About the Contributors

Chaunda L. Scott earned an Ed.D. in adult education/organizational leadership with a focus in diversity education from Teachers College/Columbia University in New York City, New York and a Ed.M. in administration, planning and social policy from the Harvard Graduate School of Education in Cambridge, Massachusetts. She is currently a tenured associate professor and graduate coordinator of the master of training and development program in the department of organizational leadership housed in the School of Education and Human Services at Oakland University in Rochester, Michigan. She also serves as the diversity and inclusion specialist in the School. In the department of organizational leadership she teaches undergraduate and graduate courses focused in the areas of workforce diversity, human resource development, organizational leadership and training and development. She has also published several national and international scholarly articles, book chapters, co-edited books and a book review and is a recipient of an Academy of Human Resource Development’s prominent Cutting Edge Research Award. In 2013, Dr. Scott was named as one of the Top 25 Education Professors in Michigan by Online Schools Michigan. Most notable in 2015, she was granted a prestigious Fulbright Specialist Award that took her to Cape Town, South Africa to engage in scholarly diversity education activities in the area of academic staff development. She also received the Educator of the Year Award in 2015 from the Niagara Foundation – Michigan Chapter for her work in the area of diversity education.

Jeanetta D. Sims, PhD., is an associate professor and transformative learning scholar in the Marketing Department of the College of Business at the University of Central Oklahoma where she teaches classes in communication and marketing. She is accredited in public relations. Her program of research includes strategic communication, workforce diversity, and persuasion and social influence. She has received university and national awards for her teaching (2014, 2012, and 2009) and for her scholarship through winning top paper awards at national and international conferences in 2013, 2012, 2010, 2009, 2008, and 2006. Her collaborative philosophy and approach to teaching is featured in a university TeTalk, which was completed for the UCO Center for Excellence in Transformative Teaching and Learning. Since joining UCO in 2007, Dr. Sims has founded and cultivated a robust, primarily undergraduate research program called Diverse Student Scholars, where she has mentored more than 20 funded student grants, supervised more than 40 student research experiences, presented more than 65 conference presentations with students, and published more than 10 proceedings and journal publications with student co-authors. She is the Business Section Editor for the Oklahoma Journal of Undergraduate Research. She serves nationally in elected or appointed positions for the National Communication Association Black Caucus and African American Communication and Culture Division, the Marketing Management Association, and the North American Management Society. Her co-authored research appears in multiple book chapters along with
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Elizabeth Behm-Morawitz is an Associate Professor of Communication at the University of Missouri. She studies media effects and digital media in the contexts of gender, race/ethnicity, sexuality, and health.

Stephen D. Brookfield is the John Ireland Endowed Chair at the University of St. Thomas in Minneapolis-St. Paul. He has taught for 45 years in community, adult and higher education in Britain, Canada and the United States and authored, edited or co-authored eighteen books, six of which have won the Cyril O. Houle World Award for Literature in Adult Education. Informed by European critical theory and American pragmatism, he is engaged in the experimental pursuit of beautiful consequences and interested in learning about, and helping others fight against, ideological manipulation. His work within and outside the academy focuses on teaching critical thinking, democratizing the classroom, and understanding the responsible use of teacher power. To accomplish these projects he uses primarily discussion-based exercises and activities. He runs workshops around the world and gives his exercises and techniques away for free at www.stephenbrookfield.com.

Marilyn Y. Byrd is an Assistant Professor of Human Relations, The University of Oklahoma, Norman, OK. Dr. Byrd earned a Ph.D. in Human Resource Development at Texas A & M University, College Station, Texas. She is a member of the Academy of Human Resource Development (AHRD) where she serves as co-chairperson of the Workforce Diversity & Inclusion Special Interest Group. She served as Track Chair for the Critical, Social Justice and Diversity Perspectives track for the AHRD 2014 and 2015 Conference in the Americas. Currently, she is an associate editor for Advances in Developing Human Resources. Dr. Byrd’s research interests include organizational social justice, spirituality in the workforce, organizational ethics, critical workforce diversity/inclusion, and intersectionality in the leadership experiences of American Black women. Most current work: Hughes, C., & Byrd, M. Y. (in press), Managing Human Resource Development Programs.

Laura Castillo-Page. Ph.D., is senior director of Diversity Policy and Programs and Organizational Capacity Building at the Association of American Medical Colleges (AAMC). Dr. Castillo-Page is responsible for strategic planning, setting priorities, staff professional development, and for managing the day-to-day operations of the Diversity Policy and Programs unit. Dr. Castillo-Page also leads the organizational capacity building portfolio of work to promote the infusion of diversity and inclusion throughout academic medicine to support member institutions through services, tools, and resources that strengthen their policies and processes and address diversity issues at the institutional level. Previously at the AAMC, as Director of Research, Dr. Castillo-Page was responsible for developing and implementing a research strategy and agenda to make the case for diversity in academic medicine. Additionally, she oversaw all data publications and was a lead staff member in enhancing and expanding minority faculty
professional development offerings. Before coming to the AAMC, Dr. Castillo-Page was a research scientist at the American Institutes for Research (AIR), where she was responsible for various aspects of analyzing and examining education practice and policy and served as co-project director of the Bill and Melinda Gates Foundation Early College High School Initiative evaluation. She received her B.A. from Fordham University, M.A. in political science from the University at Albany, SUNY, and M.S. and Ph.D. in educational administration and policy studies from the University at Albany, SUNY.

**MeShawn Conley** serves as the director of the Office of Diversity and Inclusion at the University of Central Oklahoma. As director, she is responsible for programs and services that expand students’ cultural horizons, cultural competence and perspectives while honoring their respective experiences. Ms. Conley is a proud graduate of the University of Central Oklahoma where she received both her bachelor degree in Corporate Communication and her master degree in Adult Education. In her role, she has had the opportunity to conduct numerous diversity trainings for faculty, staff and students and has recently co-taught a course addressing cultural competence and leadership at UCO.

**Sarah S. Conrad** is the director of the Advancing Holistic Review Initiative at the Association of American Medical Colleges. Prior to this role, she served as lead researcher in the Diversity Policy and Programs unit, looking at institutional culture and climate. She has an M.S. in Human Development and Family Studies from the Pennsylvania State University.

**Mary Eberhardinger** (MA, University of North Carolina, Greensboro) is serving in her second year on the governing committee for the Basic Course at Emerson College, which is the Fundamentals of Speech Communication. Mary’s pedagogical style embraces a contemporary, relevant, critical, and global perspective on communication phenomena and intercultural relations. While living and teaching in Japan for over two years, she co-taught with Japanese educators and learned Japanese. She believes that foreign language learning is a niche part of a strategic intercultural communication skillset. Mary has also taught advanced level communication theory classes in Singapore. She is an active presenter at the National Communication Association and the International Communication Association conventions.

**Jennifer Eliason** is a Leader Research Analyst with the Diversity Policy and Programs unit of the Association of American Medical Colleges (AAMC). She holds an Ed.M. in Higher Education from the Harvard Graduate School of Education and is currently pursuing her Ph.D. in Higher Education at the University of Maryland. Her research interests include equity and inclusion in medical, professional, and graduate education.

**Oon Feng Lim** is a former undergraduate student in marketing and graduate from the College of Business at the University of Central Oklahoma. He spent three semesters as an undergraduate research assistant in the Diverse Student Scholars program. Along with working on this research, he worked on a funded student grant, published two papers, and made three co-authored conference presentations at state, national and international conferences.

**Marlo Goldstein Hode** currently serves as the post-doctoral fellow of diversity education and research for the Chancellor’s Diversity Initiative and Department of Communication. In addition to a PhD in Communication, she has earned an LL.M in dispute resolution and a master of arts in intercultural
communication. She has a professional background in international business, customer service, teaching/training, mediation, conflict management, and dispute system design. She provides training in general diversity issues, conflict management, and intercultural communication.

**Bertie M. Greer** is currently Professor and Chair of Department of Management at Haile/US Bank College of Business Northern Kentucky University. She earned her Ph. D. from Kent State University. Her research interests are in the areas of supply chain management, supplier diversity, project management, and the implementation of change. Dr. Greer has industry experience with Ford Motor Company and Chrysler in process improvement, buyer-supplier relationships, manufacturing and quality management.

**Lisa Hanasono** is an Assistant Professor in the School of Media and Communication at Bowling Green State University. Her research focuses primarily on issues related to diversity, inclusion, and interpersonal communication. She teaches a variety of courses, such as communication research methods, communication theory, relational communication, health communication, race and communication, and persuasion.

**Dini Homsey**, Ph.D is an Assistant Professor in the Marketing Department. Her research interests include how cultural messaging affects organizational socialization and the meanings of work. Her publications appear in both edited books and academic journals. A 2013 winner of the Vanderford Distinguished Teacher Award, she brings to the classroom a wealth of professional experience in both public and private sectors.

**Stevie Johnson** serves as the Special Assistant to the Vice President of Student Affairs and Advisor for the Black Male Initiative & Fellows Program at the University of Central Oklahoma. Stevie received his Bachelor of Science in Health & Exercise Science in 2011 and Master of Education in Student Affairs from the University of Oklahoma in 2013. Mr. Johnson is the 2014 National Association of Student Personnel Association (NASPA-IV West) Rising Star Professional Recipient. Mr. Johnson specializes in retention, fundraising and bringing cultural awareness to the UCO community for non-majority students on campus. Mr. Johnson currently in his first year of his Ph.D program in Higher Education Administration at the University of Oklahoma.

**Hung-Lin (Jimmy) Lai** is an undergraduate student majoring in marketing at the University of Central Oklahoma. He has spent five semesters as an undergraduate research assistant in the Diverse Student Scholars program. Along with working on this research, he has received two funded student grants, published six papers, and made seven co-authored conference presentations at state, national and international conferences.

**Catherine L. Langford**, Ph.D., is an associate professor of Communication Studies at Texas Tech University. A rhetorical scholar interested in public address, Dr. Langford’s research focuses on legal and political rhetoric. Her work has appeared in Argumentation and Advocacy, First Amendment Studies, Communication Law Review, The Rhetoric of Heroic Expectations, and The Rhetorical Presidency of George H.W. Bush. She is current editor of Argumentation and Advocacy.
Brenda Lloyd-Jones is an Associate Professor of Human Relations at University of Oklahoma (OU), where she is Associate Chair for the Department of Human Relations in the College of Arts and Sciences. Her academic research is attentive to the dimensions of diversity in the contexts of social justice. Her current investigations synthesize her knowledge and experience as a scholar and community builder, focusing on the intersections of personal, professional, and civic interests among faculty members in higher education. Her work is published in scholarly journals and edited volumes. Her teaching centers on human relations in the workplace and focuses on leadership access in the contexts of organizational justice. Recognized for her critical pedagogy and reflexive practice strategies, she is also a professional speaker, experienced group facilitator, and mediator.

Denise J. Luethge is a professor of corporate strategy and international business at Northern Kentucky University, USA and a joint researcher at the Institute for Technology, Enterprise and Competitiveness (ITEC) at Doshisha University in Kyoto, Japan. She holds an MBA from Michigan State University and a PhD from Indiana University. She has over 40 publications and 50 presentations in the areas of knowledge creation and innovation, strategic orientation in transitional economies, cross-cultural business communication and pedagogical use of simulations and cross-national virtual classrooms. Her current research examines innovation at the individual level within organizations, accreditation and research quality in African business schools and bicultural virtual class projects.

Kate Magsamen-Conrad studies health and interpersonal communication specializing in community-based applied projects. Her research broadly concentrates on how communication affects personal, relational, and health outcomes- e.g., an examination of how dyadic communication facilitates health/illness management. Dr. Magsamen-Conrad uses Community Based Participatory Research (CBPR) to develop and implement interpersonal and persuasion theory-based health campaigns and interventions, e.g., the Intergroup Communication Intervention (ICI) and The It’s Your Community Project (IYCP). Her research integrates new communication technology acceptance and use, especially as it pertains to health, literacy, and disparities- e.g., the examination of a couple’s co-management of technology and health (ii) literacy and stigma. Dr. Magsamen-Conrad earned her Ph.D. in Health and Interpersonal Communication at Rutgers University and her M.A. in Interpersonal Communication from Illinois State University.

Roxana D. Maiorescu (Ph.D., Purdue University) is an Assistant Professor at Emerson College in Boston, where she specializes in global public relations. Her work revolves around leadership, organizational culture, and employee communication.

Jennifer J. Matthews, Assistant Professor, earned her Ph.D. in the Counselor Education from the University of Central Florida and a M.A. in Counseling from Wayne State University. She is a National Certified Counselor and is a Licensed Professional Counselor and School Counselor in the State of Michigan. For the past five years, Dr. Matthews has been providing counseling services to adolescents and adults, couples and families in various settings. Her professional interests include the multicultural counseling, grief & loss counseling, clinical supervision. She has authored peer-reviewed journal articles and presents at international, national, state, and local conferences. Additionally, she is active in professional organizations, including the American Counseling Association, and the Association of Counselor Education and Supervision. Dr. Matthews currently serves on the editorial board for the Counseling and Values Journal.
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Jeanette Muhleman Dillon is a 25-year media veteran pursuing her doctorate in communication. Her research interests include health and organizational communication, particularly within nonprofit organizations and social enterprises. Current research investigates how millennials are engaging with the social enterprise TOMS shoe company, the reduction of negative ageist attitudes as millennials teach tablet skills to older adults within two nonprofit organizations, and active research while developing an anti-sexual assault health campaign to affect positive change on a college campus.

Ashley Neese is an undergraduate student majoring in strategic communication at the University of Central Oklahoma. She has spent three semesters as an undergraduate research assistant in the Diverse Student Scholars program. Along with working on this research, she has received two funded student grants, published one paper, and made four co-authored conference presentations at state, national and international conferences.

Sarah Neese is a former undergraduate student in strategic communication and graduate from the College of Liberal Arts at the University of Central Oklahoma. She spent five semesters as an undergraduate research assistant in the Diverse Student Scholars program. Along with working on this research, she received two funded student grants, published five papers, made 14 co-authored conference presentations at state, national and international conferences, and earned one Top Paper Award for her co-authored research.

Marc A. Nivet is the Chief Diversity Officer for the Association of American Medical Colleges, where he provides strategic vision and programmatic leadership on issues surrounding community engagement, diversity, and health equity at universities, medical schools and teaching hospitals across the United States and Canada. Dr. Nivet has spent over 20 years in academic medicine developing creative program initiatives and innovative approaches to the mission of excellence in research, education and patient care. Prior to joining the AAMC, Dr. Nivet served as the COO and Treasurer for the Josiah Macy, Jr. Foundation, which fosters innovation in health professional education that aligns workforce training with the dynamic needs of patients. He also served as a special assistant to the Senior Vice President for Health at New York University, and held management positions with the Sallie Mae Fund, and the Associated Medical Schools of New York.

Mark P. Orbe (Ph.D., Ohio University; M.A., University of Connecticut; B.A., Ohio University) is an internationally known educator, author, and consultant/trainer in the area of communication and diversity. In addition to his award-winning teaching, research, and service accomplishments, Dr. Orbe is CEO of Dumela Communications, an international communication consulting company that promotes communication competence in an increasingly diverse world. At present, Dr. Orbe is Professor of Communication & Diversity in the School of Communication at Western Michigan University where he holds a joint appointment in the Gender and Women’s Studies Program.

Myron L. Pope serves as the Vice President of Student Affairs at the University of Central Oklahoma. He attended the University of Alabama where he received a bachelor’s degree in history/English and a masters and doctorate in higher education administration. During his career, he has worked in the community college system of Alabama as a Talent Search Counselor, at the University of Alabama as the
Director of Recruitment for the College of Education, at the University of Oklahoma as a faculty member in the Adult and Higher Education program, and at the University of Central Oklahoma as Assistant Vice President of Student Affairs and the Vice President of Enrollment Management. He also continues to teach in the African and African-American Studies and the Adult and Higher Education programs at the University of Oklahoma. He has conducted a variety of research on higher education related issues, including community college student and administrative issues, minority student concerns, faculty governance issues, and institutional trust. He has published in scholarly journals and books and also presented regionally, nationally, and internationally on these topics. He has been active on the regional and national levels of ACPA, ASHE, CSCC, and NASPA, as well as serving as a consultant/evaluator with the Higher Learning Commission (HLC).

Gil Robinson is a senior lecturer at the University of East London, Stratford Campus, in the School of Business and law. He lectures Human Resource Management, Human Resource Development and Organizational Behaviour. He is also a HRM and HRD consultant and works with organizations on developing effective solutions that enables organizations to enhance their bottom lines. He researches and publishes in the areas of Race and Ethnic Relations, Equality and Diversity, Ethnic Relations, Attainments in HE, Trade Unions and Performance Management. An additional area of research focus is in the area of Strategic HRM and its impact on the implementation of equal opportunity and managing diversity policies in organisations He also participates in assessment centre for the appointment of senior officers with the Police Service.

Stephanie L. Sanders (Ph.D., Ohio University; M.S., University of Central Arkansas; B.A., University of Central Arkansas) is the Director for Diversity Initiatives at Old Dominion University (Norfolk, VA) in the Office of Institutional Equity and Diversity. Before this appointment, she was the assistant director for Diversity and Inclusion at Ohio University where she taught courses in Leadership, Civic Engagement and Service-Learning. Through the lens of Critical Race Theory, Dr. Sanders’ research agenda examines students who transition from urban environments to rural predominantly White college environments. As a practitioner and scholar she is interested in K-16 pipeline initiatives, urban education, diversity in higher education and success among minority and underrepresented student populations.

Shavonne R. Shorter is an Assistant Professor in the Department of Communication Studies at Bloomsburg University. Shorter specializes in Organizational Communication (Ph.D., M.A.-Purdue University; B.A.-Frostburg State University). Teaching is her life’s passion and her commitment to superior instruction has been recognized through conferral of a Bruce Kendall Award for Excellence in Teaching. Honorable Mention at Purdue University. Her research focuses on the innately political nature of organizing. Shorter investigates organizing processes in contexts such as education, politics, and within the media. Her scholarship has been published in Health Communication and presented at conferences sponsored by the International Communication Association, National Communication Association (Top Paper Recipient), Eastern Communication Association, and Maryland Communication Association. In her spare time she is committed to helping students take the steps to achieve their dreams.

Jalea Shuff is a graduate student in the family life education department at the University of Central Oklahoma. She is a McNair Scholar who has spent three semesters as an undergraduate and three semesters as a graduate research assistant in the Diverse Student Scholars program. Along with working on
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**Atoya Sims** is a graduate student in adult and higher education at the University of Central Oklahoma and a human resources administrator for Ford Audio-Video Systems, LLC. She spent one semester as an undergraduate and five semesters as a graduate research assistant in the Diverse Student Scholars program. Along with working on this research, she has six publications, received three funded student grants, made 15 co-authored conference presentations at state, national and international conferences, and has earned two Top Paper Awards for her co-authored research.

**Paul Anthony Valdez** is the Associate Director in the Center for Community and Civic Engagement at Bowling Green State University. Valdez facilitates a variety of programs, which support faculty members in integrating service-learning pedagogy into courses as well as community-based methods into research activities. Valdez is a doctoral student in the Higher Education Administration Program at BGSU, received an M.S.Ed. in Higher Education and Student Affairs from Indiana University, and completed a B.S. in geology at BGSU.