About the Contributors

**Charles B. W. Prince** serves as the first Director for Student Success and Transition in the Office of Undergraduate Studies. He leads the office’s strategic plan, and all campus-wide initiatives from orientation to the first-year experience and beyond. All of these programs are arranged to impact the institution’s graduation and retention rate. Mr. Prince has been with Howard University for two years before joining the Office of the Provost - Office of Undergraduate Studies. Previously, he served as the Site Manager for the Jumpstart For Young Children, at Howard University in the School of Communications. From those experiences, Mr. Prince has worked with ensuring student success through service-learning and educational success. Mr. Prince earned his Bachelor’s degree in Secondary Education and Social Studies from Southwestern University in Georgetown, TX. He later pursued his Master’s degree in International Comparative Education from The George Washington University in Washington, DC. Mr. Prince specializes in K-12 (Public & Private), Higher Education (National and International), Curriculum and Instruction, Evaluation and Assessment and Governance.

**Rochelle L. Ford**, Ph.D., APR, became a tenured professor and the new chair of the Public Relations Department in the SI Newhouse School of Public Communications at Syracuse University in June 2014, responsible for all undergraduate and graduate public relations programs at this PRWeek top-ranked university. Having served as a faculty member at Howard University since 1998, Dr. Ford has mentored hundreds of African American public relations professionals and championed the diversity agenda within the public relations industry through her research, grants, teaching and service. She served as an associate dean in the School of Communication at Howard University, established the Jumpstart for Young Children Program at Howard, led strategic planning and research committees for the Office of the President and Provost at Howard University and helped to establish the Howard University Center on Academic Excellence. In August 2014, she was inducted into Arthur W. Page Society. She has published extensively on diversity and inclusion as well as issues facing higher education. She is a recipient of PRSA’s D. Parke Gibson Multiculturalism Award, The Plank Center for Leadership in Public Relations Milestones in Mentoring Award and the National Black Public Relations Society Founders Award. She holds a BA from Howard University, MA from University of Maryland and a PhD from Southern Illinois University at Carbondale. A mother of three, she has led Church Initiative’s Single and Parenting Ministry in the US and in Kenya.

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Patricia E. Aregano grew up on an American Indian reservation. Her tribe, Oneida Indian Nation, is federally recognized and was mostly isolated on 32 acres of land until 1993 when they built Turning Stone Resort and Casino. She worked for 7 years as a blackjack dealer at the casino. She earned an associates degree in math and science in 2009 from Mohawk Valley Community College. She earned a bachelors degree in communications with a minor in chemistry in 2012 from Syracuse University. She earned a masters degree in media and communications in 2014 from Norfolk State University. As much as possible, she travels the world sometimes with her four children or sometimes with her four sisters.

Andrew T. Arroyo serves as associate professor of Interdisciplinary Studies, co-director for learning communities, and program director for the Classroom to Career Pipeline at Norfolk State University. He is also an affiliate with the Penn Center for Minority Serving Institutions. Prior to entering academe, Andrew spent 13 years in the for-profit and non-profit sectors. His publications have appeared in outlets such as the *Journal of Diversity in Higher Education*, *American Journal of Education*, *Journal of Student Affairs Research and Practice*, *Teaching Theology & Religion*, *Spectrum: A Journal on Black Men*, *Journal of Transformative Education*, *Learning Communities Journal*, and *Journal of College Student Retention: Research, Theory, and Practice*. Andrew is co-author of *The African American Student’s Guide to STEM Careers* (Greenwood Press, 2016) and *Black Female College Students: A Guide to Student Success in Higher Education* (Routledge, 2017). He is co-editor of *Effective Leadership at Minority-Serving Institutions: Exploring Opportunities and Challenges for Leadership* (Routledge, 2017).

Cheryl Blackman is a Professor and the Chair of the Department of Psychology at Bowie State University. She received her Bachelor of Arts degree in Psychology from New York University and her Master of Science and Doctorate in Clinical Psychology from Howard University. She has worked for several years as a clinical psychologist treating children with Attention Deficit/Hyperactivity Disorder (ADHD) and other childhood disorders. Her research interests include stress, anxiety and coping strategies among women, and the impact of critical thinking skills, personality and mental health issues on the academic performance of college students.

Shearon Brown is an Associate Professor at North Carolina Agricultural and Technical State University and serves as Undergraduate Director for the Computer Science Department. She has 34 years of teaching experience in the areas of computer science and mathematics. She has a MS degree in Computer Science from the University of Illinois and a MS degree in Mathematics Education from North Carolina Agricultural and Technical State University. She also did graduate work in computer science at Duke University. Her research interest is in computer science education. As Undergraduate Director, she is actively involved in recruitment, retention and advising undergraduate students.

Joelle Davis Carter, Ph.D., is currently the Visiting Lecturer for College Student Personnel where she is responsible for developing and teaching courses for graduate students. Her primary expertise focus on diversity in higher education, leadership and student engagement. Previously she served as the Assistant Vice President for Retention and Student Services at Western Kentucky University. In this capacity, she was primarily responsible for developing and coordinating institutional retention efforts to increase graduation rates and enhance student engagement. Dr. Carter’s research interests are centered...
on the status of minority-serving institutions in the United States, increasing diversity on Historically Black College and University campuses and specifically the engagement of non-Black students attending these universities.

**Kimberly Daniel** is an Associate Professor and Coordinator of the School Psychology Program in the Department of Counseling at Bowie State University. She received her Bachelor of Science degree from Howard University and her Master of Science and Doctorate from The Pennsylvania State University. Dr. Daniel has worked in School Psychology for over 24 years. Currently, she manages the daily activities of the School Psychology Program. Dr. Daniel’s research interests include school consultation and problem-solving practices, program assessment and evaluation, crisis management and the impact of Attention Deficit/Hyperactivity Disorder and executive functioning on learning in higher education.

**Adenike Marie Davidson** is currently a professor of English and Gender Studies and serves as the Department Chair of English and Foreign Languages at Delaware State University. She has also worked at Fisk University as Director of the W.E.B. Du Bois General Honors Program and Director of the Women’s and Gender Studies Minor, at the University of Central Florida. She completed her Ph.D. at University of Maryland, College Park in American and African American Literature with concentrations in Literary Theory and Gender, an MA in African American Studies from UCLA, and her BA in English from College of the Holy Cross. She has one published book, The Black Nation Novel: Imagining Homes-places in Early African American Literature (Third World Press: 2008), and several journal articles. Her scholarship focuses on reclaiming lost voices and texts, understanding race and gender across texts and eras, and connecting canonical and non-canonical texts to further examine the American experience. Her current research projects include a book manuscript examining the collaborations between New Negro artists, Negritude artists, and New African artists in print and nurtured by female writers and editors such as Jessie Fauset and the Nardal sisters; autonomy and empowerment in enslaved mothers; and Toni Morrison’s soldiers and wars. Moreover, she is also currently interested in the resistance of students and administration at HBCUs toward Gender and LGBT studies on our campuses.

**Yolanda L. Dunston** has more than two decades of experience in education in the state of North Carolina. She earned a B.A. in Elementary Education, an M.Ed. in Special Education - Literacy Studies, and a Ph.D. in Literacy all from the University of North Carolina at Chapel Hill. Her focus is effective teaching, particularly in the areas of literacy and online learning. She has taught at the pre-school and elementary levels, provided literacy consulting for struggling middle and high schoolers, and taught undergraduate and graduate courses at UNC-Chapel Hill and North Carolina Central University. She has prepared instructional materials for Pearson Prentice Hall, is a contributing author for the text Aftermath of Hurricane Katrina: Educating Traumatized Children Pre-K through College, and is a co-author for The Ultimate Student Teaching Guide. Currently, she is an Associate Professor at NCCU in the Department of Curriculum and Instruction in the School of Education. She coordinates the Elementary Education program, teaches literacy courses, facilitates the internship seminar, and supervises student teachers.

**Kirsten S. Ericksen** is an Assistant Professor in the Ethelyn R. Strong School of Social Work at Norfolk State University (NSU). She earned a BA in Child Studies (minor in Sociology) from Concordia University, Montreal, Canada, an MSW (emphasis School Social Work) from Southern Illinois University at Carbondale and a PhD in Urban Services (emphasis Human Services) from Old Dominion University,
Virginia. Dr. Ericksen was a practicing social worker for 10 years before becoming a faculty member. As a professional social worker Dr. Ericksen gained practical experiences in leadership and professional encounters in micro, mezzo, and macro social work including; higher education, early intervention (birth-3), school social work (K-12), social service organizations, and non-profit agencies (Executive Director for Big Brothers Big Sisters of the Peninsula). Dr. Ericksen’s recent research interest applies to the scholarship of teaching and learning, specifically how to effectively engage students using innovative methods to enhance learning. Dr. Ericksen has taught both traditional and non-traditional students in a variety of courses using different formats (on-campus, hybrid, and distance learning) at four different universities. Dr. Ericksen is the facilitator for two learning communities at NSU, to promote a holistic approach to student learning.

Sayo O. Fakayode is currently an Associate Professor at North Carolina A&T State University (N.C.A&T) in Greensboro since fall 2013. Prior to his current position, Dr. Fakayode was an Assistant Professor at Winston Salem State University (WSSU), 2007-2013. He was a postdoctoral researcher in Dr. Isiah Warner’s research group at Louisiana State University, 2004-2007. Dr. Fakayode was also an Assistant Lecturer, University of Ibadan, 1998. Dr. Fakayode regularly teaches courses and laboratories in Quantitative Analysis, Instrumental Analysis, General Chemistry, Physical Science, and Research Investigation. Dr. Fakayode has initiated the use of hands-on research experience, new pedagogical innovation, and Guided Inquiry Laboratory Experiments in the Analytical Chemistry laboratory curriculum at WSSU and continues their implementation at N.C.A&T. This initiative continued to mentally challenge and generate the students’ interest in Science, Technology, Engineering, and Mathematics (STEM) to promote learning, success, critical thinking, problem solving, communication, and leadership skills. Dr. Fakayode’s research involves the use of pure and applied analytical chemistry, chemometrics, and experimental design for investigating and solving real-world problems. Dr. Fakayode’s ultimate research goals are the development of new chemical sensors for rapid, sensitive, and accurate analysis of chemicals of biomedical, pharmaceutical, forensic, agricultural, and environmental importance. Dr. Fakayode has directly mentored approximately 50 undergraduate and 7 graduate students at WSSU and N.C.A&T in various faculty-student collaborative research projects. Dr. Fakayode’s faculty-student collaborative research and pedagogical innovations have resulted in 52 scientific peer reviewed publications in world leading journals and nearly 100 oral/poster presentations locally and at regional and national research conferences. Approximately 80% of Dr. Fakayode’s publication list undergraduate students as co-authors. Dr. Fakayode’s publications have garnered over 1651 overall citations (1192 citations since 2010) (http://scholar.google.com/citations?user=sIdvm4AAAAAJ) indicating the high acceptance rate of his publications. Dr. Fakayode has also received approximately $1,000, 000.00 in external and internal grant awards as a primary or co-primary investigator to support his basis and pedagogical research. Dr. Fakayode has served as a reviewer of articles submitted to prestigious journals of high impact and has also served as an Editorial Board member for several journals. Dr. Fakayode is currently serving as a Newsletter Editor for the National American Chemical Society, Analytical Division. Dr. Fakayode has also served as the organizer for the oral presentation section on Analytical Separations at the ACS, 2008 national meeting in New Orleans. Dr. Fakayode has actively participated in several Analytical Science Digital Library (ASDL) activities, including the planning, organizing, and facilitating of a national Active Learning in Analytical Chemistry professional development workshop in June 2014 for 30 selected analytical chemistry professors in HBCUs and Universities and Hispanics serving institution to promote nationwide STEM education for underrepresented minority students. Dr. Fakayode has
also developed a strong collaboration with local K-12 school districts to offer and to conduct several professional development program workshops for over 50 local district science and mathematics educators to promote grass-roots science education and the development of STEM majors. Dr. Fakayode was a recipient of several awards including, Outstanding Researcher of the Year Award, College of Arts and Science, North Carolina A&T State University, 2015, First Time Grant Award, Office of Sponsor Office, Winston-Salem State University, 2011, Franklin McAtee Award, Department of Chemistry & Biochemistry, Baylor University, 2004. Graduate School Travel Award, 2004, Robert A. Welch Foundation Research Award, 2002-2003.

**Dwedor Morais Ford** is an educator, a writer, a community organizer, and an entrepreneur. Dwedor has a strong commitment to teaching writing with computers to enhance learning and to offer clients the opportunity to build technology competencies. Dr. Ford’s article, “Technologizing Africa: On the Bumpy Information Highway,” was listed as one of ScienceDirect.com’s TOP 25 Hottest Articles for January – March 2008. Her books Computers and Writing (September 2009) and L is for Liberia (May 2013) are available at Amazon.com and through local booksellers. While living in Winston-Salem, NC, Dr. Ford founded America Serves of Winston-Salem, NC, a non-profit grassroots organization which contributed to alleviating hunger in the community, supported the education of local young people, and showcased small businesses in the Piedmont Triad. Dwedor is a talented seamstress and designer. Dr. Ford is committed to empowering women and girls across the globe. She currently serves on the board of directors of the Martha M. Wright Foundation, a non-profit organization created for the purpose of funding the education of teen mothers.

**Georges Haddad** is Professor of Physiology at Howard University’s School of Medicine. He is recognized as a national and international thought leader on the pathogenesis of alcohol induced heart disease as well as cardiac hypertrophy. He has published extensively on alcohol and hypertrophy associated contractile dysfunction in both animal models as well as in human hearts at the genomic level. He has served extensively on the review panels for the National Institutes of Alcohol Abuse and Alcoholism and the American Heart Association.

**Terence Hicks** serves as the Dean for the Claudius G. Clemmer College of Education at East Tennessee State University. Most recently, he served as the Dean of the Whitley R. Green College of Education at Prairie View A&M University, Texas (Texas A&M University System). Dr. Hicks is an accomplished author/editor, an award winning university Dean and an experienced research methodologist/statistician who has over 15 years of service as a research professor at 4 different state University systems (University System of Maryland, University of North Carolina System, Texas A&M University System and the Tennessee Board of Regents).

**Adriel A. Hilton** is an assistant professor & director of the Higher Education Student Affairs program at Western Carolina University. He previously served as the inaugural assistant vice president for inclusion initiatives at Grand Valley State University (GVSU). His responsibilities included consulting, advising, and providing support and informational resources on the subjects of diversity and inclusion to all levels of administration, faculty and staff. Additionally, he acted as a liaison to GVSU’s Office of Multicultural Affairs, Women’s Center, and the Lesbian, Gay, Bisexual and Transgender Resource Center.
**About the Contributors**

**Samuel L. Hinton** is a graduate of South Carolina State University, Troy University and Argosy University. Dr. Hinton is a co-founder of the Crawford-Hinton History Scholarship for history, history education and social studies majors in the department of social sciences at South Carolina State University. Dr. Hinton has over a decade of experience in higher education as an Author, Leadership Coach, Admissions and Development Officer, Instructor and Retention Consultant for HBCUs. In addition, Dr. Hinton has participated as an abstract reviewer for the Annual Black Doctoral Network Conference, 18th Annual HBCU Retention Summit and the Post Doctoral Symposium for Argosy University. Dr. Hinton currently serves in numerous capacities including his position as Board member for the Garden City Preparatory Academy for Boys in Orangeburg, SC. Dr. Hinton is skilled recognizing individual student needs through assessing overall goals while enhancing success in the advancement of higher education.

**Japera Johnson** is a Research Instructor at Morehouse School of Medicine where she engages in research related to the role of mentoring in the career development of underrepresented scientists in the biomedical research workforce. She is a Co-Investigator of the Research Resources and Outreach Core of the National Research Mentoring Networking.

**Tiffany Jones** is the Program Director for Higher Education Research and Policy at the Southern Education Foundation. She engages in research and initiatives that address higher education accountability, assessment, finance, developmental education, and institutional effectiveness. Dr. Jones has published scholarly articles and policy reports on the ways that policies and practice facilitate college access and success for students of color. Dr. Jones earned a bachelor’s degree in Family Studies from Central Michigan University, a master’s degree in Higher Education Administration from the University of Maryland, College Park and a doctorate in education policy at the University of Southern California.

**K. D. Joshi** is the Philip L. Kays Distinguished Professor of Information Systems in the Department of Management, Information Systems, and Entrepreneurship at Washington State University. Her research focuses on IT enabled innovation, knowledge management, commercialization of innovation, business intelligence, broadening participation in STEM disciplines, developing STEM workforce.

**Margaret I. Kanipes** earned her Bachelor of Science in Chemistry from North Carolina A&T State University (NCA&T) and her doctoral degree in Biological Sciences from Carnegie Mellon University, Pittsburgh, Pennsylvania. She did postdoctoral training in the Department of Biochemistry in the School of Medicine at Duke University, Durham, North Carolina. She currently holds the position of Associate Professor of Chemistry. Dr. Kanipes has several publications in refereed journals, which also include her current research efforts in food pathogen detection and science education. She has also been active in grant proposal writing and seeking funding from agencies such as National Institutes of Health, National Science Foundation and the Department of Education. She has secured and managed an external portfolio of over 2.8 million dollars in grants as a primary and co-investigator. Dr. Kanipes has garnered several honors and awards including the prestigious Young Investigator’s Award presented at the Sixth Conference of the International Endotoxin Society meeting in Paris, France and the North Carolina Agricultural and Technical State University’s Young Investigator of the Year Award. Dr. Kanipes is currently an active member of several professional organizations including the American Chemical Society
Katrina Kardiasmenos is an Associate Professor in the Department of Psychology at Bowie State University. She received her Bachelor of Science in Psychology and Master of Science in Psychology from St. Joseph's University and Doctorate in Applied Experimental Psychology from The Catholic University of America. Her research interests include the study of Attention Deficit/Hyperactivity Disorder and executive functions in college students and the use of effective course redesign to improve retention. Currently, she is conducting grant-funded research in a special area of interest which examines the effects of peer tutoring/mentoring on student success and retention.

Lynette Kvasny is an Associate Professor in the College of Information Sciences and Technology at the Pennsylvania State University. Her research explores the ways in which race, gender and class identities shape the use of information and communication technologies.

Robin Lee has over 20 years of experience in education as a teacher, faculty member, researcher, thought leader, and career planning specialist. Dr. Lee has received a number of distinctions and awards, and has held memberships with the National Association of Colleges and Employers (NACE), the Student Affairs Administrators in Higher Education (NASPA), and the National Society for Experiential Education (NSEE). She is also the former president of the Association of Pan African Doctoral Scholars (APADS) - a non-profit organization geared toward mentoring doctoral students of African descent. Most recently, Dr. Lee became a Fulbright Fellow awardee and served as part of a delegation of university administrators visiting Germany to study first-year student retention issues. As an independent researcher, Dr. Lee also works as a consultant with Lee Success Consulting, LLC, a boutique consultancy which focuses its work on career development, higher education and student success initiatives. Dr. Lee holds a bachelor's degree in Economics; a master's degree in Education; and, a doctorate in Higher Education and Educational Leadership from the University of California, Los Angeles.

Ometha Lewis-Jack is currently an Assistant Professor in the Department of Psychology at Bowie State University. She received her Bachelor of Science degree in Psychology, Master of Science and Doctorate in Clinical Psychology from Howard University where she also served as director of the Clinical Psychology graduate program. She specializes in the Neuropsychological Assessment of African Americans. Her research interests include the role of spirituality in the diagnosis and treatment of mental disorders and the effect of personality styles on executive functioning in college students. Currently, she is conducting research on the effects of stress and anxiety on mental health outcomes in college students.

Abdul K. Mohammed is currently Professor of Chemistry and Director of the Summer Ventures in Science and Mathematics Program at North Carolina Central University (NCCU), Durham, NC, USA. Dr. Mohammed holds B.S. degree in chemistry from the University of Benin, Nigeria. He received his Ph.D. degree in inorganic chemistry from Louisiana State University in 1992 and did postdoctoral research at Florida State University from 1992-1993. Dr. Mohammed joined NCCU in March 2011 as Dean of the College of Science and Technology prior to its merger with the College of Liberal Arts in July 2012. Previously, he served as Professor and Chair of the Department of Chemistry at Winston
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Salem State University, Winston-Salem, NC from August 2004 to March 2011. Dr. Mohammed started his academic career as an Assistant Professor of Chemistry in August 1993 at North Carolina A&T State University and was tenured as Associate Professor of Chemistry in 1999. He remained at NC A&T State University until July 2004. He was a Fulbright Scholar in Oman during the 2003/2004 academic year. His research interests include the development of multinuclear transition-metal complexes as chemical nucleases and antineoplastic agents; photophysics and photochemistry of transition metal complexes and chemical education. Five students have completed their Master degree theses under the direction of Dr. Mohammed; and he has supervised the research projects of several undergraduate students.

Christopher Adam Ray is currently a second year graduate student enrolled in the Higher Education Student Affairs program at Western Carolina University. During his time at WCU, Adam has worked within the Office of Undergraduate Studies, the Office of the Chief of Staff, and the Center for Service Learning. In addition, he has published several items related to retention of undergraduate students and composed a book review which was published within the Journal of College Student Development.

Sean Robinson is an Associate Professor of Higher Education and Student Affairs at Morgan State University, in Baltimore, MD. Sean has over 20 years’ experience on university campuses in both academic affairs and student affairs. His teaching interests include: higher education administration, student affairs administration, organizational development & change management, leadership development, and research methodology. His current research areas are twofold: the first is related to the exploration of the sexual orientation identity development for youth and young adults; the second relates to understanding the experiences of graduate students and faculty, particularly those who are minorities.

Vincent T. Snipes is Director of the Winston-Salem State University (WSSU) Center for Mathematics, Science, and Technology Education (CMSTE), a North Carolina Mathematics and Science Education Network (NC-MSEN) center. Dr. Snipes is also a tenured Professor of Mathematics Education in the Mathematics Department at WSSU. He earned BS and MS degrees in Secondary Mathematics Education from North Carolina A&T State University and received his Ph.D. in Mathematics Education from Florida State University. Dr. Snipes has taught mathematics at the high school, Community College, and University levels. His research focuses on the mathematics education of African American students and policy and equity issues in mathematics education. Dr. Snipes was a Co-Principal Investigator for the National Science Foundation (NSF) funded project WSSU Geoscience Initiative (WGI): “Using Geospatial Technology as Catalyst for Increasing Diversity in the Geosciences”. In addition, Dr. Snipes has years of experience conducting Professional Development Program (PDP) workshops for K-12 teachers in mathematics and science like the NSF funded project SCIMAX as well as implementing and managing numerous professional development programs. His published works include research articles and a book dealing with STEM education in mathematics and science. Furthermore, he has presented at several regional and National Mathematics and Science Education conferences and received funding to facilitate multiple STEM based programs. Dr. Snipes has organized several community-based activities such as family mathematics and science nights and family technology nights. He is presently on the Board for the North Carolina Council of Teachers of Mathematics where he has been elected to 2 different positions: Central Region President, Central Region College Vice-President. Dr. Snipes serves on the NC State Mathematics Contest Committee and is the contest chair and creator of the WSSU-Faceoff Contest
and Winston-Salem State University Elementary Mathematics Invitational. Dr. Snipes is a recipient of several awards and honors including the North Carolina Council of Teachers of Mathematics Innovator Award, North Carolina Teaching Fellow, North Carolina Council of Teachers of Mathematics Outstanding Mathematics Education Student of the Year (Central Region), the McKnight Doctoral Fellowship, as well as induction into numerous honor societies. Dr. Snipes has also helped to facilitate research on issues that affect the mathematics and science education of African American students.

**Eileen M. Trauth** is a Professor of Information Sciences and Technology at The Pennsylvania State University. Dr. Trauth’s research is concerned with societal, cultural and organizational influences on information technology and the information technology professions with a special focus on the role of diversity and social inclusion.

**Jonathan M. Walker** serves as the assistant dean of student services within the Elliott School of International Affairs at The George Washington University. At the time this chapter was written, Jonathan was the assistant dean of students and co-director of learning communities at Norfolk State University (NSU). Jonathan has published in the *Learning Communities Research and Practice* and *Journal of Research Initiatives*. His professional experience includes over eight years of professional work experience in student affairs. Specifically, student conduct, Title IX, TRiO, first-year programs, summer bridge, academic support, residential life, leadership programs, and fraternity/sorority life. Jonathan serves on the national resource faculty for the Washington Center’s National Summer Institute, which is viewed nationally as an authority on learning communities. Prior to his role at NSU, Jonathan held various positions in academic advising and academic support programs at Fayetteville State University.

**Bryan Kent Wallace** was born in Chicago, Illinois. He attended Grambling State University, Grambling, LA where he earned a Bachelor of Science Degree, Physics; Fisk University, Nashville, TN, Master of Science, Plasma Physics; and has conducted extensive graduate work in Astronomy & Education at Vanderbilt University. He is currently working on his Doctorate of Education Leadership at David Lipscomb University. Mr. Wallace was offered a position as a Research Assistant in Fisk University’s Physics Department, upon completion of his Masters Degree. He served in that position for three years, and accepted a full time faculty position in the fall of 2002. Currently, he serves as a physics faculty member and is the Director of Physics Laboratories. In that capacity, he assumed responsibility for the modernization and instruction in all physics undergraduate laboratories, as well as, laboratory curriculum. Under his supervision, the Physics laboratories have advanced from partial to full computerization of data collection, and received numerous improvements by way of renovation, organization, and utilization of more efficient equipment. Mr. Wallace is currently Primary Investigator for Fisk University’s Rocket Science Program, entitled Altitude Achievement Missile Team (F.A.A.M.T). This program was built from scratch to compete in a NASA competition known as University Student Launch Initiative (USLI), wherein the students design, build, launch and recover a sounding rocket carrying a scientific payload, which must achieve an altitude of exactly one mile. In its first year of this competition, Fisk University Placed 4th overall, and Placed 2nd, in reaching the one-mile target altitude. Fisk placed above Alabama A&M, Mississippi State, and Auburn University. All of the aforementioned schools have engineering, aerospace engineering programs or both. Fisk competed with a Physics program, only. Mr. Wallace engages in extensive work pipelining university students in to Science Technology Engineering and
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Mathematics (STEM) careers as well as engaging in mentoring programs aimed at building self-efficacy in under-represented populations in K-12. The goal of these efforts is to encouraging them to become full participants in their STEM curriculum and eventually go into STEM related careers.

Clyde Wilcox is Professor of Government at Georgetown University, and is currently teaching at the Doha campus in Qatar. He is the author or editor of more than 30 books and has written hundreds of journal articles and book chapters on religion and politics, gender politics, interest groups, campaign finance, and science fiction and politics. He has lectured in dozens of countries about a number of topics. He has recently begun to write about the democratic functions of HBCUs.

Judith K. (Gwathmey) Wilcox was formerly Associate Professor of Medicine at Harvard Medical School and is currently Professor of Medicine and Physiology at Boston University School of Medicine. She was also Chief Executive and Chief Scientific Officer at Gwathmey Inc. a pre-clinical contract research biotechnology company. She received the 2001 Tibbetts Award for Excellence in Technology Development from the Small Business Administration and the 2001 Presidential Mentoring Award in Science, Technology, Engineering, and Mathematics. She also received the Award for Women of Courage and Conviction from the National Council of Negro Women in 2002.

Zakiya S. Wilson is the Associate Dean for Faculty and Student Success within the College of Arts and Sciences at North Carolina A&T State University. She earned her bachelors degree in chemistry from Jackson State University and her doctorate in chemistry from Louisiana State University. Over the last 10 years, she has led nearly 20 education projects sponsored by NSF, NIH, USDoEd, and other agencies. With this support, Dr. Wilson has largely focused on designing, implementing, and evaluating projects aimed at increasing student persistence in STEM education pathways, particularly students from underrepresented groups. This work has encompassed addressing pipeline issues, pre-college instruction in science and mathematics, STEM undergraduate curricula, academic support systems, undergraduate research experiences, and mentoring infrastructures. Dr. Wilson is also passionate about mentoring and advancing the careers of women in the academy. She is co-principal investigator of an NSF ADVANCE Institutional Transformation project at North Carolina A&T State University. Further, she serves as principal investigator on an NSF EAGER project that studies institutional policies that promote the career success of women. Dr. Wilson’s honors include the National Administrator Role Model Award from Minority Access, Inc. and the 2009 LSU Outstanding Staff Award, the Louisiana Board of Regents Graduate Fellowship, and the Board of Regents Economic Development Assistantship. Further, she received the 2011 Woman of Color STEM Achievement Award for the Promotion of Education at the Collegiate Level, 2011 American Chemical Society (ACS) Stanley C. Israel Regional Award for Advancing Diversity in the Chemical Sciences, and the 2014 NOBCChE Henry C McBry Outstanding Educator Award. She has served on several national committees within NOBCChE and she served as a co-organizer of the American Chemical Society (ACS) Women Chemist of Color Initiative. Currently, she serves as chair of the Minority Affairs subcommittee of the ACS Division of Professional Relations. She is a founding member of the Society of STEM Women of Color.

J. Luke Wood is an Associate Professor of Community College Leadership and the Director of the Doctoral Program in Community College Leadership at San Diego State University (SDSU). Dr. Wood is also Co-Director of the Minority Male Community College Collaborative (M2C3), a national research
and practice center that partners with community colleges to support their capacity in advancing outcomes for men of color. M2C3 houses the National Consortium on College Men of Color (NCCMC) which hosts trainings, information sharing sessions, and provides resources to colleges with initiatives and programs supporting college men of color.

Erica Woods-Warrior received her B.A. in Sociology from The College of William & Mary. She received Master of Public Administration and Master of Urban Policy degrees from Old Dominion University and an Ed. D. in Higher Education Leadership from Liberty University. She has also studied at Yale University and is a recipient of both the Sorensen Political Leaders Institute fellowship and a Congressional Black Caucus fellowship. Her tenure in the House of Representatives as legislative fellow served as an impetus for her interest in urban affairs and education. After serving as a partner mediator with district courts in the Commonwealth of Virginia, she began her career in higher education at James Madison University; later she served as a member of the faculty at Hampton University for a decade, where she specialized in Public Policy, Crime and Punishment, Urban Politics, and Research Methodology. She currently teaches in the Department of Political Science at Old Dominion University, where she formerly served as the Director of the Peer Education Programs. She is a recipient of a recent programmatic grant from the Institute for Higher Education Policy and the Wal-Mart Foundation for which she developed a program to increase academic preparation, success, and retention of first-generation college students. Dr. Woods-Warrior has written numerous funded proposals and published works, and is conducting research on academic retention strategies for at-risk students; her work has been featured by numerous organizations and institutions, including the Midwestern Political Science Association, the National Mentoring Institute, and the Congressional Black Caucus Foundation. Her recent publications include, “Green Consciousness, Black Progress: Socioeconomic Inequality and Sustainability Opportunities” and “The student experience: The effect of three college retention practices on first-generation success outcomes”. As the Executive Director of Carrington Consulting, LLC. she continues to lead the charge to develop youth-serving programs and personnel for private, non-profit, and public organizations nationally and internationally.

Xiaohong Yuan is a Professor in the Department of Computer Science, North Carolina Agricultural and Technical State University. Her research interests are software security, network security, cyber security education, and computer science education.