.

Finally, I have chaired the assessment team for the Student Affairs staff at the UT-Brownsville and have been asked to serve as chair of a similar committee for the Student Life division of UT Rio Grande Valley. Utilizing a "committee of the whole" approach, I have been able to create buy-in of all staff by engaging them in creating both administrative goals and student learning outcomes for each department. This effort has developed a more comprehensive and consistent assessment of programs resulting in staff becoming more active in demonstrating the value of their work. Annual reports have grown to include individual department successes as well as demonstrating, via a dashboard, how each department has contributed to the divisional as well as institutional goals.

In addition to practical experience, I would also seek to bring my passion for working with students, with a particular focus on their success. I enjoy having the opportunity to interact with students and to help them focus on their goals and celebrating their successes. I firmly believe that education can be a truly transformative experience for students and have committed myself to this endeavor. In each of my roles, at a small liberal arts college, a public four-year and community college and at a larger public university, I have been able to create strong partnerships and collaborations across campus with the goal of providing students with enhanced educational experiences. In addition, I find that the location and natural beauty surrounding the University particularly appealing.

I thank you for your consideration of my application for Associate Vice Chancellor for Student Affairs and Dean of Students at University of California-Riverside. I look forward to having an opportunity to share my experiences with you in person.

Sincerely,



Douglas R. Stoves

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Objective

To serve as a leader in Student Affairs by developing a holistic approach that will provide students with valuable learning experiences both in and out of the classroom. This will be accomplished through an integration of academic support and student engagement that will rely on effective communication, student advocacy and a team-focused approach.

Education

Doctorate of Educational Leadership

Texas A & M University-Corpus Christi,
Emphasis: Higher Education (Student Affairs)

Graduated May 2014
Corpus Christi, TX 78412

Master of Science in Education

University of Wisconsin-Superior
Major: Community Counseling

Graduated May 1994
Superior, WI 54836

Bachelor of Science Degree

Northland College
Major: Biology

Graduated May 1987
Ashland, WI 54806

Professional Associations

ACPA-College Student Educators, International

Residential Life Commission Directorate
Student Conduct and Legal Issues Directorate

2012-Present
2015-2018
2018-Present

NASPA-Student Affairs Administrators in Higher Education

2014-Present

Association of College and University Housing Officers-International

Representative-Public Policy Advisory Committee

1998-92, 1994 – 2018
2012-2018

Southwest Region-Association of College and University Housing Officers

2006 – Present

Upper Mid-West Region- Association of College and University Housing Officers

Regional Conferences (various topics; seminars)
Chairperson; Environment, Safety and Physical Change Committee

1988-92, 1994-2005
2001- 2004

National Association of College and University Food Services

2009 – Present

Golden Key International Honor Society

2008 – Present

The National Behavioral Intervention Team Association

Certified NaBITA Best Practices

2013 – Present
April 2013-Present

Phi Delta Kappa-Coastal Bend Chapter

2010 - 2011

Professional Experience

Management

Associate Dean of Student Rights and Responsibilities

University of Texas Rio Grande Valley

9/2015-Present

- Oversee a department of 9 professionals and 15 paraprofessionals dedicated to creating and maintaining an atmosphere that is conducive to student success
- Developed sanctions that promote individual growth through education and experiential sanctioning
- Chaired the Behavioral Intervention Team and Campus Assistance and Resource Education teams that act as primary responders to threats as well as assisting student overcome short-term barriers.
- Created an active bystander initiative designed to help student become effective resource and referral sources for their peers that involves LGBTQI Ally training, Green Zone veteran assistance training, suicide prevention, and sexual assault prevention/referral (over 45,000 impressions in calendar year 2017)

- Developed protocols, systems and case management systems to effectively monitor student/case progress
- Act as Deputy Coordinator for Title IX for students, overseeing education, outreach, investigations and resolution of Title IX issues and managing 65% of all Title IX cases for the University and average case resolution within 43 days
- Developed protocols and procedures in conjunction with the UTRGV School of Medicine to report issues of non-professionalism.
- Developed a Deferred Action for Childhood Arrivals (DACA) ally support program
- Provided several large and departmental trainings for faculty, staff and students
- Acted as a lead in implementing several UT System initiatives including alcohol awareness training, Title IX training for all new students, System wide campus climate survey, Campus addition recovery program (UTB and transition to UTRGV), Eliminate Tobacco Use and active bystander.
- Serve as member of Title IX committee, Athletic Advisory Committee, Tobacco Control committee, Clery Committee, as well as several ad hoc committees.
- Chaired the Student Athlete Wellness Committee addressing developmental issues among collegiate athletes
- Developed and Implemented a Student Internship program for Master's students which included counseling and case management
- Oversee the Collegiate Chess program, including setting goals, and recruitment, currently National Champions ranked number 1 in nation.

Dean of Students

University of Texas at Brownsville

12/2013-8/2015

- Oversaw all departments within the Division of Student Affairs, consisting of over 60 professional and over 100 student employees. Departments include Collegiate Athletics, Career Services, Residential Life, Orientation, University Scholars, Student Health Services, SSS and CAMP TRiO grants, Auxiliary Services, Student Media, Student Engagement, Leadership Programs, Campus Recreation, Budget, and Student Ambassadors.
- Acted as the chief judicial officer for the University
- Acted as Director of Residential Life as well as interim Director of Athletics
- Created strong interdepartmental/divisional relationships to enhance the student experience and success
- Participated in various task forces to assist with the creation of a new University
- Administered budgets for all departments within the Division
- Directed assessment activities to demonstrate student success, including development of a performance dashboard
- Assisted the Vice President in establishing strategic directions for departments consistent with divisional and institutional goals and mission
- Serve as the Coordinator for Title IX
- Developed a comprehensive Title IX, VAWA, Clery Act and alcohol awareness programs for the Division
- Re-designed programmatic efforts of departments to create a more student centered focus
- Led strategic planning efforts within departments and assisted with overall strategic direction of the division
- Developed and assessed campus crisis plans, including Suicide response and general campus crises

Assistant Dean of Residential Life and Auxiliary Services (in addition to duties listed below) 4/2013-12/2013

University of Texas at Brownsville

- Oversaw 6 University Departments and 11 full time professionals
- Administered budgets totaling over \$4.5 million
- Directly Supervised the Residential Life operations, including facilities, conduct code violations, etc.
- Provided direct supervision to 19 para-professionals
- Established strong cross-institutional partnerships to effectively address programmatic needs
- Created and implemented a Risk Management oversight committee, involving 10 sub-committees
- Serve as co-chair of the Behavioral Intervention Team; implementing threat assessment protocols
- Act as the primary liaison for the campus with multiple vending contracts
- Created, implemented and assessed a 40+ hour training for the Residential Life staff
- Oversaw the Orientation program and activities
- Increased Chess Department revenue by 87%
- Developed new strategies to proactively address conduct code violations, resulting in a 42% reduction in incident reports
- Act as a Deputy Coordinator for Title IX

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Director of Residential Life and Collegiate Chess (in addition to duties listed below)

2011-4/2013

University of Texas at Brownsville and Texas Southmost College

- Supervised a staff of 16 para-professionals and 13 Professionals
- Administered two budgets totaling over \$3.2 million
- Created and implemented a transition plan into new housing facility in just 2 ½ months
- Increased on-campus retention from 45% to 60%
- Created a positive fund balance of \$2.1 million from a deficit of \$150,000 in 6 year
- Administered multiple vendor contracts, including custodial contracting, vending, food services, etc.
- Coordinated with Purchasing department to issue multiple RFPs
- Developed and Supervised an Auxiliary Services maintenance team to address all physical plant issues
- Created a Graduate Assistant program to develop and operate 4 Residential Life Learning Communities
- Chaired multiple committees including Assessment Team, multiple hiring committees, Food Advisory, Chess Tournament committee
- Served on multiple committees including BIT, Risk Management, Suicide Prevention Task Force, Institutional Compliance, Environmental Health and Safety and multiple grant committees
- Oversaw recruitment, training and tournament play for a Nationally ranked Collegiate Chess Team
- Recruited a world renown Chess Grandmaster Coach, ranked 40th in the world
- Coordinated scholarships for Residential Life and internationally ranked Chess team members
- Designed and implemented a Regional Chess Tournament for area chess players
- Assist fellow Directors in developing budget strategies
- Developed multiple strategic plans for supervised departments
- Trained in Emergency Management
- Developed multiple Hurricane Preparedness plans, include shut down, start up, and multiple vendors to provide emergency services

Director of Residential Life and Student Union (in addition to duties below)

2008-2011

University of Texas at Brownsville and Texas Southmost College

- Supervised a staff of 20 para-professionals and 11 professionals
- Administer contracts, such as vending, food services, cable television, etc.
- Administer two auxiliary enterprise budgets totaling over \$2.1 million
- Supervised and provided rental services to both internal and external clientele
- Coordinated delivery of catering and decorating services for clients
- Create, communicate and enforce policies as they relate to student conduct
- Chaired multiple committees including: Safe Space, Food Advisory, Compliance Peer Review, Foundations of Excellence-Faculty Dimension.
- Serve on multiple committees including: Risk Management Task Force, Cost Containment, Compliance, Environmental Health and Safety, hiring committees, State Employee Charitable Campaign.
- Served as an instructor a STING success (remedial) class
- Developed and implemented a successful wellness based program model
- Increased residency on campus by 48% and created a demand that exceeded capacity by 16%

Director of Residential Life and Student Housing

2006-2008

University of Texas at Brownsville and Texas Southmost College

- Supervise a staff of 10 para-professionals and 4 professionals
- Oversee campus vending
- Successfully developed and implemented the first residential life program at the University, which opened in the Spring of 2003
- Administer contracts, such as vending, meal plan, cable television services, etc.
- Supervise the effective delivery of services of a division technology support center, including database development
- Administer a budget of over \$600,000
- Initiated living and learning concepts, including the development of intentional tutoring spaces
- Monitor and direct the activities of 4 physical plant employees and one custodial staff member
- Create, communicate and enforce policies as they relate to student conduct
- Serve on multiple committees including: Drug and Alcohol Task Force, Campus Advisory Committee, Retention,

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Party Smart, hiring committees, State Employee Charitable Campaign.

- Teach a Sting Success Class, designed to encourage student success
- Developed a 3-day Orientation program for Residential Students

Director of Residential Life and Auxiliary Services

(Assistant Director of Residential Life)
Northland College, Ashland, WI 54806

1990-1992; 1994-2006
(1987-1990)

- Supervised a staff of 30 para-professionals and 3 professionals
- Developed and coordinated a multi-stage staff selection process
- Developed and implemented training strategies to incorporate technical and practical skills
- Initiated a diversity appreciation program in the residence halls
- Monitored maintenance and cleaning personnel performance to ensure resident satisfaction and ongoing condition of physical plant
- Created, communicated and enforced policies as they related to student conduct, acting as the hearing officers in all non-academic matters
- Performed as first responder for campus emergencies, coordinating staff response
- Administered Auxiliary budgets over \$2,000,000 for eight residential units housing over 500 residents, Food Service, and vending
- Researched and developed specifications for major purchases, including furniture, appliances and floor coverings
- Assisted in negotiating cable and laundry contracts
- Acted in a lead role in the planning and construction of a 114 bed, environmentally certified residence hall
- Served on multiple committees including: Retention; Financial Sustainability; Athletic Advisory Board; Facilities Master Planning.

Community Involvement

Field Coordinator-Counselor

Talent Search Program, Northland College
Ashland, WI 54806

1992-1993

- Coordinated field operations and delivery of service of two full-time, one part-time, and five academic tutors for academic program
- Monitored budget to ensure effective provision of services to eight counties in Northern Wisconsin
- Created educational programs for teens grades 8-12 regarding career exploration and academic preparedness

City Alderperson

City of Ashland-Ward 5
Ashland, WI 54806

1996-2001

- Successfully elected to three-two year terms by residents of ward
- Actively participated in legislative process to develop ordinances, resolutions and budgets
- Helped citizens within ward gain easy access to City Government
- Effectively addressed citizen concerns through Department Heads

President

Chequamegon Humane Association, Inc.
Ashland, WI 54806

1996-2004

- Elected by membership to four-two year terms
- Developed policy and procedure to provide humane delivery of service through the Humane Association's Animal Adoption Center
- Chaired all Board of Director meetings and many committee meetings
- Coordinated nation-wide search and hiring of an Executive Director
- Created and administered annual budget of over \$80,000
- Assisted in the creation and current implementation of a Strategic Plan
- Re-Established shelter as a viable community service

President of the Board of Commissioners

1998-2005

City of Ashland Housing Authority
Ashland, WI 54806

- Assisted in the development of policy and procedure for low income elderly and multi-family housing facilities
- Actively participated in Union negotiations
- Oversaw budget of over \$500,000
- Elected by fellow commissioners as Vice-President for five successive years; President for two
- Monitored budgets and adherence to federal guidelines, including delivery of service, safety and customer satisfaction
- With the Assistance of Executive Director, led the board through major renovations of current facilities, construction of a family home and the purchase of additional housing for elderly residents

Professional Publications and Presentations

Peer Reviewed

Stoves, D, "Compelled to Act: The Negotiation of Compassion Fatigue Among Student Affairs Professionals", Dissertation, (2014)

Smith, N & **Stoves, D**, "The DNA of Mixed Methods Research; Navigating the proposal and dissertation", Consortium for Educational Development, Evaluation and Research, Volume VII, pp. 177-188 (2012)

National/International Conferences

Smith, N & **Stoves, D**, "The DNA of Mixed Methods Research; Navigating the proposal and dissertation", The International Congress of Qualitative Inquiry, University of Illinois, Urbana-Campaign, May 2011

Stoves, D, "The Negotiation of Compassion Fatigue Amongst Student Affairs Professionals: A Grounded Theory Approach", The International Congress of Qualitative Inquiry, May, 2010; Publication and Presentation

Local Conferences

Smith, N & **Stoves, D**, "The DNA of Mixed Methods Research; Navigating the proposal and dissertation", The University of Texas at Brownsville Research Symposium, April 2011

Stoves, D, "Focus on Enforcement of University Tobacco Policies", The University of Texas System *Eliminate Tobacco Use Summit*", April, 2017

Special Skills

Possess computer literacy in several software types, including Datatel, SCT Banner, POISE, Maxient, Advocate, TMA Maintenance Software, Axxess 202, Cbord Odyssey, Microsoft Office Suite, SharePoint, MAC OS and Corel Office Suite. Also maintain a valid FCC Radio Operators license and TX Drivers license.



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

Candidate Name: Douglas Stoves

Job Title: Senior Associate Dean for Student Rights and Responsibilities

Institution/Employer: The University of Texas Rio Grande Valley

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

The University of Texas Rio Grande Valley is one of 9 academic institutions which comprise the University of Texas System. Formed September 1, 2015, it is an emerging research institution, multi-campus distributed-model institution serving all of the Rio Grande Valley. In addition, a medical school was opened Summer of 2016. It is primarily a commuter institution. UTRGV is a regional University with 21 individual teaching sites, including 2 main campuses located 65 miles apart.

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.:

University of Texas Rio Grande Valley

Total Population: 27,809

Full Time: 19,016 (69%)

Undergraduate: 24, 528 (89%)

International: 1,000 (3%)

Male/Female: 43%/57%

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

- Percentage of first-generation students:59%
- Proportion of students of color: 92.3%

Number of students who live on campus:

~800

Degrees granted by the institution:

Bachelors: 80

Masters: 50

Doctoral: 4

Cooperative: 2

Professional Doctorate (MD): 1

Title of the person to whom you report:

Associate Vice President of Student Life and Dean of Students

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

Oversee the Office of Student Rights and Responsibilities, Chess Program, Active Bystander Initiative, Online Alcohol and Sexual Misconduct education, Deputy Title IX Coordinator. I am the chief Student Conduct Officer for the institution. I also chair the Behavior intervention team, Assessment Committee and Campus Safety Initiative.

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

9 Professional Staff

2 Administrative Staff

9 Student Staff

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

Salaries and Wages: \$215,862

Operations: \$264,708

Revenue: \$99,585

Grants: \$77,000

**Please also see prior experience as Dean of Students at UT Brownsville, overseeing a budget of approx. 8 Million

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. In a OCR complaint regarding Title IX and ADA. In both cases, they were cases inherited from prior institution. My role was to research, provide paperwork and background for attorneys managing the case for

the Institution.

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

78.3%

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

19.5%

Institutional student governance structure and number of student organizations:

At the beginning of UTRGV, I was responsible for assisting the student governments from both campuses in re-visioning and planning out the new direction for the new university. Dubbed the “Constitutional Congress”, we convened student leaders from both campuses to create a three branch, representative government, designed with checks and balances not only of the different branches, but to ensure that the viewpoints of both campuses would be on a level playing field.

There are over 300 student organizations at UTRGV.

Your experience with student development and student leadership development:

Throughout the course of my career, I have been engaged with student development and leadership. For Residential Life, I created an 80 hour training program for staff members that not only spoke about rule enforcement and practical skills, but also to gain insight into themselves as leaders on our campus. Included topics such as servant leadership, ethics and community development. As Dean of Students, I led the department of student involvement in creating an aspirational and educational model of leadership training, creating curriculum for students and they moved through their University experience, including a leadership academy, peer mentoring, and organizational skills.

Your experience with athletics and recreation programs:

With Athletics, I was named the interim director as UT-Brownsville was phasing out. My roles was to ensure that students who wished to continue in athletics were given the appropriate documentation to transfer as well as ensuring the scholarships of those who wished to stay. I also assisted the coaches, who has not been picked up by the new institution with their transition. For recreation programming, I worked to establish recreational programming after the separation from TSC. We were able to establish the programs without the luxury of a building. During this time we established several club sports as well as a robust intramural program.

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

I have been very engaged with multiculturalism at UTB and UTRGV by creating atmospheres for students that are respectful for individuals in an effort to promote inclusion and access to our programs and services. Specific programs that I have been involved with at UTRGV have included the development and implementation of a program called the “Dream Zone Advocacy Program”. This program designed for faculty, staff and student employees is focused on how we can support our undocumented and DACamented students at our institution. I have also created an Active Bystander initiative specifically designed to educated students how to respond to bias. I have also been closely aligned with our advocacy program on our campus, choosing to embrace and interpret the word “rights” in our departmental name using a wider lens. Also, my office has

risen to be closely aligned with student advocacy when it comes to exercising their rights at the University.

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

Both at UTB and UTRGV, I have acted as the chair of the assessment committee for student affairs, which has included guiding staff through the development of, creating assessment plans for, and analyzing the results of the assessment for student learning outcomes and administrative goals. Recently, I led the efforts for our division in creating comprehensive assessment plans for the next 5 years, talking each director through the process of aligning goals and program review. I have also created an assessment committee and working them through a certification program for program review.

Your responsibilities as related to student conduct and judicial affairs:

Throughout my career, I have been intimately involved with student conduct and judicial affairs. At Northland College, I was not only responsible for all non-academic judicial matters, but also responsible for the security on our campus. At UTB as Dean of Students, and in my current role as Associate Dean for Student Rights and Responsibilities, I act as the chief judicial officer for the campus, enforcing the student code of conduct as well as Title IX, VAWA and Clery crime statistics. My focus is not only providing students education about our policies, but also provides for an opportunity for reflection and growth. With an emphasis on restorative justice, we individualize sanctions based on the whole student to insure that the sanctions will be effective and meaningful to the student and community.

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

I have served as the chair of the behavioral intervention and care programs at UTB and UTRGV. As the chair of the committee, I constructed a multi-disciplinary intervention team that specializes in threat assessment and intervention that is often called upon by the administration and University police to provide assessment of behaviors. I also implemented a graduate assistant program for masters level counseling students to assist with case management. The BIT team also provides educational programming to alert community to reporting options as well as how to identify emerging behaviors.

As it relates to crisis management, I have been responsible for creating management plans, ranging from the development of natural disasters to suicide, including a segment of after care called "after the sirens leave", which is a de-escalation program.

Your responsibilities as related to student health and wellness programs:

As the Dean of Students, I worked closely with the assistant dean to gain accreditation for our university health center on our campus. I have also been engaged with the UT System wide initiative called "End Tobacco Use". I have served on several committees which most recently has started a cessation program for students. I have also worked closely with our Superhero Project initiative which promotes healthy lifestyles and wellness. I also oversee the food pantry on campus which offers wellness programming as a part of this process.

Your responsibilities as related to enrollment management and services:

My enrollment management experience is limited, although I was responsible for creating and implementing a robust orientation program. Seeing my role as "closing the deal" with our students, we revised the program to focus on personal connections and engagement. Net result was a 12% increase in registered students.

Your responsibilities as related to auxiliary services and revenue:

I was the Director of Campus Auxiliaries at Northland College and was responsible for auxiliary income at UT-Brownsville. The majority of my career has been in residential Life with a focus on generating and maintaining a strong financial climate. I have also worked extensively with bookstore and food service operations.

Please describe your experience with university/college housing initiatives:

As the Director of Residential Life at both Northland College and UT-Brownsville, I initiated several programs, including learning communities. At UT-Brownsville, we grew the operation substantially, increasing beds by 75% and with a retention rate of 80%+

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

I was a part of the process in building a new facility at Northland College, involved in programming of the building as well as selecting finishes. At UT-Brownsville, we were able to purchase and renovate the new facility that we purchases within 2 months. I have been engaged in building projects from the charrettes to final handover.

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

My experience in this area has been extensive as I have a 28 year career in Residential Life. AT UTB, I established the Residential Life program and developed learning communities on the campus, engaging faculty and staff. I have also had experience with developing a residential curriculum, although not extensive.

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:

I am highly integrated with our faculty on our campus. I have been asked to provide not only training for faculty on behavioral intervention and prevention of academic dishonesty, but also in the area of student development programming. I currently serve on a committee, as the sole representative of the Student Life office, to lead the college through a new program designed to retain and encourage students through graduation. The level of integration is such that I am now considered a valuable resource on the campus related to student development integration. I have also assisted faculty with orientation initiatives to provide students with high impact learning experiences within their college and provide technical assistance on how to engage students outside of the classroom.

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

Foundations of Excellence, UTB 2.0 (a strategic planning initiative for establishing a standalone UT institution), UTRGV Task forces, Student housing strategic planning, and several other smaller departmental initiatives. Most recently I serve on the Steering committee for UT System on the Elimination of Tobacco use, serve as a member of the Strategic Planning for Population Health initiatives for the Medical School and as leader assisting departments create comprehensive assessment plans that are aligned with the strategic plan of the university, divisions and department of Student Life.

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

I believe that three trends, which then lead to best practice, focus on evolving and emerging technology, the changing demographics within the student populations, and ever increasing calls for institutional accountability. As we within Student Affairs attempt to balance our understanding of student development, we need to remain flexible enough within the higher education enterprise to react appropriately. It also requires that we as practitioners maintain close contact to our students in order to effectively address these trends in a way that is developmentally sensitive.

What it will require is that Student Affairs professionals need to be actively engaged in all aspects of the University in order to make ensure that we are having the desired impact on student development and student success. We need to constantly be creating an understanding of the campus culture, be prepared to influence it where we can amongst our peers, and be prepared to adapt quickly to student needs. We also need to monitor what is happening nationally to understand how change will impact our campus locally. Legislatively, we must have a presence in order to provide legislators with current and accurate information in hopes that where appropriate, laws are made that will ultimately benefit our students.

While best practice is constantly changing, we will need to understand what best practice means on a campus level. Most best practice is developed with a working set of constructs that is dependent on campus culture, campus demographics and availability of resources. It would be our responsibility to understand how best practice may be implemented, taking those three constructs into consideration. Also as a leader within the Student Affairs division on the campus, we need to always be looking for best practices on our campus that we can then offer to others with the practice.

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.

The University of Texas at Brownsville has been in a constant change since 2012. During that time, the University was in partnership with a community college (TSC) to create a hybrid that was essentially an open-access 4 year, public University. However, a newly elected board decided to separate from the UT System, which then caused the University to change its funding and staffing models. In effect, we were faced with loss of about 50% of our revenue and a greater reduction in force for staff and loss of facilities with the expectation that there be no interruption in service. In 2014, the Texas Legislature and UT System elected to create a new University that was to merge the institutions of UT Brownsville and UT Pan American.

In both cases, I first had to assist the staff with a grieving process. For the UTB-TSC, there was a significant reduction in force which required that approximately 300 staff were released. This required having an open door, to hear the concerns and fear, as well as helping the staff understand next steps. For the merger, a similar exercise needed to be completed by faculty, staff and employees as we attempted to blend two distinct cultures and again into a completely new iteration. For my role, it was to assist staff in finding a new position at UTRGV or assisting them in finding a life outside of the University.

In all cases, I worked to be transparent in my work and answering all questions or finding what the appropriate responses and resources. What was generated was a strong, interactive team that is collaborative and dedicated to the success of the students. In Fall of 2017, our department handled more cases than we did in all of 2015-16, including managing 74% of all Title IX cases. We have become more adept at communication, in some cases by necessity as teams are separated by 65 miles. We have also created an atmosphere where we understand the benefit of working toward mutual goals instead of competing against one another for resources

for individual departments. For the students, I led a team that helped students explore the potential of the new institution by helping the SGA develop a new constitution, finding a new identity (while holding on to the pride of their legacy institution) and through an understanding that we are dependent on one another.