



CANDIDATE PORTFOLIO

COVER LETTER

RESUME

COMPELLING
CHALLENGE
STATEMENT

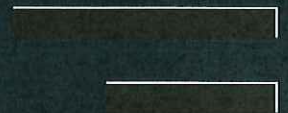
INCLUSION
STATEMENT

2019

LISA DE LA CRUZ-CALDERA

HIGHER EDUCATION
ADMINISTRATOR & LEADER

Over the past decade, my career in higher education has focused on removing barriers to students' personal well-being and their academic success. I have done so through case management, crisis response, creating systems built for diverse student populations, and by applying policy to local student affairs practices. My rich experience leading teams and my deep knowledge of today's college student experiences will be found in the contents of this portfolio. I am honored to serve students on a daily basis and look forward to continuing my mission-critical work with others who are dedicated to student success for every student.



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

LISA DE LA CRUZ-CALDERA

COVER LETTER

To the Associate Vice Chancellor for Student Affairs and Dean of Students search committee at the University of California, Riverside:

Upon learning of this position and receiving a nomination by my current supervisor, Dr. Brenda McComb, I felt compelled to submit my application materials for your review. As an administrative leader with over 10 years in higher education, I am well prepared to significantly contribute to the goals and objectives of UCR as the next Associate Vice Chancellor and Dean of Students. I hold a doctorate degree with a focus in higher education leadership and bring with me several aspects required for this position including: progressive leadership responsibility, supervisory/managerial experience, experience working at both public and private institutions, demonstrated knowledge of legal issues, crisis emergency management, student engagement, student success, and high-impact decision making. During the latter part of my career, I have maximized this level of experience by leading teams through high-levels of case management and crisis response. In doing so, my work has become an asset to Stanford University as I actively engage with faculty, students, and staff across the university.

My resume provides evidence of the roles I have embodied which have tasked me with solving complex problems and making difficult decisions. In doing so, I have further defined my purpose as a student affairs practitioner which is to create a culture of care throughout the entire university community. From reviewing the essential job functions of this role, it is my understanding that the next individual to occupy this role will be charged with the primary responsibility of leading critical aspects of the student experience towards inclusive excellence and as an advocate for diverse student populations who seek to find meaning in both their academic and social experiences at UCR. In this role, I envision myself orienting as a representative and spokesperson through whom the entire community can communicate with on matters involving the health and well-being of student experiences. My ultimate focus in this role would center on minimizing misinformation and misunderstanding while promoting an atmosphere of mutual trust and respect between the institution (myself) and students.

I appreciate the ways in which this position is established as a champion of all students through active levels of engagement. My focus on relationship management and political acumen has helped me to be successful at leading colleagues and students through times of ambiguity regarding highly charged issues such as sexual assault, mental health, alcohol, and political ideologies. Leading case management and crisis response has consistently lived at the center of my work throughout my time in higher education. It is through this lens that I lead proactively and always with student needs at the forefront.

LISA DE LA CRUZ-CALDERA

COVER LETTER

From a case management perspective, I have been afforded the opportunity to work closely with several student organizations including those from within fraternity and sorority life, student government, and student community centers. At Stanford, we support more than 600 student led organizations and 13 fraternity/sorority organizations. That being so, my expertise in case management and crisis response has provided me with ongoing engagement to such organizations in the capacity of supporting student leaders, offering guidance and counsel to broad communities, and informing best practices to ensure the health and well-being of all students.

In my time at Stanford, I have established and maintained a trustworthy reputation with my colleagues and students across campus by exercising transparency and authenticity. I have done so by deep self-examination over the years and by becoming more aware of the identities that I possess. As a first-generation Latina who comes from a low-income background, I openly share my testimony and relate to others in ways that have served me well in both my personal and professional relationships. Because of my experiences from the margins, I have branded my work in higher education with the value of, **every student**. This translates to my deep seeded belief that every student matters, every student has a story, and every student has the right to advocacy. To this end, the opportunities that this position presents are remarkably well aligned with my professional experiences and personal values. My best work has always been done when in partnership with others throughout the University and as I understand it, UCR is the perfect place for my good work to continue and expand further.

My current work with students and my future work with students will always be a great privilege and honor. Nothing else matches the personal joys of this opportunity, nor gives me the rich fulfillment of making significant contributions to students' educational experiences. I am often reminded that I too have attended institutions of higher learning and that in effect, I and the students whom I serve share common objectives as we are all working as active contributors to the university. On this note, I look forward to having the opportunity to fully discuss my professional experiences with your search committee and to gain a better understanding of the needs of your community.

Sincerely,

Lisa De La Cruz-Caldera, EdD

LISA DE LA CRUZ-CALDERA

RESUME

CAREER SUMMARY

University administrator with student advocacy and strategic leadership background. Proven ability to manage and resolve high-level student cases in partnership with university leadership. Experience leading teams through organizational change by creating, interpreting, and applying policy to local student affairs practices.

EDUCATION

Azusa Pacific University, Azusa CA - Doctorate of Education, Higher Education Administration and Leadership

Dissertation: "Systems not Built for me": A Case Study for Exploring Undocumented College Student Experiences in the Trump Era

July 2011 - May 2018

Azusa Pacific University, Azusa CA - Master of Education, College Student Affairs

August 2006 - May 2008

Holy Names University, Oakland CA - Bachelor of Arts, Business Communications

August 2002 - May 2006

LISA DE LA CRUZ-CALDERA

RESUME

PROFESSIONAL CAREER HIGHLIGHTS

Stanford University, Stanford CA – *Interim Associate Dean of Students & Lead Residence Dean, Dean of Students Office | October 2018 – Present*

Position Description: Direct oversight and management of undergraduate case management. A leader in advising University actions and serving as a chief communicator with a range of constituents. Provides strategic direction for undergraduate case management. Counsels and collaborates with senior leadership in long-range planning and policy development. A senior advisor to the dean of students on student development programs, student support services, and compliance.

Delivered Results: Led a crucial aspect of the student affairs reorganization by transitioning the undergraduate case management team from Residential Education to the Dean of Students Office. Developed a new, centralized on-call system. Designed new trainings for students, staff, and faculty to ensure student information is privately held and responsibly utilized. In process of creating a new case management system consistent for undergraduate and graduate student populations with a focus on standardized protocols, processes, and guidelines.

Division Leadership

- Directly supervise, develop, and manage a team of 8 Residence Deans and 1 Program Coordinator for undergraduate case management
- Oversee and manage all undergraduate crisis response and case management for 7,000 students, 80+ houses, 70+ Resident Fellows, over 500 student staff, and over 1,500 cases per year
- Developed a new vision for undergraduate case management and created a new budget forecasting future needs
- Serves on the Vice Provost for Student Affairs Leadership Cabinet

Case Management and Crisis Response

- Provides leadership and best practices to all undergraduate case management and resolves high-level, high-profile, high-need student issues with members of the division leadership team
- Strategic planning and budget management of case management and crisis response
- Manages and supports an 18-person Dean on-call system that responds to 6,000 undergraduate students and provides immediate crisis response
- Directly oversees case management and crisis response for 13 Bing Overseas Study Programs around the world which extends to 700+ students per year

Policy and Best Practices

- Manage, develop, and forecast department and program needs by developing a triage on-call system to better serve student needs
- Consult with executive leadership on establishing policies related to alcohol and other drugs
- Responsible for teaching and enacting policy at local levels related to Title IX, Clery Act, and CalEd code reporting

LISA DE LA CRUZ-CALDERA

RESUME

PROFESSIONAL CAREER HIGHLIGHTS CONTINUED

Stanford University, Stanford CA - *Assistant Dean and Director of Undergraduate Case Management, Residential Education formerly titled Lead Residence Dean | May 2016 – October 2018*

Position Description: Shared oversight of undergraduate case management and crisis response, led large scale unit processes and managed campus partnerships. Responsibilities related to managing the work of 7 Residence Deans.

Delivered Results: Led case notes pilot via the house in order initiative in collaboration with student affairs leadership. Designed and delivered training to live-in faculty and graduate fellows. Liaised with Dean of Students on the Dean's Leave of Absence process. Partnered to design and implement new resident fellow orientations and retreats.

Departmental Leadership

- Shared supervised of 7 Residence Deans
- Managed undergraduate crisis response and case management
- Developed continuing education for Residence Deans, on-call personnel, and Resident Fellows

Case Management and Crisis Response

- Advised on high-level, high-profile, high-need student issues
- Contributed to budget management of case management and crisis response
- Managed a caseload of student/community issues from start to completion
- Served in 24 hour on call rotation for crisis response

Policy and Best Practices

- Managed, developed, and forecasted unit and programmatic needs
- Consulted with leadership on establishing policies
- Responsible for teaching and enacting policy at local levels

Stanford University, Stanford CA - *Residence Dean, Residential Education | January 2012 - May 2016*

Position Description: Conducted case management of student and community issues ranging from general support and resources to more acute, crisis related issues. Provided area leadership to undergraduate housing communities to address and resolve concerns related to student behaviors and meeting student needs.

Delivered Results: Developed west campus pilot program, professional development initiative for case managers, curriculum development and course facilitation, led quarterly dean's on-call retreats, and organized the residence dean speaking tour.

Area Leadership

- Directly supported undergraduate housing communities
- Supervised Residence Dean intern on a term appointment

LISA DE LA CRUZ-CALDERA

RESUME

PROFESSIONAL CAREER HIGHLIGHTS CONTINUED

- Mentored colleagues with interest in student development careers via Achieving Together (AcT), Stanford Career Development workshops, and inter-departmental initiatives

Case Management and Crisis Response

- Directly responsible for the case management of an average of 280 cases per year since January 2012
- Organized, lead, and managed case management meetings
- Served in 24 hour on call rotation for crisis response

California State Polytechnic University, Pomona CA - *Assistant Director for Residential Education and Community Standards, The Foundation Housing Service | July 2010 - January 2012*

Position Description: Served as primary leader for the residential education department serving 1300 students, 10 professional staff, and 30 student staff. Direct reporting line to the Director of Foundation Housing Service, live-on senior staff member directly responsible for all aspects of the Residential Education program.

Delivered Results: Led department reorganization, department budget management, staff Recruitment, supervision, training, restorative justice program, peer review board, merged student conduct tracking systems, emergency preparedness procedures, developed on-call protocol for student hospitalizations, student leave process, subsidized housing program, compiled Clery report, and managed quarterly case data reports.

Department Leadership

- Set vision and long term goals for department
- Managed, led, and supervised residential education leadership team
- Co-managed a \$2 million dollar budget and a local budget of \$70,000

Case Management and Crisis Response

- Senior staff member on the Behavioral Intervention Team (BIT)
- Senior case manager for high-level student cases
- Chief conduct review officer
- Served in 24 hour on call rotation for crisis response

ADDITIONAL PROFESSIONAL EXPERIENCE

California State Polytechnic University, Pomona CA – *(Graduate & Professional) Complex Coordinator, The Foundation Housing Service | July 2007 - July 2010*

- Directly supervised student staff and graduate student professionals
- First and second level conduct hearing officer
- Advised on conflict mediation, crisis management, and served in on-call rotation

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RESUME

ADDITIONAL PROFESSIONAL EXPERIENCE CONTINUED

Teaching Experience

Instructor, Reflections seminar for first-year students (2013, 2014)

Instructor, Interpersonal Learning & Leadership course for student leaders (2012-2018)

Instructor, Return from Study Abroad seminar (2015, 2016)

Presentations

October, 2018, Student Mental Health & Well-Being Case Study to Undergraduate Cabinet lead by Vice Provost for Undergraduate Education, Harry Elam at Stanford University in partnership with Vice Provost for Student Affairs, Susie Brubaker-Cole

November 2018, Student Alcohol Case Study to the Stanford University Board of Trustees in partnership with Vice Provost for Student Affairs, Susie Brubaker-Cole

January 2018, Compelling Challenge in Higher Education: A Case Study for Invisible Student Identities at the monthly Student Affairs Forum at Stanford University

November 2017, Association for the Study of Higher Education (ASHE) annual conference, "Systems not built for me": A Case Study for Exploring Undocumented College Student Experiences in the Trump Era

Skills & Certifications

Member of task force for crisis response charged by the Vice Provost for Student Affairs at Stanford University, 2016

Completed The National Intergroup Dialogue Institute at University of Michigan, 2016

Completed the NASPA Escaleras Institute, 2016

Trained Facilitator for Restorative Justice practices with David R. Karp, since 2013

Gatekeeper Trainer Certification with the QPR Institute, since 2012

Trained Facilitator, Beyond the Line / Crossing the Line, since 2012

Trained Sexual Harassment Advisor with the Sexual Harassment Policy Office at Stanford University, since 2012

LISA DE LA CRUZ-CALDERA

COMPELLING CHALLENGE STATEMENT

Citizenship status is one of many complex student identities that may not be visible to others. Considering our historical and current context, I would like to bring forth the topic of serving Undocumented college student identities as a compelling challenge throughout higher education that must be further addressed in the interest of college communities.

I believe that we in Student Affairs do our *very* best work when we orient from a place of knowing our students DEEPLY. Their beliefs, their values, their dreams, their pains—ultimately, their realities. In my own scholarly research, I had the opportunity to *learn deeply* about the college going experiences of undocumented students at a public, 4-year institution, located in the Western region of our country. I conducted a qualitative case study that examined the ways in which undocumented college student experiences were shaped by the college environments in which they lived and learned. Throughout this process, it became apparent to me that knowing our students in today's context has become increasingly important as students turn to us, in higher education leadership roles to look for affirmation, signs of belonging, and protection.

Participants in my study indicated that their undocumented college student experiences were vastly different than that of traditional college going experiences. Advocates and barriers emerged in terms of people, processes, context, and time. While I believe such findings were unique to the research site, I also believe that these findings can inform our work with students across most institutions. Of most concern, my study indicated that undocumented student participants perceived systems within their institution to be unsafe and risky. However, it was noted that some staff/faculty within those systems could be trusted and be considered allies. Some of my participants' greatest allies were named as those from within student affairs. Most participants saw student affairs professionals as people rather than being part of a larger, "scary" system. In the same vein of relationships, most participants noted that their peer to peer relationships served as a barrier to their success given the amount of time they spent "passing", debating on coming-out as undocumented, and navigating the complexity of recent political discussions.

To this end, I am most concerned with how to offer support, how to create resources, and how to make myself visible as an ally to every student. What I hope this statement highlights is the need to hold ourselves as a higher education leaders to the highest standard of knowing our students deeply *and* to apply what we know to what we do. My personal-professional goal is to create systems and spaces that will signal a sense of belonging for every student, especially for those students with identities not visible to us.

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INCLUSION STATEMENT

Student success has been defined in various ways throughout higher education. Schlossberg, Lynch, & Chickering, (1989) teaches us that student success occurs when students feel validated by their institution, believe they can influence their institution, develop a sense of purpose, become engaged, connect with others, and are mindful of themselves. Strayhorn (2012) emphasizes that students' identity is a major factor in how students feel, believe, develop, engage, and connect with their institution. My personal testimony as a first-generation, Latina, from a low-income background can relate to all of these factors and most importantly, to the diverse students I serve.

In my scholarly research, I examined the experiences of undocumented college students in the Trump era. I learned that undocumented students are more likely to trust people from within the institution rather than the systems of the institution. Using Bronfenbrenner's ecological systems model, we can understand that students' development is dictated by the environments in which they exist. Therefore, it is imperative that those environments allow for bidirectional influences. To this end, I am of the belief that we must continue to create inclusive campus communities that enable each student's definition of success to be relevant, valued, and outwardly recognized. Here are examples of my current work to create conditions for students success:

1. **Representation:** I actively recruit, hire, and retain highly skilled, educated, and diverse individuals to serve in student-facing and leadership positions. Students must see themselves in the institution. <https://news.stanford.edu/2018/12/06/meet-residence-deans/review/>
2. **Centralization:** College can be tough, life can be difficult, but finding support and resources on a college campus should not be. I have worked to create and oversee a team of staff who provide centralized support for students in challenging situations by providing ongoing case management and advocacy. <https://studentaffairs.stanford.edu/who-we-are/vice-provost-student-affairs-and-affiliated-offices/dean-students/residence-deans/find>
3. **Systemization:** Historical higher education systems were not built for today's diverse student populations. Thus, I have focused my efforts on recreating processes informed by student experiences to minimize barriers to both their academic and personal success. <https://resed.stanford.edu/residence-deans/interim-policy-housing-hold-review-process>

In summation, student success must be malleable, non-discriminatory, and accessible to each student within the institution. In my own work, I often remind myself that diversity is a fact, equity is a choice, and inclusion is absolutely imperative to every student's success.

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