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Charlene L. Aguilar, Ed.M., WittKeiffer Search Consultant  
Vice Chancellor for Diversity, Equity, and Inclusion, UCCS  
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Dear Search Consultant Aguilar:

Inclusive Excellence (IE), the concept that expands and deploys the diversity, equity, and inclusion (DEI) organizational capabilities of a university in conjunction with its financial, research, personnel, and community resources, drives the structural, systemic, and cultural transformation of an institution into a 21<sup>st</sup> century Inclusive Excellence university. At the core of IE is the exposure and dismantling of the systemic propagation of racism, sexism, heterosexism, ableism, and other forms of oppression to create an educational institution that systemically yields equity and social justice for all its student, staff, and faculty constituents. In pursuing such a vision, diversity and excellence are conceptualized as inextricable and synergistic assets that can be deployed to advance DEI. Moreover, every staff and faculty member, administrator, and student is inspired and obligated to engage in the work of embedding diversity, equity, and inclusion into every systemic and structural aspect and dimension of a college or university. The goal is systemic cultural transformation manifesting in a positive DEI ecosystem that benefits every student, staff, and faculty. The University of Colorado at Colorado Springs (UCCS) has the strategic resources and DEI operational assets required to become the preeminent institution that values, practices, and achieves Inclusive Excellence. Seeking a new Vice Chancellor for DEI (VCDEI) who works to embed DEI into the UCCS infrastructure (i.e., policies, procedures, processes, traditions) only supports and enhances that vision. I am a practitioner of Inclusive Excellence and would love to bring and apply my knowledge and experience to the VCDEI position at the University. Please consider this letter and the attached vitae as my official intent to apply.

The national discourse on racism elevated by the Black Lives Matter movement, and for years theorized by scholars of race, posits that the loci of institutional oppression occurs at the confluence of racism and the system. The same can be stated about sexism, ableism, heterosexism, and other challenges found on university campuses and elsewhere. UCCS's commitment to addressing DEI issues from a systemic standpoint offers the maximum opportunity for steering the institution toward an opportunity-rich DEI future. I have over 40 years of experience and knowledge acting as a champion and arbiter of change in the field of diversity and inclusiveness across multiple and varying types of universities (e.g., University of California Los Angeles [UCLA] 30,000 students, Arizona State University [ASU] 50,000 students, and University of Denver [DU] 10,000 students). As part of my background, I have also served as a Senior Diversity Officer at Arizona State University, University of Denver, University of South Dakota, and the University of Arizona (UA) leading strategic change across each institution. My overall charge at the institutions listed above was to define, conceptualize, and execute a common vision for Inclusive Excellence and to manage and train a pantheon of thirty to forty DEI leaders spanning multiple schools and colleges.

Currently, I am the co-owner and co-developer, as well as the Senior Executive Officer and Senior Diversity Officer of The Leadership in Diversity (LinD) Group, LLC, a diversity and inclusion consulting firm based in Tucson, Arizona. Two and a half years ago, I had the opportunity to impact higher education by launching The LinD Group and utilizing my background and experiences in order to serve multiple clients at once. In that span of time, I have worked with clients nationally and internationally in developing strategic visions and plans driven primarily by an Inclusive Excellence model.

The complexity that is DEI requires equally multidimensional and multi-theoretical strategic approaches to both solve issues and take advantage of the opportunities afforded by the cultural and social differences

between campus constituents. Contemporary DEI spans the dimensions of race/ethnicity, disability, sexual orientation, gender, gender identity, socio-economic status, citizenship status, nationality, religion, staff, students, faculty, and many other social identities found on today's college campuses. In the end, the LGBTQI+, Native American, Black/African, LatinX, Asian American, White, first-generation, DACA, women, students with disabilities, international, Jewish, and Muslim staff, students, and faculty bring gifts and talents that constitute a cornucopia of creativity, learning, and worldviews, all assets that can contribute to the preparation of students for leadership in a diverse world and society. My vast experience and influence has helped to empower members of all the communities above to use their experiences, cultures, and viewpoints to make contributions to the mission and goals of a college or university.

At the heart of institutional, structural, cultural IE transformation is collaboration, community-building, teamwork, and networking. Lateral, vertical, and external collaboration and relationship building that spans administrative boundaries connecting individuals and community organizations to the benefit of the diversity strategic plan requires a thoughtful and consciously planned approach that embeds DEI into the process of engaging multiple players. My community-building philosophy and practice is grounded in Native American culture which embraces the belief that you cannot build coalitions or relationships by talking. Rather, relationships and networks are built by doing. Colleagues and clients describe my approach to coalition building as "boots on the ground", which involves being visible on and engaged in a campus and community, supporting individuals and groups, and providing services to students, staff, and faculty. For a cultural shift to occur an entire campus must be inspired and mobilized to engage in the challenging, yet empowering, work of creating a new ethos on campus of caring, sharing, and practicing DEI. It will take everyone to accomplish this task. This was my approach at ASU, DU, USD, and UA. Creating an IE movement and campaign on campus was extremely effective with the buy-in and collaboration of faculty, staff, and students in Athletics, Police Departments, Facilities Management, Student Services, Admissions, Cultural Centers, Marketing, Hillel, Offices of Disabilities, Alumni, LGBTQI+, faculty groups, Native American Cultural Centers, and many other campus entities. Phoenix, Denver, and Tucson also offered tremendous opportunities to engage outside agencies and groups in supporting each institution. Chicanos por la Causa; YWCA; City of Tempe, AZ; Hispanic Chamber of Commerce; Denver Center for Legal Inclusiveness; and Tucson Food Bank are examples of community groups I have worked with to support diversity and inclusion efforts. Meeting with state legislators (e.g., Arizona) and regents (University of Denver) to answer questions about DEI has also been a vital part of my role and experience.

In conceptualizing the difference between diversity and inclusion, I invoke the metaphor of the dance. That is, diversity is similar to *being invited to a dance* whereas inclusion is actually *being asked to dance*. Recruitment of underrepresented communities, staff affinity groups, cultural centers, academic support programs, and ethnic/racial student groups are examples of diversity-related endeavors found on college campuses. Intergroup dialogues, campus climate surveys, social justice education, staff women's diversity story circles, faculty training, and curriculum transformation are examples of initiatives designed to address inclusion. My forty-plus years of experience laboring and serving in DEI has provided me with insights, theoretical frameworks, practical strategies, leadership skills, experience, and wisdom in addressing issues in both dimensions described above.

My experience includes extensive work leading diversity and multicultural student centers on college campuses with budgets ranging from \$400,000.00 to \$1.3 million. My charge at Arizona State University was to create a evidenced-based and state-of-the-art entity called the Intergroup Relations Center. I hired six staff members and led them in managing a portfolio of DEI initiatives, specifically focusing on the campus climate for diversity. At the University of Denver, I transformed the Office of Minority Affairs into the Center for Multicultural Excellence, focusing on asset-based talent-development support for students, staff and faculty of color; empowering the LGBTQI+ community; and university-wide campus climate

programming. My leadership responsibilities included, but were not limited to, supporting staff professional development, undertaking employee evaluations, and managing staff promotions. With respect to the University of South Dakota, I designed and led the Office for Diversity. I am also the primary architect of the USD Center for Diversity and Community. At the University of Arizona, my accomplishments included designing and leading the Office for Diversity and Inclusive Excellence. Each of the entities identified above were staffed by a personnel of four to seven individuals plus graduate assistants and college-work students.

At my last three institutions, my leadership efforts were directed at staging and supporting an Inclusive Excellence agenda. As such, I worked closely with Deans and Vice Presidents on implementing IE and ensuring performance accountability across each institution. The University of Arizona effort entailed collaborating and coordinating IE at three satellite entities in Phoenix, Sierra Vista, and Douglas, Arizona. One of the tenets of IE is that employee responsibility for diversity, equity, and inclusion is diffused throughout the institution. This was accomplished via the President and Provost agreeing to hold everyone on campus accountable for embedding DEI into their duties and areas of responsibilities. This included the areas of assessment, curricular transformation, human resources, student success, funding, faculty/staff development, marketing, student services, graduate education, employee search committees, admissions, university operations, and many other areas of the institution.

The work cited above began by drafting a comprehensive Inclusive Excellence vision statement which was presented to and approved by every major governing board at those universities, including the Faculty Senate, Deans' Council, Student Government, Graduate Student Council, Classified Staff Council, Provost's Council, and the President's Council on Diversity and Inclusiveness. Campus-wide implementation of Inclusive Excellence involved the creation of an infrastructure consisting of diversity committees by school and vice-presidential areas, a step-by-step IE guide (the Inclusive Excellence Tool Kit, which I created, developed, and authored), and the development of DEI plans and metrics by university divisions. The goal was to generate buy-in across campus and engage the entire university in combating racism, sexism, heterosexism, and other forms of systemic oppression found on college campuses. My work in Inclusive Excellence was accompanied by data-driven (I was the lead researcher on campus climate for diversity surveys at both DU and USD.) and evidenced-based best practices (e.g., intergroup dialogues, faculty recruitment and retention). My office at the USD received a grant from the South Dakota Department of Education that allowed me to conceptualize, organize, and manage a data-driven Multicultural Student Success Network focusing on building a recruitment and success network of staff and offices on campus to coordinate services and problem-solving on behalf of students of color.

One of the critical components of implementing Inclusive Excellence on a college campus is building social conscious capacity across all groups via training. To that end, I am a skilled social justice trainer. DEI education represents an essential source of social consciousness and understanding for improving the campus climate for diversity especially if it focuses on invisible diversity dynamics including privilege, microaggressions, oppressional TNT, worldview, systemic discrimination, power, implicit bias, color blindness, and White fragility. Consciousness about the "invisible" workings of diversity requires engaging, non-defensive, empathic, and interactive education directed at in-group members that focuses on both the cognitive and affective dimensions of learning. My duties and responsibilities at ASU, DU, USD, and the UA included administering a 375-student per semester intergroup dialogue program, multicultural student leadership retreat; Student Affairs staff diversity leadership programming series; and an annual diversity symposium sponsored by twenty-five campus groups and offices. My responsibilities also included undertaking "diversity in the classroom" workshops with faculty, staff DEI training; consulting with deans, vice-presidents, and human resources on diversifying the faculty; guiding curricular transformation; and leading an anti-hate campaign.

Conflict on college campuses can be extremely disruptive to the educational mission of a university. Over the years, I have developed expertise in deescalating large- and small-scale intergroup conflict involving student groups, staff, and faculty through proactive training for minimizing conflict, as well as utilizing a team approach for mobilizing resources and personnel to quickly address incidents of insensitivity and hatred. At DU, I trained the Campus Climate Council, and at USD, the President's Council on Diversity and Inclusiveness, on the dynamics of preparing for and addressing intergroup conflict. A large part of deescalating intergroup strife is relationship building with diverse constituents to engender trust and engage people in the work of solving problems related to intergroup issues. I also coordinated and collaborated with universities' statutory corps of offices including ombudsperson, affirmative action, Title IX, and judicial officers to both guide efforts in addressing conflict legally, as well as supporting the complex and legal work of those units.

What I consider to be one of my proudest career accomplishments is the creation and implementation of a successful faculty of color recruitment and retention program at DU. The effort involved working with deans, selection committees, department chairs, faculty of color associations, human resources, and affirmative action to more than double (5% to 12%) the number of faculty of color over a period of eight years. Part of the success in diversifying the faculty was moving search committees away from the notion of "fit-in", vetting candidates for characteristics similar to current faculty, to the concept of "fill-in", which entails discerning the assets that a candidate presents for filling in deficiencies and gaps in the faculty and department. The initiative also focused on the retention of faculty of color, supporting them through the tenure process by providing grants for presenting papers at conferences, developing a faculty mentoring program, and building community amongst faculty.

To that end, I also collaborated with the Office of Internationalization at DU to increase the number of students of color participating in the study abroad program, as well as debriefed students returning from countries around the world to connect their experiences with US diversity dynamics. Large cohorts of international students also participated in an intergroup dialogue program managed by my office.

Nationally, I am connected and involved with a number of organizations that allows me to stay current and informed on trends related to diversity issues in higher education. I am on the board of the Difficult Dialogues National Resource Center, a Catalyst Coach with the National Inclusive Excellence Leadership Academy, and a research associate with the Center for Strategic Diversity Leadership and Social Innovation (led by Dr. Damon Williams out of Atlanta, GA). Until recently, I was also on the editorial board of the Association of American Colleges and Universities' magazine, *Liberal Education*, and the National Conference on Race and Ethnicity Advisory Board.

Finally, I reiterate my interest in and desire to serve as the Vice Chancellor for Diversity, Equity, and Inclusion at the University of Colorado at Colorado Springs, Colorado. Please feel free to contact me at 303-522-1396 or [excellenceanddiversity@gmail.com](mailto:excellenceanddiversity@gmail.com) if you have additional questions. I look forward to hearing from you soon. Thank you very much for your time and consideration of my candidacy.

Sincerely,



Jesús Treviño, Ph.D.  
Senior Executive Officer/Senior Diversity Officer  
The Leadership in Diversity (LinD) Group, LLC  
Gender Identity Pronouns: he/him/his  
Social Identity/Community Pronouns: we/us/ours