Excellence in Leadership

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Marcia G. Welsh, Ph.D.

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GENTLE MAN.

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As the first female President of Prince George’s Community College, Dr. Charlene M. Dukes has led the College through its most successful period in history. During her 13 years of leadership, the College experienced significant gains in community engagement, student success, and over $162 million in financial support.

Thank you for your dedication, leadership, and service to our students, faculty, staff, and community. Congratulations on your retirement.
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Vice President and Chief Diversity Officer Kent Lollis has been leading the charge for diversity, equity, and inclusion at the Law School Admission Council for nearly three decades. This month marks his retirement after a prolific career driven by his pioneering efforts to level the playing field for all who sought to make the world a better place by adding their voice to the legal profession. With an unwavering commitment to building a future of justice that mirrors the diversity of society, Mr. Lollis has been an advocate, champion, and mentor for underrepresented communities. He built a rich heritage of achievements that both anchors and propels LSAC in its dedication to promoting access and equality for all.

While his retirement arrives at a difficult time for race equity, his contributions in this arena, and this opportunity to highlight them, serve as a shining reminder of how important it is for all of us to work together to defeat the injustices we see and to honor his service by amplifying ours.

During his tenure at LSAC, Mr. Lollis has worked tirelessly to:

- Create programs such as LSAC’s academic support initiative and the Prelaw Undergraduate Scholars (PLUS) Program
- Expand programming for students and prelaw advisors at Historically Black College and Universities, the Hispanic Association of Colleges and Universities, AANAPISI, and Tribal Colleges and Universities
- Spearhead countless other initiatives to diversify the law school applicant pipeline and provide a fair chance for everyone who wanted to be a part of it

Through his leadership and innovation, he has positioned LSAC to continue the fight for equality and fairness as we work to build a just and prosperous world in which all may thrive.

"There is no question that Kent’s influence on LSAC’s respected mission and his leadership for diversity, equity, and inclusion have been tremendous. Kent has worked tirelessly to do the right things for the right reasons in advancing equity. We are a better organization and community in countless ways for his many contributions."

—Kellye Y. Testy, CEO and President, LSAC
Normally, when a new college president takes office, there's a lot of handshaking, sitting in the dining hall with students and getting coffee with faculty members.

But not for Dr. Angélica Garcia, president of Berkeley City College. Previously the vice president of student services at Skyline College in San Bruno, Calif., she started her new role on May 7 in the thick of the coronavirus pandemic.

“... I haven’t been able to interact in-person with a single colleague,” Garcia says. She helped distribute meals to students, but from multiple feet away, “in proximity but not re-
ally able to connect.” Meanwhile, day-to-day, informal opportunities to build relationships, like just passing in the hallways, aren’t an option.

It’s a challenge, “though not one that’s insurmountable,” she added. “I feel nothing but love and warm welcome in all the virtual by phone and videoconferencing spaces that we have.”

In addition to social distancing from colleagues, Garcia is coming into the presidency at a time when big decisions need to be made about how to keep students safe and how to offer quality online learning as the crisis continues.

The Peralta Community College District — of which Berkeley City College is a part — plans to start the fall semester fully online. Garcia praised the “collective wisdom” and collaborative, participatory governance style of the college system during this time, as well as its response to previous financial struggles. The district was put on probation by accreditors for persistent financial troubles in January, according to The San Francisco Chronicle, after a 2019 report offered 75 recommendations for change, which Garcia says leaders are tackling.

“As I came to BCC, I knew it was a part of a district that experienced some challenges, but it was also a district that had shown monumental strides,” she added.

Having handled COVID-19 at her former institution this spring, Garcia feels prepared to address the kinds of questions the coronavirus will bring in the next academic year, including challenges to diversity, equity and inclusion. About a quarter of Berkeley City College students are Latinx and about 16% are Black, she says, requiring a “race-conscious” approach to student supports as the pandemic disproportionately hits communities of color.

Beyond the crisis, she wants to see Berkeley City College serve as “an ongoing pathway for liberation,” especially for minority students, she says.

For her, that means creating policies that make it easy for students to enroll in the courses they need — “culturally relevant” courses that “tell their stories” — and supports that guide students to timely graduations. She also wants to close equity gaps for transfer and certificate completion rates.

Garcia’s attitude is, “We love having you here, but you have got to go,” she says. “We want it to be clear that you come in, and because we have done our job, you are able to maneuver and transition to the next step.”

Ideally, “a student stays not one extra class, not one extra minute more than they need to,” she added.

At Skyline College, Garcia designed the Promise Scholars Program to boost two-year and three-year graduation rates. She also started the Student Equity & Support Programs division to adopt a guided pathways model and led initiatives to address food and housing insecurity among students.

Garcia partly draws from her own college story as a driving force for her diversity work.

In a statement, Dr. Regina Stanback Stroud, chancellor of the Peralta Community College District, says Garcia’s “experience as a first-generation college student, and student of color, informs her teaching and leadership, always putting students first,” describing the new president as someone who “moves mountains” for student success.

Garcia grew up in a low-income community in the Central Valley. She knows “how high the walls of higher education” can be, and what it’s like to go to college with parents who deeply value education but don’t have the language to help navigate it.

As a first-generation student, she described avoiding an advisor assigned to mentor Latinx undergraduates. She figured the frequent emails inviting her to meet in an administrative office meant she was in trouble.

“I just didn’t know the rules,” she says.

Thinking back on moments like these, she can empathize with her students.

“My being a first-gen student, I don’t automatically assume that a student’s challenge is about their capacity,” she says. “I don’t automatically assume that their challenge is because they don’t want it enough or because they and their families don’t value education.”

She sees her role as a college president and woman of color as an “opportunity” and a “responsibility.”

“I get to model a leadership that has a racial justice lens,” she says. “I am committed to anti-racist work. I am committed to anti-sexist work. And I aspire to lead with that level of authenticity.”

— Sarah Wood
Taking Initiative

In the wake of George Floyd’s death in police custody, Prairie View A&M University and Oberlin College will start racial justice initiatives at their institutions, they announced.

Prairie View A&M has already received “a substantial gift” to establish a Center for Race and Justice under the rubric of African American Studies, said Dr. Ruth J. Simmons, Prairie View’s president, in a statement. The proposal to set up the center will be sent to relevant university boards.

“Led by Professor Melanye Price, the purpose of the Center will be to encourage teaching and scholarship that contributes positively to overturning systemic biases that impede the ability of minorities and other groups to be accorded their full rights under the U.S. Constitution,” Simmons said.

At Oberlin, President Carmen Twillie Ambar will start an initiative this academic year for faculty and students that will address issues of violence, police-community relationships and racial injustices.

Changing Turf

Florida A&M University’s board unanimously voted to leave the Mid-Eastern Athletic Conference (MEAC) and move to the Southwestern Athletic Conference (SWAC), reported HBCU Gameday.

The university will leave MEAC on June 30, 2021, and join SWAC a day later. When Florida A&M leaves, MEAC will be left with nine full members, only seven of which play football.

MEAC has already lost North Carolina A&T State University to the Big South Conference.

Florida A&M has stated that a 2020 study showed that it would be better off in the SWAC than the MEAC, reported HBCU Gameday earlier. The report cited travel concerns and “prohibitive deals in place that don’t benefit the universities they are supposed to serve.”

Will Trans Girls Compete?

In a letter, the U.S. Department of Education has said Connecticut may lose federal funding if it allows transgender girls to compete as females in high school sports, reported the Associated Press.

Already, in March, Idaho barred transgender girls from competing on female teams in public college athletics. The American Civil Liberties Union and the Legal Voice group have challenged this ban in a lawsuit.

Meanwhile, the education department’s letter is a response to a complaint filed last year by cisgender female track athletes, which is already the subject of a federal lawsuit.

The 45-page education department letter dated May 15 says allowing transgender girls to compete denies female athletes “the possibility of greater visibility to colleges” in competitions where higher education institution scouts look for talent to recruit. The letter also says allowing transgender girls to compete as females violates Title IX, the federal law that guarantees equal education opportunities for women.

The Connecticut Interscholastic Athletic Conference says it is complying with a state law that bars schools from discriminating against transgender students.

The following are results from our latest online poll:

Just before the COVID-19 pandemic, students in colleges across the country were protesting campus climate. How do you feel about faculty participating in these protests?

Yes, faculty have the right 75%

No, too many professional risks 15%

Not sure 10%

Do you think the Justice in Policing Act legislation will make it through both chambers of Congress?

Visit DiverseEducation.com to participate.
Some Colleges See Rise in Summer Enrollment Despite COVID-19 Pandemic

BY SARAH WOOD

Despite COVID-19 creating uncertainty in higher education, some colleges and universities have seen a rise in summer enrollment numbers.

At Winston-Salem State University (WSSU), 200 more students enrolled for the first section of summer courses, a 15% increase from last year. At Colorado Mountain College (CMC), credit headcount increased 32% and credit full-time equivalent hours rose 80% compared to the summer of 2019.

To meet the demands of students, the schools have introduced more course and section options. At CMC, 80 new individual classes are being offered.

“It is a bit surprising because of the predictions that enrollment was going to be dramatically down in the summer and in the fall,” said Dr. Lynn Pasquerella, president of the Association of American College and Universities.

With the rise in unemployment, “people are understanding the need for more education and more preparation for an uncertain future,” she said.

Joel Lee, assistant vice chancellor for enrollment management at WSSU, said that in the past, there has been a correlation between a struggling economy and an increase in higher education enrollment.

“I think nationally, as the economy takes a little bit of a dive here, that’s usually a time when some people decide to go back to school,” he said. “But we don’t know enough yet to know if that’s definitively true for the COVID pandemic.”

To incentivize students, institutions are also offering discounts for their summer courses.

For example, CMC waived tuition, fees and the cost of books for those who qualify as new or returning in-district students, for in-state students who took credit courses this spring and for displaced workers who live in the CMC district.

Because many of CMC’s 11 campuses are located in resort communities, Dr. Matt Gianneschi, chief operating officer and chief of staff at CMC, said the local community was hit hard. Therefore, the decision to waive fees was made to help local businesses retain individuals and give displaced workers a reason to stay in the area.

Marketing also played a factor in rising enrollment numbers at these institutions. This year, WSSU chose to target continuing students rather than a new population.

“[We were] just really trying to remind [students] that ‘hey, if spring didn’t go quite like you expected, and it didn’t go quite like most people expected, summer is here,’” said Lee.

Individuals also have more downtime because business and leisure enterprises are shut. Lee said some students may take summer courses as an opportunity to make up for the spring semester.

“I think that continuing students have really stated through their actions that they don’t want a disruption in their education and they don’t want to stop going to school,” he added.

The fall semester, though, might not see higher enrollment. As schools make the decision to reinstate face-to-face classes, continue online learning or introduce a hybrid model, many potential students are changing their original college plans for the fall.

According to a Junior Achievement survey, 30% of high school students are delaying their college start date and 13% plan to change their original chosen institution due to the COVID-19 pandemic.

“[This] will have a profound effect on many institutions that have focused on diversity and inclusion,” Pasquerella said.

Additionally, according to a National College Attainment Network report, nearly 250,000 fewer returning students from the lowest-income backgrounds have renewed their Free Application for Federal Student Aid (FAFSA). Lee remains “cautiously optimistic” about fall enrollment.

“We will see what the future holds, adjust as best as we can and try to make sure our students don’t lose steam,” he said.
What Do We Tell Our Children, Our Students?

BY QUINTON T. ROSS JR.

For the past few days, I, like many others, have been viewing through the lens of the media, the reaction of our country to the deplorable, senseless death of yet another defenseless Black person at the hands of a White police officer, a tragic mockery to the truth that Black Lives Matter. Similar to other Americans, I am overcome with a range of emotions.

As the father of two sons and as a Black man myself, I can assure you that I am furious and deeply saddened by the death of George Floyd, as I am by every senseless killing of Black men and women in America. It could have been either of my sons, my brothers, my nephews or nieces, my friends or even one of my students who lay on the ground, pleading for mercy on that horrific day.

Looking into the eyes of my 11-year-old son and trying to help him comprehend what happened and what is happening in our nation, I am cognizant of the fact that I am old enough only to have read about the many civil rights protests and nonviolent demonstrations that have afforded me the opportunities that I have enjoyed during my lifetime. While I was not an eyewitness to the protests, I do try to paint a picture for my son, drawing from my exposure to many civil rights icons and their recounting of historic events, such as the Montgomery Bus Boycott, the march from Selma to Montgomery, the brutality of law enforcement officers such as Bull Connor and the story of Ruby Bridges. I am emotionally distraught about the stark parallel of our nation’s present state of affairs and our nation’s past.

Alabama State University, like many other HBCUs, has a proud history of seeking justice for our students. The University is located in Montgomery, Alabama, the birthplace of the modern Civil Rights Movement. Our students, faculty, staff and alumni walked arm-in-arm with Dr. Martin Luther King, Jr. In fact, some of the most notable figures of the civil rights era — including the Rev. Ralph David Abernathy, attorney Fred Gray, Selma activist F. D. Reese and the Rev. Fred Shuttlesworth — are among ASU’s many distinguished alumni. Our 153-year history is a legacy of perseverance, progress and promise.

The University’s rich history and its contributions to the advancement of civil rights are at the forefront of my mind as I ponder this current national crisis. I am one of thousands of students who have matriculated and emerged from ASU with purpose and an understanding of social responsibility. At ASU, we learned the importance and the power of the vote. The call to public service and advocacy was ingrained in our DNA by O’Mother Dear. These are traditional lessons of the HBCU experience.

While I attempt to give some sensible explanation to the senseless acts of brutality, I have reflected on my first real encounter with the reality of racist police violence against Blacks in America. It was the spring of 1991, just prior to my senior year in college, and I had just been elected president of the Student Government Association at the same university I now have the honor of serving as the 15th president. This was the time that our nation witnessed Rodney King being brutally beaten by Los Angeles law enforcement officers. I remember asking myself, “Is this what would happen to me as a Black man if I found myself in a similar situation with authorities?”

I vividly recall how the nation erupted into protests because of Rodney King’s mistreatment, just like the protests that have erupted nationally following George Floyd’s senseless death and others.

As a young student, I was confused and enraged by what I witnessed. I remember the rumbling of unrest within our student body. We were ready to act on our anger and frustration by taking to the streets of Montgomery to let our voices be heard. Word of our intentions reached our president, the late Dr. C. C. Baker, who later became one of my mentors. My SGA leadership team and I were summoned to Dr. Baker’s office, and it was there that I learned what
social protesting was really all about. It is not about the destruction of property, looting or acting disorderly; it is about banding together peacefully with a common goal, with a purpose and a plan for change. During the meeting, we discussed our desire to be heard and our passion for change, and emerged with a plan for a peaceful protest on the campus that historically has been a beacon for change — our home, our haven — Alabama State University. The event allowed me to lead my first press conference. It was the first time I had ever spoken in front of news cameras. Every news outlet in the city was on campus that day as students gathered with community stakeholders in great numbers. I led the protest with a speech. Students and local elected officials also had their voices heard as the media captured our impassioned sentiments and broadcast the event. I share this personal experience not only to highlight the importance of HBCUs in providing a platform for change, but to emphasize the need to protest peacefully, with purpose.

I offer that advice while understanding and even relating to the rage that has been unleashed across the nation by the infection of racism that is more potent than ever in America. Our nation has a new, advanced infection when George Floyd can plead for mercy while dying publicly under the force of a racist man’s knee just as his forefathers died publicly hanging from a noose. There is a new, advanced infection when a young man by the name of Michael Brown can raise his hands in surrender and still be shot to death in broad daylight in Ferguson, Missouri. There is a new, advanced infection when a man by the name of Eric Garner in New York City can tell authorities “I can’t breathe” as he is choked to death. The infection of racism is new and advanced when a young man by the name of Trayvon Martin is gunned down in cold blood while walking from the store to his home. Racism is new and advanced when Ahmaud Arbery can be gunned down while jogging not far from his home. There is a new and advanced infection of racism when Breonna Taylor can be shot and killed by police officers as she lay sleeping in her apartment. Let us not forget the infection of racism that led to the death of Sandra Bland, who was found hung in a jail cell, after being arrested for a minor traffic stop. Here in Montgomery, there is a new and advanced infection of racism when a man by the name of Greg Gunn, who attended ASU, is chased and killed by a police officer just a few steps from his mother’s front door. Their tragic deaths made headlines, but across this nation and in this city, we could easily list more names of those whose lives have been so tragically cut short with no cell phone cameras to capture their last, painful breaths.

With this in mind, we struggle with the question, “What should we tell our students?” The answer I offer you is the same I give to my sons. I ask you find ways to protest peacefully, including exercising your personal responsibility to vote and committing yourself to continuing your education so you are prepared to emerge as this nation’s next generation of leaders.

“Dr. Quinton T. Ross Jr., is in his third year serving as the 15th President of Alabama State University.”
Experts Assess Impact of Reducing Campus Dining, Housing Options

BY SARA WEISSMAN

The Centers for Disease Control (CDC) issued new guidelines in May to help higher education institutions plan for the fall amid the COVID-19 pandemic. It described closing residence halls as the “lowest risk” option for housing and suggested alternatives like allowing fewer students to live in dorms. It also suggested closing communal spaces like dining halls and providing takeout meals with disposable utensils instead.

As universities weigh these possible new realities, experts fear that limiting campus facilities — or keeping them closed — will exacerbate disparities for low-income students.

“The decision to shut down campus as a response to a global public health crisis was the right decision,” said Dr. Anthony Jack, assistant professor of education at the Harvard Graduate School of Education. “But that does not mean that food and housing insecurity, economic scarcity, is not a fundamental problem.”

Jack finds low-income students tend to rely on campus facilities for basic needs. His research showed that before the COVID-19 crisis, one in seven students typically stayed on campus for spring break, often because they couldn’t afford to go elsewhere, he said. And even then, closed dining halls during that one week of vacation left students scrambling for affordable meals.

Meanwhile, for students working on campus or in their college towns, campus closures are “both a pink slip and an eviction notice,” at a time when their families may especially need the income, Jack said. So, if they are returning home, it’s to families that are more likely to be financially “precarious.”

Campus facilities are a vital safety net, he said.

Dr. W. Carson Byrd, associate professor of sociology at the University of Louisville, emphasized just how wide that safety net is.

“It expands beyond being able to get a good meal … and a place to stay,” Byrd said. “It means internet access. It means [being] in a safe place in more ways than one. Not all students come from safe and stable homes. But a safe and stable home also means not being around a COVID-19 hot spot.”

For students of color, their neighborhoods may be facing “a dramatic increase in cases” as the new coronavirus disproportionately impacts minority communities, he added. “Many college campuses are away from these hot spots.”

Returning campus facilities to normal isn’t possible without high risks, according to CDC guidelines, but there are ways to lessen the impact of their closing, Jack said. For one, he suggests colleges offer students an extensive guide to food banks in their areas. And if dorms are opening with limited capacity, they should prioritize students who don’t have internet access or stable home environments.

He doesn’t feel like he has the policy answers for fall — these are “real questions” institutions need to grapple with, he said — but he’s advocating for a “high-touch model,” with universities taking a hands-on approach to supports normally provided by campus facilities. He’d like to see a staff member approach every student about what resources the school can make available to them based on the level of need indicated in their financial aid package, like laptop stipends for students who normally rely on campus computer labs.

Ultimately, colleges and universities will have to “re-envision their role” as not just schools but community resources, he said, as they ask themselves how to use increasingly small budgets “to provide more resources and supports for students and not less. … Learning isn’t just about your coursework. It’s also about all the support systems colleges can provide.”
‘The People’s Chancellor’

As Dr. Constance Carroll prepares to step down from the San Diego Community College District chancellorship, she leaves legacy of steadfast focus on student success.

By Pearl Stewart
During her 16-year tenure as the longest serving chancellor in the history of the San Diego Community College District, Dr. Constance Carroll has taken her leadership to a new level. She is known in her community as “the people’s chancellor,” and her track record supports that moniker.

Earlier this year, Carroll announced plans to retire in 2021. Within weeks of her announcement, COVID-19 began sweeping the nation, prompting stay-at-home orders as illness and death tolls rose. This was just the latest of numerous challenges that Carroll and her team have faced over the years.

One member of that team, Dr. Pamela Luster, president of San Diego Mesa College, says “the people’s chancellor” is an apt description of Carroll because of her “unwavering commitment to those most vulnerable in our communities. Even though she has attained great stature in our work, she still works tirelessly to support non-profits, public-private partnerships, community organizations along with our district to assure access to opportunity.” Carroll was Mesa’s president for 11 years before becoming chancellor.

As leader of the San Diego Community College District, Carroll has authority over City College, Mesa College, Miramar College and a seven-campus Continuing Education division. The district has a total enrollment of 105,000 students per semester and is one of the largest community college districts in the nation.

Carroll says her career choices and interest in equity and diversity were largely inspired by her mother’s experiences seeking a graduate degree in segregated Maryland in the 1950s. Dr. Rebecca Evans Carroll was not allowed to enroll in graduate school at the University of Maryland, College Park (UMD) but the state permitted qualified Black students to attend any other institution of their choice in the country — at Maryland’s expense. Rebecca Carroll was accepted at the University of Chicago, where she graduated summa cum laude with a master’s degree in human development and education.

Undaunted by the past discrimination, her mother “kept her sights fixed on the University of Maryland because she was determined to bring that to closure,” Carroll says of her mother’s decision to return to the university in the 1960s to pursue her doctorate in education. In 1966, she became the first African American woman to receive a doctoral degree from UMD.

Chancellor Carroll stresses the “terrible irony” of her mother’s experience. “The University of Maryland chose to pay tuition, room, board, books and travel expenses for Black students to go elsewhere, so that they [UMD] would not have to accept those students.” As a result, she explained that her mother was able to attend one of the leading universities in the country. Carroll said a number of Black students chose institutions all over the country. “One of her friends went to the University of Hawaii — they went everywhere — places they never would have been able to afford had it not been for the payment by the State of Maryland.”

Carroll, herself, was part of the transition of Baltimore public schools from segregated to integrated. “Prior to the passage of Brown v. the Board of Education, which ended de jure segregation, there were two school systems in Baltimore. Baltimore city schools and the Negro department of education,” Carroll recalls. “When Brown v. Board passed, the two merged. As you can imagine, in a merger of unequal partners, the stronger of the two dominated.” As a result, she said most of the Black administrators lost their jobs and were put into classrooms, “but my parents were among the few who made it into what had been the White school system. Her father, James Carroll, became a high school principal and her mother an administrator, ultimately becoming deputy superintendent of the integrated Baltimore City Schools.

Transforming the campus

Carroll’s efforts on behalf of the district have stretched beyond the physical boundaries of the campuses. She spearheaded a successful $870 million bond measure effort in 2006 that she describes as “a real political campaign” that included fundraising, polls, telephone banks and walking precincts. “It was quite controversial at the time — the press was against it — because there had been a bond measure in 2002 … but that measure had been insufficient to meet the district’s needs,” Carroll explains. The election victory resulted in 42 new buildings, 20 remodeling projects, infrastructure improvements and the purchase of state-of-the-art equipment.

“It was a major, major transformation of our campuses,” she recalls. “It’s made an enormous difference in the quality of education. We always had an excellent faculty but the facilities did not match the faculty; through these measures, we brought the district up to state-of-the-art in a very short period of time.”
Dr. Maria Nieto Senour, president of the San Diego Community College Board of Trustees, says Carroll deserves the many accolades she has received including the 2007 national Marie Y. Martin CEO Award, as the top-rated community college CEO in the nation.

“We’ve had a number of challenges since she’s been chancellor, including the economic collapse in 2008, and she’s seen us through the hard times,” Senour says, adding that the current COVID-19 crisis has presented another test of leadership. “She’s extremely astute about getting things done in a good way.”

Carroll also “got things done” as head of a coalition advocating for California’s Baccalaureate Pilot Program, which was approved by the state legislature in 2014. As a result of that effort, California became one of 25 states allowing community colleges to confer four-year degrees in certain disciplines. Currently, 15 community colleges in California, including San Diego Mesa College, are now offering four-year degrees. She is also leading the campaign to expand the program.

“I will continue my efforts to make sure that, just like Florida, California will be able to have its community colleges offer bachelor’s degrees without limitations,” Carroll says, noting that it is part of her next chapter. “I have founded the California Community College Baccalaureate Association, and that will be my post-retirement focus.”

Carroll also co-chaired a successful two-year campaign to end disparities in community college funding across the state. That effort brought $240 million to California community colleges including $9 million to her district in ongoing funding.

**Equity for Latinx students**

“Our board is very progressive — we care about things like equity and inclusion — we’re fiscally conservative but socially very progressive,” Senour says, citing Carroll’s strong advocacy for the district’s undocumented students. SDCCD’s largest demographic group is Latinx/Hispanic, which is about 36% of the student population.

“Because of our location in Southern California, we have grown considerably in the number of Latinx students that we have,” Carroll says. “That’s a very strong cultural group within our district.” For that reason, along with her own interest in languages, Carroll says she is in her fifth year of studying Spanish. “And I’m getting pretty good at it!” she laughs.

Carroll also explains that the district’s demographics are “one of the reasons we joined the lawsuit against the U.S. Department of Education. We have thousands of DACA students who are undocumented and of whom we are very proud and to whom we are devoted, and we will bend over backwards to see that they are treated the same as any other students.”

She was referring to legal action taken by California Community Colleges Chancellor Eloy Ortiz Oakley to stop the U.S. Department of Education from restricting CARES Act relief funds slated to mitigate the effects of COVID-19 for students. The department later excluded undocumented students from the provision, leaving up to 800,000 students statewide without aid.

Carroll considers one of her highest honors being nominated in 2011 by President Barack Obama and confirmed by the United States Senate to serve six years on the National Council on the Humanities.

Carroll earned a bachelor’s degree in humanities from Duquesne University and a master’s and Ph.D. in Classics (Ancient Greek and Latin) from the University of Pittsburgh. She also received a Certificate of Proficiency in Hellenic Studies from Knubly University in Athens, Greece, and attended the Harvard University Institute for Educational Management.

In her district profile, Carroll said, “Students of the classics understand the history and the complexity of issues such as the nature of democracy, the causes of international conflict, the institution of slavery and other issues that are familiar in contemporary times. It gives you a terrific look into the past. The past is prologue — it’s still relevant.”

In addition to following in her mother’s footsteps, she inherited Rebecca Carroll’s love of music. She plays guitar and piano and, like her mother, loves opera. But it’s the fighting spirit and perseverance that she witnessed growing up that has inspired her career.

“My focus on access, inclusion, equity and diversity come from my direct experiences, and seeing the impact of limited access, lack of support and low expectations has made me absolutely devoted to making sure that doesn’t happen to other people,” Carroll says. “We have to fight for human rights for all people in America.”

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**“My focus on access, inclusion, equity and diversity come from my direct experiences, and seeing the impact of limited access, lack of support and low expectations has made me absolutely devoted to making sure that doesn’t happen to other people.”**

— Dr. Constance Carroll
Even though her final days as CEO of NACAC have been in a time of uncertainty, Joyce E. Smith has not wavered from the mission of serving the professionals who serve students.

As people shelter in place due to COVID-19, Smith says her departure as CEO of the National Association for College Admission Counseling (NACAC) will be low-key. The association gave her a retirement party at last year’s NACAC convention. Now Smith prefers the focus be put on her successor, Dr. Angel B. Pérez.
While Pérez appreciates that sentiment, he is lavish in his praise of Smith and her impact on NACAC and the profession of college admission counseling.

“Joyce really led the organization from this small community of people to now an organization of people all over the world,” says Pérez, currently the vice president for enrollment and student success at Trinity College. “She saw the potential for a much larger, more complex organization.”

Smith’s career began in 1976 with a position in admissions at Kansas State University. At the time, there were approximately 300 students of color on a campus of around 14,000. Her job included going to the Black section of Manhattan, Kansas to recruit, which clarified her understanding of the impact of higher education and crystalized her desire to help others realize educational opportunities.

“I got involved in not only admissions, but I became the graduate advisor for a chapter of AKA [Alpha Kappa Alpha, a Black sorority], started a Black theater group and tried to do things that helped students feel like they belonged at that campus,” says Smith.

After several years at Kansas State, she went to work at Amherst College, but found she did not like selective admissions and things related to privilege, such as legacies. From there, she became a program service officer at the College Board in New York, where she learned about test development. Then came a position with City University of New York.

Based at Queens College, the college’s president gave Smith latitude to develop new things, such as a reception area in the admissions office for kids and parents to come in and sit and talk with someone. She loved CUNY’s inclusive mission, but clashed with the central administration’s efforts to control all CUNY campuses. In 1991, the NACAC advertised for a job and she applied.

“It gave me a chance to combine my enrollment management and admissions experience and association experience,” says Smith.

**Growth at NACAC**

Smith began as the associate executive director of NACAC, then became acting executive director and was named executive director (now CEO) in December 1996. Since then, membership has increased from approximately 6,000 to more than 15,000 college counseling and admissions professionals. Attendance at the annual NACAC conferences has more than doubled. The National College Fair program hosts 95 fairs across the U.S. each year.

“She has inspired a lot of people of color and underrepresented people to stay in this profession,” says Pérez. “As a young admissions officer, I will never forget going to my first NACAC conference and seeing Joyce on that stage, a woman of color, and being so inspired by the fact that she could be the leader of this entire association.”

The early mission statement was to “Help the people who help students.” As part of fulfilling that mission, Smith says the organization came up with resources and programming for counselors. To this day, NACAC still endeavors to inform and help the grassroots workers who are helping kids and families make good decisions.

Pérez praises how the programming has evolved under Smith’s leadership. She created the People of Color conference, which turned into the Guiding the Way to Inclusion conference. “That’s a gold standard for a professional interested in diversity issues,” he says.

Smith has led NACAC through tumultuous times, but has never sought the spotlight. Prior to the coronavirus pandemic, Smith says the hardest thing she’d experienced in her career was having NACAC’s annual conference 11 days after 9/11. Afraid to fly, most NACAC staffers drove from Virginia to Texas. What resulted was one of the best conferences Smith has seen because everyone came together with a sense of unity and purpose in delivering professional development and handling governance.

As of this interview, Smith does not know whether NACAC will be able to hold a physical conference this year, so she is simultaneously engaged in physical planning, hybrid planning and virtual planning. She admits social media and the demands for immediate reactions make it difficult to think issues through in a thoughtful way.

“There are very different kinds of pressures,” says
Smith. “I have been walking this line of how does my personal opinion dictate my professional responsibilities.”

Smith notes that admissions has changed to more of a business focus with magazine rankings impacting the number of students accepted or denied at a given institution and incoming students viewed as income-generators. The landscape has also changed in terms of students’ decisions often based on bits of information found online or the desire to go to big name schools.

“Because we’re in a place where there are no growth states with students, colleges really have to get out and recruit,” Smith says. “I used to feel that it was about making a good match. I don’t know that we can do that anymore in terms of the added pressure to recruit the best students and full-paying students.”

Leadership amid crisis
This pandemic, Smith says, has put a bigger spotlight on societal inequities, which was heightened by the speedy campus closures. Students of color still have to hustle to get scholarships or gain admission.

“This is such a benchmarking time with the pandemic and its effect on all aspects of society, not just education, not just associations,” says Smith, who feels Pérez has the skills needed at this moment in history. “It feels like we’re going through a worldwide experiment and there are those who don’t learn well in isolation.”

Digital issues also apply to NACAC, which typically stages major in-person activities and professional development events. In shifting those to virtual, a lot is lost, such as sharing information during a session and the networking that goes on in between sessions.

The pandemic has created unbelievable change in the midst of what Smith had anticipated would be a well-organized phase-out as CEO, but Pérez says she’s been a rock — shutting down the NACAC office, smoothly bringing everyone online within one week’s time and advancing conversations about how the organization will have to pivot to an online model for the foreseeable future.

Smith says everyone had to execute a reboot and her efforts simply matched what faculty, counselors and administration at colleges, universities and high schools have done.

Even before COVID-19, technology had taken over, Smith notes. Admissions are online, which is fine, but she chafes at the talk of education as a business and students as customers for which colleges compete.

The U.S. Department of Justice (DOJ) filed a federal civil antitrust complaint against NACAC related to the association’s code of ethics, saying certain rules restricted members’ ability to recruit applicants and transfer students. After a long and costly legal battle, NACAC entered into a settlement with DOJ and has withdrawn three provisions that address offering incentives for early decision, recruiting first-year undergraduates who have committed elsewhere and recruiting transfer students.

“I spent the last two and a half years fighting the Department of Justice on statements that would have been viewed as understood, respected in our membership and kept some order,” says Smith.

Despite difficulties, she has enjoyed the challenges and changes since 1991 and has tried to make sure NACAC stays on top of issues. Smith hopes her time will be seen as steady, thoughtful leadership. Her post-NACAC plans, which include moving to a new city and travel, are currently on hold. In time, she hopes to get involved with some community-based organizations and be the type of dedicated volunteer she has so appreciated.

“Her influence,” says Pérez, “is greater than any of us can articulate.” ©
Dr. Charlene Dukes, president of Prince George's Community College since 2007, leaves behind legacy of compassion and commitment.

By Sarah Wood
While in the classroom, Dr. Charlene M. Dukes saw herself in many of her students and connected to them on a personal level.

Dukes understood the challenges facing low-income and first-generation college students because she was one herself.

Her older brother was the first in her immediate family to attend college as both her parents did not receive a postsecondary education. For support, Dukes turned to people close to her who had gone to college, community members and a school guidance counselor.

“I had a number of people who were very much committed to my dad’s dream and my mother’s dream for their children that we would have opportunities that they did not have and that we would make the best of them,” says Dukes, president of Prince George’s Community College (PGCC) in Largo, Maryland.

While at Indiana University of Pennsylvania (IUP), Dukes not only had to navigate the obstacles of being a first-generation college student but also of being a person of color at a predominantly White institution (PWI) in the late 1970s.

“It was a tough time when you think about what was going on in this country, in the world and in communities at that time relative to race relations,” she says. “It hadn’t been that long since Dr. [Martin Luther] King [Jr.] had been assassinated, the Poor People’s Campaign and the March on Washington. All of those kinds of things shaped, I believe, who I was, who I was then and who I remain to be today.”

Despite having positive experiences in the classroom with faculty members and excelling academically, there were still students who felt that people of color were getting a “pass” for earning their educations at a PWI due to affirmative action and the civil rights movements occurring in the 1960-70s. Dukes said it was perceived that people of color could not keep up with the “rigor” or “academic standards” of the university.

“I’ve always been the kind of person who accepts the challenge,” she says. “And the challenge for me at that time was to prove them wrong. That I had scored, at that time, a really high score on the SATs. And I knew that I had what it took intellectually and academically to do the work. And so, for me, it was a challenge. And I believe that I met the goal.”

**The career track**

Dukes graduated from IUP in the early 1980s amid a recession, making it difficult to find a teaching position. Additionally, in some communities, employers were not expecting an applicant who was a woman of color.

However, after hearing about an open position at the University of Pittsburgh at Johnstown from a friend, Dukes applied and became the institution’s admissions and financial aid officer.

After a year in the role, Dukes moved to the Community College of Alleghany College (CCAC). Over the span of 14 years, she worked as the assistant director of admissions, director of admissions, director of minority affairs and then eventually as the dean of students.

In 1995, Dukes transitioned to a new role as vice president for student services at PGCC.

During her time at both CCAC and PGCC, she also earned around nine years of adjunct teaching experience.

“I love the experience in the classroom,” Dukes adds. “The students were very eager and wanted to learn.”

Despite wanting to be a teacher as an undergraduate student, Dukes described herself as a college administrator as she holds a “deep commitment” to seeing students succeed as well as advocating for them, especially those with no voice.

“As I began my career trajectory, I always wanted to work in places where I could make a difference,” she says. “Where I could use all my talents, my expertise and I would say my value system in order to move the institution forward in a collaborative way and also to help students understand that they would always have someone in their corner.”

**A presidential role**

After almost 12 years at PGCC, she was named president in 2007.

Throughout her tenure as president, Dukes established partnerships with the local Prince George’s County community via programs like dual enroll-
In 2011, the first middle college was launched by the institution, through Prince George’s County Public Schools, which allowed students to earn their high school diploma and associate degree simultaneously. According to Dukes, almost nine years later, seven middle college programs serve around 700 students annually. Additionally, around 2,500 students participate in the dual enrollment programs.

Dukes co-chaired the task force behind the establishment of the Prince George’s Promise Scholarship, which covers the cost of college beyond what federal and state financial aid cover.

“We’ve come a long way, but that journey is all about serving the residents of Prince George’s County,” she says.

In addition to various ties with local schools, Dukes has overseen the development and expansion of several buildings and centers on campus such as Lanham Hall, the Center for Performing Arts, the Center for Health Studies and the Culinary Arts Center.

She also holds memberships in organizations such as the American Association of Community Colleges, the American Council on Education and the Presidents’ Roundtable. Additionally, Dukes sits on the board of directors of the Institute for Higher Education Policy, the Prince George’s County Chamber of Commerce and Campus Compact, which addresses civic engagement on college campuses among faculty and students.

“You know, there are a number of things that I’ve had the opportunity to do, I think, because of this position and because of the values that I bring to the position and because of our desire to always be innovative, creative, flexible and to learn more, to always seek out what we don’t know that we don’t know,” she says.

As a college president, Dukes has found that her audience is not only the faculty, staff and employees at the institution but also external ones such as local and state governments and non-profit organizations.

“We have the opportunity to touch, to make an individual better than maybe he or she ever thought they could be,” she says. “And they would always say, when we touch a student, we have the opportunity to touch a family and a community and to provide the opportunity for quality of life that many may not have imagined.”

In October, Dukes announced her decision to retire on June 30 as PGCC’s president after serving more than 40 years within the higher education sector.

“I just think that at some point it’s time to focus on other things that I would like to do that don’t necessarily take me that far from higher education, but it allows me to look at it in a different way,” she says.

Upon retirement, Dukes plans to spend more time with her family and travel once it is safe to do so amid the COVID-19 pandemic. Additionally, after taking a break, Dukes wants to eventually serve as a coach and mentor in higher education to help institutions prepare for the future.

“My intent [is] to take a train ride around the United States of America, to do some international travel, spend some time with my son, my mom and then come back and roll my sleeves up and continue this work but in a different way,” she adds.
Coming Full Circle

At 68, Dr. Wilma Mishoe was eager to retire, “for a second time,” from a higher education career that’s spanned four decades. There were grandchildren to spoil, places to go and people that she hadn’t had time to see. Instead, in 2017, she stepped into the role of president at Delaware State University and into a “warm embrace.”

She couldn’t say no. “Higher education,” Mishoe says, “is my natural habitat,” and Delaware State has always been her home. Mishoe returned to historic landmarks still standing tall and took comfort in seeing some of the same trees that stood on campus 50 years ago, throwing off shade like old friends.

On the campus of the historically Black institution in Dover is where Mishoe grew up. And on Dec. 31, 2019, it’s also where she retired as president.

The career educator was 12 when her father, Dr. Luna I. Mishoe, became president of what was then Delaware State College in 1960.

In those early years, her family lived alongside the institution’s faculty and administrators on the small, tightknit campus. That sense of community is what made her time there special, says Mishoe. At 14, Delaware State gave Mishoe her first job, working in the dining hall. And in 1967 she left Dover for D.C. to attend the historically Black Howard University.

“There was something special about growing up surrounded by eager students headed off to class each day and listening to the faculty and administrators guiding them,” remembers Mishoe. “That experience led me into my life’s work.”

With advanced degrees from both Howard and Temple University, Mishoe worked at a variety of post-secondary institutions, including Delaware Technical Community College, for 30 years, before retiring in 2010. However, in 2014, Mishoe came out of retirement to be the acting president of Wilberforce University, another HBCU, in Ohio. The next year, she joined the Board of Trustees at Delaware State.

Students and university first

Mishoe went from being elected the institution’s first female chair of the Board of Trustees in 2017 to its first female president in June 2018. Though she was intentional about her tenure as president being short, she was determined to be transformative.

Her father’s leadership style and values, which she long observed and embraced,
became Mishoe’s guide. These were the same ingredients that shaped her mantra, “Students first.”

Getting started, she says, “I spent much of that first year doing what most good leaders do, assessing, evaluating and observing” university policies and practices. Again, Mishoe credits her father’s example and the man she remembers as “a master teacher and lover of students,” for helping her to prepare for the role. She plotted a course, informed by two basic questions: “What’s best for the students? and what’s best for the university?”

As the institution’s 11th president, Mishoe focused on customer service, student life, teaching and instruction, athletics, budgeting and accounting.

Under her leadership, student enrollment at Delaware State reached nearly 5,000, the largest in its 128-year history. Today, though, Mishoe wonders why it took more than a century to reach this rung. During her first year on the job, one of the university’s 10 strategic new hires included an enrollment manager. Mishoe says she wanted to help ensure that the number of students seeking degrees continued to climb.

Dr. Luna Mishoe was Delaware State’s seventh president and its longest-serving. By the time he retired in 1987, enrollment had mushroomed from 386 to 2,389. He didn’t live long enough, though, to see his college become a university six years later in 1993.

Luna Mishoe’s successor, Dr. William B. DeLauder, led that charge, “knocking on every door in the state” as he successfully made the case for growing the institution to university status, recalls Dr. Wilma Mishoe.

When Mishoe looks back at her tenure, she counts “huge accomplishments” that she says benefited students and the university. Under her leadership, for example, Mishoe worked to expand a state-sponsored scholarship program that not only put college within reach of some of the most vulnerable high school students in Delaware but increased the number who earned degrees from Delaware State.

In her first year on the job, Mishoe’s aim was to significantly expand the university’s Aviation Program, the only one of its kind at an HBCU and one of the few in the country to train commercial airline pilots. The expansion included replacing Delaware State’s fleet of aging airplanes with ones that were new and state-of-the-art.

During her tenure, Mishoe also made sure that her campus got more than a facelift. She says she saw to it that the state made good on its commitment to address the university’s backlog of deferred maintenance projects.

“None of the university’s achievements over the past two years would have been possible without the graceful, powerful leadership of this president,” Dr. Tony Allen said in a statement when Mishoe retired. Allen was the provost at Delaware State when he succeeded Mishoe as president.

“She carries a legendary last name,” Allen added, “but she is her own powerhouse and will forever be the grand dame of Delaware State University.”

Retirement in new normal

Mishoe stepped down as president last December, just as a novel coronavirus was emerging. And like many, even those in the scientific community, she couldn’t predict the outbreak or its widespread impact.

But today, Mishoe looks back at the steps she and the university took in 2018 that unwittingly helped to prepare them for teaching and learning during a pandemic.

She was charged then with shepherding plans to make Delaware State “completely digital by 2020.” Mishoe got a head start on the technology initiative that included making “leading-edge instructional technology” available campus-wide and providing free iPads and MacBooks for every student and faculty member. Since COVID-19 brought in-person classes to an abrupt halt in March 2020 and now threatens the start of a new fall semester, Mishoe declared that those early efforts to usher in online learning were right on time. Then, like now, she says it’s important to give students the tools to study and learn when and where they want.

At 70, Mishoe has again stepped out of retirement. And so far, she has been true to her word: “I am far from done.” Just months after leaving office, she is back serving on Delaware State’s Board of Trustees — assuming a familiar role in times made uncertain by a pandemic.

In the age of COVID-19 and amid a new normal, Mishoe admits, “learning to be different and do things differently won’t come easy,” and that includes helping Delaware State plan how it can safely re-open or teach and connect with its students wherever they are.
KAETRENA DAVIS KENDRICK has been named dean of the Dacus Library and Pettus Archives at Winthrop University in Rock Hill, South Carolina. Associate librarian and associate professor at the University of South Carolina Lancaster, Kendrick holds a bachelor’s degree in English from Winthrop University and a master’s in library science from Clark Atlanta University.

AMIR HENRY has been appointed chief of police at Winston-Salem State University in North Carolina. Deputy chief at the school since 2017, Henry has been on the force since 2012 and was a United States Marine and a North Carolina State Trooper beforehand. He holds a bachelor’s degree in science and technical management from DeVry University.

IAN WILLIAMSON has been appointed dean of the Paul Merage School of Business at the University of California, Irvine. Pro vice chancellor and dean of the Wellington School of Business and Government at Victoria University in New Zealand, Williamson holds a bachelor’s in business from Miami University and a Ph.D. from the University of North Carolina at Chapel Hill.

J. LUKE WOOD has been named vice president for student affairs and campus diversity at San Diego State University. Currently the Dean’s Distinguished Professor of Education at the school, Wood holds a bachelor’s degree in Black history and politics and a master’s degree in higher education, both from California State University, Sacramento. He also holds a master’s degree in curriculum and instruction and a Ph.D. in educational leadership and policy from Arizona State University.

JAMAL J. MYRICK has been appointed director of African student programs at the University of California, Riverside. He has served in the post on an interim basis since last year. Myrick holds a bachelor’s degree from Florida State University, a master’s degree in interdisciplinary studies with a focus in higher education from George Mason University and a Ph.D. in higher education leadership from Azusa Pacific University in California.

JOE WILLIAM TROTTER JR. has been named a University Professor at Carnegie Mellon University. The Giant Eagle Professor of History and Social Justice at Carnegie Mellon, he has also served as a past chair of the history department and is the founder and director of the university’s Center for Africanamerican Urban Studies and the Economy. Trotter holds a bachelor’s degree from Carthage College in Wisconsin, as well as a master’s degree and a Ph.D. from the University of Minnesota.

JASMIN SESSOMS has been named interim director of alumni affairs at Fayetteville State University in North Carolina. Assistant director of development at the university, Sessoms holds a bachelor’s in mass communication from Fayetteville State University.

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BRUCE A. LEWIS has been named senior associate vice president at Northwestern University. Associate vice president of the Department of Safety & Security and chief of police at the school, Lewis holds a bachelor's degree in business administration from the University of Louisiana at Lafayette, a master's degree in criminal justice from Grambling State University in Louisiana and a master of public administration degree from the University of Illinois at Chicago.

JASON BROOKS has been appointed executive director for institutional engagement for the University of Kentucky. Previously director of the Martin Luther King Jr. Center on campus, Brooks holds bachelor's and master's degrees in music from Emporia State University.

IRISH SPENCER has been named assistant vice chancellor for corporate and foundation relations at Fayetteville State University in North Carolina. Recently co-chair of the $2.5 million fundraising capital campaign for The Carolina Theater in Greensboro, North Carolina, Spencer holds a bachelor's degree from North Carolina Agricultural and Technical State University, a master's degree from Tiffin University in Ohio and a Ph.D. from Colorado Technical University in Colorado Springs.

WALTER MCCOLLUM has been appointed vice president for online learning at Miami Dade College in Florida. Previously dean of student affairs at Walden University, McCollum holds a Ph.D. in applied management decision sciences with a specialization in leadership and organizational change from Walden University.

MONIQUE GUILLORY has been named chief of staff and chief administrative officer at the Morehouse School of Medicine in Atlanta. Most recently vice president for academic affairs at the College of Saint Elizabeth in Morristown, New Jersey, Guillory holds a bachelor's in rhetorical communication and a bachelor's in English literature from Tulane University, as well as a Ph.D. in comparative literature and performance studies from New York University.

SARA PARKER has been named assistant superintendent/vice president of academic affairs at Napa Valley College. Currently administrator in charge of science and mathematics and dean of social sciences at Chabot Community College, Parker holds a bachelor's degree from the University of California, Davis, as well as a master's and Ph.D. in international relations and political science from the University of Delaware.

CATHERINE COLLINS-FULEA has been appointed president of the American College of Nurse-Midwives (ACNM). Assistant professor at Frontier Nursing University (FNU), Collins-Fulea became a state certified nurse and midwife in England before earning a bachelor's in nursing from Mercy College of Detroit, a master's in nursing from Oakland University and a Ph.D. in nursing practice from FNU.
The Coachella Valley in Southern California is a series of 12-plus small cities linked by a commitment to big ideas. College of the Desert (COD), the local community college, is one of the biggest and best organizations in the Valley that serves the various communities as the epicenter of social and economic justice through a variety of innovative programs.

College of the Desert enrolls 17,000 students, 80% of whom are first-generation college students. Today, the college’s population mirrors that of our community with 73% of students identifying as Hispanic-Latino and 77% qualifying for Pell Grant support. To serve the needs of this population, the College launched a special boutique program in 2012 to reduce the number of students entering the College underprepared for enrollment in college-level courses and to provide special support services to students with the lowest level of educational attainment in the Coachella Valley.

The boutique program, initially serving only 22 students on the Indio campus, started as a summer bridge program with counseling services. In year two, the program served 69 students on the Indio campus and operated under the banner of EDGE — Engage, Develop, Grow, Empower. The program began to take off as a successful way to reach this population and began to evolve into a very special program serving an increasing number of students at COD.

As EDGE evolved, dedicated counselors and staff were assigned student caseloads to provide high-touch, full wrap-around support services for first-year students. These services included three mandatory phone calls per semester, weekly contacts through email and social media, as well as mandatory workshops. We also initiated early alert monitoring of students’ progress and coordinated referrals into special programs.

Services added in 2013-14 included career assessment, student and college success strategies, personal responsibility workshops, mandatory student educational plans and transfer exploration. By year three, the number of EDGE students increased by 1000%, from 22 students in 2012 to 265 students in 2014. EDGE was experiencing exponential growth and improving success outcomes across our student population. As a result, EDGE was institutionalized in 2015.

Although EDGE was showing great promise, many of the students still faced challenging problems with a lack of funds to support tuition and

Helping Hispanic-Latino Students Make a Good Living and Live a Good Life

BY JOEL L. KINNAMON AND ANNEBELLE NERY
fees. A sister program to EDGE was introduced in 2017, named pLEDGE, to provide supplements to traditional financial aid and scholarships. This new program offered EDGE students who graduated from local high schools free tuition and fees for two years at College of the Desert if they enrolled full-time and committed to completing 10 hours of community service per year.

In 2018, EDGE enrollment reached 1,598 students, with 1,416 of those students qualifying as pLEDGE students. The 2018 EDGE/pLEDGE student cohort represents more than 80% of all incoming students. By 2019, EDGE enrollment reached 1,894 students, with 1,822 of those students qualifying as pLEDGE students. The 2019 EDGE/pLEDGE student cohort represents more than 90% of all incoming students.

As a result of the expanded program, EDGE now provides a way of addressing barriers to access, equity and success by integrating resources to provide a well-rounded “one stop shop” for students. The benefits of the EDGE program are now available to all students and include: summer bridge, multiple measures placement, early career exploration, reading apprenticeship, supplemental instruction, financial aid assistance, first and second year support, student success coaching, peer mentoring, early alert and mandatory student educational plans to ensure a guided pathway. What began as a boutique program for 22 Hispanic-Latino students on one campus has evolved into a comprehensive student success program for all students on all campuses at College of the Desert.

**Evidence of EDGE success**

College of the Desert made institutional research a priority years ago, and we are now able to integrate real-time data sharing into our processes and discussions with faculty, staff, and administrators. EDGE data provide evidence-based justification for the investment of College resources to support the scaling of EDGE.

- Outcomes demonstrate that EDGE students have higher success rates in English and math than non-EDGE students.
- EDGE students are attempting more units in their first semester than other first-time college students, and they are successfully completing these courses in higher numbers.
- Fall-to-spring persistence rate for first-time students is higher than both state and national averages. The persistence rate for EDGE students is 14% higher than the College’s non-EDGE students. pLEDGE student retention rates are even higher at 22% above non-EDGE students.
- Since 2017, pLEDGE students have completed nearly 10,000 hours of community service.
- The number of full-time equivalent students in EDGE/pLEDGE pays off through increased state apportionment increasing from 6,000 to 10,000 FTES in a five-year period.

By giving students the EDGE to be successful in higher education and fulfill our pLEDGE to ensure their success, College of the Desert is helping all students, and especially Hispanic-Latino students, to make a good living and live a good life.

*Dr. Joel L. Kinnamon has been working in community colleges for 30 years, joining College of the Desert in 2012 as Superintendent/President. In the past five years, the College has been nationally recognized for programs that address some of the biggest issues facing community colleges; improving college readiness, increasing completion rates, closing the equity gap for a diverse student population, and partnering with local business and industry to guarantee that graduates succeed in the workplace.*

Dr. Annebelle Nery was appointed Vice President of Instruction at College of the Desert in Palm Desert, California, in April 2019. She has more than two decades of experience in higher education, including 17 years in the California community college system and over 13 years at College of the Desert.

The Roueche Center Forum is co-edited by Drs. John E. Roueche and Margareta B. Mathis of the John E. Roueche Center for Community College Leadership, Department of Educational Leadership, College of Education, Kansas State University.
Dr. Peniel E. Joseph’s *The Sword and The Shield: The Revolutionary Lives of Malcolm X and Martin Luther King Jr.* could not have been published at a more apropos time.

As the nation witnesses around-the-clock protests following the horrific deaths of George Floyd, Ahmaud Arbery, Breonna Taylor and countless other unarmed Black men and women killed at the hands of police officers and White vigilantes, Joseph provides readers with a historical blueprint on how two of the nation’s most prominent Black leaders of the 1960s — Dr. Martin Luther King Jr. and Malcolm X — navigated the political and social terrain of their era.

While the two men who rose to international fame in their twenties are often juxtaposed against each other in America’s historical narrative — with King often portrayed as the timid and meek leader and Malcolm as the more radical militant — Joseph provides us with a deeply nuanced and complicated picture of the two religious figures. He argues that both were indeed revolutionaries who dramatically transformed the nation and indeed the world by testing a variety of ideologies designed to improve conditions for Black Americans.

Despite the tendency to pit the two men against one another — similar to how historians tend to compare Dr. W.E.B. Du Bois to Booker T. Washington — Joseph informs the readers that Martin and Malcolm were deeply aligned on many goals and opinions, albeit their tactics and public personas may have been different.

Their young widows — Dr. Betty Shabazz and Coretta Scott King — even developed an abiding friendship and sisterhood that continued decades after their martyred husbands were killed by assassins’ bullets before either one of them turned 40.

It is no coincidence then that Joseph begins *The Sword and The Shield* with the widely circulated black and white photo of Martin and Malcolm on Capitol Hill smiling and shaking hands on the national stage. On that day — Thursday, March 26, 1964 — U.S. senators were debating the pending civil rights bill that had faced serious opposition.

“What I wanted to do was get behind the photo and talk about these men converging at different crossroads in their lives,” says Joseph to *Diverse*.

For Malcolm, that crossroad is going beyond the Nation of Islam, becoming a human rights, secular political figure and a global faith leader who is anti-colonialism, anti-imperialism and who offers a critique of capitalism and a pursuit of Black radical dignity at the global level, says Joseph.

For King, that crossroad is best symbolized by his ongoing emergence as a global figure who comes to the U.S. Senate on that day as Time magazine’s “Man of the Year” and who is a few months shy of winning the coveted Nobel Peace Prize.

“I wanted to see both of them as activists, intellectuals,” says Joseph, adding that both men were policy activists, adding that Malcolm, in particular, was on a variety of political boards until Nation of Islam leader Elijah Muhammad made him stop.

“So, when we think about King and Malcolm X,
they’re interested in anti-racist policies as well as ending institutional racism.”

That rare historic meeting on Capitol Hill — the first and only time that the two men would physically meet and converse — illustrates how Martin and Malcolm were deeply concerned with transforming democratic institutions and how their presence reinforced a strong commitment to a radical form of civic engagement.

“We think of them as sword versus shield but they’re really both,” says Joseph, who holds the Barbara Jordan Chair in Ethics and Political Values at the Lyndon B. Johnson School of Public Affairs and is a professor of history and founding director of the Center for the Study of Race and Democracy at the University of Texas at Austin. “One of the reasons I wrote the book is that I didn’t want people to think you had to be team Malcolm or team Martin. We really need to be both.”

Unlike other comparative biographies on King and Malcolm X, Joseph brilliantly shows the impact that each man had on the other. “King is influenced by Malcolm and Black power,” Joseph notes, “just like Malcolm is influenced by King and King’s movement.”

Joseph calls Malcolm X the “boldest truth teller against White supremacy.” That mantle gets passed along to King after Malcolm is killed in 1965.

Still, Joseph does not bypass the stark ideological and political differences between the two. Each man is shaped in large part by their upbringing. Malcolm’s emergence as the leading Black working-class hero and political activist of the 20th century is connected to his humble beginnings in Omaha, Nebraska and later Lansing, Michigan.

Long before the Black Lives Matter movement, there was Marcus Garvey’s Universal Negro Improvement Association (UNIA), and Malcolm’s father — who was later murdered by the Ku Klux Klan — was an active member. As a young boy, Malcolm attended UNIA meetings where attendees pushed for Pan Africanism and Black nationalism in the United States and across the world.

King, in contrast, was born to an upper middle-class Atlanta family. The son of a preacher, he honed his oratorical skills at a young age and eventually enrolled at Morehouse College at the age of 15 before continuing his studies at Crozer Theological Seminary and Boston University. Over time, he saw much more hope for racial reform and believed, as Joseph notes throughout the book, that America’s racist society can be altered through public policy and moral persuasion.

“They are going to evolve and broaden their scope over time which is really what’s most striking about them,” says Joseph. “These two did not stay stuck. The more people they meet, the more places they travel, the more books they read, the more experience they get and it broadens them.”

They are also competitive with each other. As King comes to see nonviolence as muscular and a preferred tactic, Malcolm was quick to pounce, often engaging in name-calling that got personal.

“They are in each other’s head, responding to one another,” says Joseph, whose 373-page book provides a scholarly framework and historiography to how we can more accurately teach, research and think about the legacy of King and Malcolm X.

“I want people to understand the story and see the story as not quite as simple as people have been telling,” says Joseph, adding that, as a youngster growing up in New York City, he was taught that King was simply a nice guy and that Malcolm X was the more rebellious figure. That narrative, he asserts, is overly simplistic. Yet, it endures.

“He’s not just the nice guy,” Joseph says of King. “He’s the guy speaking truth to power, organizing poor people, organizing Black people and organizing a human rights campaign that’s anti-war, anti-racist, anti-capitalist, anti-imperialist.”

Joseph’s book has rightly received widespread praise since its release in April.

“Arguing against facile juxtapositions of the political philosophies of Martin Luther King Jr. and Malcolm X, Peniel Joseph has written a powerful and persuasive and re-examination of these iconic figures, tracing the evolution of both men’s activism,” says Dr. Henry Louis Gates Jr., of Harvard University.
Diverse: Issues In Higher Education salutes the following leaders for their commitment to leadership and service within the higher education landscape. Thank you for making an impact on the lives of your students, faculty members and staff. We wish you well in your future endeavors.

- Dr. Teresa Amott, Knox College
- Dr. Kaylen Betzig, Waukesha County Technical College
- Dr. Drew Bogner, Molloy College
- Dr. Trenda Boyum-Breen, Rasmussen College
- Daan Braveman, Nazareth College
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This is a list of retiring college presidents that Diverse has been made aware of and does not claim to be an exhaustive list.
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The Weaponry of Whiteness, Entitlement, and Privilege

BY TAMMY E. SMITHERS AND DOUG FRANKLIN

The death of a Black man in police custody is common sport. Actually, it is reminiscent of modern-day lynching, justifiable by a blue uniform.

African Americans are tired. We are tired. We are exhausted. Most of all, we are angry. Our anger is fueled by rage and action. If you are a White person with a heart and compassion, who believes in the humanity and rights of all human beings, who believes in equity and justice, we need you to talk with other Whites. Talk with your children, talk with your friends, and most of all, talk with your legislators. As African Americans, it is not our job to explain racism to you. Racism was not our invention, but that of your ancestors. Racism has been perpetuated and re-packaged in the form of laws, policies, banking systems, housing and capitalism. The act of valor you can offer to us is to be vocal and be unrelenting in calling out and confronting White supremacy.

— Dr. Tammy E. Smithers is a visiting scholar at the Center for Minority Serving Institutions and the Samuel DeWitt Proctor Institute for Leadership, Equity, & Justice both housed in the School of Education at Rutgers University.

Dr. Doug Franklin is a visiting scholar for the Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice in the Rutgers Graduate School of Education and the Rutgers Center for Minority Serving Institutions.