

March 27, 2015

Dear Members of the New Mexico Highlands University Search Committee,

I am honored to acknowledge my nomination for the presidency of New Mexico Highlands University with this expression of interest. I am particularly attracted to NMHU by your mission of providing access to excellence. I grew up in a blue-collar ethnic neighborhood in Buffalo, New York I lived “white privilege” as my family Americanized our family name (I later took our family name “Stankevich” back) and insisted we not speak our family’s language to avoid an accent. I was fortunate to have parents who were committed to my education and able to afford that education on factory worker wages. Those same families today do not have those opportunities. Making those families as fortunate as my own is something I can still accomplish and, hopefully, inspire others to accomplish in their own ways as well.

My resume and annotated accomplishments recount the range of my experiences and the achievements toward which I have been able to contribute along with my campus and student communities. I bring to NMHU experience in a range of higher education roles and in a range of institution types. Most of the opportunities and challenges identified in the presidential profile are priorities that the campus communities I served have confronted and continue to confront. What I have learned is that successfully meeting the challenges of higher education in today’s environment requires a common commitment to shared values and a broad campus understanding of the nuanced environment in which we work. I have been able to contribute to this community building in campus leadership roles with, I believe, considerable success at two campuses and with a third demanding different approaches. What is important is what I have learned from these experiences that can benefit Highlands. Allow me to focus on some key elements of this experience.

Engage the University Community: In the past 10 years, I have led the creation of three campus strategic plans, all at very different institutions. Developed with broad participation, they set a blueprint for the entire institution, not just the president, and a new president needs to embrace the university’s directions while bringing his/her own experience and abilities to the mix of resources available to implement the plan. These plans included extensive participation by faculty, staff, students, board, alumni and community members. I have worked in a variety of employment environments – public/private, unionized/non-union. Most have had strong and established shared governance processes in place, and I worked to strengthen the same in my present position. I created staff councils at both Eau Claire and Westminster, those employees having had little opportunity to contribute to campus dialogues in the past. I have also worked to engage the talents of trustees, foundation board members, alumni board members, and student leaders in fundraising and institutional advancement as well as in such areas as diversity-related listening sessions, strategic planning/implementation, and community relations. I meet regularly with faculty, staff and student leadership, attend Senate meetings, address all-faculty and all-college meetings, and generally work at having “presence” on campus.

At Westminster, I have worked to develop awareness and enrollment growth from high tech/high touch competency-based degree programs developed prior to my arrival but never effectively “taken to market.” This requires reconstituting a delivery system and infrastructure that is more transparent to the entire faculty and that creates greater economies than the initial academic programs offered. A key lesson in this has been to avoid organizational silos that are not accountable to the campus as a whole.

Student interaction is the reward and the respite of a presidency. My wife, Debi and I rarely miss a play, concert or home athletic event. We attend lectures, serve midnight breakfast before exam week, and visit the residence halls. We host students for dinner at our home, and we’ll often eat in the dining service before an evening game or event. At Eastern Washington, a student and I started a club hockey team that I coached and travelled with for six years before having to yield the bench as interim president. At Eau Claire, we’d visit our geology students over January term when they were in New Mexico where we have owned a home for the past nine years. We have continued a

high level of student engagement at Westminster from skating with the hockey club to initiating a “Griffin Swoop In” – an evening when faculty and staff visit students in the residence halls to check on well-being, physical plant concerns, and get to see students in their own environment.

Although I am currently leading my present institution’s move from NAIA to NCAA Division II, I have been deeply involved in college athletics, serving for many years on the NCAA DIII President’s Advisory Council and then President’s Council. I value athletics as a high impact learning experience for those involved, and I can understand the time and commitment required of coaches and athletics staff members. As a conditional member of the Rocky Mountain Athletic Conference, I have come to know and admire my fellow presidents and ADs.

Leadership: My greatest career satisfaction has come not from achieving title or position but from working on great teams. I have experienced this on a few occasions. It doesn’t happen without a lot of work and effort, but the outcome is worth the time and energy. I look for this not only in my immediate leadership team but also across the campus, with faculty and staff leaders, in academic and service units, and in temporary teams brought together to address a particular task. I am open to and will gather considerable input prior to important decisions. I feel compelled to communicate not only a decision but also why that particular decision was made. I take responsibility and admit when I’ve erred. I am open to criticism (perhaps too tolerant according to some), and I want to learn what obstacles or behaviors make us less productive or happy with our work. What I have learned (and this is easier said than done) is to focus on a small number of priorities, as turning over too many stones too quickly can distract a campus from its mission. I also continue to teach regularly, as I believe that everyone should be involved in the core work of the organization to the best of their ability. I rarely take credit for accomplishments (except when writing letters of application, of course), and I publicize and promote those who have made noteworthy contributions.

Academic Excellence: Many years ago, I had a bumper sticker on a now defunct Chevy Astro van that read: “Educational Excellence for All Students.” Access to excellence must be our mantra in a time during which the college student demographics are changing, families are challenged to find educational resources, and a dangerous thread of anti-intellectualism and the questioning of education’s value pervades our media sources. These trends make our challenges more formidable, and they require us to find ways to identify, define and develop talent among students who cannot conform to the traditional metrics of readiness for college. They also offer us new ways to engage and support students and to increase completion prospects while accommodating the life and financial challenges of New Mexico students.

In both provost and president roles, I have contributed to new program development within and across many disciplines (e.g. electrical engineering, materials science, and others). A more relevant task in our present environment is to focus our existing resources in ways that create new opportunities for faculty and students as disciplinary boundaries take new shapes (e.g. computation studies encompassing a range of disciplines) while preparing students with liberal arts learning outcomes and professional preparation. In the early stages of our liberal education reform at Westminster, I argued on the side of greater flexibility and less prescription. I believe that we need to accommodate different student pathways to degrees, and a flexible core program allows this to occur. I have worked in multi-campus environments as well as with extensive “branch” locations for programs, and I recognize the benefits and also the challenges these present.

Faculty hiring and development are critical to program distinctiveness. At Eau Claire, my leadership team worked with student leadership to shape and to successfully promote a differential tuition within the state system in order to support academic excellence through new faculty hiring and a focus on the high impact learning opportunities while also reducing the “participation gap” in those opportunities based on SES.

One element of Westminster’s effort has been our focus on experiential learning through community engagement. I have strongly supported the further development of connections that existed with South Salt Lake, a low-income, largely immigrant community. We are working with the city leaders to create a strong case for external support. I have made prospective donor visits with the mayor to try to save a key green parcel of land for future city/campus collaboration, and we were named the city’s Promise Partner of the Year for two years running. (I personally received a “Icon of the Community” award just last week for my personal contributions to our successes.) This focus on one community has provided more meaningful experiences for our students, more recognition for the college, and potentially fundable opportunities for “pipeline” programs and community-impact programs.

Fundraising: Debi and I discovered that when aligned with our passions for the university and for students, and that is generally an easy adoption, we are eager to develop the relationships needed to build financial support. Even in transition periods (an interim presidency, first years at new universities), I believe I have been an asset to our advancement staff in achieving near-record high financial commitments. I have been involved in stewardship, campaign planning, donor relationship building, alumni connections, and large and small “asks.”

We use most campus and community events to build relationships, host numerous dinners and events at our university residence (we did so at our privately owned home in Eau Claire as well), and make ourselves available to advancement and alumni professionals where we can best serve our overall fundraising strategy. I completed one campaign my first year at Eau Claire, conducted numerous mini-campaigns (buildings, public-private partnership fundraising, and have been now planning a campaign or series of mini-campaigns at Westminster, largely focused on program distinctiveness, scholarships, and enhanced facilities). Fundraising fits directly into my increasing concerns about “purpose,” as donors increasingly seek to make an impact in the broader community, and we need to shape our efforts to making that difference by giving “through” our university.

Long-Term Financial Strength: There is always an organizational tension between the needs of the present and decisions that might only affect the distant future. As a president, I always ask myself what the president 10, 15 or 20 years from now might think of a decision made today. Acquiring or selling land, program investments, collaborations, construction/renovations, faculty and leadership appointments and using a potential building footprint are all examples that have very long-term consequences. I believe it is essential to continuously and fully educate and inform the university community about the institution’s economy. I haven’t yet found the ideal ways to do this, but others are also working toward this end, and better approaches are surfacing regularly. This challenge has particularly occupied my attention this past year as I have had to implement a more realistic budget than has been the practice, attempt to balance competitive compensation with workforce needs, and invest in what can generate more continuous revenue in the future. I try to operate in a lean administrative environment, and my broad experience in various roles in higher education gives me a foundation to ask the probing questions about needs vs. wants and to expect evidence-based responses.

There are certainly fundamental differences between public and private institutions and even among public systems. In the austere years during which I was chancellor at UW-Eau Claire, we achieved considerable success in capital construction, fundraising, and financial aid. I have always maintained excellent relationships with state legislators of all parties, particularly in Washington and Wisconsin. A strong Foundation is increasingly critical to supply the flexibility that may not be otherwise available in public systems. At Westminster College, I have drawn attention to building more continuous sources or pipelines for enrollment while expanding the types of students we can serve through our competency-based and on-line courses and programs (degree completion and extended education). We have achieved some initial successes at working with major area employers to build programs for employees that will path into our degree programs (corporate university models). I have also been involved in internationally collaborative curricular development for 2+2 programs and through community college articulation. Technology has expanded the scope of competition internationally, making it even more important to create distinctive programs that can occupy space in a noisy environment and that can generate resources necessary to carry out our mission.

Diversity: Philosophically and pragmatically, I am deeply committed to equity, diversity and inclusion. I have been engaged in diversity initiatives for many years. This starts with a personal commitment. I undertake the same training and programming I ask of my colleagues. I develop long-term relationships with minority colleagues who might some day bring their talents and their diverse perspectives to my campus. I have developed and supported professional development and student development programs to groom our internal talent for future leadership. I have looked carefully at search and hiring processes. I have been fortunate to work with other senior administrators and faculty committed to improving our campus climates. My most recent challenges have been in addressing a legacy of perceived gender inequity along with the need for a more practical set of diversity goals beyond curriculum alone.

In my presidential roles, I have actively sought greater gender and racial/ethnic diversity in my own leadership team, partly to lead by example and partly to gain a broader perspective. A primary reason for our choosing to own a home in and to move to New Mexico is the diversity of the state. An Albuquerque conference welcome address by the executive director of the National Hispanic Cultural Center who spoke of the “three cultures” convinced us to

look more closely at New Mexico for our future. We now know there are many more than three cultures in New Mexico, but the excitement of such diversity remains a strong attraction for us.

I am not now a Spanish speaker. But I am fairly good at language acquisition and look forward to gaining a workable proficiency in Spanish that our students, families and neighbors would certainly help to improve by correction.

Local/Global Engagement: As a Fulbright alumnus (Soviet Union, 1977-78) and having begun my administrative career working with international students and exchange, I am an inveterate internationalist. I have contributed to building international connections at each of my institutions, even working with local businesses to align the university's connections with the international economic strategies of the region. I also believe in the value of cross-cultural experiences whether domestic or international as a way to develop comparative perspective and therefore empathy. As a result of close connections between Eau Claire and Jinan University, I was able to spend a month mini-sabbatical lecturing and living on campus at their Zhuhai campus.

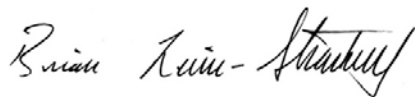
I immediately immerse myself in the local business community through engagement with chambers of commerce, economic development councils, Rotary, United Way and other available councils. Taking on leadership roles in these organizations can bring tremendous benefits to the reputation and visibility of my university. Similarly, I have historically taken on national-level tasks through professional organizations, although these have been limited by the challenges of my more recent obligations. My wife, a former social worker, has also taken on considerable board work with social service and non-profit agencies (aging services, rape recovery center, developmental disabilities, and our college's Women's Board).

To conclude, you can see specific accomplishments and initiatives in my resume and annotations. What may be less apparent are my commitments and my passions that motivate my actions. As I continue to learn and live, I am increasingly attentive to our sense of purpose and to the organizational culture we create to achieve that purpose. Every college and university confers a credential. Many institutions, however, generally dedicate themselves to themselves, too often believing their own publicity. There are serious problems to solve domestically and globally. New Mexico Highlands serves the future leaders and citizens of our society, and they deserve the very best preparation we can offer them and the greatest opportunities to succeed in their studies once they turn to us for their future.

I would be delighted to discuss with you a number of ways in which my experience and my thinking about higher education and student success can contribute to NMHU, New Mexico, and successful citizens and families.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Brian Levin-Stankevich". The signature is written in black ink and is positioned above the printed name.

Brian Levin-Stankevich

Westminster College, Salt Lake City, UT
President and Professor, June 2012 – present

Initiated and completed a strategic planning process that outlines a continuous assessment and adjustment of the plan through a planning council of faculty, staff and students. Incorporated evident dissatisfaction with elements of the campus culture that I inherited into key goals of the plan. Examples are the creation of a staff council, a women's success task force, and increased attention to equity, Title IX and diversity initiatives that are currently in progress.

Continued to build on campus-community connections that were initiated by faculty, staff and students in our immediately surrounding neighborhoods and with South Salt Lake, a compact incorporated city with a predominantly immigrant, multi-lingual and low income population. Institutionalized South Salt Lake objectives as a United Way Promise Community into our college strategic plan. Named SSL Promise Partner of the Year for two years running. Work closely with campus personnel and city personnel to deepen relationships that include support for multiple community centers, after-school programs, STEM initiatives, athletic and outdoor recreation programs, a writing center, a free clinic, and arts programs. Working with the mayor to preserve a closed high school campus site for future campus-city collaboration by meeting with potential donors and recently hosting a "big idea" forum to build a narrative that we can take to major foundations.

Working to build scalability and effectiveness of competency-based, project-based programs that had been developed as curricular products but not adequately enrolled. Support and attend Lumina-funded Competency-Based Education Network convenings with Westminster as a leading small college innovator in CBE. Working with involved faculty, deans, select trustees and interim provost to restructure competency-based program delivery organization to recruit skilled leadership to grow enrollment and scale up existing programs in business, nursing and communication. Supported initiative to develop competency-based alternatives to satisfying general education requirements in disciplinary areas of humanities, social sciences, and science. Supported and provided input into major reform of liberal (general) education program that is being implemented over two years.

Promoted "pathways" to degrees that incorporate traditional, experiential, prior learning assessment, and competency-based alternatives to provide greater access, affordability, retention, and degree completion. Multiple policy reforms have been adopted through faculty governance to facilitate these changes.

Strengthened enrollment management/recruitment functions that had been in flux for multiple years while facing declining primary market demographics and significant pricing pressures. Recruited highly experienced VP for Enrollment that resulted in notable improvements in less than one year. Personally meet with key school principals, superintendents, and community college leadership to promote the college and to broaden the diversity of our incoming classes.

Managed through significant structural budget shortfalls due to enrollment fluctuations and prior growth of base budget expenses. Currently working to re-base FY 2016 budget to match anticipated revenue so that consequent growth creates new opportunities instead of backfilling. Even with enrollment pressures and revenue shortfalls, bond-rating agencies expressed confidence in our management of our tight budget by maintaining our bond rating while many comparable private institutions found their rating in decline.

With my wife, Debi, we have worked to become familiar with the “west side” predominantly Latino/a population of Salt Lake through the SOMOS organization, trustee connections, the “Guadalupe Wine Club”, and participation in events and galas. I invited Javier Palomarez, President of the US Hispanic Chamber of Commerce, to receive a honorary doctorate and speak at our 2014 commencement. That chamber’s subsequent fall 2014 national convention in Salt Lake prominently noted Westminster, and Javier noted my assistance particularly in a paid media tribute to local supporters.

Currently planning the launch of a capital campaign. Achieved second-highest ever fundraising totals in FY 2014. Helped to grow the President’s Innovation Network to highest membership to date (special donor fund to provide investment in innovation). Planning the renovation of a former elementary school near the campus into a center for innovation, creativity and community engagement.

Leading the move from NAIA to NCAA Division II athletics. Brought together a faculty, staff and student advisory group to assess athletic options (our location complicates conference affiliations). Concluded NCAA DII preference and trustees approved. Obtained two conference invitations and accepted invitation to Rocky Mountain Athletic Conference. Currently going through the process of gaining NCAA DII membership that concludes in July 2015. Actively participate in presidential oversight of athletics and regularly attend athletic events. Renegotiated agreement with US Ski and Snowboard Association to more effectively promote Westminster in return for tuition remission for Olympic team athletes. Westminster had 23 winter Olympians in the 2014 games, 10% of the entire US team, and 7 medalists.

University of Wisconsin-Eau Claire, 2006 - present

Chancellor/Professor of History, 2006 – present

Initiated and led a broadly based strategic planning process. Implemented the plan by creating a more participative and transparent budgeting cycle and process and by implementing an innovative self-assessment process for all campus departments and units. Aligned planning, budgeting and assessment activities with accreditation self-assessment and state-level accountability expectations, particularly around increasing the number of graduates. Implemented new budgeting cycle with a “quick wins” program that has resulted in on-going, externally funded diversity engagement programs among other start-up initiatives. Completed a highly successful HLC 10-year accreditation visit.

Planned, developed, promoted and successfully achieved Regents approval of a differential tuition proposal in the fall/winter 2009-10. The purpose was to achieve our strategic objectives and to close the achievement gap among students participating in high-impact learning practices like study abroad, undergraduate research and internships. This required specific proposals for implementation and accountability. Increased base tuition by \$1200 annually per

full-time student after a four year graduated implementation schedule. Incorporated financial aid component to assure access and hold harmless low income students. Required gaining approval of students and their support before presenting to the Board of Regents. Implemented shared governance over direction of expenditures for this fund with student government. Months-long campaign to respond to student concerns and gain student support proved successful. Differential tuition implementation incorporates unprecedented level of student oversight and decision-making.

Successfully moved new programs through UW System and Board of Regents, including Bachelor of Liberal Studies (degree completion), Material Sciences undergraduate degree, and a Doctorate in Nursing Practice – the first doctorate to be granted by a master's level institution in the University of Wisconsin system. Also eliminated an academic program and initiated its phasing out.

Immediately on arriving in Eau Claire, lobbied for and promoted new facilities projects. After nearly 30 years of only minor renovation and maintenance projects at this campus, I obtained funding and multi-level state approvals for three new construction projects (student union, academic building, recreation building renovation) that total about \$100M. Support for ongoing efforts to improve and implement sustainability in existing campus facilities. Early signatory to Presidents' Climate Commitment. Enlisted faculty and students to complete a campus carbon footprint report and to implement sustainability programming. Created a Faculty Sustainability Fellow to coordinate efforts and represent the university in regional sustainability collaborations.

Continuously focus the campus on diversity through communication opportunities, funding priorities, open listening sessions and implementing outcomes from those listening sessions. Created a Chancellor's Diversity Advisory Commission, strengthened the Affirmative Action Office, and created a Faculty Diversity Fellow (3/4 time) to coordinate and represent diversity issues at the Cabinet level. Committed our campus to participate in UW System Equity Scorecard and Campus Climate Survey programs. Supported "Dismantling Racism" program in the College of Arts and Sciences. Eau Claire selected as one of three UW campuses participating in national COMPASS program with two other state systems. Honors program recognized with Regents diversity award for broadly diversifying honors participation.

Invited broadly based participation in university decision-making through the inclusion of faculty, professional staff, students and classified staff in events, communications and deliberations. Created a Chancellor's Cabinet that includes deans, administrators, faculty, professional staff, classified staff, students, and the Diversity and Sustainability Fellows for early review of upcoming policy issues and advice on policy directions. Created a Classified Staff Council to promote professional development and provide input on issues facing the campus for a constituency that had lacked a formal voice.

Actively engaged in internationalizing the campus. Strengthened relationship with partner universities in China and Japan. Developed new relationships with Chinese universities through AASCU's 1-2-1 program and direct contacts. Served as an invited participant in UNESCO higher education conference in Romania. Honored as a Visiting Scholar, Jinan University (Zhuhai Campus) for November/December, 2011. Doubled international enrollment through investment incentives.

Developed and successfully achieved funding for the NanoSTEM initiative through the state legislature. This funding has facilitated the accelerated development of a Materials Science center and institute and has resulted in new firms locating in Eau Claire as well as a new degree

program. Assisted one firm with successful lobbying for federal appropriations. Chaired subcommittee of Research-to-Jobs Task Force in conjunction with Wisconsin Technology Council.

Became vitally engaged in the Eau Claire community. Participate in business and community organizations. Promoted and implemented public-private and public-public partnerships to address the facility needs of both the university and the community. Raised private funds to renovate the city ice facility for campus hockey programs and brought together all users to present successful proposal to city council. Initiated project known as "Confluence Project" to partner with the city, county, donors and private developers to renovate multiple blocks along the downtown riverfront including a university/community performing arts center and student residence hall.

Actively engaged in fundraising. Had the opportunity to close out the university's first capital campaign ever (\$52M achieved). Involving the Foundation Board in planning next campaign. Involved in Foundation Board development and recruitment. Working toward greater real estate investment capacity by the Foundation. Worked with Foundation on purchase of 112 acre, three building abbey three miles south of main campus that has increased land available to the campus by one-third.

Eastern Washington University, 1995 – 2006

Interim President, 2005 – 2006

Continued to move forward agendas on developing an academic plan, building projects, academic program implementation, community relations and fundraising. Maintained high visibility and encouragement of ongoing initiatives during a transitional period.

Provost/Vice President for Academic Affairs, 2002 – 2005

Served as interim provost for one year, then selected through national search as provost. Led an Academic Strategic Planning process in collaboration with the president of the Faculty Organization. Then led a broadly-based campus-wide strategic planning process in support of the academic goals.

Immediately re-established and then maintained a high level of communication and trust between Academic Affairs and the Board of Trustees, Faculty Organization leadership and faculty union leadership. Completed assessment of continuing and international education and implemented expansions of international and extended learning activities. Personally worked for EWU inclusion in AACSB 1-2-1 program with China.

Completed preparation for targeted visit by NWCCS and oversaw completion of self-study for ten-year accreditation visit that occurred in 2006. Brought to conclusion a number of policy issues that had been unresolved during previous provost's transition ("assigned time," cohort program funding model, registration policies, faculty plan conflict resolution, etc.).

Worked through the Higher Education Coordinating Board of Washington to gain approval of new degree programs: the Doctorate in Physical Therapy (first doctorate at a comprehensive in Washington); Master's in Occupation Therapy; and BS in Electrical Engineering (first engineering degree at Eastern Washington), including offering that degree at a community college site in Seattle.

Reestablished important links to community college vice presidents through personal visits and participation in community college meetings and conferences. Worked with the President of Bellevue Community College to establish a branch campus of Eastern Washington on her campus.

Assisted deans in completing a number of initiatives and solutions (creation of Center for Entrepreneurship, off-campus programs, new degree programs (DPT, Master's in Occ. Therapy, B.S. in Electrical Engineering), budget reduction strategies, faculty tenure buyout/retirement plan.

Implemented Trustees' Diversity Initiative through creating a Faculty Fellow, initiating a grants process and assisting with campus climate assessment. Created mechanisms for "growing our own" diversity among faculty and staff. Actively participated in diversity programming on campus, including open forums to discuss difficult issues.

Worked closely with enrollment management to maintain continuous growth that had begun under my supervision as VP for Student Affairs. Achieved targeted enrollment growth in transfer students that resulted in considerable new state support revenue.

Created Faculty Fellows program to provide leadership development opportunities for faculty and to create faculty-staff-student leadership on key issues like diversity, service learning, general education and academic integrity. Began Provost's Academic Innovation Series, semi-annual speakers on national issues in curriculum and instruction. Championed EWU participation in Roadmap to Redesign (from the Center for Academic Transformation) in Introduction to Psychology courses.

Vice Provost/ Vice President for Student Affairs, 1995 – 2002

Initially hired as Vice Provost for student affairs and enrollment management, then named Vice President for Student Affairs in 1998.

Recruited to correct enrollment declines. Worked closely with academic and student services offices to align efforts and change the campus climate to support enrollment growth. Within three years, achieved application/freshman enrollment turnaround and then produced 18 continuous quarters (six years) of enrollment growth. Overhauled admissions operations, established Seattle recruiting office, lobbied for Washington participation in Western Undergraduate Exchange. Introduced strategic use of financial aid, state-authorized tuition waivers and incentives.

Initiated and led Quality Service Initiative, a program of service improvement, process reengineering and integration of services through a collaborative vision-building and strategic planning process involving management and staff. This program included offices reporting to all divisions of the university. Oversaw conversion of student information system and implementation of new technical support modules.

Created broadly-based child care task force to guide the site selection and program outline for an on-campus childcare center to replace off-campus care (on-campus opened, November, 1999); continuously involved in student health services delivery through external contract after student government cancellation of mandatory health fee; rewrote student conduct code and obtained approval through shared governance processes. Chaired faculty/student task force to revise Academic Integrity Policy

Initiated EWU participation in NASPA's Minority Undergraduate Fellows Program, with graduates going on to graduate assistantships in student personnel administration masters programs and careers in student affairs. Obtained FIPSE funding for violence-against-women prevention program. Initiated campus- and community-based Alcohol Task Force and implemented new alcohol policy. Initiated monthly luncheon to focus on issues of spirituality in student and community development. Originated monthly student service personnel in-service professional development opportunities, including student service staff members from all divisions.

Florida Atlantic University, 1989 - 1995

Associate Dean, Schmidt College of Arts and Humanities, 1994 – 1995

Acting Dean of Undergraduate Studies, 1993

Director of Admissions and Enrollment Management, 1989 – 1994

As director of admissions/enrollment management, I was responsible for enrollment management, revenue projections, marketing, and minority enrollment objectives to meet targeted objectives across disciplines. Responsible for growing lower division enrollment as FAU moved from an upper-division only to a full four-year/graduate university. Extensive coordination with community colleges in and out of Florida. Experienced rapid growth from 10,000 to 17,000 students in six years. Implemented partial and enterprise software systems across enrollment management area including on-line automated application, on-line electronic transcripts, and new student information system.

As Dean and Associate Dean, responsible for assuring classroom space in required and major courses, particularly service courses for rapidly growing student body with more slowly growing faculty resources. Oversaw mid- to final-stage construction and relocation of arts and humanities complexes including new applied art, theatre, classroom and office spaces. Coordinated final stages of construction "punch list," technology installation and training, and security installation and testing.

Resume

Brian Levin-Stankevich

Education: BA Hamilton College, Clinton, NY 1972 History
MA SUNY at Buffalo, Buffalo, NY 1973 History
Fulbright Fellow -St. Petersburg University, Russia 1977-78 Law
Ph.D. SUNY at Buffalo, Buffalo, NY 1984 History
Post-doc, AACSB Postdoctoral Bridge Program, Warrington College of Business Administration, University of Florida, July 2012

Positions Held: **Westminster College, 1840 South 1300 East, Salt Lake City, UT 84105**

President and Professor, June 2012 – present

As president, fulfill the duties of chief executive officer for a 3,000 student private, independent, non-profit college, ranked in top 20 western regional universities by *US News* ranking. Report to the Board of Trustees. Responsible for all operations, finances and strategy to assure financial sustainability and academic excellence. Direct supervision over vice presidents for advancement, enrollment management, academic affairs, finance/administration and the executive director of marketing/communications, general counsel, director of athletics,

University of Wisconsin – Eau Claire, 105 Garfield Ave., Eau Claire, WI, 54702. June, 2006 – present

**Chancellor, June, 2006 – 2012 and
Professor, Department of History**

As Chancellor, serve as the chief executive officer of a nearly 11,000 student university with approximately 1200 faculty and staff employees. UW-Eau Claire is the most residential of all the UW campuses. Reported through the UW System President to the appointed Wisconsin Board of Regents. Responsible for all operations, policy and fundraising for the campus.

Eastern Washington University, 526 5th Street, Cheney, WA 99004.

July, 1995 – May, 2006

Interim President, June, 2005- April, 2006.

Reporting to the gubernatorially appointed Board of Trustees, responsible for the operation and direction of the university and our internal and external relationships. Directly reporting to the president were the Provost/Vice President for Academic Affairs and the vice presidents for business/finance, student affairs, and university advancement. Also directly reporting are the Director of Athletics (Division I), the legislative affairs officer, the chief information officer, and the heads of various university boards and commissions (e.g. athletic policy board, diversity commission, women's commission).

**Provost and Vice President for Academic Affairs, June 2002 – 2005, and
Professor, Counseling, Educational and Developmental Psychology
Department.**

Chief academic affairs officer. Leadership responsibilities for all academic affairs areas including the deans of five colleges and a school of social work, graduate studies, undergraduate studies, institutional research, teaching and learning center, academic student support services, advising, faculty organization liaison, faculty bargaining unit relations, continuing education, summer session, grants, academic personnel, library and information technology. Staff to Board of Trustees Academic Affairs Committee. Member WA Interinstitutional Chief Academic Officers committee (chair in 2003-4).

Vice President (initially Vice Provost) for Student Affairs, July 1995 – June 2002.

Chief student affairs officer and chief enrollment officer. Serve as one of four Vice-Presidents at the university. Leadership responsibilities for above areas including admissions, registrar, financial aid, student activities, counseling center, career services, internships, student life, residence life, intramural and club sports, outdoor program, student health and wellness, student government, , orientation, international student services, disabilities support services, student health clinic, and child care center. Budgetary, policy, and human resources responsibility for the above areas

Florida Atlantic University, 777 West Glades Rd., Boca Raton, FL 33431, February, 1989 – July, 1995

Associate Dean, Schmidt College of Arts and Humanities, June, 1994 – July, 1995

Leadership responsibilities for working with the dean on all major college issues. Chief financial officer of the college. Worked closely with eight department chairs (Art, Communication, English, History, Languages, Music, Philosophy and Theatre), theatre production officers, and Assistant Dean for Student Services through collaborative faculty governance to establish and achieve college goals.

Acting Dean of Undergraduate Studies, August, 1993 – January, 1994

Responsible for Freshman Programs (advising), community college relations, Freshman Seminar program, and Honors Program.

Director of Admissions and Enrollment Management, Dec. 1991 – June, 1994

Management and budget responsibility for offices of Admissions, Registrar, and Student Academic Support Services. Supervised over 50 staff directly and indirectly. Combined line responsibility for enrollment service areas and staff responsibilities as member of the Provost's staff.

Director of Admissions, February, 1989 – December, 1991

Overall management, direction, and leadership in student recruitment and admission.

Taught one course per year in Department of History, 1989 – 1994.

State University of New York at Buffalo, Buffalo, NY. May, 1981 – February, 1989

Assistant Director of Admissions, July, 1986 – Feb., 1989.

Assistant Director for International Admissions, May, 1981 – July, 1986.

Instructor, Department of History, Canisius College, Buffalo, NY. Spring, 1980

Instructor, Department of History, SUNY at Buffalo, Buffalo, NY 1975-1979.

**Courses
Taught:**

Law in History
Western Civilization I
Western Civilization II
World Civilization I
Russian History: to Peter the Great
Russian History: Peter I through the Soviet Union
The Russian Revolution
Russian Social and Intellectual History
The Russian Intelligentsia (Freshman Seminar)
20th Century Russia
Dissent in the USSR
20th Century European History
Modern European History: French Revolution to Present

**Professional
Service:**

AASCU Task Force on Sustainability, Charter member, 2008 – 2010

AASCU, International Education Committee, Member, 2010 - present, Vice Chair, 2011-12

Chair, Subcommittee on Emerging Technology Centers, UW-Wisconsin Technology Council "Research to Jobs Implementation Task Force." Feb. - May, 2010.

Affiliate, Center for Russia, East Europe and Central Asia, University of Wisconsin, Madison. 2006 - present.

Member Washington Campus Compact Board, 2005; Wisconsin Campus Compact Board, 2006-12

Member, NCAA Division III Chancellors and President Advisory Committee, 2007 – 2010

Member, NCAA Division III Presidents Council, 2010 - 2012

Peer Evaluator, Higher Learning Commission, North Central Association of Colleges and Universities. Accreditation visits to: Youngstown State University, Central Arkansas University, and South Dakota State University.

AQIP Reviewer, Higher Learning Commission, North Central Association of Colleges and Universities, 2007 - 2009 Annual update reviews.

Peer Evaluator, Northwest Commission on Colleges and Universities. 2004-2006 and 2012 – present. Member Accreditation Visiting Team, Idaho State University, George Fox University (team chair), Alaska Pacific University (team chair)

State Coordinator (Washington), National Assn. of Student Personnel Administrators, 2001-2002. Member, Region V Board, NASPA, 2001-2002.

Member, International Student Admissions Committee, AACRAO, 1993-94
College Board Advisory Committee, ESL Test Development, 1992

ACE Delegation to Russia, Meetings with Ministry of Higher and Specialized Secondary Education and with Supreme Accreditation Commission regarding student mobility and recognition of degrees (delegation headed by Bruce Johnstone, then Chancellor of SUNY). November, 1990.

Participant, PIER Workshop on Education in the Soviet Union, Washington/Moscow/St. Petersburg, 1990

Chair, International Student Research Committee, American Assn. of Collegiate Registrars and Admissions Officers, 1986-1988

University representative (SUNY at Buffalo) to Beijing Municipal System of Higher Education. Ten-day visit for meetings with system and national educational officials, numerous institutional chancellors and student groups regarding student mobility and conditions of exchange and graduate study. November, 1985.

Charter President, SUNY Council on International Students and Scholars, 1984-1986

Publications: "The Transfer of Legal Technology and Culture: Law Professionals in Tsarist Russia," in H.D. Balzer (ed.), Russia's Missing Middle Class, (M.E. Sharpe, NY, 1996)

"How the Three Rs and Enrollment Management Saved EWU," with William Ponder, in On Target, (College Board), Winter, 2002. pp. 21-24.

"The Academic Profession in Russia," with Alexander Savelyev in P.A. Altbach (ed.), The International Academic Profession: Portraits from 14 Countries, (Princeton, NJ, Carnegie Foundation for the Advancement of Teaching, 1996)

The Soviet System of Education: A PIER World Education Series Special Report, with Erika Popovych, 1992, Washington, DC, AACRAO.

Modern Encyclopedia of Russian, Soviet and Eurasian History, Bruce Adams (ed.), Gulf Breeze, FL, Academic International Press, 1994-
"Courts in Russia and the Soviet Union," (2005)

Modern Encyclopedia of Russian and Soviet history, J.L. Wiczynski (ed.), Gulf Breeze, FL, Academic International Press. 1979-1982. Contributions on topics related to Russian and Soviet law, legal history, and jurisprudence.

"Koni, Anatolii Fedorovich," v. 17, 153-155

"Ivanov, Petr Ivanovich," v. 15, 76-77

"Kapustin, Mikhail Nikolaevich," v. 15, 239-240

"Korkunov, Nikolai Mikhailovich," v. 17, 185-187

"Muromtsev, Sergei Andreevich," v. 23, 208-211

"Gernet, Mikhail Nikolaevich," v. 12, 164-165

"Legal Thought in Russia and the Soviet Union," v. 19, 142-146

"Dashkov, Dmitrii Vasil'evich," v. 8, 189-190

"Cassation Departments of the Russian Ruling Senate," v. 6, 108 -110

Selected Papers and Conference Presentations:

"Dimitrie Cantemir and the Liberal Arts", International Conference 'Dimitrie Cantemir' – Educator of the Romanian People, October 24, 2013, Bucharest, Romania

"Autonomy and Accountability: The Challenge of Quality Assurance in American Higher Education," AASCU – China Council for International Educational Exchange, President's Symposium, Beijing, China, October 18, 2008

"New Learning for the New Century," China-US President's Symposium, China Annual Conference for International Education, Beijing, China, October 15, 2005

"Widening the Circle and Redesigning the Wheel: Eastern Washington University's Locomotive Model for Engaged Change," with Dr. Patricia Chantrill, AAHE National Convention, Atlanta, GA, Mar. 18, 2005 Poster Session

"Using Technology to Improve Learning: The Roadmap to Redesign Project at EWU," AASCU Chief Academic Officers Winter Conference, San Diego, CA. Feb. 6, 2005

"Articulation and Transfer Challenges," AASCU Chief Academic Officers, Summer Conference, Albuquerque, NM, July 31, 2004

"Process and Progress: Reinventing the Regional Comprehensive University," The ASSOCIATION Fall Conference (Assn. Of Washington Community and Technical College Administrators), Bow, WA, November 7, 2002

"Vocational and Technical Education in Russia and the Newly Independent States," AACRAO Annual Convention, Boston, MA, April 19, 1994

"Soviet Education," AACRAO Annual Convention, Baltimore, MD, April 23, 1986

"Education in China," SUNY COINSS Conference, Cortland, NY, June 5, 1986

"International Student Academic Performance, Toward a Predictive Model, AACRAO Annual Convention, April, 17, 1985

"Foreign Student Academic Performance: Preliminary Findings, SUNY COINSS Conference, Albany, NY April 3, 1985

"Evaluating Foreign Educational Credentials," SUNYCAP Conference, Schenectady, NY, June 23, 1983

"Evaluating the Credentials of Refugees," NAFSA Annual Convention, Cincinnati, OH, May 25, 1983

"Criminal Procedure in the Reformed Russian courts, 1864 – 1917," Midwest Slavic Conference, Chicago, IL, May 6, 1983

"Toward a Study of the Russian Legal Profession," Conference on Russian Professions, University of Illinois, Urbana, June 24, 1982

Foreign Student Recruitment," SUNY at Buffalo Conference on the Future, Buffalo, NY, March. 26, 1982

"The State Interest and the Interest of the Law: the Russian Courts of Cassation and Official Abuse of Authority," Annual Convention of the American Assn. for

the Advancement of Slavic Studies, Philadelphia, PA, Nov. 5, 1980

**Selected
Professional**

Activities:

Selected Participant, "The Presidential Initiative: Charting a Course for Successful Governance," (year-long collaborative), Association of Governing Boards of Colleges and Universities, 2014-2015

Invited Participant, UNESCO Forum on Higher Education in the Europe Region: Access, Values, Quality and Competitiveness, Bucharest, Romania, May 21-24, 2009

Conference organizer and facilitator, "Legal Issues in Higher Education and Student Affairs," featuring Don Gehring (Bowling Green State University), statewide teleconference co-sponsored by NASPA. May 20, 2002

EDUCAUSE, Executive Seminar, participant, Snowmass, CO, Aug. 6-8, 2004

Harvard Law School Program on Negotiation, "Program on Negotiation for Senior Executives," May, 2000. Certificate of Completion.

"Russian Legal Reform as a Work in Progress: The Implementation of the 1864 Judicial Reform," (Session Chair), Annual Convention of the American Assn. for the Advancement of Slavic Studies, St. Louis, MO, Nov. 19, 1999.

Participant, NASPA National Academy for Leadership and Executive Effectiveness, Breckenridge, CO June 1998.

Session organizer and facilitator, "International and Minority Graduate Students: Conflicts and Resources," with Charles Yopp (Council of Graduate Schools) and Monroe Fordham (Dean of Graduate Studies, Morgan State University). AACRAO Annual Convention, Boston, April 18, 1994

International Survey of the Academic Profession, The Carnegie Foundation, back-translation of survey instrument from Russian to English and editorial work, 1991.

**Fellowships &
Grants:**

Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, St. Petersburg and Moscow, August, 1977 – June, 1978.

IREX Graduate Student/Young Faculty Exchange with the USSR, Ministry of Higher and Specialized Secondary Education, St. Petersburg and Moscow, 1977-78.

International Student Research Grant, AACRAO, 1984-85

Department of Education, FIPSE Grant, "C.E.A.S.E." Men Against Violence," to organize and implement program of male college students educating other males about violence, anger control, sexual assault. Eastern Washington University, 1997-1999

Higher Education Coordinating Board, Washington, Affordable Child Care for Students Grant for child care scholarships, multicultural enrichment, and staff development at EWU Children's Center, 1999-2001.

National Association of Student Personnel Administrators, Health Education and Leadership Program, "Sigma Tau Iota – STI – HIV Prevention Outreach Program" in conjunction with Spokane Regional Health District, 1999-2000

Community Service:

Board Member,
Salt Lake Chamber of Commerce, 2012 - present
Utah Technology Council, 2013- present
Utah Economic Development Corporation, 2012 – present
United Way of Salt Lake City Promise Partners Council, 2012 - present
Eau Claire Chamber of Commerce, 2006 - 2010
United Way of Eau Claire County, 2007 - 2012
Eau Claire Area Economic Development Council, 2006 - 2012
Spokane Regional Economic Development Council, 2002-2006.
Government Relations Committee Member, 2002-4.
West Plains (WA) Chamber of Commerce: Member 1999-2003;
President 2001-2002. Past President 2002-3

Faculty Advisor (founder) and Coach (then Asst. Coach), EWU Hockey Club, 1999 - 2006

Coach, Spokane Americans Youth Hockey Assn, 1996-97.

Faculty Advisor, FAU Ice Hockey Club, 1990-1994

Coach, Florida Gold Coast Minor Hockey League, 1993-1995

Awards:

University of Wisconsin, Regents Teaching Excellence Department Award, Department of History, UW-Eau Claire, 2006.

National Association of Student Personnel Administrators, Region IV-East, The President's Award, November, 2011.

"This award is presented as special recognition to a college or university president in the NASPA IV-East region who has enhanced the quality of student life on campus by supporting student affairs staff and student programs and services. Nominees must have a strong record of improving the quality of improving the student experience on his/her campus, involving students and staff in university decision-making, and making valuable contributions to our profession beyond an individual campus.

"South Salt Lake Community Icon Award for a Legacy of Visionary Leadership" in furthering the relationship between Westminster College and South Salt Lake, March, 2015

Personal:

Married to Debi since 1974, twin boys (b. 1982), enjoy road cycling, woodworking, auto restoration, and blues guitar.

3/27/15