

# Diverse<sup>®</sup>

ISSUES IN HIGHER EDUCATION

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A woman wearing a black graduation cap with a gold tassel and a black graduation gown with a blue stole is speaking at a podium. She is wearing glasses and has her mouth open as if in the middle of a speech. A microphone is visible in front of her.

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Kentucky native bell hooks establishes Institute at Berea College

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to dismantle dominator culture  
to belong  
to embrace feminism  
and most of all  
to love.*



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# Family Storytellers Inspired Professor-Historian

Dr. Allyson Hobbs comes from a family of storytellers, perhaps chief among them her Aunt Shirley.

It was Shirley Kitching's fascinating stories shared during holiday and summer visits to Chicago – particularly one about an ancestor who was sent to the West Coast to live her life as a White woman by “passing” – that influenced Hobbs' decision to become a historian and author.

Now Hobbs, an associate professor of American history and director of African and African-American Studies at Stanford University, spends a lot of time researching historical people, places and phenomena and bringing those stories to life for the public – the same way Kitching and other relatives did for her.

Hobbs loves researching, writing about and teaching history.

“I think what I find most compelling about it is, students are really eager to understand history because they're trying to figure out their own place in the world,” says the New Jersey native. “They have questions about why things are the way they are today, what happened in the past to get us to now and are trying to look to history for some answers to their questions.”

Academia is not where Hobbs envisioned herself after graduating magna cum laude from Harvard University with a bachelor's degree in social studies. She thought she'd go into business – like her father – and had interned at Goldman Sachs.

“Let's just say, it certainly wasn't my forté,” she recalls. “I felt like I wanted to do something a little more creative and a little more

in the humanities.”

So she worked at an advertising agency for a couple of years and liked it but realized that she “wanted something more that would give me a chance to learn and read and write.” Her thoughts turned to what she enjoyed most in college – researching and writing her senior thesis on the Highlander Folk School in Tennessee, which was involved extensively in labor and civil rights organizing.

That experience, combined with some projects at the ad agency that allowed her to again enjoy reading and research, prompted her to go back to school. She enrolled in the University of Chicago and earned a Ph.D. in history, graduating with distinction.

Since childhood, Hobbs had longed to understand the interesting histories and experiences of her African-American parents, who grew up in Chicago, and their parents, who relocated to the Windy City from the South during the Great Migration. As a budding historian, the lens

through which Hobbs would view their lives and histories would be Chicago itself.

“You have to understand Chicago to understand African-American history,” Hobbs contends, noting its longtime centrality to Black culture.

And that, along with one of Aunt Shirley's stories, is what led to research and ultimately an award-winning book about the racial phenomenon of passing – when very light-skinned and European-featured Black Americans secretly pass themselves off as White people. Published in 2014, *A Chosen Exile: A History of Racial Passing in American Life* explored the history of passing in the United States from the 1700s to current times.

It was Hobbs' first book and won the Lawrence Levine Prize for best book in American cultural history. The Organization of American Historians also honored the book with its Frederick Jackson Turner Prize for

best first book in American history.

At Stanford, Hobbs teaches courses on American identity, African-American history, African-American women's history, twentieth-century American history and culture, and American road trips, migration, travel and mobility. She has won several teaching awards, including the Phi Beta Kappa Teaching Prize, the Graves Award in the Humanities and the St. Clair Drake Teaching Award, and has received fellowships from the Ford Foundation, Michelle R. Clayman Institute for Gender Research and the Center for the Comparative Study of Race and Ethnicity.

In addition to contributing writings to *NewYorker.com*, Hobbs is working on her second book. *Far From Sanctuary: African American Travel and the Road to Civil Rights* documents the multiple ways that cars shaped the lives of generations of African-American motorists on the road. Hobbs has been traveling to Southern towns, gathering information about how an economic triumph for many Black people became a literal vehicle for trauma and tragedy.

As important as reading and searching archives are to a historian's work, Hobbs says, it's just as important to travel and talk with people personally.

“That's really what makes history so important and so meaningful, because it really does sort of expand your thinking and open your eyes to different experiences,” she says. “And it's important to listen. When someone shares their story with you, that's a really powerful and generous thing for them to do.”

The lessons that history teaches are important, Hobbs adds, quoting the maxim that history may not always repeat itself but it often rhymes.

“Understanding of the past will allow us to make a better future, make better decisions, try to be more inclusive and more tolerant than what we were,” she says. “And it will help us understand other peoples' experiences, too, allowing us to be better people, kinder people, more empathetic.” ■

– LaMont Jones Jr.



## Buckingham University to Require Students to Sign “Drug-Free” Campus Pledge

Buckingham University, located in England, has announced it will begin asking its incoming students to sign a pledge that says they will not use drugs on campus, in an effort to become Britain’s first “drug-free” campus.

The new initiative comes after the University of Sheffield was condemned for providing instructions on how to safely take drugs on its website.

Buckingham’s vice chancellor, Sir Anthony Seldon, announced the new plan in a Daily Mail column, citing how the university will adopt a “compassionate policy” to deter drug use.

“I asked myself what kind of moral leadership university leaders were providing in colluding in the mass consumption of illegal drugs on our premises,” Seldon writes.

Students struggling to refrain from drug use on campus will be offered support services, but if they continue to break the university pledge they will be asked to leave.

## UVI President Elected to Kansas State Athletics Hall of Fame

University of the Virgin Islands (UVI) president Dr. David Hall was elected to the Kansas State University Athletics Hall of Fame. Hall was a Kansas State (K-State) basketball player and is one of nine distinguished alumni inducted in September.

Named “All American” and three-year letterman for his athletic and academic accomplishments, Hall participated in two Big Eight Championships (1970, 1972) and still ranks in the following categories: third in rebounds (827), fourth in double-doubles (30), double-digit rebounding games (36) and sixth in rebounding average (10.1 rpg.).

After graduating K-State with a bachelor’s in political science, Hall played professional basketball in Italy.

This year’s inductees make up the 12th class in the university’s athletics history. The official induction ceremonies took place on Friday, Sep. 28, and the inductees were recognized the following day during a halftime at a Kansas State football game.

Hall has served as the fifth president of UVI since August 1, 2009.



## UT Austin Achieves Highest Four-Year Graduation Rate in its History

The University of Texas at Austin (UT Austin)’s Class of 2018 achieved the highest graduation rate of 69.8 percent for a four-year program in the university and of any public university in the state during the recent academic year.

Among the percent of UT Austin’s most recent graduates, a record number of minority, first-generation and Pell-eligible students graduated in comparison to its Class of 2012 graduates.

In 2018:

- The percentage of first-generation students who graduated in four years increased from 40.9 in 2012 to 61.5 percent.
- The percentage of Pell-eligible students who graduated in four years increased from 40.3 in 2012 to 61 percent.
- The percentage of Hispanic students who graduated in four years increased from 42.9 in 2012 to 63.7 percent.
- The percentage of African-American students who graduated in four years increased from 36.6 in 2012 to 58.4 percent.

The institution credits its improved graduation rates to new student success programs and new ways to analyze student data.

## MDC Awarded \$10 Million to Grow its American Dream Scholarship

The Alabama State Department of Education distributed report cards for the state’s colleges and universities that train future teachers, and officials said they are impressed with how well-prepared public school teachers are.

These are the first report cards issued by the state since 2009. Colleges and universities didn’t receive letter grades on the report cards but received numbers related to three procedures of teacher preparation: the percent of students who pass the required teacher tests; survey results from first-year teachers regarding how prepared they felt for that school year; and survey results from the principal of the school that hired a first-year teacher.

Alabama State Superintendent Eric Mackey was pleased with the results and met with the deans of the colleges of education to discuss how they can do better preparing teacher candidates’ to teach elementary mathematics, social studies and science classes.

The report cards are based off test score and survey results from first-year teachers in 26 public and private colleges of education during the 2016-17 school year. Results were separated by bachelor’s-level (Class B) and master’s-level (Class A) students.



## WVU President Bans Five Fraternities After Trying to Form Independent Council

West Virginia University (WVU) president Dr. E. Gordon Gee decided to ban five fraternities after they announced the formation of an independent group after seeing new Greek life rules and regulations, such as a delayed freshman rush.

In a letter issued to WVU students and faculty, Gee said the five fraternities - Alpha Sigma

Phi, Kappa Alpha Order, Phi Sigma Kappa, Sigma Chi and Theta Chi - are banned from campus grounds for at least a decade.

The fraternities first decided to establish an independent interfraternity council after seeing the announcement to push the start of freshman rush to the spring semester. The decision was made in an effort to limit hazing and alco-

hol abuse within WVU Greek life following the death of 19-year-old Nolan Burch in 2014, who was rushing Kappa Sigma at the time.

After becoming aware of the new council’s creation, university officials tried to reach out to the then-campus fraternities to try to resolve the conflict, but the chapters ignored the requests.

— Compiled by Monica Levitan

## Dooley is First Woman and African-American Provost at UCF

BY LAMONT JONES JR.

The University of Central Florida (UCF) is determined to gain designation as one of the state's preeminent institutions of higher education, and a historic administrative appointment has been made to help the large, Orlando-based institution make it happen.

Dr. Elizabeth A. Dooley, who had served as interim provost since April, has been appointed provost and vice president for academic affairs and is the first woman and the first African-American to hold the position in the school's 55-year history.

Dooley will play a key leadership role in UCF's goal to attain 11 of 12 key state metrics within three years, with six already met. Student success is at the heart of the designation, and Dooley has the education, experience and passion to help the most challenged students achieve.

Before arriving at UCF in 2015, Dooley spent upwards of 25 years at West Virginia University (WVU). She was associate provost for undergraduate academic affairs, the founding dean of the University College and interim dean of the College of Education and Human Services. She also was the department chair of Curriculum Instruction/Literacy Studies and Special Education and directed numerous university programs.

Dooley credits her vocational success to her parents, who instilled important values in her and her five siblings as they grew up in the small town of Fairmont, West Virginia. Their father was a coal miner who worked his way up to federal safety inspector, despite having dropped out of school after the seventh grade to work and take care of his mother and his two little sisters when his father died.

"He had an amazing, strong work ethic," recalls Dooley. "So even with a limited education, he was always interested in lifelong learning."

Her mother had finished high school and earned a nursing certificate but chose to stay at home to focus on raising the children.

Dooley's mother died before Dooley graduated from Alderson Broaddus College with a bachelor's degree in elementary education with a specialization in mental retardation. Her father died between the time she received a master's degree in special education with certification in learning disabilities from WVU and began earning a doctor of education there.

"They planted the seeds but did not see the fruit," says Dooley.

But the love of learning and community engagement and advocacy that they had cultivated in her continued to inspire her. As

an undergraduate, during a cooperative education assignment, Dooley got her first experience interacting with children with learning disabilities.

"It was pivotal for me," she says. "I saw that those kids had wants and needs and I understood perfectly well that if we embraced all students, they could do better. I wanted to be part of that."

Dooley initially planned to work in curriculum and central administration in a school district. However, the ability to have a wider, multiplied impact on students motivated her to enter the realm of higher education.

"I was always about scale and impact," she says.

It's a mindset that can help UCF enhance its mission to "lift lives and livelihood," as Dooley describes it, in an environment of excellence and high expectations. About one in five of UCF's 67,500 students is first-generation.

"I often say that the university's mission aligns with my core values," she says. "Because of that, I see myself certainly adding to that narrative."

UCF intends to become a university model that other schools emulate and scale in their own contexts, she says, and she envisions that happening as UCF gains preeminence status.

"It's going to be a big challenge, but this community is so amazing," Dooley says. "They embrace cooperation, collaboration and partnerships like I've never seen. So, I have no doubt about us accomplishing that in the near future."

UCF president Dr. Dale Whittaker praises Dooley in an article published recently in UCF Today, calling her "the right choice" and citing her strong leadership while interim vice provost for teaching and learning and dean of the College of Undergraduate Studies.

Dooley is "deeply committed to academic excellence" and "understands the critical role that higher education plays in shaping Florida's future," says Whittaker, who in July became UCF's fifth president. "As provost, she will help UCF set the pace for what it means to be a model for the 21st century, driving talent and ideas as one of the nation's top 10 most innovative universities."

As Dooley settles into her post, she is encouraged by a deep well of support, from the academic community to her husband, daughter and sisters.

"This is about all of us," she says of her trailblazing appointment. "This is not an individual win; this is not a single win. This is for all of us, and I pay homage to my community. It's exciting and I'm elated, and I truly am humbled for this opportunity." ▣



Dr. Elizabeth A. Dooley



## Gordon State's New President Reflects on First 100 Days

BY JAMIE ROGERS

**D**r. Kirk Nooks, Gordon State College's new president, spent his first 100 days in office not teaching but learning as much as he can about the institution and the student body it serves.

Nooks, who assumed his role on June 1, spent the first three weeks of classes living among students in a first-floor room in the Commons B dormitory.

"That gave me an opportunity in an informal setting to meet with students from time-to-time," he says. "They provided unfiltered feedback; whether it was 8 o'clock in the morning as I'm walking out to meetings or whether it was at 10:30 or 11 o'clock at night when they're just coming alive to hang out and relax."

Nooks' decision to take up residence in the dormitory will inevitably make the students' overall experience more impactful, says Dr. Jeffery Knighton, Gordon State's provost and vice president of academic affairs.

"For faculty and staff, this action on the president's part showed his words were not empty, but he is truly committed to the students' experience," Knighton says. "I have personally heard from students how 'cool' it was that the president was actually in a room on their floor and they could simply knock on his door and he would invite them in," Knighton says of Nooks, who is the fourth president of Gordon — a public college that joined the University System of Georgia in 1972.

Nooks' new role at the Barnesville, Georgia school brings him back to the university system. Earlier in his career, he served as campus dean and executive liaison for diversity at Georgia Highlands College before assuming teaching and administrative posts at Northern Virginia Community College and Prince George's Community College.

From 2013 until his appointment earlier this year, Nooks was president of Metropolitan Community College (MCC)-Longview in Lee's Summit, Missouri.

"I wanted to come here to learn what was already being done; to learn about the people and about their dreams and aspirations and to start crafting a vision to see what would fit and what would work at Gordon State," says Nooks, a rising star among college presidents.

In his first weeks on the job, Nooks worked with the Student Government Association to host a series of town hall meetings, where he learned that students wanted more opportunities to engage in

activities during the week and on the weekends.

Taking that feedback into account, Nooks says that he worked with staff to expand the hours at the Student Activity and Recreation Center (SARC).

"Just this past week we announced that we are going to have homecoming and that's going to be scheduled for February," he says. "There's excitement in the air because this is something they've been interested in."

At the request of students, Nooks says that his administration will also study the feasibility of Greek life and football on campus.

"One of Dr. Nooks' consistent messages to the entire campus is that the only reason we are here is for students," says Knighton.

Goals beyond the first 100 days include graduating more students and increasing enrollment.

Right now, the student body is about 3,700, down from about 5,000, not too long ago. Nooks says that, although he would like the student population to increase, he realizes that there are outside factors, such as the economy, that affect enrollment.

In his first few months on the job, Nooks says he has leaned heavily on his faculty.

"They are, to me, true role models of the academic enterprise."

In addition to the Student Success Summit that he hosted on Aug. 1, where staff and faculty reviewed institutional data over the past several years, Nooks presides over listening sessions where he solicits feedback from faculty who recently completed a survey about their perceptions of the college.

"It's getting a qualitative perspective on quantitative data," he says.

Nooks says that he has plans later this month for a "Data Day" where academic leadership and faculty can strategize over ways to enhance data points and then fold them into the strategic plan that they will begin to work on in December.

Knighton says Nooks trusts the leaders who report to him to perform at a high level of excellence.

"As the provost, I appreciate this level of trust and am honored to serve with him to move our institution forward," says Knighton.

An advocate for shared governance, Jan Rog, an MCC-Longview faculty member in its English department, worked with Nooks during his tenure as president there and recalls how genuinely interested he was in the people around him, no matter their background or experiences.

"Dr. Nooks affirms and appreciates the great diversity of those around him," says Rog. "I observed how he would always take time to focus on the person directly before him, and he consistently showed genuine interest and concern for the individuals affected by larger social movements."

For Nooks, higher education is an opportunity to forge meaningful relationships both on and off campus.

"I'm a big believer in the college serving the community and for the college to continue serving the community in deep and authentic ways," he says. ▣



**Dr. Kirk Nooks with Gordon State College students.**

## Study Reveals Bias Against Female Basketball Players at HBCUs

BY TIFFANY PENNAMON

A new study by a Middle Tennessee State University (MTSU) professor indicates that women's basketball teams at historically Black colleges and universities (HBCUs) are penalized at higher rates than teams from other institution types, suggesting that long-standing assumptions of racial bias in college athletics could be true.

Although HBCU teams only accounted for only 6.9 percent of the 333 institutions analyzed in the study, they were the five most penalized teams in the 10-season study period, according to Dr. Andrew Dix, assistant professor of communication at MTSU. Further, eight out of the 15 most penalized teams were HBCU teams.

Dix posits that bias, coupled with limited referee monitoring and overrepresentation of White males in the National Collegiate Athletic Association's (NCAA) senior leadership, has resulted in a "micro-level rules structure for personal fouls that is disadvantageous for female basketball teams from HBCUs."

In the study, which was recently published in the *Howard Journal of Communications*, Dix identifies 23 HBCU women's basketball teams and 310 women's basketball teams from predominantly White institutions (PWIs). He calculates each team's 10-year average of personal fouls per game (PFPG) using NCAA Division I women's basketball data from 2008 and 2017.

Study findings showed that, during the study period, female HBCU teams were called for a PFPG average of 18.91 by referees compared to PWIs' PFPG average of 17.15, demonstrating referee bias, according to Dix.

Every women's college basketball team from an HBCU held a PFPG average above the Division I average, the study found. No PWI held a PFPG average that was statistically significant at the .01 level.

"Adverse calls against HBCUs relative to PWIs in women's college basketball offer circumstantial evidence of a larger socio-cultural issue that has hamstrung HBCU sports teams within the field of play," Dix says in an email to *Diverse*. "Fostering a dialogue on referees calling more personal fouls against HBCU women's college basketball teams relative to PWI women's college basketball teams is a good starting point for creating awareness that will better inform sports consumers and hopefully bring about meaningful change on the women's college basketball court."

The scholar's research also shed light on referee bias against HBCU college football teams playing from 2006 to 2015. Dix's prior study in the *International Journal of Science Culture and*

*Sport* similarly found that the 13 most penalized teams were from HBCUs.

With this latest study on bias in collegiate women's basketball, Dix took a Black Feminist Thought approach to his work because the theoretical framework is "designed to offer caring dialogue for those that have been marginalized and because Black Feminist Thought is designed to promote social change" – in this case, particularly around how referees officiate within the fields of play, Dix says.

Brianna Clark, a Ph.D. student in Howard University's Higher Education Leadership and Policy Studies program and assistant volleyball coach at Trinity Washington University, says she was not surprised by Dix's findings.

"There have always been clear and distinct inequalities against women in college athletics, especially Black women," Clark says. "There is a lack of protection for our Black women athletes, and that disappointing reality is further proven within this study."

Conversations about the treatment of Black and women athletes in sports overall have been prominent this year.

Following reports that she was drug-tested more than any other tennis star, Serena Williams cited discrimination as the reason other players did not receive equal testing. Moreover, Williams' and umpire Carlos Williams' controversial U.S. Open clash in September led some observers to argue that the tennis star's outbursts of frustration would not result in penalties if she were male, underscoring an interconnection of gender and race.

In the context of collegiate sports, Clark says leadership and spectators must hold individuals and staff accountable for their actions against players and ensure that all student-athletes receive the treatment they deserve on and off the field or court. She also cautions against encouraging athletes of color to "manage" their expressions while competing.

"I want my players to authentically feel and have a space where they can express themselves in a healthy manner," Clark adds. "In telling athletes of color to 'manage' or essentially make their actions seem 'less aggressive' contributes to the narrative of White supremacy within college and professional sports."

Dix's study has wider implications for NCAA officials, institutional athletic directors and other sports stakeholders. One thing he hopes leaders take away from the research is the potential use of internal investigations or audits to determine why HBCU women's college basketball teams receive the most penalty calls.

"Stakeholder[s] that I would hope have the greatest takeaway from this study would be the athletic directors of HBCU programs and the coaches of HBCU women's college basketball teams," Dix says. "These empowered individuals at HBCU athletic programs should know what is occurring in the field of play and now they have hard statistical data to support it." ■



Dr. Andrew Dix

## After College Presidency, Vincent Pushes for Access to Education as Head of Fraternity

BY JAMAL ERIC WATSON

Nearly six months after Dr. Gregory J. Vincent stepped down as president of Hobart and William Smith Colleges, the legal and diversity scholar has continued to champion education causes through his new role as CEO and chairman of Sigma Pi Phi — also known as the Boulé.

Vincent's unanimous election to lead the international fraternity that once counted Drs. W.E.B. Du Bois and Martin Luther King, Jr., as members came two months after an anonymous email was sent alleging that he plagiarized parts of his dissertation. Vincent vehemently denies the allegation but acknowledges that there were some citation problems, which officials at the University of Pennsylvania have since allowed him to correct. According to sources at the Ivy League school, those corrections have been made and Vincent's doctoral degree stands.

"The dissertation did make an original contribution," Vincent says in a recent interview with *Diverse*. "It wasn't that I was rewriting my findings; there were just some technical issues that needed to be addressed."

In April, Vincent resigned as president of his alma mater "to avoid any further stress to the campus community" and has since turned his attention to advancing educational opportunities for African-Americans through his work with the 5,000-member Boulé.

"We've always been about promoting educational excellence," says Vincent about the fraternity that was founded in Philadelphia in 1904 by a small group of physicians and medical professionals committed to promoting a classic liberal arts education.

Now, with Vincent at the helm, the Boulé — which operates as a discreet organization — has stepped up its efforts to support historically Black colleges and universities (HBCUs), provide scholarships to students and encourage civic engagement.

The organization, which boasts a \$21 million endowment through its foundation, has also taken public positions on a wide range of issues, including encouraging political participation in the upcoming elections.

While serving as the spokesperson for the University of Texas at Austin during the *Fisher v. University of Texas* case that upheld the use of affirmative action in higher education, the Boulé was a steadfast supporter.

"How do we educate our communities about voter turnout and voter literacy so that we make sure our vote is not suppressed?" asks Vincent, adding that the Boulé is nonpartisan, even though some of its members, including Democratic gubernatorial candidates Andrew Gillum and Benjamin Todd Jealous, are active.

After President Barack Obama announced the My Brother's Keeper Initiative — an effort to address opportunity gaps facing young men of color — the Boulé was one of the first groups to form a partnership with The White House.

Dr. Antoine M. Garibaldi, president of the University of Detroit Mercy and a member of the Boulé, says that Vincent — who is also

the senior counsel to the National Diversity Council — has made HBCUs a central piece of his two-year term.

"I am very, very proud to work with him," says Garibaldi, adding that Vincent understands the plight of HBCUs and the importance of these storied institutions in recruiting, retaining and graduating Black students. "Our collaboration has been very close."

In 2004, the Boulé made a conscious decision to ensure that its 130 member organizations across the country were working with their local school districts and community-based organizations.

"Our goal is not to get fanfare; our goal is to help our community and we've been doing that since 1904," says Vincent, who added that the Boulé has promoted a robust campaign to encourage more African-Americans to go on to medical school.

"The number of African-Americans going to medical school has stagnated and producing physicians is something that's critical," he says. "We know that having access to healthcare is literally a life and death issue."

As was the case when he was a college president, Vincent is barnstorming the country, raising money for the organization's foundation, which currently gives out a million dollars in grants a year. In the process, he is also shoring up relationships with partner organizations like Jazz at Lincoln Center in New York, the United States Tennis Association and the



Dr. Gregory J. Vincent

PGA.

"It takes executive-level leadership to lead this complex organization," says Vincent, who oversees a small office headquartered in Atlanta and has plans to grow the endowment to \$50 million over the next few years.

Dr. Jerlando F. L. Jackson, chairman of the Grand Boulé Social Action Committee, says that Vincent's work as vice president for diversity and community engagement at the University of Texas at Austin "transformed how the institution prioritized diversity and community engagement and, in turn, provided a model for the rest of higher education."

Jackson, who is the Vilas Distinguished Professor of Higher Education at the University of Wisconsin, Madison, says that Vincent brought the same transformational leadership vision to Sigma Pi Phi fraternity through his work with the Grand Boulé Commission on Young African-American Males and Grand Boulé Social Action Committee.

"I had a bird's-eye view serving as a committee member in both cases," says Jackson. "I am delighted to serve as part of his executive committee because he will position the fraternity as a lead organization in addressing longstanding grand challenges that are impacting the Black community." ■

# Returning to her Rural Roots



By Jamal Eric Watson

BEREA, KY. –

On a Friday morning late last spring, bell hooks was sitting comfortably on a couch perfectly situated in a spacious single-family home that Berea College purchased and had since converted into an Institute bearing her name.

On this particular day, hooks — arguably one of the nation’s most prominent authors and feminist scholars — was interested in talking legacy — hers and other Black writers.

That was the impetus for the creation of the bell hooks Institute, which was founded in 2014 by hooks and headquartered at Berea — the small liberal arts work college where no student pays tuition.

“I was seeing that so many individual Black writers and thinkers were dying without having protected their legacy,” says hooks, who is the author of numerous books including *Ain’t I a Woman: Black Women and Feminism* and *Feminist Theory: From Margin to Center*. “Sometimes as African-Americans we exist in a kind of schizophrenia. We know that imperialist White supremacist, capitalist, patriarchy is real but then we think, ‘If we just follow the rules, we’ll succeed.’”

hooks, who is close friends with feminist activist Gloria Steinem, says that she watched how so many worked across the years to safeguard Steinem’s legacy, but “when I looked around, especially for Black women writers, that’s not the case.”

For hooks, legacy is not the same as an archive, although both are critically important.

“I was discouraged because other Black women said to me, ‘You don’t need an Institute, you don’t know what you’re doing,’” says hooks. “And I was really shocked, not to get the support but I think that’s the schizophrenia that we live within. People act like, ‘Well, your books will be around.’ You can’t count on this White racist world to keep anything of ours with the care and the

commitment that we would like for it to have.”

That spirit of self-determination has been a guiding force for hooks who has turned the institute into a place where locals can engage in discussion about a variety of present-day issues.

“People don’t realize that attending a lecture at a university is a very class-based phenomenon,” says hooks. “There are people who come to this institute who would never come to a lecture on campus because it feels accessible, it feels present.”

Because of who she is, hooks has been able to attract high-profile scholars such as Dr. Cornel West and Laverne Cox, the transgender actress and LGBTQ advocate.

“She’s a big bell hooks reader,” says hooks about the star who rose to prominence for her role as Sophia Burset on the Netflix series “Orange is the New Black.”

Like Cox, actress Emma Watson, called hooks’ assistant several years ago and requested a meeting.

“And of course, I was like ‘Who the hell is Emma Watson?’” hooks recalls with a laugh. “But we went to lunch and we connected and she came here and this is a gift.”

For hooks — who does not use the Internet and continues to read a book every day — the Institute has been the gathering place where students and everyday people can engage in intimate conversations with some of the nation’s most celebrated thought leaders.

Such was the case for Fred Baker — who students, faculty and staff affectionately call “Mr. Fred.”

After retiring from IBM/Lexmark in 2008, Baker began working at Boone Tavern, the local hotel owned by Berea College.

“Fred has just been a faithful and loyal worker here and so when Cornel West came, I was like, ‘You have to talk to Fred.’”

The opportunity to engage in a dialogue with West was life transforming for Baker.

“Fred just kind of wept,” remembers hooks. “Never in his wildest dreams, did he think he would have one-on-one time with Cornel West.”

hooks — who coauthored *Breaking Bread: Insurgent Black Intellectual Life* with West — has shared a long friendship with the



Left: bell hooks at a book-signing. Right: bell hooks speaking at an event.



philosopher stretching back to their days as faculty members at Yale.

"I learned a lot about being gracious from Cornel because he takes the time," says hooks. "And sometimes it's annoying because it's like, 'Come on, Cornel.' But he has a big open heart."

West's criticism of President Obama across the years has hurt his cause, says hooks.

"Unfortunately, I do think Cornel went too far in his obsessive critique of Obama, and that makes me sad because he ended up losing esteem in so many people's eyes. And was it worth it?"

## Return to Kentucky

After a storied career teaching at some of the nation's most established institutions, hooks — who was born Gloria Jean Watkins and later took the pen name bell hooks from her great grandmother Bell Blair Hooks — decided to return to Kentucky to be closer to her parents.

"Our parents were really aging and it was clear that they were not going to be around for many more years, and I wanted to be near them," says hooks, who is one of seven children.

After a talk at Berea College, she fell in love with the institution and the students that it serves.

"I felt very much that I wanted to give back to the world I came from," she says. "I grew up in the hills of Kentucky and I wanted these students to see you can be a cosmopolitan person of the world but still be connected positively to your home roots."

Now a Distinguished Professor in Residence in Appalachian Studies, hooks says that Berea College provides her with the opportunity to pursue her interests.

"Part of what Berea has offered me through wonderful administrators is the freedom to be as I am, to think as I want, to have this space," she says of the institute, which she raises funds to support.

That fierce independence, she notes, is not common in everyday society.

"I think that on some level, we've all been diminished by academic institutions becoming where we're housed," she says. "I think about the magic and energy of a [James] Baldwin, but Baldwin was never housed in an institution. But all of our thinkers that are deemed important and valuable are at institutions."

She continues: "I think it does something to how you think to be institutionalized because the Bible says, 'The servant cannot serve two masters.' Because once we become institutionalized, we are committed to serving a master and then in our intellectual work and imagination, we are working to serve that and it's hard."

Earlier this year, hooks was inducted into the Kentucky Writers Hall of Fame, a recent highlight of her fascinating career.

"People don't want to remember the racial apartheid that really was a significant aspect of Kentucky's history," she marvels when she thinks about the honor. "The town that I grew up in was completely segregated with White people ruling and on top."

And there was fear, she says, "like a low-level fever."

"As Black girls we knew there were White men who came into

our communities as sexual predators and there were a whole set of instructions our mother would give us like, 'if he says come over to his car, don't go,'" hooks recalls. "And I think that level of racial assault was so normalized for our parents that the idea that it was actually impacting us psychologically was not clear to people 50 and 60 years ago."

An earlier pioneer in Black feminism, hooks says that she is profoundly worried about the direction of the feminist movement.

"I don't know where we are," she says. "I feel like we've gone in a negative direction in thinking that feminism is about women against men; that thinking it's only about issues having to do with sexuality and not that it's really about a larger framework of self-actualization."

For hooks, "White supremacy trumps feminism," but in the age of social media she says that comments made by scholars are "so distorted and personalized" as was the case when she gave a talk about the slave trafficking of Black girls and referenced Beyoncé who she said was like a terrorist.

"People did not contextualize my comments and just flew with the comment and I became the enemy," she says. "People would say, 'You hate Bey?' and I would say, 'Honey, I don't know Bey. I am a critical thinker and that's what I do.'"

In an interview with *Diverse*, West says that hooks is "a giant who will be appreciated even more as the culture catches up with her."

Berea College's president Dr. Lyle D. Roelofs says that hooks has been a welcome addition to the college founded in 1855.

"We are so fortunate that bell hooks has chosen to join us in Berea, to create the bell hooks Institute as a companion to Berea College and to house her papers with us," says Roelofs. "Her rigorous, innovative and critical thought are as inspirational to the intellectual enterprise of our school as they are affirming to our mission of social justice. Acting as a magnet for other great scholars and social commentators, they come from near and far, enriching our school, our town, and the entire region with their presence."

At 66, hooks — who never married and never had children — is still engaged in enterprising scholarship.

But she is also comforted in being close to her sister — Dr. Valeria Watkins — who is also on the faculty at Berea and returning to her native Kentucky.

"I tell people I'll be living in Berea until I die," she says. "This is my home."

These days, she thinks a lot about her parents. Her father was a custodian and her mother, a homemaker, who wanted the best for their children.

"I think that it was hard for them," hooks says. "Like so many families we were dysfunctional in ways, but there was a deep commitment to each of us and our growth."

hooks, who attended Stanford University and later earned a Ph.D. from the University of California Santa Cruz says that being back in Kentucky has felt like home.

"These hills I come from that's allowed me to become and emerge as bell hooks, my great-grandmother's name as my own calling card is pretty amazing," she says. "And that's what Berea College offers these students — the opportunity to self-develop, to self-actualize and not be stigmatized." ■



bell hooks with actress Emma Watson

# NYU's Faculty First Look Coaches Ph.D. Students of Color for Tenure-Track Faculty

By LaMont Jones Jr.

NEW YORK CITY –

**M**aurice Shirley wants the inside scoop on how to get a tenure-track teaching post in higher education, and the Faculty First Look program at New York University in October is giving him a big dose.

Shirley, a doctoral student at NYU, is among 31 scholars nationwide selected for the program's second cohort. Housed in the university's Steinhardt School of Culture, Education, and Human Development, Faculty First Look debuted last year with the goal of helping underrepresented students prepare to seek their first tenure-track faculty job.

The group meets first in the fall for two days and then reconvenes in the spring for the second half. The Oct. 10-11 gathering – the first for the second cohort – featured presentations by NYU faculty and administrators on topics such as crafting effective cover letters and curriculum vitae, cultivating a professional presence on social media, understanding faculty recruitment processes and what search committees look for negotiating a job offer, appreciating the dynamics of the first two years on faculty, considering postdoctoral fellowships, and learning how to build inclusive classrooms and navigate microaggressions in university spaces.

Shirley, who is in his fourth year of doctoral studies, says he was impressed with “a great layout of high-quality information” that helped him understand aspects of the process beyond the stress.

“It was almost like an iceberg,” he says. “I saw the tip and they revealed what was under the surface.”

“I want to know all of the nuances that nobody really tells you

until you get into the thick of it. That first interview, you don't have time to learn. That might be the job you want, and you don't want to flub it.”

But given the competitiveness of tenure-track faculty positions, a brand new Ph.D. graduate may have to consider other routes first such as a post-doctoral fellowship, adjunct teaching, a non-tenure track position or a job in a related field such as public policy or the nonprofit sector.

That was a major take-away for Texas-born Shirley, who received his bachelor's degree in English from Ohio State University and a master's in higher education and student personnel administration from NYU.

“Don't give up,” says Shirley. “Just because you do not initially find a job that is for you does not mean they're not out there. It's a long road that is being traveled. It's a marathon.”

NYU started Faculty First Look to help more underserved candidates of color enter the pipeline to college and university faculties, where academics of color remain underrepresented. And while the initiative provides a potential talent pool for NYU, it prepares the fellows to be successful on campuses anywhere, notes Dr. Stella M. Flores, who directs the program as associate dean for Faculty Development and Diversity.

Impact, inclusion and innovation are part of NYU's DNA and the motivation behind the program, says Dr. Dominic Brewer, the Steinhardt school's Gale and Ira Drukier Dean. Now leaders are exploring how to expand the selective program across the university and beyond, adds Dr. Charlton McIlwain, vice provost for Faculty Engagement and Development.

Here are some highlights from the coaching that fellows received:

- Used carefully and strategically, social media – particularly



FFL director Dr. Stella M. Flores presents keynote speaker Dr. Michael Sean Funk.

PHOTO COURTESY OF LAMONT JONES JR.

Twitter – can be an effective tool to network and expand the reach of an academic as a relatable thought leader, says Nitasha Maindiratta, the school’s digital marketing and communications associate.

- A cover letter should be tailored to the job advertisement and the curriculum vitae should be organized to convey a message and tone that thoroughly yet succinctly speak to an applicant’s qualifications for a position, plus an ability to fill a gap in the advertised program.

- Effort must be invested in working with faculty who will write a strong letter of recommendation, says Flores. “What you want to bring forth is a strong scholarly identity. It’s nice that you’re a great person, but that’s not going to get you the job.”

- On paper and in interviews, “come across as having ownership of your research” and “get in the mindset of developing a research agenda,” advises Dr. Shondel Nero, professor of language education.

- Preparing mentally and visually for a Skype interview – a common step in the faculty recruitment process – is critical to enhancing chances of getting an on-campus interview in the final phase of the selection process.

- Knowing when and how to negotiate a job offer, including interacting with candor and the right tone, is important, says Dr. Pamela Morris, NYU’s vice dean for research and faculty affairs.

- Throughout onboarding the first academic year and spending the second year getting published and preparing for performance review the third year, “always stay connected to what you love” about higher education and that will help you persevere, says Dr. Lisa Stulberg, associate professor in the school’s Sociology of Education department.

Queens native Jackie Cruz, who began her doctoral studies in the sociology of education at NYU in 2014 and expects to graduate in 2020, was a fellow in the first cohort and returned this year to encourage the second class. With a bachelor’s degree in English from Wesleyan University, a stint in Malaysia as a Fulbright Scholar and a master’s from Harvard University’s Graduate School of Education, the first-generation college graduate said Faculty First Look demystified the application process and will give her an edge as she seeks a tenure-track teaching position specializing in women’s equity and education.

“When you want to find a tenure-track position,” she says, “there are so many things that you have to do – but not a lot of places where you can find out so much information.”

The program yielded fruit for inaugural fellow Dr. Keisha T. Lindsay, an NYU alumna who is now an assistant professor and Provost’s Fellow in the Department of Communicative Sciences and Disorders at NYU. A speech language pathologist and clinician, she is building an academic career researching how speech and language skills develop in children from culturally and linguistically diverse backgrounds, particularly language acquisition in children from the English-speaking Caribbean.

The Faculty First Look program gave her “information that really transformed the way I looked at the academy,” says Lindsay, a native Trinidadian. “I came to the program to see what it was all about, and I learned a lot.”

The current cohort is among the first NYU students to engage with renowned Panama-born entertainer and political leader Rubén Blades, a Harvard Law School graduate who is beginning a stint as Steinhardt Scholar-in-Residence. Fellows were enthralled as the singer-songwriter-actor engaged them in a free-ranging question-answer session after remarks by the singer-songwriter-actor at a reception at the university’s Torch Club.

“Some believe that music awakens a part of your brain that cannot be reached by anything else,” says Blades, who founded a political party in Panama in 1990, ran for president there in 1994, has recorded more than 30 albums that netted 17 Grammy awards, and remains an in-demand actor. Decisions to cut the arts in education are made by people who suggest that artistic expression is “weak” yet at the same time

fear its power, he says.

Asked how he has been able to integrate his musical creativity and passion for social justice without politicizing his art, Blades, who has worked with Denzel Washington and collaborated with Michael Jackson, says: “I never lost sight that I am a part of the community. I was a writer who wrote about what was around me. That’s why I survived. I’m not a political singer, because that is a propagandist. I write social justice.”

In an interview with *Diverse*, Blades, who first came to New York City in 1974, says he sees his appointment at NYU as an opportunity to learn as well as teach.

“I’m always surprised when they invite me anywhere,” says Blades, 70. “I am not always conscious of my impact. But [scholar-in-residence] made sense because I have such a diverse and strange background; it provides credibility through the experiences I have that I can share with younger people and perhaps give them a perspective.”

Flores says other schools are seeking NYU’s advice as they consider adapting Faculty First Look to their campus contexts. The program represents the sort of serious grass-roots initiative needed to culturally diversify college faculties and administrations, she adds.

“It’s not just about admissions; it’s about who’s going to teach our students and lead our universities,” says Flores. “Right now, we have the biggest demographic mismatch between who our new students are going to be and our professors and institutional leaders. It’s a matter of national integrity. Faculty and administrators need to represent the students they’re teaching.” ▣



**Panama-born entertainer and social justice advocate Rubén Blades, NYU Scholar-in-Residence.**



# How Should College Leaders Respond to Campus Protests?

By Jamie Rogers

**T**he way university presidents and their administrations respond to student protesters have come under scrutiny as college campuses increasingly become the venues of choice for demanding action on ire-raising topics.

How presidents react is connected to how they view activism, says Dr. OiYan Poon, an assistant professor of higher education leadership and director of the Center for Racial Justice in Education Research at Colorado State University.

She says that negative sentiments about student activism comes out of concern for liability - that is, altercations and students damaging property.

For example, presidents may think of the violence that broke out in 2017 at the University of California at Berkeley after students heard that conservative media personality Milo Yiannopoulos was to visit the campus, says Poon.

Protests broke out, and the event ultimately was canceled.

“That’s what people have stuck in their minds as what activism is. I think that’s dangerous and very unreasonable,” she says.

Activism is mainly very peaceful and very thoughtful, she adds.

For the most part, college administrators view student activism as a negative crisis, she says, but there are different ways to look at it.

“Student activism is essentially the embodiment of what higher education seeks to do, which is cultivate and actively engage those concerned about issues that matter,” Poon says.

In more than four decades at the University of Colorado Boulder (CU Boulder) Chancellor Philip DiStefano says he’s seen a number of protests and he encourages students to express their free speech rights in a peaceful and collegial manner.

“The free exchange of ideas is paramount at CU, whether debating in the classroom or passionately standing up for any cause one believes in,” says DiStefano. “Oftentimes, when students protest and ask to speak with me or my administration, we do it because we want to hear their point of view. We may not always be able to agree on a particular issue, but we do owe it to our students to be heard,” he said.

Gwendalynn Roebke, 20, a gender nonconforming student and activist at CU Boulder, was involved in a campus protest in September. Roebke and others approached administrators at a student leadership event and confronted them about the mass incarceration of Native Americans and Blacks and universities that purchase goods produced by low-wage prison laborers.

**Yale University students gather around the Women’s Table, a sculpture that marks the 20th anniversary of women on the New Haven campus Wednesday, Sept. 26, 2018, protesting the nomination of Brett Kavanaugh to the Supreme Court due to allegations of misconduct.**

PHOTO COURTESY OF CATHERINE AVALONE/NEW HAVEN REGISTER VIA AP





“The topics that I find really important is anti-Blackness and really deconstructing and coming face-to-face with it and how it has kind of become a part of every culture,” says Roebke. “Why is it that Black people themselves are at the butt of movements ... doing most of the work and being disregarded the most?”

Roebke was invited to the September student leadership reception on CU Boulder’s campus but brought a crowd along to protest with signs and chants.

“We went and we made our point clear. By doing it in this way, when we say, off the bat, ‘we are not to be messed with, we are not to be discounted,’ I think we got a lot stronger reaction,” says Roebke.

Roebke says that, after the protest, college administrators reached out to them to begin a dialogue about the issues raised by their protests at the event.

In general, colleges have a number of resources focused on leadership development and are very supportive of leadership development, Poon says, but student activism is often seen as problematic and viewed in a different way than student leadership.

Perhaps that distinction really shouldn’t be there, she adds.

Roebke agrees. “I don’t think student leaders should just be those who are palatable to the administration,” says Roebke.

School administrators sometimes engage with activists who are just radical enough to invoke local conversation but do so without disturbing the power structure, adds Roebke.

College presidents have the option to respond in a number of ways to protests concerning gun control, First Amendment rights, immigration and other issues, but the reasons behind those responses are often complex, says Dr. Eddie Cole, an assistant professor at the College of William & Mary, whose research focuses on how college presidents have historically handled unrests involving race on campuses.

There isn’t much discussion about university structures and other factors affecting how presidents can respond to certain protests, he says. The decision in how to respond isn’t always left up to the president, Cole says.

Academic hierarchy plays a role, he says, adding that other institutional powerbrokers such as trustees and donors who take a deep interest in college and universities can control institutions

and the actions of presidents, says Cole.

“There are influential donors who can speak with their dollars and as a result college presidents are just as interested in what a wealthy donor has to say as well as what a hundred or a thousand students protesting have to say,” says Cole.

Additionally, public university presidents could face pushback from lawmakers and be at their mercy because of budget issues, he says.



Dr. Kirk Nooks

“If student protests are running opposed to something that those influential groups disagree with, the college president stands in the middle between these opposing constituents,” he says. “There’s this illusion of being inclusive alongside the reality of being very exclusive elite groups.”

Cole adds: “Sometimes there are college presidents who are more than willing to rally behind students and what they are protesting and support students in their desires.”

In 2014, Dr. Amy Gutmann, president of the University of Pennsylvania, participated in a student “die-in” at a Christmas party. In 2015, Colorado State University (CSU) president Tony Frank stood with campus protesters as they spoke out against racism.

Poon says that Frank engaged in dialogue with student activists and answered their questions instead of dismissing them and their concerns.

CSU staff said the university held a unity event, CSUnite, last spring. Ahead of the event, Frank wrote an open letter to the campus and reiterated his support for ongoing dialogue about hot button issues between students, faculty and staff.

“All of us, though we may believe differently about many things, can come together in support of our Principles of Community and to speak out against the corrosive impacts of hate on our character and our campus,” Frank says in the letter.

One of the biggest challenges is that students are not often seen as equal partners within the academic enterprise, says Cole.

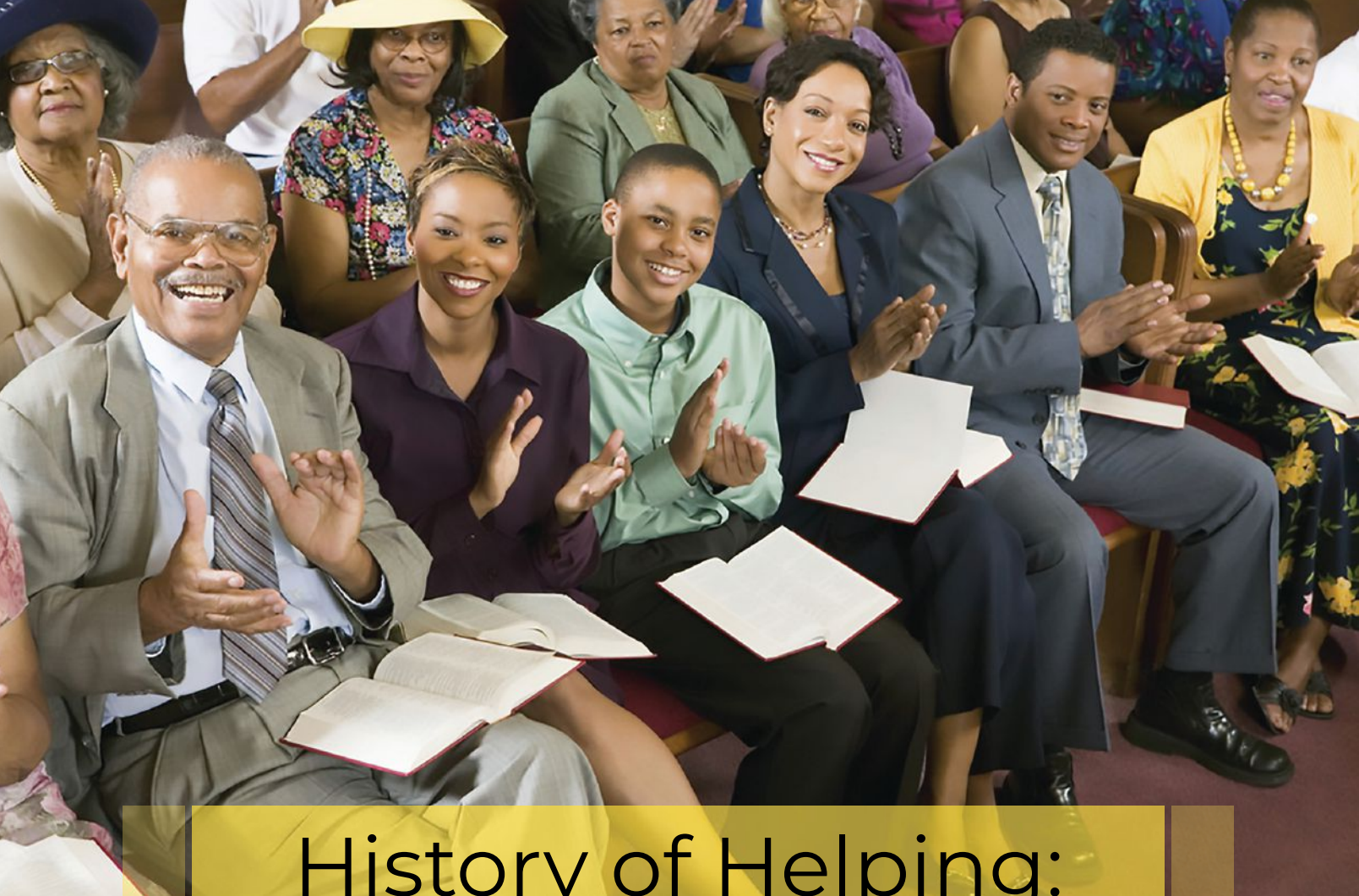
Dr. Kirk Nooks, the new president of Gordon State College, says that, unlike some other college presidents, he has not experienced any student-led protests but has watched developments at other institutions.

“I think the first phrase I would use is, ‘respect,’ that is respecting the voice of the student as well as the institution,” says Nooks. “I think that once there is respect there can be a conversation and open dialogue.”

With that dialogue there comes a willingness to learn and to understand points of view, he adds.

“It goes back to education and learning from each other and trying to create a common path forward,” he says. “That’s the approach that I would take if confronted with a certain situation.”

Still, every institution has its own nuances and every student request is going to be different, Nooks says, but adds that respect is a good place to start. ■



# History of Helping: Black Churches Have Tradition of Giving College Scholarships

By LaMont Jones Jr. and Jamal Eric Watson

**T**he United States has a long history of churches and other religious organizations giving money to youngsters seeking a college education. Such financial support has been particularly instrumental in the lives of African-Americans, whose denominations and local congregations have helped fund post-secondary education for high school graduates since Blacks first gained access to college campuses.

Churches have raised funds in a variety of ways, from fish fries, cake walks and ice cream socials to budget line items, a special category on offering envelopes and impromptu “love” offerings for students who need last-minute help with books, transportation or incidentals. Whether \$250 or \$2,500, churches large and small, urban and rural, continue to help ease what can be a major financial burden. Their backing is a continuation of the history of the Black church as an institution that endeavors to meet the needs of Black people in every aspect of life and sees education in particular as key to upward mobility.

Since the establishment of historically Black colleges and universities (HBCUs), denominations such as Baptist and African

Methodist Episcopal – which founded a number of HBCUs – have provided institutional support while many local congregations give directly to their youngsters, notes Dr. Eddie S. Glaude, Jr., the James S. McDonnell distinguished university professor at Princeton University.

“For Black churches, education has been a paramount goal,” he says. “Local churches have supported education as a primary vehicle to aspiration for the next generation. It’s been important particularly for rural communities where kids went off and went away to college.”

In Black churches, scholarship funds are as common as food pantries, with awards often disbursed in the spring at a formal presentation in front of the congregation and usually for the first year of school.

Sometimes the amount is a few hundred, enough to cover some books, meals or transportation. Other times, the amounts are more substantial, often depending on factors such as a church’s membership size and the number of students who receive money.

“The more we invest in our students, the greater the dividends,” says Rev. Nelson B. Rivers II, pastor of Charity Missionary Baptist Church in North Charleston.

Rivers, who graduated from Wilberforce University 50 years ago and served for 20 years on its board of trustees, currently has several of his young congregants enrolled at his alma mater. Other students have gone on to Hampton University and Howard University.

His church, which has about 800 members, created “Diamond Minds,” a scholarship initiative that provides up to \$1,000 to student recipients.

The money, he says, “goes for books, but sometimes it’s getting them there.”

For twins Shaun and Sherita Ingram of Ohio, the \$400 scholarships from their home church, Hosack Street Baptist Church in Columbus, have helped make a difference as they pay various school-related expenses. The freshmen also are receiving family-sponsored scholarships and federal aid.

Sherita, who graduated from Reynoldsburg High School’s health science and human services academy, is studying nursing at Bowling Green State University and plans to become a nurse anesthetist. She’s gotten active in SMART, a campus peer mentoring program for students of color that promotes academic achievement.

Shaun, who graduated from their high school’s STEM academy, is involved in Younglife and Campus Crusade student faith organizations at Miami University of Ohio and joined the rowing team. He’s studying biophysics with a premed emphasis and plans to become a doctor.

The church scholarship “has absolutely been helpful,” says Shaun, who also received a merit scholarship from Miami.

“I’m very blessed,” he adds. “I think college is a great experience for anyone. It not only develops you academically, it develops you as an individual. It’s essential to developing the communication skills that some careers need. Communication is a huge aspect of success.”

At the multi-campus St. Stephen Baptist Church based in Louisville, Ky, students graduating from high school and planning to start college the same year must be interviewed as part of an

application process, adds the program’s director, Rev. Pat Taylor.

Since the program’s inception in 2012, St. Stephen has awarded 73 students a total of \$116,000, she says. The amount has ranged from \$500 to \$3,500.

While some programs are selective, awarding money only to its top applicants, many churches try to provide some amount to every applicant.

Virginia Union University has teamed up with the Baptist General Convention of Virginia to encourage churches to sponsor students, says Dr. Corey D. B. Walker, vice president, dean and professor of religion and society at the Samuel DeWitt Proctor School of Theology.

If a church provides a \$3,000 scholarship to a student, the university will match it.

“This is so tremendous in terms of eliminating student debt and helping to create new mechanisms and means for student support,” says Walker, who notes that churches are diversifying their support for Black students and Black institutions by hosting college fairs and sponsoring college bus tours.

“What we’re seeing is that students are having a hard time affording college,” says Walker, who hailed the partnership with the Baptist convention as a significant initiative. “We want students not to be able to just attend college, but also to complete college and receive their degrees.”

Technically, scholarships should be paid to the student’s college – or reported by the student if he or she receives it directly – so that financial aid advisers can adjust the student’s financial aid plan, says Jill Desjean, a policy analyst with the National Association of Student Financial Aid Administrators.

Often, however, churches issue the payment to the student personally, sometimes out of ignorance and other times thinking the student and family can best determine how it should be used – or to prevent the school from cutting back on other aid the student will receive.

“Eligibility for financial aid is limited by the cost of attendance,” says Desjean. “Outside money, regardless of where it comes from, is considered ‘estimated financial aid’ and has to be factored into a student’s financial aid package.”

Such aid, Desjean says, can be applied to decrease a student’s loans or work-study employment or to reduce scholarship aid a student is to receive from the institution, called “scholarship displacement.”

Rivers says that members of his congregation – many of whom were not able to earn a college degree – are committed to helping younger church-goers with their college education.

“I’m glad that the church has agreed and is willing and excited,” says Rivers, who had contemplated a career in the United States Air Force, until someone encouraged him to consider college. “I remember well how many people looked out for me, many who I didn’t know. We have to do that for others.” ■



Dr. Corey D. B. Walker

**“For Black churches, education has been a paramount goal.”**

- Dr. Eddie S. Glaude, Jr.

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**November 4-7****AMERICAN MARKETING ASSOCIATION**

2018 Symposium for the Marketing of Higher Education  
Hilton Orlando Bonnet Creek  
<https://www.ama.org/events-training/Conferences/Pages/2018-Symposium-for-the-Marketing-of-Higher-Education.aspx?CalendarDate=9%2f24%2f2018>

**November 6-11****NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS**

46th Annual Conference  
Baltimore Convention Center  
<http://www.nabse.org/conference/Conference18.html>

**November 7-11****NATIONAL COLLEGIATE HONORS COUNCIL (NCHC)**

53rd NCHC Annual Conference: Learning to Transgress  
Sheraton Boston Hotel  
<https://www.nchchonors.org/events/nchc18>

**November 7-11****SOCIETY OF HISPANIC PROFESSIONAL ENGINEERS (SHPE)**

SHPE 2018 BetterTogether National Convention  
Huntington Convention Center of Cleveland | OH  
<http://shpenationalconvention.shpe.org/>

**November 8-10****THE URBAN EDUCATION COLLABORATIVE AT UNC CHARLOTTE**

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Atlantis Resort in Paradise Island | Nassau Bahamas  
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**November 9****UNIVERSAL DESIGN FOR LEARNING (UDL)**

From Novice to Expert: Implementing UDL Across Academic Disciplines  
Goodwin College | Hartford, CT  
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**November 11-13****ASSOCIATION OF PUBLIC & LAND-GRANT UNIVERSITIES (APLU)**

2018 APLU Annual Meeting: Resilience  
New Orleans Marriott Hotel  
<http://www.cvent.com/events/2018-aplu-annual-meeting/event-summary-86ee04e776914a67a9f284687d0cee10.aspx>

**November 12-14****ASSOCIATION OF MBAs**

Asia Pacific Conference for Deans and Directors

Monash University Business School | Melbourne, AU  
<https://www.mbaworld.com/events/2018/november/asia-pacific-conference-18b-melbourne>

**November 14-15****NATIONAL INDIAN EDUCATION ASSOCIATION**

Keres Children's Learning Center Native Language Symposium: A Cross-Generational Model of Indigenous Education  
Santa Fe Convention Center | CA  
<http://www.niea.org/event/native-language-symposium-keres-childrens-learning-center/>

**November 14-17****ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION (ASHE)**

2018 ASHE Annual Conference  
Tampa Marriott Waterside Hotel  
<http://www.ashe.ws/conference>

**November 16-17****TRANSFORMING TEACHING THROUGH ACTIVE LEARNING**

Faculty Resource Network 2018 National Symposium  
Ritz-Carlton Grande Lakes Orlando Hotel  
<https://facultyresourcenetwork.org/programs-and-events/national-symposium/2018-national-symposium-registration/>

**November 22****GLOBAL EQUALITY & DIVERSITY**

5th Annual Global Equality & Diversity Conference & Awards: Driving up Equality – Building Inclusion  
Crowne Plaza London Docklands | England  
<http://www.gedconference.com/conference-2018/>

**November 26-27****FEDERAL STUDENT AID OFFICE OF THE U.S. DEPARTMENT OF EDUCATION**

1st Annual Title IV Presidential Leadership Summit: For Presidents and Chancellors of Minority-Serving Institutions  
Omni Hotel and the Georgia World Congress Center | Atlanta  
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Women's Leadership Success in Higher Education  
Hyatt Regency Savannah | GA  
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**November 28-December 1****THE NATIONAL BLACK CAUCUS OF STATE LEGISLATORS**

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New York Marriot at the Brooklyn Bridge  
<https://nbcs.org/conference/>

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**TAMIKA L. WORDLOW-WILLIAMS** was named assistant vice president of student success and dean of students at Rhode Island College. She most recently served as the associate dean of students and director for the Office of Student Rights and Responsibilities at East Carolina University. Wordlow-Williams received a bachelor's in public administration from Fisk University, a master's in public administration from the University of Arkansas and an Ed.D. in educational leadership from East Carolina University.



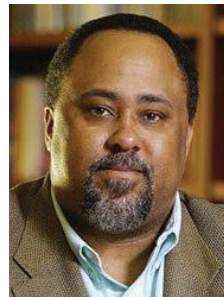
**BEN QUILLIAN III** was named associate vice president and deputy chief information officer at the Division of Information Technology & Institutional Planning at California State Polytechnic University, Pomona. Quillian earned a bachelor's degree from Harris Teachers College in St. Louis, a master's degree from Southern Illinois University, Edwardsville and a Ph.D. from Washington University.



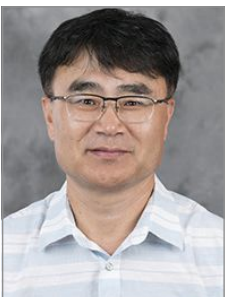
**ILA FIETE** was appointed associate professor in the department of Brain and Cognitive Sciences at Massachusetts Institute of Technology. Most recently, she was the associate professor of neuroscience at the University of Texas at Austin. Fiete earned a bachelor's in mathematics and physics from the University of Michigan and a Ph.D. from Harvard University.



**JONATHAN PIERSOL** has been named chief information officer at Howard University. Most recently, he was vice president and chief information officer of The Thurston Group, LLC for more than five years. Piersol earned a bachelor's degree from Strayer College, a master's from George Washington University and a master's in general management from Georgetown University.



**LAWRENCE D. BOBO** has been named dean of social sciences at Harvard University. He currently serves as the W.E.B. Du Bois Professor of the Social Sciences and chair of the Department of African-American Studies at the university. Bobo received a bachelor's degree from Loyola Marymount University and a master's and Ph.D. degrees from the University of Michigan.



**SANGKWON LEE** was appointed visiting professor of health, physical education and sports studies at Winston-Salem State University. Prior to his new role, he was an adjunct professor at Urbana University. Lee received a bachelor's and master's both from Pusan National University in Korea and a Ph.D. in recreation, park and tourism sciences from Texas A&M University.



**RAFAEL LOUREIRO** has been appointed assistant professor at Winston-Salem State University. Prior to his new role, he served as an adjunct biology professor at Florida Polytechnic University. Loureiro earned a bachelor's degree from Federal University of Rio de Janeiro, a bachelor's from Veiga de Almeida University in Brazil and master's and Ph.D. degrees from the National School of Tropical Botany in Brazil.

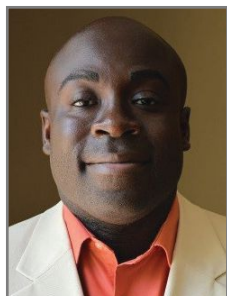


**TRACY SULKIN** has been named dean of the University of Illinois at Urbana-Champaign's College of Media. She currently serves as a professor of political science in the college and was its interim executive associate dean since May 2017. Sulkin received a bachelor's degree from Western Washington University and master's and Ph.D. degrees from the University of Washington.



**ANKUR JAIN** was appointed an assistant professor and member of the Whitehead Institute of Biomedical Research at Massachusetts Institute of Technology. Most recently, he worked in a postdoctoral fellowship at the UC-San Francisco. Jain received a bachelor's degree from the Indian Institute of Technology in India and a Ph.D. from the University of Illinois at Urbana-Champaign.

**PATIENCE MOYO** has been named assistant professor of health sciences, policy and practice at Brown University. She previously served as a postdoctoral fellow at the University of Pittsburgh. Moyo earned a bachelor's in chemistry from Mount Holyoke College and a Ph.D. in pharmaceutical health services research from the University of Maryland Baltimore County.



**EDWARD OFORI** has been appointed assistant professor of biomechanics at Arizona State University's College of Health Sciences. Prior to his new role, he led the Laboratory for Rehabilitation Neuroscience at the University of Florida. Ofori received a master's in statistics and a masters and Ph.D. in kinesiology all from the University of Illinois at Urbana-Champaign.



**KATHRYN "KATHY" TOBEY** was selected as a scholar in residence at the University of Colorado Boulder (UCB)'s Engineering Management Program. Prior to her new role, she worked as vice president and general manager of special programs at Lockheed Martin Space Systems Company. Tobey received a bachelor's in chemical engineering and a master's of engineering degree from UCB.



**TIFFANY GAYLE CHENAULT** was appointed full professor at Salem State University. Most recently, she worked as a department chair, associate professor and coordinator for the African-American Studies minor. Chenault earned a bachelor's degree in sociology from Ohio University and a master's degree and Ph.D. both in sociology from Virginia Tech.



**LATONIA CRAIG** has been appointed assistant dean for diversity and inclusion at Purdue University's College of Veterinary Medicine. She currently is the director of graduate recruitment and diversity retention at the University of Louisville. Craig earned a master's from the University of Louisville, a master's degree from the University of Cincinnati and Ed.D. from Spaulding University.



**LISA C. FREEMAN** has been named president of Northern Illinois University, making her the first female leader in the school's history. She previously served as interim president of the university. Freeman received a bachelor's, master's and doctor of veterinary medicine from Cornell University and Ph.D. in pharmacology from The Ohio State University.



**MOHAMED AHMEDNA** has been named dean of the College of Agriculture and Environmental Sciences at North Carolina A&T State University. Ahmedna received a bachelor's degree from the Institut Agronomique at Veterinaire Hassan II, two master's degrees from Louisiana State University, a master's degree from the University of North Carolina at Chapel Hill and Ph.D. from LSU.



**ARCELIO APONTE** has been appointed board president of La Casa de Don Pedro, a social services organization in Newark, NJ. He currently is senior vice chancellor for administration, economic development and chief financial officer at Rutgers University at Newark. Aponte earned a master's degree from Rutgers University and an electrical engineering technology degree from The College of New Jersey.



**TAMARA HOLMES BROTHERS** was named director of development at the Nasher Museum of Art at Duke University. Prior to her new role, she was the senior development officer and director of corporate and foundation relations at Fayetteville State University. Brothers earned a bachelor's from Hampton University and a master's in sports management from West Virginia University.

**The National Science Foundation has awarded Bronx Community College (BCC) with a \$5 million grant – one of the largest grants the foundation has ever donated to a community college.** The award will be used to support 575 scholarships for low-income minority CUNY students majoring in the science, technology, engineering and math (STEM) fields. The scholarships will allow for students to experience paid research opportunities, internships and faculty mentoring.

**The University of Houston College of Liberal Arts and Social Sciences (CLASS) received an anonymous donation of \$4 million to help fund its Creative Writing Program and research opportunities in the humanities and social sciences departments.** The award will also support a Graduate Student Diversity Endowment, a CLASS Faculty Research Initiatives Endowment, a Creative Writing Program Graduate Student Community Partnership Endowment and two Endowed College Professorships in Creative Writing. “This handsome gift is an investment in academic quality and faculty, particularly in renowned programs like creative writing and the humanities, helping to ensure that the University of Houston offers enlightened opportunities for its students,” says Eloise Brice, vice president for University Advancement. This is the largest gift that the college has received.

**Spelman College, Agnes Scott College, Morehouse College and the Georgia Institute of Technology received a \$200,000 grant from the National Science Foundation under the TRIPODS+X: EDU Collaborative Education: Data-driven Discovery and Alliance project.** The donation will be used to create undergraduate data-science units to prepare students for the data-driven workforce through boot camps, workshops and other hands-on activities. “The Data-Driven Discovery and Alliance offers an opportunity for our faculty and students to engage as learners, innovators and disseminators in the data science ecosystem,” said Dr. Brandeis Marshall, Spelman’s principal investigator of the project. “It has the potential to provide us with critical support structures, namely access to community, curricula content and resources, and increases our ability to sustain a robust data science environment.”

**The state of New York has awarded a \$245,000 grant to Jin Young Seo, a professor at Hunter College School of Nursing, to support the creation of a breast cancer risk-reduction education program focusing on Korean immigrant woman, as it is the group’s leading cause of death.** “This is important work that will help save lives,” says interim chancellor Vita C. Rabinowitz. “We are pleased that the state appreciates the nature of health disparities and recognizes the need to educate women in the Korean immigrant community about breast cancer. The grant

award represents yet another example of CUNY’s dedicated faculty engaged in research in the public interest with direct benefit to our communities.” The project titled the Korean Breast Cancer Risk Reduction Program, will be completed in partnership with Korean Community Services of Metropolitan New York Inc. and has four goals for female participants: healthy weight, healthy diet with limited alcohol consumption, physically active lifestyle and breast cancer screening and adherence.

**The U.S. Office of Naval Research has given University of Hawai’i West O’ahu associate professor of science education Dr. Richard Jones a \$638,100 grant to support the creation of a program that benefits veterans interested in science, technology, engineering and mathematics (STEM) careers and education.** The program, to be called UHWO VETS (Veterans Empowered Through STEM), will assist student vets interested in a STEM career, add more 3-D printers to the E Building STEM lab, hire a veteran to work with veterans’ groups and recruit vets for internships and externships and maybe fund a lounge for veterans.

**Emory University’s Healthcare Veterans Programs received a \$29.2 million grant from Wounded Warrior Project to continue the program’s efforts in providing transformative care for veterans suffering from post-traumatic stress disorder (PTSD), traumatic brain injury (TBI), depression and anxiety.** “We are honored to receive this critical funding to help us continue our innovative Veteran health care efforts as we reach a generation of warriors, ultimately providing treatment and care that help to ensure they are the most successful and well-adjusted in our nation’s history,” says program director Dr. Barbara O. Rothbaum, professor of psychiatry and behavioral sciences at Emory University School of Medicine. The grant will take place over the course of five years.

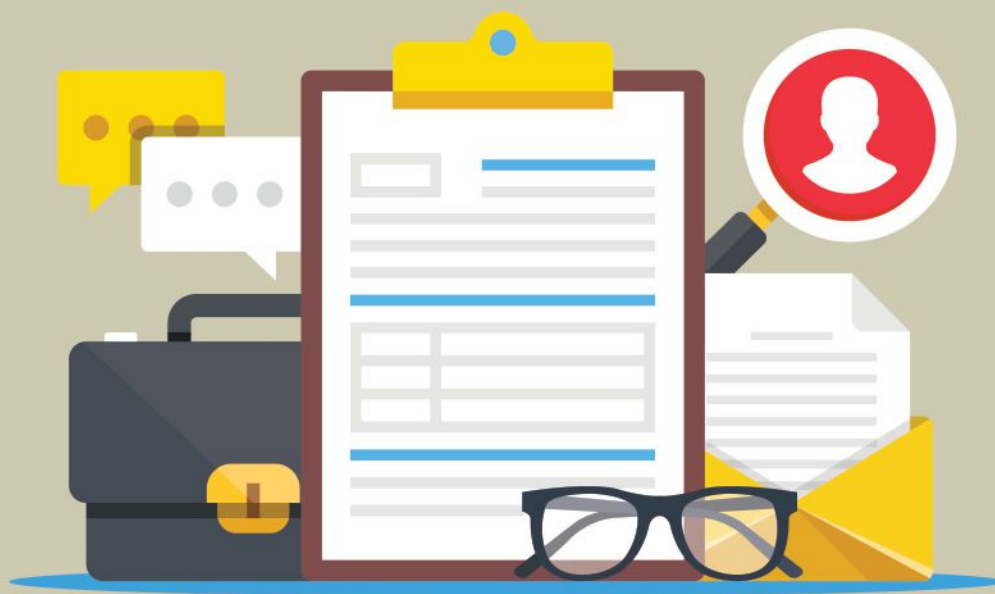
**Fisk University was awarded a three-year \$1.4 million grant from the National Science Foundation to fund the creation of a Louis Stokes Regional Center of Excellence, an extension of the Fisk-Vanderbilt Master’s to Ph.D. Bridge Program (FVBP).** The project will be led by Dr. Arnold Burger, vice provost for academic affairs, and in collaboration with Vanderbilt University and the American Institutes for Research (AIR). “Fisk University is committed to elevating the research of societal problems and we are honored by the confidence shown in our university and our extraordinary faculty,” said university president Dr. Kevin Rome. “Our LSAMP Center of Excellence will bring together some of the best minds and institutions dedicated to sustaining high quality education for the next generation of a strong and diverse STEM workforce.” ■



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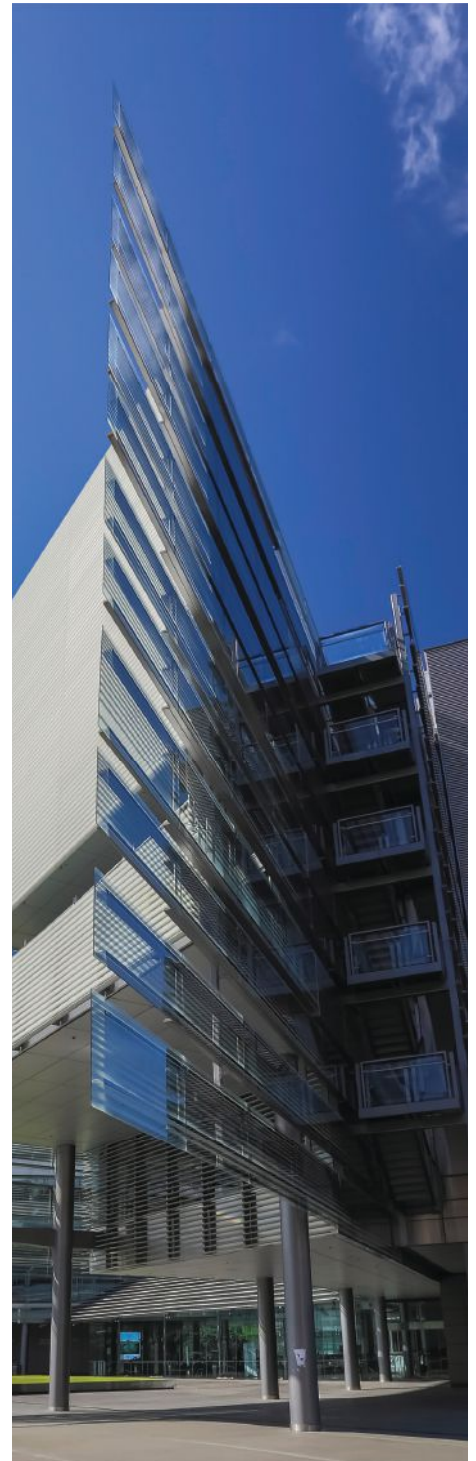
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Preferred qualifications include: (a) experience with collaborative partnerships and interdisciplinary initiatives; (b) leadership experience within higher education, such as serving in administrative positions such as department chair or program director; (c) two or more years of experience working in Pre-K-12 contexts; (d) history of obtaining external funding for research and (e) demonstrated mentorship of doctoral students and junior faculty.

Review of applications will begin on **November 15, 2018**, and the position will remain open until filled. Reference the position number in all submitted documents: (1) cover letter outlining research, teaching, and administrative experience; (2) curriculum vitae; (3) copies of two representative scholarly publications; and the names, affiliations, and (4) contact information for three references. References will only be contacted if the candidate advances to the on-campus interview stage. All materials should be submitted electronically through Interfolio at <https://apply.interfolio.com/56373>. For questions about the search submission process, contact Paula Serna at [pserna@smu.edu](mailto:pserna@smu.edu). For questions about the department or position, contact Dr. Paige Ware, Search Committee Chair, [pware@smu.edu](mailto:pware@smu.edu).

The committee will continue to accept applications until the position is filled. Hiring is contingent upon the satisfactory completion of a background check. The start date for this position is Summer 2019. Salary is competitive and commensurate with experience.

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Application Deadline: January 31, 2019

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# CalPolyPomona



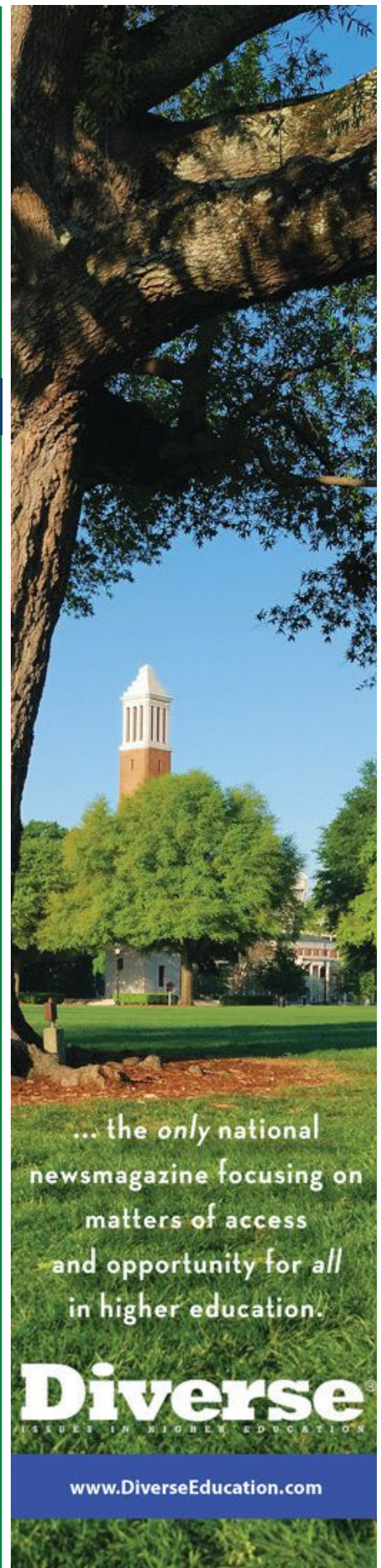
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APPLICATION PROCEDURE: Candidates should visit the Interfolio website at <https://www.interfolio.com/> to access and review specific postings and the guidelines for submitting application materials. Once on Interfolio website, create login, or login to existing account; select "Deliveries" then "New Delivery" to find search bar; type in Washington University. Interfolio help article found here. Please note—not all faculty postings will be active at the present time, so check the website during the standard recruitment "season" for your area.

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Located 12 miles west of New York City on a 252-acre suburban campus which boasts modern, state-of-the-art facilities complemented by green spaces, public plazas and striking Spanish Mission architecture, the University offers a comprehensive undergraduate curriculum with a global focus; a broad variety of superior graduate programs through the doctoral level; and a highly productive, dedicated and diverse faculty and student body.

The University's 11 colleges and schools offer more than 300 undergraduate and graduate majors, minors, concentrations and certificate programs, and with more than 120 student organizations and 18 NCAA Division III athletic teams for men and women, Montclair State offers its students a comprehensive college experience.

**EEO/AA Statement:** Montclair State University is an Equal Opportunity/Affirmative Action institution with a strong commitment to diversity. Additional information can be found on the website at [www.montclair.edu](http://www.montclair.edu).

All positions are Assistant Professor, tenure track, unless otherwise noted and are subject to available funding. **ABDs must complete the degree by August 1, 2019.**

**Screening begins immediately and continues until position is filled. Include three letters of recommendation for all positions. Include C.V., letter of interest, names, phone numbers and e-mail addresses of three references.**

All candidates must demonstrate a well-defined research or artistic agenda and evidence of scholarly activities appropriate for the faculty rank. Faculty members are expected to participate in department, college, and University committees and activities; contribute to assessment and accreditation processes; advise students; and be adept at the emerging uses of instructional and research technologies. Experience in grant seeking/writing to support research leading to publications in high-quality peer-reviewed journals or participation in service activities may be required in some disciplines.

Faculty may participate in curriculum review, development activities, and engage in outreach activities with business partners and external stakeholders as appropriate to the position.

Complete descriptions and qualifications for each position are posted on our website at: <http://www.montclair.edu/human-resources/employment/prospective-employees/>

### COLLEGE OF THE ARTS - 2 POSITIONS

#### **Cali School of Music - Open Rank - Orchestral Conducting (V-F1)**

Responsible for conducting and overseeing the orchestras of the School of Music and teaching conducting and orchestral literature courses.

#### **Theatre and Dance - Assistant/Associate Professor - Musical Theatre (V-F2)**

Teach, direct and/or choreograph one to two productions per year, recruit and mentor students, support curricular development, contribute towards the operation and development of an active production season, advance the reputation and visibility of the University nationally and internationally, and promote the B.F.A. Musical Theatre degree program..

### COLLEGE OF EDUCATION AND HUMAN SERVICES 1 POSITION

#### **Department of Public Health - Open Rank - Public Health (V-F3)**

Appointment includes teaching undergraduate and graduate public health courses, research, and curriculum development.

### COLLEGE OF HUMANITIES AND SOCIAL SCIENCES 3 POSITIONS

#### **Department of Justice Studies - Assistant Professor - Economic Justice (V-F4)**

Teach a variety of criminal justice courses with a focus on economic justice.

#### **Department of Psychology - Assistant Professor - Quantitative Psychology (V-F5)**

Responsibilities include teaching quantitative methods courses in undergraduate and graduate MA and PhD programs, maintaining an active research program with publications in top-quality journals and pursuing external funding.

#### **Department of Social Work and Child Advocacy - Assistant Professor - Social Work and Child Advocacy (V-F6)**

Responsibilities include teaching in the department's Child Advocacy and Policy programs and in the social work minor. Area of research specialization is open, but preference will be given to candidates with research interests that involve children, youth, and families.

### COLLEGE OF SCIENCE AND MATHEMATICS 6 POSITIONS

#### **Department of Biology - Assistant Professor - Biology/ Science Education (V-F7)**

Responsibilities include teaching general biology, science pedagogy, and related courses and establishing a vigorous, extramurally funded research program involving undergraduate and graduate students. Emphasis on high school and undergraduate biology education.

#### **Department of Biology - Assistant Professor - Systems Physiology (V-F8)**

Responsibilities include teaching general biology, ecology, and related courses and establishing a vigorous, extramurally funded research program involving undergraduate and graduate students. Emphasis on modelling and large data set analysis.

#### **Department of Chemistry and Biochemistry - Assistant Professor - Bio-Analytical Chemistry (V-F9)**

Responsibilities include teaching General Chemistry, Analytical Chemistry, Instrumentation and Biochemistry at all levels. Candidate is expected to develop new courses in their area of expertise.

#### **Department of Computer Science - Assistant Professor - Human Computer Interaction (F10)**

Responsibilities include teaching, curriculum development, grant writing, research, recruitment and retention activities, student advising, service to the department, college and university. Seeking expert in Human Computer Interaction (HCI), with additional expertise in one or more of the following related areas: Augmented Reality, Game Development and Mobile Computing.

#### **Department of Computer Science - Assistant Professor - Robotics (V-F11)**

Responsibilities include teaching, curriculum development, grant writing, research, recruitment and retention activities, student advising, service to the department, college and university. Seeking expert in Robotics, with additional expertise in Computer Vision and/or Human Robot Interaction.

#### **Department of Physics and Astronomy - Assistant Professor - Physics (V-F12)**

Seeking a physicist or astronomer with expertise in data analysis, observation, or computing.

### SCHOOL OF BUSINESS - 3 POSITIONS

#### **Department of Information Management and Business Analytics - Assistant/Associate Professor - Business Analytics and Statistics (V-F13)**

The candidate selected will teach courses at both the undergraduate and graduate levels. Expertise in the application of data analytics and statistical tools to contemporary business problems.

#### **Department of Management - Assistant/Associate Professor - Strategic Management (V-F14)**

The candidates selected will be expected to teach courses at both the undergraduate and graduate levels. Research focus on data analytics, innovation, and global strategy.

#### **Department of Marketing - Assistant/Associate Professor - Marketing Strategy and Analytics (V-F15)**

The candidate selected will teach courses at both the undergraduate and graduate levels. Research focus in digital and social media marketing, sales, or marketing analytics.

### SCHOOL OF NURSING - 2 POSITIONS

#### **Assistant Professor - Maternal Child Health (V-F16)**

Expertise in education and provision of direct care for the childbearing family. The successful candidate will teach courses in both the undergraduate and graduate programs.

#### **Assistant Professor - Medical Surgical Nursing (V-F17)**

Expertise in nursing education and provision of direct care for adults and elderly persons who require treatment of acute and chronic conditions across the health illness continuum in the context of family and community. The successful candidate will teach courses in both the undergraduate and graduate programs.

Complete descriptions and qualifications for each position are posted on our website.

To view and apply, visit:

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(include c/o name, job title and V#)

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## lastword

# What Does Equal Educational Opportunity for All Students Really Mean?

BY STACY HAWKINS

First it was Princeton University, then Harvard University, and now Yale. Three of the top ranked universities in the country are (or were) all the subject of investigation by the Department of Education's Office of Civil Rights. The complaints allege that the schools' attempts to ensure racial and ethnic diversity among admitted students unfairly discriminate against White and Asian students. Are these schools' diversity efforts violating the Office of Civil Rights' mandate to ensure equal access to educational opportunities for all? It is an important question, with far-reaching consequences.

After all, this is not just about Princeton, Harvard or Yale. Increasingly, elite high schools, colleges, and universities across the country are engaged in efforts to ensure that more students from every background and all walks of life have an equal opportunity to access the best education our nation has to offer. If we are truly committed to equal educational opportunity, shouldn't we be applauding these efforts? Instead they have been condemned and attacked, almost always by White and increasingly by Asian students who allege that these diversity efforts benefit largely Black and Hispanic students at their expense. Rather than seeing these diversity efforts as denying equal educational opportunities to White and Asian students, the complainants themselves could be seen as attempting to hoard these elite educational opportunities from their Black and Hispanic peers. To date, both the Office of Civil Rights and courts have rejected the complainants' theory that these diversity efforts are discriminatory. But there is both historical and sociological support for the claim of educational opportunity hoarding.

Sociologists such as Douglas Massey have observed that all human societies develop hierarchical structures around some, and often multiple, dimensions of group identity (e.g., gender, race, ethnicity). These structures become the basis for the distribution

of societal resources, both tangible (e.g., wealth) and intangible (e.g., power). Throughout our nation's history, race has been a defining marker of social status, beginning in slavery and continuing through segregation. It remains evident in the persistent racial inequalities that plague our society even today. According to Massey, the phenomenon of opportunity hoarding occurs when a group at the top of the social hierarchy secures a disproportionate share of resources for themselves and other "in group" members, while excluding access to such resources for "out groups." The more scarce the resource, the greater the propensity for hoarding. We see this play out in many areas of society, but it is especially pronounced in education, and it has particularly pernicious consequences.

Looking at elite institutions specifically, which are the scarcest of all educational resources and not coincidentally have been the largest targets of discrimination complaints, we see even more pronounced disparities in the racial demographics of students. Harvard University, the nation's premier ivy league school, has an Asian student population (22 percent) that far exceeds the national average of Asian high school graduates (5 percent). Yet Asian students sued Harvard, alleging its diversity admissions policy discriminates against them. A complaint was also filed against Harvard on behalf of White students with the Department of Education. Together, White and Asian students comprise over 70 percent of students admitted to Harvard, though they comprise just over 50 percent of K-12 students.

These disparities are not limited to higher education. Published figures show 70 percent of New York City Public School students are Black or Hispanic. Yet, recent demographic data for Hunter College High School, one of New York City's most coveted selective admissions schools, shows that its student body is nearly 90 percent White and

Asian. When the school proposed a change to its admissions process that was designed to expand admission to a wider range of students, including in particular more Black and Hispanic students, parents and alumni objected.

But these data do not suggest that either Harvard University or Hunter College High School discriminates against White or Asian students. If anything, they suggest that White and Asian students enjoy disproportionate access to these elite educational institutions, relative to their Black and Hispanic peers. The reason for these disparities is often heavy reliance on standardized test scores for admission. But there is now overwhelming evidence that these tests are not the best measures of students' academic ability. Many schools are abandoning them precisely because they more closely correlate with social and economic advantage than with student achievement.

Even more troubling than the fact of opportunity hoarding itself is that the benefits accrued from it are not limited to the educational context. Research shows that a good education not only propels individuals up the ladder of economic opportunity, it can also keep them from falling down the ladder. Consequently, people at the bottom who are denied access to a quality education are prevented from achieving upward mobility, and people at the top who gain such access are unfairly insulated from experiencing downward mobility.

Race remains a stubborn marker of status in our society. And education is the most important engine of social mobility. If we are ever to achieve the kind of equality of opportunity we aspire to, we are much more likely to succeed by ensuring the broadest access to the best schools for all students than we are by allowing a select few to hoard these elite educational opportunities for themselves. ▣

— Stacy Hawkins is a professor of law at Rutgers University.



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