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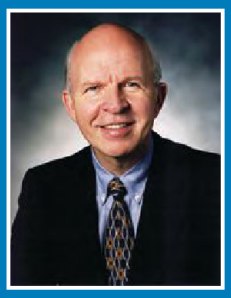

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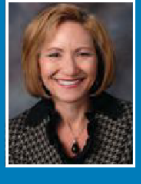

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Liberal Arts Leader

Isiaah Crawford's next step in higher education is just 40 miles up the road. The provost at Seattle University will become the 14th president at the University of Puget Sound in Tacoma, Washington, beginning July 1.

A lover of liberal arts institutions, Crawford considers Puget Sound one of the most exceptional. "It's got a great faculty, dedicated staff, and just really talented and highly motivated students," he says. "I'm so glad and blessed that they thought I would be a good match."

Crawford was raised in St. Louis by his grandmother, mother and aunt. "Their lives were structured around trying to provide opportunities for me such that I would be able to pursue a college education," he says, the first in his immediate family to graduate from college.

As an undergraduate at Saint Louis University, a Jesuit Catholic liberal arts institution, Crawford fell in love with higher education. In addition to studying a broad array of subjects, "I had great faculty persons and people in my life back then who took an interest in me. And it helped me think about life and opportunities that were before me that I, on my own, wasn't able to see as clearly," he says. "That really helped me recognize just how important dedicated, student-oriented faculty are to the experiences of students."

During Crawford's collegiate years, psychology became his most intriguing subject. "I was just always fascinated by human behavior and was curious about why people do some of the interesting, unusual things that we do," he says. "And I wanted to try to understand that."

Crawford received a bachelor's in psychology in 1982. He narrowed his focus to clinical psychology when he attended DePaul University in Chicago, where he earned a master's in 1985 and a Ph.D. in 1987.

DePaul's approach to educating consisted of training students as behavioral scientists, clinicians and clinical psychologists, Crawford says, adding that this approach allowed him to conduct research as well as pursue careers in higher education and private practice.

Crawford started a clinical practice in Chicago in 1987. At the same time, he began on the tenure track as an assistant professor at Loyola University Chicago. At both the undergraduate and graduate levels, Crawford taught courses such as theories of personality, human sexuality, psychotherapy theory/clinical supervision, human diversity and more.

"I really enjoyed those types of courses and taught with a variety of styles and approaches — everything from the traditional lectures and Socratic approach to more of a flip classroom where you're much more discussion and problem-focused to address the basic concepts of the material," he says.

Between 1987 and 2008, Crawford climbed the ranks at Loyola to become dean of the College of Arts and Sciences. Stepping into more administrative roles meant interacting less with students, which he sorely missed, Crawford says. However, as the nature of being a psychologist allows him to excel with details and process-oriented tasks, his talents were needed elsewhere.

"I have been very fortunate to have been in situations where people thought that I may be effective or useful, and then they extended invitations for me to put my hat into the ring," Crawford says.

In 2008, he accepted the position of provost and chief academic officer at Seattle University. "We've been able to do some really wonderful things over the course of these eight years. Faculty, staff and students have been open to change and to entrepreneurship and innovation," Crawford says. Most notably, he was at the helm of more than $200 million in development that included the renovation of the university library, a new residence hall and a remodeled intramural athletic field.

As president of Puget Sound, Crawford plans to spend his first year immersed in the university. "I want to really learn about the history and the culture of the institution — really get to know the people who are there, the faculty, the staff and students. I want to try to spend as much time with them as I can."

Then, Crawford says that he plans to develop a strategic plan through "a collaborative effort that will allow everyone to be able to have voice and input so we can have a shared and fully-committed approach to what we want to try to accomplish."

In the broader realm of higher education, Crawford says that he hopes people will see his contributions "as being demonstrative of just how powerful a liberal arts education can be and how transformative the impact that faculty and staff at colleges and universities can be to students — particularly to first-generation college students who get to colleges and universities not quite as familiar with them and perhaps are a bit unsure of themselves. They play such a crucial role helping to shape the future lives of those students who are fortunate enough to be there, and I think my experience, and my story, if you will, demonstrate that in some respects." D

— Christina Sturdivant

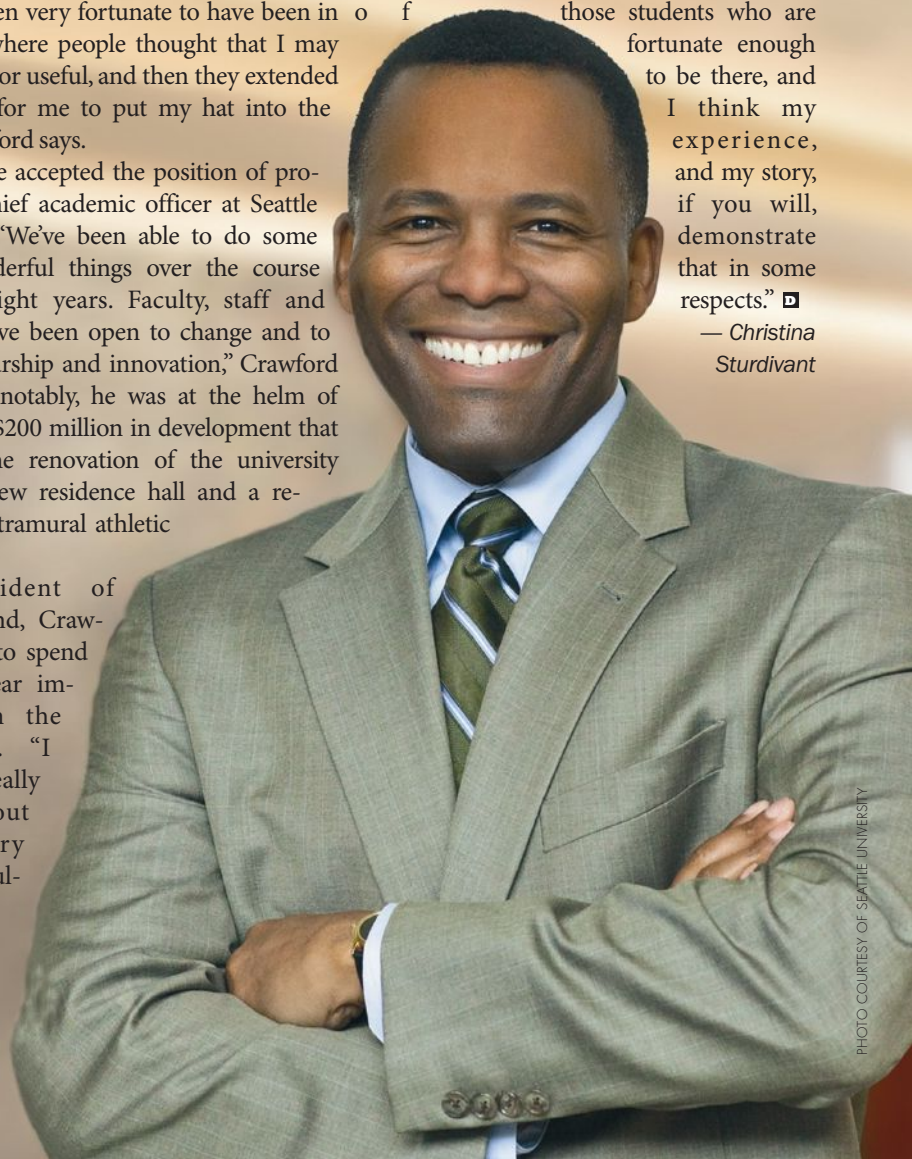


PHOTO COURTESY OF SEATTLE UNIVERSITY

HBCU towns seek funds

Small, historically Black towns in Alabama, Louisiana, Florida, Mississippi and Texas are reaching out to colleges and universities to help preserve and promote the towns' heritage and histories. Founded in 2014, the Historic Black Towns and Settlements Alliance has already informally worked with such schools as Alabama State University, but it is hoping to expand on those efforts to gain federal grant money that previously had eluded the towns. Members of the alliance, including Tuskegee, Alabama, and Eatonville, Florida, aim to develop the towns as cultural and research centers that can draw on their rich histories and lure much-need tourism dollars.

Winston-Salem STEM action

Winston-Salem State University is joining an effort to improve research on girls and women of color. As a member of the Collaborative to Advance Equity Through Research, the North Carolina HBCU will share best practices on research as well as increase its research on minority women over the next five years. The school already is heavily involved with such efforts by developing grant opportunities for faculty members studying women in science. By joining the collaborative, a $60 million commitment from more than 40 colleges worldwide, the school hopes to build on the collaborative's successes.

Discrimination proves stressful

Discrimination is proving stressful to Americans, according to a new study by the American Psychological Association. Nearly 70 percent of Americans say they've experienced discrimination, and almost half report experiencing major discrimination, such as biased health care treatment or unfair run-ins with the police. Sixty-one percent of adults say they experience everyday discrimination (such as threats and harassment), and those numbers climb substantially for adults who are Black (76 percent), Asian (74 percent), Hispanic (72 percent) or American Indian (81 percent).

Adults who say they've been discriminated against consistently show higher average stress levels than those who do not. Hispanics who experienced discrimination had average stress levels of 6.1 on a 10-point scale versus an average stress level of 5.1 for those Hispanics not reporting discrimination. Blacks and Whites reporting discrimination also had higher stress levels (5.5 and 5.4, respectively) than their peers who did not report discrimination (3.8 and 4.0).

Dylan's recordings find home

U.S. President Barack Obama awards Bob Dylan the Presidential Medal of Freedom in Washington, D.C. in 2012. (AP/Charles Dharapak)

Sixty years of Bob Dylan's recordings, photos, notes and other personal effects have found a new home at the University of Tulsa (TU). The George Kaiser Family Foundation purchased more than 6,000 of the singer's mementos for an undisclosed price and is turning the archive over to TU's Helmerich Center for American Research for display.

The items include unreleased songs and concert films, handwritten lyrics, Dylan's poetry and even his 1966 wallet, which still holds Johnny Cash's address and a business card from Otis Redding. In a press release, Dylan said he was glad that his works would be housed alongside those of Woody Guthrie, one of his idols, and "especially alongside all the valuable artifacts from the Native American Nations. To me it makes a lot of sense and it's a great honor," said Dylan.

Quote of note

"With our cities more segregated now than at the time of the civil-rights movement, many Whites have bought into racist myths, reinforced by conservative media and politicians. When they arrive on college campuses that are more racially diverse than their neighborhoods, they either overtly express their aversion to Black people, stumble naively into insensitive encounters, or shun interactions of any sort with Black students.

College campuses, meant to be cosmopolitan spaces of social and racial integration, now help reinforce self-segregation."

— Kevin K. Gaines, W.E.B. Du Bois Professor of Africana Studies and a professor of history at Cornell University, on Ebony.com

First-semester grades matter

The first-semester grade point averages of minority and low-income freshmen may hold the clue to their chances of graduating college. A study out of the University of Illinois at Urbana-Champaign found that underrepresented freshmen with 2.33 GPAs or lower were half as likely to graduate as those with GPAs 3.68 and higher. Even those with 2.84 GPAs were more likely to graduate than those with a 2.20.

The study of nearly 2,000 University of Illinois students also found that there was little difference in the composite ACT scores of those who graduated and those who dropped out. While many school and federal aid programs require that students maintain a 2.0 GPA, researcher Susan Gershenfeld warns that "waiting until a student hits a 2.0 GPA or lower may be too late. Freshmen with first-semester GPAs of up to 2.33 should be targeted as particularly vulnerable to attrition," Gershenfeld argues.

— Compiled by Crystal Davis

Controversy Surrounds TM2, the Newest Search Firm in Higher Education

By Jamaal Abdul-Alim

As one of the newest headhunters in higher education, TM Squared Education Search — a fledgling search firm that focuses on finding executive leaders for historically Black colleges and universities (HBCUs) and predominantly Black institutions (PBIs) — is fighting an uphill battle.

But at least now it won't have as much baggage as it did when the firm announced its arrival March 1.

After *Diverse* inquired as to why the biography for former Chicago State University (CSU) President Wayne Watson — one of the firm's more colorful founding principals — was conspicuously absent from the search firm's website, the firm revealed that Watson had "left TM2 for personal reasons."

Watson retired from his post at CSU in 2015 amid a series of whistleblower lawsuits.

Although some may question the decision to involve Watson in the first place, his sudden departure means TM2 won't have to answer questions about a recent ethics report that found Watson "acted without integrity" when he made false allegations against two board members as they tried to foment his ouster. Nor of a recent court ruling that suggested Watson acted with "malice and deceit" in trying to pressure a university attorney to withhold records about Watson's employment that a faculty member had sought under Illinois' open records law.

His departure leaves John Garland, former president of Central State University; Dr. Sidney Ribeau, former president of Howard University; and Dr. Dorothy Cowser Yancy, president emerita of Johnson C. Smith University and Shaw University, as the firm's three founding principals.

While Garland and Yancy left their presidential posts amid generally favorable reports, Ribeau cannot lay claim to the same. Ribeau stepped down abruptly from Howard University in 2013 after the institution's credit rating was downgraded and its enrollment declined.

Critics had been questioning how two former HBCU presidents who recently had rough exits from their posts could legitimately style themselves as experts in talent recruitment. (CSU is not formally recognized as an HBCU but has been regarded as one.)

Leonard Haynes III, former executive director of the White House Initiative on Historically Black Colleges and Universities and a recently retired senior higher education official at the U.S. Department of Education, said the skeptics' concerns are valid.

"A number of people who are knowledgeable about higher education have raised questions about whether or not this new firm can in fact do a better job of helping to identify potential candidates than is already being done already," said Haynes, who related that he received several emails and phone calls from colleagues who questioned the background of some of TM2's leaders.

"That's a fair question," Haynes said.

But TM2 doesn't see any of its founding principals' stormy pasts — at least among any of the three who remain — as liabilities. In fact, TM2 believes those rough experiences make their leaders better suited for the job.

"Experience navigating controversy adds value to our work, which is part of the reason we offer coaching and mentoring to everyone we place," Christopher Braswell, president of TM2, said in a written statement to *Diverse*.

Braswell said TM2 "features leaders that have faced these challenges head on at both majority and minority institutions, which makes our team among the best suited to advise the Black college community in this capacity. The daunting issues and decisions leaders face in our schools are often met with public scrutiny and controversy. This is a reality across higher education in majority and minority institutions."

But beyond the individual professional histories of the founding principals of TM2, questions remain about the use of search firms in general.

Haynes admits being torn over the use of search firms, particularly for HBCUs.

"My mind goes back and forth about whether or not this is the right way to use the process or is it better to use an internal process," Haynes said. "The search firm business in general is problematic as evidenced by the people that the search firms choose overall. Sometimes they make these commitments to certain individuals that, if you're in the pool and you get picked, then my commission goes up.

"And, of course, search firms have to bid for business. They are always competing against each other. So it's a financial issue."

When it comes to HBCUs specifically, Haynes said, the search firm business has been "notoriously awful."

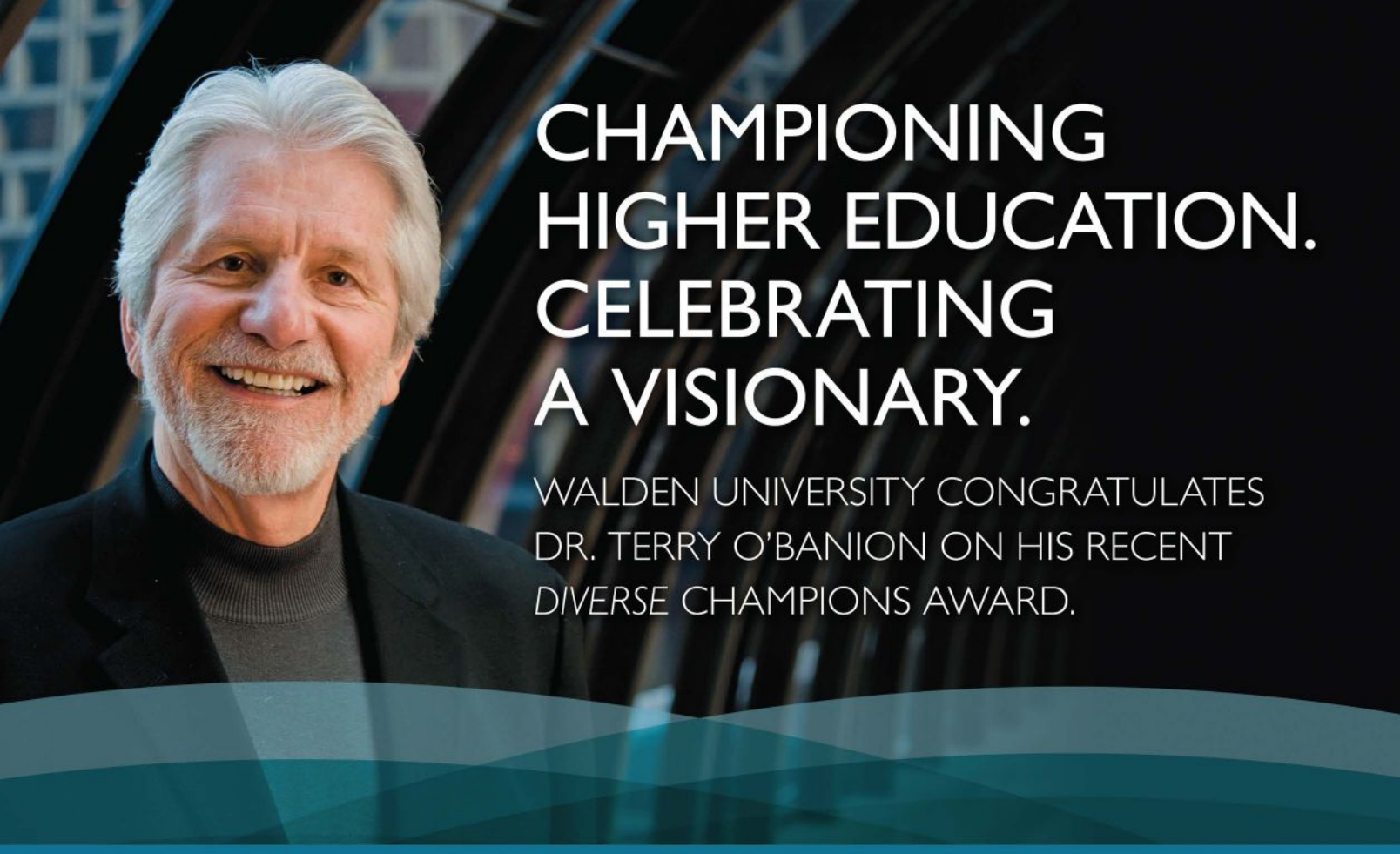
"Why do we know this?" Haynes said. "Because some of the failed presidencies are the result of people being chosen as a result of having a search firm."

Asked for examples, Haynes pointed to the 2014 resignation of Keith Miller as president of Virginia State University and the 2012 replacement of Joseph Silver as president of Alabama State University (ASU), both of whom were hired through search firms.

Haynes was actually passed over for Silver for the post at ASU, according to minutes from the ASU Board of Trustees.

Silver may not be the best example to bolster Haynes' assertion that his was a case of a search firm process that yielded a bad result.

That's because Silver was eventually vindicated by an audit report that alleged fraud, conflict of interest and abuse of public funds by members of ASU's Board of Trustees. Silver has maintained that he was terminated because he uncovered "questionable and troubling" information about the university's finances.



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Such conflict over a given institutional leader is one of the reasons it's important to employ search firms to not only find candidates, but to vet them, according to Charlie Nelms, a higher education consultant and former chancellor of North Carolina Central University, an HBCU.

Nelms said vetting is all the more important when news articles and social media postings are easily accessible but may only provide a tiny piece of the overall picture of a given president's tenure.

"Good search firms are able to delve more deeply into the review so they move beyond the headlines of the newspapers and social media," Nelms said. A search firm can be used "not just to talk to the people whose name is given, but they can do second-, third-, fourth- and fifth-tier kind of verification that an institution could benefit from."

Nelms cautioned against relying strictly on news media accounts — be that of Watson, Ribeau or any presidential candidate — as the "official indication of whatever situation may have been learned" about a given president's tenure. He said most institutions don't get into budget difficulty overnight.

"Someone will come along and say this institution has a deficit of XYZ and they lost XYZ enrollment," Nelms said in comments that could be applied to Ribeau's tenure at Howard. "Most of that was building for years before that president even arrived."

Even if Watson had remained with TM2, Nelms would have declined to judge Watson based on news publicity of the controversy surrounding his presidency.

"If you look at what's happening in Chicago now, many of those things were happening long before Watson," Nelms said. "Some of them are unique to the city and some of them are unique to the institution. So I think it would be a mistake to blame everything on a president or a chancellor because there are so many dynamics that are not captured."

Asked by *Diverse* if he had any affiliation with TM2, Nelms said that he did not but disclosed that he had "had discussions" with TM2 about being a part of its team.

"I happen to know them," Nelms said. "And they have all worked at PWIs [predominantly White institutions] as well," he said. "I want to believe that combination of HBCU experience and commitment, combined with their PWI experience and commitment, will help them do an effective job of search consulting work."

In terms of cost, Nelms said search firms may be well worth the expenses instead of trying to find an executive leader for less by placing ads, delegating the duties in-house, and interviewing whomever tosses his or her hat in the ring.

"You can do all of that but there are some really good people out there who are not inclined to go and apply just because someone vacates a position," Nelms said. "We need to be a little bit careful not to conclude that all a search firm is asked to do is to identify people."

A paramount goal is to find a candidate whose skills and interests match the needs of an institution, Nelms said.

In terms of dollars and cents, Nelms said, hypothetically, if there's an institution with 5,000 students and a $100 million budget and the presidential search costs somewhere from $75,000 to $109,000, "is not that $75,000 or $109,000 a good investment to make sure you get the best-qualified and best-matched person who's gonna manage an institution with a $100 million budget, who's gonna lead an institution with 5,000 students?

"We have to put the cost in proper perspective," Nelms said.

One recent case that shows the pitfalls of going it alone is the 2013 firing of Tony Atwater from his post as president of Norfolk State University.

Norfolk's Board of Visitors rector moved to revamp its vetting process after concerns were raised about how closely Atwater's background was checked before hiring him for the post. He was given a vote of no confidence by faculty at his previous job as president of Indiana University of Pennsylvania.

Nelms' verdict on search firms is that "one size does not fit all."

"Don't assume that a search firm is the answer for all or not for some," Nelms said.

At the same time, corporate search firms are not the only option.

The Association of Governing Boards of Colleges and Universities — or AGB — offers presidential search services through a subsidiary called AGB Search for a flat fee on a sliding scale of between $55,000 and $65,000, said Jamie Ferrare, the founding managing principal at AGB Search.

"We believe strongly that the not-for-profit mentality that we have where there's a fee but it's flat and everyone knows what it is upfront, it doesn't carry any baggage with it," Ferrare said.

About two-thirds of all presidential searches are done through a search firm, Ferrare noted.

Ferrare said that he had no direct information about how often HBCUs rely on search firms but that he believed about half do. "And in recent years that number is growing," Ferrare related.

There's also a level of transparency with AGB Search that one may or may not find with private search firms.

"We post everything we have done on our website," Ferrare said. "You can go there and see all of our past searches."

Indeed, whereas private search firms may list their client institutions, the AGB Search client history website lists their placements in great detail down to the name of person, position and institution where the person was hired. AGB's clients include several HBCUs, such as the University of the District of Columbia, which recently hired Ronald Mason Jr. as president, and Clark Atlanta University, which recently hired Ronald A. Johnson as president.

"Each search firm should have their own statistics," Ferrare said. "Our statistics are about 90 percent where a candidate remains in place after five years. Someone that stays less than five years we wouldn't think of as a quality search."

By that standard, even though Ribeau left his post at Howard amid controversy, his placement there would be considered a quality one. He began in May 2008 and announced his retirement in October 2013.

Braswell said TM2 has secured its first clients, "but we are not at liberty to discuss client matters publicly at this time."

Braswell said time will tell if TM2 is adding value to the field.

"We are passionate and committed to the welfare of the Black colleges and the development of minority leaders," Braswell said. "We will make our case and the market will determine whether our message is well received."

— Jamaal Abdul-Alim can be reached at jabdul-alim@diverseeducation.com.

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New Study Says Colleges' Financial Outreach Coming at Pell Grant Recipients' Expense

By Jamaal Abdul-Alim

More colleges and universities are using their institutional aid to woo wealthy students who can pay instead of using it to help low-income students to make up the difference between what their federal Pell Grants cover and what it costs to go to college.

That's one of the key findings of a new report released last month titled, "Undermining Pell: Volume III: The News Keeps Getting Worse for Low-Income Students."

The report — authored by Stephen Burd, a senior policy analyst in the Education Policy Program at the New America Foundation — found that "hundreds of colleges expect the neediest to pay an amount that equals more than half of their families' yearly earnings."

"Overall, too many four-year colleges, both public and private, are failing to help the government achieve national college access goals," the report states. "They are, instead, adding hurdles that could stymie the educational progress of needy students or leave these students with mountains of debt after they graduate."

The report drew mixed reactions among those who specialize in higher education policy.

Sarah Flanagan, vice president for government relations and policy development at the National Association of Independent Colleges and Universities, said that, while the report "captures the multitude of interrelated factors that affect the way in which each college sets its financial aid policies," it also blows things out of proportion.

"Behind [Burd's] somewhat sensationalist labels is the simple conclusion that there are a number of factors at work and those factors make each institution's definition of fair pricing unique," Flanagan said.

However, Barmak Nassirian, director of federal relations and policy analysis at the American Association of State Colleges and Universities, said Burd's analysis is on point.

"Sadly, this observation on institutional behavior is true in too many instances," Nassirian said.

"Most privates, and the small subset of public institutions with significant amounts of institutional aid (i.e., the flagships), are increasingly using their aid dollars as a strategic recruitment tool to entice wealthier, better prepared students," Nassirian said in an email to *Diverse*. "To them, this is a matter of economic and institutional necessity, but whatever good it may do certainly comes at the cost of low-income students."

Burd's report examines how both the private and public college sectors are increasingly charging low-income students a greater net price.

For instance, the report found that "many private colleges that have the means to enroll a substantial share of Pell Grant recipients and charge them a low price choose not to do so."

The report also states that the proportion of Pell Grant recipients that colleges enroll and the net price these students are charged "is closely tied to the schools' wealth."

For instance, at 590 private colleges — or 72 percent of those examined — Pell Grant recipients made up 25 percent or more of the student body. "The median endowment for these schools was $31 million, and the median net price they charged the lowest-income freshmen was $17,189," the report states.

In contrast, the report states, at 62 private colleges, or 8 percent of those examined, Pell Grant recipients made up less than 15 percent of the institutions' student bodies. "The median endowment for these schools was $662 million and the median net price they charged the neediest freshmen was $11,894," the report states.

"This is not, however, just a question of wealth," Burd wrote. "There were 102 private colleges with endowments of more than $250 million that charged low-income freshmen an average net price over $10,000; 72 that charged over $15,000; 41 that charged over $20,000; and 20 that charged over $25,000."

Overall, when looking at the average net price differences from the school years 2010-11 to 2013-14, after adjusting for inflation, 489 — or about 60 percent of the 775 private colleges examined — have increased the average net price they charge the lowest-income freshmen.

But a handful of colleges are bucking the trend.

Namely, there are 25 private nonprofit colleges where Pell Grant recipients make up more than 15 percent of students but charge average net prices for the lowest-income students of less than $10,000.

Burd maintains that the news is "somewhat better in the public higher education sector."

To wit, nearly half of the 591 public four-year colleges and universities examined enroll at least 25 percent low-income students and charge the neediest freshmen a net price of less than $10,000, his paper states.

"But don't be fooled," Burd wrote. "Over the past two decades, there has been a fundamental shift in the admissions practices of many public universities.

"Stung by sharp state budget cuts at the same time they are seeking greater prestige, these universities are increasingly pitted against one another, fiercely competing for students that they most desire: the best and the brightest, and those wealthy enough to pay full freight," the paper states. "And they are using a large share of their institutional aid dollars — money that could be going to students who truly need it — to entice these generally privileged students to their schools."

During the same timeframe, the paper states, the number of public colleges that charged freshmen with family incomes of

$30,000 or less an average net price under $10,000 fell from 385, or 65 percent of the schools examined, to 312, or 53 percent.

Burd concludes that a "federal solution is needed to push colleges to become more socioeconomically diverse."

As the report states, though, "any such plan must also hold schools accountable for making college affordable for the low-income students they enroll. Because if a college enrolls a large number of Pell Grant recipients but doesn't come close to meeting their remaining financial need, it may be setting these students up for failure."

Among other things, Burd recommends Pell "bonuses" to financially strapped four-year colleges where 25 percent or more of their students are Pell Grant recipients and at least 50 percent of all students graduate. The idea would be to have the schools use Pell Grant bonuses to "boost their institutional aid budgets and therefore reduce the net prices they charge the most financially needy students."

Nassirian agreed with the idea of a federal solution.

"The federal government can certainly create incentives to promote greater effort on the part of institutions," Nassirian said. "To put it simply, we need to make educating low-income students as high a priority for institutions as their *U.S. News* rankings."

But Flanagan said it's not that easy. She said any rational federal incentives to support institutions serving the federal access and success agenda would have to be "just as nuanced" as the various factors captured in Burd's report, while at the same time recognizing that "there is also a national interest and benefit from exactly the diversity of institutions in this nation his report describes."

— Jamaal Abdul-Alim can be reached at jabdul-alim@diverseeducation.com.

NADOHE and ACE Tackle Trending Topics in Diversity During Annual Conferences

By David Pluviose

The National Association of Diversity Officers in Higher Education (NADOHE) and the American Council on Education (ACE) held joint sessions at their co-located annual meetings last month in San Francisco with a heavy diversity emphasis. Front and center at a session titled "Campus Climate: Multiple Perspectives from Campus Leaders" was a man who is now in the eye of the storm — interim University of Missouri System President Michael Middleton.

Middleton cited resources and faculty as keys to helping higher ed institutions live up to their ideals of diversity and inclusivity.

Middleton had been retired from the post of deputy chancellor of the University of Missouri in Columbia (UM) for less than three months when protests led by Black UM students prompted both System President Tim Wolfe and Chancellor R. Bowen Loftin to step down last fall. On November 12, the UM Board of Curators appointed him interim system president, a role Middleton envisioned he'd be in for a year while the board searched for a permanent successor to Wolfe.

However, "I came quickly to the conclusion that I needed more than a year to get this job done," Middleton told *Diverse*. "If in their search, which is ongoing right now, they don't find somebody who they think can take over and complete this mission, I'm willing to stay around two or three years to do that. So we'll see what happens."

When asked what he believes will help the nation's higher ed institutions with diversity and inclusivity, Middleton said resources and faculty "are the heart and soul of what we do, if you exclude students."

In a NADOHE session titled "Moving from Strategic Plans and Campus Climate to Action," Matthew Griffith, project manager for the Campus Climate Initiative at the University of California, Berkeley, presented some findings of a Berkeley campus climate survey that underscored the importance of diversity training for faculty.

According to Griffith, the climate survey revealed that the classroom is where "people feel the most isolated." Griffith cited a common pedagogical practice wherein a professor asks the class to break up into groups. Griffith pointed out, "There is so much bias in how Black students experience that — how many people run away from them, and the major feeling of isolation."

Griffith says that such findings should prompt faculty to think about how such pedagogical practices "can 'other' people and what are some opportunities to improve that experience."

Though some have called for mandatory diversity training for faculty, University of Minnesota Duluth Chancellor Lendley Black, who sat on the NADOHE panel with Griffith, said, "Mandating training for an unwilling trainee is not going to get very far. You've got to somehow get them to come to terms with the need for more training for more growth and development."

Such training can "help bring people along to really be honest about what the issues are" within, Black added. "And that's tough. It's tough for people to admit prejudices and the biases and the way that they were raised was maybe not correct."

In another joint ACE/NADOHE session titled "Fisher II, and Diversity as a Compelling Interest: The Current Campus Context and Societal Imperative," panelist Theodore M. Shaw, Julius L. Chambers Distinguished Professor of Law and director of the Center for Civil Rights at the University of North Carolina School of Law, spoke about what he believes will be the future of affirmative action once the Supreme Court rules on *Fisher v. University of Texas at Austin*.

"A good general counsel is risk-adverse. And when a decision comes down, there are going to be some general counsels who will advise institutions to back away from diversity efforts. And in my view … that would be unfortunate and tragic," Shaw said.

Dr. Tuajuanda Jordan, president of St. Mary's College of Maryland, served as a panelist for an ACE session titled "Black Lives Matter: What Does the Higher Education Community Mean for the Movement?"

The climate of unrest among students at numerous campuses has caused some presidents to be "so worried that they're going to say something wrong that it has almost paralyzed them," said Jordan. "Many of them are now just hiring armies of people that script almost everything they say."

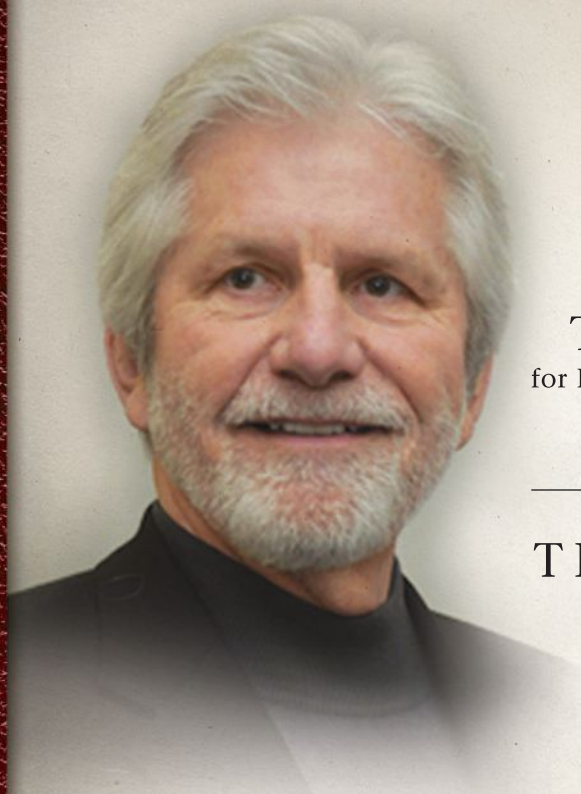
However, Dr. G.P. (Bud) Peterson, president of the Georgia Institute of Technology, noted that much can be accomplished simply by talking with underrepresented students. During an ACE session titled "Decisive Leadership at the Crossroads of Diversity, Equity, and Inclusion," Peterson said that Georgia Tech is making deposits in the "bank of goodwill" with various groups of underrepresented students "because we talk and communicate and explore and discuss when times are good." Thus, there is money in the bank when a time of crisis prompts a withdrawal.

Peterson notes that Georgia Tech has good relations with its LGBT, Black and Hispanic communities. But he says that the relationship with Muslim students is "not as strong as I'd like," yet he has been working to improve that relationship.

During the "Black Lives Matter" session, Jordan said that diversity training should be mandated for faculty who are on the frontlines dealing with diverse student constituencies.

"People say things in classes that are incredibly offensive. They're not even aware," Jordan says. "You can't change them, but you need them to be aware and pause when they're about to say something," and if they do say something that causes offense, "reflect on it and try to explain and apologize for it."

— David Pluviose can be reached at dpluviose@diverseeducation.com.



THE LEAGUE

for Innovation in the Community College

CONGRATULATES

TERRY O'BANION

Dr. Terry O'Banion served as President of the League for Innovation in the Community College for 23 years. Under his leadership, the League became an international organization serving over 700 colleges and recognized by *Change* magazine as "the most dynamic organization in the community college world."

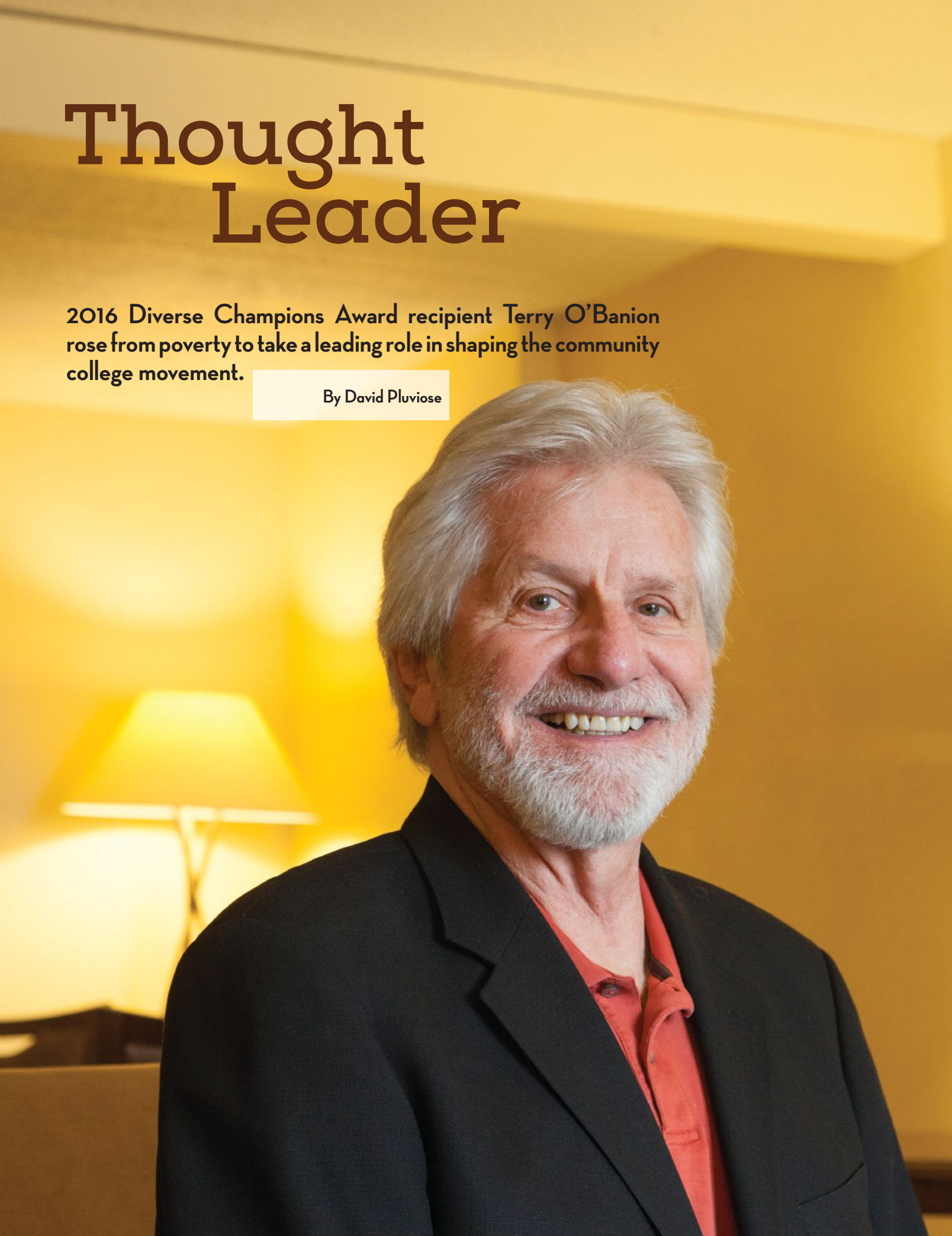
Upon his retirement in 1999, he was named President Emeritus and Senior League Fellow by the League Board of Directors. In these roles he has worked on numerous special projects and publications for the League, including authoring the 2016 monograph, *Bread and Roses: Helping Students Make a Good Living and Live a Good Life*.

We join *Diverse: Issues In Higher Education* in celebrating the steadfast commitment to equal access and opportunity that Terry O'Banion has had throughout his career, and that the *Diverse Champions Award* honors. Congratulations, Terry!

Thought Leader

2016 Diverse Champions Award recipient Terry O'Banion rose from poverty to take a leading role in shaping the community college movement.

By David Pluviose



During his 23 years as president of the League for Innovation in the Community College, Dr. Terry O'Banion, now chair of the graduate faculty at National American University (NAU), became one of the leading thinkers in the community college movement. Yet his focus on community colleges was accidental, he says, as he was originally on track to become a psychotherapist, as he completed all the coursework for a Ph.D. in psychotherapy at the University of Florida.

However, at 25 years old, O'Banion received a call from Dr. Joseph Fordyce, whom he had worked for at the University of Florida. Fordyce, who had then become president of Central Florida Junior College, asked O'Banion to come work with him at Central Florida, where O'Banion became dean of students in the early 1960s. O'Banion has not looked back since.

"I realized that it was the institutional home for my values, that I had found a home. And so I never, ever thought of not working in a community college after that," O'Banion says.

O'Banion, 79, is celebrating 56 years working in the community college field this year. He says what resonates with him when it comes to the community college, when comparing to other segments of higher education, is an emphasis on the underdog and on opportunity.

"I came out of [an] underdog culture. I came out of a deep Southern culture in Florida. I was the first of 19 grandchildren to go to college. We always said in our family that we aspired to poverty because we were born in abject poverty," O'Banion relates.

"I'm one of those kids who had hookworms until I went to college. When I went to college … all of my underwear and shirts were made out of feedsacks" from a chicken farm where he once made 50 cents an hour shoveling chicken manure.

O'Banion adds that his father left home when he was a child. His father had been married seven times, and his mother, three. Despite growing up amid family dysfunction, O'Banion says, "I always had inside of me something that I knew I needed to do better. And so college for me was my way out of poverty, clearly."

O'Banion notes that he did not have money to go to college as the child of a widow who worked as a cook while raising three children. Thus, O'Banion had to work his way through school to supplement scholarships. He earned a bachelor's in English and speech in 1958 from the University of Florida, a master's in education in 1961 from the University of Florida, and a doctorate in higher education administration in 1966 from Florida State University.

"I used to cook breakfast at 5 o'clock in the morning for the University of Florida Gators seven days a week. Then I modeled in the art department in the evening. So I made enough money to survive," O'Banion says. "And in the summer I ran programs back in my high school. They knew I needed money, so they hired me to be a janitor in the summers at my local high school. That's where the money came from."

A diverse champion

O'Banion, who has been named the 2016 recipient of the Diverse Champions Award, has a special kinship with longtime collaborator Dr. John E. Roueche, president of the Roueche Graduate Center at NAU and the inaugural winner of the Champions Award. Roueche recruited O'Banion to work with him at NAU in 2012.

***Diverse* Executive Editor David Pluviose, right, sits down with Dr. Terry O'Banion to discuss his community college leadership and hopes for the future.**

O'Banion says that he met Roueche in graduate school at Florida State University when they were both Kellogg Fellows in the 1960s. "And we just sort of recognized in each other a common brotherhood. And we connected there as friends."

Looking back, O'Banion says there were no minorities in their classes in the Kellogg Fellowship Program at Florida State University nor were there any minority students in the higher education program at the University of Illinois when he joined the faculty in 1967. "And so just without making this a big deal I just started changing that culture with the program I could manage and control" at the University of Illinois, until half of his students were women and a handful were minorities. "And so you just change those programs through your own value systems."

> "I always had inside of me something that I knew I needed to do better. And so college for me was my way out of poverty, clearly."

It was during his time leading the League for Innovation in the Community College that O'Banion had the opportunity to help bring some diversity into community college leadership. He notes that, in 1980, he wrote the first proposal for the National Institute for Leadership Development.

"When we started that program, there were only 50 women community college presidents in the nation. Today there are over 330. Almost all of them have been through a program that I have my stamp on. I was deeply committed to improving the number of women community college presidents. Today over 6,000 women have been through that program," O'Banion says.

Such an achievement was borne out of his own value system, having seen his mother have to labor to make ends meet, and three sisters "who had to work very, very hard just to survive," O'Banion says.

Subsequently, Roueche brought O'Banion in to teach in the Community College Leadership Program (CCLP) at The University of Texas at Austin as a distinguished visiting professor. " … [Roueche] had already created out of his own value system the most comprehensive, most substantive community college leadership program in the history of the community college movement. … He had enriched it with a lot of minorities."

In fact, of the more than 500 CCLP graduates produced during Roueche's 40-plus-year tenure at CCLP, more than 60 percent are women and people of color. " … We worked together there. … He always brought me in every year. And then he and I decided in about 1982 to go to the Kellogg Foundation to see if we could get

funds for expanding our leadership programs."

Thus, using Kellogg funds, O'Banion and Roueche created the League's Executive Leadership Institute, which annually enrolled between 30 and 35 aspiring presidents who already had earned doctorates. "At one time, 10 percent of all minority presidents in the community college world had been through that program. We have had hundreds of minorities go through," O'Banion notes.

"I think Terry talked a lot about inclusiveness: the need to have our colleges and leadership reflect the students we serve, a need for more diversity. Long before it became popular, and long before it became fashionable, leaders like Terry O'Banion and John Roueche had that as a centerpiece [of] the work they were doing," says Dr. Walter G. Bumphus, president and CEO of the American Association of Community Colleges.

At the League, "Terry really helped to move an agenda of inclusiveness, diversity and valuing the contributions of not only the leaders of color but our female leaders as well," Bumphus adds.

O'Banion also partnered with Roueche over an annual conference called Leadership 2000. " … It never occurred to us not to have a rich infusion of minorities in all that, because we were just looking at who made up the faculty of community colleges — the diversity in the colleges required diversity of leadership," O'Banion says.

Another Kellogg-funded program O'Banion and Roueche collaborated over is the League's Expanding Leadership Diversity in Community Colleges program (ELD).

"So it wasn't just the work he did in expanding opportunities for women, but the 10-year" ELD project "provided open doors for many minorities to move into leadership programs," Roueche says. Roueche adds that Bumphus, "who was my colleague for many years here in UT [University of Texas], was one of the early graduates of the ELD project, along with Dr. Rufus Glasper, who is now president and CEO of the League for Innovation.

"Most people would look at what he's done in the access, equity and opportunity arena, expanding diversity, and say, 'Wow, what a career contribution he's made,'" but O'Banion has "done so much more," Roueche adds.

Glasper says that, when he enrolled in ELD, his aspiration was not to be a community college CEO. Yet O'Banion "helped to instill a vision that wasn't there" for Glasper, who retired as CEO of the Maricopa County Community College District in Arizona earlier this year. "When I look at one of my mentors and people I can call on, even in this role, he was the first person to call me and welcome me to the League," Glasper adds.

Bumphus says that he met O'Banion in 1975 when he was a 25-year-old dean of students. "In fact Terry was like a … superhero to me in those days and someone that I can't even put into words how honored I was that he even befriended a brand-new dean of students in Arkansas that he didn't know.

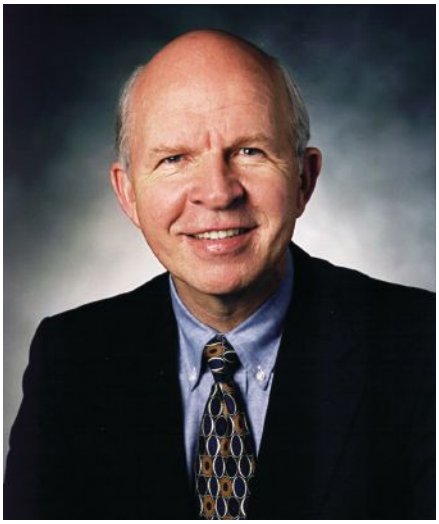
"From the moment he met me, he treated me with great respect, took me under his wing and mentored me in many ways, about community colleges, about leadership, certainly about student development," Bumphus says. "Many of the things that Terry shared with me, taught me, in the '70s have in some ways come full circle and [have] made Terry such a sage, as I look at his contributions today."

A matter of access

When it comes to higher ed access, O'Banion says though

financial barriers have been taken down for impoverished students who can attend college free of charge or at minimal cost, navigating the road to such opportunity can be daunting for a student not exposed to that life by parents or others who have entered higher education.

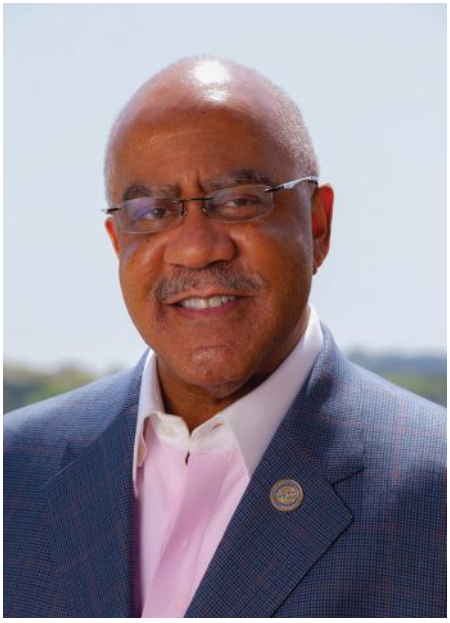
"The first summer I went to college I dropped out. I didn't understand how to do this. No one in my family had ever been [to] college, so I had no culture to support what I did. And I was scared to death my first summer. And tried to drop out; I tried to join the Army," O'Banion says.



Dr. John E. Roueche is president of the Roueche Graduate Center at National American University.

"There's got to be something more dramatic than just making finance available. There really is an access which depends upon a certain kind of engagement and information and letting people know there really is an opportunity there."

O'Banion has authored 15 books and more than 200 monographs, chapters and articles on the community college. Among the titles he has authored or edited are *A Learning College for the 21st Century*, *Academic Advising: The Key to Student Success*, *Teaching & Learning in the Community College*, and *Student Development Programs in the Community Junior College*. Much of O'Banion's writing has honed in on best practices for community college student success.



Dr. Walter G. Bumphus is president and CEO of the American Association of Community Colleges.

When it comes to boosting completion rates, O'Banion says that, though college student success courses can be effective, intervention should occur earlier, in a summer bridge program after high school. In addition, O'Banion says that, if he were a dean of students at a college today, he would likely try to help his college to

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work with high school students on programs that would let such students know what to expect when they walk on campus.

O'Banion adds that many high school seniors don't take a full courseload, having already fulfilled most of their graduation requirements. Thus, O'Banion says that he "would try to get area high schools to offer a credit course about getting ready for college or learning to navigate college, that sort of thing. Because it's that basic lack of that kind of knowledge that really stymies" students.

As an example, O'Banion says, many of these students do not know what GPA means. "And if you walk on a campus and someone at a kiosk says, 'OK, take this admissions form and now go to the registrar's office,'" some of these students would not know what registrar means.

"I've tried to get community college faculty to simply give a vocabulary test to their students and say, 'What's the definition of orientation, of assessment, of admissions, of registration?' … Many of them do not know. And we just assume as faculty that people understand all that, because that's been our whole lives."

Thus, O'Banion believes that exposing high school students to college language could be an important completion tool. He also says that giving high school students the opportunity to complete projects on a college campus would be helpful. Also important would be to expose high school students to college catalogs, which are often "scary" and "were written by old registrars retired from the military — they're just awful. So there's so much out there that's really difficult to understand, even in the simple ways."

Another important student success component is preparation to take college-level tests, O'Banion says. If students making the transition from high school to college are told they have a high-stakes test in a week to see where they stand in terms of their college classes, "Boy, they don't do well taking the test.

"And if you're an adult student coming back to college, you haven't been to college for 10 years, that's a frightening test. So I would always require some students to participate in workshops in preparing for tests. Simple things like that … could help get rid of some of those barriers."

Rethinking remediation

Another issue that community colleges are dealing with, in particular, is remedial education, O'Banion says. He says that he has visited a college where 90 percent of students needed remedial education. O'Banion notes that, in "California, 70 percent of our students require remedial math. So it's an issue everywhere. I don't know that there's a community college in America that doesn't offer some and, in most cases, a great deal of remedial education.

"What they're doing wrong is continuing the old models of remedial education where they test on abilities using tests that were never designed for this purpose — the SAT, Compass and ACCUPLACER," O'Banion says.

Thus, he adds, students are placed in noncredit remedial courses that cost money, and some students are under the misperception that such classes allow them to make progress on a degree. "I think that is absolutely inhumane to allow a student who thinks, 'I'm going to college'" to "come into that kind of situation. Fifteen percent of community college students do not earn a single credit in their first term."

Believing it is immoral to have students spend time and money on such noncredit remedial classes, he cites "wonderful mounting


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On Dr. Terry O'Banion's contributions to the community college movement:

"I think 'visionary,' while it's in some ways appropriate, in some ways it's insufficient when it comes to talking about the tremendous vision Terry has had and the impact he's had on community colleges and leaders such as myself."

Dr. Walter G. Bumphus
President and CEO
American Association of Community Colleges

"Terry O'Banion embodies an uncommon mix of intellect and humanity, of strong leadership that draws people beyond where they thought they wanted to go, along with deep empathy for the experiences of people too often left behind. I think those qualities in Terry as a person and as a leader really are the umbrella for the kinds of contributions that he has made."

Dr. Kay McClenney
Senior Advisor to the President/CEO
American Association of Community Colleges

" ... Visionary. I say that in the context in that I believe that Dr. O'Banion stepped into the space at a time when community colleges were just evolving. We were evolving from this notion of a junior college to comprehensive community college, and he helped us define that pathway."

Dr. Rufus Glasper
President and CEO
League for Innovation in the Community College

"Probably the word 'awesome' would be difficult for some people to understand, but Terry's contribution is truly immeasurable. He has done so much work and made so many contributions that to the outsider might appear to be in different fields or different endeavors, but they're all part of the larger whole."

Dr. John E. Roueche
President
Roueche Graduate Center, National American University

"He's an icon, a champion. He, with partners throughout the years, helped to lead and shape what innovation could be in the field and helped community colleges to grow and to aspire to better serve their students and better serve one another."

Dr. Gerardo de los Santos
Former President and CEO
League for Innovation in the Community College

"Terry is without a doubt one of the leading idea champions, catalysts, and voices in the community college field. ... More personally, he has been a mentor, friend, and at times a second father. His ability to think big, but care bigger in the small moments is uncanny."

Dr. Mark David Milliron
Co-Founder & Chief Learning Officer
Civitas Learning

evidence" from the Community College Research Center and Complete College America that supports an acceleration model of remediation. In the Community College of Denver's FastStart program that O'Banion mentions, remedial work is compressed and on an accelerated timetable and is paired with a credit-bearing course.

O'Banion says that a remedial model, in which students in a college-level course take a remedial course immediately after the college-level course, has moved success rates from 20 percent to 70 percent. Such students "have the pride and the self-respect that they're in a college course. They struggle, it's hard, but they know that the next hour they're going to meet with the same professor who gives them supplemental help to get them through.

"It has worked in West Virginia, in Tennessee, in Maryland. … It's called accelerated education. We need not only to compress the time" but "at the same time provide supplemental instruction and we can get a great majority of those students through," O'Banion says.

Another remediation mistake is basing developmental math on algebra, O'Banion says, calling algebra "one of the great barriers of success for students." O'Banion says that algebra is necessary for students going into certain STEM fields or calculus. But, according to O'Banion, algebra is not necessary for those going into nursing or studying to become historians.

O'Banion says that programs such as Statway, Quantway and Mathway, which use a statistical rather than an algebraic approach to math instruction, have shown promise. "We've finally busted algebra … which was one of the great barriers in the math area for many, many students. That's improvement, that gives you hope," O'Banion says.

"And we're getting better. Not fast enough and not covering enough people, but I think that, for developmental education, is one of the great breakthroughs. Accelerate the time, enroll students in college credit courses, provide supplemental instruction and enroll students in different pathways to math. It's the best thing that's happened to developmental education in my 55 years in working in community colleges."

— David Pluviose can be reached at dpluviose@diverseeducation.com. Staff Writer Catherine Morris contributed to this article.

One Size Doesn't Fit All

Colleges and universities work to make their campuses not only diverse, but inclusive.

By Reginald Stuart

Diversity, once primarily measured by ethnicity and gender, is today taking on a richer meaning at institutions across the nation as even the word "diverse" is being redefined by the emerging generation of college students and graduates, not just administrators and gatekeepers.

History is being erased and sanitized, as historic names with relations to negative chapters of the nation's past are being removed from campus facilities and literature. Cafeteria menus and dormitory restroom uses are changing as are days of the year that honor historic milestones not noted in past decades.

Stacy Downing is vice president for student affairs and enrollment management at Delaware State University.

Today, more people are being recognized by more distinct differences, while at the same time being included in increasingly different ways.

"Traditionally, diversity was about race, two or three races," says Scott Snowden, director of the Center for Leadership and Service at Kean University, a minority-majority institution since 2011. Kean is where the nation's first Latino fraternity and Latina sorority were founded more than four decades ago.

"There's all these new views of diversity beyond race," observes Snowden. "The minority student isn't about race anymore," he says, noting Kean may be ahead of most of the nation's institutions in being diverse.

Still, it has to stay on its toes to stay that way in real terms, he says. "We're beyond knowing about diversity," Snowden says, explaining today diversity is also about religion, sexual orientation and disabilities, both mental and physical. "We're about understanding it."

"We used to say 'these are the things the students need,'" says Stacy Downing, vice president for student affairs and enrollment management at Delaware State University. "Now, we're really assessing what they say they need."

Downing, Snowden and other student life officials from coast to coast and border to border say diversity is changing and broadening at a rapid pace. As student population demographics change, so is the range of things they say they need to feel part of an institution's community.

"We have to think about what a student's experience is like outside the classroom," says Jen Walsh, director of student

Dr. Kumea Shorter-Gooden, above, chief diversity officer of the University of Maryland, College Park, says the institution's decision to name a major academic building after progressive civil rights advocate and Maryland's first Black graduate school alum Parren J. Mitchell is one of several symbolic gestures the institution has made to reflect campus diversity and inclusion.

PHOTOS COURTESY OF DELAWARE STATE UNIVERSITY AND KEAN UNIVERSITY AND BY DARYL T. STUART

engagement and leadership at Beloit University, the small, private liberal arts college in Wisconsin that has historically prided itself as being progressive.

Beloit was prompted last year to kick its diversity efforts into higher gear by a surprising campus hate crime, she says, echoing peers at other institutions. They cite the University of Missouri student demonstrations and other protests, such as those in Ferguson, Missouri, as fuel to get moving.

New innovations

Changes are running the gamut.

At Delaware State, for example, there are themed days of each month when ethnic menus are featured to introduce the entire student body to more varieties of foods routinely consumed by students who are different from those who traditionally attended the historically Black college.

In California, where diversity in higher education remains a priority despite state budget woes and a law banning state-funded affirmative action programs, officials still find ways that they hope will convey to students a feeling that their institutions are good places to be.

"A lot of our students were saying they are 'out' everywhere, except on campus," says Stephen Rice, associate dean of student life at California State University, Dominguez Hills. "How do we change that narrative" was the challenge to the institution, says Rice. At no additional cost, the institution began setting up dialogue narratives, small voluntary discussion groups where most any topic has a group.

Known at Dominguez Hills as Diversity Chats, one discussion group may explore different religions, while another tackles ethnic or race topics. Another type, called CSUDH Safe Space, is a discussion group where one can discuss gender and sexual identifications that run the alphabet (LGBTQQIA) and slice it by zone of interest or inquiry.

The discussion groups "are their home away from home," says Rice, noting it's of added value as his institution is largely made up of commuter students.

These so-called "safe spaces" are an important diversity tool, allowing students, faculty and staff (when they want to participate) to ask questions, share knowledge and think without fear of criticism.

In North Carolina, administrators at North Carolina Central University (NCCU) are learning how to better recruit members of the state's growing Hispanic college-bound population for the historically Black college. School officials say that they are finding the key to cultivating interest and relationships ranges from attending more events in Hispanic communities to bilingual student and parent orientation and campus tours.

"We understand parents want to be involved," says Johnnie Southerland, director of strategic planning at NCCU. "This is a whole family thing," he says, adding institutions today "really care about their [students'] participation, beyond academics."

At the University of Maryland, College Park, changes beyond numerical and gender diversity are emerging around the campus. Just last year it designated a central area of its frequently used library plaza as Fredrick Douglass Square. The university has removed the name of its legendary president, Harry Clifton "Curley" Byrd, from its historic football field. Byrd, Maryland president from 1935 to 1954, was a known racial segregationist during his time, a fact student protestors asserted last year should disqualify Byrd from having such an honor.

Maryland also named the Art-Sociology Building in memory of the late Parren Mitchell, the first Black person to earn a degree from Maryland's graduate school and later represent the state of Maryland in the U.S. House of Representatives for more than a decade.

"We're not immune to Ferguson," says Dr. Kumea Shorter-Gooden, the university's chief diversity officer and associate vice president of diversity and inclusion, referring to the outburst of civil protests over police treatment of Blacks in the small Missouri town that struck a nerve nationally. "We've had our own challenges," she says.

The symbolic moves of the past year are to be followed by more efforts to bring about greater faculty and staff diversity, Shorter-Gooden adds.

In the Bluegrass State, the University of Kentucky (UK), which like most historically White and Black colleges has integrated Greek letter clubs, this year introduced its first multicultural sorority. The 15-member UK colony of Theta Nu Xi includes African-American, Caucasian, Japanese, Welsh, Latina and Afro-Caribbean students.

At Kean, meanwhile, Snowden says that the priority is on celebrating and showing that diversity is natural at every opportunity it has and rewarding those who keep the ball rolling. As he says, the diversity bridge has been crossed.

Scott Snowden, director of the Center for Leadership and Service at Kean University, center, with two brothers from Lambda Theta Phi, a Latino fraternity.

Among the university's ongoing efforts to promote and facilitate inclusion, Kean hosts an annual "United We Stroll" event, launched last year. It is a partnership among Latino/a and Divine Nine Greek Letter organizations celebrating their history and culture.

Kean also has an annual Five Star Report in which it gives groups points for various activities. Extra points are awarded for supporting different activities of groups other than your own.

"There is no one-size-fits-all, no magic wand," says Downing, echoing the sentiments of peers around the nation who were asked if there was a definite game plan to ensure diversity translates into inclusion.

Walsh expresses the same sentiment as Downing and other peers, adding a mental measure she once heard at a forum of diversity and inclusion.

"'Diversity is like inviting people to a party,' the speaker explained," she says. "Inclusion is asking them to dance. We have to interact and engage."

'Lifesaver' Grants

Georgia State University's Panther Retention Grant program is helping students who lack the funds to pay for their last few semesters of school.

By Jamaal Abdul-Alim

With all of his financial aid exhausted by the time he reached his junior year at Georgia State University (GSU), Luis Perez began to wonder if he would ever receive his bachelor's degree.

"It's completely stressful going into your senior year knowing you don't have the money and everyone else is talking about graduation," Perez says. "And it's like, 'Will I even make it to that?'"

Already working as a full-time janitor, Perez took on a second job as an overnight caretaker.

"So I started doing that and it was awful because I couldn't focus on school," Perez says. "I was making money to pay for school but I couldn't focus because I was tired."

In dire need of a solution, Perez began to search for scholarships. After applying for a dozen or so, he won a scholarship for $1,000 but it still wasn't enough to cover the cost of his last few semesters at GSU, where the average annual cost is more than $15,000.

Perez continued to search and soon discovered the school's Panther Retention Grant program. The program was created by GSU in 2011 to "fill the gaps" between what students have paid and what they owe so that they don't have to drop out or stop out of school because of small shortfalls in resources, says GSU Vice Provost Timothy M. Renick, who also serves as vice president for enrollment management and student success at the institution.

Renick says that thousands of students were ending up in such a situation year after year.

"We were dropping more than 1,000 students a semester from their classes because the students could not cover the full costs of their tuition and fees," Renick explains. "When we looked at the data, we found that many of the students were academically on track and doing everything they needed to do to complete their programs, but they were seniors who were running out of eligibility for other types of aid.

"We also found that, in a number of cases, they were only short a few hundred dollars of covering their charges, and only a semester or two from graduating."

Retention and graduation

For the institution, helping the students paid off.

GSU calculated a 200 percent cumulative "return on investment" in tuition and fee revenues over the life of its program, according to "Foiling the Drop-out Trap: Completion Grant Practices for Retaining and Graduating Students" — a report released earlier this year by the Association of Public & Land-grant Universities (APLU) and the Coalition of Urban Serving Universities.

The report offers insights from 10 urban-serving institutions

Georgia State University is home to the Panther Retention Grant program, which is helping students, above at graduation, "fill the gaps" so they do not have to drop out or stop out of school.

PHOTOS COURTESY OF GEORGIA STATE UNIVERSITY

across the United States — including GSU — that take myriad approaches to graduation, retention and student success, including completion grant programs for students at risk of stopping out because of lack of funds.

The retention grant program at GSU ended up being a "lifesaver" for Perez, who was able to quit his second job and focus on school after he obtained a retention grant for $2,500.

Retention and graduation are prominent issues at Georgia State University, which is dropping more than 1,000 students a semester who cannot pay the full costs of tuition and fees.

"If it wasn't for the retention grant, I don't think I would have known how I would have done it," he says of finishing school. "All the stress went away."

Now, Perez is set to graduate in May. But his story gets even better.

As a result of being able to finish his studies at GSU, Perez scored an $18,000 merit-based scholarship to attend graduate school at the University of Pittsburgh later this year to pursue a Master of Social Work degree. He says he was connected to Pitt through a conference he attended in his capacity as president of the BSW Social Work Club at GSU.

"I couldn't have done that if my tuition wasn't paid," Perez says. "My little brother, he didn't complete his diploma, and I'm hoping maybe after he sees me graduate and my older brother graduates, maybe he'll think further ahead about his life.

"My other sibling, my older sister, she didn't complete high school and a lot of my family didn't complete high school."

Perez says that there's a need for better college advising for students when they are still in high school.

One of the reasons he exhausted all of his financial aid, he says, is because, when he first graduated from high school, he didn't know what he wanted to study or how student financial aid works.

"In the beginning I didn't know what I wanted to major in," Perez recalls. "I didn't know anything about student loans. I was fresh out of high school and I just signed the paper."

He ended up first going to the Art Institute of Atlanta, a private, for-profit school where the average annual cost is about $27,000 and only about 1 in 4 students graduate. In addition, most Art Institute of Atlanta grads end up making about $31,600 a year, according to the U.S. Department of Education's College Scorecard, a White House-led initiative meant to give students a better sense of the cost of a given college — and the likely educational and employment outcomes — before they enroll.

"I spent about 60-something-thousand in art school," Perez says. "And even though I received my associate degree, that's a lot of money for a degree that basically I'm not using. I have about $80,000 worth of student debt so I still have to face that."

Results and takeaways

Thus, as retention and completion grants continue to get attention, Perez's story shows how the grants might not be as necessary as they apparently are now if more students have proper college advising and loan counseling earlier in their academic careers.

As for the effectiveness of the retention grants and completion grant, GSU reports positive results.

"Since the program's inception in 2011, we have brought more than 7,300 students back into their classes via the program," Renick says. He says the average grant has been $900, and 88 percent of the students who receive grants have graduated or are still enrolled 12 months later.

"Hundreds of students are graduating every year who otherwise would have dropped out or stopped out of college," Renick says.

Sara Goldrick-Rab, a professor of educational policy studies and sociology at the University of Wisconsin–Madison, stresses the need for caution in concluding that retention or completion grants are causing more students to graduate because there is no research to support that claim. Goldrick-Rab is founding director of the Wisconsin HOPE Lab, which focuses on research-based solutions for students who face financial obstacles in obtaining a college degree.

"In theory, the grants seem like a smart idea," Goldrick-Rab says. "Georgia State has a little bit of data suggesting their effectiveness, but nothing that proves the observed improvements are due to the grants."

Goldrick-Rab says that she is hopeful that retention and completion grants will undergo more rigorous evaluations in the future.

The lack of research is one of the reasons that the APLU recently held a competition for nine public universities to each apply for $50,000 in grant funding to help plan their own retention and completion programs or build upon existing pilot programs.

"One of the conditions of the grants will be that they provide us with their data for the next two years, so we'll go from having the data on a handful of institutions to having data on a much larger number of institutions," says Shari Garmise, vice president for the APLU Office of Urban Initiatives and the Coalition of Urban Serving Universities.

"That will give us some good insight on not just whether it works," Garmise says, "but perhaps more importantly under what conditions it does and doesn't."

— Jamaal Abdul-Alim can be reached at jabdul-alim@diverseeducation.com.

Winston-Salem State University has received a $205,000 grant from the Lettie Pate Whitehead Foundation to fund scholarships for full-time female students for the 2016-17 academic year. The grant is expected to provide approximately 150 scholarships with an average value of $1,400.

A new USDA-funded research project by a Fort Valley State University professor will focus on helping peanut farmers throughout the southeastern United States protect their crops from damage and avert enormous financial losses. The USDA's National Institute of Food and Agriculture has awarded Fort Valley State University professor George Mbata a $200,000 grant to study integrated approaches to managing infestations of the burrower bug. The pest infests peanut crops causing major financial losses for Georgia and southeastern peanut farmers.

A $6 million award from the Cancer Prevention and Research Institute of Texas (CPRIT) will underwrite The University of Texas at Austin's hiring of a leading cancer researcher from Johns Hopkins University School of Medicine to serve as chair of the Department of Molecular Biosciences.

The grant to support research by Daniel Leahy comes through CPRIT's Established Investigator program, which works to bring outstanding cancer researchers to Texas institutions. Leahy's earlier research has shed light on the effectiveness of different therapies for lung and breast cancers.

The Posner family has donated $5 million to endow at least five undergraduate scholarships at Carnegie Mellon University in Pittsburgh. The gift from the family, including trustee Anne Molloy and her husband, Henry Posner III, will go into the school's Presidential Scholarship Fund. The gift was given in the name of Helen and Henry Posner Jr., longtime supporters of the school.

Henry Posner Jr. was a research chemist who worked on the Manhattan Project to develop a nuclear bomb eventually taught at the University of Pittsburgh and later became a Carnegie Mellon trustee and board member. Helen Posner helped select Carnegie Mellon's library as the repository of the family's collection of rare books and other artifacts.

Morgan State University's ASCEND Center for Biomedical Research has awarded six university faculty members $50,000 in grants for pilot research. The grants, which are awarded annually pending a review process, are made available to tenured or tenure-track faculty members at Morgan conducting a health-related research pilot project.

The Scripps College of Communication at Ohio University was awarded $878,000 by the Ohio University Innovation Strategy program for the Immersive Media Initiative. This year, the Ohio University Innovation Strategy program awarded $4 million in funding to four faculty and staff teams for research and teaching initiatives that focus on innovation and creative activity for both

faculty research and student education. In 2014, OHIO launched the Innovation Strategy to advance innovation in research, scholarship, creative activity, teaching and institutional operations.

A real estate investor whose glaucoma was successfully treated at the University of California, Davis has donated $38.5 million to the university for eye research and treatment. Ernest Tschannen's gift to the UC Davis Health System includes $1.5 million he had already contributed to boost efforts to find a cure for glaucoma. Half of the additional $37 million will support a new center, to be named for the donor, which will consolidate the university's eye care facilities.

The University of Rochester announced an anonymous $20 million commitment to support its Simon Business School. The unrestricted gift comes in the form of a bequest to be paid upon the death of the donor, an alumnus of the Simon school.

Engaging Latino Students for Transfer and Completion

BY EVELYN WAIWAIOLE, JILLIAN KINZIE AND SARITA BROWN

Both community colleges and bachelor's degree-granting institutions across the country are responding to a chorus of calls for dramatic improvements in student success and college completion, while maintaining and improving the quality of students' educational experiences. A companion challenge is to close persistent and troubling attainment gaps across a diverse population of students. Because Latinos are the largest underserved population and the numbers will continue to increase, achieving these goals requires consideration of how these students experience higher education and what institutions can do to better serve them.

Even more, given that community colleges are the predominant postsecondary option for Latinos — and that among students who enroll with the intention to transfer, only 14 percent had earned a bachelor's degree or were still enrolled within six years — it is incumbent upon all institutions to fix the Latino transfer pipeline to increase college completion.

From their inception, the National Survey of Student Engagement (NSSE) and the Center for Community College Student Engagement (CCCSE) have collaborated to bring a strong focus on educational quality, equity and high-impact practices to higher education institutions and the national discourse. With support from The Kresge Foundation and the Greater Texas Foundation, NSSE and CCCSE joined with Excelencia in Education in a project focused on helping institutions strengthen Latino student engagement, transfer and college completion.

The project paired 24 institutions — 12 community colleges with 12 bachelor's degree-granting institutions from urban locations in California, Florida, Michigan and Texas — to work in partnership on Latino student success. Among other commitments, the institutional pairs brought teams of five leaders from each institution to an inten-

sive two-and-a-half-day institute focused on strengthening the engagement, transfer and college completion of their Latino students.

Substantial data work, including the examination of student engagement data and student cohort transfer results, as well as a review and discussion of effective practices prior to the institute, prepared the teams to develop a collaborative action plan to be implemented on their campuses. In addition, five institutional pairs participated in focus groups in an effort to elicit student, faculty and staff voices on transfer.

The comprehensive review of student engagement results alongside cohort data tracking transfer and completion helped partner institutions identify salient student engagement and transfer patterns for collaborative analysis and discussion. Ten months after the institute, we asked teams to tell us what they had done to improve the engagement and transfer process for Latino students. Several themes surfaced.

The most common strategy put in place was recurring meetings. Some institutions had formal committees, or transfer advisory councils, that met consistently throughout the year and included different compositions of administration, faculty, staff and even some students. In addition, several partner institutions conducted joint convenings, often termed summits, that included attendees from both the two-year and four-year institutions. Four institutions specified that they included representatives from local high schools to widen the conversation regarding the transfer pipeline.

Another common priority post-institute was to review degree plans and articulation policies for course equivalencies and transfer.

Participating institutions identified next steps to continue the work. At the top of the priority list was continued communication and collaboration with their partner institution and the need for more concrete steps. Several institutions described the importance of reconvening with not only their partner institution, but with members of their communities at their respective institutions by holding forums, giving presentations and intentionally involving satellite campuses. Institutions that were implementing transfer programs planned to hold collaborative events, continue to brand and market their programs, and use qualitative and quantitative data to inform programs and enhance transfer students' experiences.

As colleges and universities work together to improve the engagement and transfer processes for Latino students, it's important to keep in mind what one faculty member said in a focus group: "I'm not sure that our own campus is dedicated to a Latino strategy. … While I commend the campus for things that we've done, I also think we fail to look for the structured conversation and have an open and honest dialogue: Why aren't our Latino students performing at the same level? We do know that they're not succeeding at the rates that we know they can succeed at. Where is that connection? Then once we do know that, then are we willing to be bold enough to offer the services or to intervene or whatever it is that's required to help them get to where they want to be and where we'd like to see them be?"

— Evelyn Waiwaiole is director of the Center for Community College Student Engagement, Dr. Jillian Kinzie is associate director of the Center for Postsecondary Research and Sarita Brown is president of Excelencia in Education.

April

April 7-10
Association for Nontraditional Students in Higher Education
19th Annual ANTSHE Conference
Connecting the Silos of Academic and Student Services: Creating a Collaborative Environment in Higher Education for Academic Success
University of Michigan at Dearborn
www.myantshe.org

April 9-12
American Association of Community Colleges
96th AACC Annual Convention
Our Camelot Moment: A New Day for Community Colleges
Hyatt Regency Chicago Riverside Center
www.aacc.nche.edu

April 15-19
The Higher Learning Commission
2016 Annual Conference
Beyond the Horizon
Hyatt Regency Chicago
http://annualconference.hlcommission.org/

April 22-24
National Resource Center for the First-Year Experience and Students in Transition
Institute on Sophomore Student Success
University of South Carolina | Columbia, South Carolina
http://sc.edu/fye/ISSS/

April 25-26
University of Hawai'i Center on Disability Studies
32nd Annual Pacific Rim International Conference on Disability and Diversity
From the Margins to the Center
Hawai'i Convention Center| Honolulu
www.pacrim.hawaii.edu

May

May 2-3
The Ohio State University Office of Diversity and Inclusion
The National Conference on Diversity, Race & Learning (NCDRL)
All Things Being Unequal: Achieving Equity & Inclusion in This Generation
Hale Hall and Fawcett Conference Center | Columbus, Ohio
https://odi.osu.edu

May 3-5
British Council
Going Global Tenth Annual Conference
Building nations and connecting cultures: education policy, economic development and engagement
Cape Town International Convention Centre | Cape Town, South Africa
www.britishcouncil.org/going-global

May 28-31
National Institute for Staff and Organizational Development (NISOD)
38th Annual International Conference on Teaching and Leadership Excellence
Hilton Austin | Austin, Texas
www.nisod.org/?q=products/2016-conference

May 29-June 3
NAFSA: Association of International Educators
2016 Annual Conference and Expo
Building Capacity for Global Learning
Colorado Convention Center | Denver
www.nafsa.org

May 31-June 4
The National Conference on Race and Ethnicity in American Higher Education (NCORE)
29th Annual Conference
Hilton San Francisco Union Square | San Francisco
www.ncore.ou.edu/en/2016/

June

June 1-3
Society for Scholarly Publishing
SSP 38th Annual Meeting
The Westin Bayshore, Vancouver | Vancouver, Canada
www.sspnet.org/community/news/industry-event/38th-ssp-annual-meeting/

June 2-5
International Teaching Learning Cooperative
Lilly International Spring Conference
Bethesda Hyatt Regency | Bethesda, Maryland
www.lillyconferences-md.com

June 3-5
The Teaching Professor
The 13th Annual Teaching Professor Conference
Renaissance Washington | Washington, D.C.
www.magnapubs.com/2016-teaching-professor-conference

June 4-8
Association of American Colleges and Universities (AAC&U)
Institute on General Education and Assessment
Boston University | Boston
www.aacu.org/summerinstitutes/igea

June 5-9
The Aspen Institute
The Wye Deans' Seminar
Citizenship in the American and Global

Polity
Aspen Institute-Wye River Campus | Queenstown, Maryland
www.aspeninstitute.org/seminars/wye-academic-programs/wye-deans-seminar

June 6-7
The College Board
Native American Student Advocacy Institute Conference
Arizona State University | Tempe, Arizona
https://nasai.collegeboard.org/

MICHELLE A. WILLIAMS has been appointed dean of the T.H. Chan School of Public Health at Harvard University, effective July 1. She is the Stephen B. Kay Family Professor of Public Health and chair of the Department of Epidemiology at Harvard. Williams earned a bachelor's from Princeton University, a master's from Tufts University, and a master's and a doctorate from Harvard University.

RAJ ACHARYA has been appointed dean of the School of Informatics and Computing at Indiana University Bloomington, effective July 1. He is director of the School of Electrical Engineering and Computer Science at Pennsylvania State University. Acharya earned a bachelor's from Bangalore University in India, a master's from the University of Minnesota, and a doctorate from the Mayo Graduate School of Medicine and the University of Minnesota.

BONITA STANTON has been named founding dean of the Seton Hall University and Hackensack University Health Network (HackensackUHN) medical school. She was vice dean for research at Wayne State University School of Medicine. Stanton earned a bachelor's from Wellesley College and an M.D. from Yale University.

REGINALD SYKES has been named president of Bishop State Community College. He was president of Alabama Southern Community College. Sykes earned a bachelor's and a master's from Jackson State University, and a doctorate from Mississippi State University.

SUSAN D. STUEBNER has been named president of Colby-Sawyer College, effective July 1. She is executive vice president and chief operating officer at Allegheny College in Pennsylvania. Stuebner earned a bachelor's from Dartmouth College, and a master's and a doctorate from Harvard University.

DAVID KANG has been appointed vice chancellor for infrastructure and safety at the University of Colorado Boulder. He was director of project management in the White House Military Office. Kang earned a bachelor's from the University of California, San Diego and a master's from the University of California, Berkeley.

MICHELLE HOWARD-VITAL has been named executive vice president and provost at Florida Memorial University. She is an independent consultant and a senior fellow of the American Association of State Colleges and Universities (AASCU). Howard-Vital holds a bachelor's and a master's from the University of Chicago, and a doctorate from the University of Illinois at Chicago.

KERRI GARCIA has been named director of communications at the University of Nevada, Reno. She was community relations and communications manager for Microsoft Inc. in Reno. Garcia earned a bachelor's from the University of Nevada, Reno.

PRIYA J. HARJANI has been promoted to deputy general counsel at Northwestern University. She was senior associate general counsel at Northwestern. Harjani earned a bachelor's from the University of Illinois at Urbana-Champaign and a juris doctor from Northwestern.

The League's Legacy on Leadership Development

BY TERRY O'BANION

The League for Innovation has been a national leader for more than three decades in preparing leaders — with an emphasis on women and minorities — for leadership positions in the nation's community colleges.

In 1981, the League created, with funding from the Fund for the Improvement of Postsecondary Education (FIPSE), a project to help prepare women for leadership positions in the nation's community colleges. The project was titled Leaders for the 80s and later became the National Institute for Leadership Development (NILD).

In 1981, there were approximately 50 women serving as presidents or chancellors of community colleges; today 332 women serve as CEOs of community colleges, or 34 percent of all presidents in the country. The majority of these women have participated in NILD, making it the most impactful program in the history of community colleges on preparing women leaders.

NILD has been going strong for 34 years and is probably the oldest program of its kind ever created. It has been successful primarily because of two outstanding women leaders — Drs. Mildred Bulpitt and Carolyn Desjardins, both from the Maricopa District. Bulpitt was the founding CEO of NILD, soon joined by Desjardins, who was the longest-serving CEO. They created the activities of the program and managed the program for many years. They also brought a new perspective to leadership that has influenced other leadership programs.

Although data on participants and their progress have not always been up to date, in 1996 program directors indicated there had been more than 3,500 "graduates" of NILD, of which 150 had become presidents and 953 had become deans or vice presidents. Leaders close to the program today estimate that approximately 6,000 women have participated in activities sponsored by NILD.

Launched in 1988, the Executive Leadership Institute (ELI) has continued for 27 years as one of the oldest institutes in the nation to prepare aspiring leaders for the presidency. ELI was a program in a leadership suite of programs created by a collaborative partnership between the League and Dr. John E. Roueche, who directed the Community College Leadership Program at The University of Texas at Austin. Other programs in the suite included the Leadership 2000 Conference, the Expanding Leadership Diversity program, and *Leadership Abstracts*.

Roueche and I designed and managed the ELI in its initial years. The institute accepted an average of 30 participants a year for a weeklong experience designed to immerse them in issues and challenges presidents face. Faculty for the institute included 15 or so leading presidents, most of whom in the early years were from League colleges.

Through 2015, 865 aspiring presidents have participated in ELI. Forty-seven percent have been women and 24 percent have been minorities. Forty-two percent have become presidents of community colleges. At one point in the program, 10 percent of all minority presidents in the nation had participated in ELI. By far the most substantial recruiting source for ELI is consistently from its graduates.

The success of the program is due in great part to the continuing support of the presidents of the League who served as faculty, but success is due primarily to the leadership of Dr. Brenda Beckman, former acting president of Pima College in Arizona, who joined the League in 1990 to direct ELI.

Building on the success of ELI, Roueche and I worked with the W.K. Kellogg Foundation to create a new program, Expanding Leadership Diversity (ELD). This yearlong program was initiated in the 1989-90 academic year for approximately 20 faculty members and mid-managers who aspired to senior-level leadership positions. The program included two intensive, weeklong seminars held on community college campuses; a third seminar was held in conjunction with the Leadership 2000 Conference. In addition to the seminars, participants worked with a mentor, prepared a long-range professional development plan, held an internship in a community college, conducted research on a community college issue and expanded their professional networks.

The program was funded by the W.K. Kellogg Foundation for nine years. Of the 202 participants in ELD, 29 have become presidents, and the others became vice presidents, deans or program officers. ELD was a resource-intensive program that could not be continued without foundation funding. The League continued its strong commitment to women and minorities by referring them to NILD and ELI.

ELD was successful, again, because of the formidable leadership of Beckman and her colleague, Portia Taylor, then a provost at Santa Fe College, a League member college in Florida.

Leadership Abstracts was launched by the League and The University of Texas in 1988 as a twice-monthly report distributed free to all community college CEOs. The League has published and distributed 335 *Leadership Abstracts* to presidents and other community college leaders since the inaugural issue in 1988. *Leadership Abstracts* continues to be published and distributed today.

In conclusion, the National Institute for Leadership Development has helped 6,000 aspiring women leaders from 1981 to the present; the Executive Leadership Institute, 865 aspiring presidents from 1988 to the present; Expanding Leadership Diversity, 202 aspiring leaders from 1989 to 1999; and *Leadership Abstracts* has published 335 issues from 1988 to the present.

— Terry O'Banion is president emeritus of the League for Innovation in the Community College and chair of the graduate faculty at National American University.

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Reporting to the University President, the Vice President for Administration and Finance serves as the institution's chief fiscal and administrative officer, responsible for ensuring the University maintains and operates sound financial systems and safe and secure campuses. The Vice President participates in the development, implementation and maintenance of University policies, procedures and plans; supervises various programs and staff in the areas of administration and finance; serves as the primary fiscal advisor to the Board of Trustees as well as the financial liaison to officials of the Department of Higher Education, the Department of the Treasury and the Attorney General's Office; and does related work as required.

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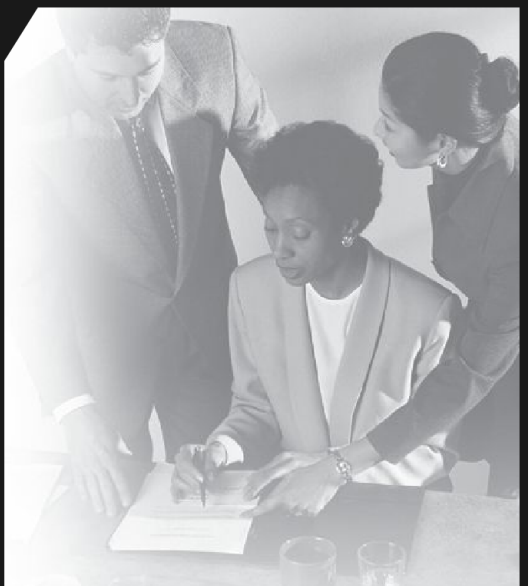

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The University of South Florida System is a high-impact, global research system dedicated to student success. The USF System includes three institutions: USF; USF St. Petersburg; and USF Sarasota-Manatee. The institutions are separately accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. All institutions have distinct missions and their own detailed strategic plans. Serving more than 47,000 students, the USF System has an annual budget of $1.5 billion and an annual economic impact of $4.4 billion. USF is a member of the American Athletic Conference.

Administrative And Executive Positions:

Director of Business Admin. Services (Admin. Svcs.)
Associate General Counsel
Director (Admin Svcs – Physical Plant)
Assistant Chief of Police (University Police)
Director of Development (College of Nursing)
Program Director (Behavior Community Sciences)
Director (Environmental Health & Safety)
Director of Development (USF Health Heart Institute)
USF Connect Grant Program Dir. (Research Foundation)

Faculty Positions:

College of Public Health
Assistant, Associate, Full Professor (Health Policy Management)
Assistant Dean (Teaching Innovation & Quality Enhancement)
Assistant/Associate Professor (Global Health) (2)
Assistant Professor (Community & Family Health)

College of Arts & Sciences
Assistant Professor (Psychology) (USF St. Petersburg)
Assistant Professor (Psychology)
Professor/Associate Professor (Health Economics)
Assistant Professor (Functional Materials Chemistry)
Instructor of Philosophy
Instructor – History (USF St. Petersburg)
Assistant Professor (Classics)
Instructor (Spanish/Language Pedagogy (French))
Assistant Professor (Forensic Anthropology)

College of Behavioral Community Sciences
Assistant/Associate Professor (Speech-Language Pathology)
Associate Professor (Rehabilitation Counseling)

College of Education
Instructor (Elementary Education) (2)

College of Business
Assistant Professor (Marketing)

College of Medicine
Senior Faculty Biostatistician
Assistant Professor (Pediatric Pulmonology)
Assistant Professor (Physician Assistant)
Assistant Professor (Cardiology)
Assistant Professor – OBGYN (Obstetrics/Gynecology)

Information Technologies
Operations Manager
Sr. Systems Administrator

College of Engineering
Associate/Assistant/Full Professor (Cybersecurity CoE)

College of Pharmacy
Postdoctoral Scholar Research (Pharm Sciences)

College of the Arts
Research Associate Professor (FL. Center Community Design & Research)

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

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

Reynolds
COMMUNITY COLLEGE

Spanish Instructor
(Position #FO046)

(J. Sargeant Reynolds Community College, Richmond, VA) Master's degree in Spanish; or Master's degree with 18 graduate semester hours in Spanish. Pre-employment security screening is required.

TYPE OF APPOINTMENT: Full-time, nine-month teaching faculty-ranked appointment. Salary range: $42,501-$71,595. Approximate maximum hiring salary: $53,000. Additional information is available at the College's website: **www.reynolds.edu**.

APPLICATION PROCESS: Review of applications will begin **MAY 26, 2016**, and will be accepted until the position is filled.

AA/EOE/ADA/Veterans/ AmeriCorps/Peace Corps/Other National Service Alumni are encouraged to apply.

Virginia's Community Colleges
myfuture.vccs.edu

Reynolds
COMMUNITY COLLEGE

Engineering Instructor
(Position #FO014)

(J. Sargeant Reynolds Community College, Richmond, VA) Master's degree in Engineering; or Master's degree with 18 graduate semester hours in Engineering. Pre-employment security screening is required.

TYPE OF APPOINTMENT: Full-time, nine-month teaching faculty-ranked appointment. Salary range: $42,501-$71,595. Approximate maximum hiring salary: $55,339. Additional information is available at the College's website: **www.reynolds.edu**.

APPLICATION PROCESS: Review of applications will begin **MAY 26, 2016**, and will be accepted until the position is filled.

AA/EOE/ADA/Veterans/ AmeriCorps/Peace Corps/Other National Service Alumni are encouraged to apply.

Virginia's Community Colleges
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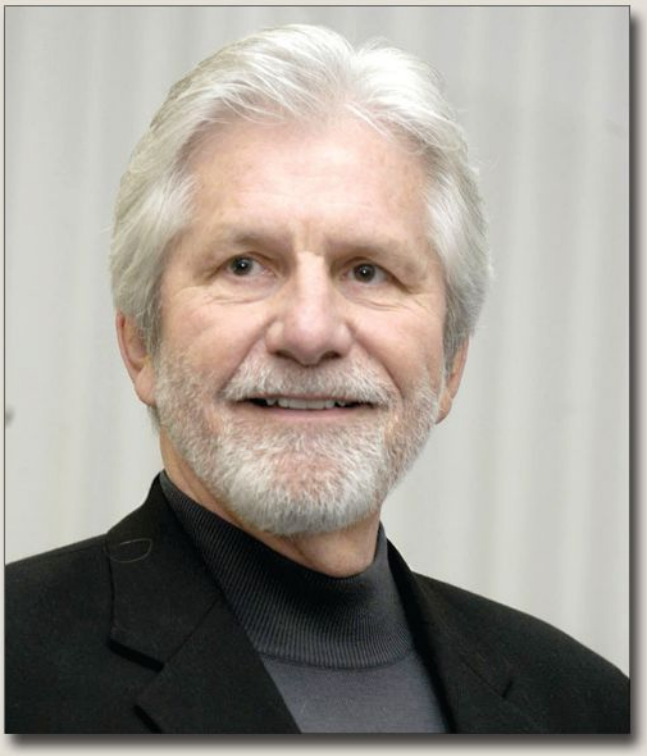
Congratulations!

TERRY O'BANION



NISOD proudly congratulates and celebrates Dr. Terry O'Banion, the 2016 Diverse Champions Award recipient! May you continue to be a source of inspiration to community and technical colleges around the world.

NISOD

www.nisod.org

NISOD is a membership organization committed to promoting and celebrating excellence in teaching, learning, and leadership at community and technical colleges.

Ford

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