Redefining the Academy

We kick off our year-long 35th anniversary celebration with this year’s Emerging Scholars
Diverse: Issues In Higher Education sponsors the Arthur Ashe, Jr. Sports Scholar Awards to honor undergraduate students who have excelled in the classroom as well as on the athletic field. Inspired by tennis legend Arthur Ashe, Jr.’s commitment to education as well as his love for the game of tennis, U.S. colleges and universities are invited to participate in this annual awards program by nominating their outstanding sports scholars. In addition to their athletic ability and academic performance (3.5 cumulative GPA or higher), Arthur Ashe, Jr. Sports Scholars demonstrate a commitment to community service and student leadership.

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Dr. Lorenzo Candelaria doesn’t live or work where he did 12 years ago, but the former *Diverse* Emerging Scholar has remained passionate about the arts education and its potential to reach and inspire underrepresented students.

When Candelaria was part of the Emerging Scholars class of 2007, he was an assistant professor of musicology at the University of Texas at Austin. In 2008, he was awarded the prestigious Robert M. Stevenson Prize for outstanding scholarship on the music of Spain and Mexico. Candelaria earned tenure at UT Austin and eventually joined the faculty at the UT campus in El Paso, where he was born. He later was appointed associate provost at the nationally recognized Hispanic serving institution, where he worked to position the arts in cross-disciplinary environments campus-wide.

Now, as professor of music and dean of the School of the Arts at Purchase College in the State University of New York system, Candelaria is continuing his mission as an advocate for the arts “as a means of effecting social mobility, of building inclusive communities and of inspiring our better selves,” he says.

“The opportunity was too good to pass up,” says Candelaria, pointing to Purchase’s internationally acclaimed conservatories and the access provided to the first-generation students and other underrepresented groups he’s committed to reaching and serving.

“I saw it as an opportunity to create a model for public education,” adds Candelaria, a first-generation college student who won a Fulbright Fellowship and earned a Ph.D. in musicology from Yale University. “I’m very happy. I’m doing the things I’ve been wanting to do since entering the professoriate. And I’m doing them at a place uniquely set up for the type of work I do. Purchase can create a compelling model to transform public arts education in America.”

Since arriving there last summer, Candelaria, 47, has made arts advocacy his school’s cause. His teaching, scholarship and community engagement seek to shape and drive “a national conversation on the central role of the arts in society” with “humanities-infused public programming” playing a vital role, he says.

That’s a refrain he repeated in a talk he gave as part of a communal forum with music celebrating Walt Whitman at the National Cathedral in Washington, D.C. on the eve of the midterm elections in November. Recalling how he fell in love with the violin when he heard the El Paso Symphony Orchestra as a fifth-grader, Candelaria told the audience that his message is simple:

“Socio-economic mobility was effected through the arts – the very arts that our society now considers too Western, too White, too male, too elitist and too distracting to a meaningful public education. Nonsense. My life bears witness and I am just one of many.”

One of Candelaria’s priorities is to use the arts to build a pathway to higher education, particularly for first-generation students and other underrepresented groups. He has initiated a program called “Paths to Purchase” that works with arts schools in New York City, primarily in Brooklyn, Queens and the Bronx. It engages high school sophomores, juniors and seniors with arts programming aimed at improving their chances of attending and graduating from college.

“Music, dance, all of the arts are important tools in telling the human story, in finding common cause through human diversity, in cultural diplomacy,” he says. “They have a central role in society today, even at a time when the arts are seen as very dispensable.”

Colleagues at Purchase welcome what Candelaria brings to the school, including “a fresh vision,” says Dr. Jennifer Undercuffler, director of the Conservatory of Music. “He’s a tremendous musician and scholar with a real depth of knowledge in his area of scholarship, but he also has a profound understanding of the needs of students now,” she adds. “I’m always invigorated by the conversations I have with him about how we can better meet the needs of our students and look for potential students.”

Candelaria’s commitment to total inclusiveness at every level of higher education is demonstrated by his passionate efforts to weave diversity into an institution’s culture, rather than treating it as a box to check on an administrative to-do list, says Jennifer Shingelo, the School of Arts’ assistant dean of students and enrollment.

“He and I speak the same language about that,” she says. “He’s a great partner, and he does it in such a way where he walks the walk and doesn’t go around and proselytize.”

Candelaria has brought renowned classical musician and author Joseph Horowitz to Purchase to teach a course this term titled “Music, Culture, and Ideas.” Meanwhile, he has two books in progress and is an in-demand speaker on topics such as mariachi music, plainchant, arts education and the 21st-century demographic.

Dr. Robert Freeman, retired former president of the New England Conservatory and former dean at UT Austin, has known Candelaria since hiring him at UT Austin. He described Candelaria as a visionary leader who is rare as both a first-rate scholar and a first-rate musician.

Freeman still believes a hunch he got when he first interviewed Candelaria and was impressed by his talent, intellect and communication skills.

“I felt that I had met the president of the University of Texas 30 years from now,” says Freeman. “I still think that he is going to be the president of a major university.”

– LaMont Jones Jr.
University of Cincinnati to Evaluate College of Arts and Sciences Namesake

The University of Cincinnati’s College of Arts and Sciences will review whether it should keep Charles McMicken’s name for the college after its student government voted to remove the name of the slave-owning businessman who donated property and funding to the city of Cincinnati to establish an institution where “White boys and girls might be taught” after he passed away in 1858.

“How we figure these troubling facts into our current identity and future direction is now ours to determine,” says university president Dr. Neville Pinto.

A committee consisting of professors and third-party experts will utilize the spring semester to determine whether Cincinnati should keep the college’s name as McMicken College of Arts and Science or remove McMicken’s name.

“Challenging conversations have the potential to divide us,” says Pinto. “But our shared commitment to this great institution, despite its imperfect history, must keep us united and undeterred in our efforts to advance knowledge, change lives and build community.”

University of Delaware School of Public Policy Renamed After Joe Biden

The University of Delaware (UD) has renamed its public policy school after former U.S. Vice President, Delaware senator and alumni Joe Biden.

The school, now called the Joseph R. Biden, Jr. School of Public Policy and Administration, will further initiatives in public policy areas like health policy and management, social and urban policy, energy and environmental policy and disaster science and management.

 “[The University of Delaware] instilled in me the belief that I could make a difference and inspired me to live a life committed to public service,” Biden says. “My hope is the Biden School will inspire this and future generations of young leaders and that it will stand for not only excellence in academic study but also for a return to decency and civility in our nation’s public debate.”

Biden received a bachelor’s degree from the university in 1965 and founded the Biden Institute, a research and policy center at UD in 2017.

Spelman Receives $30M, Largest Gift from Living Donors

Long-time Spelman College trustee Ronda Stryker and spouse William Johnston donated $30 million to the historically Black college (HBCU), making the gift the largest in Spelman’s 137-year history from living donors.

The multi-million-dollar gift will support Spelman’s new Center for Innovation & the Arts (CI&A), which will house all of Spelman’s arts programs, including art, art history, curatorial studies, dance, digital media, documentary filmmaking, photography, music and theater, according to the college. The center will also forge connections to the Westside community.

“As former educators who believe strongly in social justice, Bill and I have great appreciation for how Spelman provides a superior education for students that encourages them to be global change agents,” says Stryker, a Spelman trustee since 1997 who is director of Stryker Corporation and vice chair and director of Greenleaf Trust. “Spelman alumnae are leaders across every field imaginable, breaking new ground, while tackling some of the world’s most challenging issues from health disparities to the digital divide. We are thrilled to support a building that will encourage students to master technology, innovation and the arts.”

The Stryker family’s latest gift to Spelman adds to their charitable giving over the years. Other gifts have supported the institution’s Gordon-Zeto Center for Global Education, the Spelman College Museum of Fine Arts, the Wellness Center, Sisters Chapel and other academic initiatives and funds.

“With this historic gift, yet again, Ronda’s support will be transformational,” says Spelman president Dr. Mary Schmidt Campbell. “Her contribution ensures that Spelman students will be prepared to tackle the challenges of our changing world through innovation, creativity and the dynamic intersection of science, technology, engineering, arts and math (also known as STEAM).”

UC Berkeley President Announces New Undergraduate Student Diversity Project

University of California (UC) at Berkeley chancellor Dr. Carol Christ has announced the creation of the Undergraduate Student Diversity Project that’s focused on expanding and furthering diversity on campus.

The goals of the project include expanding the enrollment of underrepresented, low- and middle-income and first-generation college students, increasing campus diversity and qualifying as a Hispanic-Serving Institution by 2028.

The creation of the project follows a report published by the University of Southern California that shows the campus as ranked lowest out of all UC system campuses in regard to equity.

In an email to UC Berkeley students and faculty, Christ acknowledged the low percentage of underrepresented minority students and that the university will use the project to help accomplish their goals of recruiting and retaining a more diverse student body.

UC Berkeley will establish small teams to evaluate current campus practices and determine possible areas of diversity growth in admissions outreach, the undergraduate admissions process and the on-campus experience for minority students. The teams are expected to complete its assignments by the end of the spring 2019 semester.

— Compiled by Monica Levitan and Tiffany Pennamon
Editor's Note:

Happy New Year!

This issue of Diverse — the first of 2019 — is significant because it marks the start of our 35th year-long anniversary celebration. For more than three decades, Diverse — which began as Black Issues In Higher Education in 1984 — has been at the forefront of bringing you thought-provoking stories focused on diversity, equity and inclusion in higher education.

There is much to celebrate over these past 35 years. For example, the number of minority and women college and university presidents have dramatically increased over the past three decades. But higher education still has some very real challenges when it comes to advancing diversity, equity and inclusion goals. Recent debates about confederate monuments and statues on college campuses, the dearth of minority faculty and the very real obstacles that many of our minority serving institutions face, should be reason for alarm. The increasing cost of a college education, coupled with ongoing questions about admissions, retention and graduation rates of students has been the source of our focus.

Put simply, our job is to call attention to some of these gross disparities, highlight successful best practices and feature cutting-edge analysis that forces our readers to rethink what is possible if we have the moral courage to think outside of the box as we go about the task of making higher education accessible to all.

It is no surprise then, that we kick off this year's issue with a focus on the future of the academy. On these pages, we highlight 15 Emerging Scholars who are and will continue to make a profound impact on higher education. The 2019 Emerging Scholars are exceptional in every way. They are brilliant researchers, thinkers and teachers who hail from a variety of disciplines. They are redefining the academy in bold and brilliant ways with their innovative, pedagogical approaches to teaching and learning. They are collaborators who are making a difference.

In the process, they are receiving institutional and national accolades that place them at the top of their field.

Here are a few examples:

- Dr. Floraliza Bornasal, an assistant professor of civil engineering at Saint Martin's University was named outstanding faculty member on campus in 2017 and was lauded for her excellence in teaching, research and service.
- Dr. Loni Philip Tabb, an associate professor of Biostatistics at Drexel University is doing critical work at examining the link that alcohol has on violence in urban communities.
- Hope College associate professor Dr. Gerald Griffin is engaged in groundbreaking work relating to neuroscience.
- Dr. Cynthia Flores, an assistant professor at California State University, Channel Islands is getting her students — many of whom are apprehensive about math — excited about how math research can be used to tackle social problems in the nearby county.
- Dr. Nolan Cabrera, an associate professor of Educational Policy Studies & Practice at the University of Arizona is helping us to better understand campus climate issues through the lens of White males.

Over the course of the upcoming year, we will put a spotlight on the issues that has been central to our mission and vision. We will tell the stories of graduate students, first-generation college students and the struggles of newly-minted Ph.D's on the job market. In March, we will celebrate women scholars and administrators, and in April we will take a closer look at our community colleges. In July, we will examine some of the critical issues over the past 35 years and provide perspective from researchers and practitioners on the state of diversity, equity and inclusion in 2019.

We thank you for your ongoing support and look forward to engaging with you over the next year. Please visit our website at www.diverseeducation.com, follow us on social media and invite us to your campus to learn about the important and needed diversity work that you are engaged in.

Please feel free to share your story ideas with us. You can send those to me at editor@diverseeducation.com

Indeed, there is much to celebrate, but there is also more work to be done to ensure that we are making significant gains in transforming our institutions of higher education for the better.

Yours in Progress,

Jamal Eric Watson, Ph.D.
Executive Editor

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It pays to be a Diverse reader.
Introducing this year’s batch of 15 scholars who represent the future of the academy.

For the past 18 years, *Diverse: Issues In Higher Education* has recognized an interdisciplinary group of minority scholars who represent the very best of the U.S. academy.

This year is no exception. Although the process of selecting our Emerging Scholars — from hundreds of nominations — is always a daunting task, our 2019 cohort of Emerging Scholars is exceptional. These professors have distinguished themselves in their various academic disciplines and are actively working to make our society more equitable and just.

We invite you to take the time to learn more about these scholars and to celebrate their achievements. They are making a difference and changing our institutions of higher education for the better.
Dr. Melanee C. Harvey envisions the role of the Black art educator today as one who develops students who are critically examining the museum and providing “groundbreaking, provocative cultural interpretation” of images they see in the world around them, she says.

“It almost feels like we’re back in that period of the Black Arts Movement where we really are having to develop a curriculum that prepares our students to speak up and be not only engaging, but be influencers in the discourse,” she adds.

The assistant professor of art history at Howard University admits that her interest in art history and teaching in higher education have developed side-by-side as she steadily traversed the intellectual landscapes of Spelman College and Boston University.

“Spelman did an amazing job in terms of their curriculum in leading me to see a lot of the holes that needed to be filled,” she says. “There were a lot of stories in African-American art, and even the contribution of African-American artists to American art, that had not been told yet.”

The scholar’s culturally immersive upbringing in Ohio and Washington, D.C., coupled with mentorship and instructional development through the United Negro College Fund/Mellon Mays Fellowship Program and the Institute for the Recruitment of Teachers led her to explore the alternative spaces that African-Americans learn about aesthetics. Particularly, she thought about those finding their way to the Black church every Sunday.

“So really documenting the Black church not only as a political, socioeconomic space of agency and activism but also a place where African-American philosophy and aesthetics is really shaped as well,” Harvey says.

Harvey’s work similarly examines Black churches in the contemporary moment – how they are depicted on Instagram or other social media sites, for instance – and explores how history is continuously being shaped through art and institutions such as the National Museum of African American History and Culture (NMAAHC).

“What does having that site mean to how we look at the church as a historical repository? Can we now begin to think about not only the national museum but our local museums as spaces where we can tell these types of histories?” she says.

And in D.C. where gentrification is becoming more prevalent, an added essence of Harvey’s work centers on how to recover and preserve the history and impact of Black churches, urban centers and organizational spaces such as the National Council of Negro Women “in such a rapidly changing environment,” she says.

Harvey makes these real-world connections for her Howard students in courses like Black Art and Visual Culture and Black Women in Visual Culture. Students read “challenging, theoretical text” about Black representation in Black art production, she says, and they match that critical discourse by examining and identifying how the Black body or Black creativity is represented in spaces such as the Hirshhorn Museum or the NMAAHC.

Serving as programming chair for the James A. Porter Colloquium of African-American art at Howard has also been a transformative experience for Harvey.

“Julia Elizabeth Neal, an art historian and Ph.D. candidate at the University of Texas at Austin, describes Harvey’s approach to serving her students and collaborating with scholars as “dialogic.”

“There is an expectation of responsibility between one another to cultivate a long-lasting and generative intellectual community,” Neal says. “Moreover, Dr. Harvey’s intellectual contributions to reassessments of visual expressions within Black religions provide groundbreaking insight into impactful areas least understood or de-centered within American art at large.”

Harvey says a community of mentors has shaped her development as a scholar today. Now, she hopes to be a “consistent drum major” in her field who produces art educators and activists and whose scholarship and pedagogy is rooted in social consciousness.

“We have to really think about not only Black art, but our contributions to what it is to be American,” she says. “It’s not just jazz music. We could keep digging deeper into what our cultural, and perhaps even moral, impact on the nation has been.”

— Tiffany Pennamon
Dr. David H. Olwell, professor and dean of the Hal and Inge Marcus School of Engineering at Saint Martin’s University, sees assistant professor of civil engineering Dr. Floraliza Bornasal as “simply outstanding.”

Bornsal, an alumna of the engineering school, lives her life by the Benedictine values that permeate the campus, says Olwell. “She’s helping students understand what it means to place work in an overall context for what they’re trying to do with their lives,” Olwell says. “She’s very helpful in showing that technical competence is important, but framing that in terms of service to the community is why you want to be a civil engineer.”

Bornsal joined the faculty at Saint Martin’s in 2015. While she had a positive undergraduate experience, she also envisioned ways that she could contribute to the university. As she was finishing her doctoral studies, she knew she wanted to enter academia and her alma mater seemed a natural fit.

Her interest in civil engineering began as a high school senior when she wrote a research paper on waste water engineering in the developing world. Her strengths in math and science matched well with the field. During college, her focus became transportation engineering.

Bornsal’s family emigrated from the Philippines when she was seven and grew up in eastern Washington State, where the Asian population was very small. She is a first-generation college student and easily relates with first-gen struggles, which is why she says that it’s essential for her to be accessible to her students.

Her college and graduate studies were financed by a Gates Millennium Scholarship, and, in between college and graduate school, she did a year-long stint with AmeriCorps VISTA, a national service program designed to alleviate poverty.

As a professor, she emphasizes to her students that, if there’s content that is complex and hard to understand in her courses, she wants her students to have a sense of agency to speak up.

At a time when there are many discussions about the infrastructure of America’s roads, bridges and transportation system, Bornasal prepares students to understand their responsibilities and role in making decisions about design, construction and maintenance.

“If we’re having a discussion about how to align a roadway, the conversation shouldn’t be purely on the mathematics portion of it, but also considering what resources will it take not just to construct this, but also over time maintain it,” she explains. “That type of conversation is important for students so they’re really conscious that what we build is going to have a certain lifespan, and you need to be considerate of that when we’re talking about infrastructure and effective, efficient roads.”

While teaching a full course load, Bornasal is also working toward earning her professional engineering license. Her work with local companies and governments gives her hands-on experiences that she can share in the classroom, providing a link between practice and education. She is also working as a traffic engineer for a local engineering firm, and she’s incorporating the firm’s project on permeable pavement into her research repertoire.

Her current research involves working with her mentor, Dr. Shane Brown of Oregon State University, on a follow-up to the study she completed for her doctoral degree. The study looks at an ethnography of engineering, how concepts touched on in undergraduate engineering education manifest in practice. Moving forward, Bornasal wants to research aspects of engineering education, such as curriculum development.

In May 2017, Bornasal was selected as the outstanding faculty member on campus for her excellence in teaching, research and service. She is currently the adviser for the Society of Women Engineers and the Filipino Heritage Club and serves as a mentor for the university’s Boys & Girls Club science exploration series.

“She’s committed to student success,” says Olwell, who notes that female enrollment has increased in part because of Bornasal’s mentorship. “She’s doing good scholarship in transportation engineering, but I think her biggest influence is going to be contributing to turning out civil engineers who will practice civil engineering informed by Benedictine values.”

— Lois Elfman
Dr. Elyse Hambacher hasn’t forgotten the many inequities she witnessed at her culturally diverse high school in Miami and how her concern about them inspired her to become a teacher educator with a passion for social justice.

“I remember seeing lots of opportunities and privileges given to certain groups of students and not to others,” she says. “I also saw educational disparities and thought, ‘I need to understand this more. Something is not right.’”

So Hambacher teaches from the perspective “that in order to change the current White-dominant system, transformation must begin in the classroom,” observes Dr. Wayne E. Jones, Jr., interim provost and vice president for academic affairs at the University of New Hampshire.

Hambacher specializes in critical pedagogy, Jones explains, “an approach to teaching that helps students scaffold new understandings and actions by contextualizing and grappling with beliefs, practices and systems that have historically advantaged some groups of people and disadvantaged others.”

That’s important for diversity in higher education, Jones adds, because teacher educators in that vein “seek out voices that have been excluded from mainstream teaching and scholarship, moving these voices from the margins to the center.”

While earning her master’s degree at Columbia University Teachers College in 2005 and 2006, Hambacher substitute taught in New York City public schools. She relocated back to southern Florida — after getting her bachelor’s degree in elementary education from University of Florida (UF) in 2005 — and taught fourth-grade and kindergarten in Broward County public schools with a year in between teaching in Japan.

She served as a research assistant during 2009 at the Florida Excellence in Education Foundation. Following her doctoral fellowship at UF from 2009 to 2013 and receiving her Ph.D. there in 2013, she began her current tenure-track position at UNH.

Hambacher teaches five courses and has designed three online classes: Critical Social Justice in and Beyond Education in 2016, Classroom Management: Creating Positive Learning Environments in 2015 and a critical pedagogy course for doctoral students in 2011, when she was a Teaching and Learning Doctoral Fellow in the College of Education at UF.

She has written or co-written more than a dozen articles in peer-reviewed publications, made more than two dozen national conference presentations as well as local and regional presentations, and garnered numerous grants, fellowships and funding awards.

“One need not look far to recognize Dr. Hambacher’s extraordinary presence on the UNH campus,” says Jones. “Her strong teaching evaluations and maximally enrolled classes indicate that not only is she highly respected among faculty and staff, but also valued by her students.”

Beyond the usual work of teaching, mentoring students and serving on committees, Hambacher has worked extensively beyond the campus.

For example, she collaborated on “Book 2 Art,” a recently launched pilot study involving 14 UNH undergraduate students who aspire to be teachers. It engaged them with pre-K-12 students, families and educators at the Community Literacy Center, a UNH resource, to help kids explore social justice-related topics through children’s literature and art. The series was a vehicle for her students to aid literacy development in young learners while implementing lessons learned about integrating social justice themes in academic settings.

Hambacher also is a co-principal investigator on a 2017 National Science Foundation Noyce Award, “Culturally Responsive and Effective STEM Teaching: Strengthening the Foundation for Teacher Success in High-Need School Districts.”

Hambacher says she loves the UNH education department’s collegiality and focus on strong university-school partnerships. And she tries to follow the best advice given to her regarding her academic career: “Follow your heart, relieve yourself of the pressure to do everything and to do it all perfectly, and ‘find good mentors and collaborators who are really going to push your thinking.’”

One of those mentors and collaborators, UF professor Dr. Elizabeth “Buffy” Bondy, “was instrumental in helping me think more deeply about educational research,” says Hambacher.

Bondy lauds Hambacher’s commitment to inclusion of and equity for minority students.

“I am confident that she will continue to contribute to research related to minority student populations and to inclusion of and equity for minority students,” Bondy adds.

Dr. Elizabeth “Buffy” Bondy, University of Florida; Dr. Dorene Ross, University of Florida; Dr. Bruce Mallory, University of New Hampshire; Dr. Michael Middleton at Hunter College

Words to live by: “Follow your heart and do things that you’re really passionate about doing.”

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“I am confident that she will continue to contribute to research related to minority student populations and to inclusion of and equity for minority students,” Bondy adds.
A faculty-written National Science Foundation grant to enhance developmental math learning ended up netting a gift to Fisk University that hasn’t stopped giving: Dr. Qingxia Li, a tenured associate professor.

Li, 38, acknowledges that math can seem boring or intimidating to many students, presenting instructional challenges. “A lot of students have math anxiety because they don’t practice enough,” he says. “Don’t just look at it, do it. You need to do the techniques from the beginning to the end. Not just understand it intellectually, but work through the process. If they see a bad grade, they think they aren’t good at math and can’t do it. So they avoid it, and it gets worse.”

His pedagogical approach is to cultivate a fun and interactive classroom experience that includes team learning and peer mentoring to help students understand how math can aid decision-making processes in various aspects of life. “Sometimes students understand and learn better from peers,” says Li. “Something clicks and you understand the process. I want to involve and engage students. I tell them on the first day, ‘I don’t want the class to be quiet. You have to participate.’ I try to relate it to their life and to their majors so they find it useful.”

Li’s many presentations and research efforts unfailingly link to bolstering student success in math. As a sub-grant recipient of the Minority Science and Engineering Improvement Program, for example, his work aimed at increasing students’ critical thinking skills. He’s also collaborating with a Fisk colleague on an NSF-funded project that deals with integrating math and biology in a reciprocal course content exchange.

Spending his faculty career at HBCUs thus far has been intentional and a source of fulfillment, says Li. “I wanted to work with underrepresented minority students because this makes me feel more accomplished, when I work with a student and they graduate and find a good job,” he says. “For White students, one student means one student. For a minority student, maybe one student means a whole family.”

— LaMont Jones Jr.
Encouraging Economic Empowerment

As director of the Business Enterprise Law Clinic and assistant professor of law at The John Marshall Law School (JMLS), Renee C. Hatcher is redefining what it means to bring about sustainable economic justice through community development law.

The Gary, Indiana native recalls observing how the steel town’s nearly 30,000 jobs dwindled down to less than 3,000 after globalization and automation occurred, sparking her interest in thinking about how these different processes lead communities — particularly low-income and communities of color — to create innovative economic approaches that meet their material needs.

This framework of Hatcher’s scholarship and legal practice operates under the solidarity economy theory. In many ways, the work she does elevates “the good news” and not “just the resist work,” she adds.

This can look like people organizing around worker cooperatives, building innovative enterprises or using bartering services or time-banking, for example, to address worker exploitation.

“I like to say that a lot of it is really inspiring and is good news in terms of how people are using what they have in many cases because they have been neglected by the formal economy or because they’ve been left out of mainstream economic opportunities,” Hatcher says. “They are creating new kinds of economic arrangements that actually work for them and put them in a better position.”

Darby Dickerson, dean and professor of law at JMLS, says Hatcher’s Business Enterprise Law Clinic is about empowerment.

Hatcher is “a great listener and you can tell that she seriously considers all perspectives,” she adds. Students gravitate to her clinic, where she teaches doctrine about transactional practices and skills and values around representing clients, the dean says.

Hatcher emphasizes in the clinic’s first few weeks the importance for students to consider the context in which they are working in, whether they are working with a community development organization on the Southside of Chicago or serving as in-house counsel for a Fortune 500 company.

“The context for us has to start with not just this current moment, but the historical development of a city like Chicago or of a city like Baltimore in understanding the different policies that were in place that produced, for example, the kind of hyper-segregation that we see now,” she says.

“We talk a lot about red-lining. We talk a lot about access to capital,” Hatcher adds. “We talk a lot about the different ways in which minority businesses have been left out of meaningful opportunities around contracting.”

Students conduct the initial client interviews and legal research around client issues; help clients understand different regulations they need to know or assist with drafting contracts, agreements, and negotiations; and they explore different approaches to client-centered lawyering.

Hatcher is relatively new to academia. After receiving her J.D., she was previously a staff attorney for the Chicago Lawyer’s Committee for Civil Rights Under Law specializing in community development law, nonprofit law, employment law and small business matters.

Around the time of Mike Brown’s death and ensuing Ferguson protests, she began a post-doctoral fellowship at the University of Texas at Austin’s Institute for Urban Policy Research and Analysis.

After her post-doc, she began teaching in the Community Development Clinic at the University of Baltimore School of Law in 2015. Arriving shortly after the death of Freddie Gray, she found herself engaging in important community conversations that reimagined the community response to the factors driving economic state violence and police violence, she says.

Now, dean Dickerson says she wants to see Hatcher secure tenure at JMLS and will continue to support her as more people look to the legal practitioner as an expert in her field of practice.

One goal she has for students is for them to develop a practice of reflection and understanding that enables them to learn from their lawyering while also reflecting on their experiences to become more effective lawyers, she says. In the same way, it is a goal she actively works toward.

“What I hope to do … is push the thinking around community economic development, around community economic development lawyering, and push people to think not only how do we serve this one client, but what’s the larger impact and also what’s the larger goal,” Hatcher says. “How can we be a part of transforming neighborhoods and communities and local economies in such a way that people’s lives actually improve.”

— Tiffany Pennamon
Anyone familiar with inner city neighborhoods has probably noticed the number of alcohol-selling businesses located on block after block.

“Growing up in Philadelphia, Dr. Loni Philip Tabb was aware of the proliferation of such outlets.

“I am from the inner city, and I grew up where you might have access to “forties” (40-ounce bottles of beer) and different types of alcohol – but not fresh fruits and vegetables,” she explains on her Drexel University profile.

Those memories and observations have guided her research interests. As a high school student, Tabb also knew she had a passion for math, but she recalls being confused.

“I didn't know what people who liked math do,” she says. She initially followed the path preferred by her Caribbean-born parents, to pursue a career in business, entering Drexel University as a business major, but the passion just wasn’t there.

“So I started digging and I found out about biostatistics and how I could use my math and statistics training in public health and medicine,” Tabb tells Diverse, adding that, when she went home and told her mother that she planned to study biostatistics, her mother first said, “Why?” but then told her to “go for it.”

That’s exactly what Tabb has done. She not only completed her bachelor’s degree in mathematics at Drexel, but she went on to earn a master’s in math there and then a master’s and Ph.D. in biostatistics from Harvard.

Despite Tabb’s impressive qualifications, the decision to apply to Harvard took persuasion from one of her Drexel mentors, Dr. Ewaugh Finney Fields.

“I thought Harvard was not a place for somebody like me,” Tabb recalls. “She told me, ‘You can make it for you,’ and that’s what I did.”

Much of Tabb’s research has centered on the availability of alcohol and its link to violence in urban communities. When she joined the faculty at Drexel, Tabb remained concerned about those neighborhoods.

“A colleague of mine and I talked about the landscape of urban living and one of the things that came up was alcohol advertising and how it’s not by chance alone that in certain pockets of the city, especially here in Philly, that certain neighborhoods are inundated with places that serve alcohol, whether that is a corner store or whether that is a beer and wine distributor or night clubs and … whether you drink it there or you take it home,” she notes.

Her research has borne out the connections, which are especially relevant as Pennsylvania moves from state-run liquor establishments to privatization.

Tabb is also interested in overall health issues affecting people based on location.

“When we think about health, gone are the days where you simply use the lens of individual levels, such as blood pressure numbers,” she explains. “What also matters is where you live. You can be the healthiest person, but if you get plopped into a neighborhood where you literally have no access to fresh fruits and vegetables, crime rates are so high you can’t go out and take a walk, even if your health was top notch, the longer you live in that neighborhood, unfortunately, the worse your health outcomes are going to get.”

Tabb’s recent research is focusing on those broader issues — understanding how the area in which we live impacts our health, using spatial statistics and epidemiology.

In her teaching, Tabb says she attempts “to use everyday examples to show the students why we’re doing these calculations.” Her efforts have been rewarded by her students and colleagues in Drexel’s Dornsife School of Public Health.

Tabb says her goals are to influence public policy and to encourage young scholars to study biostatistics and other STEM disciplines.

“I like academia because it gives me the flexibility to research the problems that I think matter the most,” she says, “and to do what I think is most important, what lines up with my moral values.”

— Pearl Stewart
From the moment that he catapulted into the academy, Dr. Brian A. Burt has distinguished himself as an exceptional researcher, teacher and thinker. “He is one of the best minds and a sure bet to become a key contributor to research in education for a long time,” says Burt’s mentor, Dr. Jerlando F. L. Jackson, the Vilas Distinguished Professor of Higher Education and the chair of Educational Leadership & Policy Analysis at the University of Wisconsin-Madison. Jackson, along with other prominent scholars in higher education, point to Burt’s scholarly productivity, which they say is making an impact on the field.

“Brian has translated his intellectual curiosity into a robust and methodologically rigorous research agenda focused on understanding the experiences of Black men in STEM graduate programs,” says Dr. Laura Perna, the James S. Riepe Professor in the Graduate School of Education at the University of Pennsylvania.

That research — funded by the National Science Foundation at the tune of $569,702 over five years — will be one of the most comprehensive studies examining Black males in engineering.

Burt — a native of Grand Rapids, Michigan — knew that he wanted to join the teaching profession ever since he was six-years-old. “For me, education was a noble and very respectable field,” says the classical-trained pianist who enrolled at Indiana University as a music education major but later changed his major to secondary English education. It was at Indiana University that Burt became interested in research and decided upon graduation from IU to pursue a master’s degree in Educational Policy and Leadership Studies (with a concentration in Higher Education Administration) at the University of Maryland-College Park, where he was taught and mentored by Dr. Sharon Fries-Britt.

After he completed his master’s degree, Burt took a job for two years as the Coordinator for Scholarships and Special Programs in the undergraduate studies office at the Robert H. Smith School of Business at the University of Maryland, College Park, but had already begun following the work of other scholars like Drs. Shaun Harper and Lori Patton Davis, who took him under their wings and began providing mentorship. “It wasn’t like I was just reading about these people, I was getting to know them,” Burt says, adding that he recalls early conversations about Critical Race Theory with Harper and Patton Davis.

“I was always reading,” says Burt, even during those years that he worked and was not a student. “The plan was always the Ph.D.” He enrolled in the doctoral program in Higher Education at the University of Michigan, where he distinguished himself as a graduate student and became a student representative for the Association for the Study of Higher Education (ASHE) Board of Directors. After he earned his Ph.D. in 2014, Burt landed an assistant professorship at Iowa State University, where he now teaches graduate students.

“I love my students. They’re bright, they’re inquisitive,” he says. “Teaching graduate students really allows me to be a student. We can learn together. I don’t have all of the answers, but we are going to come up with answer, or rather more questions, together.”

Burt says that Iowa State was a “perfect option” to continue his research agenda, adding that the school has long had a commitment to focusing on scholarship that put a spotlight on equity, diversity and inclusion.

“I knew I wanted to be at a research intensive institution but I wanted to be at a place where I could create, and something that wasn’t so established that it was rigid,” he says.

Burt, who has pumped out five peer-reviewed articles in the last two years has advised 26 master’s and doctoral students, and is helping to groom the next generation of scholars as a mentor. “I’m trying to allow individuals to let me know what type of mentoring experience they would like,” says Burt. “Some people want a lot of hand holding and that’s fine, because I’m like that. I’m a lot of work. I’m needy, and that’s not a bad thing.”

Burt sees himself as a scholar who studies graduate student achievement and learning and he spends much of his time thinking a lot about how students are successful. Later this year, he’ll go up for tenure, but he is clear that he has aspirations that extend far beyond that. “I want full professor. I want a named professorship. I want all that stuff that my mentors have. I want that and more,” he says, as he looks to the future. “I appreciate that everyone is excited about what I’ve already done, but I think I’m just getting started.”

— Jamal Eric Watson

Brian A. Burt
Title: Assistant Professor, Higher Education, Iowa State University
Tenured: No
Education: Ph.D., higher education, University of Michigan, 2014; M.A., educational policy and leadership studies, University of Maryland, College Park, 2006; B.A. secondary English education, Indiana University, 2004
Age: 36
Career mentors: Dr. Sharon Fries-Britt, University of Maryland, College Park; Dr. Jerlando F. L. Jackson, University of Wisconsin, Madison; Dr. James Earl Davis, Temple University
Words to live by: “I’m where I’m at now because of all of the mentoring I’ve had, ever since I can remember.”
Dr. Gerald Griffin developed a deep interest in biology as a teenager growing up in Opelika, Alabama, where he also excelled in swimming, Taekwondo and music and toured Europe in college with the United States Collegiate Wind Band.

Fast forward a couple of decades, and the multi-faceted scientist has found ways to merge his varied interests, particularly science and music.

At 38, Griffin is an associate professor of biology and psychology at Hope College in Holland, Michigan, teaching and conducting research with his students in the interdisciplinary neuroscience program, which he directs.

“T’m really interested in how the nervous system is impacted by infection,” says Griffin. “I investigate the reciprocal interactions between herpes simplex virus type I (HSV-1) and the nervous system. More specifically, I am testing the hypothesis that a latent infection of HSV-1 modulates behavior and pathological hallmarks of dementia.”

Drawing upon his background in music, Griffin has developed a creative pedagogic approach to Introduction to Neuroscience at the private, four-year college.

Griffin has produced an in-class research activity called “neurochemistry jazz.”

He explains that in this exercise, the musical whole notes represent all the neurochemicals traveling the synaptic cleft; the half notes are the neurotransmitters and quarter notes are specific neurotransmitters, such as glutamate. Students are asked to conduct extemporaneous research using their smartphones and then present to the class as they learn (thus evoking the “jazz” metaphor of impromptu performance).

To the lay person, the concept may seem labyrinthian, but Griffin says with a laugh, “The students understand it,” explaining that a number of them are biochemistry majors, with a music minor.

After graduating from Cornell, Griffin earned his doctorate in neuroscience at the University of Pennsylvania’s school of medicine. He completed postdoctoral training in the department of microbiology at the Penn, where he focused on how herpes simplex virus Type I (HSV-1) regulates neuronal gene expression.

Griffin, who holds appointments in both the departments of psychology and biology at Hope, explains his current work as a labor of perseverance. “What we’re doing now is we’re focusing on trying to find something better than a correlation,” he says. “Can we move this to a model where we can actually determine causation? That’s my holy grail, if you will. I’m going to keep pushing every day, inch by inch, toward understanding how the virus is impacting neuroactivity; how is the virus impacting certain proteins in the brain that might be modulating behavior?”

Despite his explorations in the rarified space of neuroscience, Griffin remains true to his Alabama roots. After completing his postdoctoral work at Penn, Griffin chose to return to Alabama for several years to teach biology at Tuskegee University, a historically Black institution widely known for achievements in the sciences including the research of botanist George Washington Carver.

“I was looking to return home and to contribute to a place that had [educated] members of my family and my community,” he says. While there, Griffin reached out to middle and high schools, hosting summer science programs on campus. “We also designed educational modules to teach aspects of science to middle school students,” Griffin said, adding that the lesson plans remain online for teachers throughout the state to use.

In 2015 he moved to Hope College to fill a position in its interdisciplinary neuroscience program.

Griffin’s colleagues commend his innovative and energetic interaction with students. “Gerald is both popular and well-respected among students,” says psychology professor Dr. D. Charles Green. “He does a particularly good job of placing the things he teaches in a real-world context. All of Gerald’s research is interdisciplinary, transformative, and integrative.”

Adds Green: “He mentors them as young scientists, preparing them well for future work or graduate study.”

— Pearl Stewart
Dr. James Williams strives to make the college classroom experience entertaining as well as educational, motivating students to be as passionate about their chosen career field as he is about retail, tourism and hospitality leadership and management.

“I believe in integrating life lessons,” says Williams, an assistant professor at the University of Tennessee – Knoxville (UTK). “I’m real and transparent about who I am, where I came from, and why education is important and connected to everything. I like to entertain and use stories and incorporate relevant things in the media and music. I try to make it as fun as possible.”

In the process, Williams intentionally defies stereotypes about what a college professor looks like.

“I want first and foremost for people to see me and say, ‘He’s not a professor,’” he says. “I want to change the narrative. Anybody can do this. It’s not about how you look or a certain background.”

Williams had not considered a career teaching in a post-secondary setting until a department chair at DePaul University told him that he liked the way Williams presented himself and urged Williams to think about it.

Williams, whose sights were set on top business executive positions and consulting, thought professors were “corny” and questioned whether they made much money.

Now, after teaching at Iowa State and James Madison universities, he’s in front of undergraduates at UTK teaching classes in professional development, legal issues and human resource management. He was named Faculty Member of the Year at the UTK NAACP Vol Image Awards this year; Best Faculty Presenter at the SECSA Federation Conference and Motivational Speaker of the Year by the National Society of Leadership and Success of UT, both in 2017; and the 2016 Dean’s Rising Star in UTK’s College of Education, Health, and Human Sciences.

Williams also has been author or co-author of more than a dozen articles published in refereed journals, co-written two book chapters and given dozens of conference and invited presentations.

A man of varied interests that inform his pedagogical approach, Williams has acted in numerous movies and television commercials, won speaking awards through Toastmasters International and authored two books that made the Amazon bestseller list: How to Get Abs Like a Bodybuilder But Eat Like a Fat Boy and From Thug to Scholar: An Odyssey to Unmask My True Potential.

The latter tome provides a glimpse into how Williams took an unusual path to the academy.

He lost his way as a child, selling drugs at the age of 13, fathering two children, dropping out of high school and becoming homeless by the age of 17. Unwise choices that led to subpar grades and standardized test scores dashed his dreams of playing Division 1 college football. The next blow to his pride came when he got red-shirted at a Division 3 college.

Eventually, despite a supportive mother and stepfather, he joined the notorious Bloods street gang.

The realization that he had come close to possibly killing someone caused Williams to “hit reset” on his life. He left college – he had felt he wouldn’t graduate, anyway – and traveled for a while with an uncle who drove trucks.

It wasn’t long, however, before he returned to college.

He went on to earn a master’s and two doctorates, along the way serving in the Air Force, playing professional arena football for the Raleigh Rebels and getting married. A certified hospitality educator and trainer, he touches educational, corporate and other audiences around the world through his consulting firm UNMASKYTP.

“I’m inspired by the scripture of God breathing spirit into man,” says Williams. “We have a gift inside that transcends any difference. And we are to exhale it to help others. If not, you cheated the world out of your greatness, and you cheated yourself.”

— LaMont Jones Jr.
Growing up in the mostly immigrant community of Pico-Union in Los Angeles, Dr. Cynthia V. Flores was surrounded by those who had a strong work ethic and an “expressed value in education,” although many had not graduated from high school, let alone college.

“I grew up observing lots of hard work,” says Flores, who is an assistant professor of mathematics at California State University Channel Islands, where she teaches courses on scientific computing, differential equation, and supervises undergraduate research. She is also a rising star at CSU Channel Islands, where she was named the 2018 Business & Technology Partnership Faculty Leader of the Year.

A co-principal investigator of a $2 million grant from the National Science Foundation that focuses on increasing faculty representation in STEM, Flores says that she is committed to ensuring that the field is diverse.

“I think about how I can create a pipeline so this path is more accessible to others,” she says.

Flores’ interest in mathematics blossomed when her father insisted that she and her younger sister join him at the flea market every weekend where the family sold goods for a living.

“I was the designated cashier,” says Flores, who, at the tender age of seven, was perfecting her math and developing social skills by interacting with the customers.

“In his own way, my Dad said, ‘you’re good at math.’ He didn’t say those words, but he would give me lots of dollar bills and say, ‘you’re the cashier and you’ll provide the change.’ And even if I would complain and say I didn’t want to carry that much money, or ask if my sister could do it, he would always tell me, ‘you’re fast, you do it right, and in his own way, he was telling me that I was good in mathematics.’

That constant encouragement would prove useful to Flores, who would go on to develop a passion for the subject, defying stereotypes from high school teachers who wondered why a young Latina girl from an urban area performed exceptionally well in mathematics.

“I had some struggles in high school,” says Flores. “I had math teachers who were not convinced that the work was my own.”

Thanks to the support of a high school counselor, Flores enrolled in a college algebra class at a nearby community college where she continued to hone her skills.

“That was a really key moment for me when I realized, ‘Wow, in college I’m not going to be questioned for my work.’”

By the time Flores entered California State University Northridge as a first-year student, she was convinced that she would someday become a high school mathematics teacher and seemed content with a professional career choice.

“I didn’t have a role model in high school, and I wanted to be that for other people,” says Flores. “I didn’t have someone who understood me, where I came from, my struggles.”

But then she met Dr. Maria Helena Noronha, a math professor at CSU Northridge, who took a keen interest in her abilities and was impressed. Noronha suggested that she might consider a career in higher education and encouraged her to become a doctor.

“At this stage in my life, my first reaction was, ‘I don’t do really well when I see people bleed,’” recalls Flores with a laugh. Noronha quickly became Flores’ mentor and schooled her on the difference between a medical degree and a philosophical degree and helped her realize that the path toward earning a Ph.D. was accessible.

The first in her family to graduate from a four-year institution (Flores’ mother later returned to college to earn a degree), Flores stayed at CSU Northridge to earn a master’s degree. She then enrolled in a Ph.D. program at University California Santa Barbara where she earned a doctorate in 2014 and immediately went on the job market, securing her first teaching position at CSU Channel Islands.

Flores says that she has found a supportive home at CSU Channel Islands, a Hispanic Serving Institution with a diverse student body.

“Channel Islands was a great match for me,” she says. “I get the opportunity to prepare generations of evolving minds.”

As a mathematical researcher, she has worked with undergraduate and graduate students to address some of the most pressing problems in her surrounding community.

She says more work has to be done to encourage women majoring in STEM fields.

“There is a lot of curiosity and I’m happy to be that resource, because if I’m not, they may not get all of the answers they’re looking for,” she says.— Walter Hudson

Cynthia Flores
Title: Assistant Professor, Mathematics, California State University, Channel Islands
Tenured: No
Education: Ph.D., math, University of California Santa Barbara, 2014; M.S, math, California State University, Northridge, 2009;
B.A., math, California State University, Northridge, 2007
Age: 33
Career mentors: Dr. Maria Helena Noronha, CSU Northridge; Dr. Gustavo Ponce, UC Santa Barbara
Words to live by: “You are my other me. If I do harm to you, I do harm to myself. If I love and respect you, I love and respect myself.” - In Lak’ech
An Interdisciplinary Scholar

I

n studying climate issues on college campuses, Dr. Nolan L. Cabrera has made it a point to capture the narrative of White males.

“What is the role of higher education in relationship to systemic racism?” asks Cabrera, who is an associate professor in the Center for the Study of Higher Education at the University of Arizona in Tucson. “And, in particular, how does Whiteness play into this?”

Diversity, Cabrera contends, almost always focuses exclusively on minority students.

“If there is a racial controversy on campus, it always means that something happened to minoritized students on campus,” he says, “and if you don’t look at the other side of that coin, which is Whiteness, you have an effect with no cause.”

Cabrera’s research has culminated in his newly released book White Guys on Campus: Racism, White Immunity, and the Myth of “Post-Racial” Higher Education. Dr. Shaun R. Harper of the University of Southern California praised the book, adding that Cabrera “masterfully complicates Whiteness, illuminates White supremacy, and proposes ways to help White college men become less racist.”

From his days as an undergraduate at Stanford University when he worked at Center for a New Generation — a Boys and Girls Club in East Palo Alto — Cabrera was certain that he had found his calling in higher education.

Working with minority and low-income students, Cabrera says he was amazed by youngsters who were constantly working to improve themselves, with parental support, despite the incredible odds stacked against them.

After being hired as an assistant director upon graduation from Stanford, and later director, Cabrera decided that he needed to continue his education, opting to enroll in a doctoral program at UCLA where his focus was in higher education and organizational change.

“I wanted to see if there were ways I could bend the ears of people in power and see if there are ways that scholarship can be used as an advocacy mechanism,” he says.

At UCLA, Cabrera was mentored by Drs. Sylvia Hurtado and Mitchell Chang and began taking an interdisciplinary look at racial issues on campus by interrogating the work of scholars in sociology, theological and even cultural and literary studies.

After earning his Ph.D. in 2009, Cabrera began a post-doctoral fellowship at the University of Arizona and then transitioned into a tenure-track teaching position, ultimately earning tenure in 2016.

When Cabrera began focusing on campus climate issues and started interviewing White males on campus, it became increasingly clear to him that race relations were much worse than what he initially thought.

“And when you start talking to the White men, it is even more pervasive because a lot of racist thought and action occurs behind closed doors,” says Cabrera. “It occurs in those White enclaves that serve as both a place for White bonding and male bonding.”

Cabrera’s qualitative research unearthed how White males have often felt repressed and censored on college campuses when it comes to issues of race. When pushed to provide tangible examples, he says that most of the males were unable to do so.

Still, they wanted to talk about race, says Cabrera. For many, it was the first time that anyone had asked them about their experience of being a White male.

“When the tape recorder was turned off, they kept talking,” says Cabrera who acknowledges that his being a “light-skinned” Latino undoubtedly made the young men feel more at ease. In fact, he recalls that one White male participant remarked that he would not have been as open and honest with his answers if the interviewer was Black.

The significance of Cabrera’s work comes at a time when racial issues in the age of President Trump have become the subject of public consumption.

“It’s more accepted to be overtly racist because the president on a regular basis is overtly racist,” says Cabrera. “It emboldens people to come out of the shadows.”

Cabrera is currently conducting research on the use of the “N” word among White male students.

At the University of Arizona, Cabrera mostly teaches graduate students, covering a range of topics including Whiteness in education, theories of inequality and a survey of some of the trending issues in higher education.

In 2017, he led a study that said students who took Mexican-American studies were more likely to graduate and pass their standardized tests. And he became a fierce critic of a legal ruling that banned a Mexican-American studies class calling the curriculum racially motivated.

Cabrera says that he’s okay with being provocative, because he is following his passion.

“It doesn’t get more controversial than doing Whiteness work and Mexican-American studies in the state of Arizona,” he says with a laugh, adding that scholars should be committed to engaging in rigorous work that matters.

— Walter Hudson

Nolan L. Cabrera
Title: Associate Professor, Educational Policy Studies & Practice, University of Arizona
Tenured: Yes
Education: Ph.D., higher education & organizational change, University of California Los Angeles (UCLA), 2009; M.A., higher education & organizational change, UCLA, 2006; B.A., comparative studies in race and ethnicity, Stanford University, 2002
Age: 39
Career mentors: Dr. Jeffrey F. Milem, University of California, Santa Barbara; Dr. Gary Rhoades, University of Arizona
Words to live by: “What is your passion? If you lose sight of where your passion is, your work will be passionless. It will become a drag.”

www.diverseeducation.com
The aftermath of Hurricane Maria on Puerto Rico affected everyone living on the island. Dr. José Caraballo-Cueto, an associate professor of economics at the University of Puerto Rico (UPR) at Cayey and director of the Census Information Center (CIC) at Puerto Rico, was no exception.

"[Hurricane] Maria changed everything. Not just my living conditions, but also the research that I was doing,” says Caraballo-Cueto, who began studying the economic impact of the hurricane and didn’t realize the effects his research would have on the island. “I saw so much need in my neighborhood, in my town and the whole island that I started doing research about what was the economic impact of Hurricane Maria,” he says.

After he and his team at CIC at Puerto Rico, began publishing reports on labor economics, entrepreneurship, social inequality, poverty and the socioeconomic aftermath of Puerto Rico after Maria, Caraballo-Cueto caught the attention of many American and international news outlets and organizations such as the Civil Society, American Society of Hispanic Economists and the Human Rights Commission.

Caraballo-Cueto, 35, quickly emerged as one of the most “influential voices” in Puerto Rico post-hurricane, dispelling myths that have informed the implementation of severe austerity measures and providing viable and data-driven economic alternatives that can alleviate the crisis and encourage economic development for Puerto Rico, says Vionex M. Marti, associate director of the Instituto de Investigaciones Interdisciplinarias at the University of Puerto Rico at Cayey, who nominated Caraballo-Cueto for Di verse’s 2019 Emerging Scholars.

"While there are many competent scholars in Puerto Rico, José Caraballo-Cueto stands out among all of them because of his unique ability to combine quality scholarly research, curricular innovation, student mentoring, and outstanding commitment to public engagement and dissemination of data-driven alternatives for the improvement of public policy issues that are of critical importance at this time in Puerto Rico,” Marti adds.

Caraballo-Cueto says he enjoys taking an interdisciplinary approach in both his teaching and his research and says that’s why he has mentors from a variety of disciplines.

"I think that’s a way for me to learn and to be more effective as well when I can’t think broadly and not just very technically inside of my field,” Caraballo-Cueto adds. “I think students understand better in that way ... Since I’m willing to collaborate with colleagues from other fields, I’m used to speaking in very broad terms, and the students, I think they understand me better in that way,” he says.

Growing up in San Juan, Caraballo-Cueto always liked math, and after beginning his bachelor’s in business administration at UPR at Rio Piedras, he decided to pursue a career in economics because it combined math and social economics, two things he enjoyed studying. He then pursued a master’s in economics at UPR at Rio Piedras and later earned a Ph.D. in economics from The New School for Social Research.

“Knowing that there’s a lot of hunger, of poverty, of women that are left behind, minorities that are left behind” around the world, “I think that motivates me to try to advocate for them and to follow how they’re doing,” Caraballo-Cueto says.

"So that’s why I’m so interested in inequality as a research topic, not just income inequality but racial inequality, gender inequality, because those egalitarian issues are very important and motivate me to work every day.”

In addition to teaching and working at CIC at Puerto Rico, Caraballo-Cueto holds several other leadership positions and is involved in his community. In 2017 he was elected president of the Puerto Rico Economist Association, the youngest president it’s ever had. He is also president of the small nonprofit organization No Poor Left Behind, which provides services to vulnerable populations in Haiti.

Reflecting on the accomplishments he’s made in his career so far, Caraballo-Cueto says it’s a “great privilege” to reach his goals of wanting to “have some influence in public policy in Puerto Rico.”

"But at the same time it’s a great responsibility because every time I say something on social media or in an interview, people are paying attention” to what he says, “… especially because I have students from other universities that are following me and listening,” he adds. ☮

— Monica Levitan
Growing up in the Washington, D.C. area, Dr. Hanadi Hamadi, always wanted to have a career that was connected to health, but she wasn’t really sure what that would be.

Initially, she thought she wanted to change people’s lives and make “everything better” but later realized what she really wanted to do is make the health care system “more appropriate.”

“I always wanted to teach and educate but I didn’t see academia as the only avenue for it,” says Hamadi. “You can teach in any avenue, but academia seemed to be the most feasible gateway to touch a lot of individuals and be able to communicate my message and translate some of the things that I find interesting and work on and study regarding the health care system.”

Hamadi, 32, is now an associate professor in the department of Health Administration at the University of North Florida, where she teaches three courses a semester with an average class size of about 40 students.

Hamadi research focuses on the diversity of health care as well as disparities in access to care.

“You see the more human side of the policy, then some of the reasons why individuals want to push a certain policy or not and you get to see a little bit of the political agendas that come into play and people’s personalities and belief systems,” Hamadi adds.

She has also made strides in advocating for student success, leading her department in a second-year report to the Commission of Accreditation of Healthcare Management Education (CAHME) for its Masters in Health Administration Program.

Hamadi designed an innovative way to integrate high competency levels into Canvas (a learning management system for students and instructors to access course resources) and to make one-on-one advising possible through the online platform.

In order to ensure that students are receiving high quality competencies in their advising, the department will “monitor these students as they progress, not only through one year to the next but really as they move fluidly from one course to the other” and will also give students timely up-to-date information on where they stand in each of the competencies (critical thinking, understanding the health care system and management approaches) as they move through their academic career, she says.

Dr. Mei Zhao, chair of the department of Health Administration, says Hamadi is a “very positive and intelligent person” who has taken a keen interest in her students.

“She motivates students to take an active interest in the subject and learning materials, while establishing a positive learning environment and a sense of academic trust,” says Zhao. “She also cultivates students’ critical thinking and problem-solving skills so that they become critically-reflective practitioners and effective decision-makers.”

Dr. Janice “Jan” C. Probst, Distinguished Professor Emerita in the department of Health Services Policy and Management at the University of South Carolina who served as Hamadi’s dissertation adviser, calls the young scholar “a ball of fire.”

Currently, Hamadi’s favorite class to teach is “Introduction to Health Policy.” In that course, she helps students see the “more human side of the policy” and “some of the reasons why individuals want to push a certain policy or not.”

Outside of teaching and conducting research, Hamadi is involved in academic, community, international and other forms of civic engagement, such as serving as a volunteer at a women’s domestic violence shelter.

She says that her community-based work is directly connected to her ongoing scholarship.

“I can do things in the classroom and I can do things the way that I conduct my research or assess the health care system, but it doesn’t really change anything unless I’m in the community making that change, asking, ‘How can I help you translate your knowledge into something patients can access, beneficiaries can benefit from and policy makers can use to make meaningful change?’”

— Monica Levitan
ow in his second year as an assistant professor at Franklin & Marshall College, Dr. Mark Redondo Villegas is propelling students and colleagues to explore issues of race and identity.

Based in the department of American Studies, he also collaborates across disciplines with Latin American Studies, History, Women’s, Gender and Sexuality Studies and Africana Studies.

The chair of American Studies, Dr. Carla Willard, refers to Villegas as a “dyna-"om presenace,” who explores issues of racial groups and racial identity. “He tries to talk to people about the social construct of race,” says Willard. “That is a very challenging thing to do in a majority White institution where notions of race are assumed by the larger student body as something that you’re born with.”


Students have responded enthusiastically to his courses, especially those who are interested in learning about their own origins.

“Certain students who take my classes want to know more about their own histories,” says Villegas. “I see my role in academia as jump-starting a conversation rather than the end point of learning about refugees or learning about farm workers.”

As a scholar and researcher, Villegas is interested in exploring how hip hop exists in the world and the large role Filipino Americans have played in the music genre. As a graduate student, Villegas created documentary films focused on politics and the cultural production of Filipino and Filipino American hip hop performers. He later contributed to and co-edited the anthology Empire of Funk: Hip Hop and Representation in Filipina/o America.

“I’ve always been surrounded by hip hop. I’m personally embedded in this scene,” says Villegas, who moved multiple times growing up while his father served as a Navy steward.

“I’ve always been curious why in these cities — from Long Beach to Bremerton, Washington to Virginia Beach to Jacksonville, Florida — you have a large population of Filipino kids, and they’re all really good in hip hop,” he continues. “In the more contemporary times, I don’t think it’s as prevalent, but during the 80s, 90s and early 2000s, the Filipino kids dominated in these scenes and practices.”

Villegas says that he has long been committed to training a spotlight on this trend.

“My goal is to document this phenomenon and to give relevance to it in an intellectual scale,” he says. “I’m exploring and trying to figure out the contribution to new knowledge in understanding this colonial migration and out of that colonial migration this cultural expression blossoming.”

Willard refers to Villegas as a “public scholar” who has “brought a wonderful array of conversations to the campus and he’s developed some very creative courses,” says Willard, noting that his hip hop course has received an enthusiastic welcome. She says that, in this and other courses, Villegas uses historical and cultural materials, film and speakers to get students to understand history on a deeper level.

“Culture matters when it comes to politics,” says Villegas. “I’m having them observe and understand the controversies of the cultures in which they are embedded. I’m trying to introduce them to the fact that hip hop isn’t colorblind. Hip hop is immersed in color consciousness.”

He says that hip hop is the gateway into understanding White supremacy and colonialism. “Infused in all my classes with the hip hop ethos is understanding racism and colonialism. My classes are all pivoting around these central problems.”

Villegas says the idea of a Philippine nation free of colonialism is still forming and hip hop has been a way to reimagine spirituality, creativity and relationship with other people of color in similar circumstances.

His current research examines spirituality, military culture, Afro-futurism (a science fiction genre) and dance culture. He is working on a manuscript tentatively titled Savage Vernacular: Performing Race, Memory, and Hip Hop in Filipino America.

“All of these different genres I’m observing, I’m trying to make an argument of the importance of hip hop providing a certain erased memory in reminding people of the Philippines and Filipinos’ relationship to colonization and war,” he says. — Lois Elfman
Dr. Rumya S. Putcha’s venture to the professoriate was a “series of happy accidents.”

The assistant professor of performance studies at Texas A&M University (TAMU) initially set out for law school until her undergraduate thesis based on her experiences as part of the immigrant Indian community – and being a dancer in that community – caught the eye of a professor in a separate department.

“That person reached out to me and said, ‘Hey, there’s a whole field that studies these sorts of identity formations. Would you want to talk about it?’ I said ‘Yeah,’ and the rest is sort of history,” Putcha says.

Having attended the University of Chicago for her bachelor’s degree and Ph.D., Putcha’s scholarship sits at the intersection of performance studies, ethnomusicology, critical race theory and gender and sexuality studies, with a particular focus on South Asia and the United States.

Much of her work aims to craft language and give voice to the experiences of “minoritarian” identities. It also comes out of recognition that behaviors are conditioned, including how individuals code switch in certain spaces, Putcha says.

“Performance studies does a really great job at understanding this idea that behavior and social life is performative – what we wear, how we talk – especially for those of us who have racialized positions in this country,” Putcha notes, adding that “racialized bodies are inherently sexualized.”

“To think about all of those things as interconnected and in need of a critical dismantling is how the various threads of my work go together,” she says.

Putcha’s first book Mythical Courtesan | Modern Wife: Feminist Praxis in Transnational South Asia explores the social and cultural role of the female performer in India, as well as the impact of fetishization and rape culture as a result of women’s depictions in South Asian media economies.


“What I didn’t realize is that one of the few spaces that my relationship to Indian womanhood is even potentially included or it can exist in a space where I don’t have to change it too dramatically was the commercial yoga industry,” says Putcha, a yoga practitioner, trained Indian classical dancer and professional soprano. However, she began to notice that upper-middle-class White women began to increasingly populate yoga spaces.

“There was this performance of culture and commodification of culture that was happening in these spaces,” Putcha says.

With Namaste Nation and all of her work, Putcha hopes that more resources will allow her to publish in easily accessible languages and mediums.

“I want my work to be available to people who are not able to get behind these [journal] paywalls, who don’t have institutional affiliations,” she says. “This is something that really matters to me because I would just be reproducing the same structures of power if I wrote about these things that are happening in the Global South and then only people who lived in the Global North could read about it.”

In Putcha, Dr. David Donkor, associate professor of Performance Studies at TAMU, sees a “productive, impactful, active scholar-citizen in the coming years,” he says.

“She writes beautifully,” Donkor adds. “There is a gentle activism in her work.”

Putcha has presented at numerous professional conferences, secured $32,000 in grants and her research can be found in publications such as the Yearbook for Traditional Music, the Dance Research Journal and The Journal of South Asian Popular Culture.

Putcha’s academic journey has placed her in the classrooms of Earlham College and TAMU – places that “could not be more different,” she says.

Earlham students “activated me in new ways,” Putcha says, pointing out that many were socially engaged.

At TAMU, “it’s guiding students to talk about the difficult things,” she adds. “Many are not used to engaging in debate, but it is the very thing that they’re here to learn how to do.”

Putcha challenges students by taking current events that are trending on social media and turning them into discussions or assignments that require a critical race and gender lens so they “can see the way that not only the optics – for example the way that something is exposed through U.S. media – might also carry racist or sexist or colonialist undertones, but also learn how to see that language for what it is,” she says.

Words to live by: “Remember what you came here for, who you’re doing this work for ... If you can keep that in mind and make it about the knowledge and the work and the liberation that you’re producing for others, you can kind of let the rest go, like water off a duck’s back.”

— Tiffany Pennamon
With 2018 in the rearview mirror and 2019 in the windshield, *Diverse* asked some academics and other experts to share their biggest wish for diversity, access and inclusion in higher education in the new year.

“My biggest wish is that we can redress the growing economic segregation in higher education, ensuring that everyone has access to liberal education as the foundation for democracy,” says Dr. Lynn Pasquerella, president of the Association of American Colleges and Universities.

Dr. Sim J. Covington Jr., chief diversity officer and adjunct professor in the Department of Social Sciences at Finger Lakes Community College, says he hopes that “real progress is made in the world of higher education around awareness, intention and impact. As the national climate continues to play itself out at colleges and universities across the country, promotion of peace and social justice is crucial in the world today. The American landscape has been plagued with examples of conflict pertaining to diverse perspectives, and colleges and universities have a rich opportunity to tap into their mission of creating a civilized society.”

This year, he adds, “higher education institutions should help support positive impact by promoting care for humanity, civic engagement, and intellectual growth. My hope is that, in the face of divergent views, civility and respect are the foundation of all interactions, as faculty and staff model progressive behavior for the student body while helping create informed and enlightened citizens in our community, state, country, and world.”

Dr. Emilie M. Townes, professor of American studies and womanist ethics and society at Vanderbilt Divinity School, says she wants to see “the upper administration in colleges and universities begin to reflect the diversity, access and inclusion being encouraged in the student and faculty populations of those universities.”

Donnie J. Perkins, chief diversity officer in the College of Engineering at The Ohio State University, echoes Townes’ challenge to administrators, encouraging them to celebrate and share their diversity-related successes and challenges.

“I would like to see board members, presidents, provosts, deans and other influential leaders in higher education exert stronger leadership and strengthen accountability for outcomes at all levels on their campuses,” he says. “I also wish that they empower their chief diversity officers or diversity and inclusion leaders with the
political and human capital and financial resources to drive and achieve diversity, access, inclusion and equity goals.”

It’s imperative that all colleges and universities ask themselves a critical question, says Dr. Susana M. Muñoz, assistant professor of higher education and co-chair of the Higher Education Leadership Program in the School of Education at Colorado State University-Fort Collins: “In what ways do our everyday practices and policies, which dictate our actions and behaviors, reproduce White supremacy and heteronormativity?”

“The fact that people of color, trans folks and other historical minoritized groups have to be resilient as a survival mechanism in the academy is evidence that institutions are not addressing racist/heteronormative/colonial structures and ideologies,” Muñoz says. “Equity and justice are not problems to be fixed but rather learning imperatives, pedagogies, values, and the compass which should be guiding institutional efforts.”

Muñoz adds: “Also worth mentioning, my wish for the last 19 years has been for a clean DREAM Act, which includes a pathway to citizenship for undocumented peoples who are currently living in the United States.”

Dr. Wil Del Pilar, vice president of higher education policy and practice at The Education Trust, challenges elected officials to “take bold action to make a high-quality higher education accessible and affordable for students of color and students from low-income families. But wishing for it is simply not enough. Education advocates have to design equity-focused policies – like outcomes-based funding formulas that reward colleges for enrolling and graduating the most vulnerable students – and build diverse coalitions to push toward educational equity and justice.”

Race weighs heavily on the minds of others. “Acknowledge the fact that African-Americans descended from slaves in the United States are mostly missing in the aggregated admissions data from elite higher education institutions,” says Dr. Mary Frances Berry, professor of history and the Geraldine R. Segal Professor of American Social Thought at the University of Pennsylvania. “Dana Goldberg’s New York Times detailed story makes this clear. This has been true increasingly since Bakke was decided in 1978 and is ironic given that attacks on affirmative action mostly depict the same group as benefiting while excluding others.”

Dr. Donna Y. Ford, professor of education and human development and Cornelius Vanderbilt endowed chair in the Peabody College of Education at Vanderbilt University, says she wants “to see significantly less racism, sexism, and classism in higher education, and students in all majors and at all ranks receiving substantive training to become culturally responsive professionals. I want to see more Black and Hispanic faculty and administrators recruited and retained in higher education. I want to see colleges and universities committed to equity, diversity, and inclusion in philosophy and action.”

Roswell Lawrence, Jr., assistant to the vice president for Finance & Administration and director of Client Relations at the University of Georgia, wishes that “we as higher education administrators, faculty and staff at predominately White institutions are able to demonstrate a willingness to learn. Understanding that the students in the K-12 school system have become increasingly diverse, we must adapt the way many PWI post-secondary institutions view recruitment and retention.”

The optimal way to recruit, retain and graduate students of color is different from doing the same for White students, he adds. “We should not expect students of color to adjust to a system, culture and climate that was not designed for them. Higher education should adjust the strategy to fit the increasingly diverse student body. If we exhibit an ability to learn and properly support all students, one of the many benefits will be happy alumni who are willing to give back in multiple ways,” he says.

The cost to students of higher education was on the mind of many, including Beth Maglione, vice president of the National Association of Student Financial Aid Administrators, who called on Congress to pass legislation that has been introduced to make the FAFSA easier “by allowing a direct data share between the IRS and Department of Education,” she says. “Too many qualified students fail to attend college due to the complications related to the student aid application process.”

Dr. Charles A. Burt, Student Loan & Foreclosure Ombudsman in the Banking Bureau of the District of Columbia Department of Insurance, Securities and Banking, zeroed in on the student loan crisis and says he wants to see African-Americans free themselves “from the handcuffs of student loan debt.”

“Too many African-American student loan borrowers are serving a financial prison sentence with no opportunity of parole,” he says. “According to two analyses of federal data on student borrowers, nearly 50 percent of all African-American students who borrowed federal loans were in default within 12 years of graduation.”
Southern University was awarded a $100,000 grant from the National Science Foundation to renew the statewide Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP) project. The funding will be used to assist efforts of increasing and recruiting its undergraduate students in science, technology, engineering and mathematics (STEM). This project is the lead institution and one of more than 40 Louis Stokes Alliances for Minority Participation programs supported by the foundation. “In addition to providing direct, scholarships to qualified minority students majoring in STEM, this project immerses its scholars in a systemic mentoring environment modeled after the Timbuktu Academy, which is a recruitment, holistic mentoring, and research participation program for students from middle school to graduate school,” says Dr. Diola Bagayoko, a distinguished professor of physics and director of LS-LAMP.

The National Institutes of Health (NIH) has awarded a $1.6 million grant to Queensborough Community College to support a five-year initiative that has helped increase the number of students in the sciences. Queensborough has been a part of the initiative, NIH’s Bridges to the Baccalaureate program since it was first established in 1993. The program was created to assist underrepresented minority community college students transition to four-year institutions and pursue biomedical or behavioral sciences.

MATE Inspiration for Innovation (MATE II), a nonprofit that challenges students to compete in an underwater robotics competition, received a $30,000 grant from Motorola Solutions Foundation to support the expansion of science, technology, engineering and mathematics (STEM) education. The grant funding will be used to focus on underrepresented populations in Alabama, Florida, Georgia, Illinois, Washington and Maryland in the hopes of encouraging them to participate in the competition, MATE ROV, and inform them about careers in STEM. The MATE ROV competition requires student participants to utilize STEM knowledge to provide solutions to real world scenarios, such as ensuring public safety.

The U.S. Department of Education’s Office of Special Education Programs has given California State University, Los Angeles three grants totaling $3.7 million to better prepare graduate students to follow creative ways of working with children who have disabilities. The funds will support scholarships for graduate students who will learn new ways of addressing disabilities in school environments. “In such a time of critical teacher shortages of qualified special educators, the federal funding of these three grants provides important resources to support graduate students in interdisciplinary preparation to pursue careers in various special education fields,” says Dr. Cheryl Ney.

The work and research of F&M Professor Mark Redondo Villegas is firmly rooted in community engagement and collaboration. As a filmmaker and teacher, he embraces an artistic and scholarly imperative to recuperate the stories of marginalized people and histories.

Franklin & Marshall College proudly recognizes his selection by Diverse Issues In Higher Education as an Emerging Scholar for 2019.
An assistant professor of civil engineering, Dr. Bornasal is an outstanding mentor and a dedicated Saint Martin’s University alumna. Floraliza embodies Saint Martin’s Catholic, Benedictine values of listening, respect for others and stewardship. She inspires our students to make a positive difference in their lives and in the lives of others.

Congratulations to Floraliza Bornasal ’09, Ph.D. on being named an Emerging Scholar!

An assistant professor of civil engineering, Dr. Bornasal is an outstanding mentor and a dedicated Saint Martin’s University alumna. Floraliza embodies Saint Martin’s Catholic, Benedictine values of listening, respect for others and stewardship. She inspires our students to make a positive difference in their lives and in the lives of others.

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Elyse Hambacher puts those principles into practice every day through her work on social justice and discipline issues in high-poverty and urban school settings. The University of New Hampshire is proud to recognize her selection by Diverse Issues In Higher Education as an Emerging Scholar for 2019.

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**Learning & the Brain**  
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**Association of Teacher Educators (ATE)**  
2019 ATE Annual Meeting  
Sheraton Atlanta Hotel  
https://www.ate1.org/2019-ate-annual-meeting  

February 17-19  
**Valencia College**  
The Community College Conference on Learning Assessment  
Conversations That Matter  
Rosen Plaza Hotel | Orlando, FL  
https://conferences.valenciacollege.edu/learning-assessment/  

February 19-22  
**Achieving the Dream**  
15th Annual DREAM Conference  
Long Beach Convention Center  
https://s3.goeshow.com/dream/annual/2019/registration_form.cfm  

February 26-27  
**Safe Campus**  
The National Campus Safety Summit  
Treasure Island Resort | Las Vegas, NV  
https://safecampussummit.org/register/  

March 6-9  
**National Association of Diversity Officers in Higher Education**  
NADOHE 2019 Annual Conference  
Loews Philadelphia Hotel  
https://www.nadohe.org/annual-conference  

March 9-12  
**American Council on Education**  
ACE 2019 101st Annual Meeting  
Philadelphia Marriott Downtown  
https://attendee-ace2019.streampoint.com/  

March 9-12  
**National Association of Student Personnel Administrators (NASPA)**  
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Los Angeles Convention Center  
https://conference.naspa.org/register  

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**Congratulations**  
Brian Burt  
Assistant Professor, School of Education  
Emerging Scholar Brian Burt is breaking down barriers for underrepresented students in higher education. He epitomizes effective Iowa State University scholarship that advances the student experience and elevates learning environments.  

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The University of Puerto Rico at Cayey, and its Interim Chancellor, proudly congratulates Dr. José Caraballo-Cueto for being selected as an Emerging Scholar for 2019 by the *Diverse: Issues In Higher Education*’s organization. Dr. Caraballo has been one of the most influential voices in Puerto Rico in the past year and an example of quality scholarly research, curricular innovation, student mentoring, and outstanding commitment to public engagement and dissemination of data-driven alternatives for the improvement of public policy issues that are of critical importance at this time in Puerto Rico. Through this achievement our Institution confirms his mission and reaffirms its aspirations to continue providing high quality teaching, research, and community service for our undergraduate students.
**ANITA JONES THOMAS** has been named executive vice president and provost at St. Catherine University. Currently, she serves as dean of the College of Applied Behavioral Sciences at the University of Indianapolis. Thomas received a bachelor’s degree from Northwestern University and a master’s and doctorate in counseling psychology from Loyola University Chicago.

**KELLY ROUDEBUSH** has been appointed the first female chief of the Michigan State University Police Department. Prior to her new role, she served as deputy chief of the field services bureau in the department. Roudebush earned a bachelor’s in communication arts and sciences from Michigan State University and a master’s degree from Western Michigan University.

**SAID IBRAHIM** has been named inaugural senior associate dean for diversity and inclusion at Weill Cornell Medicine (WCM). Ibrahim received a bachelor’s degree from Oberlin College, a master’s at Harvard T.H. Chan School of Public Health and a medical degree from Case Western Reserve University School of Medicine.

**CLARENCE MCKINNEY** has been appointed head football coach at Texas Southern University. Prior to his new role, he was associate head coach and running back coach at the University of Arizona. McKinney earned a bachelor’s in elementary education from University of Mary (N.D.) and a master’s from Prairie View A&M University.

**RAGHUNATH KANAKALA** has been appointed executive dean of Richland College’s School of Engineering and Technology. Currently, he serves as dean of technical education at Aiken Technical College. Kanakala earned a bachelor’s degree from the Gandhi Institute of Technology and Management, a master’s from the University of Nevada Las Vegas and a master’s and Ph.D. from the University of Nevada Reno.

**ANDREW HSU** has been named president of The College of Charleston. Currently, he serves as provost and executive vice president for academic affairs at the University of Toledo. Hsu received a bachelor’s and master’s in hydraulic engineering from Tsinghua University and a master’s and Ph.D. in aerospace engineering from Georgia Tech.

**JOANNE SYLVIA LUCIANO** has been appointed professor of data science at The University of the Virgin Islands. Prior to her new role, she served as a visiting associate professor at Indiana University. Luciano earned a bachelor of science, a master of science and a Ph.D. in cognitive and neural systems at Boston University.

**NANCY COHEN** has been named interim dean of University of Massachusetts-Amherst’s School of Public Health and Health Sciences. She currently is a professor of nutrition and senior planning officer in UMass-Amherst’s Chancellor’s Office. Cohen received a bachelor’s degree from Cornell University and a Ph.D. from the University of California, Davis.

**MARY T. SPOTO** has been named vice president for academic affairs at Saint Leo University. Previously, she served as the acting vice president of academic affairs and dean of the College of Arts and Sciences at the university. Spoto received a bachelor of arts, master of arts and Ph.D. in English from the University of South Florida.
ROSEMARIE PICCIONI has been appointed associate provost of online education at the ArtCenter College of Design. Prior to her new role, she was the director of instructional design and learning support at UCLA Extension. Piccioni earned a bachelor’s and master’s from Duquesne University and a master’s and Ed.D. degree from Teachers College of Columbia University.

MARK C. JEFFERSON has been named assistant dean for community engagement and equity at Harvard Law School. He previously served as director of community engagement and equity at the school. Jefferson received a bachelor’s in philosophy from Morehouse College and a J.D. from the University of Michigan Law School.

PAUL R. WATSON has been appointed vice president of instruction at Kellogg Community College. Currently, he serves as dean of academic success at Pennsylvania College of Technology. Watson earned a bachelor’s degree from Houghton College, a master’s from Syracuse University, a master’s from the University of Rochester and an Ed.D. from Drexel University.

TIMOTHY ANDERSON has been appointed associate vice president, business development & strategic partnerships at Whittier College. Most recently, he was chief development officer for San Francisco State University’s College of Business. Anderson earned a bachelor’s in economics from UCLA and an MBA from the Harvard Business School.

TORU SHIMIZU has been named a fellow in the psychology section at the American Association for the Advancement of Science. Currently, he serves as a professor and chair of the Department of Psychology at the University of South Florida. Shimizu received a bachelor’s in psychology from Keio University and a master’s and Ph.D. in psychology from the University of Maryland.

SUPARNA RAJARAM has been appointed a Distinguished Professor in Stony Brook University’s Department of Psychology. Rajaram earned a bachelor’s degree from Mount Carmel College, a master’s from Bangalore University, a master’s from Purdue University and a Ph.D. from Rice University.

SHERINE O. OBARE has been named dean of the Joint School of Nanoscience and Nanotechnology at the University of Carolina at Greensboro and North Carolina A&T State University. Currently, she is associate vice president for research and professor of chemistry at Western Michigan University. Obaré received a bachelor’s degree from West Virginia State University and a Ph.D. from the University of South Carolina.

LAUREN PHILBROOK has been appointed professor of psychology at Colgate University. Prior to her new role, she was a visiting assistant professor of psychology at Williams College. Philbrook earned a bachelor’s degree from Williams College and a master’s and Ph.D. in human development and family studies from Pennsylvania State University.

JESSICA GUREVITCH has been named a Distinguished Professor in the Department of Ecology and Evolution at Stony Brook University. Most recently, she was a visiting professor at New York University. Gurevitch received a bachelor’s in French from Cornell University, a master’s in French literature from Bryn Mawr College and a Ph.D. from the University of Pennsylvania.
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Position: The Office of Academic Affairs at Washington State University Vancouver invites applications for a twelve-month, full-time, position as Associate Vice Chancellor of Academic Affairs to begin June 24, 2019.

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The University of South Florida System is a high-impact, global research system dedicated to student success. The USF System includes three institutions: USF; USF St. Petersburg and USF Sarasota-Manatee. The institutions are separately accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. All institutions have distinct missions and their own detailed strategic plans. Serving more than 47,000 students, the USF System has an annual budget of $1.5 billion and an annual economic impact of $4.4 billion. USF is a member of the American Athletic Conference.

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- Asst. Professor (Marine Biologist)(Integrative Biology)
- Asst. Professor (Plant Biologist)(Integrative Biology)
- Assistant Professor (French World Language) Advanced
- Asst., Assoc., Professor (English)
- Assistant Professor (Macroeconomics & Economics)
- Assistant Professor (Data Sciences)(Mathematics & Statistics)
- Assistant Professor (Urban & Regional Planning Program)

**College of Business**
- Asst., Assoc., and Full Professor (Tenure Track ) (Management) (Info System/Decisions)

**College of Medicine**
- Hospital Physician (2) (Pediatrics) (Nocturnist)
- Professor (Pediatric Pulmonology)
- Assistant Professor (Epilepsy)
- Asst., Assoc., and Full Professor (Electrophysiologist)(Cardiovascular)
- Asst., Assoc., and Full Professor (Adv. Imaging Cardiologist)
- Assistant Professor (General Pediatrics)
- Asst., Assoc., and Full Professor (Breast Surgeon)
- Asst., Assoc., and Full Professor (Pediatric Surgery)
- Asst., Assoc., and Full Professor (Cardio Thoracic)
- Professor (2) Surgery
- Asst., Assoc., and Full Professor (Faculty Endocrinologist)
- Assistant Professor (Urology)(Infertility & Andrology)
- Asst. Professor (2)(Laryngologist/General Otalarynology)
- Tenured Faculty Positions (Microbiology & Molecular Biology)
- Assistant/Associate Professor (OB/GYN Generalist, Re-Infertility, Gynecologic/Oncology)

**College of Engineering**
- Asst., Assoc., Professor (Civil &Environmental)
- Asst., Assoc., and Full Professor (Electrical)
- Asst., Assoc., and Full Professor (Computer Sciences)
- Asst., Assoc., and Full Professor (Mechanical)
- Instructor 1 (Industrial & Mgmt. Systems)
- Asst., Assoc. Professor (Cybersecurity Analytics)
- Instructor (Computer Science)

**College of Education**
- Assistant Professor (ESOL)
- Assistant/Associate Professor (Reading Literacy)
- Assistant Professor (English)
- Assistant Professor (Ed.D. program)

**College of Behavioral Community Sciences**
- Instructor/Associate Professor (Speech-Language Pathology)
- Associate Professor (Rehabilitation Counseling)
- Instructor 1 (Rehabilitation & Mental Health Counseling)
- Instructor 1, Asst. Professor (Mental Health Law & Policy)
- Instructor (Audiology)
- Chair & Professor (Communication & Science Disorders)
- Asst. Assoc. and Full Professor (Social Work) (Tenure Track)
- Assistant Professor (Aging Studies)

**College of Nursing**
- Associate Dean (Graduate Clinical Programs)
- Asst. Professor

**USF Sarasota Manatee**
- Tenure/Tenure-earning positions (Risk Management Finance)
- Assistant Professor (History)

For a job description on the above listed positions including department, disciple and deadline dates: (1) visit our Careers@USF Web site at [https://employment.usf.edu/applicants/sp/shared/Welcome_css.jsp](https://employment.usf.edu/applicants/sp/shared/Welcome_css.jsp); or (2) contact The Office of Diversity Inclusion and Equal Opportunity (813) 974-4373; or (3) call USF job line at 813-974-2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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[www.DiverseEducation.com](http://www.DiverseEducation.com)
ASSOCIATE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

The University of Arizona Health Sciences is conducting a global search for the Associate Vice President for Finance and Administration. The Search Committee invites nominations, applications (letter of interest, resume/CV, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University. Confidential review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to February 25, 2019. For a complete position description, please visit https://www.parkersearch.com/uahs-avpfinanceadmin.

Porsha L. Williams, Vice President
Erin Raines, Principal
pwilliams@parkersearch.com || eraines@parkersearch.com
Phone: 770-804-1996 ext. 117; Fax: 770-804-1917

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information.

DEAN OF THE COLLEGE OF ARTS AND SCIENCES

Ohio University is conducting a national search for the next Dean of the College of Arts and Sciences. The Search Committee invites nominations, applications (a letter of interest, CV, and the names and contact information of five or more references) or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the position is filled. It is preferred, however, that all nominations and applications be submitted to the search firm prior to February 22, 2019. For a complete position description, please visit the Current Opportunities page at www.parkersearch.com.

Porsha L. Williams, Vice President
Rich McNeal, Associate
Parker Executive Search
Five Concourse Parkway, Suite 2900
Atlanta, GA 30328
Phone: 770-804-1996 x109 or x112
pwilliams@parkersearch.com || rmcneal@parkersearch.com

Ohio University is an EOE/AA/Minorities/Females/Vet/Disability/Sexual Orientation/Gender Identity/Title VI/Title VII/Title IX/504/ADA/ADEA employer.
DIRECTOR, WILLIAM L. CLEMENTS LIBRARY
Ann Arbor, Michigan

The University of Michigan seeks nominations and invites applications for the position of Director of the William L. Clements Library, an internationally renowned collection of print and manuscript materials on the history of North America and the Caribbean from the pre-Colonial period to about 1900.

THE WILLIAM L. CLEMENTS LIBRARY
The library was founded in 1923 by Michigan industrialist William L. Clements, a Regent and alumnus who donated the funds for the library’s Albert Kahn-designed building located on Ann Arbor’s central campus. Recently renovated and expanded, this neoclassical landmark was built to house Clements’ extraordinary Americana collection of rare books, early newspapers, significant maps, and important manuscripts. These include the papers of notable early statesmen and military leaders, making this trove a premier research archive of the Age of Discovery, Colonial Era, American Revolution, and Early Republic. Over nearly 100 years, the subject areas of these holdings have expanded through the Civil War into the Progressive Era, while growing dramatically in four divisions: books of rare print material; manuscripts ranging from personal accounts to official documents; maps, printed and manuscript; and graphics comprising photographs, prints, musical scores, ephemera, and three-dimensional objects. The collection is used by visiting and campus-based researchers and serves as a resource for classroom instruction as well as regular exhibits and public events addressing topics from the culinary arts and musical performance to abolition and Emancipation.

THE DIRECTOR
The Director is an integral member of the university’s academic leadership tasked with ensuring the continued care and development of the library’s rich collections, while engaging faculty and staff to inspire innovative approaches to teaching, research, and scholarly communication. The Director reports to the Office of the Provost and oversees a staff of some twenty professionals, while working with the Clements Committee of Management and Clements Library Associates through its Board of Governors.

THE CANDIDATE
The successful candidate will be an administrative and intellectual leader with a strong background in a discipline relevant to aspects of the Clements’ collections in their broadest sense—African American Studies, American Studies, Atlantic Studies, Ethnic Studies, Gender Studies, Native American History, Religion, and related fields in architecture, literature, science, and the arts, etc. Desired qualifications include experience in library administration, fiscal management, and digital strategy; and a passion for fundraising, and the ability to engage the campus and educate broader publics about the resources of the Clements and their contemporary relevance. The Director must share the deep commitment of the library and the University of Michigan to diversity, equity, and inclusion, and should have a clear vision for showcasing and increasing the library’s diversity in all its forms.

Nominations and applications will be reviewed beginning January 7, 2019 and will be accepted until the position is filled. Individuals from underrepresented groups are encouraged to apply. All inquiries, nominations, and applications will be treated in a confidential manner and should be submitted to the retained search consultants—Alan Wichlei, Beverly Brady, and Heather Ray—at Isaacson, Miller at www.imsearch.com/6879. The consultants may also be reached at (617) 262-6500.

More can be learned about the mission and resources of the William L. Clements Library at http://www.clements.umich.edu

The University of Michigan is an equal opportunity/affirmative action employer.
Piedmont Virginia Community College (PVCC) is a comprehensive, public, Associate degree-granting institution located in Charlottesville, Virginia. PVCC is known throughout the community and the Virginia Community College System for its exceptional faculty and staff, the quality of its programs and services, and the success of its students. College transfer and workforce development are the core of the college’s mission. Challenging coursework and a full range of support services in developmental education, general education, community service, and lifelong learning are provided to support and enhance the mission and prepare students for success in life. PVCC employs faculty who demonstrate their commitment to this mission by providing challenging, engaging and meaningful instruction in and outside the classroom.

We welcome, encourage and support diversity of our students, faculty and staff members and seek to attract and retain individuals who reflect our diverse community.

PVCC invites applications for the following full-time teaching and administrative faculty positions:

**Administrative Faculty-12 months**

Dean, Division of Business, Mathematics, and Technologies
Dean, Division of Student Services

The searches will remain open until the positions are filled; however, to be considered for the initial screening, candidates should submit application materials by March 1, 2019.

**Teaching Faculty-9 months**

Chemistry • Nursing (RN) • Licensed Practical Nursing (LPN)
Emergency Medical Services

The searches will remain open until the positions are filled; however, to be considered for the initial screening, candidates should submit application materials by February 8, 2019.

Teaching faculty positions start August 14, 2019.
Administrative faculty positions begin July 1, 2019.

Detailed job descriptions and application procedures are available at: [http://www.pvcc.edu/human_resources/employment/](http://www.pvcc.edu/human_resources/employment/)

Piedmont Virginia Community College is an Equal Opportunity, Affirmative Action Employer.

We value and support the diversity of our students, faculty, and staff. We seek to promote an understanding and appreciation of differences by creating an inclusive environment embracing individuals with diverse backgrounds, experiences, and aspirations.
Assistant Professor of Computer Science

The University of Montevallo, Alabama’s public liberal arts university, seeks a full-time, tenure-track Assistant Professor of Computer Science for Fall semester 2019 for the inaugural Computer Science program. Candidates must possess a Ph.D. in computer science, and the ability to teach at all levels of the undergraduate computer science curriculum.

Duties include teaching a variety of computer science courses for majors and non-majors, scholarly activity, academic advising, and service to the university. Candidates must demonstrate excellence in teaching. Research activities involving undergraduates are encouraged.

The University of Montevallo is accredited by the Southern Association of Colleges and Schools and is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. Adjacent to Birmingham, in one of the nation’s fastest growing counties, Montevallo provides attractive living in a moderate climate with ready access to numerous metropolitan and recreational resources.

Details and application instructions are at https://jobs.montevallo.edu.

In keeping with the charge of the President’s Diversity Task Force, which is “...to implement practices that help the University recruit and retain a diverse workforce and to foster initiatives that promote an inclusive campus environment,” UM is actively seeking applicants who fully represent racial, ethnic, and cultural diversity.

UM is an AA/EO institution.
The University of Montevallo invites nominations and applications for a full-time, tenure-track faculty position, Assistant Professor of Management Information Systems and Computer Informatics, beginning in August 2019. The Stephens College of Business at UM offers programs at the undergraduate and MBA levels with an average class size of 21 students.

This position will support undergraduate and MBA courses in Management Information Systems as well as courses in our recently launched degree program in Computer Informatics. A Ph.D. in Computer Science, Management Information Systems, or equivalent degree in a relevant field is required but ABD status doctoral candidates will be considered. Although most classes are traditional in-person, experience with online teaching is a plus.

With an enrollment of approximately 2,700, UM is Alabama’s designated public liberal arts university, offering baccalaureate, master’s, and education specialist degree programs with an emphasis on high quality, innovative teaching. The University seeks to recruit, develop, and retain the most talented people from a diverse candidate pool. The successful applicant will be a dedicated teacher, active scholar, and effective mentor for students with diverse backgrounds, preparation, and career goals.

Nominations and inquiries should be directed to Dean Stephen Craft at bizdean@montevallo.edu. Applicants should apply online at https://jobs.montevallo.edu. Review of applications begins immediately and continues until the position is filled.

In keeping with the charge of the President’s Diversity Task Force, which is “…to implement practices that help the University recruit and retain a diverse workforce and to foster initiatives that promote an inclusive campus environment,” UM is actively seeking applicants who fully represent racial, ethnic, and cultural diversity.

**Assistant Professor of Management Information Systems**

LHU is a member of the Pennsylvania State System of Higher Education. LHU is profoundly dedicated to cultural diversity and supports the integration of diverse and international perspectives within the working and learning environment and encourages applications from people of color, women, veterans and persons with disabilities. Lock Haven University is an Affirmative Action/Equal Opportunity Institution.

www.lockhaven.edu

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**Tenure-Track Faculty Positions, with appointment to begin Fall 2019**

- Biological Science – Animal Physiology
- Clinical Mental Health Counseling
- Computer Science – Data Science/Data Management
- Computer Science – Networking
- Director of Student Teaching
- Health Science – Exercise Science
- Philosophy – Philosophy and Ethics
- Physician Assistant Studies – Lock Haven Campus
- Physician Assistant Studies – Harrisburg Campus
- Recreation Management – Outdoor Recreation

https://jobs.lhup.edu/postings/search

LHU is a member of the Pennsylvania State System of Higher Education. LHU is profoundly dedicated to cultural diversity and supports the integration of diverse and international perspectives within the working and learning environment and encourages applications from people of color, women, veterans and persons with disabilities. Lock Haven University is an Affirmative Action/Equal Opportunity Institution.

www.lockhaven.edu

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**Assistant Professor of Management Information Systems**

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**UM is an AA/EQ institution.**

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**Lecturer of Physics**

The Physics Department at Saginaw Valley State University invites applications for a Lecturer of Physics position starting Fall of 2019. The successful candidate will be expected to teach introductory freshman and sophomore courses and laboratory courses in physics as well as general education courses such as astronomy, meteorology and geology. The teaching responsibilities will total approximately 12 contact hours per semester. The successful candidate will also be expected to perform departmental service. A strong preference will be shown for candidates with college level teaching experience and with demonstrated ability to teach general education courses in astronomy and/or meteorology and/or geology. For a complete list of requirements, further information, and to apply for this position, please visit [www.jobs.svsu.edu](http://www.jobs.svsu.edu). Interested individuals must apply online.

**SVSU is an EO/AA employer.**
For the past three years I have had students who were “offended” or “insulted” because I have made it a point for them to call me Dr. Garcia. There’s usually the follow up question asking why, and then the statement, “Dr. So and So, let’s me call them by their first name.” How ironic, that in the same sentence they still refer to my colleagues as “Dr.”

When your first response is not to call me “Dr.” in an academic setting, you erase not only me, but the generations before me. Let me explain.

Roll Call:
Blandina. Present. 
Guadalupe. Present. 
Julia. Present. 
These are the names that came before me. My grandmothers and mother, a strong lineage of women of color. They worked long hours in labor intensive jobs and passed down stories through oral traditions. The one thing the women before me all have in common is they did not attend college. That was left up to me, and it was a challenge I took on whole heartily.

Our degrees have so much more worth that is not wrapped in capitalist voyeurism. They are personal, represent struggle and are shared. I feel a personal responsibility to write down these collective stories to be shared, heard and witnessed.

While I am the first in my family to attain a Ph.D., it is not mine alone. It is a collective document. Or what The Latina Feminist Group call papelitos guardados: “sacred documents that contain stories held from public view.” In “More than ‘papelitos’: A QuantCrit Counterstory to Critique Latina/o Degree Value and Occupational Prestige,” professors Lindsay Perez Huber, Veronica Velez, and Daniel G. Solorzano argue that papelitos can be higher education degrees.

Attaining a degree for the Latinx/a/o community is worth much more than monetary value. Perez Huber, Velez, and Solorzano state: “These degrees are symbolic of a collective struggle and a collective victory that extends far beyond the individual … We knew that economic measures of degree value did not accurately reflect the significance of those degrees for us.”

I agree. Our degrees have so much more worth that is not wrapped in capitalist voyeurism. They are personal, represent struggle and are shared. I feel a personal responsibility to write down these collective stories to be shared, heard and witnessed.

When I request to be called Dr. Garcia, it is a collective witnessing and the reason why I sit in the Ivory Tower. You are not only calling me a “Dr.” but you are honoring the women before me. I have had to establish myself in different ways from many of my colleagues. As a woman of color who is young, I am perceived by many (both White and people of color) as not being faculty. In my previous writings, I have written about being underrepresented, and what my representation means in institutions of higher education. Yes, I operate every day in systems of oppression, racism and White supremacy. Now that we know that, how do we engage in anti-racist struggles in everyday practice?

I contemplated on writing this piece out of fear. Fear of what people may think. Fear of who may get offended. Fear of backlash. Fear of vulnerability. Fear of reproducing power and privilege. Fear of not being radical enough. I revisited my previous piece, “You Don’t Look Like a Professor,” and found a reminder. I stated, “To some, I may not look like a professor,” and found a reminder. I stated, “To some, I may not look like a professor, but I do not compromise myself for someone else’s idea of what I should be. I offer this affirmation to the future generations of women of color professors.”

Yet, again, I offer an affirmation. To ask to be called by your formal title, “Dr.” is not complaining, it is educating. Yes, there is power involved by having a Ph.D., but consistently be in question of who has the power? Is it you, a student, a colleague? How is this power systemically exercised and who does it benefit most?

I recently picked up a copy of “Decolonizing Academia: Poverty, Oppression, and Pain” by Dr. Clelia O. Rodriguez and was left stunned by her courage. She states, “… math is a universal language, and so is pain.” Pain is universal language. The pain we share is your point of entry into anti-racist practices. Welcome to our language.

— Dr. Nichole Margarita Garcia is an assistant professor of Higher Education at Rutgers University, New Brunswick.
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