

Luca E. Lewis, Ph.D.

206.856.0060 | luca.e.lewis@gmail.com

www.linkedin.com/in/lucaelewis

SUMMARY OF QUALIFICATIONS

- **Nationally Recognized Innovator.** Established leader who uncompromisingly evaluates and improves data-informed goals, outcomes, and practices by building strong relationships, enhancing human and resource capacity, and aligning strategies and outcomes toward mission fulfillment.
- **Post-Secondary Transformational Leader.** Proven track record in enhancing performance and accelerating improvements in times of challenges, crisis, and change through inclusive excellence, institutional advancement, pathways development, and strategic enrollment management. Inspires creativity to advance student and employee innovation and success.
- **Committed to Social Justice, Inclusion, and Closing Equity Gaps.** Intentional leader and catalyst that thrives in tackling difficult and complex challenges and is fixated on advancing equity and measurably enhancing student success. Systematically integrates culturally responsive practices into college-wide visioning and strategic planning.
- **Adaptive Leader and Capacity Builder.** Change management experience and demonstrated expertise in equity, pathway, and leadership development at the local and national level.
- **Institutional Advancement Experience and Competence.** Visionary leader with a demonstrated track record of developing student-ready colleges. Consistently cultivates purposeful partnerships with stakeholders to advance equity and success.
- **Established and Experienced Educator.** Demonstrated experience in teaching excellence. Advanced expertise in contextualized strengths-based pedagogical practices. Developed and taught culturally inclusive courses live, online, and hybrid.
- **Mobilizer and Inspirational Trailblazer.** Actively and successfully seeks growth, development, and investment opportunities locally, regionally, and nationally. Worked closely with fundraising organizations such as the LBGTQ Leaders in Higher Education, Gates Foundation, Rotary, and community college foundations.
- **Entrepreneur and Business Development Experience.** Created, owned, and successfully managed start-up businesses.
- **Organizational Development and Equity Consultant.** Advanced expertise and contributions to schools, colleges, universities, and organizations in equity and social justice, leadership development, change management adaptive leadership, and higher education best practices.

EXECUTIVE LEADERSHIP EXPERIENCE

Associate Vice Chancellor of Education and Student Services

West Hills Community College District, Coalinga, CA

July 2022—Present

Responsibilities

- Serve as the chief instructional officer for the district.
- Ensure compliance and coordinate all aspects of districtwide grants, contracts, categorical programs, Title V education code, and development with faculty, staff, and administrators, and the grants division.
- Lead and administer over \$30 million annually in grants and provide recommendations for programmatic and fiscal compliance as it relates to grants development and purchasing.
- Empower change through guidance and support of not-for-credit, grants and contracts, grant accounting, compliance, and child development operations.
- Research and communicate changes to Federal and State regulations including Title V education code regulations and apprise the chancellor, presidents, and vice presidents of changes. Make recommendations for policy and administrative procedures.
- Collaborate with and support college presidents to ensure compliance and braided funding streams from local, state, federal, and private sources.
- Support educational and student services efforts through the integration of institutional research and share high impact practices for understanding and implementing labor-market information, alternative academic course scheduling, guided pathways, and strategic enrollment management.
- Collaborate with administration and faculty to coordinate feasibility studies of new programs, costs, potential partnerships, target student markets, timeline, location, objectives, and outcomes.
- Lead and oversee the district's not-for-credit and contract education programs totally over \$1 million annually and to ensure relevance with regional customers, business demands, and economic trends.
- Interact and liaison with public and private employers to assist in the development of comprehensive training contracts, assessments, performance improvement solutions, and short-term professional development programs, seminars, and workshops.
- Work with local business community, schools, and college representatives to create career and workplace learning educational partnerships.
- Coordinate career-technical education programs to address emerging workforce and technology training needs throughout the region.
- Plan and coordinate professional development and in-service training for district office and college staff, management, and leadership teams in needed areas, including diversity, equity, and inclusion, resource allocation, and supplemental funding opportunities.
- Provide leadership and continuous quality improvement across all district departments, including business processes, safety, risk management, reporting requirements, procurement procedures, total cost of ownership, and accreditation.

Accomplishments

- Led the district's not-for-credit, noncredit, and credit pathways project; sourced and coordinated materials, developed a strategy, planned, and conducted four strategic mapping sessions, and documented progress.
- Co-led and coordinated district-wide strategies, facilitated planning summits with key stakeholders, including faculty, student services, leaders, and students to re-imagine an innovative alternative course schedule for diverse learners and earners.
- Co-led and coordinated the re-launch of a district-wide holistic case management software tool (Civitas). Worked closely with key district and college stakeholders to develop and implement training and communication high impact practices for staff and students.
- Led the district through the Institutional Effectiveness Partnership Initiative focused on increasing organizational effectiveness through position controls and student accounts receivable.
- Served as executive sponsor and led the development and implementation of California Virtual Campus Online Education Initiative (CVC-OEI).
- Coordinated and supported Chancellor's Executive Cabinet and the Equity and Diversity Committee through the Intercultural Development Inventory (IDI) and Intercultural Development Plans (IDPs) and to also supported the Board of Trustees and the Equity and Diversity Committee through the IDI and cultural competency training.
- Participated in the planning, implementation, and facilitation of Upskill—a year-long leadership and professional development cohort experience; led the Upskill cohorts through the IDI and ICS process and follow up sessions.
- Administered and led the re-positioning of the Child Development Centers (CDC) to focus on the district's core mission—college students/student parents. Strengthened and improved the CDC's fiscal position.
- Led the assessment of the organizational structure in the Grants Division and initiated process improvements including the implementation of a grant development and management platform for more efficient tracking and monitoring of grants district wide.
- Led efforts to reset and advance performance expectations and outcomes for the National Farmworkers Jobs Program (NFJP) Grant.
- Developed and led district-wide efforts to advance intercultural competence and DEI high impact practices through development and implementation of the IDI and ICS for all employees.

Vice President for Student Services

Whatcom Community College, Bellingham, WA

July 2015—July 2022

Responsibilities

- Led the College and the student services division through systemic development and evaluation of culturally responsive strategies—vision, mission, and goals articulation and implementation designed to serve students and the community.
- Oversaw a \$14 million Student Services Division operating budget and supported the development of a \$31.9 million institutional operating budget.
- Supervised and evaluated all aspects of the Student Services Division—Academic Advising and Career Services, Access and Disability Services, Student Success and Retention, Student Life and Development, K-12 Partnerships, Outreach, Entry and Enrollment

Services, TRiO and Support Services, Veterans Services, Athletics and campus Recreation, Residence Life and Community Standards (Student Conduct), the Behavioral Intervention Team, and Financial Aid.

- Led and advanced institutional guided pathway practices and deliver equity-minded access, progression, and completion experiences to WCC's diverse student population.
- Led and served on multiple shared governance committees, including Strategic Enrollment Management, Budget Review, Student Success and Achievement, Campus Planning Advisory, Accessibility Team, and the Financial Aid Advisory Committee.
- Served on the Contract Administration Committee; collaborated with faculty leadership to review the faculty negotiated contract agreement and create collaborative solutions.
- Served as the Chief Student Conduct Officer. Oversaw operations of the Behavioral Intervention Team. Provided strategic direction, guidance, and support for employees on how to manage, refer, and report conduct related incidences and situations of concern.
- Led and administered strategic planning and accreditation standards for the College and student services division. Led and coordinated program reviews to improve services, using relevant data that reflected the needs of the campus community.
- Ensured the College operated effectively under college policies and procedures and applicable governing agencies. Led and guided development and implementation of equity-minded policies and procedures aligned with the College's strategic plan.
- In collaboration with the President's Cabinet, led and administered COVID-19 response, business continuity, and re-entry planning for the College.
- Developed strategic partnerships with local and regional school districts, tribes, business and industry, legislators, organizations, and funding agencies.
- Collaborated with the WCC Foundation to secure grant funding for student success programs and services for underrepresented student populations.
- Provided oversight, implementation, and management of grant funded resources.
- Represented the college and provided leadership on various committees, meetings, work groups, and state-wide task forces.

Accomplishments

- Restructured and reorganized the Student Services Division; created and revised over sixty-five position descriptions and integrated equity, inclusion, and guided pathways duties, responsibilities, and competencies.
- Created and established a new college endowment entitled, WCC Dismantling Racism and Advocating for Justice Endowed Lecture Series.
- Led and coordinated College's development and deployment of Orca Central; a student one-stop and student success center designed to advance the entry, onboarding, and success experience for diverse learners and earners.
- Led and administered the deployment of over \$6.5 million in the College's stimulus and emergency fund process. Partnered with the WCC Foundation to leverage additional funding for students.
- Coordinated and participated in a nationally recognized documentary for student and academic affairs professionals in virtual service delivery models through the Association for Public and Land Grant Universities (APLU).

- Directed site visits and contributed to WCC's national recognition by EDUCAUSE and the Gates Foundation for the College's best practice work using degree planner and early alert technology platforms to advance student success.
- Led the College's participation in a national pilot on the Institutional Transformation Assessment with the Gates Foundation to assess institutional capacity to close equity gaps.
- Participated and provided consultation in national post-secondary reform action planning and capacity building convenings with the Gates Foundation with a focus of integrating equity, diversity, and inclusion into institutional dimensions, new modeling, and communication.
- Established and implemented business continuity plans in response to COVID-19 by converting functions and support services to virtual and remote delivery.
- Spearheaded and led institutional efforts to open the College's first student housing solution (Cedar Hall) in summer 2020. Championed and inspired campus-wide collaboration to drive goals and outcomes for an innovative living-learning experience.
- Led the College's coordination in US Mobile Mexican and Guatemalan Consulate site visits in collaboration with six external agencies to assist 2,000 adults and children with birth certificates, passports, consular identification and voter identification documentation.
- Facilitated WCC's first P-14 Visioning Summit with Ferndale School District. Created a new Student Services Department entitled K-12 Partnerships to strategically align the College's outreach and dual credit programs with region-wide school district partners.
- Completed Bachelor of Applied Science (BAS) program reviews for Bellevue College's Digital Marketing degree, Bellingham Technical College's Nursing degree, and Lower Columbia College's Organizational Leadership and Technical Management degree.
- Contributed to state-wide and local enrollment metrics, guiding principles, and recommendations for the state-wide Strategic Enrollment Management Task Force.
- Contributed to the development and implementation of a legislatively mandated sexual assault campus climate/Title IX survey for the thirty-four community colleges.
- Led college-wide efforts to advance diversity and inclusion and authored guidance and procedures for Whatcom Community College's Employee Affinity/Resource Groups.
- Coordinated advanced training on the National Behavioral Intervention Team Association's (NaBITa) rapport-based threat assessment, and violence in written word threat assessment for eighty-two participants from nine colleges and universities.
- Led the campus through an institution and state-wide policy and procedure changes and implementation process for the College's Student Code of Conduct, student success and retention, missing students or student death, and sex offenders and kidnapping policies and procedures.

Dean for Student Success and Retention

Edmonds Community College, Lynnwood, WA

October 2012—June 2015

Responsibilities

- Implemented and evaluated retention and persistence strategies and practices between student services, instruction, and workforce education divisions. Led campus-wide student success and retention initiatives, goals, and outcomes.

- Led the student services division through the development and deployment of a culturally responsive strategic planning process—vision, mission, and goals articulation and implementation designed to serve diverse students.
- Oversaw, supervised, and evaluated staff in Career and Academic Advising, Counseling and Resource Center, New Student Orientation, TRiO, Services for Students with Disabilities, and Early Alert.
- Administered and oversaw the Satisfactory Academic Progress (SAP) policy to support marginalized and vulnerable student populations. Partnered and deployed programs and services with campus-wide case managers, faculty, and key Student Services partners.
- Oversaw the Early Alert reporting process as a critical retention strategy for marginalized and vulnerable students. Administered early notification on academic performance and managed communication with faculty to connect students to support services.
- Administered the student conduct process and student disciplinary procedures. Composed hearing letters, administered hearings, determined student level of responsibility, and issued appropriate sanctions.
- Created and chaired the Behavioral Intervention Team (BIT). Led the campus community in addressing and managing disruptive, disturbing, and dangerous behaviors by empowering students and employees through training and technical assistance to manage, refer, and report.
- Served and led on the Student Services Administrative Leadership Team, Instructional Leadership, Student Services Leadership Team, Student Success and Retention Team, Articulation Council, Orientation Strategy Team, and Achieving the Dream Core Team.
- Co-Chaired Edmonds Community College and Edmonds School District Articulation Council, designed to advance strong K-12 partnerships and college going culture through policies, practices, and resources development.

Accomplishments

- Created and deployed a campus-wide Orientation Strategy Team to develop Triton Jumpstart New Student Orientation—a nationally recognized, strengths-based program designed to help diverse students develop identity, strengths, and goals.
- Collaborated with faculty and developed training seminars on integrated course learning outcomes. Increased faculty participation in new student orientation—from fifteen faculty facilitators in fall 2012 to 34 faculty facilitators in fall 2013.
- Co-led the Academic Integrity Task Force and implemented new guidelines, procedures, and incident reporting forms for cheating, plagiarism, and unauthorized collaboration.
- Successfully chaired a national search for the Social Sciences, Arts, and Humanities Dean position.
- Led the campus through a year-long policy implementation process for the College's new Student Code of Conduct. Implemented, developed, and chaired the Behavioral Intervention Team (BIT). Led campus-wide training and professional development activities to ensure culturally responsive practices to support diverse students.
- Implemented a Wellness Center and developed wellness programs and services with campus and community partners.

- Created and deployed the Consultation, Assessment, Resources, and Education (CARE) Team to provide BIT training opportunities. Led the deployment of the college's *If You See Something, Say Something* campaign with Marketing and College Relations Division.
- In collaboration with students, faculty, and staff, developed and implemented a new incident reporting form and integrated an innovative technology driven student conduct process.
- Increased campus-wide reporting by 154% from fifty-four cases in 2012-2013 to 137 cases in the 2013-2014 academic year.
- In collaboration with campus partners, developed and deployed a new CARE Team intranet web site, utilizing best practice information on threat assessment, managing situations of concern, student conduct, Title IX, and academic integrity.
- Led and facilitated institutional direction-building summits and trainings including Veterans Planning Summit, Academic Advising Summit, Cultural Competency and Responsiveness Training, and Managing Situations of Concern Faculty Training.
- Participated in an accreditation visit as a NWCCU Accreditation Evaluator for Miles Community College.
- Co-developed an employee academic advising campus-wide training video for college employees to help enhance and empower academic advising conversations with students.

Director of High School Programs

Bellevue College, Bellevue, WA

September 2010—October 2012

Responsibilities

- Led High School Programs through values, vision, goals, and integrated business practices; trained, supervised, and evaluated High School Programs staff members.
- Managed and oversaw a \$4.3 million annual revenue budget process for Running Start (dual enrollment program).
- Oversaw and led Running Start and Summer Enrichment programs and services. Directed admissions, registration, and billing processes for state-wide legislative changes to the Running Start program. Administered guidance and support for thirty-four school districts addressing comprehensive legislative changes.
- Administered and oversaw the Running Start progress report and academic probationary program. Collaborated with Counseling Services, Public Safety, Academic Advising, Disability Resource Center, and Multicultural Services to serve marginalized and vulnerable students.
- Administered the student conduct process and disciplinary procedures. Composed hearing letters, administered hearings, determined student level of responsibility, and issued appropriate sanctions.
- Served as core member of the Campus Assessment Response Evaluation (CARE) Team, Child Sexual Abuse and Neglect Team, K-12 Center Initiative Committee, New Student Orientation Committee, and Student Services Strategic Planning Team.
- Served on the Student Affairs strategic planning team and Student Affairs cabinet.

Accomplishments

- Deployed a new High School Programs web site, utilizing social media and enhanced resource materials.
- Increased annual departmental budget by \$86,000 in two years to support additional student programs and services to meet demand of diverse and changing student needs.
- Increased Running Start head count by 31% from fall 2010 (1,285) to fall 2012 (1,694) by implementing outreach strategies with regional schools and school districts.
- Designed and implemented a campus-wide K-12 Center Initiative. Collaborated with faculty, division deans, and campus leaders to articulate a shared vision toward integrating pathway opportunities for diverse students, including dual enrollment, transfer, and professional-technical academic programs.
- Led a campus-wide effort to implement the Campus Assessment Response Evaluation (CARE) Team. Researched and developed policies, protocols, and procedures. Secured funding for Threat Assessment training and case management software.
- Co-designed and implemented an institutional child sexual abuse and neglect policy and procedures; developed campuswide training and reporting procedures for all faculty and staff.
- Led a strategic planning process for Student Services. Implemented comprehensive assessment measures for the Counseling Center, Multicultural Services, International Student Programs, Academic Advising, Financial Aid, and Disability Resource Center.
- Advanced the student entry and onboarding experience through restructuring of New Student Orientation; led a 12 Orientation member committee to implement best practices for over 1,500 Running Start students.
- Collaboratively implemented and evaluated a retention pilot project with Counseling Services and Disability Resource Center to help students on academic probation overcome barriers. Provided additional crisis intervention and support services to fifty students per quarter for the 2011-2012 academic year. Significantly decreased the number of Running Start students on academic probation by 31% from fall 2011 (160) to fall 2012 (110).
- Co-developed a mandated child abuse and neglect reporting policy and procedure. In collaboration with Human Resources, Information Technology, and the Institute of Business Information and Technology, developing and implementing online learning modules, and a reporting web site.

Program Supervisor (Short-Term Project)

Office of the Superintendent of Public Instruction, Olympia, WA

April—Sept. 2008

Responsibilities

- Oversaw and administered a \$100,000 annual operation budget. Oversaw deployment of a \$500,000 collaborative grant project for OSPI and the Department of Education. Directed the Safe and Drug-Free Schools and Communities Act Data Systems Project.
- Managed the state-wide reporting systems, including the Safe and Drug-Free Schools Data System, Weapons in Schools, Student Behavior, and Attendance Reporting.
- Led training for private sector contractors to help define parameters for data collection. Provided data reporting support for all 295 school districts in Washington State.
- Coordinated communication with educational service districts, and the State School Safety Advisory Committee.

- Represented OSPI on various committees and task forces that addressed Safe and Drug-Free Schools, prevention strategies, school safety planning, and the Healthy Youth Survey.

Accomplishments

- Developed and implemented guidance for 295 school districts to support prevention, intervention, preparedness, mitigation, emergency response, and post-incident recovery.
- Implemented a cross-tabulation system that allowed users to run queries using Healthy Youth Survey data. Cultivated, and managed tasks with seven different state agencies and external contractors and deployed a new query system from test to production.
- Advanced partnerships with Washington State Human Rights Commission and OSPI Equity Office. Designed and deployed bullying and harassment guidance for 295 school districts.
- Constructed and deployed the School Safety Center survey to all school districts. Analyzed demographic, attitudinal, and school safety data to identify needs for additional resources.
- Developed and implemented state-wide Education Data System end user facts sheets, coordinated, and presented training and technical assistance, and provided meaningful and innovative guidance to all schools, school districts, and Educational Service Districts.

Student Affairs Specialist (Interim), Division of Student Affairs

University of Washington, Tacoma, WA

September 2006—July 2007

Responsibilities

- Collaboratively developed and deployed student retention strategies by integrating key student support services (Disability Resource Center, Counseling Center, Student Life, and Diversity Services) to academic programs to serve diverse students.
- Oversaw and administered operation budgets and projected start-up costs for the Campus Fitness Center and the Longshoremen's Hall Recreation and Collaborative Learning Center. Recruited, hired, trained, and evaluated over sixteen student staff for the Longshoreman's Hall and the Campus Fitness Center.
- Composed professional job descriptions for a Resource Specialist position and chaired search committee for a new position to oversee housing programs, new student orientation, the peer adviser program, childcare, and health and wellness promotion.
- Actively participated in campus emergency response training and supported the development of policies and procedures which impacted the health and welfare of students, faculty, and staff.
- Assisted in organizational development and strategic planning of Student Affairs, including the Office of Student Life, Career Development Center, Student Counseling Center, and Disability Support Services.
- Advanced visibility of off-campus housing by partnering with community property managers and owners to benefit students.

Accomplishments

- Led and directed the opening of the Longshoremen's Hall Recreation and Collaborative Learning Center and the Campus Fitness Center. Chaired the Campus Fitness Center and Longshoremen's Hall operations committee and led negotiation efforts for appropriation of start-up funds with staff and the Association of UW Students.
- Effectively implemented the peer advising program for first-year students. Oversaw the recruitment, training, and supervision of 15 Orientation Leaders and Peer Advisers. Created a Student Success Seminar course in partnership with General Education.

- Fully implemented and directed daily operations of the Longshoreman's Hall and the Campus Fitness Center. Developed and implemented metrics for service and facility usage and tracked analytics to substantiate additional funding for program development.
- Implemented inaugural new student orientation experience for first-year students. Directed and supervised growth toward best practices for retaining over sixty students per quarter by infusing new faculty, staff, and outreach areas of the institution.
- Hired and trained a Resource Specialist. Supervised staff to coordinate and launch an off-campus housing program and student health and wellness initiatives.

Program Manager/Education Specialist, Office of the Dean of Students

University of Idaho, Moscow, ID

January 2002—January 2006

Responsibilities

- Trained campus administrators, disciplinary board members, counselors, and a response team in addressing sexual assault, intimate partner violence, harassment, and stalking.
- Developed and maintained student-level data and confidential reports, completed semiannual federal reports, supervised staff, conducted staff evaluations, and assisted the Director for Violence Prevention Programs in managing office budgets.
- Supported Violence Prevention Programs in coordination with local law enforcement, prosecutor's office, campus, and community agencies all media contacts, and school district for sexual assault and risk reduction training and technical assistance.
- Served as a member of the Idaho State Department of Health and Welfare Violence Prevention Task Force. Responsible for the development and implementation of state-wide policy related to addressing men's violence against women on college campuses.
- Served as a member of the University of Idaho Violence Against Women on College Campus Response Team. Coordinated a university and community wide response and followed protocol to sexual misconduct and men's violence against women.
- Assisted in the development and implementation of training for the University of Idaho judicial and disciplinary boards.

Accomplishments

- Co-wrote and implemented two grants for the US Department of Justice Office of Violence against Women, totaling over \$473,000 for over four years.
- Created and implemented innovative violence prevention and intervention programs for all first-year students through New Student Orientation, designed to help cultivate a culture of reporting by presenting the specific nuances and aspects of non-stranger sexual assault, perpetrator behavior, and resources connected to the campus community.
- Generated and submitted a state-wide report to the Idaho State Department of Health and Welfare on prevalence, incidence, and intervention of same-sex domestic violence in the state of Idaho.
- Assisted in the development and implemented of a 40-hour training block for all Moscow Police Department and local law enforcement agencies by providing in-depth investigatory best practices for campus sexual assault response and mitigation.

TEACHING EXPERIENCE

Sociology Adjunct Faculty

Bellevue College, Bellevue, WA

September 2008—June 2012

Courses Taught: Intro to Sociology (SOC 101), Social Problems (SOC 201), Social Psych. (SOC 240), Sociology of Children and Youth (SOC 250), Sociology of Sexualities (SOC 256)

- Designed and implemented face-to-face and online courses addressing sociology foundations, collective behavior, social inequality, children and youth, change, interaction, and contextualized societal environments.
- Facilitated learning and engaged learners through culturally responsive and interactive course lectures, modules, activities, and learning assessments.
- Collaborated with division and campus colleagues to advance integrated course and program outcomes through innovative approaches to teaching and learning.
- Provided student assistance, support, and mentorship for sharpening writing and critical thinking skills, as well as student and career development.

Sociology Adjunct Faculty

Green River Community College, Auburn, WA

January 2010—July 2010

Courses Taught: Intro to Sociology (SOC 101)

- Designed and implemented face-to-face courses addressing sociological foundations and contextualized societal environments.
- Facilitated learning and engaged learners through culturally responsive and interactive course lectures, modules, activities, and learning assessments.
- Provided student assistance and support for sharpening writing and critical thinking skills, as well as student and career development.

Sociology Adjunct Faculty

Highline Community College, Des Moines, WA

January 2008—December 2012

Courses Taught: Intro to Sociology (SOC 110), Crime & Society (SOC 115), American Diversity (SOC 130)

- Designed and implemented face-to-face and online courses addressing sociology foundations, crime, diversity and equity, collective behaviors, and contextualized societal environments.
- Facilitated learning and engaged learners through culturally responsive and interactive course lectures, modules, activities, and learning assessments.
- Collaborated with division and campus colleagues to advance integrated course and program outcomes through innovative approaches to teaching and learning.
- Provided student assistance and support for sharpening writing and critical thinking skills, as well as student and career development.

Sociology Adjunct Faculty

Puget Sound Early College, Federal Way, WA

March 2009—March 2010

Courses Taught: Intro to Sociology/Speech and Communication (SOC/COMM 110), Intro. to Sociology/Political Science (SOC/PS 110)

- Designed and implemented face-to-face and hybrid courses components for blended course learning addressing sociology foundations, speech and communication, and political science.
- Facilitated learning and engaged learners through culturally responsive and interactive course lectures, modules, activities, and learning assessments.
- Developed and collaborated with instructional colleagues and student success coaches to advance course, program outcomes, and increase student success and achievement for diverse learners.
- Provided student assistance, support, and mentorship for sharpening writing and critical thinking skills, as well as student and career development.

Sociology Instructor

University of Idaho, Moscow, ID

January 2004—August 2010

Courses Taught: Intro to Diversity and Social Stratification (SOC/ANTH 301), Sociology of Gender (SOC 424/524), Discovering and Addressing Microaggressions in the Workplace (SOC 403), Organizational Development and Strategic Planning for a 21st Century Workplace (SOC 403), “Out” in the Workplace: Exploration of Sexual Orientation and Equity (SOC 403), Gender Equity in the Workplace (403)

- Designed and taught face-to-face, hybrid, and online courses addressing diversity, equity, and inclusion, social justice, cultural competence, and key workplace strategies.
- Developed and produced online videos integrated with course content and interactive discussion postings.
- Developed, implemented, and evaluated several one credit course offerings for University of Idaho’s Certificate of Diversity and Stratification program.
- Facilitated learning and engaged learners through culturally responsive and interactive course lectures, modules, activities, and learning assessments.
- Collaborated with division and campus colleagues to advance integrated course and program outcomes through innovative approaches to teaching and learning.
- Provided student assistance, support, and mentorship for sharpening writing and critical thinking skills, as well as student and career development.

Physical Education Instructor

University of Idaho, Moscow, ID

August 2002—May 2005

Courses Taught: Self-Defense (PEB 101), Beginning Karate (PEB 101)

- Designed all self-defense and beginning karate classes; collaborated with colleagues to develop and implement course learning outcomes, scope, and sequence for each course.
- Designed and implemented daily, weekly, and monthly lesson plans in collaboration with risk management objectives for teaching physical education activity courses.
- Provided students with assistance and guidance for maintaining and advancing a healthy and safe physical education environment.

Physical Education Instructor

Washington State University, Pullman, WA

May 1996—May 1999

Courses Taught: Beginning Karate (PEACT 106) Intermediate Karate (PEACT 112); Self-Defense (PEACT 106); Weight Training (PEACT 112); Advanced Racquetball (PEACT 247)

- Instructed and facilitated learning for a variety of physical education courses in a dynamic and active classroom setting.
- Designed and implemented daily, weekly, and monthly lesson plans in collaboration with risk management objectives for teaching physical education activity courses.
- Provided students with assistance and guidance for maintaining and advancing a healthy and safe physical education environment.

SELECTED GRANT WRITING AND MANAGEMENT EXPERIENCE

\$1.2 million	2020 US Department of Education TRiO Student Support Services	Whatcom Community College
\$2.25 million	2018 US Department of Education Strengthening Institutional Programs	Whatcom Community College
\$1.3 million	2017 US DOE TRiO Upward Bound	Whatcom Community College
\$3.25 million	2015 US Department of Education Title III Cooperative Arrangement Development (CAD)	Whatcom Community College
\$275,000	2015 US DOJ Violence Against Women on Campus	Edmonds Community College
\$275,000	2012-2014 Verdant Health Commission Health and Wellness Grant	Edmonds Community College
\$175,000	2011-2012 College Spark Community Grants Program College Placement	Bellevue College
\$275,000	2004 US DOJ Violence Against Women on Campus	University of Idaho
\$198,658	2002 US DOJ Violence Against Women on Campus Project	University of Idaho

SELECTED MEDIA COVERAGE

(April 2022) Birth Bay Buzz Pod: Whatcom Community College. Birth Bay Commerce: Blaine, WA. <http://birchbaychamber.com>

(April 2021) Dr. Luca Lewis: Dismantling Racism. KGMI News/Talk 790. <https://kgmi.com/podcasts/2021-04-30-dr-luca-lewis-dismantling-racism>

(May 2018) Talking about Inclusive Excellence. American Association for Community Colleges National Convention: Dallas, Texas. <https://www.owltail.com/podcast/29846-community-collegevoice-podcast/best-episodes>

(April 2017) A SMART Approach to Student Success: Strategic Management of Advising Reform and Technology. The Association of Public and Land Grant Universities. <https://www.aplu.org>

(October 2014) *Transcending Social Constructions of Gender and Sexuality: Perspectives on Transgender Intersections of Identity, Lived Experience, and Change*. National Coming Day Presentation: Edmonds Community College. <https://vimeo.com/110892787>

SELECTED PEER REVIEWED PUBLICATIONS AND PRESENTATIONS

Lewis, L.E. (November 2020). Practitioner Reflection: Equity-Minded Leadership Practices for Community College, Kezar, A. & Posselt, J. *Higher Education Administration for Social Justice and Equity: Critical perspectives for Leadership*. Routledge University Press: New York.

Lewis, L.E. & Karim, A. (November 2019). *Advancing Equity and Effectiveness: Assessment and Strategic Planning Practices for Higher Education Leaders*. NASPA West Coast Regional Conference: Portland, OR.

Lewis, L.E., & Karim, A. (November 2018). *The state of equity at your institution: Building equity-minded leadership practices*. 2018 Region V NASPA Conference: Sacramento, CA.

Lewis, L.E., & Karim, A. (April 2018). *Inclusive excellence at the community college: Toward equity-minded leadership and change*. 2018 American Association of Community Colleges (AACC) Annual Conference and Podcast: Dallas, Texas.

Lewis, L.E., Butler, R., & Farani, H. (March 2018). *Residence life at Whatcom Community College: The art of adapting organizational student development practices for student success*. 2018 NASPA National Conference: Philadelphia, PA.

Lewis, L.E. (October 2014). *Transcending social constructions of gender identity: Perspectives on transgender intersections of identity, lived experience, and change*. National Coming Out Day Keynote Address, Edmonds Community College, Lynnwood, WA.

Lewis, A.L. (June 2010). *Promising practices for defending against a non-stranger campus rapist: A multi-disciplinary approach for teaching self-defense courses*. US Department of Justice Training Institute, Las Vegas, NV.

Lewis, A.E. & Russo, V.A. (June 2009). *Defending against a non-stranger rapist: Two qualitative research studies examining pedagogy and impact of self-defense courses*. National Center for Victims of Crime Annual Conference, Washington, D.C.

Putsche, L. Storrs, D., & Lewis, A.E., Haylett, J. (December 2008). The development of a mentoring program for university undergraduate women. *Cambridge Journal of Education*, 38(4).

Lewis, A.E. (January/February 2006). *Outsourcing rape education on college campuses: Guidelines for college and university administrators*. Campus Safety and Student Development, Civic Research Institute: Kingston, New Jersey.

Lewis, A.E. & Richards, P.L. (July 2004). *Impact of youth-centered groups on GLBTQ self-efficacy*. Poster presentation for the American Psychological Association, Honolulu, HI.

Lewis, A.E. & Hugelshofer, D.S. (July 2004). *Mediating effects of homophobic attitudes among pre-service professionals*. Poster presentation for the American Psychological Association, Honolulu, HI.

SELECTED EXECUTIVE LEADERSHIP AND EQUITY TRAININGS

(December 2023) University of California Davis Wheelhouse: The Center for Community College Leadership and Research Advancing Leaders Institute, Davis, CA. Cohorted executive leadership training and professional development for aspiring presidents.

(June 2023) US Department of Commerce Talent Pipeline Management Academy Certification, Ventura, CA. Training on a systemic framework to address business and industry pain points, utilize labor market sector data, facilitate partnerships, manage performance, and improve outcomes in career pathways.

(December 2019) League of Innovation Executive Leadership Institute (ELI), Scottsdale, AZ. Leadership development, advancing equity, and community building and partnerships training for future community college presidents.

(October 2019) American Association of Community College (AACC) Future President Institute, Washington, DC. Leadership development training for future community college presidents.

(January 2019) Intercultural Development Inventory (IDI) and Intercultural Conflict Style Inventory (ICS) Assessment Qualifying Seminar, Portland, OR. Qualified Administrator to assess cultural differences, competencies, and intercultural communication.

(November 2018) National Association for Student Affairs Professionals (NASPA) Region V Conference, Sacramento, CA. Leadership development and conference participation exploring national best practices on guided pathways, policy, procedure, and program development.

(March 2018) National Association for Student Affairs Professionals (NASPA) National Conference, Philadelphia, PA. Leadership development and conference participation exploring national best practices on policy, procedure, and program development.

(April 2018) American Association for Community Colleges (AACC) National Conference, Dallas, TX. Executive leadership development and conference participation exploring community college advancement, post-secondary education reform, equity, diversity, and inclusion, and networking opportunities.

(February 2017) Association for Student Conduct Administrators (ASCA) National Conference, Jacksonville, FL. Best practice and in-depth training on Title IX, student adjudication, and behavioral intervention.

(November 2015) National Association for Student Affairs Professionals (NASPA) Region V Conference, Seattle, WA. Leadership development and conference participation exploring national best practices on policy, procedure, and program development.

(July 2016) National Behavioral Intervention Team (NaBITa) Training, Bellingham, WA. Advanced training and certification on the SIVRA-35—a threat to harm others rapport-based threat assessment, and the VRAW2—violence in written word threat assessment.

(May 2016) National Association for Student Affairs Professionals (NASPA) Region V Conference, Des Moines, WA. Served as a lead facilitator for discussion and dialogue regarding leadership addressing adaptive challenges in higher education settings.

(February 2016) Advanced Clery Act Compliance Training, Bellingham, WA. Comprehensive and in-depth training on all newly implemented federal mandates for safety and security, fire, criminal activity reporting, timely warning notices, and Title IX compliance.

(November 2015) National Behavioral Intervention Team Association (NaBITa) Annual Conference, Bonita Springs, FL. Advanced training on threat to self and harm to others, campus threat assessments, deployment, and evaluation of behavioral intervention teams, and coordinating forensic investigations.

(October 2015) Washington Community and Technical College President's Academy Sexual Assault Prevention and Response, Tacoma, WA. Served as a panel expert on Title IX inquiries and investigations, sexual assault prevention and intervention programs, policies and procedures, and coordinated response development.

(November 2014) National Behavioral Intervention Team Association (NaBITa) Annual Conference, Bonita Springs, FL. Advanced training on threat/harm to self and others, deployment of behavioral intervention teams, and coordination of forensic investigations.

(October 2014) Washington State Higher Education Conference, Seattle, WA. Participated as a panel expert on risk factors, pedagogy, and integrating high-risk perpetrator behavior into anti-violence education, and policy development for conducting Title IX investigations.

(August 2014) Behavioral Intervention Team Training School, Portland, OR. Advanced training for development and comprehensive enhancement of Behavioral Intervention Teams on college campuses.

(June 2014) Advanced Clery Act Compliance Training, Seattle, WA. Comprehensive and intensive training on all elements of new federal mandates, security and safety requirements, emergency procedures, and missing persons.

(November 2013) NWCCU Accreditation Evaluator Training, Sea Tac, WA. Training on standards for accreditation and evaluating the self-report and evaluation process of institutional and student learning outcomes.

(July 2013) Association for Student Conduct Administrators (ASCA) Behavioral Intervention Team Training School, Louisville, KY. Best practice and advanced training for development and implementation of Behavioral Intervention Teams on college campuses.

(July 2013) Association for Student Conduct Administrators (ASCA) Gehring Academy, Louisville, KY. Advanced training and professional and leadership development for student conduct administrators and stakeholders.

(July 2012) ATIXA Title IX Investigator School, University of Puget Sound, Tacoma, WA. Best practice training for conducting Title IX Investigations on college campuses.

(July 2012-2013) Washington Executive Leadership Academy (WELA), Olympia, WA. Participated in a year-long executive leadership academy applying best practices in equity-minded leadership development, strategic planning and communication, resource management and capacity building in Washington's community and technical colleges.

(October 2011) Campus Threat Assessment Training, Bellevue College, Bellevue, WA. Participated in comprehensive training which explored best processes for implementing best practices addressing violent behavior on college campuses.

SELECTED FACILITATED CONSULTATIONS AND TRAININGS

Lewis, L.E. & Karim, A. (May 2024) *Intercultural Development Inventory/Intercultural Conflict Style Survey and Diversity, Equity, Inclusion, Anti-Racism, and Accessibility Faculty Training*. Taft College, Taft, CA.

Lewis, L.E. & Karim, A. (February 2024). *Title IX Compliance Training*. Taft College, Taft, CA.

Lewis, L.E.; Kusumi, Kenro; Kropf, Nancy; Esterberg, Kristin; Lopez Daniel (October 2023). *LGBTQ Identify as an Asset to Transform Your Institution. LGBTQ Leaders in Higher Education Annual Institute*. Southern Connecticut State University, New Haven, CT.

Lewis, L.E. & Karim, A. (September 2021). *DEI Institutional Mapping and Audit*. Portland Community College, Portland, OR.

Lewis, L.E. (June 2021). *Trans* Leadership in Higher Education: Challenges and Change*. LGBTQ Leadership Institute Annual Conference: Virtual Conference.

Lewis, L.E. (November 2020). *Intercultural Development Inventory and Intercultural Conflict Style Inventory Assessment and Leadership Training for Information Technology Leadership Team*. Green River College, Auburn, WA.

Lewis, L.E. & Karim, A. (January 2020). *Intercultural Development Inventory Assessment, DEI Executive Leadership Training, Climate Survey, and Focus Group Facilitation*. Chemeketa Community College, Salem, OR.

Lewis, L.E. (August 2019). *Diversity, Equity, and Inclusion Strategic Planning and Work Plan Development*. Information Technology Department. Green River College, Auburn, WA.

Lewis, L.E. & Karim, A. (May 2019). *Intercultural Development Inventory Assessment and Leadership Training for Student Affairs Leadership Team*. Green River College, Auburn, WA.

Lewis, L.E. & Karim, A. (January 2019). *Equity, Diversity, and Inclusion Climate Survey, Focus Groups, and Executive Leadership Training*. Clackamas Community College, Clackamas, OR.

Lewis, L.E. (August 2018). *Co-lab: post-secondary reform and post-secondary capacity assistance research convening*. Bill and Melinda Gates Foundation and Harvard Graduate School of Education, Harvard University, Cambridge, MA.

Lewis, L.E. & Karim, A. (June 2018). *Student affairs equity-minded leadership development series: Addressing equity, diversity, and inclusion*. Green River Community College Student Affairs Leadership Team Training, Auburn, WA.

Lewis, L.E. (April 2018). *Co-Lab: Post-secondary reform and observed prototype practices for the institutional transformation assessment (ITA) convening*. Bill and Melinda Gates Foundation, Seattle, WA.

Lewis, L.E. (April 2017). *Student conduct and title IX process external evaluation and review*. Office of the Vice President for Student Affairs, Boise State University, Boise, ID.

Lewis, L.E. & Karim, A. (November 2016). *Addressing diversity, equity, and inclusion: cultivating meaningful relationships in a 21st century community college*. Green River Community College Executive Team Leadership Training, Auburn, WA.

Lewis, L.E. (September 2016). *Addressing microaggressions: Cultivating meaningful relationships in a 21st century community and workplace*. City of Lynnwood, Lynnwood, WA.

Lewis, L.E. (February 2016). *Transgender intersections of identity, lived experience, and change: Collectively moving the needle on equity and inclusion*. Edmonds School District Faculty/Staff Training and Professional Development Series, Lynnwood, WA.

Lewis, L.E. & Karim, A. (August 2015). *Exploring systemic macroaggressions at community colleges*. CTC Leadership Development Association Training, Blaine, WA.

Lewis, L.E. & Karim, A. (March 2015). *Exploring and addressing power and privilege in the workplace*. CTC Leadership Development Association Training, Sea Tac, WA.

Lewis, L.E. & Lau, A.S.M. (March 2014). *The transgender experience in the 21st century workplace*. University of Idaho, Moscow, ID.

Lewis, L.E. & Lau, A.S.M. (January 2014). *Critical knowledge and tools for culturally responsive student conduct administration in the 21st century*. Association for Student Conduct Administrators Annual Conference, St. Pete Beach, FL.

Lewis, A.E. & Lau, A.S.M. (March 2013). *But I am not a racist! Cultivating meaningful relationships in the 21st century workplace*. Diversity and Stratification Certificate Program: Department of Sociology and Anthropology, University of Idaho, Moscow, ID.

Lewis, A.E. & Lau, A.S.M. (April 2012). *Queering and blurring the lines: Exploring and understanding gender and sexual identity microaggressions in the 21st century workplace*. Diversity and Stratification Certificate Program: University of Idaho, Moscow, ID.

Lewis, A.E. & Lau, A.S.M. (November 2011). *Discovering and addressing microaggressions in the workplace*. Diversity and Stratification Certificate Program: Department of Sociology and Anthropology, University of Idaho, Moscow, ID.

SERVICE

LGBTQ Leaders in Higher Education Board Member	2022—Present
Intercultural Development Inventory Qualified Administrator	2019—Present
American Association of Community Colleges	2016—2022
Ferndale Chamber of Commerce	2015—2022
Rotary International Member, Alderwood-Terrace Rotary	2013—2015
National Association of Student Personnel Administrators (NASPA)	2015—2022
National Behavioral Intervention Team Association (NaBITa)	2012—2022
Association of Student Conduct Administrators (ASCA)	2010—2022

EDUCATIONAL EXPERIENCE

Ph.D. Higher Education Administration, University of Idaho, Moscow, Idaho	2006
M.S. Interdisciplinary Studies, University of Idaho, Moscow, Idaho	2004
B.G.S. General Studies University of Idaho, Moscow, Idaho	2002
Kinesiology Major, Washington State University, Pullman, Washington	1995—1999
High School Diploma, Ferndale High School, Ferndale, Washington	1995