

## **DIVERSITY, EQUITY, AND INCLUSION IN TEACHING AND ADVISING**

### **Teaching**

In addition to core courses within the educational leadership, educational studies, and postsecondary administration and student affairs programs, my primary contributions to teaching focus on relationships of power, systems of oppression, and structures of domination. In particular, 75% of my course load each year includes courses critically focused on issues of ability, class, gender, race/ethnicity, and sexuality in education and its social contexts. These courses broadly interrogate the relationships of power across categories of social difference, ultimately to the end of politically edifying students for the purpose of transforming the educational institutions and society within which they live, work, and learn. The responsibilities therein extend far beyond designing courses and curricula to include a diverse set of intellectual contributors. While that work certainly happens, I also collaboratively work with faculty colleagues and students to deconstruct and reconstruct culturally-sustaining classroom and assessment practices that resist traditional and accepted processes of teaching and learning. This includes, but is not limited to, providing multiple pathways to engage course content, contribute to discussions, participate outside of the classroom, and receive formative and summative assessment consistent with different ways of knowing and cultural funds of knowledge.

Further, I currently provide instructional leadership for a team of six (6) faculty members teaching various sections the “Power, Equity, and Diversity” course in our Educational Leadership doctoral program. As a new course, I co-developed the syllabus to align course sections/units, required readings, and assignments to a set of anti-racist and social justice learning outcomes for our team. I also provide regular check-ins, observations, and instructional feedback for our faculty throughout the semester, which helps instructors preventatively manage classroom incivility and skillfully facilitate difficult conversations related to racism, sexism, and other systems of oppression. As a prospective faculty member within the Center for the Study of Higher and Postsecondary Education (CSHPE), and elsewhere within the School of Education, I expect to continue making the aforementioned contributions to teaching and learning across all levels of instruction.

### **Advising**

Among the foremost reasons I, as a Black educator, pursued a career in higher education was to provide the developmental support for which I longed as an undergraduate. In fact, an underrepresentation of supportive faculty from minoritized backgrounds is what pushed me to deliberately seek out faculty positions after finishing graduate school. For that reason, I take very seriously my preferential position to support students from historically underrepresented and perpetually marginalized groups in higher education. Thus far, across the 19 undergraduate, masters, and doctoral advisees I have formally supported as a faculty member, all identify as racially minoritized, gender non-binary/gender non-conforming/trans, women, and/or students with disabilities. In addition, as a research director at the USC Race and Equity Center I have co-advised an additional ten (10) graduate research associates and research assistants, all of whom self-identify as students from at least one institutionally marginalized group. As a prospective faculty member at the University of Michigan, I fully intend to maintain this important commitment to serving and supporting minoritized and marginalized students.

## **DIVERSITY, EQUITY, AND INCLUSION IN RESEARCH**

My research interests are explicitly concerned with understanding the roles, relationships, and functions of race and racism within higher education and its social contexts. These interests led me to begin my research career at the Penn Center for the Study of Race and Equity in Education, where I served as Director of Higher Education Research and Initiatives. In this role, I led the Center's postsecondary climate research program in which we examined the historical, structural, systemic, and interpersonal dimensions of how relationships of power produced multiple (and intersecting) inequities for college and university students, staff, and faculty. As director, I designed and co-conducted nearly two dozen campus and workplace climate studies across public and private colleges and universities. Additionally, I co-managed the Center's faculty affiliates program and graduate students in the production of timely research reports and symposia on racial equity issues in K-12 as well as postsecondary contexts. In my current role as Director of Research the USC Race and Equity Center, I have continued to produce and facilitate the production of research. Specifically, I collaborate with our portfolio directors to provide research briefs and data analysis in support of advancing their respective work on hiring for diversity and racial equity, racial literacy and organizational learning, and campus racial climate assessment. I also continue to support our faculty affiliates program and the production of important research related to racial inequities in education, health and human services, law and policy, and other interdisciplinary areas.

As a grantee and contributing member of the Diversity Scholars Network at the University of Michigan's National Center for Institutional Diversity (NCID), I hope leverage my prospective faculty role to strengthen relationships between NCID and CSHPE. Given my experience working across disciplines, I believe my current research program around issues of race and racism within postsecondary contexts presents an opportunity for further collaboration, resource sharing, and scholarly production between the two centers.

## **DIVERSITY, EQUITY, AND INCLUSION IN PROFESSIONAL ACTIVITY**

### **Advancing Access and Equity for Boys and Men of Color**

My primary professional focus in advancing access and participation among racially minoritized students has been through the preparation of boys and men of color for college, graduate and professional school. While a faculty member the University of Pennsylvania from 2014 to 2017, I co-organized two separate initiatives, the Penn Summit on Black Male Student Success and the Philadelphia Forum on Advancing Black Educational Success. The former convened regional stakeholders from area colleges and universities (i.e., faculty, staff, students, and administrators) engaged in Black male initiatives (e.g., retention and academic support programs). The latter was organized in conjunction with the Mayor's Office in which K-12 educators and students were convened to identify solutions to persistent racial inequities impacting Black boys in Philadelphia's public and private schools. Additionally, I served as co-advisor for Black Men United, a student organization coordinated by the Black Cultural Center to provide space for peer-to-peer teaching and learning, mentorship, and student development.

Nationally, between 2015 and 2018, I served as a mentor and workshop facilitator in the Research, Integration, Strategies, and Evaluation (RISE) Collaborative's Grad Prep Academy (GPA). Funded as part of a \$10M award from the Executive's Alliance for Boys and Men of Color, the Academy aimed to support college juniors from

racially minoritized groups in identifying research interests, preparing for the Graduate Record Examination, and navigating admissions processes across multiple fields and disciplines. The program was initially hosted at the University of Pennsylvania and subsequently at the University of Southern California following our research center's relocation. Since the program's inception, more than 150 Asian, Black, Desi, Latinx, Pacific Islander, and Native and Indigenous American undergraduate men have been served.

### **Professional Association Service**

For the last five years I have served as a reviewer, discussant, and session chair for the Association of the Study of Higher Education's (ASHE) Council on Ethnic Participation (CEP) as well as a participant in their mentor-protégé program. In 2017, I also served as the CEP pre-conference opening keynote speaker during the ASHE annual meeting in Houston as well as a participant in the mentor-protege program in support of developing CEP doctoral students. Additionally, in 2017, I was appointed to the Curriculum Committee for the American College Personnel Association's (ACPA) Strategic Imperative on Racial Justice and Decolonization, of which I served as committee co-chair 2017-2018 academic year. Moving forward, I intend to continue serving professional organizations in various volunteer and leadership capacities as a tenure-track faculty member.

## **DIVERSITY, EQUITY, AND INCLUSION IN UNIVERSITY AND PUBLIC SERVICE**

### **Administrative Service**

For the last three academic years I have held an administrative appointment as the Chief Strategy Officer and Director of Research for the USC Race and Equity Center. Our center is primarily dedicated to eradicating the social ill of racism through assessment and evaluation, professional learning and organizational development, interdisciplinary research, and equitable hiring. In my role as CSO, I co-manage the center's overall strategic direction as well as a diverse team of administrators, educators, researchers, and graduate students, 94% of which are professionals of color and 67% of which are women. Additionally, as a research director, I lead a collective of more than 100 faculty affiliates across the university in the co-creation the Center's interdisciplinary racial equity research agenda.

### **School Service**

As a junior faculty member I have directly served in advancing the Rossier School of Education's new mission of advancing educational equity in research and practice. In particular, I have co-conducted an assessment of the school climate as well as provided direct advisement to the school's Associate Dean for Diversity on important issues such as managing and leading in moments of racial crisis, curriculum and instruction, and faculty recruitment, hiring, and retention. Along with colleagues from the Center, I have also co-facilitated professional development programs for school faculty related to eliminating racial bias in faculty search processes.

I have also co-led curriculum committees across multiple degree programs to aid in diversifying and decolonizing course syllabi, which also included developing new courses with explicit foci on issues of equity, power, and diversity. The result of this service led to my recent appointment as faculty course lead for diversity courses within the Doctor of Education Leadership program and selection as a school representative to the Center for Excellence in Teaching as a 2019-2020 teaching fellow. Lastly, I have served on two faculty search committees on which I vocally advocated for racial/ethnic and gender diversity among position finalists. In both

searches, full-time offers were extended to and accepted by women of color. As a prospective faculty member, I look forward to the opportunity to immediately support the CSHPE and School of Education in similar ways.

### **University Service**

Since arriving at University of Southern California, I have been appointed to two university committees. My first appointment is to the University's Strategic Planning Subcommittee on Institutional Transformation, which specifically focuses on institutional change toward the ends of greater compositional diversity, equitable representation, and inclusive professional practices across all levels of the University. Second, I was recently appointed to the Academic Senate's Campus Climate Committee (CCC). In conjunction with the Provost's Diversity Committee, the CCC is primarily tasked with identifying and sharing effective approaches to cultivating an institutional culture of equity, inclusivity, and respect through assessment and evaluation. As a committee, we are also responsible for alerting the Senate to developing climate issues on campus that require attention as well as will making recommendations for how the Senate can be helpful in addressing these issues.

### **Public Service**

In 2017, I founded Scholars for Black Lives ([scholars4blacklives.org](https://scholars4blacklives.org)), an interdisciplinary collective of scholars and researchers intellectually and politically committed to politically committed to the labor of producing scholarship focused on improving the material conditions of Black people. As a direct response to the Movement for Black Lives' 2016 Vision for Black Lives platform, S4BL is an intentional effort to stimulate an interdisciplinary re-investment in actionable, engaged scholarship that supports eliminating racial inequities in education, housing, mass incarceration, political representation, public health, and wages (socioeconomics). To date, the collective has leveraged the collective expertise and voices of more than 500 postsecondary faculty and community scholars to analyze community survey data, disseminate research reports, design curriculum, and advocate for the academic freedom of Black professors. I currently serve as the collective's director and principle investigator.