

DRIVEN BY COMMUNITY

Contributions from the
Visiting Scholars Program

Natalie Passov
Marybeth Gasman

RUTGERS
Graduate School of Education

Center for
MSIs

SAMUEL DEWITT
PROCTOR INSTITUTE
For Leadership, Equity, & Justice

OVERVIEW

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The Visiting Scholars program has helped me learn about different aspects of higher education—from publishing research in peer-reviewed outlets to applying for positions. This is a tremendous opportunity for those who are looking to advance their career in higher education.

- Lance Kyle Bennett, The University of Texas at Dallas

Community is at the heart of any successful academic endeavor. Whether you are a faculty member, a student, or an administrator, community is vital to everyday survival in academia. A well-connected cohort of scholars and practitioners fosters collaboration and provides a space for participants to find support and validation of their work.

The Visiting Scholars program at the Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice (Proctor Institute) and the Rutgers Center for Minority Serving Institutions (CMSI) was developed in 2019 out of a desire to create a community of scholars and practitioners at colleges and universities across the country.

Visiting Scholars benefit from extensive mentoring, professional development, publishing and presentation opportunities, and national exposure for their work. They also become a part of the larger Proctor Institute and CMSI community. Visiting Scholar appointments require scholars to participate in the Proctor Institute's or CMSI's programming and research with concrete deliverables that may include but are not limited to conducting podcast interviews, authoring research, policy, or practice briefs, initiating research projects, participating in or conceptualizing programs, and attending professional development programs. Professional development programming is offered on a month-to-month basis and encourages attendance from the entire cohort.

COHORT MAKEUP

Visiting Scholars must be interested in MSI-related and/or higher education leadership, equity, and justice-oriented research and practice. They also must be able to contribute to the research and programming of CMSI or the Proctor Institute with concrete deliverables including, but not limited to, authoring a research, policy, or practice brief, initiating a research project, conceptualizing or participating in a program, and attending professional development workshops.

There are currently 24 Visiting Scholars spread out across the Proctor Institute and CMSI. 21 scholars are affiliated with the Proctor Institute and 12 scholars are affiliated with CMSI. However, all Visiting Scholars are in one cohort, which fosters interdisciplinary collaboration.

Visiting Scholars range from Ph.D. students and candidates to junior faculty and college and university administrators. Areas of expertise ranges from leadership to diversity, equity, and inclusion (DEI), Minority Serving Institutions (MSIs), students of color, history, higher education, communication and business, among others.



Maria Baez was born and raised in the Dominican Republic. After facing discrimination based on her language, gender, and race, Maria overcame these challenges to become an expert in corporate human resources, immigration policy/practices/procedures, and organizational leadership psychology. Her first book, written in English and Spanish, *What's Happening to Me? What should I do?* has changed the lives of many girls worldwide. Currently, she holds a Ph.D. in Organizational Leadership Psychology from The Chicago School of Professional Psychology. Her dissertation explored Mindful Leadership's influence on employees' occupational stress and organizational culture.

Lance Kyle Bennett is the Associate Director of Assessment and Accreditation for the Office of Programs, Accreditation, and Assessment, a sub-unit in the Office of the Provost at The University of Texas at Dallas. His research examines how institutional effectiveness professionals communicate data to campus constituencies (e.g., faculty, staff, and students). He is currently an Ed.D. candidate in Higher Education Leadership at St. Edward's University.



Michon Benson is an Assistant Professor of English and Director of Undergraduate English Majors/Minors at Texas Southern University. She has received her undergraduate degree in Studio Art from the University of Texas at Austin, a master's degree in Rhetoric and Composition from Texas Southern University, and her Ph.D. in African American Literature from Rice University.



With over 13 years of higher education experience, **Gabriel Bermea** is an active scholar-practitioner whose practice and interests focus on creating and delivering campus-wide enrollment and student success strategies to expand access, opportunity, and success in higher education. His research interests include Hispanic-Serving Institutions, first-generation student success, the emerging profession of academic advising and student success within the organizational context of Minority Serving Institutions. He currently serves as a Lecturer of Educational Leadership at Sam Houston State University and an Institutional Leadership Manager for Workforce with Excelencia in Education.

Kemuel Benyehudah is currently a doctoral candidate at the University of Pennsylvania. His research interests lie in Black cultural production and curation at Historically Black Colleges and Universities (HBCUs). His work experience in the arts includes working with the education department at the Mütter Museum; working on the curatorial team for the Arthur Tress Collection of Japanese Illustrated books and prints; completing the Visual Arts for Coalition Equity Fellowship in Pittsburgh; and now working with the Mattress Factory on their community engagement efforts.



Darrell Norman Burrell is a 2017 graduate of the National Coalition Building Institute's Leadership Diversity Institute. He is a certified executive coach and a certified diversity professional. Darrell has over 8 years of U.S. federal government service. Darrell received a doctoral degree in Health Education with majors in Environmental Public Health and Executive Leadership Coaching from A.T. Still University in 2010. In August of 2021, Darrell completed his 2nd doctorate degree, a Doctor of Philosophy (Ph.D.) in Cybersecurity Leadership and Organizational Behavior at Capital Technology University.



Doug Franklin has eleven years of experience as a researcher and has interests in ethical leadership, teams, diversity, and workplace mistreatment. Doug currently serves as an adjunct professor at The University of St. Thomas in the School of Education and Human Services, in which he teaches quantitative and mixed methods courses. Outside of the classroom, he uses his fifteen years of corporate and consulting experience as a business advisor and advocate of entrepreneurs from marginalized communities.



Ayana T. Hardaway is a scholar practitioner in the field of Higher Education. Currently, Ayana is a Contracts Officer at Stanford University, Research Team Member with the College Success Research Collaborative (CSRC) at Temple University and an Adjunct Professor at Widener University. With over 15 years of experience as an administrator, instructor, scholar, and practitioner, Ayana's research agenda explores Black girls and women in P-20 educational and social contexts, critical qualitative methods, and college student development.

Lynell Hodge is a practitioner scholar with a comprehensive portfolio that includes research, policy development, training development, and teaching and curriculum development. Her research areas of focus include secondary trauma, stress responses, culturally responsive pedagogical practices, and Black women's liberation. Lynell has published a dozen peer-reviewed articles, book chapters, presents at regional and national conferences and has served as a consultant. Lynell currently works at the University of Central Florida (UCF) in Student Development and Enrollment Services.



Leah P. Hollis is a noted national expert on workplace bullying. Her most recent book, *Human Resources Perspectives on Workplace Bullying in Higher Education* continues her work on bullying in higher education. Other notable work includes *The coercive community college; Bullying and its costly impact on the mission to serve underrepresented populations* (2016). Over the years, Leah has worked with over 200 schools regarding policy development, training, and workshop. Leah, a Boston University, Martin Luther King Jr. Social Justice Fellow, has presented at the University of Milan, Oxford University, Bordeaux University, and the University of New York-Prague. She has an extensive career in higher education administration where she has held senior leadership and faculty posts.



Shuntavia N. James is an Enrollment Management Specialist with a recent appointment as Criminal Justice Instructor to begin Fall '21 at Stillman College in Tuscaloosa, Alabama. A scholar and social activist at heart, her courses center on criminal and social justice and African American heritage. In addition to teaching at Stillman, she lectures as an adjunct professor at Georgia Military College and American Intercontinental University. As an expert critical qualitative researcher and practitioner, her research interests include the intersectionality of race and class as it relates to college choice, minority-serving institutions, alternative sentencing programs for juvenile offenders, and the preservation of slave dwellings and their history.



At the intersection of creative, industry, and academia, **Joanna L. Jenkins** drives insights and prepares spaces for students and professionals to thrive in their education and careers. Joanna has created curricula and conducted research in workplace equity, media representation, visual culture, Millennial/Gen Z perspectives, and corporate social responsibility (CSR). As art/creative director, she creates designs and integrated campaigns for a variety of brands and entrepreneurs. In addition to this, Joanna is a consultant and affiliate professor at St. Joseph's University.

In addition to her adjunct teaching roles at various institutions, **Patrice W. Glenn Jones** serves as the Executive Director of Online Education and Programs at Alabama State University (ASU). This virtual teaching and learning specialist spent years assisting various colleges and universities strengthen their online profiles. She is now doing the same at ASU. Patrice is also a researcher, author, and former radio air personality, but she considers herself a teacher above all the professional roles she holds. She has recent publications that highlight nurturing leadership, online learning, student voicelessness, and challenges during COVID-19.

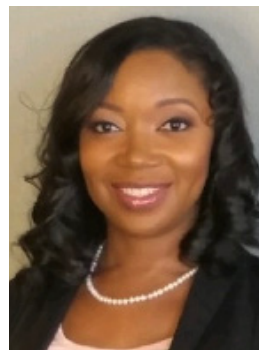


Bianca Neal is a storyteller, consultant, and co-founder of SaulPaul Productions. Bianca has more than 15 years of experience working with non-profits, government agencies, and corporations. Though her clients and partners have always been diverse, her focus has always been singular: To equip Black and Brown youth with the tools to succeed in life and expose them to various career pathways. Currently, a doctoral student obtaining her Ed.D. in Higher Education Leadership at St. Edward's University, her focus is on Latinas in higher education.



Brandon W. Jones is a speaker, lecturer, student affairs practitioner, and minister. He serves as Associate Director for Student Learning and Development in Housing and Dining at the University of Texas at Austin. He also teaches the "Interpreting Black Rage" course in the College of Liberal Arts. Brandon is very passionate about helping students realize their purpose and make the most of their college experience. He specializes in student athlete development, student success, minority student achievement, academic support programs, and curriculum development.

Alexander Rohrer is currently a doctoral candidate in the dissertation phase, majoring in prevention science at Wilmington University. Alex has a master's degree in forensic psychology from Fairleigh Dickinson University and a bachelor's degree in psychology with minors in English and sociology from Millersville University of Pennsylvania. Alex is currently employed as a community school director within the School District of Lancaster. Alex's current research interests in prevention science focus on law enforcement, violence prevention, and mental illness and substance misuse.



Shantia Kerr Sims is an associate professor and coordinator of educational technology at the University of Central Missouri. She has served in both K-12 and higher education settings. Originally from Atlanta, Georgia, Shantia earned her BS in Middle Grades Education from Fort Valley State University in Fort Valley, Georgia and her MSE in Curriculum and Instruction with an emphasis in Instructional Systems Technology and PhD in Curriculum and Instruction with an emphasis in Learning Technologies from the University of Minnesota. Her research areas include understanding how technology is used to enhance teaching and learning in a variety of educational settings.



Anna-Kaye C. Rowe is the Assistant Director for Career and Employer Engagement at Ohio University in Athens, OH where she advises and provides career coaching and professional development support to students across several disciplines. Anna-Kaye is the Vice-Chair of Educational Programs with the ACPA Commission for Global Dimensions of Student Development and is actively involved in the Research on Women and Education AERA Special Interest Group. As a proud first-generation and international college graduate, Anna-Kaye is passionate about access and equity in higher education, international students, post-graduation outcomes, and career preparedness. Her dissertation research explores the experiences and post-doctoral transition of international graduates in education and the social sciences.

Tammy E. Smithers is an interdisciplinary scholar, researcher, writer, and thought leader on issues of race/ethnicity, gender disparity, political engagement, diversity, and inclusion. One of her unique gifts is facilitating conversations both as a moderator, speaker, and panelist on diversity and social justice issues with engaging, thought-provoking candor. Tammy is an Executive Consultant at Bridge Philanthropic Consulting, one of the largest African American owned fundraising firms in the US with a focus on primarily BIPOC organizations.



Natascha F. Saunders is a scholar practitioner, certified career coach, and speaker in the field of Career Decision Making. She is an Associate Director at Harvard Kennedy School, Black Theology and Leadership Fellow at Princeton Theological Seminary, and Lecturer at Northeastern University. Former Goodwill Ambassador to The Gambia, West Africa, Natascha's platform has carried career development to the forefront of conversations on social equity. Her dissertation entitled "Krumboltz, Career Decision Making, and METCO" was a qualitative study using portraiture to understand how environmental conditions, instrumental and associative learning experiences and task-approach skills influence the career decisions of Black students.



Clarissa J. Sparks is a personal brand strategist, trainer, mentor, and investor for women entrepreneurs. She is the founder of "She Sparks," a brand strategy design consultancy. Using her ten-plus years of branding & marketing experience, Clarissa has supported over 4,000 women entrepreneurs in gaining clarity on who they are, what they do, and how they can brand, market, and grow their businesses. Her work includes instructional design & development, and implementation of instructor-led training, eLearning courses, interactive workshops, and blended programs.

Janelle L. West is the Interim Dean of Graduate & Continuing Studies at Widener University. As a researcher and practitioner, Janelle is passionate, collaborative, and innovative. Her scholarship investigates college choice and enrollment patterns at historically Black colleges and universities (HBCUs), contemporary approaches to address challenges facing HBCU enrollment, and the experiences of Black women in higher education through critical qualitative inquiry. Most recently, Janelle served as Co-PI on a national study that focused on the experiences of Black students at HBCUs during the Black Lives Matter Movement.



Joy Melody Woods is a doctoral student studying Interpersonal Communication at Moody College of Communication's Department of Communication Studies. She is a part of the interpersonal communication subarea concentrating on health communication. She holds an M.A. in Educational Policy and Leadership Studies with a concentration in Sociology of Education from the University of Iowa and a B.S. in Political Science from Texas Wesleyan University. Her research interests lie at the intersection of Black maternal health and equity. Joy is particularly interested in how Black mothers communicate with their health care providers. She also focuses on how interpersonal communication can be a buffer in addressing the glaring health disparities in the area of maternal health.



Amanda Wilkerson is a scholar and social reformer who examines academia and analyzes K-20 student achievement in order to better understand enhancing the human condition. She is a tireless advocate for equity and excellence in higher education who seeks to build a better world for individuals and institutions through cooperation, collaboration, and community engagement. Currently, Amanda serves as an Assistant Professor in the College of Community Innovation and Education at the University of Central Florida.

Specializing in urban politics at the intersection of race, gender, and class, **Tanishia L. Williams** obtained a Ph.D. from the Public and Urban Policy program from the Milano School of International Affairs, Management, and Urban Policy at The New School. She currently serves as the Inaugural Education Stratification Postdoctoral Fellow at the Institute on Race, Power, and Political Economy. She previously served as a Critical Race Theory Senior Research Fellow with the African American Policy Forum and Center for Intersectionality and Social Policy Studies at Columbia University. Tanishia's scholarship examines how racism permeates systems through existing legal structures that buttress the subordination of minorities through racialized hierarchies.



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The Visiting Scholars program is incredibly dynamic. Participation in the program allows for collaborative discussion, professional development, and research publication. Since participating in the program, I've received guidance, mentorship, and feedback that has resulted in publishing both co-authored and solo-authored scholarship. Not only have I gained mentors, colleagues, and friends, but my knowledge base and skills have deepened through interdisciplinary exchanges and discourse.

- Tanishia L. Williams, The New School

RESEARCH INTERESTS & AREAS OF EXPERTISE

We surveyed our Visiting Scholars and asked how they would describe their research interests and areas of expertise. Common research interests include higher education, leadership, DEI, students of color, MSIs, and communication and business. Less frequent yet notable topics include workplace bullying, urban K-12 education, Black art, and social justice.



NOTABLE WORK

Visiting Scholars play a considerable role in Proctor Institute and CMSI programming, research, and communication efforts. Through contributing to and conceptualizing podcasts, Twitter chats, research projects, and even programmatic series, our Visiting Scholars are deeply committed to finding new opportunities to publish their work, get their ideas out for public consumption, and bridging gaps in higher education programming.

Given similar research interests, the Visiting Scholars program fosters frequent cross-cohort collaboration. Scholars often work together on research and programming as their areas of expertise overlap. Further, these overlapping topics have naturally lent themselves well to series of research projects and/or programming such as Black arts, systemic racism, and bullying in the workplace and higher education.



EXECUTIVE SUMMARY

Teacher Bullying, which can be defined as any of many malicious abusive behaviors or comments toward a student, has been documented and studied by researchers. These behaviors have profound and long-term negative effects. Many of America's students can speak to its existence. The research brief highlights teacher bullying and places particular attention on this form of abuse in racially-disparate classrooms. Included within this brief is a review of previous studies on teacher bullying; (b) explanation of associated outcomes of peer bullying; (c) details of connections between student-teacher interaction and the effects of bullying; (d) details related to the relevance of racially-disparate classrooms and racism; and (e) findings from qualitative data of teacher-imposed teasing, bullying, and abuse collected from among randomly selected, Black American college students. Recommendations for action are also provided.



ABOUT THE AUTHOR

Patrice W. Glenn Jones is the Executive Director of Online Education and Programs at Alabama State University, an assistant professor at Embry-Riddle Aeronautical University-Worldwide, and Visiting Scholar at Rutgers Graduate School of Education. The student-centered virtual learning ecologies specialist is a Jacksonville, Florida native who began her career as a high school teacher and radio air personality. Patrice is also a professional editor and educational program evaluator.

With a master's degree in English from the University of North Florida, an educational specialist degree in information science and learning technologies from the University of Missouri-Columbia, and a Ph.D. in Educational Leadership from Florida A&M University, Patrice has held instructional and leadership positions in higher education. In addition to authoring curricula and online course content, her research on Black student activism was (July 2020) highlighted by the Samuel Dewitt Proctor Institute. She also has publications in the *Journal of Negro Education*, *Negro Educational Review*, *Thought and Action*, *Academic Advising Today*, other peer-reviewed journals, as well as several book chapters and edited book projects.

In addition to exploring teacher behaviors, Patrice's research interests include(a) standing against social injustice, (b) online teaching and learning, (c) the psychology of hope, and (d) exploring factors that impede or advance Black student achievement. You can reach Patrice at pwglenn@yahoo.com.



EXECUTIVE SUMMARY

This critical qualitative research study describes and explores the experiences of undergraduate Black women Resident Assistants (RAs) at Predominantly White Institutions (PWIs). This study explored how women navigate the RA responsibilities and how the intersections of race and gender have an impact on their role. Given the influx of campus hate crimes motivated by race across the United States, and to ensure the success and support of Black women students serving in these roles, it is imperative that we understand their racially gendered experiences within predominantly White contexts. Phenomenological research methods and a series of semi-structured interviews were used to examine the lived experiences of 19 Black undergraduate women. Critical Race Theory, Black Feminist Thought, and Intersectionality were used as frameworks to examine how participants navigate their social identities and associated experiences as an employee and student. Findings from the study indicate that the intersection of Blackness (e.g. race, being a woman (e.g. gender), and serving in the leadership role as an RA, is influenced by oppressive conditions that presented themselves in the following seven themes: Institutional Oppression; Racism; Physical, Emotional, and Psychological Stress; Fear; The Outsider Within; Controlling Images; and Care through Counterparts. This study's findings and future recommendations seek to support and inspire Black and other minoritized undergraduate student RAs, illuminate the diverse experiences of undergraduate Black women, and to enhance professional leadership development of residential life practitioners at PWIs.



ABOUT THE AUTHOR

Ayana T. Hardaway is a Visiting Scholar for the Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice in the Rutgers Graduate School of Education and the Rutgers Center for Minority Serving Institutions. Ayana has twelve years of experience as an administrator, researcher, and educator in higher education. As a critical qualitative researcher and practitioner, Ayana's research interests include: examining the intersections of race and gender within marginalized groups, with a focus on Black women and girls, in P-20 educational and social contexts; campus diversity initiatives and policies; and critical qualitative methods. Ayana completed her Ph.D. through the Urban Education program with a concentration in Higher Education in the Department of Policy, Organizational, & Leadership Studies at Temple University. She holds an M.Ed. in Urban Education from Temple University, and a B.A. in Communication Studies and Journalism from West Chester University of Pennsylvania. Readers with any questions or comments should contact Ayana at ayanadyler@gmail.com.

Proctor Research Briefs

The Forte Way: A Coaching Case Study during the COVID-19 Pandemic

Tanishia L. Williams, Tracey Freiberg, Sabrina Abbamonte
December 2021

Who Is the Real Bully? Teacher Bullying and Occurrences in Racially-Disparate Classrooms

Patrice W. Glenn Jones
March 2021

Activism Deferred Among Black American Students

Patrice W. Glenn Jones
July 2020

"I'm Not Your Mammy:" Unearthing the Racially Gendered Experiences of Undergraduate Black Women Resident Assistants at Predominantly White Institutions

Ayana T. Hardaway
May 2020

CMSI Research Briefs

Choosing Cheyney: Why Cheyney University is Still a Choice for College Bound Students

Janelle L. West, Brandy Jones, Zachary Brown
July 2021

Timed Out, Stressed Out, Chill Out: Making Sense of Fast Paced Online Graduate Teaching at HBCUs

Leah Hollis
January 2021

Modeling Inclusion: HBCUs and LGBTQ+ Support

Brandy Jones, Pearl Lo, **Amanda Wilkerson**, Amy Xu, Leslie Hall, Katherine Cooper, Sergio A. Gonzalez, Marybeth Gasman
December 2020

A Response to Racism: How HBCU Enrollment Grew in the Face of Hatred

Janelle L. West, Robert T. Palmer
October 2019

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Joining the Visiting Scholar program has been one of the best decisions I've made during my doctoral journey, it has completely exceeded my expectations. I wanted to be part of a diverse community of scholars invested in higher education, equity, mentorship, and professional development, and the program has been the perfect blend of all these things in a very intentional way.

- Anna-Kaye C. Rowe, Ohio University

CMSI
RESEARCH BRIEF

A Response to Racism: How HBCU Enrollment Grew in the Face of Hatred

by Janelle L. Williams, Rutgers University—New Brunswick and Robert T. Palmer, Howard University

Executive Summary

Over the past three years, about one-third of HBCUs have experienced record increases in applications and enrollment. Anecdotal information credits racial tensions, the political climate under the Trump administration, and what HBCU President Walter M. Kimbrough calls the “Missouri Effect”—the recent surge in race-based harassment of Black students at Predominantly White Institutions (PWIs) for the enrollment resurgence. This empirical study explores—if and how, these events may have contributed to the increase in HBCU enrollment. Specifically, using a qualitative approach, we interviewed 80 students across four HBCUs of various types (e.g., public, private, comprehensive, and research-intensive). The findings from our study provide empirical evidence pertaining to how the “Missouri Effect” influenced Black student enrollment at HBCUs. This study provides implications for HBCUs as they recruit and enroll more college-bound Black students, particularly in the current political climate. Similarly, this study also includes recommendations for higher education institutions, including PWIs as they seek to promote a more inclusive and supportive campus community for minoritized student populations.



Janelle is a proud graduate of historically Black university, Cheyney University.

Janelle L. Williams is the Associate Dean of Extended Learning at Widener University and a Visiting Scholar in the Rutgers Graduate School of Education. As a researcher and practitioner, Janelle is passionate, collaborative, and innovative. Her scholarship investigates college choice and enrollment patterns at historically Black colleges and universities (HBCUs), contemporary approaches to address challenges facing HBCU enrollment, and the experiences of Black women in higher education through critical qualitative inquiry.



Robert T. Palmer is Chair and Associate Professor in the Department of Educational Leadership and Policy Studies at Howard University. He is also a faculty affiliate for the Center of Minority Serving Institutions (CMSI) at Rutgers University. His research examines issues of access, equity, retention, persistence, and the college experience of racial and ethnic minorities, particularly within the context of historically Black colleges and universities. Robert's work has been published in leading journals in higher education, such as *The Journal of College Student Development*, *Teachers College Record*, *Journal of Diversity in Higher Education*, *Journal of Negro Education*, *College Student Affairs Journal*, *Journal of College Student Retention*, *The Negro Educational Review*, and *Journal of Black Studies*, among others. To date, he has authored/co-authored well over 120 academic publications. Robert earned his Ph.D. in Higher Education Administration from historically Black university, Morgan State University.

Robert T. Palmer is Chair and Associate Professor in the Department of Educational Leadership and Policy Studies at Howard University. He is also a faculty affiliate for the Center of Minority Serving Institutions (CMSI) at Rutgers University. His research examines issues of access, equity, retention, persistence, and the college experience of racial and ethnic minorities, particularly within the context of historically Black colleges and universities. Robert's work has been published in leading journals in higher education, such as *The Journal of College Student Development*, *Teachers College Record*, *Journal of Diversity in Higher Education*, *Journal of Negro Education*, *College Student Affairs Journal*, *Journal of College Student Retention*, *The Negro Educational Review*, and *Journal of Black Studies*, among others. To date, he has authored/co-authored well over 120 academic publications. Robert earned his Ph.D. in Higher Education Administration from historically Black university, Morgan State University.



CMSI and Proctor Research Reports

The Power of Black Women Student Voters

Marybeth Gasman, Brandy Jones, **Tammy Smithers**, **Ayana Hardaway**, Terry Griffin, **Amanda Wilkerson**, David Brinker, Thuy Duy Trinh, James Tedesco
October 2021

Presidents and their Strategies to Build Partnerships at HBCUs

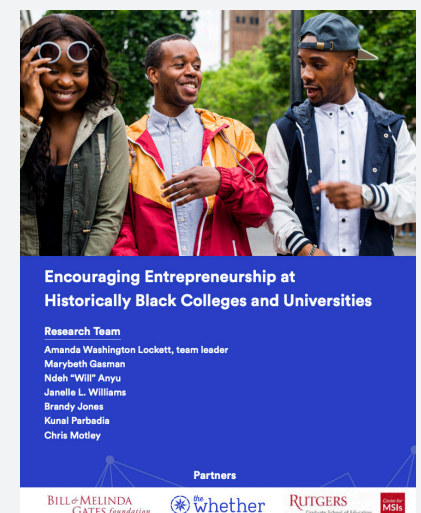
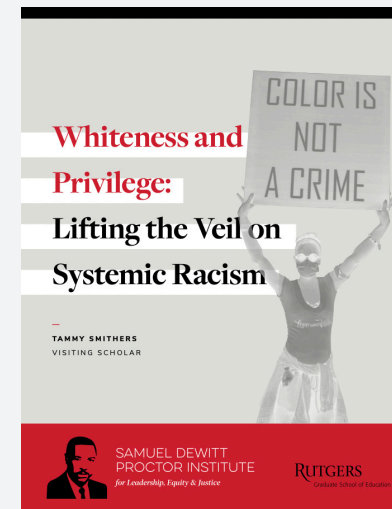
Zachary Brown, **Janelle L. Williams**, Levon T. Esters
March 2021

Whiteness and Privilege: Lifting the Veil on Systemic Racism

Tammy Smithers
February 2021

Encouraging Entrepreneurship at Historically Black Colleges and Universities

Amanda Washington Lockett, Marybeth Gasman, Ndeh “Will” Anyu, **Janelle L. Williams**, Brandy Jones, Kunal Parbadia, Chris Motley
May 2020



CMSI and Proctor Institute Programming

Latinas Excelling at Doctoral Degrees (L.E.A.D.D.) – 2022

Conceptualized and Moderated by **Bianca Neal**

Adapting to the Pandemic Series – 2021

Conceptualized by **Anna-Kaye C. Rowe**

Featuring: **Anna-Kaye C. Rowe, Tanishia Williams, Lance K. Bennett, Mauriell Amechi, Clarissa J. Sparks, Gabriel Bermea, Bianca Neal, Thapelo Ncube Whitfield**

Bullying in Higher Education: Understanding Vulnerable Employees' Experiences – 2021

Conceptualized by and featuring **Leah Hollis**

The Therapeutic Benefits of African Diaspora Dance for College Students – 2021

Conceptualized and Moderated by **Kemuel Benyehudah**

Post-Election Panel Series – 2020/2021

Conceptualized by **Anna-Kaye C. Rowe**

Reframing Black Art: A Matter of Social Justice – 2020

Conceptualized and Moderated by **Michon Benson**

Racism, Whiteness, and Privilege Series – 2020

Conceptualized and Moderated by **Tammy Smithers**



CAREER PLANNING AND PIVOTING DURING THE PANDEMIC

Proctor Institute program conceptualized by and comprised entirely of Visiting Scholars

In addition to the aforementioned research projects and programs, Visiting Scholars contribute meaningfully to the Varying Viewpoints podcast series (Figure 1) and often host #SDPIchats and #MSIChats on Twitter.

Figure 1

Varying Viewpoints
Samuel DeWitt Proctor Institute

PREVIEW

Episode Number	Episode Title	Host	Duration
1	Episode 36: "Achieving Racial Equity in Health, Physical Activity, and Education" w/ Tara Blackshear	Tara Blackshear	25:24
2	Episode 35: "Career Mapping in The Great Resignation" with Tierney Bates	Tierney Bates	52:50
3	Episode 26: "Staying Inspired in the Professoriate" with Laura Castañeda	Laura Castañeda	40:55
4	Episode 25: "Soaring Through Academia as a Latina" with Gloria Martinez	Gloria Martinez	41:12
5	Episode 23: "An Overview of Critical Race Theory" with Aaron Griffen and Angel Jones	Aaron Griffen and Angel Jones	33:17
6	Episode 21: "Resisting Colonial Racist Behaviors at Tribal Colleges" with Joseph Angel de Soto	Joseph Angel de Soto	49:15
7	Episode 20: "Beyond the Border" with Aida Isela Ramos	Aida Isela Ramos	44:13
8	Episode 19: "Discussing the Jewish Perspective at HBCUs" with Joseph Drew	Joseph Drew	35:11
9	Episode 11: "The Presence of Workplace Bullying: Effects of Chronic Stress" with Ingrid Tulloch	Ingrid Tulloch	39:57

PROGRAMMATIC RESULTS & PERSONAL GROWTH

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“When I started my journey as a Visiting Scholar, I was focused on the short-term. Never in a million years would I have imagined the breadth and depth of my research, writing, and scholarship would be received beyond the academy. I have evolved to be recognized as a thought-leader and influencer in the literary, philanthropy, and DEI space.”

- Tammy E. Smithers, Bridge Philanthropic Consulting

Along with providing opportunities for publication and content creation for the Proctor Institute and CMSI, we regularly hold professional development seminars exclusive to cohort members. These workshops become a space for Visiting Scholars to not only learn and grow in various aspects pertaining to research and teaching, but community building is welcomed and encouraged. Sessions include but are not limited to:

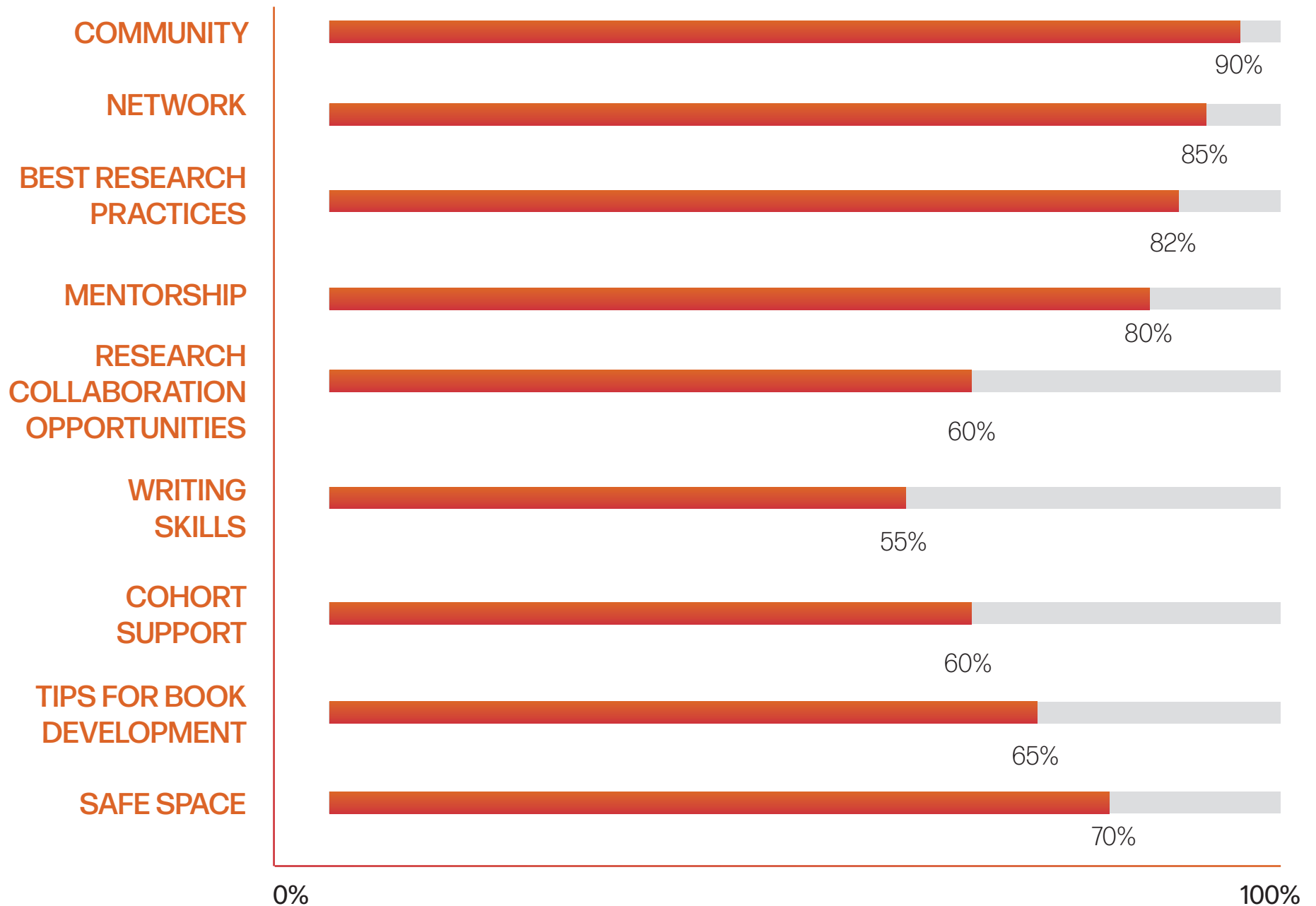
- Exploring Methodologies
- Building on Your Dissertation Research
- Life Hacks and Work/Life Balance
- Managing Your Social Media
- Navigating Academic Conferences
- How to Break into Top Journals
- Life After Graduate School
- Writing Peer Reviewed Articles
- Scholarly Productivity
- Collaborative Research
- Fundamentals of Leadership
- Preparing for Your Dissertation
- Finding Your Academic Voice

Each session begins with a check-in and an opportunity to share any relevant work scholars are working on to encourage cross-institutional collaboration. Scholars not only receive mentorship from the Proctor Institute/CMSI, but they receive mentorship from each other.

As we surveyed scholars in the program regarding their experiences, responses noted positive gains in knowledge of research practice and process, mentorship, and invaluable support from other colleagues in the cohort. Scholars emphasized that they improved their writing skills, refined their qualitative research skills, learned how to be more efficient and organized, and implemented practical tips for time management and writing scholarly books. In addition to their growth as scholars, almost all responses highlighted the importance of community within the program. Scholars spoke to significant enhancement of their professional networks and those that had collaborated on research both within the Proctor Institute/CMSI and beyond, stressed the beauty of this program connecting them with likeminded scholars beyond their own institutions.

Figure 2

Benefits Gained from Participation in the Visiting Scholars Program



FINAL THOUGHTS

The Visiting Scholars program's emphasis on community building and seizing opportunity makes it a powerful and successful force for academics.

Nearly every scholar emphasized the importance of community and network building that the program provides. As forging connections remains the backbone of academia – and most professional fields – the Visiting Scholar program positions scholars well for their careers.

For scholars in doctoral programs, they not only gain a vast network of peers that are in a similar professional stage to them, but they have access to a network of those who are already working in the professional world and can reflect on and share their experiences. For scholars working in academia, policy, practice and beyond, they gain a network built for collaboration. This community drives the Visiting Scholar program forward and their significant contributions don't go unnoticed.



LATINAS EXCELLING AT DOCTORAL DEGREES (L.E.A.D.D.)

Proctor Institute program conceptualized
and moderated by Visiting Scholar
Bianca Neal



If you're interested in learning more about becoming a Visiting Scholar, reach out to natalie.passov@gse.rutgers.edu.

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