

## Dr. Solomon Tention

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**Dr. Solomon Tention** serves at the Associate Dean of Academic Compliance at Dallas College. He most recently served in roles within the college to include the Associate Dean of Educational Partnerships & Programs, and Senior Manager for the SSEM Division. Prior to coming to Dallas College, Dr. Tention joined us from Noodle Partners, where his primary responsibility included developing and launching online student affairs programs and services for various graduate schools around the country.

Dr. Tention has also served in other Higher Education roles to include; Director for Student Engagement, Title IX Coordinator, Student Conduct Administrator, Campus Director, and Adult Education Instructor. Dr. Tention's experience also expands across various instructional capacities within K12 and post-secondary settings. He began his education career as a HS/MS teacher, and now serves as a faculty member at both the undergraduate and graduate level.

Dr. Tention has authored several publications and has presented at a variety of national conferences, emphasizing student success and retention. As a current member of the Review Board for the Journal of Underrepresented and Minority Progress, Dr. Tention maintains a research agenda that focuses on Student Affairs, Cultural Competency, Diversity & Inclusion, Social Capital, Educational Psychology, Internationalization, Social Justice, Community Colleges, and Student Success. Dr. Tention earned a Bachelor of Arts in Sociology, a Master of Education in General Education Leadership, and a Doctor of Education in Higher Education Leadership, and is an alumnus of the American Association of Community College's John E. Roueche Future Leader's Institute.

**Foundational Quote:** *"Success is a ladder that cannot be climbed with your hands in your pocket"*

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- [Linkedin Profile](#)

# EDUCATION & PROFESSIONAL EXPERIENCE

## EDUCATION

### Institute for Diversity Professional

Certified Diversity Professional- (CDP Certification)- *In Progress*

### American Association of Community Colleges

AACC John E. Roueche Future Leaders Institute (FLI) - Fall 2017

**(Institute Competencies:** Organizational Strategy, Institutional Finance, Research, Fundraising and Resource Management, Communication, Community College Advocacy)

### American College Personnel Association

The ACPA Institute for Aspiring Senior Student Affairs Officers- Fall 2018

### **Trident University**, Cypress, CA

Accreditation: WASC

*Doctor of Education:* Higher Education Leadership

Dissertation Defense: September 30<sup>th</sup>, 2016

Dissertation Focus: Cultural Competency & Student Success

### **Liberty University**, Lynchburg, VA

Accreditation: SACSCOC

*Master of Education:* Teaching and Learning: General Education Leadership & Instruction

### **Nicholls State University**, Thibodaux, LA

Accreditation: SACSCOC

*Bachelor of Arts:* Sociology

*Associate of Applied Science:* Interdisciplinary Studies

## PROFESSIONAL SKILLS

- Student Success
- Organizational Leadership
- Intrusive Academic Advising
- Mentoring
- Cultural Proficiency/Competency
- Public Speaking
- Strategic Planning
- Student Development
- Institutional Advancement
- Enrollment Management
- Conflict Resolution
- Transformational/ Transactional Leadership
- Student Engagement
- First Year Experience
- Internationalization

## PROFESSIONAL EXPERIENCE

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### **Dallas College- Central Office**

**Organization Description:** Since 1965, we have served more than three (3) million students. Dallas College formerly known as the Dallas County Community College District (DCCCD) is one of the largest community college systems in the state of Texas, which includes seven campuses located around the Dallas/Fort Worth area.

### **Associate Dean for Academic Compliance**

**February 2021- Pres.**

#### **Responsibilities:**

- In support of the Dean, Academic Compliance, maintains responsibility for establishing, implementing and enforcing Dallas College compliance policies, procedures and guidelines designed to meet or exceed the requirements of the various state and federal laws governing academic programs including compliance with THECB regulations.
- Ensures that policies, procedures, processes, and practices are current and consistently implemented for federal and/or state regulations
- Works collaboratively with program faculty and staff throughout Dallas College where compliance obligations overlap and work in conjunction with the Office of Workforce and Advancement, Academic Services and the seven schools of Dallas College to provide critical support and updates
- Attends meetings, webinars and conferences with academic program faculty and staff to develop an understanding of the specific program offerings and business processes involved in managing academic compliance
- Provides support for the annual Perkins application process and ensures the execution of Perkins-related purchases and activities in alignment with Dallas College, State, and Federal guidelines.

#### **Accomplishments**

- Developed and assisted in the execution of the college's Data Clean-Up Project: ***Focus-Academic Affairs***
  - Specific Related Duties:
    - Executes a data clean up strategy, process/methods, quality assurance/validation plans.
    - Manages detailed project plan for *Clean-Up, Data Governance, and Preventative Action*.
    - Monitors and manages execution of tasks and creation of deliverables.
    - Establishes connections with various college stakeholders and workgroups to ensure the clean-up project is executed.
    - Manages deliverables associated with various "clean-up" groups.
    - Manages a digital repository for all strategy and clean-up meeting "notes".
- Facilities and supports various action items from the Self-Service Clean-Up Workgroup
- Provided oversight that supported the development of the Academic Services- Data Depot (Focus: External Systematic Reporting & Analysis)

- Provided oversight that supported the development of the Academic Services- Faculty One Stop (Focus: Faculty Communication)
- Developed internal data and analytics tracking framework.
- Assisted in the development of the college's internal *Data Governance* framework.
- Developed action plans to address all regulatory risks
- Participated in monthly and annual compliance reviews.
- Developed Student Affairs- Academic Compliance Committee
- Developed and lead monthly offsite team leadership meetings.
- Served as a member of the college's CBM Committee.
- Provided overarching supervision to all compliance activities related to *Programmatic Accreditation, Occupational Licensure, and Reporting* (NON-CBM).
- Provided recommendations to assist in the development of the college's Data Governance framework.
- Developed various reporting, occupational licensure, and programmatic accreditation audit templates, processes, and procedures focused on mitigation of risks associated with academic compliance.
  - (Scope: 150 Programmatic Accreditors- Credit, Non-Credit, Partnerships, and College Wide Yearly Reports)
- Provided fiscal management oversight of a 100K departmental budget that included the following expenditures. (Annual Accreditation, Late Fees, Site Visit, Site Visit Expenses, Self-Study, Conference, Renewal of Accreditation)
- Developed and engaged in various *Academic Services* related audits to include:
  - Accessibility Audits
  - House Bill 2504
  - Senate Bill 25
  - Academic Services: Curriculum Operations

### **Supervisor Responsibility**

- Coordinator for Programmatic Accreditation
- Coordinator for Occupational Licensure
- Coordinator for Reporting

**Dallas College - El Centro Campus**

**July 2020- February 2021**

***Associate Dean for Educational Partnerships & Programs* (Role Eliminated Due to Merger)**

### **Responsibilities:**

- Lead an ECHS/DC team that is responsible for dual credit student outreach and recruitment, enrollment management, and academic advisement
- Lead ECHS/DC strategies to include setting goals and monitoring of metrics in collaboration with key high school and college stakeholders;
- Develops and maintains strong relationships with ECHS/DC partners and ensures that needs are being met in the area student success and enrollment management for all ECHS/DC programs.
- Created and sustain an environment of academic and professional excellence for ECHS/DC students and faculty as well as a collaborative working environment with instructional deans, faculty, and school district partners.
- Lead and directs workforce development and community education services through coordination with business and industry leaders.

- In collaboration with district, leads the creation of ECHS/DC pipeline programs and services supporting high school students and partners
- Directed the creation and communication strategies for ECHS/DC programs, prospective and admitted students and various forms of communication for outreach and retention
- Developed long and short-range goals to align the department with overall goals of the college strategically
- Monitored operational compliance with policies and regulations related to assigned areas and established K - 12 partnerships/programs.

### **Supervisory Responsibilities**

- (10 Staff Members)

### **Accomplishments**

- Operational Plan Development: Student & Parent Outreach, Internal Enrollment Management, TSI Compliance
- Developed internal Project Management systems designed to improve departmental performance.
- Enhanced overall team culture through the development of values, expectations, and team traits.
- Streamlined front line customer service processes and communication.
- Served as a member of a special district task force focused on enrollment management and email response. Efforts produced the following decrease in unanswered emails.
  - BHC- 99%, CVC-96%, ECC-83%, EFC-98%
  - MCV-100%, NLC-100%, RLC-100%
- **Standing Committee Work:** P-Tech Steering Committee, ECHS Advisory Committee, Dual Credit Committee, DC Sub-Committee Advising Committee, Homeschool Committee

**Dallas College - El Centro Campus**

**November 2019-July 2020**

### ***Sr. Manager for Student Affairs & Enrollment Management***

#### **Responsibilities:**

- Provides project support, guidance, and leadership in the delivery of services as appointed by the Vice President for Student Services & Enrollment Management.

#### **Accomplishments:**

- Partnered with the El Centro Sr. Leadership Team to develop the Student's First Service Excellence Operational Plan, Virtual Student Services & Enrollment Management Division Plan, and the "It Starts w/ Me Leadership Development Curriculum"
- Partnered with the El Centro Sr. Leadership Team to conduct the SSEM Division Meeting-60% Overall Satisfaction
- Conducted various division wide *Process Improvement & Strategy Meetings* (4.53 Overall Success Rating)
- In partnership with the Dean of Student Success, serves as a co-lead the Project Graduate Initiative

- Conducted various division wide barrier team meetings on focused on improvement customer service and employee engagement.
- Provided varied levels of project support to assist staff in the development and execution of special projects to include: *Online Academic Advising, Probation Case Management, Continuing Education Service & Pathways, Virtual Year-Up Advising Plan, Virtual Transfer Services Proposal, Educational Partnerships- Virtual Operational Plan, WIOA Marketing & Retention Plan*
- Served as the co-chair of the Culture of Care Committee
- Engaged in various DCCCD special committees and projects.
  - Rapid Response Team: Virtual Student Resources Center
  - Unified Student Handbook Committee
  - Virtual Call Center: Framework Support
  - Customer Service Training Team
  - 6 Steps to Unified Remote Registration Committee

**Noodle Partners-** New York, New York (Remote Position) **November 2018-November 2019**

**Organization Description:** Noodle Partners helps colleges and universities create and manage first rate online and hybrid programs.

#### ***Student Affairs Lead- Division of Student Affairs & Learning***

##### **Responsibilities:**

- Developed and lead graduate level online student affairs for the following colleges and universities: **Boston College School of Education, Mills College School of Education, Claremont Graduate University: Drucker School of Management,** and the **Southern Methodist University: Cox School of Business.**
- Develops and leads graduate level Student Affairs across three graduate colleges and universities. Areas of supervision include, **New Student Orientation, Technical Support, Student Success Support, Academic Support, Career & Development Services,** and **Community/ Social Engagement.**
- **Program Responsibility:** *Boston College:* M.Ed. in Educational Leadership & Policy, M.Ed. in Global Perspectives: Teaching, Curriculum, and Learning Environments. *Mills College:* MA in Educational Leadership. *Claremont Graduate University:* Master of Science in Information Systems and Technology, Master of Science in Evaluation and Applied Research, Master of Science in Marketing Analytics. *SMU:* Master of Business Administration.

##### **Student Affairs Development**

- Created and leads a student affairs framework while partnering with campuses across the nation to create a high-quality, holistic student experience for online learners anchored in student success literature.
- Engaged a thought partner with campus student affairs leaders to envision an ecosystem inclusive of online learners and articulate strategies to achieving this vision.

- Works with Program Director to understand org. structure, campus owners on project, review launch process, and secure next steps for student orientation
- Conducted gap analysis with campuses to assess campus' capacity to support online learners
- Lead visioning activities with campus partners to craft a vision for creating an ecosystem inclusive of online learners
- Served as a thought partner with campus partners to supporting online learners
- Oversaw the process of creating the student orientation inclusive of communicating the package, supporting campuses to personalize the package, and working with the ID firm and Video firm to ensure timely delivery to students
- Oversaw the process of launching the success coach role inclusive of working with the provider to hire and train the coach and with the campus to ensure materials and trainings necessary to foster the coaches' success are in place

### **Student Success**

- Solved problems pertaining to individual student issues
- Managed and tracked student enrollment Enrolled Student Tracker/CRM
- Oversaw Beacon (retention platform)
- Oversaw the success coaches (expectations, training, quality monitoring)
- Oversaw the implementation of an assessment plan that measures achievement of key performance indicators.
- Oversaw the implementation and ongoing use of a digital retention platform which serves as method for aggregating data about student contacts across support personnel and creates triggers that identify potential at-risk behavior.
- Harnessed data (learning, behavior analytics, self-reported survey responses) to identify and proactively retain at-risk students and to foster continued improvement of practices.
- Maintained expertise on the needs of diverse student populations notably adult learners, student veterans, re-entry students, students with dependents, first-generation college students, undocumented students, and other "non-traditional" students.
- Liaised with Director for Student Affairs & Learning to inspire the use of innovative learning design and digital tools to create engaging learning experiences for students.

### **Supervisory Responsibilities**

- (8) Student Success Coaches (2 Per Campus)

### **Accomplishments:**

- Developed virtual student services that yielded an 82% retention rate of all first semester students and a 95% retention rate of all second semester students for all assigned programs.

**College Description:** SLCC serves approximately 13,000 students across 8 regional campuses. The college is 15th out of the top 100 institutes of higher education awarding associate degrees and is also among the top 100 issuing one-year certificates leading to employment.

### ***Director of Student Engagement –Division of Student Affairs***

#### **Responsibilities**

- Reported directly to the Vice Chancellor for Student Affairs
- Lead 14 areas within the Office of Student Engagement to include, **Title IX, New Student & Parent Orientation, Student Involvement Programming, Student Development & Leadership Programming, Commencement Ceremonies, Diversity & Inclusion, Student Conduct & Complaints, ENGAGE Mentor Program, PTK Honors Program, Student Engagement Assessment, Campus Auxiliary Services, Freshmen Experience Program, Faculty-Student Engagement Program, 7 One Stop Student Services Centers, and Club Athletics.**

#### **Budget Management Experience**

- Managed a departmental budget following Student Activities Fee, SGA Student Fee (\$600,000 per year)
- Managed a total Student Life and SGA reserve budget of \$1.5 million.
- Managed approximately \$60,000 of student involvement fundraising funds.

#### **Supervisory Responsibilities**

- Assistant Director for Student Engagement, Coordinator for Club Athletics & Recreation, Student Life Specialist (4 Positions), Student Engagement Assistant (3 Positions) and Student Life Administrative Coordinator. (10 Total Staff Members)

#### **Accomplishments/Special Projects**

- Lead a \$100,000 campus student life area renovation project.
- Served as the functional “lead” on various Student Services SACS Re-Accreditation Working Groups: Student Complaint Process, Student Support Services Standards, and developed the Office of Student Engagement’s Unit Plan.
- Developed and implemented Student Veterans Leadership Institute.
- Developed Online Student Engagement Programming for all students enrolled in course within the “ECampus”.
- Served on the SLCC- SCLTC “Merger/Re-alignment Team”
- Served in the Office of Financial Aid’s Advisory Council. Knowledge of Satisfactory Academic Progress (SAP), Return of Title IV Funds processes. Student loan processing between students, federal government, and the institution, and Title IV refunds and repayment.
- Community Involvement: Developed & Expanded SLCC/WDB Showcase Partnership.
- **Title IX**
  - Title IX Certification Level I: ATIXA- Association of Title IX Administrators
  - Title IX Certification Level II: ATIXA- Association of Title IX Administrators
  - Served as the institution’s Title IX Coordinator



- Served as a primary resource to the campus community for discrimination and harassment matters and conducts, and assists with, investigations as needed.
- Knowledge of Campus Save Act, VAWA, Clery Act....
- Coordinated and developed the provision of online training for students and employees on Title IX related topics. (Get Inclusive, Everfi, Bystander Intervention Training)
- Developed SLCC Title IX Webpage & Sexual Assault Policy (Institutional Specific)
- Lead various student, faculty, and staff Title IX and Bystander Intervention Trainings
- Served as college Title IX Coordinator (Statistical Reports, various outreach initiatives specifically relating to risk management and sexual assault/sexual harassment education and prevention, Lead Campus Title IX Steering Committee)
- Developed the college's T.A.R.T. Threat Assessment Response Team
- Developed campus wide Title IX awareness programming- "Sexual Assault Awareness Week", Monthly, Did you Know Newsletter, Student We Care Video Campaign
- Developed in conjunction with LCTCS and implemented Campus Climate Survey
- Served a primary role in ensuring institutional compliance with Title IX and related laws and regulations.
- Developed the college's "Sexual Assault Awareness Week, Domestic Violence Awareness Campaign, "It's On Us" Awareness Video
- **One Stop Student Services Center**
  - Developed and supervised (7) **Extension Campus: "One-Stop" Student Services Centers**: One-Stop Centers provide the following streamlined/// services to students enrolled on extension campuses: **Financial Aid, Testing, Tutoring, Academic Advising, Registrar, Disability Services, and Career & Transfer Services.**
  - **70% Extension Campus Retention Rate**
- **Student Engagement Assessment**
  - Coordinated the administration of the following *college-wide* assessments: Noel Levitz Student Satisfaction Survey, LA Core Survey, OSE Student Learning Outcomes Survey, Welcome Week Survey, SGA Student Support Services Survey, Campus Climate Survey, and ENGAGE Mentorship Program Evaluation.
  - Knowledge of Question Pro, SPSS
- **New Student Orientation**
  - Developed New Student, Veterans, Parents & Adult Learner Orientation, Online New Student Orientation Program, New Student Orientation Peer Leader Program, New Student Orientation Satisfaction Survey, and New Student Orientation Student Guide.

- FA 16 Student Satisfaction Survey- 97%
- **Student Involvement Programing**
  - Managed a roster of (20+) college wide student organizations.
  - Developed and implemented various “student involvement” focuses programming thematic weeks.
  - Provided guidance and support to the advisors of other student organizations.
  - Served as a resource to student organizations, providing assistance in the planning and implementation of educational, social, recreational, and cultural programs.
  - Developed the Phi Theta Kappa “Transfer Fair” 43% Student Conversion to 4-Year Institution.
  - Coordinated and collaborates with student organizations, campus departments and the College Community on student centered events and in developing large scale school traditions.
  - Developed the Student Organization Manual, Student Handbook, and Advisor Handbook.
  - Advised the Student Government Association
  - Co-Advised the State Council of Student Body Presidents
  - Oversees the Election Committee. Updates Election Packet and investigates any and all unethical behavior by candidates.
  - Provided leadership training, professional development, and support to SGA
  - Maintained SGA professional memberships.
  - Attended SGA conferences with students, all SGA meetings, all regular Board of LCTCS system meetings, and other events as needed.
- **Club Athletics Program**
  - Provided day to day administrative oversight of the following men’s and women’s club athletics competitive sports teams; *Dance, Soccer, Flag Football, Basketball, Volleyball, and Soccer.*
- **Campus Auxiliary Services**
  - Provided day to day administrative oversight of the college’s following campus auxiliary services; Student Discount Program, Health, Wellness & Family Planning, Campus Printing Stations, Campus Cable Services, Campus Brightsign Monitors, Dining Services, Rajun Cajun Bridge Program, Student Emergency Fund, Student Transportation Program, and Student Life Areas.
- **Student Development & Leadership**
  - Developed the “Mobile Classroom Experience”, Developed the Inclusive Leadership Program, The University Experience “U Experience”, the TedTalk Leadership 101 Series, Student Development Series, the college’s ULead Student Leadership Conference, and the Student Engagement & Leadership Scholarship

- Developed MLK Day of Service, Adopt a School Project, Fight Hunger Campaign, Summer Community Service Program, and Campus Beautification Project
- Developed and Maintained service programming partnerships with the Habitat for Humanity and Second Harvest Food Bank
- **Diversity & Inclusion**
  - Developed and implemented college wide programs to include: African American Heritage Celebration, International Student Week, International Women's Awareness, Diversity "Speaks", and various cultural themed awareness weeks. Developed Diversity & Inclusion Board.
  - Developed the Office of Student Engagement's Diversity & Inclusion Strategic Plan and coordinated various cultural competency related trainings to all student organization leaders.
  - Lead the institution's Internationalization efforts: Internationalization Committee: Focus Developing Student Abroad, Internationalization Strategic Plan, Admissions "Pipeline", Scholarships, and Programming initiatives.
  - Developed the International Student "Mobile Classroom Experience", Advisory Council, Welcome Reception, Festival of Cuisine, and Celebration of International Students.
  - Developed college wide partnerships for International Student ELA, Housing, and Scholarships.
  - Developed LGBTQ+ programming components, LGBTQ+ Welcome Social & Pride Week, and Safe Zone Training for all students, faculty, and staff.
  - Developed and performed diversity assessments, analyzed data, identified trends and recommended solutions within the Office of Student Engagement.
  - Developed, evaluated, implemented and monitored diversity and inclusion initiatives by developing an effective measuring system. (OSE Student Experiences Survey & Noel Levitz Student Satisfaction Survey)
  - Developed and implemented college wide student focused training to promote cultural understanding and competency and a climate of equity and inclusion.
  - Worked with Human Resources to develop and identify training needs for supervisors, managers, and employees on EEO, ADA, Title VII, Title IX, and bullying and harassment related issues.
- **Student Conduct**
  - Developed the college's student conduct policy, handbook, and Behavior Intervention Team (BIT).
  - Served as the college's Hearing Officer of the Judicial Board
  - Administered the colleges disciplinary procedures
- **General Campus Programming**

- College wide student programming: Welcome Back Week, “Fall-fest” “Spring-fest”, Fall/Spring Alive at 5 Concert Series, Campus Comedy Show Series, Lunch and Hot Topics, Wellness Wednesday
- **Special Student Engagement Initiatives**
  - Served as the lead SLCC graduation, and pinning ceremony coordinator.
  - Developed and implemented “Weekend Registration Day”
  - Served as member of the PBI grant writing committee- Center for Minority Excellence Grant: Awarded SP16: \$500, 000
  - Social Media: Developed the Office of Student Engagement’s Facebook and Twitter Page; Developed semester Student Engagement “Social Media Campaigns” that increased number of event attended with the number of likes on Facebook page and followers on Twitter through extensive marketing and development.
  - Developed the ENGAGE Mentorship Program
  - Developed the Phi Theta Kappa Honor’s Program

**South Louisiana Community College, Lafayette, LA**

March 2014-August 2016

**College Description:** SLCC serves approximately 13,000 students across 8 regional campuses. The college is 15th out of the top 100 institutes of higher education awarding associate degrees and is also among the top 100 issuing one-year certificates leading to employment.

***Campus Director/Student Services– Division of Student Affairs***  
**Responsibilities**

- Reported directly to the Vice Chancellor of Student Affairs
- Served as the Campus Director for both the Evangeline and Evangeline Franklin Campuses;
- Served as the functional campus lead for areas to include: **Enrollment Management, Student Life/ Programming, Student Success, Facilities, and Budget Management.**

**Budget Management Experience**

- Manages total campus budget of \$20,000 per year.

**Supervisor Experience**

- Campus Assistants (2 Positions), Student Navigators (2 Positions)

**Accomplishments**

- **Enrollment Management**
  - Served in the capacity as the enrollment manager for both extension campuses
  - Developed initiatives and strategic enrollment plans that aided in the overall growth of both Evangeline & Franklin Campuses FA14 enrollment 18%- Evangeline and 110%-Franklin respectively in comparison to FA13. SP15 enrollment increase of 78% -Evangeline and 200% - Franklin respectively in comparison to SP 14

- Develop implemented the “Admissions Funnel” throughout campus enrollment strategy.
  - Enrollment Focus: Traditional, Non- Traditional, Online, Minority, International
  - Developed streamlined enrollment admissions database customized (COGNOS) for each academic/technical program divided by campus.
  - Served on a Student Services Committee that oversee the design of promotional literature and display materials for admissions recruiting and ensure appropriate coordination of admissions and public relations staff.
  - Participated in Non Traditional Recruitment Committee/ Developed Non-Traditional Career Day
  - Strengthen partnerships along both the traditional (k-12), and non-traditional student pipeline
  - Development of campus admissions procedures that were streamlined the financial aid, advisement and registration processes for new students.
  - Implemented partnership between both the Evangeline & Franklin Campus with neighboring Hiset programs
  - Developed, executed, office policies, procedures and data processing systems of the Campus Admissions Office.
  - Developed & Implemented “10 Elements of Effective Recruitment”
  - Established partnerships with area high school counselors and principals
  - Developed & lead Campus Open House Events per semester
  - Developed & Lead “College to Church” Recruitment Initiatives
  - Develop and Lead Kuts for Kids Enrollment Initiative
  - Developed & Lead Campus Male Recruitment Symposium: Focus Male Traditional & Non- Traditional Students
  - Developed and Implemented Admissions and Recruiting Informational Sessions
  - Developed and Implemented leadership directives to include areas of Campus Life/ Student Programming, Academic Success, Retention, Organizational Structure, Institutional Effectiveness, and Dual Enrollment
- Student Success
    - Developed “campus wide” retention initiatives to include weekly study nights, course registration drives, academic counseling, career placement, and retention specific media campaigns, academic tutoring, improving the campus experience as well as finally financial aid awareness seminars.
    - Experienced completing various Student Success statistical data reports
    - Developed and implemented Campus Wide “Intrusive Advising Campaign”
    - Developed and implemented Advising Class Day Scheduling Initiative
    - Developed and implemented campus advising calendar as well as program curriculum forms.

- Developed and implemented student “Full time is fifteen” Campaign
- Developed and Implemented student “Franklin & Evangeline Early Alert” system
- Participated and Implemented Admissions & Recruitment Professional Development
- Served on the institution’s collaboration committee
- Implemented & developed campus new student orientation programs
- Coordinated faculty continuing student advising training
- Provided assistance to students placed on academic probation
- Coordinated Campus Testing Services: Disability, (HiSet, Accuplacer, Compass, CLEP)
- Developed & implemented campus freshman mentor program
- Conducts various high school college pre-college counseling workshops
- Provided intrusive advising services to all incoming freshman and continuing students (350 Case Load)
- Student Life/Programming
  - Advised the Evangeline & Franklin Campus SAB (Student Activities Board)
  - Advised the Evangeline & Franklin Campus SGA (Student Government Association)
  - Developed & Implemented Campus Community Service Week
  - Implemented Monthly Evangeline & Franklin Campus Food Truck Rallies
  - Developed Campus Student Leadership Development Training
  - Developed & Implemented the Campus Mentorship Program
  - Implemented Welcome Back Week Activities
  - Implemented Student Appreciation Week Activates
  - Developed programming in other various themed weeks, i.e Diversity Week, Constitution Week, Domestic Violence Week, Celebration of International Student Week, etc

**South Louisiana Community College, Lafayette, LA**

December 2013-March 2014

**College Description:** SLCC serves approximately 13,000 students across 8 regional campuses. The college is 15th out of the top 100 institutes of higher education awarding associate degrees and is also among the top 100 issuing one-year certificates leading to employment.

***Adjunct Adult Education Instructor-- Division of Academic Affairs***

- Provided instruction through differentiated methods of adult ed. instructional pedagogy
- Conducted needs assessment analysis for each participant.
- Developed educational plans of action for each participant.
- Monitored participants' needs in order to remediate educational deficiencies.
- Maintained the required participant progress documentation.
- Developed and implemented procedures correlating to daily attendance records and progress reports.
- Assessed program students using the TABE and BEST tests are dictated by the Louisiana State Board of Ed.
- Assessed the accomplishments of students on a regular basis.

- Maintained records portfolios and student progress reports.

**Assembly School, New Iberia, LA**

***Secondary Teacher***

May 2013-January 2014

***Founding Head Football Coach/Associate AD***

May 2013- June 2014

**West St. Mary High School, Baldwin, LA**

August 2012- May 2013

***Secondary Teacher/ Assistant Athletic Coach***

**AMI Kids Alternative Charter School, Thibodaux, LA**

May 2011-May 2012

***AMI Career Mentor/Instructor***

## **PROFESSIONAL INTERNSHIPS/FELLOWSHIPS**

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**Louisiana Governor's Office, Baton Rouge, LA**

January 2011-May 2011

***Nicholls State Policy Research Fellow-Office on Women's Policy***

**Nicholls State University Student Programming, Thibodaux, LA**

May 2011-May 2012

***Student Programming Association Chairperson***

**Nicholls State University-, Thibodaux, LA**

January 2010-December 2010

***Andrew Price Alternative School -Behavior Interventionist Intern***

**West Thibodaux Middle School, Thibodaux, LA**

June 2011-November 2011

***Assistant Football Coach***

**University of Tennessee –Chattanooga, Chattanooga, TN**

Summer 09' 10', 11'

***Upward Bound Math Science Fellow/College Prep Seminar Instructor***

**Houma School, Houma, LA**

May 2010-December 2010

***Assistant Athletic Coach – Football, Soccer***

## **COMMITTEE EXPERIENCE**

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- SLCC Foundation's Faculty & Staff Annual Appeal (Fall '14/ Fall '15)
- SLCC Chancellor's Cabinet (SP 14')
- SLCC Hiring Committee (SP 14', FA14' SP15' FA15' SP16')
- SLCC Strategic Planning Steering Committee (SP15', FA15', SP16')
- SLCC Carl Perkins Grant Review Committee (SP15')
- SLCC Non Traditional Recruitment Committee (SP15', FA15', SP16')
- SLCC Admissions / Enrollment Systems Committee (SP15', FA15', SP16')

- SLCC Perkins Grant Funding Special Populations Committee (SP15')
- SLCC Commencement Planning Committee (SP15', FA15', SP16)
- SLCC Chair- Internationalization Committee (SU 16')
- SLCC Chair- Judicial Hearing Committee (SU 16')
- SLCC Chair- New Student Orientation Advisory Council (SU 16')
- SLCC Chair- Title IX Steering Committee (SU 16')
- SLCC Chair- Student Engagement Advisory Council (SU 16')
- Community College for International Development (CCID)- Werner Kabush Award- Review Committee (FA16')
- Retention & Completion Council (SP17')
- SLCC Strategic Enrollment Management Council (SP18')

## **PROFESSIONAL DEVELOPMENT/PRESENTATIONS/ PUBLICATIONS**

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### **Relevant Professional Development:**

- Quality Matters: Applying the QM Rubric Certificate
- LCTC Annual Conference (March 2014, March 2015)
- Community College for International Development: Latin America & Caribbean Forum- Summer Regional Forum 2016- San Antonio, TX
- LCTCS Board of Regents- "Narrowing the Gap for Adults"
- American Association of Community Colleges- Annual Conference, Chicago, IL- Spring 2016
- ATIXA Title IX Certification Conference- Spring 2017- Orlando, FL
- Student Affairs Professionals in Higher Education (NASPA)
  - Community Colleges Institute- Spring 2017
  - Multicultural Institute-Advising Equity & Inclusive Practice-Fall 2017

## **PROFESSIONAL ORGANIZATION MEMBERSHIPS**

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(NASPA) Student Affairs Administrators in Higher Education 16'17'

Community College for International Development 16'

ATIXA- Association of Title IX Administrators 16'

## **PROFESSIONAL ORGANIZATION –LEADERSHIP POSITIONS**

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### ***Region III- SLPKC Webinar Coordinator***

August 2016 -March 2017

(NASPA) Student Affairs Administrators in Higher Education

Region III-Student Leadership Programs Knowledge Community (SLPKC)

- Attends monthly Region III SLPKC conference calls
- Coordinates quarterly SLPKC webinars.
- Develops various web professional development opportunities for members of the SLPKC
- Develops strategies for making archived webinars readily accessible to members.
- Co-chairs and serves as an advocate for Student Leadership Programs in the region.
- Develops strategies to increase membership in the Student Leadership Programs KC by promoting the KC to Region III members.
- Implements initiatives that encourage Region III individuals to submit program proposals for national, regional and state conferences.



- Attends NASPA National Conference and participate in all Student Leadership Programs KC activities

**Community College Institute Planning Committee Member**  
(NASPA) Student Affairs Administrators in Higher Education

July 2017-March 2018

- Participates in monthly committee calls between August 2017 - March 2018;
- Spends 3-4 hours a month, outside of committee conference calls, working with projects, tasks, and subcommittees
- Consults on overall programmatic contents including redesigning themes, learning outcomes, and program description
- Actively promote the conference to constituents;
- Contributes to marketing by writing blog posts, sharing information about the institute with networks, and promoting on social media;
- Serves as a member of the Programs Review Team

**Program Reviewer, 2018 NASPA Strategies Conference**  
(NASPA) Student Affairs Administrators in Higher Education

September 2017

**Small Group Facilitator, 2018 NASPA Undergraduate Student Conference**  
(NASPA) Student Affairs Administrators in Higher Education

March 2018

# FACULTY PORTFOLIO

## Research Interests:

Student Affairs, Community Cultural Wealth, Cultural Competency, Diversity & Inclusion, Social Capital, Educational Psychology, Internationalization, Social Justice, Community Colleges, & Student Success.

## Diversity Statement:

As an equity minded leader, I believe that the wide array of perspectives resulting from diversity and inclusion allows all organizations to be more effective. I am dedicated to greater diversity and inclusion within the respective organization and will provide equal opportunity to people of all races, ethnicities, religions, genders, sexual orientations, gender identifications, abilities, incomes, marital statuses, ages, geographic locations, philosophies, and veteran statuses in all levels of staff and governance.

## Teaching Philosophy

My philosophy of teaching evolved from many years of teaching experience. As I reflect on my beliefs regarding teaching and learning, I find that my mission as a teacher is to promote positive learning, spark learner enthusiasm for learning, and to provide a strong foundation for lifelong learning.

To accomplish this, I enjoy applying a wide variety of strategies based on essential educational principles encompassing cognitive functioning, learning theory, diversity issues, instructional planning and assessment.

- **Cognitive functioning level(s) of the learner:** Considering the cognitive functioning of learners is essential in order to implement and apply strategies that are appropriate for either concrete operational and/or formal operational learners. I routinely plan activities, such as brief writings, that can help me determine the cognitive levels of my students and tailor my instruction accordingly. Without this consideration, I would risk the possibility of my students experiencing ‘hit or miss’ learning.
- **Learning theory:** I have valued many years of opportunities to apply significant contributions from various learning theories. Behavioral theory offers a wealth of principles that, when used appropriately, can benefit classroom learning and management at all levels. In concert with this, cognitive learning principles offer significant contributions from the state-of-the-art neurosciences, particularly in brain-based research regarding memory systems and active processing of intellectual operations. Some of my favorites that are well received by students include: think-pair-share, classroom jigsaw activities, constructive controversies, and interactive lectures.
- **Cultural diversity, group culture and learning style:** Understanding both the learning style of individual learners and the cultural diversity of the class/group helps me both design and tailor effective instruction by implementing appropriate global and/or concrete strategies. Although a

variety of learning styles are likely represented by learners in any large class/group setting, I routinely design my instruction using the research-based learning cycle; this cycle provides the framework for me to encompass a repertoire of effective strategies, which can both accommodate individual preferences, engage diverse learners, and help establish a respect for differing preferences and perspectives.

- **Curriculum and Instructional Planning:** An essential consideration for teachers pertains to overall curriculum and instructional planning. Whether the instructional approach is based on a behavioral model (direct instruction, mastery learning), a cognitive model (exposition/presentation), or a constructivist model (inquiry-based/Socratic methods, cooperative learning), I plan and implement lessons that clearly identify the lesson objective, anticipatory set, strategies for effective student engagement, and assessment options to measure student mastery. This helps me teach with both clarity and focus.
- **Assessment:** I strongly believe that one can employ numerous options to accurately assess understanding of course content among diverse groups of learners. To this end, I have developed (and continually use!) a firm foundation in assessment basics, from alternative types of assessment (rubrics, checklists, projects, portfolios, performance/diagnostic checks, presentations, etc.) to traditional exams/test construction.
- Following these basic principles helped me grow in my love for teaching and learning. More importantly, I have discovered that by sharing my 'passion' for teaching and learning and using these principles with enthusiasm and empathy connects with learners. As a result, teaching with clarity, passion, empathy, and sincere enthusiasm, effectively impacts learners, ultimately connecting them to their 'passion' and lifelong learning.

## FACULTY TEACHING EXPERIENCE

### UNDERGRADUATE

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**Colorado Technical University**, Colorado Springs, CA

April 2020- April 2021

Academic Division: General Education & Psychology

Faculty Rank: Associate Professor of General Education & Psychology

**South Louisiana Community College**, Lafayette, LA

March 2014- April 2021

Academic Division- Division of Academic Affairs

**Course:** *Intro to Psychology*

(Provided Instruction Traditional & Online)

**Course Description:** This course introduces students to the fundamental principles of psychology and to the major subjects of psychological inquiry.

**South Louisiana Community College**, Lafayette, LA

March 2014—December 2016

Academic Division- Division of Academic Affairs

**Course:** *Seminar of First Year Experience*  
(Provided Instruction Traditional & Online)

**Course Description:** This academic centered seminar introduces students to the college. This course is designed to provide students with the skills, knowledge, and dispositions that will promote success in community college settings. This course was also designed to help students grow as learners and active members of the college community. Topics included (but were not limited to): time management, self-knowledge, learning, wellness, reading, writing, APA format, technology, college information, student services, campus organizations, and academic integrity policies.

**Trident University-** Cypress, CA  
Academic Division: University College

April 2017-August 2017

**Course:** *Trident University Experience for Students in Transition*

**Course Description:** The purpose of this course is to assist transfer students in making a smooth transition to Trident University. Various subject areas will be covered to help students take full advantage of Trident's information technology and academic resources. Students within this course complete self-assessments, engage in academic planning, learn about leadership and the importance of understanding diverse perspectives, enhance critical thinking skills, improve research and information literacy skills, and engage in advanced career exploration.

This course surveys current theories for educating the young child along with related practical applications. Curriculum and materials will be examined and evaluated as they relate to national standards and developmentally appropriate approaches to early childhood development.

## GRADUATE

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**Liberty University-** Lynchburg, VA  
**Academic Division:** School of Education  
**Program:** Doctor of Education (ED.D)  
**Role:** Applied Research Faculty

August 2021-Pres.

**Description:** Primary responsibilities include serving as a mentor for numerous doctoral candidates, reviewing capstone project manuscripts, and providing feedback specific to applied research methods. The faculty mentor helps doctoral student's complete capstone projects that are methodologically sound, and also teaches applied research methods courses for the School of Education.

**Colorado State University-** Greenwood, CA  
**Academic Division:** School of Professional Studies  
**Program:** Masters of Teaching & Learning,  
**Program:** Principal Licensure Program

July 2018-February 2021

**Course:** OTL544 *Leading the Learning Strategy*,

**Course Description:** This course addresses the critical leadership competencies necessary for the design, execution, and evaluation of effective academic or professional learning, training and development. Specifically, there will be an analysis of the key aspects that influence today's learners including business drivers, a diverse global workforce, and technology.

**Course:** OTL 542 *Learning Technologies*

**Course Description:** This learning technology course prepares students to identify and effectively apply technology to support digital learning. Specifically, the course will provide students with an overview of numerous technology tools and within each overview, students will have an opportunity to discuss, practice, and consider effective and ineffective application of each learning technology. Upon completion of the course, students will deliver a teaching technology portfolio that will contain advanced application of common technology tools like online videos, gaming, and open educational resources.

**Course:** OTL 541 *Assessment and Evaluation in Learning and Performance*

**Course Description:** This course is an examination of methods and techniques for evaluation and assessment of workplace learning. Analysis of contemporary issues in today's learning environments.

**Course:** ELL 530 *Assessments & Administration of ELL Programs*

**Course Description:** This course is an introduction to issues surrounding the assessment of English-language learners, including standards-based, standardized, and classroom assessment instruments. It will also discuss federal legislation and court decisions that have influenced the education of English-language learners. Students in the course will likely have various views of and experiences with language and content assessment instruments. Therefore, students will be encouraged to apply what they learn to their current teaching contexts in order to make the content meaningful and immediately applicable.

**Course:** EDL 560 *External Development Leadership*

**Course Description:** This course investigates external development as it relates to school leadership standards. Students learn to effectively design structures and processes that result in community engagement, support, and ownership with a focus on proactively creating opportunities for parents, community leaders, and business representatives to participate. This course will demonstrate the importance of community building and school stakeholders whose investments of resources and good will provide continuous support.

**Course:** OTL 515 *Teacher as an Instructional Change Agent*

**Course Description:** The focus of OTL515 is on the teacher leader as an instructional change agent, in a role typically referred to as instructional coach. This course investigates the change process from the coach's perspective. Whether working with one client or team of teachers, the position of instructional coach requires knowledge of change processes, curriculum content, professional learning standards, and barriers that inhibit change. This course introduces strategies for professional growth including interpretation of research and professional collaboration to lead and advocate for effective change.

**Trident University-** Cypress, CA

June 2018-April 2020

**Academic Division:** College of Education

**Program:** Masters of Education: Higher Education Concentration

**Course:** *EDU 530 Foundations of Early Childhood Development*

**Course Description:** This course surveys current theories for educating the young child along with related practical applications. Curriculum and materials will be examined and evaluated as they relate to national standards and developmentally appropriate approaches to early childhood development.

**Course:** *EDU 508 Diversity in US Education*

**Course Description:** This course provides an overview of essential concepts related to equity and diversity in educational settings. Students will develop an awareness of race, ethnicity, culture/class, gender, and disability and explore how educators and leaders can support equity. Emphasis will be on the exploration of the social, economic, and political forces that influence educational systems.

**Course:** *EDU 509 Leadership & Organizational Theory*

**Course Description:** This course examines the impact of leadership theories and organizational theories applicable to educational settings. Students will reflect on the application of appropriate leadership and organizational theory to a wide variety of educational settings with an emphasis on understanding the role of leadership on organization, culture, and climate.

## **DIRECTED STUDENT LEARNING**

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**Student Affairs Internship Supervisor**

January 2018 -May 2018

M.A Student Affairs in Higher Education- Northwestern State University  
Candidate: Angelica Ortega

## **FACULTY DEVELOPMENT**

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Certifications:

- Quality Matters Certificate: *Applying the QM Rubric Certificate*

Coursework:

- FCC990 Online Teaching for Adult Learning – CSU Global Campus
- INST580 Doctoral Teaching and Advising- Franklin University

Roles:

- Faculty Reviewer-EDL 520: Instructional Leadership – CSU Global Campus
- Faculty Reviewer- EDL 530: School Culture & Equity Leadership – CSU Global Campus

## **LEARNING MANAGEMENT SYSTEMS (LMS)**

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- Proficiency in Blackboard, Moodle, CANVAS, Other Internal LMS

## **PRESENTATIONS & PUBLICATIONS**

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**Presentations:**

- Tention, Solomon. (2014). “Educational Goal Setting”. Gulf Coast Teaching Services: NYTD Conference
- Tention, Solomon. (2015). “Engagement and its Impact on Student Recruitment” SLCC Student Services Professional Development.
- Tention, Solomon. Bex, Darcee; Miller, Charles; Harder, Natalie (2016). “Empowering Employees to Co-Lead a “Good to Great” Journey toward a High Performing Culture”. American Association of Community Colleges 2016 Annual Conference-Chicago, IL. Convention Track: Creating and Sustaining a High-Performance Culture in Community College
- Tention, Solomon. (2017). “Bridging the Gap Between Professional Experience & Pedagogy”. Corporate College Professional Development Conference. South Louisiana Community College.
- Tention, Solomon. (2017). “Title IX Awareness for Student Group & Organization Leaders”. SGO Summer Conference/Retreat. South Louisiana Community College.
- Tention, Solomon. (2017). “SLCC 16’-17’ Report-Student Conduct, Title IX, & Campus Climate: Fostering a Campus Environment for Student Success”. Student Services Convocation. Professional Development Retreat. South Louisiana Community College.
- Tention, Solomon. (2017). “Cultural Competency and Student Success: Best Practices for implementation at 4-year and 2-year Post-Secondary Institutions” Trident University Culture of Research and Education Series. Webinar Presentation.
- Tention, Solomon. (2017). “Student Code of Conduct & Managing Conflict in the Classroom”. Academic Affairs Adjunct Faculty Professional Development Conference. South Louisiana Community College.
- Tention, Solomon. (2017). “Cultural Competency, Student Leadership, and Career Development”. LSU Multicultural Student Leadership Conference.
- Tention, Solomon. (2017). “Re-designing Student Life Within Community College Settings”. University of Houston- Clear Lake Student Leadership Conference.
- Tention, Solomon. (2017). “Understanding the relationship and practice of Vincent Tinto’s Theory of Institutional Departure from a Cultural Competency Lens”. NASPA Multicultural Institute: Advancing Equity & Inclusive Practice.
- Tention, Solomon. (2018). “Redesigning Student Engagement within Community College Settings”. NASPA National Conference”.

#### Quoted Articles:

- Tention, S. April (2016). *“New Study Aboard Population”*. Inside Higher Education. Retrieved From. <https://www.insidehighered.com/news/2016/04/20/community-colleges-look-globally-programs-entice-and-retain-students>
- Tention, S. July (2018). *“The Right Balance”*. Community College Journal. <http://www.ccjournal-digital.com/ccjournal/20180607?pg=18#pg18>

#### Publications:

Tention, S. (2016). “An exploratory study: Cultural competency as an indicator of student success in the roles of administration and faculty within post-secondary education settings”. (Order No. 10250018). *Dissertation*. Available from ProQuest Dissertations & Theses Global. (1864674476). Retrieved from <https://search.proquest.com/docview/1864674476?accountid=28844>

Tention, S. (2016). “SLCC Develops International Programming”. Community College for International Development (CCID). International News. *Newsletter*. Summer 2016 Edition.

Tention, S. (2017). “SLCC Develops New Engage Mentorship Program”. Community College for International Development (CCID). International News. *Newsletter*. Summer 2017 Edition.

Tention, S. (2017). "Social Justice: Creating a Culture of Equity in Post-Secondary Education Settings". Living Education eMagazine. Fall 2017 Edition.

**Peer Review:**

- Review Board Member, *Journal of Underrepresented & Minority Progress* April 2019- Pres.

**Book Chapter:**

Tention, S. (2018). "Gumbo for the Soul: Males of Color Share Their Stories, Meditations, Affirmations, and Inspirations" *Book Chapter*: "Social Capital and its Impact on My Personal and Academic Success". A Volume of Contemporary Perspectives on Multicultural Gifted Education. (IAP) Information Age Publishing.

## PROFESSIONAL REFERENCES

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**Dr. James Butler**

Associate Professor/ Department Head Sociology  
Nicholls State University  
985-448-4618

**Dr. Larry Ross**

Sociology Professor  
South Louisiana Community College  
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Upward Bound Math Science PRISM Program  
University of Tennessee at Chattanooga  
423-425-2248

**Ms. Anika Breaux**

Instructor of Mathematics  
South Louisiana Community College  
337-322-5530

**Ms. Geneen Joseph**

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337-256-7754