

BRIAN ARAO



October 7, 2018

UC Santa Cruz Staff Human Resources
Submitted electronically

Dear Search Committee Members:

In my eighteen years as a student affairs practitioner, I have cultivated a clear understanding of my professional purpose and passion: to facilitate transformative and empowering educational experiences for all students, with an emphasis on those who have been marginalized within and excluded from the academy. I have creatively and consistently applied this approach to my work at and beyond UC Santa Cruz, and across a broad range of functional areas including residential life, student conduct, orientation and the first-year experience, and equity and inclusion initiatives.

Though my present role is both rewarding and fulfilling, I am interested in opportunities to serve as a leader at an institution-wide level, where I can tackle new challenges in promoting student learning, retention, and academic success. As such, I submit this letter in application for the position of Associate Dean of Students and Chief of Staff at UC Santa Cruz. I believe my experience and qualifications are an excellent fit for this critical campus leadership position.

The Associate Dean must function as a leader within the Division of Student Success and more broadly on the UCSC campus. Having already excelled as a senior student affairs leader, I am well-prepared for the Associate Dean role. As the Senior Director of College Student Life for Oakes College and Rachel Carson College, I provide oversight and strategic direction for residential life, student activities, orientation, and student government. This role has provided me with opportunities to build on my previous experiences leading large and diverse teams through periods of significant institutional transition, facilitating opportunities for students to take ownership of their college experiences through active participation in the university community, and collaborating with faculty members to create educational initiatives that bridge students' academic and cocurricular lives. I would employ a similar approach in supporting the new Associate Vice Chancellor and Dean of Students in leading the Student Development and Engagement cluster and building partnerships with key collaborators who share the unit's goals.

The Slug Support team in the Dean of Students' office works with students during difficult and emotionally charged moments in their lives: from struggling to meet their basic needs of food and housing, to navigating medical emergencies and bouts of acute mental illness, to coping with the loss of a loved one. I am well-prepared to oversee such work as the Associate Dean. I have served at progressively responsible levels of crisis management and response, from live-in first responder to high-level on-call duties, including coordination of response efforts with senior administrators and direct communication with students' emergency contacts during medical crises. Additionally, I was a founding member of the University of San Francisco's Crisis Management and Behavioral Intervention Team, an interdisciplinary group that collaborated to identify students of concern and provide well-coordinated support both in and out of the classroom. I regularly reference my learnings from this experience when working with colleagues to develop personalized strategies for assisting students in successfully moving through a wide range of challenges.

Supervision and team leadership are key aspects of the Associate Dean and Chief of Staff role. These activities are among the most rewarding and interesting of my professional responsibilities. As a supervisor, I relish opportunities to play a strong coaching and mentoring role, helping those who report to me to identify and pursue solutions to complex problems, discern their own career ambitions, and create personalized professional development strategies. I am also a seasoned and effective recruiter, seeking out exceptional candidates whose talents and interests align with institutional and departmental goals and empowering them to find inventive ways of bringing those goals to life in their daily work with students.

Student misconduct, while often disruptive to individuals and groups within the university community, also represents an opportunity for learning. I am well-prepared to support the Dean of Students' office in its administration of student conduct. I have broad and deep practical experience ranging from one-on-one adjudication to chairing appeal boards for Title IX violations. I also possess a strong command of the published scholarship on student conduct practice, cultivated through my dissertation study on the experiences of Black male collegians as student conduct respondents.

I love working at UCSC in large part because of its commitment to social justice, espoused clearly in the Principles of Community and UCSC's new Strategic Academic Plan. As a student development professional, I have sought to advance equity and access not only by facilitating social justice education opportunities but also examining and proposing alternatives to policies, procedures, and other institutional structures that may perpetuate injustices. Recent examples of such work include co-authoring a book chapter on how to create "brave spaces" for dialogue around issues of diversity and social justice; chairing ACPA's Commission for Social Justice Educators; serving on and facilitating meetings of the Chancellor's Diversity Advisory Council at UCSC; leading the implementation team for Trans-Inclusive Housing at UCSC and working as the liaison for trans students' housing-related concerns; providing direction to cultural theme housing communities and intergroup dialogue courses at UC Berkeley; revamping and relaunching the LGBT Allies training program at USF; and attending and later interning for the Social Justice Training Institute.

The skills and experiences I have outlined in this letter would be useful in myriad leadership roles in higher education. Yet, since my earliest days in this field, I have envisioned myself one day serving as a senior student affairs officer. This vision persists today even though I understand the work is considerably more challenging and emotionally charged than it was when I first embarked on my student affairs journey. Indeed, in these divided and tumultuous times, I am sometimes fearful of stepping into a position of increased leadership. But in the words of President Franklin D. Roosevelt, "courage is not the absence of fear, but rather the assessment that something else is more important than fear." For me, that "something else" is my belief in higher education's power to change the world for the better, and my capacity to help lead such efforts. I can think of no better way to further build that capacity than through serving the UCSC community as the Associate Dean of Students and Chief of Staff.

I have enclosed a curriculum vitae for your review. I would welcome the opportunity to discuss my qualifications. Thank you for considering me for this important leadership position.

Sincerely,



Brian Arao, Ed.D.

Encl.

BRIAN ARAO



EDUCATION

Doctor of Education, International and Multicultural Education December 2017
The University of San Francisco | School of Education

Master of Education, Higher Education and Student Affairs Administration May 2004
The University of Vermont | College of Education and Social Services

Bachelor of Arts, Molecular, Cellular, and Developmental Biology June 2000
The University of California at Santa Cruz | Oakes College

PROFESSIONAL EXPERIENCE

Senior Director, College Student Life August 2017 – present
The University of California at Santa Cruz | Oakes College and Rachel Carson College

- Serve as the chief student affairs officer for two residential colleges at a public research university with an enrollment of 16,328 undergraduate students and 1,735 graduate students
- Report to the Associate Vice Chancellor for Colleges, Housing, and Educational Services
- Directly supervise and evaluate one Associate Director, two College Programs Coordinators, one Budget Analyst, and three full-time administrative support staff members
- Provide leadership and direction for the colleges' student activities, student government, residential programs and services, co-curricular program development, preventative education programs, student orientation, student conduct, and other academic support services that build community and enhance student success
- Partner with the College Provost at each of the two colleges to develop a living-learning environment that integrates academic and cocurricular experiences
- Participate in planning of major maintenance and new construction within the colleges
- Chair search committee for the Rachel Carson Provost
- Serve as a member of the Student Success Steering Committee, which provides campuswide leadership and guidance to improve academic and cocurricular outcomes for undergraduate and graduate students
- Act as designated liaison for transgender and gender nonbinary students with questions and concerns regarding on-campus housing at UC Santa Cruz
- Serve as a member of and facilitate meetings for the Chancellor's Diversity Advisory Council
- Co-chair the campus's Coordinated Community Response Team for Sexual and Gender-Based Violence and Misconduct
- Participate as needed as a member of the UC Santa Cruz Demonstration Operations Team
- Act as chairperson for student conduct hearing boards, including for cases wherein Title IX violations have been alleged
- Serve as the principal coordinator for responding to student crises in concert with UCSC Police, counseling and psychological services, and other campus administrators
- Develop, administer, and monitor multi-funded annual budgets totaling \$1,600,000.00.

Associate College Administrative Officer

August 2014 – July 2017

The University of California at Santa Cruz | Crown College and Merrill College

- Oversaw and provided direction to all aspects of residence hall and apartment life in two residential college at a public research university with an enrollment of 15,645 undergraduate students and 1,555 graduate students
- Reported to and acted in the absence of the College Administrative Officer
- Directly supervised and evaluated four full-time professional live-in Coordinators for Residential Education and two full-time administrative support staff members
- Lead and directed efforts to develop a curriculum model of residential education rooted in the mission and values of the institution, driven by clearly articulated and measurable learning outcomes, informed by student development theory, and evaluated with practicable assessment strategies
- Collaborated with Crown and Merrill Provosts to develop an undergraduate leadership development program with closely integrated academic and cocurricular components
- Served on search committee for the Crown Provost
- Served on the reappointment review committee for the Merrill Provost
- Led implementation team for UCSC's Trans-Inclusive Housing option
- Provided high-level after-hours crisis response support to first-responders
- Oversaw and provided direction to all aspects of residence hall cocurricular life for UCSC Summer Session in 2015 and 2016
- Adjudicated high-level cases of alleged student misconduct, hold students accountable for adherence to university and residential policies, and utilize educational sanctioning to promote learning through the student conduct process
- Managed annual budgets totaling \$200,000.00.

Director of Residential Education

January 2013 – August 2014

The University of California at Berkeley | Residential and Student Service Programs

- Oversaw and provided direction to all aspects of residence hall cocurricular life at a public research university with an enrollment of 25,800 undergraduate students and 10,100 graduate and professional students
- Reported to and acted in the absence of the Assistant Vice Chancellor for Residential and Student Service Programs
- Directly supervised and evaluated four Assistant Directors for Residential Education and one Manager for Community Development and Inclusion
- Oversaw management of and develop programmatic priorities for seven residence hall-based academic centers, designed to promote academic success and enrich the intellectual experience of resident students
- Determined strategy, goals, and objectives for the Community Development and Inclusion portfolio within Residential Education, which included a classroom-based intergroup dialogue program and a set of seven living-learning communities administered in partnership with colleagues in academic affairs and multicultural student development
- Provided direction to the Resident Faculty program and other initiatives designed to promote out-of-classroom interaction between students and faculty members
- Directed efforts to infuse restorative practices and restorative justice frameworks into community development and student conduct practices in the residence halls, and

participated in similar efforts undertaken by campus partners in the division of student affairs and multicultural student development

- Provided high-level after-hours crisis response as a member of the departmental administrator on-call rotation, with duties including consulting with first responders, coordinating response efforts with senior administrators, and communicating directly with students' emergency contacts during medical crises
- Responded to frequent requests for information about residential education and housing operations from students, parents, campus neighbors, community leaders, campus partners, faculty, and the media
- Developed, administered, and monitored multi-funded annual budgets of \$1,700,000.00.

Associate Director for Staff and Programs

June 2008 – January 2013

The University of San Francisco | Student Housing and Residential Education (SHaRE)

- Oversaw and provided direction to all aspects of residence hall cocurricular life at a Jesuit Catholic university with an enrollment of 5,800 undergraduate students and 3,700 graduate and professional students
- Reported to and acted in the absence of the Director of Student Housing and Residential Education
- Directly supervised and evaluated seven full-time professional live-in Residence Directors
- Coordinated all aspects of recruitment, selection, training, and team and leadership development for professional and paraprofessional staff members, graduate assistants, and summer interns
- Utilized wiki and Blackboard technologies to transition traditional hard copy employee handbooks to a dynamic and engaging online format
- Conducted benchmarking study of live-in staff compensation packages and used findings to successfully lobby for salary increases and living space improvements
- Served as one of two Campus Coordinators overseeing all aspects of the implementation of the MAP-Works student retention tool, designed to provide new students with personalized feedback and comprehensive and coordinated support from a network of staff and faculty
- Partnered with faculty, academic support services, and SHaRE staff to administer living-learning communities and provide holistic support to residents
- Collaborated with academic support services to create a hybrid resident advisor and academic support peer educator position, with the goal of better integrating the curricular and residential cocurricular experiences
- Served on the leadership team that developed and implemented an International House-style residential community, in which U.S. domestic and international students live and engage with one another around a wide range of global issues and intercultural experiences
- Served as an actively contributing member of the steering committee that revamped and relaunched the Allies Training Program, designed to facilitate increased inclusion for lesbian, gay, bisexual, and transgender members of the university community
- Convened the planning team for division-wide collaborative efforts to engage male-identified students in dialogue around issues of gender, masculinity, violence, and privilege
- Co-chaired the committee that planned and coordinated all aspects of residence hall move-in, ensuring a smooth and welcoming experience for new students and families in an urban setting that provides unique challenges

- Provided high-level after-hours crisis response as a member of the divisional on-duty rotation
- Served on the university's Crisis Management and Behavioral Intervention Team, supporting students and their families through challenges including mental illness, sexual assault, and student death
- Adjudicated high-level cases of alleged student misconduct, hold students accountable for adherence to university and residential policies, and utilize educational sanctioning to promote learning through the student conduct process, with sanctioning authority up to and including university-level suspension
- Managed annual budgets totaling \$40,000.00.

Coordinator for Residential Education

July 2006 – June 2008

The University of California at Santa Cruz | College Eight

- Oversaw and directly administered student development services and programs for first-year students in a residential college at a public research university with an enrollment of 14,800 undergraduate students and 1,400 graduate students
- Recruited, selected, trained, supervised, and evaluated undergraduate Resident Assistants
- Instructed a section of "Peer Leadership in Higher Education," a course for Resident Assistants and College Program Assistants
- Partnered with faculty and academic support staff to ensure a seamless living and learning experience in service of College Eight's interdisciplinary theme of environment and society
- Developed and implemented the rape prevention program for fall orientation, which addressed the relationships between sexual assault and the use of alcohol and other drugs
- Charged, selected, and supervised a graduate intern focused on enhancing proactive educational interventions for first-year students regarding alcohol and other drugs
- Developed curriculum for and instructed "Justice on Earth," an undergraduate course exploring the connections between diversity, social justice, and environmental sustainability
- Provided first responder crisis management and on-duty coverage for residential students
- Acted as lead facilitator at a leadership retreat focused on diversity and social justice issues for full-time professional staff members
- Adjudicated cases of alleged student misconduct, held students accountable for adherence to university and residential policies, and utilized educational sanctioning to promote learning through the student conduct process, with sanctioning authority including cancellation of housing contracts.

Community Development Educator

June 2004 – June 2006

New York University | Department of Residential Education

- Oversaw and directly administered a broad range of student development services and programs at a private university with an enrollment of 20,800 undergraduate students and 17,000 graduate and professional students
- Recruited, selected, trained, supervised, and evaluated graduate assistants, Resident Assistants, and Peer Educators in Residence
- Instructed a section of the "Resident Assistant Leadership Institute," a course for prospective student leaders

- Advised and trained the executive board and general assembly of the residence hall student government
- Planned, implemented, and assessed a leadership retreat for students interested in deepening their established understanding of and commitment to social justice work
- Planned, implemented, and assessed “QJIMA,” a program in which a musical theatre production helped to open dialogue amongst first-year students about racism, homophobia, heterosexism, hunger, and homelessness
- Planned rally and speak-out for Take Back the Night 2005
- Planned, implemented, and assessed Diversity and Social Justice “Programming for Professionals” (PFP) Series for staff in the Department of Residential Education
- Served on committee charged with creating transgender-inclusive housing policies
- Provided first responder crisis management and on-duty coverage for all first-year residence halls
- Adjudicated cases of alleged student misconduct, held students accountable for adherence to university and residential policies, and utilized educational sanctioning to promote learning through the student conduct process.

Graduate Assistant for Orientation and Parent Relations

August 2002 – June 2004

The University of Vermont | Department of Student Life

- Participated in all aspects of the planning and implementation of university-wide orientation programs for new students and their families at a public research university with an enrollment of 10,400 undergraduates, 1,400 graduate students, and 450 medical students
- Recruited, selected, trained, supervised, and evaluated undergraduate Orientation Leaders and Student Orientation Coordinators
- Produced and edited national award-winning online and print publications
- Managed staffing and event logistics for orientation programs and Homecoming weekend
- Compiled and analyzed assessment data provided by program attendees
- Developed and instructed “The College Experience,” a first-year seminar course in which students explored issues related to their transition to college, including leadership and involvement, ethical decision making, academic preparedness, alcohol and other drug use, and diversity and social justice in the academy.

Student Life and Housing Coordinator

September 2000 – July 2002

The University of California at Santa Cruz | Colleges Nine and Ten

- Oversaw service operations and acted as first point of contact in the student life and housing office for two residential colleges at a public research university with an enrollment of 14,800 undergraduate students and 1,400 graduate students
- Created and implemented new student room assignment and continuing student room selection processes, developed move-in and move-out procedures, managed vacancies, addressed requests for room changes and contract cancellations, and assessed cleaning/damage billing for a 1,200-bed facility
- Founded and advised Cloud Nine, UC Santa Cruz’s first contemporary a cappella group.

CONFERENCE PRESENTATIONS

- Arao, B. & Simms, S. (2018, March). *Trans*itioning your campus: From best practices to praxis*. Educational session presented at the annual meeting of the National Association of Student Personnel Administrators, Philadelphia, PA.
- Arao, B. (2018, February). *Creating brave spaces for challenging dialogues*. Keynote speech presented at the Program in Infant and Toddler Care Graduate Symposium, Berkeley, CA.
- Arao, B., Belisario, A., Sandoval, E., & Slatkin, D. (2017, July). *GeekED VI: Nerdentify*. Educational session presented at Comic-Con International, San Diego, CA.
- Arao, B. (2015, March). *Restorative practices and restorative justice in residential life*. Educational session presented at the annual meeting of the Western Association of College and University Housing Officers, Monterey, CA.
- Arao, B., Chang, G., Hutson, M., Muhajid, M., Nasir, N., Padilla, G., & Padilla, M. (2014, March). *Resident faculty: First-year student engagement, advising, and mentoring*. Educational session presented at the annual meeting of NACADA Region 9, Berkeley, CA.
- Arao, B., Landreman, L. Obear, K., routenberg, r., & Waterberg, R. (2013, March). *Social justice facilitation institute: Program design and techniques for optimal learning*. Educational session presented at the annual meeting of ACPA College Student Educators International, Las Vegas, NV.
- Arao, B. (2012, December). *Student affairs practitioners as cultural workers*. Featured speech presented at the ACPA Institute on Social Justice, Berkeley, CA.
- Arao, B. & Johnson, Z. (2011, March). *Social justice education institute: Case studies in contemporary issues in social justice education*. Educational session presented at the annual meeting of ACPA College Student Educators International, Baltimore, MD.
- Arao, B. & Clemens, K. (2006, March). *Confronting the paradox of safety in social justice education*. Educational session presented at the annual meeting of ACPA College Student Educators International, Indianapolis, IN.
- Guram, A. & Arao, B. (2005, September). *Intrapreneurship: Expanding our spheres of influence for greater student impact*. Educational session presented at College Student Personnel Association of New York State Conference, Rochester, NY.
- Arao, B. (2003, October). *Setting the tone: Educating first-year students about social justice issues*. Educational session presented at the National Orientation Directors' Association National Conference, Seattle, WA.

SELECTED WORKSHOPS AND TRAININGS FACILITATED

- Arao, B., Becker, T.S., Joy, J., Simms, S., & Welch, T. (2016, September). *Cultivating intentional foundations for our community*. Orientation program facilitated for residents of the UC Santa Cruz Trans-Inclusive Housing communities, Santa Cruz, CA.
- Arao, B. (2016, May). *Diversity café*. World Café facilitated to assist members of the UC Santa Cruz Chancellor's Diversity Advisory Committee in reflecting on inclusion problems facing the campus and identifying potential solutions, Santa Cruz, CA.
- Arao, B. (2015, September). *Transgender inclusion in the residential community*. Educational session presented during the UC Santa Cruz Residential Assistant Training, Santa Cruz, CA.
- Arao, N. & Obear, K. (2013, October). *Engaging in authentic dialogues about issues of equity and inclusion: Choosing bravery, compassion, and courage*. Educational workshop presented as part of the diversity professional development series in the Division of Student Affairs at the University of Vermont, Burlington, VT.

- Arao, B. (2013, July). *Restorative practices and restorative justice in residential education*. Three-day educational workshop presented during the UC Berkeley Residential Education professional staff training program, Berkeley, CA.
- Arao, B. (2010, September). *The importance of bravery in discussions on social justice*. Educational session presented during the University of San Francisco Advocates for Community Engagement training, San Francisco, CA.
- Arao, B., Beaumont, A., Grajales, F., Hara, S., Nygaard, S., & Zook, M. (2009, October). *USF Allies train-the-trainer*. Training series presented at the University of San Francisco, San Francisco, CA.
- Arao, B., Mills, K., Wardell, M., & Wolcott, G. (2008, October). *Senior leadership institute*. One-day educational workshop presented during the University of San Francisco Fall Leadership Institute, San Francisco, CA.

PUBLICATIONS

- Arao, B. (2017). *Exploring the experiences of Black men as respondents in university student conduct processes* (Published doctoral dissertation). University of San Francisco, San Francisco, CA.
- Arao, B. (2015). Roles of Black women and girls in education: A historical reflection. In Taylor, B. (Ed.), *Listening to the voices: Multi-ethnic women in education* (pp.137-142). San Francisco, CA: USF Department of International and Multicultural Education.
- Arao, B. & Clemens, K.L. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In Landreman, L. (Ed.), *The art of effective facilitation: Stories and reflections from social justice educators* (pp. 135-150). Sterling, VA: Stylus.
- Arao, B. (2012, November 20). Where are the human rights in social justice education? [Web log post]. Retrieved from <http://acpacsje.wordpress.com/2012/11/20/where-are-the-human-rights-in-social-justice-education-by-brian-arao/>
- Arao, B. (2010). Naming the elephant in the room: Intersections of identity and positionality in the workplace. *Voices: A Publication of the Commission for Social Justice Educators, Winter 2010*. Retrieved October 2, 2011 from <http://www2.myacpa.org/social-newsletter/past-newsletters/1984-winter-2010-5>

PROFESSIONAL AFFILIATIONS

- ACPA – College Student Educators International** March 2003 – present
- Serve as Program Review and Development Coordinator for the 2019 Convention Planning Team, developing education and resources to support members in creating and evaluating program proposals
 - Served as Chair for the Commission for Social Justice Educators, providing leadership for all of the Commission’s efforts in the areas of professional development, programming, scholarship, advocacy, and member services
 - Served as a member of the ACPA Equity and Inclusion Advisory Committee, co-chairing a subcommittee charged with developing a bias incident prevention and response protocol for the association
 - Served as a member of the ACPA Equity and Inclusion work group, charged with assisting the Association in ensuring its professional development offerings are congruent in process and in product with its commitment to diversity and social justice
 - Participated in the 2016 Institute for Aspiring Senior Student Affairs Officers (SSAOs), designed to promote advanced leadership development for members of groups that are historically underrepresented among SSAOs.

Social Justice Training Institute (SJTI)

June 2005 – present

- Attended the June 2005 Institute, a five-day workshop designed to foster professional development of social justice educators through personal work focused on dynamics of race and racism
- Attended the January 2008 SJTI II Renewal Experience, a four-day workshop building on the content of the first Institute and expanding the scope of work to include focus on a wider array of forms of oppression
- Served as an intern for the June 2010 Institute, managing event logistics, consulting with the faculty before and throughout the workshop, and facilitating a session on post-Institute re-entry to home and workplace
- Coordinated the host committee for the 2012 SJTI Student Experience, held at the University of San Francisco.

AWARDS

- ACPA College Student Educators International: *Commitment to the Commission of Social Justice Educators, March 2013*
- The University of California at Santa Cruz, College Eight: *Distinguished Service Award, June 2008*
- New York University: *Hallmark Award for Diversity, May 2006*
- New York University: *Spotlight of the Year Award, National Residence Hall Honorary – Torch Chapter, May 2006*
- New York University: *Violet Award for Distinguished Administrator, April 2006*
- New York University: *Award for Community Engagement, Office of LGBT Student Services, Spring 2005*
- Japanese American Citizens League: *First Place, National Oratorical Contest, July 2000*