

David M. Dearden, EdD

PROFILE

Student success-focused, values-driven, collaborative, solution-oriented, and facilitative leader with 10+ years of experience in higher education. Adept at relationship building, interacting effectively with all constituencies, and possessing a comprehensive understanding of advising, student development, experiential learning, and policy.

EDUCATION

Doctor of Education, Educational Leadership and Policy Studies, The University of Vermont, Burlington, VT

Master of Education, Higher Education Administration, Northeastern University, Boston, MA

Bachelor of Arts, Theological Studies, St. Joseph's College, Standish, ME

PROFESSIONAL EXPERIENCE

Assistant Dean of Advising & Undergraduate Education

2019 – Present

University of North Carolina Charlotte, Charlotte, NC

Administrative Support & Leadership

- Serve as the primary contact between the Office of Undergraduate Education and the University College with multiple academic and non-academic units, including the Office of Admissions, Office of the Registrar, Career Center, Office of Information Technology, Student Orientation, and Office of the Provost.
- Provide leadership and direction on all academic programs, policies, and student services for the University College.
- Oversee all academic policy decisions for University College students, which includes suspension appeals, readmission applications, and academic petitions relating to courses and grades.
- Manage the academic petition process for all students relating to general education requirements.
- Interpret and assist with developing, as well as upholding, University policies and initiate changes when appropriate.
- Support and supervise directors and associate directors from multiple academic advising centers, and provide secondary-level supervision and support to team members of each advising center.
- Coordinate the Advisor Institute for Professional Development, which focuses on training and development for all primary and supportive advisors within the University and serves as a way to maintain best practices across the University.
- Foster a culture of cross-training and succession planning to deliver exceptional service to students, families, and colleagues.
- Establish and maintain effective working relationships within a diverse academic community.
- Work collegially and collaboratively with campus partners to evaluate and implement University policies and practices that improve efficiency.
- Provide oversight for all University advising websites, advising software, and advising technology and systems.
- Serve on multiple committees and advisory groups as a member and chair.
- Collaborate with Admissions for all related recruiting and admissions events.
- Collaborate with the Career Center and campus partners to ensure the support of students and programs.
- Coordinate orientation for first-year and transfer students.
- Supervise the overall operations of multiple Academic Advising Centers, which include all student success-related initiatives.
- Support students, faculty, staff, and families to resolve academic issues that may impede student progress toward graduation.
- Evaluate the academic affairs functions of the Advising Centers every year.
- Formulate and measure yearly goals and use data to inform and improve.
- Review, analyze, report, and assess complex data needed to make informed decisions regarding retention and enrollment, projected course offerings, graduation progress, programming, budgets, and personnel.
- Manage a departmental operating budget for multiple advising centers, which includes professional development funding, program funding, and general funds.

Director of Student Success, School of Business

2016 – 2019

The University of Vermont, Burlington, VT

Associate Director of Academic Advising, School of Business

2015 – 2016

Academic Advisor, School of Business

2013 – 2015

- Collaborated with multiple academic and non-academic units within the University regarding academic-related matters.
- Reviewed applications for undergraduate and graduate applicants.
- Coordinated prospective and admitted student events for graduate and undergraduate programs, which included faculty, advisors, students, and alumni.

- Managed communication with prospective and admitted students.
- Coordinated orientation for graduate and undergraduate students.
- Supported and supervised full-time academic advisors, graduate coordinators, and administrative assistants.
- Worked collegially and collaboratively with campus partners to evaluate and implement policies.
- Demonstrated success in establishing and maintaining effective working relationships within a diverse academic community.
- Embraced a culture of cross-training and succession planning to develop the skills of team members.
- Mentored and provided professional development opportunities for team members.
- Provided leadership and direction on all academic matters at the graduate and undergraduate levels.
- Developed and applied academic policies and initiated recommendations for change when appropriate.
- Maintained and updated course catalog for graduate and undergraduate business majors.
- Maintained and audited student degree records to determine academic progress toward graduation.
- Managed the academic petition, probation, and dismissal process.
- Collaborated with the Registrar's Office regarding degree requirements, degree audits, course scheduling, and academic policies.
- Managed the overall operations of the Center for Student Success for graduate and undergraduate students.
- Managed a departmental operating budget.
- Demonstrated strong data fluency with the ability to review, analyze, report, and assess complex data needed to make informed decisions.

**Residence Director, Residential Life
The University of Vermont, Burlington, VT**

2011 – 2013

- Provided support and supervision to team members through modeling restorative practices, created agendas, facilitated staff meetings, and provided information and guidance to all staff members. Coordinated and advised special interest housing programs and residential learning communities. Maintained operations of multiple residential halls. Collaborated with faculty and staff to promote belonging and support the mission of the University.

**Director of Campus Ministry
University at Buffalo, Buffalo, NY**

2005 – 2011

- Provided program planning and project management for educational and spiritually-focused programs and workshops. Collaborated with campus departments to coordinate and manage large-scale events. Advised graduate and undergraduate students in areas of academics, conflict resolution, and spirituality. Directed, supervised and coordinated all services and aspects related to the operation and management of the Center for Campus Ministry.

CONFERENCE PRESENTATIONS

Developmental vs Transactional Advising: Exploring A Healthy Balance, NACADA Region 1 and 3 Conference, 2023
Cultivating a Growth Mindset Within Advising, NACADA Region 1 and 3 Conference, 2023
Wait a Minute! Advisors need self-care?! NACADA Region 3 Conference, 2023
Making the Transition from Online to On Campus, UNC Charlotte, 2011
First-Year Students: Cultivating A Growth Mindset. NACADA Regional 1 and 3 Conference, 2020 and 2021
Online First-Generation Student: A Qualitative Study on Retention. North Carolina Academic Advising Conference, 2020
A Student Is More Than an ID Number. Mental Health Matters Conference, 2017
Making the Transition from Online to On Campus, Bristol Community College, 2017

SELECTED TEACHING

Adjunct Lecturer, Collaborating for Sustainability, University of Vermont, 2013 – 2020
 Adjunct Lecturer, Creating Effective Collaboration, University of Vermont, 2013 - 2020
 Adjunct Lecturer, Ethics and Social Responsibility in Management, University of Vermont, 2013 - 2020
 Adjunct Lecturer, Leadership and Organizational Behavior, University of Vermont, 2013 - 2020
 Adjunct Lecturer, Professional Development I, University of Vermont, 2013 - 2020
 Adjunct Lecturer, Professional Development II, University of Vermont, 2013 - 2020
 Adjunct Lecturer, Professional Development III, University of Vermont, 2013 - 2020
 Adjunct Lecturer, Concept of Self, Champlain College, 2014-2016
 Adjunct Lecturer, First Year Experience Seminar, University at Buffalo, 2008-2010

COMMITTEES AND SERVICE

UNC Charlotte, Inclusive Excellence Action Plan Committee, 2022-Present
 UNC Charlotte, General Education Redesign Committee, 2020-Present
 UNC Charlotte, Academic Advising Improvement Team, 2019-Present

UNC Charlotte, Advisor Institute for Professional Development, 2019-Present
UNC Charlotte, Student Success Working Group, 2019-2022
UNC Charlotte, Online Student Experience Committee, 2022
UNC Charlotte, Committee for Academic Advising, 2019-2021
UNC Charlotte, Student Retention Committee, 2021
University of Vermont, Catamount Commitment, 2016-2019
University of Vermont, Enrollment Management Committee, 2014-2017
University of Vermont, Academic Integrity Board Member, 2015-2017
University of Vermont, First-Year Experience Committee, 2013-2015, 2021
University of Vermont, General Education Redesign Committee, 2017
University of Vermont, Academic Suspension Appeal Committee, 2015-2019
University of Vermont, Student Retention Committee, 2016-2019

MEMBERSHIPS AND AFFILIATIONS

AAC&U, 2020-Present
SACSCOC, 2019-Present
NACADA, 2012-Present
NEASC-CIHE, 2013-2019
NASPA, 2011-Present
ACPA, 2011-Present

PUBLICATIONS UNDER REVIEW

- Dearden, D.M. (under review). First-Year Students: Cultivating A Growth Mindset. *Journal of Higher Education Theory and Practice*
- Dearden, D. M. (under review). Online First-Generation Students: A Qualitative Study on Retention. *The Journal of Higher Education*.
- Dearden, D. M. & Butryn, S. L. (under review). Online to On-campus: Making the Transition. *NACADA Journal*.

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January 25, 2023

Jason Mastrogiovanni, PhD
Office of the Provost
University of Florida
PO Box 113175
Gainesville, FL 32611-3175

Dear Dr. Mastrogiovanni and Search Committee,

Thank you for taking the time to consider me for the Senior Director of Advising within the Office of Undergraduate Affairs at the University of Florida. I believe my professional experiences, combined with my passion for education and supporting students, staff, and faculty make me a strong candidate for your team.

Your mission to develop students' intellectual curiosity, critical thinking, cultural sensitivity, and a sense of purpose while engaging in path-breaking research to advance local, national, and global communities aligns with my educational mission. Providing a comprehensive and intellectual foundation, that is grounded in and guided by the vision and values of the University, allows for the human perspective and intellectual flexibility needed to address today's challenges. As an educator, I have a responsibility to help prepare our students to serve diverse populations in various professional roles through leadership, engagement, and service. I support the sharing and expanding of knowledge to enhance the quality of students' lives intellectually and professionally so they can pursue careers and be problem solvers. I believe that our role in higher education is to be a producer of knowledge and a provider of education so that our students can become the next generation of leaders who positively impact the world.

Your dedication and commitment to scholarship, research, diversity, and inclusion speak to the holistic and collaborative approach to education that I value. As an educator and leader, I incorporate a holistic approach to fostering the development of learners who in turn will have the ability and knowledge to contribute responsibly and creatively to our communities. I believe in student-centered education and the value of meeting students where they are and supporting them on their journey to where they want to be.

In my current and previous positions, I have led and supported several collaborative student success initiatives that were student-focused, data-driven, and data-informed. These initiatives include University level policy and process changes for change of majors, students returning from a medical withdrawal, transfer credit policy, and course attempt policy; development of a comprehensive and user-friendly major and minor admissions requirement website; development of Meta-Majors for undeclared students and students in transition; creation of a peer advisor program; contributed to revising undergraduate general education requirements; expanded the University support structures to create a sense of belonging for historically underrepresented and marginalized students; contributed to the redesign of the undergraduate orientation program; assisted with the development of academic petition and appeal software; establishment of a University advising leadership group; creation of academic advisor position tiers and an academic case manager position for at-risk students; and formed the Advisor Institute for Professional Development. I place a high value on collaboration and I respect the experiences and contributions of those I collaborate with.

There are five attributes I believe have served me well as a leader: Interpersonal skills, the ability to make difficult decisions, organizational consciousness, adaptability, and commitment. Each of those attributes has allowed me to lead by example and foster a culture of learning and growth. As a leader, I have contributed to building community by promoting a culture of success, equity, and inclusion through the welcoming of all voices, the exchange of ideas, cross-functional training, and professional development opportunities. I have provided supportive and effective leadership to Directors, Academic Advisors, Graduate Program Coordinators, and Graduate Assistants.

My educational, professional, and personal experiences have prepared me to be a supportive and effective Senior Director of Advising within the Office of Undergraduate Affairs. My ingenuity, creativity, and passion will engage and energize both students and colleagues. I am confident that I will contribute fresh, innovative ideas to higher education's ever-changing and developing environment. I feel a strong pull towards your University, from its dynamic culture and commitment to diversity and inclusion to the focus on student-centered success. I would greatly appreciate the opportunity to speak with you about my strengths and enthusiasm for your University.

I have included my advising philosophy for your review. Thank you for your time and consideration.

Sincerely,



David M. Dearden

Personal Advising Philosophy

Academic advising is a partnership, rooted in mutual respect, empathy, honesty, and trust. I promote this by remaining accessible and maintaining a nurturing and welcoming environment. As an Academic Advisor, it is my goal to support and help students navigate the barriers and hurdles that exist in higher education while they explore their educational and career options. Students are not one-dimensional; therefore, I believe in a holistic advising approach. My advising sessions focus on connecting who they are now to what they are learning and whom they want to become (Pettay, 2007).

This journey is not isolated to a vacuum and several factors, including personal and work, can and do influence a student's academic journey. As a first-generation college student, I understand first-hand the barriers that exist and impact a student's success. One such barrier is access. To increase access, making even the slightest adjustments to policies, procedures, and resources can help ease the path to success.

I believe that it is imperative to integrate and understand models of advising, such as the Developmental Advising Model. I find that I am drawn to the work of Kramer (1999), who suggests that advising students developmentally requires the advisor to:

- Focus on the students and their needs over an extended period and allow advising sessions to build upon each other;
- Challenge students to expand and achieve their learning potential, and take curricular and co-curricular risks;
- Hold the perspective that students are active partners engaged in intellectual and personal growth;
- Assist students with exploring and expressing their academic and personal values;
- Guide students with setting short- and long-term goals, develop their methods for achieving their goals and help students monitor and measure their progress in accomplishing their goals.

Kramer's (1999) model allows for the advisor to go beyond the single identity or role as a student, which allows for a developmental interaction versus transactional interaction between the advisor and student. This approach affords me the ability to interact with the student as a human while respecting their abilities, emotions, goals, thoughts, and values. Additionally, I celebrate and embrace the diversity of each student and recognize them as a person.

I firmly believe that academic advisors have an essential and influential role in higher education. This means that I must strive toward being an educated advisor by assessing current literature on advising theories, attending conferences and workshops to enhance my skills, and be familiar with University policies and resources. I have an obligation to my students to continuously grow so that I am capable of providing knowledge and support.

This is their journey and it is an honor and privilege to be invited to join them on their way to success.

References

Kramer, G.L. (1999). Developmental Academic Advising: In Session Guide, Academic Advising Summer Institute. Manhattan, KS: National Academic Advising Association, 198-216.

Pettay, R. F. (2007). *Making the transition from prescriptive advising to advising as teaching*. Retrieved from <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Making-the-Transition-from-Prescriptive-Advising-to-Advising-as-Teaching.aspx>