

Christine A. Pesetski

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Education

Ph.D. Educational Research and Policy Analysis May 2015
North Carolina State University, Raleigh, NC

Dissertation: *An exploratory case study of undergraduate students in recovery: An application of recovery capital during reentry*

M.Ed. College Counseling and Student Affairs, University of Delaware, Newark, DE June 1999

B.A. Journalism and Political Science, Indiana University, Bloomington, IN June 1997

Professional Experience

Interim Director, University College

July 2019-present

Associate Director, University College

November 2018- June 2019

University of North Carolina Wilmington, Wilmington, North Carolina

Supervision and Organizational Development

- Supervise, manage, and evaluate the leadership team and Starfish manager within University College. The Leadership Team provides the day-to-day support and execution of University College's mission: "Explore, Prepare, Succeed."
- Streamline office processes and realign responsibilities to increase efficiency and communication within the organization.
- Provide oversight and management of University College budget. Manage and track expenditures, complete variance reports, and participate in the budget planning process.
- Oversee and evaluate office workflow and communication through coalition building within the staff. Executed a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to support the university's and the organization's strategic goals.
- Provide overall management and support processes to further the mission of Learning Communities, and curricular needs (UNI 101, 292, and HON 110).

Student Success, Retention, and Assessment

- Manage Student Success Initiatives within University College ranging from the not registered report to collaboration with the University College Advisory Committee, faculty, and student affairs regarding curricular matters.
- Streamline internal processes within University College to manage the withdrawal for extenuating circumstances process. Collaborate with the University Registrar and faculty to examine the Withdrawal policy. Further examine the intersections of policies with system expectations such as the Fostering Undergraduate Student Success requirements.
- Plan for the opening of Seahawk Quad and the potential opportunities for retention efforts, Learning Communities, and residential students. Develop an academic coaching model to further support student persistence.
- Work collaboratively with Undergraduate Studies and faculty to develop two-year academic plans to meet the University of North Carolina System's expectation for the support of community college transfer students.
- Develop and implement program-level assessment to connect with the University's strategic goals and the expectations of SACS accreditation.

Academic Advising

- Manage a caseload of undeclared first year and transfer students. Utilize a holistic model to support student transition and perseverance.
- Assist students and families in resolving concerns, providing support and referral for students in distress. Instruct office team in offering exemplary customer service when interacting with students, families, and faculty and staff.
- Create a professional development process for University College that connects to the work of the Academic Advising Council and UC training efforts.
- Collaborate with AdmitHub, a third party vendor to utilize an Artificial Intelligence Bot to communicate with first year students regarding registration. Collaborate with the office of admissions to utilize the recruitment Bot to help incoming students navigate orientation. This was in support of the UNC System "GEAR UP" grant.

Senior Director for Academic Programs & Registrar**Duke Divinity School**

Duke University, Durham, North Carolina

*September 2016-November 2018***Academic Advising, Retention, and Registration**

- Supervised a team of five professionals that managed Registration, Academic Advising, Student Life, and Retention for Duke Divinity School.
- Developed longitudinal data tables and analyzed data to inform the revision of advising policies and support structures. Reported retention and completion rates by degree program to support structural changes.
- Measured student-learning outcomes through the implementation of student portfolios. Utilized data for academic advising, curriculum review, accreditation, and grant applications.
- Served on the Enrollment Taskforce, a working group established to address recruitment, retention, and advising.
- Managed, evaluated, and implemented course evaluation process. Mined data for tenure review.
- Collaborated with faculty to ensure curricular needs are met, ensure class listings are accurate, and fulfill all curricular needs. Utilized registration as a retention indicator for students at risk for stopping out or dropping out.

Assessment and Strategic Planning

- Managed accreditation reports for Southern Association of Colleges and Schools (SACS) and Association of Theological Schools (ATS).
- Liaise with ATS for accreditation and serve on the Provost-appointed committee overseeing assessment for SACS Commission on Colleges (SACSCOC) compliance.
- Provide oversight and management of the Academic Programs budget. Manage and track expenditures, complete variance reports, and participate in the budget planning process.

Academic Advisor and Cardea Fellows Advisor

Duke University, Durham, NC

August 2006-September 2016

- Advised 25-35 first and second year undeclared students. Met individually with students several times per semester to engage in discussions about career direction, scholarly interests, and curriculum requirements. Referred students to academic and personal support resources as needed.
- Advised a cohort of Cardea Fellows. The Cardea Fellows program provides access to chemistry and math resources and advising for students who are interested in the health professions but may be underprepared in the sciences.

- Provided specialized advising to first and second year students in Pre-Health and Pre-Law. Collaborated with the Pre-Health and Pre-Law advising offices to support student preparation for post-graduate professional school.
- Served on the steering committee that developed specialized advising materials and training for first generation college students.

Assistant Dean of Students

DukeReach, Dean of Students Office

Duke University, Durham, North Carolina

February 2012-September 2016

Retention and Advising

- Built relationships and coordinated with undergraduate and graduate/professional schools, including faculty, to identify students who enter the university needing additional support. This work included collaboration for high financial need students, international (full-pay, masters students), and first generation students.
- Created medical leave and readmission processes with the graduate and professional schools to ensure that identified healthcare needs are addressed while the student is away from campus and a plan of action is in place upon readmission.

Case Management, Emergency Response, and Strategic Planning

- Identified and monitored students in distress. Managed ongoing support and referrals for students on my caseload to assist them in achieving academic success.
- Coordinated cases for and convened the Student Behavioral Assessment Team. Triaged cases daily with Duke Police and Student Conduct. Managed the on-call process and served in the Dean-on-Call rotation.
- Recruited, trained, supervised, and evaluated graduate students and professional staff.
- Created and implemented student-learning outcomes and office assessment plan to articulate the student experience and allow for data-driven decision-making.

Assistant Dean of Students

Crisis Response, Student Conduct & Mediation; Off-Campus Affairs

Duke University, Durham, NC

November 2005-February 2012

- Adjudicated academic, non-academic, and group allegations of university policy violations.
- Advised the Undergraduate and Greek Conduct Boards. Provided in-depth training around the university's disciplinary and appeals processes.
- Managed office budgetary responsibilities, completed variance reports, and participated in the annual budget planning process.
- Developed coalitions among the City of Durham, local property managers, neighbors, student government, and students. Coordinated meetings of stakeholders to create systems to address concerning student behavior.
- Created and revised emergency protocols for the Division of Student Affairs, including the data management for the Student Behavioral Assessment Team. Mined data to determine methods to streamline the process and eliminate redundancy.
- Laid ground work for current case management program. Developed office structure, goals, and procedures. Led the search committee that hired first director and developed training for the new director.

Assistant Director of Residence Life and Judicial Coordinator

University of Portland, Portland, OR

July 2001-June 2005

- Investigated complaints of non-academic misconduct. Advised faculty on best practices to resolve allegations of academic dishonesty.
- Developed, implemented, and assessed a comprehensive programming model for student affairs centered on the university's strategic plan.
- Hired, supervised, trained, and evaluated a team of eight Residence Hall Directors.

Assistant Director of Student Programs

University of Portland, Portland, OR

August 1999-July 2001

- Advised the Campus Program Board. Developed student learning-outcomes for the Office of Student Activities and connected the work of student clubs to these outcomes.
- Advised recognized student organizations for budgetary and programming needs.
- Served on the University reaccreditation committee. Gathered data to report co-curricular student learning.

Teaching Experience

- Peer Advising Program (BUS 495); Dr. Lisa Scribner and Dr. Adam Jones, Fall 2019, Guest Lecture, University of North Carolina Wilmington.
- John Wesley's Methodism and its intersection with Transfeminism (PAR 899), Spring 2018, Directed Study, Duke University.
- Case Study Methodology; Dr. Lance Fusarelli, Fall 2014, Guest Lecture, North Carolina State University
- Threat Assessment and Case Management in Higher Education; Dr. Sue Wasiolek, Fall 2013, Guest Lecture, North Carolina State University.

Publication and Trainings

- Pesetski, C., Ofstein, J., Outlaw, S., & Brooks, R. (2014). Veteran Transfer Students and Concealed Weapons on Campus. *Journal of Cases in Educational Leadership*, 17(3), 33-47.
- Racial Equity Institute, LLC Phase 1 training; Duke University and University of North Carolina Wilmington.
- State of Virginia Threat Assessment and Title IX trainings.

Presentations and Certifications

- Consortium on Financing Higher Education (COFHE) Judicial Affairs Officers Annual Meeting, "Threat Assessment Teams: History, Approach, and Notables," Invited Speaker, Evanston, Illinois. July 2015.
- American College Health Association, "The Mentally Ill Student in Distress: Envisioning and Building Collaborative Interdisciplinary Systems of Care," San Antonio, Texas. April 2014.
- Finance Chair, Higher Education Case Managers Association, June 2012-June 2015.
- State of North Carolina certified mediator; November, 2005.
- Myers-Briggs Type Indicator certification program; May 2015.

Select Campus Committees

- Student Success Committee; University of North Carolina Wilmington.
- Academic Standards Committee; ex officio; University of North Carolina Wilmington.
- University College Advisory Committee; ex officio, University of North Carolina Wilmington.
- Housing and Advising Team; University of North Carolina Wilmington.
- Title IX Investigator; University of North Carolina Wilmington.
- Enrollment Taskforce; Duke Divinity School, Duke University.
- LGBTQIA+ Taskforce; Duke Divinity School; Duke University.
- SACS Accreditation Duke Divinity School representative; Duke University.
- Gender Violence Task Force; Duke University.
- Bias Response Advisory Committee; Duke University.
- Advisor to alpha Kappa Delta Phi International Sorority, Incorporated.
- University of Portland reaccreditation committee.

October 3, 2019

Dr. Paul Townend
Associate Vice Chancellor and Dean of Undergraduate Studies
Alderman Hall 110C
University of North Carolina Wilmington
601 South College Road
Wilmington, NC 28407

Dear Dr. Townend,

I am a systems-oriented practitioner with over 15 years of higher education management experience including academic advising, retention, persistence initiatives, and policy development. I am a leader who believes in coalition building to achieve goals and implement change both internally to the organization and externally within the university as a whole. Such coalition building requires attention to detail and the skill set necessary to work with faculty, staff, and students to achieve strategic goals. I am eager to bring this background to the position of Assistant Dean of Undergraduate Studies and Director of University College at the University of North Carolina Wilmington.

As the Interim Director of University College I lead a team who oversees the day-to-day functions of the unit. University College is the first academic home for new freshmen and some transfer students and the organization must ensure advisors are poised to support student academic exploration with accurate and up-to-date information. In this role, I work closely with the Student Success Committee to develop and implement initiatives to improve the first to second year retention rate. Through streamlined systems within the unit and broader collaboration outside of University College the retention rate has improved to 86.3% for the Fall 2018 cohort. In addition, I collaborate with the Faculty Senate's Academic Standards Committee to address policies impacting student success and persistence. The leadership of a large, multi-tiered organization requires a deep connection to the mission and purpose of the organization and living that mission through transparency in decision-making, collaboration with faculty, and a commitment to the professional development of all members of the organization.

The University of North Carolina Wilmington has set ambitious goals to increase both retention and graduation rates. I am excited about the possibility of leading this effort by continuing the work I have begun implementing in University College such as a collaborative and streamlined process for withdrawal for extenuating circumstances, assessment of transfer student needs, on-going support for students through learning communities, and the opportunities for collaboration when Seahawk Quad opens in Fall 2020. Similarly, in my work at Duke Divinity School, I led a school-wide initiative to address enrollment, persistence, and graduation challenges. As seminaries nationwide experience declining enrollments, planning and data-driven decision-making was imperative to the strategic development of academic advising and retention efforts. In connection with this retention and graduation work, was a need to work closely with the faculty to ensure curricular needs were addressed. There can, at times, be a disconnect between the enrollment needs of an institution and the curricular lens. Without clear communication and coalition building, the conversation can devolve into a dichotomous discussion about needs. I worked to bridge this gap between faculty and fiscal need and brought stakeholders together to discuss the positive overlaps and the challenging disconnects. The positive outcomes of this work served as the foundation for new degree programs to meet the changing needs of religious education.

The Assistant Dean of Undergraduate Studies and Director of University College must be nimble, keeping sight of both the experiences of the individual student and progress toward the strategic goals. To that end, the Assistant Dean of Undergraduate Studies and Director of University College strives to develop an advising experience that enables students to discern their academic pathway while at the same time, devising strategic interventions that ensure a student's ownership of their academic trajectory. This bifurcated set of responsibilities is necessary to ensure the day-to-day operations are met and the University's strategic goals are reached.

The position of Assistant Dean of Undergraduate Studies and Director of University College sits at the confluence of academic advising, persistence, retention, and graduation for all first year and transfer students. The multitude of possibilities to influence the course of a student's life rests on the symbiotic nature of curricular and co-curricular student support. In my time as Interim Director of University College, I have learned that my coalition building skills are necessary in order to simultaneously meet the internal operational needs of University College while consistently meeting the external demands of a student-centered university. In my past roles, an important aspect of my work involved enrollment, retention, and graduation, I accomplished this by looking at underlying factors and structures and using data to develop initiatives to increase the likelihood that students never got to a point of stopping or dropping out. I worked with faculty leadership to rethink curricular structures and policies that better reflected directions in scholarship and interests of students. My candidacy provides the University of North Carolina Wilmington, a seasoned professional who can manage the day-to-day leadership needs of University College while concurrently addressing the wider university relationships, strategic goals, and needs. Thank you for your time in reading my application, I look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Pesetski', with a long, sweeping horizontal line extending to the right.

Christine Pesetski, Ph.D.