A Purpose Driven Life

Diverse salutes Dr. Curtis L. Ivery, recipient of the 2020 Diverse Champions Award.
“EDUCATION IS FOR IMPROVING THE LIVES OF OTHERS AND FOR LEAVING YOUR COMMUNITY AND WORLD BETTER THAN YOU FOUND IT.”

- MARIAN WRIGHT EDELMAN

The Bassett Business Group

Congratulates

Dr. Curtis L. Ivery

WCCCD Chancellor and Recipient of the 2020 Diverse Champions Award
by Diverse: Issues In Higher Education

Dr. Ivery has made WCCCD a champion of opportunity; a defender of big dreams; and a guardian to roads of prosperity and growth. The Bassett Business Group salutes Dr. Curtis L. Ivery on this well-deserved recognition for his tireless advocacy for the ability of every person to create a better life through higher education.

Thank you, Dr. Ivery, for helping individuals, our community, our nation, and our world imagine more and achieve better.
The National Institute for Staff and Organizational Development and the Center for Community College Student Engagement

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2020 Diverse Champions Award Recipient
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Chancellor, Dr. Curtis L. Ivery
Recipient of the 2020 Diverse Champions Award
by Diverse: Issues In Higher Education

Dr. Curtis L. Ivery is a recognized national thought leader, early education and equity advocate, educator, author and scholar.

As Chancellor of Wayne County Community College District, Ivery directs the largest urban community college district in Michigan. Ivery led the transformation of the college into a thriving, six-campus, inclusively pluralistic District that serves nearly 70,000 students annually, spanning more than 500 square miles, 36 cities and townships.

Dr. Ivery has built his life and career around opening doors to higher education for all. A well-deserved honor!

Christine McPhail
Managing Principal McPhail Group, LLC

Throughout his career, Dr. Ivery has been a champion for opportunity and advocate for all to grow to their potential.

Dr. Walter G. Bumphus
President and CEO American Association of Community Colleges
At Chattanooga State, diversity and inclusion are not just words on paper.

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We congratulate Diverse Champions Award recipient, Dr. Curtis L. Ivery, for his unwavering commitment to equal opportunity and access for all.
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With the generous support of our sponsors, the fourth annual Clemson University Men of Color National Summit hosted more than 2,000 people from across the nation. Student participants were motivated and encouraged to push past obstacles and achieve their goals while professionals found opportunities and resources to meet the summit’s mission: helping to close the opportunity gap and create clear pathways to college for African American and Hispanic high school males.

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A Different Perspective

Around the age of eight, Dr. Kaye Husbands Fealing immigrated to the United States from Barbados with her family. She subsequently became intrigued with understanding and solving problems in the context of developing countries. After studying various trade and industrial policies of countries such as Japan and the United States in graduate school, Husbands Fealing’s interest shifted to technological innovation.

“I noticed technological innovation in the developing country context wasn’t really being absorbed into what was happening in major corporations internationally,” says Husbands Fealing, professor and chair of the School of Public Policy at the Georgia Institute of Technology. “So that led me to think about why that is the case. Why is there a development of new ideas in certain places that just don’t carry over to others?”

Rather than entering the consulting field or holding a government job, both her father and graduate school advisor at Harvard University encouraged her to pursue teaching as a career. First hired at the National Science Foundation (NSF) to establish the Science of Science and Innovation Policy (SciSIP) program, Husbands Fealing also worked as an economics program director and co-chaired the Science of Science Policy Inter-agency Task Group.

Her teaching career began at Williams College in 1989. There, she served as the William Brough professor of economics. After 20 years at Williams, Husbands Fealing became a professor in the Center for Science, Technology and Environmental Policy at the Humphrey School of Public Affairs at the University of Minnesota.

“One thing that excites me in whatever position I’m in is getting to interact with students and getting to hear what they are interested in,” she says. “What are the things that matter to them? And trying to provide solutions and opportunities for the students. That’s something that I would say I honed in on when I was at Williams College.”

With her background in technology and innovation, Husbands Fealing transitioned to Georgia Tech in 2014.

“It just seemed like a natural place for me to come to,” she says. Most recently, she was named dean and Ivan Allen Jr. Chair of the Ivan Allen College of Liberal Arts at Georgia Tech and will assume her role June 1.

“It’s just a really great opportunity to help the faculty, staff and students throughout the organization excel and do their best but also to see and look for opportunities to do things collaboratively across these different schools,” says Husbands Fealing.

Throughout her career, she says it sometimes has been difficult to balance work and family.

“It’s challenging because you want to be there and take care of your child and you also know that you have a profession,” she says. “And I was very fortunate I would say. My parents moved in with us from birth and took care of her for ten years. We were able to get the help we needed to make sure that our daughter was well taken care of.”

Despite being in a male-dominated field, Husbands Fealing has never felt out of place or like “an odd duck.” She credits this to her parents, who always encouraged her to pursue her passions. However, she does recognize that there are challenges with being in the science, technology, engineering and mathematics (STEM) fields as a minority female.

“If I’m on various committees, oftentimes I am advocating for or at least speaking up for issues pertaining to equity, diversity and inclusion,” said Husbands Fealing. “Of course, I turn around and know exactly what some of the issues are and what the solutions are and I’ll speak up in those cases.”

Additionally, she serves on NSF’s Committee on Equal Opportunities in Science and Engineering.

Her recent collaborative paper titled, “Gender Pay Gaps in U.S. Federal Science Agencies: An Organizational Approach” focused on gender pay gaps within the federal government. Her other journal articles and research have focused on food safety and broadening participation in STEM.

In addition to her research, Husbands Fealing has earned a number of accolades including the 2017 Trailblazer Award from the National Medical Association Council on Concerns of Women Physicians.

She describes herself as someone who is a “person of truth, who treats people with respect and acts in a transparent fashion.” In her new role, she plans to focus and address the needs of faculty, staff and students within the school.

“It’s all three that really matter,” adds Husbands Fealing. “And I look forward to really providing and leading in all of those capacities.”

– Sarah Wood
A Disgraced ‘Victory Bell’

Tulane University said it’s removing a ‘Victory Bell’ from campus after learning it was used to direct the movement of enslaved Africans on a plantation, reported CNN. University President Mike Fitts and board Chair Doug Hertz said in a letter to the Tulane community that the New Orleans university’s campus landmark would be moved to storage as officials investigate its exact origins.

“As an academic institution, we believe it is important to find a way to use this bell to further our knowledge and understanding of slavery and pursue a more just society,” the letter reads.

The letter also says the bell, which was made in 1825, came to Tulane between 1960 and 1961. It has been used for decades to celebrate victories of the university’s men’s and women’s basketball teams. It has also been a campus tradition for new students to touch the bell for good luck during convocation.

Justice in a Diploma

Harold Franklin, who in 1964 was the first African American student to integrate Auburn University, will finally receive his master’s degree from the institution in May, reported AL.com.

Franklin’s master’s thesis was repeatedly rejected by the school, even as late as in 1969. Eventually, he left and earned a master’s degree from the University of Denver instead.

Recently though, after an invitation from Auburn, Franklin returned to campus and on Feb. 19 defended the thesis he submitted nearly half a century ago. Previously awarded an honorary doctorate from the school in 2001, the 86-year-old will again walk at graduation this May.

poll

The following are results from our latest online poll:

Do search committees on your campus go through implicit bias training?

- Yes  25%
- No  49%
- Sometimes  13%
- Not sure  13%

Visit DiverseEducation.com to participate in our online polls.

A Victim’s View

According to a survey conducted by Harvard’s student newspaper, The Harvard Crimson, 40% of respondents from the school’s faculty reported that they know a department colleague who has experienced sexual harassment.

Meanwhile, 32% stated that they felt that the university’s Title IX office and Office for Dispute Resolution are “adequately equipped” to deal with sex- and gender-based discrimination. And while 47% of women reported they had encountered obstacles because of their gender, only 7% of men said they had.

The anonymous survey, which The Crimson distributed to more than 1,000 members of the Faculty of Arts and Sciences (FAS), garnered more than 400 responses.
Minority Professors Ask Themselves: To Protest or Not to Protest?

BY SARA WEISSMAN

As a slew of racist and anti-Semitic incidents hit Syracuse University in November, prompting the advent of #NotAgainSU, a movement led by Black students protesting the university’s piecemeal response to the hate crimes. Recently, a new player emerged in the conflict: the Faculty Action Collective.

The newly formed, currently anonymous group of faculty came out with a statement online unequivocally supporting #NotAgainSU and calling for a number of accountability measures and resignations of university officials.

“We are appalled by the administration’s breach of trust and the university’s blatant institutionalized racism,” the statement reads.

“In light of the institution’s use of policies and procedures to harm and target students, we have no faith that the current administration can lead our community through this critical and urgent moment.”

This moment of faculty-student solidarity points to a larger conversation. As students confront administrators about campus climate, it poses a dilemma to their professors, particularly faculty of color: to protest or not to protest? Can professors freely support students’ social justice causes, or are there professional risks involved? How do minority faculty decide when and how to show solidarity?

These are discussions Dr. April Logan, an associate professor of English at Salisbury University, has been having with her colleagues. Like Syracuse, her campus has been repeatedly vandalized with racist messages this academic year, prompting a student “blackout” protest in November when students wore black and marched on campus.

After one of the incidents, students brought their concerns to administrators in a public meeting, including a request for mandatory diversity training for faculty. When an administrator told students that it already existed, Logan had a choice — to speak up or not. She decided to “bring complexity” to the administrator’s answer, clarifying that the training in place was more about preventing legal challenges with Title IX, not the nuances of how to handle diversity in the classroom, which is what students wanted.

It was a “difficult situation” with “a lot of anxiety,” she said, because “perhaps I’d like to become a full professor. I knew that some people might disagree with me challenging the administration publicly or might just disagree with how I present myself, how I comport...
Wayne County Executive
The Honorable Warren C. Evans

CONGRATULATES
Dr. Curtis L. Ivery

on his receipt of the 2020 Diverse Champions Award by Diverse: Issues in Higher Education Magazine

Dr. Ivery is known nationally as a thought leader, educator, author, and advocate for educational equity. He is a true champion of opportunity; advocate for growth; and a creator of pathways that lead to better lives through higher education.

“Education should light a fire within us to improve us and help our world.”
— Sarah Josepf

Wayne County, Michigan, salutes Dr. Ivery for lighting a fire within countless individuals to make our region, and our nation, a place where we can all thrive.
Logan stressed that she at least has the protection offered by tenure. It helps her to visibly show solidarity with her students — because she knows she can. But these decisions are even more challenging for junior faculty of color, she said, who fear risks to their tenure cases, especially when such a small fraction of minority women receive tenure. The structure of the tenure system impedes on necessary changes to the academy when junior faculty feel afraid to be “change makers,” she said.

That’s why, even though she chooses to take part, Logan doesn’t “judge anyone’s choices” about when and how to engage with student movements, she added. “These are real concerns,” and if faculty feel like their best social justice work is in the classroom, not the streets, they too can be “a student’s lifeline.”

In the future, she hopes departments will offer more transparency around tenure and promotion to ease faculty of color’s concerns about participating in protests. But in the meantime, she feels like she owes a “debt to the people of color who came before” and a duty as an educator to support student activism on campus climate.

“I want to empower my students,” she said. “I want to teach them how to recognize, talk about and address systems of oppression. What better way to show them? If I’m saying you need to stand up, you need to speak up, you need to analyze it, you need to name it, I feel like I’m not being a very good role model if I don’t do it myself.”

For Dr. Julia Chinyere Oparah, provost and dean of the faculty at Mills College, campus protests are “living history,” intrinsic to her work as an ethnic studies faculty member.

She pointed out that ethnic studies departments were originally created in response to student activism.

“Student protests have been critical to my career,” Oparah said. “As an ethnic studies professor, I have a deep understanding of the ways in which student protests can and have improved on campuses, made campuses more equitable, improved and expanded the curriculum and really helped us live up to the vision of what a liberal arts education is.”

But questions about how to best show solidarity as faculty can be harder, she noted. She thinks professors should support student activists not only in moments of crisis but in more long-term ways “behind the scenes,” like mentoring students on how to balance their activism and academics. And when there are student protests, faculty should be “very careful” not to eclipse students but to “follow their leadership,” she said.

For example, Oparah’s students held a protest to call attention to campus climate in 2014 after someone posted a racist comment on a Mills College social media page. Faculty were “100% behind them,” she said, and many stood nearby to show support. She was the faculty advisor for the Black Student Collective at the time, and they eventually asked her to join them on the steps where they were protesting. Once she had been invited, she did.

“For me, students are often protesting things I would want to protest too,” she said. “If they’re protesting racism or a number of different issues, our hearts are there too. That’s why we do this work.”
Congratulations Chancellor Curtis Ivery on the Diverse Champions Award

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Gender Inequity Persists in Research Authorship, Report Finds

BY SARAH WOOD

In spite of an increase in the number of women in research, gender disparity still persists in research authorship, says a new report by Elsevier.

The report, “The Researcher Journey Through a Gender Lens,” analyzed research participation and career progression across the European Union and in 15 countries including Argentina, Brazil, Mexico, Canada, the United States, the United Kingdom, Portugal, Spain, France, Italy, the Netherlands, Germany, Denmark, Australia and Japan.

This report is an extension of two other Elsevier reports — “Gender in the Global Research Landscape” and “Mapping Gender in the German Research Arena.”

“It’s really exciting that we are releasing the report and that it’s being done around International Women’s Day,” said Dr. Holly Falk-Krzesinski, vice president of research intelligence on the Global Strategic Networks team at Elsevier.

She said the report analyzed the science system as a whole and looked at collaboration, the overall impact of researchers’ citations on others in the field, and the ways in which scholars engage internationally.

“It is representative of our ongoing and broader effort towards gender diversity and promoting women in science, technology, engineering, mathematics and medicine fields,” said Falk-Krzesinski, who is also co-chair of Elsevier’s Gender Working Group.

According to the report, the overall gap between men's and women's participation in research is decreasing. The ratio of women to men researchers increased to 20 women for every 100 men in almost all countries studied.

However, between 2014-2018, men still outnumbered women in terms of authorship, except in Argentina, where 51% of publishing researchers were female. Japan had the lowest number of women authors, at 15%, according to the report.

Men were also published more internationally, awarded more grants and applied for more patents compared with their female counterparts. Spain and Mexico had the largest number of women inventors. And Canada’s research grantees rate was the highest, with 50 women per 100 men, while Japan’s was the lowest with 10 women per 100 men.

Women were highly represented in research subjects related to health sciences, such as nursing and psychology, while men were notably more present in physical sciences. Additionally, there was a higher rate of male authors with a long publication history compared with women who held a short publication history, according to the research.

Across all subject areas and geographies, men were more likely to be co-authors than women, with the gap broadening with an increase in publication history. Additionally, both men and women preferred to collaborate with authors of the same gender.

“We need to be able to look out for inclusion and that we have to recognize that not all geographies and not all fields are making change and gaining strides at the same rate,” said Falk-Krzesinski. “We need to be able to home in on where really great change is happening and where change is happening too slowly so that we can create specific kinds of interventions or policies to address those areas where there are still gender diversity and inclusion shortcomings.”

As for the reason behind the gender gap, Falk-Krzesinski says that it stems from gender bias as well as a perception that there is no problem.

“If you don’t perceive a problem, you don’t perceive that there need to be solutions to a problem,” she said.

Women also want to ensure that they aren’t receiving a position or an opportunity simply because of their gender, said Falk-Krzesinski.

“They want to be recognized for the merit that they bring and for their accomplishments,” she said. “Then there are concerns that gender is being used as a consideration but in a negative way and there are negative perceptions that result from that.”

Having a family and being a parent also have an impact on career progression.

In addition to the report, Elsevier plans to launch an Inclusion and Diversity Board. The board will aim to address inclusion and diversity issues and will focus on the areas of participation, gender in science and career progression as a way to improve gender equity in research funding, peer review and publication, according to Elsevier’s press statement.

“There has been important progress in gender balance in research over the recent decades and it is encouraging to see from our report that women are closing the gender gap globally,” said Kumsal Bayazit, CEO of Elsevier, in a statement. “However, our latest findings also indicate persistent areas of gender inequality, so we have more work to do to address issues that span diversity and inclusion in research. There is no single solution here; it will take all parts of the research ecosystem to come together and focus on making progress to drive lasting change.”
“Diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”
- Maya Angelou

**Congratulates**

**Dr. Curtis L. Ivery**

Chancellor, Wayne County Community College District and Recipient of the 2020 Diverse Champions Award by Diverse: Issues In Higher Education
Thank you for your commitment to equity and opportunity for all community college students.

Congratulations to the 2020 Diverse Champion

Dr. Curtis L. Ivery
Thank you for your commitment to equity and opportunity for all community college students.
Although he tends to downplay his prominence, there is no question that Dr. Curtis L. Ivery has become somewhat of a celebrity in Detroit, using his high-profile status as the chancellor of the Wayne County Community College District (WCCCD) to champion opportunity and educational equity for the 70,000 students enrolled at the multi-campus college.

And in doing so, Ivery — who is one of the longest serving community college leaders in the nation — has dramatically helped raise the visibility of a struggling city on the verge of a second renaissance.

"Dr. Ivery has a serious commitment to helping the low-income population that universities can't retain or prefer not to admit," says the Reverend Charles Williams II, a community leader and senior pastor of Detroit's Historic King Solomon Baptist Church. "He has stood firm on the premise that everyone should have access to an educational opportunity that will launch them into the middle class. To some it's a first chance and others it's a second chance, but to everyone it's a life-changing opportunity."

If you crisscross the region and indeed the country, you'll hear similar accolades for Ivery, who has been at the helm of WCCCD for 25 years and has been the institution's most vocal cheerleader. He's credited with transforming the six-campus institution — stretching across 36 cities and townships and more than 500 square miles — into a national model lauded for its high enrollment and impressive completion rates. In addition to serving on numerous boards including chairing the Wayne County Airport Authority, he is the author of a number of books including Reclaiming Integration and the Language of Race in the Post-Racial Era; America's Urban Crisis and the Advent of Color-blind Politics; Education, Incarceration, Segregation and the Future of U.S. Multiracial Democracy; and Black Fatherhood: Reclaiming Our Legacy, which he co-authored with his son Marcus, along with a series of children's books he co-authored with his daughter Angela.

Nearly two decades ago, Ivery and his wife Ola formed the Curtis and Ola Ivery Literacy Foundation to support educational scholarships and early childhood development programs such as The Bookworm Club and the Children's Reading Carnival, which impact thousands of children across Wayne County each year. Proceeds from all of Ivery's books go to the foundation.

A self-professed workaholic who keeps a notebook on the nightstand to jot down ideas, much to the dismay of his wife, Ivery isn't showing any signs of slowing down. Sitting at his office desk headquartered in a building that now bears his name, he rattles off a number of new initiatives that he's actively working on, including securing robots for his students to work with. "There's more work to be done, he says with a broad smile, and those who know him say he's just the person to get things done.

"The issues today are different than they were 25 years ago," says Dr. Christine McPhail, a veteran college administrator and former community college president who has worked closely with Ivery. "He is building an infrastructure of support and being innovative and looking at new and different ways to carry out the mission of the institution."

This includes constructing new buildings and renovating old ones, recruiting new faculty to teach at the college — last year he hired 26 new professors — and expanding academic programs that focus on cybertechnology and mechatronics.

Fiat Chrysler Automobiles, for example, recently partnered with WCCCD to create an automotive manufacturing co-op for an associate degree that combines academic coursework with one to
two days of paid job experience per week.

Last year, more than 1,900 students earned their degree from WCCCD, which was founded in 1967. Additionally, the school received the highest vote of confidence from the Higher Learning Commission of North Central Association of Colleges and Schools which affirmed their accreditation for the next 10 years.

At a time when overall enrollments continue to dip at community colleges across the nation, WCCCD’s numbers have remained remarkably strong, even after Detroit suffered through the largest municipal bankruptcy in American history in 2013. “It was just a perfect storm for Detroit,” remembers Ivery, adding that when employees who worked in the city’s three largest automobile manufacturers — General Motors, Ford Motor Company and Fiat Chrysler Automobiles — were leaving their plant jobs in droves amid layoffs and downsizing, they needed to be “reeducated, retrained and redirected.”

They found a welcoming home at WCCCD.

Committed to access and opportunity

Ivery has long been intentional about ensuring that underserved populations throughout Detroit have access to the college. And he’s directed his staff to aggressively court these students. “We’re out there knocking on the doors and talking to people directly,” he says about the recruiting efforts that the college employs to bring in new students, about 70% of whom qualify as Pell-eligible. When Detroit Public Schools did not have the budget to offer high school students the opportunity to take college courses through dual enrollment — similar to what was being offered in the more affluent suburbs — Ivery made the bold decision to waive the tuition so that students could enroll.

“I went to my board and said, ‘We can’t penalize these students. We’ve got to let them access dual enrollment,’” he says. “We did it before it was popular.”

At a time when fiscal resources in Michigan have become increasingly scarce, Ivery has demonstrated time after time his ability to work with key stakeholders, including state legislators, to secure the needed finances for WCCCD, all the while keeping the institution financially afloat. This spring, the college will open a $30 million health and wellness center at its downtown campus. The 80,000-square-foot state-of-the-art building will offer training for students in fields such as biotechnology, hydroponics, fitness training and sports management.

“He’s a compassionate leader,” says Dr. Ella J. Davis, a professor of English, speech and African American studies at WCCCD. “He’s accessible, terrific with the faculty and students and his leadership has led to the college receiving national recognition for our ongoing success. He’s all about creating opportunities.”

Davis, who has been at the college for about as long as Ivery, credits him with working alongside the many unions that represent WCCCD employees to ensure that faculty and staff received robust, across-the-board pay raises and hefty benefits over the years. She says that Ivery has made it his personal mission to build a leadership pipeline at WCCCD by encouraging and supporting faculty with master’s degrees to go on and earn their doctorates through a partnership with the John E. Roueche Center for Community College Leadership at Kansas State University.

Moving to Detroit

Back in 1995, there was no logical reason for Ivery, who had already emerged as a national thought-leader, to accept the top post at WCCCD. The institution was mired in financial turmoil and student enrollment was steadily on the decline. At the time, he was vice president of instruction and acting president at Mountain View College, which was part of the Dallas County Community College District (DCCCD). Prior to that post, he served for five years as vice president of instruction at El Centro College, the oldest of the seven colleges within DCCCD, and worked on four campuses across 11 years, educating himself on the mechanics and significance of a multi-campus institution.

His bona fides also included serving as commissioner of human services for the State of Arkansas, managing more than 3,000 employees and a budget in the tune of one billion dollars annually. He was the first African American and the youngest appointee to serve in the cabinet of then-Governor Bill Clinton.

“When he first started interviewing and talking about the Wayne County District, several of us who were his friends advised him against taking the job,” says Dr. Walter G. Bumphus, president and CEO of the American Association of Community Colleges. “Several folks that I knew at the time were good leaders, but they all ran into some major issue or had gotten fired. Not a lot of people were retiring from Wayne County after twenty years of service; rather they were being unfortunately let go, and so you really didn’t want that to happen to somebody you respected and you really liked, like Curtis.”

When he finally committed to taking the job, Ivery told his wife that he would only serve in the role for two years and then move on. A quarter century later, he’s still there.

“I saw the potential,” he says, adding that he rolled up his sleeves and got to work on developing a strategic and communication plan and began reaching out to Detroit’s diverse populations, including airing television and print ads in Spanish and Arabic. He was praised by the local media for transparency. He opened the financial books, posted every expenditure on the website and received clean financial audits with no findings year after year.

Ivery has not only lasted longer than any other president or chancellor in an urban environment, says Bumphus, “but has thrived as well or better than any other urban chancellor or president that I have known.”

The secret to his success, Bumphus adds, is that Ivery decided early on to restructure WCCCD after the successful community college model in Dallas.

“He absolutely used Dallas as a model, and Dallas at that time was one of the finest districts in the country and it is still a great district,” says Bumphus, who was president of Brookhaven College,
which is part of DCCC, and worked closely with Ivery during his years there. “But Curtis has certainly made the Wayne County Community College District one of the finest urban districts in the country without a doubt.”

Still, the transition was not easy. Back then, morale was low and students frequently sought him out to register their complaints. “At the time, among community colleges in Michigan, we were the lowest as far as funding,” he says. “On almost every index, we were at or near the bottom.”

He recalls a group of students showing up to his office one day in tears a few weeks into the job. Whenever it rained, they told him, their classroom flooded and they wanted assurances that he would fix the problem.

“We created a capital improvement plan, a 20-year plan and spent millions of dollars to put new structures in place in every location,” says Ivery, who currently oversees an annual operating budget of about $130 million and a $650 million capital improvement program. “Every project we finished on time and under budget.”

Ivery says that his longevity as a college administrator is directly linked to his love for the students he serves.

“We can’t be apologetic,” he says. “We can’t be intimidated by politics because we will always be a political football. If you are a large, urban center, it’s going to be political.”

**On becoming a leader**

Growing up in rural Amarillo, Texas, Ivery experienced what it meant to be poor. Though he was the first in his family to go on to college, his parents emphasized the importance of a quality education.

“I was fortunate that my parents believed in college as a way to live a better life,” he says, noting that his father, in particular, had a strong work ethic, often demanding that his children rise at 6 a.m. so that they could see him getting dressed for work. “My father never missed a day of work to my knowledge. He lived his life in a way that he would expect for us to live.”

But there were difficult and painful memories, too. And at a young age, Ivery turned to writing as a coping mechanism.

“I find I have the ability to put things in writing that I could never talk about,” he says. “I never talked about the underlying struggles and pain. I couldn’t talk about that, but I could write about it, and in the process of writing about it, I began to understand that some indignities were unbelievable.”

His grandfather, who lived to be 106, taught young Curtis the importance of being strong.

“He would talk to me about education and the importance of reading and studying,” even though he had no formal education. Football was Ivery’s ticket out of Amarillo, and at the height of the civil rights movement, he was among the early wave of Black students to enroll at Texas A&M University-Kingsville.

“I would have never gone had it not been football,” he says. “After I got there, I realized there was so much more than only football. I greatly enjoyed the classwork.”

Despite becoming the first elected Black president of the student body, a college dean had tried, unsuccessfully, to persuade him and his Black roommate to drop out of school, claiming they were not taking their studies seriously.

“I found it amusing because it wasn’t new to me. We thought it was funny,” he recalls. “But what it did, was it made me even more determined.”

After earning a Ph.D. in higher education from the University of Arkansas and a successful stint working for Clinton that catapulted him into the big leagues, Ivery knew that a college presidency was certainly within his reach.

“I just have always been a leader,” he says. “I don’t ever remember being a follower. I always knew how to work with others.”

**Leaving a legacy**

Last spring, WCCCD’s Board of Trustees held a dedication and naming ceremony for the new Dr. Curtis L. Ivery Central Educational Complex in downtown Detroit.

WCCCD’s Board Chairperson Mary Ellen Stempfle told the crowd that included community, city and state officials that the dedication was long overdue.

“The naming of the complex recognizes the profound and transformative leadership of Dr. Ivery and the indelible mark that he has made on countless lives through his unwavering focus on providing doorways to better lives through higher education,” she said.

Although well-deserved, Ivery seemed uncertain about all the fuss.

“I grew up not believing that I could have those things,” he says, reflecting back on his humble upbringing. “It wasn’t supposed to happen to me. Do you call it humility? Or do you call it fear?”

But the recognition is nonetheless fitting, says those who have followed his illustrious career.

*Diverse: Issues In Higher Education* has named Ivery as the recipient of its 2020 Diverse Champions Award, which recognizes community college leaders who have shown an unwavering commitment to equal opportunity and access for all, particularly at the community college level.

“His long-term leadership in community colleges nationally has been based on values which have highlighted social justice, equality and an appreciation of differences,” says Dr. Jerry Sue Thornton, president emerita of Cuyahoga Community College in Cleveland and a past recipient of the Diverse Champions Award. “Throughout his career, he has lived the values that undergird this award.”

As he makes his way across the city each day, it’s not uncommon for strangers to buttonhole him in an elevator to strike up a conversation.

“You don’t know who we are, but we sure know who you are,” a couple recently told him after he was heading home from a long day at work.

Those kind words serve as an affirmation that Ivery is making a difference.

“When I talk about curriculum and outcomes, it’s not abstract to me,” he says. “Nothing replaces the passion and love I have for people. I really sincerely believe that education is the only way out. And I don’t stutter about that. I am so committed to that.”
The Dual Enrollment Quandary

Dual enrollment works but who is it working for?

By Sara Weissman

These programs are popular for a reason: Dual enrollment has an impressive track record for enrolling and graduating students. “Across the board, former dual enrollment students are going to college at higher rates,” says John Fink, senior research associate at the Community College Research Center, located at the Columbia University Teachers College.

Findings from Fink’s study on dual enrollment at community colleges released in 2017 revealed that 88% of students in dual enrollment programs went to college, and significant percentages earned a degree within five years — 46% of the students who enrolled in community colleges and 64% of those who enrolled in four-year colleges. The study tracked almost 200,000 high school students from the fall of 2010 to the summer of 2016.

But alas, not all of the data was as rosy. The study also found gaps in degree attainment for low-income students and the study also found that completion rates varied widely by state.

There’s a “strong foundation of research” to back up the benefits of dual enrollment, Fink says, but the next pressing question is, “Who’s benefitting?”

The research has turned from asking, “Does dual enrollment work to who’s it working for and how can we improve the benefits given there’s so much variation?” he adds.

While dual enrollment has a clear, positive impact on completion rates for students of color, by and large, they aren’t the students taking advantage of these programs. Civil Rights Data Collection statistics in 2015 showed Black and Latinx students were underrepresented in dual enrollment programs. That school year, Black students made up only 9% of high school students in college courses, while Latinx students comprised 17%.

The variation, Fink points out, is part of the problem. Dual enrollment programs differ in

Study after study shows the benefits of dual enrollment, or partnerships that allow students to take college courses while in high school. Dual enrollment allows students to get ahead and ease into college with a familiar, supportive framework. But the experts who analyze these programs are still asking themselves how to design these opportunities to serve the students who need them most.

Dual enrollment has been on the rise for years now. The number of high school students in college courses rose about 67% between 2002 and 2010, according to a study by the Community College Research Center. A 2019 report from the National Center for Education Statistics found that about a third of high school students took courses for college credit in the fall of 2009, when the data was collected.

Above: Dr. Jim Rosenbaum
eligibility requirements, affordability and student supports, all of which can create barriers for students of color and low-income students.

Meanwhile, as a term, dual enrollment can mean a number of different things — anything from a couple course offerings at a local community college to college-level courses taught on high school campuses to early college high schools, which blend high school and college with a structured program.

Since dual enrollment is such a broad category, some dual enrollment models are better than others, says Dr. Julie Edmunds, program director for secondary school reform for the SERVE Center at the University of North Carolina, Greensboro.

She conducted a study on the impact of early college high school programs, specifically small high schools integrated into college campuses, mostly community colleges. She found that students earned their degrees at higher rates and more quickly than students who didn't participate in these kinds of programs.

Her research was recently bolstered by a policy brief on early college high school programs from the American Institutes for Research. The study — which focused on 10 early colleges with data from 2,400 students — found that students who won admission to these kinds of programs through a lottery system were more likely to enroll in college compared to their peers. About 84% of early college high school students enrolled in college within six years after high school graduation, compared to 77% of non-ECHS peers. Plus, 21% of early college high school students earned a bachelor's degree four years after expected high school graduation compared to 11% of the students who didn't participate in these programs.

The report also noted that early college high school programs cost about $3,800 more per student, on average, compared to traditional high schools. But the estimated return on that investment was about $33,709 on average in increased lifetime earnings for each student.

While early college high school is a hard model to scale, Edmunds likes that it’s “purposeful” in enrolling students who might not otherwise go to college within a structure to promote their success. She thinks it can be a “lesson” to other dual enrollment options.

The goal of these programs isn’t just to give high school students college credit, she says. It’s “to expand the pool of people who are going to college.”

For her, the most important characteristic of an equitable dual enrollment program is a “future orientation,” in terms of reaching out to underserved communities and offering robust student supports, like career counseling or instruction on soft skills like time management.

“You can enroll anyone in college courses, but if they don’t do well, that’s not helpful,” Edmunds says. “If we want dual enrollment to really meet its potential, it’s about how we prepare more students to be successful in these classes — and have access to them and take them.”

But a targeted recruitment plan and support structure can only work if it’s well-funded. Another problem these programs face is sometimes a lack of resources, says Dr. Jim Rosenbaum, a professor in Northwestern University’s School of Education and Social Policy. Dual enrollment often relies on “overstretched” community colleges to offer student supports, which they already struggle to provide at the college level, let alone for high school students.

He notes that while these schools offer a wide variety of courses, they don’t usually have enough counselors who can guide students in taking courses that will advance them toward a certain major or career track. For dual enrollment to meet its “ambitious” goals for student access, he thinks it may need the tools to offer a “more structured experience.”

“College often leaves students to make their own choices, and that’s a problem when students don’t understand the options, don't know the implications of various choices,” he says. “Making free choices isn’t so great unless it’s informed choices.”

Experts find that some of these problems can be addressed by policy changes.

In a guide called “Unlocking Potential,” Joel Vargas, vice president of JFF, a nonprofit dedicated to workforce and education reform, makes a number of suggestions for policy shifts that could make dual enrollment more accessible.

For one thing, Vargas wants states to set explicit equity goals for dual enrollment and focus on affordability. Only some states subsidize dual enrollment, which can put these courses out of reach for low-income students.

He also thinks there should be clear transfer and articulation agreements to make sure students’ course credits count when they go to college.

Students need to know how their credits fit into their future plans, he says, “lest they take courses willy-nilly or engage in what some of us have called ‘random acts of dual enrollment’ that don’t lead to any degree or credential. For low-income populations, it’s important not just to have the experience but for these courses to lead to something of value.”

He also hopes states will invest in ensuring there are enough qualified instructors at high schools to teach college-level courses — for dual enrollment programs that have that model — and enough advisors who can help students navigate the unfamiliar world of college.

Policy-wise, “there’s not a lot of consistency nationally by any stretch, because [dual enrollment] is a practice that’s growing so quickly, which we’re heartened by,” he says. “Naturally, there’s going to be some growing pains, especially with populations it takes extra effort to reach and be successful with. Getting this right is critical, because it can be so important and impactful.” 

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April 2, 2020 | Diverse 19
A Completion Agenda
Community college stakeholders implement supports to guide students to graduation.

Community colleges provide opportunities for low-income, first-generation, minority and rural students to gain valuable jobs skills or begin a journey in post-secondary education. Despite well-intentioned administration and faculty, completion rates have remained under 50%, but innovative practices are making an impact.

The 2019 report from the National Student Clearinghouse found that the overall six-year completion rate for all types of institutions — two-year, four-year, public and private — was at 59.7%, while the completion rate at public two-year institutions, specifically, is 40.8%

“Community colleges are generally designed to do what society asked them to do in the 60s and 70s — get students in the door into college courses cheaply,” says Dr. Davis Jenkins, senior research scholar at the Community College Research Center at Teachers College, Columbia University. “They’re not well designed to help students explore their interests … and develop a plan that will enable them to either enter the labor market directly to a good job with prospects for further education or transfer [to a four-year institution] with junior standing in a major.”

Impediments to completion

Jenkins says many community college students have been lost at the onset when they take a placement test. They’re channeled into prerequisite courses in math and English that are supposed to help them succeed in college, but instead sets them up for failure, Jenkins says.

“Abstract algebra is a course that has been taught unchanged for 50 or 60 years,” Jenkins says. “It is not valid preparation for the kinds of quantitative reasoning students need. Society uses abstract mathematics as a means of sorting by race and class.”

What students need, says Jenkins, are courses that spark their interest and build the necessary skills to be successful in college.

“In community colleges, the fact is students need a light-the-fire learning experience from the start,” says Jenkins, noting at least 50% of the students of color don’t persist past the first couple of terms. “In every foundational course — accounting 101, psychology 101, history 101 — students need to be taught how to do college-level work.”

The light-the-fire courses that Jenkins notes can include getting students involved in research projects pertaining to their communities.

What makes remedial prerequisite courses in math and English significant barriers is that these are non-credit courses, so students are using their financial aid and loan dollars to take them, even though they don’t count toward completion. If a student fails and has to repeat a course, limited financial resources are quickly depleted so they’re done before they really get going.

Innovations

Faced with many students dropping out before completing their certificate programs or associate degrees (stop-outs), programs are being developed to re-engage those students. Tennessee Reconnect is a state program which began in 2015 and aims to help adult learners earn a certificate or finish a degree.

The 2018-19 academic year marked the launch of the Tennessee Reconnect Grant, a last-dollar grant that allows adult learners to complete an associate degree or technical certificate. There were more than 41,000 applications for the grant and 18,217 adults received grant funding and enrolled in eligible institutions the first year.

More than 2,000 individuals have completed certificates or earned degrees, says Jessica Gibson, senior director for adult learner initiatives for the Tennessee Higher Learning Commission.

In order to identify candidates for the grant, Tennessee Reconnect has partnerships with state agencies, such as the Department of Human Services and the Department of Labor and Workforce Development. Some state employees in those agencies have been trained as Reconnect ambassadors, identifying people who may wish to return to college.

Whether or not people access the grant money, they’re able to utilize the Tennessee Higher Education Commission’s Reconnect Navigator, which provides free, high-touch support to and through completion. For stop-outs who owe money to an institution, a
navigator will help the student set up a payment plan so they can pay off that debt while pursuing a credential. For those with federal student loan default, navigators talk them through the loan rehabilitation process.

“We continually follow up with those students throughout the loan rehabilitation process so that, when their loans are in good standing, they can then reapply for financial aid and enroll in college,” says Mary Laphen, director of Reconnect Navigator.

Inscribed by Tennessee Reconnect, Dr. Monique Perry, campus operating officer and associate vice president of enrollment management at York Technical College in South Carolina, created Reconnect with York Tech to reach stop-outs. The college reached out to students who had previously attended within the past five years but didn’t complete.

“We provided students with funding to complete their degree if they were 50% or more completed or they could start a new high demand workforce program that can be completed within 12–15 months or less,” says Perry. “We launched the program in the summer of last year, and within 90 days, we received 400 applications to the college. Half of those students enrolled.”

Effective initiatives

Perry says a culture focused on student success is essential. Once the culture is there, high impact practices, such as monitoring student progress and frequent interaction with advisors, can be utilized.

Donna Linderman, associate vice chancellor for academic affairs at City University of New York (CUNY), concurs. Among CUNY’s 26 campuses, seven are community colleges.

CUNY offers two pre-matriculation programs, CUNY Start and Math Start, for students identified as having developmental education needs in math, reading and writing. Specially-trained teachers utilize a carefully developed curriculum. CUNY Start lasts one semester and costs $75. Math Start students can enroll in semester-long, eight-to-ten week cycles or an intensive summer program. The shorter cycles cost $35 and the semester-long program is $75. All materials are included in the cost. Completion rates exceed 80%.

“Most of the students come in with three needs, and we find that more than 60% of them wipe those needs out completely before they matriculate, which is an enormous opportunity for them to preserve their financial aid and then to take and earn more credits once they matriculate,” says Linderman.

CUNY is phasing out prerequisite remediation courses by fall 2022 and replacing them with a corequisite model. Students will take gateway courses in math or English for credit and at the same time have support built into the schedule for those classes.

One of the things Jenkins, co-author of Redesigning America’s Community Colleges: A Clearer Path to Student Success, says is essential is “scheduling classes that students need … when they need them.” This means putting classes in blocks — mornings, afternoons, evenings and weekends — so students can be at school for finite periods of time. “Students can go part-time and finish in three years,” he says.

Linderman says CUNY ASAP (Accelerated Study in Associate Programs, founded in 2007) provides a range of financial, academic and personal supports. Students’ schedules mesh with their multiple priorities and help them graduate in three years or less. As of fall 2016, the two-year graduation rate was 25% and the three-year graduation rate was 47%.

All CUNY community colleges offer summer courses. There is reciprocity, so if the college at which students are enrolled doesn’t offer a desired summer course, they may take it at another school. Three-year system graduation rates of full-time, first-time freshmen in associate programs rose from 12% in fall 2007 to 24.2% in fall 2016. It is projected that by 2022 ASAP expansion will help increase the CUNY three-year associate system graduation rate to 36%.

“I would say the most important thing is to take a comprehensive start-to-finish approach to removing barriers that students face — both financial and structural,” says Linderman.

Linderman also suggests a commitment to using data — not just to evaluate outcomes at the end of the semester or to do a research project, but for program management. “All levels of staff should be using data on a day-to-day basis in an organized manner so they see we are moving towards the goals we’ve set,” says Linderman.

In addition to freshmen experiences and accommodating schedules, Jenkins says another best practice is to design the new student experience around broad career areas to help students explore their career and academic interests.

“Give help by the end of the first term to make a full program plan,” says Jenkins. “Help students stay on path. … Connect the students with people in their field of interest and develop a plan. Then, track their progress on the plan to completion.”

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April 2, 2020 | Diverse 21
Unable to sleep one night, Dustin Morrow was scrolling through the usual blur of posts and advertisements on Facebook when a commercial for the University of Minnesota caught his eye — and held it for ten minutes. The video was entirely in Ojibwe, the language his ancestors had spoken for centuries.

Then a recent graduate from the Lac Courte Oreilles Ojibwe Community College in Wisconsin, Morrow is now a junior at the University of Minnesota Twin Cities. As an enrolled member of the Lac Courte Oreilles tribe, he’s among a community of Native Americans at the school that has experienced a significant rise in enrollment and retention within the past decade.

Earlier this month, The Hechinger Report found that the Twin Cities campus had more than doubled its six-year Native American graduation rate from a bleak 27% in 2008 to 69% in 2018. Meanwhile, the total number of Native undergraduate students at the university also grew nearly 20%.

What’s more, all this happened as the University of Minnesota’s general admissions rate, like so many other schools across the nation, had been declining since 2005, begging the question: What changed?

Bridging Cultures

According to Postsecondary National Policy Institute data, while 60% of the U.S. population pursues higher education after high school, only 17% of Native Americans continue onward, meaning they remain among the most underrepresented groups in higher education — the reasons, for which, remain various and complex. For instance, Native Americans are statistically more likely to attend low-performing high schools, more likely to be first-generation students and more likely to qualify for financial assistance than White students.

Additionally, they face barriers that remain difficult to quantify, such as familial obligations, a historical distrust of federal institutions, imposter syndrome and cultural isolation.

According to Dr. David Chang, chair of University of Minnesota Twin Cities’ Department of American Indian Studies and a professor of history, cultural isolation remains one of the largest reasons Native college students leave school and return home.

“Colleges need to demonstrate that they understand that people come from communities, are committed to their communities, want to remain connected to their communities and that universities are not there to take them away from that,” says Chang. “They need to feel they aren’t leaving who they are if they decide to come here.”

To that end, celebrating Native culture and building indigenous community on campus cannot be overstated at the school. In the past decade, Chang says the school has “doubled and dedicated” its resources to doing just that through organizations such as the Circle of Indigenous Nations, or COIN.

Whether it’s walking students through the complex world of indigenous scholarships or providing mentors through a weekly elders-in-residence program, COIN supports Native Americans in all aspects of their academic and personal lives.

In tandem with the school’s American Indian Student Cultural Center and American Indian Culture House (a co-ed residence hall), it also provides an extensive list of community and culture-oriented programs, such as organizing “Frybread Fridays,” special speakers series and religious ceremonies throughout the year. Come April, Native students will participate in the annual spring powwow.

“When I first came up here, they were in the middle of a pipe ceremony,” said Morrow. “And you could smell that sage and that smoke in the air from the blessings. It just brought me home and made me feel more grounded, and I was like ‘alright, I can do this.’”

The pull of home

Building indigenous community not only reduces isolation and imposter syndrome, but comforts those who feel guilty for leaving their communities. And for many Native students, that guilt is tangible.

“The guilt of leaving your family takes a huge toll, and that’s what I’ve experienced in my work and in knowing why many American
Indians don’t stay. It’s because of family obligations and ceremony obligations,” says COIN interim coordinator Raul Aguilar Jr.

An enrolled member of the Red Lake Nation, Aguilar was once himself a student at the university and has first-hand understanding of the homesickness Native students can feel.

“I remember the conversations with my grandma when she’d ask, ‘Raul, why do you want to go so far away from home? You know your mom is sick,’” said Aguilar, who lost his mother, grandmother and grandfather while away at school.

Couple that grief with frequent questions from family and friends such as, “You’re coming back, right?” or “Are you going to help the community here?” and, soon, returning home feels more pertinent than midterm exams.

Morrow listened as Aguilar shared his story of leaving home before softly adding: “It felt like you were talking about me.”

“It seems like every time you turn around, you’re losing someone else,” Morrow says. “So that was a huge reason why I didn’t want to leave. I didn’t want to lose any time with any family, and I didn’t really know how to come to terms with that.”

Before Minnesota, Morrow tried the university route before, years earlier. With his car packed for school, Morrow first attended his grandfather’s funeral before driving himself to the University of Wisconsin the same day, leaving his family’s ceremonies in the rearview mirror. That semester, amid other reasons, he returned home.

For those who don’t grow up in Native communities, understanding the frequency of funerals can be challenging. That’s where people like Morrow and Tadd Johnson, professor of American Indian studies at the University of Minnesota Duluth, step in.

“It’s possible a non-Indian professor may not understand Native American students as well, and they might say, ‘How many funerals can there possibly be?’” says Johnson. “Having lived on the reservation, I know they happen a lot and, frequently, the entire community goes.”

Educating faculty and staff about their students’ situations is often part of Johnson and Aguilar’s job.

“They’re very accommodating when I explain to them that it takes a little time, that ceremonies can take time,” says Aguilar. “We just have to be able to make sure that we’re all in this so our students can be successful, even when things come up.”

**Tribal relations**

When Aguilar first began working in the University of Minnesota Twin Cities Office of Admissions, he occasionally traveled to national diversity and equity conferences, where, in those crowds, he realized how rare his position was. He was often the only recruitment officer solely dedicated to American Indian services.

With Native Americans constituting only 1% of the U.S. population, it’s not uncommon for schools to group them with other minority groups — whether that’s Hispanic, Black, Latinx or Asian. But there’s a slight problem with “cramping” Native American students into solely a racial category, says Johnson.

“People forget that being an Indian is not a racial classification; it’s a political classification,” says Johnson. “Being an Indian means being part of a sovereign nation. It’s a political classification under the federal law. So, that attachment to the community is written into the law, and it’s also a deeply felt connection that students have, and we have to understand that.”

An enrolled member of the Minnesota Chippewa Tribe, Johnson recently accepted an additional post as the first senior director of American Indian Tribal Nations Relations for the University of Minnesota system.

In that role, Johnson sees himself as a “liaison” who opens channels of communication between university officials and tribal governments. Having been a tribal attorney for more than 20 years, Johnson holds plenty of experience in government-to-government communication. And as the director of the master of tribal administration and governance program at the Duluth campus, Johnson frequently consults with tribes when developing new curriculum for the program.

“The federal government has been doing tribal consultations since the 1970s, and recently, the previous Governor [Mark Dayton] started requiring some other agencies to consult with tribes too,” says Johnson. “So, it’s ironic that the university, which is supposed to be the thought leader, is just catching up with the federal and state government.”

**A Reflective Curriculum**

The University of Minnesota’s American Indian Studies Department is the oldest program of its kind in the nation. Created in 1969, shortly after the American Indian Movement’s birth in Minneapolis, the program celebrated its 50th anniversary last year. During those years, the department’s principles have rippled throughout the university.

“They [the department] have really transformed the landscape,” says Aguilar. “Folks don’t realize that it really goes across every single college here, from landscape to forestry, from environmental science to history and archeology. The American Indian Department is involved in all aspects of this institution and the faculty have done a lot of great research.”

The department takes a multidisciplinary approach to its curriculum, integrating American Indian perspectives into courses that touch upon literature, fine arts, history, political science and philosophy.

Student groups on campus reflect this multidisciplinary approach also. There’s the American Indian Science and Engineering Society (AISES), which “bridges science and technology with traditional Native values,” and Canoe Rising, an outdoors group, which spreads awareness of global indigenous environmental struggles.

Some of the American Indian Department’s strongest programs, though, have been its Dakota and Ojibwe language majors.

“The language departments have been really important in terms of creating a site of identification and community,” says Chang.

Morrow, who is passionate about the spoken word, is majoring in Ojibwe, and this fall, he’ll help run the new Ojibwe immersion house. Long before he arrived at the university though, Morrow had always been certain about one thing, stating, “I don’t want to be complicit in the erasure of my people’s culture.”

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The University of California Berkeley has received the largest donation in its history totaling $252 million from an anonymous donor. The school will use the gift to begin the construction of a computing and data-science "data hub" which will house research and teaching. The university's division of computing, data science and society (CDSS) includes many of the school's fastest-growing fields. "The Data Hub will be a magnet, bringing together scholars from disciplines across campus to forge new collaborations and take on some of the most critical questions facing society today, from biomedicine, to climate change and sustainability, to making data-informed public policy on issues of societal significance," said Dr. Jennifer Chayes, associate provost for CDSS and dean of the School of Information at UC Berkeley.

The College of Natural Resources at the University of California, Berkeley, has received its largest gift ever at $50 million. The college has been renamed the Rausser College of Natural Resources to honor the donor, Dr. Gordon Rausser, who is the school's former dean and former Robert Gordon Sproul Distinguished Professor Emeritus of agricultural and resource economics. The gift will support the school's land-grant mission to find solutions to current economic, social, environmental and health challenges. Currently, some of the school's initiatives include accelerating the clean energy transition and improving the world's food security and nutrition.

North Carolina Central University's (NCCU) School of Education has been awarded a $3.7 million grant to boost the diversity of the leaders within school administrations. Provided by the Central Carolina Regional Education Service Alliance, the grant will support the university's efforts in diversifying its pool of master of school administration graduates. Currently, according to the National Teacher and Principal Survey, only 22.2% of public school principal positions are held by people of color. "The School of Education is excited to receive this grant to develop proficient leaders who will enhance student success in schools with a great need for diverse leaders," said Audrey W. Beard, Ed.D., NCCU School of Education dean. "The funding will help us enhance the hands-on skills and offerings that we provide educators to become effective leaders for urban and rural high-need schools in North Carolina."

Blackhawk College in Illinois has received $1 million, its largest donation ever, from former students Bob and Blenda Ontiveros. Of the $1 million, 60% will go toward funding a dedicated student services position which would work alongside students from diverse backgrounds, first generation students and students interested in entrepreneurship and business. Meanwhile, 20% will go toward athletic scholarships, 15% will go toward scholarships for new students and 5% toward starting a soccer program at Black Hawk. The Ontiveros couple are the founders and owners of Group O, which is an Illinois-based business that provides managed products, specializing in marketing services. It is one of the largest Hispanic-owned companies in the U.S.

Claflin University, a historically Black institution In Orangeburg, South Carolina, has received a grant worth more than $470,000 from the U.S. Department of Defense. The grant will provide funding for the university to buy a new mass spectrometer, a scientific instrument used to measure the accurate mass-to-charge ratio of ions. University officials say the new machine will help students further their disease research on finding markers for chronic obstructive pulmonary disease among African American smokers.

Howard University has received a $200,000 grant from the Henry Luce Foundation to support undergraduate women who are majoring in engineering, a field in which women are significantly underrepresented. The grant will fund two three-year scholarships covering tuition and fees as well as the cost of room and board. "We are grateful … for this generous contribution to support the pipeline of women pursuing professional degrees and careers in STEM," said David Bennett, Howard University's vice president of development and alumni relations. "Howard University is committed to increasing the racial, ethnic, income and gender diversity of America's STEM workforce and we are proud to partner with the foundation to achieve that goal."
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MAISHA WILLIAMS has been appointed vice president for finance and administration and chief financial officer at Marymount Manhattan College in New York City. Currently interim associate vice president for financial management at George Washington University, Williams holds a bachelor’s in accounting from Syracuse University in New York and is working toward an MBA at George Washington University.

ALEX GARY has been named director of athletics at Western Carolina University in North Carolina. Currently senior associate athletics director for development at Oregon State University, he holds a bachelor’s degree in business administration from Virginia Commonwealth University and a master’s degree in business administration from the University of North Carolina at Charlotte.

SARAH ONORI has been appointed Title IX and civil rights investigator at Georgetown University. Currently Title IX coordinator and equal opportunity investigator at Northeastern University in Boston, Onori holds a bachelor’s degree in communication and sociology from Boston College and J.D. in business and corporate law from Northeastern University School of Law.

Haley Gingles has been named director of communications and media relations at Winston-Salem State University in North Carolina. Formerly the director of marketing and communications for the Winston-Salem Chamber of Commerce, Gingles holds a bachelor’s degree in communication and media studies from the University of North Carolina at Chapel Hill.

ERIKA JAMES has been appointed the first African American and first woman to serve as dean of the Wharton School at the University of Pennsylvania since its founding in 1881. Currently dean of the Goizueta Business School at Emory University in Atlanta, she holds a bachelor’s degree in psychology from the Pomona College in Claremont, California as well as a master’s degree and Ph.D. in organizational psychology from the University of Michigan.

SANDRA J. DORAN has been named president of Bay Path University in Longmeadow, Massachusetts. Currently president of Salem Academy and College in North Carolina, the oldest educational institution for girls and women in the U.S., Doran holds a bachelor’s degree in political science from Southern Methodist University in Dallas and a J.D. from Syracuse University College of Law in New York.

JILL TIEFENTHALER has been appointed the first woman to serve as chief executive officer of the National Geographic Society in its 132-year history. Currently president of Colorado College, Tiefenthaler holds a bachelor’s degree from St. Mary’s College in South Bend, Indiana as well as a master’s degree and Ph.D. in economics from Duke University.

CHERISSE JONES-BRANCH has been named dean of the Graduate School at Arkansas State University. Currently the James E. and Wanda Lee Vaughn Endowed Professor of History at the school, Jones-Branch holds a bachelor’s degree from the College of Charleston, a master’s degree from the University of Charleston and a Ph.D. from The Ohio State University.

LORI WHITE has been named the first African American and first female president of DePauw University in Indiana. Currently vice chancellor for student affairs at Washington University in St. Louis, she holds a bachelor’s degree in psychology and English from the University of California, Berkeley as well as a Ph.D. in education administration and policy analysis from Stanford University.

ERIKA JAMES has been appointed the first African American and first woman to serve as dean of the Wharton School at the University of Pennsylvania since its founding in 1881. Currently dean of the Goizueta Business School at Emory University in Atlanta, she holds a bachelor’s degree in psychology from the Pomona College in Claremont, California as well as a master’s degree and Ph.D. in organizational psychology from the University of Michigan.
**JASON GEARY** has been named dean of the Mason Gross School of the Arts at Rutgers University in New Jersey. Currently professor of musicology and director of the University of Maryland School of Music, Geary holds a bachelor's degree from the San Francisco Conservatory of Music, a master's degree from the University of Michigan and a Ph.D. from Yale University.

**KAYE HUSBANDS FEALING** has been named dean of Ivan Allen College of Liberal Arts at Georgia Tech. Currently professor and chair of the School of Public Policy at Georgia Tech, Husbands Fealing holds a bachelor's in mathematics and economics from the University of Pennsylvania and a Ph.D. in economics from Harvard University.

**CONSTANCE MEADORS** has been appointed associate professor of engineering and associate dean of the School of Arts and Sciences at the University of Arkansas at Pine Bluff. Previously program director for electronic engineering technology at ECPI University in Virginia Beach, Meadors holds a bachelor's degree in physics from Grambling State University as well as a master's degree and Ph.D. in applied science engineering and systems from the University of Arkansas at Little Rock.

**ALBINA KHASIDOVA** has been appointed director of the Office of Financial Aid at Borough of Manhattan Community College. Currently interim director of the office since March 2019, Khasidova holds a bachelor's degree in business and economics at the National Economic University in Uzbekistan.

**ANNE M. MUNGAI** has been named associate provost for strategic initiatives and graduate studies at Adelphi University in Garden City, New York, where she is also a professor of education and special assistant to the provost. She holds a bachelor's degree in English and religious education from Kenyatta University in Nairobi, Kenya as well as a master's degree and Ph.D. in special education from Michigan State University.

**JOSÉ DIEUDONNÉ** has been named chief information officer at Muhlenberg College. Currently associate vice president for technology and library services at Wilson College in Chambersburg, Pennsylvania, Dieudonné holds a bachelor's degree in computer science, a master's in educational leadership and a master's in business administration from Arcadia University.

**NEKITA “NIKKI” EUBANKS** has been appointed as the chief officer of human resources at Rowan-Cabarrus Community College. Previously interim chief human resources officer at the college, Eubanks holds a bachelor's degree in human relations from High Point University and a master's degree in human resources management from Southern New Hampshire University.

**COKIESHA BAILEY ROBINSON** has been appointed associate dean of student diversity and inclusion at Grace College in Indiana. Most recently serving on the Beeson Divinity School dean’s advisory board, Bailey holds a bachelor's degree in English with an emphasis in mass communications from Fisk University and a master's of divinity from Beeson Divinity School at Samford University.

**JUSTIN ROSE** has been appointed dean of faculty recruitment, retention and diversity at Rhodes College in Memphis, Tennessee. Currently an associate professor of political science at Hobart and William Smith Colleges in Geneva, New York, Rose holds a bachelor's degree from Rutgers University, a master's degree from Baylor University and a Ph.D. from the University of Virginia.

**NEKITA “NIKKI” EUBANKS** has been appointed chief information officer at Muhlenberg College. Currently associate vice president for technology and library services at Wilson College in Chambersburg, Pennsylvania, Dieudonné holds a bachelor's degree in computer science, a master's in educational leadership and a master's in business administration from Arcadia University.
A decade has passed since the Governance Institute for Student Success (GISS) was developed and implemented with funding from the Bill and Melinda Gates Foundation. Leading up to this initiative, Achieving the Dream (ATD), launched in 2004, changed the conversation as ATD coaches worked with community colleges to develop strategies informed by disaggregated data and stakeholder involvement. During this time, the College and Career Transitions Initiative was also introduced and evolved into the oft-heralded “Guided Pathways” or “Pathways Project.”

Community college practitioners and other thought leaders introduced these and other strategic initiatives to close achievement gaps among underrepresented populations and improve student outcomes. As the initiatives evolved, awareness increased about the need for institutional transformation — beyond the introduction and implementation of scalable interventions.

Such transformation requires transformational leaders who are prepared to address daunting issues. Transformational leaders are persistent in engaging internal and external stakeholders in fostering cultures that rejoice in envisioning the futures in which they dream to live. They understand the importance of reinforcing the mindset, grit and professional development required to implement and sustain such endeavors. Transformational leaders are aware that presenting new thoughts and ways into deeply-entrenched and complex cultures takes empathy, tenacity, a good bit of fortitude and consistent communication with, and involvement of, the very (and varying) constituents who are required to develop and implement shared vision and goals.

In considering this nation’s community colleges, and the communities they serve, a fundamental value is habitually shared among its leaders that energizes their own endeavors as they navigate extremely challenging terrains. These leaders are passionate about supporting initiatives that address the complex needs of an extremely diverse student population that is drawn to the promise of the open door. Entering students are eager to succeed at college – and life. However, while the door is open, students often navigate unfamiliar terrain while surmounting challenges their backgrounds suggest including socioeconomic, gender, race, religion and ethnic differences as well as multi-disciplinary academic and workforce interests and preparation.

The Community College Leadership Program (CCLP), led by Dr. John E. Rouche, executive director of the John E. Rouche Center for Community College Leadership, equips current and aspiring leaders to serve surrounding communities while preparing community college students to make a difference in the lives they lead. This past year, the CCLP transitioned to its new home in the Department of Educational Leadership, College of Education, at Kansas State University whose mission complements fundamental CCLP values.

CCLP doctoral students, who hold senior and mid-level administrative and faculty positions, reflect about personal and institutional values to consider whether they are merely espousing, or, living values that inform their work. As doctoral teams confer about internal and external challenges, they are asked to develop viable solutions that uphold shared values. Course projects, internships, capstone experiences and dissertations reflect a commitment to improving student success, equity, inclusion and completion. Learning and program experiences address real-life challenges identified by students as they work with faculty to develop practical initiatives of benefit to the college and community, such as:

- Establishing an on-campus family resource center for student parents
- Redesigning curricula to include both cognitive and non-cognitive skills that employers seek in employees
- Developing an English as a Second Language noncredit/Adult Basic Education handbook
- Developing a Student Success Center to increase the enrollment, academic success, and transfer rate of at-risk students
- Narrowing national, regional, and local achievement and workforce skills gaps
- Advocating for leadership and faculty diversity in the nation’s community colleges

Community college leaders “get” that their institutions must do a better job of reaching this nation’s underserved students. They understand the importance of diligently preparing, mentoring and coaching the next generation of leaders.

As leaders, we must do all within our individual and collective power to eradicate hunger, racism, bigotry and blind neglect — all contributors to uneven treatment of the non-elite of our society. As educators, we must support students in their quest to be contributors to their families, workforce and communities in which they – and we – live. Abhijit Banerjee and Esther Duflo remind us in Good Economics for Hard Times, “The increasingly open expression of unvarnished animus toward people of different race, religion, ethnicity and even gender has become the staple of populist leaders throughout the world.” As a society, nation, multicultural world and globally dependent economy, we can ill-afford to continue down this path.

— Margareta B. Mathis, Ph.D., serves as senior director, John E. Rouche Center for Community College Leadership, and professor of practice, Department of Educational Leadership, College of Education, Kansas State University. The Rouche Center Forum is co-edited by Drs. John E. Rouche and Margareta B. Mathis of the John E. Rouche Center for Community College Leadership, Department of Educational Leadership, College of Education, Kansas State University.
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- Assistant/Associate Professor, Pulmonary Nocturnist
- Assistant/Associate Professor, Nuerosurgery
- Assistant Professor, General Pediatrics
- Assistant Professor, Retina Specialist
- Open Rank Assistant/Associate/Full Professor, Pharm Studies
- Associate Professor, Molecular Medicine
- Open Rank Non-Invasive Cardiologist
- Open Rank Program Director of Cardio-Oncology
- Associate Professor, Division Director of Radiation Oncology
- Facility Trauma Surgeon (Open Rank)
- Facility Trauma Director (Open Rank)
- Professor and Division Director, Allergy & Immunology
- Open Rank Professor, Biostatistics, Pediatrics
- Clinical Research Associate, Internal Medicine

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SOUTH DAKOTA STATE UNIVERSITY
VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

South Dakota State University is conducting a global search for its next Vice President for Finance and Administration. The Search Committee invites letters of nomination, applications (letter of interest, full resume/CV, and contact information of at least five 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 appointment is made. It is preferred, however, that all nominations and applications be submitted prior to April 6, 2020. For a complete position description, please visit the Current Opportunities page at https://www.parkersearch.com/sdsuvpfa.

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

South Dakota State University is an Equal Opportunity/Affirmative Action Employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply. SDSU’s policies, programs and activities comply with federal and state laws and South Dakota Board of Regents regulations prohibiting discrimination on the basis of race, color, religion, age, national origin, gender, gender identity and/or expression of sexual orientation.

President
Monroe, LA
University of Louisiana at Monroe

The Board of Supervisors for the University of Louisiana System invites letters of interest, résumés, and nominations for the position of president of University of Louisiana at Monroe (ULM). The individual selected as president will assume the position during the 2020-21 academic year.

Founded in 1931, ULM is a regional, selective admissions university classified as a Doctoral/Professional university. ULM is one of nine universities in the University of Louisiana System, the state’s largest system of higher education. The University offers 96 undergraduate and graduate degrees to over 9,000 traditional, non-traditional, and distance-learning students. The 238-acre campus located in northeastern Louisiana is home to the only state-supported College of Pharmacy and to the future branch campus of the Edward Via College of Osteopathic Medicine which is slated to begin its first semester in July 2020.

The Board and university are seeking a president with academic and senior administrative success who will be a visionary, entrepreneurial leader; who is committed to fundraising, economic development, and community relations; and who is student-centered. Further, the president should empower others through transparent communication, collaborative management, and shared governance. Candidates will be expected to have high-level executive experience with demonstrated performance of exceptional quality. Those holding an earned doctorate and having a background in higher education administration are preferred. Management experience in other fields will also be considered.

The Presidential Search Committee will accept letters of interest, résumés, and nominations until the position is filled. For best consideration, letters of interest in the position and résumés should be provided by April 10, 2020. Information should be submitted to:

Mr. Mark Romero, Chair
Board of Supervisors
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802
Telephone: (225) 342-6950
Facsimile: (225) 342-6473
ULMPresidentialSearch@ulsystem.edu

For more information and desired qualifications, see the website at: www.ulsystem.edu or email questions or comments to ULMPresidentialSearch@ulsystem.edu.

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On March 8, this year’s International Women's Day, I vividly recalled the life-changing advice I once received about the delicate balance between career ambition and family. Could I have a child and still climb the corporate ladder? What if I became pregnant during the interview process? My former manager at IBM encouraged me to flip the script: What if I first got the promotion and then became pregnant? Would my career advancement come to a grinding halt? No. I would keep forging ahead.

In my 14 years there, IBM consistently justified its usual place at the top of rankings of the best companies for women executives. I was surrounded by strong female role models across the company and worked with men who routinely supported women at all levels of their career. Regrettably, that is not the case throughout the workforce, where only 5.2 percent of S&P 500 CEOs are women. As chief enrollment officer at the University at Buffalo School of Management, I can say that the business school community is doing its part to effect change. As leaders, we aspire to see the day when rising women’s enrollment in MBA classrooms serves a precursor to greater female leadership in corporate boardrooms. According to the Forté Foundation, women now account for 39 percent of full-time MBA students in the U.S. and 36 percent outside of America. Yet while men receive an average of 2.3 promotions after completing their MBA program, women receive 1.8. Men have an average of 3.3 employees reporting to them, and women have 1.8.

Progress will not occur without action. Just as I proactively sought out advice on work-life balance from my former manager at IBM, business schools need to intentionally brainstorm and execute strategies around women’s empowerment if they wish to play a leading role in creating a more equitable workplace. This means building campus infrastructure that ensures women are welcome, valued and heard. It also involves placing the priority of countering gender and diversity inequity at the forefront of the business school mission. Some specific steps could include:

- **Appointing a senior leader for diversity and inclusion.** With a visible leader, conversations and ultimately policy changes around gender equity actually take place. In any organization and especially in business schools, change occurs because stakeholders such as applicants and current students demand that change — through enrollment or through voicing their concerns.

- **Engaging with external diversity organizations.** When the University at Buffalo School of Management sought to increase enrollment from veterans, we knew we could not accomplish that alone. We partnered with veterans’ organizations and employers, joining forces to make a much stronger statement than we each would have made in isolation. The same model should be implemented for goals pertaining to diversity and equity.

- **Increasing the representation of women in business case studies and other course materials.** As Colleen Ammerman, director of the Gender Initiative at Harvard Business School, has said, case studies “send a broader message about what leadership looks like. When the leader archetype is very narrowly defined, it not only hinders the ability of students who don’t share those characteristics to identify with the protagonist, it also reinforces stereotypes about who ‘real leaders’ are.”

- **Accommodating mid-career and nontraditional students who face complex life decisions.** Deloitte has found that 40 percent of the U.S. population believes it is impossible to succeed at work and have a balanced family life. Business schools can change that narrative by expanding part-time and online program options.

The University at Buffalo School of Management is making a concerted effort to contribute to this paradigm shift, including prioritizing the hiring of women as instructors, incorporating diversity and inclusion elements into courses, choosing gender-neutral names for classroom exercises, and appointing a diversity and inclusion officer who teaches in all four of our core business school programs. We also bring experiential learning and volunteer opportunities to campus in partnership with organizations like Stitch Buffalo, a group that advances social justice for refugee women through textile arts.

Gradually, but effectively, our business school and others nationwide are using their campuses as influential vehicles for women’s empowerment. On International Women’s Day, leaders across academia and industry should remember that while they alone cannot solve the dilemma of gender inequity, they also must not sit by and wait for it to be solved by someone else.

— Erin K. O’Brien is assistant dean and chief enrollment officer for the University at Buffalo School of Management, and a member of Liaison International’s Business CAS Advisory Board.
University Life
Suits Him Fine.

C.J. Woods enrolled as a student three decades ago and hasn’t left a college campus since.

His pursuit of higher education ultimately led him to earn a doctoral degree on that very subject. His experience has taken him from being a residence hall director as a student in Mississippi, to overseeing diversity programs at several colleges, on to his current role as associate vice president and chief of staff for the Office of the President at the largest university in the country.

As the son of a math teacher and a guidance counselor, C.J. learned the value of public service early, and supporting students both inside and outside the classroom has become a mission. Whether as administrator, professor, entrepreneur or father, he approaches every role with dignified grace and thoughtful decision making.

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AND HE HAS A PHD IN MATH.

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