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COVER PHOTO BY JOHN SPAULDING

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# TAKE NO PRISONERS

Wayne Betts has many honors under his belt. He's an author, teacher, poet, advocate, father and has obtained three degrees. His current pursuit, a juris doctor from Yale Law School, will

as an adult.

"It really was just one incident — a combination of it being a Friday night, a gun being readily available and bad advice," says Betts, who admits to having smoked weed and skipped class as a high schooler in Suitland, Maryland, but nothing as serious as that fateful day.

Betts, in fact, was an honors student that had been placed in gifted and talented programs at a young age. "A lot of teachers thought I was smart because I was in the talented and gifted program, so as a result of that, I had opportunities that I otherwise wouldn't have had," says Betts, who maintained a B average in high school.

Still, or perhaps because of his burgeoning intellect, Betts wasn't challenged in high school. "I'm convinced that the public school system in particular didn't really have expectations for me and a lot of my peers," Betts says. "Nobody's like, 'How come you don't have any A's?' or 'How come you don't have a higher GPA? — We know you'll need a higher GPA if you want to do this list of things,'" he continues. With college a faraway goal — apart from what he described as probably a once-a-year conversation — he became

"stuck in a state of inertia."

During his time in jail, Betts used writing as an outlet. He wrote poetry. He wrote essays. "It was just me riffing and trying to understand the world," he says. His first published piece was on the history, practice and rationale for trying juveniles as adults.

In 2005, Betts was released. He began working at Karibu Books in Bowie, Maryland, where he founded a book club for African-American boys. He also began his journey pursuing higher education, beginning at Prince George's Community College in Largo, Maryland.

"I like school and I didn't have any readily identifiable skills," he says. "And so going to college was a way to get some schooling and to prove something to myself." It was

also a way to establish himself as a student, intellectual, and academic in order to "battle with the conception that people would already have about who I am because I got three felonies."

In 2007, he received an associate degree, then enrolled at the University of Maryland, College Park to study English.

It was at this time that he was approached to write his first book, *A Question of Freedom: A Memoir of Learning, Survival, and Coming of Age in Prison*.

While he believes books about prison are best told with a singular tale, "I tried to tell a bunch of stories," Betts says. "I tried to acknowledge the fact that it was a very violent place, but also acknowledge the fact that I met my first mentors and really close friends in prison."

The memoir was released in 2009 and was awarded the NAACP Image Award for non-fiction in 2010.

In 2009, he received a bachelor's followed by a master's in fine arts in poetry from Warren Wilson College in 2010. He also authored two poetry books in 2010 and 2015, and taught poetry courses on the K-12, collegiate and graduate levels.

A number of fellowships, such the Radcliffe Institute for Advanced Study at Harvard University, allowed Betts a space for research and writing.

With each opportunity, his key for advancement has been forming communities that have "sustained me and given me life," he says.

Once he graduates from Yale this year, Betts plans to practice law, teach and advocate for issues including juveniles being tried as adults, employment discrimination, and high youth incarceration and recidivism rates.

"What I wish was more obvious to people is that the promise that I displayed post-incarceration, I displayed pre-incarceration," he says. "And I wish that we spent more time thinking about all young men and women who we lose to the street, who we lose to drugs and addiction, and who we lose to just apathy — not because they were driven there or because they desired to disappear, but because we pretended like they weren't there or we ignored them."

— Christina Sturdivant



further direct the life he's cultivated over the past decade.

As someone who was imprisoned for more than eight years, Betts' thirst for justice is unique to most of his peers at Yale. "The law has a pervasive impact not only in my life, but in the lives of people in my community," he says. As a law student, he's able to think about problems conceptually — in a way that he would not have otherwise, he continues.

In 1996, Betts and his friend discovered a man sleeping in his car in a mall parking lot in Springfield, Virginia. The boys held the man at gunpoint and stole his car. In less than 24 hours, Betts was arrested and charged with six felonies. He was 16 at the time of his arrest, and tried and sentenced





## Paying tied to resentment

White opposition to paying college athletes is largely fueled by negative attitudes toward young Black men, a new study has found. Researchers at California State University, Long Beach and the University of Massachusetts Amherst discovered that when White respondents were shown photos of young Black men then were asked whether college athletes should be paid, they were more likely than those who weren't shown photos to believe college athletes shouldn't be paid.

The survey also revealed that the more resentment White respondents held toward Blacks, the more strongly they opposed paying the athletes.

## Black student stress

Racism is taking a toll on high-achieving Black college students, according to new research published in the *Educational Theory* journal. Black students are working themselves “to the point of extreme illness,” the researchers wrote. Students are suffering from panic attacks, hair loss and seizures that can be traced to their efforts to avoid being seen as intellectually inferior.

Too often, the students are being told to “suck it up,” Dr. Ebony McGee, an assistant professor of diversity and urban schooling at Vanderbilt and co-author of the study, told *The Tennessean*. The researchers say students deserve more “nuanced” support in dealing with racialized trauma.

## U.S. low in G-20

Only 16 percent of bachelor's degrees in the United States are in the science, math and engineering fields, a percentage that ranks among the lowest in the G-20 countries. Only Brazil (10 percent) and Argentina (15 percent) awarded fewer STEM degrees.

In fact, the study by the National Center for Education Statistics found that the United States and Saudi Arabia were the only G-20 countries that awarded more arts and humanities degrees than science, math and engineering degrees. For many of the countries, the fewest degrees awarded were in the field of education. At 28 percent, Brazil awarded the most education degrees; education degrees in most of the other countries made up only 5 percent to 11 percent of the total degrees. The United States remains the country awarding the most university degrees overall, conferring more than 2.1 million in 2011.

## Book of note

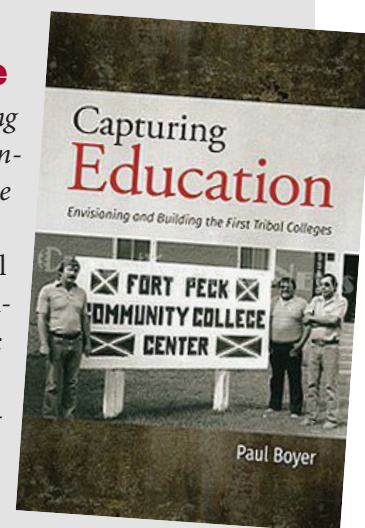
**The book:** *Capturing Education: Envisioning and Building the First Tribal Colleges*

**The author:** Paul Boyer, founding editor of *Tribal College: Journal of American Indian Higher Education*

**What it's about:**

Boyer interviews tribal college presidents to trace the schools' beginnings back to the late 1960s.

**Why read it:** In addition to the movement's struggles to achieve legitimacy among both Native Americans and non-Native Americans, Boyer also explores the impact the colleges are having today and how the schools are continuing to evolve.



## Quote of note

**“What I saw in the 2015 student protesters is that they are using the tools we teach in college classrooms to engage critically with the world around them. Fueled by the intersection of history and politics at the core of the Black Lives Matter movement, they are making the university and college campuses politically relevant in a way that they have not been since the 1960s.”**

— Dr. Jennifer Wilson, postdoctoral fellow in the Department of Slavic Languages and Literature at the University of Pennsylvania, on *Aljazeera.com*.

— Compiled by Crystal Davis



## Higginbotham Takes Helm of ASALH

By Jamal Eric Watson

Long before Dr. Evelyn Brooks Higginbotham became one of the nation's most prominent historians, her introduction to Black history came vis-à-vis her father, who was a proud and active member of the Association for the Study of Negro Life and History (ASNLH).

For years, Albert N. D. Brooks served as the secretary-treasurer of the association, which was founded in 1915 by Dr. Carter G. Woodson. A junior high school principal by day and an association leader during the evenings and weekends, Brooks edited the organization's *Negro History Bulletin*.

After Woodson died, Albert Brooks ran the ASNLH's Washington, D.C., office with the two office secretaries — Mrs. Milton and Mrs. Miles — until his death in 1964.

“As a child, my father would literally bring me to the office on Saturdays and I would sit and watch him put together the *Bulletin* and watch him doing the other kinds of things that he did there. And at a really young age, I got the sense that this was so very important,” said Higginbotham in a recent interview with *Diverse*.

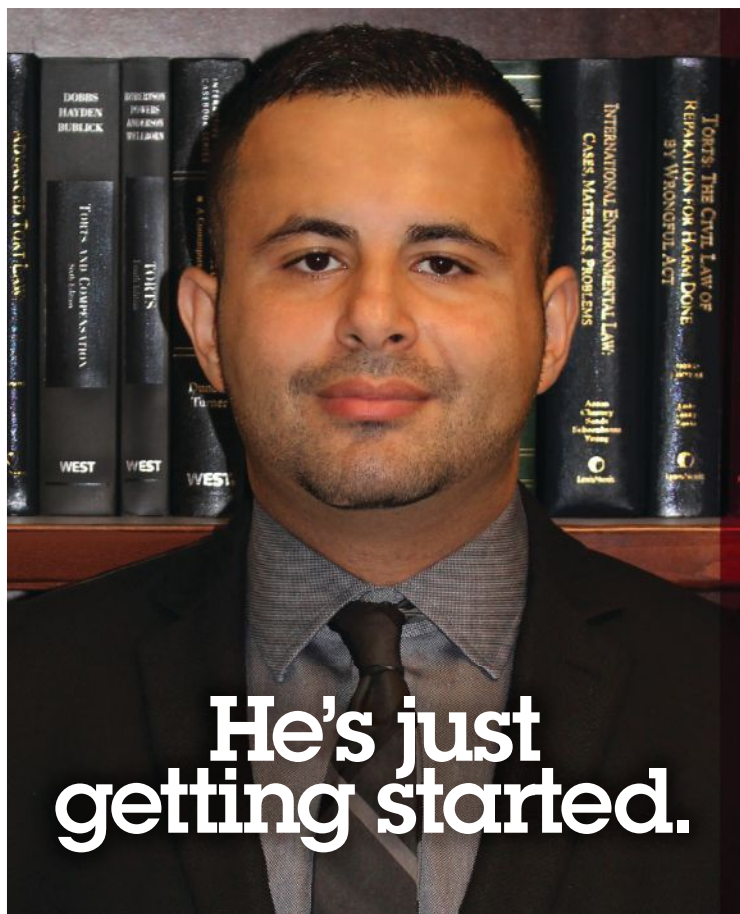
She recalled visits to the family home by well-known Black

historians such as Drs. John Hope Franklin, Benjamin Quarles and Rayford Logan. “My father would sit at the dinner table with my sister and my mother and I, and he would say, ‘We work to disprove the lie that the Negro has no history; or none worthy of respect.’ This was his way of saying to all of us, ‘This is why I do what I do.’”

Now Higginbotham, who is the Victor S. Thomas Professor of History and of African and African American Studies at Harvard University, is continuing in her father's tradition. She recently took reins of the 100-year-old organization, which was renamed to the Association for the Study of African American Life and History (ASALH), but has remained true to its early roots of educating the masses about the importance of Black history.

“Woodson was fighting against these histories that gave no recognition or no respect to Black people,” said Higginbotham, who is the author of *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880–1920*. “He was calling for a systematic study of history that looked for the facts and that really took the evidence of our past to tell a story that disproved the lies.”

As president of ASALH, Higginbotham said that she wants to



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build membership, particularly at the branch level, and wants to reinvigorate chapters on college campuses across the country.

She said that she wants to provide additional support for the *The Journal of African American History*, which is edited by Dr. V.P. Franklin, Distinguished Professor Emeritus of History at the University of California, Riverside.

“It’s very hard in this digital age,” she said of publishing an academic journal. “My goal is to put this on such a firm footing that it will continue to thrive.”

Higginbotham said that Woodson created the journal and later the *Negro History Bulletin* at a time when White journals refused to publish Black people or Black topics.

“Not only was this knowledge important for scholarship, but the masses of our people needed to understand their history,” said Higginbotham. “This was not an experiment for the academic world. This was a struggle over knowledge.”

Higginbotham, who succeeds Dr. Daryl Michael Scott, a professor of history at Howard University, said that she plans to raise money, build chapters and bring more young scholars and community-based people into the pipeline of the association.

“As we move through the centennial, it is my great goal that we don’t lose any of our momentum but that we grow even more,” said Higginbotham, who was awarded a National Humanities Medal by President Obama last year. “I feel so honored that people are excited about my presidency. They’ve come up to me and have said, ‘I haven’t been as active in the past, but I will be going forward.’”

Unlike other scholarly association meetings, ASALH has long brought together academicians with lay individuals committed to studying Black history.

“It is not a bifurcation where you have scholars talk to each other and the lay people talk to each other,” said Higginbotham. “These community people want to hear these scholars. They want to know about the research.”

A longtime member of the Martha’s Vineyard chapter, Higginbotham said that Woodson was an intellectual entrepreneur

who saw community-based membership as not only important to cultivate an audience for his ideas, but also important for the marketing of books and other publications produced by the association. ▣

— Jamal Eric Watson can be reached at [jwatson1@diverseeducation.com](mailto:jwatson1@diverseeducation.com).



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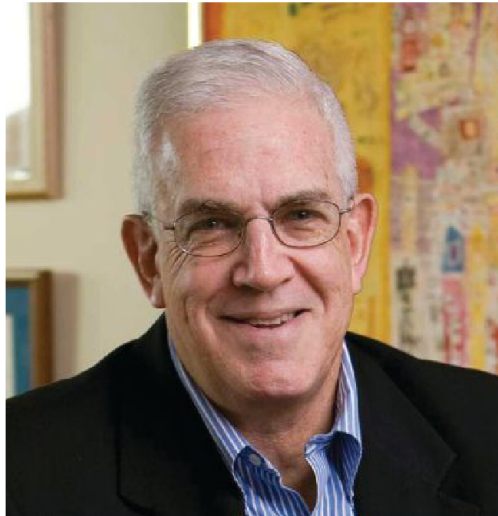
## Non-tenure-track Faculty Moving to Front of Hiring Line

By Catherine Morris

Back in the day, entering the professoriate was one path to a stable life, professionally speaking. Tenure made jobs lifelong. Yet those halcyon days when the promise of a job for life was not so unthinkable have slipped away at universities, just as it has in many other sectors in the contemporary era.

Colleges and universities now rely on non-tenure-track faculty to fill their professorial ranks. According to the American Association of University Professors (AAUP), approximately 3 out of 4 instructional staff are non-tenure-track and more than 50 percent hold part-time appointments.

For the most part, contingent or adjunct faculty inspire the most sympathy. There might be said to be two types of contingent faculty: those who have an established career and have the time to teach a class or two on top of that. Then there are those who want to be professors but can see no other path to that goal other than to take on part-time work.



Dr. Ronald G. Ehrenberg is Irving M. Ives Professor of Industrial and Labor Relations and Economics at Cornell University.

The financial outlook is not good for those who are reliant on an adjunct salary. Although there is no source that offers an exact approximation of the average salary of an adjunct professor, websites such as the *Chronicle's* Adjunct Project show that most adjuncts can expect to earn from \$700 to \$3,000 per course. Some estimates put the average adjunct salary at less than \$25,000.

In addition to low pay, adjuncts have limited job security, since their contracts may only extend the length of one semester. They may piece to-

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gether a number of jobs at different institutions in the pursuit of a wage they can subsist on, spending their days and weeks shuttling between schools. The itinerant lifestyle of some adjuncts is chronicled in places such as the *Adjunct Commuter Weekly*, a magazine dedicated to adjuncts who crisscross state lines to get from one job to the next.

A new study from the National Bureau of Economic Research, “Changing Faculty Employment at Four-Year Colleges and Universities in the United States,” sheds a little more light on the current composition of faculty. Dr. Ronald G. Ehrenberg, Irving M. Ives Professor of Industrial and Labor Relations and Economics at Cornell University and one of the authors of the study, highlighted the emerging role of non-tenure-track full-time faculty.

“It’s true that the share of tenure track and tenured faculty nationwide continues to go down, but more and more of these institutions are hiring full-time, non-tenure-track people often with the expectation that there’s going to be a fairly permanent relationship, if they perform well with the institution,” Ehrenberg said.

When hiring a full-time, non-tenure-track faculty member, colleges and universities might now consider individuals with unique skill sets, but who do not necessarily have a Ph.D., Ehrenberg said. He added, “These [types of hires] would be prominent political figures, prominent artists, or creative writers or engineers who have been working in the industry, who can convey the type of material which faculty with more academic type of

backgrounds cannot.”

One of the questions that arises from the study is whether current trends will continue to “erode” tenure, eventually leading to the end of tenure as we know it, or whether the composition of tenure to non-tenure-track faculty had reached an equilibrium.

Ehrenberg said that it is still not clear what the end result will be, but that schools were certainly not immune to making hiring

**In addition to low pay, adjuncts have limited job security, since their contracts may only extend the length of one semester.**

choices based on economic factors. If adjunct unionization efforts, for example, become more widespread and successful, that may push schools to consider the benefits of a more permanent, but non-tenured class of faculty.

“The unionization efforts of adjuncts will help aid this trend because as adjuncts become more expensive, to the extent that the unionization is successful, the institutions will begin to think more about the notion of the benefits of full-time instructional faculty who are not on tenure tracks, rather than adjuncts,” Ehrenberg concluded. ■

— Catherine Morris can be reached at [cmorris@diverseeducation.com](mailto:cmorris@diverseeducation.com).



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## Clafin University Promoting Female Entrepreneurship in India

By Catherine Morris

Clafin University will partner with the University of Calcutta to promote female entrepreneurship in West Bengal, India. The University of Calcutta was awarded a \$250,000 grant to create training programs for women to educate them in the fundamentals of business: how to get bank loans, how to form collaborative units and how to market their products.

In India, the division of labor is still largely determined by traditional gender roles, with women disproportionately underrepresented in the workforce. Household duties and child care typically fall to women, while men are expected to work to provide for their families. In recent years, female participation in the workforce has actually fallen, despite gains in education. In addition, the pay gap between men and women is high: a woman earns 56 cents to a man's dollar, according to data from the World Economic Forum.

Many women in India either supplement their income or make their living by working as "home-based" workers, producing garments, textiles, furniture and other such products. Home-based workers typically work as subcontractors of factories or other entities. Given the informal nature of such work, it is difficult to quantify how many female home-based workers there are in India, but most estimates put their numbers in the millions.

The Clafin and University of Calcutta partnership is aimed at that demographic: urban women who have a monetizable skill but lack the know-how or resources to turn their production into a business in its own right.

Dr. Mitali Wong, a professor of English at Clafin and one of four professors who originally developed the grant proposal, said that the program will target women with high school degrees who already have a business or a business plan. The University of Calcutta will establish training centers in three cities in West Bengal, working with local NGOs.

At each training center, women will have the chance to participate in four-week courses. Over the course of the three-year grant,



Wong said it is expected that 270 women will have completed the courses and will be able to form their own businesses or cooperatives to enhance their bargaining power.

Cooperatives in India have had success in an array of fields, from savings and loans to artisanal and agricultural production. They also eliminate the need for individual workers to pass their wares along to middlemen, who will sell the product for them, or to subcontract out their services. Wong noted that such arrangements tend to benefit the middleman or contractor, adding, "The person who actually makes the products gets pennies."

Another of the grant's strategic focuses will be to encourage women to develop eco-friendly practices.

"We know that environmental issues are becoming more and more obvious and critical all over the world," said Dr. Harpal Grewal, former dean and a professor at the Clafin School of Business. "India in particular is having very serious problems with pollution and other environmental issues." Grewal, along with Wong and two professors from the University of Calcutta, developed the grant proposal.

Clafin President Henry N. Tisdale said that the partnership aligns with Clafin's international outlook. "It is very exciting, and I think it supports not only the mission of Clafin University but it also supports our national goals as well." □

— Catherine Morris can be reached at [cmorris@diverseeducation.com](mailto:cmorris@diverseeducation.com).



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# 2016 Emerging Scholars

**O**n the following pages, we are pleased to present our 2016 Emerging Scholars. Once again, choosing 12 scholars from the many outstanding nominations we received was no easy task, given the high caliber of research, teaching and service the nominees exhibited. It seems clear that the future in the academy is bright for the outstanding scholars featured in this edition, our 15th annual Emerging Scholars special report. These scholars represent the best in service-minded scholarship.

For the scholars featured on the following pages, service is not just a part of the job, it is a way of life. For those who may be discouraged about the future of the underrepresented in the academy, Dr. Antiño Allen offers a ray of sunshine.

Exemplifying perseverance, Allen worked on his Ph.D. by night while serving as a company commander of an the Infantry Training Brigade by day. Allen tells *Diverse* that his two nearly back-to-back tours better prepared him to run his own laboratory and train his graduate students. Allen was motivated to understand neurogenesis — the process of how neurons are born — so he could potentially help his Army comrades suffering from traumatic brain injury.

Allen also seeks to encourage minority students to pursue scientific research.

“My job as a Black scientist is to try to get the idea to young kids that this is something you can do,” Allen says. “It’s not one of those things where you have to be at Harvard to do science. No. It’s you get your Ph.D., you get a job and get a lab.”

The lab, Allen says, is not only a place to do research — it’s a place to make a difference and help change the face of science. Allen’s perseverance, dedication and service well represent this 2016 Emerging Scholars class.

How about Khaled Beydoun, the child of an Egyptian single mother, who was raised on the West Side of Detroit in a mostly Arab and Black community? The racial and ethnic composition of his community growing up informs his work, which often draws parallels between the Black experience in the United States and the Arab and Muslim experiences in the United States and abroad.

An example of the impact Beydoun is having beyond the academy is an article he wrote titled, “Between Muslim and White: The Legal Construction of Arab American Identity” in the *New York University Annual Survey of American Law*. This article was recently cited in *Hassan v. City of New York* — a federal appeals court decision that allowed litigation against the NYPD to proceed for its surveillance of Muslim communities.

“I see my scholarship adding to the legal literature but also having a broader social and political impact,” Beydoun says. “I want ideally to leverage my scholarship in a way to create broader public consciousness about who Muslim Americans are.”

Or how about our cover subject, Dr. Amber Wiley, who seeks to break the bounds of traditional architecture and, in her words, “make sure that narratives and stories other than just those from Western architecture were being told?”

Wiley says that she is “dedicated to teaching and bringing lesser-known histories of design and culture to my students, who will go out into the world with the lessons they have learned and address issues of society through design in informed and empathetic ways.”

Dedication. Service. Excellence in research, teaching and mentoring. Such are a few words that speak to the outstanding achievements of our 2016 Emerging Scholars. We applaud the achievements of our 2016 Emerging Scholars and believe you will agree with us that the future looks bright for this dynamic dozen. Happy reading.

— The Editors

# Changing the Face of Science



## ANTIÑO R. ALLEN

**Title:** Assistant Professor of Pharmaceutical Sciences, Division of Radiation Health, University of Arkansas for Medical Sciences

**Education:** B.S., biology, Jackson State University; M.S., animal behavior, Indiana University Bloomington; Ph.D., evolution, ecology and behavior, Indiana University Bloomington

**Age:** 40

**Career mentors:** Dr. Vernon Archer and Dr. G. Troy Smith, Indiana University Bloomington; Dr. John R. Fike, University of California, San Francisco

**Words of wisdom/advice for new faculty members:** Always let the research questions guide you throughout your career.

During his quest to earn a Ph.D., researcher in the field of neuroscience Antiño R. Allen was called to serve as company commander of an Army Infantry Training Brigade at Fort Benning in Georgia.

That may sound like an interruption to some. But Allen had “absolutely amazing discipline, focus, and dedication in completing his dissertation,” says Dr. G. Troy Smith, an associate professor of biology at Indiana University Bloomington and Allen’s mentor.

“He did not let barriers that would hinder other students keep him from reaching his goal,” Smith says. “During his second tour of duty, he worked long days serving his country, and then would work long hours at night to finish analyzing data and writing his dissertation.

“He is a model for overcoming setbacks and challenges

through hard work, and I am very proud of all he has achieved.”

The hard work paid off.

Today, Allen is an assistant professor of pharmaceutical sciences in the Division of Radiation Health at the University of Arkansas for Medical Sciences. There, he runs a lab on the fourth floor of the Biomedical Research Building II. He also oversees two graduate students — one who is looking at the long-term cognitive effects of drugs that treat breast cancer and another who is looking at the long-term cognitive effects of drugs used to treat acute lymphocytic leukemia.

Allen says that the two nearly back-to-back military stints better prepared him to run his own laboratory and to train his graduate students to become better at what they do.

“The thing you learn how to do in the Army is run an organization and plan and prepare for whatever issue you’re going to face,” Allen says, adding that a message he heard constantly in the Army was to improve any organization he encounters.

“It’s the same with your lab. You want your organization to be a better, stronger organization,” Allen says. “Those are things I wouldn’t have gotten as a regular graduate student.”

While overseeing graduate students, Allen’s own research is focused on how to prevent the negative side effects of chemotherapy and radiation on normal brain tissue. It’s an area of research that, much like his career, has significant interplay with his military background and experience.

“I had a lot of friends who were getting traumatic brain injuries,” Allen says of his Army comrades, explaining how he wanted to better understand neurogenesis — the process of how neurons are born — and how “this innate thing” could be beneficial.

Allen, who hails from a working-class family in Blue Mountain, Mississippi, credits Jackson State University with being a supportive environment but also challenging on his road to becoming a soldier and a scholar. He was in the school’s ROTC program and had superiors

who focused specifically on preparing the young officers to become their own men and for the experience of being just one of a few minorities in academe and in military leadership positions.

“Jackson State totally prepared me for everything I was going to face after that in academia and in the military,” Allen says.

Allen makes it a point to seek out minority students in order to inspire and assist their own academic quests.

“My job, as a Black scientist, is to try to get the idea to young kids that this is something you can do,” Allen says. “It’s not one of those things where you have to be at Harvard to do science. No. It’s you get your Ph.D., you get a job and get a lab.”

The lab, he says, is not only a place to do research — it’s a place to make a difference and help change the face of science. ■

— Jamaal Abdul-Alim



# Challenging Muslim Identity

When Khaled A. Beydoun entered law school at the University of California, Los Angeles (UCLA) back in 2001, two things led him to pursue a legal academic career — the chance to study under prominent critical race theorists and what he saw as the dearth of scholarship on racial Muslim identities in the aftermath of 9/11.

“It was transformative for me to see brilliant scholars of color talking about the law in ways that I had never heard before,” Beydoun recalls, referring to leading critical race theorists such as Kimberlé W. Crenshaw, Devon Carbado and Cheryl Harris, all professors of law at UCLA. “That really left an impression on me,” Beydoun says.

Beydoun’s law school entry also coincided with the heightened scrutiny that law enforcement directed toward Muslim Americans — or those perceived to be Muslims — in the wake of 9/11.

“I began to see a lot of gaps and opportunities in the legal scholarship,” Beydoun says. “A lot of the legal scholarship didn’t focus on the racial construction of Arab and Muslim Americans and the special legal crises faced by them after 9/11 but also before 9/11.

“That’s when I realized, ‘Hey, someone’s gotta write about this stuff. Maybe I should be the one.’”

Fourteen years later, Beydoun has established himself as a “vocal and visible” commentator on pressing legal issues that involve race and civil liberties, according to Leticia M. Diaz, dean at the Dwayne O. Andreas School of Law at Barry University, where

Beydoun was named “Professor of the Year” for the 2014-15 academic year — his inaugural year at the school.

“His student evaluations earned near perfect scores, evidencing that his passion for scholarship is matched by his love for teaching,” Diaz says.

Beydoun was raised by an Egyptian single mother on the West Side of Detroit in a mostly Arab and Black community. The racial and ethnic makeup of his childhood environs has since become the focal points of much of his work, which often draws parallels between the Black experience in America and Arab and Muslim experiences in the United States and abroad.

Consider, for instance, the article titled, “Why Ferguson Is Our Issue: A Letter to Muslim America,” which Beydoun penned for the *Harvard Journal on Racial & Ethnic Justice* in the aftermath of the 2014 police killing of Mike Brown, whose death became a symbol for police use of excessive force against Black men.

If Beydoun, a tenure-track assistant professor of law at Barry University, saw a gap in scholarship around issues of racial identities of Arabs and Muslim Americans following 9/11, much of his work has since served to close that gap in profound ways.

For instance, his article, “Between Muslim and White: The Legal Construction of



## KHALED A. BEYDOUN

**Title:** Assistant Professor of Law, Barry University

**Education:** B.A., political science and Near Eastern studies, University of Michigan; J.D., University of California, Los Angeles; LL.M., University of Toronto Faculty of Law

**Age:** 37

**Career mentors:** Kimberlé Crenshaw and Devon Carbado, University of California, Los Angeles; Ediberto Roman, Florida International University

**Words of wisdom/advice for new faculty members:** Find your own voice as a scholar and your own style as a professor.

Arab American Identity,” was recently cited in *Hassan v. City of New York* — a U.S. Court of Appeals for the Third Circuit decision that allowed litigation against the NYPD to proceed for its surveillance of Muslim communities.

“This illustrates both the scholarly and practical significance of his work,” Diaz says.

“I see my scholarship adding to the legal literature but also having a broader social and political impact,” Beydoun says. “I want, ideally, to leverage my scholarship in a way to create broader public

consciousness about who Muslim Americans are.”

As of late, Beydoun has been focusing on the impact of countering violent extremism (CVE) policing — an emergent national security policing model — on indigent and working-class Muslim American groups.

Based on recent developments — from suggestions of a Muslim registry to a proposed ban on Muslims from entering the United States — the need for such scholarship is perhaps more urgent than ever before.



— Jamaal Abdul-Alim

# By Cellular Design

The shiny new steel and glass laboratory that sits on the corner of campus at the University of Washington (UW) “looks like a high-tech company,” but it’s where James M. Carothers makes his research home. Microbes grow there and he and his research team move about in the brightly lit, modular laboratory.

This is the place that Carothers, an assistant professor of chemical engineering and an adjunct assistant professor, as well as a member of the Molecular Engineering & Sciences Institute and Center for Synthetic Biology at UW, investigates solutions to real-world problems. It is complex, grueling work, but what excites Carothers more than the process are what his efforts over the years are poised to yield — “new approaches to produce renewable chemicals” and one day reduce the need to use petroleum for some applications.

Even as a high school student who enjoyed and excelled at math, biology and technology, Carothers recalls the need he had even then to see the practical applications of all that he was learning and how it could ultimately benefit society. Using cells, Carothers later found a way forward.

As a graduate student at Harvard, Carothers



## JAMES M. CAROTHERS

**Title:** Assistant Professor of Chemical Engineering, Adjunct Assistant Professor of Bioengineering and Member, Molecular Engineering & Sciences Institute and Center for Synthetic Biology, University of Washington

**Education:** B.S., molecular biophysics and biochemistry, Yale University; Ph.D., biological chemistry and molecular pharmacology, Harvard University

**Age:** 40

**Career mentors:** Postdoctoral advisor Dr. Jay D. Keasling, DOE Joint BioEnergy Institute and the University of California, Berkeley; Ph.D. adviser Dr. Jack W. Szostak, Massachusetts General Hospital and Harvard Medical School

**Words of wisdom/advice for new faculty members:** Find people on campus who will be genuine champions of your work. And then work on the problems where you have unique expertise — in my experience, that’s the best way to have fun and be the most productive.

began to develop “cellular design-driven approaches to re-engineer living systems for biotech applications.” And as a postdoctoral fellow and research scientist at the University of California, Berkeley, Carothers continued that work alongside pioneering synthetic biologist Jay D. Keasling. Carothers’ co-authored publications have been cited more than 1,200 times and his scholarship was recognized by the UW Innovation Award and the Alfred P. Sloan Foundation Research Fellowship in 2013.

But when this award-winning scholar goes in search of a few high school students to join him and his research team — the Carothers Research Group — in the lab, Carothers knows how to translate the work that he does in a way that makes even complicated science sound familiar and doable to teens.

“We’re trying to convert leftover agricultural material into fuel

to power your car. That’s how I usually start out,” says Carothers of his palatable pitch to students for whom the inside of a science lab and a university campus are unfamiliar places. But even among first-generation students, Carothers says he doesn’t worry about finding recruits: “The lab is exciting and new and the science sells itself.”

In 2008, as a postdoctoral fellow, Carothers co-founded the Introduction to College Level Experience in Microbiology (iCLEM) program for low-income high school students in the San Francisco Bay Area. It was a success — 100 percent of iCLEM participants have enrolled in college and 70 percent have majored in science or engineering.

When Carothers came to UW in 2012, the successful iCLEM program followed.

“Drawing on successful lessons from iCLEM, James created research modules that combine concepts in molecular design with wet-lab experiments and quantitative analyses to engage and motivate students from groups typically underrepresented in quantitative science and engineering,” says Dr. François Baneyx, chair of the department of chemical engineering at UW and the Charles W.H. Matthaei Professor of Chemical Engineering.

While Carothers’ days are packed with teaching and research, he is committed to training and mentoring through iCLEM. “If we want the U.S. to be an exciting place to do science and enjoy all of the benefits that come with it and new technology, we need to be concerned about casting a wide net for the next generation of scientists,” adds Carothers, whose own college going was “expected” and his path to a STEM career straight and sure.

“We know that for a whole group of students that’s not the case,” adds Carothers. “For those in iCLEM, we want to give them even a little taste of college and normalize the college experience. This work for them could be a bridge to opportunity, careers and to the middle class. We want to be that kind of bridge for our students.”

▣

— B. Denise Hawkins





## YA-CHIH "JILLY" CHANG

**Title:** Assistant Professor, Division of Special Education and Counseling, California State University, Los Angeles

**Education:** B.A., psychology, University of California, Los Angeles; M.A., Ph.D., education, University of California, Los Angeles

**Age:** 33

**Career mentors:** Dr. Frederick R. Frankel, Dr. Connie Kasari and Cynthia Whitham, University of California, Los Angeles; Dr. Andrea Zetlin, Dr. Nancy Hunt and Dr. Holly Menzies, California State University, Los Angeles

**Words of wisdom/advice for new faculty members:** Be open-minded. Don't be pressured to do it all. Network outside your specialty.

Dr. Ya-Chih Chang, an immigrant from Taiwan, followed her parents' path by going to college, for her at the University of California, Los Angeles (UCLA). She has gone a step further, teaching special education courses to graduate students at UCLA as a postdoc, and now, graduate and credential students at California State University, Los Angeles.

"I never knew that I was going to teach at a college," Chang, 33, says. "I took a class as an undergrad on autism, and then I got really interested in that, so I started taking a lot more classes."

Because of that one class taught by Dr. Connie Kasari, autism became Chang's academic specialty.

"It was actually Intro to Special Education," Chang says. "The professor who taught that undergraduate class was my graduate adviser. She talked a lot about autism in that class because that's her specialty.

"What is so interesting about autism is it's a spectrum disorder. I was exposed to kids who were minimally verbal, who didn't have any language at all, or kids who were really verbal but didn't have social skills," Chang explains. "So it's not just like, Oh, you could only [do] one thing with one particular child."

During her senior year, Chang developed an interest in research, which

she conducted offsite at the Lanterman Regional Center.

Chang continued to be involved in research on methods of teaching children with autism in the doctoral programs at UCLA. She worked with children with autism from 2 to 13 years old, but her focus narrowed to the early childhood education of the youngest children with autism, from birth to 5 years old. As a postdoc, she coordinated a study of early interventions.

"My two years I was spending basically every day in a preschool classroom," Chang recalls.

Then, fortuitously, a position in early childhood education opened in the Division of Special Education and Counseling at California State University, Los Angeles. Chang, seeing it as a good fit for her postdoc research, took the job in 2014. She instructs master's students and candidates for teaching credentials in the methods of teaching children with autism.

Dr. Holly Menzies, acting chair of the Division of Special Education and Counseling at Cal State LA, praises Chang's dual engagement with teaching and research.

"She's developing both those lines strongly. That can be hard to do in the beginning of your career," Menzies says. "Sometimes you focus more on the teaching, the students at the university. Or

sometimes you focus more on the research. She's kind of amazing at doing both."

Chang's work is also distinguished, Menzies notes, by an interest in helping children with autism learn to build friendships — rather than focusing solely on academic skills.

"She is taking a more global approach, I think, in really trying to improve the quality of their lives and thinking about ways that teachers can be instrumental in helping students develop those pragmatic and communications skills," Menzies says.

In September, Chang was one of four trainers of a workshop in Guangzhou, China, co-sponsored by the World Health Organization and Autism Speaks to instruct doctors and other mental health specialists, e.g., behaviorists and speech language pathologists, in how to train others in their country to work with families whose children have autism.

"The United States, we are kind of a leader in the field of working students with disabilities," Menzies says. "So to go internationally and share that knowledge and help train people in other countries, it's really important."

Chang intends to do more training — in this country.

"My research is really still tied into early intervention work with families and teachers as well as other school personnel," Chang says. "The idea that I eventually want to do is train paraprofessionals, because a lot of times they are the ones who become the one-on-one aides who are working with the child with special needs. So I do want to have some kind of training program for them as well." ▣

— Kenneth J. Cooper

# Race and Place

Dr. Wendy Cheng has found a way to combine her love for photography into her ongoing scholarship of tackling issues of racism and structural inequalities.

Cheng, an assistant professor of Asian American Pacific Studies and Justice and Social Inquiry at Arizona State University, uses the lenses of the camera to “open eyes to the wider world” where ethnic studies and geography are part of the everyday landscape.

Cheng is the daughter of Taiwanese immigrants who came to the United States for grad school but became activists for Taiwanese independence and were later blacklisted from returning to their country. She grew up in middle- and upper middle-class, predominantly White communities in San Diego.

During her years as a graduate student, Cheng began to closely examine the intersection of issues such as race, class and space in American society. Her current research examines shifting demographics, particularly among

people of color. Her  
2013



book *The Changs Next Door to the Díazes: Remapping Race in Suburban California* won the 2014 Book Award from the American Sociological Association’s Section on Asia and Asian America.

In *The Changs Next Door to the Díazes*, Cheng examines racial formation through the experiences and perspectives of residents of a majority non-White, multiracial suburb.

“My work looks at how people think and live in communities of color,” says Cheng. “There have always been communities where people live their lives not totally dictated by White dominance. These are multiracial spaces.”

Her first book, *A People’s Guide to Los Angeles*, was published by the University of California Press in 2012 and is co-authored with Laura Pulido and Laura Barraclough. It, too, has received accolades: the American Association of Geographers’ 2012 Globe Book Award for Public Understanding of Geography and the Southern California Independent Booksellers Association’s 2012 Book Prize for Nonfiction.

Cheng, who is currently going through the tenured process, landed a one-year teaching postdoctoral position at New York University after she graduated from the University of Southern California. She was offered a tenure-track position at Arizona State University in 2010, where she now teaches at the graduate and undergraduate level.

In her classes, she helps her students engage at looking specifically at the “production of inequality” throughout Arizona,

which has had its fair share of racial woes.

These interactive forms of engagements help students feel like they are “creating knowledge, not just absorbing it,” says Cheng, adding that she sees her role as an instructor to help “make the everyday world come alive” for her students.

Outside of the classroom, she is a founding member of the ASU Ethnic Studies Working Group (ESWG) and the Arizona Ethnic Studies Network, and has been active in promoting awareness at Arizona State, especially on the Tempe campus.

“It’s exhausting,” she says of the racial climate in Arizona. “We feel we have to work so hard to get recognition for the small things. But it makes it feel worthwhile when students feel that they can speak up about things and not have ideas imposed on them.”

Dr. Mary Margaret Fonow, founding and current director of the School of Social Transformation and a professor of Women and Gender Studies at Arizona State, praised Cheng’s research and teaching.

“Dr. Cheng demonstrates consistently — in her advocacy, research, and teaching — a commitment to promoting a more just and inclusive future. She connects her students to their communities and histories, and she connects her peers to one another to develop new collaborations and opportunities,” says Fonow.

“In her relatively young career, Dr. Wendy Cheng has already emerged as a scholar committed to social justice and transforming the ways we understand and practice social transformations.” ■

— Jamal Eric Watson

PHOTO COURTESY OF WENDY CHENG

## WENDY CHENG

**Title:** Assistant Professor of Asian Pacific American Studies and Justice and Social Inquiry, School of Social Transformation, Arizona State University

**Education:** A.B., English, Harvard University; M.A., geography, University of California, Berkeley; Ph.D., American studies and ethnicity, University of Southern California

**Age:** 38

**Career mentors:** Dr. Ruth Wilson Gilmore, The Graduate Center of the City University of New York; Dr. Laura Pulido, University of Southern California

**Words of wisdom/advice for new faculty members:** Do things that you really want to do and believe in and not just for a career move.



# Architectural Foundation

For those with an appreciation or interest in architectural marvels, Isfahan, an Iranian city famed for its splendid architectural heritage, is a good place to be. Isfahan was the capital of the Safavid Empire and is studded with extraordinary architectural works from the height of their glory in the 16th and 17th centuries.

Dr. Mohammad Gharipour, a tenured associate professor in the Morgan State University (MSU) School of Architecture and Planning, was raised in Isfahan. He credits weekly visits to the Grand Bazaar, which dates back to the 11th century, with developing his curiosity about the aesthetics and history of architectural monuments. A friend of his father was an architect, and Gharipour remembers spending hours poring over the slides and photos of temples and buildings the friend took during his travels all over the world.

Architecture and Planning.

One of Gharipour's recent notable accomplishments was founding the *International Journal of Islamic Architecture (IJIA)*, which is sponsored by the Agha Khan Program for Islamic Architecture (AKPIA) at MIT and is published biannually.

Akers calls Gharipour an "architectural anthropologist." "His take on architecture is that it always exists within a cultural context," she says. "He has a grasp on how Muslim culture [is] manifested in the architecture, whether it's a mosque or other gathering spaces, like gardens and similar spaces. It's

the destruction is the same that motivates any sort of iconoclasm: when a group seeks to establish its dominance, obliterating symbols of older or different powers is one way of going about it.

ISIS is not the first group to engage in wanton destruction of a region's architectural patrimony. Gharipour says that the Taliban dynamiting of the two 6th-century Buddhas of Bamiyan in Afghanistan in 2001 was symbolic of a new, generalized movement of destruction across the Middle East and North Africa. Now it has become the norm, to the dismay of art and architecture historians worldwide. Sometimes the culprits are even governmental entities who do not see the utility or value in preservation, Gharipour says. In many cities, notable buildings, and sometimes entire historic neighborhoods, have fallen prey to urban redevelopment as urban locales expand.

Such events give Gharipour's work a definite urgency. His most recent volume, dedicated to non-Muslim sacred precincts located in the Islamic world, was published in 2014. Since then, Gharipour says, more than four sites in the book have been destroyed.

"You can see how urgent this intellectual work is," Gharipour says. "If we don't document these buildings now, if we don't take enough steps to preserve them or at least broadcast the significance of these buildings to the wide global audience, they will be gone."

For the upcoming summer issue of *IJIA*, Gharipour plans to focus on "heritage," calling on historians across the world to share their work. So far, he says, there have been submissions from places as diverse as Indonesia and Budapest.

"The loss of a building is the loss of human history," Gharipour says. "At the end of the day, it's our responsibility to preserve and do our best to maintain these buildings." ■

— Catherine Morris



## MOHAMMAD GHARIPOUR

**Title:** Associate Professor, School of Architecture and Planning, Morgan State University

**Education:** M.A., architecture, University of Tehran; Ph.D., Architecture, Georgia Institute of Technology

**Age:** 38

**Career mentors:** Professor Douglas C. Allen and Dr. Ronald B. Lewcock, Georgia Institute of Technology; Dr. James Henry Holland, Hobart and William Smith Colleges

**Words of wisdom/advice for new faculty members:** In my academic career, I have tried to follow my passion, and to make a contribution to the field by researching topics that have not been explored much. I also think that we, as educators, should connect to the general audience in addition to serving our professional/academic communities. I understand that being an academic comes with restrictions, many of which have to do with job search requirements and tenure criteria. But there is a bigger world out there to which we should contribute through our creative and entrepreneurial research.

Gharipour went on to obtain a master's in architecture at the University of Tehran and to work as editor at *Abadi*, a prominent architecture journal in Iran. The wider world was calling, however. He earned a Ph.D. at the Georgia Institute of Technology, studying under professor Douglas Allen, a visionary landscape architect who passed away in 2014.

Since 2004, Gharipour has balanced teaching and a prolific record of writing and publishing. "He's very rigorous in his scholarship," comments Dr. Mary Anne Akers, dean of the MSU School of

the manifestation of culture within the built environment."

As of late, the architectural heritage of the Islamic world faces grave threats. In the midst of political upheaval, certain groups have targeted architectural monuments for destruction. After ISIS militants captured the ancient city of Palmyra over the summer, they have since set about systematically destroying iconic monuments — the Temple of Baalshamin and the Arch of Triumph, among others — that have stood the test of time for millennia. The rationale behind

# Cardio Kid

When it comes to young people, their health and lifestyle habits, the large amounts of sugar they consume and linkages to diseases like obesity are documented and well known. But in 2014, University of Wisconsin–Madison cardiologist and assistant professor Heather Johnson brought to the nation’s attention a grim and lesser-known health fact about young adults: 1 in 10 suffer from hypertension and at rates that creep close to those seen in

considered “critical first steps” for controlling hypertension.

What she revealed proved to be a wake-up call for some physicians across Wisconsin and the nation. It’s also been a major opportunity for Johnson to work on the very thing that guides her practice and what drew her to cardiology — the opportunity to deliver preventative and innovative solutions that she hopes will ultimately stem the rate of young people with high blood pressure and heart disease. High blood pressure among African-

Americans, especially men, is significantly more prevalent, and, compared to other groups, the disease occurs earlier as young adults, Johnson explains.

As the principal investigator of a National Heart, Lung, and Blood Institute research program, Johnson is working to identify and address barriers to hypertension control in young adults and has developed interventions that can help young adults place their blood pressure under control.

Johnson, says Dr. Molly Carnes, M.D., a UW professor and director of the Center for Women’s Health Research, “has the potential to change the way hypertension is identified and managed throughout the U.S.

and will likely improve the health of large populations of African-Americans.”

Care and prevention are always the aim, assures Johnson, a mother and mentor who bounds between treating and educating patients in her bustling cardiology practice and the classroom where she trains the next generation of young doctors. In 2010, Johnson was 33 when she joined the UW medical school staff.

Since entering UW as an undergraduate student in the distinguished Chancellor’s Scholar program, Johnson has ascended in a familiar place. She proudly credits the support of family and a network of UW female colleagues and mentors for her climb and success. “It’s because of them,” she says. Having earned all of her academic degrees from UW, it’s no doubt that Johnson’s former professors and mentors call the Chicago native “homegrown.”

Dr. James H. Stein, UW’s Robert Turell Professor of Cardiovascular Research, knows Johnson as a trailblazer: “She rapidly distinguished herself as one of our top clinicians and researchers and has already started to inspire our next generation of female and minority students and postgraduate trainees to pursue careers in medicine and public health.”

Johnson, who majored in molecular biology, says she didn’t decide to go to medical school until she was in college. But she always desired a career in academic medicine, recalls Carnes, who first met Johnson as a freshman in 1994. Nearly two decades later, she is poised to be a pioneer. Johnson, in 2016, is expected to be appointed the first tenured African-American physician in the Department of Medicine at the University of Wisconsin–Madison.

Says Carnes: “We are optimistic and hopeful that this accomplishment will pave the way for many more.” ■

— B. Denise Hawkins

## HEATHER M. JOHNSON

**Title:** Assistant Professor of Medicine, Division of Cardiovascular Medicine, University of Wisconsin School of Medicine and Public Health; Co-Director, UW Health Advanced Hypertension Program

**Education:** B.S., molecular biology, University of Wisconsin–Madison; M.D., University of Wisconsin School of Medicine and Public Health; M.S., population health, University of Wisconsin School of Medicine and Public Health

**Age:** 39

**Career mentors:** Dr. James H. Stein and Dr. Maureen H. Smith, University of Wisconsin School of Medicine and Public Health

**Words of wisdom/advice for new faculty members:** Immediately identify at least two mentors to help you navigate as a new faculty member. Learn to say “no” (when appropriate) — you need to have time for your professional development and work/life balance.

people as old as their parents and grandparents. And even when these young adults are considered hypertensive based on their numbers, they often go undiagnosed and untreated, Dr. Johnson concluded.

She and her research team at the University of Wisconsin School of Medicine and Public Health analyzed the medical records of more than 10,000 patients who

visited a practice over a four-year period. Dr. Johnson’s study, one of the largest of its kind, published in the *Journal of General Internal Medicine*, suggests that “not enough young adults with incidents of hypertension receive documented lifestyle education information from their healthcare providers.” That’s alarming, says Johnson, since educating patients about the benefits of incorporating such things as dietary changes and exercise into their daily lives is





**D**r. Nina Mahmoudian has applied her knowledge about flight in the atmosphere or outer space to the underwater world, designing better unmanned vehicles that take water samples or search the floors of oceans and lakes.

In 2011, Mahmoudian began her first faculty job at Michigan Technological University with advanced degrees in aerospace engineering, but as an assistant professor of mechanical engineering-engineering mechanics there, she has devoted her research to underwater vehicles. The scientific distance between the two fields is a lot shorter than the distance between the different environments.

“For me, the fact that I deal with an airplane or an underwater glider — it looks the same. It’s fluid, just different densities and different environmental challenges and interactions,” Mahmoudian explains. “They are the same physical concepts that apply.”

A pioneering aspect of her multidisciplinary research on “autonomous underwater vehicles” involves figuring out how to keep them in continuous operation. She cites the example of the underwater probe that, while searching the Indian Ocean for the crashed Malaysian Airlines plane, had to return to a ship to recharge its battery.

“The focus of my research is to find a way to recharge on the fly. This will cut down on the cost of operation,” Mahmoudian says.

That technology is in early stages of development. The solution involves overcoming hardware and software challenges for autonomous energy replenishment in dynamic environments.

Another possibility Mahmoudian cites, in the case of multiple vehicles mapping a large area of water, is deploying multiple chargers in the vicinity. That is a networking problem she compares to the coordinated movements of a school of fish, as each vehicle would have to dock with a charger on a schedule.

Her work on maintaining the energy of underwater vehicles in 2015 won Mahmoudian two prestigious awards for young faculty members from the National Science Foundation and Office of Naval Research.

“She’s a first,” says Dr. Adrienne Minerick, associate dean for research and innovation at Michigan Tech’s College of Engineering.

Minerick calls Mahmoudian “really forward-looking” because her research has pushed computer engineers who deal with robotics, for instance, to think differently. “That, in a large part, is what has contributed to her success, and why so many are gravitating toward the concepts and ideas that she’s laying out,” Minerick adds.

M a h m o u d i -

an’s lab has also designed two underwater gliders, one for teaching and one for research, that are less expensive. The teaching one, which is called GUPPIE and looks like the sleek aquarium fish, costs about \$1,000, and the other, called ROUGHIE, \$10,000. Mahmoudian says that commercial vehicles run \$50,000 to \$250,000.

“My focus has been to make the underwater robots accessible, for education and for researchers,” she says.

Minerick says that Mahmoudian’s vehicles navigate without propellers which stir up sediment or alter water flow.

“Her pumps are pretty passive,” Minerick says. “They don’t disturb the fluid that’s around. So she’s using principles of buoyancy and a lot of aircraft aerodynamics — just within water — to be able to control and maneuver them.”

In conducting applied research, Mahmoudian has followed in the footsteps of her father, a chemist. She was born in Germany when he was studying there. He taught for a while, but returned to Iran, where his daughter was raised, to work as head of research and laboratories at Ahvaz, a steel company.

Mahmoudian immigrated to the United States in 2003 to begin work on her Ph.D. at Virginia Tech.

So is she an aerospace engineer or a mechanical engineer?

“I consider myself as a controls engineer,” Mahmoudian replies. “I’m very interested in making things work.” ▣

— Catherine Morris

PHOTO COURTESY OF NINA MAHMOUDIEN

## NINA MAHMOUDIEN

**Title:** Assistant Professor, Department of Mechanical Engineering-Engineering Mechanics, Michigan Technological University

**Education:** B.S., aerospace engineering, Amirkabir University of Technology, Iran; M.S., mechanical engineering, K. N. Toosi University of Technology, Iran; Ph.D., aerospace engineering, Virginia Polytechnic Institute and State University

**Age:** 39

**Career mentors:** Dr. Craig Woolsey, Virginia Tech; Dr. Todd Murphey, Northwestern University

**Words of wisdom/advice for new faculty members:** Make your own opportunities. Find your own resources, make a path and persist.

# Community Advocate

Growing up in Orange County, California — widely considered the hub of political conservatism — Dr. Maria C. Malagon was the first in her family to go on to college and graduate.

Born to Mexican immigrants, her parents always valued education and the opportunities they knew it could provide for their three children.

“They weren’t forceful, but they were very supportive,” says Malagon, who enrolled at the University of California, Irvine as an undergraduate. It was during her studies there that her professors began to tell her that she was “graduate school material” and encouraged her to enroll in a master’s program at University of California, Los Angeles (UCLA).

“I didn’t know what to expect,” says Malagon, who had also worked for the city of Santa Ana in a number of administrative support positions that focused on youth educational programs. With this work, she could have easily carved out a career as a civil servant.

But Malagon, whose passion about issues relating to immigration and education was looking for a different trajectory, thought she saw value in her community-organizing work as a representative for city government.

“I didn’t feel like I was transforming a problem, but just representing the status quo,” she says of her time at City Hall. “I felt it was important to continue on the academic path and to ask more critical questions.”

While at UCLA, she befriended Dr. Daniel Solorzano, a professor of education at UCLA, who would go on to become her mentor and later, dissertation adviser, when she began work as a doctoral student at UCLA.

After completing a postdoctoral fellowship and working for five years as an adjunct in the Chicana and Chicano

studies department at California State University, Fullerton (CSUF), Malagon was hired as an assistant professor of sociology. She is in her first year as a tenure-track faculty member at the minority-serving institution.

“I love my job,” says Malagon, whose

students.”

CSUF is located a few miles from where she grew up; a large number of students at CSUF are also Latino.

“I feel like I deal with students that don’t have a sense of entitlement but who are brilliant,” says Malagon. “I love being an

## DR. MARIA C. MALAGON

**Title:** Assistant Professor of Sociology, California State University, Fullerton

**Education:** B.A., sociology, Chicano/Latino studies, political science, University of California, Irvine; M.A., Ph.D., social sciences and comparative education, specialization in race and ethnic studies, University of California, Los Angeles

**Age:** 34

**Career mentors:** Dr. Daniel Solorzano and Dr. Maylei Blackwell, University of California, Los Angeles; Dr. Alexandro José Gradilla, California State University, Fullerton

**Words of wisdom/advice for new faculty members:** Do work that matters. It’s worth it.

current research interests include critical race theory and Latina/o critical theory, racialized masculinities in education, remedial and alternative education and urban youth identity and resistance. “I love the university mainly because of the stu-

educator that facilitates their brilliance.”

While faculty at CSUF normally teach a 4-4 teaching load, Malagon has a reduced load of two courses each semester for the first year. The time, she says, has allowed her to focus on research and to commence work on a book that explores the experiences of Mexican American girls in a California reformatory school during the 1940s.

“Maria is a high-quality rising star, who has a strong commitment to students in general, but also to first-generation students, students of color, low-income, veterans, transfer students etc., especially at a minority-serving institution and Hispanic-serving institution,” says Dr. Alexandro José Gradilla, an associate professor and dual chair of Chicana/o studies and African-American studies at California State University, Fullerton.

He says the selection of Malagon as an Emerging Scholar by *Diverse* demonstrates that “she is fully committed to the mission of the CSU — to being an active productive scholar and who engages the university community and off-campus community as well.” ▣

— Jamal Eric Watson





**D**r. Cinthia Saturnino came to academia after a varied career in the nonprofit and business world. As she puts it, she took a “very scenic route,” during her undergraduate career. “I started out as an aerospace engineer and ended up as a liberal studies major 11 years later,” she says.

Saturnino is currently an assistant professor of marketing in the D’Amore-McKim School of Marketing at Northeastern University and has already had what would qualify as several careers’ worth of experience for most people.

Early in her academic career, Saturnino left her undergraduate program at the University of Central Florida to work as a financial adviser in downtown Orlando. She noticed that middle school students

her a building to house classes and an art space, she realized that she might be in over her head. “I was 23 and did not know anything about running a nonprofit,” Santornino says. So she quit her financial advising job and took on a position as a data entry clerk at a university foundation. “I was determined to learn the nonprofit world from the ground up,” Santornino explains.

Within five years, she was second in command for data at the foundation. Realizing, though, that the most efficient way to help those in need was to work through existing nonprofits, Santornino returned to school to complete her undergraduate degree and earn an MBA.



## DR. CINTHIA SATORNINO

**Title:** Assistant Professor of Marketing, D’Amore-McKim School of Business, Northeastern University

**Education:** B.S., liberal studies, University of Central Florida; MBA, marketing and management, University of Florida; Ph.D., marketing, Florida State University

**Age:** 40

**Career mentors:** Dr. Mike Brady, Florida State University; Dr. Jose Antonio Rosa, Iowa State University; Dr. Rebeca Perren, California State University, San Marcos; Dr. Alexis Allen, University of Kentucky; Dr. Nancy Sirianni, Northeastern University; Katherine Taylor, Florida State University; my husband, Michael, and sons, Dylan and Kyle

**Words of wisdom/advice for new faculty members:** We are so lucky. When you are in the thick of it, and you find yourself tired, overwhelmed and overextended, know we have all been there and you are not alone. Acknowledge how fortunate we are to have been granted the privilege of this life.

from both the low-income and tony sides of town converged at one school. After school, many would loiter about, evidently with nowhere to go.

There were after-school programs for elementary and high school students, but nothing for the middle schoolers, a situation that Saturnino felt compelled to fix. “I decided I would start a nonprofit that taught them principles of math and science through art and graphic design,” Saturnino says. She founded a nonprofit to develop art programs for middle schoolers and set about fundraising for the program, pleasantly surprised to see that her idea gained traction among financial backers.

But it was soon apparent that Saturnino needed to learn the administrative side of running a nonprofit.

When one prospective donor offered

While her career may be varied, there is one common thread running through all of it. “I had always worked with data, but I never thought of myself as a marketing person,” Saturnino says. “Then I realized that I had been doing marketing all along.”

Although she entertained the idea of going on to earn a doctorate after wrapping up her MBA, it was not until she came in contact with the PhD Project that she really began looking into the possibility in earnest. The PhD Project is an organization that recruits minority business professionals into academia and the corporate world.

By Saturnino’s telling, joining the PhD Project also put her closer in touch with her Hispanic roots. She was born in Argentina to a Hispanic American mother and an Italian father, but immigrated

to Orlando as a child. Growing up in America, her mother always reinforced the Italian side of her heritage, believing it would help her children be more accepted and successful.

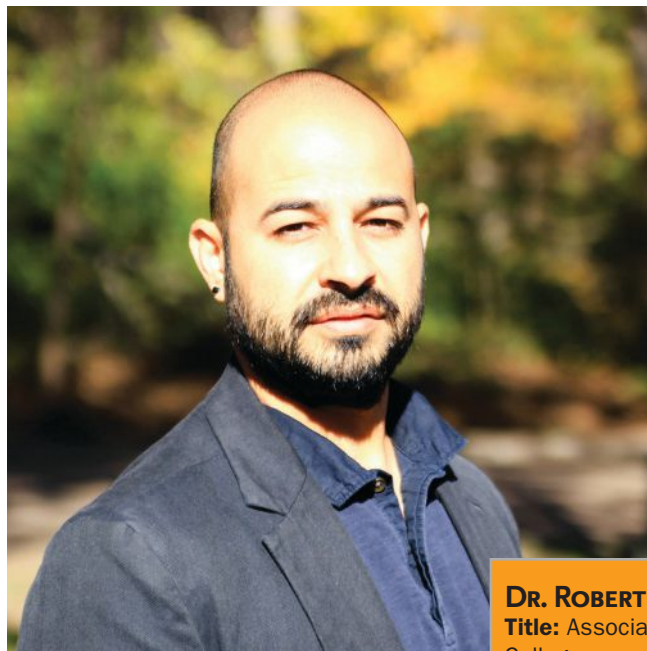
“It was only as an adult that I came back to really realizing that this was an important part of me and an important part of my identity that I need to reconnect with,” Saturnino says. “Only then did I fully become aware, when I started embracing this identity, of how widespread and rampant discrimination is out there.”

Saturnino, along with co-chair Dr. Rebecca Perren of California State University, San Marcos, now leads The PhD Project Committee on Hispanic Excellence, as part of the White House Initiative on Educational Excellence for Hispanics. The committee seeks to mobilize more Hispanic faculty to act as mentors to Hispanic American students.

“We have put so much work in putting Hispanic Americans at the front of the classroom that now it’s about mobilizing,” says Saturnino. “It’s about finally closing the loop and fulfilling the vision and the mission.” ■

— Catherine Morris

# Dr. T and the Students



With a mother as a university professor and former dean of the College of Education at the University of Texas at El Paso, there was little question that Dr. Robert Tinajero would go on to achieve greatness.

“It was a given we would go to college,” says Tinajero, who, like his three siblings, are all teachers. He’s an associate professor of English at Paul Quinn College—a small, private historically Black college located in Dallas. One sibling teaches elementary school, one middle school and the other teaches high school.

A Mexican American who was born and raised in El Paso, Tinajero enrolled in Austin College in Sherman, Texas, where he first flirted with the idea of becoming a doctor.

“Even though I loved science, it wasn’t my passion,” Tinajero says of his decision to abandon the pre-med route and major in English and religion instead.

By the time he enrolled at Southern Methodist University to pursue a master’s in theological studies, Tinajero was convinced that he wanted to follow in the footsteps of his mother and become a university professor. Initially, he toyed with the idea of teaching religion, but after earning an MFA in creative writing from the University of Houston and, later, a Ph.D. in rhetoric and writing studies from the University of Texas at El Paso, Tinajero

made the shift to teaching English.

Even before he completed his dissertation, he landed a full-time teaching job at Tarrant County College—a two-year institution—in the Fort Worth, Texas area, where he eventually earned tenure in 2013.

After reading an article about the turnaround at Paul Quinn College (PQC) under the leadership of Dr. Michael J.

When he is not teaching, he is supervising the campus writing center and assessing student writing. He is also spearheading new initiatives on campus such as the Race Relations Institute, which will launch in the coming months with the support of prominent Dallas preacher and PQC trustee, the Rev. Dr. Frederick D. Hayes III.

The institute will provide a forum for students to grapple with racial issues.

“Our student body is becoming more diverse, so we want to make sure our student body is more educated about race and racism,” says Tinajero, whose dissertation focused on hip-hop.

Though he grew up in a middle-class

## DR. ROBERT TINAJERO

**Title:** Associate Professor of English and Director of Writing Studies, Paul Quinn College

**Education:** B.A., English and religion, Austin College; M.T.S., Southern Methodist University; MFA, creative writing, University of Houston; Ph.D., rhetoric and composition/writing studies, University of Texas at El Paso

**Age:** 39

**Career mentors:** Dr. Rod Stewart, Austin College; Dr. Beth Brunk-Chavez, Dr. Elaine Fredericksen, Dr. Josefina Villamil Tinajero, University of Texas at El Paso

**Words of wisdom/advice for new faculty members:** Try to learn as much as you can about the entire college. And try to make connections with people from other departments.

Sorrell, Tinajero became intrigued. He sent Sorrell a tweet saying that he was interested in teaching at the college if a position became available.

Sorrell called him in. After a series of interviews, Tinajero was offered a full-time job at PQC, but had to make a difficult decision. PQC does not offer its faculty tenure.

“It was definitely tough. I had to think about it for a while,” says Tinajero, who initially signed a two-year contract to join the then-struggling institution. “President Sorrell convinced me that it was a great place to be.”

More than two years into his professorship, Tinajero relishes the opportunities that he’s been afforded at the liberal arts college.

“What really drew me to the position was that I was placed in charge of developing the writing curriculum,” says Tinajero, who is the only full-time English professor at PQC but works with a handful of adjunct instructors.

home with both of his parents, Tinajero says that he feels a connection to his students—many of whom are the first in their families to attend college.

“These are the kinds of students I like working with,” he says. “To a certain extent, they remind me of myself and my friends. I have more of a connection to these students than students who come from more privileged backgrounds.”

Known across campus simply as “Dr. T,” Sorrell says that the young scholar has already made an impact on the campus.

“Dr. T is a vital part of the transformation of the academic experience at Paul Quinn College,” says Sorrell. “In his relatively short tenure with us, he has shown a willingness and ability to tackle tough issues such as race, writing ability and more. In the Quinnite Nation, there is no greater honor than to be told that you have left a place better than you found it. In the case of Dr. T, there is no question that he is living up to that standard.” ■

— Jamal Eric Watson



Dr. Amber Wiley grew up in Oklahoma, but by the time she was in middle school and high school, Las Vegas, San Francisco and a host of other big cities had become familiar destinations. For her parents, both dermatologists, attending medical conferences across the United States was a family affair for Wiley and her brother. Those travel experiences, Wiley says, ignited her interest in architecture.

"We must have attended three conferences in Las Vegas," recalls Wiley, whose young eyes saw beyond the glitz and dancing lights of the gambler's heaven.

They soaked up the architecture — the beauty and the lines of large high-rise buildings just springing up throughout the city in those days, dramatically altering the skyline.

Even when the venues repeated, Wiley never grew tired of the places and spaces she and her family visited. Looking back, Wiley says that it was "differences" from city to city that held the most appeal.

"What interested and excited me when I was younger," she remembers, "was seeing how all these cities had an identity, a personality and an atmosphere that I could appreciate." Not much has changed.

to the creation and maintenance of the identity and sense of place" of a city.

That's why Wiley is fond of dubbing herself "a professor of place."

Just don't call this Yale University-trained architecture graduate an architect, offers Wiley with a light-hearted warning. Since an undergraduate, she has been determined "to make sure that narratives and stories other than just those from Western architecture were being told."

As a career, Wiley shunned what she saw as architecture's limits to her creativity and influence on design, spaces and their usage. That means ensuring that "people don't divorce buildings from neighborhoods and the everyday spaces that people occupy" — Wiley's aim as a scholar and professor at Skidmore College.

Says Wiley: "I am dedicated to teaching and bringing lesser-known histories of design and culture to my students."

Dr. Richard Longstreth, a professor of American studies at George Washington University, taught and mentored Wiley as a graduate student. He remembers a young scholar whose scholarship "was not bound by convention. It seemed to come naturally to Amber and it's something that we encouraged. We are incredibly proud of what she has gone on to accomplish."

Wiley partly thanks her grandfather, Clarence H. Dudley Sr., for sparking her interest in African-American cultural heritage and the built environment of Washington, D.C. Dudley first taught his granddaughter about his neighborhood in LeDroit Park, adjacent to Howard University. For her thesis statement at Yale, Wiley made the social history and architecture of LeDroit Park her subject.

In 2014, Wiley won the Bishir Prize for her research and paper on the history, use and demolition of the legendary Dunbar High School, the nation's first public high school for Black students. The paper, "The Dunbar High School Dilemma: Architecture, Power, and African-American Cultural Heritage," reflects the topics Wiley says she thinks deeply about: "culture, geography, design, preservation, and public history," and demonstrates how she knits them together through her scholarship. ▣

— B. Denise Hawkins

## AMBER N. WILEY

**Title:** Assistant Professor of American Studies, Skidmore College

**Education:** B.A., Architecture, Yale University; M.A., University of Virginia School of Architecture; Ph.D., American studies (architectural history, urban history, African American cultural studies), George Washington University

**Age:** 35

**Career mentors:** Dr. Richard Longstreth, George Washington University; Catherine (Tappy) Lynn; Nicholas Roman Lewis, Yale University; Dr. Marta Gutman, The Bernard and Anne Spitzer School of Architecture, City College of New York; Dr. James A. Jacobs, National Park Service

**Words of wisdom/advice for new faculty members:** When it comes to research and teaching, follow your heart and imagination.

Wiley says these are among things that still captivate her, even the familiar places like pockets of her hometown that are now transitioning.

Today, though, the award-winning architectural and urban historian sees the world and the places and spaces in it through a much wider lens. In 2013, when she was teaching world architecture at Tulane University, Wiley had never actually visited many of the buildings she described in her lectures. That all changed when she was awarded the inaugural H. Allen Brooks Traveling Fellowship from the Society of Architectural Historians in 2013. She spent a year traveling to countries in the Americas, Africa and Asia, many of which "had complicated histories" and still bore the weight of colonialism, she says of a journey that "was life-changing."

Back in the United States, Wiley continues to take in "the built environment" and look beyond it to the "social issues that relate to design." For Wiley, that focus also incorporates "how preservation and architecture contribute



PHOTO BY JOHN SPAULDING

## grants&gifts

The Leo Freedman Foundation has awarded California State University, Fullerton a \$500,000 gift to the College of the Arts. In recognition of this gift and annual scholarship support that dates back to 1993, the name of the current studio and M.F.A. gallery within Visual Arts Building F will be renamed the Leo Freedman Foundation Studio and M.F.A. Art Gallery.

The National Institutes of Health has awarded Tulane National Primate Research Center \$4.2 million to study new ways to flush out and kill HIV from reservoirs where the virus lurks beyond the reach of antiviral therapies. Current HIV treatments can stop the disease's progression to AIDS and knock the virus down to "undetectable" levels in the bloodstream, but they fall short of a cure.

Marquette University has received a \$354,000 grant from the Great Lakes Higher Education Guaranty Corp., a federal student loan servicer based in Madison, which will create internships for low-income and first-generation students in the Helen Way Klingler College of Arts and Sciences. The grant will allow Marquette to expand partnerships with local businesses and non-profit agencies, especially in neighborhoods surrounding campus.

The University of Southern Indiana Pott College of Science, Engineering, and Education has been awarded two grants to-

taling more than \$700,000 from the Indiana Commission for Higher Education to develop scholarships for education majors, support current teachers pursuing graduate study and develop a teacher education conference. The program is designed to recruit science and mathematics teacher candidates from students majoring in STEM (science, technology, engineering and math) fields and support education majors minoring in STEM education fields.

Jacksonville University has been awarded \$2.5 million to establish the Nathan M. Bisk Center for Online Learning. The new center will help expand online, flexible learning platforms, and provide resources for planned collaborations between the school's health care sciences and business colleges.

Macomb Community College has been awarded a \$300,000 grant to help figure out how their students that transfer to four-year colleges can have better success. The grant comes from the Kresge Foundation as part of a \$1.1 million effort from the foundation. Macomb's grant will allow the college to work with the Community College Research Center (CCRC) at Columbia University's Teachers College on a research study to understand different types of transfer students, their success rates at various destinations within an urban area, and the factors that influence their success and failure. ▣



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# calendar

## January

**January 30-February 1**

**ASSOCIATION OF CATHOLIC COLLEGES AND UNIVERSITIES**

2015 ACCU Annual Meeting  
The Ritz-Carlton | Washington, D.C.  
[www.accunet.org](http://www.accunet.org)

**January 31-February 2**

**AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS**

AACSB International 2016 Deans Conference  
Innovations That Inspire  
Hyatt Regency Miami  
[www.aacsb.edu](http://www.aacsb.edu)

## February

**February 8-13**

**NATIONAL ASSOCIATION OF AFRICAN-AMERICAN STUDIES & AFFILIATES**

NAAAS & Affiliates 24th Joint National Conference  
Crowne Plaza Executive Center Baton Rouge | Baton Rouge, Louisiana  
[www.naaas.org/national-conference-2/](http://www.naaas.org/national-conference-2/)

**February 10-12**

**VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY**

8th Annual Conference on Higher Education Pedagogy  
The Inn at Virginia Tech and the Skelton Conference Center | Blacksburg, Virginia  
[www.cider.vt.edu/conference/](http://www.cider.vt.edu/conference/)

**February 18-20**

**ASSOCIATION OF AMERICAN COLLEGES & UNIVERSITIES (AAC&U)**

General Education and Assessment: From My Work to Our Work  
New Orleans Marriott  
[www.aacu.org/meetings/generaleducation](http://www.aacu.org/meetings/generaleducation)

**February 18-21**

**BLACK, BROWN & COLLEGE BOUND**

A Decade of Advocacy & Solutions for Black & Latino Males in Higher Education  
Hilton Tampa Downtown  
[www.hccfl.edu/bbcb.aspx](http://www.hccfl.edu/bbcb.aspx)

**February 20**

**AMERICAN COUNCIL ON EDUCATION ACE/AIEA INTERNATIONALIZATION**

**COLLABORATIVE**

Foundations for Global Learning: Innovation in the General Education Curriculum  
Le Westin Montreal | Montreal, Canada  
[www.acenet.edu/events](http://www.acenet.edu/events)

**FEBRUARY 21-24**

**ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS**

AIEA 2016 Annual Conference  
Building a Better World: The Academy as Leader  
Palais des congrès de Montreal | Montreal, Canada  
[www.aieaworld.org](http://www.aieaworld.org)

**February 23-25**

**AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION**

AACTE's 68th Annual Meeting  
Meeting the Demands of Professional Practice: Tough Questions, Tough Choices  
The Mirage | Las Vegas  
<http://aacte.org>

**February 24-26**

**SAFE CAMPUS**

The National Campus Safety Summit  
Treasure Island | Las Vegas  
<https://safecampussummit.org/>

## March

**March 3-5**

**CHRISTOPHER NEWPORT UNIVERSITY COLLEGE OF ARTS AND HUMANITIES**

International Conference on the Global Status of Women and Girls  
Christopher Newport University | Newport News, Virginia  
<http://globalstatusofwomen-conf.org/>

**March 5-6**

**AMERICAN COLLEGE PERSONNEL ASSOCIATION**

ACPA Annual Convention  
InterContinental Montreal and Le Westin Montreal | Montreal, Canada  
<http://convention.myacpa.org/montreal2016/>

**March 6-8**

**SOCIETY FOR COLLEGE AND UNIVERSITY PLANNING**

SCUP 2016 Pacific Regional Conference

Does the Campus Matter? How to Plan in the Age of EdTech

Arizona State University | Tempe, Arizona  
[www.scup.org](http://www.scup.org)

**March 11-12**

**AMERICAN COUNCIL ON EDUCATION**

ACE Institute for New Presidents  
San Francisco  
[www.acenet.edu](http://www.acenet.edu)

**March 12-15**

**AMERICAN COUNCIL ON EDUCATION**

ACE 2016 98th Annual Meeting  
San Francisco Marriott Marquis  
[www.aceannualmeeting.org/](http://www.aceannualmeeting.org/)

**March 14-15**

**HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES (HACU)**

21st Annual National Capitol Forum on Hispanic Higher Education  
Washington Marriott at Metro Center | Washington, D.C.  
[www.hacu.net/hacu/Capitol\\_Forum3.asp](http://www.hacu.net/hacu/Capitol_Forum3.asp)

**March 17-18**

**THE 13TH INTERNATIONAL SUN CONFERENCE ON TEACHING AND LEARNING**

Teaching and Learning Experientially  
Tomas Rivera Conference Center | The University of Texas at El Paso  
<http://cetal.utep.edu/sun/>

**March 17-19**

**ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES (AAC&U)**

2016 Diversity, Learning and Student Success  
Shifting Paradigms and Challenging Mindsets  
Philadelphia Marriott Downtown  
[www.aacu.org/meetings/dlss/2016](http://www.aacu.org/meetings/dlss/2016)

**March 20-23**

**AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS**

AACRAO's 102nd Annual Meeting  
Phoenix Convention Center  
[www.aacrao.org](http://www.aacrao.org)

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## A Closer Look at Race and Education in the Classroom

BY AUTUMN A. ARNETT

In a world in which Black people are struggling with yet another grand jury's failure to indict yet another officer at whose hands a young Black person was slain, the title alone — *For White Folks Who Teach in the Hood ... and the Rest of Y'all Too* (Beacon Press) — aggressive, pointed, somehow turning the tables and making “White folks” the “y'all,” the “other” population that needed to be “dealt with” for a change — seems to serve as quiet affirmation for people of color across the diaspora of the fact that Black folks do indeed belong and are not universally the biggest problem facing society today.

Author Christopher Emdin, an associate professor in the Department of Mathematics, Science, and Technology at Teachers College, Columbia University, continues in this theme for much of the text. Though his book targets those in K-12 education, many of the principles are applicable to professors and institutions of higher education as well.

The students are affected by the same flawed pedagogies — “white folks’ pedagogy,” he calls it, which can be perpetuated by both Black and White instructors who “maintain a system that doesn't serve the needs of” students of color — and suffer the prolonged effects of always being treated as the problem.

“I am not painting all white teachers as being the same,” Emdin writes to clarify early in the text. “In fact, there are some people of color who engage in what [is referred to by Langston Hughes in *The Ways of White Folks* as] ‘the ways of white folks.’ However, there are power dynamics, personal histories, and cultural clashes stemming from whiteness and all it encompasses that work against young people of color.”

Sometimes it is just a failure of instructors to relate, to understand how students of color process emotions (including frustration and ebullience), how they perceive power dynamics in a classroom, and the things an instructor does that discourages their participation and hinders their learning, which contributes to a persistent

achievement and engagement gap for students of color.

For many who do not have shared experiences or for whom those experiences are far removed from the person they have worked to present in their current lives, this inability to relate creates “a context that dismisses students’ lives and experiences.” This reflects many of the ways that the lives and experiences of Black citizens across the country and around the world are being dismissed in a broader societal context.

Often people want to consider cases of discrimination in classrooms or on campuses as isolated incidents, rather than acknowledge the prevalence of the psychology that says that Black students, and Black citizens in general, are inferior or, for the ones on whom a narrative of inferiority cannot possibly be projected, need to be “saved” from their environments.

As Emdin points out, the idea that Black students need to be cleaned up and given a better life “presumes that they are dirty” and “indicates that their present life has little or no value.” This presents what he calls “a problematic savior complex that results in making students, their varied experiences, their emotions, and the good in their communities invisible.”

This reinforces a narrative that seems to be unfolding across the country that underscores the invisibility of Black lives and the irrelevance of the Black experience; it allows those who wish to continue to deny the systematic disenfranchisement of people of color in this country the ability to avoid examining themselves as the problem.

Emdin suggests that merely increasing the number of Black instructors is not going to solve the problem. Instead, he offers that instructors of all ethnic backgrounds need to take a more individual approach to teaching that places themselves in the world of Black students, rather than trying to remain above it or as saviors from it.

It involves understanding the framework through which students of color experience the world and process the things that

are happening around them, engaging in dialogue that meets students where they are and shows concern for their humanity. He points to a “frustration with the structure of traditional classrooms and the difference between the context of the classroom and that of the world outside of school.”

Making a concerted effort to understand those differences and the differences in the ways things happen outside the classroom not only impacts students’ ability to learn and receive information inside the classroom, but also makes for more effective instructors. Drawing from his own transition as a teacher from being instructed to be emotionally detached and rigid to finally being welcomed into the students’ world after playing a game of pick-up basketball one day, Emdin reflects, “the more deeply connected I became to the neighborhood where the kids came from, the more I began to understand the significance of context as a pedagogical tool.”

Similar lessons can be applied in every arena of American life — from higher education to corporate settings to police-community relations. Many in positions of power and authority are often instructed to be, at worst, emotionally detached or, at best, neutral to the circumstances surrounding the humanities of those they are seeking to serve — particularly people of color and particularly those from urban environments.

But as the cries to recognize the relevance of Black lives in this country grow louder — from the streets of Cleveland or Charleston or Baltimore to campuses in Missouri and New England and Southern California — Emdin’s advice about how to more effectively serve students and people of color is a reminder that recognizing their humanity is a critical first step.

*For White Folks Who Teach in the Hood ... and the Rest of Y'all Too* is scheduled for a March 2016 release. It can be preordered on Amazon. ▣

— Autumn A. Arnett can be reached at [aarnett@diverseeducation.com](mailto:aarnett@diverseeducation.com).

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**MAKOLA ABDULLAH** has been named president of Virginia State University, effective February 1. He was provost and senior vice president at Bethune-Cookman University. Abdullah earned a bachelor's from Howard University, and a master's and a doctorate from Northwestern University.



**MARIE JOHNSON** has been named dean of the College of Natural Sciences and Mathematics at California State University, Fullerton. She is a professor of geology and director of the Environmental Program at the United States Military Academy. Johnson earned a bachelor's from Harvard College, and a master's and a doctorate from Brown University.



**LILLIAN SCHUMACHER** was named chancellor of Pennsylvania State University Beaver, effective February 1. She is vice president for academic affairs at Tiffin University in Ohio. Schumacher earned a bachelor's from Allegheny College in Pennsylvania, and two master's and a doctorate from Bowling Green State University.



**RAMON TORRECILHA** has been named president of Westfield State University. He was a professor of sociology at California State University, Dominguez Hills. Torrecilha earned a bachelor's and a master's from Portland State University, and a doctorate from the University of Wisconsin-Madison.



**EVA K. PICKENS** was named vice president for university advancement at Texas Southern University. She is interim vice president for university advancement at Texas Southern. Pickens earned a bachelor's from Southern University.



**LYNN PASQUERELLA** has been appointed president of the American Association of Colleges and Universities (AAC&U), effective July 1. She is president of Mount Holyoke College. Pasquerella earned a bachelor's from Mount Holyoke College and a doctorate from Brown University.



**ANDREA TAWNEY** was appointed vice president for university advancement at New Mexico State University. She has served as interim vice president for university advancement at New Mexico State. Tawney holds a bachelor's and a master's from Northern Arizona University, and a doctorate from Texas Tech University.



**TERRENCE CHENG** has been named campus director of the University of Connecticut-Stamford. He was associate provost for academic programs and a professor of English at Brooklyn College (City University of New York). Cheng earned a bachelor's from Binghamton University of the State University of New York and a master's from the University of Miami.



**VIVIAN-LEE NYITRAY** has been appointed associate vice provost and executive director of the education abroad programs for the University of California system. She is founding dean of Prospect Colleges in Chongqing and Taigu, China. Nyitray earned a bachelor's from Syracuse University, and a master's and a doctorate from Stanford University.



lastword

## Attracting Native Americans to Academe: A ‘Business’ Model

BY GAVIN CLARKSON  
AND JOSEPH SCOTT GLADSTONE

With the Supreme Court re-examining affirmative action in higher education in its new term, the topic of race and access to a college education returns as a familiar visitor to the national agenda. But for the most part the national discussion — as well it should be — is about African-Americans and Hispanics. Almost completely absent from the dialogue is our country’s third underrepresented minority group, and its first peoples: Native Americans.

Outside of tribal colleges, Native American student representation in four-year colleges is appallingly low — 0.9 percent. It is even lower, 0.5 percent, at the graduate level.

Numerous experts and studies have identified the presence of role models — minority professors — as one factor in encouraging more minority high school graduates to enroll in, and complete, college. Research also indicates that students, especially non-White students in low-income communities, do better with teachers who came from similar circumstances.

For Native Americans, that’s where hope really fades.

Unfortunately, Native Americans on college faculties, and among the postgraduate study ranks producing future professors, is practically nil. Less than 1 percent of doctoral degrees conferred in 2013 went to Native Americans, and according to the National Science Foundation (NSF), the number of Native American doctorate recipients is the lowest it has been in the past 20 years.

Awareness of this concern is strong among the Native American higher education community, but when it comes to solutions or fresh approaches, the tank seems to run dry.

In the business disciplines, our academic turf, the representation of Native Americans is also dismal. But we — our peers, col-

leagues and our supporters in the business community — have developed some promising fresh approaches. Perhaps the sciences and liberal arts can take note and consider how to emulate some of these approaches.

As business professors, who typically walk with one foot in the world of business, we often think of minority enrollment as business people might — as marketing and human resources challenges.

Twenty-one years ago, a group of businesses and higher education organizations formed The PhD Project to attract and encourage all underrepresented minorities to earn doctorates and become business professors, essentially marketing academia as a career path. Despite the enormous challenges in reaching the Native population, there has been some success: in 1996, there were only three Native American business professors in the entire country. Today, there are 45.

The PhD Project also recognized that the dropout rate among all doctoral students, much less the fragile population of economically disadvantaged minority students, is exceptionally high. In response, The PhD Project began providing peer support, professional academic networking and enrichment for the doctoral students it recruited. The result is a near 90 percent graduation rate.

Now that more Natives are standing in front of the classroom, we are working and collaborating toward the ultimate goal: attracting more Native undergraduates. In the business disciplines, and we suspect in others, this includes making the classroom experience relevant to the Native experience — in both content and style.

In content, Western business generally revolves around such qualities as competition, profit maximization and short-term results. Business education encompasses such themes, leading to a persistent, pervasive and potentially pernicious myth: that

capitalism doesn’t work in Indian country ... and it is just not compatible with Native values.

But it can be. We apply Native values to remind our students that, long ago, our ancestors were thriving entrepreneurs — traders and hunters. We know that well-conceived and managed business enterprises can succeed economically while honoring Native values.

Finally, and perhaps most importantly, we have realized that, if we apply Native techniques such as storytelling and anthropomorphic symbolism to our pedagogy, business topics can indeed resonate with all students in the classroom.

Our colleague, Dr. Amy Verbos of University of Wisconsin–Whitewater, states that the “creative, inductive learning approach to management education topics” holds great promise for “reaching” Native American business students. She and others are researching and publishing extensively on this and related themes.

If these strategies hold promise for business education, perhaps they can in arts and sciences as well. Academics and thinkers in these disciplines might do well to study what we have been attempting in business schools and experiment with approaches tailored to their particular fields.

Our country needs more Native American college graduates, just as surely as it does African-Americans and Hispanics. But it’s going to take some creative thought, and an investment of energy to produce Native professors and mentors.

In today’s increasingly diverse world and economy, it would be an investment with valuable long-term dividends. ■

— Dr. Gavin Clarkson (Choctaw) is a professor in the College of Business at New Mexico State University. Dr. Joseph Scott Gladstone (Blackfeet/Nez Perce) is a professor in the College of Health at New Mexico State University.



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- Document accomplishments in economic development activities that will assure a commitment to actively seek community input, assess business needs, and lead a collaborative partnership that is flexible, responds to educational and workforce needs, and produces graduates that are prepared for work.
- Show a strong work history and personal commitment to the community college system that would position you as the visible public champion and primary advocate for Central Arizona College.
- Demonstrate honest multidimensional communication skills, both verbal and written, to a broad range of constituencies, with the ability to engage in an effective dialogue that respects the honest opinions and expressions of all participants.
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**DEADLINE:** The applicant is responsible for ensuring that all application materials are delivered to the Office of the Presidential Search by 6:00 p.m. MST, February 18, 2016.

**APPLICATION INFORMATION:** The application packet will consist of:

- Letter of interest
- Current resume
- Completed Central Arizona College application
- **Unofficial copies of transcripts reflecting the required degree. Applications without required transcripts will not be considered.**

To access a complete list of desired qualifications and additional application information, go to [www.centralaz.edu/presidentsearch](http://www.centralaz.edu/presidentsearch) or by calling the Office of the Presidential Search at 520-494-5577.

**Application materials and nominations for the position must be sent to:**

**Central Arizona College  
Presidential Search, Room H106  
ATTN: Brandi Clark  
Executive Director of Human Resources  
8470 North Overfield Road  
Coolidge, AZ 85128**

**The College does not accept faxed and electronic application materials for this position.**

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*Butler University is committed to enhancing the diversity of the student body, faculty and staff. Hiring decisions are made on the basis of an individual's qualifications, past experience, overall performance and other employment-related criteria. Butler University provides equal opportunities for employment and advancement for all individuals, regardless of age, gender, race, religion, color, disability, veteran status, sexual orientation, national origin, or any other legally protected category.*



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Professor/Associate Professor (Health Economics)  
Assistant Professor (Graphic Design)  
Associate Professor  
Assistant Professor (Functional Materials Chemistry)

Assistant Professor (Classics)  
Instructor (Spanish/Language Pedagogy (French))  
Assistant Professor (Digital Science)  
Assistant Professor (Forensic Anthropology)

**College of Behavioral Community Sciences**

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Associate Professor (Rehabilitation Counseling)

**College of Education**

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**College of Business**

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**College of Medicine**

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Human Services Practitioner  
Registered Dietician

**Information Technologies**

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Sr. Systems Administrator

**College of Engineering**

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Assistant/Associate Professor (Civil & Environmental Engineering)

**College of Pharmacy**

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For a job description on the above listed positions including department, disciple and deadline dates: (1) visit our Careers@USF Web site at [https://employment.usf.edu/applicants/jsp/shared/Welcome\\_css.jsp](https://employment.usf.edu/applicants/jsp/shared/Welcome_css.jsp); or (2) contact The Office of Diversity and Equal Opportunity, (813) 974-4373; or (3) call USF job line at 813.974.2879.

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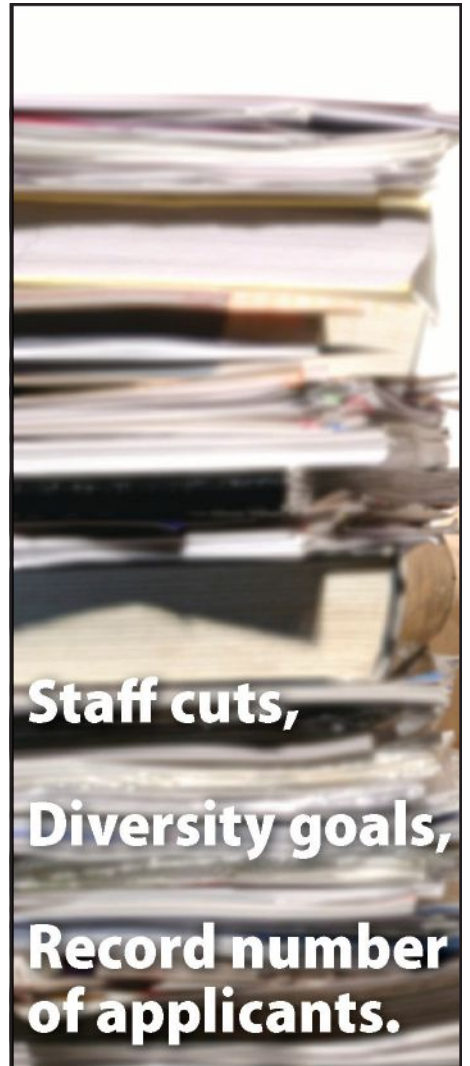
The School of Tourism and Hospitality Management (STHM) is seeking an applicant for the position of Assistant Dean–Non-Tenure Track faculty to oversee all academic programs and serve as a member of the Associate Dean’s Executive Management Committee which works on strategic issues for STHM. The candidate will be responsible for the coordination of activities related to undergraduate and master’s academic programming, inclusive of the implementation of two BS degrees, undergraduate minors and certificates for non-majors, and two master’s programs, as well as assessment. Additional responsibilities include recruitment, enrollment management, advising, professional development, and placement of undergraduate and master’s students (which includes supervision of the Center for Student Services [CSS] and the Center for Student Professional Development [CSPD]), and assist in STHM Alumni efforts. The incumbent will teach primarily undergraduate courses related to the applicant’s academic experience and expertise.

This is an opportunity to help shape the future of a large and dynamic program. Our preference is for applicants who have 5 to 7 years of a combination of experience in higher education in teaching and administration, preferably in areas related to curricula in tourism, hospitality, recreation, and/or sport management. Proven strength in strategic planning, leadership, and management. Evidence of effective communication and interpersonal skills, sensitivity to and understanding of academic, socio-economic, cultural disabilities, and ethnic backgrounds of a diverse student and faculty body. Demonstrated capacity to build and maintain academic programming, and quality curricula development; ability to maintain the highest levels of integrity at all times. Position is open with regard to rank (assistant/associate/full professor). Rank and salary will be based on qualifications and experience. PhD preferred/master’s accepted in sport/recreation management or tourism/hospitality management, or a related field is required. The appointment begins summer 2016.

Temple University is a large urban university located approximately 2 miles north of Center City Philadelphia, the heart of the local tourism industry. Philadelphia’s extensive tourism, hospitality, sport, and recreation venues make the city ideal for teaching and learning experiences. The Tourism and Hospitality Program offers three degree programs: bachelor’s and master’s degrees in Tourism and Hospitality Management, as well as the nation’s first MBA program concentration in Hospitality Asset Management. The School of Tourism and Hospitality Management is a self-standing school, affiliated with Temple University’s Fox School of Business and Management, where a PhD in Business Administration with a Tourism/Sport concentration is offered.

Review of applications will begin immediately and will continue until the position is filled. Questions regarding these positions should be directed to Dr. Aubrey Kent ([aubkent@temple.edu](mailto:aubkent@temple.edu)). Applicants should send a letter of application, vitae, list of references, available teaching evaluations, and other supporting materials to: Dr. Aubrey Kent, School of Tourism and Hospitality Management, Temple University, 371 Speakman Hall, 1810 North 13<sup>th</sup> Street, Philadelphia, PA 19122 (215-204-3810, 215-204-8705 [fax], [aubkent@temple.edu](mailto:aubkent@temple.edu)). **Electronic applications are preferred.**

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PVCC invites applications for the following full-time faculty positions starting in the 2016-2017 academic year:

**Information Systems Technology-Networking  
Health Information Management/Coding  
Central Sterile Supply/Central Services Technician**

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

The deadline for receipt of completed applications is 5:00 p.m. Monday, February 1, 2016.

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Are you interested in joining a community dedicated to high-quality education, innovative programs, and supporting the lives of its students? Tacoma Community College (TCC) is pleased to welcome applications from creative, enthusiastic instructors who have demonstrated success working with diverse populations to invigorate students and encourage high learning.

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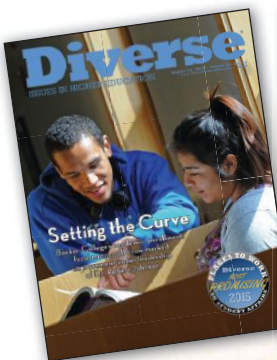
TCC is a nationally recognized community college enrolling approximately 18,000 students annually. The college is recognized nationally as an Achieving the Dream "Leader College". TCC was honored by the 34-college Washington community and technical college system for the largest improvement in the system's student achievement initiative.

<http://www.tacomacc.edu/abouttcc/employment/facultyopenings/>

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An earned doctorate in Instructional Leadership, Educational Administration or other closely-related disciplines from an accredited institution and at least three years of formal administrative experience at the P12 school or district level and a current and valid teaching certificate in administration or closely-related field is required. For more information about the positions, contact Dr. Elizabeth Thrower, Chair, Department of Teaching, Leadership, & Technology, College of Education at [throwe@montevallo.edu](mailto:throwe@montevallo.edu).

Review of applications begins on January 29, 2016, and will continue until the position is filled.

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## AU AUGUSTANA UNIVERSITY

Founded in 1860, Augustana is a selective, residential university affiliated with the Lutheran Church. With 52 majors, 40 minors and 14 pre-professional programs for undergraduates, along with graduate degree and continuing education programs, the University is committed to enriching lives and fostering development by combining a foundation in the liberal arts with professional skill and advanced study.

With more than 1,800 students from 30 states and 38 countries around the globe, Augustana has been ranked among the top baccalaureate institutions in the nation for our efforts to advance social mobility, research and service by *Washington Monthly*. We're pleased to be featured among "America's Top Colleges" by *Forbes* and to be named a "Best Midwestern College" by the *Princeton Review* and a "Best Buy" by *U.S. News & World Report*.

We're proud to say that the average ACT of our entering class is 25, one of the highest averages of any college or university in the region. Nearly 90 percent of our students come from South Dakota, Minnesota, Iowa and Nebraska. Eleven percent are alumni legacies.

In September 2015 – 155 years after our founding – Augustana College became Augustana University, an illustration of our growing number of programs and centers for undergraduate and graduate students and in recognition of the physical growth happening on campus.

### OUR LOCATION

Augustana University is located in Sioux Falls, South Dakota. With a metro population of more than 220,000, Sioux Falls is a growing, vibrant, and diverse city that is home to major health care centers, Fortune 500 business, national retailers, spirited entrepreneurs, and dynamic options for arts and entertainment. Sioux Falls has been named the "Best Small City for Business and Careers" by *Forbes* and ranked one of the "Best Places to Live" by CNN.

### OUR CALL FOR APPLICANTS

Augustana seeks **full-time Faculty** who support the mission of the University and have attained a high degree of scholarly competence in their discipline. All members of the Academic Division are expected to be excellent teachers and scholars, to engage in the development of the life of the University, and to serve the broader community.

#### WE INVITE APPLICATIONS FOR THE FOLLOWING FACULTY POSITIONS:

- Business Administration
- Chemistry (Organic, Medicinal or Biochemistry)
- Education: Content Literacy and Language Learning
- Education: Educational Psychology
- Education: Science & Mathematics Curriculum and Instruction
- Education: Special Education
- Nursing: Multiple positions including – Adult/Gerontology, Child Health, Genetics & Genomics, and Acute Care
- Psychology
- STEM Education: Secondary & Post Secondary

Augustana also seeks **full-time Administrators** who support the mission of the University and are committed to serving the needs of students and families.

#### WE INVITE APPLICATIONS FOR THE FOLLOWING ADMINISTRATIVE POSITIONS:

- Director of Internships
- Director of Multicultural Access and Success Programs

### APPLICATION PROCEDURE

Each position has application procedures. Please visit [www.augie.edu/jobs](http://www.augie.edu/jobs) for detailed information. Augustana is committed to excellence through diversity, and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups.

Augustana University is an Equal Opportunity/Affirmative Action/Title IX Employer. Women and members of minority groups are strongly encouraged to apply. Applicants must comply with the Immigration Reform and Control Act and are required to submit official transcripts upon employment.

[www.augie.edu/jobs](http://www.augie.edu/jobs)





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