

VANCE R. VALERIO

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EDUCATION

Ph.D., College Student Personnel Administration, 1980
University of Northern Colorado, Greeley, CO

M.S., Counseling and Guidance, 1970
University of Nebraska at Omaha, Omaha, NE

B.A., History, 1967
Augustana College, Sioux Falls, SD

PROFESSIONAL EXPERIENCE: The capsule statements on pgs.1-2 provide an overview of professional experience, knowledge or expertise. Amplification can be provided on any item or area. Work experience is offered in two sections--Education followed by Consulting.

STUDENT AFFAIRS ADMINISTRATION and ENROLLMENT MANAGEMENT

- * Organizational planning and development; * Staff supervision, training and leadership;
- * Program and policy development; and * Implementation of programs for:

- | | |
|--|---------------------------------------|
| - Enrollment Management/Services | - Student Development/Services |
| - Admissions and Recruitment | - Residential Life |
| - Orientation/First Year Transition | - Auxiliary Operations-Housing/Unions |
| - Retention Programs | - Judicial Affairs |
| - Academic Support Services | - Leadership Development |
| - Registrar/Records | - Counseling Services/Mental Health |
| - Non-traditional and Int'l Student Services | - Multicultural Affairs |
| - Services for Students with Disabilities | - Career Development/Services |
| - Special Events/Conferences | - Community Outreach |
| - Federal Trio Programs | |

ACADEMIC ADMINISTRATION/INSTRUCTION

Management of Academic Unit for undecided and non-degree students (900-1100 students)--transition, advising, academic standing, course instruction, transfer; Academic Support Services including Learning Center, Academic Advising, First Year Experience (Orientation/Transition to College), Summer Scholars, computer labs, TRIO Programs and ADA Accommodations; Articulation--transfer agreements between two-year programs to four-year programs in New Mexico and Nebraska; Instruction--Taught in elementary and junior high schools and college level--Graduate courses include: *Administrative Issues in Communication, Counseling Multi-Cultural and Diverse Populations, and Student Development: Theory and Practice.* (Also, see Human Resources below.)

GENERAL ADMINISTRATION

Management of complex divisions/departments at diverse colleges and universities (from 700 to 30,000 students); Organizational analysis/design/implementation; Strategic Planning--design, development and implementation; Development/implementation--policies, procedures and publications; Supervision of support services/contracts--facility utilization, vending, postal sub-stations, telecommunications, auxiliary services, and ADA/504 accommodations; Community Relations/Advancement--general representation in a variety of areas as well as specific responsibility for community relations, corporate outreach and philanthropic support for the Cristo Rey Study (see pg. 4). Development and Direction of Special Events and Conferences.

HUMAN RESOURCES

Supervision of divisions and/or departments with up to 250 employees (professional and support staff including organized labor); Recruitment/selection of professional and support staff;); Design and implementation of evaluation and appraisal systems; Design and implementation of training and development programs for all levels of staff--variable duration and formats (seminars, workshops, courses); Training/teaching topics include: human relations, communication, leadership, conflict resolution skills.

BUDGET/FINANCE

Responsible for budget development and implementation (up to \$23 million) including: Planning/projections/monitoring; Purchasing programs; Development of user rates; Federal grant proposals and leadership of programs (TRIO); Grant writing/proposal preparation in multiple areas (over \$1,000,000 to date); and Long-range capital programs--planning, cyclical buying, renovations, & major improvements.

FACILITY MANAGEMENT

Supervision of physical facilities up to 11 buildings in the setting (value over \$125 million) including-- Client services; Maintenance/custodial services; Safety/security; ADA/504 accommodations; Long range planning; Space utilization; Capital projects--planning, renovation and construction of residential and related support service facilities at several, diverse institutions and for over 3,000 residential students.

PROGRAM DEVELOPMENT

Responsibility for the conception, development and implementation of programs or administrative systems in a variety of areas. Examples include: staff training and development, counseling, activities/programming, orientation and transition, special event and conference planning, program assessment, performance appraisal, facility utilization, community service, campus ministries and church relations, performing arts, and support systems for non-traditional, international and disabled populations. Administrative support for these activities would include long-range planning, publications, marketing, financial development and community relations.

PROFESSIONAL EXPERIENCE

Education

Midland Lutheran College – Fremont, NE 6/2008 to present (700+ students)

Vice President for Student Development (including Admissions/Recruitment)

Overall responsibility for **Student Development Services/Functions**—Housing/Residential Life, Career Development, Student Involvement (orientation, activities/programming, student groups, diversity programs), Counseling and Student Success, Health Services, Campus Ministry/Church Relations, Security, Judicial Affairs; **Enrollment Management**—supervised Admissions/Recruitment, served on Enrollment Management L’ship Team and Enrollment Projection Comm., chaired Retention L’ship Team.

University of Nebraska - Omaha, NE 1993-2003 (15,000 Students)

Assistant Vice Chancellor, Student Development Services (1995-2003, position eliminated 8/03)

Overall responsibility for Student Development Services--Housing/Residence Life, Career Center, Learning Center (1995-98), Multicultural Affairs (1995-2001), Testing Center, Project Achieve (a federal Student Support Services program), **as well as all Student Service/Academic Support areas noted below under Coordinator C/UD.** Areas of Concentration-- Enrollment Management, First Year Experience/Programs, Strategic Planning, Student and Community Development, University Housing and Multicultural Affairs; University Committees--Strategic Planning (1997-2000), Enrollment Management (1995-2003), North Central Accreditation (Criterion II Team 1995-97), UNO/MCC Articulation (1995-2003), Housing Management, Planning and Policies(1995-2003), Athletics (1999-2001), Discrimination/Sexual Harassment (1997-98), Crisis Management Team (2001-03) and Student Affairs Staff Development (1997-2003); Instructor/Advisor—Counseling Dept.--Masters Degree program (1994-2003).

Coordinator, Counseling and University Division (1993-95)

Overall responsibility for: Student Service Units -- Counseling Center, Orientation, Health Services, Alcohol and Drug Education, and Services for Students with Disabilities; University Division--Academic Responsibility for 1000+ undeclared and non-degree students including Academic Advising, Academic Standards, Instruction (course sections for 700+ students), and Liaison to all University Departments. University Committees--Recruitment, Housing, First Year Experience, and University Life Course.

Eastern New Mexico University, Portales, NM 1991-93 (3800 Students)

Vice President for Student Affairs

Overall responsibility for the Division of Student Affairs (14 departments and 40 professional staff)-- Admissions, Financial Aid, Registrar and Records, Health Services, Housing/Residence Life, Student Union, Student Activities/Organizations, Student Academic Services, Career Services, University Police, Counseling and Testing, International Students, and Federal Trio Programs. Served as a member of the President's Cabinet in relation to all aspects of University management. Served on University Council, the President's Council, Diversity Planning Team and Chaired the Student Affairs Council.

Midwestern State University, Wichita Falls, TX 1988-91 (5500 Students)

Dean of Students

Overall responsibility for: Offices/Departments--Housing/Residence Life, Student Activities, Student Organizations and International Students; Programs--Artist-Lecture Series, Judicial Affairs, Greek Affairs and special events (i.e., Homecoming, AGCW); Facilities--university center and residence halls. Consultive relationships--university departments and services i.e., Academic Services, School Relations, Maintenance, Food Services, University Police, Continuing Education and all Academic Divisions. Served on the President's Administrative Council and several community boards.

New York University, NY, NY 1984-1987 (30,000 Students)

Director of Residence Life and Housing Services

Overall responsibility for: Residents--4500 in 11 facilities; Staff--supervision of 200+ professional (20), support (100+), organized labor (80); Administration--contracts, billing, vending, mail, leases, tele-communications, food services (six dining centers/catering); Residential Life--student development/programming, discipline; Physical Plant Operations-- maintenance, custodial and contract services (i.e., electrical); Safety Security; Summer Conferences.

Marquette University, Milwaukee, WI 1980-1984 (11,000 Students)

Director of Residence Life (81-84)

Overall responsibility for: 3800 residents in 10 facilities; supervision and training of staff (250 at all levels); budget development/monitoring; safety/security; conferences; and residential life (as noted below).

Associate Director of Residence Life (80-81)

Responsible for: all residence life personnel and programs; supervision of professional and support staff including recruitment, selection, and training; community development and services; division training workshop; judicial program; seven postal sub-stations; liaison with university departments including counseling, security and campus ministry.

University of Northern Colorado, Greeley, CO 1977-1980 (11,000 Students)

Staff and Student Development Specialist

Responsible for: recruitment/selection of support staff (80); design, development and coordination of training for support staff; coordination of the university alcohol education program.

St. Olaf College, Northfield, MN 1972-1977 (3000 Students)

Assistant Dean of Students

Generalist in student personnel services with specific responsibility for: housing/residential life for 2800 students; supervision and training of paraprofessional staff and support staff; judicial system; values education program; leadership development; and automobile policy.

Texas Lutheran College, Seguin, TX 1970-1972 (800 Students)

Director - Student Center, Student Activities, Freshmen Men's Housing

Blessed Sacrament School, Omaha, NE 1968-1970

Teacher - Social Studies, Grades 4-8.

Professional Consulting

Nebraska Synod Office (ELCA), Omaha, NE, May 2006 to present

Organizational Consultant--Executive Coaching

Provided advice and counsel to the Bishop of the Nebraska Synod regarding organizational development, strategic planning and personnel development. Served on the Synod's Strategic Plan Implementation Team. Designed and conducted a major off-site retreat for professional and support staff. Developed, prepared and secured a 2-year grant (\$70,000) for the Synod from the ELCA's Lutheran Services--Elderly Endowment (2008-09). Serve as Project Director for this inter-denominational effort at rural community enhancement (ERMAA).

St. Paul's Lutheran Church of Millard, Omaha, NE, Jan.2006 to present

Organizational Consultant--Director of Operations

Provide administrative oversight for operational and business functions of the organization with a focus on the design and development of more effective, efficient and integrated systems. Supervise and coordinate scheduling, publications, facility management, finances, human resources as well as staff and related programs that support all ministries. Provide counsel and support for strategic planning efforts, a major renovation and a capital campaign as part of the development of an overall Master Plan. Achieved a two-year grant (\$90,000; 2007-08) to expand ministry for seniors (ESFH). Serve as consultant for another major grant at the Church (CHAMPS) which focuses on holistic "health" in ministries, programs and services.

Archdiocese of Omaha Office of Education, Omaha, NE, Sept. 2004-Aug. 2005

Educational Consultant--Coordinator, Cristo Rey Feasibility Study (full-time)

Conducted a comprehensive Feasibility Study regarding the establishment off a Cristo Rey High School in Omaha. Cristo Rey Schools offer a unique college-prep curriculum for economically disadvantaged, inner-city high school students that incorporates a four-year, work-study internship program through a dynamic partnership between the school and local business/industry. The scope of project administration included developing and directing all components of the school: academic, corporate sponsorship, resource development, assessment of student and parent interest, collaboration with both public and private educational systems, site selection, financial planning and related community outreach. Achievements: an \$850,000 grant; signed corporate partnerships with nineteen (19) firms totaling \$525,000; and a commitment of a philanthropic gift of \$500,000.

MOSAIC, Omaha, NE, Oct. 2003-April 2004

Organizational Development Consultant

Served as a consultant to the Executive Team for Organizational Development--Strategic Planning/Analysis/Integration--and Transition Management as well as designed and conducted programs for Assessment/Evaluation, Leadership Development and Training. (MOSAIC is an international provider of programs/services for the developmentally disabled with over 3,000 clients and 5,000 employees.)

Seminars and Consulting, Inc., New Providence, NJ 1987-1988

Vice President for Program Development

Responsible for: analysis of attitudinal and environmental surveys; preparation/editing of written materials (manuals, evaluations, marketing); development of new programs; administrative support and client contacts.

PROFESSIONAL CONTRIBUTIONS/OPPORTUNITIES

Member, **The Registry**--For College and University Presidents--Senior Administrator Division; 2004 to present. The organization is focused on continuing the contribution of past Presidents and Senior Administrators. Served as a consultant conducting a position analysis and job search for two universities (2006).

Member, NASPA IV-West Advisory Board--Health in Higher Education K.C. Liaison, 2004-05.

Advisory Board Member, NASPA's Health Education Leadership Program, 2003-05.

Immersion Experience--Community College Administration, Napa Valley College, Napa, CA Oct. 2004.

Presentations, **A Strategic Model for Student Development and Enhancing Community Through Leadership Development**, NASPA IV-West Conference, 2003.

Participant, HELP Program Session, NASPA Conference, 2003.

Instructor, **Student Development: Theory and Practice**, Masters Level Course, UNOmaha, 1997-2003.

Advisor, CSPA students in Masters Program, UNOmaha 1996-present.

Project Chair for UNO's NASPA Health Education Leadership Program (HELP) Grant, 2002-03;

Participant, NASPA Academy for Leadership & Executive Effectiveness, 2001.

Presentation, **Looking in the Mirror: Applying the Student Development Model to Ourselves**, NODA Region V Conference, 2001; NASPA IV-West Conference, 2000.

Presentation, **Meshing Privatized Housing with Your Institution**, ACUHO-I Conference, 2001; UMR-ACUHO Conference, 2000.

Presentation, **Academic Advising: A Necessary Skill for All CSPA Professionals**, NASPA IV-West Conference, 1999.

Panelist, **Post Secondary Articulation and Transfer**, ACT Nebraska Council, 1999.

Panelist, **Preparing For A Successful Job Search**, NASPA IV-West Conf., 1998-99.

Consultant, Enrollment Management/Student Life, Benedictine College, KS, 1998, 2001.

Presentation, **Student Development and Distance Learning: An Incompatible Pairing?** NASPA IV-West Conference, 1997 and NASPA National Conference, 1998.

Participant, NASPA's Stevens Institute for Senior Student Affairs Officers, 1997.

Coordinate Advising and Internships for CSP Students in Counseling Masters Degree Program, UNOmaha, 1993- Present.

Participant, AACRAO's Strategic Enrollment Management Conference, 1996.

Conference Chair, NASPA IV-West Annual Conference, 1995.

Presentation, **Services for Students with Disabilities**, Faculty Inservice, College of St. Mary, Omaha, 1994.

Instructor, **Counseling Multicultural and Diverse Populations**, Masters Course, UNO, 1994.

Presentation, **Diversity Planning: Using the WICHE Model for Purposeful Change**, NASPA Conference, 1994.

Conference Planning Committee (Chair-Fundraising), NASPA IV-WEST, 1994 & 1995.

Instructor, **Administrative Issues in Communication**, Master's Course, Eastern New Mexico University, 1992-93.

Presenter/facilitator at WICHE **Institute on Ethnic Diversity** for North Dakota, 1993.

Served on Core Team for Eastern New Mexico University at the **Institute for Ethnic Diversity** sponsored by WICHE, 1992.

Served as New Mexico State Membership Coordinator for NASPA IV-West, 1992-94.

Presentation - **Perspectives on Enrollment Management**, TACRAO Conference, 1992.

Presentation, **Creating a World View Symposium**, Minority Student Today Conf., 1991.

Joint Planning Committee, Texas Network on Alcohol Abuse/TACUSPA Legal Conference, 1991.

Awarded a United Way Grant to establish a Student Volunteerism Program at MSU, 1989.

ACUHO-I Evaluation Committee, 1982-86; Membership, 1986-87.

ACUHO-I Conference Program Committee: (Chair - Conference Evaluation, 1982, Steering Committee, 1979).

Chair of Program, UMR-ACUHO Conference, 1976.

Co-author and Co-coordinator, Values Education Grant, St. Olaf College, 1975-77.

PROFESSIONAL PUBLICATIONS

"A Business-Oriented Student Development Program: Residence Hall Stores,"
Journal of College and University Student Housing,
Summer, 1983.

"Evaluation of the 1982 ACUHO-I Conference," ACUHO-International News,
March, 1983.

"Perception of Chief Student Affairs Officers Regarding Their
Professional Development Needs for the 1980's," Ph.D. Dissertation, 1980.

Presentations at 7 National and Regional Conferences, 1975-82.

CIVIC INVOLVEMENT

- **Mayor's Advisory Commission for Citizens With Disabilities**, Omaha, NE, 2001 to present,
Chair--2003 to present.

- Advisory Board, **Office of Black Catholic Ministries**, Omaha, NE, 2003 to 2006.

- Bd of Directors, **Exploring Program** in Boy Scouts of America, Mid-America Council, Omaha, NE, 1997 to 2005.
- One of 110 citizens selected to participate in the **National Security Forum**. USAF, 1991.
- Board of Directors for **Big Brothers & Sisters, Inc. of Wichita Falls**, 1990-91.
- **Leadership Wichita Falls** - Participant -1989; Program Committee – 1990.
- Participant in numerous civic/military activities in several locations.
- Parish volunteer.

STUDENT DEVELOPMENT PHILOSOPHY STATEMENT

As an academic community, a college or university is committed to providing a setting which encourages scholarship and intellectual growth. Students are expected to meet academic challenges, prepare themselves for future endeavors and become productive members of the academic community. A special place is taken by institutions which attempt to integrate the personal development of its students with a focus on community development and service. At such institutions, academic and student support services can operate with the understanding that their functions are significant to the success of the academic mission and can expect administrative and faculty support for those efforts.

The major goals for a developmental program for students should include the provision of: support services which help students maximize their potential personally as well as academically; opportunities for students to give leadership and direction to personal and community development; opportunities to engage and broaden one's perspective and enhance personal values; and residential and physical environments which contribute to the student's education, health and safety. These considerations reinforce the intention that each individual has the opportunity to develop his/her personal identity and has the potential to become a contributing citizen in the global community.

In conjunction with supporting the academic mission and faculty efforts, it is important that all staff support and utilize a holistic approach in working with and educating students. This approach to a student's development recognizes each person as a unique and complex being. Within this conceptual framework, the intent of the staff should be to teach, encourage and expect development of responsible individual and group behaviors. From this perspective, staff attempt to create an environment which encourages both personal and community development.

Staff who serve in student services, academic support and other areas become, in effect, student development educators. They facilitate learning through direct contacts, programming and modeling-- offering students new opportunities to become more learned, effective, productive and responsible. To be successful, these educators must not only be prepared and committed, but motivated by the challenge of creating, developing and implementing programs and services which attempt to engage and enlighten students. By collaborating with faculty and colleagues and integrating students into leadership and programmatic efforts, the student development educator has even greater potential to assist the individual and to enhance the institution and the broader community.

Vance R. Valerio, Ph.D.

ENROLLMENT MANAGEMENT OVERVIEW

Comprehensive Enrollment Management (EM) planning includes many factors:

- The institution itself--its mission, vision, values and guiding principles;
- Institutional history--its historical roles and functions in the community;
- Academic programs--the range and focus of its primary offerings;
- Population to be served--knowing and understanding the demographics of the students that have been served as well as those who have the potential to become students;
- Understanding the primary environment of the institution--its ecosystem and the critical relationships developed with the larger community (city, state, region, etc).
- Understanding that the foundation for EM is building relationships with constituencies and then managing them with skill and sensitivity.

These factors are critical because along with the students who choose to attend a university, those who “purchase the products” of the institution--business, industry, and other institutions who hire graduates, engage the faculty or partner with the institution-- expect high quality and want to be assured of that consistency.

At the outset, it is also important to underscore the reality that higher education is a competitive industry. Embracing this concept allows us to approach the student, the potential student and/or the family as “consumers”. While mention of this word and concept often emits disdain on campus, recognition of it (not submission to it) can provide the right blend of confidence and humility in presenting what the institution has to offer as well as setting the stage for what it expects of its students, its primary constituency. Further, current and past students can have a demonstrable effect on EM in that their satisfaction, or lack thereof, will be broadly shared throughout the community.

The two primary elements of any EM system are **Recruitment** and **Retention**. While often regarded as separate processes with distinct approaches, they are inextricably intertwined. Even though different in content and focus, if approached as a system, they have greater potential to both support and enhance one another. Each of these areas is dependent on the broad and diverse departments, programs and services that constitute an institution. A critical factor is how such disparate units--comprised of faculty, staff, and administration--meld together to form a system of curricula, programs and services that are recognized as beneficial by the student and other constituencies.

The role of the faculty is important to both of these primary elements, but their impact on Retention is pivotal. In most cases, faculty spend a far greater portion of time with students than most others on campus. How faculty interact with students, directly and indirectly, through the teaching/learning process and how well they can make this a qualitative experience has substantial, if not significant, impact on Retention. The power and responsibility for this relationship must be understood, supported and appreciated by all who serve the institution and its students.

Developing an EM plan depends on several important components. These elements include:

- Data gathering, assessment and analysis--It is imperative to do so with myriad internal and external demographics (past students, current students and all potential students).
- Identifying Key Performance Indicators (KPI's) from those statistics, factors, and levels of achievement or non-achievement that the institution deems most critical to Recruitment and/or Retention success.
- From the items above, developing plans of action to address both Recruitment and Retention programs. Such plans must not only outline overall goals and strategies, but begin to detail the activities and actions that must be developed or achieved through the people that administer the processes.
- Identifying roles and functions of key players in the different offerings, programs or services. And, establish ambitious but realistic timeframes to implement and achieve goals and objectives.
- Before initiating these plans, disperse the information, concepts and goals widely so there is greater knowledge, understanding and potential support from all who will contribute directly or indirectly.
- Planning assessment and analysis components—timelines, content and standards of achievement or quality.
- Vigilance in reviewing the processes as they unfold and preparing to modify plans And activities as circumstances and new learning dictates. In addition, be prepared to repeat the procedures along the way, especially in the early going.

Vance R. Valerio, Ph.D.