National Academic Conference

Framing the Value of Diversity & Inclusion in Higher Education: Setting the Research Agenda

October 5th, 6th, and 7th, 2017

Rutgers, The State University of New Jersey

Rutgers University-NewBrunswick
College Avenue Student Center
National Academic Conference

Framing the Value of Diversity & Inclusion in Higher Education: Setting the Research Agenda

October 5th, 6th, and 7th, 2017

Rutgers, The State University of New Jersey

Rutgers University-New Brunswick
College Avenue Student Center
New Brunswick, NJ 08901
## Thursday, October 5th, 2017

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<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
<th>Speaker</th>
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<tr>
<td>5:30 – 7:30 p.m.</td>
<td>Welcome Reception</td>
<td>Zimmerli Art Museum, 71 Hamilton Street, New Brunswick, NJ 08901</td>
<td>Barbara A. Lee, Senior Vice President for Academic Affairs, Rutgers, The State University of New Jersey</td>
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## Friday, October 6th, 2017

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<tr>
<td>8:30 – 9:00 a.m.</td>
<td>Registration &amp; Continental Breakfast</td>
<td>Multipurpose Room</td>
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<tr>
<td>9:00 – 9:15 a.m.</td>
<td>Welcome &amp; Introduction</td>
<td>Multipurpose Room</td>
<td>Barbara A. Lee, Senior Vice President for Academic Affairs, Rutgers, The State University of New Jersey</td>
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<td>9:15 – 10:00 a.m.</td>
<td>Keynote Address: The Compelling Interest of Diversity and Inclusion: A Threat or An Opportunity?</td>
<td>Multipurpose Room</td>
<td>Nancy Cantor, Chancellor, Rutgers University- Newark</td>
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<td>10:00 – 10:10 a.m.</td>
<td>Transition Time</td>
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<tr>
<td>10:10 – 11:10 a.m.</td>
<td>I. Gender, Race and Racialization: Urban and Spatial Sociology and the Mechanisms that (Re)produce Inequality</td>
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Framing the Value of Diversity & Inclusion in Higher Education: Setting the Research Agenda
Rutgers, The State University of New Jersey, College Avenue Student Center, New Brunswick, NJ 08901
October 5th, 6th, 7th, 2017

11:10 – 11:20 a.m.  
**Transition Time**

11:20 – 12:20 p.m.  
II.  *Diversity, Tolerance and the Quest for Social Unity: International Perspectives*
Multipurpose Room

Moderator: Melanye T. Price, Associate Professor and Undergraduate Director, Department of Africana Studies, Rutgers-New Brunswick
- Edward Ramsamy, Associate Professor, Africana Studies, Rutgers-New Brunswick
- Melissa Valle, Assistant Professor, Sociology and Anthropology, African American and African Studies, Rutgers-Newark
- Stephen Eric Bronner, Distinguished Board of Governors Professor, Political Science, Rutgers-New Brunswick

**Audience Q&A – 10 minutes**

12:20-1:30 p.m.  
**Lunch**
Multipurpose Room

1:30 – 2:30 p.m.  
**Keynote Address:**
*How Numbers Lie: Intersectional Violence and the Quantification of Race*
Multipurpose Room
Khalil Gibran Muhammad
Professor of History, Race and Public Policy, Harvard Kennedy School, Radcliffe Institute for Advanced Studies, Harvard University, and Former Director of the Schomburg Center for Research in Black Culture

2:30 – 2:40 p.m.  
**Transition Time**

2:40 – 3:40 p.m.  
III.  **Concurrent Panel Sessions:**
A.  *Privilege and Meritocracy*
Multipurpose Room

Moderator and Presenter: Nancy DiTomaso, Distinguished Professor of Management and Global Business
Rutgers Business School—Newark and New Brunswick
- L. Taylor Phillips, Assistant Professor of Management and Organizations, Stern School of Business, New York University
- Eric L. Knowles, Associate Professor of Psychology, New York University
- Discussant: dt ogilvie, Distinguished Professor of Urban Entrepreneurship and Former Dean, Saunders College of Business, Rochester Institute of Technology

**Audience Q&A – 10 minutes**
B. **Diversifying the Professoriate: Emerging Lessons from a Multi-sited National Program in the Humanities & Social Sciences**

Room 411ABC, Student Center

**Moderator and Presenter:** Andrés Castro Samayoa, Assistant Professor, Educational Leadership & Higher Education, Boston College

- Marybeth Gasman, Professor of Education, Higher Education, University of Pennsylvania
- Paola Esmieu, Associate Director for Programs, Penn Center for Minority Serving Institutions, University of Pennsylvania
- Andrew Martinez, Research Associate, Penn Center for Minority Serving Institutions, University of Pennsylvania

**Audience Q&A – 10 minutes**

C. **The Legal Framework for Diversity and Inclusion: Where We Are and Where We May Be Headed**

Graduate Student Lounge, next door to Student Center

**Moderator and Presenter:** Carlos Gonzalez, Professor of Law and Herbert Hannoch Scholar Professor, Rutgers Law School, Newark

- Stacy Hawkins, Associate Professor of Law, Rutgers Law School, Camden
- Kevin Woodson, Associate Professor of Law, Thomas R. Kline School of Law, Drexel University

**Audience Q&A – 10 minutes**

D. **Preparing Diverse Males for Leadership Roles at Predominantly White Universities**

Room 115, Student Center

**Moderator and Presenter:** Jamie Campbell, Assistant Dean, Diversity Enhancement Programs, Smeal College of Business, The Pennsylvania State University

- Michael C. Wood, PhD, Counselor, Multicultural Resource Center, The Pennsylvania State University

**Audience Q&A – 10 minutes**

3:40 – 3:50 p.m. **Transition Time**
3:50 – 4:50 p.m. IV. Concurrent Panel Sessions:

A. Gender and the STEM Environment for Students and Faculty
   Multipurpose Room

   Moderator and Presenter: Janet Malley, Director of Research and Evaluation, University of Michigan ADVANCE Program, University of Michigan

   • Lorelle A. Meadows, Dean, Pavlis Honors College, Michigan Technological University
   • Denise Sekaquaptewa, Associate Chair and Professor of Psychology, University of Michigan

   Audience Q&A – 10 minutes

B. Crunching Numbers: Using Data to Create and Coalesce Diversity Goals
   Room 411ABC, Student Center

   Moderator and Presenter: Michael Goh, Associate Vice Provost for Equity and Diversity, Professor of Organizational Leadership, Policy and Development, University of Minnesota

   • Virajita Singh, Assistant Vice Provost and Professor, College of Design, University of Minnesota
   • Sean Garrick, Professor & Faculty Development Fellow, Mechanical Engineering, University of Minnesota

   Audience Q&A – 10 minutes

C. Cases from Columbia: Online Courses on Diversity
   Graduate Student Lounge, next door to Student Center

   Moderator and Presenter: Matthea Marquart, MSSW, Director of Administration, Online Campus, School of Social Work, Columbia University

   • Elisabeth Counselman-Carpenter, PhD, LCSW, Professor of Clinical Practice, School of Social Work, Columbia University

   Audience Q&A – 10 minutes

4:50 – 5:00 pm Transition Time

5:00 – 5:15 p.m. Conference Wrap Up
   Multipurpose Room
   Barbara A. Lee, Senior Vice President for Academic Affairs, Rutgers University

5:15 – 6:00 p.m. Networking Reception
   Main Lounge
Framing the Value of Diversity & Inclusion in Higher Education: Setting the Research Agenda  
Rutgers, The State University of New Jersey, College Avenue Student Center, New Brunswick, NJ 08901  
October 5th, 6th, 7th, 2017

**Saturday, October 7th, 2017**

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<td>9:15 – 10:00 a.m.</td>
<td>Keynote Address: Inclusion: A Personal Reflection on Our Institutional Commitment to Diversity</td>
<td>Phoebe Haddon, Chancellor</td>
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<td>10:10 – 11:10 a.m.</td>
<td>I. Gender Spectrum Healthcare</td>
<td>Gloria Bachmann, MD, Interim Chair of Obstetrics, Gynecology and Reproductive Sciences, Director of Transgender Health Initiative, Robert Wood Johnson Medical School (RWJMS), Rutgers Biomedical and Health Sciences (RBHS)</td>
<td>Multipurpose Room</td>
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<td>Moderator and Presenter:</td>
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<td>Ian Marshall, MD, Chief of Pediatrics, RWJMS, RBHS</td>
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<td>SGM Jennifer M Long (Ret.), Veteran</td>
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<td>Erica Concors, MPH, Medical Student, RWJMS, RBHS</td>
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<td>Audience Q&amp;A – 10 minutes</td>
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<td>11:20 – 12:20 p.m.</td>
<td>II. Academia and LGBTQA Perspectives: Critical Transitions in Professional Development</td>
<td>John P. Sánchez, Assistant Dean, Diversity and Inclusion, Associate Professor, Emergency Medicine, Rutgers New Jersey Medical School (NJMS)</td>
<td>Multipurpose Room</td>
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<td>Moderator and Presenter:</td>
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<td>Maria Soto-Greene MD, MS-HPEd, Vice Dean, NJMS</td>
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<td>Jennifer Gaboury, Deputy Chairperson, Women and Gender Studies Department, NJMS</td>
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<td>Mark López, Interim Senior Vice President for Access, Diversity and Inclusion, American Dental Education Association</td>
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<td>Audience Q&amp;A – 10 minutes</td>
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12:30 – 1:30 p.m.  **III. Promoting Diversity & Inclusion in an Academic Department:**
*Pathway to Enhancing Education, Research, Clinical Service, and Community/Global Outreach*
Multipurpose Room

**Moderator and Presenter:**
Gloria Bachmann, MD, Interim Chair of Obstetrics, Gynecology and Reproductive Sciences, Director of Transgender Health Initiative
Robert Wood Johnson Medical School (RWJMS), Rutgers Biomedical and Health Sciences (RBHS)

- Charletta A. Ayers, MD, MPH, RWJMS, RBHS
- Javier Escobar, MD, Associate Dean for Global Health, Professor of Psychiatry and Family Medicine, RWJMS, RBHS
- Lynne C. Borucki, Clinical Associate Professor, Rutgers School of Nursing-Camden

**Audience Q&A – 10 minutes**

1:30 – 1:45 p.m.  **Transition Time – light refreshments**

1:45 – 2:45 p.m.  **IV. Best Practices for the Recruitment and Retention of Underrepresented Minority Faculty**
Multipurpose Room

**Moderator and Presenter:**
Maria Soto-Greene, MD, MS-HPEd, FACP, Vice Dean and Professor of Medicine; Director, Hispanic Center of Excellence (HCOE), Office of the Dean
Rutgers New Jersey Medical School

- Robin Eubanks, PhD, Associate Professor, Interdisciplinary Studies
  Rutgers School of Health Professions
- Felesia Bowen, PhD, DNP, APN, Francois-Xavier Bagnoud Endowed Chair in Community Pediatric Nursing; Director, Center for Urban Youth and Families, Division of Nursing Science, Rutgers School of Nursing, RBHS

**Audience Q&A – 10 minutes**

2:45 – 3:00 p.m.  **Conference Wrap Up**
Multipurpose Room
Isabel Nazario, Associate Vice President for Strategic Initiatives, Office of the Senior Vice President for Academic Affairs, Rutgers University
Keynote Speaker

Nancy Cantor, Chancellor
Rutgers University- Newark

Keynote Address:

The Compelling Interest of Diversity and Inclusion: A Threat or An Opportunity?

Nancy Cantor is Chancellor of Rutgers University – Newark. A distinguished higher education leader and social psychologist, she is recognized nationally and internationally as a leading advocate for colleges and universities to embrace their roles as anchor institutions in their communities, catalyzing collaboration with partners across sectors to fulfill higher education’s promise as an engine of discovery, innovation, and social mobility. Under her leadership, Rutgers University – Newark is expanding its impact as a highly diverse, urban, research university, investing in core areas of high impact: broadening and strengthening educational pathways for diverse new generations, sparking urban entrepreneurship and economic development, leveraging the arts and public humanities for democratic dialogue and practice, and collaborating to ensure stronger, safer, healthier neighborhoods.

Previously, Cantor was Chancellor and President of Syracuse University, where in 2008 the breadth, depth, and success of similar efforts earned her the Carnegie Corporation Academic Leadership Award. Prior to that, she served as chancellor of the University of Illinois at Urbana-Champaign and as provost and executive vice president for academic affairs at the University of Michigan, where she was closely involved in the university’s defense of affirmative action in the 2003 Supreme Court cases, Grutter and Gratz.

A member of the National Academy of Medicine of the National Academies and a fellow of the American Academy of Arts and Sciences, Cantor serves on the Board of the American Institutes for Research, the Ford Foundation’s International Fellows Program Advisory Council and served previously on the Foundation’s steering committee for the project Building Knowledge for Social Justice, and the Board of Say Yes to Education. Having served on many national task forces and committees related to access and equity, she is co-editor with Earl Lewis of the Our Compelling Interests book series for the Andrew W. Mellon Foundation and is a member of the National Science Foundation Committee on Equal Opportunity in Science and Engineering, the advisory group of the American Academy of Arts and Sciences Lincoln Project on Excellence and Access in Public Higher Education, and the Aspen Institute Task Force on College Opportunity for High Achievers.

An active advocate for the role of universities as public goods, Cantor is co-chair of the Imagining America Presidents Council and a member of the Steering Committee of the Anchor Institutions Task Force. She has been recognized with numerous national awards including the Reginald Wilson Diversity Leadership Award from the American Council on Education, the Robert Zemsky Medal for Innovation in Higher Education, the Distinguished Scientific Award for an Early Career Contribution to Psychology from the American Psychological Association, the Woman of Achievement Award from the Anti-Defamation League, the Making a Difference for Women Award from the National Council for Research on Women, and the Frank W. Hale, Jr. Diversity Leadership Award from the National Association of Diversity Officers in Higher Education.
Keynote Address:

*How Numbers Lie: Intersectional Violence and the Quantification of Race*

One of the most respected authorities on racial justice in America, Khalil Gibran Muhammad is redefining our understanding of diversity. Former Director of the Schomburg Center for Research in Black Culture, author of *The Condemnation of Blackness*, and Harvard professor of Race, History, and Public Policy, Muhammad explains why institutions should reconcile past with present—and how it begins with education.

Khalil Gibran Muhammad is a Professor of History, Race and Public Policy at Harvard Kennedy School and the Suzanne Young Murray professor at the Radcliffe Institute for Advanced Studies. He is a contributor to a National Research Council study, *The Growth of Incarceration in the United States: Exploring Causes and Consequences*, and is the author of *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America* (Harvard), which won the John Hope Franklin Best Book Award in American Studies. Recently, he has appeared in the popular documentaries 13th (Netflix), Slavery By Another Name (PBS), and Forgotten Four: The Integration of Pro Football (Epix).

Muhammad is the former Director of the Schomburg Center for Research in Black Culture, a division of the New York Public Library and the world’s leading library and archive of global black history. He is also a former Associate Professor at Indiana University. His research focuses on racial criminalization in modern U.S. history. Much of his work has been featured in a number of national print and broadcast media outlets, including The New York Times, The New Yorker, The Washington Post, NPR, Moyers and Company, and MSNBC. Muhammad was an associate editor of *The Journal of American History* and prior Andrew W. Mellon fellow at the Vera Institute of Justice. He holds a Ph.D. from Rutgers University, two honorary doctorates, and is on the boards of The Museum of Modern Art, The Barnes Foundation, and The Nation magazine.

“Muhammad’s book renders an incalculable service to civil rights scholarship by disrupting one of the nation’s most insidious, convenient, and resilient explanatory loops: whites commit crimes, but black males are criminals.”

— David Levering Lewis, Pulitzer Prize-winning Author
Keynote Speaker

Phoebe Haddon, Chancellor
Rutgers University- Newark

Keynote Address:

Inclusion: A Personal Reflection on Our Institutional Commitment to Diversity

Respected nationally as a constitutional scholar and a leader in higher education, Phoebe A. Haddon became chancellor of Rutgers University–Camden on July 1, 2014.

Prior to joining the Rutgers–Camden community, Haddon served as dean of the University of Maryland Francis King Carey School of Law, which benefited from the new, transformative academic resources and intellectual vitality that occurred under her leadership. In 2011, the school received a $30 million commitment from the W.P. Carey Foundation, the largest gift ever received by the University and its law school.

The new resources, targeted toward faculty development, allowed Haddon to strengthen the school’s already nationally ranked programs in health, environmental and clinical law and to allocate additional resources to build its newer programs in business and intellectual property law. She also enriched students’ legal education by expanding the law school’s commitment to recruiting a diverse student body.

In 2012, 2013, 2014 and 2015, Haddon was honored by the National Jurist as one of the “25 Most Influential People in Legal Education.” In 2012, the Daily Record of Baltimore named her one of the “Top 100 Women” in Maryland; in 2010, the newspaper named her as one of the year’s most Influential Marylanders. In 2011, she received the Great Teacher Award from the Society of American Law Teachers (SALT). In Maryland, Haddon has been honored by the Reginald F. Lewis Museum of Maryland African American History and Culture; serves on the board of the Baltimore Leadership School for Young Women; and is a member of the Lawyers’ Round Table, the 2011 class of Leadership Maryland, and Network 2000.

Haddon currently is a member of the American Bar Association’s Commission on the Future of Legal Services, as well as on the ABA’s Kutak Award Committee. She is on the Boards of Trustees for the Cooper University Health System, the Philadelphia Museum of Art, and the Camden Health & Athletic Association, and is on the Board of Directors for HERS (Higher Education Resource Services). She is a member of the CEO Council for Growth. Additionally, Haddon is a Class C director of the Federal Reserve Bank of Philadelphia’s Board of Directors, where she is designated as that board’s deputy chair for 2018.

She has served on numerous boards, including the Delaware Valley Community Reinvestment Fund, the Women’s Law Project, the William Penn Foundation, the Samuel S. Fels Fund, and the Philadelphia Education Fund. She also served as co-president of the board of governors and as a member of the executive committee of the Society of American Law Teachers, as a member of the executive committee of the Association of American Law Schools, and as a trustee of the Law School Admissions Council.
National Conference Panel Sessions
Friday, October 6th, 2017
Panel Session I:
Gender, Race and Racialization: Urban and Spatial Sociology and the Mechanisms that (Re)produce Inequality
Multipurpose Room

Moderator:
Jerome Williams
Executive Vice Chancellor and Provost, Distinguished Professor and Prudential Chair in Business, Rutgers-Newark

Carla O’Connor
Professor, Arthur F. Thurnau Professor, University of Michigan

Race-making in Schools of Choice: Teacher Narrative Construction of the Black Interloper and the Implications for Black Educational Access and Opportunity

Synopsis: In this paper we analyze the stories teachers tell about their Black students in their efforts to make sense of and professionally resolve the underperformance of Black students in three demographically distinct school districts that have opted into a state coordinated inter-district school choice system. The districts are Varuna Hills, serving a predominantly White and affluent community; Newport, serving a socioeconomically diverse but still majority White population; and Aspen, serving a predominantly Black working to lower-middle-class populace. Relying primarily upon teacher focus group interviews, we show how teachers’ narrative discourse makes meaning of the bodies and achievement of Black students and their families and, more specifically, constructs Black students as interlopers. Our analysis reveals how the construction of the Black interloper is nuanced across districts, rationalizes the underperformance of Black students, and normalizes teacher inefficacy with regards to intervening successfully on this underperformance. We unpack the racialized and classed nature of this construction, its intersection with the school choice reform context, and the implications for teachers’ personal practical knowledge.
Panel Session I:
Gender, Race and Racialization: Urban and Spatial Sociology and the Mechanisms that (Re)produce Inequality

Multipurpose Room

James Jones
Assistant Professor, Political Science, Rutgers-Newark College of Arts & Sciences

Race to Power: Challenging Institutional Inequality in the United States Congress

Synopsis: Legislative staffers in the United States Congress are the invisible force in American policymaking. They develop, implement, and realize the political and policy agendas of Members of Congress and without them most of work in the Capitol could not be done. This invisibility masks deep-seated inequality in its workforce; women and men of color are concentrated in junior positions and are almost wholly absent from the most senior and influential roles. In this presentation, Dr. Jones traces his efforts to collect demographic data on this elite group to produce the first census of the congressional workplace in a decade. He documented systemic inequality across top staff positions in the offices of Democratic and Republican senators. The lack of diverse perspectives in legislative deliberations signal unequal distributions of power in the American political system. As the site of federal legislative power, Congress simultaneously exists as an inequality regime perpetuating institutional racism through legislation and grooming and credentialing a white-dominated workforce of political influencers. Findings reveal an institutional structure formed by race that has important implications for notions of citizenship, representation, and power. Twitter @Blackcapitol

Lilia Fernández
Henry Rutgers Term Chair, Associate Professor, Latino and Caribbean Studies and History, Rutgers-New Brunswick

Before Black Lives Matter: Chicago Police in 1960s Latino Neighborhoods

Synopsis: Law enforcement in racial minority communities, police brutality, and the criminal justice system have drawn widespread public attention in recent years. Observers of black and brown neighborhoods in American cities during the 1960s, however, will find these contemporary dynamics eerily familiar. In this presentation, Professor Fernandez historicizes these practices as the result of racial and ethnic conflict in the mid-20th century. She reveals a history of police abuse against Puerto Rican and African American people in 1960s Chicago at a time when tensions over racial turnover in urban neighborhoods reached a boiling point.

Zaire Dinzey-Flores
Associate Professor, Latino and Caribbean Studies and Sociology, Rutgers-New Brunswick

Branding Community and Selling Homes in the "New" Brooklyn

Synopsis: By focusing on real estate in demographically transitioning neighborhoods in Brooklyn, this paper examines how neighborhood spaces and property interiors are aesthetically produced and crafted in ways that racially re-classify traditionally Black and Latino neighborhoods as spaces that can afford "White" and "worthy" investors and residents.
Panel Session II:
Diversity, Tolerance and the Quest for Social Unity: International Perspectives
Multipurpose Room

Panel Session Synopsis: Diversity, tolerance and pluralism are frequently confined to themes within the United States. The proposed panel aims to broaden the geographic scope of the discussion by examining issues relating to diversity and inclusion from an international perspective.

Moderator:
Melanye T. Price
Associate Professor and Undergraduate Director, Department of Africana Studies, Rutgers-New Brunswick

Edward Ramsamy
Associate Professor and Undergraduate Director, Africana Studies, Rutgers-New Brunswick

South Africa: The Elusive Quest for National Unity
Synopsis: The fall of apartheid and the transition to democratic rule in South Africa was one of the most important events of the late 20th century. The Preamble to the democratic South African Constitution proclaims, “We, the people of South Africa, believe that South Africa belongs to all who live in it, united in our diversity.” Yet, the noble sentiment of that clause is limited by the fact that “unity cannot be brought about by enacting a law that all shall be one,” as noted by the Indian poet and Nobel laureate Rabindranath Tagore more than a century ago. Under apartheid, the South African state created and enforced racial identities through a rigid system of social, spatial, and political engineering. The apartheid state consolidated white power by assigning and legislating separate geographic, cultural, and political spaces for African, White, Coloured (mixed-race), and Indian South Africans. Upon the election of an African majority government in 1994, the legal separation of South Africa’s various racial groups was officially struck from the law books. However, the transformation of South Africa from an apartheid state toward a democratic government was a complex process. The major aim of this paper will be to explore how the African majority government tried to forge a sense of national unity in a country characterized by deep historical racial divisions.

During its years as a protest movement, the ANC slowly came to embrace “non-racialism,” a doctrine based on a common South African, rather than ethnic or racial, identity. However, as the ANC transformed itself into a political party, it began to abandon its rhetorical commitment to non-racialism and increasingly adopted a pragmatic, multicultural conceptualization of the South African nation, one that could accommodate diverse, even antagonistic identities under one rubric: “the Rainbow Nation.” This paper will critically examine the rhetoric of nation-building in South Africa. After analyzing the role played by race and ethnicity in restructuring the geography of apartheid, this paper will explore the challenges of ethno-nationalism and identity politics following the fall of apartheid.
Panel Session II:
Diversity, Tolerance and the Quest for Social Unity: International Perspectives
Multipurpose Room

Melissa Valle
Assistant Professor, Sociology and Anthropology, African American and African Studies, Rutgers University-Newark

A Battle of Worths: Symbolic boundaries, community conflict and notions of progress

Synopsis: Rapid urbanization has led to the gentrification of neighborhoods and community displacements. While scholars have extensively studied these processes in the Global North, we know far less about gentrification confined in the Global South. Such a lack of attention presumes a false Northern universality and ignores the potentially distinct significations of the Southern experience. Contrary to such a pattern, the locus of this study is Getsemani, a community located within the UNESCO World Heritage site, La Ciudad Amurallada [The Walled City], in Cartagena, Colombia. Through a relational ethnography that incorporates photo-elicitation interviews, this paper takes the process of neighborhood change as the ethnographic object to explore the racialized dynamics of urban change. It follows multiple people who occupy qualitatively different positions in the neighborhood of Getsemani, to ask, “How do people negotiate who is worthy of occupying space?” It attempts to problematize historical and contemporary cultural repertoires associated with race, development and progress. Ultimately, this work reveals how marginalized actors make meaning of their devalued social positions and craft responses to such positions. It demonstrates the mechanisms by which race, ethnicity, class and gender are encoded in the value of urban spaces.

Stephen Eric Bronner
Distinguished Board of Governors, Political Science, Rutgers-New Brunswick

The Bigot: Why Prejudice Persists

Synopsis: The rising tide of bigotry and prejudice in the contemporary period. Bigotry is a systematic, all-encompassing mindset that has a special affinity for right-wing movements. In what will surely prove a seminal study, Bronner explores its appeal, the self-image it justifies, the interests it serves, and its complex connection with modernity. He reveals how prejudice shapes the conspiratorial and paranoid worldview of the true believer, the elitist, and the chauvinist. In the process, it becomes apparent how the bigot hides behind mainstream conservative labels in order to support policies designed to disadvantage the targets of his contempt. Examining bigotry in its various dimensions—anthropological, historical, psychological, sociological, and political—Professor Bronner illustrates how the bigot’s intense hatred of “the other” is a direct reaction to social progress, liberal values, secularism, and an increasingly complex and diverse world.
Concurrent Panel Sessions III:
A. Privilege and Meritocracy
Multipurpose Room

Moderator, Organizer and Chair:
Nancy DiTomaso
Rutgers Business School—Newark and New Brunswick

Synopsis: Support is provided from findings of studies at the individual, organizational, and national labor market levels to show that advantage and favoritism, especially toward whites and men, are more important for reproducing the homogeneity of the labor force than are discrimination, racism, and sexism. Further, while ingroups receive greater access to opportunity and the benefit of the doubt, outgroups are more frequently treated with ambivalence and indifference than with active exclusion or disadvantage. Yet, policies and practices with regard to diversity and inclusion in universities and other organizations focus on reducing or eliminating the bias against minorities and women while giving little attention to the biases for whites and men.

L. Taylor Phillips
New York University, Stern School of Business

Synopsis: Invisibility makes privilege powerful. However, recent social movements (Occupy, Black Lives Matter protests) threaten this invisibility. We suggest the privileged manage such threats by creating a false dichotomy between group and personal privilege: they accept group privilege exists, but deny personally benefitting. We present experimental evidence that shows both the upper class and Whites claim more personal hardships when they are told about privilege. We also find that these claims are motivated: The privileged claim hardship so they can continue attributing outcomes to their own efforts, spurred on by their desire for personal merit. Consistent with this account, self-affirmation reverses this effect. Importantly, affirmed participants acknowledge greater personal privilege, and as a result support inequality-reducing policies.
Eric L. Knowles  
New York University, Department of Psychology  

**Deny, Distance, Or Dismantle? How White Americans Manage a Privileged Racial Identity**

**Synopsis:** Whiteness confronts Whites with dual psychological threats: the possibility that their accomplishments in life were not fully earned (meritocratic threat) and the association with a group that benefits from unfair social advantages (group-image threat). We theorize that Whites manage their racial identity to dispel these threats—either by denying the existence of privilege, distancing their own self-concepts from the White category, or striving to dismantle systems of privilege. Whereas denial and distancing promote insensitivity and inaction with respect to racial inequality, dismantling reduces threat by relinquishing privileges. I suggest that interventions aimed at reducing inequality should attempt to leverage dismantling as a strategy of White identity management.

**Discussant:**  
dt ogilvie  
Distinguished Professor of Urban Entrepreneurship and Former Dean, Sauder School of Business, Rochester Institute of Technology
Concurrent Panel Sessions III:
B. Diversifying the Professoriate: Emerging Lessons from a Multi-sited National Program in the Humanities & Social Sciences
Room: 411 ABC, Student Center

Synopsis: How can colleges & universities support students from underrepresented backgrounds to pursue careers in academia? This session draws from findings of a longitudinal study implemented at three Hispanic Serving Institutions focused on preparing undergraduate students to pursue doctorate degrees in the humanities and social sciences. Some studies have focused on diversifying the STEM professoriate (e.g. Lott, Gardner & Power, 2009; McGee & Martin, 2009); our project addresses the programmatic interventions that are best suited to support effective pathways to the professoriate in the humanities and social sciences. In particular, we expand on prior research examining the effects of race (Felder, Stevenson & Gasman, 2014; González, 2006) and gender (Patton, 2009) mediating students’ experiences. We focus on three themes: (a) the critical need for robust and expansive mental health awareness and competencies amongst faculty and staff mentoring students; (b) the importance of supporting students beyond financial concerns; (c) developing students’ literacies to discuss the value of academia with family.

Moderator and Presenter: Andrés Castro Samayoa
Assistant Professor, Educational Leadership & Higher Education, Boston College

Marybeth Gasman
Judy & Howard Berkowitz Professor of Education, and Director, Penn Center for Minority Serving Institutions (MSIs), Graduate School of Education, University of Pennsylvania

Paola Esmieu
Associate Director for Programs, Penn Center for Minority, University of Pennsylvania

Andrew Martinez
Research Associate, Penn Center for Minority Serving Institutions
Concurrent Panel Sessions III:
C. The Legal Framework for Diversity and Inclusion: Where We Are and Where We May Be Headed
Room: Graduate Student Lounge, next door to Student Center

Synopsis: This panel of legal scholars will run an open exchange on the constitutional law issues surrounding diversity and inclusion initiatives in the university context. The panel will review the development of Fourteenth Amendment constitutional law in general and as applied to diversity initiatives. The panel will also explain litigations currently pending in the federal courts asserting novel challenges to diversity initiatives, and consider what these pending cases might portend for diversity initiatives going forward. The panel aims to provide information on the legal issues that is useful for both scholars and non-scholars who are not constitutional lawyers but are working on and/or thinking about diversity and inclusion initiatives.

Moderator and Presenter:
Carlos Gonzalez
Professor of Law and
Herbert Hannoch Scholar
Professor,
Rutgers Law School,
Newark

Stacy Hawkins
Associate Professor of Law,
Rutgers Law School,
Camden

Kevin Woodson
Associate Professor of Law,
Thomas R. Kline School of Law,
Drexel University
Concurrent Panel Sessions III:
D. Preparing Diverse Males for Leadership Roles at Predominately White Universities
Room: 115, Student Center

Synopsis: Diverse males are underrepresented at the Ph.D. level in comparison to their White counterparts (Brown, Bartee, & Hamilton, 2007; Green & Scott, 2003; Harper, 2012; Lee, 2002). Several factors act to better prepare underrepresented male Ph.D. students for leadership positions as they persist to graduation, leadership and governance. The closing of the achievement gap, becoming fully engaged in the appropriate preparation for the academy, and gaining a better understanding of which prerequisites are needed to prepare for academic leadership should be at the forefront of institutional involvement (Hughes, 2010; Taylor 2006).

Academic and social integration factors are critical to the success of African-American and Latino male Ph.D. students. These minoritized scholars are more likely than their White and Asian counterparts to experience academic and social isolation on predominantly-White campuses (Cuyjet, 1997; Harper, 2006, 2010; Lee, 2003). Institutional and environmental factors, support, and motivation also represent additional dynamic links to minority student success. Preparing diverse male Ph.D. students for entry into the academy and leadership development programs should be the focus of efforts by parents, educators, administrators and policymakers.

Moderator and Presenter:
Jamie Campbell
Assistant Dean,
Diversity Enhancement Programs,
Smeal College of Business,
The Pennsylvania State University

Michael C. Wood
Counselor,
Multicultural Resource Center,
The Pennsylvania State University
Concurrent Panel Sessions IV:
A. Gender and the STEM Environment for Students and Faculty
Multipurpose Room

Panel Synopsis: This panel presents research aimed at identifying some of the particular processes and experiences that result in lower participation, retention and persistence of women than men in STEM both as students and as faculty in higher education. All three papers include examination of how the apparently ‘same’ classroom environments that women and men encounter are actually ‘different’ in the level of acceptance, respect and inclusion they experience. We will also discuss factors that can ameliorate these negative experiences and close this stubborn gender gap.

Moderator and Presenter:
Janet Malley
Director of Research and Evaluation, University of Michigan ADVANCE Program, University of Michigan

Gender, Race and Rank and Faculty Experiences of Students’ Disruptive and Disrespectful Behavior

Synopsis: One factor in the lower retention of women and racial-ethnic minorities is their experience of a less respectful environment from colleagues; in this study we considered whether experiences of student disrespect might also be a factor. Tenure-track faculty in STEM fields were surveyed to assess experiences of students’ disruptive and disrespectful behavior in undergraduate courses in the past year. Student behavior was assessed in terms of inattentive rudeness, challenges to expertise, overt expressions of disrespect, and of anger. Results indicated that while faculty rank was an important factor as well, both gender and race-ethnicity predicted experiences of student disrespect.

Lorelle A. Meadows
Dean, Pavlis Honors College, Michigan Technological University

The Influence of Gender Stereotypes on Role Adoption in Engineering Student Teams

Synopsis: Educational research provides evidence of the benefits of effective group work for engineering students, but women and minorities often have poor experiences on project teams. Analysis of group oral presentations from over 1000 undergraduate engineering students revealed that women on first-year engineering teams participated less than men regardless of the proportion of women on the team, were less likely to present technical content, spoke less, and fielded fewer audience questions than men. Results of a laboratory experiment testing an intervention designed to equalize participation of all students on the team indicate that it is possible to eliminate some gender differences.

Denise Sekaquaptewa
Associate Chair and Professor of Psychology, University of Michigan

Observed Microaggressions Predict Lower Engineering Identification Among Women in Engineering Group Project Teams

Synopsis: This study examined behavioral manifestations of gender stereotypes – microaggressions – as a contributor to the documented gender gap in STEM participation, retention and persistence. We assessed the occurrence of microaggressions in mixed-gender
engineering student teams over the course of one semester in a first-year engineering design class. Results showed that women who were frequently targeted by microaggressions reported lower engineering identification than those less targeted. Men showed the opposite pattern, with those observed to be highly targeted reported greater engineering identification than those who were less targeted. Results held only for observed microaggressions, not for self-reported microaggressions or general disrespect.
Concurrent Panel Sessions IV:
B. Crunching Numbers: Using Data to Create and Coalesce Diversity Goals
Room: 411 ABC, Student Center

Panel Synopsis: Diversity and Inclusion work must be grounded in foundational commitments but be dynamic enough to at once pro-act and react to ever changing campus climates. The University of Minnesota Equity and Diversity Framework is a community-derived comprehensive diversity and inclusion model that has sparked numerous initiatives within colleges across the university and system campuses. The framework is at once solid and supple, constantly revisited so as to remain relevant to changing leadership priorities and initiatives and shifting campus climates. Organically derived from interdisciplinary roots it now includes design thinking, counseling psychology, and intercultural competence. The framework is necessarily flexible, allowing us to unite disparate diversity and inclusion efforts around campus towards the shared goals of: (1) increasing representational diversity; (2) improving campus climate; and (3) leveraging strategic internal and external partnerships.

This session should particularly benefit faculty, and both new and seasoned university leaders and administrators who are interested in learning about: (1) the brief history and elements of an equity and diversity framework; (2) how we used research findings, surveys, employee engagement data, college data, and generative data that arises from a campus diversity community of practice to coalesce a campus community towards ambitious diversity and inclusion goals; and (3) how the data actualizes in grassroots equity and diversity campus wide organization through a Diversity Community of Practice, College-driven Multicultural Access, Diversity and Excellence Initiatives, educational programming, a CLEAR Faculty Diversity Hiring Initiative, and a presidential future faculty recruitment program.

Moderator and Presenter:
Michael Goh
Associate Vice Provost for Equity and Diversity, Professor of Organizational Leadership, Policy, and Development, University of Minnesota

Virajita Singh
Assistant Vice Provost and Professor, College of Design University of Minnesota

Sean Garrick
Professor, Faculty Development Fellow, Mechanical Engineering University of Minnesota
Concurrent Panel Sessions IV:  
C. Cases from Columbia: Online Courses on Diversity  
Room: Graduate Student Lounge, next door to Student Center

Synopsis: Drawing from experiences with online courses at Columbia University’s School of Social Work, this panel presentation will share case studies, best practices, challenges, and emerging issues when teaching on topics of diversity in online courses. The panel will include audience participation throughout, interaction between the panelists, and time for Q&A at the end. The courses presented will include racial identity development and gender and sexuality.

Presentation #1: Inspiring trust and risk in online discussion: Case study of an online course on racial identity development and addresses ways to build a respectful and supportive classroom community that encourages participation from all students and deepens opportunities for peer learning. Audience participation: Audience members will be asked to consider the risks they ask students to take in their discipline when sharing in a classroom discussion, whether in person or online; Audience members will be asked to consider the types of community-building activities they might use in their disciplines to create environments in which students are comfortable taking risks to participate and learn; Proposed pedagogical best practices when developing an online Racial Identity Development curriculum will be shared, with an opportunity for questions and answers.

Presentation #2: Creating an online constructivist learning environment when teaching online Gender and Sexuality: a platform for multiple voices to be heard. The purpose is to define the foundations of an online constructivist learning environment, to identify how the synchronistic classroom creates a deeper platform of diversity when learning theories of Gender and Sexuality, to identify strategies to build an online constructivist learning environment and to share case studies of how the teaching team created a safe space for marginalized voices to be heard in multiple manifestations. Audience participation: 1) a brief case study discussion. Audience members will be given copies of the reflexive journal questions, and encouraged to discuss with the panel how they might use these in their own classroom. 2) Audience members will be asked for feedback in how they would have handled the case study situations in a dialogue with the panel. 3) Proposed pedagogical best practices when developing an online Gender and Sexuality curriculum will be shared, with an opportunity for questions and answers.

Moderator and Presenter:  
Matthea Marquart  
Director of Administration,  
Online Campus,  
School of Social Work,  
Columbia University

Elisabeth Counselman-Carpenter  
Professor of Clinical Practice,  
School of Social Work,  
Columbia University
National Conference Panel Sessions
Saturday, October 7th, 2017
Panel Session I:
Gender Spectrum Healthcare
Multipurpose Room

Synopsis: The Transgender Health Initiative at Rutgers Robert Wood Johnson Medical School (RWJMS) aims to not only provide health care, but also engage physicians, students, and staff in proactive team activities to increase their knowledge base in caring for transgender individuals. This panel will discuss key areas of interest and future directions of transgender healthcare delivery and education, which will complement institutional dialogue about this crucial interdisciplinary area of research.

Moderator and Presenter:
Gloria Bachmann, MD
Interim Chair of Obstetrics, Gynecology and Reproductive Sciences,
Director of Transgender Health, RWJMS, Rutgers Biomedical and Health Sciences

Erica Concors, MPH
Medical Student, Robert Wood Johnson Medical School,
Presenting her experiences with the medical school curriculum and areas for future research.

Ian Marshall, MD
Chief of Pediatrics, RWJMS, Rutgers Biomedical and Health Sciences
Presenting his experiences as a pediatric endocrinologist, seeing trans youth in his practice pursuing hormonal affirmation treatment.

SGM Jennifer M Long (Ret.)
Presentation on her experiences in advocacy and personal experiences in the armed forces as a trans female

Erica Concors, MPH
Medical Student, Robert Wood Johnson Medical School,
Presenting her experiences with the medical school curriculum and areas for future research.
Panel Session II:
Academia and LGBTQA Perspectives: Critical Transitions in Professional Development
Multipurpose Room

Panel Synopsis: Institutions of higher education are challenged to stay on pace with the progressive legal wins and societal perceptions of the LGBTQ community. In comparison to prior generations, current college students have greater access to LGBTQ-related support services and opportunities to discuss LGBTQ-related issues in the classroom setting. Graduate schools, especially the health professions, are perceived by college students and their advisors to be a distinct and conservative environment. An important topic in building the pipeline of LGBTQA health professional leaders is discussing how to retain self-efficacy as LGBTQA individuals’ transition along the pipeline from college student to graduate student to faculty member. The presenters will share their organizational strategies and implementation of activities (e.g. recruitment and marketing, interviewing, Safe Zone training programs) for institutions and universities to consider as they strive to promote an inclusive environment for LGBTQA individuals on their professional journey. Much of these innovative strategies have emerged from the development and implementation of the National LGBT Health Workforce Conference (http://bngap.org/lgbthwfconf/) which celebrated its 5th anniversary in 2017.

Workshop Outline: Panel Introduction – 7 minutes, Case-Based Small and Large Group Discussion – 23 minutes, (Cases will highlight transition points between college, health professional graduate school, and first faculty appointment), Review of Best Practices and Opportunities – 15 minutes, Questions and Answers – 15 minutes.

Moderator and Presenter:
John P. Sánchez, MD, MPH
Assistant Dean, Diversity and Inclusion, and Associate Professor, Emergency Medicine, Rutgers New Jersey Medical School, RBHS

Maria Soto-Greene, MD, MS-HPEd, FACP
Vice Dean and Professor of Medicine; Director, Hispanic Center of Excellence (HCOE), Office of the Dean, Rutgers New Jersey Medical School, RBHS

Jennifer Gaboury
Deputy Chairperson, Women and Gender Studies Department, Rutgers New Jersey Medical School

Mark López, PhD
Senior Director Access, Diversity, and Inclusion Portfolio, American Dental Education Association
Panel Session III:
Promoting Diversity & Inclusion in an Academic Department: Pathway to Enhancing Education, Research, Clinical Service, and Community/Global Outreach

Multipurpose Room

Synopsis: At Rutgers, where diversity is one of the University’s greatest strengths, the Obstetrics/Gynecology Department at Robert Wood Johnson Medical School (RWJMS) is committed to not only fulfilling the medical school’s four core missions (education, research, clinical service and community/global outreach), but also proactively fulfilling our diversity/inclusion charge in each of these missions. By keeping diversity/inclusion as a primary focus and working with internal/external stakeholders, the department has been enriched by recruitment/retention of a diverse faculty and by programs that may not have commenced without this directed commitment. In addition, the diversity/inclusion initiatives are strengthened by our reaching out and collaborating with external stakeholders, such as the Garden State Equality group.

Initiatives resulting from our diversity/inclusion focus include 1) Organized an collaborative approach to promote/advance women in leadership roles 2) Developed a comprehensive RWJMS- wide LGBTQ+ program 3) Began a program that provides directed mentoring to undergraduate African American men to assist in their pursuing a medical career 4) Set up regularly scheduled global health webinar programs (in conjunction with RWJMS Office of Global Health) 5) Created a faculty scholars programs to provide comprehensive mentoring to diverse junior faculty to prepare them as the next generation of faculty leaders.

This panel will discuss the template used in these initiatives and how they were operationalized through a leadership team that includes undergraduates, graduates, medical students, staff, faculty leaders and external stakeholders. We believe that this model can be a framework that is utilized by all departments in an institution of higher education.

Moderator and Presenter:
Gloria Bachmann, MD
Interim Chair of Obstetrics, Gynecology and Reproductive Sciences, Director of Transgender Health, RWJMS, Rutgers Biomedical and Health Sciences

Charletta A. Ayers, MD, MPH,
RWJMS, Rutgers Biomedical and Health Sciences

Javier Escobar, MD
Associate Dean for Global Health, Professor of Psychiatry and Family Medicine, RWJMS, Rutgers Biomedical and Health Sciences
Collaborative Support Enabling Underrepresented Working Paraprofessionals to Access BSN Education

Synopsis: Educating a nursing workforce with the knowledge and skills necessary to provide culturally competent, evidence-based care to the increasingly diverse United States’ population is critically necessary as a means to reduce health disparities and to meet the health care needs of the country’s most vulnerable communities. This project describes a collaborative partnership between Rutgers School of Nursing-Camden and Cooper University Hospital to enable working paraprofessionals from historically underrepresented groups to access and successfully progress through a baccalaureate nursing program. The program supported student progression through a foundational academic year to matriculation into the nursing program. Key program components contributing to the success of this cohort of students included: 1) academic support; 2) mentoring; 3) a nursing education navigator, serving as an educational case manager; 4) workplace support; and 5) financial support. The purpose of this presentation will be to describe the strategies that have contributed to the success of this cohort of healthcare paraprofessionals pursuing baccalaureate nursing education.
Panel Session IV:
Panel Session Title: Best Practices for the Recruitment and Retention of Underrepresented Minority Faculty
Multipurpose Room

Synopsis: There are key findings that are eminently important if we are to attract a pool of underrepresented minority faculty, particularly, in the schools with the most significant underrepresentation compared to national data. In response the RBHS Chancellor charged a committee consisting of the schools of medicine, dental medicine, public health, pharmacy, health professions and nursing to develop best practices for the recruitment and retention of underrepresented minority faculty. This panel will describe the approach to developing key recommendations including a review of 1) the BIG10 schools, 2) RBHS faculty racial/ethnic data benchmarked to national data, 3) health professions and business literature, and 4) the Affirmation Action Plan reporting requirements. The interprofessional panel will utilize a case study engaging participants in understanding the challenges of being a minority professional via small group discussions and present the themes identified by the RBHS minority faculty focus groups. The session will conclude with how Universities can build capacity and pathways by incorporating multicultural training for mentors highlighting the unique mentoring needs of underrepresented faculty.

Moderator and Presenter:
Maria Soto-Greene, MD, MS-HPEd, FACP
Vice Dean and Professor of Medicine,
Director, Hispanic Center of Excellence (HCOE),
Office of the Dean,
Rutgers New Jersey Medical School,
Rutgers Biomedical and Health Sciences

Robin Eubanks, PhD
Associate Professor,
Interdisciplinary Studies,
Rutgers School of Health Professions,
Rutgers Biomedical and Health Sciences

Felesia Bowen, PhD, DNP, APN
Francois-Xavier Bagnoud Endowed Chair in Community Pediatric Nursing,
Director, Center for Urban Youth and Families, Division of Nursing Science,
Rutgers School of Nursing,
Rutgers Biomedical and Health Sciences
Panel Member Biographies

Charletta Ayers, MD, MPH,
Robert Wood Johnson Medical School (RWJMS), Rutgers Biomedical and Health Sciences (RBHS)
Dr. Charletta Ayers is the acting Vice Chairman and the Chief of Obstetrical service at the department of Obstetrics, Gynecology and Reproductive Sciences. In addition to her extensive experiences in the research and clinical service of obstetrics and contraception, Dr. Ayers heads a volunteer mission to serve the needs in Ghana and Jamaica. Dr. Ayers headed more than twenty clinical trials and is now preparing for a trial on a device for detection of amniotic fluid leakage. She received her medical degree from Temple University School of Medicine and has been in practice for more than 20 years.

Gloria Bachmann, MD,
Interim Chair of Obstetrics, Gynecology and Reproductive Sciences,
Director of Transgender Health Initiative, Robert Wood Johnson Medical School (RWJMS), Rutgers Biomedical and Health Sciences (RBHS)
Dr. Gloria Bachmann is a leading expert in Obstetrics and Gynecology and is a well-known authority on midlife and older women. She is Professor of Obstetrics and Gynecology and Professor of Medicine at Rutgers RWJMS. She holds numerous professional positions at Rutgers RWJMS and RWJUH, including the Interim Chair of Ob, Associate Dean for Women's Health and Chief of the OB/GYN Service at Robert Wood Johnson University Hospital. Dr. Bachmann is a well-known authority on women, especially in the areas of midlife and menopausal health and sexual function. Dr. Bachmann currently serves on the editorial board of the journals The Journal of Sexual Medicine, Maturitas, Journal of Reproductive Medicine, Menopause, Medical Crossfire and Women’s Health in Primary Care. She has published extensively and has over 400 articles and chapters in the medical literature. Dr. Bachmann is actively involved in the American College of Obstetricians and Gynecologists (ACOG), an organization in which she serves in several leadership capacities. Dr. Bachmann earned her BA from Rutgers University, an MMS degree from Rutgers Medical School and an MD degree from the University of Pennsylvania Medical School.

Robert Barchi, MD, Ph.D.
President, Rutgers, The State University of New Jersey
Robert Barchi is the 20th president of Rutgers, The State University of New Jersey, a comprehensive research institution with nearly 69,000 students. Appointed in 2012, President Barchi is leading Rutgers at one of the most exciting moments of its 250-year history. In 2013 he guided the formation of Rutgers Biomedical and Health Sciences, a major division of the university established when, through restructuring legislation signed by Governor Chris Christie, most units of the former University of Medicine and Dentistry of New Jersey were integrated into Rutgers. He received his B.S. and M.S. degrees from Georgetown University, and Ph.D. and M.D. degrees from the University of Pennsylvania. He completed specialty training at the Hospital of the University of Pennsylvania and holds board certification in neurology.

Lynn C. Borucki, PhD, RN, RNC-OB,
Program Director of Special Projects and Clinical Associate Professor,
Rutgers School of Nursing-Camden
Dr. Lynn Borucki’s research interest include, facilitating education of under-represented students, lactation, care of childbearing families, service learning, health care technologies, and post-partum care. Borucki’s clinical expertise includes: care of childbearing families, and Women’s health. Borucki received the 2006 - Mentorship Award, Eta Beta Chapter, Sigma Theta Tau International.
Felesia Bowen, PhD, DNP, APN,  
Francois-Xavier Bagnoud Endowed Chair in Community Pediatric Nursing; Director, Center for Urban Youth and Families, Division of Nursing Science, Rutgers School of Nursing, RBHS  
Holder of the Francois-Xavier Bagnoud Endowed Chair in Community Pediatric Nursing at the Rutgers School of Nursing, Dr. Felesia Bowen’s work is focused on health disparities – particularly early childhood asthma and oral health. She also serves as Director of the school’s Center for Urban Youth and Families (CUYF) and is an Assistant Professor in the Division of Nursing Science. As Endowed Chair, Dr. Bowen obtained a three-year grant to provide free asthma education to parents, teachers and athletic coaches in the Greater Newark Area. The effort will also help adults with asthma and parents of children who have hard-to-control asthma get targeted/individualized care so that their asthma symptoms improve. Dr. Bowen also mentors Rutgers nursing students who are interested in working with children and families to address a range of health issues. She has advised Ph.D. students who work with school nurses to develop policies that improve school nurse staffing issues and improve health outcomes in children and adolescents. She also has overseen development and testing of a self-esteem program intended to increase weekly physical activity among African American high school girls. Dr. Bowen earned her bachelor’s degree in nursing from Tuskegee University, her master’s in nursing at Rutgers, her DNP from Fairleigh Dickinson University, and her Ph.D. in nursing from Columbia University.

Stephen Eric Bronner,  
Distinguished Board of Governors Professor, Political Science, Rutgers-New Brunswick  
Professor Stephen Eric Bronner is a noted political theorist and Distinguished Professor of Political Science, Comparative Literature, and German Studies at Rutgers University in New Brunswick. Currently, he is Director of Global Relations at the Center for the Study of Genocide, Conflict Resolution, and Human Rights at Rutgers University, and member of Executive Committee of the UNESCO Chair for Genocide Prevention. Professor Bronner is the Executive Chair of US Academics for Peace and an advisor to Conscience International. His activities in civic diplomacy led him to visit Iran, Iraq, Palestine, Syria, Sudan, and Darfur. Many of his experiences are discussed in works dealing with internal relations like Blood in the Sand (2005) and Peace out of Reach (2007). Professor Bronner was the recipient of the MEPeace Award by the Network for Middle Eastern Politics in 2011. Along with various teaching awards, the Bronner received the Michael A. Harrington Prize for Moments of Decision (1991) and Honorable Mention for the David Easton Prize, which honored the best work of political theory of the last five years, for Reclaiming the Enlightenment (2004). A prolific writer, Professor Bronner has published over 25 books and 200 journal articles, and his work has been translated in more than a dozen languages. He received the Charles McCoy Lifetime Achievement Prize from the American Political Science Association in 2005.

Jamie Campbell,  
Assistant Dean, Diversity Enhancement Programs, Smeal College of Business,  
The Pennsylvania State University  
Jamie Campbell is the 2013 Dr. James Robinson Equal Opportunity Award winner. This award is given to recognize a Penn State faculty or staff member who has contributed to the University by improving cross-cultural understanding. He has served as a panelist on topics ranging from social justice to students’ issues and has served as a speaker for several leadership programs. Jamie also serves as an advisor to several student organizations within the Smeal College of Business such as The Black Male Leadership Symposium. Currently, Jamie is the Assistant Dean for Diversity Enhancement Programs at the Smeal College of Business. He is a 1995 graduate of Morehouse College where he obtained his BA in Sociology. He obtained his M.Ed. with concentrations in Adult Education and Instructional Education from Central Michigan University in 2003. Jamie currently is a fourth year Ph.D. student in the Workforce Education Program with concentrations in Organization Design and Human Resource Development at The Pennsylvania State University. His research focuses on Succession Planning as a form of Crisis Management.
Erica Concors, MPH, Medical Student, RWJMS, RBHS

Erica Concors is a second-year medical student at Rutgers Robert Wood Johnson Medical School and a member of the Robert Wood Johnson Transgender Health Initiative. She is an RWJMS Student Ambassador, the co-chair for the Gender and Sexuality subcommittee of the RWJMS American Medical Student Association, and the Vice President of the RWJMS Sexuality and Gender Alliance (SAGA). Prior to entering medical school, she worked as a research associate at PolicyLab at the Children’s Hospital of Philadelphia. She completed her Masters of Public Health in Epidemiology at the University of Michigan in 2015 and received her BA in the Study of Women and Gender from Smith College in 2012. She is currently working on a research project aimed at assessing medical student comfort and knowledge related to transgender health.

Elisabeth Counselman-Carpenter, PhD, LCSW,
Professor of Clinical Practice, School of Social Work, Columbia University

Dr. Beth Counselman-Carpenter is a clinician and educator in Fairfield County, Connecticut, and New York City. Dr. Counselman-Carpenter maintains a private practice working with children, adolescents and adults with a focus on treating trauma, mood disorders and developmental life concerns through psychodynamic, play, art and other expressive therapies. She also consults with local schools, mental health agencies and nature centers on developing community-based programs for children, community crisis management for issues surrounding grief and loss and provides parent guidance training. She served as a bereavement consultant for ABC News for the 10th Anniversary of 9/11. Dr. Counselman-Carpenter has conducted program development, curriculum design, consulting and currently facilitates groups for the Triangle Community Center which focuses on providing services for the LGBTQ population. Dr. Counselman-Carpenter has a BA from the University of Richmond, an MSW from New York University and a Ph.D. in Social Work from Adelphi University.

Zaire Dinzey-Flores,
Associate Professor, Latino and Caribbean Studies and Sociology, Rutgers-New Brunswick

Professor Dinzey-Flores is an Associate Professor in Department of Latino and Caribbean Studies and the Department of Sociology. Her research focuses on understanding how urban space mediates community life and race, class, and social inequality. She uses an interdisciplinary lens (sociology, urban planning, public policy), mixed-method approaches, and often a comparative Caribbean-U.S. framework, to investigate the processes that cement the built environment and unequally distribute power. She is particularly interested in housing and urban residential (housing and neighborhood) design: the underlying logics and policies that drive design, how design is interpreted, used, and experienced, and the consequences for inequality among communities and residents of cities. Her book, Locked In, Locked Out: Gated Communities in a Puerto Rican City (University Of Pennsylvania Press: 2013), winner of the 2014 Robert E. Park Award of the Community and Urban Sociology Section (CUSS) of the American Sociological Association and an Honorable Mention of the 2014 Frank Bonilla Book Award of the Puerto Rican Studies Association, examines race and class inequality as they are recreated, contained, and negotiated through urban policy, the physical built environment, and community gates in private and public housing. Dinzey-Flores is currently working on two projects: the first is a mixed-method examination of how race is articulated in residential real estate practices in demographically changing neighborhoods in Brooklyn, NY; the second, looks at the transatlantic circulation of housing planning and design ideals in the middle of the 20th Century. She is also collaborating on a mobile data project seeking to understand racial segregation as it occurs in motion and a mixed-media project on construction in the Caribbean.

Nancy DiTomaso,
Distinguished Professor of Management and Global Business,
Rutgers Business School—Newark and New Brunswick

Nancy DiTomaso is a Distinguished Professor of Management and Global Business at Rutgers Business School—Newark and New Brunswick. Her research addresses issues of diversity, culture, and inequality, as well as the management of knowledge-based organizations, and the management of scientists and engineers. Her Ph.D. is from the University of Wisconsin-Madison, and she previously taught at New York University and Northwestern University. She also has a Certificate in Business Administration from The Wharton School of the University of Pennsylvania and attended Proyecto Linguistico in Quetzaltenango, Guatemala.
Javier Escobar, MD,
Associate Dean for Global Health, Professor of Psychiatry and Family Medicine,
Robert Wood Johnson Medical School, Rutgers Biomedical and Health Sciences
Dr. Javier Escobar is a Professor of Psychiatry and the Associate Dean for Global Health. His research interests include global health, psychiatric diagnosis, and cross-cultural research. He has done research on integration of mental health into primary care and interventions for medically unexplained physical symptoms. He is currently co-investigator, mentor and advisor for international research projects on bipolar disorder and severe psychoses (schizophrenia) on population isolates that have been published in JAMA, Brain and other leading journals. His research has been funded by NIH and many Foundations. Also, he is involved in research mentoring for new investigators.

Paola Esmieu,
Associate Director for Programs, Penn Center for Minority Serving Institutions,
University of Pennsylvania
Paola “Lola” Esmieu serves as the Associate Director for Programs at the Penn Center for Minority Serving Institutions. She is a native of Hawthorne, California, which is a part of the Greater Los Angeles area. Lola graduated from the University of California, Santa Barbara (UCSB) in September 2010 with a Bachelor of Arts degree in Sociology and Chicano/a Studies and received Undergraduate Honors at graduation. While at UCSB, she coordinated a state and city-recognized program called College Link Outreach Program, which provides outreach and college support to 120 at-risk youths from the greater Los Angeles area.

Robin Eubanks,
Associate Professor, Interdisciplinary Studies, Rutgers School of Health Professions
Dr. Robin Eubanks is an Associate Professor at Rutgers School of Health Professions, in the Department of Interdisciplinary Studies. Dr. Eubanks teaches a variety of courses such as Cultural Issues in Health Care, Educational Methodology for Allied Health Professionals, Social & Cultural Diversity Issues in Psychiatric Rehabilitation, and Introduction to Qualitative Research Inquiry.
Dr. Eubanks has a Bachelor’s degree from Dickinson College, a Master’s degree from Adelphi University, and a Ph.D. in Counseling Psychology from Seton Hall University. She was privileged to receive a Student Research Recognition Award, African American Achievement Award, Excellence in Teaching Award and the University of Excellence Award, service to external community education. Dr. Eubanks became a member of the UMDNJ Stuart D. Cook Master Educators’ Guild in 2008. Dr. Eubanks has presented workshops and seminars throughout the country for more than twenty-five years on a variety of topics such as: cultural perspectives in health care, resilience, motivation, and stress management.

Lilia Fernández,
Henry Rutgers Term Chair, Associate Professor, Latino and Caribbean Studies and History,
Rutgers-New Brunswick
Lilia Fernández is the Henry Rutgers Term Chair in Latino & Caribbean Studies and the Department of History. She is a scholar of 20th century Latino/a urban and immigration history and the author of Brown in the Windy City: Mexicans and Puerto Ricans in Postwar Chicago (University of Chicago Press, 2012) which examines how these two populations secured a place in the city—both in its physical geography and its ethnoracial landscape—in the mid-twentieth century. Fernandez has published on a variety of other topics, including Latino/a community formation, immigration and nativism, and popular culture and urban history. She is currently working on two edited projects—an interdisciplinary volume on Mexican Americans outside the U.S. Southwest and an encyclopedia, 50 Events That Shaped Latino History. Fernandez serves on a number of editorial and advisory boards for journals like Aztlan, Latino Studies, and the Journal of American Ethnic History. In 2015 she joined the editorial board for the Historical Studies in Urban America series at the University of Chicago Press.
Jennifer Gaboury,
Deputy Chairperson, Women and Gender Studies Department, NJMS
Jennifer Gaboury is an off-tenure-track, full-time Lecturer, currently serving as Associate Director of the Women and Gender Studies Program at Hunter College. She was trained as a political theorist at UC Santa Cruz, the New School for Social Research, and CUNY Graduate Center. Her work is related to issues of masculinities, feminisms, and politics; she is currently working on a project related to race and sex segregation in public bathroom facilities. She has served on the boards of CLAGS (The Center for LGBTQ Studies. The Graduate Center, CUNY) and Alternatives to Marriage Project, and has been a member of the Advisory Committee for the LGBT Rights Division at Human Rights Watch. In another life, she worked for Madre and Human Rights Watch.

Sean Garrick,
Professor of Mechanical Engineering, and Faculty Development Fellow, Institute for Diversity, Equity, and Advocacy (IDEA), University of Minnesota
Dr. Sean Garrick’s research in the area of computational fluid dynamics encompasses physical, analytical, and numerical modeling of chemically reacting complex flows. His research group formulates mathematical models which represent or approximate processes of scientific and engineering interest in the area of turbulent reacting flows. These models are then discretized and solved numerically using high-performance supercomputers. While the governing equations for processes like turbulent combustion are well known, their solutions are not easily obtained. For example, obtaining the “exact” flow velocities and chemical species concentration in a relatively simple configuration such as a bunsen burner, found in every high-school chemistry classroom, requires several days run-time on a computer utilizing hundreds of computer processors. More complex flows – those typically found in engineering applications – are simply impossible to simulate directly and thus only approximate solutions are possible. The alternative to analytical and numerical investigation is experimental analysis. However, experimental means are often unable to adequately describe highly-dynamic processes such as combustion and nanoparticle formation and growth, amongst others. Efforts are currently focused on two areas: the modeling and simulation of turbulent reacting flows, and the modeling and simulation of nanoparticle dynamics/synthesis (formation and growth) in turbulent flows. In these endeavors, the goal is two-fold: (1) To utilize the latest mathematical and numerical tools to investigate the underlying physico-chemical processes and (2) to develop models which accurately represents the phenomena in a computationally affordable manner.

Marybeth Gasman,
Professor of Education, Higher Education, University of Pennsylvania
Marybeth Gasman is the Judy & Howard Berkowitz Professor of Education in the Graduate School of Education at the University of Pennsylvania. Her areas of expertise include the history of American higher education, Minority Serving Institutions (with an emphasis on Historically Black Colleges and Universities), racism and diversity, fundraising and philanthropy, and higher education leadership. Marybeth is the founding director of the Penn Center for Minority Serving Institutions (MSIs), which works to amplify the contributions, strengthen, and support MSIs and those scholars interested in them. She holds secondary appointments in history, Africana Studies, and the School of Social Policy and Practice.
Michael Goh,
Associate Vice Provost for Equity and Diversity; Director of the Institute for Diversity, Equity, and Advocacy (IDEA); Professor of Organizational Leadership, Policy, and Development, University of Minnesota

Michael Goh began in his position of Associate Vice Provost in the Office for Equity and Diversity on July 1, 2014. As part of his position he also became the new director of the Institute for Diversity, Equity, and Advocacy (IDEA). Michael Goh is an Associate Professor in the department of Organizational Leadership, Policy and Development in the College of Education and Human Development. He received his BA degree in psychology and sociology and MS in Counseling and Counselor Education from Indiana University, Bloomington and his PhD in Counseling and Student Personnel Psychology from the University of Minnesota. Dr. Goh was appointed multicultural teaching and learning fellow and president’s distinguished faculty mentor at the university for his efforts at multicultural education and mentoring of ethnic minority students to succeed in higher education. Combining his counseling psychology and intercultural competence training, Dr. Goh is an interdisciplinary intercultural scholar and educator who has applied an interculturalist or culturally intelligent framework on multicultural and international counseling psychology and teacher education.

Dr. Goh is excited about his role as Associate Vice Provost in OED because of how his lifelong commitment towards serving people and building lives aligns with OED’s mission of equity and diversity. He imagines University of Minnesota campuses strengthened by the vibrancy of a diverse community and the vital role of recruiting and retaining diverse faculty in order to attract diverse students. To support this interdependent faculty-student relationship, he envisions building upon excellent existing resources while innovatively fostering relationships that promote a sense of community within and between diverse faculty and students.

Carlos González,
Professor of Law and Herbert Hannoch Scholar Professor, Rutgers Law School, Newark

Professor González earned his B.A. in political science with high distinction from the University of Michigan, and his J.D. from Yale Law School, where he was a senior editor of the Yale Law Journal. After graduation from law school, he earned an M.A. in political science from Stanford University, and practiced litigation and employment law at Orrick, Herrington and Sutcliffe in San Francisco. He joined the Rutgers faculty in 1997 and became a full professor in 2005. Professor González’s current research interests include statutory interpretation, Article I legislative powers, federalism, and methods for mediating conflict between legal norms.

Stacy Hawkins,
Associate Professor of Law, Rutgers Law School, Camden

Stacy Hawkins is Associate Professor of Law at Rutgers Law School. Her scholarship focuses on the intersection of law and diversity and has been published in the Fordham Law Review, the University of Pennsylvania Journal of Constitutional Law and the Columbia Journal of Race and Law, among others. She is a recognized expert on employment law and diversity and has been interviewed or quoted in various news outlets, including the Courier Post, Law 360 and Philadelphia Magazine. Professor Hawkins is an experienced employment lawyer and diversity profession and has served on the Philadelphia Diversity Law Group and the Pennsylvania Bar Association Commission on Women in the Profession Diversity Task Force. She worked as a senior labor and employment attorney and as the director of diversity for major law firms. Hawkins teaches courses in Constitutional Law, Employment Law and an original seminar on Diversity and the Law.

James Jones,
Assistant Professor, African American Studies and Sociology, Rutgers-Newark

James Jones received his Ph.D. in Sociology from Columbia University in 2016. His research focuses on interrogating the role race plays in organizing American democratic institutions and the mechanisms that (re)produce inequality within them. He is currently completing his first book, The Last Plantation, which represents the first major study of racial inequality in the congressional workplace. His research has been supported by the National Science Foundation, the Dirksen Congressional Center, and Columbia University and covered extensively in The Atlantic, Washington Post, Associated Press, Daily Beast, and numerous other local and national newspapers.
Eric L. Knowles,
Associate Professor of Psychology, New York University

Dr. Knowles is an Associate Professor of Psychology at New York University. He has been at NYU since 2012, before which he was on the faculty of the Department of Psychology and Social Behavior at the University of California, Irvine. Eric received his Ph.D. in Social Psychology from the University of California, Berkeley in 2003. His research focuses on the interplay between people’s politics, group identities, and intergroup attitudes. People dedicate a great deal of conscious and unconscious thought to the groups they’re in and the groups they’re not in. He studies how such intergroup thought affects our behavior and attitudes—with a particular focus on political judgment. For instance, he is conducting research examining the extents to which White Americans’ political attitudes and behavior are driven by ingroup-focused concerns (e.g., racial identity), outgroup-focused concerns (e.g., prejudice against non-Whites), or ostensibly group-neutral ideology (e.g., conservatism). Additionally, he also has active interests in religious-group prejudice, interracial interaction, and the interplay of intergroup thinking and Theory of Mind.

SGM Jennifer M Long (Ret.), Veteran

Jennifer Marie Long is currently a financial service professional with Integrated Financial Concepts. The Post Commander for her local Veterans of Foreign Wars (VFW) Post 1302, VFW District 3 Commander (Hudson County), VFW of NJ State legislative committee member, National Association of Financial Advisors (NAIFA) as Political Action State Committee Chair, also Diversity Chair in NJ, presented with the Bronze Star Medal and French National Defense Medal for her actions in Afghanistan and retiring after 30 years of military service at the rank of Sergeant Major (SGM), she returned to Fairleigh Dickinson University to complete her degree in finance and finalize the legal portion of her transition. During May 2012, she legally became Jennifer Marie Long. She has championed inclusion of transgender into mainstream activities. In 2015 won a case against the Department of the Army, represented by the ACLU of NJ, allowing her to change the name on the DD214 record of military service. This landmark decision will help pave the way for other former transgender service members. ACLU of NJ, recipient of the Torch Bearer award for activism in 2016.

Mark López, Ph.D.,
Interim Senior Vice President for Access, Diversity and Inclusion,
American Dental Education Association

Mark López is a change agent and an advocate for the improvement of postsecondary education by progressively working towards widening access and increasing higher education graduation rates. Dr. López has worked closely with a state-wide retention policy, served on Presidential strategic planning, success, and diversity initiatives/tasks force, Provost’s committees and charges as well as collaborated with P-16 councils. He has worked closely within and across campus divisions (e.g., the President’s Office, Academic Affairs, Student Affairs/Development, and Finance/Administration), advised and strategized campus/division goals, budgets, and priorities as well as cultivated and nurtured positive relationships on-and-off campus. López has also contributed to significant institutional policy-making; moreover, as a practitioner-scholar, he has had a considerable role in institutional decision making, impacting student success, and working towards inclusive excellence.

Janet Malley,
Director of Research and Evaluation, University of Michigan ADVANCE Program,
University of Michigan

Janet Malley is director of research and evaluation for the UM ADVANCE Program and is responsible for evaluations of all program initiatives, internal research studies and climate assessments undertaken by the program. Prior to that she was associate director of UM’s Institute for Research on Women and Gender. She received her Ph.D. in personality psychology from Boston University and completed a post-doctoral fellowship at the University of Michigan’s Institute for Survey Research. She has significant expertise and experience with quantitative and qualitative data analysis of institutional data.
Matthea Marquart, MSSW,  
Director of Administration, Online Campus, School of Social Work, Columbia University

Matthea Marquart is Director of Administration, Online Campus at Columbia University’s School of Social Work. In this role, she collaborates with colleagues across the School and focuses on the quality of the experience for online MSSW students and instructors. She also teaches at CSSW in the Social Enterprise Administration method area, preparing a new wave of nonprofit and human services leaders.

Her nonprofit leadership experience includes roles as National Director of Training at Building Educated Leaders for Life, where she launched an award-winning blended e-learning and in-person training, President of the NYC Chapter of the National Organization for Women, and Director of Foundation and Government Relations at Inform, Inc. She has been a member of the Community Resources Exchange Leadership Caucus for Early Career Executive Directors, and a blogger for New York Nonprofit Press.

Ms. Marquart holds an MSW from Columbia University and a BA in English from Emory University, where she completed a year at Oxford University and additional coursework at UC Berkeley.

Ian Marshall, MD,  
Chief of Pediatrics, RWJMS, RBHS  
Chief, Division of Pediatric Endocrinology at Rutgers-Robert Wood Johnson Medical School

Dr. Ian Marshall is the Chief of Pediatric Endocrinology at Robert Wood Johnson Medical School and Associate Professor at Rutgers-RWJMS. He received his medical degree from the University of Cape Town in South Africa. He is board certified by the American Board of Pediatrics. Dr. Marshall conducts biochemistry lectures to 1st year medical students, entitled “Clinical Cases of Hypoglycemia” He has conducted multiple clinical trials related to the treatments of Diabetes Type 1 and Type 2. Dr. Marshall has been in practice for over 23 years. Dr. Marshall is a member of the American Association of Clinical Endocrinologists, American Diabetes Association, Endocrine Society, and American Academy of Pediatrics. He has been with RWJMS since 2003.

Andrew Martinez,  
Research Associate, Penn Center for Minority Serving Institutions, University of Pennsylvania

Andrew is a Ph.D. student at the University of Pennsylvania’s Graduate School of Education and a research associate at the Penn Center for Minority Serving Institutions. He completed an M.S.Ed in Higher Education at Penn GSE and earned a B.A. in Sociology from Cornell University. Prior to his return to Penn GSE, Andrew worked at Cornell University as an Assistant Dean of Students, where he advised and supported identity-based student organizations and served on several committees on diversity and inclusion. His research interests include the disaggregation of data based on ethnicity amongst Latinos to better understand their experiences in higher education, and what elite institutions can learn from Minority Serving Institutions in improving a sense of belonging and supporting the achievement of historically underrepresented minorities at their institution.

Lorelle A. Meadows,  
Dean, Pavlis Honors College, Michigan Technological University

Dr. Lorelle Meadows is dean of a new honors college at Michigan Technological University uniquely committed to inclusion and equity. Dr. Meadows received her B.S., M.S. and Ph.D. in Oceanic Science from the University of Michigan, College of Engineering. Dr. Meadows was previously Assistant Dean of Academic Programs in the College of Engineering at the University of Michigan. Her primary responsibility in that role was to assure the delivery of a curriculum that addressed college-wide educational objectives to prepare students for 21st century careers. In this role Dr. Meadows led the planning, implementation and assessment of the College of Engineering first year program and targeted curriculum development projects. This led to her development as an educational researcher and she now conducts interdisciplinary research at the intersection of social psychology and engineering education, with specific emphasis on the influence of gender stereotypes in student teams.
Isabel Nazario,  
**Associate Vice President for Strategic Initiatives, Office of the Vice President for Academic Affairs**  
Isabel Nazario is Associate Vice President for Strategic Initiatives, and has been at Rutgers University since 1992, when she was appointed founding director of the Center for Latino Arts and Culture. As an advisor to the Senior Vice President for Academic Affairs, she is responsible for developing strategic initiatives in the arts and humanities; and advises on inclusive/diversity university undertakings system wide. During her 12-year tenure as director of the Center, she established a three tier program structure, to include academic focus, student affairs and community engagement. She worked closely with artists from the tristate region to form a collection for the center. Nazario has been a member of the academic affairs administration since 2004, when she was appointed Associate Vice President for Academic and Public Partnerships in the Arts and Humanities. In addition to the above Center, she co-founded The Collaborative, a center for community-based service learning in Rutgers. In 2015, she was appointed to her current post. Isabel Nazario holds an M.F.A. and a B.A., both from Queens College, CUNY, where she graduated magna cum laude with a focus in art history and the fine arts. Currently her office is responsible for administering the Committee to Advance Our Common Purposes, and co-chairs the President’s Latino Advisory Council. She oversees the Center for Women in the Arts and Humanities and Images/Imagenes, an Emmy award winning Latina/o documentary/media program.

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Carla O’Connor,  
**Professor, Arthur F. Thurnau Professor, University of Michigan**  
Carla O’Connor’s disciplinary emphasis is sociology of education and she has expertise in the areas of African-American achievement, urban education, and ethnographic methods. Her work includes examinations of how black identity is differentially constructed across multiple contexts and informs achievement outcomes, how black people’s perceptions of opportunity vary within space and influence academic orientation, and how black educational resilience and vulnerability is structured by social, institutional, and historical forces. O’Connor’s work has been published in the American Educational Research Journal, Educational Researcher, Sociology of Education, and Ethnic and Racial Studies. She co-edited (with Erin McNamara Horvat) the book, *Beyond Acting White: Reframing the Debate on Black Student Achievement*. She is a founding member of the NSF-sponsored Center for the Study of Black Youth in Context. O’Connor was named an Arthur F. Thurnau Professor, an honor given to tenured faculty with “exceptional commitment” to undergraduate teaching. She received her Ph.D. from the University of Chicago.

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dt ogilvie,  
**Distinguished Professor of Urban Entrepreneurship and Former dean, Saunders College of Business, Rochester Institute of Technology**  
Dr. dt ogilvie is a Distinguished Professor of Urban Entrepreneurship and former Dean and Professor of Business Strategy at Saunders College of Business at the Rochester Institute of Technology. She is the Founder of the Center for Urban Entrepreneurship (CUE) and recently assumed the position of Chair of Board of Advisors of CUE. Dr. ogilvie is formerly Professor of Business Strategy & Urban Entrepreneurship at Rutgers Business School - Newark and New Brunswick. She was Founding Director of The Center for Urban Entrepreneurship & Economic Development (CUEED) and Founding Director of the Scholarship Training and Enrichment Program (STEP), which helps underprepared incoming freshmen succeed at Rutgers Business School. Dr. ogilvie has published in top journals and five of her research papers have been recognized with research awards. Her research interests include strategic decision making and the use of creativity to enhance business and battlefield decision making and applying complexity theory to strategy and creativity; executive leadership strategies of multicultural women executives; women in the executive suite; assessing environmental dimensions; strategic thinking in the 21st century; cognition and strategic decision making; and entrepreneurship and economic development of urban cities.

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L. Taylor Phillips,  
**Assistant Professor of Management and Organizations, Stern School of Business, New York University**  
Dr. L. Taylor Phillips joined New York University Stern School of Business as an Assistant Professor of Management & Organizations in July 2016. Professor Phillips’ research investigates diversity and hierarchy management. Her work focuses on engaging traditionally privileged groups in diversity efforts and identifying methods to increase cooperation between the advantaged and disadvantaged. She also explores the role advantaging processes play in determining employee and organizational outcomes. She has published research in leading management and psychology journals, including the *Journal of Experimental Social Psychology* and *Research in Organizational Behavior*. Professor Phillips’ work has also been covered by a variety of media outlets, including NPR and Stanford GSB *Insights*. She received a B.A. in Psychology and Human Biology from Stanford University and a Ph.D. in Business Administration from Stanford University’s Graduate School of Business.
Melanye T. Price, 
Associate Professor and Undergraduate Director, Department of Africana Studies, 
Rutgers-New Brunswick

Edward Ramsamy, 
Associate Professor and Chair, Africana Studies, Rutgers-New Brunswick
Edward Ramsamy, Ph.D. is Associate Professor of Africana Studies and member of the graduate faculty of Geography, and the graduate faculty of Urban Planning and Policy Development at the Bloustein School. He is the author of the book *The World Bank and Urban Development: From Projects to Policy* (Routledge, 2006). In addition to his research in international development planning and geographies of globalization, Dr. Ramsamy’s fields of study include the political economy of transition and nation-building in post-colonial/developing societies, as well as the comparative politics of identity and race relations in South Africa and the United States. He has edited *Science, Culture and the Politics of Knowledge: Contexts and Conversations* (forthcoming, Cambridge Scholars Press), and *The Black Experience in America* (with Gayle T. Tate, 2006, Kendall Hunt). He has published numerous articles on regional integration in southern Africa, as well as racial, ethnic, and national identity in post-apartheid South Africa. Dr. Ramsamy is Secretary and a Founding Trustee of the Global Literary Project, Inc. He is also the recipient of numerous honors and awards, including fellowships from the Social Science Research Council, the Center for the Critical Analysis of Contemporary Culture, and the Institute for Research on Women.

Andrés Castro Samayoa, 
Assistant Professor, Educational Leadership & Higher Education, Boston College
Andrés Castro Samayoa is an assistant professor of higher education at Boston College's Lynch School of Education. Previously, he served as Assistant Director for Assessment at the Penn Center for Minority Serving Institutions, where he is a current Senior Research Associate. Andrés serves as Co-PI in two grants focused on diversifying the teaching profession at both the K-12 and postsecondary level. One of these projects, HSI Pathways to the Professoriate (2016-2020), explores the role of Hispanic Serving Institutions in diversifying faculty in the humanities and social sciences. More broadly, his research centers Minority Serving Institutions as a cluster of organizations from which we can learn how to better enhance experiences for students of color from under-resourced communities. He also focuses on the social history of large-scale datasets in postsecondary education; qualitative investigations on educational researchers’ use of quantitative data to explore issues of diversity; and the institutionalization of services for lesbian, gay, bisexual, queer, and transgender students. Andrés holds a Ph.D. from the University of Pennsylvania, an M.Phil. from Cambridge University (UK) and a B.A. from Harvard College.

John P. Sánchez, MD, MPH
Assistant Dean, Diversity and Inclusion, Associate Professor, Emergency Medicine 
New Jersey Medical School (NJMS), RBHS
Dr. Sánchez has worked extensively to promote diversity and inclusion in the physician and academic medicine workforces. He serves as President of the Building the Next Generation of Academic Physicians Inc. The organization’s mission is to help diverse medical students and residents gain awareness of, interest in and preparedness for academic medicine careers. Dr. Sánchez is also recognized for his scholarship related to Lesbian, Gay, Bisexual and Transgender (LGBT) Health. He has served in numerous leadership roles to support LGBT Health including – Representative, AAMC Group on Diversity and Inclusion Steering Committee; Past Founding Chair of the Einstein LGBT Steering Committee, Albert Einstein College of Medicine; past-Board Member of the Center for LGBTQ Studies of the City University of New York; past-Chair LGBT Health Workforce Conference. Currently he sits on the Board and Clinical Committee of the Callen-Lorde Community Health Center, NYC. In 2014, he joined Rutgers NJMS as the Assistant Dean for Diversity and Inclusion. He also recently completed terms on the Boards of the Latino Medical Student Association, the National Hispanic Medical Association, and the Hispanic Serving Health Professions Schools. He received his MD from Einstein, completed his residency at Jacobi/Montefiore in Emergency Medicine and holds a Masters of Public Health from Yale. He is of Puerto Rican ancestry, identifies as gay, and was raised in the Bronx.
Denise Sekaquaptewa,
Associate Chair and Professor of Psychology, University of Michigan
Dr. Sekaquaptewa’s research program in experimental social psychology focuses on stereotyping, implicit bias, and the experiences of women and underrepresented minorities in science and engineering. Her research program has been supported by the National Science Foundation. Dr. Sekaquaptewa served as associate editor for the APA journals Personality and Social Psychology Bulletin, and Cultural Diversity and Ethnic Minority Psychology. She received the Harold R. Johnson Diversity Service Award (2015), and the Sarah Goddard Power Award (2012), from the University of Michigan for her work on diversity-related issues.

Virajita Singh,
Assistant Vice Provost, Office of Equity and Diversity at the University of Minnesota
Senior Research Fellow and Adjunct Assistant Professor, College of Design, University of Minnesota
Virajita Singh is Assistant Vice Provost in the Office of Equity and Diversity at the University of Minnesota, where she brings her expertise in design thinking, public interest design, and partnership studies to catalyze and support equity and diversity work of colleges and academic units across the University. She coordinates the Diversity Community of Practice, a grassroots University of Minnesota Twin Cities group of staff, faculty and administrators across unity working to advance equity and diversity. Trained as an architect, Virajita is also a Senior Research Fellow and Adjunct Assistant Professor in the College of Design where she leads the Design for Community Resilience program she founded at the Center for Sustainable Building Research, which provides sustainable design assistance to greater Minnesota communities. From 2011 to 2015 she began and led Design Thinking @ College of Design at the University of Minnesota, a collaborative group that taps the creative potential of individuals and organizations across sectors to innovate in fulfilling their mission using the emerging field of design thinking. Her current academic work is focused on exploring the intersections of cultural transformation theory, partnership models, and design thinking as a strategy particularly as it applies to higher education context.

Maria Soto-Grene, MD, MS-HPEd,
Vice Dean, New Jersey Medical School (NJMS), RBHS
Dr. Maria Soto-Grene is Professor and Vice Dean at Rutgers New Jersey Medical School (NJMS). She has amassed over 30 years of experience in all aspects of medical education throughout her years, focused on 1st -4th year students, and ranged from courses in physical diagnosis to precepting in the hospital. Dr. Soto-Grene is committed to advancing the school’s cultural competency education through NJMS’ core objectives and competencies for all four years of medical education. In addition to her extensive educational portfolio, she has been given increasingly more administrative roles, such as the Associate Dean for Special Programs, the Senior Associate Dean for Education, and her current role as Vice Dean, in which she is responsible for a broad range of activities which include all aspects of medical education, faculty affairs, and relationships with affiliates. As Director of the Hispanic Center of Excellence (HCOE) for over 20 years, Dr. Soto-Grene has gained a national reputation for promoting and implementing diversity and cultural competence. Dr. Soto-Grene received her B.S. degree in Medical Technology from Douglass College. She received her M.D. degree from the New Jersey Medical School and completed her internal medicine training at University Hospital. She is a board certified internist.

Melissa Valle, Assistant Professor, Sociology and Anthropology,
African American and African Studies, Rutgers- Newark
Dr. Melissa M. Valle is currently an Assistant Professor in both the Department of Sociology and Anthropology and the Department of African American and African Studies at Rutgers University-Newark. Her current book project is an ethnography exploring how people determine who is worthy of occupying contested space in a gentrifying neighborhood in Cartagena, Colombia. She has also conducted research on Afro-descendants living in Santiago, Chile, exploring the mechanisms that lead to reduced life chances for marginalized groups and how such groups negotiate stigma perspectives that suggest their identities have been devalued. Dr. Valle’s broad research interests include: race and ethnicity, urban and spatial sociology, visual culture and cultural sociology; value and evaluation, the African diaspora (with a focus on Latin America), ethnographic and visual methods, social movements, and sexual labor. Dr. Valle holds a Ph.D., MA, and MPhil in Sociology from Columbia University, an MPA in Public and Nonprofit Management and Policy from New York University, an MST in Childhood Generalist/Special Education from Pace University, and dual BAs in Economics and Afro-American Studies from Howard University.
Jerome Williams,
Executive Vice Chancellor and Provost, Distinguished Professor and Prudential Chair in Business, Rutgers-Newark
Professor Williams is the Executive Vice Chancellor and Provost of the Rutgers-Newark Campus, Prudential Chair in Business, and Research Director of The Center of Urban Entrepreneurship & Economic Development. He held previous Chaired positions at the University of Texas at Austin and Howard University, where he also was Director of the Center for Marketplace Diversity. He also was on The Pennsylvania State University faculty for fourteen years. He conducts research on multicultural marketing and marketplace discrimination. Dr. Williams received his Ph.D. from the University of Colorado in Marketing and Social Psychology, a M.S., Union College in Industrial Administration, B.A., and University of Pennsylvania in English.

Michael C. Wood, Ph.D.,
Counselor, Multicultural Resource Center, The Pennsylvania State University
Michael C. Wood, A New Jersey native is a 22-year educator who has worked within several secondary and post-secondary institutions. Dr. Wood holds a PhD in Workforce Education and Development (Post-Secondary Leadership). His research focuses upon non-cognitive development frameworks in education, anti-deficit thinking models, critical race theory, micro-aggression and preparing students for work place development in the 21st century. Dr. Wood has traveled extensively throughout Europe and the Caribbean and has lived in Great Britain for over 5 years. He enjoys working with students and developing opportunities for their success. He also facilitates the Black Male & Latino Male Empowerment Group (BMEG/LMEG) at The Pennsylvania State University.

Kevin Woodson, JD, PhD,
Associate Professor of Law, Thomas R. Kline School of Law, Drexel University
Kevin Woodson’s scholarship focuses on race and the legal profession and corporate culture. He is also interested in issues of civil rights law. Professor Woodson received his doctorate in sociology from Princeton University, where he was a Woodrow Wilson Scholar, Arthur Liman Public Interest Research Fellow and chair of Community Service for the Black Graduate Caucus. He practiced law with Wilmer Cutler Pickering Hale & Dorr in Washington, D.C., where his activities included representing corporations under investigation for alleged health care and accounting fraud as well as work on civil rights litigation against law enforcement officials in Texas. He received his J.D. from Yale Law School, where he was the John Olin Fellow in Law and Economics and chaired the Yale Black Law Students Association.
Office of the Senior Vice President for Academic Affairs

We provide leadership for university-wide functions that support the academic enterprise at Rutgers University. Working within the structure created by the higher education restructuring legislation, we coordinate academic programs throughout Rutgers in conjunction with the provosts at Camden, Newark, New Brunswick and Rutgers Biomedical and Health Sciences. The Senior Vice President is a key participant in fundraising and advancement initiatives, strategic planning, and resource allocation decisions. The Office of the Senior Vice President for Academic Affairs is charged with advancing the teaching, research, and service missions of Rutgers through the promotion of academic and programmatic excellence.

Senior Vice President for Academic Affairs

Professor Barbara A. Lee, former dean of the School of Management and Labor Relations (SMLR) and Distinguished Professor of Human Resource Management, assumed the position of Senior Vice President for Academic Affairs (SVPAA) for Rutgers University on July 1, 2015. Dr. Lee, who holds a Ph.D. in higher education administration from Ohio State University and a law degree from Georgetown University, has been a member of the Rutgers faculty since 1982 and teaches employment law and higher education law. She has authored or co-authored several books in her field, including The Law of Higher Education, now in its 5th edition, A Legal Guide for Student Affairs Professionals, and Academics in Court: The Consequences of Faculty Discrimination Litigation, as well as over 100 articles on employment discrimination and higher education issues.

Dr. Lee has chaired the New Jersey Bar Association’s Higher Education Committee and is a former member of the board of directors of the National Association of College and University Attorneys (NACUA). She is an elected member of the American Law Institute, chair of the editorial board of The Journal of College & University Law and a NACUA Fellow. The Alice Paul Institute awarded her its Alice Paul Equality Award in 2011 in recognition of her work on behalf of women in the workforce. Rutgers honored her in 2009 with the Daniel Gorenstein Award, for her excellence in scholarship and service to the university over a sustained period of time.

Reporting Administrative Units & Committees

Centers for Global Advancement & International Affairs
Center for Teaching Advancement & Assessment Research
Center for Women in the Arts and Humanities (CWAH)
Continuing Studies & Distance Education
Office of Academic Labor Relations
Office of Disability Services
Office of Enrollment Management
Office of Institutional Research and Academic Planning
Organizational Development and Leadership
Office of Postdoctoral Affairs
Office for the Promotion of Women in Science, Engineering and Mathematics
Office of Veteran and Military Programs and Services
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Committee to Advance Our Common Purposes (CACP)
Executive Council on Assessment
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- Chancellor’s Committee on Institutional Equity and Diversity, RU- Camden
- Center for Women in the Arts and Humanities (CWAH)
- Office for the Promotion of Women in Science, Engineering, and Mathematics
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Rutgers- Newark
- Clement A. Price Institute on Ethnicity, Culture, and the Modern Experience
- Center for Migration and the Global City

Newark Academic Departments
- African-American and African Studies
- American Studies
- Women’s and Gender Studies

Rutgers- New Brunswick
- Office for Diversity & Academic Success in the Sciences (ODASIS)
- Office for Diversity Programs (Rutgers Business School)
- Center for African Studies
- Center for American Women and Politics
- Center for Latin American Studies
- Center for Middle Eastern Studies
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- Center for the Study of Jewish Life
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- Center for Women’s Global Leadership
- Centers for Global Advancement and Academic Affairs
- Community Leadership Center
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The Cultural Center Collaborative
- Paul Robeson Cultural Center
- Center for Latino Arts and Culture
- Asian American Cultural Center
- Center for Social Justice Education & LGBT Communities

New Brunswick Academic Departments
- Africana Studies
- American Studies
- AMESALL: African, Middle Eastern, and South Asian Languages and Literatures
- Asian Languages and Cultures: Chinese, Japanese, Korean
- Center for Latin American Studies
- Jewish Studies
- Latino and Caribbean Studies
- South Asian Studies
- Women’s and Gender Studies

Rutgers- Camden
Camden Academic Departments
- Africana Studies
- Latin American and Latino Studies Program
- Women’s and Gender Studies Program
Acknowledgments

Symposium Planning Committee:
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