

ACS FOCUS Faculty Of Color Uniting for Success

FACILITATOR BIOS

ACS Director of Diversity & Inclusion

Dr. Anita Davis has a passion for social justice issues and has held various leadership positions. She was the inaugural director of the African American Studies Program and Associate Dean of Academic Affairs at Rhodes College where her responsibilities included accreditation, curriculum and program assessment, faculty evaluation and mentoring, and supporting diversity and inclusion initiatives. For the past ten years, Dr. Davis has continued research on student perceptions of the campus climate surrounding diversity and inclusion. Dr. Davis is an Associate Professor of Psychology and is currently on a three-year leave of absence from her position at Rhodes as she fulfills duties as the Director of Diversity and Inclusion at the Associated Colleges of the South (ACS), a consortium of sixteen nationally recognized colleges and universities. Her primary responsibilities are to support member institutions in their collective and individual efforts to advance diversity and inclusion goals on their campuses and in their communities.

ACS FOCUS Steering Committee Members

Alicia Moore, Southwestern University ACS FOCUS Program Director holds the Cargill Endowed Professorship in Education at Southwestern University in Georgetown, Texas. Her areas of expertise include: Early Childhood and Elementary Education, Early Childhood Special Education, Special Education, Multiculturalism, and Administration and Supervision. Her passion lies in disrupting patterns of discrimination in educational settings and she provides training in a variety of areas related to culturally responsive and proficient pedagogy and personal and professional self-awareness of one's own implicit biases. In addition, she has served as co-editor of The Association for the study of African American History's *Black History Bulletin* for the past 12 years. The Bulletin is dedicated to enhancing teaching and learning in the areas of Social Studies and History and Dr. Moore was one of 15 Historians invited to the White House in 2013 to celebrate Black History Month related to this work.

Brenda Sendejo is a Chicana/Tejana feminist anthropologist who draws on Chicana feminist theories and praxis in her work on spiritual activism, embodiment, and the Chicana feminist movement. She developed the concepts of Methodologies of the Spirit and Mujerista Ethnography, which she is developing in her manuscript, *"The Face of God Has Changed": Mujerista Ethnography and the Politics of Spirituality in the Borderlands*". She employs feminist and decolonial pedagogies and methodologies as an educator-scholar and co-director of the Latina History Project, an intergenerational oral history/archival project that documents Latinx/Chicanx civil rights and activism in Texas since the 1960s. She currently serves as Associate Professor of Anthropology, Chair of Latin American and Border Studies Program, and affiliate faculty in Feminist Studies, Race and Ethnicity Studies, and Environmental Studies at Southwestern University.

Julie Sievers brings more than 11 years of experience in faculty development and 17 years in teaching at institutions focused on undergraduate learning. In 2016, she became Southwestern's first Director of Teaching, Learning, and Scholarship, and from 2007-2016, she was the Director of the Center for Teaching Excellence at St. Edward's

University. She has also taught full-time on the tenure track in English at Denison University. As a faculty development director, Dr. Sievers helps faculty develop their teaching and scholarship. Her current research focuses on college teaching statements and the use of digital tools in teaching literature. As an educational development expert, she was recently named to the Fulbright Specialist roster by the Council for the International Exchange of Scholars, and she has published on faculty development in *To Improve the Academy: a Journal of Educational Development* and the *Journal of Faculty Development*. She received a Ph.D. in English in 2004 from the University of Texas at Austin.

Larkin Tom is the Senior Director of Foundation Relations at Southwestern University. She has been active in non-profit fundraising for more than 25 years and is now in her 15th year at Southwestern. In that capacity she writes institution-wide grants for Southwestern and works closely with faculty to find external support for their scholarship and research. She has worked on a number of successful grant-funded programs that address diversity issues, including a faculty diversity grant funded by the Andrew W. Mellon Foundation and a collaborative recruitment partnership with area community colleges funded by the Jack Kent Cooke Foundation. She is interested in the role active learning pedagogy and proactive programs such as summer bridge and research opportunities play in student retention and success. She is increasingly aware of the importance of using institutional or project data to assess the effectiveness of programs and document progress and change.

Dionne B. Jackson, Ed.D., serves as the Vice President for Diversity and Inclusion and Chief Diversity Officer at Hendrix College in Conway, Arkansas. Her role requires her to lead Hendrix's diversity, equity, and inclusion initiatives. She also serves as an Associate Professor of Education, contributing to Hendrix's Social Justice minor. Dr. Jackson earned her Doctor of Education degree in Curriculum and Instruction from Baylor University. She possesses twenty years of combined teaching and professional development experience.

Felipe Pruneda Senties is the Director of the Writing Center at Hendrix College, where he teaches academic writing and film studies. During his directorship, he has collaborated on the development of a new training program in inclusive pedagogy for all students who provide academic support at Hendrix. His research focuses on the role of transnationalism in media theory, and ponders the dynamics – linguistic, geopolitical and institutional – that both enable and impede dialogues between national and regional media cultures. Dr. Pruneda Senties holds a Ph.D. in Critical and Cultural Studies from the University of Pittsburgh. His recent work has been published in *Framework* and the collection *Ethics in Screenwriting: New Perspectives* (2016).

Anita DeRouen - Through the work of Dr. Anita DeRouen, Assistant Professor of English and Director of Writing and Teaching, at Millsaps College in Jackson, MS, the Millsaps College Writing Program is one of the College's hallmarks. Recognized as one of the premier writing programs in the country, the writing center is known for making Writing Across the Curriculum work. In addition Anita providing personal support to both students and faculty members, the Writing Program is supported by a Writing Center and a Writing Proficiency Requirement. Her scholarly expertise includes representations of race, gender, and sexuality in television, the teaching of writing, as well as curriculum and program development at liberal arts colleges. At Millsaps, she directs the writing program and faculty development programs, and she also brings her own experience as a faculty woman of color at Millsaps.

Louwanda Evans is an Assistant Professor of Sociology and Director, African-American Studies at Millsaps College and is the co-author of a paper recognized by the American Sociological Association for its contribution to the study of racial and ethnic minorities. The co-authored the paper, "Impossible Burdens: White Institutions, Emotional Labor, and Micro-Resistance," received the 2017 Oliver Cromwell Cox Award presented by the association's Section on Racial and Ethnic Minorities. The award recognizes the author(s) of the best research article in the sociological study

of race and ethnicity published in the last three years. Evans's research focuses on issues of race/ethnic relations, emotions and emotional labor, and the intersections of race, class, and gender, primarily in the workplace. Her research grapples with how institutional cultures and systems (re)produce particular forms of inequitable emotional labor for workers of color in professional occupations. She has published articles in *The American Behavioral Scientist*, *Contemporary Sociology*, and *The Encyclopedia of International Education*. Her most popular book is titled: *Cabin Pressure: African American Pilots, Flight Attendants, and Emotional Labor*.

ACS FOCUS Facilitators

Maria Lowe is a Professor of Sociology with affiliations in Feminist Studies and Race and Ethnicity Studies at Southwestern University. Her research areas are wide ranging and include the ways social media platforms are used to monitor neighborhood racial boundaries, the experiences of residents of color in middle class predominantly white urban neighborhoods, how race, gender, and sexual orientation influence university campus climates, the roles of faculty, students, and administrators in the 1960s Mississippi civil rights movement, and the construction of femininity among women athletes. She has published in multiple fields, including sociology, history, and higher education. Her book, a manuscript developed from her doctoral dissertation, titled *Women of Steel: Female Bodybuilders and the Struggle for Self-Definition* received the book of the month award by New York University Press. Her research has received both internal and external funding, including the Fund for the Advancement of the Discipline (FAD) award which is supported by the American Sociological Association and the National Science Foundation. Professor Lowe has taught over ten different sociology classes, including Race and Ethnicity, Gender and Sexuality, and a senior capstone class on Sociology and Social Justice. Her capstone students have won many national and regional paper awards and have published numerous peer-reviewed articles. She has won the Southwestern University senior Teaching Award and has regularly co-led campus workshops on the racial, gender, and sexual orientation campus climate.

Emily Sydnor is a Visiting Assistant Professor of Political Science at Southwestern University, where she will begin as an Assistant Professor in Fall 2018. She is interested in political communication and political behavior, particularly perceptions of and reactions to incivility in the political arena. She received her PhD in Politics from the University of Virginia and her dissertation, *Fighting Words and Fiery Tone: The Interaction of Political Incivility and Psychological Conflict Orientation*, won the American Political Science Association Political Communication Section's Best Dissertation Prize.

David Campos is a professor of education at University of the Incarnate Word in San Antonio, Texas, where he teaches undergraduate and graduate courses in special education, multicultural education, and instructional design and delivery. He has written 10 books on LGBT youth, childhood health and wellness, and the schooling of Latinos, the titles which include: *Educating Latino Boys* (Corwin, 2013), *Reaching Out to Latino Families of English Language Learners* (ASCD, 2011), *Jump Start Health!* (Teachers College Press, 2011), and *Understanding Gay and Lesbian Youth* (Rowman & Littlefield, 2005). His articles have appeared in *Black History Bulletin*, *American School Board Journal*, *ASCD Express*, *Principal Leadership*, *Social Education*, *Teachers College Record*, *Young Children*, and *Journal of Hispanic Higher Education*, among others. He is currently working on a manuscript with Harvard Preceptor, Dr. Ericka Knudson, titled *Thinking through the Child Protagonist in Films from Around the World: An Instructional Approach to Spark Critical Thinking and Creativity*.

Melissa Johnson is critical race scholar and environmental anthropologist whose research focuses on Afro-Caribbean communities in Belize with whom she is family. Her book, *Becoming Creole: Race and Nature in Belize* (Rutgers University Press) will be out in November of this year, and she has articles in the journals *Human Ecology*, *Anthropological Quarterly*, and *Environmental History* among others. She has been involved with efforts to diversify

Southwestern and to make the campus more inclusive since she arrived at Southwestern in 1998. She has led the Diversity Enrichment Committee (and co-authored its first Strategic Plan for Diversity) for many years, and was critical to instituting both Southwestern's Social Justice general education curricular requirement and its Race and Ethnicity Studies program. She is committed to decolonial, anti-racist and feminist pedagogies and practices in her teaching, service and scholarly work. She is a Professor of Anthropology, Chair of the Race and Ethnicity Studies Program, Co-Chair of Environmental Studies (until July!) and affiliate faculty in Feminist Studies, Latin American and Border Studies, International Studies, Animal Studies, and Health Studies.

Jennifer Leach joined the Southwestern community last fall as the Director of Advising and Retention. She provides leadership to the academic advising system and works collaboratively across campus to evaluate current and implement new retention programs/strategies. She holds a PhD in Educational Psychology: Human Development, Culture, and Learning Sciences (HDCLS) from The University of Texas at Austin (UT). Jennifer has over eight years of academic advising experience providing students with guidance on degree planning and career goals. In addition, she conducts research on various aspects of motivation, learning, and academic outcomes in higher education.

Terri R. Johnson is the Assistant Dean for Student Multicultural Affairs at Southwestern University. Her major duties include managing the Cross Cultural Center and providing diversity education programming and services for the campus community. She also serves as the advisor for the Coalition for Diversity and Social Justice, an umbrella organization for nine cultural and identity student organizations. The organization focuses on diversity, inclusion social justice, activism and education. Terri has worked for over twenty years in higher education with a special emphasis on historically underrepresented populations. As well, she has worked in the areas of Women's and Gender Studies, First Generation College Students, Nontraditional College Students and Diversity and Multicultural Education and is very passionate about issues of education, equity, activism and social justice in helping others to succeed. Terri is a graduate of Eastern Michigan University in Ypsilanti, Michigan where she received her bachelor's degree and a Master's degrees in Women's and Gender Studies with concentrations in Psychology and Sociology. She was the first Teaching Assistant in the department's history for Women's and Gender Studies and was instrumental in changing the curriculum to include contributions from women of color. Terri received a diversity training certificate from the National Multicultural Institute and has presented nationally and internationally on diversity topics. As well, she has received numerous awards during her tenure in higher education. Terri is the author of three books of poetry and a children's book.

Omar Rivera is an Associate Professor of Philosophy and Affiliate Faculty of Latin American and Border Studies and Feminist Studies at Southwestern University. He is also the co-lead of an Andrew Mellon Inclusive Pedagogy Grant. His areas of research are Latin American Philosophy, Decolonial Theory and Aesthetics. His book *Beyond Redemption: Latin American Philosophy through Mariátegui* is forthcoming with Indiana University Press.

Gina Tillis is an applied researcher and practitioner, critical pedagogue, and social justice advocate. She is an avid researcher of social-psychology of education and critical pedagogy and is currently pursuing a Ph.D. in Cultural Studies in Education at The University of Texas at Austin. She has over 10 years of teaching sociology, cultural anthropology, ethnic studies, and cultural studies in education, as well as educational administrative leadership. Her research, pedagogy, and praxis is on educational empowerment programs and community and school partnerships.

Reggie Byron is an Associate Professor of Sociology at Southwestern University. He is currently serving as the Chair of the Sociology and Anthropology Department and co-lead of an Andrew Mellon Inclusive Pedagogy Grant. His three areas of research include employment discrimination, campus climates studies, and criminology. His articles have appeared in journals such as *Work and Occupations*, *Gender & Society*, *Social Forces*, *The Journal of Higher Education*, *The Journal of Homosexuality*, *Social Science Research*, the *Journal of Research in Crime and*

Delinquency, and the *Howard Journal of Crime and Justice*, among others. He is also in the process of writing his first book centering on race and gender based employment discrimination.

Speakers

Dr. Roland Smith is Associate Provost and adjunct professor of sociology at Rice University. He Oversees the Office of Diversity and Inclusion and chairs Rice Council on Diversity and Inclusion. He continues to teach ethnographic research methods and mentor students while serving on the Graduate Council and Institutional Review Board. He is the principal investigator/coordinator for the Mellon Mays Undergraduate Fellowship program at Rice. He came to Rice from the University of Notre Dame, where he served as executive assistant to the president, concurrent associate professor of sociology and founding director of the Center for Educational Opportunity. He also served as a research intern in the United States Senate.

Speech Title: *Life as a Faculty Member of Color: Struggle as Companion and Mentor*

Dr. Michael Soto, a Harvard and Stanford graduate, is the Associate Vice President for Academic Affairs and Professor of English at Trinity University. He is responsible for enhancing the student academic experience and offering strategies to improve student retention. He also coordinates first-year student academic advising and adviser training; the Reading TUgether common reading program; the work of the Academic Honor Council and the Academic Honor Code; academic programs for New Student Orientation; Honors Awards Convocation, and the work of the major scholarships and fellowships committee. He is the author of five books on twentieth-century U.S. literature and cultural history, most recently *Measuring the Harlem Renaissance: The U.S. Census, African American Identity, and Literary Form*, a Choice Outstanding Academic Title for 2017.

Speech Title: "In It and Of It: Belonging and Purpose in the Academy".

SESSION INFORMATION

SUNDAY, JUNE 10

Steering Committee Meeting - Sunday, June 10 -- 3:00 p.m. - 4:00 p.m. -- McCombs Center
ACS FOCUS Pre-Institute Steering Committee Meeting

Meet & Greet -- Sunday, June 10 -- 4:00 p.m. - 5:00 p.m. -- McCombs: Lynda BR
ACS FOCUS participants meet to begin building professional support network.

Dinner and Keynote Speaker -- Sunday, June 10 -- 5:00 p.m. - 6:15 p.m. -- McCombs: Lynda BR

Dr. Roland Smith is Associate Provost and adjunct professor of sociology at Rice University. He Oversees the Office of Diversity and Inclusion and chairs Rice Council on Diversity and Inclusion. He continues to teach ethnographic research methods and mentor students while serving on the Graduate Council and Institutional Review Board. He is the principal investigator/coordinator for the Mellon Mays Undergraduate Fellowship program at Rice. He came to Rice from the University of Notre Dame, where he served as executive assistant to the president, concurrent associate professor of sociology and founding director of the Center for Educational Opportunity. He also served as a research intern in the United States Senate.

Speech Title: *Life as a Faculty Member of Color: Struggle as Companion and Mentor*

MONDAY, JUNE 11

Self-care & Institutionalized Processes -- Monday, June 11 -- 11:15 a.m. to 12:30 p.m. - Anita Davis - Cullen Building, Room 360 - Balancing the demands of faculty life with personal wellness is rarely discussed or embraced as a worthwhile topic within our institutions. This session will provide a space to discuss the benefits of self-care, institutional barriers that impede prioritizing self-care, and the costs of ignoring personal self-care. Participants will explore what wellness means to them and create their own personal self-care plan.

WORKING LUNCH - 12:40-1:20 - Margaret Room in the McCombs Campus Center. Open conversations with ACS FOCUS participants.

Who are you? Introductions and Personal Narratives -- Monday, June 11 -- 1:30 p.m. to 2:30 p.m. - Alicia Moore & Terri Johnson - Cullen Building, Room 360 - Your Identity is Your Story! This session will give participants the opportunity to explore common experiences, personal characteristics and unique differences amongst the participants. The goal of the session is to familiarize the participants with each other's stories, build trust and to create positive group dynamics. Participants will engage in interactive exercises to discuss their identity development and use creative arts to share their stories. The session will end with a group reflection.

Scholarly Writing -- Monday, June 11 -- 2:45 p.m. to 5:30 p.m. - Cullen Building, Room 360 - Felipe Pruneda Senties - Even though the weight of publication might differ among institutions and positions, scholarly writing is a central part of academic life. All scholars must strategize carefully in order to balance research and teaching. This session aims to articulate and share a few key challenges to conceiving and completing projects, and to suggest ways to increase our efficiency and ability to produce meaningful work. We will also discuss resources that might be available at our home institutions to establish fertile conditions for scholarly writing, and think about what resources may yet be created.

TUESDAY, JUNE 12

Cultivating Mentoring Relationships—Tuesday, June 12—11:00 a.m. to 12:30 p.m. - Dionne Jackson - During this interactive session, we will examine rationales for mentoring and guiding principles for effective mentorship. Participants will discuss factors key to successful mentor/mentee relationships and will give consideration to trends that require special attention regarding the mentorship of faculty of color in higher education. We will leave with knowledge regarding best practices in faculty mentoring, a better understanding of participants' mentoring needs, and strategies to fulfill those needs.

WORKING LUNCH - 12:40-1:20 - Dan Rather Room in the McCombs Campus Center. Open conversations with ACS FOCUS participants.

Race in Academia -- Tuesday, June 12 -- 1:30 p.m. - 2:30 p.m. - Anita DeRouen - "It's no wonder we're tempted to steer clear of a subject that feels like an emotional and intellectual minefield. For white and non-white instructors alike, the risks of initiating race-talk in mixed company seem high, and the rewards dubious. Of course, the risks are distributed differently. Non-white academics find themselves continually called on to [defend their interest in race](#), and to reassure their white students" ([Madeleine Elfenbein](#), 2015). This session unpacks the importance of facilitating

these conversations, as well as the challenges. Tips for facilitating discussions about race-related topics, content and/or events will be shared.

Grant Writing Workshop -- Tuesday, June 12 -- 2:30 p.m. - 4:30 p.m. - Larkin Tom -The primary emphasis in this grant workshop will be on individual faculty development and will include researching and applying for fellowships. Participants will identify professional goals and develop rough application timelines based on their tenure status and research agendas. Many good compendiums of fellowships and research opportunities already exist, and we will explore some online resources to help you find a funding fit. Faculty of color bring needed perspectives to scholarly discourse, and positioning your expertise can give you a competitive edge. A brief writing exercise will focus on developing significance statements. The last part of the session will explore institutional and multi-institutional grants as a vehicle for change.

WEDNESDAY, JUNE 13

Tenure & Promotion: Advancement and Beyond -- Review of Guidelines for Tenure & Promotion
Wednesday, June 13 -- 11:00 a.m. -- 11:50 p.m. -- Panelists: Melissa Johnson, Emily Sydnor, David Campos, Alicia Moore In an article in InsideEd, Colleen Flaherty shared her qualitative research findings from her book, [Separate and Not Equal](#). This new book argues that sometimes faculty members of color going up for tenure are judged by a higher standard than are their white peers. The article outlines the stories of faculty of color and their experiences with “structural inequality, invisible labor and the need for meaningful community.” As well, the article shares that Tenure and Promotion committees may “minimize the contributions faculty of color make in terms of service to students, departments and their communities, seeing this work as less valuable.” This session offers participants the opportunity to ask questions of panelists at various stages in their careers about their personal journeys to employment, tenure and beyond. Tips for paths to success will be shared.

WORKING LUNCH: Tenure & Promotion: Advancement and Beyond, Con’t. -- Wednesday, June 13 -- 12:00 p.m. -- 12:50 p.m. --Brenda Sendejo -- 3-4 Year Service & Scholarship Plans
This brief session provides an opportunity for participants to discuss the Tenure Plan Template they received. The purpose of the Tenure Plan Template is to assist faculty in thinking about and making a plan for their path towards tenure. While there are numerous considerations for this path--which vary with each faculty member’s unique circumstances--this document will serve as a guide and provide resources that will ideally inspire participants to think about *their* particular path and goals towards tenure.

GROUP SESSIONS 1:15 p.m. - 5:30 p.m.

Looking Beyond Rank to Administrative Positions—Wednesday, June 13 — 1:15 p.m. to 2:15 p.m. -- Dionne Jackson - Diversifying higher education administration remains a challenge. This session will allow participants to examine the current state of diversity in higher education administration and to discuss the pros and cons of moving from full time faculty to administration. Hear the story of one professor’s “by chance” advancement to administration, the work that led to this appointment, and her advice regarding factors to consider if you are thinking about making a move to administration.

Transitioning from Pre-tenure to Tenure -- Wednesday, June 13 — 2:30 p.m. to 3:30 p.m. -- Brenda Sendejo - This session will provide an overview of scholarship on faculty of color experiences with tenure and promotion, emphasizing strategies for putting a tenure plan in place. Participants should come having some sense of their guidelines for tenure and promotion, especially with regards to where they currently are in their path towards tenure. What concerns do you have as you enter the next phase (pre and post tenure)? What tools do you need and what

guidance do you seek to accomplish your goals? This workshop is geared towards assisting participants visualize a plan for accomplishing the next step(s) in their research, teaching, and/or service trajectories AND the personal goals that accompany them.

Mid-Career to Promotion -- Wednesday, June 13 — 3:45 p.m. to 4:30 p.m. -- Maria Lowe

This session will focus on ways that faculty of color can successfully navigate the promotion process to full professor. We will discuss the promotion criteria for teaching, scholarship, and service for promotion to full professor and factors you may want to consider during your post-tenure career. We will also talk about personal and professional goals as well as resources that will help nurture you and foster your successes during your mid-career years. If possible, please bring a copy of your institution's guidelines for promotion to full professor.

Dinner on your own - 5:30 p.m.

THURSDAY, JUNE 14

Navigating Service Expectations: Advising Students of Color/Advising Resources -- Thursday, June 14 — 11:00 a.m. to 12:00 p.m. -- Jennifer Leach

This session will focus on the unique challenges our students of color face at predominantly white institutions. Additionally, we will discuss the impact of faculty advisors and mentors through support and advocacy. Oftentimes, this work can be challenging; as such, we will also discuss the importance of self-care. Throughout the session there will be participant engagement through small group activities and small/large discussion. Participants will receive a list of resources for further reading.

WORKING LUNCH: Navigating Service: Mentoring Students of Color -- Thursday, June 14 — 12:00 p.m. to 1:00 p.m. -- Roundtable Conversation: Felipe Pruneda, Gina Tillis, Brenda Sendejo, Dionne Jackson Retaining students of color in Predominantly White Institutions (PWIs) can be a daunting task. Research shows that students of color may face lowered expectations related to their abilities, sometimes inhospitable environments and/or anxieties about their “place” within the college community. Faculty of color are, many times, sought out by students of color to serve as formal and informal mentors. Faculty of color, then, “serve as role models within the discipline and provide cultural and social capital for diverse students, especially in fields where women and minorities are particularly underrepresented (Whittaker & Montgomery, 2014)”. This roundtable discussion will focus on the role of faculty of color in mentoring students of color and the pitfalls and promise inherent in this invisible labor.

Navigating Service -- Thursday, June 14 — 1:30 p.m. to 2:30 p.m. -- Omar Rivera. This session will focus on the specific challenges university service expectations pose to faculty of color and develop strategies to articulate an approach to service that is productive and rewarding to faculty of color. We will draw from both current research and personal experiences. In particular, we will discuss the possibilities of turning service expectations into opportunities to engage in activism within institutions of higher education. Participants should become familiar with the service expectations of their respective institutions prior to the session.

Group Activity -- Thursday, June 14 — 2:45 p.m. to 4:45 p.m. -- Terri Johnson & Alicia Moore

Group activities that foster relationships and networking will be provided. Participants will have the opportunity to relax, network and unpack personal and professional challenges.

Dinner & Inspiration - Thursday, June 14 -- 6:00 p.m. - 7:15 p.m. -- McCombs: Lynda BR

Dr. Michael Soto, a Harvard and Stanford graduate, is the Associate Vice President for Academic Affairs and Professor of English at Trinity University. He is responsible for enhancing the student academic experience and offering strategies to improve student retention. He also coordinates first-year student academic advising and adviser training; the Reading TUgether common reading program; the work of the Academic Honor Council and the Academic Honor Code; academic programs for New Student Orientation; Honors Awards Convocation, and the work of the major scholarships and fellowships committee. He is the author of five books on twentieth-century U.S. literature and cultural history, most recently *Measuring the Harlem Renaissance: The U.S. Census, African American Identity, and Literary Form*, a *Choice* Outstanding Academic Title for 2017.

Speech Title: "*In It and Of It: Belonging and Purpose in the Academy*".

FRIDAY, JUNE 15

Reggie Byron - Friday, June 15th 11am-12pm -- Advocacy -- This session will provide a synopsis of the empirical literature on faculty advocacy. It will emphasize advocacy at three levels: faculty self-advocacy in relation to institutional demands, faculty advocacy for themselves amongst their colleagues, and faculty advocacy for underrepresented students. Each of these different forms of advocacy come with their own unique challenges. We will spend some time in the session discussing common practices used to mitigate the challenges of advocacy and brainstorming new potential strategies.